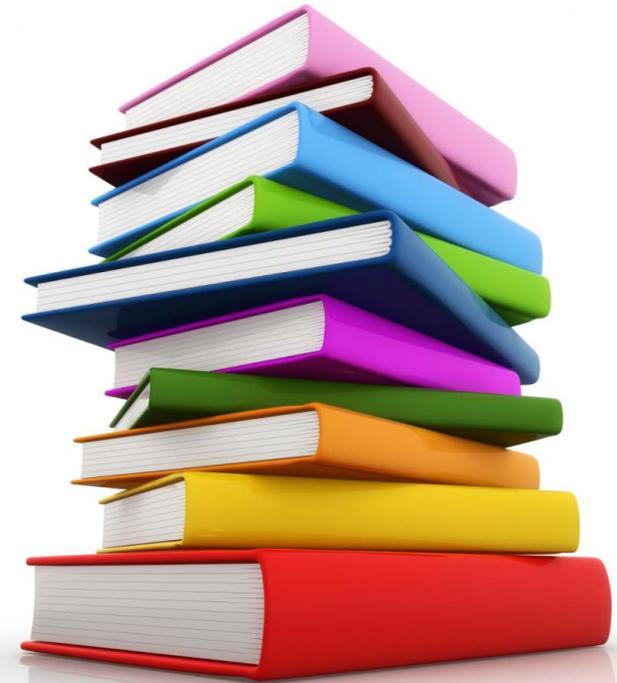


GCU Students' Association's
Class Rep Exit Survey

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Background:

- Prompted by the need to gather data from Class Reps about their experience and views towards academic representation at GCU for an Academic Rep Review.
 - Previous GCU Students' Association end of year Class Rep surveys primarily focused on induction training and events, duplicating information collected other points of time.
- Prompted also by the need to collect examples of the positive difference Class Reps have made for impact reporting purposes.
 - Various past attempts to collect information on the impact of Class Reps had failed.
- The based on previous work undertaken for a Volunteer Management Course assignment.
 - Kent Union's Kent Student Certificate In Volunteering (KSCV) Award review meeting questions.
 - NUS New Economics Foundation (NEF) Project impact assessment questions.
 - 'Best Practice' examples of Volunteer Exit Surveys from charities



Methodology:

- The survey contained 17 questions covering different aspects of the volunteer journey and experience.
 - Six multiple choice/ Likert scale questions
 - Eleven open comment questions
- The survey also contained four demographic questions.
 - Student Type (UG/PGT & Year Of Study)
 - Mode Of Study
 - Academic Department
 - Nationality (UK/ International EU/ International Non-EU)
- The survey was available on online (JotForm) accessible via a web link sent in email(s).
 - Trained Class Rep version with option to request a Class Rep Certificate
 - Untrained Class Rep version with no option to request a Class Rep Certificate



Methodology:

- A total of 129 Class Reps took part in the survey.
 - Around 46% of trained Class Reps answered the survey
 - Only around 3% of untrained Class Reps answered the survey
- The data collected from the survey was analysed in two phases over a two month period
 - Phase One: Quantitative analysis of the six multiple choice/ Likert scale questions.
 - Phase Two: Word Cloud analysis and manual thematic analysis of the eleven open comment questions
- The analysed data was use to generate a report that contained a summary of the key findings as well as an in depth analysis of each question by training status (trained/ untrained) and academic school.



Key Findings:

- Class Reps at GCU appear to be having a positive volunteering experience and would be interested in volunteering again in the future to be Class Rep.
- Class Reps at GCU are generally happy with the current provision of training and support provided by GCU Students' Association but would like the Students' Association to provide more Class Rep specific development training and networking opportunities in the future.
- Class Reps tended to view their role as being messengers, as conduits for passing feedback between students and staff, rather than representatives who campaign to improve the learning experience at GCU.
- The majority of Class Reps at GCU feel that they have made a difference through their volunteering and have also personally gained something from their volunteering experience.



Key Findings:

- There are issues with the current process for recruiting Class Reps that are leading to a number of Class Reps not being recruited in a timely manner and/ or being appointed by Programme Leaders rather than chosen by their peers.
- Class Reps want more opportunities each trimester to meet with University staff to discuss issues around the learning experience with a number of Class Reps wanting there to be at least two Student Staff Consultative Group (SSCG) meetings per trimester.
- Class Reps would like the University to do more to help them promote themselves and their role to their fellow students.
- Engagement between Class Reps and School Officers appears to be low as the majority of Class Reps do not know who their School Officer is.
- Class Reps would prefer to receive only two Class Rep Newsletters each Trimester.



Changes Made:

- Developed a new section to be included in both the School Officers and PGT Student Representatives induction training sessions on how to engage with and support Class Reps.
- Introduced an online form for Programme Leader to submit the details of their Class Reps to the Students' Association.
- Developed a new training session around Feedback Activities for the Academic Rep Gathering.
- Gave the School Officers and PGT Student Representatives a 45min slot in the Academic Rep Gathering to run department level and school level networking activities.
- Reduced the number of general Academic Rep Newsletters from three to two per trimester.



Going Forward:

- Re-running the survey for the 2017-18 academic year with two new additional question around reward and recognition.
 - One new multiply choice/ Likert scale question:
Overall how would you rate the reward and recognition you have received during your time volunteering as a Class Rep?
 - One new open comment question:
Do you have any suggestions on how the Students' Association and/ or the University could improve its reward and recognition for Class Reps in the future?
- Introducing an online exit survey for GCU Students' Association's lead academic reps.

