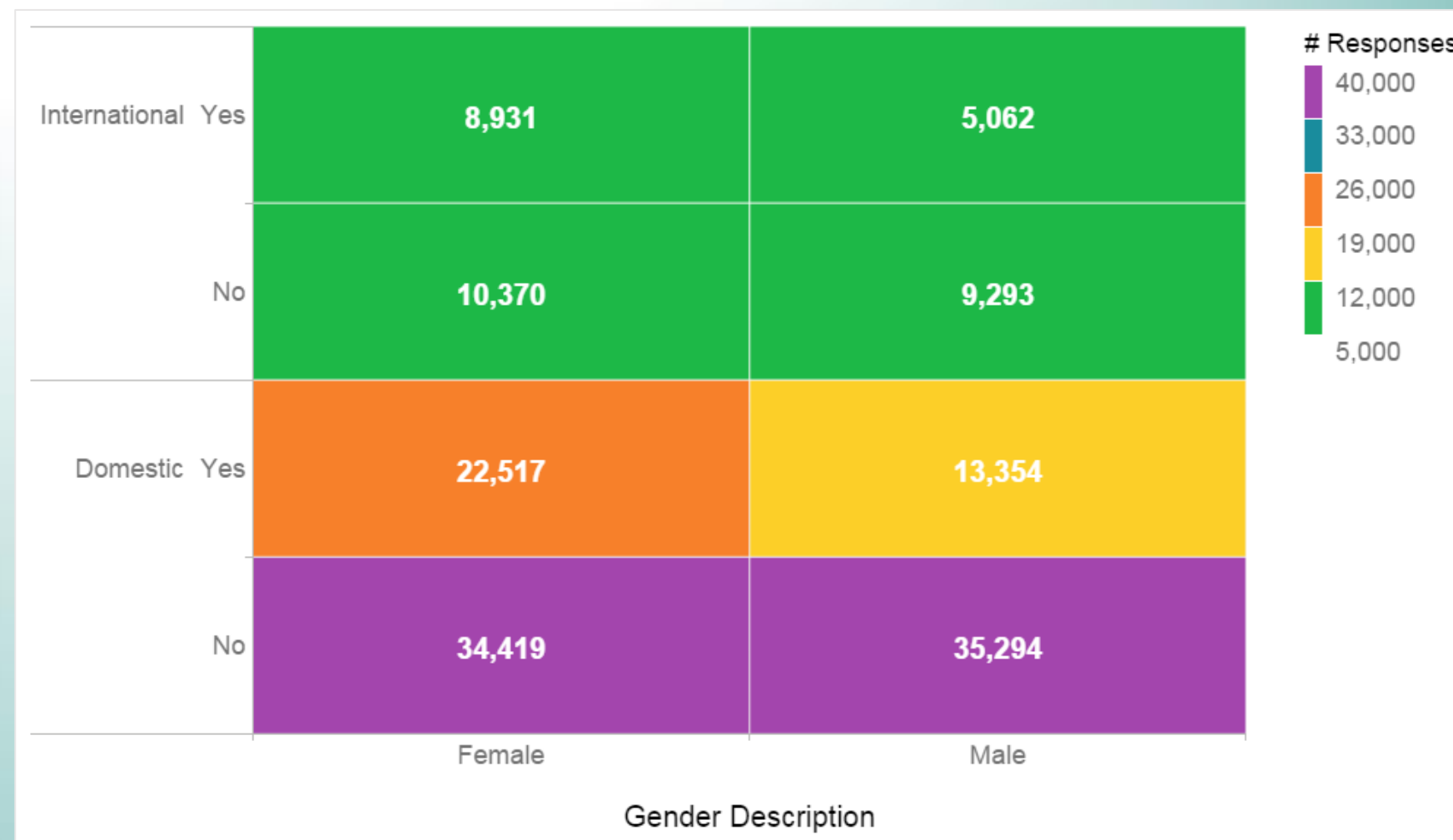# BIA Affordances

Participation vs non-participation
- o Who are they?
- o How did they go in their courses?
- o Did they respond in the same way across courses?

Academic Analytics
- o Which students indicated lower/higher levels of satisfaction?

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Background

- Fully-online evaluations began in Semester 1, 2015

- Two Surveys, 3 instruments:
  - ➢ Student Evaluation of Course and Teaching (SECaTs): a confidential course and teacher/s survey within 1 module administered via email
  - ➢ Student Evaluation of Tutor (SETutor): an anonymous tutor survey administered by QR code/password distribution

- Average responses rates from 38-42% with raw response rates (counting all course and teaching surveys) at around 30-35%

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Anonymous vs Confidential

What's the difference?

o Anonymity is the ability of a person to interact with an agency without identifying themselves = We don't know who you are

o Confidentiality limits access to information and occurs either as a result of an agreement between two or more entities or through the operation of law…Confidentiality provides 'semi-anonymity' in that only the individual and the agency will know their identity = We know who you are but we won't tell anyone

Office of the Information Commissioner Queensland, 2014. Privacy in complaints management: Anonymity and confidentiality.

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Risks: Why we moved to confidential surveys

- Duty of Care:
  - Students – How do you manage comments from students accusing staff of inappropriate conduct?
  - Staff – How do you manage comments from students which harass, vilify, or seek to endanger staff?

- Commonwealth offence (Criminal Code) Improper use of carriage services:
  - 'A person is guilty of an offence if: (a) the person uses a carriage service; and (b) the person does so in a way (whether by the method of use or the content of the communication or both) that reasonable persons would regard as being, in all the circumstances, menacing, harassing or offensive'. (s 474.17)

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Other Regulatory Requirements

- Information Privacy Act 2009, Right to Information – How do you manage RTI requests?

- ANALYTICS - Higher Education Standards Framework (Threshold Standards) 2015, section 5.3.7:

  o The results of regular interim monitoring, comprehensive reviews, external referencing and student feedback are used to mitigate future risks to the quality of the education provided and to guide and evaluate improvements, including the use of data on student progress and success to inform admission criteria and approaches to course design, teaching, supervision, learning and academic support. (2015, p. 11)

- Commences 01/01/2017

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What about Ethics?

- National Statement on Ethical Conduct in Human Research (NSECHR), updated in 2015

- New section on waivers,
  - "Before deciding to waive the requirement for consent ... an HREC or other review body must be satisfied that ... e) there is sufficient protection of their privacy, f) there is an adequate plan to protect the confidentiality of data" (pp. 21-22)

- Chapter 3.2: Databanks:
  - Banking – Banked data may be deposited in a warehouse, similar to an archive or library, and aggregated over time...archived data can usually be made available for secondary analysis, unless access is constrained by restrictions imposed by the depositor/s" (p. 28)

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Where does UQ fit in with Ethics?

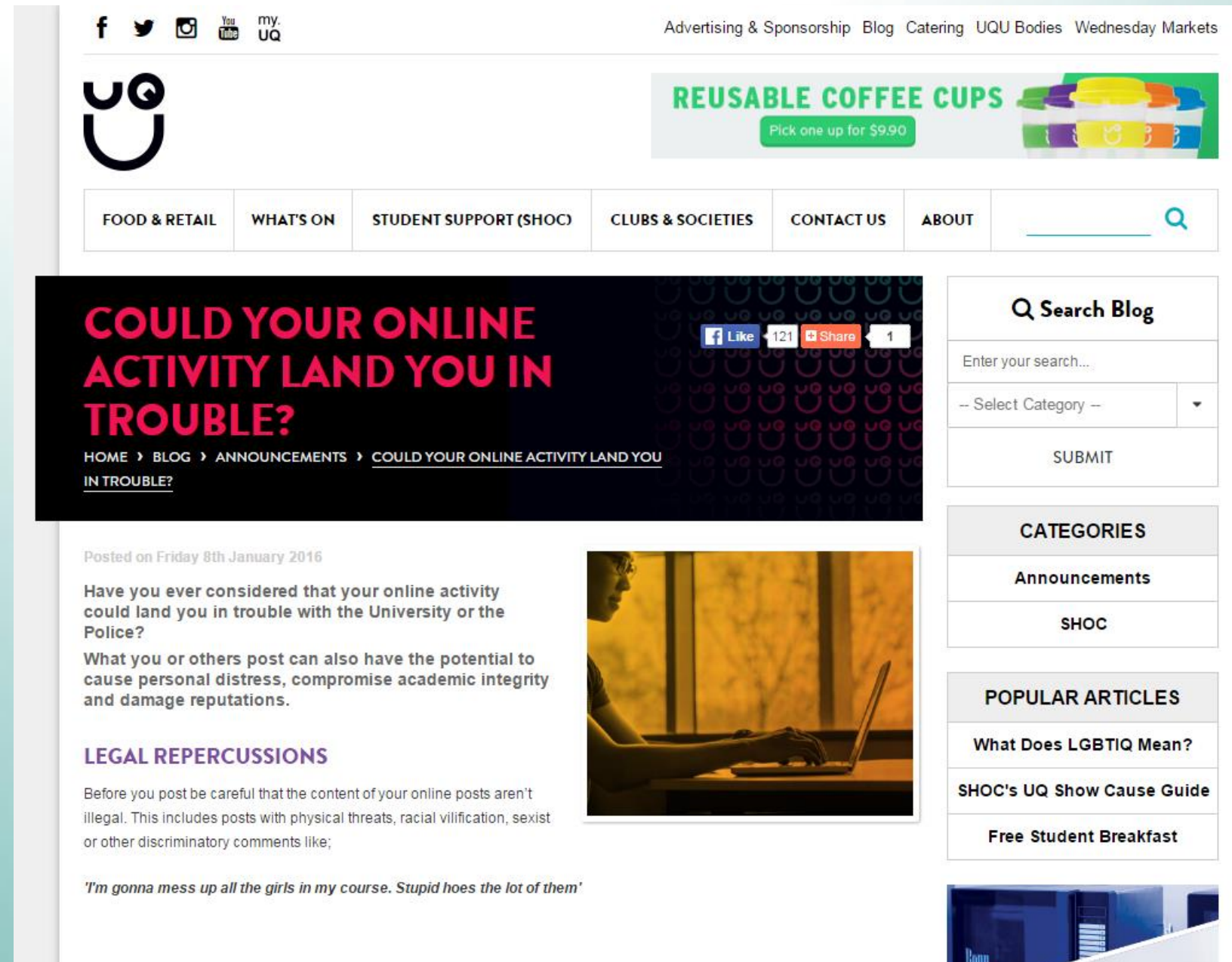| UQ Survey	NSCEHR (2007, updated 2015)
SECaT: confidential survey which tracks students' survey completions for quality assurance purposes.	Data collected through the SECaT is stored in a databank, thus becomes an existing databank with "individually identifiable data, where the identity of a specific individual can reasonably be ascertained" (p. 27).
SETutor: anonymous survey which does not track students' completions for tutors' teaching review purposes.	Data collected through the SETutor is stored in a databank, thus becomes an existing databank with "non-identifiable data, which have never been labelled with individual identifiers" (p. 27).

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Strategies: How did we address concerns?

Transparency:

o "Mythbusting"

o Consultations -> Policy change = action

o Confidentiality commitment to students

o A lot of communication with students and staff via events, web, and direct emailing

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Strategies: How did we address concerns?

Controlled subjectivity:

- UQ enrols the "best students" so expectations for learning is higher
- Language change from "student ratings" > "student perceptions"
- Analyses of feedback with demographic information cross-referenced with other data:
  - Students with GPAs > 5 are more likely to complete surveys & more likely to indicate lower levels of satisfaction
  - Students who fail are less likely to complete surveys
  - No gender bias found / discipline bias found

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Have I made a case for confidential surveys?

Questions?

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