

# Benchmarking Performance in Learning and Teaching

Professor Todd Walker  
Pro Vice Chancellor  
University of Ballarat

# Thank You

You pay the University of  
Ballarat a wonderful  
compliment by inviting me to  
your Learning and Teaching  
forum.

- What are the key drivers for performance in Learning and Teaching in Australia
- Customising Student Evaluation of Learning and Teaching
- Using Program Health Checks for Institutional quality control



# Victoria, Australia Location Map



## Ballarat

Ballarat is located 110 km north-west of Melbourne, at the junction of the Western and the Midlands highways.

- > Adelaide via Western Hwy – 620 km
- > Geelong via Midland Hwy – 90 km
- > Melbourne via Western Hwy – 110 km

## Stawell

Stawell is located 235 km north-west of Melbourne, on the Western Highway.

- > Adelaide via Western Hwy – 495 km
- > Ballarat via Western Hwy – 125 km

# University of Ballarat

24,000 students  
1700 EFT Staff  
5 Campus  
Dual Sector





# Key Drivers

# Key Drivers

1. Review of Australian Higher Education
2. Australian Government's reform agenda
3. Added attention to academic standards

# Review of Australian Higher Education

- ➡ Uncapped deregulated market
- ➡ Standards based quality assurance
- ➡ New Tertiary Education Quality Assurance Agency





# Reform Agenda of Australian Government

- ➡ Mission based compacts
- ➡ Performance funding
- ➡ Quality TEQSA
- ➡ Qualifications Framework



Mt Helen Campus, Ballarat City



# New Standards

- 1.Provider Standards
- 2.Qualification Standards
- 3.Learning and Teaching Standards
- 4.Research Standards
- 5.Information Standards



Horsham Campus, Horsham City

# Standards

## Learning and Teaching Standards



# Standards

## Learning and Teaching Standards

**DEVELOPING A FRAMEWORK FOR TEACHING AND  
LEARNING STANDARDS IN AUSTRALIAN HIGHER  
EDUCATION AND THE ROLE OF TEQSA**

**DISCUSSION PAPER**  
June 2011

Learning standards are best viewed as outcome standards. Learning standards describe the nature and levels of student attainment—what students and graduates know and can do. Student attainment is known by various expressions, such as learning outcomes, competencies and the like, often with significant shades of meaning. Broadly, however, learning standards apply to desired areas of knowledge and skills and the levels of attainment required for graduation and for the award of grades at pass level or above.

# Standards

## Learning and Teaching Standards

**DEVELOPING A FRAMEWORK FOR TEACHING AND  
LEARNING STANDARDS IN AUSTRALIAN HIGHER  
EDUCATION AND THE ROLE OF TEQSA**

**DISCUSSION PAPER**  
June 2011

Teaching standards might best be viewed as ‘process’ or ‘delivery’ standards. These are the aspects of institutional provision or educational delivery commonly accepted to have an effect on the quality of student learning. These include curriculum design, the quality of teaching, student learning support, and the infrastructure which directly supports the processes of teaching and learning





# eVALUate

Student Evaluation of Learning and Teaching



eVALUate is UB's online system  
for gathering and reporting  
students' perceptions of their  
learning experiences.

- The eVALUate **unit survey** asks students their perceptions of what helps and hinders their achievement of unit learning outcomes, their motivation and engagement, and their overall satisfaction with the unit.
- The eVALUate **teaching survey** asks students to give feedback to individual teachers on their teaching effectiveness

**eVALUate Unit Summary Report**  
**Evaluation period: 2008 Semester 2**

Unit Name: Animal Science 100

Unit Number: 00001

Responses(n): 385

Enrolment(N): 1060

Response Rate: 36 %

eVALUate quantitative items	Percentage Agreement	Percentage Disagreement	Percentage Unable to Judge
1. The learning outcomes in this unit are clearly identified.	90	10	0
2. The learning experiences in this unit help me to achieve the learning outcomes.	83	15	2
3. The learning resources in this unit help me to achieve the learning outcomes.	83	14	3
4. The assessment tasks in this unit evaluate my achievement of the learning outcomes.	80	18	2
5. Feedback on my work in this unit helps me to achieve the learning outcomes.	76	20	4
6. The workload in this unit is appropriate to the achievement of the learning outcomes.	80	18	2
7. The quality of teaching in this unit helps me to achieve the learning outcomes.	83	15	2
8. I am motivated to achieve the learning outcomes in this unit.	76	21	3
9. I make best use of the learning experiences in this unit.	77	20	3
10. I think about how I can learn more effectively in this unit.	80	18	2
11. Overall, I am satisfied with this unit.	78	20	2

**Unit coordinator's response: (maximum of 2000 characters)**

Dear students, many thanks for your encouraging feedback. I really appreciate that so many of you (from different locations) took the time out to provide valuable feedback on the unit. Overall students were very positive in their feedback. Issues with learning resources have been identified and will be addressed through the purchase of new library resources for next semester which will be available online to all locations via blackboard and the library. Students were dissatisfied with the time of the class at the Bentley campus. Timetabling is not controlled by Schools however this feedback has been given to the Head of School. The suggested improvements in terms of standardising the tutorial activities across all locations and amending the marking guidelines and assessment response sheets to provide more clarity on what is expected from students have been built into the unit for the coming semesters. Best wishes for the future.



**eVALUate Full Unit Report**  
**Evaluation period: 2010 Semester 2**  
**Aggregation: All results aggregated**

Unit Name: Fictitious 100		Responses (n): 24														
Unit Number: xxxxxxxxxx		Enrolment (N): xx														
Unit Coordinator: J Bloggs		Response rate: xx%														
eVALUate quantitative item	<p>Frequency Distribution (%)</p> <p>Scale:</p> <p>SA = Strongly agree    A = Agree</p> <p>D = Disagree            SD = Strongly disagree</p> <p>UJ = Unable to judge</p>	Unit Agreement (%)	Faculty Agreement (%)	University Agreement (%)												
1. The learning outcomes in this unit are clearly identified.	<p>n=24</p> <table><thead><tr><th>Category</th><th>Percentage (%)</th></tr></thead><tbody><tr><td>SA</td><td>50</td></tr><tr><td>A</td><td>46</td></tr><tr><td>D</td><td>0</td></tr><tr><td>SD</td><td>0</td></tr><tr><td>UJ</td><td>4</td></tr></tbody></table>	Category	Percentage (%)	SA	50	A	46	D	0	SD	0	UJ	4	96	75	75
Category	Percentage (%)															
SA	50															
A	46															
D	0															
SD	0															
UJ	4															

# eVALUate Course Summary Report

Evaluation period: 2008 Semester 2

Course Name: Bachelor of Animal Biotics

Course Number: 0000001

Unit	1 Learning Outcomes	2 Experiences	3 Resources	4 Assessment	5 Feedback	6 Workload	7 Quality of Teaching	8 Motivation	9 Use of Experiences	10 Effective Learning	11 Overall Satisfaction	Enrolment	Responses	Response Rate
Unit 1	75%	63%	63%	75%	50%	63%	75%	63%	63%	25%	71%	135	80	59%
Unit 2	83%	100%	100%	100%	67%	100%	100%	100%	100%	67%	83%	106	51	48%
Unit 3	64%	64%	64%	73%	82%	80%	91%	91%	91%	82%	73%	106	43	41%
Unit 4	100%	57%	50%	57%	43%	57%	79%	79%	79%	93%	57%	6	2	33%
Unit 5	75%	69%	81%	75%	50%	75%	69%	88%	75%	75%	88%	126	69	55%
Unit 6	90%	70%	70%	50%	50%	80%	80%	60%	70%	40%	70%	111	72	65%
Unit 7	60%	60%	60%	60%	20%	80%	80%	60%	80%	80%	60%	102	62	61%
Unit 8	80%	70%	70%	70%	60%	70%	80%	70%	80%	70%	60%	107	63	59%
Unit 9	100%	0%	100%	0%	100%	100%	0%	100%	100%	100%	100%	102	65	64%
Unit 10	100%	100%	100%	50%	50%	100%	50%	100%	50%	100%	100%	89	53	60%
Unit 11	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	89	51	57%
Unit 12	95%	86%	95%	86%	77%	100%	73%	82%	77%	68%	100%	1	0	0%
Unit 13	100%	100%	0%	100%	100%	100%	100%	100%	100%	0%	100%	7	3	43%
Unit 14	100%	67%	50%	83%	33%	67%	50%	83%	50%	83%	50%	56	21	38%
Unit 15	No Report Generated: only 1 student enrolled or no responses											1	0	0%
Unit 16	No Report Generated: only 1 student enrolled or no responses											3	0	0%
Unit 17	100%	50%	50%	100%	50%	100%	50%	100%	100%	50%	100%	56	20	36%
Unit 18	100%	100%	100%	67%	50%	83%	100%	83%	67%	100%	100%	111	72	65%
Unit 19	94%	94%	100%	94%	75%	94%	81%	81%	88%	88%	94%	102	62	61%
Unit 20	94%	71%	76%	82%	65%	94%	76%	71%	76%	76%	76%	107	63	59%
	Colour Key:	< 60	60 - 79	> 80										



# eVALUate Owning Organisation Unit Summary Report

Evaluation period: 2008 Semester 1

Organisation Name: School of Animal Health

Unit	1 Learning Outcomes	2 Experiences	3 Resources	4 Assessment	5 Feedback	6 Workload	7 Quality of Teaching	8 Motivation	9 Use of Experiences	10 Effective Learning	11 Overall Satisfaction	Enrolment	Responses	Response Rate
Unit 1	75%	63%	63%	75%	50%	63%	75%	63%	63%	25%	71%	64	22	34%
Unit 2	83%	100%	100%	100%	67%	100%	100%	100%	100%	67%	83%	12	6	50%
Unit 3	64%	64%	64%	73%	82%	80%	91%	91%	91%	82%	73%	32	16	50%
Unit 4	100%	57%	50%	57%	43%	57%	79%	79%	79%	93%	57%	60	35	58%
Unit 5	75%	69%	81%	75%	50%	75%	69%	88%	75%	75%	88%	60	16	27%
Unit 6	90%	70%	70%	50%	50%	80%	80%	60%	70%	40%	70%	54	10	19%
Unit 7	60%	60%	60%	60%	20%	80%	80%	60%	80%	80%	60%	14	5	36%
Unit 8	80%	70%	70%	70%	60%	70%	80%	70%	80%	70%	60%	23	10	43%
Unit 9	100%	0%	100%	0%	100%	100%	0%	100%	100%	100%	100%	3	1	33%
Unit 10	100%	100%	100%	50%	50%	100%	50%	100%	50%	100%	100%	17	2	12%
Unit 11	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	5	1	20%
Unit 12	95%	86%	95%	86%	77%	100%	73%	82%	77%	68%	100%	64	22	34%
Unit 13	100%	100%	0%	100%	100%	100%	100%	100%	100%	0%	100%	3	1	33%
Unit 14	100%	67%	50%	83%	33%	67%	50%	83%	50%	83%	50%	22	6	27%
Unit 15	No Report Generated: only 1 student enrolled or no responses											1	0	0%
Unit 16	No Report Generated: only 1 student enrolled or no responses											3	0	0%
Unit 17	100%	50%	50%	100%	50%	100%	50%	100%	100%	50%	100%	20	2	10%
Unit 18	100%	100%	100%	67%	50%	83%	100%	83%	67%	100%	100%	19	6	32%
Unit 19	94%	94%	100%	94%	75%	94%	81%	81%	88%	88%	94%	39	16	41%
Unit 20	94%	71%	76%	82%	65%	94%	76%	71%	76%	76%	76%	71	17	24%
	Colour Key:	< 60	60 - 79	> 80										





Summary eVALUate reports are tabled for discussion at the University Learning and Teaching Committee

All summary data from  
selected Programs and  
Course are benchmarked  
with Curtin University,  
Western Australia





# Program Health Checks

	EFTSL	Students	Preference Demand	Commencing Retention	Continuing Retention	Student Progression Ratio (SPR)	Overall Satisfaction V National Average	Good Teaching V National Average	Weighting
High	16.000	20	300%	> 80%	> 80%	0.900	15	15	5.0
Medium	8.000	10	100%	80%	80%	0.800	-15	-15	2.5
Low	< 8.000	< 10	< 100%	50.0%	50.0%	< 0.800	< -15	< -15	1.0
(All)									
Undergraduate									
(All)									



	EFTSL	Students	Preference Demand	Commencing Retention	Continuing Retention	Student Progression Ratio (SPR)	Overall Satisfaction V National Average	Good Teaching V National Average	Weighting
High	16.000	20	300%	> 80%	> 80%	0.900	15	15	5.0
Medium	8.000	10	100%	80%	80%	0.800	-15	-15	2.5
Low	< 8.000	< 10	< 100%	50.0%	50.0%	< 0.800	< -15	< -15	1.0
(All)									
Undergraduate									
(All)									

1. Equivalent Full Time Load
2. Student Demand
3. Commencing Retention
4. Continuing Retention
5. Student Progression Ratio
6. Overall Satisfaction
7. Good Teaching

	EFTSL	Students	Preference Demand	Commencing Retention	Continuing Retention	Student Progression Ratio (SPR)	Overall Satisfaction V National Average	Good Teaching V National Average	Weighting
High	16.000	20	300%	> 80%	> 80%	0.900	15	15	5.0
Medium	8.000	10	100%	80%	80%	0.800	-15	-15	2.5
Low	< 8.000	< 10	< 100%	50.0%	50.0%	< 0.800	< -15	< -15	1.0
(All)									
Undergraduate									
(All)									

1. Equivalent Full Time Load

2. Student Demand

3. Commencing Retention

4. Continuing Retention

5. Student Progression Ratio

6. Overall Satisfaction

7. Good Teaching



	EFTSL	Students	Preference Demand	Commencing Retention	Continuing Retention	Student Progression Ratio (SPR)	Overall Satisfaction V National Average	Good Teaching V National Average	Weighting
High	16.000	20	300%	> 80%	> 80%	0.900	15	15	5.0
Medium	8.000	10	100%	80%	80%	0.800	-15	-15	2.5
Low	< 8.000	< 10	< 100%	50.0%	50.0%	< 0.800	< -15	< -15	1.0
(All)									
Undergraduate									
(All)									

1. Equivalent Full Time Load

2. Student Demand

Demand

3. Commencing Retention

4. Continuing Retention

5. Student Progression Ratio

Learning

6. Overall Satisfaction

7. Good Teaching

Experience

	EFTSL	Students	Preference Demand	Commencing Retention	Continuing Retention	Student Progression Ratio (SPR)	Overall Satisfaction V National Average	Good Teaching V National Average	Weighting
High	16.000	20	300%	> 80%	> 80%	0.900	15	15	5.0
Medium	8.000	10	100%	80%	80%	0.800	-15	-15	2.5
Low	< 8.000	< 10	< 100%	50.0%	50.0%	< 0.800	< -15	< -15	1.0
(All)									
Undergraduate									
(All)									

1. Equivalent Full Time Load

2. Student Demand

Demand

3. Commencing Retention

4. Continuing Retention

5. Student Progression Ratio

Learning

High

Medium

Low

6. Overall Satisfaction

7. Good Teaching




Experience



Schools		EFTSL		Enrolments		Preference Demand		Commencing Retention		Continuing Retent		Student Progression Ratio (SPR)		CEQ Overall Satisfaction		CEQ Good Teaching	
AA5 BACHELOR OF VISUAL ARTS		181.000		201		304%		91%		38%		0.969		-15		-10	
AF5 BACHELOR OF ARTS (ACTING)		85.625		93		492%		74%		44%		0.939		45		35	
AH5 BACHELOR OF ARTS (MUSIC THEATRE)		82.499		87		497%		84%		53%		0.984		15		20	
AE5 BACHELOR OF ARTS (THEATRE PERFORMANCE)														55		25	
▼ BSSH																	
HE5 BACHELOR OF ARTS/ DIPLOMA OF ARTS (PROF WRITING & EDITING)		18.375		45		920%		80%		44%		0.810		-5		10	
HS5 BACHELOR OF ARTS (HUMANITIES & SOCIAL SCIENCES)		121.750		180		364%		47%		39%		0.795		5		0	
HW5 BACHELOR OF ARTS (RURAL SOCIAL WELFARE)		69.625		104		406%		72%		55%		0.898		-5		15	
HX5 BACHELOR OF ARTS (INTERNATIONAL STUDIES)		35.750		48		371%		47%		58%		0.805		20		25	
HY5 BACHELOR OF PSYCHOLOGICAL SCIENCE		122.083		165		292%		64%		51%		0.869		15		10	
HI5 BACHELOR OF ARTS (INTERNATIONAL STUDIES) & BACHELOR OF BUSINESS		5.000		6						33%		0.865		55		-25	
HP5 BACHELOR OF PSYCHOLOGY		0.750		2						50%		1.000		-35		-15	
▼ Bus Serv																	
VH7 BACHELOR OF HOSPITALITY (MANAGEMENT)		9.625		13				18%		50%		0.938		55		-15	
VM7 BACHELOR OF APPLIED MANAGEMENT STUDIES		41.750		74				63%		18%		0.978		-15		0	
▼ Business																	
BB5 BACHELOR OF BUSINESS		67.500		100		490%		50%		38%		0.835		15		25	
BC5 BACHELOR OF COMMERCE		157.125		205		297%		77%		38%		0.828		10		10	
BM5 BACHELOR OF COMMERCE / BACHELOR OF MANAGEMENT		29.375		30		633%		85%		59%		0.878		5		5	
MM5 BACHELOR OF MANAGEMENT		87.750		112		310%		74%		51%		0.915		10		5	
BE5 BACHELOR OF BUSINESS (E-BUSINESS)		0.500		1						0%		1.000					
BN5 BACHELOR OF BUSINESS (MARKETING)														5		0	
BO5 BACHELOR OF BUSINESS (TOURISM)		0.125		1						0%		1.000		5		-10	
▼ Education																	
TA5 BACHELOR OF SCIENCE/BACHELOR OF EDUCATION		12.042		16		280%		58%		100%		0.786					
TD5 BACHELOR OF TECHNOLOGY EDUCATION		24.750		23				0%		27%		0.787		55		60	
TF5 BACHELOR OF ARTS/BACHELOR OF EDUCATION		12.875		14		400%		63%		83%		0.905					
TJ5 BACHELOR OF EDUCATION		541.854		579		339%		75%		65%		0.934		0		5	
TL5 BACHELOR OF MATHEMATICAL SCIENCES/BACHELOR OF EDUCATION		7.708		9		367%		100%		71%		0.934					
TO5 BACHELOR OF ARTS/BACHELOR OF EDUCATION		45.583		56		733%		63%		63%		0.789					
TW5 BACHELOR OF TEACHING (EARLY CHILDHOOD EDUCATION)		67.375		137				78%		43%		0.958		20		20	
TV5 BACHELOR OF EDUCATION/BACHELOR OF TECHNOLOGY		8.250		11				0%		10%		0.768		-25		5	
TS5 BACHELOR OF EDUCATION (EARLY CHILDHOOD)		69.625		77		975%		75%		63%		0.933					

Schools	Demand	Learning & Teaching	Program Experience	Overall Star Rating	GDS Full-time Employment	GDS Graduate Starting Salary
▼ Arts Acad						
AA5 BACHELOR OF VISUAL ARTS	5	3	2	★ ★ ★	-77.7%	19.0%
AF5 BACHELOR OF ARTS (ACTING)	4	2	5	★ ★ ★	20.5%	-38.1%
AH5 BACHELOR OF ARTS (MUSIC THEATRE)	4	4	5	★ ★ ★ ★	43.5%	-10.2%
AE5 BACHELOR OF ARTS (THEATRE PERFORMANCE)			5	★		
▼ BSSH						
HE5 BACHELOR OF ARTS/ DIPLOMA OF ARTS (PROF WRITING & EDITING)	2	2	2	★ ★	63.8%	-25.4%
HS5 BACHELOR OF ARTS (HUMANITIES & SOCIAL SCIENCES)	5	2	2	★ ★ ★	63.8%	
HW5 BACHELOR OF ARTS (RURAL SOCIAL WELFARE)	4	2	3	★ ★ ★	-10.5%	-3.7%
HX5 BACHELOR OF ARTS (INTERNATIONAL STUDIES)	2	2	5	★ ★ ★	-18.1%	-33.5%
HY5 BACHELOR OF PSYCHOLOGICAL SCIENCE	4	2	3	★ ★ ★	-19.9%	3.7%
HI5 BACHELOR OF ARTS (INTERNATIONAL STUDIES) & BACHELOR OF BUSINESS	1	1	3	★	51.8%	
HP5 BACHELOR OF PSYCHOLOGY	1	3	1	★	6.8%	-19.4%
▼ Bus Serv						
VH7 BACHELOR OF HOSPITALITY (MANAGEMENT)	1	2	3	★ ★	-100.0%	
VM7 BACHELOR OF APPLIED MANAGEMENT STUDIES	2	2	2	★ ★	36.6%	72.3%
▼ Business						
BB5 BACHELOR OF BUSINESS	4	1	5	★ ★ ★	-32.5%	-14.9%
BC5 BACHELOR OF COMMERCE	4	2	2	★ ★	9.9%	-8.5%
BM5 BACHELOR OF COMMERCE / BACHELOR OF MANAGEMENT	2	3	2	★ ★	13.8%	4.3%
MM5 BACHELOR OF MANAGEMENT	5	3	2	★ ★ ★	-7.3%	-19.1%
BE5 BACHELOR OF BUSINESS (E-BUSINESS)	1	3		★		
BN5 BACHELOR OF BUSINESS (MARKETING)			2	★	51.8%	-14.9%
BO5 BACHELOR OF BUSINESS (TOURISM)	1	3	2	★ ★	-24.1%	-19.1%



AA5 BACHELOR OF VISUAL ARTS	
AF5 BACHELOR OF ARTS (ACTING)	
AH5 BACHELOR OF ARTS (MUSIC THEATRE)	
AE5 BACHELOR OF ARTS (THEATRE PERFORMANCE)	

# 5 Star Rating

5	Certificate of Merit
4	Continue Program
3	Continue Program
2	Show Cause for 1 year
1	Discontinue Program





Summary Health Check reports are tabled for discussion at the University Program Planning Committee

# Transparent



# Accountable

# Today



# Today

## Key Drivers of Reform

## Evaluate Teaching and Learning

## Program Health Checks

## In Conclusion

My deepest gratitude is extended to  
Professor Kazuhiro Sugimoto for  
inviting me to Tohoku University,  
Sendai



# Thank You

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*Domoarigato  
gozaimashita*