Program Evaluation

Sue Mikilewicz
Director
Planning and Institutional Performance
Quality assurance and improvement: Programs, courses and teaching arrangements  **POLICY NO:** A-35A.13

- Evaluates the quality and viability of all programs
- Monitors and supports improvement
- Encourages regular review of content and focus of courses and programs
- Incorporates student feedback (Evaluation)
- Engages stakeholders in the revision processes
- Supports a multi-faceted approach to continuous improvement
Datasheet A-35A.13

Program review data

Step 1
Enable macros at Options box in security warning ribbon above (Office 2007).

Step 2
Select your school from drop-down list:
School: (All)

Step 3
Select your program from the drop-down list:
Program: (All)

Step 4
Select report type by clicking button

- Business Case Review
- Evaluation & Re-Accreditation Review
- Or view all data & graphs (including transnational)
- Summary Data for Market & Quality

IMPORTANT NOTES:
1. Nested program summaries are shown in list with (N)

Next updates:
Feb 2012: 2011 AUSSE Data

Click here to view the list of programs scheduled for review
Click here to view policy: A35A Quality Assurance and Improvement
Click here to review data scope (A35A Tip Sheet)

https://teamsites.unisa.edu.au/res/par/bireportinghub/A35A/Forms/AllItems.aspx
Datasheet A-35A.13

Are the students in this program satisfied with their program, courses, teachers and University experience?

Student Engagement index
2018 blister pack-Education experience tracker rolled-up into six areas

<table>
<thead>
<tr>
<th>Year</th>
<th>Program</th>
<th>Overall Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td></td>
<td></td>
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</tbody>
</table>

How do the students of this program succeed?

Graduate outcomes: Source Australian Graduate Survey

1. Number of graduates in full-time employment as a % of those available for full-time employment.
2. % of Australian Bachelor full-time employed graduates working in an occupation that is of management, professional or related professional level.
UniSA’s evaluation framework

Student Evaluation Framework 2011/2012

Links to National and Corporate Priorities and Quality Assurance

January February March April May June July August September October November December

- Orientation, Commencing Student
- I-Barometer
- Beyond Graduation Survey
- Course Evaluation Instrument, Student Evaluation of Teaching
- University Experience Survey
- Australian Graduate Survey, Transnational Graduate Survey, myReflections (Alumni)
- Australasian Survey of Student Engagement (AUSSE)
- Transnational Student Experience Questionnaire (TSEQ)

(turquoise surveys are not administered centrally, red text indicates unconfirmed, CBI and SET administered by ISTS and LTU)
BI Hub
(your gateway to data, reports and information)

I am a ...
- New User
- Senior Manager
- Head of School
- Program Director
- Course Coordinator
- BI Developer

Useful resources for Program Directors

Topics

Hot Topics
- Key Statistics
- University Rankings
- Planning, Review and A3SA

Topics
- Key Information
- BI Reporting
- Resources
- Applications
- Benchmarking and competitive analysis
- DEEWR Reporting
- Enrolments, retention and completions
- Evaluations (current students)
- Evaluations (graduates)
- International
- Research
- Staff
Information for Program Directors

Student profiles
- ATAR cut-offs
- Applications (SATAC)
- Applications international
- Course lists
- Class lists
- Learn how to retrieve and generate course and class lists
- Program enrolments (headcount and EFTSL)
- Course enrolments (headcount and EFTSL)

Student progress
- Success rates
- Retention resources
- Course enrolments, grade distribution and CEI trends
- Student Administration - grade distribution, examination reports, student placement
- Benchmark SET results by Field of Education

Student engagement and satisfaction
- Australasian Survey of Student Engagement (AUSSE) results compared to the ATN
- International student satisfaction
Current student evaluations

Student satisfaction
- onshore - course satisfaction (CEI)
- onshore - teacher satisfaction (SET)
- transnational (TSEQ)
- international (i-Barometer)
- Open Universities Australia (OUA)
- student comments AUSSE and CEI
- reports on student satisfaction

Engagement and learning outcomes
- onshore (AUSSE)
- national and UniSA reports on engagement and learning outcomes

Quick links
- benchmark* SET and AUSSE results
- CEI mean and number of responses for the ten core CEQ questions
- snapshot of student demographics, grades and feedback for a course
- key evaluation dates, data and report releases
• Program statistics (UniSA Public > 12.0 DEEWR Reporting)
• Success and retention (12.0 DEEWR Reporting)
• SATAC reporting (3.2 SATAC)
• Current student evaluations (7.1 CEI, TSEQ, AUSSE)
• Graduate evaluations (7.2 GDS, CEQ, PREQ, TGS)
• Program, Course and Class lists
### Program Enrolments

<table>
<thead>
<tr>
<th>Residency Filter</th>
<th>Program Level Filter</th>
<th>Commencing/Continuing Filter</th>
<th>Onshore/Offshore Filter</th>
<th>Attendance Type Filter</th>
<th>UniSA/OUA Filter</th>
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</thead>
<tbody>
<tr>
<td>Australian</td>
<td>Higher Degree - cours</td>
<td>Commencing</td>
<td></td>
<td>Full Time</td>
<td>Open University of SA</td>
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<td>International</td>
<td>Higher Degree - resed</td>
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<td>Part Time</td>
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<td>Australian</td>
<td>Open Learning</td>
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<td>International</td>
<td>Other Postgraduate</td>
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<td>International</td>
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<table>
<thead>
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<th>Current Student Head Count</th>
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<th>2012</th>
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<td>(Rank)</td>
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<td>11099</td>
<td>11027</td>
<td>9017</td>
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<td>7075</td>
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<tr>
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<td>595</td>
<td>740</td>
<td>717</td>
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<td>Portfolio Research &amp; Innov</td>
<td>80</td>
<td>72</td>
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<td>88</td>
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<td>Regional Engagement</td>
<td>11</td>
<td>14</td>
<td>13</td>
<td>12</td>
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<tr>
<td>Total</td>
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<td>35530</td>
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<table>
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<tr>
<th>Current Student Load (EFT SL)</th>
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<th>2011</th>
<th>2012</th>
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<td>Div. Business</td>
<td>8233.62</td>
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<td>5139.24</td>
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<td>3706.09</td>
<td>3554.50</td>
<td>2523.25</td>
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<td>Portfolio Research &amp; Innov</td>
<td>299.42</td>
<td>343.17</td>
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<td>Regional Engagement</td>
<td>8.12</td>
<td>7.75</td>
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<td>Total</td>
<td>28222.57</td>
<td>25106.31</td>
<td>24586.72</td>
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### University Funding Categories

**Student Funding Category**
- Commonwealth Funded
- Employer Sponsor
- Fee Waivered Domestic
- Fee Paying Domestic
- Fee Paying Overseas
- Internal only
- Research Training Scheme
- Unknown
- Work Experience in Industry

**Student Funding Category**
- Commonwealth Funded
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- Fee Paying Domestic
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- Internal only
- Research Training Scheme
- Unknown
- Work Experience in Industry
# Graduate Satisfaction

## Scale and Question

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<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tr>
<td><strong>Good Teaching Scale</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The staff put a lot of time into commenting on my work</td>
<td>39%</td>
<td>40%</td>
<td>34%</td>
<td>32%</td>
<td>37%</td>
<td>53%</td>
<td>56%</td>
</tr>
<tr>
<td>The teaching staff normally gave me helpful feedback on how I was going</td>
<td>47%</td>
<td>44%</td>
<td>39%</td>
<td>36%</td>
<td>46%</td>
<td>59%</td>
<td>60%</td>
</tr>
<tr>
<td>The teaching staff of this program motivated me to do my best work</td>
<td>38%</td>
<td>36%</td>
<td>34%</td>
<td>33%</td>
<td>36%</td>
<td>60%</td>
<td>63%</td>
</tr>
<tr>
<td>My lecturers were extremely good at explaining things</td>
<td>41%</td>
<td>39%</td>
<td>34%</td>
<td>37%</td>
<td>41%</td>
<td>51%</td>
<td>64%</td>
</tr>
<tr>
<td>The teaching staff worked hard to make their subjects interesting</td>
<td>43%</td>
<td>45%</td>
<td>38%</td>
<td>34%</td>
<td>39%</td>
<td>49%</td>
<td>60%</td>
</tr>
<tr>
<td>The staff made a real effort to understand difficulties I might be having with my work</td>
<td>29%</td>
<td>31%</td>
<td>36%</td>
<td>33%</td>
<td>35%</td>
<td>48%</td>
<td>45%</td>
</tr>
<tr>
<td><strong>Scale Agreement Rate</strong></td>
<td>54%</td>
<td>40%</td>
<td>58%</td>
<td>34%</td>
<td>39%</td>
<td>84%</td>
<td>64%</td>
</tr>
<tr>
<td><strong>Generic Skills Scale</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>The program helped me develop my ability to work as a team member</td>
<td>63%</td>
<td>55%</td>
<td>53%</td>
<td>56%</td>
<td>47%</td>
<td>74%</td>
<td>79%</td>
</tr>
<tr>
<td>The program sharpened my analytic skills</td>
<td>65%</td>
<td>61%</td>
<td>55%</td>
<td>57%</td>
<td>57%</td>
<td>79%</td>
<td>79%</td>
</tr>
<tr>
<td>The program developed my problem-solving skills</td>
<td>69%</td>
<td>61%</td>
<td>59%</td>
<td>66%</td>
<td>35%</td>
<td>81%</td>
<td>54%</td>
</tr>
<tr>
<td>The program improved my skills in written communication</td>
<td>71%</td>
<td>62%</td>
<td>59%</td>
<td>69%</td>
<td>56%</td>
<td>83%</td>
<td>80%</td>
</tr>
<tr>
<td>As a result of my program, I feel confident about tackling unfamiliar problems</td>
<td>57%</td>
<td>52%</td>
<td>48%</td>
<td>58%</td>
<td>57%</td>
<td>68%</td>
<td>76%</td>
</tr>
<tr>
<td>My program helped me to develop the ability to plan my own work</td>
<td>66%</td>
<td>60%</td>
<td>55%</td>
<td>62%</td>
<td>56%</td>
<td>77%</td>
<td>79%</td>
</tr>
<tr>
<td><strong>Scale Agreement Rate</strong></td>
<td>69%</td>
<td>59%</td>
<td>58%</td>
<td>62%</td>
<td>56%</td>
<td>77%</td>
<td>78%</td>
</tr>
<tr>
<td><strong>Clear Goals and Standards Scale</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It was always easy to know the standard of work expected</td>
<td>46%</td>
<td>39%</td>
<td>36%</td>
<td>41%</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>I usually had a clear idea of where I was going and what was expected of me in this program</td>
<td>51%</td>
<td>57%</td>
<td>49%</td>
<td>51%</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>It was often hard to discover what was expected of me in this program</td>
<td>59%</td>
<td>46%</td>
<td>43%</td>
<td>57%</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td>The staff made it clear right from the start what they expected from students</td>
<td>43%</td>
<td>46%</td>
<td>42%</td>
<td>na</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td><strong>Scale Agreement Rate</strong></td>
<td>48%</td>
<td>47%</td>
<td>42%</td>
<td>42%</td>
<td>na</td>
<td>na</td>
<td>na</td>
</tr>
<tr>
<td><strong>Overall Satisfaction Scale</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall, I was satisfied with the quality of this program</td>
<td>67%</td>
<td>66%</td>
<td>66%</td>
<td>62%</td>
<td>61%</td>
<td>84%</td>
<td>89%</td>
</tr>
<tr>
<td><strong>Scale Agreement Rate</strong></td>
<td>47%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>46%</td>
<td>84%</td>
<td>89%</td>
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<tr>
<td><strong>Graduate Qualities Scale</strong></td>
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<tr>
<td>The program provided me with a broad overview of my field of knowledge</td>
<td>na</td>
<td>na</td>
<td>56%</td>
<td>55%</td>
<td>62%</td>
<td>82%</td>
<td>85%</td>
</tr>
<tr>
<td>The program developed my confidence to investigate new ideas</td>
<td>na</td>
<td>na</td>
<td>47%</td>
<td>49%</td>
<td>47%</td>
<td>57%</td>
<td>72%</td>
</tr>
<tr>
<td>University stimulated my enthusiasm for further learning</td>
<td>na</td>
<td>na</td>
<td>42%</td>
<td>46%</td>
<td>46%</td>
<td>72%</td>
<td>69%</td>
</tr>
<tr>
<td>I learned to apply principles from this program to new situations</td>
<td>na</td>
<td>na</td>
<td>53%</td>
<td>51%</td>
<td>54%</td>
<td>79%</td>
<td>82%</td>
</tr>
<tr>
<td>I consider what I learned valuable for future</td>
<td>na</td>
<td>na</td>
<td>60%</td>
<td>74%</td>
<td>66%</td>
<td>87%</td>
<td>91%</td>
</tr>
<tr>
<td>My university experience encouraged me to value perspectives other than my own</td>
<td>na</td>
<td>na</td>
<td>56%</td>
<td>51%</td>
<td>56%</td>
<td>76%</td>
<td>89%</td>
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<tr>
<td><strong>Scale Agreement Rate</strong></td>
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<td>na</td>
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<td>77%</td>
<td>82%</td>
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</tr>
<tr>
<td>DBAC - BAccounting</td>
<td>22</td>
<td>96%</td>
<td>15</td>
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<td>45</td>
<td>96%</td>
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<td>3</td>
<td>60%</td>
<td>1</td>
<td>50%</td>
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<td>DBBF - BAppliedFinance</td>
<td>10</td>
<td>83%</td>
<td>6</td>
<td>67%</td>
<td>3</td>
<td>100%</td>
<td>6</td>
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<td>DBCB - BCommerce,BAppliedFinance</td>
<td>4</td>
<td>67%</td>
<td>10</td>
<td>100%</td>
<td>13</td>
<td>95%</td>
<td>6</td>
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<tr>
<td>DBCC - BCommerce</td>
<td>83</td>
<td>01%</td>
<td>90</td>
<td>100%</td>
<td>79</td>
<td>02%</td>
<td>83</td>
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<td>DBCL - BBus(CommercialLaw)</td>
<td>4</td>
<td>80%</td>
<td>6</td>
<td>86%</td>
<td>3</td>
<td>75%</td>
<td>4</td>
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<td>DBCR - BCommerce,BBus(CommercialLaw)</td>
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<td>78%</td>
<td>12</td>
<td>100%</td>
<td>15</td>
<td>88%</td>
<td>3</td>
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<tr>
<td>DBEB - BBus(IntBus,Finance,Trade)</td>
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<td>100%</td>
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<td>7</td>
<td>100%</td>
<td>8</td>
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<td>DBIL - BBus(IntBusFinTr),BIntnRel</td>
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<td>1</td>
<td>50%</td>
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<td>5</td>
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<td>DBP2 - BBus(Property)</td>
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<td>2</td>
<td>100%</td>
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<tr>
<td>DGPO - GCProperty</td>
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<td>100%</td>
<td>1</td>
<td>100%</td>
<td>2</td>
<td>100%</td>
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## Graduate outcomes

### Graduates in Full Time Employment

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<th>Year</th>
<th>n</th>
<th>%</th>
<th>n</th>
<th>%</th>
<th>n</th>
<th>%</th>
<th>n</th>
<th>%</th>
<th>n</th>
<th>%</th>
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<tr>
<td>2007</td>
<td>91</td>
<td>89%</td>
<td>92</td>
<td>93%</td>
<td>86</td>
<td>91%</td>
<td>87</td>
<td>81%</td>
<td>118</td>
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### Educating Professionals KPI Trend

<table>
<thead>
<tr>
<th>Year</th>
<th>n</th>
<th>%</th>
<th>n</th>
<th>%</th>
<th>n</th>
<th>%</th>
<th>n</th>
<th>%</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>83</td>
<td>91%</td>
<td>92</td>
<td>100%</td>
<td>79</td>
<td>92%</td>
<td>83</td>
<td>95%</td>
<td>108</td>
<td>92%</td>
</tr>
</tbody>
</table>

* *proportion of Australian graduates in full time work in a professional occupation*

### Location of Graduates Working Full Time

<table>
<thead>
<tr>
<th>Location</th>
<th>n</th>
<th>%</th>
<th>n</th>
<th>%</th>
<th>n</th>
<th>%</th>
<th>n</th>
<th>%</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA Metro</td>
<td>79</td>
<td>87%</td>
<td>77</td>
<td>84%</td>
<td>68</td>
<td>70%</td>
<td>83</td>
<td>95%</td>
<td>95</td>
<td>81%</td>
</tr>
<tr>
<td>SA Rural</td>
<td>3</td>
<td>3%</td>
<td>6</td>
<td>7%</td>
<td>5</td>
<td>6%</td>
<td>2</td>
<td>2%</td>
<td>9</td>
<td>8%</td>
</tr>
<tr>
<td>Interstate</td>
<td>9</td>
<td>10%</td>
<td>7</td>
<td>8%</td>
<td>13</td>
<td>15%</td>
<td>1</td>
<td>1%</td>
<td>5</td>
<td>4%</td>
</tr>
<tr>
<td>Unknown</td>
<td>n/a</td>
<td>n/a</td>
<td>2</td>
<td>2%</td>
<td>n/a</td>
<td>n/a</td>
<td>1</td>
<td>1%</td>
<td>9</td>
<td>8%</td>
</tr>
</tbody>
</table>
Method 2 – Find a list of current or past students

1. Go to myUniSA > my Teaching > Student Lists > Programs
2. Click the “Student Program List” link
Access via **Program Director profile** on BI Hub

**Explore comments**

In most cases, comments can be explored by mode of attendance, level of award, citizenship, gender, program, division and school.

The comments provided generally relate to the best aspects and needs improvement of the program or course.

**Opening the database**

- When you open the Database, double click the table name under the Tables heading on the far left of your screen to open the database table.
- Ignore the security warning and save as option at the top of the page.
Explore Graduate comments

You can filter the results in the database to explore the variables (eg gender)

- Select the drop down arrow next to the column heading. Select the variables you want to explore. If all boxes are ticked, all results will be displayed. If only one box is ticked (eg female), only the results for females will be displayed.
Explore Graduate comments

Best Aspect of my program...

“"It taught me to ‘think’ - strategically, analytically and logically”

“The motivation to read widely in my field of interest”

“Accommodating staff who are experienced in their fields”

Areas for improvement...

“More detailed feedback (written) on assignment is needed“

“Due to the nature of an external course I felt at times isolated”

“Too much emphasis on theory rather than practical aspects”
Welcome to Planning and Institutional Performance (PIP). PIP priorities and actions are outlined in the Unit's Plan and include:

- **Corporate Plans and Reviews**, environmental scanning, supporting AHPs, KPIs and KPIs, processes facilitating the University’s response to Corporate, Institutional Performance Portfolio and National Indicator Framework.
- **Preparing advice, analysis and recommendations to inform the University's competitive position**
- **Management of student and graduate surveys (excluding DIT and RRT) and facilitating feedback to improve**
- **Coordinating the implementation of the Business Intelligence (BI) Roadmap under the guidance of BSC**
- **Overseeing the BI Hub (which comprises reports, analysis and tools) as a gateway to BI Reporting, training and support for data quality and development of BI assets**

**Contact**

Planning and Institutional Performance
University of South Australia
David Parek Building
Ground Floor
560 Cooma Street
Adelaide SA 5000

GPO Box 2471
Adelaide SA 5001

Telephone: +61 8 8302 8519
Fax: +61 8 8302 9509
BI Hub

- Program Director user profile
- Topics - key information, data and resources
- Tip sheets
- Training modules
- Requests for Data
Training and tip sheets

Access via BI Hub homepage, under *Training and resources*

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**Bronze Level - Introductory Modules**

**Main modules**

- **Getting Started** - navigating the BI Hub, user profiles and topics
  - [video](#) [evaluation](#)
- **Business Intelligence 101** - using and extracting data from BI Reporting
  - [video](#) [evaluation](#)

**Supplementary modules**

- **Save your own view of a cube in BI Reporting** - instructions for saving a view of a cube to your personal folder in BI Reporting
- **Use the vlookup function in Excel** - instructions for using Excel's vlookup function

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**Silver Level - Intermediate Modules**

- **Business Intelligence 102** - advanced functions in BI Reporting
  - [video](#) [evaluation](#)
- **Know your market** - benchmarking and market information
  - [video](#) [evaluation](#)

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**Gold Level - Advanced Modules** - *coming soon*
Training and tip sheets

Face-to-face training 2012

Face-to-face training in 2012 will be held between 10 am and 11:30 am on the dates listed below. Prior to attending training, the user should have stepped through the relevant online training videos as detailed below. There are two ways to register in face-to-face training:

- an option to register in the Bronze and Silver face-to-face training is available at the end of the Business Intelligence 101 (Bronze) and Know Your Market (Silver) evaluations
- register via the form available here.

Confirmation (including room number) will be sent via a meeting request.

Bronze (introductory) - an introductory face-to-face training session designed to show users how to use data and resources within BI Reporting and the BI Hub to find answers to specific questions (e.g. benchmarking, market analysis, student satisfaction, retention rates, completion rates, graduate outcomes). Please ensure you have watched the Bronze training videos prior to attending this session.

Silver (intermediate) - an intermediate face-to-face training session designed to build on the information learnt in the Bronze (introductory) session. Using specific examples, the session further explores the data and resources available within BI Reporting and the BI Hub to find answers to specific data requests and questions. Participants have the opportunity to practice using advanced functions in cubes. Please ensure you have watched the Silver training videos prior to attending this session.

A3SA BI Reporting training - a face-to-face training session giving attendees the opportunity to explore the data and resources available within BI Reporting and the BI Hub which are useful when completing A3SA program reviews. Please ensure you have watched the Bronze training videos prior to attending this session.

Planning training - a face-to-face training session detailing the data and resources available within BI Reporting and the BI Hub which can be used to support the planning process. Useful for staff involved in the planning process in Schools, Units, and Divisions. Please ensure you have watched the Bronze training videos prior to attending this session.

<table>
<thead>
<tr>
<th>Bronze</th>
<th>Silver</th>
<th>A3SA BI Reporting training</th>
<th>Planning training</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 Feb City West</td>
<td>2 April City West</td>
<td>6 Aug City West</td>
<td>2 Jul Magill</td>
</tr>
<tr>
<td>19 Mar Magill</td>
<td>30 April City West</td>
<td>13 Aug Magill</td>
<td>23 Jul Magill</td>
</tr>
<tr>
<td>14 April City East</td>
<td>28 May City East</td>
<td>20 Aug Magill Lakes</td>
<td>23 Aug City West</td>
</tr>
</tbody>
</table>

More help and other training

Tip sheets for BI Reporting and the resources in the BI Hub
Questions?