

THE EDUCATION UNIVERSITY OF HONG KONG

Procedures for Online Student Evaluation of Teaching (SET)

1. Introduction

- 1.1 The standard questionnaire aims to provide an overview of students' responses to teaching in the University. It combines the evaluation of course design and the evaluation of course delivery.
- 1.2 The results may be used in the summative evaluation of courses and teaching and the distribution of rewards and support to lecturers.
- 1.3 The questionnaire contains 12 close-ended questions on teaching and 4 on the course (Part A), 2 on students' time engagement and self-perceived motivations (Part B) and 3 open-ended questions on further comments (Part D). There is space for 10 additional questions from the lecturer(s) (Part C).
- 1.4 The questionnaire provides only one source of data on teaching. Lecturers are encouraged to supplement this with other feedback collection strategies for the formative evaluation of teaching.

2. Administrative procedures

- 2.1 The questionnaire should be administered near the end of the teaching of every course, normally in the last or second last session but preferably not in an examination session.
- 2.2 The questionnaire should be administered to every course each time it is taught, covering both the course's design and the lecturer's teaching. If a course is taught by more than one lecturer, evaluation will normally be arranged for the course lecturers who take up a major teaching responsibility. When deemed necessary, evaluation for the whole teaching team could be arranged. If that is the case, students' response should reflect their overall evaluation of the course's teaching.
- 2.3 The followings provide a general reference for the evaluation of a teaching team:
 - (a) For a 13-week course, no individual teaching evaluation is required if **an instructor teaches 3 lessons (i.e. 9 contact hours) or less in the course group**. For courses not running as regular 13-week pattern, teaching workload in the course group will be considered. No individual teaching evaluation is required if **an instructor takes up less than 30% of teaching load of the course group**. For those courses without conducting individual SET for instructors, they have to form a teaching team and arrange one SET for the whole teaching team;
 - (b) No individual teaching evaluation is required if **a course group consists of fewer than 5 students**. If appropriate, several courses/ course groups (with

similar topics) could be combined together to run an evaluation for a teaching team who teaches several small classes; and

- (c) Notwithstanding the above arrangements, Head of Department (HoD) / Executive (Co-)Director of Unit has the discretion to grant flexibility to arrange SET for an individual staff member in the course group if deemed necessary (e.g. staff appraisal, etc.).

2.4 Course coordinator should discuss and communicate with the whole teaching team about the SET arrangements (i.e. separate SETs for individual staff members, or one single SET for the whole teaching team) before the commencement of the course. In case that an overall evaluation is adopted for the course/ course group, endorsement from the HoD/ Executive (Co-)Director of Unit of the course hosting unit should be sought before running the SET.

2.5 The operation procedures for online SET is provided below:

Before the evaluation:

- (a) Departmental/ Unit General Office should go to the online SET staff platform to activate the online survey for relevant course. They should liaise with course lecturer to arrange the set-up of (i) additional questions for the survey, if applicable, and (ii) the survey administration time (i.e. survey start and end time).

Online SET staff platform: <https://staffset.eduhk.hk>

On the day:

- (b) If a survey has been scheduled, an auto-reminder will be sent to the course lecturer at 7:00 am via email on the scheduled day. The details of the survey set-up including (i) the course code and the section number, (ii) survey administration time, and the (iii) access code, if previously defined, will be reproduced in the email reminder.
- (c) To encourage participation, course lecturer could administer the survey during the lesson break.
- (d) Before the start of the survey administration, course lecturer could refresh students' memory about the course aims and objectives. S/He could show students a demonstration video about the online SET as well as the login procedures. The video also delineates the information about data privacy, and the contingency measures in case of problems encountered.

Demonstration video: <https://www.eduhk.hk/online-set/>

Online SET student platform: <https://set.eduhk.hk>

- (e) Lecturers should leave the class once the video has been started playing.

After the evaluation:

- (f) When the survey administration has been completed, the Departmental/ Unit General Office could find the survey record together with its number of responses on the online SET staff platform. To retrieve the survey report, they need to indicate in the system that the survey procedures have been completed.
- (g) The Departmental/ Unit General Office is responsible to distribute the survey report to course lecturer and HoD/ Executive (Co-)Director of Unit. They should set up the report release date on the staff platform. **The report release should be made after the final assessment of the course is completed (i.e. after grades are submitted to the Registry).**
- (h) The Departmental/ Unit General Office should inform the relevant stakeholders (i.e. course lecturer and the HoD/ Executive (Co-)Director of Unit) about report release. The parties involved are indicated in Table 3.1, and Figure 1.

3. Reporting

- 3.1 Implementation and reporting of the SET are overseen and monitored by the Learning and Teaching Quality Committee (LTQC) with the support from the Registry. The distribution of different types of SET is presented in Figure 1. Details of the reporting on Parts A and B (Q1 – Q18) are summarised in Table 3.1 below. The Registry will compile the findings on the SET means at university, faculty/ academy, department/ unit and programme levels and submitted relevant reports to LTQC annually.

Table 3.1

Report type	Scope	Data to be provided	Reports to be sent to
I. Course profile	The course concerned	<ul style="list-style-type: none">• Frequency in count, percentage and bar chart• Item mean and standard deviation• Mean profile in line chart ^(Note)• Number of respondents	Course lecturer(s) HoD / Executive (Co-)Director(s) of Unit
II: Individual staff profile	All courses taught by the staff member in the same semester	<ul style="list-style-type: none">• Mean profile in line chart ^(Note)	P VP(AC) AVP(QA) Dean / Executive (Co-)Director of Academy HoD / Executive (Co-)Director of Unit Staff member
III: Departmental/ Unit profile	All courses taught by the department/ unit in the same semester	<ul style="list-style-type: none">• Mean profile in line chart ^(Note)	P VP(AC) AVP(QA) Dean / Executive (Co-)Director of Academy HoD / Executive (Co-)Director of Unit

Report type	Scope	Data to be provided	Reports to be sent to
IV: Programme profile	All courses of the programme in the same semester	<ul style="list-style-type: none"> Mean profile in line chart ^(Note) 	P VP(AC) AVP(QA) Dean / Executive (Co-)Director of Academy Asso Dean (for Programmes) / Dean(GS) Programme leader Programme coordinator HoD / Executive (Co-)Director of Unit (for relevant programme offering units)
V: Faculty profile	All courses taught by the staff of the faculty in the same semester	<ul style="list-style-type: none"> Mean profile in line chart ^(Note) 	P VP(AC) AVP(QA) Dean / Executive (Co-)Director of Academy
VI: University profile	All courses offered by the University in the same semester	<ul style="list-style-type: none"> Mean profile in line chart ^(Note) 	All staff members and students [By posting on Intranet]

Note:

1. The line chart presents the Part A findings on teaching only.
2. The implementation and reporting of SET are overseen and monitored by the LTQC, with data collection and compilation supported by the Registry.

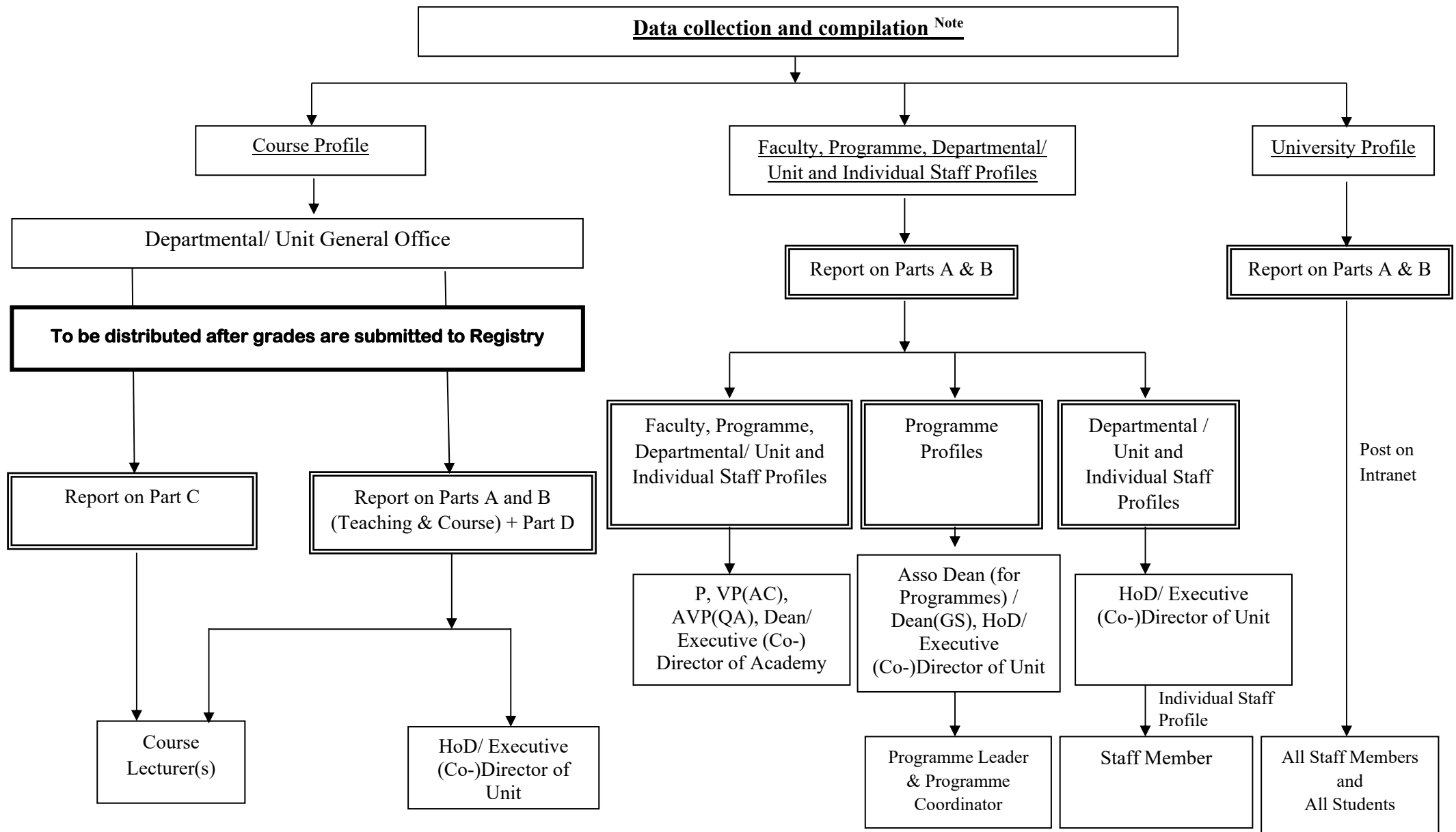
- 3.2 The University profiles will be posted on the Intranet for students' information. Departments/ Units will communicate to students as deemed appropriate on the departmental/ unit profiles, actions taken and/or staff's response.

4. Use of SET Data for Quality Enhancement and Staff Development

- 4.1 For improvement of learning and teaching, information collected from SET will be reported to relevant Programme Leaders, Heads/ Executive (Co-)Directors of Units, Associate Deans, Deans/ Executive (Co-)Directors of Academies, Senior Management, etc. for necessary follow-up actions and will also be discussed at the Staff-Student Consultative Meeting.
- 4.2 The University has prepared a list of follow-up activities related to SET data (**Appendix I**), including identification and monitoring of cases requiring extra support and provision of direct feedback to students through Staff-Student Consultative Committees. The Staff-Student Consultative Committee, and Programme Committee/ Course-offering Departments/ Units form a feedback loop to collect and consider students' feedback, as well as to introduce improvements arising from such feedback. A summary of the integrated use of student feedback data for the improvement of learning and teaching at programme level is set out in **Appendix II**.

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Fig. 1: Distribution of Student Evaluation of Teaching (SET) Reports



Note: The implementation and reporting of SET are overseen and monitored by the LTQC, with data collection and compilation supported by the Registry.

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Student Evaluation of Teaching Data for Quality Enhancement and Staff Development

For quality enhancement and staff development, it is important to ensure that effective ways are put in place to make use of the Student Evaluation of Teaching (SET) data to improve teaching and learning. The follow-up activities listed below aim to ensure that student evaluation of teaching remains a worthwhile, quality-oriented activity. The relevant parties are requested to perform the follow-up activities as appropriate.

Responsible party	Follow-up activities
Learning and Teaching Quality Committee (LTQC)	<ul style="list-style-type: none"> ✧ Oversee and monitor quality assurance and enhancement activities related to SET ✧ Delegate Associate Vice President (Quality Assurance)(AVP(QA)) to <ul style="list-style-type: none"> • Identify the cases requiring extra support • Discuss with relevant parties to provide supportive measures • Take note of the progress on the improvement plan, actions taken, and the effectiveness of the supportive measures
Faculty Dean (Chair of the Faculty Board) / Executive (Co-)Director of Academy	<ul style="list-style-type: none"> ✧ Oversee and monitor quality assurance and enhancement activities of programmes/departments in the Faculties, or the programmes/ units in the Academies ✧ Identify areas for improvement <ul style="list-style-type: none"> • Take note of the annual reports provided by Faculties/ Academics, programmes, and departments/ units on actions taken and to identify any areas for improvement
Associate Dean	<ul style="list-style-type: none"> ✧ Oversee and monitor quality assurance and enhancement activities of programmes in the Faculties
Head of Department/ Executive (Co-)Director of Unit	<ul style="list-style-type: none"> ✧ Organize seminars for colleagues recognized as outstanding teachers <ul style="list-style-type: none"> • Organize seminars for colleagues to share good teaching practices as one way to make teaching more explicit ✧ Support course team reviews <ul style="list-style-type: none"> • The HoD/ Executive (Co-)Director of Unit or designate should review student feedback and take appropriate action for either commendation or follow up where issues for improvement have been identified ✧ Arrange lesson observations, as appropriate <ul style="list-style-type: none"> • Colleagues who excel in teaching should invite other colleagues to observe their lessons and learn • Arrange lesson observations in relevant cases to identify

Responsible party	Follow-up activities
	<p>possible ways for improvement</p> <ul style="list-style-type: none"> ✧ Discussion with the Departmental Learning and Teaching Committee/ Programme Committee and identify areas for improvement <p>For cases requiring extra support</p> <ul style="list-style-type: none"> ✧ Identify areas for improvement for courses with concern (<i>Refer to Notes 4 under the Table</i>) <ul style="list-style-type: none"> • When necessary, the HoD/ Executive (Co-)Director of Unit should discuss with individual staff member and investigate the potential reasons for getting low ratings for the course(s) • HoD/ Executive (Co-)Director of Unit, in consultation with the Departmental Learning and Teaching Committee/ Programme Committee as appropriate, follow up with the staff concerned to develop a clear plan for bringing about improvement and to provide supportive measures. This plan should be developed collaboratively by the individual staff member and the HoD/ Executive (Co-)Director of Unit with an agreed timeline for implementation. • Report to LTQC via AVP(QA) on the improvement plan, actions taken, and the effectiveness of the supportive measures
Programme Leader	<ul style="list-style-type: none"> ✧ Discussion at the Staff-Student Consultative Committee Meeting <ul style="list-style-type: none"> • Inform students how courses have been enhanced as a result of the evaluations provided by the previous cohort(s) of students and how their own evaluations will be used to improve teaching and learning for themselves and/or subsequent cohorts ✧ Programme Committee report to the Faculty Board/ Board of Graduate Studies/ Academic Committee <ul style="list-style-type: none"> • Submit an Annual Programme Report to the Faculty Board/ Board of Graduate Studies/ Academic Committee including the actions taken to address students' feedback
Individual staff member	<ul style="list-style-type: none"> ✧ Annual Reflective Report on teaching <ul style="list-style-type: none"> • Write an annual self-evaluation of teaching based on the results of the SET and other feedback provided by staff and students ✧ Develop personal improvement plan <ul style="list-style-type: none"> • The plan should be developed collaboratively by the individual staff member and the HoD/ Executive (Co-)Director of Unit with an agreed timeline for implementation ✧ Arrange peer lesson observation(s), if necessary

- Note 1 - The follow-up activities aim to make effective use of the SET data to improve teaching and learning. The SET data do not constitute the only source of data for the improvement of teaching and learning; such data should be interpreted and triangulated in light of other relevant sources of data such as staff reflective reports, peer observation, use of portfolios, student characteristics, etc.
- Note 2 - The list of follow-up activities also applies to Student Evaluation of Field Experience where appropriate.
- Note 3 - For the purposes of this paper, “departments/ units” include any unit that offers one or more credit-bearing courses. The Head/ Executive (Co-)Director of each unit should submit an annual report to the relevant line manager/committee, who will use it to identify areas for improvement.
- Note 4 - Courses with SET score lower than 2.8 repeatedly in two consecutive years.

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Flowchart on Feedback Loop of Students' Feedback