



## STUDENT EVALUATION OF TEACHING REPORT TO SENATE December 2014

### Overview

The results for the University Module Items indicated a significant shift, in the overall quality of teaching, towards higher instructor ratings in 2013W (September 2013 to April 2014) as compared to 2012W.

### 2013W Scope

Results for 7,179 evaluations of instructors were submitted to the University, for 6,177 course sections in which the University Module Items were administered. This represent an increase of 211 evaluations compared to 2012W.

**Table 1. Scope of 2013W Implementation<sup>1</sup>**

FACULTY	NUMBER OF INSTRUCTORS EVALUATED <sup>2</sup>					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	41	122	162	238	196	759
Arts	652	370	691	463	328	2504
Commerce	15	75	197	178	202	667
Dentistry	4	31	11	120	16	182
Education	23	53	286	203	249	814
Forestry	4	24	26	42	26	122
College of Health Disciplines		2	1	14		17
Land & Food Systems	3	27	52	44	26	152
Law	42	24	63	78	6	213
Medicine <sup>3</sup>		10	57	79	229	375
Pharmaceutical Sciences		21	33	61		115
Science	381	220	311	201	146	1,259
<b>TOTAL</b>	<b>1,165</b>	<b>979</b>	<b>1,890</b>	<b>1,721</b>	<b>1,424</b>	<b>7,179</b>

<sup>1</sup> 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.

<sup>2</sup> Unique course section combination.

<sup>3</sup> Includes Medicine courses evaluated by Science.



## RESULTS

The overall quality of teaching at UBC as assessed by students on a five-point scale has a mean rating of 4.2 (standard deviation = .57). 5% of instructors received a rating of 5; 70% were assessed at 4 or higher and only 3% received evaluations below 3. These results represented a statistically significant shift towards higher ratings as compared to the results obtained in 2012W. A summary of the results for the 6 UMI questions is shown in table 2. Figure 1 shows the distribution of the overall quality of teaching as measured by UMI question 6.

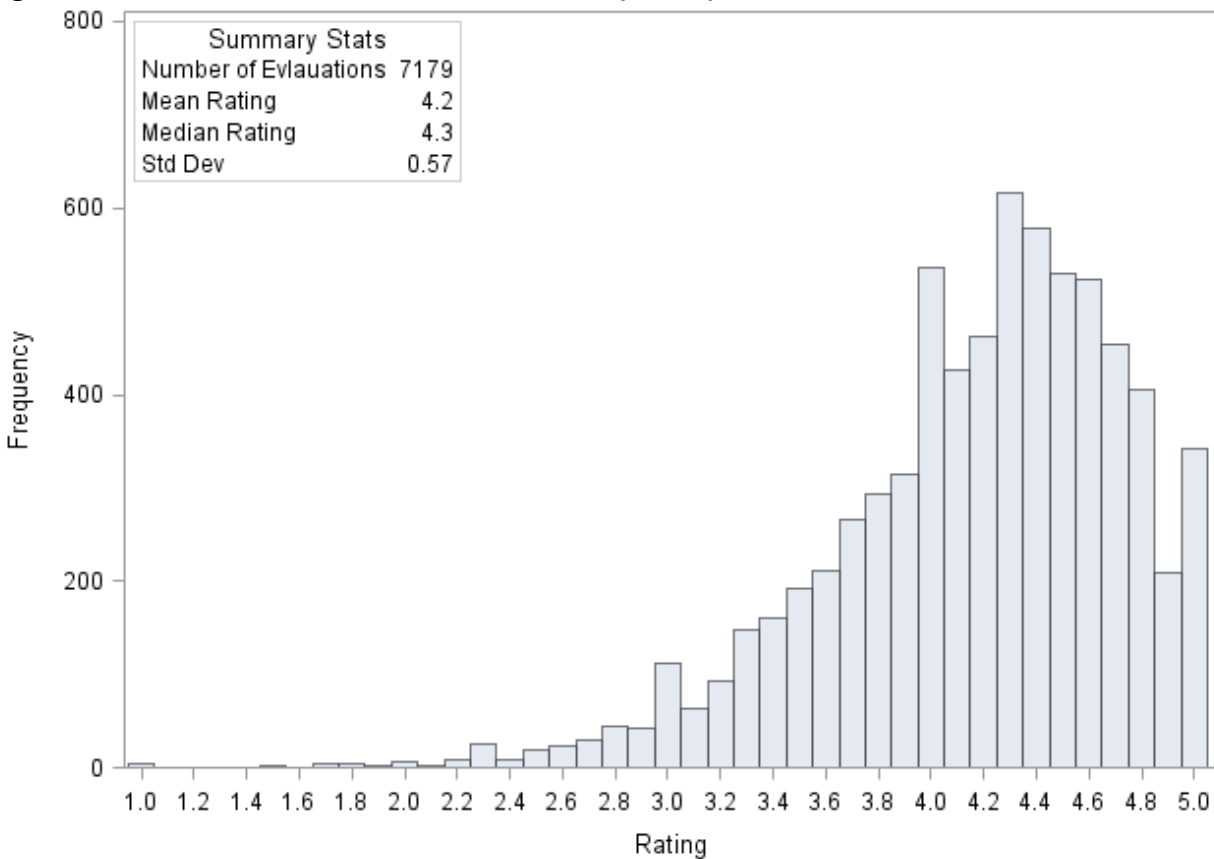
**Table 2. 2013W Results by Year Level<sup>1</sup>**

UMI	Year Levels						2012W Average
	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	4.1
2. The instructor communicated the subject matter effectively	4.1	4.1	4.1	4.2	4.2	4.1	4.1
3. The instructor helped inspire interest in learning the subject matter	4.0	4.0	4.1	4.2	4.3	4.1	4.1
4. Overall evaluation of student learning (through exams, essays, presentations, etc.) was fair	4.0	4.0	4.1	4.2	4.2	4.1	4.1
5. The instructor showed concern for student learning	4.2	4.2	4.2	4.3	4.4	4.3	4.3
6. Overall the instructor was an effective teacher	4.1	4.1	4.1	4.2	4.3	4.2	4.1

<sup>1</sup> 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 2013W**



## **PUBLICATION OF RESULTS**

In keeping with Senate Policy and provincial privacy legislation (FIPPA), instructors are given the option of publishing the numerical results of the six University Module Items. In accordance with FIPPA, faculty members need to consent to publication for every section, every time it is offered. For 2013W, results for 10.2% of courses were published, compared to 11.8% for the previous session. The Committee acknowledges that publication of results has been a challenge, and will continue to seek ways to simplify the process and encourage faculty members to publish their results.

## **RESPONSE RATES**

In his report to the SEoT committee, Hakstian (2010) recommended the adoption of minimum response rates similar to those used by McGill University. Subsequently, Zumrawi, Bates and Schroeder (2014, in Press) developed a set of recommended response rates based on the observed variability in the UBC ratings of instructors over a 4-year period. The recommended minimum response rates were modeled for a range of class sizes and a single measure of



confidence level and margin of error. Evaluations from response rates below this minimum should be interpreted with care, particularly if they are anomalous.

A summary of the 2013W response rates by class size is given in Table 3. In 2013W, the overwhelming majority of sections with 75 or more students met or exceeded the minimum recommended response rates. These sections account for 52% of the total enrollment.

**Table 3. Sections Meeting or Exceeding the Recommended Response Rates**

Class Size <sup>1</sup>	Unique Sections	Number of Evaluations	Total Enrolment	Recommended minimum response rate	% meeting or exceeding the minimum recommended response rate
≤ 10	656	774	5,012	75%	33%
11 -19	1,252	1,469	18,666	65%	32%
20 -34	1,635	1,866	43,162	55%	38%
35 - 49	965	1,061	39,736	40%	68%
50 -74	594	688	35,365	35%	74%
75 -99	307	337	26,629	25%	97%
100 -149	412	504	50,106	20%	99%
150 - 299	336	447	70,646	15%	95%
300 - 499	20	33	6,922	10%	100%

<sup>1</sup> 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

A significant number of sections with 35 or less students did not meet the minimum recommended response rates. However, these sections account for less than 25% of the total enrollment. Based on the results in Table 3, efforts to increase students' participation in online surveys will therefore be more focused on classes with under 50 students.

In addition, faculty have been asked to set aside time in class for students to complete end of term evaluations of teaching using their mobile devices. Data will be collected and analyzed to determine whether this change is effective.

### GRADUATE STUDENT EVALUATIONS

The Committee examined Faculty-based methods for evaluating courses offered to graduate students. About 66% of such evaluations are represented in this report. The Faculty of Graduate and Post-Doctoral Studies has been asked to raise this matter at a Graduate Council meeting.

Information about Student Evaluation of Teaching at UBC is available at <http://teacheval.ubc.ca>.