

# All about eVALUate

## Curtin University of Technology

eVALUate is Curtin's online system for the gathering and reporting of feedback on teaching and learning. It currently houses a suite of four surveys—the eVALUate unit survey, the eVALUate teaching survey, the eVALUate graduate survey and the eVALUate employer survey.

### 1. eVALUate unit survey

The eVALUate unit survey is automatic for units: teaching staff do not have to nominate a unit to be included. The survey has eleven quantitative and two qualitative items. The quantitative items ask students to report their level agreement with statements about:

- what helps their achievement of unit learning outcomes (items 1 to 7)
- their motivation and engagement in learning (items 8 to 10)
- their overall satisfaction (item 11).

Each quantitative item is accompanied by a 'help text' (shown in italics below). Students may indicate Strongly Agree, Agree, Disagree, Strongly Disagree or Unable to Judge for each item. The quantitative items are:

<p><b>1. The learning outcomes in this unit are clearly identified.</b> <i>The learning outcomes are what you are expected to know, understand or be able to do in order to be successful in this unit.</i></p>
<p><b>2. The learning experiences in this unit help me to achieve the learning outcomes.</b> <i>The learning experiences could include: face-to-face lectures, tutorials, laboratories, clinical practicums, fieldwork, directed learning tasks, and online and distance education experiences.</i></p>
<p><b>3. The learning resources in this unit help me to achieve the learning outcomes.</b> <i>Learning resources could include print, multimedia and online study materials, and equipment available in lectures, laboratories, clinics or studios.</i></p>
<p><b>4. The assessment tasks in this unit evaluate my achievement of the learning outcomes.</b> <i>Assessment tasks are those which are rewarded by marks, grades or feedback. Assessment tasks directly assess your achievement of the learning outcomes.</i></p>
<p><b>5. Feedback on my work in this unit helps me to achieve the learning outcomes.</b> <i>Feedback includes written or verbal comments on your work.</i></p>
<p><b>6. The workload in this unit is appropriate to the achievement of the learning outcomes.</b> <i>Workload includes class attendance, reading, researching, group activities and assessment tasks.</i></p>
<p><b>7. The quality of teaching in this unit helps me to achieve the learning outcomes.</b> <i>Quality teaching occurs when knowledgeable and enthusiastic teaching staff interact positively with students in well-organised teaching and learning experiences.</i></p>
<p><b>8. I am motivated to achieve the learning outcomes in this unit.</b> <i>Being motivated means having the desire or drive to learn, to complete tasks and to willingly strive for goals.</i></p>
<p><b>9. I make best use of the learning experiences in this unit.</b> <i>I prepare for and follow up on the learning experiences offered in this unit.</i></p>
<p><b>10. I think about how I can learn more effectively in this unit.</b> <i>I take time to think about how I can learn more effectively.</i></p>
<p><b>11. Overall, I am satisfied with this unit.</b> <i>Overall, this unit provides a quality learning experience.</i></p>

The qualitative items invite students to make constructive comments (limit of 600 characters):
12. <b>What are the most helpful aspects of this unit?</b>
13. <b>How do you think this unit might be improved?</b>

### How eVALUate unit survey results are reported

A series of eVALUate unit survey reports are available. Unless otherwise indicated, the reports are generated online by the user at [www.evaluate.curtin.edu.au/reports/](http://www.evaluate.curtin.edu.au/reports/) and they are available immediately after Boards of Examiners have concluded.

Report	What's in that report?
eVALUate Full Unit Report (for Unit Coordinator and Head of School)	% agreement (or otherwise) with the quantitative items; all student responses to the qualitative items
eVALUate Unit Summary Report (for all staff and students when published by Unit Coordinator)	% agreement with the quantitative items; and the Unit Coordinator's (optional) response.
eVALUate Teaching Report (for staff member who has requested the report)	% agreement (or otherwise) with the quantitative items; all student responses to the qualitative items
eVALUate Course Summary Report (for Head of School, Course Coordinator, and Dean Teaching and Learning.)	% agreement with the quantitative items for each unit in which students in that course are enrolled.
eVALUate Owing Organisation Summary Report (for Head of School)	% agreement with the quantitative items for each unit owned and offered by the school.

**Confidentiality:** Unit Coordinators are expected to share quantitative unit results with their unit teaching staff. Sharing qualitative data (students' comments) is subject to strict constraints as follows: comments which are general in nature (that is, in which staff are not identifiable) may be shared with all staff teaching in the unit. However, comments which could identify staff can be shared only with the identifiable staff member. **Comments in which staff are identifiable are confidential to that staff member (and to those charged with the coordination and management of the unit, namely the Unit Coordinator and Head of Owing Organisational Unit).** Student feedback which is considered offensive or defamatory (eg racist, sexist, personal or abusive comments, or allegations of criminal activity) may NOT be passed on to any staff member, or any student, by any staff member. Curtin staff must share eVALUate results in the spirit of Curtin's Guiding Ethical Principles and show due care for colleagues. Misuse of data from eVALUate reports will be dealt with according to Clause 36 of the Certified Agreement on Disciplinary and Unsatisfactory Performance Procedures: Misconduct, or the Australian Workplace Agreement equivalent.

### Full Unit Reports

Unit Coordinators and Heads of School can access all student feedback on any coursework unit through the Full Unit Report (see [www.evaluate.curtin.edu.au/reports/](http://www.evaluate.curtin.edu.au/reports/) and follow directions). Unit Coordinators play a key role in using the feedback to improve the unit:

1. Read the whole report and glean what students see as the strengths and weaknesses in the unit. Look for trends rather focusing on than isolated comments. Reflect on what can be done to maintain the strengths, and address weaknesses. For assistance contact staff in the Teaching Development Unit (9266 2292).

- Share the results with other staff teaching in the unit and have the team suggest how strengths can be maintained and weaknesses addressed.
- Share the unit results with students by publishing the **Unit Summary Report** online (see [www.evaluate.curtin.edu.au/reports/](http://www.evaluate.curtin.edu.au/reports/) and follow directions). This report shows only the percentage agreement with the quantitative items—no student comments are visible. This is an excellent way to acknowledge student feedback and let students know how their feedback will be used to improve the unit. When students see that feedback is taken seriously, and used to make improvements, they will be more likely to participate.
- Include a section in the next unit outline which acknowledges and reports a summary of previous student feedback through eVALUate, and inform students how the unit has been changed as a result of that feedback.

Full guidelines for interpreting the Full Unit Report are available at [www.evaluate.curtin.edu.au/reports/unit\\_guidelines.cfm](http://www.evaluate.curtin.edu.au/reports/unit_guidelines.cfm) Comprehensive resources to address areas of need are available at: [www.evaluate.curtin.edu.au/improving/](http://www.evaluate.curtin.edu.au/improving/)

### Course Summary Reports

Heads of School, Deans Teaching and Learning, Course Coordinators, and those involved in course review can access Course Summary Reports which are spreadsheets showing percentage agreement for the 11 quantitative items for all in the units in which students in a given course are currently enrolled. The Course Summary Report indicate areas of strength and areas needing development: in general, where response rates and unit sizes are robust, percentage agreement of 80 or above is very good, 60-79% is noteworthy, and anything below 60% is cause for further investigation.

eVALUate Course Summary Report Course Bachelor of XYZ Evaluation period: Semester 1, 2007														
	1 Learning outcomes	2 Experiences	3 Resources	4 Assessment	5 Feedback	6 Workload	7 Teaching	8 Motivated	9 Use of experiences	10 Effective learning	11 Overall satisfaction	Enrolment	Responses	Response rate
Unit1	88	94	94	94	88	100	94	76	76	71	88	34	17	50
Unit2	100	90	90	100	100	90	100	70	100	100	100	28	14	50
Unit3	75	75	50	88	75	100	50	75	88	88	50	25	8	32
And so on...														

### Owning Organisational Unit Summary Reports

Heads of School can access Owning Organisational Unit Summary Reports which are spreadsheets showing percentage agreement for the 11 quantitative items for all in the units offered by an owning area (a school or department). The Owning Organisational Unit Summary Report indicates areas of strength and areas needing development: in general, where response rates and unit sizes are robust, percentage agreement of 80 or above is very good, 60-79% is noteworthy, and anything below 60% is cause for further investigation.

eVALUate Owning Organisational Unit Summary Reports Owning Organisation: School of XYZ Evaluation period: Semester 1, 2007														
	1 Learning outcomes	2 Experiences	3 Resources	4 Assessment	5 Feedback	6 Workload	7 Teaching	8 Motivated	9 Use of experiences	10 Effective learning	11 Overall satisfaction	Enrolment	Responses	Response rate
Unit1	88	94	94	94	88	100	94	76	76	71	88	34	17	50
Unit2	100	90	90	100	100	90	100	70	100	100	100	28	14	50
Unit3	75	75	50	88	75	100	50	75	88	88	50	25	8	32

In addition, University-wide results are published in the eVALUate University Aggregated Report and Divisional Supplements. These are PDF documents available for download by Curtin staff and students at [www.evaluate.curtin.edu.au/reports/](http://www.evaluate.curtin.edu.au/reports/)

## 2. The eVALUate teaching survey

The eVALUate teaching survey asks students to report on aspects of teaching performance. It has seven quantitative and two qualitative items. Each quantitative item is accompanied by a 'help text' (shown in italics below). Students may indicate Strongly Agree, Agree, Disagree, Strongly Disagree or Unable to Judge for each item. The quantitative items are:

[The teacher's name appears here]:
<b>1. Is well organised</b> <i>The teacher has material prepared on time, is punctual and structures activities in ways that help learning</i>
<b>2. Communicates clearly</b> <i>The teacher is easy to understand in face-to-face, online, written and other formats and explains concepts clearly.</i>
<b>3. Is approachable</b> <i>The teacher encourages students to ask questions and seek help.</i>
<b>4. Provides useful feedback</b> <i>The teacher provides timely and helpful feedback so you can learn.</i>
<b>5. Appears knowledgeable in this subject area</b> <i>The teacher seems to have a good understanding of the subject.</i>
<b>6. Is enthusiastic in teaching this unit</b> <i>The teacher makes the subject interesting and conveys his or her enthusiasm for the subject.</i>
<b>7. Is an effective teacher.</b> <i>Overall, this teacher helps you to learn.</i>
In addition, students are invited to make constructive comments (limit of 600 characters):
<b>8. Please comment on [this teacher]'s teaching strengths.</b>
<b>9. Please comment on how you think [this teacher] might improve the teaching and learning in this unit.</b>

### How eVALUate teaching survey results are reported

The eVALUate teaching survey is not automatic: it must be requested online by a staff member. Anyone who teaches (that is, lecturers, tutors, lab demonstrators, fieldwork educators and so on) in either a full-time or sessional capacity at any of Curtin's Australian or Sarawak campuses and has a staff ID, may request a teaching evaluation within a particular unit. Teaching evaluation survey results of student feedback are confidential to the teacher. Staff are notified by email when teaching evaluation requests open (usually mid-semester). During that period, teachers can add or withdraw requests for teaching surveys within any coursework unit. See [www.evaluate.curtin.edu.au/teaching/](http://www.evaluate.curtin.edu.au/teaching/) for further information.

### How eVALUate teaching survey results are reported

There is only one teaching report (the eVALUate Teaching Evaluation Report) and it is only available online to the teacher who requested the evaluation. Results from teaching evaluations are not aggregated at any level.

### 3. eVALUate graduate and employer survey

Web surveys are used for this task.

Graduates are asked to report gender, age, year of graduation and employment area (is it related to the course or not). Employers are asked to report the number of graduates on which they base their perceptions.

Quantitative items:

Respondents (graduates or employers) are asked to report their level of agreement with several statements related to the effectiveness of this course in preparing graduates for work-related tasks—all of the tasks related strongly to Curtin's graduate attributes (and the course learning outcomes). Respondents can choose strongly agree, agree, disagree, strongly disagree and unable to judge.

Matching graduate attribute	Curtin graduates
1. Apply discipline knowledge, principles and concepts	<b>1. Apply knowledge and skills in the workplace</b> I have the relevant knowledge and skills to be effective in the workplace.
2. Think critically, creatively and reflectively	<b>2. Think critically</b> I can analyse issues
	<b>3. Solve problems</b> I can work out solutions to issues
3. Access, evaluate and synthesise information	<b>4. Find and evaluate information</b> I can find and judge the value of new information
4. Communicate effectively	<b>5. Communicate effectively in spoken English</b> I can communicate effectively when I speak
	<b>6. Communicate effectively in written English</b> I can communicate effectively in writing
5. Use technologies appropriately	<b>7. Use technology</b> I have the technology skills to be effective in the workplace
6. Utilise lifelong learning skills	<b>8. Keep up-to-date with new developments</b> I have the skills to keep learning
7. International perspective	<b>9. Have an international perspective</b> I can consider how issues might impact on people in other parts of the world.
8. Cultural understanding	<b>10. Have an intercultural perspective</b> I can consider how issues might impact on people from other cultures.
	<b>11. Work independently</b> I can work effectively on my own.
9. Apply professional skills	<b>12. Work in teams</b> I can work effectively with others
	<b>13. Work ethically</b> I know what is required to work ethically.
	<b>15. Overall, I am satisfied with my preparation as a result of this course</b> I believe my course prepared me for employment.

Quantitative items: Bests aspects and needs improvement

#### 4. Analytical tools

CEQuery and SPSS Text analysis for surveys

#### 5. Further reading: see <http://evaluate.curtin.edu.au/info/publications.cfm>

Oliver, B., Tucker, B., Gupta, R., & Yeo, S. (in preparation) **eVALUate**: *An evaluation instrument for measuring students' perceptions of their engagement and learning outcomes*

Oliver, B., Tucker, B., & Pegden, J. (2007, July). *An investigation into student comment behaviours: Who comments, what do they say, and do anonymous students behave badly?* Paper submitted to the Australian Universities Quality Forum 2007, Hobart, Tasmania.

Oliver, B. (2006). *Building on the student's experience of learning: Linking student evaluation of teaching to learning reform*. Paper presented at the Teaching Learning Forum 2006, Perth Western Australia.

Oliver, B., Jones, S., & Tucker, B. (2006, 30 November-1 December). *Feedback on feedback: Exploring students' perceptions of how feedback on their learning helps or hinders learning effectiveness*. Paper presented at the Evaluations and Assessment Conference, Perth, Western Australia.

Oliver, B., Tucker, B., & Jones, S. (2006, 5-7 July). **eVALUate**: *Driving change by reporting students' perceptions of what helps and hinders their achievement of graduate outcomes at the course level*. Paper presented at the Australian Universities Quality Forum 2006, Perth, Western Australia.

Oliver, B., Tucker, B., & Pegden, J. (2006). *Analysing qualitative feedback using CEQuery and SPSS Text*. Paper presented at the Evaluation Forum 2006, Perth, Western Australia.

Oliver, B. (2004, 24-25 November). *Evaluating teaching and learning within an outcomes-focused framework: Building a community of learners*. Paper presented at the Evaluations Forum, Melbourne