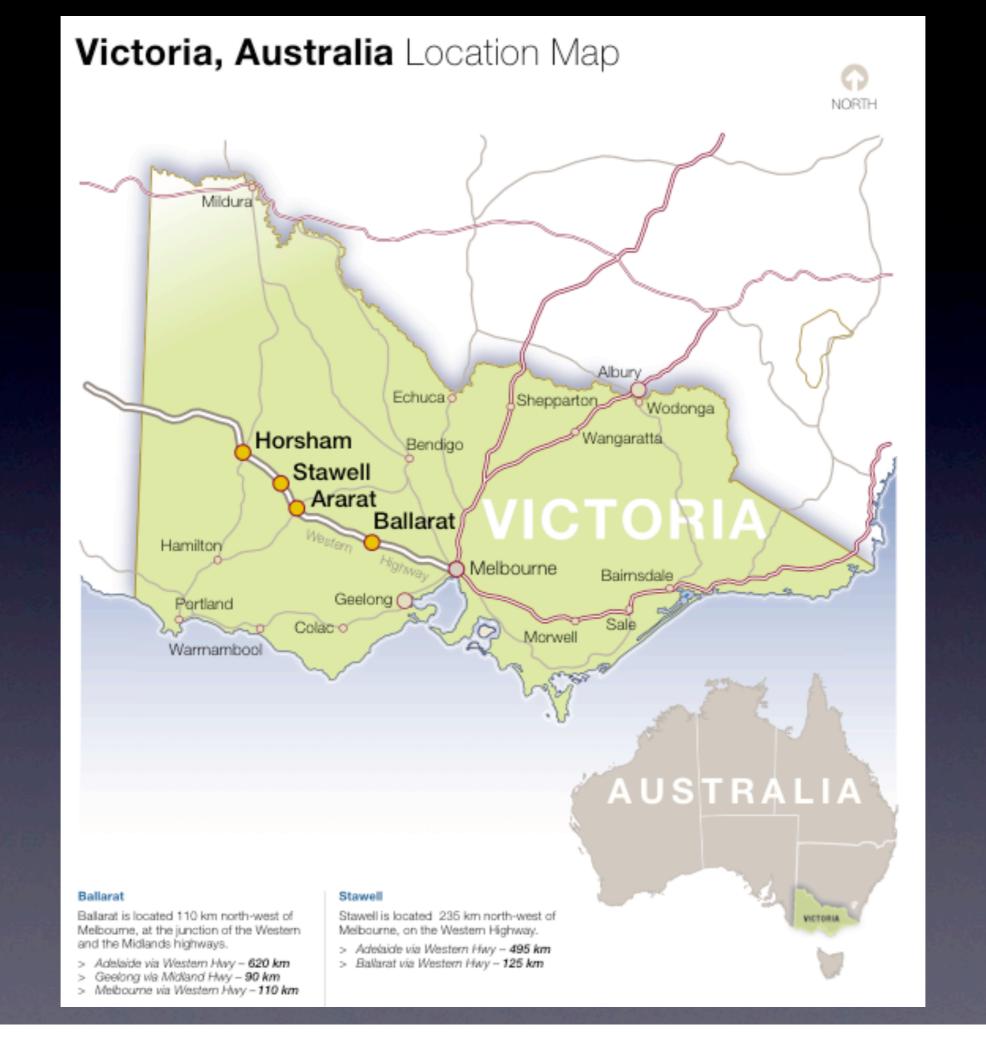
Benchmarking Performance in Learning and Teaching

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



University of Ballarat

24,000 students
1700 EFT Staff
5 Campus
Dual Sector



Key Drivers

Key Drivers

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

Review of Australian Higher Education

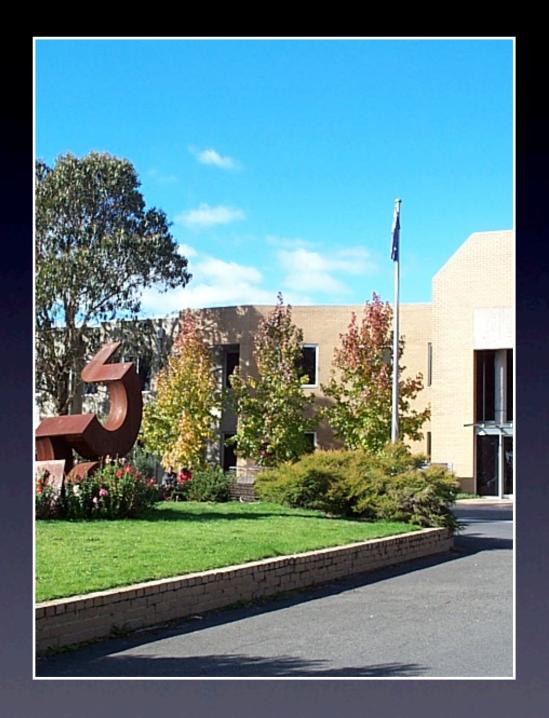
- →Uncapped deregulated market
- →Standards based quality assurance
- → New Tertiary Education Quality

Assurance Agency



Reform Agenda of Australian Government

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



Mt Helen Campus, Ballarat City

New Standards

- I.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.

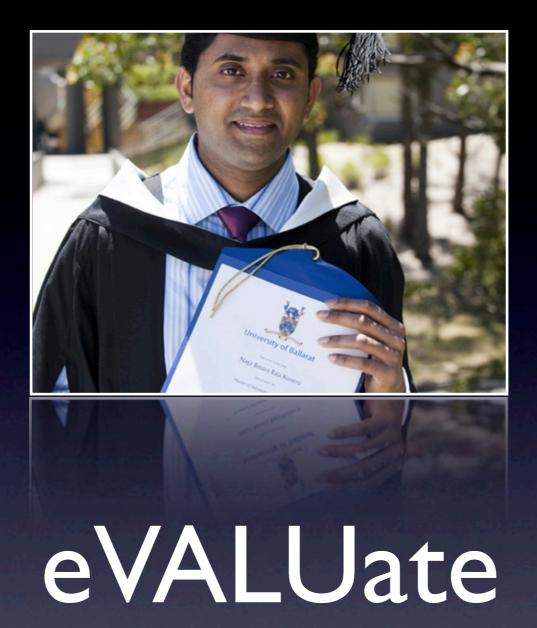
Standards

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



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 Responses(n): 385

Unit Number: 00001 Enrolment(N): 1060

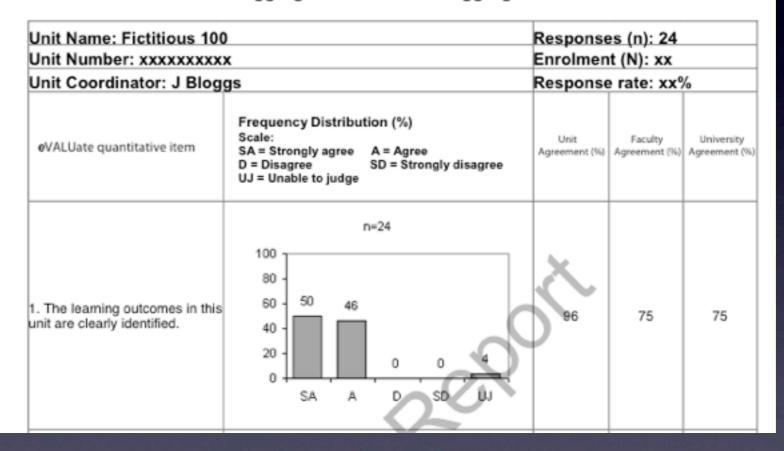
Response Rate: 36 %

eVALUate quantitative items	Percentage Agreement	Percentage Disagreement	Percentage Unable to Judge
The learning outcomes in this unit are clearly identified.	90	10	0
The learning experiences in this unit help me to achieve the learning outcomes.	83	15	2
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



eVALUate Course Summary Report

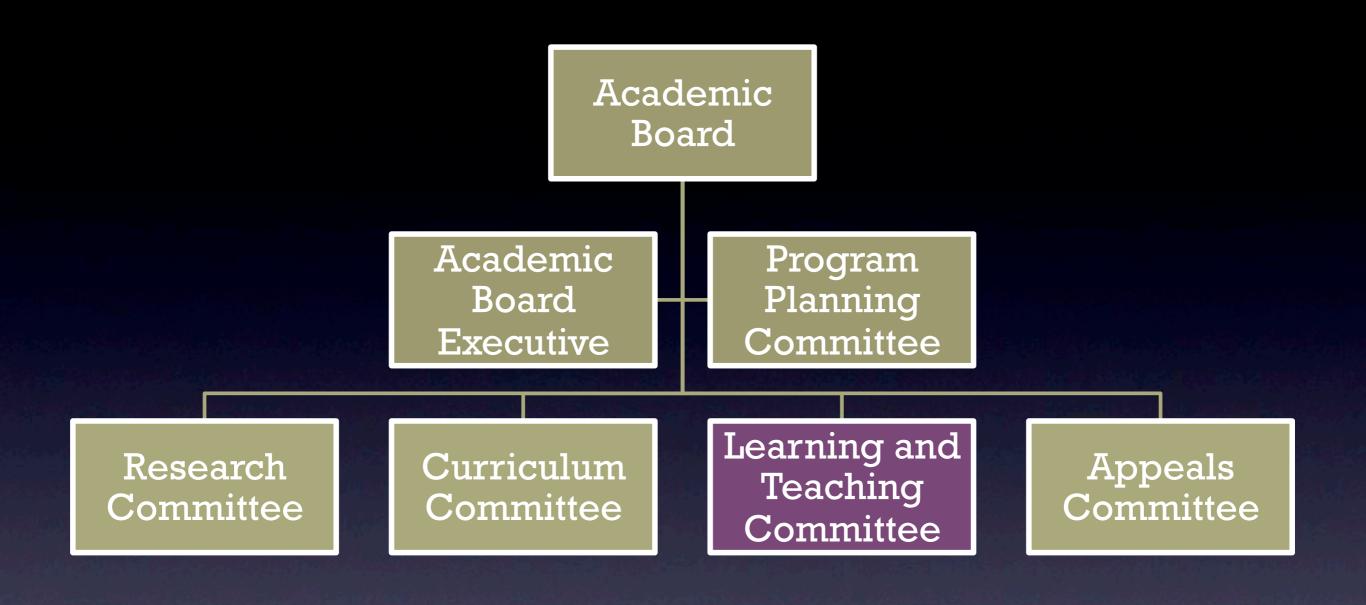
Evaluation period: 2008 Semester 2

Course Name: Bachelor of Animal Biotics

Course Number: 0000001

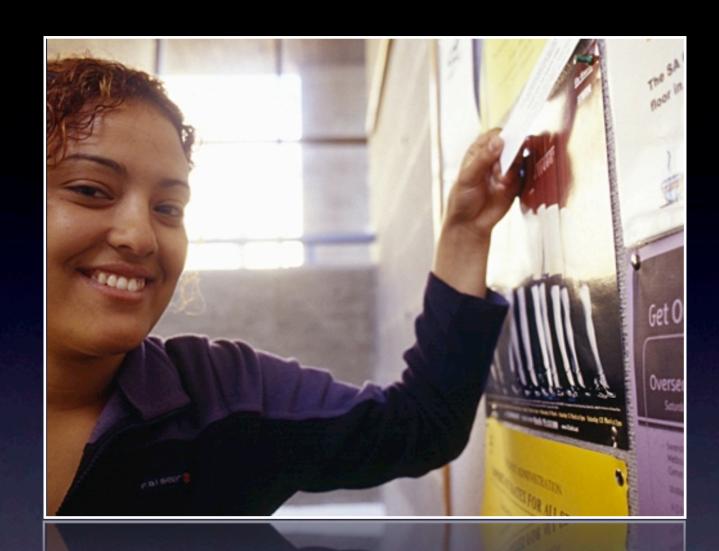
Unit	ning	ences	Resources	ment	Feedback Workload Workload Quality of eaching otivation Otivation Offective earning		rall	ent	ses	se				
	1 Learning Outcomes	2 Experiences	3 Reso	4 Assess	5 Feed	6 Worl	7 Quality Teaching	8 Motivation	9 Use of Experiences	10 Effect Learning	11 Overall Satisfaction	Enrolment	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%	60% 107		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 Rep	ort Generat	ed: only 1	student e	nrolled or	no respon	nses			1	0	0%
Unit 16			No Rep	ort Generat	ed: only 1	student e	nrolled or	no respon	nses			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 2 Experiences 4 Assessment Motivation 11 Overall Satisfaction Resources Experiences 10 Effective ŏ Workload 1 Learning Outcomes Feedback Responses Enrolment Response Rate 7 Quality Teaching Use of Learning 3 2 9 œ 6 63% 63% Unit 1 75% 63% 63% 75% 50% 63% 75% 25% 71% 64 22 34% 100% 100% Unit 2 83% 100% 100% 100% 100% 83% 12 6 50% 67% 100% 67% 91% 91% 32 Unit 3 64% 64% 64% 73% 82% 80% 91% 82% 73% 16 50% 79% 79% Unit 4 100% 57% 50% 57% 43% 57% 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% 70% 40% 70% 54 10 19% 60% Unit 7 60% 60% 60% 60% 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% 100% Unit 9 100% 0% 100% 0% 100% 0% 100% 100% 100% 100% 3 1 33% 100% Unit 10 100% 100% 100% 50% 50% 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% 100% 100% 100% 100% 100% 100% 0.9% Unit 13 100% 0% 100% 100% 3 1 33% Unit 14 100% 67% 83% 67% 83% 22 6 27% No Report Generated: only 1 student enrolled or no responses Unit 15 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% 100% 67% 100% Unit 18 100% 100% 67% 50% 83% 100% 83% 100% 19 6 32% Unit 19 94% 94% 100% 94% 75% 94% 81% 81% 88% 88% 94% 39 16 41% 94% 76% Unit 20 71% 76% 82% 65% 94% 76% 71% 76% 76% 71 17 24% Colour < 60 Key: 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								

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

(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
	A 113								

(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
7	(All)								

(All) Undergraduate (All)

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

Demand

Learning

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
7	(All)								<i></i>

(All) Undergraduate (All)

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

Demand

Learning

High Medium

Experience

Schools		EFTSL	▼	Enrolments	Pr	reference Deman		Commencing Retention	Cor	ntinuing Retenti-	Stu	dent Progression Ratio (SPR)		CEQ Overall Satisfaction	¥	CEQ Good Tea	ichir	
AA5 BACHELOR OF VISUAL ARTS	0	181.000	0	201	0	304%	0	91%	0	38%	0	0.969	0	-15)	-10	0
AF5 BACHELOR OF ARTS (ACTING)		85.625	0	93		492%		74%	0	44%		0.939	•	45			35	•
AH5 BACHELOR OF ARTS (MUSIC THEATRE)		82.499	0	87			•	84%	0	53%	•	0.984	•	15			20	0
AE5 BACHELOR OF ARTS (THEATRE PERFORMANCE)													•	55			25	
▼ BSSH																		
HE5 BACHELOR OF ARTS/ DIPLOMA OF ARTS (PROF WRITING & EDITING)	()	18.375	0	45	•	920%	•	80%	0	44%	0	0.810	0	-5)	10	0
HS5 BACHELOR OF ARTS (HUMANITIES & SOCIAL SCIENCES)	•	121.750		180		364%		47%		39%		0.795	0	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)	9	35.750		48		371%		47%	0	58%		0.805		20			25	
HY5 BACHELOR OF PSYCHOLOGICAL SCIENCE	•	122.083		165	0	292%	0	64%	0	51%	0	0.869		15)	10	
HIS BACHELOR OF ARTS (INTERNATIONAL STUDIES) & BACHELOR OF BUSINESS	S 🥯	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	0	41.750		74				63%		18%		0.978	0	-15		0	0	
▼ Business	_																	
BB5 BACHELOR OF BUSINESS	<u></u>	67.500		100		490%		50%		38%		0.835		15	•	_	25	0
BC5 BACHELOR OF COMMERCE		157.125		205	0	297%	0	77%		38%		0.828	0	10	9		10	0
BM5 BACHELOR OF COMMERCE / BACHELOR OF MANAGEMENT	()	29.375		30				85%		59%	0	0.878	0	5	-		5	
MM5 BACHELOR OF MANAGEMENT		87.750		112		310%		74%		51%		0.915	0	10			5	
BE5 BACHELOR OF BUSINESS (E-BUSINESS)	•	0.500		1						0%		1.000						
BN5 BACHELOR OF BUSINESS (MARKETING)											_		0	5	- 9	_	0	
BO5 BACHELOR OF BUSINESS (TOURISM)	•	0.125		1						0%		1.000	0	5			-10	0
▼ Education	-																	
TA5 BACHELOR OF SCIENCE/BACHELOR OF EDUCATION	9	12.042		16	0	280%		58%		100%		0.786	_					
TD5 BACHELOR OF TECHNOLOGY EDUCATION	•	24.750		23				0%	0	27%		0.787		55		•	60	
TF5 BACHELOR OF ARTS/BACHELOR OF EDUCATION	•	12.875		14			0	63%		83%		0.905						
TJ5 BACHELOR OF EDUCATION		541.854		579		00076	0	75%	0	65%		0.934	0	0)	5	0
TL5 BACHELOR OF MATHEMATICAL SCIENCES/BACHELOR OF EDUCATION	•	7.708		9		00.70		100%		71%		0.934						
TO5 BACHELOR OF ARTS/BACHELOR OF EDUCATION	<u></u>	45.583	0	56		733%	0	63%		63%		0.789	_			_		
TW5 BACHELOR OF TEACHING (EARLY CHILDHOOD EDUCATION)	O	67.375		137			0	78%	0	43%		0.958	•	20			20	0
TV5 BACHELOR OF EDUCATION/BACHELOR OF TECHNOLOGY	0	8.250	0	11			0	0%	0	10%	0	0.768		-25)	5	0
TS5 BACHELOR OF EDUCATION (EARLY CHILDHOOD)	0	69.625	0	77		975%	0	75%	0	63%		0.933						

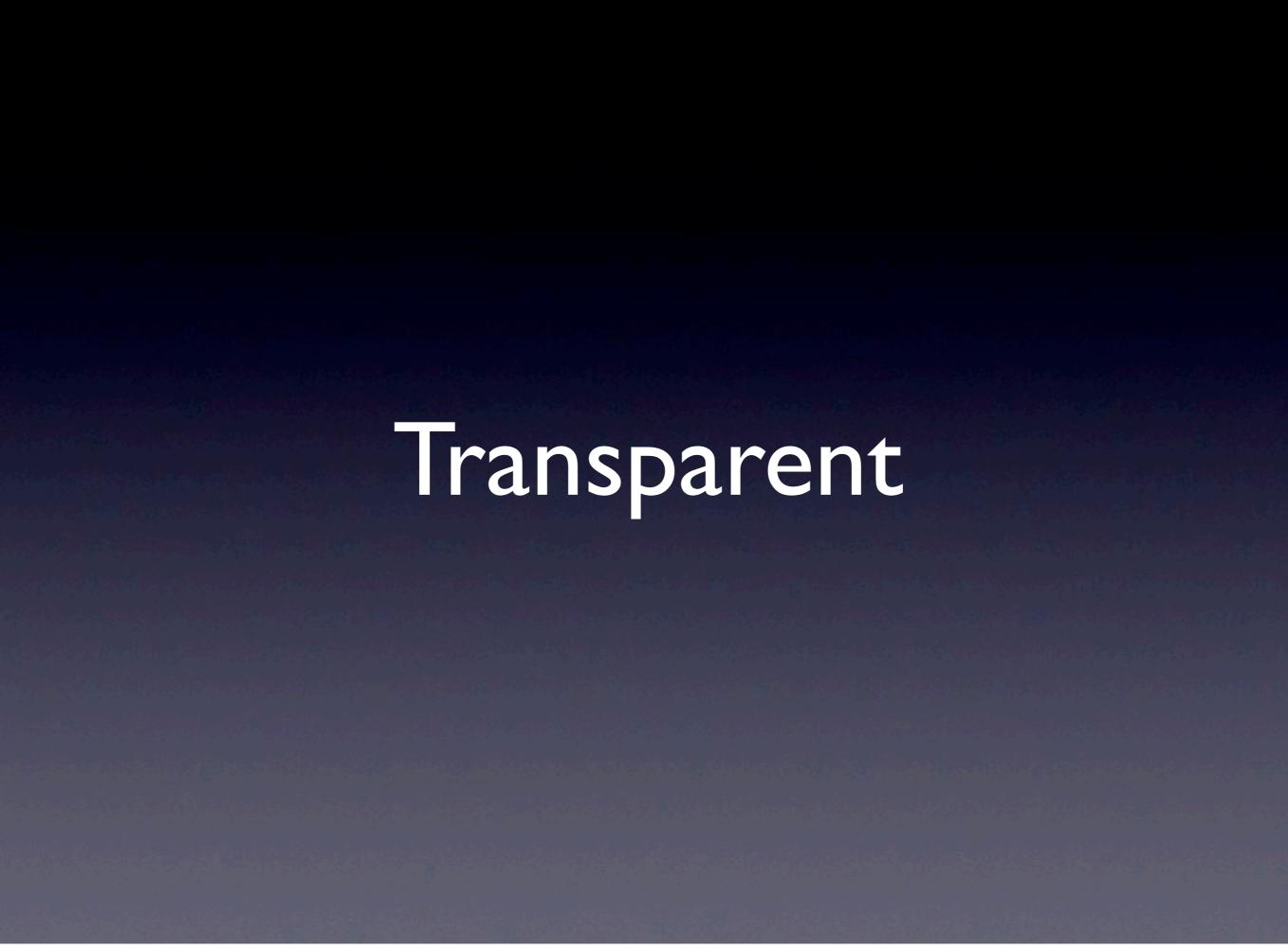
Schools	~	Demand	-	Learning & Teaching		Program Experience	Overall Star Rating		Full-time Employment		GDS Graduate Starting Salary
▼ Arts Acad	=		-		,		_	,	Employment	7	
	-		-		_		***	0	77.70	-	40.00/
AA5 BACHELOR OF VISUAL ARTS		5	-	3	0	2	4 4 4	0	-77.7%		19.0%
AF5 BACHELOR OF ARTS (ACTING)		4	0	2	0	5	***		20.5%	0	-38.1%
AH5 BACHELOR OF ARTS (MUSIC THEATRE)	9	4		4	0	5	****		43.5%	0	-10.2%
AE5 BACHELOR OF ARTS (THEATRE PERFORMANCE)			_[_			5	*			Ĺ	
▼ BSSH											
HE5 BACHELOR OF ARTS/ DIPLOMA OF ARTS (PROF WRITING & EDITING)	0	2	0	2	0	2	**		63.8%		-25.4%
HS5 BACHELOR OF ARTS (HUMANITIES & SOCIAL SCIENCES)		5	0	2	0	2	***		63.8%		
HW5 BACHELOR OF ARTS (RURAL SOCIAL WELFARE)		4	0	2		3	***		-10.5%	0	-3.7%
HX5 BACHELOR OF ARTS (INTERNATIONAL STUDIES)	0	2	0	2		5	***		-18.1%		-33.5%
HY5 BACHELOR OF PSYCHOLOGICAL SCIENCE		4	0	2		3	***		-19.9%	0	3.7%
HI5 BACHELOR OF ARTS (INTERNATIONAL STUDIES) & BACHELOR OF BUSINESS	s 🧑	1	0	1		3	*		51.8%	T	
HP5 BACHELOR OF PSYCHOLOGY		1	0	3	0	1	*	0	6.8%	0	-19.4%
▼ Bus Serv					•		•				
VH7 BACHELOR OF HOSPITALITY (MANAGEMENT)		1	0	2	•	3	**	0	-100.0%		
VM7 BACHELOR OF APPLIED MANAGEMENT STUDIES	0	2	0	2	0	2	**		36.6%	0	72.3%
▼ Business					•		•				
BB5 BACHELOR OF BUSINESS		4	0	1	•	5	***	0	-32.5%	0	-14.9%
BC5 BACHELOR OF COMMERCE		4	0	2	0	2	**	0	9.9%	0	-8.5%
BM5 BACHELOR OF COMMERCE / BACHELOR OF MANAGEMENT	0	2	0	3	0	2	**	0	13.8%	0	4.3%
MM5 BACHELOR OF MANAGEMENT		5	0	3	0	2	***	0	-7.3%	0	-19.1%
BE5 BACHELOR OF BUSINESS (E-BUSINESS)		1	0	3		_	*				
BN5 BACHELOR OF BUSINESS (MARKETING)			7	-	0	2	*	•	51.8%	0	-14.9%
BO5 BACHELOR OF BUSINESS (TOURISM)	6	1	6	3	0	2	**	0	-24.1%	0	-19.1%
= =	ř		7	3	ř	2	7	~	-24.170	-	-10.170

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 I year
	Discontinue Program



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







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

Todd Walker

pvc.lq@ballarat.edu.au

Twitter: @pvc_lq



Domoarigato gozaimashita