

# MIND THE GAP:

## USING MULTIPLE SOURCE SURVEY DATA TO CHALLENGE ASSUMPTIONS AND INFORM PRACTICE

Cathi Fredricks, Director of the General Modular Scheme

Dr. Jonathan Pratt, University Surveys Manager

Dr. Gemma van Vuuren Cassar, Faculty Director of Learning & Teaching

Dr Alison Eyden, Director of Learning and Teaching

Dr. Darren McGee, Senior Survey Researcher

# CCCU CONTEXT

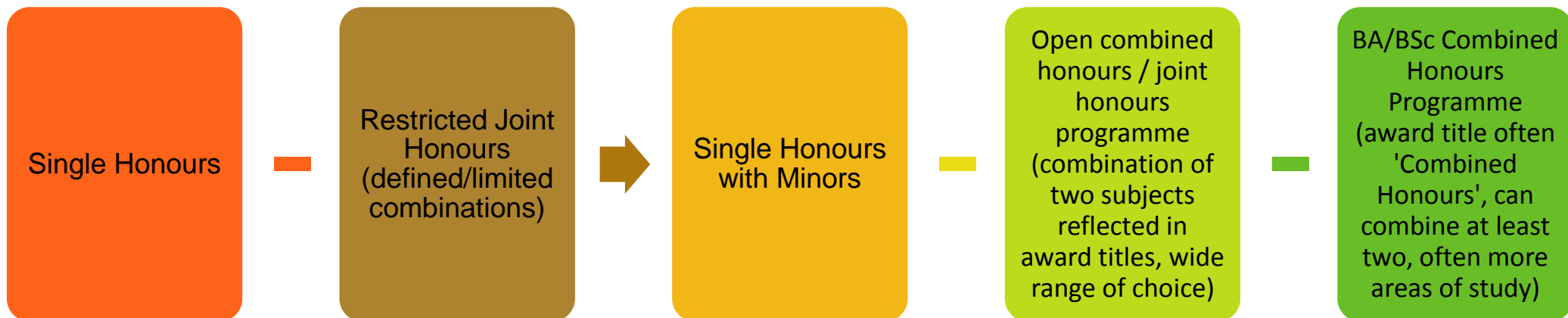
In numbers:

300-500 (approx.) CH students recruited a year

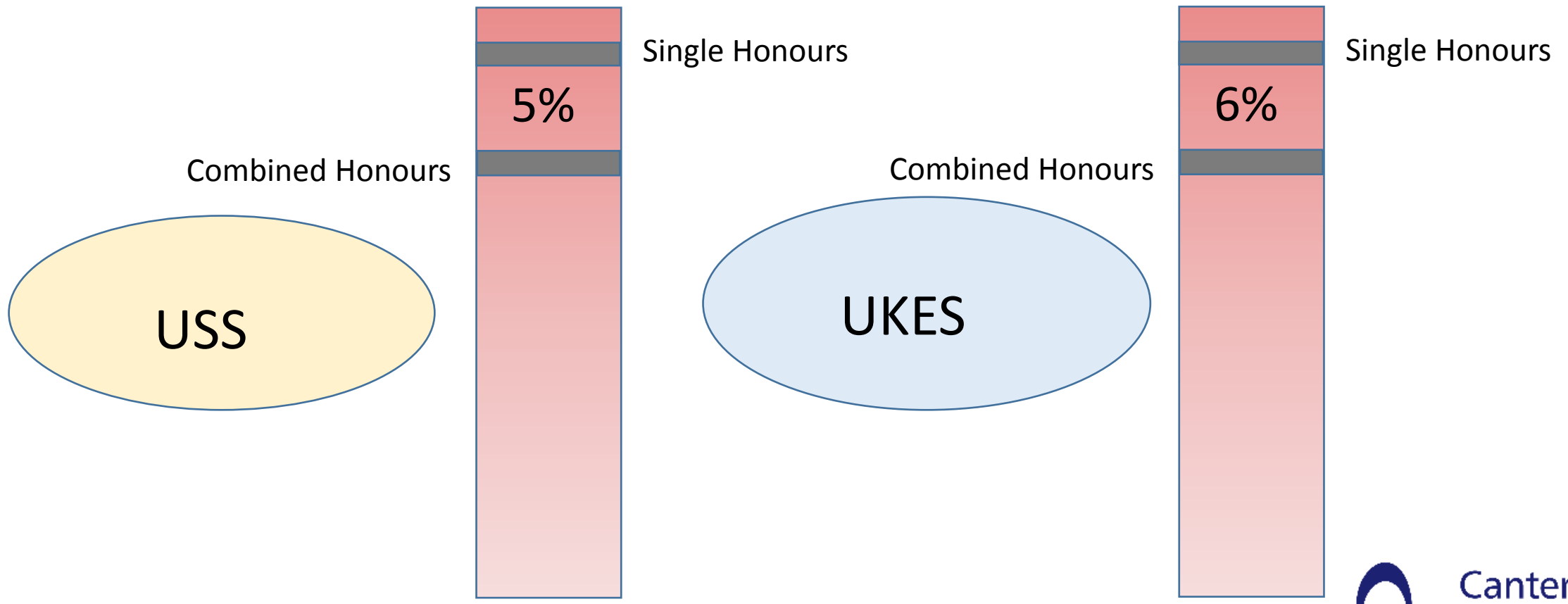
900+ Possible combinations

249 combinations with enrolled students

149 combinations with 3 students or less.



# A DIFFERENT EXPERIENCE? – WHAT THE SURVEYS SAY



# ASSUMPTIONS – FROM THE ANECDOTES

Greater dissatisfaction. . . .

Because of administrative hassle between different Schools/subjects

Because of differences in programme based virtual learning environments

For students who combine subjects across different Schools or Faculties

For students studying unrelated subjects

For those in small combinations or on certain subjects

# WHAT THE SURVEYS SAID: USS

## Undergraduate Student Survey 2016

	Single Honours N=3253	Combined Honours N=516	Difference
The teaching on my course	86	80	-6
Assessment and feedback	73	69	-4
Academic support	80	73	-7
Organisation and management	73	70	-3
Learning resources	84	81	-4
Personal development	78	67	-11
Overall Satisfaction	86	81	-5

### Personal development

	Single Honours	Combined Honours	Difference
The course has helped me to present myself with confidence.	79	69	-11
My communication skills have improved.	78	66	-12
I feel confident in tackling unfamiliar problems.	77	67	-10

# WHAT THE SURVEYS SAID: USS

Analysis of the USS also suggested that differences in overall satisfaction were:-

1. Independent of cohort/combination size
2. Just as likely to be *within* Schools/Faculties as across them
3. NOT due to a subject mix effect

# WHAT THE SURVEYS SAID: UKES

UK Engagement Survey 2016	Single Honours	Combined Honours	Difference
	N=1261	N=150	
Interacting with staff – <b>Asked questions in taught sessions or contributed to discussions</b>	67	49	<b>-18</b>
Reflecting & Connecting – <b>Connected your learning to real world problems</b>	74	62	<b>-13</b>
Learning with others – <b>Worked with other students on course projects and assignments</b>	58	46	<b>-12</b>

# WHAT THE SURVEYS SAID: DERBY STUDY

- 87% do not regret taking a CH degree.  
79% would recommend it to a friend
- Majority of students found their studying experience interesting and challenging (hopefully in a positive way...)

BUT

- 32% reported that the experience had been very difficult  
Only 51% reported that studying had been well structured



# WHAT THE SURVEYS SAID: QUALITATIVE

## 1. Peer group cohesion

*Harder to make friends, being in different classes and not often seeing the same person twice*

*Not having the same amount of contact time with people who do Single Honours, so not getting to know people as well*

*Some of the taught sessions are in large groups, and although I sometimes have something to speak out about, I can feel too anxious/nervous in a group*

*It's not very inviting, seems like closed cliques*

*Sometimes it would be nice if there was more of an effort made by the Uni to get students to 'gel' together in our classes*

# WHAT THE SURVEYS SAID: QUALITATIVE

## 2. Interactions with teaching staff

*They know the names of SH students but not CH students...*

*Lecturers tend to forget that there are CH students in the classroom*

*Get less attention/help than students doing Single Honours, lecturers seem to care less*

*I felt I fell between the gaps. There was no effort to integrate CH students and I felt side-lined for not taking the full programme*

*Staff are unaware of the pressures from either course... there is a tendency to be forgotten and receive significantly less support*

# WHAT THE SURVEYS SAID: QUALITATIVE

## 3. Perceived mastery of the subject

*Having less in depth knowledge to those who do either course all the time*

*Feeling like when it comes to assessments in certain modules, students who study the subject as Single Honours students have an advantage over me*

*Sometimes lacking in knowledge about a subject*

*Sometimes missing information covered in a Single Honours module and having to ask for clarification*

*Tutors only interested in their subject area and see other subject as less important*

# WHAT THE SURVEYS SAID: PIECING IT TOGETHER



- Student self-confidence and perceptions of inadequacy
- Group cliques vs peer support
- Subject knowledge - Mastery / Valuing the Combination
- Inclusive teaching behaviours

# NEXT STEPS

Pilot  
Enhancement  
Activities

Review Combined  
Honours Personal  
Academic Tutoring

Consistent VLE structure

Awareness Raising

Staff and Student Focus  
Groups

Combined  
Honours Forum

# FOCUS GROUPS - INITIAL FINDINGS



3 Staff groups and 1 Student Group

Questions – drawn from the survey research. Perception of difference between single & combined honours, experience in the classroom etc.

## Students:

Mirrors the survey data

## Staff:

- Didn't recognise the confidence issues
- Institutional vs. programme
- Ownership



# LESSONS LEARNED



Role of detailed analysis of survey data in opening discussion



The importance & value of partnership working

# CHALLENGES



- Colleagues as part of research project
- Avoiding a narrow focus on institutional issues and engaging individuals in the teaching & learning enhancement activities
- Ensuring supportive development



ANY QUESTIONS



Cathi Fredricks

[Cathi.Fredricks@Canterbury.ac.uk](mailto:Cathi.Fredricks@Canterbury.ac.uk)

Jonathan Pratt

[Jonathan.Pratt@Canterbury.ac.uk](mailto:Jonathan.Pratt@Canterbury.ac.uk)