

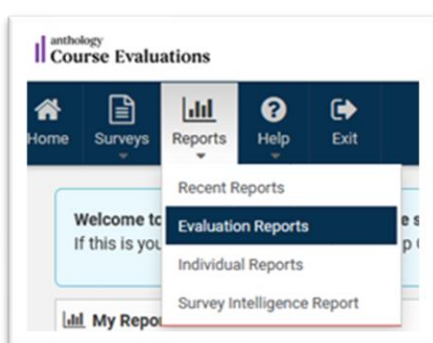
Using *Course Evaluations*

The survey Evaluation Report



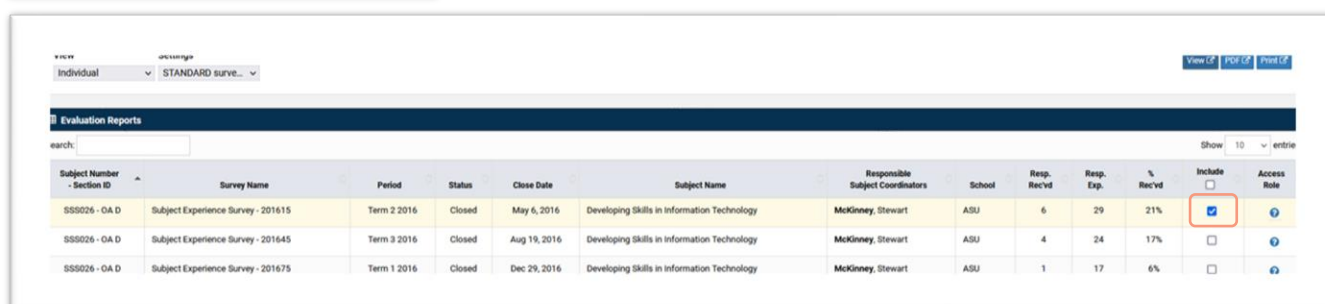
Anthology Course Evaluations is the web-based platform used to electronically administer the Subject Experience Survey (SuES). Once you have logged in, using Staff Links on the Interact2 dashboard, or using the Evaluations link in the navigation menu within any subject site, summaries of your current surveys will appear on the Home screen for *Course Evaluations*.

The survey Evaluation Report provides detailed statistics and comparisons for each of your subject surveys. To open a *current survey* Evaluation Report for a subject, from the Home page click the blue View Report button.



If you want to see an Evaluation Report *from a past survey*, click the Reports icon in the top navigation bar, then select Evaluation Reports.

A list of previous surveys will be presented.



Subject Number - Section ID	Survey Name	Period	Status	Close Date	Subject Name	Responsible Subject Coordinators	School	Resp. Rec'd	Resp. Exp.	% Rec'd	Include	Access Role
555026 - OA D	Subject Experience Survey - 201615	Term 2 2016	Closed	May 6, 2016	Developing Skills in Information Technology	McKinney, Stewart	ASU	6	29	21%	<input checked="" type="checkbox"/>	
555026 - OA D	Subject Experience Survey - 201645	Term 3 2016	Closed	Aug 19, 2016	Developing Skills in Information Technology	McKinney, Stewart	ASU	4	24	17%	<input type="checkbox"/>	
555026 - OA D	Subject Experience Survey - 201675	Term 1 2016	Closed	Dec 29, 2016	Developing Skills in Information Technology	McKinney, Stewart	ASU	1	17	6%	<input type="checkbox"/>	

From the displayed list, select the specific subject survey report(s) by placing a tick against that report(s) in the 'Include' column on the far right of the page.

Click the 'View' or 'PDF' option (top right of screen) to generate the Evaluation Report. The report will be three or more pages in length, depending upon the number of students in a subject cohort and the number of free-text comments that have been submitted. If you selected more than one subject from the reports page, they will be displayed in sequence as you scroll down the page.

Understanding a survey Evaluation Report

The top part of a report is the header information providing subject details and the survey response rate.

The set of tables immediately following the report title provide a summary breakdown of student responses for each question against the 5-point scale, *To a very large extent* through *To a very small extent*.

- N column (blue box) is the number of students who have responded to this question
- Mean column (orange box) is the computed average of responses.

Subject Experience Survey - 202160 Session 2 2021					Charles Sturt University Subject Experience Survey				
Subject: [REDACTED]					School: [REDACTED]				
Responsible Faculty: [REDACTED]					Responses / Expected: 13 / 36 (36.11%)				
Focus: Overall Results									
Overall Mean: 4.42 Always to Never (26 responses) 4.17 Very Large Extent to Very Small (208 responses)									

General Core								--- Survey Comparisons ---		
	Responses (%)					Subject				
	VLE	LE	S	SE	VSE	N	Mean	N	Mean	Pct Rnk
Q1 The teaching staff in this subject were helpful and approachable.	9 69.2%	2 15.4%	2 15.4%	0 0%	0 0%	13	4.54	1.2K	4.48	46
Q2 The teaching in this subject motivated me to learn.	5 38.5%	5 38.5%	1 7.7%	2 15.4%	0 0%	13	4.00	1.2K	4.29	23
Q3 The teaching staff in this subject were able to explain things in ways that made sense to me.	9 69.2%	2 15.4%	2 15.4%	0 0%	0 0%	13	4.54	1.2K	4.38	55
Q4 The quality of teaching in this subject helped me to learn.	7 53.8%	4 30.8%	1 7.7%	1 7.7%	0 0%	13	4.31	1.2K	4.32	40
Q5 The learning outcomes of this subject were made clear to me.	9 69.2%	2 15.4%	2 15.4%	0 0%	0 0%	13	4.54	1.2K	4.34	64
Q6 The learning activities in this subject helped me to learn effectively.	6 46.2%	3 23.1%	4 30.8%	0 0%	0 0%	13	4.15	1.2K	4.20	39
Q7 The learning activities in this subject created opportunities for me to learn from my peers.	1 7.7%	3 23.1%	4 30.8%	3 23.1%	2 15.4%	13	2.85	1.2K	3.94	9
Q8 This subject incorporated study of current content (e.g. up-to-date texts, research, issues, software, other learning resources).	5 38.5%	5 38.5%	3 23.1%	0 0%	0 0%	13	4.15	1.2K	4.31	33

Responses: [VLE] To a very large extent=5 [LE] To a large extent=4 [S] Somewhat=3 [SE] To a small extent=2 [VSE] To a very small extent=1
Pct Rnk: Percentile Rank (100 is best, calculated vs. precise Mean)

The set of columns on the far right (green box) provide comparison data for this subject against the number of survey responses and the computed mean for the School. Do be aware that a simple comparison of averages (or means) does not tell the full story of your teaching endeavours in the subject. If you are below the School average, this does not imply you have gained a bad result or that you have 'failed' in your teaching. Some people, perhaps up to a half, have to be below the School average.

The [Percentile rank](#) is expressed as a number between 1 and 99, with 50 being the average. So if you gained a percentile rank of 87, this would mean that your score is 87% of the other teaching staff in your School.

The next two tables in the report show students' open comments against Questions 20 and 21.

Q20 - What about this subject did you find most helpful in your learning?	
Response Rate:	100.00% (13 of 13)
1	This subject is preparing me for my future job applications
2	There were a good mix of assessments that were useful and almost enjoyable to do. Emmett always makes things clear in his online recordings
3	The work experience
4	The targeted online discussions and review regarding the assessment tasks and the inclusion of a human resource specialist to provide current
5	The resume and cover letter meeting was very helpful, and to have a guest speaker who is a recruiter was really informative. The feedback on

These open comments allow students to provide qualitative feedback on their learning experiences in the subject, adding more background and colour to the scores they've made to survey questions. Free-text comments provide opportunity for you to confirm student engagement and subject learning design or to take some informed action to remedy a problem or build in further scaffolded support.

The last part of the report (image on next page) provides the Percent Positive Responses which for a 5-point scale, 4's and 5's are considered as positive. The PPR is calculated by dividing Total Responses by Positive Responses. The percent positive response to a question is equal to the percentage of students who answered positively, and this may provide you helpful insights into students' learning experiences in the subject.

For instance, if a high percentage of students are in agreement (i.e., To a very large extent; To a large extent), this is a signal that, in general, the student experience of that aspect of the subject was positive. On the other hand—because most subjects receive ratings that lean toward the upper end of the scale—

scores of “To a small extent” or “To a very small extent” are a signal that students perceived challenges with the subject or with academic teaching staff.

Overall PPR (Percent Positive Responses)

TOTAL RESPONSES	POSITIVE RESPONSES	PPR
234	179	76.50%

Comparisons

LEVEL	TOTAL RESPONSES	POSITIVE RESPONSES	PPR
Period	257K	206K	80.21%
Faculty:	71K	59K	83.37%
School:	22K	18K	84.65%

PPR per Evaluated Individual/Subject and Question

EVALUATED	QUESTION	TOTAL RESPONSES	POSITIVE RESPONSES	PPR
Subject	Feedback I received throughout this subject helped me to learn effectively.	13	10	76.92%
Subject	I could see a clear connection between the learning outcomes, learning activities and the assessment tasks in this subject.	13	11	84.62%
Subject	I received timely feedback on my assessment tasks in this subject.	13	11	84.62%
Subject	I was able to make clear connections between this subject and other subjects in my course.	13	11	84.62%
Subject	The assessment tasks in this subject helped me to learn effectively.	13	9	69.23%
Subject	The goals of the assessment tasks in this subject were made clear to me.	13	11	84.62%
Subject	The learning activities in this subject created opportunities for me to learn from my peers.	13	4	30.77%

You can see how the PPR for a survey question will give you a clearer indication of students’ learning experiences in your subject rather than by trying to decipher average comparisons or percentile rankings.

Dealing with inappropriate comments

From time to time you may—unfortunately—find a student who has left comments that are inappropriate and unprofessional by being abusive or discriminatory. While student responses are de-identified as part of survey confidentiality, in any report of alleged student misconduct under the process set out in the [Student Misconduct Rule](#), comments can be identified.

Staff are encouraged to report inappropriate feedback they deem to be in breach of University policy to their Head of School.

The survey reminds students of their responsibility to respond in a professional manner, and the [Student Charter](#) also confirms positive expectations about the way in which students and staff interact.

Value of an Evaluation Report

The survey Evaluation Report for your subject(s) forms a core resource when evaluating learning and teaching as part of subject reflection and planning. Student evaluation gathered through the SuES provides you with useful information about student perceptions of their learning experience in the subject. Feedback can be used for taking informed actions to enhance student engagement and subject learning design. Things to consider when interpreting your survey responses are:

- What aspects of the subject or teaching helped students to learn? Were there aspects that detracted from learner engagement or achievement?
- How did this session’s survey differ from the previous one? Is there a consistent trend over the past few sessions?
- Take the context and characteristics of your subject into account. Subjects are not all ‘equal’ in terms of their learning design and pedagogical intent.
- Take your experience into account. If you are new to teaching the subject, you may still be learning about various aspects of the subject, its learning design, student interaction and subject or School expectations.
- Look at the number of students who completed the survey; if the percentage response rate is small, then the results may not be reliable enough to make any clear conclusions. Consider combining ratings across sessions and looking for trends year by year rather than session by session.

- Look for patterns in students' comments: identify themes; note what you have done well and what may need changed. Use the scores on a five-point scale to identify the tenor of the student cohort; use written comments to identify any specifics of the situation.
- Take into consideration that, as research has shown, students tend to give more positive evaluations in subjects that are smaller rather than larger, and elective rather than required. Also, evaluations are usually more positive in subjects in which students tend to do well.
- Determine what changes to subject design or delivery you will make and why. Steer away from making any 'knee jerk' decisions in response to survey data.

Logout/Exit

To ensure privacy and security of data, always use the Exit button to logout and then close your browser when you're done using *Course Evaluations*.



Further helpful resources for the Subject Experience Survey

Course Evaluations: An Introductory Guide

Course Evaluations: Including Additional Survey Questions

Course and Subject Quality Assurance and Review Procedure, in [CSU Policy Library](#)

Helpful supporting references

The University of Georgia. (n.d.). Interpreting and responding to student evaluations of teaching.

<https://ctl.uga.edu/resources/documents/interpreting-and-responding-to-student-evaluations-of-teaching.pdf>

Understanding percentile rank. (n.d.) Anthology Course Evaluations Knowledge base. Retrieved 8 February, 2022, from <https://invoke.freshdesk.com/support/solutions/articles/9000129644-understanding-percentile-rank>

Weimer, M. (2018). What to do about those negative comments on course evaluations. *Faculty Focus: Higher Ed teaching strategies from magna publications*.
<https://www.facultyfocus.com/articles/educational-assessment/negative-comments-on-course-evaluations/>



If you would like guidance on understanding what your SuES Evaluation Report results mean, log a request with DLT Service Requests using the icon located on your CSU computer desktop or from [this link](#).