

Submission to: VCED

TITLE	Report on Course Experience Survey (CES), Semester 1 2009: Participation and Outcomes.
BACKGROUND	<p>The Course Experience Survey (CES) has been administered with higher education and TAFE versions since 2005, and is an important tool in the collection and analysis of student feedback around teaching and learning.</p> <p>In addition to feedback reports to teaching staff and others involved in monitoring and improving the quality of the learning environment and teaching, a summary report is prepared for the Vice-Chancellor's Executive each semester.</p>
SUMMARY	<p>This report summarises trends and issues emerging from student feedback collected through the CES. It summarises participation rates across RMIT and provides proposed actions to improve the efficacy and use of the instrument.</p> <p>In Semester 1, 2009, 67% of all HE course (excluding research) participated in the CES and students from 613 TAFE courses were surveyed. This has meant that 3089 individual reports on student feedback were provided to academic and teaching staff during the Semester.</p> <p>Across all HE courses there was a 2.5% improvement between Semester 1 2008 and Semester 2, 2009 in the Good Teaching Scale (GTS) and 1.8% in the Overall Satisfaction Index (OSI). TAFE student feedback has increased 2.7% on the GTS and 3.1% on the OSI.</p> <p>Key areas for improvement relate to the amount of feedback and comment on work students received from staff and the use of computer based teaching materials.</p> <p>A review of the student feedback policy, the CES instruments, reporting of data and the surveys is presently being undertaken. The review will consult widely across stakeholders in the University and may require changes to the content and running of the survey, however, to retain comparability with data collected since 2006 the GTS and the OSI questions will remain features of any revised questionnaire.</p>
LINKAGES TO STRATEGIC DOCUMENTS AND POLICIES	<p>Academic Plan Learning and Teaching Strategy RMIT 2010: Designing the Future</p>
RESOURCE IMPLICATIONS	N/A
RISK IMPLICATIONS	CES findings assist Schools to address risk related to student satisfaction.
IMPACT	N/A
RESPONSIBILITY AND COMMUNICATION	Deputy Vice-Chancellor (Academic)
ATTACHMENTS	N/A
RECOMMENDATION	That VCE note the report
Submitted by: Name: Professor Jim Barber Title: Deputy Vice-Chancellor (Academic) Date: 19 August 2009	Committee outcome: <i>[Completed by committee secretary]</i>

Course Experience Survey (CES)

Semester 1, 2009

Participation and Outcomes

**Survey Services Centre
Policy & Planning Group**
August 2009

1. Overview

This report reflects a continuing high levels of satisfaction in students' reported perceptions on the key indicators of good teaching and overall satisfaction in both HE and TAFE sectors.

Several refinements to the survey's administration and reporting procedures are proposed to increase its usefulness as a tool for academic staff to improve teaching and learning practices.

The Student Feedback Policy underpinning the CES, as well as the instrument itself and the methods of administration are currently being reviewed.

2. Survey Findings

The Course Experience Survey includes two scales – Good Teaching (GTS) and Overall Satisfaction (OSI). Within the Higher Education sector students' views of their courses on these scales have shown a continual improvement with each previous comparable Semester since the commencement of the survey in 2006.

Comparing Semester 1 2009 with Semester 1 in the previous year the Higher Education GTS has increased from 60.0% to 62.5%. In the three years, since the first semester of 2006, the GTS has improved 26%.

Each year the University performs less well on the GTS in Semester 1 compared with Semester 2. This is the case for Semester 1, 2009.

The item within the GTS, that the University performs most poorly on is: "The staff put a lot of time into commenting on my work" by a margin of 7% compared with the next most poorly performing item: "The teaching staff normally give me helpful feedback on how I am going in this course". The time spent commenting on work is also the lowest rated item of all 21 questions on the CES (53% agreement). These findings mirror outcomes on the GTS in second semester 2008. Clearly then, efforts to improve the overall GTS score should focus on strategies aimed at improving student's perception of these aspects of their course experience.

The component items in the GTS that RMIT HE students are most positive about are: "The teaching staff work hard to make this course interesting" (70%), and: "The teaching staff are extremely good at explaining things" (69%).

In response to the item: "Overall, I am satisfied with the quality of my course" 69% of HE students either agreed or strongly agreed. This compares with 67% in the previous Semester 1 2008 and 70% in Semester 2, 2008.

Considering all items on the survey the three most positive responses, in order, from HE students were on:-

- *Assessment tasks in this course require me to demonstrate what I am learning.*
- *The learning objectives in this course are clear to me.*
- *I am learning what I expected in this course.*

Consistent with last Semester the items on the questionnaire that HE students rate their courses most poorly on are:-

- *The staff put a lot of time into commenting on my work.*
- *There is effective use of other computer-based teaching materials in this course.*
- *The web-based (online) materials for this course are effective in assisting my learning.*

The Good Teaching Scale outcome for TAFE has improved to 76% compared with 74% in Semester 1, 2008. The question with the highest contribution to the TAFE GTS was "My instructors treat me with respect" with 84% of all responses by students agreeing or strongly agreeing with this statement. Questions with the lowest contribution to the TAFE GTS outcome are:-

- *My instructors understand my learning needs (69% agreement)*
- *My instructors make the course as interesting as possible (70%)*

TAFE students reported overall satisfaction with the quality of their courses continues to increase. Since Semester 1, 2006 to 2009 the percentage agreement on this overarching question has improved from 65% to 72%.

RMIT TAFE students rate the following aspects of their experience with teaching staff the highest of all questions on the survey:-

- *My instructors treat me with respect.*
- *My instructors provide opportunities to ask questions.*
- *My instructors have a good knowledge of current workplace skills.*

The three most poorly performed areas in the view of TAFE students are:-

- *There is effective use of other computer-based teaching materials in this course.*
- *The web-based (online) materials for this course are effective in assisting my learning.*
- *This course contributes to my confidence in tackling unfamiliar problems.*

Of the three Colleges, Design and Social Context (DSC) continues to receive higher ratings by students on the GTS and the OSI. Seventy five percent of the survey responses from students in this College report overall satisfaction with quality and 69% agree with the items on the GTS. Similarly in TAFE DSC students rate their courses with the highest GTS (81%) and 77% are satisfied with course quality.

The College of SEH has a clear advantage compared to overall RMIT responses on facilities and online resources with both the following items showing a 7% greater agreement rate than the total University responses:-

- *The facilities (such as classrooms, lecture theatres, studios, labs) are adequate for this course.*
- *The web-based (online) materials for this course are effective in assisting my learning.*

The Business College performs less well than the overall RMIT outcomes on all items on the CES. This is most marked with these items in descending order:-

- *I feel I can actively participate in my classes.*
- *The amount of work required in this course is about right.*
- *I can see how I'll be able to use what I am learning in this course in my career.*
- *Assessment tasks in this course require me to demonstrate what I am learning.*

In HE all Schools have improved their GTS this past semester in comparison with S1, 2008 (particularly Architecture and Design 13% increase, Maths and Geospatial Sciences 11% and Education 10.4%) apart from BIT down 4%, Electrical and Computer Engineering (2%) and, with a small HE presence, Life and Physical Sciences (13%). In TAFE all Schools maintained or improved their GTS rating apart from GSSSP which declined 2 percent.

DSC TAFE students rate their courses equal or higher on all other items of the CES with the exception of:-

- *There is effective use of other computer-based teaching materials in this course.*
- *The web-based (online) materials for this course are effective in assisting my learning.*

Conversely, Business TAFE students responded with less agreement to all items than the overall student body, apart from the same two items about online materials and computer based materials and the item "The facilities are adequate for this course".

SEH TAFE students rate their courses more poorly than all students on all items and most notably are much more inclined to disagree that:-

- *There is a good balance between theory and practice.*
- *There is effective use of other computer-based teaching materials in this course.*
- *This course contributes to my confidence in tackling unfamiliar problems*

Comparing Semester 1 HE 2009 with the corresponding Semester in 2008 the following items have shown the greatest improvement:-

- *The teaching staff normally give me helpful feedback on how I am going in this course. (increased 4%)*
- *The staff put a lot of time into commenting on my work. (4%)*
- *The teaching staff in this course motivate me to do my best work. (3%)*

In the TAFE sector the areas of greatest improvement in the year were:-

- *The web-based (online) materials for this course are effective in assisting my learning (5%)*
- *There is effective use of other computer-based teaching materials in this course. (5%)*
- *I am learning what I expected to in this course. (4%)*

Reports were generated for 110 courses from Semester 1 in Vietnam from 10 Schools. An analysis of total Vietnam student responses compared with total HE responses for all students from all other campus locations shows that these students as a group were significantly less satisfied (9%) with the overall quality of their courses but were slightly more likely to report good teaching in their courses (2%). Vietnam students in particular were less satisfied with facilities (10%), learning resources (8%) and were eight percent less likely to report that they were learning what they expected to in their courses.

3. CES Administration Issues

3.1 Review of the CES

The Policy and Planning Group is undertaking a review of the student feedback policy, the CES instrument, reporting of data and the survey's administration. The project plan for the review has been finalised. Consultations with academic and teaching staff have begun and are intended to improve the utilisation, administration and reporting of the surveys. Recommendations arising from the review will be submitted to Academic Board in October.

To inform the CES review the SSC conducted a client survey and collected data from 812 academic and teaching staff on their attitudes to the CES. Data was also sought from School based Student Feedback Coordinators.

In summary, staff views on the administration aspects of the CES showed high levels of support for the 3 page report supplied to them of CES outcomes with 63% either "satisfied" or "very satisfied". Similarly, staff are relatively satisfied with the timeliness of reports being provided to them (58% satisfaction compared with 15% "dissatisfied" or "very dissatisfied").

The greatest area of concern asked about in the survey relating to its administration is the way the survey is distributed in the School with half the staff satisfied and 28% dissatisfied.

Of all the issues staff were questioned about in relation to the CES and its reporting and administration the area of greatest dissatisfaction was with the instrument itself with 36% of all staff not happy with the usefulness to them of the questions asked in the course survey.

Overall 42% of surveyed staff were satisfied with the operations of the SSC and 16% were dissatisfied.

Comparing staff perceptions of the CES by College, on all questions staff in the SEH College report the highest levels of satisfaction. DSC staff were less satisfied on all items compared with the total staff response.

The survey found marked differences between Higher Education and TAFE teaching staff to the CES. Uniformly on all but one element HE respondents reported higher levels of satisfaction than did TAFE staff. The exception was the response to the item about the usefulness of the questions asked on the CES where TAFE participants were 9% more satisfied with the questions than HE.

3.2 Provision of student qualitative data

The CES contains two open ended items:-

- *"What are the best aspects of this course?"*, and
- *"What aspects of this course are in most need of improvement?"*

Because of the volume of CES surveys the SSC has not been able to key these comments and include them as part of its standard reporting process. Instead once the forms have been scanned and a quantitative report of outcomes sent the original forms have been returned to the teaching staff so they are able to read the comments.

Commencing in Semester 2 the SSC will continue to return the original forms to staff but also provide a zipped file of the scanned images so that staff are able to read the forms online. These zipped files can also then be made available to other staff under the provisions of the Student Feedback Policy. This improvement also allows for a complete archiving of all student feedback.

3.3 Participation rates by course

Commencing Semester 1, 2009 the SSC has provided a report to staff of survey outcomes that included the number of enrolments derived from the Statistics and Reporting Unit for each course at the census date. This change in process allows academic and teaching staff to determine participation rates in their course survey and consequently make better informed judgements on the validity of the outcomes reported.

3.4 Reporting by course location

The SSC has adopted a new reporting format to Heads of Schools allowing for a single file overview of course outcomes on all CES items and composite scales for all School courses surveyed. As an addition to this report the SSC will provide data on School overview reports that indicates, in addition to course name and code, staff name and survey outcomes, the campus location for each course. This innovation will provide an easier source of comparison for student feedback performance across the range of locations at which courses are provided.

3.5 Surge in number of HE forms completed

There has been a 7.2% increase in the raw number of courses surveyed since Semester 1, 2008 and a 34% increase in the number of forms filled out by HE students and returned by the Schools for processing to in excess of 60,000 forms in the current semester. This has occurred at the same time that there has been a decline in the percentage of courses surveyed of 2 percent. The reason for this is that at the commencement of each semester Schools nominate which courses are being offered but are not "surveyable" because, for example, they are research courses or courses where there are no formal classes. The number of not surveyable courses has decreased so the overall participation rate has declined but the actual number of courses surveyed has increased along with total forms processed. Moreover while the CES is being administered in more courses it appears that the coverage of students in the courses is much greater. Whilst this very large increase presents challenges for the SSC in provision of timely reports the consequent improvement in the representativeness of the data and the validity of conclusions to be drawn from the data is welcome.

3.6 Further analysis by School on selected items

The SSC will shortly undertake an trend analysis by School against the CES items that are consistently the most poorly rated by RMIT students to allow a clearer understanding of what areas significant improvements can be made to lift the overall organizational outcome.

4 Participation in the CES

TABLE 1.
PARTICIPATION BY COLLEGE – HIGHER EDUCATION
Percentage of non research courses surveyed

	Sem 1, 2008	Sem 1, 2009
Business	76.2	69.0
Design and Social Context	67.8	64.7
Science, Engineering and Health	67.9	67.5
TOTAL	69.1	66.8

TABLE 2.
PARTICIPATION BY COLLEGE – TAFE
No of courses/competencies surveyed

	Sem 1, 2008	Sem 1, 2009
Business	283	151
Design and Social Context	282	288
Science, Engineering and Health	211	174
TOTAL	776	613

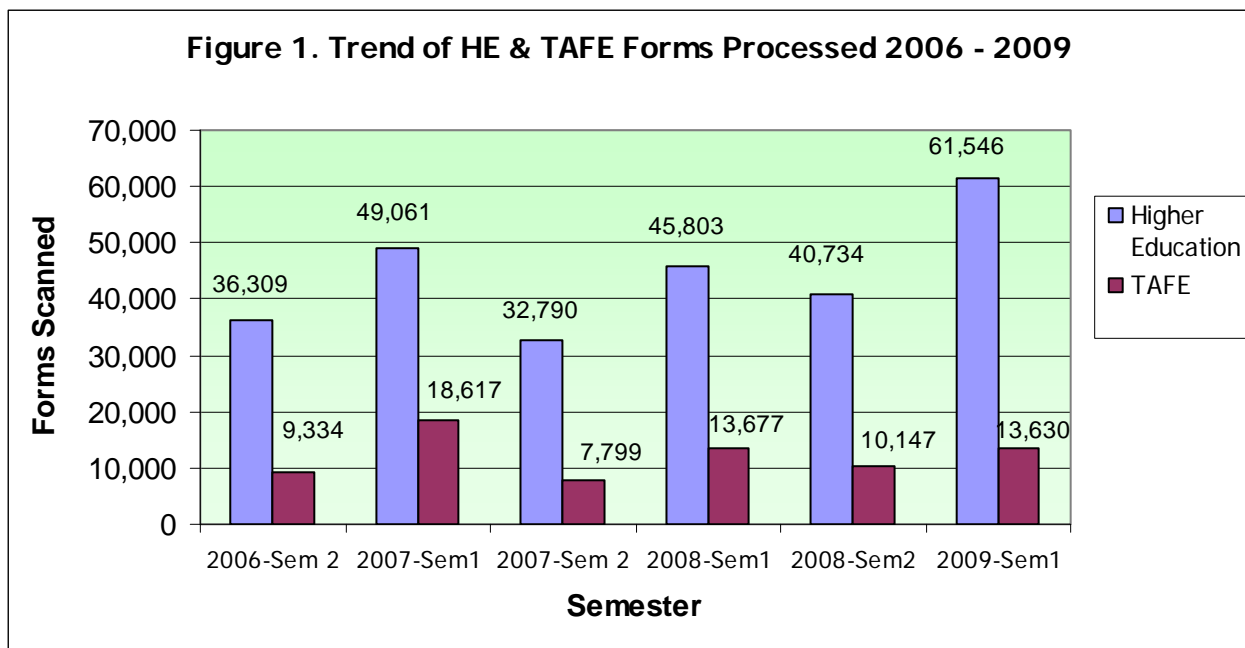


TABLE 3.
PARTICIPATION BY SCHOOL – HIGHER EDUCATION
 No. and percentage of non-research courses surveyed

School	No. of courses surveyed	Surveyable courses	% surveyed
Applied Communication	122	143	85.3
Accounting And Law	72	86	83.7
Creative Media	73	89	82.0
Electrical & Computer Engineering	63	78	80.8
Graduate School of Business	23	29	79.3
Civil Environmental and Chemical Engineering	31	40	77.5
GSSSP	147	196	75.0
Applied Sciences	94	126	74.6
Management	74	105	70.5
Computer Science IT	69	100	69.0
SAMME	106	155	68.4
Economics & Finance	85	126	67.5
Mathematical and Geospatial Sciences	68	103	66.0
Fashion And Textiles	26	40	65.0
Medical Sciences	78	120	65.0
Health Sciences	148	237	62.4
Property Construction and Project Management	36	61	59.0
Architecture and Design	76	131	58.0
Business Information Technology	58	106	54.7
Art	67	122	54.9
Education*	29	103	25.2
Life and Physical Sciences	2	17	11.8
Total	1,544	2,313	66.8

* a further 54 courses received after 30th June

TABLE 4.
PARTICIPATION BY SCHOOL – TAFE*
 No. of courses/competencies surveyed

School	No. surveyed 2008	No. surveyed Sem 1 2008	No. surveyed Sem 1 2009
Business TAFE School	438	283	151
Infrastructure, Electrotechnology and Building Services	54	54	0
Life and Physical Sciences	166	92	59
Creative Media	83	36	57
Fashion and Textiles	100	46	59
Education	76	67	53
Design (TAFE)	107	62	40
Global Studies, Social Science and Planning	67	52	61
Aerospace, Mechanical and Manufacturing Engineering	65	65	0
International Centre for Graphic Technology	9	9	0
Engineering (TAFE)*	116	0	115
Art	27	10	18
TOTAL	1,308	776	613

competency numbers reported rather than percentages

5 Good Teaching Scale (GTS) Rankings and Item Analysis

The Good Teaching Scale (GTS) is made up of the following questions:-

- The teaching staff in this course motivate me to do my best work.
- The staff put a lot of time into commenting on my work.
- The staff made a real effort to understand difficulties I might be having with my work.
- The teaching staff normally gave me helpful feedback on how I am going in this course.
- The teaching staff are extremely good at explaining things.
- The teaching staff work hard to make this course interesting.

The GTS percent agreement is calculated by adding the number of students that “agree” or “strongly agree” with these items as a percentage of all student responses so the GTS ranges from a low of 0 to 100 percent.

TABLE 5.
GTS OUTCOMES FOR RMIT – HIGHER EDUCATION and TAFE (percent agreement)

	Sem. 1 2007	Sem. 2 2007	Sem. 1 2008	Sem. 2 2008	Sem. 1 2009
Higher Education	57.2	61.2	60.0	64.3	62.5
TAFE	70.5	70.2	73.8	76.3	76.5

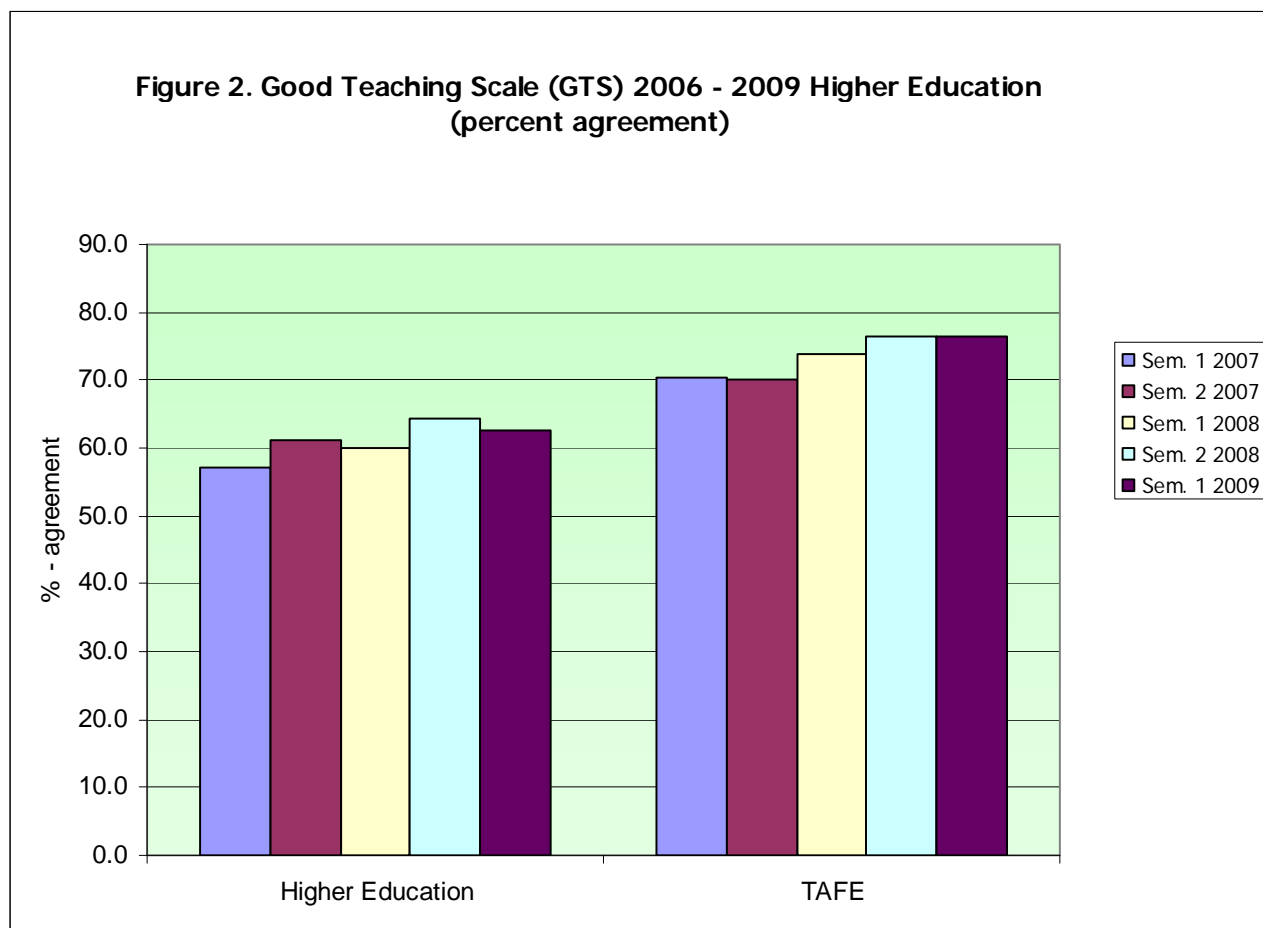


TABLE 6.
OVERALL SATISFACTION INDEX (OSI) OUTCOMES – HIGHER EDUCATION and TAFE (percent agreement)

	Sem. 1 2007	Sem. 2 2007	Sem. 1 2008	Sem. 2 2008	Sem. 1 2009
Higher Education	65.0	68.0	67.2	70.0	69.0
TAFE	65.0	64.0	69.0	71.2	72.1

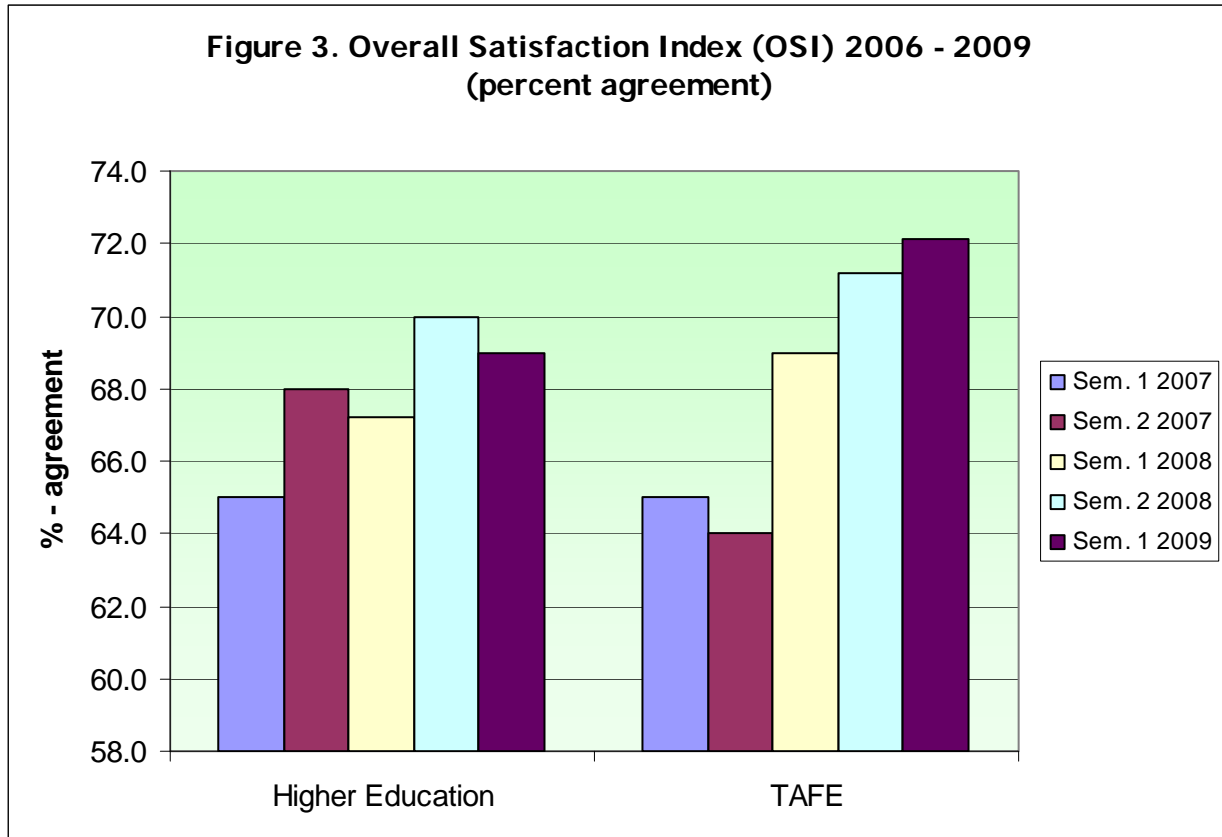


TABLE 7.
GTS RANKING BY COLLEGE – HIGHER EDUCATION (percent agreement)

	Sem.1 2007	Sem.2 2007	Sem.1 2008	Sem. 2 2008	Sem. 1 2009
Design and Social Context	63.7	67.1	65.6	69.0	69.4
Science, Engineering and Health	54.8	57.8	56.6	61.9	61.1
Business	51.5	57.1	57.9	59.9	58.4
TOTAL RMIT	57.2	61.2	60.0	64.3	66.8

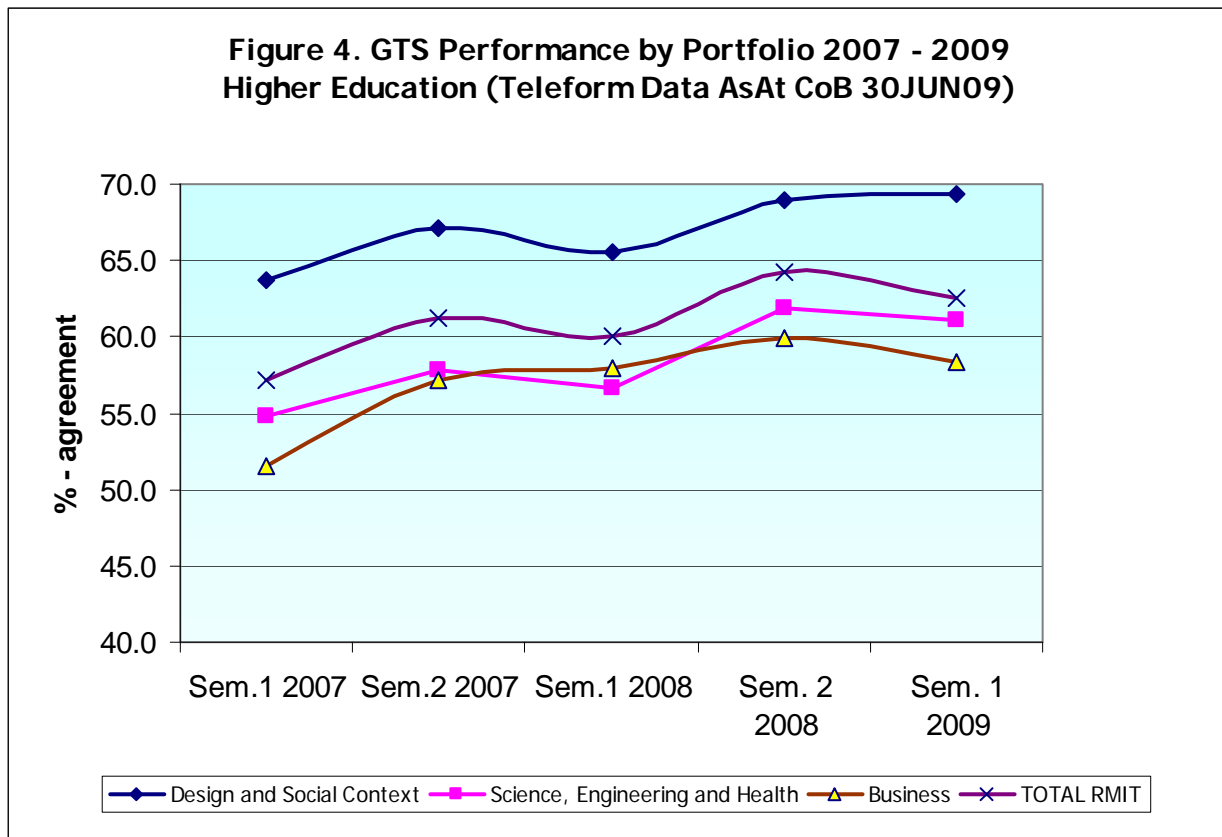


TABLE 8.
GTS RANKING BY COLLEGE – TAFE (percent agreement)

	Sem.1 2007	Sem.2 2007	Sem.1 2008	Sem.2 2008	Sem.1 2009
Design and Social Context	77.9	79.2	77.2	81.4	80.7
Science, Engineering and Health	67.4	69.0	73.9	72.6	74.1
Business	66.8	67.5	70.7	74.6	73.0
TOTAL RMIT	70.5	70.2	73.8	76.3	76.5

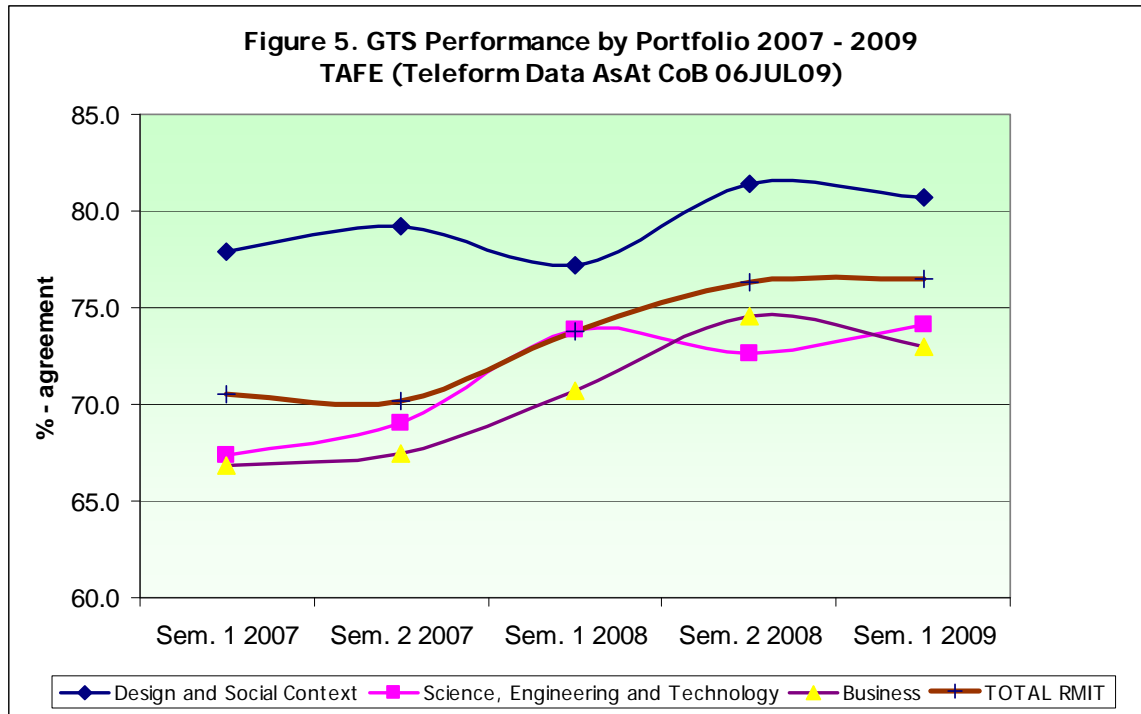


TABLE 9.
GTS RANKING BY SCHOOL – HIGHER EDUCATION (percent agreement)

	Sem. 1 2007	Sem. 2 2007	Sem. 1 2008	Sem. 2 2008	Sem. 1 2009
Education	62.4	68.3	69.3	66.8	79.7
Graduate School of Business	67.9	72.1	67.5	68.9	76.0
Art	69.8	73.5	73.8	76.2	74.3
Global Studies, Social Science and Planning	66.4	69.4	69.8	73.5	73.7
Applied Communication	70.1	72.2	68.4	72.2	69.7
Creative Media	65.8	68.0	68.1	76.4	69.6
Life and Physical Sciences	0.0	0.0	81.8	81.9	69.2
Architecture and Design	58.8	62.6	55.8	63.5	68.7
Fashion and Textiles	65.6	64.7	62.9	66.9	65.9
Business Information Technology	70.0	73.1	69.6	75.9	65.4
Mathematical and Geospatial Sciences	53.9	56.0	53.9	65.7	64.4
Health Sciences	61.6	62.1	59.7	66.7	63.2
Medical Sciences	52.0	57.2	57.8	61.7	62.6
Civil, Environmental and Chemical Engineering	47.1	46.3	54.2	55.7	61.8
Applied Sciences	60.2	67.1	58.1	66.1	61.6
Aerospace, Mechanical and Manufacturing Eng.	48.5	52.9	52.8	59.3	61.5
Computer Science and Information Technology	61.7	57.6	58.0	62.3	59.0
Economics, Finance and Marketing	50.3	52.5	55.4	58.8	59.0
Accounting and Law	47.0	49.6	50.9	58.3	56.6
Management	48.1	57.2	55.5	52.7	54.7
Property, Construction and Project Management	45.3	49.1	49.5	50.7	54.0
Electrical and Computer Engineering	48.2	58.3	51.8	53.9	49.5

TABLE 10.
GTS RANKING BY SCHOOL – TAFE (percent agreement)

	Sem. 1 2007	Sem. 2 2007	Sem. 1 2008	Sem. 2 2008	Sem. 1 2009
Art	82.6	86.3	82.7	78.1	85.7
Education	79.1	nil	82.2	79.3	83.3
Creative Media	82.3	83.9	80.4	83.7	82.8
Life and Physical Sciences	74.3	75.4	82.8	80.1	82.6
Fashion and Textiles	77.8	77.2	74.2	85.3	81.5
Global Studies, Social Science and Planning	78.5	100.0*	80.1	88.1	78.1
Design TAFE	75.3	70.2	73.9	74.4	75.3
Aerospace, Mechanical and Manufacturing Engineering	59.8	66.3	70.7	nil	73.9
Business TAFE	66.8	65.7	70.7	74.6	73.0
Engineering (TAFE)*	nil	nil	nil	67.4	71.8
Infrastructure, Electrotechnology and Building Services	66.8	65.5	62.8	nil	nil

*excluding associate degrees – GTS = 66.6 and OSI 55.2

TABLE 11.
ITEM ANALYSIS BY COLLEGE - HIGHER EDUCATION (percent agreement)

CES item	BUS	DSC	SEH	Total RMIT
1. The learning objectives in this course are clear to me.	68.5	76.8	75.5	73.0
2. I am learning what I expected to in this course.	66.8	72.9	74.7	71.0
3. The course is well organized.	64.8	72.1	68.9	68.3
4. The teaching staff are extremely good at explaining things.	66.4	73.5	67.4	68.8
5. The teaching staff normally give me helpful feedback on how I am going in this course.	56.4	68.0	58.9	60.7
6. This course contributes to my confidence in tackling unfamiliar problems.	53.9	65.7	60.4	59.3
7. Assessment tasks in this course require me to demonstrate what I am learning.	68.3	80.7	79.5	75.3
8. The amount of work required in this course is about right.	63.0	76.5	74.3	70.4
9. The teaching staff in this course motivate me to do my best work.	58.7	69.9	61.1	62.7
10. I enjoy doing the work for this course.	54.8	68.8	62.8	61.3
11. I find the learning resources for this course useful (e.g. notes, handouts, readings, AV materials)	60.9	68.6	70.6	66.1
12. The web-based (online) materials for this course are effective in assisting my learning.	54.3	58.9	65.6	58.9
13. There is effective use of other computer-based teaching materials in this course.	48.0	54.3	59.8	53.2
14. The facilities (such as classrooms, lecture theatres, studios, labs) are adequate for this course.	64.9	69.7	77.4	70.1
15. I feel I can actively participate in my classes.	58.7	77.6	70.5	67.8
16. There is a good balance between theory and practice.	58.5	68.7	65.4	63.6
17. The teaching staff work hard to make this course interesting.	64.9	76.2	69.2	69.5
18. I can see how I'll be able to use what I am learning in this course in my career.	62.8	75.3	74.2	69.8
19. The staff make a real effort to understand difficulties I might be having with my work.	55.5	66.9	60.2	60.3
20. The staff put a lot of time into commenting on my work.	48.5	62.0	49.9	53.0
21. Overall, I am satisfied with the quality of this course.	63.4	74.6	70.3	68.8

TABLE 12.
ITEM ANALYSIS BY COLLEGE - TAFE
 (percent agreement)

CES item	BUS	DSC	SEH	Total RMI T
1. The learning objectives in this course are clear to me.	69.2	78.2	69.8	73.1
2. I am learning what I expected to in this course.	69.2	75.7	70.3	72.2
3. This course is well organized.	65.6	71.7	63.0	67.6
4. My instructors have a thorough knowledge of the course assessment.	76.7	84.7	79.9	80.7
5. My instructors provide opportunities to ask questions.	78.3	85.7	81.7	82.1
6. My instructors have a good knowledge of current workplace skills.	76.8	86.1	78.7	81.1
7. Assessment tasks in this course require me to demonstrate what I am learning.	75.0	82.1	76.5	78.3
8. The amount of work required in this course is about right.	70.2	78.4	70.8	73.8
9. My instructors treat me with respect.	80.0	87.3	82.7	83.6
10. I enjoy doing the work for this course.	61.0	73.1	64.9	66.9
11. I find the learning resources for this course useful (e.g. notes, handouts, readings, AV materials).	66.9	74.5	66.6	70.0
12. The web-based (online) materials for this course are effective in assisting my learning.	64.3	58.1	55.7	60.2
13. There is effective use of other computer-based teaching materials in this course.	62.0	58.4	53.1	58.8
14. The facilities (such as classrooms, lecture theatres, studios, labs) are adequate for this course.	72.5	71.6	68.3	71.3
15. I feel I can actively participate in my classes.	73.2	81.1	76.0	77.1
16. There is a good balance between theory and practice.	65.7	72.4	60.7	67.5
17. My instructors understand my learning needs.	66.7	73.5	65.7	69.4
18. I can see how I'll be able to use what I am learning in this course in my career.	70.6	79.2	70.9	74.3
19. My instructors communicate the course content effectively.	70.3	77.5	69.3	73.1
20. My instructors make the course as interesting as possible.	66.0	75.7	65.3	69.9
21. This course contributes to my confidence in tackling unfamiliar problems	63.3	71.2	60.6	66.0
22. Overall I am satisfied with the quality of this course.	68.6	77.0	68.5	72.1

Figure 6. CES Item Analysis 2007-2009 Higher Education

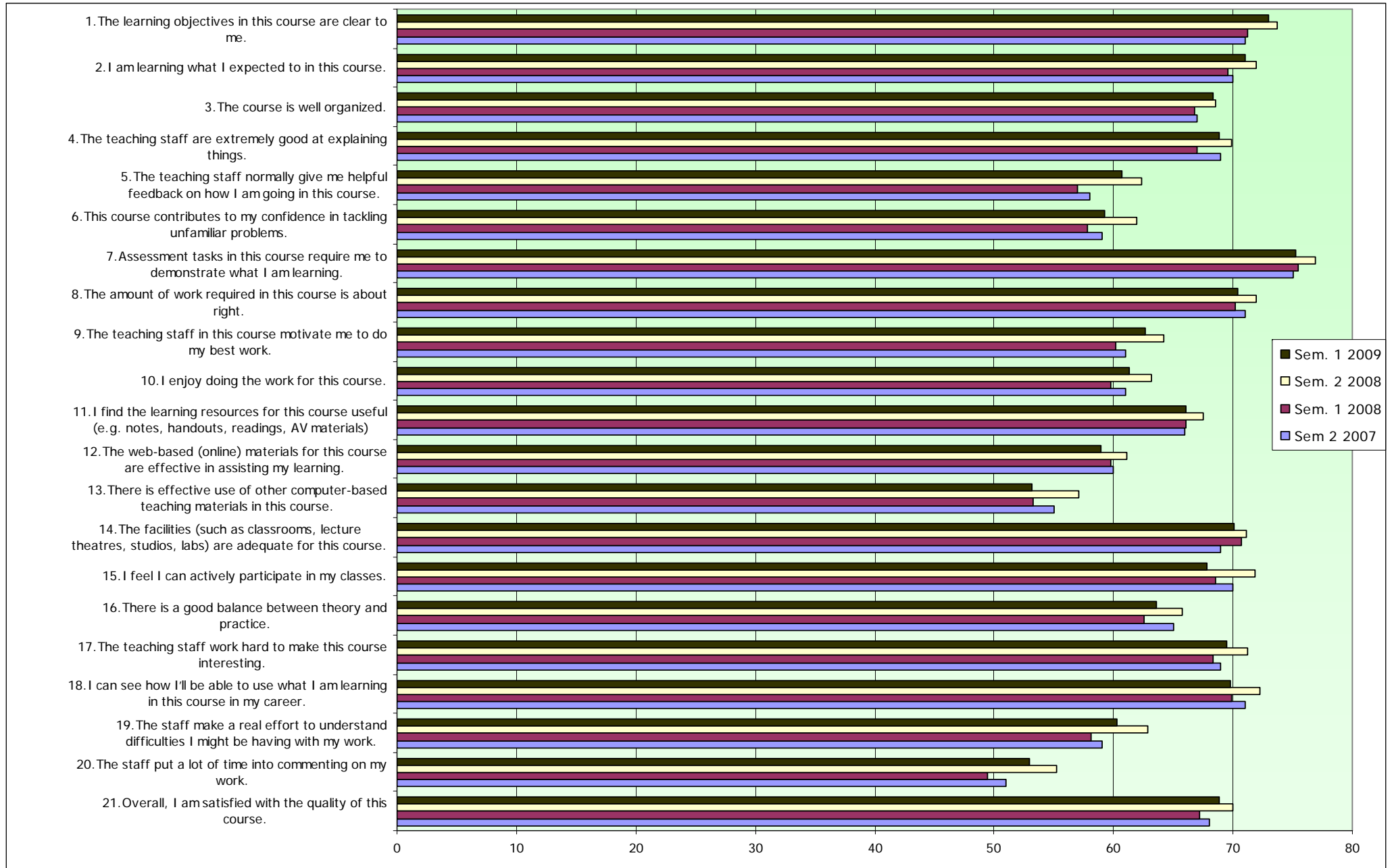


Figure 7. CES Item Analysis 2007-2009 TAFE

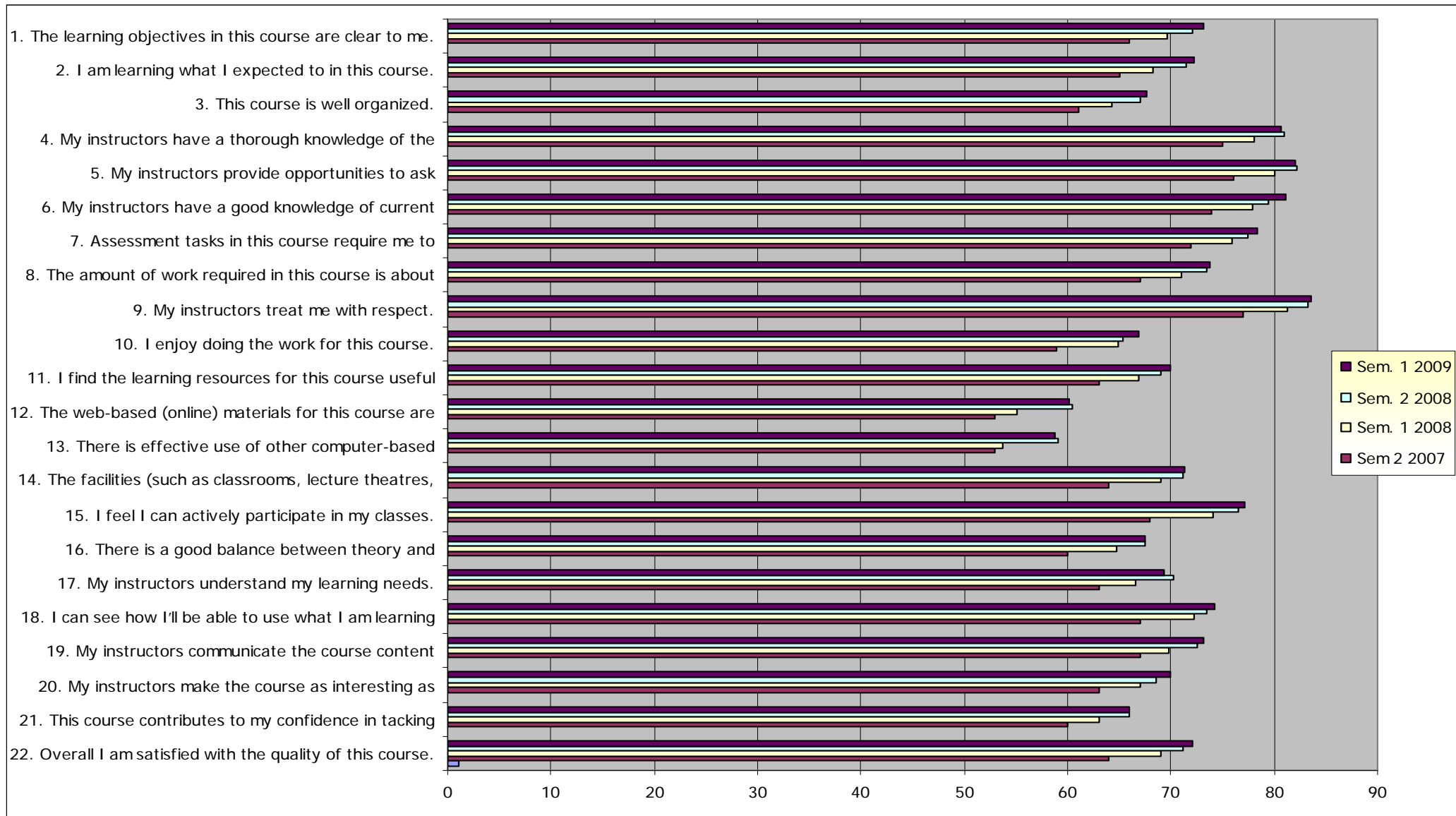


TABLE 13. ITEM ANALYSIS, GTS and OSI HE and Vietnam (percent agreement)

CES item	Total RMIT	Total Vn
1. The learning objectives in this course are clear to me.	73	69
2. I am learning what I expected to in this course.	71	63
3. The course is well organized.	68	64
4. The teaching staff are extremely good at explaining things.	69	68
5. The teaching staff normally give me helpful feedback on how I am going in this course.	61	66
6. This course contributes to my confidence in tackling unfamiliar problems.	59	57
7. Assessment tasks in this course require me to demonstrate what I am learning.	75	68
8. The amount of work required in this course is about right.	70	64
9. The teaching staff in this course motivate me to do my best work.	63	66
10. I enjoy doing the work for this course.	61	58
11. I find the learning resources for this course useful (e.g. notes, handouts, readings, AV materials)	66	58
12. The web-based (online) materials for this course are effective in assisting my learning.	59	55
13. There is effective use of other computer-based teaching materials in this course.	53	50
14. The facilities (such as classrooms, lecture theatres, studios, labs) are adequate for this course.	70	60
15. I feel I can actively participate in my classes.	68	62
16. There is a good balance between theory and practice.	64	61
17. The teaching staff work hard to make this course interesting.	70	69
18. I can see how I'll be able to use what I am learning in this course in my career.	70	64
19. The staff make a real effort to understand difficulties I might be having with my work.	60	63
20. The staff put a lot of time into commenting on my work.	53	60
21. Overall, I am satisfied with the quality of this course. (OSI)	69	60
Good Teaching Score (GTS)	63	65