



## Research Project Meeting Notes

‘Survey of student attitudes, expectations and behaviour in a new funding regime’

9 September 2014, University College London

- Summary of analysis and results – see PowerPoint
- Suggestions/things to think about:
  - Fixed effects of 1<sup>st</sup>/2<sup>nd</sup> years – could use Scottish and international students as a control for this
  - Or look at module evaluations to see how 1<sup>st</sup> and 2<sup>nd</sup> years rate things differently?
  - 2<sup>nd</sup> years may/will answer differently about their expectations before university compared to when they were in 1<sup>st</sup> year
  - Normally around 10% self-reporting error but have to think who took the survey/who attended at the end of term
  - How universities treat[ed] high fee paying first years
  - 2<sup>nd</sup> year marks count towards the degree (independent study and attendance)
  - Compare question of whether students miss lectures because the material has been covered before with whether they have an A-level
  - Demanding more contact hours isn't new with the higher fees – effects of NSS and previous fee increases
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- Individual findings:
  - UEA – attendance dropped in 2014
  - UCL – independent work dropped in 2014
- Ideas for further analysis (some fee related others less):
  - Think about whether students have become more savvy consumers (this may be less noticed at Russell Group universities)
  - Think about if students are satisfied more generally
  - Are students behaving differently overall?
  - Think about different types of students – “good” vs. “lazy” – look at attendance and average A-level tariff for university/A-level result
  - Is the high/low fee a distinction regardless of the actual fee?
  - Different income families may behave differently – look at whether family members went to university
  - Are there regional differences in value judgements (London/South group compared to North)
  - Look at mean/median results (Fisher and Mann Whitney tests)
  - Economics vs. other students – look at HEPI data
- Notes:
  - If you add international students into non-treated group, would have to add a year variable
- Next steps:
  - Release data and Stata file
  - Individual universities look at their data and raise queries to see if other universities have found the same
  - Discussion board on EN website
  - Create small analysis groups to look at certain issues
  - Presentations at DEE 2015