

An exploration of the
course experience perceptions of
recently graduated international students

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Background

Student satisfaction an important

- indicator of the quality of the learning experience
- factor in student retention
- condition for positive word of mouth

Having an understanding the student experience is important for institutions seeking to improve the quality of their courses

Especially true in relation to international students, who may have different course expectations than domestic students

A long-standing source of these data is the Course Experience Questionnaire (CEQ), administered annually by GCA to new HE graduates

Background /2

This presentation explores course experience perceptions of international students, with particular attention to differences between domestic and international students



Course Experience Questionnaire

Course experience perceptions of graduates who completed coursework degrees at (participating) Australian HEIs

Administered annually since 1993

Eleven rating scales underpinned by 49 Likert-type items

- Three core scales consisting of 13 items

Data from the 2014 CEQ administered to 2013 completers

Sample restricted to

- Bachelor degree students
- Full-time on-campus students

Sample characteristics

	Age (mean)	Cases
Domestic	24	67,406
International	24	14,637

Home language		%	Cases
Domestic	English	83.3	55,275
	Other	16.7	11,077
International	English	20.9	2,876
	Other	79.1	10,890

	Dom.	Int.
Natural and Physical Sciences	11.6	5.6
Information Technology	2.5	5.8
Engineering and Related Tech.	6.8	8.9
Architecture and Building	2.8	2.9
Agriculture, Environmental	1.4	0.5
Health	16.5	11.3
Education	7.5	0.6
Management and Commerce	17.6	51.6
Society and Culture	23.7	8.1
Creative Arts	9.7	4.6
Other	0.0	0.1
Total (%)	100.0	100.0
Cases	67,406	14,637

Core scales

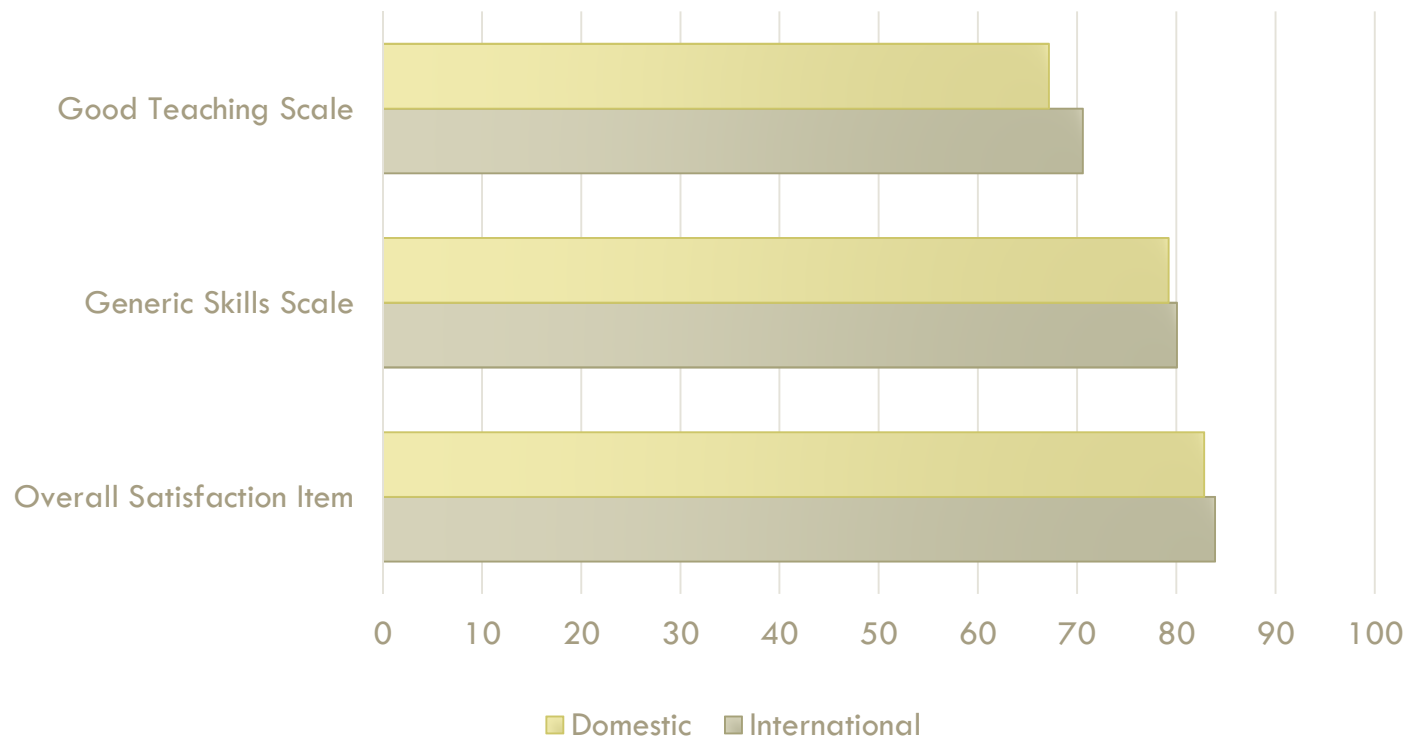
Good Teaching Scale: the nature of teaching experienced during a course

Generic Skills Scale: the enhancement of selected generic skills

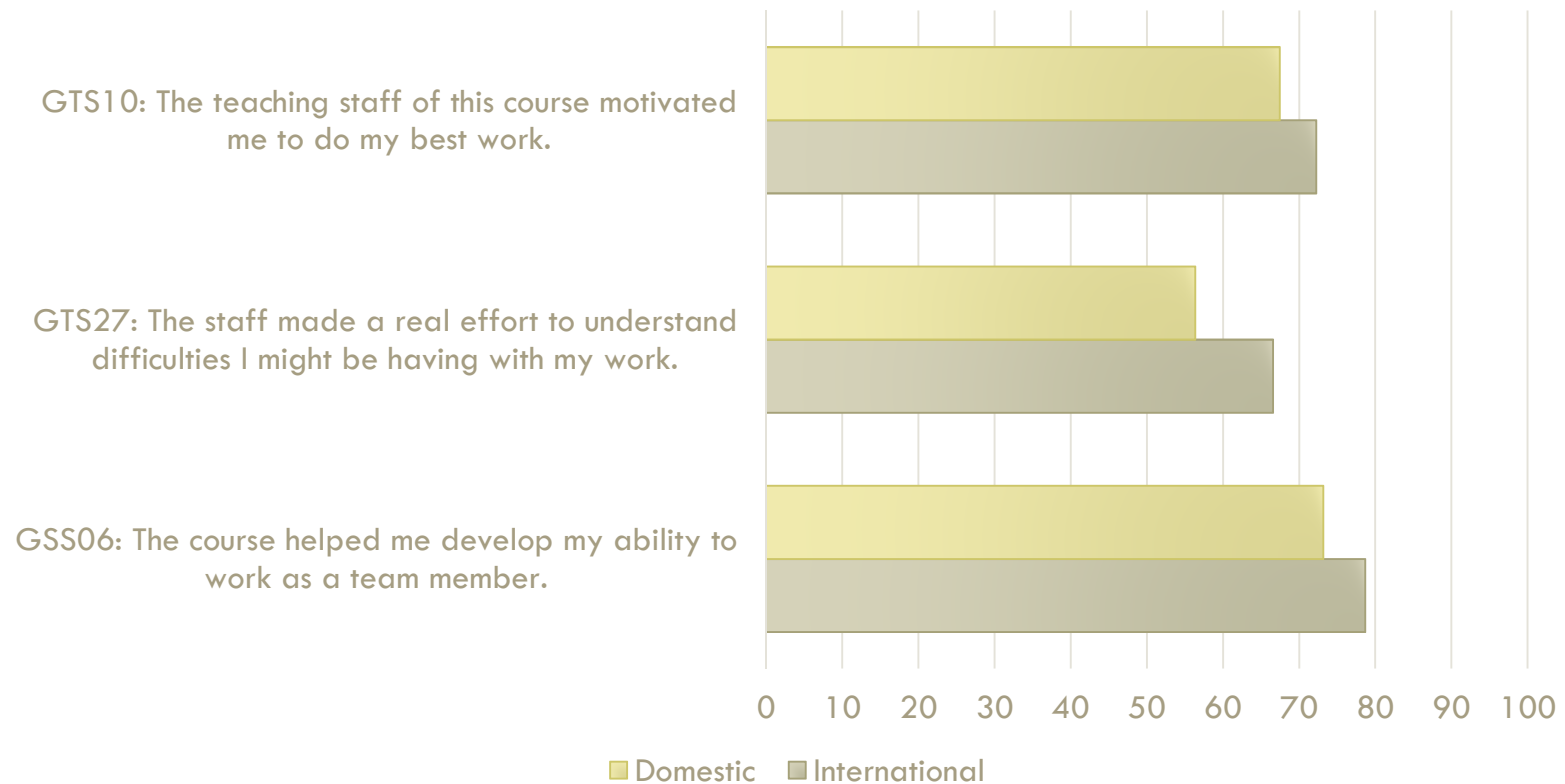
Overall Satisfaction Item: overall satisfaction with course quality



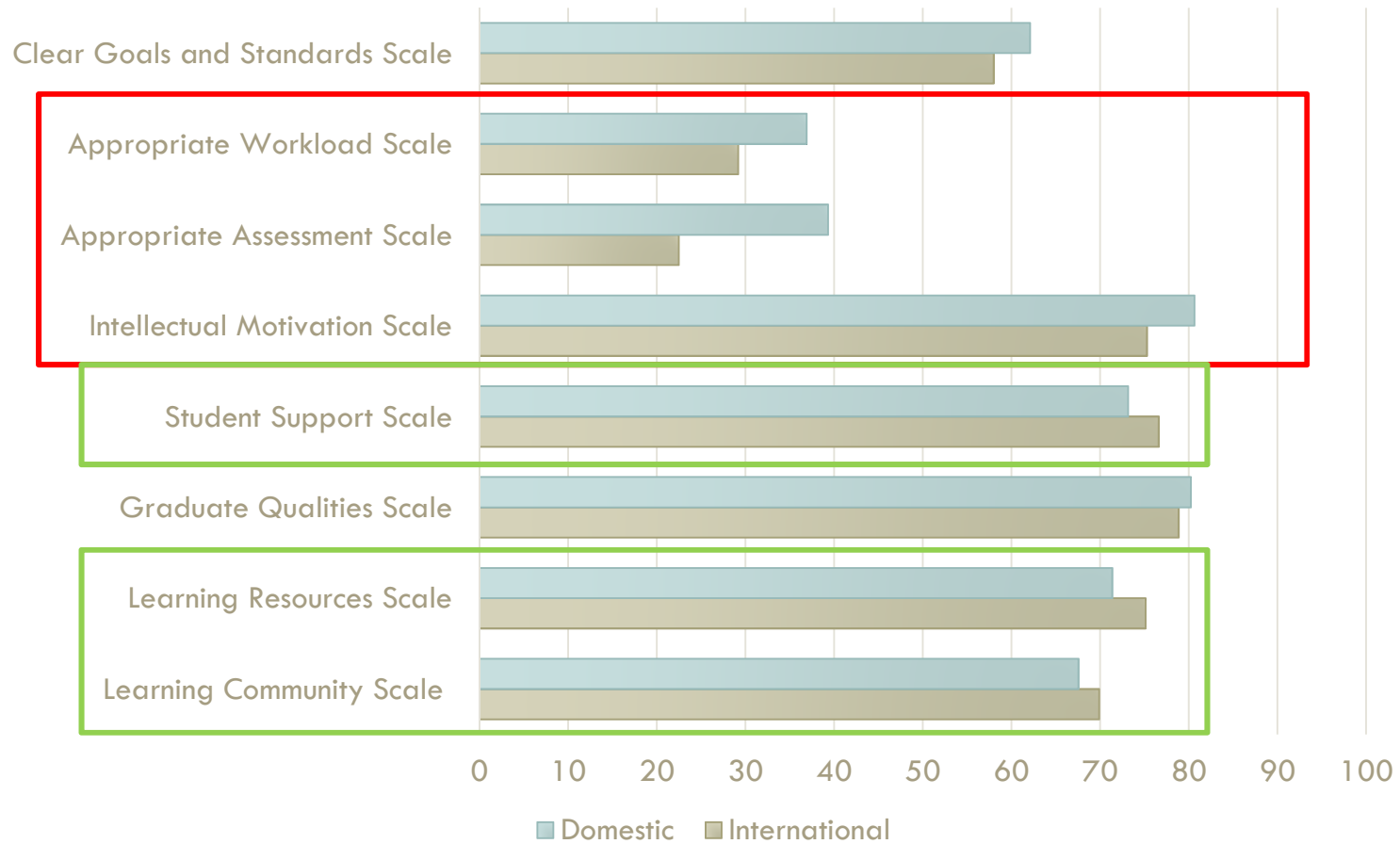
Core scales /2



Item scores—core scales

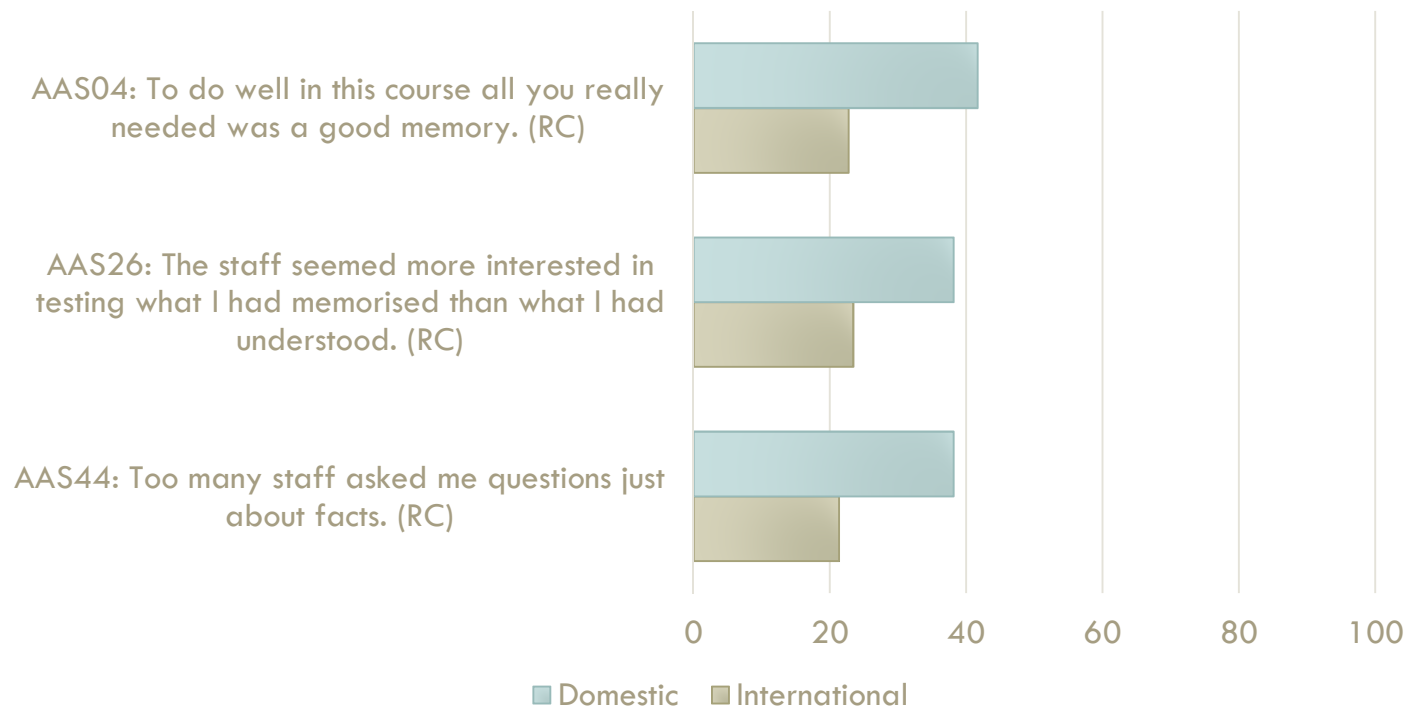


Optional scales



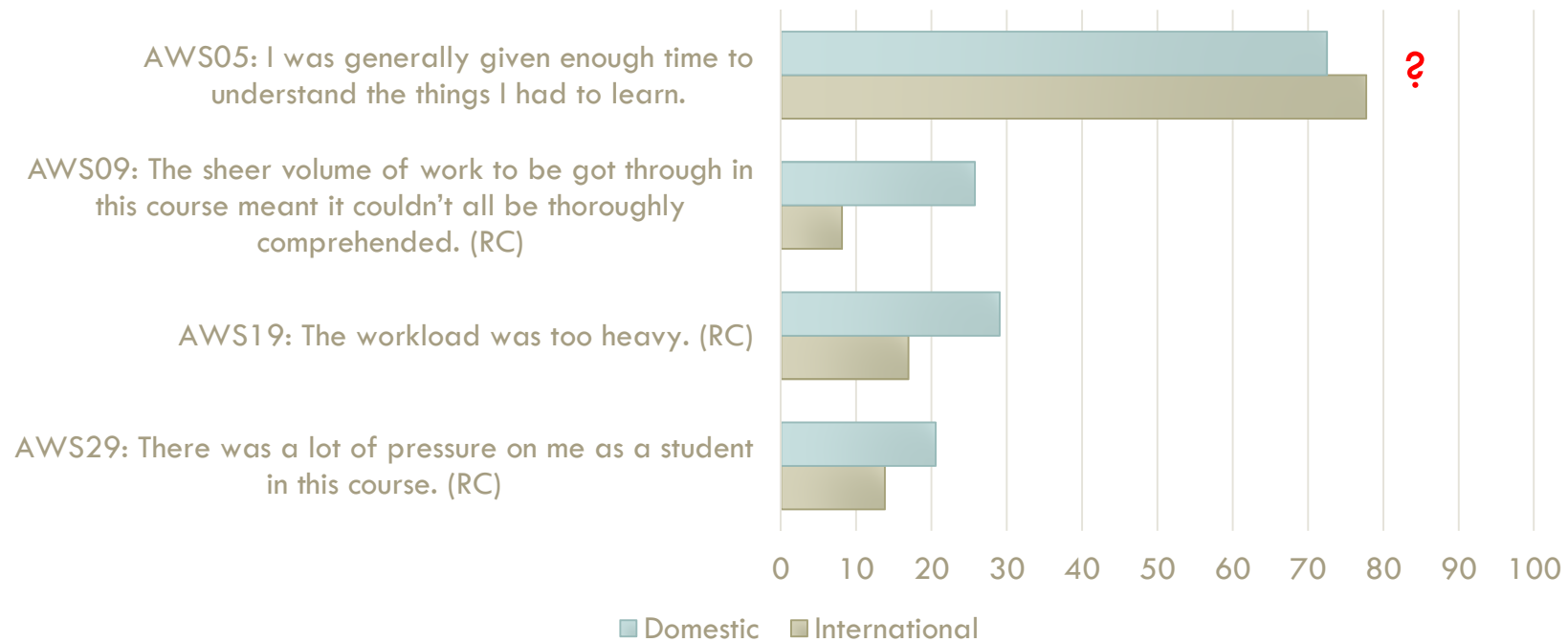
Appropriate Assessment Scale

whether assessment promoted deeper forms of learning



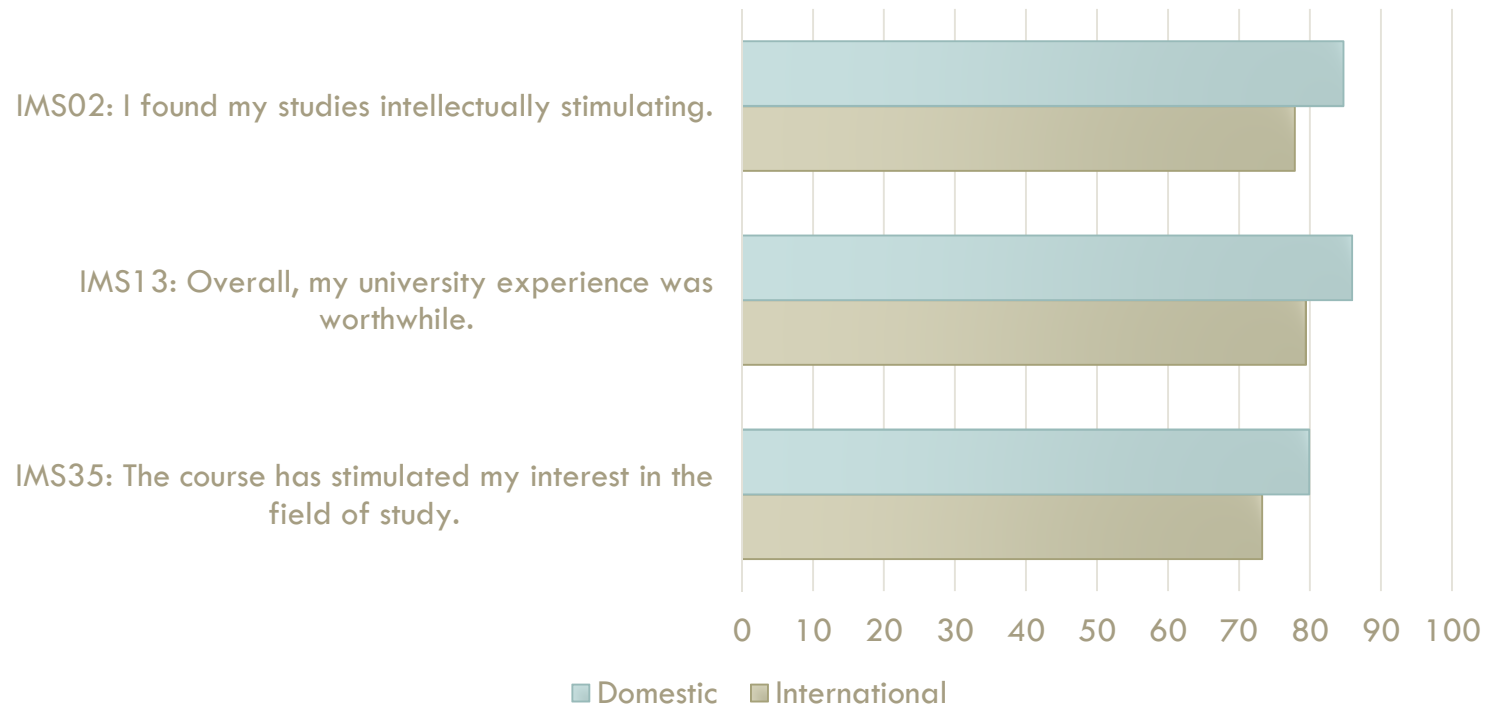
Appropriate Workload Scale

whether workload levels hindered deeper forms of learning

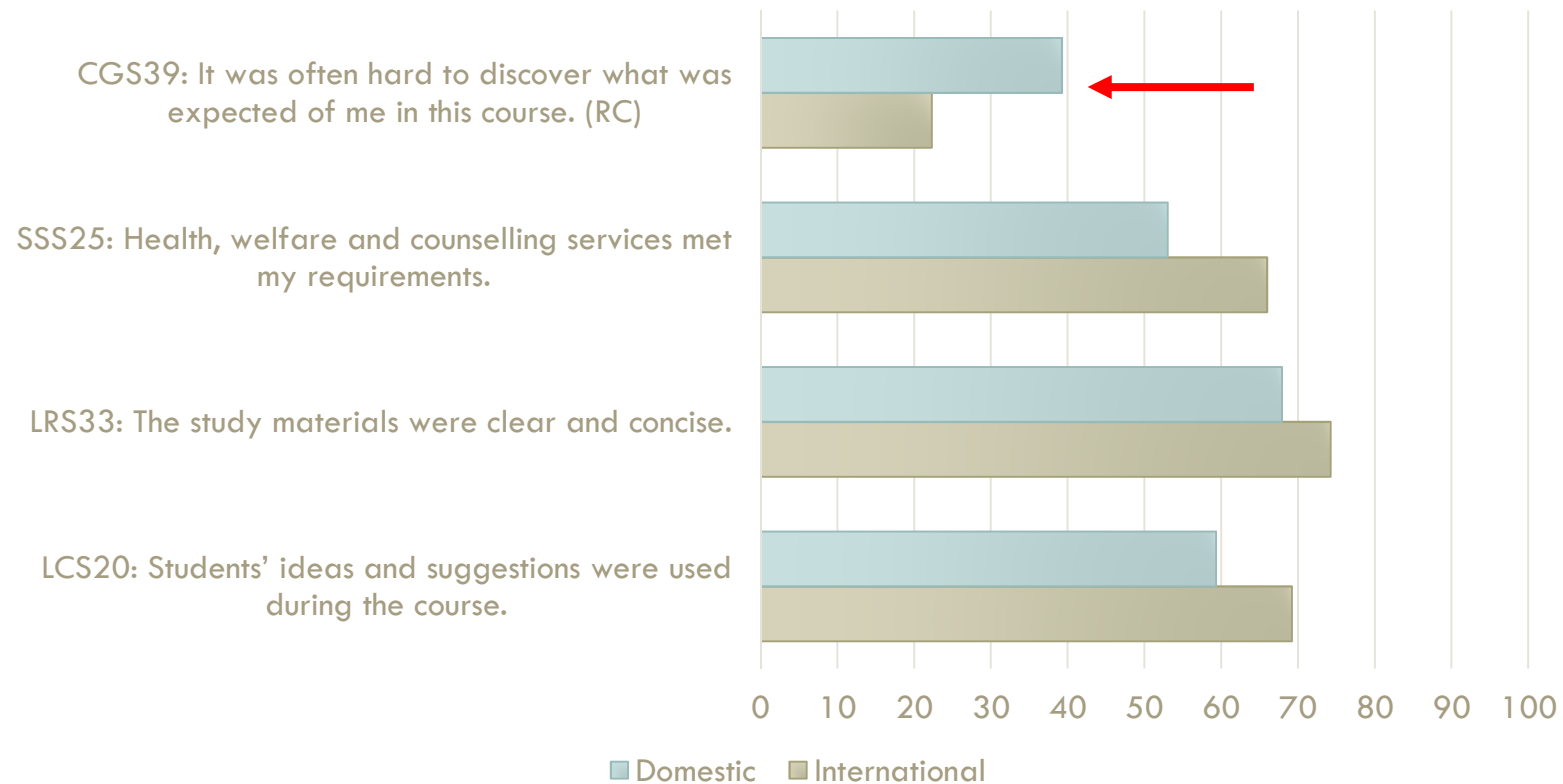


Intellectual Motivation Scale

the impact of the course in inspiring and enabling individuals intellectually



Item scores—optional scales



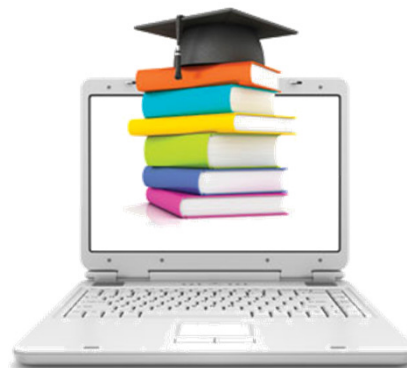
Encouragingly

International students are generally satisfied with their course experience—around 85% expressed satisfaction with the overall quality of their course

- Similar proportion to domestic students

International students are more likely than domestic students to express a positive opinion in relation to several facets of the course experience, including

- teaching quality
- student support
- learning resources



However...

International students in particular far less positive about

- assessment
- workload
- the impact of the course in inspiring and enabling individuals intellectually
- whether course structure was clear and meaningful

Do cultural differences influence the nature of response—are members of some cultures less likely to disagree?

Some things to consider

How do you structure assessment that accounts for diversity in the student population?

Is the academic workload too heavy? Do students need additional support in terms of time/workload management?

How do you make the course intellectually stimulating?

- What makes an experience “worthwhile”?
- Student input may be beneficial

How do you communicate expectations to students in order to encourage their success?

Questions?

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