

## CATEI - Course & Teaching Evaluation and Improvement System (revised May 2011)

<i>Primary Form of Analysis</i>	<i>Instrument</i>	<i>Function</i>	<i>Accountability</i>	<i>Action</i>	<i>P&amp;Q, TLC, ADEs and DVCE Office Action Plan</i>
<i>Primarily summative (each semester)</i>	USS	Alerts unit convenors and Faculty to student satisfaction with units. Facilitates collaboration between ADEs, HOD and unit convenors and summative reporting to the DVCE. Enables recognition where appropriate. Provides for both summative and formative data at the unit level.	ADEs are responsible for coordinating the review and action on student feedback regarding satisfaction with units within their Faculty. ADEs to coordinate recognition of top 10% performing Units in Faculty	USS results (response>10) internal University Web access for quantitative results. Qualitative responses released to unit convenor and HOD/ ADE/ Dean/ DVCE. ADE coordinates and provides analysis on Faculty results and action plan relating to Faculty bottom 10% units for overall satisfaction. Action Plan to incorporate findings from top 10% Units with top 10% to be acknowledged within the Faculty. ADE report to UEC for each semester. Deans review each individuals USS (quantitative and qualitative) as part of PDR. Feedback to students may be provided in next unit outline. VCG visits Faculty, reviews findings and actions.	<ol style="list-style-type: none"> <li>1. Place quantitative USS results on web (P&amp;Q) (Sept &amp; Feb).</li> <li>2. Package of results to unit convener, HOD, ADE and Dean (P&amp;Q). (Sept &amp; Feb).</li> <li>3. DVCE writes to ADE seeking key findings of results and action on bottom 10%. (Sept &amp; Feb) Report presented to UEC by ADEs. (Nov-Dec &amp; April-May; 4 per UEC meeting).</li> <li>4. ADE (in coordination with HOD) to action performance issues.</li> <li>5. Provide template for ADEs to report to UEC. (P&amp;Q and DVCE Office).</li> <li>6. Guidelines provided to aid the interpretation of results (TLC).</li> </ol>
<i>Primarily formative (typically mid-semester)</i>	Select from TLC 'toolkit' of developmental evaluation options for seeking feedback from students, colleagues and self.	Provides unit convenors and individual teachers the opportunity to collect tailored feedback on innovations, timely feedback during the semester, and further investigate the cause of low USS ratings.	To enhance its developmental function, formative evaluation is best done in a voluntary and confidential manner. Feedback to students on resulting changes may be placed in next unit outline.	Unit convenors and individual teachers consult with TLC as appropriate. Feedback to students placed in next unit outline (where appropriate).	<ol style="list-style-type: none"> <li>1. Developmental evaluation 'toolkit' developed and maintained by TLC.</li> <li>2. Guidelines provided to aid the interpretation of results (TLC).</li> <li>3. Opportunity for individual consultations with TLC staff available.</li> <li>4. TLC to provide evaluation workshops on request from Faculties.</li> </ol>

## CATEI - Course & Teaching Evaluation and Improvement System (revised May 2011)

<i>Primary Form of Analysis</i>	<i>Instrument</i>	<i>Function</i>	<i>Accountability</i>	<i>Action</i>	<i>P&amp;Q, TLC, ADEs and DVCE Office Action Plan</i>
<i>Summative (annual)</i>	UCCEQ	<p>Quality assurance tool alerts Faculty to student dissatisfaction with courses.</p> <p>Provides information on students' experience of their course.</p> <p>Enables recognition where appropriate.</p> <p>Provides for both formative and summative data at the course level.</p>	ADEs coordinate review and action of student feedback regarding satisfaction with Faculty courses.	<p>UCCEQ results (response &gt;10) University web access for quantitative results. Qualitative results released to Course Convenor/HOD/ ADE/ Dean.</p> <p>ADE coordinates analysis and action plan.</p> <p>ADE reports to UEC annually.</p> <p>Consultation with TLC as appropriate.</p> <p>VCG visits Faculty review findings and actions.</p>	<ol style="list-style-type: none"> <li>1. Place quantitative UCCEQ results on web. (P&amp;Q) (Feb).</li> <li>2. Package released to Course Convenor/HOD/ADE/Dean (P&amp;Q) (Feb).</li> <li>3. DVCE writes to ADE seeking key findings of results and action plan. (Feb) Report presented to UEC by ADEs. (April-May, 4 per UEC meeting). Provide a template for both (P&amp;Q and DVCE Office).</li> <li>4. TLC provide guidelines on the interpretation of results</li> <li>5. TLC to provide L&amp;T workshops on request for Faculty staff.</li> </ol>
<i>Summative (annual/on graduation)</i>	AGS (formerly GDS & CEQ)	<p>Benchmarking teaching quality at the degree level (over time and between institutions).</p> <p>This includes institutional reporting requirements, such as benchmarking and performance-based funding, evidence-based policy and teaching enhancement activities.</p>	ADEs coordinate review and action of student feedback regarding satisfaction with courses.	<p>University level reporting to Academic Board.</p> <p>Faculty level reporting to Faculty Board.</p> <p>ADE to coordinate review.</p> <p>TLC to provide curriculum advice as needed.</p> <p>VCG visits Faculty review findings and actions.</p>	<ol style="list-style-type: none"> <li>1. Place AGS results on web. (P&amp;Q) (Aug).</li> <li>2. Provide guidelines on the interpretation of results (TLC).</li> <li>3. TLC to provide L&amp;T workshops on request for Faculty staff.</li> </ol>
<i>Summative (annual)</i>	AUSSE	Provides information on and assesses quality of student engagement.	DVCE to coordinate review of results and develop actions.	<p>Reporting to UEC.</p> <p>DVCE to coordinate review of results and develop actions.</p>	<ol style="list-style-type: none"> <li>1. Prepare report on AUSSE (P&amp;Q). (March).</li> <li>2. DVCE reviews data with UEC. (April-May).</li> </ol>