The following is a report from the Deputy Vice-Chancellor (Academic) of the findings of the UQ Student Experience Survey conducted in 2001.

The University of Queensland
Student Experience Survey 2001

An extensive survey of University of Queensland students was conducted at the end of 2001. The purpose of the survey was to determine how satisfied students were with various aspects of their experience at the University. The survey was designed to investigate students’ perceptions of teaching quality; program and course quality; and the quality of general and teaching-related facilities, resources and services provided by the University. The survey also investigated the extent to which students perceived that they had acquired a range of attributes including knowledge of their field of study; communication, analytic and other skills; as well as ethical and social sensitivity.

Surveys were sent to all first-year students who had completed at least two courses in the first semester of 2001; all final-year and honours students who were eligible to graduate at the end of 2001; and all postgraduate coursework students who were eligible to graduate at the end of 2001. We were pleased with the numbers of students who completed and returned the surveys. In total, 4505 students responded.

Students responded to the majority of questions by providing ratings on a 5-point scale with 1 representing the level of greatest dissatisfaction and 5 the most satisfaction. The questions were either developed at the University (the UQ Scales) or at other institutions (the Benchmarking Scales). The entire set of questions can be found in Appendix I at the end of this report. In addition, students were asked to write comments to open-ended questions on the best aspects of their experience at UQ, and also aspects of their experience that were most in need of improvement.

Students’ Results on the UQ Scales. A brief summary of students’ results on the UQ Scales is given below. In Table 1 and Figure 1 which follow, the reader can find a breakdown of UQ Scale scores for first year undergraduate, final year undergraduate and honours, and postgraduate coursework students. Table 2 presents the scores of students in each of the seven faculties.

On the UQ scales, the overall results indicated that students were highly satisfied with the physical and social environment of the University, and with the quality of teaching they received. These scores were followed by relatively high levels of satisfaction with the available learning facilities and resources, and the development of their discipline-specific knowledge and skills and their communication and problem-solving skills. Lowest scores, but still moderately high levels of satisfaction, were evident on the scales assessing program and course quality and the development of ethical and social sensitivity.

Items on the Facilities and Resources: Physical and Social Aspects Scale asked students to rate the physical environment; the academic and intellectual environment; the general, sporting and recreational facilities on campus; and the opportunity for extra-curricular activities. Overall, there was a very high level of satisfaction with these broad aspects of the student experience at UQ, as there was with the quality of teaching.

On the Teaching Quality Scale, students were asked to indicate how much they agreed that the majority of the lecturing staff in their major area of study were experts in their fields, enthusiastic
and committed to teaching, drew on current research and developments in their teaching, taught in ways that increased students’ understanding of their discipline, intellectually challenged students and encouraged them to think in new ways. The Teaching Quality Scale also comprised items that required students to indicate how much they agreed that lecturers treated them with courtesy and respect and were available for consultation.

Relatively high levels of student satisfaction with their UQ experience were also evident in the ratings given on the Facilities and Resources: Learning Support Scale. Items on this scale focussed on the quality of library facilities, services and resources; information technology facilities and resources; advising from school, faculty and campus student centres; and the opportunities for a stimulating and varied life on campus.

Three scales, Communication and Problem-Solving, Discipline Knowledge and Skills, and Ethical and Social Sensitivity assessed the UQ graduate attributes. Students were asked to indicate how much their experience of studying their major area at UQ had contributed to the development of these attributes. Relatively high levels of perceived skill development were evident in relation to discipline-specific knowledge and skills, and communication and problem-solving skills.

For the Discipline Knowledge and Skills Scale students were asked to rate how much their experience at UQ helped them to understand the concepts, methods, and principles in their discipline; the different approaches and perspectives in their discipline; the knowledge of the full scope of the discipline; real-world applications of the discipline; and the capacity to approach issues from the perspective of the discipline.

Items on the Communication and Problem-Solving Scale included skills in critical thinking; written and oral communication skills; analytic and problem solving skills; use of computers to retrieve, process and communicate information; an appreciation of the importance of scholarship and research to inform decision making an ability to be creative; and the ability to work independently as well as in teams.

The lowest student ratings for graduate attributes were evident on the Ethical and Social Sensitivity Scale. Items on this scale included knowledge of the ethical issues and standards in their major discipline of study, appreciation of the philosophical and social contexts of their discipline of study, awareness and understanding of cultures and perspective other than one’s own, openness to new ideas and perspectives, and an understanding of social and civic responsibility.

It is interesting to note that on the three graduate attribute scales, means for final year/honours students were higher than for first year students, indicating that the experience at UQ is contributing to the development of the graduate attributes.

For the Program and Course Quality Scale, students were asked to provide ratings on whether learning objectives of the courses were made clear, the workload and assessment were appropriate, the courses were presented in a clear sequence and were well integrated, the courses covered the breadth of the discipline, feedback was timely, and course materials could be easily accessed. The mean ratings on the Program and Course Quality Scale were lower than on the Teaching Quality Scale. Therefore, there appears to be less satisfaction across the University with
the organisation of the courses and the curriculum than there is with the standard of teaching. However, this is only comparative. Ratings on the Program and Course Quality Scale were moderately high.
Table 1. Mean UQ Scale scores for First Year Undergraduate, Final Year Undergraduate and Honours, and Postgraduate Coursework Students at UQ.

<table>
<thead>
<tr>
<th>UQ Scales</th>
<th>First Year</th>
<th>Final Year</th>
<th>Post Grad</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching Quality Scale</strong></td>
<td>3.81&lt;sup&gt;b&lt;/sup&gt; (.62)</td>
<td>3.87&lt;sup&gt;bc&lt;/sup&gt; (.66)</td>
<td>3.97&lt;sup&gt;bc&lt;/sup&gt; (.72)</td>
<td>3.86 (.65)</td>
</tr>
<tr>
<td>N</td>
<td>1881</td>
<td>1949</td>
<td>673</td>
<td>4503</td>
</tr>
<tr>
<td><strong>Program and Course Quality Scale</strong></td>
<td>3.60&lt;sup&gt;ab&lt;/sup&gt; (.59)</td>
<td>3.55&lt;sup&gt;ab&lt;/sup&gt; (.63)</td>
<td>3.71&lt;sup&gt;bc&lt;/sup&gt; (.64)</td>
<td>3.62 (.62)</td>
</tr>
<tr>
<td>N</td>
<td>1882</td>
<td>1945</td>
<td>675</td>
<td>4502</td>
</tr>
<tr>
<td><strong>Graduate Attributes:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication and problem-solving</td>
<td>3.46&lt;sup&gt;ab&lt;/sup&gt; (.62)</td>
<td>3.82&lt;sup&gt;bc&lt;/sup&gt; (.62)</td>
<td>3.74&lt;sup&gt;bc&lt;/sup&gt; (.67)</td>
<td>3.66 (.65)</td>
</tr>
<tr>
<td>N</td>
<td>1882</td>
<td>1948</td>
<td>676</td>
<td>4506</td>
</tr>
<tr>
<td>Discipline knowledge and skills</td>
<td>3.68&lt;sup&gt;ab&lt;/sup&gt; (.69)</td>
<td>3.83&lt;sup&gt;c&lt;/sup&gt; (.68)</td>
<td>3.81&lt;sup&gt;b&lt;/sup&gt; (.68)</td>
<td>3.77 (.69)</td>
</tr>
<tr>
<td>N</td>
<td>1880</td>
<td>1947</td>
<td>672</td>
<td>4499</td>
</tr>
<tr>
<td>Ethical and social sensitivity</td>
<td>3.45&lt;sup&gt;ab&lt;/sup&gt; (.79)</td>
<td>3.63&lt;sup&gt;c&lt;/sup&gt; (.78)</td>
<td>3.60&lt;sup&gt;b&lt;/sup&gt; (.78)</td>
<td>3.55 (.79)</td>
</tr>
<tr>
<td>N</td>
<td>1879</td>
<td>1946</td>
<td>672</td>
<td>4497</td>
</tr>
<tr>
<td><strong>Facilities, Resources and Services:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical and social aspects of UQ</td>
<td>4.03&lt;sup&gt;ab&lt;/sup&gt; (.64)</td>
<td>3.97&lt;sup&gt;c&lt;/sup&gt; (.67)</td>
<td>3.92&lt;sup&gt;c&lt;/sup&gt; (.63)</td>
<td>3.99 (.66)</td>
</tr>
<tr>
<td>N</td>
<td>1878</td>
<td>1947</td>
<td>663</td>
<td>4488</td>
</tr>
<tr>
<td>Learning support</td>
<td>3.82&lt;sup&gt;a&lt;/sup&gt; (.61)</td>
<td>3.70&lt;sup&gt;bc&lt;/sup&gt; (.65)</td>
<td>3.86&lt;sup&gt;c&lt;/sup&gt; (.66)</td>
<td>3.79 (.64)</td>
</tr>
<tr>
<td>N</td>
<td>1882</td>
<td>1949</td>
<td>673</td>
<td>4504</td>
</tr>
</tbody>
</table>

Note. Standard deviations are shown in parentheses. Superscript letters refer to significant differences between cohort mean, where: a = First Year compared with Final Year/Honours, b = First Year compared with Postgraduate, c = Final Year/Honours compared with Postgraduate.

Figure 1. Mean UQ Scale Scores
Table 2. Mean Scores (standard deviations) for UQ Scales BY Faculty and Total UQ.

<table>
<thead>
<tr>
<th>GROUP</th>
<th>Teaching Quality</th>
<th>Program and Course Quality</th>
<th>Graduate Attributes: Communication &amp; Problem-solving</th>
<th>Graduate Attributes: Discipline Knowledge &amp; Skills</th>
<th>Graduate Attributes: Ethical &amp; Social Sensitivity</th>
<th>Facilities &amp; Resources: Physical &amp; Social Aspects</th>
<th>Facilities &amp; Resources: Learning Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS (n=264)</td>
<td>4.12 (.72)</td>
<td>3.85 (.59)</td>
<td>3.87 (.61)</td>
<td>3.88 (.66)</td>
<td>3.87 (.73)</td>
<td>4.12 (.54)</td>
<td>3.81 (.59)</td>
</tr>
<tr>
<td>BACS (n=246)</td>
<td>3.95 (.66)</td>
<td>3.58 (.59)</td>
<td>3.75 (.60)</td>
<td>3.89 (.65)</td>
<td>3.43 (.74)</td>
<td>4.15 (.54)</td>
<td>3.83 (.58)</td>
</tr>
<tr>
<td>BEL (n=964)</td>
<td>3.75 (.64)</td>
<td>3.61 (.61)</td>
<td>3.58 (.64)</td>
<td>3.63 (.67)</td>
<td>3.45 (.76)</td>
<td>3.92 (.69)</td>
<td>3.78 (.67)</td>
</tr>
<tr>
<td>EPSA (n=659)</td>
<td>3.72 (.61)</td>
<td>3.55 (.59)</td>
<td>3.57 (.64)</td>
<td>3.66 (.67)</td>
<td>3.22 (.82)</td>
<td>4.00 (.63)</td>
<td>3.86 (.56)</td>
</tr>
<tr>
<td>HLTH (n=497)</td>
<td>3.87 (.64)</td>
<td>3.52 (.67)</td>
<td>3.78 (.63)</td>
<td>3.95 (.67)</td>
<td>3.74 (.72)</td>
<td>4.08 (.64)</td>
<td>3.77 (.62)</td>
</tr>
<tr>
<td>NRAVS (n=435)</td>
<td>3.80 (.61)</td>
<td>3.52 (.62)</td>
<td>3.64 (.60)</td>
<td>3.68 (.68)</td>
<td>3.48 (.70)</td>
<td>3.73 (.65)</td>
<td>3.60 (.68)</td>
</tr>
<tr>
<td>SBS (n=667)</td>
<td>3.99 (.70)</td>
<td>3.68 (.67)</td>
<td>3.75 (.67)</td>
<td>3.87 (.72)</td>
<td>3.83 (.76)</td>
<td>4.04 (.62)</td>
<td>3.73 (.68)</td>
</tr>
<tr>
<td>TOTAL UQ (N=4506)</td>
<td><strong>3.86 (.65)</strong></td>
<td><strong>3.62 (.62)</strong></td>
<td><strong>3.66 (.65)</strong></td>
<td><strong>3.77 (.69)</strong></td>
<td><strong>3.55 (.79)</strong></td>
<td><strong>3.99 (.66)</strong></td>
<td><strong>3.79 (.64)</strong></td>
</tr>
</tbody>
</table>
Students’ Results on the Benchmarking Scales. Table 3 and Figure 2 present a breakdown of Benchmarking Scale scores for first year undergraduate, final year undergraduate and honours, and postgraduate coursework students. Table 4 presents the Benchmarking Scale scores of students in each of the seven faculties.

Final year undergraduate/honours and postgraduate coursework students provided the highest ratings on the Generic Skills Scale and the Overall Satisfaction Item, followed by the Student Support Scale, Learning Community Scale and Good Teaching Scale. First year students provided their highest ratings to Perception of Program Quality, followed by the Student Support Scale, Learning Community Scale, Perception of Teaching Quality and Perception of Appropriate Workload.

Comparison of UQ Scales with Benchmarking Scales. In general, scores were higher on the UQ scales than on the benchmarking scales. This is presumably because during survey construction care was taken to ensure that the UQ scales comprised items that were both relatively unambiguous and relevant to UQ students.

Teaching
Final year/honours and postgraduate coursework students gave higher ratings on the UQ Teaching Quality Scale than they did on the CEQ Good Teaching Scale. Similarly, first year students gave higher ratings on the UQ Teaching Quality Scale than they did on the First Year Experience Questionnaire’s Perception of Teaching Scale. The UQ Teaching Quality Scale emphasised the expertise of lecturers, their integration of research developments into their teaching, and their ability to challenge students intellectually. These items reflect the strengths of a large, research-intensive university such as UQ. In contrast, the Good Teaching Scale and the Perception of Teaching Scale emphasise more generic aspects of the classroom experience including lecturers’ provision of feedback, ability to motivate students, explain things well, and understand difficulties students might be experiencing.

Program Quality
The Perception of Program Quality Scale comprised items assessing the extent to which the degree program was intellectually stimulating; students had a clear idea of where the program was going; the teaching staff explained material well, were clear about what they expected from students and were enthusiastic; and provided feedback. In addition, two items asked students about their overall enjoyment of the degree and overall satisfaction with the university experience. Scores for first year students on the UQ Program and Course Quality Scale were somewhat lower than they were on the Perception of Program Quality Scale. The Perception of Program Quality Scale contains a mix of items on teaching, program and course quality, and the overall university experience, rather than being focussed on a single, clear construct, as was the case for the UQ Program and Course Quality Scale.

Final year/honours and postgraduate students gave high scores on the Overall Satisfaction Item that measured the overall degree of satisfaction students had with the quality of their program of study.

Workload
The First Year Experience contained a Perception of Appropriate Workload Scale. Items on this scale asked for ratings on matters such as whether the workload was too heavy, was not challenging enough, whether there were too many contact hours to complete tasks, and whether too many topics were covered in the syllabus. Students gave the lowest scores on any scale to the Perception of Appropriate Workload Scale indicating that first year students were not satisfied.
with their workload. (The UQSES did not contain a UQ developed scale to measure workload, with which comparisons could be made.)

**Graduate Attributes and Skills**

Students’ scores on the *Communication and Problem-Solving Scale* were similar to scores on the CEQ’s *Generic Skills Scale*. This may reflect the fact that four of the six items of the *Generic Skills Scale* were included within the Graduate Attribute: *Communication and Problem-Solving Scale*. The six-item *Generic Skills Scale* focused on confidence in tackling unfamiliar problems, ability to work as a team member, analytic skills, problem-solving skills, written communication and the ability to plan one's own work. The UQ *Communication and Problem-Solving Scale* extended the idea of generic skills to reflect oral communication skills, use of computer technology, and the use of scholarship and research to inform decision-making and creative thinking.

**Student Support Scales**

The Extended CEQ's *Student Support Scale* included items about library services; information technology resources; degree and careers advice; health, welfare and counselling services; and the accessibility of learning resources. In contrast, the *Facilities and Resources: Learning Support Scale* focused on teaching, library, and information technology facilities and services; the opportunities for a stimulating and varied life on campus; and student advising centres. Students’ mean ratings were higher on the *Facilities and Resources: Learning Support Scale* than they were on the Extended CEQ *Student Support Scale*, presumably because of the focus in the UQ scale on the full range of learning support issues, as well as the opportunities for a stimulating campus experience.
### Table 3. Mean Benchmarking Scale Scores for First Year, Final Year and Honours, and Postgraduate Coursework Students at UQ.

<table>
<thead>
<tr>
<th>Benchmarking Scales</th>
<th>First Year</th>
<th>Final Year</th>
<th>Post Grad</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Teaching Scale</td>
<td>3.22(^a) (0.82)</td>
<td>3.48 (^c) (.85)</td>
<td>3.29 (.84)</td>
<td></td>
</tr>
<tr>
<td>Rescaled</td>
<td>Not Applicable</td>
<td>11.17 (^c) (41.03)</td>
<td>24.16 (42.73)</td>
<td>14.51 (41.85)</td>
</tr>
<tr>
<td>N</td>
<td>1942</td>
<td>672</td>
<td>2614</td>
<td></td>
</tr>
<tr>
<td>Generic Skills Scale</td>
<td>3.82 (0.68)</td>
<td>3.77 (.72)</td>
<td>3.62 (.72)</td>
<td></td>
</tr>
<tr>
<td>Rescaled</td>
<td>40.14 (34.35)</td>
<td>37.91 (36.34)</td>
<td>30.44 (36.08)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>1943</td>
<td>673</td>
<td>4496</td>
<td></td>
</tr>
<tr>
<td>Learning Community Scale</td>
<td>3.38(^ab) (0.72)</td>
<td>3.45(^bc) (0.80)</td>
<td>3.53(^bc) (.79)</td>
<td>3.43 (.76)</td>
</tr>
<tr>
<td>Rescaled</td>
<td>19.08(^ab) (35.87)</td>
<td>22.54(^ac) (39.78)</td>
<td>26.60(^bc) (39.33)</td>
<td>21.69 (38.20)</td>
</tr>
<tr>
<td>N</td>
<td>1882</td>
<td>1945</td>
<td>669</td>
<td>4496</td>
</tr>
<tr>
<td>Student Support Scale</td>
<td>3.58(^ab) (0.67)</td>
<td>3.52(^bc) (0.74)</td>
<td>3.67(^bc) (.70)</td>
<td>3.57 (.71)</td>
</tr>
<tr>
<td>Rescaled</td>
<td>29.35(^ab) (33.63)</td>
<td>26.11(^bc) (36.97)</td>
<td>33.39(^bc) (34.98)</td>
<td>28.55 (35.39)</td>
</tr>
<tr>
<td>N</td>
<td>1882</td>
<td>1946</td>
<td>670</td>
<td>4498</td>
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<tr>
<td>Overall Satisfaction Item</td>
<td>Not Applicable</td>
<td>3.78 (0.90)</td>
<td>3.84 (.98)</td>
<td>3.80 (.92)</td>
</tr>
<tr>
<td>Rescaled</td>
<td>39.16 (45.26)</td>
<td>41.79 (48.90)</td>
<td>39.84 (46.22)</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>1882</td>
<td>1939</td>
<td>670</td>
<td>2609</td>
</tr>
</tbody>
</table>

**First-Year Perception Scales:**

- Perception of Program Quality: 3.72 (0.67)
- Perception of Teaching Quality: 3.30 (0.67)
- Perception of Appropriate Workload: 2.74 (0.70)

**Note.** Standard deviations are shown in parentheses. Superscript letters refer to significant differences between cohort mean, where: \(a\) = First Year compared with Final Year/Honours, \(b\) = First Year compared with Postgraduate, \(c\) = Final Year/Honours compared with Postgraduate.

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**Figure 2. Mean Benchmarking Scale Scores**
Table 4. Mean Scores (standard deviations) for Benchmarking Scales BY Faculty and Total UQ.

<table>
<thead>
<tr>
<th>GROUP</th>
<th><strong>Generic Skills</strong></th>
<th><strong>Good Teaching</strong></th>
<th>Student Support</th>
<th>Learning Community</th>
<th><strong>Overall Satisfaction</strong></th>
<th><em>Perception of Program Quality</em></th>
<th><em>Perception of Teaching Quality</em></th>
<th><em>Perception of Workload</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>3.96 (.69)</td>
<td>3.76 (.85)</td>
<td>3.58 (.68)</td>
<td>3.56 (.77)</td>
<td>4.15 (.88)</td>
<td>3.92 (.62)</td>
<td>3.60 (.64)</td>
<td>2.88 (.70)</td>
</tr>
<tr>
<td>N</td>
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<td>166</td>
<td>264</td>
<td>264</td>
<td>166</td>
<td>98</td>
<td>98</td>
<td>98</td>
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<tr>
<td>BACS</td>
<td>3.79 (.63)</td>
<td>3.24 (.75)</td>
<td>3.57 (.67)</td>
<td>3.50 (.74)</td>
<td>3.95 (.80)</td>
<td>3.64 (.75)</td>
<td>3.07 (.63)</td>
<td>2.50 (.76)</td>
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<tr>
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<td>215</td>
<td>245</td>
<td>245</td>
<td>215</td>
<td>31</td>
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<tr>
<td>BEL</td>
<td>3.71 (.68)</td>
<td>3.12 (.77)</td>
<td>3.57 (.73)</td>
<td>3.35 (.75)</td>
<td>3.69 (.89)</td>
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<td>960</td>
<td>618</td>
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<td>340</td>
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<tr>
<td>EPSA</td>
<td>3.80 (.70)</td>
<td>3.08 (.81)</td>
<td>3.65 (.63)</td>
<td>3.42 (.76)</td>
<td>3.61 (.94)</td>
<td>3.52 (.63)</td>
<td>3.25 (.58)</td>
<td>2.75 (.70)</td>
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<tr>
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<td>658</td>
<td>658</td>
<td>345</td>
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<tr>
<td>HLTH</td>
<td>3.90 (.68)</td>
<td>3.27 (.87)</td>
<td>3.57 (.69)</td>
<td>3.54 (.73)</td>
<td>3.81 (.98)</td>
<td>3.80 (.62)</td>
<td>3.14 (.65)</td>
<td>2.44 (.65)</td>
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<tr>
<td>N</td>
<td>320</td>
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<td>320</td>
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<td>NRAVS</td>
<td>3.79 (.67)</td>
<td>3.28 (.75)</td>
<td>3.41 (.75)</td>
<td>3.37 (.74)</td>
<td>3.72 (.88)</td>
<td>3.63 (.67)</td>
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<td>SBS</td>
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<td>3.50 (.76)</td>
<td>3.43 (.82)</td>
<td>3.91 (.93)</td>
<td>3.99 (.68)</td>
<td>3.42 (.70)</td>
<td>2.97 (.70)</td>
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<tr>
<td>TOTAL UQ</td>
<td>3.81 (.69)</td>
<td>3.29 (.84)</td>
<td>3.57 (.71)</td>
<td>3.43 (.76)</td>
<td>3.80 (.92)</td>
<td>3.72 (.67)</td>
<td>3.30 (.67)</td>
<td>2.74 (.70)</td>
</tr>
<tr>
<td>(N=4506)</td>
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<td>2614</td>
<td>1882</td>
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<td>1882</td>
</tr>
</tbody>
</table>

Note. * First Year students only. ** Final Year and Honours, and Postgraduate Coursework students only.
Open Ended Questions

Many students made positive comments about the enthusiasm and expertise of the teaching staff and the interesting and relevant courses. Students also commented on the friendly, relaxing and social atmosphere at UQ, and the opportunities for meeting people from diverse backgrounds. In addition, many positive comments were made about the high quality of facilities at UQ including the libraries, the social and sporting clubs, the Student Union facilities and the architectural and natural environment.

However, not all student comments were positive. There were concerns over parking, lecture theatre facilities, limited feedback on assessment, standards of client service and provision of contradictory advice by different units.

Recommendations for the University

The findings of the research provide valuable feedback as to what is working well, and in which areas the University needs to make changes to further enhance students’ experiences. The results of the survey, including analyses among cohorts of students at undergraduate and postgraduate level, across campuses, in different faculties and schools, and in different programs, have been distributed to all Executive Deans and Heads of Schools. They also have received a document providing open-ended responses given by students. The results from the survey should provide useful feedback about teaching and learning issues to be considered at school and faculty level.

A Reference Group composed of representatives of the University community, including students, discussed the findings of the surveys. The Reference Group recommended that the University pay particular attention to consistent themes that emerged in relation to feedback on assessment, lecture theatre facilities, intra-university communication, coverage of ethical and social issues in the curriculum, client services, parking, and differences in facilities across campuses. To facilitate responses in these areas, detailed information will be distributed to the units and committees relevant to each of these themes and action will be taken in relation to these issues.
Appendix I

The UQ Student Experience Survey Items

UQ Scales

Teaching Quality Scale
“Thinking about the majority of the lecturing staff in your major area of study or discipline, how much would you agree that they:”

1. Were experts in their fields
2. Were enthusiastic and committed to their teaching
3. Drew on current research and developments in their teaching
4. Taught in a way that increased your understanding of the discipline
5. Treated you with courtesy and respect
6. Were available for consultation
7. Taught in a way that stimulated your interest in the discipline
8. Intellectually challenged and extended you
9. Encouraged you to think in new ways

Program and Course Quality Scale
"Thinking about the majority of courses you have studied in your major area of study or discipline, please indicate how much you agree with the following statements:”

1. The learning objectives of the courses were made clear
2. Where it was used, information technology was well integrated into the courses
3. The workload was appropriate
4. The courses covered the breadth of the discipline
5. There was a clear sequence of well integrated courses available
6. The courses were well-structured and administered
7. Students’ 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 course
10. Helpful feedback on assessment was given within a reasonable time
11. Course materials could be easily accessed
12. First-year courses were adequately designed to help new students adapt to university study *

* only for first-year students

Graduate Attributes

“Thinking about your major area of study or discipline, how much has your experience at UQ contributed to the development of the following skills and outcomes?”

Communication and Problem-Solving Scale
1. As a result of my courses, I feel confident about tackling unfamiliar problems
2. The courses helped me develop my ability to work as a team member
3. The courses sharpened my analytic skills
4. The courses improved my skills in written communication
5. Your ability to think critically
6. Your ability to collect, analyse and organise information
7. Your ability to generate possible solutions to problems
8. Your ability to use the appropriate style and mode of communication depending on your audience
9. Your ability to use computers to retrieve, process and communicate information
10. Your ability to convey ideas & information clearly in an oral form
11. Your ability to evaluate competing perspectives and bodies of evidence
12. Your appreciation of the importance of scholarship & research
13. Your ability to use research to inform decision making
14. Your ability to work and learn independently
15. Your ability to think in creative and innovative ways

**Discipline Knowledge and Skills Scale**

1. Your understanding of concepts and principles in your discipline
2. Your knowledge of the methods used in your discipline
3. Your understanding of the different approaches and perspectives in your discipline
4. Your knowledge of the full scope of your discipline
5. Your appreciation of the real world applications of your discipline
6. Your capacity to approach issues from the perspective of your discipline

**Ethical and Social Sensitivity Scale**

1. Your knowledge of ethical issues and standards in your discipline
2. Your appreciation of the philosophical and social contexts of your discipline
3. Your awareness and understanding of cultures and perspectives other than your own
4. Your openness to new ideas and perspectives
5. Your ability to evaluate the perspectives and opinions of others
6. Your understanding of social and civic responsibility

**Facilities, Resources and Services**

“How would you rate the quality of the following aspects of the University of Queensland?”

**Physical and Social Aspects of UQ Scale**

1. The university's physical environment
2. The university's academic and intellectual environment
3. The general facilities on your campus (e.g., places to eat, shops, student union facilities, etc.)
4. Sporting and recreational facilities (including UQ Sport)
5. Opportunities for extra-curricular activities (including clubs and societies)
6. Orientation activities for new students (including opportunities for academic advising and course planning) *
   * only for first-year students

**Learning Support Scale**

1. The opportunities for a stimulating and varied life for students on campus
2. The teaching facilities (e.g. lecture theatres, laboratories, etc.)
3. Library facilities and resources
4. Library services (including AskIT) and assistance from library staff
5. On-campus IT facilities
6. Off-campus internet access
7. The Student Centre (St Lucia, Herston, Gatton or Ipswich)
8. Faculty/School offices and student centres
9. The library services were readily accessible
10. I was able to access information technology resources when I needed them
11. Relevant learning resources were accessible when I needed them

Benchmarking Scales
*Final-Year Undergraduate and Honours & Postgraduate Coursework Students*

“Thinking about the courses in your major area of study or discipline, please indicate how much you agree with the following statements:”

**Generic Skills Scale (CEQ)**
1. As a result of my courses, I feel confident about tackling unfamiliar problems
2. The courses helped me develop my ability to work as a team member
3. The courses sharpened my analytic skills
4. The courses developed my problem-solving skills
5. The courses improved my skills in written communication
6. My courses helped me to develop the ability to plan my own work

**Good Teaching Scale (CEQ)**
1. The teaching staff of this program motivated me to do my best work
2. The staff put a lot of time into commenting on my work
3. The staff made a real effort to understand difficulties I might be having with my work
4. The teaching staff normally gave me helpful feedback on how I was going
5. My lecturers were extremely good at explaining things
6. The teaching staff worked hard to make their courses interesting

**Student Support Scale (Extended CEQ)**
1. The library services were readily accessible
2. I was able to access information technology resources when I needed them
3. I was satisfied with the degree program and careers advice provided
4. Health, welfare and counselling services met my requirements
5. Relevant learning resources were accessible when I needed them

**Learning Community Scale (Extended CEQ)**
1. I felt part of a group of students and staff committed to learning
2. I was able to explore academic interests with staff and students
3. I learned to explore ideas confidently with other people
4. Students’ ideas and suggestions were used during the degree program
5. I felt I belonged to the university community
Overall Satisfaction Item (CEQ)
Overall, I was satisfied with the quality of these courses

First Year Undergraduate Students

“Please indicate the extent to which you agree or disagree with the following statements about your degree program and the teaching within it:”

Perception of Program Quality Scale
1. I am finding my degree program intellectually stimulating
2. I have a clear idea of where my degree program is going
3. The teaching staff are good at explaining things
4. Staff made it clear from the start what they expect from students
5. Teaching staff here usually give helpful feedback on my progress
6. Staff are enthusiastic about the courses they teach
7. Overall, I am really enjoying my degree program
8. Overall, I am very satisfied with my university experience so far

Perception of Teaching Scale
1. Most of the academic staff are approachable
2. Staff are usually available to discuss my work
3. Most academic staff in my courses take an interest in my progress
4. Staff try hard to make the courses interesting
5. The staff make a real effort to understand difficulties students may be having with their work
6. The quality of teaching in my degree program is generally good

Perception of Appropriate Workload Scale
1. My degree program workload is too heavy
2. The volume of work to be got through in this degree program of study means that I can’t comprehend it all thoroughly
3. The number of contact hours make it difficult for me to complete the tasks set for classes
4. The workload is not challenging enough for me
5. It seems to me that the syllabus tries to cover too many topics