

UTEI results - guidelines and notes

Note: These guidelines relate primarily to the reporting on the original UTEI reporting platform accessed via the [Staff Portal](#) under the list of Easy Logins at the [UTEI Report Dissemination](#) link. Other views of UTEI data are available to unit and course coordinators via the Tableau Unit Dashboard and Course Dashboard (ratings) and the ECUonQ review tool (comments).

UTEI DISSEMINATIONS - LANDING PAGE

Below is an example of a typical view of the UTEI reporting page. This is the index or landing page reached via the Staff Portal "UTEI Dissemination" link. In this case the staff member coordinated, and was the sole lecturer for, several units in two different locations for the Reporting Period (a 6-month period, typically equating to a semester).

Academic staff who are not coordinating units or courses, will usually have far fewer reports listed per Reporting Period, i.e., only for those unit offerings in which they teach.

The screenshot shows the 'Online Dissemination of UTEI Reports' interface for Edith Cowan University. The page is titled 'Welcome COLLINGS, David [Logout]'. It features a sidebar with 'Available Reporting Periods' (2015:RP2 (Active) to 2008:RP1) and 'UTEI Trends and Comparisons' (1. University Trends to 13. Unit Review Report). The main content area displays a table of reports for the selected period (2015:RP1). The table has columns: Report Name, Your Role As, Report Details, and Report Link. Reports are listed for 'Lecturer/Tutor' and 'Unit Coordinator' roles. Callouts provide additional context: 'School and ECU level results are here' points to the top navigation; 'Select the Reporting Period you need' points to the period list; 'filter the report list by unit code and adjust # of reports per page' points to the search and display controls; 'Reports are listed in order of Unit, Lecturer, Tutor, School.' points to the report list; 'Lecturers/Tutors see their reports automatically. Unit Coordinators see all teaching reports in their unit. Course or Campus coordinator access must be set by the school in CUOS.' points to the report list; 'A range of university and school trends reports are available here' points to the trends sidebar; 'report #12 shows your overall satisfaction ratings for lecturer and tutor results over time' points to '12. My UTEI OS Summary'; 'reports can appear multiple times - one per viewing role' points to the report list; and 'Course or School coordinators may have access to many individual and school reports. School reports (with various alternative views) are located at the end of the listing.' points to the bottom of the report list.

Available Reporting Periods

Welcome COLLINGS, David [Logout]

Most key reports will be updated at 21 Dec to reflect the new academic org structure. "Trends and Comparisons" (below left) will be converted in Jan 2016. Unit Coordinators: please remember to mention UTEIs in future Unit Plans.

You are viewing UTEI Reports for Reporting Period 2015:RP1 for [redacted]

Search [] Display 15 Go Reset

filter the report list by unit code and adjust # of reports per page

School and ECU level results are here

Select the Reporting Period you need

Reports are listed in order of Unit, Lecturer, Tutor, School.

Lecturers/Tutors see their reports automatically. Unit Coordinators see all teaching reports in their unit. Course or Campus coordinator access must be set by the school in CUOS.

UTEI Trends and Comparisons

- 1. University Trends
- 2. Faculty Trends
- 3. School Trends
- 4. Across Faculties
- 5. School Comparison
- 6. Unit OS
- 8. My Aggregate
- 12. My UTEI OS Summary
- 13. Unit Review Report (2012 units and prior)

A range of university and school trends reports are available here

report #12 shows your overall satisfaction ratings for lecturer and tutor results over time

reports can appear multiple times - one per viewing role

Course or School coordinators may have access to many individual and school reports. School reports (with various alternative views) are located at the end of the listing.

Report Name	Your Role As	Report Details	Report Link
UTEI Unit Report	Lecturer/Tutor	EBH1102_1 (JO)	[Link]
		EBH1102_1 (SMF) [Sem:0]	[Link]
		SPS2201_2 (JO)	[Link]
		SPS2201_2 (SMF)	[Link]
	Unit Coordinator	EBH1102_1 (JO)	[Link]
		EBH1102_1 (SMF) [Sem:0]	[Link]
		SPS2201_2 (JO)	[Link]
		SPS2201_2 (SMF)	[Link]
	Unit Coordinator	EBH1102_1 (JO)	[Link]
		EBH1102_1 (SMF) [Sem:0]	[Link]
		SPS2201_2 (JO)	[Link]
		SPS2201_2 (SMF)	[Link]
	Unit Coordinator	EBH1102_1 (JO)	[Link]
		EBH1102_1 (SMF) [Sem:0]	[Link]
		SPS2201_2 (JO)	[Link]
		SPS2201_2 (SMF)	[Link]

row(s) 1 - 15 of 27 Next

University Reports

Report Name	Report Link
ECU Unit Report	[Link]
ECU Lecturer Report	[Link]
ECU Tutor Report	[Link]
ECU Teaching Report	[Link]
ECU UTEI Report	[Link]
ECU Unit Report - all items	[Link]
ECU Lecturer Report - all items	[Link]
ECU Tutor Report - all items	[Link]

For UTEI Administrators and Authorised Staff

Switch Staff Restore

Admin viewing details for BLOGGS, Joe

Click "Restore" to revert to self.

Figure

1. Screenshot of a sample UTEI Dissemination results landing page

WHO CAN SEE WHAT?

Individual teacher (lecturer or tutor) reports are available to the named teacher, as are the unit reports of the unit in which they taught. These are also viewable by the academic line manager, be that the unit, course or school coordinator, providing systems such as CAPS and CUOS are holding up-to-date information on these roles.

Course or school coordinators will often be presented with many individual unit and teacher reports per Reporting Period, but may find that the school-level reports (listed towards the end) or Trends/Comparisons report #7 provide a quick way to review results.

HOW ARE THE RESULTS PRESENTED?

Each individual unit, lecturer and tutor report shows the distribution of ratings for each question along the five-point Likert scale. Benchmark results for the unit/school are shown further down the front page of this report. Student comments appear on subsequent pages. N valid is the number of respondents per item after missing or 'not applicable' responses are removed. There are two alternative ways in which this distribution of individual ratings is summarised for each question: Mean and % Agree.

UTEI Lecturer Report

UTEIRREP2n Generated on Monday, 4th July 2016 04:50pm

ECU

EDITH COWAN

2016:RP1 - 2016 SEMESTER 1

Lecturer Name

Unit Code

Campus ML

Student Responses	N valid	N n/a	Responses (%)					Mean	% Agree
			SD	D	N	A	SA		
1 The lecturer was well organised <i>(The lecturer was well prepared and the unit delivery reflected this)</i>	15	1	0	0	0	33	67	83	100
2 The lecturer communicated clearly <i>(The lectures presented, and instructions given, were able to be understood and</i>	15	1	0	7	7	27	60	70	87

Figure 2. Extract from Lecturer report

WHAT'S THE DIFFERENCE BETWEEN MEAN SCORE AND % AGREE SCORE?

These are two alternative ways of summarising student ratings along the Likert-style response frame. (see figure 2). ECU has typically focused on the Mean score. The alternative metric, %Agree, represents the proportion of responses which are "Agree" or "Strongly Agree". The correlation between the two summary measures is very high ($r > 0.95$). Figure 3 shows the two measures plotted against each other for 2014 units with response numbers of 10 or more. One advantage of the Mean is that it does not suffer the same ceiling effect experienced by the % Agree measure, and common in smaller classes. Arguably, the mean also preserves information by retaining the distinction between, for example, "Strongly Disagree" and "Neither Agree nor Disagree", a distinction which the %Agree measure discards. The %Agree measure, however, is arguably more intuitive, and often easier to report.

Figure 2. UTEI response scale

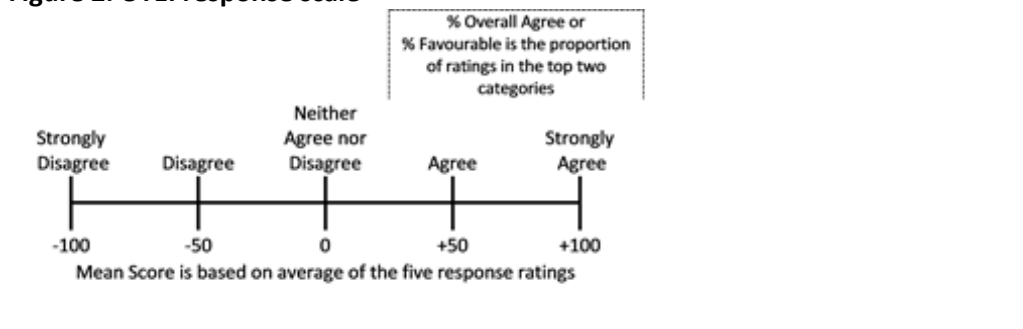
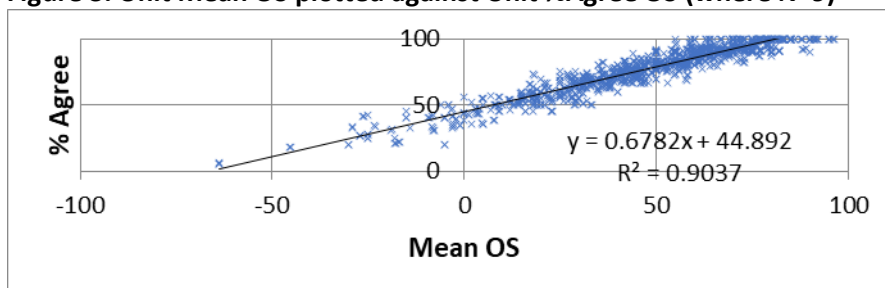


Figure 3. Unit Mean OS plotted against Unit %Agree OS (where N>9)



WHAT IS A GOOD RESULT?

Since the mean scores are on a 200-point scale from -100 to +100, then if the mean score is close to 50, on average, respondents selected agree from the response scale. With larger numbers of responses, an average mean score of around 50 equates to roughly 80% overall agreement (i.e. 'strongly agree' or 'agree'). Overall ECU averages for "satisfied with the **unit**" are typically around 50, and for **lecturer and tutor**, around 60.

Some rules of thumb:

- Mean scores of around 30 or less (approx. 65% agreement) on either unit or teacher measures suggest room for improvement. Such scores fall roughly within the bottom 10% of unit ratings and bottom 5% of teacher ratings.
- At the other end of the scale, "satisfied with unit" scores above 65 (approx. 90% agree) suggest a unit in good health from a student point of view. Such scores are generally among the top one third of units. For teacher satisfaction ratings (lecturer and tutor), an equivalent level would be around 75 (approx 94% agreement), above which the top one third of teacher ratings typically lie.

Look at the distribution of ratings for each question, as well as the summary scores. There will generally be some variation in responses. Students have different experiences, and do not necessarily interact with questionnaires in the same way (one student's Strongly Agree is more freely given than another's). Significant polarising in ratings is worth having a think about: are there reasons for stark differences in student sentiment? If it is only one or two students who appear to provide poor ratings on a question, you need to assess whether or not that is worth paying a great deal of attention to.

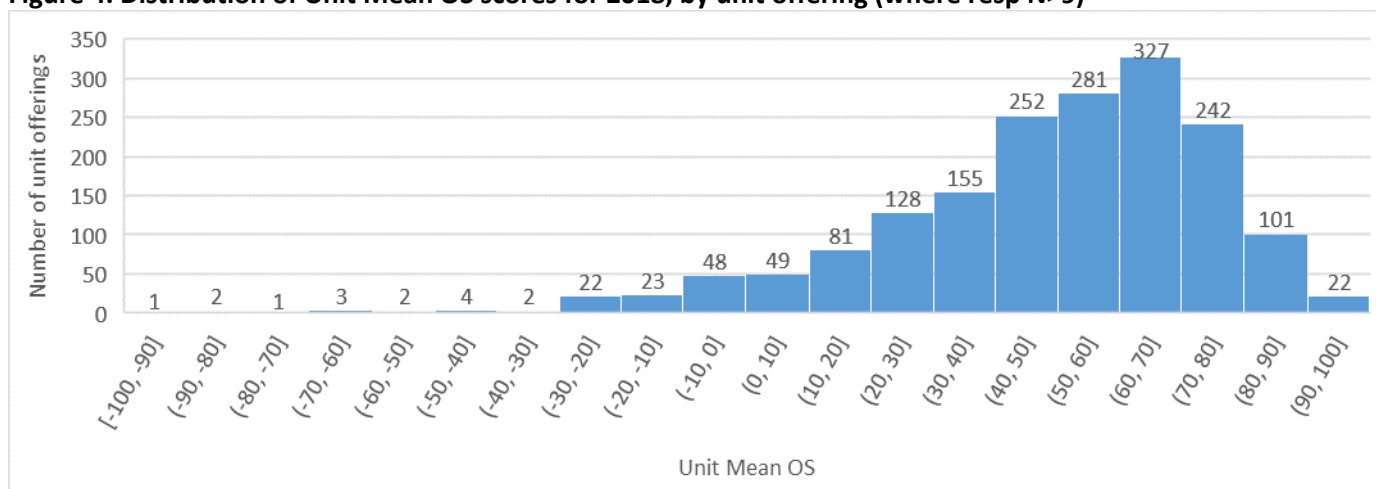
HOW DO MY RESULTS COMPARE?

Individual teacher/unit reports include a school Mean Overall Satisfaction score as a comparison. The University Reports to the right hand side of the landing page show these for each school, with the 'all items' reports located here also showing school-level results by each item on the standard UTEI questionnaires (not just the overall satisfied score).

Figures 4 and 5 show distributions of results over a year for the Overall Satisfied item for Unit and for Lecturer/Tutor respectively. They have been 'smoothed' by excluding results based on unit offerings with less than 10 responses, which tend to be far more variable and cluster around natural mean points (e.g. 0, 33, 50, 67, 100).

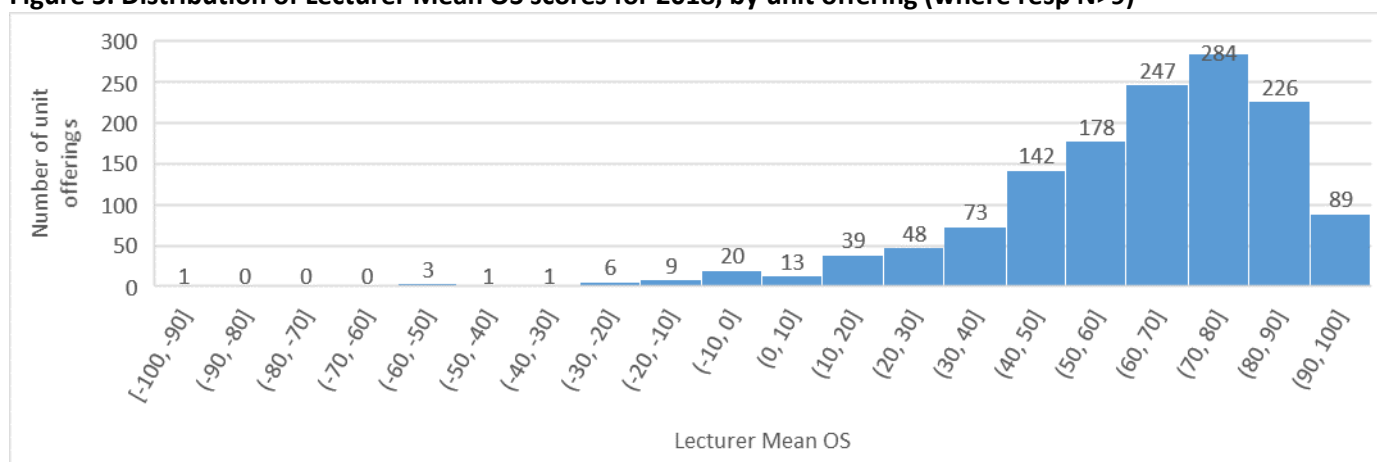
These distribution graphs show the spread of results across units and lecturers (tutors ratings are not shown here but look very similar to those for lecturers). Clearly, ECU students are generally located toward the satisfied end of the scale. This distribution pattern is very similar from year to year.

Figure 4. Distribution of Unit Mean OS scores for 2018, by unit offering (where resp N>9)



Note: - Unit offerings with response N lower than 10 are excluded to smooth the graph by controlling outliers reducing clustering around zero, fifty, etc.

Figure 5. Distribution of Lecturer Mean OS scores for 2018, by unit offering (where resp N>9)



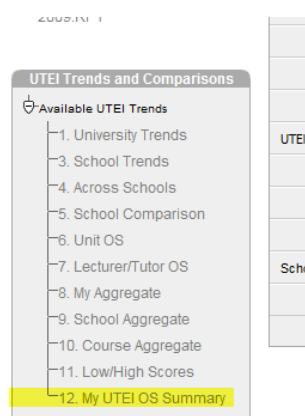
Note: - Unit offerings with response N lower than 10 are excluded to smooth the graph by controlling outliers reducing clustering around zero, fifty, etc.

COMPARING DIFFERENT SCORES

In comparing results between surveys, or against benchmarks such as school averages, differences of less than 5 on the Meanscore, or 3% on the %Agree measure are generally trivial. For scores based on 20 or fewer responses, differences should be greater than, say, Meanscore = 10 or %Agree=5 to be regarded as non-negligible. Scores based on single figure response numbers become technically even less 'reliable', and should be treated even more cautiously.

SCORES OVER TIME

Probably the best way to get a quick overview of your results over time is through the *My UTEI OS Summary* report.



This report is a single page, condensed view of Overall Satisfied results by unit over years. Individual teacher results are averaged over multiple units and semesters, and school and ECU averages are provided for comparison. For more detailed analysis, taking in multiple questionnaire items and student comments, it's best to make use of the full individual reports from the relevant units. And, of course, consider the context and how it might vary. (First time teaching the unit? Student cohort differences over time? Technical/logistical issues in the unit?)

WHAT IS A GOOD RESPONSE RATE?

The average rate of response for UTEIs is around 30% to 40% for ECU overall (though this can vary widely from unit to unit). For larger units, or for aggregating results at school or course level, this is generally going to provide a reliable measure of student sentiment. However, for smaller units the aim should be to have a majority of students complete UTEIs. The smaller the number of responses, the more likely extreme ratings will impact the summary results. ECU tries to manage the number of surveys students are asked to complete, and prioritises UTEIs, but it can be difficult to persuade students that this is worthwhile exercise. The best response rates are typically found for units where teaching staff have stressed to students that they value the feedback and do consider it when reflecting on the unit and how improvements might be made. Providing new students with examples of real changes made that were informed by student feedback is even better. This can be done in-class and via blackboard and the unit plan.

Where results are based on small numbers of respondents, some level of caution should be applied to interpretation. Like most surveys, we can never assume that measurement in UTEIs is error-free, even though most analyses indicate they are broadly valid and reliable. Technically, error due to sampling does become more of a concern with small numbers due to sampling bias. Such error can be either positive or negative in direction. If you tend to teach smaller classes, then it's important to try and scan for trends across multiple unit/teacher evaluations, even if your response rates are robust.

WHAT ABOUT STUDENT COMMENTS?

While the ratings might help alert teachers to relative strengths or weaknesses in areas such as clarity of goals, good organisation, approachability, many staff find that the real value of student feedback can be in the comments.

Approximately 70% of ECU students who complete UTEI surveys provide comments along with their ratings, which is a positive sign that most students completing UTEIs are genuinely engaging in the exercise. It is worth looking to see if particular issues are cropping up in student comments. It's quite feasible that students in the same class may provide conflicting suggestions/comments. You will need to use your professional judgement in weighing what students say.

Occasionally you may see comments you think are unfair. The communications to students around the UTEIs (including the instructions alongside the comments text boxes, the student [UTEI FAQ](#), and the invitation emails) do stress to students that they should be respectful and constructive in their feedback, and that ECU reserves the right to remove anything deemed offensive.

ECU does not attempt to censor students' UTEI comments prior to release, preferring to provide guidance to students about the appropriate way to engage in the feedback process. While identifying colourful language would be relatively straightforward, interpretation of comments can be very subjective and context-bound. Research on student evaluation comments suggests obviously identifiable unprofessional ad-hominem comments are relatively uncommon. (e.g. <http://link.springer.com/article/10.1007/s10734-014-9716-2>)

Nevertheless, many staff can feel vulnerable when perusing their student feedback. It's important to try and avoid taking critical feedback too personally. With over 20,000 students, we cannot expect every last one to be reasonable and balanced the whole time. This article offers some interesting perspectives on the issue <http://www.facultyfocus.com/articles/faculty-evaluation/cruel-student-comments-seven-ways-soothe-sting/>

FURTHER READING ON STUDENT RATINGS/EVALUTIONS

One of the foremost researchers in student evaluations/ratings of teaching effectiveness is William E. Cashin. His 2014 summary of most of the key issues explored in the literature can be found here.

http://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/PaperIDEA_50.pdf

The summary touches on issues such as:

- Validity and reliability studies
- Ratings and their relationship to grades
- Difficulty/workload
- Class size

While the summary, and most of the research it cites, is broadly supportive of student evaluations of teaching, there is a general agreement that student evaluations should be seen as only one source of information regarding learning/teaching effectiveness. Teacher self-reports, student outcomes, teaching materials, supervisor/peer/colleague review are all potentially valuable.

DO YOU WANT TO DISCUSS YOUR UTEI RESULTS?

You are encouraged to talk to trusted colleagues about your UTEI results. You are also welcome to contact the Centre for Learning and Teaching clt@ecu.edu.au or David Collings, Surveys Manager, Strategy and Governance. d.collings@ecu.edu.au.

DC Oct 2019

V1.5 – minor updates Dec 2021