

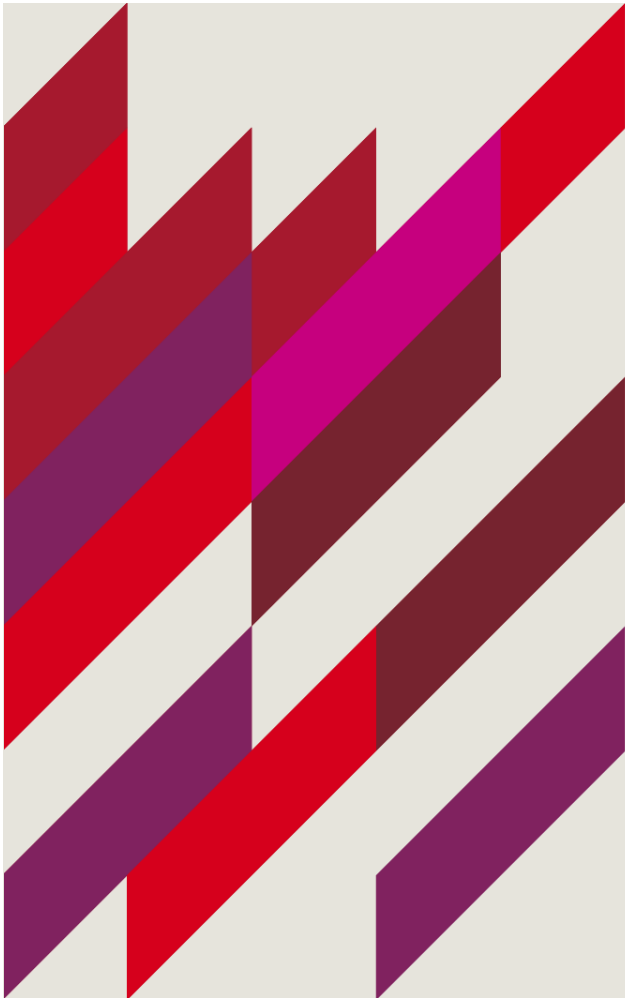
# Playing with the SEQuery – more miles to walk

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# What is SEQquery?



1. A tool developed to code text responses from the Student Experience Survey (SES)
2. Operates in Excel, by matching keywords
3. Generates charts and word frequency outputs to help analyse the comments
4. The coder comprises of two spreadsheets – coding responses for
  - ‘best aspect’ of the course
  - the ‘needs improvement’

# How does the SEQuery work?

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- Use the verbatim data file(s)
  - comments are split into separate sentences where a period or semicolon has been detected
  - student ID is copied and remains attached to each comment
- The autocoding function matches “keywords” from a list of ‘matching’ words
- ‘Matching’ words are categorised into themes and subthemes set up to reflect the five domains in the SES
- The user can amend the themes and subthemes, and associated matching word list, as required.

# Themes and subthemes

## CATEGORY 1 AND CATEGORY 2

| Teaching Quality  | Learning Resources  | Learner Engagement  | Skills Development  | Student Support  |
|---|---|---|---|--|
| <ul style="list-style-type: none"> <li>• Quality of teaching staff</li> <li>• Study/teaching skills and methods</li> <li>• Course relevance and structure</li> <li>• Assessment standards</li> <li>• Quality of overall educational experience</li> </ul> | <ul style="list-style-type: none"> <li>• Facilities and resources - quality</li> <li>• Online learning materials - quality</li> <li>• Textbooks and learning resources - quality</li> </ul> | <ul style="list-style-type: none"> <li>• Felt prepared for study</li> <li>• Student interactions</li> <li>• Online or face-to-face discussions</li> <li>• Sense of belonging to university</li> </ul> | <ul style="list-style-type: none"> <li>• Independent learning</li> <li>• Knowledge of study areas</li> <li>• Complex problem solving</li> <li>• Critical thinking skills</li> <li>• Creative thinking skills</li> <li>• Spoken communication</li> <li>• Written communication</li> <li>• Teamwork</li> <li>• Work readiness</li> <li>• Practical application of theory</li> <li>• Personal</li> <li>• Further learning</li> </ul> | <ul style="list-style-type: none"> <li>• Academic, careers, admin and learning advisors available/ helpful</li> <li>• Received/ offered relevant support</li> <li>• Efficient enrolment &amp; admissions processes</li> <li>• Induction/ orientation activities relevant /helpful</li> <li>• Administration</li> </ul> |

# Analysis of the comments

## SCOPE OF THIS PRESENTATION

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- Overview of the comments from the SES 2016
  - needs improvement
  - best aspect of the course
- Detailed analysis of “needs improvement” comments by themes and subthemes
- Further analysis of the subthemes

# Summary from the SEQuery tool

## MATCHING OF KEYWORDS

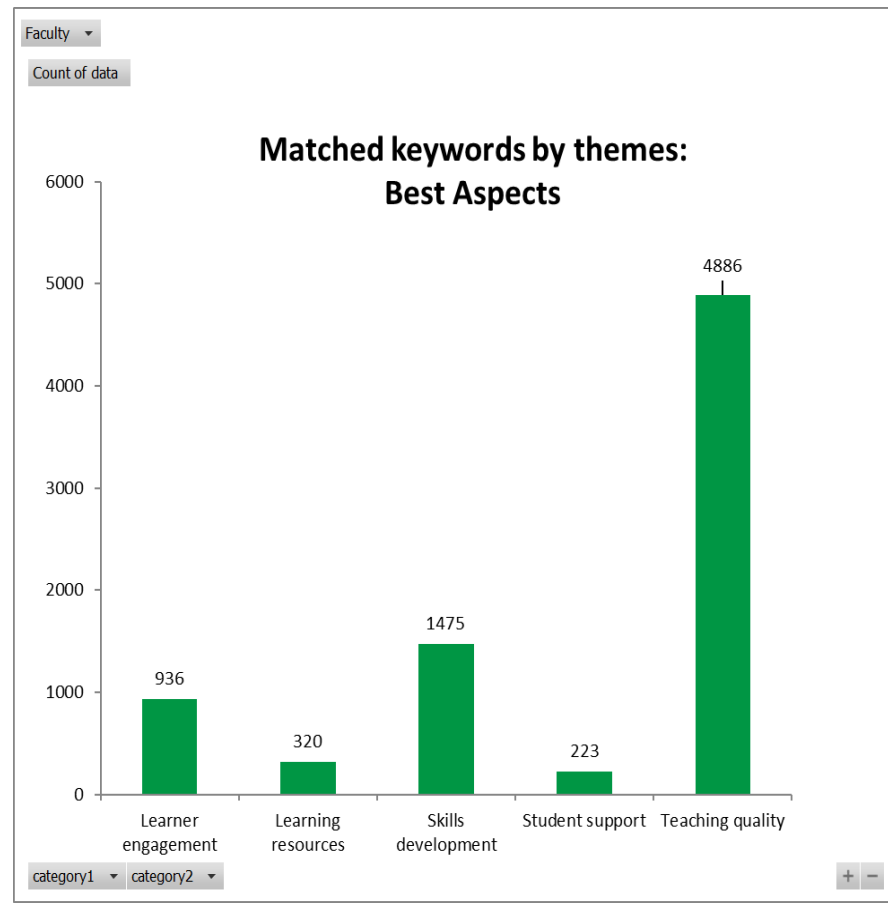
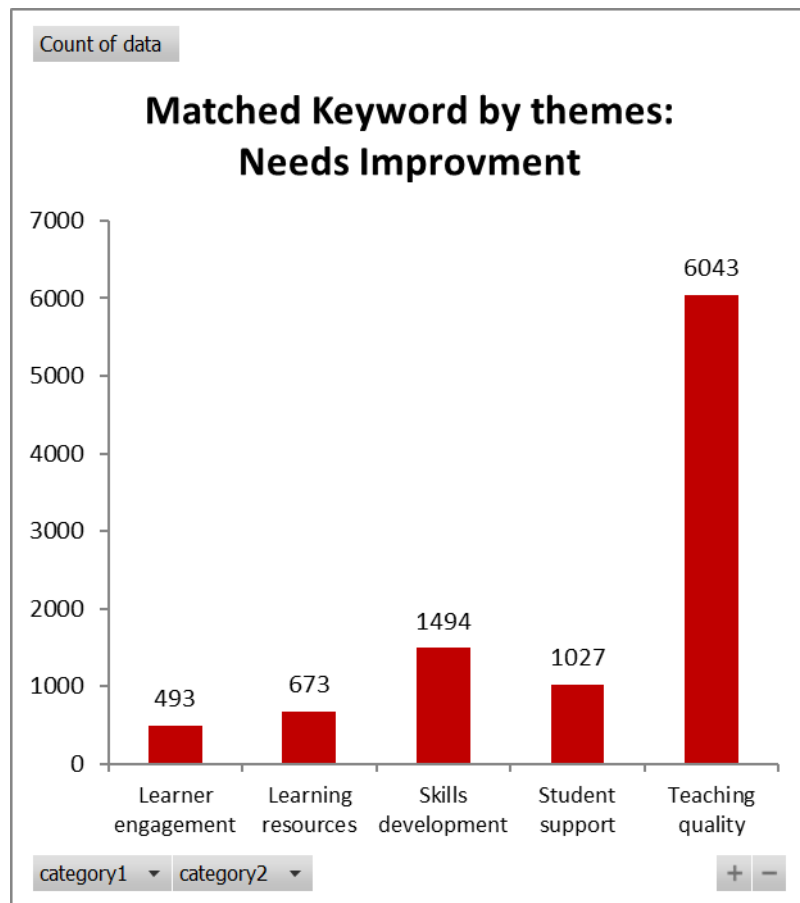
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| SES 2016- Needs for Improvement |                        |               |
|---------------------------------|------------------------|---------------|
| All comments                    | By Comments (Sentence) | By Respondent |
| Coded                           | 5422                   | 3750          |
| Out Of                          | 7293                   | 4689          |
| <b>Proportion (Percent)</b>     | <b>74.3</b>            | <b>80.0</b>   |

| SES 2016- Best Aspects      |                        |               |
|-----------------------------|------------------------|---------------|
| All comments                | By Comments (Sentence) | By Respondent |
| Coded                       | 4816                   | 3919          |
| Out Of                      | 6664                   | 4924          |
| <b>Proportion (Percent)</b> | <b>72.3</b>            | <b>79.6</b>   |

# Matched keywords by themes

SES 2016



# Further analysis by subtheme

## NEEDS IMPROVEMENT – LEARNER ENGAGEMENT

| Needs Improvement        |  |       |
|--------------------------|--|-------|
| Theme (category1)        | Subtheme (category2)                           | Count |
| Learner engagement       | Felt prepared for study                        | 15    |
|                          | Online or face-to-face discussions             | 20    |
|                          | Online or face-to-face discussions - unmatched | 9     |
|                          | Sense of belonging to university               | 78    |
|                          | Student interactions                           | 370   |
|                          | Student interactions - unmatched               | 1     |
| Learner engagement Total |  | 493   |

### Student Interactions:

- Communication between students and advisors
- Interaction between the convenors and students
- Opportunity to make friends/speak to people outside of class time
- Interaction during lectures
- Opportunity for real time speaking and listening
- Sense of community be better encouraged
- *information about possible career paths, internships*
- *focus on practical, hands on skills that employers are seeking*



# Further analysis by subtheme

## NEEDS IMPROVEMENT – LEARNING RESOURCES

| Needs Improvement        |  |       |
|--------------------------|--|-------|
| Theme (category1)        | Subtheme (category2)                                   | Count |
| Learning resources       | Facilities and resources - quality                     | 196   |
|                          | Online learning materials - quality                    | 126   |
|                          | Online learning materials - quality - unmatched        | 8     |
|                          | Textbooks and learning resources - quality             | 340   |
|                          | Textbooks and learning resources - quality - unmatched | 3     |
| Learning resources Total |  | 673   |

### Textbook and learning resources - quality:

- Expensive textbooks
- Availability of all lecturer's slides and lecturer's notes
- Relevant readings for the course
- Structured readings to better prioritise students' time and workload
- The structure of some units, the readings, lectures and the tutorial works needs to correlate with each other more.

### Facilities and resources – quality:

- Improvement in computer, equipment and laboratory facilities
- Better and bigger desks/tables/facilities in lecture theatres
- *Textbooks should only be supplementary, especially when most content is online*

# Further analysis by subtheme



## NEEDS IMPROVEMENT – SKILLS DEVELOPMENT

| Needs Improvement                                     |  |             |
|---|--|-------------|
| Theme (category1)                                     | Subtheme (category2)                                     | Count       |
| Skills development                                    | Complex problem solving developed by course              | 56          |
|   | Complex problem solving developed by course - unmatched  | 2           |
|   | Creative thinking skills developed by course             | 2           |
|   | Critical thinking skills developed by course             | 18          |
|   | Critical thinking skills developed by course - unmatched | 1           |
|   | Further learning   | 98          |
|   | Further learning - unmatched                             | 2           |
|   | Independent learning developed by course                 | 42          |
|   | Independent learning developed by course - unmatched     | 71          |
|   | Knowledge of study areas developed by course             | 89          |
|   | Knowledge of study areas developed by course - unmatched | 1           |
|   | Personal   | 99          |
|   | Personal - unmatched                                     | 7           |
|   | Practical application of theory                          | 494         |
|   | Practical application of theory - unmatched              | 11          |
|   | Spoken communication developed by course                 | 26          |
|   | Teamwork developed by course                             | 91          |
|   | Work readiness developed by course                       | 338         |
|   | Work readiness developed by course - unmatched           | 2           |
|   | Written communication developed by course                | 42          |
| Written communication developed by course - unmatched | 2  |             |
| <b>Skills development Total</b>                       |  | <b>1494</b> |

### Work readiness:

- Career specific material - coop programs with employers
- Career advise on getting an employment
- More internship/learning at workplace
- More information on job paths and appropriate units
- More career relevant training in the first 2 years of the degree

# Further analysis by subtheme

## NEEDS IMPROVEMENT – SKILLS DEVELOPMENT

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### **Practical application of theory:**

- More practical work/content for job readiness
- Mirror real-world context and situations
- More use of industry related technology and software
- Gap between knowledge and real business requirements
- Subjects taught by from real world business people
- More fluid and constantly evolving courses to keep up with dynamic economy and industry

# Further analysis by subtheme

## NEEDS IMPROVEMENT – STUDENT SUPPORT

| Needs Improvement     |   |       |
|-----------------------|---|-------|
| Theme (category1)     | Subtheme (category2)  | Count |
| Student support       | Academic, careers, administrative & learning advisors available / helpful               | 196   |
|                       | Academic, careers, administrative and learning advisors available / helpful - unmatched | 1     |
|                       | Administration  | 370   |
|                       | Efficient enrolment and admissions processes  | 134   |
|                       | Efficient enrolment and admissions processes - unmatched                                | 7     |
|                       | Induction/orientation activities relevant/helpful                                       | 6     |
|                       | Induction/orientation activities relevant/helpful - unmatched                           | 1     |
|                       | Received / offered relevant support   | 308   |
|                       | Received / offered relevant support - unmatched   | 4     |
| Student support Total |   | 1027  |

### Administration:

- Administrative staff - unhelpful, unresponsive, slow to assist or respond to queries
- Complicated administration procedure
- Ability to choose more units
- Availability of classes in both semesters
- Better timetable
- *Enrolment procedures*

# Further analysis by subtheme

## NEEDS IMPROVEMENT – STUDENT SUPPORT

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### Received/ offered relevant support:

- Counselling support
- More academic advice from the start to end
- Assistance on writing essays
- Available guidance about subject selection and degree planning
- Feedback and guidance on the topic
- Help and guidance needed for first year students
- More individual guidance
- *More guidance on assessments*
- *Guidance in choosing career path*

### Efficient enrolment and admission processes:

- Clearer enrolment process
- The required number of units and what is left to complete should be explained more clearly
- More communication as to how the overall progress is going
- Lack of transparency about financial support
- Timely advise on units to select
- Lacks contemporary online workflow

# Further analysis by subtheme

## NEEDS IMPROVEMENT – STUDENT SUPPORT

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### Academic, careers, administrative & learning advisors available / helpful

- Career advise
- Communication between conveners and students
- Help on course advice and structure
- Complicated administration procedure
- Enrolment process
- Response times in emails
- Unit coordinators ways of providing support for students - handing back assessment tasks in a timely manner.
- Grade appeal process
- Study and career advice specific to a course
- More direction in where we can go in the future
- Communication between faculty and students regarding administrative matters
- *One on one communication between tutors and students.*
- *Tutors weren't as helpful with the learning process*

# Further analysis by subtheme

## NEEDS IMPROVEMENT – TEACHING QUALITY

| Needs Improvement      |   |       |
|------------------------|---|-------|
| Theme (category1)      | Subtheme (category2)                                  | Count |
| Teaching quality       | Assessment standards                                  | 1053  |
|                        | Assessment standards - unmatched                      | 48    |
|                        | Course relevance and structure                        | 2641  |
|                        | Course relevance and structure - unmatched            | 8     |
|                        | Quality of overall educational experience             | 220   |
|                        | Quality of overall educational experience - unmatched | 20    |
|                        | Quality of teaching staff                             | 1507  |
|                        | Quality of teaching staff - unmatched                 | 6     |
|                        | Study/teaching skills and methods                     | 507   |
|                        | Study/teaching skills and methods - unmatched         | 33    |
| Teaching quality Total |   | 6043  |

### Course relevance and structure :

- Better engagement model for mature age students
- Flexibility in time table
- Consistent and focused workload
- Better coordination of group assessments with the overall course structure
- Tutorial hours
- More recommended subjects for the first year
- More advice on which direction to take my Bachelor
- Less or focused assessment task

# Further analysis by subtheme



## NEEDS IMPROVEMENT – TEACHING QUALITY

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### Quality of Teaching staff:

- Lecturers/tutors need to be better equipped, more engaging.
- Language proficiency of lecturers/tutors
- Engaging and friendly environment for teaching
- Tutors with industry experience
- Motivated teachers
- Lecturers / course convenors needed to be more prepared
- Accessibility of teaching staff to student questions and discussion
- Consistency of teaching quality between units
- Communication skills between staff and students
- Demonstration skills of teaching staff

### Assessment standards:

- Timely feedback
- Clearly defined assessment task outcomes
- Weighting of some of the assessment tasks
- Manageable assessment tasks time and workload
- More collaborative assignments to reflect workplace environments
- structure to the lecture material to define assessment tasks



# Further analysis by subtheme

## NEEDS IMPROVEMENT – TEACHING QUALITY

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### Study/teaching skills and methods

- Collaboration, there needs to more team work
- Quality of lecture recordings
- Unit guides and ilearn pages available a week before start of a semester
- Teaching methods - be more interactive
- More demonstration and explanation in practicals and tutorials
- Online aspects can be quite tedious and less engaging than face to face
- Registering for classes & online lectures need to be more interactive,
- Consistency in tutorial teaching material between tutorial groups

# To summarise

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## Pros

- Overall the current tool is fitting the data in a 72– 74 percent range
- Ability to provide charts and summary report
- Ability to include variables like, course type, faculty, mode of attendance, type of attendance, stage of study, citizenship etc for sub-group analysis.
- Flexibility to drill down to the actual comment(s)

## Cons

- Basic keyword matching
- Some subcategories are too broad, e.g., Academic, careers, administrative & learning advisors available / helpful.. Or Administration.
- Needs further development of the tool to include further sub-categories under the category 2
- It is resource intensive to read and fit the comments into a subcategory.

# Questions or Comments

