



The University of Sydney

Faculty of Economics and Business

The Student Experience of Learning and Teaching (Bachelor 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 bachelor 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 bachelor 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; and Clear Goals and Standards)¹.

Written observations, from respondents to the surveys, about their experiences provide evidence to support the Faculty KPI linked results (percentage agreement scores²), 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:

- *Bachelor of Commerce*
- *Bachelor of Economics*
- *Bachelor of Commerce (Liberal Studies)*
- *Bachelor of Commerce and Bachelor of Laws*
- *Bachelor of Commerce and Bachelor of Arts*
- *Bachelor of Commerce and Bachelor of Science*
- *Bachelor of Engineering and Bachelor of Commerce*
- *Bachelor of International Studies*
- *Bachelor of Economic and Social Sciences*

Faculties are advised that if they are interested, it is possible to supply copies of the written observations in the following groupings³:

- 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 bachelor 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.

465 respondents (355 domestic; 110 international) to the 2008 CEQ answered the open question requesting comments on areas of best practice in their course experience; 462 respondents (354 domestic; 108 international) suggested improvements.

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

² 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

³ Please contact Rachel Symons (r.symons@usyd.edu.au or 9351 6560) to discuss your requirements.

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 12-16*)

KPI LINKED RESULTS

The KPI linked CEQ results for Generic Skills have remained in the 60th percentile since 2005, and currently sit at 61% agreement. This represents a decrease of 3% on the previous year's results, and is the lowest since 2005. The University average for Generic skills is 60% agreement. Domestic graduates (61%) recorded better outcomes than their international counterparts (55%).

QUALITATIVE DATA

Areas of best practice

- 21% 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 (8% of comments received); Information Literacy (2%); Personal and Intellectual Autonomy (2%); and Ethical, Professional and Social Understanding (6%); and Communication (3%).
- In the Ethical, Professional and Social Understanding cluster, 2% of respondents mentioned that the ethical, social and cultural aspects of economics and business were covered; 4% valued the increase in group and team work skills, whilst a further 2% appreciated opportunities to enhance professional skills, and undertake experience in the workplace.
- Sample comment: *"It was also good to work in teams, building skills in listening and communication with others"*

Suggested improvements

- 4% of respondents were dissatisfied with this aspect of their experience
- Comments were evenly divided between requests for more disciplinary skills and/or professional experience to be included in the course; and for more help with the development of oral and written communication skills.
- Sample comment: *"More practical experience and use of skills rather than just learning theory and knowledge"*

Good Teaching (*Section 2, pages 17-24*)

KPI LINKED RESULTS

The KPI linked results for Good Teaching have stayed in the low 40s since 2005. The current score of 40% is the lowest since 2005 (38%). International students (47%) rated their experience higher than their domestic counterparts (41%). The University average for Good Teaching is 50%.

QUALITATIVE DATA

Areas of best practice

- 35% of comments received from respondents indicated that they appreciated the teaching practices across the Faculty
- 20% 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, 5% appreciated the use of group work as a teaching method.
- Support, helpfulness, and understanding from academic staff was appreciated by 9% of respondents
- Sample comment: *"The accounting courses I studied were overall well organised and taught. Despite the often dull material I feel the lectures did them best they could in presenting it."*

Suggested improvements

- 54% of respondents considered that improvements were necessary in this area of their experience
- 22% referred to the outdated teaching methods used; whilst a further 11% would have appreciated more help and support from some academic staff
- Timely and constructive feedback on work was mentioned by 9% of respondents as an area in need of improvement
- 7% of comments received from this group of respondents indicated that clearer explanations of topics during lectures and tutorial would be appreciated. Of note is the 50% decrease of comments directly

relating to the English language proficiency of lecturers and tutors in the Faculty (2007: 4%; 2008: 2% of comments received).

- Sample comment: *"Boring lecturers/tutors, tutors/lecturers that cannot articulate (regardless of their level of knowledge of the subject)"*

Overall Satisfaction (Section 3; pages 26-28)

KPI LINKED RESULTS

After recording 81% agreement in 2004, the KPI linked results for Overall Satisfaction have remained in the bottom half of the 60th percentile since 2005 (63%). The current score of 62% is the lowest recorded since 2004. The University average for this KPI is 65%. For the first time since 2005, domestic students (62%) recorded better outcomes than their international counterparts (54%)

QUALITATIVE DATA

Best practice

- 14% of respondents provided written observation which fell within the remit of Overall Satisfaction.
- 7% 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: *"All the professors were the subject leader in the area in the world, so the knowledge was up-to-date and advanced"*

Suggested improvements

- 11% 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 (3%); and the intellectual and English language standard of international students.
- Sample comment: *"Far too many students in the Commerce faculty and a significant portion were international students who did not have a strong grasp of English."*

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). 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 26-28)

QUALITATIVE DATA

Areas of best practice

- 22% of respondents expressed satisfaction with the Learning Community aspect of their experience
- 19% 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
- Sample comment: *"Subjects which had smaller seminars, which combined the lecture and the tutorial, were very good in facilitating learning rather than very large lectures and large tutorials"*

Suggested improvements

- 22% of respondents considered that this area of their experience required improvement
- The majority of these comments (20%) referred to various aspects of the learning environment, including: exploration of academic interests in tutorials and other discussion fora (12%); large class sizes (5%); and isolation from the community
- Sample comment: *"The large first-year classes, in which one is made to feel like just another number"*

Curriculum (Programme of Study) (Section 5: pages 29-31)

QUALITATIVE DATA

Areas of best practice

- 46% of respondents expressed satisfaction with the programme of study offered by the Faculty
- 37% appreciated the content, structure and relevance of the course
- 7% appreciated the flexibility and diversity of course offerings, including the opportunities afforded to take a range of units when undertaking double, combined or liberal studies degrees
- Sample comment: "*The broad spectrum of courses/subjects available. The broad range of perspectives studied - not just the mainstream/orthodox point of view*"

Suggested improvements

- 30% of respondents were dissatisfied with the programme of study
- Sample comment: "*Overall, I would have preferred the course to run for 4 years rather than three. It would have been good to do a third major or try out more subjects from a range of areas*"

Appropriate Assessment (Section 6; pages 32-33)

QUALITATIVE DATA

Areas of best practice

- 10% of respondents expressed satisfaction with assessment practices across the faculty
- 5% considered that assessments tested their understanding, and related to coursework
- 5% appreciated the various types of assessment e.g. projects, thesis, group work
- Sample comment: "*Regular assessments to track how each student was going. And a variety of assessments helps make the course more interesting.*"

Suggested improvements

- 13% 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
- 4% would appreciate fairer marking of assessments, particularly for group assignments.
- Sample comment: "*The high level of group work became a problem. There were many free-loaders and it was difficult when the division of work between a group became inequitable. Because of the high weighting of group assessments in management an individuals overall mark may not be an accurate reflection of their true ability*"

Rachel Y. Symons
Quality Assurance Officer (Learning and Teaching)
September 2009

r.symons@usyd.edu.au

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																		
SCEQ	Student Course Experience Questionnaire Administered to current students every two years. Next survey due during Semester Two 2009.																		
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 strongly agreed 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? <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>																		
Percentage of comments received	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.																		
Names of degrees	<table> <tr> <td>BCom</td> <td>Bachelor of Commerce</td> </tr> <tr> <td>BEc</td> <td>Bachelor of Economics</td> </tr> <tr> <td>BCom LibStud</td> <td>Bachelor of Commerce (Liberal Studies)</td> </tr> <tr> <td>BCom/LLB</td> <td>Bachelor of Commerce and Bachelor of Laws</td> </tr> <tr> <td>BA/BCom</td> <td>Bachelor of Commerce and Bachelor of Arts</td> </tr> <tr> <td>BSc/BCom</td> <td>Bachelor of Commerce and Bachelor of Science</td> </tr> <tr> <td>BE/BCom</td> <td>Bachelor of Engineering and Bachelor of Commerce</td> </tr> <tr> <td>B.Int.S</td> <td>Bachelor of International Studies</td> </tr> <tr> <td>B Ec (Soc Sc)</td> <td>Bachelor of Economic and Social Sciences</td> </tr> </table>	BCom	Bachelor of Commerce	BEc	Bachelor of Economics	BCom LibStud	Bachelor of Commerce (Liberal Studies)	BCom/LLB	Bachelor of Commerce and Bachelor of Laws	BA/BCom	Bachelor of Commerce and Bachelor of Arts	BSc/BCom	Bachelor of Commerce and Bachelor of Science	BE/BCom	Bachelor of Engineering and Bachelor of Commerce	B.Int.S	Bachelor of International Studies	B Ec (Soc Sc)	Bachelor of Economic and Social Sciences
BCom	Bachelor of Commerce																		
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BE/BCom	Bachelor of Engineering and Bachelor of Commerce																		
B.Int.S	Bachelor of International Studies																		
B Ec (Soc Sc)	Bachelor of Economic and Social Sciences																		

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 2009.⁴

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 undergraduate 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.

⁴ 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 – 2008⁵

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 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=
Domestic students	154	503	543	489	441
International students	8	66	58	73	94
Overall	119	509	542	504	513

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 degree⁶ (2008 only)
 - Bachelor of Commerce;
 - Bachelor of Economics;
 - Bachelor of Commerce (Liberal Studies);
 - Bachelor of Commerce and Bachelor of Laws;
 - Bachelor of Commerce and Bachelor of Arts;
 - Bachelor of Commerce and Bachelor of Science;
 - Bachelor of Engineering and Bachelor of Commerce;
 - Bachelor of International Studies; and
 - Bachelor of Economic and Social Sciences.

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 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
			n=	n=	n=	n=	n=	n=	n=
<i>Areas of best practice</i>	Domestic students			277	78	252	330	222	355
	International students	168 ⁷	30	4	52	91	51	110	
	Total		307	82	304	421	273	465	
<i>Suggested improvements</i>	Domestic students		183	288	79	267	330	225	354
	International students			28	3	45	90	47	108
	Total			316	82	312	420	272	462

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

⁵ Data retrieved from the ITL AGS/CEQ website results and reports for the Faculty of Economics and Business, on 25.01.08 and 18.08.09 http://www.itl.usyd.edu.au/ceq/tpi_report.cfm Results for individual degrees are also available at this website.

⁶ where the number of respondents is more than 5

⁷ Separate qualitative data for international students was not available until 2003

By degree (2008 only)

<i>Areas of best practice</i>	Domestic students	International students	Overall
	n=	n=	n=
Bachelor of Commerce	128	82	210
Bachelor of Economics	34	12	46
Bachelor of Commerce (Liberal Studies)	27	1	28
Bachelor of Commerce and Bachelor of Laws	9	1	10
Bachelor of Commerce and Bachelor of Arts	24	2	26
Bachelor of Commerce and Bachelor of Science	24	3	27
Bachelor of Engineering and Bachelor of Commerce	31	6	37
Bachelor of International Studies	20	1	21
Bachelor of Economic and Social Sciences	50	2	52
Remaining degrees (<5 or suppressed degree name)	8	0	8

<i>Suggested improvements</i>	Domestic students	International students	Overall
	n=	n=	n=
Bachelor of Commerce	128	83	211
Bachelor of Economics	36	12	48
Bachelor of Commerce (Liberal Studies)	26	1	27
Bachelor of Commerce and Bachelor of Laws	11	1	12
Bachelor of Commerce and Bachelor of Arts	24	2	26
Bachelor of Commerce and Bachelor of Science	24	2	26
Bachelor of Engineering and Bachelor of Commerce	34	2	36
Bachelor of International Studies	19	1	20
Bachelor of Economic and Social Sciences	43	2	45
Remaining degrees (<5 or suppressed degree name)	9	0	9

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 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

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.

- Bachelor Commerce and Laws – 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
- Remaining degrees – no qualitative data analysis is provided for this group of respondents.

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 been 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*⁸, 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.

For example, the following comment is counted as ONE COMMENT RECEIVED; but as it is mentioned in Curriculum (Content and structure); Assessment (Marking/ weighting); Good Teaching (Good teaching experiences: teaching methods) and Learning Community (Learning environment: belonging to community), the highlighted phrases within the comment are counted ONCE in each of the relevant categories i.e. 4 aspects in one comment.

Certain Subjects that were interesting such as Strategic Human Resource Management, International Human Resource Management. Some lecturers were very good such as XXX. The percentage spread for a subject over a range of quiz's assignments, presentations, final exams. The ability to be part of societies at university.

Curriculum:

- Content and structure

Assessment

- Marking/ weighting

Good Teaching:

- Good teaching experiences: teaching methods

Learning Community:

- Learning environment: Belonging to community

⁸ Available from Quality Assurance Officer (Learning and Teaching)

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 13 – 16)
2	Good Teaching	(pages 17 – 21)
3	Overall Satisfaction	(pages 22-24)

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 Attributes⁹.

- 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 have remained in the 60th percentile since 2005, and currently sit at 61% agreement. This represents a decrease of 3% on the previous year's results, and is the lowest since 2005. The University average for Generic skills is 60% agreement. Domestic graduates (61%) recorded better outcomes than their international counterparts (55%).

QUALITATIVE DATA

Areas of best practice

- 21% 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 (8% of comments received); Information Literacy (2%); Personal and Intellectual Autonomy (2%); and Ethical, Professional and Social Understanding (6%); and Communication (3%).
- In the Ethical, Professional and Social Understanding cluster, 2% of respondents mentioned that the ethical, social and cultural aspects of economics and business were covered; 4% valued the increase in group and team work skills, whilst a further 2% appreciated opportunities to enhance professional skills, and undertake experience in the workplace.

Suggested improvements

- 4% of respondents were dissatisfied with this aspect of their experience
- Comments were evenly divided between requests for more disciplinary skills and/or professional experience to be included in the course; and for more help with the development of oral and written communication skills.

⁹ 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.

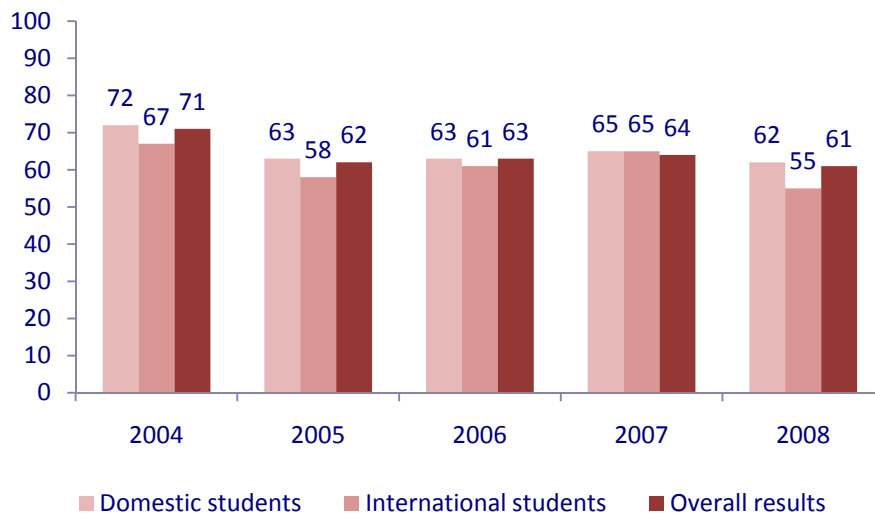


Figure 1: Generic Skills: KPI linked results: CEQ 2004 - 2008

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	18%		14%	16%	14%	22%	
	International		43%		15%	39%	18%	
	All	19%	21%	12%	14%	20%	19%	21%
Suggested improvements	Domestic		10%	5%	4%	5%	1%	
	International		18%		13%	3%	4%	4%
	All	5%	10%	1%	6%	4%	5%	2%

By degree (2008 only)

	Areas of best practice			Suggested improvements		
	Domestic	International	All	Domestic	International	All
BCom	27%	20%	24%	1%	7%	3%
BEc	99%	33%	15%	3%	0%	2%
BCom LibStud			36%			4%
BCom/LLB			10%			8%
BA/BCom			23%			8%
BSc/BCom			19%			4%
BE/BCom			14%			3%
B.Int.S			29%			15%
B Ec (Soc Sc)			15%			2%

1.3 Key issues for coursework graduates (CEQ 2008)

1.3.1 Areas of best practice

<i>Whole of Faculty</i>	Domestic (n=355)	International (n=110)	All (n=465)
Research and Inquiry			
- Development of problem solving skills	9%	5%	6%
- Development of critical thinking and analytical skills			
- Expansion of relevant knowledge in the subject			
Ethical, social, professional understanding			
- Ability to work in a group/ team working skills	6%	6%	6%
- Development of discipline/ professional skills			
- Presence of work placement/ industry experience in the course			

<i>By degree</i>	Domestic ¹⁰	International	All
BCommerce - Research and Inquiry	13%	6%	10%
BCommerce - Ethical, social, professional understanding	6%	6%	6%
BEconomics - Research and Inquiry	9%	8%	9%
BCommerce Liberal Studies - Research and Inquiry		11%	
BCommerce Liberal Studies - Ethical, social, professional understanding		7%	
BCommerce Liberal Studies - Communication		11%	
BCommerce/LLB - Information Literacy		10%	
BArts/BCommerce - Research and Inquiry		8%	
BArts/BCommerce - Ethical, social, professional understanding		8%	
BScience/BCommerce - Research and Inquiry		11%	
BEngineering/BCommerce - Ethical, social, professional understanding		11%	
BInternational Studies - Research and Inquiry		10%	
BInternational Studies - Ethical, social, professional understanding		14%	
BEconomic & Social Sciences - Ethical, social, professional understanding		6%	

Sample comments: domestic students

- *The strong focus on problem solving and explanation of the results and their subsequent consequences*
- *I have developed key skills in Accounting and Finance. This required ability to demonstrate research, analytical and communication skills, teamwork skills and problem solving skills*
- *Economics helped improve my analytic, research, and problem solving skills. Finance helped me develop a different view when looking at situations.*

Sample comments: international students

- *Help me to improve and develop my understanding of accounting and economics, at the same time, enhance my skills in problem solving, communication and analyse*
- *I think the best aspects of the course is developing students' self ability in understanding, planning and studying, which helping them to apply their knowledge into real cases*
- *Improve my ability to work at multiple tasks and time management and teamwork and writing skills*

¹⁰ For numbers of respondents per degree see Note 2: qualitative data analysis

1.3.2 Suggested improvements

4% of respondents (20/462 comments received) indicated that improvements were necessary in this area of their experience. 3% (12/462) referred to the lack of training in disciplinary skills and/or opportunities to undertake industry-related work placements or internships during their degree course. The remaining comments referred to oral and written communication skills.

Sample comments: domestic students

- *Emphasis on clear communication, particularly written*
- *We need more experience (industry) with the government major*
- *More practical work and related experience*

Sample comments: international students

- *More practical, more related to workplace practice. It will be wonderful if the course can provide some internship opportunity*
- *To increase the amount of assessments on encouraging soft skills - such as communication skills in team work*
- *In terms of Government faculty, I think overall I struggled to write good essays. The school needs proofreading system*

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 learning¹¹)

Summary

KPI LINKED RESULTS

The KPI linked results for Good Teaching have stayed in the low 40s since 2005. The current score of 40% is the lowest since 2005 (38%). International students (47%) rated their experience higher than their domestic counterparts (41%). The University average for Good Teaching is 50%.

QUALITATIVE DATA

Areas of best practice

- 35% of comments received from respondents indicated that they appreciated the teaching practices across the Faculty
- 20% 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, 5% appreciated the use of group work as a teaching method.
- Support, helpfulness, and understanding from academic staff was appreciated by 9% of respondents

Suggested improvements

- 54% of respondents considered that improvements were necessary in this area of their experience
- 22% referred to the outdated teaching methods used; whilst a further 11% would have appreciated more help and support from some academic staff
- Timely and constructive feedback on work was mentioned by 9% of respondents as an area in need of improvement
- 7% of comments received from this group of respondents indicated that clearer explanations of topics during lectures and tutorial would be appreciated. Of note is the 50% decrease of comments directly relating to the English language proficiency of lecturers and tutors in the Faculty (2007: 4%; 2008: 2% of comments received)

¹¹ 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.

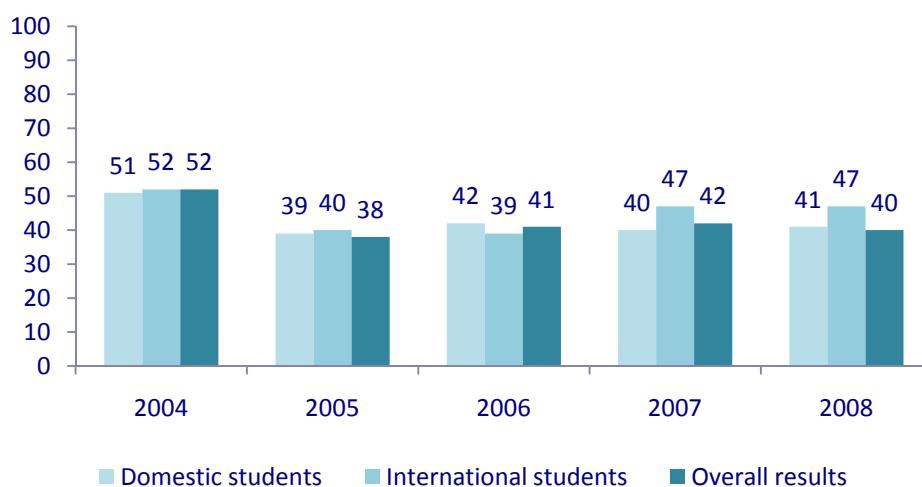


Figure 2: Good Teaching: KPI Linked results : CEQ 2004 - 2008

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		39%		36%	39%	39%	35%
	International		40%		52%	27%	41%	35%
	All	29%	39%	32%	38%	37%	40%	35%
Suggested improvements	Domestic		44%		48%	55%	61%	55%
	International		11%		44%	46%	51%	48%
	All	48%	41%	34%	47%	53%	60%	57%

By degree (2008 only)

	Areas of best practice			Suggested improvements		
	Domestic	International	All	Domestic	International	All
BCom	34%	35%	34%	66%	49%	59%
BEC	50%	17%	41%	42%	33%	40%
BCom LibStud			29%			44%
BCom/LLB			40%			50%
BA/BCom			42%			77%
BSc/BCom			37%			62%
BE/BCom			38%			63%
B.Int.S			24%			40%
B Ec (Soc Sc)			35%			29%

2.3 Key issues for coursework graduates (CEQ 2008)

2.3.1 Areas of best practice

<i>By whole of Faculty</i>	Domestic (n=355)	International (n=110)	All (n=465)
Good teaching experiences			
- Use of innovative and up to date teaching methods and techniques			
- Use of group work as a teaching method	16%	15%	15%
- Ability to keep students interested in the subject			
- Learning resources are up to date, relevant to curriculum, and readily available online			
Concern and care for student learning			
- Students felt supported in their learning	9%	6%	9%
- Lecturers understood students' academic and personal problems			
- Help and advice was readily available			

<i>By degree</i>	Domestic	International	All	
BCommerce	- Good teaching experiences	15%	13%	14%
	- Concern and care for student learning	9%	6%	8%
BEconomics	- Good teaching experiences	24%	8%	20%
	- Concern and care for student learning	18%	8%	15%
BCommerce Liberal Studies	- Concern and care for student learning		14%	
BCommerce/LLB	- Good teaching experiences		20%	
	- Student motivation		10%	
	- Concern and care for student learning		10%	
BArts/BCommerce	- Good teaching experiences		23%	
	- Student motivation		12%	
BScience/BCommerce	- Good teaching experiences		26%	
	- Concern and care for student learning		11%	
BEngineering/BCommerce	- Good teaching experiences		19%	
BInternational Studies	- Good teaching experiences		10%	
BEconomic & Social Sciences	- Good teaching experiences		8%	

Sample comments: domestic students

- *Commercial Law - The teaching staff were always top-notch. They knew their field back-to-front and were very good at articulating the message that they needed to get across. They made a real effort to understand and respond to student concerns. They really encouragement me to do my best work and put a lot of time and effort into my studies. In short, they made my course an enjoyable learning experience.*
- *The enthusiastic lecturers in Accounting 1A and 1B were major motivations as to my major/specialisation in commerce being accounting. Audit was also an enjoyable subject due to enthusiastic lecturers (XXX) and tutors (YYY).*
- *Interesting material, some very great lecturers who were really passionate about engaging students*

Sample comments: international students

- *The accounting tutors who I was allocated to were good, and were good at explaining things, gave me a lot of feedback on my work and that motivated me to do my best*
- *Commercial law lecturers were very good at explaining principles, and they've made all law subject interesting*
- *Also, lectures (not including some tutors) were very approachable if I had difficulties in my studies. I give my hats off to my lectures from the Ethics and Profession Law, Taxation Law, Corporation Law classes*

2.3.2 Suggested improvements

<i>By whole of Faculty</i>		Domestic (n=354)	International (n=108)	All (n=462)
Good teaching experiences				
-	Teaching methods and techniques used are outdated/need improvement	22%	22%	22%
-	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;	12%	10%	11%
-	Help and advice was not readily available			
Good explanations received				
-	Lecturers did not explain subject matter with clarity	8%	4%	7%
-	Lecturers/ tutors lacked proficiency in English language <i>NB: the percentage of comments referring to the English language proficiency of staff decreased from 4% in 2007 to 2% in 2008</i>			
Feedback on work (from staff to students)				
-	Comments on work are not constructive; do not explain where mistakes occur that can be rectified.	10%	6%	9%
-	Feedback is untimely and not helpful			
<i>By degree</i>		Domestic	International	All
BCommerce	- Good teaching experiences	28%	22%	26%
	- Concern and care for student learning	11%	11%	11%
	- Good explanations received	9%	5%	7%
	- Feedback on work	13%	8%	11%
BEconomics	- Good teaching experiences	6%	25%	10%
	- Concern and care for student learning	14%	0%	10%
	- Good explanations received	14%	0%	10%
BCommerce Liberal Studies	- Good teaching experiences		26%	
	- Feedback on work		7%	
BCommerce/LLB	- Good teaching experiences		25%	
	- Good explanations		8%	
	- Feedback on work		17%	
BArts/BCommerce	- Good teaching experiences		35%	
	- Good explanations received		12%	
BScience/BCommerce	- Good teaching experiences		19%	
	- Concern and care for student learning		23%	
	- Feedback on work		8%	
BEngineering/BCommerce	- Good teaching experiences		24%	
	- Concern and care for student learning		11%	
	- Good explanations received		8%	
	- Feedback on work		13%	
BInternational Studies	- Concern and care for student learning		15%	
	- Feedback on work		10%	
BEconomic & Social Sciences	- Good teaching experiences		16%	
	- Concern and care for student learning		7%	

Sample comments: domestic students

- *The lecturers were not interested in teaching or putting effort into making course interesting or practical*
- *Insufficient feedback on assessment. Additionally, there should be a day after the exams where the lecturers go through the answers for the final exam. How else are we supposed to learn from our mistakes?*
- *A few lecturers that could not be understood, the lecturers barely speak English - Microeconomics and Development Economics.*

Sample comments: international students

- *Communication and language problems with foreign lecturers*
- *I found it's important to get a good lecturer to attract students' interest/attention for every course*
- *Lecturer and tutors need to be more attentive to students' needs and difficulties*

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

After recording 81% agreement in 2004, the KPI linked results for Overall Satisfaction have remained in the bottom half of the 60th percentile since 2005 (63%). The current score of 62% is the lowest recorded since 2004. The University average for this KPI is 65%. For the first time since 2005, domestic students (62%) recorded better outcomes than their international counterparts (54%)

QUALITATIVE DATA

Best practice

- 14% of respondents provided written observation which fell within the remit of Overall Satisfaction.
- 7% 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

- 11% 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 (3%); and the intellectual and English language standard of international students.

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.

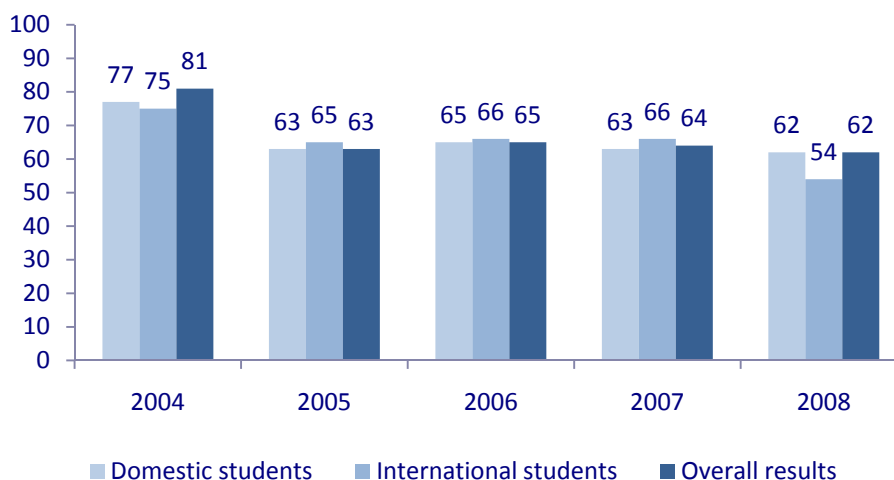


Figure 3: Overall Satisfaction: CEQ KPI linked results : 2004 - 2008

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	10%		13%	13%	18%	15%
	International		0%		4%	9%	9%
	All	9%	9%	12%	11%	12%	14%
Suggested improvements	Domestic		8%	9%	8%	8%	11%
	International		7%		7%	4%	6%
	All	10%	8%	17%	9%	7%	11%

By degree (2008 only)

	Areas of best practice			Suggested improvements		
	Domestic	International	All	Domestic	International	All
BCom	14%	9%	12%	9%	10%	9%
BEc	21%	8%	17%	14%	0%	10%
BCom LibStud			14%			15%
BCom/LLB			10%			17%
BA/BCom			19%			15%
BSc/BCom			4%			4%
BE/BCom			16%			21%
B.Int.S			19%			5%
B Ec (Soc Sc)			17%			11%

3.3 Key issues for coursework graduates (CEQ 2008)

3.3.1 Areas of best practice

<i>Whole of Faculty</i>	Domestic (n=355)	International (n=110)	All (n=465)
Quality of staff			
- Qualifications of staff in subject matter and in teaching at tertiary level	7%	5%	7%
- 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
BEconomics - General comments	6%	8%	7%
- Quality of staff	12%	0%	9%
BCommerce Liberal Studies - Quality of staff		10%	
BCommerce/LLB - Quality of staff		10%	
BInternational Studies - Quality of staff		14%	
BEconomic & Social Sciences - Quality of degree		6%	
- Quality of staff		12%	

Sample comments: domestic students

- *Challenging subjects compared to other universities (such as Macquarie University) - adds to the prestige and status of a Bachelor of Commerce degree from Sydney University, especially in the opinion of potential employers*
- *Gaining knowledge, learning and being part of a well-regarded institution*
- *Course specific - lecturers are distinguished and knowledgeable.*

Sample comments: international students

- *All the professors were the subject leader in the area in the world, so the knowledge was up-to-date and advanced*
- *Teaching staff were professional in their fields, with wide range of knowledge and experience*
- *I got what is needed for application of Permanent Residency. I got what is needed for good career prospect. Good life experience*

3.3.2 Suggested improvements

11% of respondents (51/462 comments received) who answered the open question on suggested improvements indicated that they were dissatisfied with various aspects of this area of their experience. The majority of comments (5% or 23/462 comments received) referred to the quality of staff in terms of relevant knowledge, qualifications, as well as resource issues that affected the number of staff available to teach in a course. Other concerns related to the quality of the degree, the standard of students, and the cost of the degree and/or learning resources and the internet.

Sample comments: domestic students

- *compared to other courses the tutors have fairly limited knowledge which is to be expected given that they were honours students, who for the most of the semester freely admitted that they didn't bother preparing and were concentrating on their honours work*
- *Higher university entry standards for international students are needed urgently*
- *The staff (in particular tutors) - higher standards are needed when hiring academic tutors. May have an excellent competency of the course topics, but are terrible when trying to teach - need training or expertise in the process of teaching students effectively.*

Sample comments: international students

- *The tuition fee for International students are too high. It costs too much for an International student. We should have an equal opportunity as Australians do*
- *Need to consider the standard of language requirement for overseas students*
- *To increase the difficulty in pass degree subjects*

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 the extended CEQ scales (Learning Community; Appropriate Assessment; Appropriate Workload; Clear Goals and Standards), and Curriculum (Programme of Study). 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 26 – 28)
5	Curriculum	(pages 29 – 31)
6	Appropriate Assessment	(pages 32 – 33)

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

- 22% of respondents expressed satisfaction with the Learning Community aspect of their experience
- 19% 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

Suggested improvements

- 22% of respondents considered that this area of their experience required improvement
- The majority of these comments (20%) referred to various aspects of the learning environment, including: exploration of academic interests in tutorials and other discussion fora (12%); 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 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008	
Areas of best practice	Domestic	22%		18%	19%	20%	24%	
	International		10%		19%	9%	15%	
	All	12%	21%	21%	18%	17%	19%	22%
Suggested improvements	Domestic		27%		37%	21%	18%	21%
	International		46%		31%	13%	6%	23%
	All	27%	29%	34%	37%	19%	16%	22%

By degree (2008 only)

	Areas of best practice			Suggested improvements		
	Domestic	International	All	Domestic	International	All
BCom	18%	15%	17%	23%	20%	22%
BEc	24%	17%	22%	28%	33%	29%
BCom LibStud			21%			22%
BCom/LLB			40%			25%
BA/BCom			42%			15%
BSc/BCom			30%			15%
BE/BCom			22%			13%
B.Int.S			19%			20%
B Ec (Soc Sc)			31%			29%

4.2 Key issues for coursework graduates (CEQ 2008)

4.2.1 Areas of best practice

Whole of Faculty	Domestic (n=355)	International (n=110)	All (n=465)
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Learning environment

- Enjoyed University social life			
- Felt that they belonged to a community (degree/ Faculty)	21%	11%	19%
- Academic interests were being explored with staff and students e.g. in tutorials; during laboratory work			
- Happy with size of class			

By degree	Domestic	International	All
BCommerce - Learning environment	14%	12%	13%
BEconomics - Learning environment	21%	8%	17%
BCommerce Liberal Studies - Learning environment		18%	
BCommerce/LLB - Learning environment		40%	
BArts/BCommerce		35%	
		8%	
BScience/BCommerce - Learning environment		30%	
BEngineering/BCommerce - Learning environment		19%	
BInternational Studies - Learning environment		19%	
BEconomic & Social Sciences - Learning environment		27%	

Sample comments: domestic students

- *Student engagement both in class and out of classes. Feeling of striving for academic excellence. Social aspects of University life*
- *It was just such a refreshing feeling to be given the opportunity to learn every day and be amongst such like minded and intelligent people*
- *Classes are generally run in the new computer labs with better electronic facilities which is also nice*

Sample comments: international students

- *I was able to mingle with different perspectives of a certain issue as well as had the privilege of come in close contact with several individuals of varying cultures. The team assignments facilitated these*
- *The tutorials were getting more engaging, in terms of students-students interaction, and students-tutor interaction*
- *To be able to participate in many presentations, interviews and interactions with other students and teaching staffs*

4.2.2 Suggested improvements

Whole of Faculty	Domestic (n=354)	International (n=108)	All (n=462)
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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 | 19% | 23% | 20% |
| - Presence of NESB students inhibited group work/ discussions | | | |
| - Unhappy with size of class | | | |

By degree	Domestic	International	All
BCommerce - Learning environment	20%	20%	20%
BEconomics - Learning environment	25%	33%	27%
BCommerce Liberal Studies - Learning environment		19%	
BCommerce/LLB - Learning environment		25%	
BArts/BCommerce - Learning environment		15%	
BScience/BCommerce - Learning environment		15%	
BEngineering/BCommerce - Learning environment		13%	
BInternational Studies - Learning environment		20%	
BEconomic & Social Sciences - Learning environment		27%	

Sample comments: domestic students

- *Teacher/student dialog, tutorials need to be improved, lacked certain aspects, needs to be more than tutors just writing the answers on the board*
- *Contact hours - third year economics subjects had no tutorial in-class time - only one lecture per week which is insufficient!*
- *Team work with international students (particularly from Asia) - terrible verbal and written communication skills. This experience was encountered in all but one team work situation during my six years of study. Higher university entry standards for international students are needed urgently*

Sample comments: international students

- *There should always be a tutorial as part of the unit of study. In Economics for example, having only lecture classes with limited interactions between lecturers and students are not sufficient to make the students fully understand the complex economics theories and their implications. It would be more beneficial in my view, to provide a tutorial or a workshop as part of the study in every level so that they give the students a platform to express their understanding and the abilities to apply their learning. Without the continuing supports, understanding guidelines and technicalities often provided in the tutorial, utilising essay-type assignments and examinations to assess the understanding of the students were simply not enough and fundamentally inefficient.*
- *Tutorial - too many people in one classroom*
- *Treat equally to international students (language. assignments and coursework).*

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 employers¹²”. 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

- 46% of respondents expressed satisfaction with the programme of study offered by the Faculty
- 37% appreciated the content, structure and relevance of the course
- 7% appreciated the flexibility and diversity of course offerings, including the opportunities afforded to take a range of units when undertaking double, combined or liberal studies degrees

Suggested improvements

- 30% of respondents were dissatisfied with the content, structure and relevance of their programme of study

¹² See http://www.usyd.edu.au/strategy/learn_teach/initiatives.shtml

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 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic	52%		54%	43%	43%	48%
	International		30%		42%	31%	25%
	All	42%	50%	56%	52%	41%	40%
Suggested improvements	Domestic		31%		30%	24%	24%
	International		21%		33%	28%	26%
	All	32%	30%	37%	30%	25%	25%

By degree (2008 only)

	Areas of best practice			Suggested improvements		
	Domestic	International	All	Domestic	International	All
BCom	41%	38%	40%	24%	20%	23%
BEc	29%	33%	30%	33%	33%	33%
BCom LibStud			43%			33%
BCom/LLB			60%			25%
BA/BCom			42%			31%
BSc/BCom			56%			31%
BE/BCom			41%			21%
B.Int.S			67%			45%
B Ec (Soc Sc)			67%			62%

5.2 Key issues for coursework students (CEQ 2008)

5.2.1 Areas of best practice

	Domestic (n=355)	International (n=110)	All (n=465)
Content and structure			
- Content and structure of whole degree program/ individual units of study	37%	36%	37%
- Subject content is relevant to work/ career and industry requirements			

By degree	Domestic	International	All
BCommerce - Content and structure	34%	34%	34%
BEconomics - Content and structure	26%	33%	28%
BCommerce Liberal Studies - Content and structure		32%	
BCommerce Liberal Studies - Combined degrees		11%	
BCommerce/LLB - Content and structure		60%	
BArts/BCommerce - Content and structure		38%	
BScience/BCommerce - Content and structure		41%	
BScience/BCommerce - Combined degrees		11%	
BEngineering/BCommerce - Content and structure		32%	
BInternational Studies - Content and structure		33%	
BInternational Studies - Flexibility, diversity, variety		19%	
BInternational Studies - Exchange program		14%	
BEconomic & Social Sciences - Content and structure		50%	
BEconomic & Social Sciences - Combined degrees		17%	

Sample comments: domestic students

- *Challenging but relevant coursework- course emphasis on practical applications to real-world situations*
- *It was great that with the marketing major, more subjects were created in 2004 or 2005. This made the major much more interesting and worth while*
- *The flexibility of the course, I am allow to do a huge range of majors Allows me to do a huge range of topics even within a specific major*

Sample comments: international students

- *The course does teach me a lot in terms of my Commercial Studies. It helps me in my current development*
- *Some courses particularly International Business subjects provide simulation software's to help students learn and be familiar with the real world business. Others maybe a field-trip study or visiting a factory or a business*
- *It helped me to fully understand the concept of management and many related staffs*

5.2.2 Suggested improvements

Whole of Faculty	Domestic (n=354)	International (n=108)	All (n=462)
Content and structure			
- Unhappy with content and structure of whole degree program/ individual units of study	28%	22%	27%
- Subject content is not relevant to work/ career and industry requirements			

By degree	Domestic	International	All
BCommerce - Content and structure	23%	20%	22%
BEconomics - Content and structure	33%	33%	33%
BCommerce Liberal Studies - Content and structure		33%	
BCommerce/LLB - Content and structure		25%	
BArts/BCommerce - Content and structure		23%	
BScience/BCommerce - Content and structure		31%	
BEngineering/BCommerce - Content and structure		21%	
BInternational Studies - Content and structure		40%	
BEconomic & Social Sciences - Content and structure		40%	

Sample comments: domestic students

- *Finance - more hands on and applicable principals and theories toward current financial issues and news. Less ambiguous/overtly technical theories/math's that cannot be applied in a finance related occupation should not be taught*
- *In some subject areas the core focus could be updated away from a focus on historical theories - whilst these are important they are sometimes not as applicable in today's business environment*
- *The economics discipline is dogmatic and often I failed to see the relevance of the theory to contemporary issues*

Sample comments: international students

- *Too much theory and many theories are overlapped between subjects*
- *The units can be made denser in terms of offering more content, e.g. in the units Cultural Management and Risk Management*
- *Accounting: Lacking practical aspects, accounting course should relate more to the real practice*

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

- 10% of respondents expressed satisfaction with assessment practices across the faculty
- 5% considered that assessments tested their understanding, and related to coursework
- 5% appreciated the various types of assessment e.g. projects, thesis, group work

Suggested improvements

- 13% 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 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	Domestic	9%		8%	7%	13%	11%
	International		17%		10%	11%	2%
	All	10%	10%	7%	8%	8%	11%
Suggested improvements	Domestic		9%	10%	14%	9%	15%
	International		14%		4%	9%	11%
	All	7%	9%	7%	10%	13%	10%

By degree (2008 only)

	Areas of best practice			Suggested improvements		
	Domestic	International	All	Domestic	International	All
BCom	16%	7%	12%	16%	5%	12%
B Ec	6%	8%	7%	8%	17%	10%
BCom LibStud			14%			7%
BCom/LLB			0%			33%
BA/BCom			4%			12%
BSc/BCom			7%			15%
BE/BCom			14%			18%
B.Int.S			0%			25%
B Ec (Soc Sc)			8%			9%

6.2 Key issues for coursework graduates (CEQ 2008)

6.2.1 Areas of best practice

10% of respondents (45/465 comments received) who answered the open questions in the CEQ indicated that they were satisfied with the types of assessment used, including group assessments (5% or 22/465); and considered that their content reflected what they had been taught (5% or 21/465).

Sample comments: domestic students

- *Variety of assignments to display knowledge*
- *Regular assessments to track how each student was going. And a variety of assessments helps make the course more interesting*
- *Group assignments were a very valuable experience*

Sample comments: international students

- *Finance courses had various assessments which tested different academic and study techniques*
- *Good assessments which allowed us to test our knowledge*
- *Group project is challenging*

6.2.2 Suggested improvements

	Domestic (n=355)	International (n=110)	All (n=465)
Types of assessment			
- Students would prefer more variety in the types of assessment used	7%	3%	6%
- Group assessments were not appreciated by students			

By degree	Domestic	International	All
BEconomics - Types of assessment	3%	17%	7%
BCommerce/LLB - Types of assessment		20%	
- Marking		20%	
BArts/BCommerce - Types of assessment		12%	
BEngineering/BCommerce - Types of assessment		8%	
BInternational Studies - Types of assessment		10%	
- Marking		14%	

Sample comments: domestic students

- *less emphasis on group work/more longer assignments rather than lots of short essays*
- *The high level of group work became a problem. There were many free-loaders and it was difficult when the division of work between a group became inequitable. Because of the high weighting of group assessments in management an individuals overall mark may not be an accurate reflection of their true ability*
- *however the exam content was not related or similar to the textbook content. This should definitely be improved*

Sample comments: international students

- *Some tutors are very stringent in marking.*
- *lack of assessments meant it was hard to know where you stood with regards to the course*
- *To be more serious when staff are marking student's exam papers or assignments*

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.

244 respondents (197 domestic; 47 international) provided written observations on areas of best practice; 246 respondents suggested improvements (196 domestic; 50 international).

Generic Skills

Best practice

- 17% 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 Research and Inquiry cluster (6%)
- The remaining comments were evenly divided between: Ethical, Social and Professional Understanding (4%); Communication (2%); Personal and Intellectual Autonomy (2%); and Information Literacy (1%)

Suggested improvements

- 3% of comments received expressed dissatisfaction with this area of their experience

Good Teaching

Best practice

- 21% of comments received expressed satisfaction with teaching practices across the Faculty
- 11% of respondents appreciated the use of up-to-date teaching methods, interesting and engaging lectures, and the presence of useful learning resources

Suggested improvements

- 46% 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 21% of comments; whilst 8% related to the lack of clarity in instruction; and 7% would appreciate a more supportive and understanding staff
- 9% of respondents were concerned about the lack of timely and constructive feedback on work.

Overall Satisfaction

Best practice

- 4% of respondents provided comments relating to their overall satisfaction with the course: quality of degree; quality of students; and the relevant experience and knowledge of some academic staff.

Suggested improvements

- 4% of respondents provided comments that could be categorised as belonging to this KPI
- Areas of concern included: the quality of the degree; the entry standard of 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
- 20% appreciated the learning environment experienced during their studies: 13% 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; cultural diversity of the student body, and the small class sizes

Suggested improvements

- 19% 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 (9%); and class sizes (4%).

Curriculum

Best practice

- 37% of respondents appreciated the programme of study or curriculum offered by the Faculty, considering it relevant to their future profession
- 22% valued the ability to take a range of units both within and outside the faculty
- 12% expressed satisfaction with the online method of curriculum content e.g. through Blackboard.

Suggested improvements

- 30% 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

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

Suggested improvements

- 13% of respondents provided comments that could be categorised as belonging to this KPI
- The majority of comments (8%) related to the types of assessment used, including group assessment

Appropriate Workload

Best practice

- 2% of respondents expressed satisfaction with workload

Suggested improvements

- 4% of respondents considered the workload to be too high; and would appreciate a more equitable spacing of assessments.

Clear Goals and Standards

Best practice

- 2% of respondents expressed satisfaction with this area of their experience

Suggested improvements

- 3% of respondents provided comments that could be categorised as belonging to this KPI