

Factors contributing to a rapid and successful implementation of Blue at Monash University

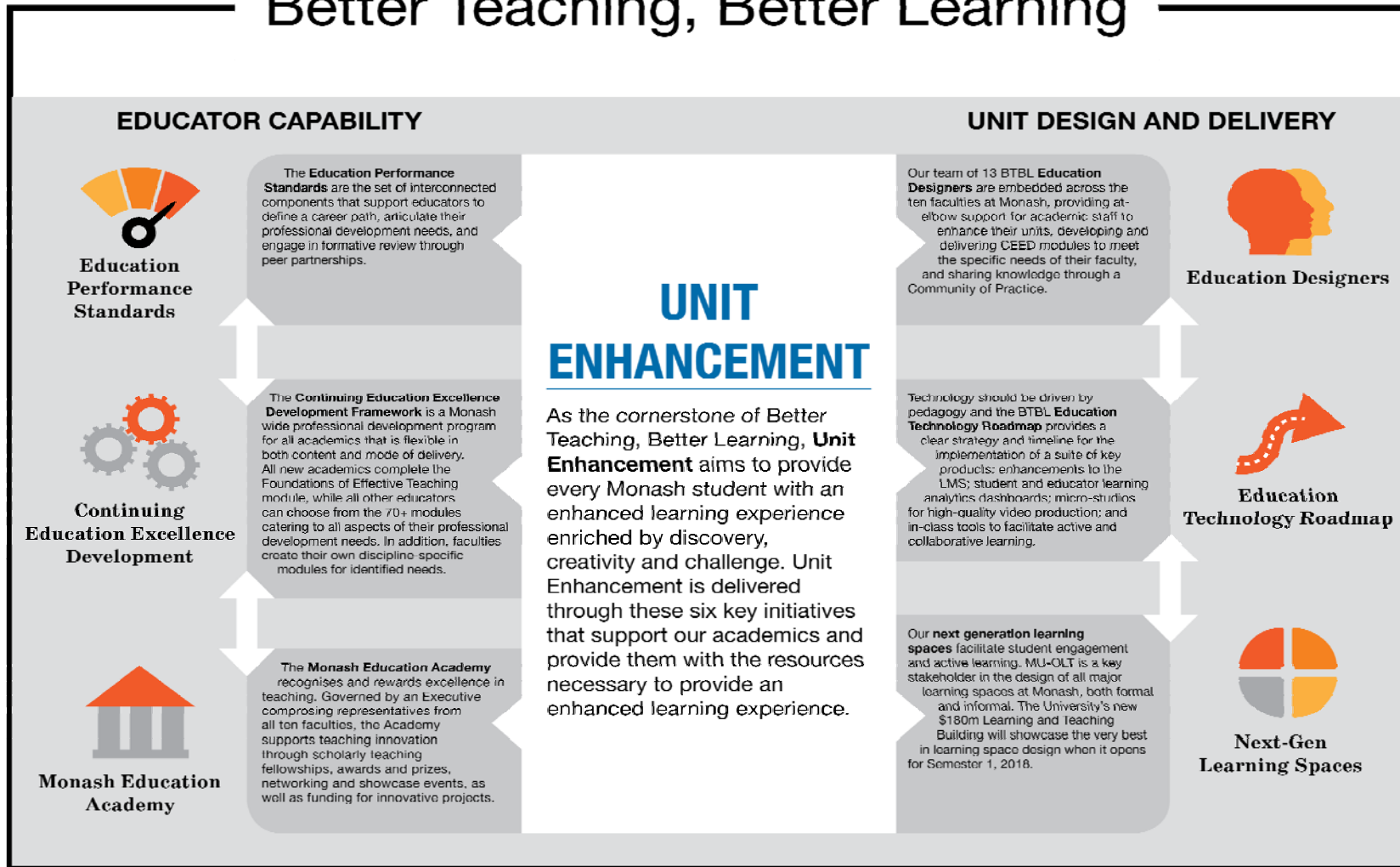
Elizabeth Toy, Learning and Teaching Quality Manager



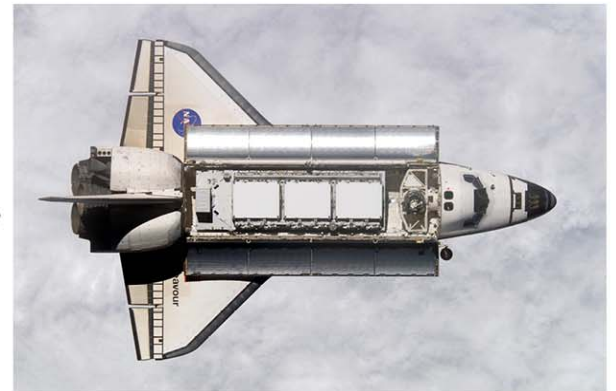
Some translations

- Unit = Course / module / paper
- SETU (student evaluation of teaching and units) = course evaluation
- Faculty = Admin structure made up of Schools and Department, headed by a Dean
- Academic / educator = faculty (the people who design and deliver the academic program)

Better Teaching, Better Learning



Overview



Context

- Higher Education Standards Framework
 - Federal regulations setting threshold standards for HE providers
 - Came into effect 1 Jan 2017
- Monash University
 - Largest university in Australia 75,000+ students
 - 4 campuses in Australia, 2 campuses in Malaysia, campus in South Africa
 - Better Teaching, Better Learning AU\$40m investment in transforming education
 - Every unit has to be surveyed at least once each year

Where we were

- Conducting student surveys online for a long time
 - Survey platform not supported by IT Division
- SETU taken for granted, different utilisation in each faculty
- Expert group running the surveys, delivering reports
 - Absorbing much of the pain on data quality / keeping the platform functional
- Existing quality assurance processes using SETU data

Drivers of change





- Voice of the Student policy
- Better Teaching, Better Learning Agenda
- Academic Board requirements
 - Could not deliver on half the recommendations without replacing the platform
 - Reduce manual cleansing of data
 - Improve response rates
 - Increase flexibility for customised questions

Two streams of work

- 3 phases of implementation of Academic Board requirements
 1. Communication strategies to students and staff to drive improved response rates
 2. Screening and distribution guidelines
 3. Pilot Item Bank
- Create project to procure and implement new platform
 - Set up governance
 - Secured key resources
 - Requirements gathering

New structure of survey

- Section one: 8 university wide questions
 - Overall satisfaction
 - 2 open qualitative question
- Section two: optional items (up to 5)
- Section three: 4 Educator questions

Band		Range
	Outstanding	≥ 4.7
	Meeting aspirations	3.80 – 4.69
	Needing improvement	3.01 – 3.79
	Needs critical attention	≤ 3.0

Holistic view - extended enterprise architecture

Question	Component
Why?	Strategy
Why?	Product / service
Who?	People
Who with?	Organisation
What?	Function
Which?	Information
How? When?	Process
With?	Platforms

Multiple views, relatable to each other via shared reference points

Value chain analysis

University Value Chains

ASSESS EDUCATION DELIVERY

DEVELOP EMPLOYEE

SETU Process

UPS Execute Survey

2.0 Prepare & Distribute Student Survey

3.0 Acquire Survey Responses

4.0 Prepare Survey Results

1.0 Manage SETU Solution Administration

MU-OLT & FACULTIES Utilise Survey

5.0 Analyse Survey Results

6.0 Publish Survey Results

7.0 Analyse Survey Results

8.0 Action Changes Created

Project realignment

- Tender process revealed weaknesses
 - Definition of requirements
 - Misalignment of service areas with end user needs
 - Lack of flexibility to handle multiple platforms/vendors
- Project realigned to:
 - Revise scope to include both value chains
 - Introduce Proof of Concept to confirm platform match

Rapid and successful?

- Blue fully implemented within 4 months of contract signing
 - Delivered Sem 2 2016 survey via new platform as promised to Academic Board
 - 2,703 unit offerings surveyed
 - 60,000+ students invited to provide feedback (total of 194,000 individual unit evaluations)
 - 3,100 staff received feedback via educator questions
 - Survey ran with no technical or procedural problems

Critical success factors – the team

- By end of Proof Of Concept knew what we could/not achieve = focused
- Manager Information Systems and Surveys
 - Incredible determination, expertise, rapid skill acquisition
 - In full control of Blue, combined with mastery of earlier platform able to push boundaries
- Project Manager and Business Architect
 - Extensive experience in HE
 - Application of their model for extended enterprise architecture
 - The power of the analytical processes
 - Technical expertise to overcome barriers

Where to next

- Implementing DIG – pushing accountability for data quality to the people who own the data
- Text analytics and thematic analysis
- Reporting to service areas for improvement across the institution eg IT Division, Scheduling, Space utilisation and planning
- Closing the feedback loop
- Feedback and reflection before graduation (ie for foundation units)
- Develop more multi-dimensional reporting
 - Gain timely, deep understanding of what is happening in units to make targeted improvements

Utilisation of student feedback

Reporting that supports action in both continuous improvement of units and validation of educators' strengths and areas for professional development

