

Learning and Teaching Committee

Date of Meeting	Tuesday 14 February 2023
Paper No.	LTC3-B
Agenda Item	4.2
Subject of Paper	My Student Experience Survey Outcomes
FOISA Status	Disclosable
Primary Contact	Nicola Crowley
Date of production	6 February 2023
Action	For Discussion

Recommendations:

- **Members are asked to reflect on the results of the *My student Experience Survey 2022* (in line with Aim 3 of the Student Academic Experience Strategy) and consider actions to inform ongoing improvement of retention and student success.**

Executive Summary

Student satisfaction is measured via Stop-Check Support meetings and by two student surveys carried out over an academic year.

The College runs the *My Student Experience Survey* (MSES), opening in October, to gather evidence on the students' experience of starting college, from application, induction and their first few weeks of teaching. This paper is primarily concerned with these results.

The College also takes part in the Scottish Funding Council (SFC) *Student Satisfaction and Engagement Survey* (SSES) which opens in March each year and is used by the SFC as a national approach to monitoring student satisfaction and engagement.

The MSES data will be compared with the SSES results at the end of the academic year, to allow us to show the student journey across the year and highlight any areas for improvement in time for the following academic year (where possible).

The data from the MSES can also be used to help consider any areas of improvement to reduce early withdrawal rates (currently sitting at 3% across the College).

Student satisfaction data, alongside course KPIs and annual monitoring reports, can be found on the Quality Assurance and Enhancement Microsoft Teams page.

Key highlights:

- **92% of students surveyed in October 2022** said that they were satisfied with their college experience, with **91%** being satisfied with the learning and teaching experience (based on a response rate of 34.5%). This is an increase of 1pp from last year.

Students surveyed in March 2022 rated their overall College experience at **79.2%**, 11pp below the sector average (90.2%), based on a 26.4% response rate.

- MSES Student comments indicate that to strengthen the blended learning experience, they would like a more consistent approach to online materials and layout of Canvas, and further support on how to access and use online platforms.
- MSES comments regarding student support were complimentary, with some frustrations on disability support and the need for further advice and guidance on access to financial support, particularly for international students.
- Room bookings and last minute changes to the timetable, including how this is communicated to students, was raised as an area for improvement.
- Healthier options in the campus canteens and the use of microwaves at Riverside featured in a number of comments.

Introduction

The My Student Experience Survey (MSES) was carried out in October 2022. It aims to gather evidence on the students' experience of starting college, from application, induction and their first few weeks of teaching.

The survey asks students to rate their satisfaction ('Agree completely', 'Agree Mostly', 'Disagree Mostly', and 'Disagree Completely') on 29 statements. The College also asked two free text questions.

The overall satisfaction figure is the key outcome agreement measure for student satisfaction and is based on the combined figure for 'Agree completely' and 'Agree Mostly' for the statement 'overall, I am satisfied with my college experience'.

Student Satisfaction data provides College with invaluable data about student opinion to allow enhancements to be made. This process should be seen as a positive self-reflective exercise, rather than punitive.

There is an expectation that curriculum teams will use this data to scrutinise and challenge themselves, and make appropriate change where enhancements can be made, and to share good practice identified by students from their responses.

It would be helpful if College could foster a culture and environment where curriculum teams can have space and time to discuss Learning and Teaching enhancement and encourage team ownership of student feedback outcomes and actions.

Curriculum teams can also use the data to decide if there are areas which require further clarity from students.

Student Representatives or independent student focus groups can help to provide additional feedback to curriculum teams on particular learning and teaching areas of concern, in order to enable changes to be made timely and effectively.

Response Rate

The overall MSES response rate this year was **35%** (4.3pp below the response rate of 2021 and mirrors the downward trend across in response rate for the Student Satisfaction and Engagement Survey held in March 2022 at 26.4%, a reduction of 10pp on 2021).

Response rates for part-time students were lower at both FE (14.4%) and HE (12.3%) levels, compared with full-time FE (40.2%) and HE (43.3%) students.

My Student Experience Survey (October 2022)			
Responders	College 2020	College 2021	College 2022
Surveyed	11,017	13,104	11,929
Responded	5,784	5,092	4133
Rate	52.5%	38.9%	34.6%

Response rates by Faculty

Both Creative Industries and Nautical and STEM exceeded the College average response rate. Education and Humanities has dropped 13.5pp and is now sitting at 21.9% (which is similar to their response rate for the SESS).

Faculty	Responses 2021 (%)	Targeted	Responses	Responses 2022 (%)
Creative Industries	38.10%	3171	1515	47.8%
Education and Humanities	35.40%	3837	841	21.9%
Hospitality and Leisure	51.10%	2857	888	31.1%
Nautical and STEM	34.10%	1916	784	40.9%

Curriculum Area response rates

A number of areas such as Media, Mechanical and Electrical Engineering, and Business and Management have managed to maintain higher than average response rates.

There are a number of curriculum areas, particularly within Education and Humanities with ongoing low response rates.

We have asked that all Faculties create actions to mitigate this in time for 2023 surveys.

Faculty	Curriculum Area	Targeted	Responses	Responses (%)
Nautical and STEM	Mechanical and Electrical Engineering	653	352	53.91%
Creative Industries	Visual Communications	1171	620	52.95%
Creative Industries	Media	784	400	51.02%
Nautical and STEM	Cadet Programmes	321	161	50.16%
Creative Industries	Art	461	229	49.67%
Education and Humanities	Business and Management	945	462	48.89%
Hospitality and Leisure	Sport and Fitness	740	271	36.62%
Education and Humanities	Accounting and Supply Chain Management	601	217	36.11%
Hospitality and Leisure	Hospitality and Tourism	674	238	35.31%
Creative Industries	Design	755	265	35.10%
Nautical and STEM	Senior Nautical	71	24	33.80%
Nautical and STEM	Built Environment	798	242	30.33%
Hospitality and Leisure	Hair and Beauty	896	244	27.23%
Hospitality and Leisure	Culinary Arts	547	135	24.68%
Education and Humanities	Languages and ESOL	930	164	17.63%
Education and Humanities	Health and Early Years	910	67	7.36%
Nautical and STEM	Senior Marine and Engineering Practice	73	5	6.85%
Education and Humanities	Social Sciences and TUEC	451	27	5.99%

Student Satisfaction rates

The MSES satisfaction rate is based upon Q30 of the survey: *Overall, I am satisfied with my college experience*. Although the survey outcome this year is based on fewer learners, the satisfaction rate of the overall student experience has increased by 1pp, from 91% in 2021 to **92%** this year.

Similar to the SESS (with an overall satisfaction rate of 79.2%), satisfaction levels were high across all modes with the exception of Part-time HE which is 8pp below the College average.

My Student Experience Survey October 2022			
Satisfaction Rate	College 2020	College 2021	College 2022
FEFT	tbc	tbc	92.1%
FEPT	tbc	tbc	95.3%
HEFT	tbc	tbc	91.6%
HEPT	tbc	tbc	83.8%
Combined FE	tbc	tbc	91.9%
Combined HE	tbc	tbc	91.4%
Overall	88.1%	90.8%	91.9%

** based on the question: Overall, I am satisfied with my College experience*

Student Satisfaction by Faculty

Overall College experience

Creative Industries has the highest response rate (48%) but a lower satisfaction rate at 91% (but has increased on last year's Faculty satisfaction rate by 1pp).

Nautical and STEM have the second highest response rate and are also sitting at 91% satisfaction, which is a 3pp increase on last year's Faculty satisfaction rate.

Faculty	Targeted	Responses	Response Rate	Total Agree	Satisfaction Q30 – overall College experience
Creative Industries	3171	1502	48%	1369	91%
Education and Humanities	3837	930	24%	862	93%
Hospitality and Leisure	2857	877	31%	818	93%
Nautical and STEM	1916	779	41%	709	91%

Learning and Teaching experience

Satisfaction with Learning and Teaching is high. Creative Industries and Nautical and STEM, at 90% each were below the College average. However, both Faculties have increased L&T satisfaction rates by 3pp and 5pp respectively on last year's figures.

The Faculty of Education and Humanities has increased their satisfaction rates on the learning and teaching experience by 4pp, and the Faculty of Hospitality and Leisure has

increased their L&T satisfaction rates by 2pp on last year. However, both have lower response rates than last year.

Faculty	Targeted	Responses	Response Rate	Total Agree	Satisfaction overall L&T experience
Creative Industries	3171	1474	48%	1328	90%
Education and Humanities	3837	914	24%	839	92%
Hospitality and Leisure	2857	870	31%	803	92%
Nautical and STEM	1916	777	41%	697	90%

Curriculum areas satisfaction rates based on overall College experience:

Faculty	Curriculum Area	Overall College experience Total Agree %	Overall L&T experience Total Agree %
Creative Industries	Art	91.2%	91.1%
Creative Industries	Design	96.2%	96.4%
Creative Industries	Media	88.4%	87.3%
Creative Industries	Visual Communications	90.8%	88.9%
Education and Humanities	Accounting and Supply Chain Management	93.9%	92.3%
Education and Humanities	Business and Management	90.7%	90.0%
Education and Humanities	Health and Early Years	92.3%	92.5%
Education and Humanities	Languages and ESOL	98.1%	96.9%
Education and Humanities	Social Sciences and TUEC	85.2%	85.2%
Hospitality and Leisure	Culinary Arts	90.8%	87.1%
Hospitality and Leisure	Hair and Beauty	95.5%	95.9%
Hospitality and Leisure	Hospitality and Tourism	92.4%	89.5%
Hospitality and Leisure	Sport and Fitness	93.3%	94.0%
Nautical and STEM	Built Environment	97.5%	96.7%
Nautical and STEM	Cadet Programmes	89.4%	86.3%
Nautical and STEM	Mechanical and Electrical Engineering	87.4%	86.5%
Nautical and STEM	Senior Marine and Engineering Practice	100.0%	100.0%
Nautical and STEM	Senior Nautical	87.0%	87.5%

Key Reflections: Overview of survey questions

The biggest increase in satisfaction was with Q9: *I was given assessment dates for my classes within the first couple of weeks of my course* which saw an increase of 9pp on last year.

Q11 *My course gives me the opportunity to learn in different ways such as with my classmates, on my own and with my lecturer* and Q23 *I am aware that I can access a suitable IT device from the College if I require one* both saw an increase of 6pp on last year.

Students have highlighted issues in receiving information on funding (Q3 *Before applying I was able to access useful information about student funding*) which is sitting at the bottom of the satisfaction rates with 77% (a 4pp decrease on last year). Concerns regarding student funded and bursary information is reiterated in the free text comments.

Q28 *I understand I have a responsibility to treat others fairly and with respect* scored the highest at 96% (down 1pp on last year) although it should be noted that there were multiple free text comments around the behaviours of other students, particularly noise disruption.

The full survey results and free text comments can be found at **Appendix 1**.

Free Text Comments

An analysis of the two free text comments questions were themed in line with SPARQS Student Learning Experience framework.

Q20. What suggestions can you provide to help strengthen your experience of learning online and on campus

2945 comments from students were recorded.

Key themes were:

- A desire to have more employer-based work experience and field trips. For example:

“It would really strengthen my learning experience if we had the opportunity to go on field trips/ college linked work placements in order to gain experience and knowledge of how professionals in the industry work. It would be invaluable to gain an insight into the workplaces I intend to approach as a potential employee and would make sure I had a good understanding of the industry when I enter it after college and would give me an advantage in situations such as interviews”.

- A consistent layout of information on Canvas. For example:

“better organised resources online, multiple canvas tabs with similar names creates confusion while trying to find specific assignments”

“Standardisation of how learning materials/tasks/assignments/ are uploaded, presented and turned in via Canvas”.

“While some classes have extensive material on Canvas there are others where there is no information to access from home”.

“Clearer order of work and materials. For example, week 1 (and its assignments and course work) etc”.

- Support students with the various College online platforms. For example:

“Sometimes there are so many online platforms it can be confusing and overwhelming”

“Some visits to the class by the IT people and enough time spent with every student so that they can log in to college Wi-Fi and canvas”

“There are way too many things to access online. Outlook, Canvas, Teams, and Mycity/Citylife/cityofglagowcollege websites (I'm not sure which website is which, or what they're for). There seems to be no cohesion between each program, so trying to find a specific bit of information can be a nightmare..... (students) don't use the online guides because they are hard to find, poorly worded, or out of date”.

- A consistent approach to how information is provided and communicated to students. For example:

“Would like to see all due dates/ projects. Full list of items needed given at the start of each project. Being sufficiently blended with sufficient content taught in person at key times in the course”.

“clear instructions from lecturers need to be worked on”

“I am finding that in some classes the material is not providing enough information in order to be able to study outside the college environment and I need to perform google searches in order to complete all theories”.

- Better communication regarding cancellations and changes made to room bookings. For example:

“A consistent class room. More accurate information on timetable changes”

“give specific assignment class room instead of having different ones”.

“ the communication of changes in timetabled classes, for instance when the room number changes would be helpful if told before the day of the class”.

“If classes are cancelled provide this information to students as soon as possible”.

“Having efficient teaching spaces... as we are regularly as a class been kicked out of our room”.

“... we are constantly moved about and given less than appropriate areas to work”.

“Having an open classroom for teaching is not ideal; however, sometimes, in classrooms, there are not enough tables or chairs or enough space for students to sit and study”.

- A strong desire to have a truly blended experience, with the timetable structured better. For example:

“The timetable for me on this block 1 was a lot stressful, having to come to college 4 days weekly”.

"Timetabling information given further in advance would be helpful. For a mature student juggling work, study and family life it's incredibly difficult to plan when I only have timetabling information a matter of days before the start of a block".

"Fix the timetable and tell us when we are online or on campus so there isn't any more confusion".

- Clearer assessment information given to students in good time and consideration given to staggered assessment deadlines. For example:

"it would be great if all lecturers would communicate when they are giving out assignments so that they do not end up handing out assignments or homework at the same time".

"Assessments should also be more spread out, so that the students aren't doing more than 4 reports/presentations that are due for the same week"

"being more aware of what needs done in order to pass the course"

"lecturers to try to be more clear with what is a class task and what is an assignment, and give a bit more information on what we are required to do".

"more communication for work, and notifications on canvas when my work gets marked".

"Need clarity with assignment dates"

Q31. Do you have any general comments about your course or the College? (For example, aspects which have been very successful or ideas you have on how your course or College experience could be improved)

Key themes were:

- Earlier communication regarding timetabling and consistent course information. For example:

"I found it very stressful that we only found out our start date a couple of weeks before we were due to start. I felt there was not enough correspondence between finding out I was accepted on the course and starting the course".

"lots of chopping and changing regarding classes and what materials are being taught on what days, can be confusing. assessments also have been given without much notice e.g. being told the week before".

- Further comments around timetabling and room allocations. For example:

"Regarding the timetable, occasionally there is double lessons booked at the same time.- The room allocation often ends up with chartwork classes placed in unsuitable classrooms".

"the course is very well organised however, the course numbers are large and some of the classrooms very cramped, especially during assessments".

- The structure and content on Canvas. For example:

“more emphasis on canvas and training needed as certain classes don’t have any notes on there”.

Some general comments were around students feeling ‘rushed’ and would like some lecturers to slow down and allow additional time for consolidating learning.

There were a number of comments around the lack of access to timely student support, particularly those with disabilities or mental health.

Healthier options in the canteen was raised across students in all faculties and Nautical and STEM students have requested they have access to a microwave at Riverside Campus.

More examples of the free text comments to both Q21 and Q31 can be found at **Appendix 1**.

Satisfaction and Early Withdrawal

Early withdrawal is recorded when a full-time student withdraws from their course before 1 November. Students who withdrew before this point are not eligible for funding from the Scottish Funding Council, representing a loss of potential income and a reduction in the efficiency of the recruitment process.

While the causes of early withdrawal are many and complex, it can be helpful to reflect on satisfaction levels relative to early withdrawal. Where satisfaction levels are high, for example, we might expect Early Withdrawal to be lower.

Withdrawals across the college sector were impacted by a more buoyant labour market and continued COVID measures, which limited physical attendance and impacted the student experience, particularly in practical and technical subjects such as construction, hairdressing and hospitality.

This year we can positively see that early withdrawal has declined across full-time provision and halved for FT HE.

Early Withdrawal rates	AY 20-21	AY21-22	AY22-23
FE/FT	6% (179)	10% (351)	6% (163)
HE/FT	3% (183)	6% (443)	3% (196)
FE/PT	2% (259)	1% (154)	1% (82)
HE/PT	6% (154)	2% (55)	2% (55)

Early withdrawal by course for FE Full-time, including MSES L&T Satisfaction rate

Faculty/Area/Course	Total Answered	Total Agreed	%	Overall L&T experience Total Agree %
Creative Industries	606	28	4.62%	89.23%
Art	127	5	3.94%	89.66%
CE: Fine Art	61	2	3.28%	90.00%
CF: Photography 1	66	3	4.55%	89.47%
Design	144	9	6.25%	92.55%
CA: Furniture	39	2	5.13%	95.65%
CB: Spatial Design	26	4	15.38%	93.33%

CC: 3D Design and Drama	42	1	2.38%	88.24%
CD: Craft and Design	37	2	5.41%	95.45%
Media	93	6	6.45%	77.08%
CM: Media	24	2	8.33%	71.43%
CN: Broadcasting	44	0	0.00%	73.91%
CP: Marketing and PR	25	4	16.00%	90.91%
Visual Communications	242	8	3.31%	91.20%
CH: Digital Media	25	2	8.00%	92.86%
CJ: Graphic Arts	41	2	4.88%	92.86%
CK: Games and 3D Computer Animation	84	2	2.38%	92.98%
CL: Web Technologies	49	1	2.04%	84.62%
CR: Software Engineering	22	1	4.55%	83.33%
CS: Cyber Security & Networking	21	0	0.00%	93.33%
Education and Humanities	577	34	5.89%	88.33%
Accounting and Supply Chain Management	100	5	5.00%	93.94%
EF: Accounting and Financial Services 1	63	2	3.17%	95.56%
EG: Accounting and Financial Services 2	21	2	9.52%	81.82%
EH: Retail and Supply Chain Management	16	1	6.25%	100.00%
Business and Management	150	17	11.33%	83.56%
EJ: Business 1	150	17	11.33%	83.56%
Health and Early Years	200	8	4.00%	92.31%
EA: Early Education and Childhood Practice	39	1	2.56%	100.00%
EB: Healthcare	22	1	4.55%	100.00%
EC: Social Care	44	6	13.64%	100.00%
ED: Supported Education Programmes	95	0	0.00%	83.33%
Social Sciences and TUEC	127	4	3.15%	80.00%
EN: Social Sciences 2	127	4	3.15%	80.00%
Hospitality and Leisure	1213	84	6.92%	92.34%
Culinary Arts	306	12	3.92%	88.37%
HL: Professional Cookery HE and Short courses	178	6	3.37%	89.66%
HM: Bakery and Schools	128	6	4.69%	87.72%
Hair and Beauty	441	32	7.26%	94.37%
HA: Beauty Therapy	91	4	4.40%	100.00%
HB: Beauty and Complementary Therapies	102	14	13.73%	91.67%
HC: Hairdressing and Make Up Artistry	146	8	5.48%	98.28%
HD: Barbering and Apprenticeships	102	6	5.88%	91.07%
Hospitality and Tourism	312	31	9.94%	88.03%
HR: HE Events	37	3	8.11%	93.33%
HS: HE Hospitality	39	3	7.69%	93.75%
HT: Travel and Tourism 1	211	22	10.43%	87.14%
HU: Travel and Tourism 2	25	3	12.00%	81.25%

Sport and Fitness	154	9	5.84%	100.00%
HE: Sport and Fitness	64	1	1.56%	100.00%
HF: Sports Coaching	49	6	12.24%	100.00%
HG: Sports Therapy	41	2	4.88%	100.00%
Nautical and STEM	527	17	3.23%	87.68%
Built Environment	155	2	1.29%	96.88%
MA: Construction Management	39	0	0.00%	100.00%
MD: Construction Crafts	43	0	0.00%	95.00%
ME: Construction Heritage	1	0	0.00%	92.50%
MF: Construction Skills	72	2	2.78%	92.50%
Cadet Programmes	123	3	2.44%	84.17%
NF: Shipping and Maritime Operations	123	3	2.44%	100.00%
Mechanical and Electrical Engineering	249	12	4.82%	84.62%
NB: Mechanical Engineering	21	1	4.76%	83.78%
NC: Mechanical Engineering 1	64	5	7.81%	89.23%
NH: Electrical Engineering 1	164	6	3.66%	89.66%
Grand Total	2923	163	5.58%	89.95%

Early withdrawal by course for HE Full-time, including MSES L&T Satisfaction rate

Faculty/Area/Course	Total Answered	Total Agreed	%	Overall L&T experience Total Agree %
Creative Industries	2241	61	2.72%	87.29%
Art	309	6	1.94%	89.47%
CE: Fine Art	117	5	4.27%	93.44%
CF: Photography 1	93	1	1.08%	94.12%
CG: Photography 2	99	0	0.00%	81.36%
Design	466	10	2.15%	91.72%
CA: Furniture	63	1	1.59%	95.00%
CB: Spatial Design	113	5	4.42%	89.19%
CC: 3D Design and Drama	151	2	1.32%	92.11%
CD: Craft and Design	139	2	1.44%	91.67%
Media	607	28	4.61%	85.51%
CM: Media	229	9	3.93%	92.59%
CN: Broadcasting	179	5	2.79%	78.38%
CP: Marketing and PR	199	14	7.04%	80.56%
Visual Communications	859	17	1.98%	86.26%
CH: Digital Media	174	3	1.72%	89.81%
CJ: Graphic Arts	143	5	3.50%	85.71%
CK: Games and 3D Computer Animation	196	2	1.02%	89.51%
CL: Web Technologies	50	4	8.00%	89.29%
CR: Software Engineering	172	2	1.16%	80.22%
CS: Cyber Security & Networking	124	1	0.81%	81.16%
Education and Humanities	1597	54	3.38%	88.53%
Accounting and Supply Chain Management	408	9	2.21%	87.50%

EF: Accounting and Financial Services 1	99	0	0.00%	95.24%
EG: Accounting and Financial Services 2	137	4	2.92%	87.10%
EH: Retail and Supply Chain Management	172	5	2.91%	85.25%
Business and Management	673	23	3.42%	88.79%
EJ: Business 1	139	6	4.32%	88.16%
EK: Business 2	273	8	2.93%	85.71%
EM: Legal Services	261	9	3.45%	94.85%
Health and Early Years	248	10	4.03%	90.00%
EA: Early Education and Childhood Practice	122	3	2.46%	100.00%
EB: Healthcare	50	1	2.00%	87.50%
EC: Social Care	76	6	7.89%	66.67%
Social Sciences and TUEC	268	12	4.48%	90.91%
EN: Social Sciences 2	177	9	5.08%	100.00%
EP: Social Sciences 1	91	3	3.30%	0.00%
Hospitality and Leisure	1297	66	5.09%	88.76%
Culinary Arts	119	11	9.24%	77.50%
HK: Professional Cookery HN and Sugarcraft	101	9	8.91%	85.71%
HM: Bakery and Schools	18	2	11.11%	58.33%
Hair and Beauty	367	18	4.90%	96.08%
HA: Beauty Therapy	179	9	5.03%	94.44%
HB: Beauty and Complementary Therapies	50	4	8.00%	100.00%
HC: Hairdressing and Make Up Artistry	138	5	3.62%	96.36%
Hospitality and Tourism	238	7	2.94%	82.86%
HR: HE Events	66	2	3.03%	84.62%
HS: HE Hospitality	59	3	5.08%	90.48%
HU: Travel and Tourism 2	113	2	1.77%	79.31%
Sport and Fitness	573	30	5.24%	90.40%
HE: Sport and Fitness	144	3	2.08%	88.16%
HF: Sports Coaching	210	13	6.19%	91.38%
HG: Sports Therapy	219	14	6.39%	100.00%
Nautical and STEM	925	15	1.62%	89.15%
Built Environment	288	2	0.69%	95.62%
MA: Construction Management	90	0	0.00%	100.00%
MC: Construction Technology	198	2	1.01%	92.59%
Cadet Programmes	256	2	0.78%	80.00%
ND: Nautical Science	92	2	2.17%	80.56%
NE: Marine Management	45	0	0.00%	83.33%
NF: Shipping and Maritime Operations	20	0	0.00%	100.00%
NG: Marine Engineering	99	0	0.00%	55.56%
Mechanical and Electrical Engineering	300	11	3.67%	87.01%
NB: Mechanical Engineering	188	6	3.19%	84.88%
NJ: Electrical Engineering 2	112	5	4.46%	89.01%
Senior Marine and Engineering Practice	7	0	0.00%	100.00%
NU: Professional Standards	7	0	0.00%	100.00%
Senior Nautical	74	0	0.00%	100.00%

NM: Licensing Hub (Deck)	15	0	0.00%	100.00%
Grand Total	6060	196	3.23%	87.29%

The cost of early withdrawal to the College can be determined as follows:

- Average cost per credit = £250
- Average amount of credits a FT student will do = 16

- HE FT early withdrawal student
- Credits: £250 x 16 = £4,000
- Fees: £1,285
- Total: £5,285 per early withdrawal

196 HEFT students = £1,035,860

- FE FT early withdrawal student
- Credits: £250 x 16 = £4,000
- Fees: £1,008
- Total: £5,008 per early withdrawal

163 FEFT students = £816,304

This year, therefore, the College has lost just over £1.8m in income due to full-time student early withdrawals. This is a significant reduction on last AY, where Early withdrawal represented a loss of income of £4.1m.

Lost income per Faculty is therefore as follows:

Faculty	FE Withdrawals	HE Withdrawals	Loss of income
Creative Industries	28	61	£462,609
Education and Humanities	34	54	£455,662
Hospitality and Leisure	84	66	£769,482
Nautical and STEM	17	15	£164,411
Grand Total	163	196	£1,852,164

Student satisfaction – next steps

Course/Faculty Enhancement Action Plans

Curriculum teams can take a broad view of how well the course meets the expectations expressed in the Student Academic Experience Strategy. Then decide what to focus on:

- Is there further work to be done to ensure blended learning is embedded?
- Is there an issue with timetabling that can be resolved locally, or does this need escalated?
- How are simple administrative issues such as room changes communicated to students and how can issues be addressed? (for example, the College could utilise a text alert system to notify students of last-minute changes)
- Is there dissatisfaction with assessment strategies and how can you address them?
- Is there further work to be done on induction to the course?

Curriculum teams could pick out one or two areas which could realistically be improved in time for the next academic year and create action plans to address longer-term issues, escalating to Faculty or College where appropriate.

Using the full evidence base for context

Student satisfaction data, alongside course KPIs and annual monitoring reports, can be found on the Quality Assurance and Enhancement Microsoft Teams page.

Although the data is interesting, contextualising data is more important so that the College can understand why results are high or low therefore discussion and engagement by curriculum staff is required.

Actions which could help to increase student satisfaction rates:

- Student focus groups could be held to consider key themes and the outcomes reported to Faculty Boards for action.
- Performance will discuss response rates and overall satisfaction outcomes with Faculties and tackle low rates.
- College could further utilise text alerts to inform students of short notice timetable changes.
- College could consider making the Canvas course template mandatory, including information on assessment and feedback deadlines.
- Address the issues highlighted over access to student funding and promote the range of support services available to students, particularly information on how to access help with bursary applications.
- Address service issues, such as healthy options available at the canteens and providing students with access to Microwaves at Riverside.