



**The University of Sydney**

Faculty of Architecture, Design and Planning

Student experience of Learning and Teaching

Trends and key issues: Undergraduate students 2001-2007

October 2008

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## Glossary

The following terms and phrases are used throughout the report

SCEQ	Student Course Experience Questionnaire Administered to current students
CEQ	Course Experience Questionnaire Administered to graduates of previous year
Graduates	Students who completed the CEQ for 2007 i.e. graduated in 2006
Current students	Students who were studying at the University during 2007; from all years of the course
Faculty scores Percentage agreement	The percentage of current students/ graduates who either agreed or strongly agreed with relevant survey items in the SCEQ/ CEQ
Qualitative data Comments	Students written observations received in response to open ended questions in the surveys. Relate to aspects of best practice in degree experience and aspects in need of improvement
Percentage of comments received	The number of times an aspect is mentioned within the comments received from respondents is presented as a percentage of the total number of comments received

## Notes

### 1 Percentage of respondents providing written comments in SCEQ

The percentage of students providing written observations in their answers to the SCEQ declined significantly in 2007. In 2005, 79% of respondents supplied written comments in answer to the open questions; in 2007 just over half (56%) of respondents supplied written observations. This reflects the results for all faculties, with an average of 20-25% less respondents answering the open responses compared to previous years (2001 – 2003, 2005).

### 2 Analysis of qualitative data for CEQ 2007 (all students)

Less than 10 graduates provided written observations in their response to the CEQ in 2007. Since the minimum sample size recommended for statistical analysis of CEQ data is 20, there is no analysis of the qualitative data for the 2007 CEQ. This is indicated by the phrase *Too few comments for analysis* in the qualitative data comparative tables.

Due to the low number of written observations provided in 2007, and to preserve student confidentiality, the complete list of comments, as received, is at Attachment A. Broad areas of the student experience of learning and teaching mentioned are identified alongside each comment.

### 3 Analysis of data from international students

#### ***Student Course Experience Questionnaire (SCEQ): 2003 - 2007***

##### Quantitative data (Faculty scores): 2003 - 2005

Less than 20 international students responded to the SCEQ in 2003 and 2005. Since the minimum sample size recommended for statistical analysis of SCEQ data is 20, the scores in the quantitative charts for international students for 2003 and 2005 should be viewed with caution.

##### Qualitative data: 2005

Less than 10 international students who responded to the SCEQ in 2005 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 2005 have been excluded from the report. This is indicated by the phrase *Too few* in the comparative tables for qualitative data.

Qualitative data: 2007

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

**Course Experience Questionnaire (CEQ): 2006**

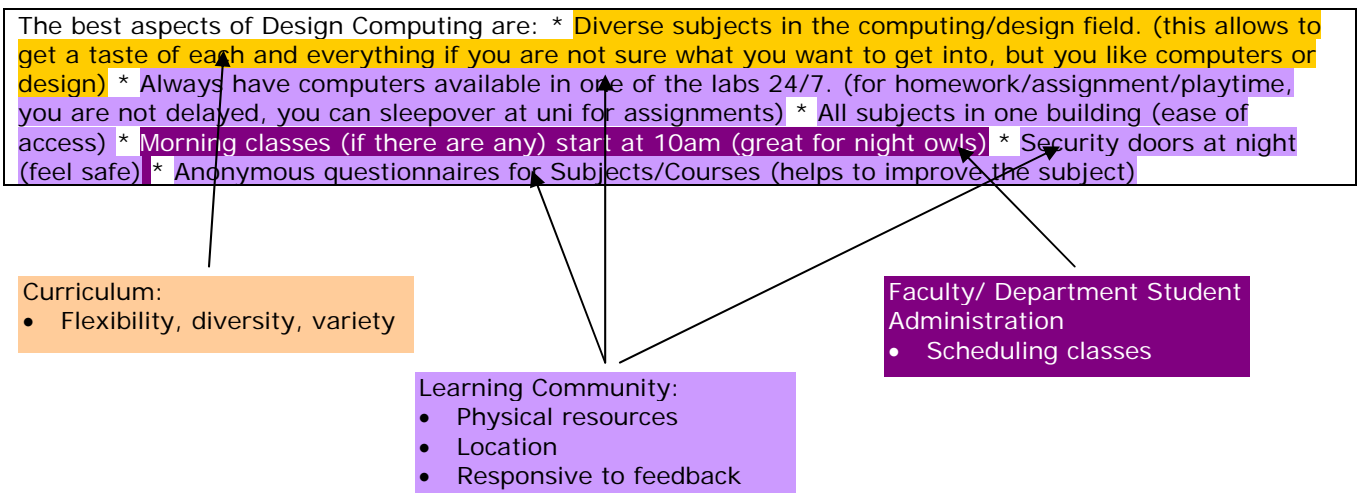
Less than 10 international students provided written observations in response to the CEQ in 2006. This is indicated by the phrase *Too few* in the qualitative data comparative tables.

**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.

**5 Analysis and counting of comments**

Each comment is analysed according to the *Taxonomy for analysing qualitative data from the SCEQ/ CEQ*<sup>1</sup>, 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 Curriculum (Flexibility, diversity, variety); Learning Community (Physical resources; Location; Responsive to feedback); and Faculty/ Department Student Administration (Scheduling classes) , the comment is counted ONCE in each of the relevant categories.



<sup>1</sup> Available from Quality Assurance Officer (Learning and Teaching)

## Executive summary

Data about the student degree experience in the Faculty of Architecture, Design and Planning is collected through the Course Experience Questionnaire (CEQ) (previous year's graduates) and the Student Course Experience Questionnaire (SCEQ) (current students).

Analysis of this data provides a comprehensive picture of trends in the student 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 experience provide evidence to support the Faculty (percentage agreement) scores, and provide detailed information about key issues in the areas of best practice or areas of concern.

The term "Faculty scores" refers to the proportion of current students/ graduates who either agreed or strongly agreed with the relevant survey items in the SCEQ/ CEQ for 2007.

## Key results

- Faculty scores for **Generic Skills** (KPI 7; Section 1)
  - for current students (SCEQ) are identical to 2005; and the lowest in the University
  - for graduates have decreased since 2004; and are the lowest in the University

Analysis of the qualitative data indicates that students are aware that they are developing the full range of University graduate attributes during their studies, with the main emphasis being on tasks and abilities associated with the attribute "Research and Inquiry".

- Faculty scores for **Good Teaching** (KPI 8; Section 2)
  - have increased by 7-9% for both current students (SCEQ) and graduates (CEQ)
  - for current students (SCEQ) is above the University average
  - for graduates (CEQ) is below the University average

Analysis of the qualitative data suggests that current students appear to be more satisfied with their experiences of teaching than in previous years. Whilst the percentage of comments suggesting improvements in teaching practices continues to exceed those indicating satisfaction; the difference between the two groups of comments is decreasing. In 2005, 17% more negative than positive comments were received; in 2007 this decreased to 11%, the smallest gap since analysis of the qualitative data commenced.

- Faculty scores for **Overall Satisfaction** (KPI 9; Section 3)
  - have increased for current students (SCEQ) and are currently at 71%
  - have decreased for graduates (CEQ) and currently sit at 43%
  - are below the University average both current students and graduates

The majority of comments received from current students (SCEQ) on this aspect referred to the knowledge, qualifications and experience of academic staff. More comments were received which considered improvements needed to be made in this aspect of their experience than those that expressed satisfaction.

- Faculty scores for **Learning Community** (Section 4)
  - are 63% for current students (SCEQ)
  - are higher than the University average
  - have increased by 9% since 2005

Analysis of the qualitative data from both current students (SCEQ) indicates that students are becoming increasingly satisfied with the learning environment they are experiencing in the Faculty. The small size of the Faculty, and consequential close-knit student groups, generates a feeling of community and belonging not seen in other larger faculties; students appreciate the facilities available to them; and enjoy the experiences of being able to discuss and provide feedback on each others projects in studio sessions.

- Faculty scores for **Curriculum (qualitative data only)** (Section 5)
  - for current students (SCEQ) are evenly divided between those expressing satisfaction and those suggesting improvements

- Faculty scores for **Appropriate Assessment** (Section 6)
  - SCEQ score of 76% is the highest in the University
- Faculty scores for **Appropriate Workload** (Section 7)
  - are higher than the University average of 23%
  - place the Faculty in the top third of faculties
- Faculty scores for **Clear Goals and Standards** (Section 8)
  - are lower than the University average
  - have increased since by 4% since 2005
  - are higher for international students than domestic students.

In relation to comments received which mention aspects of Clear Goals and Standards, 18% of current students (SCEQ) were dissatisfied with the lack of clear aims and objectives, and the lack of clarity regarding expectations of the standard of work expected, particularly in relation to assessments.

- Faculty scores for **Faculty/ Department Student Administration** (Section 9)
  - are at 74% for current students (SCEQ)
  - are higher than the University average
  - have improved considerably since 2002

The main focus of comments received from current students in 2007 was the constant changing of the timetable; and the lack of effective communication procedures, particularly in relation to cancellation of classes.

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*October 2008*

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## Conceptual framework

### Student Evaluation of Teaching Surveys

The University Student Course Experience Questionnaire (SCEQ) and the DEEWR/ GCA Course Experience Questionnaire (CEQ) are designed to collect quantitative and qualitative data about students' perceptions of the quality of teaching and learning in their degree courses.

In both surveys 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 provide written comments on the best aspects of their degree experience and those that could be improved.

Quantitative and qualitative data from the CEQ and the SCEQ 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.

#### *Difference between SCEQ and CEQ*

Both surveys are administered by the Institute for Teaching and Learning. The SCEQ is distributed to a stratified sample of current students (i.e. all years of study, all degrees). The CEQ is distributed to all graduates of the University in the year following graduation.

### Focus of the Trend Analysis Report

Based on the answers to these surveys, this report seeks to provide an analysis of observable trends in the student experience of learning and teaching in the Faculty of Architecture, Design and Planning between 2001 and 2007. The report also provides detailed information on the key issues highlighted in the analysis of the 2007 SCEQ and CEQ qualitative data. Reliable qualitative data for international students did not become available until the 2005 SCEQ.

Information is arranged by Key Performance Indicators (7: Generic Skills; 8: Good Teaching; and 9: Overall Satisfaction) plus additional factors (Learning Community; Curriculum; Assessment; Workload; Clear Goals and Standards; and Faculty/ Department Student Administration) which, taken together, comprise the student experience of learning and teaching in the Faculty.

When reading this report, it should be noted that the absence of favourable comments on a particular aspect of learning and teaching does not reflect student dissatisfaction on the relevant topic. Rather, it could be interpreted that the students are happy with their experiences, and prefer to focus on providing written observations on areas in need of improvement. Also of note is that students are increasingly providing constructive observations, and often mention more than one aspect of their experiences in these comments.

# 1 Generic Skills (KPI 7)

## Definition

Generic Skills includes:

- 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)

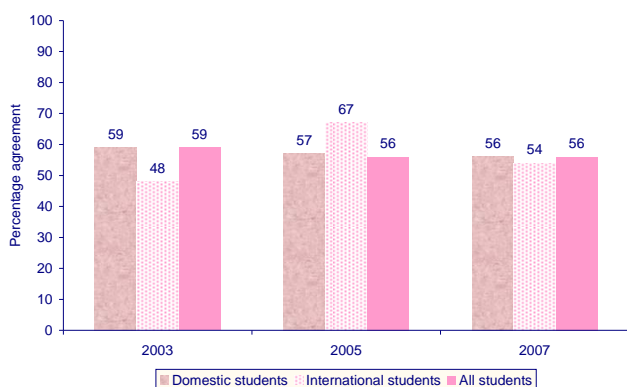
## Trends

Faculty scores for Generic Skills for current students (SCEQ) are identical to those for 2005, but lower than in previous years. The current score of 56% is equal lowest in the University. For graduates (CEQ), scores have decreased substantially since 2004, and currently sit at 46%, which is 11% lower than in 2006, and the lowest in the University. The University average for Generic skills is 66% for current students and 69% for graduates.

Analysis of the qualitative data indicates that students are aware that they are developing the full range of University graduate attributes during their studies, with the main emphasis being on tasks and abilities associated with the attribute "Research and Inquiry".

### 1.1 Comparative results: Quantitative data 2001–2007

The following tables show the proportion of students who either strongly agreed or agreed with relevant survey items for Generic Skills in SCEQ and the CEQ.



1.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)



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

### 1.2 Comparative results: Qualitative data 2001–2007

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 the student satisfaction with the development of University graduate attributes / generic skills between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007	
Areas of best practice	Domestic	n/a	n/a	n/a	17%	19%	8%		
	International	n/a	n/a	n/a	<i>Too few</i>	12%	<i>Too few</i>		
	<b>All</b>	<b>12%</b>	<b>25%</b>	<b>18%</b>	<b>17%</b>	<b>18%</b>	<b>8%</b>	<i>Too few comments for analysis</i>	
Suggested improvements	Domestic	n/a	n/a	n/a	11%	12%	15%		
	International	n/a	n/a	n/a	<i>Too few</i>	0%	<i>Too few</i>		
	<b>All</b>	<b>2%</b>	<b>3%</b>	<b>6%</b>	<b>11%</b>	<b>12%</b>	<b>17%</b>		

### 1.3 Key issues for current coursework students (SCEQ 2007)

#### 1.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=135)	International (n=17)	All (n=152)
<b>Research and inquiry</b>			
- The capacity to make decisions and solve problems	7%	0%	7%
- Development of analytical skills			
- Ability to apply critical judgement and thinking			
- Recognition of knowledge boundaries			

#### Sample comments: domestic students

- *This course doesn't only help me to improve my knowledge, but also it develops my personal skills such as writing, verbal skills and ability to stand under the pressure of hard working. It may help me in the future by various way*
- *The tutors that I've had XXX and XXX have enriched my work, challenged and developed my critical thinking*
- *A healthy studio culture fosters a steady exchange of ideas and a group work ethic. We have this to some extent in Architecture, and the faculty is very open to the independent exploration of ideas.*
- *The program is good as it seeks encourage students to think about social, cultural and environmental aspects of design that could otherwise be forgotten. This has challenged many students who would have otherwise not thought about these things, and made a real difference to their education*

#### Sample comments: international students

- *communication: because I have presentation and discussion with my tutors - brainstorming ideas*
- *the variety of skills that we are developing*

#### 1.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=131)	International (n=16)	All (n=147)
<b>Ethical, social, professional understanding</b>			
- Discipline/ professional skills were not developed/ taught	7%	0%	7%
- Industry experience would be appreciated			

#### Sample comments: domestic students

- *I think students should be encouraged to utilise the industry-related programs that are available, possibly through brief exposure much earlier in the degree and then building on these skills later on*
- *It would have been good to have more focus on gaining solid technical skills in CAD and graphic skills. I took electives in some of these but it should be integrated in the course*
- *More computer science is definitely needed. The difference between the skill set required during the coursework portion and the honours portion was worlds apart; we needed more explanations and workshops on AI and agents.*
- *more support could be given in helping teach us specific techniques, e.g. modelling / drawing / cad / sketching / time management... depending on what various people are weak at, rather than briefly and very broadly touching on these subjects, in a way that it is hard to relate to our current work*
- *I believe more time should be designated to students using the workshops and developing a general understanding of materials and construction - something that is very important in our future careers. So many people finish an architecture degree and still can't even work out how to make a few pieces of wood stand up...?*
- *More classes on how to use computer software for architecture*

## 2 Good Teaching (KPI 8)

### Definition

Good Teaching includes:

- Good teaching experiences (interesting, teaching methods, discussions encouraged etc)
- Motivating teaching (enthusiasm, passion of teachers)
- Concern and care for student learning
- Good explanations received (includes English language proficiency of teachers)
- Feedback on work (timely, constructive)

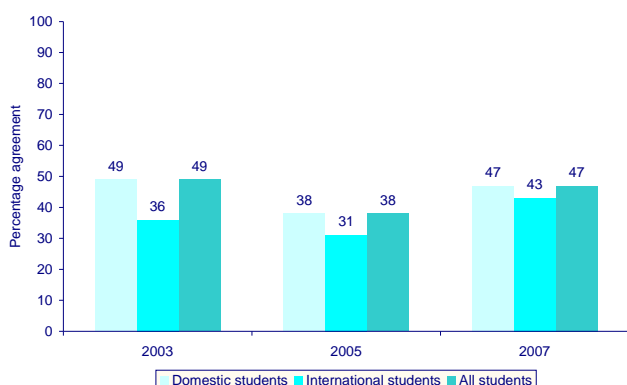
### Trends

Faculty scores for Good Teaching in 2007, for both current students (SCEQ) and graduates (CEQ) have increased by 7-9% since the previous survey. The current SCEQ score of 47% is above the University average of 44% and places the Faculty in the top third of all faculties. For graduates (CEQ), the 2007 score of 47% is lower than the University average of 48% and places the Faculty in the middle range of faculties.

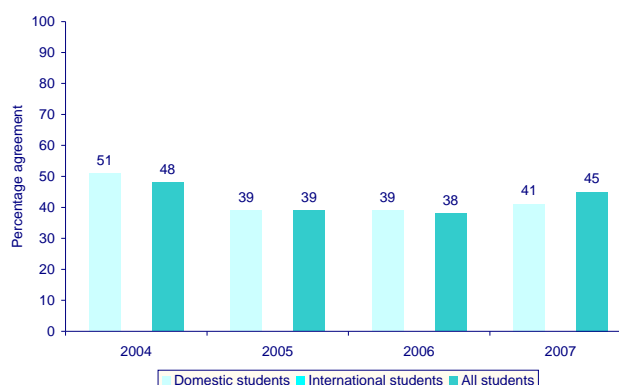
Analysis of the qualitative data suggests that current students appear to be more satisfied with their experiences of teaching than in previous years. Whilst the percentage of comments suggesting improvements in teaching practices continues to exceed those indicating satisfaction; the difference between the two groups of comments is decreasing. In 2005, 17% more negative than positive comments were received; in 2007 this decreased to 11%, the smallest gap since analysis of the qualitative data commenced.

### 2.1 Comparative results: Quantitative data 2001–2007

The following tables show the proportion of students who either strongly agreed or agreed with relevant survey item statements for Good Teaching in the SCEQ and the CEQ.



2.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)



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

### 2.2 Comparative results: Qualitative data 2001–2007

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 student experience of Good Teaching between 2001 and 2007, as indicated in the responses to open questions in the SCEQ and the CEQ.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	31%	29%	21%	
	International	n/a	n/a	n/a	<i>Too few</i>	18%	<i>Too few</i>	
	<b>All</b>	<b>22%</b>	<b>18%</b>	<b>20%</b>	<b>30%</b>	<b>28%</b>	<b>20%</b>	<i>Too few comments for analysis</i>
Suggested improvements	Domestic	n/a	n/a	n/a	48%	36%	42%	
	International	n/a	n/a	n/a	<i>Too few</i>	63%	<i>Too few</i>	
	<b>All</b>	<b>42%</b>	<b>40%</b>	<b>39%</b>	<b>47%</b>	<b>39%</b>	<b>40%</b>	

## 2.3 Key issues for current coursework students (SCEQ 2007)

### 2.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=135)	International (n=17)	All (n=152)
<b>Good teaching experiences</b>			
- Use of innovative and up to date teaching methods and techniques			
- Ability to keep students interested in the subject	10%	0%	9%
- Encouragement to participate in discussions during lectures and tutorials			
- Learning resources are up to date, and relevant to curriculum			
<b>Concern and care for student learning</b>			
- Students felt supported in their learning; help and advice readily available	8%	12%	9%
- Lecturers understood problems and difficulties of students (academic and personal)			
<b>Sample comments: domestic students</b>			
- <i>Lecturers and tutors are very caring and supportive which means that you feel you are supported during the learning process</i>			
- <i>History lectures - feel like you're actually learning, not boring</i>			
- <i>design practice parts and discussion with tutors because they're the most engaging</i>			
<b>Sample comments: international students</b>			
- <i>And some tutors are kind enough to help me solve problems in not only academic studies but also some other aspects, they know very well how to encourage students to learn</i>			
- <i>lecturers, tutors, students are all very friendly - easy to communicate study is very interesting- the process of design is interesting</i>			
- <i>Some tutors are pretty good at guiding students to learn instead of telling us to learn, and these tutors are really inspiring</i>			

### 2.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=131)	International (n=16)	All (n=147)
<b>Good teaching experiences</b>			
- Teaching methods used are outdated; Lectures were boring	11%	19%	12%
- Discussions of issues raised during lectures and tutorials are not encouraged			
- Learning resources are out of date, and not relevant to curriculum			
<b>Concern and care for student learning</b>			
- Students did not feel supported in their learning; help and advice readily available	8%	13%	9%
- Lecturers did not understand problems and difficulties of students (academic and personal)			
<b>Good explanations received</b>			
- Instructions and explanations are not easy to understand	6%	19%	7%
- Lecturer's are not proficient in the English language			
<b>Feedback on work (from staff to students)</b>			
- Comments on work are not constructive; do not explain where mistakes occur that can be rectified.	7%	6%	7%
- Marks only supplied, no comments			
- Feedback is untimely and not helpful			
- Perceived lack of staff effort in provision of feedback on assessment			

Current students (SCEQ 2007)	Domestic (n=131)	International (n=16)	All (n=147)
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## Sample comments: domestic students

- *In the second degree - Bachelor of Architecture - the coordination and feedback could have been a lot better and more prompt. Both semesters last year had us waiting a month or more after we finished to get our results. This didn't even include written feedback as promised. I found this very detrimental to my experience as I couldn't comprehend how the marks had been arrived at - having been used to this being explained in written feedback. When I enquired about the written feedback that would have helped clarify my results, I was told that that was my responsibility to acquire, and since this would be virtually impossible for me to get, that it wouldn't be forthcoming*
- *Lecturing in our structures course has been extremely dull. ?? ?? has seemed bored and disinterested himself, in what he is teaching and this has had a similar effect on students which has led to very low attendance in his lectures. As far as I know there is no textbook specified for this subject and although ?? provides worksheets and answers for various topics he has not adequately show the process of getting to the answer and the working out. I believe he could have gone to more lengths to make his subject enjoyable and understandable*
- *Not happy with some of the lecturers, and that would be top priority in improvements. (Their way of lecturing is utterly boring and could be done better. The content they present could be made to be more interesting. I know because I was fortunate to have a subject taught by 2 comparatively different lecturer and I was able to compare. Some have a monotone voice (great if you can't sleep), some have incomprehensible English accent (and soft voice) ). Having studied almost 3 years in my degree and almost completing it, I only find 1 or 2 lecturers exceptionally stand out, while others are ok, and very dissatisfied with 5 lecturers*

## Sample comments: international students

- *the tutors in this course are carefully chosen, and are specialised in the field. some of them are decently good, beyond my expectation. however, not every tutor is being 'helpful' in the sense that they/he/she provide/s is not giving advice so as to improve my design; it rather feels like the tutor disproves and makes it really confusing, and a hard time for the students to keep going*
- *The quality of lectures and lecturers were not up to standard. Most of the lectures consisted of pictures/diagrams. Instead energy should be focused on tutoring/project work*
- *the lecturers are not putting any effort to make the students understand the subject*

### 3 Overall Satisfaction (KPI 9)

#### Definition

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

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

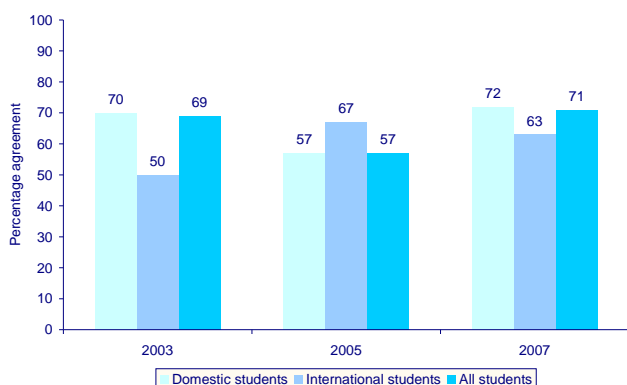
#### Trends

There is a considerable difference in the Faculty scores for Overall satisfaction between current students (SCEQ) and graduates (CEQ). Whilst the scores for current students have increased since 2003, and currently sit at 71%; those for graduates have decreased considerably since 2004, and currently sit at 43%. The University average for current students is 73% and for graduates is 71%.

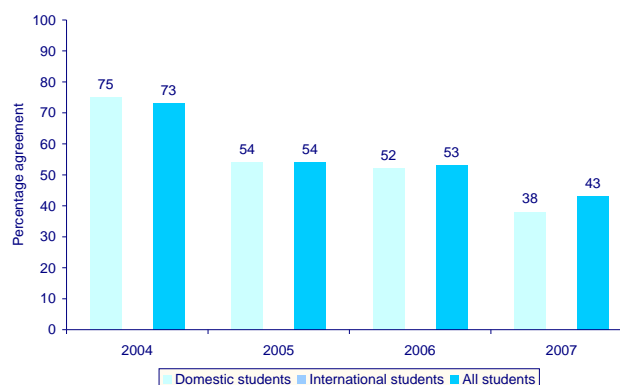
The majority of comments received from current students (SCEQ) on this aspect referred to the knowledge, qualifications and experience of academic staff. More comments were received which considered improvements needed to be made in this aspect of their experience than those that expressed satisfaction.

#### 3.1 Comparative results: Quantitative data 2001–2007

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 SCEQ and the CEQ.



3.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)



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

#### 3.2 Comparative results: Qualitative data 2001–2007

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.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	6%	6%	3%	<i>Too few comments for analysis</i>
	International	n/a	n/a	n/a	<i>Too few</i>	0%	<i>Too few</i>	
	<b>All</b>	<b>14%</b>	<b>17%</b>	<b>17%</b>	<b>6%</b>	<b>5%</b>	<b>3%</b>	
Suggested improvements	Domestic	n/a	n/a	n/a	19%	11%	13%	<i>Too few comments for analysis</i>
	International	n/a	n/a	n/a	<i>Too few</i>	6%	<i>Too few</i>	
	<b>All</b>	<b>17%</b>	<b>16%</b>	<b>7%</b>	<b>20%</b>	<b>10%</b>	<b>12%</b>	

### 3.3 Key issues for current coursework students (SCEQ 2007)

#### 3.3.1 Areas of best practice

##### Current students (SCEQ 2007)

4% of current students (i.e. 6/152 comments received) mentioned that they were satisfied with the course in general, and with the qualifications, experience and knowledge of academic staff. No international students commented on this area of their experience.

Sample comments: domestic students

- *Its a pleasant place to be and good place for professional learning*
- *experience of the teaching staff - their ability to explain reality - they're in touch with what's going on in the real world and they're able to transfer their wisdom to the students staff I've come across are very authentic, sincere and capable the tutoring staff range in their quality.*
- *The teaching material is good and the external consultants who come over are very good. They enrich the course*
- *Studio. The opportunity to work with amazing tutors who are clearly very talented in the field.*
- *interesting, really hard to be bored - always having to solve problems and think about stuff*
- *creativity, group work, easy going, learning through others, bouncing ideas around with others, enjoy doing the course*

#### 3.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=131)	International (n=16)	All (n=147)
------------------------------	------------------	----------------------	-------------

Staffing issues

- |   |     |    |     |
|---|-----|----|-----|
| - Staff were not qualified to teach at tertiary level       | 10% | 6% | 10% |
| - Relevant and up to date knowledge of lecturers and tutors |     |    |     |
| - Staff were not experienced in the discipline              |     |    |     |
| - Professionalism of staff is questioned                    |     |    |     |

Sample comments: domestic students

- *More time with lecturers. Access to a broader range of working professionals for tutoring and advice*
- *Tutors should be better trained at teaching*
- *The design tutors should be more thoroughly interviewed to assess their teaching skills*
- *The quality of the tutors varies a great deal. Some are completely unqualified to teach. Some teaching staff exhibit distinct prejudicial and nepotistic behaviour. There should be more visiting staff from industry and other institutions. Architects with recognised ability should be invited to teach rather than underemployed graduates with limited design or teaching experience*
- *The professionalism of some of the staff is questionable at times. More accountability in terms of meeting deadlines, returning marked work, course organisation. These qualities are all expected of students, but not always delivered by staff*

Sample comments: international students

- *choice of lecturers. Many have been assigned courses that they can't teach effectively and it was very hard for students to understand the course materials*

## 4 Learning Community

### Definition

Learning Community includes the following:

- Learning environment (exploration of academic interests with staff and students (tutorials, laboratory work; belonging to a community, social experiences; cultural diversity; equity issues)
- Location/ isolation (affiliated campuses, hospitals, institutes)
- Induction and orientation
- Responsiveness to student feedback
- Physical resources (physical facilities; library)

### Trends

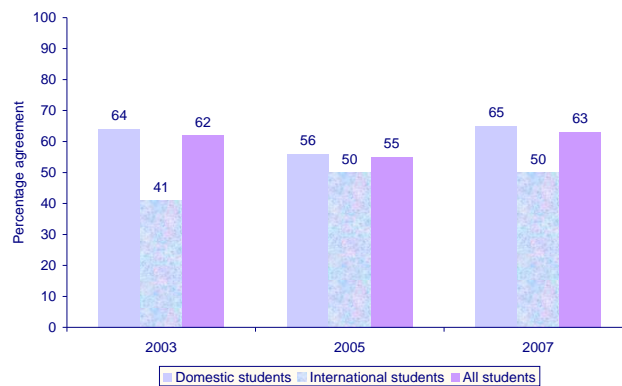
63% percent of students either agreed or strongly agreed with SCEQ survey items on the Learning Community. This represents an increase of 9% since 2005, and is almost identical to the 2003 score. The University average for Learning Community is 58%.

Analysis of the qualitative data from both current students (SCEQ) indicates that students are becoming increasingly satisfied with the learning environment they are experiencing in the Faculty. The small size of the Faculty, and consequential close-knit student groups, generates a feeling of community and belonging not seen in other larger faculties; students appreciate the facilities available to them; and enjoy the experiences of being able to discuss and provide feedback on each others projects in studio sessions.

#### 4.1 Comparative results: Quantitative data SCEQ 2003–2007

The following table show the proportion of students who either strongly agreed or agreed with survey item statements on Learning Community in the Student Course Experience Questionnaire.

Note: The Learning Community Scale is not included in the Course Experience Questionnaire (CEQ).



4.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)

#### 4.2 Comparative results: Qualitative data 2001–2007

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 student experience of the Learning Community between 2001 and 2007.

	SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	60%	73%	49%	<i>Too few comments for analysis</i>
	International	n/a	n/a	<i>Too few</i>	88%	<i>Too few</i>	
	<b>All</b>	<b>32%</b>	<b>32%</b>	<b>38%</b>	<b>59%</b>	<b>75%</b>	
Suggested improvements	Domestic	n/a	n/a	22%	27%	13%	<i>Too few comments for analysis</i>
	International	n/a	n/a	<i>Too few</i>	31%	<i>Too few</i>	
	<b>All</b>	<b>19%</b>	<b>11%</b>	<b>16%</b>	<b>21%</b>	<b>28%</b>	

### 4.3 Key issues for current coursework students (SCEQ 2007)

#### 4.3.1 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=135)	International (n=17)	All (n=152)
<b>Learning environment</b>			
- Benefited from being in a small faculty/ degree group	42%	65%	45%
- Academic interests were being explored with staff and students e.g. in tutorials; during laboratory work			
- Class sizes were satisfactory			
<b>Physical resources</b>			
- Library services are satisfactory	28%	24%	28%
- Computer facilities/ laboratories /physical studio space acceptable			

#### Sample comments: domestic students

- *The study environment of my course is very good because the design students have design studios for specific year groups which unites all the students and provide them with a spacious well-lit area to do their work without being disturbed by students in other year groups in the faculty*
- *To be frank: the most amazing aspect of this course is the community. I feel that there is an effort to encourage a sense of community on campus, but I also believe that this effort would benefit from some kind of coherence. First years must be encouraged to spend time together outside of studio hours. Aside from encouraging better long-term professional networking, there are many short-term benefits from this kind of interaction, including encouraging better team work, which is one of the major goals of the university*
- *Computer labs, they have all the software that I could possibly need and not get for my personal use at home, as well as using them 24 hours a day. the workshop has everything I need though the hours are sometimes tricky. The architecture library is a great resource and a perfect place to sit and learn*

#### Sample comments: international students

- *Design project and studio set-up - large open work space with good facilities, small groups with adequate contact time with professional architect tutors and a feeling we can approach any staff member outside of timetable slots*
- *The best aspect of my degree is that I can meet different tutors from different countries with different design ideas, which is critically important to the study of designing*
- *One of the good aspects of this degree was the Studio environment, which encourages interaction between students, as it is found that the best learning usually comes from classmates rather than tutors.*

#### 4.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=131)	International (n=16)	All (n=147)
<b>Learning environment</b>			
- Academic interests were not explored with staff and students e.g. in tutorials; during studio sessions	17%	13%	16%
- Class sizes too large for productive discussions			
- Discrimination and equity issues have arisen during course			
<b>Physical resources</b>			
- Physical facilities inadequate	11%	19%	12%
- Library services unsatisfactory			

#### Sample comments: domestic students

- *I think our other design practice subjects (communications and construction) have too many people in the tutorials. The communications tutorials were too short to comprehend what was required. They were so short and fast that you barely had time to follow the instructions. Construction was similar in that there was probably one tutor to 40 people and so therefore it was difficult to get any help when required.*
- *In some cases, I feel that the design studio is often rushed, and would creatively appreciate the opportunity to spend more time in experimentation. Perhaps this could be managed by splitting the year into modules so students get a long module and a short module, and the course could be run as a year rather than as two completely separate semesters*
- *Also I wish there were more copies of books in the architecture library I always find that the books I want are out!!!*

Current students (SCEQ 2007)	Domestic (n=131)	International (n=16)	All (n=147)
------------------------------	---------------------	-------------------------	----------------

Sample comments: international students

- *Another thing is that I found some teaching stuffs might have prejudice on Asian students, as an overseas student from Asia, I sometimes feel bullied by these people. And sometimes they are using strong languages in teaching time, I understand this may be the AUSTRALIAN way to be FRIENDLY to people but I would see this as assaults to me. And all of these can discourage my interest and desire to study*
- *The Computer Labs could have more air conditioners, because it is really hot over there. And it's also not good for the computers*
- *The studios are also ridiculously underused when no tutorials are on - which is generally once / twice per week. This could be due to the lack of facilities to support use of studio space outside normal hours - e.g. coffee maker, couch + TV, etc*

## 5 Curriculum

### Definition

Student perceptions of the Curriculum used in their degree course include:

- 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
- Practical components of degree course<sup>2</sup>

### Trends

In 2007 the percentage of comments received on various aspects of the curriculum were evenly divided between those expressing satisfaction and those suggesting improvements. Whilst students appreciated the flexibility of the course structure, the wide range of electives available, and the practical components of the course; they expressed concern about the lack of integration between subjects.

Note: Specific items on Curriculum are not included in either the SCEQ or CEQ. Therefore no comparative quantitative data is available for this aspect of the student experience. Due to the high proportion of student comments on the delivery, content, structure and relevance of the curriculum this important aspect of the student experience has been included as a separate item in reports since 2002.

#### 5.1 Comparative results: Qualitative data 2001–2007

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 student experience of Curriculum between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	38%	31%	53%	
	International	n/a	n/a	n/a	<i>Too few</i>	35%	<i>Too few</i>	<i>Too few</i>
	<b>All</b>	<b>40%</b>	<b>40%</b>	<b>37%</b>	<b>39%</b>	<b>32%</b>	<b>54%</b>	<i>Too few</i>
Suggested improvements	Domestic	n/a	n/a	n/a	40%	33%	38%	<i>analysis</i>
	International	n/a	n/a	n/a	<i>Too few</i>	38%	<i>Too few</i>	
	<b>All</b>	<b>30%</b>	<b>36%</b>	<b>32%</b>	<b>41%</b>	<b>33%</b>	<b>37%</b>	<b>31%</b>

#### 5.2 Key issues for current coursework students (SCEQ 2007)

##### 5.2.2 Areas of best practice

Current students (SCEQ 2007)	Domestic (n=135)	International (n=17)	All (n=152)
<b>Content and structure</b>			
- Students are satisfied with the content and structure of whole degree program/ individual units of study	14%	12%	14%
- Subject content is relevant to work/ career and industry requirements			
<b>Flexibility, diversity, variety</b>	8%	6%	8%
- Students appreciate the range of subjects available			
<b>Practical components of curriculum</b>	9%	18%	10%
- Satisfaction with practical components of curriculum			
- Appreciated mix of theory and practical			

<sup>2</sup> Development of practical skills included in Generic Skills: Professional Skills and Experience

Current students (SCEQ 2007)	Domestic (n=135)	International (n=17)	All (n=152)
------------------------------	---------------------	-------------------------	----------------

Sample comments: domestic students

- *Learning about the history behind different buildings through-out time and try to use your new understanding, learning etc on designs of your own for very different uses*
- *the wide range of different aspects and practices of design and computing. because it helps us decide what we can do/what we enjoy in the industry and how all the different aspects are integrated*
- *The design aspect of the degree is best. We are able to delve into whatever we're interested in and develop a scheme. The requirements are very loose so we can really present any way possible to most effectively represent our thoughts and ideas*

Sample comments: international students

- *The studio section is kind of the pathway leading to the professional practice of Architecture*
- *very practical have up-to-date information*
- *The flexibility of the course in terms of time management and courses that can be taken*

### 5.2.3 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=131)	International (n=16)	All (n=147)
------------------------------	---------------------	-------------------------	----------------

Content and structure

- |  |     |     |     |
|--|-----|-----|-----|
| - Unhappy with content and structure of whole degree program/<br>individual units of study | 22% | 31% | 23% |
| - Subject content is not relevant to work/ career and industry<br>requirements             |     |     |     |

Sample comments: domestic students

- *more integration between courses, subjects. sometimes there's conflicting information*
- *I think there should be a stronger link between units of study within the course. Connections between units of study and the studio project are often made but it can be helpful if they were more emphasised, provided it does not significantly disrupt the content of the subjects. I also think there should be an earlier and stronger focus on the communications module of the degree and its relevance to the profession.*
- *The first year of the program suffered from a lack of direction in terms of the smaller units of study within design practice. The communication skills necessary for expression in architectural terms did not have a foundation level nor did it progress in a logical way. The other unfortunate aspect of the communication unit of study was the lack of compulsory CAD study-both in 2 and 3D*

Sample comments: international students

- *There is also a lack of contact with cutting-edge research in the field. The field of Architecture is constantly being re- defined, however our course does not seem to promote exploration of new ideas. I understand there is a need to be relevant to what the industry expects from graduating students - which is pragmatic/ practical thinking - However at the university level there is a desire for students to explore new concepts/ideas, And I believe this course did not promote this 'desire' for constant research*
- *Being a Bachelor of Design I expected more 'design theory' lectures and tuition as opposed to the learning by precedents which aren't always fully explained*
- *the way how the course organised and the reduction of the amount of work load*

## 6 Appropriate Assessment

### Definition

Appropriate Assessment includes:

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

### Trends

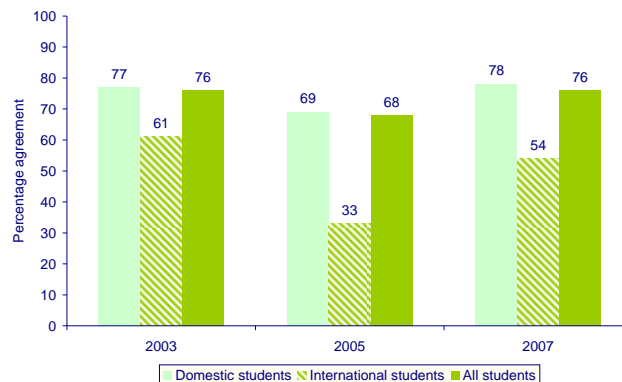
The percentage agreement scores for Appropriate Assessment (76%) in the 2007 SCEQ is the highest in the University. The University average is 55%.

Evidence from the SCEQ qualitative data supports this result, with 7% of comments received from current students appreciating the types of assessments used (exams, projects, etc); the pass/ fail system in first year; and the interesting and challenging nature of the assessments.

#### 6.1 Comparative results: Quantitative data SCEQ 2003-2007

The following tables show the proportion of students who either strongly agreed or agreed with survey item statements on appropriate assessment in the SCEQ.

NB: The Appropriate Assessment Scale is not included in the Course Experience Questionnaire (CEQ).



6.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)

#### 6.2 Comparative results: Qualitative data 2001–2007

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 student experience of Appropriate Assessment between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007	
Areas of best practice	Domestic	n/a	n/a	n/a	8%	7%	7%		
	International	n/a	n/a	n/a	<i>Too few</i>	0%	<i>Too few</i>		
	<b>All</b>	<b>7%</b>	<b>2%</b>	<b>4%</b>	<b>8%</b>	<b>7%</b>	<b>7%</b>	<i>Too few comments for analysis</i>	
Suggested improvements	Domestic	n/a	n/a	n/a	9%	6%	8%		
	International	n/a	n/a	n/a	<i>Too few</i>	0%	<i>Too few</i>		
	<b>All</b>	<b>5%</b>	<b>7%</b>	<b>7%</b>	<b>8%</b>	<b>5%</b>	<b>8%</b>		

## 6.3 Key issues for current coursework students (SCEQ 2007)

### 6.3.1 Areas of best practice

#### Current students (SCEQ 2007)

7% of students (i.e. 10/152 comments received) who responded to the SCEQ appreciated the types of assessments used (exams, projects, etc), the pass/ fail system in first year, and the interesting and challenging nature of the assessments. There were no comments from international students on this area of their experience.

Sample comments: domestic students

- *I think the projects have been interesting and challenging and we have already improved our skills a lot in this area*
- *The best aspect of this course is that the grading system takes into account work done throughout the semester and the end of year exams are only a small percentage of the overall marks. I feel this is good because my grades will reflect research, application, creativity and consistency rather than the results of 1 or 2 exams*
- *I like the creation of a semester long project and developing a concept and a prototype*
- *The freedom and independence. As there are no exams so it saves me last moment cramming*
- *No exams. I feel that subject material is better tested through assignments rather than exams, where memorising facts, rather than understanding the material, is encouraged. Students should demonstrate what they understand through practical work*
- *the first year is pretty much pass or fail, just getting used to uni, not thrown in the deep end with competitive marks*

### 6.3.2 Suggested improvements

#### Current students (SCEQ 2007)

5% of students (i.e. 8/147 comments received) who responded to the SCEQ expressed dissatisfaction with the pass/ fail system of marking assignments, group projects, and the lack of variety in project tasks. There were no comments from international students on this area of their experience.

Sample comments: domestic students

- *there should be some variation in the scale of our design projects from semester to semester. so instead of every semester planning a large facility, we should occasionally design something much smaller like a dwelling, but take its resolution down to the details so that we know how to build it*
- *The idea of 'pass/fail' grades as opposed to indicative bands i.e. F, P, C, D, HD - it was said that the 'pass/fail' system was implemented to create a non-competitive environment amongst first year students, however I feel that this falsifies the reality of any situation where everything that a person does is based on some sort of competition - how can approximately 110 students who spent year 12 competing for a UAI of 93.15 or above in order to be accepted into the course suddenly be thrown into a non-competitive environment and still be expected to produce their best work? It is ridiculous, and knowing that next year this will change in second year simply defeats the purpose of the non-competitive first year anyway*
- *I think more variety in the types of projects could be good - or ways in which students can develop their own brief for projects, I feel this could actually activate people more and come up with some really interesting projects and ideas*
- *Group work- totally unlike working in real world as team work has single goal (the result) but uni group work has individual goal (individual grade). This critical difference means group work painful. Suggest group work grade separate but related to individual grade- EG if group achieves HD, individual's overall grade boosted by 10%*
- *Many students feel that the tasks we are set lack meaning or don't teach us much, and the lack of detailed feedback doesn't help in this regard*
- *There has been way too much group work in Year 4 and 5 - and clearly only for the benefit of reducing the lecturers marking workload*

## 7 Appropriate Workload

### Definition

Appropriate Workload includes:

- 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

### Trends

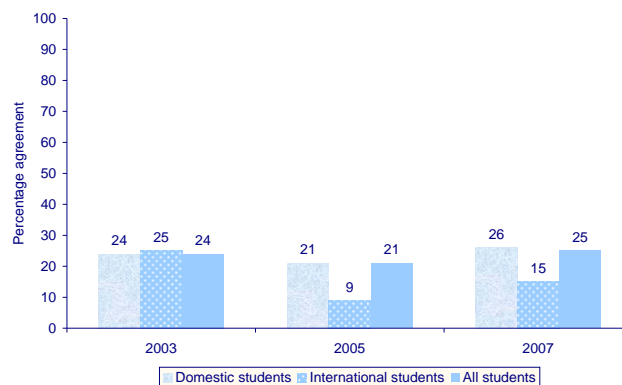
The percentage agreement scores for Appropriate Workload (25%) in the 2007 SCEQ is higher than the University average of 23%, and places it in the top third of faculties.

Analysis of the qualitative data indicates that students are concerned about the lack of time to complete projects, and the simultaneous due dates of assignments.

### 7.1 Comparative results: Quantitative data 2003–2007

The following tables show the proportion of students who either strongly agreed or agreed with survey item statements on Appropriate Workload in the Student Course Experience Questionnaire (SCEQ).

NB: The Appropriate Workload Scale is not included in the Course Experience Questionnaire (CEQ).



6.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)

### 7.2 Comparative results: Qualitative data 2001–2007

The following table provides an indication of trends in the student experience of Appropriate Workload between 2001 and 2007, as indicated in the responses to open questions in the SCEQ and the CEQ.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	1%	1%	0%	<i>Too few comments for analysis</i>
	International	n/a	n/a	n/a	<i>Too few</i>	0%	<i>Too few</i>	
	<b>All</b>	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>	
Suggested improvements	Domestic	n/a	n/a	n/a	9%	10%	3%	<i>Too few comments for analysis</i>
	International	n/a	n/a	n/a	<i>Too few</i>	19%	<i>Too few</i>	
	<b>All</b>	<b>16%</b>	<b>11%</b>	<b>14%</b>	<b>9%</b>	<b>11%</b>	<b>3%</b>	

### 7.3 Key issues for current coursework students (SCEQ 2007)

The main issues raised by current students related to the amount of work that was required in their courses e.g. the overwhelming workload; short time allowed to develop projects; 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

### Definition

Clear Goals and Standards includes:

- 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).

### Trends

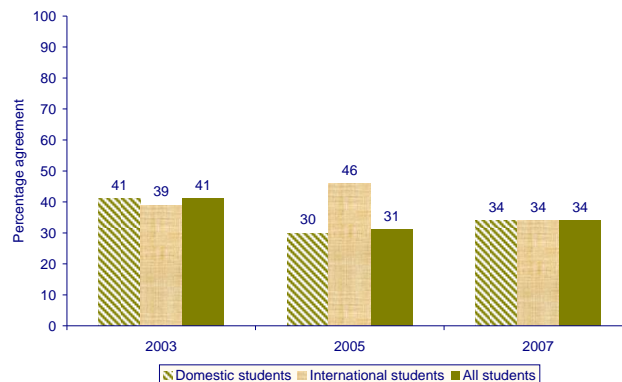
In 2007, the percentage of students who either agreed or strongly agreed with items in the SCEQ relating to Clear Goals and Standards was 34%, which is below the University average of 42%. This represents an increase of 4% since 2005.

In relation to comments received which mention aspects of Clear Goals and Standards, 18% of current students (SCEQ) were dissatisfied with the lack of clear aims and objectives, and the lack of clarity regarding expectations of the standard of work expected, particularly in relation to assessments.

### 8.1 Comparative results: Quantitative data SCEQ 2003-2007

The following tables show the proportion of students who either strongly agreed or agreed with survey item statements on Clear Goals and Standards in the SCEQ.

NB: The Clear Goals and Standards Scale is not included in the Course Experience Questionnaire (CEQ).



6.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)

### 8.2 Comparative results: Qualitative data 2001–2007

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 student experience of Clear Goals and Standards between 2001 and 2007.

	SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	1%	1%	0%	
	International	n/a	n/a	<i>Too few</i>	0%	<i>Too few</i>	
	<b>All</b>	<b>1%</b>	<b>0%</b>	<b>0%</b>	<b>1%</b>	<b>1%</b>	<b>0%</b>
Suggested improvements	Domestic	n/a	n/a	18%	20%	6%	
	International	n/a	n/a	<i>Too few</i>	0%	<i>Too few</i>	
	<b>All</b>	<b>4%</b>	<b>3%</b>	<b>3%</b>	<b>17%</b>	<b>18%</b>	<b>5%</b>

*Too few comments for analysis*

## 8.3 Key issues for current coursework students (SCEQ 2007)

### 8.3.1 Areas of best practice

#### Current students (SCEQ 2007)

2/152 students mentioned that clear objectives were provided; expectations were clear; and expectations were clearly communicated. Due to the low number of comments received, and to preserve student confidentiality, no sample comments are provided.

### 8.3.2 Suggested improvements

Current students (SCEQ 2007)	Domestic (n=131)	International (n=16)	All (n=147)
Clear expectations for standard of work required			
- Expectations for standard of work required not clear	15%	6%	14%
- Students would appreciate an indication of what is required for specific grades			

#### Sample comments: domestic students

- *communication and organisation. students need to know what is coming up and what is expected of them to be able to be a good student and feel comfortable in the course*
- *Formalise tasks, assessment and presentation so that we know the expectation and an accurate time of its due date, since at the moment we are not informed with what is counted towards assessment and what is expected in a specific task*
- *Also I felt that this year, the design projects we were given were not challenging us in the right direction - information about our site and what exactly was expected of us was often vague, information was not passed onto us very effectively.*
- *My other major frustration is that in design studies we were not provided with any examples of previous years work such as models presentation panels or process records by which we could gauge the level of work expected or give us something to strive towards. This was quite disconcerting because in a design project many of the aspects are extremely time consuming and it was very difficult for me to decided how much time and effort to devote to aspects of the course*
- *the intention of each design tutor in the same year differ. It is really, really difficult to understand what is required, when and the expectations, it seems like some of the design tutors don't communicate with the others*

#### Sample comments: international students

- *The requirements are not clearly stated always and is hard to know how much is expected of you*

## 9 Faculty/ Department Student Administration

### Definition

Faculty / Department Student Administration includes:

- Overall quality of Faculty administration and organisation;
- Administration of combined degrees;
- Scheduling of classes;
- Communication between staff (academic and general) and students;

### Trends

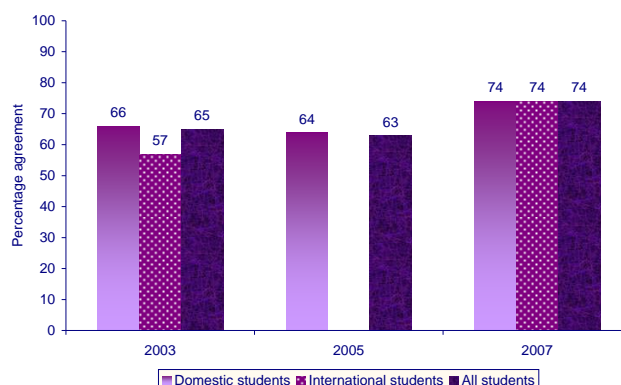
SCEQ faculty scores indicate that student perceptions of Faculty / Department Student Administration has improved considerably since 2002, and currently sits at 74%. The University average is 66%.

The main focus of comments received from current students in 2007 was the constant changing of the timetable; and the lack of effective communication procedures, particularly in relation to cancellation of classes.

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. This analysis will be provided in a later report: *Student experience of administration and student support..*

### 9.1 Comparative results: Quantitative data SCEQ 2003-2007

The following tables show the proportion of students who either strongly agreed or agreed with the SCEQ question on the overall quality of Faculty / Department Student Administration.



6.1.1 Student Course Experience Questionnaire: 2003; 2005; 2007 (current students)

### 9.2 Comparative results: Qualitative data 2001–2007

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 student experience of Faculty / Department Student Administration between 2001 and 2007.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	Domestic	n/a	n/a	n/a	0%	1%	0%	
	International	n/a	n/a	n/a	<i>Too few</i>	6%	<i>Too few</i>	
	<b>All</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>	<b>0%</b>	<b>1%</b>	<b>0%</b>	<i>Too few comments for analysis</i>
Suggested improvements	Domestic	n/a	n/a	n/a	8%	13%	10%	
	International	n/a	n/a	n/a	<i>Too few</i>	13%	<i>Too few</i>	
	<b>All</b>	<b>17%</b>	<b>18%</b>	<b>15%</b>	<b>7%</b>	<b>13%</b>	<b>10%</b>	

## 9.3 Key issues for current coursework students (SCEQ 2007)

### 9.3.1 Areas of best practice

#### Current students (SCEQ 2007)

2/152 students who responded to the SCEQ were satisfied with Faculty/ Department student administration. They found the staff to be helpful, and appreciated the 10am lectures.

### 9.3.2 Suggested improvements

#### Current students (SCEQ 2007)

13% of current students (i.e. 19/147) suggested that improvements were needed in Faculty/ Department Student Administration. Apart from general comments relating to overall administration, students expressed concern about the scheduling of lectures and tutorials; and communication procedures, particularly in relation to cancellation of classes.

##### Sample comments: domestic students

- *communication between lecturers/ co-ordinators and students - for example one day the whole year turned up to a lecture room only to later find that it had been cancelled without our knowing*
- *We are often not told when a class is cancelled until we turn up, or not told what is required for the next day via email until the night before. Communication seems really bad to 1st year Architecture students and all it takes is an email?!*
- *the appalling administration, Sydney university has become renowned for it. both student and teachers are constantly hampered by poor systems management. In the architecture this particularly applies to the computer systems*
- *Fridays we have two 2-hour lectures in a row, it isn't possible to maintain concentration for that amount of time*
- *It would be good to improve communication with other students. Specific schedules should be chalked out at the beginning of the semester and strictly observed*

##### Sample comments: international students

- *The schedule keeps changing every week, depending on whether it's a construction week or communication week on Mondays. It could be more organized*

## Attachment A Key issues for graduates in 2007

The following comments were received from graduates in response to the 2007 CEO. The broad area(s) by which each comment has been analysed is indicated in the second column.

### Areas of best practice

<b>COMMENT</b>	<b>AREAS OF LEARNING AND TEACHING</b>
<u>Domestic students</u>	
Studied work weekly with comments from the tutor	GOOD TEACHING
Variety of subject areas, intensity of study, ability to work 2 days a week to get experience, external professional and international tutors in design	CURRICULUM OVERALL SATISFACTION GENERIC SKILLS
The relation with the real world in terms of professional work	GENERIC SKILLS
Facilities: library, technical studios	LEARNING COMMUNITY
Tutorials in design, they were informative, fun, creative, challenging and overall inspiring	LEARNING COMMUNITY GOOD TEACHING
The variety of elective courses in the later part of the program.	CURRICULUM
Guest tutors. Team work	GOOD TEACHING OVERALL SATISFACTION
<u>International students</u>	
Good services. I had good teachers who made me think and look for ways to make me better (international student)	GENERIC SKILLS GOOD TEACHING

### Suggested improvements

<b>COMMENT</b>	<b>AREAS OF LEARNING AND TEACHING</b>
<u>Domestic students</u>	
Coordination of different subjects so they support each other	CURRICULUM
Communication between staff, allocation of scholarships and awards, out-dated subject areas, working in the studio, amount of work per unit inconsistent, staff favouritism	FACULTY ADMINISTRATION OVERALL SATISFACTION CURRICULUM LEARNING COMMUNITY WORKLOAD
Need improvement in the material given (i.e. books, documents). A bit more organization	GOOD TEACHING CURRICULUM
Clarity of course requirements. Mechanisms for disputing poor teaching	CLEAR GOALS AND STANDARDS OVERALL SATISFACTION
Some lecturers were uninspiring. Group work markings should be based on individual inputs	GOOD TEACHING ASSESSMENT
The quality of teaching and the teaching contents	GOOD TEACHING CURRICULUM
Better tutors for Architecture. More assessments (not just the final project)	OVERALL SATISFACTION ASSESSMENT
Teaching of core practical courses – we learned from this to research and study in teams. Ability to do electives in other Arts – almost impossible (time and practicability)	GENERIC SKILLS CURRICULUM
<u>International student</u>	
We need to get back the good staff instead of investing in the building. People who are working in the field, increment research, competitions	GOOD TEACHING OVERALL SATISFACTION