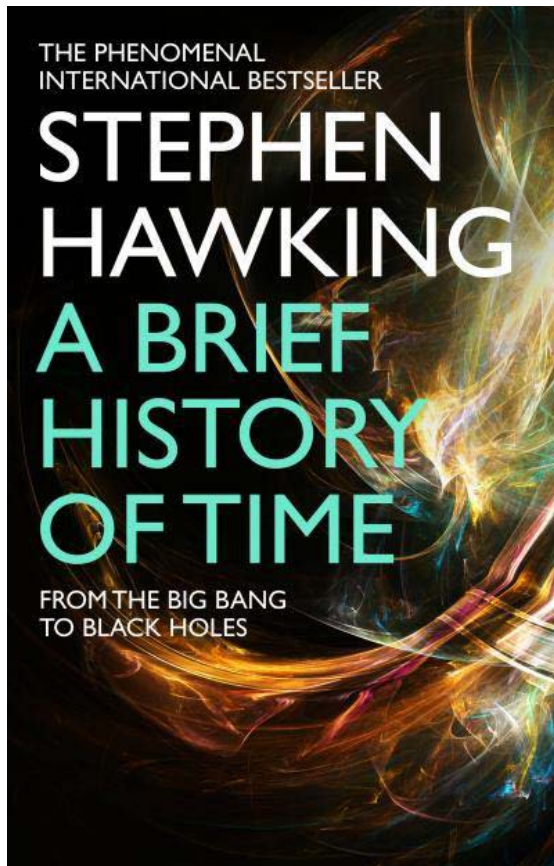


# **On-line, on-target and on-message: Course evaluation enhancements at CQUniversity**

Rob Reed, Jo Miller, Jan Thomson  
Office of Learning and Teaching,  
CQUniversity





[bookworld.com.au](http://bookworld.com.au)



<http://ahistoryofnewyork.com/>





<http://www.flickr.com/photos/lac-bac/>





<http://www.flickr.com/photos/lac-bac/>



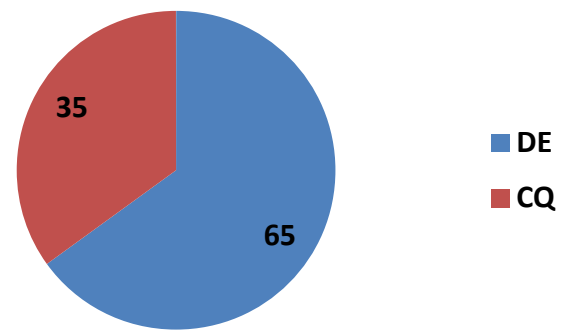
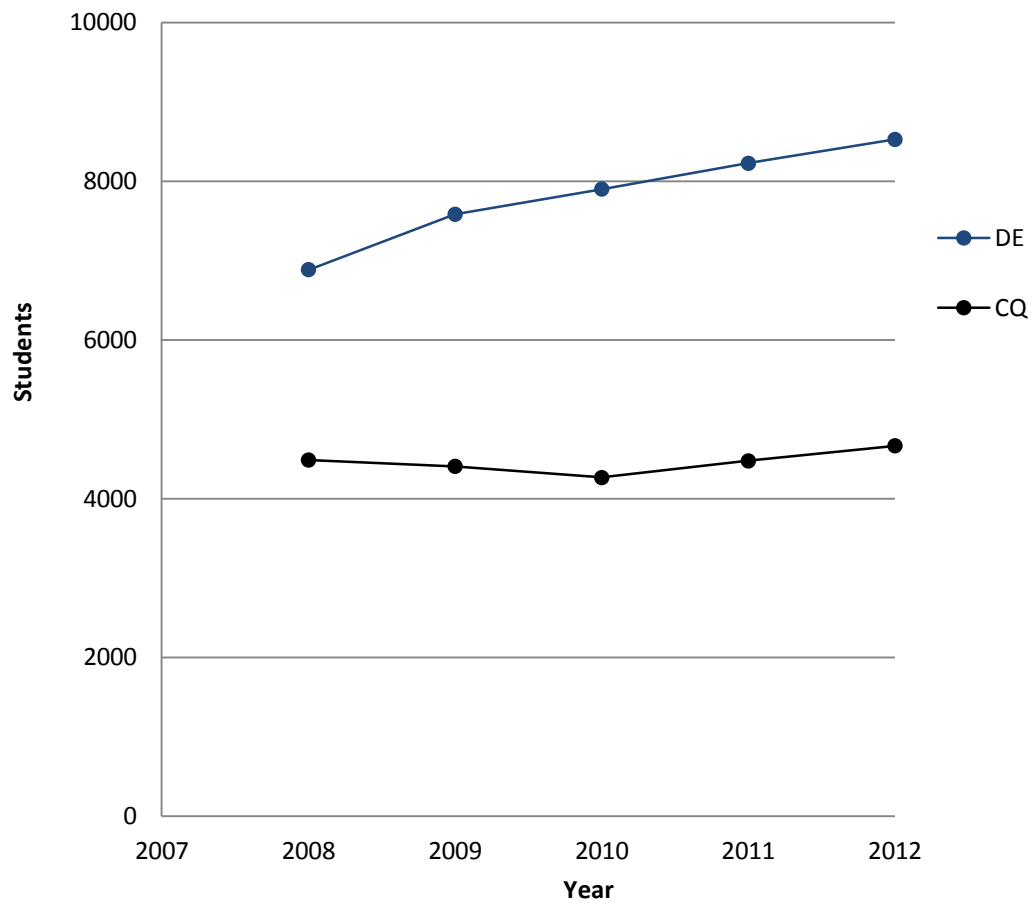
<http://www.flickr.com/photos/nationaalarchief/>





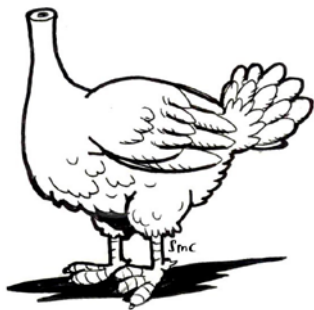
<http://www.flickr.com/photos/zen/8056793>







# From print-based to online surveys ...





# 2006



**AUQA** recommendation:

*That Central Queensland University review its student evaluations...*

Select period : 2006 T1		Filter Course Code: bmed19010	Go
Key	Quantitative Report	<b>2006 Course Evaluation Questionnaire - S E H (Sciences, Health)</b>	
	BMED19010	Course(s): BMED19010 - Macromolecules and Cell Funct	
		<b>Cumulative course report</b>	
<hr/>			
<small>Legend: SD = strongly disagree; D = disagree; N = neutral; A = agree; SA = strongly agree; VP = very poor; P = poor; S = satisfactory; G = good; VG = very good; NA = does not apply; * = over 20% of students answered NA. The average score may be misleading.</small>			



# 2009

## 2091 Course Survey BMED19010

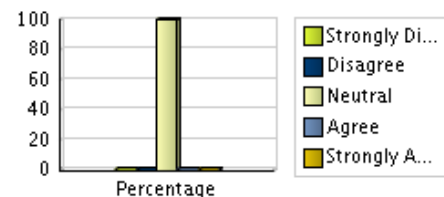
Survey Instance Ref.: 3255

Course(s): BMED19010 - Macromolecules and Cell Function

### Cumulative course report

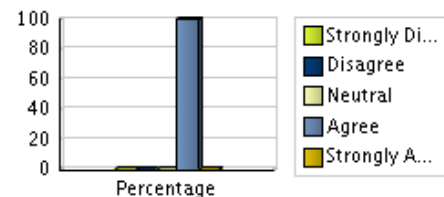
**Q1. Relevance:** This course satisfactorily developed the appropriate knowledge, skills and attitudes I need from its study, relevant to my future professional career.

	SD	D	N	A	SA	Total	Avg
No	0	0	1	0	0	1	3
%	0	0	100	0	0		



**Q2. Assessment:** The assessment for this course allowed me to satisfactorily demonstrate the acquisition of the knowledge, skills and attitudes needed.

	SD	D	N	A	SA	Total	Avg
No	0	0	0	1	0	1	4
%	0	0	0	100	0		



N = 53 students



**2009**      3.8% response rate



<http://timenerdworld.files.wordpress.com>



<http://esu3ipads.wikispaces.com/>



<http://www.thecollegehelper.com>





# 2009



2010 CQUniversity Australia Student Forum series

## I'm all ears!

**Come and have your say with me,  
Vice Chancellor Scott Bowman.**

I'd like for us to talk about your future and the future of your University.  
Please come by, join in the conversation and then stay for some socialising.

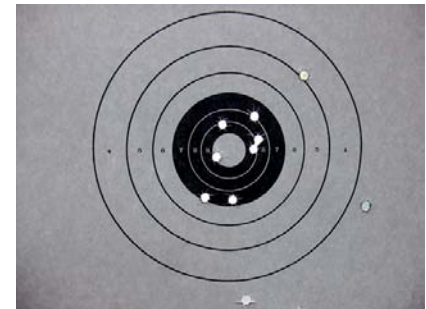
Rockampton and Emerald DATE details

Mackay DATE details

**Live Webcast** DATE details

Gladstone DATE details

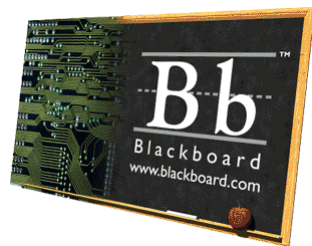
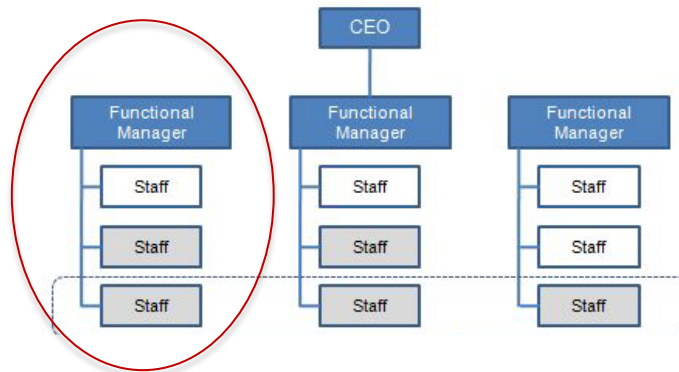
Bundaberg and Noosa DATE details



<http://www.flickr.com/photos/hvc/>



2009 - 2010



+




=





# Online ...



About ▾ News ▾ Support ▾ Community ▾ Development ▾ Downloads ▾

Home ► Courses ► Community Discussion (in English) ► Using Moodle ► Moodle core ► Survey module

The Survey activity module provides standard, verified survey instruments that have proven useful in evaluating what students are doing and thinking in your classes.

You're welcome to browse and/or contribute to the [Survey module documentation](#) and the [Survey module FAQ](#).

- 6 **The satisfaction survey is open & it takes less than 1 minute...** please click the 'final feedback' text below to give your verdict: is this course guilty or innocent of helping you learn about Forensics? ☐



**Final feedback**





What is your overall impression of the course?

- ☒ Not selected
- ☐ satisfied 😊
- ☐ not satisfied 😞
- ☐ not sure 😐

Please give any specific feedback on how the course has run this term (note that you do not have to write anything here if you do not wish to). Please make your comments without any details of your first name, or family name.



What is your overall impression of the course?

- ☒ Not selected
- ☐ satisfied 😊
- ☐ not satisfied 😞
- ☐ not sure 😐

Please give any specific feedback on how the course has run this term (note that you do not have to write anything here if you do not wish to). Please make your comments without any details of your first name, or family name.





# SCIE11018: Introduction To Forensic Science (Term 3, 2011)

You are logged in as [Rob Reed](#) (Logout)

Courses ► SCIE11018\_2113

## Evaluation

**Have your say**

For further information on course evaluations click [here](#).

76 evaluations completed ([more](#))

## Course Info

[Course Profile](#)  
[Welcome Letter](#)  
[Enhancements](#)  
[Staff Contacts](#)

## Topic outline

**This course is now complete (thanks to everyone for your participation and contributions):  
please feel free to browse around and make use of the resources.**

Videos and files: [welcome](#), [website](#), [study time](#), [news](#), [weekly videos](#), [assessment tasks](#), [mid-term survey](#),

[PCR video](#), [PCR animations](#), [moodle survey](#) (still open).



**NEWS:** [Link to video feedba...](#)



## SCIE11018: Introduction To Forensic Science (Term 3, 2011)

You are logged in as [Rob Reed](#) ([Logout](#))

Courses ► SCIE11018\_2113

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**Have your say**

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76 evaluations completed ([more](#))

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[PCR video](#), [PCR animations](#), [moodle survey](#) (still open).

➔ [NEWS: Link to video feedba...](#)

### Evaluation

**Have Your Spray**

For further information on course evaluations click [here](#).





### Frequently Asked Questions about Course Evaluations for Students

#### When can I complete the course evaluations?

Course evaluations are conducted through the Moodle Learning Management System on every course each term. They open in Week 9 and close the Friday following the standard exam period. They are completely anonymous and all students are invited to complete course evaluations.

#### Are my responses anonymous?

YES. Responses to the course evaluations are anonymous. No personal information is associated with your responses after the data is downloaded. No individuals can be identified in the aggregated results and comments released to the Course Coordinators, Deans of School and Executive Deans of Faculty. For more information, please visit the [CQUniversity Privacy Plan](#).

#### Why does the University require its surveys to be completed online?

The short online survey is a quick and easy way to provide your feedback. It is provided through the Moodle Learning Management System so that it is in a consistent location for every course.

#### What happens to my feedback?

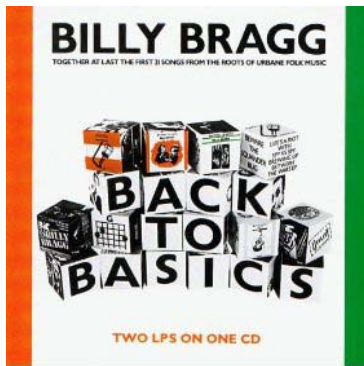


# Educating students to provide effective feedback ...



<http://www.youtube.com/watch?v=5hbZKsWXU6k> (85 seconds)





<http://onealbumaday.files.wordpress.com>

1. Overall, I was satisfied with the quality of this course  
(1-5 Likert)
2. Best aspects (text)
3. Needs Improvement (text)

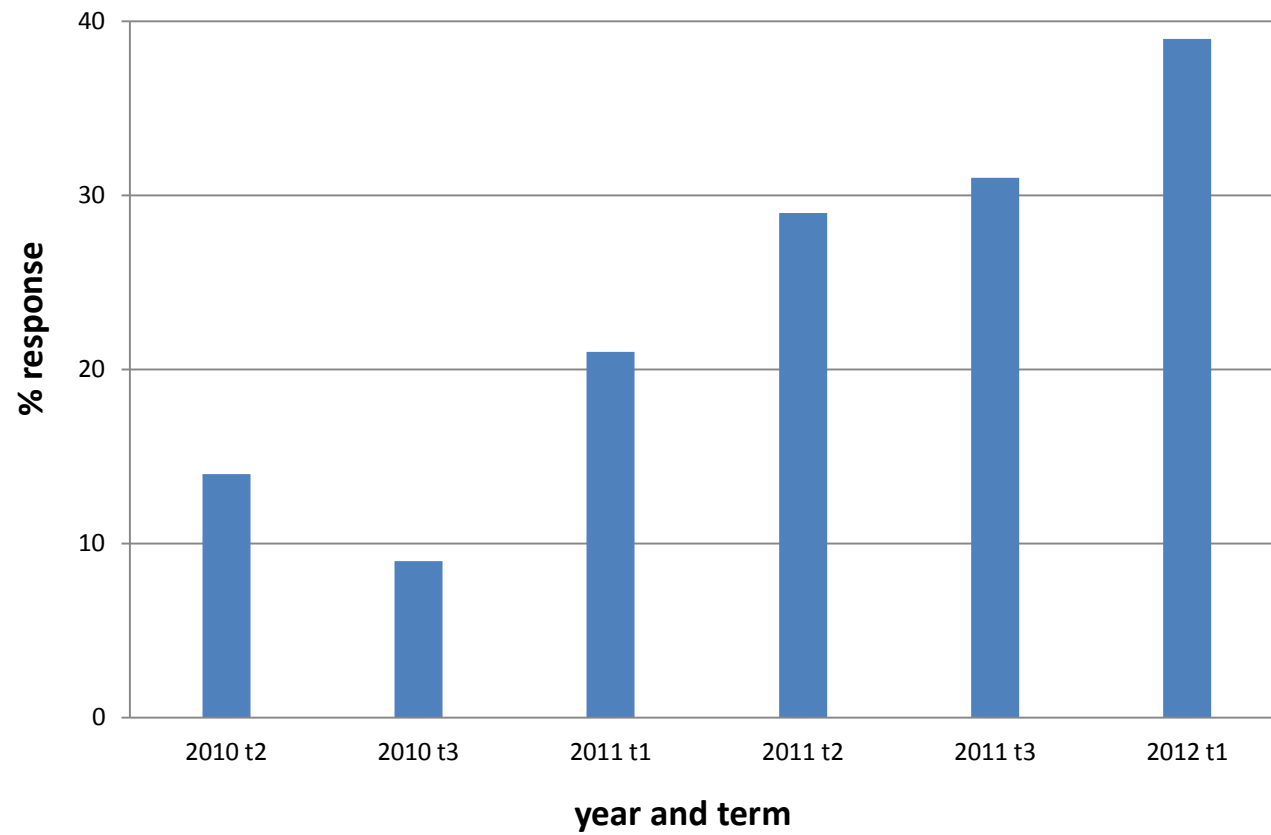


Progression through 2010:

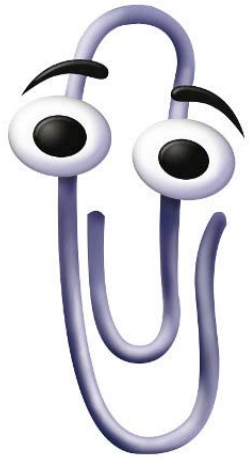
Term 1 2010: 13 courses in pilot (24% response)

Term 2 2010: roll-out (>500 courses)



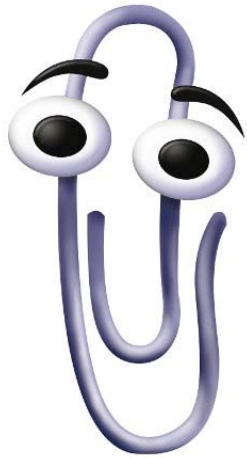






Pop-up from week 11 of term





## Pop-up from week 11 of term

Mozilla Firefox

<http://moodle-support.cqu.edu.au/blocks/evaluation/popup.php?id=>

### Course Evaluation

[Do the evaluation now](#)

OR

[Do the evaluation later](#)

OR

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

- ☒ Not selected
- ☐ strongly disagree
- ☐ disagree
- ☐ neither agree nor disagree
- ☐ agree
- ☐ strongly agree

[Submit and offer no further feedback](#)



# Incentives

**Remember it is YOUR UNIVERSITY so HAVE YOUR SAY!**

The online questionnaires are:

- **brief** (will take about 5 minutes, seven questions and two free-text boxes);
- **completely anonymous**;
- **accessed** via [Moodle](#);
- a quick and easy way to send your feedback about your course;
- conducted for every course each time they are offered; and
- **very important to help CQUniversity continually improve their courses**

**Win an iPad or an iTunes voucher**

CQUniversity students who have completed a Course Evaluation for the courses in Term 3, 2011 will have the option to enter into a prize draw to win an iPad or one of 300 x \$20 iTunes vouchers. Students can enter the prize draw by answering 'Yes' to the prize draw opt-in question that will appear at the end of the completed evaluation. By entering the prize draw, entrants will be deemed to have accepted [these terms and conditions](#).

## **Course Evaluations**

**Term 3, 2011**

**Open 9 January - 17 February**

Evaluations are one easy, quick way to **provide your feedback**.

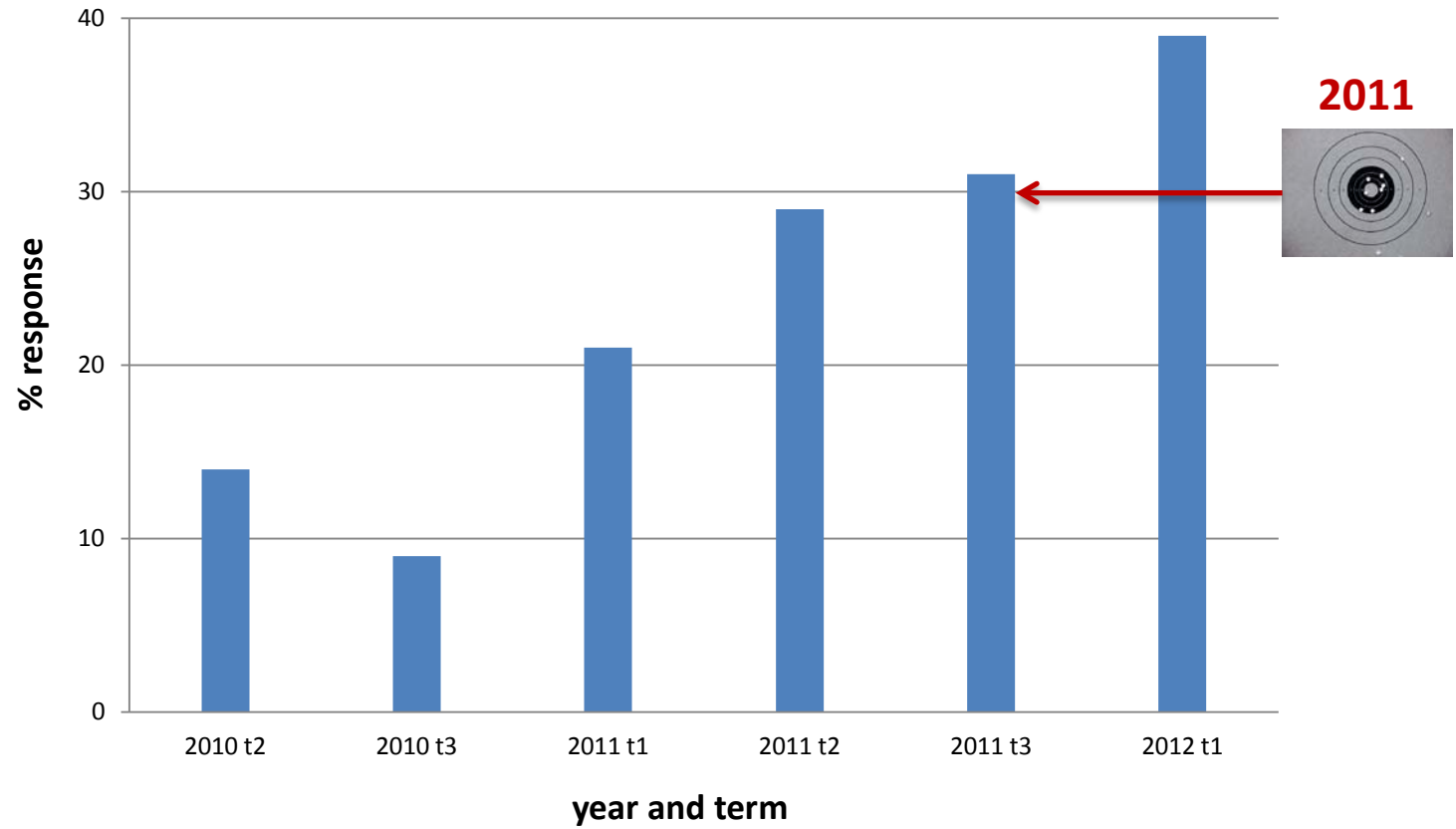
Take up this opportunity for your voice to be heard.

**'Your feedback provides us with a great opportunity to review and enhance the quality of our courses.'**

**Access via your course MOODLE site.**

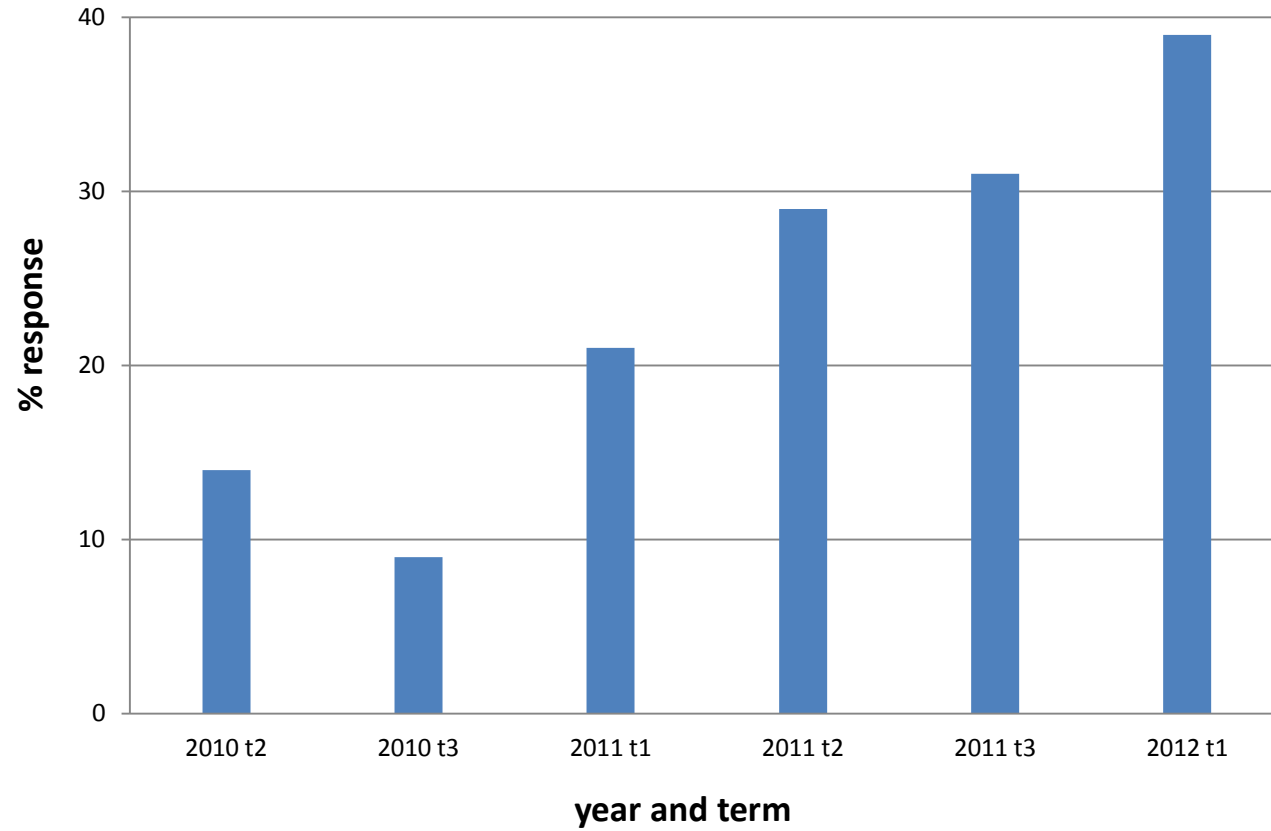
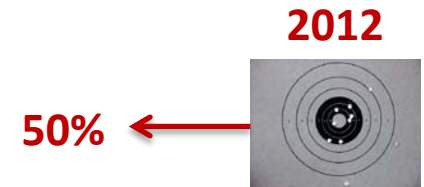


# On-target ...



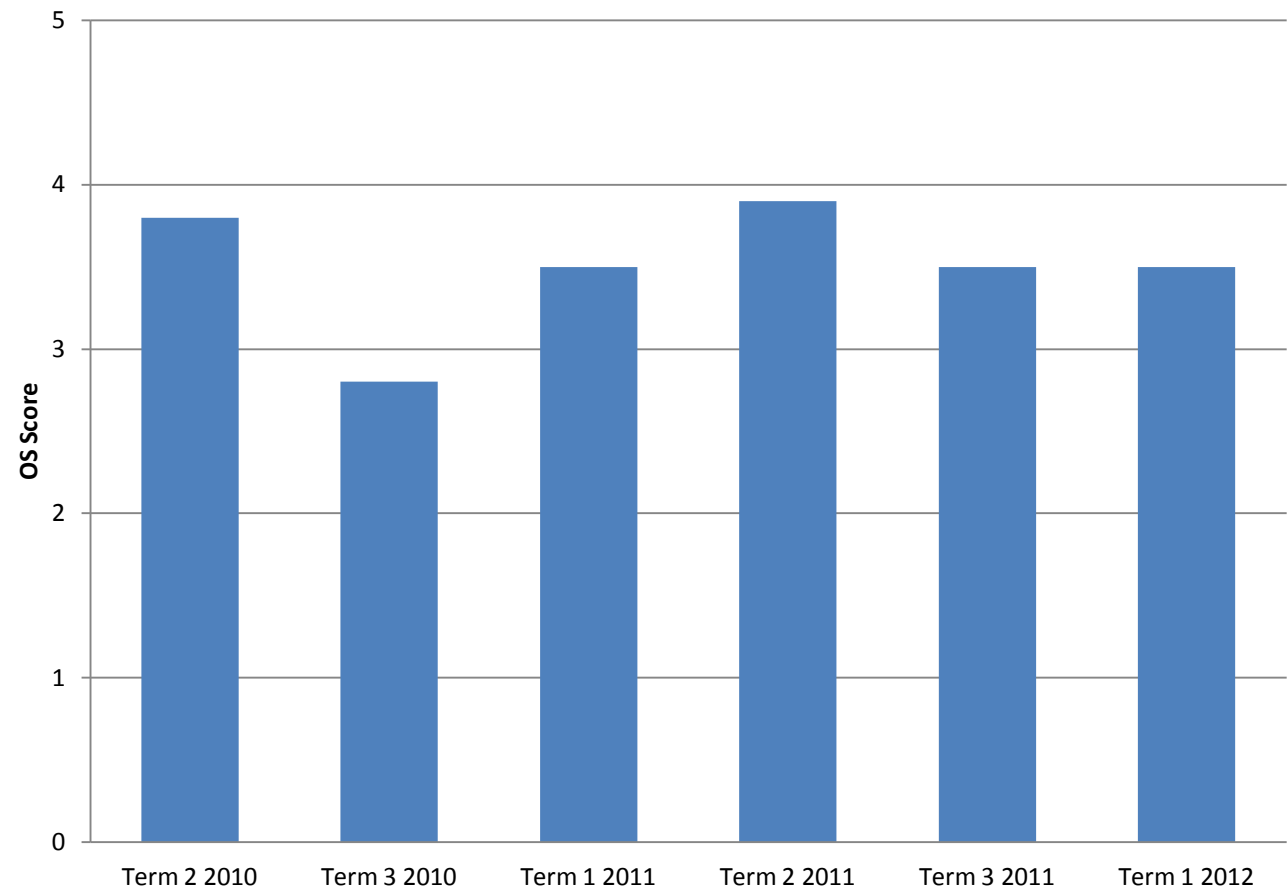


# On-target ...





# Overall satisfaction:



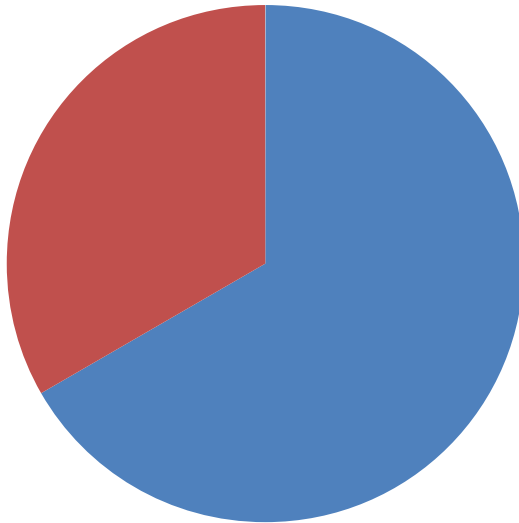




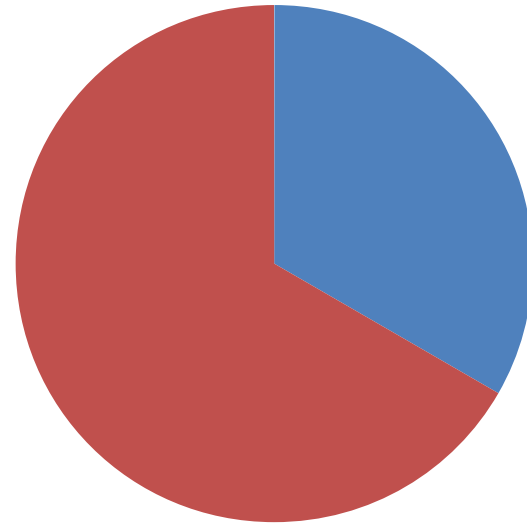


On-target:      term 1 2012 courses:

OS



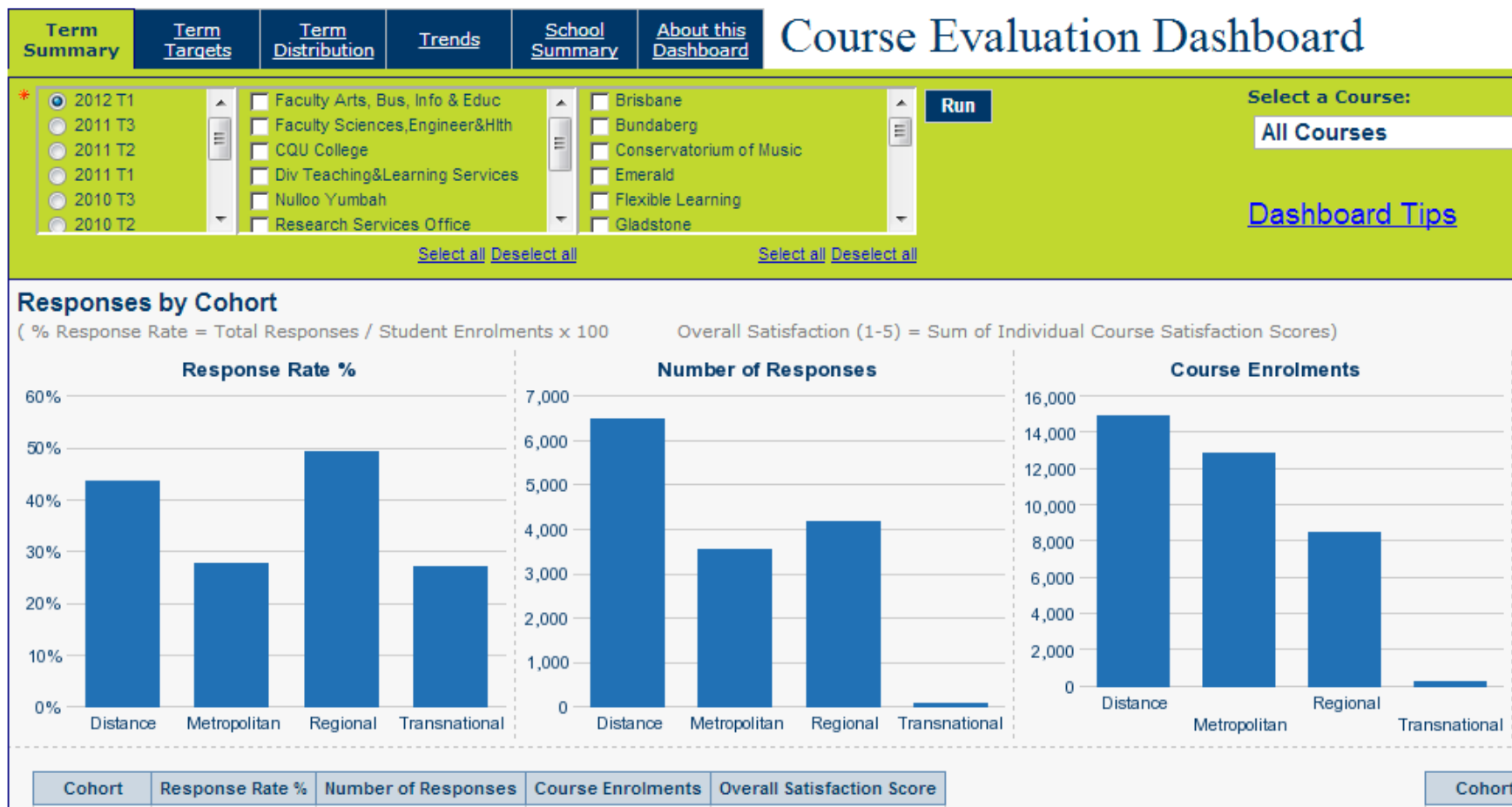
% response



From averages to individual courses ....



# On-target:





## On-target:

	A	B	C	D	E	F
1	<b>Summary of Response Rates by Faculty/Division and Schools</b>					
2						
3						
4						
5	<b>Number of Students</b>					
6		<b>Enrolled</b>	<b>Total Responses</b>	<b>Response Rates %</b>		
7	<b>⊕ Academic Teaching &amp; Learning Services</b>	<b>1488</b>	<b>767</b>	<b>52%</b>		
8	<b>⊕ CQU College</b>	<b>653</b>	<b>76</b>	<b>12%</b>		
9	<b>⊖ Faculty Arts, Business, Informatics &amp; Education</b>	<b>21066</b>	<b>5451</b>	<b>26%</b>		
10	School of Commerce and Law	6610	1555	24%		
11	School of Creative & Performing Arts	1244	387	31%		
12	School of Education	2796	799	29%		
13	School of Humanities & Communication	1105	266	24%		
14	School of Information & Communication Technology	4093	1030	25%		
15	School of Management & Marketing	5218	1414	27%		
16	<b>⊖ Faculty Sciences, Engineering &amp; Health</b>	<b>10027</b>	<b>3422</b>	<b>34%</b>		
17	CQUniversity*	69	38	55%		
18	School of Engineering & Built Environment	2364	591	25%		
19	School of Health & Human Services	1844	605	33%		
20	School of Medical & Applied Sciences	2834	1106	39%		
21	School of Nursing & Midwifery	2326	971	42%		
22	School Sciences, Engineering & Health*	590	111	19%		
23	<b>⊕ Nulloo Yumbah</b>	<b>230</b>	<b>46</b>	<b>20%</b>		
24	<b>Total</b>	<b>33464</b>	<b>9762</b>	<b>29%</b>		
25	<b>* Courses not allocated to Schools</b>					





## On-message:



8. (urgent) AUQA affirms Central Queensland University's plans to address ..... evaluation instruments and the low response rates, and to make strategic use of the resulting data to achieve quality learning and teaching improvements. ....





## On-message:



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1. AUQA recommends that Central Queensland University foster a culture of reflective practice among academic and administrative staff to enhance a culture of continuous quality improvement. ....





## On-message:



8. (urgent) AUQA affirms Central Queensland University's plans to address ..... evaluation instruments and the low response rates, and to make strategic use of the resulting data to achieve quality learning and teaching improvements. ....

1. AUQA recommends that Central Queensland University foster a culture of reflective practice among academic and administrative staff to enhance a culture of continuous quality improvement. ....

### Have your say

The red dot system provides space for a single Likert-scale item concerning satisfaction with the course and a single free-text field for students to offer open-ended feedback. It was reported that CEQuery software is available for staff to analyse free-text responses, but is not yet fully implemented. A myCEQ-type form is being trialled to secure student satisfaction feedback at the program level. It is yet to be embedded in mainstream practice.



# On-message:

BE WHAT YOU WANT TO BE

**CQUniNEWS**

**CQUniversity**  
AUSTRALIA

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- CQUniversity

**For Media & Stakeholders**

- Media Releases
- Media Office
- Find an Expert
- Stock Photos
- Events Calendar

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## Course evaluations allow students to have their say

Published on 07 January, 2011

CQUniversity students can have their say about Term 3 courses and contribute to the enhancement of course offerings via an online questionnaire.

The course evaluation questionnaire will be open from January 10 to March 4, 2011, providing maximum opportunity for students to respond. The questionnaire can be completed anonymously and is easily accessed through the University's Moodle course site. There is just one question to answer, and students have the option to identify the best aspects of their course and areas which could be improved.

CQUniversity's Pro Vice-Chancellor (Learning and Teaching) Professor Rob Reed said "conducting the course evaluations through Moodle has created excellent opportunities for closing the feedback loop for both staff and students.

Teaching staff are able to encourage their students to complete the survey for their courses to raise response rates and to 'close the loop' in letting students know how the course has been enhanced as a direct result of their input.

Hearing the student voice and closing the loop with our students are two important aspects for improvement, identified as Vice-Chancellor's priorities within CQUniversity's 2011 Corporate Plan".

From Term 1 2011, students will be able to see the enhancements made as a result of student feedback as a specific link on the left hand side of each Moodle front page, as part of the University's approach to responding to student feedback.

## Seeking fresh batch of mentors

CQUniversity's First Year Experience Team is currently recruiting a fresh batch of student mentors to help new students settle into their academic learning journey in 2013. Student mentors help out during Orientation Week and stay in touch with their 'mentees' for the duration of the academic year, sending friendly reminders and tips through the terms.

» Full Details...

## Other News...

- » Students to learn about Engineering at F1 event
- » Yeppoon and Gladstone invited to have a 'noteworthy' Big Night In





On-message:

School-based conversations:

Listening/responding to staff feedback





**Course Evaluations**

- Engage, Engage, Engage**  
Spend time and energy early in the course explaining the importance of student feedback and its value in course improvement. Be present in the learning space and communicate and engage regularly with students and remind them to complete the course evaluations. The more lively, fun and interesting the communication the better!
- Feedback, Feedback, Feedback**  
Thank students for their feedback and invite their ongoing participation in helping to improve the course. Close the loop to the next cohort by using the course enhancement link in the Moodle course site.
- Accessing the course evaluation data is easy**



On-message:

School-based conversations:

Listening/responding to staff feedback



**SCIE11018: Introduction to Forensic Science (Term 3, 2012)**

You are logged in as [Rob Reed](#) ([Logout](#))

---

[My home](#) ► [My courses](#) ► [SCIE11018\\_2123](#)



On-message:

Educating students to provide effective feedback ...



<http://www.youtube.com/watch?v=5hbZKsWXU6k> (85 seconds)



# Teaching staff: information within Moodle

Navigation

**SCIE11024: Science Investigation (Term 2, 2012)**  
You are logged in as **Rob Reed** (Logout)

My home ► Courses ► 2012 Term 2 ► SCIE11024\_2122

Evaluation

**Have your say**

For further information on course evaluations click [here](#).

11 of 34 evaluations completed  
(more)

Weekly outline

**Science Investigation - What's the course about?**  
At its heart, science is all about discovering new stuff. To learn about the process and skills used in an investigation on the approaches you would like to take, and interpret information. Fear of being wrong stifles the enquiring mind, and mistakes

## SCIE11024: Science Investigation (Term 2, 2012)

You are logged in as **Rob Reed** (Logout)

## SCIE11024: Science Investigation (Term 2, 2012)

Campus	Responses
Flex	7
Rockhampton	1
Bundaberg	3



# Teaching staff: information within Moodle

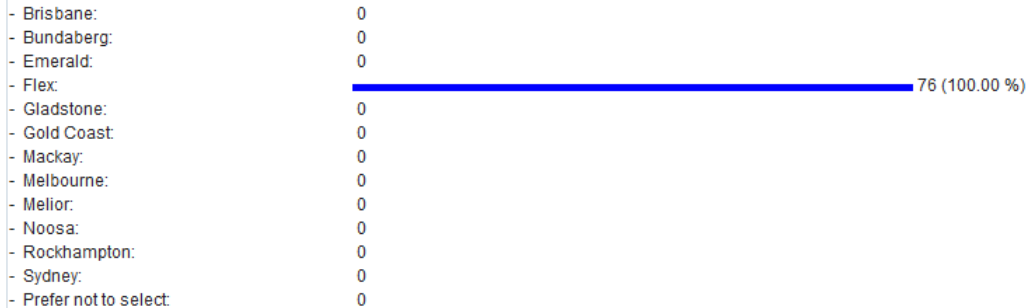
Completed evaluations: 76

Responses withheld due to anonymity concerns: 0

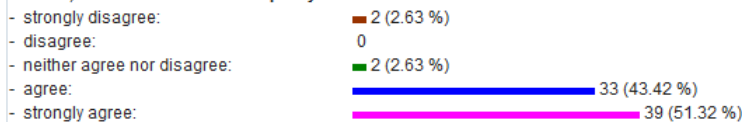
Questions: 10

Export to Excel

## Campus of study



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



## The design of this course helped me to learn.

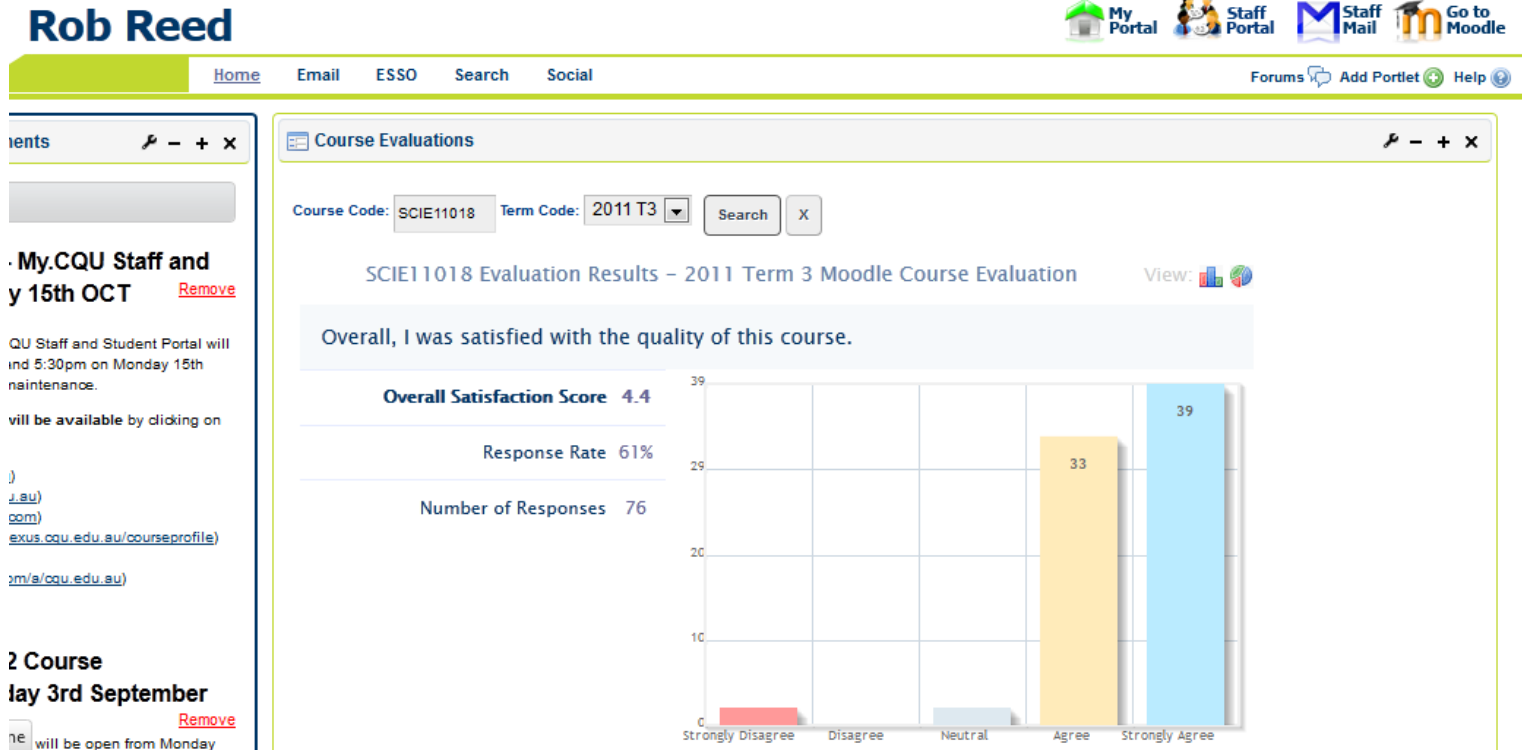


**What aspects of your course are most in need of improvement? If you wish, you can expand and explain your answers above.**

- Like the course, however did not enjoy being forced to participate in online forums for 10%. Seemed necessary and didn't much
- 
- The aspect of the course that I think is in most need of improvement is just the online layout of the course. Perhaps make it more organise, with less colours to make its appearance less confusing.
- 
- 
- Some anonymity regarding the marking of other students' work might results in more realistic evaluation, - but that was already discussed. Other than that I cannot suggest. I am satisfied and happy with the course as it is.
- Overall I felt this course was hard to learn from mostly reading of a textbook. I personally like having more in depth lectures which you can then back up with further reading from the textbook.
-



# Quantitative info via student and staff portal





On-message:

Listening/responding to student feedback:



**Have your say**



**What you said**



**What we're doing**



## Course Evaluations - What We're Doing

### Students have provided a wide range of helpful feedback about our courses.

This page provides information on some key actions that have (or are) being taken to specifically address student feedback.

Within individual courses, information about what changes have or have not occurred as an outcome of student feedback will be posted on the course Moodle site.

A summary of results for all Term 2 and Term 3, 2010 course evaluations are also available on the [What You Said](#) page.

**What we're doing**

#### **Conveying expected study commitment times in Course Profiles**

Student comments from Term 2, 2010 course evaluations indicated that it may be beneficial for the University to explicitly convey the expected study commitment times required by students in a particular course. The Education Committee of Academic Board agreed that 144 notional study hours a term is allocated for each course per term, and that this timeframe did not include revision time. It has been recognised by the University that the importance of commitment to study time should be highlighted to students, including during Orientation Week.

The Pro Vice-Chancellor (Learning and Teaching) is to work with ITD to create a proposal to have 144 notional study hours included in **all course profiles**, in the development of the Academic Support Systems Project (Nexus).

It should be noted that many course coordinators already provide within course materials, an overview of how students are advised to spend their recommended study commitment times.

#### **Addressing inconsistencies in Moodle**

In 2011 the Office of Learning and Teaching introduced university wide changes within Moodle to address student feedback in relation to inconsistencies on Moodle course sites. The changes introduced identified common things that all



# SMAN'S NDED

indicates that more than 90% are resolved through consultation with the faculty or administrative unit concerned. A student who does not agree with the outcome of an appeal to me as Ombudsman must then decide whether or not to appeal to the University Appeals Committee with the assistance of their Student Advocate," Dr O'Sullivan added.

He emphasised that students have responsibilities in equal measure to the University. People should not expect either the Student Advocates or the Student Ombudsman to 'fix up' situations where the student has not carried out instructions on Moodle or course sites, have not read course profiles, have not consulted the Student Handbook or have not monitored their student email accounts where official University messages are placed.



## Learning Matters

### *Course Evaluations*

Dear Students

Let me introduce myself – I'm Professor Rob Reed, the Pro Vice-Chancellor for Learning and Teaching at CQUniversity. This column aims to highlight issues of interest and share information with you about the University's drive to enhance your learning experience. I hope that you find it interesting, and that it will become a regular 'read' for you during your studies.

For this edition, I'd like to focus on our system for student evaluation of courses. We've recently moved to a single system - the 'have your say' survey (big red button) in Moodle -and in the last two terms, our overall response rate was close to 30%. This step-change in our response rates is all down to you. I would like to personally say a huge "thank you" to each and every one of the thousands of students who have responded, and who continue to respond, to course evaluations.



On-message:

Listening/responding to student feedback:

6 additional questions (2011):

- 1.Course design
- 2.Course resources
- 3.Assessment tasks
- 4.Assessment requirements
- 5.Timely return of assessments
- 6.Useful feedback on assessments



On-message:

Listening/responding to student feedback:

6 additional questions (2011):

1.Course design ... Moodle navigation (survey)

2.Course resources

3.Assessment tasks

4.Assessment requirements

5.Timely return of assessments

6.Useful feedback on assessments



# On-message - closing the loop:

## Section 3: Feedback, Recommendations and Response

### 3.1 FEEDBACK AND RECOMMENDATIONS ⓘ

Information typed in this section will be made available to students in e-Course profile.

Feedback Item:	Source:	Recommendation
A few students commented that the weekly discussion topics should be closed after a week or so, to prevent extended discussion (and having to read lots of posts from earlier weeks)	Student feedback (course evaluations)	Weekly discussion topics will be closed one week afterwards.
The peer review task needs to be anonymous	Student feedback (course evaluations)	The task will be made anonymous next year (the peer review activity will be changed considerably, to make it more straightforward).
The Moodle site was found to be 'busy' and 'confusing' to some students	Student feedback (course evaluations)	The Moodle site will be totally redesigned next year, to include a weekly format. This will be a major change to the way that materials are provided through Moodle, with a clear weekly format, as well as other links.

### Previous Student Feedback ⓘ

#### EVALUATION

**Term 3 - 2011:** The overall satisfaction for students in the last offering of this course was 4.41 (on a 5 point Likert scale), based on a 60.8% response rate.

#### FEEDBACK, RECOMMENDATIONS AND RESPONSES

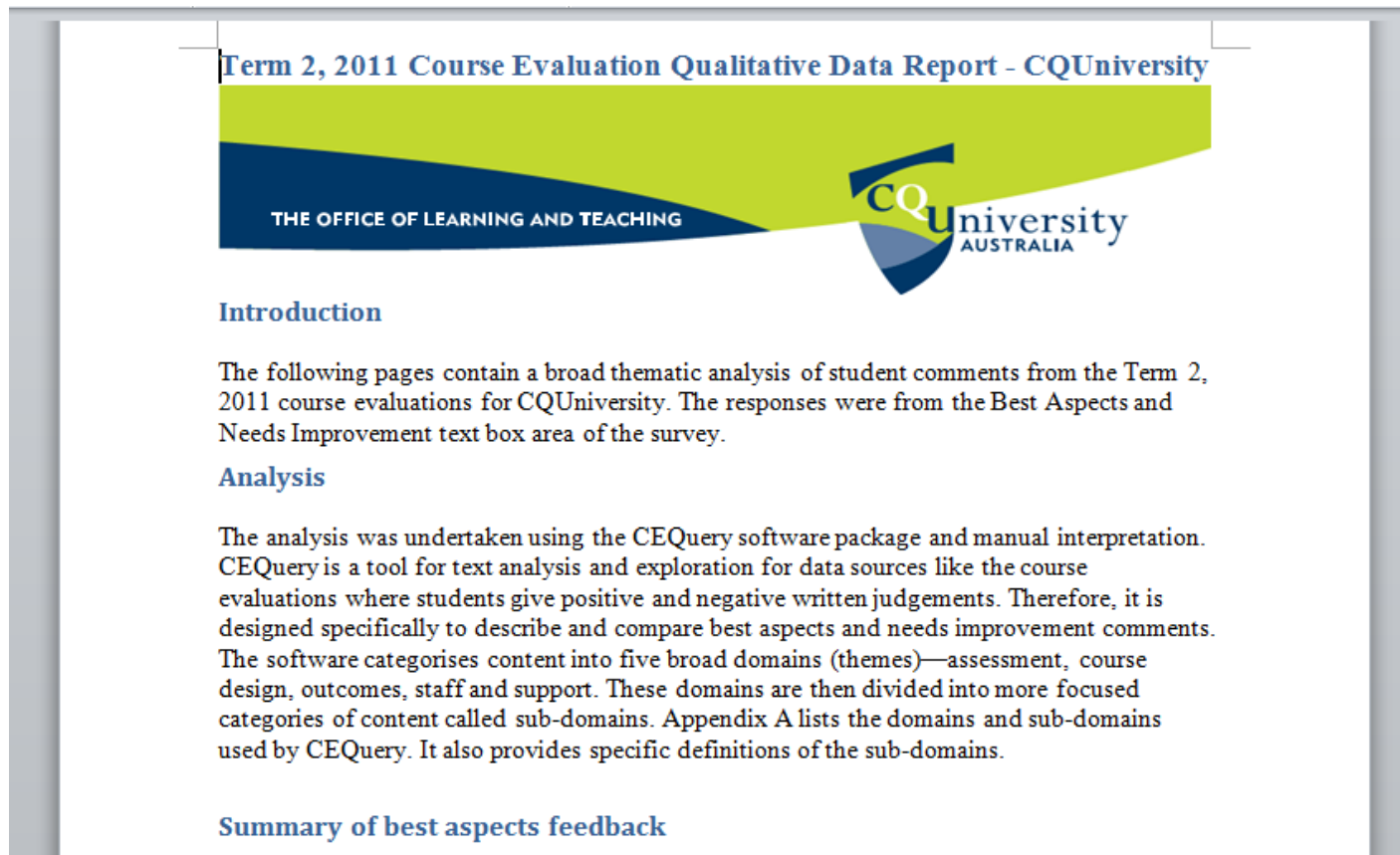
Every course is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback	Source	Recommendation
A few students commented that the weekly discussion topics should be closed after a week or so, to prevent extended discussion (and having to read lots of posts from earlier weeks)	Student feedback (course evaluations)	Weekly discussion topics will be closed one week afterwards.
The peer review task needs to be anonymous	Student feedback (course evaluations)	The task will be made anonymous next year (the peer review activity will be changed considerably, to make it more straightforward).



# On-message ... on-going ...

## Term-by-term reporting





# On-message ... on-going ...

## PROCEDURES



### STUDENT VOICE AWARD FOR DISTANCE EDUCATOR OF THE YEAR PROCEDURES

#### PURPOSE

[CQUniversity's Strategic Plan 2012 – 2022](#) states that we will identify and reward teaching leaders. The Student Voice Award for Distance Educator of the Year has been established to recognise Course Co-ordinators who have achieved the highest Overall Satisfaction Score and meet all eligibility criteria with regard to their distance student cohort. This achievement will be determined by quantitative data collected through the student evaluation of courses process.

## PROCEDURES



### STUDENT VOICE AWARD FOR ON-CAMPUS EDUCATOR OF THE YEAR PROCEDURES

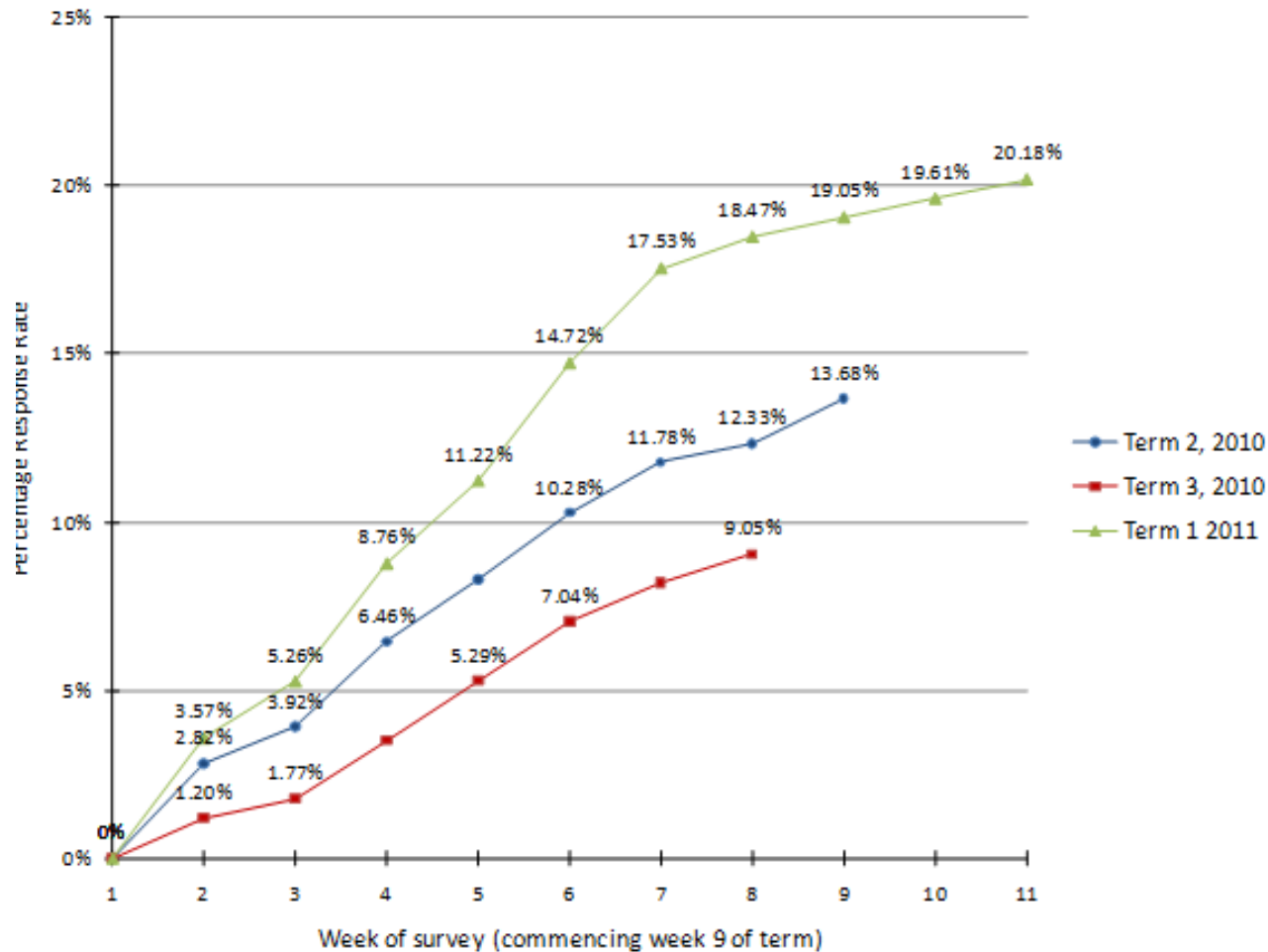
#### PURPOSE

[CQUniversity's Strategic Plan 2012 – 2022](#) states that we will identify and reward teaching leaders. The Student Voice Award for On-Campus Educator of the Year has been established to recognise Course Co-ordinators who have achieved the highest Overall Satisfaction Score and meet all eligibility criteria with regard to their on-campus student cohort. This achievement will be determined by quantitative data collected through the student evaluation of courses process.



# On-message ... analysis = dispelling myths ...

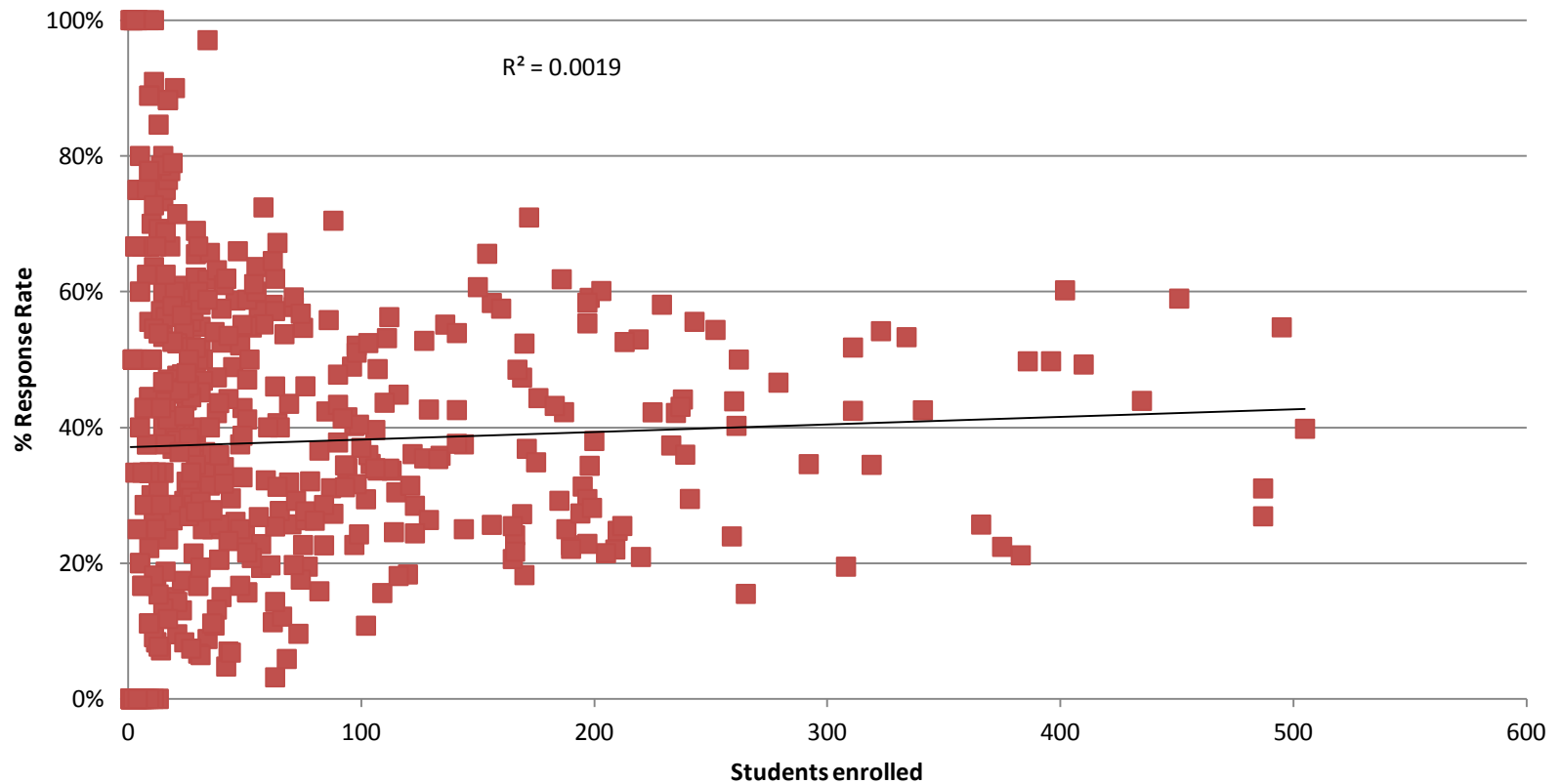
Course Evaluation: Weekly Overall Response Rates – Term 2 2010, Term 3 2010 and Term 1 2011





# On-message ... analysis = dispelling myths ...

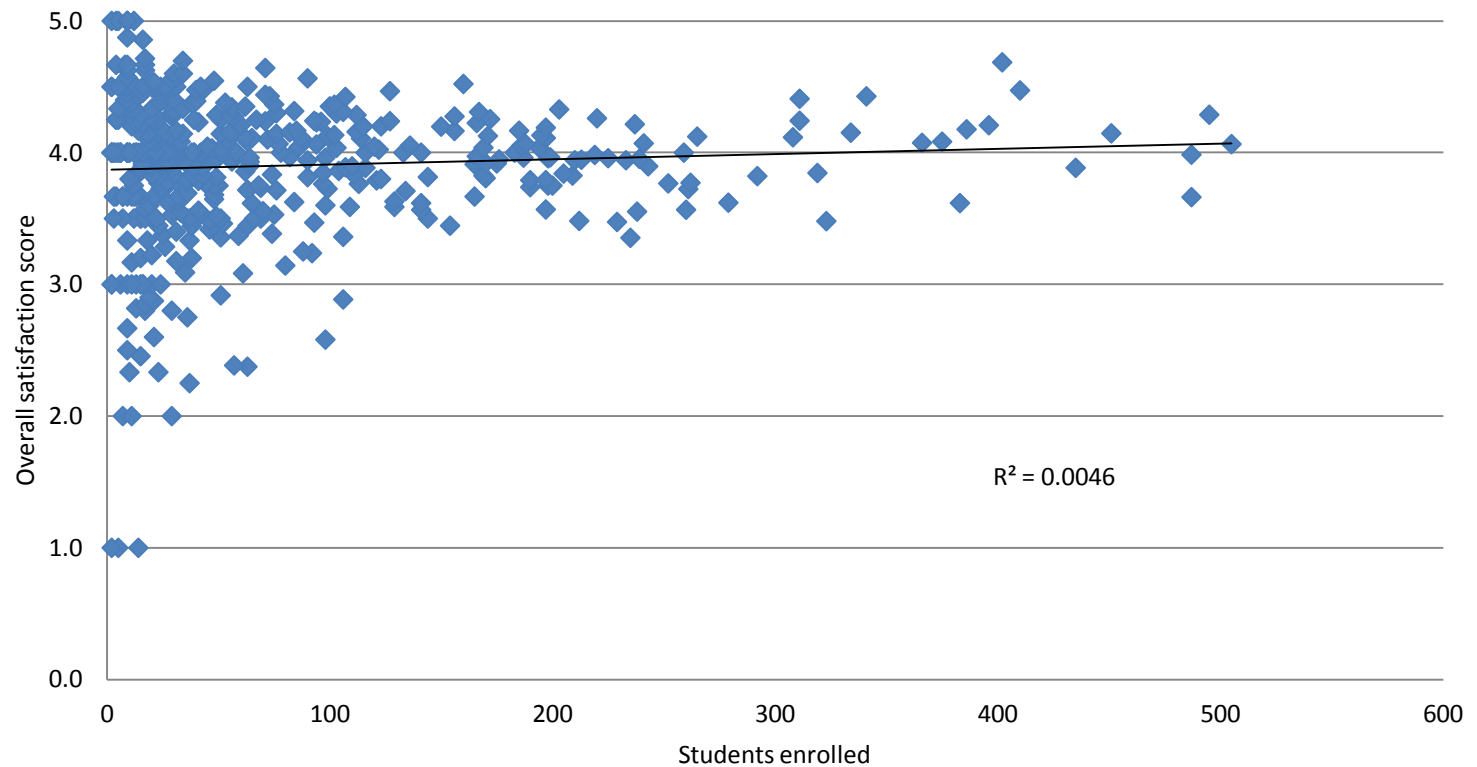
Scattergraph: Response rates (term 1 2012)





# On-message ... analysis = dispelling myths ...

Scattergraph: Overall satisfaction scores (term 1 2012)





# On-message ... analysis = dispelling myths ...

**Subject:** [official] Course Evaluations: Term 1, 2012

Dear colleagues

CQUniversity's overall response rate for course evaluations in Term 1, 2012 was **39%** across all courses, increasing from 31% in term 3 2011. The table below shows the response rate percentages by cohort.

Cohort	%
Distance	44
Metropolitan campuses	28
Regional campuses	49
Transnational (Melior, Singapore)	27
Overall Response Rate	39









Vice-Chancellor and Council  
Senior executive  
Heads of Academic Units  
Heads of Program  
Course coordinators  
Teaching staff  
Professional staff





Vice-Chancellor and Council

Senior executive

Heads of Academic Units

Heads of Program

Course coordinators

Teaching staff

Professional staff

**... and students**



# On-message ... on-going ...

## GUIDELINES



## ACADEMIC CAREER PLANNING AND PROMOTION GUIDELINES

### 1 ACADEMIC CAREER PLANNING

Seeking promotion requires planning and preparation, equivalent to the application for a position at another institution. Each application is unique with successful applications presenting strong evidence of career goals, reflective practice and evidence of achievements. Attaining promotion to a higher academic level can be considered as being able to demonstrate having achieved a sustainable level of performance and achievements equivalent to that required for an individual employed at the level sought. It is not the accumulation of performance measures over a long period that is normal for the current level of appointment. *Promotion to a level means that you are able to provide the evidence that you have the capacity to perform satisfactorily at the level to which promotion is sought.*

Academic Level	Learning and Teaching
	Activities that could contribute to performance at the relevant academic level
	<ul style="list-style-type: none"><li>• Leadership in curriculum development and program review.</li><li>• Evidence of leadership or initiative in reflective practice and the establishment and use of external benchmarks for the quality of teaching and learning standards.</li><li>• Promoting student development and welfare, such as contributing to support management of students experiencing difficulties.</li><li>• Mentoring for the purpose of developing teaching competence in others.</li><li>• Above average attainments in student feedback for teaching and course evaluations and responses to student feedback.</li><li>• Appropriate tertiary qualifications in higher education teaching, or significant progress towards such qualifications.</li><li>• Evidence of cross-discipline engagement to enhance course and program.</li><li>• Scholarly engagement with industry or profession in course and program content and/or delivery.</li></ul>



# On-message ... changing the conversation ...

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[Term Summary](#)
[Term Targets](#)
[Term Distribution](#)
[Trends](#)
[School Summary](#)
[About this Dashboard](#)

Course Evaluation Dashboard

☒ 2012 T1
 ☐ 2011 T3
 ☐ 2011 T2
 ☐ 2011 T1

☐ Brisbane
 ☐ Bundaberg
 ☐ Conservatorium of Music
 ☐ Emerald
 ☐ Flexible Learning
 ☐ Gladstone

Run

Select all Deselect all

**Summary of Courses by Faculty/Division & Schools Achieving CQUniversity's Response Rate Target**  
(2012 Course Evaluation Response Rate Target: => 50%)

Faculty	School	Number of Courses that Achieved Response Rate Target	Percentage of Courses that Achieved Response Rate Target	Number of Courses that did not Achieve Response Rate Target	Percentage of Courses that did not Achieve Response Rate Target
<a href="#">CQU College</a>	<a href="#">CQU College</a>	0	0.0%	17	100.0%
CQU College		0	0.0%	17	100.0%
<a href="#">Div Teaching&amp;Learning Services</a>	<a href="#">Div Teaching&amp;Learning Services</a>	3	42.9%	4	57.1%
Div Teaching&Learning Services		3	42.9%	4	57.1%
<a href="#">Faculty Arts, Bus, Info &amp; Educ</a>	<a href="#">Faculty Arts, Bus, Info &amp; Educ</a>	0	0.0%	2	100.0%

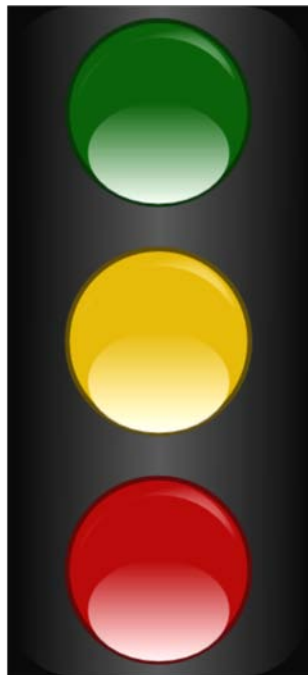
(2012 Course Evaluation Response Rate Target: => 50% and Overall Satisfaction Target => 4.0)

School	Course	Career	Students Enrolled	Number of Responses	Response Rate	Response Rate Target	Overall Satisfaction Score	Overall Satisfaction Target
School of Education	EDCU11013 : Hlth & Phy Educ Curr & Ped	Undergraduate	219	116	53%	Yes	4.0	Yes
	EDCU11020 : Science Curriculum & Pedagogy	Undergraduate	229	133	58%	Yes	3.5	No
	EDCU11021 : The Arts	Undergraduate	197	109	55%	Yes	3.6	No
	EDCU11022 : Numeracy in Action	Undergraduate	170	89	52%	Yes	3.9	No
	EDCU11023 : Technology Curr & Pedagogy	Undergraduate	86	48	56%	Yes	4.0	Yes
	EDCU13016 : Literacy In the Classroom	Undergraduate	203	122	60%	Yes	4.3	Yes
	EDCU19017 : Religious Ed in a Cath School	Undergraduate	20	12	60%	Yes	4.3	Yes
	EDEC11025 : Advocacy, L'Ship & Chnge in EC	Undergraduate	53	29	55%	Yes	4.4	Yes
	EDEC13027 : EC Education and Care Settings	Undergraduate	56	32	57%	Yes	4.3	Yes
	EDED10413 : Outdoor Pursuits - Aquatics	Undergraduate	16	7	44%	No	4.9	Yes



# On-message ... changing the conversation ...

Response

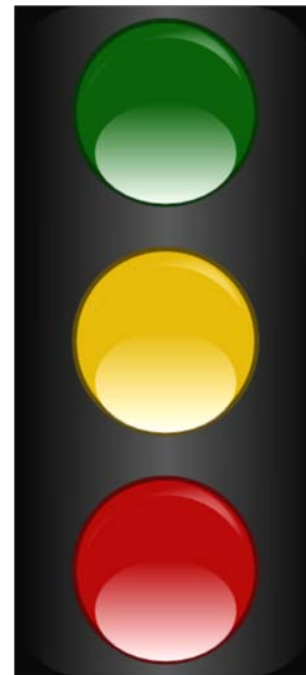


50%

30%

<30%

Satisfaction



4.0

3.5

<3.5



# On-message ... changing the conversation ...

## School of XYZ – Course Evaluations Performance Against Term 1, 2012 Targets

School of XYZ Courses meeting 2012 Corporate Plan Targets	Yes	No	Total
Response Rate ( $\geq 50\%$ )	8	25	33
Overall Satisfaction Score ( $\geq 4.0$ )	20	13	33

### 1. Overall comments on term 3 course evaluations

#### 1.1 Best aspects:

#### 1.2 Aspects requiring improvement:



# On-message ... changing the conversation ...

## School of XYZ – Course Evaluations Performance Against Term 1, 2012 Targets

School of XYZ Courses meeting 2012 Corporate Plan Targets	Yes	No	Total
Response Rate ( $\geq 50\%$ )	8	25	33
Overall Satisfaction Score ( $\geq 4.0$ )	20	13	33

## School of XYZ – Course Evaluations Performance Against Term 1, 2012 Targets

### 2. Specific comments:

#### 2.1 Highest Response Rates ( $>50\%$ )

Course	Students Enrolled	Number of Responses	Response Rate	Comment: (Positive features - sharing/disseminating best practice)
Course 101	14	11	79%	
Course 102	58	42	72%	

#### 2.2 Lowest Response Rates ( $<30\%$ )

Course	Students Enrolled	Number of Responses	Response Rate	Comment: (Negative aspects, and actions to be taken)
Course 103	11	1	9%	
Course 104	383	81	21%	

#### 2.3 Highest Overall Satisfaction Scores ( $>4.0$ )

Course	Students Enrolled	Number of Responses	Overall Satisfaction Score	Comment: (Positive features - sharing/disseminating best practice)
Course 105	127	67	4.2	
Course 106	123	35	4.2	

#### 2.4 Lowest Overall Satisfaction Scores ( $<3.5$ )

Course	Students Enrolled	Number of Responses	Overall Satisfaction Score	Comment: (Negative aspects, and actions to be taken)
Course 107	11	1	3.0	



On-message ... changing the conversation  
response rate as a proxy measure of engagement

BE WHAT YOU WANT TO BE


VC - CQUniversity

**CQUniversity AUSTRALIA**

**Friday, August 21, 2009**  
**The Engaged University**

It's come to the end of my third week as Vice Chancellor – quite possibly the most unsettling but satisfying three weeks of my professional life as I come to learn new things and discover for myself all the excellent people and projects underway at CQUniversity.

**Twitter**

 Scott Bowman  
**CQUniversityVC**

**CQUniNews** A roo awakening on campus in Rockhampton [uninews.cqu.edu.au/UniNews](http://uninews.cqu.edu.au/UniNews)  
<https://twitter.com/19672173>







