STUDENT UNIT EVALUATION POLICY

Approved by Academic Board: 4 October 2013
Revised by Academic Board: 14 November 2014, 29 July 2016

1. Purpose

The University values students’ feedback on their learning experiences as part of its academic quality assurance measures. This policy provides for the systematic examination of student responses and continuous improvement in the quality of teaching.

2. Methodology

2.1 All coursework students must be given the opportunity anonymously and confidentially to complete a standard Student Unit Evaluation form on completion of a unit of study. Core questions are assessed by a numeric scale as follows:

a) Strongly Agree = 4
b) Agree = 3
c) Disagree = 2
d) Strongly disagree = 1

“Not applicable” responses are excluded from assessment.

2.2 A report and any original hardcopy forms are returned to each College.

2.3 A University-wide report is provided to the Learning and Teaching Committee that identifies

a) Units with an average score of 3.5 or above, for commendation.
b) Units with an average score of less than 2.0, for resolution of issues identified by students.
c) Units with a negative (i.e. Disagree or Strongly Disagree) response of more than 30% on any question, for resolution of issues identified by students.
d) Any unit which was marked for attention under category 2.3 b) or 2.3 c) the last time it was taught, with a comparison of previous results against current results to determine whether actions taken to improve the learning experience were successful.

2.4 The Learning and Teaching Committee must report to Academic Board at least once per year on the outcome of the student unit evaluation process.
STUDENT UNIT EVALUATION PROCEDURES

Approved by Academic Board: 4 October 2013
Revised by Academic Board: 14 November 2014, 15 April 2016

1. Data collection

1.1 Academic Board maintains a standard student unit evaluation survey, to be used by all Colleges for all coursework units without alteration (Schedule 1).

1.2 Colleges that select hardcopy survey forms are responsible for distribution of forms to all coursework students in all units for completion and for collection of the completed forms in a manner that ensures student anonymity and confidentiality. Completed forms for each unit must be returned by each College to the Office of the Vice-Chancellor (OVC) or approved delegate.

1.3 Each student is normally to complete only one survey per unit. Where a unit is crosslisted it should be evaluated according to the primary discipline identified by the parent unit code. Where a unit is taught by more than one teacher, students may identify differences in teaching using questions which provide for qualitative responses.

1.4 Forms may be completed online or in hard copy but not both. It is the responsibility of the College to ensure that forms are available to students prior to the conclusion of the unit.

2. Reporting

2.1 The OVC or delegate produces a separate College report for each College, and a University-wide report for the Learning and Teaching Committee of Academic Board, according to the specifications provided below.

2.2 Each College examines its College report and takes appropriate action where necessary.

2.3 Learning and Teaching Committee examines the University-wide report on behalf of Academic Board, and identifies any actions required to improve the quality of learning and teaching across the University or in an individual College.

2.4 Each semester each College must report to the Learning and Teaching Committee with:

a) A general description of what the College does with the data analysis and how it is used for continuous improvement.

b) Individual responses on all units identified in the exception report, providing evidence of follow-up with the lecturers.

c) Evidence of follow-up on any other specific lecturers or units.
2.5. At least once per year Learning and Teaching Committee collates the College responses into a report for Academic Board.

3. **Timeline**

<table>
<thead>
<tr>
<th>Action</th>
<th>Semester 1 date</th>
<th>Semester 2 date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Colleges nominate their choice of hardcopy or online version and the officer who is to receive the College report</td>
<td>15 April</td>
<td>15 September</td>
</tr>
<tr>
<td>Colleges prepare forms for classes</td>
<td>15 May</td>
<td>15 October</td>
</tr>
<tr>
<td>Final class for Semester – Colleges distribute forms</td>
<td>Final week of classes</td>
<td>Final week of classes</td>
</tr>
<tr>
<td>Colleges collate forms and send to OVC</td>
<td>3 June</td>
<td>3 November</td>
</tr>
<tr>
<td>OVC produces Student Unit Evaluation reports and sends them to officer nominated by each College</td>
<td>15 July</td>
<td>15 December</td>
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<tr>
<td>LTC examines reports, requests information from Colleges</td>
<td>August LTC meeting</td>
<td>February LTC meeting</td>
</tr>
<tr>
<td>Colleges respond to exception report</td>
<td>For October LTC meeting</td>
<td>For March LTC meeting</td>
</tr>
<tr>
<td>OVC collates College responses</td>
<td>For October LTC meeting</td>
<td>For March LTC meeting</td>
</tr>
<tr>
<td>LTC examines collated report, has conversation about teaching quality, and recommends the report to Academic Board</td>
<td>October LTC meeting</td>
<td>March LTC meeting</td>
</tr>
<tr>
<td>Collated report sent to Academic Board</td>
<td>November AB meeting or with Sem 2 report</td>
<td>April AB meeting</td>
</tr>
</tbody>
</table>

4. **Specification for College report**

4.1 Individual analysis for each unit, including a table and graph showing the frequency of each response, an overall (average over all questions) rating for the unit and comments.

4.2 Aggregated College results and averages on each question, and comparison with overall University averages, split by discipline.

4.3 Negative responses: for each unit, a row indicating the percentage of negative (Strongly Disagree/Disagree) responses for each question. Where the percentage is greater than 30%, highlight the percentage by presenting it in red. The label should be: %NR (negative responses).

4.4 Overall College averages measured against University average on each question.

4.5 Comparisons of disciplines over successive semesters.

4.6 Exception report for the College on units requiring attention. This report should identify:

   a) Units which have an overall score of 3.5 or higher, averaged across the quantitative responses.
b) Units which have an overall score of less than 2.0, averaged across the quantitative responses.

c) Units which scored more than 30% negative responses on one or more of the quantitative responses.

4.7 Follow-up on units which previously required attention. As a check that the remedial measures taken have had an effect, a sub-report detailing the scores of units which received an overall score of less than 3.0, and/or scored more than 30% negative responses on any question, and comparing the scores of the current instance with the previous instance.

4.8 Units with an enrolment of 3 students or less will not be reported to the lecturers.

4.9 Units with responses from 2 students or less will not be reported to the lecturers.

5. **Specification for University-wide report**

5.1 For each unit:

a) Unit code and name.

b) Number of students enrolled in the unit.

c) Number of students who completed the questionnaire.

d) (any other items as required)

5.2 Averages of each College split by discipline, against University average.

5.3 University total, College total, Discipline total, undergraduate / postgraduate totals.

5.4 Historical comparisons by discipline and level, built up over time.

5.5 Exception reports for all Colleges on units requiring attention. This report should identify:

a) Units which have an overall score of 3.5 or higher, averaged across the quantitative responses.

b) Units which have an overall score of less than 2.0, averaged across the quantitative responses.

c) Units which scored more than 30% negative responses on one or more of the quantitative responses.

5.7 Follow-up on units in all Colleges which previously required attention. As a check that the remedial measures taken have had an effect, a sub-report detailing the scores of units which received an overall score of less than 2.0, and/or scored more than 30% negative responses on any question, and comparing the scores of the current instance with the previous instance.
<table>
<thead>
<tr>
<th>Unit details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Code</td>
</tr>
<tr>
<td>Unit Name</td>
</tr>
<tr>
<td>College</td>
</tr>
</tbody>
</table>

**Please select ONE of the following two options**

- I am enrolled in this unit for academic credit (attending classes and completing assessment tasks)
- I am auditing this unit (attending classes but not completing assessment tasks)

**Please select ONE box for each of the following questions**

Each of the statements below describes an aspect of the teaching/learning process in this unit. Tick the box that best represents your perception in response to each statement.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In this unit, I developed general competencies (e.g. communication, interpersonal and problem solving skills).</td>
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<td>2</td>
<td>In this unit, I developed knowledge and skills in the defined area of study.</td>
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<td>3</td>
<td>The unit was engaging and encouraged my participation.</td>
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<tr>
<td>4</td>
<td>I participated actively in online or face-to-face activities.</td>
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<tr>
<td>5</td>
<td>The lecturer(s) provided clear and timely information about learning (e.g. resources, activities and expected outcomes).</td>
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<tr>
<td>6</td>
<td>The teaching had a clear purpose which contributed to my learning.</td>
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<tr>
<td>7</td>
<td>The lecturer(s) gave me helpful feedback that supported my learning.</td>
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<tr>
<td>8</td>
<td>Resources were provided to support my learning (e.g. ARK, Library Hub, Wi-Fi, library).</td>
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<tr>
<td>9</td>
<td>What aspects of this unit did you find helpful?</td>
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<tr>
<td>10</td>
<td>What would you recommend to improve this unit in the future?</td>
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</table>