

Introducing eVALUate at Deakin

The purpose of this document is to introduce Deakin staff to the new eVALUate student survey and describe reports available to teachers and unit chairs. For further information see the eVALUate website at <http://www.deakin.edu.au/learning/designing-assessing-and-evaluating-learning/evaluating-teaching-and-learning> and please feel free to contact evaluate@deakin.edu.au.

Introducing the new eVALUate survey

From trimester 2, 2014 Deakin will use the eVALUate survey to collect students' feedback on their experiences of units. This validated survey will replace the Student Evaluation of Teaching and Units (SETU) survey. eVALUate collects information on students' perceptions of what helps and hinders their achievement of learning outcomes, their motivation and engagement, and their overall satisfaction. Student perspectives of teaching by specific individuals will continue to be part of the survey, with the question wording the same as SETU.

eVALUate will provide several enhancements:

- eVALUate focuses strongly on student learning, and prompts students to reflect on their own contribution to learning;
- the response categories for the eVALUate quantitative items encourage students to agree or disagree, or to indicate that they are 'unable to judge' (there is no neutral option);
- eVALUate is implemented in other universities—including Curtin University and the University of Tasmania—which creates the opportunity for benchmarking of similar units and courses, if appropriate and as agreed by faculties and schools. Benchmarking is flagged in the *proposed Higher Education Standards Framework* as one of the external reference points in course monitoring and review (section 5.3).

The survey frequency and units evaluated will remain unchanged, with students invited to evaluate their coursework units and associated teachers each trimester, unless the unit is exempted under the *Evaluation of Teaching and Units procedure*.

Any current exemptions will continue to the end of 2014. A long-term decision about exemptions will be reached when the implementation of eVALUate is reviewed at the end of the year.

Design of the eVALUate survey

The eVALUate survey incorporates both quantitative and qualitative items. Each quantitative item is accompanied by help text to provide students with further explanation.

The quantitative items ask students to report on their level of agreement with statements about:

- the design features of the unit and how they assist their achievement of unit learning outcomes (items 1–7);
- motivation and engagement in learning (items 8–10);
- overall satisfaction (item 11) (Figure 1); and
- satisfaction with teaching of named individual (Figure 2).

Students select one of five responses for each item:

- strongly disagree
- disagree
- agree
- strongly agree
- unable to judge

The inclusion of qualitative items allows the students to comment on their experience of the teaching of nominated individuals (Figure 2), their thoughts on what the most helpful aspects of the unit were and suggestions about how the unit could be improved (Figure 3).

The teacher satisfaction questions are repeated for each individual who contributed to the teaching of the relevant unit offering (unit/class/campus combination). Operation of the survey has been enhanced so that the teacher questions are only displayed when names are selected (Figure 2).

Figure 1: The eVALUATE quantitative items 1-11.

1. The learning outcomes in this unit are clearly identified.

The learning outcomes are what you are expected to know, understand or be able to do in order to be successful in this unit.

2. The learning experiences in this unit help me to achieve the learning outcomes.

The learning experiences, on campus or in CloudDeakin, could include: classes, lectures, tutorials, laboratories, clinical practicums, fieldwork, directed learning tasks, and online experiences.

3. The learning resources in this unit help me to achieve the learning outcomes.

Learning resources could include print, multimedia and online study materials or equipment.

4. The assessment tasks in this unit evaluate my achievement of the learning outcomes.

Assessment tasks are those which are rewarded by marks, grades or feedback, and directly assess your achievement of the learning outcomes.

5. Feedback on my work in this unit helps me to achieve the learning outcomes.

Feedback includes written or verbal comments on your work.

6. The workload in this unit is appropriate to the achievement of the learning outcomes.

Workload includes class attendance, reading, researching, group activities and assessment tasks.

7. The quality of teaching in this unit helps me to achieve the learning outcomes.

Quality teaching occurs when knowledgeable and enthusiastic teaching staff interact positively with students in well-organised teaching and learning experiences.

8. I am motivated to achieve the learning outcomes in this unit.

Being motivated means having the desire or drive to learn, to complete tasks and to willingly strive for goals.

9. I make best use of the learning experiences in this unit.

I prepare for and follow up on the learning experiences offered in this unit.

10. I think about how I can learn more effectively in this unit.

I take time to think about how I can learn more effectively.

11. Overall, I am satisfied with this unit.

Overall, this unit provides a quality learning experience.

Figure 2: Teaching survey items. In this example only the second staff member was selected, revealing the teacher question section.

Please select all staff who have taught you from the list below, in order to evaluate their teaching.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Unable to Judge
I was satisfied with the quality of teaching from this teacher in this unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please provide any comments on the teaching of this unit by this teacher. 600 characters	<input style="width: 100%; height: 100px; border: 1px solid black;" type="text"/>				

Figure 3: The eVALUate qualitative items about the unit.

Please provide any other comments that may help the staff improve the quality of teaching in this unit, under the following headings:

What are the most helpful aspects of this unit?
600 characters

How do you think this unit might be improved?
600 characters

Reporting and using eVALUate results

The eVALUate results will be reported by the Strategic Intelligence and Planning Unit (SIPU) in a variety of ways to satisfy different purposes and audiences. The range of reports allows eVALUate outcomes to be presented at multiple levels including: unit, teacher, course (new report), school, faculty and university (overall or by location). To minimise change the SETU report types have been maintained, although they have been modified to remove any references to means (no longer applicable under new scale). Some reports have also undergone enhancements to give more details on response rates and/or highlight results of interest.

The system has various levels of access to ensure that an individual can only see reports/data appropriate to their role. Samples of reports available to the public and students, individual teaching staff and unit chairs are included in the appendix. Note teacher and unit chair access is based on details entered by School/Faculty administrative staff during pre-survey processes and is specific to the evaluation period. If deemed appropriate access to data for other evaluation periods can be facilitated by individuals with school or faculty level access. One such example may be a new unit chair who wants to review past feedback.

Unit chairs are required to inform students of the results and impact of surveys, in line with the Deakin ***Evaluation of Teaching and Units procedure***, with the minimum requirement being reporting in the unit guide and in class discussions by the end of trimester. Unit and course teams are expected to use the feedback provided by these reports to understand the student's perspective on the strengths of the unit and its teaching, as well as identify and the potential for improvement.

Use of eVALUate data is subject to the Deakin ***Evaluation of Teaching and Units procedure*** and Code of Conduct. Subject to these, unit chairs should share the results with course teams to ensure that developments occur in a coordinated and efficient manner, ensuring a consistent experience across all units in the course.

Implementation plan in 2014

Implementation of eVALUate is well underway, and the survey is being piloted in the School of Nursing and Midwifery in trimester 1 2014. Full implementation for other schools, faculties and the Institute of Koorie Education will occur in trimester 2. **Professional development activities** on campus, via Blackboard Collaborate and through online modules will be made available to all staff on

- **Teaching with eVALUate:** The eVALUate survey, interpretation of results and how to use them to enhance units and teaching as well as in applications for promotions, awards and learning research.
- **Leading and managing with eVALUate:** Strategic use of eVALUate survey results in planning, course enhancement and managing teaching effectiveness.

Further information

For further information

- Visit: [eVALUate website](#)
- Email: evaluate@deakin.edu.au
- Contact: **Lucy Schulz** for enquiries related to teaching and leading using eVALUate
- Contact: Strategic Intelligence and Planning Unit (**SIPU**) for enquiries related to the administration, analysis, reporting or technical aspects of eVALUate.

Appendix: Example eVALUate reports

Students and Public Results Reports

The following two reports have filters enabling data to be presented at the level of University, location, faculty, school or unit (overall or for specific location). Data is only shown when there are at least 10 responses (staff detailed reports have no such restrictions).

eVALUate survey: response summary and item outcomes

This report presents a summary of feedback to quantitative items 1 to 11, along with details on the number of responses, enrolments and response rates.

Figure 4: Example public summary report.

eVALUate Survey: Response Summary and Item Outcomes

Report Summary						
Run Date	Monday 19th of May 2014 11:38:35 AM					
Evaluation Period	UAT pilot schedule					
Faculty	ALL FACULTIES					
School	ALL SCHOOLS					
Unit	ALL UNITS					
Location	ALL LOCATIONS					
Change Parameters		Show Detail	Download as PDF			
Report Data						
RESPONSE SUMMARY						
		Campus				
		ALL	BURWOOD (MELBOURNE)	WARRNAMBOOL		
Responses		46	19	10		
Enrolment		3679	1955	405		
Response Rate		1%	1%	2%		
eVALUate Quantitative Items		Responses	% of total responses			
			Agreement	Disagreement	Unable to Judge	
1. The learning outcomes in this unit are clearly identified.		43	37	44	19	
2. The learning experiences in this unit help me to achieve the learning outcomes.		41	41	44	15	
3. The learning resources in this unit help me to achieve the learning outcomes.		42	48	38	14	
4. The assessment tasks in this unit evaluate my achievement of the learning outcomes.		41	46	34	20	
5. Feedback on my work in this unit helps me to achieve the learning outcomes.		41	44	44	12	
6. The workload in this unit is appropriate to the achievement of the learning outcomes.		41	46	39	15	
7. The quality of teaching in this unit helps me to achieve the learning outcomes.		43	40	42	19	
8. I am motivated to achieve the learning outcomes in this unit.		39	38	41	21	
9. I make best use of the learning experiences in this unit.		41	34	46	20	
10. I think about how I can learn more effectively in this unit.		40	38	35	28	
11. Overall, I am satisfied with this unit.		39	36	41	23	

eVALUate survey: histograms of item outcomes

This report shows histograms of item outcomes, i.e., it is a graphical representation of the public summary report above, to demonstrate the spread of the responses across the five response categories.

Figure 5: Example public detail report.

eVALUate Survey: Histograms of Item Outcomes

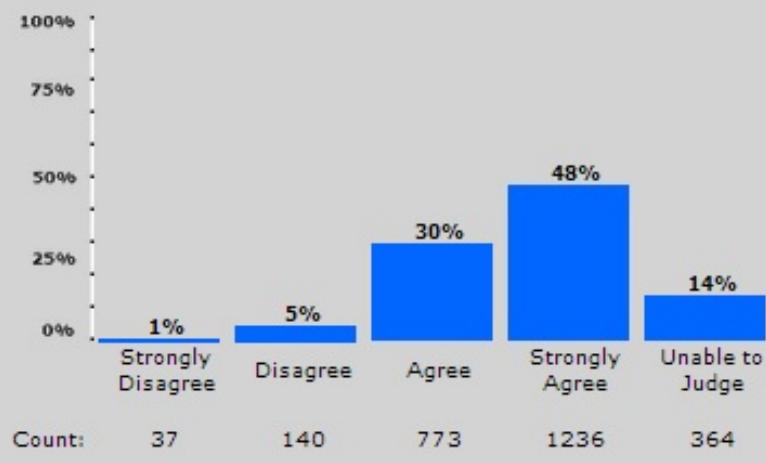
Report Summary

Run Date	Monday 26th of May 2014 05:09:05 PM
Evaluation Period	UAT data schedule
Faculty	FACULTY OF HEALTH
School	SCHOOL OF NURSING AND MIDWIFERY
Unit	ALL UNITS
Location	ALL LOCATIONS

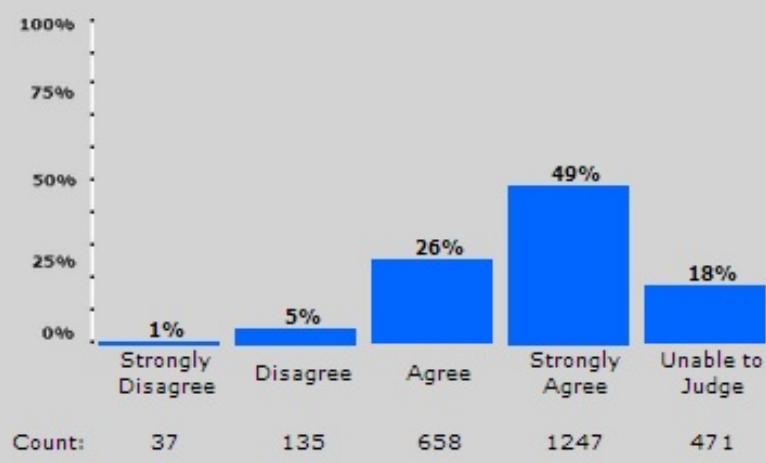
[Change Parameters](#) [Show Summary](#) [Download as PDF](#)

Report Data

1. The learning outcomes in this unit are clearly identified.



2. The learning experiences in this unit help me to achieve the learning outcomes.



Examples of the higher level reports will be published during trimester 2, 2014.

Reports available to teachers and unit chairs

These reports are downloaded as an Excel spreadsheet to allow further analysis. For the teacher satisfaction reports, a teacher can only see their personal results, whereas a unit chair can see the feedback for all staff involved in the teaching of the unit(s) they chair.

Unit detail report

This report contains results for each of the quantitative items (1-11) for the unit overall and by location (when relevant). Data is presented for each response category and expressed as the computed percentage agreement (agree/strongly agree) and percentage disagreement (disagree/strongly disagree).

Figure 6: Example unit detail report.

Teacher satisfaction report

This report contains results of the teacher quantitative item at a unit/location level. Data is presented for each response category and expressed as percentage agreement and percentage disagreement.

Teachers will only be able to see their personal results, whereas unit chairs can see feedback for all staff teaching into the units they chair.

While the question wording is the same as the current SETU instrument, the change in scale means that the results are not directly comparable.

Figure 7: Example teacher satisfaction report.

Teacher satisfaction comments report

This report contains the responses to the teacher qualitative item at a unit/location level. Teachers will only be able to see their personal results, whereas unit chairs can see feedback for all staff teaching into the units they chair.

Figure 8: Example teacher satisfaction comments report.

A	B	C	D	E
1	Teacher Report - Teacher Satisfaction Comments			
2				
3	Report Run Date: 26/05/14 5:40:54 pm			
4	Schedule Id: Unit Data Schedule			
5	Faculty: 01 - Faculty Of Business And Law			
6	School: 0103 - School Of Accounting Economics And Finance			
7	Unit Code: XY2020 - Accounting			
8	Teacher: Smith, Fred			
9				
10	Please provide any comments on the teaching of this unit by this teacher.			
11				
12	Unit Code	Unit Title	Location	Teacher Name
13	MAA261	FINANCIAL ACCOUNTING	BURWOOD (MELBOURNE)	FRED SMITH
14	MAA261	FINANCIAL ACCOUNTING	BURWOOD (MELBOURNE)	FRED SMITH
				Comments
				was good in explaining and working out questions
				BEST TUTOR EVER!

Reports Available to Unit Chairs

eVALUate Full unit report

This report contains a more detailed analysis of the unit data including comparisons to school, faculty and University level results and/or the quantitative feedback (depends on filter selection). Data can be based on all unit feedback, or that of a specific location.

This report can be viewed on the website or downloaded as a pdf.

Figure 9: Example full unit report. Owing to space limitations, only the results for question 1 are shown.

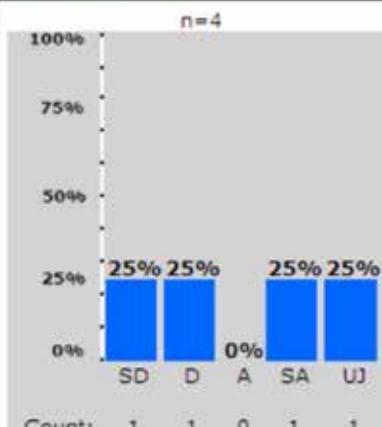
eVALUate Full Unit Report

Report Summary

Run Date	Tuesday 20th of May 2014 02:21:31 PM
Evaluation Period	UAT pilot schedule
Faculty	FACULTY OF HEALTH
School	SCHOOL OF NURSING AND MIDWIFERY
Unit	
Location	ALL LOCATIONS
Questions	Quantitative and Qualitative

[Change Parameters](#) [Download as PDF](#)

Report Data

Evaluation Period: UAT pilot schedule Faculty: FACULTY OF HEALTH School: SCHOOL OF NURSING AND MIDWIFERY Unit: Location: ALL LOCATIONS		Enrolment: 410 Responses (n): 5 Response Rate: 1.2%			
eVALUate Quantitative Items	Frequency Distribution (%) Scale: SD = Strongly disagree D = Disagree A = Agree SA = Strongly agree UJ = Unable to judge	Percentage Agreement (strongly agree/agree)			
	Unit	School	Faculty	University	
1. The learning outcomes in this unit are clearly identified.	 n=4 Count: 1 1 0 1 1	25	37	37	37

Unit comments

This report contains the responses to the unit qualitative items at a unit/location level.

Figure 10: Example unit comments report.

A	B	C	D
Unit(s) Comments			
Report Run Date: 03/09/14 11:21:42 pm			
Submitted by: Last Name,First Name			
Faculty: 03 -Faculty Of Health			
School: 0303 - School Of Nursing And Midwifery			
Unit: ABC123 - UNIT TITLE A			
Question 13: How do you think this unit might be improved?			
12	Unit Code	Unit Title	Location
13	ABC123	UNIT TITLE A	CLOUD (ONLINE)
14	CBA321	UNIT TITLE B	CLOUD (ONLINE)
Response			
Better unit guide to facilitate in the understanding of key concepts that I feel I have missed.			
I personally found it difficult to translate the assignment requirements, a more detailed explanation of what was required would have been helpful.			