

Student Evaluation of Teaching and Units: Summer Semester 2005–6

About the survey

Student evaluation of teaching and units (SETU) for summer semester 2005–6 took place between 16 January and 17 February 2006. Unlike the web-based evaluations used in the standard teaching semesters, in summer semester the evaluation is carried out using paper-based survey forms. On-campus and off-campus students are sent a survey form in the mail, while offshore students receive their forms via their offshore teaching partner.

About the survey questions and scale

The survey form for summer semester 2005–6 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, a different number of responses may be reported 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

In the 2005–6 summer semester, 755 responses were received out of 3 522 unit enrolments, giving an overall response rate of 21%. This is slightly lower than the response rate for the 2004–5 summer semester (28%), and remains significantly lower than the response rates in semester 1 or 2 of 2004 and 2005, which have been in the range 32–45%.

Response rates for each faculty and unit level are shown alongside the detailed results for these categories in Table 3.

Limitations

There are a number of factors which impose limitations on the analysis of the results of this survey and on comparisons with results from previous surveys.

Sample size

The number of enrolled students in the summer semester was much smaller than the number in the standard semester period. The number of responses received in the summer 2005–6 SETU was approximately the same as the number for summer 2004–5 (753), but much smaller than the number received in a standard teaching semester (around 30 000). In the context of a survey such as the SETU, a small sample size means that comparisons over time or between different groups must be made with greater caution. The effect of small sample size is magnified in analysis of more specific cohorts, for example results for a specific faculty, school or unit.

Population characteristics

The summer semester student population was notably different in a number of characteristics from the population of students in the standard semester periods; these differences can be expected to have an effect on the overall mean and percentage figures. In particular, the proportion of unit enrolments from off-campus and off-shore students was notably higher in summer semester than in a standard semester. These differences in student profile mean that previous summer semesters (rather than the standard teaching semesters) make the most appropriate basis for the comparison of overall results over time.

Student identification numbers

In the summer semester evaluation, students were asked to write their student ID on the printed survey form. In a number of cases (7% of responses), the student provided no ID or wrote an incorrect ID.

Responses without a valid student ID have been included in the unit, faculty and university level overall results. However, because these responses cannot be linked to a student record, they cannot be classified by campus, gender citizenship or funding source. Although this report includes results broken down for campus, gender, citizenship and funding source (Tables 3–7).

Results

Mean responses to the evaluation have continued the improvement seen since the introduction of the evaluation of units and teaching in semester 1, 2003. The mean response for each question for summer semester 2005–6 was generally higher compared to semester 1, 2005 and semester 2, 2005.

When comparing the current summer semester evaluations from the previous summer semester (2004/05), there was a slight increase in the mean response for most questions. The largest mean increases were recorded for question 2 “The teaching staff of this unit motivated me to do my best work”, question 5 “This unit was well taught” and question 12 “I consider what I learned in this unit valuable for my future”. The only decrease in mean response was recorded for question 11 “This unit developed my ability to work as a team member”.

Question 12 (‘I consider what I learned in this unit valuable for my future’) was once again the highest scoring question in both mean response and percentage agreement.

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

Table 2: Summary of responses (all students)

Q.	No. of responses	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Percentage agreement	Mean					
								Summer 2005-6	Sem 2, 2005	Sem 1, 2005	Summer 2004-5	Sem 2, 2004	Sem 1, 2004
Teaching													
1	716	3%	8%	25%	43%	22%	65%	3.7	3.6	3.6	3.7	3.6	3.5
2	718	2%	8%	26%	42%	21%	64%	3.7	3.6	3.6	3.6	3.6	3.4
3	717	5%	10%	29%	37%	20%	57%	3.6	3.5	3.5	3.5	3.5	3.3
4	689	3%	9%	29%	37%	22%	59%	3.7	3.5	3.5	3.5	3.5	3.4
5	720	3%	6%	25%	41%	25%	66%	3.8	3.6	3.6	3.6	3.6	3.5
6	741	3%	9%	21%	47%	20%	67%	3.7	3.6	3.6	3.6	3.6	3.5
7	743	3%	6%	28%	43%	21%	63%	3.7	3.7	3.7	3.6	3.6	3.6
Units													
8	737	1%	5%	26%	53%	14%	68%	3.8	3.7	3.7	3.6	3.7	3.5
9	734	1%	5%	31%	49%	13%	63%	3.7	3.6	3.6	3.6	3.6	3.4
10	719	1%	7%	32%	49%	11%	59%	3.6	3.6	3.6	3.5	3.6	3.4
11	638	4%	12%	35%	35%	13%	49%	3.4	3.5	3.5	3.5	3.5	3.3
12	748	1%	3%	15%	49%	32%	81%	4.1	3.9	3.9	4	3.9	3.8
13	673	3%	10%	36%	39%	12%	51%	3.5	3.5	3.5	3.3	3.5	3.3
14	646	2%	7%	42%	38%	12%	50%	3.5	3.5	3.5	3.5	3.5	3.3
15	747	2%	7%	22%	58%	12%	69%	3.7	3.7	3.7	3.7	3.7	3.6
16	748	3%	8%	20%	50%	19%	70%	3.7	3.6	3.6	3.6	3.6	3.5
17	741	2%	5%	22%	47%	23%	71%	3.8	3.7	3.7	3.8	3.7	3.6
18	521	4%	6%	30%	42%	17%	59%	3.6	3.5	3.5	3.5	3.5	3.3

Unlike previous evaluation cohorts, Question 11 ('This unit developed my ability to work as a team member') yielded the lowest mean response (3.4) and percentage agreement (49%). The high level of neutral responses to this question (35% of responses) may be partly due to the high proportion of off-campus and offshore students among the respondents.

Of those units where more than ten responses were received ten units had a percentage agreement lower than 50 percent for question 11 'This unit developed my ability to work as a team member', with five units obtaining a percentage agreement 25 percent or lower. These units include MII335 'Legal Practice and Ethics' (9%), MAA301 'Financial Accounting Theory and Practice' (18%), MAA303 'Auditing' (22%), MAD101 'Fundamentals of finance' (23%) and MMK277 'Marketing Management' (25%).

Developing ability to work as a team member obtained a high percentage agreement for students from MPR722 'Human Resource Management (Residential)' (100%), MPR707 'Change Management (Residential)' (93%), MPR706 'Strategic Management (Residential)' (85%), ESS420 'Outdoor And Environmental Education' (84%) and MME101 'Communication Skills For University Business Studies' (80%).

Question 12 ('I consider what I learned in this unit valuable for my future') has continued to register the highest mean response and percentage agreement of any question. The mean of 4.1 recorded for this question during the current evaluation is the highest mean response to date (see table 2).

Twenty four units obtained a percentage agreement greater than 50 percent on question 12 'I consider what I learned in this unit valuable for my future' (responses greater than ten). This was particularly the case for students from MLL391 'Civil Procedure And Alternative Dispute Resolution' (100%), HNN122 'Foundations Of Nursing Practice 2' (96%), SBB334 'Micro-Organisms And Disease' (96%), MPR707 'Change Management (Residential)' (93%), MPR706 'Strategic Management (Residential)' (92%), MPR722 'Human Resource Management (Residential)' (92%).

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

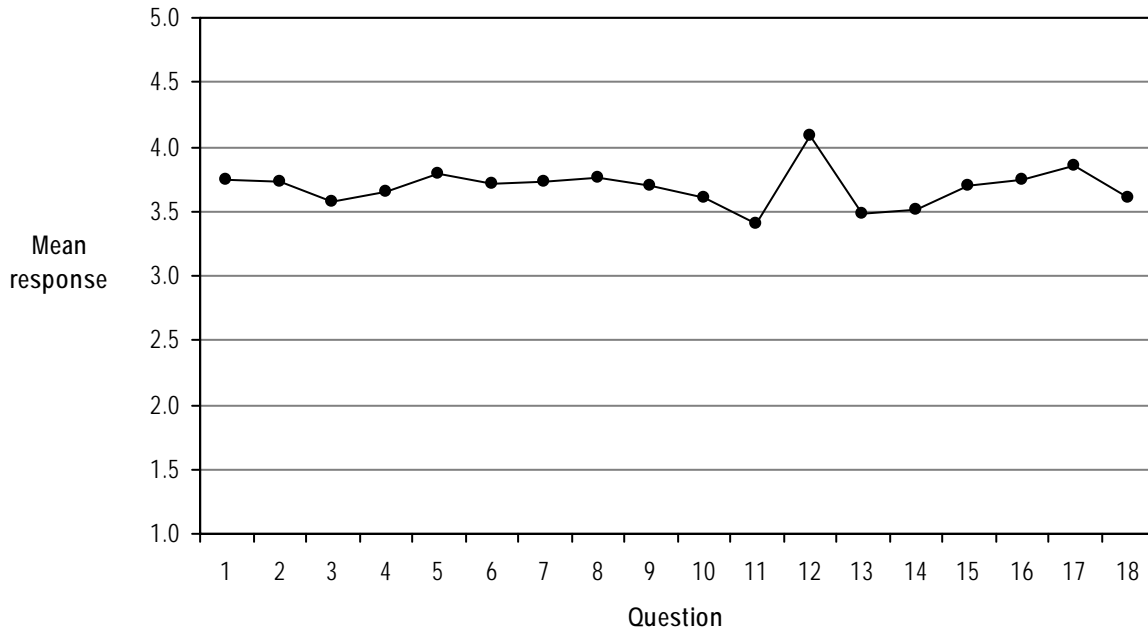


Figure 2: Percentage agreement for each question (all students)

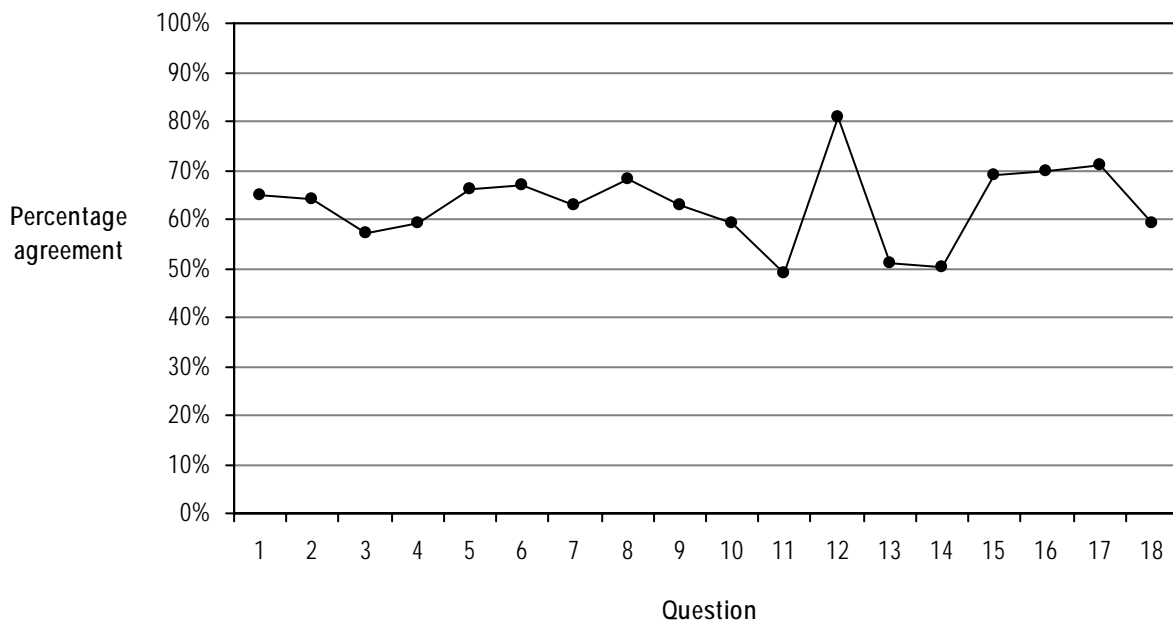


Table 3 and Table 4 below show the mean responses for each question by faculty, campus, mode, gender, citizenship, unit level and funding source. In these tables, offshore students have been displayed separately at the campus level.

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

	Responses	Response rate	Q1	Q2	Q3	Q4	Q5	Q6	Q7
All students	755	21%	3.7	3.7	3.6	3.7	3.8	3.7	3.7
Faculty									
Arts	42	30%	4.2	4.1	3.9	4.1	4.1	4.1	4.0
B & L	574	20%	3.6	3.6	3.5	3.6	3.7	3.7	3.6
Education	27	23%	3.9	3.9	3.3	3.4	3.9	3.3	3.9
HBS	53	38%	4.2	4.1	3.6	3.8	3.9	3.8	4.0
S & T	59	29%	4.2	4.2	3.8	3.9	4.2	4.1	4.1
Campus									
Burwood	233	18%	3.8	3.8	3.7	3.8	3.9	3.8	3.8
Warrn Ponds	19	23%	4.3	4.2	3.9	3.7	4.3	3.9	4.3
Waterfront	45	38%	4.1	4.1	3.6	4.0	3.8	3.7	4.0
Warrnambool	27	34%	3.9	3.9	3.4	3.3	3.8	3.5	3.8
Toorak	14	21%	3.9	3.6	3.6	3.6	3.9	3.9	3.5
Offshore	78	19%	3.8	3.7	3.7	3.8	3.8	3.6	3.5
Mode*									
On-campus	338	21%	3.9	3.9	3.6	3.8	3.9	3.8	3.9
Off-campus	336	23%	3.6	3.6	3.5	3.5	3.6	3.7	3.6
Gender									
Female	422	23%	3.8	3.8	3.6	3.7	3.8	3.7	3.8
Male	274	16%	3.7	3.7	3.5	3.6	3.8	3.7	3.7
Citizenship									
Domestic	439	27%	3.8	3.7	3.5	3.5	3.8	3.7	3.8
International	255	14%	3.7	3.7	3.7	3.8	3.8	3.7	3.7
Unit level									
UG	556	21%	3.7	3.7	3.5	3.6	3.8	3.7	3.8
PGC	199	23%	3.8	3.7	3.8	3.8	3.9	3.8	3.6
Funding source									
Commonwealth	96	24%	3.8	3.8	3.5	3.5	3.8	3.7	4.0
Domestic fee-paying	286	26%	3.8	3.8	3.5	3.6	3.8	3.8	3.8
International fee-paying	254	14%	3.7	3.7	3.7	3.8	3.8	3.7	3.7
Other	60	34%	3.4	3.5	3.6	3.5	3.5	3.4	3.6

*Mode excludes Offshore Students

Key results from Table 3 include a significant difference in means of off-campus and students on other campuses 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.

Table 4: Comparison of mean responses – Unit questions

	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
All students	3.8	3.7	3.6	3.4	4.1	3.5	3.5	3.7	3.7	3.8	3.6
Faculty											
Arts	4.0	3.8	4.0	2.9	4.3	3.9	4.0	3.9	4.1	4.2	3.7
B & L	3.7	3.6	3.6	3.3	4.0	3.4	3.4	3.7	3.7	3.7	3.6
Education	3.7	3.9	3.5	4.3	4.5	3.4	3.7	3.8	3.4	4.2	3.7
HBS	3.8	3.9	3.8	4.0	4.5	3.8	3.9	3.6	3.8	4.0	3.5
S & T	4.2	4.2	3.8	3.7	4.4	3.5	3.6	4.0	4.2	4.2	3.8
Campus											
Burwood	3.8	3.7	3.6	3.4	4.1	3.5	3.5	3.8	3.8	3.9	3.7
Waurm Ponds	3.9	4.2	3.7	3.7	4.4	3.4	3.5	3.8	3.8	4.3	3.6
Waterfront	4.0	3.8	3.6	3.6	4.4	3.7	3.7	3.7	4.1	3.8	3.6
Warrnambool	3.7	3.7	3.5	4.1	4.3	3.2	3.7	3.7	3.6	4.1	3.6
Toorak	3.9	3.9	3.9	3.7	4.0	3.4	3.5	3.4	3.6	3.9	3.8
Offshore	3.7	3.6	3.4	3.4	3.8	3.2	3.5	3.5	3.5	3.6	3.2
Mode*											
On-Campus	3.8	3.8	3.6	3.5	4.2	3.5	3.6	3.7	3.8	3.9	3.7
Off-campus	3.7	3.7	3.6	3.3	4.1	3.5	3.5	3.7	3.7	3.8	3.6
Gender											
Female	3.7	3.7	3.7	3.4	4.1	3.6	3.5	3.7	3.8	3.9	3.6
Male	3.8	3.6	3.6	3.4	4.1	3.4	3.5	3.7	3.8	3.8	3.7
Citizenship											
Domestic	3.8	3.7	3.7	3.5	4.2	3.6	3.5	3.7	3.8	3.9	3.6
International	3.8	3.6	3.6	3.3	4.0	3.4	3.5	3.7	3.8	3.8	3.7
Unit level											
UG	3.8	3.7	3.6	3.3	4.1	3.5	3.5	3.7	3.7	3.8	3.6
PGC	3.8	3.7	3.6	3.6	4.1	3.4	3.6	3.7	3.8	3.9	3.5
Funding source											
Commonwealth	3.8	3.9	3.7	3.8	4.2	3.5	3.6	3.8	3.7	4.0	3.6
Domestic fee-paying	3.8	3.7	3.7	3.4	4.2	3.6	3.6	3.7	3.9	3.9	3.6
International fee-paying	3.8	3.6	3.6	3.3	4.0	3.4	3.5	3.7	3.8	3.8	3.7
Other	3.6	3.6	3.7	3.3	4.0	3.5	3.3	3.7	3.6	3.7	3.3

*Mode excludes Offshore Students

Table 4 shows the means for the various sub-groups within each breakdown were very similar to the University means overall, with two main exceptions: Faculty and Campus. On further examination of the number of responses for each sub-group, those such as Faculty of Arts, Faculty of Science and Technology, Waterfront Campus and Waurm Ponds had significantly fewer responses and thus should be treated with caution when interpreting the results.

Council Performance Indicators

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. The Faculty of Science and Technology shows the strongest results for question 5 while the Faculty of Arts, Faculty of Education and the Faculty of Science and Technology all shared the top position with a mean of 4.2 for question 17. The Faculty of Business and Law recorded the lowest results for question 5 and 17, while the Faculty of Health and Behavioural Sciences recorded the lowest result for question 18.

It should be noted that the Faculties of Arts and Education all recorded less than 50 responses; for this reason, the results at the faculty level should be interpreted with care.

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

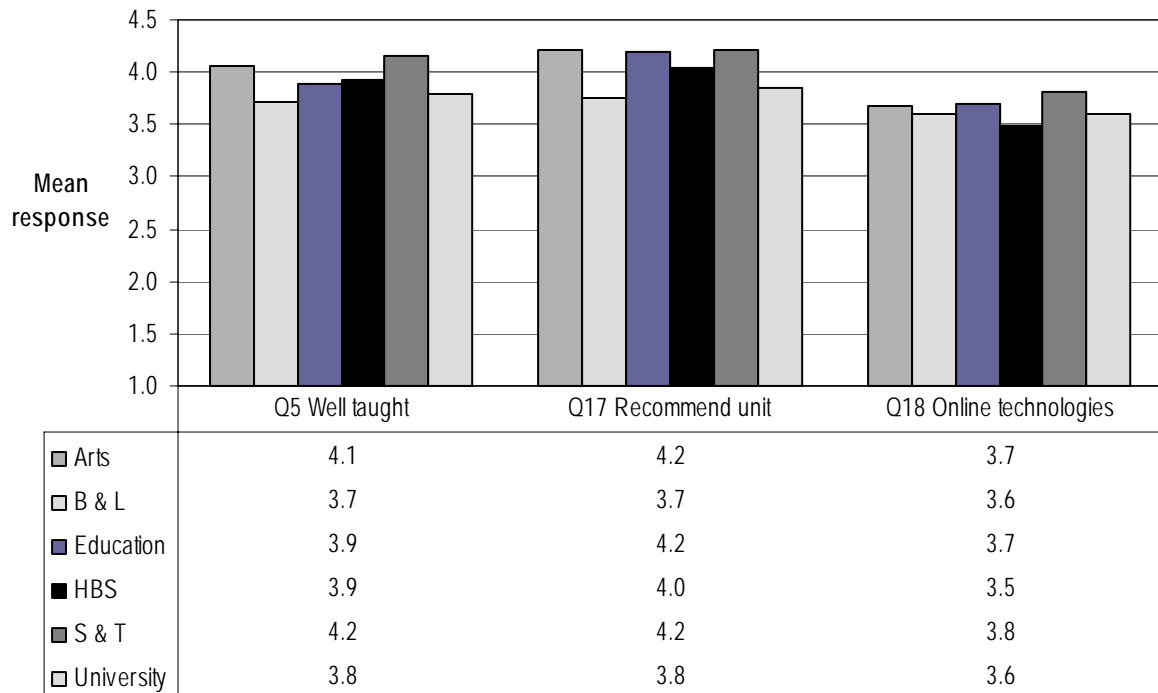


Table 5, Table 6 and Table 7 show the trends in mean response for each of the Council Performance Indicator questions by faculty, campus, mode, gender, citizenship and unit level.

Table 5: Trends for Council Performance Indicator questions: Q5

Q5. This unit was well taught.	Summer 2005–6	Sem 2, 2005	Sem 1, 2005	Summer 2004–5	Sem 2, 2004	Sem 1, 2004
All students	3.8	3.6	3.6	3.6	3.6	3.5
Faculty						
Arts	4.1	3.7	3.7	3.4	3.7	3.6
Business & Law	3.7	3.6	3.6	3.6	3.6	3.4
Education	3.9	3.6	3.6	3.7	3.7	3.5
Health & Behavioural Sciences	3.9	3.7	3.7	3.3	3.6	3.6
Science & Technology	4.2	3.6	3.5	4.1	3.5	3.4
Campus						
Burwood	3.9	3.6	3.6	3.7	3.6	3.5
Waurm Ponds	4.3	3.6	3.7	4.1	3.6	3.6
Waterfront	3.8	3.6	3.7	3.8	3.6	3.5
Warrnambool	3.8	3.7	3.8	3.7	3.7	3.6
Toorak	3.9	3.8	3.7	4.8	3.7	3.6
Offshore	3.8	3.7	3.6	3.6	3.6	3.3
Mode*						
On-campus	3.9	n/a	n/a	3.8	n/a	n/a
Off-campus	3.6	3.6	3.4	3.6	3.5	3.3
Gender						
Female	3.8	3.6	3.7	3.7	3.6	3.5
Male	3.8	3.6	3.6	3.7	3.6	3.5
Citizenship						
Domestic	3.8	3.6	3.6	3.8	3.6	3.5
International	3.8	3.7	3.6	3.5	3.6	3.5
Unit level						
UG	3.8	3.6	3.6	3.7	3.6	3.5
PGC	3.9	3.7	3.6	3.6	3.7	3.5

*Mode excludes Offshore Students

Table 5 shows the means for the Summer Semester, 2005-6 were considerably higher in almost every sub-group compared to previous cohorts, with the exception of Off-campus students which remained the same as semester 2, 2005. Waurm Ponds students reported the best result for question 5 with a mean of 4.3 however consideration of the low sample size should be given prior to interpreting the results. Students from the Faculty of Business and Law reported the lowest mean (3.7) for question 5, however it should be noted that this was an improvement compared to the previous semesters' results.

Percentage agreement (responses ten or more) for the top five units to question 5 'This unit was well taught' were from students of MLL391 'Civil Procedure and Alternative Dispute Resolution' (100%), SBB334 'Micro-Organisms and Disease' (96%), 'MPR706 'Strategic Management (Residential) (92%), MPR722 'Human Resource Management (Residential) (92%) and MME101 'Communication Skills for University Business Studies' (82%).

In contrast, five units received a percentage agreement lower than 50 percent. These include; MSC347 'Information Systems Management' (47%), MAF101 'Fundamentals of Finance' (41%), MPM735 'International Business Management' (38%), MLL335 'Legal Practice and Ethics' (38%) and MLC101 'Business Law' (17%).

Table 6: Trends for Council Performance Indicator questions: Q17

Q17. I would recommend this unit to other students.	Summer 2005-6	Sem 2, 2005	Sem 1, 2005	Summer 2004-5	Sem 2, 2004	Sem 1, 2004
All students	3.8	3.7	3.7	3.8	3.7	3.6
Faculty						
Arts	4.2	3.7	3.8	4.3	3.8	3.7
Business & Law	3.7	3.6	3.6	3.8	3.6	3.5
Education	4.2	3.7	3.7	4.4	3.7	3.6
Health & Behavioural Sciences	4.0	3.7	3.8	3.5	3.7	3.6
Science & Technology	4.2	3.6	3.6	4.1	3.6	3.4
Campus						
Burwood	3.9	3.7	3.7	3.9	3.7	3.5
Waurm Ponds	4.3	3.7	3.6	4	3.6	3.5
Waterfront	3.8	3.7	3.8	3.8	3.7	3.6
Warrnambool	4.1	3.6	3.8	4.4	3.7	3.6
Toorak	3.9	3.7	3.7	4.8	3.8	3.7
Offshore	3.6	3.6	3.6	3.5	3.5	3.3
Mode*						
On-campus	3.9	n/a	n/a	4.1	n/a	n/a
Off-campus	3.8	3.7	3.7	3.9	3.7	3.6
Gender						
Female	3.9	3.7	3.7	4	3.7	3.5
Male	3.8	3.6	3.6	3.9	3.6	3.5
Citizenship						
Domestic	3.9	3.6	3.7	4.1	3.7	3.6
International	3.8	3.7	3.7	3.8	3.7	3.5
Unit level						
UG	3.8	3.6	3.7	3.8	3.6	3.5
PGC	3.9	3.7	3.7	3.9	3.8	3.5

*Mode excludes Offshore Students

Table 6 shows the results for Summer Semester for 2005-6 were higher in almost every sub-group compared to previous cohorts, with the exception of Offshore students, which remained the same as the previous 2 semesters. Similar to the results in Table 5, Waurm Ponds students reported the best result for question 17 with a mean of 4.3 however consideration of the low sample size should be given prior to interpreting the results.

Students most likely to recommend the unit to other students were from SBB334 'Micro-Organisms And Disease' (100%), MLL391 'Civil Procedure And Alternative Dispute Resolution' (100%), MPR722 'Human Resource Management (Residential)' (100%), ESS420 'Outdoor And Environmental Education' (80%), MPR707 "Change Management (Residential)' (80%).

Students least likely to recommend the unit with a percentage agreement lower than 50 percent were students from MPM735 'International Business Management' and MLL335 'Legal Practice And Ethics' (38%).

Table 7: Trends for Council Performance Indicator questions: Q18

Q18. The use of online technologies in this unit enhanced my learning experience.	Summer 2005-6	Sem 2, 2005	Sem 1, 2005	Summer 2004-5	Sem 2, 2004	Sem 1, 2004
All students	3.6	3.5	3.5	3.5	3.5	3.3
Faculty						
Arts	3.7	3.4	3.4	4	3.3	3.1
Business & Law	3.6	3.6	3.6	3.5	3.5	3.4
Education	3.7	3.5	3.5	3.8	3.5	3.3
Health & Behavioural Sciences	3.5	3.6	3.6	3.1	3.5	3.5
Science & Technology	3.8	3.5	3.5	3.6	3.5	3.4
Campus						
Burwood	3.7	3.5	3.5	3.5	3.5	3.4
Waurm Ponds	3.6	3.5	3.5	3.5	3.5	3.4
Waterfront	3.6	3.5	3.5	3.3	3.4	3.4
Warrnambool	3.6	3.5	3.5	4	3.5	3.3
Toorak	3.8	3.7	3.7	3.5	3.7	3.6
Offshore	3.2	3.5	3.6	3.6	3.4	3.2
Mode*						
On-campus	3.7	n/a	n/a	3.6	n/a	n/a
Off-campus	3.6	3.6	3.5	3.5	3.5	3.2
Gender						
Female	3.6	3.6	3.5	3.7	3.5	3.4
Male	3.7	3.5	3.5	3.6	3.5	3.3
Citizenship						
Domestic	3.6	3.5	3.5	3.6	3.5	3.6
International	3.7	3.6	3.6	3.6	3.6	3.5
Unit level						
UG	3.6	3.5	3.5	3.6	3.5	3.3
PGC	3.5	3.5	3.6	3.5	3.6	3.3

*Mode excludes Offshore Students

Table 7 results show less variance within the Summer Semester 2005-6 between the sub-group means and the overall University mean compared to previous tables (Tables 5 and 6). Offshore students reported the lowest mean (3.2) since Semester 1, 2004 and the lowest mean for the current Summer Semester. The highest mean reported for this question was 3.8, which was reported by Students from the Faculty of Science and Technology as well as those Students at the Toorak campus. Caution is advised when interpreting the Toorak results due to a small sample size (14).

Percentage agreement for question 18 "The use of online technologies in this unit enhanced my learning experience" was lower than the other two Council Performance Indicators. Units which obtained a high percentage agreement for question 18 included MLL391 'Civil Procedure and Alternative Dispute Resolution' (92%) and MPK732 'Marketing Management' (71%).

A percentage agreement lower than 50 percent was received from students in MPM735 'International Business Management' (46%), HNN122 'Foundations of Nursing Practice 2, MPR707 'Change Management (Residential)' and MAF101 'Fundamentals of Finance' (39%).

Conclusion

The summer semester evaluation process was conducted successfully. Summer semester tends to offer more residential units and students who participated in these reported higher percentage agreement on most questions especially those relating to team work and career relevance. These students were also more likely to give lower percentage agreement to question 18 regarding online learning. Intuitively this would make sense as there is probably a very small if not completely absent online component. However, despite this many of these students gave a neutral or disagree response. Students need to be encouraged to use the N/A not applicable option for questions which are not relevant rather than put forth a disagree, strongly disagree or neutral rating.

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