

## PROCEDURES RELATING TO THE USE OF THE MASSEY ONLINE SURVEY TOOL (MOST - <http://ost.massey.ac.nz/ost>)

<b>Section</b>	Academic
<b>Contact</b>	Student Survey and Evaluation Unit
<b>Last Review</b>	May 2013
<b>Next Review</b>	May 2015
<b>Approval</b>	Teaching and Learning Committee (TLC 2013/34)

### Background

Massey University is committed to the provision of an effective teaching and learning environment supported by input and feedback from students, regular and systematic surveys of papers, and the use of qualitative and quantitative data as a basis for identifying, prioritising and reporting on improvement opportunities and outcomes.

### Purpose of the Procedures

The purpose of these procedures is to provide an overview of the Massey Online Survey Tool (MOST) including its functions and outputs.

### Definition

*Surveys* are defined as a means of data collection using structured or semi structured instruments that may take the form of written, oral or online modes of questioning.

### Scope

These procedures apply to the surveys and reports generated using MOST.

### Functions of the Massey Online Survey Tool

MOST enables staff to gather student feedback on their papers and teaching using simple online questionnaires.

MOST is a key element of the University's Quality Assurance and Quality Enhancement Framework and should be regarded as the beginning of a more comprehensive evaluation using a range of methods and information sources including, for example, peer review and self-reflection.

MOST provides a mechanism to:

- Enable students to provide feedback on papers and teaching, and receive feedback on the comments they have provided
- Support academic staff to regularly review their teaching and papers
- Provide information on students' experience of papers and teaching which will assist paper coordinators and heads of department to foster improvement



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- Provide data that can contribute to the University’s Key Performance Indicators for teaching and learning and enhance the University’s capacity for strategic development of the learning and teaching environment

Data gathered using the tool can be used for a variety of purposes including but not limited to:

- Critical reflection on teaching practice especially as this relates to enhancing the student learning experience
- Ongoing professional development
- Compilation of teaching portfolios and promotions information

**Overview of the Instruments Available via the Survey Tool**

	<b>Course Survey</b>	<b>Flexible Surveys</b>
<b>Primary Purpose</b>	Accountability, quality assurance and continuous improvement	Teacher development and improvement
<b>Design</b>	Standard: 10 quantitative questions and two qualitative questions	Flexible: may include combinations of questions drawn from the item bank or teacher-designed questions
<b>Frequency</b>	Compulsory for undergraduate and postgraduate taught papers at least once every third offering with the time between evaluations not exceeding two years	Generated and administered upon request by the teacher
<b>Restrictions</b>	Not suitable for papers where the number of responses is likely to be less than 5, or for practicum papers, research reports or research projects	None
<b>Timing</b>	Course surveys are conducted at fixed dates at the end of each semester.	Anytime
<b>Dimensions investigated</b>	Thinking skills, content structure, content coherence, usefulness of support materials, assessment and feedback, workload, online learning	At the discretion of the teacher  In some cases, the HoD/I/S can request a formative survey of teaching qualities as part of a teaching improvement plan
<b>Results</b>  (refer to Specific Procedures for Management of Survey Results below)	<p><b>Full reports</b> (student response graphs and tables, student comments) are generated for each paper offering.</p> <p><b>Student summary reports</b> (comprising aggregate percentage agreement data for each of the quantitative questions and paper coordinator comments if submitted) are generated for each published paper offering and emailed to those students who responded to the survey for that offering.</p> <p><b>Aggregate reports</b> (comprising aggregate percentage agreement data for each of the quantitative questions) are generated at department, College, and University levels, and</p>	<p>Responsibility for the initiation of Flexible surveys and actions taken in response to student feedback rests with lecturers. However, the HoD/I/S also has a responsibility to ensure that evaluation of teaching occurs on a regular basis. To assist the HoD/I/S in the fulfilment of this function, a list of the staff who have initiated flexible surveys will be made available to them at the conclusion of each survey period. Full reports will remain confidential to the individual teacher. Paper coordinators are informed that a Flexible Survey is being conducted by a lecturer in the paper but do not have access the report.</p> <p>For surveys conducted on request (as part of a</p>



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	for priority student groups.	teaching improvement plan), the report will also be made available to the HoD/I/S.
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**Process Summary for standard Course Surveys:**

MOST can be accessed by Paper Coordinators listed in the University’s Integrated Paper Planning (IPP) database. Teaching staff with a Massey username and password not already listed in the database can register with MOST pending confirmation by the MOST administrator.

Paper coordinators listed in the IPP can initiate a course survey for any paper offering in the current year, until 2 weeks before the survey goes live, at the end of each semester.

MOST automatically accesses the class lists from the Student Management System and checks that there are sufficient numbers for survey (i.e. more than 5 students).

MOST automatically enables surveys and sends relevant notifications to all users via email

Prior to the survey going live, it is recommended that students are informed by the lecturer or paper coordinator that a survey will be undertaken.

MOST automatically sends a reminder to all students who have not responded, a week before the survey closes down.

MOST assesses the ‘validity’ of a survey based upon the number of student responses: ‘Valid’ surveys are those where there are greater than 5 student responses to 8 or more of the quantitative questions. Valid surveys prompt the generation of a Student Summary Report, and include data which feeds into the aggregate reports.

For valid surveys the paper coordinator receives an email requesting comments on the survey results. Provision of comments is optional, but encouraged, as this feedback will appear on the Student Summary Report underneath the aggregate percentage agreement of the students to each quantitative question.

If a survey is not valid, a full report is still generated and available to the paper coordinator but the responses are not aggregated and no student summary report is generated. Students are notified that there were too few responses for the generation of a valid report.

MOST notifies paper coordinators, lecturers and student respondents when the reports are ‘published’.

**Specific Procedures Relating to the Management of Survey Results**

A summary of the information provided in the reports and the access to those reports is presented in the Table below.

	Information Included	Access
<b>Full Reports</b>		
Course Survey Reports	Response tables and frequency graphs for each of the quantitative questions Student comments	Paper Coordinators and Lecturers/Tutors registered against the relevant paper in MOST, HoD/I/S and other authorised senior staff.
Flexible Survey Reports	Response tables and frequency graphs	Restricted to the teacher who initiated the



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	for each of the quantitative questions Student comments	survey, and in the case of surveys conducted on request (as part of a teaching improvement plan), to the HoD/I/S.
<b>Student Reports</b>		
Course Survey	Table of aggregate percentage agreement to each of the quantitative questions. (%Agree = Tend to Agree + Agree + Strongly Agree)  Paper Coordinator comments (if provided)	Students – for the paper offerings where they provided responses
Flexible Survey	Lecturer comments only (if provided)	Students – for the paper offerings where they provided responses
<b>Aggregate Reports</b>		
Department Reports	List of paper offerings surveyed within the department together with the aggregate percentage agreement to each of the quantitative questions	Approved Access List members
College Report	List of departments in the College together with the average aggregate percentage agreement to each of the quantitative questions	Approved Access List members
University Report	List of the Colleges together with the average aggregate percentage agreement to each of the quantitative questions	Approved Access List members
Demographic Report	List of demographic features (age, gender, student status etc) together with the average aggregate percentage agreement to each of the quantitative questions	Approved Access List members

**Authorisation of access to Course Evaluation Data**

Access to any course evaluation reports must be approved by the relevant PVC or AVC A&I. The list of those with access and the level of that access will be maintained and updated by the Student Survey and Evaluation Unit.

**Management of Student Comments**

Student comments are presented only in the Full Course and Flexible Survey Reports. If there are any concerns arising from the comments, contact should be made with the MOST Administrator in the first instance who will review the information and make amendments appropriate (e.g., removal of any personal, racist or sexist material). Any disagreement arising from this process will be moderated by the Administrator’s line manager.

**Disclosure of Information**



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Information concerning the evaluation of individual lecturers is sensitive and collected for formative purposes. Teaching is a complex activity subject to multiple influences and as such, no single indicator is able to provide a complete picture of the quality of teaching or information regarding teaching improvement. Interpretation of teacher results must occur within the context of the paper being taught with careful consideration given to variables such as the paper level, field of study, paper difficulty, and class size which have all been shown to influence student ratings.

**All teacher-designed questions should relate only to the teacher who initiated the survey.** Flexible Surveys cannot be used to ask questions about other teachers or tutors unless their express permission has been sought and received, and results are shared equally.

In regard to either the Course or Flexible Surveys, staff may use summary data, including comments, in analytical and scholarly studies which may be published, provided the anonymity of respondents is maintained.

### **Records**

Course Surveys: Offering results will be available from MOST for a period of five years after which time they will be deleted.

Flexible Surveys: MOST will store the survey instruments created by individual teachers, teacher reports, and maintain a register of statistics for monitoring purposes (e.g., number of surveys generated, numbers of staff who have used MOST in each department).

### **Audience**

All staff and students

### **Relevant legislation**

Privacy Act

### **Related procedures / documents**

Teaching and Learning Policy

### **Document Management Control:**

Prepared by: Student Survey and Engagement Unit

Date of First Approval: May 2011