

In 2009, the University was recognised at a national level for its quality of learning and teaching:

Faculty of Arts and Social Sciences

School of Communication
School of Social Sciences

Undergraduate students **1,676**
Postgraduate students **67**
Research students **29**
Male:female **28%:72%**
Programs **51**

Achievements in 2009

- Lecturer in Communication, Anna Potter, received an ALTC citation for academic excellence.
- Bachelor of Arts graduate Laura Monaghan was named the Sunshine Coast Regional Council's Young Citizen of the Year.
- Bachelor of Communication graduate, Bethany Young, received the Chancellor's Medal.
- Bachelor of Arts graduate, Victoria Oyama, received the Faculty Medal for Arts and Social Sciences.
- Associate Professor Stephen Lamble received the Vice-Chancellor's Medal for Outstanding University Teacher.
- Journalism student Kelli McClintock was named the Sunshine Coast Daily's intern of the year for 2008.
- The Public Relations Institute of Australia accredited the Bachelor of Public Relations and Bachelor of Corporate and Public Affairs.
- Three new programs were approved to enrol students in 2009: Graduate Certificate in Arts, Graduate Diploma in Arts, Master of Regional Planning by Research.

Faculty of Business

Undergraduate students **1,118**
Postgraduate students **265**
Research students **19**
Male:female **50%:50%**
Programs **43**

Achievements in 2009

- Senior Lecturer in Accounting, Dr Monte Wynder, received an ALTC citation for academic excellence.
- Bachelor of Business graduate Jonty Bush was named Young Australian of the Year for 2009.
- Bachelor of Arts/Bachelor of Business graduate, Nickey Wilson, and Bachelor of Business (Accounting) graduate, Paul Eveleigh, jointly received the Faculty Medal for Business.
- An 'Understanding Contemporary Property' professional development course was delivered to the property sector.
- The Financial Planning Association of Australia Limited accredited the Bachelor of Commerce (Financial Planning) and Master of Financial Planning.
- The Executive Master of Business Administration, a flexible program delivered one weekend a month, over two years, took its first enrolments.
- Two new programs were approved to enrol students in 2009: Master of International Business, Bachelor of Property Economics and Development.

Faculty of Science, Health and Education

School of Health and Sport Sciences
School of Science and Education

Undergraduate students **2,033**
Postgraduate students **401**
Research students **80**
Male:female **32%:68%**
Programs **70**

Achievements in 2009

- Coordinator for First Year Students, Dr Ann Parkinson, received an ALTC citation for academic excellence.
- Bachelor of Science (Environmental Science) graduate, Kaylet McDonald, received the University Medal for highest overall achievement and the Faculty Medal for Science, Health and Education.
- The Graduate Certificate in Sustainability, focused on sustainable resource management and climate change, took its first enrolments.
- Four students were the first in the world to graduate with a Master of Climate Change Adaptation.
- A minor in sustainability was introduced as an elective option for undergraduate students in all faculties.
- Three new programs were approved to enrol students in 2009: Bachelor of Education (Primary), Bachelor of Civil Engineering, Bachelor of Science/Bachelor of Science (Honours) Deans Scholars Program.



Students in other programs

Cross-institutional enrolments **12**
International Inbound Exchange **27**
Integrated Learning Engineering **5**
International Foundation Pathway **4**
Study Abroad **278**
Tertiary Preparation Pathway **237**
Visiting (Headstart) **75**

Census 1 numbers.

GOAL To provide an increasingly comprehensive range of programs that position students for success in the global economy and which are aligned to the University's priorities

- ▶ USC was the only public university in Queensland to gain five stars for teaching quality in the 2010 Good Universities Guide. The annual Guide also awarded USC five stars for its staff qualifications, and for graduates' satisfaction with the generic skills they gained while at university.
- ▶ USC won an unprecedented six Australian Learning and Teaching Council (ALTC) citations in 2009, gaining national recognition for its quality academics and for its special programs that help school students reach university, feel at home once they arrive, and study overseas on exchange. *See also page 30.*

Student kicks off career with Newcastle Knights

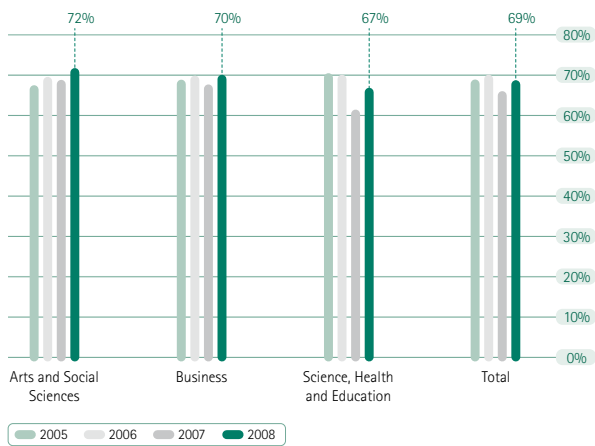
After completing an internship with NRL club Manly-Warringah, Michelle Smit (Bachelor of Public Relations) secured the Media and Publicity Coordinator role with another NRL club, the Newcastle Knights. Ms Smit was offered the position with the Knights before she completed her degree.

Learning by doing

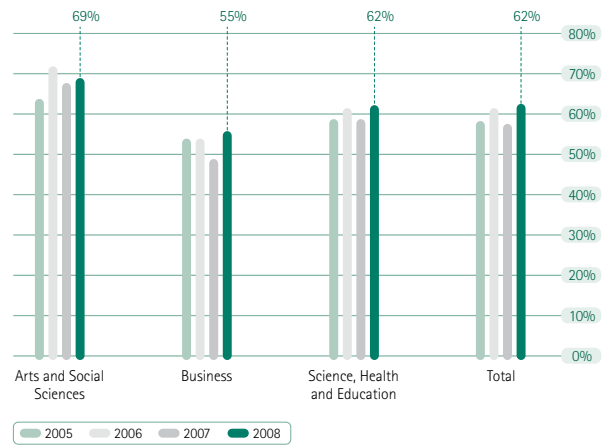
An integral part of the University's approach to learning and teaching is work integrated learning—providing as much practical experience as possible to prepare students for success in their chosen career.

A record number of organisations (429) provided student placement opportunities as part of the Work Integrated Learning (WIL) program in 2009, and some activities are detailed below.

- Eight creative writing students contributed to a joint project between the University and UnderWater World, producing the first book about the popular Sunshine Coast attraction. The project was part of an ongoing program enabling students to develop their skills in professional environments.
- Regional and urban planning students conducted research to help identify how existing bicycle paths are used, bicyclists' motivations for cycling, and what cyclists think about bicycle routes and facilities. The research was supported by the Sunshine Coast Regional Council and Queensland Transport.
- Final year public relations students took part in a range of industry projects. In May, a team of five students coordinated the official launch of the Encouragement Foundation, an innovative organisation that aims to spread the power of encouragement throughout the community. Students also provided public relations support for the Tour de Kawana charity cycle, helping to increase participant numbers from 750 in 2008 to 1,000 in 2009.
- Around 130 business students researched and developed an international marketing plan for the Smart Hook, created by Sunshine Coast resident Hans Jusseit. The project earned the University an entry into the Australian Marketing Institute awards.
- Around 100 advanced design students displayed their works at two popular exhibitions at the University Art Gallery. The exhibitions displayed portfolios of students about to embark on careers in marketing, advertising, multimedia and communication. The exhibitions were well-attended by industry representatives and members of the community.
- Final year nutrition and dietetics students produced a cookbook to show how a healthy, tasty diet is possible on a typical student food budget. The book and other nutrition and healthy activity programs were funded by a \$47,000 grant from the Commonwealth Department of Health and Ageing. The cookbook was distributed free to students at Semester 2 Orientation.
- Two business students coordinated a sustainability workshop to assist business operators in the accommodation and service sectors in running cleaner and greener operations. The forum was conducted as part of the Sunshine Coast World Environment Day Festival, held on campus.
- Paramedic science students undertook six weeks of on-the-road training with the Queensland Ambulance Service as part of the professional learning requirements of their degree.
- A business marketing student worked as an intern for a prestige car dealership on the Sunshine Coast, organising a cocktail gala for the Queensland launch of the new E-class Mercedes-Benz.
- A website designed to give creative writing students an edge in publishing attracted the likes of bestselling authors Kate Forsyth (fantasy) and Jack Dann (speculative fiction) within months of launching. Scriber Space <www.scriber-space.com> was upgraded in June to an interactive site with social networking facilities such as Twitter, Facebook, chat and internal email.
- A total of 29 students engaged in internships or paid employment within the Innovation Centre and its tenant companies during the year.



■ Generic Skills Scale (GSS) (percentage agreement) by Faculty



■ Good Teaching Scale (GTS) (percentage agreement) by Faculty

Learning and Teaching

PERFORMANCE AGAINST TARGETS

Graduate satisfaction with educational experience as measured through Australian Graduate Survey (AGS)

Target	Performance
Maintain rating in each scale	Rating maintained in each scale for 2008 AGS (as reported in 2009) Note: AGS results for 2009 are released in 2010.
Ranking in the top quintile of higher education providers in each discipline group	Ranked in the top quintile of all higher education providers in all three of the assessed discipline groups (LTPF)

In the Australian Graduate Survey, three core scales are used to assess Graduate Satisfaction: the Generic Skills Scale, the Good Teaching Scale and the Overall Satisfaction Index.

Summarised above are the results for the three core scales for student satisfaction (includes both undergraduate and postgraduate students) for the three faculties, and the University as a whole for 2005 to 2008. Results are shown as percentage agreement for each scale (percent agree + percent strongly agree).

Participation in the AGS is not compulsory, hence response rates vary annually.

Overall the University has performed strongly in the three core scales of the Course Experience Questionnaire (CEQ). The actual score for each scale has been maintained from 2005 to 2008, although there was a decrease in the actual score for the three scales in 2007.

An analysis of the three-year average indicates that, across the 2005 to 2008 period, the scores for the Generic Skills Scale (GSS) have improved slightly, the Good Teaching Scale (GTS) has improved by around 5% and the scores for the Overall Satisfaction Index have been maintained.

Student satisfaction as measured through the Australian Graduate Survey (AGS) is used in the Learning and Teaching Performance Fund (LTPF) to assess excellence and improvement in learning and teaching in Australian universities. Since 2007 the LTPF has been used to assess performance in four discipline groups: Science, Computing, Engineering, Architecture and Agriculture; Business, Law and Economics; Humanities, Arts and Education; and Health.

Overall, USC performed strongly for the three indicators of graduate satisfaction for each of the assessed LTPF discipline groups. In 2009, USC ranked first nationally in the Humanities, Arts and Education Group for all three performance indicators, and was above the national average for all graduate satisfaction indicators in all discipline groups.

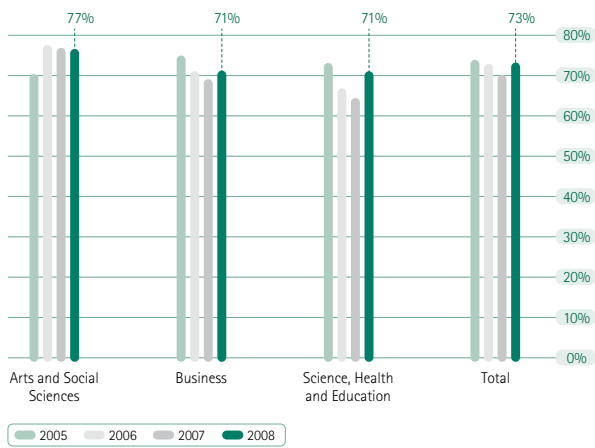
In most instances, USC has ranked in the top quintile of all Higher Education Providers nationally, with a few exceptions in the 2007 and 2008 LTPF. In the 2009 LTPF the KPI target was achieved for all graduate satisfaction indicators in all three of the assessed discipline groups.

Student feedback on courses (SFC) and teaching (SFT)

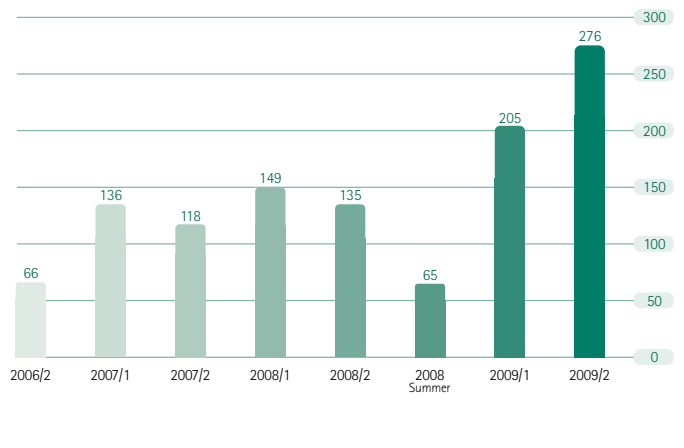
Target	Performance
Achieve overall average score of at least 4.0 on a 5.0 scale for "Overall, I was satisfied with the quality of this course"	Exception: A change in University policy affected the reporting of this KPI in 2009 (release of data anticipated in 2010)
Achieve overall average score of at least 4.0 on a 5.0 scale for "Overall, how would you rate the teaching of the lecturer/tutor in this course"	Exception: A change in University policy affected the reporting of this KPI in 2009 (release of data anticipated in 2010)

At its meeting on 24 February 2009, the University Council approved the suspension of those sections of the Evaluation and Improvement of Teaching Policy and the Program Review and Course Evaluation Policy that make the collection of student feedback on teaching and courses compulsory. The duration of the suspension is 25 February 2009 until 24 February 2010. As this change to policy affects the comparability of data between reporting periods, data for the Semester 1, 2009 teaching period has not been aggregated.

The Strategic Information and Analysis Unit, in consultation with the Chair of the Learning and Teaching Management Committee, prepared a functional specification for a replacement electronic student feedback system in 2009. Information Technology Services were consulted regarding the technical specifications, and Financial Services were consulted regarding the University's procurement process.



Overall Satisfaction Index (percentage agreement) by Faculty



New Enrolments' in Tertiary Preparation Pathway by Semester

GOAL To provide an increasingly comprehensive range of programs that position students for success in the global economy and which are aligned to the University's priorities

FORWARD PLANNING FOR 2010

Number and proportion of students undertaking work integrated learning (WIL)

Target	Performance
Annual increase in the number of eligible students undertaking WIL	Exception: A new reporting system was implemented in 2009 (release of data anticipated in 2010)
Annual increase in the proportion of eligible Bachelor graduates having undertaken WIL	Exception: A new reporting system was implemented in 2009 (release of data anticipated in 2010)

Prior to 2009, data on WIL placements was not aggregated University-wide. To enable reporting on the number and proportion of students undertaking Work Integrated Learning, an audit of all existing courses was undertaken in 2009. Faculties assessed existing courses and specified which courses and what level of Work Integrated Learning was provided based on the tiers specified in the Work Integrated Learning Policy. In addition, the Work Integrated Learning component of new courses is now being captured at approval stage. This information and that obtained from faculties for existing courses was being added to the PeopleSoft Student System in late 2009 to enable ongoing reporting. Preliminary testing of reports has commenced and it is anticipated that analysis will be completed in 2010.

Notes for: Number and proportion of students undertaking work integrated learning (WIL)

The three tiers are described in the Work Integrated Learning Policy as:

- Tier 1. Industry/Professional Placement tier: learning in the workplace. It is a generic term for all immersed work integrated learning situations. This includes internships, practicums and clinical placements.
- Tier 2. Industry/Professional Component tier: applying theory to workplace practice. Courses with a workplace component are 'applied learning', as opposed to the immersed learning of the Industry/Professional Placement Tier. This includes applied research projects, industry projects, simulations and production workshops.
- Tier 3. Industry/Professional Interaction tier: learning from industry experts. This includes field trips, industry visits, site visits, guest lectures and the Employability Program.

Uptake of transition programs by students

Target	Performance
Maintain the number of new TPP enrolments each year	69% increase on new TPP enrolments

The Tertiary Preparation Pathway (TPP) is a program developed by the University to provide prospective students with an alternative entry pathway to tertiary study. TPP courses were first offered in Semester 2, 2006 and have increased each year since. For Semester 2, 2009 there was an increase in new enrolments of 104%, compared to Semester 2, 2008. All TPP enrolments for Semester 1 and 2, 2009 achieved a 71% increase on numbers for Semester 1 and 2, 2008.

- The Faculty of Arts plans to: provide opportunities for work integrated learning in 100% of FASS-based programs; and increase emphasis for generic arts, social science and humanities programs and courses, balanced with accredited professional programs.
- The Faculty of Business plans to: develop a Visiting Academic Program to assist in the development of new programs and to provide expertise in areas of need; align program outcomes with the requirements of professional bodies and employment markets generally; and implement curricular review, revision and enhancement on an annual basis.
- The Faculty of Science, Health and Education plans to: cater for continuing increases in enrolments in nursing, paramedic science, civil engineering and occupational therapy programs at both undergraduate and postgraduate levels; continue development of midwifery and early childhood programs for delivery in 2011; and explore the potential introduction of sports medicine, speech pathology and community mental health programs in 2011.
- Establish an e-Learning Project Team and Fellowships within Teaching and Research Services in response to external reviews by the Learning and Teaching Management Committee (LTMC) and its e-Learning Reference Group.

Notes for: New Enrolments' in Tertiary Preparation Pathway by Semester

1. Includes Domestic and International Tertiary Preparation Pathway (TPP) and International Foundation Pathway (IFP) enrolments.