

# *CEQuery*

- The need
- The aim of my session
  - Overview of how *CEQuery* works
  - Some key findings from the EIP
  - Emerging uses

# What is CEQuery

- IT-enabled analysis of large amounts of qualitative data on HE learning & teaching
- Wide range of custom analyses against any of the CEQ demographic categories or items
- Results in tabular, graphical or digital modes
- Allows user to test the veracity of the coding by showing the comments that made up the count
- Five Domains and 26 Subdomains

# CEQuery Coding Domains

- Assessment
- Course Design
- Outcomes
- Staff
- Support

# CEQuery Subdomains

- Assessment
  - Expectations
  - Feedback
  - Marking
  - Relevance
  - Standards
- Course Design
  - Flexibility
  - Learning methods
  - Practice-theory links
  - Relevance
  - Structure

# CEQuery Subdomains cont'd

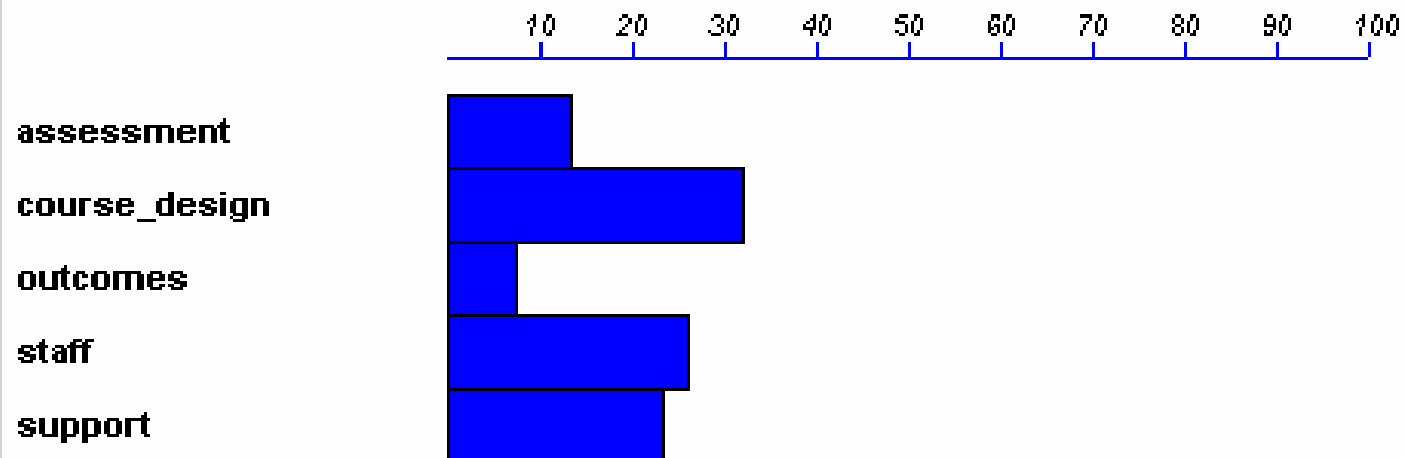
- Outcomes
  - Further learning
  - Intellectual
  - Interpersonal
  - Personal
  - Knowledge/skills
  - Work application
- Staff
  - Accessibility
  - Practical experience
  - Quality & attitude
  - Teaching skills

# CEQuery Subdomains cont'd

- Support
  - Infrastructure
  - Learning resources
  - Libarary
  - Social affinity
  - Student administration
  - Student Services

## Hit Rates for - needs\_improvement

Hit rates at the Domain Level  
Comment type is: needs\_improvement



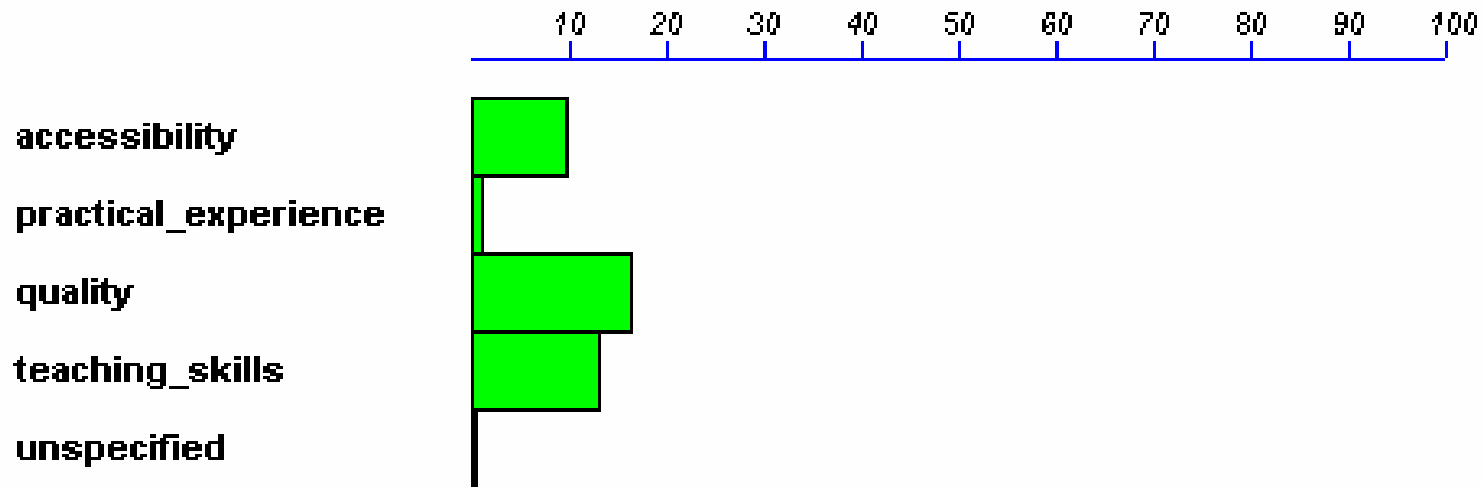
Bars represent the percentage of the 16574 Hit Rates for - needs\_improvement comments in which a hit was found for each of the above basic Domains.

*-Left click a bar to drill-down to Sub-Domain hit rates.*

*-Right click a bar to see the relevant comments for a Domain.*

**Hit Rates for - needs\_improvement: Domain staff**

**Hit Rates at the Sub-Domain Level**  
**Comment type is: needs\_improvement**  
**Domain is: staff**



*Bars represent the percentage of the 16574 Hit Rates for - needs\_improvement: Domain staff comments in which a hit was found for each Sub-Domain of the basic domain staff.*

*-Left click a bar to see the comments with hits on a Sub-Domain*

Needs Improvement

Subdomain: teaching\_skills

Number of relevant comments: 1459

Some **lecturers** provided **poor lectures** and in some subjects the questions in the final exam were nothing like the ones we had been taught to answer.

Affordable technology needs to be better -utilized as teaching aids by staff who know that **teaching** is more than standing up the front **droning on**

Lecturers need to be brought in line now traditional **teaching methods** are becoming **redundant** to tutorials. They need to learn how to actively involve us, get us working creatively, experimenting – less chalk and talk.

The **teaching staff** should give **more constructive feedback** during classes.

The **methods** employed by **lecturers** are **boring** they need to participate more with audience to encourage participation in discussions and enhance interest.

## Odds of a comment being BA rather than NI

Rank	Sub domain	BA/NI Odd	Count BA	Count NI
1	Outcomes – intellectual (OI)	14.7 to 1	1119	76
2	Outcomes – personal (OP)	13	299	23
3	Outcomes – further learning (OF)	9	54	6
4	Outcomes – unspecified (OU)	5.7	154	27
5	Support – unspecified (SU)	5	65	13
6	Outcomes – interpersonal (OIP)	2.7	221	83
7	Outcomes – knowledge/skills (OK)	2.45	1186	483
8	<u>Support – social affinity (SSA) 10<sup>th</sup></u>	2.37	1060	447
9	Course design – unspecified (CU)	2.12	297	140
10	Assessment – relevance (AR)	1.97	414	210
11	<u>Course – methods (CM) 2<sup>nd</sup></u>	1.66	2694	1619
12	<u>Staff – quality (SQ) 1<sup>st</sup></u>	1.63	3109	1898
13	Staff – unspecified (SU)	1.38	61	44
14	<u>Staff – accessibility (SA) 3<sup>rd</sup></u>	1.37	2139	1553
15	Course - Practical–theory links (CP)	1.18	555	469
16	Staff – practical experience (SP)	1.13	164	144
17	<u>Course design– flexibility (CF) 4<sup>th</sup></u>	1.05	1765	1674
18	Outcomes – work application (OW)	0.89	776	863
19	<u>Course design – relevance (CR) 7<sup>th</sup></u>	0.85	868	1022
20	Support – learning resources (SR)	0.65	555	847
21	Support – library (SL)	0.61	145	236
22	Support – student services	0.59	142	241
23	<u>Staff – teaching skills (5<sup>th</sup>)</u>	0.57	898	1566
24	Support – infrastructure/environment (SI)	0.42	447	1054
25	Assessment - unspecified	0.41	18	44
26	Assessment – standards (AS)	0.3	269	905
27	<u>Course design – structure (CS) 6<sup>th</sup></u>	0.284	476	1676
28	Support – student administration (SAd)	0.283	178	627
29	Assessment – marking (AM)	0.18	62	343
30	Assessment – expectations (AE)	0.14	51	363
31	Assessment – feedback (AF)	1 in 10	47	454

Dummy data for illustrative purposes

# Uses

- Good practice, internal benchmarking, priorities for improvement
- Situation-specific improvement ideas
- Regression analyses & new CEQ scales
- QA checkpoints for course accreditation by field of study
- Benchmarking for improvement
- Analysis of BA/NI comments all surveys