

UBSS

ANNUAL REPORT



2016

FOREWORD



2016 was indeed a year of growth, diversity and quality.

UBSS relocated at the beginning of 2016 (from the Redfern towers) to the new campus on the 10th and 11th floor of 233 Castlereagh Street in the Sydney CBD. The site was a 'green field' prior to Christmas 2015 and so the completion of the facility and the successful move-in to commence the academic year was a remarkable achievement by all involved.

Student numbers increased from 488 (end December 2015) to 1075 (end December 2016). The growth has been well managed and supported throughout the year and is best evidenced in the Student Feedback on Units (SFU) outcomes suggesting a positive student community, and the Staff Feedback also suggesting a positive view of how UBSS operated during the year.

The refreshed UBSS Strategic Plan (February 2016 – December 2018) has provided the opportunity for UBSS to measure itself against a comprehensive range of metrics under the headings of growth, diversity and quality.

UBSS is emerging as a quality private business school. This can only be achieved by a dedicated and focused group of people including senior management staff, support staff and teaching staff – so UBSS is indeed fortunate to have a 'crack team' that will carry over into 2017. *The future, then, looks very positive indeed.*

We reflect on 2016 as a positive and satisfying year and look forward to the challenges of 2017.

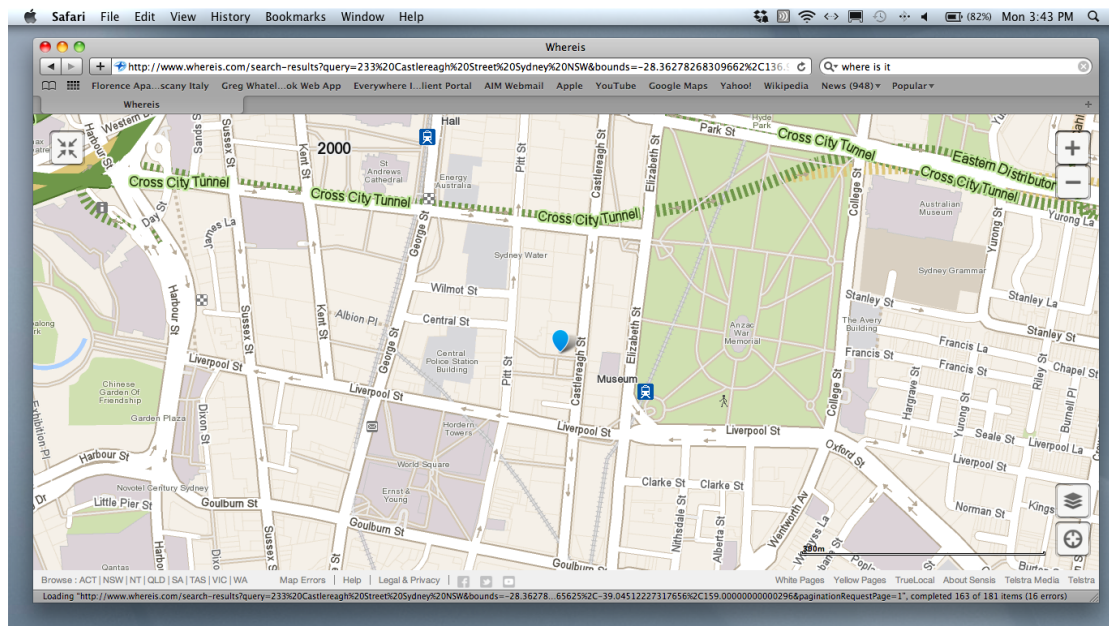
Professor Greg Whateley
Executive Dean
January 2017

Relocation to new campus in 2016

In January 2016 UBSS relocated to a Sydney CBD location – *233 Castlereagh Street* – ideal for undergraduate and postgraduate delivery. The site features a range of impressive elements including –

Location and environs

A central and accessible location was necessary in the next phase of the UBSS story and 233 Castlereagh Street has already proven ideal. It is perfectly located next to Museum Station -



The setting is ideal with easy access to Levels 10 (and 11).



A welcoming food-court underneath the building provides range of food and drink options in addition to a welcoming café on the ground floor of the building that is ideal for student and staff access.



The whole precinct is ideal for food, drink and recreation at a level far superior to that which could be provided at a conventional campus.



New, fresh look and feel

Every effort has been made to provide a bright, informed and contemporary environment that starts as soon as the lifts on Level 10 open.



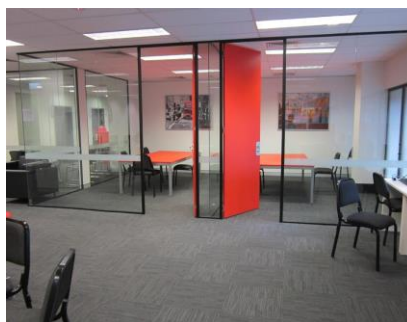
The emphasis has been placed on creating a 'corporate' environment that appears and responds professionally. It has a 'business' look about it - consistent with the notion of a top level contemporary business school. It will be driven by good customer service and quality processes.



Student Resource Centre

The Student Centre – eResource Centre on (Level 10) is impressive with its open look and feel supported by quality equipment as well as ample relaxation spots and quiet study/discussion group spaces.

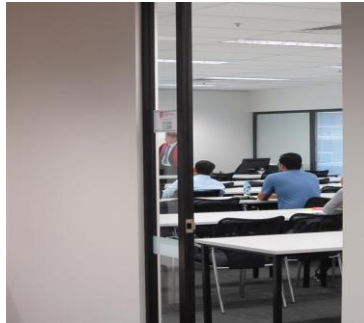
Ergonomic furniture has been chosen with adequate technology support at each unit.



The Centre has already attracted students before, between and after scheduled classes. Our ongoing commitment to keeping the Centre accessible and supportive is ensured.

High visibility of staff and students

Large glass inserts in all doors provides greater visibility, ideal for security and safety. The initiative has also enhanced the aesthetics of both floors.

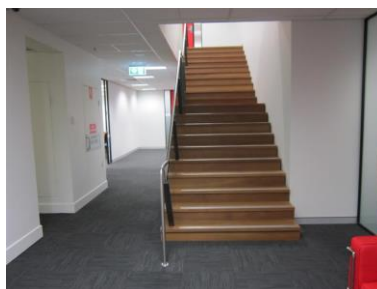


Smart Board equipment in every classroom and extensive eLibrary

The classroom technology is high end with the latest smart-board technology in place encouraging a paperless environment. Students also have access to MyGCA 24/7 providing unlimited access to moodle resources and an extensive international eLibrary.

Improved security

The UBSS premises occupy two levels – 10 and 11. The lift system provides access to Level 10 only, with access to Level 11 via the internal stairs only. This restricted access provides the additional security and visibility needed for our extended open hours.

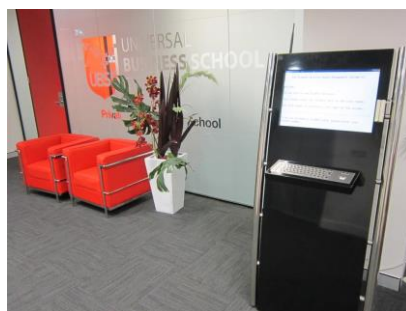


It also maximizes the visual impact of arrival at Level 10.

Student Queue Management System

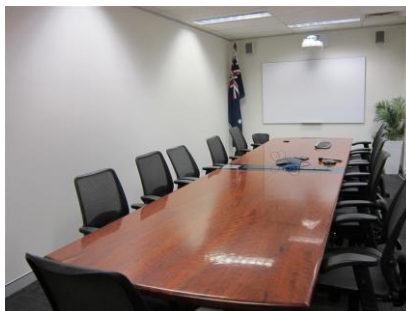
To ensure better student queue management a *computer-based queue management system* has been established whereby the student swipes their student ID card - an *sms* is sent when the query is ready to be managed and the transaction is automatically added to the respective student journal. This has reduced queues at the reception space and further demonstrates the robustness of the GCA management system.

It has also provided a further mechanism to ensure the latest student details are available to UBSS. Each time a student swipes an update of personal information is prompted.



Improved meeting facilities

Every attempt has been made to accommodate staff meetings and student interface with the provision of a number of quiet spaces/meeting rooms. This includes a Board Room (Level 11) and a Conference Room (Level 10).



Evening Concierge

On evenings where classes run from 6-9pm a Concierge was appointed whose duties combine security, hospitality and cleaning.

Medical Services and support

There are two Medical Centres – one in the lower level of the 233 Castlereagh Street building itself and the other directly opposite the building – that welcome and support UBSS students.



Performance against Growth measures

At the commencement of 2016 a set of **growth** metrics were established (within the UBSS Strategic Plan) and quarterly snapshots were taken for reporting purposes to various UBSS (and GCA) committees, boards and stakeholders.

A snapshot of the 2016 measures is provided –

							Target	Actual	Actual	Actual	Actual			
GROWTH														
Programs	2	2	2	2	3	3	4	3	3	3	3	4	5	✓
Locations	1	1	1	1	1	1	1	1	1	1	1	2	3	✓
Students	70	340	780	870	350	488	690	840	797	859	1075	724	775	✓
Income (\$m)	0.6	1.8	3.2	5.6	6.2	5.6	8.5	1.8	4.2	7	9.9	9.8	11.1	✓
Profit (\$m)	-0.3	0.15	0.79	1.47	1.56	0.76	1.8	.474	1.47	3.16	3.75	2.27	2.53	✓

The first blue column indicates the 2016 target – the second blue column provides the 2016 outcomes – and the green tick indicates a green traffic light (or positive achievement of outcome against target).

A traffic light reporting mechanism (green, orange and red) is used to illustrate whether the metrics (goals) have been achieved. We are delighted to report that all targets were achieved - and in most cases exceeded significantly.

The targets for 2017 and 2018 are also evident in the last two columns.



Performance against Diversity Measures

At the commencement of 2016 a set of **diversity** metrics were also established and quarterly snapshots taken for reporting purposes to various UBSS (and GCA) committees, boards and stakeholders.

A snapshot of the 2016 measures is provided –

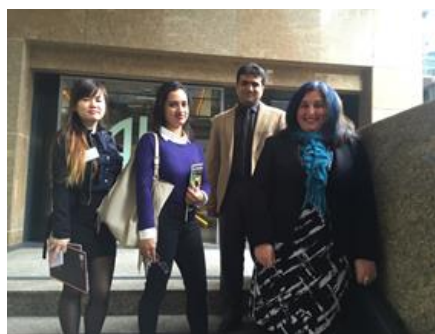
DIVERSITY														
Domestic	0	0	0	0	0	0	10	1	1	12	12	40	100	✓
International	70	340	780	870	350	488	680	839	796	847	1063	684	675	✓
Nationalities						10	12	32	31	33	33	14	15	✓
Countries with 10 +											8**			✓

The first blue column indicates the 2016 target – the second blue column provides the 2016 outcomes – and the green tick indicates a green traffic light (or positive achievement of outcome against target).

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Of particular interest is the *nationality mix*. The national (industry) measurement is currently suggesting that only two countries make up more than 10% (each) of the total mix. UBSS currently has five countries representing 10% or more (each) of the total mix. *This suggests we are tracking nicely in terms of diversity and reducing the risk associated with source countries.*

The targets for 2017 and 2018 are also evident in the last two columns.



Performance against Quality Measures

At the commencement of 2016 a set of **quality** metrics were also established and quarterly snapshots taken for reporting purposes to various UBSS (and GCA) committees, boards and stakeholders.

A snapshot of the 2016 measures is provided –

QUALITY ASSURANCE														
Full time staff (%)						10	15	25	29	29	25	20	25	✓
AQF+%						40	50	75	100	100	100	60	70	✓
Progression Rate (%)						65	70	na	94.6	82.8	86.9	75	80	✓
Attrition Rate (%)						35	30	na	15	17.2	13.1=	25	20	✓
Completion Rate (%)						50	60	na	na	67	69-	70	80	✓
Student Satisfaction						4.2	4.3	4.2	na	4.1	4.36*	4.4	4.5	✓
Staff Satisfaction						3.5	3.6	na	na	4.2	4.3#	3.7	3.8	✓
Student Staff Ratio						28:1	27:1	na	na	23:1^^	13.7^^	23:1	23:1	✓

The first blue column indicates the 2016 target – the second blue column provides the 2016 outcome – and the green tick indicates a green traffic light (or positive achievement of outcome against target).

A traffic light reporting mechanism (green, orange and red) is used to illustrate whether the metrics (goals) have been achieved. We are delighted to report that all targets were achieved - and in most cases exceeded significantly.

The targets for 2017 and 2018 are also evident in the last two columns.



Feedback from Students

Readings are taken against student satisfaction levels by way of eSurveys for Student Feedback on Units (SFUs) at the end of each semester. The three 2016 semester snapshots are provided and qualified below using the traffic light report mechanism –

Semester 1, 2016 SFU		B Bus	B Acc	MBA
Q1	Classes started and ended on time	4.5	4.3	4.7
Q2	The lecturer was well prepared for each class	4.3	4.1	4.4
Q3	The learning resources (books, worksheets, videos, board work etc) used in the subject helped me learn more effectively	4.1	3.9	4.1
Q4	The lecturer used e-learning resources (eg smartboard, moodle) in a way that helped my learning in the subject eg material was available after class	4.1	3.9	4.4
Q5	The lecturer explained concepts and ideas in a way that helped my learning in the subject	4.1	3.8	4.2
Q6	The lecturer was easy to understand and had good communication skills	4.0	3.7	4.4
Q7	Class time was used effectively to guide learning	4.2	3.9	4.4
Q8	Feedback about my progress in this subject was received promptly	4.0	3.8	4.2
Q9	Feedback about my progress in this subject was useful in helping me to learn	4.0	3.8	4.1
Q10	Opportunities were provided in class to participate in discussion and share ideas	4.0	3.8	4.5
Q11	The lecturer was available to discuss learning problems outside of class	3.8	3.6	4.3
Q12	The lecturer had a good knowledge of the subject matter	4.2	4.0	4.4
Q13	The lecturer was enthusiastic about teaching	4.1	3.9	4.6
Q14	The lecturer showed how to apply concepts and ideas to solve business problems	4.1	3.8	4.4
Q15	The lecturer treated me with respect	4.3	4.1	4.7
Q16	Overall, I would rate this Lecturer as	4.2	4.0	4.5
Q17	The assessment requirements were clearly explained in the subject outline	4.2	4.0	4.2
Q18	The content covered in class met the learning outcomes stated in the subject outline	4.1	4.0	4.3
Q19	Assessments in this subject were useful learning experiences	4.2	4.0	4.2
Q20	The level of effort required to complete assessment tasks in this subject was reasonable	4.1	3.9	4.2
Q21	The subject helped me develop my problem solving skills	4.1	3.9	4.3
Q22	The subject stimulated my interest for further learning	4.1	3.8	4.0
Q23	The subject provided knowledge and skills useful in future employment	4.1	4.0	4.2
Q24	The design of the room was adequate for classes	4.0	4.0	4.3
Average		4.1	3.9	4.3
% Response		29%	24%	28%

Semester 2, 2016 SFU		B Bus	B Acc	MBA
Q1	The subject provided useful knowledge and skills	4.2	4.2	4.2
Q2	The learning outcomes were achievable	4.1	4.0	4.0
Q3	The subject workload was manageable	4.1	3.9	3.9
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.2	4.1	3.9
Q5	The lecturer was well prepared for each class	4.4	4.3	4.2
Q6	The lecturer provided useful feedback	4.3	4.2	4.1
Q7	The lecturer had a good knowledge of the subject matter	4.3	4.3	4.3
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.3	4.2	4.1
Q9	The lecturer was available to discuss learning problems outside of class time	4.1	4.0	4.0
Q10	The assessment requirements were clearly explained	4.3	4.2	4.0
Q11	Overall the teaching in the subject was of a high quality	4.3	4.1	4.1
Average		4.2	4.1	4.1
% Response		43% (126/290)	35% (196/588)	43% (180/430)

Survey Questions		B Bus	B Acc	MBA
Q1	The subject provided useful knowledge and skills	4.4	4.4	4.4
Q2	The learning outcomes were achievable	4.3	4.4	4.4
Q3	The subject workload was manageable	4.0	4.1	4.2
Q4	The subject helped to develop relevant professional skills such as problem solving and critical thinking	4.2	4.3	4.4
Q5	The lecturer was well prepared for each class	4.5	4.5	4.6
Q6	The lecturer provided useful feedback	4.4	4.4	4.4
Q7	The lecturer had a good knowledge of the subject matter	4.5	4.4	4.6
Q8	The lecturer used e-learning resources eg smartboard moodle in a way that aided learning in the subject	4.5	4.5	4.5
Q9	The lecturer was available to discuss learning problems outside of class time	4.3	4.3	4.3
Q10	The assessment requirements were clearly explained	4.3	4.3	4.5
Q11	Overall the teaching in the subject was of a high quality	4.4	4.4	4.4
Average		4.3	4.4	4.4

The range of questions was narrowed (in Semester 2, 2016) in an effort to increase the percentage of responses – and this was clearly successful with a response rate of 64.5% in S3, 2016 (up from 27% in S1 and 40.3% in S2).

The overall impact of the soundings suggests a highly satisfied student population overall – this is most evident in Semester 3, 2016.



Feedback from Staff

Readings are taken against staff satisfaction levels by way of Staff eSurveys at the end of each semester. The S2 and S3 2016 snapshots are provided and qualified below using the traffic light report mechanism –

Survey Questions		Semester 2	Semester 3
Q1	You are provided with the tools and resources to do your job well	4.1	4.0
Q2	Your job requirements are clearly communicated and goals and strategies are clearly defined	4.2	4.4
Q3	You feel encouraged to come up with new and better ways of doing things	4.1	4.2
Q4	Your supervisor visibly demonstrates a commitment to quality	4.1	4.2
Q5	You are satisfied with the level of involvement in decisions that directly affect your work?	3.9	4.2
Q6	UBSS does a good job of keeping employees informed about matters affecting your work?	4.0	4.3
Q7	Overall, you are satisfied with your job?	4.2	4.5
Average		4.1	4.3

Staff members were encouraged to complete the survey and the response rate rose appropriately each semester (to 79% in S3, 2016).

The overall impact of these soundings suggests a *highly satisfied* staff. Qualitative input is carefully considered and requests are actioned whenever possible.



Farewells in 2016



Professor Angus Hooke retired, mid-2016, from both UBSS (Academic Dean) and Director, GCA Board. His two-year contribution is greatly appreciated and we wish him all the very best for the future.



Dr Roger Alexander retired, in late 2016, from UBSS. In April 2016 he stood down from his role of Acting Executive Dean and taught at UBSS for the remainder of the year. We thank him for his contribution and also wish him well for the future.



Sadly, **Professor Tom Valentine** passed away in late 2016 after many years of contribution to business education in Australia and beyond. Tom was a key member and professor at UBSS from 2008 to late 2015. His contribution is appreciated and he will be greatly missed.

Welcomes in 2016

We welcomed a number of people to UBSS in 2016 -



Professor Greg Whateley – Executive Dean (April 2016)



Jotsana Roopram – Academic Coordinator (April 2016)



Madilina Tresca – Learning Support Coordinator (April 2016)



Richard Xi – Postgraduate Coordinator (June 2016)

Projected New Initiatives in 2017 include -

- The **Centre for Entrepreneurship**;
- Expanded **External Membership** of the UBSS Academic Senate;
- Expanded **External Membership** of the Course Advisory Committee (*a subcommittee of the Academic Senate*);
- A **Foundation Studies Program**;
- A **Melbourne Campus** (*250 Collins Street, Melbourne CBD*);
- The 'Entrepreneur Club' **Fellowship Program**;
- Hosting of an **International Benchmarking Event** (*with participants from Australia, Japan, Korea, Hong Kong, France, Germany, England and Spain*). The theme in 2016 was 'grade distribution' – the theme for 2017 is 'attrition, retention and completion'.
- **Endorsement** of our MBA program by the CPA.