

# **COURSE EXPERIENCE SURVEY (CES)**

## **Information for Staff**

Prepared by Strategy, Planning and Performance

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THE UNIVERSITY OF  
**NEWCASTLE**  
AUSTRALIA

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## ABOUT THE CES

Enhancing the student experience and student satisfaction through addressing issues raised in student feedback is a key strategic objective for the University of Newcastle. *The Strategy, Planning and Performance (SPP)* team administers the *Course Experience Survey (CES)* to gather student perceptions of their experiences in individual courses. This survey replaces and combines the previous SFC and SFT surveys. The CES includes onshore and offshore Semester, Trimester and seasonal (Summer/Winter) courses. Ongoing feedback from students on their course experiences helps highlight what is being done well and further areas for improvement.

In the CES, students are asked about the course generally, then are prompted to select any teachers in the course that they would like to provide feedback specifically. For each teacher they select, students complete a series of questions comprising the teacher feedback.

Students may choose to provide feedback for as many or as few teachers in their course as they like and have the option of skipping the teacher feedback section altogether.

### COURSE & TEACHER CONFIRMATION SURVEY - "THE PRE-CES"

The *Course & Teacher Confirmation Survey* (Pre-CES) is a necessary step to set up the CES with correct data. **It is compulsory to complete the Pre-CES.**

The Pre-CES is sent to all Course Coordinators during week 4 of each teaching term and needs to be completed within two (2) weeks.

We use the Pre-CES to:

- Ensure that the correct Course Coordinators are listed in the survey
- Confirm or adjust the teachers in each course, including all staff that will teach into the course for four (4) or more weeks - lecturers, tutors, lab technicians, facilitators etc .
- Identify courses that may need customised student feedback i.e. placements, study tours etc

Teacher lists are obtained through the *Syllabus Plus* database managed by each school.

**If changes to teaching staff occur after the Pre-CES closes, Course Coordinators must advise SPP at [surveys@newcastle.edu.au](mailto:surveys@newcastle.edu.au)**

## CES QUESTIONNAIRE

The CES questionnaire was designed by SPP and the Student Course Evaluation Working Group using externally validated questions and statements employed in the government endorsed Quality Indicators for Learning and Teaching (QILT) surveys.

Complete the demo survey [here](#).

NO.	QUESTION	IDENTIFIER
1	<b>Overall, the quality of my learning experience in [course name] was:</b> Excellent (5), Good (4), Satisfactory (3), Poor (2), Very poor (1)	Satisfaction C

If the student selects **Satisfactory, Poor or Very Poor** in Question 1 then they are asked additional question:

To see where we may need to improve, can you please indicate your level of agreement with the following statements:		
a	It was made clear right from the start what was expected of students in [course code]	Expectations
b	The course was well structured/organised	Structure
c	Compared to other courses, the workload for this course was manageable	Workload
d	Course assignment or project descriptions, including information about requirements (rubric), were clear	Criteria
e	Course projects, assignments, tests, and/or exams improved my understanding of the course material	Assessment
f	I have developed relevant knowledge and/or usable skills through studying this content	Knowledge
g	The resources (textbook, readings, online resources etc) contributed to my learning of the subject matter	Resources

If the student selects **Satisfactory, Good or Excellent** in Question 1 then they are asked:

2	<b>What were the best aspects of the course?</b>	Comment
3	<b>Are there any changes which could be made to improve the course?</b>	Comment

If the student selected **Poor or Very Poor** in Question 1; they answer 2.1 and 3.1 (instead of 2 and 3)

2.1	<b>Please provide more detail to allow us to make improvements where possible.</b>	Comment
3.1	<b>Please describe the positive aspects of the course that we could continue to implement.</b>	Comment

4	<b>Overall, the quality of my experience with [teacher name] was:</b> Excellent (5), Good (4), Satisfactory (3), Poor (2), Very poor (1)	Satisfaction T
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If the student selects **Satisfactory, Poor or Very Poor** in Question 4 then they are asked additional question:

To see where improvements may be needed, can you please indicate your level of agreement with the following statements:		
a	I felt that [teacher name] cared about my individual outcomes and success in this course	CaredAboutMe
b	[teacher name] explained concepts clearly	ExplainedThing
c	[teacher name] seemed helpful and approachable	Approachable
d	[teacher name] was enthusiastic about the course material	Enthusiastic
e	[teacher name] seemed well prepared and organised	Organised
f	[teacher name]'s feedback on course assignments, projects, tests, and/or papers provided guidance on how to improve my performance in the course	Feedback

5	<b>What did you value most about [teacher name]'s teaching?</b>	Comment
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6	<b>Are there any changes [teacher name] could make to improve your learning experience?</b>	Comment
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- Questions asked of **all students**
- Questions asked of students who select **Satisfactory, Poor or Very Poor**
- Questions asked of students who select **Satisfactory, Good or Excellent**

## CES – UNIQUE DELIVERY & ALTERNATE QUESTIONNAIRES

We recognise that the standard set of CES questions may not be suitable for all courses. Alternate questionnaires are available for courses that don't follow a standard structure, for example placement courses are surveyed under the **Course Experience Survey – Unique Delivery (CES-UD)**

The CES-UD is designed for courses that sit outside the standard coursework format including placement, honours, major project, overseas/out of area experiences. The Course Coordinator is given the opportunity to select the CES-UD instead of the standard CES, when completing the Pre-CES survey.

NO.	QUESTION	IDENTIFIER
1	<b>Overall, the quality of my learning experience in [course name] was:</b> Excellent (5), Good (4), Satisfactory (3), Poor (2), Very poor (1)	Satisfaction C
If the student selects <b>Satisfactory, Poor or Very Poor</b> in Question 1 then they are asked additional question:		
<b>To see where we may need to improve, can you please indicate your level of agreement with the following statements:</b>		
a	It was made clear right from the start what was expected of students in [course code]	Expectations
b	The course was well structured/organised	Structure
c	Compared to other courses, the workload for this course was manageable	Workload
d	Course assignment or project descriptions, including information about requirements (rubric), were clear	Criteria
e	Course projects, assignments, tests, and/or exams improved my understanding of the course material	Assessment
f	I have developed relevant knowledge and/or usable skills through studying this content	Knowledge
g	The resources (textbook, readings, online resources etc) contributed to my learning of the subject matter	Resources
2	<b>What were the best aspects of the course?</b>	Comment
3	<b>Are there any changes which could be made to improve [course name]?</b>	Comment
4	<b>Please indicate your level of agreement with the following statements:</b> Excellent (5), Good (4), Satisfactory (3), Poor (2), Very poor (1)	Satisfaction T
a	I felt well prepared for my [course type]	
b	The [course type] was well structured	
c	I felt supported by my supervisor (educator/preceptor/placement teacher) during my [course type]	
d	The supervisor (educator/preceptor/placement teacher) provided useful and timely feedback	
e	The [course type] has increased my clinical/professional skills	
f	Overall, I am satisfied with this [course type]	
5	<b>What were the best aspects of your [course type]?</b>	Comment
6	<b>Are there any changes which could be made to improve your experience in [course type]?</b>	Comment

- ☐ Questions asked of **all students**
- ☐ Questions asked of students who select **Satisfactory, Poor or Very Poor**

## KEY DATES FOR THE CES 2022

TERM	PRE-CES DUE	SURVEY OPENS	SURVEY CLOSES	FULLY GRADED DATE (FGD)
Semester 1 6240	<b>Week 5 25 March</b>	Week 10 Mon 9 May	Sun 26 June	Fri 1 July
Semester 2 6280	<b>Week 5 19 August</b>	Week 10 Mon 19 September	Sun 13 November	Fri 25 November
Trimester 1 6225	<b>Week 5 25 February</b>	Week 10 Mon 28 March	Sun 1 May	Fri 6 May
Trimester 2 6255	<b>Week 5 10 June</b>	Week 10 Mon 11 July	Sun 14 August	Thur 18 August
Trimester 3 6285	<b>Week 5 23 September</b>	Week 10 Mon 24 October	Sun 20 November	Wed 30 November
Trimester 1 (Sing) 6215	N/A	Week 11 Mon 21 March	Sun 1 May	Thur 12 May
Trimester 2 (Sing) 6245	N/A	Week 11 Mon 18 July	Sun 28 August	Thur 8 September
Trimester 3 (Sing) 6275	N/A	Week 11 Mon 14 November	Sun 22 December	Sun 16 January 2023
Summer 1 6200	<b>Week 2 3 December</b>	Week 8 Mon 31 January	Thur 17 February	Fri 18 February
Summer 2 6211	<b>Week 1 14 January</b>	Week 4 Mon 31 January	Thur 17 February	Fri 18 February
Summer Enabling 6190	N/A	Week 4 Mon 17 January	Sun 30 January	Thur 3 February
Winter 6260	<b>Week 1 17 June</b>	Week 4 Mon 4 July	Thur 14 July	Fri 15 July
UNCIE Sem 1 6243	<b>Week 4 14 April</b>	Week 10 23 May	Sun 26 June	Fri 8 July
UNCIE Sem 2 6283	<b>Week 5 18 November</b>	Week 10 Mon 19 December	Sun 29 January	Thur 3 February 2023
UNCIE Tri Bridging 6288	<b>Week 5 21 October</b>	Week 10 Mon 21 November	Sun 18 December	Fri 23 December

**Quantitative** Reports will be finalized at fully graded date (FGD) of term.

**Qualitative** Reports will be made available after the fully graded date (FGD) of term, only if processed).  
Processing times vary due to the variable volume of comments received.

**NOTE: DATES ARE SUBJECT TO CHANGE.**

## IMPROVING RESPONSE RATES

A high response rate for the CES is valuable for robust analysis of the data. While SPP promotes the CES using a number of channels (e.g. digital signage, social media, email etc.), the most effective way to drive response rates is for **staff to actively encourage students** to take part in the survey.

In 2021, the Teaching and Learning Committee endorsed response rate targets to ensure the reliability of data we collect – with small classes requiring much higher response rates.

Class Size	Response Rate Target
1-20	75%
21-50	55%
51-100	35%
101+	25%

Here are some ways you can help improve CES response rates:

✓ **Early notice**

It is a good idea to let your students know during **Week 1** that they will be later asked to complete course feedback and that this is part of being a university student.

✓ **Let students know when the CES is open and available to complete**

Key CES survey dates are included in this document – tell students in class that the CES is open.

✓ **Educate students on how to access the survey**

The two ways that you can promote access to the survey are:

1. QR code
2. <https://www.newcastle.edu.au/surveys>



Both of these options will take the student directly to all of their course surveys for the term.

✓ **Allocate time in class for students to complete their CES**

This has proven to be a very positive exercise. The CES should only take 2-5 minutes to complete and can be accessed via smartphones, tablets and laptops.

✓ **Let students know that they can edit their answers until the survey closing date**

“Start now, Complete Later”

✓ **Emphasise the value of student feedback**

Let your students know that you (and the University) value their input. Provide examples of feedback on teaching & courses you have used in the past to improve the student experience.

✓ **Put an announcement on your course Canvas page**

✓ **Use your photo**

Students are more likely to give you individual feedback if they can identify you during the survey. Teachers must give permission to use their photo using the [ServiceNow form](#). You may choose to use either your staff ID photo or another photo of your choosing.

If permission is not given via the ServiceNow form, the University logo will be used in place of a photo.

## REPORTING

Results of the *Course Experience Survey (CES)* are reported through the [SPP BI & Reporting Hub](#). The Power BI report will be regularly refreshed with updated results. For direct links to both the Quantitative and Qualitative reports, see below.

Please note that you may have to sign-in and view the report in Power BI Online on the first attempt, after which the embedded SharePoint version will become functional - your Power BI login is the same as your standard UON login.

### QUANTITATIVE REPORTS FOR COURSE FEEDBACK

#### CES Course Quantitative Report

Quantitative results for course feedback (Question 1) will be finalised on the Fully Graded Date (FGD)

### QUALITATIVE (COMMENT) REPORTS FOR COURSE FEEDBACK

#### CES Qualitative Feedback & Teacher Report

Quantitative data for teaching feedback will be finalised by the fully graded date (FGD). Qualitative (comment) reports for both course and teacher feedback will be made available after the FGD of each term when processing has been finalised. This date will vary due to the variable volume of comments received. The *Staff and Student Insights team* screen all comments for student/staff health & wellbeing and for personal identifiers. Comments have been read by a specialised Higher Education student feedback machine learning tool and comments are flagged to be read by a human. This process is not perfect and will improve with feedback over time. If you find a comment that you feel is inappropriate, offensive, or breaches the [Code of Conduct](#), please contact [surveys@newcastle.edu.au](mailto:surveys@newcastle.edu.au).

### ACCESS TO QUALITATIVE DATA

*Heads of School, Assistant Deans of Teaching and Learning, Program Convenors, School Executive Officers, Quality Assurance Officers* or other staff with responsibility for quality assurance (as approved by the HOS) should have access. Academic staff should use these channels to access CES comment reports. If you require additional access submit a request through [ServiceNow](#) including details of what access is required eg I am seeking access to course comments and teacher feedback but I do not need teacher comments.




ROLE	TYPE OF <u>QUALITATIVE</u> DATA ACCESS	
	COURSE FEEDBACK	INDIVIDUAL FEEDBACK (TEACHER)
Teacher / Tutor / Lecturer	As confirmed by Course Coordinator	Own feedback only
Course Coordinator	Where identified in PCMS as primary Course Coordinator	All teachers in course
Program Convenor	All non-elective courses in program/s	All teachers in non-elective courses in program/s
Head of School (HOS) / Executive Officer (SEO)	All courses in school	All teachers in school
College PVC / College Manager / Associate Director / QATLS / ADT&Ls	All courses in college	None
Office of the DVCA	All courses	None
Specialist access for research, peer mentoring, quality assurance reviews	Feedback on special request	Feedback on special request



## TEACHER FEEDBACK

### TEACHER PHOTOS

When completing the CES, students will be shown a list of teachers associated with the course and asked to select those that they would like to provide feedback to. To assist students with identifying their teacher, teachers may choose to use their staff ID photo or a personal photo in this part of the survey.

<input type="checkbox"/> Lloyd Blaxland	
<input type="checkbox"/> Emma Dawes	
<input type="checkbox"/> Stephanie Pease	

Teachers must give permission to use their photo using the [ServiceNow form](#).

If permission is not given, or the form is not submitted, the University logo will be used in place of a photo.

## CONTACTS

For CES related enquiries, please contact [surveys@newcastle.edu.au](mailto:surveys@newcastle.edu.au)

<b>Tara Louis</b>	Feedback Engagement Officer	492 17168
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