



## STUDENT EVALUATION OF TEACHING REPORT TO SENATE DECEMBER 2016

### 2015W SCOPE

Results for 7,335 instructor evaluations were submitted to the University, for 6,243 course sections in which the University Module Items were administered. This represent an increase of 28 evaluations compared to 2014W.

**Table 1. Scope of 2015W Implementation<sup>1</sup>**

FACULTY	NUMBER OF INSTRUCTORS EVALUATED <sup>2</sup>					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	87	111	199	202	231	830
Arts	690	401	729	467	317	2,604
Commerce	19	140	241	157	164	721
Dentistry	1	2	1	83		87
Education	20	77	259	173	206	735
Forestry	6	29	27	35	35	132
Land & Food Systems	9	22	47	41	28	147
Law		41	60	105	10	216
Medicine <sup>3</sup>	6	24	68	91	188	377
Pharmaceutical Sciences	33		38	42		113
Science	410	235	313	216	130	1,304
Vantage College	54					54
<b>TOTAL</b>	<b>1,335</b>	<b>1,082</b>	<b>1,982</b>	<b>1,612</b>	<b>1,324</b>	<b>7,335</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/instructor 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 (median 4.3). Four percent (4%) of instructors received an overall rating of 5.0; 70% were assessed at 4.0 or higher and only 4% received evaluations below 3.0.

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 (UMI 6). There were no statistically significant changes, in the overall quality of teaching in 2015W, compared to the previous academic year (2014W).

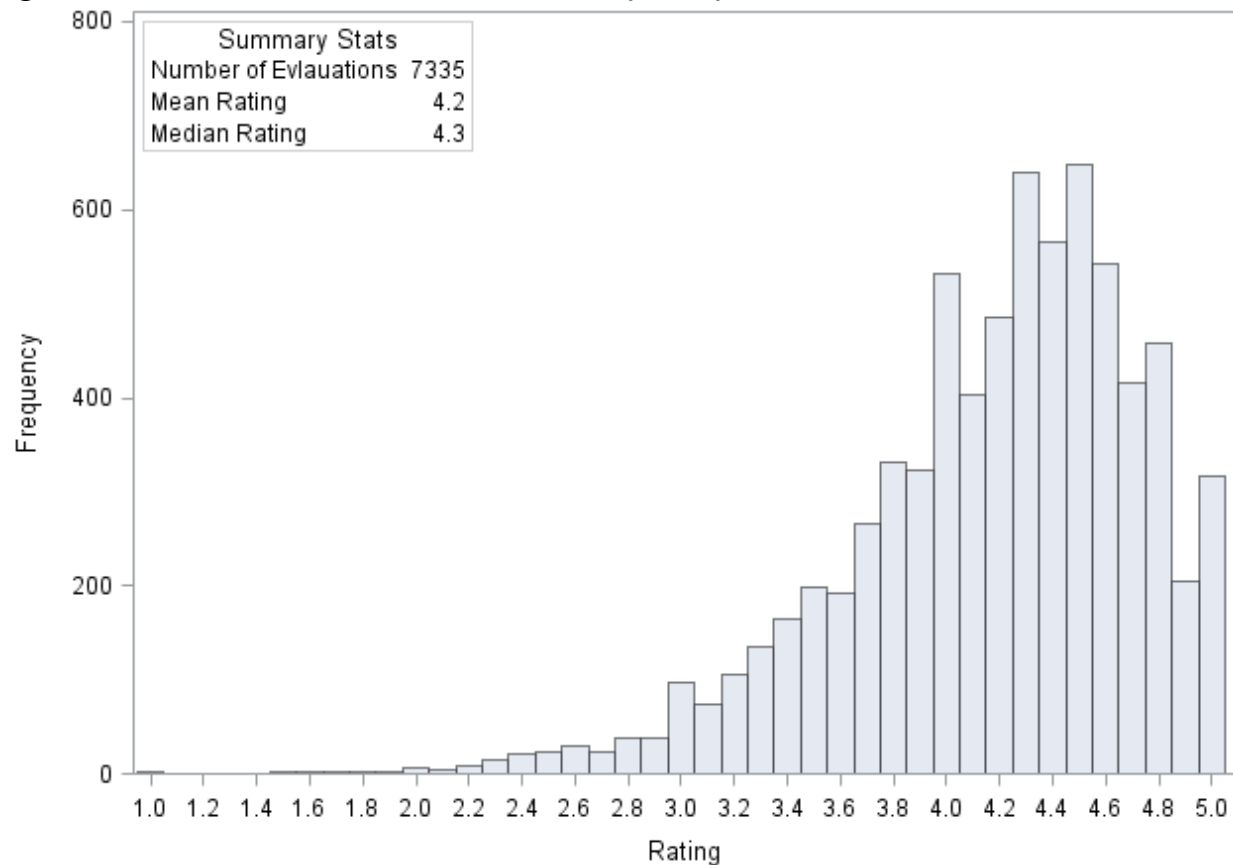
**Table 2. 2015W Results by Year Level<sup>1</sup>**

UMI	Year Levels						2014W Average <sup>2</sup>
	100 Level	200 Level	300 Level	400 Level	Grad	Average <sup>2</sup>	
1. The instructor made it clear what students were expected to learn	4.1 (4.2)	4.1 (4.2)	4.1 (4.2)	4.2 (4.3)	4.2 (4.3)	4.1 (4.2)	4.1 (4.2)
2. The instructor communicated the subject matter effectively	4.1 (4.2)	4.0 (4.1)	4.1 (4.2)	4.2 (4.3)	4.2 (4.4)	4.1 (4.2)	4.1 (4.2)
3. The instructor helped inspire interest in learning the subject matter	4.0 (4.1)	4.0 (4.1)	4.1 (4.2)	4.2 (4.3)	4.3 (4.4)	4.1 (4.2)	4.1 (4.2)
4. Overall evaluation of student learning (through exams, essays, presentations, etc.) was fair	4.0 (4.1)	4.0 (4.1)	4.1 (4.1)	4.2 (4.3)	4.2 (4.3)	4.1 (4.2)	4.1 (4.2)
5. The instructor showed concern for student learning	4.2 (4.2)	4.2 (4.2)	4.2 (4.3)	4.4 (4.4)	4.4 (4.5)	4.3 (4.3)	4.3 (4.3)
6. Overall the instructor was an effective teacher	4.1 (4.2)	4.1 (4.2)	4.1 (4.2)	4.2 (4.3)	4.3 (4.4)	4.2 (4.3)	4.2 (4.3)

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

<sup>2</sup> Median in parenthesis

**Figure 1. THE OVERALL QUALITY OF TEACHING (UMI 6) IN 2015W**



## 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 2015W, results for 8.7% of course evaluations were published, compared to 10.6% for the previous academic year (2014W).

## MAGNITUDE AND VARIABILITY OF RATINGS

Table 3 shows a distribution of instructor evaluations by the overall quality of teaching score (UMI 6) and a measure of dispersion. The average percent favourable ratings (4 & 5) for each cell is given in parenthesis. Percent favourable rating reflects the ratio of students who rated the instructor a 4 or 5 as a percentage of class responses. As would be expected, percent favourable rating decreases as dispersion increases in the first three rows of table 3, but increases with dispersion in the lower two rows in table 3.



Evaluations in the upper left cells of table 3 have high ratings, with low variability, resulting in a high percentage of favourable ratings. Whereas the lower left cells in the table show low UMI 6 scores, with low variability in students' scores, resulting in low percentage of favourable ratings.

**Table 3. Distribution of Instructor Evaluations by overall score (UMI 6) and a Measure of dispersion (% favourable rating in parenthesis).**

Rating	Variability in Instructor Rating (dispersion) <sup>1</sup>						Total
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	> 0.55	
	Number of Evaluation (% Favourable Rating in Parenthesis)						
-5.0	312 (100%)	696 (99.6%)	907 (97.7%)	203 (91.4%)			2,118
-4.5		77 (99.8%)	563 (97.8%)	1107 (88.4%)	846 (82.2%)	68 (79.3%)	2,661
-4.0	60 (100%)	23 (80.4%)	77 (75.5%)	235 (72.2%)	775 (69.3%)	430 (67.6%)	1,600
-3.5		4 (21.7%)	34 (43.1%)	38 (40.6%)	207 (48.2%)	356 (50.2%)	639
-3.0	23 (0%)	1 (0%)	10 (2.9%)	10 (8.2%)	77 (19.6%)	196 (32.1%)	317
							7,335

<sup>1</sup> Based on an ordinal dispersion index: Rampichini, Carla, Leonardo Grilli, and Alessandra Petrucci (2004). Analysis of university course evaluations: from descriptive measures to multilevel models. *Statistical Methods & Applications* (2004) 13: 357–373.

### “IN-CLASS” SUBMISSIONS AND RESPONSE RATES

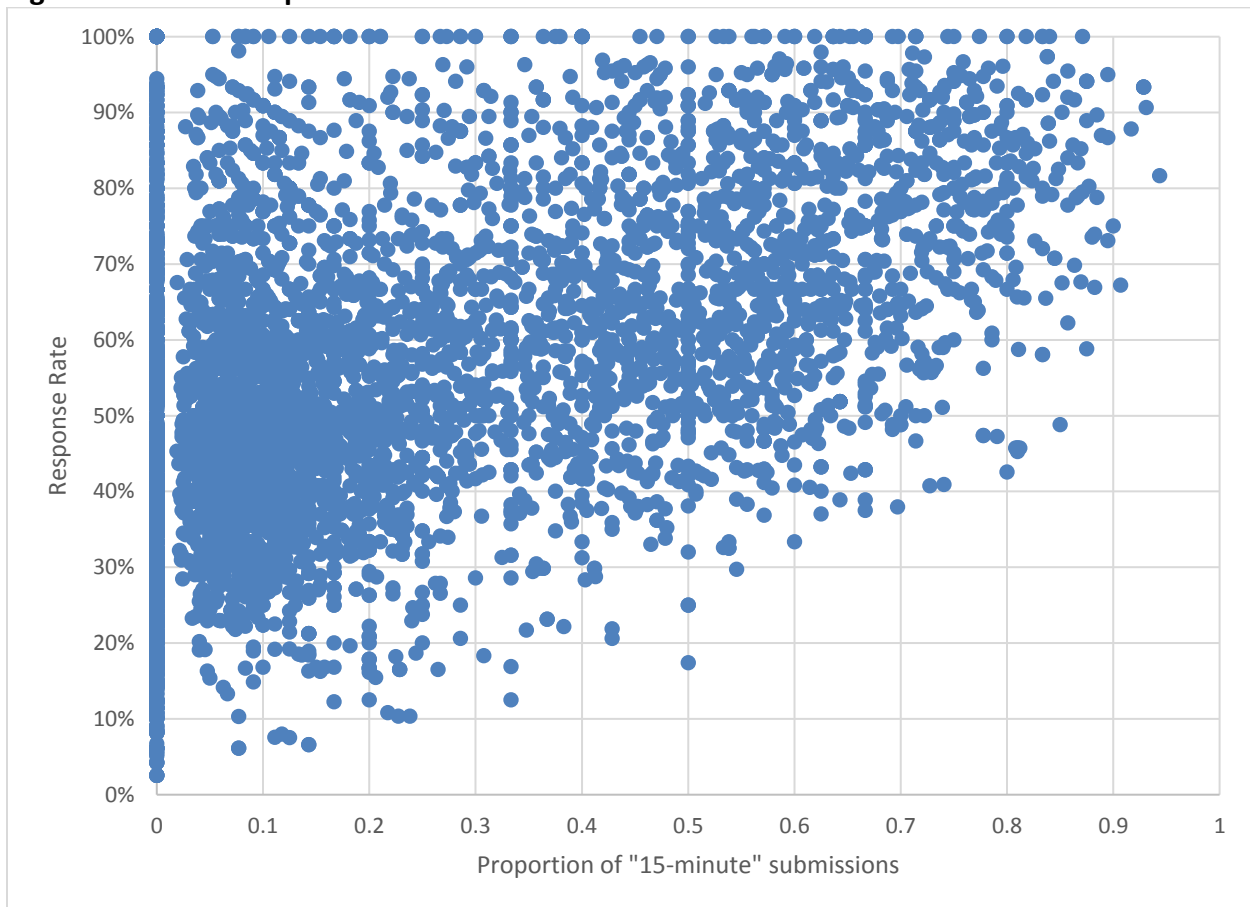
At the beginning of the 2013 academic year, the Provost's office requested that instructors set aside time in class for students to complete online surveys. To determine whether this had an impact, we used survey submission time stamps as a proxy for compliance. A high proportion of submissions within a 15-minute time span could indicate that submissions were done in-class (random checks of the course schedule indicated that this assumption was reasonable).

Figure 2 shows response rate vs. the proportion of submissions completed within a 15-minute time span for all Faculties. The trend shows increased response rates and decreased variance in those rates as the proportion of 15-minute submissions increase. Figure 2 also shows that for

sections with more than half of the respondents completing the survey “in class”, response rates are higher than 30%. Similar trends were observed in 2014W.

We encourage faculty members to set aside time in class for students to complete online evaluations. Those students who cannot complete the evaluations in the time given, can save them and complete them later.

**Figure 2. 2015W Response Rates and “in-class” submissions**



## RESPONSE RATES

Zumrawi, Bates and Schroeder (2014) developed a set of recommended response rates based on the observed variability in the UBC ratings of instructors over a 4-year period. Evaluations with response rates below this minimum should be interpreted with care, particularly if they are anomalous. A summary of the 2015W response rates by class size is given in Table 4.

In 2015W, the overwhelming majority of evaluations in sections with 75 or more students met or exceeded the minimum recommended response rates. These sections account for 57% of the total enrollment.


**Table 4. Sections Meeting or Exceeding the Recommended Response Rates<sup>1</sup>**

Class Size <sup>1</sup>	Unique Sections	Number of Evaluations	Total Enrolment	Recommended minimum response rate	% meeting or exceeding the minimum recommended response rate <sup>2</sup>
≤ 10	543	650	5,024	75%	33%
11 -19	1,242	1,420	21,242	65%	38%
20 -34	1,674	1,915	50,927	55%	48%
35 - 49	975	1,153	47,934	40%	68%
50 -74	639	718	43,091	35%	75%
75 -99	351	410	35,137	25%	97%
100 -149	413	504	61,683	20%	91%
150 - 299	370	498	104,819	15%	97%
300 - 499	36	67	22,889	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

<sup>2</sup> Zumrawi, A., Bates, S. & Schroeder, M (2014). What response rates are needed to make reliable inferences from student evaluations of teaching? *Educational Research and Evaluation: An International Journal on Theory and Practice*, 20:7-8, 557-563

More than half of the sections with 34 or less students did not meet the minimum recommended response rates. However, these sections account for 20% of the total enrollment. Based on the results in Table 4, efforts to increase students' participation in online surveys will, therefore, continue to be more focused on sections with under 50 students.

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