



PLANNING UNIT

Student Evaluation of Teaching and Units

**(SETU) Semester 2, 2006
University Report**

Geelong Waterfront

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Student Evaluation of Teaching and Units
(SETU) Semester 2, 2006 University Report

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1 Introduction

Background

Deakin University is committed to excellence in teaching and learning through continuous quality improvement. Student feedback through Student Evaluation of Teaching and Units (SETU) each semester is pivotal to this process. In order to provide more detailed feedback targets to improve the SETU were incorporated into the 2005 Operational Plan

- 1.3.14 Refine the Student Evaluation of Teaching and Units survey instrument in the light of the 2004 review and ensure that it provides flexibility for staff to obtain student feedback while retaining mandatory items for trend data.

The review highlighted two aspects for major improvement. The first was the need to evaluate individual teaching staff, while the second was to have some capacity to include optional questions. These requirements resulted in a revised survey instrument and a significant enhancement to the online SETU system.

The new enhanced Student Evaluation of Teaching and Units (SETU) was successfully implemented in semester two 2006.

The Director, Institute Teaching and Learning undertook management responsibility of the project and will have ownership of the SETU system and a co-ordinating role in the on-going conduct of SETU processes.

1.1 About the Survey Instrument

Response Scale

For each question, students were asked to choose a response on a scale of 1 (strongly disagree) to 5 (strongly agree). A 'not applicable' NA option was also included on the survey alongside each question.

Descriptive Statistics

Descriptive statistics used in this report include mean, percentage agreement and percentage disagreement. The **mean response** for each question has been calculated by adding a numerical value (on the scale 1 to 5) of each valid response and dividing by the number of valid responses for that question.

Percentage agreement for each question is determined from the number of responses 4 (agree) or 5 (strongly agree) as a percentage of all valid responses to that question.

Percentage disagreement for each question is determined from the number of responses 1 (strongly disagree) or 2 (disagree) as a percentage of all valid responses to that question.

Mandatory Questions

There are nine mandatory questions on the new survey instrument which are asked for all units. This is a reduction from the previous survey instrument which included 18 questions. The number of mandatory questions was reduced in order to include optional questions whilst consideration was given to retaining key questions to enable some capacity to provide trend analysis.

Seven of the original questions remained on the revised instrument although some minor changes in wording were made; in particular, question 18 of the original SETU 'The use of online technologies in this unit enhanced my learning experience' has been replaced with two questions pertaining to online technologies. The first, question 8 'The technologies used to deliver the online content in this unit performed satisfactorily' asks students to focus on the technical performance of online delivery per se while question 9 'The online teaching and resources in this unit enhanced my learning experience' asks students to focus on their experience of online learning.

The single mandatory qualitative question 'Are there any comments you would like to make about the teaching in this unit and/or the unit in general?' was replaced by two qualitative questions, one asking about the best aspects of the unit and the other asking about what needs improvement. This change aligns the SETU qualitative questions with those on the Course Experience Questionnaire (CEQ).

Optional Questions

Optional questions for units were introduced into the survey for the first time in semester two 2006 and were grouped into 'sets' based on activity type such as tutorial, computer laboratory, seminar etc. Activity type is determined by the unit offering recorded in Callista. In addition the functionality to include faculty and/or school questions has been built into the enhanced SETU system and it is envisioned that this will be available for use in semester one 2007.

Each activity type such as tutorial, computer laboratory etc contained three questions with the exception of seminar which contained just one question. Where a unit was associated with more than one activity type all questions associated with an activity type were used. For example, a student studying a unit associated with tutorial and computer laboratory activity types would receive the three tutorial questions and the three computer laboratory questions. See Appendix A for a full list of questions.

Students studying off-campus did not receive survey forms with optional questions as the relationship between activity type and Callista excludes off-campus mode of study. The SETU system has also been developed with the functionality to include cohort specific questions for off-campus students and this will also be operational in the near future.

Named Teaching Staff

The ability for students to evaluate individual teaching staff was a major driver for the SETU enhancement project. It has long been recognised that improvement to teaching and learning in a poorly performing unit, as identified through low SETU outcomes, was difficult to address without reference to individual teaching staff. Identifying teaching staff in need of assistance presents an opportunity for early intervention. Results from the individual teaching questions will enable staff to use their results for developing their teaching portfolios and promotion.

All schools were given the opportunity to have up to five teaching staff per campus listed on the survey form. The limit of five was arbitrarily chosen keeping in mind the task and length of the surveys for a full-time student. Submitting named staff for evaluation was at the discretion of the Head of School. All schools took up this opportunity with all units recording at least one named teaching staff member.

There was one single quantitative question 'I was satisfied with the quality of teaching from this teacher in this unit' and one qualitative question 'Please provide any comments on the teaching of this unit by this teacher'.

1.2 Semester Two 2006 Evaluation Period

The semester two 2006 online evaluations ran from Monday October 9th through to Sunday November 19th. The evaluations were extended from the three week evaluation period used in previous survey rounds to six weeks which took the evaluations one week past the end of the exam period. In addition to the original e-mail request to students three follow up reminders were sent asking students to complete the survey. Students were also handed reminder cards at the end of each examination. Responses to the evaluations increased dramatically following each reminder e-mail but were very low during the examination period. The overall response rate of 43 percent was an increase of 11 percentage points compared to the equivalent semester in 2005.

Students were notified of the evaluation period through DSO, pop up messages in computer labs and the Student Portal. Incentive prizes were offered to students who completed all of their required evaluations. These students had the possibility of winning one of five \$200 book vouchers. The delivery of the online evaluations was successful with only a very small handful of queries which required investigation.

Consistent with previous survey rounds students of offshore teaching partners and the Institute of Koorie Education were invited to participate in the SETU using paper surveys. The paper surveys contained only the University mandatory questions and a section to comment on the best aspects and the aspects most in need of improvement of their unit. Due to the increased turnaround time of paper surveys the results for these two groups of students are not incorporated into the University dataset used to prepare the results in the body of this report. However, results from the paper-based surveys have arrived during the production of this report and are therefore included in Appendix H for offshore teaching partners and Appendix I for the Institute of Koorie Education.

The SETU online system includes a suite of reports directly accessible through the Unit Evaluation Website <http://www.deakin.edu.au/unit-eval/>. All reports are restricted to staff with the appropriate access permissions, allowing only those with direct line responsibility to access any given report. The Dean, Associate Dean (Teaching and Learning) and Heads of School are advised when the evaluation period has ceased and the availability of their reports. Students and Deakin staff can access results to the mandatory and optional questions directly from the Unit Evaluation Website. Access to individual teaching questions is restricted to the named teaching staff member and those with line management responsibility. This enhanced reporting functionality enables a faster turnaround of results for students and all staff.

This report provides detailed analysis by cohort groups. It also includes actions and responsibilities identified by the Director, Institute Teaching and Learning. In addition to the action items embedded in the body of the report, the following overall actions regarding the ongoing administration and reports of the SETU have been identified.

- The survey period continues to be open for the six week period, beginning three weeks prior to the end of teaching classes and extending one week into the exam period.
- Reminder e-mails to be sent (to non-responders) at the beginning of each week the survey is open.
- The practice of distributing reminders after examinations trialled in semester two 2006 be discontinued.
- Student prizes continue to be available as an incentive for students who complete evaluations for all their units.
- New reports will be created that include time series information on the survey outcomes.
- Future evaluation rounds will include Faculty and School optional questions.

2 Key Findings

- > The overall Deakin response rate of 43 percent was the highest achieved to date. Response rates increased for all faculties with increases ranging from 9 to 14 percentage points (p.5).

Action	Responsibility
1. The survey period continues to be open for the six week period, beginning three weeks prior to the end of teaching classes and extending one week into the exam period.	Planning Unit and ITSD
2. Reminder e-mails to be sent (to non-responders) at the beginning of each week the survey is open.	Planning Unit and ITSD
3. The practice of distributing reminders after examinations trialled in semester two 2006 be discontinued.	DSA
4. Student prizes continue to be available as an incentive for students who complete evaluations for all their units.	Director ITL and DSA

- > Overall students responded positively to most of the mandatory questions but the results still suggest that students have some concern about teaching staff feedback and library resources. In addition, online teaching and resources were perceived poorly by students from the Faculty of Arts (p.6).

Action	Responsibility
5. All units with at least 10 responses and scores below 3.5 on questions 1 to 5, 7 or 9 require the Unit Chair to report to their Head of School what action will be taken to improve the score	Heads of School and Unit Chairs
6. All units with at least 10 responses and a score below 3.2 on question 6 be investigated by the library to gain an understanding of the problems with library resources	Librarian
7. All units with at least 10 responses and a score below 3.2 on question 8 be investigated by ITL to gain an understanding of why the online systems are poorly regarded in these units	Director ITL
8. All units with at least 10 responses and a score below 3.2 on question 9 be investigated jointly by ITL and KMD to gain an understanding of why the online teaching and resources are poorly regarded in these units. Special attention is to be given to units from the Faculty of Arts	Director ITL and Director KMD

- > As with the mandatory questions students generally responded positively to the new optional questions. Students were in agreement that the laboratories were relevant to the aims of the unit, but were not so inclined to agree that the computer practicals were well organised or extended their understanding of the subject matter (p.6).

Action	Responsibility
9. All units with at least 10 responses and scores below 3.5 on any optional question require the Unit Chair to report to their Head of School what action will be taken to improve the score. Special attention be paid to units involving computer practicals.	Heads of School and Unit Chairs

- > On-campus students at Warrnambool and Toorak consistently recorded higher levels of agreement across all questions (p.12).
- > The Faculty of Science and Technology received the most unfavourable feedback with three of the nine questions showing less than 60 percent of students in agreement with the statement. A substantial proportion of Education students felt that requirements for completing the assessment task in the unit were unclear (p.10).

Actions : See Actions 5–9 above

- > Three schools - Deakin Business School, Psychology and History, Heritage and Society - recorded adequate or better results (>60% agreement) for all nine questions. The School of Engineering and Information Technology did not perform well with six of the nine questions returning poor results (<60% agreement) (p.11).

Actions : See Actions 5–9 above

- > More than 15 percent of students from the Schools of Health and Social Development and Engineering and Information Technology did not agree that the unit was well taught and students from one in four schools would not recommend the unit to other students (p.12).

Actions : See Actions 5–9 above

- > Overall the majority of students were satisfied with the teaching staff with just 24 teaching staff or 3% receiving a weighted mean of 3.0 or lower, and 155 or 19 percent receiving a weighted mean of 3.5 or lower for the units they taught (p.15).

Action	Responsibility
10. ITL work with the HOS from the lowest ranked Schools on teaching performance to design a Professional Development program to improve teaching performance in those Schools	Director ITL, relevant HOS
11. Head of School to investigate reasons for poor performance of teaching staff with a weighted mean of 3.5 or lower and develop strategies for improvement with teaching staff	HOS
12. Head of School to provide a report to the DVC (A), including an action plan for improvement, for all teaching staff with a weighted mean of 3.0 or lower	DVC(A), HOS

- > A total of 117 teaching staff received a weighted mean of 4.5 or more (p.15).

Action	Responsibility
13. ITL work with faculties to establish the Distinguished Deakin Educators program and staff with high teaching evaluations be considered for membership	Director ITL

- > Students enrolled in Computing and Information Technology-related bachelor programs were least likely to agree that the units were well taught or to recommend the units to other students (p.17).

Action	Responsibility
14. ITL work with the Course Co-ordinator from the lowest ranked courses on questions 1 and 7 to examine how these courses may be improved	Director ITL, relevant Course Co-ordinators

3 Results

Throughout this report, means are used for reporting outcomes at the overall University level while percentage agreement and percentage disagreement are used for reporting results at more detailed levels such as faculty and school. Corresponding means can be found in the appendices.

For ease of discussion within the report an arbitrary standard has been used to indicate an adequate or poor result. If a percentage agreement of 60 percent or more is obtained the result is considered adequate. Conversely, a result below this is considered poor.

Overall University results are reported for both the mandatory and optional questions. Results presented in this report for other cohorts are limited to the nine mandatory questions only.

3.1 Response Rates

Summary of Performance

The overall Deakin response rate of 43 percent was the highest achieved to date. Response rates increased for all faculties with increases ranging from 9 to 14 percentage points. Business and Law continues to record the lowest response rate although there was a large improvement this semester. Despite increases across all faculties no faculty recorded response rates greater than 50 percent.

Outcomes

Table 3-1 Semester two 2006 response rates

	Enrolments	Response	Response Rate
Arts	14949	6313	42%
Business and Law	24932	9604	39%
Education	7209	3426	48%
Health, Medicine, Nursing and Behavioural Sciences	14202	6300	44%
Science and Technology	11294	5502	49%
University	72586	31145	43%
International	14802	6114	41%
Domestic	57784	25030	43%
Female	42793	20094	47%
Male	29793	11054	37%
Undergraduate	61539	26570	43%
Postgraduate	11047	4575	41%
On campus	58702	26151	45%
Off campus	13884	4994	36%

Table 3-2 Semester two 2006 response rates by faculty 2005 – 2006

Faculty	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Arts	42%	40%	30%	31%	35%
Business and Law	39%	34%	20%	24%	30%
Education	48%	41%	23%	34%	36%
Health, Medicine, Nursing and Behavioural Sciences	44%	45%	38%	35%	43%
Science and Technology	49%	46%	29%	39%	45%
University	43%	40%	21%	32%	37%

Of the 969 units evaluated responses were received for 892 units, a unit response rate of 92%. Of the 892 units for which results were received, 304 had less than 10 responses. No results were received for 63 units. Of these, 56 had less than 10 enrolments. Of the remaining 7 units the majority were from the School of Nursing. A list of units with ten or more enrolments for which no responses were received is shown in table 3.3.

Table 3-3 Units with no responses received and enrolment of ten or more by school.

Unit Code	Unit Title	Enrolments	School
STF111	Integrated Logistics	15	Architecture And Building
SBH734	Project B: Occupational Hygiene	13	Life And Environmental Sciences
HNN011	Prereg Nursing Course For Overseas Qualified Nursing Courses	10	Nursing
HNN021	Nursing In Australia	14	Nursing
HNN022	Legal And Ethical Aspects Of Australian Nursing Practice	14	Nursing
HNN023	Political, Social And Cultural Aspects Of Nursing In Australia	14	Nursing
HNN024	Clinical Learning Program	14	Nursing

31,145 responses were received from 72,587 enrolments giving a response rate of 43 percent and a percentage increase of 11 percentage points from semester two 2005. Contributing to the increased response was the extended evaluation period from three to six weeks enabling students' sufficient time to conduct their evaluations throughout what is essentially a very busy period in the academic calendar. Whilst the new refined survey instrument is longer than the previous instrument it does provide students with more opportunity to give feedback particularly on individual teaching staff. Students this semester were also invited to comment on the best aspects of their unit(s) along with areas where they felt there was some need for improvement.

3.2 Overall University Results

Summary of Performance

Overall students responded positively to most mandatory questions with means ranging from 3.6 to 3.8. More than half of the students were in positive agreement with the individual questions. The large majority of students find their workload manageable and believe the requirements for the tasks are clear. Students were not as positive about the library resources meeting their needs. While students still express some concern about teaching staff feedback this has improved upon previous semesters. Online teaching and resources were perceived poorly by some students particularly students from the Faculty of Arts.

The two new questions regarding online technologies were able to show that while students were generally satisfied (69%) with the technical performance of online delivery, they were less inclined to agree that online teaching and resources enhanced their learning (57%).

As with the mandatory questions students generally responded positively to the new optional questions. Students were in agreement that the laboratories were relevant to the aims of the unit, but were not so inclined to agree that the computer practicals were well organised or extended their understanding of the subject matter.

Outcomes
Table 3-4 Summary of responses (all students excluding offshore, and Institute of Koorie Education)

Mandatory Questions		Count	Mean	SD	Percentage Agreement	Percentage Disagreement
Q1	This unit was well taught	30747	3.8	1.0	68.6	11.8
Q2	The course materials in this unit were of high quality	30755	3.8	1.0	68.0	10.3
Q3	The workload in this unit was manageable	30902	3.8	0.9	73.0	9.2
Q4	Requirements for completing the assessment tasks in this unit were clear	30871	3.8	1.0	70.4	13.2
Q5	The teaching staff gave me helpful feedback	30567	3.7	1.1	64.8	13.6
Q6	The library resources met my needs for this unit	27737	3.6	0.9	57.0	10.4
Q7	I would recommend this unit to other students	30602	3.7	1.1	63.4	13.5
Q8	The technologies used to deliver the online content in this unit performed satisfactorily	27136	3.8	0.9	69.2	9.0
Q9	The online teaching and resources in this unit enhanced my learning experience	26171	3.6	1.0	57.4	13.3
Optional Questions						
Q10	The tutorials were relevant to the aims of the unit	16442	3.9	0.9	76.7	7.3
Q11	The tutorials were well taught	16415	3.8	1.0	69.7	11.3
Q12	The tutorials extended my understanding of the subject matter	16362	3.9	1.0	71.6	10.8
Q13	The laboratories were relevant to the aims of the unit	732	4.2	0.7	87.4	1.8
Q14	The laboratories were well organised	732	3.9	0.9	72.5	8.6
Q15	The laboratories extended my understanding of the subject matter	728	4.1	0.8	81.7	3.3
	The practicals were relevant to the aims of the unit	5472	4.0	0.9	78.8	6.5
Q16	The practicals were well organised	5470	3.8	1.0	70.3	10.8
Q17	The practicals extended my understanding of the subject matter	5451	3.9	1.0	74.1	9.3
Q18	The computer practicals were relevant to the aims of the unit	489	3.7	1.0	65.6	13.5
Q19	The computer practicals were well organised	488	3.5	1.1	57.8	16.4
Q20	The computer practicals extended my understanding of the subject matter	486	3.6	1.1	59.3	16.3
Q21	The studios were relevant to the aims of the unit	120	3.9	0.9	74.2	7.5
Q22	The studios offered sufficient opportunity to improve my practice of the discipline	117	3.8	1.0	71.8	10.3
Q23	The studios extended my understanding of the discipline	119	3.8	1.0	71.4	9.2
Q24	The workshops were relevant to the aims of the unit	1136	3.9	1.0	71	9.1
Q25	The workshops offered sufficient opportunity to improve my practice of the discipline	1128	3.6	1.1	60.4	16.4
Q26	The workshops extended my understanding of the discipline	1123	3.7	1.0	66.4	11.9
Q27	The teaching staff encouraged participation in seminars	2373	4.0	0.9	74.3	5.2

NB: Optional questions are not numbered on the survey

The Director, Institute of Teaching and Learning has proposed the following actions to address issues raised in the preceding analysis.

Table 3-5 Actions and Responsibilities

Action	Responsibility
5. All units with at least 10 responses and scores below 3.5 on questions 1 to 5, 7 or 9 or any of the optional questions require the Unit Chair to report to their Head of School what action will be taken to improve the score	Heads of School and Unit Chairs
6. All units with at least 10 responses and a score below 3.2 on question 6 be investigated by the library to gain an understanding of the problems with library resources	Librarian
7. All units with at least 10 responses and a score below 3.2 on question 8 be investigated by ITL to gain an understanding of why the online systems are poorly regarded in these units	Director, ITL
8. All units with at least 10 responses and a score below 3.2 on question 9 be investigated jointly by ITL and KMD to gain an understanding of why the online teaching and resources are poorly regarded in these units	Director ITL and Director KMD

3.3 Results for Time Series – 2005 to 2006

This section of the report presents a time series from semester one 2005 to semester two 2006. Although the survey structure was significantly different in semester two 2006, nine survey items in the current survey were in common with previous survey periods. Survey items with similar meaning were linked in an attempt to allow for historical comparisons. To be consistent with the 2006 Council Performance Indicators the original SETU question 'The use of online technologies in this unit enhanced my learning experience' is matched to the new question 'The online teaching and resources in this unit enhanced my learning experience'.

Summary of Performance

Mean responses on the University mandatory questions show improvement for five of the nine items. There was a marked improvement in feedback from teaching staff and requirements for completing the assessment tasks in the unit were clear. The question pertaining to library resources continues to receive the lowest mean score.

Outcomes

Table 3-6 Mean responses to mandatory questions 2005 – 2006

	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Q1 This unit was well taught	3.8	3.7	3.8	3.6	3.6
Q2 The course materials in this unit were of high quality	3.8	3.7	3.7	3.7	3.7
Q3 The workload in this unit was manageable	3.8	3.8	3.7	3.7	3.7
Q4 Requirements for completing the assessment tasks in this unit were clear	3.8	3.6	3.7	3.6	3.6
Q5 The teaching staff gave me helpful feedback	3.7	3.5	3.6	3.5	3.5
Q6 The library resources met my needs for this unit	3.6	3.5	3.5	3.5	3.5
Q7 I would recommend this unit to other students	3.7	3.7	3.8	3.7	3.7
Q9 The online teaching and resources in this unit enhanced my learning experience	3.6	3.6	3.6	3.5	3.5

While still a concern to students, feedback from teaching staff has increased from a consistent 3.5 to 3.7 showing a marked improvement in this area. While question 6 'The library resources met my needs in this unit' obtained the lowest mean response this also was an improvement upon previous semesters increasing from 3.5 to 3.6.

The question 'The use of online technologies in this unit enhanced my learning experience' does not appear to have shown significant improvement.

3.4 Results by Faculty

Summary of Performance

The Faculty of Science and Technology received the most unfavourable feedback from students with three of the nine questions showing less than 60 percent of students in agreement with the statement. On the other hand, the Faculties of Arts and Business and Law received unfavourable feedback on just one question.

Poor results are indicated from all but one faculty regarding library resources (Q6) and online teaching resources enhancing the learning experience (Q9).

Most notably over 20 percent of students from the Faculty of Education disagreed that requirements for completing the assessment tasks in this unit were clear (Q4), and more than 17 percent of students from the Faculty of Arts disagreed that the online teaching and resources in this unit enhanced my learning experience (Q9).

A relatively high level of disagreement (>15%) was recorded regarding feedback from teaching staff (Q5) and recommending the unit to other students (Q7).

Outcomes

Table 3-7 Percentage agreement for mandatory questions 1 to 9 Semester 2, 2006 by Faculty

Faculty	Responses	Percentage Agreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Arts	6313	70.4	68.5	77.6	73.4	69.6	60.7	67.1	65.7	52.3
Business & Law	9604	68.1	68.0	69.1	72.1	64.5	53.3	61.9	70.4	60.4
Education	3426	71.4	69.4	78.4	62.7	66.2	58.2	65.8	69.3	57.8
Health, Medicine, Nursing And Behavioural Sciences	6300	69.2	68.8	72.9	69.5	62.1	59.6	63.9	71.3	58.3
Science & Technology	5502	64.8	65.6	71.2	69.8	61.8	55.6	59.6	68.2	55.7

Table 3-8 Percentage disagreement for mandatory questions 1 to 9 Semester 2, 2006 by Faculty

Faculty	Responses	Percentage Disagreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Arts	6313	11.3	10.3	7.2	12.3	11.7	11.7	12.7	10.9	17.4
Business & Law	9604	10.5	9.5	9.5	10.1	11.3	9.0	11.9	6.5	10.0
Education	3426	13.1	11.7	8.2	21.2	15.8	10.0	13.8	10.5	15.4
Health, Medicine, Nursing And Behavioural Sciences	6300	11.7	9.8	9.6	14.0	15.6	9.6	14.3	9.3	13.5
Science & Technology	5502	14.3	11.4	11.3	13.8	16.0	12.8	15.9	10.3	13.7

Neutral responses are excluded from analysis although they may be interesting to note. While Business and Law reported one of the lowest percentage disagreement (9%) to 'The library resources met my needs for this unit' the corresponding percentage agreement was also low (53%). More than one third (38%) of Business and Law students were neutral about the library resources meeting the requirements for their unit.

3.5 Results by School

Summary of Performance

Three schools; the Deakin Business School, Psychology, and History, Heritage and Society recorded adequate or better results (>60% agreement) for all nine questions. The School of Engineering and Information Technology has not performed well with six of the nine questions returning poor results (<60% agreement).

Outcomes

Table 3-9 Percentage agreement for mandatory questions 1 to 9 Semester 2, 2006 by School

School	Responses	Percentage Agreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Accounting Economics and Finance	3707	66.3	65.3	68.6	73.0	61.1	49.4	60.5	67.1	56.9
Information Systems	792	62.8	63.5	67.9	69.1	67.0	46.7	48.3	71.5	59.9
Law	1681	72.9	73.6	70.4	76.7	64.5	57.1	68.5	76.3	67.2
Bowater School of Management and Marketing	2306	67.1	66.7	70.5	67.5	65.0	53.9	59.2	69.2	58.0
Deakin Business School	1118	72.9	74.1	67.1	74.0	72.7	62.5	72.1	74.3	66.9
Education	3426	71.4	69.4	78.4	62.7	66.2	58.2	65.8	69.3	57.8
Psychology	1492	69.4	72.2	77.1	73.4	62.1	60.3	67.1	76.8	64.2
Nursing	1726	72.5	68.9	70.7	66.9	65.2	61.6	65.9	64.9	55.3
Health and Social Development	1688	61.6	62.8	72.0	66.3	57.0	56.0	55.4	66.4	51.1
Exercise and Nutrition Sciences	1394	74.3	72.3	72.1	72.3	64.6	60.5	68.3	79.3	65.1
Communication and Creative Arts	3475	67.5	64.8	76.1	69.3	69.0	57.4	63.3	63.4	50.1
History Heritage and Society	1591	75.8	76.4	80.1	79.2	72.1	68.7	73.5	69.7	56.9
International and Political Studies	1247	71.7	68.8	78.4	77.4	67.9	58.7	69.7	66.3	51.8
Architecture and Building	956	71.7	69.8	72.4	67.2	61.7	60.6	69.4	65.3	47.1
Engineering and Information Technology	2448	57.9	58.2	68.8	65.6	58.6	48.7	53.7	65.8	55.6
Life and Environmental Sciences	2098	69.6	72.1	73.5	75.9	65.4	60.1	62.0	72.4	59.4

Table 3-10 Percentage disagreement for mandatory questions 1 - 9 Semester 2, 2006 by School

School	Responses	Percentage Disagreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Accounting Economics and Finance	3707	10.1	9.6	8.9	8.7	11.1	9.1	11.0	6.3	9.0
Information Systems	792	13.9	12.7	9.5	11.3	12.5	13.5	21.5	5.1	10.2
Law	1681	11.5	9.6	9.8	7.6	14.1	8.4	8.7	7.2	9.8
Bowater School of Management and Marketing	2306	10.5	9.3	9.0	13.5	11.2	8.4	14.4	6.9	11.5
Deakin Business School	1118	7.7	6.8	11.8	10.5	7.6	7.6	7.5	6.5	10.0
Education	3426	13.1	11.7	8.2	21.2	15.8	10.0	13.8	10.5	15.4
Psychology	1492	10.1	7.1	8.0	11.3	13.8	5.9	11.4	5.8	9.9
Nursing	1726	10.8	10.2	9.9	14.7	14.6	10.2	12.6	13.2	13.6
Health and Social Development	1688	16.7	13.6	9.7	16.4	20.9	12.5	21.5	11.7	19.8
Exercise and Nutrition Sciences	1394	8.4	7.4	10.9	13.0	12.5	9.3	10.8	5.5	9.3
Communication and Creative Arts	3475	14.4	12.5	7.7	15.1	12.6	11.7	15.5	11.8	18.9

School	Responses	Percentage Disagreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
History Heritage and Society	1591	5.6	5.4	5.1	7.7	8.5	9.8	7.9	8.6	12.8
International and Political Studies	1247	10.1	10.4	8.6	10.6	13.5	14.0	11.0	11.4	19.4
Architecture and Building	956	9.3	8.3	10.9	14.8	14.0	12.7	9.8	10.6	19.3
Engineering and Information Technology	2448	18.8	15.6	11.6	16.1	18.9	15.4	19.1	11.9	13.8
Life and Environmental Sciences	2098	11.2	7.8	11.2	10.6	13.7	10.1	14.9	8.1	11.2

More than 15 percent of respondents from Health and Social Development and Engineering and Information Technology disagreed that 'This unit was well taught'. One in four schools recorded more than 15 percent disagreement to 'I would recommend this unit other students (Accounting, Economics and Finance; Health and Social Development, Communication and Creative Arts, and Engineering and Information Technology). One in four schools also recorded greater than 15 percentage dissatisfaction to the question 'The online teaching and resources in this unit enhanced my learning experience' (Education, Health and Social Development, International and Political Studies, and Architecture and Building).

It is pleasing to note that seven schools registered relatively low levels of dissatisfaction (<15% disagreement) across all questions. The School of History, Heritage and Society recorded the lowest levels of dissatisfaction for most questions. On the other hand the School of Engineering and Information Technology recorded low levels of satisfaction for six of the nine questions.

3.6 Results by Campus

Summary of Performance

While the large majority of responses are received from on-campus students there is very little difference in the percentage agreement responses between on and off-campus students. Overall, percentage agreement was higher for off-campus students. Off-campus students (when compared to on-campus students) were more satisfied with library resources and online technologies, both the technical aspects of online technology and the medium as a method of leaning.

On-campus students at Toorak and Warrnambool consistently record higher levels of agreement across all questions. The high scores for Toorak correlate to the high results achieved by the Deakin Business School discussed in section 3.5. Feedback from Warrnambool students is perhaps due to the smaller class sizes and personal attention students may receive on this campus. Despite their generally positive results 13 percent of students at Warrnambool would not recommend the unit to other students.

Outcomes

Table 3-11 Percentage agreement for mandatory questions 1 - 9 Semester 2, 2006 by campus

Campus	Responses	Percentage Agreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Burwood	16590	68.0	66.8	72.2	69.5	63.8	53.6	61.9	67.6	55.9
Waurm Ponds	5215	69.0	68.4	74.5	70.8	63.5	58.9	61.8	69.6	58.0
Waterfront	1927	67.9	65.9	70.5	63.9	60.3	60.3	63.8	63.6	49.1
Toorak	1121	77.8	74.1	70.4	77.1	75.3	61.3	74.5	74.3	69.2
Warrnambool	1299	73.1	70.1	78.4	74.2	70.3	64.0	63.2	69.0	56.0
On-campus (sub-total)	26152	68.8	67.5	72.7	69.9	64.3	56.0	62.6	68.1	56.5
Off-campus	4993	67.2	70.3	74.2	73.1	67.1	62.4	67.6	74.4	61.6

Table 3-12 Percentage disagreement for mandatory questions 1 - 9 Semester 2, 2006 by campus

Campus	Responses	Percentage Disagreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Burwood	16590	12.1	9.9	9.1	13.4	13.9	11.1	14	8.8	12.8
Waurm Ponds	5215	12.4	10.8	8.9	12.7	14.3	9.6	14.8	8.2	12.5
Waterfront	1927	12.8	11.1	10.9	17.2	16.8	12.5	14.2	11.5	18.7
Toorak	1121	6.4	6.1	9.6	7.9	7.2	10.1	7.3	5.8	7.6
Warrnambool	1299	9.8	8.3	6.5	11.5	11.4	8.2	12.9	8.2	13.1
On-campus (sub-total)	26152	11.8	9.9	9.1	13.2	13.8	10.7	13.8	8.7	12.9
Off-campus	4993	11.8	12.1	10	13.3	12.8	8.8	11.6	10.1	15.1

Off-campus students were slightly less likely to agree that 'The course materials in this unit were of high quality' that 'The technologies used to deliver the online content in this unit performed satisfactorily' and 'The online teaching and resources in this unit enhanced my learning experience'. Off-campus students were more likely to agree and less likely to disagree 'The library resources met my needs for this unit' than their on-campus counterparts.

While off-campus students recorded higher percentage disagreement to the two online questions they also gave higher percentage agreement to the same questions suggesting greater polarization of responses. In contrast on-campus students recorded a greater percentage of neutral responses to the online questions.

3.7 Results by Course Type – Undergraduate and Postgraduate

Summary of Performance

Postgraduate students were generally more positive about all aspects of the unit evaluation, responding more favourably with a percentage agreement two to ten percentage points higher than undergraduate students across all questions. Postgraduate students are much more likely to recommend the unit to other students (more than 10 percentage points greater than undergraduate students).

Outcomes

Table 3-13 Percentage agreement to mandatory questions 1 – 9 Semester 2, 2006 by Level

Course Type	Responses	Percentage Agreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Undergraduate	26570	67.7	67.3	72.6	69.8	63.5	56.0	61.9	68.4	56.2
Postgraduate	4575	73.8	71.9	74.9	74.0	72.2	62.6	72.1	73.6	63.7

Table 3-14 Percentage disagreement to mandatory questions 1 – 9 Semester 2, 2006 by Level

Course Type	Responses	Percentage Disagreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Undergraduate	26570	12.3	10.4	9.3	13.4	14.1	10.5	14.1	9.0	13.4
Postgraduate	4575	9.3	9.4	9.1	12.2	11.0	10.0	9.7	9.1	12.8

While more undergraduate students responded to the survey (85% of responses) they were much more likely to disagree that the unit was well taught or would recommend the unit to other students. Although student feedback indicates that a relatively low percentage of students agreed that library resources were adequate (Q6) the corresponding low percentage

disagreement of 10 percent reveals a large proportion of students submitted a neutral response (34%).

3.8 Results by Citizenship – International and Domestic Students

Summary of Performance

Although international students were more likely to agree the unit was well taught they were less likely to agree that the workload was manageable. Overall international students were less dissatisfied with their teaching and learning experience of their units than domestic students. International students however were more likely to submit neutral responses particularly to questions 'The workload in this unit was manageable' and 'Requirements for completing the assessment tasks in this unit were clear'.

Outcomes

Table 3-15 Percentage agreement to mandatory questions 1 – 9 Semester 2, 2006 by Citizenship

Citizenship	Responses	Percentage Agreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Domestic	25030	68.2	68.5	74.4	70.2	63.9	57.4	62.7	70.0	56.8
International	6114	70.0	65.9	67.0	71.1	68.2	55.8	66.3	66.0	59.9

Table 3-16 Percentage disagreement to mandatory questions 1 – 9 Semester 2, 2006 by Citizenship

Citizenship	Responses	Percentage Disagreement								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Domestic	25030	12.7	10.8	9.2	14.2	14.7	10.4	14.3	9.3	14.3
International	6114	8.4	8.0	9.3	9.1	9.2	10.5	10.0	7.7	9.0

Domestic students were more likely to disagree that 'The unit was well taught', that the 'Requirements for completing the assessment tasks in this unit were clear', that 'The teaching staff gave me helpful feedback, and 'The online teaching and resources in this unit enhanced my learning experience' than international students. Domestic students recorded percentage disagreement greater than 10 percent for six of the nine mandatory questions while this was just one of the nine questions for international students.

International students were more likely to record neutral responses to the questions 'The workload in this unit was manageable' and 'Requirements for completing the assessment tasks in this unit were clear'.

3.9 Results for Teaching Staff Evaluation

Summary of Performance

Evaluation of teaching staff was introduced into the SETU for the first time in semester two 2006. Almost half of the named teaching staff were evaluated for one unit taught although a substantial proportion were evaluated for two or three units.

Overall the majority of students were satisfied with the teaching of their units with just 25 teaching staff (3% of all teaching staff evaluated with responses 10 or more) receiving a weighted mean of 3.0 or lower and 155 (19% of all teaching staff evaluated) receiving a weighted mean of 3.5 or lower.

It is pleasing to see that a total of 117 teaching staff recorded a weighted mean of 4.5 or greater (14%). Three teaching staff received the maximum weighted mean of 5.0, one each from the School of Communication and Creative Arts, Health and Social Development, and Education.

Outcomes

In the tables which follow analysis of teaching staff results is based on instances where there are ten or more responses.

Table 3-17 shows the frequency of named teaching staff being evaluated for one or more units. For example, out of the 906 teaching staff listed on the survey form for student evaluations, 268 (29.6%) were evaluated for two units. Of the 906 teaching staff, 825 received a total of 10 or more responses across all their units taught.

Table 3-17 Frequency and percentage of units for named teaching staff

Number of Units	Frequency	Percent
1	441	48.7
2	268	29.6
3	122	13.5
4	39	4.3
5	19	2.1
6	13	1.4
7	3	0.3
9	1	0.1
Total	906	100.0

Figure 3-1 shows the distribution of weighted means to 'I was satisfied with the quality of teaching from this teacher in this unit'. Overall the large majority of students are satisfied with the teaching of their units by the teaching staff named on their survey forms. Over half of all named teaching staff evaluated (responses 10 or more) received a weighted mean teaching score of 4.0 or higher with one quarter receiving a weighted mean of 4.3 or higher. The distribution of weighted means ranged from 1.8 to 5.0 with an average of 3.9. The most common weighted mean score received was 4.0. The middle 50 percent of weighted means fell between 3.7 and 4.3.

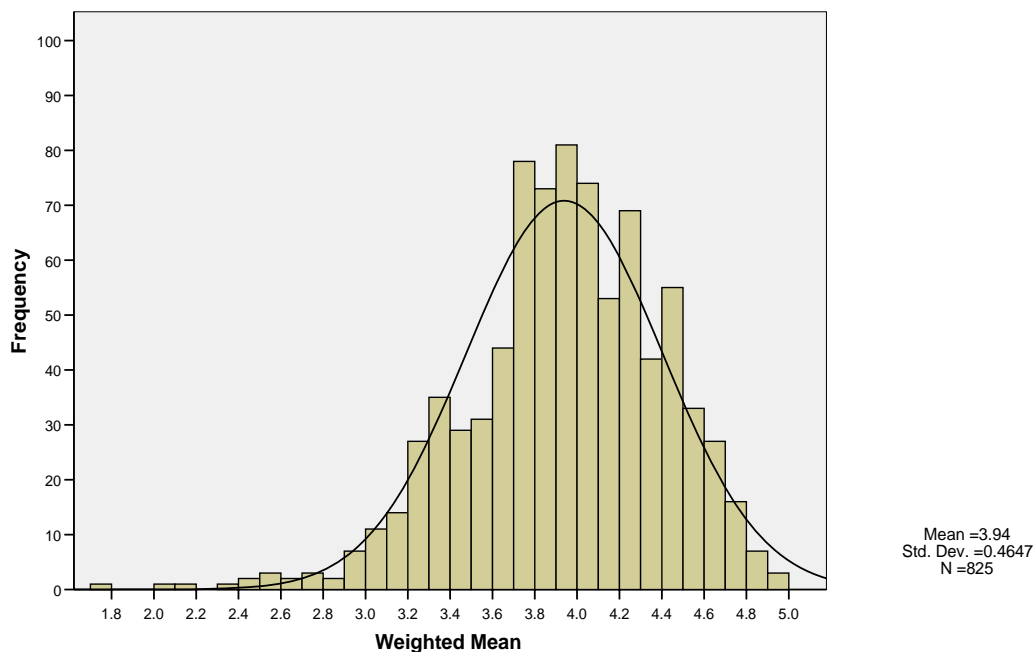


Figure 3-1 Distribution of weighted means for teaching staff satisfaction 2006

The following two tables show teaching staff with a very high (Table 3-18) or low (Table 3-19) weighted mean, by school. The tables also show the number of teaching staff as a proportion of all named teaching staff in that school. For example, 22 staff from the School of Communication and Creative Arts obtained a mean of 4.5 or greater which is 19 percent of all named teaching staff for the School of Communication and Creative Arts.

Table 3-18 Number of teaching staff with a weighted mean evaluation $M \geq 4.5$ or greater by school (responses received 10 or more)

School	Total number of named teaching staff	Number of Staff with $M \geq 4.5$	% of named teaching staff
Health And Social Development	42	13	31.0%
Law	35	8	22.9%
International And Political Studies	53	11	20.8%
Education	98	19	19.4%
History Heritage And Society	42	8	19.0%
Communication And Creative Arts	116	22	19.0%
Nursing	32	6	18.8%
Information Systems	27	4	14.8%
Exercise And Nutrition Sciences	50	5	10.0%
Bowater School Of Management And Marketing	53	5	9.4%
Life And Environmental Sciences	55	5	9.1%
Psychology	24	2	8.3%
Deakin Business School	28	2	7.1%
Accounting Economics And Finance	94	5	5.3%
Engineering And Information Technology	55	2	3.6%

Table 3-19 Number of teaching staff with a weighted mean evaluation $M \leq 3.0$ or less by school (responses received 10 or more)

School	Total number of named teaching staff	Number of Staff with $M \leq 3.0$	% of named teaching staff
Law	35	4	11.4%
Nursing	32	2	6.3%
Education	98	6	6.1%
Architecture and Building	21	1	4.8%
Health and Social Development	42	2	4.8%
Communication and Creative Arts	116	5	4.3%
Engineering and Information Technology	55	2	3.6%
Deakin Business School	28	1	3.6%
History Heritage and Society	42	1	2.4%
Bowater School of Management And Marketing	53	1	1.9%

The Director, Institute of Teaching and Learning has proposed the following actions to address issues raised in the preceding analysis.

Table 3-20 Actions and Responsibilities

Action	Responsibility
10. ITL work with the HOS from the lowest ranked Schools on teaching performance to design a Professional Development program to improve teaching performance in those Schools	Director ITL, relevant HOS
11. Head of School to investigate reasons for poor performance of teaching staff with a weighted mean of 3.5 or lower and develop strategies for improvement with teaching staff	HOS
12. Head of School to provide a report to the DVC(A) including an action plan for improvement for all teaching staff with a weighted mean of 3.0 or lower	HOS, DVC(A)

3.10 Results for Courses

Summary of Performance

New to the SETU is the functionality to calculate course results. In calculating course results responses to questions are averaged across all responses for students enrolled in a given course. Whilst the unit evaluation instrument is not designed to evaluate courses this report does nonetheless provide a broad overview of how a course is regarded and provide useful and timely feedback to schools and faculties.

Students enrolled in computing and IT related bachelor programs were less likely to agree that the units were taught well, and to recommend the units to other students. The suite of contemporary Arts programs received low scores on 'The online teaching and resources enhanced my learning experience'.

Outcomes

Table 3-21 Lowest means for 'This unit was well taught' by course code (excluding responses less than ten)

Course Code	Course Title	Mean	Q1
S376	Bachelor Of Computing (Information Systems)	3.1	18
H671	Graduate Diploma Of Nursing (Critical Care)	3.2	25
M708	Master Of Business Administration	3.3	24
S377	Bachelor Of Computing (Multimedia Technology)	3.3	16
S334	Bachelor Of Information Technology (I.T. Security)	3.3	48
E570	Graduate Certificate Of Higher Education	3.3	26
S366	Bachelor Of Technology	3.3	57
M683	Graduate Diploma Of Financial Services	3.3	41
S331	Bachelor Of Information Technology (Multimedia Technology)	3.4	277
S333	Bachelor Of Information Technology (Games Design And Development)	3.4	87
S327	Bachelor Of Information Technology (Computer Science And Software Development)	3.4	401
S382	Bachelor Of Environmental Science (Freshwater Biology And Management)	3.4	17
D388	Bachelor Of Applied Science(Health Promotion)/Bachelor Of Commerce	3.4	45
D320	Bachelor Of Information Systems/Bachelor Of Information Technology	3.4	18

Table 3-22 Lowest means for 'I would recommend this unit to other students' (excluding responses less than ten)

Course Code	Course Title	Mean	Q7
H346	Bachelor Of Psychology And Management	2.8	13
S376	Bachelor Of Computing (Information Systems)	3.1	18
H671	Graduate Diploma Of Nursing (Critical Care)	3.1	25
E570	Graduate Certificate Of Higher Education	3.1	23
S377	Bachelor Of Computing (Multimedia Technology)	3.2	16
D320	Bachelor Of Information Systems/Bachelor Of Information Technology	3.3	18
S331	Bachelor Of Information Technology (Multimedia Technology)	3.3	276
S396	Bachelor Of Environmental Science (Fisheries Management And Aquaculture)	3.3	42
S327	Bachelor Of Information Technology (Computer Science And Software Development)	3.4	399
S366	Bachelor Of Technology	3.4	56
S333	Bachelor Of Information Technology (Games Design And Development)	3.4	86
M708	Master Of Business Administration	3.4	24
D388	Bachelor Of Applied Science(Health Promotion)/Bachelor Of Commerce	3.4	45
E650	Graduate Diploma Of Education (Secondary)	3.4	60
M304	Bachelor Of Commerce	3.4	237
S375	Bachelor Of Computing (Computer Science And Software Development)	3.4	40
M303	Bachelor Of Management	3.4	21
S334	Bachelor Of Information Technology (I.T. Security)	3.4	48
M506	Graduate Certificate Of Accounting	3.4	16

Table 3-23 Lowest means for 'The online teaching and resources in this unit enhanced my learning experience' (excluding responses less than ten)

Course	Course Title	Mean	Q9
A359	Bachelor Of Contemporary Arts (Visual Arts)	2.7	72
E746	Master Of Education (Educational Leadership And Administration)	2.9	17
S396	Bachelor Of Environmental Science (Marine And Freshwater Science)	3.0	24
A358	Bachelor Of Contemporary Arts (Visual Arts)	3.0	216
A356	Bachelor Of Contemporary Arts (Dance)	3.0	82
M200	Associate Degree Of Management	3.1	10
A357	Bachelor Of Contemporary Arts	3.1	94
H671	Graduate Diploma Of Nursing (Critical Care)	3.1	23
A661	Graduate Diploma Of Psychoanalytic Studies	3.1	15
D364	Bachelor Of Architecture/Bachelor Of Construction Management	3.1	219
M683	Graduate Diploma Of Financial Services	3.1	41
S376	Bachelor Of Computing (Information Systems)	3.2	19
M708	Master Of Business Administration	3.2	23
A327	Bachelor Of Arts (Visual Communication)	3.2	26
M615	Graduate Diploma Of Human Resources	3.2	40
S377	Bachelor Of Computing (Multimedia Technology)	3.3	12
M304	Bachelor Of Commerce (Sport Management)	3.3	222
H337	Bachelor Of Applied Science (Disability Studies)	3.3	57
E650	Graduate Diploma Of Education (Secondary)	3.3	45

A328	Bachelor Of Arts (Media And Communication)	3.3	287
S331	Bachelor Of Information Technology (Multimedia Technology)	3.3	229
S342	Bachelor Of Arts (Architecture)	3.3	248
D317	Bachelor Of Arts/Bachelor Of Commerce	3.3	96
D391	Bachelor Of Arts/Bachelor Of Applied Science (Health Sciences)	3.3	113
M303	Bachelor Of Management	3.3	21
A316	Bachelor Of Arts (Professional And Creative Writing)	3.3	122

A table containing means by all course codes is included in Appendix F.

3.11 Student Comments

In addition to the quantitative core and optional questions students were also given the opportunity to provide qualitative or textual feedback. Two qualitative questions are included on the survey on the teaching and learning experience of the unit; 'What were the best aspects of the unit' and 'What aspects of the unit are most in need of improvement'. Students were also able to provide comments on individual teaching staff with the question 'Please provide any comments on the teaching of this unit by this teacher'.

Qualitative feedback is an important component of any good survey adding depth to data analysis. Whereas quantitative ratings provide a very good overview of how a unit might be performing, deeper analysis, particularly for poor performing units can be found in the comments submitted by students.

A large number of student comments were received; 14,515 needs improvement and 14,459 best aspects comments were received. For teaching staff 17,867 comments were received. Individual teaching staff and line management of named teaching staff (Unit Chair, Head of School, Dean and Associate Dean (T&L)) are able to access the teaching staff comments directly from the SETU.

The table below shows a breakdown of the number of comments received by faculty for 'best aspects' and 'needs improvement'.

Table 3-24 Student comments by Faculty

Faculty	Best Aspects	Needs Improvement
Arts	3092	3105
Business & Law	3530	3655
Education	2108	1970
Health, Medicine, Nursing & Behavioural Sciences	3280	3308
Science & Technology	2449	2477
Total	14459	14515

The two qualitative unit questions (best aspects and needs improvement) were incorporated into the survey instrument to enable schools and faculties to use CEQuery for analysis. CEQuery is a tool developed specifically for text analysis of the Course Experience Questionnaire given to graduates approximately four months following completion of their course. By refining the SETU instrument to align with the two CEQ qualitative questions, CEQuery can be applied to analyzing students' comments pertaining to their units. CEQuery categorizes comments into domains and sub-domains and allows the user to drill down to the actual comments within for deeper analysis. Schools and faculties are strongly encouraged to make use of CEQuery for analyzing their student comments.

Appendix A: University Descriptive Statistics

Table A-1 Descriptive statistics for overall University results questions 1 - 28

University	Count	Mean	SD	Percent Agree/Strongly Agree	Percent Disagree/Strongly Disagree
Q1 This unit was well taught	30747	3.8	1.0	68.6	11.8
Q2 The course materials in this unit were of high quality	30755	3.8	1.0	68.0	10.3
Q3 The workload in this unit was manageable	30902	3.8	0.9	73.0	9.2
Q4 Requirements for completing the assessment tasks in this unit were clear	30871	3.8	1.0	70.4	13.2
Q5 The teaching staff gave me helpful feedback	30567	3.7	1.1	64.8	13.6
Q6 The library resources met my needs for this unit	27737	3.6	0.9	57.0	10.4
Q7 I would recommend this unit to other students	30602	3.7	1.1	63.4	13.5
Q8 The technologies used to deliver the online content in this unit performed satisfactorily	27136	3.8	0.9	69.2	9.0
Q9 The online teaching and resources in this unit enhanced my learning experience	26171	3.6	1.0	57.4	13.3
Q10 The tutorials were relevant to the aims of the unit	16442	3.9	0.9	76.7	7.3
Q11 The tutorials were well taught	16415	3.8	1.0	69.7	11.3
Q12 The tutorials extended my understanding of the subject matter	16362	3.9	1.0	71.6	10.8
Q13 The laboratories were relevant to the aims of the unit	732	4.2	0.7	87.4	1.8
Q14 The laboratories were well organised	732	3.9	0.9	72.5	8.6
Q15 The laboratories extended my understanding of the subject matter	728	4.1	0.8	81.7	3.3
Q16 The practicals were relevant to the aims of the unit	5472	4.0	0.9	78.8	6.5
Q17 The practicals were well organised	5470	3.8	1.0	70.3	10.8
Q18 The practicals extended my understanding of the subject	5451	3.9	1.0	74.1	9.3
Q19 The computer practicals were relevant to the aims of the unit	489	3.7	1.0	65.6	13.5
Q20 The computer practicals were well organised	488	3.5	1.1	57.8	16.4
Q21 The computer practicals extended my understanding of the subject matter	486	3.6	1.1	59.3	16.3
Q22 The studios were relevant to the aims of the unit	120	3.9	0.9	74.2	7.5
Q23 The studios offered sufficient opportunity to improve my practice of the discipline	117	3.8	1.0	71.8	10.3
Q24 The studios extended my understanding of the discipline	119	3.8	1.0	71.4	9.2
Q25 The workshops were relevant to the aims of the unit	1136	3.9	1.0	71.0	9.1
Q26 The workshops offered sufficient opportunity to improve my practice of the discipline	1128	3.6	1.1	60.4	16.4
Q27 The workshops extended my understanding of the discipline	1123	3.7	1.0	66.4	11.9
Q28 The teaching staff encouraged participation in seminars	2373	4.0	0.9	74.3	5.2

Appendix B: Faculty and School Means

Table B-1 Mean responses to mandatory questions 1 – 9 Semester 2, 2006 by Faculty

	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Arts	6313	3.8	3.8	3.9	3.8	3.8	3.6	3.8	3.7	3.4
B & L	9604	3.8	3.8	3.8	3.8	3.7	3.6	3.7	3.8	3.7
Education	3426	3.8	3.8	3.9	3.6	3.8	3.6	3.7	3.8	3.6
HMNBS	6300	3.8	3.8	3.8	3.7	3.7	3.6	3.7	3.8	3.6
S & T	5502	3.7	3.7	3.8	3.7	3.6	3.6	3.6	3.7	3.5
University	31145	3.8	3.8	3.8	3.8	3.7	3.6	3.7	3.8	3.6

Table B-2 Mean responses to mandatory questions 1 – 9 Semester 2, 2006 by School

School	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Accounting Economics and Finance	3707	3.7	3.7	3.7	3.8	3.7	3.5	3.6	3.8	3.6
Information Systems	792	3.7	3.7	3.7	3.8	3.8	3.4	3.3	3.8	3.7
Law	1681	3.9	3.9	3.8	4.0	3.7	3.7	3.8	3.9	3.8
Bowater School of Management and Marketing	2306	3.8	3.7	3.8	3.7	3.8	3.6	3.6	3.8	3.6
Deakin Business School	1118	3.9	3.9	3.7	3.8	3.9	3.7	3.9	3.9	3.8
Education	3426	3.8	3.8	3.9	3.6	3.8	3.6	3.7	3.8	3.6
Psychology	1492	3.8	3.9	3.9	3.9	3.7	3.7	3.8	3.9	3.7
Nursing	1726	3.8	3.8	3.8	3.7	3.7	3.6	3.7	3.6	3.5
Health and Social Development	1688	3.6	3.6	3.8	3.7	3.5	3.5	3.4	3.7	3.4
Exercise and Nutrition Sciences	1394	3.9	3.9	3.8	3.8	3.7	3.7	3.8	4.0	3.8
Communication and Creative Arts	3475	3.7	3.7	3.9	3.7	3.8	3.6	3.7	3.6	3.4
History Heritage and Society	1591	4.0	4.0	4.0	4.0	3.9	3.8	3.9	3.8	3.6
International and Political Studies	1247	3.8	3.8	3.9	3.9	3.8	3.6	3.8	3.7	3.4
Architecture and Building	956	3.8	3.8	3.8	3.7	3.6	3.6	3.8	3.6	3.3
Engineering and Information Technology	2448	3.5	3.5	3.7	3.6	3.6	3.4	3.4	3.7	3.5
Life and Environmental Sciences	2098	3.8	3.9	3.8	3.9	3.7	3.7	3.6	3.9	3.7

Appendix C: Faculty Time Series

Faculty of Arts

Table C-1 Mean responses to mandatory questions 2005 – 2006 Faculty of Arts

Arts	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Q1 This unit was well taught	3.8	3.8	4.1	3.7	3.7
Q2 The course materials in this unit were of high quality	3.8	3.8	4.0	3.7	3.8
Q3 The workload in this unit was manageable	3.9	3.9	3.9	3.9	3.7
Q4 Requirements for completing the assessment tasks in this unit were clear	3.8	3.8	4.1	3.7	3.6
Q5 The teaching staff gave me helpful feedback	3.8	3.7	3.9	3.6	3.6
Q6 The library resources met my needs for this unit	3.6	3.6	3.9	3.6	3.6
Q7 I would recommend this unit to other students	3.8	3.8	4.2	3.7	3.4
Q9 The online teaching and resources in this unit enhanced my learning experience	3.4	3.5	3.7	3.4	3.4

Faculty of Business and law

Table C-2 Mean responses to mandatory questions 2005 – 2006 Faculty of Business and Law

Business and Law	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Q1 This unit was well taught	3.8	3.6	3.7	3.6	3.6
Q2 The course materials in this unit were of high quality	3.8	3.7	3.6	3.6	3.7
Q3 The workload in this unit was manageable	3.8	3.7	3.7	3.7	3.7
Q4 Requirements for completing the assessment tasks in this unit were clear	3.8	3.7	3.7	3.7	3.7
Q5 The teaching staff gave me helpful feedback	3.7	3.5	3.5	3.4	3.4
Q6 The library resources met my needs for this unit	3.6	3.5	3.4	3.5	3.5
Q7 I would recommend this unit to other students	3.7	3.6	3.6	3.6	3.6
Q9 The online teaching and resources in this unit enhanced my learning experience	3.7	3.6	3.6	3.6	3.6

Faculty of Education**Table C-3 Mean responses to mandatory questions 2005 – 2006 Faculty of Education**

Education	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Q1 This unit was well taught	3.8	3.7	3.9	3.6	3.6
Q2 The course materials in this unit were of high quality	3.8	3.7	3.9	3.7	3.7
Q3 The workload in this unit was manageable	3.9	3.7	3.8	3.8	3.7
Q4 Requirements for completing the assessment tasks in this unit were clear	3.6	3.4	3.4	3.4	3.4
Q5 The teaching staff gave me helpful feedback	3.8	3.5	3.3	3.5	3.4
Q6 The library resources met my needs for this unit	3.6	3.6	3.4	3.6	3.5
Q7 I would recommend this unit to other students	3.7	3.7	4.2	3.7	3.7
Q9 The online teaching and resources in this unit enhanced my learning experience	3.6	3.5	3.7	3.5	3.5

Faculty of Health, Medicine, Nursing and Behavioural Sciences**Table C-4 Mean responses to mandatory questions 2005 – 2006 Faculty of Health, Medicine, Nursing and Behavioural Sciences**

Health, Medicine, Nursing and Behavioural Sciences	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Q1 This unit was well taught	3.8	3.6	3.9	3.7	3.7
Q2 The course materials in this unit were of high quality	3.8	3.7	4.0	3.7	3.8
Q3 The workload in this unit was manageable	3.8	3.7	3.6	3.8	3.8
Q4 Requirements for completing the assessment tasks in this unit were clear	3.7	3.6	3.8	3.7	3.7
Q5 The teaching staff gave me helpful feedback	3.7	3.4	3.6	3.4	3.4
Q6 The library resources met my needs for this unit	3.6	3.6	3.8	3.6	3.6
Q7 I would recommend this unit to other students	3.7	3.7	4.0	3.7	3.8
Q9 The online teaching and resources in this unit enhanced my learning experience	3.6	3.6	3.5	3.6	3.6

Faculty of Science and Technology**Table C-5 Mean responses to mandatory questions 2005 – 2006 Faculty of Science and Technology**

Science and Technology	Sem 2,2006	Sem 1,2006	Summer 2005/06	Sem 2,2005	Sem 1,2005
Q1 This unit was well taught	3.7	3.6	4.2	3.6	3.5
Q2 The course materials in this unit were of high quality	3.7	3.6	4.1	3.6	3.6
Q3 The workload in this unit was manageable	3.8	3.7	4.0	3.7	3.6
Q4 Requirements for completing the assessment tasks in this unit were clear	3.7	3.6	4.2	3.6	3.6
Q5 The teaching staff gave me helpful feedback	3.6	3.4	3.8	3.5	3.4
Q6 The library resources met my needs for this unit	3.6	3.4	3.5	3.4	3.4
Q7 I would recommend this unit to other students	3.6	3.6	4.2	3.6	3.6
Q9 The online teaching and resources in this unit enhanced my learning experience	3.5	3.5	3.8	3.5	3.5

Appendix D: Cohort Means

Table D-1 Mean responses to mandatory questions 1 – 9 Semester 2, 2006 by mode

Mode	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
OFF	4994	3.7	3.8	3.8	3.8	3.8	3.7	3.8	3.8	3.6
ON	26151	3.8	3.8	3.8	3.8	3.7	3.6	3.7	3.8	3.6

Table D-2 Mean responses to mandatory questions 1 – 9 Semester 2, 2006 by Level

Campus	Responses	Mean								
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Undergraduate	26570	3.7	3.8	3.8	3.8	3.7	3.6	3.6	3.8	3.6
Postgraduate	4575	3.9	3.8	3.8	3.8	3.9	3.7	3.9	3.8	3.7

Table D-3 Mean responses to optional questions Semester 2, 2006 by Level

	Undergraduate	Postgraduate
Responses	26570	4575
The tutorials were relevant to the aims of the unit	3.9	3.9
The tutorials were well taught	3.8	3.9
The tutorials extended my understanding of the subject matter	3.9	3.9
The laboratories were relevant to the aims of the unit	4.2	0.0
The laboratories were well organised	3.9	0.0
The laboratories extended my understanding of the subject matter	4.1	0.0
The practicals were relevant to the aims of the unit	4.0	4.0
The practicals were well organised	3.8	3.9
The practicals extended my understanding of the subject	3.9	4.0
The computer practicals were relevant to the aims of the unit	3.6	3.8
The computer practicals were well organised	3.5	3.6
The computer practicals extended my understanding of the subject matter	3.4	3.7
The studios were relevant to the aims of the unit	3.9	0.0
The studios offered sufficient opportunity to improve my practice of the discipline	3.8	0.0
The studios extended my understanding of the discipline	3.8	0.0
The workshops were relevant to the aims of the unit	3.9	3.5
The workshops offered sufficient opportunity to improve my practice of the discipline	3.7	3.1
The workshops extended my understanding of the discipline	3.8	3.3
The teaching staff encouraged participation in seminars	4.0	4.0

Table D-4 Mean responses to mandatory questions 1 – 9 Semester 2, 2006 by Citizenship

Citizenship	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
Domestic	25030	3.8	3.8	3.8	3.8	3.7	3.6	3.7	3.8	3.6
International	6114	3.8	3.8	3.7	3.8	3.8	3.6	3.8	3.8	3.7

Appendix E: Course Code Means

Table E-1 Mean response for mandatory question 1 – 9 by course code excluding responses less than ten (sorted by question 1 ‘This unit was well taught’)

Course Code	Course Title	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
S376	Bachelor Of Computing (Information Systems)	20	3.1	3.0	3.2	3.3	3.2	3.3	3.1	3.3	3.2
H671	Graduate Diploma Of Nursing (Critical Care)	25	3.2	3.2	3.2	3.7	3.0	3.6	3.1	3.0	3.1
E570	Graduate Certificate Of Higher Education	26	3.3	3.4	3.2	2.9	3.7	3.7	3.1	3.7	3.4
M683	Graduate Diploma Of Financial Services	41	3.3	3.4	3.6	3.4	3.5	3.4	3.5	3.7	3.1
M708	Master Of Business Administration	24	3.3	3.6	3.7	3.6	3.4	3.4	3.4	3.6	3.2
S334	Bachelor Of Information Technology (I.T. Security)	48	3.3	3.6	3.9	3.5	3.4	3.4	3.4	3.6	3.5
S366	Bachelor Of Technology	58	3.3	3.4	3.7	3.6	3.5	3.6	3.4	3.6	3.4
S377	Bachelor Of Computing (Multimedia Technology)	16	3.3	3.3	3.7	3.1	3.4	3.0	3.2	3.6	3.3
D320	Bachelor Of Information Systems/Bachelor Of Information Technology	18	3.4	3.5	3.8	3.8	3.7	3.6	3.3	3.8	3.6
D388	Bachelor Of Public Health And Health Promotion/Bachelor Of Commerce	45	3.4	3.6	3.9	3.7	3.3	3.5	3.4	3.8	3.8
S327	Bachelor Of Information Technology (Computer Science And Software Development)	405	3.4	3.4	3.5	3.4	3.5	3.2	3.4	3.5	3.5
S331	Bachelor Of Information Technology (Multimedia Technology)	279	3.4	3.4	3.6	3.3	3.4	3.3	3.3	3.5	3.3
S333	Bachelor Of Information Technology (Games Design And Development)	87	3.4	3.6	3.7	3.7	3.7	3.6	3.4	3.7	3.7
S382	Bachelor Of Environmental Science (Freshwater Biology And Management)	17	3.4	3.9	3.9	3.7	3.5	3.6	3.5	3.8	3.4
A327	Bachelor Of Arts (Visual Communication)	45	3.5	3.8	4.1	3.7	3.6	3.9	3.7	3.5	3.2
A359	Bachelor Of Contemporary Arts - Visual Arts	134	3.5	3.6	3.8	3.6	3.7	3.5	3.6	3.1	2.7
D372	Bachelor Of Engineering/Bachelor Of Science	40	3.5	3.6	4.0	3.7	3.5	3.4	3.5	3.6	3.4
M615	Graduate Diploma Of Human Resources	44	3.5	3.6	3.9	3.5	3.5	3.7	3.8	3.8	3.2
S375	Bachelor Of Computing (Computer Science And Software Development)	40	3.5	3.4	3.4	3.6	3.6	3.2	3.4	3.5	3.4
A328	Bachelor Of Arts (Media And Communication)	390	3.6	3.7	3.9	3.6	3.6	3.5	3.6	3.6	3.3
A356	Bachelor Of Contemporary Arts - Dance	145	3.6	3.7	3.9	3.7	3.8	3.6	3.7	3.4	3.0
A358	Bachelor Of Contemporary Arts - Media Arts	299	3.6	3.6	3.8	3.5	3.8	3.4	3.5	3.5	3.0

Course Code	Course Title	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
A685	Graduate Diploma Of Cultural Heritage	18	3.6	4.1	4.3	4.1	4.0	2.9	4.0	3.3	3.6
D322	Bachelor Of Commerce/Bachelor Of Laws	508	3.6	3.7	3.9	3.8	3.6	3.6	3.6	3.8	3.7
D373	Bachelor Of Engineering/Bachelor Of Commerce	109	3.6	3.6	3.7	3.5	3.6	3.5	3.5	3.6	3.5
D375	Bachelor Of Engineering/Bachelor Of Information Technology	43	3.6	3.7	3.8	3.6	3.5	3.6	3.5	3.8	3.8
D391	Bachelor Of Health Sciences/Bachelor Of Arts	135	3.6	3.7	3.9	3.5	3.4	3.4	3.5	3.7	3.3
E650	Graduate Diploma Of Education (Secondary)	60	3.6	3.5	4.0	3.3	3.5	3.1	3.4	3.5	3.3
E746	Master Of Education (Educational Leadership And Administration)	17	3.6	3.6	3.9	3.6	3.8	3.7	3.7	3.7	2.9
E752	Master Of Education (Teaching English To Speakers Of Other Languages)	16	3.6	3.9	4.1	3.9	4.0	3.7	3.5	3.7	3.5
H326	Bachelor Of Nursing	1786	3.6	3.6	3.7	3.6	3.6	3.6	3.5	3.6	3.4
H672	Graduate Diploma Of Nursing (Perioperative)	25	3.6	3.6	3.8	3.7	4.2	4.1	3.6	3.8	3.6
M304	Bachelor Of Commerce - Sport Management	239	3.6	3.6	3.8	3.8	3.5	3.4	3.4	3.6	3.3
M307	Bachelor Of Commerce	43	3.6	3.7	3.9	3.9	3.7	3.6	3.6	4.0	3.5
S319	Bachelor Of Science (Biotechnology)	54	3.6	3.8	3.8	3.9	3.6	3.8	3.5	4.1	4.0
S367	Bachelor Of Engineering	442	3.6	3.6	3.8	3.7	3.5	3.6	3.5	3.6	3.5
S396	Bachelor Of Environmental Science (Marine And Freshwater Science)	42	3.6	3.7	3.7	3.5	3.6	3.4	3.3	3.2	3.0
S398	Bachelor Of Environmental Science (Environmental Management)	243	3.6	3.8	3.8	3.6	3.6	3.5	3.5	3.7	3.5
A316	Bachelor Of Arts (Professional And Creative Writing)	162	3.7	3.7	3.9	3.6	3.8	3.5	3.7	3.6	3.3
A357	Bachelor Of Contemporary Arts - Drama	153	3.7	3.6	3.8	3.5	3.8	3.4	3.6	3.5	3.1
A365	Bachelor Of Interactive Media	76	3.7	3.8	4.0	3.5	3.9	3.5	3.9	3.8	3.6
D312	Bachelor Of Arts/Bachelor Of Laws	415	3.7	3.7	3.8	3.8	3.6	3.4	3.7	3.7	3.6
D313	Bachelor Of Arts/Bachelor Of Commerce	640	3.7	3.7	3.8	3.8	3.6	3.5	3.5	3.7	3.4
D317	Bachelor Of Arts - Chinese/Bachelor Of Commerce	133	3.7	3.7	3.7	3.8	3.6	3.4	3.5	3.5	3.3
D321	Bachelor Of Commerce/Bachelor Of Science	83	3.7	3.7	3.7	3.9	3.7	3.4	3.5	3.7	3.4
D323	Bachelor Of Laws/Bachelor Of Arts (International Studies)	100	3.7	3.8	3.7	3.7	3.6	3.5	3.6	3.8	3.6

Course Code	Course Title	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
D324	Bachelor Of Exercise And Sport Science/Bachelor Of Commerce	76	3.7	3.8	3.9	3.9	3.5	3.4	3.5	3.6	3.7
D344	Bachelor Of Teaching (Secondary)/Bachelor Of Science	203	3.7	3.7	3.7	3.7	3.6	3.5	3.6	3.7	3.6
D346	Bachelor Of Teaching (Primary)/Bachelor Of Arts	19	3.7	3.6	3.8	3.7	3.9	3.9	3.8	3.7	3.9
D364	Bachelor Of Architecture/Bachelor Of Construction Management	314	3.7	3.7	3.7	3.6	3.5	3.5	3.7	3.5	3.1
D374	Bachelor Of Engineering/Bachelor Of Computing	25	3.7	3.8	3.7	3.8	3.4	3.3	3.5	3.8	3.6
D387	Bachelor Of Nursing/Bachelor Of Applied Science (Psychology)	207	3.7	3.8	3.8	3.7	3.6	3.5	3.6	3.6	3.5
D389	Bachelor Of Teaching (Secondary)/Bachelor Of Health Sciences	143	3.7	3.7	3.8	3.7	3.7	3.5	3.6	3.7	3.5
D392	Bachelor Of Nursing/Bachelor Of Commerce	46	3.7	3.8	3.7	3.8	3.9	3.7	3.6	3.7	3.6
E356P	Bachelor Of Education - 4th Year Primary Conversion	51	3.7	3.9	3.9	3.5	3.7	3.7	3.6	3.8	3.7
E359	Bachelor Of Education (Primary)	2730	3.7	3.8	3.9	3.7	3.7	3.6	3.5	3.8	3.6
E365	Bachelor Of Teaching (Primary And Secondary)	161	3.7	3.7	3.7	3.5	3.6	3.6	3.6	3.7	3.5
E455	Bachelor Of Teaching (Primary And Secondary)	608	3.7	3.7	3.8	3.4	3.6	3.4	3.5	3.6	3.4
E660	Graduate Diploma Of Education (Primary)	91	3.7	3.6	3.8	3.6	3.5	3.8	3.6	3.6	3.5
H315	Bachelor Of Food Science And Nutrition	366	3.7	3.6	3.8	3.7	3.5	3.6	3.6	3.9	3.6
H355	Bachelor Of Occupational Therapy	347	3.7	3.8	3.8	3.5	3.6	3.8	3.6	3.9	3.7
H452	Bachelor Of Applied Science (Psychology) (Honours)	20	3.7	3.6	3.8	3.6	3.7	3.9	3.7	3.6	3.4
M200	Associate Degree Of Management	10	3.7	3.4	3.9	3.7	3.1	3.5	3.7	3.6	3.1
M300	Bachelor Of Commerce	4637	3.7	3.7	3.7	3.8	3.7	3.5	3.6	3.8	3.6
M312	Bachelor Of Laws	178	3.7	3.7	3.8	3.9	3.7	3.6	3.6	3.8	3.7
M501	Graduate Certificate Of Business Administration	36	3.7	4.0	3.8	3.8	3.8	3.8	3.9	4.1	3.8
S326	Bachelor Of Information Technology	45	3.7	3.8	3.7	3.7	4.0	3.2	3.8	3.7	3.7
S394	Bachelor Of Environmental Science (Fisheries Management And Aquaculture)	51	3.7	4.0	3.8	3.7	3.6	4.0	3.6	3.8	3.5
X009A	Oversees University Enrolment Exchange (Arts)	78	3.7	3.8	4.1	3.7	3.9	3.6	3.7	3.6	3.2
X053M	Study Abroad Program (Business And Law)	10	3.7	4.1	3.6	4.0	4.0	4.0	3.6	4.2	3.1

Course Code	Course Title	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
X063M	Supernumerary Exchange (Study Abroad) - (Bus And Law)	11	3.7	3.4	4.0	3.9	3.5	3.4	3.1	3.9	3.4
A325	Bachelor Of Arts (Public Relations)	266	3.8	3.8	3.8	3.7	3.8	3.6	3.5	3.7	3.5
A727	Master Of International And Community Development	97	3.8	3.4	4.0	3.9	3.9	3.8	4.0	3.8	3.5
D318	Bachelor Of Arts - Arabic/Bachelor Of Commerce	89	3.8	3.9	3.8	3.8	3.9	3.3	3.7	3.9	3.7
D331	Bachelor Of Science/Bachelor Of Laws	58	3.8	3.5	3.9	3.8	3.6	3.6	3.8	3.6	3.6
D381	Bachelor Of Nursing/Bachelor Of Public Health And Health Promotion	162	3.8	3.7	3.8	3.8	3.7	3.5	3.7	3.8	3.5
E377	Bachelor Of Physical Education	251	3.8	3.7	4.0	3.7	3.6	3.5	3.6	3.7	3.5
E780	Master Of Teaching English To Speakers Of Other Languages	39	3.8	4.0	3.9	3.9	3.9	3.7	4.1	4.0	3.4
H343	Bachelor Of Exercise And Sport Science	337	3.8	3.8	4.0	3.9	3.6	3.5	3.6	4.0	3.7
H346	Bachelor Of Psychology And Management	13	3.8	3.7	3.5	3.4	3.0	3.4	2.8	3.2	3.4
H356	Bachelor Of Nutrition And Dietetics	194	3.8	3.8	3.8	3.7	3.7	3.7	3.7	4.0	3.8
H511	Graduate Certificate Of Human Nutrition	22	3.8	3.5	3.7	3.6	4.0	3.6	3.7	4.0	4.1
H714	Master Of Human Nutrition	29	3.8	4.0	3.8	3.7	3.8	3.9	4.2	3.8	3.8
M302	Bachelor Of Management	53	3.8	3.7	3.9	3.8	3.8	3.5	3.7	3.8	3.5
M305	Bachelor Of Information Systems	220	3.8	3.7	3.6	3.7	3.8	3.4	3.5	3.9	3.6
M506	Graduate Certificate Of Accounting	17	3.8	3.8	3.4	3.8	3.7	3.0	3.4	3.4	3.6
M701	Master Of Business Administration	260	3.8	3.8	3.8	3.8	3.8	3.7	3.8	3.9	3.6
M702	Master Of Business Administration	91	3.8	3.7	3.8	3.8	3.9	3.7	3.9	3.8	3.6
M723	Master Of International Business	74	3.8	3.8	3.9	4.0	4.0	3.5	3.9	3.9	3.7
S324	Bachelor Of Forensic Science	220	3.8	3.8	4.0	3.9	3.7	3.7	3.6	3.9	3.7
S343	Bachelor Of Architecture	78	3.8	3.8	3.6	3.6	3.7	3.5	3.7	3.7	3.4
S346	Bachelor Of Construction Management	186	3.8	3.8	3.8	3.6	3.5	3.7	3.6	3.7	3.6
S392	Bachelor Of Applied Science (Wine Science)	45	3.8	3.7	4.0	3.7	3.7	3.8	3.7	3.8	3.7
S395	Bachelor Of Environmental Science (Conservation Ecology)	103	3.8	3.9	3.9	3.8	3.7	3.7	3.7	3.9	3.7

Course Code	Course Title	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
S750	Master Of Engineering	24	3.8	4.0	4.0	4.0	3.9	4.0	4.1	4.2	4.0
S751	Master Of Engineering (Professional)	117	3.8	3.9	4.0	4.0	3.9	3.9	3.8	4.0	3.8
X009M	Oversees University Exchange Enrolment (Bus & Law)	60	3.8	3.7	3.8	3.8	3.6	3.4	3.6	3.9	3.4
X053A	Study Abroad Program (Arts)	48	3.8	3.7	4.0	3.6	3.8	3.6	3.6	3.9	3.6
A300	Bachelor Of Arts	2014	3.9	3.9	3.9	3.9	3.8	3.7	3.9	3.8	3.6
A326	Bachelor Of Arts (International Studies)	244	3.9	4.0	4.0	3.9	3.8	3.5	3.9	3.8	3.5
A611	Graduate Diploma Of International And Community Development	28	3.9	3.6	4.0	3.9	3.7	3.6	4.0	3.6	3.4
A747	Master Of Arts (Professional Communication)	119	3.9	3.9	4.0	3.9	4.1	3.6	4.0	4.0	3.7
D311	Bachelor Of Arts/Bachelor Of Science	146	3.9	3.8	3.9	3.8	3.8	3.4	3.8	3.8	3.4
D319	Bachelor Of Arts - Indonesian/Bachelor Of Commerce	67	3.9	3.9	3.8	4.0	3.8	3.4	3.6	4.0	3.7
D343	Bachelor Of Teaching (Primary)/Bachelor Of Science	10	3.9	3.8	3.6	3.7	3.9	3.9	3.5	4.0	4.0
D347	Bachelor Of Teaching (Secondary)/Bachelor Of Arts	600	3.9	3.8	3.9	3.7	3.8	3.6	3.7	3.8	3.6
D705	Master Of Commerce/Master Of Commercial Law	17	3.9	4.0	3.6	3.7	3.8	3.3	3.8	3.9	3.8
E700	Master Of Education	16	3.9	3.8	4.3	4.1	4.1	4.2	4.2	4.0	3.6
E744SP	Master Of Education (Special Educational Needs)	51	3.9	3.9	4.1	3.9	3.9	4.2	4.0	4.0	3.6
H010	Health And Behavioural Science Non-Award - Undergrad Domestic	16	3.9	3.9	3.9	3.6	3.9	3.9	4.1	3.9	3.6
H300	Bachelor Of Health Sciences	528	3.9	3.8	3.9	3.8	3.7	3.6	3.7	3.9	3.6
H313	Bachelor Of Public Health And Health Promotion	172	3.9	4.0	3.9	3.7	3.7	3.6	3.8	3.8	3.6
H326ES	Bachelor Of Nursing	36	3.9	3.9	4.1	3.9	4.0	3.7	3.9	3.6	3.5
H330	Bachelor Of Social Work	158	3.9	4.0	3.9	3.9	3.9	3.8	4.0	3.8	3.5
H337	Bachelor Of Applied Science (Disability Studies)	69	3.9	3.7	3.7	3.8	3.9	3.5	3.7	3.7	3.3
H344	Bachelor Of Applied Science (Psychology)	218	3.9	4.0	3.9	4.0	3.8	3.9	3.9	4.1	3.7
H653	Graduate Diploma Of Psychological Studies	51	3.9	4.1	3.9	4.1	3.7	3.9	3.9	4.2	4.0
H747	Master Of Public Health	117	3.9	3.7	3.7	3.8	3.8	3.6	3.8	3.4	3.4

Course Code	Course Title	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
H752	Master Of Psychology (Industrial And Organisational)	27	3.9	3.8	3.7	3.7	4.0	3.0	3.8	3.4	3.4
M502	Graduate Certificate Of Corporate Management	28	3.9	4.1	3.8	3.8	3.9	3.6	4.0	4.0	3.7
M696	Graduate Diploma Of Accounting	52	3.9	3.8	3.6	3.8	3.8	3.5	3.8	4.0	3.9
M718	Master Of Business (Sport Management)	72	3.9	3.8	4.0	3.9	4.0	3.9	3.9	3.9	3.6
S320	Bachelor Of Science	205	3.9	3.9	4.0	4.0	3.7	3.7	3.8	3.9	3.7
S321	Bachelor Of Science (Biological Science)	237	3.9	3.9	3.7	3.9	3.7	3.7	3.6	3.9	3.5
S323	Bachelor Of Science (Biomedical Science)	349	3.9	3.9	4.0	4.1	3.9	3.7	3.8	4.0	3.8
S336	Bachelor Of Park Management	19	3.9	3.8	4.0	4.1	4.1	3.7	3.6	3.5	3.4
S342	Bachelor Of Arts (Architecture)	365	3.9	3.9	3.9	3.8	3.7	3.6	3.9	3.7	3.3
S399	Bachelor Of Environmental Science (Marine Biology)	95	3.9	4.1	4.1	4.1	4.0	4.0	3.8	3.8	3.6
X009H	Oversees University Exchange Enrolment (Health & Behavioural Science)	30	3.9	3.9	4.1	3.8	3.9	3.6	3.8	3.9	3.7
A313	Bachelor Of Arts - Professional Writing	154	4.0	4.0	4.1	4.0	4.0	3.7	4.1	3.8	3.7
A330	Bachelor Of Social Work	121	4.0	3.9	4.0	4.0	4.1	3.9	4.0	3.9	3.5
A613	Graduate Diploma Of International Relations	16	4.0	4.2	3.9	4.0	3.8	3.8	4.3	4.1	3.7
A643	Graduate Diploma Of Public Relations	26	4.0	4.0	3.9	3.9	4.3	3.5	3.9	4.2	3.8
A785	Master Of Cultural Heritage	38	4.0	4.0	4.2	3.6	3.8	3.7	4.2	3.8	3.7
D701	Master Of Business Administration/Master Of Commerce	47	4.0	4.1	4.0	4.1	4.1	4.0	4.1	4.0	3.8
D702	Master Of Commerce/Master Of Information Systems	37	4.0	4.0	3.4	3.8	3.9	3.0	3.9	3.8	3.8
D750	Master Of Information Technology/Master Of Commerce	19	4.0	3.8	3.7	3.7	4.0	3.3	4.0	3.8	3.7
D751	Master Of Information Technology/Master Of Information Systems	24	4.0	4.1	4.1	4.1	4.0	3.5	3.9	4.1	4.1
E690	Graduate Diploma Of Education (Applied Learning)	56	4.0	3.9	3.9	3.8	4.2	3.5	4.1	3.8	3.7
E792	Master Of Professional Education And Training	22	4.0	3.9	4.1	3.7	4.2	4.1	4.0	4.1	3.8
H342	Bachelor Of Applied Science (Sport Coaching)	72	4.0	3.9	4.0	3.8	3.9	3.8	4.0	3.9	3.7
H718	Master Of Dietetics	15	4.0	3.9	3.9	3.5	4.1	3.8	3.7	4.4	4.0

Course Code	Course Title	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
M309	Bachelor Of Management	29	4.0	4.0	3.9	4.0	3.9	3.7	4.2	3.9	3.8
M313	Bachelor Of Laws	298	4.0	4.0	3.9	4.1	3.8	3.9	4.0	4.1	4.0
M400	Bachelor Of Commerce (Honours)	13	4.0	4.1	3.7	4.3	4.0	4.0	3.8	4.4	4.0
M519	Graduate Certificate Of Arts And Entertainment Management	14	4.0	4.1	3.6	3.6	3.9	4.1	3.9	4.2	3.9
M705	Master Of Commerce	431	4.0	3.8	3.8	3.9	3.9	3.6	3.9	3.8	3.8
M720	Master Of Professional Accounting	149	4.0	4.0	3.8	4.1	3.9	3.6	3.9	3.8	3.7
M731	Master Of Business Administration (International)	58	4.0	4.0	3.8	3.8	4.2	3.8	4.0	4.1	4.0
M735	Master Of Arts And Entertainment Management	17	4.0	4.1	3.6	3.7	3.9	3.8	3.6	4.2	3.8
S778	Master Of Information Technology	142	4.0	3.9	3.7	3.8	4.0	3.6	3.9	3.9	3.9
A649	Graduate Diploma Of Journalism	11	4.1	4.0	4.5	4.0	4.4	3.5	4.2	3.9	3.7
A726	Master Of Arts (International Relations)	72	4.1	4.2	4.2	4.1	4.2	4.2	4.0	4.1	3.9
A748	Master Of Arts (Writing And Literature)	58	4.1	3.8	4.0	4.0	4.2	4.0	4.0	3.9	3.7
D706	Master Of Professional Accounting/Master Of Commerce	174	4.1	4.0	3.9	4.1	4.0	3.8	4.0	4.0	3.9
E460	Bachelor Of Education - 4th Year Primary Conversion	16	4.1	3.9	4.1	3.9	4.3	3.7	3.9	4.0	4.2
H345	Bachelor Of Psychology	54	4.1	4.0	4.1	4.0	3.6	3.6	3.9	4.1	3.9
H616	Graduate Diploma Of Human Nutrition	24	4.1	4.3	4.0	4.0	4.0	4.2	4.2	3.9	4.3
H676	Graduate Diploma Of Midwifery	46	4.1	3.8	3.5	3.7	4.0	3.4	3.8	3.2	3.6
M600	Graduate Diploma Of Management	13	4.1	4.0	3.8	4.0	3.9	3.7	4.3	3.9	3.9
M651	Graduate Diploma Of International Business	13	4.1	3.9	3.8	3.9	4.1	3.3	4.0	3.6	3.8
M722	Master Of Information Systems	54	4.1	4.1	4.0	4.0	4.2	3.8	4.0	3.9	3.9
S393	Bachelor Of Environmental Science (Wildlife And Conservation Biology)	97	4.1	4.0	4.1	3.9	4.1	3.8	3.9	4.0	3.9
S779	Master Of Information Technology (Professional)	33	4.1	4.1	4.0	4.1	4.2	4.1	4.2	4.0	4.0
A529	Graduate Certificate Of Museum Studies	12	4.2	4.2	3.8	4.0	4.1	4.0	4.1	4.0	4.2
A543	Graduate Certificate Of Public Relations	11	4.2	4.3	4.0	3.9	4.2	3.9	4.4	3.7	3.7

Course Code	Course Title	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
A629	Graduate Diploma Of Museum Studies	38	4.2	4.4	4.0	4.3	4.3	4.0	4.4	4.1	3.9
A661	Graduate Diploma Of Professional Writing	19	4.2	3.9	4.5	4.3	4.1	4.3	4.2	3.5	3.1
D703	Master Of Commerce/Master Of International Business	86	4.2	4.1	3.8	4.1	4.2	3.8	4.0	4.1	4.0
H749	Master Of Health Promotion	13	4.2	4.3	3.8	3.7	4.1	4.0	4.1	4.2	3.8
M303	Bachelor Of Management	21	4.2	3.6	4.1	4.1	4.2	3.1	3.4	3.7	3.3
M310	Bachelor Of Laws	19	4.2	3.9	3.7	4.2	3.8	3.6	3.7	4.2	3.8
X009S	Oversees University Exchange Enrolment (Science And Technology)	23	4.2	4.0	3.9	3.9	4.0	3.7	3.9	4.1	3.7
H650	Graduate Diploma Of Psychology	108	4.3	4.2	4.1	4.0	4.1	4.0	4.3	4.2	4.1
M725	Master Of Commercial Law	42	4.3	4.3	3.9	4.1	4.1	3.8	4.0	4.3	4.2
M726	Master Of Laws	25	4.3	4.2	4.2	4.4	4.2	4.2	4.4	3.9	3.7
M728	Master Of Marketing	24	4.3	4.1	3.7	4.0	4.0	3.4	4.2	4.0	3.8
M730	Master Of International Finance	16	4.3	4.3	4.3	4.1	4.4	3.8	4.4	4.2	4.0
A400	Bachelor Of Arts (Honours)	59	4.4	4.1	4.2	4.1	4.4	3.9	4.2	4.0	4.0
E356	Bachelor Of Education - 4th Year	40	4.4	4.4	4.1	4.3	4.4	4.2	4.3	4.3	4.2
H451	Bachelor Of Arts (Psychology) (Honours)	14	4.4	4.3	4.1	4.1	4.1	4.0	4.0	4.3	4.1
E749	Master Of Education (Language And Literacy Education)	12	4.5	4.3	4.3	4.3	4.8	4.4	4.6	4.2	3.7

Appendix F: Summary of Responses - Offshore Teaching Partners

Table F-1 Semester two 2006 response rates – Offshore teaching partners

Enrolments	Responses	Response Rate
2278	1422	62%

Table F-2 Summary of responses – Offshore teaching partners

Mandatory Questions	Count	Mean	SD	Percentage Agreement	Percentage Disagreement
Q1 This unit was well taught	1401	3.8	0.8	68.9	6.3
Q2 The course materials in this unit were of high quality	1411	3.7	0.8	62.5	6.7
Q3 The workload in this unit was manageable	1405	3.6	0.8	59.3	10.7
Q4 Requirements for completing the assessment tasks in this unit were clear	1415	3.7	0.8	65.7	8.4
Q5 The teaching staff gave me helpful feedback	1411	3.8	0.8	67.1	7.2
Q6 The library resources met my needs for this unit	1349	3.1	0.9	32.7	19.6
Q7 I would recommend this unit to other students	1391	3.7	0.8	59.4	5.9
Q8 The technologies used to deliver the online content in this unit performed satisfactorily	1173	3.5	0.8	47.9	7.6
Q9 The online teaching and resources in this unit enhanced my learning experience	1163	3.5	0.8	46.9	8.3

Appendix G: Summary of Responses – Institute of Koorie Education

Table G-1 Semester two 2006 response rates – Institute of Koorie Education

Enrolments	Responses	Response Rate
773	108	14%

Table G-2 Summary of responses – Offshore teaching partners

Mandatory Questions	Count	Mean	SD	Percentage Agreement	Percentage Disagreement
Q1 This unit was well taught	99	4.0	1.0	75.8	8.1
Q2 The course materials in this unit were of high quality	99	4.0	0.9	79.8	5.1
Q3 The workload in this unit was manageable	101	3.8	0.9	66.3	7.9
Q4 Requirements for completing the assessment tasks in this unit were clear	102	4.0	0.9	76.5	4.9
Q5 The teaching staff gave me helpful feedback	100	4.1	1.0	81.0	6.0
Q6 The library resources met my needs for this unit	89	3.8	0.9	62.9	4.5
Q7 I would recommend this unit to other students	99	4.1	0.9	72.7	3.0
Q8 The technologies used to deliver the online content in this unit performed satisfactorily	78	3.9	0.9	64.1	2.6
Q9 The online teaching and resources in this unit enhanced my learning experience	78	3.7	1.2	62.8	12.8