

Factorial Validity of a Questionnaire to Evaluate University Students' Initial Perception of Learning Evaluation.

Fernando Doménech-Betoret¹
&
Miguel Angel Fortea-Bagán²

¹Psicología Evolutiva y de la Educación, Universitat Jaume I, Castellón

²Unitat de Suport Educatiu (USE), Universitat Jaume I, Castellón

Spain

Correspondence: Dr. Fernando Doménech Betoret, Dept. de Psicología Evolutiva y de la Educación, Universitat Jaume I, Campus Riu Sec, 12071 Castellón (Spain), E-mail: betoret@psi.uji.es, Tel.: +34 964 72 95 50, Fax: +34 964 72 92 62

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Abstract

Introduction. Education research has clearly verified that a student's perception of the system to evaluate the subject matter will play a fundamental role in his/her implication (deep approach vs. surface approach) in the teaching/learning process of the subject matter. The present work aims to examine the factorial validity and reliability of a scale to evaluate university students' perceptions when the academic year starts of the evaluation system of the subject matter to be taught.

Method. A scale was created from debates organised with, and reflections made, in discussion groups during a seminar on education evaluation at the Universitat Jaume I. It was run by the Unitat de Suport Educatiu (Education Support Unit) in academic years 2012/13 and 2013/14, and 18 teachers participated who taught the various subject matters and degrees. A questionnaire was administered to a study sample of 435 university students who studied different matters and degrees.

Results. The results from a confirmatory factorial analysis and Cronbach's alpha revealed that: a) the questionnaire had a three-dimensional structure; that is, it consisted in three independent factors that refer to three important constructs of the evaluative quality of learning; b) it had good psychometric properties for validity and reliability.

Conclusion. The practical implications that can derive from using this instrument in the university context are discussed herein.

Key words: University evaluation, University learning evaluation, Evaluative quality, Teaching reflection, Evaluation scale.

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Validez Factorial de un Cuestionario para Evaluar la Percepción Inicial de los Estudiantes Universitarios sobre la Evaluación de los Aprendizajes

Resumen

Introducción. La investigación educativa ha comprobado ampliamente que la percepción del estudiante sobre el sistema de evaluación de la asignatura va a jugar un papel fundamental en su implicación (enfoque profundo vs. enfoque superficial) en el proceso de enseñanza/aprendizaje de la asignatura. El objetivo del presente trabajo consistió en examinar la validez factorial y fiabilidad de una escala para evaluar la percepción de los estudiantes universitarios, al inicio de curso, sobre el sistema de evaluación de la asignatura que van a cursar.

Método. La escala fue creada a partir de los debates y reflexiones llevados a cabo en grupos de discusión de un seminario sobre evaluación educativa desarrollado en la Universitat Jaume I, organizado por la Unitat de Suport Educatiu (USE) durante los cursos 2012/13 y 2013/14, y en el que participaron un total de 18 profesores/as que impartían docencia en diferentes asignaturas y titulaciones. El cuestionario se aplicó a una amplia muestra de 435 estudiantes universitarios de diferentes asignaturas y titulaciones.

Resultados. Los resultados obtenidos a través de un análisis factorial confirmatorio y del test alpha de Cronbach revelaron: a) que el cuestionario posee una estructura tridimensional, es decir, está formado por tres factores independientes que se refieren a tres constructos importantes relacionados con la calidad evaluativa de los aprendizajes y b) que posee buenas propiedades psicométricas de validez y fiabilidad.

Conclusión. Las implicaciones prácticas que se pueden derivar de la utilización de este instrumento en el contexto universitario se discuten en el artículo.

Palabras clave: Evaluación universitaria, Evaluación de los aprendizajes universitarios, Calidad evaluativa, Reflexión docente, Escala de evaluación.

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Introduction

With the implementation of new study syllabi in Spanish Universities, favoured by the European Higher Education Area (EHEA), a change in the education paradigm has taken place, which has involved a new way of teaching and evaluating in Higher Education. Evaluation types can vary and differ (continuous-training evaluation, summative-final, diagnostic, etc.) and, according to Sanmartí (2007), the best results are obtained when used in a combined strategic manner, and can help students control their own learning activity. Traditionally, evaluation in the university has been results-centred. Yet ever since the EHEA came into being, evaluation that centres more on the process than the results is favoured, which underlines the importance of making a continuous-training evaluation integrated into the teaching/learning process.

Evaluation is the element of teaching activity that has the most repercussions on students (Zabalza, 2003). The perception that students have of evaluations may affect them in many ways (Álvarez, 2008; Doménech, 2011; Struyven, Dochy, & Janssens, 2005); e.g., the way they study (Balch, 2007; Scouller, 1998; Tian, 2007), their motivation or their intention to learn (Alonso, 2005), their expectations (Doménech, 2011) and, basically, their academic success. The whole curricular structure (objectives, contents, methodology, activities, etc.) pivot on the central point of evaluations (Zabalza, 2003).

Many empirical studies have demonstrated the relation between the expected evaluation and student dedication and implication adopting either a deep learning approach or a surface one (typology according to Marton and Saljo, 1976). Education research has clearly verified that depending on how students perceive they will be evaluated, they will adopt one learning approach or another. Students will adopt that approach which responds better, as well as the expectations of the subject and evaluation (Kember, 2000). The approach adopted by students will influence the quality of the learning achieved as it will develop a type of capacities/skills, or others. The deep approach will develop high-level capacities (e.g.: analysis, problem-solving and critical thinking), while the surface approach will develop low-level capacities (e.g.: mnemonics and poor understanding).

Previous studies have verified the importance that students' perception of how they will be evaluated has for learning. However, this perception will depend not only on the

evaluation proposed by the teacher in the subject syllabus, but also on the way the teacher transmits it to avoid doubts or misunderstandings. Moreover, students have every right to know how they will be evaluated from the time the academic year begins. According to Morales (2009), before teachers start teaching a subject, they tend to think about the subject syllabus, its subject matters, how they can organise their teaching, but they tend to think about the evaluation at the end of the academic year. Conversely, students tend to follow a more or less opposite process as they are first interested in knowing about the subject evaluation so they can organise their studies of the subject around it. Therefore, it would be proper for teachers to reflect on how they will evaluate at the beginning of the academic year, introduce their evaluation proposal in the subject syllabus and inform students about it, and then check students' perception as it will condition student learning from the very beginning.

The organisations and authors that we go on to cite justify the need for students to know not only what the teachers' evaluative process will be like, but also the rights and obligations that derive from the university regulations in force on evaluations, which may be of interest to them or might affect them. Thus in the European Higher Education Area (EHEA), regarding the quality of "students' evaluation", the European Association for Quality Assurance in Higher Education (ENQA) (2005) establishes that students must be evaluated by evaluation criteria, regulations and procedures that have been published (and that are also applied coherently):

Students should be provided with clear information about the evaluation strategy being adopted in their programme, on the examination and evaluation methods they will be subjected to, about what is expected of them, and on the criteria to be applied to evaluate their performance" (ENQA, 2005, p. 18).

Authors like Padilla and Gil (2008) stress that it is necessary for students to know the criteria and indicators that will be used to evaluate their learning because these criteria are usually implicit and teachers use them without informing about them. Situations in which students report that University evaluation systems are subjective, arbitrarily applied, and even include confusing and vague criteria to pass the subject matter, are not few and far between, and they often feel defenceless when faced with teachers' possible interpretations. Indeed, the first University Student Statute passed in Spain (BOE RD1791/2010) established students' right to a continuous objective evaluation, more specifically in Article 25.1:

The evaluation of students' academic performance shall respond to public and objective criteria, and shall be a continuous evaluation, understood as an educational co-responsibility tool and as an element of the teaching-learning process that informs students about their learning process (BOE. RD 1791/2010, p. 109365)

From the arguments put forward, the following conclusions can be drawn: a) evaluation and quality are closely linked; b) the most efficacious manner to change students' way of studying and to improve learning quality is to change the subject evaluation system; and c) the information and explanation that the teacher provides students about the subject evaluation system at the start of the academic year, and about certain matters regarding university regulations in force, that can affect them in terms of evaluation, will play a key role.

Based on the aforementioned rationale, the present work aims to validate a measurement instrument that we call "Questionnaire to evaluate university students' initial perception of the subject matter evaluation system" (CEPISEA, in Spanish), formed by three components: a) how students perceive the evaluation proposed by the teacher at the beginning of the academic year; b) how teacher explains the evaluation; and c) information about the subject evaluation through set procedures (face-to-face classes, virtual classroom and the university's ebook). Applying this questionnaire at the beginning of the academic year will not only help prompt reflection and debate between the teacher and students on the subject matter evaluation, but will also provide teachers with very valuable information about students' perception of the evaluation system that corresponds to the subject matter they will be taught, which will help identify faults and introduce improvements from the very beginning of the teaching/learning process.

Method

Participants

A sample of 435 university students participated in this study. The sample was made up of 138 (31.7%) male and 297 (68.3%) female students who were studying different subject matters and degrees at the Universitat Jaume I de Castellón (UJI, east Spain). Students' ages ranged between 17 and 65 years (Mean= 21.28, SD = 4.83).

Instrument: preparation

The questionnaire employed was prepared during a university educational evaluation seminar, which took place in academic years 2012/13 and 2013/14, and was run by the *Unitat de Suport Educatiu* (USE, Education Support Unit) of the UJI. The questionnaire was applied in the subject matters taught by the same teachers who attended the seminar. Although this questionnaire is not a stratified university teaching sampling, it guarantees certain data variability: five subject matters taught in the Schools of Technology (N= 105), three from the Faculty of Human and Social Studies (N= 152), one in Legal Science (N= 42) and two in Health Sciences (N= 136). In this way, subject matters of eight degrees and one Master degree were included. We want to point out that in accordance with the seminary guidelines, each teacher received a report with the results obtained from applying the questionnaire in their respective subject matters so that they could freely comment on it with their students. The overall results were discussed in the Permanent Seminar.

As indicated in the previous section, the original questionnaire (CEPISEA) was designed, while the University Evaluation Seminar was underway after performing a literature review on education evaluation by analysing European Association for Quality Assurance in Higher Education (ENQA, 2005) indicators, and the reflections and debates generated in the discussion groups during the seminar. The psychometric properties of the original scale, which resulted from the seminar discussion groups, were already examined in a former pilot scheme (Doménech, Fortea, & Benaloy, 2013).

In the present study, we applied the polished questionnaire, which was obtained in the former pilot, to a larger university student sample for different subject matters (corresponding to different university degrees) taught by the teachers who attended the seminar. The questionnaire examined herein (see the Annexe) included 25 items ($\alpha = 0.916$). Students' responses were scored on a Likert-type scale formed by five options, which went from 1 (completely disagree) to 5 (completely agree). The 25 items that comprised the questionnaire were arranged into three blocks. Block 1 (8 items, $\alpha = 0.816$): Evaluation of the public information included in the subject matter evaluation system (official teaching guide); Block 2 (7 items, $\alpha = 0.855$): Evaluation of how the teacher transmitted the information to students; Block 3 (10 items, $\alpha = 0.871$): Students' perception of the subject matter evaluation system when information is received.

At the end of the questionnaire, two additional items were included to explore student expectations (satisfaction with the subject matter evaluation and the result according to the

evaluation perceived), which scored from 1 to 10 on a Likert scale. However, the information obtained by these two items is not considered in the present study. The questionnaire was completed and students were requested to help us improve the subject matter evaluation system by answering in writing about those matters which, in their opinion, could improve. The complete detailed questionnaire can be seen in the Annexe.

This instrument was designed to meet a series of requirements that facilitate its application in a university setting to help improve teachers' evaluative practices:

- Useful for any type of university teaching
- Quick supply (only 25 items which can be answered in under 10 minutes)
- Easy to correct and use by teachers of the subject matter
- It can be supplied/used from the first days of class
- It collects little "delicate" or "compromising" information (information is anonymous and centres more on "processes" than on the teachers themselves).
- It facilitates reflection with students from the beginning of the academic year

Procedure

The CEPISEA questionnaire was applied in a pencil and paper format during academic year 2013/14 in university classrooms. A researcher in charge read the instructions and collected the filled in questionnaires from 12 different subject matters and degrees, while the teacher who taught the subject did not enter the classroom (to not influence the evaluations). The researcher was asked to not provide any explanation as to how the questionnaire items were formulated. If there were any comprehension problems, the item was to be left unanswered and this had to be informed in the final questionnaire section, reserved especially to write any such comments (we were interested in knowing if there were any problems in comprehending the items). Finally, all the students in the classroom where the questionnaire was handed out completed it. All in all, 435 students participated anonymously, and their responses were valid in all cases. Each teacher received and individual reports with the results obtained about his/her subject.

Statistical analysis

A confirmatory factorial analysis (CFA) was done by the EQS programme (Bentler, 1995, 2006) to verify the hypothesised measurement model's goodness of fit. The Maximum

Likelihood (ML) and ML, Robust (if multivariate normality did not exist) methods of estimation were used.

Since the Chi-squared value is sensitive to sample size, experts recommend other fit indices, such as CFI, NNFI and RMSA (Bentler, 1990). RMSEA values below .05 indicate an optimum fit, while values over .08 indicate a poor fit (Browne & Cudeck, 1993). Values over .90 indicate a good fit for NNFI and CFI (Hoyle, 1995). It is also quite normal to use the resulting quotient value, which results from dividing the chi-squared value by degrees of freedom ($\chi^2/ d.f.$), and indicates a good fit when this index is equal to 3 or under (Hoe, 2008).

Results

The descriptives of the three questionnaire dimensions according to gender

First of all, the means and standard deviations of the three factors that comprise the questionnaire were calculated for the whole sample, which were grouped according to gender. The results indicated that females obtained higher scores in all three questionnaire dimensions. The Student's t-test confirmed that there were significant differences for gender in all three dimensions. Details of the results are provided in Table 1.

Table 1. Factors' descriptive statistics and Student t test to compare males and females.

Factors	Global M (D.T)	Males M (D.T)	Females M (D.T)	t
F1: Information provided by the teaching guide (from item 1 to item 8; $\alpha = 0.81$)	3.57(0.57)	3.41(0.70)	3.64(0.57)	
Same variance was assumed				-3.628**
Same variance was not assumed				-3.374**
F2: Evaluation system explanation (from item 9 to item 15; $\alpha = 0.85$)	4.10(0.65)	3.94(0.71)	4.17(0.61)	
Same variance was assumed				-3.428**
Same variance was not assumed				-3.256**
F3: Initial perception of the evaluation (from item 16 to item 25; $\alpha = 0.87$)	3.76(0.62)	3.51(0.62)	3.88(0.59)	
Same variance was assumed				-5.923**
Same variance was not assumed				-5.813**

* $p < .05$ ** $p < .01$

Correlational analysis of the questionnaire items

Next a bivariate Pearson's correlation analysis was done to explore the relations between the items that make up the questionnaire. The results are shown in Table 2. As we can see, significant correlations appear among items in the same block, which seems to

indicate that items generally fit the foreseen structural outline well. We also wish to point out that most correlations between the gender variable and the questionnaire items were significant. For more details, see Table 2.

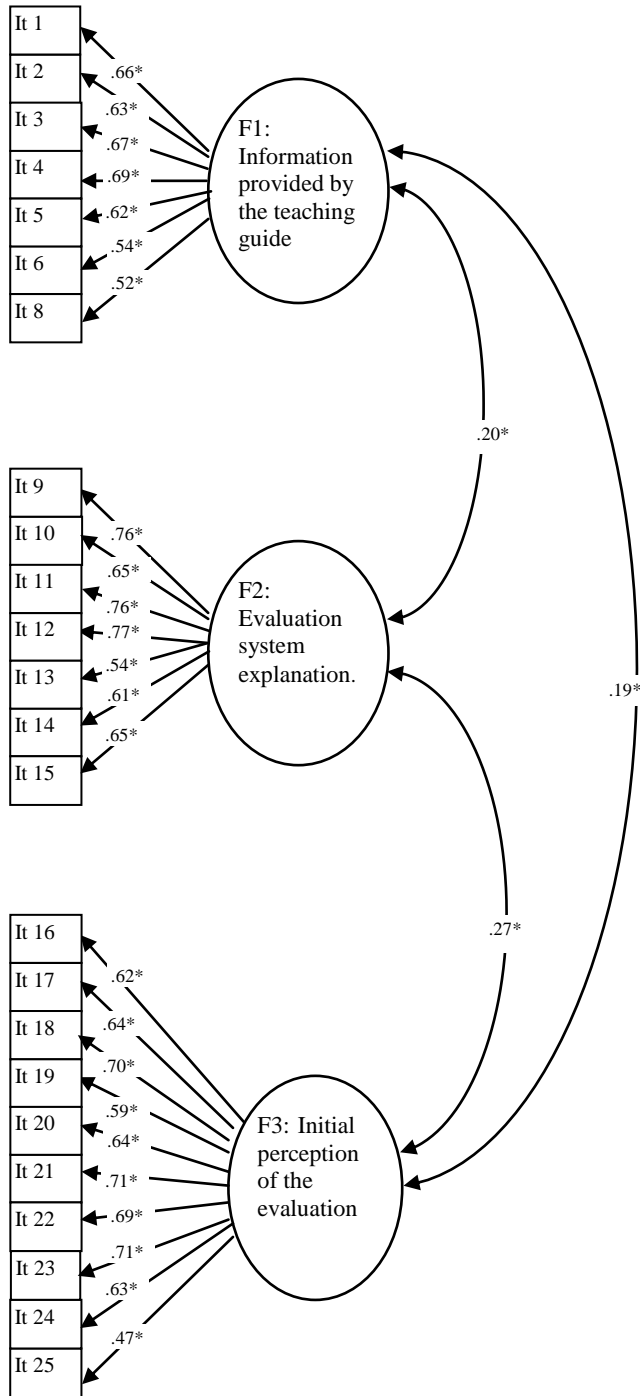
Confirmatory factorial analysis

A CFA was carried out to verify the factorial structure of the hypothesised measurement model. The indices obtained after eliminating item 7 from Block 1 (following the recommendations of the Wald and Lagrange tests in the EQS program for parameter fit) were as follows after using the ML method to estimate parameters: $\chi^2 = 626.316$ based on 249 d.f., $p=.000$; Bentler-Bonett Non-Normed Fit Index (BNNFI) = .892; Comparative Fit Index (CFI) = .901; Root Mean-Square Error of Approximation (RMSEA) = .062; $y \chi^2/d.f.= 2.51$. With the Robust ML method, the following indices were obtained: χ^2 (Satorra-Bentler scaled chi-square) = 502.327 based on 249 d.f., $p=.000$; Bentler-Bonett Non-Normed Fit Index (BNNFI) = .904; Comparative Fit Index (CFI) = .913; Root Mean-Square Error of Approximation (RMSEA) = .050; $y \chi^2/d.f.= 2.01$. The indices showed good model fit to the empirical data, which supports the tridimensional questionnaire structure. Figure 1 shows the structural outline of the standardised coefficients from the measurement model obtained.

Table 2. Pearson's bivariate correlations between the questionnaire items.

	Gender	item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11	item12	item13	item14	item15	item16	item17	item18	item19	item20	item21	item22	item23	item24
Gender 1																									
It1	.147**	1																							
It2	.076	.508**	1																						
It3	.225**	.451**	.415**	1																					
It4	.171**	.471**	.399**	.536**	1																				
It5	.105*	.413**	.356**	.353**	.499**	1																			
It6	.130**	.318**	.349**	.330**	.320**	.332**	1																		
It7	.067	.176**	.240**	.279**	.119*	.316**	.362**	1																	
It8	.018	.335**	.350**	.361**	.312**	.327**	.476**	.415**	1																
It9	.145**	.273**	.232**	.257**	.309**	.291**	.144**	.121*	.133**	1															
It10	.079	.223**	.230**	.216**	.278**	.284**	.155**	.180**	.155**	.542**	1														
It11	.117*	.315**	.268**	.226**	.290**	.314**	.227**	.047	.177**	.649**	.560**	1													
It12	.126**	.301**	.246**	.281**	.293**	.305**	.258**	.155**	.257**	.613**	.403**	.610**	1												
It13	.071	.187**	.209**	.297**	.177**	.322**	.230**	.284**	.233**	.378**	.327**	.373**	.427**	1											
It14	.171**	.307**	.286**	.229**	.244**	.312**	.258**	.200**	.228**	.430**	.505**	.418**	.400**	.425**	1										
It15	.100*	.277**	.252**	.337**	.262**	.261**	.218**	.165**	.202**	.486**	.485**	.440**	.517**	.366**	.446**	1									
It16	.098*	.277**	.297**	.292**	.297**	.327**	.200**	.199**	.175**	.456**	.359**	.466**	.464**	.382**	.336**	.454**	1								
It17	.163**	.231**	.265**	.296**	.254**	.284**	.242**	.144**	.163**	.347**	.332**	.354**	.345**	.251**	.347**	.361**	.463**	1							
It18	.239**	.259**	.296**	.334**	.346**	.268**	.274**	.154**	.197**	.415**	.337**	.459**	.484**	.294**	.364**	.394**	.465**	.492**	1						
It19	.163**	.130**	.238**	.266**	.278**	.218**	.226**	.047	.179**	.367**	.272**	.358**	.318**	.327**	.247**	.275**	.362**	.360**	.443**	1					
It20	.213**	.201**	.283**	.274**	.285**	.297**	.240**	.122*	.201**	.330**	.329**	.360**	.402**	.294**	.317**	.315**	.328**	.462**	.468**	.386**	1				
It21	.205**	.319**	.263**	.296**	.363**	.336**	.224**	.028	.166**	.404**	.332**	.402**	.339**	.295**	.356**	.430**	.433**	.464**	.507**	.540**	.448**	1			
It22	.202**	.256**	.177**	.203**	.247**	.311**	.285**	.139**	.193**	.306**	.354**	.356**	.310**	.273**	.369**	.406**	.371**	.411**	.397**	.348**	.392**	.573**	1		
It23	.173**	.243**	.218**	.252**	.240**	.273**	.254**	.116*	.189**	.384**	.328**	.349**	.384**	.324**	.362**	.374**	.369**	.435**	.467**	.377**	.447**	.500**	.664**	1	
It24	.165**	.267**	.280**	.327**	.234**	.294**	.250**	.150**	.213**	.325**	.309**	.329**	.369**	.330**	.385**	.334**	.379**	.435**	.430**	.305**	.433**	.422**	.484**	.507**	1
It25	.196**	.222**	.212**	.285**	.236**	.261**	.165**	.116*	.113*	.270**	.177**	.267**	.266**	.311**	.207**	.227**	.282**	.334**	.292**	.336**	.412**	.355**	.258**	.275**	.382**

* $p < .05$ ** $p < .01$; Gender: 1 (male), 2 (female)



* $p < .05$

Figure 1. Structural configuration and standardized coefficients of the optimized model (obtained after eliminating item 7 from Factor 1) are displayed

Note. The latent variables represent:

F1 (7 items, $\alpha = 0.816$): The official programme or ECTS teaching guide of the subject matter (published in LLeu)* provides sufficient information about...

F2 (7 items, $\alpha = 0.855$): The teacher has made an effort to transmit and explain the student about the subject matter evaluation system and has...

F3 (10 items, $\alpha = 0.871$): How the evaluation system was perceived at the beginning of the academic year. I think that the evaluation proposed for this subject matter is...

Discussion and conclusions

The main objective of the present study consisted in proving the factorial validity and reliability of the "Questionnaire to evaluate university students' initial perception of the subject matter evaluation system" (CEPISEA).

The initial Student's t-test done to confirm the perception of male and female students showed that there were significant differences according to gender for all three questionnaire dimensions. The results indicated that the perception of the evaluation subject matter system initially formed by female students was significantly more positive than that formed by their male counterparts. Although this result should be interpreted with caution given the unequal proportion of the sample of both groups of subjects in the present study (138 males and 297 females), it is interesting information to bear in mind because, depending on which gender is predominant in the classroom, it could influence the overall result of the evaluations made.

The results obtained with the CFA reveal that the hypothesised measurement model well fits the empirical data after eliminating one item from the initial questionnaire (item 7, F1), which indicates that the theoretical approach of the scale is suitable. The data also confirm the tridimensional questionnaire structure; that is, it is formed by three independent factors which refer to three important constructs related with evaluative learning quality: A) The official programme or the ECTS teaching guide of the subject matter (published in the LLEU) provides sufficient information about (the LLEU, or the university e-book, is what our university calls the web site, and is where official information about all the degrees, as well as their respective ECTS Guides of subject matters, are published); B) Teachers have made an effort to transmit and explain students the subject matter evaluation system; C) How the evaluation system is perceived at the beginning of the academic year. I think that the evaluation proposed for this subject matter..... The values obtained by the reliability analysis, using the Cronbach's alpha test, also indicate that the global scale and the three subscales making it up offer good internal consistency indices (according to the criterion of Nunnally & Berstein, 1994). In short, bearing in mind the results obtained, we can state that the analysed instrument offers good psychometric properties of validity and reliability for it to be applied successfully in the university education setting. The definitive scale is presented in the Annexe.

The proposed scale can result in a useful tool to evaluate students' perceptions at the beginning of the academic year of the evaluative proposal approached by university teachers in their respective subject matters. This information obtained at the beginning of the academic year is most valuable for teachers as it leads to reflections on their own evaluative proposal from the beginning

of the teaching/learning process (Doménech, 2013). This reflection will help detect possible shortcomings, will contribute to improve the evaluative quality of learning, and will be a starting point to implement a shared evaluation (López Pastor, 2009). There is also another powerful argument, assumed by most of the authors, as to using such an instrument at the beginning of the academic year: “Students learn according to how they perceive the way they will be evaluated”. “Learning quality” is determined by the approach taken by the student to learn and this will, in turn, depend on how students perceive the way that they will be evaluated (Entwistle, 1987; Marton, 1988; Snow & Swanson, 1992). So it is important to learn students’ perception as to how they are to be evaluated (see Maclellan, 2001; Struyven, Trillo, & Porto, 1999; Struyven, Dochy, & Janssens, 2005) because this will allow certain mechanisms to be set in motion to improve students’ perception from the very beginning which will, in turn, influence improved satisfaction and learning. It may also mitigate the notable anxiety that students suffer with exams (Álvarez, Aguilar y Lorenzo, 2012).

In future studies, it will be recommendable to conduct a comparative study to compare means for independent samples by grouping students according to gender and faculty (using more extensive and balanced samples) in order to examine if these variables can have a modulatory effect on students’ perception of the learning evaluation. Future studies will also be necessary to adapt the instrument to other levels of education and to other cultural contexts (students from other countries), and to examine their stability in similar contexts.

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Annexe: Questionnaire

Questionnaire to evaluate university students' initial perception of the subject matter evaluation system (CEPISEA).

Questionnaire for the Student

SUBJECT MATTER:

DEGREE: Academic year:

Age: Male Female

What is evaluated?: **The information provided to students on the system that evaluates and grades the subject matter.**

When is it evaluated?: **At the beginning of the academic year**

Why is it evaluated?: **To detect shortcomings and to right them**

Who makes the evaluation?: **The male/female student**

One of the most important requirements of university teaching, according to the European Higher Education Area (EHEA) and respect for students' rights, is that the initial information on the subject matter, provided by the university and its teachers, is clear, complete, comprehensive and transparent. To obtain quality teaching and a fruitful teaching/learning relationship, it is essential that the student knows and understands from the beginning of the academic year what is expected of him/her to pass the subject matter or to obtain a good mark.

For this purpose, you are requested to anonymously evaluate, after being presented with the evaluation and grading system of the subject matter, along with its criteria and corresponding conditions, the teaching guide or subject matter programme, the explanations provided by the teacher, the information contained in the virtual classroom, and any other related resources or material, the following evaluation aspects:

INSTRUCTIONS

1. Try not to leave any item unanswered.
2. Do not comment on your replies to classmates.
3. After completing the questionnaire, you will be asked to indicate, in your opinion, how the subject matter evaluation system could improve.
4. Give sincere answers.
5. If you do not understand something or are in doubt while completing the questionnaire, raise your hand so someone can help you.
6. To score each statement, you must always use the same response system:

1 ----- 2 ----- 3 ----- 4 ----- 5
Completely Completely
disagree agree

The official programme or ECTS teaching guide of the subject matter (published in LLeu)* provides sufficient information about...		Evaluation (from 1 to 5)
1	The evaluation and grading strategy	
2	The type and volume of the exam test/s.	
3	The conditions and requirements that must be met by the student to be able to do exams and to be graded.	
4	The criteria and minimum requirements expected to pass the various exam tests and the overall subject matter.	
5	The criteria to be applied to calculate the final mark of the subject matter.	
6	The resit criteria of evaluative exams and other tests failed.	
7**	Absences of leave, illnesses and other circumstances applicable to students' evaluations	
8	What the evaluation and grading in the second academic year call will be like.	
The teacher has made an effort to transmit and explain the student about the subject matter evaluation system and has		Evaluation (from 1 to 5)
9	Facilitated essential information from the very beginning of the academic year.	
10	Used a public place of easy access and easy location for the student (virtual classroom, copying services, etc.).	
11	Presented the evaluation and grading system to the student in class with enough details.	
12	Satisfactorily solved and explained any doubts that the student had about the evaluation and grading system.	
13	Justified the reason to the student why certain evaluating processes were used and not others.	
14	Used face-to-face (classroom, tutorship, etc.) and telematics (e-mail, virtual classroom, Google apps, etc.) resources.	
15	Been available so that the student can consult any doubt or ask for explanations.	
How the evaluation system was perceived at the beginning of the academic year. I think that the evaluation proposed for this subject matter is		Evaluation (from 1 to 5)
16	Transparent and comprehensive , that is, how the student will be evaluated is clearly understood.	
17	Realistic , as presented, it seems coherent with the number of subject matter hours/credits, topics to be taught, number of students in class, etc.	
18	Reasonable , as regards the level expected to pass the subject matter (not too hard, and not too easy).	
19	Motivating , it motivates the student to keep up-to-date with the subject matter and to make an effort.	
20	Fair , the weight and percentage given to the various tests is fair (exams, assignments, practical classes, etc.) to obtain a final mark.	
21	Facilitates learning , it will help the student to organise and distribute all the efforts made throughout the academic year.	
22	Reliable , it will allow student learning to be evaluated correctly and accurately.	
23	Valid , it is suitable to evaluate typical subject matter learning.	
24	Objective , both its realisation and operating capacity will help reduce any teacher's subjectivity and personal interpretation to evaluate any learning done.	
25	Can be personalised , it allows the student to choose among different evaluation tasks, tests and/or procedures that can be adapted to his/her own specific requirements.	

* The LLeu is where official information on the official studies of our university is published.

** Based on the results we obtained, item 7 was eliminated.