

Student Experience of Course (SEC) - Detail Report

Produced on Day Month Year, 00:00 am by Name Surname (s1234567). Survey ID: 123456-1234-1-1



School:	School of Pharmacy and Pharmacology	Course:	Intro to Pharma - 1000PHM	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)	SET resp.:	35.7% (5 of 14)
Class(es):	EXM/E101, LEC/L101, SEM/S101, WSP/W101				

Class(es): class(es) attached to SETs

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

OR it will show: **No SET** -

Quantitative Summary:

Question	#	Score	Quartile Band Comparison	%+ve %-ve	Med ian	Std dev	Mean	Comparative mean			Quartile Band Rank
								25%	50%	75%	
Q1 This course was well-organised.	3 1 0 1 0 0	SA 60% A 20% N 0% D 20% SD 0%	37.9% 44% 10.5% 5.3% 2.2%	+80 -20	5	1.30	4.2	3.8	4.1	4.5	3
Q2 The assessment was clear and fair.	3 2 0 0 0 0	SA 60% A 40% N 0% D 0% SD 0%	35.4% 42.7% 13.6% 5.7% 2.7%	+100 -0	5	0.55	4.6	3.7	4.0	4.5	4
Q3 I received helpful feedback on my assessment work.	3 1 1 0 0 0	SA 60% A 20% N 20% D 0% SD 0%	38.3% 37.5% 16.1% 5.4% 2.7%	+80 -0	5	0.89	4.4	3.7	4.0	4.5	3
Q4 This course engaged me in learning.	3 1 1 0 0 0	SA 60% A 20% N 20% D 0% SD 0%	44.4% 39.9% 10.3% 3.4% 2%	+80 -0	5	0.89	4.4	4.0	4.3	4.6	3
Q5 The teaching (lecturers, tutors, online etc) on this course was effective in helping me to learn.	3 1 1 1 0 0	SA 60% A 20% N 20% D 0% SD 0%	44.3% 37.7% 11.4% 4.1% 2.4%	+80 -0	5	0.89	4.4	3.8	4.2	4.6	3
Q6 Overall I am satisfied with the quality of this course.	3 1 1 0 0 0	SA 60% A 20% N 20% D 0% SD 0%	38.1% 43.6% 10.9% 5% 2.5%	+80 -0	5	0.89	4.4	3.8	4.1	4.5	3

#: 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:

Q7	What did you find particularly good about this course?	Resp#: 4 / Class
1	the tutor was very friendly and i enjoyed the way she presented content	EXM/E101, LEC/L101, WSP/W101, SEM/S101
2	The course was engaging and it was enjoyable having a variety of assessment types rather than just written assessment. Having a smaller class size made it easier to engage with the other students and the lecturer. The networking event was enjoyable and informative and a great chance to meet people from diverse pharmacy careers and learn more about possible career paths and how to take the first steps.	EXM/E101, LEC/L101, WSP/W101, SEM/S101
3	The tips and tricks we were taught about r??sum??s, cover letters and selection criteria were helpful.	EXM/E101, LEC/L101, WSP/W101, SEM/S101
4	This course was well organized and the contents engaged me learning many different things through different types of activities and assessments.	EXM/E101, LEC/L101, WSP/W101, SEM/S101
Q8	How could this course be improved?	Resp#: 2 / Class
1	The lecture capture was very quite and the audio quality was very poor. The order of upload seemed to be in an unusual and not chronological order	EXM/E101, LEC/L101, WSP/W101, SEM/S101
2	Starting it earlier- having content into Orientation Week before Trimester 1 is overwhelming. Lectures pre recorded and then only workshops might improve retention/attendance. Similar to genes and disease, anatomy and physiology systems, chemistry of biological systems. The networking event was disappointing. It felt like a "career info session" with people that didn't use LinkedIn. This should be called Careers not an intro to pharma. There was barely any content and assessment on pharmacy. I still have no idea what I can do with my degree.	EXM/E101, LEC/L101, WSP/W101, SEM/S101

Qualitative responses: each response to the open questions.

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

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.
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