



STUDENT EVALUATION OF TEACHING

REPORT TO SENATE

Implementation of the Student Evaluation of Teaching (SEoT) policy has continued over the last two years (2009 and 2010). Most of the Faculties have adopted on-line administration and several have added Faculty and/or Department specific modules to the instrument.

Administration of Evaluations

The Senate Policy does not prescribe a method of data collection. At present, ten of twelve Faculties are collecting data online through the centrally provisioned and locally managed CourseEval system. The School of Medicine is collecting data online using another system for students in its medical program (but because of the nature of their courses is not collecting responses to the University Module Items); several Departments in Medicine are using the centrally provisioned system. The Faculty of Education commenced online evaluations in 2010S; the Faculty of Forestry implemented the online system in 2010W. The Sauder School of Business continues to collect information using paper-based methods.

RESULTS

The results for the University Module Items are relatively consistent over time as the data for 2009W and 2010W indicate below.

2009W Scope

Results for 6,754 unique instructor and course combinations were submitted to the University, for those courses in which the University Module Items were administered.



Table 1. Scope of 2009W Implementation¹

FACULTY	NUMBER OF INSTRUCTORS EVALUATED ²					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	33	176	166	224	205	804
Arts	523	421	701	500	339	2,484
Commerce		92	174	165	280	711
Dentistry		2	1	62		65
Education	18	22	246	160	221	667
Forestry	3	20	28	38	15	104
College of Health Disciplines		2	2	8		12
Land & Food Systems	1	30	49	42	9	131
Law	31	28	65	89	17	230
Medicine			109	100	90	299
Pharmaceutical Sciences		22	31	46	7	106
Science	361	216	279	204	185	1,245
TOTAL	970	1031	1851	1638	1368	6,858

¹ In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis.

² Unique course section combination.



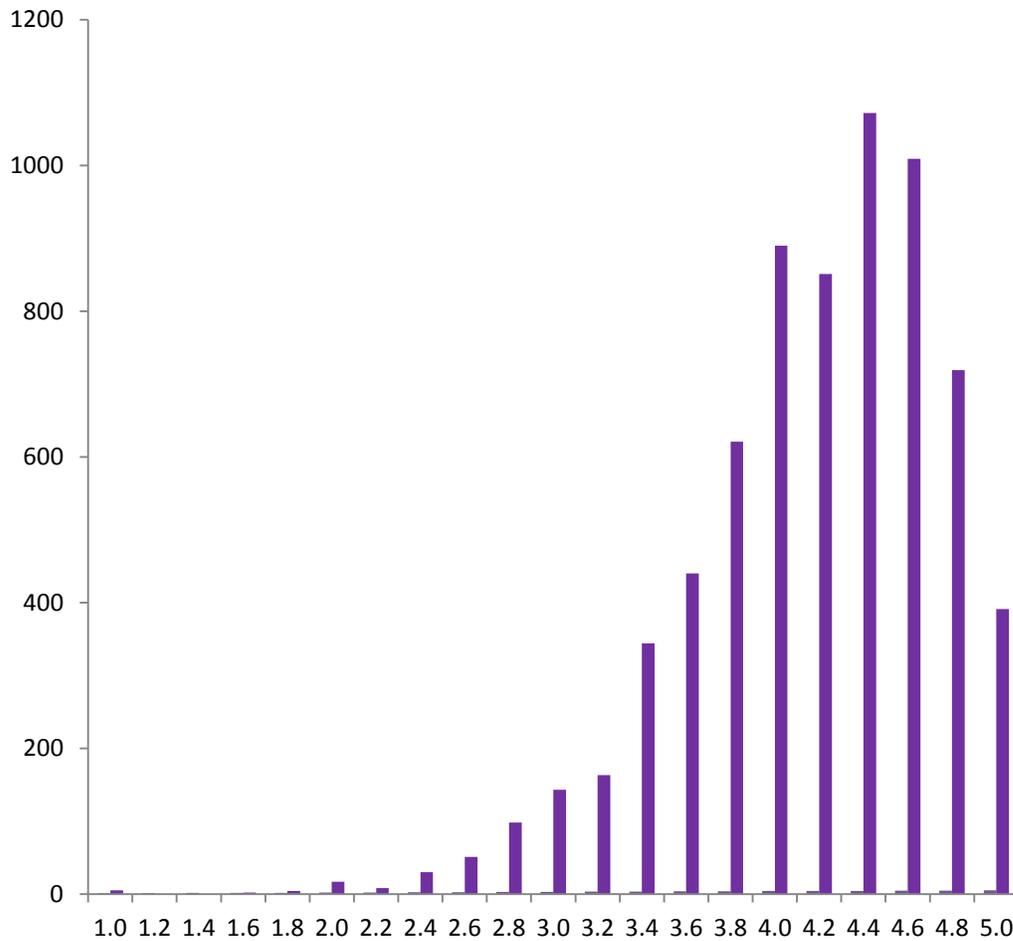
Table 2. 2009W Results by Year Level¹

UMI	Year Levels					
	100 Level	200 Level	300 Level	400 Level	Grad	Average
1. The instructor made it clear what students were expected to learn	4.1	4.1	4.1	4.1	4.2	4.1
2. The instructor communicated the subject matter effectively	4.0	4.0	4.1	4.1	4.2	4.1
3. The instructor helped inspire interest in learning the subject matter	3.8	3.9	4.0	4.1	4.2	4.0
4. Overall evaluation of student learning (through exams, essays, presentations, etc.) was fair	3.9	3.9	4.0	4.1	4.2	4.0
5. The instructor showed concern for student learning	4.0	4.1	4.2	4.2	4.4	4.2
6. Overall the instructor was an effective teacher	4.0	4.0	4.1	4.1	4.2	4.1

¹ Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree



Figure 1. The Overall Quality of Teaching (UMI 6) in 2009W



As assessed by students, the overall quality of teaching at UBC is 4.1 (standard deviation = .57) on a five point scale. 72% of faculty members are assessed at 4 or higher and only 5% received evaluations below 3.



2010W Scope

Results for 6,750 unique instructor and course combinations were submitted to the University, for those courses in which the University Module Items were administered.

Table 3. Scope of 2010W Implementation¹

FACULTY	NUMBER OF INSTRUCTORS EVALUATED ²					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	37	170	155	210	249	821
Arts	549	394	691	486	343	2463
Commerce	8	45	132	151	153	489
Dentistry	2	3	1	77	2	85
Education	26	51	362	129	254	822
Forestry	4	23	26	39	18	110
College of Health Disciplines		2	2	10		14
College for Interdisciplinary Studies					5	5
Land & Food Systems	1	39	44	38	39	161
Law	30	24	68	85	11	218
Medicine			105	105	79	289
Pharmaceutical Sciences		18	22	46	11	97
Science	348	215	274	178	161	1176
TOTAL	1005	984	1882	1554	1325	6750

¹ In accordance with the Senate Policy, courses of an independent nature, sections with very small enrolments and those where other forms of evaluation are more appropriate are not included in this analysis.

² Unique course section combination.



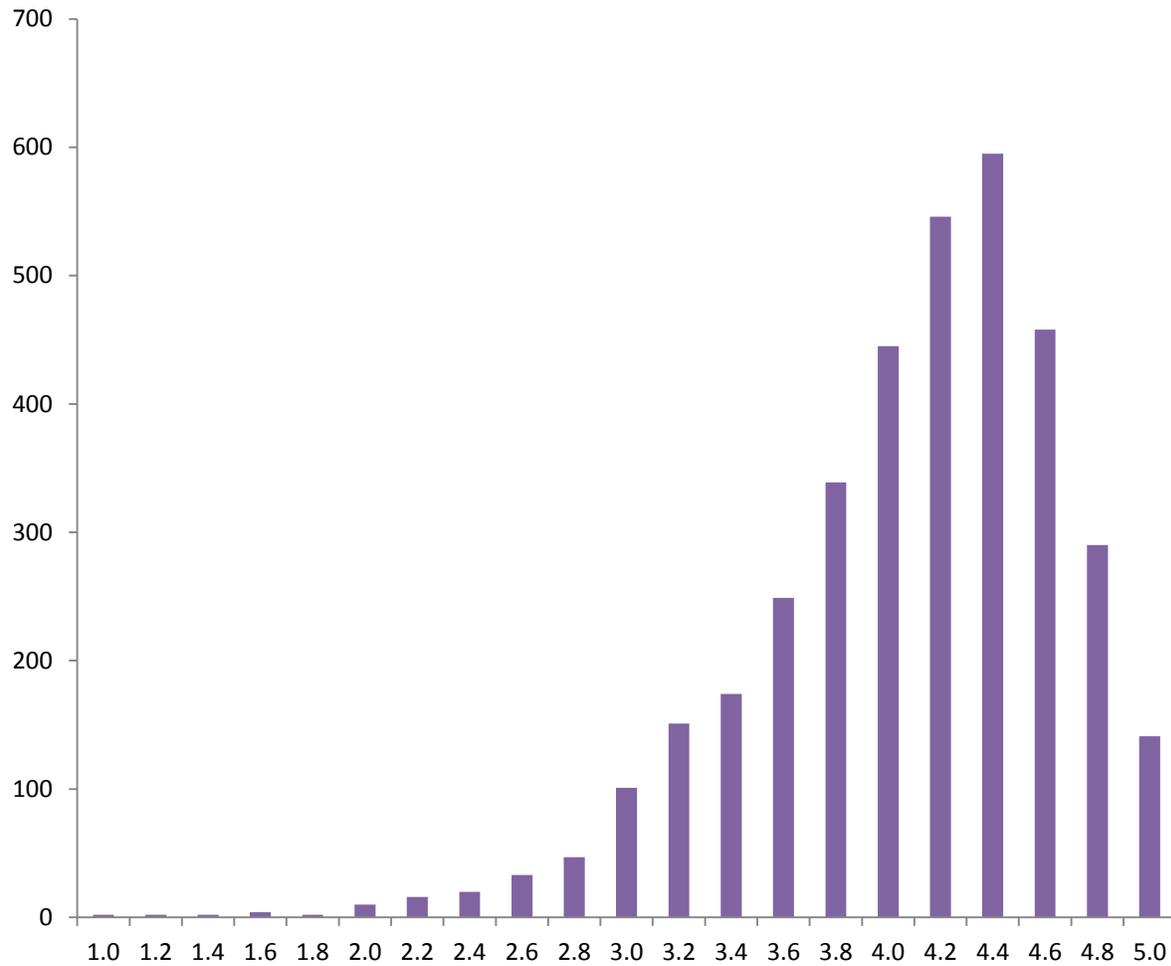
Table 4. 2010W Results by Year Level¹

UMI	Year Levels					
	100 Level	200 Level	300 Level	400 Level	Grad	Average
1. The instructor made it clear what students were expected to learn	4.1	4.1	4.1	4.1	4.2	4.1
2. The instructor communicated the subject matter effectively	4.1	4.0	4.1	4.1	4.2	4.1
3. The instructor helped inspire interest in learning the subject matter	3.9	4.0	4.1	4.1	4.3	4.1
4. Overall evaluation of student learning (through exams, essays, presentations, etc.) was fair	4.0	4.0	4.0	4.1	4.2	4.1
5. The instructor showed concern for student learning	4.1	4.2	4.2	4.3	4.4	4.2
6. Overall the instructor was an effective teacher	4.1	4.0	4.1	4.2	4.3	4.1

¹ Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree



Figure 2. The Overall Quality of Teaching (UMI 6) in 2010W



As assessed by students, the overall quality of teaching at UBC is 4.1 (standard deviation =.54) on a five point scale. 69% of faculty members are assessed at 4 or higher and 3% received evaluations below 3.



SEOT IMPLEMENTATION

The SEoT Committee monitors the implementation process and commissioned the following additional studies to better understand the impact of the selected variables on the evaluation process and outcomes. All studies are listed below and are reported at

<http://teacheval.ubc.ca/resources/>:

- [Study of Gender by Field of Study](#)
This study revealed that female students tended to rate female instructors more highly than male instructors, while male students rated female and male instructors equally. Mean scores for the Social Sciences were higher than for Science, however this effect was only shown for the female students. Finally, when student groups were combined, female instructors were rated more highly than male instructors.
- [Examinations of the Effects on Average UMI Ratings of Online vs. Paper-and-Pencil](#)
This study showed that online administration of UMIs had slightly lower ratings (less than .1 on average) than the paper-and-pencil version for the Faculty of Arts and Faculty of Science. Further study would be needed to determine whether this was due to difference in administration or normal year to year variation.
- [Student Evaluations of Teaching Report: Compilation of Studies related to Response Rates](#)
This series of studies demonstrated that response rates decreased from paper to online administrations. The drop in response rates was larger for the Faculty of Arts (76% to 60%) than for the Faculty of Science (66% to 63%). Mean ratings of instructors, however, have not shown meaningful differences between paper and online versions or between two online administrations of teaching evaluations.
- [Two Years of Online Administration in Arts and Science](#)
This study showed that smaller courses had larger response rates, although this correlation was small for online administrations. Additionally, ratings were moderately stable and did not show meaningful changes over two online administrations for instructors that taught the same course.

Research questions of interest to faculty members can be submitted to seot.research@ubc.ca.

A series of ‘Wisdom Through Reflective Practice’ workshops designed to help faculty members interpret and use the SEoT results for continuing improvement of their teaching practice were offered to the University community through TAG/CTLT.

Consistent with the SEoT Policy, a password protected website has been launched to provide access to University Module Items (UMIs) results of faculty members who have consented to their disclosure.

A number of Department specific statistical analyses were prepared and shared with units upon request.

NEXT STEPS

The Standing Committee will continue to monitor the implementation process. In collaboration with the AMS, the committee continues to explore ways to encourage students to participate in SEoT as fully as possible.