

An attempt at 'unpacking' the NSS

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Questions:

What can explain the Economics NSS results?

What about the other subjects' NSS results?

Are there differences between Universities?

Can time help us explain the NSS?

What I did:

Regression of Economics and other subjects' NSS 2019 results

Regression of NSS 2019 results across some groups of universities

Fixed Effects Panel Data analysis

A regression of the Economics (and some other subjects) NSS 2019 results

$$q27 = f(NSS\ questions)$$

Questions	Economics (2019)
Constant	-0.033 (0.111)
Scale 1 – Teaching on my Course	
1 Staff are good at explaining things	0.179* (0.103)
2 Staff have made the subject interesting	0.046 (0.092)
3 The course is intellectually stimulating	0.215** (0.095)
4 My course has challenged me to achieve my best work	-0.082 (0.089)

Questions	Economics (2019)
Scale 2 – Learning opportunities	
5 My course has provided me with opportunities to explore ideas or concepts in depth	0.009 (0.121)
6 My course has provided me with opportunities to bring information and ideas together from different topics	0.036 (0.115)
7 My course has provided me with opportunities to apply what I have learnt	0.173** (0.080)
Scale 3 – Assessment and Feedback	
8 The criteria used in marking have been clear in advance	-0.234*** (0.082)
9 Marking and assessment has been fair	0.081 (0.082)
10 Feedback on my work has been timely	-0.106* (0.056)
11 I have received helpful comments on my work	0.114* (0.063)

Questions	Economics (2019)
Scale 4 – Academic Support	
12 I have been able to contact staff when I needed to	0.053 (0.098)
13 I have received sufficient advice and guidance in relation to my course	0.275*** (0.098)
14 Good advice was available when I needed to make study choices on my course	-0.155* (0.089)
Scale 5 – Organisation and Management	
15 The course is well organised and running smoothly	0.263*** (0.080)
16 The timetable works efficiently for me	-0.024 (0.065)
17 Any changes in the course or teaching have been communicated effectively	-0.004 (0.075)

Questions	Economics (2019)
Scale 5 – Learning resources	
Q18 – The IT resources and facilities provided have supported my learning well	0.169** (0.068)
19 The library resources (e.g. books, online services and learning spaces) have supported my learning well	-0.023 (0.086)
20 I have been able to access course-specific resources (e.g. equipment, facilities, software, collections) when I needed to	0.006 (0.103)
Scale 6 – Learning community	
21 I feel part of a community of staff and students	0.126* (0.072)
22 I have had the right opportunities to work with other students as part of my course	-0.026 (0.049)

Questions	Economics (2019)
Scale 7 – The student voice	
23 I have had the right opportunities to provide feedback on my course	-0.091 (0.101)
24 Staff value students' views and opinions about the course	0.061 (0.084)
25 It is clear how students' feedback on the course has been acted on	0.045 (0.064)
Scale 8 – Student Union	
26 The students' union (association or guild) effectively represents students' academic interests	-0.020 (0.053)
N	85
R ²	0.894
Adjusted R ²	0.846

Perhaps....recipe for success....

Do the 'basics' right, engage the students in the classroom, provide good advice and resources

Do not worry too much about assessment? Students voice OK but...

Can we learn anything more from looking at 'categories' of questions and groups of Universities?

Scales	Economics (2019)
Constant	-0.222** (0.085)
SCALE01 – The teaching on my course	0.664*** (0.102)
SCALE02 – Learning Opportunities	-0.021 (0.119)
SCALE03 – Assessment and Feedback	-0.059 (0.069)
SCALE04 – Academic support	0.229** (0.114)
SCALE05 – Organisation and management	0.264*** (0.0963)
SCALE06 – Learning Community	0.100 (0.071)
SCALE07 - Student Voice	0.022 (0.073)
SCALE08 – Student Union	0.118 (0.088)
N	85
R ²	0.812
Adjusted R ²	0.793

Perhaps it is true....

$$NSS(q27) = f('basics', good\ teaching, good\ support)$$

Are priorities different across 'groups' of Institutions?

Scales	Russell Group (2019)	Alliance Group (2019)
C	-0.170 (0.169)	0.210 (0.189)
SCALE01 – The teaching on my course	0.540** (0.247)	-0.162 (0.311)
SCALE02 – Learning Opportunities	0.122 (0.301)	0.964** (0.303)
SCALE03 – Assessment and Feedback	0.071 (0.214)	0.216 (0.131)
SCALE04 – Academic support	0.244 (0.174)	-0.188 (0.297)
SCALE05 – Organisation and management	0.252 (0.162)	0.194 (0.359)
SCALE06 – Learning Community	0.094 (0.284)	-0.334 (0.321)
SCALE07 - Student Voice	0.093 (0.118)	-0.096 (0.339)
SCALE08 – Student Union	-0.152 (0.126)	0.283 (0.202)
N	21	16
R ²	0.835	0.897
Adjusted R ²	0.725	0.779

Does 'time' give us more insights?

A 'fixed effects' Panel Data Analysis:

- Balanced panel
- 30 Institutions
- 2007-2016 Period
- 300 observations

Questions	Coefficient	Std. Error
Q1 - Staff are good at explaining things	0.227***	0.061
Q2 - Staff have made the subject interesting	0.077*	0.044
Q3	0.008	0.047
Q4 - My course has challenged me to achieve my best work	0.206***	0.054
Q5	0.047	0.036
Q6 - My course has provided me with opportunities to bring information and ideas together from different topics	0.105**	0.044
Q7 - My course has provided me with opportunities to apply what I have learnt	-0.051*	0.027
Q8 - The criteria used in marking have been clear in advance	0.064*	0.037
Q9 - Marking and assessment has been fair	-0.113***	0.044
Q10 - Feedback on my work has been timely	0.103**	0.045
Q11 - I have received helpful comments on my work	-0.092*	0.051
Q12	0.076	0.047
Q13	-0.015	0.044
Q14 - Good advice was available when I needed to make study choices on my course	-0.096**	0.046
Q15 - The course is well organised and running smoothly	0.285***	0.047
Q16	0.046	0.040
Q17 - Any changes in the course or teaching have been communicated effectively	0.085*	0.048
Q18 - The IT resources and facilities provided have supported my learning well	-0.109**	0.048
Q19	0.077	0.054
Q20	0.072	0.049
Q21	-0.035	0.054

Does 'time' give us more insights?

A 'time fixed effects' Panel Data Analysis:

- Balanced panel
- 66 Institutions
- 2012-2016 Period
- 330 observations

Questions	Coefficient	Std. Error
Q1 - Staff are good at explaining things	0.269***	0.051
Q2 - Staff have made the subject interesting	0.081**	0.040
Q3	-0.007	0.042
Q4 - My course has challenged me to achieve my best work	0.221***	0.048
Q5	0.015	0.026
Q6 - - My course has provided me with opportunities to bring information and ideas together from different topics	0.083**	0.038
Q7	0.020	0.023
Q8	0.037	0.028
Q9 - Marking and assessment has been fair	-0.068*	0.036
Q10	0.040	0.039
Q11	-0.011	0.045
Q12	0.058	0.040
Q13 -I have received sufficient advice and guidance in relation to my course	-0.064*	0.035
Q14 - Good advice was available when I needed to make study choices on my course	-0.083*	0.043
Q15 - The course is well organised and running smoothly	0.274***	0.041
Q16 - The timetable works efficiently for me	0.066*	0.037
Q17	-0.010	0.044
Q18	-0.026	0.040
Q19 - The library resources (e.g. books, online services and learning spaces) have supported my learning well	0.087*	0.048
Q20	0.045	0.045
Q21	0.002	0.050

More to do but, perhaps, some insights?

- Should we focus on engaging students in the classroom, be available to provide support, make sure all runs efficiently?
- Should we be less worried about assessment (but, of course, there is TEF....)?
- Student voice is important but, perhaps, not determinant for overall satisfaction?