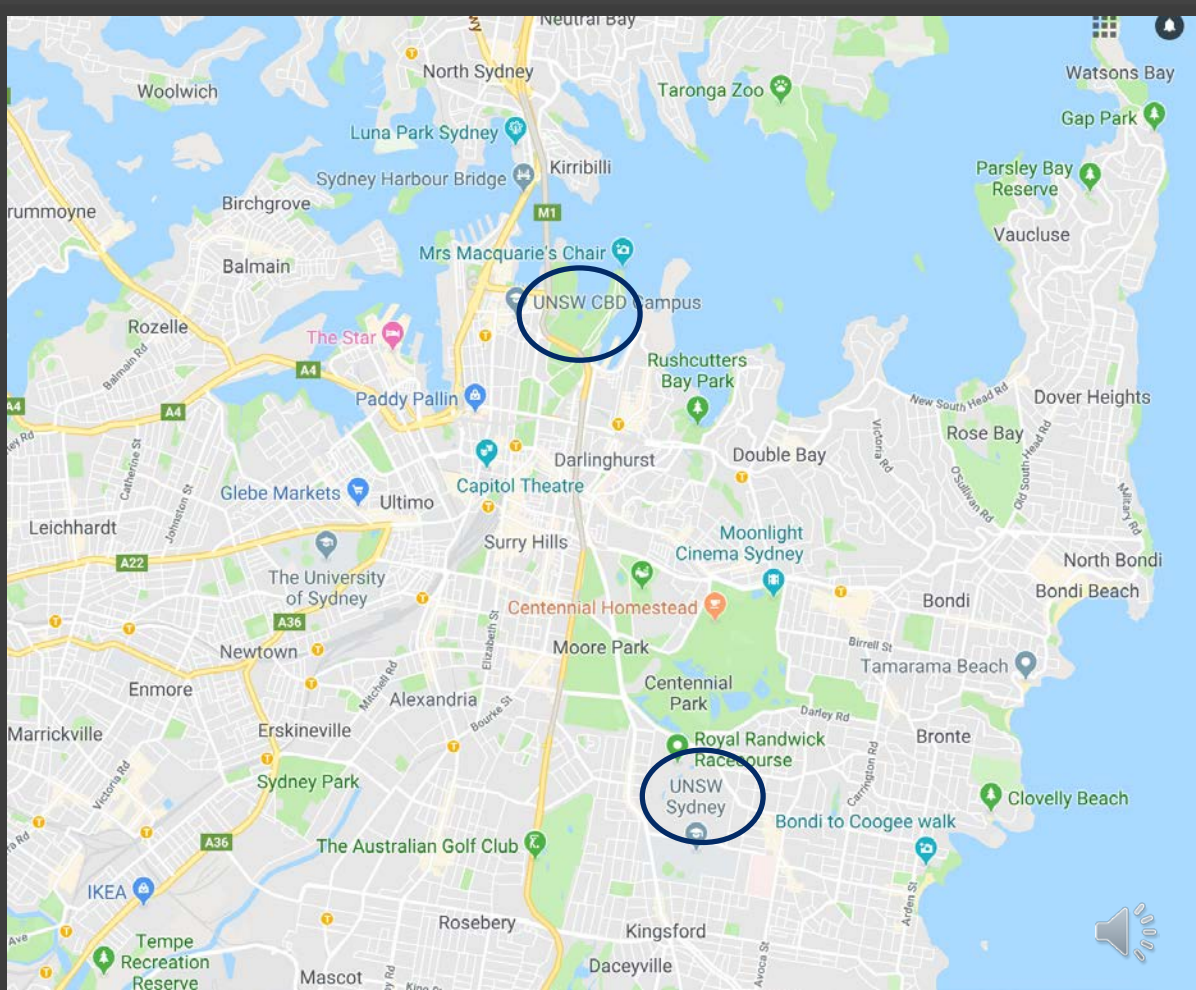


Comparing the use of results from national and internal student experience surveys – how should institutions respond?

Prof Geoffrey Crisp, PVC Education





Two core institutional Student Experience surveys administered each year for current students

QILT Student Experience Survey (SES)



myExperience course and teaching Survey



The QILT suite of Student Experience surveys are funded by the Australian Government



Survey	About	Student cohorts	When
Student Experience Survey (SES)	<ul style="list-style-type: none"> The only comprehensive survey of current higher education students in Australia Reports on 6 quality indicators: Overall Satisfaction; Teaching Quality; Learner Engagement; Learning Resources; Student Support; Skills Development 	<ul style="list-style-type: none"> The majority of current students enrolled in UNSW (excludes first semester and research students) 	<ul style="list-style-type: none"> Annually in August
Graduate Outcomes Survey (GOS)/ Course Experience Questionnaire (CEQ)	<ul style="list-style-type: none"> The GOS survey collects information on labour market outcomes and further study activities of graduates: Full-time employment; Overall employment; Full-time study; Median salary The CEQ collects information on three quality indicators: Overall satisfaction; Good teaching; and Generic skills 	<ul style="list-style-type: none"> Completed by graduates approximately four months after completion of their courses 	<ul style="list-style-type: none"> Annually in November
Employer Satisfaction Survey (ESS)	<ul style="list-style-type: none"> The ESS is the first national survey that directly links the experiences of graduates to the views of their direct supervisors 	<ul style="list-style-type: none"> Employed graduates who participated in GOS are asked four months after graduation to provide the contact details of their supervisor for follow up. 	<ul style="list-style-type: none"> Four months after Graduation

The QILT pitch to future students

Thinking about higher education institutions and study areas? Wish you could ask someone about their experience?

With QILT, you can do side by side comparisons of the quality of the higher education institutions and the study areas that you're interested in.


You can trust QILT results, because they are based on thousands of surveys completed by students across Australia. The results are up to date, because the surveys are completed every year.



The screenshot shows the QILT website homepage. At the top, there is a navigation bar with links for 'About this site', 'For institutions', 'For students', 'Feedback', and 'Contact us'. Below this is a search bar and a 'Help me get started' section with a video player. The main content area features a large image of students walking on a campus, with two search boxes: 'Find a study area' and 'Find an institution'. Below the image, there is a section titled 'Thinking about higher education institutions and study areas? Wish you could ask someone about their experience?' which explains the QILT process and provides a list of survey categories: Student Experience, Graduate Employment, Graduate Satisfaction, and Employer Satisfaction. The footer contains copyright information and social media links.

QILT Survey Results are available publicly on the QILT website

[About this site](#) | [For institutions](#) | [For students](#) | [Glossary](#) | [Feedback](#) | [Contact us](#) | [f](#) | [t](#)




QILT
quality indicators for
learning and teaching

Choose a university or higher education institution that is best for you.

Compare undergraduate and postgraduate coursework student experience and graduate employment.

Help me get started



[View transcript](#)

Home
Study Areas
Institutions
★ My Shortlist
0
↓

Compare student experience and graduate employment

🔍
GO

Thinking about higher education institutions and study areas? Wish you could ask someone about their experience?

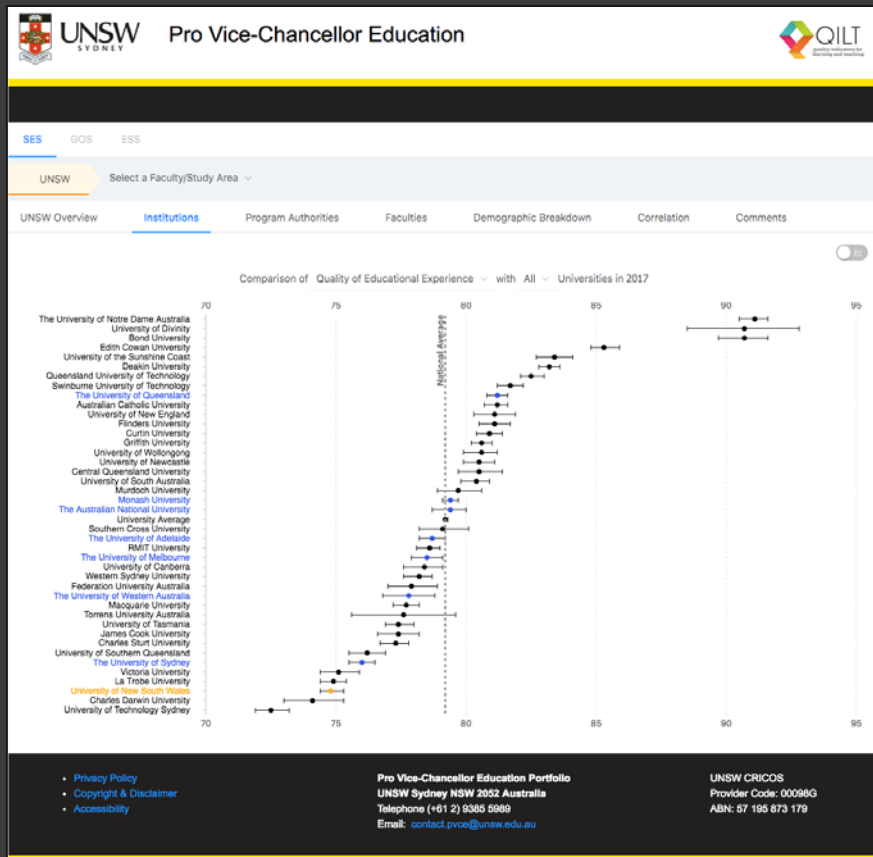
With QILT, you can do side by side comparisons of the quality of the higher education institutions and the study areas that you're interested in.

You can trust QILT results, because they are based on thousands of surveys completed by students across Australia. The results are up to date, because the surveys are completed every year.

Where does this data come from?

- Student Experience →
- Graduate Employment →
- Graduate Satisfaction →
- Employer Satisfaction →

The UNSW QILT Dashboard shows a strategic summary of national survey outcomes and monitors overall student perception of quality of teaching and learning at the university level



Top NSW universities criticised by students in first national survey

By Eryk Bagshaw

Updated 10 May 2016 –
4:54pm, first published 9 May
2016 – 5:32pm



Two of Sydney's most prestigious universities have the state's most dissatisfied students, a survey of 145,000 Australian university students has found.

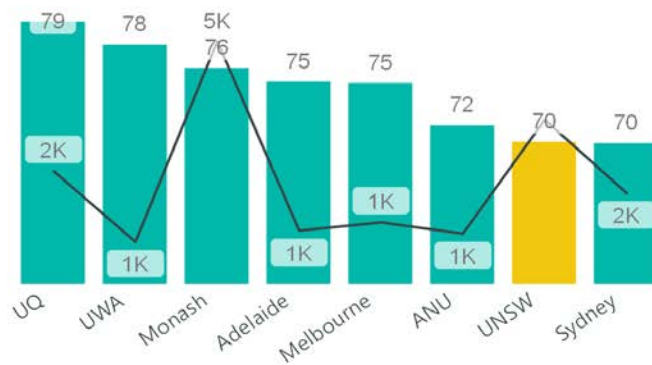
The University of Sydney and the University of NSW both came in behind the Western Sydney University, Charles Sturt University and the University of Tasmania on student satisfaction, according to the federal government's quality indicators for learning and teaching data, released on Tuesday.



The University of New South Wales overtakes the University of Sydney as the number one preference for NSW school leavers.

Overall satisfaction: four largest Study Areas

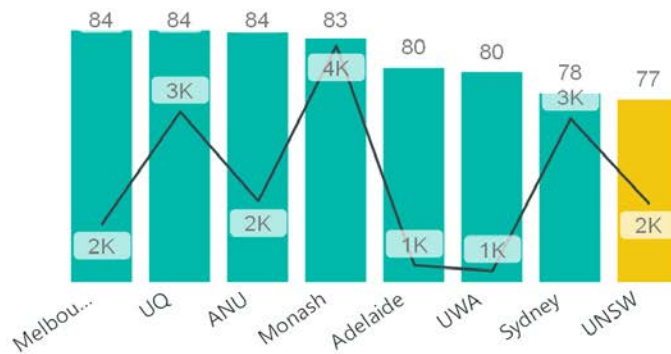
Business & Management



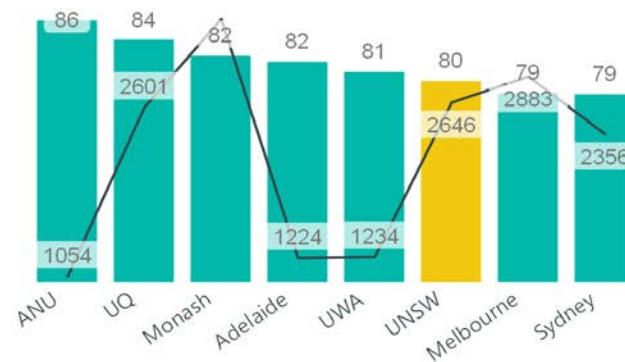
Engineering



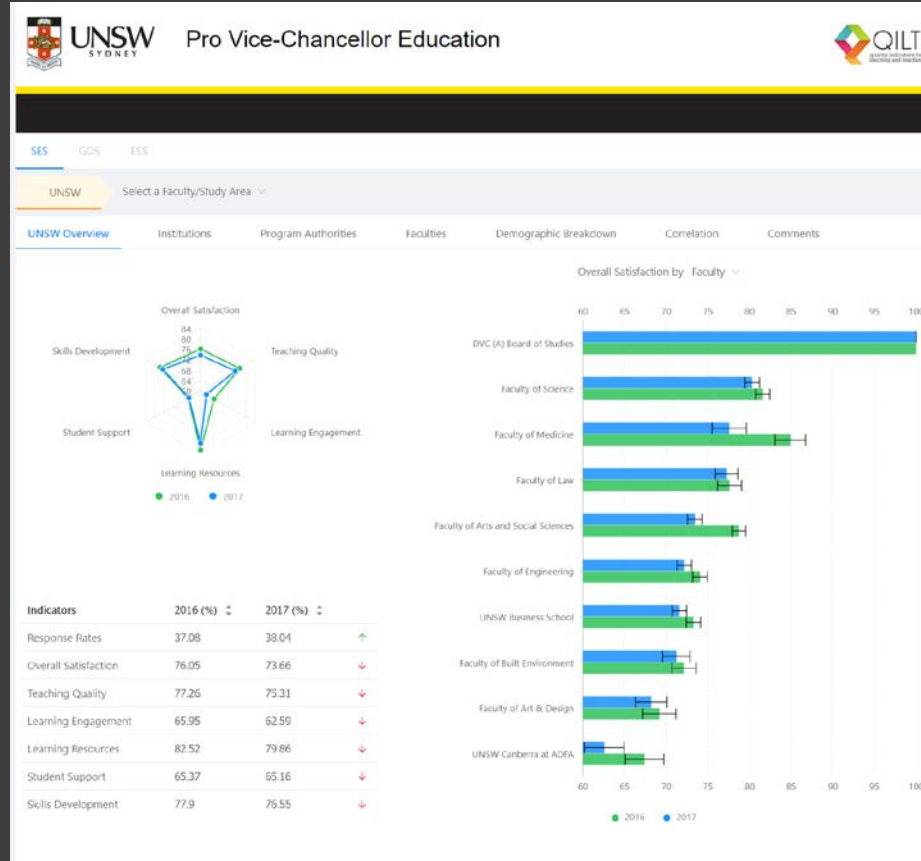
Humanities, culture and social sciences



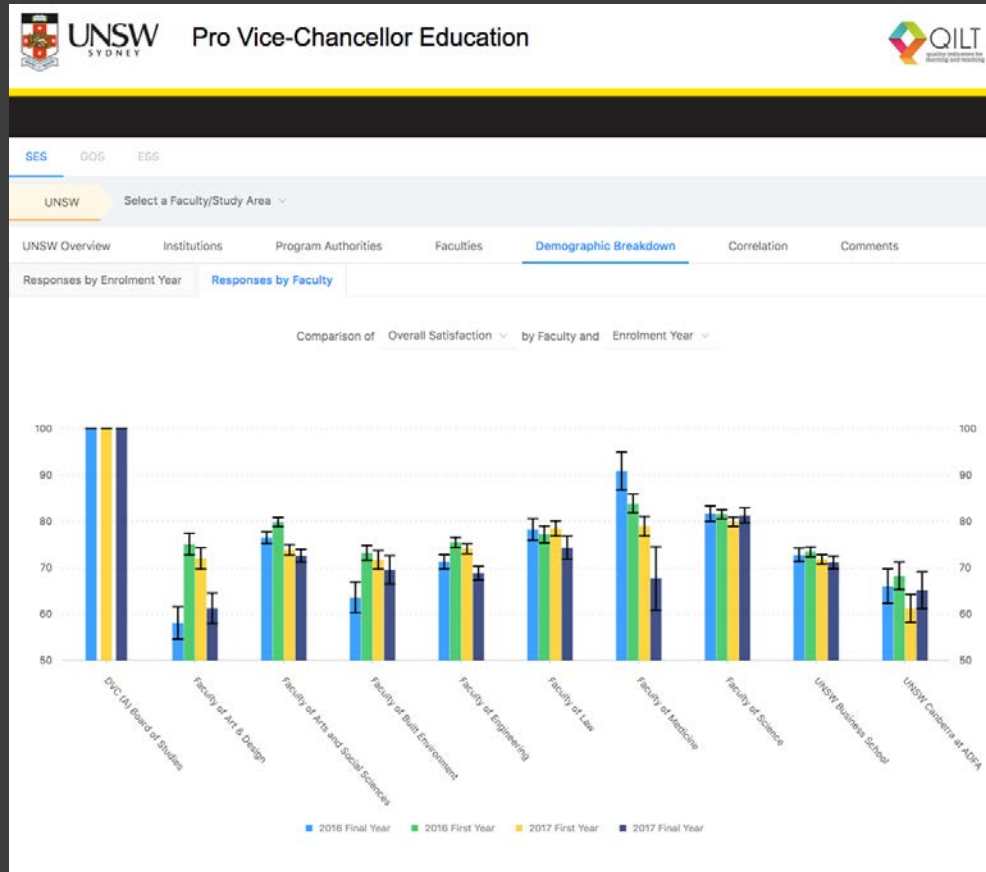
Science and mathematics



The QILT Dashboard shows a strategic summary of national survey outcomes and monitors overall quality of teaching and learning at the university level



The QILT Dashboard shows a strategic summary of national survey outcomes and monitors overall quality of teaching and learning at the university level



2016

2017

	2016	2017				
QEE	1	0.7336	0.3999	0.4546	0.4315	0.5336
TQ	0.7336	1	0.4865	0.5819	0.5818	0.7139
LE	0.3999	0.4865	1	0.3294	0.4251	0.5327
LR	0.4546	0.5819	0.3294	1	0.5097	0.5012
SS	0.4315	0.5818	0.4251	0.5097	1	0.5078
SD	0.5336	0.7139	0.5327	0.5012	0.5078	1
	QEE	TQ	LE	LR	SS	SD

Correlations between the various dimensions:

QEE Overall quality
 TQ Teaching Quality
 LE Learning Environment
 LR Learning Resources
 SS Student Services
 SD Skill Development

Example SES Analysis: Overall Satisfaction and Teaching Satisfaction

Overall Satisfaction and Overall Teaching Satisfaction by program name; 2016-17 (>50 responses)

Students are asked two overall satisfaction questions:

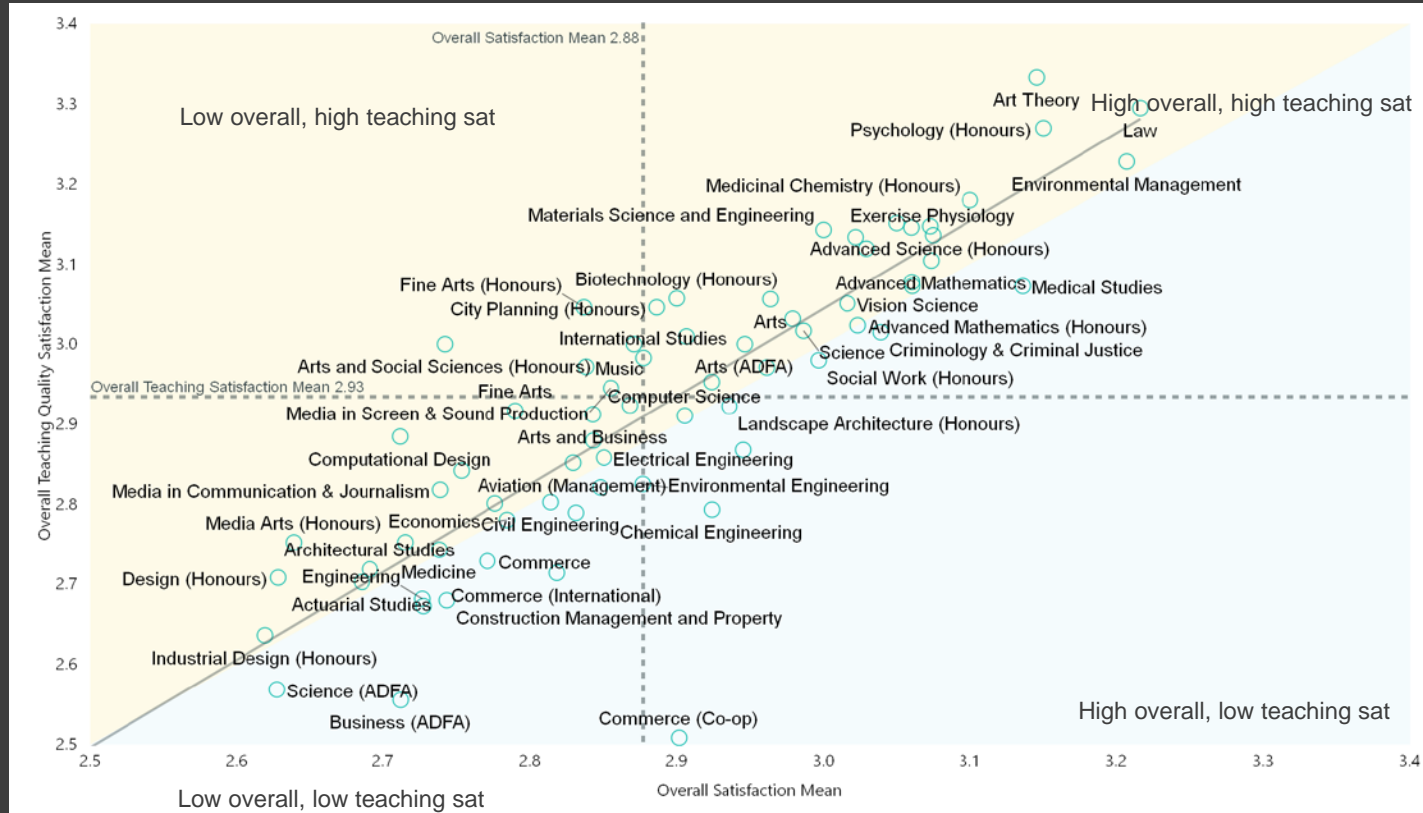
Overall how would you rate the quality of your entire educational experience this year?

How would you rate the quality of the teaching you have experienced?

There is a strong positive correlation between the two questions

Quadrant analysis highlights programs with either low overall or teaching satisfaction; or both

Symmetry shading shows which programs have higher teaching satisfaction than overall satisfaction



Meaningful insight from analysis of four high impact areas

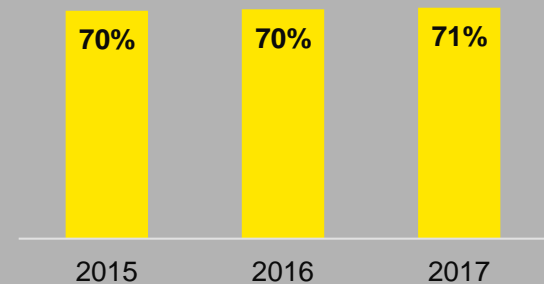
Overall the four biggest faculties have the biggest impact on the student experience; within the SES this aligns to four survey areas

Data analysis is completed for all faculties with further focus on faculties and survey areas with the largest impact on the student experience

- Double degrees
- Individual programs within double degrees
- Study area and program analysis
- Cohort analysis
- myExperience results aggregated to the program level

Proportion of total SES undergraduate responses from 4 survey areas:

- Business and management
- Engineering
- Science and mathematics
- Humanities, culture and social sciences



What the students are telling us: top 10 institution-wide themes

The following are the most common negative themes emerging from the dataset (in no particular order):

- Unclear guidelines for assessment tasks
- Inconsistent marking of assessment tasks
- Feedback on assessment tasks
- The handbook, confusing program structures and availability of accurate course outlines prior to enrolment
- Course content perceived to be irrelevant to future careers
- Inconsistencies in perceived teaching quality
- Lack of work-integrated learning and internship opportunities
- Availability of lecture recordings
- Range of subject choices
- Flexibility in timetabling

The myExperience course and teaching survey is administered for each course each semester



- Surveys are administered in-class (as per myExperience procedure)
- Staff photos are included in surveys
- Students receive one survey link for each course (course and teacher questions are displayed to students as part of the one survey)
- Students can navigate to the survey directly from Moodle
- Response rate monitor is available to all staff

myExperience is the UNSW course and teaching survey



- Course level survey
- Administered each semester by course
- 14 questions in total: 9 course questions and 5 teacher questions
- Instructors 'Close the Loop' with students

The screenshot shows the myExperience survey interface for the course COMM3020 Global Bus Practicum (Course Lecture BKK 1388). The survey is titled "myExperience for COMM3020 Global Bus Practicum (Course Lecture BKK 1388)" and includes a "Sign Out" link in the top right corner. The survey content is as follows:

COMM3020 Global Bus Practicum (Course Lecture BKK 1388)

Please respond to all of the questions below

	Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly Agree
I felt part of a learning community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The feedback helped me learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The digital resources helped me learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment tasks were appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The amount of assessment was appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall I was satisfied with the quality of the teaching

	Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall I was satisfied with the quality of the course

	Strongly disagree	Disagree	Moderately disagree	Moderately agree	Agree	Strongly agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What were the best things about this course?

What could be improved?

Deeper understanding of the student experience supported by governance and strategic reporting

Governance

- Survey Reference Group (SRG)
- Student Experience Enhancement Committee
- Education Quality Process and Procedure



UNSW Metrics & Reporting

- Council Key Performance Indicators: KPI 7 - Student Satisfaction
- Executive reports to Academic Board and University Academic Quality Committee
- Strategic dashboards (QILT; myExperience; SETI)

Faculty & School Quality Enhancement

- School quality enhancement plans
- Program and course reviews
- Faculty Board and Quality Assurance Committee reporting

The myExperience dashboard shows a summary of student feedback at the university; faculty and school; and course and teacher level


Pro Vice-Chancellor (Education)


Convenor

Logged In as z3521828
Logout

Welcome

Course Overview

Likert Statistics

Text Responses

Term
2017 Semester 2

Course
ACCT5930

Survey
ALL

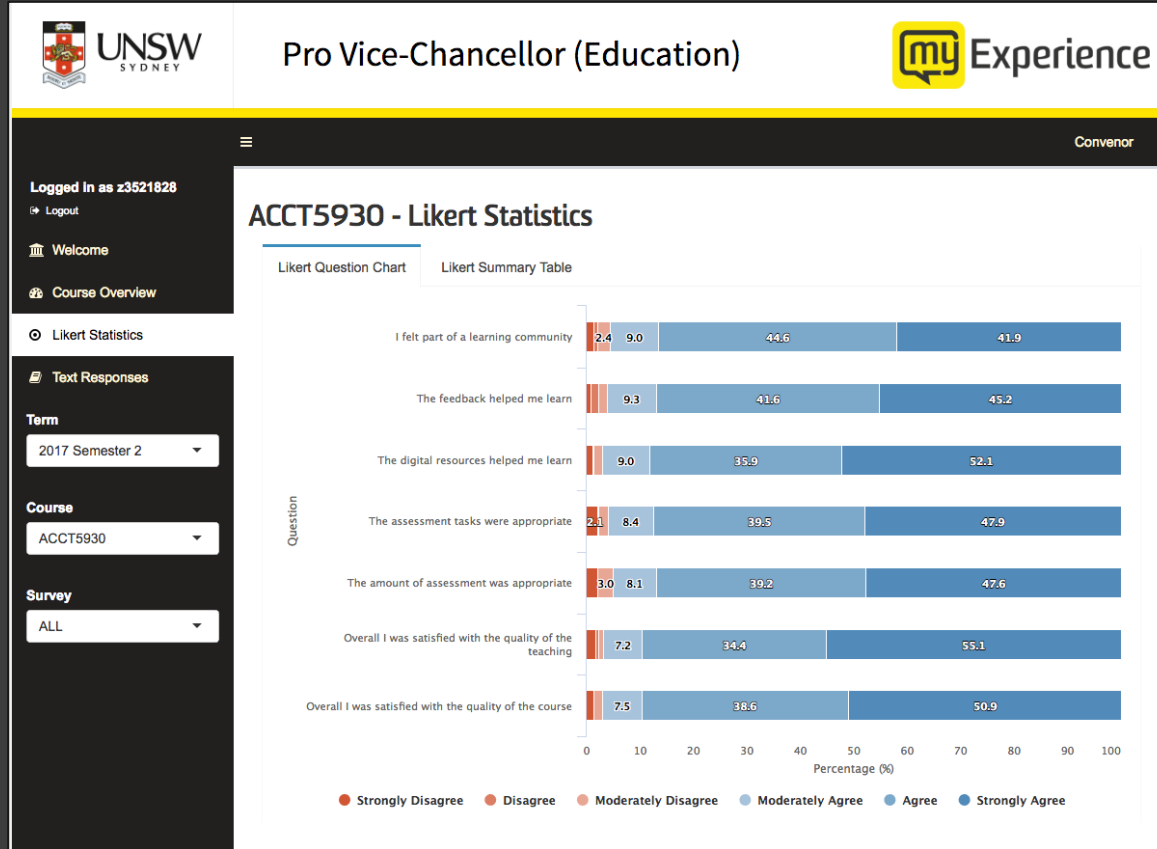
ACCT5930 - Likert Statistics

Likert Question Chart Likert Summary Table

Copy CSV Excel PDF Print

Question	Response Rate	SD	D	MD	MA	A	SA	Mean	95% CI low	95% CI high	Error Band	Error
I felt part of a learning community	0.7767	5	2	8	30	149	140	5.2	5.1	5.3	good	0.0155
The feedback helped me learn	0.7767	3	5	5	31	139	151	5.25	5.15	5.35	good	0.0155
The digital resources helped me learn	0.7767	4	1	5	30	120	174	5.34	5.25	5.44	good	0.0155
The assessment tasks were appropriate	0.7767	7	1	6	28	132	160	5.27	5.16	5.37	good	0.0155
The amount of assessment was appropriate	0.7767	7	0	10	27	131	159	5.25	5.15	5.36	good	0.0155
Overall I was satisfied with the quality of the teaching	0.7767	6	2	3	24	115	184	5.37	5.27	5.47	good	0.0155
Overall I was satisfied with the quality of the course	0.7767	5	0	5	25	129	170	5.34	5.25	5.44	good	0.0155

The myExperience dashboard shows a summary of student feedback at the university; faculty and school; and course and teacher level



The myExperience dashboard shows a summary of student feedback at the university; faculty and school; and course and teacher level

The screenshot displays the myExperience dashboard for the Pro Vice-Chancellor (Education). The header includes the UNSW Sydney logo, the user role 'Pro Vice-Chancellor (Education)', and the myExperience logo. The user is logged in as 'z3521828' and is viewing the 'Text Responses' section for the course 'ACCT5930' in '2017 Semester 2'. The main content area shows a table of text responses with columns for 'Survey ID' and 'Student Response'. The table contains 10 entries, and the user is currently viewing the first page of results. The left sidebar provides navigation options for 'Welcome', 'Course Overview', 'Likert Statistics', and 'Text Responses', along with filters for 'Term', 'Course', and 'Survey'.

UNSW SYDNEY

Pro Vice-Chancellor (Education)

myExperience

Convenor

Logged In as z3521828
Logout

Welcome

Course Overview

Likert Statistics

Text Responses

Term
2017 Semester 2

Course
ACCT5930

Survey
ALL

ACCT5930 - Text Responses

What were the best things about this course?

Text Response Table

Copy CSV Excel PDF Print Show 10 entries Search:

Survey ID	Student Response
5177-T2-ACCT5930-LEC-A	The teacher is professional and the quality of teaching is high. We can learn a lot from this course.
5177-T2-ACCT5930-LEC-A	It is useful for me to understand the knowledge I learned.
5177-T2-ACCT5930-LEC-A	class interaction
5177-T2-ACCT5930-LEC-A	The teacher is knowledgeable and patient
5177-T2-ACCT5930-LEC-A	teacher
5177-T2-ACCT5930-LEC-A	The structure of this course is very clear. It let us have an good understanding of accounting.
5177-T2-ACCT5930-LEC-A	It is the foundation course of many accounting courses.The teacher explain every concept clearly,so it is easy to learn other courses.
5177-T2-ACCT5930-LEC-A	Basic accounting knowledge make it easier to learn further courses
5177-T2-ACCT5930-LEC-A	Interesting
5177-T2-ACCT5930-LEC-A	Clearer teaching and help me easily understanding

Showing 1 to 10 of 147 entries

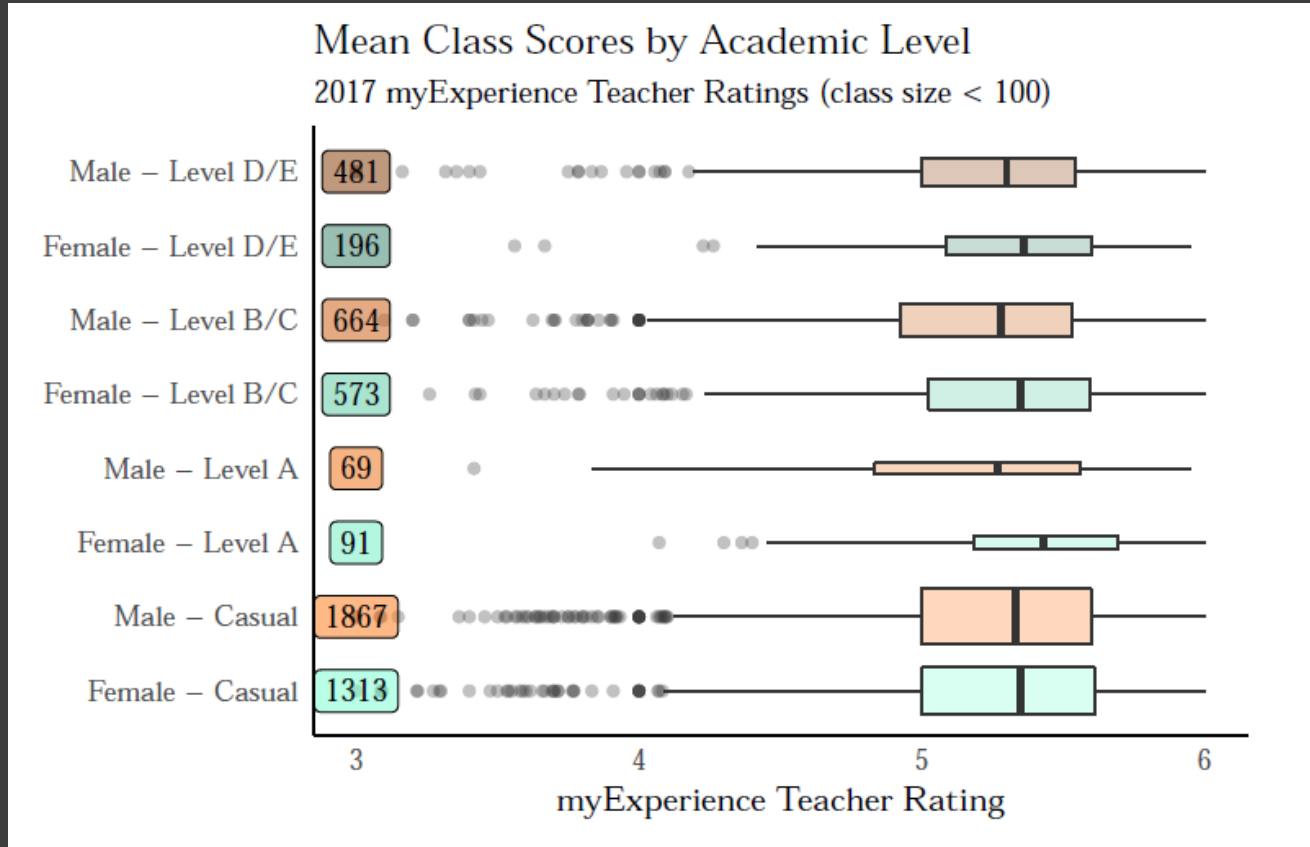
Previous 1 2 3 4 5 ... 15 Next

The myExperience dashboard shows a summary of student feedback at the university; faculty and school; and course and teacher level

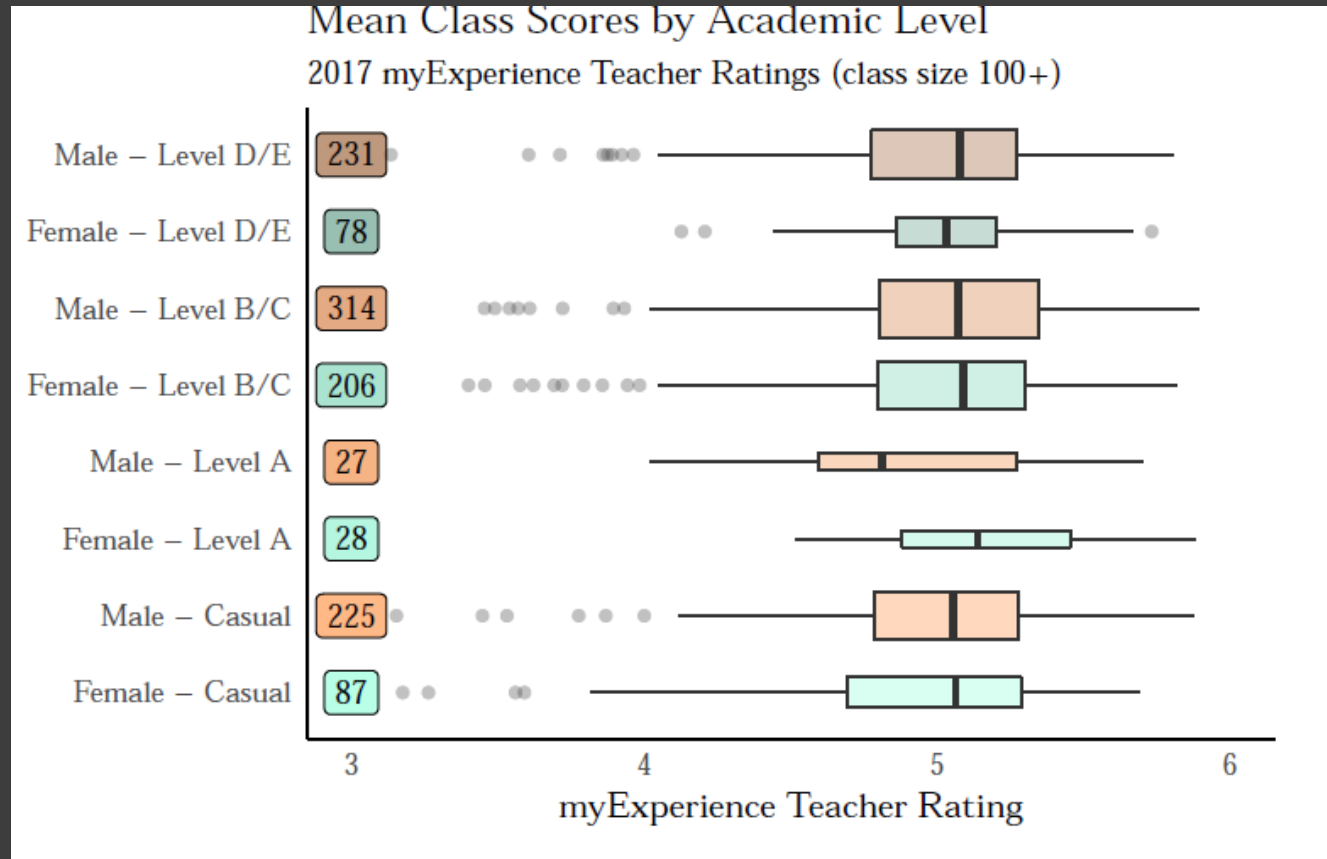
Table 2: Results by Faculty for the course question: Q7: Overall I was Satisfied with the quality of the course (n = No. Responses; M = Mean; % = % Agree)

Faculty	2017-Summer			2017-S1			2017-S2			2018-Summer			2018-Semester-1		
	n	M	%	n	M	%	n	M	%	n	M	%	n	M	%
Overall-UNSW	1666	5.02	90.3	61386	4.91	90.0	56875	4.79	88.8	3017	5	90.8	76758	4.82	89.7
DVC-(A)-Board-of-Studies	39	4.87	84.6	239	5.22	93.7	154	4.81	88.3	32	4.31	71.9	310	5.15	94.8
Art-&-Design	37	5.68	97.3	2412	4.9	88.4	2242	4.7	86.0	47	5.26	93.6	3744	4.82	89.0
Arts-&-Social-Sciences	238	5.32	94.5	8726	5.04	91.9	7321	4.96	91.2	209	5.35	95.7	9712	4.92	90.3
Built-Environment	139	5.06	88.5	3743	4.89	89.5	2907	4.77	88.8	269	5.17	93.7	4740	4.81	89.3
Engineering	205	4.73	85.4	10978	4.82	87.4	10898	4.64	84.4	403	4.93	88.8	15045	4.80	88.4
Law	340	5.1	91.7	4358	4.98	91.0	3463	4.94	91.5	391	5.24	94.6	4322	4.92	90.6
Medicine	75	5.09	90.7	2718	4.93	91.9	3376	4.66	88.8	327	4.99	92.0	3333	4.85	92.5
Science	152	4.87	88.2	9927	4.93	91.7	7631	4.82	91.0	405	4.82	88.4	10313	4.81	91.0
Business-School	428	4.9	90.2	16001	4.93	90.4	16725	4.83	90.2	916	4.89	89.1	21962	4.80	89.9
Canberra-at-ADFA	13	5.85	100.0	2284	4.59	82.4	2158	4.57	83.3	18	5.17	94.4	3277	4.62	85.8

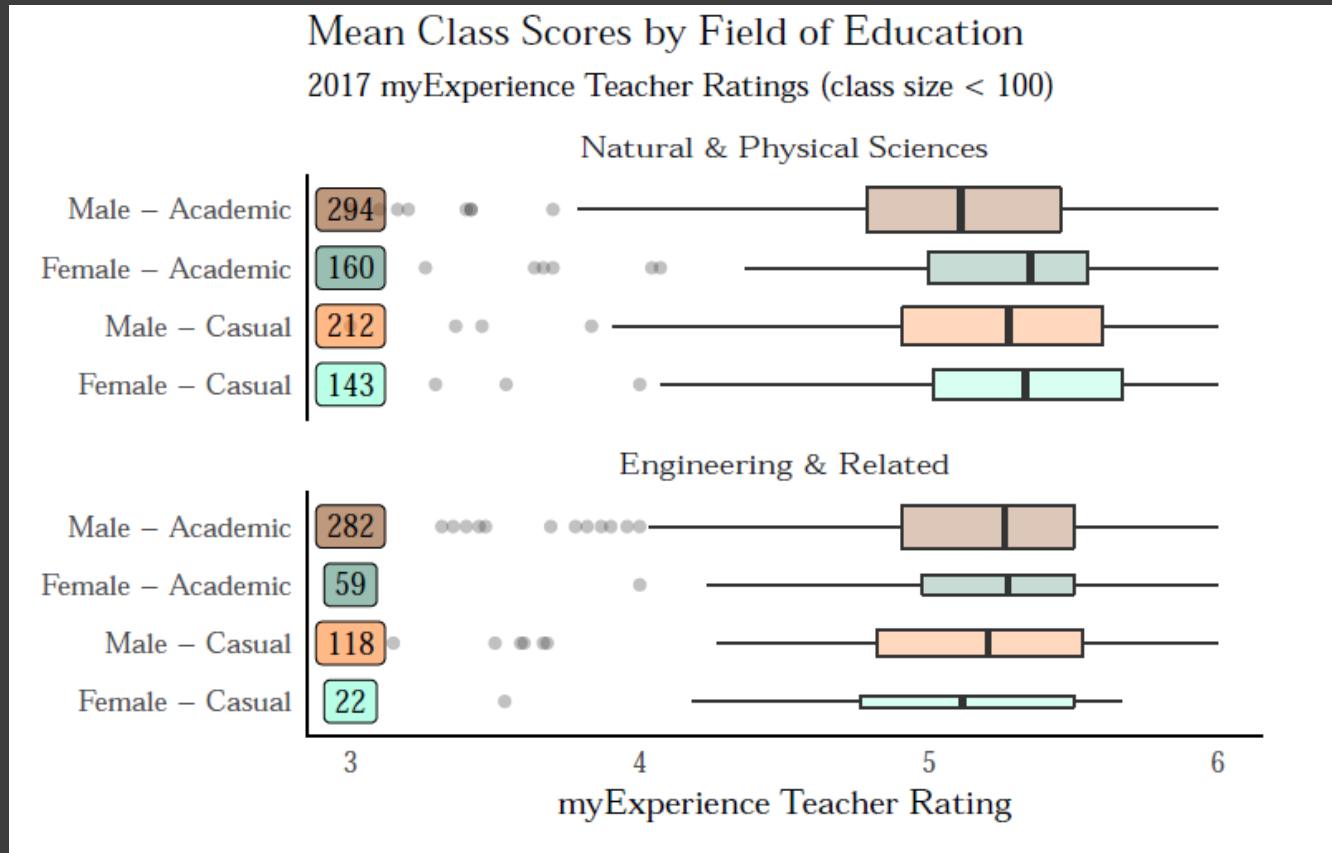
Gender and academic level differences



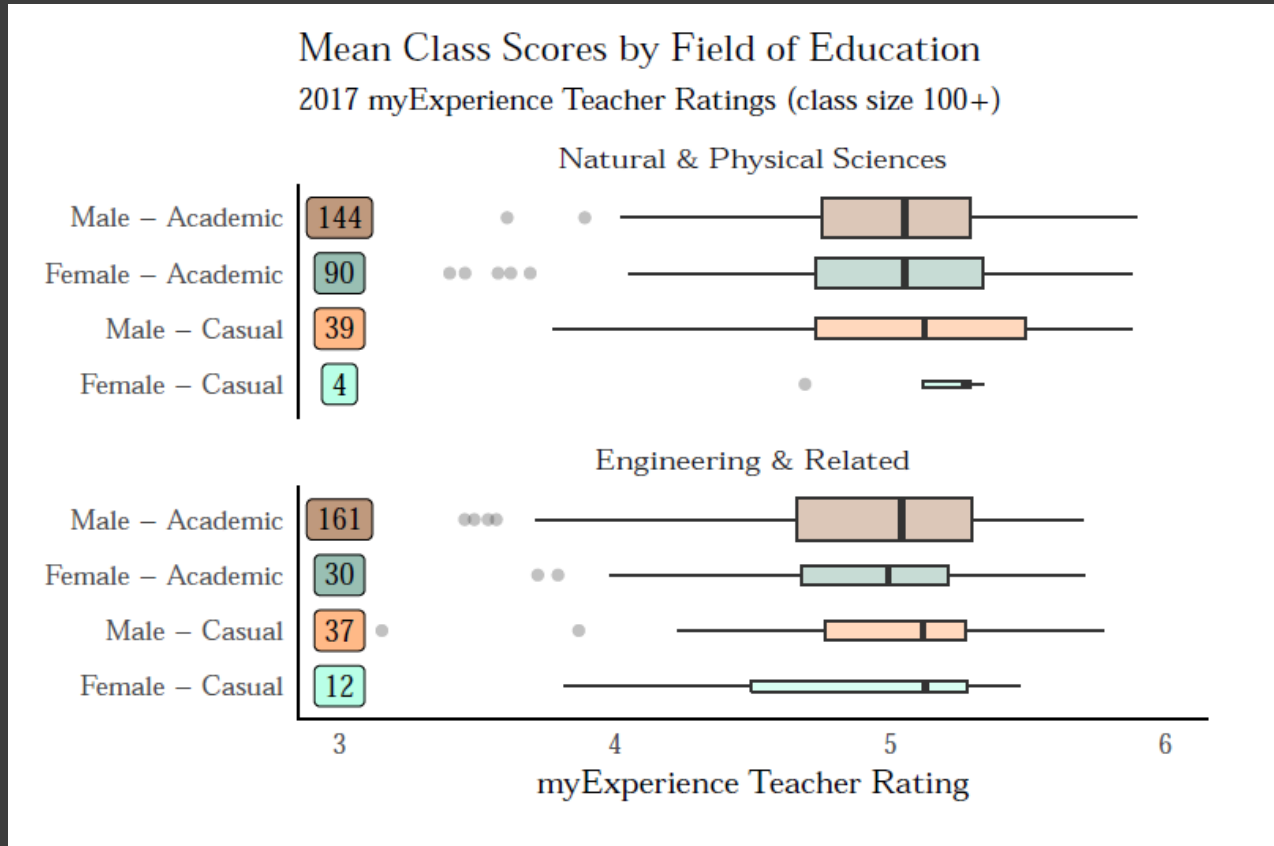
Gender and academic level differences



Gender and academic level differences



Gender and academic level differences



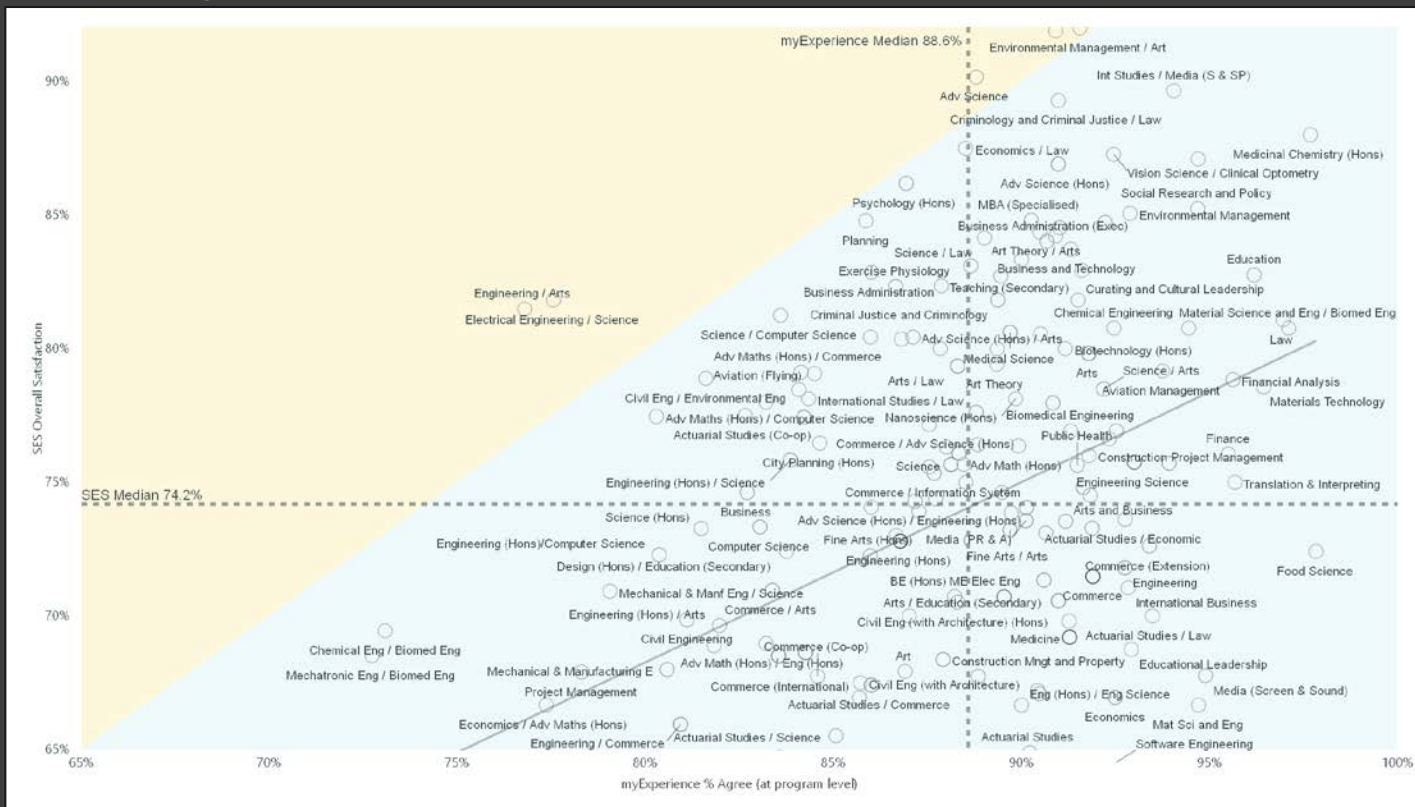
Aligning course level (myExperience) and program level (SES) survey outcome data

SES Overall Satisfaction and myExperience Q7 Overall Satisfaction Overall Teaching Satisfaction by program; 2016-17 (>25 responses for both)

Analysis can be performed to align course level survey outcomes with program level survey outcomes

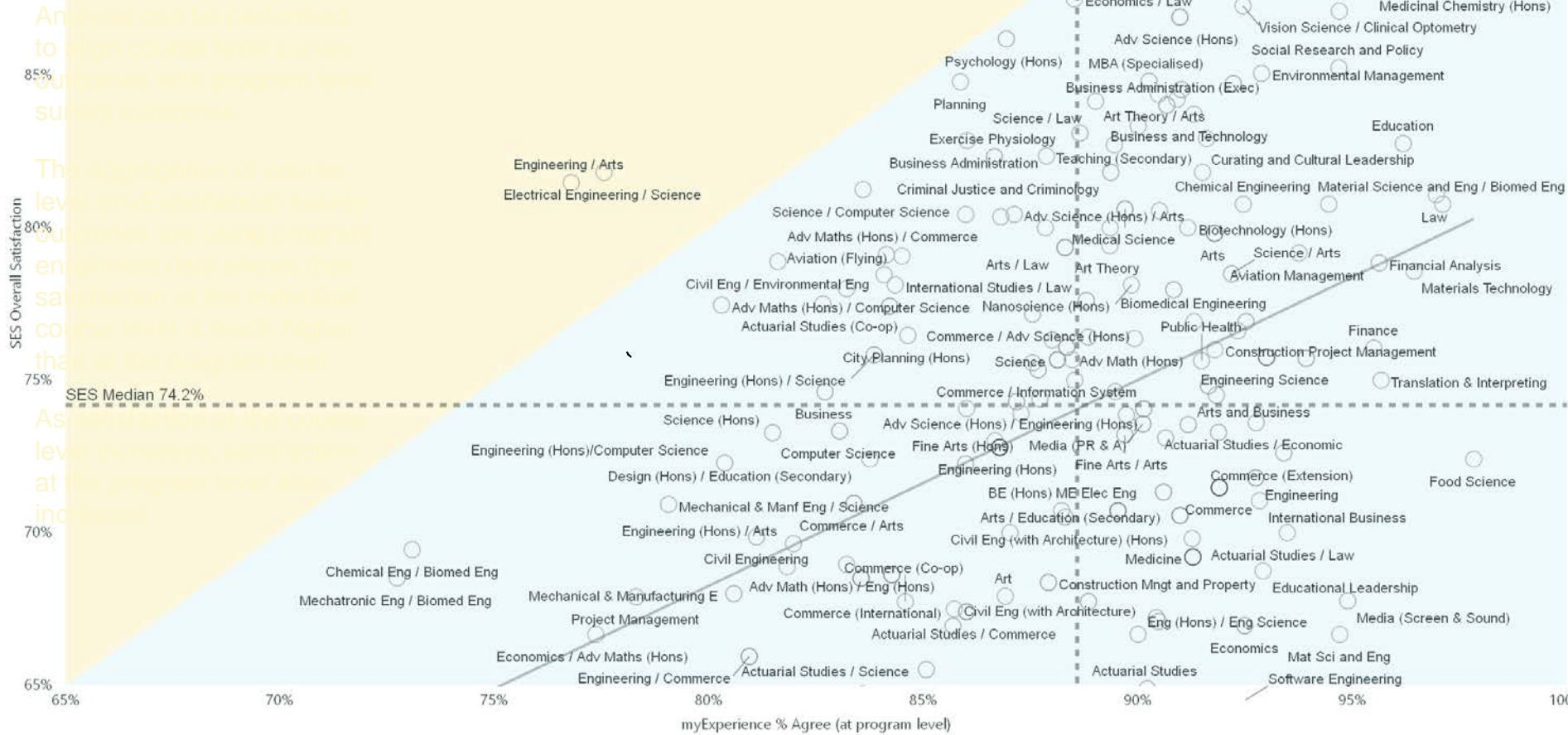
The aggregation of course level (myExperience) survey outcomes are using program enrollment data shows that satisfaction at the individual course level is much higher than at the program level

As satisfaction at the course level increases; satisfaction at the program level also increases



Aligning course level (myExperience) and program level (SES) survey outcome data

SES Overall Satisfaction and myExperience Q7 Overall program: 2016-17 (n=25 responses for both)



PVCE dashboard framework allows us to customise and tailor strategic information to the evolving needs of institutional leadership teams; faculty and school leadership; and program and course authorities

- QILT Dashboard; results of national benchmarking surveys
- myExperience; supports course and teaching quality enhancement
- SETI; Student Experience of Teaching Index; displays teaching band for each teacher for a given term and shows summarised and tabular data at university, faculty and school levels

SETI - Student Experience of Teaching Index

Logged in as z3517256

Logout

Welcome Page

SEt Definition

SEt Overview Table

SEt Summary Stats

SEt Demographics

Welcome to the SEt Index

The SEt Index is UNSW's teaching performance metric system that uses student experience surveys as a proxy for teaching quality and quantity.

This system has been designed to allow teachers to quickly see which of three teaching index bands they are in for any given term. In addition the system allows authorised administrative staff to view summarised and tabular data at university, faculty and school levels.

By logging into this system you agree that you will not disclose, reproduce or distribute any information contained in the SEt Index including but not limited to: attached documents, reports, correspondence and emails, to any person, firm or corporation other than UNSW staff who have a legitimate need for the information. In this regard you are reminded University staff are subject to the obligations of the Privacy and Personal Information Protection Act 1998 (NSW).



SETI - Student Experience of Teaching Index



Pro-Vice Chancellor Education

SEt Index



Teacher View

Logged in as z3517256

Logout

Welcome Page

x² SEt Definition

Teacher Overview

SEt Definition

Inclusion in the SET

To be included in the SET for a semester a teacher must have received 10 or more survey responses to the myExperience teacher question "Overall I was satisfied with the quality of this person's teaching".

N Definition

A teacher's N index is their per semester University wide ranking of n (# student experience responses). The ranking is scaled from 0 to 100.

T1 Definition

A teacher's $T1$ index is their per semester University wide ranking of SE (mean student experience score). The ranking is scaled from 0 to 100.

T2 Definition

A teacher's $T2$ index is the mean value of the teacher's $T1$ and N indices:

$$T2 = \frac{(N + T1)}{2}$$



SETI - Student Experience of Teaching Index



Pro-Vice Chancellor Education

SEt Index



Teacher View

Logged in as z3517256

Logout

Welcome Page

SEt Definition

Teacher Overview

My SEt T2 Index

Band 1

Band 2

Band 3

Likely to change



Your SEt T2 places you in Band 1.

Band 1: SEt T2 indices above 66 to 100.

Band 2: SEt T2 indices above 33 to 66.

Band 3: SEt T2 indices from 0 to 33.

SETI - Student Experience of Teaching Index

Logged in as z3517256

Logout

Welcome Page

SEI Definition

SEI Overview Table

SEI Summary Stats

SEI Demographics

Please select a term:

2017 Semester 1

Please select a faculty:

All

All

UNSW Business School

Faculty of Science

Faculty of Arts&Social
Science

Faculty of Engineering

Faculty of Medicine

Faculty of Built

SEI Overview Table

Semester: 2017 Semester 1

Faculty: All

School: All

A selected teacher will be indicated by a black dotted vertical line on the summary plots.

UNSW

2017 Semester 1

Number of teachers: 1986

Median T1: 50.17

Median N: 50.23

Median T2: 51.335

Kendall's tau: -0.04803 (rank correlation between T1 and N)

p-value: 0.00146 < 0.05

We reject null hypothesis (i.e. T1 and N are *not* statistically independent.)

Copy CSV Excel PDF Print

Search:

zID	First Name	Last Name	Gender	Level	P	n	SE	N	T1	T2
26f6a9cf	Kylin	Grano	M	Casual	642	259	5.77	98.03	95.62	96.82
c0665ef1	Jesse	Fitzsimmons	M	Casual	172	163	5.88	94.33	98.61	96.47
4168dc87	River	Tenorio	M	Casual	385	299	5.71	98.51	92.89	95.7
a94db5e6	Frank	Flores	M	Level B	460	182	5.75	95.24	94.46	94.85
b4be9fe0	Orlando	Rothey	M	Casual	309	151	5.76	93.51	95.25	94.38
d329ef5c	Kristina	Montes-Acosta	F	Casual	157	114	5.9	89.01	99.19	94.1
8335de1a	Erick	Villa	M	Level C	225	133	5.75	91.57	95.14	93.35
5722f6eb	Coleman	Gomez	M	Casual	235	130	5.72	91.11	93.15	92.13
99dd77fe	Alexis	Olson	F	Level B	157	129	5.7	90.93	92.26	91.59
6fdd6921	Asre	Treu	M	Casual	341	104	5.79	86.59	96.19	91.39

Showing 1 to 10 of 1,908 entries

Previous

1

2

3

4

5

...

191

Next

SETI - Student Experience of Teaching Index

SET
Admin View

Logged in as z3517256
[Logout](#)

Welcome Page

SET Overview Table

SET Summary Stats

SET Demographics

SET Definition

Please select a term:
Summer Semester 2017

Please select a faculty:
All

Please select a school:
All

Demo Mode

SET Overview Table

Semester: Summer Semester 2017

Faculty: All

School: All

If a teacher is selected from the table below, they will be indicated on SET Summary plots as a black dotted vertical line.

UNSW

Summer Semester 2017

Number of teachers: 178

Mean T1: 53.3

Mean N: 48.8

Mean T2: 51

Kendall's tau: -0.14666 (rank correlation between T1 and N)

p-value: 0.0037 < 0.05

We reject null hypothesis (i.e. T1 and N are not statistically independent.)

Copy CSV Excel PDF Print

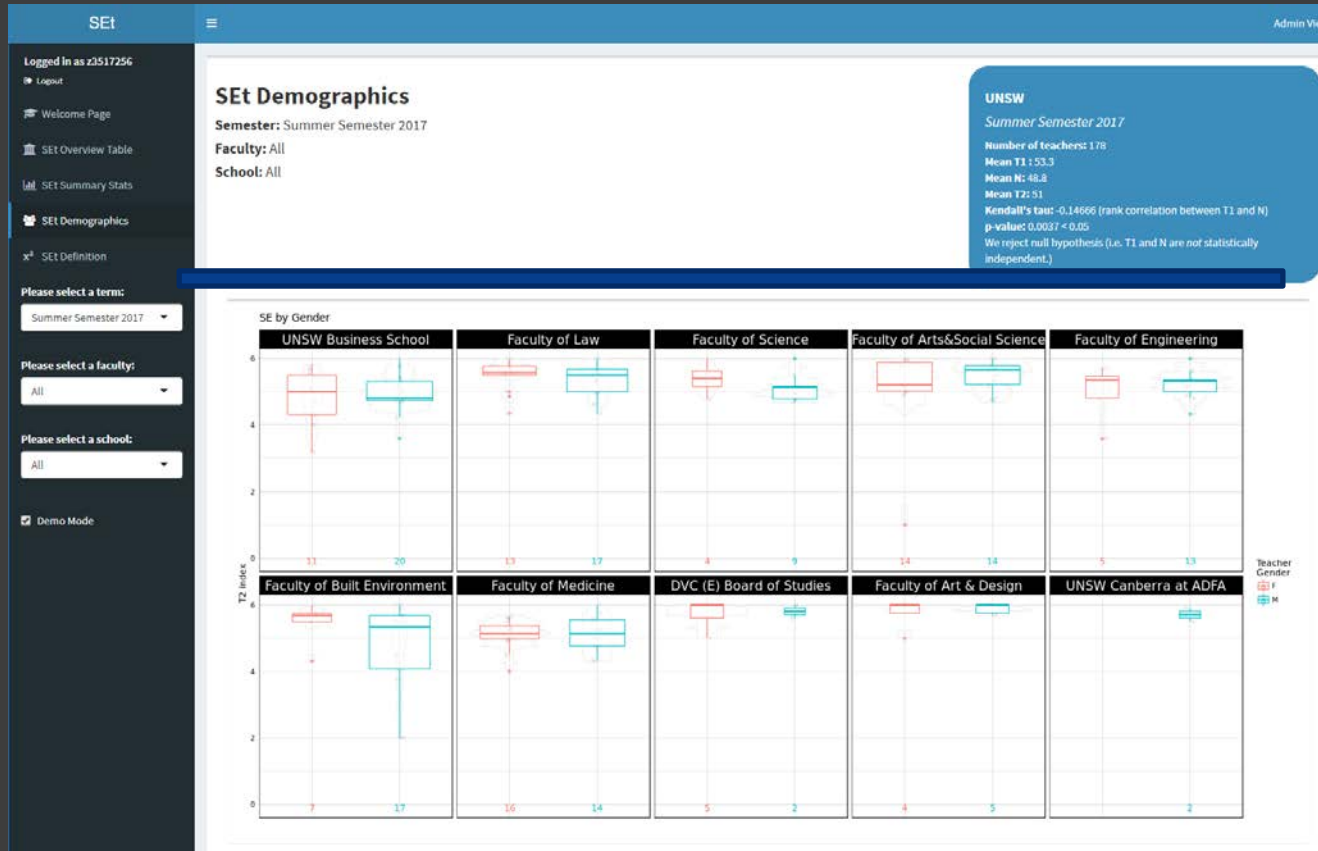
Search:

zID	First Name	Last Name	Gender	Level	P	n	SE	N	T1	T2	Faculty	School
ddfbaeb5	Octavia	Sherrod	F	Level C	21	5.95	86.31	91.46	88.89	Faculty of Arts&Social Science	School of Education	
dc09c36	Katurah	Thigpen	F		21	5.76	86.31	84.76	85.53	Faculty of Built Environment	Faculty of the Built Env	
1caba749	Mya	Tinajero	F		37	5.59	94.64	70.73	82.69	Faculty of Law	Faculty of Law	
3f64d09e	Mu'mina	el-Shakir	F		13	5.92	68.15	90.85	79.5	Faculty of Arts&Social Science	School Humanities & Languages	
30c0db58	Kayla	Kirchner	F	Level D	9	6	56.55	100	78.27	Faculty of Art & Design	Faculty of Art & Design	
934f15a8	Mouneek	Lehi	F		21	5.57	86.31	68.6	77.45	Faculty of Law	Faculty of Law	
277926ac	Hanna	Running Rabbit	F		13	5.77	68.15	85.37	76.76	Faculty of Law	Faculty of Law	
94668833	Kyla	Grzybowski	F		36	5.47	94.05	57.93	75.99	Faculty of Engineering	School of Elec Eng & Telco	
6dbeb87e	Azhudrea	Hawk	F	Level B	23	5.48	90.18	58.84	74.51	Faculty of Built Environment	Planning & Urban Development	
eea326a0	Katrina	Galaviz	F		22	5.45	88.69	57.32	73	UNSW Business School	Sch Info Sys and Tech Mgmt	

Showing 1 to 10 of 178 entries

Previous 1 2 3 4 5 ... 18 Next

SETI - Student Experience of Teaching Index



Where to from here?

- Student feedback can be used to drive change if comparative data is presented
- Data driven conversations are more productive
- Presenting data in a format that people can use is critical
- Institutions sharing experiences helps everyone
- Only ask for feedback when you intend to do something with the response

