



***Benchmarking student  
perceptions on teaching  
and learning at Non-  
University Higher  
Education Providers in  
Australia***

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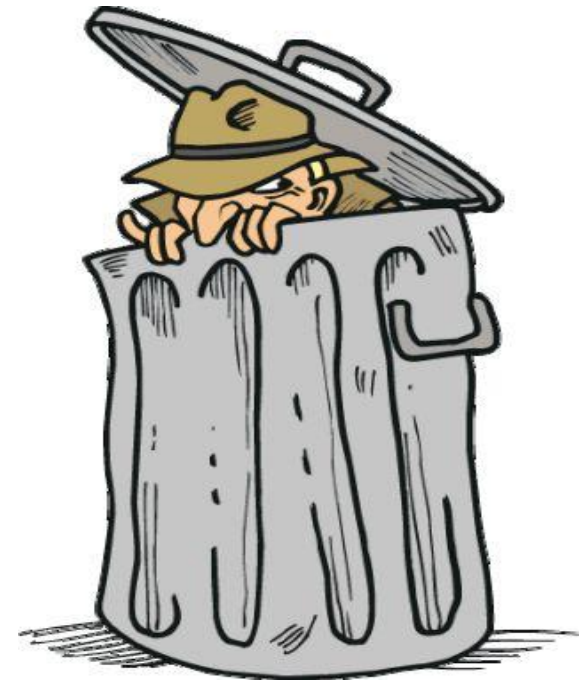
# Welcome



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# Why benchmark - initial challenges

- ▶ TEQSA and Threshold Standards commenced in 2012
- ▶ Finding partners
- ▶ Time factor



# Let's start somewhere

- ▶ Keep it simple
- ▶ Overcome commercial sensitivities
- ▶ Remove time burden from HEPs
- ▶ Compliance with Threshold Standards
- ▶ Continuous Improvement focus

# How would it work?



# TEQSA'S Definition

- ▶ Benchmarking was defined in the TEQSA Guide for Renewal of Registration as follows:
- ▶ **Benchmarking** – benchmarking is recognised as a means by which an entity can: demonstrate accountability to stakeholders; improve networking and **collaborative relationships**; generate management information; develop an increased understanding of practice, **process or performance**; and garner insights into **how improvements might be made**. In the context of course accreditation, benchmarking involves **comparing performance outcomes and/or processes of similar courses** of study delivered by other providers. 'Internal benchmarking' against other relevant courses offered by the provider may also be undertaken.

# Standards - Renewal of Registration

- ▶ Section B4 Primacy of Academic Quality and Integrity
  - ▶ B4.3 Benchmarking reports for the improvement of Teaching and Learning
- ▶ B5.2 Performance Benchmarking
  - ▶ *compares its performance on **teaching, student learning outcomes, graduate outcomes**, and research with other higher education providers, and **uses regular, valid and reliable feedback from internal and external stakeholders to improve its higher education operations.***





# Standards - Renewal of Course Accreditation

- ▶ **3.2 Course performance data and benchmarking**
- ▶ Provider Course Accreditation **Standard 5.4** requires that: ‘the higher education provider maintains, monitors and acts on **comparative data on the performance of students in the course of study**, including information on the performance of student cohorts by entry pathway, mode of study and place of study, such data to include: student attrition; student progress; course completions and grade distributions.’
- ▶ Provider Course Accreditation **Standard 5.6** requires that: ‘... the higher education provider is able to demonstrate **appropriate progression and completion rates** ...’
- ▶ Provider Course Accreditation **Standard 4.2** requires that: ‘... staff who teach students in the course .... are **advised of student and other feedback on the quality of their teaching** and have opportunities to improve their teaching.’
- ▶ Provider Course Accreditation **Standard 5.5** requires that: ‘the academic standards intended to be achieved by students and the standards actually achieved by students in the course of study are benchmarked against similar accredited courses of study offered by other higher education providers.’



# Mapped regulatory requirements

- ▶ Mapped Threshold Standards 2011 related to benchmarking
  - ▶ B4.3 Benchmarking Reports
  - ▶ B5.2 Performance benchmarking via student surveys
    - ▶ Teaching
    - ▶ Student learning outcomes
    - ▶ Graduate outcomes
  - ▶ 3.2 Course outcomes
    - ▶ Student satisfaction data
    - ▶ Student attrition, progress and completion rates

# Focus on using student surveys

- ▶ Analysis of university national surveys
  - ▶ Develop key teaching and learning areas
- ▶ Analysis and Reporting Framework
  - ▶ Consortium dimensions and measures were developed
  - ▶ Consultation with HEPs in the pilot

# Alignment



# Pilot

- ▶ Initial pilot benchmarking of 2013 student survey data
- ▶ Model used conceptual dimensions:
  - ▶ Good Teaching
  - ▶ Student Engagement
  - ▶ Student Support
  - ▶ Course Content and Workload
  - ▶ Assessment and Feedback
  - ▶ Graduate Attributes
  - ▶ Facilities and Learning Resources
  - ▶ Student Satisfaction

# Initial Methodology

- ▶ Survey scales
  - ▶ Survey scales were aligned and coded
- ▶ % Satisfaction scores (positive rating)
  - ▶ equivalent 'agree' parameters for satisfaction scores.
- ▶ HEPs collected their own survey data
  - ▶ Data collection templates developed
  - ▶ HEPs entered data into Consortium's templates

# Reporting Metrics

- ▶ Overall satisfaction score comparisons:
  - ▶ All HEPs Mean
  - ▶ Student Population Group Mean
  - ▶ Field of Education Group Mean
- ▶ Percentage satisfaction scores for each measure
  - ▶ All HEPs Mean for each measure
- ▶ Qualitative comments
  - ▶ Correlated with quantitative data

# From pilot to now

- ▶ Pilot in 2013
- ▶ HLC partnered with ACPET from 2015 onwards
  - ▶ Increased participants from 4 to 17
- ▶ Developed a National Survey in 2016
- ▶ Includes annual workshop
  - ▶ Sharing of best practice
  - ▶ Problem solving



# 2016 Insights

- ▶ 15 HEPs
- ▶ Student Population Groups
  - ▶ Less than 100 – 2 HEPs
  - ▶ Between 100 and 499 – 7 HEPs
  - ▶ 500 and Above – 6 HEPs
- ▶ Broad Fields of Education
  - ▶ Creative Arts
  - ▶ Food, Hospitality and Personal Services
  - ▶ Health
  - ▶ Information Technology
  - ▶ Management and Commerce
  - ▶ Society and Culture

# What we found

## Trend Analysis

- All HEPs Mean is 1% lower than 2015
- 2 HEPs below 70% compared to 3 in 2015
- 8 HEPs above the All HEPs Mean compared to 7 in 2015

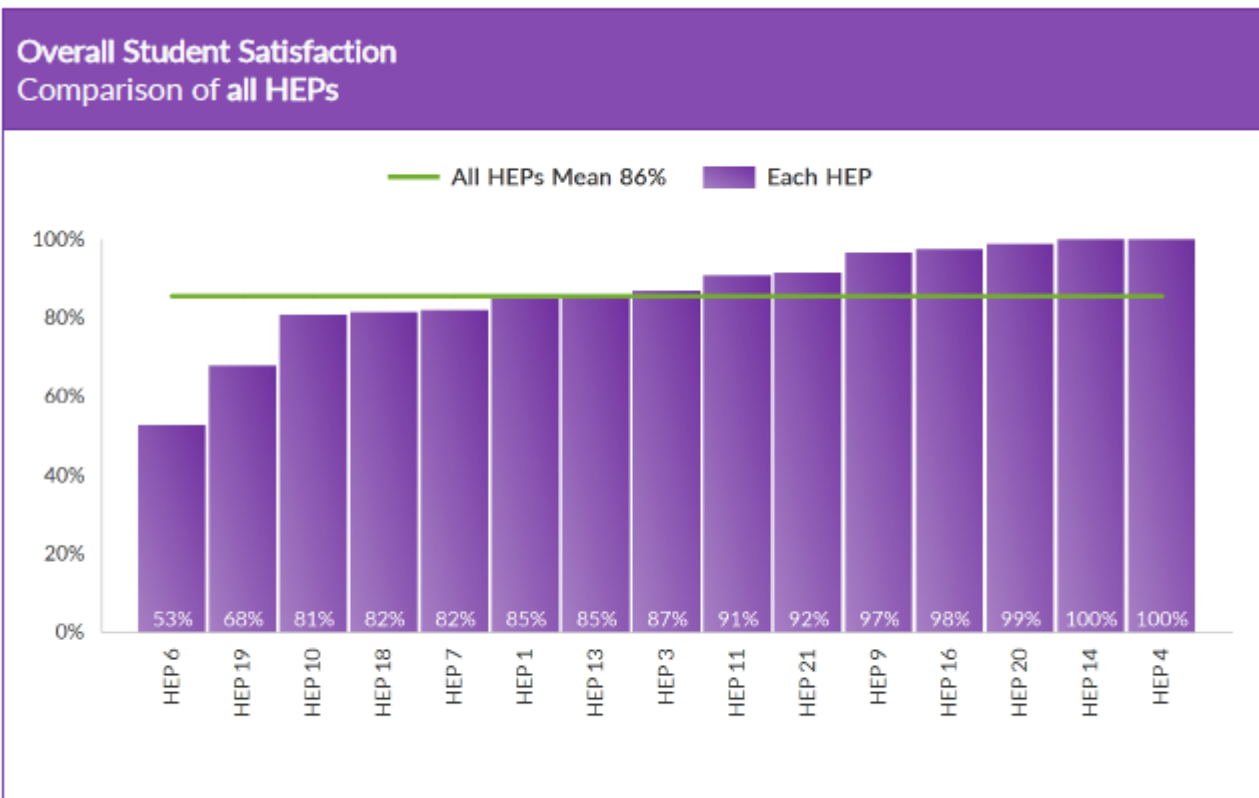


Figure 1

# Fields of Education

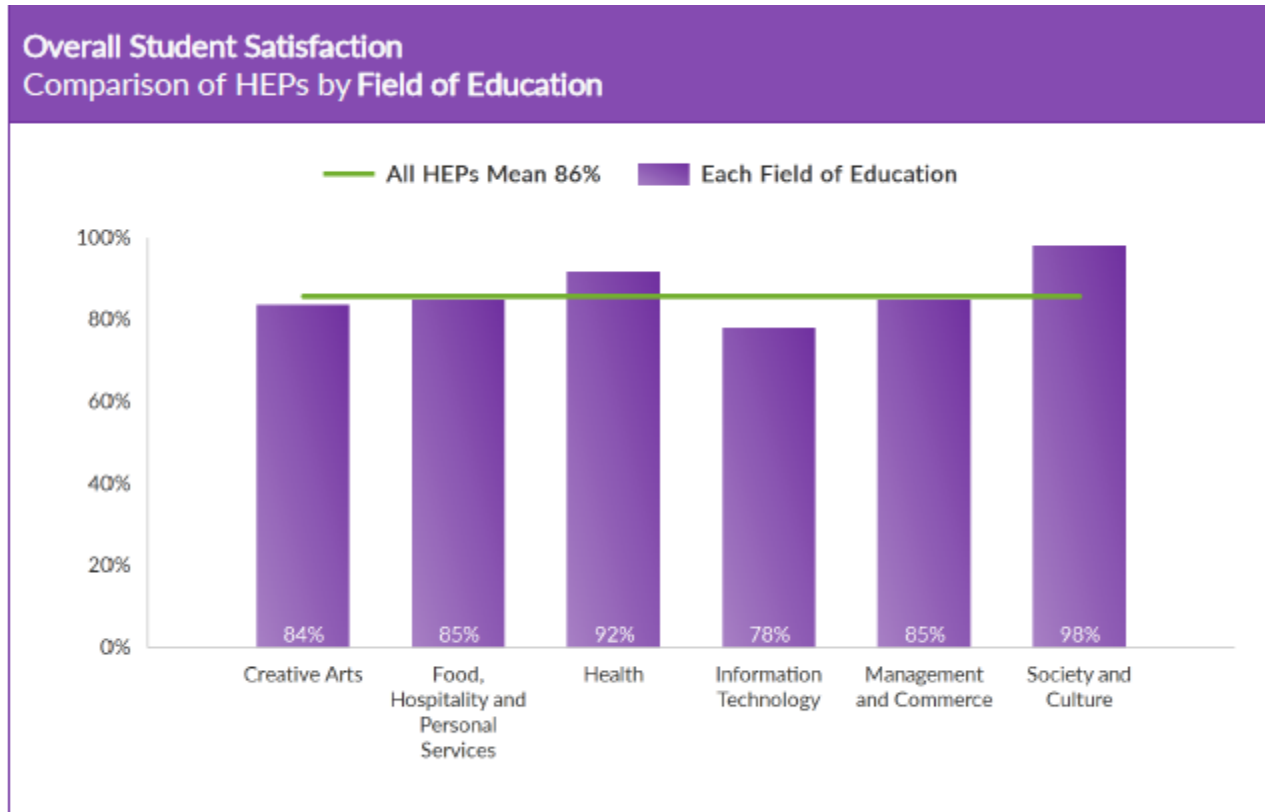


Figure 3

# Student Population findings

## Overall Student Satisfaction Comparison of HEPs grouped by Student Population

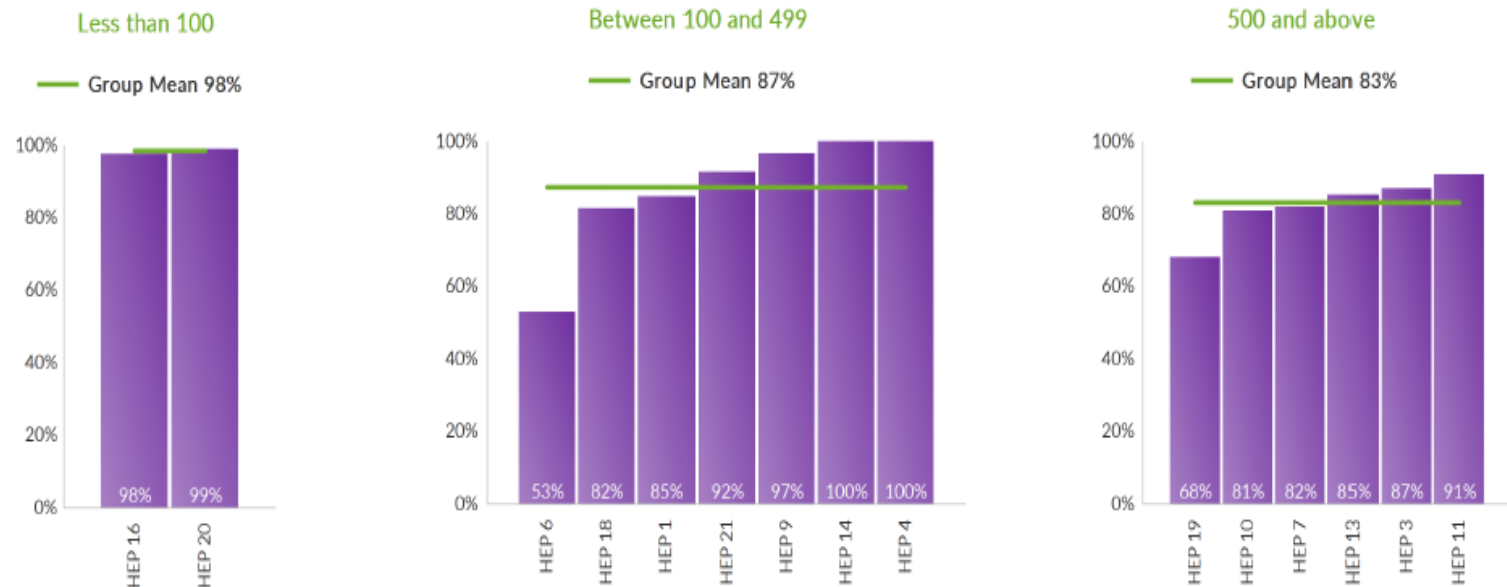


Figure 2

## Jazz Music Institute

★ Add to compare

Select a study area to show overall student experience data

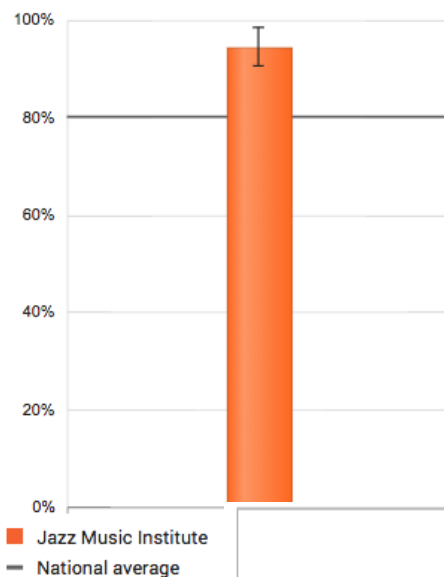
Overall results ▾

Charts

Table

### Student Experience - Undergraduate

Overall quality of educational experience ⓘ



Overall quality of educational experience ⓘ



Jazz Music Institute

National Average

94.5%  
(90.6% - 98.5%)  
55 responses

79.9%

## The University of Queensland

★ Add to compare

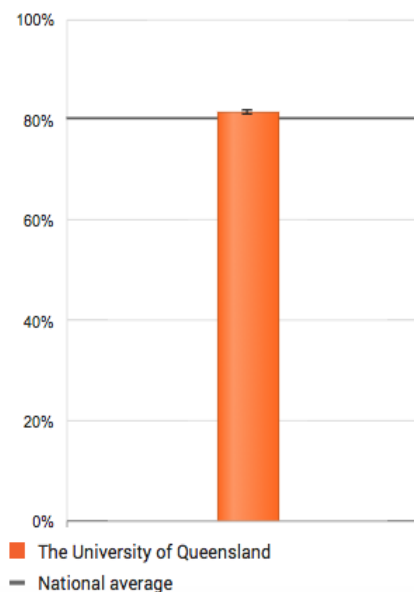
Select a study area to show overall student experience data

Overall results ▾

Charts

### Student Experience - Undergraduate

Overall quality of educational experience ⓘ



The University of Queensland  
National average

<https://www.qilt.edu.au/institutions/>

# JMI student comments

## ► Strengths

- Incredible teachers
- Encouraging
- Supportive
- Pace is intense but works well
- Exposure to world class artists
- Community and vibe is supportive and conducive to learning

## ► Improvements

- Explain more
- More communication
- More assessment feedback (lower quantitative scores)
  - Library, IT and English language support quantitative scores were also lower

# QILT Report comparisons 2016

**Table 2: The student experience, by type of institution, 2016 (% positive rating), (2016 SES National Report, p iv)**

	Focus areas: Skills Development	Focus areas: Learner Engagement	Focus areas: Teaching Quality	Focus areas: Student Support	Focus areas: Learning Resources	Questionnaire item: Quality of entire educational experience
<b>NUHEIs</b>	82	62	84	76	73	80
<b>Universities</b>	81	62	81	72	86	80
<b>All institutions</b>	81	62	81	72	85	80
<b>Benchmarking Consortium</b>	79	(incl in Teaching Quality)	88	76	75.5	86

(HLC/ACPET Benchmarking Report 2016 Data)



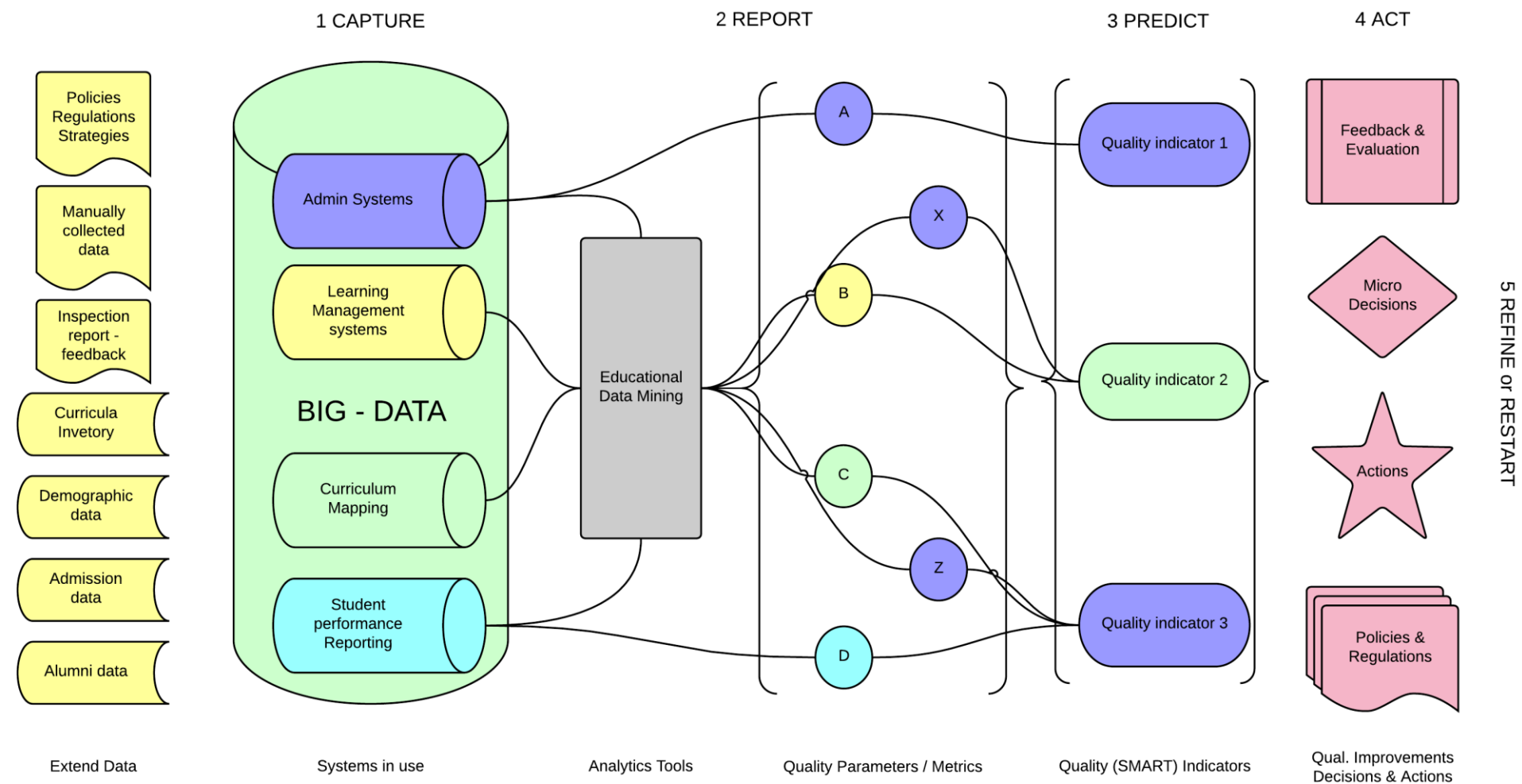
# 2016 Snapshot

## ► Strengths

- highest measure - Lecturers are knowledgeable, at 90.9%

## ► Improvements

- lowest measure - English language support was available, at 58.4%
- below 75% - 7 measures relating to:
  - Generic Skills
  - Facilities and Learning Resources
  - Student Support



<https://mededu.jmir.org/2015/2/e11/>

## Closing the loop

- ▶ Continuous improvement planning
- ▶ Better understanding of position in group
- ▶ Workshop facilitates:
  - ▶ Sharing of good practices
  - ▶ Problem-solving of issues
  - ▶ Collegiality

