

Student Evaluation of Teaching and Units: Semester 1, 2005

About the survey

Student evaluation of teaching and units for semester 1, 2005 took place between 14 May and 3 June 2005. As in previous semesters, the evaluations were conducted online for all students except for two cohorts:

- Institute of Koorie Education students received paper-based surveys
- offshore students received paper-based survey forms via their offshore teaching partners

An advertising campaign, individual email invitations and letters posted to off-campus students were used to encourage students to complete the survey using the online evaluation system.

About the survey questions and scale

The survey for semester 1, 2005 contained the same 18 questions which have been used in the survey each time since its introduction in semester 1, 2003. For each question, students were asked to choose a response on a scale of 1 (strongly disagree) to 5 (strongly agree), or to choose NA if they believed that the question did not apply to them in that unit.

Table 1: Survey questions

Questions related to teaching	
1.	The teaching staff of this unit stimulated my interest in further learning.
2.	The teaching staff of this unit motivated me to do my best work.
3.	The teaching staff gave me helpful feedback on how I was going.
4.	The teaching staff made a real effort to understand difficulties I might be having with my work.
5.	This unit was well taught.
6.	I had a clear idea of what was expected of me in this unit.
7.	Course materials in this unit were of a high quality.
Questions related to the unit	
8.	This unit developed my analytical skills.
9.	This unit developed my problem-solving skills.
10.	This unit developed my written communication skills.
11.	This unit developed my ability to work as a team member.
12.	I consider what I learned in this unit valuable for my future.
13.	The library learning resources were appropriate for my needs in this unit.
14.	My experience in this unit encouraged me to value perspectives of people from different cultures.
15.	The amount of work required in this unit has been appropriate.
16.	Requirements for completing assessment tasks in this unit have been clear and specific.
17.	I would recommend this unit to other students.
18.	The use of on-line technologies in this unit enhanced my learning experience.

Questions 5, 17 and 18 are used in the Council Performance Indicators. These questions are highlighted in **bold type** in the figures and tables in this report.

The results reported for this survey are for **valid** responses for each question, in which the student has chosen a response from 1 to 5. Because 'NA' and 'did not answer' responses are excluded from the results, the number of responses reported may differ for each question.

The **mean response** for each question has been calculated by adding the numerical value (on the scale 1 to 5) of each valid response and dividing by the number of valid responses for that question.

Percentage agreement for each question is determined from the number of responses 4 (agree) or 5 (strongly agree) as a percentage of all valid responses to that question.

Response rates

Approximately 31 419 responses were received from 83 538 unit enrolments, giving an overall response rate of 38%. This is slightly higher than the response rate recorded for semester 2, 2004 (36%) but is significantly lower than the response rate for semester 1, 2004 (45%).

The overall response rates for each faculty, campus, mode of attendance, offshore status and gender are shown alongside the detailed results for these categories in Table 3.

Limitations

Completed surveys from students of the Institute of Koorie Education had not been received at the time of producing this report, and hence enrolments and responses for IKE students have been excluded from the calculation of response rate for this semester. Because IKE unit enrolments are less than 0.5% of the University total, this exclusion does not have a significant effect on the overall response rate.

Completed surveys received from offshore students were analysed separately from the online evaluations in order to avoid delays in data analysis and reporting to schools and faculties. For this reason, the results in this report **do not** in general incorporate responses from offshore students; results for these students are shown only as a supplementary line item in the detailed tables (Table 3 – Table 7). However, the response rate given above **does** take into account offshore enrolments and responses in order to provide a consistent basis for comparison with response rates from previous semesters.

Results

The overall results of the evaluation for semester 1, 2005 were notably similar to the results for semester 2, 2004. In particular:

- Other than question 7 ('Course materials in this unit were of a high quality'), for which the mean increased slightly to 3.7, each question recorded a mean response the same (to the nearest 0.1) as semester 2, 2004.
- Each of the 18 questions recorded a mean of 3.5 or higher, and each question gained agreement from at least 52% of the students who responded.
- Each question recorded the same or higher mean compared to both semester 2 of 2003 and semester 1 of 2004.

In other results:

- Question 12 ('I consider what I learned in this unit valuable for my future') was once again the highest scoring question; its percentage agreement increased by 1 point over semester 2, 2004 to 73%.
- Questions 3, 11, 13, 14 and 18 once again recorded the lowest scores, although each of these questions remained steady in mean response and most increased slightly on percentage agreement compared to semester 2 of 2004.
- The number of responses received for question 18 (approximately 22 000) was once again much lower than the number of responses received for other questions (average 29 000).

The overall University results for each question are shown in Table 2, Figure 1 and Figure 2.

Table 2: Summary of responses (all students excluding offshore, IKE)

Q.	No. of responses	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Percentage agreement	Mean						
								Sem 1, 2005	Summer 2004-5	Sem 2, 2004	Sem 1, 2004	Summer 2003-4	Sem 2, 2003	Sem 1, 2003
Teaching														
1	29810	5%	10%	23%	40%	22%	62%	3.6	3.7	3.6	3.5	3.5	3.5	3.6
2	29774	5%	11%	26%	38%	21%	58%	3.6	3.6	3.6	3.4	3.5	3.5	3.5
3	29594	6%	13%	27%	35%	18%	53%	3.5	3.5	3.5	3.3	3.4	3.3	3.3
4	29088	6%	11%	29%	35%	20%	54%	3.5	3.5	3.5	3.4	3.4	3.4	3.4
5	29721	6%	9%	23%	38%	23%	62%	3.6	3.6	3.6	3.5	3.5	3.6	3.7
6	30166	5%	11%	21%	42%	21%	63%	3.6	3.6	3.6	3.5	3.5	3.6	3.6
7	30030	4%	8%	24%	42%	22%	65%	3.7	3.6	3.6	3.6	3.5	3.6	3.6
Units														
8	29751	2%	8%	27%	47%	17%	63%	3.7	3.6	3.7	3.5	3.5	3.5	3.5
9	29417	2%	9%	29%	44%	16%	60%	3.6	3.6	3.6	3.4	3.5	3.4	3.4
10	29544	3%	9%	29%	43%	16%	59%	3.6	3.5	3.6	3.4	3.4	3.4	3.4
11	27142	4%	13%	30%	35%	17%	53%	3.5	3.5	3.5	3.3	3.3	3.3	3.2
12	30087	3%	5%	19%	43%	30%	73%	3.9	4.0	3.9	3.8	3.8	3.8	3.9
13	27856	4%	9%	34%	39%	14%	53%	3.5	3.3	3.5	3.3	3.2	3.3	3.2
14	26724	4%	9%	36%	35%	17%	52%	3.5	3.5	3.5	3.3	3.4	3.3	3.2
15	30164	3%	7%	20%	53%	17%	70%	3.7	3.7	3.7	3.6	3.5	3.6	3.7
16	30159	6%	10%	19%	46%	20%	65%	3.6	3.6	3.6	3.5	3.5	3.6	3.6
17	30018	6%	7%	24%	40%	23%	63%	3.7	3.8	3.7	3.6	3.7	3.6	3.7
18	21739	6%	8%	31%	37%	18%	55%	3.5	3.5	3.5	3.3	3.2	3.3	3.2

Figure 1: Mean responses to each question (all students)

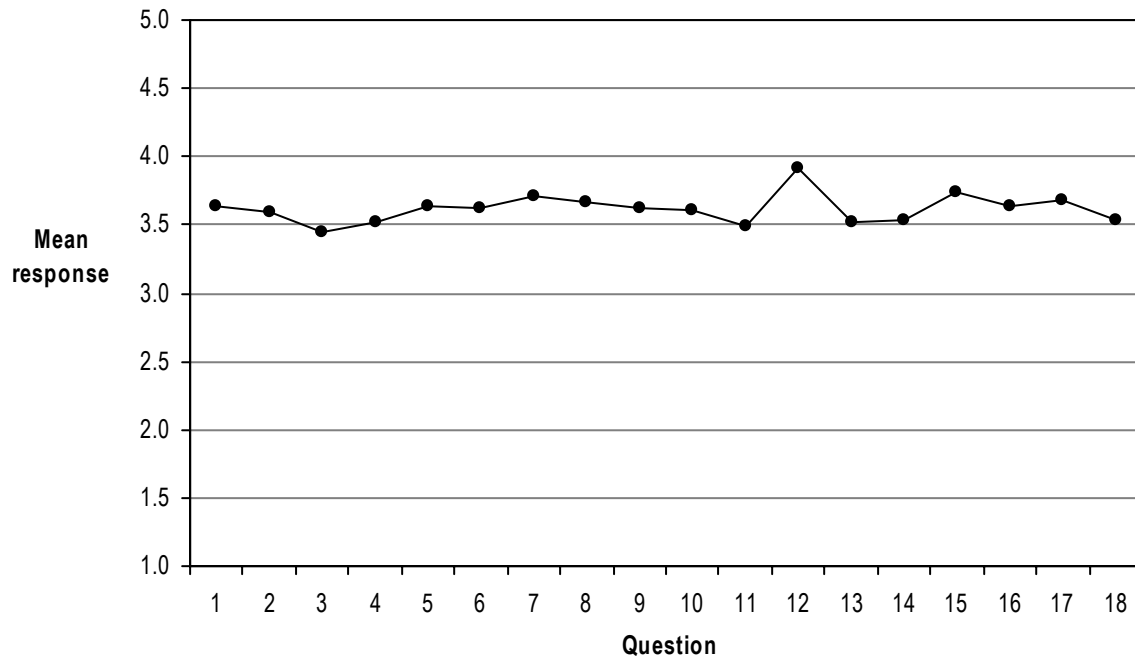


Figure 2: Percentage agreement for each question (all students)

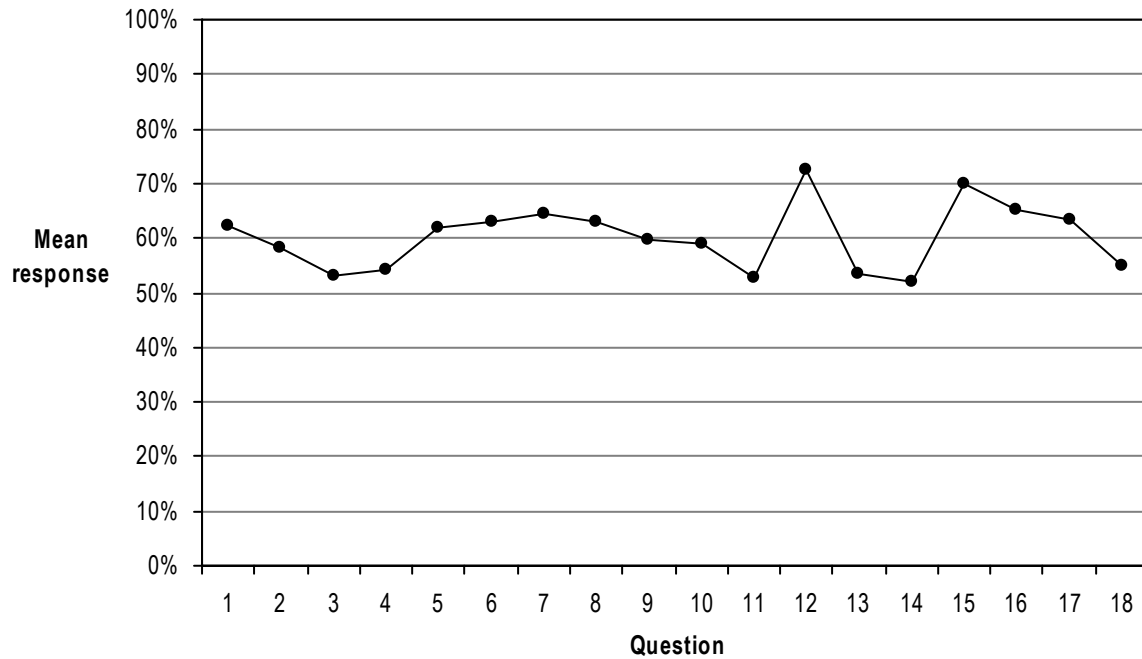


Table 3 and Table 4 below show the mean responses for each question by faculty, campus, gender, citizenship, unit level and funding source. In these tables, offshore students have been displayed separately at the campus level. Data from offshore surveys are not included in the overall University results and are excluded from lower level analyses.

Key results from these tables include an increase in the gap between the means of off-campus and other students particularly evident in questions one to seven. This group of questions are more teaching based and possibly not worded in a way which is applicable to the teaching of off-campus students. There continues to be a gap in overall mean for offshore students for Question 13 ('The library learning resources were appropriate for my needs in this unit') compared to other student groups.

Question 12 ('I consider what I learned in this unit valuable for my future') continues to obtain the highest mean response for all groups. In most of the other lower-level breakdowns shown in these two tables, the means of each group of students were very similar to the means for the University as a whole.

Table 3: Comparison of mean responses – Teaching questions

	Response		Q1	Q2	Q3	Q4	Q5	Q6	Q7
	Responses	rate							
All students (excluding offshore, IKE)	30516	37%	3.6	3.6	3.5	3.5	3.6	3.6	3.7
Faculty									
Arts	6251	35%	3.7	3.7	3.6	3.6	3.7	3.7	3.8
B & L	8855	30%	3.5	3.5	3.4	3.5	3.6	3.6	3.7
Education	2837	36%	3.7	3.6	3.4	3.6	3.6	3.5	3.7
HBS	5836	43%	3.8	3.7	3.4	3.5	3.7	3.6	3.8
S & T	6740	45%	3.5	3.5	3.4	3.5	3.5	3.6	3.6
Campus									
Burwood	15936	39%	3.6	3.6	3.4	3.5	3.6	3.6	3.7
Waurm Ponds	6094	47%	3.6	3.6	3.5	3.5	3.7	3.7	3.7
Waterfront	1619	47%	3.8	3.7	3.6	3.6	3.7	3.7	3.8
Warrnambool	1460	45%	3.7	3.7	3.6	3.7	3.8	3.8	3.8
Toorak	938	32%	3.7	3.7	3.6	3.6	3.7	3.7	3.7
Off-campus	4469	25%	3.5	3.4	3.4	3.4	3.4	3.5	3.7
Gender									
Female	19418	40%	3.7	3.6	3.4	3.5	3.7	3.6	3.7
Male	11098	31%	3.6	3.5	3.5	3.5	3.6	3.6	3.6
Citizenship									
Domestic	25128	38%	3.6	3.6	3.4	3.5	3.6	3.6	3.7
International	5388	30%	3.7	3.6	3.6	3.6	3.6	3.6	3.6
Unit level									
UG	26956	39%	3.6	3.6	3.4	3.5	3.6	3.6	3.7
PGC	3560	26%	3.7	3.6	3.5	3.6	3.6	3.6	3.7
Funding source									
Commonwealth	22891	41%	3.6	3.6	3.4	3.5	3.6	3.6	3.7
Domestic fee-paying	2079	27%	3.6	3.5	3.4	3.4	3.6	3.6	3.7
International fee-paying	5189	34%	3.7	3.7	3.6	3.6	3.6	3.6	3.6
Other	357	79%	3.7	3.6	3.7	3.6	3.7	3.6	3.8
Supplementary results									
Offshore	903	38%	3.6	3.6	3.6	3.6	3.6	3.6	3.6
Institute of Koorie Education			Not available						

Table 4: Comparison of mean responses – Unit questions

	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
All students (excluding offshore, IKE)	3.7	3.6	3.6	3.5	3.9	3.5	3.5	3.7	3.6	3.7	3.5
Faculty											
Arts	3.7	3.5	3.7	3.3	3.9	3.6	3.8	3.9	3.7	3.8	3.4
B & L	3.7	3.6	3.5	3.5	3.9	3.5	3.4	3.7	3.7	3.6	3.6
Education	3.6	3.6	3.7	3.7	4.1	3.5	3.7	3.7	3.4	3.7	3.5
HBS	3.7	3.7	3.7	3.6	4.1	3.6	3.7	3.8	3.7	3.8	3.6
S & T	3.6	3.7	3.5	3.5	3.8	3.4	3.2	3.6	3.6	3.6	3.5
Campus											
Burwood	3.6	3.6	3.6	3.5	3.9	3.5	3.5	3.7	3.6	3.7	3.5
Waurm Ponds	3.7	3.6	3.6	3.5	3.9	3.5	3.5	3.8	3.7	3.6	3.5
Waterfront	3.8	3.8	3.8	3.8	4.1	3.6	3.7	3.8	3.6	3.8	3.5
Warrnambool	3.7	3.6	3.7	3.7	4.0	3.6	3.6	3.8	3.7	3.8	3.5
Toorak	3.8	3.7	3.6	3.7	3.9	3.5	3.6	3.7	3.8	3.7	3.7
Off-campus	3.7	3.6	3.7	3.0	3.9	3.6	3.5	3.7	3.6	3.7	3.5
Gender											
Female	3.7	3.6	3.6	3.5	3.9	3.5	3.6	3.8	3.6	3.7	3.5
Male	3.7	3.6	3.5	3.4	3.9	3.5	3.4	3.7	3.6	3.6	3.5
Citizenship											
Domestic	3.7	3.6	3.6	3.5	3.9	3.5	3.5	3.7	3.6	3.7	3.5
International	3.7	3.7	3.6	3.5	3.8	3.5	3.6	3.7	3.7	3.7	3.6
Unit level											
UG	3.7	3.6	3.6	3.5	3.9	3.5	3.5	3.7	3.6	3.7	3.5
PGC	3.8	3.7	3.7	3.4	4.0	3.6	3.6	3.7	3.6	3.7	3.6
Funding source											
Commonwealth	3.7	3.6	3.6	3.5	3.9	3.5	3.5	3.8	3.6	3.7	3.5
Domestic fee-paying	3.7	3.6	3.6	3.3	3.9	3.5	3.5	3.6	3.6	3.7	3.5
International fee-paying	3.7	3.7	3.6	3.6	3.8	3.5	3.6	3.7	3.7	3.7	3.6
Other	3.8	3.7	3.7	3.4	4.0	3.7	3.7	3.8	3.7	3.8	3.6
Supplementary results											
Offshore	3.7	3.6	3.5	3.5	3.8	3.4	3.6	3.6	3.6	3.6	3.6
Institute of Koorie Education	Not available										

The mean responses for the three questions which are used as Council Performance Indicators are shown in Figure 3 below for all students and at the faculty level. As in previous semesters, the faculty mean responses to each of these questions occurred over a narrow range of values. The Faculty of Health and Behavioural Sciences recorded a mean response which was at or above the University average for each of these questions, while the Faculty of Science and Technology recorded a mean response below the University average for each of these three questions.

For Question 18 ('The use of on-line technologies in this unit enhanced my learning experience'), while the Faculty of Arts once again recorded a mean score lower than the University as a whole, the gap has narrowed considerably in comparison to previous semesters. Overall, the faculty responses for this question showed notably less variation than in previous semesters.

Figure 3: Council Performance Indicator questions (all students and by faculty)

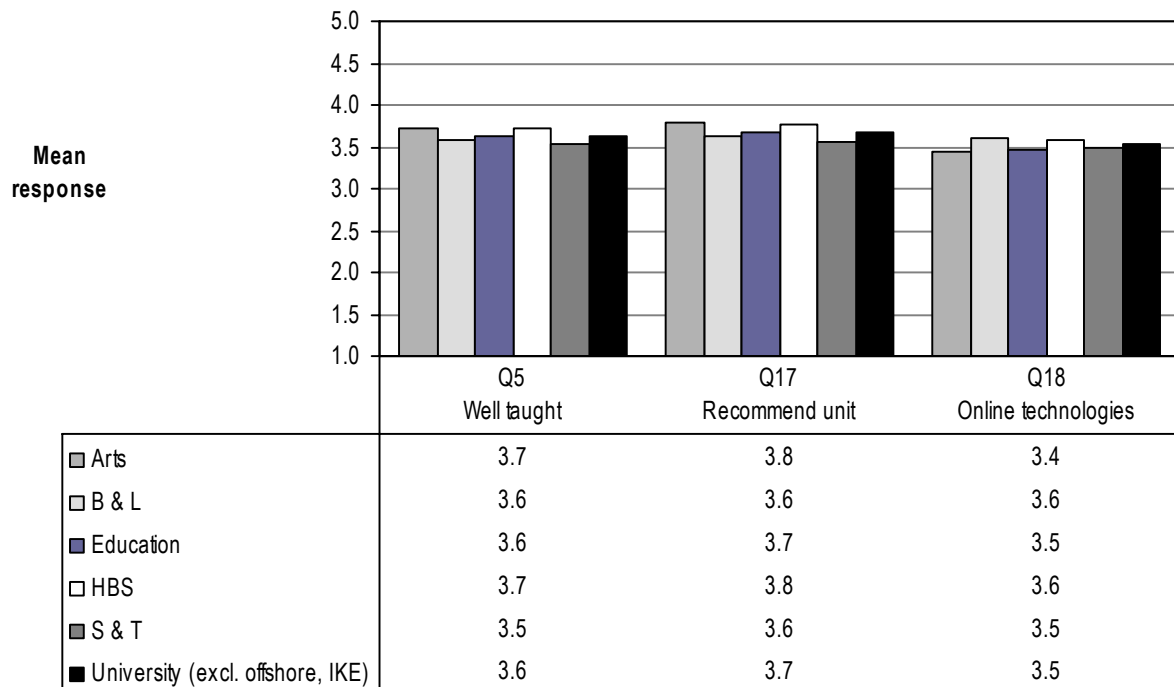


Table 5, Table 6 and Table 7 show the trends in mean response for each of the Council Performance Indicator questions by faculty, campus, citizenship, gender and unit level.

Table 5: Trends for Council Performance Indicator questions: Q5

Q5. This unit was well taught.	Sem 1, 2005	Summer 2004/5	Sem 2, 2004	Sem 1, 2004	Summer 2003/4	Sem 2, 2003	Sem 1, 2003
Faculty							
Arts	3.7	3.4	3.7	3.6	3.6	3.8	3.9
Business & Law	3.6	3.6	3.6	3.4	3.3	3.4	3.6
Education	3.6	3.7	3.7	3.5	4.1	3.6	3.7
Health & Behavioural Sciences	3.7	3.3	3.6	3.6	3.2	3.6	3.7
Science & Technology	3.5	4.1	3.5	3.4	4.0	3.4	3.5
Campus							
Burwood	3.6	3.7	3.6	3.5	3.6	3.6	3.7
Waurm Ponds	3.7	4.1	3.6	3.6	4.5	3.6	3.7
Waterfront	3.7	3.8	3.6	3.5	4.1	3.6	3.7
Warrnambool	3.8	3.7	3.7	3.6	4.0	3.7	3.8
Toorak	3.7	4.8	3.7	3.6	n/a	n/a	n/a
Off-campus	3.4	3.6	3.5	3.3	3.3	3.4	3.4
Gender							
Female	3.7	3.7	3.6	3.5	3.4	n/a	n/a
Male	3.6	3.7	3.6	3.5	3.5	n/a	n/a
Citizenship							
Domestic	3.6	3.8	3.6	3.5	3.6	n/a	n/a
International	3.6	3.5	3.6	3.5	3.3	n/a	n/a
Unit level							
UG	3.6	3.7	3.6	3.5	3.5	3.6	3.7
PGC	3.6	3.6	3.7	3.5	3.4	3.5	3.5
Supplementary results							
Offshore	3.6	3.6	3.6	3.3	3.5	3.1	n/a
Institute of Koorie Education	n/a	n/a	4.2	4.3	n/a	4.1	n/a

Table 6: Trends for Council Performance Indicator questions: Q17

Q17. I would recommend this unit to other students.	Sem 1, 2005	Summer 2004/5	Sem 2, 2004	Sem 1, 2004	Summer 2003/4	Sem 2, 2003	Sem 1, 2003
Faculty							
Arts	3.8	4.3	3.8	3.7	4.2	3.8	3.9
Business & Law	3.6	3.8	3.6	3.5	3.6	3.5	3.6
Education	3.7	4.4	3.7	3.6	4.1	3.7	3.7
Health & Behavioural Sciences	3.8	3.5	3.7	3.6	3.0	3.5	3.7
Science & Technology	3.6	4.1	3.6	3.4	4.0	3.4	3.5
Campus							
Burwood	3.7	3.9	3.7	3.5	3.5	3.3	3.6
Waurm Ponds	3.6	4.0	3.6	3.5	4.5	3.3	3.6
Waterfront	3.8	3.8	3.7	3.6	4.3	3.2	3.7
Warrnambool	3.8	4.4	3.7	3.6	4.6	3.1	3.8
Toorak	3.7	4.8	3.8	3.7	n/a	n/a	n/a
Off-campus	3.7	3.9	3.7	3.6	3.7	3.3	3.7
Gender							
Female	3.7	4.0	3.7	3.5	3.4	n/a	n/a
Male	3.6	3.9	3.6	3.5	3.5	n/a	n/a
Citizenship							
Domestic	3.7	4.1	3.7	3.6	3.8	n/a	n/a
International	3.7	3.8	3.7	3.5	3.4	n/a	n/a
Unit level							
UG	3.7	3.8	3.6	3.5	3.5	3.6	3.7
PGC	3.7	3.9	3.8	3.5	3.4	3.5	3.5
Supplementary results							
Offshore	3.6	3.5	3.5	3.3	3.5	3.3	n/a
Institute of Koorie Education	n/a	n/a	4.3	4.1	n/a	4.2	n/a

Table 7: Trends for Council Performance Indicator questions: Q18

Q18. The use of on-line technologies in this unit enhanced my learning experience.	Sem 1, 2005	Summer 2004/5	Sem 2, 2004	Sem 1, 2004	Summer 2003/4	Sem 2, 2003	Sem 1, 2003
Faculty							
Arts	3.4	4.0	3.3	3.1	3.4	3.2	3.0
Business & Law	3.6	3.5	3.5	3.4	3.2	3.4	3.4
Education	3.5	3.8	3.5	3.3	2.0	3.2	3.2
Health & Behavioural Sciences	3.6	3.1	3.5	3.5	2.8	3.2	3.2
Science & Technology	3.5	3.6	3.5	3.4	3.3	3.3	3.2
Campus							
Burwood	3.5	3.5	3.5	3.4	3	3.3	3.2
Waurm Ponds	3.5	3.5	3.5	3.4	3.5	3.3	3.2
Waterfront	3.5	3.3	3.4	3.4	3.8	3.2	3.0
Warrnambool	3.5	4.0	3.5	3.3	3.3	3.1	3.2
Toorak	3.7	3.5	3.7	3.6	n/a	n/a	n/a
Off-campus	3.5	3.5	3.5	3.2	3.1	3.3	3.3
Gender							
Female	3.5	3.7	3.5	3.4	3.1	n/a	3.3
Male	3.5	3.6	3.5	3.3	3.2	n/a	3.2
Citizenship							
Domestic	3.5	3.6	3.5	3.6	3.8	n/a	n/a
International	3.6	3.6	3.6	3.5	3.4	n/a	n/a
Unit level							
UG	3.5	3.6	3.5	3.3	3.2	3.3	3.2
PGC	3.6	3.5	3.6	3.3	3.2	3.4	3.3
Supplementary results							
Offshore	3.6	3.6	3.4	3.2	3.3	3.1	n/a
Institute of Koorie Education	n/a	n/a	3.7	4.1	n/a	3.5	n/a

Conclusion

The online evaluation process was conducted successfully with only minor complications. Survey forms for the Institute of Koorie education were not distributed according to previous procedures and hence the completed surveys were not received in time to be included in the overall University report. Consultation has occurred and new procedures developed to ensure that in future, paper-based surveys will be distributed to students in a timely fashion.

In order to provide timely turnaround of SETU results for schools and faculties, data analysis from the online evaluations was conducted before responses from offshore students were received. As a result the turnaround of school and faculty reports was reduced from 8 weeks to 4 weeks. Unofficial feedback from academic staff across faculties confirms the importance of receiving timely results.

The downside to this approach is that it results in offshore data being omitted from the overall analysis of results in this University-level report. Offshore responses were received in time for inclusion in the University report as a supplementary line entry; their omission from the overall University means and lower level analysis would have a generally negligible effect on these results.

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4 August 2005