Griffith UNIVERSITY
Queensland, Australia

SET example report
experience@griffith

Student Experience of Teaching (SET) - Detail Report

Produced on XX Month Year, XX:XX am by Name Surname (s1234567). Survey ID: 1234567890

Griffith UNIVERSITY

School:	School Name	**Course:**	Course Name	**Campus/MoD:**	GC / P
Group:	Griffith Health	**Semester:**	Trimester 3 2017 (3178)	**Course size:**	14 students
Convenor(s):	Name Surname			**Course resp:**	35.7% (5 of 14)
Class(es):	LEC/L12345			**SET resp:**	35.7% (5 of 14)
Instructor:	Name Surname				

Quantitative Summary:

Question	#	Score		Quartile Band Comparison		%+ve %-ve	Median	Std dev	Mean	Comparative mean			Quartile Band Rank
										25%	50%	75%	
Q1 This staff member presented material in a clearly organised way.	3 1 1 0 0	SA A N D SD	60% 20% 20% 0% 0%	48.4% 38.9% 9.4% 2.5% 0.9%		+80 -0	5	0.89	**4.4**	4.0	4.3	4.7	3
Q2 This staff member presented material in an interesting way.	3 1 1 0 0	SA A N D SD	60% 20% 20% 0% 0%	46.6% 37.3% 12% 3.1% 1%		+80 -0	5	0.89	**4.4**	4.0	4.3	4.6	3
Q3 This staff member treated students with respect.	3 2 0 0 0	SA A N D SD	60% 40% 0% 0% 0%	62.5% 28.8% 6.5% 1.2% 1%		+100 -0	5	0.55	**4.6**	4.3	4.6	4.9	3
Q4 This staff member showed a good knowledge of the subject matter.	3 1 1 0 0	SA A N D SD	60% 20% 20% 0% 0%	64.3% 27.9% 6.2% 1% 0.6%		+80 -0	5	0.89	**4.4**	4.3	4.6	4.9	2
Q5 Overall I am satisfied with the teaching of this staff member.	3 1 1 0 0	SA A N D SD	60% 20% 20% 0% 0%	52.9% 35.6% 8.1% 2.2% 1.2%		+80 -0	5	0.89	**4.4**	4.0	4.4	4.8	3

Qualitative Responses:

Q6	What aspects of this staff member's teaching were most valuable to your learning?	Resp#: 2 / Class
1	friendly, straight to the point, clear speaking voice, knowledgeable of content	EXM/E101, LEC/L101, WSP/W101, SEM/S101
2	Amelia is an engaging lecturer who is obviously passionate about her area of teaching and clearly enjoys helping students explore the possibilities of their future careers. Many times she gave career advice and introductions to students who were interested in meeting people who worked in particular areas of pharmacy. She has already made professional networking easier for first and second-year students who may not have many connections yet within the field. The stories that she shared from her own professional experience were entertaining and helped to cement the knowledge presented in the lectures.	EXM/E101, LEC/L101, WSP/W101, SEM/S101

Q7	How could this staff member's teaching be improved?	Resp#: 1 / Class
1	Do not start the unit discussing how you do not like your job - wanting a different career doesn't build confidence in students. Speaking about other students negatively makes me wonder what you say about me behind my back. Your presence and body language suggests your disinterest in teaching. Please try to find more professionals for networking with diversity in outcomes. Griffith staff makes me concerned that I will be stuck in academia.	EXM/E101, LEC/L101, WSP/W101, SEM/S101

Legend 5pt Likert scale: SD - Strongly Disagree, D - Disagree, N - Neutral, A - Agree, SA - Strongly Agree
QUARTILE BANDING SCORING: A score 1, 2, 3, or 4 will be assigned depending on which quartile band your mean score falls within. Quartile scores are based on aggregate data calculated from a matrix of Group x Course/Class Size. The comparison is made between courses within the SAME group and of the SAME size (<21, 21-50, 51-200, 200+). A score will only be assigned if more than three courses exist (from any semester) within the same category.
This is a custom question.

Course size: number of students enrolled

Course resp: percentage and number of students who responded to the course survey

SET resp.: percentage and number of students who responded to the SETs

#: Number of Respondents how many students chose each response option on the 5-point scale.

● **Likert-scale response options:** answers are based on a 5-point scale –
Strongly Agree [SA] Agree [A] Neutral [N] Disagree [D] Strongly Disagree [SD]

Score: % of students who chose each response option on the 5-point scale.

Quartile Band Comparison: (QB) an aggregation of results of courses from the same Group and the same class size.

Percentage positive [%+ve] and negative [%-ve]: responses added together to provide a percentage against chosen 5-point scale responses.

Median: value at the middle of distribution.

Std dev (Standard Deviation): spread of responses in relation to the mean of the question. The closer the value to one, the greater the spread.

Mean: the average of scores.

Comparative mean: Shows the mean score at the 25th, 50th and 75th percentile for similar courses (same Group and class size)

Quartile Band Rank [QB]: QB Rank shows the Quartile Band into which your mean score falls.

QB Rank 1: < 25th percentile
QB Rank 2: ≥ 25th and < 50th percentile
QB Rank 3: ≥ 50th percentile
QB Rank 4: ≥ 75th percentile

Lowest QB Rank is 1, highest is 4.

Qualitative responses: each response to the open questions.

Resp # / class: Number of students to respond with a comment to the open question.