



*“This is interesting, 70% of the respondents to our survey said they don't respond to surveys.”*

WESTERN SYDNEY  
UNIVERSITY



# Riding The Storm in Institutional Feedback Surveys: A Structured Approach to Evaluating Reliability

# About Us

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# Storm-Chasing: What's Coming Up

The Calm Before the Storm: Student Feedback Surveys at WSU

Here Comes the Storm: The Trigger for our Project

Surviving Cyclones: Our Structured Approach

Storm Abated: Lessons Learnt

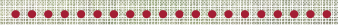
Storm-Proofing: Future Directions and Pre-Emptive Work

Final words from storm-chasers – A summary





The Calm Before the  
Storm



Student Feedback  
Surveys at WSU



# SFU

## Student Feedback on Unit

- Q1 Learning Activities
- Q2 Learning Materials
- Q3 Assessments
- Q4 Working with Others
- Q5 Technology
- Q6 Timely Help and Advice
- Q7 Reasonable Workload
- Q8 Critical and Analytical Skills
- Q9 Work-Related Knowledge and Skills
- Q10 Overall Satisfaction

# SFT

## Student Feedback on Teaching

- Q1 Encouraged to participate
- Q2 Effective teaching style
- Q3 Well prepared
- Q4 Approachable
- Q5 Fairness & respect
- Q6 Variety of perspectives and evidence
- Q7 Provides feedback
- Q8 Overall Satisfaction

Strongly Disagree – Somewhat Disagree – Neutral – Somewhat Agree – Strongly agree

1

2

3

4

5

A wide-angle photograph of a vast field of bright yellow flowers, likely rapeseed, stretching to the horizon. The sky is filled with heavy, dark, and dramatic clouds, suggesting an approaching storm. The overall mood is one of tension and anticipation. A dark grey rectangular box with a small downward-pointing triangle at its bottom center is overlaid on the lower part of the image, containing white text.

Here Comes The Storm: The Trigger for our Project

## anonymous feedback

Lecturers feel pilloried by student comments that show bias and can blight careers

## Growing evidence of anti-female bias in student surveys

Dutch researchers find female academics 11 percentage points less likely to hit promotion threshold in course evaluations

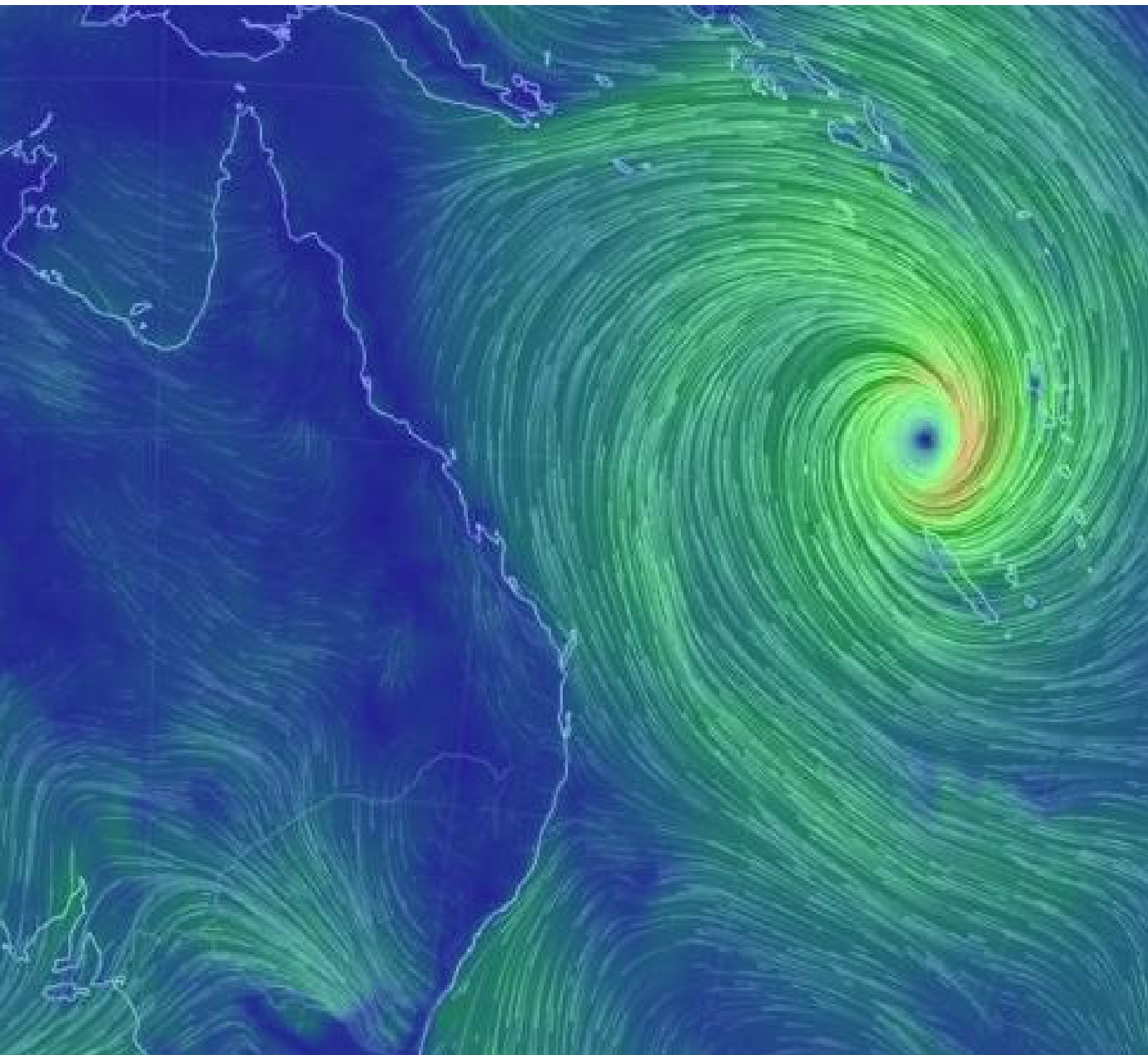
## Male teachers are most likely to rate highly in university student feedback

## Why We Must Stop Relying on Student Ratings of Teaching

## Are Student Evaluations Really Biased by Gender? Nope, They're Biased by "Hotness."

Study says students rate male instructors more highly than women even when they're teaching identical courses.

## Is Gender Bias an Intended Feature of Teaching Evaluations?



# Surviving cyclones – A structured approach

- Correlation matrix analysis
- T-test and ANOVA
- Frequency analysis



# Correlation Matrix Analysis

Are the questions  
relevant?



# SFU

Student Feedback on Unit

Q1 to Q9

Related to?

Q10 Overall  
Satisfaction

**Correlation  
Matrix  
Analysis**

# SFT

Student Feedback on Teaching

Q1 to Q7

Related to?

Q8 Overall  
Satisfaction





# T-Test and ANOVA

Are there differences in the ratings between groups?

# T-test

Test of significance of the differences  
between two means

Are the ratings between  
**two** groups different?

# ANOVA

Test of significance of the differences  
between three or more means

Are the ratings between  
**three or more groups**  
different?



T-test:  
Are ratings between  
two groups different?

Student gender  
Teacher gender  
Face to face or online  
Full-time/part-time  
Core/non-core units



# Sample T-test – School A Results

Demonstration purposes only

T-Test					
Group Statistics					
Student Gender	N	Mean	Std. Deviation	Std. Error Mean	
Q10 Gender A	26922	3.96	1.045	.006	
Gender B	14078	3.97	1.077	.009	

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Q10	Equal variances assumed	2.758	.097	-.838	40998	.402	-.009	.011	-.031	.012
	Equal variances not assumed			-.830	27823.802	.406	-.009	.011	-.031	.013

Mean Overall Satisfaction Ratings

Level of significance

# ANOVA

Are ratings  
between  
groups  
different?

Schools  
Disciplines  
Campuses  
Unit or class size



# Sample ANOVA – School A Results

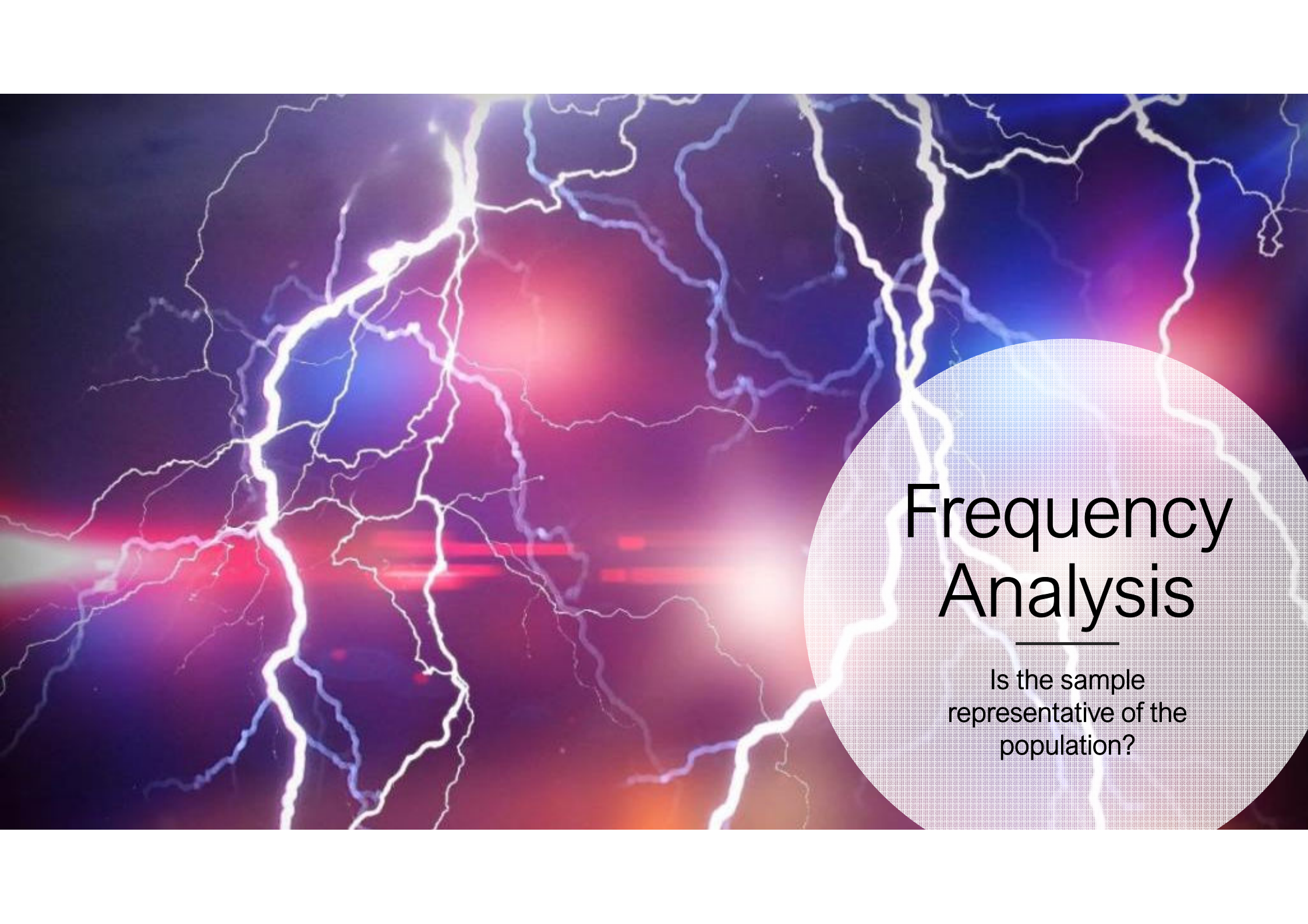
Demonstration purposes only

ANOVA<sup>a</sup>

Q10

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	23.091	5	4.618	3.910	.002
Within Groups	4842.676	4100	1.181		
Total	4865.766	4105			

Level of significance



# Frequency Analysis

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Is the sample  
representative of the  
population?

# Sample – School A Results

Demonstration purposes only

Student Gender	Population Distribution	Responding Sample Distribution	Mean Overall Satisfaction
Gender A	14.3%	22.1 %	4.01
Gender B	85.7%	77.9%	3.91



**Storm Abated: Lessons Learnt**

## Lessons:

- Validity matters
- Our surveys impact teachers
- Assessment process need to be accepted
- Every institution and instrument is different



## Storm-Proofing



Future Directions and  
Pre-Emptive Work:

- Multi-Variate Analysis
- Regular Assessment
- Stakeholder support  
through working groups

# Final Words from Storm-Chasers

## A Summary

Our structured approach:

Correlation matrix

T-test & One-way Anova

Frequency analysis



# Questions?

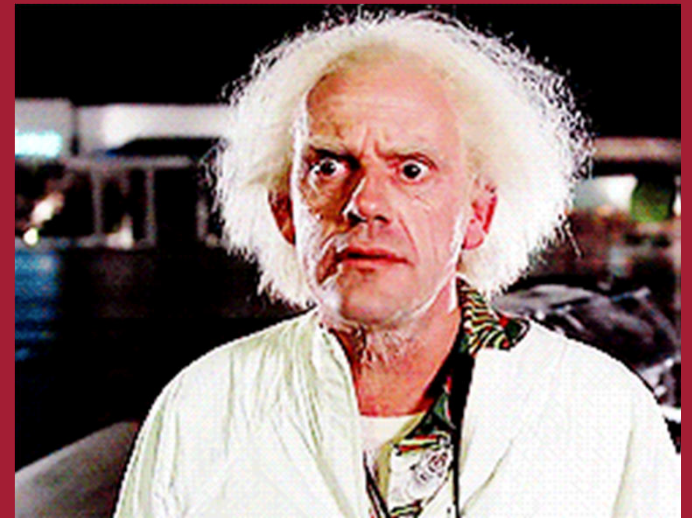
## Contact us:

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*Great Scott! We need to add more science in our surveys!*

# Questions?

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