



THE UNIVERSITY OF  
MELBOURNE

Evaluation Cycle 2007

Quality of Teaching Survey

Summary of the Semester 2  
2007 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 taught subject. 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). The questionnaire is provided as Attachment 1.

## 2. Summary of University outcomes

Quality of Teaching results again show that students are largely satisfied with most, but not all aspects of their subjects. While this is an unchanged assessment from the previous semester, it should be noted that the level of agreement in key areas is at or below their three year average. This suggests at least a pause in the gradual improvement observed in outcomes over the previous years, and suggests perhaps the need for new strategies in order to further improve students' perceptions of their subjects.

Undergraduate outcomes show a small reduction in the level of agreement for seven of the nine questions including the keys areas of 'well taught' and 'overall satisfaction'. Postgraduate outcomes again show a high level of satisfaction, but also with small reductions in the agreement compared to the previous semester. Some points in brief include:

- *Overall satisfaction with the quality of the learning experience in this subject (Question 9)*
  - 75.4% of respondents in undergraduate subjects agreed, down from 76.0%.
  - 80.5% of respondents in postgraduate subjects agreed, down from 81.2%.
  - The mean rating was 3.88 for undergraduate, and 4.03 for postgraduate subjects.
- *This subject was well taught (Question 2)*
  - 76.9% of respondents in undergraduate subjects agreed, down from 77.6%
  - 81.4% of respondents in postgraduate subjects agreed, down from 81.7%
  - The mean rating was 3.95 for undergraduate, and 4.09 for postgraduate subjects.
  - The number of poorly rated undergraduate subjects was steady at 3.1%, but the teaching load in these subjects reduced, from 3.2% to 2.9% of surveyed load.
- *Among undergraduate respondents:*
  - 55.1% agreed they received helpful feedback in their subjects, down from 55.7% in Semester 1 2007 (Question 4);
  - 67.5% agreed that they felt part of a group of students and staff committed to learning in their subjects, down from 68.5% in semester 1 2007 (Question 6);

- 57.0% agreed there was effective use of computer-based teaching materials in their subjects, down from 57.2% in Semester 1 2007 (Question 7); and
- 57.6% agreed the web-based materials in the subjects were helpful, unchanged from Semester 1 2007. (Question 8).

### Areas for concern or further improvement

Areas of concern identified by the Semester 2 2007 survey are unchanged from the previous report and include students' perception of feedback, their learning community, and the use of ICT in their subjects, subjects which are frequently rated low, and faculties which have outcomes persistently below the University mean.

- *Feedback:* Students' perception of the feedback they receive is generally low across the University, and particularly low in Economics and Commerce (47.7% agreed), Engineering (49.8% agreed), and Law (40.2% agreed), although the outcome for Engineering improved from the previous semester.
- *Learning Community:* Only 68.5% of undergraduates agreed that they felt part of a group of students and staff committed to learning in their subjects, a reduced level of agreement compared to the previous semester.
- *Frequently low rated subjects on Question 2 (well taught).*
  - Eight-four subjects (UG and PG) had a mean rating less than 3.2 in Semester 2 2007. Thirty-four were previously rated low since 2002, including sixteen subjects on a total of three or more occasions – a similar result as Semester 1 2007.
- Although there were improved outcomes for the faculties of Architecture, Building and Planning and Engineering including a large reduction in teaching load in poorly rated ABP subjects, the faculties' results remain in the bottom quartile of faculty outcomes.

## 3. Overall University outcomes

### 3.1 Overall satisfaction (Question 9)

Students' satisfaction with the quality of the learning experience in their subjects continues to be satisfactory, and shows only minor variation in agreement from the previous semester. The overall trend in agreement for students in undergraduate subjects is flat to modestly higher while the level of agreement for postgraduate subjects has reduced slightly (Figure 1). The main points for Semester 2 2007 are given below.

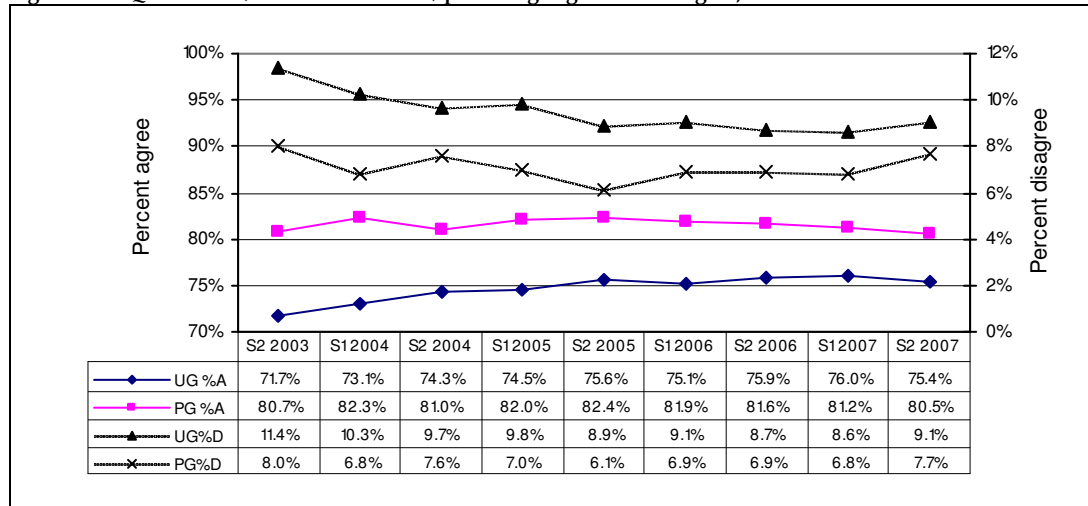
#### *Undergraduate subjects*

- 75.4% agreed that overall they were satisfied, down from 76.0% in Semester 1 2007;
- 9.1% disagreed, up from 8.6% in Semester 1 2007; and
- the mean rating reduced slightly to 3.88.

#### *Postgraduate subjects*

- 80.5% agreed that overall they were satisfied, down from the 81.2% in Semester 1 2007;
- 7.7% disagreed, up from 6.8% in Semester 1 2007; and
- the mean rating was steady at 4.03.

Figure 1: Question 9 (overall satisfaction) percentage agree and disagree, Semester 2 2003 to Semester 2 2007



3.2 This subject was well taught (Question 2)

Over three-quarters of students in undergraduate subjects and four-fifths of postgraduate students agreed that their subjects were well taught (Figure 2). While it reassuring that a large majority of students view the teaching in their subjects favourably, the trend shows little improvement since 2005, and small reductions in agreement over the previous semester for both undergraduates and postgraduates. The main points are given below, with faculty undergraduate outcomes charted in Figure 3.

Undergraduate subjects

- 76.9% agreed that their subjects were well taught, down from 77.6% in Semester 1 2007.
- 8.1% disagreed, up from 7.4% in Semester 1 2007.
- The mean rating reduced slightly to 3.95.
- There was only minor variation in quartile subject mean ratings - the 25<sup>th</sup> percentile was 3.82, the median rating was 4.13 and the 75<sup>th</sup> percentile was 4.44.
- Mean ratings improved over Semester 1 2007 for Architecture, Building and Planning (3.77 from 3.66) and Engineering (3.71 from 3.67).

Postgraduate subjects

- 81.4% agreed that their subjects were well taught, down from 81.7% in Semester 1 2007.
- 6.2% disagreed, up from 5.5% in Semester 1 2007.
- The mean rating was 4.09.

Figure 2: Question 2 (well taught) percentage agree and disagree, Semester 1 2002 to Semester 2 2007

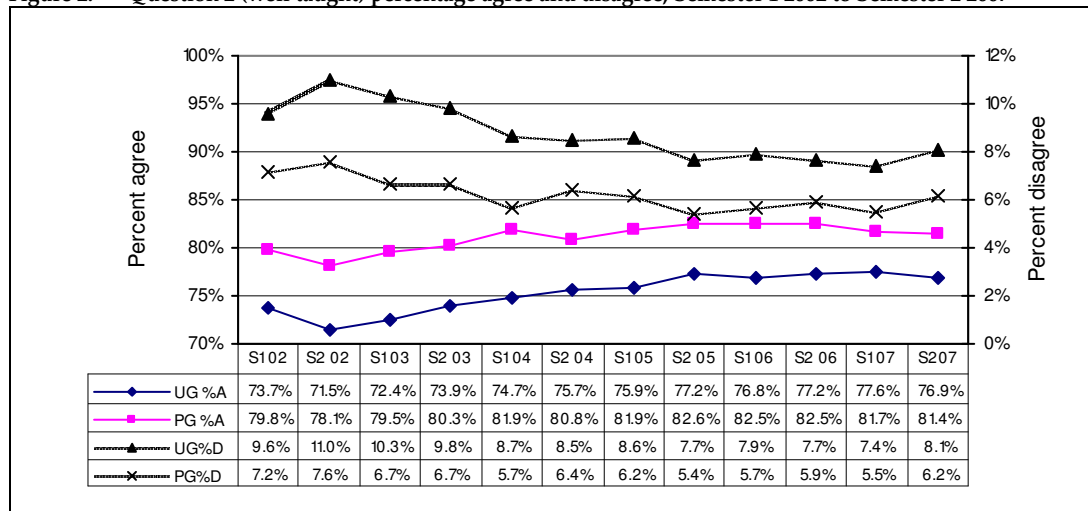
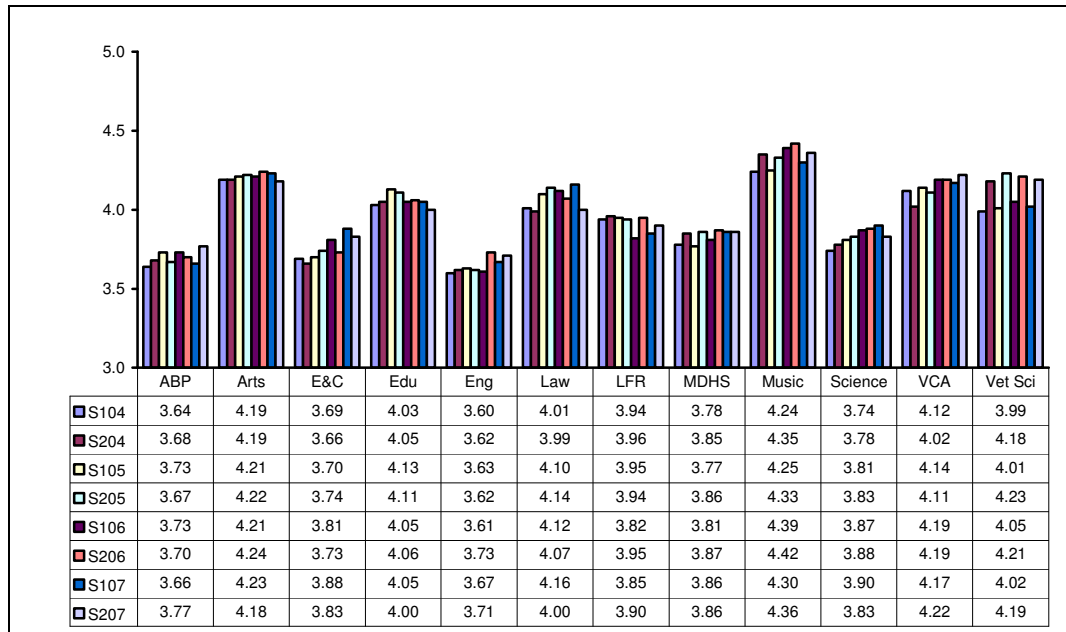


Figure 3: Undergraduate Faculty outcomes – Question 2 (well taught), mean rating Semester 1 2004 to Semester 2 2007



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

The proportion of undergraduate subjects where the quality of teaching was perceived to be poor was steady from the previous semester at 3.1% of surveyed subjects (defined by subjects with a mean rating of less than 3.0 on Question 2 (well taught)) (Figure 4). The amount of teaching load in these subjects, however, reduced slightly.

- 3.1% of undergraduate subjects had a mean rating of less than 3.0;
- The proportion of teaching load in poorly rated subjects reduced to 2.9% from 3.2% in Semester 1 2007 (Figure 4 and Table 1).
- The Faculty of Architecture, Building and Planning saw a significant reduction in the proportion of teaching load in poorly rated subjects, reducing from 16.1% of surveyed load in Semester 1 2007 to 1.5% of surveyed load in Semester 2 2007.

### Subjects frequently rated low and low rated subjects from Semester 2 2006

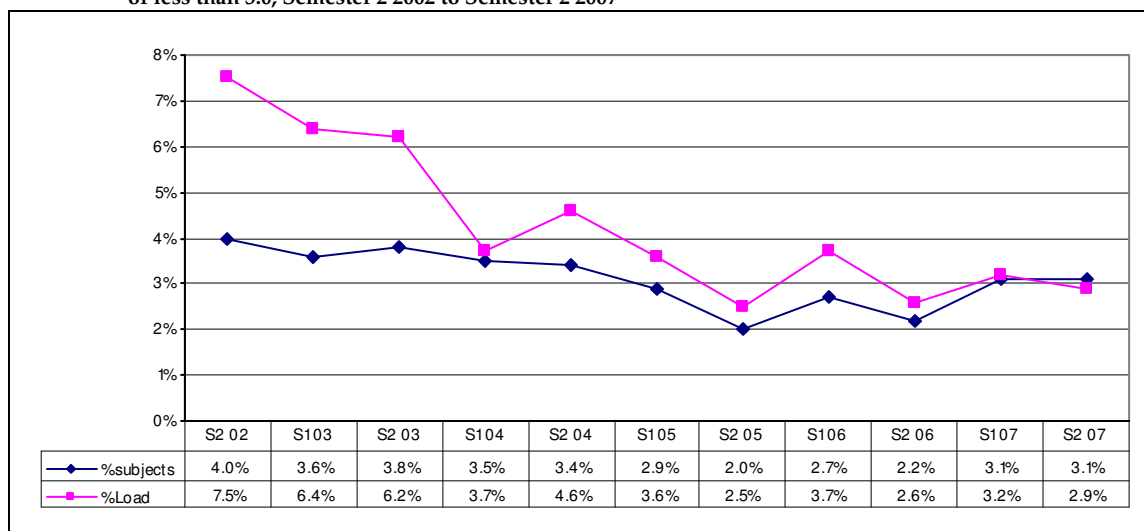
Results from previous surveys show that subjects with a low outcome in a given semester are likely to have been rated low previously and therefore should be seen as at risk of a poor outcome in the future. In Semester 2 2007, eighty-four subjects recorded a mean on Question 2 (well taught) below 3.2.

- For ten of these subjects, this was their first QoT result.
- Of the remaining subjects, nearly half (34) were rated low previously, including sixteen on three or more occasions since 2002.

Forty-one subjects were identified as poorly rated in the Semester 2 2006 survey (Mean less than 3.0). Faculties were expected to address any action taken to improve student outcomes in their Strategy and Performance Review. The Semester 2 2007 survey shows generally favourable outcomes for these subjects (Table 2).

- One-third (10 of 33) of the subjects had a mean above 4.00.
- 85% had a mean above 3.00, and only five were again rated poorly.

**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 2007**



**Table 1: Faculty outcomes Question 2 (well taught) percent of teaching load in subjects with mean  $\geq 4.5$  or  $<3.0$ , Semester 1 2005 to Semester 2 2007**

	Percent of UG load rated 4.5 or above						Percent of UG load rated less than 3.0					
	2005		2006		2007		2005		2006		2007	
	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	5.1	0.7	1.5	3.5	2.5	4.1	3.8	3.5	0.0	4.6	16.1	1.5
Arts	26.1	30.3	25.0	24.8	26.6	26.4	0.8	0.1	1.0	0.7	0.2	1.1
Eco & Com	3.2	1.3	2.0	3.2	4.7	4.4	2.1	2.2	8.3	5.2	1.8	3.8
Education	23.9	17.0	22.8	15.5	22.8	12.7	3.1	0.0	2.1	2.8	4.1	2.7
Engineering	2.4	2.8	4.2	2.7	6.9	3.5	12.7	6.4	13.5	6.0	10.5	7.1
LFR	10.9	17.1	10.3	18.8	11.6	15.7	10.5	5.7	9.9	6.0	0.7	4.0
Law	17.5	6.0	14.8	9.2	12.1	11.2	5.2	0.4	0.0	0.0	0.0	0.0
MDHS	2.7	3.1	2.7	1.4	2.1	5.8	2.0	4.2	2.0	0.0	3.0	2.6
Music	19.1	24.3	56.1	48.0	37.9	27.6	0.0	0.0	0.0	0.0	0.6	0.0
Science	4.3	5.1	2.6	6.3	4.2	5.4	4.0	2.8	1.2	3.4	1.3	5.0
Vet Science	12.6	8.6	16.8	16.8	18.7	16.6	3.6	0.0	0.0	0.0	3.3	0.0
VCA	22.7	23.7	29.9	25.0	25.2	31.3	0.2	4.8	1.4	3.7	0.6	0.3
<b>University</b>	<b>11.2</b>	<b>10.9</b>	<b>11.2</b>	<b>10.6</b>	<b>11.9</b>	<b>11.4</b>	<b>3.6</b>	<b>2.5</b>	<b>3.7</b>	<b>2.6</b>	<b>3.2</b>	<b>2.9</b>

**Table 2: Question 2 (well taught) outcomes in Semester 2 2007 for subjects rated less than 3.0 in Semester 2 2006**

S2 2007 outcome	Number of subjects rated $<3.0$ in S2 2006
$<3.00$	5
$\geq 3.0$ and $<3.25$	5
$\geq 3.25$ and $<3.5$	3
$\geq 3.5$ and $<3.75$	5
$\geq 3.75$ and $<4.00$	5
$\geq 4.00$	10
Not offered/surveyed	8
<b>Total subjects</b>	<b>41</b>

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

Students' perceptions of the feedback they receive on how they are going in their subjects continues to be poor (Figure 5) and, after steady improvement from 2000 to 2005, the percentage who agreed they received helpful feedback has levelled off at about 55%. The main points for undergraduate subjects are:

- 55.1% of respondents agreed they received helpful feedback, down from 55.7% in Semester 1 2007 and 56.0% in Semester 2 2006.

- 16.8% disagreed, up from 16.3% in Semester 1 2007.
- The mean rating was steady at 3.51.
- 8.5% of undergraduate subjects (111) had more than a third of respondents disagree that they received helpful feedback. Medicine, Dentistry, and Health Sciences (20%) and Law (32%) had the largest proportion of subjects with a high level of disagreement.

Figure 5: Question 4 (feedback): % agree, % disagree and mean rating for undergraduate subjects, Semester 1 2000 to Semester 2 2007

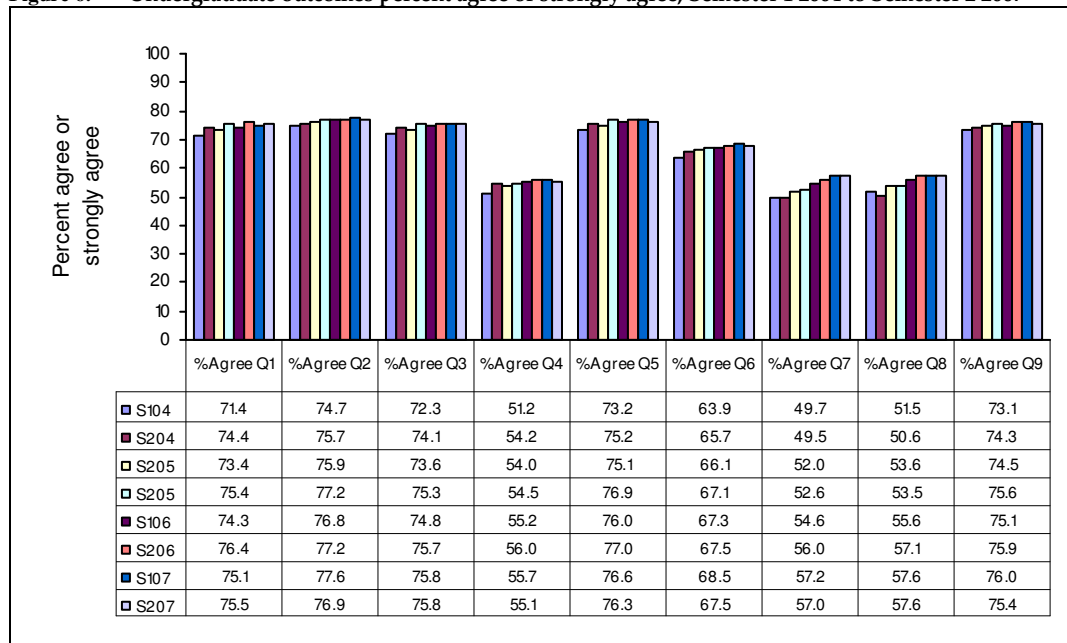


### 3.4 Summary of University outcomes

#### Undergraduate subjects (Figure 6)

Although there was only minor variation in the level of agreement for all questions compared to the previous semester, the level of agreement reduced for six of the nine questions, and was unchanged for two questions. The level of agreement for the key questions 'This subject was well taught' and "Overall I was satisfied with the quality of the learning experience in this subject' remain at satisfactory levels.

- A high proportion of respondents ( $\geq 75\%$ ) agreed or strongly agreed that:
  - they were clear in what was expected of them in their subjects (Q1, 75.5%);
  - their subjects were well taught (Q2, 76.9%);
  - their subjects were intellectually stimulating (Q3, 75.8%);
  - the teaching staff showed an interest in their academic needs (Q5, 76.3%); and
  - they were satisfied overall with the quality of the learning experience in their subjects (Q9, 75.4%).
- Two-thirds (67.5%) agreed they felt part of a group of students and staff committed to learning in their subjects.
- A low 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, 55.1%);
  - there was effective use of computer-based teaching materials (Q7, 57.0%); and
  - the web-based materials for their subjects were helpful (Q8, 57.6%).

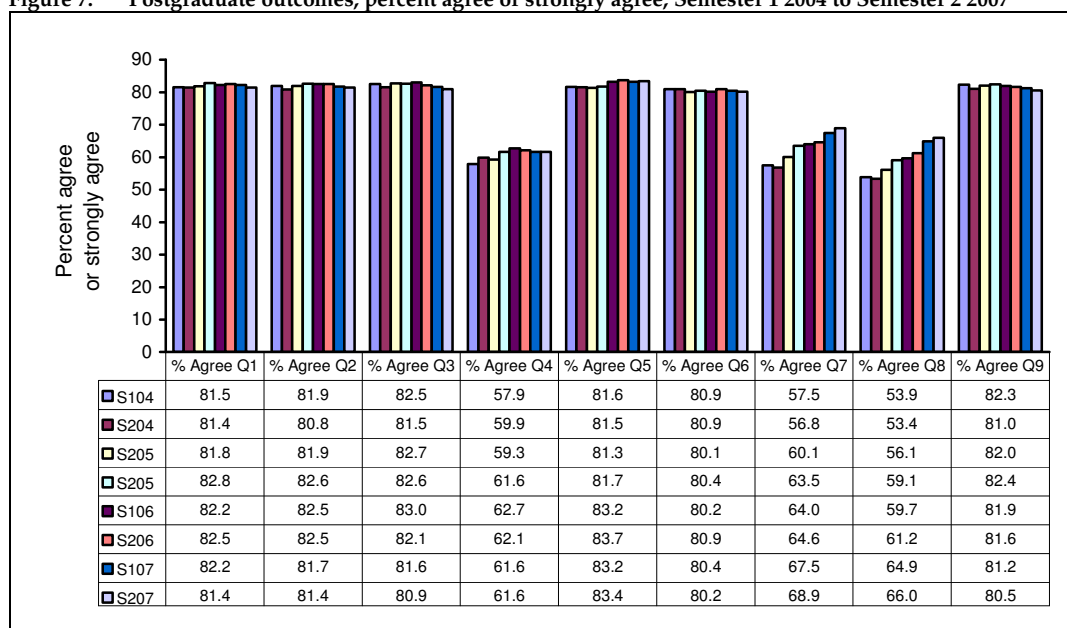
**Figure 6: Undergraduate outcomes percent agree or strongly agree, Semester 1 2004 to Semester 2 2007**

### Postgraduate Subjects (Figure 7)

Postgraduate students again indicated a high level of agreement with a majority of the questions, but as with undergraduates, the level of agreement generally reduced slightly from the previous semester.

- The proportion of respondents who agreed or strongly agreed was very high ( $\geq 80\%$ ) for six of the nine questions:
  - they were clear in what was expected of them in their subjects (Q1, 81.4%);
  - their subjects were well taught (Q2, 81.4%);
  - their subjects were intellectually stimulating (Q3, 80.9%);
  - the teaching staff showed an interest in their academic needs (Q5, 83.4%);
  - they felt part of a group of students and staff committed to learning (Q6, 80.2%); and
  - they were overall satisfied with the quality of the learning experience in their subjects (Q9, 80.5%).
- Students' perceptions of the feedback they received and the use of ICT in their subjects is lower.
  - 61.6% agreed they received helpful feedback on how they were going in their subject (Q4).
  - 67.5% agreed that the computer-based teaching materials for the subject were effective (Q7).
  - 64.9% agreed that the web-based materials for the subject were helpful (Q8).

Figure 7: Postgraduate outcomes, percent agree or strongly agree, Semester 1 2004 to Semester 2 2007



### 3.5 Subjects surveyed and response rates

The Semester 2 2007 survey saw results returned from 1309 undergraduate and 532 postgraduate subjects. Over 70,000 responses were received yielding a response rate of 64.0% for undergraduate and 77.0% for postgraduate subjects. The number of subjects unsurveyed without exemption was 53, resulting in a survey coverage of 97% of required subjects (Attachment 3).

The undergraduate response rate remains low in the faculties of Architecture, Building and Planning (54.7%), Engineering (59.6%), and Law (56.2%). Five departments also had a response rate of 50% or less.

Table 3: Surveyed subjects and response rate, University S1 2004 to S2 2007

	S104	S204	S105	S205	S106	S206	S107	S2 07
<b>Undergraduate</b>								
Subjects	1273	1354	1301	1410	1331	1381	1288	1313
Enrolment	99391	94651	100885	95573	98481	93382	100172	94095
Response rate (%)	66.4	63.5	67.0	63.7	66.1	63.7	65.4	64.0
<b>Postgraduate</b>								
Subjects	546	572	565	549	580	571	522	532
Enrolment	11898	11329	12105	11604	12224	12551	12980	13646
Response rate (%)	77.3	75.6	76.7	77.7	76.8	74.9	78.3	77.0

## 4. University Profile

The following section provides more detailed information on undergraduate and postgraduate outcomes for the University. The tables cover the period from Semester 1 2005 to Semester 2 2007.

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					
	S105	S205	S106	S206	S107	S207	S105	S205	S106	S206	S107	S207
Subjects	1301	1410	1331	1381	1288	1313	565	549	580	571	522	532
Enrolment	100885	95573	98481	93382	100172	94095	12105	11604	12224	12551	12980	13646
Response rate (%)	67.0	63.7	66.1	63.7	65.4	64.0	76.7	77.7	76.8	74.9	78.3	77.0
<b>Mean ratings</b>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>
Q1 (expected of me)	3.79	3.84	3.82	3.86	3.84	3.85	4.01	4.03	4.03	4.02	4.03	4.01
Q2 (well taught)	3.92	3.95	3.95	3.96	3.97	3.95	4.10	4.12	4.11	4.10	4.11	4.09
Q3 (intel' stimulating)	3.89	3.94	3.92	3.95	3.95	3.95	4.14	4.15	4.15	4.13	4.13	4.11
Q4 (feedback)	3.47	3.49	3.50	3.52	3.52	3.51	3.66	3.70	3.71	3.71	3.71	3.71
Q5 (staff interest)	3.93	3.97	3.96	3.98	3.97	3.97	4.10	4.12	4.15	4.15	4.16	4.16
Q6 (part of group)	3.75	3.78	3.78	3.79	3.81	3.79	4.08	4.10	4.08	4.08	4.09	4.09
Q7 (computer-based)	3.46	3.48	3.52	3.55	3.57	3.56	3.68	3.76	3.76	3.78	3.83	3.86
Q8 (web-based)	3.50	3.50	3.54	3.58	3.59	3.58	3.62	3.68	3.70	3.72	3.79	3.81
Q9 (overall satisfaction)	3.85	3.88	3.87	3.89	3.90	3.88	4.05	4.09	4.06	4.05	4.06	4.03
<b>% Agree</b>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>
Q1 (expected of me)	73.4	75.4	74.3	76.4	75.1	75.5	81.8	82.8	82.2	82.5	82.2	81.4
Q2 (well taught)	75.9	77.2	76.8	77.2	77.6	76.9	81.9	82.6	82.5	82.5	81.7	81.4
Q3 (intel' stimulating)	73.6	75.3	74.8	75.7	75.8	75.8	82.7	82.6	83.0	82.1	81.6	80.9
Q4 (feedback)	54.0	54.5	55.2	56.0	55.7	55.1	59.3	61.6	62.7	62.1	61.6	61.6
Q5 (staff interest)	75.1	76.9	76.0	77.0	76.6	76.3	81.3	81.7	83.2	83.7	83.2	83.4
Q6 (part of group)	66.1	67.1	67.3	67.5	68.5	67.5	80.1	80.4	80.2	80.9	80.4	80.2
Q7 (computer-based)	52.0	52.6	54.6	56.0	57.2	57.0	60.1	63.5	64.0	64.6	67.5	68.9
Q8 (web-based)	53.6	53.5	55.6	57.1	57.6	57.6	56.1	59.1	59.7	61.1	64.9	66.0
Q9 (overall satisfaction)	74.5	75.6	75.1	75.9	76.0	75.4	82.0	82.4	81.9	81.6	81.2	80.5
<b>% Disagree</b>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>
Q1 (expected of me)	10.6	9.4	10.1	9.1	9.8	9.6	6.2	5.8	6.3	6.2	6.3	6.8
Q2 (well taught)	8.6	7.7	7.9	7.7	7.4	8.1	6.2	5.4	5.7	5.9	5.5	6.2
Q3 (intel' stimulating)	9.2	8.1	8.5	7.9	8.1	8.0	5.3	5.0	5.0	5.3	5.3	5.3
Q4 (feedback)	18.0	17.1	16.7	16.5	16.3	16.8	11.1	10.4	11.2	10.3	10.9	10.3
Q5 (staff interest)	6.7	6.0	6.4	6.1	6.3	6.5	5.0	4.6	4.7	4.5	4.2	4.5
Q6 (part of group)	8.8	8.2	8.3	8.4	8.0	8.5	4.8	4.4	4.9	4.3	4.3	4.6
Q7 (computer-based)	17.7	16.7	16.5	15.3	15.4	14.9	11.8	9.8	9.6	9.4	8.8	8.7
Q8 (web-based)	16.1	15.5	14.9	13.8	13.8	13.7	11.5	9.6	9.7	8.8	8.1	8.5
Q9 (overall satisfaction)	9.8	8.9	9.1	8.7	8.7	9.1	7.0	6.1	6.9	6.9	6.8	7.7
<b>Subject mean quartiles</b>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>
Q2 25 <sup>th</sup> percentile	3.81	3.79	3.80	3.80	3.80	3.82	3.90	3.95	3.92	3.92	3.92	3.87
Q2 50 <sup>th</sup> percentile	4.14	4.14	4.13	4.14	4.16	4.13	4.22	4.24	4.24	4.22	4.24	4.24
Q2 75 <sup>th</sup> percentile	4.43	4.44	4.44	4.43	4.45	4.44	4.55	4.52	4.53	4.50	4.53	4.51
Q4 25 <sup>th</sup> percentile	3.28	3.30	3.31	3.33	3.33	3.34	3.36	3.40	3.42	3.40	3.33	3.39
Q4 50 <sup>th</sup> percentile	3.67	3.70	3.67	3.71	3.70	3.71	3.79	3.80	3.85	3.80	3.79	3.79
Q4 75 <sup>th</sup> percentile	4.00	4.02	4.00	4.06	4.03	4.09	4.14	4.18	4.18	4.17	4.15	4.15
Q9 25 <sup>th</sup> percentile	3.74	3.74	3.76	3.75	3.75	3.76	3.91	3.91	3.89	3.91	3.86	3.83
Q9 50 <sup>th</sup> percentile	4.07	4.07	4.07	4.07	4.09	4.09	4.20	4.22	4.20	4.20	4.21	4.20
Q9 75 <sup>th</sup> percentile	4.35	4.40	4.36	4.38	4.38	4.37	4.50	4.50	4.50	4.50	4.50	4.50
<b>High and low rated subjects</b>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S107<sup>a</sup></i>	<i>S207</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S107<sup>a</sup></i>	<i>S207</i>
Q2 mean >=4.5	318	348	340	348	320	329	184	173	195	172	157	171
Q2 mean <3.0	38	28	36	30	41	40	19	10	12	11	8	14
Q9 mean >=4.5	220	297	238	281	239	278	170	170	180	164	145	150
Q9 mean <3.0	33	36	38	31	33	38	18	9	18	10	11	13
Q4 >90% agree	164	206	162	169	146	199	114	121	137	116	104	102
Q4 >=33% disagree	137	154	149	144	118	111	44	44	45	42	35	42
			<i>S103</i>	<i>S203</i>	<i>S104</i>	<i>S204</i>	<i>S105</i>	<i>S205</i>	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>
Unsurveyed subjects (total)			57	72	27	22	35	41	24	26	38	53

a. revised

## 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 Strategy and 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
- The Melbourne Experience Survey
- 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.

### Contact:

Suzanne Daroesman  
Manager, Evaluation Cycle  
University Planning Office  
[suzanne.daroesman@unimelb.edu.au](mailto:suzanne.daroesman@unimelb.edu.au)  
<http://www.upo.unimelb.edu.au/>