Business Specification for USQ Academic Quality Suite of Reports V9

By Dr Lyn Alderman

30 November 2019

Commissioned by the University of Southern Queensland

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 Evaluators' Collective.

The companion report to this one is:

Alderman, L. (2019). *USQ Academic Quality Project Final Report.* Brisbane: The Evaluators' Collective.

Version control for the Final Report

Version No.	Author	Date
Version 1 – Draft	Dr Lyn Alderman	17/06/2019
Version 2 – Final	Dr Lyn Alderman	29/06/2019
Version 3 – Final	Dr Lyn Alderman	15/07/2019
Version 4 – Phase 1	Dr Lyn Alderman	30/08/2019
Version 5 – Phase 1	Dr Lyn Alderman	05/09/2019
Version 6 – Phase 1	Dr Lyn Alderman	03/10/2019
Version 7 – Phase 1	Dr Lyn Alderman	21/10/2019
Version 8 – Phase 1	Dr Lyn Alderman	30/10/2019
Version 9 – Phase 1	Dr Lyn Alderman	30/11/2019

Contents

Business rules governing all reports for USQ data warehouse

University of Southern Queensland (USQ) invest in a single data portal where all dashboards and reports will be housed in the data warehouse. The standardised suite of business reports will reduce the need for academic staff to request bespoke datasets and manipulate the data locally. In addition, the standard look and feel of the reports will aid comprehension as the executive compare all programs and courses in the institution.

It is imperative that the suite of reports meet the re-registration condition. *TEQSA requires Academic Board to consider each semester rates and trends in student attrition, completion, progression, grade distribution and minimum time completion rates for each program offered by USQ and include analysis by:*

> A. *entry path (comparing students admitted under each entry pathway, including by external partner);*
> B. *study mode (online, on campus, supported external delivery)*
> C. *education agent;*
> D. *country of origin;*
> E. *referral to and uptake of student support (including participation in formal study support programs); and NOTE: PeopleSoft collect student complaints, enquiries and referrals to services.*
> F. *student achievement in similar courses at other Australian universities.*

The suite of reports outlined in this report take into account data that is readily available outlined in A, B C, D above. Fulfilling E and F will require investigation and consultation with other universities.

Data Dictionary – Due date 30 September 2019

1. **Data dictionary** – a dictionary of unique terms to be compiled with definitions including mathematical formula where applicable.
    1.1. All reports to include a final page that includes a bespoke data dictionary outlining all terminology and formula used within the report.
    1.2. Where terminology is sourced externally (for example government) reference the source.
    1.3. Only develop an internal definition, where there is no external definition available.
    1.4. Where terminology may be viewed from multiple perspectives (for example attrition) develop clear pre- or suff-ix labels such as international attrition, domestic attrition, commencing attrition, continuing attrition.

Data Visualisation – Due date for Survey Report 30 September 2019

2. **Data visualisation** – as the reports are designed for multiple audiences, data will need to be presented consistently across all reports and in a variety of ways.
    2.1. **Traffic Lights** – To simplify data visualisation, display Red and Green Key Performance Indicators and do not show the Yellow traffic light. Where appropriate apply only Red or Green depending on the Key Performance Indicator.
    2.2. **Null** represented as '1' – To simplify data visualisation, where there is a null result represent it as '-' in data tables.
    2.3. **Building data year** – To simplify data visualisation, where data is building shade the cell background grey.
    2.4. **Decimal points** – To simplify data visualisation, create a consistent presentation of data. For example Likert Scale outcomes (1 decimal point), EFTSL (2 decimal points), percentages (0 decimal points).

2.5. **Data Table** – To suit multiple audiences, when presenting data in a graph, always include the data table.

2.6. **Respondents and Population** – To suit multiple audiences, where a percentage is provided, also include n and N. For example 60% (6/10) for surveys (respondents/population).

2.7. **Numbers versus load** – To suit multiple audiences, always present data for enrolments as numbers (students) and EFTSL (load).

2.8. **Cohorts** - Present cohorts and demographic groups as individually cohorts (for example do not group Disability and Aboriginal and Torres Strait Islander groups).

2.9. **Colour code reports** – For clear identification of reports colour code each report in the suite: surveys, course, program and university level.

2.10. **Headers on each page** – create standard information across all headers. For example name of institution, heading label for the report and where applicable number of credit points at course, time period and program levels.

    2.10.1. **Headings in white font** – to ensure readability in colour and greyscale, have the top banner heading in white font against the coloured background.

2.11. **Footers on each page** – Present standard information across all footers on every report. For example 'Report refreshed : 03/03/19', name of report, responsible service provider, contact information and page 1/21. Each footer to also include email contact for data enquiries and a second email address for learning and teaching support.

2.12. **Australian Bureau of Statistics less than 5 rule** – apply this rule across all **survey datasets**, dashboards and reports.

2.13. **Printing** –

    2.13.1. Check that reports can be printed in colour or grayscale

    2.13.2. Check that reports are appropriate for an audience affected by colour blindness

Key Performance Indicators – Applied to reports and dashboards

3. **Key performance indicators** – All Key Performance Indicators will need to be recalibrated. Where data has an associated Key Performance Indicator, locate the legend above the table or graph. Apply the following Key Performance Indicator colour coding for datasets across all reports.

3.1. Survey data on a Likert scale of 5, Red is =< 3.5 and Green is =>4.0.

3.2. Survey response rates, Green is =>30%.

3.3. Progression data, Red is <80% aligned to government reporting expectations for progression.

3.4. Pre-census withdrawal rate, Red is >20% aligned to government reporting expectations for progression.

3.5. Failure data, Red is >20% aligned to government reporting expectations for attrition.

3.6. Field of Education (FOE) movement, all movement of students between USQ programs that go across FOE boundaries are flagged Red in *program reports*.

3.7. International Failed Course outcomes, all failures flagged Red in all reports aligned to government visa expectations in *all reports*

3.8. Enrolments for Low Socio Economic Status Green is =>20% in *all reports.*

3.9. Financial data Red is <$0.00 in *course, program and university reports*.

3.10. Course Staff to Student Ratio Green is =>1:30 and Red is =<1:15 in *program reports.*

New datasets within the data warehouse – Data permission conversations 4/9/19

4. **New datasets within the data warehouse** – There are opportunities available to build new datasets to inform curriculum conversations. In the data warehouse develop the following:

4.1. **Integrated Management of Course and Program Specifications (IMPS)** – Build a dataset of the course and program structures together with changes as they occur. Harvesting to occur weekly to provide an historic view of change over time.

4.2. **Internal Student Feedback Surveys** – Build a complete, identifiable dataset of the internal Student Feedback Surveys at course level with identification to allow data to be allocated against program level. This will allow subcohort comparison at course level and allocation of experience against program level.

    4.2.1. MyOpinion Survey

        4.2.1.1. New Data Request – Within the MyOpinion survey system there are two elements where academic staff can document feedback to current students and feedback through the Course Specification to future students. A new data request will require that these datasets flow into the data warehouse for the Course Survey report.

    4.2.2. Check In Survey

    4.2.3. Exit survey deployed when a student reduces their load to zero courses

    4.2.4. Student object orientation survey (this includes two questions about why a student is interested in higher education and why USQ)

    4.2.5. Student survey panel of 280 students managed by Marketing

    4.2.6. Student Customer satisfaction surveys for all online business practices

    4.2.7. HDR students often request permission to survey USQ students (CMS provide assistance to build these surveys)

4.3. **External Student Feedback Surveys** – Build a complete, identifiable dataset of the external student feedback surveys at program level including quantitative data, comments and benchmark against national comparisons.

    4.3.1. International Student Barometer deployed every two years (8 years of data available)

    4.3.2. Domestic Student Barometer deployed every four years

    4.3.3. QILT

    4.3.4. Brand Track Survey – Net Promoter Score deployed annually

    4.3.5. JISC

    4.3.6. Ditial student experience survey (non-academic)

    4.3.7. It was recognised that the CEQ data is outdated and will not be included within this suite of standardised reports

4.4. **Recognition of Prior Learning Credit** (PeopleSoft) – Capture the credit point allocation for Recognition of Prior Learning for individual students against a course.

4.5. **Weekly Course Withdrawal Extract (already in Data Warehouse)** – Build a dataset of the weekly enrolment and withdrawal information for students at course level. Identify whether individual students continue to be enrolled at the university (capture their enrolment profile) or identify where students have a null load (assumed that they have left the institution).

4.6. **Financial Income at course and program level (Cost Attribution Tool)** – Calculate the dollar value of students fees for each course against a time period and aggregate this to annual for program level. Refresh period is annual in May/June after the auditor has finalised USQ's books.

4.7. **Academic Staff Teaching Courses (PeopleSoft)** – Build a dataset of all academic staff teaching into courses, capture their roles against time periods.

4.8. **Assessment Tasks (PeopleSoft)** – Build a dataset of all assessment tasks at course level against time periods including the weighting percentage.

    4.8.1. **New data request** – Pass count and Fail count for each Assessment Task.

4.9. **Student Subcohorts at Program Level -** Ensure that students are flagged with subcohorts beyond demographics. There are suggestions from the academy:

  4.9.1. Mode - External/Internal/Multi Modal

  4.9.2. Level - Enabling/undergraduate/postgraduate

  4.9.3. Funding stream - Domestic/International

  4.9.4. Domestic English Speakers/English as a second language (PeopleSoft)

  4.9.5. Enrolment pathways into and out of each program (direct entry, pathway programs, articulation from another program and progress to a future program)

  4.9.6. Articulation agreements (one-year advanced standing for enrolled nurses) (included in Recognition of Prior Learning see 4.4)

  4.9.7. Incarcerated students under special mode (unknown)

  4.9.8. Pre-census withdrawal rate (USQ term 'drop rate'?)

  4.9.9. Inactive students (enrolled with no load)

  4.9.10. Program level Grade Point Average

   4.9.10.1. On exit students (attrition)

   4.9.10.2. Ongoing students

4.10. Curriculum Management System – investigate potential datasets.

Interactive Dashboards from Data Warehouse – Survey and Course by 30/11/19

5. Interactive Dashboards from Data Warehouse

  5.1. **Display** – Each dashboard to represent an individual program, course or survey on each line with Key Performance Indicators applied to relevant data.

  5.2. **Interactivity** – Each line will begin with a program or course code that hyperlinks to a full report in PDF format.

  5.3. **Downloadable** – Each dashboard is downloaded to a suitable file format (Excel).

  5.4. **Data for the current time period** – the dashboard will show the data from the current emerging period.

  5.5. **Filters** – Allow for changing the view of the dashboard and the data build within the reports:

   5.5.1. Time period – change the years for programs and the teaching periods for courses and surveys.

   5.5.2. Postgraduate/undergraduate

   5.5.3. External agreements

    5.5.3.1. Education Partners

    5.5.3.2. Cross-institutional delivery

    5.5.3.3. New Zealand Polytechnic

    5.5.3.4. Geraldine Nursing CRUG courses

   5.5.4. Faculty

   5.5.5. School

   5.5.6. Mode – for courses and surveys

   5.5.7. Campus – for courses and surveys

Internal Survey Practice – Due date 30 September 2019

6. Internal survey practice for the *MyOpinion Survey*

   6.1. **Survey validity** – To increase academic confidence in the validity of the survey data, turn off surveying for all courses where there are =< 10 enrolments as the outcomes are invalid.
   CAUTION – This represents 25% of courses across USQ, therefore, alternative activities will need to be organised before turning these surveys off.

      6.1.1. Where there are a number of small courses within a program, for example EAP, ENS and Masters, then survey at the program level with course subcohorts unpacked.

   6.2. **Release of survey data to academic staff** – To increase the usability of the survey data, release the *MyOpinion* survey data to the responsible academic staff within one hour of survey closure.

   6.3. **Release of survey data to executive** – To provide responsible academic staff an opportunity to read through the survey data and identify any anomalies. Release the survey data to the institution executive 48 hours after the closure of the survey.

   6.4. **Transparent reporting** – To increase confidence and usage of the survey data, publish all quantitative survey data to all staff across the institution.

   6.5. **Confidentiality** – To increase confidence and usage of the survey data with students, at the start of every survey reinforce that the data collected is confidential and will be used for research and improvement purposes.

   6.6. **Restricted access to students' comments** – To provide support to the academic staff engaged in teaching courses, restrict access to students' comments to the academic staff teaching into the courses and their line of supervision up to the Vice-Chancellor.

   6.7. **Improve usability of student feedback** – To provide additional context for the quantitative overall satisfaction feedback from students, publish the Likert Scale rating next to the student's comments in reports.

   6.8. **Improve readability of student feedback** – To provide a positive step into the students' comments, provide the data from the positive (Likert Scale of 5) to the negative (Likert Scale of 1).

   6.9. **Reciprocity with students** – To improve the feedback to students and provide some reciprocity for their engagement with the survey system, publish all quantifiable MyOpinion survey data on the USQ public website.

7. There appears to be no university level committee that is charged with the overall management of student surveys. To address concerns about over surveying, distributed management of survey approval and inappropriate surveying, it is recommended that a high level university committee be established to consider:

   7.1. the annual schedule of internal and external surveys

   7.2. establish and review a multi-survey annual report that maps all approved surveys together with their questions and intent to determine where there are overlaps or gaps

   7.3. approve all internal surveys

   7.4. determine the value of engaging in external surveys

NOTE: The protocol for allowing access to the line of supervision for survey reports needs to be unpacked in detail. For example, the HR line of supervision or another type?

Pilot Schools for Semester 3, 2019

HES Faculty
- School of Sciences
- School of Civil Engineering and Surveying

BELA Faculty
- School of Education
- School of Commerce
- School of Management and Enterprise

In addition, Teaching Period 5 for the EAP/ENS programs will also be included in the pilot.

Timeline for Pilot

Pilot Timeline

'Trigger' survey is deployed when the Check In Survey Satisfaction mean is =<3.5

Semester 3, 2019	Critical Dates
Check In Survey start date	02-Dec-2019
Census date	**06-Dec-2019**
Check In Survey end date	15-Dec-2019
Survey Report released	
Course Report released	
Curriculum conversations held and documented	**18-Dec-2019**
'Trigger' Survey start date	27-Jan-2020
Examinations commence	03-Feb-2020
'Trigger' Survey end date	16-Feb-2020
'Trigger' Survey Report and Dashboards released	17-Feb-2020
Course Examiners Committee	Feb-2020
Grades released to students	28-Feb-2020

Timeline for Semester 1, 2020

Semester Timeline

'Trigger' survey is deployed when the Check In Survey Satisfaction mean is =<3.5

Semester 1, 2020	Critical Dates
Check In Survey start date	16-Mar-2020
Census date	**20-Mar-2020**
Check In Survey end date	29-Mar-2020
Survey Report and Dashboards released	
Course Report and Dashboards released	30-Mar-2020
Curriculum conversations held and documented	
'Trigger' Survey start date	01-Jun-2020
Program Report and Dashboards released	**11-May-2020**
Program conversations held and documented	
Examinations commence	08-Jun-2020
'Trigger' Survey end date	19-Jun-2020
'Trigger' Survey Report and Dashboards released	20-Jun-2020
Course Examiners Committee	Jun-2020
Grades released to students	03-Jul-2020

University Program Report Level – all datasets in Data Warehouse by 30/11/19

8. University Program Report Level

This report is an annual report that is built from the tables within the Program Level Report and Program Level Dashboards. For the inaugural report (2019), develop the report from the following tables and dashboards.

8.1. University level table

Build a university level table of student enrolment, continuing and completion data including attrition, completion, progression, grade distribution and minimum time completion rates for each program offered by USQ.

8.2. Faculty level tables

Build individual faculty level tables of student enrolment, continuing and completion data.

8.3. Faculty level program dashboard

Download the Faculty Level Program Dashboard for each faculty for undergraduate and postgraduate.

8.4. Annual focal topic

The executive will identify an annual focal topic where a single dataset is presented for all students across the university.

Academic Board and Council Timeline

Description of Phase 1 Suite of Reports	Critical Dates
Survey and Course level prototype reports	Mid Dec 2019
Program and University prototype reports	March 2020
Survey and Course level reports and dashboards launched	Week 1, Sem1-20
Program level reports and dashboard launched	May 2020
University level reports prototype	June 2020
University level report launched to Academic Board and Council	July 2020

Partner Level Reports

9. Include Partner Level Reports as a Faculty, understanding that the data represented in these reports is also captured within the university/faculty level reports (i.e. duplicated).

Program Level Dashboard

10. Program Level Dashboard

In the single data portal, develop an interactive Program Level Dashboard that provides a line of high-level data with a hyperlink to each program report across the university organised by faculty and school. The Program Level Report reflects a focus on how the students experience their curriculum. For example, students experience the Bachelor of Business (Accounting), therefore the Program Level Report provides data at the accredited graduation point.

Program Code	Course Description	Course Coordinator	Enrolments	Indicative Revenue	Low SES Enrolment Rate	Progression Rate	Completions	Financial Penalty	Financial & Academic Penalty
Program A	Bachelor of ….	Staff Member C	985	$9,850,000	21%	78%	301	251	58
Program B	Bachelor of ….	Staff Member D	1250	$12,500,000	18%	80%	402	28	32
Program C	Bachelor of ….	Staff Member V	18	$180,000	25%	85%	2	-	3

Program Level Reports – Full publication of all accredited programs May 2019

11. Program Level Reports to be published at the major level (Bachelor of Business (Accounting))

    11.1.   Filters on dashboard

Undergraduate/postgraduate
Faculty
School

    11.2.   Report banner

Provide a banner at the top of the report that provides the following information:

- Program code and description
- Program Convenor's name
- Faculty
- Year

    11.3.   Trend analysis table

Establish the first page of the report to display trend analysis across a number of datasets and years.

Stakeholder feedback 28/10/19:   Remove the duplicate words above (Attrition Continuing) in the subcategories of the tables below.

11.3.1. Program enrolment data

The purpose of the table below is to illustrate the range of student cohorts that make up the whole of program commencing and continuing enrolments over time.

PROGRAM ENROLMENTS	2014	2015	2016	2017	2018	2019
TOTAL PROGRAM EFTSL						
TOTAL Prgoram Enrolments						
Enrolment Commencing Total						
Enrolment Commencing Domestic						
Enrolment Commencing International						
Enrolment Commencing Aboriginal and Torres Strait Islander						
Enrolment Commencing Low Socio Economic Status						
Enrolment Commencing Domestic School leaver						
Enrolment Commencing Domestic Non School leaver						
Enrolment Commencing Mode A						
Enrolment Commencing Mode B						
Enrolment Commencing Mode C						
Enrolment Continuing Total						
Enrolment Continuing Domestic						
Enrolment Continuing International						
Enrolment Continuing Aboriginal and Torres Strait Islander						
Enrolment Continuing Low Socio Economic Status						
Enrolment Continuing Domestic School leaver						
Enrolment Continuing Domestic Non School leaver						
Enrolment Continuing Mode A						
Enrolment Continuing Mode B						
Enrolment Continuing Mode C						

NOTE: Introduce a new line for 'inactive students' – those with no load (traditionally carried for 2 years).

11.3.2. Student enrolment load

The purpose of this table is to demonstrate that contemporary higher education students may consume the curriculum in different patterns to the intended curriculum design.

STUDENT ENROLMENT LOAD	2014	2015	2016	2017	2018	2019
Average course enrolments per teaching period per student						
Students enrolled in 1 course per teaching period (PT load)						
Students enrolled in 2 course per teaching period (PT load)						
Students enrolled in 3 course per teaching period (FT load)						
Students enrolled in 4 course per teaching period (FT load)						
Students enrolled in >4 course per teaching period (FT load)						

11.3.3. Total USQ program revenue

The purpose of this table is to bring attention to the size and impact of programs to the university and executive with a variable that may influence decisions for support and resource allocations.

TOTAL INDICATIVE USQ PROGRAM REVENUE	2014	2015	2016	2017	2018	2019
Indicative Domestic USQ Program Revenue	$1,685,328	$1,500,386	$1,500,386	$1,500,386	$1,500,386	$1,500,386
Indicative International USQ Program Revenue	-	-	-	-	-	-

NOTE: Change Total Indicative USQ Course Revenue to adopt the USQ Costing Attribution Tool and provide three lines: (i) total income for the course; (ii) total expenses attributed to the course; and (iii) income result (i-ii=iii).

11.3.4. Student learning environment

The purpose of this table is to breakdown attrition data against a range of cohorts to allow support and resources to be targeted to the most appropriate area of need.

STUDENT LEARNING ENVIRONMENT	2014	2015	2016	2017	2018	2019
Program Attrition Rate Total (EX FOE)						
Program Attrition Number Total (EX FOE)						
Program Attrition Rate Comencing (EX FOE)						
Program Attrition Commencing Total (EX FOE)						
Attrition Commencing Domestic						
Attrition Commencing International						
Attrition Commencing Aboriginal and Torres Strait Islander						
Attrition Commencing Low Socio Economic Status						
Attrition Commencing Domestic School leaver						
Attrition Commencing Domestic Non School leaver						
Attrition Commencing Mode A						
Attrition Commencing Mode B						
Attrition Commencing Mode C						
Program Attrition Rate Continuing (EX FOE)						
Program Attrition Continuing Total (EX FOE)						
Attrition Continuing Domestic						
Attrition Continuing International						
Attrition Continuing Aboriginal and Torres Strait Islander						
Attrition Continuing Low Socio Economic Status						
Attrition Continuing Domestic School leaver						
Attrition Continuing Domestic Non School leaver						
Attrition Continuing Mode A						
Attrition Continuing Mode B						
Attrition Continuing Mode C						

NOTE: Include two tables for Partners and Accreditation together with contract and review dates.

11.3.5. Total program outcomes

The purpose of this table is to follow the progression patterns of students to better understand how different cohorts are achieving.

PROGRAM PROGRESSION PATTERNS	2014	2015	2016	2017	2018	2019
Total Student Progress Rate						
Total Student Progress Outcomes(n/N)						
Total Student Progress Outcomes Commencing						
Progress Commencing Domestic						
Progress Commencing International						
Progress Commencing Aboriginal and Torres Strait Islander						
Progress Commencing Low Socio Economic Status						
Progress Commencing Domestic School leaver						
Progress Commencing Domestic Non School leaver						
Progress Commencing Mode A						
Progress Commencing Mode B						
Progress Commencing Mode C						
Total Student Progress Outcomes Continuing						
Progress Continuing Domestic						
Progress Continuing International						
Progress Continuing Aboriginal and Torres Strait Islander						
Progress Continuing Low Socio Economic Status						
Progress Continuing Domestic School leaver						
Progress Continuing Domestic Non School leaver						
Progress Continuing Mode A						
Progress Continuing Mode B						
Progress Continuing Mode C						

11.3.6. Program student achievement patterns

The purpose of this table is to understand how different cohorts of students are achieving during their program.

PROGRAM STUDENT ACHIEVEMENT PATTERNS	2014	2015	2016	2017	2018	2019
Average Student Grade Point Average (GPA)						
Average Student GPA Domestic						
Average Student GPA International						
Average Student GPA Aboriginal and Torres Strait Islander						
Average Student GPA Low Socio Economic Status						
Average Student GPADomestic School leaver						
Average Student GPA Domestic Non School leaver						
Average Student GPA Mode A						
Average Student GPA Mode B						
Average Student GPA Mode C						

11.3.7. Students with financial and academic penalty

The purpose of this table is to understand where students are carrying financial and/or academic penalties. There can be occasions where carrying penalties becomes normalised in some programs and these penalties have a direct impact on the student experience.

STUDENTS WITH FINANCIAL AND ACADEMIC PENALTIES	2014	2015	2016	2017	2018	2019
Total No with Financial and Academic Penalties						
Domestic Enrolments with Financial and Academic Penalties						
International Enrolments with Financial and Academic Penalties						
School-lever Enrolments with Financial and Academic Penalties						
Non School-lever Enrolments with Financial and Academic Penalties						
Low Socio Economic Status Enrolments with Financial and Academic Penalties						
Aboriginal and Torrest Strait IslanderEnrolments with Financial and Academic Penalties						
English as Additional Language Enrolments with Financial and Academic Penalties						
Disability Enrolments with Financial and Academic Penalties						
Total No with Financial Penalties						
Domestic Enrolments with Financial Penalties						
International Enrolments with Financial Penalties						
School-lever Enrolments with Financial Penalties						
Non School-lever Enrolments with Financial Penalties						
Low Socio Economic Status Enrolments with Financial Penalties						
Aboriginal and Torrest Strait Islander Enrolments with Financial Penalties						
English as Additional Language Enrolments with Financial Penalties						
Disability Enrolments with Financial Penalties						

11.3.8. Completion outcomes

The purpose of the table below is to outline how students from different cohorts are succeeding in this program. There is an opportunity to celebrate how nested programs are working for the university.

COMPLETION OUTCOMES	2014	2015	2016	2017	2018	2019
Completions Total						
Completions Domestic						
Completions International						
Average Student Grade Point Average (GPA) on completion						
Average Student GPA Domestic on completion						
Average Student GPA International on completion						
Average Student GPA Aboriginal and Torres Strait Islander on completion						
Average Student GPA Low Socio Economic Status on completion						
Average Student GPADomestic School leaver on completion						
Average Student GPA Domestic Non School leaver on completion						
Average Student GPA Mode A on completion						
Average Student GPA Mode B on completion						
Average Student GPA Mode C on completion						
Nested Program Patterns on completion						
Students who have completed a previous USQ program						
Students who have progressed to another USQ program						

11.4.   Program analytics
   11.4.1. Program progression rate against government benchmark

Graph the six years of program progression against the government benchmark of 80%. Graph fill for Year F denotes a year currently in progress and the blue represents finalised data.
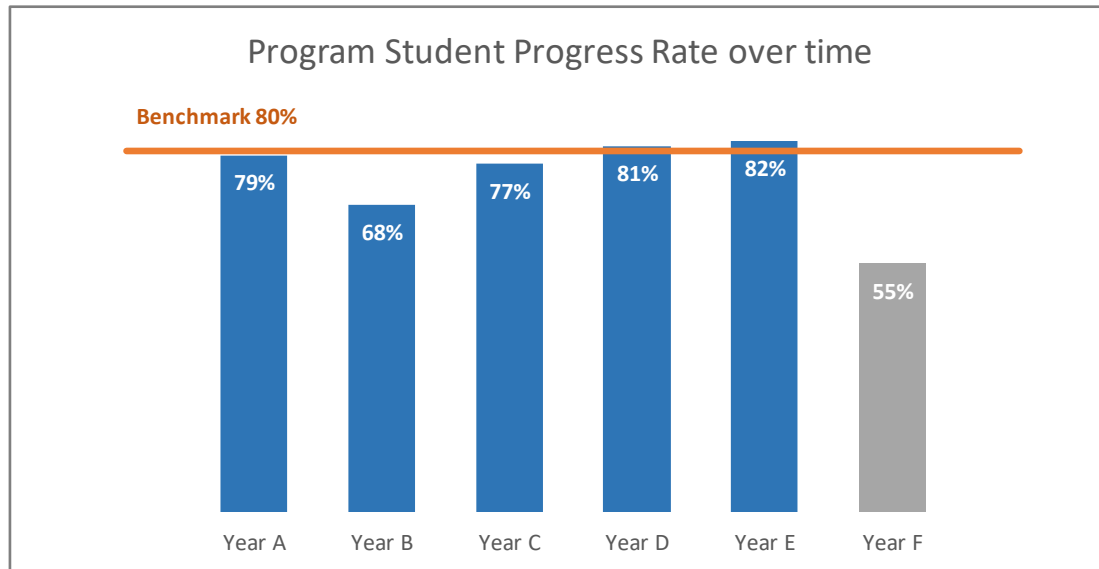
   11.4.2. Program sustainability comparing enrolment against completions

The purpose of this graph is to demonstrate the pipeline effect of the enrolments compared to the completions. For any program with five or more years of data, a strong pipeline will have the enrolments to completions columns very closely aligned. For programs in start up or teach out mode, the columns will show anomalies due to their changing environment. The program illustrated in this graph is in difficulty due to the ongoing attrition rates leading to low completions.

Actual year enrolments to completions comparison
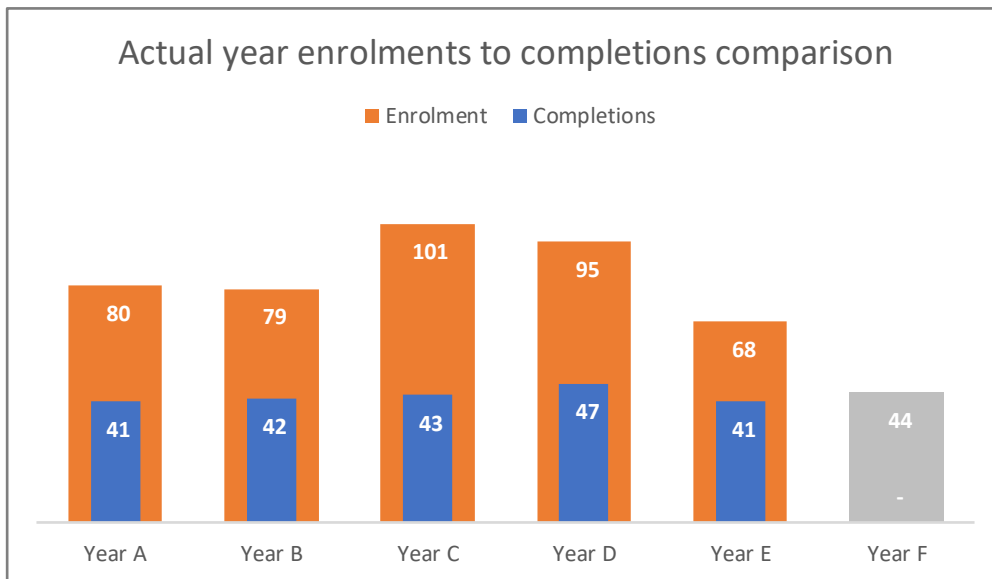
11.4.3. Program GPA completion against units achieved (USQ term is units)

The purpose of this chart is to visualise the profile of students as they exit from the program. By showing the units achieved against the students grade point average it is possible to identify the students who may be facing academic challenge and those students who are academically successful and still exit from the program.

Profile of students on exit from program
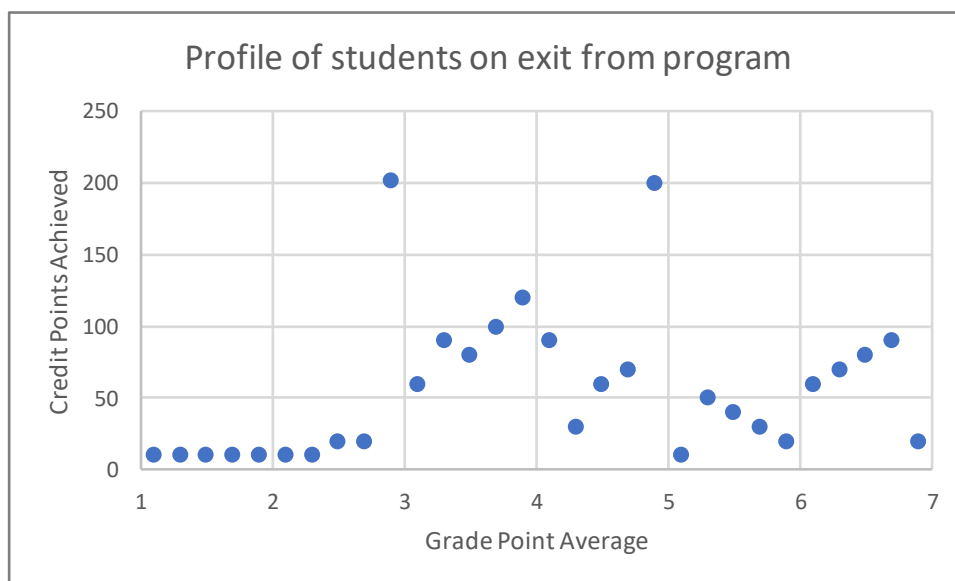
11.4.4. Program GPA attrition against credit points achieved

Repeat the scatter plot with the profile of the completing students.

11.4.5. Program course transfers

The Program course transfers table below indicates movement of incoming students from other programs and outgoing students to other programs within USQ. The red flag indicates students who are moving between Fields of Education (FOE) and register as attrition for government reporting purposes. This reports negatively even if the students remain enrolled at USQ.

Incoming Students					
Program A (FOE)	**Program B (FOE)**	**Program C (FOE)**	**Program D (FOE)**	**Program F (FOE)**	**Program J (FOE)**
-	15	1	7	-	15
-	14	-	6	-	-
-	11	-	5	-	-
-	16	-	-	-	-
-	4	-	-	-	-
11	8	2	-	8	-
11	68	3	18	8	15
Outgoing Students					
Program M (FOE)	**Program B (FOE)**	**Program L (FOE)**	**Program X (FOE)**	**Program F (FOE)**	**Program J (FOE)**
1	15	1	1	-	6
2	-	-	1	-	-
3	-	-	1	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	2	-	3	-
6	15	3	3	3	6

NOTE: A request was received to include **Headstart** students as a cohort to the above table and all other appropriate tables.

11.4.6. Assessment types across all courses undertaken by students for this program

The purpose of this graph is to identify how students are required to demonstrate their learning across different types of assessment tasks. Five Year comparison of assessment tasks against a set list of assessment types applied across all programs. List all tasks available across the university.

Assessment Type	2014	2015	2016	2017	2018	2019
Architectural model	1	2	3	8	4	5
Debate	-	-	-	-	-	-
Essay	4	3	3	3	4	2
Examination	8	9	7	6	8	10
Oral presentation	1	-	-	-	-	-
Project	3	2	4	6	7	2
Report	1	5	4	7	2	1

11.4.7. Program completion pattern

The table below demonstrates the different ways that contemporary higher education students consume the curriculum. For example, the student who were enrolled for 1 year would indicate a curriculum transfer perhaps due to curriculum renewal. As opposed to the 63 students in 2019 who were enrolled for 7 years and there may be some concern about curriculum currency if this pattern was repeated. The ten-year time span aligns to government expectations.

Number of actual years students took to complete program	2014	2015	2016	2017	2018	2019
Number of students completed	**68**	**101**	**82**	**58**	**45**	**63**
Enrolled for 1 year	68	21	2	-	-	1
Enrolled for 2 years		80	10	7	-	2
Enrolled for 4 years			70	51	41	19
Enrolled for 5 years					3	38
Enrolled for 6 years					2	3
Enrolled for 7 years						63
Enrolled for 8 years						
Enrolled for 9 years						
Enrolled for 10 years						

11.4.8. External benchmarking from national surveys

The external national survey data to be modelled on the national report data visualisation. In a similar pattern to the presentation of MyOpinion and where data is available at graduation point, present the students comments with the associated overall satisfaction feedback. The bump graph below provides an opportunity to indicate how this program is ranked over the years and in each category.
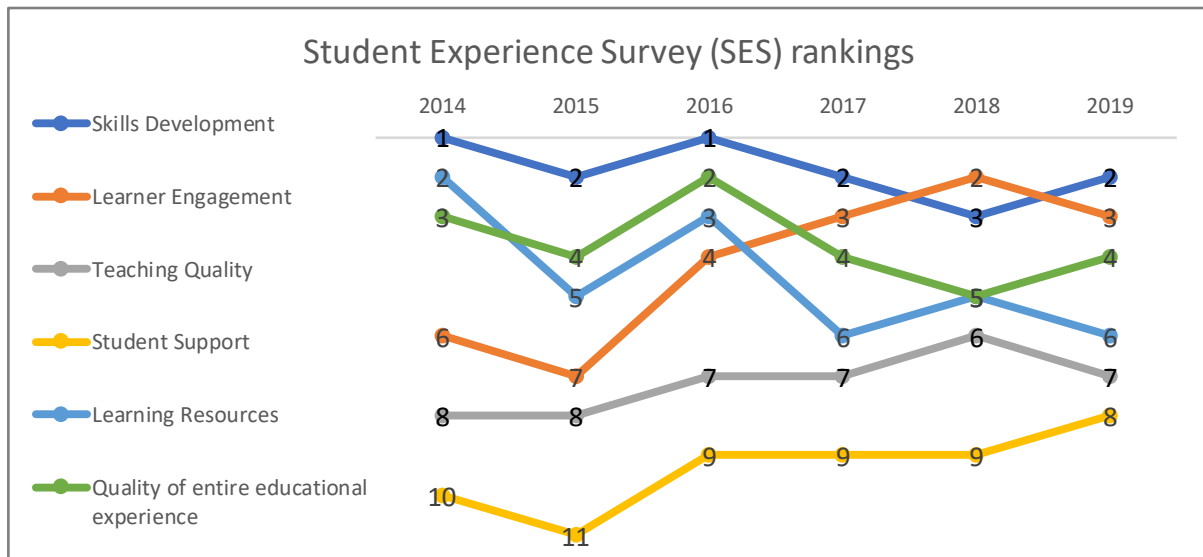
Repeat this graph and rank this program's 'Quality of entire educational experience' against all Queensland Universities across the time period.

The external benchmarking requires further consideration and will need to model the types of visualisations offered on the national survey websites. The purpose of the table below is to bring the national external benchmarking data to the program level and demonstrate how the program student experience is compared externally.

11.4.9. Mapping student consumption of the planned curriculum (IMPS data)

The purpose of this table is to represent the planned curriculum and map it against the curriculum as it is consumed by students each year.

CURRICULUM PLAN MAPPED TO CURRICULUM CONSUMPTION	2019	2020	2021	2022	2023	2024
Program population	xx					
Program core courses						
Course A (Program population, Course population)	x, xx					
Course B (Program population, Course population)	xx, xx					
Course C (Program population, Course population)	x, xx					
Course D (Program population, Course population)	x, xx					
Major core courses						
Course F (Program population, Course population)	x, xx					
Course G (Program population, Course population)	xx, xx					
Course HD (Program population, Course population)	x, xx					
Course Z (Program population, Course population)	x, xx					
Course CV(Program population, Course population)	x, xx					

NOTE: There is a need to model the IMPS data to determine if this visualisation is appropriate. Version 1 and 2 completed 28/10/2019. See Appendix A.

Programs to be modelled are:

- Bachelor of Business and Commerce (General Commerce)
- Bachelor of Science (Computing)
- Bachelor of Engineering Science (Civil Engineering)

Course Level Dashboard – Pilot with schools in Term 3, 2019

12. Course Level Dashboard

In the single data portal, develop an interactive Program Level Dashboard that provides a line of high-level data with a hyperlink to every program report in the university organised by faculty and school.

Course Code	Course Description	Course Coordinator	Enrolments	Progression Rate	Post-Census Attrition	Pre-Census Attrition	Overall Satisfaction
Code A	Introduction to …	Staff Member A	82	78%	22%	25%	4.0
Code B	Introduction to …	Staff Member M	152	80%	5%	6%	4.8
Code A	Introduction to …	Staff Member A	16	85%	0%	35%	3.9

12.1. Filters

The following filters are available for the Course Level Dashboard:

- Time periods – teaching period – year and all years
- Faculty
- School

The following filters are available to change the actual Course Report:

- Current teaching period
- All teaching periods

Course Level Reports – Pilot with schools in Term 3, 2019

13. Course Level Reports

13.1. Report banner

Provide a banner at the top of the report that provides the following information:

- Mode
  - Separate Online or External within the banner
- Cohorts
  - Separate Online and External as two separate cohorts

Stakeholder Feedback on Course Report:

- Page 1 – Current Cohort Program (Top 5) Add a link to the full report to open in a separate PDF.
- Page 2 – Add a legend for:
  - External Government Benchmark Red < 80%
  - International students Red = Fail which represents a Visa Violation
- Page 2 – Harvest Course Examiner Commentary on grades from Examination Committee Reports
- Page 4 – Add legend for Red ≤ 3.5
- Page 5 – Consideration for Course Examiner to identify need for support in the Course Action Plan

13.1.1. Course penalty history for current student cohort

Stakeholder feedback: Change the dots to a grade outcome.

14. Course Comments Repository

Stakeholder Feedback: For the purposes of documenting curriculum conversations at the Course level, there will need to be a **new repository** to document these conversations and the subsequent action plans. (Where this repository is to be located is to be determined.)

These plans will then flow into the report to document the educational history and be available for accreditation activities.

Survey Level Reports Dashboard

15. Survey Level Reports Dashboard

In the single data portal, develop an interactive Survey Level Dashboard that provides a line of high level data with a hyperlink to every survey report in the university organised by faculty and school.

Course Code	Course Description	Course Coordinator	Enrolments	Respondents	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Likert Average
Course A	Introduction to ..	Staff Member C	18	16	0	0	4	4	8	4.3
Course B	Introduction to ..	Staff Member D	33	15	1	2	4	4	5	3.9
Course C	Introduction to ..	Staff Member V	65	28	16	8	4	0	0	1.6

15.1.   Filters

The following filters are available for the **Survey Level Dashboard**:

- Time periods – teaching period – year and all years
- Faculty
- School
- Partner institutions
- Campus
- Mode
- Domestic/international
- School leaver/non-school leaver
- Other filters that may emerge from academic staff consultations

15.2.   Line of Supervision access to Survey Reports including students comments

As the Survey Level Reports contain students comments and students do name academic staff, the Survey Reports will be password protected to the line of supervision of staff.

- o Deputy Vice-Chancellor (Academic)
  - Pro Vice-Chancellor (Education)
- o Faculty Deans
  - Associate Deans (Learning and Teaching)
- o Heads of School
- o Course Examiner (PeopleSoft)
  - Course Moderator (PeopleSoft)

Survey Level Reports – pilot with schools in Term 3, 2019

16. Survey Level Reports

The Survey Level Reports provide a summary of the surveys deployed across the period 2014-2019 and publish all of the data collected.

NOTE: Include a table using Violin Plots to compare the overall satisfaction questions over time.

NOTE: Build a dataset for students and the public to view quantitative data from the MyOpinion survey and Check In survey.

16.1. Report banner

Provide a banner at the top of the report that provides the following information:

- Mode
  - o Separate Online or External as two different lines of data

17. New USQ Survey System Requirements (New project will require funding $s)

The current MyOpinion survey system was purposely developed for the requirements of the day and has limited flexibility for the requirements for 2020 onwards. A new survey system will be required in the future and the following list is the start of the business specification:

- Retain from MyOpinion survey system
  - o Data entry portal for Course Examiners to provide written feedback to current students on the actions arising from the feedback received (increase 200 characters to 700 characters)
    - Retain the data flow to current students
    - Harvest this data and transfer to data warehouse to be populated in the Course Survey report
  - o Data entry portal for Course Examiners to provide written feedback to future students through the Course Specification (ensure it is 700 characters)
    - Retain the data flow to Course Specification system
    - Harvest this data and transfer to data warehouse to be populated in the Course Survey report

- Automatic trigger for Course Examiners to document the alternative approach being undertaken where the student enrolments are =<10
  - Develop in the new survey system

18. Exclusions

The following areas are excluding from the institutional analytics reporting suite:

- Research programs
- Non-award programs and courses
  - PDev

19. Wishlist for future development

The following requests were made during the implementation phase and are captured for consideration in future developments for the suite of business reports.

- Consideration of data from appeals and academic integrity to be incorporated within the suite of reports.
- Whether there is a way to systematise or automate the close the loop with students about how their feedback has improved the quality of the programs and courses.
- When there is three years of survey data in the new system, apply the heat map presented by Kitto, Williams and Alderman (2018) across all surveys.
- Data visualisation in the Course and Survey level reports.

Appendix A: USQ Course Report prototype

Appendix B: USQ Course Survey Report prototype

Appendix C: USQ Semester 3, 2019 Survey Pilot Flowchart

UNIVERSITY OF SOUTHERN QUEENSLAND

Course Report: USQ1001 – Sample Course

6Course	USQ1001 – Sample Course	**Faculty**	Faculty of USQ	**Reported Semester Offerings**	
Examiner	Clair Johnson	**School**	School of USQ	Toowoomba	Springfield
Moderator	Jill Valentine	**Semester**	S3, 2019	Ipswich	Online/External

Enrolment Trends

Enrolments

ENROLMENTS	S3, 2014	S3, 2015	S3, 2016	S3, 2017	S3, 2018	S3, 2019
TOTAL EFTSL	**23.6**	**27.8**	**24.7**	**21.6**	**21.8**	**15.1**
TOTAL COURSE ENROLMENTS	**189**	**222**	**198**	**173**	**174**	**121**
Domestic	181	202	185	166	173	120
International	8	21	13	7	1	1
On Campus	0	0	0	0	0	0
Online/External	189	222	198	173	174	121
Part Time	170	200	178	156	157	109
Full Time	19	22	20	17	17	12
School-Leaver	16	14	13	13	16	9
Non School-Leaver	173	208	185	160	159	112
Low-SES	33	34	21	26	21	23
Aboriginal and Torres Strait Islander	8	8	5	4	5	3
English as Additional Language	13	30	18	20	17	5
Disability	17	9	8	10	13	8
Repeat enrolment with financial penalty	5	7	7	10	17	7
Repeat enrolment with financial and academic penalty	1	5	4	5	8	3

Current Semester Students

Current cohort prior penalty history in this course

Student ID	Penalty Type	2014	2015	2016	2017	2018	2019
0000000001	Financial					1	
0000000002	Financial				2		
0000000003	Financial		1				
0000000004	Financial			1			
0000000005	Financial and Academic					1	
0000000006	Financial				2		
0000000007	Financial and Academic						
0000000008	Financial						1
0000000009	Financial and Academic					1	
0000000010	Financial						1

Current cohort previous passed study (top 10)

Course Codes Completed	Course Description	No of Students	2014	2015	2016	2017	2018	2019
MGT1000	Organisational Behaviour	22	1	1	1	4	9	5
MKT1001	Introduction to Marketing	20	1	1	0	5	8	4
ENM1600	Engineering Mathematics	18	1	3	1	10	1	1
CIS1000	Information Systems Concepts	14	0	1	3	1	7	3
ECO1000	Economics	14	1	0	1	1	5	5
LAW1101	Introduction to Law	14	0	1	4	3	7	0
ENG2002	Techn Sustainability & Society	13	0	3	1	1	5	3
SVY2302	Mine Surveying	12	1	0	3	1	3	4
ENG1002	Intro Eng & Spatial Sci Appls	12	0	4	3	4	1	0
SVY2301	Automated Surveying Systems	10	0	3	1	1	3	3

Current cohort programs (top 5)

Program	Program Description	No of Students
BCOM	BCommerce	
BBCM	BBusinessCommerce	
BENS	BEngScience	
ADBC	ADBusiness&Commerce	
BCIN	BBusBComBIT	

Course Report: USQ1001 – Sample Course

Student Outcome Trends

Cohort Outcomes

TOTAL COURSE OUTCOMES	S3, 2014	S3, 2015	S3, 2016	S3, 2017	S3, 2018	S3, 2019
TOTAL PRE-CENSUS WITHDRAWAL RATE (WK1-5)	11%	12%	12%	18%	13%	
Domestic	18	24	26	35	22	
International	1	2	0	0	1	
On Campus	0	0	0	0	0	
Online/External	18	24	26	35	22	
Part Time	16	23	26	30	20	
Full Time	2	1	0	5	2	
School-Leaver	1	1	0	2	3	
Non School-Leaver	18	25	26	33	19	
Low-SES	4	2	5	4	2	
Aboriginal and Torres Strait Islander	1	0	1	0	2	
English as Additional Language	2	2	0	2	1	
Disability	2	0	4	2	2	
PROGRESS RATE	**S3, 2014**	**S3, 2015**	**S3, 2016**	**S3, 2017**	**S3, 2018**	**S3, 2019**
TOTAL PROGRESS RATE	64%	75%	78%	68%	54%	
TOTAL PASSED STUDENTS OF ENROLMENTS (n/N)	116/189	152/222	142/198	109/173	86/174	/121
Domestic	112/181	144/202	133/185	108/166	86/173	/120
International	4/8	8/21	9/13	1/7	0/1	/1
On Campus	0/0	0/0	0/0	0/0	0/0	/0
Online/External	116/189	152/222	142/198	109/173	86/174	/121
Part Time	112/170	152/200	137/178	105/156	77/157	/109
Full Time	4/19	0/22	5/20	3/17	9/17	/12
School-Leaver	12/16	7/14	10/13	9/13	8/16	/9
Non School-Leaver	104/173	146/208	131/185	100/160	78/159	/112
Low-SES	22/33	21/34	16/21	18/26	7/21	/23
Aboriginal and Torres Strait Islander	7/8	3/8	3/5	0/4	1/5	/3
English as Additional Language	8/13	14/30	13/18	5/20	7/17	/5
Disability	9/17	7/9	5/8	7/10	7/13	/8
TOTAL FAILED STUDENTS OF ENROLMENTS (n/N)	64/189	51/222	39/198	51/173	73/174	/121
Domestic	60/181	38/202	35/185	46/166	72/173	/120
International	4/8	13/21	4/13	5/7	1/1	/1
On Campus	0/0	0/0	0/0	0/0	0/0	/0
Online/External	64/189	51/222	39/198	51/173	73/174	/121
Part Time	57/170	45/200	35/178	44/156	62/157	/109
Full Time	7/19	6/22	4/20	7/17	8/17	/12
School-Leaver	4/16	7/14	0/13	4/13	4/16	/9
Non School-Leaver	60/173	44/208	39/185	47/160	69/159	/112
Low-SES	9/33	8/34	5/21	8/26	12/21	/23
Aboriginal and Torres Strait Islander	1/8	3/8	3/5	4/4	4/5	/3
English as Additional Language	5/13	14/30	4/18	9/20	9/17	/5
Disability	8/17	3/9	1/8	4/10	3/13	/8

Course Outcomes and Grade Distribution

Semester	HD	A	B	C	P	D	F	FNP	FNC	FNS	FLW	E	K	T	NR	WWP	WAP	ONG	TOTAL
S3, 2019																			
S3, 2018	4	10	18	51			42	8		10	13			3		1	14		**174**
S3, 2017	16	13	26	49			17	9	4	13	8			5		3	10		**173**
S3, 2016	10	40	26	31			13	13	5	8				34		1	16		**197**
S3, 2015	26	26	30	27			16	9	5	20	1			43		4	16		**223**
S3, 2014	14	12	29	30			21	16	3	21	4			31		3	7		**191**

Course Temporary Grades

Semester	IS	IM	ISM	IDS	IDM	IDB	IIP	RW	RN
S3, 2019									
S3, 2018									
S3, 2017									
S3, 2016									
S3, 2015									
S3, 2014									

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Data enquiries: bi@usq.edu.au
Learning and teaching support: learninganalytics@usq.edu.au

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Course Report: USQ1001 – Sample Course

Course Trends

USQ Course Revenue

COURSE REVENUE	S3, 2014	S3, 2015	S3, 2016	S3, 2017	S3, 2018	S3, 2019
Total income for the course						
Total expense attributed to the course						
Income Result						

Assessment Tasks

Semester	Assessment Name	Assessment Type	Weighting	Hurdle	Due Date	Pass Count	Fail Count
S3, 2019	QUIZ	ASSIGNMENT	15		19/12/2019		
	ASSIGNMENT	ASSIGNMENT	15		23/01/2020		
	ONLINE TEST	ASSIGNMENT	15		3/02/2020		
	EXAMINATION	EXAM	55	SUPERVISED	17/02/2020		
S3, 2018	QUIZ	ASSIGNMENT	15		15/12/2018		
	ASSIGNMENT	ASSIGNMENT	15		9/01/2019		
	ONLINE TEST	ASSIGNMENT	15		19/01/2019		
	EXAMINATION	EXAM	55		13/02/2019		
S3, 2017	QUIZ	ASSIGNMENT	15		9/12/2017		
	ASSIGNMENT	ASSIGNMENT	15		6/01/2018		
	ONLINE TEST	ASSIGNMENT	15		20/01/2018		
	EXAMINATION	EXAM	55		10/02/2018		
S3, 2016	QUIZ	ASSIGNMENT	15		11/12/2016		
	ASSIGNMENT	ASSIGNMENT	15		24/12/2016		
	ONLINE TEST	ASSIGNMENT	15		15/01/2017		
	EXAMINATION	EXAM	55		12/02/2017		
S3, 2015	QUIZ	ASSIGNMENT	15		9/12/2015		
	ASSIGNMENT	ASSIGNMENT	15		21/12/2015		
	ONLINE TEST	ASSIGNMENT	15		13/01/2016		
	EXAMINATION 2 HOURS	EXAM	55		9/02/2016		
S3, 2014	ONLINE TEST	ASSIGNMENT	5		18/12/2014		
	ASSIGNMENT 1	ASSIGNMENT	15		19/12/2014		
	ASSIGNMENT 2	ASSIGNMENT	20		31/12/2014		
	EXAMINATION 2 HOURS 2	EXAM	60		23/01/2015		

Teaching Team

Activity	Staff Name	S3, 2014	S3, 2015	S3, 2016	S3, 2017	S3, 2018	S3, 2019
Examiner	Tony Winterson	◆					
	Clair Johnson		◆	◆		◆	◆
	Phil Tuffy				◆		
Assistant Examiner	Sam Jones				◆	◆	
	Rae Trippy		◆		◆		
	Kevin Bacon			◆			
	Harrison Holden					◆	
Moderator	Billy Smith			◆			
	Gayle Force					◆	
	David Jones	◆	◆				
	Jill Valentine				◆		◆
Course Team Member	Brian Farrell			◆			
	Stephen Milligan				◆		
	Marisa Phylis				◆		

Course Report: USQ1001 – Sample Course

Survey Trends

Check In Survey

Semester	Survey Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Respondents	Mean
S3, 2019	I am satisfied with this course	1		5	13	7	20% (26/130)	4.0

Check In Survey Program Cohorts

Semester	Survey Question	Program	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Respondents	Mean
S3, 2019	Overall I am satisfied with this course	Program A			2	6	4	20% (12/62)	4.2
S3, 2019	Overall I am satisfied with this course	Program B			1	4	3	24% (8/33)	4.3
S3, 2019	Overall I am satisfied with this course	Program C	1		2	3		29% (6/21)	3.2
S3, 2019	Overall I am satisfied with this course	Program D						0% (0/14)	

Check Out Survey

Semester	Survey Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Respondents	Mean
S3, 2019	I am satisfied with this course							

Check Out Survey Program Cohorts

Semester	Survey Question	Program	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Respondents	Mean
S3, 2019	Overall I am satisfied with this course	Program A							
S3, 2019	Overall I am satisfied with this course	Program B							
S3, 2019	Overall I am satisfied with this course	Program C							

MyOpinion Student Feedback

Semester	Survey Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Respondents	Mean
S3, 2018	Overall I am satisfied with this course.		4	4	7	3	15% (18/124)	3.5
S3, 2017	Overall I am satisfied with this course.	3	6	2	18	8	29% (37/126)	3.6
S3, 2016	Overall I am satisfied with this course.			2	23	6	21% (31/151)	4.1

MyOpinion Student Feedback Program Cohorts

Semester	Survey Question	Program	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Respondents	Mean
S3, 2018	Overall I am satisfied with this course	Program A							
S3, 2018	Overall I am satisfied with this course	Program B							
S3, 2018	Overall I am satisfied with this course	Program C							
S3, 2017	Overall I am satisfied with this course	Program D							
S3, 2017	Overall I am satisfied with this course	Program A							
S3, 2017	Overall I am satisfied with this course	Program B							
S3, 2016	Overall I am satisfied with this course	Program A							
S3, 2016	Overall I am satisfied with this course	Program B							
S3, 2016	Overall I am satisfied with this course	Program C							

UNIVERSITY OF SOUTHERN QUEENSLAND

Course Report: USQ1001 – Sample Course

Current Semester Enrolment Patterns

Course Withdrawal Patterns

Semester	Week #	Week Date	Enrolments	Previous Enrolments	New Enrolments	Withdrawals	Accrued Withdrawals
S3, 2019 Census Date Week 3 6/12/2019	-2	(04/11/2019)	109	100	9		
	-1	(11/11/2019)	118	109	9		
	0	(18/11/2019)	133	118	15		
	1	(25/11/2019)	128	133	4	-9	-9
	2	(02/12/2019)	126	128	1	-3	-12
	3	(09/12/2019)	124	126		-2	-14
	4	(16/12/2019)	121	124		-3	-17
	5	(23/12/2019)					
	6	(30/12/2019)					
	7	(06/01/2020)					
	8	(13/01/2020)					
	9	(20/01/2020)					
	10	(27/01/2020)					
	11	(03/02/2020)					
	12	(10/02/2020)					
	13	(17/02/2020)					
	14	(24/02/2020)					
	15	(02/03/2020)					

Late Enrolments (week 2 onwards)

Semester	Enrolment Date	Student ID	Program	Program Description	Other Load at Enrolment
S3, 2019	20/11/2019	0000000001	BCOM	BCommerce	
S3, 2019	21/11/2019	0000000002	BBCM	BBusinessCommerce	ACC1101, MKT1001, LAW1101
S3, 2019	23/11/2019	0000000003	BENS	BEngScience	ENG3909, LAW1101
S3, 2019	27/11/2019	0000000004	ADBC	ADBusiness&Commerce	ACC1101
S3, 2019	30/11/2019	0000000005	BCIN	BBusBComBIT	

Late Withdrawals (week 2 onwards)

Semester	Withdrawal Date	Student ID	Program	Program Description	Other Load at Withdrawal
S3, 2019	18/11/2019	0000000001	BCOM	BCommerce	Load is NIL
S3, 2019	18/11/2019	0000000002	BBCM	BBusinessCommerce	Load is NIL
S3, 2019	19/11/2019	0000000003	BENS	BEngScience	ACC1101
S3, 2019	19/11/2019	0000000004	ADBC	ADBusiness&Commerce	MKT1001
S3, 2019	21/11/2019	0000000005	BCIN	BBusBComBIT	Load is NIL
S3, 2019	21/11/2019	0000000006	BCOM	BCommerce	Load is NIL
S3, 2019	22/11/2019	0000000007	BBCM	BBusinessCommerce	Load is NIL
S3, 2019	22/11/2019	0000000008	BENS	BBusinessCommerce	Load is NIL
S3, 2019	22/11/2019	0000000009	ADBC	ADBusiness&Commerce	Load is NIL
S3, 2019	25/11/2019	0000000010	BCIN	BBusBComBIT	ENG3909, LAW1101
S3, 2019	26/11/2019	0000000011	BCOM	BCommerce	Load is NIL
S3, 2019	29/11/2019	0000000012	BBCM	BBusinessCommerce	Load is NIL
S3, 2019	02/12/2019	0000000013	BCOM	BCommerce	Load is NIL
S3, 2019	04/12/2019	0000000014	BBCM	BBusinessCommerce	MKT1001, LAW1101
S3, 2019	09/12/2019	0000000015	BENS	BBusinessCommerce	ACC1101
S3, 2019	10/12/2019	0000000016	ADBC	ADBusiness&Commerce	MKT1001, LAW1101
S3, 2019	13/12/2019	0000000017	BCIN	BBusBComBIT	Load is NIL

Curriculum Conversation

Curriculum Conversation History

Semester	Question	Feedback
S3, 2019	Curriculum conversation	
S3, 2019	Action plan	

Course Report: USQ1001 – Sample Course

Glossary

COMMON	Description
Year	A period of time consisting of terms, semesters and teaching periods that all commence in the same calendar year.
Semester	One of the principal terms or teaching periods of the academic year. Each semester shall have a minimum teaching period of 12 weeks.
Course Description	A course is a unit of study that a person may undertake that is part of a program. This is the descriptive name of the course.
Course Code	A course is a unit of study that a person may undertake that is part of a program. This is the digit code for the course.
No of Students	A unique count of students
Pass Grade	Any of these final grades: HD, A, B, C, P, D, NR, T

COMMON COHORTS	Description
Domestic	Australian citizen (including Australian citizens with dual citizenship). New Zealand citizen or a diplomatic or consular representative of New Zealand, a member of the staff of such a representative or the spouse or dependent relative of such a representative, excluding those with Australian citizenship (Note: includes any such persons who have Permanent Resident status). A permanent humanitarian visa holder. A holder of a permanent visa other than a permanent humanitarian visa.
International	Not an Australian or New Zealand Resident or Permanent Resident
School-Leaver	A student under the age of 19 years
Non School Leaver	A student over the age of 19 years
Low-SES	The low socio-economic status (low SES) postcode measure is based on the students' postcode of permanent home residence, with the SES value derived from the Australian Bureau of Statistics' Socio-Economic Indexes for Areas (SEIFA) Index of Education and Occupation for postal areas. Postal areas in the bottom 25% of the population aged 15-64 are classified as low SES (the middle 50% are classified as medium SES and the top 25% are classified as high SES). An estimate of the number of low SES students is made by counting the number of students whose postcode of permanent home location is in a low SES area.
Aboriginal and Torres Strait Islander	A person of Aboriginal and/or Torres Strait Islander descent who identifies themselves as an Aboriginal and/or Torres Strait Islander and is accepted as such by the community in which they live.
English as Additional Language	A student who has indicated the language they speak it home is anything other than English
Disability	A count of enrolments where the student has indicated the language they speak it home is anything other than English

ENROLMENTS	Description
Enrolments	Where a student is enrolled in a course and has not formally indicated before the census date that they have withdrawn from or deferred their studies
TOTAL EFTSL	EFTSL is defined as an equivalent full time student load. It is a measure of the study load, for a year, of a student undertaking a course of study on a full time basis, where the student undertakes a standard program of studies.
TOTAL COURSE ENROLMENTS	A total count of enrolments in a course
Repeat enrolment with financial penalty	When a cohort for the selected semester has a previous WAP grade from the same course in a prior semester
Repeat enrolment with financial and academic penalty	When a cohort for the selected semester has any previous FAIL grade from the same course in a prior semester
Financial penalty	A financial penalty occurs for a student when they drop the course after the census date, but before the last day to drop without a failing grade.
Financial and academic penalty	A financial & academic penalty occurs for a student when they drop the course after the last day to drop without a failing grade.

PENALTIES	Description
Student ID	The unique student identifier number for each student stored in PeopleSoft.
Penalty Type	Financial (WAP Grade) or Financial & Academic (FLW Grade)

COURSE REVENUE	Description
Total income for the course	
Total expense attributed to the course	
Income Result	

ASESSMENT TASKS	Description
Assessment Name	The descriptive name of the assessment undertaken by the student
Assessment Type	Indicates the type assessment in categories (e.g. Exam, Assignment etc)
Weighting	The % the task contributes to the final grade

Course Report: USQ1001 – Sample Course

Hurdle	Indicates the secondary hurdles (A Secondary Hurdle imposes additional specified requirements that must be met to be eligible for a passing Final Grade for the Course) and if they are Supervised or Proficiency
Due Date	The date the task was due

OUTCOMES	Description
TOTAL PRE-CENSUS WITHDRAWAL RATE	Total student withdrawals from a course between the last day to add and the last day to drop without incurring fees

PROGRESS RATE	Description
TOTAL PROGRESS RATE	The percentage of pass grades into the total of pass and fail grades
TOTAL PASSED STUDENTS OF ENROLMENTS (n/N)	Total enrolment counts with a pass grade (HD, A, B, C, P, D, NR, T), versus total enrolment population
TOTAL FAILED STUDENTS OF ENROLMENTS (n/N)	Total enrolment counts with a fail grade (F, FLW, FNP, FNS, FNC), versus total enrolment population
TOTAL NO RESULT ENROLMENTS	Total enrolment count with no grade recorded for the course

GRADES	Description
HD	High Distinction
A	Distinction
B	Credit
C	Pass
P	Ungraded Pass
D	Conceded Pass
F	Fail
FNP	Fail (did not participate)
FNC	Fail (did not complete)
FNS	Fail (did not sit)
FLW	Fail (late withdrawal)
E	Exemption
K	Block Exemption Credit of Unit Value (for a group of Courses)
T	Transfer
NR	No Result Expected
WWP	Withdrawn Without Academic and Financial Penalty
WAP	Withdrawn Without Academic Penalty Only
ONG	Ongoing (Prior to 10 July 2017, the code 'SP' was used)

SURVEY TRENDS	Description
Check In	A course evaluation survey conducted early in the semester
Check Out	A course evaluation survey conducted at the end of the semester and only when the mean of the 'check in survey' is =<3.5
My Opinion	A course evaluation survey system (S2, 2019 last full run, then being phased out)
Strongly Disagree	A course evaluation survey response with a value of a 1 of a 1-5 scoring scale
Disagree	A course evaluation survey response with a value of a 2 of a 1-5 scoring scale
Neither or Agree or Disagree	A course evaluation survey response with a value of a 3 of a 1-5 scoring scale
Agree	A course evaluation survey response with a value of a 4 of a 1-5 scoring scale
Strongly Agree	A course evaluation survey response with a value of a 5 of a 1-5 scoring scale
Respondents	The number of students who responded to the survey
Mean	Average of responses
Survey Question	A question the student responds to in a course evaluation survey

TEACHING	Description
Role	The teaching role the USQ employee has for the course
Staff Name	The name of the USQ employee
Tutor	
Course Coordinator	
Lecturer	

LATE ENROLMENTS AND WITHDRAWALS	Description
Enrolments	
Previous Enrolments	

Course Report: USQ1001 – Sample Course

New Enrolments	
Withdrawals	
Accrued Withdrawals	
Week #	The weeks either side of semester start date (week zero)
Start Week #	The week # the semester begins
Student ID	The unique PeopleSoft ID for the student
Program Code	The 4 letter PeopleSoft code for the program (e.g. BCOM)
Program Description	A longer descriptive name for the program. Shortened and not the full program name.
Other Load at Enrolment	A list of courses the student was enrolled in at the time of enrolment in the course of this report.
Withdraw Week #	The week number the student withdrew from the course.
Other Load at Withdrawal	A list of courses the student was enrolled in at the time of withdrawal from the course of this report.

UNIVERSITY OF SOUTHERN QUEENSLAND

Report as at 2 December 2019

Course Survey Report: USQ1001 – Sample Course

Please read in conjunction with the corresponding Course Report

Course	USQ1001 – Sample Course		Faculty	Faculty of USQ		**Reported Semester Offerings**	
Examiner	Clair Johnson		**School**	School of USQ		Toowoomba	Springfield
Moderator	Jill Valentine		**Semester**	S3, 2019		Ipswich	Online/External

Check In Survey

Check In Question 1 History

Semester	Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Respondents	Mean
S3, 2019	I am satisfied with this course	1		5	13	7	20% (26/130)	4.0

Check In Survey Mode/Campus Cohorts

Semester	Survey Question	Mode Campus	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Respondents	Mean
S3, 2019	Overall I am satisfied with this course	Toowoomba							
S3, 2019	Overall I am satisfied with this course	Springfield							
S3, 2019	Overall I am satisfied with this course	Ipswich							
S3, 2019	Overall I am satisfied with this course	Online							

Check In Question 2 History

Semester	Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Respondents	Mean
S3, 2019	I have taken advantage of the learning Opportunities offered in this course		5	4	8	2	15% (19/130)	3.4

Check In Comments

Semester	Score	Comments
S3, 2019	5	I loved the course, really easy to get help
	4	The course was what I expected
	4	Wow! Mind blown! Loved the content and teachers
	4	Yep, USQ delivered. Great tools and resources
	3	Pretty ordinary, but who knows, maybe it is me
	2	Not sure I will be back

Check In Feedback to Students

Semester	Question	Feedback
S3, 2019	Feedback to current students	
S3, 2019	Feedback to future students	

Course Survey Report: USQ1001 – Sample Course

Check Out Survey

Check Out Question 1 History

Semester	Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Respondents	Mean
S3, 2019	I am satisfied with this course							

Check Out Survey Mode/Campus Cohorts

Semester	Survey Question	Mode Campus	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Respondents	Mean
S3, 2019	Overall I am satisfied with this course	Toowoomba							
S3, 2019	Overall I am satisfied with this course	Springfield							
S3, 2019	Overall I am satisfied with this course	Ipswich							
S3, 2019	Overall I am satisfied with this course	Online							

Check Out Question 2 History

Semester	Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Respondents	Mean
S3, 2019	I have taken advantage of the learning Opportunities offered in this course							

Check Out Comments

Semester	Score	Comments
S3, 2019		

UNIVERSITY OF SOUTHERN QUEENSLAND

Course Survey Report: USQ1001 – Sample Course

My Opinion

My Opinion History

Semester	Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Respondents	Mean
S1, 2019	Overall I am satisfied with this course.	3		8	41	17	22% (69/313)	4.0
S3, 2018	Overall I am satisfied with this course.		4	4	7	3	15% (18/124)	3.5
S2, 2018	Overall I am satisfied with this course.	3	2	4	20	7	19% (36/189)	3.7
S1, 2018	Overall I am satisfied with this course.		1	8	36	12	17% (57/330)	4.0
S3, 2017	Overall I am satisfied with this course.	3	6	2	18	8	29% (37/126)	3.6
S2, 2017	Overall I am satisfied with this course.		3		12	6	10% (21/220)	4.0
S1, 2017	Overall I am satisfied with this course.	1	3	7	44	30	23% (85/372)	4.2
S3, 2016	Overall I am satisfied with this course.			2	23	6	21% (31/151)	4.1
S2, 2016	Overall I am satisfied with this course.		4	3	28	12	19% (47/251)	4.0
S1, 2016	Overall I am satisfied with this course.	3		14	44	30	26% (91/352)	4.1

My Opinion Comments History

Semester	Score	Comments
What were the best aspects of this course?		
S1, 2019	5	The lecturer was fantastic.
	5	Relevant content
	5	workshop
	5	Being able to fit it around my work
	3	Assessments
	3	Tutorials
S3, 2018	4	The lecturer was excellent
	4	Assignments well-structured and easy to follow
	4	I loved the course, really easy to get help
	3	The lecture recordings.
	3	The course was what I expected
	2	Nothing
S2, 2018	5	Excellent course
	4	Very good modules
	3	All good
	3	Very hard course
S1, 2018	5	Great lecturer
	4	Loved the content and teachers
	4	Help was easy to get
	3	Majority of the course seemed to be just PowerPoint presentations.
What aspects of this course are most in need of improvement?		
S1, 2019	5	Everything
	5	No
	4	More resources would be useful. Lectures, readings etc.
	3	Better examples in the content
S3, 2018	4	no
	4	Assignments
	4	no
	3	Study desk
	2	I found the assessment difficult to understand, and did not relate well to the course work
S2, 2018	5	No comment
	4	Not really
	4	Need more workshops
	4	Great course
	3	I found it difficult to find the materials
S1, 2018	5	None in mind
	5	None that I can think of
	4	Everything
	3	Should have tutorials weekly
	3	The course was what I expected
	2	See other comments.
Is there anything else you want to tell us about this course?		
S1, 2019	5	everything
	5	No
	4	Excellent course
	3	n/a
	3	Teaching isn't constant each week
S3, 2018	4	It is all right
	2	Very hard course
	2	Assignment instructions need to be clearer
S2, 2018	5	No comment

Course Survey Report: USQ1001 – Sample Course

	4	Very relevant course	
	4	No thanks	
	4	Great lecturer always made class interesting	
	3	Was great. I enjoyed it.	
	2	No comment	
S1, 2018	5	USQ got one of the best courses in this area one of the best lecturer	
	5	N/A	
	5	Enjoyed it	
	5	Was a satisfying course where I learnt a lot	
	4	no	
	3	n/a	

Course Survey Report: USQ1001 – Sample Course

Glossary

Item	Description
Check In Survey	A course evaluation survey conduction early in the semester
Check Out Survey	A course evaluation survey conduction at the end of the semester
Year	A period of time consisting of terms, semesters and teaching periods that all commence in the same calendar year.
Semester	One of the principal terms or teaching periods of the academic year. Each semester shall have a minimum teaching period of 12 weeks.
Survey Question	A question the student responds to in a course evaluation survey
Strongly Disagree	A course evaluation survey response with a value of a 1 of a 1-5 scoring scale
Disagree	A course evaluation survey response with a value of a 2 of a 1-5 scoring scale
Neither Agree nor Disagree	A course evaluation survey response with a value of a 3 of a 1-5 scoring scale
Agree	A course evaluation survey response with a value of a 4 of a 1-5 scoring scale
Strongly Agree	A course evaluation survey response with a value of a 5 of a 1-5 scoring scale
Respondents	The number of students who responded to the survey
Mean	Average of responses
Comments	A comment the student has entered for a particular question

```
┌─────────────────┐
│ Start with course│
│ enrolments >10  │
└────────┬────────┘
         │
┌────────▼────────┐              ◇ Check-In Course        ┌──────────────────┐
│ Check-In Survey │              Overall Satisfaction      │ Check-Out Survey │
│ Open and Closed │                    ≤ 3.5               │ (working title)  │
└─────────────────┘                                        │ Open and Closed  │
                                                           └──────────────────┘
```

Start with course enrolments >10

Check-In Survey Open and Closed

Check-In Course Overall Satisfaction **≤ 3.5**

Check-Out Survey (working title) Open and Closed

Identified data sent to data warehouse

Survey Reports published to line supervision

Course Reports published to all staff

Curriculum conversation held within 2 weeks of survey close

Populate feedback to current students through the MyOpinion Survey System

Decide on 3-4 actions arising from the conversation

Populate feedback to future students through Course Specification document

Formally document curriculum conversations through the **Course Action Plan** (a future repository to be identified)

Dr Lyn Alderman, The Evaluators' Collective 19/11/2019
USQ Semester 3, 2019 Pilot