MEMBERS OF THE ASSESSMENT AND EVALUATION STANDING COMMITTEE
Pro Vice-Chancellor (Education) (Winthrop Professor Jane Long) – Chair
Nominee of the Chair of the Academic Board (Winthrop Professor Linc Schmitt)
Director of Centre for Advancement of Teaching and Learning (Winthrop Professor Denise Chalmers)
Director of Institutional Research Unit (Dr Greg Marie)
President of the Guild (Mr Matthew McKenzie)
Director of Student Services (Mr Jon Stubbs)
Faculty representatives from the University’s Teaching and Learning Committee:
    Associate Dean (Teaching and Learning), Faculty of Engineering, Computing and Mathematics (Professor Cara MacNish)
    Associate Dean (Teaching and Learning), Faculty of Natural and Agricultural Sciences (Dr Brenton Knott)
Associate Dean (Teaching and Learning), Faculty of Medicine, Dentistry and Health Sciences (Professor Sandra Carr)
UWA Business School (Assistant Professor Eileen Thompson) – Deputy Chair
Higher Education Development (Evaluations), CATL (Professor Sid Nair)

Executive Officer
Ms Sally Jackson, Academic Policy Services

ASSESSMENT AND EVALUATION STANDING COMMITTEE MEETING -
WEDNESDAY 16TH MAY

This is to confirm that the next meeting of the Assessment and Evaluation Standing Committee will be held from 3-4.30pm on Wednesday 16th May in the Chancellors Meeting Room (Winthrop Tower).

Parts 1 and 2 of the agenda are to be dealt with en bloc by motion of the Chair. Part 3 is for discussion. A member may request the transfer of an item from Part 1 to Part 3.
AGENDA

WELCOME AND THANKS

The Chair will welcome Mr Matthew McKenzie and returning members to the Assessment and Evaluation Standing Committee meeting.

APOLOGIES

The Chair will record any apologies. Members are reminded that apologies should be forwarded to the Executive Officer prior to the meeting.

DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST

The Chair will invite members to declare potential for conflict or perceived conflicts of interest, if applicable, with regard to items on the agenda.

1. MINUTES – REF: F29275

Confirmation of the minutes of the Assessment and Evaluation Standing Committee for the meeting held on 18th August 2011.

Minutes are available here: [link to minutes]

The Chair recommends:
- that the minutes be confirmed

PART 1 – ITEM FOR COMMUNICATION TO BE DEALT WITH EN BLOC

2. AMENDMENT TO ASSESSMENT AND EVALUATION STANDING COMMITTEE CONSTITUTION

At its meeting of the 1st March 2012, the Teaching and Learning Committee approved a minor change to the constitutions of its four Standing Committees; as follows;

- that the number of co-optees that may be recruited to assist in progressing the Teaching and Learning Standing Committees' work be increased, from up to two, to up to five, at the discretion of the Standing Committee Chair and with the agreement of the Chair of the Teaching and Learning Committee

Please find an extract from the 1st March Teaching and Learning Committee meeting attached (Attachment A).

PART 2 – ITEMS FOR DECISION TO BE DEALT WITH EN BLOC

No items.
PART 3 – ITEMS FOR DISCUSSION

3 ASSESSMENT PROJECT – REF: F35247

Assessment design and the practices of grading and feedback are a priority of UWA, with this in mind an Assessment and Feedback project was facilitated by the University with the goal of enhancing the educational value in the assessment processes for New Courses 2012 and to achieve greater efficiency in the overall assessment process.

The project focused on;

- Introduction of New Courses 2012;
- National reforms to the higher education sector;
- Need to ensure assessment practices are sustainable; and
- Need for the University to ensure students have achieved desired learning outcomes.

Winthrop Professor Denise Chalmers will provide members with an update of the Assessment and Feedback Project (Attachment B)

For discussion.

4 UWA STUDENT EXPERIENCE QUESTIONNAIRE

Members are reminded that the Student Academic and Cohort Experience Working Party was established in April 2011. As part of its terms of reference, the working party was;

1. To identify opportunities for enhancing the student experience within New Courses 2012, particularly through affiliation with communities of interest, and in related academic and social dimensions

To this end, an initial working paper canvassing the notion of a student experience survey was first circulated at the 12 July meeting at the Student Academic and Cohort Experience Working Party (SACE) outlining the importance and relevance to UWA for such a survey

An initial draft survey was then developed by CATL and has received feedback from Dr Greg Marie and colleagues in the Institutional Review Unit (IRU) W/Professor Jane Long and W/Professor Ian Reid. The survey was also forwarded to members of the Teaching and Learning Committee in March 2012, feedback has been received from FECM, SIS, Student Services, Business School and the Research Unit and is attached (Attachment C).

At the next stage, once all feedback has been received and considered and appropriate revisions made to the survey, it will be presented to the Board of Coursework Studies for its consideration.

Additional information related to this item is attached;

Attachment D - Development Paper UWA Student Experience Questionnaire (TLC circulated doc)  
Attachment E - Option 1 - UWA Student Experience Questionnaire Mock Up  
Attachment F - Recommendations on the final structure and approach

For discussion

5 NEXT MEETING

The next meeting of the Assessment and Evaluation Standing Committee will be held on Monday 27th August from 11.30am to 1pm in Meeting Room W1 (Winthrop Tower).
MINUTES OF A MEETING OF THE TEACHING AND LEARNING COMMITTEE
HELD ON THURSDAY 1st MARCH 2012 IN THE SENATE ROOM

4. RECOMMENDATION FOR TEACHING AND LEARNING STANDING COMMITTEES
   – REFs: F29274, F27831, F29379, F30166

Members were reminded that the Teaching and Learning Committee operates with four standing committees sitting beneath, and reporting to it, to facilitate the transaction of business in key areas of activity. The standing committees, established in 2009 were:

- The Assessment and Evaluation Standing Committee
- The Awards Standing Committee
- The eLearning and Learning Spaces Standing Committee
- The Grants and Schemes Standing Committee

Members had before them a report from the Chair which outlined the current arrangements for the Chairs of the Standing Committees, acting as nominees of the Chair of the Teaching and Learning Committee, to nominate co-optees to the Standing Committees. Information was also provided on the informal review of the Standing Committees to be conducted during 2012 by the Chair and Deputy Chair of this committee. Members were advised a review report would be provided at the September committee meeting.

The Chair explained that in the interim, some Standing Committee Chairs had requested for their capacity to invite people to serve on Standing Committees to be expanded in consultation with the Chair and Deputy Chair of the Teaching and Learning Committee, to assist in progressing business during 2012.

In respect of co-optees, and effective for 2012, the Chair recommended:

That the number of co-optees that may be recruited to assist in progressing the Teaching and Learning Standing Committees’ work be increased, from up to two, to up to five, at the discretion of the Standing Committee Chair and with the agreement of the Chair of the Teaching and Learning Committee.

The Chair sought in-principle endorsement of a proposal for all Standing Committee members to have terms of two years, renewable by invitation, with the exception of Chairs who were nominees.

No questions were raised in response to the Chair’s explanation of the recommendation and proposal and members

RESOLVED – TLC 2/12

(i) that the number of co-optees that may be recruited to assist in progressing the Teaching and Learning Standing Committees’ work be increased, from up to two, to up to five, at the discretion of the Standing Committee Chair and with the agreement of the Chair of the Teaching and Learning Committee, and

(ii) that the constitutions of the four Standing Committees be amended accordingly

RESOLVED – TLC 3/12

to endorse in-principle that all Standing Committee members will have terms of two years, renewable by invitation, with the exception of Chairs who are nominees, and that this proposal will be detailed in the forthcoming review.

<table>
<thead>
<tr>
<th>Date</th>
<th>Sender (Name)</th>
<th>File to (Name)</th>
<th>Action Required</th>
<th>Recipient Initials</th>
<th>Date Actioned</th>
<th>Action Taken</th>
<th>Folio number</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/03/12</td>
<td>T&amp;L C (KM-S)</td>
<td>Assessment and Evaluation Standing Committee</td>
<td>For action.</td>
<td>SJ</td>
<td></td>
<td>Copy of extract sent to EO (Sally Jackson) and RMS.</td>
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</tbody>
</table>
Chair’s recommendation on Standing Committee membership

Members will be aware that the Teaching and Learning Committee operates with four standing committees sitting beneath, and reporting to, it, to facilitate the transaction of business in key areas of activity. These standing committees, established in 2009, are:

- The Assessment and Evaluation Standing Committee
- The Awards Standing Committee
- The eLearning and Learning Spaces Standing Committee
- The Grants and Schemes Standing Committee

The membership and constitutions of these standing committees have been endorsed by the Teaching and Learning Committee. In all cases, the Chairs of standing committees, acting as nominees of the Chair of the Teaching and Learning Committee, may nominate co-optees to the standing committees to ensure appropriate expertise in relation to the work at hand.

To ensure that the standing committees’ functions remain relevant, well-informed, and appropriately constituted, the Chair and Deputy Chair will conduct an informal review of the standing committees during 2012: their work, their membership, and their constitutions in the context of the teaching and learning agenda at UWA— and will report to the Teaching and Learning Committee with any recommendations at the September meeting of the Committee.

In the interim, some Chairs have requested that the capacity for them to invite people to serve on standing committees be expanded in consultation with the Chair and Deputy Chair of the Teaching and Learning Committee, to assist in progressing business during 2012.

It has further been mooted that, with the exception of Chairs who are nominees, all members of standing committees should have terms of two years, renewable by invitation. Whilst this proposal will be considered more fully in the context of the informal review, the Chair seeks in-principle endorsement of this proposal at this earlier stage, to facilitate the planning work that will accompany the review.

In respect of co-optees, and effective for 2012, the Chair recommends:

That the number of co-optees that may be recruited to assist in progressing the Teaching and Learning standing committees’ work be increased, from up to two, to up to five, at the discretion of the standing committee Chair and with the agreement of the Chair of the Teaching and Learning Committee.

W/Professor Jane Long
Chair, Teaching and Learning Committee
20 Feb 2012
1. UWA ASSESSMENT AND FEEDBACK PROJECT

Overview and objectives

The UWA Assessment and Feedback Project is intended to provide resources and support to assist UWA and its faculties to assure the quality of its assessment regimes so that they serve the educational goals to best effect. The overall driving rationale for the review of assessment has been the need for a convergence between assessment and educational principles, to ensure more efficiency and effectiveness.

Core elements of the project design have been directed by the need for strong, unambiguous leadership on assessment procedures and values, the importance of congruency between assessment procedures, specific disciplinary cultures and institutional values; and ensuring that the focus of attention and activity is on assessment issues that are of high concern at the practice level.

Roles

Project Sponsor: PVC(E) W/Professor Jane Long
Project Supervisor: Director of CATL, W/Professor Denise Chalmers
External Consultant: Professor Jan Orrell
CATL academic staff:
Professor Sid Nair
Assistant Professor Lee Partridge
Assistant Professor Rashmi Watson
Project Administrator: Dr Zoe Anderson

Process

The Project has been divided into two phases.
Semester 1, 2011

Phase One, has consisted of the nominated Faculty Leader collecting the raw data on units/courses and assessment tasks. From this, a report has been written, and taken back to the course team to identify a mutually agreed decision of what aspects of assessment are most relevant for them to consider further, while emphasizing current good practice.

Faculty Leaders were Sophie Giles (Faculty of Architecture, Landscape and Visual Arts), Jenna Mead (Faculty of Arts, Humanities, and Social Sciences), Sue Miller (Faculty of Medicine, Dentistry and Health Sciences), Christine Howitt (Graduate School of Education), and Diane Hesterman (Faculty of Engineering, Computer Science and Mathematics).

Semester 2, 2011

Phase Two, which began in July, will be the implementation of the decisions and actions made with the course team, as well as moving on to review a second course within their faculty. This will continue with the involvement of Sophie Giles (Faculty of Architecture, Landscape and Visual Arts), Sue Miller (Faculty of Medicine, Dentistry and Health Sciences), Christine Howitt (Graduate School of Education), and Diane Hesterman (Faculty of Engineering, Computer Science and Mathematics).

Phase Two also involves the second cohort of faculties embarking on their review. Faculty joining the project in Semester Two are: Peter Whipp (Faculty of Life and Physical Sciences), Brenton Knott (Faculty of Natural and Agricultural Science), Tracie Pushman (School of Indigenous Studies) and Eileen Thompson (Business School). Charlie Fox has taken over from Jenna Mead as the FAHSS Project Leader.

A large number of resources and information have been made available through the Assessment Project website, located as a part of the CATL website, which has been developed by Kenn Martin and Shannon Johnson, and maintained by Zoe Anderson. www.catl.uwa.edu.au/projects/assessment_project

Courses reviewed/to be reviewed:

<table>
<thead>
<tr>
<th>2011</th>
<th>Phase 1 Semester 1</th>
<th>Phase 2 Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALVA</td>
<td>Environmental Design</td>
<td>Master of Architecture</td>
</tr>
<tr>
<td>FAHSS</td>
<td>English</td>
<td>History, German</td>
</tr>
<tr>
<td>FMDHS</td>
<td>Population Health</td>
<td>Pharmacology, Pharmacy, and Aboriginal Health and Wellbeing</td>
</tr>
<tr>
<td>FECM</td>
<td>Electrical and computing engineering</td>
<td>Engineering Science, Masters of Professional engineering</td>
</tr>
<tr>
<td>EDU</td>
<td>Master of Education</td>
<td>Master of Teaching (Early Childhood)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2011</th>
<th>Phase 2 Semester 2</th>
<th>Semester 1, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLPS</td>
<td>Exercise Science</td>
<td>TBA</td>
</tr>
<tr>
<td>FNAS</td>
<td>TBA</td>
<td>TBA</td>
</tr>
<tr>
<td>SIS</td>
<td>Indigenous Studies units from across majors/disciplines</td>
<td>TBA</td>
</tr>
<tr>
<td>BUS</td>
<td>Management and Human Resource Management</td>
<td>TBA</td>
</tr>
</tbody>
</table>

Outcomes
Faculty leaders involved with Stage One faculties- ECM, FAHSS, MDHS, ALVA and EDU- all reported positive feedback from meetings and discussions with Heads of School and colleagues in their disciplines. Details of these can be found in the Progress Reports. These will now be actioned as the specific changes identified are translated into practice.

**Artifacts of outcomes**

Appendices:

1. **Faculty reports**

*Faculty reports written by Faculty Leaders and developed with CATL Academic Staff and Assoc. Prof. Jan Orrell:*

- Stage One
  - Architecture, Landscape and Visual Arts
  - Engineering, Computer and Mathematical Science
  - Arts, Humanities and Social Sciences
  - Graduate School of Education
  - Medicine, Dentistry and Health Sciences
  - Graduate School of Business

- In progress (Stage One/Two)
  - Law
  - Natural and Agricultural Science
  - Life and Physical Science
  - Architecture, Landscape and Visual Arts
  - Engineering, Computer and Mathematical Science
  - Arts, Humanities and Social Sciences
  - Graduate School of Education
  - Graduate School of Business
  - Medicine, Dentistry and Health Sciences

2. **Progress reports**

*Progress Reports*

All faculty leaders from Phase One have completed a report on their findings, with recommendations for change/discussion.

At the completion of Phase One, faculty leaders have been asked to prepare a 2 page progress report on the project to date. The areas to be addressed are:

- Name and faculty
- Name of course reviewed
- What the process entailed (data collected, report generated, meetings with faculty, etc)
- What change was identified as needed
- What issues/obstacles (if any) were encountered
- What are the perceived challenges (if any) moving forward
- What (if any) faculty workshops were run
- What resources/workshops/support are needed
- What is the next course for review

Progress reports received:

- Architecture, Landscape and Visual Arts
2. WORKSHOPS

<table>
<thead>
<tr>
<th>Date</th>
<th>Facilitators</th>
<th>Title</th>
<th>Audience</th>
<th>Attendees</th>
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</thead>
<tbody>
<tr>
<td>2 May</td>
<td>Jan Orrell</td>
<td>‘Assessment Rubrics, Report writing and Team Meetings’</td>
<td>Assessment and Feedback project team and faculty leaders</td>
<td>12</td>
</tr>
<tr>
<td>9 May</td>
<td>Denise Chalmers, Sue Miller (MDHS)</td>
<td>‘Assessment in the Population health undergraduate program’</td>
<td>FMDHS</td>
<td>11</td>
</tr>
<tr>
<td>24 May</td>
<td>Denise Chalmers, Lee Partridge, Dianne Hesterman</td>
<td>‘Assessment Does Matter (FASE Lunchtime seminar series)’</td>
<td>ECM</td>
<td>15</td>
</tr>
<tr>
<td>19 July</td>
<td>Sid Nair, Denise Chalmers</td>
<td>Assessment and Integration of Student Experience in the Classroom</td>
<td>Population Health</td>
<td>12</td>
</tr>
<tr>
<td>27 July</td>
<td>Denise Chalmers, Dianne Hesterman</td>
<td>Assessment Design</td>
<td>Mechanical and Chemical Engineering</td>
<td>31</td>
</tr>
<tr>
<td>2 August</td>
<td>Jan Orrell</td>
<td>‘How much assessment is enough?’</td>
<td>Assessment &amp; Feedback project team and faculty leaders</td>
<td>10</td>
</tr>
<tr>
<td>3 October</td>
<td>Jan Orrell</td>
<td>Multiple Choice Exams</td>
<td>Assessment and Feedback Project team and faculty leaders</td>
<td>10</td>
</tr>
</tbody>
</table>

Ad Hoc Workshops & Presentations facilitated by CATL staff Jan - Sept 2011

<table>
<thead>
<tr>
<th>CATL Staff member</th>
<th>Title of Workshop / Seminar</th>
<th>No. of Attendees</th>
<th>Faculty / School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denise Chalmers</td>
<td>Assessment Workshop – series (x 2)</td>
<td>Approx 20</td>
<td>School of Population Health</td>
</tr>
<tr>
<td>Denise Chalmers &amp; Lee Partridge</td>
<td>Assessment Panel</td>
<td>10</td>
<td>Faculty of Engineering, Computing and Maths</td>
</tr>
<tr>
<td>Denise Chalmers</td>
<td>Assessment Methods Workshop</td>
<td>31</td>
<td>School of Mechanical &amp; Chemical Engineering</td>
</tr>
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3. TEACHING AND LEARNING MONTH

The theme for Teaching and Learning Month 2011 was “Assessment and Feedback in the New Courses” and was designed to tie in with the work currently being undertaken in this area in preparation for New Courses 2012. A total of 12 events were held from Monday 30th May – Friday 10th June 2011. Attendance numbers were steady compared to previous years. An evaluation carried out at the end of the event indicates a slight decrease in satisfaction with the event compared to previous years, and all activities within Teaching and Learning month are under review for 2012.
1. Distinguished teachers workshop by Adjunct Professor Lynne Hunt “Is this in the exam? Planning for assessment as a learning experience’

This workshop focused on the principles of good assessment practice from the experiences of colleagues teaching in different disciplines, discussing how assessment may be organised to enhance students’ reflective practice and how it might be shaped to align with the curriculum.

31 UWA staff and students attended this workshop.

2. Teaching and Learning Research Colloquium – Keynote Address by Professor Keithia Wilson “Assessment in First Year: Beliefs, Practices and Systems”

This presentation centred on the predictors of early student satisfaction and success, followed by the identification of a conceptual framework, process steps, and range of evidence-based strategies underpinning an effective whole-of-School/program approach to first year orientation, engagement and retention with diverse student cohorts. The strategies included both co-curricular strategies (e.g., orientation, peer mentoring), and curricular strategies (e.g., curriculum design, pedagogy and assessment practices) for enhancing commencing student engagement and success

Approximately 65 staff attended the Teaching and Learning Research Colloquium.

3. Distinguished visiting teachers workshop by Professor Keithia Wilson, Griffith University “Managing the Assessment lifecycle: principles and practices in the first year”

The workshop’s focus was on principles and practices for enabling commencing students’ success with early assessment. Three aspects of the first year assessment process were considered: designing assessment items that are appropriate to the needs of commencing students; preparing students to confidently and successfully undertake early assessment items; and providing quality feedback to enable and support student learning and ongoing success. Strategies for academic recovery with at-risk students following failure on early assessment items were also discussed. The workshop brought together findings from the literature and evidence from a current ALTC Grant on first-year assessment which integrates student, academic and professional staff perceptions of effective first year assessment practice.

19 UWA staff and students attended this workshop.

4. The Face-Off Debate: That Assessment is a waste of time

This debate between the UWA debating club and Toastmasters was attended by approximately 30 people on the Oak Lawn.

5. Hypothetical: Imagine there’s no assessment, it’s easy if you try!

The hypothetical was attended by approximately 50 UWA staff and students

4. VISITING SCHOLARS

CATL facilitated a number of visiting scholars in relation to Assessment practices in 2011.
Jude Carroll, David Nichols, and Jan Orrell also met with the CATL Working Party, held sessions with the Assessment and Feedback Project Team, and also met with the faculty staff from the Assessment and Feedback Project individually to offer feedback on their project progression, and on their faculty’s assessment practices.

<table>
<thead>
<tr>
<th>Date</th>
<th>Host school</th>
<th>Visitor</th>
<th>Programme Delivery</th>
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<tbody>
<tr>
<td>8-9 June</td>
<td>CATL</td>
<td>Keithia Wilson</td>
<td>T&amp;L Month visiting teacher – keynote at colloquium (and workshop); present DVTF workshop</td>
</tr>
<tr>
<td>29-30 June</td>
<td>CATL</td>
<td>Christine Asmar</td>
<td>Present workshop</td>
</tr>
<tr>
<td>9-15 July</td>
<td>CATL</td>
<td>Mick Healey</td>
<td>Present workshop; meet with CATL staff (Director &amp; Lee Partridge)</td>
</tr>
<tr>
<td>27-29 July</td>
<td>Service Learning Working Party</td>
<td>Barbara Holland</td>
<td>Present workshop; meet with various UWA staff interested in service learning (coordinated by Service Learning working party)</td>
</tr>
<tr>
<td>20 – 30 Sept</td>
<td>CATL / 5APCEI / Business School</td>
<td>Jude Carroll</td>
<td>Present series of workshops; work with Assessment &amp; Feedback project participants</td>
</tr>
<tr>
<td>17 Oct</td>
<td>CATL</td>
<td>David Nicol</td>
<td>Present workshop Work with assessment &amp; feedback project participants</td>
</tr>
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5. CONFERENCES

On October 20-21, Assistant Professor Rashmi Watson and Winthrop Professor Denise Chalmers attended the ATN Assessment Conference on behalf of the CATL Academic Team. Denise presented a paper written by Denise Chalmers, Lee Partridge, Professor Sid Nair, Janice Orrell and Zoe Anderson, entitled UWA Assessment and Feedback Project: A Work-in-Progress report on a university-wide initiative.

35 people attended and there was great interest and feedback on the project.

6. EXTERNAL CONSULTANCY

Associate Professions Janice Orrell, a national expert on higher education, was employed as an external consultant for the Assessment and Feedback Project. Jan was in Perth three times throughout 2011.

Jan’s engagement included:

- Provide review framework, templates and resources
- Provide Professional development / training to faculty project staff for project initiation
- Contribute to other Professional Development where desirable

Assessment at CATL 2011

DRAFT ZA 16/11/11
- Provide resources and support to the CATL Academic development team
- Contribute to policy development through the provision of expert drafting & feedback
- 2nd order comment and feedback on review reports prior to their publication

7. COMMITTEES

In 2011, Denise Chalmers and Sid Nair both served as members on the Assessment and Evaluation Standing Committee.

Denise Chalmers, Lee Partridge, Sid Nair, Rashmi Watson, and Zoe Anderson, all served on the Assessment and Feedback Project Working Party.

8. POLICY

Drawing on the work of Janice Orrell, a draft set of assessment principles was developed. The PVC(E), Jane Long established a consultation process to consider the draft assessment principles. These were tabled at the Assessment and evaluation standing committee, a meeting of Associate Deans (Teaching and Learning), the University Teaching and Learning Committee and Academic Council.

A review of UWA Assessment Policy has been conducted in 2011, to examine it for consistency across the university in line with educational principles and where there was a need for flexibility at a local level for particular faculty/school specificities.

CATL, with assistance from Jan Orrell, will consider the assessment policy in 2012.

9. ASSESSMENT, 2012

In 2012, CATL will continue with the next iteration of the Assessment & Feedback project, supporting Faculties who wish to undertake the process for a 2nd or subsequent program. There will be some limited funding available from CATL to support the continuation of the project, and CATL staff will continue to work with the faculty leaders one-on-one and coordinate regular meetings to bring everyone together to discuss progress, issues and best practice.

Work on the assessment policy will also continue in 2012, with Jan Orrell continuing to work with CATL & the PVC(E) to draft a policy based on the Assessment Guidelines which are currently being considered by the Academic Council.
Comments on the draft UWA Student Experience Survey

Response rate

1. During September students will receive frequent emails inviting them to complete the University Experience Survey. If, immediately after the UES has closed, they are invited to complete an even longer survey, also about the student experience, they are likely to be surprised and possibly irritated, and may well decide not to participate.

2. What response rate is needed for the survey to yield the information required? The last 3 student engagement surveys conducted at UWA, in September 2007, 2008 and 2010, had response rates of 26%, 15% and 24%. Based on this experience, the response rate for a local student experience survey conducted in September/October, immediately after the UES, could be as low as 15%. This would be too low for the data to be meaningful, especially when broken down by discipline, faculty and school levels as is desired.

Items

1. The rationale states:

“The usefulness of such an instrument is exemplified by the Melbourne Experience Surveys (MES). The University of Melbourne developed its own student experience instrument to determine some of the academic and social outcomes arising from the introduction of the Melbourne Model. The outcome of collecting this information has resulted in evidence based improvements to enhance the student experience.”

Which aspects of the student experience were changed by the implementation of the Melbourne Model? Have the items that measured these aspects at the University of Melbourne been included in the draft UWA survey?

2. At the Future Framework Implementation Committee meeting in October, 2011 it was agreed that we should not commit to questions taken from the current CEQ while its future is uncertain (the CEQ is currently under review) or before the contents of the UES are known.

3. The draft UWA instrument duplicates some draft UES items, e.g., attributes and skills acquired.

4. There are no questions in the draft instrument about actual participation in social activities arising from being at UWA, how many friends have been made, etc.

Greg Marie
23.4.2012
Development paper

UWA Student Experience Questionnaire

Professor Sid Nair
Centre for Advancement of Teaching and Learning
8 September 2011
Overview
Over the last decade greater interest in the quality of education programs have become firmly embedded across the higher education sector. Universities often embark on this ‘accountability journey’ by reviewing their pedagogy and curriculum by way of obtaining feedback primarily from their students. In general, such feedback has been used as a diagnostic tool to aid the development of teaching; research data to further the design and improvements of units, courses, curriculum and teaching; initial information for current and potential student and identified numerous ways universities are utilizing information from students evaluations; and, as a measure for judging quality of units and courses increasingly becoming tied to funding. Clearly, the changing landscape in higher education and the external operating environment require institutions to carefully monitor the student environment in order to monitor achievement of a university’s vision and mission.

For UWA there is an opportunity to seek a deeper understanding of students’ experience through the development and administration of a UWA Experience Survey. This will enable UWA to better target strategies that will enhance the institution’s continuous quality improvement as well as ensure that the university is informed of the student experience in a timely way as the university introduces its new courses in 2012.

An initial working paper canvassing the notion of a student experience survey was first circulated at the 12 July meeting at the Student Academic and Cohort Experience Working Party (SACE) outlining the importance and relevance to UWA for such a survey. At this meeting there was in principle support for such a survey. The outcome of this meeting was for CATL to take on the comments on board from this meeting and to draft a questionnaire with a rationale.

Progress
The initial draft of the survey was developed by CATL, and then forwarded to Dr Greg Marie and colleagues in the Institutional Review Unit (IRU) for their feedback. Following their feedback, the Draft survey was then forwarded to W/Professor Jane Long, PVC (E), who forwarded it W/Professor Ian Reid, who has subsequently provided additional feedback.

Attached with this paper is the current draft version of the survey with indicative scales and items taking into account the feedback that has been obtained to date.

Feedback and Comment Sought
The primary aim of this paper is to elicit feedback on the draft survey (See Appendix A). In particular,

a) Feedback on the composition of the items and scales that will make up the survey, noting the rationale and desirability of maintaining some comparability and possible benchmarking with other survey data.
b) Comment on the areas covered in the draft survey and suggest wording of items, particularly for services provided by student services and UWA specific areas

All feedback should be forwarded to Professor Sid Nair (Sid.nair@uwa.edu.au) by 30 September 2011.

Attachments
Appendix A: UWA Student Experience Survey (Draft)
Appendix B: Rationale for UWA student Experience Questionnaire (July)
APPENDIX A: Draft UWA Student Experience Survey

UWA Student Experience Questionnaire (Draft)

Professor Sid Nair
Centre for Advancement of Teaching and Learning
8 September 2011
Table 1: Summary of Survey Structure

<table>
<thead>
<tr>
<th>Areas</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Administration</td>
<td>Online</td>
</tr>
<tr>
<td>Frequency</td>
<td>Every year for the first 3 years and then every 2 years</td>
</tr>
<tr>
<td>Timing</td>
<td>September/October each year</td>
</tr>
<tr>
<td>Target Population</td>
<td>Census - All years (UG and PG coursework)</td>
</tr>
<tr>
<td>No of Scales</td>
<td>6 + 2</td>
</tr>
<tr>
<td>Proposed Scales:</td>
<td>Good Teaching</td>
</tr>
<tr>
<td></td>
<td>Generic Skills</td>
</tr>
<tr>
<td></td>
<td>UWA Approach to Teaching &amp; Learning</td>
</tr>
<tr>
<td></td>
<td>Learning Support</td>
</tr>
<tr>
<td></td>
<td>Student Support</td>
</tr>
<tr>
<td></td>
<td>General University Experience</td>
</tr>
<tr>
<td></td>
<td>Degree Experience for First Year Only</td>
</tr>
<tr>
<td></td>
<td>Enriching Educational Experience for First Year</td>
</tr>
<tr>
<td>Other Dimensions</td>
<td>Students indication about their study</td>
</tr>
<tr>
<td></td>
<td>Other Support at UWA</td>
</tr>
<tr>
<td></td>
<td>Student Plans/Information</td>
</tr>
<tr>
<td>Response Scale</td>
<td>Likert unless indicated</td>
</tr>
<tr>
<td>Global Rating Items</td>
<td>4 + 1</td>
</tr>
<tr>
<td>Open Ended Questions</td>
<td>2</td>
</tr>
<tr>
<td>Bio-demographics</td>
<td>To be captured from the Student Management System</td>
</tr>
</tbody>
</table>

Relevant documents:

1. UWA Education Principles
2. Education Priorities 2009-2013
3. Education Strategy 2009-2013
## SECTION I: YOUR DEGREE & LEARNING EXPERIENCE

<table>
<thead>
<tr>
<th>Area/ Scale</th>
<th>Description</th>
<th>Possible questions/ items</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Good Teaching</strong></td>
<td>Measures student perception of teaching. It focuses on feedback, motivation, attention, understanding of problems and skill in explaining concepts.</td>
<td>Possible advance indicator for CEQ Teaching Scale. No. of item and item wording should remain the same to allow comparisons.</td>
<td></td>
</tr>
<tr>
<td>Good Teaching</td>
<td></td>
<td>1. The teaching staff motivate me to do my best work. 2. The teaching staff put a lot of time into commenting on my work 3. The teaching staff make a real effort to understand difficulties I might be having with my work 4. The teaching staff normally give me helpful feedback on how I am going 5. The teaching staff are extremely good at explaining things 6. The teaching staff work hard to make their subjects interesting.</td>
<td></td>
</tr>
<tr>
<td><strong>Generic Skills</strong></td>
<td>Measures student perception of graduate attributes development achieved in their degrees.</td>
<td>Possible advance indicators for CEQ Generic Skills Scale. Items 1-6 are CEQ items. No of item and item wording should remain the same to allow comparisons. Items 7-10 included to cover aspects of UWA Educational Principles.</td>
<td></td>
</tr>
<tr>
<td>Generic Skills</td>
<td></td>
<td>1. The degree develops my problem solving skills 2. The degree sharpens my analytical skills 3. The degree helps me develop my ability as a team member 4. As a result of my degree I feel confident about tackling unfamiliar problems 5. The degree improves my skills in written communication 6. The degree helps to develop the ability to plan my own work. 7. The degree develops my ability to conduct research 8. The degree develops my sense of ethical responsibility 9. The degree encourages me to value perspectives other than my own (e.g. from different cultural, social, religious or economic backgrounds) 10. The degree encourages innovation and creative thinking 11. I believe I will be able to use the skills I am learning at UWA in future employment settings.</td>
<td></td>
</tr>
<tr>
<td><strong>Approaches to Teaching and Learning</strong></td>
<td>Measures student perception of approaches to teaching and learning encouraged at UWA.</td>
<td>Indicators specific to UWA degrees- &quot;Student learning takes place both within and beyond the formal setting of classrooms, laboratories, and lecture theatres, and depends upon active student engagement and interaction in both curricular and extra-curricular settings.&quot; Education Strategy 2009-2013 Item 3 -Teaching-research nexus Item 5- New course feature</td>
<td></td>
</tr>
<tr>
<td>Approaches to Teaching and Learning</td>
<td></td>
<td>1. My degree includes global (international) perspectives 2. My degree makes reference to research to enhance my learning 3. My degree provides me with opportunities to engage in enhancement activities (e.g. in work, research, extra study, international exchange). 4. Information and communication technology (e.g. Moodle, email, online quizzes, podcasting, online discussion groups etc) is used effectively and where appropriate in my degree to facilitate my learning. 5. My degree has flexible pathways.</td>
<td></td>
</tr>
</tbody>
</table>

Comment [p1]: They don’t know before they do
### Students indication about their study

<table>
<thead>
<tr>
<th>Source of items/Scale</th>
<th>How do you feel you are progressing with your studies so far?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melbourne</td>
<td>- Not as well as I expected  - About the same  - Better than expected</td>
</tr>
</tbody>
</table>

### SECTION II: SUPPORTING YOUR STUDIES

<table>
<thead>
<tr>
<th>Area/ Scale</th>
<th>Description</th>
<th>Possible questions/ items</th>
<th>Comment</th>
</tr>
</thead>
</table>
| **Learning Support** | Measures student perception of study support and resources available at UWA | 1. The library services are readily accessible (e.g., online, face to face)  
2. The library resources are appropriate for my needs  
3. I am able to access information technology resources when I need them  
4. Teaching spaces (e.g., lecture theatres, tutorial rooms, laboratories) are suitable for my learning needs  
5. I am generally satisfied with the online classroom environment (e.g., Moodle, portal)  
6. The unit materials (online, printed) I receive in my degree are of high quality | Covers only learning Support/Resources experienced by the majority  
The UWA Student Learning Experience Strategy and Management |
| **Student Support** | | 1. The advice I received about degrees and unit offerings/choice was clear  
2. Registering for classes was easy  
3. I received helpful answers to my questions about enrolment  
4. Class information was available in sufficient time for me to plan my timetable  
5. The Student Portal provides good access to the information I need.  
6. *NEED A QUESTION ON STUDENT SERVICE*  
7. *(ONLY First Years)* Information about transition and first year support programs available in my degree has been easy to access |
### SECTION III: GENERAL UNIVERSITY EXPERIENCE

<table>
<thead>
<tr>
<th>Area/Scale</th>
<th>Description</th>
<th>Possible questions/items</th>
<th>Comment</th>
</tr>
</thead>
</table>
| General University Experience     | Measures wider student experience at the campus including areas of student activities, social interaction and belonging. | 1. I am more open to different ways of seeing things as a result of my experience at UWA  
2. Personal development opportunities are on offer to me at UWA  
3. I have opportunities to develop academically at UWA  
4. I have opportunities to contribute to the University’s future directions (e.g. through surveys and discussion forums)  
5. I have opportunities at UWA to engage with people of different cultures  
6. UWA uses the results of student surveys to improve learning and teaching  
7. The range of student activities (e.g. sports, clubs, etc) provided at my campus generally meets my needs  
8. I have sufficient opportunity for social interaction at my campus | Indictors of student association with the university  
No university currently is seeking experience on improvements using the student voice |

### SECTION IV: GLOBAL MEASUREMENT

<table>
<thead>
<tr>
<th>Area/Scale</th>
<th>Description</th>
<th>Possible questions/items</th>
<th>Comment</th>
</tr>
</thead>
</table>
| Global Items                      | Overall Satisfaction | 1. Overall, I am satisfied with my study experience at UWA  
2. Overall, I feel I belong to the university community  
3. My needs are well supported by a range of resources and services  
4. Overall, I am acquiring a broad based general education at UWA (FIRST YEAR ONLY) | Overall indication of satisfaction and expectations |
|                                   | Matching expectation | 5. Overall, my experience as a UWA student has matched the expectations I had before I enrolled in the degree |                                                                                       |
SECTION V: OTHER SUPPORT AT UWA

In this section lists support services that are provided across the university. If you have used a service please indicate your level of satisfaction with the service.

<table>
<thead>
<tr>
<th>Support Service</th>
<th>Did You Use the service?</th>
<th>If Yes, how satisfied are you with the service?</th>
<th>How important are these services to you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Counselling</td>
<td>Yes/No</td>
<td>Not satisfied -------------------------- Very satisfied</td>
<td>Not important ------------------------ Very important</td>
</tr>
<tr>
<td>Careers and employment</td>
<td>Yes/No</td>
<td>Not satisfied -------------------------- Very satisfied</td>
<td>Not important ------------------------ Very important</td>
</tr>
<tr>
<td>International Student Support</td>
<td>Yes/No</td>
<td>Not satisfied -------------------------- Very satisfied</td>
<td>Not important ------------------------ Very important</td>
</tr>
<tr>
<td>Student housing</td>
<td>Yes/No</td>
<td>Not satisfied -------------------------- Very satisfied</td>
<td>Not important ------------------------ Very important</td>
</tr>
<tr>
<td>Religious Support (Chaplaincy)</td>
<td>Yes/No</td>
<td>Not satisfied -------------------------- Very satisfied</td>
<td>Not important ------------------------ Very important</td>
</tr>
<tr>
<td>University Health Services</td>
<td>Yes/No</td>
<td>Not satisfied -------------------------- Very satisfied</td>
<td>Not important ------------------------ Very important</td>
</tr>
<tr>
<td>Disability Services and Support</td>
<td>Yes/No</td>
<td>Not satisfied -------------------------- Very satisfied</td>
<td>Not important ------------------------ Very important</td>
</tr>
<tr>
<td>English Language programs and support</td>
<td>Yes/No</td>
<td>Not satisfied -------------------------- Very satisfied</td>
<td>Not important ------------------------ Very important</td>
</tr>
<tr>
<td>Orientation Activities</td>
<td>Yes/No</td>
<td>Not satisfied -------------------------- Very satisfied</td>
<td>Not important ------------------------ Very important</td>
</tr>
<tr>
<td>Sporting Facilities and programs</td>
<td>Yes/No</td>
<td>Not satisfied -------------------------- Very satisfied</td>
<td>Not important ------------------------ Very important</td>
</tr>
<tr>
<td>Student Guild (eg clubs and societies)</td>
<td>Yes/No</td>
<td>Not satisfied -------------------------- Very satisfied</td>
<td>Not important ------------------------ Very important</td>
</tr>
<tr>
<td>Student Guild advice and advocacy</td>
<td>Yes/No</td>
<td>Not satisfied -------------------------- Very satisfied</td>
<td>Not important ------------------------ Very important</td>
</tr>
<tr>
<td>Security Services</td>
<td>Yes/No</td>
<td>Not satisfied -------------------------- Very satisfied</td>
<td>Not important ------------------------ Very important</td>
</tr>
</tbody>
</table>

SECTION VI: OPEN ENDED FEEDBACK

<table>
<thead>
<tr>
<th>Area</th>
<th>Possible questions/ items</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open ended questions</td>
<td>1. What have been the best aspects of your UWA experience so far?</td>
<td>Ability of students to provide written feedback on areas of positive and negative experience.</td>
</tr>
<tr>
<td></td>
<td>2. What aspects of your UWA experience could be improved?</td>
<td></td>
</tr>
</tbody>
</table>


### SECTION VII: STUDENT PLANS/INFORMATION

<table>
<thead>
<tr>
<th>Area</th>
<th>Possible questions/items</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Plans</strong></td>
<td>1. Are you planning to undertake further studies (undergraduate or postgraduate)?</td>
<td>Indicator of study plans possibly at the PG at UWA</td>
</tr>
<tr>
<td></td>
<td>- Yes, immediately on completion of my current degree</td>
<td>Information not normally available on the student management system</td>
</tr>
<tr>
<td></td>
<td>- Yes, at a later stage</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Have not decided yet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Will not undertake further study</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Where would you consider taking further studies?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- UWA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Another university in WA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Another university in Australia</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Undertake further study overseas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Have not decided yet</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Will not undertake further study</td>
<td></td>
</tr>
<tr>
<td><strong>Student Info</strong></td>
<td>3. Are you normally in paid work during the Semester?</td>
<td>Information not normally available on the student management system</td>
</tr>
<tr>
<td></td>
<td>- Yes/No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If <strong>yes</strong>, what is the average number of hours you undertake <strong>paid work per week</strong>?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- less than 5 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 5-10 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 11-15 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 16-20 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 21-25 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 26-35 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- more than 35 hrs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Do you have other significant responsibilities or commitments outside university</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(for example parenting, membership of associations, volunteering, caring for aged</td>
<td></td>
</tr>
<tr>
<td></td>
<td>parent, pro-bono work, sporting commitments)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Yes/No</td>
<td></td>
</tr>
<tr>
<td></td>
<td>If <strong>yes</strong>, what is the average number of hours <strong>per week</strong> that you are engaged in this</td>
<td></td>
</tr>
<tr>
<td>activity?</td>
<td>less than 5 hrs</td>
<td>5-10 hrs</td>
</tr>
<tr>
<td>-----------</td>
<td>----------------</td>
<td>----------</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area/ Scale</th>
<th>Description</th>
<th>Possible questions/ Items</th>
<th>Comment</th>
</tr>
</thead>
</table>
| Degree Experience| Measures first year student perception of their degrees/units and their adjustment to university studies | Thinking about most of units in your major field of study or discipline, please indicate how much you agree with the following statements (Strongly Disagree – Strongly Agree):  
1. The learning objectives of the units were made clear  
2. Where it was used, information technology was well integrated into the unit  
3. The workload was appropriate  
4. The units covered the breadth of the discipline  
5. There was a clear sequence of well integrated units available  
6. The units were well structured and administered  
7. My knowledge, understanding, and skills were adequately assessed  
8. The spread of assessment tasks was appropriate  
9. Assessment requirements and marking criteria were made clear at the beginning of each unit  
10. Helpful feedback on assessment was given within a reasonable time  
11. Unit materials could be easily accessed  
12. First-year units were well designed to help new students adapt to university study | Items specific to first year students                                                                                                                             |
# FIRST YEAR MEASUREMENT of ENGAGEMENT

<table>
<thead>
<tr>
<th>Area/Scale</th>
<th>Description</th>
<th>Items</th>
<th>Response Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enriching Educational</td>
<td>Measures planned engagement or experiences or engagement in various aspects</td>
<td>Practicums. Internships, fieldwork or work experience</td>
<td>Do not know</td>
</tr>
<tr>
<td>Experience</td>
<td>of university studies</td>
<td>Industry placement or work experience</td>
<td>Have not decided</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community service or volunteer work</td>
<td>Do not plan to do</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in study group or learning community</td>
<td>Plan to do</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work on a research project with a staff member outside of coursework</td>
<td>Done</td>
</tr>
<tr>
<td></td>
<td></td>
<td>requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study a foreign language</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study abroad or student exchange</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consult a university careers service for advice</td>
<td></td>
</tr>
</tbody>
</table>

*Note:* This scale can also be incorporated for all years so as to compare new degrees with the existing degree framework.
Appendix B: Rationale for UWA student Experience Questionnaire (July)

Rationale for
UWA student Experience Questionnaire

Professor Sid Nair
Centre for Advancement of Teaching and Learning
July 2011
There is an opportunity for UWA to seek a deeper understanding of students’ experience of UWA through developing and administering a UWA Experience Survey. This will enable us to better target strategies that will enhance the institution’s continuous quality improvement. Further, it is argued that such feedback will ensure that the university is informed of the student experience in a timely way as the university introduces its new courses in 2012. The UWA Experience Survey should offer institutional leaders and managers, course coordinators, teachers and current and prospective learners an insight on what is working and what is not working within its ‘walls’ and inform the plans the university has to further enhance the student experience. Equally relevant is that it will offer evidence of student experience at a level of disaggregation to course and year level, to enable monitoring and targeted responses.

The usefulness of such an instrument is exemplified by the Melbourne Experience Surveys (MES). The University of Melbourne developed its own student experience instrument to determine some of the academic and social outcomes arising from the introduction of the Melbourne Model. The outcome of collecting this information has resulted in evidence based improvements to enhance the student experience. At different times, the Universities of Queensland, Monash and Sydney developed and administered their own student experience surveys for similar purposes.

This paper outlines the possible domains of measure in such a questionnaire for UWA as well the proposed survey methodology and reporting.

Overview

The changing pattern of student participation in higher education has played a key role in shaping student expectations and experience. Higher education in Australia and other parts of the world is no longer dominated by only 18-21 year olds living on campus, studying fulltime, using traditional face-to-face learning, using campus facilities such as bars and pools, and being taught by elite academics.

Several national studies (eg Scott, 2006 and Krause et al, 2005) suggest that student judgement of quality and high satisfaction is based on both learning and teaching (course design, teaching and assessments) and administrative factors (student support, resourcing and infrastructure). According to Kane et al, (2008), some academics and student unions claim that students are not particularly interested in the course-related aspects of their learning and that it is the social and union related parts of their experience that are most important. Student satisfaction data since early 1990s from a number of UK universities suggest that students have been consistently more concerned with course-related issues compared to social side of their experience. An analysis of offshore student satisfaction in a large Australian university suggests that the top ten factors students see as most important are related to library, quality of teachers, course outcomes, IT infrastructure and local support by partner institutions (Shah & Nair, 2011).

According to Alves & Raposo (2007), it is a fundamental necessity to analyse and study students’ satisfaction in higher education, as the dissatisfaction of students could have ominous consequences for both the institution and the students, including for example unsuccessful students (Wiese, 1994, Walther, 2000), students quitting or transferring (Chadwick & Ward, 1987; Dolinsky, 1994; Thomas et al., 1996; Astin, 2001) and ‘negative word of mouth’ harming future applications (Ugolini, 1999). Conversely, Alves & Raposo (2007) suggest that, institutions of higher education with satisfied students could greatly benefit from being able to establish lasting relationships with their graduates.

The analysis of literature suggests that the characteristics of quality student experience and satisfaction includes factors related to course design, quality of teaching staff, quality management of student assessment, library and IT services and range of well resourced support services (eg Coates, 2010; Kolijatic & Kuh, 2001; Kuh, 2009; Pascarella and Terenzini, 2005). The 2011 study
by Shah & Nair, shows that student experience and high satisfaction is based on five interrelated factors including: adequate and reliable learning infrastructure and resources, quality of teaching staff, course design which enables student attainment of generic skills, quality management of student assessments and issues around administrative matters such as timetabling, admissions and enrolments (See Table 1). These studies suggest that the characteristics of quality student experience are based on the total student experience including the quality of both academic and administrative areas.

Table 1: Five Recurring Themes based on Three Separate Studies (Shah & Nair, 2011)

<table>
<thead>
<tr>
<th>Five Themes</th>
<th>Related Sub-Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Infrastructure</td>
<td>Library: electronic access to library resources, library’s online information resources, convenient opening hours of the library, number of up-to-date books and range/availability of materials to support the course of study. Information Technology: quality of computing equipment and computing facilities (computers and printers) are reliable. Online learning: online learning portal. Classrooms: well equipped lecture theatres, classrooms and other learning areas and adequate spaces on campus to work with other students on group assignments.</td>
</tr>
<tr>
<td>Quality of Teacher</td>
<td>Teachers: teaching is conducted by staff who are good teachers, reliability/ punctuality of teaching staff and staff treat students as mature individuals.</td>
</tr>
<tr>
<td>Course Design</td>
<td>Course Outcomes: course equips students with up-to-date knowledge and skills needed by employers, course develops subject knowledge, relevance of course content to future employment and development of skills and abilities required for your future employment.</td>
</tr>
<tr>
<td>Student Assessments</td>
<td>Assessments: clear assessment requirements and timely and usefulness of feedback from teaching staff.</td>
</tr>
<tr>
<td>Administrative Matters</td>
<td>Administration: enrolment and reenrolment is quick and convenient, exam timetable clashes are easily resolved, early availability of class timetable to organise other aspects life (e.g. work, childcare), course enables me to construct a timetable for attendance at classes which suit my needs and security on the campus.</td>
</tr>
</tbody>
</table>

Questionnaire Design
A review of the survey instruments (See Appendix A) used in a number of Go8 universities show some key domains within the instrument framework. These domains include teaching and course quality, graduate attributes both generic and university specific, student engagement, learning support and resources and the on campus experience.

In addition to the design consideration for the UWA survey, the current national University Experience Survey (UES) being designed has some overlapping features to the surveys currently utilized in other universities. The domains currently in the construct of the UES include learner engagement (covers Orientation/transition specifically for first years and enriching experiences); Teaching & Support (covering aspects of teaching, assessment and student interaction, learning resources, curriculum quality and administrative support); retention intentions measuring the plans for students in their studies.

The proposed domains in the UWA experience survey are designed to capture information that are not already captured by the other surveys currently conducted at the university and not to replicate information gained with national surveys which are currently in place unless there is a need
to be able to seek this information to the course level. Table 2 summarizes the proposed areas of measurement with item design taking into account the above factors.

Table 2: Proposed Constructs of the UWA Experience Survey

<table>
<thead>
<tr>
<th>No</th>
<th>Domains</th>
<th>Description</th>
<th>Areas of measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teaching and courses</td>
<td>Measure student perception of teaching and quality of courses.</td>
<td>Areas of measurement include the skills development in the new courses, quality of broadening units, flexibility of courses, study abroad. Acquisition of UWA educational principles</td>
</tr>
<tr>
<td>2</td>
<td>Student Support/Resources</td>
<td>Measure student perception of support provided across the university and resources available to support learning</td>
<td>Advice on courses, pathways, career, enrichment opportunities, counselling, physical classroom and online facilities, library</td>
</tr>
<tr>
<td>3</td>
<td>Learning Community</td>
<td>Primarily focuses on student perceptions of the social/engagement experience of learning.</td>
<td>Explore academic interest with staff and student, belonging to the university learning community</td>
</tr>
<tr>
<td>4</td>
<td>General/Campus Experience</td>
<td>Measures wider student experience at the campus in areas of student activities, social interaction, facilities and the experience at the University relating to opportunities to develop personally and academically</td>
<td>includes areas of student activities, social interaction and belonging</td>
</tr>
<tr>
<td>6</td>
<td>Student Plans</td>
<td>Measure of student future plans at UWA or elsewhere</td>
<td>Part-time vs full-time, future studies in the next 3-5 years, take up of postgraduate study</td>
</tr>
<tr>
<td>7</td>
<td>Global Measurement</td>
<td>• Measure student perception of overall satisfaction of their educational experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Measures student perception of matching of student expectation in their experience compared to those they had before enrolment</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Open ended questions</td>
<td>• Best aspect of the educational experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Aspects of the experience that need improvement</td>
<td></td>
</tr>
</tbody>
</table>

Administration
The UES will be administered as a web-based survey to the total university student population. This approach will give the university the perception of students of experiences at different stages of their studies.
The survey will be administered annually for the first three years to establish a baseline data set as UWA progresses into the new courses. After this initial period, the survey can be administered on a bi-annual basis. This administration details are summarised in Table 3.

### Table 3: Administration of UWA Student Experience Survey

<table>
<thead>
<tr>
<th>Administration</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode</td>
<td>Web-based</td>
</tr>
<tr>
<td>Time</td>
<td>September/October annually for the first 3 years</td>
</tr>
<tr>
<td>Target population</td>
<td>Census</td>
</tr>
</tbody>
</table>

### Reports/Analysis

The precise nature of the analyses will be tailored to the nature of items and instrument, and will include a reporting architecture for number of reports (See Table 3). In addition, there is also the possibility of benchmarking in the future as well as the ability to link other data that is available (e.g., aggregated SPOT reports, AGS reports) so as to understand the total student experience at the institution.

### Table 4: Reports and Accessibility Mapping

<table>
<thead>
<tr>
<th>No</th>
<th>Report Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University wide</td>
<td>Only staff and students</td>
</tr>
<tr>
<td>2</td>
<td>Year Level</td>
<td>Staff All university staff</td>
</tr>
<tr>
<td>3</td>
<td>Broadening units</td>
<td>Staff All university staff</td>
</tr>
<tr>
<td>4</td>
<td>Program Level</td>
<td>All university staff</td>
</tr>
<tr>
<td>5</td>
<td>International vs domestic</td>
<td>All university staff</td>
</tr>
<tr>
<td>6</td>
<td>Campus</td>
<td>All university staff</td>
</tr>
</tbody>
</table>

### Time Frame

Table 5 outlines a recommended time frame for the changes and implementation of the new survey. The advantages of implementing the changes within the recommended timeframe are that the national UES survey will have been developed and ample time will be available for the consultative process with UWA regarding the structure of the questionnaire.

### Table 5: Timeframe for UWA Student Experience Survey development

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Timeframe</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Proposal of Survey approach</td>
<td>August 2011</td>
</tr>
<tr>
<td>2</td>
<td>Draft Item development</td>
<td>August - October 2011</td>
</tr>
<tr>
<td>3</td>
<td>Feedback, refinement and approval of committees/Faculties</td>
<td>Dec 2011- March 2012</td>
</tr>
<tr>
<td>4</td>
<td>Develop specifications for online capability</td>
<td>September 2011- March 2012</td>
</tr>
<tr>
<td>5</td>
<td>Develop a Communication Plan</td>
<td>Nov 2011 - Feb 2012</td>
</tr>
<tr>
<td>6</td>
<td>Launch of Survey</td>
<td>August/September 2012</td>
</tr>
<tr>
<td>7</td>
<td>Generate reports</td>
<td>November, 2012</td>
</tr>
</tbody>
</table>
References


Thomas, M. et al. (1996) Student withdrawal from higher education, Educational Management and Administration, 24(2), 207–221.


Appendix A: Overview of Instruments in Go8 Universities
<table>
<thead>
<tr>
<th>University</th>
<th>Instrument</th>
<th>No of Scales</th>
<th>Scales</th>
<th>No of item</th>
<th>Frequency</th>
<th>Response Scale</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Sydney</td>
<td>Student Course Experience Questionnaire (SCEQ)</td>
<td>13</td>
<td>CEQ Good Teaching Scale</td>
<td>6</td>
<td>biennially</td>
<td>5 point Likert</td>
<td>Since 1999</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CEQ Clear Goals &amp; Standards</td>
<td>4</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>CEQ Appropriate Assessment</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>CEQ Generic Skills</td>
<td>6</td>
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<td>CEQ Appropriate Workload</td>
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<td></td>
<td></td>
<td>CEQ Learning Community</td>
<td>5</td>
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<td>The on-campus experience</td>
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<td></td>
<td></td>
<td>Graduate Attributes</td>
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<td></td>
<td></td>
<td>2002-2003, only one item retained after 2003</td>
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<tr>
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<td>Research Enhanced Teaching and Learning</td>
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<tr>
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<td>Information and Communication Technologies in Teaching and Learning</td>
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<td>--------------------------------------------------------------------------</td>
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<td>Monash University</td>
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<td>8 (All Years)</td>
<td>CEQ Good Teaching Scale</td>
<td>6</td>
<td>biennially</td>
<td>5 point Likert</td>
<td>Introduced 2003. In 2005, two separate surveys were introduced one for academic experience and the other for support experience. Surveys ran in alternate years to allow time for actions to be implemented. MEQ Discontinued as of 2010</td>
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<tr>
<td></td>
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<td>MSEQ introduced in 2005 and discontinued as of 2010</td>
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<td>- Information technology facilities and support in faculty</td>
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<table>
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<tr>
<th>Student Communication, Information and Advice Systems</th>
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<td>Ask.Monash (Online inquiry system)</td>
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<td>The student resources guide</td>
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<td>The undergraduate or postgraduate handbook</td>
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<td>The computer resources guide</td>
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<td>Other Support Services</td>
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</table>

<p>| Other Service and Support                             | 31 |
| Open ended questions                                  | 2 |</p>
<table>
<thead>
<tr>
<th>University</th>
<th>Instrument</th>
<th>No of Scales</th>
<th>Scales</th>
<th>No of item</th>
<th>Frequency</th>
<th>Response Scale</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Queensland</td>
<td>UQ Student Experience Survey (UQSES)</td>
<td>13 (First and Final year only)</td>
<td>CEQ Good Teaching Scale</td>
<td>6</td>
<td>biennially</td>
<td>5 point Likert</td>
<td>Introduced in 2001. This was superseded in 2008 with the AUSSE.</td>
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<tr>
<td></td>
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<td>CEQ Generic Skills Scale</td>
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<td></td>
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<td>Graduate Attributes</td>
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<td></td>
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<td>- Communication and Problem solving scale</td>
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<td>- Discipline knowledge and skills</td>
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<td></td>
<td></td>
<td>- Ethical and Social Sensitivity Scale</td>
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<td>Teaching Quality Scale</td>
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<td>Learning Support Scale</td>
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<td></td>
<td></td>
<td></td>
<td>First Year Perception of Teaching Scale</td>
<td></td>
<td></td>
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<td></td>
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<td>First Year Perception of Program Quality Scale</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>First Year Perception of Appropriate Workload Scale</td>
<td></td>
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</tbody>
</table>

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**Table**: The table above lists various survey instruments and scales used for assessing student experiences at the University of Queensland. Each entry provides details on the number of scales, response frequency, and response scale, along with additional comments where applicable.
<table>
<thead>
<tr>
<th>University</th>
<th>Instrument</th>
<th>No of Scales</th>
<th>Scales</th>
<th>No of item</th>
<th>Frequency</th>
<th>Response Scale</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melbourne University</td>
<td>Melbourne Experience Questionnaire (MES)</td>
<td>4 major areas</td>
<td>Overall experience</td>
<td>8</td>
<td>Annual</td>
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<td></td>
<td></td>
<td>Course and Learning Experience</td>
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<td>5 point Likert</td>
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<td>Study load, attendance, work commitment</td>
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<td></td>
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<td>Open ended comments</td>
<td>2</td>
<td></td>
<td>5 point Likert</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Supporting studies and university experience</td>
<td>26</td>
<td></td>
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<td></td>
<td></td>
<td>Overall satisfaction item on student centre service</td>
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<td>Use of service, Yes/No followed by 5 point Likert</td>
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<td>Open ended comment</td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Enriching your Melbourne experience, supporting your personal wellbeing</td>
<td>57</td>
<td></td>
<td>Use of service, Yes/No followed by 5 point Likert</td>
<td></td>
</tr>
</tbody>
</table>
Recommendations on the Final Structure and Approach for the UWA - Student Experience Questionnaire (UWA-SES)

Professor Sid Nair
Centre for Advancement of Teaching and Learning
8 May 2012
Overview
The changing landscape in higher education and the external operating environment require institutions to carefully monitor the student environment in order to monitor achievement of a university’s vision and mission. An initial working paper canvassing the notion of a student experience survey was first circulated at the 12 July 2011 meeting at the Student Academic and Cohort Experience Working Party (SACE) outlining the importance and relevance to UWA for such a survey. At this meeting there was in principle support for such a survey. The outcome of this meeting was for CATL to take on the comments on board from this meeting and to draft a questionnaire with a rationale. The UWA Student Experience Survey was mooted as an opportunity to UWA to seek a deeper understanding of students’ experience. One outcome of this would be that UWA to better target strategies that will enhance the institution’s continuous quality improvement as well as ensure that the university is informed of the student experience in a timely way as the university introduces its new courses in 2012.

The initial draft of the survey was developed by CATL, and then forwarded to Dr Greg Marie and colleagues in the Institutional Review Unit (IRU) for their feedback. Following their feedback, the Draft survey was then forwarded to W/Professor Jane Long, PVC (E), who forwarded it W/Professor Ian Reid, who subsequently provided additional feedback. In 2012, the SDVC approved a process whereby further feedback be sought from the faculties, and from other areas of the University, via the University Teaching and Learning Committee. Simultaneously, CATL sought feedback from the student body on the construct of the survey. Following this a revised version will be presented to the Board of Coursework Studies for its consideration.

During the initial draft of the UWA-SES the national University Experience Questionnaire was being constructed. This paper provides the final recommendations for the construct of the UWA-SES taking into account the final UES structure and the comments that were provided by both staff and students.

Nature of this paper
This paper provides the final recommendations on the:
- construct of the survey;
- administration of survey; and
- types of reporting

Considerations for Construct of Survey
The National University Experience Survey (UES)
The UWA-SES was initially drafted in July 2012 in the absence of the national UES. In late February 2012, the final report and recommended version of the UES was released by DIISRTE. The final items in UES were mapped against the items in the draft UWA-SES and the results of this mapping are reported in Table 1. Nine items that were in the draft UWA questionnaire appeared in the final version of the UES.

The University has two options to consider:
- Option 1: Leave all the UES items in the 2012 UWA-SES as there is still no confirmation that the UES will be administered this year. These items can subsequently be deleted from the UWA-SES once the UES is introduced.
- Option 2: Delete the UES items with exception of the one item that is part of the CEQ Good Teaching Questionnaire. Maintaining this item would mean that the university would be able to compare this scale with the CEQ outcomes.
### Table 1: Mapping of similar or same items of UWA-SES with the national UES

<table>
<thead>
<tr>
<th>No</th>
<th>Origin</th>
<th>Scale</th>
<th>Item</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UWA</td>
<td>General Learning Skills</td>
<td>The course improves my skills in written communication</td>
<td>Keep item so that CEQ scale remains intact</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Educational Development</td>
<td>To what extent has your experience at university developed your: - written communication skill</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>UWA</td>
<td>Learning Support</td>
<td>The library resources are appropriate for my needs Teaching spaces (eg lecture theatres, tutorial rooms, studios, laboratories) are suitable for my learning needs The unit materials (online, printed) I receive in my degree are of high quality</td>
<td>Delete from UWA-UES. Information in the UES</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Teaching and Support</td>
<td>Thinking of this year, overall how would you rate the following learning resources at your university? - Online materials - Assigned books, note and resources - Library resources and facilities</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>UWA</td>
<td>Student Support</td>
<td>(ONLY First Years) Information about transition and first year support programs available in my course has been easy to access</td>
<td>Delete from UWA-UES. Information in the UES</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Teaching and Support</td>
<td>At university during 2011, to what extent have you: Received support from your university to settle into study?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>UWA</td>
<td>General University Experience</td>
<td>I have opportunities at UWA to engage with people of different cultures</td>
<td>Delete from UWA-UES. Information in the UES</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Learner Engagement</td>
<td>In 2011, how frequently have you: interacted with students outside study requirements interacted with student who are very different from you</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>UWA</td>
<td>Overall University Experience</td>
<td>Overall, I feel I belong to the university community</td>
<td>Delete from UWA-UES. Information in the UES</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Learner Engagement</td>
<td>At the university during 2011, to what extent have you: had a sense of belonging to your university?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>UWA</td>
<td>Course Experience</td>
<td>Assessment requirements and marking criteria were made clear at the beginning of each unit</td>
<td>Delete from UWA-UES. Information in the UES</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Teaching and Support</td>
<td>During 2011, to what extent have your lecturers, tutors and demonstrators: provided clear explanations on coursework and assessment?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>UWA</td>
<td>Course Experience</td>
<td>Helpful feedback on assessment was given in the course</td>
<td>Delete from UWA-UES. Information in the UES</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Teaching and Support</td>
<td>In 2011, to what extent have your lectures, tutors and demonstrators: Commented on your work in ways that help you learn</td>
<td></td>
</tr>
</tbody>
</table>

**Student Feedback**
The general feedback from students was the survey was easy to follow but lengthy. The focus group voice strongly expressed their view that the survey as is, was too long for them to consider
active participation. However, the group indicated that if appropriate incentives were offered it could entice them to fill in the survey but still emphasised the length of the survey was an issue. The average time taken for students to complete the survey was around 15 minutes but a number of students from international backgrounds took longer to complete it. One student took 40 minutes to complete the survey.

The primarily 1st year student group commented that the use of the word ‘degree’ was too early for them to associate with and the use of the word course was more appropriate. Some in the group also suggested that it was hard to comment on the whole experience as what was fresh in their mind was the experience in each unit. They were unaware that they had the opportunity to provide feedback on teaching and units via SPOT and SURF questionnaires.

Students also found the section on Other Support at UWA time consuming to fill as it measures both importance and satisfaction. This section had 13 items each relating to a service. Response was based on each participant having used the service and if so if the service was important and the services provided was of satisfaction (ie 13x3 items). Though the items were useful, observations by the CATL staff member during the focus group was that students took the most time completing this section of the questionnaire, on average 5 minutes.

Removal of this section would mean that finer information on services would not be available in 2012 though higher level feedback is still available from an item in the UWA-SES (See Section IV- Overall University Experience) which measures overall experience with the range of resources and services. The national UES also provides a high level feedback on this section of the student experience. The omission of this section from the 2012 UWA-SES provides the university an opportunity to design a much more focused survey looking at the support experience.

Staff Feedback
Initial feedback was provided in early August 2011. Further feedback on the structure and items of the survey has been received from members of the Teaching and Learning Committee, Faculties and other areas of the University in April, 2012. Areas that provided feedback were the Faculty of Engineering, School of Indigenous Studies, Faculty of Business, IRU and the Student Services. A detailed list of staff members and organizational units providing feedback can be found in Appendix A.

Overlapping items and clarification
The item “Helpful feedback on assessment was given within a reasonable time” in the Course Experience domain measures two aspects. The item originates from the First Year Experience Questionnaire. In order to measure both aspects, the item was split into two items, one measuring the helpfulness of the feedback and the other addressing the timely nature of the feedback. The measurement on helpfulness of feedback on assessment work is also a measurement in the UES.

Two items in the earlier draft of the UWA-SES have overlapping measurements. These are “I am generally satisfied with the online classroom environment (eg LMS, MyUWA)” in the Learning Support domain and “Information and communication technology (e.g., email, online quizzes, podcasting, library resources, LMS, LCS etc) is used effectively in my course to facilitate my learning” in the Approaches to Teaching and Learning domain. It is proposed that the item in the Approaches to Teaching and Learning be maintained in the final UWA questionnaire.
**Administration**

The administration approach was outlined in the July 2011 paper *Rationale for UWA Student Experience Questionnaire*. In this paper the approach that was outlined was that the UWA-SES be administrated as a web-based survey to the total student population. This approach will give the university the students’ perception of their experiences at different stages of their studies. Taking into account students comments on the length of the survey, it would be advisable that the survey be built in such a manner showing only one domain at a time and that a completion bar be incorporated which tracks and shows what percentage of the survey has been completed to the participant.

The design should also ensure
- that email reminders are only sent out to those who have not completed the survey, and
- capture necessary bio-demographics from the student management system so as to allow deeper understanding of the experiences by cohort segmentation.

**Reporting**

The reporting infrastructure was highlighted in the paper “*Rational for UWA Student Experience Questionnaire*”. The precise nature of the analyses will be tailored to the nature of items and instrument, and will include a reporting architecture for a number of reports (See Table 2).

**Table 2: Reports and Accessibility Mapping**

<table>
<thead>
<tr>
<th>No</th>
<th>Report Type</th>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University wide</td>
<td>Only staff and students</td>
</tr>
<tr>
<td>2</td>
<td>Year Level</td>
<td>Staff All university staff</td>
</tr>
<tr>
<td>3</td>
<td>Broadening units</td>
<td>Staff All university staff</td>
</tr>
<tr>
<td>4</td>
<td>Program Level</td>
<td>All university staff</td>
</tr>
<tr>
<td>5</td>
<td>International vs domestic</td>
<td>All university staff</td>
</tr>
<tr>
<td>6</td>
<td>Campus</td>
<td>All university staff</td>
</tr>
</tbody>
</table>

**Time lines**

A revised time-line is presented below.

**Table 3: Timeframe for UWA Student Experience Survey development**

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Timeframe</th>
<th>Progress to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Proposal of Survey approach</td>
<td>August 2011</td>
<td>Completed</td>
</tr>
<tr>
<td>2</td>
<td>Draft Item development</td>
<td>August - October 2011</td>
<td>Completed</td>
</tr>
<tr>
<td>3</td>
<td>Feedback, refinement and approval of Committees/Faculties/Focus groups</td>
<td>Dec 2011- April 2012</td>
<td>Completed</td>
</tr>
<tr>
<td>4</td>
<td>Develop specifications for online capability</td>
<td>June - August 2012</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Develop a Communication Plan</td>
<td>June - July 2012</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Launch of Survey</td>
<td>September 2012</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Generate reports</td>
<td>October - November 2012</td>
<td></td>
</tr>
</tbody>
</table>
Recommendations

1. The revised version of the questionnaire be adopted as the UWA-SES (See Appendix B).

2. The 2012 UWA-SES focuses on the students’ academic experience in the 2012 iteration of the survey.

3. The University considers constructing a “student experience of support” questionnaire which could be administrated in alternate years to the UWA-SES.

4. The university provides incentives to the student body for participating in the survey as a way to promote the survey and increase response rates.

5. The survey be administered:
   - to the total university student population.
   - in August/September 2012 as an web based survey for a period of 2 weeks.
   - with email reminders sent out only to those who have not completed the survey.
   - revealing only one domain (scale or area) at a time.
   - to include a completion bar which tracks and shows what percentage of the survey has been completed to the participant.
   - to capture necessary bio-demographics from the student management system to allow deeper investigation of the student experiences

6. CATL prepare the reports for dissemination.

7. The re-administration of the survey in 2013 be reviewed in light of the experience of administering the survey in 2012 and informed by the National UES and revised CEQ

Attachments
Appendix C: Development Paper: UWA Student Experience Questionnaire
Rationale for UWA student Experience Questionnaire (July)
Appendix A: Staff Feedback

W/Professor Ian Reid, Senior Academic Reviewer, Registrar’s Office
Winthrop Professor Andy Fourie, School of Civil and Resource Engineering
Winthrop Professor Caroline Baillie, Chair in Engineering Education, Faculty of Engineering, Computing & Mathematics
Professor Phil Hancock - Associate Dean Teaching & Learning
Professor Gia Parish, Deputy Head of School, School of Electrical, Electronic & Computer Engineering
Professor Rachel Cardell-Oliver, School of Computer Science and Software Engineering
Assistant Professor Nazim Khan, School of Mathematics and Statistics
Assistant Professor Jeromy Harvey, Acting Associate Dean of Teaching & Learning, School of Indigenous Studies
Siri Barrett-Lennard, Student Services
Dr. Greg Marie, Director of Institutional Research Unit
Appendix B: Recommended version of the questionnaire (Option 2)

UWA Student Experience Questionnaire

As a UWA student, your feedback is important in helping the University to improve the student experience. This UWA Student Experience Questionnaire is designed to obtain your feedback on the quality and overall experience of students at UWA.

The results from this survey are used by the University to identify good practices and to identify improvement priorities. Responses to this survey will be collated by the Centre for Advancement of Teaching and Learning (CATL) and overall results placed on the CATL website (http://www.catl.uwa.edu.au).

Please indicate your answers by COMPLETELY FILLING IN a response for each of your chosen answers. There are also some open-ended questions where you are encouraged to provide feedback on areas that you consider to be important to tell us. Your response to the following questions are used for de-identified reporting. Individual responses are anonymous and confidential.

SECTION I: YOUR DEGREE & LEARNING EXPERIENCE

<table>
<thead>
<tr>
<th>Good Teaching</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teaching staff motivate me to do my best work</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching staff put a lot of time into commenting on my work</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching staff make a real effort to understand difficulties I might be having with my work</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching staff normally give me helpful feedback on how I am going</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching staff are extremely good at explaining things</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching staff work hard to make their units interesting</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General learning skills</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course sharpens my analytical skills</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course helps me develop my ability as a team member</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a result of my course I feel confident about tackling unfamiliar problems</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course helps to develop my ability to plan my own work</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course develops my ability to conduct research</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course develops my sense of ethical responsibility</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course encourages me to value perspectives other than my own (e.g. from different cultural, social, religious or economic backgrounds)</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course encourages innovation and creative thinking</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe I will be able to use the skills I am learning at UWA in future employment settings</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Approaches to Teaching and Learning

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>My course includes global (international) perspectives</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My course makes reference to research to enhance my learning</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My course provides me with opportunities to engage in enhancement activities (eg, in work, research, extra study, international exchange)</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information and communication technology (e.g., email, online quizzes, podcasting, library resources, LMS, LCS etc) is used effectively in my course to facilitate my learning</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My course has flexible pathways</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Your studies to date....

How do you feel you are progressing with your studies so far?

- ○ Not as well as I expected
- ○ About the same
- ○ Better than expected

### SECTION II: SUPPORTING YOUR STUDIES

#### Learning Support

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library services are readily accessible (eg online, face to face)</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to access information technology resources when I need them</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Student Support

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The advice I received about courses and unit offerings/choice was clear</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registering for classes was easy</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received helpful answers to my questions about enrolment</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class information was available in sufficient time for me to plan my timetable</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Student Portal (MyUWA) provides good access to the information I need</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SECTION III: General University Experience

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am more open to different ways of seeing things as a result of my experience at UWA</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal development opportunities are on offer to me at UWA</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have opportunities to develop academically at UWA</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have opportunities to contribute to the University’s future directions (e.g. through surveys and discussion forums)</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWA uses the results of student surveys to improve learning and teaching</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The range of student activities (eg sports, clubs, etc) provided at my campus generally meets my needs</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have sufficient opportunity for social interaction at my campus</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION IV: Overall University Experience

<table>
<thead>
<tr>
<th>Overall, I am satisfied with my study experience at UWA</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Overall, my needs are well supported by a range of resources and services</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Overall, I am acquiring a broad based general education at UWA (FIRST YEAR ONLY)</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
</table>

Overall, my experience as a UWA student has

- matched the expectations I had before I enrolled in the course
- exceeded my expectations I had before I enrolled in the course
- not matched the expectations I had before I enrolled in the course

Comments:

What have been the best aspects of your UWA experience so far?

What aspects of your UWA experience could be improved?

SECTION VII: STUDENT PLANS/INFORMATION

1. Are you planning to undertake further studies (undergraduate or postgraduate)?
   - Yes, immediately on completion of my current degree
   - Yes, at a later stage
   - Have not decided yet
   - Will not undertake further study

2. Where would you consider taking further studies?
   - UWA
   - Another university in WA
   - Another university in Australia
   - Undertake further study overseas
   - Have not decided yet
   - Will not undertake further study

3. Are you normally in paid work during the Semester?
   - No
Yes

If yes, what is the average number of hours you undertake paid work per week?
- less than 5 hrs
- 5-10 hrs
- 11-15 hrs
- 16-20 hrs
- 21-25 hrs
- 26-35 hrs
- more than 35 hrs

4. Do you have other significant responsibilities or commitments outside university (for example parenting, membership of associations, community service, volunteering, caring for aged parent, pro-bono work, sporting or musical commitments)?
   - No
   - Yes

   If yes, what is the average number of hours per week that you are engaged in this activity?
   - less than 5 hrs
   - 5-10 hrs
   - 11-15 hrs
   - 16-20 hrs
   - 21-25 hrs
   - 26-35 hrs
   - more than 35 hrs

If you require any further information or have queries on this questionnaire, please contact CATL at telephone number (08) 6488 2817 or email: evaluations@uwa.catl.edu.au

THANK YOU FOR YOUR ASSISTANCE
FIRST YEAR EXPERIENCE QUESTIONS

Thinking about most of units in your major field of study or discipline, please indicate how much you agree with the following statements.

<table>
<thead>
<tr>
<th>Course Experience</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning objectives of the units were made clear</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where it was used, information technology was well integrated into the unit</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The workload was appropriate</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The units covered the breadth of the discipline</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There was a clear sequence of well integrated units available</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The units were well structured and administered</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My knowledge, understanding, and skills were adequately assessed</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The spread of assessment tasks was appropriate</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback on assessment was returned within a reasonable time</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit materials could be easily accessed</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-year units were well designed to help new students adapt to university study</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FIRST YEAR Enriching Educational Experience

Various aspects of university studies are available at UWA. Look over the various aspects and indicate your experience to the following statements.

<table>
<thead>
<tr>
<th>Enriching Educational Experience</th>
<th>Do not know about</th>
<th>Have not decided</th>
<th>Do not plan to do</th>
<th>Plan to do</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertake Practicums, Internships, fieldwork or work experience</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry placement or work experience</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Undertake community service or volunteer work</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in study group, peer learning group, mentoring or learning community</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work on a research project with a staff member outside of coursework requirements</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study a foreign language</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study abroad or student exchange</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Consult a university careers service for advice</td>
<td>☐ ☐ ☐ ☐ ☐ ☐</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Recommendations on the Final Structure and Approach for the UWA - Student Experience Questionnaire (UWA-SES)

Professor Sid Nair
Centre for Advancement of Teaching and Learning
8 May 2012
Overview
The changing landscape in higher education and the external operating environment require institutions to carefully monitor the student environment in order to monitor achievement of a university’s vision and mission. An initial working paper canvassing the notion of a student experience survey was first circulated at the 12 July 2011 meeting at the Student Academic and Cohort Experience Working Party (SACE) outlining the importance and relevance to UWA for such a survey. At this meeting there was in principle support for such a survey. The outcome of this meeting was for CATL to take on the comments on board from this meeting and to draft a questionnaire with a rationale. The UWA Student Experience Survey was mooted as an opportunity to UWA to seek a deeper understanding of students’ experience. One outcome of this would be that UWA to better target strategies that will enhance the institution’s continuous quality improvement as well as ensure that the university is informed of the student experience in a timely way as the university introduces its new courses in 2012.

The initial draft of the survey was developed by CATL, and then forwarded to Dr Greg Marie and colleagues in the Institutional Review Unit (IRU) for their feedback. Following their feedback, the Draft survey was then forwarded to W/Professor Jane Long, PVC (E), who forwarded it W/Professor Ian Reid, who subsequently provided additional feedback. In 2012, the SDVC approved a process whereby further feedback be sought from the faculties, and from other areas of the University, via the University Teaching and Learning Committee. Simultaneously, CATL sought feedback from the student body on the construct of the survey. Following this a revised version will be presented to the Board of Coursework Studies for its consideration.

During the initial draft of the UWA-SES the national University Experience Questionnaire was being constructed. This paper provides the final recommendations for the construct of the UWA-SES taking into account the final UES structure and the comments that were provided by both staff and students.

Nature of this paper
This paper provides the final recommendations on the:
- construct of the survey;
- administration of survey; and
- types of reporting

Considerations for Construct of Survey
The National University Experience Survey (UES)
The UWA-SES was initially drafted in July 2012 in the absence of the national UES. In late February 2012, the final report and recommended version of the UES was released by DIISRTE. The final items in UES were mapped against the items in the draft UWA-SES and the results of this mapping are reported in Table 1. Nine items that were in the draft UWA questionnaire appeared in the final version of the UES.

The University has two options to consider:
- Option 1: Leave all the UES items in the 2012 UWA-SES as there is still no confirmation that the UES will be administered this year. These items can subsequently be deleted from the UWA-SES once the UES is introduced.
- Option 2: Delete the UES items with exception of the one item that is part of the CEQ Good Teaching Questionnaire. Maintaining this item would mean that the university would be able to compare this scale with the CEQ outcomes.
Table 1: Mapping of similar or same items of UWA-SES with the national UES

<table>
<thead>
<tr>
<th>No</th>
<th>Origin</th>
<th>Scale</th>
<th>Item</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>UWA</td>
<td>General Learning Skills</td>
<td>The course improves my skills in written communication</td>
<td>Keep item so that CEQ scale remains intact</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Educational Development</td>
<td>To what extent has your experience at university developed your: - written communication skill</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>UWA</td>
<td>Learning Support</td>
<td>The library resources are appropriate for my needs</td>
<td>Delete from UWA-UES. Information in the UES</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Teaching and Support</td>
<td>Thinking of this year, overall how would you rate the following learning resources at your university? - Online materials - Assigned books, note and resources - Library resources and facilities</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>UWA</td>
<td>Student Support</td>
<td>(ONLY First Years) Information about transition and first year support programs available in my course has been easy to access</td>
<td>Delete from UWA-UES. Information in the UES</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Teaching and Support</td>
<td>At university during 2011, to what extent have you: Received support from your university to settle into study?</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>UWA</td>
<td>General University Experience</td>
<td>I have opportunities at UWA to engage with people of different cultures</td>
<td>Delete from UWA-UES. Information in the UES</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Learner Engagement</td>
<td>In 2011, how frequently have you: - interacted with students outside study requirements - interacted with student who are very different from you</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>UWA</td>
<td>Overall University Experience</td>
<td>Overall, I feel I belong to the university community</td>
<td>Delete from UWA-UES. Information in the UES</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Learner Engagement</td>
<td>At the university during 2011, to what extent have you: - had a sense of belonging to your university?</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>UWA</td>
<td>Course Experience</td>
<td>Assessment requirements and marking criteria were made clear at the beginning of each unit</td>
<td>Delete from UWA-UES. Information in the UES</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Teaching and Support</td>
<td>During 2011, to what extent have your lecturers, tutors and demonstrators: - provided clear explanations on coursework and assessment?</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>UWA</td>
<td>Course Experience</td>
<td>Helpful feedback on assessment was given in the course</td>
<td>Delete from UWA-UES. Information in the UES</td>
</tr>
<tr>
<td></td>
<td>UES</td>
<td>Teaching and Support</td>
<td>In 2011, to what extent have your lectures, tutors and demonstrators: - Commented on your work in ways that help you learn</td>
<td></td>
</tr>
</tbody>
</table>

Student Feedback
The general feedback from students was the survey was easy to follow but lengthy. The focus group voice strongly expressed their view that the survey as is, was too long for them to consider
active participation. However, the group indicated that if appropriate incentives were offered it could entice them to fill in the survey but still emphasised the length of the survey was an issue. The average time taken for students to complete the survey was around 15 minutes but a number of students from international backgrounds took longer to complete it. One student took 40 minutes to complete the survey.

The primarily 1st year student group commented that the use of the word ‘degree’ was too early for them to associate with and the use of the word course was more appropriate. Some in the group also suggested that it was hard to comment on the whole experience as what was fresh in their mind was the experience in each unit. They were unaware that they had the opportunity to provide feedback on teaching and units via SPOT and SURF questionnaires.

Students also found the section on Other Support at UWA time consuming to fill as it measures both importance and satisfaction. This section had 13 items each relating to a service. Response was based on each participant having used the service and if so if the service was important and the services provided was of satisfaction (ie 13x3 items). Though the items were useful, observations by the CATL staff member during the focus group was that students took the most time completing this section of the questionnaire, on average 5 minutes.

Removal of this section would mean that finer information on services would not be available in 2012 though higher level feedback is still available from an item in the UWA-SES (See Section IV- Overall University Experience) which measures overall experience with the range of resources and services. The national UES also provides a high level feedback on this section of the student experience. The omission of this section from the 2012 UWA-SES provides the university an opportunity to design a much more focused survey looking at the support experience.

Staff Feedback
Initial feedback was provided in early August 2011. Further feedback on the structure and items of the survey has been received from members of the Teaching and Learning Committee, Faculties and other areas of the University in April, 2012. Areas that provided feedback were the Faculty of Engineering, School of Indigenous Studies, Faculty of Business, IRU and the Student Services. A detailed list of staff members and organizational units providing feedback can be found in Appendix A.

Overlapping items and clarification
The item “Helpful feedback on assessment was given within a reasonable time” in the Course Experience domain measures two aspects. The item originates from the First Year Experience Questionnaire. In order to measure both aspects, the item was split into two items, one measuring the helpfulness of the feedback and the other addressing the timely nature of the feedback. The measurement on helpfulness of feedback on assessment work is also a measurement in the UES.

Two items in the earlier draft of the UWA-SES have overlapping measurements. These are “I am generally satisfied with the online classroom environment (e.g LMS, MyUWA)” in the Learning Support domain and “Information and communication technology (e.g., email, online quizzes, podcasting, library resources, LMS, LCS etc) is used effectively in my course to facilitate my learning ” in the Approaches to Teaching and Learning domain. It is proposed that the item in the Approaches to Teaching and Learning be maintained in the final UWA questionnaire.
Administration
The administration approach was outlined in the July 2011 paper *Rationale for UWA Student Experience Questionnaire*. In this paper the approach that was outlined was that the UWA-SES be administrated as a web-based survey to the total student population. This approach will give the university the students’ perception their experiences at different stages of their studies. Taking into account students comments on the length of the survey, it would be advisable that the survey be built in such a manner showing only one domain at a time and that a completion bar be incorporated which tracks and shows what percentage of the survey has been completed to the participant.

The design should also ensure
- that email reminders are only sent out to those who have not completed the survey, and
- capture necessary bio-demographics from the student management system so as to allow deeper understanding of the experiences by cohort segmentation.

Reporting
The reporting infrastructure was highlighted in the paper “*Rational for UWA Student Experience Questionnaire*”. The precise nature of the analyses will be tailored to the nature of items and instrument, and will include a reporting architecture for a number of reports (See Table 2).

**Table 2: Reports and Accessibility Mapping**

<table>
<thead>
<tr>
<th>No</th>
<th>Report Type</th>
<th>Accessibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>University wide</td>
<td>Only staff and students</td>
</tr>
<tr>
<td>2</td>
<td>Year Level</td>
<td>Staff All university staff</td>
</tr>
<tr>
<td>3</td>
<td>Broadening units</td>
<td>Staff All university staff</td>
</tr>
<tr>
<td>4</td>
<td>Program Level</td>
<td>All university staff</td>
</tr>
<tr>
<td>5</td>
<td>International vs domestic</td>
<td>All university staff</td>
</tr>
<tr>
<td>6</td>
<td>Campus</td>
<td>All university staff</td>
</tr>
</tbody>
</table>

Time lines
A revised time-line is presented below.

**Table 3: Timeframe for UWA Student Experience Survey development**

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
<th>Timeframe</th>
<th>Progress to date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Proposal of Survey approach</td>
<td>August 2011</td>
<td>Completed</td>
</tr>
<tr>
<td>2</td>
<td>Draft Item development</td>
<td>August - October 2011</td>
<td>Completed</td>
</tr>
<tr>
<td>3</td>
<td>Feedback, refinement and approval of Committees/Faculties/Focus groups</td>
<td>Dec 2011- April 2012</td>
<td>Completed</td>
</tr>
<tr>
<td>4</td>
<td>Develop specifications for online capability</td>
<td>June - August 2012</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Develop a Communication Plan</td>
<td>June - July 2012</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Launch of Survey</td>
<td>September 2012</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Generate reports</td>
<td>October - November 2012</td>
<td></td>
</tr>
</tbody>
</table>
Recommendations

1. The revised version of the questionnaire be adopted as the UWA-SES (See Appendix B).

2. The 2012 UWA-SES focuses on the students’ academic experience in the 2012 iteration of the survey.

3. The University considers constructing a “student experience of support” questionnaire which could be administrated in alternate years to the UWA-SES.

4. The university provides incentives to the student body for participating in the survey as a way to promote the survey and increase response rates.

5. The survey be administered:
   - to the total university student population.
   - in August/September 2012 as a web-based survey for a period of 2 weeks.
   - with email reminders sent out only to those who have not completed the survey.
   - revealing only one domain (scale or area) at a time.
   - to include a completion bar which tracks and shows what percentage of the survey has been completed to the participant.
   - to capture necessary bio-demographics from the student management system to allow deeper investigation of the student experiences

6. CATL prepare the reports for dissemination.

7. The re-administration of the survey in 2013 be reviewed in light of the experience of administering the survey in 2012 and informed by the National UES and revised CEQ

Attachments

Appendix C: Development Paper: UWA Student Experience Questionnaire
Rationale for UWA student Experience Questionnaire (July)
Appendix A: Staff Feedback

W/Professor Ian Reid, Senior Academic Reviewer, Registrar’s Office
Winthrop Professor Andy Fourie, School of Civil and Resource Engineering
Winthrop Professor Caroline Baillie, Chair in Engineering Education, Faculty of Engineering, Computing & Mathematics
Professor Phil Hancock - Associate Dean Teaching & Learning
Professor Gia Parish, Deputy Head of School, School of Electrical, Electronic & Computer Engineering
Professor Rachel Cardell-Oliver, School of Computer Science and Software Engineering
Assistant Professor Nazim Khan, School of Mathematics and Statistics
Assistant Professor Jeromy Harvey, Acting Associate Dean of Teaching & Learning, School of Indigenous Studies
Siri Barrett-Lennard, Student Services
Dr. Greg Marie, Director of Institutional Research Unit
Appendix B: Recommended version of the questionnaire (Option 2)

UWA Student Experience Questionnaire

As a UWA student, your feedback is important in helping the University to improve the student experience. This UWA Student Experience Questionnaire is designed to obtain your feedback on the quality and overall experience of students at UWA.

The results from this survey are used by the University to identify good practices and to identify improvement priorities. Responses to this survey will be collated by the Centre for Advancement of Teaching and Learning (CATL) and overall results placed on the CATL website (http://www.catl.uwa.edu.au).

Please indicate your answers by COMPLETELY FILLING IN a response for each of your chosen answers. There are also some open-ended questions where you are encouraged to provide feedback on areas that you consider to be important to tell us. Your response to the following questions are used for de-identified reporting. Individual responses are anonymous and confidential.

SECTION I: YOUR DEGREE & LEARNING EXPERIENCE

<table>
<thead>
<tr>
<th>Good Teaching</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teaching staff motivate me to do my best work</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching staff put a lot of time into commenting on my work</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching staff make a real effort to understand difficulties I might be having with my work</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching staff normally give me helpful feedback on how I am going</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching staff are extremely good at explaining things</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The teaching staff work hard to make their units interesting</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General learning skills</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course sharpens my analytical skills</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course helps me develop my ability as a team member</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>As a result of my course I feel confident about tackling unfamiliar problems</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course helps to develop my ability to plan my own work</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course develops my ability to conduct research</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course develops my sense of ethical responsibility</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course encourages me to value perspectives other than my own (e.g. from different cultural, social, religious or economic backgrounds)</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course encourages innovation and creative thinking</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I believe I will be able to use the skills I am learning at UWA in future employment settings</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Approaches to Teaching and Learning

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>My course includes global (international) perspectives</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My course makes reference to research to enhance my learning</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My course provides me with opportunities to engage in enhancement activities (eg, in work, research, extra study, international exchange)</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information and communication technology (e.g., email, online quizzes, podcasting, library resources, LMS, LCS etc) is used effectively in my course to facilitate my learning</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My course has flexible pathways</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Your studies to date....

How do you feel you are progressing with your studies so far?

- ○ Not as well as I expected
- ○ About the same
- ○ Better than expected

### SECTION II: SUPPORTING YOUR STUDIES

#### Learning Support

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library services are readily accessible (eg online, face to face)</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to access information technology resources when I need them</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Student Support

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The advice I received about courses and unit offerings/choice was clear</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Registering for classes was easy</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I received helpful answers to my questions about enrolment</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class information was available in sufficient time for me to plan my timetable</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Student Portal (MyUWA) provides good access to the information I need</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### SECTION III: General University Experience

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am more open to different ways of seeing things as a result of my experience at UWA</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal development opportunities are on offer to me at UWA</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have opportunities to develop academically at UWA</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have opportunities to contribute to the University’s future directions (e.g. through surveys and discussion forums)</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWA uses the results of student surveys to improve learning and teaching</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The range of student activities (eg sports, clubs, etc) provided at my campus generally meets my needs</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have sufficient opportunity for social interaction at my campus</td>
<td>○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION IV: Overall University Experience

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, I am satisfied with my study experience at UWA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, my needs are well supported by a range of resources and services</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, I am acquiring a broad based general education at UWA (FIRST YEAR ONLY)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Overall, my experience as a UWA student has
- matched the expectations I had before I enrolled in the course
- exceeded my expectations I had before I enrolled in the course
- not matched the expectations I had before I enrolled in the course

Comments:
What have been the best aspects of your UWA experience so far?

What aspects of your UWA experience could be improved?

SECTION VII: STUDENT PLANS/INFORMATION

1. Are you planning to undertake further studies (undergraduate or postgraduate)?
   - Yes, immediately on completion of my current degree
   - Yes, at a later stage
   - Have not decided yet
   - Will not undertake further study

2. Where would you consider taking further studies?
   - UWA
   - Another university in WA
   - Another university in Australia
   - Undertake further study overseas
   - Have not decided yet
   - Will not undertake further study

3. Are you normally in paid work during the Semester?
   - No
Yes

*If yes, what is the average number of hours you undertake paid work per week?*

- less than 5 hrs
- 5-10 hrs
- 11-15 hrs
- 16-20 hrs
- 21-25 hrs
- 26-35 hrs
- more than 35 hrs

4. Do you have other significant responsibilities or commitments outside university (for example parenting, membership of associations, community service, volunteering, caring for aged parent, pro-bono work, sporting or musical commitments)?

  No

  Yes

  *If yes, what is the average number of hours per week that you are engaged in this activity?*

  - less than 5 hrs
  - 5-10 hrs
  - 11-15 hrs
  - 16-20 hrs
  - 21-25 hrs
  - 26-35 hrs
  - more than 35 hrs

If you require any further information or have queries on this questionnaire, please contact CATL at telephone number (08) 6488 2817 or email: evaluations@uwa.catl.edu.au

*THANK YOU FOR YOUR ASSISTANCE*
FIRST YEAR EXPERIENCE QUESTIONS

Thinking about most of units in your major field of study or discipline, please indicate how much you agree with the following statements

<table>
<thead>
<tr>
<th>Course Experience</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Unable to comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning objectives of the units were made clear</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where it was used, information technology was well integrated into the unit</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The workload was appropriate</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The units covered the breadth of the discipline</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There was a clear sequence of well integrated units available</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The units were well structured and administered</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My knowledge, understanding, and skills were adequately assessed</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The spread of assessment tasks was appropriate</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback on assessment was returned within a reasonable time</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit materials could be easily accessed</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First-year units were well designed to help new students adapt to university study</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

FIRST YEAR Enriching Educational Experience

Various aspects of university studies are available at UWA. Look over the various aspects and indicate your experience to the following statements

<table>
<thead>
<tr>
<th>Enriching Educational Experience</th>
<th>Do not know about</th>
<th>Have not decided</th>
<th>Do not plan to do</th>
<th>Plan to do</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undertake Practicums, Internships, fieldwork or work experience</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry placement or work experience</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Undertake community service or volunteer work</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in study group, peer learning group, mentoring or learning community</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Work on a research project with a staff member outside of coursework requirements</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Study a foreign language</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
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<td></td>
</tr>
<tr>
<td>Study abroad or student exchange</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
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<td></td>
</tr>
<tr>
<td>Consult a university careers service for advice</td>
<td>○ ○ ○ ○ ○ ○ ○ ○</td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>