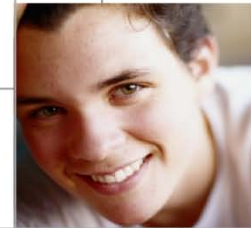




Hearing the Student Voice: Using Text Analytics to Measure Qualitative Feedback

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University of Western Sydney

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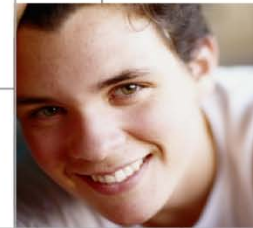


Outline

1. Background/Overview
2. Text Analytics Overview
3. Cleaning Data
4. Using Text Analytics
5. Reporting
6. Conclusion



1. Background/Overview





Analysing student written comments has traditionally been

- cumbersome
- time and human resource consuming
- prone to errors and inconsistencies

and as a result

- receiving limited attention compared to analysing quantitative data from student feedback surveys



Increasing importance of qualitative data in the current HE context

- Make real difference if analysed using state-of-the-art techniques
- Cover aspects of student experience which are untapped in existing evaluations
- Identify reasons for statistical results which may be different from what researchers assume
- Define in students' own words what they find important
- Should complement quantitative data



UWS experience in the systematic analysis of the qualitative data from student feedback surveys

- Since 2006 all UWS student surveys covering
 - overall experience at the University level
 - particular course or program
 - specific subjects

invite respondents to answer two questions in their own words:

- What were the best aspects of their course/unit?
- What aspects of their course/unit are most in need of improvement?



UWS experience in the systematic analysis of the qualitative data from student feedback surveys

- 2006 - 2012

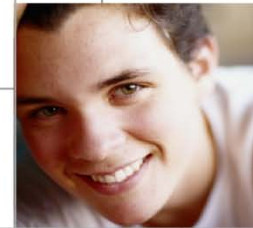
Written comments were automatically classified by the CEQuery qualitative analysis tool into 5 domains and 26 subdomains using a custom-tailored dictionary.

- Since 2012

Comments have been classified by the Text Analytics software into 12 categories and 118 subcategories using the latest linguistics-based technologies while still allowing researchers to intervene manually to refine results.



2. Text Analytics (TA) Overview





Advantages of Text Analytics compared to CEQuery

- Large and unfixed number of categories and subcategories provide more flexible, specific and comprehensive coverage of various university services
- The total count of hits using the same data (key words and combinations of words in each subcategory) is up to 10% larger for TA
- The hit rate (proportion of comments with hits in all comments) is over 90% compared to 80% when using CEQuery
- Easy to update: unknown terms and concepts are displayed each time new text material is analysed
- Easy to create new subcategories by crossing over existing types eg quality – staff, quality – course and unit, quality – learning, quality – Wi-Fi
- CEQuery does not run on our latest version of Windows and MS Access



About Text Analytics at UWS

- Currently has 12 categories – Assessment Task, Campus, Computer Systems, Course and Unit of Study, E-Learning Enablers, Learning, Staff, Student Administration, Student Facilities, Study Assistance, Study Classes, Support and 118 subcategories
- All categories and subcategories are empirically determined groupings based on student comments and adjustable
- A comment can be ‘hit’ in 0, 1 or many subcategories
- Hit rate – up to 90%, allocation accuracy – 85%
- $BA + NI = \text{Importance}$
- $BA / NI = \text{Quality}$
- System default and UWS libraries



Hierarchy of analysis

- Term – a word or compound word (eg. irrelevant, job ready, outdated)
- Concept – a term plus synonymous terms (eg. real life examples includes: real life examples, examples from real life)
- Type – a grouping of related terms and/or concepts (eg. Assessment Task, Relevance)
- Subcategory – generally a grouping of crossed over types (eg. Assessment Task / Relevance)
- Category – a higher level grouping of related subcategories (eg. Assessment Task)



TA category and subcategories

- **Assessment Task**
 - Assistance
 - Expectations
 - Feedback
 - Flexibility
 - Group Work
 - Learning
 - Load
 - Relevance
 - Structure
 - Timing



TA subcategories

Assessment Task: Expectations

Provision of clear assessment tasks and expectations on how to tackle and present them; clear submission deadlines, guidelines and grading criteria. Provision of examples of work, to give an operational picture of different grades and quality of work in each subject.

Typical NI comments

Expectations for assignments need to be clearer
Lack of clear criteria for marking
More explanations than just expecting us to know or guess
Better description of tasks



TA subcategories

Assessment Task: Feedback

Promptness with which assignments are returned, use of staged deadlines, quality of the feedback received including the extent to which markers comment on what was done well, explicitly identify key areas for improvement and say how improvements could have been achieved – with specific attention to the grading criteria distributed at the start of the subject.

Typical NI comments

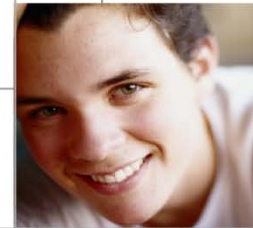
I'm still trying to get back an assignment over 5 months old

When returning essays tutors should give more detailed feedback so students know exactly how to improve work

We only received one assessment back before the subject finished



3. Cleaning Data





Importance of “clean” data

- The cleaner the data, and the more consistent the terms used:
 - the better the analysis
 - the easier to code & maintain the library
- As an example, how many ways could you spell “assignment”?



Ways to spell “*assignment/s*”

- Assignment
- Assignments
- Assignmetn
- Asassignments
- Asisgnment



Ways to spell “*assignment/s*” (cont.)

aassignm, assegnme, asseignm, assgienm, assgignm, assginme, assgnemt, assgnmen,
assifnme, Assigame, assigbme, assighme, assighnm, assignman, assignmen, assignme,
assignnm, assignbm, assignem, assignen, assignhm, assignjm, assignma, assignme,
assignmk, assignmm, Assignmn, assignmr, assignmt, assignnm, assigtnm, assingme,
assingmn, assingnm, assisgme, assisgne, assisgnm, Assisngm, assisnme, assissme,
assissnment, assognme, assigne, Asssignm, asssingm, assugnme, assuignm, aswsignm,
aassignment, addignment, addignments, aissgnment, Aissgnments, aqssignment,
asassignments, asignmentst, asignment, asignments, asignmnets, asiignments, asingmnets,
Assegment, assegnments, asseignment, asseignments, assgienment, assgienments,
assgignment, assginment, assginments, assgn, assgnemts, assgnment, assgnments,
assgnmts, assifnment, Assigaments, assigbment, assigbments, assigements, assignhment,
assignhments, assignhmen, assignhment, Assignhments, assignment, assignants,
assignmene, assignment, assignment-, Assignmentd, assignments, Assignmment, assignmment,
assignmnents, assignmnets, assignmnments, Assign1, assignbment, assignemen,
assignement, assignements, assignemnt, assignemnts, assignemt ...



Ways to spell “*assignment/s*” (cont.)

assignemtn, assignemtns, assignent, assignents, assignhments, assignjment, assignmant, assignmants, assignmeents, assignmejn, Assignmen, assignmenb, assignmenbt, assignmenets, assignmennt, assignmenr, assignmenrs, Assignmens, assignmenst, Assignmensts, assignmentand, assignmentd, assignmentes, assignmenting, Assignmenttl, assignmentn, Assignmentreinforced, Assignments2B, assignments5, assignmentsand, assignmentscoincide, assignmentsdue, assignmentsm, assignmentss, assignmentst, assignmentts, assignmenttw, assignmentws, assignmenys, assignmesnts, Assignmet, assignmetna, Assignmetns, assignmets, assignmewnts, assignmkents, assignmments, Assignmnent, assignmnents, assignmnet, assignmnets, assignmnt, assignmrnt, assignmtent, assignmnts, assignmts, assignnment, assignnments, assignnment, assiments, assinghment, assingmennt, assingment, assingment:, assingments, assingmnen, assingnmen, Assingnment, Assingnments, assinmts, assisgment, assisgments, assisgmetn, assisgnements, assisgnemnt, assisgnmen, Assisgnment, assisgnments, Assisngment, Assisngments, assisnment, assisnments, assissgnment, assognments, Asssignment, asssignments, asssingmen, assugnements, assugnment, assugnments, assuignment, aswsignments, essignments, ssignment, ssignments, Sssignment

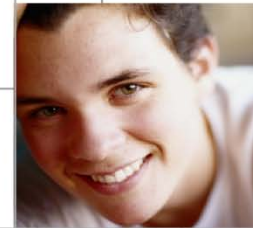


Hit rate: clean vs dirty data

- Our experience...with clean data, typically around an extra 5% hits.
- UWS has own purpose built system for cleaning comments.



4. Using Text Analytics





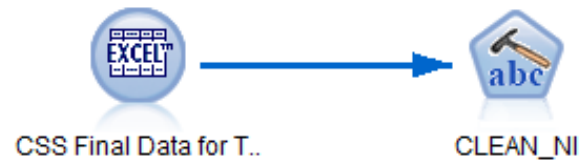
Creating libraries

- Default libraries
- We have created libraries for:
 - General student experience
 - Information sessions
- To create a TA library we had to:
 - Use a default TA library eg. Opinions to generate concepts. Concepts are system generated through extracting meaningful words and phrases people frequently use
 - Create new library
 - In this library create types based on high frequency concepts, link concepts to types
 - Identify possible categories (evident from experience or based on concepts e.g. Staff)
 - Identify subcategories based on the comment about staff (eg. Quality, Accessibility, Teaching Skills)
 - Coding for categories and subcategories to bring hits in



Natural Language Processing

- Can intelligently extract terms including compound phrases
- Permits classification of terms into related groups, such as relevance, quality or teaching staff
- Based on relationships between various parts of speech (eg. noun, verb, adjective) the system recognises meaningful concepts irrespective of particular word order (eg. real life examples, examples from real life)



Concept	In	Global	Docs	Type
help		101 (3%)	100 (7%)	<Unknown>
better		95 (2%)	92 (7%)	<Contextual>
information		95 (2%)	91 (7%)	<Unknown>
assianments		78 (2%)	76 (6%)	<Unknown>
assessments		73 (2%)	72 (5%)	<Unknown>
students		64 (2%)	57 (4%)	<Unknown>
course		59 (1%)	57 (4%)	<Unknown>
time		54 (1%)	54 (4%)	<Unknown>
clear		50 (1%)	49 (4%)	<Positive>
studv		51 (1%)	49 (4%)	<Unknown>
tutors		40 (1%)	40 (3%)	<Unknown>
classes		41 (1%)	38 (3%)	<Unknown>
teachers		38 (1%)	37 (3%)	<Unknown>
helpful		37 (1%)	36 (3%)	<PositiveCompetence>
uni		36 (1%)	34 (2%)	<Unknown>
lectures		37 (1%)	34 (2%)	<Unknown>
units		31 (1%)	30 (2%)	<Unknown>
work		29 (1%)	29 (2%)	<Unknown>
not clear		29 (1%)	29 (2%)	<Negative>
ipad		28 (1%)	28 (2%)	<Unknown>
tutor		27 (2%)	27 (2%)	<Unknown>
vuws		25 (2%)	25 (2%)	<Unknown>
exce		24 (2%)	24 (2%)	<Positive>
avail		24 (2%)	24 (2%)	<Positive>
lectu		22 (2%)	22 (2%)	<Unknown>
frien		22 (2%)	22 (2%)	<Unknown>
learnin		22 (1%)	22 (2%)	<Unknown>
good		22 (1%)	22 (2%)	<Positive>
support		19 (0%)	19 (1%)	<Unknown>
difficult		18 (0%)	18 (1%)	<Negative>
studvina		18 (0%)	18 (1%)	<Unknown>
assistance		18 (0%)	18 (1%)	<Unknown>
people		17 (0%)	17 (1%)	<Unknown>
new		17 (0%)	17 (1%)	<Contextual>
advice		17 (0%)	17 (1%)	<Unknown>
university		19 (0%)	17 (1%)	<Unknown>
understanding		18 (0%)	17 (1%)	<Unknown>

Concept : not clear

Underlying terms:

clarify,clearer,imprecise,inexact

- UWS Test 2
- UWS
- Local Library
- Opinions Library (English)
- Budget Library (English)
- Core Library (English)
- Variations Library (English)
- Slang Library (English)
- Emoticon Library (English)

Term	Match	Inflect	Type	Library
00:00:00 00:00:00	Entire Term		Time	UWS
00:00:00 access to assignment criteria	Entire Term		AssessmentTask_Time	UWS
00:00:00 allocation	Entire Term		Time	UWS
00:00:00 allowed to complete assessment	Entire Term		AssessmentTask_Time	UWS
00:00:00 assessments	Entire Term		AssessmentTask_Time	UWS
00:00:00 calendar	Entire Term		TE-TeachingCalendar	UWS
00:00:00 classes	Entire Term		Unknown_YetIBA	UWS
00:00:00 complete	Entire Term		Time	UWS
00:00:00 content	Entire Term		Content	UWS
00:00:00 courses	Entire Term		TE-Table	UWS
00:00:00 delivery of assignment topics	Entire Term		AssessmentTask_Time	UWS
00:00:00 discussion	Entire Term		CourseDesignMethods	UWS
00:00:00 events	Entire Term		Time	UWS
00:00:00 exercises	Entire Term		Content	UWS
00:00:00 feedback	Entire Term		AssessmentTask_Time	UWS
00:00:00 frames	Entire Term		Time	UWS
00:00:00 group assignments	Entire Term		AssessmentTask_Time	UWS
00:00:00 help	Entire Term		Assistance	UWS
00:00:00 knowledge	Entire Term		Knowledge	UWS
00:00:00 learning	Entire Term		Learning_Time	UWS
00:00:00 lecture 00:00:00	Entire Term		StudyClass-Lecture	UWS
00:00:00 lectures	Entire Term		StudyClass-Lecture	UWS
00:00:00 limit	Entire Term		Time	UWS
00:00:00 management skills	Entire Term		Unknown_YetIBA	UWS
00:00:00 managing	Entire Term		Outcomes-KnowledgeSkills	UWS
00:00:00 material	Entire Term		Content	UWS
00:00:00 notification of assessments	Entire Term		AssessmentTask_Time	UWS
00:00:00 null	Entire Term		Unknown_YetIBA	UWS
00:00:00 of arrivals	Entire Term		Time	UWS
00:00:00 of assessments	Entire Term		AssessmentTask_Time	UWS
00:00:00 of assignments	Entire Term		AssessmentTask_Time	UWS
00:00:00 of exams	Entire Term		AssessmentTask_Time	UWS
00:00:00 of semester	Entire Term		Time	UWS

Exc...	Library
0	
1	enrolment Local Lib
2	chance Local Lib
3	campus Local Lib
4	campus Local Lib
5	any kind Opinions
6	any prot Opinions
7	anykind Opinions
8	can't wait Opinions
9	i was out Opinions
10	if i ever Opinions
11	if i ever Opinions
12	if i have Opinions
13	if i have Opinions
14	if it ain't Opinions
15	if it ain't Opinions
16	if it ain't Opinions
17	if it ain't Opinions
18	if nothing Opinions
19	if there is Opinions
20	if there is Opinions
21	if we had Opinions
22	if you had Opinions
23	if you had Opinions
24	prefer not Opinions
25	to work v Opinions
26	when evn Opinions
27	when i h Opinions
28	when i h Opinions
29	when prc Opinions
30	whenever Opinions
31	whenever Opinions
32	where i l Opinions
33	where w Opinions
34	copyright Core Lib

Target	Synonyms	Library
0		
1	lroom, lrooms	Local Library
2	lprice, lprices, arepriced, price range, price-too, pricing	Local Library
3	able to log-in, able to login, able to logon, can always log-in, can always log-on, can always login, can always logon, easy to log-in, easy to log-on, easy to login, easy to logon	Opinions Library (English)
	able to answer all my questions, able to answer my question, able to answer my questions, able to answer the question, able to answer the questions, answer all my questions, answer any additional questions, answer for every question, answer my queries, answer my question, answer question, answer to a question, answer to my question	Opinions Library (English)

Interactive Workbench - NI_Clean

FileEditViewResourcesToolsHelp

All Libraries

Resource Editor

Library Resources

Advanced Resources

Text Link Rules

UWS

Compatibility(11)

Applications(75)

AirUWS(19)

iPad(15)

iPad_LearningResources(5)

AirUWS_Connection(11)

AirUWS_Speed(6)

Connection(37)

Access(63)

Accessibility(101)

Adaptability(6)

Amount(32)

Area(1)

Areas-Common(1)

Areas-Eating(1)

Areas-Meditation(2)

Areas-Religious(3)

Areas-Shelter(2)

Areas-Smoking(6)

AssessmentTask(226)

AssessmentTask_Assistance(79)

AssessmentTask_Feedback(99)

AssessmentTask_GroupWork(14)

AssessmentTask_Load(82)

AssessmentTask_Relevance(26)

AssessmentTask_Standards(126)

AssessmentTask_Structure(135)

AssessmentTask_Time(64)

Assistance(175)

Assistance_Quality(4)

Bus(24)

Building(10)

Campus(29)

Campus_Environment(21)

Campus_Quality(3)

Resources

Term	Match	Inflect	Type	Library
academic essays	Entire Term		Assessment Task	UWS
analysis tasks	Entire Term		Assessment Task	UWS
announcements of assignments	Entire Term		Assessment Task	UWS
appendices	Entire Term		Assessment Task	UWS
appendix	Entire Term		Assessment Task	UWS
appendices	Entire Term		Assessment Task	UWS
approach university assignments	Entire Term		Assessment Task	UWS
assessable	Entire Term		Assessment Task	UWS
assessable items	Entire Term		Assessment Task	UWS
assessment	Entire Term		Assessment Task	UWS
assessment boxes	Entire Term		Assessment Task	UWS
assessment content	Entire Term		Assessment Task	UWS
assessment essay	Entire Term		Assessment Task	UWS
assessment items	Entire Term		Assessment Task	UWS
assessment layout	Entire Term		Assessment Task	UWS
assessment methods	Entire Term		Assessment Task	UWS
assessment notifications information	Entire Term		Assessment Task	UWS
assessment null	Entire Term		Assessment Task	UWS
assessment outcomes	Entire Term		Assessment Task	UWS
assessment preparation	Entire Term		Assessment Task	UWS
assessment presentations	Entire Term		Assessment Task	UWS
assessment set up	Entire Term		Assessment Task	UWS
assessment submission	Entire Term		Assessment Task	UWS
assessment tasks	Entire Term		Assessment Task	UWS
assessment topics	Entire Term		Assessment Task	UWS
assessment work	Entire Term		Assessment Task	UWS
assessment-based	Entire Term		Assessment Task	UWS
assessment-wiki	Entire Term		Assessment Task	UWS
assessments course	Entire Term		Assessment Task	UWS
assessments in the computer	Entire Term		Assessment Task	UWS
assessments motivation	Entire Term		Assessment Task	UWS
assessments on vws	Entire Term		Assessment Task	UWS
assessments online	Entire Term		Assessment Task	UWS

	Exc...	Library
0		
1	<input checked="" type="checkbox"/>	enrolment Local Lib
2	<input checked="" type="checkbox"/>	chance Local Lib
3	<input checked="" type="checkbox"/>	campus Local Lib
4	<input checked="" type="checkbox"/>	campus Local Lib
5	<input checked="" type="checkbox"/>	any kind Opinions
6	<input checked="" type="checkbox"/>	any prot Opinions
7	<input checked="" type="checkbox"/>	anykind Opinions
8	<input checked="" type="checkbox"/>	can't wait Opinions
9	<input checked="" type="checkbox"/>	i was out Opinions
10	<input checked="" type="checkbox"/>	if i ever Opinions
11	<input checked="" type="checkbox"/>	if i ever Opinions
12	<input checked="" type="checkbox"/>	if i have Opinions
13	<input checked="" type="checkbox"/>	if i have Opinions
14	<input checked="" type="checkbox"/>	if it ain't Opinions
15	<input checked="" type="checkbox"/>	if it ain't Opinions
16	<input checked="" type="checkbox"/>	if it ain't Opinions
17	<input checked="" type="checkbox"/>	if it ain't Opinions
18	<input checked="" type="checkbox"/>	if nothing Opinions
19	<input checked="" type="checkbox"/>	if there e Opinions
20	<input checked="" type="checkbox"/>	if there i Opinions
21	<input checked="" type="checkbox"/>	if we hac Opinions
22	<input checked="" type="checkbox"/>	if you ha Opinions
23	<input checked="" type="checkbox"/>	if you ha Opinions
24	<input checked="" type="checkbox"/>	prefer ne Opinions
25	<input checked="" type="checkbox"/>	to work v Opinions
26	<input checked="" type="checkbox"/>	when ew Opinions
27	<input checked="" type="checkbox"/>	when i h Opinions
28	<input checked="" type="checkbox"/>	when i h Opinions
29	<input checked="" type="checkbox"/>	when prc Opinions
30	<input checked="" type="checkbox"/>	wheneve Opinions
31	<input checked="" type="checkbox"/>	wheneve Opinions
32	<input checked="" type="checkbox"/>	where i l Opinions
33	<input checked="" type="checkbox"/>	where w Opinions
34	<input checked="" type="checkbox"/>	copyright Core Lib

	Target	Synonyms	Library
0			
1	<input checked="" type="checkbox"/> Iroom	Iroom, Irooms	Local Library
2	<input checked="" type="checkbox"/> Iprice	Iprice, Iprices, arepriced, price range, price-too, pricing	Local Library
3	<input checked="" type="checkbox"/> Iable to log-on	able to log-in, able to login, able to logon, can always log-in, can always log-on, can always login, can always logon, easy to log-in, easy to log-on, easy to login, easy to logon	Opinions Library (English)
	<input checked="" type="checkbox"/> Ianswer to question	able to answer all my questions, able to answer my question, able to answer my questions, able to answer the question, able to answer the questions, answer all my questions, answer any additional questions, answer for every question, answer my queries, answer my question, answer question, answer to a question, answer to my question	Opinions Library (English)

Synonyms

Optional Elements



Category	Descriptors	Docs	Score	Display
All Documents		-	56760	
Uncategorized		-		
No concepts extracted		-		
Assessment Task		28		
Assistance		3		
Expectations		7		
Feedback		2		
Flexibility		1		
Group Work		2		
Learning		1		
Lead		3		
Relevance		2		
<AssessmentTask> & <Relevance>				
<AssessmentTask Relevance>				
Structure		2		
Timing		4		
Unspecified		1		
Campus		16		
Access		1		
Environment		8		
More and Sign		4		

Category Bar	Category Web	Category Web Table	
Category	Bar	Selection %	Docs
Computer Systems		1.6	16
Learning		33.8	338
Study Classes		29.8	298
Support		3.1	31
Staff		12.0	120
E-Lrn Enab		0.1	1
Student Facilities		0.2	2
Course and Unit o		47.9	479
Campus		1.9	19
Student Administra		0.7	7
Assessment Task		100.0	1000
Study Assistance		0.6	6

Concept	In	Global	Docs	Type
computer work		7 (0%)	7 (0%)	<Unknown>
tutorial aspect		5 (0%)	5 (0%)	<Unknown>
competition		6 (0%)	5 (0%)	<Unknown>
receive marks		11 (0%)	11 (0%)	<Unknown>
moved too fast		6 (0%)	6 (0%)	<Unknown>
practical questions		14 (0%)	14 (0%)	<Unknown>
care plans		24 (0%)	22 (0%)	<Unknown>
spend too much		7 (0%)	7 (0%)	<Unknown>
student involvement		12 (0%)	12 (0%)	<Unknown YetTBA>
australian		69 (0%)	63 (0%)	<Unknown YetTBA>
ideologies		6 (0%)	6 (0%)	<Unknown YetTBA>
illness		11 (0%)	10 (0%)	<Unknown YetTBA>
planner		1 (0%)	1 (0%)	<Unknown YetTBA>
pull		21 (0%)	21 (0%)	<Unknown YetTBA>
format		168 (0%)	159 (0%)	<Unknown YetTBA>
crime		15 (0%)	14 (0%)	<Unknown YetTBA>
blog posts		1 (0%)	1 (0%)	<Unknown YetTBA>
code		36 (0%)	30 (0%)	<Unknown YetTBA>
documents		89 (0%)	82 (0%)	<Unknown YetTBA>
specialisation		1 (0%)	1 (0%)	<Unknown YetTBA>
existent		8 (0%)	8 (0%)	<Unknown YetTBA>
join		7 (0%)	7 (0%)	<Unknown YetTBA>

NI_Clean (1000 - Max)	Categories
1 More relevant practices for exams. The way that teacher was teaching was too boring, no tutorial questions were assign and no answers were given either. Formula sheet will be much useful in the exam.	Assessment Task...
2	Assessment Task... Assessment Task... Assessment Task... Staff/Assistance Staff/Knowledge ... Staff/Quality Learning/Resour... Study Classes/Tu...
3 Provide more realistic assessments.	Assessment Task...
4 There is probably no need for exams and students could be asked to work on real projects with deadline - individually or in groups of max. Three (just suggesting : -) .	Assessment Task... Assessment Task... Assessment Task... Study Classes/Gr...



Maintaining libraries

- New survey or new data for an existing survey
- The language evolves based on organisational and technology changes as well as naturally
 - CSS 2013 – E-learning enablers (iPads, WiFi, blended learning)
 - Smart phone, great = gr8, 😊
- Run TA and review the new concepts marked 'unknown'
- Identify new types and possibly categories, update library
- New library should be created if a survey has a different focus or target



5. Reporting







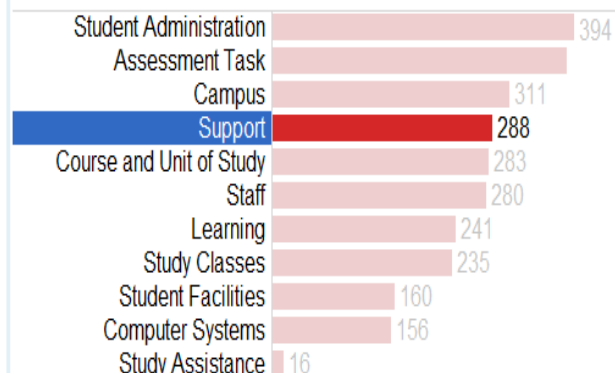
Exporting results and reporting

- Two way of exporting the results are:
 - Categories as fields (eg. Summary Table)
 - Each comment is extracted and every subcategory as a column with a 1 if hit or 0 if not hit following to the right
 - Categories as records (eg. Tableau)
 - The comment appears as a record once for each subcategory it is hit against. It could appear 0, 1 or many times

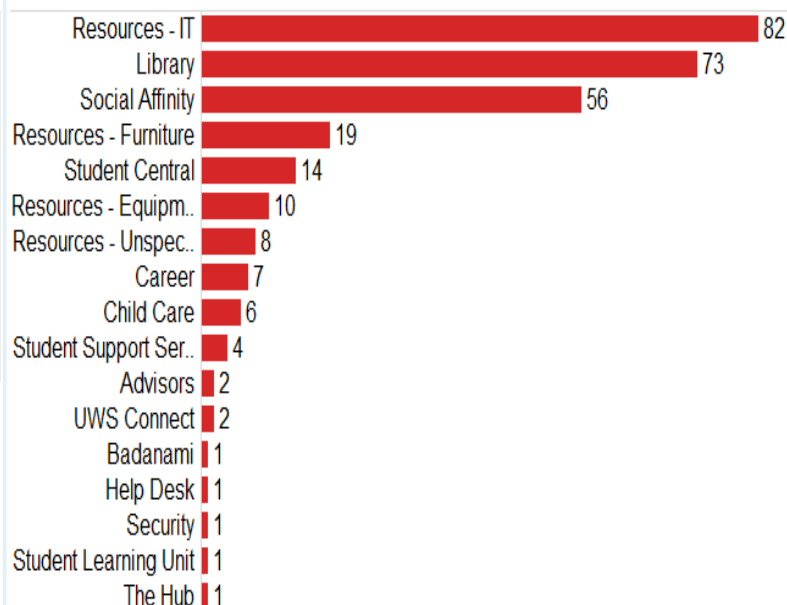
Comment Type

Needs Improvement

Category



SubCategory



School

(All)

Course

- ☒ (All)
- ☒ Bachelor of Arts
- ☒ Bachelor of Arts *Dean's Scholars**
- ☒ Bachelor of Arts *Interpreting and Translat...
- ☒ Bachelor of Arts *Pathway to Teaching Pr...
- ☒ Bachelor of Arts *Pathway to Teaching S...
- ☒ Bachelor of Arts/Bachelor of Business an...
- ☒ Bachelor of Arts/Bachelor of Laws
- ☒ Bachelor of Business and Commerce
- ☒ Bachelor of Business and Commerce *A...
- ☒ Bachelor of Business and Commerce *A...
- ☒ Bachelor of Business and Commerce/Ra

Comments

1. Library borrowing period.
-Could be more specific feedback on assignment drafts.-Turnitin checking time should be improved to be faster, instead of just 24 hours the second time using it.-More computer available in library.
A variety of ages in my subject very limited in social interaction.
Access to equipment in order to practice for practical assessments.
Access to physical equipment, Change teacher, she doesn't let students practice with the nursing equipment. From building 15.
Accessibility to computers during the day as the amount of demand far exceeds supply.
Activities which will promote interaction between students.
Add more seats and quiet areas in the library as its always full during lunch and the whole day. Lower prices for canteen food.
Additional parking spaces, reduce printing cost for poor students.
Administration and form submission. Also, would be nice if Penrith had some sort of social life. Other universities have groups, parties, etc. For Penrith students its difficult to meet people.
All required online information should be easily accessible from the one site... Teachers need to specify things they don't like in assignments so we don't make mistakes.
An increase in the number of computers at the library.
An understanding of how different university life and work is to high school, and the standard of work expected.
Assessment structuring could be more clearer and the lectures online needs a lot of fixing...
Availability of recorded lectures online for all units.
Available time to meet people, as we were just pushed straight into learning.
Badanami should endeavour to apply or assist students commencing and continuing to gain access to scholarships.
Behaviour of the student centre staff.



6. Conclusion





Concisely, the systematic analysis of qualitative data helps:

- Generate a more focused and evidence-based set of ‘good practice’ guidelines and areas for quality improvement down to the course and unit level
- Ensure that course and subject design focus on what counts for students, as courses and units are implemented and reviewed
- Inform what is and is not tracked in quantitative surveys, validate the items in these surveys to ensure they cover what is really important to students
- Assist in making staff development programs more relevant by providing BA and NI comments regarding each course and unit to relevant teaching and administrative staff
- Complement the quantitative data that are typically used to inform decision-making for the area