

# Student Survey results



## KEY FINDINGS

- UQ Students are broadly in agreement with the key strategies of the Green Paper, as explored through the Student Survey.
- UQ Students are motivated to attend university by the view that their tertiary education will translate into improved future employment prospects. Industry-based extension experiences and support services designed to improve job prospects are highly valued by UQ Students, yet only just over half (58%) agree they are learning the skills and knowledge they need to help them adapt in a changing employment market.
- Flexibility is important to UQ Students, though there is a clear diversity of priorities and preferences in this area. Mixed-mode course delivery (online and face-to-face) is the most attractive course design option for UQ Students when compared with other flexible delivery modes and offerings, and there is variation by faculty in relation to this element of *Blended Learning*.
- Assessment criteria are clear and teaching staff generally approachable, yet there are potential areas of improvement in relation to timeliness of assessment return and the level of detail in assessment feedback.
- UQ's reputation for quality research and its ability to provide research experience are important to UQ Students. They value research as part of the UQ student experience and consider relevant opportunities to be available to them. Teachers with active research profiles are held in high regard.
- Two-thirds of UQ students would like to access mentors (UQ staff or alumni) to support their study. This is particularly important to international students.
- Over 41% of UQ Students work 11 hours per week or more. Over half of UQ Students find it difficult to manage their studies with paid work, with many stating that timetable clashes are a driver for either skipping class or missing work. Although UQ Students were not asked to provide feedback on the frequency of skipping class, close to half of students who do not work still skip class.
- Student engagement with UQ campuses is primarily learning-focused, and transport to UQ campuses remains a priority issue for students. UQ Students would spend more time on campus if facilities and services better supported their studies (e.g. 24/7 access, food and drink options, more study spaces).
- International students are generally satisfied with their UQ experience. They are more likely to choose UQ for its reputation in teaching and research and are more interested in experiences and opportunities that develop their research and entrepreneurial skills, relative to domestic students.

This chapter sets out key findings from the Student Survey held as part of the consultation process on UQ's Green Paper *Towards...The UQ Student Strategy*.

The online student survey was launched 9 November 2015 and concluded 4 December 2015. Of 39,160 UQ undergraduate and postgraduate coursework students, 7,005 students participated in the survey (overall response rate of 18%, AAPOR RR2):

- The majority of respondents were undergraduates (79%, n=5,547)
- Most respondents were full-time students (78%, n=5,438)
- Two-thirds of Student Survey respondents were female (68%,n=4,753)
- International students represented nearly one-quarter of total student respondents (24%, n=1,660).

#### **NOTE ON RESPONDENT NUMBERS AND REPORTED PERCENTAGES**

A total of 7,005 UQ students participated in the Student Survey by completing the questionnaire in full or in part (response rate 18%, AAPOR RR2), with 5,937 students answering all 31 questions (overall response rate 15%, AAPOR RR1).

As a result, the number of responses per question varies across the Student Survey. To manage this, we have specified the numerator (i.e. the total number of students who responded to a question in a particular way) in addition to percentage values.

For some questions in the Student Survey, a response category of Not Applicable was included for the purpose of enumerating students for whom a particular student experience did not apply. In the survey analysis, this response category has generally been excluded so that the reported findings reflect only the responses of students to whom survey items were relevant.

The sample was representative of the UQ student population on almost all key demographic variables: age; faculty; year of commencement; program level; international student status; attendance type; campus; and admission type. Women were slightly overrepresented in the sample. There are, however, no substantive differences in findings between weighted and unweighted analyses, and therefore unweighted results are presented. A table providing full details of respondent demographics, sample and population characteristics is available at Appendix I (Student Survey data tables).

The Student Survey aimed to collect information from students to inform the development of the UQ Student Strategy. In particular, the survey collected information to gain an understanding into:

- How students engage with the UQ community and the social aspects of being a student
- How UQ can best help students prepare for life after graduation, particularly in relation to their employability
- The extent to which students are juggling studies with external commitments and how UQ can best meet their needs through different modes of delivering teaching
- Student perceptions around course options and assessment practices
- How UQ can improve support services and encourage more students to come together on-campus.

The Student Survey was the most significant consultation activity targeted at capturing UQ student views on the challenges outlined within the Green Paper.

As part of the survey analysis, many questionnaire items were cross-tabulated with variables for faculty, domestic/international student status, and undergraduate/postgraduate status. Statistical significance was assessed using Pearson chi-squared tests of association. All student cohort differences described in the body of the report reflect statistically significant associations between the relevant questionnaire item and the student cohort variable, and Appendix I contains a subset of relevant cross-tabulations.

This results chapter:

1. Explains reasons why students choose UQ (Choices)
2. Identifies some of the shared needs of contemporary UQ Students (Needs)
3. Provides feedback from UQ Students in relation to the Green Paper (Challenges)

## Choices: Why do students choose to attend university, and why UQ specifically?

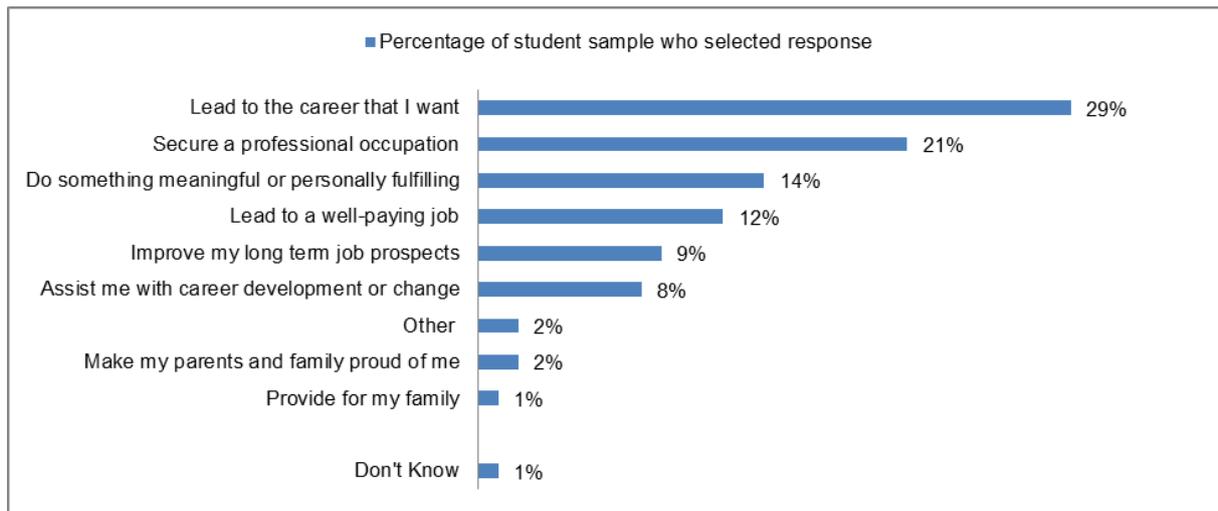
This section presents background context on the reasons students give for undertaking higher education and choosing UQ.

The Student Survey asked students their main reason for attending university, with a focus on employability (i.e. half of the ten response options focused on employment outcomes). Most students indeed selected reasons related to employment (79%, n=5,592), seeing that a UQ education would:

- Lead to the career they want (29%, n=2,055)
- Secure a professional occupation (21%, n=1,464)
- Lead to a well-paying job (12%, n=868)

Personal fulfilment is also of primary importance for some UQ students (14%, n=976). Overall, however, Student Survey respondents appear to focus on reasons that translate into future employment, and this may reflect the emphasis on employability in the survey question.

Figure 1 Main reason for attending university – Student Survey results – total student sample



Students were then asked to select up to three reasons why they chose to attend UQ over other universities (Figure 2):

- Over half of students believed UQ offers the better version of the degree they wanted to study (55%, n=3,830). This was the top response for both international and domestic students, although it was a more popular reason among domestic students (57% compared with 50% for internationals)
- 41% of students (n=2,843) thought a UQ degree would give them the best chance of getting a good job
- 35% chose to study at UQ because the University offered a degree with limited availability elsewhere (n=2,431)
- Students also chose UQ because they felt the University had a good reputation for teaching (30%, n=2,059) or for research (23%, n=1,572).

Reasons to do with a sense of family loyalty, friends, or a desire to pursue extracurricular and social activities were selected, but relatively few students based their decision to attend UQ on these criteria.

UQ's reputation was most important to international students, who were more likely than domestic students to choose UQ for its teaching reputation (38% compared with 27%), and research reputation (32% compared with 20%).

International students were also more likely to choose UQ for its facilities (26% compared with 21%) when compared with domestic students (Figure 3).

Figure 2 Student feedback on main reasons for attending UQ – Student Survey results – total student sample

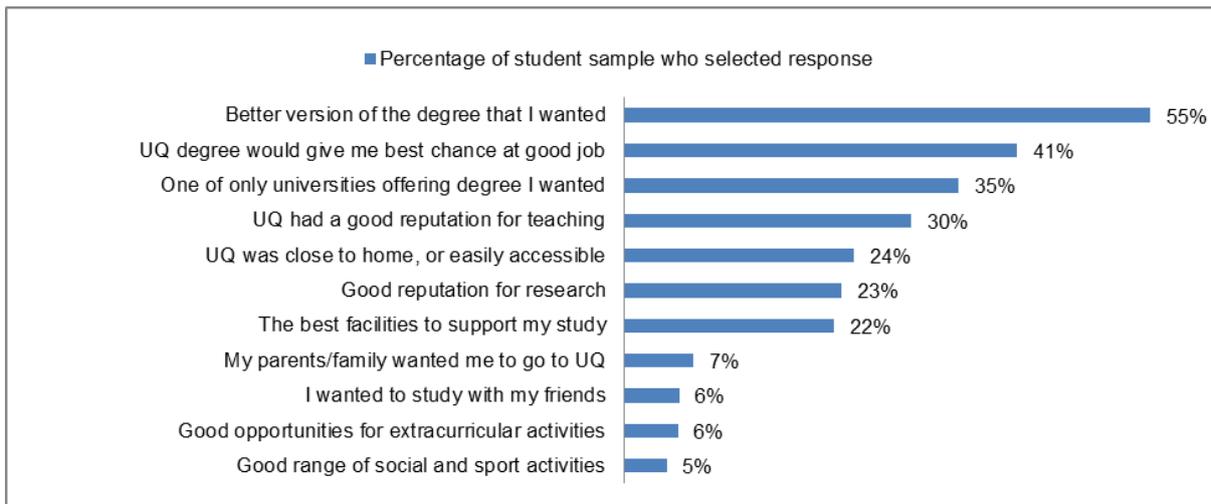
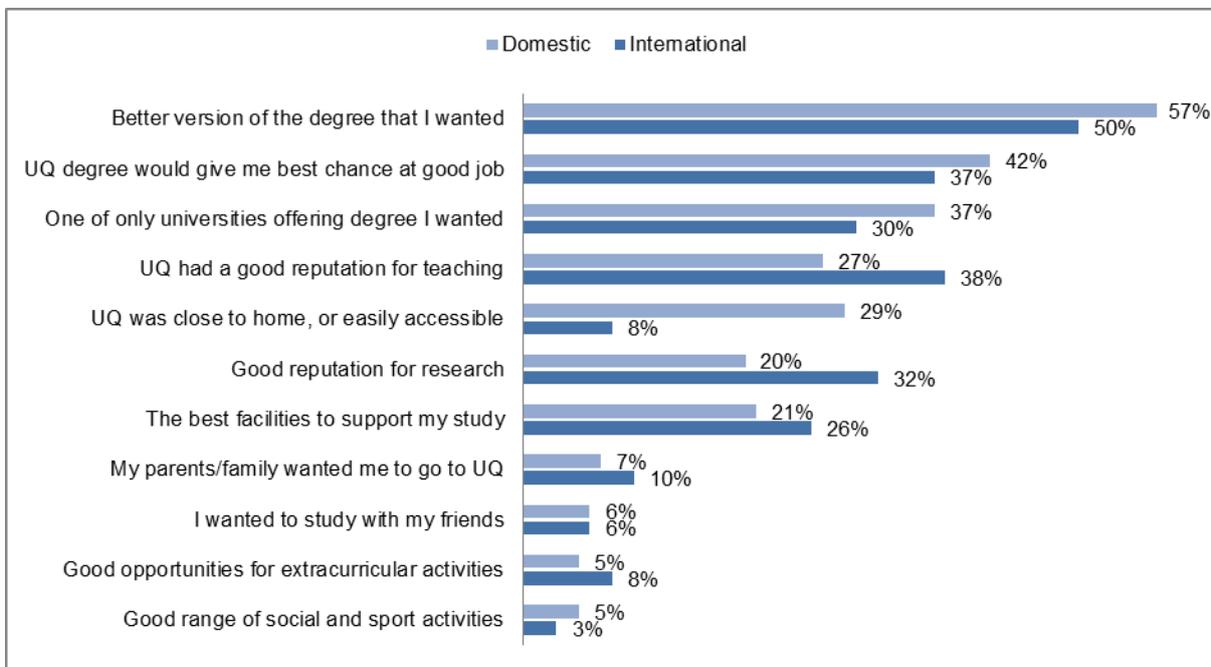


Figure 3 Student feedback on main reasons for attending UQ - Student Survey results - international and domestic students



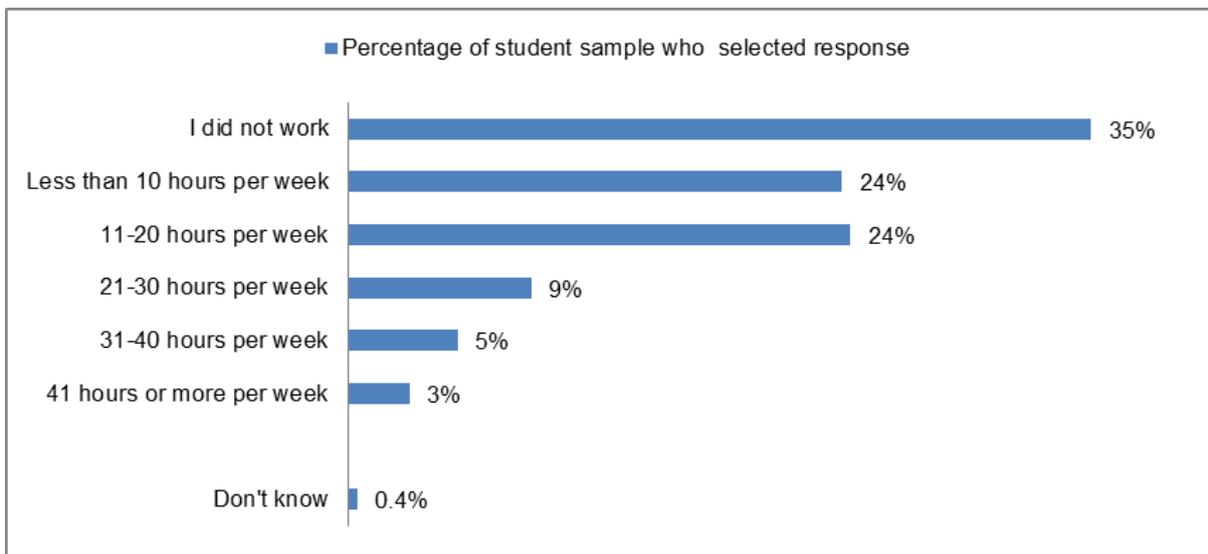
### Needs: What do students need from their degree program as they juggle studies with external commitments?

Previous research has shown that students increasingly come to university with commitments over and above studies, including family, work and social obligations. This is no different for UQ students and paid work is a significant external demand on their time, as reflected in the Student Survey results:

- 64% of respondents (n=4,368) engage in some form of paid employment in addition to their study (Figure 4)
- 41% (n=2,771) work in paid jobs of 11 hours or more per week

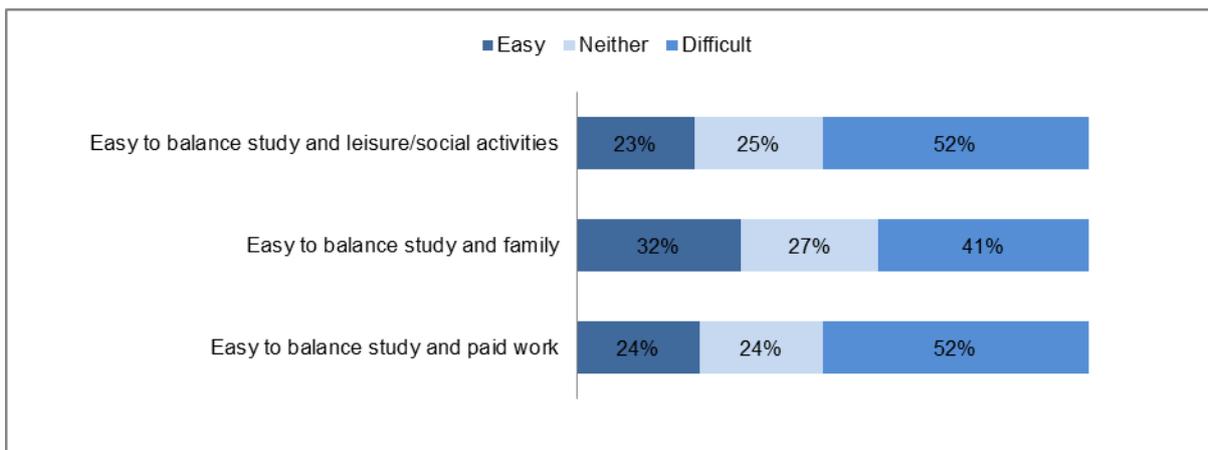
- 64% (n=3,358) of full-time students work less than 10 hours per week or not at all (Appendix I, Table 1.6)
- Over half of part-time students (57%, n=868) work 11 hours or more per week, and domestic students are more likely than international students to engage in paid work (73% compared with 36%) (see Appendix I, Table 1.6).

Figure 4 Average hours worked per semester by UQ Students – Student Survey results – total student sample



Over half of students (52%) reported finding it difficult to manage studies alongside paid work (n=2,630) and social commitments (n=3,498) (Figure 5), and 41% (n=2,628) said they find it difficult to balance studies with family responsibilities.

Figure 5 Student experiences of balancing study, work and other commitments – Student Survey results (Not Applicable excluded)



# Challenges: What are the top priority areas for enhancing the UQ student experience?

## 1. INNOVATIVE EDUCATION: An innovative education that prepares graduates for unpredictable futures (Green Paper Challenge 1)

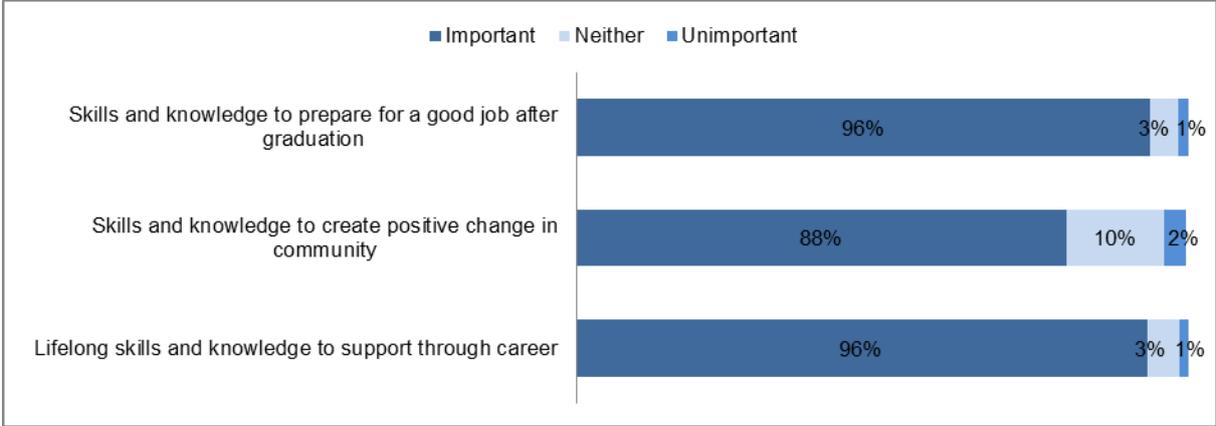
The Student Survey asked questions aimed at determining the importance of WIL and student placements and the value of engaging with industry, from the perspective of UQ Students. These are strategies that align with Challenge 1 in the Green Paper.

### Transferable skills and knowledge for the future are seen as important

Students were more likely to select reasons related to employment, when asked why they chose to attend university (see Figure 1). This is also reflected in the skills and knowledge UQ Students think are important for their future. UQ Students think it is important their UQ degree and experience provides them with:

- Skills and knowledge that will prepare them for a good job when they graduate (96%, n=6,410)
- Lifelong skills and knowledge to support them through their careers (96%, n=6,390)
- Skills and knowledge to help them create positive change in their community (88%, n=5,884) (Figure 6).

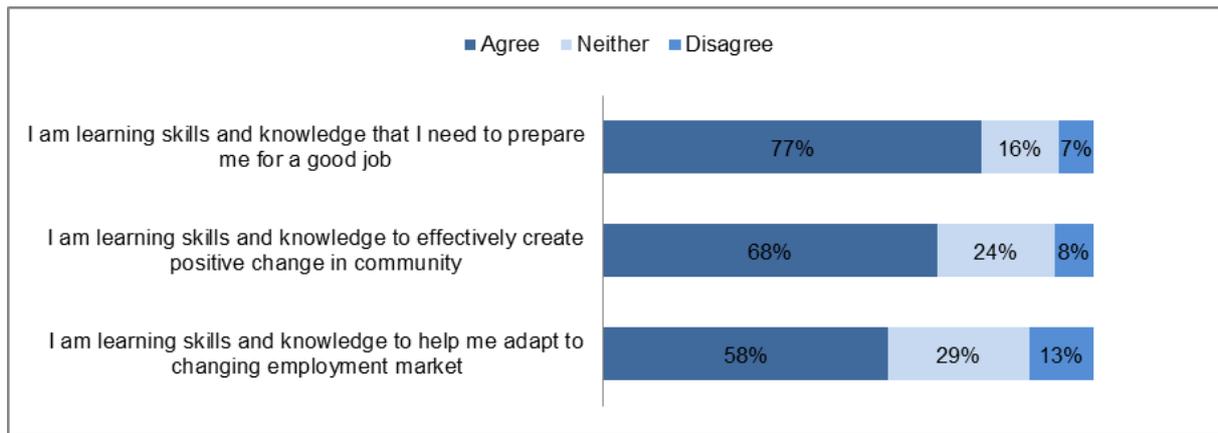
Figure 6 Student views on importance of generalised skills and knowledge – Student Survey results – total student sample



UQ Students agree that, through their UQ student experience, they are learning the skills and knowledge they need to (Figure 7):

- Prepare for a good job when they graduate (77%, n=5,079)
- Effectively create positive change in their community (68%, n=4,524)

Figure 7 Student views of skills and knowledge learned – Student Survey results – total student sample



However, 42% of UQ Students are either undecided or feel they are not learning the skills and knowledge they need to help them adapt in a changing employment market (n=2,756). This is the fundamental premise of Challenge 1 in the Green Paper and an area identified by UQ students as needing improvement (Figure 7).

The students who feel they are not learning the skills and knowledge to help them adapt in a changing job market are (Appendix I, Table 2.2b):

- More likely to say this if they are undergraduate (45% compared to 28% of postgraduates)
- More likely to say this if they are domestic students (45% compared to 30% of international students)
- Slightly more likely to say this if from HASS, Science or M+BS (44-47%, compared with 35% in BEL and 40% in EAIT).

A total of 387 student respondents did not provide feedback on their views of job preparedness (number of missing cases).

### Opportunities for industry-based extension experiences are most valued

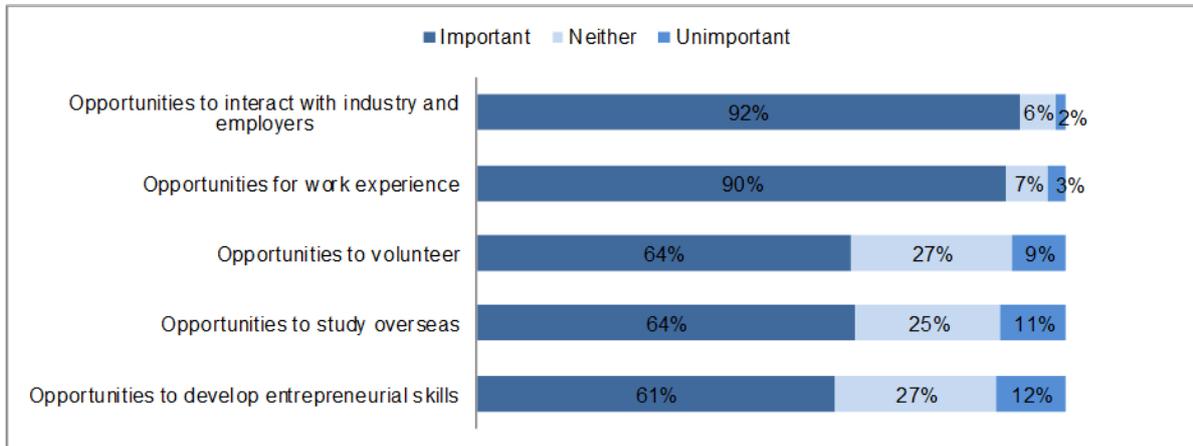
One strategy proposed in the Green Paper involves expanding opportunities for extension experiences for UQ Students.

Student respondents provided feedback on the extension experiences they most value (Figure 8):

- Interacting with industry and employers is seen as almost universally important (92%, n=6,188), as are opportunities for work experience (90%, n=6,192)
- Opportunities to develop entrepreneurial skills (e.g. create a business or enterprise) are also important to 59% of undergraduate students and 69% of postgraduate students (see Appendix I, Table 2.3b). Although they are seen as most important to BEL students, between 47-78% of students across all faculties consider it important UQ provide opportunities in this area. International students are also more likely than domestic students to see this as important (77% compared with 56%)
- Undergraduates consider work experiences to be more important than postgraduate students (93% compared with 81%) (see Appendix I, Table 2.3b)

- Undergraduates are marginally more likely to consider interacting with industry and employers as important when compared with postgraduates (93% compared with 89%) (see Appendix I, Table 2.3b).

Figure 8 Student views on the importance of extension experiences – Student Survey results – total student sample



Further to these results:

- Domestic students are slightly more inclined to think UQ does not provide good opportunities for interacting with industry and employers, when compared with international students (46% compared with 40%) (see Appendix I, Table 2.4b)
- Postgraduate students are slightly more likely to think UQ does not provide good opportunities for work experience (51% compared with 47%), as are domestic students when compared with international students (49% as compared with 44%) (see Appendix I, Table 2.4b)
- Between 45-54% of students in all faculties except HABS think UQ does not provide good opportunities for work experience; HABS students are least likely to say this (38%) (see Appendix I, Table 2.4b)
- M+BS students were least likely to see work experience opportunities as important (83%), compared with 88-93% across all other faculties (see Appendix I, Table 2.3b).

### Access to valued extension experiences could be improved

Students generally agree that they have access to experiences and opportunities that supplement and enrich their formal learning. For the most valued extension experiences, however, a significant number of students do not consider good opportunities to be available (Figure 9).

While 90% or more value work experiences and interactions with industry, only half of Student Survey respondents agree that UQ provides good opportunities to:

- Interact with industry and employers (55%, n=3,602)
- Access work experiences (52%, n=3,403).

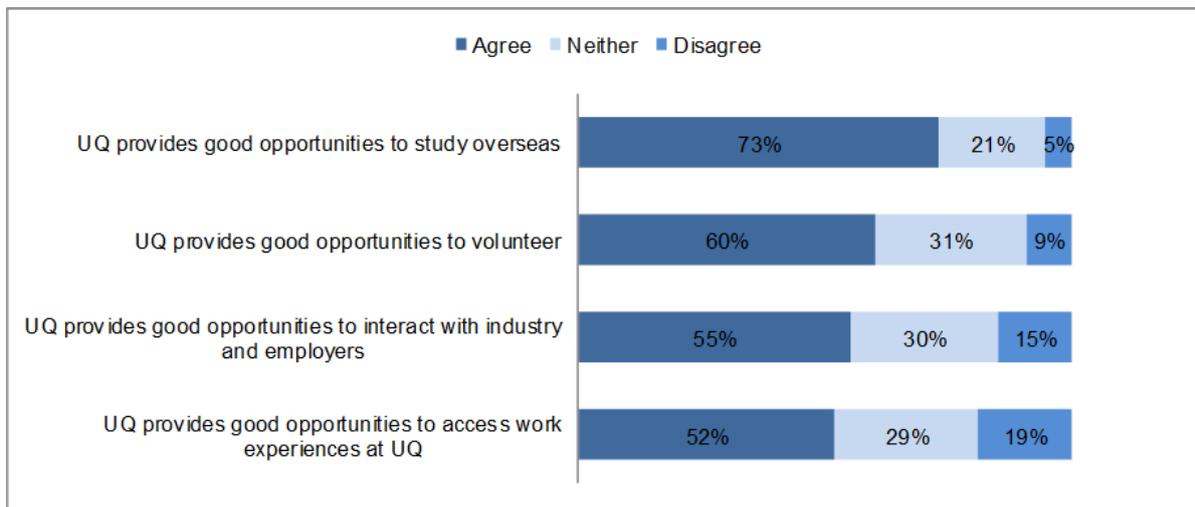
The Student Survey also explored the issue of access to extension experiences for those students most interested in particular opportunities. Employment-focused experiences again emerge as potential priority area for improvement:

- Of those students who see interaction with industry and employers as important, 57% (n=3,452) consider UQ provides good opportunities in this area (See Appendix I, Table 2.5a)
- Of those students who value work experiences, 54% (n=3,192) see that UQ provides this opportunity to students (see Appendix I, Table 2.5d).

By contrast, the majority of students who consider overseas and volunteer experiences to be important, also agree that UQ offers good opportunities to:

- Study overseas (82%, n=3,432) (see Appendix I, Table 2.5b)
- Volunteer (67%, n=2,795) (see Appendix I, Table 2.5c).

Figure 9 Student views on accessibility of extension experiences – Student Survey results – total student sample



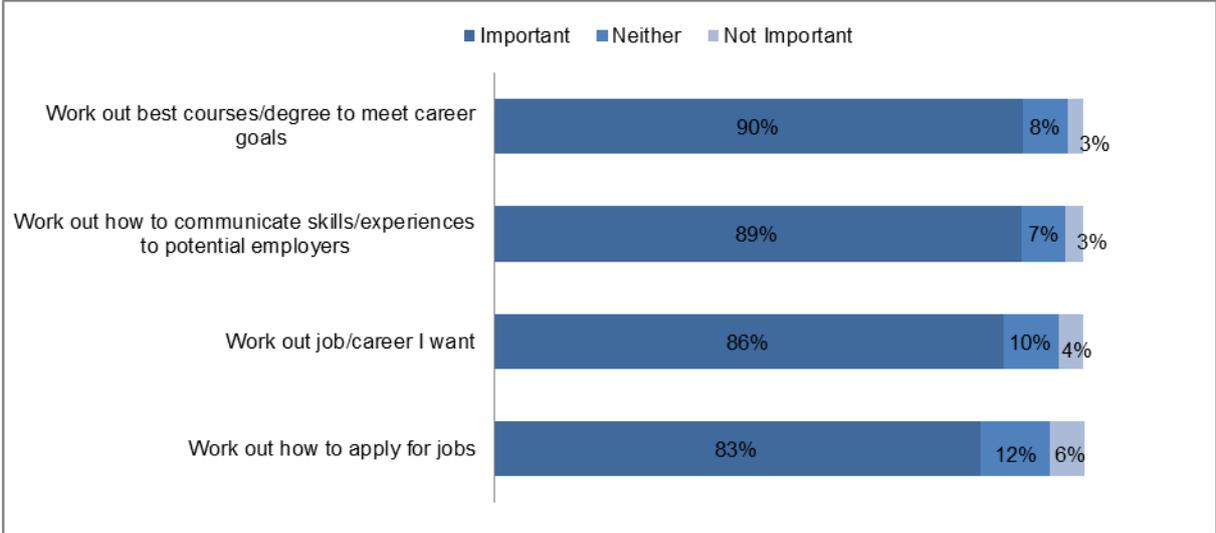
### Students value support services designed to improve job prospects

A second strategy proposed in the Green Paper expands capacity for career, academic and learning advisors.

UQ Students consistently view experiences, advice and assistance related to employment as important (Figure 10). The majority of students want advice on:

- Best courses/degree to meet career goals (90%, n=6,046)
- How to communicate skills/experiences gained at university with employers (89%, n=6,033)
- Working out the job/career that they want (86%, n=5,820)
- How to apply for jobs (83%, n=5,567).

Figure 10 Student views on importance of employment related support services – Student Survey results – total student sample

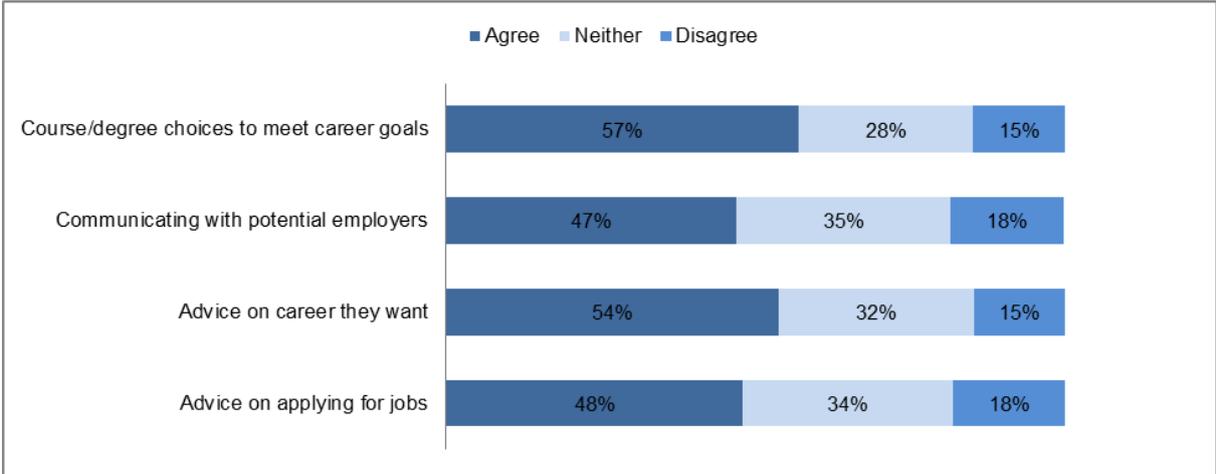


**Provision of support services related to employment could be improved**

While UQ Students value employment related support services, only half agree that UQ does well in providing these services (Figure 11):

- Less than half of students agree there are good opportunities to easily obtain advice on applying for jobs (48%, n=3,145) or communicating with potential employers about how the skills and experiences they have gained at university meet their selection criteria (47%, n=3,084)
- 57% agree they can easily obtain advice on how to choose the best course or degree to meet their career goals (n=3,740)
- 54% agree they can easily obtain advice on what sort of career they want (n=3,531).

Figure 11 Student views on provision of employment related support services – Student Survey results – total student samples



### *The Student Voice: Enhance student experience through opportunity*

The open comments provided by student respondents confirm their interest in extension experiences that primarily relate to enhancing their employment prospects, including:

- Work experience

“Providing more opportunities for work experience would be extremely beneficial if students are looking to secure a job after graduation”

“Definitely more opportunities for work experience. Development [of] internships and industry interaction and the opportunity for scholarships in completing these”
- Practical course components

“Equipping us with skills that are able to prepare us for the changing dynamic of the workforce. Teaching us skills that will help us adapt our knowledge to the challenges we face in our chosen career path. Giving us experiences outside of the classroom setting, so that we not only have a strong grasp on the theoretical side of the degree, but also the practical side of it”
- Networking

“Events with potential employers that would allow networking opportunities”

“I think there needs to be more opportunities for industry networking. I was lucky to have [a] society that held an industry night”

“More career expos or if there are already career expos more advertising of said events”

“More networking opportunities and mentorship with other faculty and students”

## **2. DIVERSE STUDENTS: A diverse student population with new priorities and expectations (Green Paper Challenge 2)**

*The Student Survey asked questions to explore the extent to which UQ Students value flexibility and scalability in their educational experiences as ways to meet the increasingly diverse needs of the student cohort. Specific strategies posed in the Green Paper include a year-round academic calendar and recognition of prior learning, and these were evaluated by Student Survey respondents.*

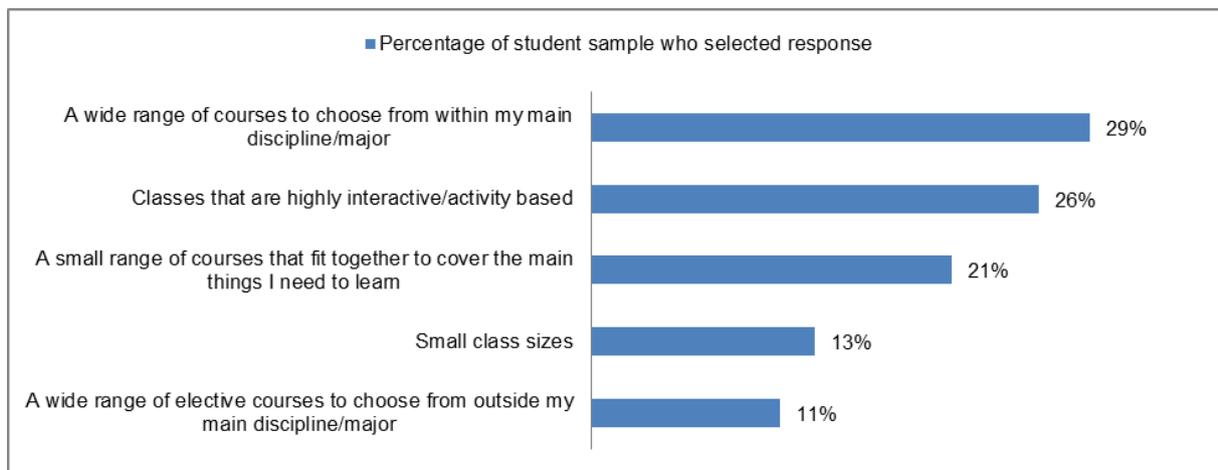
### **Preferred degree characteristics vary**

Overall, the majority of students (81%, n=5,134) understand how their courses combine and cover degree requirements. However, there is a divergence of views regarding the most important structural characteristics of a degree:

- 11% (n=673) want a wider range of elective courses to choose from outside their major (Figure 12)
- 29% (n=1,820) want a wider range of course options within their major (Figure 12), and this is a particularly high priority for students from HASS (39%), Science (33%), BEL (27%) and EAIT (27%) (see Appendix I, Table 3.2)

- By contrast, 21% of students (n=1,331) see value in a smaller range of courses designed to cover the main things they need to learn. Students in HABS are most likely to value this approach (30%) whereas it received relatively little recognition from HASS students (16%) (see Appendix I, Table 3.2)
- Around one-quarter of students (26%, n=1,668) value classes that are highly interactive and activity-based. Students from EAIT (30%), HABS (31%) and M+BS (29%) were most likely to value this degree characteristic, as were domestic students (28%) (see Appendix I, Table 3.2)
- Only 13% of student respondents thought that smaller class sizes were most important as a feature of their degree study (n=829).

Figure 12 Degree characteristics most important to students – Student Survey results – total student sample



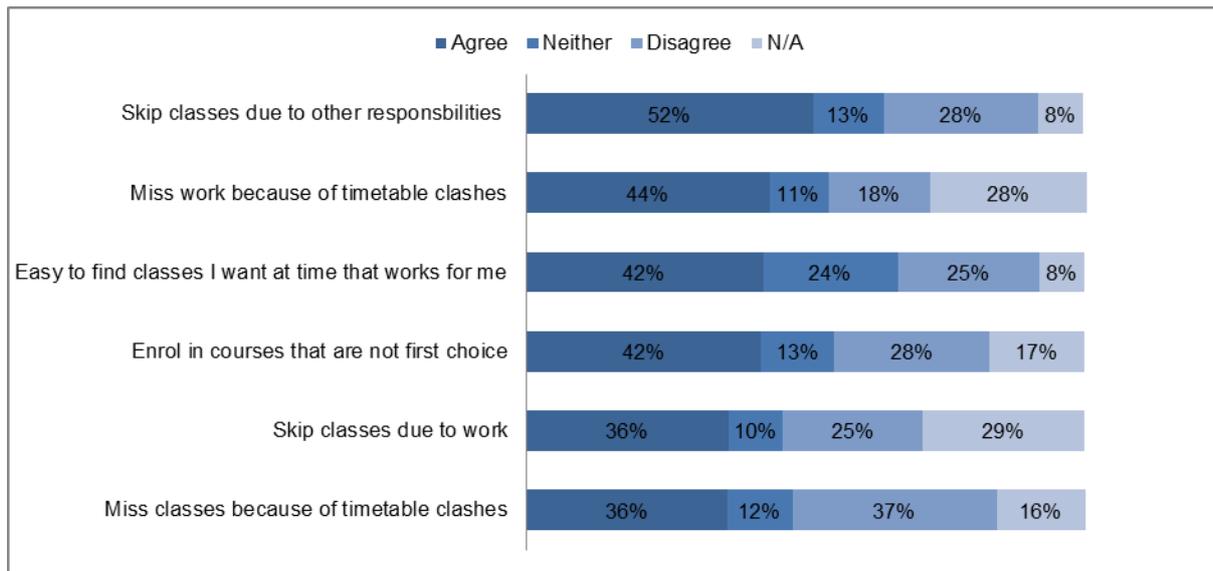
### Timetabling can restrict student capacity to participate in learning, work and other activities

Many students encounter challenges in attending classes and building timetables that fit with their personal and professional lives. Between 36% - 52% of students skip class due to timetable clashes (Figure 13):

- 52% (n=3,237) sometimes skip classes because of other responsibilities (i.e. family, sporting, cultural clashes)
- 44% (n=2,732) sometimes miss out on paid work because of clashes with their timetable
- 42% (n=2,644) enroll in courses that are not their first choice so they can have a timetable that works for them
- 36% (n=2,284) skip classes because their timetable clashes with paid work specifically.

The greater the hours worked by students, the more likely they are to skip class in general – for work, family, or other reasons (see Appendix I, Table 3.3). However, just under half of respondents who do not work at all are also likely to skip class (46%, n=1,032).

Figure 13 Student experiences with courses and building timetables – Student survey results – total student sample



### Mixed mode course delivery is an attractive option to enhance flexibility

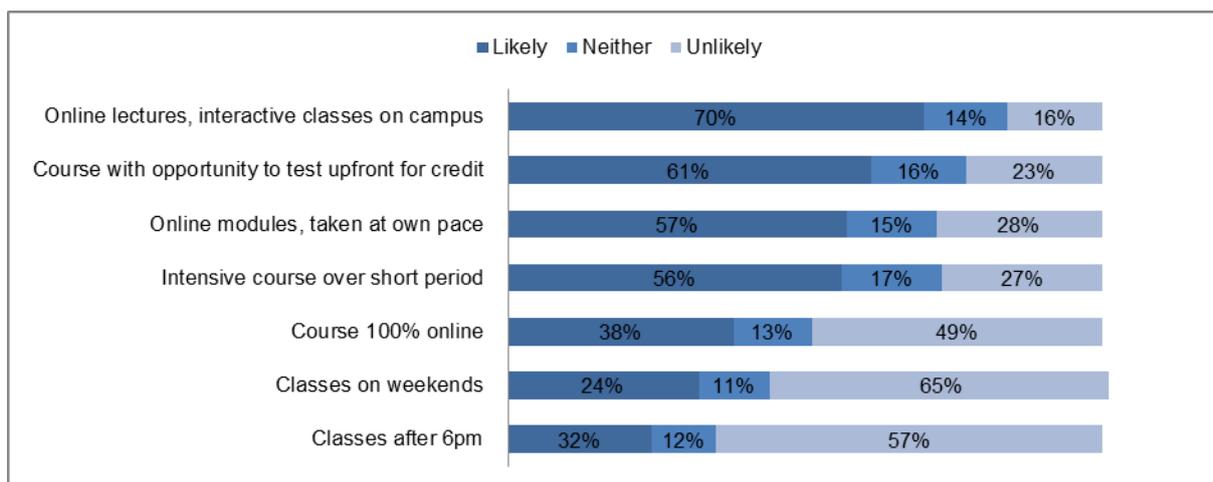
The Student Survey posed a number of options that could be introduced to enhance flexibility in course delivery and attainment, and respondents were asked whether they would take advantage of them (Figure 14):

- *Mixed mode delivery*: 70% (n=4,278) thought they would take advantage of courses designed as a mix of online lectures and interactive classes on campus. 38% (n=2,319) said they would take advantage of a course that was wholly online, and students who are most likely to take 100% online courses are more likely to be domestic students (40%) than international (30%) (see Appendix I, Table 3.4b)
- *Self-paced learning*: 57% (n=3,457) value the concept of online learning modules that can be completed at their own pace. There are no notable differences by faculty, international/domestic status or undergraduate/postgraduate status for students that would likely take online learning modules
- *Intensive courses*: Just over half of students (56%, n=3,402) are interested in intensive courses run over a short period of time to accelerate learning. Students who would likely take an intensive course are less likely to be undergraduate than postgraduate (55% compared with 63%) and more likely to be a domestic student than an international student (58% compared with 52%) (see Appendix I, Table 3.4b)
- *Night classes*: One-third of students (32%, n=1,961) are interested in courses held after 6.00 pm. Students who are interested in taking night classes are less likely to be undergraduate than postgraduate (29% compared with 44%), more likely to be a domestic student (33% compared with 27%), and more likely to be from BEL, HASS or M+BS (all 36%) than other faculties (28%) (see Appendix I, Table 3.4b)
- *Weekend classes*: Around one-quarter (24%, n=1,441) would be likely to attend weekend classes. Students who are most interested in taking courses on the weekend are more likely to be

postgraduate than undergraduate (37% compared with 20%), and more likely to want this if they are in BEL (32%) as compared with other faculties (19-26%) (see Appendix I, Table 3.4b)

- *Upfront tests for credit:* 61% (n=3,580) indicated they would be likely to take a course where there was an opportunity to receive upfront tests for credit. Students are interested in courses with upfront tests for credit, regardless of whether they consider they have relevant existing skills and knowledge. 64% of students who said they had relevant prior experience (n=655) would be likely to take a course where they could test upfront for credit (see Appendix I, Table 3.6) compared with 59% of students with no prior experience (n=1,405) and 61% of those who were unsure as to whether they had relevant prior experience (n=1,511). Students that would likely take courses with the opportunity to test upfront for credit are less likely to be a domestic student (59%) than an international student (66%), and least likely to say this if from HASS (56%) compared to other faculties (60-64%) (see Appendix I, Table 3.4b)
- *Recognition of prior learning:* 17% (n=1,071) of students considered they had valid skills, experience or certification for recognition, 41% (n=2,529) felt they did not, and a further 42% (n=2,625) were unsure (see Appendix I, Table 3.5).

Figure 14 Likelihood of students taking advantage of flexible course options – Student Survey results – total student sample



### A year-round calendar would be used in a range of ways, including expediting study

An alternative for creating flexibility in course options is to add an additional course term through the summer, creating a trimester system at UQ. The Student Survey asked respondents how they would use an additional semester if it was included in the course calendar (Figure 15).

If a year-round calendar was introduced, the increased flexibility in timetabling would be variously used by students to moderate the pace of their study, but also the availability of their leisure time.

- Nearly one-third of students would use the additional period to take more courses (29%, n=1,801)
- Nearly half of students working 11 hours or more per work would be most interested in accelerating their studies in a year-round calendar (47%, n=850) (see Appendix I, Table 3.7)

- The students who reported that they could accommodate more courses if a trimester system was adopted are slightly less likely to be an undergraduate than a postgraduate (28% compared to 32%) and more likely to be a domestic student than an international student (30% compared to 23%). They are also more likely to be from M+BS (35%), BEL (30%), HASS (31%), HABS (30%) and least likely to be from Science (25%)
- Students are split on how they would use an additional semester. While students from BEL (30%, n=367), HASS (31%, n=414), and M+BS (35%, n=154) were most likely to state that they would accelerate their programs, there were almost as many students from these faculties saying they would not change how they took courses through the year (Figure 16)
- Students from other faculties (Science, EAIT, and HABS) were happiest to keep their course calendars the same.

Figure 15 Student views on how they would use an additional semester – Student Survey results – total student sample

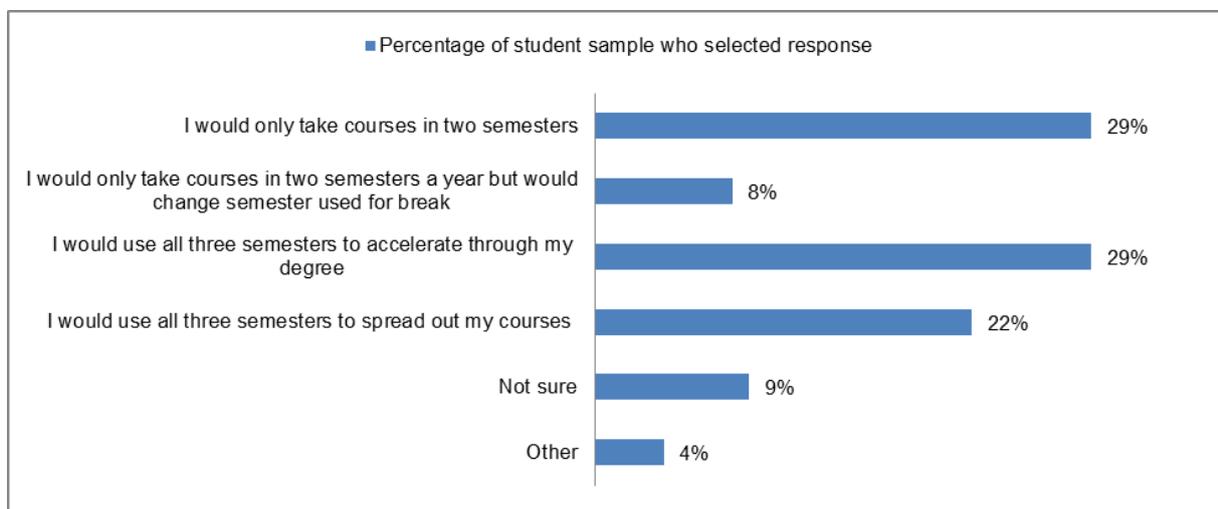
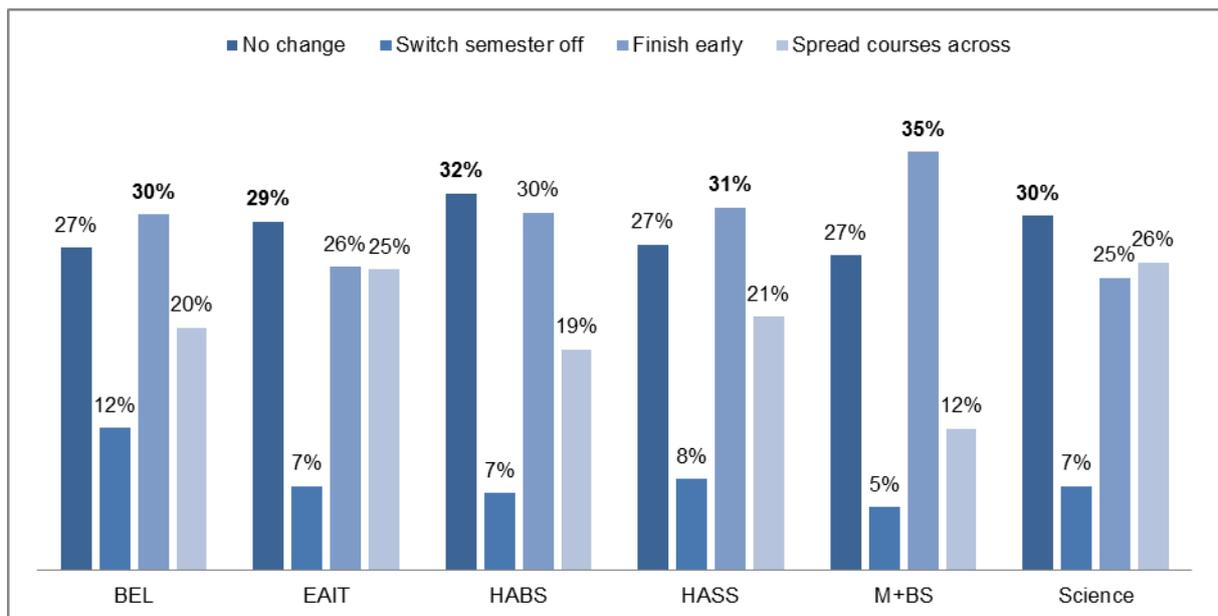


Figure 16 Student views on how they would use an additional semester – Student Survey results – comparison by faculty



*The Student Voice: Flexible learning options are important in meeting student needs*

The open comments provided by student respondents confirm the value of flexible learning options:

- Some students are open to a year-round calendar in order to increase options

“The flexibility would be great. It would allow difficult years to potentially be spread with a lighter load or the opportunity for students to take breaks at better times in the year – e.g. semester 2 off if they want a working holiday in Europe”

“The flexibility would be incredible providing it doesn't infringe upon course offerings, class sizes, teaching levels, research opportunities, etc.”
- Students want compulsory recording of lectures and online course options

“If there's one thing I'd like to see introduced, it is compulsory lecture recordings. I see it...as a safety net which is there if you need it”

“Currently I have found the Echo360 lecture recording system to be quite good in terms of providing me with flexibility. I feel like the implementation of more online modules being added to the course would be greatly beneficial. Having this as well as also having the face to face time with education professionals would give us more flexibility.”

“As much online access to course materials, communication with lecturers and tutors, lectures, tutorial notes, etc... as possible”

### **3. STUDENT CHANGE AGENTS: Students as change agents (Green Paper Challenge 3)**

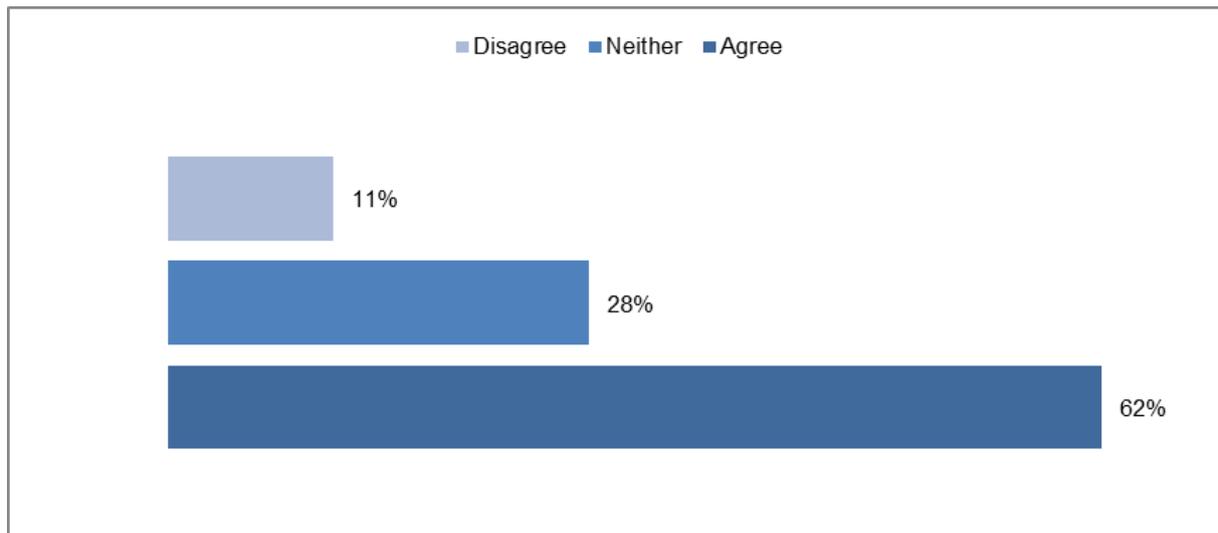
*The Student Survey explored whether students were interested in actively engaging with the University and its staff to improve teaching practices.*

#### **Students want to support teaching improvement in-principle**

UQ is trying to find better ways to involve students in creating change within the University, and survey respondents were asked whether they would be interested in the opportunity to actively work with staff to improve the quality of teaching at UQ. The nature of this assistance was not specified.

Overall, 62% of respondents (n=3,753) are interested in being change agents in this area (Figure 17). This was consistent across faculties, the level of student engagement in activities at UQ, and the level of student commitment outside of their studies (see Appendix I, Table 4.1). A total of 911 students did not provide comment on whether they would like to assist staff in improving the quality of teaching (number of missing cases).

Figure 17 Student views on whether they would like to assist staff in improving the quality of teaching – Student Survey results – total student sample



#### 4. RESEARCH-INTENSIVE EDUCATION: Provide research-intensive education that speaks to students and employers (Green Paper Challenge 4)

UQ is considering how to “extend students’ access to collaborative research experiences that provide quality interaction with UQ’s research and research partners”. The Student Survey invited respondents to comment on the importance of research opportunities and the extent to which good opportunities were currently available as a means to gauge whether collaborative research experiences would be valued by UQ Students, moving forward.

##### Research opportunities are valued and accessible but improvements can be made

When students were asked for the top three reasons why they chose UQ for their university education, 23% of respondents (n=1,572) stated it was because UQ has a good research reputation (Figure 2).

Moreover:

- 65% of students (n=4,215) consider an active research profile to be the most important and desirable characteristic of their teachers at UQ (Figure 21)
- About two-thirds (69%, n=4,762) consider that having access to research projects is an important part of their overall UQ experience and degree training (Figure 18)
- Students in Science (82%), EAIT (71%) and M+BS (75%) were more likely than students from other faculties to think research projects were important, and this difference was statistically significant (see Appendix I, Table 5.1)
- International students were also more likely to think that research projects were important (77% compared with 67% domestic students), as were postgraduate students (72% compared with 69% undergraduate students) (see Appendix I, Table 5.1)

- Approximately two thirds of all respondents (65%, n=4,239) and 72% (n=3,272) of those who think research opportunities are important, agree that they can access them at UQ (see Appendix I, Tables 5.2 & 5.3). While these results suggest that the university is providing accessible research opportunities to the majority of students, there is room for improvement. For those students who want to work on a research project, some feel that UQ does not provide good opportunities for this (9%, n=384) or are unsure about these opportunities (19% neither agreed nor disagreed, n=876) (see Appendix I, Table 5.3).

Figure 18 Importance of research project to students – Student Survey results – total student sample

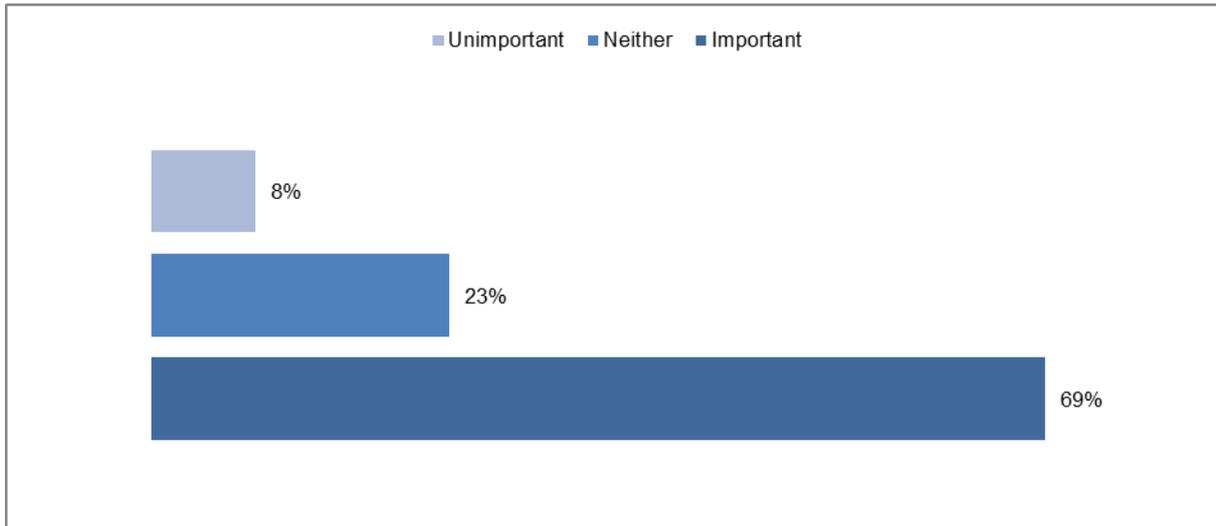
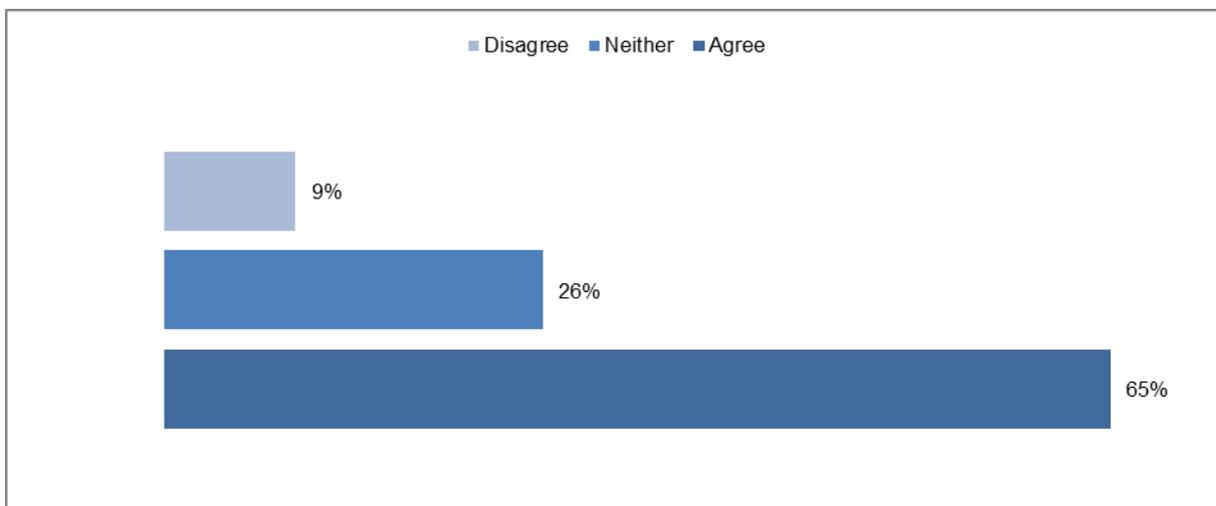


Figure 19 Student views on whether research projects are accessible – Student Survey results – total student sample



## 5. ASSESSMENT: Effective assessment and feedback for enhanced learning outcomes (Green Paper Challenge 6)

*E-assessment and improved learning analytics are potential strategies to enhance assessment practices at UQ, and the Student Survey provided opportunities for students to contribute feedback on their perceptions of assessment practices and the opportunities for improvement.*

### **Student views on assessment are mixed**

Students at UQ generally see assessment and feedback from teaching staff in a mixed light (Figure 20). Students feel that teaching staff are good at setting tasks and clarifying criteria, but could be better at giving feedback.

Over 80% of students agree that assessment tasks help them understand what they have learned (82%, n=5,022), and two-thirds feel that teachers are clear on the criteria they use for assessment (66%, n=4,019). These figures were consistent across all faculties, and between full-time and part-time students (see Appendix I, Table 6.2). A total of 870 students did not provide feedback on their perceptions of course assessment and feedback (number of missing cases).

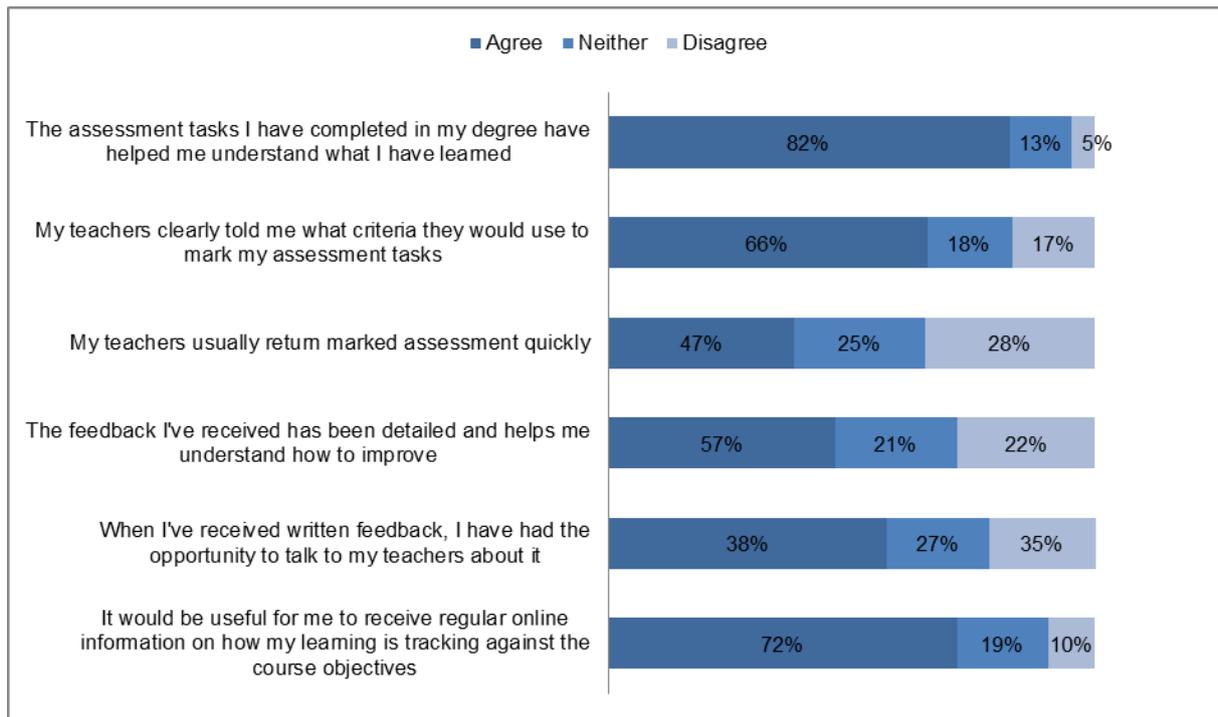
There was, however, some minor variation across student groups with respect to their view on the clarity of criteria set by UQ teaching staff for assessment:

- Postgraduate students (78%) were more likely to agree that their teachers had clearly explained the assessment criteria than undergraduate students (62%) (see Appendix I, Table 6.3)
- International students (74%) were more likely to agree that their teachers had clearly explained the assessment criteria than domestic students (63%).

Students were less in agreement that after receiving feedback, they are able to talk with teaching staff about it (57%, n=3,513):

- International students (14%) were less likely to disagree with this statement than domestic students (24%) (see Appendix I, Table 6.4)
- Students from EAIT (24%) and M+BS (40%) were more likely to disagree that they have opportunities to talk to teachers about their written feedback (see Appendix I, Table 6.4).

Figure 20 Student perceptions of course assessment and feedback – Student Survey results – total student sample



#### Timeliness of assessment return and level of detail in feedback are areas for improvement

Just over half of UQ Students (53%, n=3,275) did not agree or were unsure that they were receiving enough detailed feedback in their assessments (Figure 20), while 62% (n=3,794) did not agree or were unsure that assessments were being returned quickly, with 35% indicating dissatisfaction (n=2,135).

In particular:

- Domestic students were more likely to disagree that assessments were being returned quickly (37%) when compared with international students (28%) (see Appendix I, Table 6.6)
- Postgraduates (49%) were more likely to agree that assessments were being returned quickly, when compared with undergraduates (36%) (see Appendix I, Table 6.6)
- Students from EAIT (35%), M+BS (41%), Science (39%) and HABS (37%) were more likely to disagree that they received marked assessment quickly (see Appendix I, Table 6.6).

While UQ Students do not see *Learning Analytics* as a priority compared to other elements of the UQ Student Strategy, the majority of UQ Students would like to receive regular, online information on how their learning is tracking with course objectives (72%, n=4,376) (Figure 20).

## 6. NEW STAFFING CAPABILITIES: New staffing capabilities for new learning expectations and environments (Green Paper Challenge 7)

Nearly one-third of UQ Students (30%, n=2,059) choose UQ, in part, because they believe the University has a good reputation for teaching (Figure 2). The Student Survey asked students to further explain the qualities they value so that the University might think about how to build staffing capabilities that enhance the UQ student experience.

### Teachers with active research profiles are held in high regard

Students were asked to rank the relative importance of teaching staff:

- Having teaching training
- Being active researchers in their area
- Having relevant industry or professional experience.

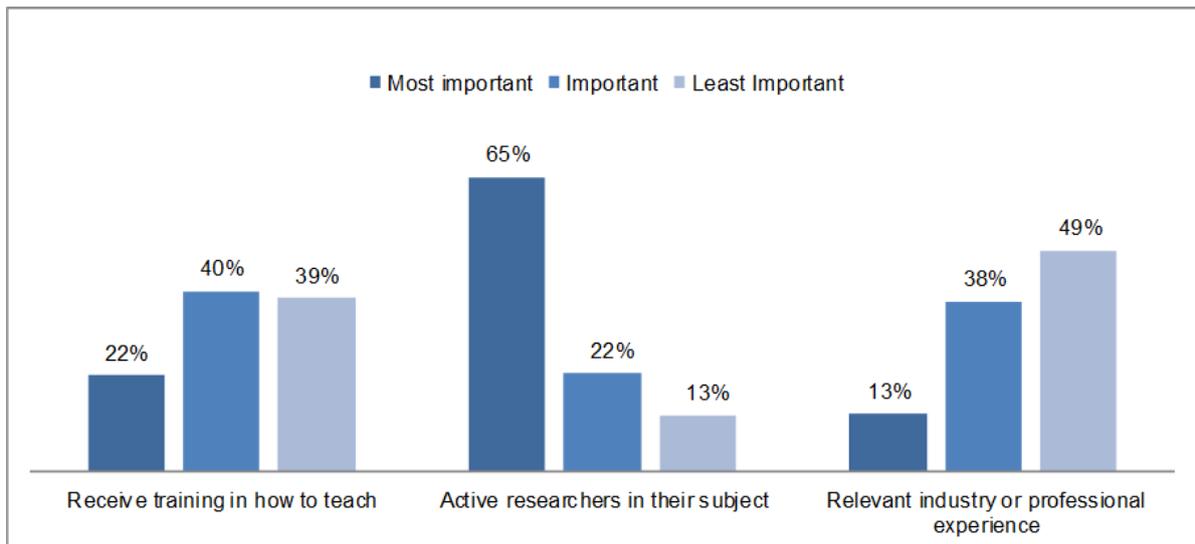
Around two-thirds of students (65%, n=4,215) rate an active research profile as the most important quality in their teaching staff (Figure 21).

An active research profile was consistently prioritised across study areas, from 72% in HABS and M+BS to 58% in the Sciences (see Appendix I, Table 7.3).

Approximately one-fifth of students (22%, n=1,382) rank teaching training as the most important characteristic of their teaching staff. International students (27%) were more likely to rate this as most important than were domestic students (20%) (see Appendix I, Table 7.2).

Only 13% of students (n=831) rated relevant industry and professional experience as most important.

Figure 21 Student perceptions of the desirable qualities in UQ teaching staff – Student Survey results – total student sample



## 7. SUPPORTING STUDENTS: Supporting students through a connected community (Green Paper Challenge 8)

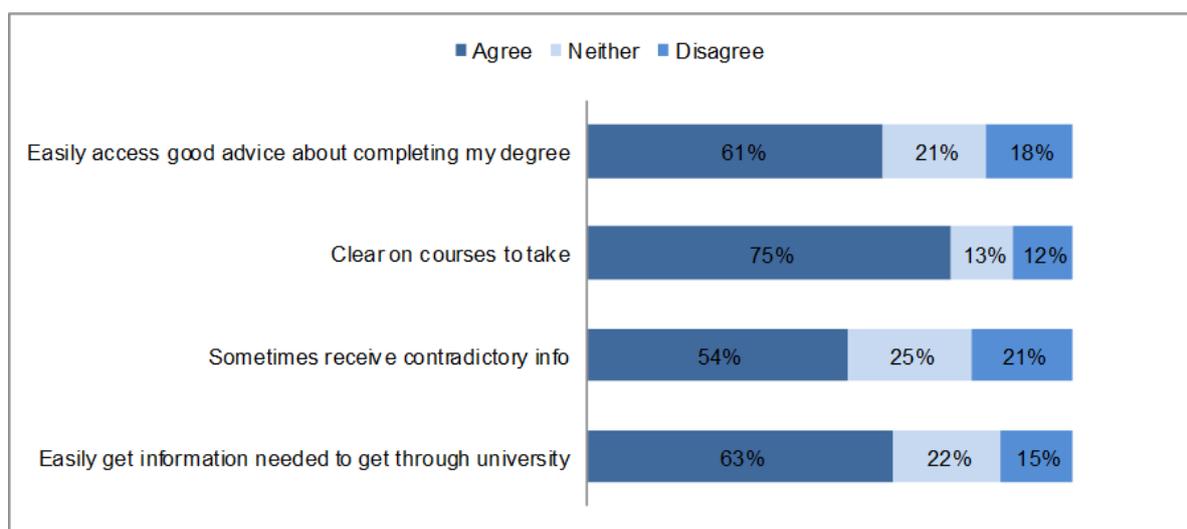
UQ aims to improve its student support services, seeking new ways to establish and provide access to UQ staff, alumni and employers as a network of collaborative communities who can best assist students in their student experience and subsequent transition to the workforce. The Student Survey provided some feedback on UQ's current support services, as perceived by UQ Students.

### Students views on access to information are mixed

Sixty-one percent of UQ Students (n=3,637) agree that it is easy to find information about completing their degree programs (Figure 22), however more than half of students feel that they receive contradictory information (54%, n=3,199):

- Undergraduates are more likely to feel this way (57%, n=2,680) than postgraduate students (43%, n=519) (see Appendix I, Table 8.2)
- Domestic students are more likely to feel this way (55%, n=2,566) than international students (49%, n=633) (see Appendix I, Table 8.2).

Figure 22 Student views on the accessibility of degree information – Student Survey results – total student sample



### There is scope to increase awareness and uptake of some non-academic support services

UQ currently offers a wide range of non-career related support services. These range from academic learning and English language support, to personal counselling, and childcare. Students are aware of most support services, but uptake is mixed (Figure 23).

For English language support services specifically, general uptake is low across UQ Students (6%, n=365); this may be because most students do not need these services. Uptake increases for international students. Nearly one-quarter of international student respondents use English language support services (23%, n=306) (see Appendix I, Table 8.7). It must also be noted that the Student Survey does not address the uptake of English language support through the Institute of Continuing & TESOL Education specifically.

Medical and health services, academic learning support, and personal counselling remain high priority student support services (Figure 24). For those services for which there is lower student awareness (i.e. wellbeing, housing and financial and budgeting support), a substantial minority of student respondents consider they will use these in the future. The greatest discrepancy between current use and reported future use is in the area of English language support services (current use: 6%; future use: 25%).

**Students currently accessing services will continue to use them**

Regardless of service, students who currently use student support services are likely to continue to use those services (see Appendix I, Table 8.6). Students who either indicated that they were not aware of available support services or were aware but did not use them indicated that in the future they would likely use:

- Academic learning support (60%, n=2,886)
- One-to-one counselling (43%, n=2,191)
- Preventive programs to improve wellbeing (53%, n=2,897)
- Financial services (40%, n=2,275).

Figure 23 Student awareness of available UQ student support services – Student Survey results – total student sample

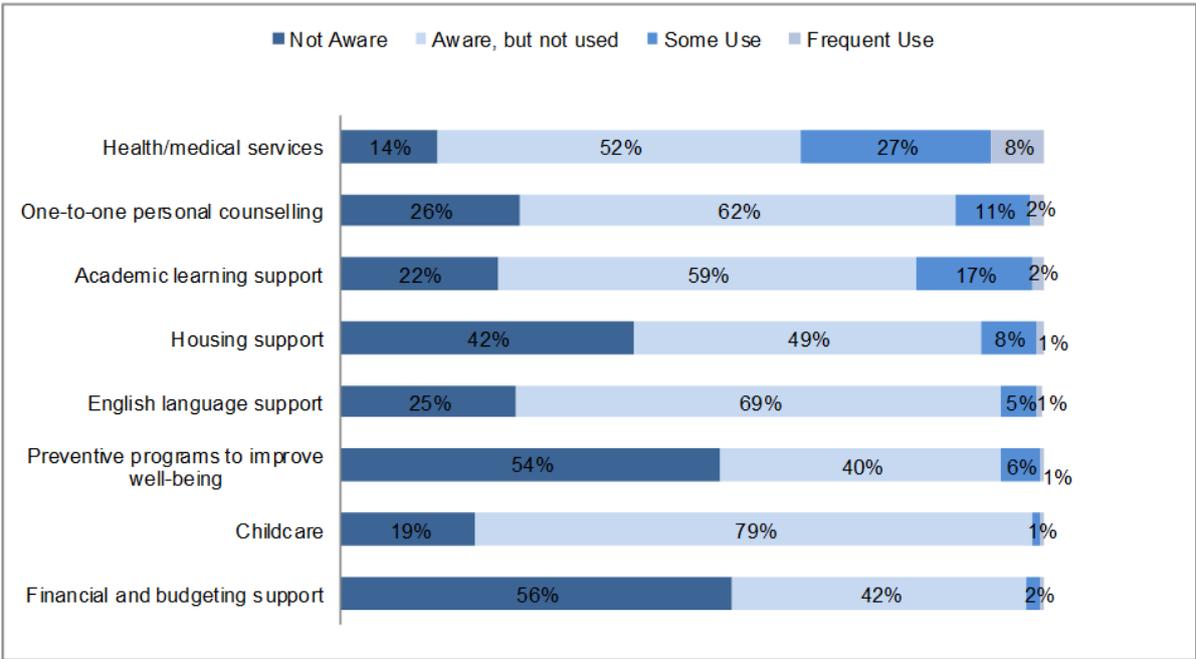
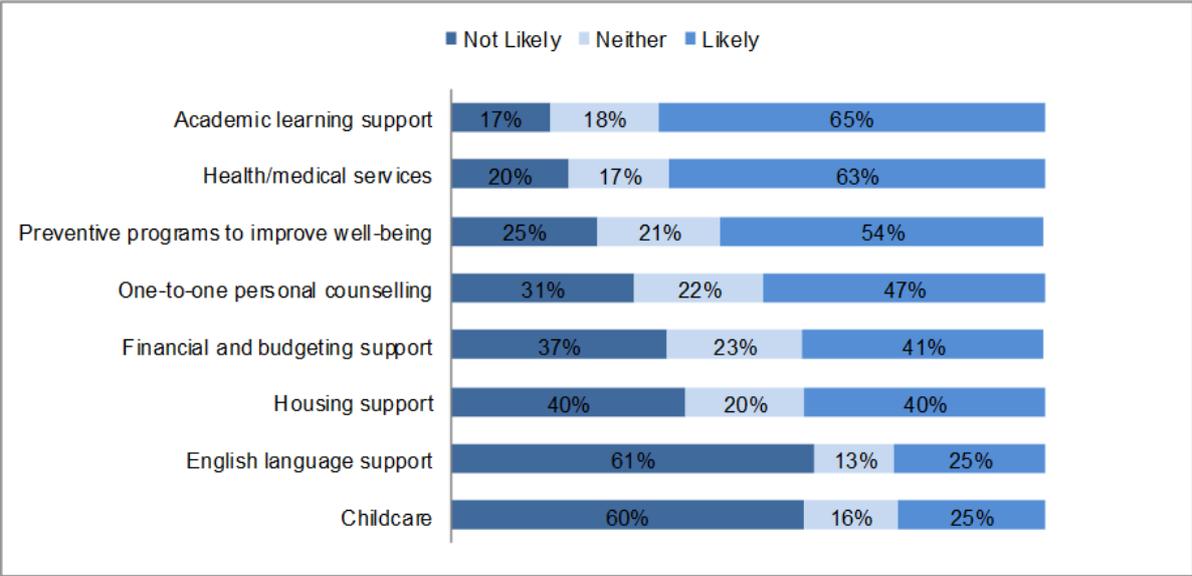


Figure 24 Likelihood of students using UQ student support services, if they need support in the future – Student Survey results – total student sample

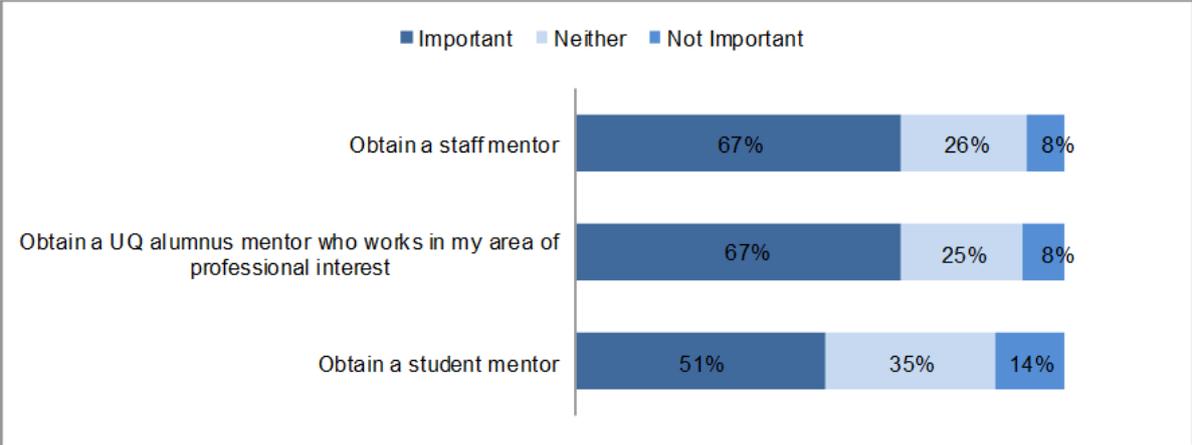


**UQ students would like access to mentors**

Students were invited to comment on the importance of having access to a mentor during their study, consistent with the *Mentors & Peers* strategy in the Green Paper (Figure 25):

- Two-thirds of students would like access to a mentor from UQ staff (67%, n=4,559) or UQ alumni (67%, n=4,549)
- Half of students would like to obtain a student mentor (51%, n=3,487)
- Three-quarters of international student respondents would like access to a UQ staff mentor (74%, n=1,176) or a UQ alumni mentor (78%, n=1,241), and two-thirds would like a student mentor (69%, n=1,089) (see Appendix I, Table 8.8)
- Students who are already involved in UQ activities, have many friends, and feel part of the UQ community are more likely to see mentors as important (see Appendix I, Table 8.8).

Figure 25 Student views on the value of mentoring – Student Survey results – total student sample



## 8. STICKY CAMPUSES: 'Sticky' campuses with landscapes for learning (Green Paper Challenge 9)

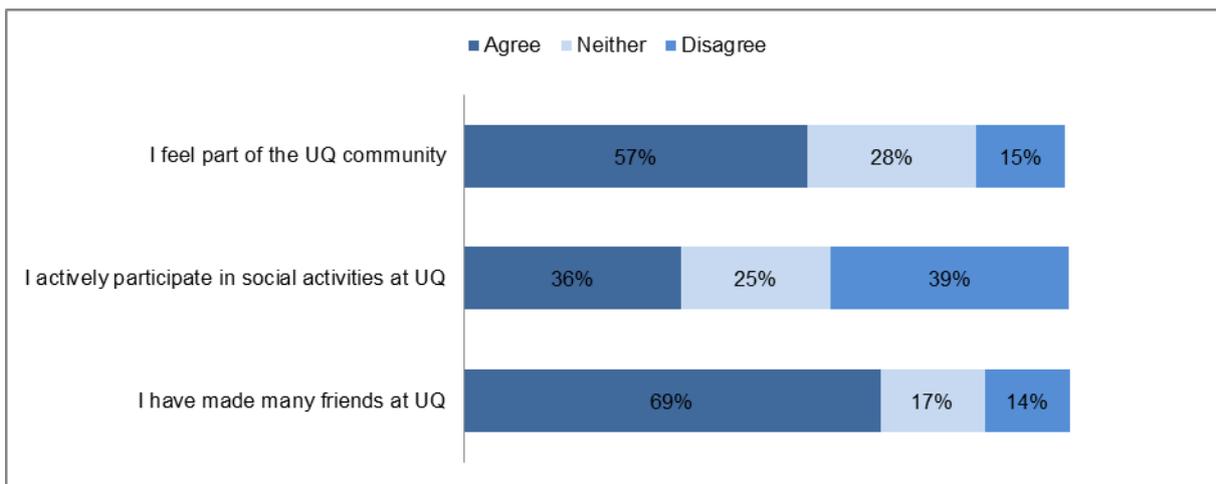
The Student Survey asked students to select all of the reasons that described their visits to UQ, with the information intended to inform how the University might enhance its campuses for improved student engagement.

### Student engagement in UQ life can be improved

Although many students feel engaged in life at UQ (Figure 26), there is room for improvement:

- 57% of respondents (n=3,864) stated they felt part of the UQ community
- 69% (n=4,678) said that they had made many friends at UQ, and there is no notable difference between international and domestic students in this regard
- Student engagement does not appear to be tied with participation in UQ-based social activities with only 36% of students (n=2,433) actively participating in social activities.

Figure 26 Student engagement in UQ student life – Student Survey results – total student sample



### Student engagement with UQ campuses is primarily learning focused

Students come to campus mostly for study related activities (Figure 27), and it follows that they are interested in expanded services and facilities to support campus study (Figure 28), namely:

- More individual study spaces of higher quality (72%, n=4,322)
- More group study spaces of higher quality (55%, n=3,265)
- Cheaper food options (67%, n=4,005)
- More diverse food options (46%, n=2,727)
- Charging stations for portable devices (44%, n=2,620)
- 24 hour access to facilities (54%, n=3,252)

- Improved night security (35%, n=2,081), particularly for females - 42% of female student respondents indicated this would increase their time on campus, as compared to 19% of male students (see Appendix I, Table 9.7).

When asked about socialising and participating in clubs at UQ:

- International students were more likely to value opportunities to play sports (61%, n=979) or participate in clubs and societies (65%, n=1,034) (Appendix I, Table 9.4)
- Students who find balancing studies with work and family commitments difficult are most likely to see sports, clubs and societies as unimportant (Appendix I, Table 9.4).

Figure 27 Student views on reasons to attend campus – Student Survey results – total student sample

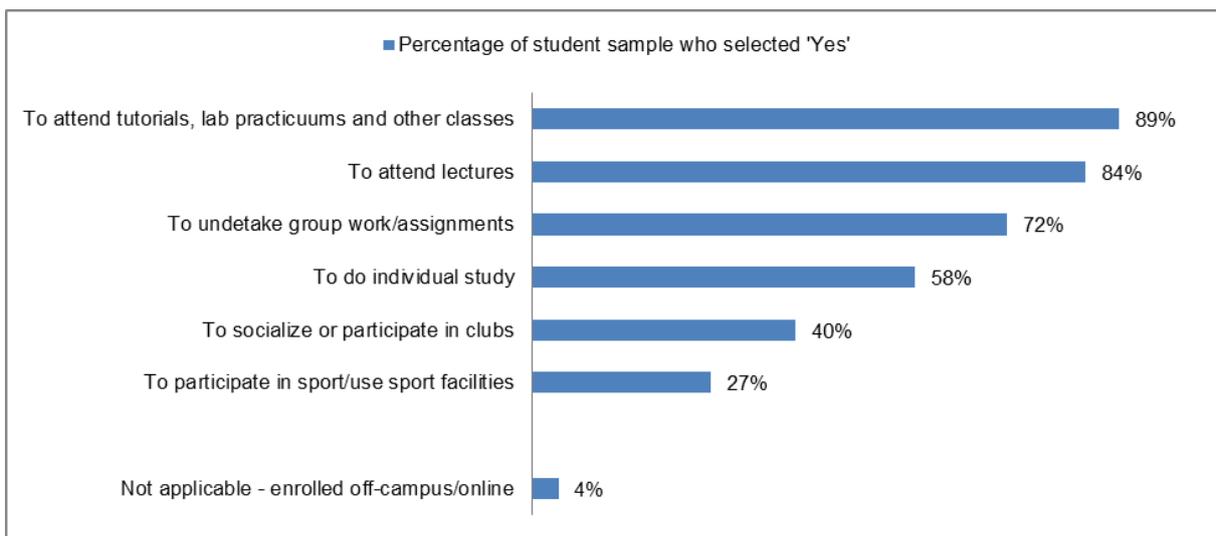


Figure 28 Student views on factors that would increase time on campus – Student Survey results – total student sample

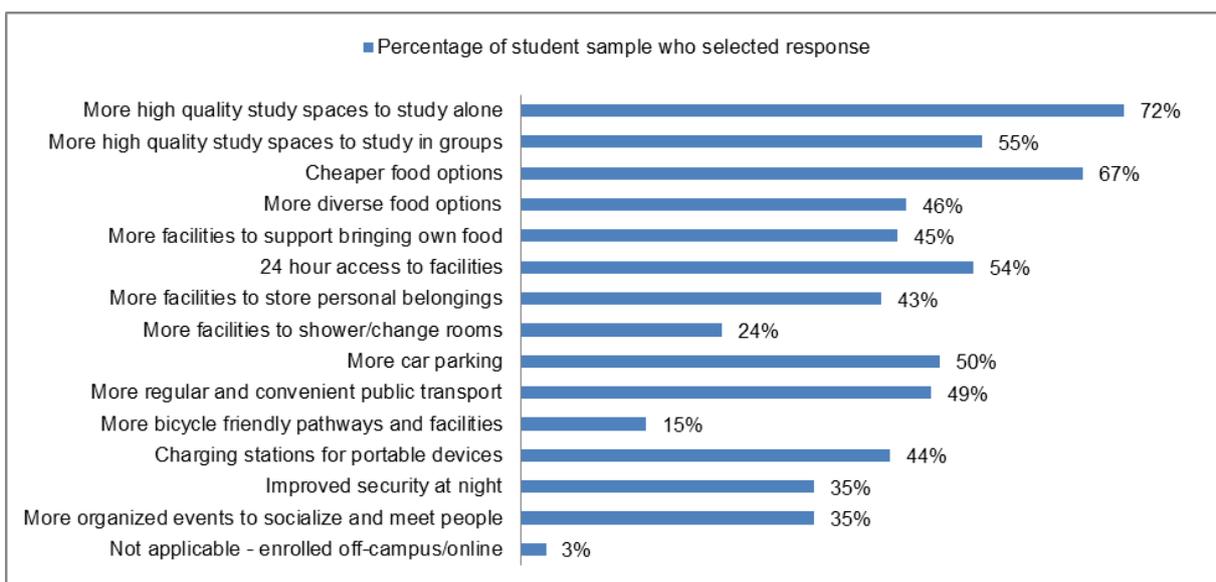
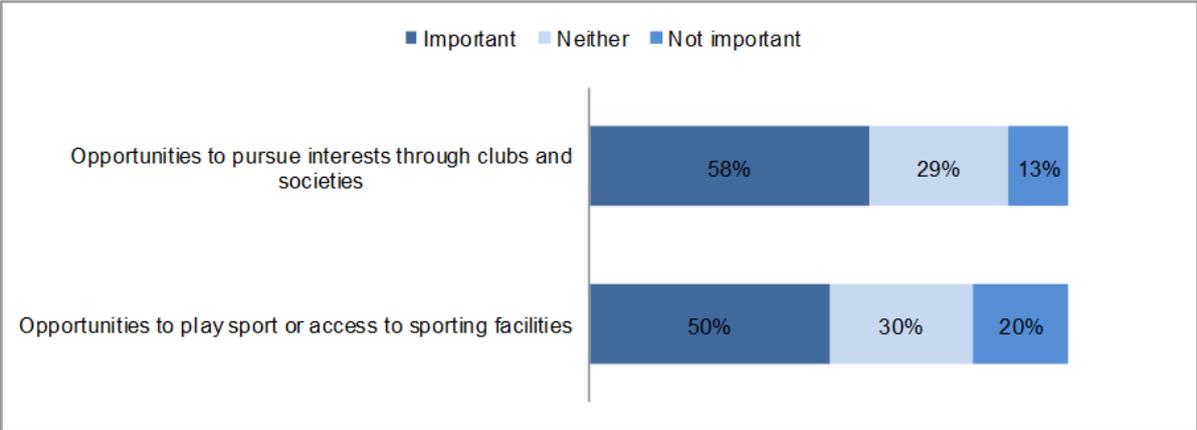


Figure 29 Student views on the importance of club, society and sporting opportunities – Student Survey results – total student sample



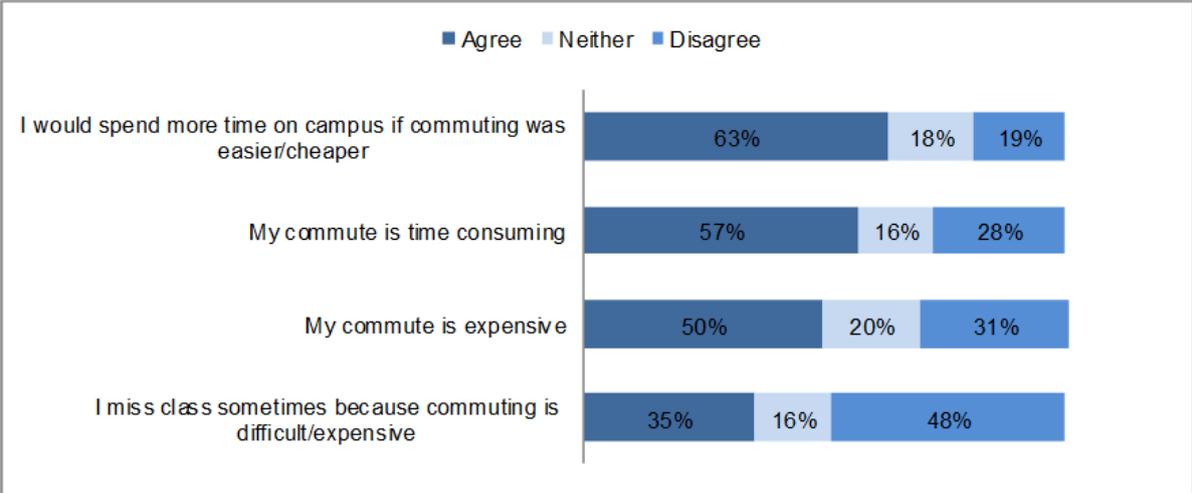
**Transport to UQ campuses remains a priority issue for students**

Nearly two-thirds of UQ Students (63%, n=3,711) would spend more time on campus if commuting was cheaper and easier (Figure 30), and this was further supported by findings in Figure 28.

Services to alleviate commuting issues are seen as important by up to half of UQ Students and would likely increase their time on campus, including:

- More car parking (50%, n=2,969)
- Regular, convenient public transport (49%, n=2,957)
- Facilities to store belongings (43%, n=2,593)
- Facilities to shower and change (24%, n=1,461).

Figure 30 Students perceptions of commuting to UQ – Student Survey results (Not Applicable excluded)



*The Student Voice: Sticky campuses support study*

In open comments, UQ Students indicated that they want more space for study, facilities to help with commuting, and 24/7 access to UQ facilities including food options:

- “More spaces in library. I love going to uni, but the thought of no computer to use, no comfortable empty slots stops me all the time. I live a bit far from uni to go to uni. I have to pack a bag full of stuff to go (food, laptop, textbook, etc) and it is very heavy. Carrying the bag there and always need spend time to find empty slots/computers in library is really, really annoying. Thus I stop going to lib[rary] to study and stay at home. More plug/power supply. Nowadays people use all kinds of technology. 80% people need to charge their phone/laptop/etc in campus if we stay for long. The places which [have] power plugs are always full of students and it is inconvenient”
- “Places/things to eat at night! i.e HEALTHY options in vending machines! Nuts, date bars, etc...More study desks! It's a nightmare trying to find a spot these days. Affordable lockers”
- “24 hour cafes...Maybe operate 24h during exam season and keep them at regular operating hours at other times. Otherwise we have no food and hot drinks if we're hungry at night”
- “24/7 labs and libraries...It helps us a lot since the computers are more responsive as compared to our laptops. Safety bus is a great initiative by UQ. Bravo!”