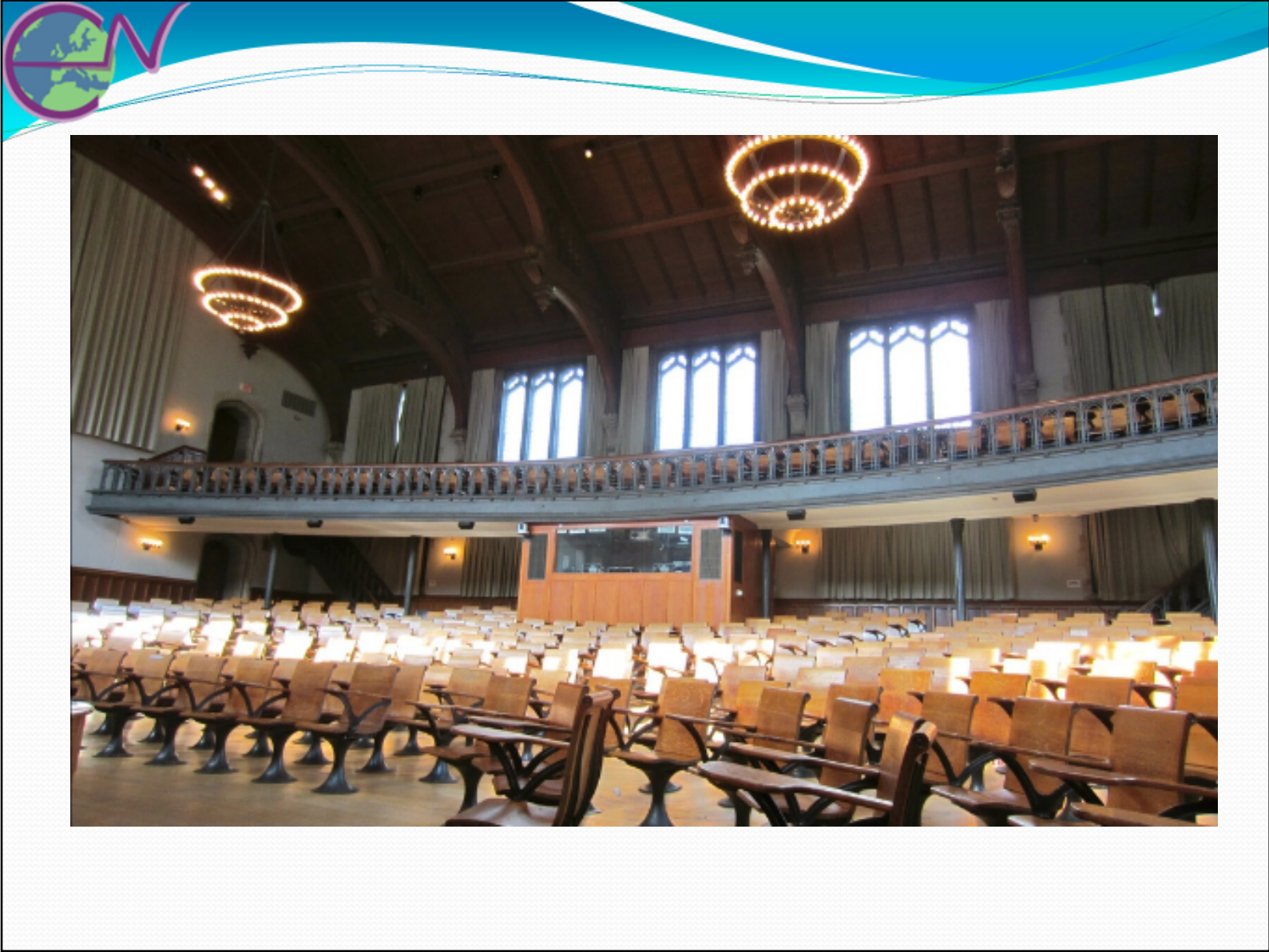




Student Expectations and Behaviour Survey

Alvin Birdi
Economics Network
University of Bristol

Thanks to Inna Pomorina and Alice Beckett





The Survey

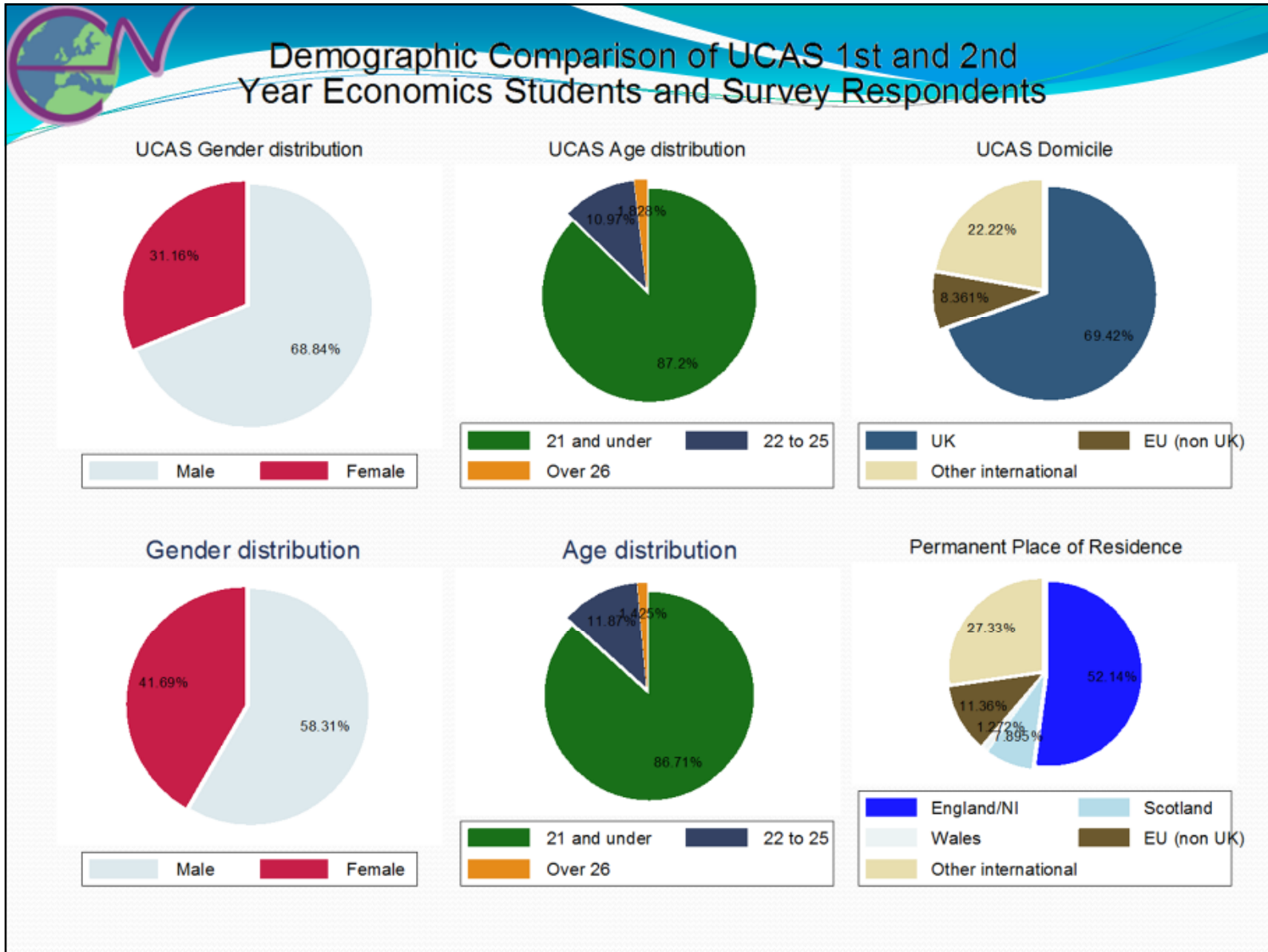
- Anonymised in-class survey of first/second year students in 17 Universities
- 6 Russell Group; 5 Unaffiliated; 3 Univ Alliance; 3 1994

group(Universitynum ber1)	Year			Total
	1	2	3	
Unaffiliated	507	321	1	829
University Alliance	138	166	0	304
Russell Group	1,049	621	4	1,674
1994 Group	296	314	17	627
Total	1,990	1,422	22	3,434



The Survey

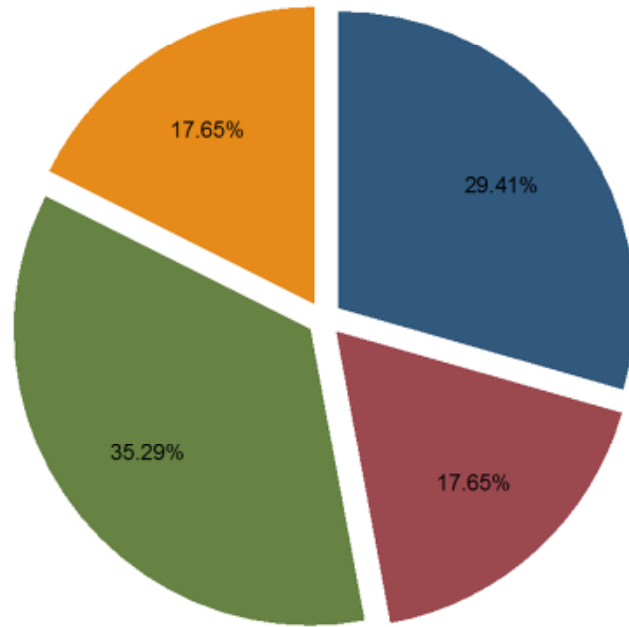
- Planned over two years to control for year effects (caution for this year)
- Aim to look at changes in fee structure on:
 - Behaviour: attendance, submission, paid work, independent study
 - Attitudes/expectations: mathematical content, assessment quantity/types, employability/skills content, adequacy of student support, feedback, teaching



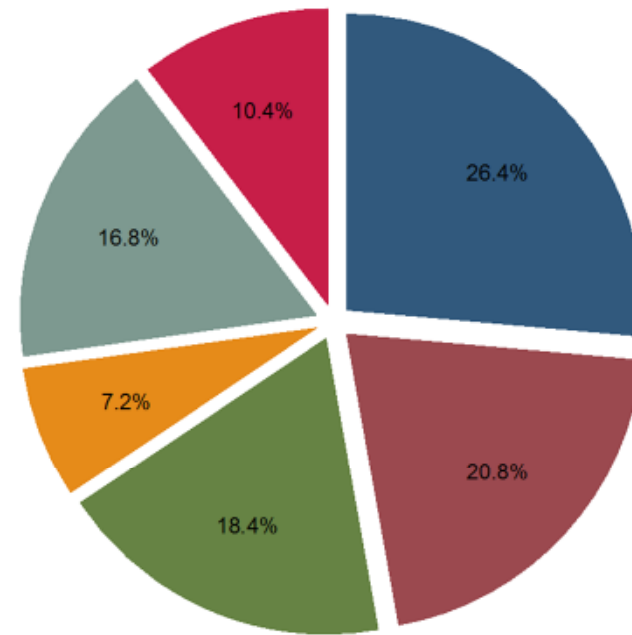


Higher Education Groups by Number of Member Universities

Higher Education Groups by Number of Participating Institutions



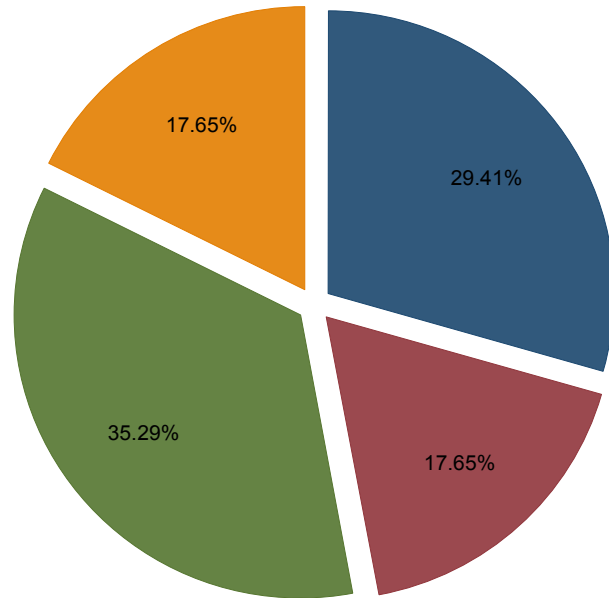
Higher Education Groups by Number of Institution Members (UCAS)





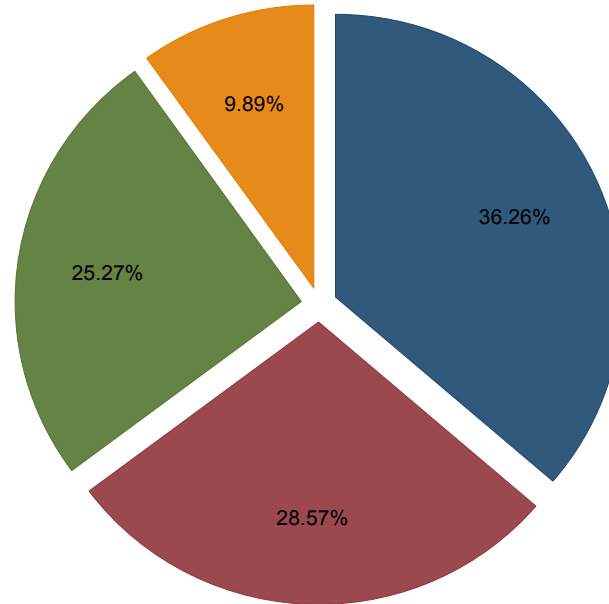
Higher Education Groups by Number of Member Universities

Higher Education Groups by Number of Participating Institutions



■ Unaffiliated ■ University Alliance
■ Russell Group ■ 1994 Group

Higher Education Groups by Number of Institution Members (UCAS)

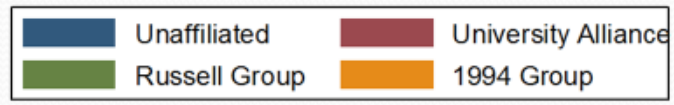
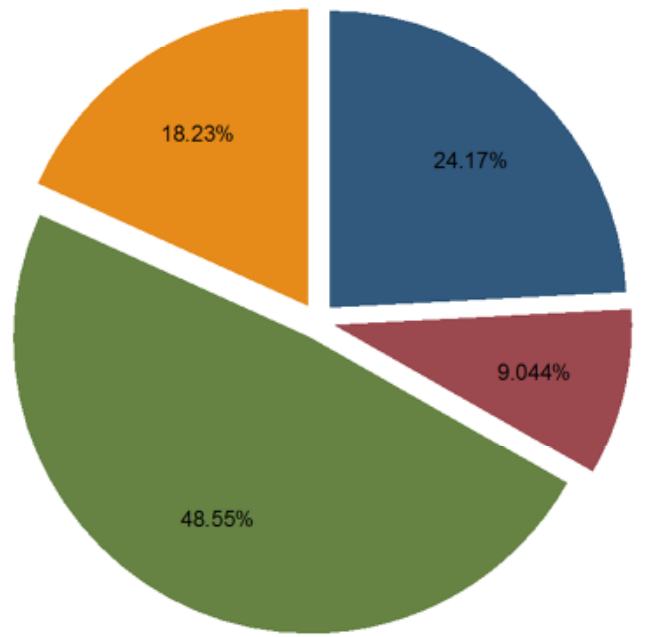


■ Unaffiliated ■ University Alliance
■ Russell Group ■ 1994 Group

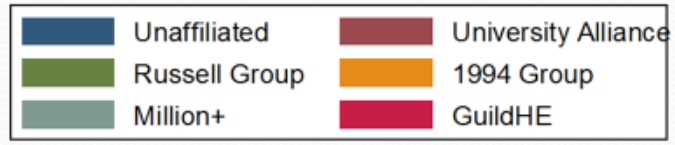
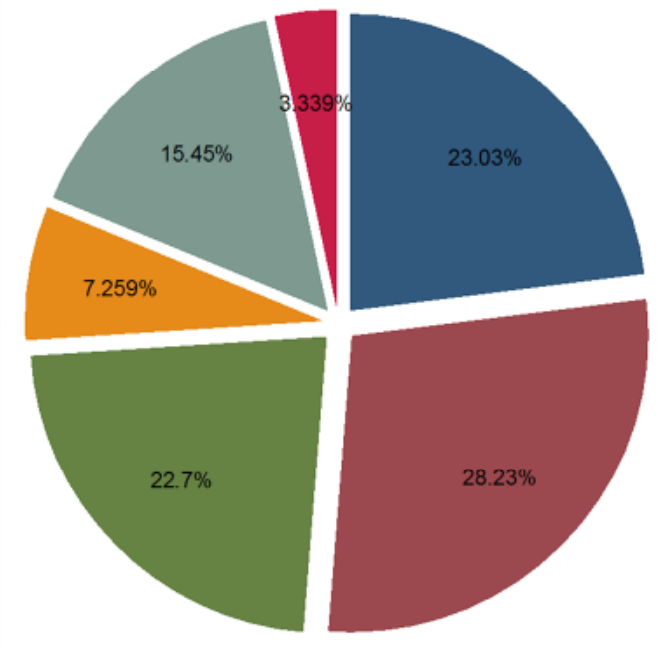


Higher Education Groups by Numbers of Students

Higher Education Groups by Number of Survey Respondents



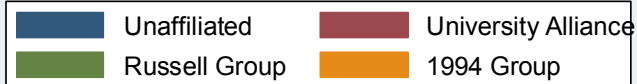
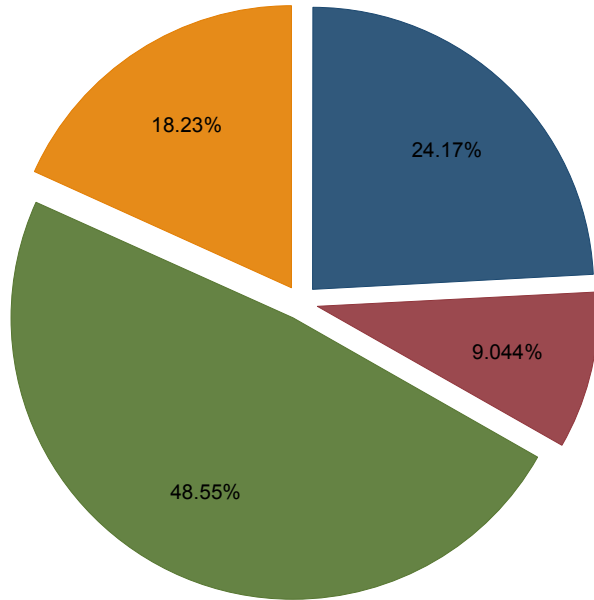
Higher Education Groups by Number of Social Studies Students (UCAS)



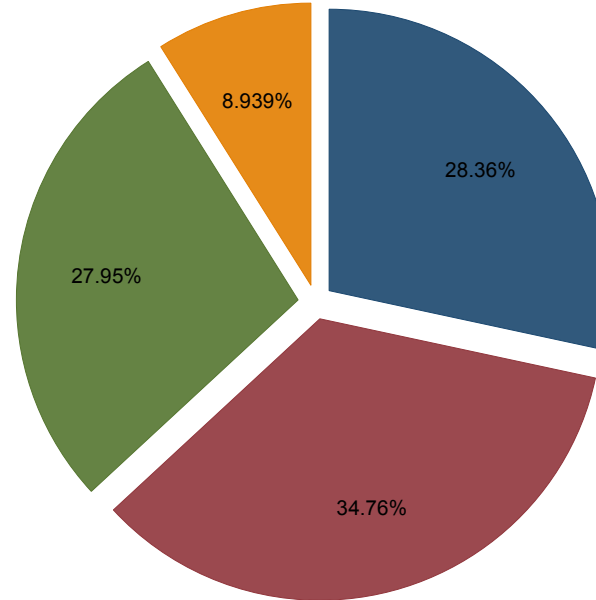


Higher Education Groups by Numbers of Students

Higher Education Groups by Number of Survey Respondents



Higher Education Groups by Number of Social Studies Students (UCAS)





Areas Covered by Survey

- Why are you studying here? (reputation; subject interest; employability; costs)
- Attendance/Work (paid work; attendance at scheduled classes; reasons for non-attendance; work submitted)
- Expectations of course (mathematics; choices; interaction with staff; relevance; contact hours; quality of teaching/feedback; assessment types, skills)
- Almost all questions have Likert style responses (1-5)



Why are you studying here?

- Significant (at 10%) difference in distribution Yr 1/2: Mann Whitney test ($p=0.04$ for Reputation).
- First years more likely to say strongly agree.-



Why are you studying here?

- Ordered Logit:

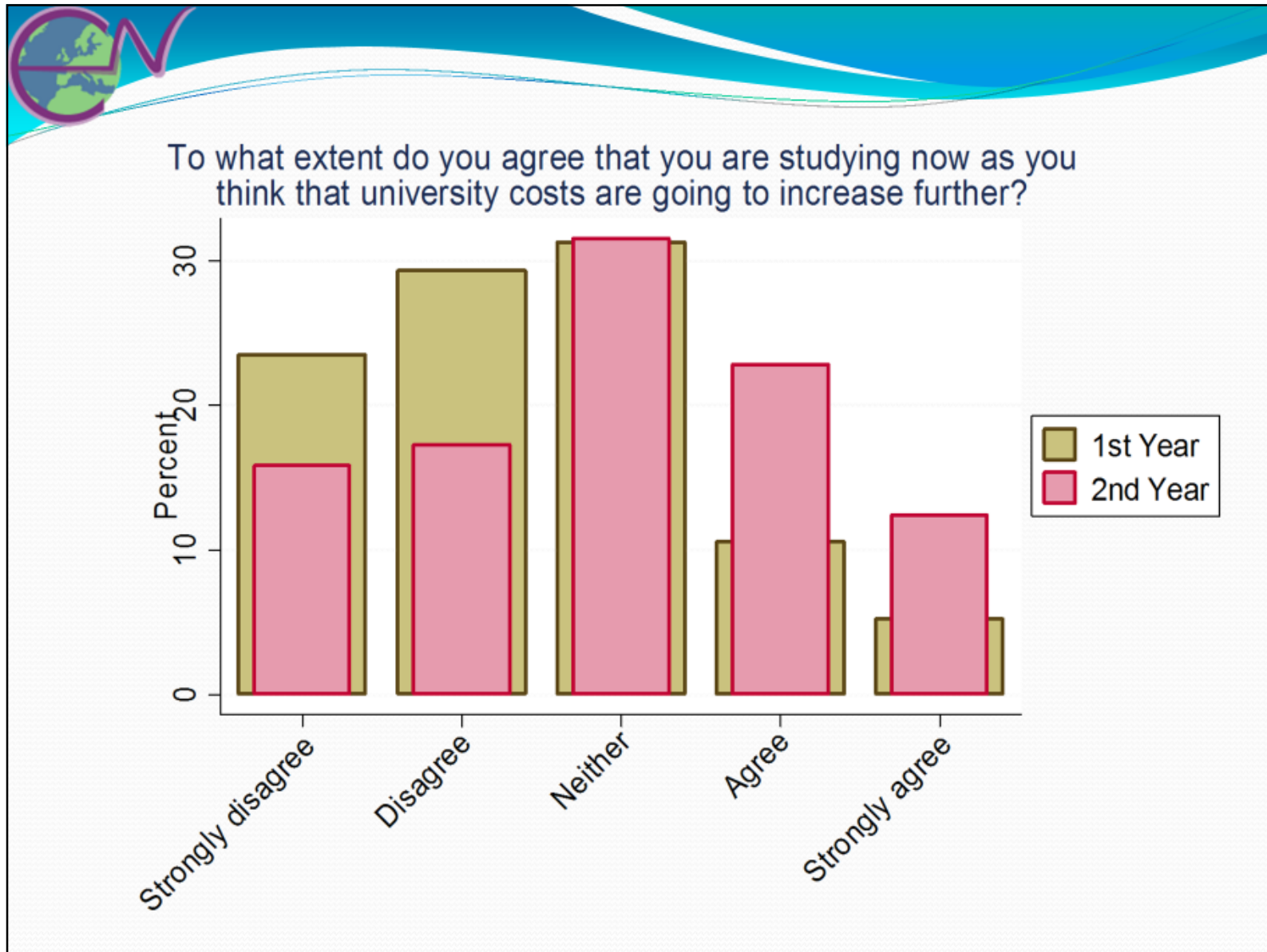
	Reputation b/p	Subject b/p	Content b/p	Employabil~y b/p
main				
Year	-0.152 (0.03)	-0.279 (0.00)	-0.261 (0.00)	-0.196 (0.01)
Gender	0.126 (0.07)	-0.123 (0.07)	0.157 (0.02)	-0.0477 (0.51)
Residence	0.0521 (0.01)	-0.0451 (0.02)	0.00793 (0.68)	-0.126 (0.00)
group(University~1)	0.349 (0.00)	-0.0594 (0.07)	-0.0431 (0.18)	-0.0146 (0.67)
Age	-0.168 (0.07)	0.160 (0.07)	0.172 (0.06)	-0.0144 (0.88)



Why are you studying here?

- Ordered Logit:

	Location b/p	Friends b/p	Family b/p	Cost b/p
main				
Year	-0.00416 (0.95)	0.0719 (0.27)	-0.0672 (0.30)	0.804 (0.00)
Gender	0.178 (0.01)	-0.0244 (0.71)	0.0540 (0.41)	0.122 (0.06)
Residence	-0.0585 (0.00)	0.167 (0.00)	0.121 (0.00)	0.0549 (0.00)
group(Universityn~1)	0.0248 (0.43)	0.0245 (0.43)	0.0377 (0.22)	-0.102 (0.00)
Age	-0.169 (0.06)	0.148 (0.09)	-0.235 (0.01)	0.211 (0.01)





Marginal Effects for Year

Out	m1Reputation	m1Subject	m1Content	m1Employabil
1	0.000340 (0.07)	0.00206 (0.00)	0.00290 (0.00)	0.000969 (0.01)
2	0.00130 (0.03)	0.00433 (0.00)	0.0129 (0.00)	0.00128 (0.01)
3	0.00772 (0.02)	0.0231 (0.00)	0.0401 (0.00)	0.0101 (0.00)
4	0.0273 (0.03)	0.0369 (0.00)	-0.0233 (0.00)	0.0338 (0.01)
5	-0.0367 (0.03)	-0.0664 (0.00)	-0.0327 (0.00)	-0.0462 (0.01)



Russell Group

- No difference for Reputation between Yr1 and 2 in response 5 (SA)
- Difference remains for Employability (larger), Content and Subject

	m5Reputation b/p	m5Subject b/p	m5Content b/p	m5Employab~y b/p
Year	-0.0119 (0.64)	-0.0645 (0.01)	-0.0213 (0.10)	-0.0502 (0.04)
N	1640.000	1637.000	1635.000	1632.000



1994 Group

- Employability effects are strong: 10% reduction in probability of SA in Year 2.
- 7% difference for SA responses for Content.

	m5Reputation b/p	m5Subject b/p	m5Content b/p	m5Employab~y b/p
Year	-0.0647 (0.12)	-0.0615 (0.11)	-0.0687 (0.01)	-0.100 (0.01)
N	591.000	586.000	589.000	586.000



Unaffiliated Group

- No sig. difference for Reputation or Employability between Yr1 and 2
- Difference remains for Content and Subject only

	m5Reputation b/p	m5Subject b/p	m5Content b/p	m5Employab~y b/p
Year	0.0452 (0.13)	-0.0614 (0.08)	-0.0343 (0.09)	0.00155 (0.96)
N	813.000	811.000	811.000	812.000



University Alliance

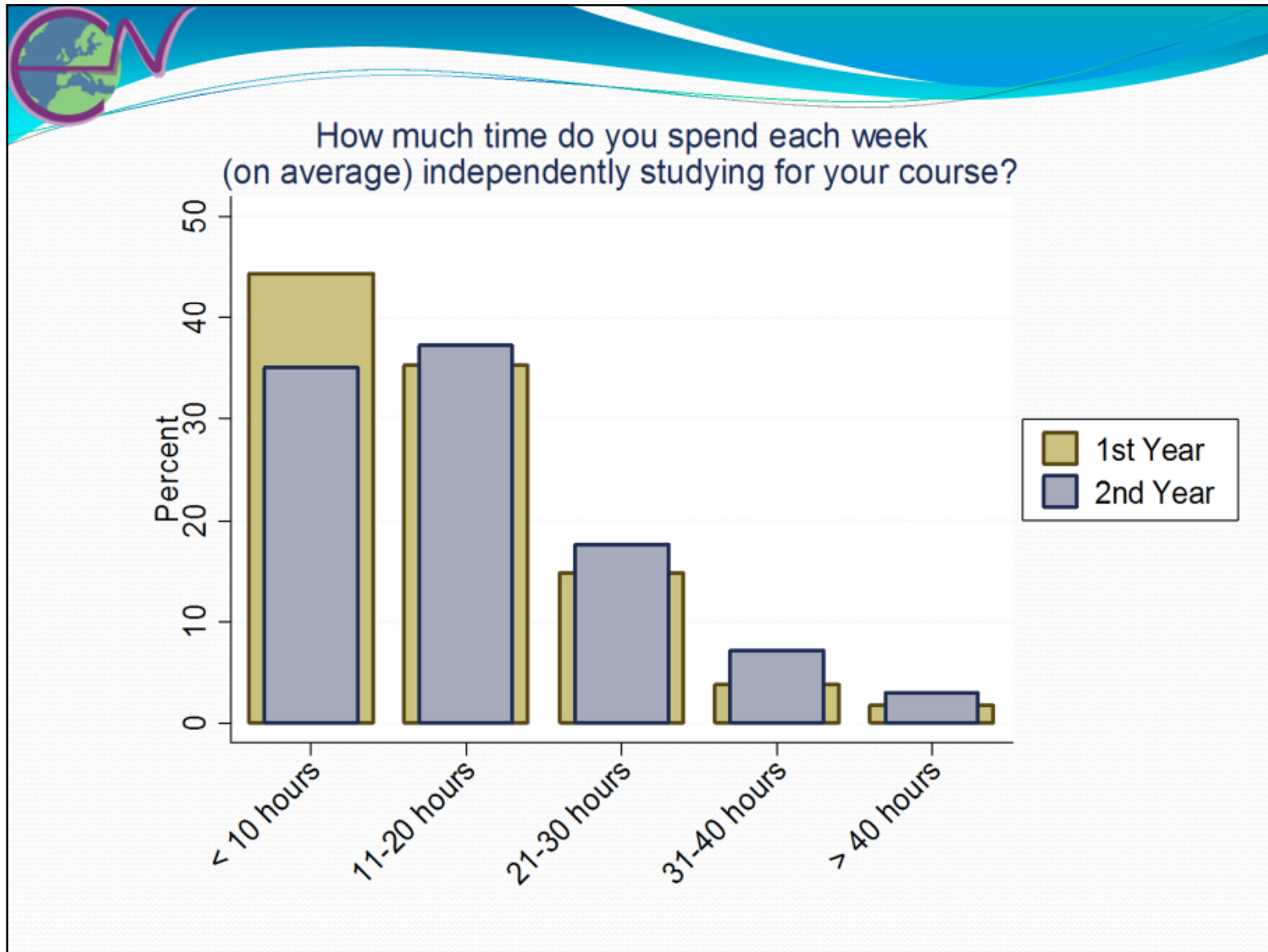
- No significance – small sample? 138 1st years and 166 second years



Attendance/Work/Study

- No significant difference in reported Attendance or Submission between Years.
- 2nd years (and women) do more independent study

	Attendance b/p	Requiredwork b/p	Independen~k b/p
main			
Year	-0.0556 (0.41)	0.118 (0.16)	0.333 (0.00)
Gender	0.335 (0.00)	0.280 (0.00)	0.275 (0.00)
Residence	0.139 (0.00)	-0.0773 (0.00)	0.0956 (0.00)
group(University~1)	0.0131 (0.69)	-0.0559 (0.16)	0.220 (0.00)
Age	0.0498 (0.58)	-0.583 (0.00)	0.353 (0.00)





Paid Work in Term Time

- Second years more likely to do paid work

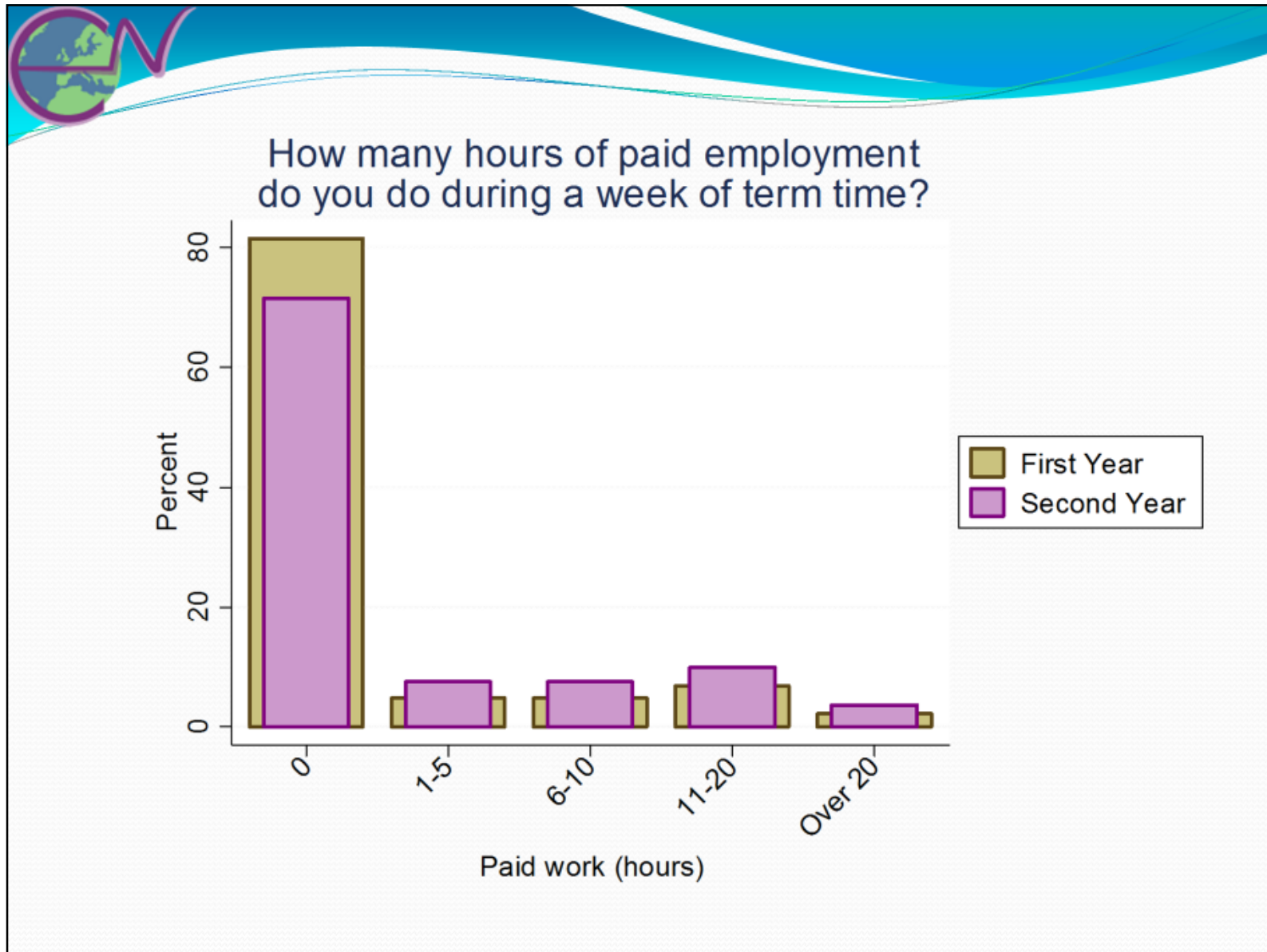
	Paid Work b/p
Paid work	
Year	0.583 (0.00)
Gender	0.384 (0.00)
Residence	-0.248 (0.00)
group(Universityn~1)	-0.510 (0.00)
Age	0.491 (0.00)



Marginals of Paid Work

- Increases in probability associated with 2nd years:

0hrs	-0.0824 (0.00)
1-5hrs	0.0177 (0.00)
6-10hrs	0.0207 (0.00)
11-20hrs	0.0320 (0.00)
20+hrs	0.0119 (0.00)





Course Expectations

First years less critical/more passive?

- Expected a more challenging course
- Less likely to say there is too much maths
- Less likely to say that they expected more practical skills
- More likely to be satisfied with number of options



Course Expectations

	Challenge b/p	Maths2 b/p	Skills b/p	Options b/p
main				
Year	-0.375 (0.00)	0.120 (0.06)	0.341 (0.00)	-0.142 (0.03)
Gender	-0.439 (0.00)	0.0658 (0.31)	-0.0260 (0.70)	0.0228 (0.73)
Residence	0.0465 (0.01)	-0.0944 (0.00)	0.242 (0.00)	0.0928 (0.00)
group(University~1)	-0.193 (0.00)	0.202 (0.00)	0.0115 (0.71)	0.0116 (0.71)
Age	0.0260 (0.76)	-0.0201 (0.81)	0.110 (0.21)	0.0274 (0.75)



Course Expectations (2)

First years less critical/more passive?

- Less likely to have expected more interaction with tutors
- Less likely to have expected relevance
- Marginals show differences of 2-5% in probabilities of selecting “agree” and “strongly agree” options.



Course Expectations (2)

First years less critical/more passive?

- Less likely to have expected more interaction with tutors
- Less likely to have expected relevance
- Marginals show differences of 2-5% in probabilities of selecting “agree” and “strongly agree” options.



Course Expectations (2)

	Interaction b/p	Relevance b/p
main		
Year	0.243 (0.00)	0.363 (0.00)
Gender	-0.0212 (0.75)	0.128 (0.05)
Residence	0.0748 (0.00)	0.148 (0.00)
group(University~1)	0.190 (0.00)	0.165 (0.00)
Age	-0.00771 (0.93)	0.0764 (0.38)



Quantity Expectations

- Second years lower odds (OR=0.89) of saying contact hours match /exceed expectations
- Second years more likely (OR=1.18) to say assessment matches/exceeds expected amounts
- First years seem more content with contact hours than second years.



Quantity Expectations (2)

- First years more likely to say that contact with lecturers and IT-use matched/exceeded expectations
- Second years more likely to say workload matched/exceeded expectations

	Lecturecon-t b/p	IT1 b/p	Workload b/p
main			
Year	-0.188 (0.01)	-0.161 (0.02)	0.290 (0.00)
Gender	-0.120 (0.08)	0.0948 (0.15)	0.259 (0.00)
Residence	0.0629 (0.00)	0.0531 (0.00)	0.0531 (0.01)
group(Universityn~1)	-0.152 (0.00)	-0.0393 (0.21)	0.0933 (0.00)
Age	0.306 (0.00)	0.0371 (0.67)	-0.0434 (0.63)



Workload Expectations

- Second years 4% higher probability of saying workload “more than” and 1.5% higher prob of saying “significantly more than” expected.



Quality Expectations

	Teaching b/p	Feedback b/p	Support b/p
main			
Year	-0.189 (0.01)	-0.0903 (0.18)	-0.234 (0.00)
Gender	-0.0573 (0.40)	-0.152 (0.02)	-0.0275 (0.69)
Residence	0.140 (0.00)	0.208 (0.00)	0.0393 (0.04)
group(Universityn~1)	-0.125 (0.00)	-0.120 (0.00)	0.0517 (0.11)
Age	0.426 (0.00)	0.315 (0.00)	0.202 (0.03)



Quality Expectations

- Second years are less likely to say that teaching and support quality exceeded/matched expectations.
- No significance in feedback quality answer.
- Marginals show that 1st years higher prob of answering “worse” or “significantly worse” on Teaching.
- Second years have a higher probability of answering “better” or “significantly better” on teaching and support.
- Magnitudes are small but significant (1-3%)



Overall Expectations Met?

- Second years less likely to be satisfied overall (higher number here = less satisfied)
- 2.4% lower prob of saying “Yes” and around 2% lower of saying “Mostly Yes”

	Expectations b/p
Expectations	
Year	0.175 (0.01)
Gender	-0.0394 (0.56)
Residence	0.0254 (0.18)
group(Universityn~1)	0.0423 (0.19)
Age	-0.0464 (0.60)



Conclusions

- Cannot identify fee effects separately from year effects. Need another year's data
- First year students seem less critical than second years on a range of issues (qty assessment, maths, skills, workload, contact time)
- The magnitudes are small