



THE UNIVERSITY OF
MELBOURNE

Evaluation Cycle 2008

Quality of Teaching Survey

Summary of the Semester 2
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 survey showed encouraging results for Semester 2 2008 with undergraduate outcomes improving compared to the previous semester for all questions and with question outcomes also above their three average. There was also a welcomed reduction in the proportion of low rated subjects. The results show, again, that students are generally satisfied with most aspects of their subjects but there remain areas of less satisfactory results. Some points in brief include:

- *Overall satisfaction with the quality of the learning experience in this subject (Question 9)*
 - 77.0% of respondents in undergraduate subjects agreed, and 8.5% disagreed;
 - 81.1% in postgraduate subjects agreed and 7.6% disagreed; and
 - The mean rating was 3.91 for undergraduate, and 4.05 for postgraduate subjects.
- *This subject was well taught (Question 2)*
 - 78.0% of respondents in undergraduate subjects agreed and 7.6% disagreed;
 - 81.8% of respondents in postgraduate subjects agreed and 6.5% disagreed;
 - The mean rating was 3.97 for undergraduate, and 4.10 for postgraduate subjects; and
 - The number of poorly rated undergraduate subjects reduced to 2.5% of surveyed subjects and the teaching load in these subjects reduced to 2.1% of surveyed teaching load.
- *Among undergraduate respondents:*
 - 56.7% agreed they received helpful feedback in their subjects (Question 4);
 - 69.4% agreed that they felt part of a group of students and staff committed to learning in their subjects (Question 6);
 - 59.6% agreed there was effective use of computer-based teaching materials in their subjects (Question 7); and
 - 58.7% agreed the web-based materials in the subjects were helpful (Question 8).

Areas of concern or further improvement

Areas of concern identified by previous surveys continue to persist but are showing signs of improvement. These items relate to students' perception of the feedback they receive on their progress, their learning community, and the use of ICT in their subjects. There was also a reduction in the proportion of low rated subjects, the proportion of teaching load in low rated subjects, and the number which are frequently rated low.

- *Feedback:* Students' perception of the feedback they receive is generally low across the University but showed signs of improving this semester rising to 56.7% agree from 55.0% for undergraduate subjects.
- *Learning Community:* 69.4% of undergraduates agreed that they felt part of a group of students and staff committed to learning in their subjects, the highest outcome for this question since it was introduced in 2003.
- *Frequently low rated subjects on Question 2 (well taught).*
 - Eighty-five subjects (UG and PG) had a mean rating less than 3.2 in Semester 2 2008. Twenty-nine were previously rated low since 2003, including fifteen subjects on a total of three or more occasions. The number of subjects rated low more than once or frequently rated low is less than in semester 1 2008 and Semester 1 and 2 2007.

3. Overall University outcomes

3.1 Overall satisfaction (Question 9)

The Quality of Teaching results show students continue to be satisfied overall with the quality of the learning experience in their subjects. Outcomes improved compared to the previous semester and the proportion of students who agreed is at the upper end of outcomes achieved for this question (Figure 1)¹. The main points for Semester 2 2008 are given below.

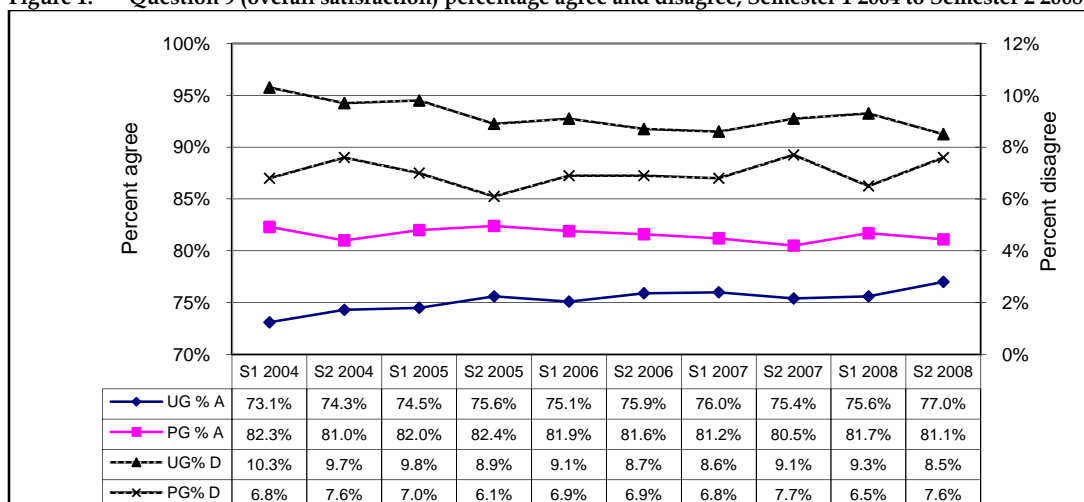
Undergraduate subjects

- 77.0% agreed and 8.5% disagreed that overall they were satisfied with the quality of the learning experience in their subject;
- the mean rating was 3.91.

Postgraduate subjects

- 81.1% agreed and 7.6% disagreed that overall they were satisfied with the quality of the learning experience in their subject;
- the mean rating was 4.05.

Figure 1: Question 9 (overall satisfaction) percentage agree and disagree, Semester 1 2004 to Semester 2 2008



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%.

3.2 This subject was well taught (Question 2)

Students' perceptions of the teaching in their subjects remain positive and, although outcomes show only minor variation in agreement over the previous three years (Figure 2), the proportion of undergraduate respondents who agreed this semester is at the top of the range of outcomes achieved on this question. Students enrolled in postgraduate subjects were more positive than undergraduates about the teaching in their subjects although there was a modest reduction in agreement from the previous semester. The main points are given below, with faculty undergraduate outcomes charted in Figure 3.

Undergraduate subjects

- 78.0% agreed and 7.6% disagreed that their subjects were well taught;
- The mean rating was 3.97; and
- There was improvement in outcomes for the bottom quartile of subjects with the 25th percentile rising to 3.84 from 3.80. The median and 75th percentile was steady at 4.14 and 4.44 respectively.

Postgraduate subjects

- 81.8% agreed and 6.5% disagreed that their subjects were well taught;
- The mean rating was 4.10.

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

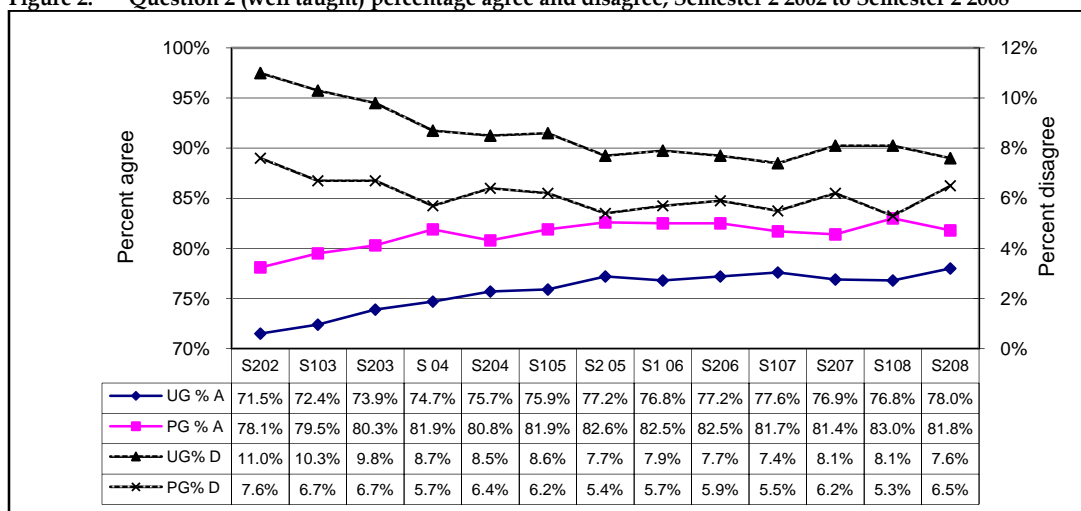
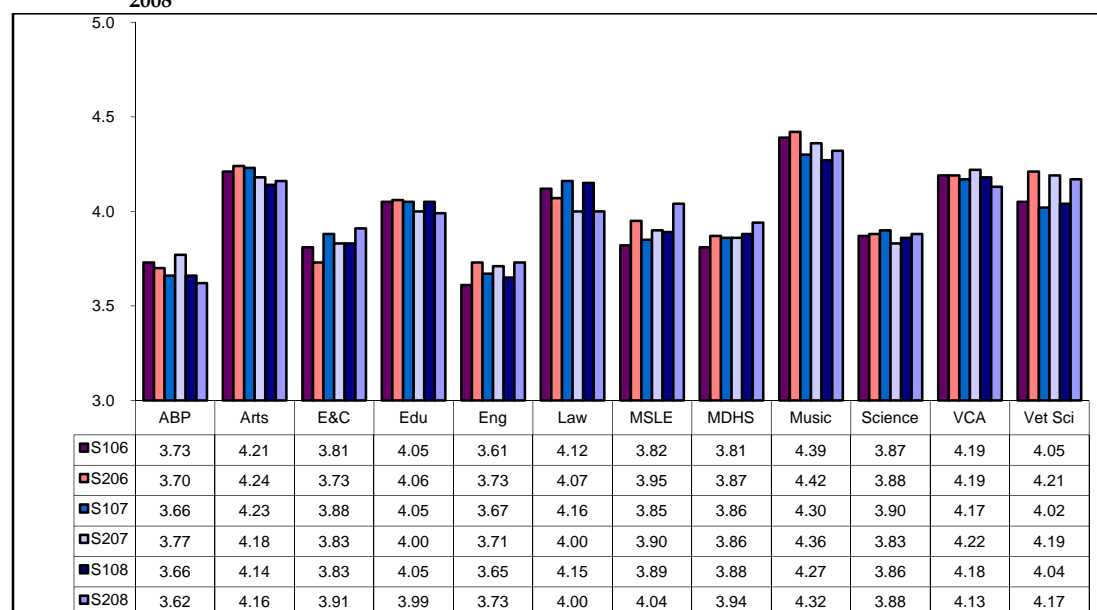


Figure 3: Undergraduate Faculty outcomes - Question 2 (well taught), mean rating Semester 1 2006 to Semester 2 2008



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 teaching load in these subjects reduced from the previous semester (defined by subjects with a mean rating of less than 3.0 on Question 2 (well taught)) (Figure 4).

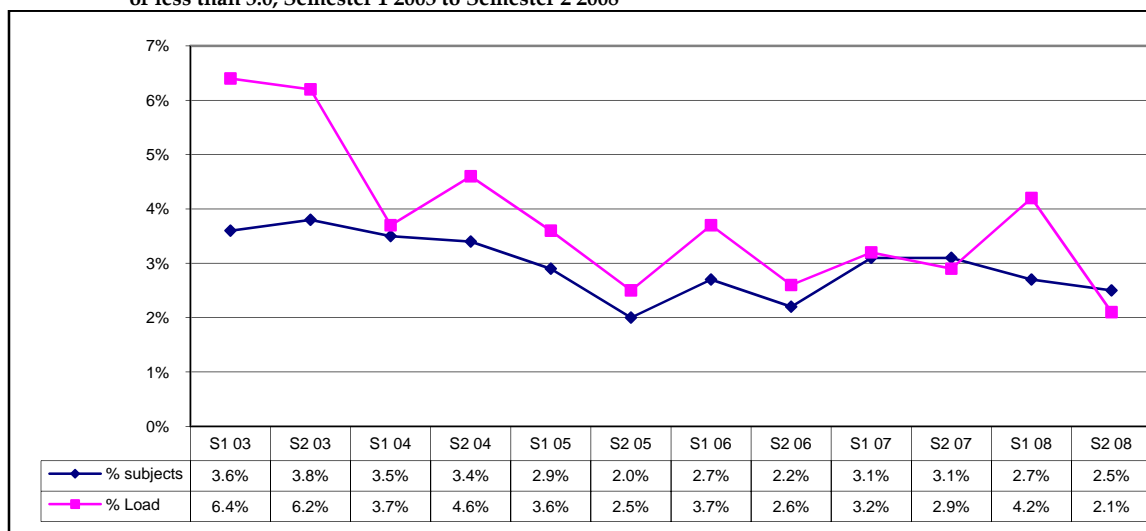
- 2.5% of undergraduate subjects had a mean rating of less than 3.0;
- The proportion of teaching load in poorly rated subjects decreased to 2.1% of surveyed teaching load.

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. Outcomes in Semester 2 2008 show a reduced number of subjects which have been rated low on multiple occasions. Of the 85 subjects in Semester 2 2008 with a mean of less than 3.2:

- For eleven of these subjects, this was their first QoT result;
- Of the remaining subjects, forty percent (29 of 74) had been rated low previously, and
- Fifteen of these subjects were rated low on three or more occasions since 2003.

Figure 4: Question 2 (well taught) percent of undergraduate subjects and teaching load in subjects with mean rating of less than 3.0, Semester 1 2003 to Semester 2 2008



Note: The preliminary report to TALQAC reported the proportion of low scoring subjects as 2.1%. The correct figure is 2.5%.

Table 1: Faculty outcomes Question 2 (well taught) percent of teaching load in subjects with mean ≥ 4.5 or <3.0 , Semester 1 2006 to Semester 2 2008

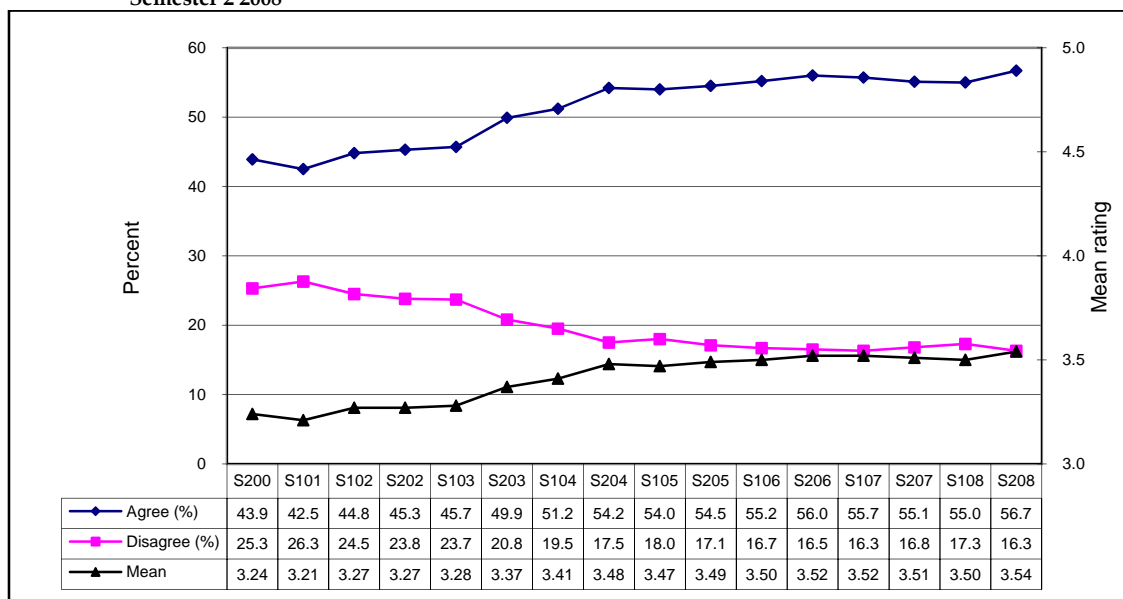
	Percent of UG load rated 4.5 or above						Percent of UG load rated less than 3.0					
	2006		2007		2008		2006		2007		2008	
	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2
ABP	1.5	3.5	2.5	4.1	7.1	3.9	0.0	4.6	16.1	1.5	21.9	9.8
Arts	25.0	24.8	26.6	26.4	22.4	25.6	1.0	0.7	0.2	1.1	0.1	0.8
Eco & Com	2.0	3.2	4.7	4.4	6.8	8.0	8.3	5.2	1.8	3.8	9.0	1.3
Education	22.8	15.5	22.8	12.7	14.7	19.2	2.1	2.8	4.1	2.7	1.2	7.5
Engineering	4.2	2.7	6.9	3.5	1.9	4.6	13.5	6.0	10.5	7.1	10.0	5.3
MSLE	10.3	18.8	11.6	15.7	16.2	17.4	9.9	6.0	0.7	4.0	4.0	3.3
Law	14.8	9.2	12.1	11.2	15.7	8.2	0.0	0.0	0.0	0.0	0.0	0.8
MDHS	2.7	1.4	2.1	5.8	2.3	2.4	2.0	0.0	3.0	2.6	1.9	0.0
Music	56.1	48.0	37.9	27.6	34.8	27.7	0.0	0.0	0.6	0.0	1.0	0.0
Science	2.6	6.3	4.2	5.4	3.2	7.4	1.2	3.4	1.3	5.0	0.4	2.1
Vet Science	16.8	16.8	18.7	16.6	9.2	6.4	0.0	0.0	3.3	0.0	3.2	0.0
VCA	29.9	25.0	25.2	31.3	34.0	21.6	1.4	3.7	0.6	0.3	0.2	0.0
University	11.2	10.6	11.9	11.4	11.2	11.3	3.7	2.6	3.2	2.9	4.2	2.1

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 showed a modest improvement in Semester 2 2008. The level of agreement, however, remains low with less than three in five students agreeing that they received helpful feedback on their progress (Figure 5).

- 56.7% of respondents agreed and 16.3% disagreed that they received helpful feedback;
- The mean rating was 3.53; and
- 8.9% of undergraduate subjects (122) had more than a third of respondents who disagreed that they received helpful feedback, a slightly lower proportion than the previous semester (9.4% or 117 subjects).

Figure 5: Question 4 (feedback): % agree, % disagree and mean rating for undergraduate subjects, Semester 2 2000 to Semester 2 2008

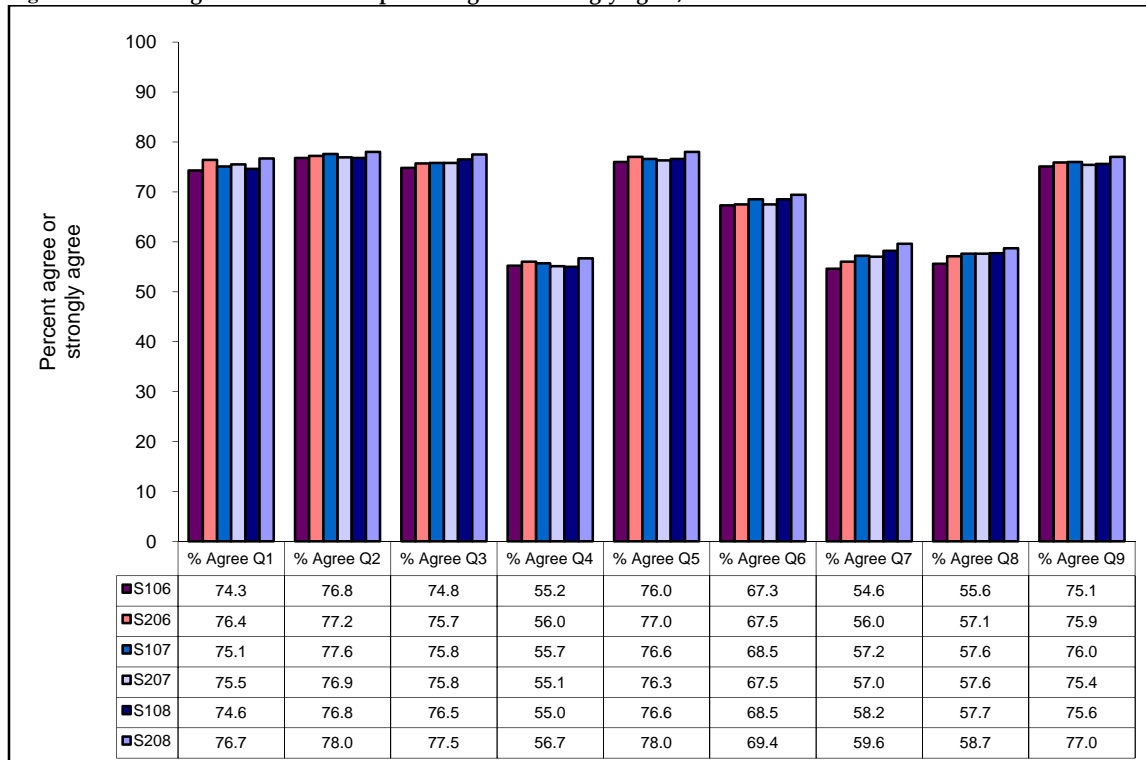


3.4 Summary of University outcomes

Undergraduate subjects (Figure 6)

Although there was once again only minor variation in the level of agreement for all questions compared to the previous semester, the proportion of respondents who agreed tended to be marginally higher.

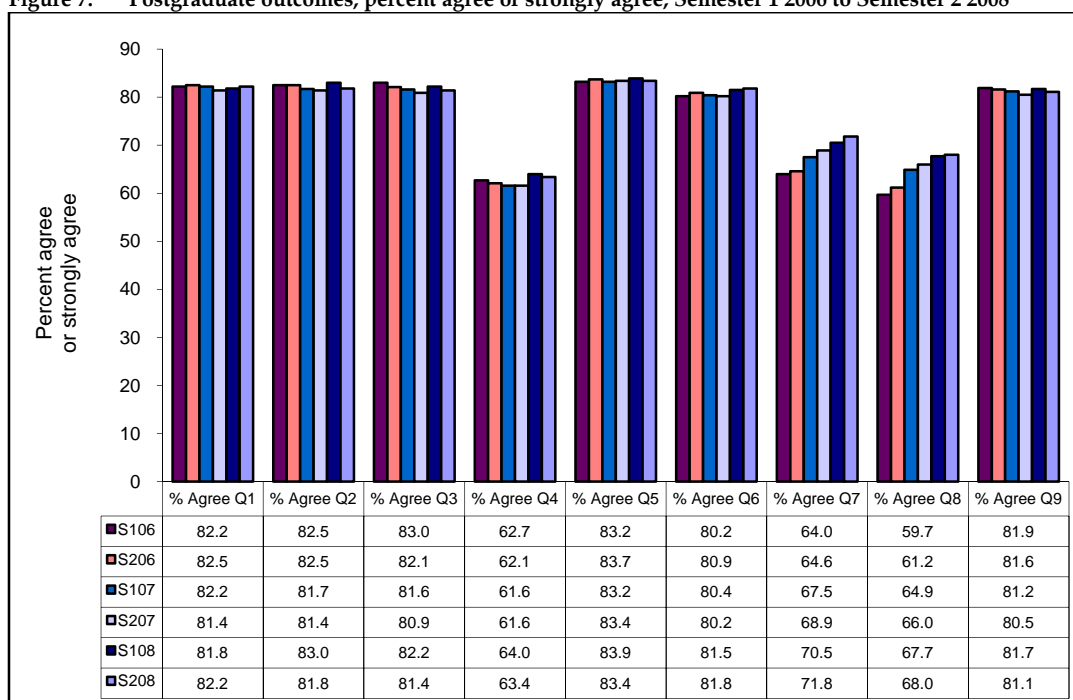
- A high proportion of respondents ($\geq 75\%$) agreed or strongly agreed that:
 - they were clear about what was expected of them in their subjects (Q1, 76.7%);
 - their subjects were well taught (Q2, 78.0%);
 - their subjects were intellectually stimulating (Q3, 77.5%);
 - the teaching staff showed an interest in their academic needs (Q5, 78.0%); and
 - they were satisfied overall with the quality of the learning experience in their subjects (Q9, 77.0%).
- Nearly 70% (69.4%) of respondents agreed that 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, 56.7%);
 - there was effective use of computer-based teaching materials (Q7, 59.6%); and
 - the web-based materials for their subjects were helpful (Q8, 58.7%).

Figure 6: Undergraduate outcomes percent agree or strongly agree, Semester 1 2006 to Semester 2 2008*Postgraduate Subjects (Figure 7)*

Postgraduate students again indicated a high and steady 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, 82.2%);
 - their subjects were well taught (Q2, 81.8%);
 - their subjects were intellectually stimulating (Q3, 81.4%);
 - 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, 81.8%); and
 - they were overall satisfied with the quality of the learning experience in their subjects (Q9, 81.1%).
- Students' perceptions of the feedback they received and the use of ICT in their subjects is lower:
 - 63.4% agreed they received helpful feedback on how they were going in their subject (Q4);
 - 71.8% agreed that the computer-based teaching materials for the subject were effective (Q7); and
 - 68.0% agreed that the web-based materials for the subject were helpful (Q8).

Figure 7: Postgraduate outcomes, percent agree or strongly agree, Semester 1 2006 to Semester 2 2008



3.5 Subjects surveyed and response rates

The Semester 2 2008 survey saw results returned from 1375 undergraduate and 590 postgraduate subjects. Nearly 70,000 responses were received yielding a response rate of 61.5% for undergraduate and 74.6% for postgraduate subjects. The number of subjects unsurveyed without exemption was 48, resulting in a survey coverage of 98% of required subjects (Attachment 4).

Table 2: Surveyed subjects and response rate, University S1 2004 to S2 2008

	S104	S204	S105	S205	S106	S206	S107	S2 07	S108	S208
Undergraduate										
Subjects	1273	1354	1301	1410	1331	1381	1273	1313	1264	1375
Enrolment	99391	94651	100885	95573	98481	93382	99782	94095	96562	92247
Response rate (%)	66.4	63.5	67.0	63.7	66.1	63.7	65.4	64.0	64.2	61.5
Postgraduate										
Subjects	546	572	565	549	580	571	522	532	589	590
Enrolment	11898	11329	12105	11604	12224	12551	12980	13646	17555	17090
Response rate (%)	77.3	75.6	76.7	77.7	76.8	74.9	78.3	77.0	76.2	74.6

4. University Profile

The following section provides more detailed information on undergraduate and postgraduate outcomes for the University. The table covers the period from Semester 1 2006 to Semester 2 2008.

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 ^a						Postgraduate					
	S106	S206	S107	S207	S108	S208	S106	S206	S107	S207	S108	S208
Subjects	1331	1381	1273	1313	1264	1375	579	571	517	532	589	590
Enrolment	98481	93382	99782	94095	96562	92247	12209	12551	12949	13646	17555	17090
Response rate (%)	66.1	63.7	65.4	64.0	64.2	61.5	76.8	74.9	78.3	77.0	76.2	74.6
Mean ratings	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>	<i>S108</i>	<i>S208</i>	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>	<i>S108</i>	<i>S208</i>
Q1 (expected of me)	3.81	3.86	3.84	3.85	3.82	3.86	4.02	4.02	4.03	4.01	4.01	4.02
Q2 (well taught)	3.95	3.96	3.97	3.95	3.95	3.97	4.11	4.10	4.11	4.09	4.13	4.10
Q3 (intel' stimulating)	3.92	3.95	3.95	3.95	3.96	3.98	4.15	4.13	4.13	4.11	4.14	4.11
Q4 (feedback)	3.50	3.52	3.52	3.51	3.50	3.53	3.71	3.71	3.71	3.71	3.73	3.72
Q5 (staff interest)	3.95	3.98	3.97	3.97	3.97	3.99	4.14	4.15	4.16	4.16	4.17	4.17
Q6 (part of group)	3.78	3.79	3.81	3.79	3.80	3.82	4.08	4.08	4.09	4.09	4.11	4.10
Q7 (computer-based)	3.51	3.55	3.57	3.56	3.58	3.61	3.76	3.78	3.83	3.86	3.87	3.90
Q8 (web-based)	3.54	3.58	3.59	3.58	3.58	3.61	3.69	3.72	3.79	3.81	3.83	3.84
Q9 (overall satisfaction)	3.87	3.89	3.90	3.88	3.88	3.91	4.06	4.05	4.06	4.03	4.07	4.05
% Agree	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>	<i>S108</i>	<i>S208</i>	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>	<i>S108</i>	<i>S208</i>
Q1 (expected of me)	74.3	76.4	75.0	75.5	74.6	76.7	82.2	82.5	82.2	81.4	81.8	82.2
Q2 (well taught)	76.8	77.2	77.6	76.9	76.8	78.0	82.5	82.5	81.7	81.4	83.0	81.8
Q3 (intel' stimulating)	74.8	75.7	75.8	75.8	76.5	77.5	83.0	82.1	81.5	80.9	82.2	81.4
Q4 (feedback)	55.2	56.0	55.7	55.1	55.0	56.7	62.6	62.1	61.6	61.6	64.0	63.4
Q5 (staff interest)	76.0	77.0	76.6	76.3	76.6	78.0	83.1	83.7	83.2	83.4	83.9	83.4
Q6 (part of group)	67.3	67.5	68.4	67.5	68.5	69.4	80.2	80.9	80.4	80.2	81.5	81.8
Q7 (computer-based)	54.6	56.0	57.3	57.0	58.2	59.6	64.0	64.6	67.6	68.9	70.5	71.8
Q8 (web-based)	55.6	57.1	57.8	57.6	57.7	58.7	59.6	61.1	65.0	66.0	67.7	68.0
Q9 (overall satisfaction)	75.1	75.9	76.0	75.4	75.6	77.0	81.9	81.6	81.2	80.5	81.7	81.1
% Disagree	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>	<i>S108</i>	<i>S208</i>	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>	<i>S108</i>	<i>S208</i>
Q1 (expected of me)	10.1	9.1	9.8	9.6	10.5	9.2	6.3	6.2	6.3	6.8	6.9	7.0
Q2 (well taught)	7.9	7.7	7.5	8.1	8.1	7.6	5.7	5.9	5.5	6.2	5.3	6.5
Q3 (intel' stimulating)	8.5	7.9	8.1	8.0	8.0	7.6	5.0	5.3	5.3	5.3	4.8	5.9
Q4 (feedback)	16.7	16.5	16.3	16.8	17.3	16.3	11.2	10.3	10.9	10.3	10.7	11.0
Q5 (staff interest)	6.4	6.1	6.3	6.5	6.3	5.8	4.7	4.5	4.2	4.5	4.2	4.5
Q6 (part of group)	8.3	8.4	8.0	8.5	8.2	7.9	4.9	4.3	4.3	4.6	3.8	4.8
Q7 (computer-based)	16.5	15.3	15.4	14.9	15.4	14.1	9.6	9.4	8.8	8.7	8.5	7.9
Q8 (web-based)	14.9	13.8	13.8	13.7	14.1	13.0	9.8	8.8	8.1	8.5	8.4	8.0
Q9 (overall satisfaction)	9.1	8.7	8.7	9.1	9.3	8.5	6.9	6.9	6.8	7.7	6.5	7.6
Subject mean quartiles	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>	<i>S108</i>	<i>S208</i>	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>	<i>S108</i>	<i>S208</i>
Q2 25 th percentile	3.80	3.80	3.80	3.82	3.80	3.84	3.92	3.92	3.92	3.87	3.96	3.89
Q2 50 th percentile	4.13	4.14	4.16	4.13	4.13	4.14	4.24	4.22	4.24	4.24	4.25	4.25
Q2 75 th percentile	4.44	4.43	4.45	4.44	4.44	4.44	4.53	4.50	4.53	4.51	4.54	4.53
Q4 25 th percentile	3.31	3.33	3.33	3.34	3.32	3.33	3.42	3.40	3.33	3.39	3.44	3.44
Q4 50 th percentile	3.67	3.71	3.70	3.71	3.67	3.72	3.85	3.80	3.79	3.79	3.82	3.80
Q4 75 th percentile	4.00	4.06	4.03	4.09	4.01	4.05	4.18	4.17	4.15	4.15	4.17	4.14
Q9 25 th percentile	3.76	3.75	3.75	3.76	3.77	3.79	3.89	3.91	3.86	3.83	3.91	3.86
Q9 50 th percentile	4.07	4.07	4.09	4.09	4.07	4.09	4.20	4.20	4.21	4.20	4.21	4.22
Q9 75 th percentile	4.36	4.38	4.38	4.37	4.38	4.38	4.50	4.50	4.50	4.50	4.50	4.50
High and low rated subjects	<i>S106</i>	<i>S206</i>	<i>S107</i>	<i>S207</i>	<i>S108</i>	<i>S208</i>	<i>S106</i>	<i>S206</i>	<i>S107^a</i>	<i>S207</i>	<i>S108</i>	<i>S208</i>
Q2 mean >=4.5	340	348	320	329	329	370	195	172	157	171	187	193
Q2 mean <3.0	36	30	41	40	34	35	12	11	8	14	11	11
Q9 mean >=4.5	238	281	239	278	270	287	180	164	145	150	173	174
Q9 mean <3.0	38	31	33	38	43	36	18	10	11	13	15	15
Q4 >90% agree	162	169	146	199	147	217	137	116	104	102	112	89
Q4 >=33% disagree	149	144	118	111	117	122	45	42	35	42	42	42
Unsurveyed subjects (total)			S204	S105	S205	S106	S206	S107	S207	S108	S208	
			22	35	41	24	26	38	53	38	48	

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 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 to staff on the University Planning Office web site. 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
- The Melbourne Research Experience Survey
- 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
- 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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