



The University of Sydney

Faculty of Education and Social Work

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

Course Experience Questionnaire 2002 – 2008
*Including the focus of written observations received from
respondents to the 2008 survey*

May 2009

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Glossary

The following terms and phrases are used throughout the report

CEQ	Course Experience Questionnaire Administered to graduates of previous year e.g. students who completed the CEQ during 2008 completed their studies during 2007
KPI linked results	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.
Percentage agreement	CEQ item responses are combined and reported in terms of the proportions of graduates who agreed or disagreed that their experience of their course was educationally positive in the areas of: Generic Skills; Good Teaching; and Overall Satisfaction.
Qualitative data Focus of written observations	Students written observations received in response to open ended questions in the CEQ: <ul style="list-style-type: none">• What were the best aspects of your course?• What aspects were in need of improvement?
Percentage of comments received	The number of times an aspect is mentioned within written observations of respondents received from respondents is presented as a percentage of the total number of comments received from respondents to the CEQ in any particular year.

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 – 2008¹

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 local student results.

	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=
Domestic students	117	101	125	114	179
International students	10	28	25	18	49
Overall	133	144	168	137	176

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

Reliability of data from international students

Less than 20 international graduates responded to the CEQ in 2004 and 2007. Since the minimum sample size recommended for statistical analysis of CEQ data is 20, the analysis of the quantitative data for this cohort should be viewed with caution.

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).

Number of respondents (post, electronic and phone collection) who answered the open questions

<u>Areas of best practice</u>	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=	n=	n=
Domestic		106	127	91	140	108	203
International		6	13	10	26	9	46
Total	65	112	140	101	166	117	249

<u>Suggested improvements</u>	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=	n=	n=
Domestic		96	118	85	127	102	192
International		5	12	12	22	10	42
Total	66	101	130	97	149	112	234

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

International students

Separate data for international graduates was not available in 2002.

Less than 7 international graduates who responded to the CEQ in 2003 provided written observations on their experiences. Since this number falls within the lower range of statistics that can be viewed with caution (5-20), the results of the qualitative analysis for international students in 2003 has been incorporated into the analysis of data from domestic students.

Less than 20 international graduates who responded to the CEQ in 2003 – 2005, and 2007, provided written observations on their experiences. Since the minimum sample size recommended for statistical analysis of CEQ data is 20, the analysis of the qualitative data for this cohort should be viewed with caution.

¹ Data retrieved from the ITL AGS/CEQ website results and reports for the Faculty of Education and Social Work on 21.08.08 and 23.04.09 http://www.itl.usyd.edu.au/ceq/tpi_report.cfm

3 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.

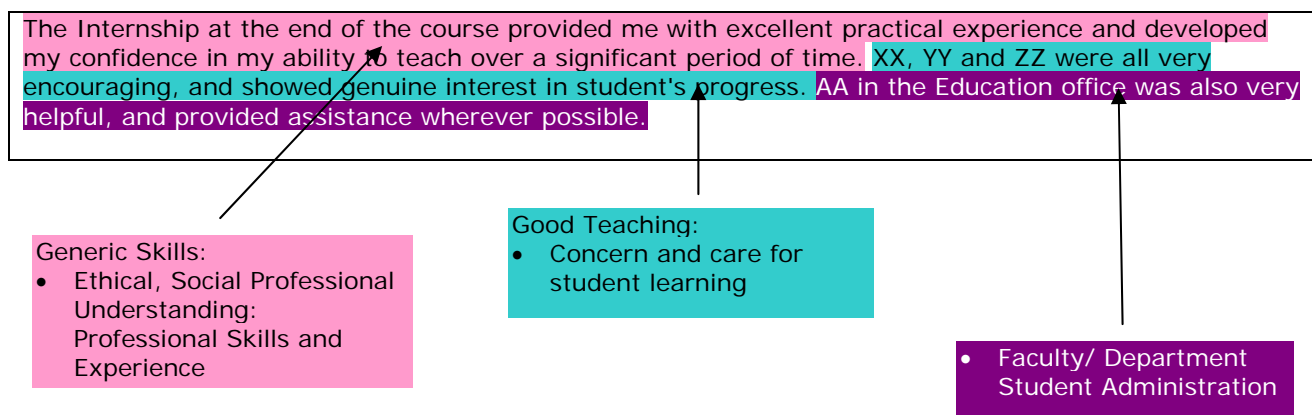
4 Analysis and counting of comments

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)
- recurring themes in students' comments 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/CEQ²*, which is based on the University KPIs for Learning and Teaching, with those comments including more than one aspect being counted once for each aspect mentioned. The number of times an aspect is mentioned is presented as a percentage of the total number of comments received. For example, the following comment is counted as ONE COMMENT RECEIVED; but as it is mentioned in Generic Skills (Professional skills and experience); Good Teaching (Concern and Care for student learning; and Faculty/ Department Student Administration, the comment is counted ONCE in each of the relevant categories.



² At http://www.usyd.edu.au/learning/evaluating/docs/sceq_ceq_taxonomy_1208.pdf

Executive summary

Data about the experiences of postgraduate coursework graduates from the Faculty of Education and Social Work is collected through the Course Experience Questionnaire (CEQ) in the year after completion of studies.

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

Written observations, from respondents to the surveys, about their experiences provide evidence to support the Faculty KPI linked results, and provide detailed information about areas of best practice, or areas of concern, during their studies, and upon graduation.

Key results

Generic Skills

Faculty scores for Generic Skills have remained in the high 50s to low 60s since 2004, and currently stand at 57%. The University average for Generic skills is 60%.

Evidence from the qualitative data indicates a high level of satisfaction with the acquisition of the necessary professional skills. The development of these skills, including the opportunities to acquire these through practicums, is the focus of the majority of student comments relating to this KPI.

Suggested improvements include the need for practical skills relating to classroom management and teaching a subject (as opposed to the theory behind the practice).

Good Teaching

Faculty scores for Good Teaching have increased by 6% since 2007, and currently sit at 54%. In comparison with their domestic counterparts (53%), international students (67%) experienced a high level of satisfaction with teaching within the Faculty. The University average for this KPI is 50%.

Comments which focussed on aspects of Good Teaching were fairly evenly distributed between those that were satisfied with their experiences, and those that suggested improvements. The use of innovative teaching methods, interesting lectures, and supportive teaching staff were the foremost areas of best practice; whilst the lack of timely and constructive feedback was the main area needing improvement.

Overall Satisfaction

Overall Satisfaction with the degree course currently rates 67%, which is higher than the previous score. The University average is 65%.

The percentage of comments received from both current students and graduates, and which mention the above areas, is evenly divided between those expressing satisfaction and those expressing dissatisfaction. The majority of comments received on this aspect of the student experience focus on the presence, or lack of, necessary and relevant qualifications, experience and knowledge in teaching staff.

Learning Community

The main focus of comments received from respondents, and which related to aspects of Learning Community, indicates that they constantly value the community feel of the Faculty, the friendships and networks developed with peers; opportunities to explore academic interests with staff and students; the cultural diversity afforded by studying with peers from a variety of backgrounds; and access to library resources. Since 2002 positive comments on this topic have outweighed those suggesting improvements.

Curriculum

In 2008 32% of comments received respondents to the CEQ commented favourably on various aspects of the Curriculum; whilst 28% of comments suggested improvements in this area of their experience.

Whilst students considered their programme of study to be relevant to current work; up to date; and flexible; they were dissatisfied with the cancellation, or unavailability, of some units of study.

Assessment

Whilst respondents to the CEQ appreciated the relevance and applicability to work situations of assessment, they were dissatisfied with marking practices, and considered the pass/fail or satisfactory/non-satisfactory marking criteria to be demotivating.

Workload

In 2008, 4% of respondents to the CEQ considered Workload to be of sufficient interest in their experiences to mention it as an area of concern. The main issues raised by respondents included: the high workload across the degree; coordination of workload between subjects; and timetabling of assessments so they didn't all fall on the same date.

Clear Goals and Standards

In relation to comments received which mention aspects of Clear Goals and Standards, 9% of respondents were dissatisfied with the lack of clarity regarding expectations of the standard of work expected, particularly in relation to assessments.

Faculty/ Department Student Administration

The percentage of comments received from respondents to the surveys, which mention aspects of Faculty/ Department Student Administration as an area of concern, has remained at an average of 9% since 2006. Whilst students appreciated the flexibility of the timetable, they would appreciate an improvement in the organisation of practicums.

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May 2009*

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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 2009.³

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 graduates' experience of learning and teaching in the Faculty of Education and Social Work between 2002 and 2008. The report also provides detailed information on the key issues highlighted in the analysis of the 2008 CEQ qualitative data.

Information is arranged by the Key Performance Indicators (14: Generic Skills; 15: Good Teaching; and 16: Overall Satisfaction) plus additional factors (Learning Community; Curriculum; Assessment; Workload; Clear Goals and Standards; and Faculty/ Department Student Administration) which, taken together, comprise the graduate experience of learning and teaching in the Faculty.

Focus of written observations of 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, and 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 is important to them; what they consider to be areas of best practice; and what they consider needs improvement. They often highlight issues that relate to the usefulness of their course once they have graduated and 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 are happy with their experiences, and prefer to focus on commenting on 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.

³ Further information about the CEQ can be found at <http://www.itl.usyd.edu.au/ceq/>

1 Generic Skills (KPI 14)

Coverage

The *Generic Skills Scale* is an attempt to take into account the extent to which university courses add to the generic skills that their graduates might be expected to possess. Discipline-specific skills and knowledge are often crucial to prospects for employment and further study. Nevertheless, the emphasis on generic skills stems from the belief that knowledge quickly becomes obsolete, and generic skills that may have been acquired in the learning process should endure and be applicable in a broader context. Skills 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 with minimum supervision.

CEO 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 Attributes⁴.

- 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

Faculty scores for Generic Skills for have remained in the high 50s to low 60s since 2004, and currently stand at 57%. The University average for Generic skills is 60%.

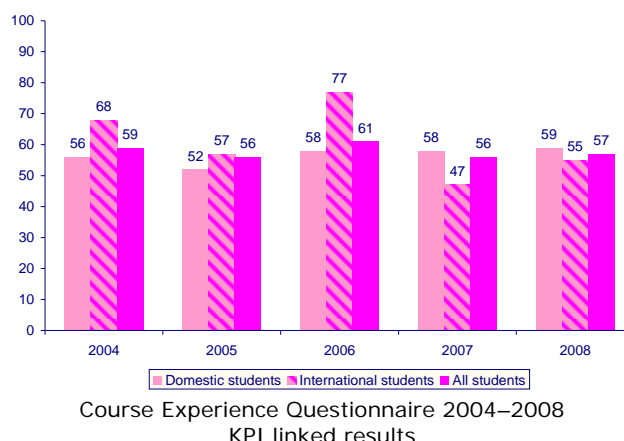
Evidence from the qualitative data indicates a high level of satisfaction with the acquisition of the necessary professional skills. The development of these skills, including the opportunities to acquire these through practicums, is the focus of the majority of student comments relating to this KPI.

Suggested improvements include the need for practical skills relating to classroom management and teaching a subject (as opposed to the theory behind the practice).

⁴ http://www.itl.usyd.edu.au/graduateAttributes/policy_framework.pdf

1.1 Comparative results: Quantitative data 2004–2008

The following tables show the proportion of students who either strongly agreed or agreed with CEQ survey items for Generic Skills:



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 student satisfaction with the development of University graduate attributes / generic skills between 2002 and 2008.

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic		40%	36%	30%	44%	26%
	International		15%	50%	19%	44%	26%
	All	17%	47%	38%	38%	28%	44%
Suggested improvements	Domestic		20%	11%	9%	4%	7%
	International		17%	25%	23%	10%	33%
	All	3%	9%	20%	12%	11%	4%

1.3 Key issues for coursework graduates (CEQ 2008)

1.3.1 Areas of best practice

	Domestic (n=203)	International (n=46)	All (n=249)
Ethical, social, professional understanding			
- Ability to work in a group/ team working skills	23%	4%	19%
- Development of discipline/ professional skills			
- Presence of work placement/ industry experience in the course			

Sample comments: domestic students

- *The best aspects of my course was the skills I have developed to problem solving and to plan my own work*
- *The Internship at the end of the course provided me with excellent practical experience and developed my confidence in my ability to teach over a significant period of time*
- *Putting theory into practice during practicums. TESOL- actually learning strategies on how to teach English to ESL students*

Sample comments: international students

- *It really motivated me to become more analytical and critical in dealing with major issues. As well, it encouraged me to become more self-confident*
- *The course improved my skills in academic written communication, especially I've read plenty of useful materials and research*
- *Written communication skills. Development of your analytical skills. Knowledge in field developed*

1.3.2 Suggested improvements

	Domestic (n=192)	International (n=42)	All (n=234)
Ethical, social, professional understanding			
- Ability to work in a group/ team working skills	6%	29%	10%
- Development of discipline/ professional skills			
- Presence of work placement/ industry experience in the course			

Sample comments: domestic students

- *More training in qualitative research approaches*
- *Teaching more that we can use in the real job, i.e. semester 1 year 1 had too much theory which was not useful but the things that were useful were not given the time they needed, i.e. all of semester 1 year 2. Recognising that teaching is not just about being a full time regular classroom teacher, but can be other positions like ESL, library, reading recovery, languages, etc. I don't think that we were prepared at all for these positions within the department that are not the typical classroom teacher position*
- *Languages curriculum: learning how to teach the languages, rather than just learning the theory behind it*

Sample comments: international students

- *Need more practical teaching practices in order to improve our teaching skills*
- *Help with English writing for overseas students*
- *I think the students should have more teaching practices during the course.*

2 Good Teaching (KPI 15)

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 CEQ 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 learning⁵)

Summary

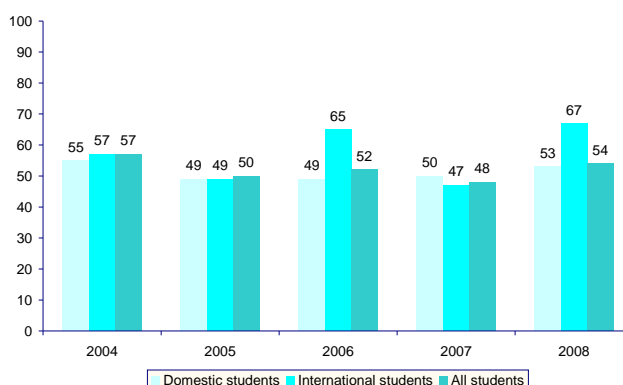
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Comments which focussed on aspects of Good Teaching were fairly evenly distributed between those that were satisfied with their experiences, and those that suggested improvements. The use of innovative teaching methods, interesting lectures, and supportive teaching staff were the foremost areas of best practice; whilst the lack of timely and constructive feedback was the main area needing improvement.

⁵ The development of research skills is included in Generic Skills: Information Literacy

2.1 Comparative results: Quantitative data 2004–2008

The following tables show the proportion of students who either strongly agreed or agreed with the survey items for Good Teaching in the CEQ:



2.1.2 Course Experience Questionnaire 2004–2007
(graduates from previous year)

2.2 Comparative results: Focus of written observations 2002–2008

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

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic		33%	42%	25%	30%	32%
	International		46%	30%	46%	33%	33%
	All	23%	35%	34%	41%	28%	30%
Suggested improvements	Domestic		17%	22%	25%	40%	34%
	International		8%	17%	45%	20%	19%
	All	27%	26%	16%	22%	28%	38%

2.3 Key issues for coursework graduates (CEQ 2008)

2.3.1 Areas of best practice

	Domestic (n=203)	International (n=46)	All (n=249)
Good teaching experiences			
- Use of innovative and up to date teaching methods and techniques			
- Ability to keep students interested in the subject	10%	9%	10%
- Encouragement to participate in discussions during lectures and tutorials			
- Learning resources are up to date, and relevant to curriculum			
Concern and care for student learning			
- Students felt supported in their learning; help and advice readily available	9%	11%	9%
- Lecturers understood problems and difficulties of students (academic and personal)			
Research-enhanced learning and teaching			
- Students participate in research projects	4%	7%	5%
- Students are aware of lecturers' research interests			
- There is a research component in the curriculum			

	Domestic (n=203)	International (n=46)	All (n=249)
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Sample comments: domestic students

- *Despite seeing my lecturers only once a week they were friendly and returned my emails as quick as possible. I could approach them, they were down to earth lecturers*
- *The flexibility of teaching methods. Varying the methods of teaching. Student focused teaching and support. Willingness of the lecturers to support students. The support of lecturers of students for their future scholarly research and conference presentations*
- *Being able to attend course on weekends. Excellent lecturers, especially XX, YY and ZZ exemplified all that is excellent, committed and inspiring in educators -they set a great example*

Sample comments: international students

- *Some lecturers are extremely good at explaining things*
- *The new strategies I have learned in teaching. The opportunity to do my own research and explore some of the fields not known to me. Lastly, the abundant resources that the University have.*
- *The variety of teaching methods enabled all students to work comfortably within the environment*

2.3.2 Suggested improvements

	Domestic (n=192)	International (n=42)	All (n=234)
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Good teaching experiences

- | | | | |
|--|-----|-----|-----|
| - Teaching methods and techniques used are outdated/need improvement | 13% | 10% | 12% |
| - Lecturers were boring; did not engage with students | | | |
| - Learning materials and resources were outdated | | | |

Concern and care for student learning

- | | | | |
|--|----|----|----|
| - Students did not feel supported in their learning; | 9% | 0% | 7% |
| - Help and advice was not readily available | | | |

Feedback on work (from staff to students)

- | | | | |
|---|-----|----|----|
| - Comments on work are not constructive; do not explain where mistakes occur that can be rectified. | 10% | 5% | 9% |
| - Feedback is untimely and not helpful | | | |

Sample comments: domestic students

- *A lot of the lecturers were very boring and didn't address the things that we were most worried about and would have liked more help with: take more notice of student feedback. Some of the lecturers were very slow at returning work. One of the lecturers was constantly putting down the students which didn't help anyone learn*
- *Special needs unit was unsatisfactory - lecturer and tutorials weren't helpful. Lecturer seemed disorganised and my tutor was XX and couldn't speak much English*
- *The discussion papers were out of date. A lecturer went overseas most of a subject and did not seem at all interested in teaching this subject, it was badly designed.*
- *Some of the lecturers could really do with some teaching skills, particularly in course – work*
- *The course assessment was not graded, and so the quality of the feedback on assessment tasks was not always acceptable. Feedback was never given on any units of work submitted*

Sample comments: international students

- *Some lecturers seemed not very passionate and well prepared for what they taught*

3 Overall Satisfaction (KPI 16)

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
- Value for money (cost of course; entry standard of students; level of course content)
- Qualifications (teaching/ subject), knowledge and relevant experience of academic staff

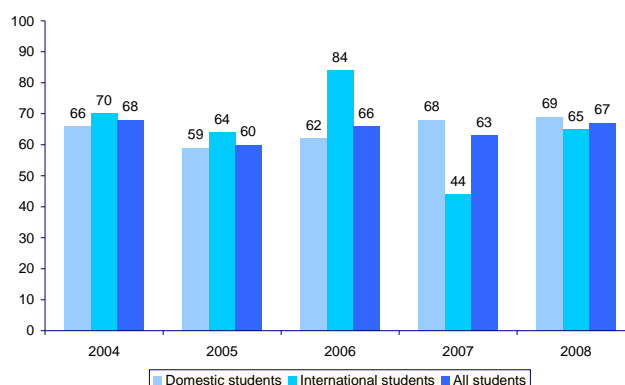
Summary

Overall Satisfaction with the degree course currently rates 67%, which is higher than the previous score. The University average is 65%.

The percentage of comments received from both current students and graduates, and which mention the above areas, is evenly divided between those expressing satisfaction and those expressing dissatisfaction. The majority of comments received on this aspect of the student experience focus on the presence, or lack of, necessary and relevant qualifications, experience and knowledge in teaching staff.

3.1 Comparative results: Quantitative data 2002–2008

The following tables show the proportion of students who either strongly agreed or agreed with the survey statement '*Overall I am satisfied with the quality of this degree course*' in the CEQ.



3.1.2 Course Experience Questionnaire 2004–2007
(graduates from previous year)

3.2 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, providing an indication of trends in students' overall satisfaction between 2001 and 2007.

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic		13%	10%	14%	13%	11%
	International		0%	0%	8%	11%	20%
	All	8%	10%	11%	9%	13%	13%
Suggested improvements	Domestic		9%	14%	8%	6%	11%
	International		8%	8%	9%	0%	14%
	All	12%	12%	9%	13%	8%	12%

3.3 Key issues for coursework graduates (CEQ 2008)

3.3.1 Areas of best practice

	Domestic (n=203)	International (n=46)	All (n=249)
Quality of staff			
- Qualifications of staff in subject matter and in teaching at tertiary level	7%	15%	9%
- Relevant experience of lecturers and tutors in subject area			
- Relevant and up to date knowledge of lecturers and tutors in subject area			

Sample comments: domestic students

- *Extremely high quality of fellow students (making for a dynamic learning environment).*
- *Drama - the curriculum - the people teaching had been leaders in teaching in high schools. English - teacher had recent University and high school experience*
- *The opportunity to be with people who highly valued learning in a University context and who thought about this learning in an imaginative and creative way. The collegiality, insight and encouragement of course leaders*

Sample comments: international students

- *Some units actually helped me to work in an online environment and made me feel comfortable about it. XX and YY are very good professors and have acclaimed world wide reputation. But XX has not been a very good teaching person. He has tremendous knowledge but cant gather it to teaching*
- *Well-organised. Well-informed. Committed teaching staff*
- *This course open a new window of the whole world ELT trend to me. Living in Australia offered me a wonderful experience. Thanks for God give me this chance to touch USYD and to feel Sydney! This experience is much more important than any thing else in my life*

3.3.2 Suggested improvements

	Domestic (n=192)	International (n=42)	All (n=234)
Quality of staff			
- Teaching staff did not have qualifications in subject matter and/or in teaching at tertiary level	8%	10%	9%
- Lecturers and tutors did not have relevant experience in subject area			
- Lecturers and tutors did not have relevant and up to date knowledge in subject area			

Domestic (n=192)	International (n=42)	All (n=234)
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Sample comments: domestic students

- *The attitude of the lecturers was arrogant and unsympathetic to the expressed needs of the students, particularly in terms of explaining assessment programs and criteria. Lecturers were rude and unhelpful when I sought them out for assistance. They were often inaccessible even during advertised office hours. This kind of behaviour made me feel undervalued as a learner and as someone whose fees are contributing to their salaries. The university at which I obtained my first qualification far exceeded Sydney university in this particular area.*
- *One lecturer could have developed his skills in working with Aboriginal people*
- *Staff - need more hands-on experience with teaching at this level (tertiary). Staff struggled with the course. They were confusing, contradictory, made no sense (semester 2 staff).*

Sample comments: international students

- *Quality and qualifications of the teaching staff*
- *If the course-takers were not all from Asia*
- *Some tutors don't have enough knowledge to teach*

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

The main focus of comments received from respondents, and which related to aspects of Learning Community, indicates that they constantly value the community feel of the Faculty, the friendships and networks developed with peers; opportunities to explore academic interests with staff and students; the cultural diversity afforded by studying with peers from a variety of backgrounds; and access to library resources. Since 2002 positive comments on this topic have outweighed those suggesting improvements.

4.1 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, providing an indication of trends in the graduate experience of the Learning Community between 2002 and 2008.

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic			26%	24%	24%	20%	17%
	International			38%	10%	27%	0%	11%
	All	38%	16%	27%	23%	24%	19%	16%
Suggested improvements	Domestic			12%	12%	7%	15%	8%
	International			25%	8%	9%	30%	12%
	All	11%	11%	13%	11%	7%	16%	9%

4.2 Key issues for coursework graduates (CEQ 2008)

4.2.1 Areas of best practice

	Domestic (n=203)	International (n=46)	All (n=249)
Learning environment			
- Enjoyed University social life			
- Felt that they belonged to a community (degree/ Faculty)	16%	7%	14%
- Academic interests were being explored with staff and students e.g. in tutorials; during laboratory work			
- Happy with size of class			

Sample comments: domestic students

- *Social networks which develop and contacts. Small classes and a emphasis on actual teaching, not lecturing*
- *Working together with other students - get each other through the course*
- *The ability to meet and discuss issues/topics with many teachers from different backgrounds*
- *The tutorial and seminar groups helped students to exchange ideas, discuss related to the teaching profession*

Sample comments: international students

- *Interaction with other students. Getting different perspectives; from students and teachers*
- *Excellent library resources*

4.2.2 Suggested improvements

	Domestic (n=192)	International (n=42)	All (n=234)
Learning environment			
- Did not feel that they belonged to a community			
- Academic interests were not explored with staff and students e.g. in tutorials; during laboratory work	5%	12%	6%
- Class sizes too large for productive discussions			
- Issues of equity/ discrimination identified			

Sample comments: domestic students

- *Dubious assessment practices, unprofessional lecturing staff, favouritism towards international students*
- *One of the kitchens we were using for our course had flooding problems and also smelt really bad at times, so much so that we had to leave the room, and we were unable to do practical lessons. It was a kitchen on the bottom floor of the old teachers college*
- *Take more notice of student feedback*

Sample comments: international students

- *The acceptance and understanding of the needs of individual learners, especially international students*
- *Need use some on-line discussion among students*
- *More collaborative work with the teaching staff*

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 employers⁶". 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
- Special programs (Talented students *and* Honours programs)

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

In 2008 32% of comments received respondents to the CEQ commented favourably on various aspects of the Curriculum; whilst 28% of comments suggested improvements in this area of their experience.

Whilst students considered their programme of study to be relevant to current work; up to date; and flexible; they were dissatisfied with the cancellation, or unavailability, of some units of study.

5.1 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, providing an indication of trends in the graduate experience of Curriculum between 2002 and 2008.

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic			29%	36%	19%	14%	31%
	International			31%	50%	31%	33%	35%
	All	38%	25%	29%	38%	20%	15%	32%
Suggested improvements	Domestic			35%	53%	43%	30%	29%
	International			42%	42%	23%	40%	26%
	All	38%	31%	35%	52%	40%	31%	28%

⁶ See http://www.usyd.edu.au/strategy/learn_teach/initiatives.shtml

5.2 Key issues for coursework students (CEQ 2008)

5.2.2 Areas of best practice

	Domestic (n=203)	International (n=46)	All (n=249)
Content and structure			
- Content and structure of whole degree program/ individual units of study	25%	26%	25%
- Subject content is relevant to work/ career and industry requirements			
Flexibility, diversity, variety			
- Students appreciate the range of subjects available	5%	7%	5%
- Students appreciate the ability to choose units from other faculties			

Sample comments: domestic students

- *The flexible time schedule, everyone came from different backgrounds but everybody found the course to be relevant to their employment*
- *Some interesting and stimulating subject matter. Learning up to date, current information in my career area*
- *The topic areas studied were interesting and were always made relevant to my work*

Sample comments: international students

- *The course significantly provided a means for the learners to be exposed in new forms and methods of learning. In addition, my course which is concentrated on information technology education not only provides learning in its theoretical aspect but most significantly it exposes the students in application*
- *I liked the freedom to choose which electives to take. This is opposed to courses in which most or all of the classes are requirements.*
- *The Course theory, trends and issues in teaching and curriculum*

5.2.3 Suggested improvements

	Domestic (n=192)	International (n= 42)	All (n=234)
Content and structure			
- Unhappy with content and structure of whole degree program/ individual units of study	25%	19%	24%
- Subject content is not relevant to work/ career and industry requirements			

Sample comments: domestic students

- *I think there needs to be more choices for courses offered and have courses on offer more regularly. Some electives are only offered in one semester. Need to do better PR work, have larger and more dynamic classes.*
- *A wider reference which include other than the Western perspective on language learning. The Asian, Arab perspective may be just as valuable*
- *Disorganised teachers, poorly written and developed course outlines, focus on theoretical aspects of education/teaching rather than practical aspects of teaching - fundamental to such a short degree*

Sample comments: international students

- *Some of the units need a lot of improvement*
- *More emphasis should also be made on the curriculum theory aspect since a lot was done on teaching in general*
- *EDPD 5001 Students with Special Educational Needs. The teacher just retaught the Inclusion course from the previous semester*

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

Whilst respondents to the CEQ appreciated the relevance and applicability to work situations of assessment, they were dissatisfied with marking practices, and considered the pass/fail or satisfactory/non-satisfactory marking criteria to be demotivating.

6.1 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, providing an indication of trends in the graduate experience of Appropriate Assessment between 2002 and 2008.

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic			4%	4%	8%	1%	3%
	International			8%	10%	4%	0%	7%
	All	5%	4%	4%	5%	7%	1%	4%
Suggested improvements	Domestic			6%	6%	6%	5%	10%
	International			8%	0%	0%	0%	0%
	All	2%	8%	6%	5%	5%	4%	9%

6.2 Key issues for coursework graduates (CEQ 2008)

6.2.1 Areas of best practice

4% of graduates (i.e. 9/249) who responded to the CEQ expressed satisfaction with the choice, aptness and design of assessments.

Sample comments: domestic students

- *Assessments were relevant. Could use them as prac. Great insight into leadership and management*
- *Flexibility of course/assessment design to be able to apply to my own situation/sport. Working with coaches from other sports*
- *Varieties of assignment tasks*

Sample comments: international students

- *The autonomy given to carve the scope for my written assignments*
- *The lectures were great and assignments were relevant*
- *Assignments*

6.2.2 Suggested improvements

9% of graduates (i.e. 20/234) who responded to the CEQ expressed dissatisfaction with the content and types of assessment used in the Faculty, as well as the marking of assignments. No international students commented on this area of their experience.

Sample comments: domestic students

- *Too many assignments - not useful for learning, i.e. poor content.*
- *There was some confusion about the exact way that some assignments were to be carried out - mostly where groups of students were working together. It seemed that even tutors were not 100% sure about how some assignments were to be completed. This may have been due to confusing wording in some questions.*
- *Some of the teachers were partial in the awards of marks for some of the assignments*
- *The satisfactory/non-satisfactory marking criteria was not as good as Pass, Credit etc.*
- *More consistency in marking by lecturers*
- *Less complicated assessment tasks - not needed. Simplify - but get same result*

7 Appropriate Workload

Coverage

This KPI covers the extent to which students consider they have reasonable workloads. The even distribution of assignment deadlines is also included in this KPI.

CEQ Survey items

The CEQ does not include items relating to Appropriate Workload

Qualitative data analysis

All comments from students that relate to workload and/or the timing of assignment deadlines are counted under workload, which includes the following areas of the student experience of this topic:

- Reasonable workload
- Even distribution of assignment deadlines
- Pressure of course; not having enough time to understand the topic
- Inability to comprehend subject matter due to sheer volume of work

Summary

In 2008, 4% of respondents to the CEQ considered Workload to be of sufficient interest in their experiences to mention it as an area of concern. The main issues raised by respondents included: the high workload across the degree; coordination of workload between subjects; and timetabling of assessments so they didn't all fall on the same date.

7.1 Comparative results: Focus of written observations 2002–2008

The following table provides an indication of trends in the graduate experience of Appropriate Workload between 2002 and 2008, as indicated in the responses to open questions in the CEQ.

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic			0%	1%	0%	0%	0%
	International			0%	0%	0%	0%	0%
	All	0%	0%	0%	1%	0%	0%	0%
Suggested improvements	Domestic			4%	4%	3%	2%	4%
	International			0%	0%	0%	0%	0%
	All	5%	5%	4%	3%	3%	2%	3%

7.2 Key issues for coursework graduates (CEQ 2008)

The main issues raised by current students related to the amount of work that was required in their courses e.g. the overwhelming workload, especially in relation to combined degrees; the difficulty of getting through all the required readings; and the simultaneous due dates of assignments. The similarity of comments provided on this topic negates the purpose of providing sample comments to illustrate student concerns.

8 Clear Goals and Standards

Coverage

Practices characteristic of this KPI relate to the establishing of clear aims and objectives for a course, and clear expectations of the standard of work expected from students.

CEQ Survey items

The CEQ does not include items relating to Clear Goals and Standards

Qualitative data analysis

There are 3 components within Clear Goals and Standards, against which students comments are analysed.

- Clear aims and objectives for a course;
- Clear expectations of the standard of work expected from students;
- Clear explanation of the marking criteria used (*marking of assessments* is included under assessment).

Summary

In relation to comments received which mention aspects of Clear Goals and Standards, 9% of respondents were dissatisfied with the lack of clarity regarding expectations of the standard of work expected, particularly in relation to assessments.

8.1 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, providing an indication of trends in the graduate experience of Clear Goals and Standards between 2002 and 2008.

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic			0%	1%	1%	1%	1%
	International			0%	0%	0%	0%	0%
	All	0%	0%	0%	1%	1%	1%	1%
Suggested improvements	Domestic			%	%	%	%	%
	International			%	%	%	%	%
	All	5%	7%	3%	3%	6%	4%	9%

8.2 Key issues for coursework graduates (CEQ 2008)

8.2.1 Areas of best practice

2/249 graduates provided written observations on clarity of aims, objectives, expectations, and marking criteria during their course.

Due to the low number of comments received from both current students and graduates, and to preserve student confidentiality, no sample comments are provided.

8.2.2 Suggested improvements

	Domestic (n=192)	International (n= 42)	All (n=234)
Standards and expectations	6%	2%	6%
- Were not provided with clear explanations of the standard of work required e.g. for assignments			

Sample comments: domestic students

- *Some course (subject) outlines seem to have been thrown together and often requirements weren't clear (Study 1 and 2, English 2).*
- *For assignments, the written explanation for what we had to do sometimes contradicted the marking rubric - confusing!*
- *The attitude of the lecturers was arrogant and unsympathetic to the expressed needs of the students, particularly in terms of explaining assessment programs and criteria*
- *Communication by the lecturers concerning what was required in assignments needs to be better in some courses*
- *Staff need to be clearer in assessment requirements, more careful with administrative duties and willing to provide responses (without being rude) to students when they have a problem*

Sample comments: international students

- *Clarification on what the staff expected from student. A little more guidance on the subject matter at hand*

9 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.

NB: the analysis of qualitative data is limited to comments received in answer to the open questions on the degree experience. It does not include comments received in answer to the open questions on student administration and student support services.

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 administration and organisation;
- Organisation of practicums/ internships
- Scheduling of classes/ examinations;
- Communication between staff (academic and general) and students;

Summary

The percentage of comments received from respondents to the surveys, which mention aspects of Faculty/ Department Student Administration as an area of concern, has remained at an average of 9% since 2006. Whilst students appreciated the flexibility of the timetable, they would appreciate an improvement in the organisation of practicums.

9.1 Comparative results: Focus of written observations 2002–2008

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

		CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic			1%	0%	0%	0%	2%
	International			0%	0%	0%	0%	0%
	All	0%	0%	1%	0%	0%	0%	2%
Suggested improvements	Domestic			14%	6%	12%	9%	10%
	International			8%	8%	0%	10%	2%
	All	11%	16%	14%	6%	10%	9%	9%

9.2 Key issues for current coursework students (SCEQ 2007)

9.2.1 Areas of best practice

4/249 students who responded to the SCEQ provided comments on Faculty Department Student Administration as an area of best practice. Students appreciated the flexibility afforded in the timetable, allowing them to take classes after work and at weekends.

Due to the low number of comments received from both current students and graduates, and to preserve student confidentiality, no sample comments are provided.

9.2.2 Suggested improvements

9% of current students (i.e. 21/234) suggested that improvements were needed in Faculty / Department Student Administration.

Sample comments: domestic students

- *Organisation needs to be improved. The returning of work was very poor in 2nd year. Assignments were lost or never returned. Some assignments were left dumped in rooms for 200 plus students to sort through and many were missing. Instructions for assignments were poor throughout the course*
- *The whole department is tightly controlled by people in an office who you can never speak to who decide what you can and can't do, giving no leeway*
- *XX at the Practicum office was also most unhelpful. I hope that in future the university considers staffing appointments more carefully, as these members of staff seem very poorly suited to their roles, which require tact, patience and interpersonal skills. The university (and future students) would also benefit if it conducted a review of the attitudes held by members of the Education department towards the students who are their clients*
- *Placements in schools for practicals. I understand that difficulty in finding placements is out of the university's hands, but timeliness was a problem*
- *Semester break organisation. The break was in the beginning of the semester which made it a lot hard later on in the semester when break was needed to do final assignments*

Sample comments: international students

- *Organisation at Camperdown campus was poor/chaotic*

Attachment A 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) 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.

Generic Skills

Best practice

- 14% of comments received expressed satisfaction with the development of generic skills/graduate attributes.
- Comments were evenly spread across the full range of University Graduate Attributes

Suggested improvements

- 4% of comments received expressed dissatisfaction with this area of their experience

Good Teaching

Best practice

- 47% of comments received expressed satisfaction with teaching in the Faculty
- Appreciation of the use of up-to-date teaching methods, interesting and engaging lectures, and the presence of useful learning resources accounted for 17% of positive comments; as did passionate, inspirational and enthusiastic lecturers and tutors
- 13% of respondents appreciated the support provided by staff, and their availability and willingness to discuss academic and personal problems.
- 14% of respondents were aware of the research teaching nexus and how this informed their own practice

Suggested improvements

- 39% of comments received expressed dissatisfaction with this area of their experience
- 20% of these comments referred to dissatisfaction with learning materials and resources used in the course; and the teaching methods used by staff.
- Failure to provide timely, and useful, feedback on work was raised as a concern in 10% of comments received

Overall Satisfaction

Best practice

- 9% of respondents appreciated the professionalism, qualifications, knowledge and experience of academic staff

Suggested improvements

- 9% of respondents provided comments that could be categorised as belonging to this KPI
- Areas of concern included: financial costs of the course; the entry standard of fellow students; and the relevant experience and knowledge of some academic staff.

Learning Community

Best practice

- 25% of respondents expressed satisfaction with aspects of their experience that fall within the remit of Learning Community
- 14% appreciated the opportunity to explore academic interests with staff and students in tutorials and other discussion fora

Suggested improvements

- 24% of respondents provided comments that could be categorised as belonging to this KPI
- The lack of opportunities to explore academic interests; the construct of tutorials; and the inhibition of discussion during tutorials due to the poor English language skills of international students were the subject of 10% of comments

Curriculum

Best practice

- 29% of respondents appreciated the programme of study or curriculum offered by the Faculty, considering it relevant to their future profession
- The flexibility of the degree was appreciated by a small percentage of respondents (3%) as was the online method of delivery (2%)

Suggested improvements

- 26% of respondents expressed dissatisfaction with the content and structure of the curriculum, and its relevance and usefulness to their future profession
- Concern was also expressed about the online delivery of content through WebCT (5% of comments received)
- The unavailability or cancellation of advertised units of study was raised as an area of concern by 5% of respondents to the survey

Appropriate Assessment

Best practice

- 6% of respondents appreciated the types and content of assessment practices used within the Faculty

Suggested improvements

- 8% of respondents provided comments that could be categorised as belonging to this KPI
- Areas of concern included: the types of assessment used, including group assessment; and the perceived inequity in marking of assignments.

Appropriate Workload

Best practice

- 2/133 or 2% of respondents expressed satisfaction with workload

Suggested improvements

- 8% of respondents considered the workload to be too high.
- Areas of concern included: high volume of work and readings associated with the degree; and simultaneous due dates for assignments.

Clear Goals and Standards

Best practice

- No respondents mentioned this area as being of best practice

Suggested improvements

- 6% of respondents provided comments that could be categorised as belonging to this KPI
- The main area of concern was a perceived lack of clarity regarding the standard of work expected from lecturers when completing assignments.

Faculty/ Department Student Administration

NB: comments relating to student administration are normally found in the answers to the open questions on Student administration and support services. The following analysis refers only to those comments located in the answers to the degree experience questions.

Best practice

- 4% of respondents considered this topic to be of best practice

Suggested improvements

- 2% of respondents expressed dissatisfaction with faculty administration