

# **The student academic experience – what satisfies students?**

**William Archer**  
Chief Executive, i-graduate

**HEPI Spring Conference**  
**The British Academy, London**  
**22<sup>nd</sup> May 2012**

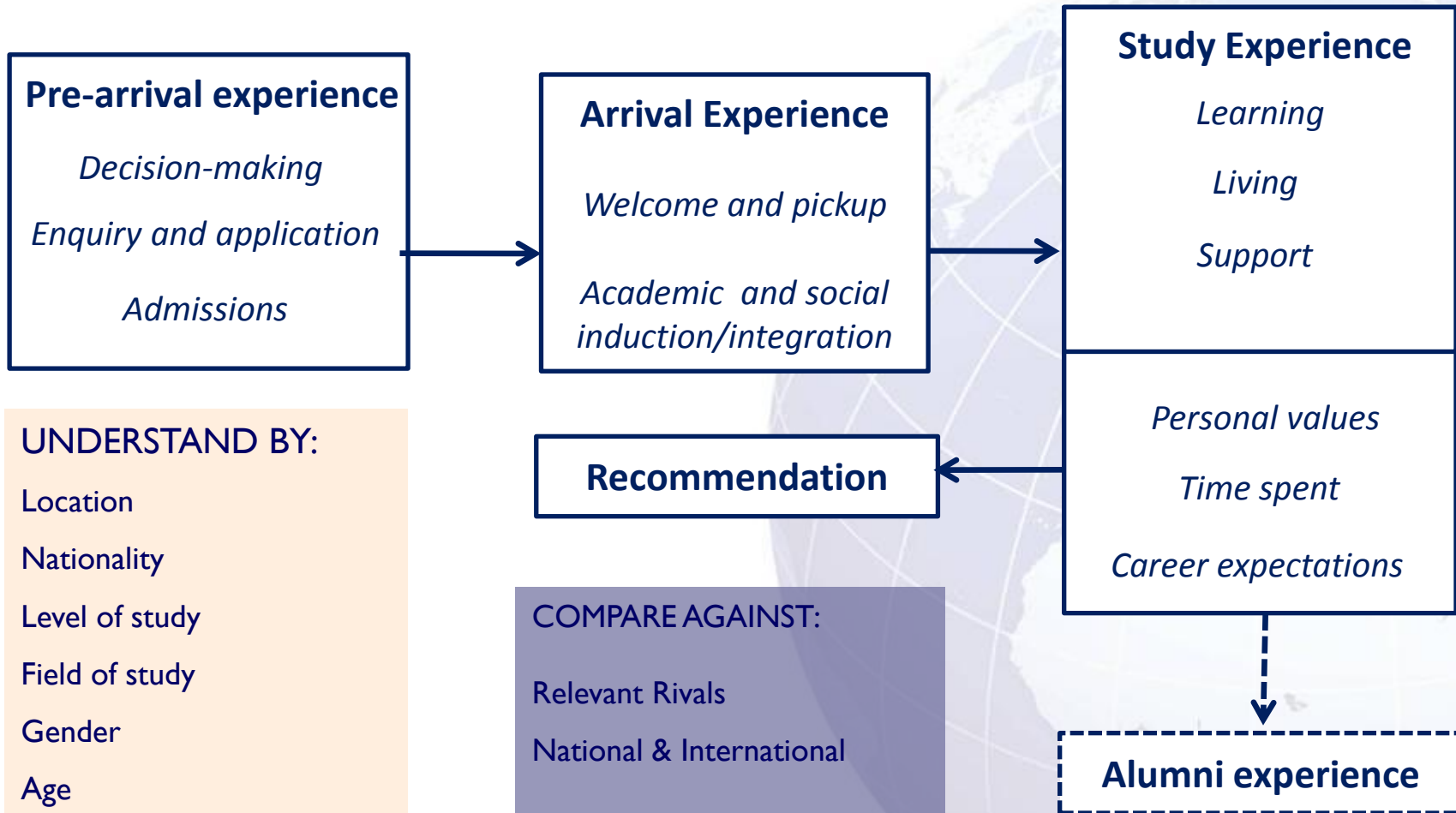
# Relevant themes...

- Higher education: life-changing, transformative, permanent
- Students: investors in education / partners in learning... and consumers
- The collapse of time – time to change
- Instant, constant, universal communications - real-time reputation
- Information needs of prospective students V virtuous enhancement
- Feedback: regulation v an intelligent, on-going dialogue
- Expectation and experience
- Perception and reality
- No proxy for satisfaction
- Not just academic
- From pre-arrival to post-employment – the career challenge
- Contextual insight – beyond anecdotal
- The Victorian Obsession
- The Power of One...

MIKE KEEFE



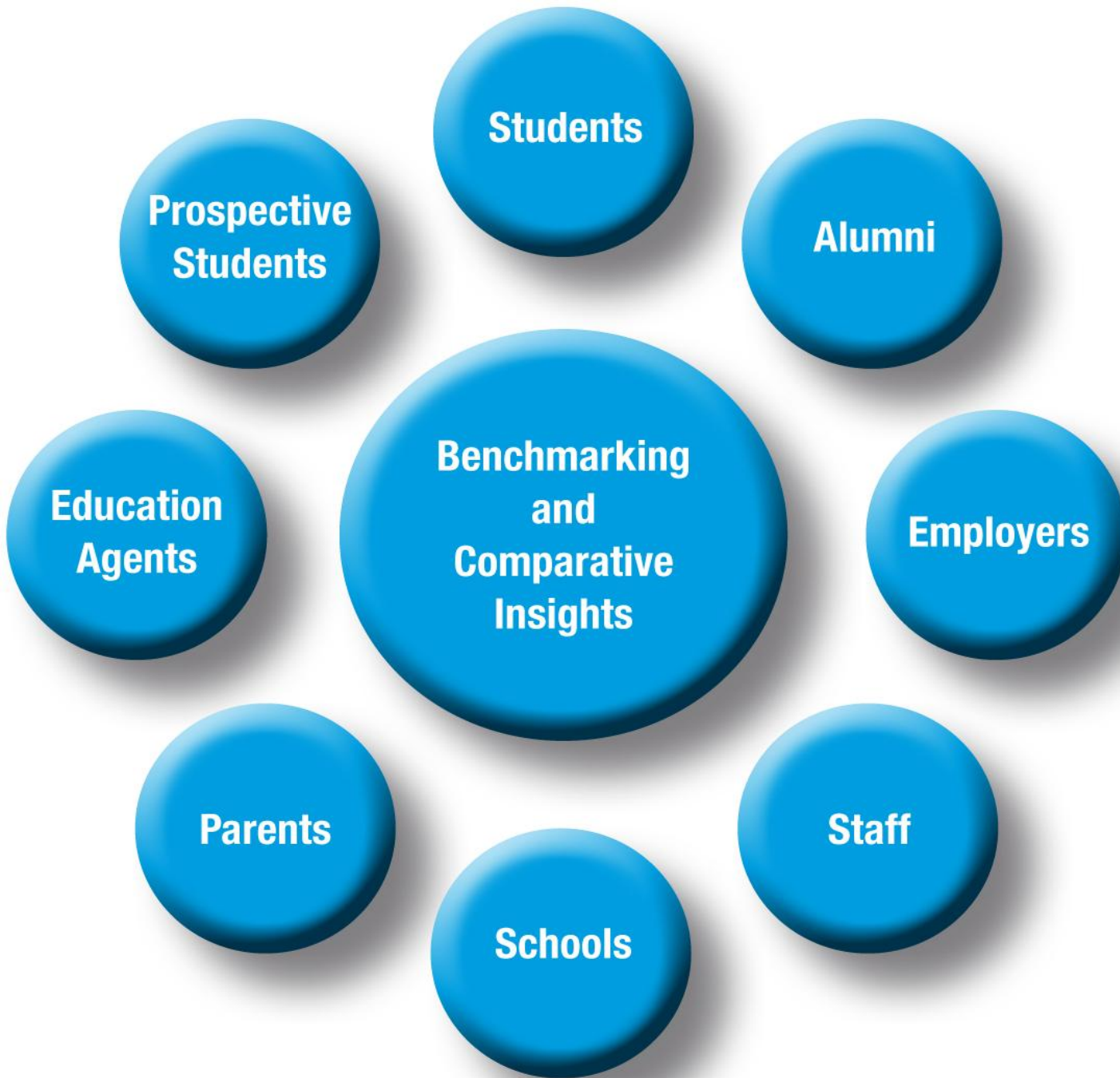
# The student experience: what matters?



# i-graduate?

Benchmarking student and stakeholder perceptions.  
Delivering comparative insights to the education sector worldwide.  
Informing and encouraging institutional enhancement.





Where did this work begin?

ISB Founders Group 2005

[www.i-graduate.org](http://www.i-graduate.org)



# The Group Grows: 2007/8



## Since then?

[www.i-graduate.org](http://www.i-graduate.org)

- 🌐 Implemented by universities and colleges in 24 countries
- 🌐 Working with over 1,200 education providers
- 🌐 Runs in 11 languages
- 🌐 Feedback from 1,342,000 students, over 200 nationalities
- 🌐 104 UK universities, 150 Australian providers, more than 200 in NZ
- 🌐 Germany (DAAD & HRK) 59 universities since 2009
- 🌐 50+ universities in North America. SUNY system since 2010
- 🌐 Incorporates multi-campus, transnational and distance learning
- 🌐 Six weeks from survey to report

UK, Netherlands, Germany, Sweden, Finland,  
Denmark, Belgium, Ireland, Canada, Estonia,  
Singapore, Hong Kong, China, Malaysia, Italy, Fiji,  
New Zealand, Australia, Austria, Spain, South Africa,  
Kenya, Sri Lanka.



**The OBSERVATORY**  
on borderless higher education



**Semi-standardised survey tool**  
**Decision-making, influences and intentions**  
**All aspects of the student experience**  
**All years of study, all levels of study**  
**Benchmarked nationally and globally**  
**Runs annually**  
**‘Light touch’ process**  
**Confidential, unpublished**  
**Reported in person, in confidence**  
**Purpose: institutional enhancement**

# Why a Barometer of the Student Experience?

- **Inspired by the sector**
- **Funded by the sector**
- **A voice for quieter students**
- **The learning loop for educators**
- **A currency for debate... and change**
- **Perceptions benchmarked against global indices**



## Why benchmark the student experience?

***“Personal recommendation is the single greatest influence on choice of institution”***

***“What today’s students say will determine future flows”***

***“The key to influencing opinion is to ensure we are meeting and exceeding expectations”***

***“Faced with a world of choice, we must work to ensure the experience is world class”***

A Question of Time:  
“In an average week...”

- Responses from 24,383 undergraduates at UK universities in 2011
- 78% said ‘about right’ or ‘too many hours’
- 81% of international students, 76% of UK students



# A Question of Time In an average week...

	The Student Barometer™					
	All Students					
	Summer 2009		Summer 2010		Summer 2011	
	Average	Base	Average	Base	Average	Base
Attending lectures	10.5	28274	10.7	22572	11.0	23462
Small groups	4.6	24248	4.5	19277	4.5	19217
Time with staff	1.9	9550	1.7	8250	2.0	8405
Study with friend	5.5	20758	5.6	16493	5.8	17423
Study online	7.2	25269	7.8	20185	7.9	20925
Study offline	10.2	26976	10.7	21213	9.7	21718
total study time	34.5	28889	35.8	22941	35.2	23817
total contact hours	14.9	28702	15.1	22820	15.3	23686

**Notes on data:**

***Study type (full time, part time etc) - full time only***

***Study level - UG***

***Zero values not included***

***Total study hours is the average of each individual's total***

***Total contact hours is the average of each individual's total time spent attending lectures + small groups + time with staff***

# A Question of Time In an average week...

	The Student Barometer™					
	UK Students					
	Summer 2009		Summer 2010		Summer 2011	
	Average	Base	Average	Base	Average	Base
Attending lectures	10.2	18118	10.4	13497	10.6	14212
Small groups	4.5	15325	4.5	11274	4.4	11207
Time with staff	1.6	5407	1.6	4403	1.7	4524
Study with friend	5.4	13397	5.6	9855	5.7	10647
Study online	7.0	16380	7.7	12276	7.8	12935
Study offline	9.9	17447	10.8	12855	9.4	13243
total study time	33.5	18603	35.3	13782	34.1	14466
total contact hours	14.3	18448	14.5	13680	14.4	14362

**Notes on data:**

***Study type (full time, part time etc) - full time only***

***Study level - UG***

***Zero values not included***

***Total study hours is the average of each individual's total***

***Total contact hours is the average of each individual's total time spent attending lectures + small groups + time with staff***

# A Question of Time In an average week...

	The Student Barometer™					
	International Students					
	Summer 2009		Summer 2010		Summer 2011	
	Average	Base	Average	Base	Average	Base
Attending lectures	11.0	10156	11.3	9075	11.7	9250
Small groups	4.7	8923	4.6	8003	4.7	8010
Time with staff	2.2	4143	1.9	3847	2.2	3881
Study with friend	5.7	7361	5.7	6638	6.0	6776
Study online	7.6	8889	8.0	7909	8.0	7990
Study offline	10.7	9529	10.4	8358	10.3	8475
total study time	36.4	10286	36.6	9159	37.0	9351
total contact hours	15.9	10254	16.0	9140	16.5	9324

**Notes on data:**

***Study type (full time, part time etc) - full time only***

***Study level - UG***

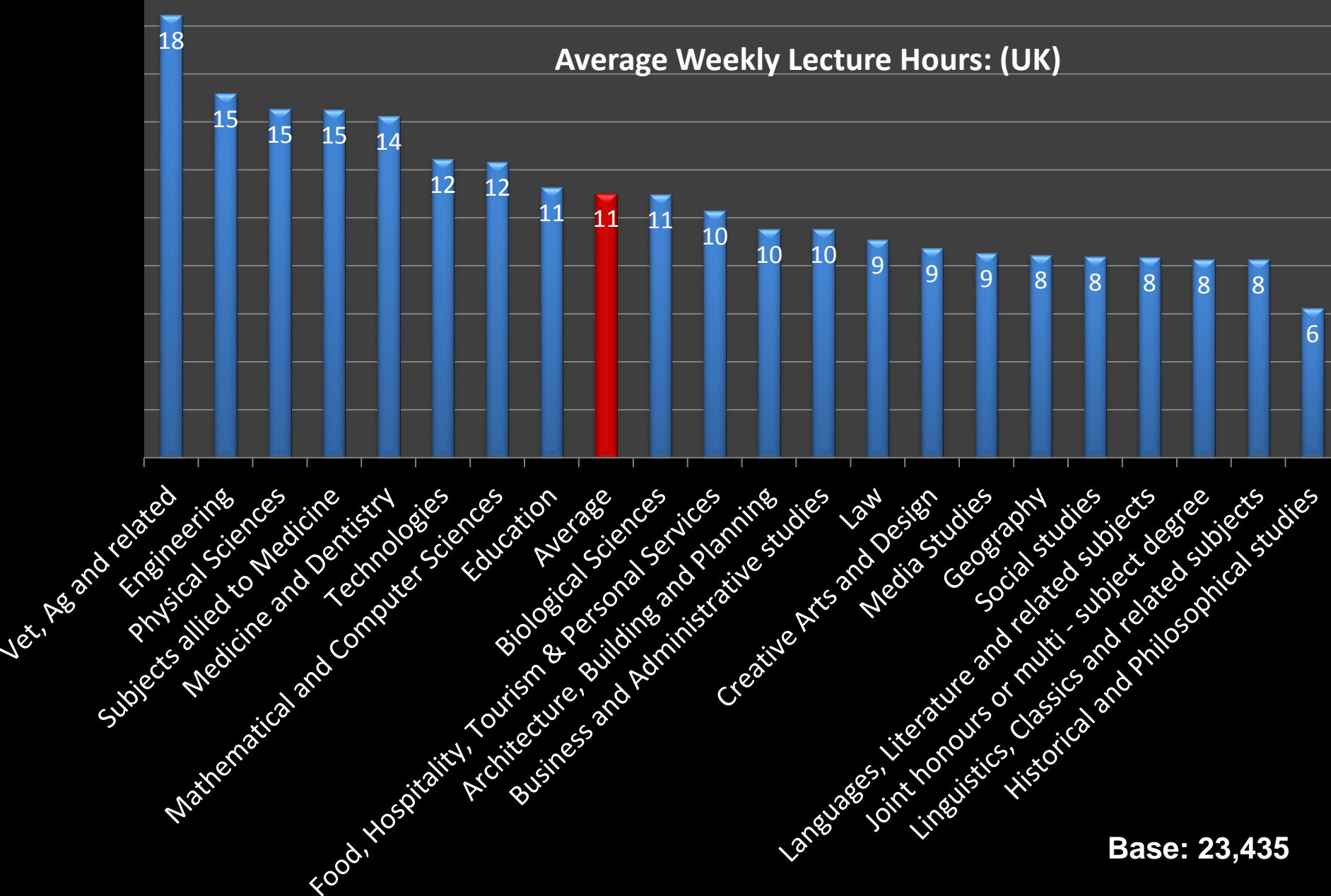
***Zero values not included***

***Total study hours is the average of each individual's total***

***Total contact hours is the average of each individual's total time spent attending lectures + small groups + time with staff***



### Average Weekly Lecture Hours: (UK)



Base: 23,435

UG	PGT
Course organisation (0.36)	Course organisation (0.45)
Course content (0.34)	Quality lectures (0.43)
Employability (0.33)	Course content (0.41)
Social facilities (0.32)	Employability (0.39)
Quality lectures (0.31)	Good teachers (0.39)
Good place to be (0.31)	Learning support (0.38)
Social activities (0.31)	Topic selection (0.38)
Good contacts (0.31)	Performance feedback (0.38)
Campus quality (0.30)	Assessment (0.37)
Good teachers (0.30)	Expert lecturers (0.37)

\*Based on UK domestic students, sorted by relationship with recommendation (r-value)

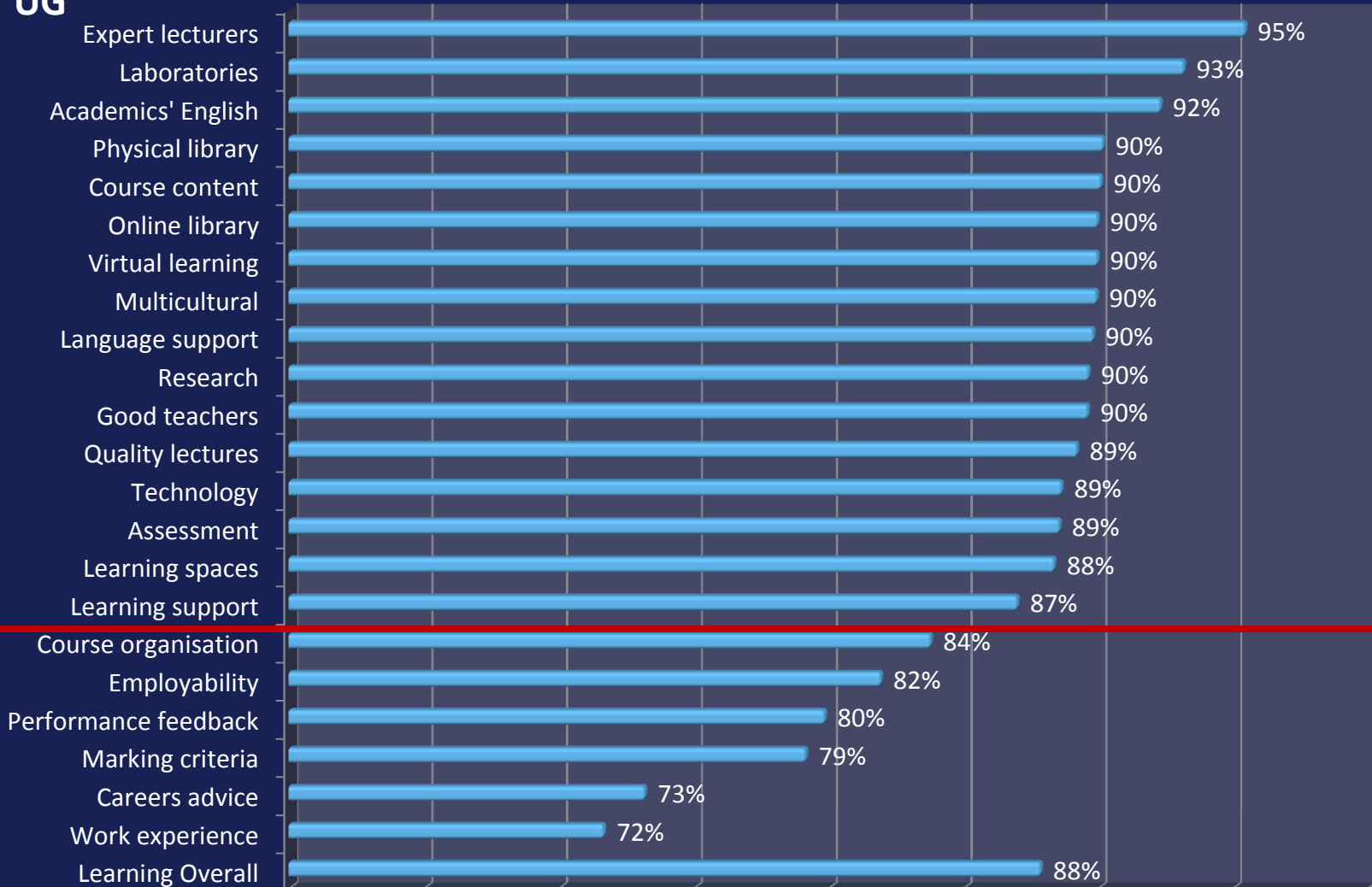
<b>UG</b>	<b>PGT</b>
<b>Employability (0.33)</b>	<b>Quality lectures (0.39)</b>
<b>Quality lectures (0.33)</b>	<b>Course organisation (0.38)</b>
<b>Course content (0.33)</b>	<b>Course content (0.38)</b>
<b>Course organisation (0.32)</b>	<b>Employability (0.37)</b>
<b>Good teachers (0.31)</b>	<b>Good teachers (0.36)</b>
<b>Good contacts (0.31)</b>	<b>Expert lecturers (0.34)</b>
<b>Social activities (0.30)</b>	<b>Assessment (0.33)</b>
<b>Social facilities (0.30)</b>	<b>Research (0.33)</b>
<b>Good place to be (0.30)</b>	<b>Topic selection (0.33)</b>
<b>Expert lecturers (0.30)</b>	<b>Careers advice (0.33)</b>

\*Based on international students in the UK, sorted by relationship with recommendation (r-value)

# The UG student academic experience – what satisfies students?

UG

Base: 60,217



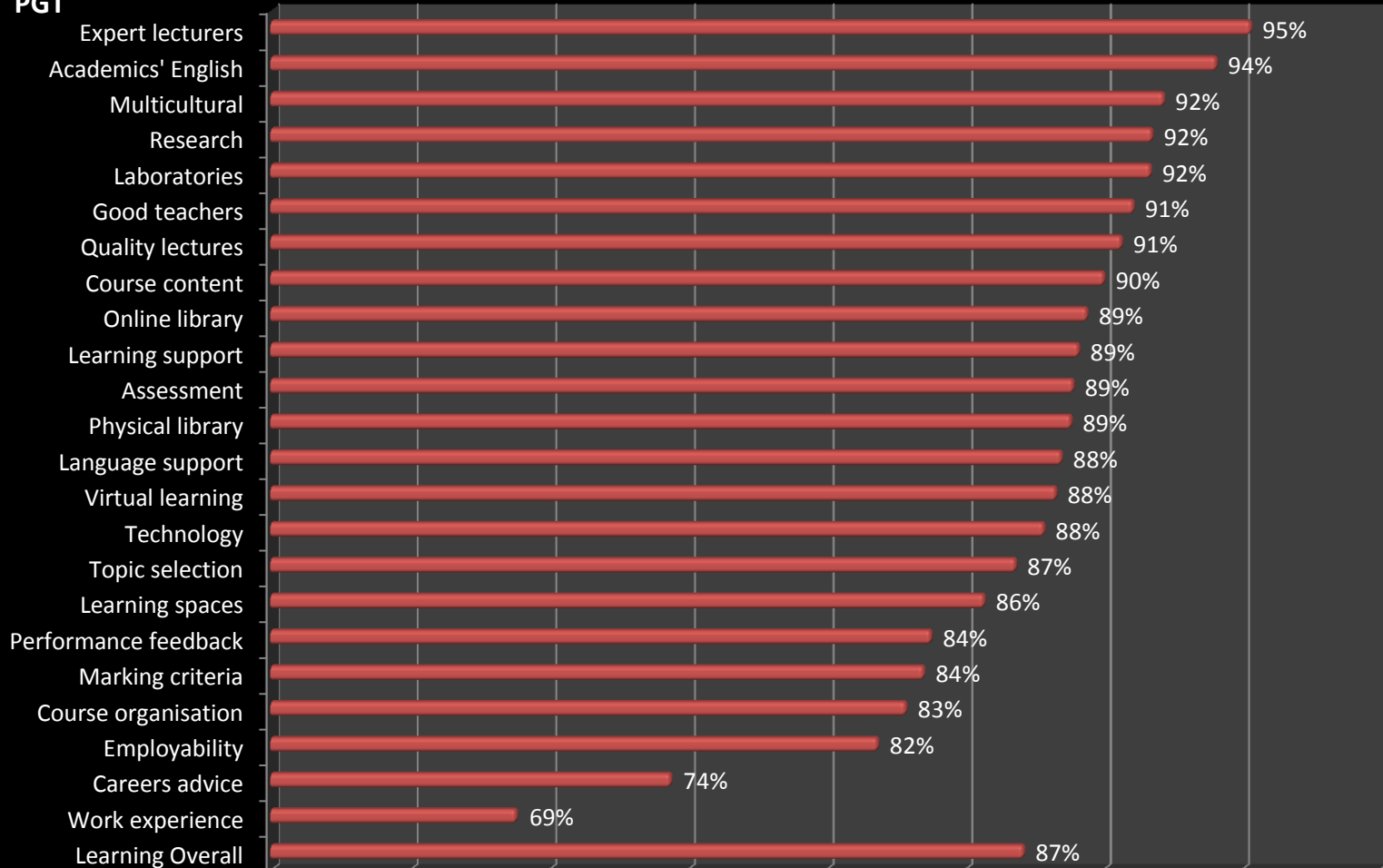
# UG: Home v International Academic Year 2011/12

	Home	International	
Academics' English	92.2%	92.4%	0.2%
Assessment	88.7%	88.4%	-0.2%
Careers advice	71.4%	75.1%	3.6%
Course content	90.8%	89.4%	-1.3%
Course organisation	82.0%	85.6%	3.6%
Employability	82.8%	81.0%	-1.8%
Expert lecturers	96.4%	94.5%	-1.9%
Good teachers	89.5%	89.7%	0.2%
Laboratories	94.0%	92.5%	-1.5%
Language support		89.8%	
Learning Overall	88.3%	87.4%	-0.9%
Learning spaces	88.0%	88.8%	0.9%
Learning support	85.5%	88.6%	3.1%
Marking criteria	76.4%	82.0%	5.6%
Multicultural	90.3%	89.6%	-0.7%
Online library	90.7%	89.3%	-1.4%
Performance feedback	77.8%	82.0%	4.1%
Physical library	90.9%	89.4%	-1.5%
Work experience	72.5%	70.8%	-1.6%

# The PGT student academic experience – what satisfies students?

Base: 23,976

## PGT



# Key differences by level of study Academic Year 2011/12

	UG	PGT	PGR
<b>Base numbers</b>	<b>60217</b>	<b>23976</b>	<b>9072</b>
Average satisfaction	86.9%	87.1%	87.3%
Academics' English	92.3%	94.1%	97.5%
Assessment	88.6%	88.9%	92.3%
Marking criteria	79.2%	83.5%	87.5%
Multicultural	89.9%	92.2%	94.0%
Performance feedback	79.9%	83.8%	88.2%
Learning support	87.0%	89.1%	90.4%

**93265**

**Saudi Arabia** ★

Satisfaction ▾ World map ▾

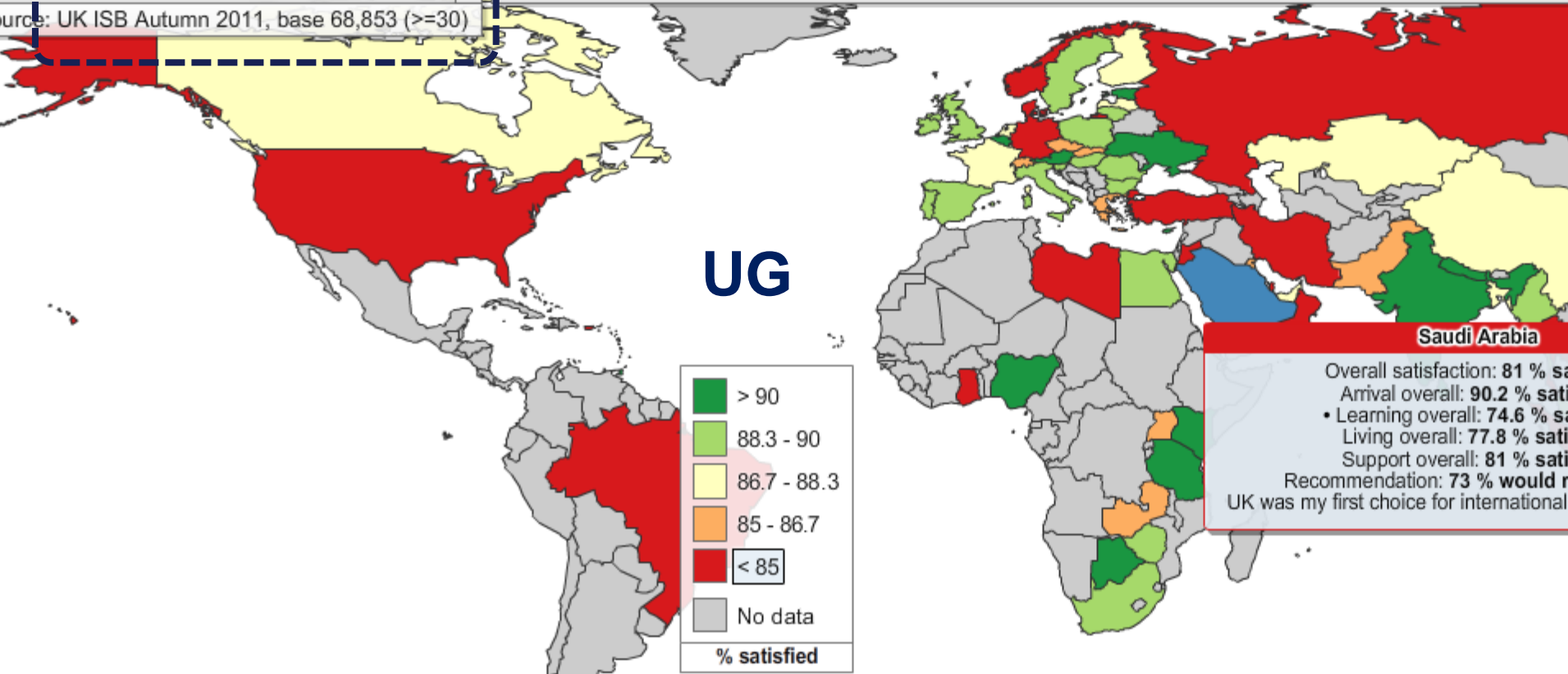
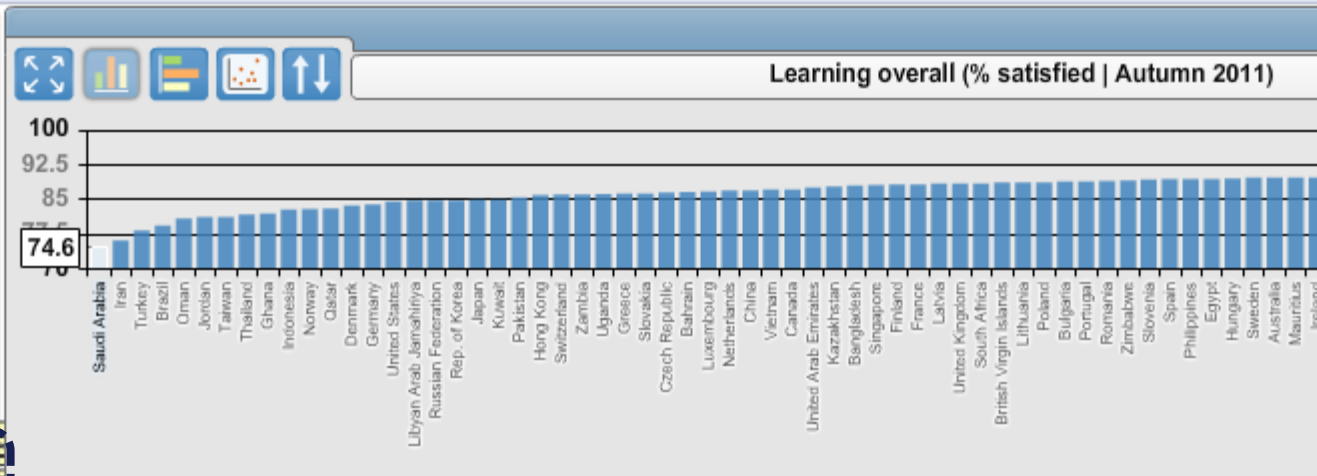
**Learning overall**  74.6 % satisfied

**Living overall**  77.8 % satisfied

**Support overall**  81 % satisfied

**Recommendation**  73 % would recommend

Source: UK ISB Autumn 2011, base 68,853 (>=30)





**Saudi Arabia** ★

Satisfaction ▾ World map ▾

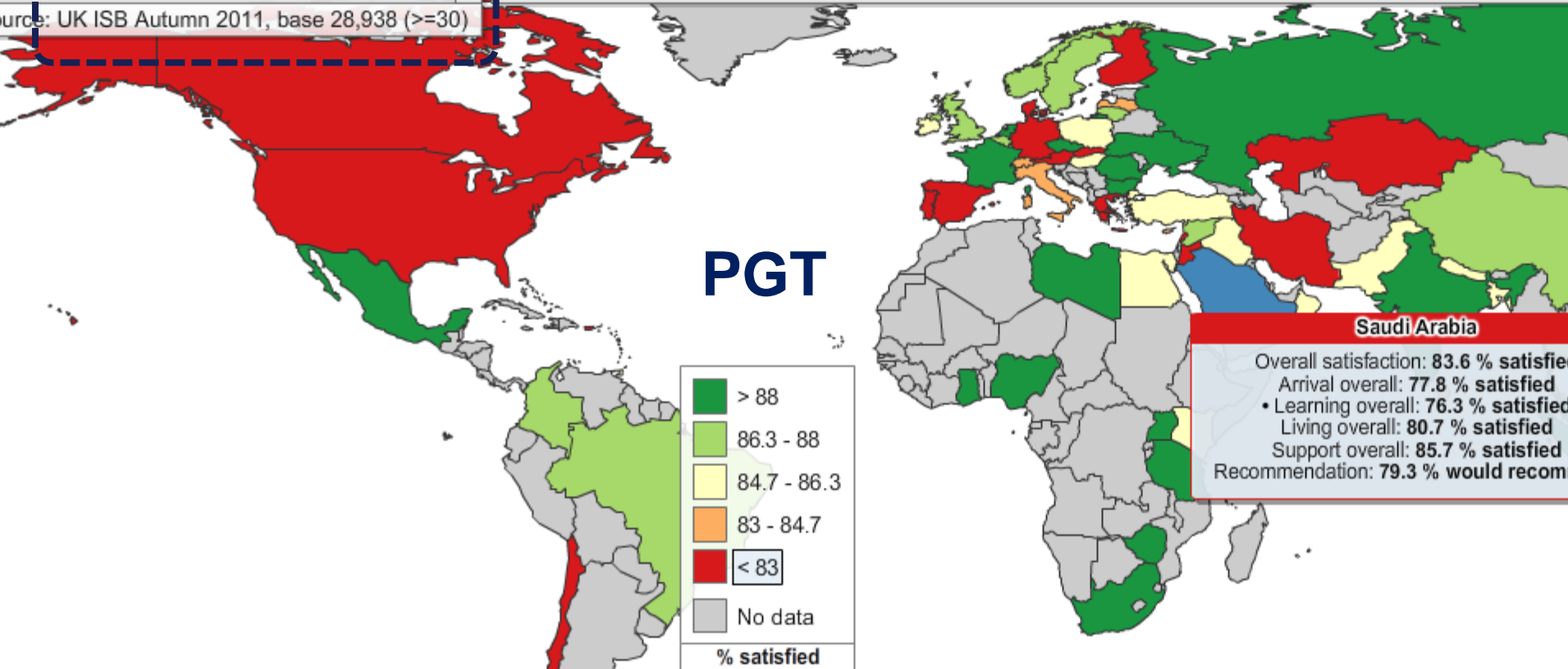
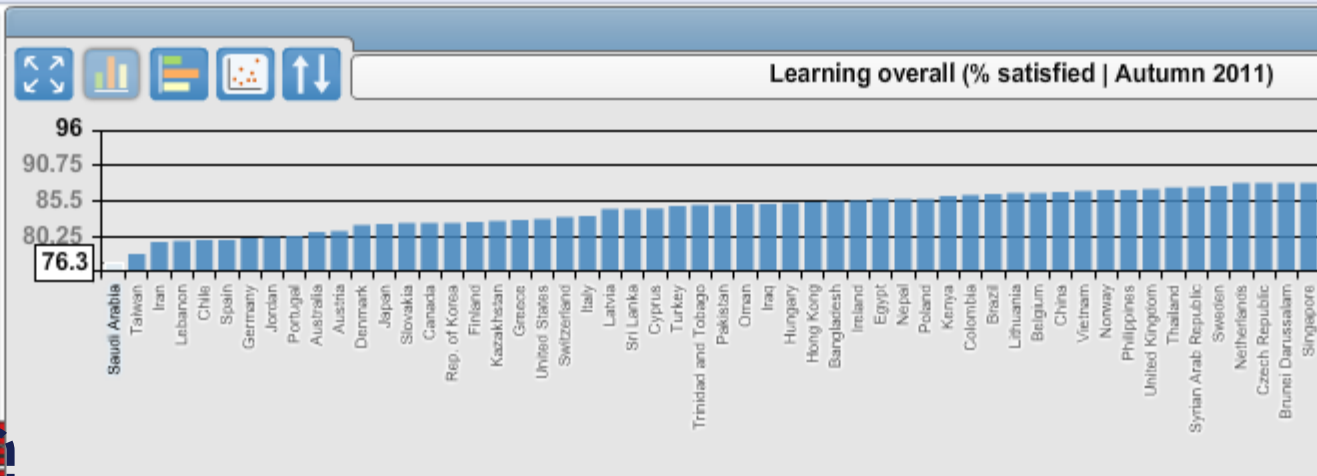
**Learning overall**  76.3 % satisfied

**Living overall**  80.7 % satisfied

**Support overall**  85.7 % satisfied

**Recommendation**  79.3 % would recommend

Source: UK ISB Autumn 2011, base 28,938 (>=30)



**Saudi Arabia** ★

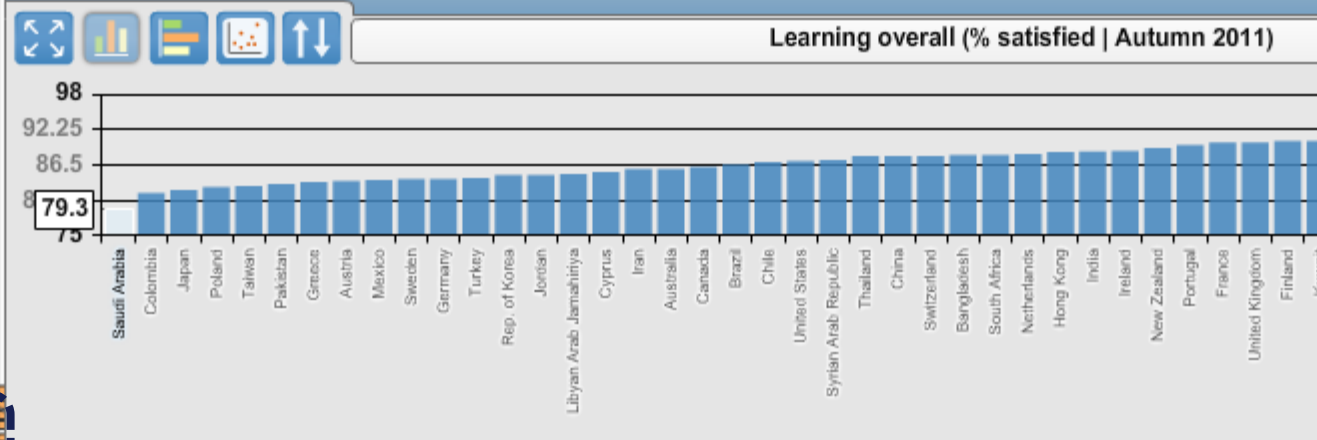
Satisfaction ▾ World map ▾

**Learning overall**  79.3 % satisfied

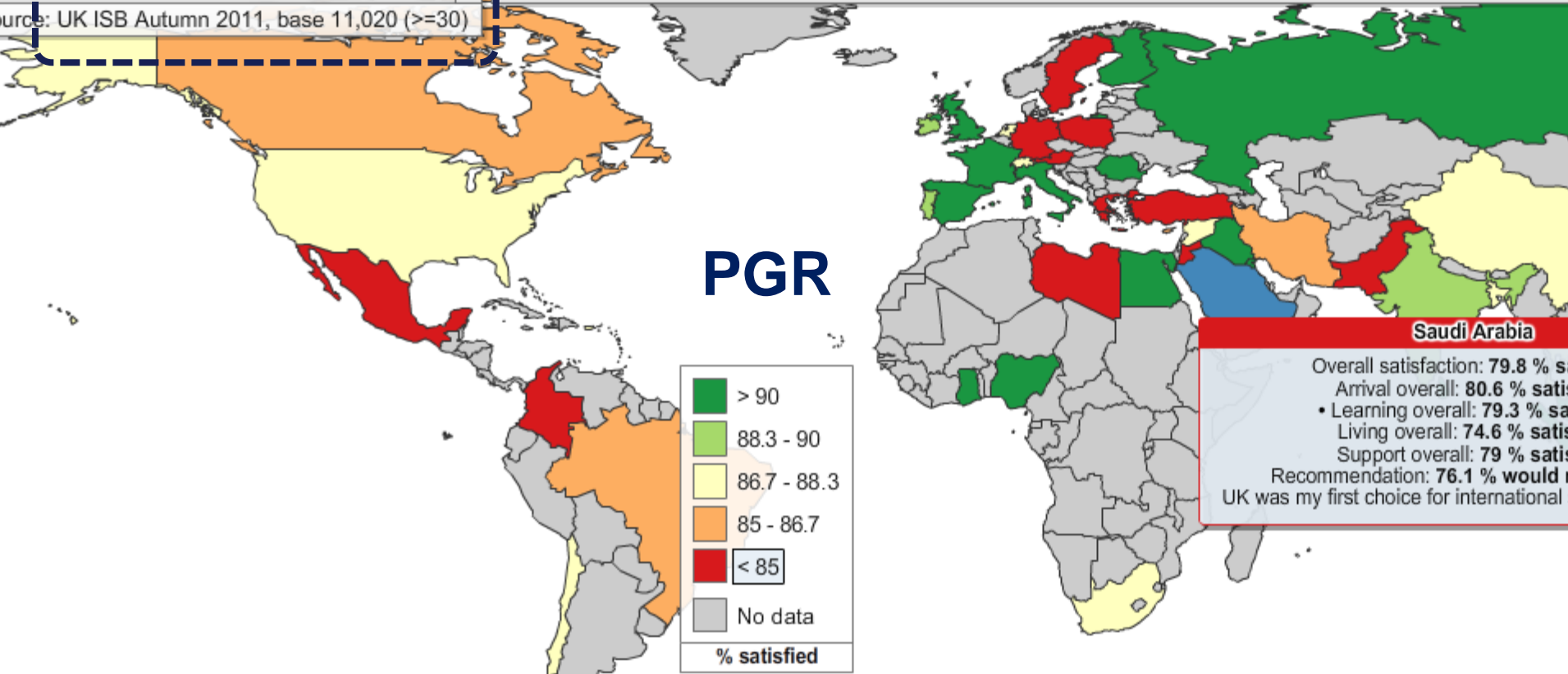
**Living overall**  74.6 % satisfied

**Support overall**  79 % satisfied

**Recommendation**  76.1 % would recommend



Source: UK ISB Autumn 2011, base 11,020 (>=30)



# “If you fail, will you blame yourself?”

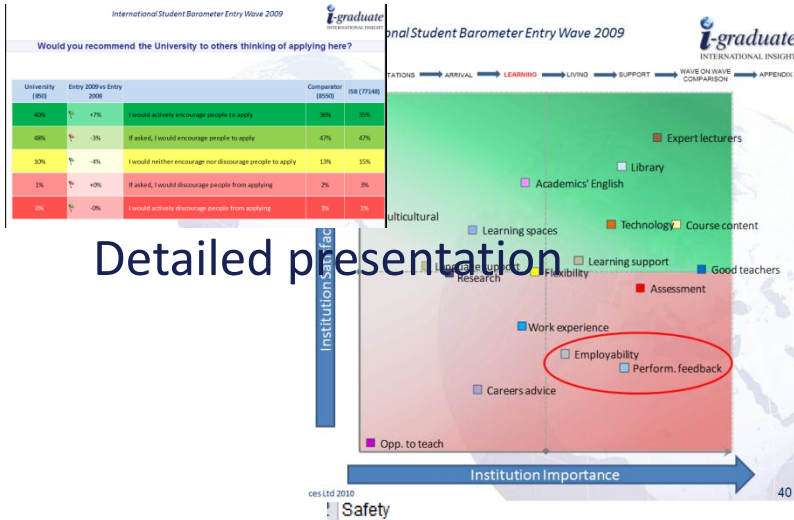




**Students receive an email invitation  
Within their university  
From President, Rector or senior person  
They click a link to access the survey  
i-graduate receives responses  
Collated and aggregated  
Reports for each institution  
Results benchmarked against rivals**

# Reporting...

www.i-graduate.org



## Detailed presentation

Your University	ISB Index	Rivals	ISB	Rivals
75.3%	74.5%	76.0%	0.8%	-0.7%
89.8%	81.3%	78.7%	8.6%	11.2%
88.2%	80.4%	81.1%	7.9%	7.1%
87.6%	85.7%	88.9%	1.9%	-1.4%
87.3%	81.4%	84.6%	6.0%	2.7%
86.6%	87.4%	88.5%	-0.8%	-1.9%
84.2%	81.3%	83.8%	2.9%	0.4%
84.0%	84.3%	84.3%	0.0%	0.0%
82.3%	78.5%	79.7%	3.9%	2.7%
82.0%	85.9%	86.9%	-3.9%	-4.9%
80.8%	72.8%	76.6%	8.0%	4.2%
78.9%	75.7%	79.9%	3.1%	-1.0%
75.7%	80.1%	81.3%	-4.4%	-5.6%
74.7%	86.9%	85.8%	-12.2%	-11.0%

## Summary findings

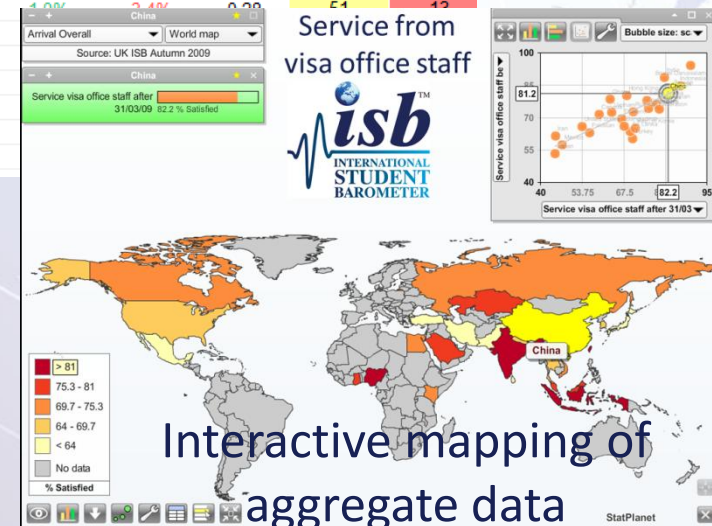
## Verbatim comments

“Great university, great teachers, great accommodation, so many way to make English and foreign friends, a very beautiful place, ecologic. It's the best year of my life, i think I'm very lucky to study here and i will advice this university at everyone without any doubt!”

56	10
43	8
71	12
28	6
39	9
75	15
88	16
54	12

University Breakdown - Entry Wave 2009		University of Hope	
ISB	Base (Overall Satisfaction)	22	765 50 30 25 277 111
Importance	Learning elements	Satisfaction	Study Format
97%	Good teachers	86%	Full-time Part-time Study abroad Student Exchange
97%	Course content	89%	Business Other med
97%	Expert professors	94%	
95%	Assessment	86%	
93%	Library	85%	
93%	Technology	86%	
93%	Performance feedback	89%	
89%	Employability	89%	
93%	Learning support	83%	
91%	Flexibility	83%	
86%	Academics' English	89%	
84%	Work experience	86%	
84%	Career advice	67%	
87%	Research	89%	
86%	Learning spaces	84%	
75%	Language support	82%	
74%	Opportunities to teach	71%	
78%	Multicultural	87%	

## Analysis by department and location



The ISB provides each institution with a summary ranking sheet, making it easy to review performance in the global survey, and against other comparator groups. An example is provided below. [www.i-graduate.org](http://www.i-graduate.org)

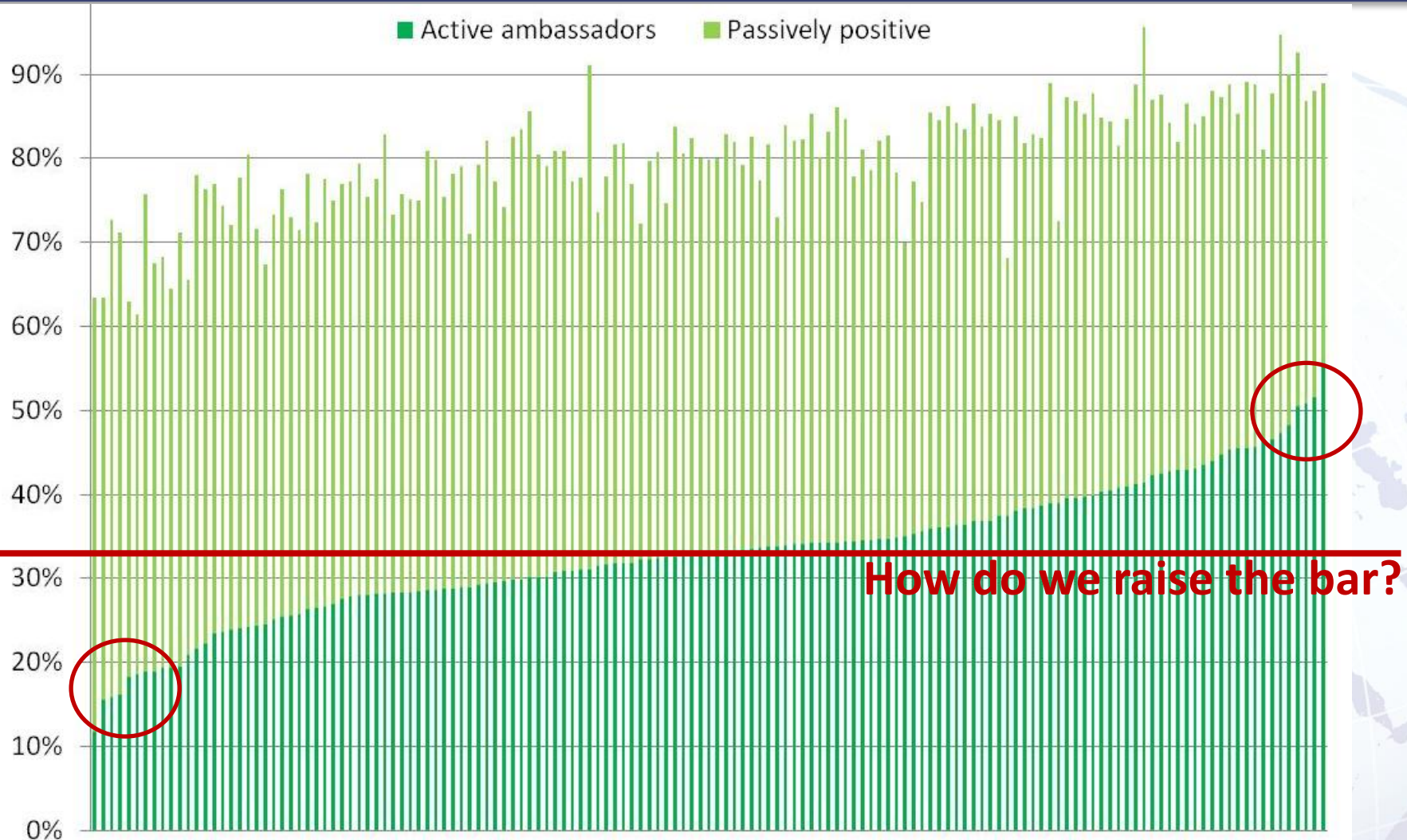
Elements of the student experience	Your data	ISB Index	Rival Index	% ahead / behind ISB and Rival Index		Chance? Pink <5%	Ranked in ISB Index	Ranked v rivals
Base	9	57						
Uni U	Uni U	ISB %	RIVAL %	ISB +/-	RIVAL +/-	% p	ISB	RIVAL
<b>LEARNING OVERALL</b>	<b>81.2%</b>	<b>81.9%</b>	<b>79.4%</b>	<b>-0.8%</b>	<b>1.7%</b>		<b>48</b>	<b>2</b>
* Expert lecturers	92.6%	94.5%	93.4%	-1.9%	-0.7%	0.00	65	9
Multicultural	87.8%	84.6%	87.8%	3.2%	0.0%	0.23	30	9
Course content	87.4%	88.2%	87.1%	-0.8%	0.3%	0.19	57	7
Research	86.3%	86.8%	85.8%	-0.5%	0.5%	0.38	46	6
Assessment	85.0%	86.7%	84.9%	-1.7%	0.1%	0.72	53	6
* Academics' English	84.8%	90.1%	88.9%	-5.3%	-4.1%	0.00	79	13
* Language support	84.0%	82.7%	82.3%	1.4%	1.7%	0.02	16	1
Learning spaces	83.7%	83.6%	76.8%	0.1%	6.9%	0.46	38	2
Technology	83.0%	85.5%	78.4%	-2.4%	4.6%	0.27	63	5
* Library	82.5%	85.2%	79.3%	-2.7%	3.2%	0.05	60	4
Flexibility	82.0%	84.0%	82.1%	-2.1%	-0.2%	0.10	64	6
Performance feedback	80.8%	82.7%	80.6%	-1.9%	0.2%	0.36	43	3
* Good teachers	80.8%	88.1%	85.7%	-7.3%	-4.9%	0.00	80	13
* Learning support	79.0%	83.4%	78.5%	-4.4%	0.5%	0.05	67	5
Employability	75.9%	76.6%	75.1%	-0.8%	0.7%	0.49	39	4
* Work experience	70.6%	63.1%	60.0%	7.5%	10.6%	0.00	11	1
* Careers advice	68.9%	65.8%	62.6%	3.2%	6.3%	0.00	21	1
Opportunities to teach	65.7%	62.9%	60.0%	2.8%	5.7%	0.96	43	3
<b>RECOMMENDATION</b>	<b>76.2%</b>	<b>82.7%</b>	<b>77.5%</b>	<b>-6.6%</b>	<b>-1.3%</b>		<b>73</b>	<b>7</b>

# Ambassadors or assassins?

(example uni & indices)

Uni 1		Rivals	National ISB
24%	Will actively encourage people to apply	33%	35%
56%	If asked, will encourage people to apply	46%	45%
21%	Will neither encourage nor discourage others	16%	18%
4%	If asked, will not encourage people to apply	4%	4%
1%	Would actively discourage others from applying	1%	2%

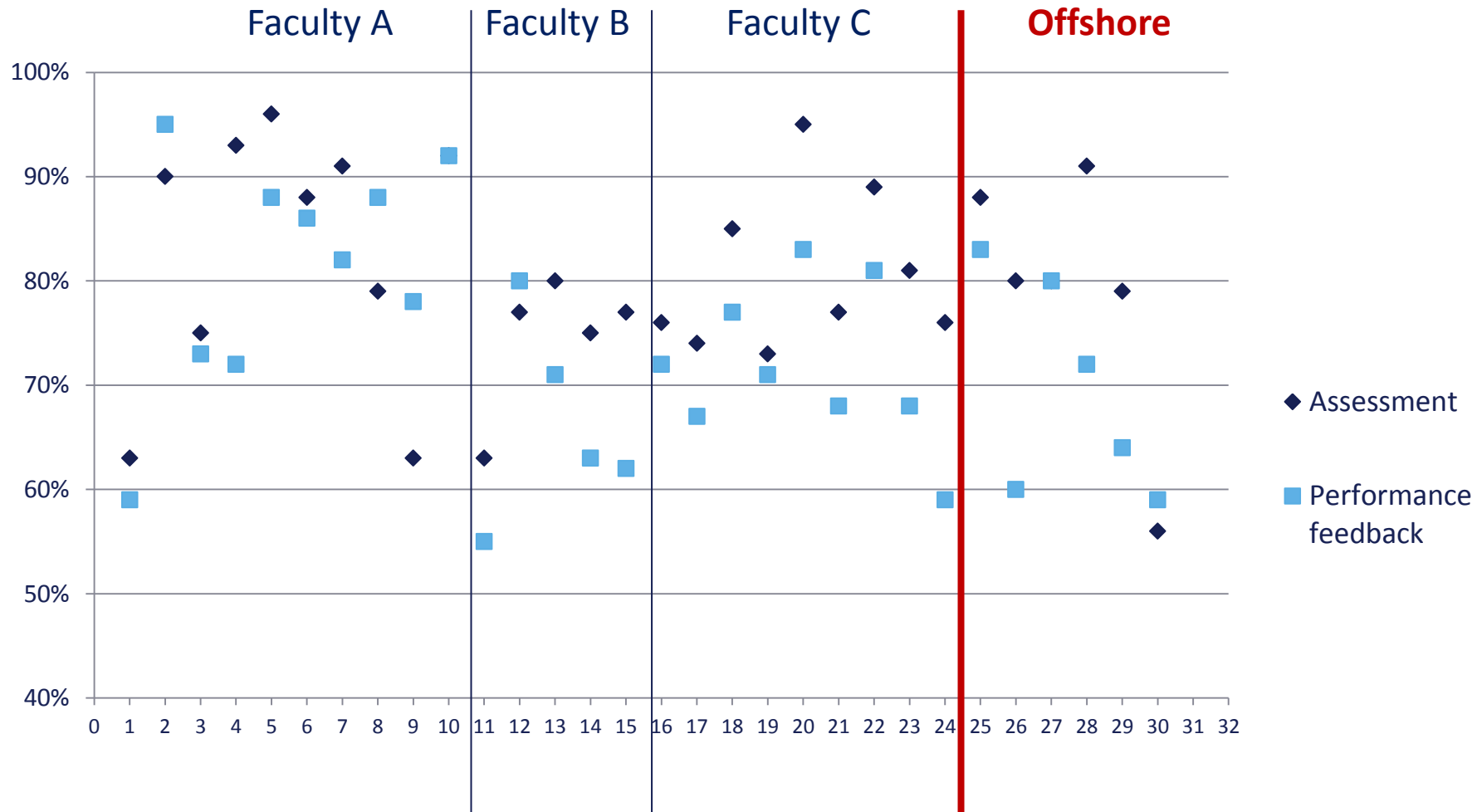
# Next Steps: drill down, aggregate, understand, enhance





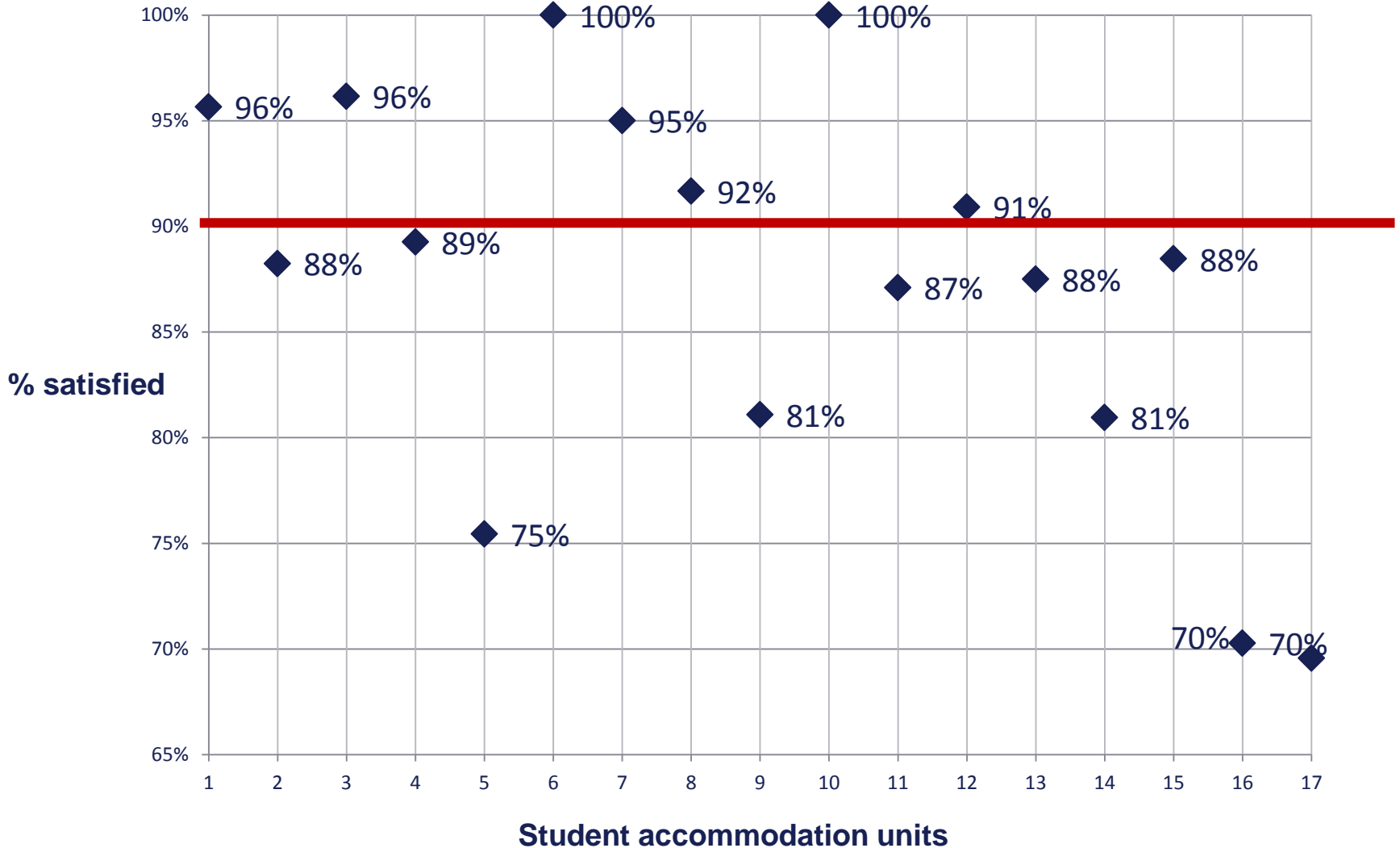
# Performance Feedback and Assessment

(example uni: ALL students – 71% satisfied)



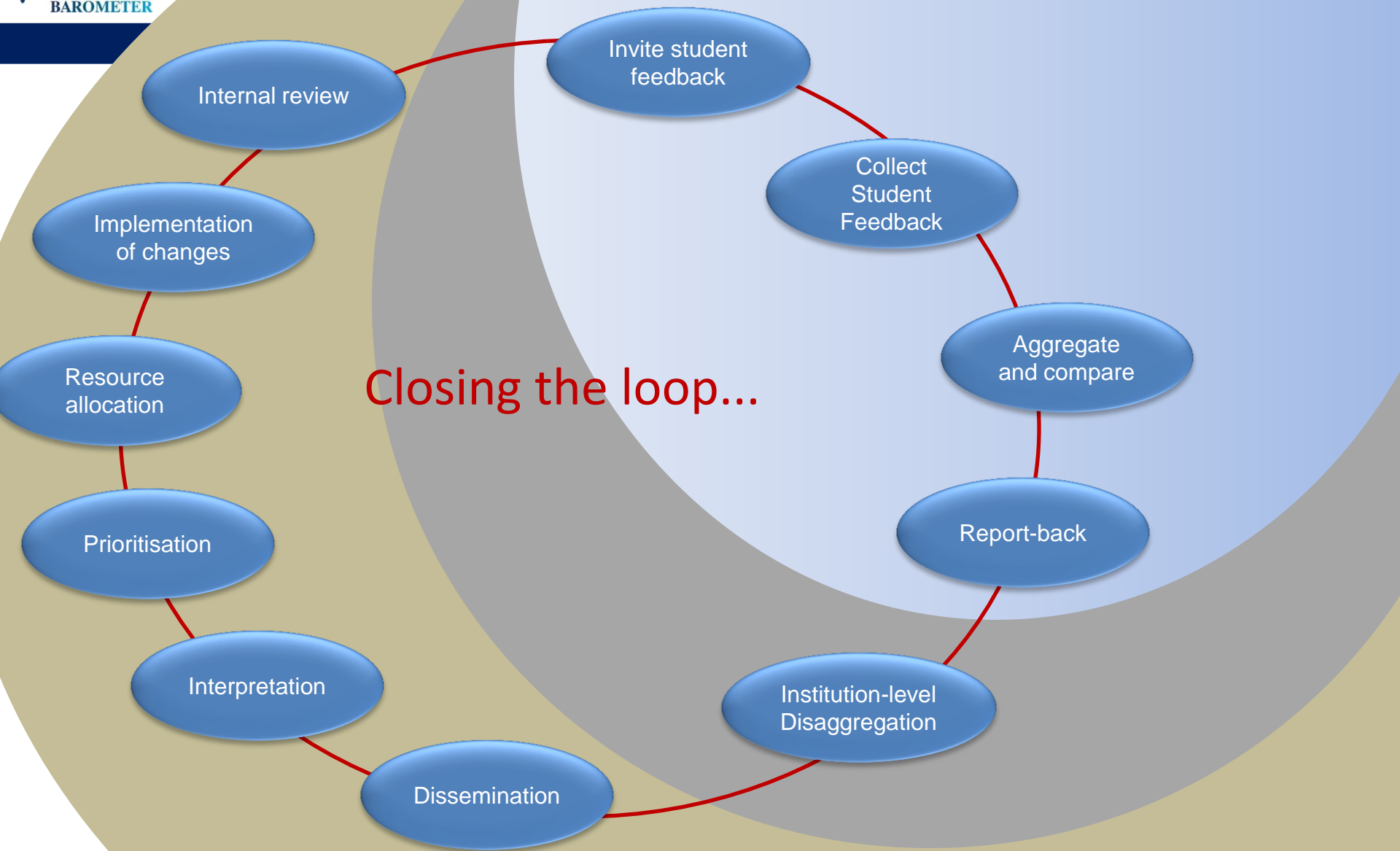
# Drilling down... (example)

**Accommodation quality:  
average 89% satisfied**



## 7. Closing the loop...





# Sharing best practice within and across institutions



## The Integrated' Barometer

From multiple student surveys into a single-source solution for student feedback.

All years of study  
All locations

All forms of study  
All levels of study

The Integrated Survey Solution developed in partnership with the University of Oxford:

- 🌐 Removes duplication and reduces administration
- 🌐 Incorporates other internal and external surveys
- 🌐 Improves accuracy
- 🌐 Saves money
- 🌐 Resolves survey fatigue

*“The integrated approach we have developed together with i-graduate means we will be able to create an even better student experience for all of our students.”*

Keith Zimmerman  
Director of Student Administration and Services, University of Oxford



## The Integrated Barometer



**The Oxford Barometer:** all divisions, all departments, all colleges. Interactive access to data for 300 senior staff.



**The Surrey Barometer:** replaces 28 internal student surveys.



**The Sheffield Hallam Barometer:** the most comprehensive student survey structure ever implemented.

- 🌐 Sophisticated survey build and management
- 🌐 Demographic pre-loading from student record systems
- 🌐 Intelligent routing (students are asked only relevant questions)
- 🌐 Benchmarking by study area, study level and student experience
- 🌐 Interactive interface of key results by course, faculty, campus
- 🌐 Clarify issues through targeted follow-up surveys and focus groups

**Closing the loop...**



***Interact***

***Dynamic Reporting***





***Begin your exploration...***

*Each user within each institution is assigned a unique username and password.  
Access tailored to your requirements.*

Username:   Remember me

Password:



# Faculty Temperature



**Filters**

**Question Type**  
Learning Satisfaction

**Faculty**  
Arts

**Home / International**  
All

**Study Level**  
All

**Study Stage**  
All

**Study Mode**  
All

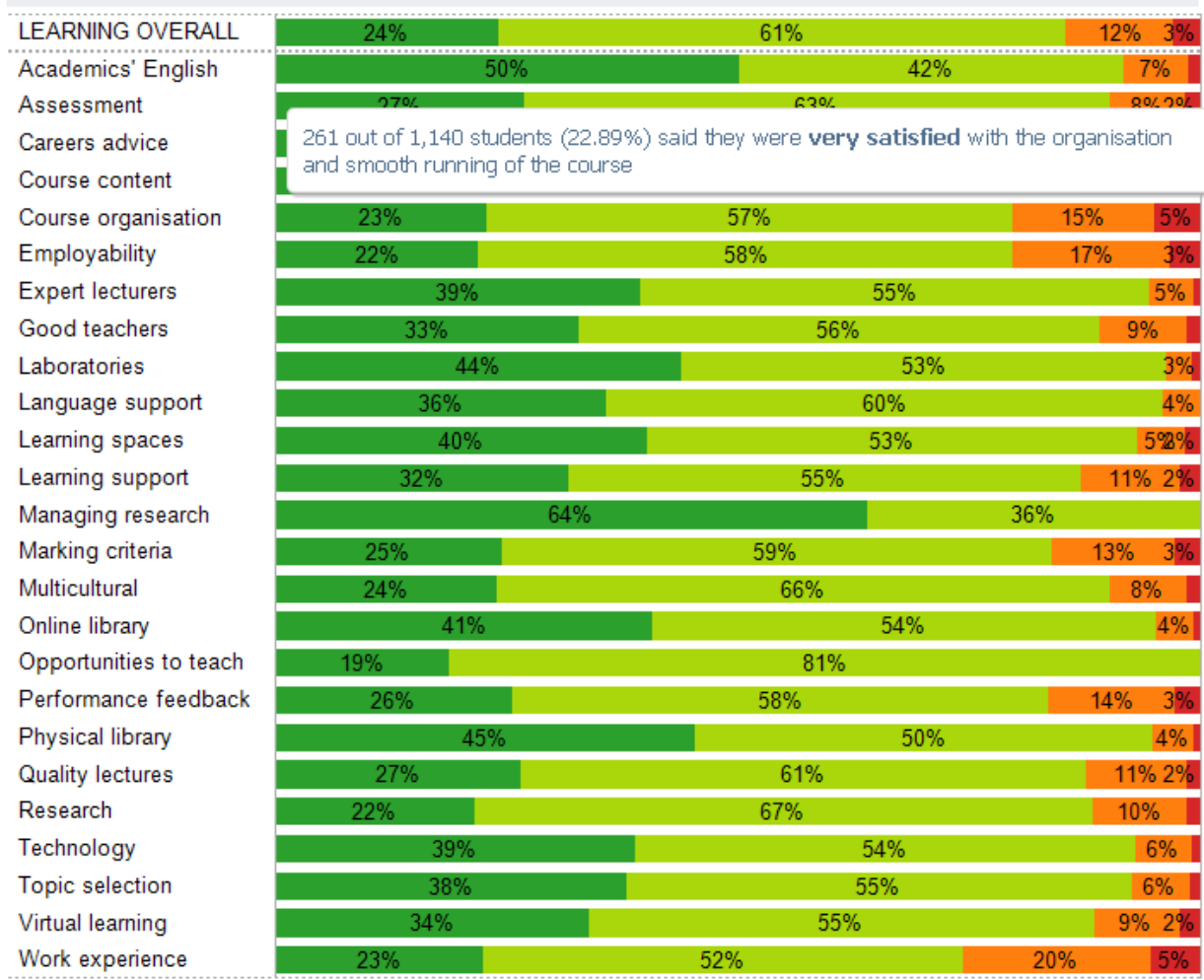
**Controls**

**Sort By**  
Alphabetical

**Base Num...** 5

## i. Arts

## ii. Respondents



1,220
1,112
1,067
988
1,142
1,140
1,058
1,145
1,145
712
151
1,131
1,098
25
1,102
1,011
1,085
16
1,056
1,105
1,118
1,069
1,128
174
1,138
953





# Faculty vs. Other



**Filters**

**Question Type**  
Learning Satisfaction

**Faculty**  
Arts

**Home / International**  
All

**Study Level**  
All

**Study Stage**  
All

**Study Mode**  
All

**Controls**

**Sort By**  
Satisfaction difference

**Calculation Type**  
Mean Score

**Base Number**  
5

Difference: -ive to +ive

## i. Arts, Mean Score

## ii. Respondents

	Arts	Other Faculties	Arts	Other Faculties
LEARNING OVERALL	3.07	3.10	1,220	4,829
Opportunities to teach	3.19		16	32
Managing research	3.64		25	63
Language support	3.32		151	565
Topic selection	3.29	3.21	174	914
Physical library	3.39	3.32	1,105	4,482
Learning spaces	3.32	3.25	1,131	4,521
Laboratories	3.39	3.33	712	1,891
Technology	3.31	3.27	1,128	4,529
Online library	3.35	3.33	1,085	4,585
Multicultural	3.13	3.11	1,011	3,962
Quality lectures	3.13	3.12	1,118	4,528
Assessment	3.16	3.15	1,067	4,133
Careers advice	2.87	2.87	988	3,827
Learning support	3.17	3.20	1,098	4,424
Performance feedback	3.06	3.10	1,056	4,097
Marking criteria	3.06	3.10	1,102	4,485
Good teachers	3.21	3.26	1,145	4,623
Expert lecturers	3.33	3.39	1,145	4,637
Academics' English	3.41	3.47	1,112	4,474
Course content	3.15	3.22	1,142	4,619
Course organisation	2.98	3.05	1,140	4,626
Research	3.08	3.17	1,069	4,382
Employability	2.98	3.08	1,058	4,209
Virtual learning	3.20	3.30	1,138	4,611
Work experience	2.92	3.11	953	3,900

Topic selection  
Base Number: 914

Keep Only  Exclude



# Course temperature



**Filters**

**Question Type**  
Learning Satisfaction

**Department**  
Mathematics

**Home / International**  
All

**Study Level**  
All

**Study Stage**  
All

**Study Mode**  
All

- Select Course:**
- BSc Actuarial Science & Mathe..
  - BSc Computer Science & Math..
  - BSc Information Systems with ..
  - BSc Mathematical Physics
  - BSc Mathematics
  - BSc Mathematics & B...
  - BSc Mathematics & M... Base number: 29
  - BSc Mathematics & Philosophy
  - BSc Mathematics & Physics
  - BSc Mathematics with a foreign..
  - BSc Mathematics with a year a..
  - BSc Mathematics with Financial..
  - BSc Mathematics with Manage..
  - MA Advanced Calculus
  - MA Economics & Statistics
  - MA Mathematics
  - MA Mathematics for Science
  - MA Mathematics with Business ..
  - MPhys Mathematical Physics
  - MSc Advanced Statistical Mode..
  - MSc Applied Mathematics
  - MSc Artificial Intelligence & Mat..
  - MSc Information Systems with ..
  - MSc Mathematics & Philosophy
  - MSc Statistics
  - MSc Statistics with Medical App..
  - All

Department: **Mathematics** , Course: **All**

Category	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
<b>LEARNING OVERALL</b>	20%	61%	15%	4%
Academics' English	70%	28%	2%	
Assessment	29%	58%	10%	3%
Careers advice	16%	52%	24%	8%
Course content	29%	53%	15%	3%
Course organisation	22%	54%	18%	7%
Employability	18%	54%	22%	6%
Expert lecturers	42%	52%		4%
Good teachers	37%	50%	12%	
Laboratories	39%	55%		6%
Language support	38%	62%		
Learning spaces	40%	54%		5%
Learning support	35%	52%	10%	3%
Managing research	80%	20%		
Marking criteria	27%	53%	17%	3%
Multicultural	22%	65%	11%	2%
Online library	42%	52%		6%
Opportunities to teach	30%	70%		
Performance feedback	28%	53%	16%	4%
Physical library	47%	49%		4%
Quality lectures	29%	57%	12%	2%
Research	24%	62%	11%	3%
Technology	37%	57%		5%
Topic selection	43%	50%		7%
Virtual learning	32%	58%		9% 2%
Work experience	18%	43%	27%	11%



Share



## Satisfaction Range, Course



**Filters**

**Department**  
 Literatures & Languages

**Question Type**  
 Learning Satisfaction

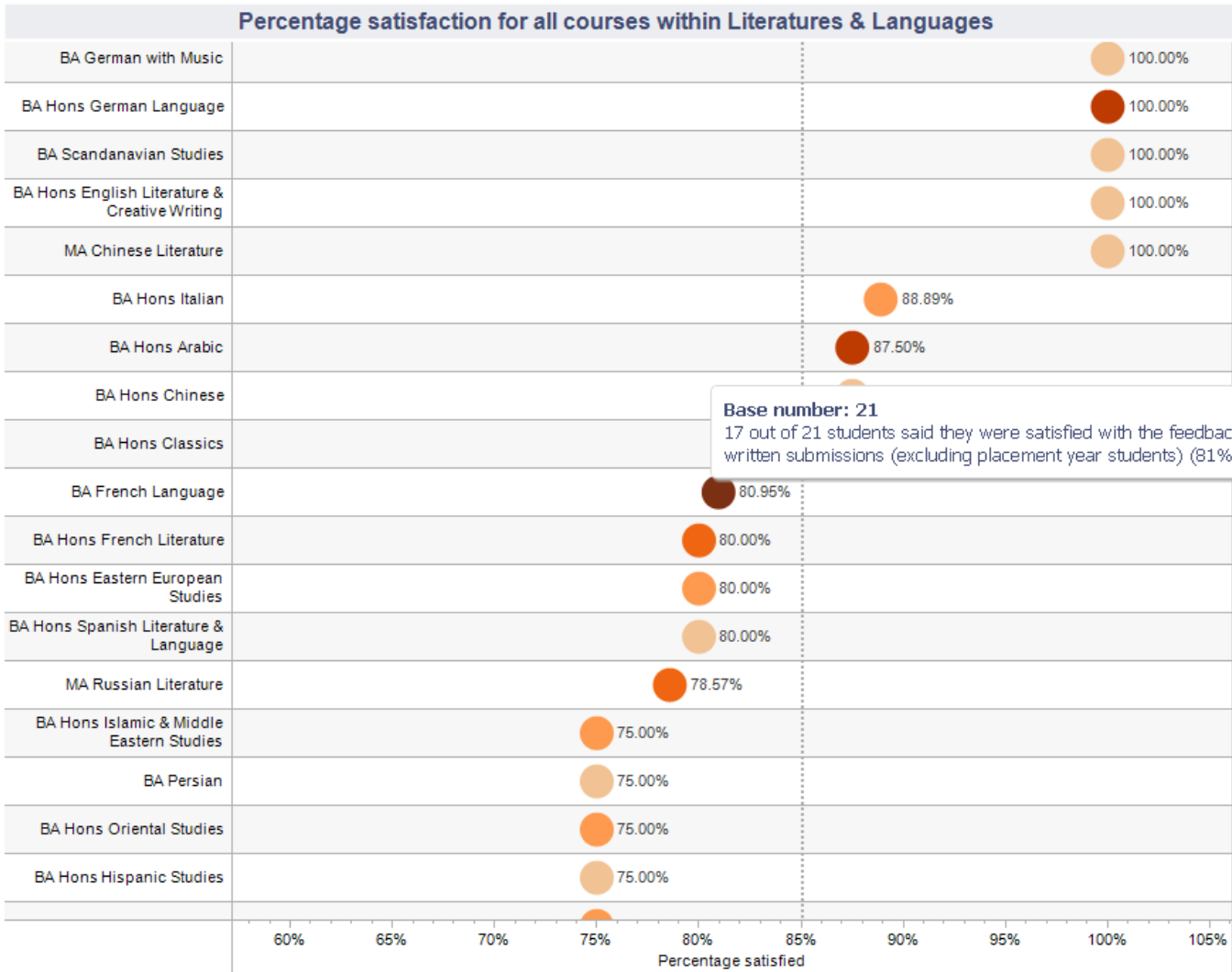
**Question**  
 Performance feedback

**Home / International**  
 All

**Study Level**  
 All

**Study Stage**  
 All

**Study Mode**  
 All



**Base number: 21**  
 17 out of 21 students said they were satisfied with the feedback on coursework/formal written submissions (excluding placement year students) (81%).

**Controls**

**Base Number**  
 5

**Respondents**  
 5 23

The way to gain a good reputation is to endeavour to be what you desire to appear.

Socrates, 400 BC

You have to earn respect every day. It's never how great we are. It is always the good, the bad and the ugly.

Jamie Dimon, Chairman and CEO, JP Morgan Chase, 15.05.2012

## In summary...

- **Tilting fields – markets changing around us**
- **Real-time reputation management.**
- **Need to track opinions of**
  - **all students**
  - **all levels**
  - **all years**
  - **all locations**
  - **every year**
- **Beyond survey fatigue: integrated, logical dialogue**
- **Closing the loop: encouraging a mind-set of excellence and ‘kaizen’**
- **Transforming futures..**

**THANK YOU!**

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