STUDENT ENGAGEMENT SURVEY

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Students in the six Departments selected from three Colleges were asked to complete a slightly modified version of the AUSSE student engagement survey. This type of questionnaire is widely used in North America and Australasia to measure student engagement, a known predictor of student success in HE.

The first part of the report presents our aggregated data. The main message is to confirm the universal finding that student achievement is directly linked to engagement. There are some further aggregated results in our survey which may be of interest to policy formation, but the main interest is probably the pointers to potential differences between Departments in the latter part of the report. This second part of the report presents some of this data which may be worth investigating in a larger sample or exploring through the HEA engagement survey results.

BACKGROUND

Engagement surveys define student engagement as involvement in activities and conditions that are linked with high-quality learning. A key assumption is that learning is influenced by how an individual participates in educationally purposeful activities (e.g. Carini et al. 2006; Nygaard 2013). By this we mean, amongst other things, the time spent actively cognitively engaged with the subject matter (Trowler, 2010; Trowler and Trowler, 2010). While students are seen to be responsible for constructing their knowledge, learning is also seen to depend on the provision by institutions and staff of conditions that stimulate student involvement. Thus Engagement Surveys differ from surveys of student opinion, such as NSS, in seeking measures of the conditions for learning gains rather than measures of student satisfaction (Gibbs, 2010). Such surveys are common throughout North America and Australasia and are widely used to inform university policy. Our questionnaire is based on the AUSSE one used in Australasia. After our project was approved we learnt of an HEA national pilot survey with its own more limited questionnaire, which has been subsequently repeated in the last two years with more institutions (Buckley, 2013, 2014).

Our survey was slightly modified to reword questions for an English university context and validated on a small group of Interdisciplinary Science students. The survey was deployed electronically for 6 weeks at the start of the summer term 2013 including the pre- and post- examination period. In all

248 replies were obtained from approximately 3000 questionnaires. This is well below the average figure obtained in US and Australian universities of around 20%. Additionally, the AUSSE survey targets a statistically representative sample, whereas our returns are random. The response rate is certainly insufficient to disaggregate the data to Departments with any confidence. Nevertheless, the data do appear to contain some interesting features that would be worth following up. In this report therefore we restrict ourselves to highlighting some of these interesting features without any implication as to their statistical significance.

The first section of the report follows the AUSSE practice of collating a subset of responses under 6 headings:

> **Academic Challenge** - the extent to which expectations and assessments challenge students to learn (Questions 1s, 2b, 2c, 2d, 3a, 3b, 8b, 10a)
> **Active Learning**- students' efforts to actively construct knowledge (Questions 1b, 1m, 1n, 1p, 1x, 1aa)
> **Staff Student interaction** - the level and nature of students' contact and interaction with teaching staff (Questions 1w, 1y, 1u, 1v, 1z, 6e)
> **Enriching Educational Experience**- students' participation in broadening educational activities (Questions 1ab, 1ac, 6a, 6b, 6c, 6d, 6f, 6g, 6h, 8e, 10c)
> **Supportive Learning Environment** - students' feelings of support within the university community (Questions 7a, 7c, 7e, 7g, 10b, 10d, 10e)
> **Work Integrated Learning**- integration of employment-focused work experiences with study (Questions 1j, 5d, 5f, 6b, 11b)

A second set of responses concerns outcomes:

> **Higher Order Thinking** - level of participation in higher-order forms of thinking. (Questions 2b, 2c, 2d, 2e)
> **General Learning Outcomes** - development of general competencies (Questions 11 a – 11h)
> General Development Outcomes- level of development of general forms of individual and social growth. (Questions 11i – 11o)
> **Career Readiness** - students' engagement with their future career, and their involvement in activities such as writing resumes and career planning. (5i – 5m)
> **Departure Intention** - the intentions of non-graduating students to leave their institution before completing their qualification. (Question 12)
> **Overall Satisfaction** - a student's overall satisfaction with their education experience at their institution (Questions 14a, 14b, 15)

The first part of the report presents our aggregated data in this format. The main message is to confirm the universal finding that student achievement is directly linked to engagement.

There are some further aggregated results in our survey which may be of interest to policy formation, but the main interest is probably the pointers to potential differences between Departments. The second part of the report presents some of this data which may be worth investigating in a larger sample.

The data is reported here anonymously. The Departments concerned have been given the questionnaire results, but with only their own data identified and without identification of the other

participating Departments. Except where indicated, the analysis amalgamates responses from all year groups. Some results include the overall data which is presented in some instances as "Dept 7".

We have presented the data as histograms of responses, slightly re-ordered to keep similar areas together, with some comments on issues that might be worth exploring

With the strong caveat that the small sample means that the results are not robust, some emerging issues appear to be:

- 5% of student claim never to have developed communication skills relevant to their discipline (section 1)
- Most students do not make much use of student support services for either academic or personal reasons. On the other hand most students have experience of seeking advice from academic staff. If robust this result could influence policy towards a greater emphasis on support within Departments (section 2)
- There appear to be differences between Departments in perceived workload and student motivation (section 3)
- One Department seems to stand out as perceived not to provide prompt feedback (section 4)
- One Department seems to rely heavily on e-mail communication. It might be important to understand the impact (positive or negative) on student satisfaction (section 5)
- It would seem that our students relate well to each other, and teaching staff are generally available and helpful. The situation with respect to admin staff is more variable. (sections 6 & 8)
- Apparent lack of focus of students on careers and employability (section 7)
- There is an enormous range *within each Department* in preparation time and class time (section 9)
- The number of students who responded who claim to have seriously thought about leaving or who would not again choose the course they are on is surprisingly (not to say alarmingly) high: over 50% in some Departments (section 11). One might hope that this is a selection effect. On the face of it though, it does not appear to be just weak students (although the correlations with expected degree class are not statistically significant). To calibrate this one might note that the number of students who seriously considered leaving their institution in Australasia was 30%.
- However, overall the educational experience appears to be positive; perhaps the quality of academic advice plays a part (section 11)

Questions 16 and 17 ask students to name their views of the best aspects of the University and what could be done to improve engagement. We have tried to collate representative replies in the Appendix under a small number of headings. It is clear from the original data that different students in the same Department can hold contradictory opinions.

PROJECT OUTCOMES AND ACHIEVEMENTS

1. The six engagement scales

The AUSSE survey defines six categories based on answers to subsets of questions as outlined in the previous section. Students are divided into classes depending on their current (or expected) degree class. (This is finer than the division into high and low achievers used in the AUSSE analysis.) The score for each class is calculated as follows. A numerical value in the range 0-3 is assigned to each response to the categorical questions. For example, "very often" = 3, "often" = 2 etc. This is in line with the AUSSE analysis; it is accepted as crude but convenient. For questions with numerical answers we have assigned a score of 3 for above average values and 1 for below average. (Doing this consistently using quartiles would make little difference.) The average score for each class is then shown on the graphs (figure 1) as a percentage of the maximum. The graphs show the average score on the questions in each of the six categories against current degree class. In this analysis we have not broken down the data into year groups, although that would be possible.
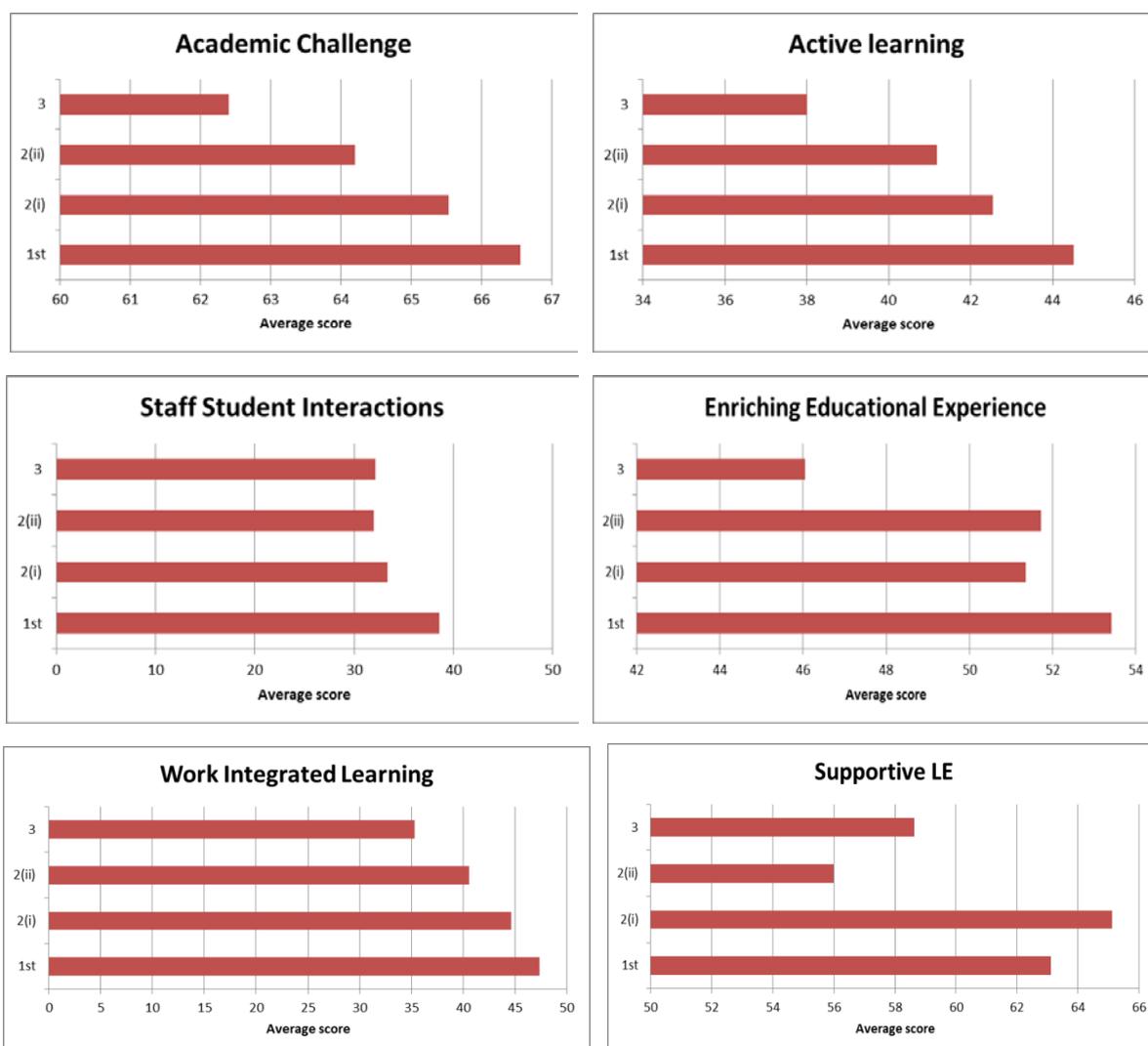

Figure 1 Scale scores in degree classes

The main message is to confirm the universal finding that student achievement is directly linked to engagement (without necessarily implying causality!)

We have looked at the data for individual cohorts in relation to the quality of experience at the University. It appears that well over 90% of students are positive about their experience with almost none rating it as poor. It is possible that year 2 may represent something of a dip for some students.
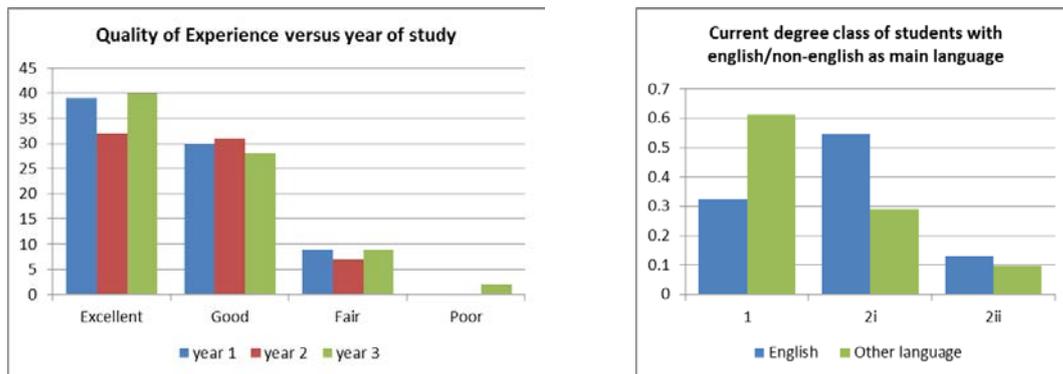

Figure 2 Left panel: quality of experience for year groups showing % of students in each bin; Right panel: comparison of the fraction of students in each degree class for native and non-native speakers

The right hand figure (figure 2) above shows a comparison between the self-reported performance of students and their mother tongue. The figures appear to speak for themselves, although this may again be a selection effect reflecting the willingness by non-native speakers to complete a long survey in English.

Finally (figure 3) we compare the averages across UoL with the averages for a representative Australian University for the various scales used by AUSSE. (The comparison is only approximate because the surveys are not exactly the same.) The similarity between the two sets of data is perhaps surprising. The significant differences suggest that we face a challenge to emphasise employability without sacrificing educational enrichment.
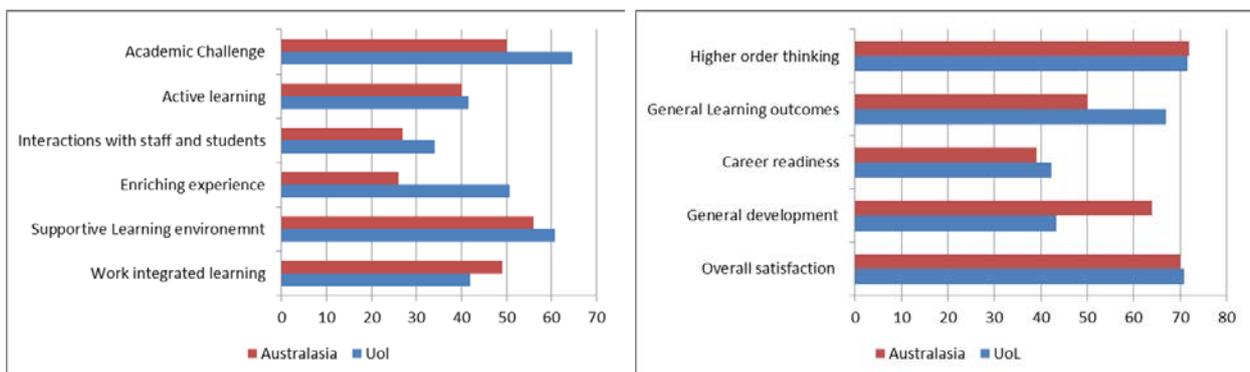

Figure 3 Scale scores for Leicester and Australasia compared.

2. Communication skills.

To give an overall impression of differences between Departments we plot the mean scores using the (3-2-1-0) scale of responses, converted to a percentage of the maximum. This is crude, but usually picks up areas of interest subject to the usual proviso, which cannot be overstated, that the sample size is too small to yield statistically significant conclusions. We can drill down further by presenting histograms of the raw data; the interpretation is then straightforward, but can be misleading in as much as, for example, the eye may be drawn to a large percentage of students in one category which is no more than average while neglecting a small percentage in another category that is much worse than average. On the other hand, comparisons to the average require some interpretation. This is illustrated here.

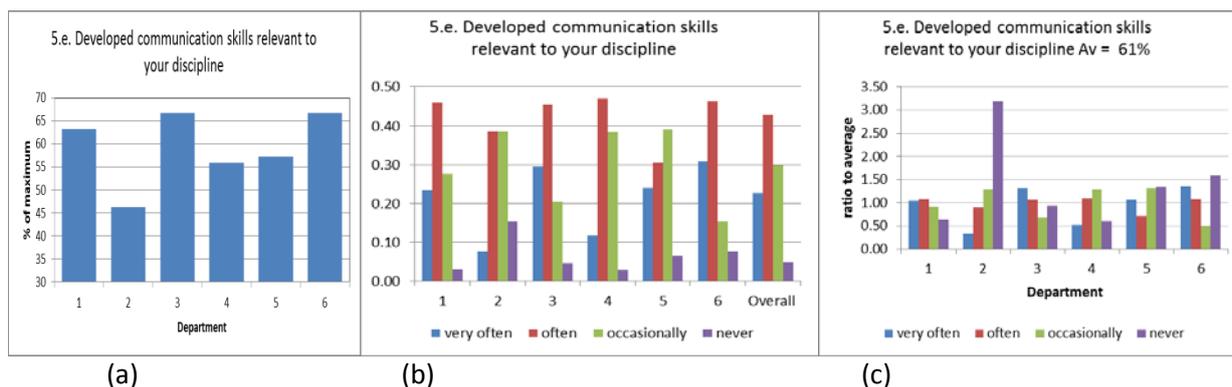(a)   (b)   (c)

Figure 4 Communication skills: (a) a histogram of the average scores in each Department; (b) a histogram of the raw data; (c) Each category of response is represented as a ratio to the average in that category.

From figure 4(a) we can probably pick up the impression that Department 2 appears to provide less opportunities for some students to gain communication skills. In this and in figure 4(b) we might miss the well above average provision in Department 1 shown by the downward sloping histogram in figure 4(c) (fewer students than average in the "occasionally" and "never" categories), or the bimodality of the responses in Department 6. In general, the histograms of normalised data show desirable responses if the graph slopes down to the right, less desirable responses if it slopes up to the right, bimodality if it is U-shaped and middle-of-the-road if it is bell-shaped. Of course, these normalised graphs have the disadvantage that they show only relative performance and not whether the averages are good or poor, so we add the average score as a percentage of the total possible. Finally on interpretation: some Departments appear to provide reduced opportunities to develop relevant communication skills. This may be related to the nature of the discipline or biases in the response rates from different years of study.

3. Use of resources

As might be expected the use of the library varies between Departments (figure 5). (Have some students really never used the library?)

Most students (50% never, 30% only occasionally) do not make much use of student support services for either academic or personal reasons, which of course doesn't mean they are not important for those that do. On the other hand most students have experience of seeking advice from academic staff. If robust this result could influence policy towards a greater emphasis on Departmentally based student support.
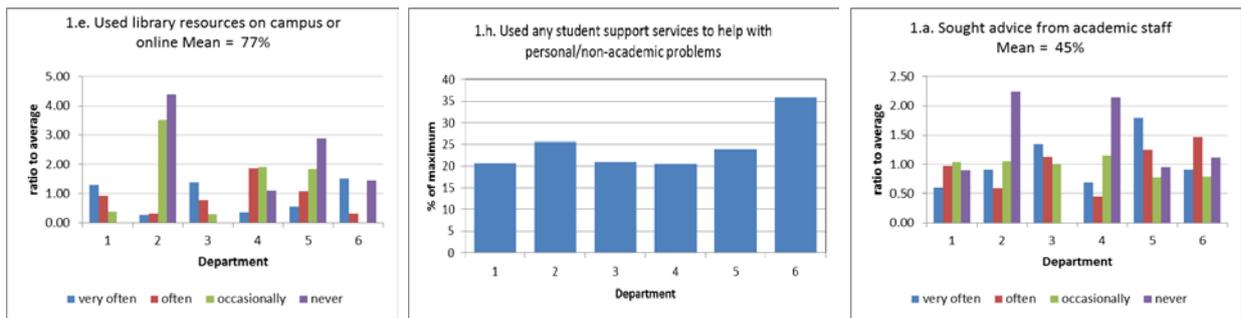
Figure 5 Use of support services
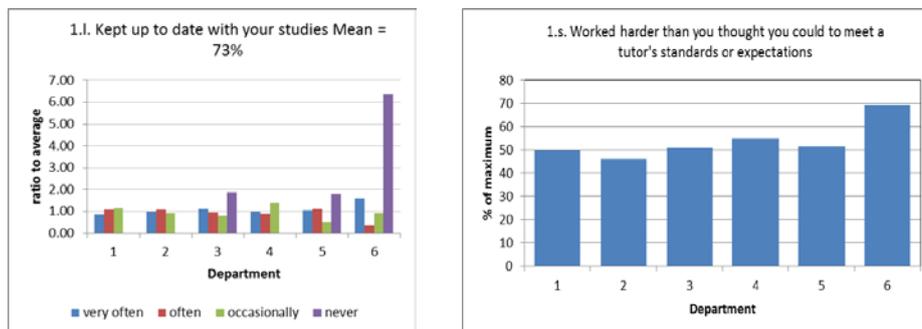
4 Work Ethic

Figure 6 (a) keeping up (b) working hard

The bimodality in Department 6 (figure 6a) may be an artefact of the small sample or it may be worth investigating. Figure 6b gives a rather different impression! We may have something to learn from Department 6 in motivating students. Most students have experience of integrating material (high level activities in Bloom's s' hierarchy), although not necessarily in essay form.

Breaking down the idea of "work ethic", we asked "In an average week, how many exercises, lab reports, problem sets, essays and tutorial questions do you complete?" (Question 3).

It can be seen from figure 7 that the Departmental profiles are different. However the main impression is the width of the distributions: students in the same department complete (or think they complete) very different numbers of assignments.
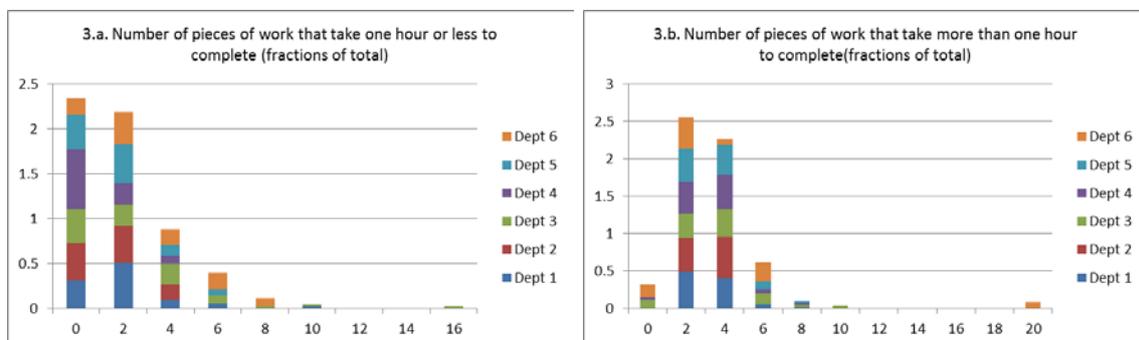

Figure 7 Student assignments

6. Feedback

If the evidence in figure 8 is robust (a crucial caveat in view of the small sample) it would seem that Department 4 might give cause for concern. Department 2 clearly scores highly on the promptness of feedback. What is perhaps surprising is the dispersion within departments: students may be experiencing a wide range of treatment from different staff. This appears to be borne out by the free form comments.
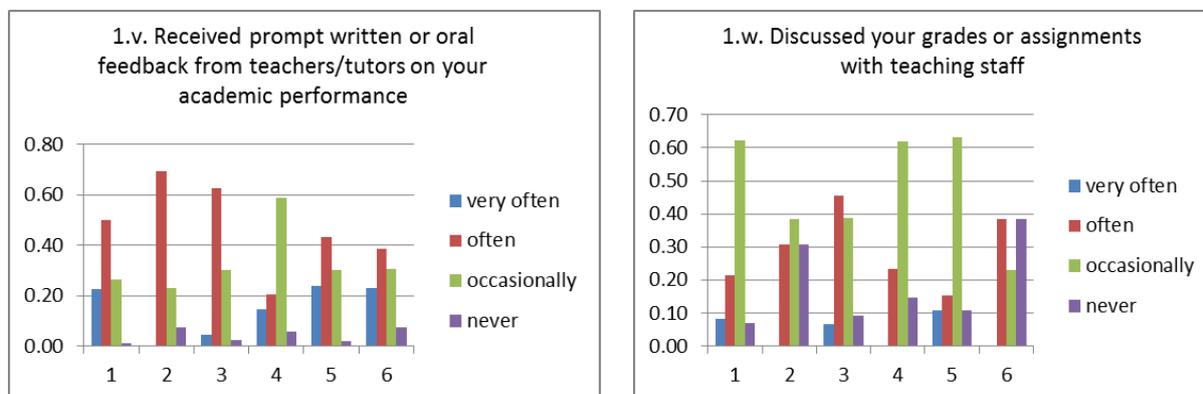

Figure 8 Feedback
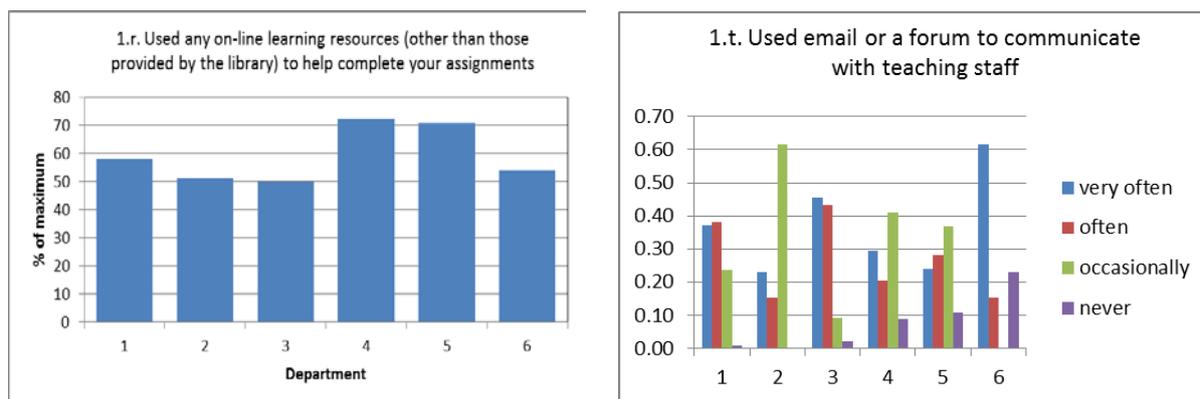
6. Electronic resources

Figure 9(a) "unofficial" on-line resources   Figure 9(b) Use of e-mail

On line forums are not popular (although there seems to be some use in all departments (really?, unofficially?)) but, as we see from figure 9 "unofficial" online resources are widely used. (Why? Google?) Department 6 is an outlier in the use of email communication from students to staff. It would be interesting to understand the impact on student satisfaction.

7. Group/community engagement

Departments 5 and 6 appear to emphasise group work (Figure 10(a)). In figure 10 (a and b) we have removed the "never" category , which is highly dependent on small number statistics, to show the extent to which departments 4, 5 and 6 encourage students to work together (the histograms downward sloping to the right). A majority of students seem to have had some interactions with staff outside classes (Figure 10c) although the extent varies between Departments.
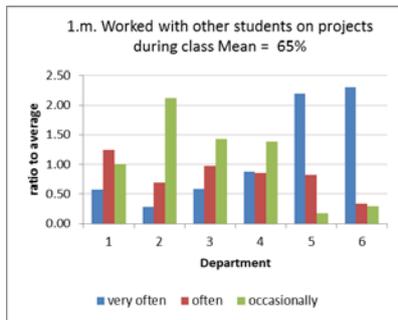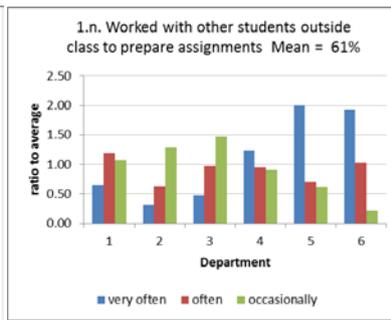
Figure 10(a)   Figure 10(b)   Figure 10(c)
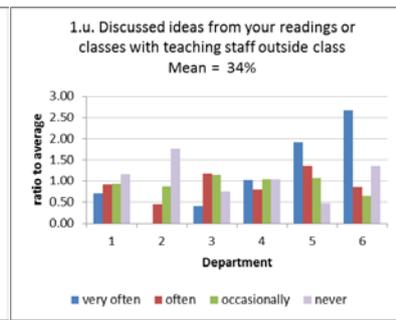
Figure 10 Working together. The "never" category has been removed in (a) and (b) as it results from small number statistics. In (c) the "never" category is in all but one case the largest single category.

The ethnic mix is encouraging with over 80% of students often conversing with different ethnic groups.

8. Employability

Worries about engagement with the workplace or wider community seem to be re-enforced although students in some departments manage some interaction (figure 11).
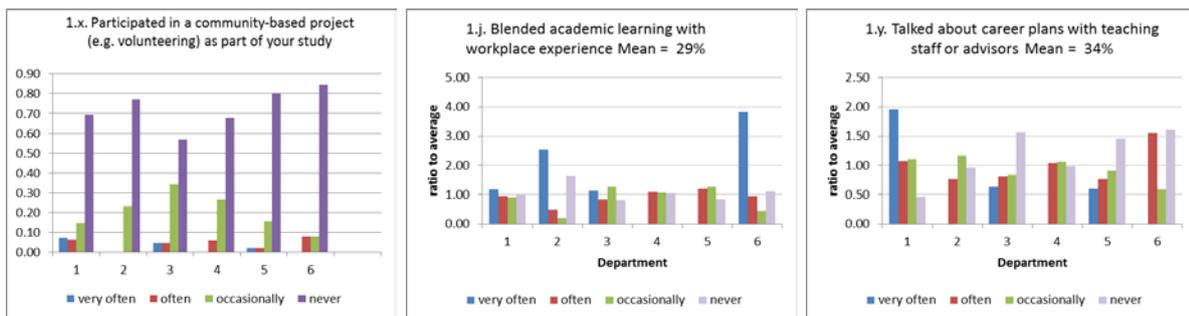
Figure 11

There seems to also be less discussion of careers than we might hope (Figure 7.1, right panel), although disaggregating into year groups might tell a different story.

9. Relationships

It would seem that our students relate well to each other and teaching staff are generally available and helpful (figure 12). The situation with respect to admin staff is more variable. Perhaps we can learn from Department 5.

Figure 12 Relationship with staff

9

As we might expect there is less variability with respect to support services (data not shown) with an overwhelming majority of students using them finding them both available and helpful.
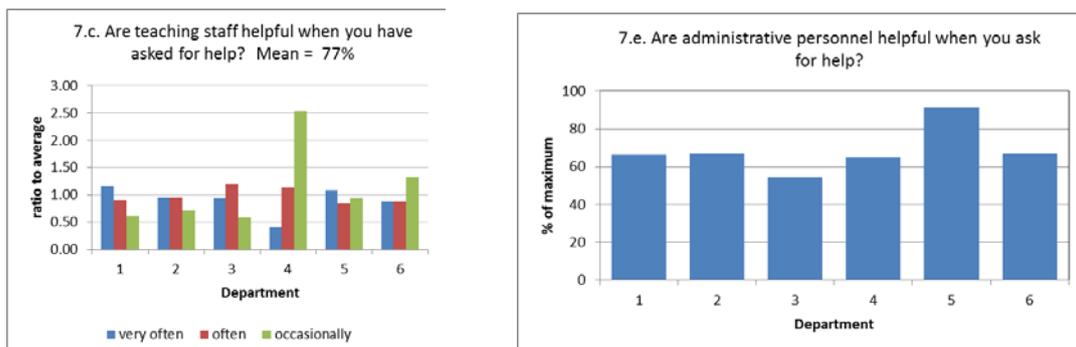
10. Participation

We might expect different disciplines have a different balance between time in class and private study, but we would expect these to be anti-correlated. Surprisingly for Department 6 both are lower than average and working for pay is above average (figure 13). The numbers of students spending less than two hours per week preparing for class seems high. We suspect that there is some variation in the interpretation of the question that needs to be investigated.
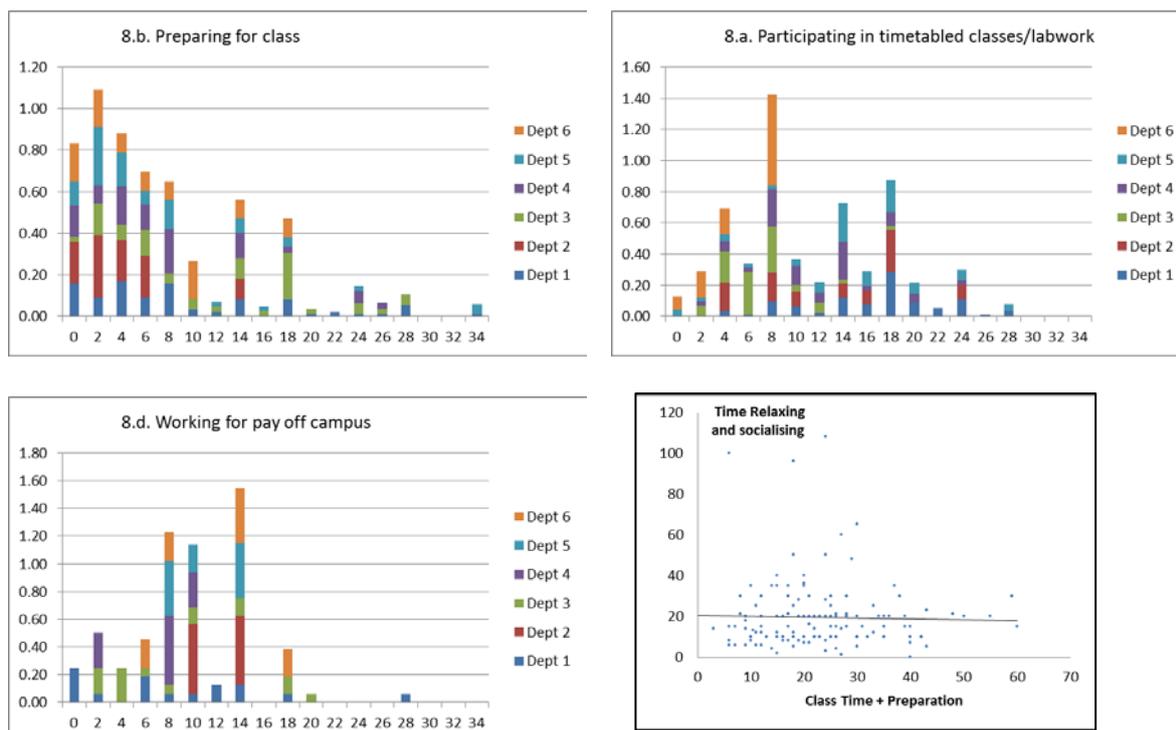
Figure 13 Various aspects of participation (The x-axis is in hours per week. For questions 8a, b and d the ordinate is the fraction of students in each bin.)

One might expect time to be distributed between socialising and work; in fact there seems to be no correlation. Probably the question is interpreted differently: students who spend over 100 hours relaxing are probably interpreting this as the difference between total hours in a week and sleep + work.

11. Personal development

Sport seems to be more popular than culture! The ratio of attendance at exhibitions or performances to fitness activities ranges from 1 down to less than 0.5, clustering around 0.6.

Also in this section, there are some aspects of HE that we would like to see. Less than 10% of respondents overall have not tried to understand a viewpoint from a different perspective, or reflect on their own strengths and weaknesses and most students have experienced a change in their understanding. (The "never" category in the right hand panel of figure 14 is too small to be meaningful.)
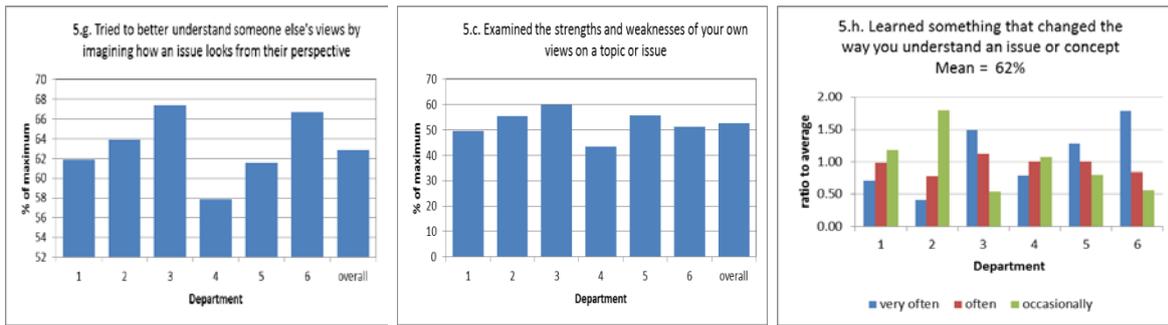
Figure 14 Personal development

12. Satisfaction

Question 12 asked students if they have seriously considered leaving the University. Note that Figure 15, which reports the data, is not an error: in a couple of Departments it really is 50% of the small sample of respondents who have considered leaving!
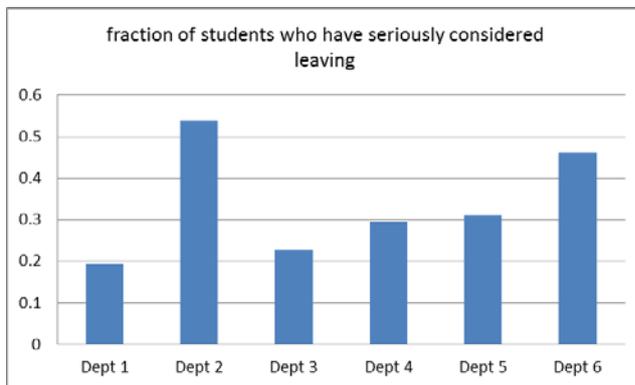
Figure 15 Departure intentions

Question 15 asked students if they could start over again, would they follow the same programme that they are on now. Table 1 below shows numbers answering in the four categories against the hours they spend preparing for class. This could be interpreted as some evidence that we have a group of demotivated students who are working less and have considered leaving. The following data illustrates that we should not jump to conclusions about the make-up of this group.

Hours	Def No	No	Yes	Def Yes
0	1	2	0	1
5	7	11	39	33
10	2	13	23	22
15	1	5	14	8
20	1	4	6	13
25	0	1	5	4
30	0	4	4	2
>30	0	1	3	5
Totals	12	41	94	88
Average hours worked	7.5	11.8	10.6	10.5

Table 1 A breakdown of responses from students to whether they would follow the same programme with regard to their work regime.

If we measure student satisfaction in terms of the response to this question 15 (with the usual crude 3 to 0 scale for positive to negative responses) shown in figure 16 is the surprising anti-correlation with degree class that emerges. (In case you are wondering if this is a mistake, average degree performance is coded as 1st = 3 points to 2(ii) = 1 point.)
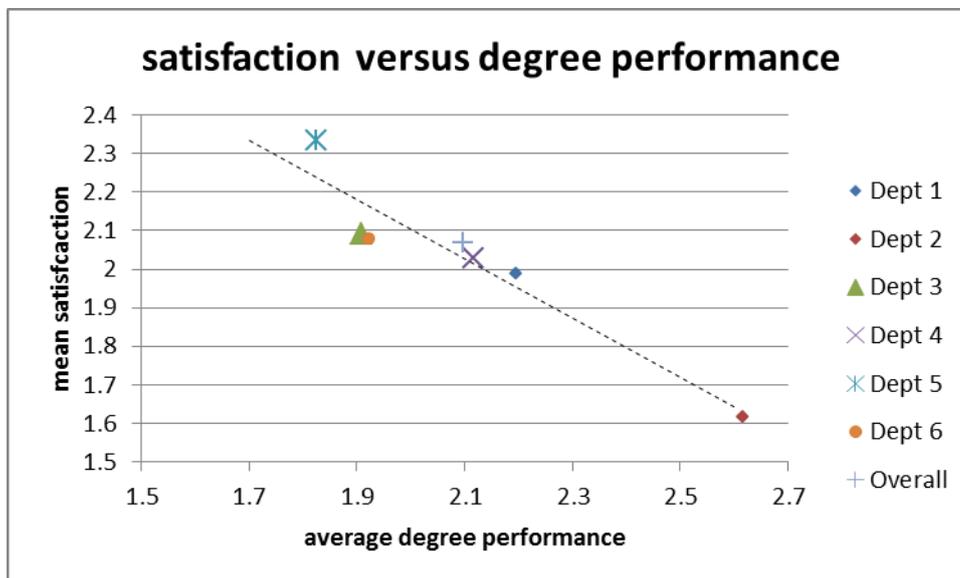
Figure 16 Satisfaction is measured here in terms of whether the student would choose the same course again. Degree performance is measured inversely: a high value indicates a good class of degree.

There are a number of surprising features to this graph. For the students answering this questionnaire, there appears to be a class difference between the average degree performance across the Departments. If this reflects student ability, then on the face of it, *for the self-selecting students who responded to the questionnaire*, the Departments with the brighter students are providing them with programmes that are perceived as less fulfilling than we might hope. Alternatively, we might infer that the more average students are very happy not to be stretched too much. This would seem to merit further investigation.

On the other hand, overall the education experience appears to be positive, and perhaps the quality of academic advice plays a part:
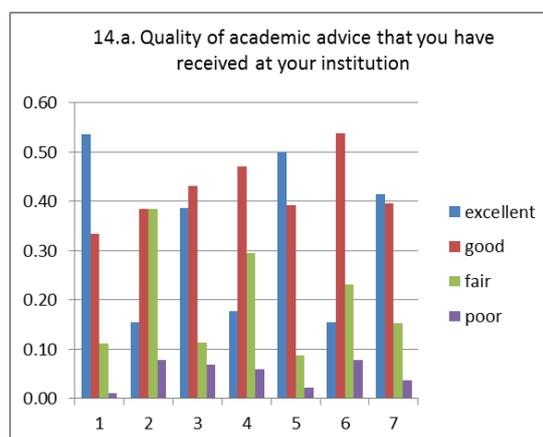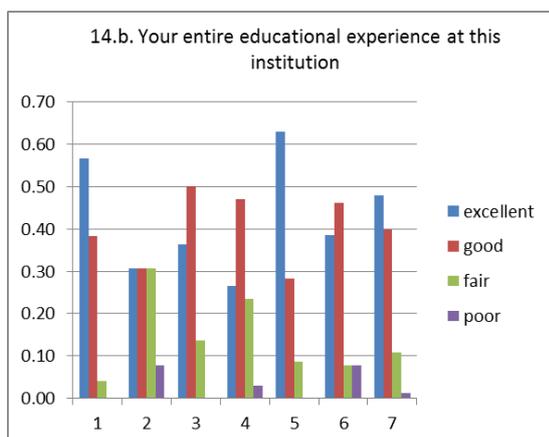
Figure 17 Evaluation of the student experience

CONCLUSIONS

Despite the limited statistical validity arising from the relatively small sample in this survey, the results undoubtedly represent the views of a proportion of students: students think that, for example, academic staff are inspiring and others (in the same Department) are, shall we say, less impressed. Some students have a positive experience and some do not. It is not clear to what extent we should be trying to please all our students all the time: our mission is to educate them. But that means we do need to know what is and what is not an engaging learning environment, because learning gains are almost exclusively linked to engagement.

This survey provides strong evidence of the need to explore our facilitation of student engagement further. There is additional data from the national HEA survey which we could use to develop this and our survey suggests that it would be well worth doing so.

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APPENDIX 1: FREE FORMAT RESPONSES

13. Question 16: What are the '''BEST ASPECTS''' of how your university engages students in learning?

We have tried to collate 250 replies into representative comments under a small number of headings. We have omitted multiple references to the same thing, so the comments are not weighted. For example, multiple identical offers of praise for Careers Service appear once, but the slightly different gripes appear separately. It may be more useful for Departments to see comments on their own Department, particularly the way in which different students hold contradictory opinions.

Academic staff

[the lecturers'] passion for their subject often encourages you to investigate it more and enjoy it. Some lectures can actually share their excitement and enthusiasm with students and make lectures a thing to look forward to. Not all, but at least 30%

The lecturers in our department are very charismatic and interact with students outside of lectures, encouraging a passion for the subject

Variety of learning and teaching approaches

The number of ways students are expected to demonstrate their learning eg. posters, presentations, essays, practical reports, essays. It ensures that all communication skills are continually being developed while learning.

Encouraging students from many different backgrounds to work together helps to broaden the individual's perspective from an otherwise potentially quite narrow lifestyle

Different and unexpected approaches to teamwork and communicating science: a video in 2nd year.

Group presentations are relatively frequent, as are individual presentations - these require the best and broadest subject knowledge, so I feel they are a great way of assessing ability to learn and knowledge.

Providing a vast array of academic tools for students to use which greatly stimulate a desire to learn.

Support

My department are supportive, friendly and have made my time at university amazing

How help is available if needed but they also leave us to work if that's how we want to do it. They don't let you suffering in silence.

My course offers a lot of contact time with academic staff both post doctorate and researchers. This means that there is a lot of opportunity to get help when needed, but also means that I feel comfortable talking to the staff if I need help, and also makes me feel less like a number, and more important.

Computer support and access is generally excellent. Laboratory equipment is of good standard and technicians are approachable.

Organisation

All the modules are uniform, so you know the way you will be assessed and what is expected of you

Lots of information about course content are given so it's not hard to find out what things will come up in the exam.

I like how the department offers an open door policy, the speed at which e mails are replied to and how tailored to the student the course is.

Small classes with lots of contact time with lecturers

They have a lot of transparency with how the departments are run and how they want to help you and what you will learn here.

A lot of reminders about work, schedules etc. which keeps everyone focused.

Campus

Campus is well maintained and, when in bloom, beautiful and happy place to be.

The facilities in the department are also excellent, we have access to computers, study rooms and also a common room to eat lunch in and mingle with students and staff.

Extra-Curricular

The careers service is excellent

The volunteering opportunities it offers

Providing a plethora of extra-curricular opportunities (e.g. work placements, summer internships, studying abroad schemes) which further enhance the individuals experience in the real world.

13. Question 17 What could be done to '''IMPROVE''' how your university engages students?

Again we've tried to make a representative selection of what might be the more useful comments, deleted obvious duplicates and collated under a few headings.

Study methods

More studying advice - we should be taught how to learn not just what to learn

Help integrate those from different backgrounds/cultures, make lecture recordings available online

I think there needs to be much more guidance and structure to student learning.

Rather than having lecturers repeat lectures year in, year out, they should video record them and give them to students, that way only the best will be used and more students will be spending their time learning rather than spending time in lecture theatres wondering what on earth the lecturer is mumbling about monotonously.

The amount of continuous assessment could be reduced as there is quite a lot for each module and when combined with times spent in lectures and spent preparing for exams one finds there is not much time for independent research on a chosen topic of interest

Smaller classes, more interaction (particularly to challenge and engage), more encouragement to read outside of core syllabus.

More tutorial sessions and practice essay question exams

A movement away from the conventional examination-based assessment..

I would prefer monthly tests that would help motivate students for revising so it's not hectic near the exams as that is when everyone bothers going through the notes

Academic staff support

Coursework can take a long time to get feedback, and usually if there is a delay the feedback isn't very detailed or helpful

In my course, the teaching staff are the most depressing, unenthusiastic and morale sucking people I have ever met.

Actually try? As it stands there are possibly two/three lecturers who even come close. It is extremely obvious that they are academics who give little to no thought to lecturing.

Some of the teaching staff can be a bit rude and unhelpful to students

More contact with lecturers etc as small groups, rather than just lectures

Ensure there is an open door policy in all departments

Organisation

More smaller class activities - students are more likely to engage with a tutor they know well than one who they have once and never again.

Emphasise learning and personal development over employability

Cease profit-motive and business orientation of what is supposedly a place of learning

Create a stronger sense of community among students and staff..

Student Life

Sort out residential issues (community development) and upholding residential contracts by ensuring working facilities in halls

Have more things to draw students onto campus BESIDES the O2!

Develop the peer mentoring system much, much further.

The university has a poor record in integrating its students together..

Encourage more extra-curricular work, rather than emphasizing timetable hours. It makes learning feel forced and compulsory rather than exciting.

Organize more events (not just parties with lots of alcohol) Less alcohol biased social outlets

Support services

It often feels as if most of the careers help is provided for people with more obvious career paths, like law or the research sciences.

Career services don't provide much information tailored to [ ] students, we tended to receive a lot of generic information, which was not always very helpful.

APPENDIX 2: THE QUESTIONNAIRE

Student engagement survey
Based on AUSSE (Australian Survey of Student Engagement)

1. In your experience at your institution, about how often have you done each of the following?

1 Never ; 2 Sometimes; 3 Often; 4 Very often

		1	2	3	4
a	- Sought advice from academic staff				
b	- Made a class or online presentation				
c	- Worked hard to master difficult content				
d	- Prepared two or more drafts of an assignment before handing it in				
e	- Used library resources on campus or online				
f	- Worked on an essay or assignment that required integrating ideas or information from various sources				
g	- Used student learning support services to help with your academic work				
h	- Used student learning support services to help with personal/non-academic problems				
i	- Came to class having completed readings or assignments				
j	- Blended academic learning with workplace experience				
k	- Included diverse perspectives (e.g. different races, religions, genders, political beliefs, etc.) in class discussions or written assignments				
l	- Kept up to date with your studies				
m	- Worked with other students on projects during class				
n	- Worked with other students outside class to prepare assignments				
o	- Put together ideas or concepts from different subjects when completing assignments or during class discussion				
p	- Tutored or taught other university students (paid or voluntary)				
q	- Engaged in discussions about your academic work using on-line discussion groups/forums				
r	Used any on-line learning resources (other than those provided by the library) to help complete your assignments				
s	- Worked harder than you thought you could to meet a tutor's standards or expectations				
t	- Used email or a forum to communicate with teaching staff				
u	- Discussed ideas from your readings or classes with teaching staff outside class				
v	- Received prompt written or oral feedback from teachers/tutors on your academic performance				
w	- Discussed your grades or assignments with teaching staff				
x	- Participated in a community-based project (e.g. volunteering) as part of your study				
y	- Talked about your career plans with teaching staff or advisors				
z	- Worked with teaching staff on activities other than coursework (e.g. open days, research projects, etc.)				
aa	- Discussed ideas from your readings or classes with others outside class (e.g. students, family members, co-workers, etc.)				
ab	- Had conversations (academic or other) with students of a different ethnic group than your own				
ac	- Had conversations (academic or other)with students who are very different from you in terms of their religious beliefs, political opinions or personal values				

2. To what extent has your coursework emphasised the following intellectual activities?

1 Never; 2 Occasionally; 3 Often; 4 Very Often

		1	2	3	4
a	- **Memorising** facts, ideas or methods from your subjects and readings				
b	- **Analysing** the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components				
c	- **Making judgements** about the value of information, arguments or methods, such as examining how other gather and interpret data and assessing the soundness of their conclusions				

d	- **Applying** theories or concepts to practical problems or in new situations				

3. In a typical week, how many exercises, lab reports, problem sets and tutorial questions do you complete?

a	- Number of pieces of work that take one hour or less to complete	
b	- Number of pieces of work that take more than one hour to complete	

4. How often do you think you produce your best work during your examinations?

1 Never; 2 Occasionally; 3 Often; 4 Very Often

5. About how often have you done each of the following?

1 Never ; 2 Sometimes; 3 Often; 4 Very often

		1	2	3	4
a	- Attended an art exhibition, play, dance, music, theatre or other performance				
b	- Exercised or participated in physical fitness activities				
c	- Examined the strengths and weaknesses of your own views on a topic or issue				
d	- Improved knowledge and skills that will contribute to your employability				
e	- Developed communication skills relevant to your discipline				
f	- Explored how to apply your learning in the workplace				
g	- Tried to better understand someone else's views by imagining how an issue looks from their perspective				
h	- Learned something that changed the way you understand an issue or concept				
i	- Spent time keeping your CV up-to-date				
j	- Thought about how present yourself to potential employers				
k	- Explored where to look for jobs relevant to your interests				
l	- Used networking to source information on job opportunities				
m	- Set career development goals and plans				

6. Which of the following have you done or do you plan to do before you graduate from your institution?

1 Do not know about; 2 Have not decided; 3 Do not plan to do; 4 Plan to do; 5 Done

		1	2	3	4	5
a	- Internship, fieldwork or clinical placement					
b	- Industry placement, internship or work experience					
c	- Community service or volunteer work					
d	- Participate in a study group					
e	- Work on a research project with a staff member outside of coursework requirements					
f	- Study a foreign language					
g	- Study abroad or student exchange					
h	- Culminating final-year experience (e.g dissertation, project, synoptic paper etc)					
i	- Consult a university careers service for advice					
j	- Hold a leadership position in a university group or the community					

7. On a scale of 1 to 4 rate the quality of your relationships with people at your institution:
1 Never ; 2 Sometimes; 3 Often; 4 Very often; 5 N/A

a) Are other students friendly and supportive
b) Are teaching staff available when you need to contact them?
c) Are teaching staff helpful when you have asked for help?
d) Are administrative personnel available when you need to contact them?
e) Are administrative personnel helpful when you have asked for help?
f) Are student support services available when you need to contact them?
g) Are student support services helpful when you have ask for help?

8. About how many hours do you spend in a typical seven-day week doing each of the following? Leave blank if the item does not apply.

a	Participating in timetabled classes/labwork	
b	- Preparing for class (e.g. studying, reading, writing, doing homework or lab work, analysing data, rehearsing and other academic activities)	
c	- Working for pay on campus	
d	- Working for pay off campus	
e	- Participating in extracurricular activities (e.g. organisations, campus publications, student associations, clubs and societies, sports, etc.)	
f	- Relaxing and socialising (e.g. watching TV, partying, etc.)	
g	- Providing care for dependents living with you (e.g. parents, children, spouse, etc.)	
h	- Managing personal business (e.g. housework, shopping exercise, health needs, etc.)	
i	- Travelling to campus	
j	- Being on campus, including time spent in class	
k	- Being on campus, excluding time spent in class	

9. If you are working for pay, how much of this work is related to your field of study?

    0 None; 1 Very little; 2 Some; 3 A Great Deal ; 4 Not in paid work

10. To what extent does your institution emphasise each of the following?

    1 Not at all; 2 Somewhat; 3 Quite a lot; 4 Very much; 5 Don't know

		1	2	3	4
a	- Spending significant amounts of time studying and on academic work				
b	- Providing the support you need to help you succeed academically				
c	- Encouraging contact among students from different economic, social and ethnic backgrounds				
d	- Helping you cope with your non-academic responsibilities (e.g. work, family, etc.)				
e	- Providing the support you need to socialise				
f	- Attending campus events and activities (e.g. special speakers, cultural performances, sporting events, etc.)				
g	- Using computers in academic work				

11. To what extent has your experience at this institution contributed to your knowledge, skills and personal development in the following areas?

    1 Not at all; 2 Somewhat; 3 Quite a lot; 4 Very much; 5 Don't know

		1	2	3	4
a	- Acquiring a broad general education				
b	- Acquiring job-related or work-related knowledge and skills				
c	- Writing clearly and effectively				
d	- Speaking clearly and effectively				
e	- Thinking critically and analytically				
f	- Analysing quantitative problems				
g	- Using computing and information technology				
h	- Working effectively with others				
i	- Voting informedly in local or national elections				
j	- Learning effectively on your own				
k	- Understanding yourself				
l	- Understanding people of other racial and ethnic backgrounds				
m	- Solving complex, real-world problems				
n	- Developing a personal code of values and ethics				
o	- Contributing to the welfare of your community				

p	- Securing relevant work after graduation				

12   Have you seriously considered leaving your current institution?

12a If Yes, please select your reasons from the list below

- Academic exchange	
- Poor Academic support	
- Poor Administrative support	
- Boredom/lack of interest	
- Poor Career prospects	
- Change of direction	
- Commuting difficulties	
- Difficulty with workload	
- Family responsibilities	
- Financial difficulties	
- Gap year/deferral	
- Health or stress	
- Institution reputation	
- Moving residence	
- Need a break	
- Need to do paid work	
- Other opportunities	
- Paid work responsibilities	
- Personal reasons	
- Quality concerns	
- Received other offer	
- Social reasons	
- Standards too high	
- Study/life balance	
- Travel or tourism	
- Other, please specify	

13.   What are your plans for next year?

- Continue with current study	
- Transfer to another university	
- Move to vocational education and training	
- Leave before finishing qualification	
- Change to another qualification	
- Leave having completed qualification	
- Leave to paid work	
- Leave to take time off	
- Other (please specify)	

14a Overall, how would you evaluate the quality of academic advice that you have received at your institution?

1 Poor ; 2 Fair; 3 Good ; 4 Excellent

14b How would you evaluate your entire educational experience at this institution?

1   Poor ; 2 Fair; 3 Good ; 4 Excellent

15. If you could start over again, would you follow the same programme that you are now on?

1   Definitely no ; 2 Probably no ; 3 Probably yes ; 4 Definitely yes

16. What are the BEST ASPECTS of how your university engages students in learning?

17. What could be done to IMPROVE how your university engages students?

18. What is your gender?

19. How old are you in years?

20. Do you consider yourself to have a disability?

21. In what year did you start your current programme?

2008	2009	2010	2011	2012

22. What is your year of study?

23. What is your major area of study?

Physics	
Biological sciences	
Mathematics	
Computer science	
English	
Interdisciplinary science	
Social sciences	

24. Please provide your student user name (This is the first part of your University email address, e.g. if your email address is abc1@le.ac.uk, your user name is abc1). This information is required for purely statistical purposes; it will be removed from the data prior to analysis and no individual will be identified in any analysis or report.

25. Which of the following do you receive to help fund your studies?

Tuition fee loan	
Maintenance loan	
Maintenance grant	
Fully funded fees (e.g. Scottish government, armed forces, etc.):	
Parental contributions:	

26. Have your received any financial assistance from your university (e.g. scholarships, loans, etc)?

27. Which category best represents your average overall grade so far?

1st (>70%)	2(i) (60-70%)	2(ii) (50-60%)	3 (40-50%)	Pass	Fail

28. Are you a permanent resident or a citizen of the EU?

29. What is your country of permanent residence?

30.   What is the main language you speak at home?

English	Language other than English

31.   Which of the following describes your current living arrangements. Select the option that best applies to you

On campus in a university college or halls of residence	
Off campus student accommodation	
Living with friends in a shared house	
Living with parents or guardians	
Living by yourself	
Living with a partner or children	
Other	

32.   What is the highest level of education completed by your mother/first guardian?

No school or primary school	
GCSE equivalent	
Further educational/6th form	
Undergraduate university degree or diploma	
Post graduate university degree or diploma	
Don't know	
N/A	

33.   What is the highest level of education completed by your father/second guardian?

No school or primary school	
GCSE equivalent	
Further educational/6th form	
Undergraduate university degree or diploma	
Post graduate university degree or diploma	
Don't know	
N/A	