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Achieving high student evaluation of teaching response rates through a culture of academic-student collaboration

Diana Knight
Bond University, Diana_Knight@bond.edu.au

Vishen Naidu
Bond University, Vishen_Naidu@bond.edu.au

Shelley Kinash
Bond University, Shelley_Kinash@bond.edu.au

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Diana Knight, Bond University
Vishen Naidu, Bond University
Dr Shelley Kinash, Bond University

Abstract

At the conclusion of each university semester, students are asked to complete surveys evaluating their educators and subjects. Research indicates that online student evaluation of teaching is a preferred means to paper-based surveys. The primary drawback of online evaluation is that the student response rates are usually low, leading to concerns that the reliability, validity and qualitative feedback may be compromised. This paper presents a case study of a small, not-for-profit private university that achieved response rates of nearly 90% on the Likert scale items of online student evaluation of teaching in the first semester of whole-of-university implementation. These response rates were achieved through a collaborative staff/student design and marketing program. One of the main factors heightening participation rates was a student-recommended customisation of the EvaluationKIT system, whereby students had to either complete their surveys or provide a reason for non-participation in order to access their subjects' Blackboard learning management subject sites..

Key words: Online student evaluation of teaching; response rates; academic-student collaboration; student feedback; higher education

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Introduction

In the 21st century context of higher education, the role of university is overwhelmingly defined as industrial and economic (Barrie 2001; Barrie, Ginns & Prosser 2005; Barrie & Prosser 2003; Batstone 2000; Darwin 2010a, 2010b; Kamvounias 1999; Rochford 2008) rather than as humanistic communities of scholarly inquiry (Beckman & Cherwitz 2009; Cherwitz & Sullivan 2002; Duke 2004; Lind 2005; Svaglic 1960). There is a risk that the university-student relationship will be reduced to one based on contract (Rochford 2008), and that universities will become production houses, through which employable graduates are rolled-out on a metaphorical assembly line (Boden & Nedeva 2010; Rochford 2008; Darwin 2010a, 2010b). Giles and Morrison (2010) described the current dominating ideology in higher education as "Darwinian [in that]…schools are perceived as individual entities and forced to compete for scarce educational

resources" (p. 64). As a counter intervention, this consumer model of education (Considine 1994; Giles & Morrison 2010; Kamvounias 1999; Rochford 2008) is being met with "bold new reforms" in an effort to "efficaciously measure the quality of university education and thereby make improvements to benefit stakeholders" (Kinash et al., in press). In this environment, student evaluations of teaching (SETs) are linked hand-in-hand with evaluating the quality of teaching (Darwin 2010b; Kells 1995) all with a view to promote "accountability, consumer choice through transparency and comparison, and performance improvement" (Kinash et al., in press).

Student evaluations of teaching (SET) have been a long-standing measure of quality in higher education institutions (Cannon 2001; Chen & Chen 2010; Darwin, 2010a, 2010b; Haynes 2002; Hirschberg et al. 2011), and in the past decade, there has been a growing interest and movement among educators to abandon the traditional paper-based SET in favour of a more time and cost-efficient electronic SET online (eSET) (Anderson, Cain & Bird 2005; Tucker, Jones & Straker 2008; Watt, Simpson, McKillop & Nunn 2002). However, this migration to electronic survey systems has not been without some opposition, with the greatest hurdle raised in relation to achieving higher response rates (Avery et al. 2006; Dommeyer, Baum, & Hanna 2002; Layne et al. 1999; Norris & Conn 2005; Nulty 2008). This paper reports the results of a university-wide implementation of eSET, in which response rates of nearly 90% were successfully achieved. In an environment of evolving higher education evaluation practices, this paper presents the strategies and processes implemented to achieve successful migration from paper-based SETs to online SETs, while achieving exceptional response rates.

Numerous studies in eSET adoption have primarily focused on reliability, efficiency and quality of responses received (Ballantyne, Borthwick, & Packer 2000; Burton, Civitano, & Steiner-Grossman 2012; Dommeyer, Baum, & Hanna 2002). However, educators are now shifting the paradigm from the traditional educator and teaching-focused SET, to focus on the student and student learning development (Barrie & Prosser, 2003; Brown 2008; Donovan, Mader & Shinksy 2007; Felce, 2007; Kinash et al, in press; Kinash, Knight, & Hives 2011; Nair, Adams & Mertova 2008; Venette, Sellnow & McIntyre 2010). This paper contributes to the shifting paradigm of the student as survey respondent, to the student as "survey developer, promoter, and participant" (Kinash, Knight, & Hives, 2011). It draws on the learning principle that student involvement and participation in the learning process achieves better and deeper learning. When students are engaged appropriately and meaningfully in the educative process, they are invested in their own learning, and therefore, motivated to adopt a deep approach (Biggs & Tang 2007). Similarly, learners are more motivated to learn when "they can see the usefulness of what they are learning and when they can use that information to do something that has an impact on others – especially their local community" (Bransford, Brown & Cocking 2000, p. 61). To that end, this paper draws on the idea of 'university as community'. In contrast to the 'student as consumer' model (Darwin 2010; Rochford 2008), the authors counter the metaphor of university as service provider with conceptualisation as an intellect-cultivating community. This paper presents research into a successful university case study of academic-student collaboration, whereby a team fostered a supportive and inclusive community for assuring quality and teaching excellence.2nd paragraph of text goes here. On the Insert tab, the galleries include items that are designed to coordinate with the overall look of your document. You can use these galleries to insert tables, headers, footers, lists, cover pages, and other document building blocks.

Why online student evaluation of teaching?

With the growth of web-based survey systems, online student evaluations of teaching quality are increasingly adopted at institutions across the globe, regardless of whether they are providers of distance education or teach face-to-face (Ballantyne 2003; Harrington & Reasons 2005; Hoffman 2003). The literature overwhelmingly identifies the potential advantages of electronic student evaluation of teaching (eSET). They are presented as time and resource-efficient (Donovan, Mader & Shinsky 2006, 2007). When conducted outside of the classroom, students are provided more time to respond to the survey questions, as well as more privacy (Anderson, Cain & Bird 2005; Coile, 2006; Ravelli, 2005). As a result, the quantity and quality of students' responses to open-ended questions exceed that achieved by the traditional paper-based format, making the feedback qualitatively superior (Donovan, Mader & Shinksy 2006; Ravelli, 2005; Vennette, Sellnow & McIntyre, 2010). Moreover, studies showed that students prefer eSET to its paper-based counterpart (Ballantyne 2003; Kinash, Knight, & Hives, 2011; Ravelli, 2005). However, the low response rates identified by these studies have been a serious concern (Bennett & de Bellis 2010; Dommeyer et al 2002; Dommeyer et al 2004; Layne et al 1999). Low response rates increase the likelihood of response bias and evaluation results may be rendered invalid if the sample size is too small (Dommeyer, Baum, Chapman & Hanna 2002; Dommeyer, Baum, Hanna et al 2004; Layne et al 1999; Paolo et al 2000).

Increasing response rates

Researchers have suggested various ways of increasing response rates. For example, Ballantyne (2003) cited practices which communicated changes made as a result of student feedback that resulted in higher response rates. Darby (2007) recommended redesigning the evaluation forms so that open-ended questions are dispersed throughout the survey, rather than at the end. Ballantyne (2003) also proposed and trialled cash and voucher prize incentives to increase response rates. Dommeyer, Baum, Chapman and Hanna (2002) suggested the use of grade incentives or follow-up procedures to increase response rates, while Norris and Conn (2005) and Paolo et al. (2000) suggested pre-notification, in addition to an incentive. Avery et al. (2006) suggested withholding the posting of final marks, or distributing the eSET earlier in the semester, so as not to interfere with the exam period, as well as undertaking a campaign to assure students of anonymity and confidentiality.

Although not explicitly articulated, the prevalent underlying theme in research papers addressing eSET response rates is student engagement. Nair, Adams and Mertova (2008) wrote that "students were more likely to participate in evaluation surveys if they felt that their feedback made a meaningful contribution" (p. 226). By setting-up a call centre to contact non-respondents, Nair, Adams and Mertova's study reported that taking the steps of: pre-notification of surveys, personal assurance of the importance of a respondent's participation, explanation of the value of student feedback, as well as advising respondents of the preferred method of survey completion, all contributed to improving survey response rates. Similarly, Bennett, Nair and Wayland's (2006) study reported a response rate of 83.2% within a single faculty. The researchers were able to engage both staff and students to increase participation and therefore, improve response rates through employing various communication methods, including personalised emails, electronic newsletters, posters and regular reminders. Just as Biggs and Tang (2007) have identified engagement is a key ingredient for student learning,

education evaluation studies have argued that "the student experience sits at the heart of the University's quality assurance strategies" (Barrie & Prosser, 2003, p. 2).

This paper proposes that since "meaningful learning is most likely to occur when students are actively engaged" (Kember & McNaught, 2007, p. 43), substantive feedback and evaluation would most likely occur when students are developers, promoters and participants in the eSET process, rather than mere survey respondents. This paper presents the eSET process implemented at Bond University in the first trimester of 2012, specifically detailing the staff-student collaboration that resulted in an 89% response rate. This research is distinctive in its contribution to the education evaluation literature in that it achieved response rates that exceed those presented elsewhere in the literature and explains this success in the context of student engagement and university community.

Overview of university-wide implementation of online SETs

Method

Bond University is a small, private not-for-profit university on the Gold Coast, Queensland, Australia. The student enrolment is 4,785. Programs of study are accelerated in that teaching is scheduled across three full semesters annually. The pedagogy is that of campus-based learning and teaching with infused technologies.

A pilot eSET project was implemented in 2009 (Kinash, Knight & Hives 2011). The pilot achieved successes and was positively evaluated, with the process and use of the EvaluationKit (www.evaluationkit.com) survey administration system rating particularly high. The pilot was administered on an opt-in basis for the various faculties. Three out of the four faculties chose to participate in the pilot, which saw a total of 2,487 students surveyed across 240 units. Following the pilot, participants were invited to complete an online evaluation of the new system and the opportunity to participate in focus groups. From these results it was evident that there was a clear preference for the electronic version over the paper-based model. The prevalent student feedback clearly cited increased time, convenience and the perception of enhanced anonymity as the main reasons for their preference of the new system. One of the vital findings from the project was that students believed that completing their evaluations was often a pointless exercise and that they reported rarely hearing what transpired from their feedback, much less how the data was applied and used. The underlying message students were hearing and repeating was that student evaluation does matter. The evidence in support of this principle was not evident. The overall response rate of 42% was disappointing and required improvement. Student focus groups revealed that learners would be more motivated to complete the eSETs if they were able to see or perceive the usefulness of their participation and contribution, and if their feedback had a directly-linked impact on themselves or others. Students expressed that not only should the university be 'walking the talk', but that students also need to have a say in the process and changes.

In the first trimester of 2012, the university began officially administering mandatory electronic teaching evaluations (eSETs) university-wide, which saw a total of 35,907 student evaluations distributed across all faculties/schools. EvaluationKit was selected as the online evaluation service provider. EvaluationKit

(www.evaluationkit.com) is a Blackboard Building Block, meaning that the system would seamlessly interface with the learning management system and all university stakeholders would have a single-sign-on. After successfully collaborating with EvaluationKIT on the pilot project, the Office of Quality, Teaching, and Learning (QTL) was satisfied with the functionality of the EvaluationKIT system, and were keen to extend their commitment towards a full-scale integration of the system. Five key issues related to response rates were identified. The issues were discussed in great detail at the University Teaching and Learning Committee. The student undergraduate and graduate representatives from the Bond University Student Association (BUSA) took each issue back to the BUSA executive, faculty student bodies and the wider student populace. The solutions described below were all recommended by students and refined through collaboration with the students. Customisation requests were then taken to EvaluationKIT, who engineered the operations and interface.

- The decision to make electronic teaching evaluation (eSETs) mandatory required a system functionality that encouraged participation, while acting as a sanction that prevented students from gaining full access to their Blackboard learning management system (Bond University branded – iLearn) content. To address this, the first customisation developed included the integration of a "pop-up" notification, which prompted students of their outstanding eSETs. The two options on the pop-up were to complete eSETs or "Do it later"; the latter option temporarily disabled the pop-up to allow students to quickly access content. The pop-up re-appeared every time the students logged-in to their iLearn account. The eSETs were available for completion as of Monday of Week10 and this pop-up notification remained active until Monday of Week 14.

- The second customisation integrated into the system was the option to "Skip" each eSET, but in doing so, the students were prompted to tick a box that reads "I have considered completing the SET for this subject and have chosen NOT to complete". Students were also required to provide a rationale for their decision. The skip option was activated and available from the beginning of eSETs (Monday of Week 10). As of Monday of Week 12, the students no longer had the option of delaying their SET completion. From this point until the close of SETs in Week 14, the students either had to complete the SETs or provide a reason for non-completion. Until one of these two steps was taken, students did not have access to their iLearn sites.

- The third customisation was in response to student request for clearly identified surveys for all tutors and lecturers. This involved the development of a background operational feature, which allows the system administrator to automatically create separate "Groups" within the Blackboard LMS. Each group then behaves like a separate course section and contains the Group title, student enrolments per group and the educators enrolled in each instance. This feature helps overcome the issue of managing multiple educators within each subject and helps maintain consistency and accuracy of class details within the Blackboard system. This element was important to response rates, as it allowed students to provide feedback on each educator, including instructors and tutors. Students indicated that this inclusive system conveyed a message of commitment to student input.

- A fully automated report builder was also integrated into the system, which allows for faculty and educator level reports to be generated instantly. The

report builder allows the user to produce comprehensive reports using filters and drop-down menus. The reports can also be summarized with the use of text and graphical data presentations. Previously, report collation was a time consuming, manual process that was susceptible to data corruption. This element encouraged academics to champion SET completion with their students. Because the academics saw evidence that the SET data would be presented in a meaningful, efficient and timely manner, they encouraged their students to complete their SETs.

- The fifth customisation was the development and integration of a comprehensive qualitative data analysis package. Through extensive testing and reviews of several text analysis software packages, EvaluationKIT recommended partnering with the leading text analysis software company, Semantria. The integration with the Semantria platform fully automates the analysis of the comment field text, and is then transferred back into EvaluationKIT for the results to be viewed within the report builder. Analysis of written comments in the preceding system was a manual process which involved transcribing the comments into the relevant faculty level reports. It was clearly communicated to students that their comments would be analysed and used to form action plans for course development and response rates therefore climbed.

Marketing and communication strategy

Throughout the entire transition process from the paper based to the electronic model, it was essential that staff and students were kept up to date about the changes taking place. The Office of Quality, Teaching, and Learning developed extensive marketing collateral to communicate the transition and importance of student feedback. The launch of the university-wide awareness campaign sought input from students, faculty and academic staff. Posters, digital signage, social media and advertisements in student publications were run (see Appendix for examples). An essential part of the communication plan was to involve the students, primarily through the Student Association. Regular meetings and email communication were used to keep all Student Association leaders informed. In addition, teachers were encouraged to actively communicate with their students about the significance of SETs and the eSET process and to remind them from time to time in class to complete their outstanding eSETs. Educators were provided with short PowerPoint presentations that could be used in class to create awareness and an overview of the new system. Drop-in consultation/information sessions were also organised to provide an overview of the new system and information to staff and students. To further enhance the participation rates and uptake of the new system, the research (Dommeyer, Baum, & Hanna 2002; Nulty 2008; Layne, DeCristoforo, & McGinty 1999; Deutskens, Ruyther, Wetzels & Oosterveld 2004) indicated that use of incentives can be used to good effect. As a result, semesterly movie ticket prize draws were used, as well as a major prize draw of an iPad or a $100 bookshop voucher, which was drawn at the end of the year.

Results

Response rates

Table 1: *Final response rate results - (23/04/2012)*

	Response Rates (%)	
Level	Subject evaluation	Educator evaluation
Overall		
Bond Educator Evaluation		**86.04%** (+0.03%)
Bond Subject Evaluation	**89.22%** (+0.23%)	
Business	91.54% (+0.08%)	90.48% (+0.10%)
IT	86.61% (+0.45%)	83.03% (+0.16%)
HRTM	88.54% (+0.00%)	87.90% (+0.00%)
ISDA		
SD	90.52% (+0.14%)	89.72% (+0.69%)
ARCH	82.47% (+0.65%)	82.47% (+0.00%)
HSS	87.63% (+0.31%)	85.19% (+0.60%)
HSM		
HS	88.95% (+0.00%)	88.24% (+0.00%)
MED	72.84% (+1.85%)	61.52% (+0.47%)
Law	90.94% (+0.24%)	89.51% (+0.37%)
College/BUELI	88.05% (+0.94%)	86.95% (+0.84%)
Opt-Out Option Responses		
Opt-Out	1097 (+6)	2514 (+13)

The above table refers to the overall final response rate breakdown by Faculty/School. As noted, the overall response rates for the Subject and Educator evaluations reached 89.22% and 86.04% respectively. The bracketed figures refer to the percentage change from the last response reading. At the tail end of this project the response rates across all faculties/schools had stabilised. The Opt-out Responses refer to the number of respondents who opted not to complete their evaluations. To put this in perspective, 3,611 out of a total of 35,907 surveys were skipped, which equates to roughly 10% of all distributed surveys.

Response rate analysis

The following graphs depict the trend of responses received over the course of the evaluation period. The most notable highlight across all three graphs is the spike at Day 11 (Week 12), which reflects the beginning of the imposed sanction and the removal of the “do it later” option.

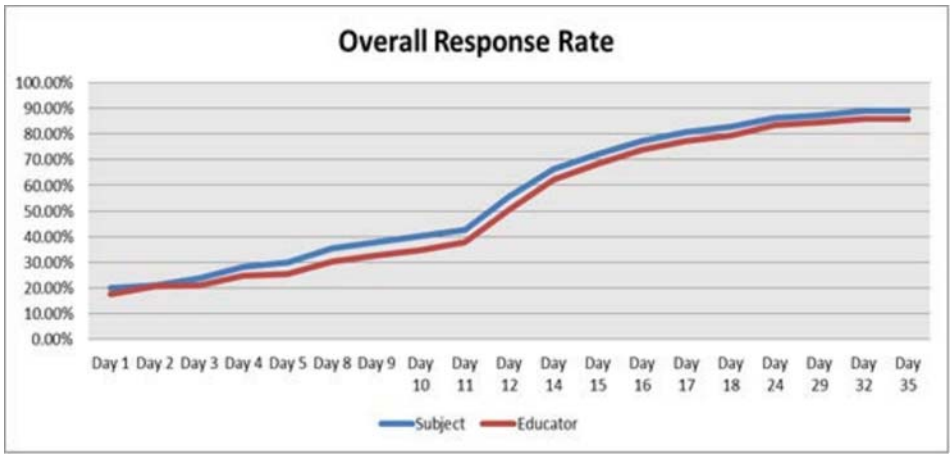

Figure 1: ***Response Rate Analysis***

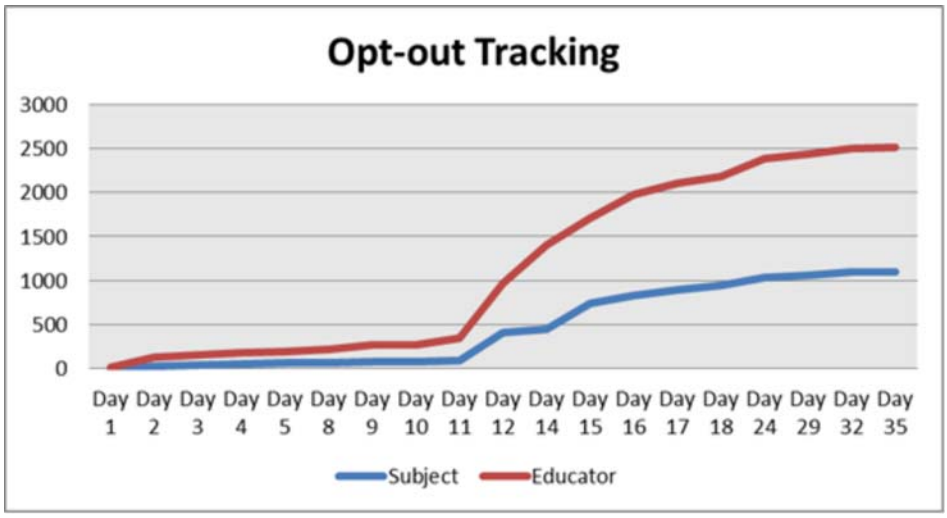

Figure 2: ***Opt-out option tracking***

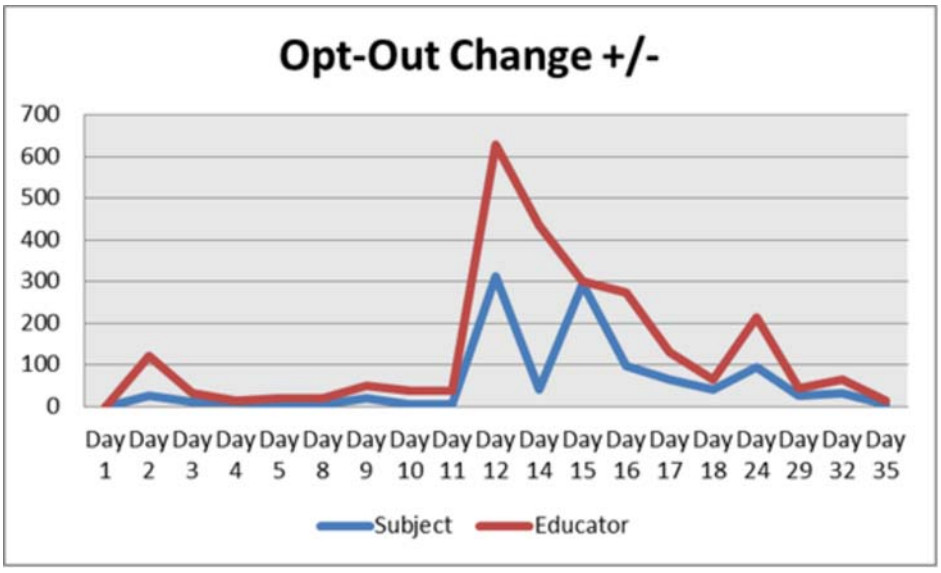

Figure 3: ***Opt-out option analysis***

This graph illustrates a marked increase in the number of opt-out responses observed once the sanction was imposed in Week 12.

Bond University's eSET response rates were exceptional when compared to that reported in the literature. Nulty (2008) collated a table of ten published response rates. Bond University's process derived a response rate 14 percentage points above the previous high, and 33 percentage points above the average. Notably, both the high and the average were for paper-based SETs. Among online versions, Bond University was 49 points above the high and 56 points above the average.

Table 2: ***Published response rates***

Source	Response Rate (%) Paper-Based TEVALs	Response Rate (%) Online TEVALs
Cook et al. (2000)	56	-
Baruch (1999)	-	40
Dommeyer et al. (2004)	75	43
Ballantyne (2005)	55	47
Ogier (2005)	65	30
Nair et al. (2005)	56	31
Griffith University (2005)	57	20
Sweep (2006)	56	23
Watt et al. (2002)	33	33
Average	56	33

(Nulty, D 2008, 'The adequacy of response rates to online and paper surveys: what can be done?' *Assessment & Evaluation in Higher Education*, vol. 33, no. 3, p. 303.)

Discussion

Analysis of response rates across the four weeks of the eSETs period provides evidence regarding the efficacy of the respective approaches. There was indication that marketing approaches were successful in that the response rates were

respectable from the first day eSETs commenced. There was a marked climb in the response rates at Week 12, when the delay option was removed and students either had to complete their eSETs or explicitly refuse and provide a reason. Response rates showed the equivalent of a flat-line as of Week 11. This was a testament to the students' chosen sanction of restricting access to LMS subject sites to increase response rates, and distinguishes from the students who require extrinsic motivation. Students' articulated rationale for choosing this sanction was that the process was germane to the student learning experience. The primary reason for students to submit their feedback via eSETs is to catalyse improvement and development to learning and teaching, and/or reinforce exemplar educational practice. Restricting access to one of the primary sites whereby curriculum and process is provided and implemented (Blackboard subject sites) is thereby consistent and aligned with the evaluative goals.

Throughout planning and implementation, a primary factor was cohesion between Bond University mission and culture, and the design and implementation of eSETs. Kinzie and Schuh (2008) emphasised that an important aspect of the university's overall communication is "the consistency of [the university's] espoused and enacted missions" (p. 413). Evidence of success in this regard came from the content of the eSETs. The overall data across all student responses to the question, the educator treats students in a respectful manner, indicated that 88% of responding students agreed, of which 53% were in strong agreement. Response to this question indicated that the culture of respect for students and their educational experience is prevalent at Bond University and perceived by the student body.

The model of education evaluation enacted through Bond University's implementation, was that of engaging all stakeholders in decision making and implementation as a unified community. It was particularly important to include the learners in process decisions, because the desired feedback was from students. A manifestation of this aspect of a good community is through student agency, which was defined by Kinzie and Schuh (2008) as "students being encouraged to take initiative and having the authority to make meaningful decisions that affect the entire community, not just their sphere of it" (p. 414). A significant finding of this research was that when students were engaged in the evaluation process as decision-makers, the students were more invested in achieving a common goal – assurance of quality teaching and learning. In other words, as evaluators of the eSETs, eSET respondents, marketers and promoters, decision makers, developers and designers, students were perceived as individuals whose ideas, perspectives and thoughts had the potential to affect the entire community.

Studies have identified universities as organisations that are deeply rooted in their existing organisational structures, making them resistant to change (Lueddeke 1999; Kells 1995; Rebora & Turri 2010; Shoham & Perry 2009). Kells (1995) described the university as a complex institution, in which change, and creating a culture of evaluation and self-regulation requires careful planning and strategic navigation of the university's existing organisational structures. Despite its complexities, Shoham and Perry (2009) investigated a process of "knowledge management" and proposed a model for technological and organisational change in higher education, in which they identified "cooperative effort, support and intervention" (p. 242) as elements for building an environment that encourages change and experimentation. Further, Kells (1995) noted that unless "key working professionals are comfortable with the method because they have helped to design its local implementation…very little will happen, or that which is introduced will fail" (p. 463). Although Kell's observation referred to working professionals, Bond

University's engagement of students throughout the process clearly echoed this observation, as the process acquainted students with the initiation of change, the internal and external agents of change, and therefore encouraged an increase in students' commitment to that change (Shoham & Perry 2009).

Conclusion

Bond University achieved response rates of nearly 90% in the first whole-of-university implementation of electronic student evaluation of teaching. There is evidence that this success was catalysed by student-staff collaboration, in keeping with Bond University's community spirit. Marketing and system customisations were created, developed and implemented in cooperation with the students. A clear message was sent to students that teaching and learning matters and that Bond University is committed to closing-the-loop on student feedback and suggestions for improvements.

There are three main directions for further development, implementation and research within and beyond Bond University. The first is a long-term study of response rates and other implementation matters. This research reports one semester of eSET implementation. Will response rates continue to rise as online survey becomes regular practice rather than novelty? Second, response rates on student comments are significantly lower than those on Likert scale items. On the first and second comment boxes on educator eSETs, the overall response rates were 7.6 and 9.5% respectively. On the sole comment box on subject eSETs, the overall response rate was better, but still low at 17.5% Further research is required to compare quantitative and qualitative data on student comments from paper versus online student surveys. The student/staff collaboratively designed ameliorative strategy at Bond University is to implement Subject Evolution Reports (SERs). The qualitative analysis of the student comments will be used to identify specific points of maintenance or needed improvement for each subject. Staff will then form dated responsive action plans. SERs will be published and accessible to students via their online subject outlines. Research on SERs and their impact on the qualitative and quantitative features of student eSET comments is the third area of further research on eSET.

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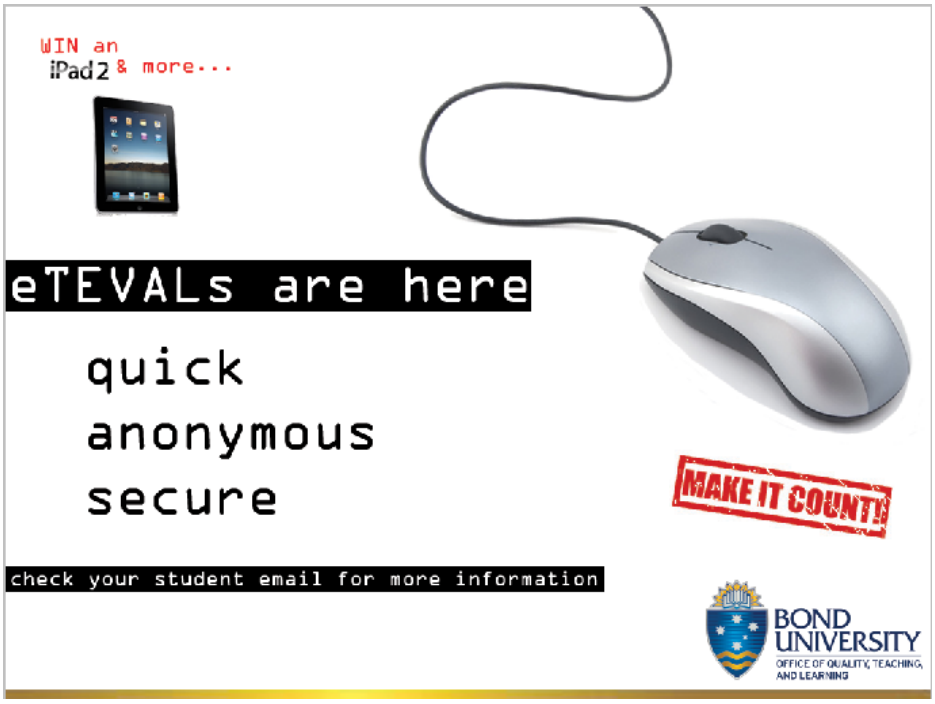
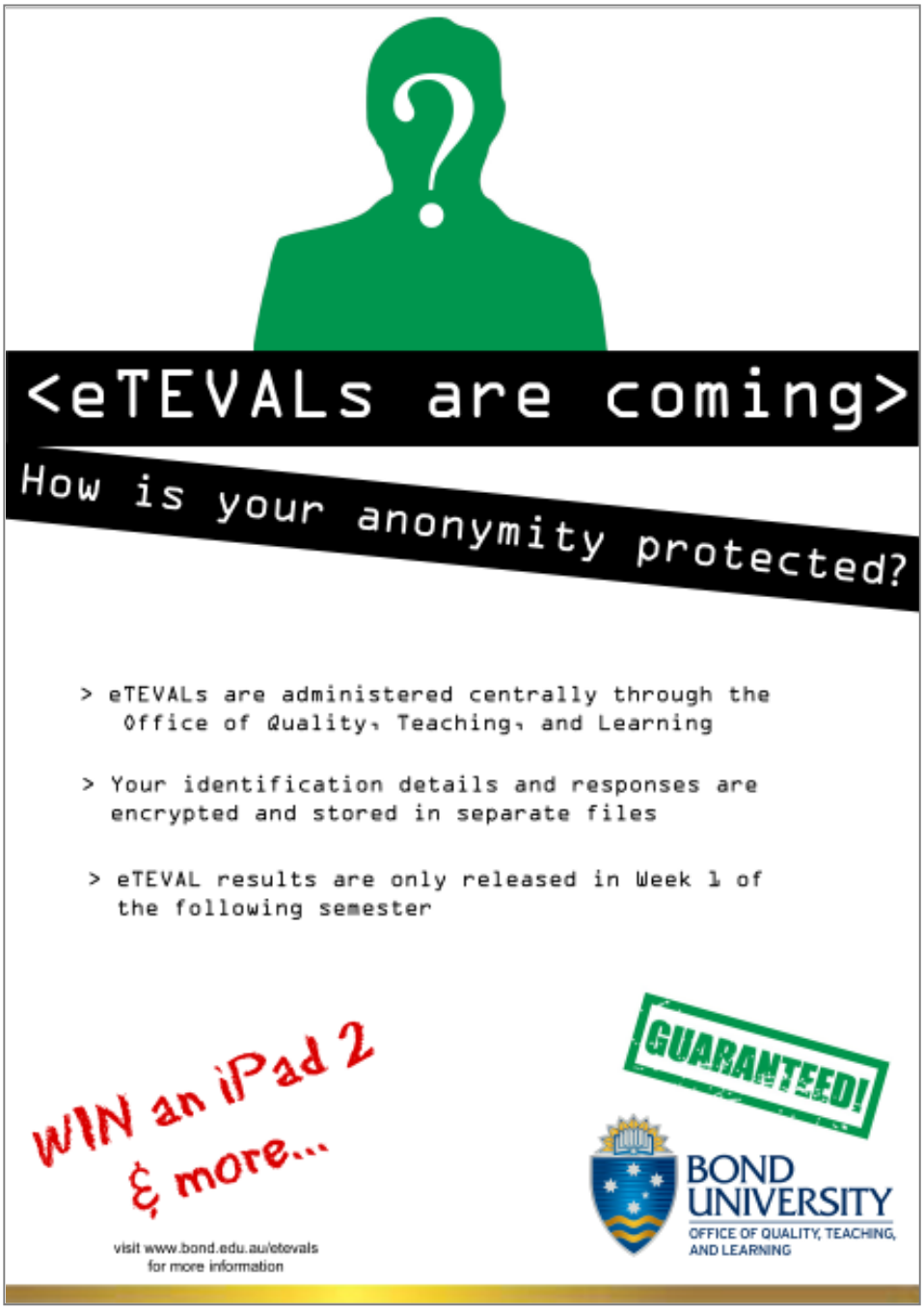
APPENDIX – Marketing and Communication examples



Example 1: ***Digital signage distributed campus-wide***



Example 2: ***One of three poster variations for campus-wide marketing***

BUSA | SCOPE

BOND UNIVERSITY STUDENT ASSOCIATION

FROM THE DESK OF: MATTHEW MCLEAN

The past few weeks I have meet with our Faculty Deans, Pro-Vice Chancellors, the Director of Quality Teaching and Learning, the General Managers of the Career Development Centre, Admission and Student Administration. On top of this I have met with Associate Deans for Teaching and Learning, Faculty Business Managers, the Disability Support Officer and last but certainly not least the Deputy Chair of the Academic Senate.

After all this I am delighted to say that Bond is blessed with academics who are genuinely interested in the student view. After all, students are the primary stakeholder of any University and if their voice is not heard then their education is not at its best.

PLEASE NOTE THAT SINCE LAST SEMESTER THE TEVAL SCALE HAS STARTED WITH STRONGLY DISAGREE ON THE LEFT HAND SIDE.

Education and Academic Affairs Council
On Friday October 28 BUSA achieved its first and flagship education policy. The policy involved establishing an Education and Academic Affairs Council that brings together the Education Pod of BUSA and all Faculty and Institute Academic Affairs Director. In years to come this Council will be pivotal in improving the education aspects of your student experience.

Academic Senate
The Academic Senate has given in-principle support to a number of changes to academic policy. In semesters to come, students can expect to see some changes to our anonymous assessment policy, a maximum of students in seminars as well as some significant changes to the joint teaching of undergraduate and postgraduate students.

TEVALs
From semester one, 2011 Bond has moved towards administering electronic teaching evaluations. This will be quicker, more efficient, convenient and completely confidential. These TEVALs can be completed entirely online, saving precious time in class during the end of the semester. For students this means all evaluations can be completed in the one location and at your own time. In addition a candid response can be provided and as always TEVALs are completely anonymous. Please note that since last semester the TEVAL scale has started with strongly disagree on the left hand side.

Student Focus Groups:
Want to have your say? The Office of Quality Teaching and Learning are holding a student focus group to find out 'What soon to be graduands feel about the graduate attributes at Bond and whether these have been met?' Lunch and drinks are provided and attendees receive a free movie ticket. The focus group will take place on Monday November 14 in the QTL Meeting Room (1C_3_67). If you are interesting in taking part in this contact Olga on othompso@bond.edu.au

Until next time,

Matthew McLean
Vice-President (Education)

Letters to the Editor

Have something to say?
Send a letter to the Editor at jorja-lee.wallace@student.bond.edu.au
Max 100 words

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Example 3: ***Article published in student publication by Matthew Mclean (Vice President – Education for Bond University Student Association (BUSA)***