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Findings from the 2022 Student Satisfaction Survey

The University of the West Indies,
Mona Campus

Prepared by the Office of Planning and
Institutional Research

<https://www.mona.uwi.edu/opair/>

2022 Student Satisfaction Survey

The fourth annual Student Satisfaction Survey was launched on February 14, 2022 and ended on March 14, 2022. The survey solicited feedback on academic and support services, university experience, graduate attributes, and Campus services and facilities. The information gathered will be useful for evaluating progress under the University Strategic Plan and informing quality assurance and accreditation reviews at the University.

The online platform, SurveyMonkey, ® was used to administer the survey. In an effort to boost response rates, an anonymous survey link was shared with students via numerous platforms such as SAS, OurVLE, and personal and Campus email. Protocols were put in place to prevent persons from responding more than once. An incentive, in the form of a gift voucher valued at USD\$50, was also available to one participant via a draw.¹ These methods of reaching students were very effective resulting in a seven percentage-point increase in responses over last year (2021).

Of the 17,498 students enrolled in Semester 2 of the 2021-22 academic year, 1,458 students participated for a response rate of 8.3%. This compares to response rates of 1.5% in 2021, 1.1% in 2020 and 8.3% in 2019.

As seen in Table 1, the population and sample distributions are fairly consistent among the faculties with the exception of Medical Sciences which is under-represented in the sample.

Table 1. Student Population and Sample by Faculty

Faculty	Population		Sample	
	N	%	N	%
Engineering	274	1.6	22	1.5
Gender & Development Studies	73	0.4	1	0.1
Humanities & Education	2,370	13.5	204	14.0
Law	592	3.4	67	4.6
Medical Sciences	4,029	23.0	215	14.7
Science & Technology	2,972	17.0	276	18.9
Social Sciences	7,074	40.4	630	43.2
Sport	114	0.7	5	0.3
Unknown	0	0.0	38	2.6
Total	17,498	100.0	1,458	100.0

In presenting the findings to the survey, comparisons are provided for the previous years to determine progress. Given the response rates, it is prudent to not generalize the results to the entire student population.

¹ The lucky winner was Vineisa McKenzie.

Summarizing Results

The Satisfaction Survey used a Likert-type scale whereby respondents could register their agreement as follows:

1. Strongly disagree
2. Disagree
3. Somewhat disagree
4. Neither disagree nor agree
5. Somewhat agree
6. Agree
7. Strongly agree
8. Not applicable in this instance

For simplicity, items 1, 2 and 3 are combined to reflect “Disagreement or Dissatisfaction” while items 5, 6 and 7 are combined to reflect “Agreement or Satisfaction.” Items 4 and 8 are not shown but are considered in the calculation of percentages (see outputs at end of document).

Findings from the Sample

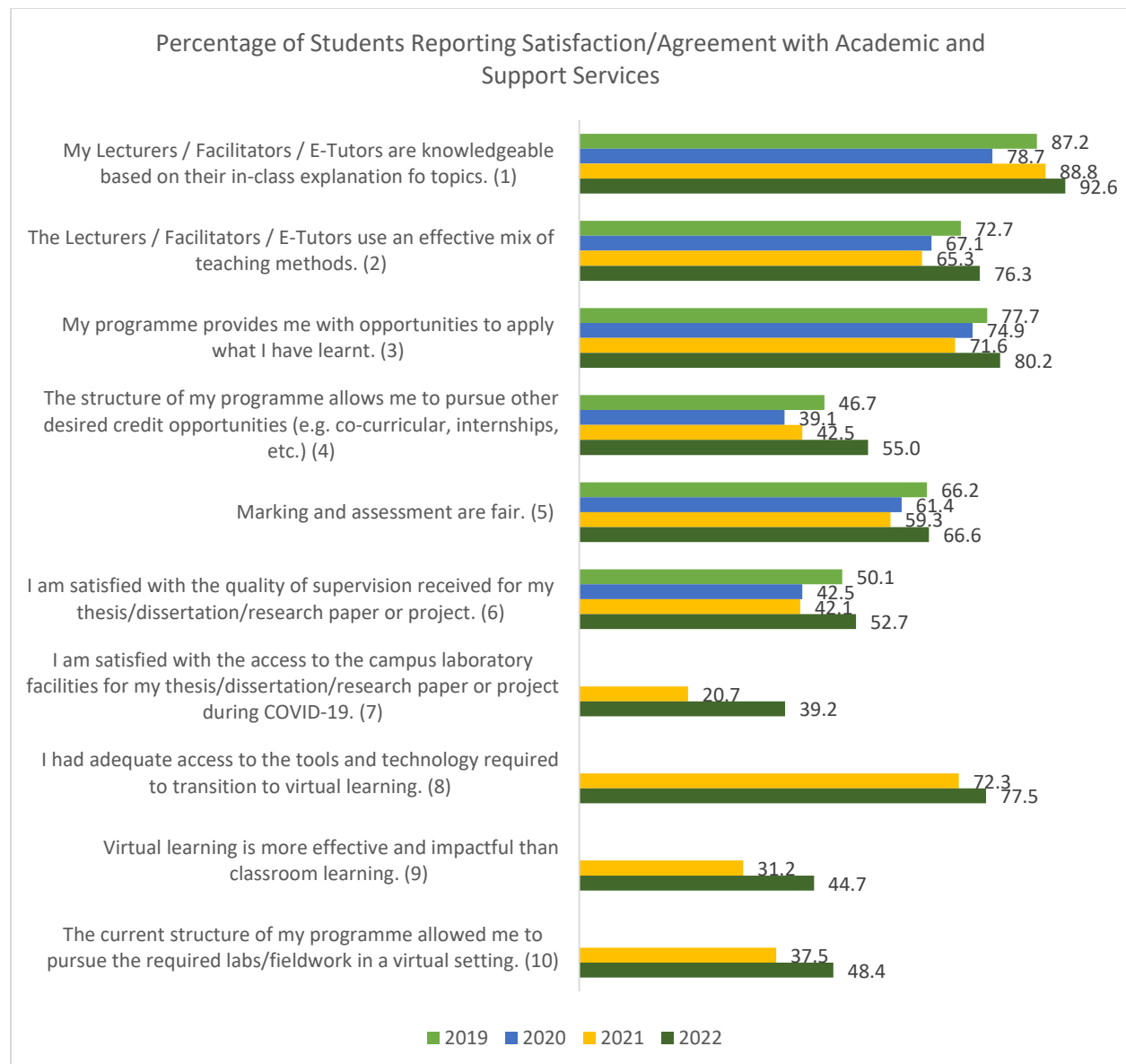
Academic and Support Services

Satisfaction with *academic and support services* were at their highest in 2022. For the questions asked, the agreement/satisfaction scores surpassed those from the previous years.

As seen in Graph 1, respondents were more likely to report a higher level of agreement or satisfaction with *the knowledge of their instructors* (Q1), *opportunities to apply what they have learnt* (Q3), and *instructors’ use of teaching methods* (Q2). By contrast, students were less likely to report a high level of agreement with *ability to pursue other desired credit opportunities* (Q4), *marking and assessment are fair* (Q5), and *satisfied with the quality of supervision* (Q6).

In 2021, four questions were added under *academic and support services* concerning virtual instruction (Qs 7-10). Whereas 77.5% of respondents agreed that *they had access to tools and technology for virtual learning* (Q8) in 2022, less than 50% of respondents agreed that *virtual learning was more impactful than classroom learning* (Q9). There was a notable increase, nonetheless, in the percentage of respondents who found virtual learning more impactful than classroom learning in 2022 compared with 2021. For the second year in a row, generally low satisfaction scores were accorded to *access to laboratory facilities* (Q7) and *ability to pursue required labs/fieldwork* (Q10), due, in part, to high rates of *not applicable* responses of 26% (Q7) and 17.6% (Q10) respectively. Gains were noted, however, on these two questions in 2022.

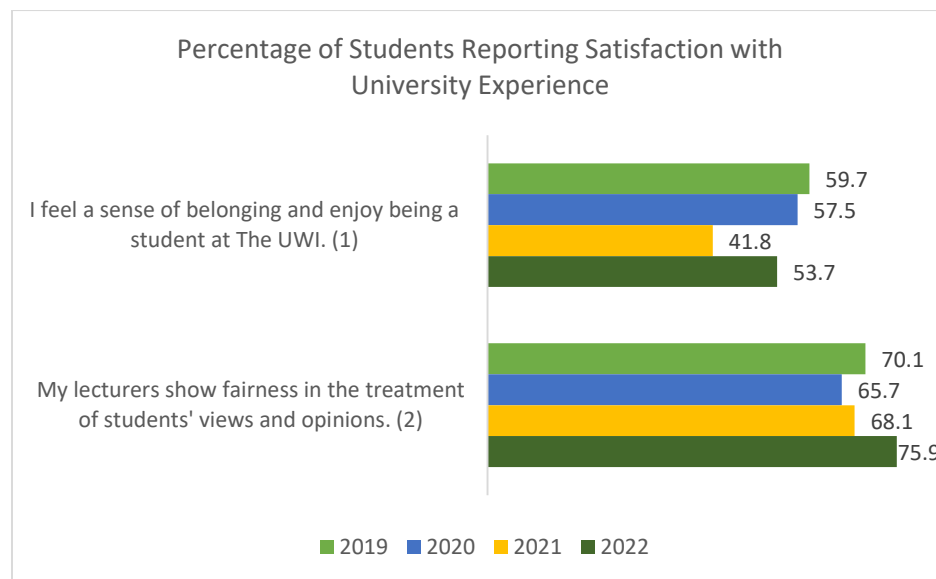
Graph 1



University Experience

When probed about their university experience, respondents were more likely to report a higher level of agreement with *being treated fairly by their instructors* (Q2) than *feeling a sense of belonging* at The UWI, Mona Campus (Q1).

Graph 2

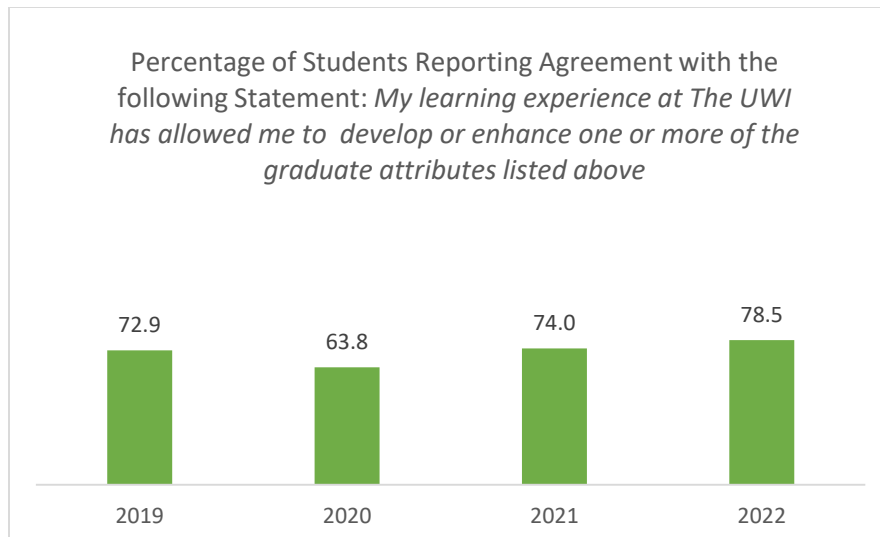


Graduate Attributes

Students were asked about the University's contribution to the acquisition of various attributes. These attributes include *a critical and creative thinker; an effective communicator with good interpersonal skills; IT-skilled and information literate; innovative and entrepreneurial; globally aware and well-grounded in his/her regional identity; socially, culturally and environmentally responsible; and guided by strong ethical values.*

As seen in Graph 3, 78.5% of respondents agreed, in 2022, that their learning experience at The UWI enabled them to develop or enhance one or more of the graduate attributes. Before 2021, this question was worded *My learning experience at The UWI has allowed me to enhance my skills and attributes necessary for the job market as well as for my overall personal development.*

Graph 3

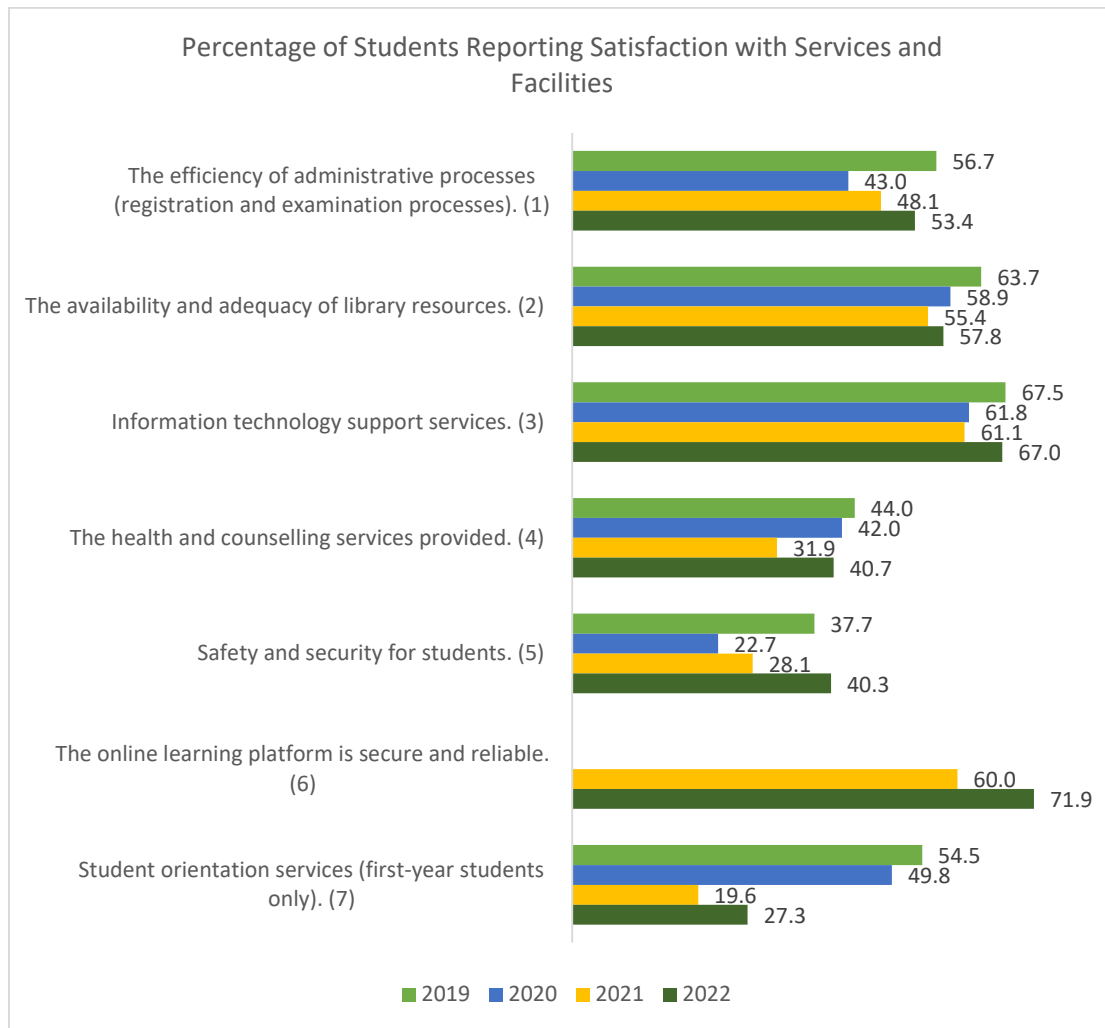


Campus Services and Facilities

When asked about *services and facilities* at The UWI (Graph 4), students registered higher satisfaction in the areas of *information technology support services* (Q3) and *library resources* (Q2). Lower satisfaction was recorded in the areas of *efficiency in administrative processes* (Q1), *health and counselling services* (Q4), and *safety and security for students* (Q5).

Question 6 (*online learning platform secure and reliable*) was added in 2021 and reflected a base score of 60% satisfaction. However, a significantly higher percentage of respondents, in 2022, agreed that *the online learning platform is secure and reliable* compared to 2021. Question 7 (*student orientation*) was reworded in 2021 to include *first-year students only*, which had the effect of lowering satisfaction since many respondents reported *not applicable*.

Graph 4

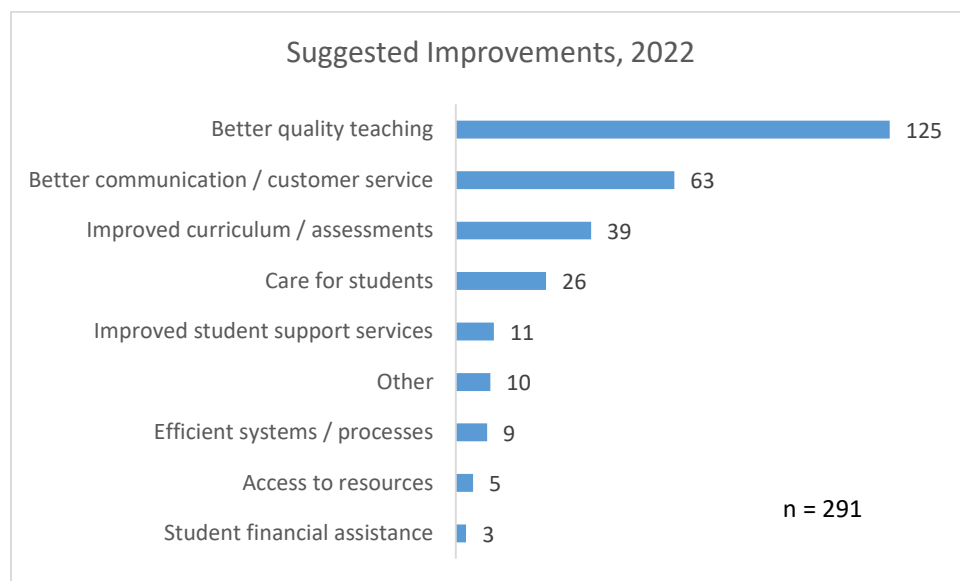


Shared Student Experiences

Beginning in 2021, students were invited to provide feedback on their experiences at The UWI which included suggestions for improvement. In 2021, 75 persons responded while, in 2022, 291 persons responded. Responses were coded under nine major themes. A thematic ranking is provided in Graph 6 for 2021 and 2022.

As seen in Graph 5, most comments had to do with the *quality of teaching*. Comments ranged from the need for recorded lectures post-pandemic to more engaging lectures and classes. Persons who advocated for online instruction explained the benefits to mature students who may be employed full-time, raising a family, and have to commute. Other respondents preferred face-to-face instruction as this provided the opportunity for social interaction, better comprehension, and access to resources. A number of persons appealed for flexibility in the mode of delivery to suit diverse learning styles.

Graph 5



The next area of concern was the need for *better communication/customer service*. Getting answers to questions via telephone, email, or text messaging proved challenging. Respondents also complained about the delay in the posting of course grades and, in some cases, the delay in the correcting of course grades that were erroneous. Areas in need of improvement were the Bursary and the BOSS system, the Registry and the SAS platform, and the Examinations section. Some respondents also identified problems with the Western Jamaica Campus with regard to course offerings.

Closely aligned to the *quality of teaching* was the need for *improved curricula and assessments*. Students lamented the insufficient time for examinations especially with multiple choice questions which did not provide the opportunity for reflection. Other respondents did not support face-to-face examinations while their courses were taught online. Yet, some respondents wanted the opportunity to evaluate their lecturers and courses, but were not granted this option.

A next area of concern was the *lack of care* exhibited by some lecturers and administrators with regard to personal challenges of students. Other respondents felt unfairly treated including medical students on rotation at The UWI hospital, part-time students, non-national students, students attached to the Weekend programme (Social Sciences), and graduate students at the Mona School of Business and Management.

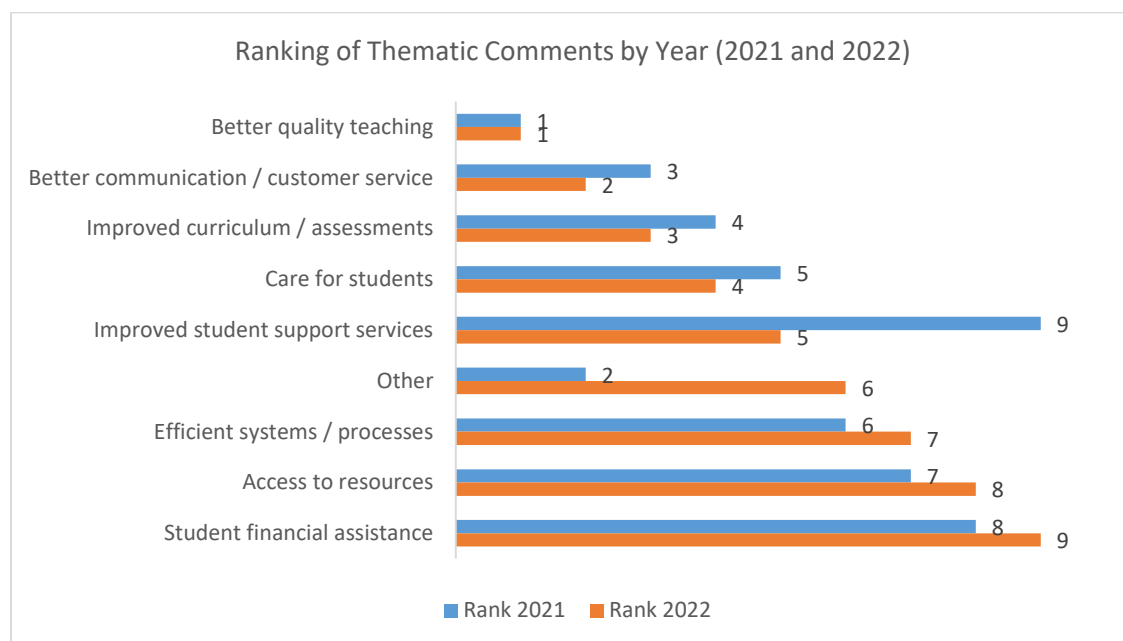
The next area of concern was *improved student support services*. Appeals were made for more opportunities for social interaction and engagement, inclusive of clubs and societies, and increased access to facilities such as the Library, bathroom facilities, and Hall of attachment study rooms.

When it came to the need for *efficient systems/processes*, a few respondents had issues with the Blackboard Collaborate platform not loading or disconnecting; the slow loading of OurVLE; and the inability to register for courses using SAS.

For the second-to-last theme, *access to resources*, requests comprised the need for better lighting on campus; greater course capacity for registrants; more resources at the Library; better Internet quality on campus; and more supplies being purchased for graduate students in one department.

The last theme, *financial assistance for students*, concerned the need for more targeted responses to payment concerns than generic ones; foreign students being over-charged for boarding; and the removal of high interest rates on outstanding student balances.

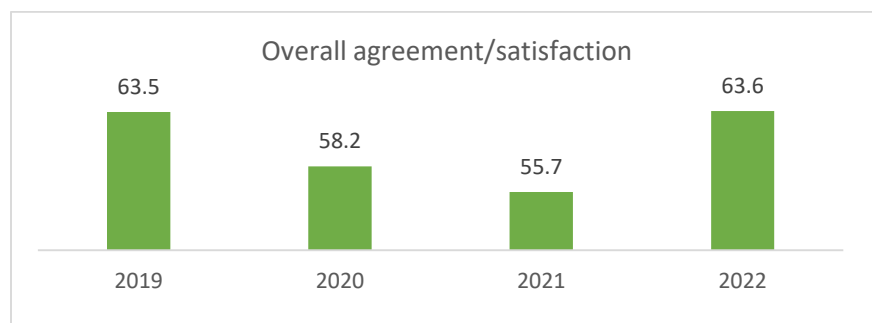
Graph 6



Discussion

The fourth annual Student Satisfaction Survey has presented a portrait of teaching, learning, and student development. While student satisfaction was highest in 2022, there is room for improvement to attain higher levels of satisfaction.

Graph 6



Note: Satisfaction scores for the purposes of this paper are calculated differently than the official satisfaction scores presented for the University Strategic Plan.

For the questions dealing with *academic and support services* (Graph 1), student satisfaction with the *knowledge base of instructional staff* (Q1) reached an all-time high of 92.6%. While students generally accorded higher satisfaction with *the knowledge of lecturers* (Q1), *effective use of teaching methods* (Q2), and the *opportunity to apply what they have learnt* (Q3), rising dissatisfaction is evident concerning *fairness in marking and assessment* (Q5), and *quality of research supervision* (Q6).

Four questions were added in 2021 concerning virtual learning during the pandemic (Q's 7-10). There were increases in satisfaction on all four questions, in 2022, with the greatest agreement (77.5%) being accorded to Q8 *I had adequate access to tools and technology required for online learning*. There was also a notable increase in satisfaction with virtual learning over classroom learning. In 2022, 44.7% of respondents preferred virtual learning to classroom learning compared to 31.2% in 2021. Analyses by faculty showed that respondents from Humanities and Education; and Social Sciences were the most likely to prefer virtual learning over classroom instruction compared with respondents from Engineering; Sport; Law; Medical Sciences; and Science and Technology. Older students and part-time students were also more likely to prefer virtual learning over classroom learning compared with younger students and full-time students.

The student experience at the University left considerable room for improvement (Graph 2). In 2022, 53.7% of respondents reported feeling a *sense of belonging* at the University, compared with 59.7% in 2019. Further analyses showed that a sense of belonging was higher among part-time than full-time students and higher among older than younger students. By faculty, a sense of belonging was highest in Humanities and Education and lowest in Engineering and Sport. The feelings of malaise may be related to the pandemic which has resulted in greater isolation and dislocation among students.

The services and facilities available to students also reflect the need for improvement (Graph 4). Students generally accorded higher satisfaction with services such as *information technology, library resources, and efficiency of administrative systems*. Lower satisfaction was accorded to *health and counselling services* and *safety and security* based mainly on the fact that these two items had high rates of *neutral* and *not applicable* responses. Some of the areas for improvement were shared by respondents who provided feedback to the open question. The feedback concerned better communication and customer service as well as improvements in BOSS, SAS, Blackboard Collaborate, and OurVLE, among others.

An important feature of the Student Satisfaction Survey was the open question soliciting information on student experiences during COVID-19 and suggestions for improvement. Rich information was collected which will be shared with the relevant faculties and units for review and action.

In conclusion, the 2022 Student Satisfaction Survey has provided insights into the perceptions of students with regard to academic and support services, university experience, graduate attributes, and Campus services and facilities. The derived metrics will help to inform progress under the University Strategic Plan and the interventions necessary for reaching certain targets by 2022.

Outputs

Student Satisfaction Survey 2022, Mona Campus

Q1. Please indicate the extent of your agreement with the following statements:

	% Distribution (N = 1,458)				
	Disagree	Neither disagree nor agree	Agree	Not applicable	No Answer
My Lecturers/Facilitators/E-tutors are knowledgeable based on their in-class explanations of topics. (1)	3.4	2.9	92.6	0.3	0.7
The Lecturers / Facilitators / E-Tutors use an effective mix of teaching methods. (2)	15.2	7.7	76.3	0.3	0.5
My programme provides me with opportunities to apply what I have learnt. (3)	10.8	7.3	80.2	0.8	1.0
The structure of my programme allows me to pursue other desired credit opportunities (e.g. co-curricular, internships, etc.). (4)	25.0	14.0	55.0	5.1	0.8
Marking and assessment are fair. (5)	16.5	13.9	66.6	1.4	1.6
I am satisfied with the quality of supervision received for my thesis/dissertation/research paper or project. (6)	14.1	13.3	52.7	18.9	1.0
I am satisfied with the access to the campus laboratory facilities for my thesis /dissertation /research paper or project during COVID-19. (7)	15.2	18.4	39.2	26.0	1.2
I had adequate access to the tools and technology required to transition to virtual learning. (8)	11.3	8.1	77.5	1.4	1.7

Student Satisfaction Survey 2022, Mona Campus

Q1. Please indicate the extent of your agreement with the following statements:

	% Distribution (N = 1,458)				
	Disagree	Neither disagree nor agree	Agree	Not applicable	No Answer
Virtual learning is more effective and impactful than classroom learning. (9)	35.0	15.5	44.7	2.1	2.8
The current structure of my programme allowed me to pursue the required labs/fieldwork in a virtual setting. (10)	16.4	15.5	48.4	17.6	2.1

Student Satisfaction Survey 2022, Mona Campus

Q2. Please indicate the extent of your agreement with the following statements:

	% Distribution (N = 1,458)				
	Disagree	Neither disagree nor agree	Agree	Not applicable	No Answer
I feel a sense of belonging and enjoy being a student at The UWI. (1)	26.4	17.6	53.7	0.8	1.5
My lecturers show fairness in the treatment of students' views and opinions. (2)	11.0	10.3	75.9	1.2	1.7

Student Satisfaction Survey 2022, Mona Campus

Q3. Please indicate the extent of your agreement with the following statement:

	% Distribution (N = 1,458)				
	Disagree	Neither disagree nor agree	Agree	Not applicable	No Answer
My learning experience at The UWI has allowed me to develop or enhance one or more of the graduate attributes listed above. (1)	9.2	8.4	78.5	1.8	2.1

Student Satisfaction Survey 2022, Mona Campus

Q4. Please indicate the extent of your satisfaction with the following services:

	% Distribution (N = 1,458)				
	Dissatisfied	Neither dissatisfied nor satisfied	Satisfied	Not applicable	No Answer
The efficiency of administrative processes (registration and examination processes). (1)	34.6	10.6	53.4	0.1	1.3
The availability and adequacy of library resources. (2)	15.8	20.2	57.8	4.7	1.6
Information technology support services. (3)	13.7	14.7	67.0	2.3	2.3
The health and counselling services provided. (4)	17.4	24.8	40.7	15.0	2.1
Safety and security for students. (5)	22.5	22.8	40.3	12.0	2.5
The online learning platform is secure and reliable. (6)	13.2	12.2	71.9	1.1	1.6
Student orientation services (first-year students only). (7)	6.4	9.5	27.3	29.8	27.0



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