UNIVERSITY of TWENTE
Faculty of Behavioural, Management and Social Sciences

To: Faculty Council
Cc: Programme committees
From: Jan van Diepen and Riet Martens
Date:
Ref: QA 1573\3

Subject: Proposals for adjustments to procedures for the Student Experience Questionnaire (SEQ) and
adding questions

On 13 December 2016 the Faculty Council met with the Dean to discuss the issue that the SEQ surveys conducted at the end of each BSc module do not offer teaching teams enough useful feedback or suggestions for improvements. As a result, it is rarely possible for them to implement improvements based on the outcome of the surveys. We are thankful to those who brought this information to our attention, as improving education is why we ask students to fill out these questionnaires in the first place. This is why we would like to offer a number of suggestions to improve the content of the SEQs and the procedures involved in creating them.

Aim: With these proposals we would like to prevent unnecessarily long questionnaires that students end up rushing to complete, and we would like to create a balanced way for a continued improvement of education.

The SEQ consists of a list of questions (1) that are used for all University of Twente BSc programmes and a list of questions (2) that are optional.
1. The general part consists of 3 parts with sub-questions
    a) 26 standard questions which are presented to all UT students in all BSc modules (appendix 1)
    b) 18 questions that are added (since the 2015/2016 academic year) in the event the module is part of a minor programme (appendix 2)
    c) 13 questions that are added (since the 2015/2016 academic year) in case of REST education (appendix 3)
2. The option of adding questions was initially offered to allow teaching staff to find out what students think in regards to specific aspects of teaching and to obtain suggestions for improving education. However, the current practice is that questions are generally supplied by the programme coordinator and are included in the SEQs for all programme modules. The number of questions added varies, from 2 to almost 50.
    Recently the Programme Directors have expressed their view to add a few additional questions to the SEQ for the purpose of obtaining students' opinions on individual teachers' teaching skills. The purpose of these questions is *to improve education*. As teachers' personal information is involved, this information has to be treated in the strictest confidence and distribution will be limited.

Proposal number 1: For the sub-questionnaires that are standard for all UT BSc degree programmes (1 a to 1 c), we will submit a procedure to the UT Quality Assurance Platform to allow changes or limitations to be made annually.

Proposal number 2: For the questions added by the faculty, sub-questionnaires will be introduced. This is necessary if privacy-sensitive questions are added (due to limited distribution). The proposal is to distinguish four sub-questionnaires:
2a) a sub-questionnaire including - if desired - a limited number of questions provided by programme management (Programme Director or coordinator)
2b) a sub-questionnaire with limited number of questions per teacher involved in a module on their teaching skills (the outcome of which will only be sent to the teacher in question and the Programme Director/coordinator)

2c) a sub-questionnaire with questions that can be added by the module team – if they wish so - to obtain suggestions for improving aspects of the module (for instance based on the improvement points of the previous year)

2d) a sub-questionnaire with questions that an individual teacher can add - if he or she wishes - to obtain feedback on certain aspects of their own teaching skills (the outcome will only be sent to the teacher)

Proposal number 3: (regarding 2a) Degree programmes may add questions to the SEQ if they wish. The number of questions added varies per degree programme, from 2 to almost 50. The aim is to allow module teams to add questions if they wish. In order to prevent overly lengthy questionnaires that students merely skim and answer quickly, we propose to limit the number of questions added by the programme. The idea is for all degree programmes to agree which questions should be added every year prior to the start of the academic year.

Proposal number 4: (regarding 2b) The Programme Directors would like to have questions added on the teaching skills of individual teachers (rather than give teachers a tool to ask the students' opinion themselves (see proposal 6)). It is very important that students take these questionnaires seriously when privacy-sensitive information is concerned, which means the entire questionnaire must not be too long. Four or five teachers are usually involved in one module. If you ask about 3 or 4 questions per teacher, then the questionnaire becomes longer by about 12-20 questions!!! Because answers to open-ended questions usually include plenty of suggestions for improvement, we propose to include 1 closed question and 2 open-ended questions (see appendix 4).
Note: As teachers' personal information is included in these questionnaires, the process has to be described carefully and in great detail, should be communicated clearly and should contain for example the purpose for which the information is being gathered (improvement of education), the persons receiving the information (only teacher and programme director/coordinator) and information on how the results will be stored (not). The questions will only be added after all teachers are informed adequately.

Proposal number 5: (regarding 2c) In the second semester we would like to conduct a pilot project on a number of modules (1 or 2 from every BSc programme). In cooperation with module coordinators and teacher teams we would like to develop a workable procedure to add a limited number of additional questions to the SEQ.
The intention is to also look at possibilities and tools for asking students for their opinion regarding certain aspects of their education at varying intervals during modules. We also want to find a workable method that allows teaching teams to inform students on improvement measures[1]. For this pilot, we are planning to ask module coordinators who are members of the Programme Committee or the Faculty Council to help.

Proposal number 6: (regarding 2d) This gives individual teachers the option of adding additional questions that focus on specific aspects of their own teaching skills. The outcomes/answers to the questions will only be given to the teacher involved.
Please note: as part of the pilot programme discussed in proposal number 5, we are looking into what is preferable, distributing the questionnaire during the module or afterwards.

Questions to the members of the Faculty Council:
1. Do you agree with the proposals described?
2. Do you have any suggestions for other changes?

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[1] Often, students do not receive any information after their feedback has been received. The Education Council has conducted research into the factors that promote a culture of quality (Education Council: Toetsen in het hoger onderwijs (Testing in higher education, August 2015). One of the seven factors is great student involvement. It is up to the teachers and the programme managers to ensure that students' feedback contributes to the constant endeavour to improve the quality of teaching programmes and that students are informed on how their feedback is used.

Annex 1: SEQ standard questionnaire 2016/17

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ■ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

1. General

1.1 I am a student in....

☐ AM (TW)	☐ AT	☐ ATLAS
☐ BIT	☐ BMT	☐ CiT
☐ Create	☐ CW	☐ EE
☐ EPA / PGaB	☐ GZW	☐ IBA
☐ ID / IO	☐ PSY	☐ ST
☐ TBK	☐ TG	☐ TI
☐ TN	☐ WB	☐ Other

1.2 I am... ☐ Male ☐ Female

1.3 I come from...

☐ the Netherlands ☐ Another EER-country (European Union + Iceland + Liechtenstein + Norway + Switzerland) or the United Kingdom ☐ Outside EER

☐ No answer

2. Module

2.1	As a whole, I found the module challenging	Far too little	☐	☐	☐	☐	☐	Far too much	☐	No opinion
2.2	In general, I had enough prior knowledge to successfully do the module	Far too little	☐	☐	☐	☐	☐	Far too much	☐	No opinion
2.3	As a whole, I learned a lot in the module	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion
2.4	The module was logically put together. Consider for instance: parts of the module were connected well; good sequence of module parts	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion
2.5	The module was well organised. Consider for instance: clear assignments, clear rules for assessments	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion
2.6	This module contributes to my knowlegde, skills and / or attitude to learn or work in an international context	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion

3. Learning

3.1	I have learned a lot from the teachers, tutors, teaching assistants, etc.	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion
3.2	In general, the teaching and learning in the module were a good fit for how I learn. Consider for instance: thinking things through before taking action; learning in cooperation; applying theory in reality.	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion
3.3	This module contributed to my knowledge, skills and attitude to operate in an international context	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion

4. Project

4. Project   [Continue]

4.1   I have learned a lot from doing the project   Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

4.2   I found the following aspects of the project very valuable (more than one answer possible)

☐ the application of previously gained knowledge   ☐ the integration of (the) various subjects learned in the module   ☐ the development of new knowledge and insights

☐ the motivational effect   ☐ the cooperation with other students   ☐ the development of skills, namely... (answer question 4.3)

☐ another aspect, namely... (anwer question 4.4)

4.3   *Only answer this question if you indicated 'the development in skills, namely...' in question 4.2*
I found the development of skills valuable, namely:

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4.4   *Only answer this question if you indicated 'another aspect namely...' in question 4.2*
I found another aspect of the project very valuable, namely:

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4.5   I would like to suggest the following improvements of the project to the teachers:

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5. Assessment

5.1   Throughout the module I knew on time how I would be assessed. Consider form and content (e.g. written/verbal exams, presentations, assignments)   Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

5.2   The tests were suitable to determine whether I'd learned sufficiently   Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

5.3   I got useful feedback throughout the module (including possible intermediate assessments)   Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

5.4   Throughout the module I had enough time to prepare for each assessment   Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

6. Effort to put into study

6. Effort to put into study   [Continue]

| 6.1 | In general, the amount of study time I had to put in was doable. Consider the entire module and possible fluctuations of workload in it. | Strongly disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly agree | ☐ | No opinion |

7. Appreciation

| 7.1 | Based on the module, I would recommend this UT study programme to others | Strongly disagree | ☐ | ☐ | ☐ | ☐ | ☐ | Strongly agree | ☐ | No opinion |

7.2   In summary, I give the module the following grade.
1 = very poor; 10 = excellent

1 2 3 4 5 6 7 8 9 10
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

7.3   I found the following to be the strongest points of the module:

7.4   These are my suggestions for the improvement of the module:

Annex 2: SEQ minor questionnaire

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: ☐ ■ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

1. General questions about the minor

1.1 Was this module part of your minor?
☐ Yes ☐ No

1.2 Which type of minor module was this?
☐ An HTHT module ☐ A join-in minor ☐ An in-depth minor
☐ Crossing Borders ☐ I don't know

1.3 The content of the minor met my expectations based on the information provided (e.g. minor information market, website, introductory lecture, etc.)
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

1.4 The minor content was appropriate for a third year student
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

1.5 The average number of hours per week I spend on my minor was (everything included: lectures, tutorial, self-study, project work, etc.):
☐ 0-10 hours per week ☐ 10-20 hours per week ☐ 20-30 hours per week
☐ 30-40 hours per week ☐ 40-50 hours per week ☐ more than 50 hours per week

2. Organisation of the minor

2.1 The schedule was clear and was available on time
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

2.2 The information in the digital learning environment was clear and useful (e.g. Blackboard)
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

3. Learning effect of the minor

3.1 The minor was a valuable contribution to my Bachelor programme
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

3.2 I learned a lot regarding the cooperation with students from different disciplines
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

4. HTHT module

4.1 It was an *advantage* that the students in my minor were from different disciplines
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

4.2 Through the multidisciplinary minor I *learned* a lot about the disciplines of the other students
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

4.3 Due to my specific role as a social science or engineering student, I provided a valuable contribution to the development of the project
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

4.4 I *enjoyed* working together with students from different disciplines
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

4.5 The experience of cooperating in a multidisciplinary minor provides me with *future advantages* (e.g. in the labour market, future job)
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

4. HTHT module   [Continue]

4.6	This minor helped me understand that a technical solution and the broader social context are by definition connected to each other	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion
4.7	During the minor, there were sufficient exchanges of insights between teachers and students and between students	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion
4.8	The lecturers provided my with regular and timely feedback that enabled me to improve my work and competences	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion
4.9	Instead of mainly frontal education (i.e. lecturers), the minor consisted of different teaching methods	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion

Annex 3: SEQ REST questionnaire 2016

Mark as shown: ☐ ☒ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: ☐ ■ ☐ ☒ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

1. RESTS

The following questions are about the so called RESTS education. These questions are asked because in this module education was offered that reflected on science, technology and society from the perspective of Philosophy, Ethics, History and Sociology.

1.1 In summary, I give this RESTS education the following grade *(1= very poor, 10 = excellent)*:
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

1.2 In summary, I give the teacher(s) of this RESTS education the following grade *(1= very poor, 10 = excellent)*:
☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

1.3 What are the reasons you gave a 1, 2, 3, 4 or 5 for the RESTS education (select max. 3 options)?
☐ I don't think I need it for my further career
☐ The subject didn't interest me
☐ I experienced it as too difficult
☐ I experienced it as not challenging enough
☐ It was unpleasant to think in a way that is new to me
☐ The content did not meet my expectations
☐ I received insufficient information about the education process (consider for instance: schedules, deadlines, rules and regulations, etc.)
☐ Other reason(s), namely... (go to question 1.4)

1.4 *In case of 'other reason(s)' for question 1.3.* What other reason(s) do you have for giving a 1, 2, 3, 4 or 5?

1.5 What are the reasons you gave a 6, 7, 8, 9 or 10 for the RESTS education (select max. 3 options)?
☐ I need it for my further career
☐ The subject interested me
☐ The level of the RESTS component was good
☐ I was intellectually challenged
☐ It taught me to look at my own discipline in a new perspective
☐ The content of this education met or exceeded my expectations
☐ I received sufficient information about the education process (consider for instance: schedules, deadlines, rules and regulations, etc.)
☐ Other reason(s), namely.... (go to question 1.6)

1.6 *In case of 'other reason(s)' for question 1.5.* What other reason(s) do you have for giving a 6, 7, 8, 9 or 10?

1.7 I learned a lot from the content of this RESTS education
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

1.8 I learned a lot from the teacher(s) of this RESTS education
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

1.9 I was intellectually challenged by the teacher(s) of this RESTS education
Strongly disagree ☐ ☐ ☐ ☐ ☐ Strongly agree ☐ No opinion

1. RESTS   [Continue]

1.10	I was sufficiently made enthusiastic by the teacher(s) of this RESTS education	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion
1.11	This RESTS education was well integrated with the rest of the module	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion
1.12	This RESTS education equipped me with the knowledge and skills to reflect on science, technology and society	Strongly disagree	☐	☐	☐	☐	☐	Strongly agree	☐	No opinion

1.13 These are my suggestions for further improvement of this RESTS component in this module:

Annex 4: student opinion teaching skills teachers (proposal4)
Students are asked to share their opinion in three items on each teacher involved in the course. The names of the teachers are collected from OSIRIS course catalogue. Results are reported to the teacher in question and to the programme management confidentially and are not archived nor published.

Please, give your opinion about teaching qualities of the teachers in this course (fill in only for the teachers that you do know).

Teacher [name], [initials]

1. This teacher's teaching and supervising skills have strongly contributed to the knowledge, skills and/or attitudes I developed during this module
   [] strongly agree
   [] neutral
   [] strongly disagree
2. Which aspects of his/her teaching or supervising skills did you appreciated the most?
   ……………………………………………………………………………………………………..…..
3. Have you suggestions how this teacher could serve your learning better?
   ……………………………………………………………………………………………………..…..

Teacher [name], [initials]
1. This teacher's teaching and supervising skills have strongly contributed to the knowledge, skills and/or attitudes I developed during this module
   [] strongly agree
   [] neutral
   [] strongly disagree
2. Which aspects of his/her teaching or supervising skills did you appreciated the most?
   ……………………………………………………………………………………………………..…..
3. Have you suggestions how this teacher could serve your learning better?
   ……………………………………………………………………………………………………..…..

Teacher [name], [initials]
1. This teacher's teaching and supervising skills have strongly contributed to the knowledge, skills and/or attitudes I developed during this module
   [] strongly agree
   [] neutral
   [] strongly disagree
2. Which aspects of his/her teaching or supervising skills did you appreciated the most?
   ……………………………………………………………………………………………………..…..
3. Have you suggestions how this teacher could serve your learning better?
   ……………………………………………………………………………………………………..…..

Teacher [name], [initials]
1. This teacher's teaching and supervising skills have strongly contributed to the knowledge, skills and/or attitudes I developed during this module
   [] strongly agree
   [] neutral
   [] strongly disagree
2. Which aspects of his/her teaching or supervising skills did you appreciated the most?
   ……………………………………………………………………………………………………..…..
3. Have you suggestions how this teacher could serve your learning better?
   ………