

QUICK GUIDE TO SET REPORTS

Individual course and teaching reports



1. Course SET report / Teacher SET report*

a. Report header information

*The examples shown in this Guide are from a course report. Teacher reports follow the same format.

The course name (and code) and evaluation period (and dates) for this course are shown on the top right corner of the report:

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 SET Course Report
 Semester 1, 2016

Evaluation period: May 9 2016 12:00AM - May 23 2016 12:00AM  Evaluation Period
 Course: ACADENG 101 : Academic English Writing  Course Name and Code

The response table showing a summary of student responses for this course is shown below:

SET Course and Teaching Evaluations Semester One	
Raters	Student
Responded	46
Invited	138
Response Ratio	33.3%

Here a total of 138 students were invited to complete the survey and 46 students responded; a response rate of **33.3%**.

b. Summary of course questions

To interpret this section of the report, the results have been grouped into three blocks: the orange block, the blue block and the purple block:

Summary of course questions

GA = Generally agree (agree + strongly agree)
 GD = Generally disagree (disagree + strongly disagree)
 SD = Standard deviation

	% GA	% neutral	% GD	Mean	SD
The course content was well organised.	78.3 %	13.0 %	8.7 %	4.07	1.00
The aims of this course were clear to me.	87.0 %	8.7 %	4.3 %	4.20	0.86
The resources (including digital resources) in this course helped me to learn.	80.4 %	10.9 %	8.7 %	3.98	0.93
I was clearly informed how my learning would be assessed	73.9 %	15.2 %	10.9 %	3.93	1.08
Assessments supported the aims of this course	82.6 %	8.7 %	8.7 %	4.11	1.04
I received helpful feedback on my learning progress	69.6 %	15.2 %	15.2 %	3.72	1.19
I found this course intellectually stimulating	60.9 %	23.9 %	15.2 %	3.61	1.18
This course helped me to develop my thinking skills (eg, framing an enquiry, critical analysis, problem-solving)	67.4 %	21.7 %	10.9 %	3.85	1.15
I was satisfied with the quality of the small-group teaching (eg, tutorial, laboratory, seminar) associated with this course.	73.9 %	15.2 %	10.9 %	4.00	1.23
Overall, I was satisfied with the quality of this course	73.9 %	13.0 %	13.0 %	3.93	1.12

Orange block

The orange block gives information about the extent to which students agreed with each of the above statements.

The heading ‘%GA, %neutral and %GD’ represents a six-point scale where ‘GA’ is ‘strongly agree’ and ‘agree’; and ‘GD’ is ‘strongly disagree’ and ‘disagree’. The numbers are expressed as percentages of student agreement to each of the statements.

Blue block

The blue block provides information about the mean rating for each of the questions. On this 5-point scale, ‘strongly agree’ equals 5 and ‘strongly disagree’ equals 1.

For example, ten students completed this survey, five rated ‘strongly agree’, and the other five rated ‘agree’. The mean rating is $(5 \times 5 + 5 \times 1) / 10 = 3$.

Purple block

The purple block shows the measure of the spread of the ratings. A low standard deviation indicates that the ratings tend to be close to the mean while a high standard deviation indicates that the ratings are spread over a wider range.

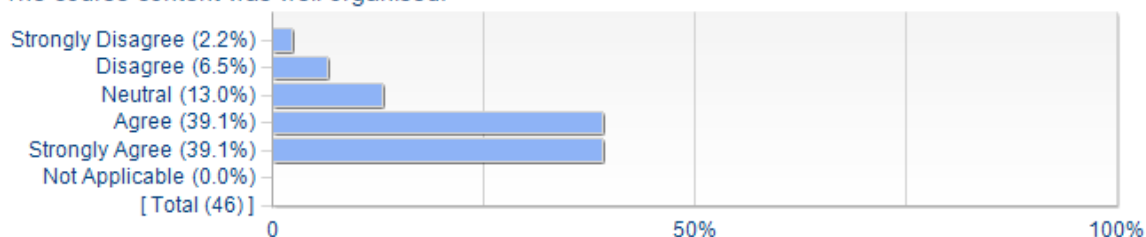
c. Course questions – detailed results

This section shows detailed information about the results for each Likert-scale item (‘strongly agree’, ‘agree’, ‘neutral’, ‘disagree’ and ‘strongly disagree’) for each of the questions. These are expressed in percentage. A histogram provides a visual reference.

Mean, standard deviation and % generally agree is provided for each question.

Course Questions - detailed results

1. The course content was well organised.

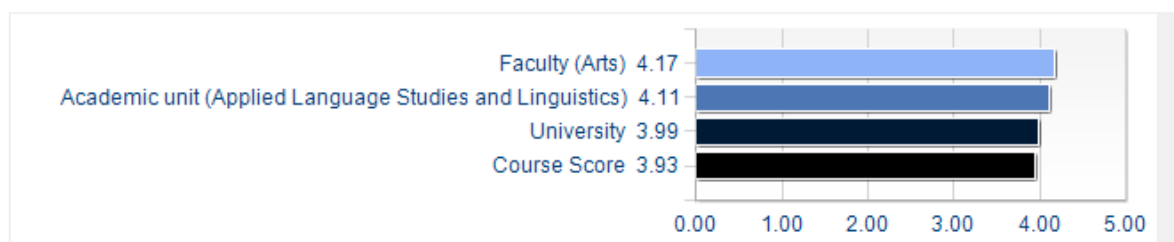


Statistics	Value
Mean	4.07
Standard Deviation	+/-1.00
% GA	78.3%

d. Comparative – overall quality

The 'Overall, I was satisfied with the quality of the course – comparative' graph below show the extent of general agreement with the overall quality question for the course, against other courses in the faculty, and university.

Overall, I was satisfied with the quality of the course - comparative



e. Open-ended comments

This section includes all feedback from students in response to the two open-ended questions.

Open-ended comments

What was most helpful for your learning?

Comment
-
Alone time
Class discussions
The exercises provided.



See the 'Using your SET reports and closing the loop' guide for further information on using qualitative comments.