



# The University of Sydney

## Faculty of Economics and Business

### The Student Experience of Learning and Teaching (Postgraduate coursework level graduates)

### Course Experience Questionnaire Report

*Includes:*

- *Executive summary : key results for 2008*
- *Comparative results: Quantitative data 2005 - 2008*
- *Comparative results: Focus of written observations from respondents 2002 – 2008*
  - *Whole of Faculty (2002 – 2008)*
  - *By degree (2008 only)*
- *Focus of written observations from respondents: 2008 (by whole of Faculty and by degree)*

***With attachment:***

*Student Course Experience Questionnaire (SCEQ): Focus of written observations from respondents: 2007*

September 2009

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## Executive Summary

### Introduction

Data about the experiences of postgraduate coursework level graduates from the Faculty of Economics and Business is collected through the Course Experience Questionnaire (CEQ) in the year after completion of studies. e.g. graduates who responded to the CEQ during 2008 completed their postgraduate coursework level studies in the Faculty during 2007.

Analysis of this data provides a comprehensive picture of trends in the student experience, and the performance of the Faculty in relation to University of Sydney Key Performance Indicators for Learning and Teaching (Generic Skills; Good Teaching; Overall Satisfaction), and other related areas (Learning Community; Curriculum; Assessment; Workload; Clear Goals and Standards; and Faculty/ Department Student Administration)<sup>1</sup>.

Written observations, from respondents to the surveys, about their experiences provide evidence to support the Faculty KPI linked results (percentage agreement scores<sup>2</sup>), and provide detailed information about key issues in the areas of best practice and suggested improvements, during their studies, and upon graduation.

The analysis of qualitative data received between 2002 and 2008, and reported in this document, is based on written observations received from **all** respondents who answered the open questions in the CEQ. Results of the analysis of the 2008 data is further divided by individual degrees completed by the respondents in 2007:

- Master of Business
- Master/ Graduate Diploma/ Graduate Certificate of Commerce
- Master of Commerce and Master of Logistics Management
- Master of Economics
- Master/ Graduate Diploma of Industrial Relations and Human Resource Management
- Master of International Business
- Master of International Business and Master of Commerce
- Master of International Business and Law
- Master/ Graduate Diploma of International Studies
- Master of Logistics Management
- Master of Organisational Coaching
- Master of Professional Accounting
- Master of Public Policy

Faculties are advised that if they are interested, it is possible to supply copies of the written observations in the following groupings<sup>3</sup>:

- by subject matter: general (Generic Skills) to specific (Professional Skills and Experience)
- by degree/ aggregated degree
- by field of study (CEQ codes)

### Key results for 2008

The following results are an indication of those areas of the student experience that were of significance to graduates once they had completed their postgraduate coursework level degree in 2007, and entered the workforce, or progressed to further studies. The KPI linked results reflect the experiences of respondents in relation to specific items in the survey; the qualitative data reflects the analysis of written observations provided by those respondents who answered the open ended questions on the best areas of their experience and those that were considered to be in need of improvement.

<sup>1</sup> Less than 5% of respondents to the 2008 CEQ who answered the open questions referred to aspects of Workload, or Clear Goals and Standards, as being of either best practice or in need of improvement. These areas are therefore not included in the postgraduate coursework level CEQ report for the Faculty of Economics and Business

<sup>2</sup> Proportions of graduates who agreed or strongly agreed that their experience of the course was educationally positive in the areas of Generic Skills; Good Teaching; and Overall Satisfaction

<sup>3</sup> Please contact Rachel Symons ([r.symons@usyd.edu.au](mailto:r.symons@usyd.edu.au) or 9351 6560) to discuss your requirements.

557 respondents (208 domestic; 349 international) to the 2008 CEQ answered the open question requesting comments on areas of best practice in their course experience; 553 respondents (196 domestic; 357 international) suggested improvements.

## Key Performance Indicators (KPI)

### *Generic Skills; Good Teaching; Overall Satisfaction*

This section provides a summary of the Faculty 2008 CEQ KPI linked results, together with a synopsis of the areas of best practice and suggested improvements mentioned by those respondents to the CEQ who provided written observations on their experiences. The results of the qualitative data analysis for individual degrees can be found in the relevant sections.

### **Generic Skills** (Section 1; pages 14-17)

#### KPI LINKED RESULTS

The KPI linked CEQ results for Generic Skills decreased by 4% in 2008 and currently sit at 61%. The University average for Generic skills is 60% agreement. International graduates (64%) recorded better outcomes than their domestic counterparts (58%).

#### QUALITATIVE DATA

##### *Areas of best practice*

- 30% of comments received from respondents to the CEQ, mentioned the acquisition of skills and abilities across all of the five University Graduate Attribute Clusters: Research and Inquiry (10% of comments received); Information Literacy (1%); Personal and Intellectual Autonomy (3%); Ethical, Professional and Social Understanding (10%); and Communication (5%).
- In the Ethical, Professional and Social Understanding cluster, 7% of respondents valued the increase in group and team work skills, whilst a further 3% appreciated opportunities to enhance professional skills, and undertake experience in the workplace.
- Sample comment: *"Doing the thesis, keeping contact with supervisors. This further improves my analytical skills, time management skills and communication skills"*

##### *Suggested improvements*

- 12% of respondents were dissatisfied with this aspect of their experience
- The majority of respondents (7%) expressed the desire to obtain more disciplinary related skills (e.g. accounting software) or participate in work placements.
- Sample comment: *"Maybe give students chance to do some real accounting work or do some internship"*

### **Good Teaching** (Section 2, pages 18-22)

#### KPI LINKED RESULTS

The KPI linked results for Good Teaching have stayed in the mid to high 40s since 2004. The current score of 46% is the lowest since 2005 (42%). International students (47%) rated their experience higher than their domestic counterparts (45%). The University average for Good Teaching is 50%.

#### QUALITATIVE DATA

##### *Areas of best practice*

- 29% of comments received from respondents indicated that they appreciated the teaching practices across the Faculty
- 21% of comments from respondents mentioned that they valued the variety of teaching methods used; the ability of lecturers to make their subjects interesting and to motivate students; and the learning resources provided. Of these, 4% appreciated the use of group work as a teaching method.
- Sample comment: *"There were a few key lecturers who made learning truly interesting - they were interactive, simple presenters who minimised the use of PowerPoint!"*

##### *Suggested improvements*

- 29% of respondents considered that improvements were necessary in this area of their experience
- 15% referred to the outdated teaching methods used; whilst a further 7% would have appreciated more help and support from some academic staff
- Sample comment: *"Some lecturers just read PowerPoint slides and don't give enough explanation - don't have enough patience"*

## Overall Satisfaction *(Section 3; pages 23-26)*

### KPI LINKED RESULTS

The KPI linked result for Overall Satisfaction in 2008 was 62%, which represents a decrease of 7% on the previous year's results, and is the lowest recorded since 2005 (60%). The University average for this KPI is 65%. For the first time since 2004, domestic and international respondents recorded similar outcomes (domestic: 63%; international: 64%). Previously, in 2005 – 2007, international students results were 5-7% higher than their domestic counterparts.

### QUALITATIVE DATA

#### *Best practice*

- 18% of respondents provided written observation which fell within the remit of Overall Satisfaction.
- 11% of respondents appreciated the experience, knowledge and qualifications of academic staff.
- The remaining comments referred to the reputation and prestige of the University/ degree; the calibre of fellow students; or related to satisfaction with overall learning experience.
- Sample comment: *"Most professors have up-to-date info. and knowledge on what's happening in the real world, willing to share with students their professional knowledge"*

#### *Suggested improvements*

- 16% of respondents suggested improvements in this area of their experience
- Areas of concern included: quality of staff (5%); the quality and standard of the degree (4%); and the quality of students in terms of relevant work experience and/or English language oral communication skills (6%).
- Sample comment: *"You need to better assess future students. Very often, especially Asian students did fall behind as they do not have sufficient basics. I can hardly understand how those students get an offer from the University!"*

## Additional areas of the student experience

### *Learning Community; Curriculum; Appropriate Assessment*

Respondents to the CEQ who provide written observations on their experiences, often refer to areas of their experience that are not directly related to the KPI linked numerical items on the survey, but are related to two of the extended CEQ scales (Learning Community; and Appropriate Assessment), in addition to Curriculum (Programme of Study); and Faculty/ Department Student Administration. Since these topics may be mentioned in up to 50% of comments received, they are included in this report in order to provide a full picture of issues which were perceived by all respondents to the CEQ to be either of best practice or in need of improvement during their period of study at the University. The results of the qualitative data analysis for individual degrees can be found in the relevant sections.

## Learning Community *(Section 4; pages 28-31)*

### QUALITATIVE DATA

#### *Areas of best practice*

- 13% of respondents expressed satisfaction with the Learning Community aspect of their experience
- 12% referred to the learning environment, including: the social experience of being at University; the exploration of academic interests through tutorials and other discussion fora; class sizes; and the cultural diversity of the student body. It is interesting to note that all the comments in 2008 which related to the benefits of a culturally diverse cohort emanated from international respondents.
- Sample comment: *"Gave me a chance to communicate with people from different countries"*

#### *Suggested improvements*

- 18% of respondents considered that this area of their experience required improvement
- The majority of these comments (15%) referred to various aspects of the learning environment, including: exploration of academic interests in tutorials and other discussion fora, including difficulties associated with NESB students communication skills (9%); large class sizes (5%); and isolation from the community
- Sample comment: *"Homogeneity of the level of classes (under and post graduates), level of English spoken during lessons should be higher or at least every person should be asked to intervene in the debates with a comprehensible thoughts; at least three hours of lesson per week and not only 2"*

## **Curriculum (Programme of Study)** (Section 5: pages 32-34)

### QUALITATIVE DATA

#### *Areas of best practice*

- 39% of respondents expressed satisfaction with the programme of study offered by the Faculty
- 33% appreciated the content, structure and relevance of the course
- 6% appreciated the flexibility and diversity of course offerings
- Sample comment: *"The discipline/course teaches a unique approach to problems of a political-economic nature. The social science approach to economics is brilliant - so important and I feel really lucky that it I was able to do this at Sydney Uni as Political Economy is not really available anywhere else in Australia. Some of the subjects really catered to my interests and allowed me to really develop my knowledge"*

#### *Suggested improvements*

- 26% of respondents were dissatisfied with the programme of study
- Sample comment: *"The first two subjects really required some prior knowledge of Economics (despite the fact that is advertised as being for people who don't have this prior knowledge). A bridging course or inclusion of basic economic concepts would have really really helped. The course did not cover international oil politics. I think this really needs to be included in the course (even though the course was titled 'Australian Political Economy' most units were of an international nature so oil politics would have fitted in)."*

## **Appropriate Assessment** (Section 6; pages 35-36)

### QUALITATIVE DATA

#### *Areas of best practice*

- 8% of respondents expressed satisfaction with assessment practices across the faculty
- 6% appreciated the various types of assessment e.g. projects, thesis, group work
- Sample comment: *"Group assignments which could let us connect with the real business world."*

#### *Suggested improvements*

- 9% of respondents were dissatisfied with assessment practices across the faculty
- 6% suggested improvements in the types of assessment used and/or expressed dissatisfaction with group assignments
- Sample comment: *"Group assignment sometimes carry free-riders, in which most of assignment should be converted into individual based"*

## **Faculty/ Department Student Administration** (Section 7; pages 37-38)

### QUALITATIVE DATA

#### *Areas of best practice*

- 1% of respondents expressed satisfaction the scheduling of classes after hours which consequently allowed them to participate in the course
- Sample comment: *"The classes being held after work hours really made the course accessible to me."*

#### *Suggested improvements*

- 6% of respondents were dissatisfied with aspects of student administration: scheduling of classes; communication between staff and students; overall administration issues
- Sample comment: *"Need better flexibility (submitting/receiving assignments - time/location) for students working full time who cannot attend during work hours"*

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September 2009

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## Glossary

The following terms and phrases are used throughout the report

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------|-------|------------------------------------------------------------------------------------|---------------|-------------------------------------------------------|-------|---------------------|-----------|--------------------------------------------------------------------------------------------------------------------------------------|---------|----------------------------------|-------------|---------------------------------------------------------|------------|------------------------------------------|-------------|----------------------------------------------------------------------------|---------|--------------------------------|-----------|-----------------------------------|--------------|-----------------------------------|------------|-------------------------|
| <b>CEQ</b>                                                | Course Experience Questionnaire<br>Administered to graduates of previous year e.g. students who completed the CEQ during 2008 completed their studies during 2007                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| <b>SCEQ</b>                                               | Student Course Experience Questionnaire<br>Administered to current students every two years. Next survey due during Semester Two 2009.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| <b>KPI linked results</b>                                 | These results refer to the Australian Graduate Survey (AGS) and the Course Experience Questionnaire (CEQ). Key Performance Indicators from the AGS and CEQ are used as part of the National Learning and Teaching Performance Fund.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| <b>Percentage agreement</b>                               | CEQ item responses are combined and reported in terms of the proportions of graduates who agreed or strongly agreed that their experience of their course was educationally positive in the areas of: Generic Skills; Good Teaching; and Overall Satisfaction.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| <b>Qualitative data<br/>Focus of written observations</b> | Students written observations received in response to open ended questions in the CEQ: <ul style="list-style-type: none"> <li>• What were the best aspects of your course?</li> <li>• What aspects were in need of improvement?</li> </ul> <p>Written observations from respondents cover all aspects of the student experience: Generic Skills; Good Teaching; Overall Satisfaction; Learning Community; Curriculum (Programme of Study); Appropriate Assessment; Appropriate Workload; and Clear Goals and Standards.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| <b>Percentage of comments received</b>                    | The number of times an aspect is mentioned within written observations received from respondents is presented as a percentage of the total number of comments received from respondents who answered the CEQ open questions relating to areas of best practice and suggested improvements in any particular year.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| <b>Names of degrees</b>                                   | <table> <tr> <td>MBus</td> <td>Master of Business</td> </tr> <tr> <td>MComm</td> <td>Master of Commerce; Graduate Certificate in Commerce; Graduate Diploma in Commerce</td> </tr> <tr> <td>MComm MLogMan</td> <td>Master of Commerce and Master of Logistics Management</td> </tr> <tr> <td>MEcon</td> <td>Master of Economics</td> </tr> <tr> <td>MIndRelHR</td> <td>Master of Industrial Relations and Human Resource Management; Graduate Diploma in Industrial Relations and Human Resource Management</td> </tr> <tr> <td>MIntBus</td> <td>Master of International Business</td> </tr> <tr> <td>MIntBusComm</td> <td>Master of International Business and Master of Commerce</td> </tr> <tr> <td>MIntBusLaw</td> <td>Master of International Business and Law</td> </tr> <tr> <td>MIntStudies</td> <td>Master of International Studies; Graduate Diploma in International Studies</td> </tr> <tr> <td>MLogMan</td> <td>Master of Logistics Management</td> </tr> <tr> <td>MOrgCoach</td> <td>Master of Organisational Coaching</td> </tr> <tr> <td>MProfAccount</td> <td>Master of Professional Accounting</td> </tr> <tr> <td>MPublicPol</td> <td>Master of Public Policy</td> </tr> </table> | MBus | Master of Business | MComm | Master of Commerce; Graduate Certificate in Commerce; Graduate Diploma in Commerce | MComm MLogMan | Master of Commerce and Master of Logistics Management | MEcon | Master of Economics | MIndRelHR | Master of Industrial Relations and Human Resource Management; Graduate Diploma in Industrial Relations and Human Resource Management | MIntBus | Master of International Business | MIntBusComm | Master of International Business and Master of Commerce | MIntBusLaw | Master of International Business and Law | MIntStudies | Master of International Studies; Graduate Diploma in International Studies | MLogMan | Master of Logistics Management | MOrgCoach | Master of Organisational Coaching | MProfAccount | Master of Professional Accounting | MPublicPol | Master of Public Policy |
| MBus                                                      | Master of Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| MComm                                                     | Master of Commerce; Graduate Certificate in Commerce; Graduate Diploma in Commerce                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| MComm MLogMan                                             | Master of Commerce and Master of Logistics Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| MEcon                                                     | Master of Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| MIndRelHR                                                 | Master of Industrial Relations and Human Resource Management; Graduate Diploma in Industrial Relations and Human Resource Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| MIntBus                                                   | Master of International Business                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| MIntBusComm                                               | Master of International Business and Master of Commerce                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| MIntBusLaw                                                | Master of International Business and Law                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| MIntStudies                                               | Master of International Studies; Graduate Diploma in International Studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| MLogMan                                                   | Master of Logistics Management                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| MOrgCoach                                                 | Master of Organisational Coaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| MProfAccount                                              | Master of Professional Accounting                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |
| MPublicPol                                                | Master of Public Policy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |      |                    |       |                                                                                    |               |                                                       |       |                     |           |                                                                                                                                      |         |                                  |             |                                                         |            |                                          |             |                                                                            |         |                                |           |                                   |              |                                   |            |                         |

## Conceptual framework

### Course Experience Questionnaire (CEQ)

The CEQ is a national survey administered by the independent body, the Graduate Careers Council of Australia (GCA). It is a survey of *graduates* of all Australian universities. CEQ results are reported at least a year after the graduates actually finish their courses.

The Institute for Teaching and Learning (ITL) CEQ reports use responses obtained from graduates of the University of Sydney who completed their courses in the previous year (i.e. the 2008 reports are for students who completed in 2007). The ITL reports use the GCA data and are therefore usually published shortly after the GCA reports. As an example: the 2008 reports are for graduates who completed their courses in 2007. The data is collected during 2008 and the reports are published in 2009.<sup>4</sup>

Students are asked to respond to statements using a five point Likert Scale to indicate the extent to which they agree or disagree with each statement. As part of the questionnaires, students are also asked to comment on the following questions:

- What were the best aspects of your course?
- What aspects were in need of improvement?

Quantitative and qualitative data from the CEQ provide evidence of the success of University and Faculty initiatives to improve the overall student experience in general and the student experience of learning and teaching in particular.

### Focus of the Report

Based on the answers to the CEQ, this report seeks to provide an analysis of observable trends in the postgraduate coursework student experience of learning and teaching in the Faculty of Economics and Business between 2002 and 2008. The report also provides detailed information on the key issues highlighted in the analysis of the 2008 CEQ qualitative data: by whole of Faculty and by individual degrees.

Information is arranged by the Key Performance Indicators (Generic Skills; Good Teaching; and Overall Satisfaction); two of the extended CEQ scales (Learning Community; and Appropriate Assessment) in addition to Curriculum (Programme of Study). Taken together, these areas comprise the graduate experience of learning and teaching in the Faculty of Economics and Business.

### Focus of written observations from respondents

By examining the foci of the students' comments in the 2008 CEQ, this report seeks to highlight areas that were of best practice in the graduates' experience during their studies at the University of Sydney, together with those that have been suggested as areas of improvement.

The views of the graduates on their overall experience at the University, as received through the open response comments, are a valuable insight into what was important to them; what they considered to be areas of best practice; and what they considered needs improvement. They often highlight issues that relate to the usefulness of their course once they have graduated and/or are in the workforce.

It is important to remember, when looking at the results of the analysis of this data, that the absence of favourable comments on a particular aspect of learning and teaching does not reflect that this is not an area of best practice. Rather, it could be interpreted that the students were happy with their experiences, and prefer to focus on commenting about areas in need of improvement. For example, very few comments on assessment are received in answer to the question on areas of best practice; whilst very few comments on the development of generic skills feature in those suggesting improvements.

### Student Course Experience Questionnaire (SCEQ) 2007

Since it is possible that final year respondents from the 2007 SCEQ might also have responded to the 2008 CEQ, a short report on the results of the analysis of qualitative data from the 2007 SCEQ is included at the end of this report.

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<sup>4</sup> Further information about the CEQ can be found at <http://www.itl.usyd.edu.au/ceq/>

## Notes

### 1 Quantitative data analysis

The GCA does not allow surveys collected by phone to be included in any CEQ quantitative analyses. To ensure that the University's KPI reporting matches the GCA criteria, the ITL has adopted the same approach to its analysis of the quantitative data i.e. the KPI linked results shown in this report. The number of responses (n) is based on the number of students who supplied an answer to the Overall Satisfaction item in surveys collected by post and electronic methods only.

#### **Number of respondents (post and electronic collection) to the CEQ 2004 – 2008<sup>5</sup>**

NB: The "degree" variable has been used to map respondents to faculty for overall and international student results. The "field of study" variable has been used to map respondents to faculty for domestic student results. i.e. the "Overall" number does not equate to the total of domestic and international combined.

|                        | CEQ<br>2004 | CEQ<br>2005 | CEQ<br>2006 | CEQ<br>2007 | CEQ<br>2008 |
|------------------------|-------------|-------------|-------------|-------------|-------------|
|                        | n=          | n=          | n=          | n=          | n=          |
| Domestic students      | 189         | 185         | 363         | 346         | 323         |
| International students | 65          | 74          | 86          | 131         | 275         |
| Overall                | 232         | 254         | 416         | 429         | 553         |

n=the number of respondents who answered the "Overall Satisfaction Item".

### 2 Qualitative data analysis

The analysis of the qualitative data is based on responses to the open questions received from ALL respondents to the CEQ (post, electronic and phone).

As requested by the Faculty, the analysis of qualitative data is presented in two formats:

- For the whole Faculty (2002 – 2008)
- By individual degree<sup>6</sup> (2008 only)
  - *Master of Business*
  - *Master/ Graduate Diploma/ Graduate Certificate of Commerce*
  - *Master of Commerce and Master of Logistics Management*
  - *Master of Economics*
  - *Master/ Graduate Diploma of Industrial Relations and Human Resource Management*
  - *Master of International Business*
  - *Master of International Business and Master of Commerce*
  - *Master of International Business and Law*
  - *Master/ Graduate Diploma of International Studies*
  - *Master of Logistics Management*
  - *Master of Organisational Coaching*
  - *Master of Professional Accounting*
  - *Master of Public Policy*

#### **Number of respondents (post, electronic and phone collection) who answered the open questions CEQ 2002- 2008**

##### Whole of Faculty(2002 – 2008)

|                               |                        | Date of survey  | CEQ<br>2002 | CEQ<br>2003 | CEQ<br>2004 | CEQ<br>2005 | CEQ<br>2006 | CEQ<br>2007 | CEQ<br>2008 |
|-------------------------------|------------------------|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
|                               |                        | n=              | n=          | n=          | n=          | n=          | n=          | n=          | n=          |
| <i>Areas of best practice</i> | Domestic students      | 71 <sup>7</sup> |             | 21          | 54          | 84          | 195         | 130         | 208         |
|                               | International students |                 | 14          | 119         | 43          | 128         | 112         | 349         |             |
|                               | Total                  |                 | 35          | 173         | 127         | 323         | 242         | 557         |             |
|                               |                        |                 |             |             |             |             |             |             |             |
| <i>Suggested improvements</i> | Domestic students      | 81              |             | 19          | 53          | 90          | 186         | 132         | 196         |
|                               | International students |                 | 13          | 120         | 52          | 127         | 107         | 357         |             |
|                               | Total                  |                 | 32          | 173         | 142         | 313         | 239         | 553         |             |
|                               |                        |                 |             |             |             |             |             |             |             |

n=the number of comments received in answer to the relevant 'open response' question

<sup>5</sup> Data retrieved from the ITL AGS/CEQ website results and reports for the Faculty of Economics and Business, on 25.01.08 and 31.08.09 [http://www.itl.usyd.edu.au/ceq/tpi\\_report.cfm](http://www.itl.usyd.edu.au/ceq/tpi_report.cfm) Results for individual degrees are also available at this website.

<sup>6</sup> Where the number of respondents is more than 5 for a single degree or program

<sup>7</sup> Separate qualitative data for international students was not available until 2003

By degree (2008 only)Areas of best practice

|                                                                        | Domestic students                                                                                                                                                                     | International students | Overall |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------|
|                                                                        | n=                                                                                                                                                                                    | n=                     | n=      |
| Master of Business                                                     | 8                                                                                                                                                                                     | 14                     | 22      |
| Master of Commerce                                                     | 88 <sup>8</sup>                                                                                                                                                                       | 151                    | 239     |
| Graduate Certificate in Commerce                                       |                                                                                                                                                                                       |                        |         |
| Graduate Diploma in Commerce                                           |                                                                                                                                                                                       |                        |         |
| Master of Commerce and Master of Logistics Management                  | 2                                                                                                                                                                                     | 27                     | 29      |
| Master of Economics                                                    | 4                                                                                                                                                                                     | 8                      | 12      |
| Master of Industrial Relations and Human Resource Management           | 25                                                                                                                                                                                    | 18                     | 43      |
| Graduate Diploma in Industrial Relations and Human Resource Management |                                                                                                                                                                                       |                        |         |
| Master of International Business                                       | 3                                                                                                                                                                                     | 10                     | 13      |
| Master of International Business and Master of Commerce                | 5                                                                                                                                                                                     | 40                     | 45      |
| Master of International Business and Law                               | 3                                                                                                                                                                                     | 11                     | 14      |
| Master of International Studies                                        | 30                                                                                                                                                                                    | 9                      | 39      |
| Graduate Diploma in International Studies                              | 6                                                                                                                                                                                     | 29                     | 35      |
| Master of Logistics Management                                         |                                                                                                                                                                                       |                        |         |
| Master of Organisational Coaching                                      | 8                                                                                                                                                                                     | 3                      | 11      |
| Master of Professional Accounting                                      | 2                                                                                                                                                                                     | 14                     | 16      |
| Master of Public Policy                                                | 7                                                                                                                                                                                     | 3                      | 10      |
|                                                                        | 17                                                                                                                                                                                    | 12                     | 29      |
| Remaining degrees (<5 or suppressed degree name)                       | Results of analysis included in total 2008 results; not listed separately as respondents to each individual degree or listed in responses as a suppressed degree name was less than 5 |                        |         |

Suggested improvements

|                                                                        | Domestic students                                                                                                                                                 | International students | Overall |
|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|---------|
|                                                                        | n=                                                                                                                                                                | n=                     | n=      |
| Master of Business                                                     | 6                                                                                                                                                                 | 15                     | 21      |
| Master of Commerce                                                     | 86                                                                                                                                                                | 162                    | 248     |
| Graduate Certificate in Commerce                                       |                                                                                                                                                                   |                        |         |
| Graduate Diploma in Commerce                                           |                                                                                                                                                                   |                        |         |
| Master of Commerce and Master of Logistics Management                  | 2                                                                                                                                                                 | 28                     | 30      |
| Master of Economics                                                    | 4                                                                                                                                                                 | 8                      | 12      |
| Master of Industrial Relations and Human Resource Management           | 24                                                                                                                                                                | 15                     | 39      |
| Graduate Diploma in Industrial Relations and Human Resource Management |                                                                                                                                                                   |                        |         |
| Master of International Business                                       | 3                                                                                                                                                                 | 10                     | 13      |
| Master of International Business and Master of Commerce                | 5                                                                                                                                                                 | 42                     | 47      |
| Master of International Business and Law                               | 1                                                                                                                                                                 | 9                      | 10      |
| Master of International Studies                                        | 26                                                                                                                                                                | 8                      | 34      |
| Graduate Diploma in International Studies                              | 6                                                                                                                                                                 | 27                     | 33      |
| Master of Logistics Management                                         |                                                                                                                                                                   |                        |         |
| Master of Organisational Coaching                                      | 8                                                                                                                                                                 | 3                      | 11      |
| Master of Professional Accounting                                      | 1                                                                                                                                                                 | 15                     | 17      |
| Master of Public Policy                                                | 8                                                                                                                                                                 | 3                      | 11      |
|                                                                        | 15                                                                                                                                                                | 12                     | 27      |
| Remaining degrees (<5 or suppressed degree name)                       | Included in total 2008 results; not listed separately as respondents to each individual degree or listed in responses as a suppressed degree name was less than 5 |                        |         |

<sup>8</sup> Numbers in merged cells represent the combined totals for Masters and Graduate Diploma and Graduate Certificate respondents of related programs; majority of comments (>5) were from Masters graduates.

### 3 Reliability of quantitative and qualitative data

The following information on the reliability of statistical data in the above tables should be taken into consideration when reading this report:

**Quantitative and qualitative data:** Where the number of respondents is less than 5 results are excluded from the report as they are unlikely to be reliable.

- Where the number of domestic **or** international students who provided written observations in their responses is less than 5, results of the qualitative analysis are expressed as the percentage of comments received from **all** respondents to the CEQ

**Quantitative and qualitative data:** Where the number of respondents is between 5 and 20 results should be viewed with caution. The minimum sample size recommended for statistical analysis is 20.

- Where the **total** number of domestic **and** international respondents who provided written observations is between 11 and 19, results should be viewed with caution

**Qualitative data only:** Where the number of respondents who have supplied written observations on their experiences is between 5 and 10, results are excluded from the report as they lie within the lower range of statistics that should be viewed with caution.

- Where the number of domestic **or** international students who provided written observations in their responses is between 5 and 10, results of the qualitative analysis are expressed as the percentage of comments received from **all** respondents to the CEQ
- Master of Public Policy – since the number of respondents answering the question on areas of best practice falls inside this limit; and those suggesting improvements fall outside, all data for respondents graduating with this degree is included in the report
- Master of International Business and Law – as above but in reverse i.e. more comments suggesting improvements than best practice

### 4 Illustrative sample comments

Comments are recorded as they appear in the original documents. However, minor spelling, grammatical and transcription errors have been corrected. [sic] indicates that the word appears exactly as provided by the student, and that it is not possible to ascertain an exact interpretation of the original meaning. To preserve student confidentiality, sample comments are only provided if there are six or more comments relating to that aspect in the responses. Comments that may possibly identify the student are not included in the sample comments. Lecturers and tutors names, where included by the respondent, have been replaced by XXX, YYY or ZZZ.

### 5 Analysis and counting of comments

The components of categories and sub-categories used in the analysis of qualitative data are based on:

- Characteristics that define the area of the student experience
- CEQ survey items (Generic Skills; Good Teaching; and Overall Satisfaction only)
- Extended CEQ factors (Learning Community; Appropriate Assessment; Appropriate Workload; and Clear Goals and Standards).
- Recurring themes in students' comments (Curriculum)

and have been developed over many years of analysing qualitative data from students' surveys.

Together, they represent the range of features of each aspect which are considered to be essential to student satisfaction with the relevant part of the degree experience and/or overall satisfaction with the course.

Each comment is analysed according to the *Taxonomy for analysing qualitative data from the SCEQ/CEQ*<sup>9</sup>, which is structured around the University KPIs for Learning and Teaching, plus additional areas that combine to provide a full picture of the student experience.

Based on the premise that a comment is what is written by an individual respondent in response to one of the open response questions, and a tally in the statistics being a specific phrase or sentence referring to one aspect of the student experience, the total number of times an aspect is mentioned in any one set of comments is calculated as a percentage of comments received in the year of the survey. As a general rule, only those aspects which receive over 5% of comments from the whole cohort (i.e. domestic and international combined) are considered significant enough to be included as specific issues in the report.

<sup>9</sup> Available from Quality Assurance Officer (Learning and Teaching)

For example, the following comment is counted as ONE COMMENT RECEIVED; but as it is mentioned in Curriculum (Content and structure); Good Teaching (Good teaching experiences: engaging students; learning resources; making subjects interesting); and Learning Community (Learning environment: belonging to community; Library services) the highlighted phrases within the comment are counted ONCE in each of the relevant categories i.e. 6 aspects in one comment.

Learning about the subject from many different angles and subjects. Meeting interesting people - staff and other students. Some of the lecturers were excellent - particularly those who made a lot of effort to plan their courses, find good, challenging background reading material and think about how to engage the class. The library is excellent - and the remote access worked really well for this. The library staff was also extremely helpful

Curriculum:  
• Content and structure

Good Teaching:  
• Good teaching experiences:  
Engaging students; Learning resources; Making subjects interesting

Learning Community:  
• Learning environment:  
Belonging to community  
• Library services

## Part A Key Performance Indicators

This section relates directly to areas of the student experience which are encompassed by the Key Performance Indicator (KPI) linked numerical items in the survey (Generic Skills; Good Teaching; and Overall Satisfaction)

### Page references

|   |                      |                 |
|---|----------------------|-----------------|
| 1 | Generic Skills       | (pages 14 – 17) |
| 2 | Good Teaching        | (pages 18 – 22) |
| 3 | Overall Satisfaction | (pages 23 - 26) |

The following information is included for each KPI:

- Coverage: CEQ survey items; Qualitative data analysis categories
- Summary of 2008 results (KPI linked results and qualitative data analysis)
- Comparative data: KPI linked results 2004 – 2008  
*i.e. The proportion of students who either agreed or strongly agreed with relevant survey items*
- Comparative results: Focus of written observations: 2002- 2008  
*i.e. The percentage of comments received from respondents to the survey that can be classified as areas of best practice or suggested improvements. Presented as the total received for the relevant area of the student experience*
  - By whole of Faculty (2002 – 2008)
  - By individual degree (2008 only)
- Key issues for coursework graduates (CEQ 2008)  
*i.e. The percentage of comments received from respondents to the 2008 survey. Presented as the total received for sub-categories of the KPI which were mentioned in more than 5% of comments received from respondents.*
  - Areas of best practice
    - By whole of Faculty
    - By individual degree
    - 6 illustrative sample comments taken from those supplied by all respondents (3 from domestic students; 3 from international students)
  - Suggested improvements
    - By whole of Faculty
    - By individual degree
    - 6 illustrative sample comments taken from those supplied by all respondents (3 from domestic students; 3 from international students)

Where applicable, data is provided separately for domestic and international respondents, and as an overall result.

# 1 Generic Skills

## Coverage

The *Generic Skills Scale* is an attempt to take into account the extent to which university courses develop graduate attributes. Graduate attributes that may have been acquired in the process of learning discipline knowledge should endure and be applicable in a broader context. Graduate attributes typically identified in this context include communication skills, the capacity to learn new skills and procedures, the capacity to make decisions and solve problems, the ability to apply knowledge to the workplace, and the capacity to work both in teams and with minimum supervision.

### *CEQ Survey items*

- |    |                                                                               |
|----|-------------------------------------------------------------------------------|
| 2  | The course helped me develop my ability to work as a team member              |
| 5  | The course sharpened my analytic skills                                       |
| 9  | The course developed my problem solving skills                                |
| 10 | The course improved my skills in written communication                        |
| 11 | As a result of my course, I feel confident about tackling unfamiliar problems |
| 22 | My course helped me to develop the ability to plan my own work.               |

### *Qualitative data analysis*

There are 5 sub-categories within Generic Skills, against which students comments are analysed. These match the five main University Generic Graduate Attributes. The components of these sub-categories are allied to the skills and abilities for each attribute provided in the University policy framework for Graduate Attributes<sup>10</sup>.

- Research and inquiry (analytical, problem solving, critical thinking, knowledge expansion etc)
- Information literacy (retrieval and use of information)
- Personal and intellectual autonomy (independent learning; planning own work; intellectually curious etc)
- Ethical, social, professional understanding (including group/ team skills; professional skills and experience)
- Communication (written and oral; communicating with others; communicating understanding)

## Summary

### KPI LINKED RESULTS

The KPI linked CEQ results for Generic Skills decreased by 4% in 2008 and currently sit at 61%. The University average for Generic skills is 60% agreement. International graduates (64%) recorded better outcomes than their domestic counterparts (58%).

### QUALITATIVE DATA

#### *Areas of best practice*

- 30% of comments received from respondents to the CEQ, mentioned the acquisition of skills and abilities across all of the five University Graduate Attribute Clusters: Research and Inquiry (10% of comments received); Information Literacy (1%); Personal and Intellectual Autonomy (3%); Ethical, Professional and Social Understanding (10%); and Communication (5%).
- In the Ethical, Professional and Social Understanding cluster, 7% of respondents valued the increase in group and team work skills, whilst a further 3% appreciated opportunities to enhance professional skills, and undertake experience in the workplace.

#### *Suggested improvements*

- 12% of respondents were dissatisfied with this aspect of their experience
- The majority of respondents (7%) expressed the desire to obtain more disciplinary related skills (e.g. accounting software) or participate in work placements.

<sup>10</sup> [http://www.itl.usyd.edu.au/graduateAttributes/policy\\_framework.pdf](http://www.itl.usyd.edu.au/graduateAttributes/policy_framework.pdf)

## 1.1 Comparative results: Quantitative data 2004–2008

The following graph shows the proportion of graduates who either strongly agreed or agreed with the relevant survey items for Generic Skills in the CEQ.

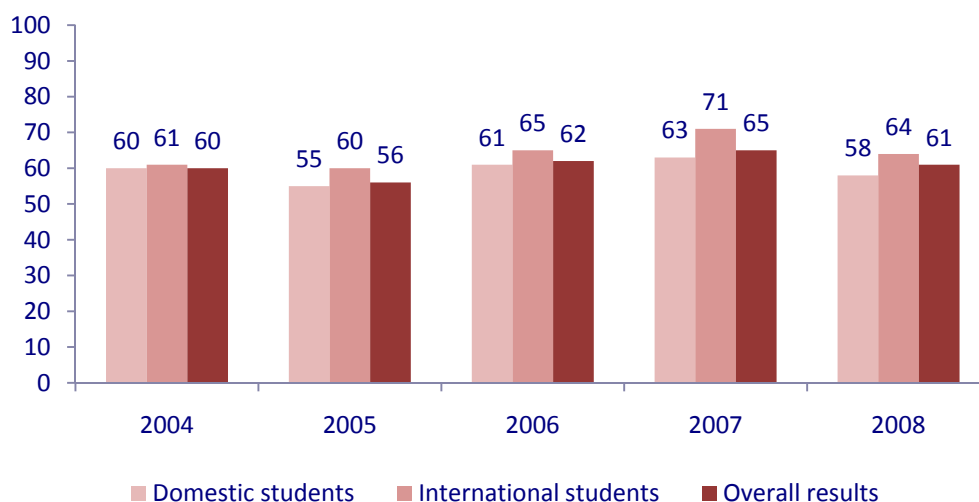


Figure 1: Generic Skills: KPI linked results: CEQ 2004 - 2008

## 1.2 Comparative results: Focus of written observations 2002–2008

The following table includes the percentage of comments received from respondents to the surveys, that can be classified as areas of best practice or areas for improvement under the heading of Generic Skills. The trends provide an indication of graduate satisfaction with the development of University graduate attributes / generic skills between 2002 and 2008.

Whole of Faculty (2002 – 2008)

|                        | CEQ 2002      | CEQ 2003   | CEQ 2004   | CEQ 2005   | CEQ 2006   | CEQ 2007   | CEQ 2008   |
|------------------------|---------------|------------|------------|------------|------------|------------|------------|
| Areas of best practice | Domestic      | 14%        | 19%        | 18%        | 21%        | 12%        | 17%        |
|                        | International | 50%        | 38%        | 33%        | 30%        | 35%        | 37%        |
|                        | <b>All</b>    | <b>23%</b> | <b>29%</b> | <b>32%</b> | <b>23%</b> | <b>24%</b> | <b>23%</b> |
| Suggested improvements | Domestic      | 0%         | 8%         | 4%         | 4%         | 11%        | 5%         |
|                        | International | 8%         | 8%         | 19%        | 13%        | 4%         | 16%        |
|                        | <b>All</b>    | <b>4%</b>  | <b>3%</b>  | <b>8%</b>  | <b>10%</b> | <b>7%</b>  | <b>13%</b> |

By degree (2008 only)

|               | Areas of best practice |               |     | Suggested improvements |               |     |
|---------------|------------------------|---------------|-----|------------------------|---------------|-----|
|               | Domestic               | International | All | Domestic               | International | All |
| MComm         | 22%                    | 40%           | 33% | 5%                     | 18%           | 13% |
| MBus          |                        |               | 18% |                        |               | 29% |
| MComm MLogMan |                        |               | 38% |                        |               | 20% |
| MEcon         |                        |               | 8%  |                        |               | 0%  |
| MIndRelHR     |                        |               | 21% |                        |               | 3%  |
| MIntBus       |                        |               | 23% |                        |               | 8%  |
| MIntBusComm   |                        |               | 47% |                        |               | 15% |
| MIntBusLaw    |                        |               | 0%  |                        |               | 0%  |
| MIntStudies   |                        |               | 5%  |                        |               | 3%  |
| MLogMan       |                        |               | 60% |                        |               | 12% |
| MOrgCoach     |                        |               | 9%  |                        |               | 0%  |
| MProfAccount  |                        |               | 31% |                        |               | 29% |
| MPublicPol    |                        |               | 20% |                        |               | 0%  |

## 1.3 Key issues for coursework graduates (CEQ 2008)

### 1.3.1 Areas of best practice

| <i>Whole of Faculty</i>                                         | Domestic<br>(n=208 ) | International<br>(n=349 ) | All<br>(n=557 ) |
|-----------------------------------------------------------------|----------------------|---------------------------|-----------------|
| <b>Research and Inquiry</b>                                     |                      |                           |                 |
| - Development of problem solving skills                         | 7%                   | 12%                       | 10%             |
| - Development of critical thinking and analytical skills        |                      |                           |                 |
| - Expansion of relevant knowledge in the subject                |                      |                           |                 |
| <b>Ethical, social, professional understanding</b>              |                      |                           |                 |
| - Ability to work in a group/ team working skills               | 7%                   | 12%                       | 10%             |
| - Development of discipline/ professional skills                |                      |                           |                 |
| - Presence of work placement/ industry experience in the course |                      |                           |                 |

| <i>By degree</i>                  | Domestic <sup>11</sup>                        | International | All |     |
|-----------------------------------|-----------------------------------------------|---------------|-----|-----|
| MCommerce                         | - Research and Inquiry                        | 8%            | 13% | 11% |
|                                   | - Ethical, social, professional understanding | 9%            | 12% | 11% |
|                                   | - Communication                               | 3%            | 10% | 8%  |
| MCommerce MLogistics Management   | - Research and Inquiry                        |               | 10% |     |
|                                   | - Ethical, social, professional understanding |               | 14% |     |
|                                   | - Communication                               |               | 10% |     |
| MEconomics                        | - Personal and Intellectual Autonomy          |               | 8%  |     |
| MIndustrial Relations and HRM     | - Research and Inquiry                        |               | 12% |     |
|                                   | - Communication                               |               | 11% |     |
| MInternational Business           | - Research and Inquiry                        |               | 8%  |     |
|                                   | - Ethical, social, professional understanding |               | 15% |     |
| MInternational Business MCommerce | - Research and Inquiry                        |               | 16% |     |
|                                   | - Ethical, social, professional understanding |               | 18% |     |
| MLogistics Management             | - Research and Inquiry                        |               | 17% |     |
|                                   | - Ethical, social, professional understanding |               | 31% |     |
| MOrganisational Coaching          | - Ethical, social, professional understanding |               | 9%  |     |
| MProfessional Accounting          | - Research and Inquiry                        |               | 13% |     |
|                                   | - Personal and Intellectual Autonomy          |               | 6%  |     |
|                                   | - Ethical, social, professional understanding |               | 6%  |     |
| MPublic Policy                    | - Research and Inquiry                        |               | 10% |     |
|                                   | - Communication                               |               | 10% |     |

#### Sample comments: domestic students

- *The lecturer of communication course helped me improve both written and spoken English skills*
- *A lot of team work was involved, which is good to improve team work skill, as this is important when you at work, everyone is a team player*
- *Improved Problem-solving abilities, and critical thinking*

#### Sample comments: international students

- *Cultivate my communication ability and confidence as well as self-control*
- *Developed my problem-solving skill by providing case studies to be solved. - improved my skills in written communication by having written report. Deal with other group members as we are required to do our assignment in a group*
- *Work as a team member, handle problems, written skills, analytic skills*

<sup>11</sup> For numbers of respondents per degree see Note 2: qualitative data analysis

### 1.3.2 Suggested improvements

| <i>Whole of Faculty</i>                                         | Domestic<br>(n=196 ) | International<br>(n=357 ) | All<br>(n=553 ) |
|-----------------------------------------------------------------|----------------------|---------------------------|-----------------|
| Ethical, social, professional understanding                     |                      |                           |                 |
| - Group and team work skills not being developed                | 4%                   | 11%                       | 8%              |
| - Development of discipline/ professional skills unsatisfactory |                      |                           |                 |
| - Lack of work placement/ industry experience in the course     |                      |                           |                 |

| <i>By degree</i>                                                                | Domestic | International | All |
|---------------------------------------------------------------------------------|----------|---------------|-----|
| MCommerce - Ethical, social, professional understanding                         | 3%       | 13%           | 10% |
| MBusiness - Ethical, social, professional understanding                         |          | 24%           |     |
| MCommerce MLogistics Management - Ethical, social, professional understanding   |          | 17%           |     |
| MInternational Business - Research and Inquiry                                  |          | 8%            |     |
| MInternational Business MCommerce - Ethical, social, professional understanding |          | 9%            |     |
| MLogistics Management - Ethical, social, professional understanding             |          | 9%            |     |
| MProfessional Accounting - Ethical, social, professional understanding          |          | 24%           |     |

#### Sample comments: domestic students

- *Problem solution skills and analytic skills*
- *Develop research skills of students more*
- *Give more practice, regarding my working experience, it's different from what I have learnt.*

#### Sample comments: international students

- *Team work and communication skills*
- *Communication skill, and public speaking*
- *Need some internship or real practice on what we learnt in the class. Universities should provide some opportunities to their students to work in some firms in the areas they study on*

## 2 Good Teaching

### Coverage

The *Good Teaching Scale* is characterised by practices such as providing students with feedback on their progress, explaining things, making the course interesting, motivating students, and understanding students' problems. There is a body of research linking these practices to learning outcomes. High scores on the *Good Teaching Scale* are associated with the perception that these practices are present. Lower scores reflect a perception that these practices occur less frequently.

#### *CEQ Survey items*

- 3 The teaching staff of this course motivated me to do my best work.
- 7 The staff put a lot of time into commenting on my work.
- 15 The staff made a real effort to understand difficulties I might be having with my work
- 17 The teaching staff normally gave me helpful feedback on how I was going.
- 18 My lecturers were extremely good at explaining things.
- 20 The teaching staff worked hard to make their subjects interesting.

#### *Qualitative data analysis*

There are 6 sub-categories within the Good Teaching Scale, against which students comments are analysed. Each of these sub-categories may be further broken down into relevant aspects (or components) of the student experience of Good Teaching. The components of these sub-categories are based on the SCEQ survey items together with recurring themes in students' comments.

- Good teaching experiences (interesting, teaching methods, discussions encouraged etc)
- Motivating teaching (enthusiasm, inspiration, passion of teachers)
- Concern and care for student learning (understanding difficulties with work; supportive; approachable)
- Good explanations received (includes English language proficiency of teachers)
- Feedback on work (timely, constructive)
- Research-enhanced learning and teaching (integration of research into curriculum; knowledge of lecturers' research; participation in research projects; scholarship of teaching and learning<sup>12</sup>)

### Summary

#### KPI LINKED RESULTS

The KPI linked results for Good Teaching have stayed in the mid to high 40s since 2004. The current score of 46% is the lowest since 2005 (42%). International students (47%) rated their experience higher than their domestic counterparts (45%). The University average for Good Teaching is 50%.

#### QUALITATIVE DATA

##### *Areas of best practice*

- 29% of comments received from respondents indicated that they appreciated the teaching practices across the Faculty
- 21% of comments from respondents mentioned that they valued the variety of teaching methods used; the ability of lecturers to make their subjects interesting and to motivate students; and the learning resources provided. Of these, 4% appreciated the use of group work as a teaching method.

##### *Suggested improvements*

- 29% of respondents considered that improvements were necessary in this area of their experience
- 15% referred to the outdated teaching methods used; whilst a further 7% would have appreciated more help and support from some academic staff

<sup>12</sup> The development of research skills is included in Generic Skills: Information Literacy

## 2.1 Comparative results: Quantitative data 2004–2008

The following graph shows the proportion of graduates who either strongly agreed or agreed with the relevant survey item statements for Good Teaching in the CEQ.

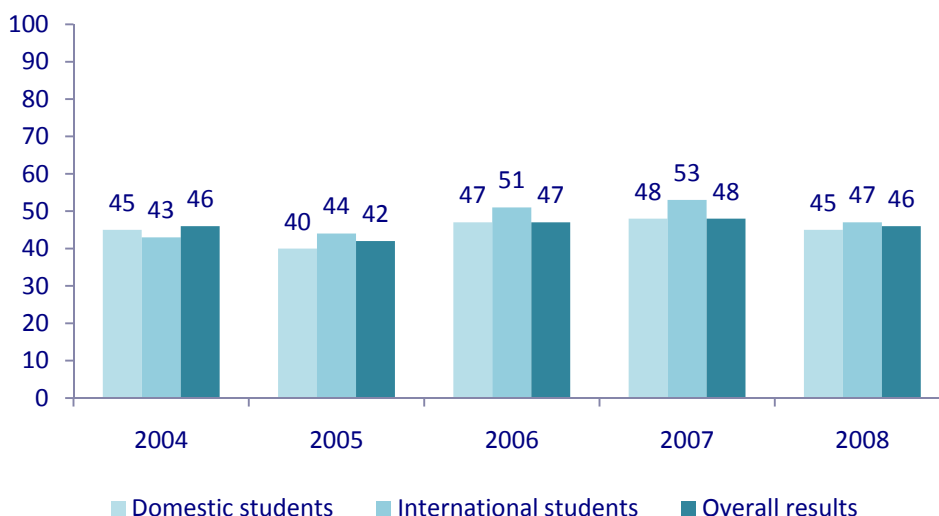


Figure 2: Good Teaching: KPI Linked results : CEQ 2004 - 2008

## 2.2 Comparative results: Focus of written observations 2002-2008

The following tables show the percentage of comments received from respondents to the survey, and that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' experience of Good Teaching between 2002 and 2008, as indicated in the responses to open questions in the CEQ.

### Whole of Faculty (2002 – 2008)

|                        | CEQ 2002      | CEQ 2003   | CEQ 2004   | CEQ 2005   | CEQ 2006   | CEQ 2007   | CEQ 2008   |
|------------------------|---------------|------------|------------|------------|------------|------------|------------|
| Areas of best practice | Domestic      |            | 24%        | 52%        | 45%        | 33%        | 34%        |
|                        | International |            | 29%        | 36%        | 35%        | 32%        | 38%        |
|                        | <b>All</b>    | <b>32%</b> | <b>26%</b> | <b>41%</b> | <b>42%</b> | <b>33%</b> | <b>35%</b> |
| Suggested improvements | Domestic      |            | 32%        | 38%        | 26%        | 39%        | 37%        |
|                        | International |            | 46%        | 35%        | 21%        | 22%        | 25%        |
|                        | <b>All</b>    | <b>31%</b> | <b>38%</b> | <b>36%</b> | <b>24%</b> | <b>32%</b> | <b>32%</b> |

### By degree (2008 only)

|               | Areas of best practice |               |     | Suggested improvements |               |     |
|---------------|------------------------|---------------|-----|------------------------|---------------|-----|
|               | Domestic               | International | All | Domestic               | International | All |
| MComm         | 33%                    | 28%           | 30% | 42%                    | 25%           | 31% |
| MBus          |                        |               | 27% |                        |               | 29% |
| MComm MLogMan |                        |               | 14% |                        |               | 27% |
| MEcon         |                        |               | 8%  |                        |               | 25% |
| MIndRelHR     |                        |               | 30% |                        |               | 23% |
| MIntBus       |                        |               | 31% |                        |               | 38% |
| MIntBusComm   |                        |               | 20% |                        |               | 19% |
| MIntBusLaw    |                        |               | 57% |                        |               | 50% |
| MIntStudies   |                        |               | 44% |                        |               | 32% |
| MLogMan       |                        |               | 23% |                        |               | 21% |
| MOrgCoach     |                        |               | 27% |                        |               | 64% |
| MProfAccount  |                        |               | 38% |                        |               | 12% |
| MPublicPol    |                        |               | 40% |                        |               | 64% |

## 2.3 Key issues for coursework graduates (CEQ 2008)

### 2.3.1 Areas of best practice

| <i>By whole of Faculty</i>                                                                | Domestic<br>(n=208 ) | International<br>(n=349 ) | All<br>(n=557 ) |
|-------------------------------------------------------------------------------------------|----------------------|---------------------------|-----------------|
| Good teaching experiences                                                                 |                      |                           |                 |
| - Use of innovative and up to date teaching methods and techniques                        |                      |                           |                 |
| - Use of group work as a teaching method                                                  | 23%                  | 16%                       | 19%             |
| - Ability to keep students interested in the subject                                      |                      |                           |                 |
| - Learning resources are up to date, relevant to curriculum, and readily available online |                      |                           |                 |

| <i>By degree</i>                                                    | Domestic | International | All |
|---------------------------------------------------------------------|----------|---------------|-----|
| MCommerce - Good teaching experiences                               | 18%      | 18%           | 18% |
| MBusiness - Good teaching experiences                               |          | 27%           |     |
| MCommerce MLogistics Management - Good teaching experiences         |          | 10%           |     |
| MEconomics - Good teaching experiences                              |          | 8%            |     |
| MIndustrial Relations and HRM - Good teaching experiences           |          | 23%           |     |
| - Good teaching experiences                                         |          | 8%            |     |
| MInternational Business - Student motivation                        |          | 8%            |     |
| - Concern and care for student learning                             |          | 15%           |     |
| MInternational Business MCommerce - Good teaching experiences       |          | 16%           |     |
| - Good teaching experiences                                         |          | 36%           |     |
| - Student motivation                                                |          | 7%            |     |
| MInternational Business Law - Concern and care for student learning |          | 7%            |     |
| - Feedback on work                                                  |          | 7%            |     |
| - Good teaching experiences                                         |          | 28%           |     |
| MInternational Studies - Research-enhanced learning and teaching    |          | 8%            |     |
| - Good teaching experiences                                         |          | 17%           |     |
| MLogistics Management - Concern and care for student learning       |          | 6%            |     |
| - Good teaching experiences                                         |          | 18%           |     |
| MOrganisational Coaching - Research-enhanced learning and teaching  |          | 9%            |     |
| - Good teaching experiences                                         |          | 25%           |     |
| MProfessional Accounting - Student motivation                       |          | 10%           |     |
| - Concern and care for student learning                             |          | 13%           |     |
| MPublic Policy - Good teaching experiences                          |          | 30%           |     |

#### Sample comments: domestic students

- *I found the staff at Sydney University generally to be very approachable and willing to take the time to help improve if when I sought assistance. The lecturers were typically very knowledgeable in their research field, meaning their lessons were generally interesting and comments insightful*
- *Some classes were really very good with lecturers who put in time and effort to ensure that students understood and learned the subject matter and they made it interesting at the same time*
- *Teaching staff that used current and relevant teaching methods, such as academic journals, current case studies, etc, rather than text books*

#### Sample comments: international students

- *lectures of this course were very kind to help me solving the problem I faced*
- *The required and recommended readings where on a general basis quite good, it provided a understanding of the topics being studied. Much of the work in the masters program was done outside of class, which is where I learned the most thorough reading the majority of what was assigned to us*
- *Lecturer has a sense of humour*

## 2.3.2 Suggested improvements

| <i>By whole of Faculty</i>                                           | Domestic<br>(n=196 ) | International<br>(n=357 ) | All<br>(n=553 ) |
|----------------------------------------------------------------------|----------------------|---------------------------|-----------------|
| Good teaching experiences                                            |                      |                           |                 |
| - Teaching methods and techniques used are outdated/need improvement | 20%                  | 13%                       | 15%             |
| - Lecturers were boring; did not engage with students                |                      |                           |                 |
| - Learning materials and resources were outdated                     |                      |                           |                 |
| Concern and care for student learning                                | 7%                   | 6%                        | 7%              |
| - Students did not feel supported in their learning;                 |                      |                           |                 |
| - Help and advice was not readily available                          |                      |                           |                 |

| <i>By degree</i>                        | Domestic | International | All |
|-----------------------------------------|----------|---------------|-----|
| MCommerce                               |          |               |     |
| - Good teaching experiences             | 22%      | 13%           | 16% |
| - Concern and care for student learning | 9%       | 6%            | 7%  |
| MBusiness                               |          | 14%           |     |
| - Concern and care for student learning |          |               |     |
| MCommerce MLogistics Management         |          | 20%           |     |
| - Good teaching experiences             |          |               |     |
| MEconomics                              |          | 8%            |     |
| - Good teaching experiences             |          |               |     |
| - Feedback on work                      |          | 8%            |     |
| MIndustrial Relations and HRM           |          | 18%           |     |
| - Good teaching experiences             |          |               |     |
| MInternational Business                 |          | 23%           |     |
| - Good teaching experiences             |          |               |     |
| - Concern and care for student learning |          | 8%            |     |
| - Feedback on work                      |          | 8%            |     |
| MInternational Business MCommerce       |          | 13%           |     |
| - Good teaching experiences             |          |               |     |
| MInternational Business Law             |          | 20%           |     |
| - Good teaching experiences             |          |               |     |
| - Student motivation                    |          | 10%           |     |
| - Concern and care for student learning |          | 10%           |     |
| - Good explanations received            |          | 10%           |     |
| MInternational Studies                  |          | 18%           |     |
| - Good teaching experiences             |          |               |     |
| - Concern and care for student learning |          | 6%            |     |
| MLogistics Management                   |          | 12%           |     |
| - Good teaching experiences             |          |               |     |
| MOrganisational Coaching                |          | 27%           |     |
| - Good teaching experiences             |          |               |     |
| - Concern and care for student learning |          | 18%           |     |
| - Feedback on work                      |          | 18%           |     |
| MProfessional Accounting                |          | 6%            |     |
| - Concern and care for student learning |          |               |     |
| - Feedback on work                      |          | 6%            |     |
| MPublic Policy                          |          | 27%           |     |
| - Good teaching experiences             |          |               |     |
| - Concern and care for student learning |          | 18%           |     |
| - Feedback on work                      |          | 9%            |     |

Sample comments: domestic students

- *The quality of teaching is alarmingly low, especially for a Masters course. Many lecturers appeared disinterested in their students*
- *Although some lecturers were really dedicated to teaching, others were quite obviously disinterested in teaching and were not at all concerned if students went away from their course with any knowledge whatsoever. The subject matter can be very dry and it was important that the lecturers tried to make it interesting. In one course we had 3 different lecturers and not in a structured way, it seemed as though whoever was there that week turned up but often had no idea where we were up to*
- *Staff often took excessive amounts of time to mark assignments, provided little or no feedback and ignored requests for information when they were posted online*

Sample comments: international students

- *To understand more and consider more about the difficulties the international students have*
- *IF lecturers need better communication skills, especially for international students*
- *Marketing lecturers need to put more effort into making the class more interesting. Not many lecturers in this major actually go beyond textbook stuff repetition*

### 3 Overall Satisfaction

#### Coverage

This single item asks graduates about their overall level of satisfaction with their degree course.

#### *CEQ Survey items*

25 I am happy with the quality of this degree course.

#### *Qualitative data analysis*

There are 4 sub-categories, within the KPI Overall Satisfaction. They represent the range of aspects of the student experience which are considered to have a major influence on the quality of the degree experience, and which are not covered elsewhere.

- Reputation of the University/ Faculty/ degree (including reputation in the professional arena)
- Quality of the degree (including standard of program offered)
- Value for money (cost of course; entry standard of students; level of course content)
- Quality of staff (including qualifications (teaching/ subject), knowledge and relevant experience of academic staff; and staffing resources)

#### Summary

##### KPI LINKED RESULTS

The KPI linked result for Overall Satisfaction in 2008 was 62%, which represents a decrease of 7% on the previous year's results, and is the lowest recorded since 2005 (60%). The University average for this KPI is 65%. For the first time since 2004, domestic and international respondents recorded similar outcomes (domestic: 63%; international: 64%). Previously, in 2005 – 2007, international students results were 5-7% higher than their domestic counterparts.

##### QUALITATIVE DATA

###### *Best practice*

- 18% of respondents provided written observation which fell within the remit of Overall Satisfaction.
- 11% of respondents appreciated the experience, knowledge and qualifications of academic staff.
- The remaining comments referred to the reputation and prestige of the University/ degree; the calibre of fellow students; or related to satisfaction with overall learning experience.

###### *Suggested improvements*

- 16% of respondents suggested improvements in this area of their experience
- Areas of concern included: quality of staff (5%); the quality and standard of the degree (4%); and the quality of students in terms of relevant work experience and/or English language oral communication skills (6%).

### 3.1 Comparative results: Quantitative data 2004–2008

The following graph shows the proportion of graduates who either strongly agreed or agreed with the survey statement 'Overall I am satisfied with the quality of this degree course' in the CEQ.

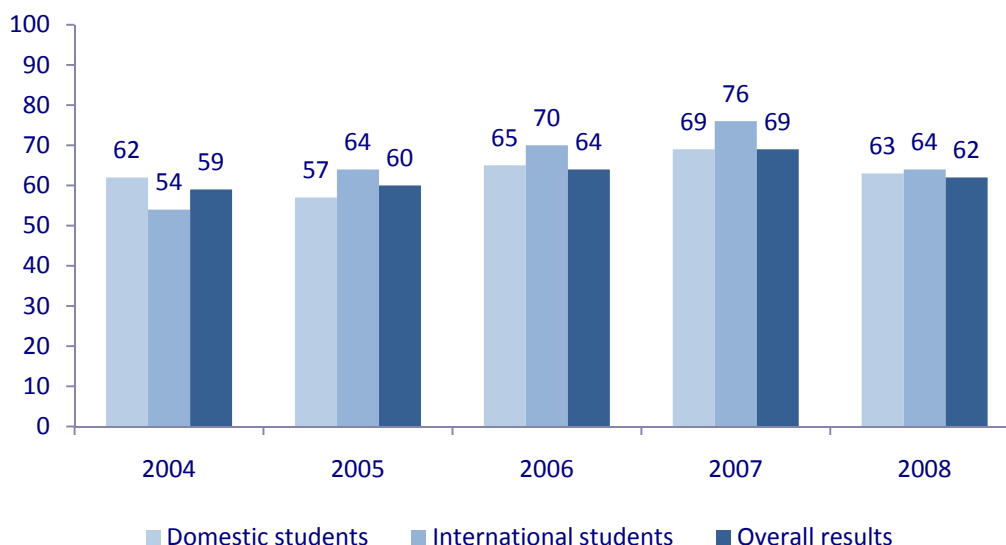


Figure 3: Overall Satisfaction: CEQ KPI linked results : 2004 - 2008

### 3.2 Comparative results: Focus of written observations 2002–2008

The following tables show the percentage of comments received from respondents to the survey, and that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' overall satisfaction with their degree experience, between 2002 and 2008, as indicated in the responses to open questions in the CEQ.

Whole of Faculty (2002 – 2008)

|                        | CEQ 2002      | CEQ 2003   | CEQ 2004   | CEQ 2005   | CEQ 2006   | CEQ 2007   | CEQ 2008   |
|------------------------|---------------|------------|------------|------------|------------|------------|------------|
| Areas of best practice | Domestic      | 29%        | 19%        | 20%        | 16%        | 22%        | 25%        |
|                        | International | 7%         | 16%        | 7%         | 10%        | 12%        | 15%        |
|                        | <b>All</b>    | <b>20%</b> | <b>20%</b> | <b>17%</b> | <b>16%</b> | <b>14%</b> | <b>17%</b> |
| Suggested improvements | Domestic      | 11%        | 21%        | 29%        | 12%        | 20%        | 26%        |
|                        | International | 15%        | 7%         | 15%        | 5%         | 7%         | 11%        |
|                        | <b>All</b>    | <b>28%</b> | <b>8%</b>  | <b>17%</b> | <b>9%</b>  | <b>7%</b>  | <b>16%</b> |

By degree (2008 only)

|               | Areas of best practice |               |     | Suggested improvements |               |     |
|---------------|------------------------|---------------|-----|------------------------|---------------|-----|
|               | Domestic               | International | All | Domestic               | International | All |
| MComm         | 22%                    | 13%           | 16% | 23%                    | 6%            | 12% |
| MBus          |                        |               | 18% |                        |               | 24% |
| MComm MLogMan |                        |               | 7%  |                        |               | 7%  |
| MEcon         |                        |               | 33% |                        |               | 42% |
| MIndRelHR     |                        |               | 12% |                        |               | 38% |
| MIntBus       |                        |               | 54% |                        |               | 31% |
| MIntBusComm   |                        |               | 0%  |                        |               | 11% |
| MIntBusLaw    |                        |               | 36% |                        |               | 0%  |
| MIntStudies   |                        |               | 41% |                        |               | 18% |
| MLogMan       |                        |               | 11% |                        |               | 21% |
| MOrgCoach     |                        |               | 36% |                        |               | 0%  |
| MProfAccount  |                        |               | 13% |                        |               | 12% |
| MPublicPol    |                        |               | 0%  |                        |               | 9%  |

### 3.3 Key issues for coursework graduates (CEQ 2008)

#### 3.3.1 Areas of best practice

| <i>Whole of Faculty</i>                                                       | Domestic<br>(n=208 ) | International<br>(n=349 ) | All<br>(n=557 ) |
|-------------------------------------------------------------------------------|----------------------|---------------------------|-----------------|
| Quality of staff                                                              |                      |                           |                 |
| - Qualifications of staff in subject matter and in teaching at tertiary level | 13%                  | 9%                        | 11%             |
| - Relevant experience of lecturers and tutors in subject area                 |                      |                           |                 |
| - Relevant and up to date knowledge of lecturers and tutors in subject area   |                      |                           |                 |

| <i>By degree</i>                                  | Domestic              | International | All |
|---------------------------------------------------|-----------------------|---------------|-----|
| MCommerce - Quality of staff                      | 9%                    | 7%            | 8%  |
| MBusiness - Quality of staff                      |                       | 8%            |     |
| MEconomics - Quality of staff                     |                       | 17%           |     |
|                                                   | - General comments    | 17%           |     |
| MIndustrial Relations and HRM - Quality of staff  |                       | 7%            |     |
|                                                   | - Quality of students | 15%           |     |
| MInternational Business - Quality of staff        |                       | 23%           |     |
|                                                   | - General comments    | 15%           |     |
|                                                   | - Quality of degree   | 7%            |     |
| MInternational Business Law - Quality of students |                       | 7%            |     |
|                                                   | - Quality of staff    | 21%           |     |
|                                                   | - Quality of staff    | 36%           |     |
| MLogistics Management - General comments          |                       | 6%            |     |
| MOrganisational Coaching - Quality of degree      |                       | 9%            |     |
|                                                   | - Quality of staff    | 27%           |     |
| MProfessional Accounting - Quality of staff       |                       | 6%            |     |
|                                                   | - General comments    | 6%            |     |

#### Sample comments: domestic students

- *Lecturers have a good knowledge in the subjects. It was a privilege/honour to be in their classroom*
- *The best aspect of the course was the competitive environment with high calibre students where standards were lifted on academic work*
- *Teaching staff that are also practitioners in their respective fields. Guest lecturers added valuable insight*

#### Sample comments: international students

- *High reputation of the University*
- *Both the teaching staff in my course are of quality. They are responsible lecturers and knowledgeable professionals*
- *XXX is by far the best lecturer I have ever encountered. His course on HR processes was excellent, very engaged, passionate and knowledgeable in his field. He deserves recognition for his teaching skills*

#### 3.3.2 Suggested improvements

| <i>Whole of Faculty</i>                                                                                                           | Domestic<br>(n=196 ) | International<br>(n=357 ) | All<br>(n=553 ) |
|-----------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------|-----------------|
| Value for money                                                                                                                   |                      |                           |                 |
| - Funding issues affecting student experience                                                                                     | 12%                  | 4%                        | 7%              |
| - Entry level of students unsatisfactory e.g. English language skills of international students; lack of relevant work experience |                      |                           |                 |

| <i>By degree</i>               |                             | All respondents |
|--------------------------------|-----------------------------|-----------------|
| MBusiness                      | - Quality of degree         | 10%             |
|                                | - Quality of students       | 10%             |
| MCommerce Logistics Management | - Quality of staff          | 7%              |
|                                | - Quality of degree         | 8%              |
| MEconomics                     | - Quality of students       | 8%              |
|                                | - Quality of staff          | 8%              |
|                                | - General comments          | 17%             |
|                                | - Quality of degree         | 15%             |
| MIndustrial Relations and HRM  | - Quality of students       | 10%             |
|                                | - Quality of staff          | 8%              |
|                                | - Quality of degree         | 8%              |
| MInternational Business        | - Quality of students       | 15%             |
|                                | - Funding/ financial issues | 8%              |
|                                | - Quality of staff          | 9%              |
| MInternational Studies         | - Quality of degree         | 9%              |
|                                | - Quality of students       | 6%              |
| MLogistics Management          | - Quality of students       | 6%              |
|                                | - Quality of students       | 6%              |
| MProfessional Accounting       | - Quality of students       | 6%              |
|                                | - General comments          | 6%              |
| MPublic Policy                 | - Quality of degree         | 9%              |

#### Sample comments: domestic students

- *The teaching staff in marketing really just go through motion. A lot of the thing taught were very elementary. No doubt catering to the level of large number of students with clearly little work experience for a Master degree*
- *The business based units were over focussed on the needs of international students, particularly at managing poor English speaking levels. As a result many lectures were like watching Playschool; explaining simple English terms, and avoiding complex concepts*
- *The lecturers often 'dumbed down' the standard of the classes to cater for students who had trouble understanding. I would have expected a Masters level course to stretch everybody, not just students who have language difficulties.*

#### Sample comments: international students

- *University of Sydney should assign more qualified teachers for our Accounting students*
- *A lot of the students didn't speak very good English and it was a disadvantage to one to have to help them along*
- *I did not find a lot of changes studying in an advanced environment in Australia from my home country's learning environment*

## Part B Additional areas of the student experience

Respondents to the CEQ who provide written observations on their experiences, often refer to areas of their experience that are not directly related to the KPI linked numerical items on the survey, but are related to two of the extended CEQ scales (Learning Community; Appropriate Assessment), in addition to Curriculum (Programme of Study); and Faculty/ Department Student Administration. Since these topics may be mentioned in up to 50% of comments received, they are included in this report in order to provide a full picture of issues which were perceived by respondents to the CEQ to be either of best practice or in need of improvement during their period of study at the University.

### Page references

|   |                                            |                 |
|---|--------------------------------------------|-----------------|
| 4 | Learning Community                         | (pages 28 – 31) |
| 5 | Curriculum                                 | (pages 32 – 34) |
| 6 | Appropriate Assessment                     | (pages 35 – 36) |
| 7 | Faculty/ Department Student Administration | (pages 37 – 38) |

The following information is provided for each of the above areas of the student experience:

- Coverage: Qualitative data analysis categories
- Summary of 2008 results (qualitative data analysis)
- Comparative results: Focus of written observations: 2002- 2008  
*i.e. The percentage of comments received from respondents to the survey that can be classified as areas of best practice or suggested improvements. Presented as the total received for the relevant area of the student experience*
  - By whole of Faculty (2002 – 2008)
  - By individual degree (2008 only)
- Key issues for coursework graduates (CEQ 2008)  
*i.e. The percentage of comments received from respondents to the 2008 survey. Presented as the total received for sub-categories of the KPI which were mentioned in more than 5% of comments received from respondents.*
  - Areas of best practice
    - By whole of Faculty
    - By individual degree
    - 6 illustrative sample comments taken from those supplied by all respondents (3 from domestic students; 3 from international students)
  - Suggested improvements
    - By whole of Faculty
    - By individual degree
    - 6 illustrative sample comments taken from those supplied by all respondents (3 from domestic students; 3 from international students)

Where applicable, data is provided separately for domestic and international respondents, and also as a combined total.

## 4 Learning Community

### Coverage

Learning Community concerns student perceptions of the social experience of learning at university. It indicates the student's sense of belonging to a community where learning with other people is a priority. It includes: being part of a group of students and staff committee to learning; exploration of ideas with other people; students ideas and suggestions being listened to during the course; exploration of academic interests with staff and students.

#### *CEQ Survey items*

The CEQ does not include items relating to Learning Community.

#### *Qualitative data analysis*

There are 5 sub-categories within Learning Community, against which students comments are analysed.

- Learning environment (exploration of academic interests with staff and students; tutorials; belonging to a community; social experiences; cultural diversity; equity issues; class sizes)
- Location/ isolation (all campuses, hospitals, institutes)
- Induction and orientation programs
- Responsiveness by staff to student feedback on the course
- Physical resources (physical facilities (buildings; computer access; library)

Each of these sub-categories are further broken down into relevant aspects (or components) of the student experience of being part of a community where learning with other people is a priority. Respect for cultural diversity and equity for all students are an important part of this experience; as is being listened to by academic staff. Together with 5: Curriculum, Learning Community is an essential ingredient in forming the students' opinion of their overall satisfaction with the quality of their degree experience.

### Summary

#### QUALITATIVE DATA

##### *Areas of best practice*

- 13% of respondents expressed satisfaction with the Learning Community aspect of their experience
- 12% referred to the learning environment, including: the social experience of being at University; the exploration of academic interests through tutorials and other discussion fora; class sizes; and the cultural diversity of the student body. It is interesting to note that all the comments in 2008 which related to the benefits of a culturally diverse cohort emanated from international respondents.

##### *Suggested improvements*

- 18% of respondents considered that this area of their experience required improvement
- The majority of these comments (15%) referred to various aspects of the learning environment, including: exploration of academic interests in tutorials and other discussion fora, including difficulties associated with NESB students communication skills (9%); large class sizes (5%); and isolation from the community

## 4.1 Comparative results: Focus of written observations 2002 – 2008

The following tables show the percentage of comments received from respondents to the survey, and that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' experience of Learning Community between 2002 and 2008, as indicated in the responses to open questions in the CEQ.

### Whole of Faculty (2002 – 2008)

|                        | CEQ<br>2002   | CEQ<br>2003 | CEQ<br>2004 | CEQ<br>2005 | CEQ<br>2006 | CEQ<br>2007 | CEQ<br>2008 |
|------------------------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Areas of best practice | Domestic      | 10%         | 22%         | 15%         | 13%         | 15%         | 14%         |
|                        | International | 14%         | 14%         | 23%         | 12%         | 14%         | 13%         |
|                        | <b>All</b>    | <b>30%</b>  | <b>11%</b>  | <b>17%</b>  | <b>18%</b>  | <b>12%</b>  | <b>14%</b>  |
| Suggested improvements | Domestic      | 16%         | 38%         | 34%         | 24%         | 17%         | 16%         |
|                        | International | 23%         | 33%         | 27%         | 17%         | 19%         | 19%         |
|                        | <b>All</b>    | <b>27%</b>  | <b>29%</b>  | <b>34%</b>  | <b>37%</b>  | <b>19%</b>  | <b>18%</b>  |

### By degree (2008 only)

|               | Areas of best practice |               |     | Suggested improvements |               |     |
|---------------|------------------------|---------------|-----|------------------------|---------------|-----|
|               | Domestic               | International | All | Domestic               | International | All |
| MComm         | 7%                     | 9%            | 8%  | 17%                    | 20%           | 19% |
| MBus          |                        |               | 18% |                        |               | 10% |
| MComm MLogMan |                        |               | 0%  |                        |               | 7%  |
| MEcon         |                        |               | 0%  |                        |               | 8%  |
| MIndRelHR     |                        |               | 23% |                        |               | 13% |
| MIntBus       |                        |               | 23% |                        |               | 31% |
| MIntBusComm   |                        |               | 22% |                        |               | 21% |
| MIntBusLaw    |                        |               | 43% |                        |               | 40% |
| MIntStudies   |                        |               | 28% |                        |               | 21% |
| MLogMan       |                        |               | 11% |                        |               | 15% |
| MOrgCoach     |                        |               | 9%  |                        |               | 27% |
| MProfAccount  |                        |               | 0%  |                        |               | 6%  |
| MPublicPol    |                        |               | 20% |                        |               | 18% |

## 4.2 Key issues for coursework graduates (CEQ 2008)

### 4.2.1 Areas of best practice

| Whole of Faculty | Domestic<br>(n=208) | International<br>(n=349) | All<br>(n=557) |
|------------------|---------------------|--------------------------|----------------|
|------------------|---------------------|--------------------------|----------------|

#### Learning environment

- Enjoyed University social life
- Felt that they belonged to a community (degree/ Faculty) 12% 12% 12%
- Academic interests were being explored with staff and students e.g. in tutorials; during group work
- Happy with size of class
- Enjoying cultural diversity of student body

| By degree                                               | Domestic | International | All |
|---------------------------------------------------------|----------|---------------|-----|
| MCommerce - Learning environment                        | 5%       | 9%            | 7%  |
| MBusiness - Learning environment                        |          | 14%           |     |
| MIndustrial Relations and HRM - Learning environment    |          | 23%           |     |
| MInternational Business - Learning environment          |          | 15%           |     |
| MInternational Business - Location                      |          | 8%            |     |
| MInternational Business Commerce - Learning environment |          | 22%           |     |
| MInternational Business Law - Learning environment      |          | 29%           |     |
| MInternational Business Law - Location                  |          | 7%            |     |
| MInternational Business Law - Physical resources        |          | 7%            |     |

| <i>By degree</i>                                | Domestic | International | All |
|-------------------------------------------------|----------|---------------|-----|
| MInternational Studies - Learning environment   |          | 23%           |     |
| MLogistics Management - Learning environment    |          | 11%           |     |
| MOrganisational Coaching - Learning environment |          | 9%            |     |
| MPublic Policy - Learning environment           |          | 20%           |     |

#### Sample comments: domestic students

- *Small classes where lecturers had the opportunity to interact with the students. Lecturers who love to teach and share knowledge, inspire the students - students can see the passion in these few lecturers*
- *Networking with others in the field and gaining insight from their experiences in their workplaces*
- *Allowed to experience both the main campus and Law School*

#### Sample comments: international students

- *I enjoyed the University life. The large library helped me to research. I was about to improve my English communication skills. Assignments enhanced my problem solving skills and ability to meet deadlines*
- *The ability to do group work with people from all over the world. The diversity within the groups ensured my learning was enhanced and opened up my perspective on varying issues*
- *Learning many different ways of thinking as a result of discussing with people from everywhere from the world*

## 4.2.2 Suggested improvements

| <i>Whole of Faculty</i> | Domestic<br>(n=196 ) | International<br>(n=357 ) | All<br>(n=553 ) |
|-------------------------|----------------------|---------------------------|-----------------|
|-------------------------|----------------------|---------------------------|-----------------|

#### Learning environment

- |                                                                                                                |     |     |     |
|----------------------------------------------------------------------------------------------------------------|-----|-----|-----|
| - Felt isolated from the community (degree/ Faculty)                                                           |     |     |     |
| - Academic interests were not being explored with staff and students e.g. in tutorials; during laboratory work | 15% | 15% | 15% |
| - Presence of NESB students inhibited group work/ discussions                                                  |     |     |     |
| - Unhappy with size of class                                                                                   |     |     |     |

| <i>By degree</i>                                        | Domestic | International | All |
|---------------------------------------------------------|----------|---------------|-----|
| MCommerce - Learning environment                        | 15%      | 20%           | 18% |
| MBusiness - Learning environment                        |          | 10%           |     |
| MEconomics - Learning environment                       |          | 8%            |     |
| MIndustrial Relations and HRM - Physical resources      |          | 8%            |     |
| MInternational Business - Learning environment          |          | 31%           |     |
| MInternational Business Commerce - Learning environment |          | 15%           |     |
| MInternational Business Law - Learning environment      |          | 20%           |     |
| MInternational Business Law - Physical resources        |          | 10%           |     |
| MInternational Studies - Learning environment           |          | 18%           |     |
| MLogistics Management - Learning environment            |          | 12%           |     |
| MOrganisational Coaching - Learning environment         |          | 27%           |     |
| MProfessional Accounting - Learning environment         |          | 6%            |     |
| MPublic Policy - Learning environment                   |          | 18%           |     |

#### Sample comments: domestic students

- *Screening of students - group work was very difficult. Class size should be reduced to allow more discussion*
- *The level of peer interaction was lacking mainly due to the high level of international students and the level of the candidates within the course that made the level of the courses really poor*
- *More tutorials for the Finance subjects. There isn't enough time for students to ask questions of the lecturer*

Sample comments: international students

- *As a overseas students, it is quite tough to stay in Australia by myself, sometimes, I just felt a little bit lonely, not too many friends in Sydney, review the two and half years in Sydney, I am not sure if I am able to re-experience this trip once more. Thus, our University may give more help regarding overseas student's mental health*
- *Sometimes it was difficult to find help when I needed it, perhaps because the class was too large. No tutor, so interpersonal help was unavailable*
- *Provide more on-campus housing/dormitory for promoting campus life for students. Quite lonely to live off-campus especially for international students*

## 5 Curriculum

### Coverage

Curriculum concerns student perceptions of curriculum (program structure) used in their degree course. Initiative LT1 in the new University Strategic Plan 2007 - 2010 states that we "Improve academic program structures to achieve greater coherence; provide choice while maintaining flexibility; and ensuring continuing relevance of our courses to students and employers<sup>13</sup>". Qualitative data from the CEQ is used to help provide evidence of change in this area of the student experience.

#### *CEQ Survey items*

The CEQ does not include items relating to Curriculum.

#### *Qualitative data analysis*

There are 6 sub-categories within Curriculum, against which students comments are analysed:

- Content and structure of degree(s) (intensive courses; relationship between Units of Study; content of Units of Study; relevance to work/ career/ industry)
- Online mode of delivery (WebCT)
- Flexibility of degree, including ability to take a range of Units of Study
- Availability/ cancellation of advertised courses
- Combined/ Cross faculty degrees

Together with 4: Learning Community, Curriculum is an essential ingredient in forming the students' opinion of their overall satisfaction with the quality of their degree experience

### Summary

#### QUALITATIVE DATA

##### *Areas of best practice*

- 39% of respondents expressed satisfaction with the programme of study offered by the Faculty
- 33% appreciated the content, structure and relevance of the course
- 6% appreciated the flexibility and diversity of course offerings

##### *Suggested improvements*

- 26% of respondents were dissatisfied with the programme of study

### 5.1 Comparative results: Focus of written observations 2002 - 2008

The following tables show the percentage of comments received from respondents to the survey, and that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' experience of Curriculum between 2002 and 2008, as indicated in the responses to open questions in the CEQ.

#### *Whole of Faculty (2002 – 2008)*

|                        |               | CEQ<br>2002 | CEQ<br>2003 | CEQ<br>2004 | CEQ<br>2005 | CEQ<br>2006 | CEQ<br>2007 | CEQ<br>2008 |
|------------------------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Areas of best practice | Domestic      |             | 67%         | 41%         | 52%         | 46%         | 53%         | 48%         |
|                        | International |             | 29%         | 28%         | 47%         | 42%         | 29%         | 34%         |
|                        | <b>All</b>    | <b>51%</b>  | <b>51%</b>  | <b>32%</b>  | <b>50%</b>  | <b>44%</b>  | <b>42%</b>  | <b>39%</b>  |
| Suggested improvements | Domestic      |             | 42%         | 21%         | 36%         | 26%         | 29%         | 31%         |
|                        | International |             | 23%         | 27%         | 27%         | 36%         | 29%         | 30%         |
|                        | <b>All</b>    | <b>38%</b>  | <b>30%</b>  | <b>37%</b>  | <b>30%</b>  | <b>25%</b>  | <b>25%</b>  | <b>30%</b>  |

<sup>13</sup> See [http://www.usyd.edu.au/strategy/learn\\_teach/initiatives.shtml](http://www.usyd.edu.au/strategy/learn_teach/initiatives.shtml)

By degree (2008 only)

|               | Areas of best practice |               |     | Suggested improvements |               |     |
|---------------|------------------------|---------------|-----|------------------------|---------------|-----|
|               | Domestic               | International | All | Domestic               | International | All |
| MComm         | 40%                    | 33%           | 36% | 28%                    | 26%           | 27% |
| MBus          |                        |               | 59% |                        |               | 19% |
| MComm MLogMan |                        |               | 45% |                        |               | 37% |
| MEcon         |                        |               | 50% |                        |               | 50% |
| MIndRelHR     |                        |               | 37% |                        |               | 38% |
| MIntBus       |                        |               | 38% |                        |               | 0%  |
| MIntBusComm   |                        |               | 38% |                        |               | 36% |
| MIntBusLaw    |                        |               | 29% |                        |               | 30% |
| MIntStudies   |                        |               | 38% |                        |               | 47% |
| MLogMan       |                        |               | 26% |                        |               | 30% |
| MOrgCoach     |                        |               | 55% |                        |               | 55% |
| MProfAccount  |                        |               | 25% |                        |               | 24% |
| MPublicPol    |                        |               | 80% |                        |               | 27% |

## 5.2 Key issues for coursework students (CEQ 2008)

### 5.2.1 Areas of best practice

|                                                                            | Domestic<br>(n=208) | International<br>(n=349) | All<br>(n=557) |
|----------------------------------------------------------------------------|---------------------|--------------------------|----------------|
| <b>Content and structure</b>                                               |                     |                          |                |
| - Content and structure of whole degree program/ individual units of study | 36%                 | 32%                      | 33%            |
| - Subject content is relevant to work/ career and industry requirements    |                     |                          |                |
| <b>Flexibility, diversity, variety</b>                                     | 12%                 | 3%                       | 6%             |
| - Students appreciate the range of subjects available                      |                     |                          |                |
| - Students appreciate the ability to choose units from other faculties     |                     |                          |                |

| By degree                        |                                   | Domestic | International | All |
|----------------------------------|-----------------------------------|----------|---------------|-----|
| MCommerce                        | - Content and structure           | 27%      | 30%           | 29% |
|                                  | - Flexibility, diversity, variety | 13%      | 3%            | 7%  |
| MBusiness                        | - Content and structure           |          | 45%           |     |
|                                  |                                   |          |               |     |
| MCommerce MLogistics Management  | - Content and structure           |          | 45%           |     |
|                                  |                                   |          |               |     |
| MEconomics                       | - Content and structure           |          | 42%           |     |
|                                  | - Flexibility, diversity, variety |          | 8%            |     |
| MIndustrial Relations and HRM    | - Content and structure           |          | 33%           |     |
|                                  |                                   |          |               |     |
| MInternational Business          | - Content and structure           |          | 23%           |     |
|                                  | - Flexibility, diversity, variety |          | 15%           |     |
| MInternational Business Commerce | - Content and structure           |          | 36%           |     |
|                                  |                                   |          |               |     |
| MInternational Business Law      | - Content and structure           |          | 29%           |     |
|                                  |                                   |          |               |     |
| MInternational Studies           | - Content and structure           |          | 26%           |     |
|                                  | - Flexibility, diversity, variety |          | 13%           |     |
| MLogistics Management            | - Content and structure           |          | 26%           |     |
|                                  |                                   |          |               |     |
| MOrganisational Coaching         | - Content and structure           |          | 55%           |     |
|                                  |                                   |          |               |     |
| MProfessional Accounting         | - Content and structure           |          | 25%           |     |
|                                  |                                   |          |               |     |
| MPublic Policy                   | - Content and structure           |          | 70%           |     |
|                                  | - Flexibility, diversity, variety |          | 10%           |     |

## Sample comments: domestic students

- *I was very happy with the Master of Commerce at the University of Sydney. I felt the course equipped me well to go on and work in finance*
- *My course provides me opportunity to advance and develop my qualitative and modern financial knowledge. Also an entry-level qualification in to financial industry*
- *The subject matter was challenging and highly relevant to the course I was studying and my profession*

## Sample comments: international students

- *Good options of other subject to select*
- *The course assist me to learn more about economy. The logistics management course provided me deeper knowledge and understanding of the field*
- *Overall understanding of this course and provide the foundation of my major studying*

## 5.2.2 Suggested improvements

| Whole of Faculty | Domestic<br>(n=196 ) | International<br>(n=357 ) | All<br>(n=553 ) |
|------------------|----------------------|---------------------------|-----------------|
|------------------|----------------------|---------------------------|-----------------|

## Content and structure

- |                                                                                            |     |     |     |
|--------------------------------------------------------------------------------------------|-----|-----|-----|
| - Unhappy with content and structure of whole degree program/<br>individual units of study | 22% | 29% | 26% |
| - Subject content is not relevant to work/ career and industry<br>requirements             |     |     |     |

| By degree                                                   | Domestic | International | All |
|-------------------------------------------------------------|----------|---------------|-----|
| MCommerce - Content and structure                           | 26%      | 26%           | 26% |
| MBusiness - Content and structure                           |          | 19%           |     |
| MCommerce MLogistics<br>Management - Content and structure  |          | 37%           |     |
| MEconomics - Content and structure                          |          | 50%           |     |
| MIndustrial Relations and<br>HRM - Content and structure    |          | 31%           |     |
| MInternational Business<br>Commerce - Content and structure |          | 34%           |     |
| MInternational Business Law - Content and structure         |          | 20%           |     |
| - Online delivery of content                                |          | 10%           |     |
| MInternational Studies - Content and structure              |          | 18%           |     |
| - Availability of courses                                   |          | 24%           |     |
| MLogistics Management - Content and structure               |          | 30%           |     |
| MOrganisational Coaching - Content and structure            |          | 18%           |     |
| - Availability of courses                                   |          | 27%           |     |
| MProfessional Accounting - Content and structure            |          | 24%           |     |
| MPublic Policy - Content and structure                      |          | 18%           |     |
| - Online delivery of content                                |          | 9%            |     |

## Sample comments: domestic students

- *SAS programming skill, more lab programming skill, more practical skill about econometrics application. Personally, I will advise our University offer more Econometrics subjects which can be liked to BI.*
- *Some topics seem misaligned with the 'business world' concepts - at times too theoretical & not practical for 'business use'.*
- *The fact that this was an industrial relations course and between 2005 and 2007 only 3 industrial relations subjects were offered. Very disappointing*

## Sample comments: international students

- *All concept is abstract, not concretely. It needs to be more details on international trade such as letter of credit, logistics, how to do international trade etc*
- *Not enough relevant subjects to choose from - many areas of human resource management weren't touched/studied - missing important knowledge*
- *Some courses were tailored to local students and were not applicable to international students i.e. Industrial Relations Introductory course*

## 6 Appropriate Assessment

### Coverage

This KPI covers the extent to which assessment measures higher order thinking and understanding; types of assessment; marking of assessments

#### CEQ Survey items

The CEQ does not include items relating to Appropriate Assessment

#### Qualitative data analysis

There are 3 sub-categories within Appropriate Assessment, against which students comments are analysed:

- content of assessments e.g. extent to which assessment measures higher order thinking and understanding; relation of assessments to coursework
- types of assessment (including group work as an assessment practice);
- marking of assessments (weighting; marks; by staff) (*explanation of marking criteria* is included in Clear Goals and Standards).

### Summary

#### QUALITATIVE DATA

##### Areas of best practice

- 8% of respondents expressed satisfaction with assessment practices across the faculty
- 6% appreciated the various types of assessment e.g. projects, thesis, group work

##### Suggested improvements

- 9% of respondents were dissatisfied with assessment practices across the faculty
- 6% suggested improvements in the types of assessment used and/or expressed dissatisfaction with group assignments

### 6.1 Comparative results: Focus of written observations 2002 – 2008

The following tables show the percentage of comments received from respondents to the survey, and that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' experience of Assessment between 2002 and 2008, as indicated in the responses to open questions in the CEQ.

#### Whole of Faculty (2002 – 2008)

|                        |               | CEQ<br>2002 | CEQ<br>2003 | CEQ<br>2004 | CEQ<br>2005 | CEQ<br>2006 | CEQ<br>2007 | CEQ<br>2008 |
|------------------------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Areas of best practice | Domestic      |             | 0%          | 6%          | 5%          | 10%         | 12%         | 5%          |
|                        | International |             | 21%         | 8%          | 5%          | 7%          | 13%         | 10%         |
|                        | <b>All</b>    | <b>8%</b>   | <b>9%</b>   | <b>8%</b>   | <b>5%</b>   | <b>9%</b>   | <b>13%</b>  | <b>8%</b>   |
| Suggested improvements | Domestic      |             | 26%         | 2%          | 14%         | 11%         | 11%         | 13%         |
|                        | International |             | 0%          | 9%          | 15%         | 6%          | 13%         | 7%          |
|                        | <b>All</b>    | <b>6%</b>   | <b>9%</b>   | <b>7%</b>   | <b>10%</b>  | <b>13%</b>  | <b>10%</b>  | <b>9%</b>   |

#### By degree (2008 only)

|               | Areas of best practice |               |     | Suggested improvements |               |     |
|---------------|------------------------|---------------|-----|------------------------|---------------|-----|
|               | Domestic               | International | All | Domestic               | International | All |
| MComm         | 2%                     | 8%            | 6%  | 22%                    | 7%            | 13% |
| MBus          |                        |               | 5%  |                        |               | 5%  |
| MComm MLogMan |                        |               | 24% |                        |               | 3%  |
| MEcon         |                        |               | 8%  |                        |               | 8%  |
| MIndRelHR     |                        |               | 9%  |                        |               | 13% |
| MIntBus       |                        |               | 8%  |                        |               | 2%  |
| MIntBusComm   |                        |               | 9%  |                        |               | 0%  |
| MIntBusLaw    |                        |               | 0%  |                        |               | 6%  |
| MIntStudies   |                        |               | 13% |                        |               | 9%  |
| MLogMan       |                        |               | 6%  |                        |               | 0%  |
| MOrgCoach     |                        |               | 9%  |                        |               | 6%  |

|              | Areas of best practice |               | Suggested improvements |               |
|--------------|------------------------|---------------|------------------------|---------------|
|              | Domestic               | International | Domestic               | International |
| MProfAccount |                        |               |                        |               |
| MPublicPol   |                        |               |                        |               |
|              |                        |               | All                    | All           |
|              |                        |               | 13%                    | 0%            |
|              |                        |               | 10%                    | 7%            |

## 6.2 Key issues for coursework graduates (CEQ 2008)

### 6.2.1 Areas of best practice

8% of respondents (46/557 comments received) who answered the open questions in the CEQ indicated that they were satisfied with the types of assessment used, including group assessments; and considered that their content reflected what they had been taught.

Sample comments: domestic students

- *assessment variety in non-core subjects*
- *Online multiple quiz and online exam*
- *The assessments were often simulations - i.e. realistic scenarios that we had to address as PM, cabinet etc. Topical, relevant, thought-provoking*

Sample comments: international students

- *Assignments and group work*
- *Various group assignments were helpful*
- *Assignment design*

### 6.2.2 Suggested improvements

|                                                                      | Domestic<br>(n=196 ) | International<br>(n=357 ) | All<br>(n=553 ) |
|----------------------------------------------------------------------|----------------------|---------------------------|-----------------|
| Types of assessment                                                  |                      |                           |                 |
| - Students would prefer more variety in the types of assessment used | 10%                  | 4%                        | 6%              |
| - Group assessments were not appreciated by students                 |                      |                           |                 |

| By degree                                           | Domestic | International | All |
|-----------------------------------------------------|----------|---------------|-----|
| MEconomics - Types of assessment                    |          | 8%            |     |
| MIndustrial Relations and HRM - Types of assessment |          | 8%            |     |
| MInternational Business - Group assessment          |          | 8%            |     |
| MProfessional Accounting - Types of assessment      |          | 6%            |     |

Sample comments: domestic students

- *The worst part of the course were the incessant group assignments which often contributed to a large proportion of our final mark. These assignments forced students to work with other students who often did not hold the same aspirations for their marks and to be honest did not possess the English skills to contribute to written assignments*
- *Lesser group work. Results from group work were almost based on luck. It didn't matter how much knowledge you had. If you had uncooperative members, you were unlucky and got low marks*
- *Assessments that rely heavily on final exams. Post-graduate students should not be tested with multiple choice, etc*

Sample comments: international students

- *I don't like the lecturers who leave the marking of the assignments to their assistants, it creates bias too.*
- *The main homework of this course is group assignment. During the period of studying this course, I did almost 90% of all group assignments, and most of my teammates did nothing but they got the same mark with me. I felt unfair and spent less time to prepare exams*
- *The assignments - need to give assignments that related to business life rather than essays*

## 7 Faculty/ Department Student Administration

### Coverage

Any comments that students make relating to administrative and organisational aspects of their degree experience in answer to questions on degree experience; and how that affects their overall learning experience.

#### CEQ Survey items

The CEQ does not include items relating to faculty/ department student administration.

#### Qualitative data analysis

There are 4 components within Faculty/ Department Student Administration, against which students comments are analysed. They represent the range of administration and organisation issues which are considered to be essential to student satisfaction with this aspect of their degree experience and/or overall satisfaction with the course, and which are included in student surveys of teaching:

- General comments on the overall quality of Faculty/ Department administration and organisation;
- Organisation of placements/ internships
- Scheduling of classes/ examinations;
- Communication between staff (academic and general) and students;

### Summary

#### QUALITATIVE DATA

##### Areas of best practice

- 1% of respondents expressed satisfaction the scheduling of classes after hours which consequently allowed them to participate in the course

##### Suggested improvements

- 6% of respondents were dissatisfied with aspects of student administration: scheduling of classes; communication between staff and students; overall administration issues

### 7.1 Comparative results: Focus of written observations 2002-2008

The following table includes the percentage of qualitative comments received from respondents to the survey which can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' experience of Faculty / Department Student Administration between 2002 and 2008.

#### Whole of Faculty (2002 – 2008)

|                        | CEQ<br>2002   | CEQ<br>2003 | CEQ<br>2004 | CEQ<br>2005 | CEQ<br>2006 | CEQ<br>2007 | CEQ<br>2008 |
|------------------------|---------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Areas of best practice | Domestic      | 5%          | 6%          | 1%          | 4%          | 3%          | 2%          |
|                        | International | 7%          | 2%          | 5%          | 0%          | 0%          | 1%          |
|                        | <b>All</b>    | <b>4%</b>   | <b>6%</b>   | <b>3%</b>   | <b>2%</b>   | <b>2%</b>   | <b>1%</b>   |
| Suggested improvements | Domestic      | 5%          | 9%          | 3%          | 11%         | 9%          | 8%          |
|                        | International | 8%          | 9%          | 4%          | 10%         | 4%          | 5%          |
|                        | <b>All</b>    | <b>11%</b>  | <b>6%</b>   | <b>9%</b>   | <b>4%</b>   | <b>11%</b>  | <b>8%</b>   |

#### By degree (2008 only)

|               | Areas of best practice |               |     | Suggested improvements |               |     |
|---------------|------------------------|---------------|-----|------------------------|---------------|-----|
|               | Domestic               | International | All | Domestic               | International | All |
| MComm         | 0%                     | 0%            | 0%  | 22%                    | 7%            | 5%  |
| MBus          | -----                  | -----         | 5%  | -----                  | -----         | 0%  |
| MComm MLogMan | -----                  | -----         | 0%  | -----                  | -----         | 7%  |
| MEcon         | -----                  | -----         | 0%  | -----                  | -----         | 8%  |
| MIndRelHR     | -----                  | -----         | 5%  | -----                  | -----         | 15% |
| MIntBus       | -----                  | -----         | 0%  | -----                  | -----         | 8%  |
| MIntBusComm   | -----                  | -----         | 9%  | -----                  | -----         | 2%  |
| MIntBusLaw    | -----                  | -----         | 0%  | -----                  | -----         | 10% |
| MIntStudies   | -----                  | -----         | 0%  | -----                  | -----         | 6%  |
| MLogMan       | -----                  | -----         | 0%  | -----                  | -----         | 0%  |

|              | Areas of best practice |               | All | Suggested improvements |               | All |
|--------------|------------------------|---------------|-----|------------------------|---------------|-----|
|              | Domestic               | International |     | Domestic               | International |     |
| MOrgCoach    |                        |               | 0%  |                        |               | 6%  |
| MProfAccount |                        |               | 6%  |                        |               | 18% |
| MPublicPol   |                        |               | 0%  |                        |               | 4%  |

## 7.2 Key issues for coursework graduates (CEQ 2008)

### 7.2.1 Areas of best practice

1% of respondents (6/557 comments received) who answered the open questions in the CEQ indicated that they were satisfied with the scheduling of classes

#### Sample comments

- *The schedules and the lecturers background*
- *Flexibility of scheduling lecture*
- *Evening work*
- *Scheduling at night*
- *Course availability (night, day, etc)*
- *The classes being held after work hours really made the course accessible to me*

### 7.2.2 Suggested improvements

6% of respondents (33/553 comments received) expressed dissatisfaction with faculty and departmental administration. Comments were evenly divided between overall administration and organisation; scheduling of classes/ timetable issues; and communication between departments and between students and staff.

#### Sample comments: domestic students

- *Also, from an administrative perspective, getting consistent administrative advice was extremely difficult. The answer to a question would change based on who you were talking to within the university. The university needs to seriously look at its enrolment and student assistance procedures*
- *Administration was a total nightmare for any student who worked full-time. The office was always closed and assignments due at Mid-day*
- *Too much emphasis on checking online to find out what was going on, particularly in relation to online enrolment and last minute postings from lecturers about changes to classes*

#### Sample comments: international students

- *The times. I felt as a full time student there should have been more options to attend classes during the day. Most classes were from 1800-2100 which is a very exhausting day*
- *Miscommunication by faculty. Asking any administrative questions, I was treated as though they were doing me a huge favour to do their job*
- *Graduation ceremony should be held right after final exams*

## Attachment Student Course Experience Questionnaire (SCEQ) : Focus of comments 2007

The following data is included in this report as a guide to the areas which current students (SCEQ respondents who provided written observations) considered to be either of best practice or in need of improvement during 2007, which is the year in which respondents to the 2008 completed their studies.

208 respondents (73 domestic; 135 international) provided written observations on areas of best practice; 206 respondents suggested improvements (69 domestic; 137 international).

### Generic Skills

#### *Best practice*

- 26% of comments received expressed satisfaction with the development of generic skills/graduate attributes.
- The majority of comments referred to the development of skills and abilities in the Ethical, Social and Professional Understanding cluster (10%) and related to the development of group and team work skills (5%); and disciplinary skills and work experience (4%)
- The remaining comments were evenly divided between: Research and Inquiry (9%); Communication (4%); Personal and Intellectual Autonomy (2%); and Information Literacy (1%)

#### *Suggested improvements*

- 10% of comments received expressed dissatisfaction with this area of their experience
- The lack of training in disciplinary skills, together with opportunities for work experience accounted for 5% of comments received.

### Good Teaching

#### *Best practice*

- 30% of comments received expressed satisfaction with teaching practices across the Faculty
- 19% of respondents appreciated the use of up-to-date teaching methods, interesting and engaging lectures, and the presence of useful learning resources

#### *Suggested improvements*

- 36% of comments received expressed dissatisfaction with this area of their experience
- The lack of current learning resources; and out of date teaching methods accounted for 18% of comments; whilst 5% related to the lack of clarity in instruction
- 8% of respondents were concerned about the lack of timely and constructive feedback on work.

### Overall Satisfaction

#### *Best practice*

- 9% of respondents provided comments relating to their overall satisfaction with the course
- Appreciation of the relevant experience and knowledge of academic staff accounted for 7% of comments received

#### *Suggested improvements*

- 8% of respondents provided comments that could be categorised as belonging to this KPI
- Areas of concern included: the cost of the course; the entry standard of students in terms of relevant work experience and language skills; and the relevant experience and knowledge of some academic staff.

### Learning Community

#### *Best practice*

- 11% of respondents expressed satisfaction with aspects of their experience that fall within the remit of Learning Community
- 8% appreciated the learning environment experienced during their studies: 6% valued the opportunity to explore academic interests with staff and students in tutorials and other discussion fora. The remaining comments referred to the social experience of being at university; and the small class sizes

#### *Suggested improvements*

- 27% of respondents provided comments that could be categorised as belonging to this KPI
- Dissatisfaction with the physical facilities provided by the faculty and/ or university (buildings; lecture rooms; computer labs etc) was mentioned in 6% of comments received.
- Further areas of concern included: tutorials (7%); and class sizes (6%).

### Curriculum

#### *Best practice*

- 36% of respondents appreciated the programme of study or curriculum offered by the Faculty, considering it relevant to their future profession
- 6% valued the ability to take a range of units both within and outside the faculty
- 5% expressed satisfaction with the online method of curriculum content e.g. through Blackboard.

#### *Suggested improvements*

- 23% of respondents expressed dissatisfaction with the content and structure of the curriculum, and its relevance and usefulness to their future profession

### Appropriate Assessment

#### *Best practice*

- 2% of respondents appreciated the assessment practices used within the Faculty

#### *Suggested improvements*

- 12% of respondents provided comments that could be categorised as belonging to this KPI
- The majority of comments (6%) related to the types of assessment used, including group assessment

### Appropriate Workload

#### *Best practice*

- No respondents expressed satisfaction with workload

#### *Suggested improvements*

- 7% of respondents considered the workload to be too high; and would appreciate a more equitable spacing of assessments.

### Clear Goals and Standards

#### *Best practice*

- No respondents expressed satisfaction with this area of their experience

#### *Suggested improvements*

- 1% of respondents provided comments that could be categorised as belonging to this KPI

### Faculty/ Department Student Administration

#### *Best practice*

- 1% of respondents expressed satisfaction faculty and departmental administration

#### *Suggested improvements*

- 4% of respondents provided comments that could be categorised as belonging to this KPI