



STRATEGIC INTELLIGENCE AND
PLANNING UNIT

Student Evaluation of Teaching and Units (SETU)

Trimester 3, 2010 University Report

May 2011

© Deakin University, 2011

Student Evaluation of Teaching and Units (SETU)
Trimester 3, 2011 University Report

May 2011

Report prepared by

The Strategic Intelligence and Planning Unit
Deakin University
VIC, 3217

Tel: +61 3 522 78552

Fax: +61 3 522 78558

Web: <http://www.deakin.edu.au/planning-unit>

Contents

Contents	iii
Figures	iii
Tables	iv
Executive Summary	5
Key findings	5
1 Introduction	7
1.1 About the Survey Instrument	7
1.2 Conduct of the Survey	8
1.3 Data Analysis	8
2 Results	9
2.1 Response Rates	9
2.2 Overall University Results	10
2.3 Differences between cohorts.	12
2.4 Results by Faculty	13
2.5 Results by School	15
2.6 Results by Field of Education	16
For brevity the performance of relevant Fields of Education is not discussed in the report. However, the analysis and details of actual percentage agree and percentage disagree values can be seen in appendix C.	16
2.7 The strongest and weakest performing units in Trimester 3, 2010	16
2.8 Feedback from students studying the stronger and weaker performing units in Trimester 3, 2010	18
2.1 Students studying with Offshore Teaching Partners or at the Institute of Koorie Education	19
Appendix A: Responses by Cohort	21
Appendix B: Faculty and School Summary Data	22
Appendix C: Results by Narrow Field of Education	24
Appendix D: Stronger and Weaker Performing Units in Trimester 3, 2010	28

Figures

Figure 2-1 Percentage agree for Q1 'This unit was well taught', Q7 'I would recommend this unit to other students', Q9 'The online teaching and resources in this unit enhanced my learning experience' and the average of all mandatory questions for Summer 2006/07 - Trimester 3, 2010.	11
Figure 2-2 Student responses according to study mode for Trimester 3, 2010.	12
Figure 2-3 Student responses according to citizenship for Trimester 3, 2010.	12
Figure 2-4 Student responses according to level of study for Trimester 3, 2010.	13
Figure 2-5 Level of units evaluated.	17
Figure 2-6 Faculty ownership of those units evaluated.	17
Figure 2-7 Means determine for the entire university and when restricted to students studying the stronger or weaker performing units.	18

Tables

Table 2-1 Trimester 3, 2010 response rates.	9
Table 2-2 Trimester 3, 2010 Summary of responses for all students	10
Table 2-3 Percentage agreement and mean for mandatory questions for all students for Summer 2006/07 - Trimester 3, 2010.	11
Table 2-4 Results by Faculty.	14
Table 2-5 Results by School.	15
Table 2-6 Trimester 3, 2010 response rates for students studying with Offshore Partners.	15
Table 2-6 Trimester 3, 2010 Summary of responses for students studying with Offshore Teaching Partners	19
Table A-0-1 Trimester 3, 2010 Student responses to core questions 1 to 10 when examined by study mode, citizenship and Study level.	21
Table A-0-2 Trimester 3, 2010 Percentage agreement and disagreement to core questions 1 to 10 by level of study for undergraduate units	21
Table B-0-1 Trimester 3, 2010 Mean responses to core questions 1 to 10 by Faculty and School	22
Table B-0-2 T Trimester 3, 2010 Percentage agreement and disagreement for mandatory questions 1 to 10 by Faculty and School	23
Table C-0-1 Results by Field of Education (Narrow)	24
Table C-0-2 T Trimester 3, 2010 Percentage agreement and disagreement on core questions by Narrow Field of Education	26
Table D-0-1 Units where the percentage agree of all core questions (Q1-10) falls into the bottom and top 25% of all units examined (where responses are more than ten N = 138).	28

Executive Summary

Key findings

Response rates

- In Trimester 3, 2010 the survey was distributed to 15,649 student unit enrolments. Valid responses were received from 4,886 student unit combinations, giving a response rate of 31.2%.
- Student feedback was received for 216 of the 304 units open for evaluation, giving a unit response rate of 71.1%.

Overall University Results

- Students were positive about their teaching and learning experience in Trimester 3, 2010, with nine of the ten questions receiving a mean response of 3.88 or higher and an agreement percentage over 70.
- Students were most likely to agree with Q10 '*This unit challenged me to learn*' (78.8%), although agreement levels were only slightly lower for four other questions: Q8 '*The technologies used to deliver the online content in this unit performed satisfactorily*' (77.3%), Q3 '*The workload in this unit was manageable*' (76.7%), Q4 '*Requirements for completing the assessment tasks in this unit were clear*' (76.5%), and Q1 '*This unit was well taught*' (76.4%).
- The lowest agreement levels (and means) were found for Q6 '*The Library resources met my needs for this unit*' (67.0%), Q9 '*The online teaching and resources in this unit enhanced my learning experience*' (71.5%) and Q7 '*I would recommend this unit to other students*' (72.4%).
- All questions received disagreement percentages less than 10 percent except Q4 '*Requirements for completing the assessment tasks in this unit were clear*' (10%).
- All questions implemented since 2006 (i.e. Q 1-9) have shown an increase in percentage agree and means over time. In fact, in 2010 eight of the questions recorded their highest percentage agree and/or mean for Trimester 3 like periods.

Differences between the cohorts

- Results examined by study mode, citizenship and study level indicated that any differences between the cohorts were generally quite small (<5%).
- Off-campus students tended to have slightly higher levels of disagreement than On-campus students, as did Domestic versus International students. However, for some questions off-campus and Domestic students had similar or even higher levels of agreement than their counterparts.
- Students studying units at a Postgraduate level reported slightly higher levels of agreement than students studying Undergraduate units. Students studying postgraduate units also tended to report slightly lower levels of disagreement.
- Within undergraduate units, feedback was most positive from students studying first year level units, while responses from students studying units at a Fourth Year, Honours or Master Prelim level were less positive.

Results by Faculty

- Nine of the ten core questions received agreement percentages of 60 or more by all Faculties.
- Feedback was most positive from students undertaking units belonging to the Faculty of Health.
- All Faculties except Health received high disagreement (>10%) for one or more questions, indicating that improvements could be made in these areas. High levels of disagreement (>10%) were most frequent from students undertaking units belonging to Science and Technology (6/10 questions).

- Across the Faculties high levels of disagreement (>10%) were most common for Q4 *'Requirements for completing the assessment tasks in this unit were clear'*, Q7 *'I would recommend this unit to other students'* and Q9 *'The online teaching and resources in this unit enhanced my learning experience'*.
- The only instance where high disagreement (>10%) was combined with low agreement (<60%) was feedback from students studying Faculty of Science and Technology for Q9 *'The online teaching and resources in this unit enhanced my learning experience'*.

Results by School

- Fifteen of the seventeen Schools received percentage agreement >60% for all ten questions.
- The best all round performing Schools were Deakin Business School, Psychology and International and Political Studies, as they received percentage agreement >70% for all ten questions.
- Across all Schools high levels of disagreement (>10%) were most common for Q4 *'Requirements for completing the assessment tasks in this unit were clear'*, Q7 *'I would recommend this unit to other students'* and Q9 *'The online teaching and resources in this unit enhanced my learning experience'*.
- Schools that received high disagreement (>10%) for five or more questions were: the School of Law, School of Engineering and School of Architecture and Building.
- Situations where high disagreement (>10%) was combined with low agreement (<60%) were restricted to feedback from students undertaking units belonging to the School of Engineering and the School of Architecture and Building.

The strongest and weakest performing units in Trimester 3, 2010

- In order to help identify teaching and learning strengths units performing particularly strong or weaker in Trimester 3, 2010 were identified. Such analysis was only undertaken on units with ten or more responses (138 of the 217 evaluated).
- Both stronger and weaker performing units were studied at an undergraduate and postgraduate level, with both found in a similar proportion. Within undergraduate units those studied at a first year level were more likely to be strong performers, while units studied at a fourth year level were more likely to be weaker performers.
- All Faculties owned some of the stronger and weaker performing units. Units from Arts and Education or Health were more likely to be stronger performing units, while units from Science and technology were more than twice as likely to be weaker performers.
- Compared to the University average the stronger performing units excelled in Q7 *'I would recommend this unit to other students'*, Q1 *'This unit was well taught'*, and Q2 *'The course materials in this unit were of high quality'* (all elevated by at least 14%). Interestingly, these same questions are areas where the weaker performing units could particularly improve, along with Q5 *'The teaching staff gave me helpful feedback'* and Q9 *'The online teaching and resources in this unit enhanced my learning experience'*.

Students studying with Offshore Teaching Partners or at the Institute of Koorie Education

- Students studying Offshore were mostly satisfied with the teaching and learning experience in Trimester 3, 2010 as all mandatory (Q1 -10) and additional questions (Q11-14) received means above 3.20. Percentage agree was low (<60%) for all questions, but this is largely attributed to the high number of neutral responses (range 29.4 – 53.0%).
- Students studying Offshore gave the most positive feedback for Q8 *'The technologies used to deliver the online content in this unit performed satisfactorily'* (mean = 4.09). The lowest mean (3.29) was reported for Q13 *'The course coordination provided by the local institution was of a high quality'*.
- Feedback for students studying at the Institute of Koorie Education was not presented as the number of responses was below ten.

1 Introduction

Deakin University is committed to excellence in teaching and learning through continuous quality improvement. Obtaining student feedback through Student Evaluation of Teaching and Units (SETU) each Trimester is pivotal to this process.

Each coursework unit is evaluated every time it is offered with the exception of units which are wholly research based such as honours research thesis units or units which are predominately work experience units. The survey instrument is structured to focus on the learning experience of students in a teaching based environment. Students are also able to evaluate individual staff members who taught them. Individual Schools or Faculties select the teaching staff to be evaluated.

The unit evaluations are conducted online with the exception of students enrolled with offshore teaching partners or through the Institute of Koorie Education. These students receive a paper-based survey and do not evaluate individual teaching staff.

Units taught in the School of Medicine are structured in a way which makes them unsuitable for evaluation through the University's online SETU system. As an interim solution the School of Medicine's units were evaluated online using Opinio survey software and the reports manually computed by the Strategic Intelligence and Planning Unit. Further investigation is being undertaken to establish an IT solution for the ongoing evaluation of Medical School units.

This report provides a detailed analysis of the outcome of the survey by Faculty, School and Offshore partners as well as for different cohorts of students for the ten core questions. Where appropriate, the current reports make comparison to previous like evaluation periods.

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 for each question.

Descriptive Statistics

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

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

Core Questions

The survey questionnaire contains ten core questions. A new question 10 was introduced to the survey instrument for the Trimester 1, 2010 evaluations '*This unit challenged me to learn*'. Two of the core questions pertain to online technologies. 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 while question 9 'The online teaching and resources in this unit enhanced my learning experience' seeks student opinion on their experience of online learning.

Students were invited to submit written feedback about the unit through two qualitative questions: one asking about the best aspects of the unit and the other asking about aspects of the unit that were most in need of improvement. Such feedback is not covered in this report but is provided to Unit Chairs.

Teaching Evaluation

The survey contains a section for the evaluation of individual teaching staff responsible for the teaching of a unit. Students are asked to rate their satisfaction on a single question 'I was satisfied with the teaching of <teacher name>' on the 1 to 5 agreement scale. Students are also invited to submit written feedback about the teaching quality of the teacher through an open ended text response.

1.2 Conduct of the Survey

The Trimester 3, 2010 online evaluations ran from 7 February to 4 March over a four week period. In addition to the original e-mail requests to students, weekly follow up reminders were sent.

Students were notified of the evaluation period through DSO, by pop up messages in computer labs and via the Student Portal. Faculties and Schools were also notified in advance of the evaluation period and asked to encourage student participation in the evaluations.

Students of offshore teaching partners and the Institute of Koorie Education participated in the SETU using paper surveys which excluded evaluation of teaching staff. The survey questionnaire for students of the Institute of Koorie Education included one additional question 'The teaching method was open to the inclusion of Aboriginal and Torres Strait Islanders' knowledge.

1.3 Data Analysis

Means, percentage agreement and percentage disagreement are used in this report for the University level while percentage agreement and percentage disagreement are used for Faculty and School results. Corresponding means at the lower level of analysis are shown in the appendices.

The following standard has been used to indicate whether a result is positive or indicates an opportunity for improvement.

- A result is considered adequate if agreement is 60% or higher.
- A result is considered excellent if agreement is 80% or greater.
- A result is considered poor if agreement is below 60% or disagreement is 10% or more.
- A result is considered very poor if disagreement is 15% or higher.

2 Results

2.1 Response Rates

- A total of 4,886 responses were received from 15, 649 student unit enrolments giving a response rate of 31.2%. This is lower than the response rate received in Trimester 2, 2010 (35.9%) but slightly higher than that received for Trimester 3, 2009 (30.7%).
- Student feedback was received for 216 of the 304 units open for evaluation, giving a unit response rate of 71.1%.
- At a Faculty level the greatest response rate was from students from Science and Technology (38.6%), while Business and Law had the lowest (29.2%). Such Faculty differences in responses have been common for like periods in previous years.
- The response rates for Domestic (31.7%) and International (30.5%) students were similar, as was the response rate of On campus versus Off campus students (31.7% and 30.8% respectively)
- Compared to females, male students were twice as more likely to respond to the survey (45.1% versus 20.8%). Response rates also differed with study level, with postgraduate students having a slightly higher response rate than undergraduates (38.7% and 34.8%, respectively).
- The response rate of Off shore students was very low (12.7%) and drastically reduced from this period last year (40.5%) or that reported for Trimester 2, 2010 (64.6%). Students at the Institute of Koorie Education also had a low response rate (23.5%), although this rate is almost identical to that reported for Trimester 2, 2010 (23.2%).

Table 2-1 Trimester 3, 2010 response rates.

Faculty	Enrolments	Response	Response Rate (%)
Arts and Education	2552	806	31.6
Business and Law	9970	2915	29.2
Health	2043	747	36.6
Science and Technology	1084	418	38.6
University	15 649	4 886	31.2
Domestic	9442	2996	31.7
International	6204	1890	30.5
Female	8941	1859	20.8
Male	6708	3027	45.1
Undergraduate	10485	3167	30.2
Postgraduate	5164	1719	33.3
On campus	7102	2250	31.7
Off campus	8547	2636	30.8
IKE	17	4	23.5
Offshore	268	34	12.7

Note Response rates for the Institute of Koorie Education and offshore students are based on discrete datasets.

2.2 Overall University Results

- Students were positive about their teaching and learning experience in Trimester 3, 2010 with nine of the ten questions receiving a mean response of 3.88 or higher and an agreement percentage over 70.
- Students were most likely to agree with Q10 'This unit challenged me to learn' (78.8%). However, agreement levels were only slightly lower for four other questions: Q8 'The technologies used to deliver the online content in this unit performed satisfactory' (77.3%), Q3 'The workload in this unit was manageable' (76.7%), Q4 'Requirements for completing the assessment tasks in this unit were clear' (76.5%), and Q1 'This unit was well taught' (76.4%).
- The lowest means and percentage agree were found for Q6 'The Library resources met my needs' (mean = 3.84, percentage agree = 67.0), Q9 'The online teaching and resources in this unit enhanced my learning experience' (mean = 3.88, percentage agree = 71.5) and Q7 'I would recommend this unit to other students' (mean = 3.92, percentage agree = 72.4).
- Most of the questions received disagreement levels below 10%. The exception was Q4 'Requirements for completing the assessment tasks in this unit were clear' where disagreement was exactly 10.0%.

Table 2-2 Trimester 3, 2010 Summary of responses for all students.

Mandatory Questions		All units				
		Count	Mean	SD	% Agree	% Disagree
Q1	This unit was well taught	4 843	4.00	0.97	76.4	7.8
Q2	The course materials in this unit were of high quality	4 845	3.95	0.96	74.8	8.6
Q3	The workload in this unit was manageable	4 855	3.97	0.91	76.7	6.9
Q4	Requirements for completing the assessment tasks in this unit were clear	4 827	3.97	1.01	76.5	10.0
Q5	The teaching staff gave me helpful feedback	4 724	3.99	1.03	74.5	8.6
Q6	The Library resources met my needs for this unit	4 145	3.84	0.93	67.0	6.7
Q7	I would recommend this unit to other students	4 782	3.92	1.05	72.4	9.7
Q8	The technologies used to deliver the online content in this unit performed satisfactorily	4 686	3.99	0.94	77.3	6.9
Q9	The online teaching and resources in this unit enhanced my learning experience	4 628	3.88	1.02	71.5	9.4
Q10	This unit challenged me to learn	4 787	4.07	0.93	78.8	5.9

Please note that the responses exclude School of Medicine Evaluations as well as the responses from students studying with Offshore Partners or at the Institute of Koorie Education.

Time Series Results - 2006 to 2010

Table 2-3 details how percentage agree and means for Trimester 3 like periods have changed over time. The annual changes in percentage agree for the key indicator questions can be seen more clearly in figures 2-1. This figure also reveals how the average for all mandatory questions has changed over time.

Table 2-3 Percentage agreement and mean for mandatory questions for all students for Summer 2006/07 - Trimester 3, 2010.

Questions		Percentage Agree					Mean				
		Sum 2006/07	Sum 2007/08	Tri-3, 2008	Tri-3, 2009	Tri-3, 2010	Sum 2006/07	Sum 2007/08	Tri-3, 2008	Tri-3, 2009	Tri-3, 2010
Q1	This unit was well taught	71.6	68.9	70.4	74.8	76.4	3.82	3.80	3.82	3.94	4.00
Q2	The course materials in this unit were of high quality	68.5	67.6	71.4	75.2	74.8	3.76	3.78	3.84	3.94	3.95
Q3	The workload in this unit was manageable	71.9	70.3	71.2	73.2	76.5	3.80	3.76	3.84	3.89	3.97
Q4	Requirements for completing the assessment tasks in this unit were clear	67.7	68.0	68.3	72.8	74.5	3.82	3.81	3.81	3.93	3.97
Q5	The teaching staff gave me helpful feedback	52.9	57.0	59.2	64.8	67.0	3.80	3.82	3.81	3.78	3.99
Q6	The Library resources met my needs for this unit	66.8	66.7	67.1	70.4	72.4	3.58	3.61	3.66	3.87	3.84
Q7	I would recommend this unit to other students	71.3	69.3	72.8	77.6	77.3	3.82	3.79	3.78	3.98	3.92
Q8	The technologies used to deliver the online content in this unit performed satisfactorily	60.1	62.9	65.0	71.1	71.5	3.79	3.77	3.83	3.87	3.99
Q9	The online teaching and resources in this unit enhanced my learning experience	71.6	68.9	70.4	74.8	76.4	3.58	3.69	3.72	3.94	3.88
Q10	This unit challenged me to learn	NA	NA	NA	NA	78.8	NA	NA	NA	NA	4.07

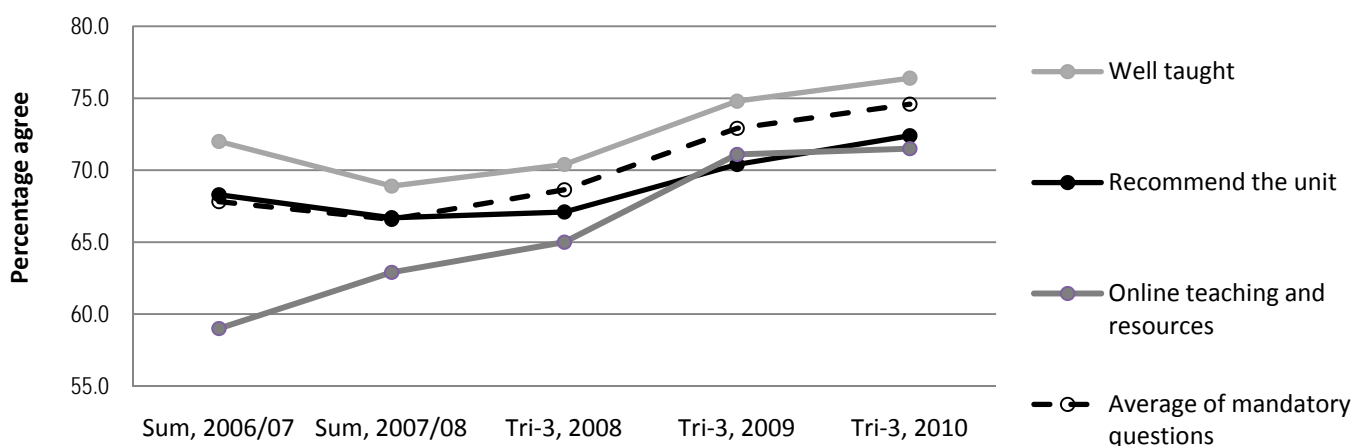


Figure 2-1 Percentage agree for Q1 'This unit was well taught', Q7 'I would recommend this unit to other students', Q9 'The online teaching and resources in this unit enhanced my learning experience' and the average of all mandatory questions for Summer 2006/07 - Trimester 3, 2010. Note that the all question average for Trimester 3, 2010 includes the new question 10.

- All questions implemented since 2006 (i.e. Q 1-9) have shown an increase in percentage agree and means over time. In fact, in 2010 eight of the questions recorded their highest percentage agree and/or mean for Trimester 3 like periods.
- When looking over the entire time series the biggest improvements in percentage agree are seen for Q5 'The teaching staff gave me helpful feedback' (increasing 14.1 percent points) and Q8 'The technologies used to deliver the online content in this unit performed satisfactorily' (increasing 11.4 percentage points). Whereas, Q3 'The workload in this unit was manageable' showed the biggest improvement from last year (increased 3.3 percentage points).
- The key indicator questions have shown general increases in percentage agree and means over time, with values in 2010 being at their highest for the examined time period (Summer 2006/07 – Trimester 3, 2010). Question 9 'The online teaching and resources in this unit enhanced my learning experience' showed the biggest improvement over the five year period with percentage agree rising from 59.0% to 71.5% (+12.5%) and the mean increasing from 3.58 to 3.88 (+0.30).
- The average of all mandatory questions has also increased over time, although the increase has not always been annual.

2.3 Differences between cohorts.

This section looks at how the responses to questions differ by study mode, citizenship and unit level of Study. The following figures are looking at percentage agree and disagree, however the means can be found in appendix A.

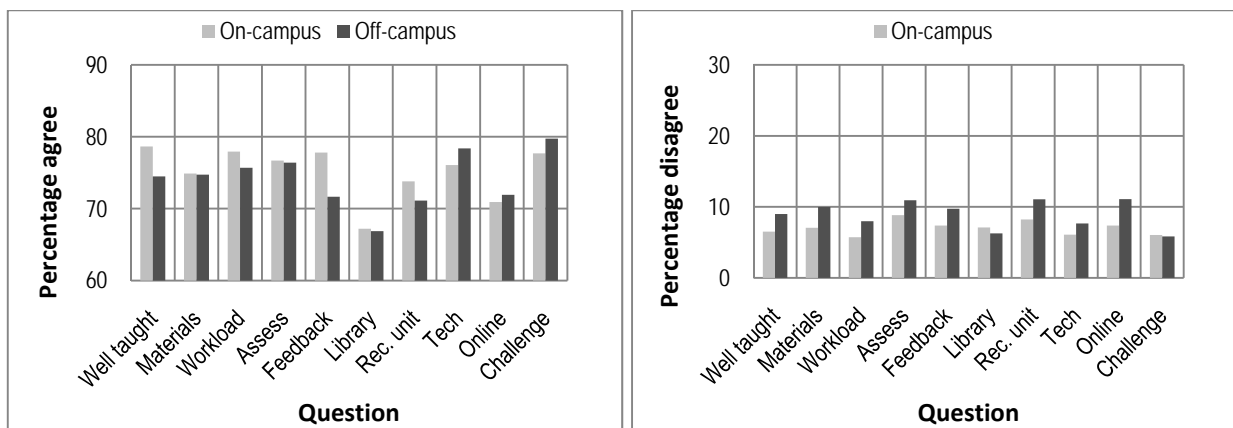


Figure 2-2 Student responses according to study mode for Trimester 3, 2010.

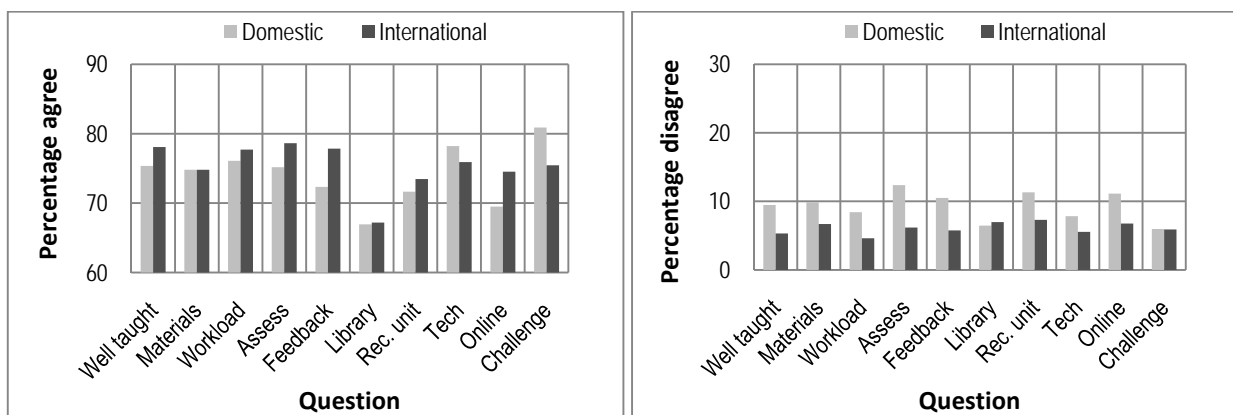


Figure 2-3 Student responses according to citizenship for Trimester 3, 2010.

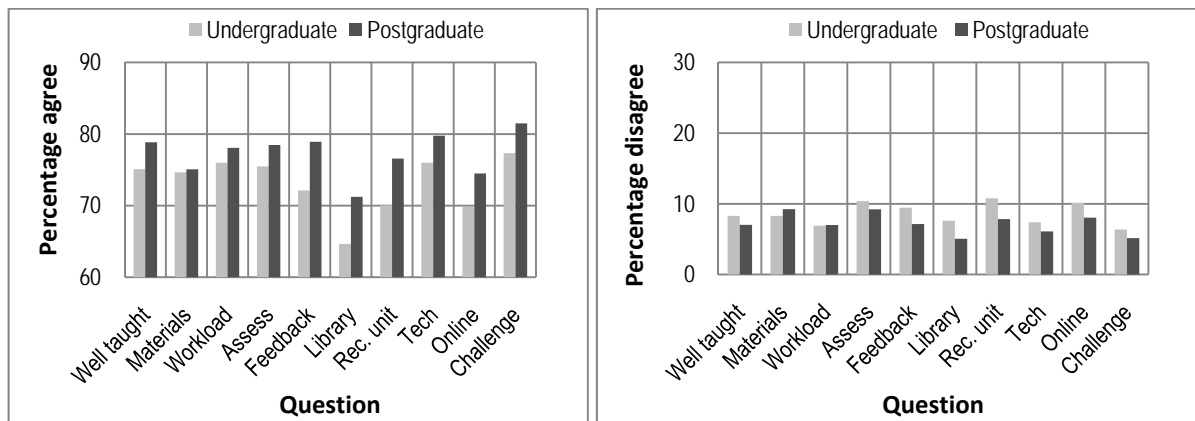


Figure 2-4 Student responses according to level of study for Trimester 3, 2010.

- Results examined by study mode, citizenship and study level indicated that any differences between the cohorts were generally quite small (<5%). Thus this discussion focuses on the observed trends.
- For most questions Off-campus students gave slightly higher levels of disagreement than On-campus students (8/10 Qs). However, this was not always associated with lower agreement as Off-Campus students reported similar or even higher levels of percentage agreement for six of the ten questions.
- The disagreement levels of International students tended to be slightly lower than that of Domestic students. However, this was often not associated with lower agreement as International students reported slightly higher or similar levels of agreement for eight of the ten questions.
- All ten questions received slightly higher levels of agreement from students studying units at a Postgraduate rather than Undergraduate level. This higher level of agreement was generally accompanied by a similar or slightly lower level of disagreement (9/10 Qs).
- If responses are broken down into particular undergraduate levels (see appendix A) the data reveals that agreement levels are highest for students studying First year units, while those studying units at a Fourth Year Undergraduate, Honours or Master's Preliminary level generally had the highest levels of disagreement.

2.4 Results by Faculty

For brevity this report tends to focus on the performance of each group by considering their results for both percentage agree and percentage disagree. Details on the actual values can be found in appendix B and is referred to when appropriate.

Table 2-4 Results by Faculty. Performance is determined by the results for both percentage agree and percentage disagree (see legend below the table). Please note that the responses exclude evaluations of medicine units and responses from students studying with offshore partnerships or at the Institute of Koorie Education.

	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
		Well taught	Materials	Workload	Assess	Feedback	Library	Rec. unit	Tech	Online	Challenge
Arts and Education	806	😊	😊	😊	😐	😊	😊	😊	😊	😊	😊
Business and Law	2 915	😊	😊	😊	😊	😊	😊	😐	😊	😐	😊
Health	747	😊	😊	😊	😊	😊	😊	😊	😊	😊	😊
Science and Technology	418	😐	😐	😊	😐	😐	😊	😐	😊	😐	😊

Legend

Agreement	Disagreement		
	<10%	10-15%	>15%
80-100%	😊	😐	😐
60-80%	😊	😐	😐
<60%	😐	😐	😐

- Nine of the ten questions received agreement percentages of 60 or more by all Faculties (also see appendix B).
- The Faculty of Health was the only Faculty to receive agreement over 70 percent for all ten questions. They also got the highest level of agreement recorded, receiving 85.8 percent for Q8 *'The technologies used to deliver the online content in this unit performed satisfactorily'* (see appendix B). In addition to this question Health also received excellent agreement levels (>80%) for Q1 *'This unit was well taught'*, Q2 *'The course materials in this unit were of high quality'*, Q4 *'Requirements for completing the assessment tasks in this unit were clear'* and Q10 *'This unit challenged me to learn'*.
- Aside from Health all other Faculties received high disagreement levels (>10%) for one or more questions, indicating that improvements could be made in these areas. Students studying units from Science and Technology were the most likely to report high levels of disagreement (>10%) (6/10 questions).
- Across the Faculties high levels of disagreement (>10%) were most common for Q4 *'Requirements for completing the assessment tasks in this unit were clear'*, Q7 *'I would recommend this unit to other students'* and Q9 *'The online teaching and resources in this unit enhanced my learning experience'*.
- The only instance where high disagreement (>10%) was combined with low agreement (<60%) was feedback from students studying units belonging to the Faculty of Science and Technology for Q9 *'The online teaching and resources in this unit enhanced my learning experience'*.

2.5 Results by School

For brevity this report tends to focus on the performance of each group by considering their results for both percentage agree and percentage disagree. Details on the actual values can be found in appendix B and is referred to when appropriate. Please note that results from Deakin Prime are excluded from the analysis due to the low number of responses.

Table 2-5 Results by School. Performance is determined by the results for both percentage agree and percentage disagree (see legend below the table). Please note that the responses exclude evaluations of medicine units and responses from students studying with offshore partnerships or at the Institute of Koorie Education.

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Responses		Well taught	Materials	Workload	Assess	Feedback	Library	Rec. unit	Tech	Online	Challenge
Arts and Education											
Communication and Creative Arts	160	☺	☺	☺	☹	☺	☺	☺	☹	☹	☺
Education	315	☺	☺	☺	☹	☺	☺	☺	☺	☺	☺
History Heritage and Society	83	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
International and Political Studies	248	☺	☹	☺	☹	☺	☺	☺	☺	☹	☺
Business and Law											
Accounting Economics and Finance	957	☺	☺	☺	☺	☺	☺	☹	☺	☺	☺
Deakin Business School	670	☺	☹	☺	☺	☺	☺	☺	☺	☺	☺
Deakin Prime	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Information Systems	209	☺	☺	☺	☺	☺	☺	☹	☺	☺	☺
Law	543	☹	☹	☺	☹	☹	☺	☹	☺	☹	☺
Management and Marketing	534	☺	☺	☺	☺	☹	☺	☹	☺	☹	☺
Health											
Exercise and Nutrition Sciences	139	☺	☺	☹	☹	☹	☺	☺	☺	☺	☺
Health and Social Development	130	☺	☺	☺	☹	☺	☺	☹	☺	☹	☺
Nursing and Midwifery	117	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
Psychology	361	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
Science and Technology											
Architecture and Building	135	☹	☹	☺	☹	☹	☺	☹	☹	☹	☺
Engineering	46	☹	☹	☺	☹	☹	☺	☹	☹	☹	☺
Information Technology	55	☹	☺	☹	☹	☹	☺	☺	☺	☺	☺
Life and Environmental Sciences	182	☺	☺	☺	☹	☺	☺	☺	☺	☺	☺

Legend

Agreement	Disagreement		
	<10%	10-15%	>15%
80-100%	☺	☹	☹
60-80%	☺	☹	☹
<60%	☹	☹	☹

- Fifteen of the seventeen schools received adequate levels of agreement (>60%) for all ten questions.
- All schools received adequate agreement (>60%) for Q3 *'The workload in this unit was manageable'*, Q6 *'The Library resources met my needs for this unit'* and Q10 *'This unit challenged me to learn'*.
- The best all round performing Schools were Deakin Business School, Psychology and International and Political Studies, as they received percentage agreement >70% for all ten questions (see appendix B) and excellent levels of agreement (>80%) for two or more questions.
- Fourteen of the seventeen schools received high levels of disagreement (>10%) for one or more questions. Those that received high disagreement (>10%) for a number of questions were Engineering (7 Qs), Architecture and Building (7 Qs) and Law (6 Qs) (see table 2-5 for particular questions).
- Across all Schools high levels of disagreement (>10%) were most common for Q4 *'Requirements for completing the assessment tasks in this unit were clear'* (10 Schools), Q7 *'I would recommend this unit to other students'* (7 Schools) and Q9 *'The online teaching and resources in this unit enhanced my learning experience'* (7 Schools).
- Situations where high disagreement (>10%) was combined with low agreement (<60%) were restricted to feedback from students undertaking units belonging to the School of Engineering or the School of Architecture and Building. Units from both of these schools received negative feedback for Q1 *'This unit was well taught'*, Q2 *'The course materials in this unit were of high quality'*, Q5 *'The teaching staff gave me helpful feedback'*, Q7 *'I would recommend this unit to other students'* and Q9 *'The online teaching and resources in this unit enhanced my learning experience'*. In addition to these questions the students studying Architecture and Building units reported negative feedback for Q4 *'Requirements for completing the assessment tasks in this unit were clear'* and Q8 *'The technologies used to deliver the online content in this unit performed satisfactorily'*.

2.6 Results by Field of Education

For brevity the performance of relevant Fields of Education is not discussed in the report. However, the analysis and details of actual percentage agree and percentage disagree values can be seen in appendix C.

2.7 The strongest and weakest performing units in Trimester 3, 2010

Analysis at a unit level was restricted to units where the response rate was ten or more. This brought the number of evaluated units down from 216 to 138.

- In order to help identify teaching and learning strengths units performing particularly strong or weaker in Trimester 3, 2010 were identified. Selection of units was based on the average percentage agree for all questions, with the top and bottom 25% considered the stronger and weaker performers. A complete list of these units can be seen in appendix D.
- As the number of The amount of stronger and weaker performing units were calculated as a percentage of those evaluated (with a response rate of ten or more) as the number of units evaluated varied with level, Faculty, School or Field of Education. The actual number of stronger and weaker performing units identified is also noted on the figures via the labels.

Level of Study

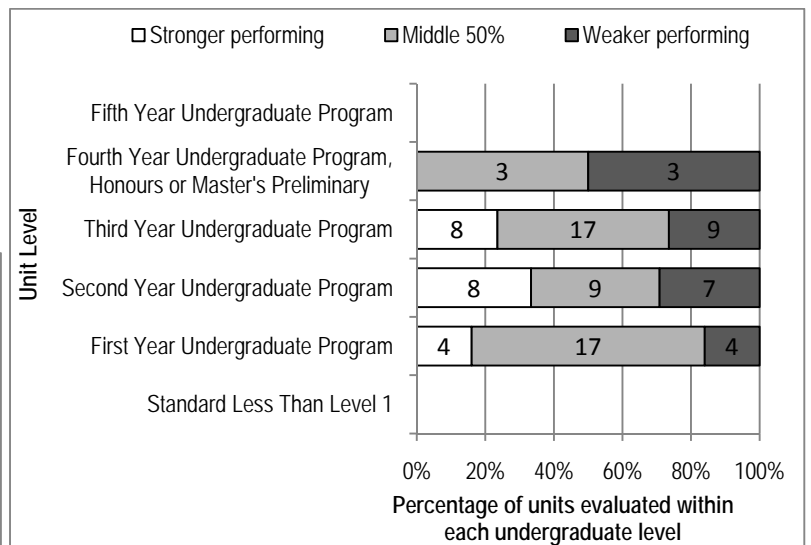
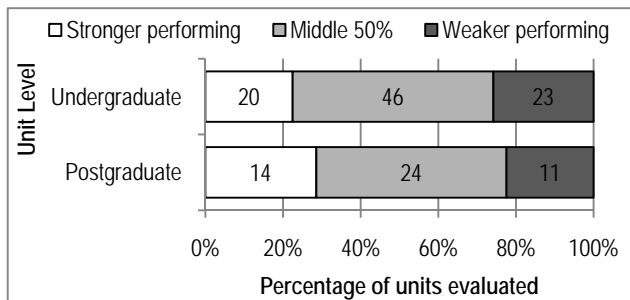


Figure 2-5 Study level of the Stronger and Weaker Performing Units. Note unit level analysis was only undertaken on units where there were more than ten responses (N=138).

- The number of units evaluated varied greatly with level of study, with a greater number studied at an undergraduate level. Variation in the number of units is also seen within Undergraduate units.
- Stronger and weaker performing units were studied at both an undergraduate and postgraduate level, with these units making up a similar proportion in both groups. Within undergraduate units those studied at a second year level were more likely to be stronger performing, while those studied at a fourth year level were more likely to perform weaker.

Faculty and School Ownership

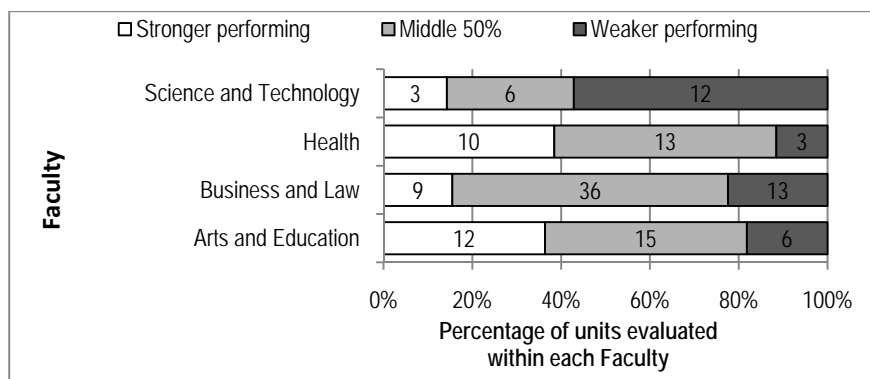


Figure 2-6 Faculty ownership of those units evaluated. Note unit level analysis was only undertaken on units where there were more than ten responses (N=138).

- The number of units evaluated in Trimester 3, 2010 varied depending on the Faculty, with a greater number of units belonging to the Faculty of Business and Law. The number of units examined at School level was low (range 3-16), so analysis at a School level was not undertaken for this period.
- All Faculties owned some of the stronger and weaker performing units. Units from Arts and Education or Health were more likely to be stronger performing units (~37% of those evaluated versus ~15%). Whereas, units from Science and Technology were more than twice as likely to be weaker performing (57.1% of units evaluated versus 11.5 - 22.4%).

Field of Education

- When the units were examined by Field of Education the number of units with ten or more responses were quite low (range 1 - 15). The different Fields of Education were also reduced compared to other Trimesters. Subsequently, analysis was not undertaken at the level.

2.8 Feedback from students studying the stronger and weaker performing units in Trimester 3, 2010

This analysis was undertaken in order to see how the feedback from students studying the stronger or weaker units differs to each other as well as the University average.

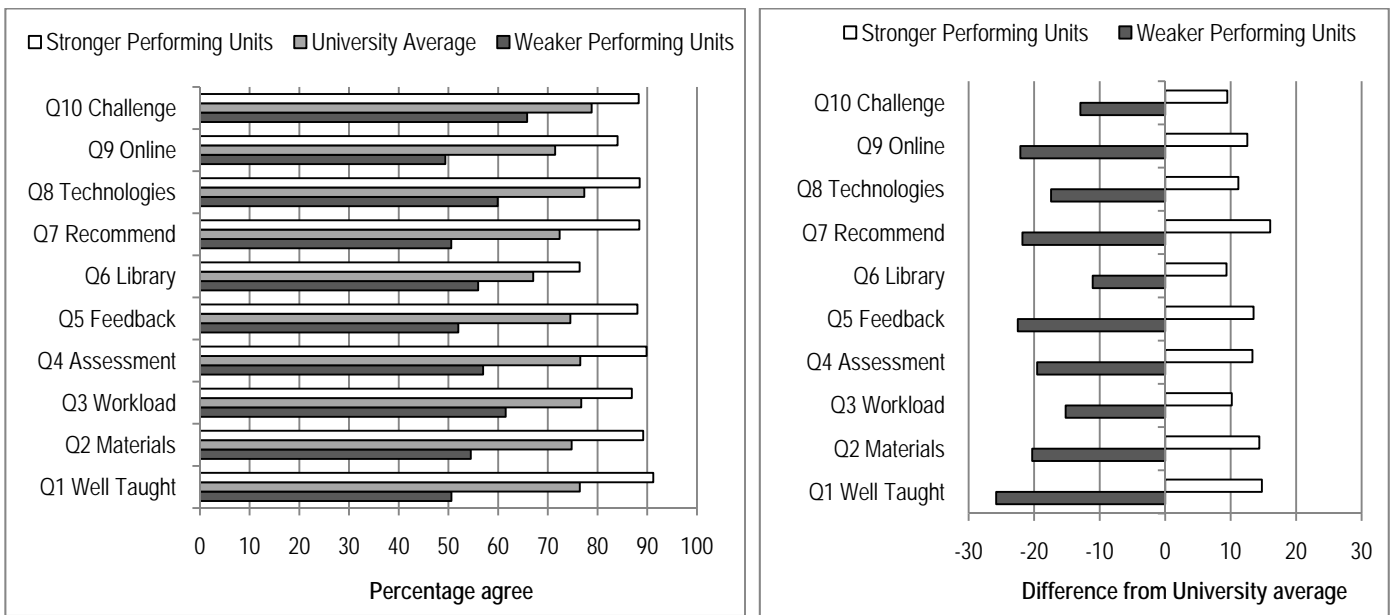


Figure 2-7 Percentage agree determine for the entire university and when restricted to students studying the stronger or weaker performing units. Both the absolute values and the difference from the University average are shown. Note the responses do not include evaluation of medicine units or responses from students studying with Offshore partners or at the Institute of Koorie Education.

- The responses from students studying the stronger units indicate that these units performed strongly in all areas as all questions had a higher percentage agree than the University average. Conversely, responses from students studying the weaker performing units indicate that all teaching and learning areas could be improved as all questions had agreement levels substantially (>10%) below the University average.
- Compared to the University average the stronger performing units excelled in Q7 'I would recommend this unit to other students', Q1 'This unit was well taught', and Q2 'The course materials in this unit were of high quality' (all elevated by at least 14%). Interestingly, these same questions are areas where the weaker performing units could particularly improve, along with Q5 'The teaching staff gave me helpful feedback' and Q9 'The online teaching and resources in this unit enhanced my learning experience'.
- At a question level the biggest difference between the responses of students studying stronger versus weaker units was for Q1 'This unit was well taught' (91.2% vs 50.6%), Q7 'I would recommend this unit to other students' (50.6% vs 88.4%) and Q5 'The teaching staff gave me helpful feedback' (52.0% vs 88.0%).

2.1 Students studying with Offshore Teaching Partners or at the Institute of Koorie Education

- In Trimester 3, 2010 students were enrolled at three Offshore partners, however there was no response from the students at Disted Stamford College. The response rate from TMC Education Group was very low (2.4%) so only pooled data is presented.

Table 2-6 Trimester 3, 2010 response rates for students studying with Offshore Partners. Note response rates are based on discrete datasets.

Offshore Partner	Enrolments	Response	Response Rate (%)
Disted Stamford College	18	0	0
Institution of Professional Education Knowledge	41	29	70.7
TMC Education Group	209	5	2.4

Table 2-7 Trimester 3, 2010 Summary of responses for students studying with Offshore Teaching Partners.

Questions		Count	Mean	SD	% Agree	% Disagree	% Neutral
Q1	This unit was well taught	34	3.44	0.82	50.0	8.8	41.2
Q2	The course materials in this unit were of high quality	34	3.38	0.74	47.1	11.8	41.1
Q3	The workload in this unit was manageable	33	3.36	0.90	55.9	14.7	29.4
Q4	Requirements for completing the assessment tasks in this unit were clear	33	3.30	0.85	47.1	11.8	41.1
Q5	The teaching staff gave me helpful feedback	32	3.66	1.29	52.9	8.8	38.3
Q6	The Library resources met my needs for this unit	33	3.91	1.77	44.1	5.9	50
Q7	I would recommend this unit to other students	33	3.42	1.35	47.1	11.8	41.1
Q8	The technologies used to deliver the online content in this unit performed satisfactorily	33	4.09	1.67	58.8	0.0	41.2
Q9	The online teaching and resources in this unit enhanced my learning experience	33	3.91	1.44	58.8	2.9	38.3
Q10	This unit challenged me to learn	33	3.52	0.67	52.9	5.9	41.2
Q11	The facilities provided by the local institution were of high quality.	33	3.55	0.67	50.0	2.9	47.1
Q12	The teaching provided by the local institution were of high quality.	34	3.41	0.78	44.1	5.9	50
Q13	The course coordination provided by the local institution was of a high quality.	34	3.29	0.76	44.1	11.8	44.1
Q14	The content of the course materials included relevant local examples and case studies.	34	3.38	0.65	44.1	2.9	53

- The response to some questions was quite variable (as indicated by the large standard deviations (SD)). Please note due to the rather low response rate (34) any extreme feedback (positive or negative) will strongly influence the mean. This should be kept in mind when interpreting the data as well as any comparison to earlier time points.

- Offshore students were mostly satisfied with their teaching and learning experience as the means for all mandatory (Q1 -10) and additional questions (Q11-14) was 3.20 or higher. Percentage agreement was low (<60%) for all questions, but this is largely attributed to the high number of neutral responses (range 29.4 – 53.0%). A high neutral response pattern was also observed in Trimester 3 2009.
- Since Trimester 3, 2009 there has been an improvement in the mean (and percentage agree) for Q6 *'The Library resources met my needs for this unit'* (+0.4), Q8 *'The technologies used to deliver the online content in this unit performed satisfactorily'* (+0.39) and Q9 *'The online teaching and resources in this unit enhanced my learning experience'* (+0.21).
- Offshore students gave the most positive feedback for Q8 *'The technologies used to deliver the online content in this unit performed satisfactorily'* as this questions received the highest mean (4.09) and no students indicated that they disagreed with this statement.
- The feedback indicated that improvements could be made in the course coordination provided by the local institution (Q13) as it received the lowest mean (3.29) and had a disagreement percentage of 11.8%. Other questions that received high levels of disagreement (>10%) were: Q2 *'The course materials in this unit were of high quality'*, (11.8%), Q3 *'The workload in this unit was manageable'* (14.7%), Q4 *'Requirements for completing the assessment tasks in this unit were clear'* (11.8%) and Q7 *'I would recommend this unit to other students'* (11.8%).
- Compared to the University Average Offshore students reported a lower mean for 7/10 core questions. The largest differences were for Q4 *'Requirements for completing the assessment tasks in this unit were clear'* (3.30 vs 3.97) and Q3 *'The workload in this unit was manageable'* (3.36 vs 3.97).
- This report does not present the feedback from students studying at the Institute of Koorie Education as the number of responses was under ten (see table 2-1).

Appendix A: Responses by Cohort

Table A-0-1 Trimester 3, 2010 Student responses to core questions 1 to 10 when examined by study mode, citizenship and Study level.

Cohort		Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
			Well taught	Materials	Workload	Assess	Feedback	Library	Rec. unit	Tech	Online	Challenge
Study Mode	On Campus	2 250	4.07	3.98	4.03	4.00	4.06	3.85	3.98	3.99	3.90	4.05
	Off Campus	2 636	3.93	3.92	3.93	3.94	3.94	3.83	3.87	4.00	3.87	4.08
Citizenship	Domestic	2 996	3.95	3.92	3.94	3.91	3.94	3.83	3.89	3.98	3.82	4.09
	International	180	4.07	3.98	4.04	4.06	4.08	3.86	3.97	4.02	3.98	4.02
Study level (Broad)	Undergraduate	3 167	3.98	3.95	3.97	3.95	3.95	3.80	3.88	3.97	3.86	4.04
	Postgraduate	1 719	4.04	3.94	3.99	4.00	4.07	3.92	4.00	4.03	3.94	4.11
Undergraduate Study level	Standard Less Than Level 1	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	First Year Undergraduate Program	767	4.06	4.03	4.07	4.09	4.05	3.88	3.94	4.03	3.98	4.07
	Second Year Undergraduate Program	843	3.89	3.92	3.88	3.89	3.85	3.81	3.79	3.94	3.80	3.98
	Third Year Undergraduate Program	1 410	4.01	3.95	3.97	3.91	3.98	3.75	3.92	3.97	3.85	4.08
	Fourth Year, Hons or Master's Prelim	147	3.65	3.77	3.92	3.89	3.75	3.78	3.74	3.85	3.60	3.90
	Fifth Year Undergraduate Program	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Table A-0-2 Trimester 3, 2010 Percentage agreement and disagreement to core questions 1 to 10 by level of study for undergraduate units.

Unit Study Level	Responses	Percentage Agreement										Percentage Disagreement									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Standard Less Than Level 1	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
First Year Undergraduate Program	767	79.0	78.0	80.6	80.8	74.5	67.5	71.3	78.3	73.0	78.8	5.3	6.7	4.7	7.0	6.5	6.3	9.1	7.4	8.1	7.0
Second Year Undergraduate Program	843	72.0	74.1	73.3	73.6	68.5	65.7	66.9	75.0	69.3	75.2	9.2	8.4	9.1	10.9	11.5	7.1	12.5	7.9	11.3	7.3
Third Year Undergraduate Program	1 410	75.9	73.7	75.2	73.6	73.6	62.2	71.5	75.4	69.4	78.1	8.9	8.9	6.9	12.1	9.5	8.9	10.6	7.0	10.3	5.2
Fourth Year, Hons or Master's Prelim	147	64.8	69.0	75.3	76.1	66.2	68.2	66.9	75.0	60.3	74.7	13.4	10.3	6.2	9.2	12.0	5.5	11.5	8.6	12.8	8.2
Fifth Year Undergraduate Program	0	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Postgraduate Coursework Program	1 719	78.8	75.1	78.1	78.5	78.9	71.2	76.6	79.8	74.5	81.5	7.0	9.3	7.0	9.2	7.2	5.1	7.9	6.1	8.1	5.1

Appendix B: Faculty and School Summary Data

Table B-0-1 Trimester 3, 2010 Mean responses to core questions 1 to 10 by Faculty and School

		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Faculty/School	Responses	Well taught	Materials	Workload	Assess	Feedback	Library	Rec. unit	Tech	Online	Challenge
Arts and Education	806	4.04	4.04	4.03	3.90	4.12	3.87	4.10	3.97	3.89	4.14
Communication and Creative Arts	160	4.12	4.08	4.19	3.75	4.16	3.85	4.04	3.83	3.80	4.02
Education	315	4.03	4.08	3.93	3.84	4.08	3.90	4.13	4.04	3.89	4.17
History Heritage and Society	83	4.15	4.07	4.17	4.05	4.16	3.89	4.09	4.01	3.97	3.91
International and Political Studies	248	3.96	3.94	4.02	4.02	4.14	3.86	4.11	3.96	3.91	4.26
Business and Law	2 915	3.95	3.88	3.95	3.96	3.96	3.80	3.84	3.96	3.86	4.01
Accounting Economics and Finance	670	4.12	3.88	3.96	4.06	4.14	3.93	4.00	4.09	3.94	4.11
Deakin Business School	957	3.96	3.87	3.94	3.94	3.93	3.73	3.79	3.95	3.90	4.03
Deakin Prime	2	4.00	5.00	5.00	4.50	4.00	4.00	5.00	3.50	5.00	4.50
Information Systems	209	3.91	3.93	4.00	3.96	3.97	3.84	3.79	3.93	3.86	3.94
Law	543	3.77	3.84	3.89	3.89	3.83	3.73	3.79	3.85	3.72	3.96
Management and Marketing	534	3.92	3.91	3.97	3.96	3.93	3.83	3.77	3.95	3.83	3.93
Health	747	4.22	4.17	4.03	4.12	4.09	4.00	4.11	4.21	4.11	4.24
Exercise and Nutrition Sciences	139	3.94	4.14	3.63	3.92	3.84	3.97	4.02	4.07	3.96	4.24
Health and Social Development	130	4.15	3.92	4.16	3.91	3.98	3.97	3.88	4.06	3.97	3.99
Nursing	117	4.12	4.09	4.21	4.15	3.99	3.94	4.12	4.03	3.81	4.10
Psychology	361	4.38	4.31	4.09	4.27	4.27	4.06	4.23	4.36	4.30	4.38
Science and Technology	418	3.84	3.84	3.96	3.86	3.80	3.77	3.84	3.87	3.63	4.00
Architecture and Building	135	3.35	3.45	3.88	3.60	3.44	3.60	3.55	3.53	3.29	3.71
Engineering	46	3.36	3.48	3.85	3.83	3.47	3.75	3.50	3.62	3.31	4.09
Information Technology	55	3.96	4.05	3.84	3.96	3.98	4.05	3.87	3.98	3.92	4.11
Life and Environmental Sciences	182	4.28	4.15	4.08	4.03	4.09	3.84	4.13	4.14	3.91	4.16
University	4 886	4.00	3.95	3.97	3.97	3.99	3.84	3.92	3.99	3.88	4.07

Table B-0-2 Trimester 3, 2010 Percentage agreement and disagreement for mandatory questions 1 to 10 by Faculty and School

		Percentage Agreement										Percentage Disagreement									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Faculty/School	Responses	Well taught	Materials	Workload	Assess	Feedback	Library	Rec. unit	Tech	Online	Challenge	Well taught	Materials	Workload	Assess	Feedback	Library	Rec. unit	Tech	Online	Challenge
Arts and Education	806	77.7	77.8	79.2	73.0	80.1	69.0	79.2	75.7	71.9	83.3	6.3	7.3	6.7	13.6	6.4	7.2	7.0	7.6	9.0	6.0
Communication and Creative Arts	160	80.6	80.5	85.8	67.5	83.1	69.2	79.5	70.3	67.1	82.5	5.2	6.5	5.2	17.8	5.8	9.1	9.0	11.7	11.2	9.1
Education	315	79.3	78.0	74.2	70.0	79.2	68.6	79.3	77.1	70.7	84.8	7.6	3.8	8.6	15.0	7.2	5.4	6.8	5.0	7.5	5.5
History Heritage and Society	83	76.5	78.0	81.7	76.8	81.3	66.7	82.5	76.6	76.9	69.5	1.2	6.1	2.4	7.3	8.8	2.8	5.0	6.5	6.4	7.3
International and Political Studies	248	74.1	75.7	80.4	79.0	79.0	70.0	77.9	77.1	74.7	86.5	7.0	12.8	6.5	11.1	5.0	9.5	6.6	8.8	10.4	4.1
Business and Law	2 915	74.9	72.6	75.7	77.0	73.6	65.0	70.1	76.2	71.2	76.2	8.7	9.8	6.8	9.2	9.0	7.3	10.9	7.1	10.0	6.2
Accounting Economics and Finance	957	74.4	71.8	74.9	74.9	71.7	61.4	68.0	74.6	72.0	76.3	8.9	9.9	6.1	9.8	9.5	8.9	11.9	6.9	9.8	6.8
Deakin Business School	670	82.6	72.8	76.8	81.3	81.6	71.0	77.5	82.4	75.2	80.1	5.7	10.7	8.8	7.9	5.9	5.4	8.4	5.3	8.0	5.3
Deakin Prime	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Information Systems	209	71.2	73.4	74.9	76.3	75.2	65.7	66.5	73.0	68.1	73.4	8.2	8.2	4.3	8.2	9.4	4.5	11.2	6.4	8.8	6.4
Law	543	68.4	71.8	73.3	75.4	68.2	61.3	66.9	73.4	66.5	75.8	12.1	10.3	8.0	10.2	10.0	8.3	11.0	9.3	13.0	6.9
Management and Marketing	534	74.3	74.1	78.4	76.8	71.6	66.7	68.9	75.5	70.7	72.4	9.1	8.6	5.3	8.9	10.5	6.9	12.0	7.6	10.2	5.7
Health	747	84.9	83.5	79.1	80.8	76.0	75.8	77.2	85.8	79.8	85.2	3.2	3.7	7.6	7.2	6.0	3.6	6.7	4.1	6.1	4.1
Exercise and Nutrition Sciences	139	75.4	86.2	65.9	76.3	68.9	76.9	75.7	81.3	77.4	87.8	8.7	4.3	18.1	10.1	10.4	3.4	8.1	4.5	7.3	2.9
Health and Social Development	130	82.3	70.0	84.5	72.3	71.4	76.8	67.4	82.5	77.1	77.7	3.1	6.9	5.4	11.5	7.1	4.5	10.9	7.5	11.0	8.5
Nursing and Midwifery	117	81.0	82.6	85.3	83.5	70.3	77.8	77.9	79.6	67.3	78.8	4.3	3.5	2.6	5.2	5.4	4.0	5.3	5.1	5.1	3.5
Psychology	361	90.8	87.6	80.2	84.9	82.3	74.1	81.1	90.4	85.1	89.0	0.8	2.2	5.9	5.0	4.1	3.1	5.1	2.5	4.2	3.1
Science and Technology	418	69.6	69.1	75.1	72.6	67.5	63.2	66.4	73.3	57.4	76.7	12.8	12.0	7.4	13.7	15.3	6.8	12.5	9.8	12.0	7.2
Architecture and Building	135	51.1	55.6	74.6	65.7	53.0	57.4	57.0	62.0	46.2	64.3	21.1	20.7	6.0	19.4	23.1	9.0	17.0	17.8	21.5	8.5
Engineering	46	51.1	58.7	71.7	71.7	55.6	56.3	54.5	64.4	42.2	81.8	22.2	21.7	6.5	13.0	22.2	6.3	18.2	11.1	20.0	2.3
Information Technology	55	78.2	72.7	65.5	74.5	74.1	71.8	64.2	74.1	70.6	80.0	12.7	3.6	10.9	10.9	14.8	5.1	9.4	9.3	9.8	7.3
Life and Environmental Sciences	182	85.2	80.8	79.1	77.3	79.3	67.3	77.3	83.7	66.9	83.5	4.4	5.5	7.7	10.5	7.8	5.4	8.5	3.5	2.5	7.4

Appendix C: Results by Narrow Field of Education

Table C-0-1 Results by Field of Education (Narrow). Performance is determined using a combination of results for percentage agree and disagree and indicated by a symbol (see legend below the table). Please note that the responses exclude evaluations of medicine units and responses from students studying with offshore partnerships or at the Institute of Koorie Education.

Field of Education	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
		Well taught	Materials	Workload	Assess	Feedback	Library	Rec. unit	Tech	Online	Challenge
Natural and Physical Sciences											
Mathematical Sciences	319	☺	☺	☺	☺	☺	☹	☺	☺	☺	☺
Biological Sciences	183	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
Information Technology											
Computer Science	53	☹	☺	☺	☺	☹	☺	☺	☺	☹	☺
Information Systems	121	☹	☹	☺	☹	☹	☹	☹	☹	☹	☺
Engineering and Related Technologies											
Other Engineering and Related Technologies	14	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
Electrical and Electronic Engineering and Technology	27	☹	☹	☺	☺	☹	☹	☹	☺	☹	☺
Architecture and Building											
Building	105	☹	☹	☺	☹	☹	☹	☹	☹	☹	☺
Architecture and Urban Environment	29	☹	☺	☺	☹	☺	☺	☺	☹	☹	☺
Agriculture, Environmental and Related Studies											
Environmental Studies	20	☺	☹	☺	☹	☺	☹	☹	☺	☺	☺
Health											
Nursing	117	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
Public Health	170	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
Other Health	135	☺	☺	☹	☹	☺	☺	☺	☺	☺	☺
Education											
Teacher Education	231	☺	☺	☺	☹	☺	☺	☺	☺	☺	☺
Curriculum and Education Studies	19	☹	☺	☹	☹	☹	☺	☹	☹	☹	☹
Other Education	54	☺	☺	☺	☹	☺	☺	☺	☺	☺	☺
Management and Commerce											
Accounting	593	☺	☺	☺	☺	☺	☺	☹	☺	☺	☺
Business and Management	602	☺	☹	☺	☺	☺	☺	☹	☺	☺	☺
Sales and Marketing	292	☹	☹	☺	☹	☹	☹	☹	☺	☹	☺
Banking Finance and Related Fields	77	☹	☺	☺	☺	☺	☹	☹	☺	☹	☺
Other Management and Commerce	34	☺	☹	☺	☺	☺	☺	☺	☺	☺	☺
Society and Culture											
Language and Literature	87	☺	☺	☺	☹	☺	☹	☺	☺	☺	☺
Political Science and Policy Studies	81	☺	☺	☺	☹	☺	☹	☺	☺	☺	☺
Studies In Human Society	74	☺	☹	☺	☺	☺	☺	☺	☺	☺	☺
Human Welfare Studies and Services	43	☹	☹	☺	☹	☹	☹	☹	☹	☹	☹
Behavioural Science	303	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
Law	543	☺	☺	☺	☺	☺	☺	☺	☺	☹	☺

Field of Education	Responses	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
		Well taught	Materials	Workload	Assess	Feedback	Library	Rec. unit	Tech	Online	Challenge
Philosophy and Religious Studies	52	☺	☺	☺	☺	☺	☺	☺	☺	☺	☺
Economics and Econometrics	299	☺	☹	☹	☺	☹	☺	☹	☺	☹	☺
Other Society and Culture	34	☺	☺	☺	☺	☹	☺	☺	☺	☺	☹
Creative Arts											
Visual Arts and Crafts	22	☺	☺	☺	☹	☺	☺	☺	☺	☺	☺
Communication and Media Studies	129	☺	☺	☺	☹	☺	☺	☺	☺	☹	☺

Legend

Agreement	Disagreement		
	<10%	10-15%	>15%
80-100%	☺	☹	☹
60-80%	☺	☹	☹
<60%	☹	☹	☹

Table C-0-2 Trimester 3, 2010 Percentage agreement and disagreement on core questions by Narrow Field of Education

		Percentage Agreement										Percentage Disagreement									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Narrow Field of Education	Responses	Well taught	Materials	Workload	Assess	Feedback	Library	Rec. unit	Tech	Online	Challenge	Well taught	Materials	Workload	Assess	Feedback	Library	Rec. unit	Tech	Online	Challenge
Accounting	593	74.4	74.4	76.9	75.7	72.5	66.5	70.6	76.2	72.2	79.7	8.7	8.1	4.9	9.2	8.3	6.7	10.5	5.8	8.2	4.1
Architecture and Urban Environment	29	65.5	69.0	82.8	65.5	72.4	64.0	62.1	56.0	40.0	70.8	10.3	6.9	0.0	17.2	3.4	0.0	13.8	12.0	12.0	8.3
Banking Finance and Related Fields	77	66.2	68.8	75.0	71.1	68.9	55.0	65.3	70.3	61.4	76.7	11.7	7.8	1.3	9.2	8.1	6.7	10.7	5.4	10.0	8.2
Behavioural Science	303	90.3	86.9	79.3	84.3	80.8	74.0	80.8	90.5	84.2	89.9	1.0	2.7	6.7	6.0	4.9	1.9	6.2	2.7	4.4	3.0
Biological Sciences	183	82.5	83.6	72.7	76.4	77.9	68.8	75.3	82.9	67.9	82.7	5.5	5.5	12.6	11.5	9.4	5.7	9.6	4.6	4.3	7.3
Building	105	47.6	51.4	72.1	65.4	48.1	56.3	55.2	64.1	48.1	63.5	24.3	24.8	7.7	20.2	27.9	11.5	18.1	19.4	23.1	7.7
Business and Management	602	79.4	74.8	80.3	81.3	77.8	73.9	76.0	80.4	72.8	79.0	7.0	10.1	6.4	7.5	8.3	6.9	10.4	6.7	9.4	5.5
Communication and Media Studies	129	85.2	83.6	87.3	81.3	82.7	74.2	81.6	74.2	69.9	81.6	4.7	6.3	4.8	10.9	5.5	9.7	7.2	8.9	10.6	8.0
Computer Science	53	79.2	71.7	66.0	75.5	73.1	70.3	62.7	73.1	71.4	79.2	11.3	3.8	9.4	9.4	15.4	5.4	9.8	9.6	10.2	7.5
Curriculum and Education Studies	19	57.9	84.2	63.2	68.4	73.7	75.0	66.7	84.2	73.7	88.9	21.1	5.3	21.1	10.5	26.3	0.0	16.7	10.5	15.8	11.1
Economics and Econometrics	299	77.3	71.9	69.9	77.3	71.1	65.2	66.2	79.3	72.0	73.3	9.0	12.4	12.4	9.7	14.4	6.3	14.3	9.7	13.7	9.2
Electrical and Electronic Engineering and Technology	27	50.0	63.0	70.4	77.8	55.6	57.9	51.9	66.7	40.7	74.1	15.4	18.5	3.7	3.7	22.2	5.3	22.2	7.4	18.5	0.0
Environmental Studies	20	90.0	65.0	80.0	75.0	57.9	50.0	66.7	72.2	52.9	94.4	5.0	10.0	5.0	10.0	10.5	7.1	11.1	5.6	5.9	5.6
Human Welfare Studies and Services	43	39.5	37.2	86.0	58.1	51.2	66.7	66.7	52.4	54.8	76.7	25.6	51.2	4.7	27.9	22.0	16.7	21.4	26.2	23.8	11.6
Information Systems	121	60.0	65.5	70.6	64.2	65.8	59.8	55.1	63.6	55.9	64.7	12.5	13.4	5.0	12.5	15.8	6.9	18.6	11.0	14.4	9.5

		Percentage Agreement										Percentage Disagreement									
		Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Narrow Field of Education	Responses	Well taught	Materials	Workload	Assess	Feedback	Library	Rec. unit	Tech	Online	Challenge	Well taught	Materials	Workload	Assess	Feedback	Library	Rec. unit	Tech	Online	Challenge
Language and Literature	87	78.2	82.8	77.0	61.6	83.7	59.1	78.2	71.2	68.7	83.9	5.7	3.4	6.9	18.6	4.7	6.1	9.2	8.2	13.4	8.0
Law	543	68.4	71.8	73.3	75.4	68.2	61.3	66.9	73.4	66.5	75.8	12.1	10.3	8.0	10.2	10.0	8.3	11.0	9.3	13.0	6.9
Mathematical Sciences	319	85.3	76.1	78.1	84.8	82.6	57.9	77.8	80.8	83.0	77.7	2.2	5.7	5.0	4.7	2.2	9.6	5.4	2.6	3.2	6.5
Nursing	117	81.0	82.6	85.3	83.5	70.3	77.8	77.9	79.6	67.3	78.8	4.3	3.5	2.6	5.2	5.4	4.0	5.3	5.1	5.1	3.5
Other Education	54	88.9	88.9	92.6	81.5	90.7	82.4	81.5	88.9	90.7	88.7	3.7	1.9	1.9	11.1	1.9	3.9	3.7	5.6	3.7	3.8
Other Engineering and Related Technologies	14	50.0	50.0	78.6	57.1	53.8	50.0	66.7	61.5	38.5	91.7	35.7	28.6	14.3	28.6	23.1	10.0	8.3	15.4	23.1	8.3
Other Health	135	75.4	80.6	71.6	72.6	73.3	77.4	76.7	84.0	77.4	88.1	8.2	6.0	14.2	14.1	9.2	4.8	8.3	4.6	6.8	3.0
Other Management and Commerce	34	73.5	61.8	85.3	85.3	84.8	61.3	82.4	73.5	65.6	75.8	5.9	11.8	0.0	2.9	0.0	0.0	0.0	8.8	9.4	3.0
Other Society and Culture	34	73.5	70.6	66.7	72.7	74.2	61.3	77.4	70.0	71.0	54.5	0.0	5.9	6.1	9.1	12.9	3.2	9.7	6.7	9.7	12.1
Philosophy and Religious Studies	52	82.4	94.0	74.5	92.2	84.3	70.2	82.4	94.0	90.2	88.0	0.0	2.0	5.9	2.0	0.0	4.3	3.9	2.0	3.9	4.0
Political Science and Policy Studies	81	79.7	86.1	83.5	76.9	85.7	76.9	77.2	83.3	81.0	92.5	3.8	3.8	7.6	12.8	0.0	11.5	3.8	7.7	6.3	2.5
Public Health	170	87.6	79.4	87.0	81.2	77.0	76.2	74.0	85.0	83.5	78.7	1.2	2.9	2.4	3.5	3.6	4.2	5.9	4.4	7.6	7.1
Sales and Marketing	292	71.7	65.6	71.8	69.1	70.2	59.3	62.5	70.5	70.1	69.6	11.4	13.1	8.9	14.8	11.6	7.8	13.9	7.6	11.4	6.2
Studies in Human Society	74	75.7	72.2	86.5	82.4	85.9	70.8	81.1	76.1	71.0	78.4	4.3	11.1	2.7	4.1	4.2	1.5	1.4	7.0	7.2	2.7
Teacher Education	231	78.3	75.7	70.0	66.4	76.7	64.4	79.2	72.9	65.1	83.3	7.8	4.3	9.6	17.0	7.2	6.4	7.1	4.6	8.0	5.7
Visual Arts and Crafts	22	95.0	89.5	94.7	70.0	90.0	85.7	95.0	84.6	72.7	89.5	0.0	0.0	0.0	15.0	5.0	0.0	0.0	7.7	9.1	0.0

Appendix D: Stronger and Weaker Performing Units in Trimester 3, 2010

Table D-0-1 Units where the percentage agree of all core questions (Q1-10) falls into the bottom and top 25% of all units examined (where responses are more than ten N = 138).

Weaker performing (bottom 25%)			Stronger performing units (top 25%)		
Unit	Count	Mean percentage agree for all Qs	Unit	Count	Mean percentage agree for all Qs
AIX292	18	65.5	EXE733	14	96.4
ASD715	43	58.9	HNN216	16	94.5
EEE753	10	53.0	EEC710	11	94.4
EEM741	12	37.6	ALJ216	12	91.6
EEO731	10	66.9	HSN701	17	91.2
ESS420	10	58.6	AIM726	15	89.9
HBS109	22	64.2	HPS307	48	89.9
HBS300	18	65.4	MMH356	48	89.5
HSH736	20	65.4	AIR712	15	89.3
MAA775	12	64.9	ESM700	14	89.3
MAA778	12	23.8	HPS121	28	89.2
MAE202	60	46.8	MLL314	27	89.2
MAF101	47	65.8	MMM367	26	88.8
MLC203	126	62.2	SBB331	18	88.8
MLL391	53	42.9	EEE715	15	88.6
MLL410	22	65.0	EXE731	15	88.6
MMK330	63	51.8	MPT753	11	88.4
MMM262	28	44.0	MMH230	28	87.5
MPR707	15	54.2	HBS110	58	87.1
MSC228	28	50.3	ASP202	25	86.8
MSC767	14	55.7	MAA705	77	86.7
MSC770	13	59.9	HPS206	36	86.4
SEE321	11	61.5	HPS789	18	86.2
SEE434	16	59.9	SQB237	15	85.7
SEM223	11	47.4	ACV211	16	85.5
SIT272	11	64.3	AIC390	13	85.4
SIT302	10	53.7	HPS775	10	85.0
SQB162	23	59.7	SQB302	25	85.0
SQE308	14	64.5	MLM703	41	84.5
SRE373	15	27.2	MSQ791	88	84.2
SRM181	15	52.1	HNN320	30	84.2
SRM310	17	52.5	ASP102	27	83.9
SRT358	19	51.8	MME101	36	83.6
SRV799	10	59.5	HPS205	20	83.6