

A 360° stakeholder perspective in monitoring quality assurance

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Objectives

- Thinking about current instruments to execute 360° monitoring feedback within the context of educational quality assurance
- Discuss benefits and barriers of qualitative and quantitative evaluation instruments
- Sharing ideas about professionalization of stakeholders in giving valuable feedback
- Sharing ideas for increasing the participation rate of stakeholders in quality assurance surveys to get representative feedback





Workshop structure

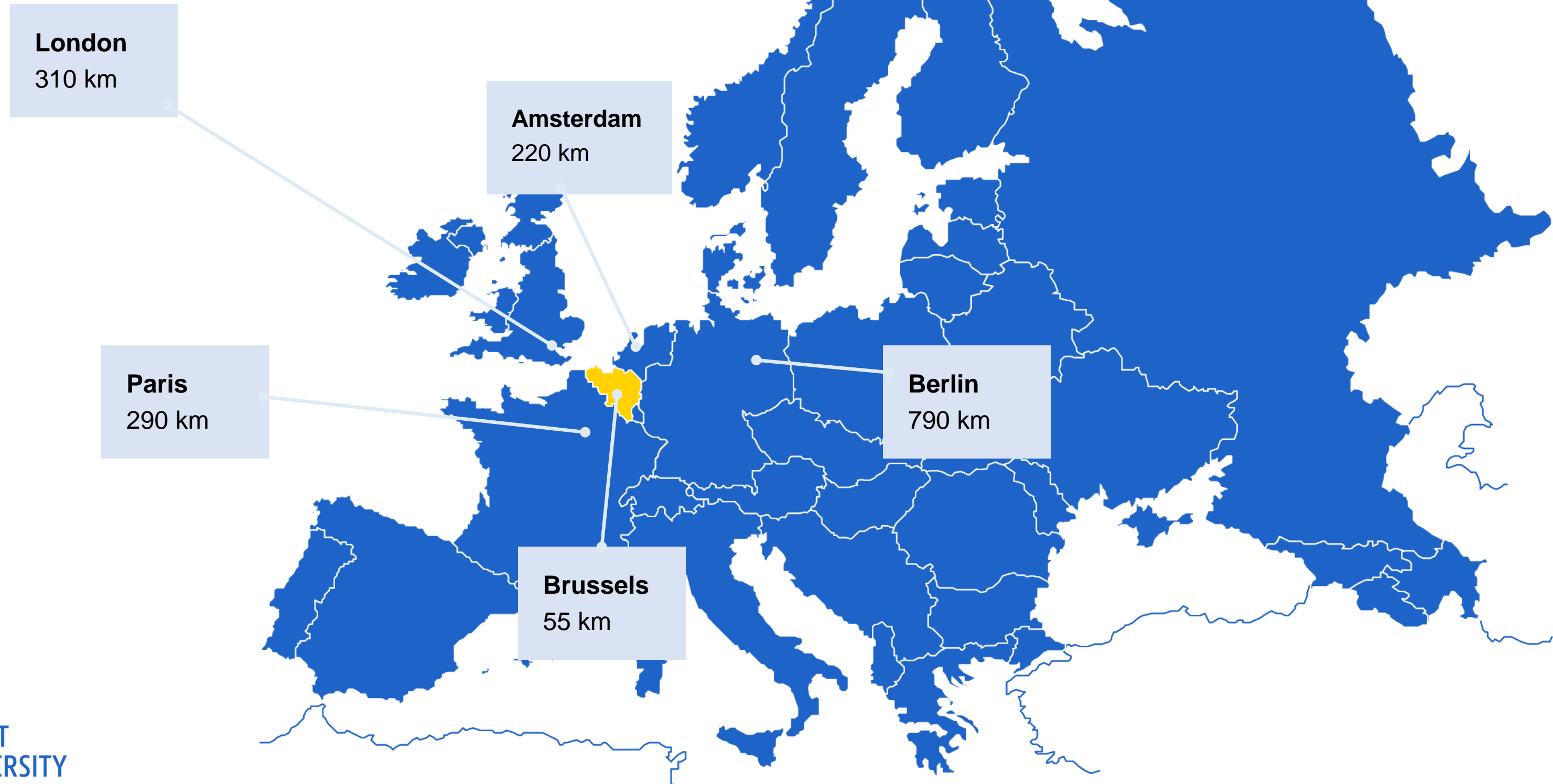
Part 1: introduction (20 min)

Part 2: teamwork (40 min)

Part 3: plenary reflections (25 min)

Part 4: take home messages (5 min)

GHENT (BELGIUM)



Ghent university

- Central administration: managed by rector, vice rector and directors
- 11 faculties: managed by dean and the faculty board



Bachelor programs

6

Master programs

10

Master after Masters

7

Postgraduates

10

STUDY
PROGRAMS

8000
STUDENTS

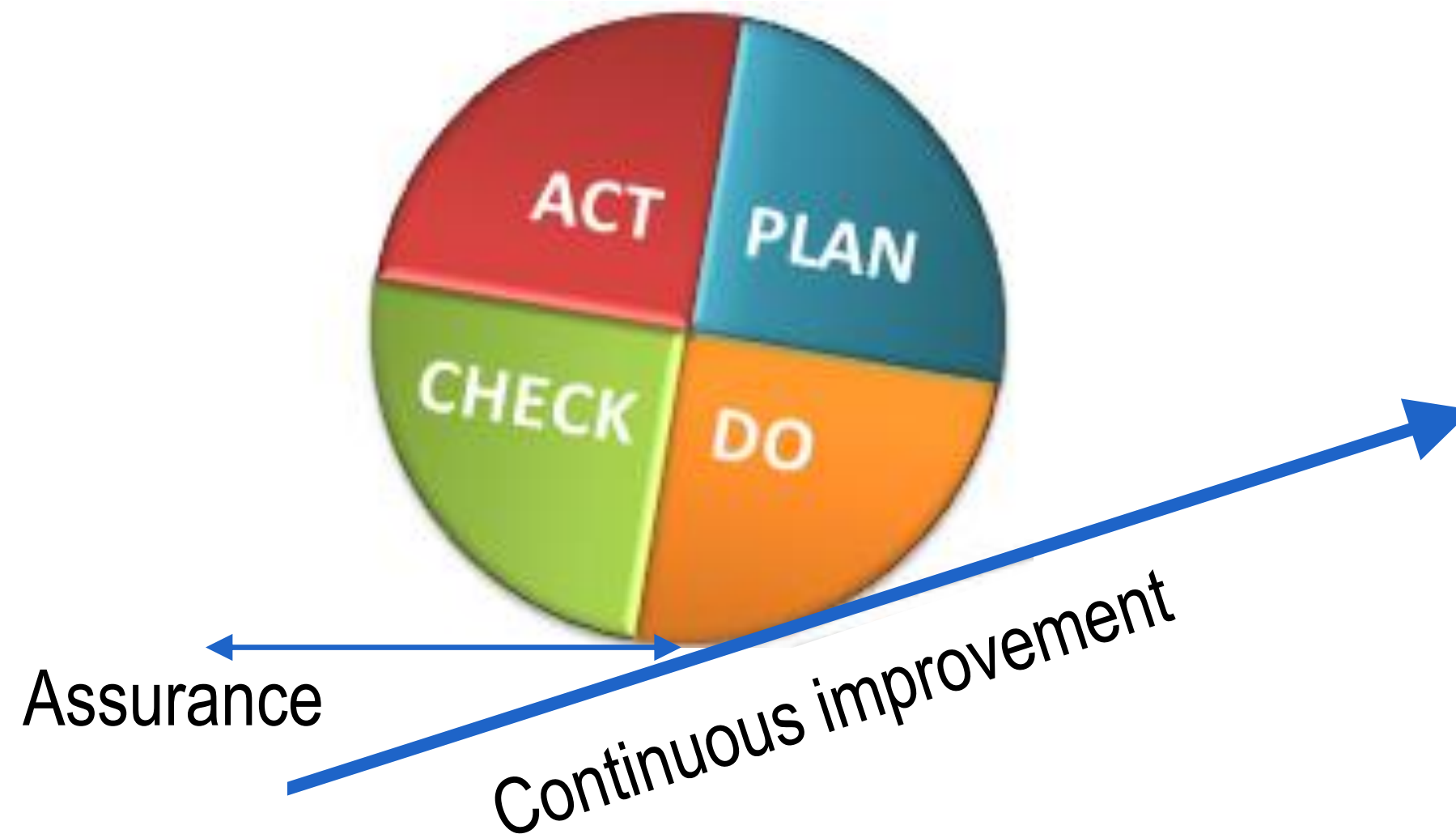


Quality assurance system Ghent University

Combination of Centralised and Decentralised system

- Central department of educational quality gives structure and tools
- Faculties and study programs remain responsible for the development of their local quality assurance system with tailor-made tools

Using the PDCA cycle for Quality assurance



PDCA at 3 levels:

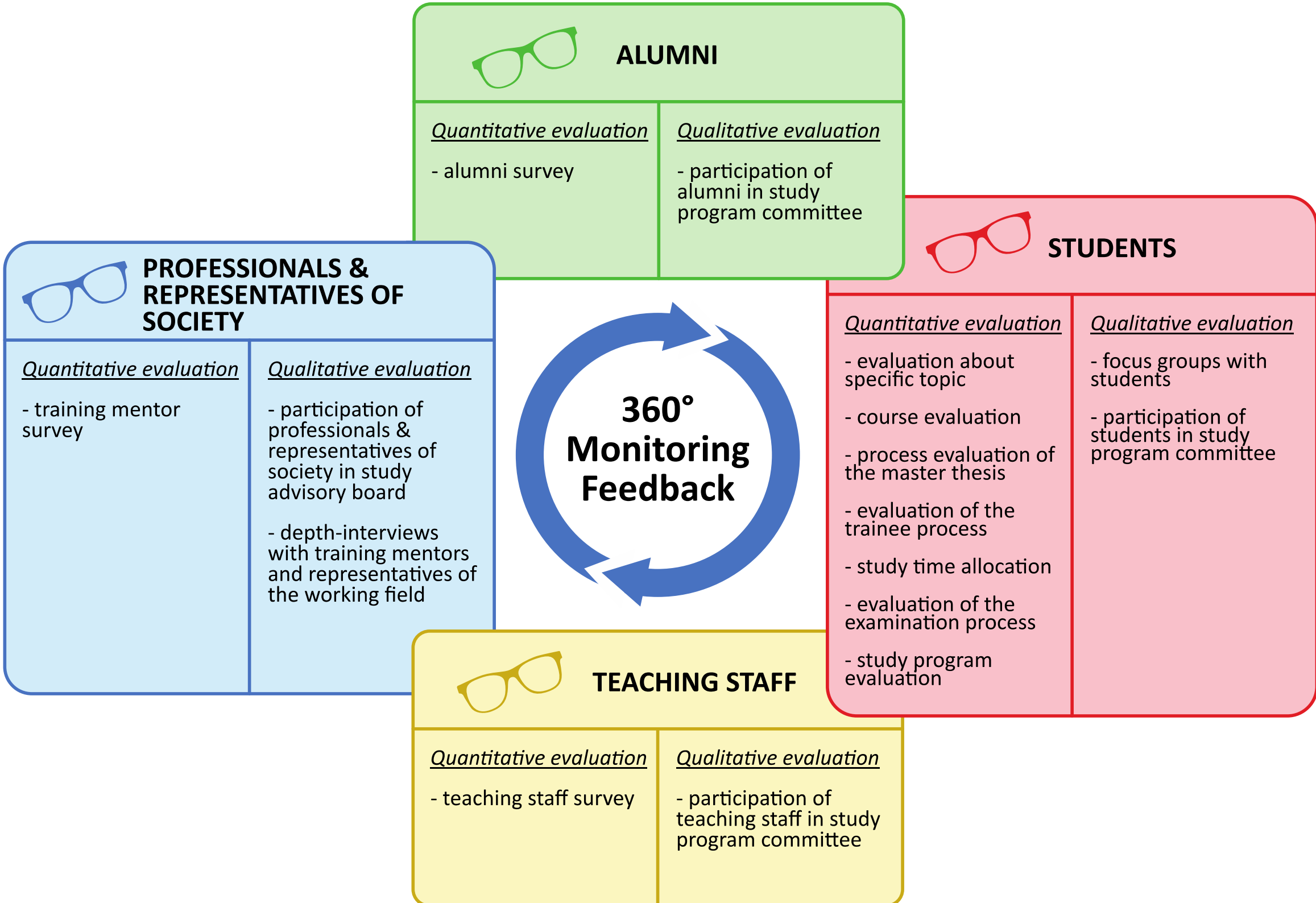
- Study Program Level
- Faculty Level
- Central Level

Definition 360° feedback

The 360° feedback method is a structured process of collecting, processing and discussing feedback from multiple perspectives for the purpose of improving and assessing organisations, teams, leaders ... or study programs.

Maylett (2009) Waldman (1998)

Check (PDCA): by using different sources of information



Check (PDCA)



STUDENTS

Faculty quality assurance system:

- Participative model
- Strongly student-centered (great commitment + additional value)

Check (PDCA)



STUDENTS

Different **quantitative instruments** (central + faculty level):

1. Study program evaluation bachelor/master
2. Course evaluation
3. Internship Evaluation
4. Study time measurement
5. Evaluation of the examination process
6. Evaluation about specific topics

1. STUDY PROGRAM EVALUATION



STUDENTS

- Two-yearly: 2010 – 2012 – 2014 – 2016 (even numbered years)
- Students at the end of the bachelor/master program

- Online

- Response rate

	2010	2012	2014
bachelor	35%	53%	52%
master	34%	50%	54%

- Active strategy of recruitment (email, reminder, during courses, online messages, student counsels, teachers, ppt on screens, ...)
- Results discussed in study program committee with relevant actions

EXAMPLE QUESTIONNAIRE PROGRAM EVALUATION

GENERAL APPRECIATION

The content of the study programme meets your expectations.
The study programme has well prepared you for further study or career.
In general the study programme is of a high quality.

LEARNING EFFECT

The study programme stimulates creativity in developing and applying knowledge.
The acquired knowledge and skills are more complex than those of the preceding bachelor.
In the study programme you learned to design research plans.

STRUCTURE

The courses in the programme are organized in a logical sequence.
The study programme starts from a strong concept.
The study programme is coherently constructed.

ORGANISATION

The study programme is well-organised.
The class schedules are manageable.
The support by means of Minerva contributes to the quality of programme.



2.COURSE EVALUATION



STUDENTS

- Specific course (every 3 year) linked to one or more teachers (action points, new curriculum, new teaching staff: more regular)
- One instrument for the whole university
- Dimension oriented
- Participation not obligatory but encouraged
- 30% participation is minimum for reporting
- Educational quality control units report and inform teachers
- Limited access to results (confidentiality agreement)

EXAMPLE QUESTIONNAIRE COURSE EVALUATION

	①	②	③	④	⑤
	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
LEARNING/ACADEMIC VALUE					
8. You found the class intellectually challenging and stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. You have learned something which you consider valuable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Your interest in the subject has increased as a consequence of this class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INSTRUCTOR ENTHUSIASM					
1. The staff member was enthusiastic about teaching the class..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The staff member was dynamic and energetic in conducting this class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The staff member's style of presentation held your interest during class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
INDIVIDUAL RAPPORT					
16. The staff member was friendly towards individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The staff member encouraged students to seek advice during and outside off class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The staff member's availability during office hours or after class was adequate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ORGANISATION/CLARITY					
6. The staff member's explanations were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The staff member's lessons were well structured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The staff member made a clear distinction between primary and secondary points.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
COURSE MATERIALS					
2. The course materials were well structured.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The course materials were readily available and easily accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The subject was well supported by the course materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EXAMINATIONS/GRADING					
12. You were sufficiently informed about the criteria for evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Methods of evaluating student work were fair and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Examinations/graded materials tested class content as emphasised by the staff member.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
EXERCISES/TUTORIALS/TASKS					
19. The exercises formed a useful part of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Students were prepared well for the content of the exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Effective guidance was provided for/during the exercises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. INTERNSHIP EVALUATION



STUDENTS

Evaluation of ...

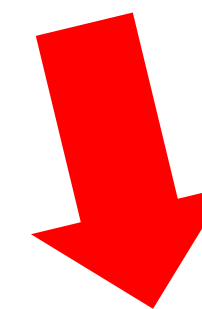
- learning process during the internships
- supervision
- organisation
- assessment process

4. STUDY TIME MEASUREMENT



STUDENTS

- Is the study time in line with the study guide / ECTS points
- Study course level/ study program level
- All students of a study year
- Selection of 10 groups at random, during 40 weeks
- Each group participates 4 weeks equally divided over the academic year = prospective method
 - 2 normal lesson weeks
 - 1 preparatory week
 - 1 exam week
- Strictly structured questionnaire
- Detailed registration study time, study activity tools, ...



Name of course	Professor	Theoretical			Measured	Difference				
		min	gids	max						
niet toegewezen					70	70		30	40	
Kwaliteits-, welzijns- en milieuzorg in	Jan Goossens	125	135	150	64	-61	-49 %	14	50	
Kristalchemie	Diederik Depla	75	84	90	150	60	67 %	15	135	
Inleiding tot de polymeerwetenschap	Filip Du Prez	125	125	150	115	-10	-8 %	33	82	
Kwantumchemie	Patrick Bultinck	125	132	150	174	24	16 %	47	127	
Fysische chemie II: elektrochemie, kine	Katrien Strubbe	125	138	150	145	geen		34	111	
Synthetic Methods in Organic Chemistry	Johan Van der Eycken	125	148	150	174	24	16 %	64	110	
Analytical Separation Methods	Patrick Sandra	125	125	150	82	-43	-35 %	27	54	
MAJOR		150	232	180	164	geen		32	133	
BACHELORPROEF	Pierre De Clercq	450	500	540	294	-156	-35 %	135	159	
Radiochemie	Karel Strijckmans	75	84	90	167	77	86 %	29	138	
totaal:		1500	1703	1800	1601	binnen range		460	1141	
%								29	71	

5.EVALUATION EXAMINATION PROCESS



STUDENTS

- Questionnaire immediately after exam
- Evaluation of written exams/ papers
- Questions on
 - Preparation by the teacher during classes
 - Quality and difficulty level
 - Organisational aspects
 - ...

6.EVALUATION SPECIFIC TOPICS



STUDENTS

- Study program oriented
- Related to specific context and identity of the program

For example: evaluation of hands on teaching, of learning climate, ...

Check (PDCA)



STUDENTS

Qualitative instruments for monitoring quality of education:

- Focus groups:

- +/- 12 students (ad random)
- 1,5 h discussion
- topics: new curriculum, study program, student mobility, results quantitative evaluations
- at least once in 4 years



Check (PDCA)

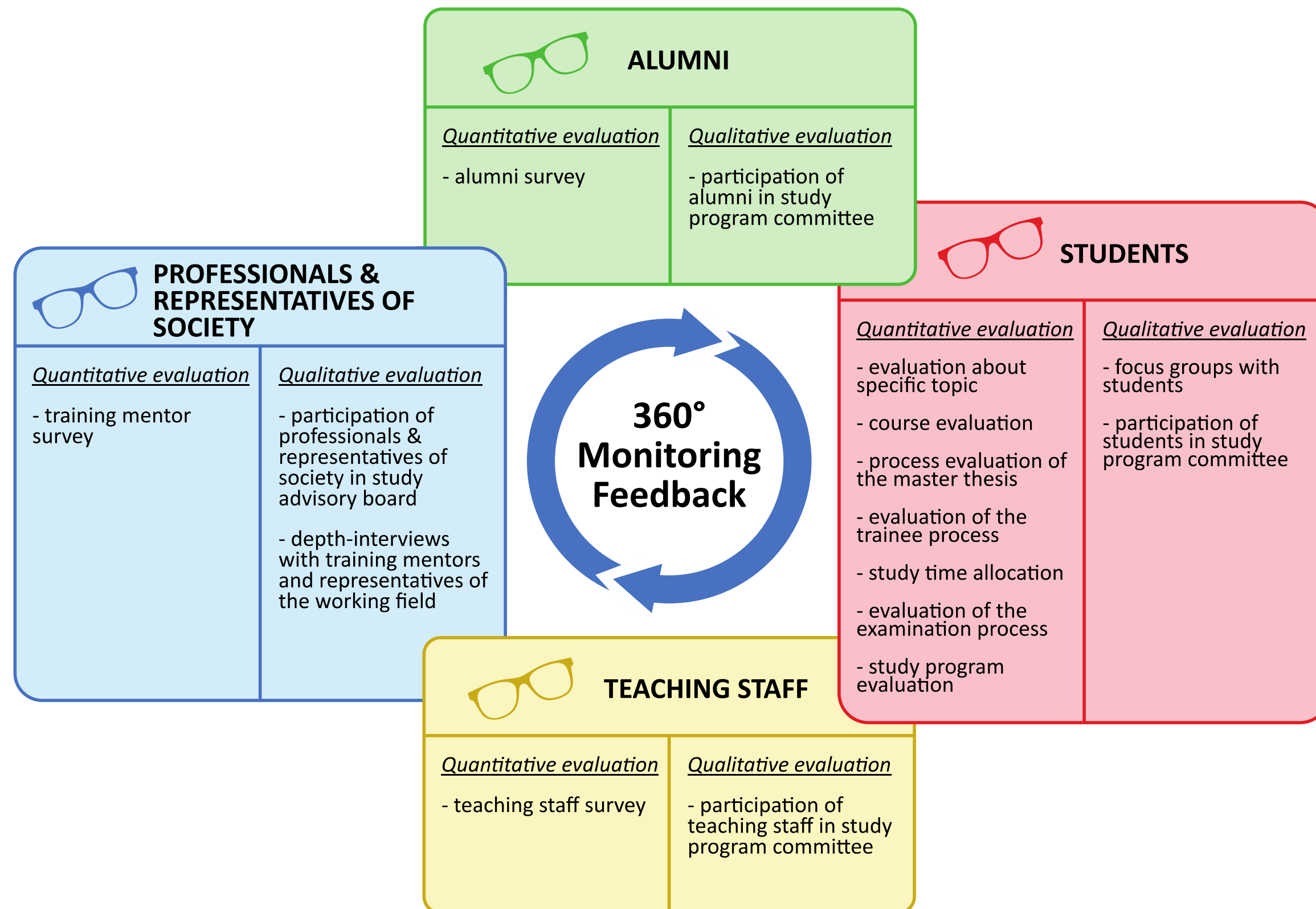


STUDENTS

Qualitative instruments for monitoring quality of education:

- Representation of students in the study program committee
 - 1/3 members are students
 - Co-creation of agenda

Check (PDCA)



Check (PDCA)



TEACHING STAFF

Quantitative instruments for monitoring quality of education:

1. Teaching staff survey (central)
2. Study program evaluation (faculty – specific context study program)

!! Limited number of quantitative instruments compared to the students group

1. TEACHING STAFF SURVEY



TEACHING STAFF

Set of Questions about the UGhent educational goals

Example:

- I use activating teaching methods to stimulate students in their learning process.*
- I use the 'four eyes principle' which means that two individuals review and approve my exams or other evaluations before it is given to the students.*
- I would prefer to decrease the time I spend in teaching and increase the time I spend in research.*

2. STUDY PROGRAM SURVEY



TEACHING STAFF

- every 4 years linked to a specific study program

Set of questions on:

- their role as a teacher in the study program and their knowledge about the study program
- organization of the study program
- communication about the study program
- ...

Check (PDCA)



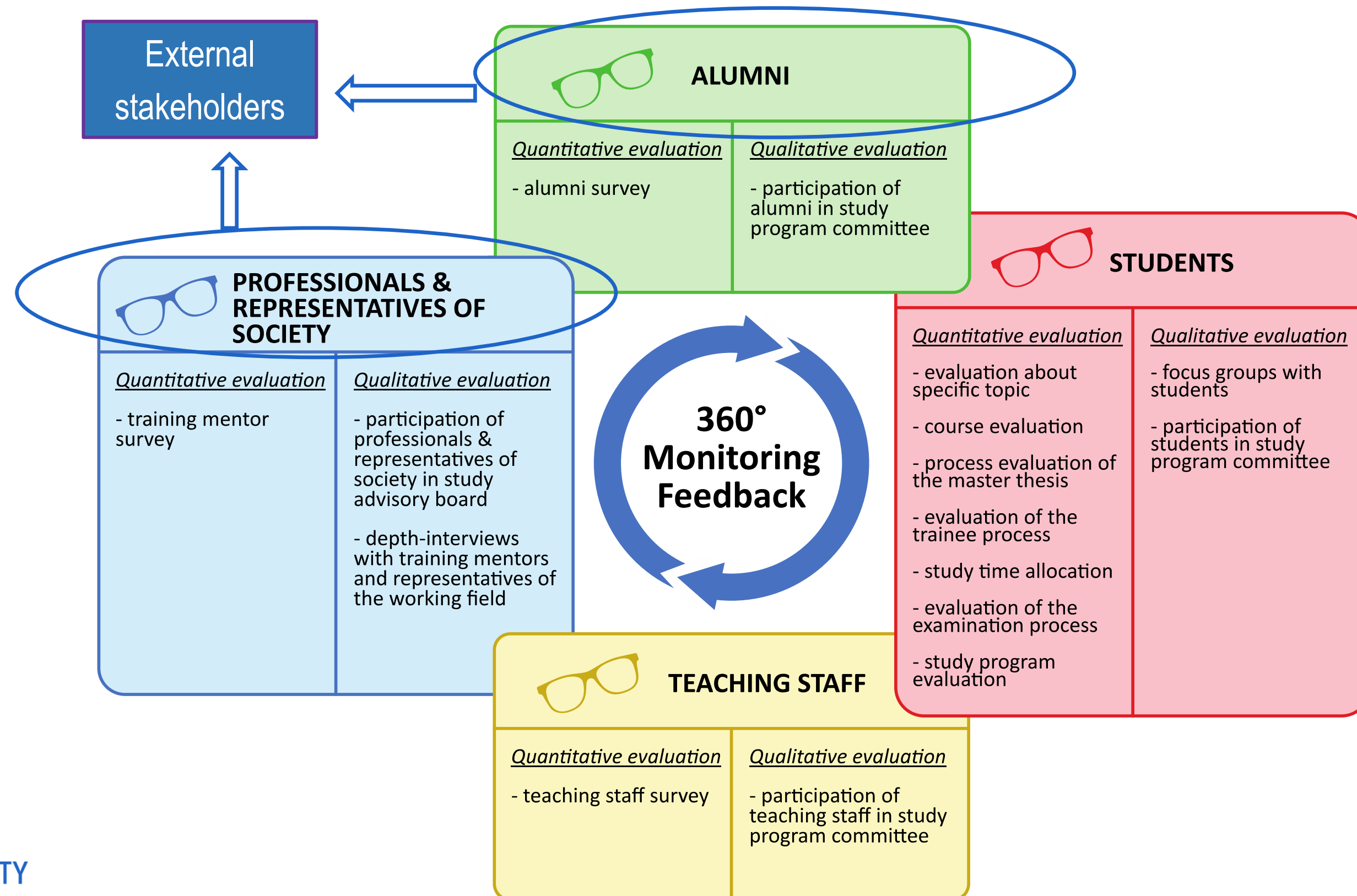
TEACHING STAFF

Qualitative instruments

- Participation of teaching staff in study program committee (1/2 of the members is teaching staff)

!! lack of qualitative instruments
for monitoring quality in group of
teaching staff

Check (PDCA)



Check (PDCA)



ALUMNI

Quantitative instruments

- Alumni survey:

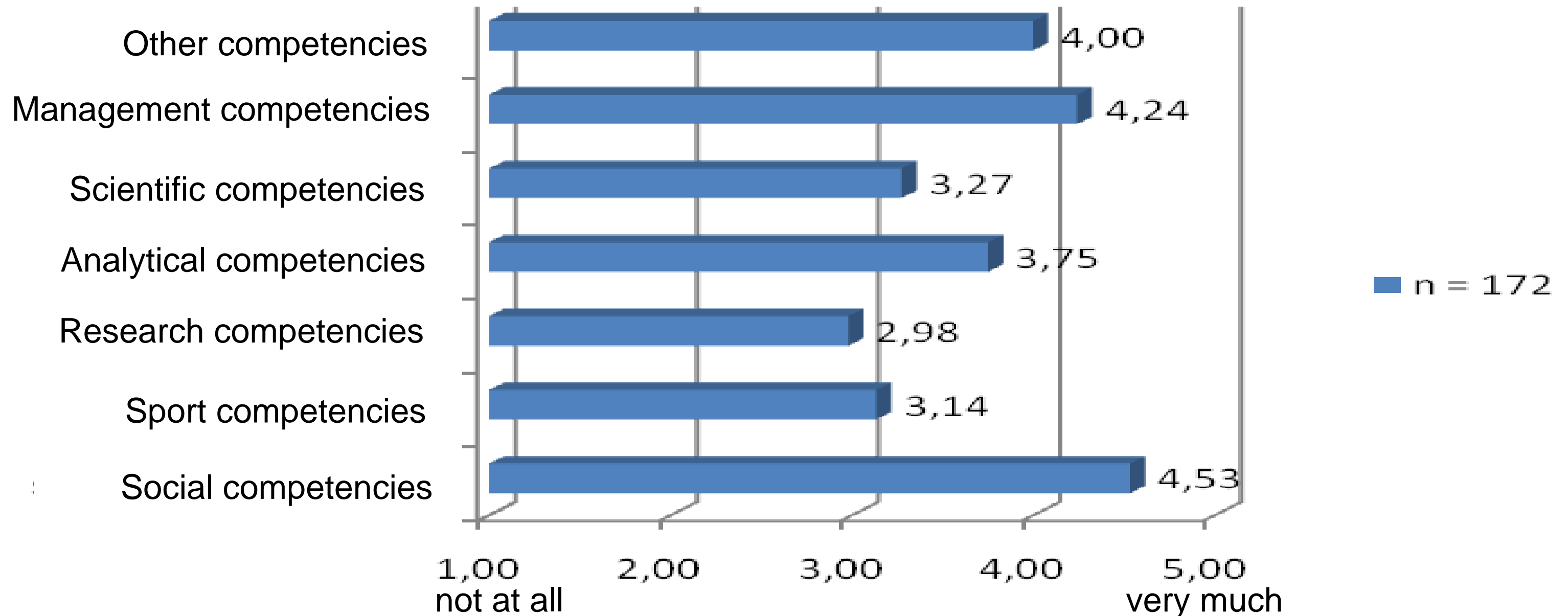
- Every 4 years
- Specific questions on employment, competences, program, etc.

ALUMNI SURVEY



ALUMNI

Example item: "Which skills and competencies that you acquired during your BA and MA program Movement Sciences are important in your current employment?"



Check (PDCA)



ALUMNI

Qualitative instruments

- Participation of alumni in study program committee or other advisory commissions



Check (PDCA)



Quantitative instruments

- Supervisor survey:
 - Every 4 years
 - Questions on:
 - Preparedness for practice
 - Performances of trainees during “workplace learning”
 - Communication and practical organization of internship

SUPERVISOR SURVEY



Example item:

- ***What is your opinion on the competences of the trainee/intern when he/she started the internship?***
- ***Is it clear for you which knowledge, skills and attitudes the trainee/intern has to achieve at the end of the internship***

Check (PDCA)



Qualitative instruments

- Participation of professionals in study advisory board
- In-depth interviews with training mentors and representatives of work field / society



Part 2 teamwork



UNIVERSITEIT
GENT

3 GROUPS

- Student Group (RED glasses)
- Teaching staff group (YELLOW glasses)
- External stakeholder group (BLUE glasses)



CHALLENGE: “DARE TO THINK”

→ Look at the current instruments with “different” glasses and obtain
new perspectives

Questions to be answered

Q1: Is there a good balance between qualitative and quantitative instruments for the specific stakeholder group?

Q2: What are the benefits and barriers of this kind of evaluation? Are there any suggestions for extra instruments?

Q3: Does the group of stakeholders need specific information in order to give valuable feedback?

Q4: How can the stakeholder group be informed about the impact of their feedback on the quality of education?

Q5: How can we encourage the stakeholder groups to participate in these evaluations in order to get representative feedback?

Q6: How can we increase the co-ownership of quality assurance among the stakeholder group





Part 3: plenary reflections (25 min)

- Students
- Teaching staff
- Alumni + professionals / representatives of society

STUDENTS

– *Reflections of the group discussion*

TEACHING STAFF

– *Reflections of the group discussion*

ALUMNI / PROFESSIONALS / REPRESENTATIVES OF SOCIETY

– *Reflections of the group discussion*

TAKE HOME MESSAGES

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-

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-

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**„I never teach my pupils, I only
provide the conditions in
which they can learn“**

**Albert Einstein
1879-1955**

