



The University of Sydney

Faculty of Dentistry

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 – 2003; 2005 – 2008*
- *Focus of written observations from respondents: 2008*

With attachment:

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

July 2009

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Executive Summary

Data about the experiences of bachelor level graduates from the Faculty of Dentistry 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; Clear Goals and Standards; and Faculty/ Department Student Administration¹).

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 reported in this document is based on written observations received from **all** respondents to the CEQ. 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.

Key Performance Indicators (KPI): Generic Skills; Good Teaching; Overall Satisfaction

This section provides a summary of the 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.

Generic Skills *(Section 1; pages 11-12)*

KPI LINKED RESULTS

The KPI linked CEQ results for Generic Skills currently sit at 61% agreement, which represents a decrease of 12% since 2006 (73%), and is the second lowest score recorded since 2004. The University average for Generic skills is 60%.

QUALITATIVE DATA

Areas of best practice

- 50% of respondents to the CEQ who provided written observations mentioned that they were satisfied with this aspect of their degree experience
- 47% of respondents indicated that they were satisfied with the acquisition of professional skills through clinical experience and hospital placements
- Sample comment: *"Clinical practice was everyday - good for clinical skills to improve"*

Suggested improvements

- One respondent considered that improvements were required in the clinical experience component of the course.

¹ 0-2 respondents to the 2008 CEQ who answered the open questions referred to aspects of Assessment, Workload or Clear Goals and Standards as being of either best practice or in need of improvement. These areas are therefore not included in the CEQ report for the Faculty of Dentistry

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.

Good Teaching (Section 2, pages 13-15)

KPI LINKED RESULTS

The KPI linked results for Good Teaching have increased by steadily over the past three years and currently sit at 47%. The University average for Good Teaching is 50%.

QUALITATIVE DATA

Areas of best practice

- 21% of respondents who provided written observations indicated that they appreciated the teaching practices across the Faculty
- Support, helpfulness, and understanding from academic staff was appreciated by 18% of respondents
- Sample comment: *"Certain year coordinators very encouraging and understanding"*

Suggested improvements

- 22% of respondents considered that improvements were necessary in this area of their experience
- 14% indicated that they would appreciate more timely online availability of lecture notes
- Sample comment: *"Web based learning materials disorganised and out of date despite repeated feedback to this effect"*

Overall Satisfaction (Section 3; pages 16-17)

KPI LINKED RESULTS

The KPI linked results for Overall Satisfaction have decreased by 9% since 2007 (61%) and currently sit at 52% agreement. The University average for this KPI is 65%.

QUALITATIVE DATA

Best practice

- 24% of respondents provided written observation which fell within the remit of Overall Satisfaction.
- The knowledge, experience and qualifications of academic and clinical staff was appreciated by 18% of respondents.
- Sample comment: *"Having access to a wide range of experienced dental professionals"*

Suggested improvements

- 46% of respondents suggested improvements in this area of their experience
- 32% expressed dissatisfaction with the lack of staff (academic, clinical and technical); whilst 9% were concerned about the effects that limited or reduced funding was having on their overall experience
- Sample comment: *"Not enough auxiliary staff to help in the Westmead clinics e.g. dental assistants, ... Not enough tutors, we would sometimes wait an hour for a tutor check so we could proceed."*

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 scale of Learning Community; plus the additional areas of Curriculum (Programme of Study); and Faculty/ Department Student Administration. Since these topics may be mentioned in up to 50% of comments received, they are included in this report in order to provide a full picture of issues which were perceived by respondents to the CEQ to be either of best practice or in need of improvement during their period of study at the University.

Learning Community (Section 4; pages 19-20)

QUALITATIVE DATA

Areas of best practice

- 21% of respondents who provided written observations expressed satisfaction with their learning environment, including: belonging to the faculty and university community; socialising; exploration of academic interests in tutorials; and small classes
- Sample comment: *"working in small groups"*

Suggested improvements

- 14% of respondents considered that this area of their experience required improvement
- Respondents expressed concern about the difficulties of having courses on multiple campuses/ hospitals; and about facilities.
- Sample comment: *"I was frustrated in the beginning because the course is run from many locations"*

Curriculum (Programme of Study) *(Section 5: pages 21-22)*

QUALITATIVE DATA

Areas of best practice

- 21% of respondents who provided written observations expressed satisfaction with the programme of study offered by the Faculty
- 12% appreciated the structure of the course; and the diversity of unit offerings
- Sample comment: *"High focus on patient management and understanding"*

Suggested improvements

- 19% of respondents were dissatisfied with the programme of study
- 14% indicated dissatisfaction with some of the units, and with the links with the medical programme.
- Sample comment: *"Liaison with medical faculty and problem based learning approach to teaching"*

Faculty/ Department Student Administration *(Section 6; pages 23-25)*

QUALITATIVE DATA

Areas of best practice

- No respondents to the 2008 CEQ mentioned administration as an area of best practice in their response to the question "What were the best aspects of your course experience?"

Suggested improvements

- 54% of respondents expressed dissatisfaction with this area of their experience
- 41% indicated that they were unhappy with aspects of faculty administration and the organisation of the course
- 11% would have appreciated better lines of communication between staff and students and faculty and hospital
- Sample comment: *"Organisation - link between hospital and the University."*

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July 2009

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Glossary

The following terms and phrases are used throughout the report

CEQ	Course Experience Questionnaire Administered to graduates of previous year e.g. students who completed the CEQ during 2008 completed their studies during 2007
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.

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 Dentistry between 2002 and 2008. The report also provides detailed information on the key issues highlighted in the analysis of the 2008 CEQ qualitative data.

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

Focus of written observations from respondents

By examining the foci of the graduates' 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	38	35	23	28	31
International students	0	0	1	4	2
Overall	37	35	24	33	33

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).

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

<u>Areas of best practice</u>	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=	n=	n=
Domestic students	14 ⁶	23	28	26	18	25	31
International students		0	0	0	2	2	3
Total		23	28	26	20	27	34

<u>Suggested improvements</u>	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
	n=	n=	n=	n=	n=	n=	n=
Domestic students	14	19	29	25	19	24	34
International students		0	0	0	2	2	3
Total		19	29	25	21	26	37

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

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.

- KPI linked results are shown for domestic students and overall results only
- Results of the qualitative analysis are expressed as the percentage of comments received from ALL respondents to the CEQ

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

⁵ Data retrieved from the ITL AGS/CEQ website results and reports for the Faculty of Dentistry on 05.11.08 and 23.07.09 http://www.itl.usyd.edu.au/ceq/tpi_report.cfm

⁶ Separate qualitative data for international students was not available until 2003

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 Dentistry, 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:

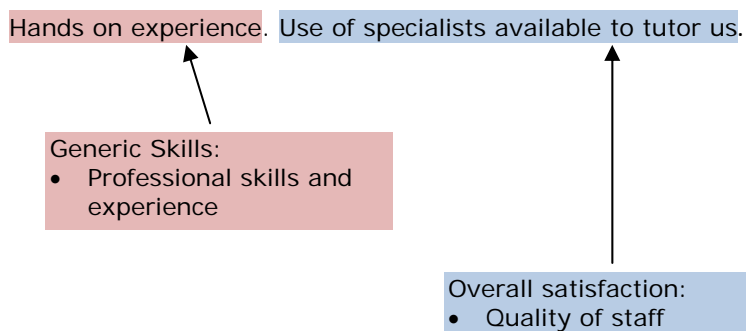
- Characteristics that define the area of the student experience
- CEQ survey items (Generic Skills; Good Teaching; and Overall Satisfaction only)
- Extended CEQ factors (Learning Community; Appropriate Assessment; Appropriate Workload; and Clear Goals and Standards).
- Recurring themes in students' 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/CEQ⁷*, 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 Generic Skills (Professional skills and experience); and Overall Satisfaction (Quality of staff), the highlighted phrases within the comment are counted ONCE in each of the relevant categories i.e. 2 aspects in one comment.



⁷ 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 11 – 12)
2	Good Teaching	(pages 13 – 14)
3	Overall Satisfaction	(pages 15 – 17)

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 2005 – 2008
i.e. The proportion of students who either agreed or strongly agreed with relevant survey items
- Comparative results: Focus of written observations: 2002- 2003; 2005 – 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 KPI
- Key issues for coursework graduates (CEQ 2008)
 - Areas of best practice
 - Suggested improvements*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. Includes illustrative sample comments.*

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 Attributes⁸.

- 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 currently sit at 61% agreement, which represents a decrease of 12% since 2006 (73%), and is the second lowest score recorded since 2004. The University average for Generic skills is 60%.

QUALITATIVE DATA

Areas of best practice

- 50% of respondents to the CEQ who provided written observations mentioned that they were satisfied with this aspect of their degree experience
- 47% of respondents indicated that they were satisfied with the acquisition of professional skills through clinical experience and hospital placements

Suggested improvements

- One respondent considered that improvements were required in the clinical experience component of the course.

⁸ http://www.itl.usyd.edu.au/graduateAttributes/policy_framework.pdf

1.1 Comparative results: Quantitative data 2005–2008

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.

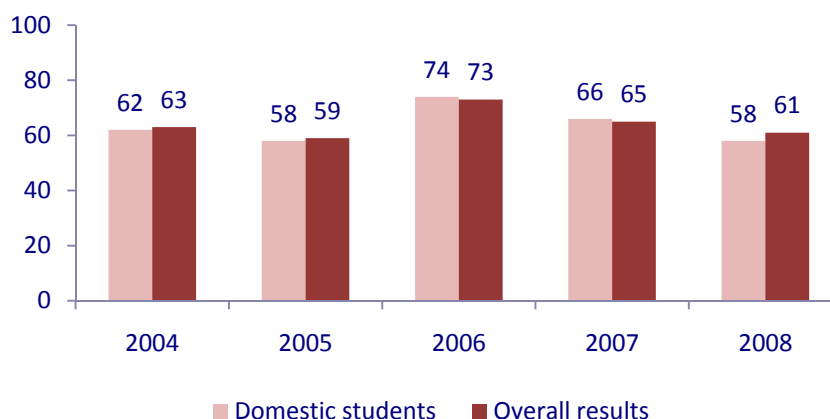


Figure 1: Generic Skills: KPI linked results: CEQ 2004 – 2008

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.

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	86%	65%	61%	38%	56%	48%	55%
Suggested improvements	7%	5%	14%	12%	5%	0%	3%

1.3 Key issues for coursework graduates (CEQ 2008)

1.3.1 Areas of best practice

	All (n=34)
Ethical, social, professional understanding	
- Ability to work in a group/ team working skills	47%
- Development of discipline/ professional skills	
- Presence of work placement/ industry experience in the course	

Sample comments

- *Clinical practice was everyday - good for clinical skills to improve*
- *Practical experience provided good training in different aspects of dentistry*
- *The practical components, that is hands on experience at the dental hospitals*
- *Early practical experience*
- *A lot of practical work, working in several departments on the hospital*
- *I enjoyed clinical work with patients at Westmead Centre for Oral Health most in this course*

1.3.2 Suggested improvements

One respondent to the 2008 CEQ, who answered the open question, suggested that improvements were required in the clinical experience aspect of the course.

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 learning⁹)

Summary

KPI LINKED RESULTS

The KPI linked results for Good Teaching have increased by steadily over the past three years and currently sit at 47%. The University average for Good Teaching is 50%.

QUALITATIVE DATA

Areas of best practice

- 21% of respondents who provided written observations indicated that they appreciated the teaching practices across the Faculty
- Support, helpfulness, and understanding from academic staff was appreciated by 18% of respondents

Suggested improvements

- 22% of respondents considered that improvements were necessary in this area of their experience
- 14% indicated that they would appreciate more timely online availability of lecture notes

⁹ The development of research skills is included in Generic Skills: Information Literacy

2.1 Comparative results: Quantitative data 2005–2008

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.

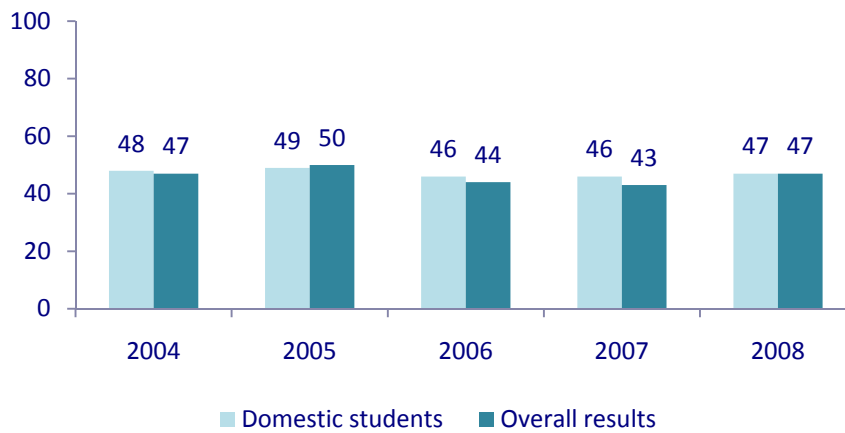


Figure 2: Good Teaching: KPI Linked results : CEQ 2004 – 2008

2.2 Comparative results: Focus of written observations 2002-2008

The following 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 graduates' experience of Good Teaching between 2002 and 2008, as indicated in the responses to open questions in the CEQ.

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	21%	22%	36%	15%	15%	19%	21%
Suggested improvements	21%	16%	31%	8%	5%	23%	22%

2.3 Key issues for coursework graduates (CEQ 2008)

2.3.1 Areas of best practice

	All (n=34)
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Concern and care for student learning

- Students felt supported in their learning; 18%
- Help and advice was readily available
- Lecturers were understanding of students problems (academic and personal)

Sample comments

- *Certain year coordinators very encouraging and understanding*
- *Attitude of most staff to helping students learn*
- *Some faculty members, very dedicated and helpful*
- *increasing trust of tutors for independent work*
- *Excellent faculty and hospital support*
- *Support*

2.3.2 Suggested improvements

All (n=37)

Good teaching experiences

- | | |
|--|------------|
| <ul style="list-style-type: none"> - Teaching methods and techniques used are outdated/need improvement - Problems with group work as a teaching method - Learning materials and resources were outdated; not placed on internet in timely manner | <p>16%</p> |
|--|------------|

Sample comments

- *Need feedback from assignments - we got nothing*
- *Lecture material not being placed on the Internet until many weeks after it was needed*
- *Lecture resources and materials - to be placed on the web*
- *Web based learning materials disorganised and out of date despite repeated feedback to this effect*
- *Improvements - group work is a problem when group members aren't motivated. Things become disorganised*
- *Online support e.g. timetables, lecture material, resources etc were terrible*

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

Summary

KPI LINKED RESULTS

The KPI linked results for Overall Satisfaction have decreased by 9% since 2007 (61%) and currently sit at 52% agreement. The University average for this KPI is 65%. The scores for the past four years (52% - 61%) are considerably less than the 2004 score of 73% agreement.

QUALITATIVE DATA

Best practice

- 24% of respondents provided written observation which fell within the remit of Overall Satisfaction.
- The knowledge, experience and qualifications of academic and clinical staff was appreciated by 18% of respondents.

Suggested improvements

- 46% of respondents suggested improvements in this area of their experience
- 32% expressed dissatisfaction with the lack of staff (academic, clinical and technical)
- 9% were concerned about the effects that limited or reduced funding was having on their overall experience

3.1 Comparative results: Quantitative data 2005–2008

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.

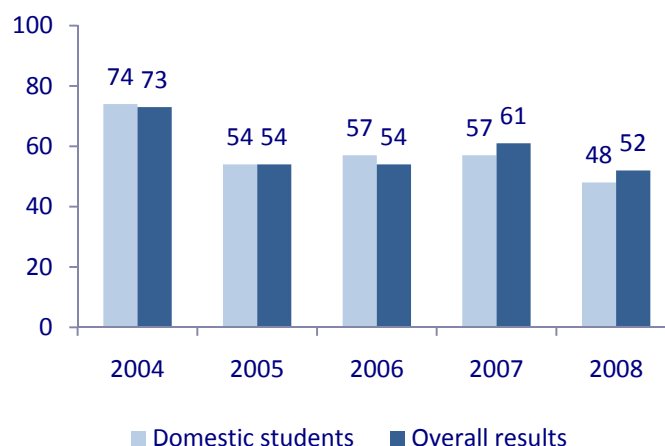


Figure 3: Overall Satisfaction: CEQ KPI linked results : 2005 – 2008

3.2 Comparative results: Focus of written observations 2002-2008

The following table includes the percentage of comments received from respondents to the surveys, that can be classified as areas of best practice or areas for improvement, providing an indication of trends in graduates' overall satisfaction between 2002 and 2008.

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	7%	17%	11%	19%	25%	15%	24%
Suggested improvements	36%	42%	28%	24%	19%	19%	46%

3.3 Key issues for coursework graduates (CEQ 2008)

3.3.1 Areas of best practice

		All (n=34)
Quality of staff		
-	Qualifications of staff in subject matter and in teaching at tertiary level	18%
-	Relevant experience of lecturers and tutors in subject area	
-	Relevant and up to date knowledge of lecturers and tutors in subject area	
Sample comments		
-	<i>Hands on experience. Use of specialists available to tutor us</i>	
-	<i>Having access to a wide range of experienced dental professionals</i>	
-	<i>Working with clinical mentors that are also involved in working outside the academic circle</i>	
-	<i>Hygiene coordinator - XXX</i>	
-	<i>Great bunch of lecturers</i>	
-	<i>A few good people in the faculty</i>	

3.3.2 Suggested improvements

		All (n=37)
Quality of staff		
-	Staff required training in teaching at tertiary level	32%
-	Relevant and up to date knowledge of lecturers and tutors in subject area not evident	
Value for money		
-	Funding issues affecting student experience	8%
Sample comments		
-	<i>Not enough auxiliary staff to help in the Westmead clinics e.g. dental assistants, we had to drill, suction, use indirect vision and mix our materials etc by ourselves which is stupid crazy hard, especially when you are just starting out. Not enough tutors, we would sometimes wait an hour for a tutor check so we could proceed</i>	
-	<i>Shortage of staff and funding</i>	
-	<i>staffing needs to be increased</i>	
-	<i>Need more specialists and tutors in clinics</i>	
-	<i>Structure and organisation. Time wasting staff members</i>	
-	<i>funding clinical support/auxiliary stuff</i>	

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 scale of Learning Community; in addition to Curriculum (Programme of Study); and Faculty/ Department Student Administration. Since these topics may be mentioned in up to 50% of comments received, they are included in this report in order to provide a full picture of issues which were perceived by respondents to the CEQ to be either of best practice or in need of improvement during their period of study at the University.

NB: Due to the lack of comments received in answers to the 2008 CEQ and which pertained to either Appropriate Assessment, Appropriate Workload, or Clear Goals and Standards, these areas of the student experience are not included in this report.

Page references

4	Learning Community	(pages 19 – 20)
5	Curriculum	(pages 21 – 22)
6	Faculty/ Department Student Administration	(pages 23 - 25)

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- 2003; 2005 – 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 KPI
- Key issues for coursework graduates (CEQ 2008)
 - Areas of best practice
 - Suggested improvements*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. Includes 6 illustrative sample comments.*

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

- 21% of respondents who provided written observations expressed satisfaction with the Learning Community aspect of their experience
- All of these comments referred to the learning environment, including: belonging to the faculty and university community; socialising; exploration of academic interests in tutorials; and small classes

Suggested improvements

- 14% of respondents considered that this area of their experience required improvement
- Respondents expressed concern about the difficulties of having courses on multiple campuses/ hospitals; and about facilities.

4.1 Comparative results: Focus of written observations 2002-2008

The following table includes the percentage of comments received from respondents to the surveys, that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' experience of the Learning Community between 2002 and 2008.

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	0%	0%	14%	15%	15%	19%	21%
Suggested improvements	29%	21%	10%	12%	5%	12%	14%

4.2 Key issues for coursework graduates (CEQ 2008)

4.2.1 Areas of best practice

	All (n=34)
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Learning environment

- | | |
|--|-----|
| <ul style="list-style-type: none"> - Enjoyed University social life - Felt that they belonged to a community (degree/ Faculty) - Academic interests were being explored with staff and students e.g. in tutorials; during laboratory work - Happy with size of class | 21% |
|--|-----|

Sample comments

- *Socialising and networking*
- *The people I studied with*
- *working in small groups*
- *Small class - increased interaction*
- *Tutor interaction*
- *Socialising*

4.2.2 Suggested improvements

14% (or 5/37 comments received) of those respondents who provided written observations, suggested improvements to this area of their experience, including: difficulties of being located on multiple campuses; poor facilities; and perceived staff bias.

Due to the low number of comments, and to preserve student confidentiality, no sample comments are provided.

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 employers¹⁰". Qualitative data from the CEQ is used to help provide evidence of change in this area of the student experience.

CEQ Survey items

The CEQ does not include items relating to Curriculum.

Qualitative data analysis

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

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

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

Summary

QUALITATIVE DATA

Areas of best practice

- 21% of respondents who provided written observations expressed satisfaction with the programme of study offered by the Faculty
- 12% appreciated the structure of the course; and the diversity of unit offerings

Suggested improvements

- 19% of respondents were dissatisfied with the programme of study
- 14% indicated dissatisfaction with some of the units, and with the links with the medical programme.

5.1 Comparative results: Focus of written observations 2002-2008

The following table includes the percentage of comments received from respondents to the surveys, that can be classified as areas of best practice or areas for improvement, providing an indication of trends in the graduates' experience of Curriculum between 2002 and 2008.

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	29%	22%	14%	42%	40%	33%	21%
Suggested improvements	29%	21%	21%	32%	57%	19%	19%

¹⁰ See http://www.usyd.edu.au/strategy/learn_teach/initiatives.shtml

5.2 Key issues for coursework students (CEQ 2008)

5.2.1 Areas of best practice

	All (n=31)
Content and structure	
- Content and structure of whole degree program/ individual units of study	12%
- Subject content is relevant to work/ career and industry requirements	

Sample comments

- *Problem based learning*
- *Great diversity*
- *High focus on patient management and understanding*
- *Large clinical component*
- *Dentistry*
- *Diversity*

5.2.3 Suggested improvements

	All (n=37)
Content and structure	
- Unhappy with content and structure of whole degree program/ individual units of study	14%
- Subject content is not relevant to work/ career and industry requirements	
- Do not like intensive courses	

Sample comments: domestic students

- *Combination with the Medical Faculty not good*
- *Also, the PPD theme was somewhat superfluous at times*
- *Improvements - I don't think PBL is very successful in this subject and the PBL needs to be run by people who know the topic*
- *Liaison with medical faculty and problem based learning approach to teaching*
- *Too rushed/superficial. Insufficient lab supervision*
- *Organised content*

6 Faculty/ Department Student Administration

Coverage

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

CEQ Survey items

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

Qualitative data analysis

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

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

Summary

QUALITATIVE DATA

Areas of best practice

- No respondents to the 2008 CEQ mentioned administration as an area of best practice in their response to the question "What were the best aspects of your course experience?"

Suggested improvements

- 54% of respondents expressed dissatisfaction with this area of their experience
- 41% indicated that they were unhappy with aspects of faculty administration and the organisation of the course
- 11% would have appreciated better lines of communication between staff and students and faculty and hospital

6.1 Comparative results: Focus of written observations 2002-2008

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

	CEQ 2002	CEQ 2003	CEQ 2004	CEQ 2005	CEQ 2006	CEQ 2007	CEQ 2008
Areas of best practice	0%	0%	0%	0%	0%	0%	0%
Suggested improvements	7%	5%	3%	24%	38%	62%	54%

6.2 Key issues for coursework graduates (CEQ 2008)

6.2.1 Areas of best practice

No respondents to the CEQ, and who answered the open questions, mentioned administration as an area of best practice.

6.2.2 Suggested improvements

	All (n=37)
Administration and organisation	41%
- Dissatisfied with overall quality of faculty administration	
- Dissatisfied with overall quality of degree/ course organisation	
Communication	11%
- Communication between faculties/ departments/ hospitals unsatisfactory	
- Communication between staff (academic and office) and students unsatisfactory	

Sample comments: domestic students

- *Better organisation by administrative staff*
- *Organisation - link between hospital and the University*
- *Organisation, timetable, communication within lectures (theory and and clinical demonstrators) and director.*
- *Organisation. Timetabling*
- *Coordinator/teacher communicates*
- *The staff organisation and executor of events was horrendous at times*

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.

196 respondents provided written observations on areas of best practice; 209 respondents suggested improvements.

Generic Skills

Best practice

- 58% of comments received expressed satisfaction with the development of generic skills/ graduate attributes.
- The majority of comments referred to the development of professional skills and the opportunities afforded by constant clinical experience and hospital placements (56%)

Suggested improvements

- 5% of comments received expressed dissatisfaction with this area of their experience

Good Teaching

Best practice

- 28% of comments received expressed satisfaction with teaching practices across the Faculty
- 10% of respondents appreciated the use of up-to-date teaching methods, interesting and engaging lectures, and the presence of useful learning resources
- 8% were motivated by their lecturers to do their best work

Suggested improvements

- 48% 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 32% of comments
- 13% of respondents were concerned about the lack of timely and constructive feedback on work.

Overall Satisfaction

Best practice

- 7% of respondents appreciated the professionalism, qualifications, knowledge and experience of academic staff

Suggested improvements

- 22% of respondents provided comments that could be categorised as belonging to this KPI
- Areas of concern included: financial costs of the course; the quality of the degree; and the relevant experience and knowledge of some academic staff.

Learning Community

Best practice

- 17% of respondents expressed satisfaction with aspects of their experience that fall within the remit of Learning Community
- 14% appreciated the learning environment experienced during their studies: 7% enjoyed the community feel of the faculty, the social life of the university, and the forming of friendships with fellow students; and 5% valued the opportunity to explore academic interests with staff and students in tutorials and other discussion fora. The remaining comments referred to the cultural diversity of the student body, and the small class sizes

Suggested improvements

- 28% 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 15% of comments received.
- Lack of response from staff to student feedback was mentioned in 7% of comments

Curriculum

Best practice

- 24% of respondents appreciated the programme of study or curriculum offered by the Faculty, considering it relevant to their future profession

Suggested improvements

- 29% of respondents expressed dissatisfaction with the content and structure of the curriculum, and its relevance and usefulness to their future profession

Appropriate Assessment

Best practice

- 2% of respondents appreciated the 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
- Areas of concern included: the content and types of assessment used; and the perceived inequity in marking of assignments.

Appropriate Workload

Best practice

- No respondents expressed satisfaction with workload

Suggested improvements

- 5% of respondents considered the workload to be too high; and would appreciate a more equitable spacing of assessments.

Clear Goals and Standards

Best practice

- 1% of respondents considered this topic to be an area of best practice

Suggested improvements

- 24% of respondents provided comments that could be categorised as belonging to this KPI
- The main area of concern was a perceived lack of clarity regarding the standard of work expected from lecturers when completing assignments (13% of comments received); whilst a further 7% would have appreciated more information relating to the aims and objectives of the course.

Faculty/ Department Student Administration

Best practice

- 2% of respondents considered this topic to be an area of best practice

Suggested improvements

- 63% of respondents provided comments that could be categorised as belonging to this KPI
- 34% related to the scheduling of classes, including the cancellation of lectures at short notice
- 18% referred to the faculty administration and organisation of the course
- Communication between lecturers and students; administration and students; and faculties and hospitals was the focus of 10% of comments received from respondents