

# TILT

## UWS Tracking and Improvement System for Learning and Teaching

### Uses

1. To prove quality – e.g. data can be drawn from different quantitative and qualitative data bases and, after triangulation, can be used to prove the quality of what UWS is doing. Data analysis can use absolute criteria and/or relative (benchmarked) standards.
2. To improve quality – e.g. data can be used to identify key improvement priorities at the university, college, division, course and unit levels.

### Outcomes

Data from the systems in combination can be used to:

1. Generate triangulated performance reports for external bodies like DEEWR.
2. Identify areas of good practice or key priorities for improvement at the University, College, School, Division, Course and Unit levels
3. Locate specific problems x course and unit
4. Identify potential improvement solutions (e.g. by referring to qualitative data and by linking people who achieve higher ratings on an item to those attracting lower ones)

### The System

It includes both qualitative and quantitative data and, when possible, provides timeseries, benchmarked results. The 'nested' approach which runs from the total student experience to feedback on individual teachers meets international benchmarks for the area. Key surveys are run with offshore as well as onshore students.

Reports on the system are produced by OPQ. They identify benchmarked College results, key areas of good practice and areas for improvement at (depending on the system) the College, course or unit level. OPQ periodically provides Colleges with a consolidated analysis indicating recurring areas of good practice and those requiring improvement.

A key step is to support Colleges and Units to consistently and promptly identify and successfully implement action plans on the key areas for improvement arising from the data. The effectiveness of these improvement plans is determined by looking at subsequent performance trends on the areas identified.

### Regular Surveys and Performance Reports

Instrument	Quantitative	Qualitative	Frequency, Sample and Mode
UWS Student Satisfaction Survey (2009)	83 items covering the student's total experience of the university. Items are ranked on both importance and performance.	All comments are stored digitally by College, year, level, sorted by areas of good practice and areas requiring enhancement	Every two years to a representative sample of 7000 currently enrolled course work students. Paper and online. Response rate 29%.
UWS Research Student Satisfaction Survey (2009)	102 items covering the student's total research experience of the university. Items are ranked on both importance and performance.	All comments will be kept on digital files, stored by course, year, level, sorted by areas of good practice and areas requiring enhancement	Every two years to all currently enrolled research students. Paper and online. Response rate 35%.
UWS Course Performance Report (Including CEQ/GDS) (UG & PG report produced yearly)	Time series, benchmarked performance results on 25 core CEQ items, along with data on demand, load, enrolments, retention, progression & graduation rates, as well as GDS employment and salary data. CEQuery analysis of College and University results is also included.	All CEQ qualitative data are stored into areas of good practice & those requiring improvement. Results at the course, College and University level are included in each College's annual course report, along with a CEQuery data at each level.	Annual covering every course for which there is sufficient data. CEQ/GDS paper survey goes to all graduates. Response rate 52%.
Post Graduate Research Evaluation Questionnaire (PREQ) (yearly)	28 items covering higher degree research students' experience and destination on course completion.	All comments are stored by course, College, campus, and year.	Annual paper survey targeted to all graduating students in HDR programs. Response rate 44%.

Instrument	Quantitative	Qualitative	Frequency, Sample and Mode
UWS Student Feedback on Unit survey (SFU) (ongoing)	14 items identified as being of high importance in earlier surveys and in the <i>CEQuery</i> analysis of UWS comments on the CEQ.	Best aspect & needs improvement comments are returned to the appropriate unit coordinators.	Initially all units, every semester. Paper based survey /scannable form. Results available to Schools and OPQ.
UWS Student Feedback on Teaching survey (SFT) process based around the use of SEEQ instrument (ongoing)	31 items measuring students' perceptions of educational quality and teaching effectiveness. Individual graphical report showing mean score for each SEEQ factor.	Original Open Ended comments returned to the individual teacher with graphical report for self analysis.	Staff are required to undertake annual evaluation of their teaching effectiveness using a validated instrument. Individual teachers submit an online request to evaluate their teaching. A confidential report is returned to teacher. Paper based/scannable form.
Offshore Student Satisfaction Survey (2010)	57 items covering the student's total experience of the university. This survey, with some modification, mirrors the onshore Student Satisfaction Survey. Items are ranked on both importance and performance.	All comments are stored digitally by College, year, level, sorted by areas of good practice and areas requiring enhancement.	Every two years with all international offshore students (undergraduate and postgraduate coursework). Both onshore and offshore results are benchmarked. Paper.
UWS Employer Survey (2007)	Covers key employer perceptions of UWS graduates' capabilities, unfolding trends in the profession concerned and gets feedback on various Careers' Services and employer views of the UWS image.	All comments are kept on digital files, stored by a wide range of employer variables.	Every three years to a representative sample of key UWS Employers. Results are benchmarked. Online survey.
Student Exit Survey (2009)	Survey of students who exit the university prior to completing the course. Item based on previous research on attrition and retention. Covers reason for withdrawing.	All comments are analysed and reported to the University.	Online survey completed every two years. All students withdrawing. Response rate 29%.
Commencing Student Survey (2010)	Survey of first year students on their UWS experience.	All comments are analysed and reported to the University.	Pilot in 2010; frequency will be determined after pilot. Response rate 48% via online survey.

### Acting on the results

OPQ is responsible for ensuring that the combined results of these surveys are addressed promptly and wisely by the College or Unit concerned. Reports on actions by Colleges are reviewed by Academic Senate each year. More generally, the UWS Strategy and Quality Committee monitors system and university performance. OPQ communicates all results not only to clients but more broadly through a range of means – broadcast email, articles in Around UWS, in face to face meetings and via the Heads of Program and Heads of School and Directors Forum.

A range of individual Colleges and Units run their own surveys. These include the Library Client Satisfaction Survey and Library Staff Opinion Survey, UWS Resident Satisfaction Survey, uwconnect, Cooperative programs, Student Support and other specific purpose Colleges initiated feedback surveys. OPQ coordinates the overall survey system for UWS in order to optimize the quality of the instruments used, to avoid over surveying and ensure that the results are consolidated and acted upon promptly and wisely. Oversurveying is avoided by ensuring that different representative samples of students are targeted whenever possible.

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