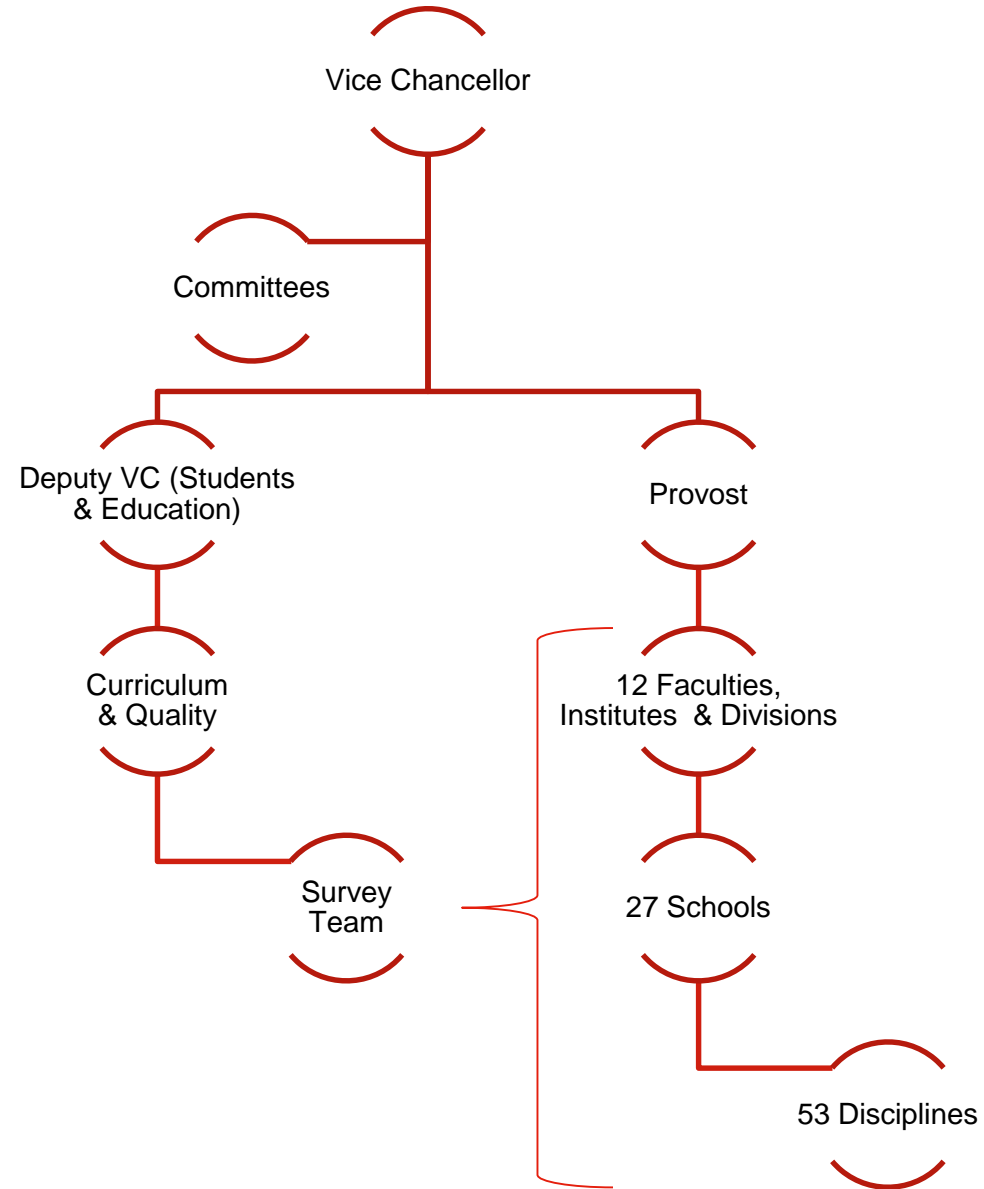


# Student Survey Feedback and Unit Grades: Is there a Relationship?



# Who are Curriculum & Quality?



# Curriculum & Quality and Faculty of Education

- Overview
- Method
- Results
- Key findings
- Next steps?

# Brief overview

Online evaluation was introduced in Sem2 2012  
replacing paper-based survey

The logo for eVALUate, featuring a red lowercase 'e' followed by 'VALUate' in a bold, black, sans-serif font.

“The eVALUate unit survey simply asks the student to report his/her perceptions of what is helping him/her to learn (which is, after all, the aim of teaching) and provides staff with sufficient indication of what is helping or hindering learning at the unit level.”<sup>1</sup>

Aim:

- Promote confidence in data Academics receive
- Identify cohorts responding
- Target non-responders

<sup>1</sup> Oliver, B, Tucker, B, Gupta, R, & Yeo, S (2008).  
'eVALUate: An Evaluation Instrument for Measuring Students' Perceptions of Their Engagement and Learning Outcomes',  
*Assessment & Evaluation In Higher Education*, 33, 6, pp. 619-630, ERIC, EBSCOhost

# What do we think we know?

Anecdotal evidence suggests that:

- high achieving students provide positive feedback;
- poorly performing students provide negative feedback; and
- mid-range performing students do not respond

In another small regional study<sup>2</sup>:

- 1/3 staff surveyed believe that some student responders punish academics in evaluations as punishment for failing students.
- 30% of students felt that they punished teachers by providing low evaluation scores.

# Measures

eVALUate Unit Survey = mandatory evaluation:

11 mandatory Likert scale questions

- Strongly Agree - Strongly Disagree + Unable to Judge

2 optional free text fields

- What are the most helpful aspects of this unit.
- How do you think this unit might be improved.

Legend of results:

NN	PP	CR	DN	HD
<b>Fail</b>	<b>Pass</b>	<b>Credit</b>	<b>Distinction</b>	<b>High Distinction</b>
0-49%	50-59%	60-69%	70-79%	80-100%

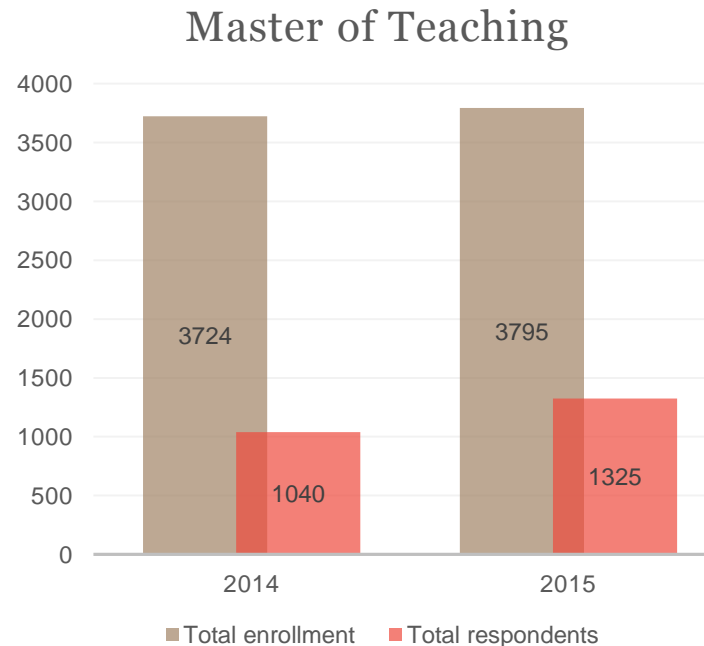
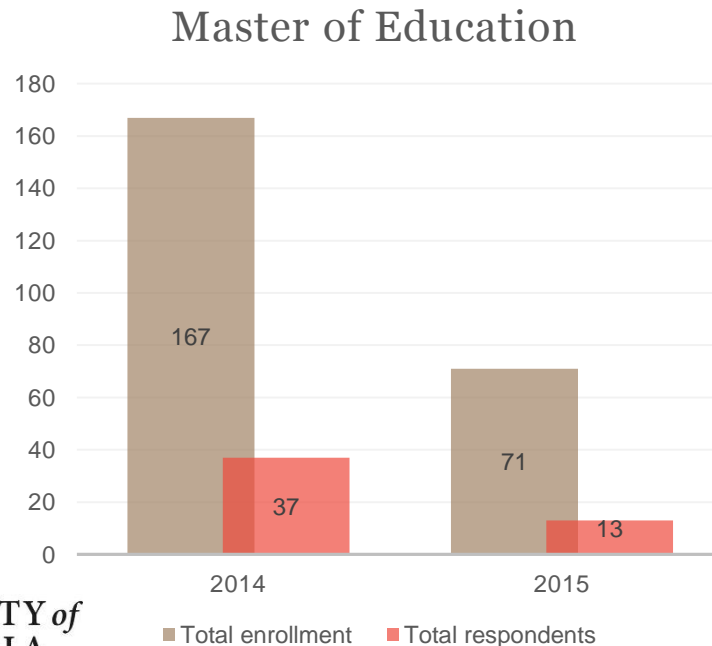
# Method

- 245 units from 2014-2015
  - 80 Masters of Teaching <sup>[MTeach]</sup> (Undergraduate)
  - 165 Masters of Education <sup>[MEd]</sup> (Postgraduate)
- Social Science Human Research Ethics Committee [SSHREC] Reference number: H0015738
- IT Services Data Warehouse: Grades *plus* eVALUate responses per student
- Entire cohort
- All responders
- Responders by Course

# Results

## Total & Responding Cohorts

Year	Course Name	Total enrollment	Total respondents	% Total respondents
2014	Master of Education	167	37	25.69%
2015	Master of Education	71	13	29.55%
2014	Master of Teaching	3724	1040	27.93%
2015	Master of Teaching	3795	1325	34.91%
Grand Total		7757	2430	31.33%

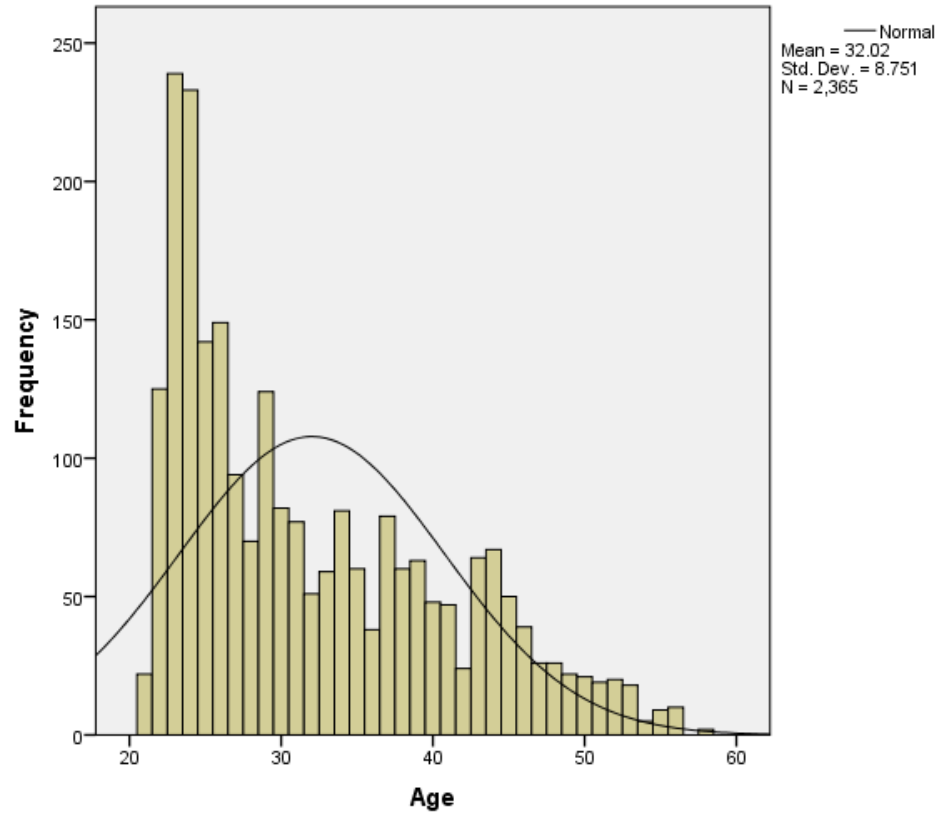




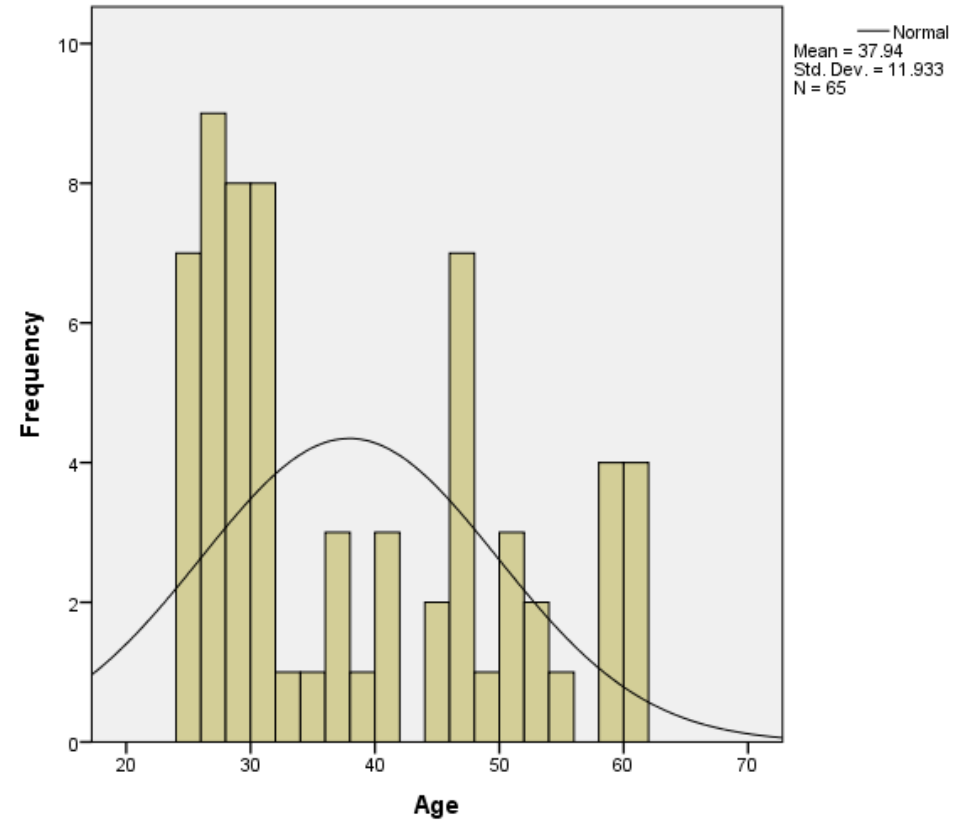
# Results

## Responders: by age

### Master of Teaching Undergraduate

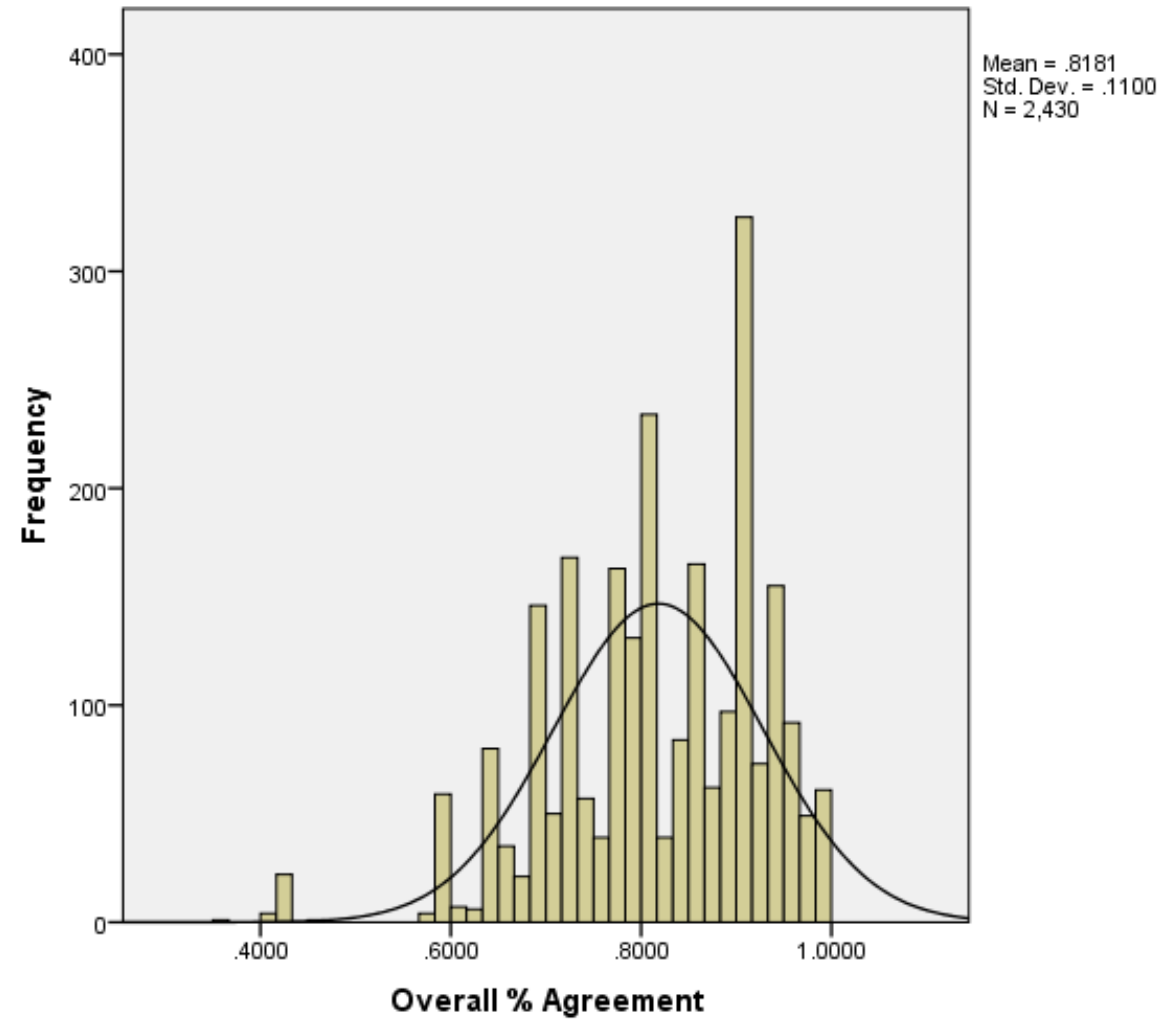


### Master of Education Postgraduate



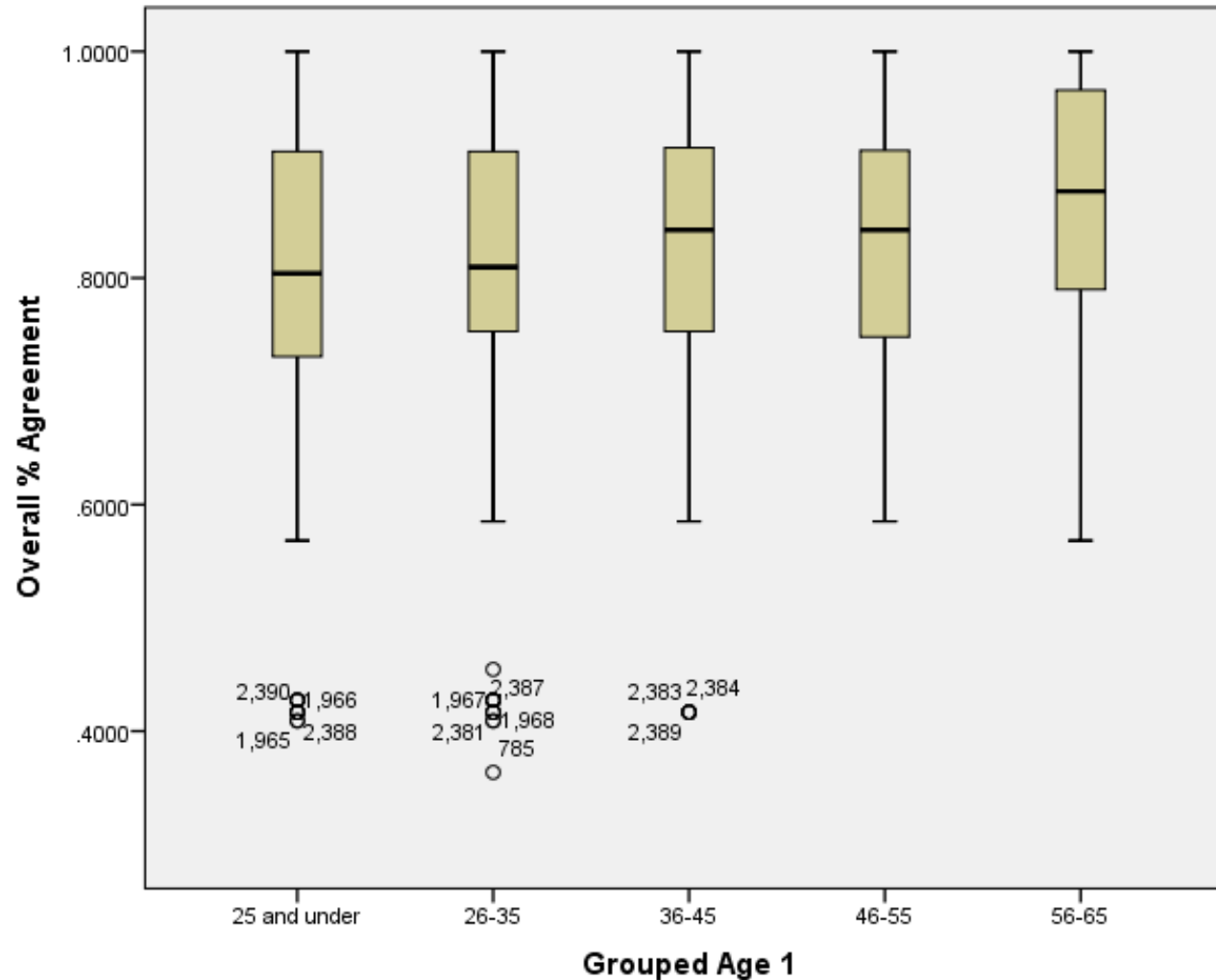
# Results

## Overall % Agreement: All responders



# Results

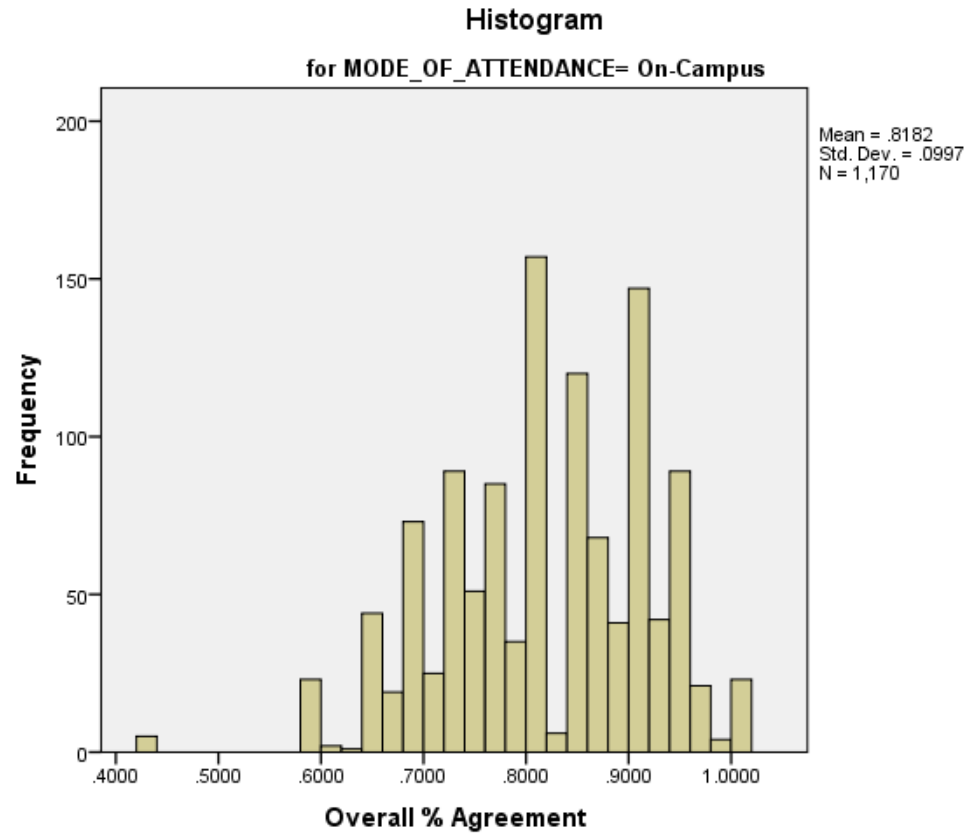
## Overall % Agreement: All responders



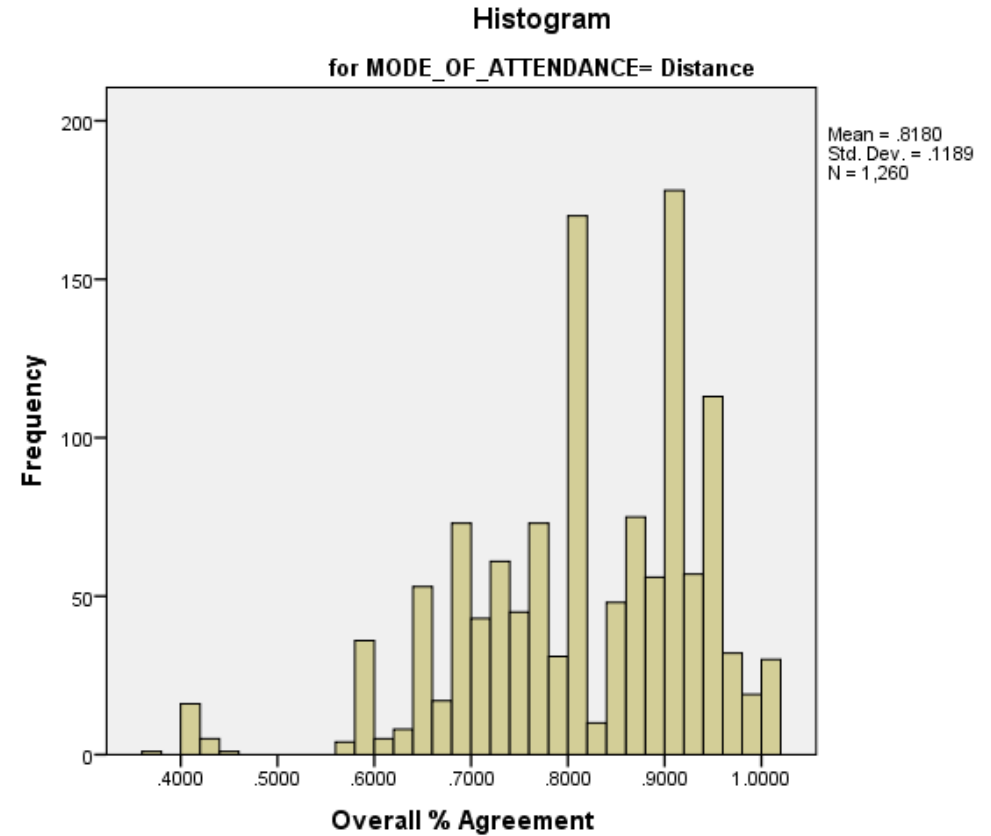
# Results

## Overall % Agreement: by Mode of Attendance

On Campus (Internal)

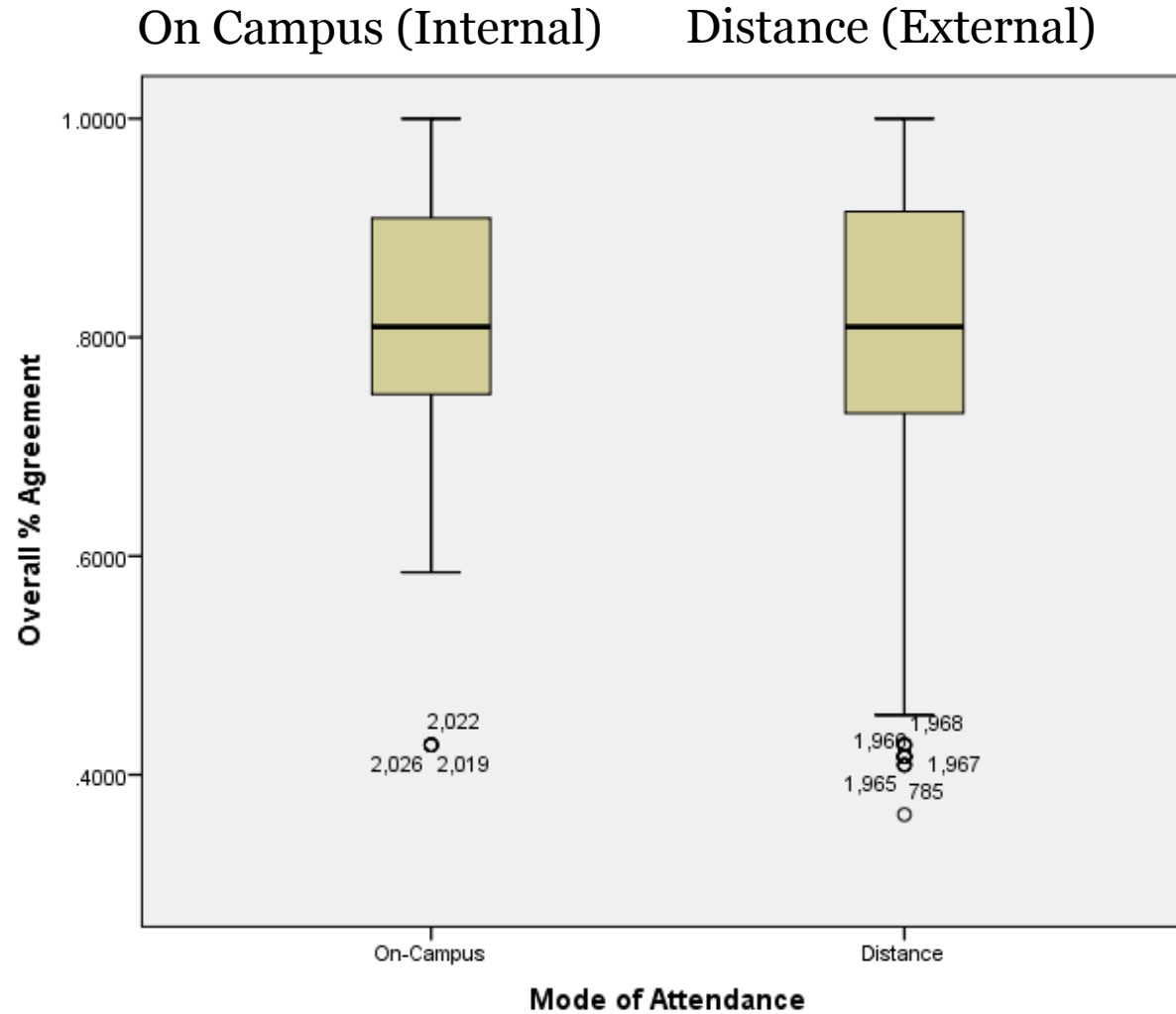


Distance (External)



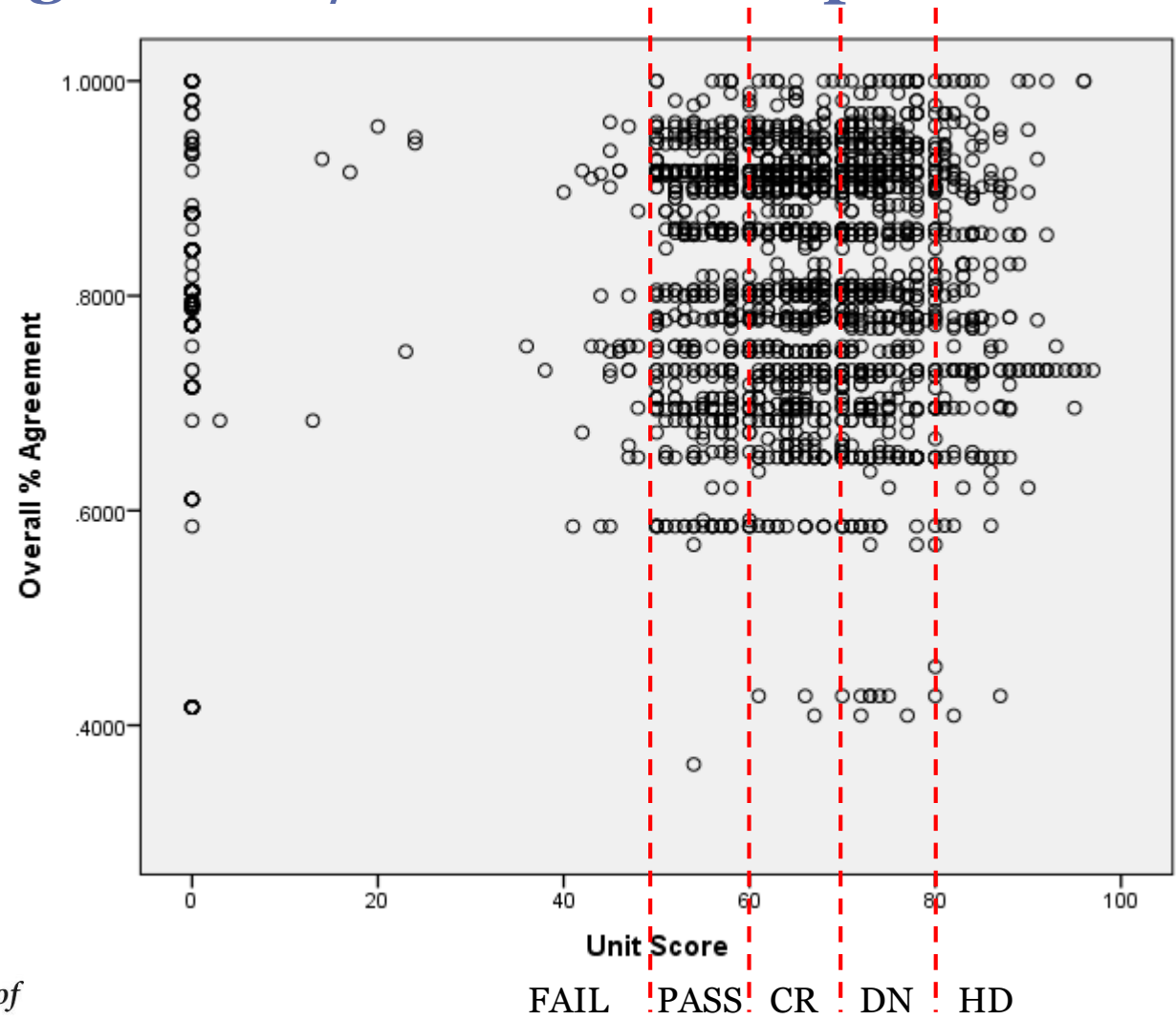
# Results

## Overall % Agreement: by Mode of Attendance



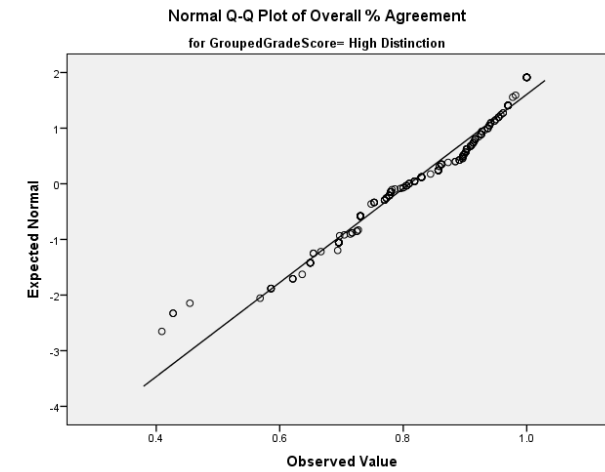
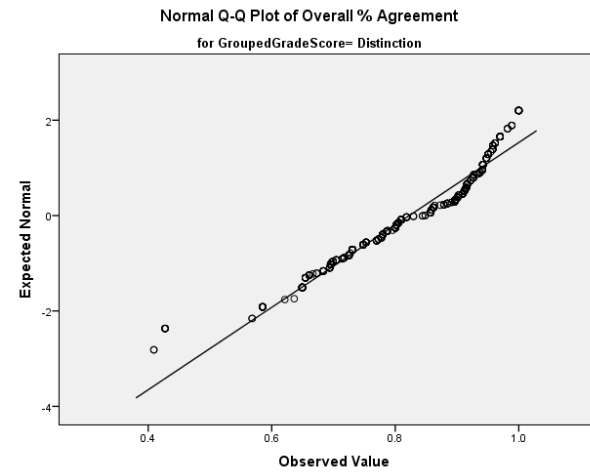
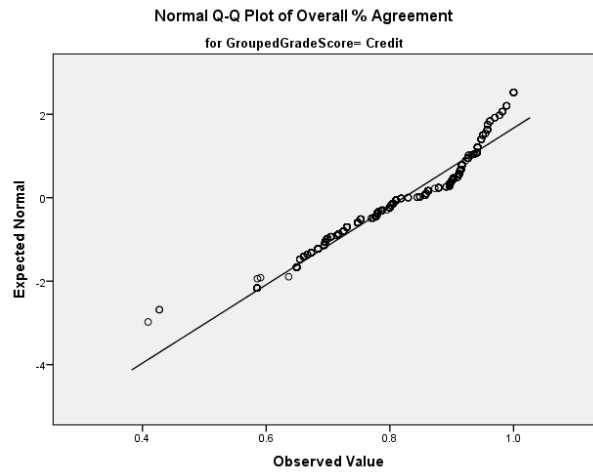
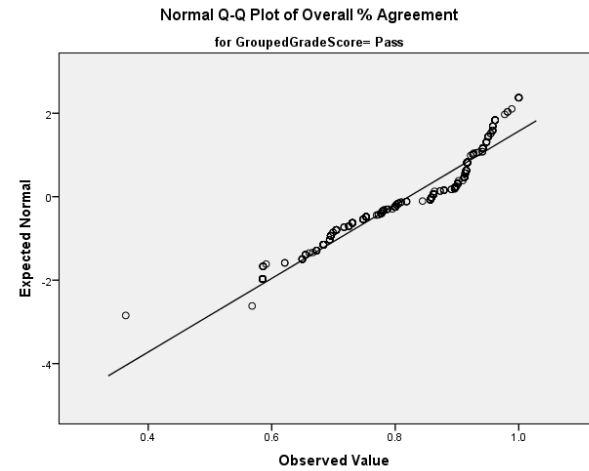
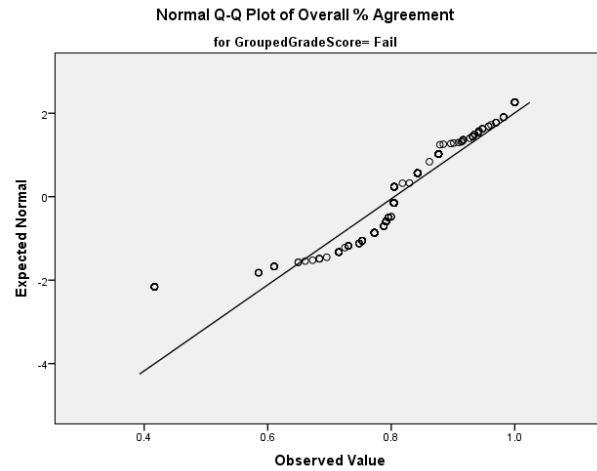
# Results

## Overall % Agreement/Grades: All responders



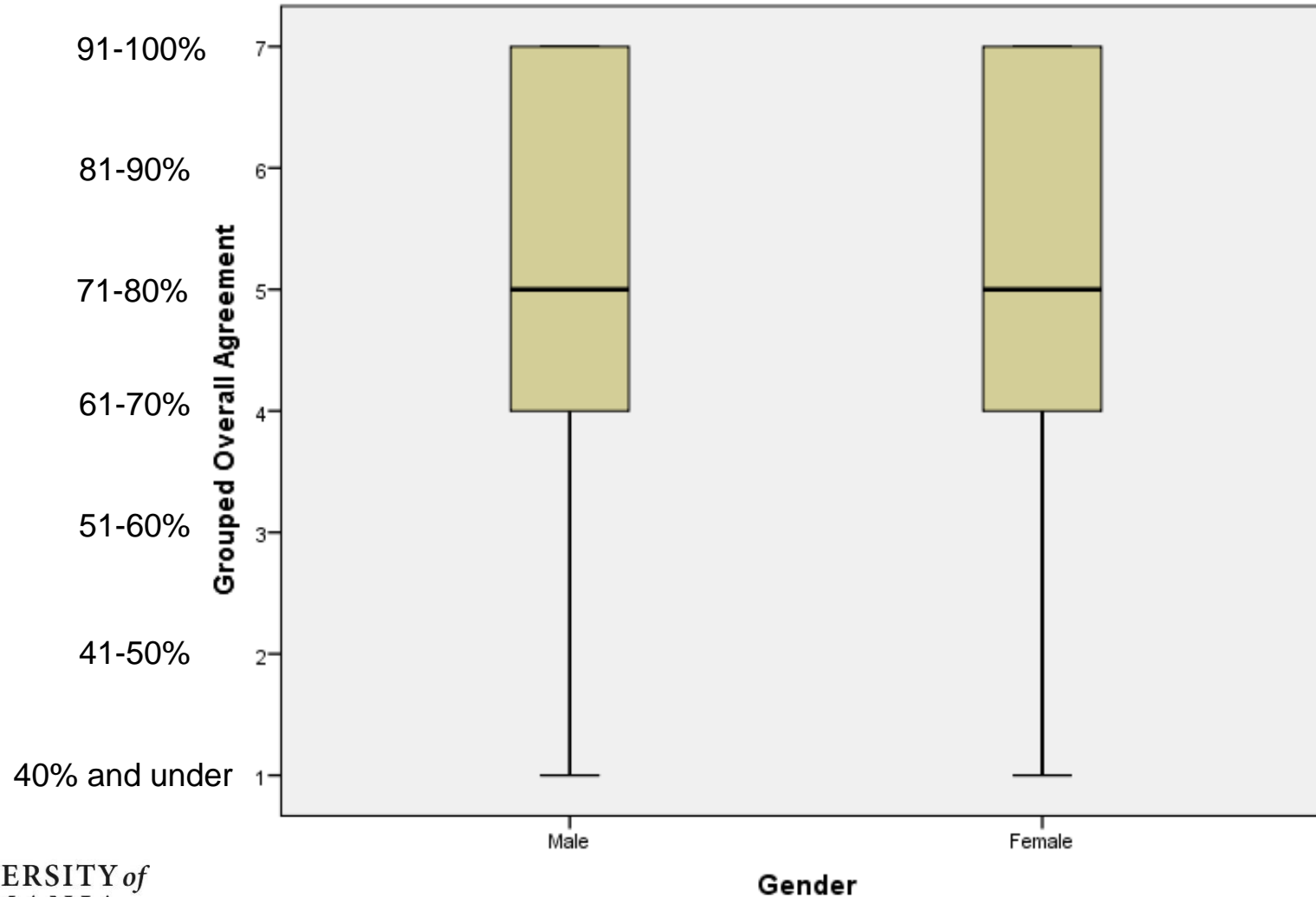
# Results

## Overall % Agreement Normality by Grades: All responders



# Results

## Fe/Male comparison: All responders





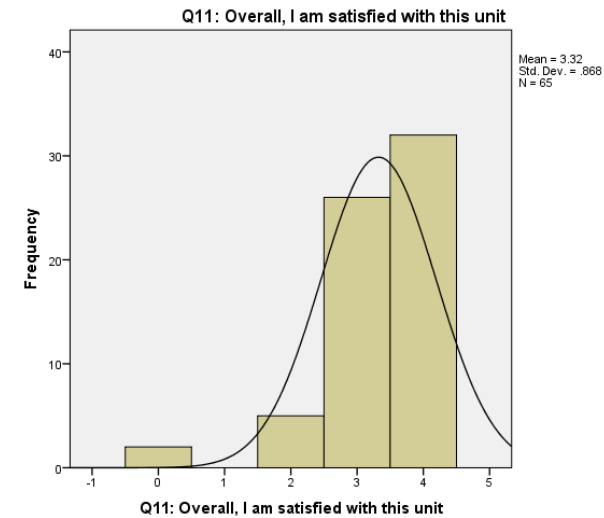
# Results

## Q11: Overall, I am satisfied with this unit

### Master of Education

Q11: Overall, I am satisfied with this unit

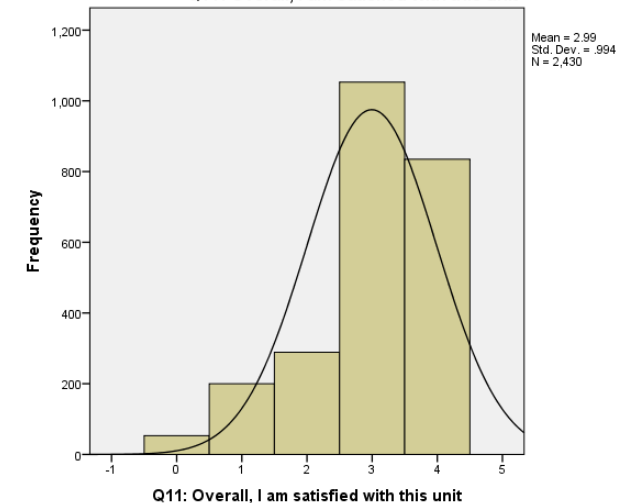
	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Unable to judge	2	3.1	3.1	3.1
Disagree	5	7.7	7.7	10.8
Agree	26	40.0	40.0	50.8
Strongly agree	32	49.2	49.2	100.0
Total	65	100.0	100.0	



### Master of Teaching

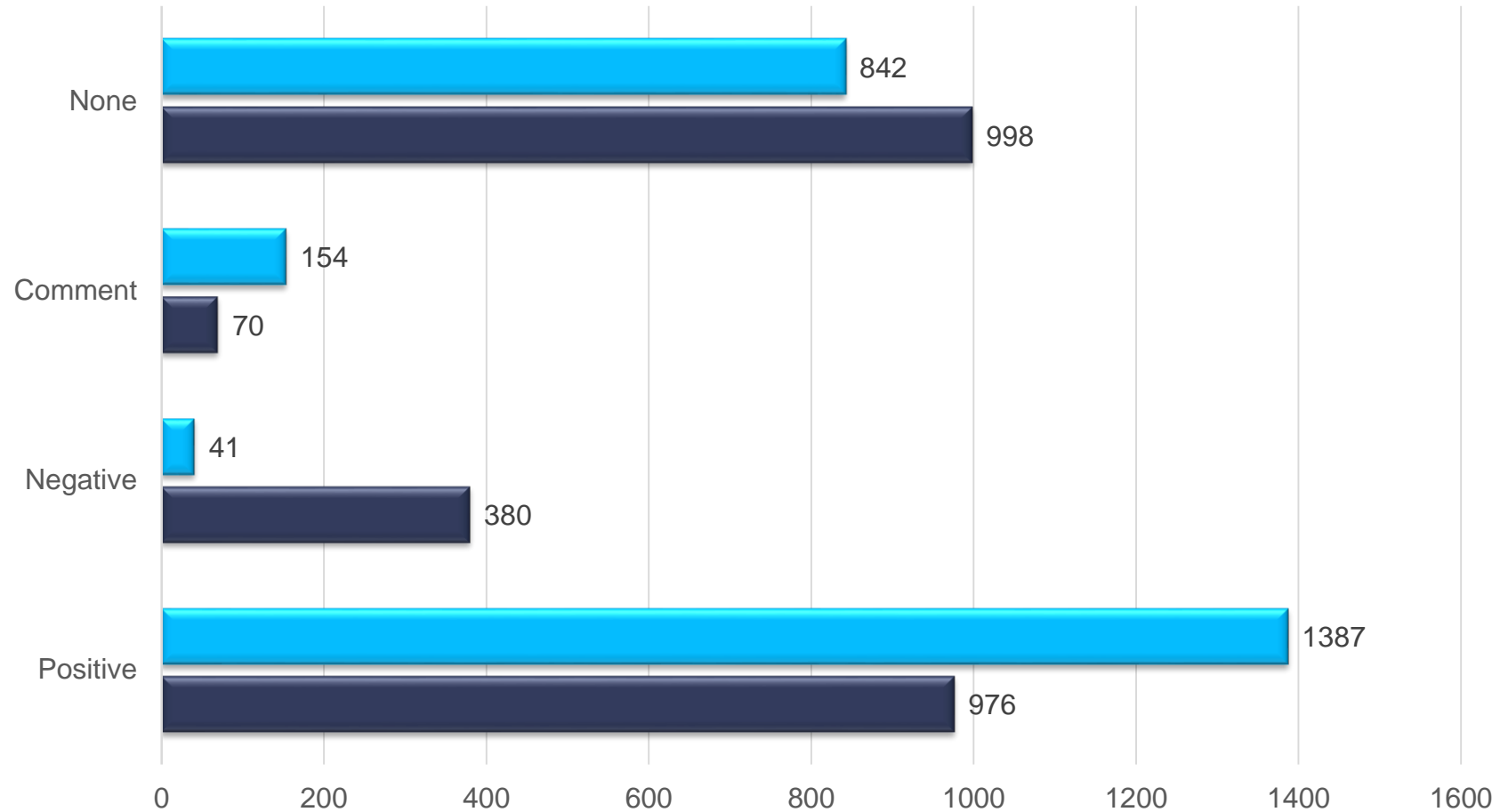
Q11: Overall, I am satisfied with this unit

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Unable to judge	53	2.2	2.2	2.2
Strongly disagree	200	8.2	8.2	10.4
Disagree	289	11.9	11.9	22.3
Agree	1053	43.3	43.3	65.6
Strongly agree	835	34.4	34.4	100.0
Total	2430	100.0	100.0	



# Results

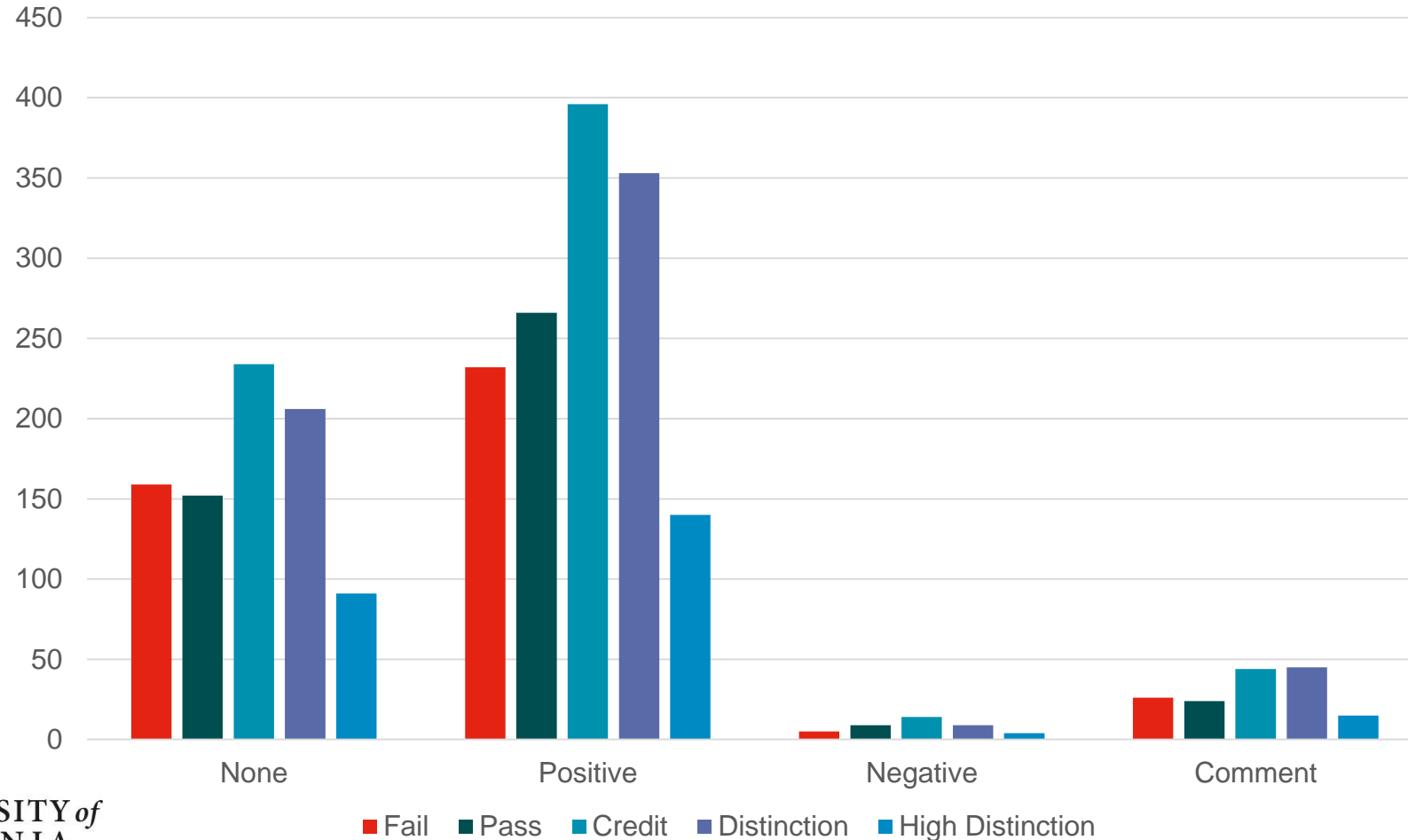
## Classified qualitative feedback: All Responders



# Results

## Qualitative feedback 1: All Responders by Grade

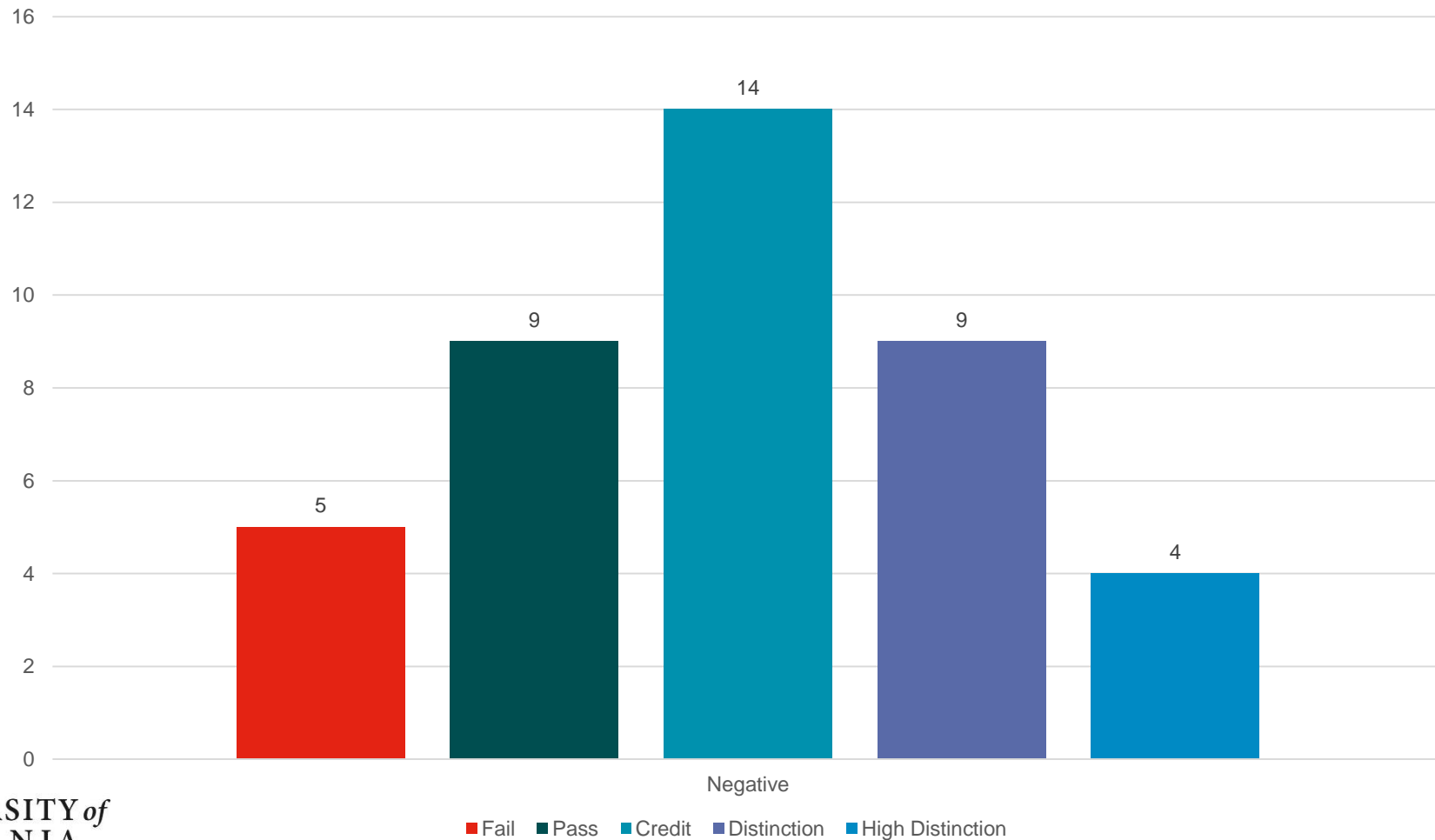
What are the most helpful aspects of this unit?



# Results

## Qualitative feedback 1: Negative Responders by Grade

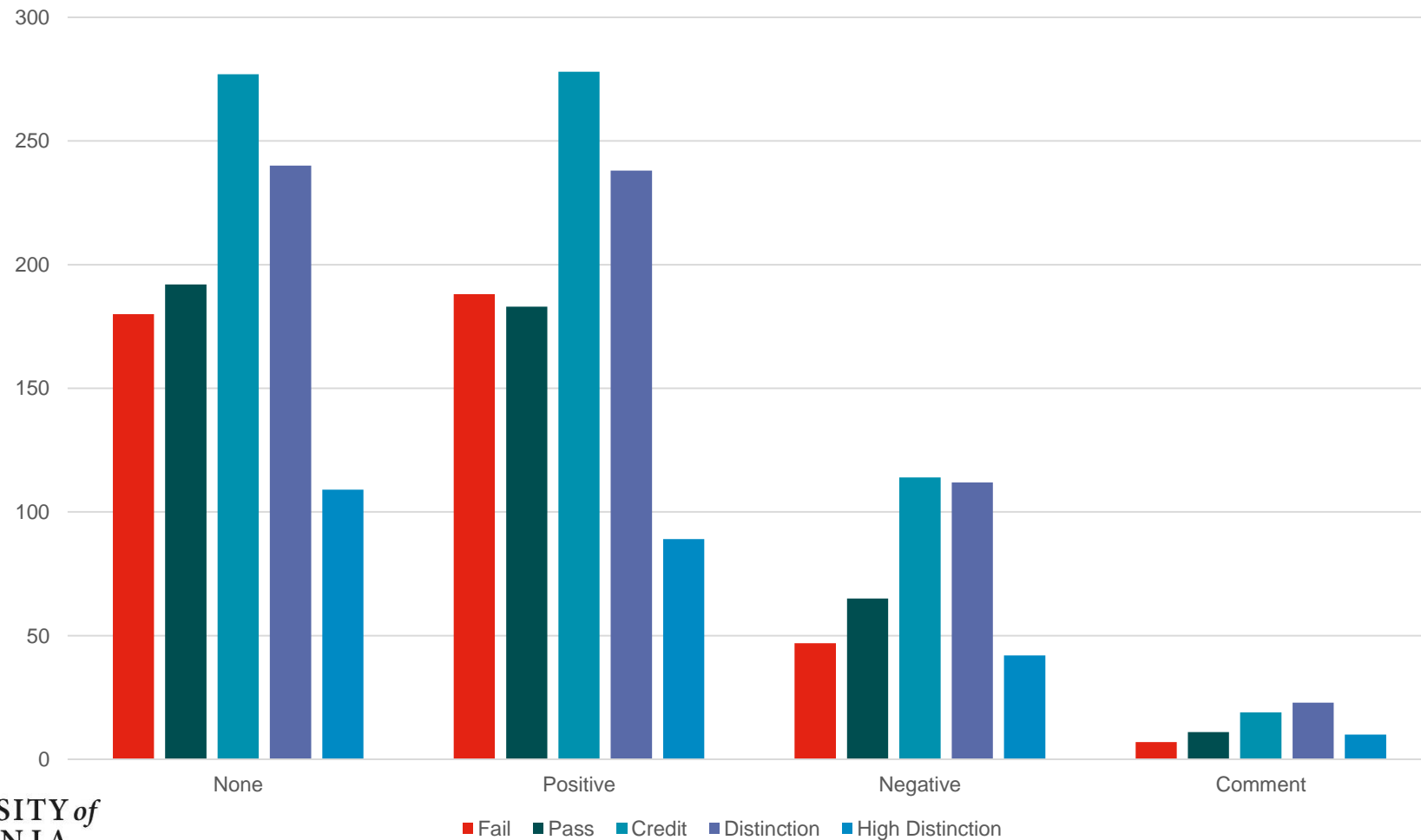
What are the most helpful aspects of this unit?



# Results

## Qualitative feedback 2: All Responders by Grade

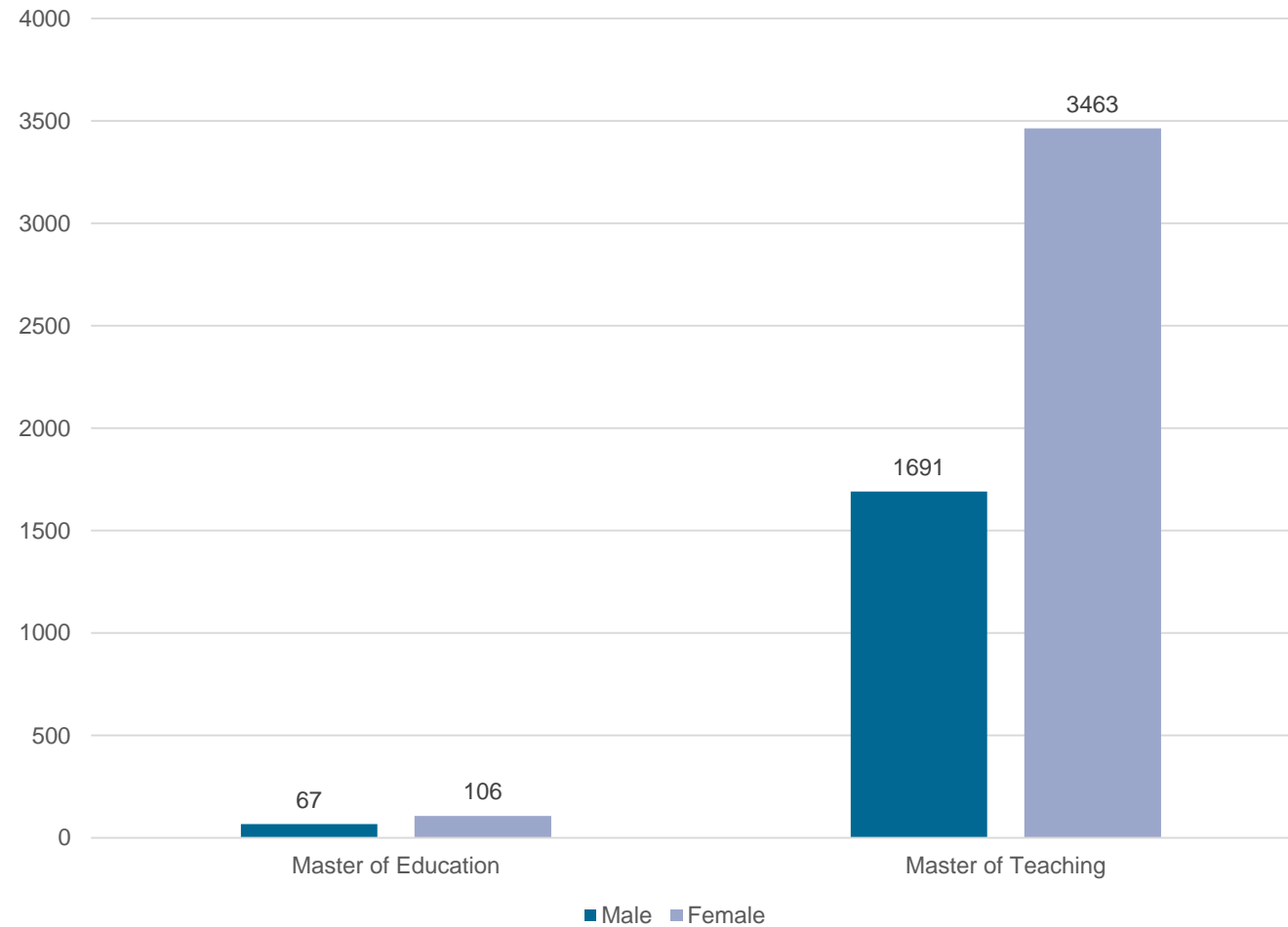
How do you think this unit might be improved?



# Results

## Non-Responders: by Gender

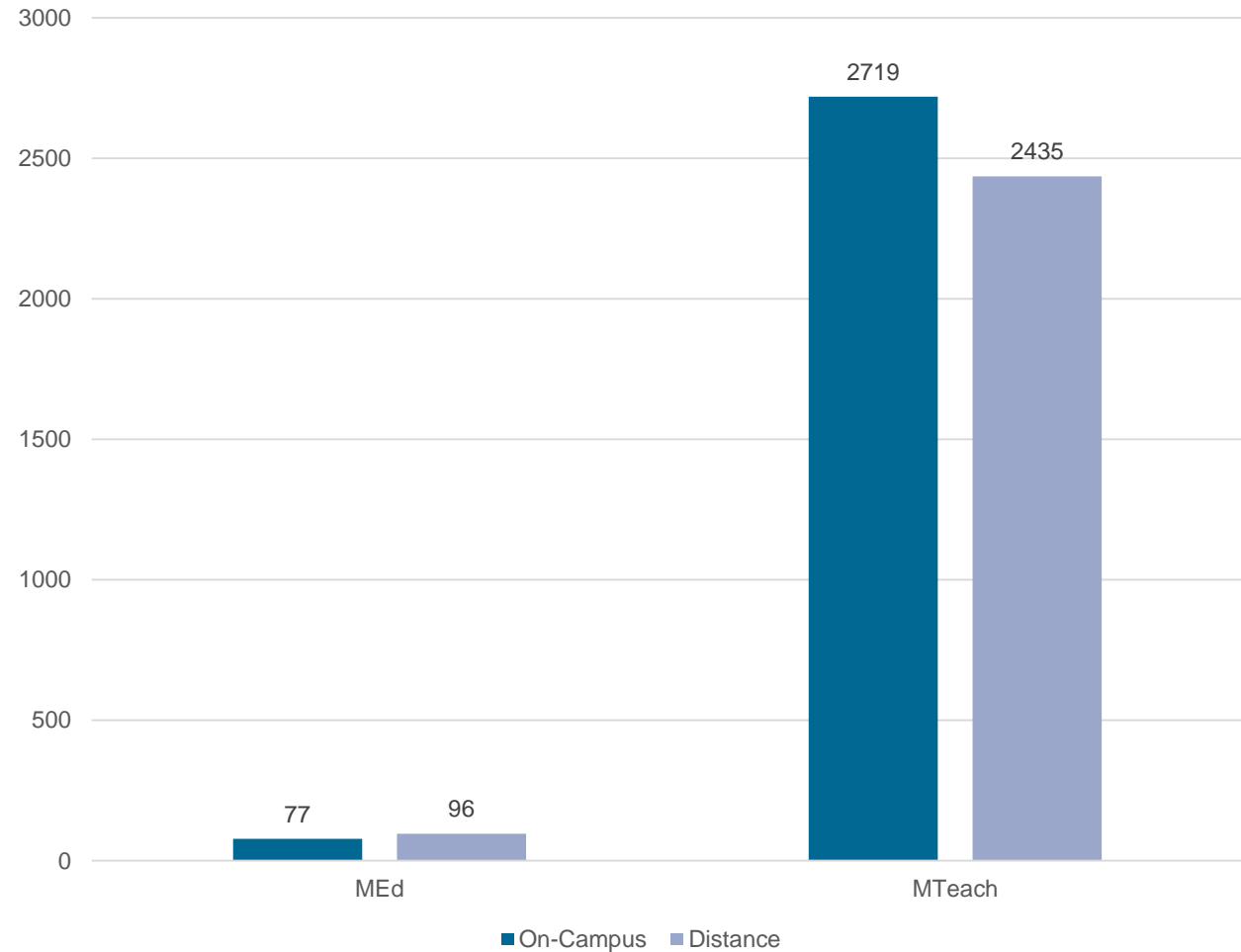
	#	%
Male	1758	33.0
Female	3569	67.0
Total	5327	100.0



# Results

## Non-Responders: by Mode of Attendance

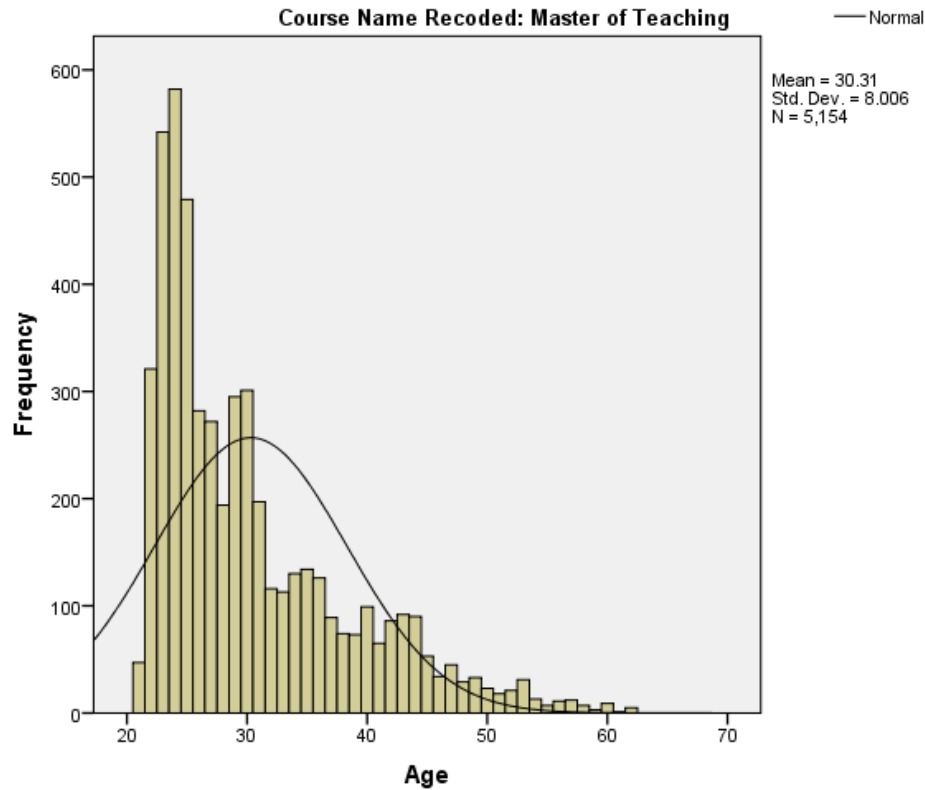
	Masters of Education		Masters of Teaching	
	#	%	#	%
On-Campus	77	44.5	2719	52.8
Distance	96	55.5	2435	47.2
Total	173	100.0	5154	100.0



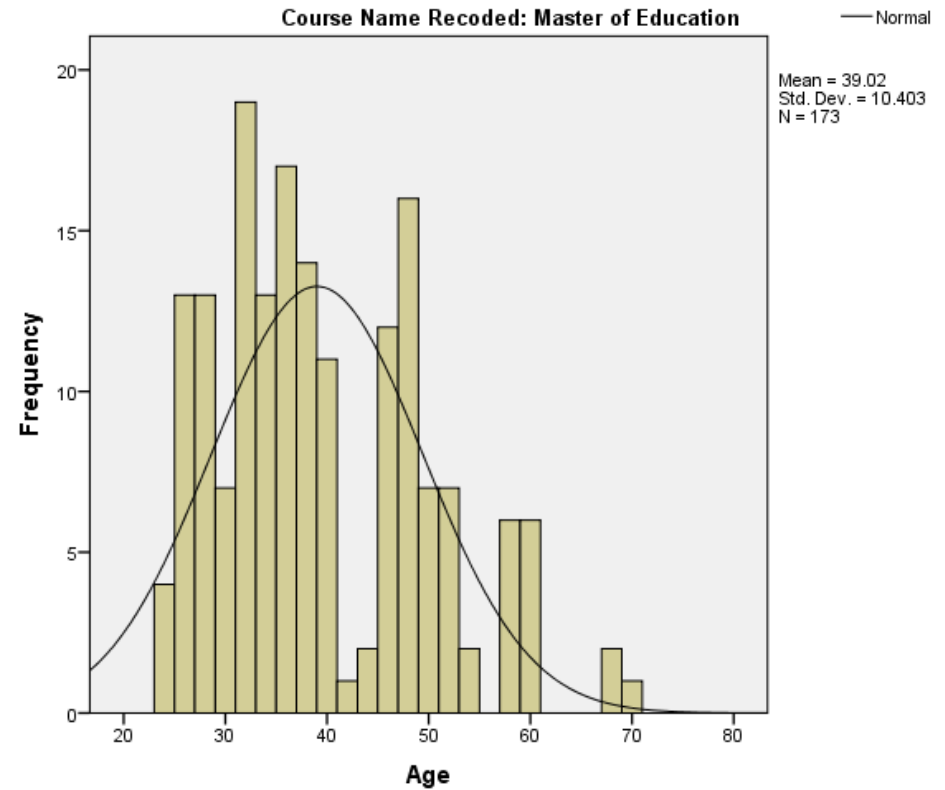
# Results

## Non-Responders by age

Master of Teaching  
Undergraduate



Master of Education  
Postgraduate

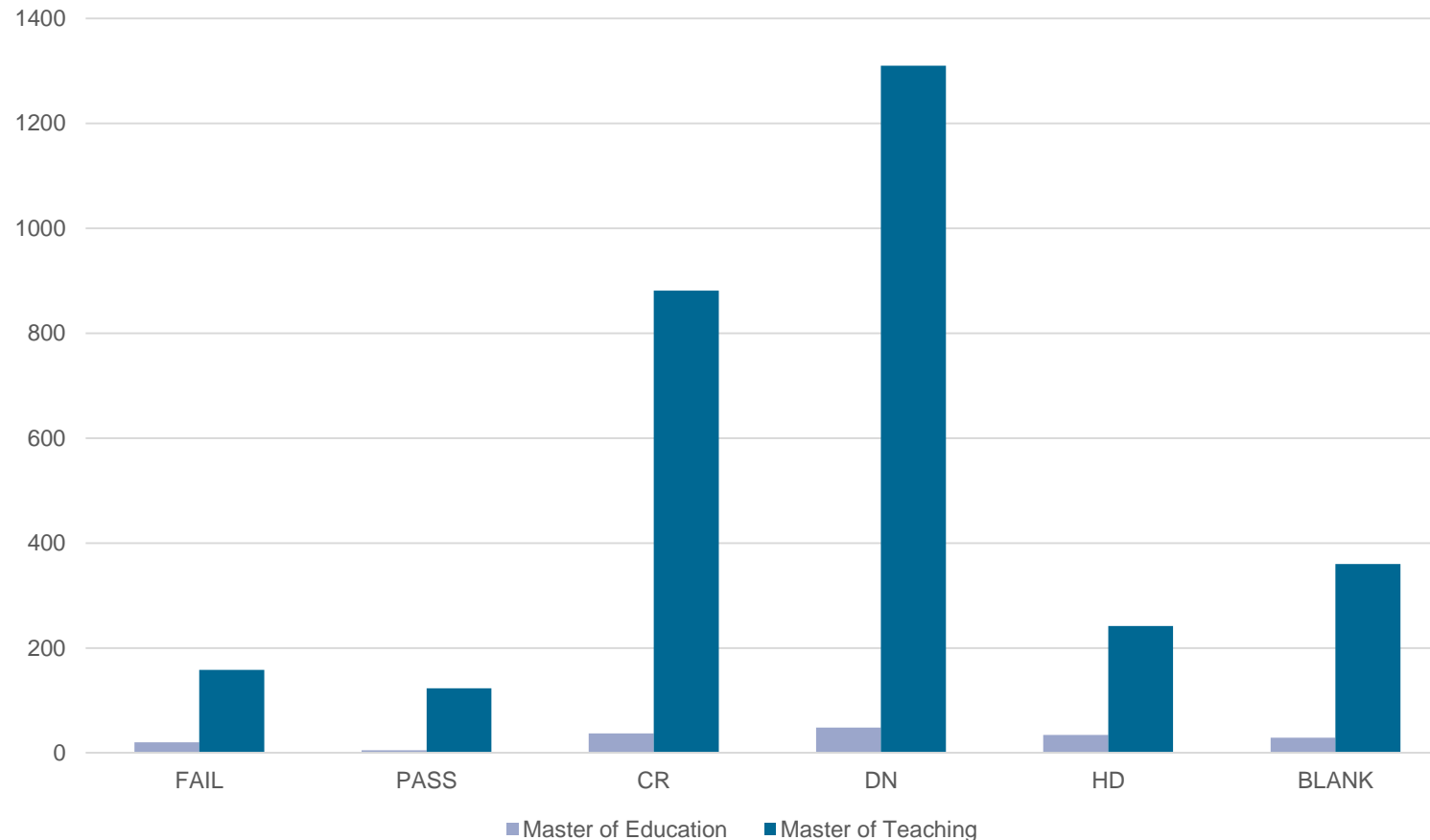




# Results

## Non-Responders: by Grade

	FAIL	PASS	CR	DN	HD	BLANK
Master of Education	20	5	37	48	34	29
Master of Teaching	158	123	881	1310	242	360



## Key findings

- Administrative gap – Unit Status & Grades.
- The majority of qualifying teachers are female.
- No difference ‘Overall % Agreement’ for:
  - Mode of Attendance (on and off campus teaching).
  - Gender.
- Responding students have been positive in their constructive feedback.
- All students from various grades have provided either quantitative or qualitative feedback through eVALUate Unit Surveys within the sample group. Low and high achievers are not the key responders, mid-range students are.

# Where to next?

- Sentiment analysis software to extract themes from the qualitative feedback.
- A paper for The Journal of Higher Education.
- Recommendations to Senior Management:
  - pilot project into other Faculties and Schools.
  - increased staffing to perform survey analysis/data mining.
- Investigating what can be done to encourage response rates.
- Marketing and promotions to staff and students

**Thank you for listening!**

# Questions...

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