



The University of Sydney

Faculty of Dentistry

Student experience of Learning and Teaching

Trends and key issues: Postgraduate coursework students
2001-2007

Date November 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
Faculty scores Percentage agreement	The percentage of students who either agreed or disagreed with survey items
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
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

Notes

1 Coverage of report

Due to the low number (less than 5) of international students who provided written observations in their responses to the SCEQ and the CEQ, results of the qualitative analysis are provided for the total student/graduate cohort. Quantitative data relating to the international student experience is provided where responses number between 5 and 20.

2 Number of respondents providing comments (all students)

The following table shows the total number of respondents to the SCEQ and CEQ who provided written observations on their experiences. Since the minimum number for valid statistical reporting is 20, the results of the analysis of the qualitative data for the 2001 – 2003 SCEQ, and the 2006 and 2007 CEQ should be viewed with caution.

		SCEQ 2001	SCEQ 2002	SCEQ 2003	SCEQ 2005	SCEQ 2007	CEQ 2006	CEQ 2007
Areas of best practice	n=	6	13	15	28	24	14	11
Suggested improvements	n=	6	12	16	26	22	13	10

3 Key issues for coursework students (CEQ and SCEQ 2007)

Course Experience Questionnaire (CEQ)

In the 2007 CEQ, 10 graduates provided written observations in their response. Due to this low number of written observations, and to preserve student confidentiality, the complete list of comments, as received, is at Attachment B. Broad areas of the student experience of learning and teaching mentioned are identified alongside each comment.

Student Course Experience Questionnaire (SCEQ)

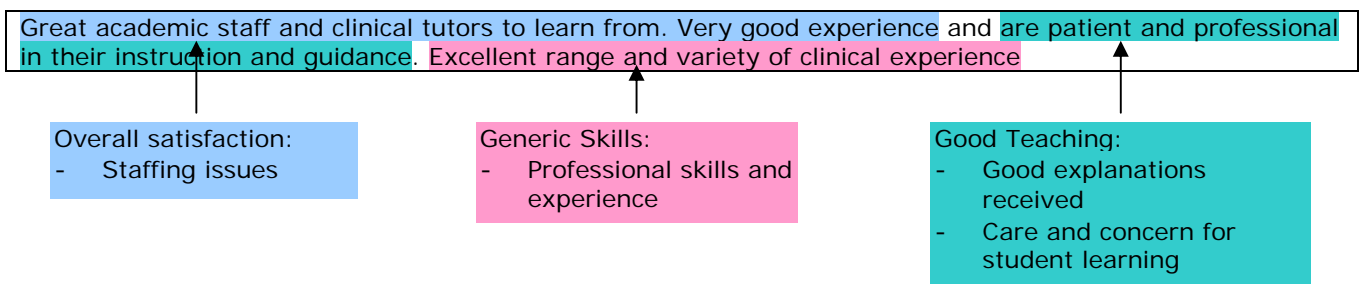
In the 2007 SCEQ, 24 graduates provided written observations in their response. Due to this low number of written observations it is not possible to provide illustrative comments within the main body of the report. The complete list of comments, as received, is at Attachment B. Broad areas of the student experience of learning and teaching mentioned are identified alongside each comment.

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/ CEQ¹*, which is based on the University KPIs for Learning and Teaching. Those comments which include more than one aspect of learning and teaching are counted once for each aspect mentioned. The number of times an aspect is mentioned is presented as a percentage of the total number of comments received. For example, the following comment is counted as ONE COMMENT RECEIVED; but as it is mentioned in Generic Skills; Curriculum and Learning Community, the comment is counted ONCE in each of the relevant categories or component of a category.



¹ Available from Quality Assurance Officer (Learning and Teaching)

Executive summary

Data about the student degree experience in the Faculty of Dentistry 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 Key Performance Indicators (Generic Skills; Good Teaching; Overall Satisfaction), and other related areas (Learning Community, Curriculum, Assessment and Workload).

Written observations from students about their experience provide evidence to support the percentage agreement scores (quantitative data), and provide detailed information about key issues in the areas of best practice or areas of concern.

Key results

- Faculty scores for **Generic Skills** (KPI 14; Section 1)
 - have remained steady for current students (SCEQ)
 - are above the University average for current students (SCEQ)
 - are the highest in the University for graduates (CEQ)

The majority of comments received on this topic focused on the development of practical skill, and opportunities for professional experience, rather than the full range of University Graduate Attributes.

- Faculty scores for **Good Teaching** (KPI 15; Section 2)
 - have remained steady for current students (SCEQ)
 - are identical to the University average for current students (SCEQ)
 - have increased by 11% since 2006 for graduates (CEQ)
 - are lower than the University average for graduates (CEQ)

Evidence from the qualitative data suggests that students are satisfied with the teaching practices across the Faculty, with more favourable comments being received than those suggesting improvements.

- Faculty scores for **Overall Satisfaction** (KPI 16; Section 3)
 - have increased for current students (SCEQ)
 - are lower than the University average for current students (SCEQ)
 - have increased by 33% since 2006 for graduates (CEQ)
 - are the highest in the University for graduates (CEQ)

Evidence from the qualitative data indicates that students and graduates appreciate the knowledge, experience and qualifications of academic staff and clinicians.

- Faculty scores for **Learning Community** (Section 4)
 - have increased for current students (SCEQ)
 - are lower than the University average

Despite the lower than average results for the quantitative data, evidence from the qualitative data suggests that both current students and graduates appreciate all aspects of the Learning Community within the Faculty.

- Faculty scores for **Curriculum (qualitative data only)** (Section 5)
 - in 2007, 19% of comments from current students (SCEQ) were favourable; and 14% suggested improvements
 - in 2007, 27% of comments from graduates (CEQ) were favourable whilst 20% suggested improvements
- Faculty scores for **Appropriate Assessment** (Section 6)
 - have increased for current students (SCEQ)
 - are lower than the University average
 - international students appear to experience better outcomes than domestic students

Very few students or graduates commented on their experiences of assessment practices in the Faculty.

- Faculty scores for **Appropriate Workload** (Section 7)
 - have increased for current students (SCEQ)
 - are lower than the University average

Very few students or graduates commented on the workload associated with their degree.

- Faculty scores for **Clear Goals and Standards** (Section 8)
 - have decreased steadily for current students (SCEQ) since 2003
 - are lower than the University average

Evidence from the qualitative data suggests that students were unclear about the aims and objectives of the course, and would appreciate guidance on the standard of work required for assessments.

- Faculty scores for **Faculty/ Department Student Administration** (Section 9)
 - have increased by 22% for current students (SCEQ)
 - are lower than the University average

Analysis of the qualitative data for this area of the student experience substantiates the quantitative results, with a higher than average number of students mentioning concerns about administration in their responses to the questions on degree experience.

Rachel Y. Symons
Quality Assurance Officer (Learning and Teaching)
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r.symons@usyd.edu.au

Conceptual framework

Student Evaluation of Teaching Surveys

The University Student Course Experience Questionnaire (SCEQ) and the DEEWR/ AGS 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 Dentistry between 2000 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 (14: Generic skills; 15: Good teaching; and 16: Overall satisfaction) plus additional factors (Learning community; Curriculum; Assessment; and Workload) 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 that this is not an area of best practice. Rather, it could be interpreted that the students are happy with their experiences, and prefer to focus on commenting on areas in need of improvement. Also of note is that students are increasingly providing constructive comments in response to the open-response questions, and often mention more than one aspect of their experiences.

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)

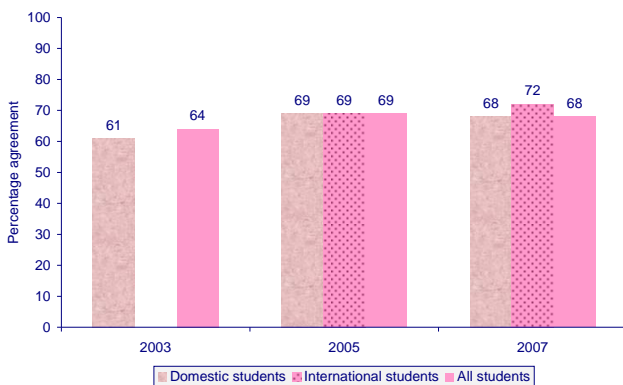
Trends

Faculty scores for Generic Skills for current students (SCEQ) have remained steady since 2005, and currently stand at 68%, which is just above the University average of 65%. This score places the Faculty fifth in the overall rankings for this scale. For graduates (CEQ), the current score of 77% is the highest in the University, and represents an increase of 22% from the 2006 results.

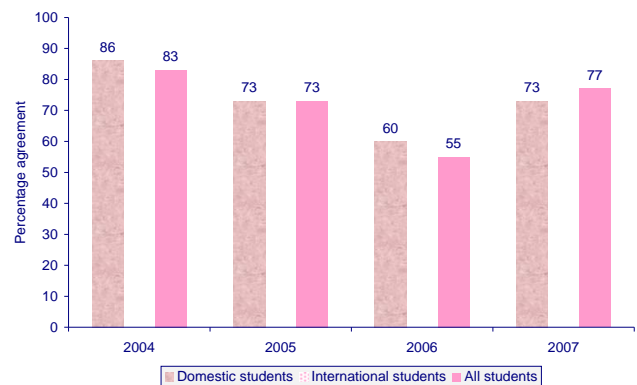
The majority of comments received on this topic focused on the development of practical skill, and opportunities for professional experience, rather than the full range of University Graduate Attributes.

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	33%	23%	33%	39%	33%	50%	27%
Suggested improvements	0%	0%	6%	15%	9%	15%	20%

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)

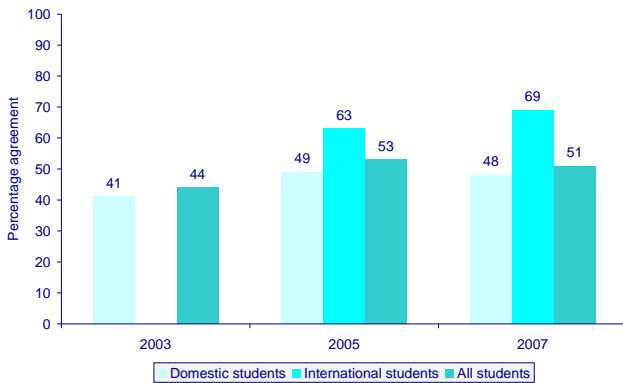
Trends

The current SCEQ Faculty score for Good Teaching is 51%, which is marginally lower than the previous survey, identical to the University average and places the Faculty in the mid-range of faculties for this KPI. For graduates (CEQ), the current score of 62% is 11% higher than the 2006 result, lower than the University average, and places the Faculty seventh in University rankings for this KPI.

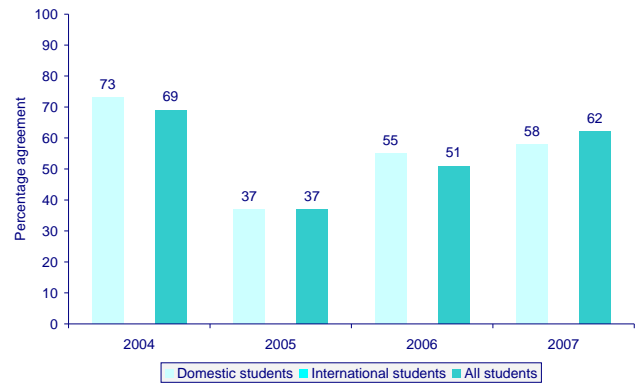
Evidence from the qualitative data suggests that students are satisfied with the teaching practices across the Faculty, with more favourable comments being received than those suggesting improvements.

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	0%	23%	33%	46%	21%	36%	45%
Suggested improvements	17%	8%	31%	42%	18%	15%	30%

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

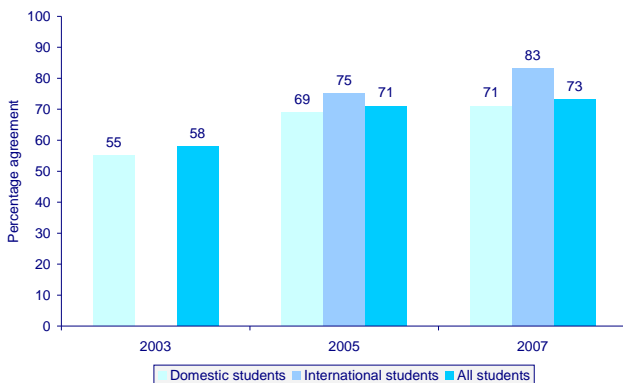
Trends

For current students (SCEQ), the current Overall Satisfaction score of 73% is marginally higher than the 2005 result; substantially higher than the 2003 result; and places the Faculty in the mid range of faculties for this KPI. The SCEQ University average for Overall Satisfaction is 75%. For graduates the current score of 87% is 33% higher than in 2006, and is the highest in the University.

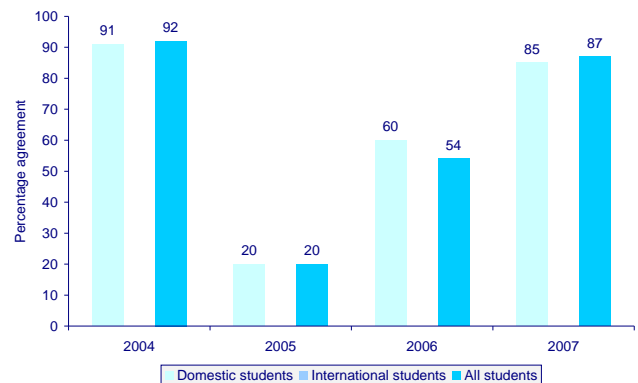
Evidence from the qualitative data indicates that students and graduates appreciate the knowledge, experience and qualifications of academic staff and clinicians.

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	50%	23%	53%	18%	29%	7%	9%
Suggested improvements	33%	8%	19%	12%	32%	8%	20%

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
- Learning resources (physical facilities; library)

Trends

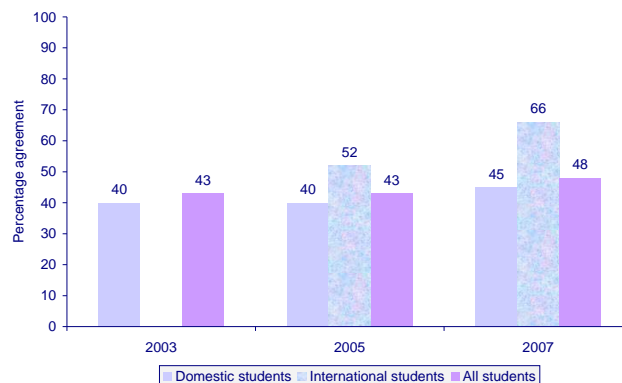
The Faculty score for Learning Community has increased since 2005. The current score of 48% is amongst the lowest in the University, where the average is 54%.

Despite the lower than average results for the quantitative data, evidence from the qualitative data suggests that both current students and graduates appreciate all aspects of the Learning Community within the Faculty.

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	0%	8%	7%	11%	46%	21%	9%
Suggested improvements	0%	8%	31%	31%	18%	0%	0%

5 Curriculum

Definition

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

- Content and structure of degree(s) (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

Trends

In 2007 19% of comments received from current students (SCEQ) and 27% from graduates (CEQ) commented favourably on various aspects of the Curriculum; whilst 14% of comments received in the SCEQ and 20% in the CEQ suggested improvements in this area of their experience.

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	33%	23%	0%	25%	19%	29%	27%
Suggested improvements	41%	33%	42%	21%	14%	23%	20%

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

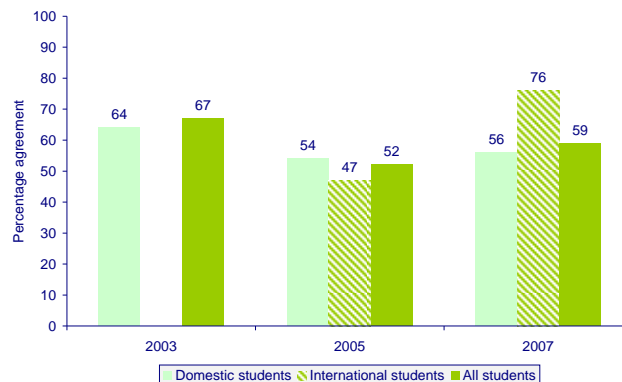
The percentage agreement scores for Appropriate Assessment (59%) in the 2007 SCEQ is in the middle range of faculties for this item. The University average is 66%. International students appear to have a more satisfactory experience of assessment than their domestic counterparts.

Very few students or graduates commented on their experiences of assessment practices in the Faculty.

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	0%	0%	0%	0%	0%	0%	0%
Suggested improvements	0%	0%	13%	0%	0%	15%	10%

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

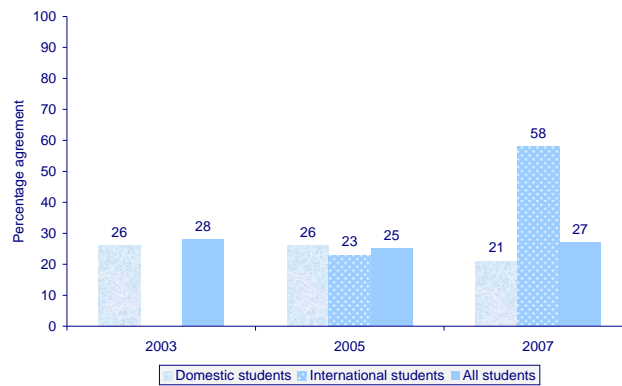
The percentage agreement scores for Appropriate Workload (27%) in the 2007 SCEQ is lower than the University average of 33%, and places it in the bottom range of faculties.

Very few students or graduates commented on the workload associated with their degree.

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	0%	0%	0%	0%	0%	0%	0%
Suggested improvements	0%	0%	6%	12%	9%	0%	0%

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

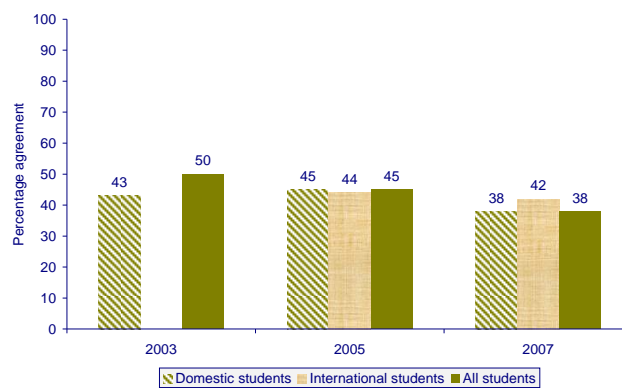
In 2007, the percentage of students who either agreed or strongly agreed with items in the SCEQ relating to Clear Goals and Standards was 38%, which is below the University average of 51%. Results for this scale have been decreasing steadily since 2003.

Evidence from the qualitative data suggests that students were unclear about the aims and objectives of the course, and would appreciate guidance on the standard of work required for 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	0%	0%	0%	0%	0%	0%	0%
Suggested improvements	17%	8%	0%	4%	23%	8%	0%

9 Faculty/ Department Student Administration

Definition

Faculty / Department Student Administration includes:

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

Trends

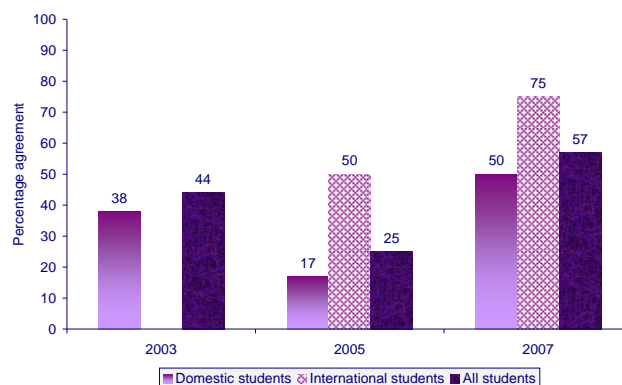
SCEQ faculty scores indicate that student perceptions of Faculty / Department Student Administration currently sits at 57%, with international students experiencing more successful outcomes than their domestic counterparts. The University average is 71%. Although this score represents a considerable increase (22%) since the 2005 results, the Faculty is still amongst the lowest in the University for this area of the student experience.

Analysis of the qualitative data for this area of the student experience substantiates the quantitative results, with a higher than average number of students mentioning concerns about administration in their responses to the questions on degree experience.

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

NB: less than 5 international students provided answers to the question on Faculty/ department student administration; therefore the results are not included in the above chart.

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	0%	0%	0%	0%	0%	0%	0%
Suggested improvements	0%	0%	13%	12%	23%	15%	40%

Attachment A Key issues for graduates in 2006 (2007 CEQ)

The following comments were received from current students in response to the 2007 CEQ (i.e. 2006 graduates). The broad area(s) by which each comment has been analysed is indicated in the second column.

Areas of best practice

COMMENT	AREAS OF LEARNING AND TEACHING
Some of the volunteer tutors.	OVERALL SATISFACTION
The practical components were excellent- particularly those with 'xxx-xxx' and Dr * , Dr * also provided very constructive tuition in the clinic.	GENERIC SKILLS GOOD TEACHING
The practical clinical experience gained in the IV sedation clinic and theatres at West mead Hospital Dental Clinical School	GENERIC SKILLS LEARNING COMMUNITY
Clinical / Practical components	GENERIC SKILLS
Very Practically orientated.	CURRICULUM
Clinical support and resources at the centre for oral health.	GOOD TEACHING
Advanced learning, evidence based approach to TX options, learning computer, PowerPoint, medicine learning to give presentation.	CURRICULUM
Dedicated staff supervisors	GOOD TEACHING
Dedicated teaching staff	GOOD TEACHING
Strong clinical focus Great depth of coverage of subjects	CURRICULUM
Staff was helpful especially my guide and my professor.	GOOD TEACHING

Suggested improvements

COMMENT	ASPECTS OF LEARNING AND TEACHING
All of the paid staff particularly the performance of the course Coordinator.	OVERALL SATISFACTION
There really needs to be a written curriculum so that it is very clear what you should know and be able to do by the end of the course.	CURRICULUM
Hospital phase - they were unaware of requirement IE. Why students were there.	FACULTY/ DEPT STUDENT ADMIN
It's part time over 2 years and it could be part time over one year.	CURRICULUM
Organisation and guidance in research thesis components.	FACULTY/ DEPT STUDENT ADMIN GENERIC SKILLS
organisation and communication between teaching staff.	FACULTY/ DEPT STUDENT ADMIN
Not clear transparency in marking these (masters) not a fair process - some of teaching staff encouraged students to do the minimal possible.	ASSESSMENT
Inadequate funding for staff There was little support for off campus students	OVERALL SATISFACTION GOOD TEACHING
There should be a reduction in the research component because it is a clinical speciality programme.	GOOD TEACHING
Some clinical work can be included in course.	GENERIC SKILLS

Attachment B Key issues for current students in 2007 (SCEQ)

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

Areas of best practice

COMMENT	AREAS OF LEARNING AND TEACHING
Ability to combine my work with a full time quality degree. Contact with two best academics/ professionals in the field.	CURRICULUM OVERALL SATISFACTION
Clinical time ? session active interaction with teachers.	GENERIC SKILLS LEARNING COMMUNITY
Cohesive student environment-> increased diversity of equipment skill sets-> increased awareness of management methodologies and subject matter.	GENERIC SKILLS LEARNING COMMUNITY
Excellent consultants with varied backgrounds and special interests; working at Westmead provides many exciting cases due to the large referral base.	GENERIC SKILLS OVERALL SATISFACTION
Intellectual discussion of problems and cases with class mates.	LEARNING COMMUNITY
Part time nature - difficult when in full time employment develop skills and enough knowledge gained for independent appraisal of new knowledge as presented.	GENERIC SKILLS
Relaxed atmosphere, good staff.	LEARNING COMMUNITY OVERALL SATISFACTION
Small group. Able to interact with others and enough attention from staff and professors.	LEARNING COMMUNITY
Small year group facilities interactive learning.	LEARNING COMMUNITY
Teaching by experienced and highly skilled clinicians.	OVERALL SATISFACTION
The practical and hands on experience with patients. The one-on-one with tutors.	GENERIC SKILLS
Very practical course.	CURRICULUM
creative knowledge, high profile staff and understanding the subject without memorizing	CURRICULUM OVERALL SATISFACTION
Freedom.	CURRICULUM
Great academic staff and clinical tutors to learn from. Very good experience and are patient and professional in their instruction and guidance. Excellent range and variety of clinical experience	CURRICULUM GENERIC SKILLS GOOD TEACHING OVERALL SATISFACTION
interaction with other students	LEARNING COMMUNITY
It probably is the tension free atmosphere that helps you operate at your full potential.	LEARNING COMMUNITY
Meeting new friends who are going through the same experience	LEARNING COMMUNITY
my fellow student colleagues	LEARNING COMMUNITY
Research aspect is the best part of my degree course cause it gives me ideal platform for my future researches	GOOD TEACHING
The feedback from experienced professionals and specialist	GOOD TEACHING

COMMENT	AREAS OF LEARNING AND TEACHING
The teaching staff and resource available to us when needed	GOOD TEACHING
we have only one person in our department we truly works hard and fortunately he heads the department.	OVERALL SATISFACTION
Well, you can learn how to communicate with different people. I think it is good. Cos, it is very important skill, isn't it?	GENERIC SKILLS
Suggested improvements	
COMMENT	AREAS OF LEARNING AND TEACHING
A clearer guide to the important points to focus on in a topic. We have an extensive reading list which includes not only the relevant information but the misinformation as well.	CLEAR GOALS AND STANDARDS
Administrator-> was not told when course be given. -> units of study changed and I was not informed and hence pre enrolment was difficult. Not informed on what dept of knowledge is required or given clear goals.	CLEAR GOALS AND STANDARDS CURRICULUM FACULTY/ DEPT STUDENT ADMIN
At the moment our 'research day' is actually 2 half days, which often get interrupted by the clinical aspect of work. It would be much better if a complete day was scheduled for research.	GOOD TEACHING
Communication/Admin. timetable and schedule should be issued well advance and not change.	FACULTY/ DEPT STUDENT ADMIN
Get rid of the few power- dominating tutors/ lecturers.	OVERALL SATISFACTION
Improved scheduling of coursework blocks.	FACULTY/ DEPT STUDENT ADMIN
More checking in with students in the time between practicals. Need one sort of forum on the Internet to meet regularly. Many of us are from all over Australia. Only see peers at the start and the end.	LEARNING COMMUNITY
More clarity with expectations of students.	CLEAR GOALS AND STANDARDS
More simulation ??resuscitation training.	GENERIC SKILLS
Our tuition fees are not used for our education. They do not pay our tutors. I do not use uni facilities except online. \$21000 annually - and barely any is used for my education. Most of our education is funded by Westmead hospital. This is not just.	OVERALL SATISFACTION
Part of the program is not sufficiently developed due to lack of staff/ supervisors.	OVERALL SATISFACTION
career guidance aspect of my course could be improved upon , moreover it would really help if little clinical aspect was also involved in my course.	GENERIC SKILLS
Facilities available for students. (e.g.. larger common room) More structured coursework for theory regarding dental implants	CURRICULUM LEARNING COMMUNITY
Increase clinical tutors because there are very little at present.	OVERALL SATISFACTION
Most things. The teaching is poor, the facilities for students are poor. We have much more work to do than a normal masters degree does. There is no room for having a balanced life for the 3 yrs that one is in the course.	GOOD TEACHING LEARNING COMMUNITY WORKLOAD
not clear what to do after completing it, job opportunities are not clear	OVERALL SATISFACTION

COMMENT

Organisation, learning outcomes, bringing the course up to date with current practice and topics worldwide.

AREAS OF LEARNING AND TEACHING

CLEAR GOALS AND STANDARDS
CURRICULUM
FACULTY/ DEPT STUDENT ADMIN

The work load!

WORKLOAD

Timetable organisation is very haphazard. Also resistance from General Anaesthetic department in Westmead

FACULTY/ DEPT STUDENT ADMIN

we do not have adequate staff in our department and also in the clinic. sometimes I feel very helpless and disappointed when I really need guidance from a staff member. the number of dental chairs are less than the number of students enrolled and few of them are not in a working condition.

GOOD TEACHING
LEARNING COMMUNITY
OVERALL SATISFACTION

Well for one I feel since this degree is related to Public Health Dentistry, using staff from the School of Public Health to teach subjects like Biostatistics, Epidemiology, Health Promotion etc, will benefit the students more. The reason being that Staff from the School of Public Health specialize in these subjects where as if a dentist teaches these subjects their knowledge would most definitely be lacking in many areas of such subjects.

OVERALL SATISFACTION

Well, if international students can get more scholarship, that would be great!

OVERALL SATISFACTION