Enhancing student engagement through data sharing and partnership

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Centre for Learning and Teaching
About the University of Bath

Over 17,000 students

Awarded GOLD status in TEF

Ranked in the TOP 10 Of UK universities

More than 85% of graduates in employment or further study

*data from HESA Destinations of Leavers from HE 2014/15
<table>
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<tr>
<th><strong>The SU Bath</strong></th>
<th><strong>Doctoral College</strong></th>
<th><strong>Departments</strong></th>
<th><strong>Faculties</strong></th>
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<tr>
<td>Full-time Officers</td>
<td>Doctoral Enhancement Manager</td>
<td>Directors of Studies</td>
<td>Student Experience Officers</td>
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<td>Academic Reps</td>
<td>Head of Doctoral Development &amp; Student Experience</td>
<td>Directors of Teaching</td>
<td>Student Engagement Managers</td>
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<td>Staff Team</td>
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<td>All students</td>
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Sources of student engagement insight at Bath

- Student Engagement at Bath
  - Governance
  - Student academic representation
  - Evaluation & Surveys
- New scope and direction
  - Co-creation
  - Change Champions
  - SEAs
Sources of Student Engagement insight & data

- Historically all four surveys contain student engagement questions
  - NSS B6 optional bank
  - Our own student voice questions
- Unit Evaluation
  - Discretionary questions

PRES: 38% ↓ 23%
PTES: 29% ↑ 1%
UKES: 16% ↑ 5%
NSS: 69% ↑ 8%
Tell us about a time you have used feedback to improve your performance in an assessment.

How has your course provided you with practical opportunities to apply your learning?

How has your course to date enabled you to engage with citizenship, sustainability and other global issues?

Is there any way that the University could better support your specific learning needs?
Areas of Insight – UKES, PTES & PRES

**Student Voice**

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<td>I have had the right opportunities to provide feedback on my course</td>
<td>Staff value students’ views and opinions about the course</td>
<td>It is clear how students’ feedback on the course has been acted upon</td>
<td>I am satisfied with the Students’ Union at the University of Bath</td>
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Use of insight by students and their elected reps

• Briefings on survey data by SU Academic Rep Coordinators

• Top Ten – Key Priorities for the SU

• Academic Reps Conference #BathARC18

“Academic Representation is dead, long live Academic Representatives!”

“So you filled out a survey; now what?”

“Power in Papers”
Use of insight by students and their elected reps

- Face-to-Face briefing
- Committee Papers
- Role of Open Comments
- Focus on Student Voice questions
New strategic approaches

- University Strategy 2016-2021
  Curriculum Transformation inc SEAs
- PGT Distance Learning
- New Centre for Learning & Teaching
- Doubled the staff support for Student Engagement
- Refreshed committee structure
Framework for enhancing student engagement through Curriculum Transformation

Where would we place ourselves currently on this theoretical ladder of student engagement? (borrowed from Sherry Arnstein (1969))

Nonparticipation

1. Manipulation
2. Therapy
3. Informing
4. Consultation
5. Placation
6. Partnership
7. Delegated Power
8. Citizen Control

Citizen Power

Tokenism

Phase 1
- Focus groups
- Workshops
- Lecture discussions
- Alumni survey
- Employability data
- Town Hall events
- Analysis of existing survey data
- ‘Engaged’ & ‘Edufest’

Led primarily by Departments with the support of CLT and the SU

Phase 2
- Focus groups
- Workshops
- Confirmation of Student Engagement Plans
- Development of the informed student voice
- Raising profile of ‘excluded voices’
- Student engagement in debate (e.g. Talk Teaching; CLT Conference/seminars)
- Vox pops – ‘The University of the Future’

Led by Student Engagement Ambassadors with support of CLT and the SU

Phase 3
- Co-creation through dialogue; idea generation; evaluation
- Possible development of scheme wide units on cross cutting themes
- Progression of PAL/Peer mentoring
- Student-led research; student-led pedagogical research/evaluation

Led by Departments and their students; with scaffolding from CLT and the SU

Led by students, supported by their Departments

2018/19

2019/20

2020/01

What opportunities does Curriculum Transformation present for us to climb the ladder?
Future – Data, insight and Student Engagement

Curriculum Transformation implies:
- Fewer, larger units
- Emphasis moving from units to programmes

Investment in Business Intelligence
THE European Student Survey
OfS pilot PGT Survey
Student Engagement Strategy
Whose survey data is it anyway?

How does your role:

• Shape or influence surveys?
• Act in response to survey data?
• Work with other stakeholders?
Conclusion

- Challenges nationally and locally for student engagement
- Opportunities to work in closer partnership to overcome this
- Data and insight sharing provides the context to improve the student experience
- SEA power navigating ‘The Bermuda Triangle of Engagement’