360-degree Feedback on Courses: Needs Analysis for Comprehensive Course Review

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Abstract

Curtin University of Technology is currently implementing Annual and Comprehensive Course Reviews through the Curriculum 2010 (C2010) initiative. In Annual Course Review, the focus is to analyse course performance and identify initiatives for improvement. Comprehensive Course Review (which occurs at least every five years) includes an analysis of the entire academic program for an award; its regulations, structure, currency of the curriculum, quality of teaching and learning, management, fieldwork, projects and work experience, and so on. Two tools are focal to managing this review process: the Needs Analysis and the Curriculum Map. The latter facilitates review by highlighting three features: (1) the course learning outcomes (and how they map to professional competencies and the university’s graduate attributes); (2) unit information (alignment of the syllabus, unit learning outcomes, assessment tasks and learning experiences) and (3) an overview of exactly where each graduate attribute is contextualised, embedded and assessed in the course (Oliver, Jones, & Ferns, 2007). This paper explains the process for compiling and using the Needs Analysis which facilitates management of the review process. The Needs Analysis captures a 360 degree perspective from key stakeholders: current students, recent graduates, employers and industry experts, benchmarking partnerships. It seeks to answer key questions including: How might this course change and why? How can strengths be maintained, and issues addressed?

Keywords

Course review, needs analysis, quality