

Improving the Quality of Offshore Student Experience: *Findings of a Decade in three Australian Universities*



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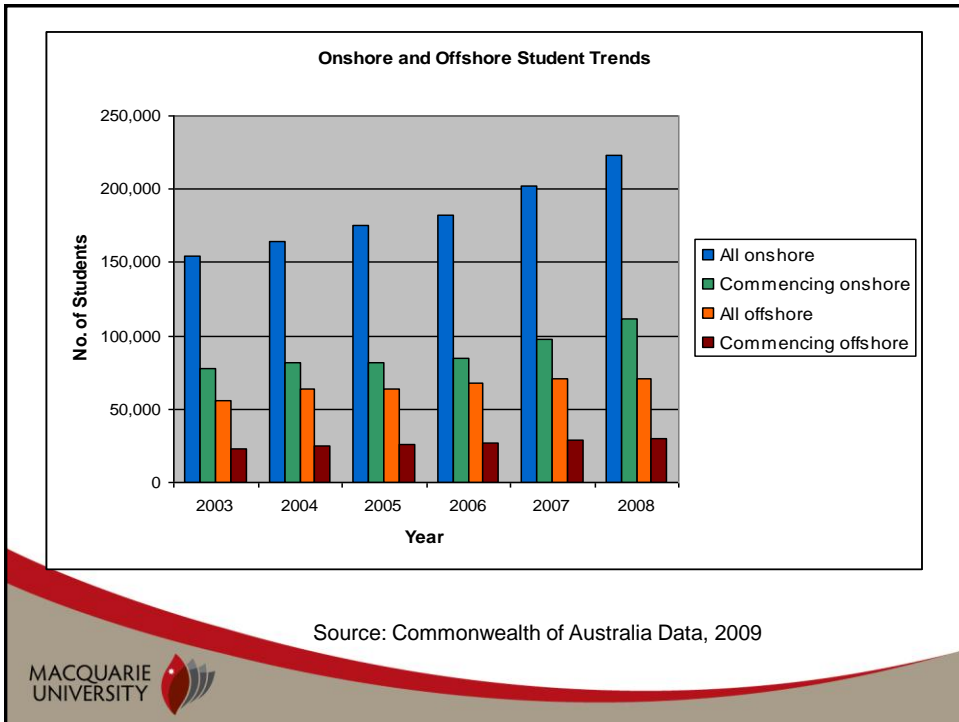
Kate Roth



Sid Nair

Overview

- Review of Trends
 - Onshore International Students
 - Offshore Education
- Components of Student Satisfaction
- AUQA audits
 - Cycle 1 – Recurring Themes
 - Cycle 2 – Default Theme, Progress, Recurring Themes
- Next Steps



Onshore International Students in Australia 2010

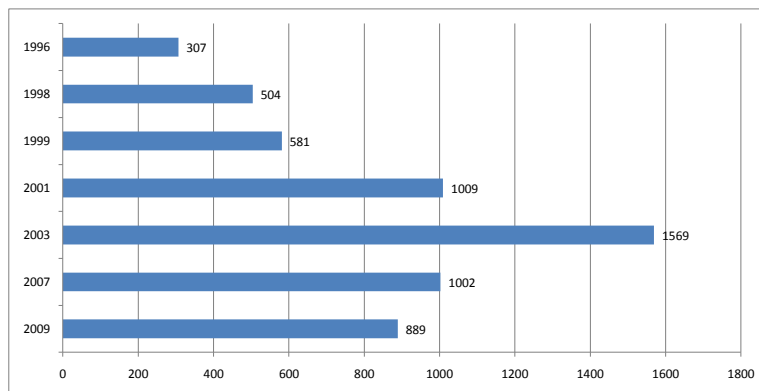
- 214,984 YTD August 2010
- Onshore growth by 8.7% since August 2010

Source; DEEWR, Monthly Summary of International Student Enrolment Data –Australia – YTD August

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Trends in Australian Offshore Education

Number of Offshore Programs



[Universities Australia, May, 2009](#)

Offshore Student Satisfaction Analysis

- *Three institutions:* large elite university, single campus university and a large multi-campus university
- Surveys explicitly aimed to measure offshore student satisfaction/experience, including. teaching, course outcomes, administration, local support and range of support services

Student Satisfaction Analysis

- Measures of *importance* and *satisfaction*
- Open ended comments: qualitative
- Online and paper based survey
- Engagement of academics involved in teaching offshore students
- Response rate between 25-36%

Student Satisfaction: Key findings

Items with high Importance and high satisfaction ratings:

Local study support

- Safe study environment

Outcomes of my studies to date

- An ability to think critically
- Skills in communicating with people
- The skills necessary to undertake on-going self-directed learning
- Skills to work as an effective member of a team
- An enthusiasm for further learning
- Ethical values like honesty and integrity
- A respect for alternative viewpoints

Student Satisfaction: Key findings *cont'd*

Items with high Importance and high satisfaction ratings:

Administration

- Admissions procedures are straightforward
- Information about enrolment procedures is clear and accurate
- Current and accurate information on my fees is provided
- Information on admissions procedures is easy to obtain

The course I am undertaking

- Has up-to-date unit content

Student Satisfaction: Key findings *cont'd*

Items with high Importance and low satisfaction ratings:

Local study support

- Useful range of books and study resources
- Useful level of interaction with other students

Computing facilities

- Helpdesk Assistance
- Quality of Software
- Quality of Computing Equipment

International Student Services

- International Student Office

Student Satisfaction: Key findings cont'd *Items with high Importance and low satisfaction ratings:*

The course I am undertaking

- Enables me to electronically access essential information and content if I miss a class
- Provides timely and constructive feedback on learning

Learning support

- Photocopiers and Printing
- Library and Information Services
- Electronic Access to Library Resources
- Learning and study skills assistance

Administration

- Problems with administrative matters are effectively resolved

Student Satisfaction: Summary

- Offshore students consider course delivery of high importance and are satisfied.
- Offshore students consider local support of high importance and aren't satisfied.

AUQA Cycle 1 audits 2002-2007: Recurring recommendations

- Leadership and university strategy for offshore education
- Governance of offshore education and oversight by the relevant committees
- Quality assurance processes for offshore courses/ contracts and partnerships
- Process for the review of offshore courses and partnerships
- Consistency and equivalence of teaching and student experience (onshore vs offshore)

AUQA Cycle 1 audits 2002-2007: Recurring recommendations *cont'd*

- Monitoring of student performance e.g. retention, progression and satisfaction with onshore student cohort
- Risk management processes for offshore partnerships
- Criteria used to recruit offshore partners and agents
- Criteria used to recruit offshore teaching staff
- Quality assurance processes for marketing, admissions and credit transfer

AUQA Cycle 1 audits 2002-2007: Recurring recommendations *cont'd*

- Off-campus support for offshore students by the university and partner institution
- Induction and cross-cultural training for teaching staff
- Exit strategy used to cease offshore courses or partnerships
- Resources and support for offshore students (e.g. learning support, library)
- Communication between the university, offshore students and partner institutions

Australian Media Headlines on Offshore Education

- Cost, rivals force offshore reversal. The Australian. June 2007.
- University ordered to amend Singapore campus ads. The Australian. October, 2004
- Public-private pact under fire. The Australian. April 2006.

Changes in Offshore Operations following AUQA Round 1

- New Strategies in Offshore Education
- Closure of many offshore programs/partnerships
- Closure of offshore campuses

AUQA Cycle 2 – Key Areas

- Internationalisation as a default theme
- Progress
- Recurring Themes

AUQA Cycle 2 audits: Internationalisation as a default theme

- Internalisation including offshore seen as a high risk area
- Protecting the image and brand of Australian higher education
- Improving the quality and standard of education and quality assurance processes
- Poor management and governance of offshore programs/partnerships

AUQA Cycle 2 audits: Progress

- Senior leadership in international education including offshore
- Risk management processes
- Quality assurance processes for offshore programs and partnerships
- Monitoring academic performance of offshore students
- Cross cultural training for teaching staff.

AUQA Cycle 2 audits: Recurring Themes

- The role and responsibilities of various committees responsible for the quality assurance of offshore programs
- University strategy and direction for offshore education
- English language proficiency for offshore students and lack of consistent admissions criteria
- Internationalisation of curriculum
- Learning and teaching resources and infrastructure with partner institutions
- Sharing of performance data such as student satisfaction with offshore partners

Summary

- Offshore Programs
 - Approximately one-tenth the size of the total Onshore International Education in terms of student commencements.
- Changes in direction since 2003
 - Dramatic shift in number of programs offered
 - Impact of AUQA
- Need to continue to focus on improving Offshore Student Experience

Questions and Discussion