Student Survey Policy

Policy Category	**Policy**/guideline/procedure/rules		
Review	3 years from date of Approval		
Policy Code	AP044		
Contacts	policy@imc.edu.au		
Version	Approval Authority	Approval Date	Commencement Date
2021.02	Academic Board	12 February 2021	12 February 2021

1. PURPOSE

The purpose of this policy is to provide a framework for the implementation and utilisation of student surveys at the Australian National Institute of Management and Commerce (the Institute). It forms part of the Institute's ongoing commitment to providing a quality learning experience for students. The policy is not intended to constrain initiatives in obtaining feedback from students, however it aims to regulate the consistency, quality and frequency with which students are asked to participate in surveys.

2. SCOPE

The policy applies to all Institute staff involved in the approval, distribution, gathering, reporting or utilisation of Institute approved student surveys. The policy applies to the Institute's onshore and offshore campuses as well as online delivery It also applies to Institute students who are requested to complete student surveys. However, the policy does not apply to less formal, ad-hoc information gathering that may occur in the classroom, the library, or other areas of the Institute.

3. DEFINITIONS

Graduate Survey (GS) is a national online survey of all Australian Higher Education Providers. It obtains data from graduates on their experience with their course, and their employment status four months after completing their course.

Institute Approved Student Surveys include the Graduate Survey, Student Experience Survey, and the Student Satisfaction Survey.

Non-Institute Approved Student Surveys are surveys that may be conducted at the Institute but do not require formal Institute wide approval. These may include class surveys, library surveys, other information gathering surveys conducted at the Institute.

Student Experience Survey (SES) is the Institute's approved instrument which gathers student feedback on their campus or online experience including their perception of student related services.

Student Satisfaction Survey (SSS) is the Institute's approved instrument which gathers student feedback on their learning in units and their perception of teaching effectiveness in those units.

4.   PRINCIPLES

4.1 Survey Design Principles
Any Institute approved survey that requests students to provide feedback must exhibit sound principles in survey design including that:
a)   it has a clear purpose, methodologically sound design and is not overly complicated or onerous for students to complete; and
b)   it contains clear information on the purpose of the survey, including the intended use of the data collected, and who will have access to that data; and
c)   the anonymity of respondents will be respected and protected.

4.2 Valuing Student Feedback
The Institute is committed to delivering opportunities for students to provide feedback on their educational experiences. Student feedback obtained from Institute approved student surveys are a key component of the Institute's monitoring, review and improvement activities, and an important source of feedback to staff on their teaching. They complement other sources of evidence about the quality and effectiveness of courses, units, teaching practices and other aspects of students' experiences at the Institute.

Notwithstanding the value that the Institute places on student feedback, student participation in Institute approved student surveys is totally voluntary. Further, any information obtained from student surveys will be maintained and treated in accordance with the Institute's *Privacy Policy.*

4.3 Utilising Student Feedback
The Institute's Executive Staff, Council, Academic Board, Teaching and Learning Committee, Deans, Teaching Staff and Service Divisions use student feedback as one source of evidence to:

a. Improve the quality of units and courses;
b. Improve the student experience;
c. Support the scholarship of teaching;
d. Enhance the delivery of learning resources and support services; and
e. Assure the equivalence of student experience across onshore, offshore and online delivery of courses.

Teaching staff are also encouraged to use student feedback as one of the sources of evidence of teaching quality for the purposes of appointment, promotion and teaching awards.

4.4 Responsibilities with Respect to Student Surveys
Students have responsibilities, *when they choose to participate in student surveys*, to:
a.   contribute constructive feedback on the effectiveness of the methods individual of teaching staff through the SSS survey;
b.   contribute constructive feedback on the quality of units of study through the SSS survey
c.   contribute constructive feedback on their campus or online experience including their perception of student related services through the SES;
d.   provide feedback which is free from racist, sexist or abusive intent, as per the Student Code of Conduct and related policies; and
e.   recognise improvements made as a result of student feedback.

Academic Staff have responsibilities to:
a.   engage in regular evaluation to improve the effectiveness of their contribution to the quality of students' learning experience;
b.   use the SSS results each term in order to review and enhance their own teaching;

c. use SSS survey results and other evaluation information relating to units in which they teach, and to identify and implement improvement strategies; and

d. maintain their own personal and confidential records relating to their teaching evaluations for use in performance review and in academic promotions.

Unit Coordinators have responsibilities to:

a. review the SSS results for their unit(s) in conjunction with other sources of data about unit quality e.g., peer review activities;

b. facilitate discussion of SSS results with other academic and support staff working on the unit;

c. identify areas of good practice and key areas which the data indicate warrant improvement action;

d. report both the good practice and improvement priorities for the unit to the Dean with a brief outline of the unit team's plan to address the improvement priorities; and

e. provide feedback to students in unit outlines on improvements made based on their survey responses;

Dean/s have responsibilities to:

a. in discussion with Unit Coordinators, review SSS survey results for all units in a program in conjunction with other sources of data about unit and program quality e.g., peer review activities, performance and outcomes data;

b. provide a School report on the overall outcomes, highlighting the identification of strengths and improvement targets to the Teaching and Learning Committee and the Academic Board;

c. identify the key areas of good practice that will be promoted and the key targets and strategies for improvement that are taking place across their School;

d. report on the achievement of targets and the effectiveness of strategies adopted; and

e. use areas of good practice to promote the School.

Senior Student Services Manager has responsibilities to:

a. maintain a schedule of all Institute approved student surveys;

b. manage the distribution and reporting of the Institute approved student surveys;

c. provide a summary report on the findings of SSS survey results to the Dean;

d. provide a summary report on the findings of SES survey results to the Senior Academic Manager;

e. authorise Non-Institute Approved Student Surveys; and

f. ensure compliance with this policy in the management of surveys.

Institute Senior Management have responsibilities to:

a. ensure that the confidentiality of individual student responses;

b. provide the support, resources and development opportunities to assist academics improve the quality of the units they deliver; and

c. solicit recommendations for improvement based on the survey data from academic staff teaching in units.

5. PROCEDURES

See the related document *Student Survey Procedures* for the details pertaining to the implementation of the principles inherent in this policy document.

6. RELATED DOCUMENTS

Code of Conduct for Students
Privacy Policy
Staff Code of Conduct
Student Handbook

7. CHANGE AND VERSION CONTROL

Historical Version	Approved by	Approval Date
NIL		

Student Survey Procedures

Policy Category	Policy/guideline/**procedure**/rules		
Review	3 years from date of Approval		
Policy Code	AP044P		
Contacts	policy@imc.edu.au		
Version	Approval Authority	Approval Date	Commencement Date
2021.02	Principal	12 February 2021	12 February 2021

1.　　PURPOSE

The purpose of this document is to outline the procedures involved in conducting student surveys at the Australian National Institute of Management and Commerce (the Institute). It forms part of the Institute's ongoing commitment to providing a quality learning experience for students. The document should be read in conjunction with the *Student Survey Policy*.

2.　　PROCEDURES

The following procedures relate to each of the Institute Approved Student Surveys (i.e., Graduate Survey, Student Experience Survey, and the Student Satisfaction Survey), and non-Institute Approved Student Surveys (e.g., class surveys, library surveys, other information gathering surveys)

2.a The Graduate Survey (GS) is a national online survey of all Australian Higher Education Providers. It is conducted in April and October each year. Its distribution at the Institute is approved by IMC senior management. Student Services analyses and reports on the survey data to the IMC Council. The data is maintained online by Student Services.

Some additional factors concerning the GS follow.
i)	The GS is used for both quality assurance and quality improvement of course experience and graduate outcomes.
ii)	GS evaluations are conducted using standardised questionnaires, mode of delivery and survey dates.
ii)	GS evaluations are delivered online for efficiency and consistency.
v)	GS surveys are administered in April and October every year.
vi)	GS consists of course experience and graduate outcomes.
vii)	Reports on the results are available to the Council.

2.b. The Student Experience Survey (SES) is drafted and conducted at the end of each term by Student Services. Student Services analyses and reports on the survey data to the Teaching and Learning Committee, Academic Board and IMC senior management. The data is maintained online by Student Services.

Some additional factors concerning the SES follow.

i)	The SES is used for both quality assurance and quality improvement of student experience.
ii)	SES evaluations are conducted using standardised questionnaires, mode of delivery and survey dates.
ii)	SES evaluations are delivered online for efficiency and consistency.

iv)   SES responses are confidential.
v)   SES surveys are administered at the end of every semester.
vi)   SES consists of student experience and services offered evaluations.
vii)   Reports on the results are available to related teams.
viii)   SES surveys administered to online and/or offshore students are tailored to suit specific environments whilst remaining compatible with onshore surveys.

2.c The Student Satisfaction Survey (SSS) is drafted by Student Services after receiving feedback from the Teaching and Learning Committee. The survey's distribution is approved by IMC senior management. The survey is conducted for every unit that is offered in each term. Student Services analyses the data and prepares reports for the Deans of each of the Schools and the Teaching and Learning Committee. Tailored individual reports are prepared for the lecturers of each of the units surveyed. The data is maintained online by Student Services. Additional analysis of the SSS for offshore course offerings is conducted by the Offshore Campus Advisory Committee.

Some additional factors concerning the SSS follow.
i)   The SSS is used for both quality assurance and quality improvement of classes and teaching.
ii)   SSS evaluations are conducted using standardised questionnaires, mode of delivery and survey dates.
ii)   SSS evaluations are delivered online for efficiency and consistency.
iv)   SSS responses are confidential.
v)   SSS surveys are administered at every offering of a unit.
vi)   SSS consists of course and teaching evaluations.
vii)   Reports on the results of unit and teaching evaluations are available to academic staff after the release of student grades.
vii)   SSS evaluation reports are provided to the Dean of School and the Teaching and Learning Committee.
viii)   Individual teaching evaluation reports (quantitative and qualitative) are provided to the staff member responsible for the unit and are also available to the Dean.

2.d Non-Institute Approved Student Surveys are surveys that may be conducted at the Institute but do not require formal Institute wide approval. These may include class surveys, library surveys, other information gathering surveys conducted at the Institute. While they do not require formal Institute wide approval, they require the prior notification and authorisation of the Senior Student Services Manager. The Senior Student Services Manager will maintain a register of all such surveys.

Notwithstanding that these surveys do not require Institute-wide approval they still must exhibit sound principles in survey design including that they:
a)   have a clear purpose and methodologically sound design;
b)   are not be overly complicated or onerous for students to complete;
c)   it contains clear information on the purpose of the survey, including the intended use of the data collected, and who will have access to that data; and
d)   the anonymity of respondents will be respected and protected.

Appendix – Student Surveys (indicative questions)

The following are indicative of the type of questions that are asked in the Student Satisfaction Survey (SSS) and the Student Experience Survey (SES). They can change in any given term to reflect new circumstances. These circumstances include the teaching of courses online, offshore, or in a language other than English.

Draft- Student Satisfaction Survey

Please evaluate the unit (Both UG and PG)	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.I had a clear understanding of the aims and goals of the unit.					
2.The unit was well structured.					
3. This unit has developed my ability to think critically.					
4. Assessment requirements were made clear to me.					
5. Overall, I am satisfied with the quality of this unit					
6. What were the best aspects of this unit? (Open Question)					
7. What improvements would you suggest? (Open Question)					

Please evaluate the lecturer (Both UG and PG)	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.The lecturer was well organised.					

2.The lecturer encouraged participation and questions in class.					
3. The Lecturer provided timely and constructive feedback on assessment tasks.					
4. The lecturer demonstrated thorough knowledge of the subject area.					
5.The lecturer respected students.					
6. Overall, I am satisfied with the lecturer.					
7. What were the best aspects of the lecturer? (Open Question)					
8. What improvements would you suggest? (Open Question)					

Please evaluate the Tutor (UG Only)	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.The tutor organised content in ways that facilitated my learning.					
2.The tutor provided clear and appropriate answers to student questions.					
3. The tutor respected students.					
4. Overall, I am satisfied with the tutor.					
5. What were the best aspects of the tutor? (Open Question)					
6. What improvements would you suggest? (Open Question)					

Student Experience Survey (SES)
What has your experience been like during the semester?

Given the current situation, we understand that your experience this semester has been quite unique and as we are now passing halfway, we would like to get your feedback regarding your experience so far.

Take part in this a 5-minute survey and give us your thoughts.
Your feedback is valuable to us and we would like to use it to make improvements in the future.

Section 1: About you

Q1: Are you currently:

1. In Australia
2. Overseas

Q2: What are you currently enrolled in:

1. Bachelor course (Business)
2. Bachelor course (Law)
3. Master course
4. Research course

Q3: I am

1. Female
2. Male
3. Rather not say.

Q4: My campus is located in:

1. Sydney
2. Hobart

Section 2: Regarding your study
This section is about your online learning platform Moodle and <u>not</u> about your lecturer/tutor.

Q1: Overall, how well have you been able to contact your lecturers/tutors via the online learning platforms (e.g., Moodle messages, email and/or Zoom)

Very much
Quite a bit
Some
Very little
Not at all

Q2: Have you had any difficulties using the online learning platforms?

No
Yes (to next question)

  Q2a: I have had the following problems

1. Cannot access Moodle
Often/sometimes/rarely/never happen

2. Connection is not very stable (e.g., freezing or dropping offline)
Often/sometimes/rare/never happen

3. Cannot access to Zoom
Often/sometimes/rare/never happen

4. Hard to find relevant recourses
Often/sometimes/rare/never happen

5. Other problem: (please indicate) _____

Q3: If you have had difficulties using online learning platforms, which person/department did you contact?

1. Academic Office
2. Student Services
3. IT
4. Lecturer/tutor
5. I did not contact anyone

Q4: What has been the best feature of your online learning? (open question, optional)

Q5: What features of online study need the most improvements? (open question, optional)

Section 3: Student Support

Q1: Have you read our Student Newsletter?

1. Yes (to next question)
2. No

Q1a: I think the Newsletters … (multiple answers are acceptable)
1. Provide interesting articles and resources
2. Contain helpful information
3. Make me feel connected
4. Contain too much information
5. Need more details (please comments below)
6. Other: _____

Q1b: Do you have any suggestions for our weekly newsletter?
Is there any other information you want to see included?

Q2: Have you seen our COVID-19 Student Support page on our website?

1. Yes (to next question)
2. No

Q2a: The COVID-19 page… (multiple answers accept)
1. Contains helpful information
2. Make me feel supported
3. Has too much information
4. Needs more information
5. Other: _____

Q2b: Do you have any suggestions for the COVID-19 support page?
Is there any other information you want to see included?

Q3: How have you found supporting staff members?

1. Availability
Have not contacted/Not at all/Very little/Some/Quite a bit/Very much

2. Helpfulness
Have not contacted /Not at all/Very little/Some/Quite a bit/Very much

Q4: What are some of the good aspects of our supporting staff? (open question, optional)

Q5: What are some of the aspects that can be improved by our supporting staff? (open question, optional)

Q6: Overall, I'm satisfied with my experience.
Very much
Quite a bit
Some
Very little
Not at all