



STUDENT EVALUATION OF TEACHING REPORT TO SENATE November 2017

2016W SCOPE

A total of 7,866 instructor evaluations were submitted to the University, for 6,554 course sections in which the University Module Items were administered. This represents a 7% increase in the number of evaluations compared to 2015W.

Table 1. Scope of 2016W Implementation¹

FACULTY	NUMBER OF INSTRUCTORS EVALUATED ²					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	82	149	202	239	271	943
Arts	689	441	723	486	325	2,664
Commerce	18	142	249	176	163	748
Dentistry	4	45	36	98	8	191
Education	25	92	291	202	233	843
Forestry	6	28	29	34	34	131
Land & Food Systems	6	22	47	43	35	153
Law		44	72	103	13	232
Medicine ³	6	23	78	98	234	439
Pharmaceutical Sciences	31	31	0	54	1	117
Science	404	246	343	208	145	1,346
Vantage College	59					59
TOTAL	1,330	1,263	2,070	1,741	1,462	7,866

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/instructor combination.

³ 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). Three percent (3%) of instructors received an overall rating of 5.0; 70% were assessed at 4.0 or higher and less than 4% received evaluations below 3.0.

A summary of the results for the 6 UMI questions is shown in table 2.

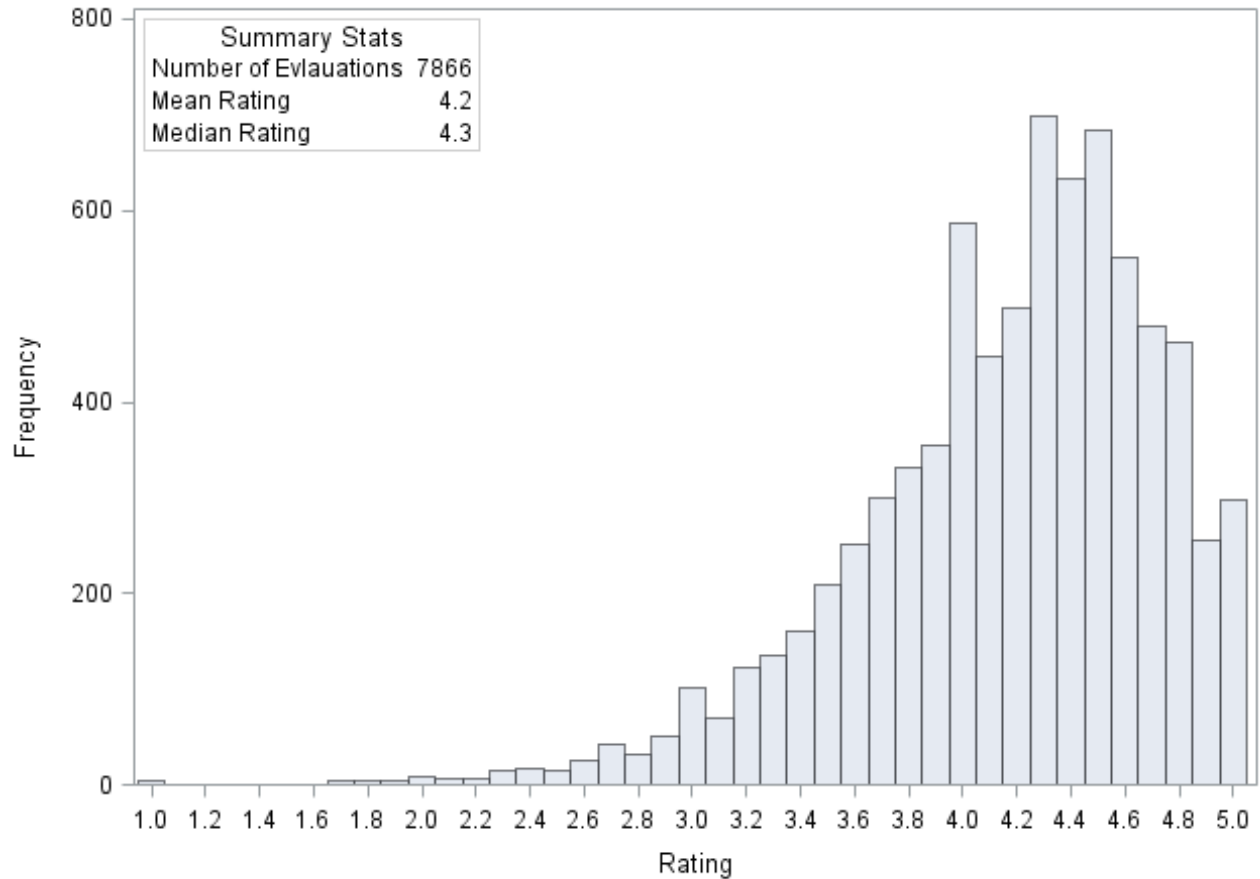
Table 2. 2016W Results by Year Level¹

UMI	Year Levels						2015W Average ²
	100 Level	200 Level	300 Level	400 Level	Grad	Average ²	
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 (4.0)	4.0 (4.0)	4.1 (4.1)	4.2 (4.3)	4.2 (4.3)	4.1 (4.1)	4.1 (4.2)
5. The instructor showed concern for student learning	4.2 (4.2)	4.2 (4.2)	4.2 (4.3)	4.3 (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 (4.3)	4.3 (4.4)	4.2 (4.3)	4.2 (4.3)

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

² Median in parenthesis

Figure 1 shows the distribution of the overall quality of teaching (UMI 6). There were no significant changes in the distribution of UMI 6 in 2016W, compared to 2015W.

**Figure 1. THE OVERALL QUALITY OF TEACHING (UMI 6) IN 2016W**

MAGNITUDE AND VARIABILITY OF RATINGS

Table 3.a shows the distribution of instructor evaluations by the overall rating score (UMI 6) and a measure of dispersion for this score. Average percent favourable rating 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.a, but increases with dispersion in the lower two rows.

Evaluations in the upper left cells of table 3.a have high ratings, with low variability, resulting in high percentages 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.a: Distribution of Instructor Evaluations by overall score (UMI 6) and a Measure of dispersion (% favourable rating in parenthesis).

Rating	Variability in Instructor Rating (dispersion) ¹								Total
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55-0.70	0.7-0.85	> 0.85	
	Number of Evaluations (% Favourable Rating in Parenthesis)								
- 5.0	286 (100%)	751 (100%)	949 (98%)	251 (91%)	1 (89%)				2,238
- 4.5		74 (100%)	584 (98%)	1149 (88%)	981 (82%)	69 (79%)			2,857
- 4.0	78 (100%)	22 (82%)	101 (75%)	276 (72%)	832 (69%)	434 (67%)	58 66%	2 69%	1,803
- 3.5	19 (0%)	5 (24%)	43 (42%)	38 (43%)	174 (47%)	329 (48%)	103 51%	9 55%	720
< 3.0	6 (0%)	1 (0%)	3 (0%)	9 (6%)	54 (19%)	125 (27%)	48 35%	2 40%	248
									7,866

¹ 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.b shows the same distributions as in table 3.a, except that it includes only evaluations that met the minimum recommended response rate. As evident in Table 3.b, low ratings with low dispersion index (lower left corner of the table) are from surveys that did not meet the minimum recommended response rates.

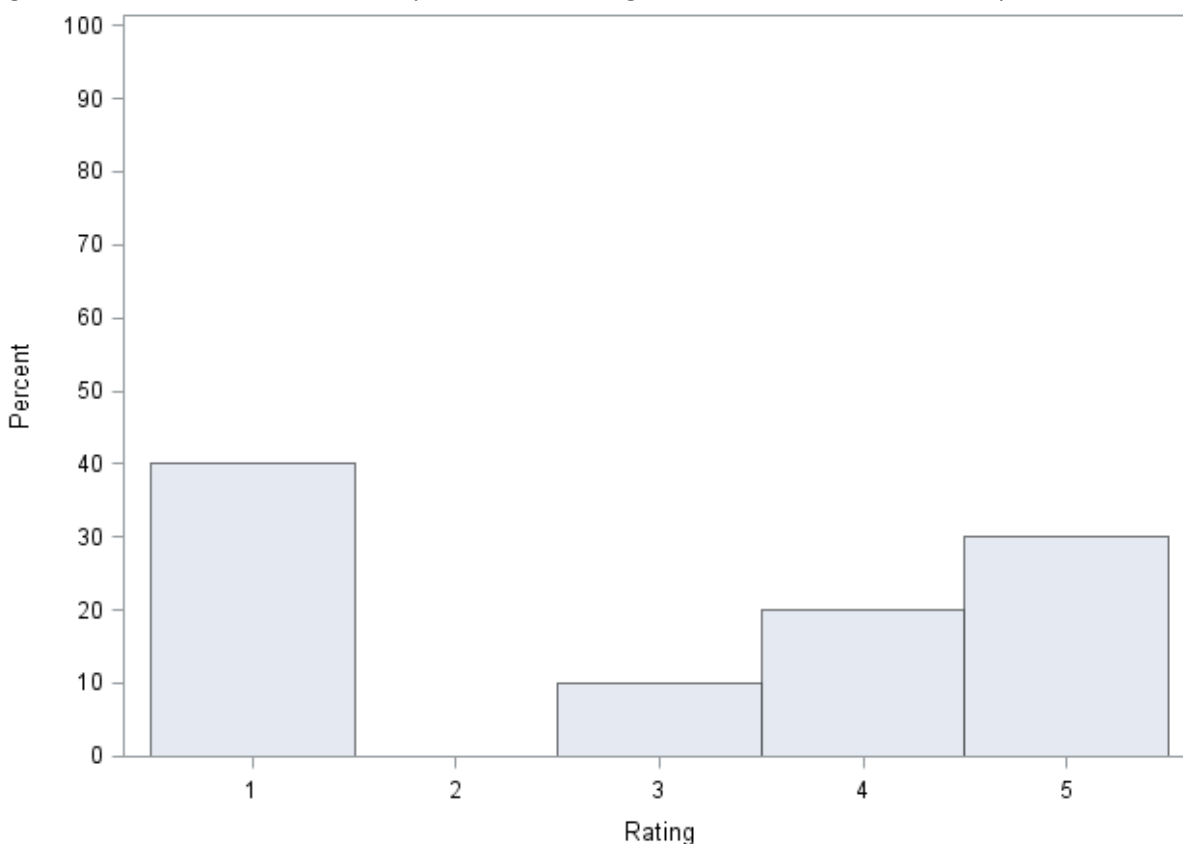
Of the 13 evaluations with extreme dispersion index (last column in table 3.a), only 1 evaluation met the minimum recommended response rate (table 3.b). The distribution of this single instructor evaluation is given in figure 2. It is worth noting that such extreme distributions, indicative of a polarized evaluation, are **not** common and mostly occur in smaller classes when the minimum recommended response rate is not met. For example, in the previous year (2015W) none of the 18 evaluations (with a dispersion exceeding 0.85) met the minimum recommended response rate.



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

Rating	Variability in Instructor Rating (dispersion) ¹							Total	
	0	< 0.2	0.2 - 0.3	0.3 - 0.4	0.4 - 0.55	0.55 - 0.70	0.7 - 0.85		> 0.85
Number of Evaluations (% Favourable Rating in Parenthesis)									
- 5.0	69 (100%)	462 (99%)	614 (97%)	180 (92%)	1 (89%)				1,326
- 4.5		18 (100%)	249 (97%)	853 (89%)	719 (83%)	42 (79%)			1,881
- 4.0	1 (100%)	6 (86%)	24 (78%)	147 (75%)	586 (69%)	290 (66%)	24 65%		1,078
- 3.5			2 (21%)	14 (40%)	104 (46%)	232 (48%)	51 51%	1 50%	404
< 3.0				4 (3%)	36 (19%)	88 (27%)	32 34%		160
									4,849

Figure 2: Distribution of student responses for the single evaluation with extreme dispersion in table 3.b





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 2016W response rates by class size is given in Table 4.

In 2016W, the overwhelming majority of evaluations in sections with 75 or more students met or exceeded the minimum recommended response rates. These sections account for 54% of the total enrollment.

50% or more of the sections with 34 or less students did not meet the minimum recommended response rates. These sections account for 22% of the total enrollment.

Compared to the previous year (2015W), there is an overall slight improvement in response rates in sections with under 50 students. Based on the results in Table 4, efforts to increase students' participation in online surveys will, therefore, continue to be more focused on smaller sections, and in particular sections with under 35 students.

Table 4. Sections Meeting or Exceeding the Recommended Response Rates¹

Class Size ¹	Course Sections	Number of Evaluations	Total Enrolment	Recommended minimum response rate	% meeting minimum recommended ²	
					2016W	2015W
≤ 10	568	659	4,348	75%	34%	33%
11 -19	1,248	1,463	18,644	65%	40%	38%
20 -34	1,827	2,161	48,961	55%	50%	48%
35 - 49	982	1,175	40,662	40%	70%	68%
50 -74	685	776	41,247	35%	78%	75%
75 -99	360	439	30,966	25%	95%	97%
100 -149	453	587	54,630	20%	90%	91%
150 - 299	397	550	80,974	15%	97%	97%
300 - 499	34	56	11,572	10%	100%	100%

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 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

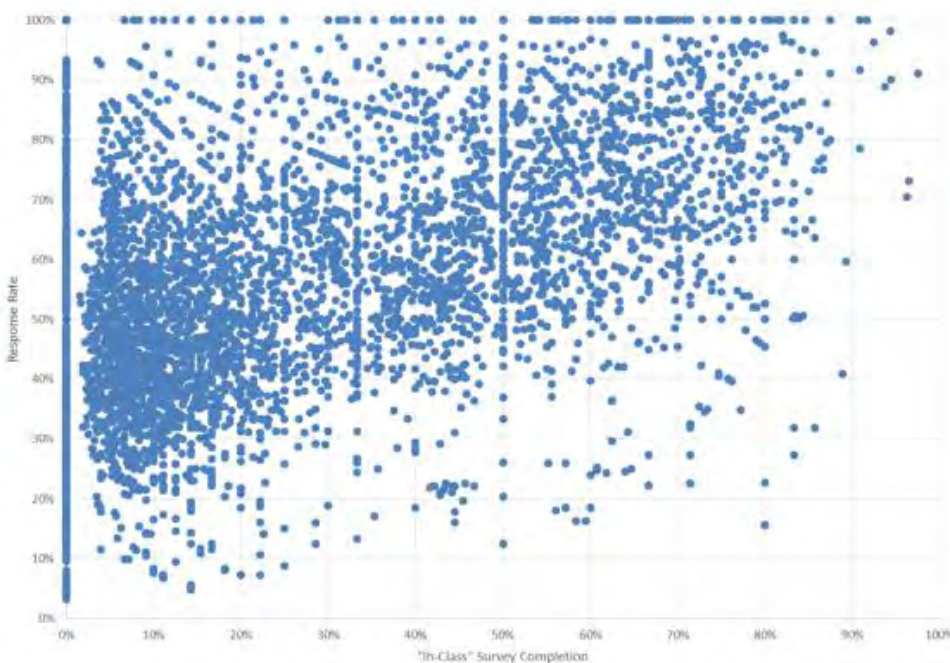


“IN-CLASS” SUBMISSIONS AND RESPONSE RATES

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.a 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 3.a also shows that for sections with more than half of the respondents completing the survey “in class”, response rates are higher than 20%. Similar trends was observed in previous years.

Figure 3a. 2016W Response Rates and “in-class” submissions



This trend is more pronounced in some Faculties, an example is given in figure 3.b. In this example, sections with more than half of the respondents completing the survey “in class”, had response rates of 40% or higher.



Figure 2b. 2016W Response Rates and “in-class” submissions: a Faculty Example



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.

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 2016W, results for 7.6% of course evaluations were published, compared to 8.7% for the previous academic year (2015W).

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