



PLANNING UNIT

Student Evaluation of Teaching and Units

**(SETU) Summer Semester,
2006 - 2007 University Report**

Geelong Waterfront

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(SETU) Summer Semester, 2006 - 2007 University Report

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1 Introduction

Background

Deakin University is committed to excellence in teaching and learning through continuous quality improvement. Student feedback through student Evaluation of Teaching and Units (SETU) each semester is pivotal to this process. In addition to the standard two year semesters some students elect to study during summer semester. The Summer Semester has fewer enrolments with many of the units run in an off-campus mode and/or taught as an intensive or residential.

The Summer Semester 2006-2007 SETU surveys were issued as hard copy self completion questionnaires. Offshore teaching partners were sent surveys to be distributed during class time while on-shore students were individually sent a hard copy survey with a reply paid envelope. A review of the Summer Semester cohort will be conducted later in the year to determine suitability for on-line evaluation.

1.1 About the Survey Instrument

Response Scale

For each question, students were asked to choose a response on a scale of 1 (strongly disagree) to 5 (strongly agree). A 'not applicable' NA option was also included on the survey alongside each question.

Descriptive Statistics

Descriptive statistics used in this report include mean, percentage agreement and percentage disagreement. The **mean response** for each question has been calculated by adding a 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 of 4 (agree) or 5 (strongly agree) on the scale as a percentage of all valid responses to that question.

Percentage disagreement for each question is determined from the number of responses of 1 (strongly disagree) or 2 (disagree) on the scale as a percentage of all valid responses to that question.

Mandatory Questions

The SETU survey instrument was modified in semester two 2006 to include nine mandatory questions and the capacity to also include optional questions based on a student/unit activity type. The current summer semester survey uses the same modified survey instrument which includes the nine mandatory questions, but does not include any optional questions. The evaluation of named teaching staff is also not available for students receiving a paper survey. A copy of the survey is included in Appendix C.

2 Key Findings

- Summer semester response rates in general are declining against trends of increased response rates for standard semester one and semester two. Overall response rates from students of off-shore teaching partners are generally higher than those from on-shore students.
- Off-shore students reported lower levels of satisfaction for all questions except on-line teaching which is showing increased satisfaction for off-shore students.
- While levels of satisfaction relating to helpful feedback from staff improved, almost half of the respondents felt that the library resources did not meet their needs for the unit.
- The Faculty of Health, Medicine, Nursing and Behavioural Sciences had the most satisfied students, with students from the School of Nursing being the most satisfied within the Faculty. Despite being generally satisfied, over 20% of students from the School of Nursing considered that the workload in the unit is not manageable.
- The Faculty of Education also received high satisfaction ratings.
- Students from the Faculties of Arts and Business and Law were the most dissatisfied. Satisfaction ratings from students of the School of Law were particularly poor on seven of the nine questions with only just over 60% satisfied or highly satisfied on the other two questions ('this unit was well taught' and 'the performance of on-line technologies').

3 Results

Throughout this report, means are used for reporting outcomes at the overall University level while percentage agreement and percentage disagreement are used for reporting results at more detailed levels such as faculty and school. Corresponding means can be found in the appendices.

For ease of discussion within the report a standard of 60% agreement has been used to indicate an adequate result. If a percentage agreement of less than 60 percent is obtained the result is considered poor.

Overall University results are reported for mandatory questions. The overall university results include responses from students studying overseas with off-shore teaching partners. This may have a slight effect on trends where results from off-shore teaching partners have previously been reported as a separate line item in the standard semester one and semester two reports. The overall results for students of off-shore teaching partners are also included as a separate cohort.

Summary of Performance

The overall Deakin response rate of 19 percent is lower than the previous 2005 summer semester response rate (21%). Despite accounting for 77 percent of summer semester enrolments, Business and Law obtained an extremely low 16 percent response rate. Each of the other four faculties returned similar response rates to those from summer semester 2005. Responses from students of off-shore teaching partners were higher than for faculties in general with responses being received from more than one third of students.

Response rates for summer semesters have generally been lower than for the standard semester one and semester two. While the standard semester one and semester two response rates have remained steady, or improved, summer semester response rates are declining. Summer semester enrolments have been increasing steadily over the past three years and it is just as important for the University to obtain feedback of summer semester teaching and learning as any other semester period. Further investigation is needed to find

out why the summer semester response rates are so low and a plan of action for improvement must be developed.

Students were enrolled in 97 units for summer semester, with less than 10 enrolments in 17 units. Excluding units with less than 10 enrolments, responses were received for 75 units. This equates to a unit response rate of 94 percent. However of those 75 units only 28 had 10 responses or more. Caution is therefore advised when interpreting results at the unit level where there are less than 10 responses. Three units were identified with no responses where there were more than 10 enrolments.

Outcomes

Table 3-1 Summer Semester 2006/07 response rates

	Enrolments	Response	Response Rate
Arts	516	118	23%
Business and Law	3045	478	16%
Education	117	27	23%
Health, Medicine, Nursing & Behavioural Sciences	148	30	20%
Science and Technology	105	23	22%
IKE	1	0	0%
Offshore	409	134	33%
University	4341	810	19%

Table 3-2 Summer Semester 2006/07 response rates by faculty 2005 – 2007

Faculty	Summer 2006/07	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Arts	23%	42%	40%	30%	31%	35%
Business and Law	16%	39%	34%	20%	24%	30%
Education	23%	48%	41%	23%	34%	36%
Health, Medicine, Nursing & Behavioural Sciences	20%	44%	45%	38%	35%	43%
Science and Technology	22%	49%	46%	29%	39%	45%
University	19%	43%	40%	21%	32%	37%

Table 3-3 Units with no responses received and enrolment of ten or more by school.

Unit Code	Unit Title	Enrolments	School
AIB205	Second year Arabic In-Country	13	International & Political Studies
MLM770	Law and the Internet	11	Law
SRQ462	Building Cost Planning	18	Architecture & Building

3.1 Overall University Results

Summary of Performance

Overall, students responded positively to most mandatory questions with means ranging from 3.5 to 3.8. More than two thirds of the students were in positive agreement with the individual questions with the exception of question 6 'The library resources met my needs for this unit' with just 53 percent of students in agreement. The large majority of students believed that the requirements for completing the assessment tasks in the unit were clear, that the unit was well taught, and that the technologies used to deliver the on-line content in the unit performed satisfactorily.

Students were most likely to disagree that the on-line teaching and resources in the unit enhanced their learning experience, or that the teaching staff gave them helpful feedback. However, the disagreement was fairly small accounting for just 10 percent of respondents. While students still expressed some dissatisfaction about feedback from teaching staff this dissatisfaction has declined from previous summer semesters.

Table 3.5 presents results of students from off-shore teaching partners on the nine mandatory questions. Off-shore students were less likely to agree with the statements compared with all Deakin students (Table 3.4), with mean responses ranging from 3.4 to 3.7. Less than half of off-shore students agreed with question 6 that library resources met their needs for the unit. Off-shore students also disagreed that teaching staff gave helpful feedback.

Responses from off-shore students show large percentages in the neutral category, ranging from 18% on question 4 'Requirements for completing the assessment tasks in this unit were clear' to 37% on question 6 'The library resources met my needs for this unit'. With such large percentages in the neutral category it is difficult to determine whether these are true neutral responses or used as a substitute for N/A 'not applicable'. In all surveys there is often some ambiguity between the N/A and neutral response options. Students need to be encouraged not to use the neutral category response in instances when N/A is more appropriate as this may unduly impact on the percentage agreement, percentage disagreement, and mean responses.

Outcomes

Table 3-4 Summary of responses for all students (including Offshore)

Mandatory Questions	Count	Mean	SD	Percentage Agreement	Percentage Disagreement
Q1 This unit was well taught	788	3.8	1.0	71.6	10.5
Q2 The course materials in this unit were of high quality	800	3.7	1.0	68.5	10.3
Q3 The workload in this unit was manageable	797	3.8	0.9	70.6	10.2
Q4 Requirements for completing the assessment tasks in this unit were clear	802	3.8	1.0	71.9	10.6
Q5 The teaching staff gave me helpful feedback	784	3.8	1.1	67.7	11.6
Q6 The library resources met my needs for this unit	711	3.5	0.9	52.9	10.3
Q7 I would recommend this unit to other students	784	3.8	1.0	66.8	9.8
Q8 The technologies used to deliver the on-line content in this unit performed satisfactorily	736	3.8	0.9	71.3	9.4
Q9 The on-line teaching and resources in this unit enhanced my learning experience	720	3.6	1.0	60.1	11.7

Table 3-5 Summary of responses for Offshore students only

Mandatory Questions	Count	Mean	SD	Percentage Agreement	Percentage Disagreement
Q1 This unit was well taught	131	3.7	0.9	69.5	9.9
Q2 The course materials in this unit were of high quality	133	3.6	0.9	59.4	9.0
Q3 The workload in this unit was manageable	133	3.5	0.8	57.1	9.0
Q4 Requirements for completing the assessment tasks in this unit were clear	133	3.7	0.8	67.7	7.5
Q5 The teaching staff gave me helpful feedback	132	3.7	1.0	64.4	12.9
Q6 The library resources met my needs for this unit	129	3.4	0.9	48.1	11.6

Q7	I would recommend this unit to other students	131	3.6	1.0	59.5	9.2
Q8	The technologies used to deliver the on-line content in this unit performed satisfactorily	129	3.7	0.9	66.7	9.3
Q9	The on-line teaching and resources in this unit enhanced my learning experience	128	3.7	0.9	65.6	7.8

3.2 Results for Time Series – 2005 to 2007

This section of the report presents a time series from semester one 2005 to summer semester 2007. The survey structure changed in semester two 2006 in line with the new enhanced on-line survey system. Nine survey items in the current survey were in common with previous survey periods. Survey items with similar meaning were linked in an attempt to allow for historical comparisons. To be consistent with the 2006 Council Performance Indicators the original SETU question 'The use of on-line technologies in this unit enhanced my learning experience' is matched to the new question 'The on-line teaching and resources in this unit enhanced my learning experience'.

Summary of Performance

The summer semester cohort is different in a number of ways from the standard semester one and semester two cohorts. This cohort is significantly smaller and students are more likely to complete their unit as a residential or an intensive. Although semester one and semester two responses are shown in the following time series tables it is more appropriate to compare the summer semester responses to previous summer semesters.

Mean responses on three of the nine questions show improvement. There was a marked improvement in satisfaction with feedback from teaching staff which increased by 0.2 points, obtaining a higher mean score in the 2007 summer semester than any previous standard semester one or two, or previous summer semester. Smaller class sizes in summer semester and fewer demands on teaching staff may be a contributing factor to this result. The question pertaining to library resources continues to receive the lowest mean score.

Outcomes

Table 3-6 Mean responses to mandatory questions 2005 – 2007

	Summer 2006/07	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Q1 This unit was well taught	3.8	3.8	3.7	3.8	3.6	3.6
Q2 The course materials in this unit were of high quality	3.7	3.8	3.7	3.7	3.7	3.7
Q3 The workload in this unit was manageable	3.8	3.8	3.8	3.7	3.7	3.7
Q4 Requirements for completing the assessment tasks in this unit were clear	3.8	3.8	3.6	3.7	3.6	3.6
Q5 The teaching staff gave me helpful feedback	3.8	3.7	3.5	3.6	3.5	3.5
Q6 The library resources met my needs for this unit	3.5	3.6	3.5	3.5	3.5	3.5
Q7 I would recommend this unit to other students	3.8	3.7	3.7	3.8	3.7	3.7
Q8 The technologies used to deliver the on-line content in this unit performed satisfactorily	3.8	3.8				
Q9 The on-line teaching and resources in this unit enhanced my learning experience	3.6	3.6	3.6	3.6	3.5	3.5

3.3 Results by Faculty

Summary of Performance

Overall, the Faculty of Health, Medicine, Nursing & Behavioural Sciences received the most favourable feedback, with students most likely to agree the unit was well taught, the course materials were of a high quality, that teaching staff gave helpful feedback, and the requirements for completing the assessment tasks were clear.

Students from the Faculties of Arts, Business and Law, and Science and Technology reported satisfaction levels < 60% on question 6 'The library resources met my needs for this unit'. A low level of satisfaction (< 60%) was reported by students from the Faculty of Arts for question 9 'The on-line teaching and resources in this unit enhanced my learning experience'.

Outcomes

Table 3-7 Percentage agreement for mandatory questions 1 to 9 Summer Semester 2006/07 by Faculty

Faculty	Responses	Percentage Agreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Arts	118	74.1	76.7	85.5	73.5	74.3	55.6	70.4	68.9	50.5
Business & Law	597	68.8	65.6	66.4	71.1	64.8	51.1	63.5	69.8	60.0
Education	42	85.4	70.7	80.0	75.6	74.4	64.5	82.5	86.8	75.0
Health, Medicine, Nursing & Behavioural Sciences	30	93.1	93.3	60.0	80.0	89.7	66.7	86.7	74.1	66.7
Science & Technology	23	78.3	65.2	100.0	69.6	69.6	47.4	78.3	90.5	71.4

Table 3-8 Percentage disagreement for mandatory questions 1 to 9 Summer Semester 2006/07 by Faculty

Faculty	Responses	Percentage Disagreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Arts	118	8.9	6.0	6.0	15.4	9.7	17.2	6.1	12.2	16.5
Business & Law	597	11.5	12.0	11.1	10.0	12.4	9.0	11.3	9.1	11.6
Education	42	7.3	4.9	7.5	9.8	10.3	22.6	5.0	5.3	2.8
Health, Medicine, Nursing & Behavioural Sciences	30	3.4	0.0	20.0	6.7	3.4	0.0	3.3	14.8	11.1
Science & Technology	23	8.7	8.7	0.0	8.7	13.0	5.3	8.7	4.8	9.5

3.4 Results by School

Summary of Performance

One school, the School of Education recorded adequate or better results ($\geq 60\%$ percentage agreement) for all nine questions and was consistent in obtaining high results with eight of the nine questions recording responses with greater than 70 percent satisfaction. The School of Nursing also performed well recording the highest percentage agreement for question 1 'This unit was well taught' (92%) and question 2 'The course materials in this unit were of high quality' (93%).

In contrast, students from the School of Law reported low agreement on seven of the nine questions, with just two questions recording an agreement greater than 60 percent. The School of Law also recorded high dissatisfaction levels across all questions.

A relatively high level of disagreement ($\geq 15\%$) was recorded by six schools across the range of eight questions. Most notable are disagreement responses to question 6 'The library resources met my needs for this unit' for the School of International and Political Studies (27%), and Education (23%). High levels of disagreement were also reported for question 9 'The on-line teaching and resources in this unit enhanced my learning experience' from International and Political Studies (26%). A substantial proportion of students from the School of Nursing disagreed with question 3 'The workload in this unit was manageable' (22%).

Five schools registered relatively low levels of dissatisfaction ($\geq 15\%$ disagreement) across all questions. The School of Communication and Creative Arts recorded the lowest levels of dissatisfaction for most questions.

Outcomes

Table 3-9 Percentage agreement for mandatory questions 1 to 9 Summer Semester, 2006/07 by School

School	Responses	Percentage Agreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Accounting Economics and Finance	156	71.5	66.9	70.8	74.7	63.8	43.4	62.7	70.1	60.6
Architecture and Building	22	77.3	63.6	100	68.2	68.2	50.0	77.3	90.5	71.4
Bowater School of Management and Marketing	84	72.3	65.5	72.0	77.4	75.6	58.8	73.8	76.8	67.1
Communication and Creative Arts	22	81.8	86.4	90.9	86.4	90.9	61.9	76.2	83.3	55.6
Deakin Business School	155	69.7	73.9	68.6	70.6	66.0	61.6	68.9	70.9	55.9
Education	42	85.4	70.7	80.0	75.6	74.4	64.5	82.5	86.8	75.0
History Heritage and Society	48	77.8	78.7	83.3	68.8	70.2	53.7	72.3	71.1	50.0
Information Systems	86	69.1	63.1	67.5	75.0	72.0	43.4	56.6	71.6	64.1
International and Political Studies	48	66.7	70.2	85.1	72.3	70.5	54.1	66.0	58.8	48.6
Law	116	61.2	54.8	53.0	59.5	51.8	47.1	55.0	61.6	56.3
Life and Environmental Sciences	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nursing	27	92.3	92.6	55.6	77.8	88.5	63.0	85.2	70.8	62.5
Psychology	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 3-10 Percentage disagreement for mandatory questions 1 - 9 Summer Semester, 2006/07 by School

School	Responses	Percentage Disagreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Accounting Economics and Finance	156	10.6	10.4	6.5	5.8	10.5	7.4	6.0	4.9	9.5
Architecture and Building	22	9.1	9.1	0.0	9.1	13.6	5.6	9.1	4.8	9.5
Bowater School of Management and Marketing	84	8.4	10.7	6.1	7.1	4.9	7.5	9.5	7.3	11.0
Communication and Creative Arts	22	9.1	4.5	4.5	13.6	9.1	0.0	4.8	0.0	5.6
Deakin Business School	155	14.5	15.0	16.3	15.0	16.7	8.0	14.2	13.5	14.0
Education	42	7.3	4.9	7.5	9.8	10.3	22.6	5.0	5.3	2.8
History Heritage and Society	48	8.9	0.0	6.3	16.7	8.5	17.1	4.3	15.8	13.2
Information Systems	86	9.9	8.3	10.8	4.8	9.8	10.5	10.8	7.4	12.8
International and Political Studies	48	8.9	12.8	6.4	14.9	11.4	27.0	8.5	14.7	25.7
Law	116	12.1	13.9	13.9	14.7	16.7	12.7	16.2	11.6	10.7
Life and Environmental Sciences	1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Nursing	27	3.8	0.0	22.2	7.4	3.8	0.0	3.7	16.7	12.5
Psychology	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Appendix A: Faculty and School Means

Table A-1 Mean responses to mandatory questions 1 – 9 Summer Semester, 2006/07 by Faculty

	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Arts	118	3.9	3.9	4.1	3.8	4.0	3.5	4.0	3.7	3.4
B & L	597	3.7	3.7	3.7	3.8	3.7	3.5	3.7	3.7	3.6
Education	42	4.2	4.0	4.0	3.9	4.0	3.5	4.4	4.2	4.1
HMNBS	30	4.2	4.2	3.6	4.0	4.2	4.0	4.2	3.7	3.7
S & T	23	3.7	3.7	4.2	3.8	3.7	3.6	3.9	4.0	3.7
University	810	3.8	3.7	3.8	3.8	3.8	3.5	3.8	3.8	3.6

Table A-2 Mean responses to mandatory questions 1 – 9 Summer Semester, 2006/07 by School

School	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Accounting Economics and Finance	156	3.8	3.7	3.8	3.9	3.7	3.4	3.7	3.7	3.6
Architecture and Building	22	3.7	3.6	4.2	3.8	3.6	3.7	3.8	4.0	3.7
Bowater School of Management and Marketing	84	3.8	3.6	3.7	4.0	4.0	3.6	3.8	3.9	3.8
Communication and Creative Arts	22	4.0	4.1	4.1	4.1	4.3	3.9	4.1	4.2	3.5
Deakin Business School	155	3.8	3.7	3.7	3.7	3.6	3.7	3.8	3.7	3.5
Education	42	4.2	4.0	4.0	3.9	4.0	3.5	4.4	4.2	4.1
History Heritage and Society	48	4.0	4.1	4.1	3.8	3.9	3.6	4.0	3.8	3.5
Information Systems	86	3.7	3.7	3.7	3.9	3.8	3.4	3.6	3.9	3.6
International and Political Studies	48	3.9	3.7	3.9	3.6	3.8	3.3	3.9	3.4	3.3
Law	116	3.6	3.5	3.5	3.6	3.5	3.4	3.5	3.6	3.5
Life and Environmental Sciences	1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Nursing	27	4.2	4.1	3.4	3.9	4.2	4.0	4.1	3.7	3.6
Psychology	3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Appendix B: Faculty Time Series

Faculty of Arts

Table B-1 Mean responses to mandatory questions 2005 – 2007 Faculty of Arts

Arts	Summer 2006/07	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Q1 This unit was well taught	3.9	3.8	3.8	4.1	3.7	3.7
Q2 The course materials in this unit were of high quality	3.9	3.8	3.8	4	3.7	3.8
Q3 The workload in this unit was manageable	4.1	3.9	3.9	3.9	3.9	3.7
Q4 Requirements for completing the assessment tasks in this unit were clear	3.8	3.8	3.8	4.1	3.7	3.6
Q5 The teaching staff gave me helpful feedback	4.0	3.8	3.7	3.9	3.6	3.6
Q6 The library resources met my needs for this unit	3.5	3.6	3.6	3.9	3.6	3.6
Q7 I would recommend this unit to other students	4.0	3.8	3.8	4.2	3.7	3.4
Q9 The on-line teaching and resources in this unit enhanced my learning experience	3.4	3.4	3.5	3.7	3.4	3.4

Faculty of Business and law

Table B-2 Mean responses to mandatory questions 2005 – 2007 Faculty of Business and Law

Business and Law	Summer 2006/07	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Q1 This unit was well taught	3.7	3.8	3.6	3.7	3.6	3.6
Q2 The course materials in this unit were of high quality	3.7	3.8	3.7	3.6	3.6	3.7
Q3 The workload in this unit was manageable	3.7	3.8	3.7	3.7	3.7	3.7
Q4 Requirements for completing the assessment tasks in this unit were clear	3.8	3.8	3.7	3.7	3.7	3.7
Q5 The teaching staff gave me helpful feedback	3.7	3.7	3.5	3.5	3.4	3.4
Q6 The library resources met my needs for this unit	3.5	3.6	3.5	3.4	3.5	3.5
Q7 I would recommend this unit to other students	3.7	3.7	3.6	3.6	3.6	3.6
Q9 The on-line teaching and resources in this unit enhanced my learning experience	3.6	3.7	3.6	3.6	3.6	3.6

Faculty of Education

Table B-3 Mean responses to mandatory questions 2005 – 2007 Faculty of Education

Education	Summer 2006/07	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Q1 This unit was well taught	4.2	3.8	3.7	3.9	3.6	3.6
Q2 The course materials in this unit were of high quality	4.0	3.8	3.7	3.9	3.7	3.7
Q3 The workload in this unit was manageable	4.0	3.9	3.7	3.8	3.8	3.7
Q4 Requirements for completing the assessment tasks in this unit were clear	3.9	3.6	3.4	3.4	3.4	3.4
Q5 The teaching staff gave me helpful feedback	4.0	3.8	3.5	3.3	3.5	3.4
Q6 The library resources met my needs for this unit	3.5	3.6	3.6	3.4	3.6	3.5
Q7 I would recommend this unit to other students	4.4	3.7	3.7	4.2	3.7	3.7
Q9 The on-line teaching and resources in this unit enhanced my learning experience	4.1	3.6	3.5	3.7	3.5	3.5

Faculty of Health, Medicine, Nursing and Behavioural Sciences

Table B-4 Mean responses to mandatory questions 2005 – 2007 Faculty of Health, Medicine, Nursing and Behavioural Sciences


Health, Medicine, Nursing and Behavioural Sciences	Summer 2006/07	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Q1 This unit was well taught	4.2	3.8	3.6	3.9	3.7	3.7
Q2 The course materials in this unit were of high quality	4.2	3.8	3.7	4	3.7	3.8
Q3 The workload in this unit was manageable	3.6	3.8	3.7	3.6	3.8	3.8
Q4 Requirements for completing the assessment tasks in this unit were clear	4.0	3.7	3.6	3.8	3.7	3.7
Q5 The teaching staff gave me helpful feedback	4.2	3.7	3.4	3.6	3.4	3.4
Q6 The library resources met my needs for this unit	4.0	3.6	3.6	3.8	3.6	3.6
Q7 I would recommend this unit to other students	4.2	3.7	3.7	4	3.7	3.8
Q9 The on-line teaching and resources in this unit enhanced my learning experience	3.7	3.6	3.6	3.5	3.6	3.6

Faculty of Science and Technology

Table B-5 Mean responses to mandatory questions 2005 – 2007 Faculty of Science and Technology

Science and Technology		Summer 2006/07	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Q1	This unit was well taught	3.7	3.7	3.6	4.2	3.6	3.5
Q2	The course materials in this unit were of high quality	3.7	3.7	3.6	4.1	3.6	3.6
Q3	The workload in this unit was manageable	4.2	3.8	3.7	4	3.7	3.6
Q4	Requirements for completing the assessment tasks in this unit were clear	3.8	3.7	3.6	4.2	3.6	3.6
Q5	The teaching staff gave me helpful feedback	3.7	3.6	3.4	3.8	3.5	3.4
Q6	The library resources met my needs for this unit	3.6	3.6	3.4	3.5	3.4	3.4
Q7	I would recommend this unit to other students	3.9	3.6	3.6	4.2	3.6	3.6
Q9	The on-line teaching and resources in this unit enhanced my learning experience	3.7	3.5	3.5	3.8	3.5	3.5

Appendix C: SETU Survey Instrument



STUDENT EVALUATION OF TEACHING AND UNITS

Summer 2007

Student Identification Number (Optional)

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Unit code

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Unit Title

Please answer the following questions by filling in the circle beside each statement that most accurately reflects your view. Your response can be chosen from a 5 point scale, where "1" means you strongly disagree with the statement and "5" means you strongly agree with the statement.

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>This statement applies to all forms of teaching including face-to-face, on-line and off-campus teaching</i>						
1. This unit was well taught	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>This statement applies to all forms of course materials including electronic media</i>						
2. The course materials in this unit were of high quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The workload in this unit was manageable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Requirements for completing the tasks in this unit were clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The teaching staff gave me helpful feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The library resources met my needs for this unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I would recommend this unit to other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>For the following two questions, if this unit did not make regular use of DSO or other on-line teaching or resources select "NA" (not applicable).</i>						
8. The technologies used to deliver the on-line content in this unit performed satisfactorily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The on-line teaching and resources in this unit enhanced my learning experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

What were the best aspects of your unit?

What aspects of your unit were most in need of improvement?

When completing this Unit Evaluation, you have been asked to supply your Student ID number. Please be advised that the collection of the Student ID number is solely for the purposes of retrieving demographic data for use in aggregate reporting. Your Student ID number will be separated from your responses; and your responses will not be reported in any way that will enable you to be identified.

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End of Report