MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

MASSEY UNIVERSITY STUDENT SURVEY PROCEDURE

Contact	Centre for Education Transformation
Last Review	October 2023
Next Review	October 2026
Approval	AB23/10/242
Effective Date	October 2023

Purpose:

The university is committed to the collection of student feedback on all aspects of their experience. These procedures recognise that surveys are an important part of understanding student voice, and thus seek to ensure that all activities related to the collection of student feedback via the use of surveys are clearly defined and appropriately implemented.

These procedures are governed by the Massey University Student Survey Policy.

Procedures:

Purposes of Student Surveys:

Surveys of students are used for:

1. Quality assurance and enhancement.

   Results from student surveying contribute to the academic quality assurance framework through:

   a) **Feedback loops**. Data from student surveys is essential to the cycle of quality improvement, and should therefore inform academic programme planning, academic delivery and development and provision of student support and other university services.

   b) **Benchmarking for improvement**. Data collected systematically and consistently enables us to benchmark, both internally and externally, and again provides useful information to inform improvement decisions.

   c) **Graduate Outcomes**. Seeking information from graduates is an important aspect of the overall quality framework. Evaluating the success of students in gaining suitable, relevant employment informs decisions about the nature and quality of the programmes and services we offer. We are also required to report on this to various external bodies including the Tertiary Education Commission, the Ministry of Education and Universities New Zealand.

2. Massey brand and reputation.

   Research in relation to the Massey brand helps to understand what the respondents think Massey stands for, how they rate our academic reputation and what they consider our main strengths to be. This allows us to ascertain whether our communication and marketing messages are having an impact on the market and to identify areas where we need to improve or alter perceptions, and to identify misconceptions in the market. It also allows us to determine potential new markets.

Principles Underlying Student Surveys:

1. **Alignment:** university-level surveying should be aligned with and inform the University's strategy. All other surveying should have a clear purpose aligned with the focus of the relevant college or service area.

2. **Systematic:** an agreed "core" set of university-wide student survey instruments should be as comprehensive as possible. It is important for planning and consistency that we adopt and retain a core set of instruments for a specified number of cycles so that we can assess the suitability of the instruments and demonstrate improvements over time in a reliable way. This also minimises duplication and coordination of administration.

3. **Triangulation:** multiple methods of data collection avoids survey duplication and fatigue. Multiple methods may include focus groups, Teaching Evaluations Through Student Dialogue (TESD), peer-review, self-reflection, and qualitative data collection and analysis (both formal and informal).

4. **Valid, reliable and ethical:** all surveys must meet or exceed minimum standards of survey design and administration (e.g., statements of purpose, feedback to participants, and ethical requirements which will vary depending on the instruments used and their purposes) so that we can have some assurance of both validity and reliability in terms of the outputs. Ensuring data quality will provide confidence in the results.

5. **Accountability.** Mechanisms need to exist that report the survey results to the appropriate audience mindful that there are a variety of audiences requiring a range of survey outputs. Arguably the most important aspect of university-wide student surveying is the commitment from colleges and other service providers that actions will always be taken in response to the survey findings. The actions will vary in accordance with the purposes of the instruments themselves.

6. **Voluntary**: Student participation in surveys is always voluntary

7. **Confidentiality***:* All data must be collected, analysed and reported in accordance with the Privacy Act 2020. Survey administrators must undertake to protect student anonymity and the confidentiality of their response to the fullest possible extent. All respondent information must be de-identified by the survey administrators. Information about how student privacy and confidentiality will be protected in data collection and reporting must be provided to students as part of the invitation to participate.

8. **Transparency:** Aggregated data and reports will be shared with the student body.

Responsibility:

Responsibility for academic peer review of the survey instruments and for oversight of the administration and reporting of all surveys sits with the University Student Survey Steering Group (USSSG). See Appendix A for the USSSG Terms of Reference. The schedule of current standard university surveys is available in Appendix B.

Exemptions to USSSG oversight:

Note that although these are not overseen by the USSSG, they are nevertheless expected to meet the requirements of the University Student Survey Policy.

1. Surveys of students in an individual course or programme for academic research or for internal college assurance and review purposes.
2. Student-to-student surveys such as those initiated by the Student Association.

University Survey Processes

University student surveys are large activities where a modest mistake may have significant consequences and thus they generate a significant administration load. All surveys are undertaken using a standard structured process of design, testing, scale choice and delivery. These are all done via:

- A project plan outlining the survey populations, limitations, timing, incentivisation, etc.;
- Measurement booklet describing in detail all survey items the logic used.
- Online testing which usually becomes the production instrument.
- Consultation with Student Associations for advice on the creation of invitation emails, improving participation rates and provision of feedback.

Process related to Student Experience Survey and Postgraduate Research Experience Questionnaire

In the past, additional question blocks targeting feedback from specific cohorts were included in the SES. The development of these ad hoc question blocks is complex and prevents the development of a standard reporting dashboard via Rapid. It is proposed that ad hoc blocks are no longer included in the SES, and that separate surveys are developed when additional information is required.

The standard SES/PREQ question set will be reviewed on a five-year cycle commencing in Q1, 2024.

1. The survey population includes all students currently enrolled in a programme of study. Currently enrolled is defined as a student enrolled in one or more courses in the current year.
2. The survey is administered in late September or early October each year.
3. The survey contains a standard question set which has been in place since 2013. Data generated from this survey is included in the University Annual Report and thus any changes to the question set must be carefully reviewed with this in mind.
4. Quantitative data from the SES is shared via a Rapid dashboard. A series of filters extracted from SMS in the download allow the filtration of the data set by a series of student demographic and programme variables.
5. Detailed qualitative data analysis is undertaken every year in the two SES close-out questions “best aspects” and “needs improvement”. These comments are coded against an existing Massey coding framework. These reports are shared via the Learning and Teaching Committee.

Process related to Graduate Destination Survey

The standard GDS question set will be reviewed on a five-year cycle commencing in Q1, 2025.

1. The survey population includes graduates from all the undergraduate and postgraduate qualifications.
2. The survey is administered in August each year to those eligible to graduate in the period from July of the previous year to May of the current year. In-council graduates are included in the survey population.
3. Employment calculations are not adjusted to account for respondents’ availability for work. Results for the survey item “How can Massey help to improve graduates’ transition?” are coded frequencies of qualitative responses to this open-ended question.
4. Job titles are adjusted to count only one specific role where respondents may have described their job in different ways, e.g., clinical nurse, nurse and registered nurse are all described as registered nurse. Nurse practitioner or nurse educator are reported separately as they are different from each other and from registered nurses. Thus, the total count of job titles included in the summary is based on these assumptions.
5. The industry group in which graduates are employed is based on the Australia and New Zealand Industrial Codes, 2006, version 1.0 (ANZSIC06v1.0), with the addition of an option for Defence and Veterinary medicine employees. Normally these two groups would be aggregated into higher-level

categories and would not appear in the list, but for Massey it is appropriate to report them separately.

Process related to International Student Barometer

1. The survey population includes currently enrolled international students, including study abroad and exchange students at all years and levels of study (but not including students studying offshore at overseas campuses, distance learners or students enrolled in English language preparatory courses, who complete separate surveys).
2. Preparation for the survey is initiated by IGrad. Confirmation of the survey questions and terminology changes is completed no less than three weeks before the launch of the survey.
3. IGrad provides the university with a link which is then sent to all eligible students via email.
4. The survey usually opens in April and closes in June. Reports are shared with the university in August.

Process related to Course Evaluation Surveys

The question set used in the Course Evaluation Survey is to be reviewed every 5 years starting in 2024. Reviews are be led by the USSSG for ratification by Learning and Teaching Committee.

Course evaluation Process

1. Course evaluations are automatically run on every offering of a course where there are five or more students enrolled.
2. In week 9 of semester, course coordinators inform students via course Stream sites that the course evaluation survey will be running the following week and encourage student participation. Guidelines for suitable messaging are provided via the Educator Resource Hub.
3. Student facing communications promoting engagement with the course evaluation survey are posted to social media and shared via class reps.
4. In week 10 of semester, the survey tool automatically accesses the class lists from SMS, enables surveys, and sends relevant notifications to all users via email.
5. A reminder is automatically sent to all students who have not responded, a week before the survey closes.
6. The survey tool assesses the validity of a survey based on the number of student responses. Valid surveys are those where there are more than 5 responses to 8 or more of the quantitative questions. Valid surveys prompt the generation of a Student Summary Report and include data which flow into the aggregate reports.
7. For valid surveys, the course coordinator receives an email requesting comments on the survey results. Provision of comments is mandatory. Guidance on appropriate commentary is provided via the Educator Resource Hub. Course coordinator feedback is included on the student summary report underneath the aggregate percentage agreement of the students to each quantitative question.
8. If a survey is not valid, a full report is still generated and shared with the course coordinator, but responses are not aggregated and no student summary report is generated. Students are notified that there were too few responses to generate a valid report.
9. Course coordinators, lecturers, and student respondents are notified when reports are published.
10. HoI/S work with their DTL or other college nominee together to review all survey reports for the college and generate a summary report with commentary and remedial actions as required for any items showing as ‘red’, for presentation to the relevant college committee. A copy of this report is shared for discussion by the University Learning and Teaching Committee.

Process for requesting ad hoc surveys

1. Application for the approval of a non-standard university student survey must be made through the [non-standard student survey request form[1] . Applicants can expect a response within 10 working days.
2. On completion of the project associated with the survey, applicants must submit a report of their findings to the USSSG.

Audience:

All staff and students.

Related policies / procedures / documents:

Massey University Strategy
Paerangi Learning and Teaching Plan
Policy on the Engagement of Students in the Assurance and Enhancement of Teaching and Learning
University Student Survey Procedures
Data Management Policy

Document Management Control:

All procedures should have a footer, which indicates the document number (if any); person who prepared the document; person/body who authorised the document (owner); the date the document was issued or revised; the date the procedure is to be reviewed and a statement that this procedure is the property of Massey University. This information should be set out as follows:

Prepared by:	Director Education Futures
Authorised by:	Provost
Date issued:	October 2023
Last review:	October 2023
Next review:	October 2026

[1] Form should include details such as college or HoS approval, alignment with university strategic priorities, as well as question set, rationale, details about data collection, management and reporting, sampling, MUHEC approval etc [this would also be necessary for MUHEC so does not represent substantial additional work.]