

2021 Student Satisfaction Survey

The Student Satisfaction Survey was conducted from February 12th to March 12st 2021 in an effort to gauge satisfaction with academic and support services, university experience, graduate attributes, and Campus services and facilities. This information is useful for evaluating progress under the University Strategic Plan and informing quality assurance and accreditation reviews of departments and programmes of the University.

The online platform, SurveyMonkey, ® was used to administer the survey. For this year's cycle, students received an anonymous link to the survey through their official UWI email address. This method of reaching students was less effective than contacting them through a unique link sent to their personal email address as was done in 2019. This year, a few questions were reworded and new questions added bringing the total number of items asked to 20 from 15.

Of the 18,537 students enrolled in Semester 2 of the 2020-21 academic year, 285 students participated for a response rate of 1.5%. This compares to response rates of 1.1% in the 2020 cycle and 8.3% in the 2019 cycle.

Despite the relatively low number of responses in 2021, the sample distribution was fairly consistent with the population distribution by faculty. The sample reflected underrepresentation of students in the Faculty of Medical Sciences and overrepresentation of students in the Faculty of Science and Technology. No responses were recorded for Gender and Development Studies, and Sport, respectively.

Table 1. Student Population and Sample by Faculty

Faculty	Population		Sample	
	N	%	N	%
Engineering	272	1.5	5	1.8
Gender & Devel. Studies	89	0.5	0	0.0
Humanities & Education	2,444	13.2	44	15.4
Law	659	3.6	13	4.6
Medical Sciences	4,088	22.1	33	11.6
Science & Technology	3,147	17.0	64	22.5
Social Sciences	7,726	41.7	123	43.2
Sport	112	0.6	0	0.0
Unknown	0	0.0	3	1.1
Total	18,537	100.0	285	100.0

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

Summarizing Results

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

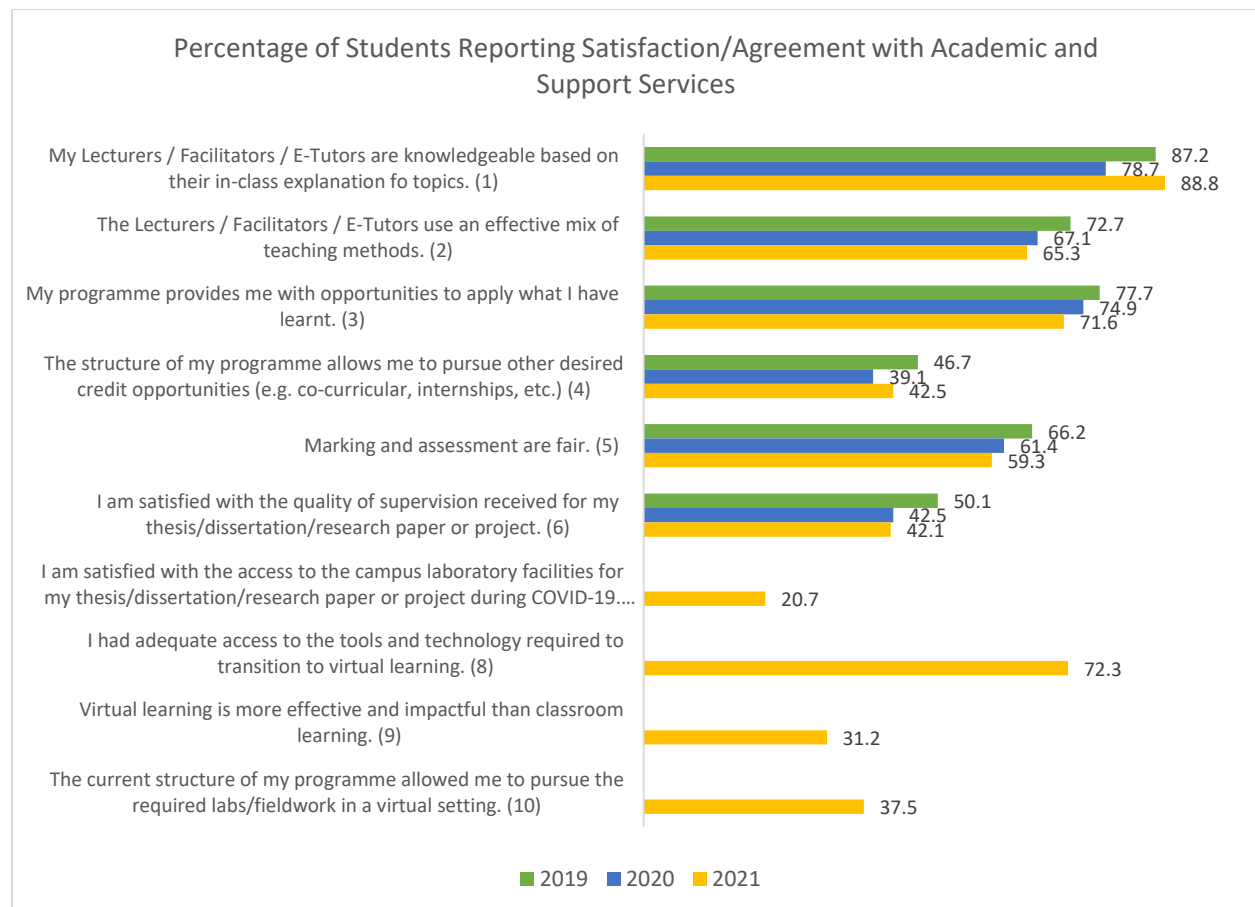
1. Strongly disagree
2. Disagree
3. Somewhat disagree
4. Neither disagree nor agree
5. Somewhat agree
6. Agree
7. Strongly agree
8. Not applicable in this instance

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

Graph 1



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), *instructors' use of teaching methods* (Q2), and *fairness of marking and assessment* (Q5). In contrast, students were less likely to report a high level of agreement with *the quality of supervision* (Q6), and *ability to pursue other desired credit opportunities* (Q4).

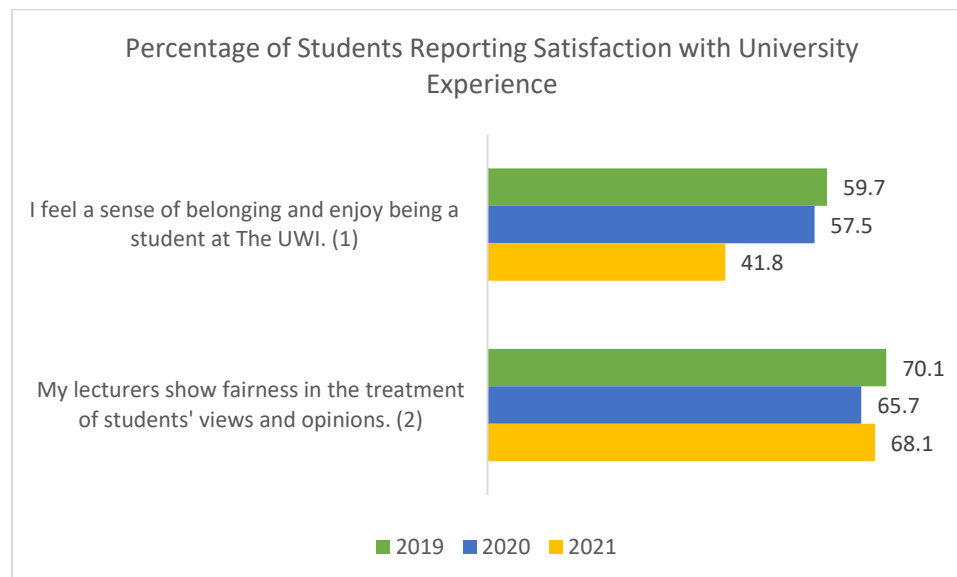
In 2021, four questions were added under *Academic and Support Services* concerning virtual instruction (Qs 7-10). Whereas 72% of respondents agreed that *they had access to tools and technology for virtual learning* (Q8), only 31% of respondents agreed that *virtual learning was more impactful than classroom learning* (Q9). The low satisfaction scores of 20.7% for *access to laboratory facilities* (Q7) and 37.5% for *ability to pursue required labs/fieldwork* (Q10) are, in part, due to high rates of *not applicable* responses of 44.9% (Q7) and 30.9% (Q10) respectively.

It is important to note that Questions 1, 4, and 6 were reworded slightly in 2021. Previously, these items were stated as *My Lecturers / Facilitators / E-Tutors are knowledgeable in their field and are good at explaining things* (Q1); *My schedule and the structure of my programme allow me to pursue desired co-curricular courses and/or internship opportunities* (Q4); and *I am satisfied with the quality of supervision received for my thesis / dissertation / research paper or project and the feedback is timely* (Q6).

University Experience

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

Graph 2

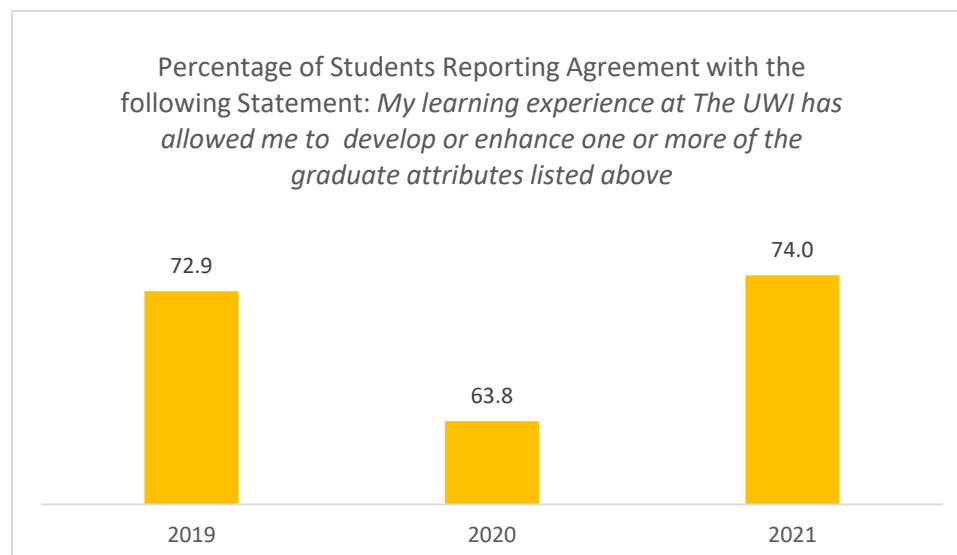


Question 2 was reworded slightly in 2021. Previously, it read *My lecturers value students' views and opinions and are fair and unbiased in their treatment of individual students.*

Graduate Attributes

Students were asked about the University's contribution to the acquisition of various attributes. As seen in Graph 3, 74% of respondents agreed, in 2021, that their learning experience at The UWI enabled them to develop or enhance one or more of the graduate attributes. This question was previously 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

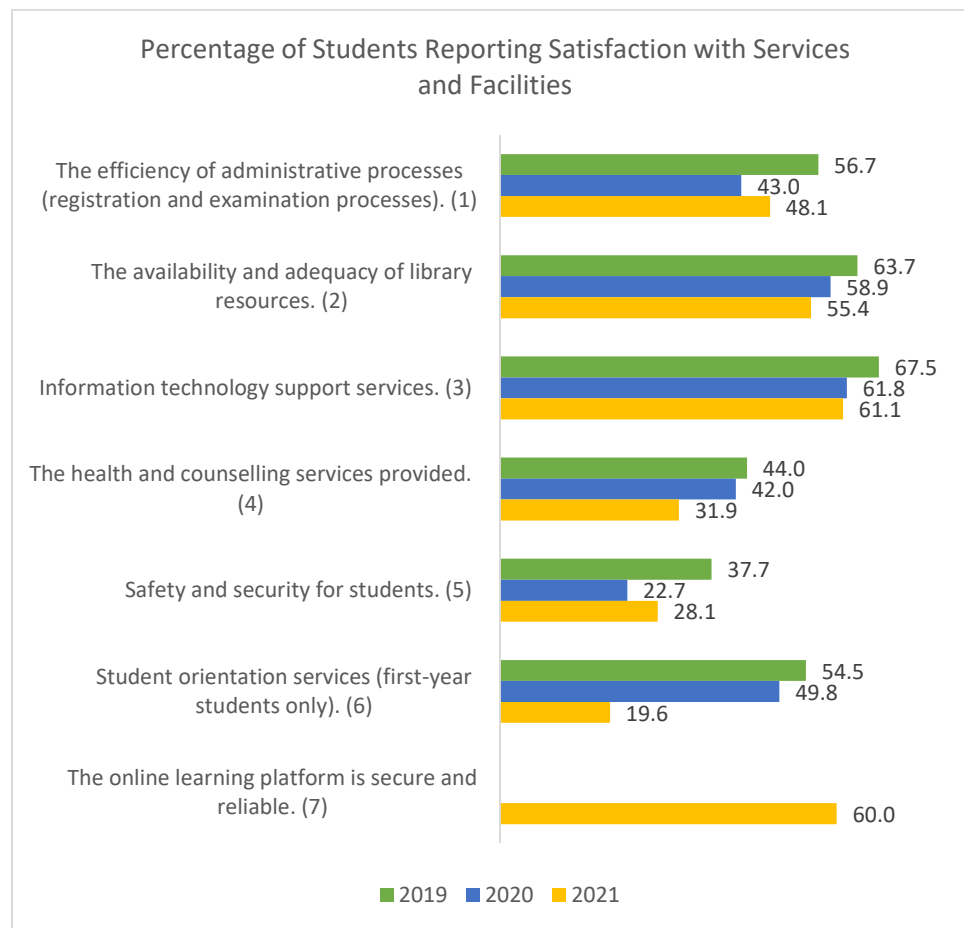


Campus Services and Facilities

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 (*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*. Question 7 (*online learning platform secure and reliable*) was added in 2021 and reflected a base score of 60% satisfaction.

Graph 4



Shared Student Experiences

In 2021, students were asked to provide feedback on their experiences at The UWI which could include suggestions for improvement. Seventy-five persons responded, and each response was categorized into a single theme (Graph 5).

Responses were coded under nine major themes. The *Other* category included *not applicable* (n = 1), *nothing to report* (n = 2), *negative perceptions of virtual instruction* (n = 4), and *positive perceptions of virtual instruction* (n = 6).

As seen in Graph 5, most comments had to do with the *quality of teaching*. Comments ranged from the need for recorded lectures and posting of supporting material, to more engaging lectures and classes. Students who worked in clinical settings were also challenged by the shift to virtual instruction.

The next area of concern for students was the need for *better communication/customer service*. Getting answers to questions via telephone, email, or text messaging proved challenging. The Health Centre and the Bursary were mentioned at least once.

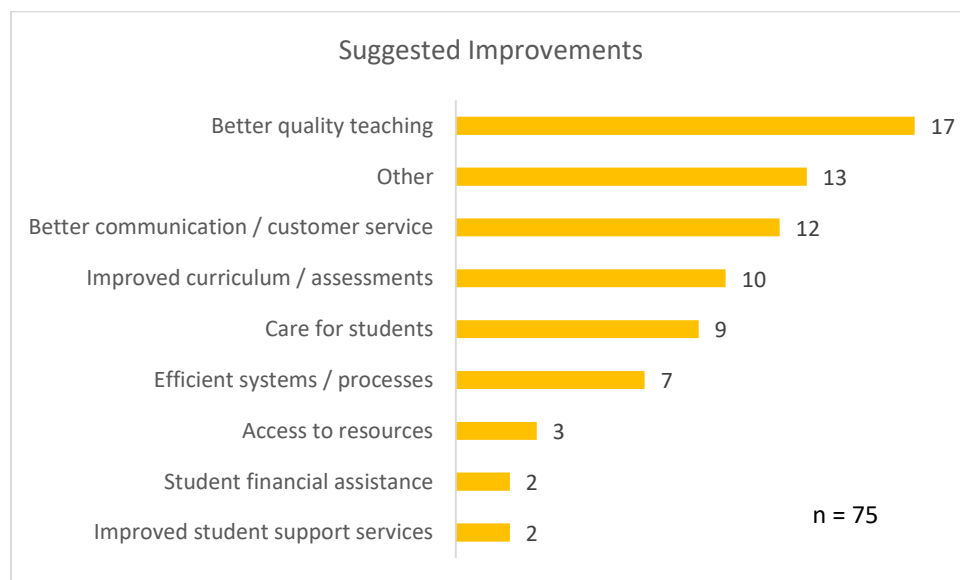
Closely aligned to the quality of teaching was the need for *improvement in curricula and assessments*. Students lamented the insufficient time for examinations especially with multiple choice questions which did not provide the opportunity for reflection.

A next area of concern for students was the *lack of care* exhibited by some lecturers with regard to office hours, release of grades, personal challenges of students, and the handling of questions from students. Two students enquired why we continue to do surveys when nothing is being done to address their concerns.

When it came to the need for *efficient systems/processes*, students highlighted the limitations of the Blackboard Collaborate platform, the inability to carry out credit checks in their programme of study, and the desire to have postgraduate student tutors added to OurVLE.

Among the other areas for improvement, students recommended more e-books, flexibility in accessing special collections which cannot leave the library, and after-hours access to library materials for persons who work during the day. A request was also made for clubs and societies to be more engaging and active, presumably in a virtual setting.

Graph 5



Discussion

The Student Satisfaction Surveys have shown consistent patterns in responses for the current and previous cycles despite low response rates. While student satisfaction decreased in 2021, there are areas worthy of recognition and areas in need of intervention.

Graph 6



Note: Satisfaction scores were calculated by summing all questions inclusive of missing responses and dividing by the denominator (number of questions multiplied by average scale value).

In 2021, student satisfaction with the *knowledge base of instructional staff* reached an all-time high of 88.8% (Graph 1, Q1), an improvement over the previous two years. While students generally accorded higher satisfaction with *the knowledge of lecturers* and the *opportunity to apply what they have learnt* (Graph 1, Q3), rising dissatisfaction is evident concerning *effective use of teaching methods* (Graph 1, Q2), *fairness in marking and assessment* (Graph 1, Q5), and *quality of research supervision* (Graph 1, Q6).

Additional questions were added in 2021 concerning virtual learning during the pandemic (COVID-19). Baseline data showed that 72% of respondents had *access to tools and technology required for online learning* (Graph 1, Q8), but only 31% of respondents *preferred virtual learning to classroom learning*. Analyses by faculty showed that respondents from the Medical Sciences and Science and Technology were the least likely to prefer virtual learning over classroom instruction [not shown].

A very concerning finding in the survey was the large decrease in feelings of attachment to the University (Graph 2, Q1). Feelings of attachment fell from 59.7% in 2019 to 41.8% in 2021. Analyses showed that postgraduate students had a lower sense of belonging (25%) than undergraduate students (44.8%), female students had a lower sense of attachment (40.8%) than male students (50%) and, among the faculties, students from the Medical Sciences; Law; and Engineering reported greater disagreement than agreement with the statement *I feel a sense of belonging and enjoy being a student at The UWI* [not shown]. The feelings of malaise may be related to the pandemic which has resulted in greater isolation and dislocation among students and citizens in general.

Students continued to accord higher satisfaction with services such as *information technology* and *library resources* although satisfaction with these services declined slightly in 2021 (Graph 4). Lowest

satisfaction was recorded for *health and counselling services* (31.9%) and *safety and security* (28.1%), owing in part to high rates of *not applicable* responses (27% for health and 23.5% for security) and *neutral* responses (23.5% for health and 13.3% for security). Whereas more persons reported satisfaction (31.9%) with *health and counselling* than dissatisfaction (15.8%), fewer persons reported satisfaction (28.1%) with *safety and security* than dissatisfaction (31.9%). Groups that reported lower satisfaction with *safety and security* were postgraduates compared to undergraduates, females compared to males, and students in Science and Technology and Engineering compared to students in the other faculties [not shown].

An important feature of the 2021 Student Satisfaction Survey was the addition of an 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 for review and action.

In conclusion, the 2021 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 2021, Mona Campus

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

	% Distribution (N = 285)				
	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)	7.4	2.8	88.8	0.7	0.4
The Lecturers / Facilitators / E-Tutors use an effective mix of teaching methods. (2)	27.4	4.9	65.3	1.4	1.1
My programme provides me with opportunities to apply what I have learnt. (3)	19.6	5.6	71.6	1.4	1.8
The structure of my programme allows me to pursue other desired credit opportunities (e.g. co-curricular, internships, etc.). (4)	35.8	13.3	42.5	7.4	1.1
Marking and assessment are fair. (5)	25.6	13.0	59.3	1.8	0.4
I am satisfied with the quality of supervision received for my thesis/dissertation/research paper or project. (6)	16.1	10.5	42.1	30.2	1.1
I am satisfied with the access to the campus laboratory facilities for my thesis /dissertation /research paper or project during COVID-19. (7)	16.8	15.8	20.7	44.9	1.8
I had adequate access to the tools and technology required to transition to virtual learning. (8)	17.5	6.0	72.3	2.5	1.8
Virtual learning is more effective and impactful than classroom learning. (9)	54.4	11.6	31.2	1.8	1.1
The current structure of my programme allowed me to pursue the required labs/fieldwork in a virtual setting. (10)	21.1	9.5	37.5	30.9	1.1

Student Satisfaction Survey 2021, Mona Campus

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

	% Distribution (N = 285)				
	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)	40.4	13.7	41.8	0.7	3.5
My lecturers show fairness in the treatment of students' views and opinions. (2)	15.8	11.6	68.1	0.7	3.9

Student Satisfaction Survey 2021, Mona Campus

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

	% Distribution (N = 285)				
	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)	11.2	10.2	74.0	2.1	2.5

Student Satisfaction Survey 2021, Mona Campus

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

	% Distribution (N = 285)				
	Dissatisfied	Neither dissatisfied nor satisfied	Satisfied	Not applicable	No Answer
The efficiency of administrative processes (registration and examination processes). (1)	37.9	11.6	48.1	1.1	1.4
The availability and adequacy of library resources. (2)	15.4	17.2	55.4	9.8	2.1
Information technology support services. (3)	23.5	9.1	61.1	4.2	2.1
The health and counselling services provided. (4)	15.8	23.5	31.9	27.0	1.8
Safety and security for students. (5)	31.9	13.3	28.1	23.5	3.2
Student orientation services (first-year students only). (6)	9.5	8.4	19.6	41.1	21.4
The online learning platform is secure and reliable. (7)	27.7	9.8	60.0	1.4	1.1