SECaT Details Report: Outline

Confidentiality

This report has been designed to give you better access to aggregated student data as they relate to SECaT outcomes. The report aims to assist staff to better understand students' perceptions of course and teaching quality by linking quantitative and qualitative SECaT outcomes to other student datasets. All data are aggregated and reported at a minimum threshold of six (6) students per unit of analyses.

Students were reminded about their conduct obligations when they were invited to make comments for SECaTs. However, if you find comments which you believe is offensive or malicious, you may request that those comments are unpublished. For further information, please visit our website at:

http://itali.uq.edu.au/content/evaluation

By accessing this report you agree to use the data only for its intended aims. You agree to respect students' confidentiality and will not use the data in ways which breach the UQ Staff Code of Conduct or any other UQ policies and procedures. Uses of this data in contravention of UQ policies and procedures may lead to disciplinary or legal action.

For further information regarding policy requirements please see PPL 3.30.02 Course and Teacher survey:

PPL 3.30.02 Course and Teacher Surveys

Report Features

The SECaT Details Reports present the mean, standard deviations, and agreement percentages for Course and Teaching responses for SECaT outcomes taught in the relevant semester. Other statistics (such as confidence intervals) cannot be provided since a large number of SECaT data at the course level are not normally distributed. Please contact evaluations@uq.edu.au if you would like raw data to conduct your own statistical analyses. Raw data can only be provided to staff with data access rights without individually identifiable student information.

'Mean Responses' show the arithimetic mean of all responses received to each question. Minor variances are shown where students respond to some questions and not all questions. The means range between 1 - 5, where:
1 = Strongly disagree,
2 = Disagree,
3 = Neither agree nor disagree,
4 = Agree, and
5 = Strongly agree.

The 'Overall Rating' is based on the same 5-point scale, ranging from 1 = Poor, 3 = Average and 5 = Excellent. The averages have been shaded according to standard university parameters.

'% Agree' is the proportion of students that responded '4 = Agree' or '5 = Strongly Agree' as a proportion of total responses received for each question.

Mean Response
Greater than or equal to 4.25
Between 3.75 to less than 4.25
Between 3.50 and less than 3.75
Less than 3.50

% Agree
Greater than or equal to 70%
Between 30% to less than 70%
Less than 30%

'Students Surveyed' is the total number of students enrolled in the course as recorded in SI-net after the census date and at the time of surveying. Total responses is the total number of students who responded to the question. 'Response Rate' is the percentage of students that responded based on the total number of students enrolled in a course.

These reports list all students according to the Program of enrolment, International/Domestic indicator, Official Grade, and GPA brackets. By default, these 'Input Controls' filters are set to 'All Values Selected'. When specific filters are selected, the data will update accordingly and the selected data will then be displayed within the 'Filters selected for this report' table.

Note: only courses (at the class number level) with 6 or more responses in a given Semester will display SECaT outcomes in the report. If 'Input Controls' filters have been applied to the reports and the results are fewer than 6 responses, no results will be listed and the cells will display a dash.

Interpreting Outcomes

When identifying areas of concern or strong performance, focus should be paid to trends within the entire course or trends across units of analyses, as provided by the 'Input Controls' filters. Results should also be interpreted according to the context provided by the number of responses received, standard deviations and agreement percentages.
For example, a result of '4.5' for a question may not be significant if the number of respondents compared to enrolments are low and the standard deviation is high (small number of respondents selecting a broader range in the scale). However, a result of '4.5' for a question may be significant if the number of respondents compared to enrolments are high and the standard deviation is low (high number of respondents selecting the same range in the scale).

SECaT Details Report: Ethical Considerations

Primary Uses: Quality Assurance & Evaluations Activities

The primary purposes for which student survey data are collected at UQ are for quality assurance and evaluation. These purposes are consistent with the NHMRC's definition of:

- Quality Assurance: 'An activity where the primary purpose is to monitor or improve the quality of service delivered by an individual or an organisation' [1], and

- Evaluation: 'a term that generally encompasses the systematic collection and analysis of information to make judgements, usually about the effectiveness, efficiency and/or appropriateness of an activity' [2].

Student survey data at UQ are used to inform improvements to teaching, courses, programs, and the student learning experience, and are conducted ethically and governed by the policies and procedures specified by PPL 3.30 Quality Assurance and Enhancement [3].

With the move to electronic evaluations, UQ now has the ability to further explore questions surrounding student perceptions of course and teaching quality by linking student survey outcomes to other data. These linkages aim to provide insights which may help to improve the student experience. With new uses of student data, comes responsibilities regarding human ethics to ensure that UQ continues to fulfil our obligations pertaining to the National Statement on Ethical Conduct in Human Research: https://www.nhmrc.gov.au/guidelines-publications/e72

When using the data provided within this report for quality assurance and evaluation purposes, student aggregated data must be handled confidentially and ethically at all times. If the reported outcomes provided within this report are used for quality assurance and evaluation activities, no ethics approval is required for these activities.

Secondary Uses: SoTL using reported data

When using data provided within this report for Scholarship of Teaching and Learning (SoTL) activities in which aggregated student data will be discussed, shown, re-evaluated, reported, etc. in presentations or publications, these activities are considered Low or Negligible Risk (LNR) research by the University's Human Research and Ethics Committee (HREC) since the proposed research:

(a) does not involve using personal information in medical research, or personal health information [4]; and

(b) involves the use of existing collections of data or records that contain only non-identifiable data as this data is aggregated to a minimum threshold of 6 or more students per unit of analyses.

When data from these reports are used for SoTL activities, an LNR Ethics Application must be completed and approved prior to commencement of the activities. Please contact the University HREC on +61 7 336 53560 for further information or visit their website at:

http://www.uq.edu.au/research/integrity-compliance/human-ethics

[1] & [2] NHMRC Ethical Considerations in Quality Assurance and Evaluation Activities, p.2: https://www.nhmrc.gov.au/_files_nhmrc/publications/attachments/e111_ethical_considerations_in_quality_assurance_140326.pdf
[3] https://ppl.app.uq.edu.au/content/3.30-quality-assurance-and-enhancement
[4] NHMRC National Statement, Section 2.3.9, https://www.nhmrc.gov.au/guidelines-publications/e72

SECaT Course Details Report

[redacted]

Course Coordinator/s [redacted]

Semester **Semester 1, 2018** School [redacted]

Class Number [redacted] Faculty [redacted]

SECaT Course Questions	
Q1. I had a clear understanding of the aims and goals of this course.	Q6. I received helpful feedback on how I was going in the course.
Q2. The course was intellectually stimulating.	Q7. I learned a lot in this course.
Q3. The course was well structured.	Q8. Overall, how would you rate this course?
Q4. The learning materials assisted me in this course.	Q9. What were the best aspects of this course?
Q5. Assessment requirements were made clear to me.	Q10. What improvements would you suggest?

Response Means	% Agree	Minimum Threshold
Greater than or equal to 4.25	Greater than or equal to 70%	If there are fewer than 6 responses, no quantitative results or comments will be listed and corresponding cells will display a dash. All gender categories must also have 6 or more students to display data.
Between 3.75 to less than 4.25	Between 30% to less than 70%	
Between 3.50 and less than 3.75	Less than 30%	
Less than 3.50		

SECaT Course Outcomes Summary

Students surveyed	Course responses	Response Rate	CQ1 Mean	CQ2 Mean	CQ3 Mean	CQ4 Mean	CQ5 Mean	CQ6 Mean	CQ7 Mean	CQ8 Mean
133	117	88.0%	4.32	4.16	4.29	4.20	4.37	4.23	4.16	4.10
	Standard deviation		0.94	1.05	0.91	0.94	0.93	1.08	1.17	1.05
	Agreement % by responses		84.2%	88.5%	84.0%	82.1%	87.2%	85.4%	72.0%	71.3%
	Stan. dev. of Agree. % by responses		0.48	0.50	0.49	0.50	0.48	0.50	0.50	0.50
	Agreement % by course enrolments		49.7%	41.0%	49.1%	48.4%	50.9%	36.6%	41.6%	38.5%

All data currently displayed in this report:
1st Plan: All Filters Selected
Program/s: All Filters Selected
GPA Band: All Filters Selected
Official Grade: All Filters Selected
International Indicator: All Filters Selected
Gender: All Filters Selected

Q9. What were the best aspects of this course? - Total count of comments: 100
Anything that had to do with [redacted]
calc was good, [redacted]
Consistent assessment scheduling (i.e., spread out across semester)
[redacted] was a really helpful and understanding lecturer. His communication about the course material and expectations was very clear and informative. He was reassuring and helped students whenever necessary in the best way he could. [redacted]
Dr [redacted] provided excellent explanations as well as guidance of the material. Gave us plenty of tips and tricks on how to do well.
easy
enjoyed [redacted] and thought it was well laid out, also really liked structure of assessment.
Having physical demonstrations in lectures and tutorials
I didn't have to study for it
I enjoyed [redacted] was a great lecturer.

SECaT Course Details Report: Comment Frequencies

[redacted]

Course Coordinator [redacted]

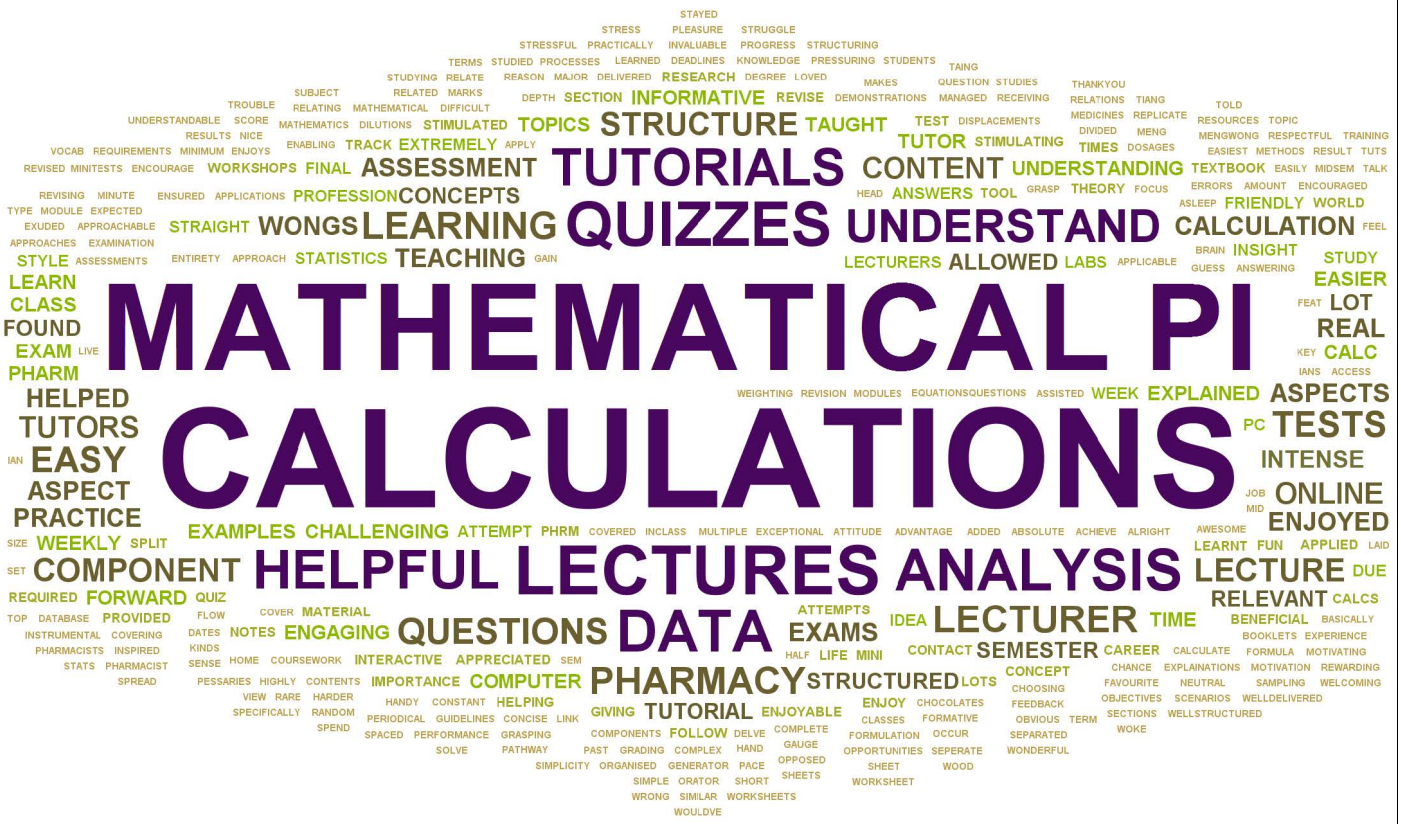
Class Number [redacted] School [redacted]

Semester **Semester 1, 2018** Faculty [redacted]

All data currently displayed in this report:
1st Plan: All Filters Selected
Program/s: All Filters Selected
GPA Band: All Filters Selected
Official Grade: All Filters Selected
International Indicator: All Filters Selected
Gender: All Filters Selected

Q9. What were the best aspects of this course?

Total count of comments included: 99 - Total number of responses: 117 - Total students surveyed: 133
Word frequency range: Min=1 AND Max=41
Word filter range: Between 1 AND 200



SECaT Course Details Report: Comment Frequencies

[redacted]

Course Coordinator [redacted]

Class Number [redacted] School [redacted]

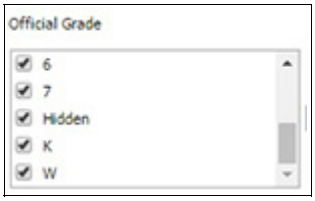
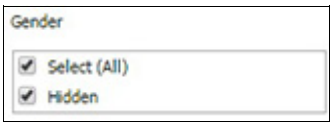
Semester **Semester 1, 2018** Faculty [redacted]

All data currently displayed in this report:
1st Plan: All Filters Selected
Program/s: All Filters Selected
GPA Band: All Filters Selected
Official Grade: All Filters Selected
International Indicator: All Filters Selected
Gender: All Filters Selected

Q10. What improvements would you suggest?

Total count of comments included: 79 - Total number of responses: 117 - Total students surveyed: 133
Word frequency range: Min=1 AND Max=43
Word filter range: Between 1 AND 200

SECaT Details Report: Glossary

Item	Definition or calculation
Response rate	Calculated using the total number of students who responded to any of the ten survey items divided by the total number of students surveyed (number enrolled at the time of surveying).
Mean	Calculated as a sample mean. For each question, responses are summed then divided by the total number of responses received for that question. $\bar{x} = \frac{\sum x_i}{n}$
Agreement %	The number of responses to each question which were either "4-Agree" or "5-Strongly Agree" as a percentage of the total number of responses received for that question.
Agreement % by course enrolment	The number of responses to each question which were either "4-Agree" or "5-Strongly Agree" as a percentage of the course enrolments.
Standard deviation	A statistic specifying the variance of responses away from the Mean. The standard deviation is calculated according to the number of responses received for each question. $s = \sqrt{\frac{\sum(x-\bar{x})^2}{n-1}}$
"Hidden" Input Controls (filters)	Data are listed within Input Controls as 'Hidden' to help protect students' confidentiality. There are two conditions which create 'Hidden' groups: 1 - Where there are fewer than 6 students in filter groups, those filter groups are recoded as 'Hidden'. For example, if there are 4 students in your course with a grade of '4' and 3 students with a grade of '5', both groups are recoded as 'Hidden' and together those groups will be listed within the 'Official Grade' Input Controls as 'Hidden'. This allows you to see the outcomes for those groups if the total is greater than or equal to 6 responses.  2 - Inverse Logic Rule - Where there is only 1 group with fewer than 6 students, all groups in that Input control are recoded as 'Hidden'. This helps to protect students' confidentiality by stopping inverse logic from being used to identify students' responses from that one hidden group. For example, if there are 2 Gender X students in your course, 7 females and 7 males, all genders are hidden so that the responses from Gender X students are not revealed by deselecting the male or female filters. 
Comments Frequencies	Each word cloud in the "Course Comments Frequencies" and "Teaching Comments Frequencies" tabs have been built based on the key words found in each comment type. English Stop Words have been removed from the comments, leaving key words for visualisations in the word clouds. The "Total count of comments included" may differ from the total number of comments received due to the removal of Stop Words. The list of Stop Words is available at: http://itali.uq.edu.au/filething/get/7336/StopWords.xlsx