



OTAGO POLYTECHNIC STUDENTS

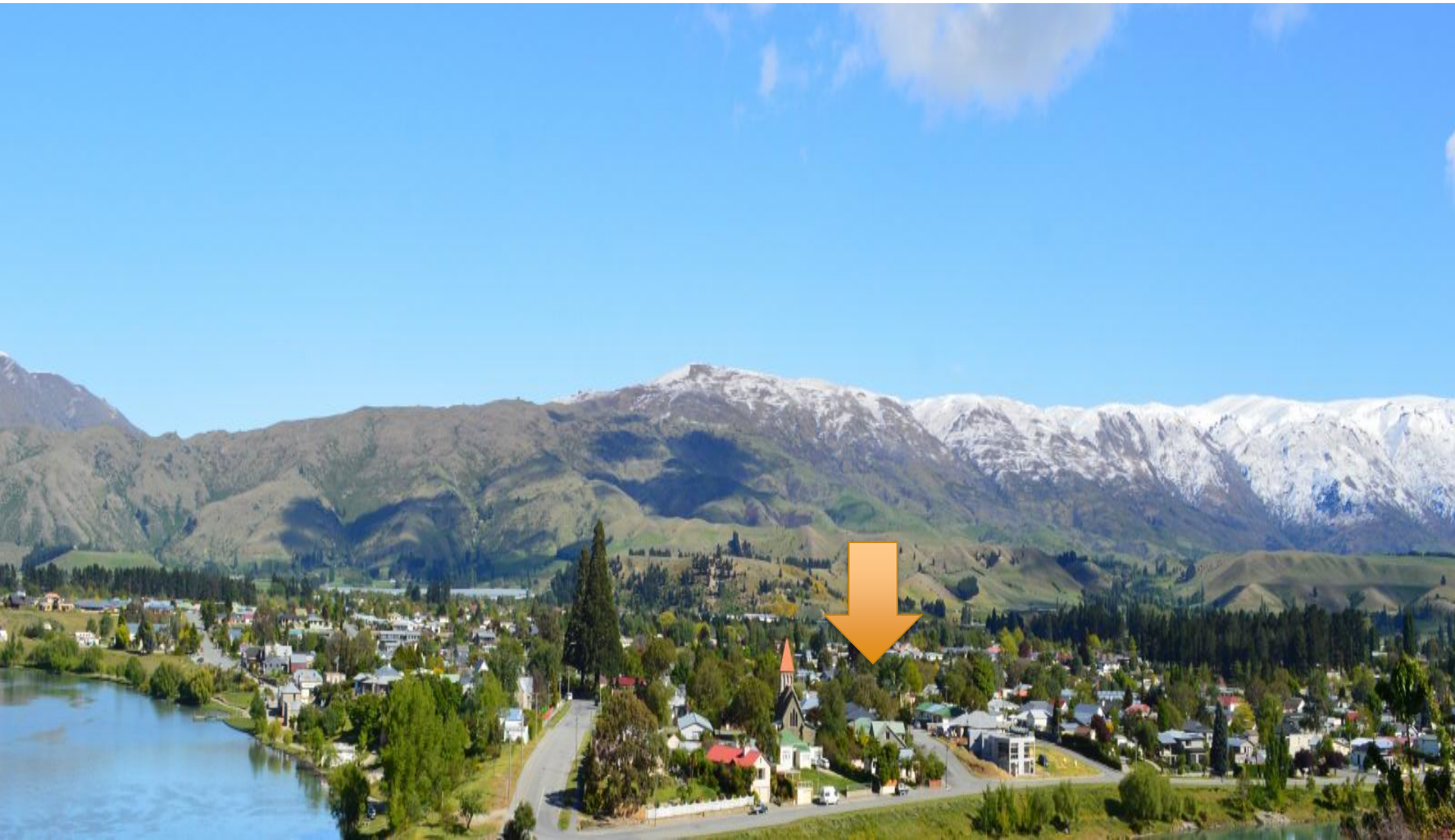
1966



Dunedin Campus



Cromwell Campus



We had a problem!

Declining response rates



Gen Y

- Aged under 35
- Always had computers and technology
- Will be 50% of the workforce in 2020
- Come with a digital identity in place
- Tend to have shorter attention span
- Information overload



The majority of our current student body

Gen Y and Email Use

Rapid growth of social platforms

- Snapchat
- Twitter
- Tumblr
- Pinterest
- Instagram
- Google+

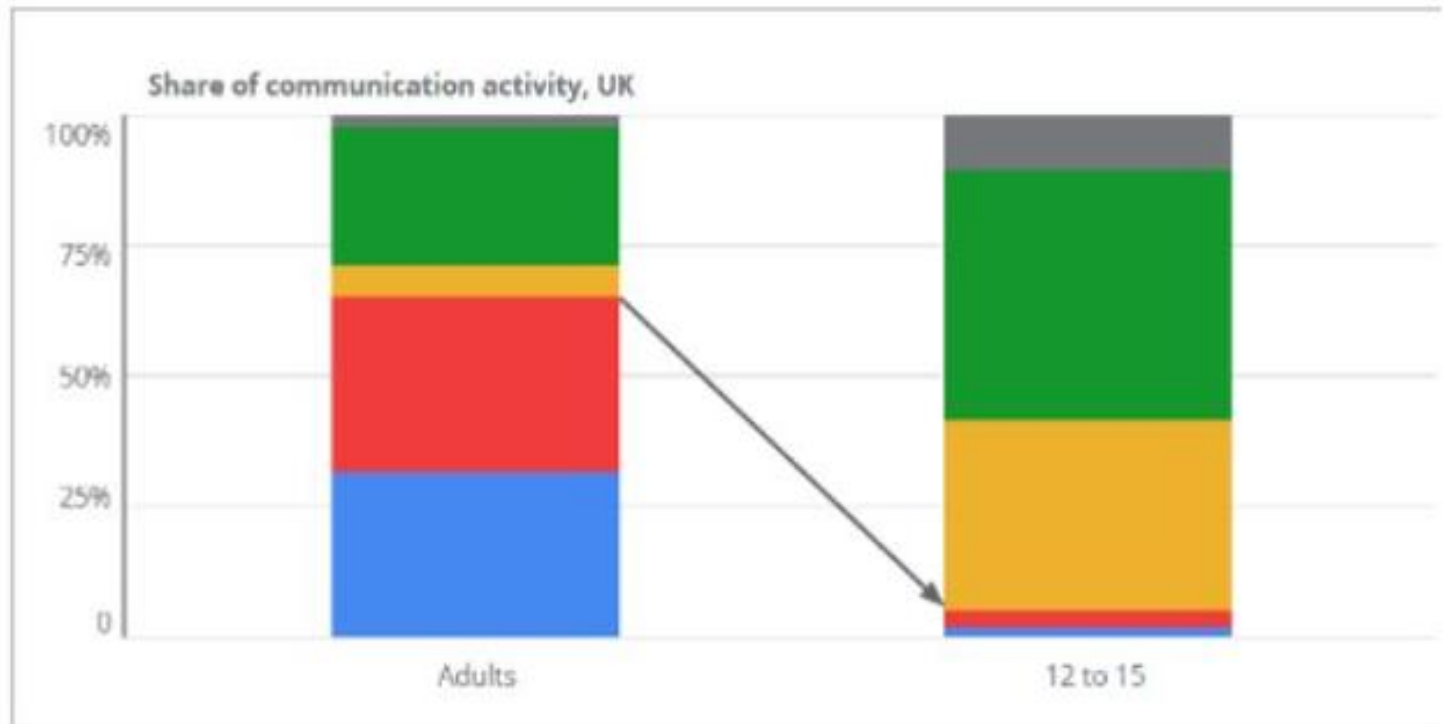
Decline in

- Email



Email is for Grandma

- Photo messages
- Messaging apps
- Social networks
- Phone calls
- Email



What does this mean for how we engage with students?

Seeking Feedback

Prior to 2000 no systematic collection of data

2001 start of gathering data largely paper based

Mid 2000's introduction of online options taken up by small number of users

2013 decision made to move fully online and evaluate all courses and all teachers to gather feedback

What didn't work

Multiple emails & reminders created clutter and often ignored, or sent to junk mail

Text messaging

- expensive
- seen as intrusive
- Is a txt private or public?



Incentives didn't work



Time delay with reporting to teachers and schools created a level of disengagement with the reports

Moving to online created a different set of problems



From Paper to Online

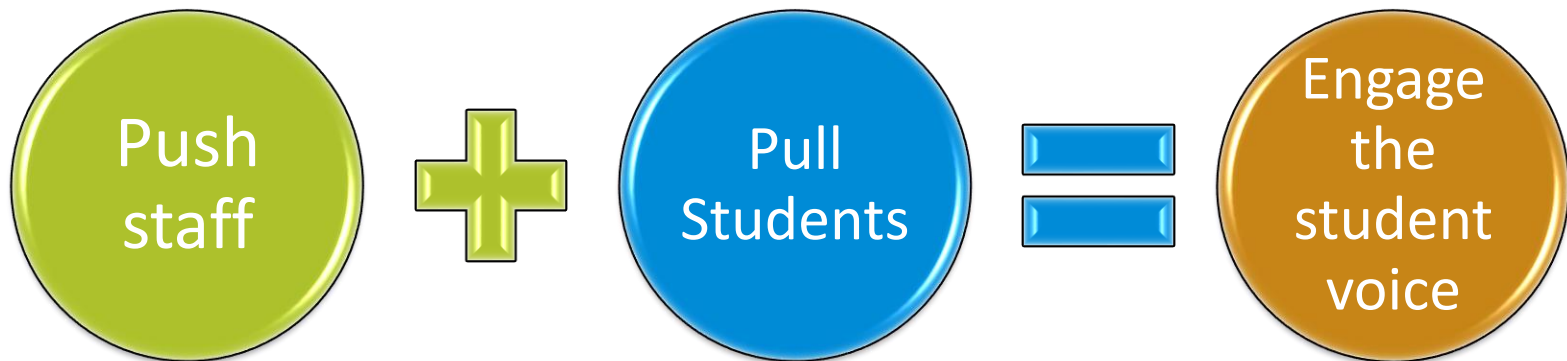
Paper

- High response rate
- Completed in class
- Compelled to complete
- Lower quality comments
- Time lag between data collection and reporting
- Expensive – time & paper
- Not sustainable

Online

- Lower response rate
- Relied on students opening email
- Student email already cluttered
- Shorter turn around time to report and take action
- Increase in amount and quality of written comments
- Sustainable

Our Plan



Our Approach for Staff




Provided customised options for timing and additional questions

Immediate online dynamic reporting available through a dashboard and app with response rate tracker



Provide support to focus on self review using Evaluative Conversations based on evidence

Our Approach for Staff

|  Projects Courses | |
|--|---|
| SS101101: Personal and Professional Development |  |
| Instructor(s): Stuart Terry | |
| Responded: 19 Total: 46 Return Rate: 41.30% | |
| BX550001/DB505000: Business Heritage, Culture and Sustainability |  |
| Instructor(s): Stuart Terry | |
| Responded: 23 Total: 31 Return Rate: 74.19% | |
| HL417001: Introduction to Careers in Health | |
| Instructor(s): Stuart Terry | |
| Responded: 2 Total: 11 Return Rate: 18.18% | |
| BT602001: Integration of Practice |  |
| Instructor(s): Stuart Terry | |
| Responded: 23 Total: 55 Return Rate: 41.82% | |
|  | Refresh |

Our Approach for Staff



Project Results

2016 Auckland International Campus Course Evaluations

| | | |
|-----------|--------------------|---------------------|
| CX770011 | Industry Project | CX770011-16-AIC-02 |
| CX770001A | Internship Project | CX770001A-16-AIC-01 |

2016 Auckland International Campus - Interim Feedback

| | | |
|-----------|-------------------------------|--------------------|
| CX770011 | Dani Mao - Industry Project | CX770011-SB-01-DM |
| CX770001A | Dani Mao - Internship Project | CX770001A-SB-01-DM |

2015 Student Perception of Teaching (SPOT) Semester 2

| | | |
|----------|--|----------------------------|
| CX660301 | Ms Dani Mao - SPOT - Introduction to Finance | CX660301-15-AIC-04-SB05-DM |
|----------|--|----------------------------|

Response Rate Tracker

2016 Auckland International Campus Course Evaluations



2016 Auckland International Campus - Interim Feedback



Custom Questions

2015 Student Perception of Teaching (SPOT) Semester 2

Status: Closed **Access From:** 11/25/2015 3:00 PM **Access Until:** 12/2/2015 3:00 PM **Delivery Date:** 7/17/2015 7:00 AM



Our Approach for Staff

Otago Polytechnic

2016 VET Course Evaluations - NZ Certificate in Animal Care (L3) & NZ Certificate in Animal Technology (L5)

Course: AT507001: AT507001

At A Glance : Summary Graph

Strongly Agree

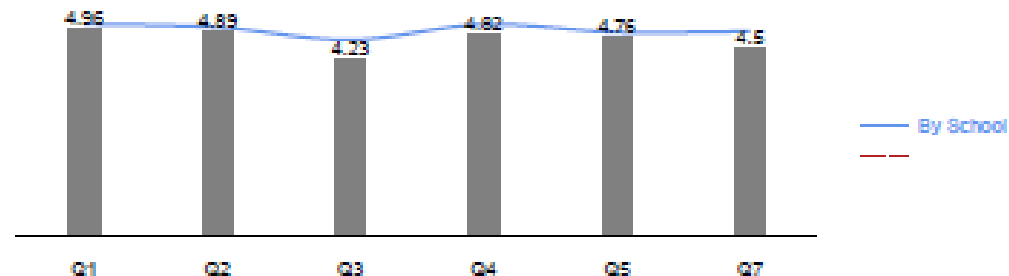
Agree

Slightly Agree

Slightly Disagree

Disagree

Strongly Disagree



Q1 - This course provided me with good learning opportunities.

Q2 - I took advantage of these learning opportunities.

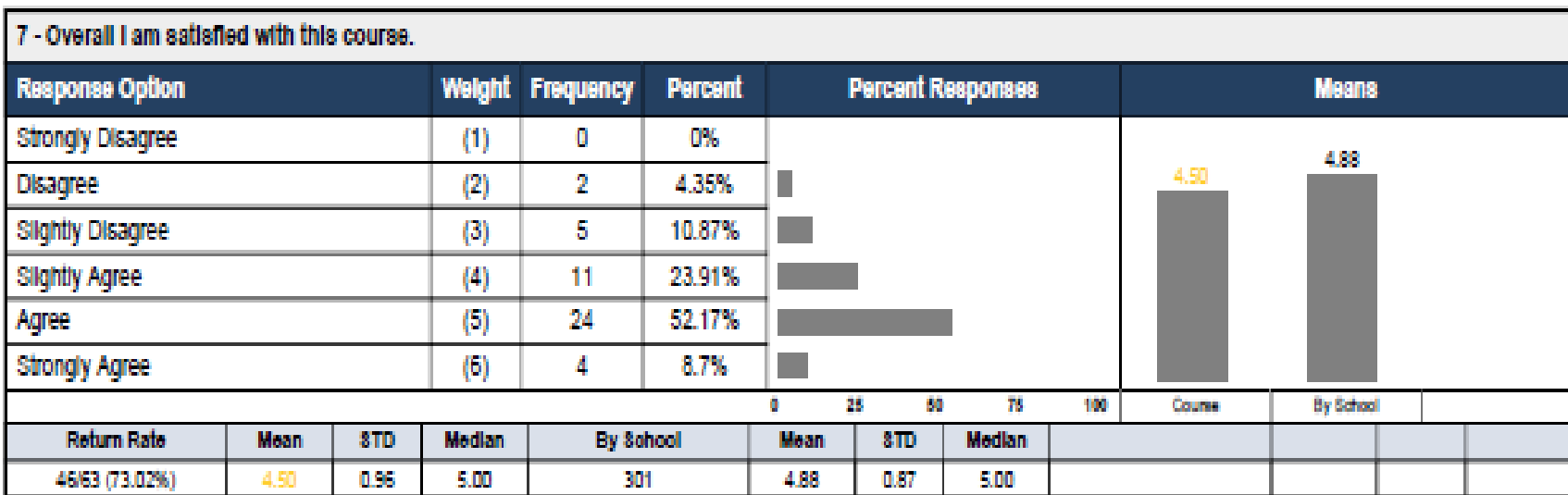
Q3 - The learning activities prepared me well for the assessments.

Q4 - The course and assessments provided me with knowledge relevant to the job role.

Q5 - The course provided me with knowledge relevant to the practical components.

Q7 - Overall I am satisfied with this course.

Our Approach for Staff



Our Approach for Students



Used Digital Signage

Reduced the questionnaire size from 15 items to either a 3 or 8 item questionnaire for course feedback



Short Questionnaire



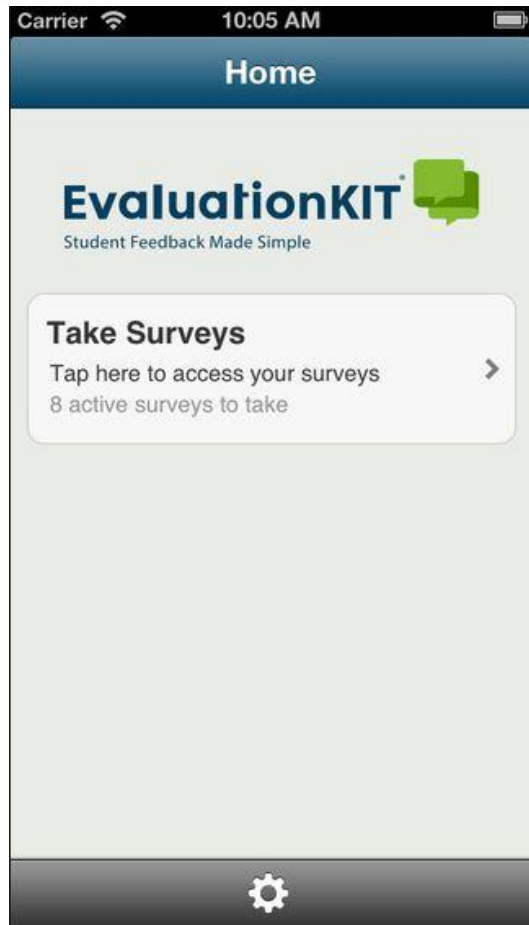
- This course provided me with good learning opportunities
- I took advantage of these learning opportunities
- Overall I am satisfied with this course
- Comments



Full Course Reflection

- The course outline clearly states the learning outcomes
 - I am taking advantage of the learning opportunities
 - The workload is appropriate to achieve the learning outcomes
 - The assessment requirements were made clear in advance
 - The assessment requirements did no change from those stated in the course outline
 - The assessment tasks were aligned to the learning outcomes
 - The learning materials are helpful
 - I took advantage of these learning opportunities
 - Overall I am satisfied with this course
-
- Comments

Our Approach for Students




Provided access to a free app to access surveys and introduced a pop up reminder in Moodle

Created feedback shell in Moodle for schools to close the feedback loop to students



Online tool





HubCMSPrintSearch


Home > Student Hub

OneDrive

Email

Timetable

Support



Log out

Student hub

Name Ruth McGlashan
Email rmcglashan@op.ac.nz

Change Password

My details

Results & Awards

Enrolment

Documents

Financials

Facebook

Twitter

YouTube

Instagram

LinkedIn

Quick links

- H and I Drives
- Learning Advice
- The Robertson Library
- Lynda.com
- eTV
- Campus Map
- OP Academic Policies
- Rights and Responsibilities
- Health and Safety Vault
- Give us feedback
- Studylink
- OPSA
- Student Job Search
- Learning Support
- Career Counselling
- Health and Wellbeing
- IT Support

My Moodle courses

Search

ABE AM209633 - Construction Methods Medium Buildings

AIC- CX663601 Applied Management (Cohort 1 & 2) August...

BCA Programme

Diversity and Inclusion LGBTTFQ Awareness Training

In2it Staff Capability Building Day Oct2015

View more Moodle courses


STUDENT SUPPORT

Chaplain Service

pastoral care, counselling spiritual support

Room H106, The Hub

Get in touch >



Mike Wright - Chaplain



Pop Up Reminder

Please give us your feedback

Student feedback evaluations are currently being conducted, and as your feedback is really important to us we would appreciate you taking a moment to participate.

Just select the button below to go to your Dashboard and access your current evaluations.

Please note: the **Do it Later** option will be removed for the last 3 days of the evaluation.

Browser Cookies: Your internet settings must allow cookies in order to access your evaluations. EvaluationKIT requires the acceptance of a session cookie by your browser software. The session cookie is NOT stored permanently on your computer and will be removed when you close your browser. You may need to change your internet settings if you have disabled cookies in your browser.

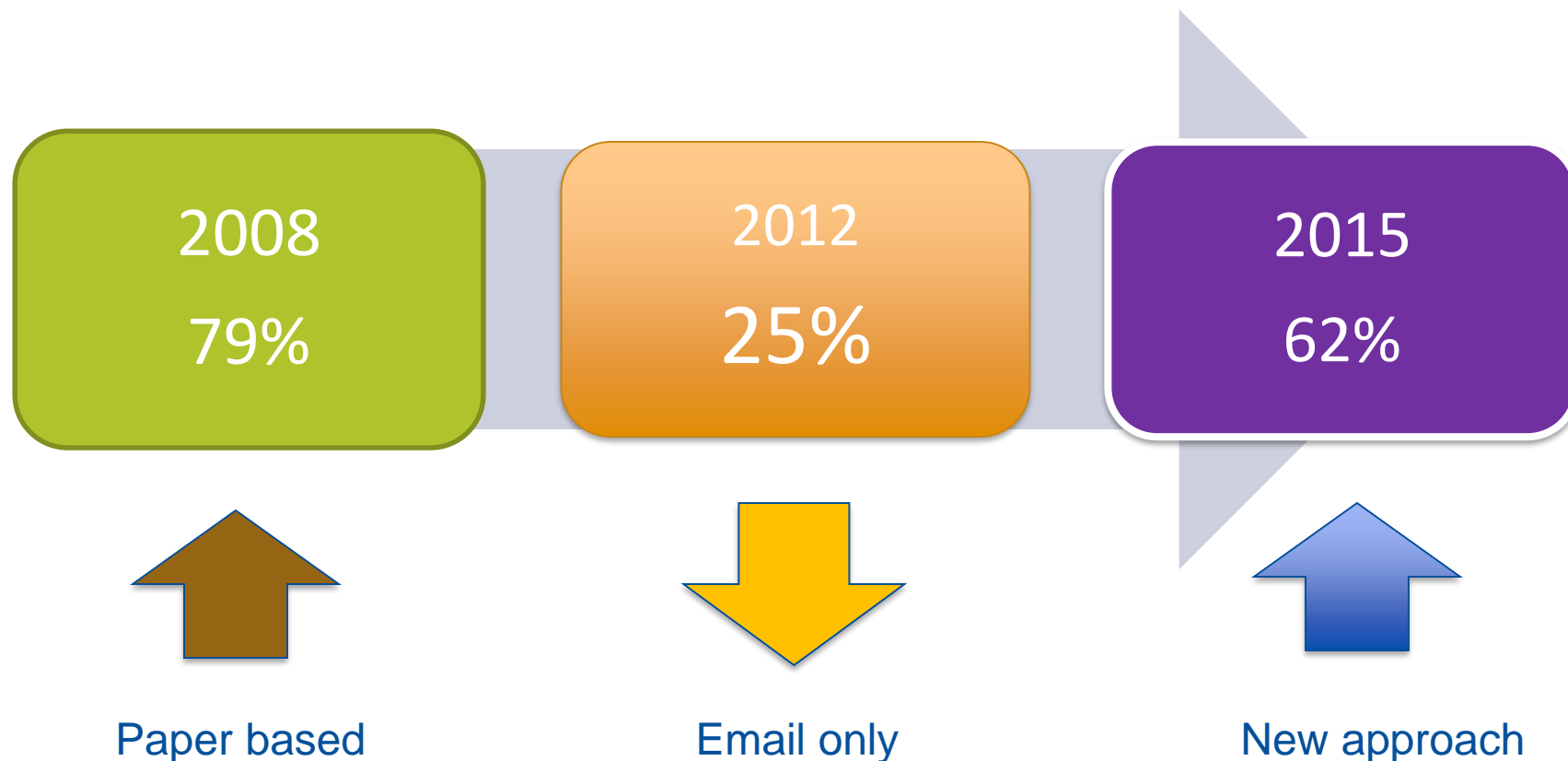
[Go To Your Dashboard](#)[Do It Later](#)

The Value of the Student Voice

- Listening to a strong collective student voice is an essential activity to enable an evaluative conversation
- The voice needs to represent the majority of students and not just a few
- Students must be provided with the opportunity to provide feedback on all courses and all teachers
- Supports out strategic intent of being learner centred
- Enables us to satisfy external agencies that our self assessment practices are informed by multiple sources of evidence including the student voice

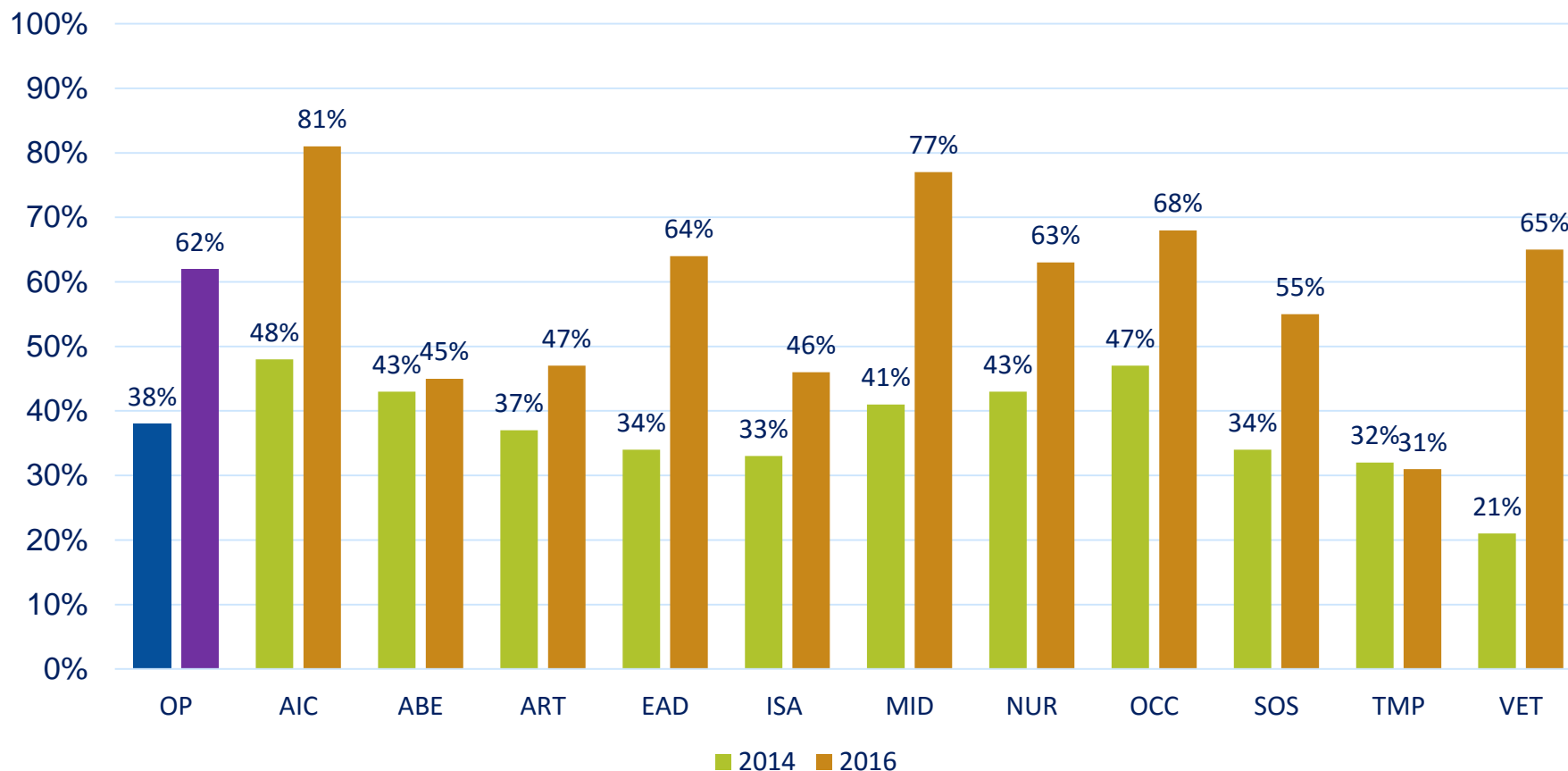


Annual Student Opinion Survey



Comparison 2014 to 2016

Student Feedback on Courses



Feedback on Teaching 2015

2015 Student Perception of Teaching (SPOT) Semester 2

Quick Links ▾

In-Progress 7/17/2015 - 12/31/2015

3871

Respondents

Overall

66.62%

5811

Enrollments

Daily Responses



39

Respondents

Last 24 Hours

0.67%

0.67%

Percent of Total

Courses 187

Instructors 189



Feedback on Teaching



2016 Student Perception of Teaching (SPOT)

In-Progress 1/26/2016 - 12/31/2016

Quick Links ▾



2045

Respondents

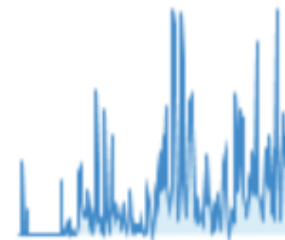
Overall

51.79%

3949

Enrollments

Daily Responses



20

Respondents

Last 24 Hours

0.51%

0.51%

Percent of
Total

Courses **134**

Instructors **134**



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Our Continuing Adventure



- We recognised the need to change
- We looked at who our students are now and who they will be in the future
- Listened to our current students
- Looked at different ways to communicate with students
- Offered teachers opportunities to determine when feedback took place
- Introduced new technologies for instant reporting and provided staff and students with apps to engage
- Having a strong student voice to inform evaluative conversations



Stuart Terry
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021494345

Questions?

