



THE UNIVERSITY OF  
MELBOURNE

Evaluation Cycle 2006

Quality of Teaching Survey  
Summary of the Semester 2 2006  
Survey

## 1. Background - About the Quality of Teaching Questionnaire

The Quality of Teaching (QoT) survey provides feedback from undergraduate and postgraduate students on their perceptions of the quality of teaching and their learning experience in each of their subjects. The survey has been used throughout the University since 1994 with some variation in the questions over that period. The survey is mandatory in all 'taught' subjects with exemptions allowed in certain circumstances such as subjects with low enrolments or where conducting the survey is not practical.

Common questions cover a student's understanding of what is expected of them in their subject, quality of teaching, intellectual stimulation, feedback on progress, interest of the teaching staff, the student's learning community, use of multimedia based technology and materials and overall satisfaction with the quality of their learning experience. Responses are provided on a five point scale ranging from strongly agree (5) to strongly disagree (1).

## 2. Summary of University outcomes

The Semester 2 2006 Quality of Teaching survey shows a slight improvement in outcomes over Semester 1 2006. The percentage of undergraduate respondents who agreed on each question is at its highest or equal highest level, and postgraduate respondents continue to express a high level of satisfaction with their subjects. These outcomes show students to be largely satisfied with most aspects of their subjects. There remain, however, areas with poorer outcomes; namely students' perceptions of the feedback they receive, the use of information and communication technologies, as well as persistently low outcomes in some faculties. Some points in brief include:

- *Overall satisfaction with the quality of the learning experience in this subject (Question 9)*
  - 75.9% of respondents in undergraduate subjects agreed, up from 75.1%.
  - 81.6% of respondents in postgraduate subjects agreed, down from 81.9%.
  - The mean rating was 3.89 for undergraduate, and 4.05 for postgraduate subjects.
- *This subject was well taught (Question 2)*
  - 77.2% of respondents in undergraduate subjects agreed, up from 76.8% in Semester 1 2006, and equal to the outcome in Semester 2 2005.
  - 82.5% of respondents in postgraduate subjects agreed, unchanged from Semester 1 2006.
  - The mean rating was 3.96 for undergraduate, and 4.10 for postgraduate subjects.
  - The proportion of subjects and the teaching load in undergraduate subjects rated poorly by students decreased to 2.2% and 2.6% respectively, just above the lowest level recorded (Semester 2 2005).
- *Among undergraduate respondents:*
  - 56.0% agreed they received helpful feedback in their subjects, up from 55.2% in Semester 1 2006 (Question 6);
  - 67.5% agreed that they felt part of a group of students and staff committed to learning in their subjects, up from 67.3% in semester 1 2006;

- 56.0% agreed there was effective use of computer-based teaching materials in their subjects, up from 54.6% in Semester 1 2006 (Question 7); and
- 57.1% agreed the web-based materials in the subjects were helpful, up from 55.6% in Semester 1 2006. (Question 8).

#### Areas for concern or further improvement

- *Feedback:* Students in undergraduate subjects frequently do not perceive that they received helpful feedback on how they were going in their subjects.
  - Outcomes are low across nearly all faculties, only Music has more than 70% of respondents who agreed.
  - Half or fewer respondents agreed for Economics and Commerce (46.7%), Engineering (47.7%), Land and Food (50.1%), and Law (42.9%).
- *Learning Community:* Students' perception that they felt part of a group of students and staff committed to learning in their subjects is comparatively low rated, and with a flat trend.
- *Frequently low rated subjects on Question 2 (well taught).*
  - 78 subjects (UG and PG) had a mean rating less than 3.2 in Semester 2 2006. 33 were previously rated low, including 15 subjects on three or more occasions, and six subjects on four or more occasions.
  - Of the 93 subjects rates less than 3.2 in Semester 2 2005, 67 were surveyed in Semester 2 2006, and 16 were again rated at less than 3.2.
- Although improving, the proportion of students who agree that the use of information and communication technologies in their subjects is low.
- Outcomes for Architecture, Building and Planning, Economics and Commerce, and Engineering subjects are persistently lower than the University average.

### 3. Overall University outcomes

#### 3.1 Overall satisfaction (Question 9)

Students in Semester 2 2006 indicated that they were generally satisfied with the quality of the learning experience in their subjects. The level of overall satisfaction for students enrolled in undergraduate subjects improved in Semester 2 2006 after reducing the previous semester, thereby continuing the overall positive trend. Outcomes for students in postgraduate subjects were largely unchanged (Figure 1). The main points are given below.

##### *Undergraduate subjects*

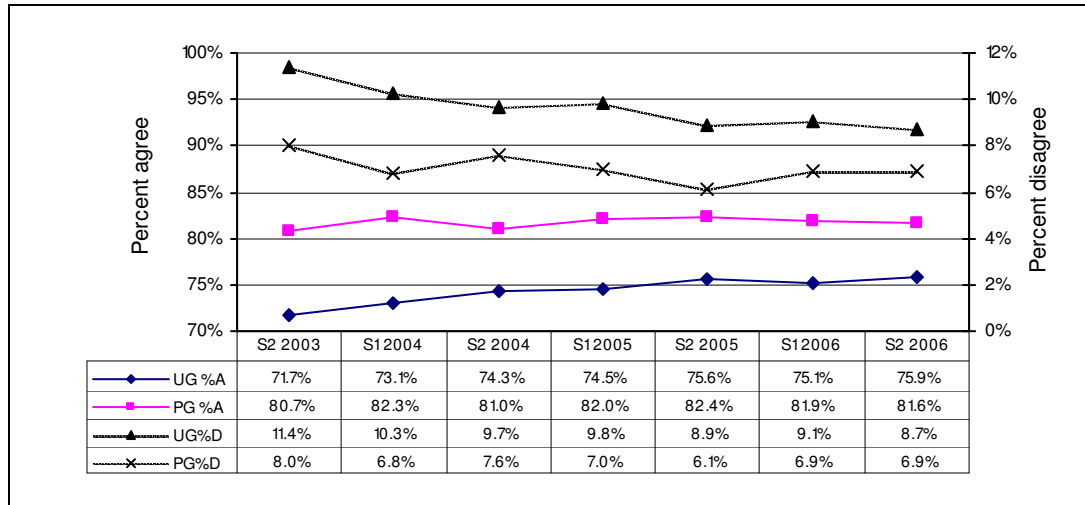
- 75.9% agreed that overall they were satisfied, up from 75.1% in Semester 1 2006.
- 8.7% disagreed, down from 9.1% in Semester 1 2006.
- The mean rating was steady at 3.89

##### *Postgraduate subjects*

- 81.6% agreed that overall they were satisfied, largely unchanged from the 81.9% in Semester 1 2006.
- 6.9% disagreed, unchanged from Semester 1 2006

- The mean rating was steady at 4.05.

Figure 1: Question 9 (overall satisfaction) percentage agree and disagree, Semester 2 2003 to Semester 2 2006



### 3.2 This subject was well taught (Question 2)

The Semester 2 2006 survey showed again that students believe that their subjects were well taught. Outcomes show an increase in agreement for students undertaking undergraduate subjects, continuing the upward trend after a small decrease in Semester 1. The level of agreement for students in postgraduate subjects remains high and steady (Figure 2). The main points are given below, and faculty undergraduate outcomes in Figure 3.

#### Undergraduate subjects

- 77.2% agreed that their subjects were well taught, up from 76.8% in Semester 1 2006.
- 7.7% disagreed, down from 7.9% in Semester 2 2005.
- The mean rating was 3.96.
- The median mean rating was steady from the previous semester at 4.13, the 25<sup>th</sup> percentile at 3.80 and the 75<sup>th</sup> percentile at 4.43.

#### Postgraduate subjects

- 82.5% agreed that their subjects were well taught, unchanged from Semester 1 2006.
- 5.9% disagreed, up from 5.7% in Semester 1 2006.
- The mean rating was 4.10.

Figure 2: Question 2 (well taught) percentage agree and disagree, Semester 1 2002 to Semester 2 2006

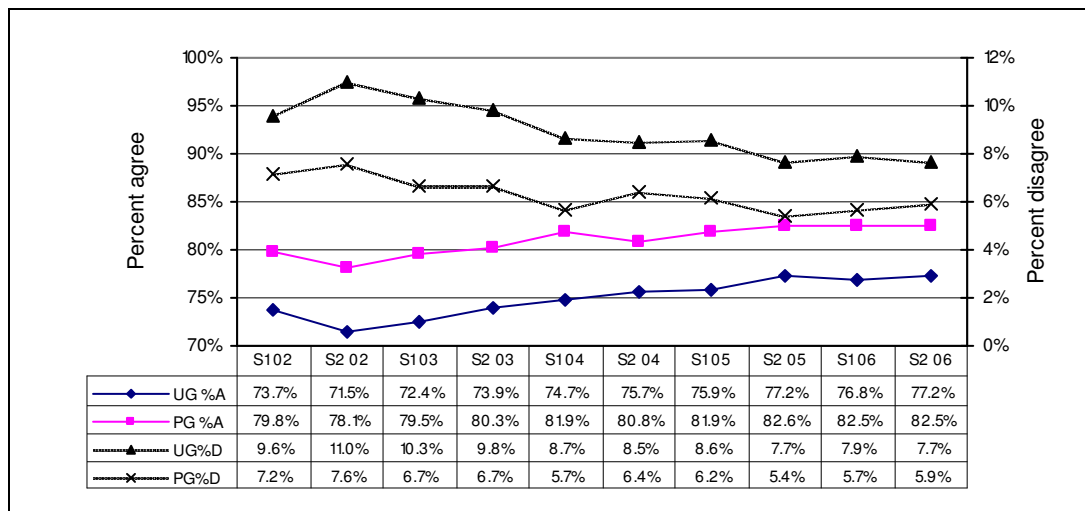
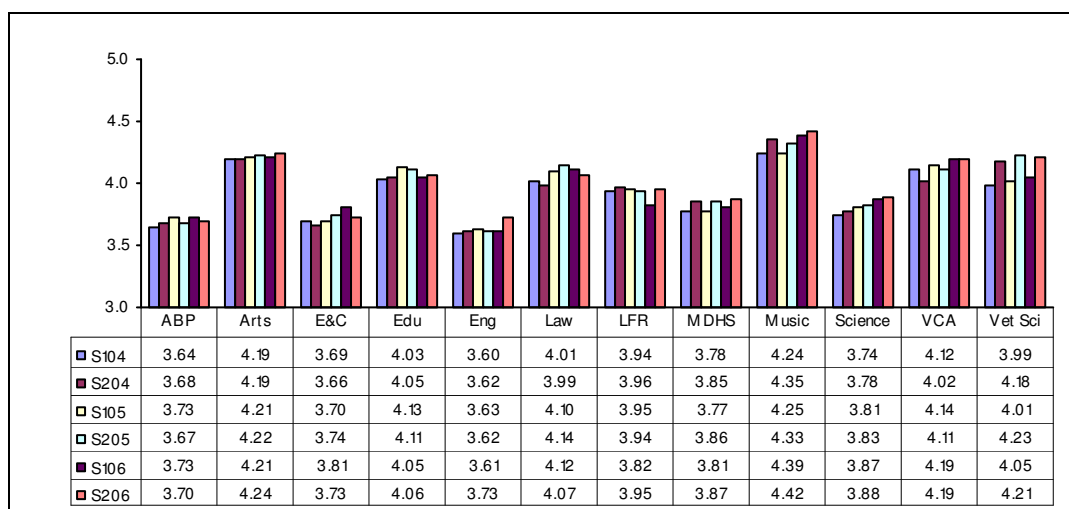


Figure 3: Faculty outcomes – Question 2 (well taught), mean rating Semester 1 2004 to Semester 2 2006



### Low rated subjects on Question 2 (well taught)

The proportion of undergraduate subjects where the quality of teaching was perceived to be poor and the proportion of teaching load in these subjects reduced in Semester 2 2006 to be only slightly higher than the low level recorded in Semester 2 2005 (defined by subjects with a mean rating of less than 3.0 on Question 2 (well taught)) (Figure 4).

- 2.2% of undergraduate subjects were rated at less than 3.0, down from 2.7% in Semester 1 2006.
- The proportion of teaching load in poorly rated subjects reduced to 2.6% from 3.7% in Semester 1 2006 (Figure 4 and Table 1).
- Teaching load in poorly rated subjects continues to be concentrated in a small number of subjects. As in Semester 1 2006, three-quarters of the teaching load in this category was in ten subjects (of 30), and one subject accounted for nearly one-fifth of all poorly rated teaching load.
- There continues to be a small number of subjects which are frequently rated low. Of the 78 (UG and PG) with a mean of less than 3.2 in Semester 2 2006:
  - Two-fifths (33) were previously rated at less than 3.2 (since 2000)
  - 15 were rated less than 3.2 on three or more occasions, including six subjects four times, and three subjects five or more times.
- Following up the outcomes of poorly rated subjects in the previous second semester survey shows nearly one-quarter of those surveyed were again rated poorly. Of the 93 subjects rated less than 3.2 in Semester 2 2005, 67 were surveyed in Semester 2 2006, and 16 were again rated at less than 3.2.

Figure 4: Question 2 (well taught) percent of undergraduate subjects and teaching load in subjects with mean rating of less than 3.0, Semester 2 2002 to Semester 2 2006

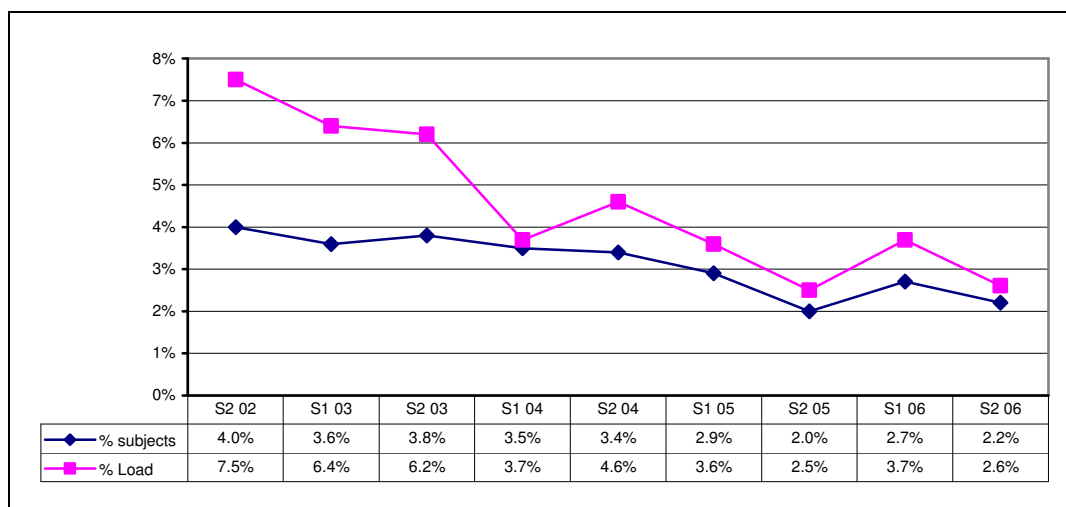


Table 1: Faculty outcomes Question 2 (well taught) percent of teaching load in subjects with mean  $\geq 4.5$  or  $<3.0$ , Semester 1 2004 to Semester 1 2006

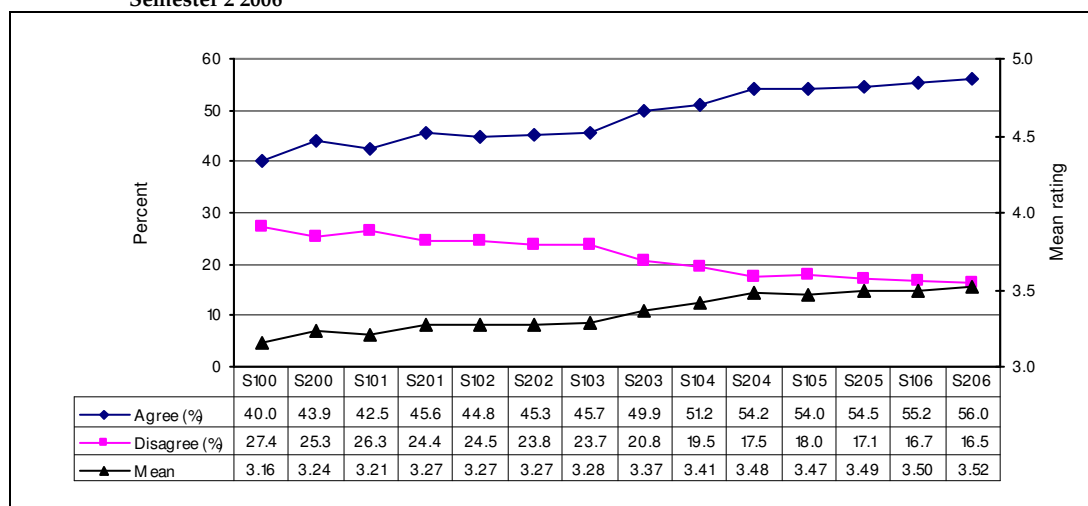
	Percent of UG load rated 4.5 or above						Percent of UG load rated less than 3.0					
	2004		2005		2006		2004		2005		2006	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
ABP	2.5	2.4	5.1	0.7	1.5	3.5	12.8	11.1	3.8	3.5	0.0	4.6
Arts	21.9	20.4	26.1	30.3	25.0	24.8	0.6	1.0	0.8	0.1	1.0	0.7
Eco & Com	0.9	0.5	3.2	1.3	2.0	3.2	2.0	12.7	2.1	2.2	8.3	5.2
Education	14.1	9.1	23.9	17.0	22.8	15.5	0.6	0.0	3.1	0.0	2.1	2.8
Engineering	2.1	1.5	2.4	2.8	4.2	2.7	12.0	13.6	12.7	6.4	13.5	6.0
LFR	13.1	17.7	10.9	17.1	10.3	18.8	3.2	2.7	10.5	5.7	9.9	6.0
Law	2.2	6.5	17.5	6.0	14.8	9.2	0.8	0.9	5.2	0.4	0.0	0.0
MDHS	0.9	2.5	2.7	3.1	2.7	1.4	3.6	0.2	2.0	4.2	2.0	0.0
Music	20.8	29.9	19.1	24.3	56.1	48.0	0.7	0.0	0.0	0.0	0.0	0.0
Science	2.4	3.4	4.3	5.1	2.6	6.3	4.9	3.4	4.0	2.8	1.2	3.4
Vet Science	23.0	8.7	12.6	8.6	16.8	16.8	3.6	0.0	3.6	0.0	0.0	0.0
VCA	21.0	16.0	22.7	23.7	29.9	25.0	1.3	1.1	0.2	4.8	1.4	3.7
University	8.2	8.0	11.2	10.9	11.2	10.6	3.7	4.6	3.6	2.5	3.7	2.6

### 3.3 *I received helpful feedback on how I was going in my subject (Question 4)*

Students in undergraduate subjects frequently do not perceive that they receive helpful feedback on how they are going in their subjects (Figure 5). The level of agreement, however, continues to improve, albeit slowly. The main points for undergraduate subjects are:

- 56.0% of respondents agreed they received helpful feedback, up from 55.2% in Semester 1 2006.
- 16.5% disagreed, down from 16.7% in Semester 1 2006.
- The mean rating was steady at 3.52.
- 10% of undergraduate subjects (144) had more than a third of respondents disagree that they received helpful feedback.

Figure 5: Question 4 (feedback): % agree, % disagree and mean rating for undergraduate subjects, Semester 1 2000 to Semester 2 2006



The poor outcomes for Question 4 (feedback) are reflected in the outcomes of the *Good Teaching* scale of the Course Experience Questionnaire (CEQ), one of the indicators used in the Commonwealth's *Learning and Teaching Performance Fund*, and an area in which the University performs comparatively poorly. Preliminary Bachelor outcomes for the 2006 CEQ show, for example:

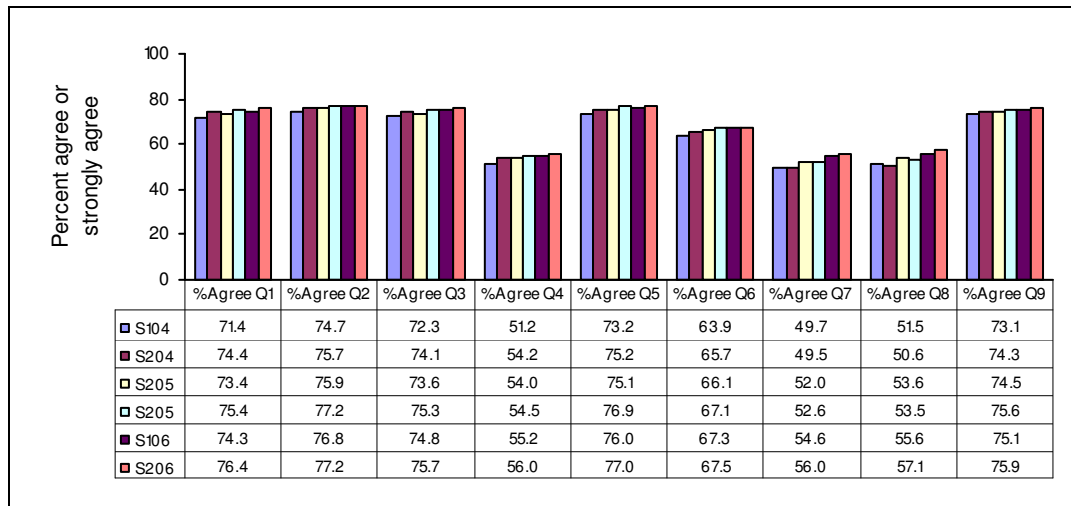
- 45% agreed that the staff put a lot of time commenting on their work;
- 47% agreed that the teaching staff normally gave them helpful feedback on how they were going; and
- Just 39% agreed that the teaching staff made a real effort to understand difficulties they may be having with their work.

### 3.4 Summary of University outcomes

*Undergraduate subjects* (Figure 6)

- The percentage of respondents who agreed or strongly agreed on each question in Semester 2 2006 is equal to or above previous surveys.
- The overall trend in outcomes is up, but the change from semester to semester is generally small.
- A high proportion of respondents (>=75%) agreed or strongly agreed that:
  - they were clear in what was expected of them in their subjects (Q1, 76.4%);
  - their subjects were well taught (Q2, 77.2%);
  - their subjects were intellectually stimulating (Q3, 75.7%);
  - the teaching staff showed an interest in their academic needs (Q5, 77.0%); and
  - they were overall satisfied with the quality of the learning experience in their subjects (Q9, 75.9%).
- A lower proportion (67.5%) agreed they felt part of a group of students and staff committed to learning in their subjects.
- A low, but improving, level of agreement was reported for feedback and the use of ICT in subjects with just over one-half of respondents agreeing that:
  - they received helpful feedback in their subjects (Q4, 56.0%);
  - there was effective use of computer-based teaching materials (Q7, 56.0%); and
  - the web-based materials for their subjects were helpful (Q8, 57.1%).

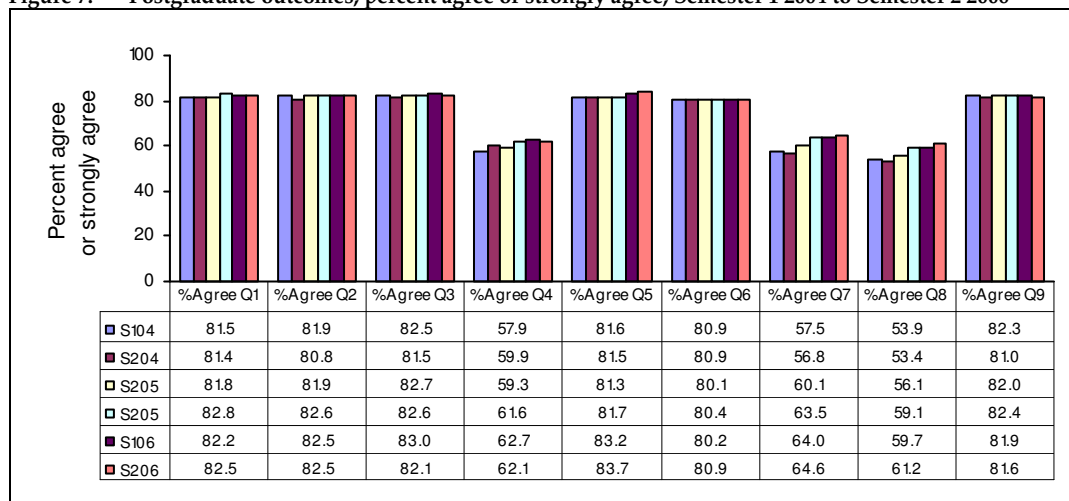
Figure 6: Undergraduate outcomes percent agree or strongly agree, Semester 1 2004 to Semester 2 2006



#### Postgraduate Subjects (Figure 7)

- The proportion of respondents who agreed or strongly agreed was very high ( $\geq 80\%$ ) for six of the nine questions, but the trend for these questions from Semester 1 2004 has been flat. Respondents agreed that:
  - they were clear in what was expected of them in their subjects (Q1, 82.5%);
  - their subjects were well taught (Q2, 82.5%);
  - their subjects were intellectually stimulating (Q3, 82.1%);
  - the teaching staff showed an interest in their academic needs (Q5, 83.7%);
  - they felt part of a group of students and staff committed to learning (Q6, 81.0%); and
  - they were overall satisfied with the quality of the learning experience in their subjects (Q9, 81.6%).
- Students' perceptions of the feedback they received and the use of ICT in their subjects is lower, but trending up.
  - 62.1% agreed they received helpful feedback on how they were going in their subject, up from 57.9% in Semester 1 2004 (Q4);
  - 64.6% agreed that the computer-based teaching materials for the subject were effective, up from 57.5% in Semester 1 2004 (Q7); and
  - 61.1% agreed that the web-based materials for the subject were helpful, up from 53.9% in Semester 1 2004 (Q8).

Figure 7: Postgraduate outcomes, percent agree or strongly agree, Semester 1 2004 to Semester 2 2006



### 3.5 Subjects surveyed and response rates

The Semester 2 2006 survey saw results returned from 1381 undergraduate and 571 postgraduate subjects. Nearly 70,000 responses were received yielding a response rate of 63.7% for undergraduate and 74.9% for postgraduate subjects. The number of subjects unsurveyed without exemption was 26, resulting in a survey coverage of 98.8% of required subjects (Attachment 3).

A low or decreasing response rate is evident for some faculties, in some instances a likely indicator of lower attendance in some subjects or otherwise possibly inadequate administrative procedures. Faculties with low undergraduate response rates include ABP (55.7%), Arts (59.5%), E&C (59.4%), Engineering (59.8%), and Law (53.8%).

Table 2: Surveyed subjects and response rate, University S1 2004 to S2 2006

	Undergraduate						Postgraduate					
	S104	S204	S105	S205	S106	S206	S104	S204	S105	S205	S106	S206
Subjects	1273	1354	1301	1410	1331	1381	546	572	565	549	580	571
Enrolment	99391	94651	100885	95573	98481	93382	11898	11329	12105	11604	12224	12551
Response rate (%)	66.4	63.5	67.0	63.7	66.1	63.7	77.3	75.6	76.7	77.7	76.8	74.9

#### 4. University Profile

The following section provides more detailed information on undergraduate and postgraduate outcomes for the University covering the period from Semester 1 2004 to Semester 2 2006.

The data include four sets of information:

**Survey scope:** Reports the number of surveyed subjects, enrolments in these subjects, and the response rate.

**Outcomes:** Reports the question mean ratings (a weighted average across all subjects), the percentage of respondents who agreed or strongly agreed with each question, and the percentage of respondents who either disagreed or strongly disagreed with each question.

**Subject mean quartiles:** This table reports the 25<sup>th</sup> percentile, the median, and 75<sup>th</sup> percentile for the subject mean rating for Question 2 (well taught), Question 4 (feedback), and Question 9 (overall satisfaction). The purpose of these data is to show the distribution of subject outcomes for a faculty.

**Highly rated and poorly rated subjects:** These tables identify the number of the faculty's subjects which were rated highly or poorly by students, based on the outcome on certain questions. The tables focus on three questions: Question 2 (well taught), Question 9 (overall satisfaction) and Question 4 (feedback).

Subjects rated highly on Question 2 (well taught) and Question 9 (overall satisfaction) are those with a mean rating of 4.5 or above, and subjects rated poorly are those with a mean rating of less than 3.0. Subjects rated highly on Question 4 (feedback) are those where 90% or more of respondents agreed that they received helpful feedback on how they were going in their subject.

## University Profile

	Undergraduate						Postgraduate					
	S104	S204	S105	S205	S106	S206	S104	S204	S105	S205	S106	S206
Subjects	1273	1354	1301	1410	1331	1381	546	572	565	549	580	571
Enrolment	99391	94651	100885	95573	98481	93382	11898	11329	12105	11604	12224	12551
Response rate (%)	66.4	63.5	67.0	63.7	66.1	63.7	77.3	75.6	76.7	77.7	76.8	74.9
<b>Mean ratings</b>	<i>S104</i>	<i>S204</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S104</i>	<i>S204</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>
Q1 (expected of me)	3.75	3.81	3.79	3.84	3.82	3.86	4.00	4.00	4.01	4.03	4.03	4.02
Q2 (well taught)	3.89	3.91	3.92	3.95	3.95	3.96	4.10	4.08	4.10	4.12	4.11	4.10
Q3 (intel' stimulating)	3.86	3.89	3.89	3.94	3.92	3.95	4.15	4.12	4.14	4.15	4.15	4.13
Q4 (feedback)	3.41	3.48	3.47	3.49	3.50	3.52	3.61	3.66	3.66	3.70	3.71	3.71
Q5 (staff interest)	3.88	3.93	3.93	3.97	3.96	3.98	4.11	4.11	4.10	4.12	4.15	4.15
Q6 (part of group)	3.70	3.75	3.75	3.78	3.78	3.79	4.08	4.09	4.08	4.10	4.08	4.08
Q7 (computer-based)	3.40	3.40	3.46	3.48	3.52	3.55	3.62	3.61	3.68	3.76	3.76	3.78
Q8 (web-based)	3.44	3.43	3.50	3.50	3.54	3.58	3.55	3.56	3.62	3.68	3.70	3.72
Q9 (overall satisfaction)	3.81	3.84	3.85	3.88	3.87	3.89	4.06	4.04	4.05	4.09	4.06	4.05
<b>% Agree</b>	<i>S104</i>	<i>S204</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S104</i>	<i>S204</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>
Q1 (expected of me)	71.4	74.4	73.4	75.4	74.3	76.4	81.5	81.4	81.8	82.8	82.2	82.5
Q2 (well taught)	74.7	75.7	75.9	77.2	76.8	77.2	81.9	80.8	81.9	82.6	82.5	82.5
Q3 (intel' stimulating)	72.3	74.1	73.6	75.3	74.8	75.7	82.5	81.5	82.7	82.6	83.0	82.1
Q4 (feedback)	51.2	54.2	54.0	54.5	55.2	56.0	57.9	59.9	59.3	61.6	62.7	62.1
Q5 (staff interest)	73.2	75.2	75.1	76.9	76.0	77.0	81.6	81.5	81.3	81.7	83.2	83.7
Q6 (part of group)	63.9	65.7	66.1	67.1	67.3	67.5	80.9	80.9	80.1	80.4	80.2	80.9
Q7 (computer-based)	49.7	49.5	52.0	52.6	54.6	56.0	57.5	56.8	60.1	63.5	64.0	64.6
Q8 (web-based)	51.5	50.6	53.6	53.5	55.6	57.1	53.9	53.4	56.1	59.1	59.7	61.1
Q9 (overall satisfaction)	73.1	74.3	74.5	75.6	75.1	75.9	82.3	81.0	82.0	82.4	81.9	81.6
<b>% Disagree</b>	<i>S104</i>	<i>S204</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S104</i>	<i>S204</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>
Q1 (expected of me)	11.8	10.0	10.6	9.4	10.1	9.1	6.0	6.4	6.2	5.8	6.3	6.2
Q2 (well taught)	8.7	8.5	8.6	7.7	7.9	7.7	5.7	6.4	6.2	5.4	5.7	5.9
Q3 (intel' stimulating)	9.7	8.9	9.2	8.1	8.5	7.9	4.5	5.7	5.3	5.0	5.0	5.3
Q4 (feedback)	19.5	17.5	18.0	17.1	16.7	16.5	12.3	11.6	11.1	10.4	11.2	10.3
Q5 (staff interest)	7.3	6.7	6.7	6.0	6.4	6.1	4.5	4.7	5.0	4.6	4.7	4.5
Q6 (part of group)	9.6	8.9	8.8	8.2	8.3	8.4	4.4	4.4	4.8	4.4	4.9	4.3
Q7 (computer-based)	19.2	18.4	17.7	16.7	16.5	15.3	12.1	11.7	11.8	9.8	9.6	9.4
Q8 (web-based)	17.3	16.9	16.1	15.5	14.9	13.8	12.3	11.4	11.5	9.6	9.7	8.8
Q9 (overall satisfaction)	10.3	9.7	9.8	8.9	9.1	8.7	6.8	7.6	7.0	6.1	6.9	6.9
<b>Subject mean quartiles</b>	<i>S104</i>	<i>S204</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S104</i>	<i>S204</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>
Q2 25 <sup>th</sup> percentile	3.72	3.73	3.81	3.79	3.80	3.80	3.84	3.83	3.90	3.95	3.92	3.92
Q2 50 <sup>th</sup> percentile	4.07	4.08	4.14	4.14	4.13	4.14	4.16	4.16	4.22	4.24	4.24	4.22
Q2 75 <sup>th</sup> percentile	4.38	4.37	4.43	4.44	4.44	4.43	4.50	4.53	4.55	4.52	4.53	4.50
Q4 25 <sup>th</sup> percentile	3.19	3.26	3.28	3.30	3.31	3.33	3.29	3.33	3.36	3.40	3.42	3.40
Q4 50 <sup>th</sup> percentile	3.57	3.64	3.67	3.70	3.67	3.71	3.67	3.73	3.79	3.80	3.85	3.80
Q4 75 <sup>th</sup> percentile	4.00	4.00	4.00	4.02	4.00	4.06	4.00	4.13	4.14	4.18	4.18	4.17
Q9 25 <sup>th</sup> percentile	3.69	3.71	3.74	3.74	3.76	3.75	3.83	3.83	3.91	3.91	3.89	3.91
Q9 50 <sup>th</sup> percentile	4.00	4.02	4.07	4.07	4.07	4.07	4.10	4.16	4.20	4.22	4.20	4.20
Q9 75 <sup>th</sup> percentile	4.31	4.32	4.35	4.40	4.36	4.38	4.45	4.50	4.50	4.50	4.50	4.50
<b>High and low rated subjects</b>	<i>S104</i>	<i>S204</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S104</i>	<i>S204</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>
Q2 mean >=4.5	255	271	318	348	340	348	159	188	184	173	195	172
Q2 mean <3.0	45	46	38	28	36	30	10	22	19	10	12	11
Q9 mean >=4.5	208	226	220	297	238	281	137	163	170	170	180	164
Q9 mean <3.0	55	43	33	36	38	31	8	18	18	9	18	10
Q4 >90% agree	153	169	164	206	162	169	78	101	114	121	137	116
Q4 >=33% disagree	180	144	137	154	149	144	50	59	44	44	45	42
Unsurveyed subjects (total)			<i>S103</i>	<i>S203</i>	<i>S104</i>	<i>S204</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>		
			57	72	27	22	35	41	24	26		

## 5. Dissemination and use of QoT results

The QoT survey is an integral component of the University's cycle of evaluation and feedback processes. Overall results are reported to Academic Board by its Teaching and Learning Quality Assurance Committee (TALQAC) which has responsibility for monitoring the survey, reviewing policy and instruments and discussing outcomes with faculties. Heads of department are responsible for discussing subjects outcomes with their staff, and departments are responsible for ensuring that results of the survey are made available to students and in a manner which ensures students' concern about confidentiality are met. Policy also requires that lecturers inform students at the beginning of each semester of the concerns raised by the QoT the last time the subject was offered, and that this information be available on the subject's website.

In addition to providing direct feedback from students, the outcomes of the survey are also used in a variety of the University's quality assurance processes such as departmental audits, academic course reviews conducted by TALQAC, and faculty operational performance reviews. The Commonwealth Government also requires that the outcomes of subject evaluations be publicly available on the University's website as a part of Stage 1 requirements of its Learning and Teaching Performance Fund.

The policy framework for the QoT is located on the Evaluation Cycle web site:

[http://www.upo.unimelb.edu.au/internal/ECycle/QoTPolicyFramework\\_April%202006.pdf](http://www.upo.unimelb.edu.au/internal/ECycle/QoTPolicyFramework_April%202006.pdf)

The Student Administration QoT website has information for department contacts and information about interpreting and using information from the QoT:

<http://studentadmin-staff.acs.unimelb.edu.au/sms/qot/qot.aspx>

## Further Information

The full report of each semester's results is available from Heads of Departments. Further information is available from Bill Jones ([jonesw@unimelb.edu.au](mailto:jonesw@unimelb.edu.au)), or Suzanne Daroesman, Manager, Evaluation Cycle ([Suzanne.daroesman@unimelb.edu.au](mailto:Suzanne.daroesman@unimelb.edu.au))

## What is the Evaluation Cycle?

The Evaluation Cycle is part of a formal structure adopted by the University of separate cycles of planning and budgeting, reporting on outcomes and performance, and evaluation. The Evaluation cycle provides an integrated and systematic process which allows 'users' of University programs to provide feedback on the quality, relevance and availability of programs and services.

There are several components to the Cycle –

- Student feedback on the quality of teaching and learning
- Postgraduate research student feedback on the quality of supervision and academic support
- Student feedback on the quality of administrative and support services
- Graduate feedback on the quality and relevance of their University course
- Employer feedback on the quality of University graduates
- Staff feedback on the quality of University management and administration
- International Student Survey
- Graduate Destinations Survey
- Course Experience Questionnaire
- Postgraduate Research Experience Questionnaire
- Student feedback on the quality of supervision and academic support – Students undertaking a minor thesis/research project
- Survey of senior faculty staff on faculty management
- Academic department staff survey
- Survey of non-academic staff in central administration

The Graduate Destinations Survey, Course Experience Questionnaire and Postgraduate Research Experience Questionnaire are national surveys conducted in conjunction with the Graduate Careers Council of Australia. Each higher education institution administers the survey to its own graduates.

The Evaluation Cycle is co-ordinated by the University Planning Office.

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