



THE UNIVERSITY OF
MELBOURNE

Evaluation Cycle 2008

Quality of Teaching Survey

Summary of the Semester 1
2008 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

The Quality of Teaching results show that there were no significant changes in students' perceptions of their subjects compared to the previous semester or with the longer term trend¹. Students continue to be satisfied with most, but not all aspects of their subjects. The outcomes are reassuring given these are the first results since the introduction of the Melbourne Model and the first cohort of New Generation students. Some points in brief include:

- *Overall satisfaction with the quality of the learning experience in this subject (Question 9)*
 - 75.6% of respondents in undergraduate agreed, and 9.3% disagreed;
 - 81.7% in postgraduate subjects agreed and 6.5% disagreed; and
 - The mean rating was 3.88 for undergraduate, and 4.07 for postgraduate subjects.
- *This subject was well taught (Question 2)*
 - 76.8% of respondents in undergraduate subjects agreed and 8.1% disagreed;
 - 83.0% of respondents in postgraduate subjects agreed and 5.3% disagreed;
 - The mean rating was 3.95 for undergraduate, and 4.13 for postgraduate subjects; and
 - The number of poorly rated undergraduate subjects reduced slightly to 2.7% of surveyed subjects, but the teaching load in these subjects increased from 2.9% to 4.2% of surveyed teaching load.
- *Among undergraduate respondents:*
 - 55.0% agreed they received helpful feedback in their subjects (Question 4);
 - 68.5% agreed that they felt part of a group of students and staff committed to learning in their subjects (Question 6);
 - 58.0% agreed there was effective use of computer-based teaching materials in their subjects (Question 7); and
 - 57.7% agreed the web-based materials in the subjects were helpful (Question 8).

¹ The 95% confidence level for undergraduate subjects is approximately +/- 0.4% for 60,000 responses and agreement between 25% and 75%. For postgraduates it is approximately +/- 0.8% for 13,000 responses and agreement between 30% and 70%.

Areas for concern or further improvement

Areas of concern identified by previous surveys continue to persist. These include students' perception of the feedback they receive on their progress, their learning community, 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 not improving. The percentage of undergraduates who agreed has ranged between 54% and 56% from Semester 1 2005.
- *Learning Community:* 68.5% of undergraduates agreed that they felt part of a group of students and staff committed to learning in their subjects compared to a range of 67% to 69% from Semester 1 2005.
- *Frequently low rated subjects on Question 2 (well taught).*
 - Eighty-two subjects (UG and PG) had a mean rating less than 3.2 in Semester 1 2008. Thirty-seven were previously rated low since 2003, including seventeen subjects on a total of three or more occasions – a similar result as Semester 1 and Semester 2 2007.
- The faculties of Architecture, Building and Planning, Economics and Commerce, and Engineering continue to have comparatively low outcomes on Question 2 (well taught), showed no improvement compared to the previous semester and each showed an increase in the proportion of load in poorly rated subjects.

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 both undergraduate and postgraduate subjects from 2004 is flat (Figure 1). The main points for Semester 1 2008 are given below.

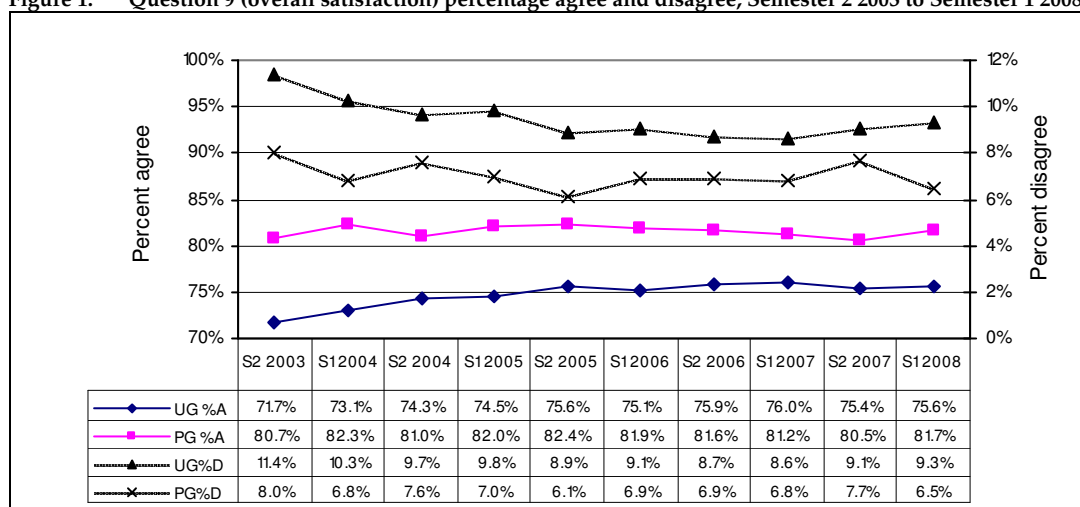
Undergraduate subjects

- 75.6% agreed and 9.3% disagreed that overall they were satisfied with the quality of the learning experience in their subject
- the mean rating was unchanged at 3.88.

Postgraduate subjects

- 81.7% agreed and 6.5% disagreed that overall they were satisfied with the quality of the learning experience in their subject
- the mean rating increased to 4.07.

Figure 1: Question 9 (overall satisfaction) percentage agree and disagree, Semester 2 2003 to Semester 1 2008



3.2 This subject was well taught (Question 2)

Student’s perception of the teaching in their subjects remains positive and outcomes show little variation in agreement over the previous three years (Figure 2). The level of undergraduate agreement has been in the narrow range of 75.9% agree to 77.6% agree from the Semester 1 2005 survey. Students enrolled in postgraduate subjects were more positive than undergraduates about the teaching in their subjects and showed a modest improvement from the previous semester. The main points are given below, with faculty undergraduate outcomes charted in Figure 3.

Undergraduate subjects

- 76.8% agreed and 8.1% disagree that their subjects were well taught;
- The mean rating was steady at 3.95; and
- There was only minor variation in quartile subject mean ratings - the 25th percentile was 3.80, the median rating was 4.13 and the 75th percentile was 4.44.

Postgraduate subjects

- 83.0% agreed, up from 81.4%, and 5.3% disagreed that their subjects were well taught; and
- The mean rating was 4.13.

Figure 2: Question 2 (well taught) percentage agree and disagree, Semester 1 2002 to Semester 1 2008

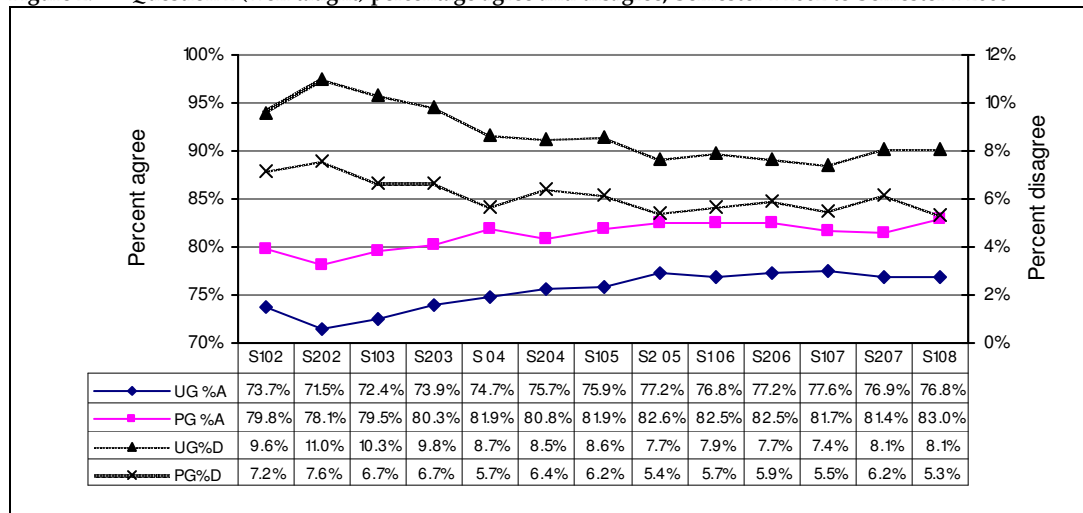
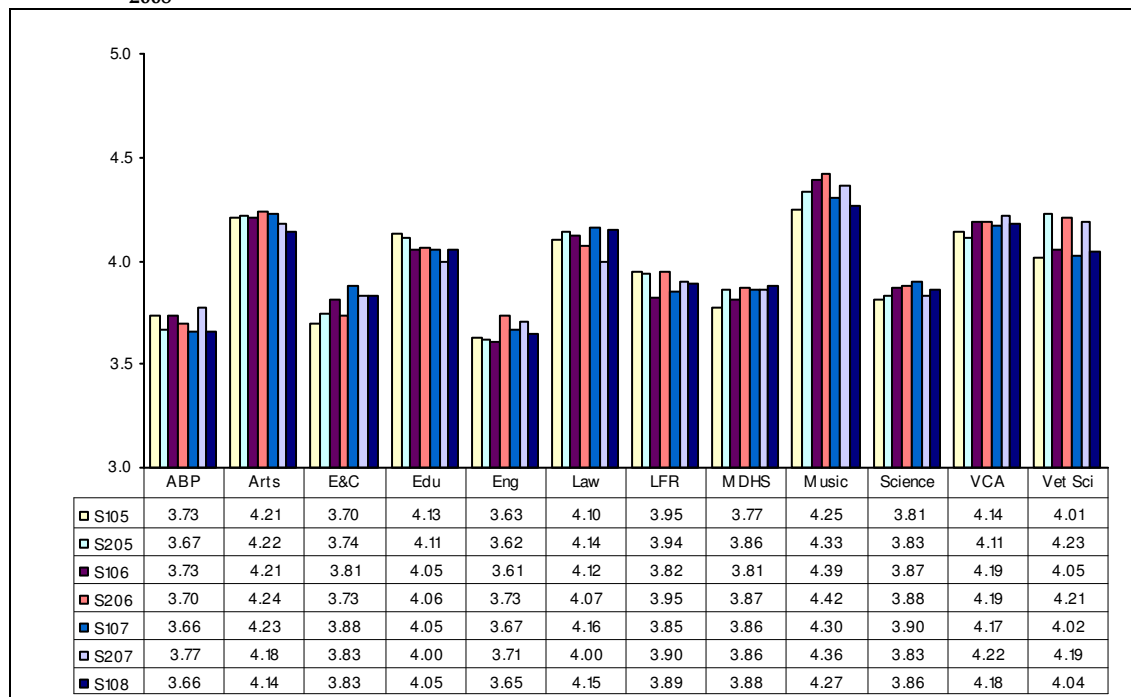


Figure 3: Undergraduate Faculty outcomes – Question 2 (well taught), mean rating Semester 1 2005 to Semester 1 2008



Low rated subjects on Question 2 (well taught)

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

- 2.7% of undergraduate subjects had a mean rating of less than 3.0;
- The proportion of teaching load in poorly rated subjects increased to 4.2% of surveyed teaching load, the highest level since Semester 2 2004; and
- The faculties of Architecture, Building and Planning (140 EFTSL), Economics and commerce (199 EFTSL), and Engineering each had more than 100 EFTSL in poorly rated subjects.

Subjects frequently rated low

Results from previous surveys show that subjects with a low outcome in a given semester are likely to have been rated low previously and can be seen to be at risk of a poor outcome in the future. Subjects which were rated low (Q2 mean <3.2) in Semester 1 2008 again have a history of low outcomes. Of the 82 subjects in Semester 1 2008 with a mean of less than 3.2:

- For sixteen of these subjects, this was their first QoT result;
- Of the remaining subjects, over one half (37 of 66) were rated low previously, including seventeen on three or more occasions since 2003; and
- Five of the subjects were rated low on at least five of their six survey results.

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 1 2008

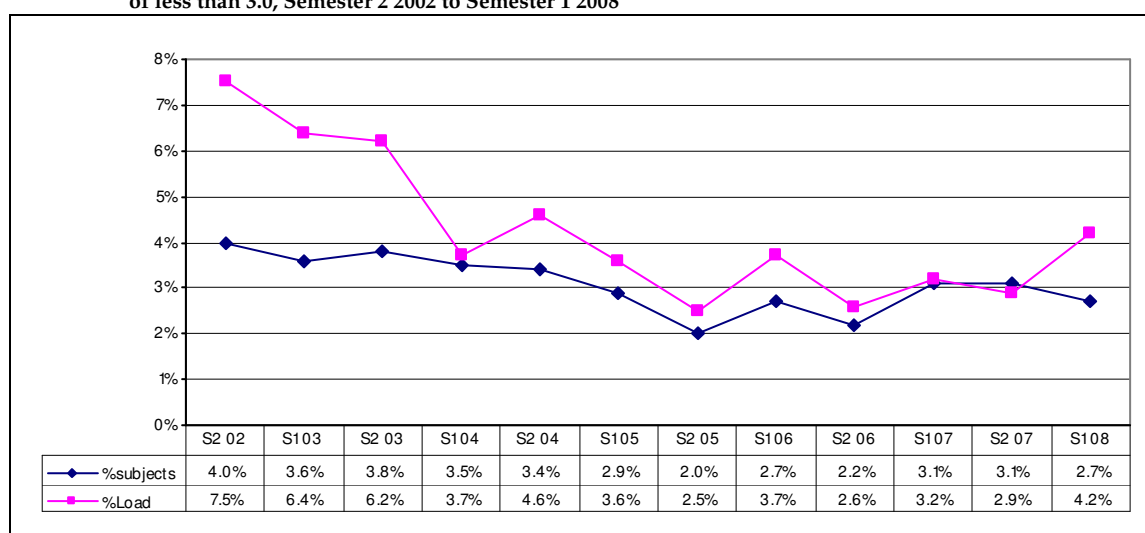


Table 1: Faculty outcomes Question 2 (well taught) percent of teaching load in subjects with mean ≥ 4.5 or <3.0 , Semester 1 2005 to Semester 1 2008

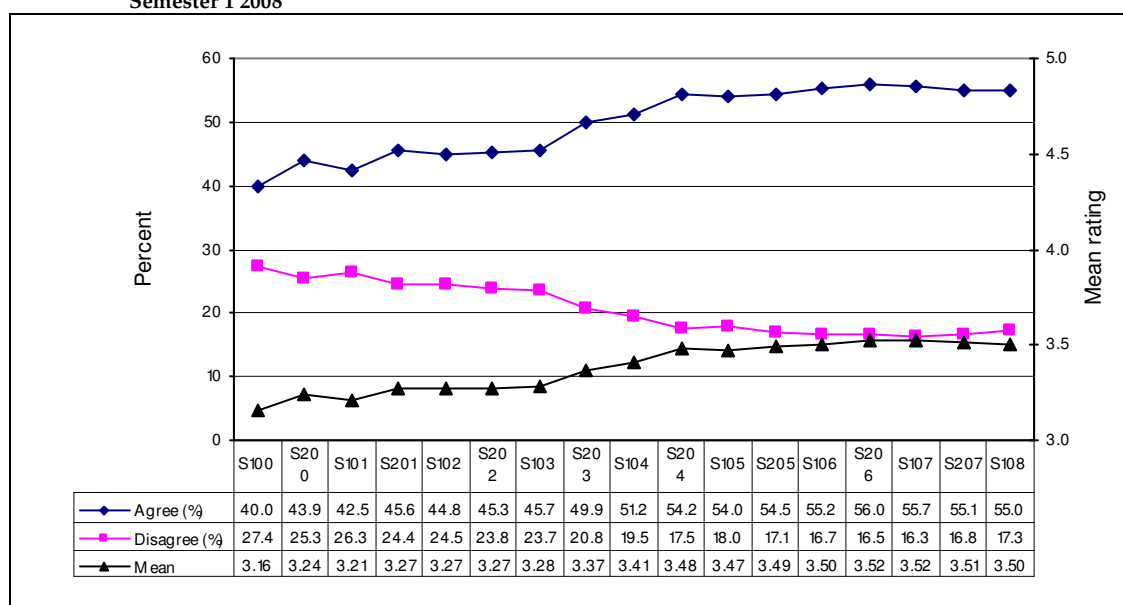
	Percent of UG load rated 4.5 or above							Percent of UG load rated less than 3.0						
	2005		2006		2007		2008	2005		2006		2007		2008
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1
ABP	5.1	0.7	1.5	3.5	2.5	4.1	7.1	3.8	3.5	0.0	4.6	16.1	1.5	21.9
Arts	26.1	30.3	25.0	24.8	26.6	26.4	22.4	0.8	0.1	1.0	0.7	0.2	1.1	0.1
Eco & Com	3.2	1.3	2.0	3.2	4.7	4.4	6.8	2.1	2.2	8.3	5.2	1.8	3.8	9.0
Education	23.9	17.0	22.8	15.5	22.8	12.7	14.7	3.1	0.0	2.1	2.8	4.1	2.7	1.2
Engineering	2.4	2.8	4.2	2.7	6.9	3.5	1.9	12.7	6.4	13.5	6.0	10.5	7.1	10.0
LFR	10.9	17.1	10.3	18.8	11.6	15.7	16.2	10.5	5.7	9.9	6.0	0.7	4.0	4.0
Law	17.5	6.0	14.8	9.2	12.1	11.2	15.7	5.2	0.4	0.0	0.0	0.0	0.0	0.0
MDHS	2.7	3.1	2.7	1.4	2.1	5.8	2.3	2.0	4.2	2.0	0.0	3.0	2.6	1.9
Music	19.1	24.3	56.1	48.0	37.9	27.6	34.8	0.0	0.0	0.0	0.0	0.6	0.0	1.0
Science	4.3	5.1	2.6	6.3	4.2	5.4	3.2	4.0	2.8	1.2	3.4	1.3	5.0	0.4
Vet Science	12.6	8.6	16.8	16.8	18.7	16.6	9.2	3.6	0.0	0.0	0.0	3.3	0.0	3.2
VCA	22.7	23.7	29.9	25.0	25.2	31.3	34.0	0.2	4.8	1.4	3.7	0.6	0.3	0.2
University	11.2	10.9	11.2	10.6	11.9	11.4	11.2	3.6	2.5	3.7	2.6	3.2	2.9	4.2

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). The percentage of undergraduates who agreed that they received helpful feedback has levelled off at about 55% after showing steady improvement from 2000 to 2005. The main points for undergraduate subjects are:

- 55.0% of respondents agreed and 17.3% disagreed that they received helpful feedback;
- The mean rating was steady at 3.50; and
- 9.4% of undergraduate subjects (117) had more than a third of respondents disagree that they received helpful feedback, a slightly higher proportion than the previous semester.

Figure 5: Question 4 (feedback): % agree, % disagree and mean rating for undergraduate subjects, Semester 1 2000 to Semester 1 2008



3.4 *Summary of University outcomes*

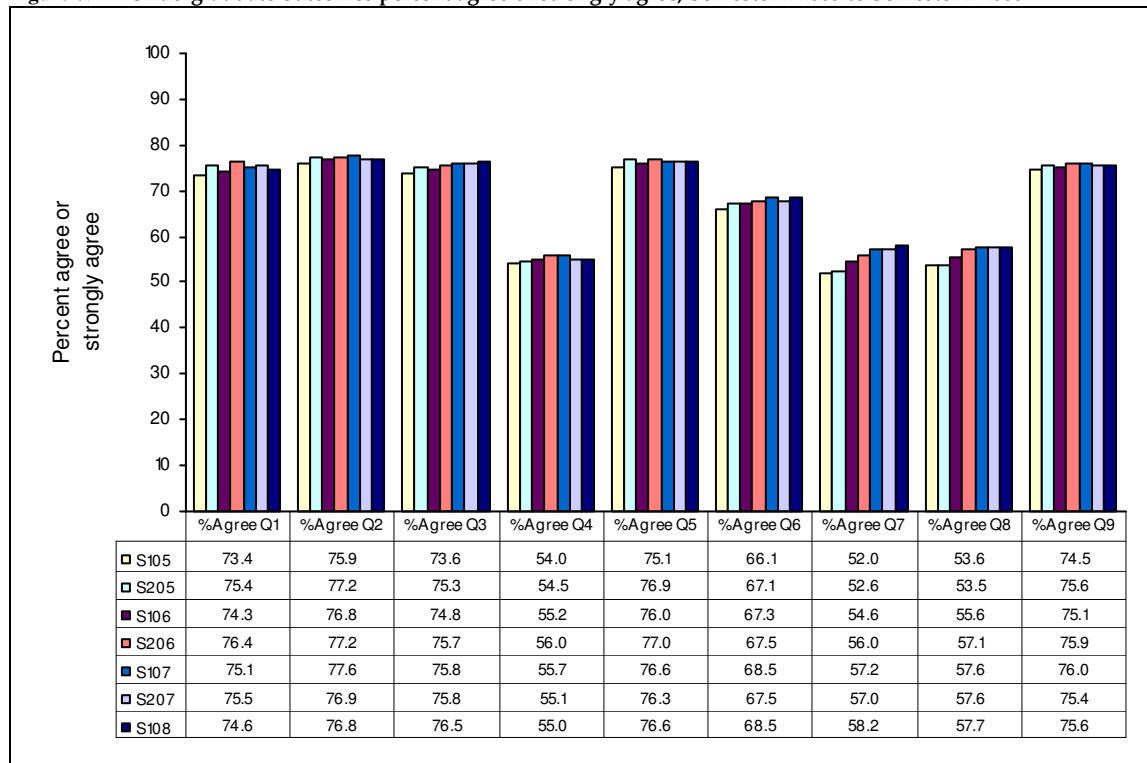
Undergraduate subjects (Figure 6)

Once again there was only minor variation in the level of agreement for all questions compared to the previous semester. 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 about what was expected of them in their subjects (Q1, 74.6%);
 - their subjects were well taught (Q2, 76.8%);
 - their subjects were intellectually stimulating (Q3, 76.5%);
 - the teaching staff showed an interest in their academic needs (Q5, 76.6%); and
 - they were satisfied overall with the quality of the learning experience in their subjects (Q9, 75.6%).
- Two-thirds (68.5%) 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, 55.0%);
 - there was effective use of computer-based teaching materials (Q7, 58.2%); and

- the web-based materials for their subjects were helpful (Q8, 57.7%).

Figure 6: Undergraduate outcomes percent agree or strongly agree, Semester 1 2005 to Semester 1 2008

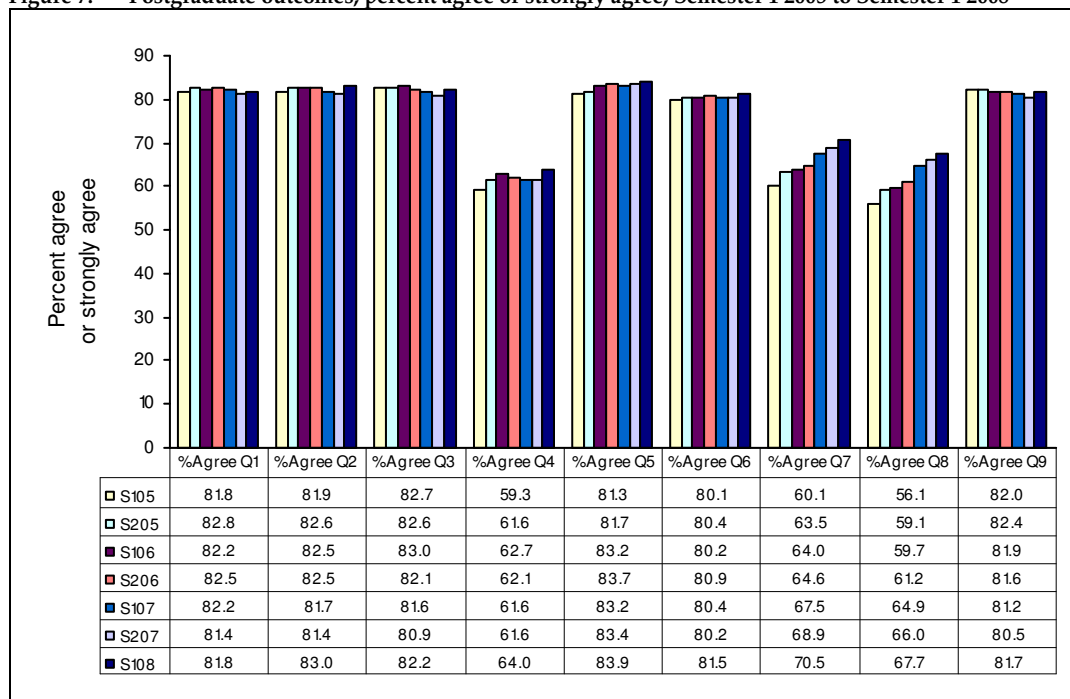


Postgraduate Subjects (Figure 7)

Postgraduate students again indicated a high level of agreement with a majority of the questions.

- The proportion of respondents who agreed or strongly agreed was very high ($\geq 80\%$) for six of the nine questions:
 - they were clear about what was expected of them in their subjects (Q1, 81.8%);
 - their subjects were well taught (Q2, 83.0%);
 - their subjects were intellectually stimulating (Q3, 82.2%);
 - the teaching staff showed an interest in their academic needs (Q5, 83.9%);
 - they felt part of a group of students and staff committed to learning (Q6, 81.5%); and
 - they were overall satisfied with the quality of the learning experience in their subjects (Q9, 81.7%).
- Students' perceptions of the feedback they received and the use of ICT in their subjects is lower:
 - 64.0% agreed they received helpful feedback on how they were going in their subject (Q4);
 - 70.5% agreed that the computer-based teaching materials for the subject were effective (Q7); and
 - 67.7% agreed that the web-based materials for the subject were helpful (Q8).

Figure 7: Postgraduate outcomes, percent agree or strongly agree, Semester 1 2005 to Semester 1 2008



3.5 Breadth enrolments

The Quality of Teaching survey questionnaire was modified for use in 2008 to collect information on the students' motivation for enrolling in the subject, namely whether or not it was to satisfy the breadth requirement of their course or otherwise (Attachment 1). The purpose of the modification was to provide an early and summary indication of students' reactions to and experience of breadth and to identify an immediate issues which may need to be taken into account in the planning for and offering of future breadth study options. A detailed report² examining the results from fourteen subjects, including five University Breadth subjects was presented at the August TALQAC and Academic Board meetings. This section of the University QoT report provides further data on student's reaction to breadth by examining the outcomes of all Semester 1 2008 subject with breadth enrolments.

The initial report on the breadth experience identified some uncertainty with students being able to correctly self identify as breadth students. This uncertainty was further demonstrated in the full semester results where some students self identified as breadth on the QoT questionnaire even though there were no New Generation students enrolled in that subject. The analysis in this section is therefore restricted to subjects where New Generation students were actually enrolled.

A total of 107 subjects were identified with both QoT results and New Generation enrolments and, of these, there were 104 subjects with at least one student who reported they were enrolled in the subject as part of the breadth requirements of their course. For this group of subjects there were 16692 total responses and 3368 responses from breadth students. Forty percent of the breadth responses were in Arts subjects, 20% in Economics and Commerce, 17% in Science, and 10% in Law.

Results

Analysis of the full semester's data largely confirms the findings of the earlier report on the breadth experience in that there does not appear to be any obvious difference between the perceptions of students enrolled in a subject as breadth and those enrolled to satisfy a core requirement of their course. The percent of breadth students who agreed that their subjects were well taught (Question 2) and who were overall satisfied with the quality of the learning experience

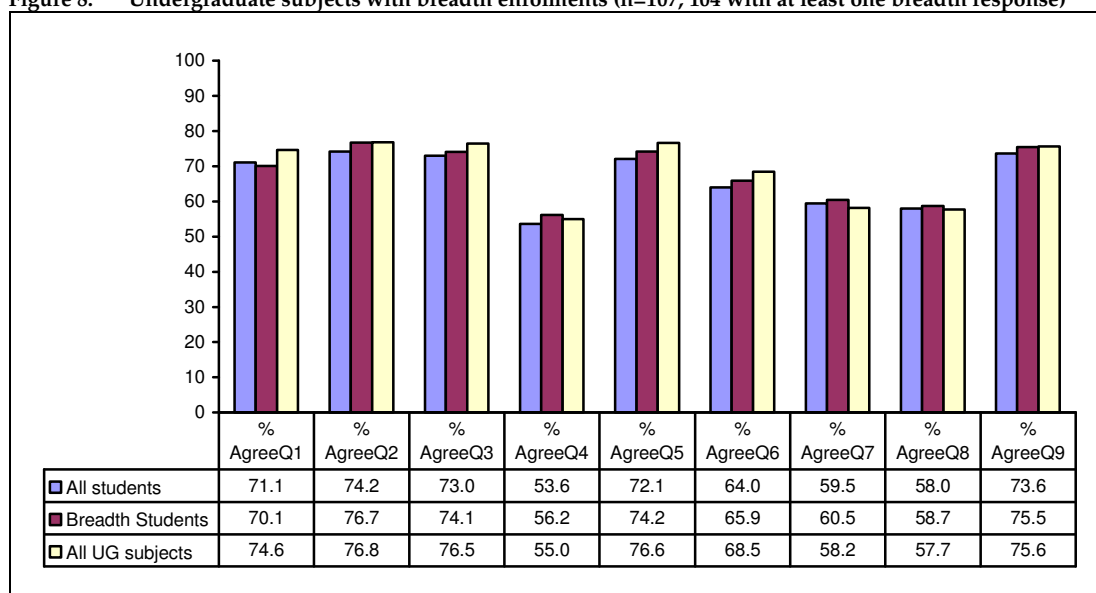
² Report on the Breadth Experience as evidenced by the QoT, Semester 1 2008, prepared by the TALQAC Quality of Teaching Working Group, Professor Alistair Moffat, Chairman

in their subject (Question 9) was nearly identical to that for undergraduate subjects as a whole, and only slightly higher compared to all students in the subjects with breadth enrolments.

One area where there is a larger difference in results is for Question 1 'I had a clear idea of what was expected of me in this subject'. The Breadth Experience report found breadth students were less clear about what was expected of them in their subject compared to non breadth students. The full semester's results show only a slightly lower level of agreement for breadth students compared to all students on Question 1 (expected of me) even though they have a slightly higher level of agreement on the remaining questions. The Question 1 (expected of me) results for subjects with breadth enrolments, however, is noticeably lower than for all undergraduate subjects, 70.1% and 71.1% compared to 74.6%. This difference is larger than that which can be explained by the low Question 1 outcomes for University Breadth subjects, and may to some degree reflect general uncertainties during students' first year at university.

Further evaluation of students' experience of breadth will be conducted following the results of the Semester 2 2008 survey.

Figure 8: Undergraduate subjects with breadth enrolments (n=107, 104 with at least one breadth response)



3.6 Subjects surveyed and response rates

The Semester 1 2008 survey saw results returned from 1264 undergraduate and 589 postgraduate subjects. Over 70,000 responses were received yielding a response rate of 64.2% for undergraduate and 76.2% for postgraduate subjects. The number of subjects unsurveyed without exemption was 38, resulting in a survey coverage of 98% of required subjects.

Table 2: Surveyed subjects and response rate, University S1 2004 to S1 2008

	S104	S204	S105	S205	S106	S206	S107	S2 07	S1 08
Undergraduate									
Subjects	1273	1354	1301	1410	1331	1381	1288	1313	1264
Enrolment	99391	94651	100885	95573	98481	93382	100172	94095	96562
Response rate (%)	66.4	63.5	67.0	63.7	66.1	63.7	65.4	64.0	64.2
Postgraduate									
Subjects	546	572	565	549	580	571	522	532	589
Enrolment	11898	11329	12105	11604	12224	12551	12980	13646	17555
Response rate (%)	77.3	75.6	76.7	77.7	76.8	74.9	78.3	77.0	76.2

4. University Profile

The following section provides more detailed information on undergraduate and postgraduate outcomes for the University and for individual faculties. The tables cover the period from Semester 2 2005 to Semester 1 2008. Outcomes for postgraduate subjects are not reported where subject enrolments are low. Department level data is available in the subject outcomes reported in Attachment 2.

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 25th percentile, the median, and 75th 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					
	S205	S106	S206	S107	S207	S108	S205	S106	S206	S107	S207	S108
Subjects	1410	1331	1381	1288	1313	1264	549	580	571	522	532	589
Enrolment	95573	98481	93382	100172	94095	96562	11604	12224	12551	12980	13646	17555
Response rate (%)	63.7	66.1	63.7	65.4	64.0	64.2	77.7	76.8	74.9	78.3	77.0	76.2
Mean ratings	S205	S106	S206	S107	S207	S108	S205	S106	S206	S107	S207	S108
Q1 (expected of me)	3.84	3.82	3.86	3.84	3.85	3.82	4.03	4.03	4.02	4.03	4.01	4.01
Q2 (well taught)	3.95	3.95	3.96	3.97	3.95	3.95	4.12	4.11	4.10	4.11	4.09	4.13
Q3 (intel' stimulating)	3.94	3.92	3.95	3.95	3.95	3.96	4.15	4.15	4.13	4.13	4.11	4.14
Q4 (feedback)	3.49	3.50	3.52	3.52	3.51	3.50	3.70	3.71	3.71	3.71	3.71	3.73
Q5 (staff interest)	3.97	3.96	3.98	3.97	3.97	3.97	4.12	4.15	4.15	4.16	4.16	4.17
Q6 (part of group)	3.78	3.78	3.79	3.81	3.79	3.80	4.10	4.08	4.08	4.09	4.09	4.11
Q7 (computer-based)	3.48	3.52	3.55	3.57	3.56	3.58	3.76	3.76	3.78	3.83	3.86	3.87
Q8 (web-based)	3.50	3.54	3.58	3.59	3.58	3.58	3.68	3.70	3.72	3.79	3.81	3.83
Q9 (overall satisfaction)	3.88	3.87	3.89	3.90	3.88	3.88	4.09	4.06	4.05	4.06	4.03	4.07
% Agree	S205	S106	S206	S107	S207	S108	S205	S106	S206	S107	S207	S108
Q1 (expected of me)	75.4	74.3	76.4	75.1	75.5	74.6	82.8	82.2	82.5	82.2	81.4	81.8
Q2 (well taught)	77.2	76.8	77.2	77.6	76.9	76.8	82.6	82.5	82.5	81.7	81.4	83.0
Q3 (intel' stimulating)	75.3	74.8	75.7	75.8	75.8	76.5	82.6	83.0	82.1	81.6	80.9	82.2
Q4 (feedback)	54.5	55.2	56.0	55.7	55.1	55.0	61.6	62.7	62.1	61.6	61.6	64.0
Q5 (staff interest)	76.9	76.0	77.0	76.6	76.3	76.6	81.7	83.2	83.7	83.2	83.4	83.9
Q6 (part of group)	67.1	67.3	67.5	68.5	67.5	68.5	80.4	80.2	80.9	80.4	80.2	81.5
Q7 (computer-based)	52.6	54.6	56.0	57.2	57.0	58.2	63.5	64.0	64.6	67.5	68.9	70.5
Q8 (web-based)	53.5	55.6	57.1	57.6	57.6	57.7	59.1	59.7	61.1	64.9	66.0	67.7
Q9 (overall satisfaction)	75.6	75.1	75.9	76.0	75.4	75.6	82.4	81.9	81.6	81.2	80.5	81.7
% Disagree	S205	S106	S206	S107	S207	S108	S205	S106	S206	S107	S207	S108
Q1 (expected of me)	9.4	10.1	9.1	9.8	9.6	10.5	5.8	6.3	6.2	6.3	6.8	6.9
Q2 (well taught)	7.7	7.9	7.7	7.4	8.1	8.1	5.4	5.7	5.9	5.5	6.2	5.3
Q3 (intel' stimulating)	8.1	8.5	7.9	8.1	8.0	8.0	5.0	5.0	5.3	5.3	5.3	4.8
Q4 (feedback)	17.1	16.7	16.5	16.3	16.8	17.3	10.4	11.2	10.3	10.9	10.3	10.7
Q5 (staff interest)	6.0	6.4	6.1	6.3	6.5	6.3	4.6	4.7	4.5	4.2	4.5	4.2
Q6 (part of group)	8.2	8.3	8.4	8.0	8.5	8.2	4.4	4.9	4.3	4.3	4.6	3.8
Q7 (computer-based)	16.7	16.5	15.3	15.4	14.9	15.4	9.8	9.6	9.4	8.8	8.7	8.5
Q8 (web-based)	15.5	14.9	13.8	13.8	13.7	14.1	9.6	9.7	8.8	8.1	8.5	8.4
Q9 (overall satisfaction)	8.9	9.1	8.7	8.7	9.1	9.3	6.1	6.9	6.9	6.8	7.7	6.5
Subject mean quartiles	S205	S106	S206	S107	S207	S108	S205	S106	S206	S107	S207	S108
Q2 25 th percentile	3.79	3.80	3.80	3.80	3.82	3.80	3.95	3.92	3.92	3.92	3.87	3.96
Q2 50 th percentile	4.14	4.13	4.14	4.16	4.13	4.13	4.24	4.24	4.22	4.24	4.24	4.25
Q2 75 th percentile	4.44	4.44	4.43	4.45	4.44	4.44	4.52	4.53	4.50	4.53	4.51	4.54
Q4 25 th percentile	3.30	3.31	3.33	3.33	3.34	3.32	3.40	3.42	3.40	3.33	3.39	3.44
Q4 50 th percentile	3.70	3.67	3.71	3.70	3.71	3.67	3.80	3.85	3.80	3.79	3.79	3.82
Q4 75 th percentile	4.02	4.00	4.06	4.03	4.09	4.01	4.18	4.18	4.17	4.15	4.15	4.17
Q9 25 th percentile	3.74	3.76	3.75	3.75	3.76	3.77	3.91	3.89	3.91	3.86	3.83	3.91
Q9 50 th percentile	4.07	4.07	4.07	4.09	4.09	4.07	4.22	4.20	4.20	4.21	4.20	4.21
Q9 75 th percentile	4.40	4.36	4.38	4.38	4.37	4.38	4.50	4.50	4.50	4.50	4.50	4.50
High and low rated subjects	S205	S106	S206	S107^a	S207	S108	S205	S106	S206	S107^a	S207	S108
Q2 mean >=4.5	348	340	348	320	329	329	173	195	172	157	171	187
Q2 mean <3.0	28	36	30	41	40	34	10	12	11	8	14	11
Q9 mean >=4.5	297	238	281	239	278	270	170	180	164	145	150	173
Q9 mean <3.0	36	38	31	33	38	43	9	18	10	11	13	15
Q4 >90% agree	206	162	169	146	199	147	121	137	116	104	102	112
Q4 >=33% disagree	154	149	144	118	111	117	44	45	42	35	42	42
				S104	S204	S105	S205	S106	S206	S107	S207	S108
Unsurveyed subjects (total)				27	22	35	41	24	26	38	53	38

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

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), or Suzanne Daroesman, Manager, Evaluation Cycle (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
<http://www.upo.unimelb.edu.au/>