



Key questions from CEQ DATA

from 'Trend Analysis Report Student Experience


Questionnaire and Course Experience Questionnaire'

Learning and Teaching
Forum 28/8/08



Faculty's three priorities for improving students' experience

- **Continue to adapt to and respond to student feedback**
- **Further development of Study Unit Manager and Organiser (SUMO), with particular emphasis on mapping graduate attributes**
- **To develop reporting system for Unit of Study Evaluation (USE)**



3 areas Course Experience Questionnaire (CEQ)

- Generic skills
- Good teaching
- Overall satisfaction



Generic skills

- | | |
|---------------------|--|
| Question 6: | The course helped me develop my ability to work as a team member |
| Question 14: | The course sharpened my analytical skills |
| Question 23: | The course developed my problem solving skills |
| Question 32: | The course improved my written communication (gains) |
| Question 42: | As a result of my course, I feel confident about tackling unfamiliar problems |
| Question 43: | My course helped me develop the ability to plan my own work (gains) |



Good teaching

Question 1: The staff put a lot of time into commenting on my work

Question 3: The teaching staff normally gave me helpful feedback on how I was going

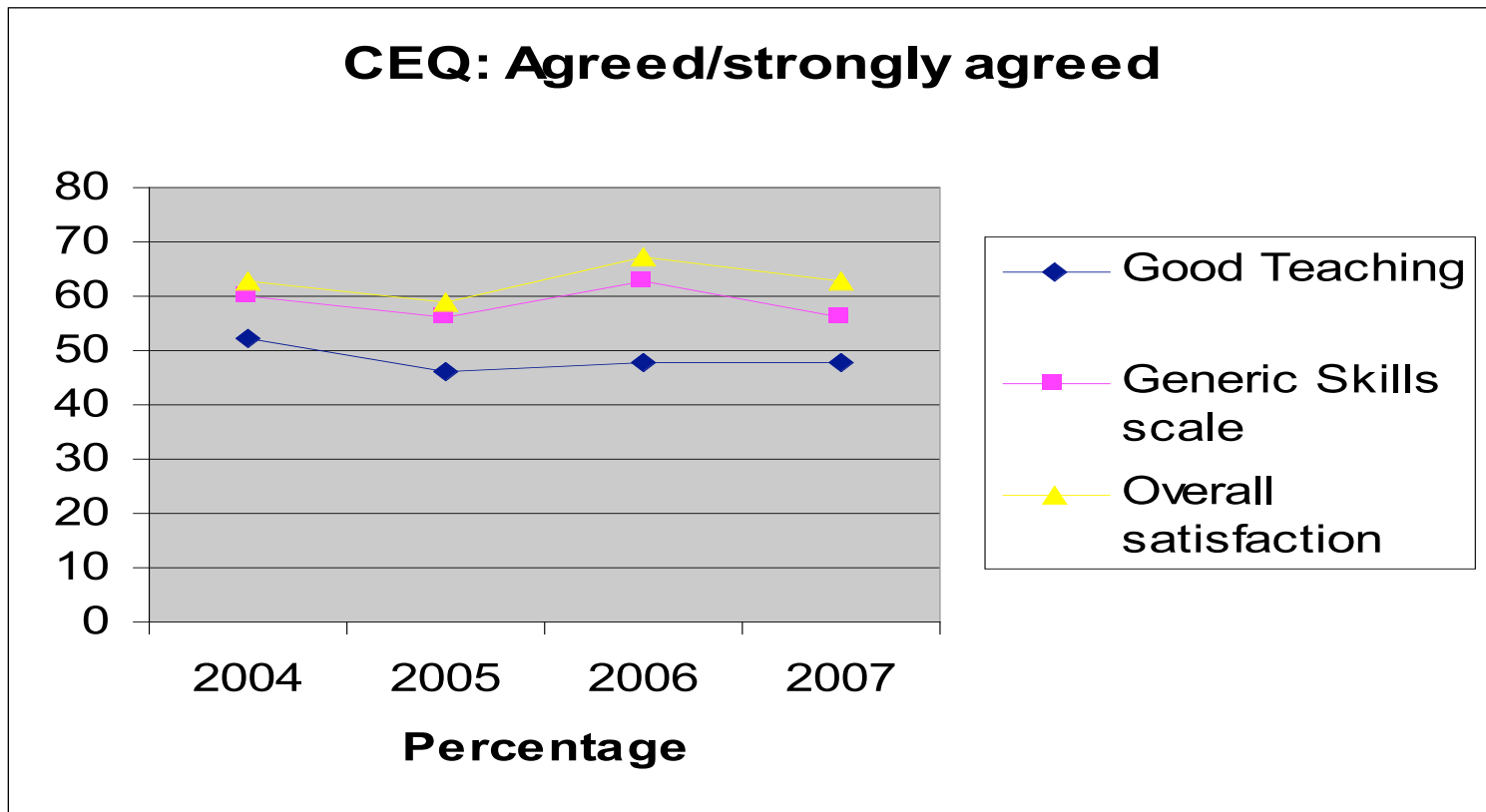
Question 10: The teaching staff of this course motivated me to do my best work

Question 15: My lecturers were extremely good at explaining things

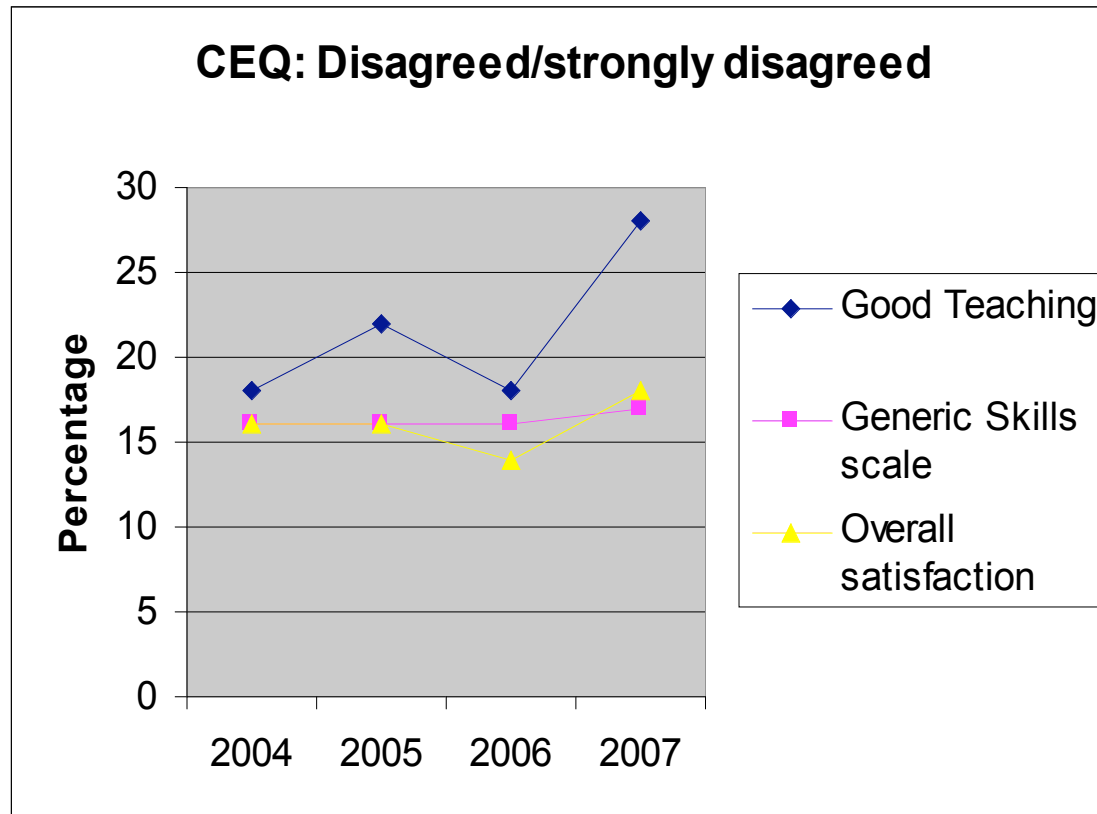
Question 16: The teaching staff worked hard to make their subjects interesting

Question 27: The staff made a real effort to understand difficulties I might be having with my work

What students reported



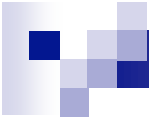
What students reported






Generic skills scale: Undergraduate students (agree)

Question		2005	2006	2007
23	The course developed my problem solving skills	44	55	55
42	As a result of my course, I feel confident about tackling unfamiliar problems	56	65	57




Generic skills scale: Postgraduate students (agree)

Question		2005	2006	2007
14	The course sharpened my analytical skills	56	64	48
23	The course developed my problem solving skills	51	51	46
42	As a result of my course, I feel confident about tackling unfamiliar problems	49	54	55



Good teaching scale: Undergraduate students

Question		2005	2006	2007
15	My lecturers were extremely good at explaining things	43	51	43
27	The staff made a real effort to understand difficulties I might be having with my work	40	42	41



Good teaching scale: Postgraduate students

Question		2005	2006	2007
1	The staff put a lot of time into commenting on my work	45	51	46
27	The staff made a real effort to understand difficulties I might be having with my work	38	41	36



Overall satisfaction

Question 49: Overall, I was satisfied with the quality of this course

- Undergraduate increased by 14% between 2005 and 2007
- Postgraduate increased by 3% between 2005 and 2007

- Other data SCEQ Appropriate workloads –decline of 13% in undergraduate student agreement with workload between 2000-2007
- and 11% decline for postgraduate



Qualitative data

Work in progress

- Undergraduate and postgraduate students
 - Best aspects:
 - practicum or practical aspects
 - relevant and interesting
 - Teachers were supportive
 - Development of organisational skills



Qualitative data

Work in progress

- Undergraduate and postgraduate students
 - Areas requiring improvement
 - Boring lectures
 - Poorly organised lecturers
 - Availability of staff outside lectures



Conclusions

- Work in progress
- Increase in some areas
- Decrease in other areas
- Differences in undergraduate and postgraduate coursework experiences



Questions

What do you think our Faculty response should be to this information?

How do you think such information can be used to inform your curriculum review and development?

What processes/systems could be useful to enhance discussions within programs?

How can we promote a collegial approach?