

Course and Subject Surveys

This policy is current as of 1 January 2014 and will be reviewed at least annually by the Academic Board.

Scope

This policy is applicable to Kaplan Business School Pty Ltd.

Overview

Kaplan is committed to the review of its courses and subjects and the implementation of recommendations from these reviews in a timely manner. This document provides an overview of the key survey tools used by Kaplan to gain feedback from students on their learning experiences and the guidelines on implementing these surveys.

As part of Kaplan's commitment to maintaining and improving the learning experience, students will be asked to evaluate subjects at the end of a teaching period according to a predetermined schedule.

The instrument used is a Student Evaluation of Learning and Teaching Survey (SELTS) and is used to evaluate areas such as subject materials, assessment items, learning community, teacher performance, resources and student support. Likewise students who complete a course will be invited to complete a Course Experience Questionnaire (CEQ). Students will be encouraged to provide constructive comments and feedback for the purpose of further improvement on the subject/course. The feedback will be treated in strictest confidence and non student specific results will only be given to the lecturers after the final results of the main and supplementary examinations (where applicable) have been released. Students can also provide feedback anytime during the subject to the relevant academic or administration staff.

Administration and Analysis

Under the guidance of the Vice President, Higher Education and in consultation with various business units, a team of staff is responsible for the development, administration and review of all SELTS and CEQs. Recommendations of change to the surveys or implementation can be made to the Vice President Higher Education.

Subjects and courses offered by various business units are surveyed in accordance with the agreed schedule and that survey operations and reporting of results within the faculty comply with the approved procedure.

Each business is responsible for ensuring students are given feedback of survey outcomes including interpretation of survey results, issues raised by students and any action taken to improve the subject. This may be done in a variety of ways, such as through subject websites, subject handouts, or through electronic means.

Survey Administration

- All subjects will be surveyed at least once a year according to schedule developed in consultation with the business heads and the Vice President, Higher Education, or their nominated staff.
- Subjects with low enrolments (fewer than four enrolments) may be exempt from surveying on the grounds that the small number of enrolments and responses may mean that students may be identified. (Alternative arrangements for feedback may be arranged in consultation with the Vice President, Higher Education, or their nominated staff).
- Subject surveys are to be conducted at the end of the teaching period and before the release of results and will be available for a two week period to students.
- CEQs will be administered within 3 months of the end of the trimester/semester with students given a three week period to complete the survey.
- The relevant survey link is provided to the administrator who will provide students with the link via the website or via email.
- Survey tools are made available only to the relevant groups and that students cannot be identified from completing the survey.
- In general an acceptable response rate for surveys administered in an online format is 30%
- Individual subject and CEQ reports will be available to staff and managers within 6 weeks of the survey closing.

Analysis and dissemination

Analysis of SELTS/CEQ is conducted under the supervision of the Vice President, Higher Education, with results forwarded to relevant academic and business heads as appropriate. Relevant subject/course managers will implement the recommendations of the surveys as appropriate and put in place mechanisms to ensure students are given feedback and appropriate interpretation on survey outcomes.

The Vice President, Higher Education, or their nominated staff, will prepare a summary report to the Academic Committee on the CEQ and SELTS survey results as they become available. From time to time a report on trends over time may also be prepared.

Students will be informed of survey results as appropriate and via the student portal, newsletter, or other form of communication used by the business to communicate to students.

Using surveys as an evaluation of teaching

While the SELTS and CEQ have not been designed for evaluation of teaching performance, in some cases the questions gather information that can be linked to individual teacher performance. Data from the student surveys will be provided to teaching staff and managers to use for ongoing training and performance review. Data may also be used to recognise exemplary teaching and learning practices and seek ways to disseminate and encourage good practice. It should be noted that the SELTS/CEQs are only one method used to gather information on teaching performance and should not be used in isolation.

Survey Structure

SELTS Survey Structure

The subject surveys are designed to provide a broad measure of the quality of students' learning experience in a given subject. The SELTS will have a group of standardised core qualitative and quantitative questions as well as the ability to add a maximum of five (5) qualitative and quantitative questions to the survey in order to assess student perceptions of other aspects of their learning or of the delivery of the subject.

A copy of the standard SELTS can be found in Appendix A. Examples of additional questions can be found in Appendix B.

CEQ Survey Structure

The CEQ is designed to provide a broad measure of the quality of students' experience in a given course. The CEQ will have a group of standardised core qualitative and quantitative questions. A copy of the standard CEQ can be found in Appendix C.

Academic Scorecard

In an effort to monitor the overall performance of all subjects, Kaplan will be using an 'Academic Scorecard'. Part of the Academic Scorecard will come from the core SELTS and CEQ questions.

This scorecard will provide a benchmark for which subjects/courses are to be maintained at, as well as providing Kaplan with an opportunity to identify trends and over/under performing areas of the business and determine any required actions to improve the quality.

Responsible Officer

The responsible officer for the implementation and relevant training of this policy is the Vice President, Higher Education Australia.

Appendix A: SELTS tool

Section 1: About you

1. Which course are you currently enrolled in? Selection of courses provided by Business unit
2. Which subject are you enrolled in? Selection of courses provided by Business unit
3. Which region did you complete your studies in? Selection of courses provided by Business unit
4. Who was your lecturer for this subject? Selection of courses provided by Business unit

Section 2: Student Outcomes

5. As a result of completing this subject I have

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
further developed my analytical skills					
further developed my problem solving skills					
further developed my critical thinking skills					
improved my technical skills					
been introduced to relevant research about my field of study					
been equipped with skills that assist my current/future career					

Section 3: Subject Structure and Organisation

6. In relation to the structure of the subject

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I understood what was expected of me in this subject					
the workload in this subject was manageable					
the subject was academically rigorous					
the learning outcomes of this subject were clear to me					
I was able to achieve the learning outcomes for the subject					

Section 4: Assessment and Feedback

7. In relation to the assessment tasks

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The assessments allowed me to demonstrate what I had learned					
Assessment tasks were well paced throughout the semester					
The assessments helped identify areas I needed to work on					
The assessment tasks were linked to the subject objectives					
Feedback was useful and assisted my learning					
Feedback was provided in adequate timeframes					

Section 5: Learning Community

8. In relation to the learning community for this subject

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have learned from the experience of other students					
Challenging questions were raised for discussion					
Students were encouraged to share and exchange of ideas					
I felt comfortable to approach teaching staff when I needed to					
I participated actively in this subject					
I put a lot of effort into this subject					

Section 6: Teaching staff

9. The teaching staff for this subject

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
were well prepared for this subject					
were enthusiastic about the subject					
had a good understanding of the subject					
encouraged learning and participation					
presented information clearly					
providing assistance and feedback when it was needed					

Section 7: Teaching resources and support

10. In relation to the resources provided for this subject

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The study materials were clear and well set out					
The study materials were relevant and up to date					
The required readings/text book help me understand the subject					
The learning activities helped me apply what I was learning					
The library contained resources that assisted your studies					

Section 8: Delivery of subject

(combination of face to face and online – questions chosen for level of delivery)

11. In relation to the delivery of this subject

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A - Did not use
The lectures/tutorials were well presented						
The lectures/tutorials were a valuable resource						
The venue used for lectures/tutorials was well suited						

The downloadable lectures were a valuable resource						
The on line chat sessions were valuable for my learning						
The discussion forums assisted my learning						
The design of this course is well suited for online delivery						

Section 9: Overall

12. Please identify one thing that you most liked about the subject (open ended question)

13. Please identify one thing you would like to see changed in the subject (open ended question)

14. Overall how well did this subject meet your expectations?

- Exceeded expectations
- Mostly met expectations
- Partly met expectations
- Below expectations. Please provide additional information

15. This subject was good value for money

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

16. You would recommend this subject to other students

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Appendix B: SELTS Alternative questions

Section 1: About you

1. What is your finance industry experience?

Section 2: Student Outcomes

1. This subject improved my skills in written communication
2. Studying this subject helped me improve my communication skills
3. Studying this subject helped me improve my mathematical skills and understanding
4. This subject developed my skills in working with others
5. I was introduced to different points of view
6. The subject challenged my way of thinking
7. This subject helped me to understand student learning
8. I could apply the knowledge from this subject to my workplace
9. My English language was sufficient to complete the course

Section 3: Subject Structure and Organisation

1. As the subject progressed I could see how the various topics were related to each other
2. The subject design encouraged me to study effectively
3. The subject provided good foundation knowledge

Section 4: Assessment and Feedback

1. The Criteria Based Marking Guide (CBMG) was a useful resource
2. The Student Answer Guide (SAG) was a useful resource
3. The assignment allowed me to demonstrate what I had learned
4. The exam allowed me to demonstrate what I had learned

Section 5: Learning Community

1. I was able to explore academic interests with staff and students
2. Students' ideas and suggestions were used during the subject
3. Student Advisers responded to your queries in a timely manner
4. Student Advisers were able to fully answer your queries

Section 6: Delivery of subject

1. The scheduling for this subject suited me
2. LMS activities (Blogs, wikis) provided good opportunities for collaborative learning

Section 7: Teaching staff

1. Explained difficult material effectively
2. All things considered I am satisfied with the teaching staff

Section 8: Teaching resources and support

1. The computer laboratories were a useful resource
2. The workbook provided was a useful resource
3. The problem sets provided were valuable as learning aids
4. Where it was used, the information technology in teaching and learning was effective

Section 9: Delivery of subject

1. The teaching and learning spaces used for this subject were adequate

Appendix C: CEQ tool

Section 1: About You

1. What course have you just completed? **Selection of courses provided by Business unit**

2. Prior to completing this course, what was your highest qualification?

- Postgraduate degree or diploma
- Bachelor degree
- Diploma
- Completed High School
- No previous qualification

3. During your studies were you working?

- Full time
- Part time (30 hours or less)
- Casual
- Home duties
- I wasn't working

4. What sort of support did your employer provide for you during your studies? (tick all that apply)

- Full payment of course fees (with/without conditions)
- Partial payment of course fees (with/without conditions)
- Study support (e.g. time off for study/exams)
- No support was provided by my employer
- I wasn't in paid employment
- I am self employed

5. Which primary region do you live in when you completed your course? **Regions provided by Business unit**

Section 2: About the course

6. In relation to the course you just completed

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The course was intellectually stimulating					
The course sharpened my analytical skills					
The course developed my problem solving skills					
The course stimulated my enthusiasm for research and learning					

There were a good range of subject options I could choose					
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Section 3: About the workload

7. Overall, in relation to the workload for this course:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
It was easy to know the standard of work expected of me					
The workload for this course was manageable					
I felt I had enough time to complete my work to my satisfaction					

Section 4: About the learning resources

8. In relation to the learning resources (subject room, subject notes etc)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I knew what resources were available to help me learn					
Online learning resources were accessible when I needed them					
The educators were enthusiastic about their content area					

Section 5: About the assessment

9. Overall, in relation to the assessments for this course:

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
All you needed to do well in this course was a good memory					
The methods used to assess required an in depth understanding on the course content					
I could apply what I learnt from the assessments to the workplace					

Section 6: About the learning community

10. In relation to the learning community

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I felt I belonged to the Kaplan Community					
I could explore academic ideas/interests with staff and students					
My feedback throughout the course was listened to and valued					

Section 7: About the support

11. In relation to support from Kaplan

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I was able to contact support staff when I needed to					
I was satisfied with the quality of support and advice provided					
Information on policies and procedures was easily available					
Communication to me was appropriate and timely					

Section 8: About workplace relevance

12. In relation to the relevance of this course to your current or expected workplace

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The course further develop my current professional skills					
What I learnt in the course benefited my current work practice					
I consider what I learnt valuable for my future career					
The course has potential to enhance my workplace opportunities					

13. Please identify one thing that you most liked about the course overall (open ended question)

14. Please identify one aspect about the course you would like to see changed (open ended question)

Section 9: About future study and Alumni

15. In relation to further study

- I plan to do more studies with Kaplan
- I plan to do more studies, but not with Kaplan
- I have no plans to do any further studies at this stage

16. I'd recommend this course to a friend or colleague

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

17. Are you interested in being connected to the Kaplan alumni group in the future?

- Yes
- No

18. As a graduate, which services would you value? (Please tick all appropriate boxes)

- Career Support Services (e.g. job interview preparation, resume writing etc)
- Job Board (connecting Kaplan graduates with the corporate opportunities)
- Face to face networking functions
- Access to industry specific technical updates
- Contact with Kaplan national and international alumni groups/chapters
- Other, please specify

19. Overall how do you rate your study experience with Kaplan?

- Exceeded expectations
- Mostly met expectations
- Partly met expectations
- Below expectations. Please provide additional information

20. This course was good value for money

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

21. I'd recommend this course to others

Strongly agree

- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree