



## STUDENT EVALUATION OF TEACHING REPORT TO SENATE November 2015

### 2014W SCOPE

Results for 7,307 instructor evaluations were submitted to the University, for 6,153 course sections in which the University Module Items were administered (3,874 instructors). This represent an increase of 128 evaluations compared to 2013W.

**Table 1. Scope of 2014W Implementation<sup>1</sup>**

FACULTY	NUMBER OF INSTRUCTORS EVALUATED <sup>2</sup>					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	59	121	158	188	217	743
Arts	653	401	719	459	350	2,582
Commerce	17	99	235	154	180	685
Dentistry	1	30	29	75	0	135
Education	21	75	273	176	218	763
Forestry	3	27	25	40	27	122
College of Health Disciplines		1		3		4
Land & Food Systems	6	23	51	43	25	148
Law		36	69	105	8	218
Medicine <sup>3</sup>	3	18	80	100	225	426
Pharmaceutical Sciences		36	42	48		126
Science	425	212	291	210	178	1,316
Vantage College	39					39
<b>TOTAL</b>	<b>1,227</b>	<b>1,079</b>	<b>1,972</b>	<b>1,601</b>	<b>1,428</b>	<b>7,307</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). Five (5) percent 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 2014W, compared to the previous academic year (2013W).

**Table 2. 2014W Results by Year Level<sup>1</sup>**

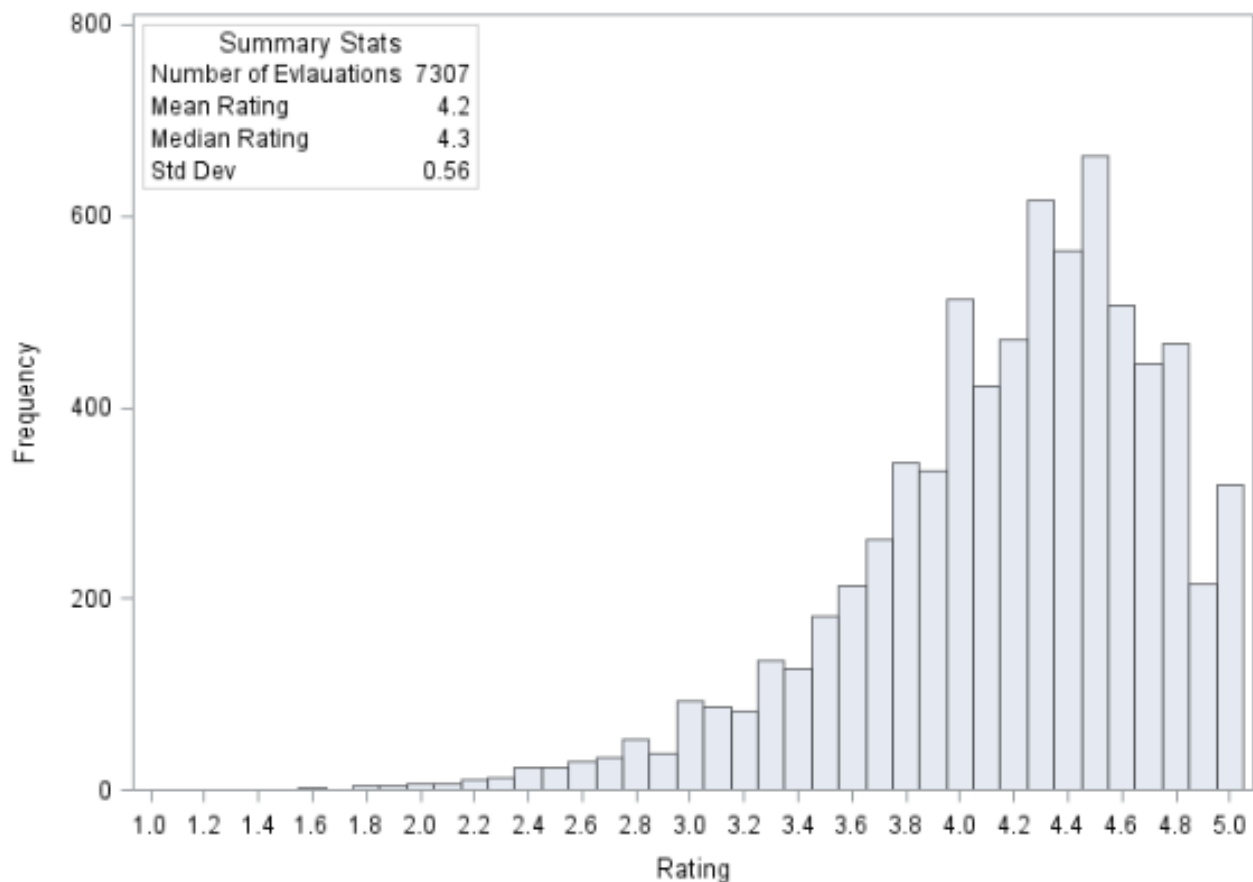
UMI	Year Levels						2013W Average <sup>2</sup>
	100 Level	200 Level	300 Level	400 Level	Grad	Average <sup>2</sup>	
1. The instructor made it clear what students were expected to learn	4.1 (4.2)	4.1 (4.2)	4.1 (4.2)	4.2 (4.3)	4.2 (4.3)	4.1 (4.2)	4.1 (4.2)
2. The instructor communicated the subject matter effectively	4.1 (4.2)	4.1 (4.2)	4.1 (4.2)	4.2 (4.3)	4.2 (4.3)	4.1 (4.2)	4.1 (4.2)
3. The instructor helped inspire interest in learning the subject matter	4.0 (4.0)	4.0 (4.1)	4.1 (4.1)	4.2 (4.3)	4.3 (4.3)	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 (4.1)
5. The instructor showed concern for student learning	4.2 (4.2)	4.2 (4.2)	4.2 (4.3)	4.3 (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 (4.4)	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 2014W**



### **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 2014W, results for 10.6% of course evaluations were published, compared to 10.2% for the previous academic year (2013W).

### **STUDENTS' AGREEMENT ON INSTRUCTOR RATINGS**

Table 3 shows a distribution of instructor evaluations by the overall quality of teaching score (UMI 6) and the level of students' agreement on their instructor rating (as measured by a dispersion index). Evaluations in the lower left cells of Table 3 have low overall scores with a high level of agreement among students. This category represent 0.25% of evaluations in 2014W and none of the scores in the category were below 3.0. Evaluations in the lower right side of Table 3 have low overall scores, but with low levels of agreement among students. Evaluations with scores below 3.0 in this category account for 3.7% of the 2014W evaluations. These ratings should be considered within context, considering factors such as number of responses and the magnitude of dispersion.



**Table 3. Distribution of evaluations by overall score (UMI 6) and a Measure of dispersion (students' agreement on ratings).**

	Level of Students' Agreement on Instructor Rating <sup>1</sup>						Total
	Complete 0	High < 0.2	High/ Moderate 0.2 - 0.3	Moderate/ Low 0.3 - 0.4	Low 0.4 -0.55	Very Low > 0.55	
<b>UMI 6 Score</b>							
<b>&gt; 4.5</b>	228 (3.21%)	832 (11.73%)	1227 (17.3%)	14 (0.2%)			<b>2,301 (32.5%)</b>
<b>4.00 -</b>	22 (0.31%)	83 (1.17%)	569 (8.0%)	1424 (20.0%)	543 (7.7%)	0 (0%)	<b>2,641 (37.2%)</b>
<b>3.0 -</b>	1 (0.01%)	3 (0.04%)	14 (0.2%)	112 (1.6%)	1170 (16.5%)	587 (8.3%)	<b>1,887 (26.6%)</b>
<b>&lt; 3.0</b>	0 (0%)	0 (0%)	0 (0%)	2 (0.03%)	14 (0.2%)	247 (3.5%)	<b>263 (3.7%)</b>

<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.

**Table 3 Key:**

- Evaluations with higher ratings and high level of students agreement
- Evaluations with higher ratings but a relatively lower level of students agreement
- Evaluations with at or Above Average Ratings and high level of students agreement
- Evaluations with at or Above Average Ratings but a relatively lower level of students agreement
- Evaluations with Below Average Ratings but a relatively lower level of students' agreement<sup>2</sup>
- Evaluations with Below Average Ratings and high level of students agreement
- Evaluations with Low Ratings but a relatively lower level of students' agreement<sup>2</sup>
- Evaluations with Low Ratings and high level of students' agreement

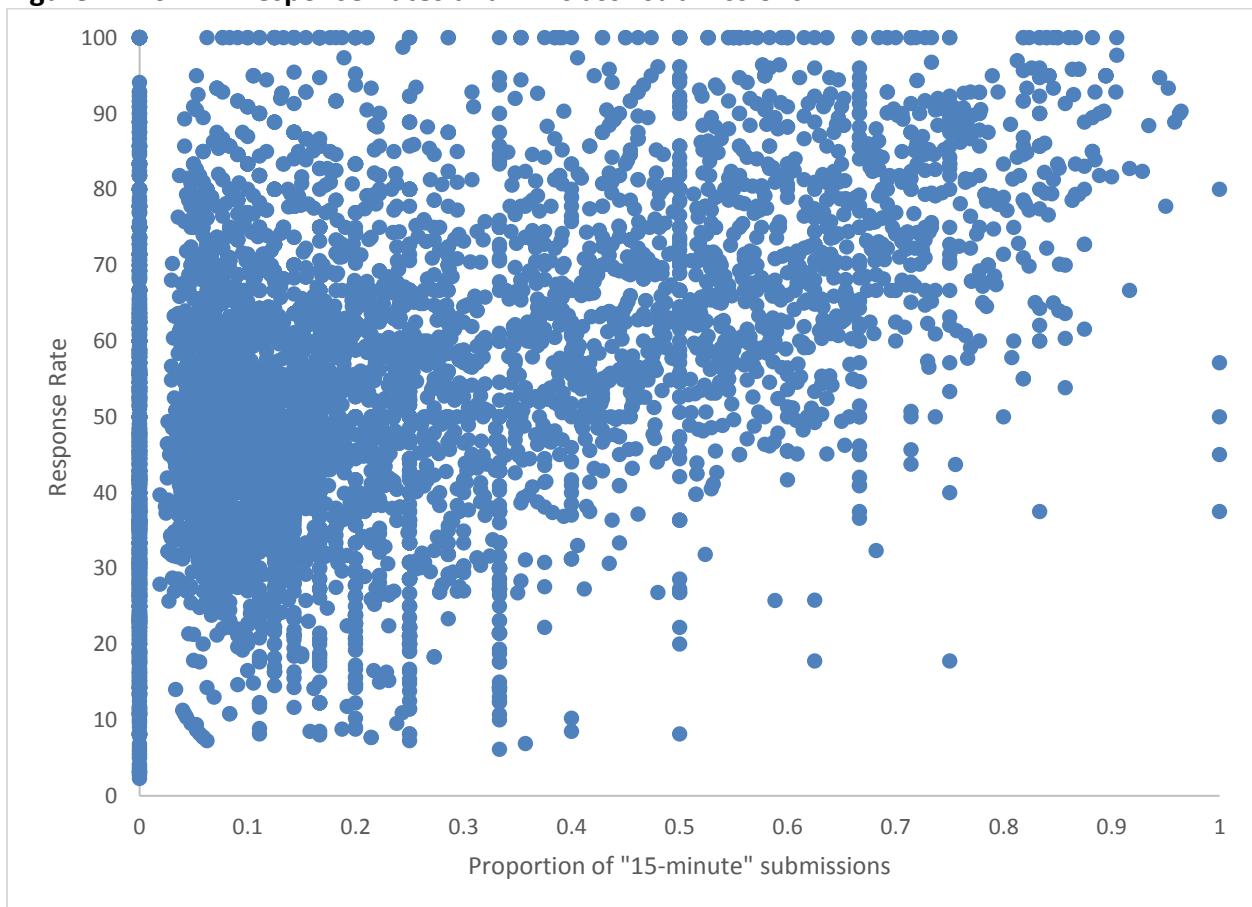
<sup>2</sup> Low ratings in these cells should be considered within context, considering factors such as number of responses and the magnitude of dispersion.



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

At the beginning of the last 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 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 a 15-minute submissions increase. 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. 2014W Response Rates and “in-class” submissions





## RESPONSE RATES

Zumrawi, Bates and Schroder (2014) 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 with response rates below this minimum should be interpreted with care, particularly if they are anomalous. A summary of the 2014W response rates by class size is given in Table 4.

In 2014W, the overwhelming majority of evaluations in sections with 75 or more students met or exceeded the minimum recommended response rates. These sections account for 56% 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	626	749	5,798	75%	36%
11 -19	1,260	1,457	21,952	65%	38%
20 -34	1,610	1,908	49,722	55%	48%
35 - 49	905	1,082	44,962	40%	68%
50 -74	611	698	42,462	35%	79%
75 -99	350	413	35,516	25%	97%
100 -149	398	459	55,332	20%	95%
150 - 299	358	478	97,476	15%	90%
300 - 499	33	53	17,896	10%	100%
500+	2	10	5,686	5%	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 21% 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>.