Making a Difference: Embedding Student and Graduate Feedback for Review and Enhancement of Programs and Courses at CQUniversity

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Let's talk about what everyone is talking about……

Reviewing

Information

Outcomes

Opening Ceremony…..
The Business and Law Team

Drawing comparisons between the Olympics and embedding Student and Graduate Feedback?

- Common understanding of the standards required to compete
- Umpires
- Coaches
- Equipment
- Athletes

Common understanding of the standards

- TEQSA
- Higher Education Standards Framework

Umpires

- Embedding of the annual course and program evaluations in University level policy and procedure.

- Ensuring that actions are taken within the timeframes (5 year Reaccreditation and Annual Enhancement Reports).

- Incorporating a significant dates calendar.

University Policy

Annual Program Enhancement Reports (APER)

- Annual reporting and enhancement of qualifications and courses are integral components of the academic quality assurance process aimed at improving students' experiences and learning outcomes.

- The qualification must have effective mechanisms to collect regular, valid and reliable feedback from stakeholders, such as students (e.g. course evaluations, etc), graduates (e.g. Australian Graduate Survey), staff (e.g. peer review and teaching evaluations), and employers of graduates and to ensure the feedback results in qualification and course enhancement.

Calendar of 2016 Significant Dates

Released

Date					Task	Date
Mon 10 Oct	¤	¤	¤	●¤	2017 Teaching Allocation tasks available (Nexus)¤	Mon 10 Oct
Fri 14 Oct	¤	¤	●¤	¤	T3: Complete e-Course Profile tasks (reviewed) due (Nexus) ¤	Fri 14 Oct
Mon 17 Oct	¤	¤	●¤	¤	T3: e-Course Profiles published (3 weeks before term)¤	Mon 17 Oct
Fri 21 Oct	¤	¤	●¤	¤	T3: Confirm Moodle Course Ready tasks due (Nexus)¤	Fri 21 Oct
Mon 24 Oct	¤	¤	●¤	¤	T3: Moodle sites opened (2 weeks before term)¤	Mon 24 Oct
Fri 28 Oct	¤	¤	¤	●¤	T1 2017: Course Coordinator allocations due (Nexus)¤	Fri 28 Oct
Wed 2 Nov	●¤	¤	¤	¤	2017 T1: Specify Textbooks and Lab Software tasks available (Nexus)¤	Wed 2 Nov
Wed 9 Nov	¤	¤	●¤	¤	T3: Exam Upload tasks available (Nexus)¤	Wed 9 Nov
Wed 9 Nov	¤	●¤	¤	¤	T2: ACER tasks available (Nexus)¤	Wed 9 Nov
Fri 20 Nov	●¤	¤	¤	¤	2017 T1: Specify Textbooks and Lab Software tasks due (Nexus)¤	Fri 20 Nov
Fri 25 Nov	¤	●¤	¤	¤	T2: ACER tasks due (Nexus)¤	Fri 25 Nov
Wed 30 Nov	●¤	¤	¤	¤	2017 T1: Complete e-Course Profile tasks available… (Nexus)¤	Wed 30 Nov
Wed 30 Nov	●¤	¤	¤	¤	2017 T1: Confirm Moodle Course Ready tasks available (Nexus)¤	Wed 30 Nov
Wed 7 Dec	¤	¤	¤	●¤	2016 APER tasks available (Nexus)¤	Wed 7 Dec
Wed 14 Dec	¤	¤	●¤	¤	T3: Standard Exam Upload task (approved by reviewer) due (Nexus)¤	Wed 14 Dec
Mon 19 Dec	●¤	¤	¤	¤	2017 T1 Last date for PC approval Change Course Proposal (assessment type/no/%)	Mon 19 Dec
Thur 24 Dec	¤	¤	●¤	¤	T3: DE/SE Exam Upload task (approved by reviewer) due (Nexus)¤	Thur 24 Dec
Fri 6 Jan '17	●¤	¤	¤	¤	2017 T1: Last date to change details of Textbooks (via bookshop)¤	Fri 6 Jan '17
Mon 9 Jan '17	●¤	¤	¤	¤	T1: Textbook and Assessment Overview published¤	Mon 9 Jan '17
Wed 8 Mar '17	¤	¤	●¤	¤	T3: 2016 ACER tasks available (Nexus)¤	Wed 8 Mar '17
Fri 10 Mar '17	¤	¤	¤	●¤	2016 APER tasks due (Nexus)¤	Fri 10 Mar '17
Fri 24 Mar '17	¤	¤	●¤	¤	T3: 2016 ACER tasks due (Nexus)¤	Fri 24 Mar '17

Due

Coaching

- Further prioritisation through the School of Business and Law in the Learning and Teaching Plan (priorities 2016-2018).

- Surveys Coordinator & Analyst as part of centralised Learning and Teaching Services.

- Committee review by peers through to Higher Education Qualifications Committees.

Equipment

- You need to have the correct equipment to be successful.

- You need to have something that works for the athlete (academics).

- You need to have something that the umpires will accept.

Feedback from National Surveys

QILT
quality indicators for learning and teaching

Choose a university or higher education institution that is best for you.

Compare undergraduate student experience and graduate employment.

Help me get started

View transcript

🏠 Home | Study Areas | Institutions | ★ My Shortlist | 0 | ↓

🏠 Home › About this site › Course Experience Questionnaire (CEQ)

About this site

Student Experience Survey (SES)

Course Experience Questionnaire (CEQ)

Employer Satisfaction Survey (ESS)

Graduate Destination Survey (GDS)

Course Experience Questionnaire (CEQ)

The Course Experience Questionnaire (CEQ) is completed by graduates of Australian higher education institutions four months after completion of their courses. The survey provides information about the quality of education provided at Australian institutions. The CEQ asks graduates to what extent they agree with a series of statements about their study experiences.

The CEQ is funded by the Australian Government Department of Education and Training and participating higher education institutions. It is attached to the Graduate Destinations Survey as part

CQUniversity
AUSTRALIA

Feeds University Dashboards

Management Dashboards

Management

University Dashboard
Presents an overview of the university's student data. Also provides a 5 year history covering student numbers, equity and demographic information, student distribution by campus and program completions.

Australian Graduate Survey Dashboard
Provides results from the AGS which probes key elements of the higher education experience relevant to coursework graduates, focusing largely on their perceptions of program quality (Good Teaching), their self-rated skill levels (Generic Skills), and their (Overall Satisfaction) with their program. The dashboard also includes employment and salary data.

Enrolment Monitoring
Provides a 5 year progressive course enrolment history by management group, campus, faculty / school, enrolments in last seven (7) days and field of education. Figures start 6 weeks prior to start of teaching term and go through to week 10 of term.

Equity Dashboard   (New - December 2015)
Provides in-depth analysis and trending of the University's student population against the Commonwealth Equity Indicators.
NOTE: Only Domestic Students are shown on this Dashboard.

Sector Benchmarking - Staff and Student (via uCube)
For benchmarking data across Australian Universities, the Commonwealth Government uCube tool provides details on Staffing (numbers & FTE) and Student (EFTSL, enrolments and completions)

International Catchment Details
Provides details on the citizenship countries and regions for international students over the last five years. Details on pass rates, campus and faculty distribution are available.

Taught Load Dashboard
Provides TAUGHT course load by faculty / school.

Programs

Program Performance
Shows the high and low performing CQUniversity programs in the below areas. It allows drillthrough to examine an individual program's performance in detail.
- **Australian Graduate Survey**   • **Transfer Credits**
- **Enrolment Trends**
- **Progression**

Program Details
Presents an overview of a program. Also provides a detailed 5 year program history covering intake particulars (age, gender, TE/OP, High School ...), MAP data, GPA / pass rate, key courses, graduations and retention.

Attrition & Retention (1st Year) Dashboard
Provides both an overview and detailed analysis of CQUniversity's high (by sector standards) attrition rate. This new release adopts the DEEWR definition of attrition i.e. loss to University after first year.

Enabling Programs Dashboard
Shows in detail the students who've commenced an enabling program and their progress into award studies and beyond.

Program Portfolio   (New - March 2015)
This portfolio is a compilation of data from the Unitersity's Dashboards, covering:
- Student Feedback (Course Evaluation)
- Graduate Feedback (Australian Graduate Survey)
- Attrition (students who leave the university following their first year of enrolment)

Courses

Course Performance
Shows the high and low performing CQUniversity courses in the below areas. It allows drillthrough to examine an individual course's performance in detail.
- **Courses Dropped Pre-Census**   • **Passrate**
- **Course Evaluations**   • **Result Processing**
- **Enrolment Trends**

Course Details
Presents an overview of a course. Also provides a detailed 5 year course history covering enrolments, GPA / pass rate, grade distribution, campus summary, MAP data, key programs and course evaluations.

Course Evaluation Dashboard
Provides student response to the 'Course Evaluation Survey' conducted through Moodle for all / selected courses, by course and faculty. Also shows historic (prior to term 2, 2010) responses to the overall question.

Links to Nexus – Annual Program Enhancements

Filter			
*Year	**Program**	**Committee**	**Status** ⓘ
2015 ▾		Select a Committee ▾	Completed ▾
Faculty		**School**	
Select a faculty ▾		Select a school ▾	Filter Reset Filter

📄 CSV 📊 EXCEL 📄 ODS 📄 PDF   📄 Download all Pdfs

Found 87 results

Program	Head of Program	Year	Status	Preview
CA40 - Master of Applied Science	Susan Kinnear	2015	Completed	👁 Preview
CA42 - Bachelor of Environmental Science	Delma Clifton	2015	Completed	👁 Preview
CA45 - Master of Arts	Susan Kinnear	2015	Completed	👁 Preview
CA63 - Master of Engineering	Fae Martin	2015	Completed	👁 Preview
CA73 - Master of Education	Susan Kinnear	2015	Completed	👁 Preview
CA81 - Master of Business	Susan Kinnear	2015	Completed	👁 Preview
CA99 - Associate Degree of Information Technology	Lily Li	2015	Completed	👁 Preview
CB29 - Bachelor of Oral Health	Delma Clifton	2015	Completed	👁 Preview
CB66 - Bachelor of Health Science (Allied Health)	Michele Wolfe	2015	Completed	👁 Preview

CQUniversity AUSTRALIA

Annual Course Enhancements

← **Reports** ›› Course Enhancement Status Report

Filter

Status ⓘ	**Overall Satisfaction Score** ⓘ	**School**	**Term**
Completed ▾	Select an overall satisfaction score ▾	Select a school ▾	Term 2 - 2015 ▾
Faculty		**Committee**	**Course**
Select a faculty ▾		Select a Committee ▾	

Filter **Reset Filter**

📄 CSV 📊 EXCEL 📄 ODS 📄 PDF   📄 Download all Pdfs

Found 492 results

Course	Course Coordinator	Term & Year	Status	Preview
ACCT19061 - Corporate Accounting				
	David Keene	Term 2 2015	Completed	👁 Preview
ACCT19083 - Corporate Governance & Ethics				
	Gerard Ilott	Term 2 2015	Completed	👁 Preview
ACCT19084 - Financial Accounting				
	Maria Tyler	Term 2 2015	Completed	👁 Preview

Annual Program Enhancement Report

❯ 6.1 Australian Graduate Survey Results - Last 3 years' available data ⓘ

The AGS comprises the Graduate Destination survey (GDS) and the Course (=Program) Experience Survey (CEQ)

AGS			GDS		CEQ		
	Response Rate		Fulltime Employment		% Agreement		
Year of Completion	Program	University	Program	University	Scale	Program	University
2013	40%	52.32%	50%	43.98%	Good Teaching	50%	69.68%
	(4 responses / 10 total cohort)	(1860 responses / 3555 total cohort)			Generic Skills	75%	81.24%
					Overall Satisfaction	75%	80.86%
2014	57.89%	50.72%	54.55%	47.4%	Good Teaching	72.73%	71.12%
	(11 responses / 19 total cohort)	(1728 responses / 3407 total cohort)			Generic Skills	100%	81.19%
					Overall Satisfaction	90.91%	81.02%

❯ 6.2 GDS and CEQ Results from the Australian Graduate Survey

Comment on results from the Course Experience Questionnaire (CEQ) and Graduate Destination Survey (GDS) from the Australian Graduate Survey (AGS) and any implications for the program.

It is really to early to draw any significant results from the GDS and CEQ data. We can see that there was a significant improvement in the data from 2013 to 2014. 2013 was the year in which law courses were rewritten and standardised, delivery methods extended to include iTunesU, podcasts and video conferencing tutorials in all subjects. A skills program was also introduced in 2013. We can see that from the CEQ data Generic skills and Overall Satisfaction are well above university percentages as is GDS full-time employment rates. Good teaching is only slightly better than the university average. This is disappointing and we aim to do far better in Good Teaching than CQU norms.

❯ 6.3 Graduate Feedback (From CEQ): Best Aspects/Needs ⓘ

Comment on graduate perceptions on the best aspects of the program and those needing improvement, obtained from text comments provided within the CEQ and any implications for the program. Comments are available from Office of Learning and Teaching please email ags-enquiries@cqu.edu.au

The best aspects of the course may be summarised as follows:

- Flexible learning
- Textbooks
- Quality staff - enthusiastic, responsive and dedicated
- Quality material
- Engaging subjects

APER Promoting Reflections on:

- qualification statistics, including trends and implications
- previous year's recommendations and action taken
- strengths, weaknesses, opportunities and threat analysis of the qualification
- engagement strategies and their effectiveness,
- **feedback on the qualification from employers, industry, staff and/or students**, and
- identified articulations, pathways and relationships with existing and/or proposed CQUniversity VET qualifications and how the qualification may align with the University's various comprehensive curriculum models.

Annual Course Enhancement Report

Section 3: Course Evaluation Data (Last 3 Years)

❯ 3.1 Course Evaluation: Responses ⓘ

| Year	Term	Coordinator	Red Flags	# Responses / Course Enrolments	Response Rate	Overall Satisfaction	Moodle Navigation	Learning Resources	Assessment Tasks	Assessment Requirements	Assessment Return	Assessment Feedback
2013	Term 1	Unassigned	0	/	0%							
2013	Term 2	Gerard Ilott	0	102 / 229	44.54%	3.9	4.1	4.1	4.0	3.9	3.9	3.7
2013	Term 3	Gerard Ilott	0	74 / 193	39.78%	4.0	4.2	4.0	3.9	3.8	3.7	3.6
2014	Term 1		0	/	0%							
2014	Term 2	Gerard Ilott	0	75 / 176	43.86%	3.8	4.3	3.9	3.8	3.5	3.5	3.3
2014	Term 3	Gerard Ilott	0	55 / 167	33.74%	4.2	4.3	4.2	4.1	3.9	4.2	3.7
2015	Term 1		0	/	0%							
2015	Term 2	Gerard Ilott	0	63 / 156	40.65%	4.2	4.2	4.1	4.1	3.7	4.3	3.9
2015	Term 3	Grace Phan-Athiroj - phanathj	0	64 / 159	41.29%	4.1	4.4	4.3	4.0	4.0	3.8	3.6

❯ 3.2 Comment on above data/statistics ⓘ

This is a good result, but response rates still refuse to reach 50%. Further efforts will be made during term to encourage students to participate in this survey. Students' attention will be drawn to the positive improvements that have been made in this course due to feedback received in the past.

The statistics have also indicated the ongoing problem for a highly theoretical and qualitative course: the challenge of returning written assignments within a tight time commitment while still providing sufficient feedback for the students. Recent improvements have been made in returning assignments, but extra effort must be made in providing feedback.

Section 4: Student Performance (Last 3 Years)

❯ 4.1 Student Performance: Grade Distribution (%) [View Data]

| 50 |
| 45 |
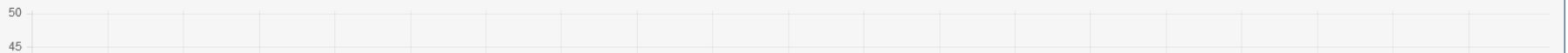
Annual Course Enhancement Reports (ACER)

Annual course enhancement is conducted once a year in each year that a course is offered.

Reflecting on the following:

- course statistics
- previous year's recommendations and action taken
- self-evaluation, peer feedback, **student feedback** and any additional feedback, including from Program Committees, Program Reference Committees, industry stakeholders, etc., and any recommended actions to address feedback,
- good practice in learning/teaching/assessment.
- The Course Coordinator also develops recommendations for the following year including communication strategies to inform students of the recommendations, potential impact on resources and change to the synopsis, learning outcomes, graduate attributes and/or assessment items.

5 Year Internal Review

CQ01 Bachelor of Accounting

AGS			GDS		CEQ		
Year of Completion	**Response Rate**		**Fulltime Employment**		**% Agreement**		
	Program	**University**	**Program**	**University**	**Scale**	**Program**	**University**
2011	56%	54%	38%	53%	Good Teaching	68%	67%
	(233 responses / 416 total cohort)	(2538 responses / 4693 total cohort)			Generic Skills	82%	78%
					Overall Satisfaction	79%	76%
2012	47%	50%	37%	56%	Good Teaching	73%	70%
	(199 responses / 422 total cohort)	(2165 responses / 4365 total cohort)			Generic Skills	84%	81%
					Overall Satisfaction	86%	81%
2013	48%	52%	51%	64%	Good Teaching	74%	70%
	(148 responses / 309 total cohort)	(1860 responses / 3555 total cohort)			Generic Skills	85%	81%
					Overall Satisfaction	86%	81%

Open ended comments on Best Aspects/Needs Improvement is also provided for analysis and comment as part of the Five Yearly Program and Course Review and Reaccreditation

Clear as mud…..

- Feedback through National Surveys.
- Data collated in Dashboards.
- Dashboards feed Nexus.
- Nexus automatically generates enhancement report templates that include relevant data - at a specific time.
- Task assigned in Nexus to Course Coordinator or Head of Program (email alert)
- Reflection and opportunities for improvement are documented in Annual Program Enhancement Reports and Annual Course Enhancement Reports
- Submitted to relevant Committees
- Actions taken
- Review cycle

What does it mean for the Athlete (Academic)?

Giving them the edge using "legal substances" - Data

- Data relevant to the program of study is presented directly to the Head of Program in a single online format.
- Coaching is available for interpretation of data.
- Motivation to engage with the feedback and other relevant data to align with improvement agenda.
- Easy to identify trends across years
- Reflection

Athletes

- Using the equipment – provides easy access to feedback from relevant data sources.
- Which encourages Reflection
- Knowing the Rules – Embeds reflection and self evaluation for discussion by teaching teams.
- Fitting in to the times – Ensures regular reviews
- Making use of the coaching – Professional development and advice.
- Making improvements – improves student experience
- Which all leads to continued improvements in our performance – reflected in national surveys.

University Values Alignment

- Engagement – connecting with stakeholders (our students)
- Leadership – demonstrating excellence.
- Can Do – focus on achieving our goal of continuous improvement in learning and teaching
- Openness – transparency in data and decisions – all staff can review APER and ACER
- Inclusiveness – respecting the feedback from all staff students and stakeholders

What is our aspirational goal?

Be in the top quartile of Australian universities for student and graduate satisfaction. (CQUniversity Strategic Plan 2016-2021)
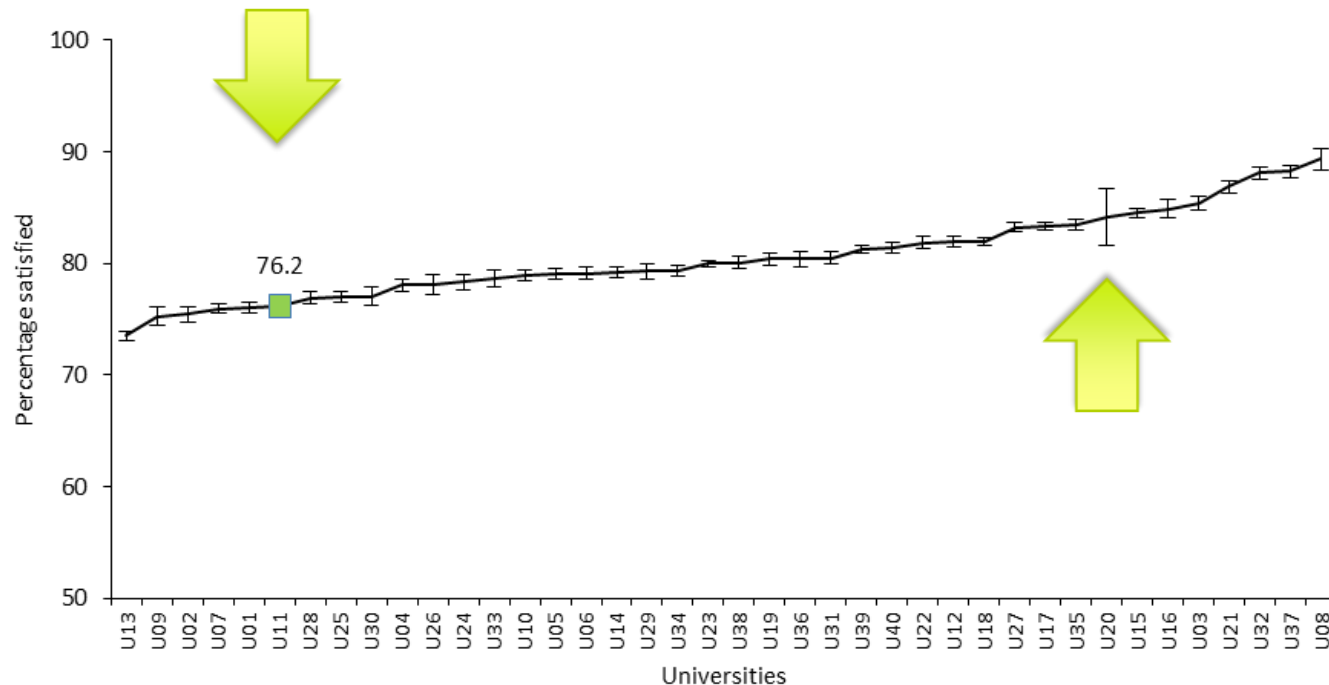
2015 SES % satisfied results on the quality of entire educational experience for university students
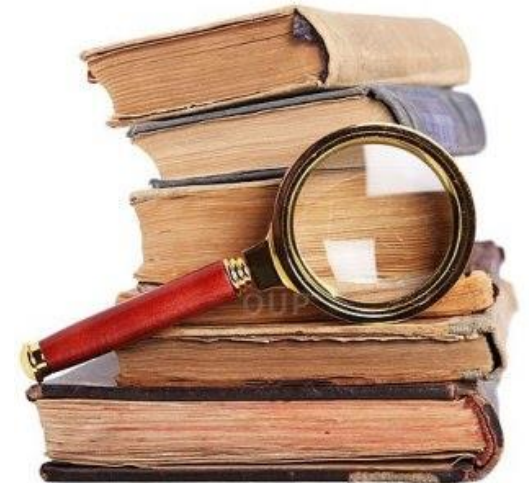
Monitoring performance

- Vice Chancellor Advisory Committee (VCAC)

- Academic Board

- School Performance Reports

- Program level reports – benchmarking data by study area

- Retention Project Team – student support, reasons for considering leaving

A word from the Head Coach

"Further discussion from members centred on the urgency of addressing the indicator results (QILT)and agreement was reached for the Higher Education Division to investigate and identify those programs that are underperforming and provide a report back to the Board on strategies for improvement."

CQUniversity Academic Board 25 May 2016

On the podium…

School	Program Code	Program Name	Overall Experience									Skills Development								
			N - CQU	Satisfied - CQU	N - UA insitutions	Satisfied - UA insitutions	N - Go8	Satisfied - Go8	N - RUN	Satisfied - RUN		N - CQU	Satisfied - CQU	N - UA insitutions	Satisfied - UA insitutions	N - Go8	Satisfied - Go8	N - RUN	Satisfied - RUN
BUSLAW	CA01	B Business	75	70.7%	11993	77.3%	2908	76.4%	767	81.4%		68	70.6%	11275	78.2%	2711	75.8%	736	78.8%
BUSLAW	CB68	Bachelor of Accounting	4	50.0%	2035	76.4%	369	74.8%	95	88.4%		3	33.3%	1934	75.6%	353	69.1%	91	78.0%
		Bachelor of Laws	6	50.0%	5141	81.5%	1304	82.1%	396	84.6%		5	40.0%	4829	82.9%	1192	83.4%	377	78.8%
BUSLAW	CB69	B Hospitality Management	7	100.0%	11993	77.3%	2908	76.4%	767	81.4%		7	100.0%	11275	78.2%	2711	75.8%	736	78.8%
BUSLAW	CF56	B Property	14	78.6%	6030	75.5%	3230	72.5%	162	84.6%		14	71.4%	5651	75.7%	3017	73.3%	155	71.6%
BUSLAW	CG01	D Business	7	85.7%	11993	77.3%	2908	76.4%	767	81.4%		7	85.7%	11275	78.2%	2711	75.8%	736	78.8%
BUSLAW	CG39	D Business Administration	1	100.0%	11993	77.3%	2908	76.4%	767	81.4%		1	100.0%	11275	78.2%	2711	75.8%	736	78.8%
BUSLAW	CG69	Bachelor of Financial Planning	3	100.0%	2035	76.4%	369	74.8%	95	88.4%		1	100.0%	1934	75.6%	353	69.1%	91	78.0%
BUSLAW	CG98	B Laws	49	85.7%	5141	81.5%	1304	82.1%	396	84.6%		48	85.4%	4829	82.9%	1192	83.4%	377	78.8%
BUSLAW	CQ01	B Accounting	87	70.1%	2035	76.4%	369	74.8%	95	88.4%		79	73.4%	1934	75.6%	353	69.1%	91	78.0%
BUSLAW	CQ91	Bachelor of Accounting	18	83.3%	2035	76.4%	369	74.8%	95	88.4%		18	66.7%	1934	75.6%	353	69.1%	91	78.0%
		Bachelor of Business	19	73.7%	11993	77.3%	2908	76.4%	767	81.4%		19	68.4%	11275	78.2%	2711	75.8%	736	78.8%
BUSLAW	CU47	Bachelor of Business	8	87.5%	6030	75.5%	3230	72.5%	162	84.6%		6	83.3%	5651	75.7%	3017	73.3%	155	71.6%
		Bachelor of Professional Communication	10	90.0%	4865	81.8%	773	76.5%	447	84.1%		9	88.9%	4595	83.1%	732	79.9%	430	81.9%

Performance enhancement…

Hurdles

- System "bugs"
- Initially, creating a culture of reflection and continuous improvement – not just filling in the form.
- Getting "athletes" to see the value in the data rather than seeing it as something that may impact negatively on them as individuals.
- Complex campus network – distribution of staff / isolation

Where to next?

- Creating a culture
- Embedding in the "calendar"
- Reviewing design - AIMS
  – Continued improvements to user experience
  – QILT Data
  – Maybe additional sources of data
  – Key information which provide the most value
- Identifying success – trend data
- Continuously improving outcomes for students

Knee Reconstruction aka the APER overhaul

- SES benchmarking by study area, trend, visual and tabular content including overall experience satisfaction, five scales and qualitative feedback

- GOS employment and salary outcomes, course experience, graduate attributes and qualitative feedback

- ESS employer based data and feedback

Winning

- In this instance it is not about crossing the line first.
- It is more about continuously running the race and finding something we can do better each time.

Do not give up, the beginning is always the hardest.

Closing Ceremony