

Listening to the student voice at the University of Sydney: Closing the loop in the quality enhancement and improvement cycle

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Abstract

The Student Course Experience Questionnaire (SCEQ)¹ and the Student Research Experience Questionnaire (SREQ) are tools used to gather information on the current student experience at the University of Sydney. This information contributes to quality enhancement and improvement processes, inputs into strategic planning at both institutional and faculty level, and closes the loop in the quality enhancement cycle, by providing students with evidence that their comments are reaching the intended audience and validating the time and effort that they dedicate to completing the surveys.

In this paper, I will argue that for optimal use of the data, and the time and energy spent in its collection and analysis, it is necessary to work at two levels – institutional and faculty. Data collected through the SCEQ and SREQ is analysed, evaluated and reported to faculties, administrative units, and senior management thus contributing to both institutional and faculty responses to student feedback. Dissemination of the analysis of the strengths, weaknesses and areas of improvement in the student experience, gained through listening to the student voice, takes place through the preparation of individualised reports, presentations at general and specifically focussed staff forums, and inclusion as agenda items at meetings of strategic working groups. The final stage in the process is ensuring that this information is made publicly available through our website.

Introduction

The lecturers always listen to our comments and suggestions and do their best to accommodate our concerns. They are often changing their initial guidelines to help students. This is a very good thing about my degree."

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Harnessing the power of the student voice

Collecting and analysing the student voice

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Disseminating the student voice

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The analysis is most useful when it provides an additional, semi-quantitative perspective on areas of concern that can be identified from the numerical results... particularly when it is linked to Academic Board commendations and recommendations. Another very useful aspect is the discussion of trends over time.

Analysis of student research experience questionnaire (SREQ) – areas of best practice and suggested improvements (2006)

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Closing the loop

Challenges

respond to student feedback and employer and community needs

To continue to adapt and

Conclusion

Glossary of abbreviations

References

Quality and power in

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 new relationships between research, scholarship and teaching
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Reshaping the University:

Connection

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 Qualitative analysis of graduate comment and the development of course domains

Assuring quality and effective change management in international higher education

Accessing the student voice: using CEQuery to identify what retains and promotes engagement in
 productive learning in Australian higher education

Getting the most out of the SCEQ data: meeting the needs of multiple stakeholders.
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Synergy

Tertiary

Education and Management -