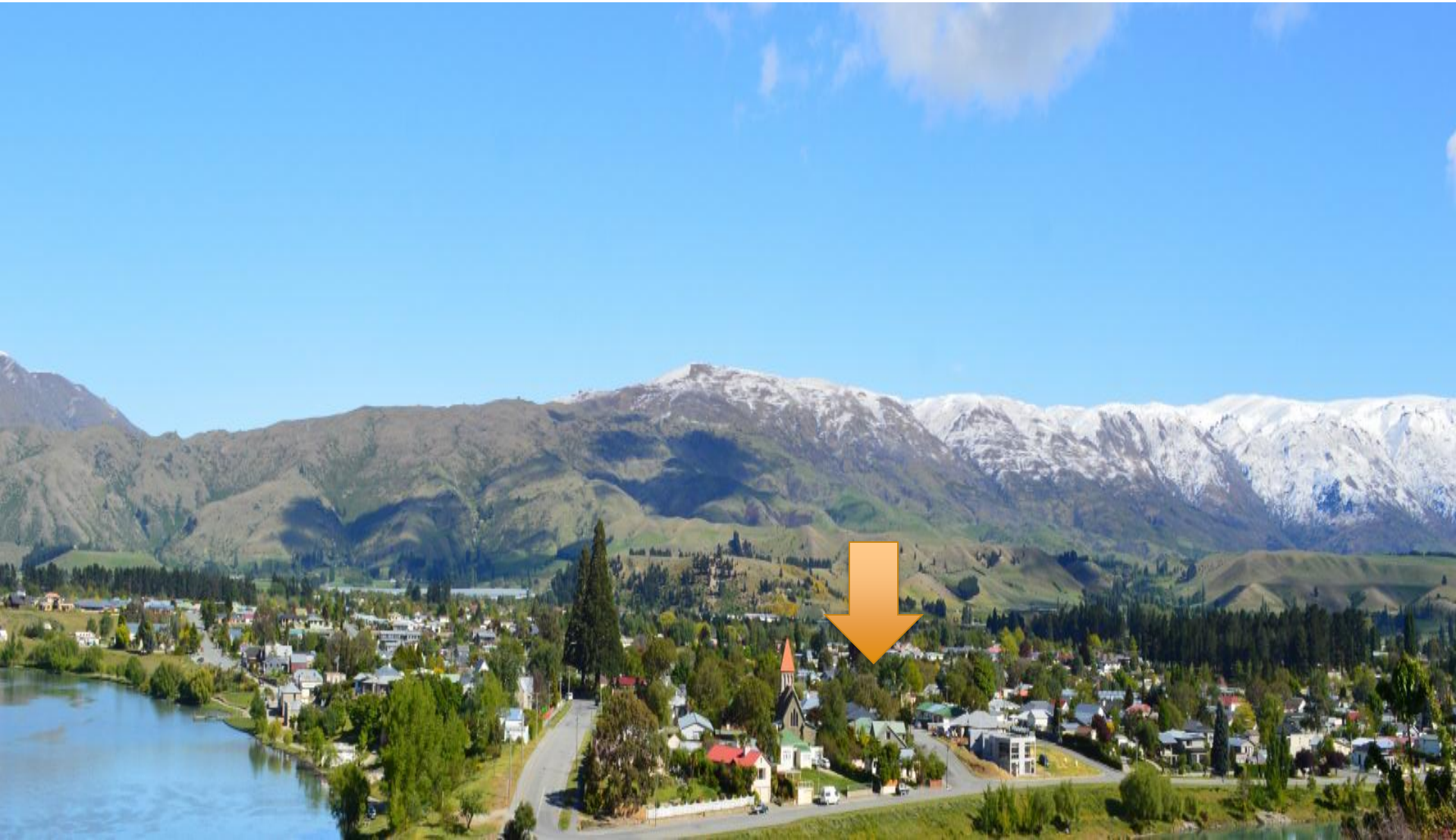
OTAGO POLYTECHNIC STUDENTS

1966

Dunedin Campus

Cromwell Campus



We had a problem!

Declining response rates

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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

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Gen Y and Email Use

Rapid growth of social platforms

- Snapchat
- Twitter
- Tumblr
- Pinterest
- Instragram
- Google+

Decline in

- Email

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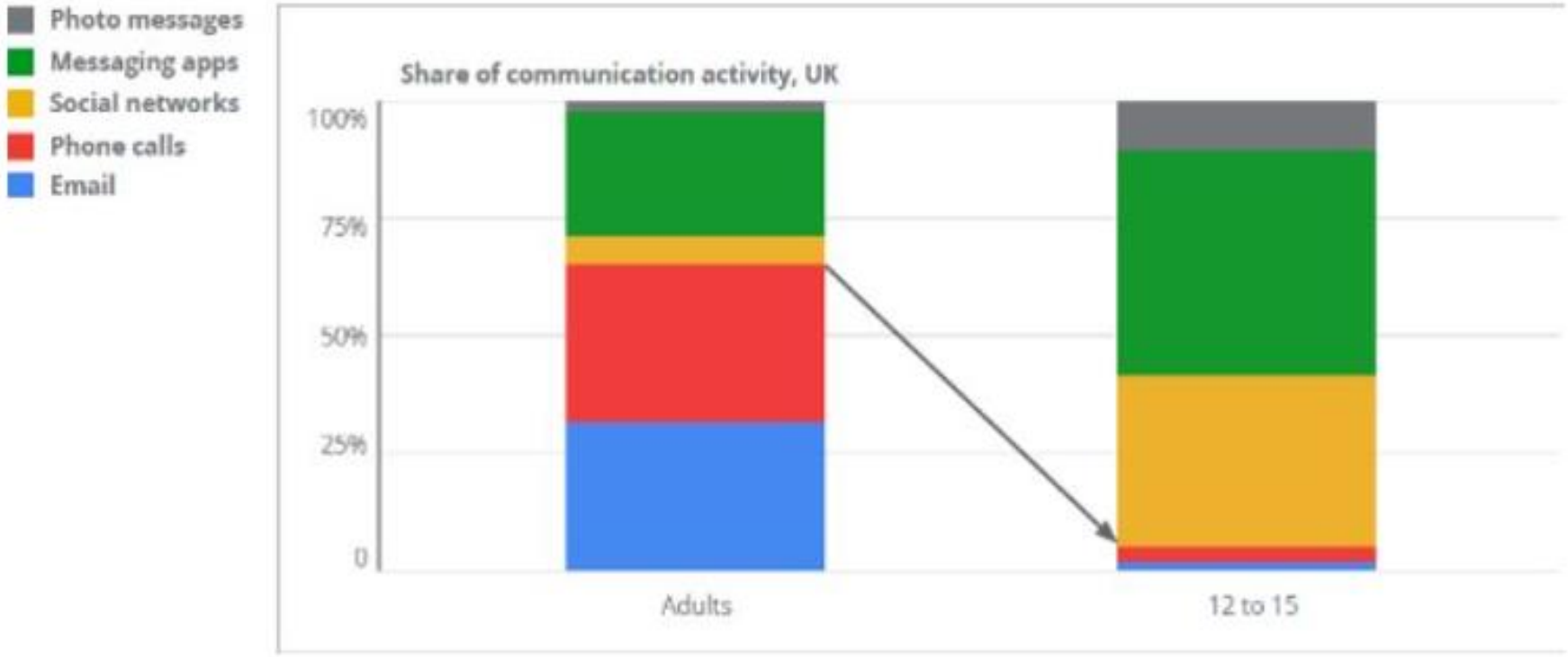
Email is for Grandma



What does this mean for how we engage with students?

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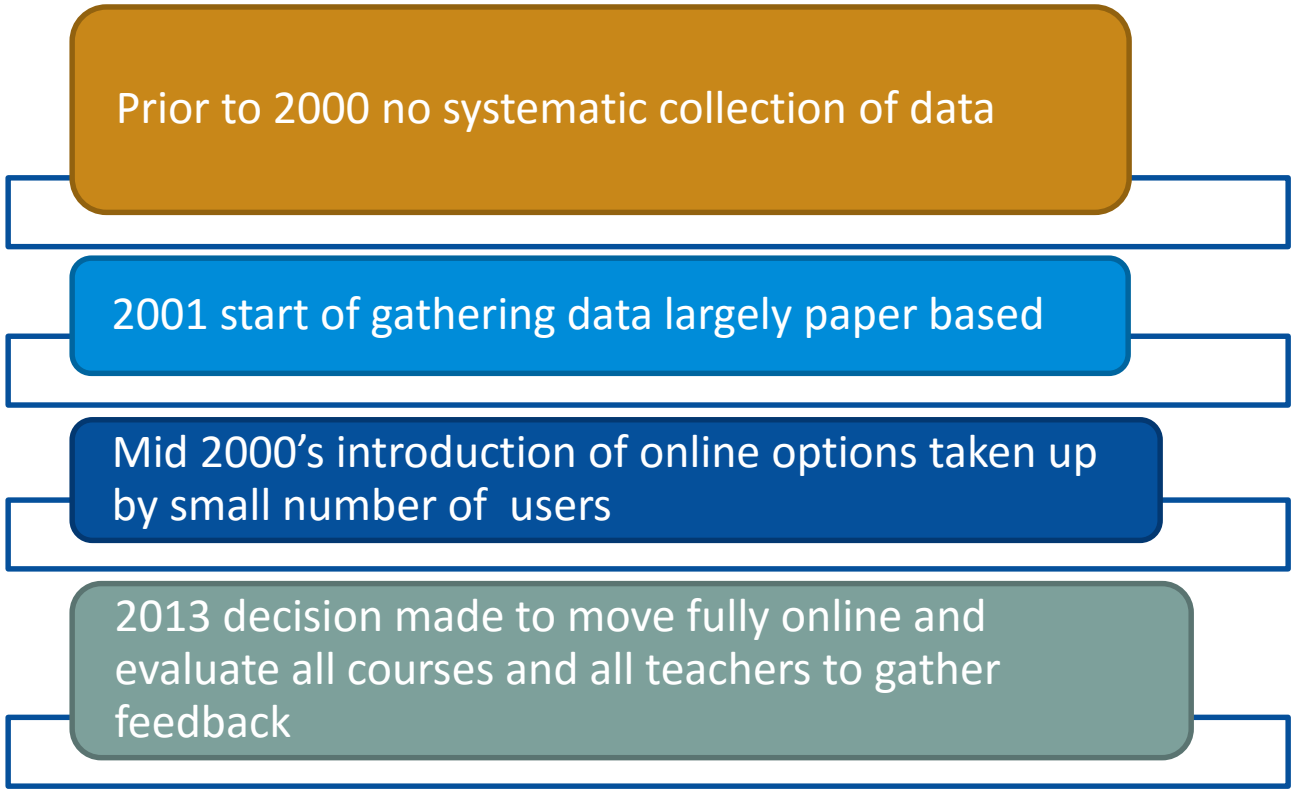
Seeking Feedback



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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

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Moving to online created a different set of problems

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From Paper to Online

OTAGO POLYTECHNIC
Te Kura Matatini ki Otago

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

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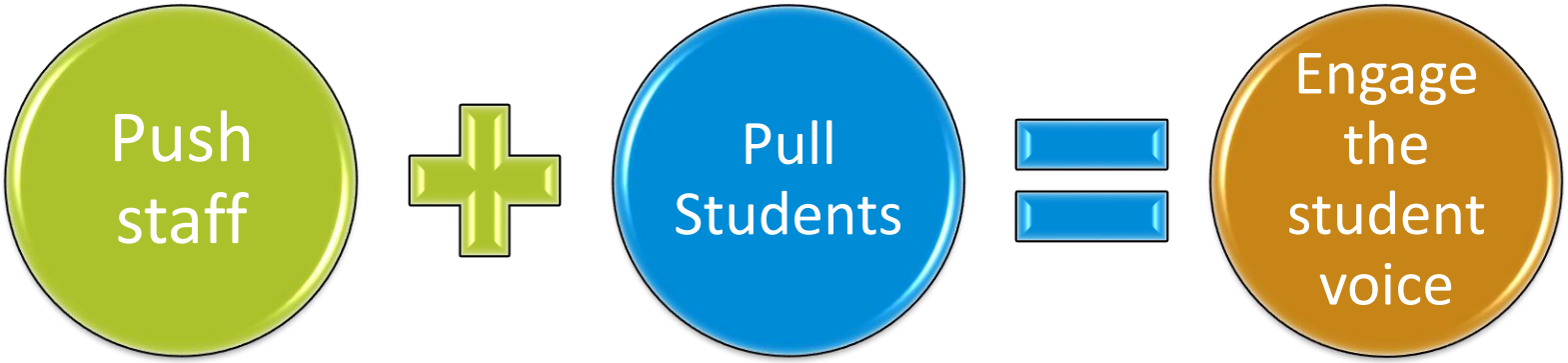
Our Plan



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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

EvaluationKIT
Student Feedback Made Simple

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

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Our Approach for Staff

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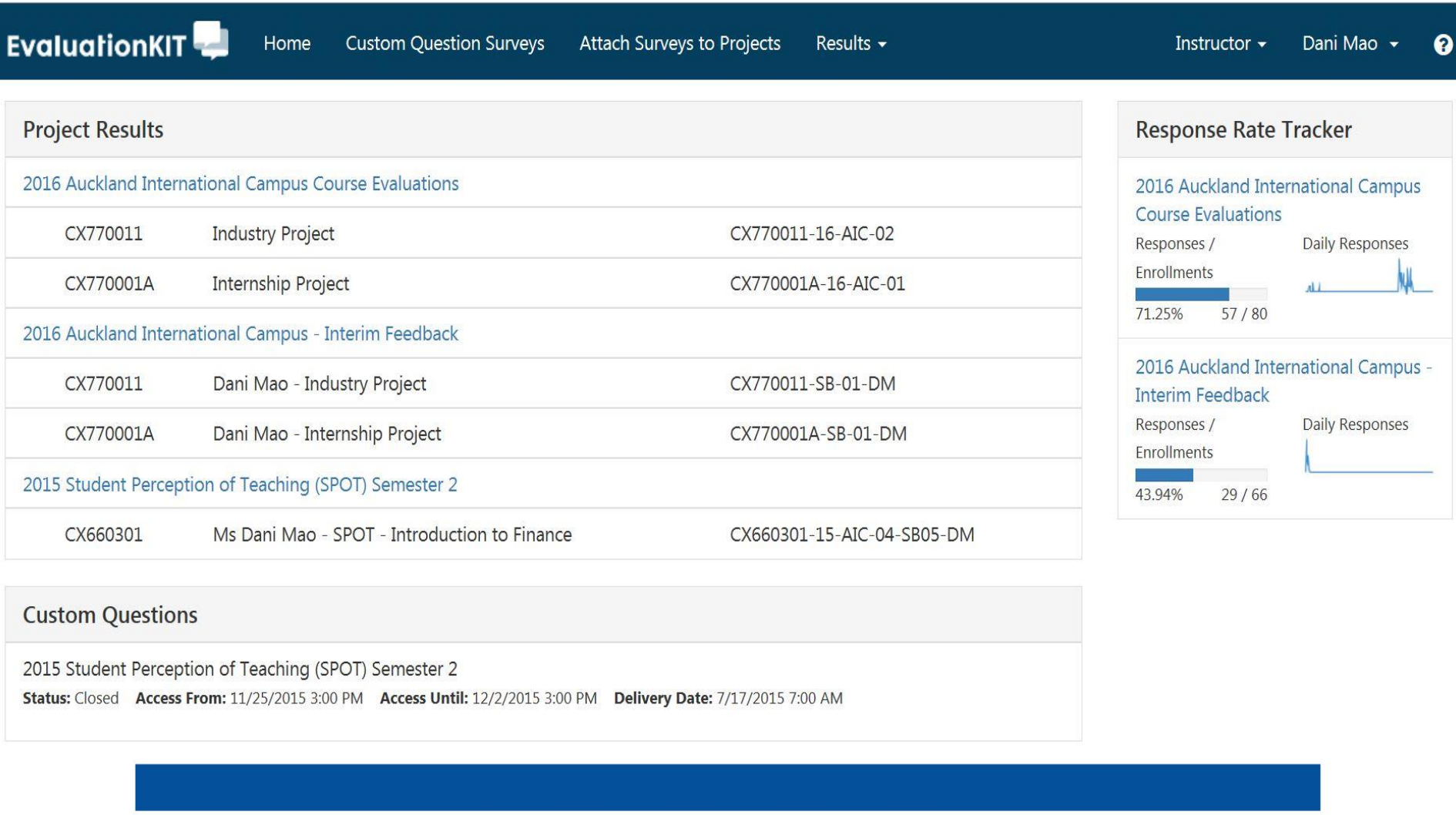
Our Approach for Staff



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Our Approach for Staff

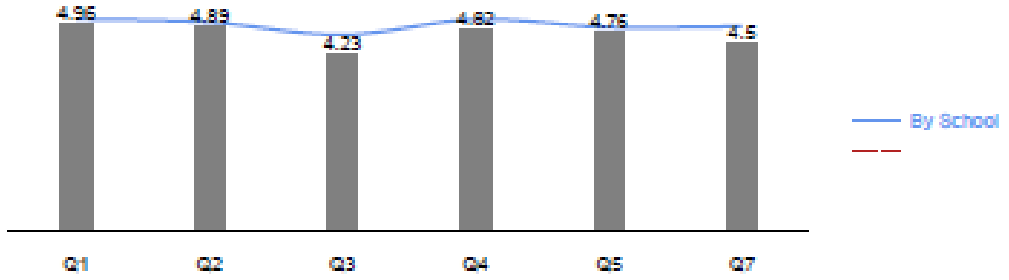
Otago Polytechnic

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.

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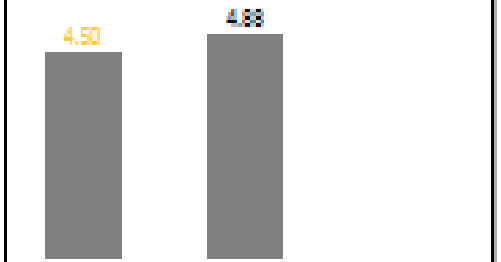
Our Approach for Staff

7 - Overall I am satisfied with this course.

Response Option	Weight	Frequency	Percent	Percent Responses
Strongly Disagree	(1)	0	0%	
Disagree	(2)	2	4.35%	
Slightly Disagree	(3)	5	10.87%	
Slightly Agree	(4)	11	23.91%	
Agree	(5)	24	52.17%	
Strongly Agree	(6)	4	8.7%	



Return Rate	Mean	STD	Median	By School	Mean	STD	Median
46/63 (73.02%)	4.50	0.96	5.00	301	4.88	0.87	5.00

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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

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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

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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

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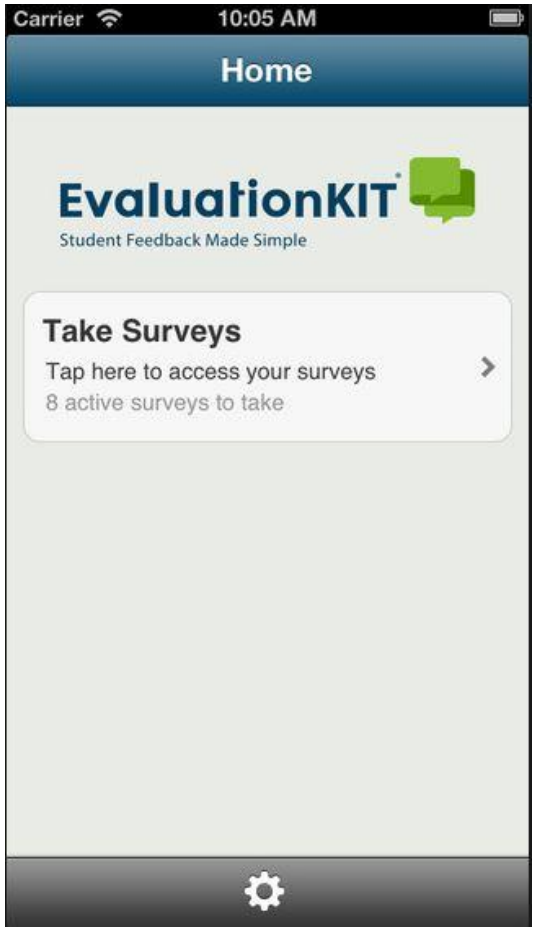
Our Approach for Students



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

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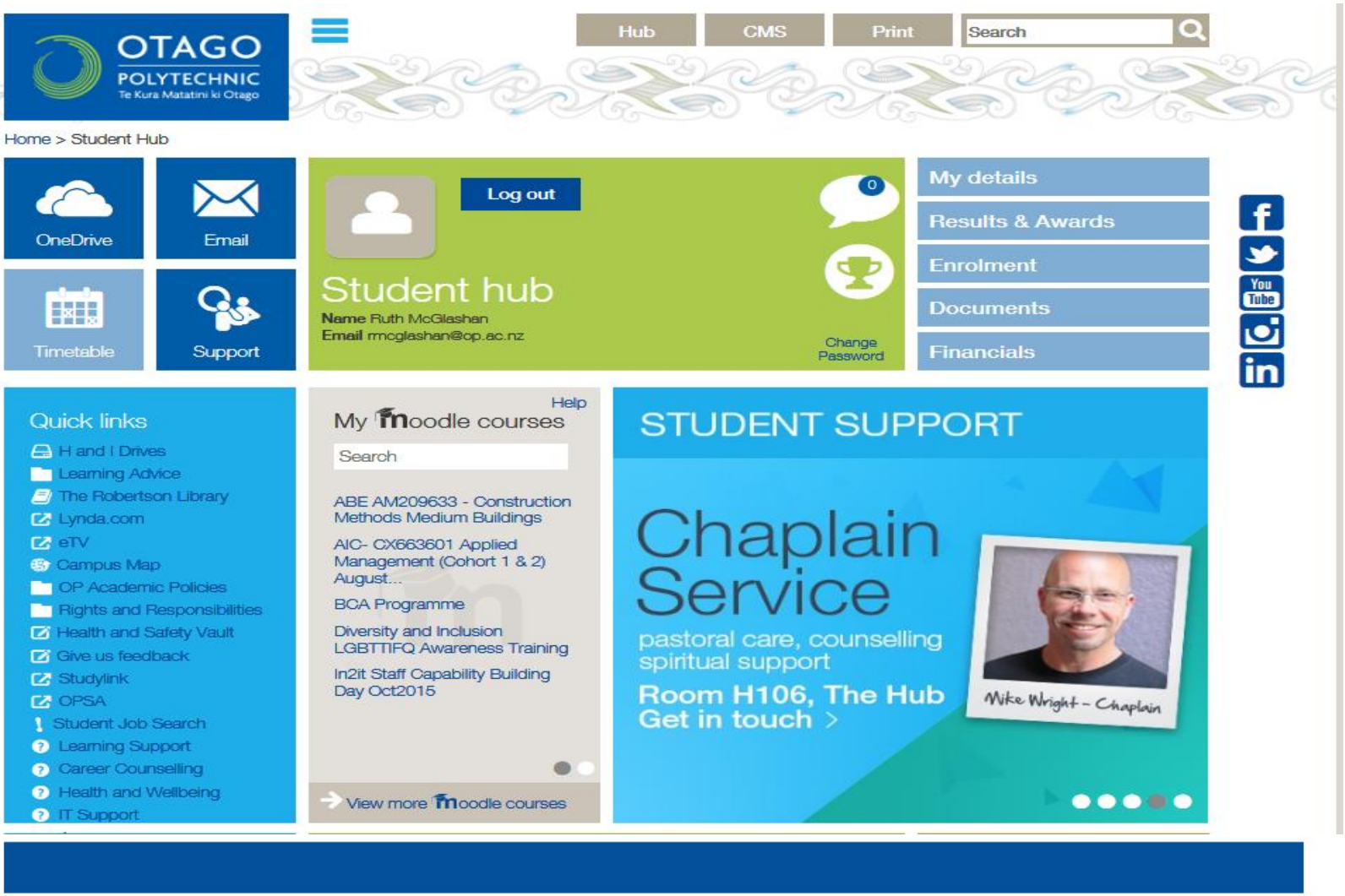
Online tool



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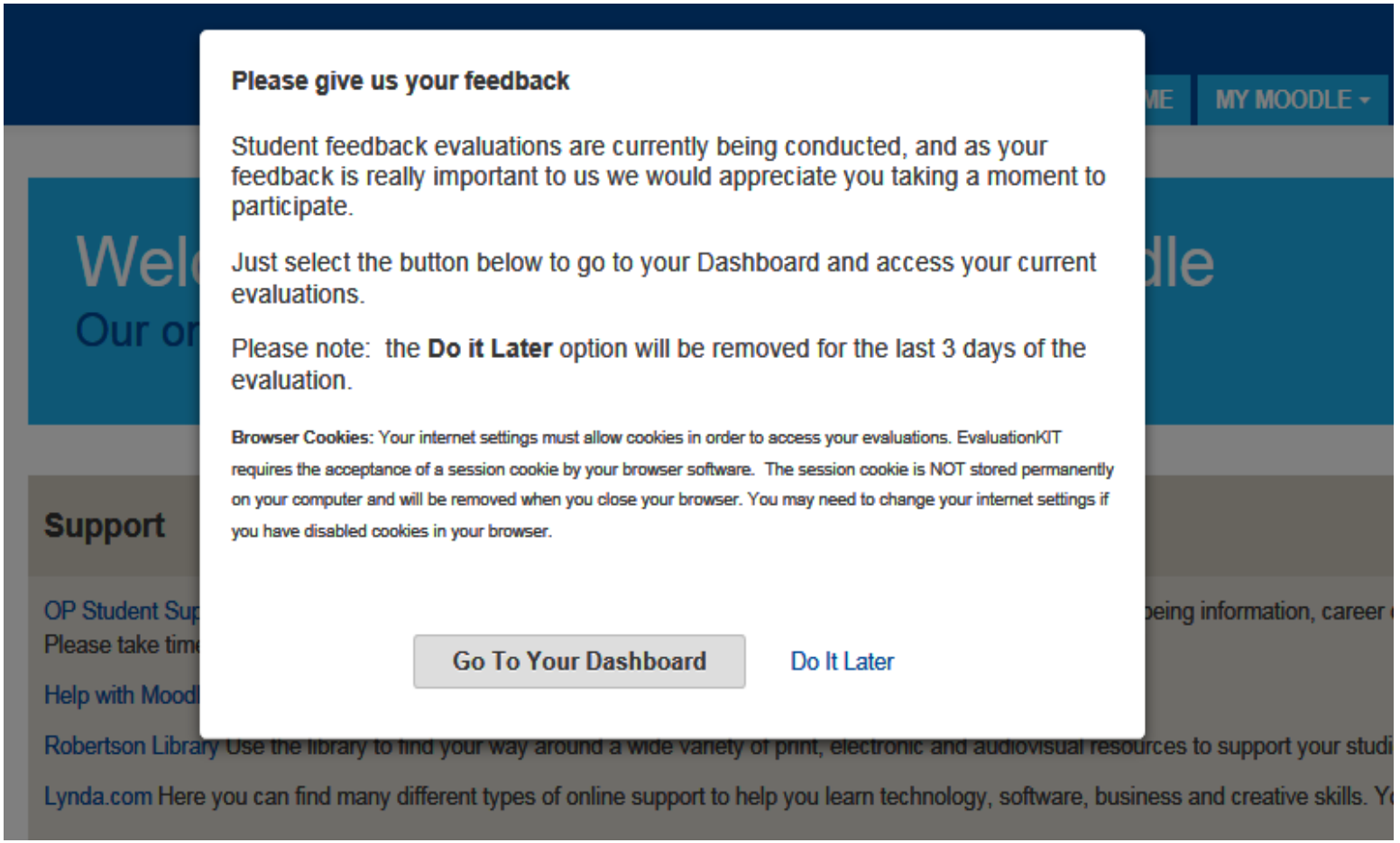
Pop Up Reminder



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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

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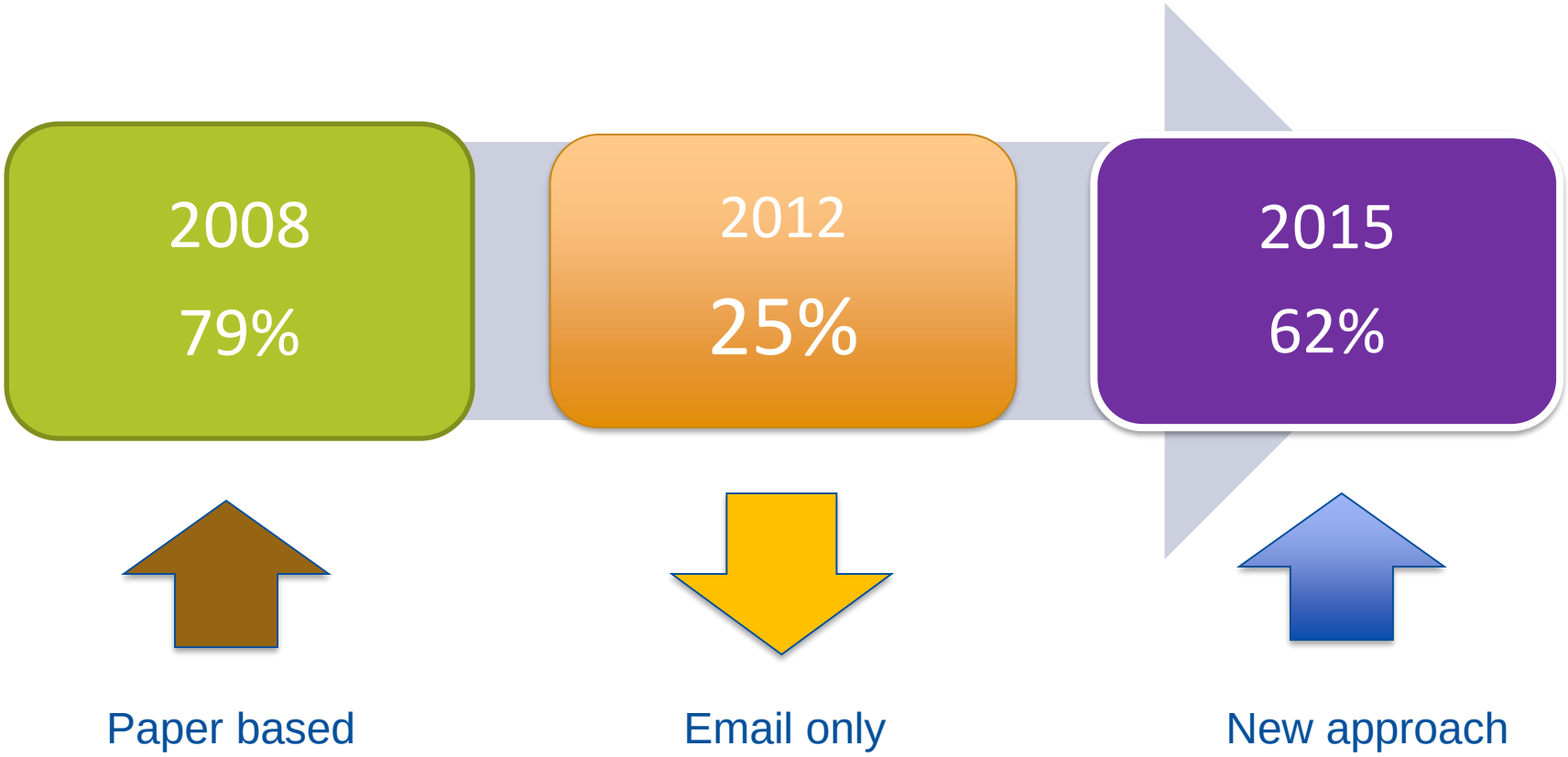
Annual Student Opinion Survey



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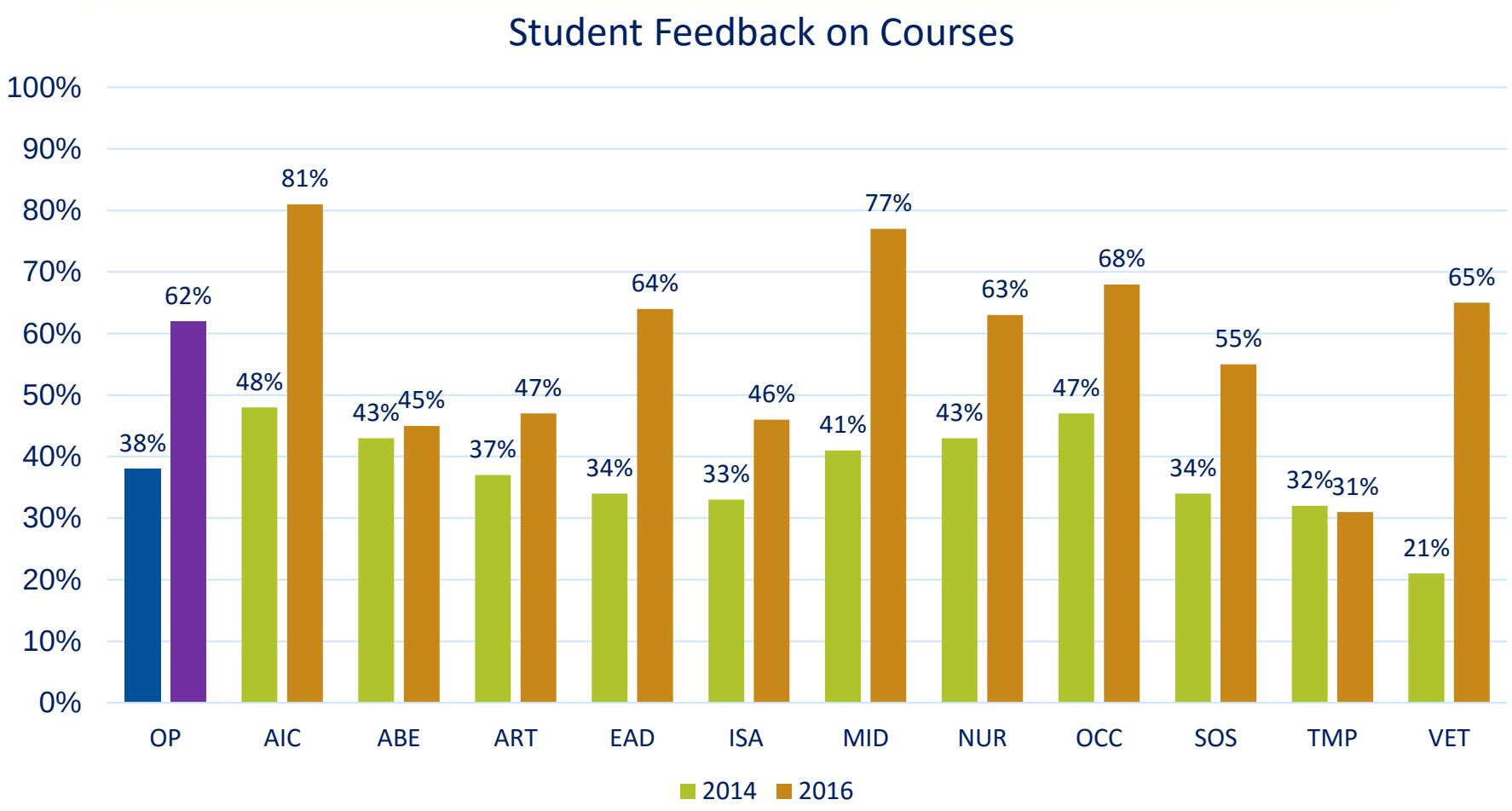
Comparison 2014 to 2016



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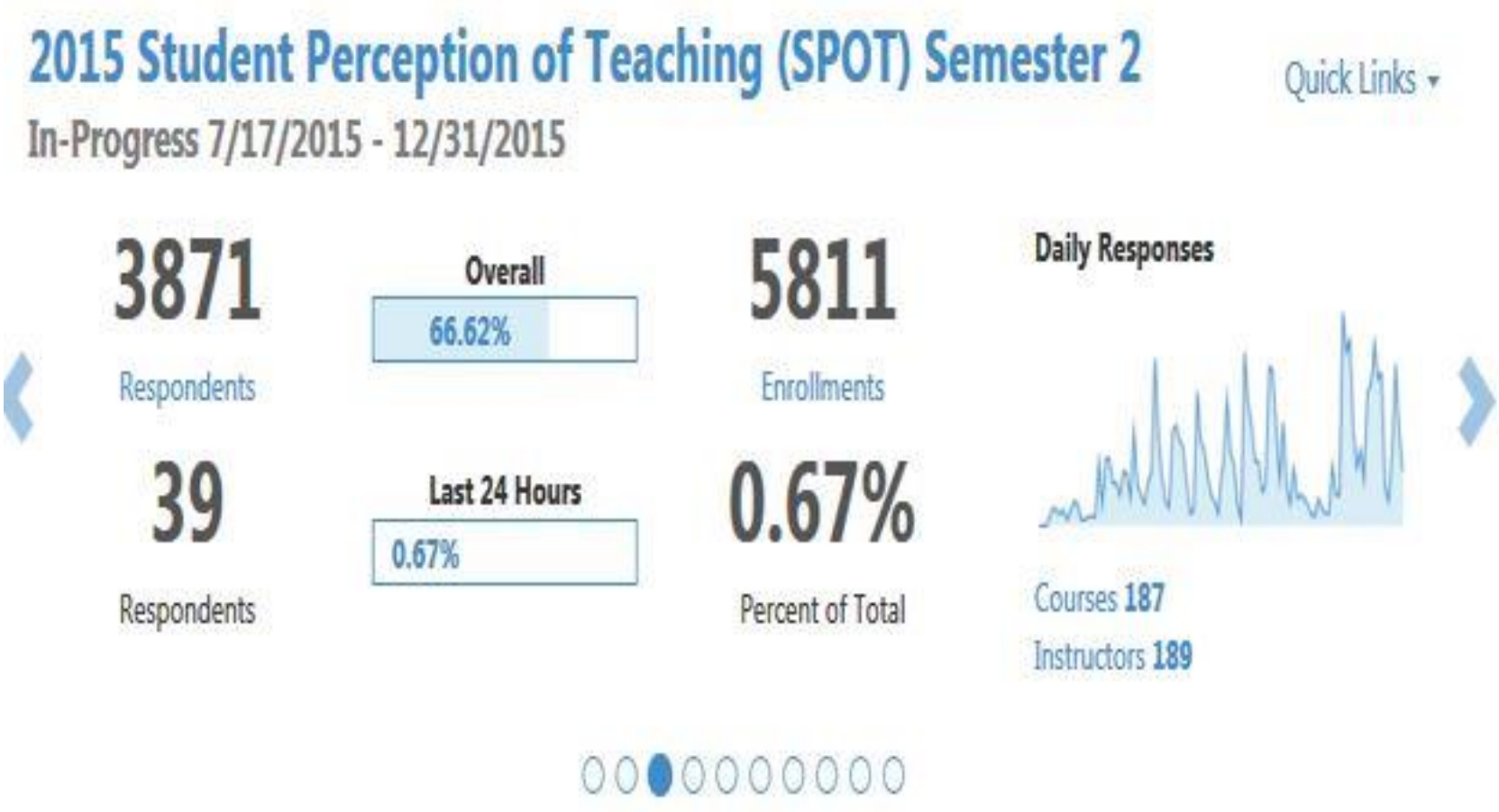
Feedback on Teaching 2015



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Feedback on Teaching

2016 Student Perception of Teaching (SPOT)

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

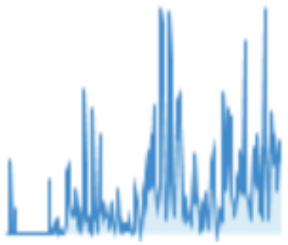
Quick Links

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

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Stuart Terry
Stuart.terry@op.ac.nz
021494345