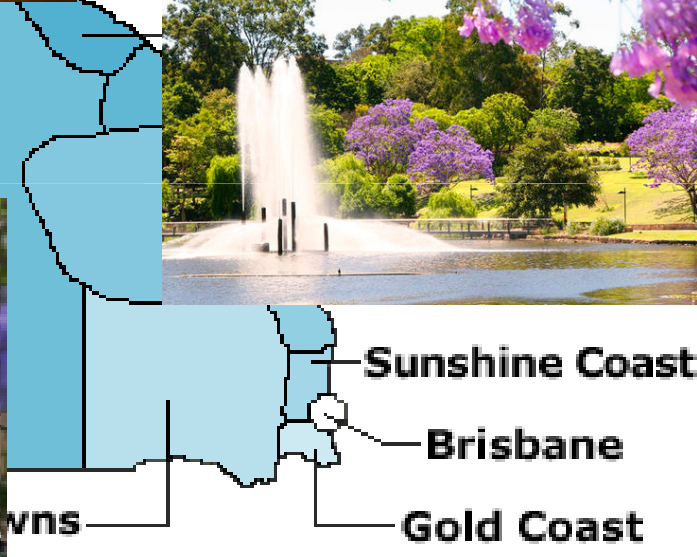
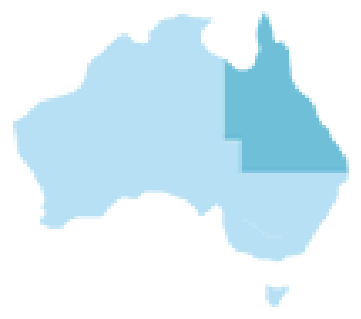


# From individualised quality enhancement to national quality assurance: an Australian perspective



HEA Student Surveys Conference  
May 2011

Deanne Gannaway  
Head, Evaluations Services Unit  
[d.gannaway@uq.edu.au](mailto:d.gannaway@uq.edu.au)



Tasmania



# 1. Benchmarking against other universities

- UQ's aim is to be one of the top 3 GO8 institutions
- How do we know...
  - What to improve?
  - Where do we stand in relation to others?
  - What's the UQ Advantage?

## 1.1 Using cross institutional data

- National external auditing organisations
  - Quality Audits (AUQA)
  - Tertiary Education Quality and Standards Agency (TEQSA) and Compacts
- Australian Qualifications Framework (AQF)
- National data
  - Course Experience Questionnaire (CEQ)
  - Graduate Destinations Survey (GDS)
  - Australasian Survey of Student Engagement (AUSSE)

## 1.2 Australasian Survey of Student Engagement (AUSSE)

- based on the US National Survey of Student Engagement (NSSE)
- conducted nationally by the Australian Council for Educational Research (ACER)
- can be used for benchmarking within and across universities
- assesses dimensions of students' engagement in their university education and students' learning outcomes
- used with first- and later-year bachelor degree students



## Your university experience



**1** In your experience at your institution during the current academic year, about how often have you done each of the following? Mark your answers in the boxes. Leave blank if the item does not apply.

	Never	Some-times	Often	Very often
Asked questions or contributed to discussions in class or online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sought advice from academic staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Made a class or online presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked hard to master difficult content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepared two or more drafts of an assignment before handing it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used library resources on campus or online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked on an essay or assignment that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used student learning support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blended academic learning with workplace experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Included diverse perspectives (e.g. different races, religions, genders, political beliefs, etc.) in class discussions or written assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Came to class having completed readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kept up to date with your studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked with other students on projects during class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked with other students outside class to prepare assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put together ideas or concepts from different subjects when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutored or taught other university students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participated in a community-based project (e.g. volunteering) as part of your study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used an online learning system to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used email or a forum to communicate with teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed your grades or assignments with teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talked about your career plans with teaching staff or advisors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed ideas from your readings or classes with teaching staff outside class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never	Some-times	Often	Very often
Received prompt written or oral feedback from teachers/tutors on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked harder than you thought you could to meet a teacher's/tutor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Worked with teaching staff on activities other than coursework (e.g. committees, orientation, student organisations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussed ideas from your readings or classes with others outside class (e.g. students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had conversations with students of a different ethnic group than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Had conversations with students who are very different to you in terms of their religious beliefs, political opinions or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2** During the current academic year, how much has your coursework emphasised the following intellectual activities?

	Very little	Some	Quite a bit	Very much
Memorising facts, ideas or methods from your subjects and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysing the basic elements of an idea, experience or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Synthesising and organising ideas, information or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making judgements about the value of information, arguments or methods, such as examining how others gather and interpret data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Applying theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3** In a typical week, how many exercises, lab reports, problem sets and tutorial questions do you complete?

	None	1 to 2	3 to 4	5 to 6	More than 6
Number of pieces of work that take one hour or less to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Number of pieces of work that take more than one hour to complete	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# AUSSE scales

- Engagement Scales
  - Academic Challenge
  - Active Learning
  - Student and Staff Interactions
  - Enriching Educational Experiences
  - Supportive Learning
  - Work Integrated Learning
- Outcome Measures
  - Higher Order Thinking
  - General Learning Outcomes
  - General Development Outcomes
  - Average Overall Grade
  - Departure Intention
  - Overall Satisfaction

## 2. Institutional review

- Which programs and units of study should we continue/ change / remove?
- What evidence do we need?
- Who should we ask?
- How do we affect change?



## 2.1 Review of Program of study: Academic Program Review (APR)

- review of undergraduate programs
- every major or field of study in a large, generalist degree, and every suite of postgraduate coursework programs reviewed every 5 years
  - except the Bachelor of Arts and the Bachelor of Science, which are reviewed every seven years

# APR required areas of investigation

- Program distinctiveness
- Curriculum development
- Teaching practices
- Assessment \*
- Student load, viability & demand \*
- Retention, completion & participation rates \*
- Current student satisfaction \*
- Graduate student satisfaction \*
- External stakeholder input
- Graduate destinations \*
- Graduate attributes
- Internationalisation
- Program governance (for cross-school/faculty programs)

## 2.2 Review of Unit of Study: Curriculum and Teaching Quality Appraisal (CTQA)

- annual process completed by the end of September each year
- conducted by the School Teaching & Learning Committee
- overseen by Associate Deans (Academic)
- informs faculty-level operational planning processes
- reported to DVC(A) through the Faculty Teaching and Learning Committee.

# CTQA Data sets

- Load (by school, Faculty, UQ)
  - By funding type, Staff : student ratio, Pass rate
- Demand (by course)
  - Preferences, Entry score, Acceptance and enrolment
- Attrition after 1<sup>st</sup> year (by course)
  - No of students starting, % attrition after year 1
- Student evaluation (by question: by school, Faculty, UQ)
- Graduate satisfaction and destination (by field of study: by UQ, national)
  - Generic skills, overall satisfaction, good teaching
  - % in full time study, % in full time work
- Success / graduation rate (by program: by UQ, majors)
  - No of students in starting year, % graduations after completion
- AUSSE (by field of study: by school, Faculty, UQ, national)
  - Outcome, engagement

# CTQA TEMPLATE

- Ensures the use of data for reflection and planning
- Reports on
  - strengths of teaching programs
  - identifies areas for improvement,
  - suggests proposed strategies and timeline/budget to address the latter areas
  - progress on previous year's teaching quality initiatives
  - progress of any recently introduced programs and fields of study
- Reported to the Faculty's Associate Dean (Academic)
  - Collated and forwarded to DVC(A)





PROFORMA FOR ANNUAL CURRICULUM AND TEACHING QUALITY APPRAISAL (CTQA)

Step 1 – Undertake a review of key T&L indicators for the school (see http://www.uq.edu.au/mis/CTQA)

Student load, demand, & staff-student ratios

1. Student load for school (i.e., total EFTSL; breakdown by international vs. domestic; U/G vs. P/G coursework and HDR) [Overview page]

2. Student: staff ratio [Overview page]

3. Student Demand for U/G programs coordinated by, or contributed heavily to, by the school [Demand page].

Student success and retention (pass rates, completions and grade distributions)

1. Pass rates and grade distributions [Overview page]

2. Attrition rates after first year of study for U/G programs (and/or specific majors if applicable) with comparison to other relevant UQ programs. [Attrition page]

3. Success (% completed by program length plus one year) for key U/G programs. [Success page]

Current student satisfaction and graduate destination and satisfaction

1. Student satisfaction for U/G and P/G courses offered by the school (iCEVALs). [iCEVAL page]

2. Graduate student satisfaction (CEQ) for most relevant field/s of study and benchmarked with Go8. [GradSatDest page]

3. Graduate destinations (GDS) for most relevant field/s of study. [GradSat Dest page]

4. AUSSE results for first and final year U/Gs in programs co-ordinated by the School (data also available at the School level). [AUSSE page] Please note that 2009 is the first year we have used the AUSSE as the internal student survey instrument and so the results are not currently available. An analysis of the AUSSE results will be requested at a later date.

Step 2 – Prepare a brief report on the basis of the review of the key T&L indicators for the school

Strengths of the School's teaching programs/majors (as indicated by the teaching quality indicators)

Identify aspects of the School's programs/majors that require improvement (as indicated by the teaching quality indicators). This section must cover instances where:
• Performance has declined recently or is below the faculty's or UQ average or national average (for CEQ);
• CEQ scores for UQ on relevant field/s of study are not among the top 3 GO8 universities
• or if the CEQ data sample is too small consider the iCEVAL data, load trends and if there is any other significant variation in comparison to past performance on any of the indicators

Outline strategies that aim to implement the improvements needed as identified above. For each strategy also provide:
a) The timeline for implementation;

## 2.3 Student Evaluation of Course and Teacher/s (SECaTs)

- combined student evaluation of teaching and course questionnaire, SECaT/s
  - used every time a course is offered
  - for team-taught courses, teaching evaluations on a single form
- reports provided to the course coordinator and all course teaching staff
  - summary of all teaching and course evaluations being sent to the head of school
  - course evaluation summaries provided to chairs of school teaching and learning committees and associate deans (academic)



Student Evaluation of Course and Teacher (SECAT)

COURSE NAME: Introduction to Higher Education

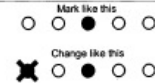
CODE: XXXY1000
Evaluation Date: 2/29/2012

Campus: St Lucia
Teaching Period: Semester 1, 2012

Do not mark this area

71228

- 1. Please use a black/blue pen/pencil ONLY. Other markings are difficult to scan.
2. Please completely fill in the circle that represents your response. Do not put a tick or other mark in the circle.
3. Give only one response per item. If you make a change, cross through the unwanted response.
4. Note that these forms are only returned to teachers after exam results have been finalised.
Your responses are confidential. To ensure your confidentiality do not add any information on this form that might identify who you are (e.g. your name).



STUDENT FEEDBACK ABOUT COURSE EXPERIENCE

1. I had a clear understanding of the aims and goals of the course.

Strongly Agree Agree Neutral Disagree Strongly Disagree



2. The course was intellectually stimulating.



3. The course was well structured.



4. The learning materials assisted me in this course.



5. Assessment requirements were made clear to me.



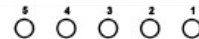
6. I received helpful feedback on how I was going in the course.



7. I learned a lot in this course.



8. Overall, how would you rate this course?



5=Outstanding 3=Satisfactory 1=Very Poor

STUDENT FEEDBACK ABOUT THE QUALITY OF TEACHER

Dr A Academic...

Do not mark this area

71229

1. ... was well organised.

Strongly Agree Agree Neutral Disagree Strongly Disagree



2. ... was good at explaining things.



3. ... was approachable.



4. ... stimulated my interest in the field of study.



5. ... inspired me to learn.



6. ... encouraged student input.



7. ... treated students with respect.



8. Overall, how would you rate this teacher?



5=Outstanding 3=Satisfactory 1=Very Poor

# SECaT/s Course Questions

- Likert Scale
  - I had a clear understanding of the aims and goals of the course.
  - The course was intellectually stimulating.
  - The course was well structured.
  - The learning materials assisted me in this course.
  - Assessment requirements were made clear to me.
  - I received helpful feedback on how I was going in the course.
  - I learned a lot in this course.
  - Overall, how would you rate this course?
- Open-ended Questions
  - What were the best aspects of this course?
  - What improvements to this course would you suggest?



### 3. Managing Quality Assurance

- How are people tracking?
  - How do staff across the university compare to each other?
- How are schools tracking in relation to the University's strategic directions?
- What needs to be changed and how?
  - Who needs support?
  - What areas require support?



## 3.1 Promotion and tenure

- 5 year process
  - Annual review - collegial conversation
  - Mid term review by promotion committee
- Proforma developed as an academic profile
  - Discovery
  - Learning
  - Engagement

## FOLIO 2 – Teaching

This Folio should be completed by Teaching Focused and Teaching and Research academics. Research Only academics should complete the sections that relate to postgraduate supervision (2.4 – 2.5) and where there is undergraduate teaching involvement, sections 2.1 – 2.3.

### 2.1 Formal Teaching Contact: Under- and Post-Graduate (excluding contact in flexible delivery/distance/intensive/clinical mode)

Fill in actual hours spent in scheduled award-related teaching (list most recent first). For each semester, include a 'Total' line, summing the total contact hours across all courses for that semester.

Year/Semester	Course Code & Name	Credit Points/Units	Your total formal classroom contact hours in this course per semester. Do not include preparation time.	Notes – Indicate the class size. How contact hours by teaching mode (lecture, seminar, tutorial, practical, laboratory, clinical, other). If you have taught the role (eg, coordinate lectures), and) and percentage contribution.
2009s1	Contribution towards EDUC6100		1 hour	guest presenter 20+ postgraduate students in face-to-face seminar session
2009s1	Contribution to EDUC6102		2 hour	guest presenter 27 postgraduate students in face-to-face 2 hour seminar sessions
2009s1		TOTAL	3	
2009s2	EDUC6103	1	6 x 2 hours per semester	co-coordinator 27 postgraduate students in face-to-face 2 hour seminar sessions
2009s2		TOTAL	24 hours	

### 2.3 Evaluation(s) of Teaching

Summary table of appended teaching evaluations					
Course Code	Title of Course	Semester /Year	Number of Students	Course Rating	Teacher Rating
EDUC6100	Designing Learning for Contemporary Higher Education	2009S1	21	4.29	
EDUC6102	Individual Action Learning Project	2009S2	21		3.57
<p>Note: Most formal teaching activities are professional development workshops offered under the auspices of the University Staff Development Committee (USDC). The standard evaluation forms used across the USDC offerings use an item for course "What was your overall rating of this training". Course rating scales are 0-5 (with 5 being "Outstanding") This rating is reflected in the rest of this table. The items "The presenter presented interesting material" (Item 1) and "The presenter appeared to know this material well" (Item 2) has been used as the Teacher rating as there is no single item rating the presenter/teacher in the USDC instrument.</p>					
Course Code	Title of Course	Semester /Year	Number of participants/ respondents	Course Rating	Teacher Rating
DEVCSE	Developing surveys to evaluate students learning	2009 09/1	2/12	4.67	(Item 1) 5.00 (Item 2) 4.67
RFQINT	Running focus groups &	2009	12/12	4.17	(Item 1) 4.5

Academic Portfolio of Academic 1 - 2

## 3.1 $Q^R + Q^T$ Index

- Tracking individual performance in research
- Similar process being developed for teaching
- Role of Head of School as supervisor

## 3.2 Putting it all together: School Based Performance Framework

- Responsibility of the Heads of School
  - allocation of funding and of resources
- enables an assessment of where each school currently sits in its interpretation of the institutional strategy in learning, discovery and engagement at a school level

# What's coming???

- Performance indicators
  - % low SES students
  - Student experience - undergraduates
  - Student experience - graduates
  - Collegiate Learning Assessment (CLA)
  - Teaching quality indicator





# Questions and Comments?

## References:

- Coates, H. (2010). Development of the Australasian survey of student engagement (AUSSE). *High Education* 60(1), 1-17.
- DEEWR. (2009). *Transforming Australia's Higher Education System*. Retrieved from [www.deewr.gov.au](http://www.deewr.gov.au)
- Moses, I. (1986). Student evaluation of teaching in an Australian university -- staff perceptions and reactions *Assessment & Evaluation in Higher Education*, 11(2), 117 - 129.
- Moses, I. (1988). *Academic staff evaluation and development: a university case study*. Brisbane: University of Queensland Press.
- Ramsden, P. (1991). A performance indicator of teaching quality in higher education: The Course Experience Questionnaire. *Studies in Higher Education*, 16(2), 129 - 150.
- Richardson, J. (2005). Instruments for Obtaining Student Feedback: A Review of the Literature. *Assessment and Evaluation in Higher Education*, 30(4), 387-415.
- Timpson, W. W., & Andrew, D. (1997). Rethinking Student Evaluations and the Improvement of Teaching: Instruments for Change at the University of Queensland. *Studies in Higher Education*, 22(1), 55-65.
- Wilson, K., & Lizzio, A. R., P. (1997). The development, validation and application of the Course Experience Questionnaire. *Studies in Higher Education*, 22(1), 33-53.