

SFC Statistical publication

College Student Satisfaction and Engagement Survey 2016-17 (Experimental Statistics: data being developed)

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Summary: To inform stakeholders of the publication of the college 2016-17 Student Satisfaction and Engagement survey outcomes

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Executive summary

1. This is the second statistical release of the annual Student Satisfaction and Engagement Survey (SSES)¹ for Scotland's colleges and covers the academic year 2016-17 reporting on students across HE (SCQF² level 7 and above) and FE (SCQF level 6 and below) courses and mode-of-study. The publication provides summary information on the satisfaction and engagement of college students in Scotland, thereby supporting the Scottish Funding Council's work with colleges on outcome agreements³ to measure and improve performance.
2. The SSES provides a means to evaluate and enhance college provision in Scotland through a national approach to monitoring student satisfaction and engagement. Over time, this will provide a consistent basis for college regions to provide evidence of impact and improvement within their outcome agreements. It is envisaged that it will help to strengthen the role of the Students' Association in representation and advocacy and will contribute to public accountability.
3. The **overall satisfaction** figure is the key outcome agreement measure for student satisfaction and is based on the combined figure for "*Strongly Agree*" and "*Agree*" for the question "Overall, I am satisfied with my college experience".
4. The main summary results and trends are as follows.

Combined (Higher Education (HE) and Further Education (FE)) full-time courses

- The proportion of full-time students with overall satisfaction with their college experience is 90.2%, an increase of 0.1 percentage points from the previous year.
- The overall survey response rate for full-time students was 41.4% (28,984 responses from a full-time student sample population at the point of survey of 69,974). There was an increase in response rate of 4.6 percentage points from the previous year.

¹ The SSES consists of 10 questions, nine questions relating to student satisfaction and with one question on engagement with the Students' Association.

² Refers to a programme's SCQF level or a 'broadly comparable' level for non-SCQF credit rated provision.

³ The overall 'satisfaction measures' gathered and reported from the academic year will be used for the Student Satisfaction measure [2017-18 Outcome Agreement measure 9](#).

Combined (HE and FE) part-time courses

- The proportion of part-time students with **overall satisfaction** with their college experience is 94.6%, an increase of 1.5 percentage points from the previous year.
- The overall response rate for part-time students was 15.6% (6,668 responses from a part-time student sample population at the point of survey of 42,740). There was an increase in response rate of 4.3 percentage points from the previous year.

Combined (HE and FE) Distance / Flexible courses⁴

- The proportion of distance / flexible students with **overall satisfaction** with their college experience was 92.7%, an increase of 4.6 percentage points from the previous year.
- The overall response rate for distance / flexible students was 9.4% (905 responses from a distance/flexible student sample population at the point of survey of 9,600). There was an increase in response rate of 3.0 percentage points from the previous year.

HE and FE level course groupings

- For all of the satisfaction questions and the engagement question students on both full-time and part-time FE level courses were more satisfied than those on HE level courses.
- The proportion of full-time FE students with **overall satisfaction** with their college experience was 92.1% and this is 4.7 percentage points more than for full-time HE students at 87.4%.
- Across all modes of study the HE level response rates were below that of the FE level by 4% on average.

Mode-of-study groupings

- The satisfaction question that gave the highest satisfaction level across the three mode-of-study groupings continued to be *“staff encourage students to take responsibility for their learning”* where the proportion of students satisfied was 94.0% for full-time, 96.3% for part-time and 94.7% for distance / flexible.
- The satisfaction question that gave the lowest satisfaction level across the three mode-of-study groupings continued to be *“I believe that student*

⁴ Due to the lower number of returns from students on distance / flexible courses care should be taken when making comparisons since small numbers can create large percentage differentials.

suggestions are taken seriously” where the proportion of students satisfied was 74.4% for full-time, 85.8% for part-time and 83.9% for distance / flexible.

- For the engagement question, *“The College Students’ Association influences change for the better,”* the average satisfaction across full-time and part-time students decreased by 1.5 percentage points from the previous year’s 59.5% to 58.0%. There is still a large number of ‘don’t know’ responses to this question.
- Nine out of ten students across all modes of study were satisfied that their *‘time at college had helped them develop knowledge and skills for the workplace’*.

5. Figures and percentages referring to the 2015-16 Student Satisfaction and Engagement Survey are taken from the original publication [College Student Satisfaction and Engagement Survey 2015-16](#) (Experimental Statistics: data being developed) [Ref: SFC/ST/02/2017].

Overview of the Student Satisfaction and Engagement Survey (SSES)

6. The SSES has evolved from the development of a national performance framework for outcome agreements in 2013. Following on from this earlier work, SFC commenced the development of a national approach to monitoring student satisfaction and engagement in the college sector.
7. Evidence gathered had suggested that there was notable variation across the sector in both practice and processes used to evidence student satisfaction and engagement; a national approach to monitoring student satisfaction and engagement would help to create a consistent sectoral measure and contribute to quality improvement. In addition, a national approach to monitoring student satisfaction would provide a consistent basis for college regions to evidence impact and improvement within their outcome agreements.
8. In 2014, with the support of the college sector and other key agencies, work commenced to develop a national student satisfaction and engagement survey that would collect and report on summary satisfaction and engagement data from colleges.
9. The pre-pilot phase included: the setting up of a Working Group; a sector consultation; the development, informal testing and cognitive testing of an initial survey question set; and the pre-pilot surveying of full-time college students by 16 volunteer colleges. The first Student Satisfaction and Engagement publication from 2015-16 provides a timeline and detail of the pre-pilot phase development stages.
10. Following feedback received from the pre-pilot survey and after further sector consultation a final set of 10 questions was developed: 9 questions relate to satisfaction and 1 question to engagement with the Student's Association.
11. SFC worked closely with colleges to build capacity and to share 'good practice' so that all college regions were confident that they could achieve a meaningful response rate when the survey came on-stream in 2016. A target response rate of 50% was set for the SSES which is in line with the target response rate for the National Student Survey⁵ (NSS).
12. The NSS does not include the surveying of students in Scotland's colleges.

⁵ The National Student Survey (NSS) gathers students' opinions on the quality of their courses. The NSS has been capturing final-year undergraduate students' feedback on their course experience since 2005. The purpose of this is to contribute to public accountability, help inform the choices of prospective students and provide data that assists institutions in enhancing the student experience.

13. In 2016-17 the survey was further enhanced by including a breakdown by level of course (HE and FE) and extending coverage to include School / College Senior Phase provision. In addition UHI partner colleges and Scotland's Rural College (SRUC) were given the opportunity to survey Higher National students who are not routinely surveyed in the HEI National Student Survey.
14. Further information on the survey method, coverage and timing is available in separate guidance - [College Student Satisfaction and Engagement Survey Guidance 2016-17](#).

SSES 2016-17: Analysis

Survey response rates

15. We have set a sector target response rate of at least 50% for the SSES collection. Although an ambitious target, we encourage Students' Associations to play a significant part in promoting awareness and increasing engagement with the survey to help improve the response rate over time.
16. The 2016-17 survey overall response rates achieved are lower than the 50% target across all the course mode-of-study groupings; however, they show an average 4 percentage points increase across the mode-of-study groupings from the 2015-16 survey response rates – see Table 1.
17. As expected, the higher response rate is for full-time students and the lowest for the distance / flexible students who have little or no physical college attendance.

Table 1: SSES response rates by year and combined (HE and FE) mode-of-study

Mode of study	SSES 2015-16	SSES 2016-17	Change in years
Full-time	36.8%	41.4%	4.6 pp
Part-time	11.3%	15.6%	4.3 pp
Distance/Flexible	6.4%	9.4%	3.0 pp
Overall	25.9%	29.9%	4.0 pp

18. Response rates across colleges varied greatly, for example for FE full-time the response rate ranged from 8% to 80%. More work is obviously required to bring all colleges up to the appropriate response rate and accuracy needed to improve the quality of this data set. SFC is working with the colleges towards this end.
19. The response rate across colleges for students on distance / flexible courses, although improved, remains at a low level. However, the data is considered valuable as it gives full survey coverage of all college students, see footnote 4.

Survey results

20. The colleges returned summary results for the ten survey questions. The first nine questions relate to student satisfaction with question 10 covering engagement with the Students' Association.
 - [Annex A: Tables A1 to A3 present the 'satisfaction level' percentage that is the combined figure for "Strongly Agree" and "Agree" for combined level courses (HE and FE) over the three mode-of-study groups.]

- [Annex B: Tables B1 to B3 provide the data further split by level (HE and FE) over the three mode-of-study groups.]
 - [Annex C: Charts C1 to C3 provide a breakdown of summary responses for the ten survey questions across the combined (HE and FE) three mode-of-study groups.]
21. On comparing the summary results including satisfaction percentage by question for combined (HE and FE) mode-of-study (Tables A1 to A3), most questions gave a combined satisfaction of “Strongly Agree” and “Agree” response above 80%. Points worthy of note are:
- The satisfaction question that reflected the highest satisfaction level across the three mode-of-study groupings was “*staff encourage students to take responsibility for their learning*”, where the proportion of students satisfied was 94.0% for full-time, 96.3% for part-time and 94.7% for distance / flexible.
 - The lowest satisfaction rating continued to be reflected in responses to the question “*I believe student suggestions are taken seriously*” where 74.4% of full-time, 85.8% of part-time and 83.9% of distance / flexible were satisfied.
 - Similarly the engagement rating was low at 57.7% for full-time, 59.2% for part-time and 50.1% for distance/flexible in response to the question “*The College Students’ Association influences change for the better*”. However, there were a significant number of ‘don’t know’ responses (see paragraphs 23 and 24).
 - Nine out of ten students across all modes-of-study were satisfied that their ‘*time at college had helped them develop knowledge and skills for the workplace*’.
22. The student engagement question, “*The College Students’ Association influences change for the better*”, allows a ‘don’t know’ response, enabling students with no information / experience to base their answer (for example, if a student was on a distance / flexible learning course with little or no physical college study). It also acts as a gauge to the effectiveness of student engagement with and awareness of the Students’ Association, particularly for full-time and substantive part-time courses.
23. As would be expected the percentage of ‘don’t know’ responses increased across modes-of-study from full-time (31.1%) to part-time (33.6%) to distance/flexible (44.2%). However, it is surprising that when looking at this on the HE and FE split for full-time mode-of-study (Annex B – Tables B1), the HE

full-time students response (don't know) was 6.1 percentage points higher than the FE full-time students.

24. On comparing the HE and FE level of study split (Tables B1 to B3) for all the satisfaction questions and the engagement question students on both full-time and part-time FE level courses were more satisfied than those on HE level courses.
25. On comparing the 'satisfaction level' in 2016-17 with that from the previous year's survey (Tables 2 to 4 below) almost all questions across the three mode-of-study groupings showed an upward movement in 'satisfaction level'. The exception to this was the engagement question "*The College Student's Association influences change for the better*" where there was a decrease in the 'satisfaction level' across full-time and part-time students of 1.7% and 0.9% respectively.

Table 2: Satisfaction level comparison for combined (HE and FE) full-time students⁶

Scotland Total	Combined (HE and FE) Full-time	15-16	16-17	
	Survey response rate	36.8%	41.4%	▲
	Survey sample number	70,529	69,974	▼
		% Satisfied	% Satisfied	
		15-16	16-17	
	Overall, I am satisfied with my college experience.	90.1%	90.2%	▲
	Staff regularly discuss my progress with me.	80.5%	80.9%	▲
	Staff encourage students to take responsibility for their learning.	94.2%	94.0%	▼
	I am able to influence learning on my course.	85.6%	86.1%	▲
	I receive useful feedback which informs my future learning.	83.9%	84.9%	▲
	The way I'm taught helps me learn.	84.7%	84.8%	▲
	My time at college has helped me develop knowledge and skills for the workplace.	88.8%	89.1%	▲
	I believe student suggestions are taken seriously.	74.1%	74.4%	▲
	I believe all students at the college are treated equally and fairly by staff.	82.0%	81.7%	▼
	The college Students' Association influences change for the better.	59.4%	57.7%	▼

⁶ Note: movement arrows are coloured green for upwards movement, red for downwards movement and blue for no movement.

Table 3: Satisfaction level comparison for combined (HE and FE) part-time student^s

Scotland Total	Combined (HE and FE) Part-time	15-16	16-17	
	Survey response rate	11.3%	15.6%	▲
	Survey sample number	45,604	42,740	▼
		% Satisfied	% Satisfied	
		15-16	16-17	
	Overall, I am satisfied with my college experience.	93.1%	94.6%	▲
	Staff regularly discuss my progress with me.	86.0%	87.3%	▲
	Staff encourage students to take responsibility for their learning.	95.8%	96.3%	▲
	I am able to influence learning on my course.	90.4%	90.4%	▶
	I receive useful feedback which informs my future learning.	87.6%	89.7%	▲
	The way I'm taught helps me learn.	89.6%	90.1%	▲
	My time at college has helped me develop knowledge and skills for the workplace.	91.0%	91.8%	▲
	I believe student suggestions are taken seriously.	76.1%	85.8%	▲
	I believe all students at the college are treated equally and fairly by staff.	89.9%	91.1%	▲
	The college Students' Association influences change for the better.	60.1%	59.2%	▼

Table 4: Satisfaction level comparison for combined (HE and FE) distance/flexible students

Scotland Total	Combined (HE and FE) Distance / Flexible	15-16	16-17	
	Survey response rate	6.4%	9.4%	▲
	Survey sample number	5,550	9,600	▲
		% Satisfied	% Satisfied	
		15-16	16-17	
	Overall, I am satisfied with my college experience.	88.1%	92.7%	▲
	Staff regularly discuss my progress with me.	72.2%	84.6%	▲
	Staff encourage students to take responsibility for their learning.	90.7%	94.7%	▲
	I am able to influence learning on my course.	82.5%	85.5%	▲
	I receive useful feedback which informs my future learning.	82.4%	89.4%	▲
	The way I'm taught helps me learn.	81.5%	87.9%	▲
	My time at college has helped me develop knowledge and skills for the workplace.	84.9%	90.7%	▲
	I believe student suggestions are taken seriously.	79.7%	83.9%	▲
	I believe all students at the college are treated equally and fairly by staff.	86.4%	91.9%	▲
	The college Students' Association influences change for the better.	39.9%	50.1%	▲

26. On a number of questions there was a notable variation in the ratings across colleges. We report only on summary data, however, to contribute to quality improvement we have provided colleges with their results by level and mode-of-study for each question benchmarked to the other colleges and the overall sector data.

27. We continue to develop the collection methodology and quality assurance processes and to refine and to improve the completeness and robustness of these data. Other key areas for development include:
- Colleges working with the National Union of Students Scotland (NUS Scotland) and Student Partnerships in Quality Scotland (sparqs) to further support Students' Associations in their role of promoting student engagement with the survey and how to consider and make best use of the resulting data for improving the student experience.
 - Increasing response rates particularly for part-time and distance / flexible courses.
 - Progressing work on the use of unique identifiers and data linkage to combine data with appropriate student data already collected by SFC.
28. As such the statistics in this report continue to be classed as 'Experimental Statistics – data being developed' which are defined in the Code of Practice for Official Statistics as: 'new official statistics undergoing evaluation that are published in order to involve users and stakeholders in their development as a means to build in quality at an early stage'.
29. We would welcome feedback on the above and any other aspects of the report in order to improve the quality and usefulness for users.
30. Please pass any comments to Kenny Wilson, email: kwilson@sfc.ac.uk

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Annex A: (Tables A1 to A3)

Summary results including satisfaction percentage by question for combined (HE and FE) full-time students

Table A1

Combined	Full-time						
Scotland Total Survey Sample Number: 69,974 Survey Response %: 41.42%	% Satisfied	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response
SSES summary question results	16-17	16-17	16-17	16-17	16-17	16-17	16-17
Overall, I am satisfied with my college experience.	90.2%	39.6%	50.6%	7.7%	2.1%		28,984
Staff regularly discuss my progress with me.	80.9%	30.4%	50.5%	16.0%	3.1%		28,960
Staff encourage students to take responsibility for their learning.	94.0%	48.1%	45.9%	4.3%	1.7%		28,935
I am able to influence learning on my course.	86.1%	29.9%	56.1%	11.6%	2.3%		28,788
I receive useful feedback which informs my future learning.	84.9%	33.9%	51.0%	12.4%	2.7%		28,887
The way I'm taught helps me learn.	84.8%	32.3%	52.5%	12.3%	2.9%		28,893
My time at college has helped me develop knowledge and skills for the workplace.	89.1%	43.5%	45.7%	8.3%	2.5%		28,822
I believe student suggestions are taken seriously.	74.4%	24.1%	50.3%	19.5%	6.1%		28,768
I believe all students at the college are treated equally and fairly by staff.	81.7%	37.9%	43.8%	13.1%	5.2%		28,880
The college Students' Association influences change for the better.	57.7%	16.2%	41.4%	8.2%	3.1%	31.1%	28,484

Table A2

Combined	Part-time						
Scotland Total Survey Sample Number: 42,740 Survey Response %: 15.60%	% Satisfied	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response
SSES summary question results	16-17	16-17	16-17	16-17	16-17	16-17	16-17
Overall, I am satisfied with my college experience.	94.6%	47.1%	47.5%	4.2%	1.2%		6,668
Staff regularly discuss my progress with me.	87.3%	37.9%	49.3%	10.8%	2.0%		6,767
Staff encourage students to take responsibility for their learning.	96.3%	50.0%	46.3%	2.8%	0.9%		6,736
I am able to influence learning on my course.	90.4%	36.3%	54.1%	8.3%	1.4%		6,722
I receive useful feedback which informs my future learning.	89.7%	40.3%	49.4%	8.4%	1.9%		6,725
The way I'm taught helps me learn.	90.1%	41.6%	48.5%	7.8%	2.1%		6,748
My time at college has helped me develop knowledge and skills for the workplace.	91.8%	47.1%	44.7%	6.3%	1.9%		6,664
I believe student suggestions are taken seriously.	85.8%	34.1%	51.7%	11.4%	2.8%		6,724
I believe all students at the college are treated equally and fairly by staff.	91.1%	47.4%	43.7%	6.5%	2.3%		6,725
The college Students' Association influences change for the better.	59.2%	18.6%	40.6%	5.0%	2.1%	33.6%	6,452

Table A3

Combined	Distance/Flexible						
Scotland Total Survey Sample Number: 9,600 Survey Response %: 9.43%	% Satisfied	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response
SSES summary question results	16-17	16-17	16-17	16-17	16-17	16-17	16-17
Overall, I am satisfied with my college experience.	92.7%	36.7%	56.0%	5.6%	1.7%		905
Staff regularly discuss my progress with me.	84.6%	31.7%	52.9%	11.7%	3.6%		911
Staff encourage students to take responsibility for their learning.	94.7%	41.0%	53.7%	3.3%	2.0%		909
I am able to influence learning on my course.	85.5%	25.3%	60.2%	11.5%	3.0%		902
I receive useful feedback which informs my future learning.	89.4%	37.4%	52.0%	7.9%	2.6%		908
The way I'm taught helps me learn.	87.9%	31.1%	56.8%	9.2%	3.0%		907
My time at college has helped me develop knowledge and skills for the workplace.	90.7%	37.7%	52.9%	6.9%	2.4%		901
I believe student suggestions are taken seriously.	83.9%	22.1%	61.8%	12.9%	3.2%		877
I believe all students at the college are treated equally and fairly by staff.	91.9%	33.0%	58.8%	4.8%	3.4%		884
The college Students' Association influences change for the better.	50.1%	13.4%	36.6%	4.2%	1.6%	44.2%	885

Annex B: (Tables B1 to B3)

Tables B1 – Comparison summary results including satisfaction percentage by question for HE and FE full-time students

HE	Full-time							Total Question Response
	Scotland Total	% Satisfied	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	
Survey Sample Number: 30,515 Survey Response %: 38.62%								
SSES summary question results		16-17	16-17	16-17	16-17	16-17	16-17	16-17
Overall, I am satisfied with my college experience.		87.4%	38.8%	48.6%	9.8%	2.8%		11,786
Staff regularly discuss my progress with me.		76.9%	28.8%	48.2%	18.9%	4.2%		11,773
Staff encourage students to take responsibility for their learning.		93.0%	49.8%	43.2%	5.0%	2.0%		11,759
I am able to influence learning on my course.		81.8%	28.6%	53.2%	15.1%	3.1%		11,713
I receive useful feedback which informs my future learning.		81.2%	32.7%	48.5%	15.3%	3.5%		11,755
The way I'm taught helps me learn.		81.2%	29.9%	51.3%	15.3%	3.6%		11,750
My time at college has helped me develop knowledge and skills for the workplace.		86.8%	41.9%	44.9%	10.1%	3.1%		11,735
I believe student suggestions are taken seriously.		70.5%	23.6%	46.9%	21.7%	7.8%		11,719
I believe all students at the college are treated equally and fairly by staff.		80.9%	39.7%	41.2%	13.2%	5.9%		11,730
The college Students' Association influences change for the better.		53.5%	14.6%	38.9%	8.2%	3.6%	34.7%	11,492

FE	Full-time							Total Question Response
	Scotland Total	% Satisfied	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	
Survey Sample Number: 39,459 Survey Response %: 43.58%								
SSES summary question results		16-17	16-17	16-17	16-17	16-17	16-17	16-17
Overall, I am satisfied with my college experience.		92.1%	40.2%	51.9%	6.3%	1.6%		17,198
Staff regularly discuss my progress with me.		83.6%	31.5%	52.1%	14.1%	2.3%		17,187
Staff encourage students to take responsibility for their learning.		94.7%	46.9%	47.8%	3.9%	1.4%		17,176
I am able to influence learning on my course.		89.0%	30.8%	58.2%	9.3%	1.8%		17,075
I receive useful feedback which informs my future learning.		87.4%	34.7%	52.6%	10.4%	2.2%		17,132
The way I'm taught helps me learn.		87.3%	34.0%	53.3%	10.3%	2.4%		17,143
My time at college has helped me develop knowledge and skills for the workplace.		90.7%	44.5%	46.2%	7.1%	2.2%		17,087
I believe student suggestions are taken seriously.		77.0%	24.4%	52.6%	18.0%	5.0%		17,049
I believe all students at the college are treated equally and fairly by staff.		82.2%	36.7%	45.5%	13.0%	4.8%		17,150
The college Students' Association influences change for the better.		60.5%	17.4%	43.2%	8.2%	2.7%	28.6%	16,992

Tables B2 – Comparison summary results including satisfaction percentage by question for HE and FE part-time students

HE	Part-time							Total Question Response
	Scotland Total	% Satisfied	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	
Survey Sample Number: 10,665 Survey Response %: 13.99%								
SSES summary question results	16-17	16-17	16-17	16-17	16-17	16-17	16-17	16-17
Overall, I am satisfied with my college experience.	92.5%	35.2%	57.3%	6.2%	1.3%		1,492	
Staff regularly discuss my progress with me.	81.2%	26.0%	55.2%	16.0%	2.8%		1,489	
Staff encourage students to take responsibility for their learning.	95.8%	41.6%	54.2%	3.2%	1.1%		1,489	
I am able to influence learning on my course.	84.8%	26.1%	58.7%	12.7%	2.5%		1,487	
I receive useful feedback which informs my future learning.	84.3%	29.8%	54.6%	12.5%	3.2%		1,488	
The way I'm taught helps me learn.	84.9%	29.1%	55.8%	12.2%	2.9%		1,486	
My time at college has helped me develop knowledge and skills for the workplace.	90.2%	39.6%	50.6%	7.8%	2.0%		1,484	
I believe student suggestions are taken seriously.	80.6%	24.9%	55.7%	14.9%	4.5%		1,479	
I believe all students at the college are treated equally and fairly by staff.	88.1%	37.8%	50.3%	8.3%	3.6%		1,485	
The college Students' Association influences change for the better.	57.3%	16.8%	40.6%	6.3%	3.7%	32.7%	1,456	

FE	Part-time							Total Question Response
	Scotland Total	% Satisfied	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	
Survey Sample Number: 32,075 Survey Response %: 16.14%								
SSES summary question results	16-17	16-17	16-17	16-17	16-17	16-17	16-17	16-17
Overall, I am satisfied with my college experience.	95.2%	50.5%	44.6%	3.6%	1.2%		5,176	
Staff regularly discuss my progress with me.	89.0%	41.3%	47.7%	9.3%	1.7%		5,278	
Staff encourage students to take responsibility for their learning.	96.5%	52.4%	44.1%	2.6%	0.8%		5,247	
I am able to influence learning on my course.	91.9%	39.2%	52.8%	7.0%	1.0%		5,235	
I receive useful feedback which informs my future learning.	91.2%	43.3%	47.9%	7.3%	1.6%		5,237	
The way I'm taught helps me learn.	91.6%	45.1%	46.5%	6.5%	1.9%		5,262	
My time at college has helped me develop knowledge and skills for the workplace.	92.3%	49.3%	43.0%	5.8%	1.9%		5,180	
I believe student suggestions are taken seriously.	87.3%	36.7%	50.5%	10.4%	2.3%		5,245	
I believe all students at the college are treated equally and fairly by staff.	92.0%	50.2%	41.8%	6.0%	2.0%		5,240	
The college Students' Association influences change for the better.	59.7%	19.2%	40.6%	4.7%	1.7%	33.9%	4,996	

Tables B3 - Comparison summary results including satisfaction percentage by question for HE and FE distance / flexible students

HE		Distance/Flexible						
Survey Sample Number:	Scotland Total 2,856	% Satisfied	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response
Survey Response %:	6.51%							
SSES summary question results		16-17	16-17	16-17	16-17	16-17	16-17	16-17
Overall, I am satisfied with my college experience.		94.6%	39.8%	54.8%	4.8%	0.5%		186
Staff regularly discuss my progress with me.		83.8%	34.6%	49.2%	15.1%	1.1%		185
Staff encourage students to take responsibility for their learning.		97.3%	43.2%	54.1%	1.1%	1.6%		185
I am able to influence learning on my course.		88.0%	26.1%	62.0%	9.8%	2.2%		184
I receive useful feedback which informs my future learning.		87.6%	43.0%	44.6%	9.7%	2.7%		186
The way I'm taught helps me learn.		84.8%	35.9%	48.9%	12.5%	2.7%		184
My time at college has helped me develop knowledge and skills for the workplace.		89.2%	44.3%	44.9%	9.2%	1.6%		185
I believe student suggestions are taken seriously.		86.0%	23.6%	62.4%	11.8%	2.2%		178
I believe all students at the college are treated equally and fairly by staff.		91.7%	41.1%	50.6%	5.0%	3.3%		180
The college Students' Association influences change for the better.		49.4%	13.5%	36.0%	5.1%	3.4%	42.1%	178

FE		Distance/Flexible						
Survey Sample Number:	Scotland Total 6,744	% Satisfied	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	Total Question Response
Survey Response %:	10.66%							
SSES summary question results		16-17	16-17	16-17	16-17	16-17	16-17	16-17
Overall, I am satisfied with my college experience.		92.2%	35.9%	56.3%	5.8%	1.9%		719
Staff regularly discuss my progress with me.		84.8%	31.0%	53.9%	10.9%	4.3%		726
Staff encourage students to take responsibility for their learning.		94.1%	40.5%	53.6%	3.9%	2.1%		724
I am able to influence learning on my course.		84.8%	25.1%	59.7%	12.0%	3.2%		718
I receive useful feedback which informs my future learning.		89.9%	36.0%	53.9%	7.5%	2.6%		722
The way I'm taught helps me learn.		88.7%	29.9%	58.8%	8.3%	3.0%		723
My time at college has helped me develop knowledge and skills for the workplace.		91.1%	36.0%	55.0%	6.3%	2.7%		716
I believe student suggestions are taken seriously.		83.4%	21.7%	61.7%	13.2%	3.4%		699
I believe all students at the college are treated equally and fairly by staff.		91.9%	31.0%	60.9%	4.7%	3.4%		704
The college Students' Association influences change for the better.		50.2%	13.4%	36.8%	4.0%	1.1%	44.7%	707

Annex C: (Charts C1 to C3)

Chart C1: Summary responses by question for full-time mode-of-study students

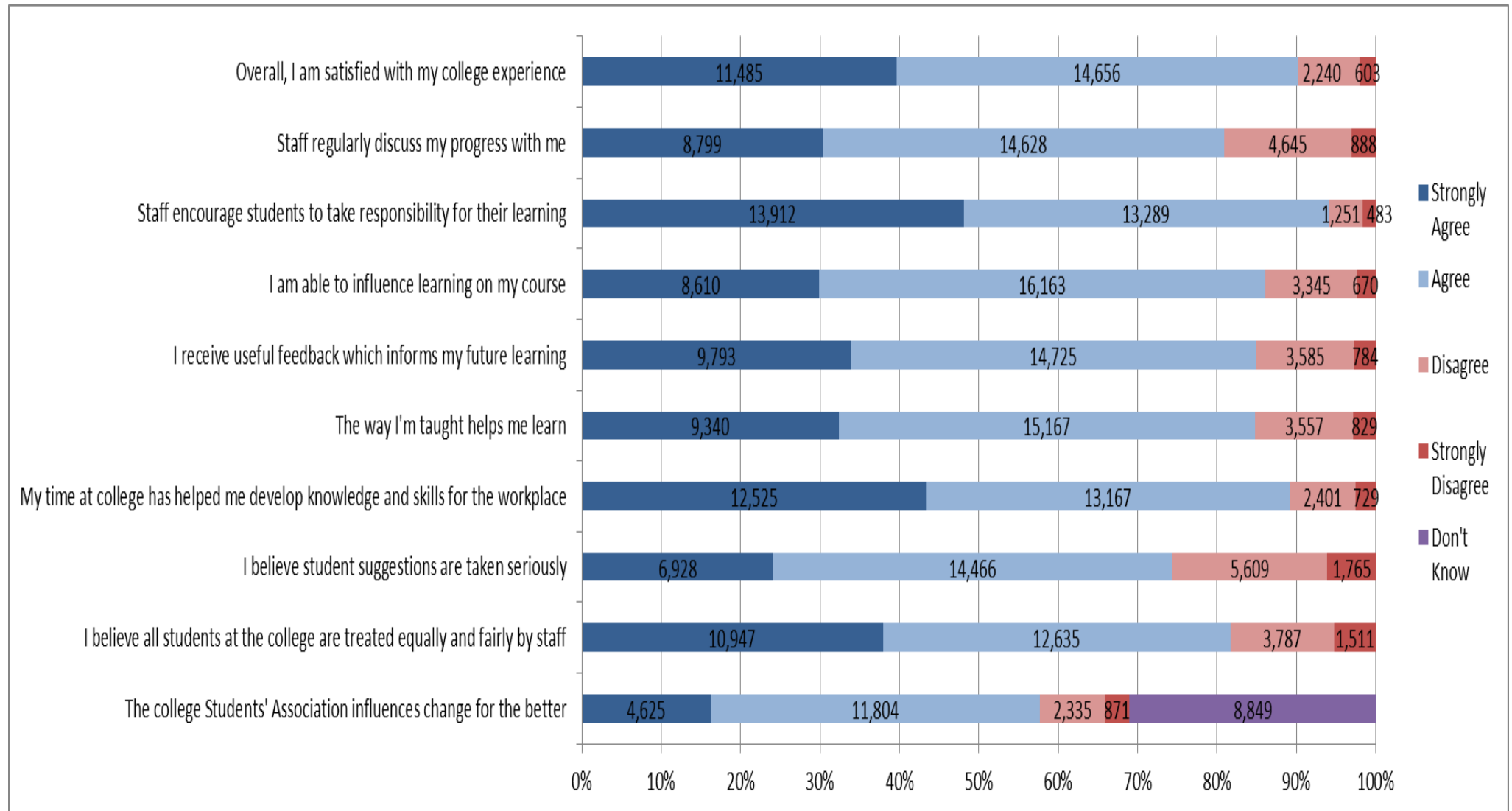


Chart C2: Summary responses by question for part-time mode-of-study students

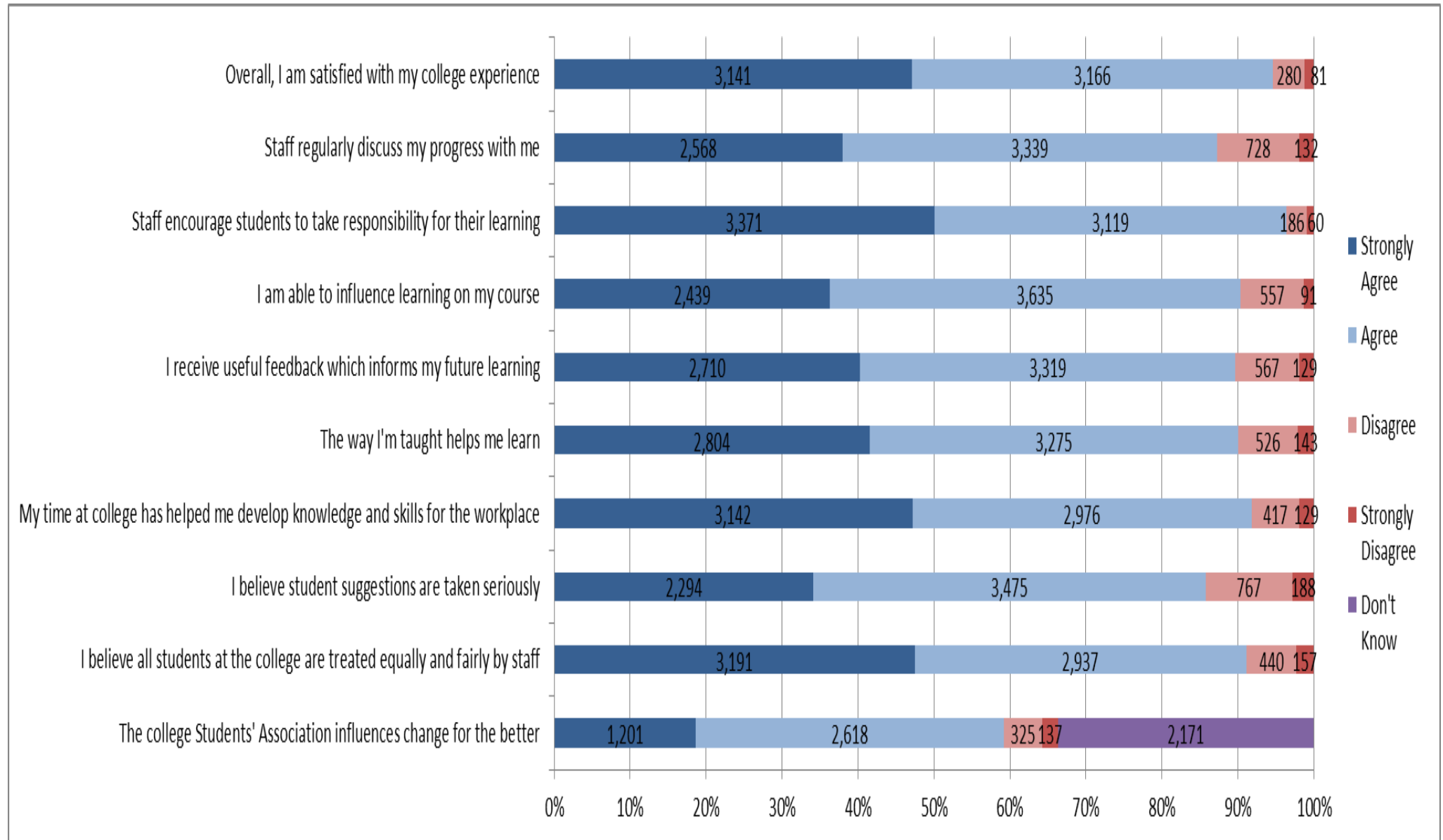


Chart C3: Summary responses by question for distance / flexible mode-of-study students

