General Guidance for Interpreting the Summary Report

A. Brief Explanation of Some Measurement Aspects

1) The "Scale"

* For practical reasons, the item response categories "Strongly Agree", "Agree", etc are viewed as forming a scale, with "Strongly Agree" indicating the most positive and "Strongly Disagree" the least positive response.

* In order to summarise student responses efficiently, both graphically and numerically, a numeric value is assigned to each response category as follows SA (4), A (3), D (2) and SD (1). The simple graphic (bar-chart) for each item shows the percentage of students in a particular class who provided each rating.

2) The "Mean Rating"

* A "Mean Rating" is provided for each item, calculated using the scale values indicated above. In this context, the mean is provided as a practical summary indication of the rating provided by **this particular group of students** on each aspect of teaching or a course. In this context, mean ratings will commonly be in the range 2.5 to 3.5. Because of the nature of the "scale" used, and other factors, the mean rating **should not** be viewed as a precise measure. In addition, while Item 10 provides a useful mean rating of overall student satisfaction, such ratings **should not** be used in isolation to make judgements about the overall quality of an individual's teaching or a course.

B. A Brief Guide for Interpreting the Rating Data

The following suggestions provide **limited** guidance for initial interpretation of student feedback obtained via the **CATEI rating items**. They are not prescriptive and they do not cover the range of patterns of ratings that can occur. Staff who wish to explore possible meanings of feedback patterns could consult with Faculty colleagues with appropriate expertise or staff of the UNSW Learning and Teaching Unit. The written comments provided by students are usually very valuable for enhancing understanding of the student perspective on a course or teaching. The suggestions below assume class sizes of at least fifteen, and that around 80% or more of the class have responded. They should not be used where class sizes are very small (<10) or where less than about 70% of the class have responded.

Pattern of Ratings on an Item	Possible General Interpretation
1) More than 80% of students responded "SA" or "A" (i.e. % Strongly Agree + % Agree > 80%), and there was a relatively high percentage of "SA" responses (e.g. 25%+).	* Generally, student satisfaction is high on this aspect of teaching or a course. * Students have a positive perception of this aspect of teaching or a course.
2) More than 70% of students responded "SA" or "A" with a relatively low percentage of "SA" responses (e.g. < 15%). Up to 30% of students responded "D" or "SD".	* The majority of students are satisfied with this aspect of teaching or a course. However, the significant proportion of students who may not be satisfied suggests that some exploration of why this was the case is warranted.
3) More than 50% of students responded "D" or "SD" and very few students responded "SA".	* There could be significant problems or areas of teaching or the course that need improvement. Further exploration is warranted, including careful review of students' written comments.
4) There was a strong polarity in student responses. A relatively high percentage of students (50-60%) responded "SA" or "A" , with the others responding "D" or "SD" (perhaps with most responding "SD")	* Significant problems seem to exist for a block of students.Further exploration is warranted, including careful review of students' written comments.

THE UNIVERSITY OF NEW SOUTH WALES

COURCE AND TEACHING EVALUATION AND IMPROVEMENT (CATEI)

CATEI Evaluation Report

Student Evaluation of a Course

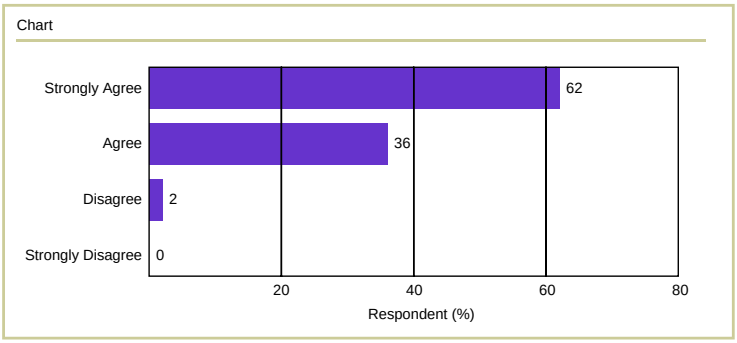
COMP9311 - Database Systems

Summary Report FORM A

Faculty:	Engineering		2007 Session 2
Strand:	N/A	Enrolled:	67
Lecturer/Tutor:	Not Applicable	Respondents:	38
School:	School of Computer Science	Administration Date:	30-NOV-07

Mode of Study:			**Gender:**			**Student Origin:**		
Full-Time:	32	84%	Female:	7	18%	Local:	4	11%
Part-Time:	6	16%	Male:	31	82%	International:	34	89%

		SA %	A %	D %	SD %	L&T Agree C S F	GCA Scale	Mean Rating	Response Rate
Q1.	The aims of this course were clear to me	71	26	3	0	97 ; 89 ; 88	83	3.68	100%
Q2.	I was given helpful feedback on how I was going in the course	55	42	3	0	97 ; 78 ; 72	75	3.53	100%
Q3.	The course was challenging and interesting	57	43	0	0	100 ; 86 ; 86	78	3.57	97%
Q4.	The course provided effective opportunities for active student participation in learning activities	53	42	5	0	95 ; 83 ; 82	71	3.47	100%
Q5.	The course was effective for developing my thinking skills (e.g. critical analysis, problem solving).	57	43	0	0	100 ; 86 ; 85	78	3.57	97%
Q6.	I was provided with clear information about the assessment requirements for this course.	73	24	3	0	97 ; 85 ; 84	84	3.7	97%
Q7.	The assessment methods and tasks in this course were appropriate given the course aims	55	39	3	3	94 ; 85 ; 85	71	3.47	100%
Q8.	N/A	75	25	0	0	100 ; 88 ; 84	88	3.75	21%
Q9.	N/A	67	33	0	0	100 ; 90 ; 81	83	3.67	16%
Q10.	Overall, I was satisfied with the quality of this course	58	42	0	0	100 ; 85 ; 84	79	3.58	95%



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COMP9311 - Database Systems

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Strand:	N/A	Enrolled:	67
Lecturer/Tutor:	Not Applicable	Respondents:	38
School:	School of Computer Science	Administration Date:	30-NOV-07

The best features of this course were:

- practical approach
- Perfectly well-organized, then no waste of time working on this course.
- there is a competition which greatly encourages students think and learn.
- this course is very interesting.
- Good introduction to relational databases.
  Writing Stored Procedures and SQL select queries was particularly relevant.
- Learning PL/SQL
- cleared the concepts of databases...
- I like all features of this courese. Brilliant!!
- the lecturer teaching method by presuading students to participate in class discussions, and doing examples and exercises in the class. In result I was learning most of the material in the class rather than on my own. His language was clear and he was quite open and welcoming to questions.
- very good, very good, very helpful as a introduction course on database system
- theories taught in the lecture are very useful
- lots of examples on exercises on how to write the sql .. among other things
- it coveres both design of a database and its principles,SQL and procedural SQL in a single course.
- good knowledge, i really like
- An excellent lecturer in Amir Cheema. He has easily outdone most other senior teachers in his teaching abilities, feedback and quality of assignments.
- Mr. Aamir Cheema's way of teaching. Explaining the thing with so many examples which help practicing more and more.
- The concepts knowledge and the way it was teached.
- not so hard
- none

This course could be improved by:

- making students comfortable in writing queries rather than leaving it to the student to self study
- Having 1 more week class... for relational algebra(complicated matter..)
- taking the teaching form more like a lecture, because it is too much like a tutorial
- assignments are a little bit difficult
- Assignments that brings all the different parts together:-
  Requirements -> Design -> Schema (BCNF) -> Select Queries, Views -> Stored Procedures and Triggers.
  So first assignment covers Requirements to Design to Schema .
  The second assignment covers Select queries and Views
  The third assignment covers Stored Procedures and Triggers.
- I think it's pretty good.
- the final exam....too hard..drive me crazy...

- We have learnt effectively sofar; but we've been told that the final exam would be very difficult, I think the rate of the marks should be normalized in the way that good students get high marks. Apart from this I think the course was quite good. Thank you
- the competition is a excellent idea. It motivates the students to study.
  but it has a small pitfall - if a person didn't come in to the top 10, the effort he did cannot be counted. Iv heard many people began hard at the beginning but gave up before the end when they realised that they can't go in to the top 10... Then the competition failed to motivate them.
- to enhance materials and to give, if possible,several practical cases to students so that they can learn something about what is practical
- not going too fast when explaining the theory exercises on the board...as in write and erase fast...give time to students to copy it down even though it was said it'll be on the theory exercises on the web..but from the board we could learn much more.
- I think the Normalization Theory in the recommended text books are too complicated and there should be more details and simply described lecture notes on this topic.

- no need
- The third assignment should not be about programming but more about design and normalization etc...
- N/A
- More practice and group assignments.
- none
- none

THE UNIVERSITY OF NEW SOUTH WALES

COURCE AND TEACHING EVALUATION AND IMPROVEMENT (CATEI)

CATEI Evaluation Report

Student Evaluation of Large Group Teaching

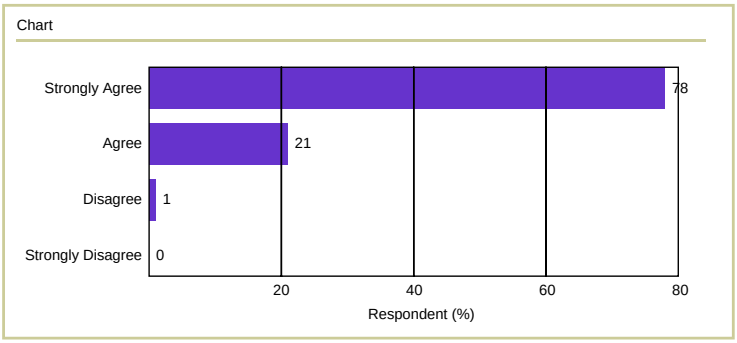
COMP9311 - Database Systems

Summary Report FORM B

Faculty:	Engineering		2007 Session 2
Strand:	Lectures by Aamir Cheema	Enrolled:	67
Class Desc:	Lecture		
Lecturer/Tutor:	Muhammad Aamir Cheema	Respondents:	37
School:	School of Computer Science	Administration Date:	30-NOV-07

Mode of Study:			**Gender:**			**Student Origin:**		
Full-Time:	32	86%	Female:	7	19%	Local:	4	11%
Part-Time:	5	14%	Male:	30	81%	International:	33	89%

		SA %	A %	D %	SD %	L&T Agree C ; S ; F	GCA Scale	Mean Rating	Response Rate
Q1.	This lecturer communicated effectively with students (e.g. He / She explained things clearly).	73	27	0	0	100 ; 83 ; 83	86	3.73	100%
Q2.	This lecturer stimulated my interest in the subject matter he/she was teaching	70	27	3	0	97 ; 74 ; 77	82	3.68	100%
Q3.	This lecturer encouraged me to think critically	70	27	3	0	97 ; 81 ; 83	82	3.68	100%
Q4.	This lecturer provided feedback to help me learn	76	22	3	0	98 ; 75 ; 74	85	3.73	100%
Q5.	This lecturer encouraged student input and participation during classes	73	27	0	0	100 ; 81 ; 83	86	3.73	100%
Q6.	This lecturer was generally helpful to students	73	24	3	0	97 ; 87 ; 87	84	3.7	100%
Q7.		88	13	0	0	101 ; 82 ; 83	94	3.88	22%
Q8.	N/A	86	14	0	0	100 ; 83 ; 80	93	3.86	19%
Q9.	N/A	86	14	0	0	100 ; 85 ; 85	93	3.86	19%
Q10.	Overall, I was satisfied with the quality of this lecturer's teaching	83	17	0	0	100 ; 83 ; 85	92	3.83	97%



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Student Evaluation of Large Group Teaching

COMP9311 - Database Systems

Summary Report FORM B

Faculty:	Engineering		2007 Session 2
Strand:	Lectures by Aamir Cheema	Enrolled:	67
Class Desc:	Lecture		
Lecturer/Tutor:	Muhammad Aamir Cheema	Respondents:	37
School:	School of Computer Science	Administration Date:	30-NOV-07

The best features of this lecturer's teaching were:

- Put alot of effort into helping students understand about the different aspects of Database Systems. Plenty of relevant examples.
- Theoretical explanation of database. He explained with very plain word and very clearly.
- nice, humor
- teaches in a creative way and very patient to students
- The lecturer is pretty good who described the detail and pratice clearly.
- would not go further until everyone in the class understood what he was talking about
- the lecturer is fairly excellent. he is friendly, professional and patient.
- helps students in answering questions especially during odd hours and 11th hour to the asg due time..
- really good, teacher is so helpful, and really really good, i like this teacher
- he knows his stuff very well, he is sincere and dedicated to make students understand the topics and for the above question in No:6: Genrally he is too cooperative and helpful to allow students learning and explains with patience and enough time. i like such teaching assistance from the University for the entire program for each course. Thank you
- The knowledge he had and the way he expalined.
- enthusiastic, very deep understanding on the subject, having helpful activities to motivate me to study
- helpful
- An excellent lecturer in Amir Cheema. He has easily outdone most other senior teachers in his teaching abilities, feedback and quality of assignments. Also used the blackboard style of teaching... Also very interactive discussions held in the classroom and excellent student feedback during the lectures.
- Writing queries and performing it rather than explaing it from slides. Writing query actually brings student attention and helps in critical thinking. This encourages in active participation.

This lecturer's teaching could be improved by:

- Doing more.
- Labratory tutor was helpful. University should hire the tutor who speak English fully.
- delivering the lecture in a way more like lectures, rather than tutorial-liked way.
- Actually, i think he is excellent.
- the final exam should be more easily....it is too hard....
- the lecture slides need enhancement. the current slides lack of some contents such as solutions to exercises and rough solutions which should contain specific process.
- giving student time to write down from what's on the board
- no need, this method is totally suitable
- Labs to be made mandatory.
- the content of DB Nerd Competition
- none
- N/A