



## **S3, 2019 Academic Quality Framework Pilot Participation**

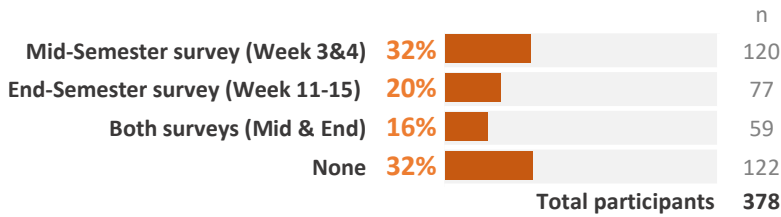
### **Student and Academic Staff Evaluation Survey Results**

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Quality Checked by: Nigel Summers

## S3, 2019 Pilot Participation - Student Evaluation Survey Results

Which of the following S3, 2019 pilot surveys did you participate in? (Select one)



### Relevance of survey questions to students

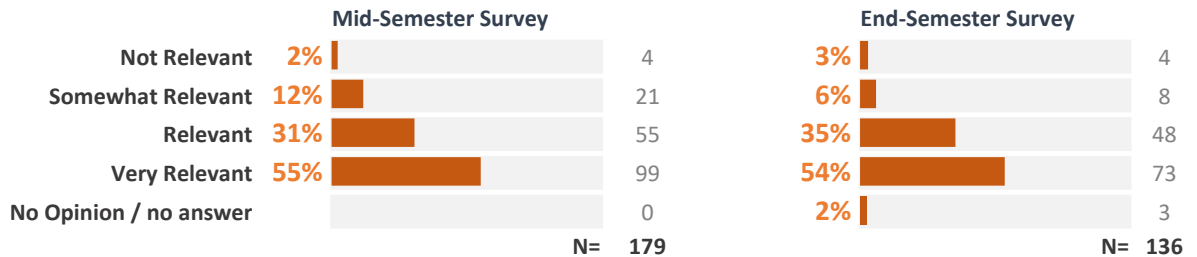
The Mid-Semester / End-Semester survey asked to complete four confidential questions:

- 1) I am satisfied with this course (so far) (Likert scale, 1 - Strongly Disagree to 5 - Strongly Agree)
- 2) I have taken advantage of the learning opportunities offered in this course (so far) (Likert scale, 1 - Strongly Disagree to 5 - Strongly Agree)
- 3) Any other comments? (Open question)
- 4) I confirm that the feedback I have provided to this survey is constructive (Required to submit)

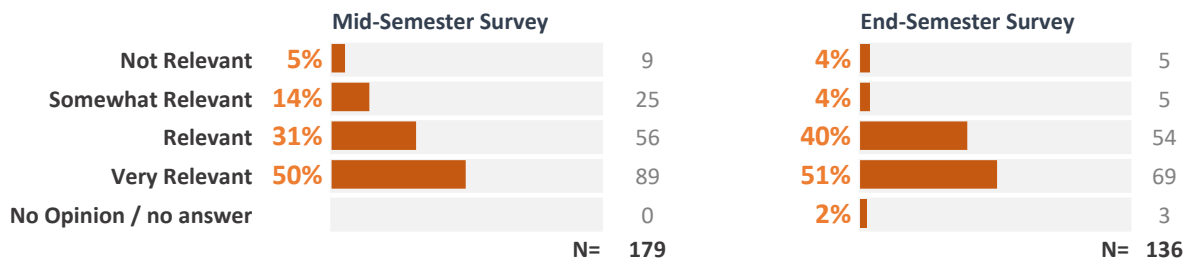
How relevant did you find the results of these questions?

\* Questions were presented separately in the survey for Mid-Semester vs. End-Semester

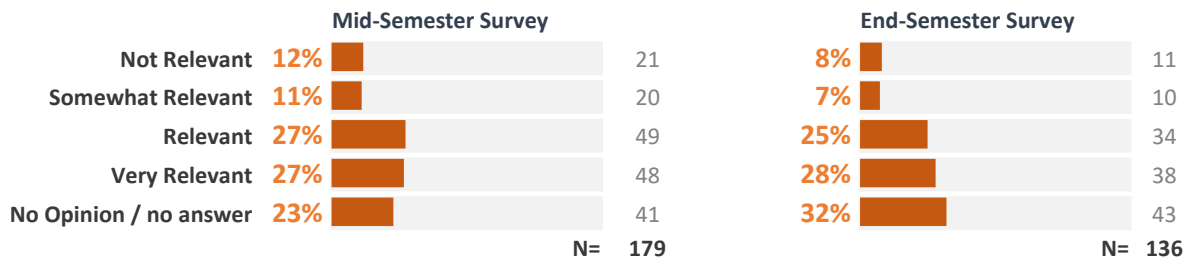
#### I am satisfied with this course (so far)



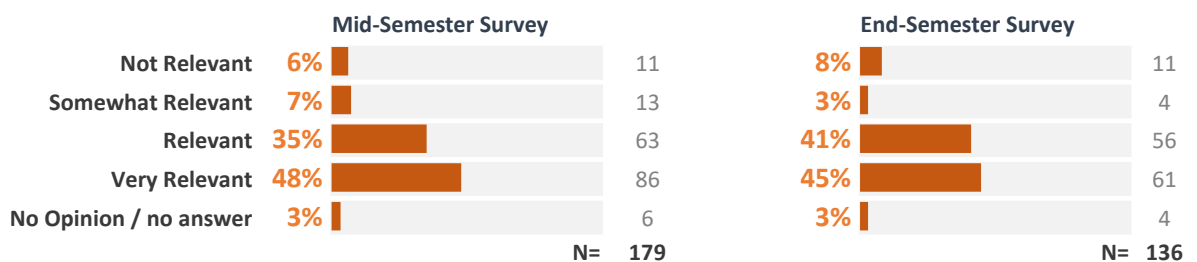
#### I have taken advantage of the learning opportunities offered in this course (so far)



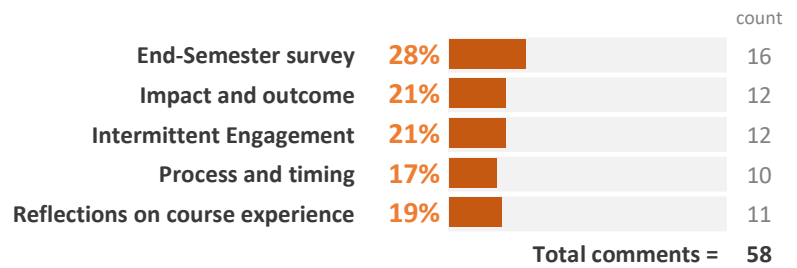
#### Any other comments?



#### I confirm that the feedback I have submitted to this survey is constructive



## Student Comments - Mid-Semester (Coded)



## Examples

### End-Semester survey requested

Yes. Week 3/4 is far too early to be assessing a course, although it did provide and opportunity for feedback on some issues surrounding assessment. It should always be accompanied by an end of semester opportunity for feedback. I compiled a considerable amount of feedback during the latter part of the course, which I have not been given opportunity to submit. (ID: 423)

I much prefer the traditional big yellow button to leave feedback on completion of the course. I was quite disappointed to see that there was no option for offering feedback on this course. The only way to give feedback was through an email to the Course Examiner (advised as such through a forum post from the Examiner). I did not do this as the anonymity aspect was not available in this manner. I always provide constructive feedback on completion of my course. (ID: 568)

### Impact and outcome

At first, I thought it was a little early to do a survey about a course, seeing as we were only a few weeks in. However, due to my busy schedule (Mum of 4, working full time), this survey reminded me how important it was for me to keep studying toward my goals. Reflecting on the survey, I feel it was a positive experience. Thanks! (ID: 275)

I feel that an early survey in week 3 or 4 is extremely valuable to provide feedback so that changes can be made by the teaching team to meet students' needs if required. I do not recall receiving the end of semester feedback survey and would have liked to provide feedback at the end of my course. I would be happy to participate in 2 surveys per semester - 1 at the beginning and 1 at the end. I feel this would be valuable information for the teaching team to gather to improve their practice and ensure student engagement. (ID: 604)

### Intermittent Engagement

I feel that the lecturer has not taken constructive feedback about the course to make it better for future users. Emails have been unanswered and there has been absolutely no feedback given on either assignments. (ID: 78)

Not many changes were made to my courses. I would have preferred to provide end-of-semester feedback as I was unhappy with aspects that I now cannot communicate. (ID: 202)

### Process and timing

As it was the beginning of the course, my feedback is not as relevant because I now know where the course was leading us. At the time I was a little confused and nervous about the unit. (ID: 628)

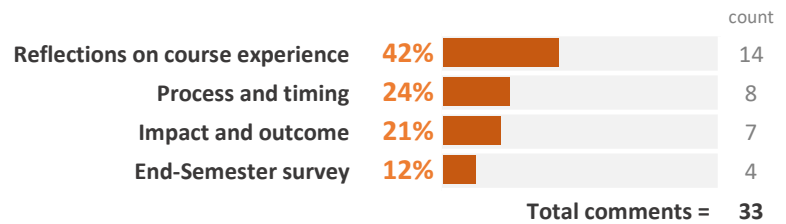
It would be beneficial to ask questions relating to the ease of use of the course page (dashboard), ease of access to materials, ability to understand and approach lecturers and tutorial staff. (ID: 325)

### Reflections on course experience

I can not remember the survey to be honest, however I was very happy with the lecturer I had semester 3. She provided feedback, assistance and support above and beyond. (ID: 512)

I found the feedback at the end of the assignments to be very vague and not really providing solutions on improvement. It would be have more useful to have examples of improvement instead of a simple statement such as "limited weaknesses identified". It did not help me understand what was required and what I could of improved on, other than just a 'do better' attitude. I have not found this to be the case among other units I have studied, which have always provided great in depth feedback and responses. In turn, it made me feel that the marking was rushed and the grade provided for Assignment 2 inaccurate. (ID: 399)

## Student Comments - End-Semester (Coded)



## Examples

### Reflections on course experience

My feedback is not an attack at the lecturers or of the course itself. I love USQ and being a part of the community, and this is the first time I felt my grade or feedback could be disputed. (ID: 399)

I am confused about the content taught in this course and how it aligned with the assessment pieces (mainly assignment 2). The course had too much focus on how to use Excel rather than how numeracy is used through various curriculum areas. The rubric used on assignment 1 had errors (I did not pass the assignment however according to the rubric shading, I had passed every section?). It would be worthwhile to look at the needs of a classroom teacher and how they will be required to use data because I don't think this course fits that criteria. (ID: 419)

### Process and timing

I did not like this form of survey at all. It asked only two very basic questions, whereas the usual feedback form asks several different ones relating to the course, the teacher, the assignments, the course materials, StudyDesk, etc. The other comments section is also a poor replacement for the previous questions like 'what did you like about this course' and 'what do you think needs improvement', which are prompts for constructive feedback. I liked the feature of having the lecturer respond to students' feedback, however, was extremely disappointed that this option was available before end of semester grades were released. Considering that the uni encourages us to submit feedback with the promises that a) all feedback is anonymous, and b) lecturers will only see it after grades release, this was quite disappointing and personally a breach of trust. I would think twice about participating in any future course evaluations based on this experience. (ID: 379)

The survey was designed to provide an illusion of feedback was wanted but nothing could have been included in the running of the unit as it didnt allow time for implementation. (ID: 476)

### Impact and outcome

I'm not sure how useful it will be given that the results are provided so close to the exam. My course lecturer was not exactly helpful nor were any recommendations implemented (ID: 60)

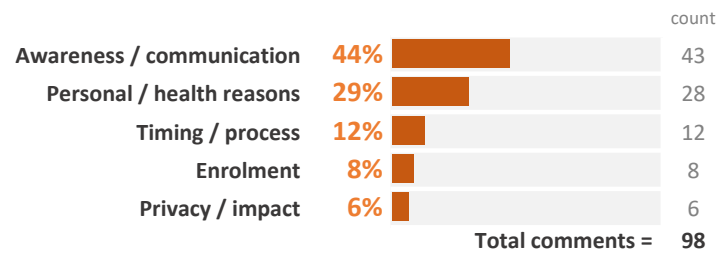
The checkin survey did seem to highlight some deficiencies in the running of CIS1101, but feedback was received too late to be of use. It took over a month for results and course coordinator feedback to be received, by which time S3 was almost over. The response that the course coordinator promised to deliver from the answers from the survey never actually happened, so the survey was useless. (ID: 205)

### End-Semester survey

I believe that there should have been a survey after the completion of the course as although the course was well structured and the course material was relevant, I found the lack of feedback on the assignments before the commencement of the exams disconcerting and my answers to these questions would have been very different armed with this knowledge (ID: 231)

Only one of my subjects asked for a survey. I believe all subjects should have a survey after the semester is completed. The other subject I completed I had topics that I wanted to provide feedback for and I was unable to provide feedback on the class as there wasn't a survey available. I think if teachers were interested in their position & students learning capabilities they would be interested to hear the feedback from the students. (ID: 485)

## Reasons for not participating in surveys

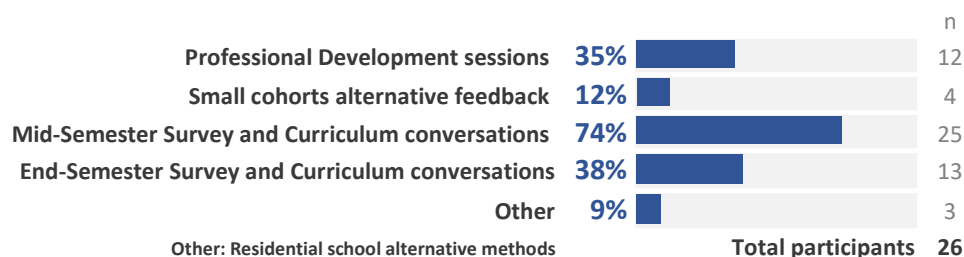


## Examples

<b>Awareness / communication</b>	<p>I don't recall receiving any surveys. I got check up emails and maybe I missed the survey. (ID: 59)</p> <p>I was not really aware of the pilot surveys. I did see the link on the course page for the mid term but wasn't sure what it was for. I didn't notice the end of semester link. I would have been keen to provide feedback on xxxxxx as it was one of the more engaging courses I have studied and I would like to see more courses delivered in a similar way (ID: 367).</p>
<b>Personal / health reasons</b>	<p>I generally do the surveys. But I had so much going on. Study was overwhelming for me this past semester. I just couldn't think any further I simply did not have the energy or time. (ID: 390)</p> <p>I don't really recall why but perhaps due to time constraints. I am working full time and studying part time so don't find I have much spare time to do such things. (ID: 629)</p>
<b>Timing / process</b>	<p>I was waiting until the end of the semester to provide feedback but the survey had closed. (ID: 167)</p> <p>I had trouble accessing - it wasn't made available on my course page. The moderator put up a post without a link or instructions how to complete at one stage and when I tried to work out how to do it myself, it didn't work. I would have liked to have submitted feedback so I would suggest ensuring users are given multiple opportunities from various sources to participate in these surveys via one click. (ID: 225)</p>
<b>Enrolment</b>	<p>I pulled out of the semester with academic penalty due to circumstances beyond control and felt that I was not applicable to take the surveys as a result (ID: 603)</p> <p>The subject which I enrolled in was dropped by enrolments. (ID: 278)</p>
<b>Privacy / impact</b>	<p>Too busy. Did not want to offer any opportunity to compromise or bias assessments and grades (ID. 298)</p> <p>Because i personally don't feel that they are useful and was not provided any links that i am aware of to do them. (ID. 123)</p>

## S3, 2019 Pilot Participation - Academic Staff Evaluation Survey Results

Which of the following S3, 2019 components of the Academic Quality Framework did you participate in? (Select all that apply)



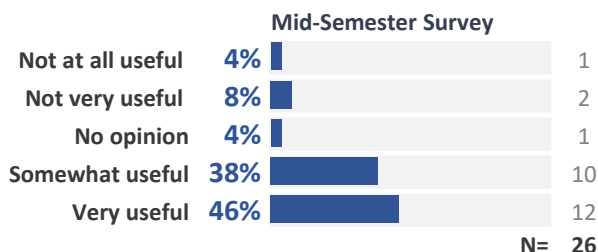
### Usefulness of survey questions to academic staff

The Mid-Semester / End-Semester survey asked students to complete four confidential questions:

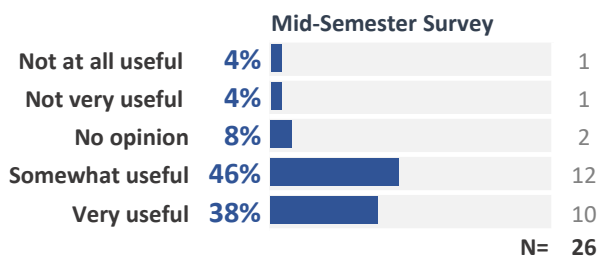
- 1) I am satisfied with this course (so far) (Likert scale, 1 - Strongly Disagree to 5 - Strongly Agree)
- 2) I have taken advantage of the learning opportunities offered in this course (so far) (Likert scale, 1 - Strongly Disagree to 5 - Strongly Agree)
- 3) Any other comments? (Open question)
- 4) I confirm that the feedback I have provided to this survey is constructive (Required to submit)

How useful did you find the results of these questions?

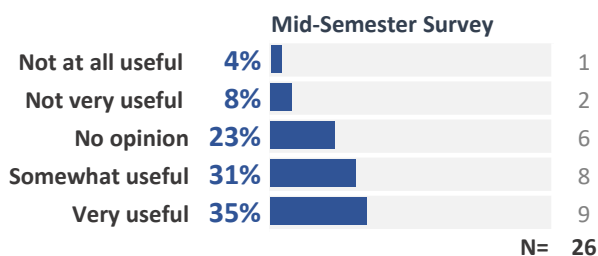
#### I am satisfied with this course (so far)



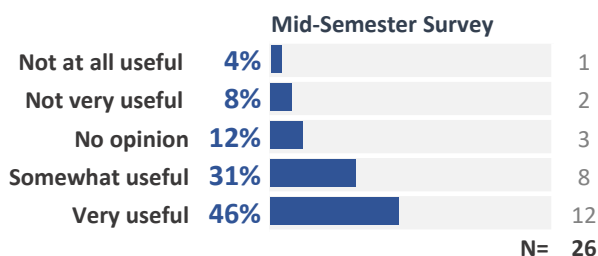
#### I have taken advantage of the learning opportunities offered in this course (so far)



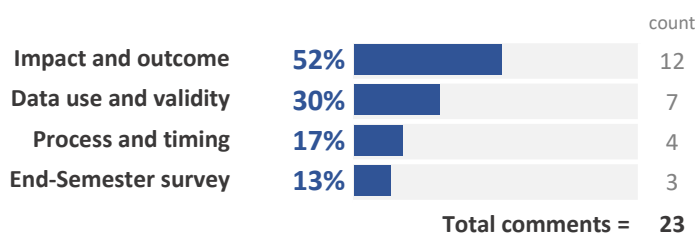
#### Any other comments?



#### I confirm that the feedback I have submitted to this survey is constructive



## Academic Staff Comments (Coded)



## Examples

- Impact and outcome**
- I thought the conversation was really worthwhile and brought up some clear issues for the course. It needs to be coordinated with the program directors though s some information would have been great for them to hear. (ID: 12)
- The overall mindset of the staff supporting the pilot was appreciated. There are many reasons for a course's poor performance and I felt the leadership team on the pilot understood the complexities that can be involved and did their best to support staff during the process. In considering a broader roll-out I think it will be important that this level of support and understanding is sustained as without this this style of quality checking could appear to be a punitive and cause quite a bit of angst. (ID: 29)
- Data use and validity**
- Problematic with courses with low numbers. If students don't provide any feedback to the questions then it's impossible to determine areas for improvement or those that are well received. (ID: 3)
- We need to address the issue of small response numbers. A hard test number of 3.5 based on a small number of responses is poor practice. We maybe need to expand our notion of 'small courses' to less than 50. At 50 students a response rate of 60% will yield 30 responses. If the number of responses is small we should be guided by the comments rather than the number of 3.5 to determine if students are satisfied or not and if a follow-up is required. (ID: 5)
- Process and timing**
- I think this is a great initiative, and should be ongoing, and have ongoing evaluation and I have found that participating in the process so early in the semester has meant that issues found later in the semester are now not recorded in the Action Plan. I will need to follow up and determine if and when it is appropriate to update the Action plan to better fit with the full semester experience. (ID: 26)
- End-Semester survey**
- While I like the idea of a mid-semester survey and an opportunity for students to identify 'quick fixes' and for CE's to be able to respond both to these as well as any other comments, I wonder if there also needs to be something later in the semester to identify both positives and negatives about the course as well as constructive suggestions for future offers. (ID: 17)
- I think for first offer courses an end of semester student evaluation is required. I do find the information handy for course improvement, so we ended up running a session to collect feedback instead (as the course did not have an end of semester evaluation). The improvements to the course examiner return was welcomed - the new questions improved course reflection. (ID: 28)

## Student Comments (Raw)

Do you have any other comments about your experience from undertaking the S3-2019 Pilot Check-In survey?

ID	Code 1	Code 2	Response
137	End-Semester survey		The pilot check in should not be used in lieu of the final feedback. They should both be included to get relevant information from both parts of the course, both beginning and the end.
140	End-Semester survey		<p>Due to how early in the semester this survey was taken I found things after it had closed that I would have liked to provide feedback on however, I never saw the end of semester survey open up and as such was unable to provide this feedback which I believe may have been of benefit to the course teaching team to help them improve the course and make it run smoother for future students.</p> <p>I do like the idea of a mid-semester check-in as long as there is still opportunity to provide feedback at the end of semester so that more feedback can be provided once students have accessed most/all of the content and have discovered what works well and what does not work as well, providing them the information they need to provide useful and reliable feedback.</p>
217	End-Semester survey		It's a bit too early to provide comment on how you are finding the course. I would have preferred to complete a survey at the end of the course - that gives the most productive feedback possible. I would have had a lot more to add at that point. I don't recall being asked to provide feedback other than the initial survey.
255	End-Semester survey		I would have liked to have the opportunity to give my feedback at the end of the course (ie. after the exam) - the exam is a significant part of the course and students should be allowed to express their satisfaction after this major assessment piece.
265	End-Semester survey		<p>I was only given the opportunity to do a check-in survey, and not an end of semester survey. If going with this format rather than the My Opinion survey in future, I think students would welcome the opportunity to give feedback both at the beginning and end of semester - I certainly would have! By completing the survey twice throughout a semester, I feel like we have the opportunity to provide additional, more nuanced feedback as the course evolves.</p> <p>I'm sure a lot of previous commentary in the My Opinion survey was from 'students having a whinge', so found the constructive feedback question a nice touch.</p>
297	End-Semester survey		Would have preferred and end of semester survey
343	End-Semester survey		I really want to have an end of semester survey! I have some thoughts on the course instruction sheets and have no place to provide them. No point having a check in without a final survey!!
349	End-Semester survey		Having a check in survey as well as an end of semester survey would be great. Feedback can be examined from both surveys to see how changes were received. I believe that reflecting on the course as a whole is important, as is having a say how the course is going so far.
423	End-Semester survey		Yes. Week 3/4 is far too early to be assessing a course, although it did provide an opportunity for feedback on some issues surrounding assessment. It should always be accompanied by an end of semester opportunity for feedback. I compiled a considerable amount of feedback during the latter part of the course, which I have not been given opportunity to submit.
428	End-Semester survey		<p>I didn't do the end of course survey because the usual "big yellow button" didn't seem to be there so I didn't know how to provide feedback.</p> <p>I think for all surveys rather than being emailed that there is a "big yellow button" to use.</p>
503	End-Semester survey		I didn't happen to notice that if this pilot received a score of 3 or greater that it would not be present at the end of the semester, I very much prefer the end of semester review which I like to complete after my last exam.
568	End-Semester survey		I much prefer the traditional big yellow button to leave feedback on completion of the course. I was quite disappointed to see that there was no option for offering feedback on this course. The only way to give feedback was through an email to the Course Examiner (advised as such through a forum post from the Examiner). I did not do this as the anonymity aspect was not available in this manner. I always provide constructive feedback on completion of my course.
609	End-Semester survey		I would have preferred to have been given the option to complete an end-of-semester survey as well as I had concerns about the level of support and marking structure in the course.
119	Impact and outcome		I think it's very important to provide check ins. Otherwise, the University may not be providing necessary content to students.
142	Impact and outcome		Thanks for the opportunity to voice my thoughts on the different units that I was taking part of in semester 3.
153	Impact and outcome		It was good to get feedback from the Course Examiner about the results of the survey and the improvement measure that came out of it.
275	Impact and outcome		At first, I thought it was a little early to do a survey about a course, seeing as we were only a few weeks in. However, due to my busy schedule (Mum of 4, working full time), this survey reminded me how important it was for me to keep studying toward my goals. Reflecting on the survey, I feel it was a positive experience. Thanks!



281	Impact and outcome		I think the survey is a great way for the university to keep abreast of how students are finding the courses.
476	Impact and outcome		It didnt matter if I was satisfied with the course as it was already scheduled and was going to be run in a certain manner regardless of my answer. The learning opportunities were hard to understand as there was an assumption of prior knowledge.
501	Impact and outcome		It was beneficial and a great idea.
521	Impact and outcome		I think the suggestions were acted upon, so the surveys were good.
563	Impact and outcome		The surveys allow students to voice their concerns and what is going well. I appreciate this opportunity as I believe it is important to accommodate different learning styles to support successful outcomes
604	Impact and outcome	End-Semester survey	I feel that an early survey in week 3 or 4 is extremely valuable to provide feedback so that changes can be made by the teaching team to meet students' needs if required. I do not recall receiving the end of semester feedback survey and would have liked to provide feedback at the end of my course. I would be happy to participate in 2 surveys per semester - 1 at the beginning and 1 at the end. I feel this would be valuable information for the teaching team to gather to improve their practice and ensure student engagement.
637	Impact and outcome		at this stage I have nothing further to add - generally I am happy with progress thus far
649	Impact and outcome		Glad to hear that the University is listening to the students.
20	Intermittent Engagement		Did not have any effect, so was pointless participating
49	Intermittent Engagement		It's hard to know if the lecturer actually made changes for the rest of the semester because all the lectures were pre-recorded and loaded onto Study Desk from the start so that we could supposedly work at our own pace. He did however, acknowledge the results of the survey in a message to all course participants.
60	Intermittent Engagement		I'm not sure how useful it will be given that the results are provided so close to the exam. My course lecturer was not exactly helpful nor were any recommendations implemented
65	Intermittent Engagement		None of the issues raise in the pilot check-in survey were addressed.
78	Intermittent Engagement		I feel that the lecturer has not taken constructive feedback about the course to make it better for future users. Emails have been unanswered and there has been absolutely no feedback given on either assignments.
102	Intermittent Engagement		Interestingly in one of my subjects I felt that there was a lot of interest and engagement from the lecturer and then after the survey ther was nothing! It felt like they were buttering us up to get a good survey result. In another subject, the course coordinators paid a lot of attention to the survey results, polled students on suggested alternatives etc
114	Intermittent Engagement		It was pointless. The information collected was very accurate and serious concerns for many students but the receommendations were not followed up and did not change anything. It ended up being a waste of time.
132	Intermittent Engagement		I dont really feel it meant anything to be honest.
202	Intermittent Engagement	End-Semester survey	Not many changes were made to my courses. I would have preferred to provide end-of-semester feedback as I was unhappy with aspects that I now cannot communicate.
295	Intermittent Engagement		Cannot see the point as nothing was changed, extra support was not provided
402	Intermittent Engagement		Pilot survey was pointless. The lecturer's even by week 3 & 4 were not organized to have the course up and running entirely. Also ignored students which is typical Sem 3 behaviour in general so surveys are pointless.
411	Intermittent Engagement		I'm not sure how these were responded to .
61	Process and timing	End-Semester survey	Doing a survey about the course in week 3 - 4 to judge course satisfaction was not very helpful as you are still getting use to the structure of the course and so don't really know what to expect. What would have been better is if it asked if any additional resources were needed or if you had trouble understanding what was required. On another note, I was very disappointed that there was no end of semester survey available as I had some issues that I wanted to communicate that were not present when I did the survey in Week 3 - 4. My understanding about the surveys are that they are more about helping future students rather than current students. There is only so much change that can be done in the current semester. Therefore, it is better to cover the whole semester not just part, especially not just the start when expectations are still not fully known. Would have been good if I had gotten to do both surveys.
89	Process and timing		Suprised to receive the survey. It was too early to assess the courses at that time
147	Process and timing		The survey was too early in the course, the beginning of the course was vastly different to the end in terms of timing and workload

161	Process and timing		The question you ask here doesn't even make sense, What results? Do you mean the response I gave to the check in survey or some aggregated results of the survey? Anyway, both the check in survey and this survey are not relevant to me, hopefully relevant to whoever was/is running the survey.
259	Process and timing		does this feedback go anywhere or is looked at?
270	Process and timing		Thank you for creating and distributing this survey. I unfortunately am getting quite tired of filling out surveys for the same course. I understand that there are two check-in surveys for each unit, there is also a general evaluation for each course. Now, we are invited to survey the check-in survey. From a student's point of view, I don't think we should be invited to up to six surveys/evaluations for one unit per semester - especially when the average student is doing more than one unit a semester. I am happy to continue to provide you with completed surveys, however the meaning behind them is getting stretched thin when having to do so many. Thanks.
325	Process and timing		It would be beneficial to ask questions relating to the ease of use of the course page (dashboard), ease of access to materials, ability to understand and approach lecturers and tutorial staff.
388	Process and timing		Week 3 is not necessarily enough time to evaluate if you are satisfied or not. I get that you want to do it before Census. It should also ask about the responsiveness of the lecturer/examiner, as this is often a key determiner of success.
605	Process and timing		Survey was too soon in the course and does not allow to give accurate representation of the course.
628	Process and timing		As it was the beginning of the course, my feedback is not as relevant because I now know where the course was leading us. At the time I was a little confused and nervous about the unit.
50	Reflections on course experience		Thank you It was great Semester I'm happy with USQ and Courses
92	Reflections on course experience		I felt the course catered to students needs and support for any concerns was offered.
162	Reflections on course experience		When completing an assignment, I followed the task sheet however the two lecturers gave two different ways to complete this assignment. When calling out that the other person has said something different from the feedback to our questions, the person replied back with "yeah, you have to do both", I had to change my assignment at least three times because of the amount of different feedback we were given on how to tackle this assignment. It clearly showed that both lecturers did not communicate and were on different pages on what the assignment asked from us and most of them said something different to what the task sheet was asking from us to do. It felt like I was walking blind when completing this assignment.
187	Reflections on course experience		I hope to have more books available in the USQ Toowoomba Library.
251	Reflections on course experience		The forums have not been the most effective way to communicate with fellow students and staff. I have used 'slack' for another subject and the communication using that platform was 10x more effective and mobile device compatible. The meet-up sessions were extremely valuable to by learning during this subject.
352	Reflections on course experience		I did have a bit of trouble with EDU5325. I think had trouble with this course because I decided to take it on in my 2nd semester. I was only used to doing 1st-year courses.
399	Reflections on course experience		I found the feedback at the end of the assignments to be very vague and not really providing solutions on improvement. It would be have more useful to have examples of improvement instead of a simple statement such as "limited weaknesses identified". It did not help me understand what was required and what I could of improved on, other than just a 'do better' attitude. I have not found this to be the case among other units I have studied, which have always provided great in depth feedback and responses. In turn, it made me feel that the marking was rushed and the grade provided for Assignment 2 inaccurate.
498	Reflections on course experience		No other comments, it was a fantastic course
499	Reflections on course experience		If we could receive back from the assignments prior to completing the next assessment. I could not take the marker's feedback and apply it to my next assessment due to this reason.
512	Reflections on course experience		i can not remember the survey to be honest, however i was very happy with the lecturer i had semester 3. She provided feedback, assistance and support above and beyond.
583	Reflections on course experience		Gain a lot of knowledge in respect of academic learning because I have only professional qualifications. All required information is submitted to the students systematically. The way of guidance easy to understand. I have completed 2 subjects in this semester. this was my first attempt such online education. Appreciate the effort made by USQ team and wish you all the best for future sharing of knowledge....

**Do you have any other comments about your experience from uni**

ID	Code 1	Code 2	Response
495	Reflections on course experience		This course is not marked well and is not relevant

419	Reflections on course experience		I am confused about the content taught in this course and how it aligned with the assessment pieces (mainly assignment 2). The course had too much focus on how to use Excel rather than how numeracy is used through various curriculum areas. The rubric used on assignment 1 had errors (I did not pass the assignment however according to the rubric shading, I had passed every section?). It would be worthwhile to look at the needs of a classroom teacher and how they will be required to use data because I don't think this course fits that criteria.
399	Reflections on course experience		My feedback is not an attack at the lecturers or of the course itself. I love USQ and being a part of the community, and this is the first time I felt my grade or feedback could be disputed.
360	Reflections on course experience		The teaching team in this course helped and supported their students from the very start of the course to the very end of the course. Due to health and family circumstances I submitted both assignments late. However, I thought the marking was very fair for late submissions and assignments were marked without bias. as if the assignments were submitted on time. I thoroughly enjoyed the learning journey, even though there was a heavy workload that was manageable over the semester three period.
350	Reflections on course experience		It is was good for me .
332	Reflections on course experience		Online book for the students would be fruitful
286	Reflections on course experience		I feel that as this course is for external students it should be delivered fully online and exams are not the best or appropriate way to deliver assessment for an online course. This was my 5th post grad online course at 5 different universities and it was the ONLY university to hold exams.
251	Reflections on course experience		I found myself to be very time poor for the final exam. Part of the reason for this is that I was basing my expectations on the previous years past exams and was caught off-guard by the difference. I will endeavor to be better at time management in future exams as this was ultimately poor planning during the exam on my part.
183	Reflections on course experience		Feedback; 1) I am satisfied with this course - 1 - Strongly Disagree - very dissatisfied, no intensive sessions or additional lectures, however high expectations from the students, tough marking criteria, tough critiques, hence poor average marks across the semester for both assignment. 2) I have taken advantage of the learning opportunities offered in this course - 5 - Strongly Agree 3) Any other comments? In general, adequate assignment explanation, and inconsistencies between expectations of the prof/lecturer and the markers. Very disappointed about tough marking criteria as markers haven't been adequately briefed. 4) I confirm that the feedback I have provided to this survey is constructive - Yes
173	Reflections on course experience		It was very informative and appropriately paced for semester 3. The extensions of assessment proved to be useful over the Christmas period.
158	Reflections on course experience		I enjoyed this course and it was great to let go of maths anxiety and learn to enjoy maths
124	Reflections on course experience		Very enjoyable and relevant to my line of work and future direction.
122	Reflections on course experience		Purchased the Culminative Harm Framework text and it wasnt used.
89	Reflections on course experience		No. I would like to say I was very pleased to see additional course offerings in T3 , even if they were poorly attended compared to the equivalent units in T2& T3
536	Process and timing		Suggest to expand the question to specifics such as I am satisfied with ; content of the course; study materials; relevance to my professional work etc....
476	Process and timing		The survey was designed to provide an illusion of feedback was wanted but nothing could have been included in the running of the unit as it didnt allow time for implementation.
467	Process and timing		It is always nice to see improvements being made to the survey process. I'm not sure I agree with the final question - if a student has a complaint it is not also their responsibility to tell the course providers how to fix it, usually it's fairly straightforward. If a student complains that assignments are unrelated to course content, make it more relevant or explain why it's so. If a student feels the examiner was distant throughout the duration of the course, they will say so and the natural constructive detail to extract is, be more attentive. Merely the words "I confirm that the feedback I have provided to this survey is constructive" is a bit counter-productive and unlikely to do more than annoy students by inferring their feelings and points are somehow invalid by default - and have to be proven constructive to be worth sharing.  While I see the obvious reason for having the question, if someone was willing to flame the lecturer, course, or USQ as an organisation this prompt is not going to prevent them from doing so, and even if they criticisms are baseless and non-constructive. Their opinion was requested in the form of offering a survey, so take it or leave it, but do not patronise the survey respondent.

379	Process and timing		<p>I did not like this form of survey at all. It asked only two very basic questions, whereas the usual feedback form asks several different ones relating to the course, the teacher, the assignments, the course materials, StudyDesk, etc. The other comments section is also a poor replacement for the previous questions like 'what did you like about this course' and 'what do you think needs improvement', which are prompts for constructive feedback.</p> <p>I liked the feature of having the lecturer respond to students' feedback, however, was extremely disappointed that this option was available before end of semester grades were released. Considering that the uni encourages us to submit feedback with the promises that a) all feedback is anonymous, and b) lecturers will only see it after grades release, this was quite disappointing and personally a breach of trust. I would think twice about participating in any future course evaluations based on this experience.</p>
325	Process and timing		It would be beneficial to ask questions relating to the ease of use of the course page (dashboard), ease of access to materials, ability to understand and approach lecturers and tutorial staff.
271	Process and timing		Seemed a bit simplistic and as such may be of limited use. Perhaps could be improved by offering optional subset of questions to help clarify where strengths or weaknesses in course existed, as currently this is only achievable should the participant detail this under the other comments section.
263	Process and timing		More detailed questions would be helpful
49	Process and timing		The questions were generic and didn't seem like they were checking on the specific issues which might have been raised in the earlier survey to see whether there had been improvement or change. It was also very brief, with little opportunity to identify further/new issues, so it fell short in terms of feedback I'm normally able to convey in the end of semester survey.
541	Impact and outcome		I think it was good to get student feedback but i hope there is a vetting process and not just the examiner deciding whether the feedback is valid.
402	Impact and outcome		<p>USQ surveys are pointless - in my 23 completed units only once has a lecturer ever replied to a survey that they are making changes and taking the feedback on board.</p> <p>USQ online IT courses are unnecessarily stressful for online students simply due to the lack of course interaction by lecturers and severe lack of effort lecturers (nearly all in my experience) put into managing a course when it is running during a semester.</p>
372	Impact and outcome		I think it's a great tool for lecturers to receive information that will possibly benefit future students and the structure and content of the course.
366	Impact and outcome		No, however, I do not see value in the check in survey
284	Impact and outcome		The results of these surveys are extremely important for the USQ team.
205	Impact and outcome		The checkin survey did seem to highlight some deficiencies in the running of CIS1101, but feedback was received too late to be of use. It took over a month for results and course coordinator feedback to be received, by which time S3 was almost over. The response that the course coordinator promised to deliver from the answers from the survey never actually happened, so the survey was useless.
60	Impact and outcome		I'm not sure how useful it will be given that the results are provided so close to the exam. My course lecturer was not exactly helpful nor were any recommendations implemented
485	End-Semester survey		Only one of my subjects asked for a survey. I believe all subjects should have a survey after the semester is completed. The other subject I completed I had topics that I wanted to provide feedback for and I was unable to provide feedback on the class as there wasn't a survey available. I think if teachers were interested in their position & students learning capabilities they would be interested to hear the feedback from the students.
389	End-Semester survey		This is the survey that I did not have access to. I think there was an early semester checkin but the end of semester follow up survey is preferred and more useful because it is a reflection tool. Hard to give accurate feedback in week 2 or 3.
231	End-Semester survey		I believe that there should have been a survey after the completion of the course as although the course was well structured and the course material was relevant, I found the lack of feedback on the assignments before the commencement of the exams disconcerting and my answers to these questions would have been very different armed with this knowledge
102	End-Semester survey		Only one course had a survey. the one I wanted to comment on didn't
637			nothing to add for the moment
594			No
396			N/A
375			nop
359			No.
214			no

212			no.
177			No
50			Thank you

#### Why didn't you participate in the S3-2019 Check-In or End-of-Sem

ID	Code 1		Response
10	Awareness / communication		Didn't receive email.
14	Awareness / communication		I actually don't remember seeing anything about end of semester and I didn't need any assistance during weeks 3 and 4 so didn't worry.
26	Awareness / communication		Didn't realise they were offered
52	Awareness / communication		I did not there was one.
59	Awareness / communication		I don't recall receiving any surveys. I got check up emails and maybe I missed the survey.
85	Awareness / communication		Did not see they were available
101	Awareness / communication		Didn't receive any
171	Awareness / communication		was not invited
172	Awareness / communication		I was unaware of the survey
174	Awareness / communication		Did not receive an email to participate in any Check-in or End-of-Semester follow-up surveys.
198	Awareness / communication		Wasnt asked to.
219	Awareness / communication		I don't remember getting an email for these, even though I probably did. I thought it would be the same as other semesters where we receive the 'big yellow button' to provide feedback.
227	Awareness / communication		I didn't participate in the surveys because I wasn't constantly checking my emails over semester 3. Therefore when I did, it was to check on information regarding my course. Once I had read the email I simply forgot to do any of the survey's.
236	Awareness / communication		The survey was not visible on my study desk
237	Awareness / communication		I was not aware of them.
277	Awareness / communication		I did not know that there were surveys. I would have submitted feed back. It was a fantastic option being able to do a subject during the summer semester. If it is at all possible it would be greatly appreciated if more were offered so that you could do one each summer in MOLT which takes the pressure off during the other semesters. I would absolutely take another subject over next summer of a subject offered in year 2. In any of the courses I am doing this semester we have spoken about how fantastic it was to have that option. and we have been telling people that it was a great help in easing the load. especially as some one who is studying part time and working a little to help. Thank you.
280	Awareness / communication		Didn't see invitations to the surveys.
318	Personal / health reasons		Full time work, mum and part time student over the Xmas break. I didn't have the time or energy.
321	Awareness / communication		didn't realise they were pilot surveys
322	Awareness / communication		I did not see these pop up at anytime
345	Awareness / communication		I dont remember participating - the questions dont 'ring a bell'
367	Awareness / communication		I was not really aware of the pilot surveys. I did see the link on the course page for the mid term but wasn't sure what it was for. I didn't notice the end of semester link. I would have been keen to provide feedback on FIN1101 as it was one of the more engaging courses I have studied and I would like to see more courses delivered in a similar way.
376	Awareness / communication		I never received an email for either of them (or any obvious prompt on the USQ website).
403	Awareness / communication		I can't remember being invited to participate, other wise I would have... USQ knows I love surveys!
414	Awareness / communication		I do not recall being asked to complete either survey. I would have been happy to complete either both/surveys. The course was excellent and having the ability to complete a unit in semester 3 was ideal.
434	Awareness / communication		No particular reason other than I wasn't frequently logging onto the StudyDesk so I didn't realise they were available.

437	Awareness / communication	Having a check in survey midway through a course is a good idea and would have been greatly appreciated last semester, however I was not made aware of this survey. Also, at the end of the semester the normal big yellow survey button did not appear. I was not the only student who had this issue as the question of it's whereabouts was posted on our forum. Unfortunately it was not addressed because our lecturer did not check the forum posts. It's a shame because I know there would have been a lot of people with feedback to give.
462	Awareness / communication	I don't recall ever seeing it
466	Awareness / communication	Cant remember.
494	Awareness / communication	I didn't get notifications about it
504	Awareness / communication	I don't remember whether or not I participated in surveys during that semester
514	Awareness / communication	I did not receive one.
520	Awareness / communication	I don't recall receiving them. Sorry.
523	Awareness / communication	I did not know about them or was too busy to complete, surveys aren't really a priority over study.
540	Awareness / communication	Don't remember being offered to do it....
559	Awareness / communication	I don't remember volunteering for it.
580	Awareness / communication	did not see the message
592	Awareness / communication	I don't recall being contacted to participate in any surveys via email. The usual option of the big yellow button has also not been available at the end of semester. I would have liked to have been given the opportunity to provide feedback on EHT4100 as I think the course could be improved by changing the current marking rubrics to be more specific as to what needs to be addressed in one's response, the use of the forums on StudyDesk rather than personal emails would allow for all students to learn from everyone's questions/comments, and if it is known that most people either fail or don't do well in the first assessment then perhaps this assessment should be changed or the way students are being taught modified to allow everyone to perform at their usual standard. I have noted that several students who usually have results as either HDs or As either failed or barely passed which to me indicates a problem that doesn't necessarily rest completely with the students.
610	Awareness / communication	Wasn't communicated well enough
622	Awareness / communication	Did not receive any correspondence on the surveys.
633	Awareness / communication	I didn't see this survey request.
634	Awareness / communication	I was not aware of the surveys
635	Awareness / communication	Didn't realise it existed
652	Awareness / communication	I had not received any information prior and did not understand what it was for
24	Enrolment	I did not study semester 3
186	Enrolment	withdrew from course
278	Enrolment	The subject which I enrolled in was dropped by enrolments.
416	Enrolment	I un-enrolled from the courses due to a conflict of scheduling with university and other commitments.
425	Enrolment	I unenrolled before census.
429	Enrolment	Dropped courses
565	Enrolment	I cancelled uni in semester 3 as we had to move and I started a new job.
603	Enrolment	I pulled out of the semester with academic penalty due to circumstances beyond control and felt that I was not applicable to take the surveys as a result
45	Personal / health reasons	Forgot
71	Personal / health reasons	i felt too busy with the study and then my own life and work after being free from study to look at my study desk until results release
95	Personal / health reasons	Overloaded with work
135	Personal / health reasons	I was busy with my research.
194	Personal / health reasons	Very busy at end of Sem and cognitive fatigue.
244	Personal / health reasons	Personal Reasons, A very challenging time for myself

257	Personal / health reasons		Got busy with assignments and other aspects of the course
266	Personal / health reasons		I dropped my course at the start of week 3 as I had to many commitments outside if study at the time
290	Personal / health reasons		I generally do the surveys. But I had so much going on. Study was overwhelming for me this past semester. I just couldn't think any further I simply did not have the energy or time.
327	Personal / health reasons		Too busy, forgot.
342	Personal / health reasons		Balancing full-time work and study I make choices about where I expend mental energy - so for this reason did not participate in any surveys.
347	Personal / health reasons		too busy. low on priority list
354	Personal / health reasons		Just didn't
363	Personal / health reasons		I just did not choose to participate in these
413	Personal / health reasons		I didn't want to participate
443	Personal / health reasons		I ran out of time due to work, uni and commitments with Children.
447	Personal / health reasons		didn't take the time to actually sit and take part in the surveys.
459	Personal / health reasons		Just did not follow up with it after getting the email :(
478	Personal / health reasons		Distracted with assignment writing and moving house.
481	Personal / health reasons		too much to do already without study and life.
492	Personal / health reasons		I was too busy and didn't realise I had too
496	Personal / health reasons		I was travelling and busy and cutting down work load.
517	Personal / health reasons		Didn't feel i had any feedback to provide
519	Personal / health reasons		Didn't have time
629	Personal / health reasons		I don't really recall why but perhaps due to time constraints. I am working full time and studying part time so don't find I have much spare time to do such things.
30	Personal / health reasons		To be honest, I forgot about them.
216	Personal / health reasons		Did not here of some of them, ran out of time
123	Privacy / impact		Because i personally don't feel that they are useful and was not provided any links that i am aware of to do them.
179	Privacy / impact		No benefit to myself
18	Privacy / impact		Because of severe anxiety about prejudging
56	Privacy / impact		My circumstances place me in a minority group.
90	Privacy / impact		I clicked on the link and looked at the first question. I can't remember what it was, but I do remember feeling stumped and a little uncomfortable about giving feedback in a very small class part way through a course. I would have liked to provide feedback on the visual overload of information included on study desk, but didn't see an immediate way to do that, so didn't complete the survey.
298	Privacy / impact		Too busy Did not want to offer any opportunity to compromise or bias assessments and grades
167	Timing / process		I was waiting until the end of the semester to provide feedback but the survey had closed.
340	Timing / process		The mid semester Check-In was not completed simply as I forgot. I was hoping to take part in the End of Semester follow up survey as I had quite a few issues in the second part of the semester, however I could not find any invitation to take part (which I was quite disappointed in). I had guessed that I was not provided an invitation as I did not complete the check-in survey, but now I'm uncertain.
129	Timing / process		Didn't start Uni yet
138	Timing / process		I've just searched through old emails to find this survey as i couldnt remember doing it. I did find the check in email with the survey but i think because the word 'survey' wasnt actually in the email subject line i didnt even realise it was a survey, apologies!
160	Timing / process		Expired before use. Would still like to submit feedback
192	Timing / process		One of my courses asked for feedback on the course as part of the assignment submission. I didn't feel it necessary to complete another course feedback.

223	Timing / process		I forgot too, by the time I went to do the end of semester one it had closed
225	Timing / process		I had trouble accessing - it wasn't made available on my course page. The moderator put up a post without a link or instructions how to complete at one stage and when I tried to work out how to do it myself, it didn't work. I would have liked to have submitted feedback so I would suggest ensuring users are given multiple opportunities from various sources to participate in these surveys via one click.
241	Timing / process		Just kept putting it off until it was too late
313	Timing / process		I didn't feel that I knew enough about the course initially. Then by week 11 I was very busy.
323	Timing / process		I may have participated in one of the surveys, but do not remember which because it's been a long stressful semester. I am replying now because I keep getting emails telling me that I did participate in one, but not which one.
509	Timing / process		I received a link during the term that did not work and was unable to answer any questions.
268			no comments



## Academic Staff Comments (Raw)

Do you have any comments on your experiences during the S3 Academic Quality Framework pilot?

ID	Code 1	Code 2	Response
3	Data use and validity		Problematic with courses with low numbers. If students don't provide any feedback to the questions then it's impossible to determine areas for improvement or those that are well received.
4	Data use and validity	Impact and outcome	As I had a small cohort and our students seem to be inundated with surveys, I had a limited response to the mid-semester survey. Although what I received was very positive I would have liked it to be more reflective of the whole cohort, something that is missing from this process. We seem to get the two extremes in responses. Maybe it should be a mandated requirement.... I enjoyed the curriculum conversation and found some of the tools sent with the description of the process useful.
5	Data use and validity		We need to address the issue of small response numbers. A hard test number of 3.5 based on a small number of responses is poor practice. We maybe need to expand our notion of 'small courses' to less than 50. At 50 students a response rate of 60% will yield 30 responses. If the number of responses is small we should be guided by the comments rather than the number of 3.5 to determine if students are satisfied or not and if a follow-up is required.
6	Data use and validity		I appreciate the need for quality assurance, but I would hope this one size fits all approach will not be held as a stick for compliance as some courses evolve differently during the semester.
7	Data use and validity		I am not surprised that USQ has developed a complicated and overly rule-bound approach to collecting data. It's typical. Although it's completely unnecessary to do it in this way, USQ staff cannot help but use these processes as opportunities to tell people that "TEQSA requires it" or "your line supervisor must attend". What is being overlooked here is that it is now too late to yield any constructive data from this type of process. There are too many students on conditional standing or failing to even look at one single piece of course content for me to place any weight at all on the results of student surveys. Furthermore, the decline in student numbers indicates a broader institutional problem, rather than something that can be fixed at course level. The course leaders have been doing an excellent job supporting a declining overall product and while this sort of process might be necessary, I didn't appreciate the tone of it.
22	Data use and validity		I think the mid term evaluations are advantageous but I do believe the number of students incorporated in the feedback should be considered as important. Thanks for the support.
17	End-Semester survey		While I like the idea of a mid-semester survey and an opportunity for students to identify 'quick fixes' and for CE's to be able to respond both to these as well as any other comments, I wonder if there also needs to be something later in the semester to identify both positives and negatives about the course as well as constructive suggestions for future offers.
26	End-Semester survey	Process and timing	I have found that participating in the process so early in the semester has meant that issues found later in the semester are now not recorded in the Action Plan. I will need to follow up and determine if and when it is appropriate to update the Action plan to better fit with the full semester experience.
28	End-Semester survey	Impact and outcome	I think for first offer courses an end of semester student evaluation is required. I do find the information handy for course improvement, so we ended up running a session to collect feedback instead (as the course did not have an end of semester evaluation). The improvements to the course examiner return was welcomed - the new questions improved course reflection.
2	Impact and outcome		One of the main benefits of this pilot survey, especially with respect to 'closing the loop', is that students feel they are being listened to.
8	Impact and outcome		This pilot has proven to be very useful in solidly identifying the "pluses" and shortcomings for all the six courses I was examiner for, and thus being crucial to instigation of an improvement regime.
10	Impact and outcome		The new streamlined system was easy to follow and simplified the process to gain proactive feedback from the students. The discussion with Lyn and Angela was valuable to interpret the data. I found the mid-point check in really helpful when I explained the data to the rest of the course team when we completed the Action Plan .
12	Impact and outcome		I thought the conversation was really worthwhile and brought up some clear issues for the course. It needs to be coordinated with the program directors though s some information would have been great for them to hear.
13	Impact and outcome		Early check-in has been useful to implement the change for the same cohort rather than the future class.
14	Impact and outcome		It was good to have students feedback early in the semester to respond to any of the issues raised by the students.
18	Impact and outcome		These meetings and this provides data provides a very powerful incentive for substantial change in our T& L and student experience space. I think its brilliant
19	Impact and outcome		It was a well-organised and professional experience personally.
20	Impact and outcome		I believe this is a good approach and I support it.
29	Impact and outcome	Data use and validity	The overall mindset of the staff supporting the pilot was appreciated. There are many reasons for a course's poor performance and I felt the leadership team on the pilot understood the complexities that can be involved and did their best to support staff during the process. In considering a broader roll-out I think it will be important that this level of support and understanding is sustained as without this this style of quality checking could appear to be a punitive and cause quite a bit of angst.
16	Process and timing		I think this is a great initiative, and should be ongoing, and have ongoing evaluation and development.
21	Process and timing		I did not have enough time to actively engage as I normally do not teach sem 3 and ended up with courses as a staff member left. I think the Project is fabulous.
23	Process and timing		I did not teach in s3. I was on leave for several weeks, including carer's leave because my wife was in hospital during January 2020.  I believe that I was moderator for two courses only.
31			No, but I have views about academic quality.
36			No
39			No
40			No

