Student Survey Insight Reporting
Evolving staff engagement with survey results and interaction with data

An overview of the survey data dashboards being produced by the Student Insight and Sector Policy Team in the University of Hull's Strategic Planning and Business Intelligence Directorate

UNIVERSITY OF HULL

1. Background

At the University of Hull, surveys are set-up, managed and analysed by the Student Insight and Sector Policy Team. This includes the NSS, HSS (non-final year internal survey), PRES, PTES, International Student Barometer and MEQs.

Sharing and communicating survey results had been presenting the following issues:
- Survey results being stored in multiple shared areas requiring access control and users downloading files.
- Multiple versions of files being created for different audiences and user needs with a limit on processing power and storage from Microsoft Excel.
- Inability to determine the extent of data dissemination due to bottlenecking and limited feedback.

2. The Response

It has taken just over 12 months for the team to produce Microsoft Power BI dashboards for all the surveys. They are published via our management information database platform. The aims and purposes of the survey dashboards include:
- Self-service access to current and previous survey data for all faculty staff, various professional services staff and senior leaders. Access control is managed from codes for staff roles that are defined centrally.
- The ability to view any combination of available results from the University's structural hierarchy (e.g. faculty, school, subject, programme, module) or defined parameters (e.g. levels of study, demographics, modes of study) to fulfil the needs of all types of staff reporting responsibilities.
- A consistent approach to presentation and usability, finding a level of effectiveness that supports those who are less comfortable working with data and also providing those who are highly data literate with a greater depth resource.
- Repeatable, streamlined processes for updating data-sets to support staff in receiving, and thus responding to the information, more quickly.
- Incorporation of dynamic, statistically-led indicators for interpreting the data and evaluating the extent of change:
  - Calculations to identify highest / lowest values, trends, rankings and differences both internally and using external benchmarks where available.
  - Showing the margin of error for results based on sample sizes.
  - Calculation of the proportional overlap in margins of error to determine if up / down change is likely to be statistically significant.

3. Communication

The following communication strategy is in place to encourage engagement:
- Promotion of the dashboards and the access location via email, committee reports and the internal bulletin.
- Drop-in sessions for staff to introduce them to the dashboard interface, functionality, viewing options and guidance.
- The dashboards contain links to cloud-based files containing comment analysis (not currently undertaken within Power BI) and external links to guidance, articles and resources.
- Committee reports contain snips of visualisations from the dashboards with links through for users to be able to interrogate the data themselves.
- Internal reporting mechanisms signpost staff to the dashboards.

NSS Year on Year Trend Analysis
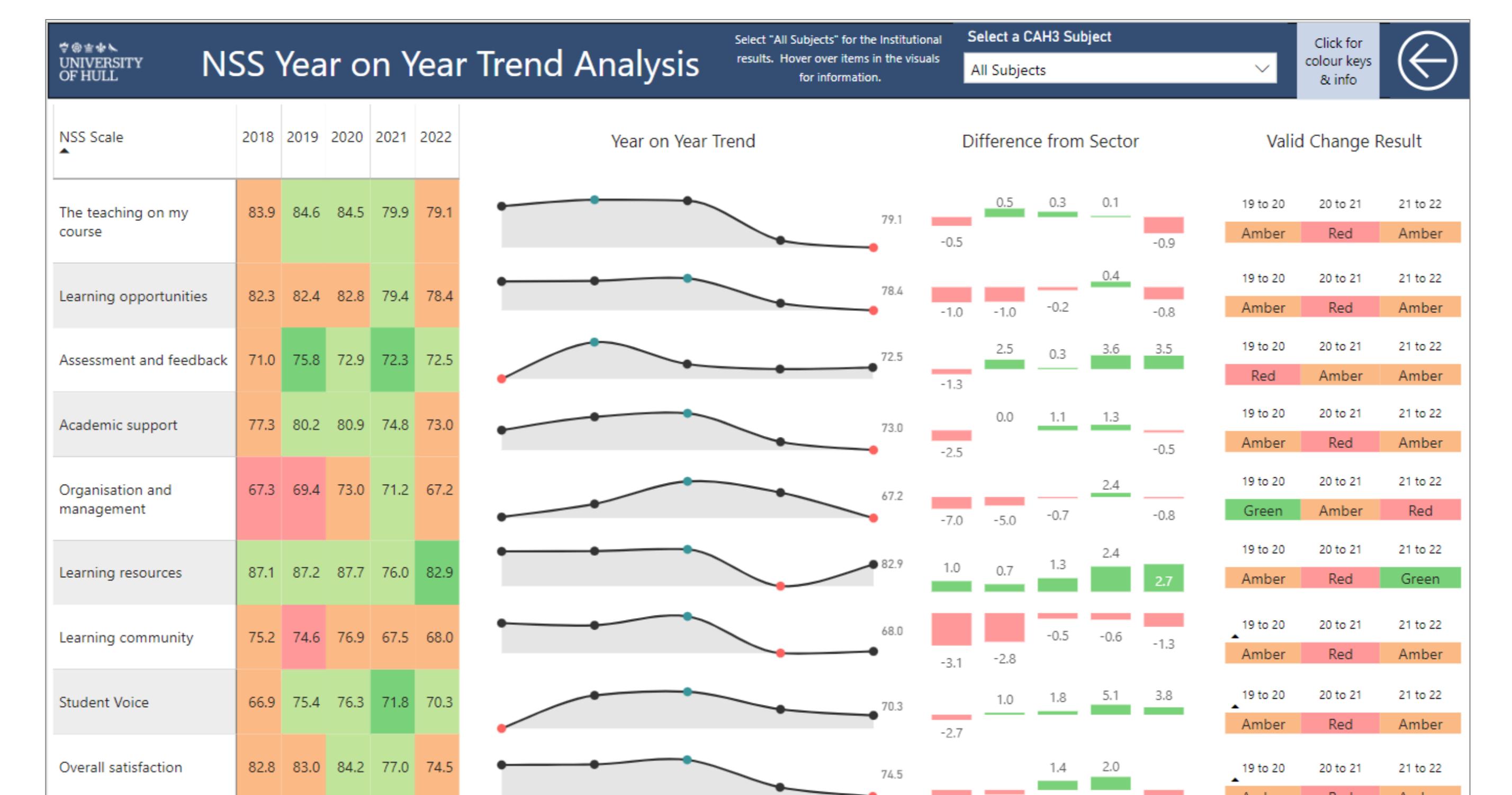
"Thanks so much for such a rapid response to changes and suggestions – this has been a massive piece of work and it is great to see how it is evolving…"
                                                    Associate Dean / Senior Lecturer

4. The Impact

- 763 "report interactions" (site visits) recorded in May and June 2022.
- Very positive initial feedback from users including for the statistical elements and ease of usage, although some admit their interaction has been limited and will increase as they fulfil their reporting demands.
- Making amendments and improvements to the dashboards in response to verbal feedback has been undertaken within very short timescales and these have been immediately refreshed in the live view.

5. Challenges

- A request for feedback via an online survey has not yielded any results which is a negative indicator of engagement.
- It will be important to ensure that the dashboards evolve according to user needs and to the ways the surveys can change year to year, i.e. the dashboards must not be a barrier to improving survey validity / relevance simply to maintain consistency.
- Requests continue to be received for results presented in flat files rather than via a self-select tool.
- The dashboards have to be accessed from a University managed device but some staff are using personal devices.

The dashboards have various filter selections for users to dynamically select relevant items. Measures are in place to block results if they do not meet publishing threshold requirements. For MEQs, this goes down to trimester level.

Year	Faculty	School	Subject Group	Course Level	Period	
2021/22	All	All	All	All	T2	Reset All Filters
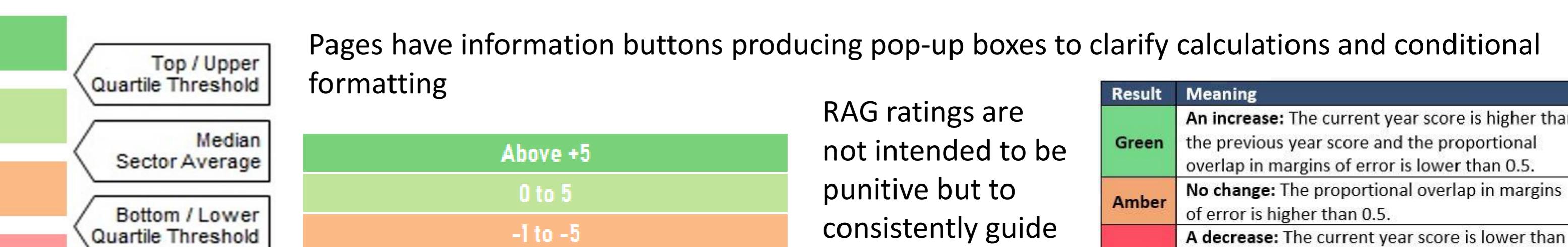
Pages have information buttons producing pop-up boxes to clarify calculations and conditional formatting

Top / Upper Quartile Threshold
Median Sector Average
Bottom / Lower Quartile Threshold

Above +5	
0 to 5	
-1 to -5	
Below -5	

RAG ratings are not intended to be punitive but to consistently guide interpretation.

Result	Meaning
Green	An increase: The current year score is higher than the previous year score and the proportional overlap in margins of error is lower than 0.5.
Amber	No change: The proportional overlap in margins of error is higher than 0.5.
Red	A decrease: The current year score is lower than the previous year score and the proportional overlap in margins of error is lower than 0.5.

Section & Question	2022 Hull Result	2022 Quartile	2021 Hull Result	2021 Quartile	22 v 21		Valid Change	2022 Sector	22 Hull v 22 Sector		2022 Top Quartile	22 Hull v 22 Top Quartile	
Learning resources	82.9	Q1	76.0	Q2	⬆	6.9	Green	80.3	↗	2.7	82.8	↘	0.2
18. The IT resources and facilities provided have supported my learning well.	80.4	Q1	73.7	Q2	⬆	6.7	Green	75.9	↗	4.5	79.6	↗	0.8
19. The library resources (e.g. books, online services and learning spaces) have supported my learning well.	86.1	Q1	78.0	Q2	⬆	8.1	Green	83.5	↗	2.6	85.8	↗	0.3
20. I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to.	82.7	Q1	76.7	Q2	⬆	6.0	Green	82.3	↗	0.4	84.5	⬇	-1.8
Learning community	68.0	Q3	67.5	Q3	↗	0.4	Amber	69.3	↘	-1.3	74.3	⬇	-6.3
21. I feel part of a community of staff and students.	60.5	Q3	59.9	Q3	↗	0.6	Amber	61.7	↘	-1.2	68.4	⬇	-8.0
22. I have had the right opportunities to work with other students as part of my course.	75.7	Q3	75.7	Q3	↗	0.0	Amber	77.6	↘	-1.8	81.0	⬇	-5.3
Student Voice	70.3	Q2	71.8	Q1	⬇	-1.5	Amber	66.5	↗	3.8	70.4	↘	-0.2
23. I have had the right opportunities to provide feedback on my course.	84.5	Q1	84.2	Q1	↗	0.3	Amber	79.5	↗	4.9	83.5	↗	0.9
24. Staff value students' views and opinions about the course.	70.3	Q2	73.6	Q1	⬇	-3.3	Red	68.3	↗	2.0	73.2	⬇	-2.9

6. The Future

The completion of the initial implementation phase of the dashboards is the foundation for our future direction, which includes:
- Efficiency improvements such as data feeds coming direct from the data warehouse.
- More time being available for the team to support staff engagement with data and work that feeds into a wider data literacy piece.
- A stronger focus on the analysis of the data and the ability to produce insights more readily; maintaining our scholarly working and understanding our data and not simply presenting numbers.
- More time to give to developing how to present results to support teaching enhancement activities e.g. more analysis of staff reflections and responses to student feedback, sharing common enhancement themes and being involved in student partnerships to understand survey engagement responses and patterns.