

# CQUniversity students are now 'having their say', so what are we doing about it?

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BE WHAT YOU WANT TO BE  
[cqu.edu.au](http://cqu.edu.au)



Let me entertain you!

# It all started from the top

I'm all ears...



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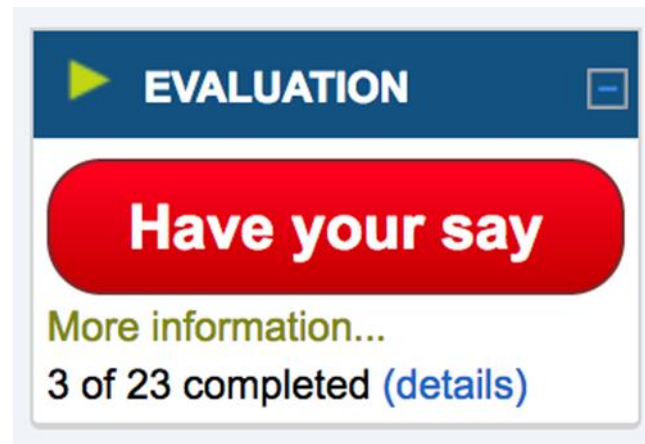
Engagement  
Leadership  
Can Do  
Openness  
Inclusiveness

# The back story

- 5% response rate (paper based)
- Logistics - online vs on campus
- Office of Learning and Teaching
- Dedicated Surveys Manager in L & T
- Funding support
- Strategic planning

# The 'big red button' was born

- Sector consultation
- Staff and student consultation
- Designing survey instrument
- Learning Management System = MOODLE



# What's it look like?

(\*) An asterisk indicates that an answer is required for a question. All other questions are optional. Those questions that are not applicable to your course do not require a response.

Overall, I was satisfied with the quality of this course. \*



The Moodle site for this course was easy to navigate.



The resources provided in this course supported my learning.



The assessment tasks in this course helped me to learn.



The requirements for each assessment task were clearly explained.



My assessment work was returned in a timeframe that supported my learning.



The feedback given on my assessment work helped me to learn.



Why do you feel this way about the course? Please give feedback in respect to the best aspects of the course and those in need of improvement. It is important to note that the CQUniversity [Student Charter](#) expects all students will treat staff with courtesy and respect. Therefore, you are asked to give constructive and appropriate feedback.

What are the best aspects of your course? If you wish, you can expand and explain your answers above.

The lecturer was very quick and reactive with providing feedback and with his communication. As a distance student, I appreciated his contact with me via text messages.



What aspects of your course are most in need of improvement? If you wish, you can expand and explain your answers above.

The second assessment task was not clearly written and the criteria did not seem to match the task.

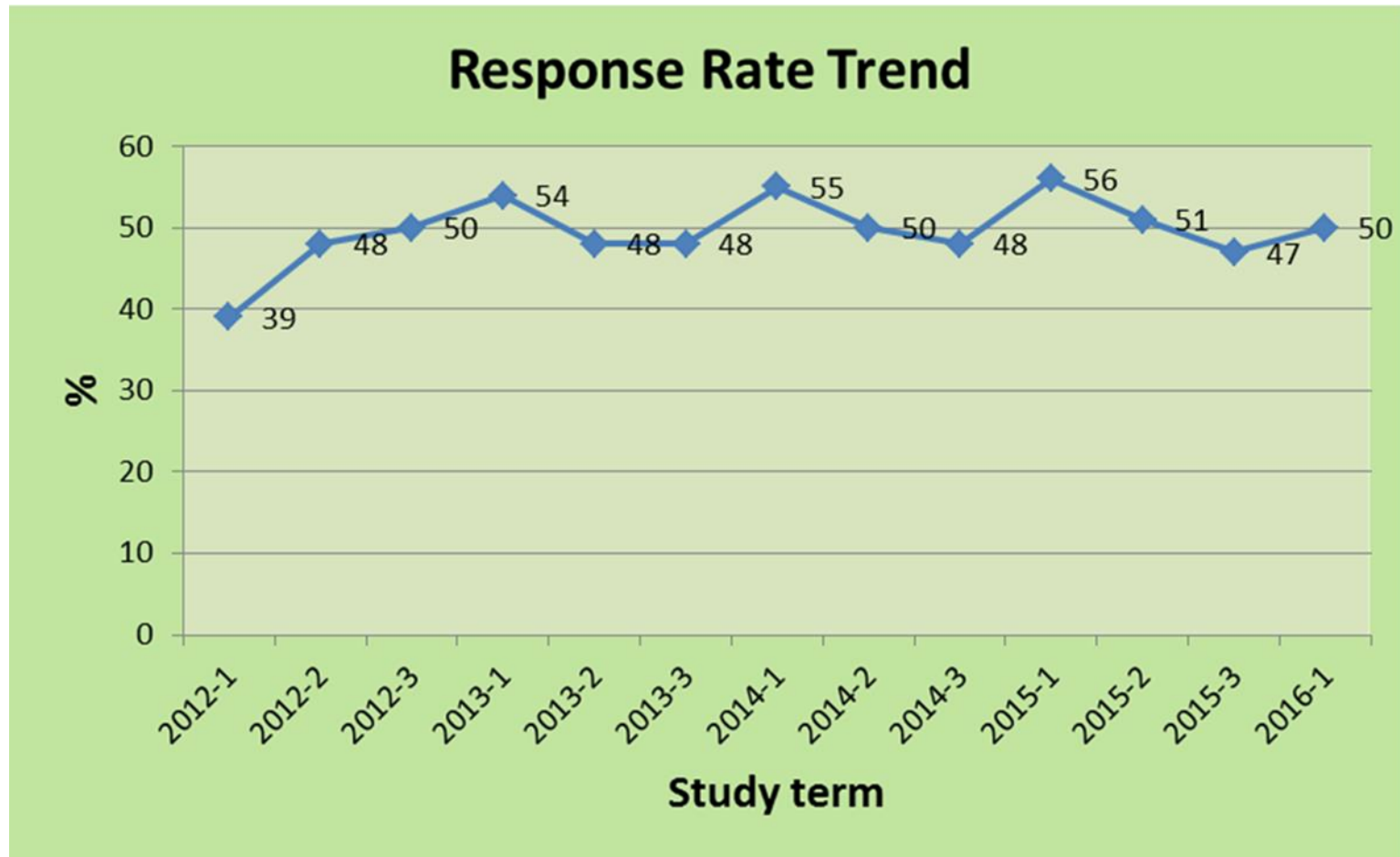


Do you wish to enter into the prize draw to win an iPad or one of 200 x Coles Myer vouchers or give your place in the draw to a charity? \*

Give my place in the draw to Salaam Balaak ▾

Submit your answers

# How are we travelling?



How did we do it?





**ROBBIE  
WILLIAMS**  
**SWINGS  
BOTH  
WAYS**



# Team effort – engaging students

## Term 2 Course Evaluations - NOW OPEN!

Course Evaluations for Term 2 2016 are now open. Evaluations are a quick, easy way to provide feedback on your course.

Look out for the red button in your course Moodle site, complete the short survey and you could WIN an iPad or one of 200 \$20 Coles-Myer vouchers.

**Take this opportunity to have your voice heard**



# Staff engagement and support

Learning & Teaching Services News

Have your say

Did you know?



By completing a course evaluation, students have the chance to win an iPad or one of 200 \$20 Coles-Myer vouchers, or give their place in the draw to CQUniCares or Salaam Balaak.

Term 2 2016 course evaluations close midnight this Friday 28<sup>th</sup> October

Course evaluation reports will be available in the Moodle course site on Monday 31<sup>st</sup> October

Please note: Course evaluation dashboard reports will be prepared next week and a further communication will be sent once available.

Students are provided with the following information prior to completing a course evaluation:

*In line with the [Student Charter](#), your comments should focus on the overall course, and should be courteous and respectful to others. Feedback that includes inappropriate language or abusive/disrespectful comments about staff or other students will be removed.*

Any questions or concerns please contact Sharon Liddell ext. 52795 or [evaluations@cqu.edu.au](mailto:evaluations@cqu.edu.au)

**COURSE EVALUATIONS**  
TERM 2 2016

**WIN** an iPad or one of 200 \$20 Coles-Myer vouchers.  
Or give your place in the draw to: CQUniCares / Salaam Balaak

Have your say

Open Monday, 12 September –  
Saturday, 29 October 2016.  
Evaluations are one easy, quick way to provide your feedback. Take this opportunity for your voice to be heard.

# Staff pre-evaluation engagement

Dear Term 2 Course Coordinators

It's almost the end of week 4! Course evaluations will open Monday morning of Week 9, so why contact you now? That's because student feedback from course evaluations strongly indicates that what we do in the beginning of term determines better learning outcomes and course satisfaction. (Resource attached: Great Guide to Creating and Using Effective Learning Outcomes).

Whether you are a new or experienced course coordinator, please take a few minutes now to reflect on your course and whether you can answer 'yes' to the following questions.

1. Have you set and communicated clear expectations about the course? And no, we don't just mean the course profile. By telling students what they can expect from you and what you expect from them early on in the term can establish a mutually beneficial teaching and learning partnership from the get go!
2. Do your students know when and what kind of feedback they will receive on their assessment tasks? This one is really important and is probably the most common issue in the feedback we receive from our students. If you are concerned that there may be any delays, please let the students know. Students really don't like going into their second assessment item or an exam, not knowing how they are performing academically. And speaking of feedback, what does that feedback look like? Is it enough? (Resource attached: Assessment Manifest)
3. Are your distance learners feeling engaged, included and comfortable with the course? Emails and generic posts in the Moodle course are great but for those students who may be new to distance learning, what else can you do to improve their learning experience and satisfaction with your course? (Resources attached: Facilitating Discussions Online; When to use News, Quickmail or EASI and Teaching Distance Students Online )
4. How is your Moodle course site looking? Easy to navigate? Links are active and course materials relevant and up to date? We know you have gone to great efforts to set up this site for your students. You know what, where and why everything is in there, but is that how your students see it? Asking one of your teaching colleagues to have a quick look over the site might be a worthwhile exercise. (Resource attached: Moodle Manifest)
5. Have you introduced the course evaluation process with your students and explained how to provide constructive feedback? Over the past few years, CQUniversity has built a strong culture of feedback with our student cohort. Do your students know what happens with this feedback and why it is so important?

We know the hard work and the huge responsibility of running a course and you are not alone if you answered 'no' or 'maybe' to any of these questions. There is plenty of assistance available, so please don't be shy! You can contact your school's Liaison Lecturer, one of the Learning and Teaching Services representatives on your campus or please contact me and I'll make sure you get connected to the right person.

We hope you find the attached resources useful, but there are more available on the LTS website. You may also like to pop in to one of the many collaborate sessions run each week by LTS. (Essentials Training Sessions Calendar)

The dedicated LTS team are here to help you, so if there is something you can't find please tell us. It's not just our job, it's our passion!

Have a lovely weekend.

Cheers  
Sharon

# Academic Information System - Nexus

- Every course, every term
- Embedded course evaluations in University level policy and procedure.
- Established reporting mechanism
- Embedded in governance process - Annual reporting and enhancement of courses are integral components of the academic quality assurance process aimed at improving students' experiences and learning outcomes.
- Ensuring that actions are taken within the required timeframes (5 year Reaccreditation and Annual Enhancement Reports).
- Incorporated into a significant dates calendar
- Reporting improvements to students (closing the loop)

# Annual Course Enhancement Report

## Section 3: Course Evaluation Data (Last 3 Years)

### 3.1 Course Evaluation: Responses ⓘ

Year	Term	Coordinator	Red Flags	# Responses / Course Enrolments	Response Rate	Overall Satisfaction	Moodle Navigation	Learning Resources	Assessment Tasks	Assessment Requirements	Assessment Return	Assessment Feedback
2013	Term 1	Unassigned	0	/	0%							
2013	Term 2	Gerard Ilott	0	102 / 229	44.54%	3.9	4.1	4.1	4.0	3.9	3.9	3.7
2013	Term 3	Gerard Ilott	0	74 / 193	39.78%	4.0	4.2	4.0	3.9	3.8	3.7	3.6
2014	Term 1		0	/	0%							
2014	Term 2	Gerard Ilott	0	75 / 176	43.86%	3.8	4.3	3.9	3.8	3.5	3.5	3.3
2014	Term 3	Gerard Ilott	0	55 / 167	33.74%	4.2	4.3	4.2	4.1	3.9	4.2	3.7
2015	Term 1		0	/	0%							
2015	Term 2	Gerard Ilott	0	63 / 156	40.65%	4.2	4.2	4.1	4.1	3.7	4.3	3.9
2015	Term 3	Grace Phan-Athiroj - phanathj	0	64 / 159	41.29%	4.1	4.4	4.3	4.0	4.0	3.8	3.6

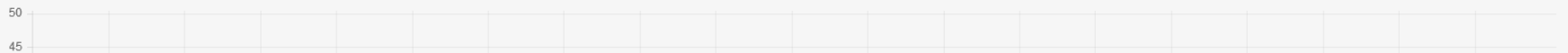
### 3.2 Comment on above data/statistics ⓘ

This is a good result, but response rates still refuse to reach 50%. Further efforts will be made during term to encourage students to participate in this survey. Students' attention will be drawn to the positive improvements that have been made in this course due to feedback received in the past.

The statistics have also indicated the ongoing problem for a highly theoretical and qualitative course: the challenge of returning written assignments within a tight time commitment while still providing sufficient feedback for the students. Recent improvements have been made in returning assignments, but extra effort must be made in providing feedback.

## Section 4: Student Performance (Last 3 Years)

### 4.1 Student Performance: Grade Distribution (%) [View Data](#)



# Communicating improvements

## MRKT20019 - Marketing Management Term 1 - 2016

All details in this course profile for MRKT20019 have been officially approved by CQUniversity and repres

General Information

Class and Assessment Overview

CQUniversity Policies

Previous Student Feedback

Course Learning Outcomes

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Textbooks and Resources

Referencing Style

Teaching Contacts

Schedule

Assessment Tasks

# Example



## Previous Student Feedback

### ➤ Evaluation

**Term 1 - 2015:** The overall satisfaction for students in the last offering of this course was 4.5 (on a 5 point Likert scale), based on a 52% response rate.

### ➤ Feedback, Recommendations and Responses

Every course is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback	Source	Recommendation
Students found the course materials very interesting as they dealt with real life business situations. Students were also happy with the teaching delivery. There was a comment made on the availability of feedback on the quiz performance.	Anonymous feedback in Moodle	Students are most welcome to contact their campus lecturer to find out where they went wrong in their online quiz.



# Monitoring performance

- Course Coordinators
- Heads of Program
- Deans and Deputy Dean (L & T)
- School Performance Reports
- Vice Chancellor Advisory Committee (VCAC)
- Academic Board
- Program level reports – benchmarking data by study area ( AGS, now QILT data)
- Retention Projects– student support
- Academic promotion

# Constant development

- System “bugs”
- Initially, creating a culture of reflection and continuous improvement – not just filling in the form.
- Getting “staff” to see the value in the data rather than seeing it as something that may impact negatively on them as individuals.
- Complex campus network – distribution of staff / isolation
- Student Voice awards

# Dashboard Reports

## Management Dashboards

### Management

#### [University Dashboard](#)

Presents an overview of the university's student data. Also provides a 5 year history covering student numbers, equity and demographic information, student distribution by campus and program completions.

#### [Australian Graduate Survey Dashboard](#)

Provides results from the AGS which probes key elements of the higher education experience relevant to coursework graduates, focusing largely on their perceptions of program quality (Good Teaching), their self-rated skill levels (Generic Skills), and their (Overall Satisfaction) with their program. The dashboard also includes employment and salary data.

#### [Enrolment Monitoring](#)

Provides a 5 year progressive course enrolment history by management group, campus, faculty / school, enrolments in last seven (7) days and field of education. Figures start 6 weeks prior to start of teaching term and go through to week 10 of term.

#### [Equity Dashboard \(New - December 2015\)](#)

Provides in-depth analysis and trending of the University's student population against the Commonwealth Equity Indicators.

**NOTE: Only Domestic Students are shown on this Dashboard.**

#### [Sector Benchmarking - Staff and Student \(via uCube\)](#)

For benchmarking data across Australian Universities, the Commonwealth Government uCube tool provides details on Staffing (numbers & FTE) and Student (EFTSL, enrolments and completions)

#### [International Catchment Details](#)

Provides details on the citizenship countries and regions for international students over the last five years. Details on pass rates, campus and faculty distribution are available.

#### [Taught Load Dashboard](#)

Provides TAUGHT course load by faculty / school.

### Programs

#### **Program Performance**

Shows the high and low performing CQUniversity programs in the below areas. It allows drillthrough to examine an individual program's performance in detail.

- [Australian Graduate Survey](#)
- [Enrolment Trends](#)
- [Progression](#)
- [Transfer Credits](#)

#### **Program Details**

Presents an overview of a program. Also provides a detailed 5 year program history covering intake particulars (age, gender, TE/OP, High School ...), MAP data, GPA / pass rate, key courses, graduations and retention.

#### **Attrition & Retention (1st Year) Dashboard**

Provides both an overview and detailed analysis of CQUniversity's high (by sector standards) attrition rate. This new release adopts the DEEWR definition of attrition i.e. loss to University after first year.

#### **Enabling Programs Dashboard**

Shows in detail the students who've commenced an enabling program and their progress into award studies and beyond.

#### **Program Portfolio (New - March 2015)**

This portfolio is a compilation of data from the University's Dashboards, covering:

- Student Feedback (Course Evaluation)
- Graduate Feedback (Australian Graduate Survey)
- Attrition (students who leave the university following their first year of enrolment)

### Courses

#### **Course Performance**

Shows the high and low performing CQUniversity courses in the below areas. It allows drillthrough to examine an individual course's performance in detail.

- [Courses Dropped Pre-Census](#)
- [Course Evaluations](#)
- [Enrolment Trends](#)
- [Passrate](#)
- [Result Processing](#)

#### **Course Details**

Presents an overview of a course. Also provides a detailed 5 year course history covering enrolments, GPA / pass rate, grade distribution, campus summary, MAP data, key programs and course evaluations.

#### **Course Evaluation Dashboard**

Provides student response to the 'Course Evaluation Survey' conducted through Moodle for all / selected courses, by course and faculty. Also shows historic (prior to term 2, 2010) responses to the overall question.

# Trend by School

## Response Rate and Overall Satisfaction Score by Schools Tabular Data

The 'Division of Teaching & Learning Services' (DTLS) is now known as 'Industry, Vocational Training and Access Education Division'.

	2014 T2		2014 T3		2015 T1		2015 T2		2015 T3		2016 T1	
	Response Rate	Overall Satisfaction Score	Response Rate	Overall Satisfaction Score	Response Rate	Overall Satisfaction Score	Response Rate	Overall Satisfaction Score	Response Rate	Overall Satisfaction Score	Response Rate	Overall Satisfaction Score
School of Nurs & Midwif	55%	4.0	50%	3.9	60%	3.9	56%	4.0	53%	4.1	55%	4.0
School of Medic & Appl Science	54%	4.0	49%	4.4	61%	4.0	56%	4.0	50%	4.2	51%	4.0
School of Hum, Hlth & Soc Scie	57%	4.0	55%	4.0	64%	4.1	59%	4.0	52%	3.9	58%	4.1
School of Graduate Research	/0	0.0	/0	0.0	/0	0.0	/0	0.0	/0	0.0	0%	0.0
School of Engineer & Technol	48%	4.0	48%	4.1	51%	4.1	49%	4.1	51%	4.3	48%	4.1
School of Educ & Arts	47%	4.1	50%	4.0	56%	4.1	48%	4.1	38%	3.9	48%	4.1
School of Business & Law	46%	4.1	44%	4.1	51%	4.2	44%	4.0	42%	4.1	48%	4.2
Office of Learning & Teaching	100%	4.3	67%	4.3	65%	4.2	73%	4.6	67%	4.5	58%	4.0
Nulloo Yumbah	37%	4.1	13%	5.0	50%	3.3	54%	3.8	/0	0.0	48%	4.6
Language Centre	/0	0.0	/0	0.0	0%	0.0	/0	0.0	/0	0.0	0%	0.0
Ind, Voc Trng & Acc Educ Div	54%	4.5	54%	4.4	64%	4.5	54%	4.5	47%	4.5	50%	4.5
Higher Education Division	0%	0.0	/0	0.0	0%	0.0	/0	0.0	/0	0.0	/0	0.0
Summary	50%	4.1	48%	4.1	56%	4.1	51%	4.1	47%	4.2	50%	4.1

# Performance Reports

Trends
Comparison by School
About this Dashboard

## Course Evaluation Dashboard

- All Campuses
- Adelaide Campus
- Brisbane
- Bundaberg
- Cairns
- Townsville

[Select all](#) [Deselect all](#)

**Response Rate Targets:**

\* Show Response Rates

**Overall Satisfaction Targets:**

\* Target not Achieved

Min. Number of Responses

Min. Number of Enrolments

by from others in the Dashboard. Filters are neither received from or passed to other tabs.

Sorted by Course Enrolments

To see the quest

Course Coordinators	Flags Raised	Number Responses / Course Enrolments	Response Rate	Overall Satisfaction	Moodle Navigation	Learning Resources	Assessment Tasks	Assessment Requirements	Assessment Return	A
[Redacted]	2	38 / 85	45%	2.9	3.5	3.3	3.3	3.0	3.3	[Redacted]
[Redacted]	3	55 / 81	68%	2.8	2.5	2.7	3.4	3.4	3.9	[Redacted]
[Redacted]	2	54 / 81	67%	2.6	3.7	3.0	2.9	3.0	3.7	[Redacted]
[Redacted]	3	30 / 60	50%	2.8	3.2	2.2	3.4	2.3	3.0	[Redacted]
[Redacted]	2	21 / 52	40%	2.9	4.1	2.8	3.9	3.6	4.2	[Redacted]
[Redacted]	6	21 / 36	58%	2.4	3.1	2.8	2.9	2.6	2.8	[Redacted]

# Performance Reports

Keep this ver

**Course Evaluation Dashboard**

Summary | **Performance against Targets** | Distribution by Location | Trends | Comparison by School | About this Dashboard

2016 T1 |  All Schools |  All Campuses  
 2015 T3 |  C Management Services Pty Ltd |  Adelaide Campus  
 2015 T2 |  Higher Education Division |  Brisbane  
 2015 T1 |  Ind, Voc Trng & Acc Educ Div |  Bundaberg  
 2014 T3 |  Language Centre |  Cairns  
 2014 T2 |  Student Support |  Darwin

Response Rate Targets: \* Show Response Rates  
 Overall Satisfaction Targets: \* Show Overall Satisfaction Scores  
 Min. Number of Responses: 1 | Run  
 Min. Number of Enrolments: 1

[Select all](#) [Deselect all](#)

**NOTE:** The filters on this tab operate independently from others in the Dashboard. Filters are neither received from or passed to other tabs.

Course Evaluation Targets Sorted by

To see the questions click [here](#)

Courses (lists 20 courses)	Course Coordinators	Flags Raised	Number Responses / Course Enrolments	Response Rate	Overall Satisfaction	Moodle Navigation	Learning Resources	Assessment Tasks	Assessment Requirements	Assessment Return	Assessment Feedback
NURS11158 : Evidence Informed Practice	[Redacted]	0	665 / 1151	58%	3.9	4.1	4.0	3.9	3.6	4.2	3.8
ESSC11004 : Study & Res Skill for Hlth Sci	[Redacted]	0	278 / 693	40%	4.0	4.5	4.2	4.1	4.3	4.5	4.1
BMSC11001 : Human Body Systems 1	[Redacted]	0	230 / 640	36%	4.1	4.5	4.1	4.1	4.3	4.5	3.9
NURS11157 : Lifespan Approach to Health	[Redacted]	0	358 / 608	59%	4.0	4.3	4.2	4.0	3.8	3.9	3.9
BUSN20016 : Research in Business	[Redacted]	0	315 / 605	52%	4.3	4.4	4.2	4.3	4.3	4.4	4.2
SKIL40025 : Preparation Skills for Uni	[Redacted]	0	258 / 553	47%	4.6	4.6	4.6	4.5	4.6	4.6	4.6

**Response Rate %**

- 50% and above
- Between 30% and 49%
- Less than 30%

**Average Score by Question**

- 4.0 and above
- Between 3.0 and 3.9
- Less than 3.0



Thank you!



Questions welcome