



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

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MEMORANDUM

August 30, 2011

To: Senate, Vancouver
c/o Lisa Collins, Manager of Secretariat Services

From: David H. Farrar
Provost and Vice President Academic

A handwritten signature in black ink, appearing to read 'DHF', followed by a horizontal line.

Re: Student Evaluation of Teaching – Report to Senate

For Information:

In accordance with the Senate Policy on Student Evaluation of Teaching, I am pleased to forward the 2009 and 2010 Report to Senate on Student Evaluation of Teaching.

Attachment:

- 1. Provost and VP Academic Report to Senate - Student Evaluation of Teaching, dated August 2011 (8 pages)**



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 CoursEval 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.



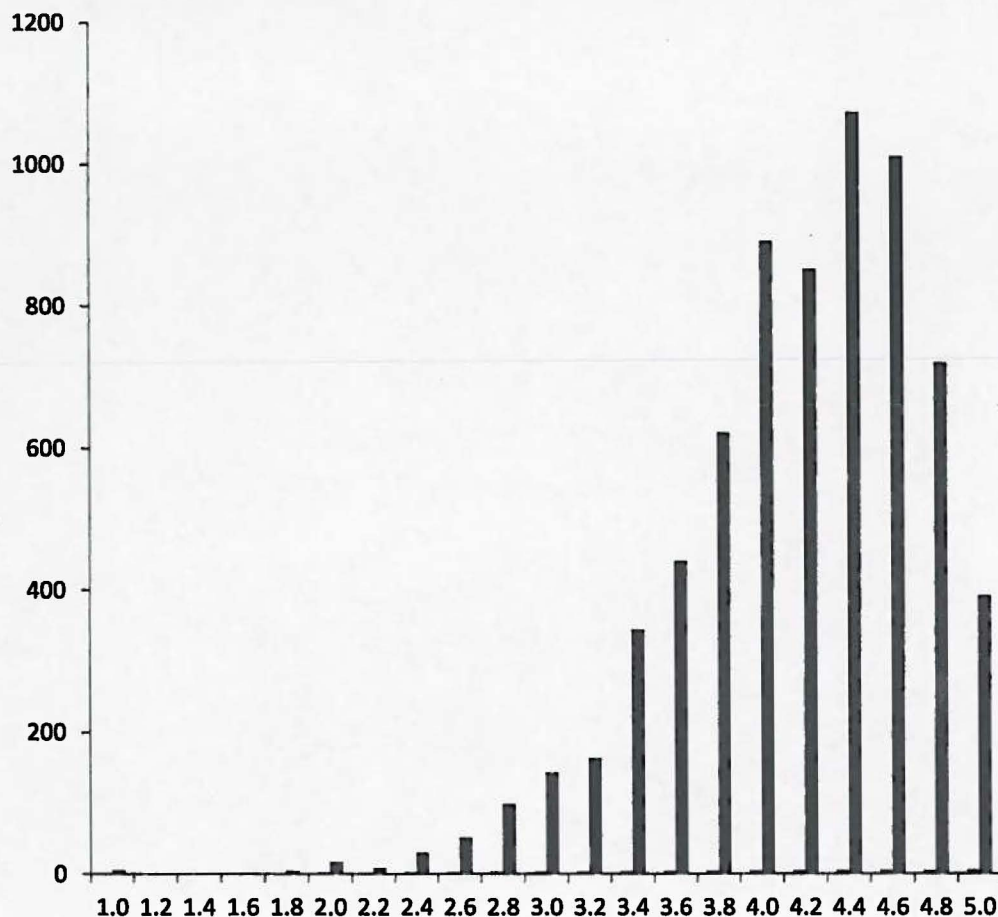
Table 2. 2009W Results by Year Level¹

| 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.



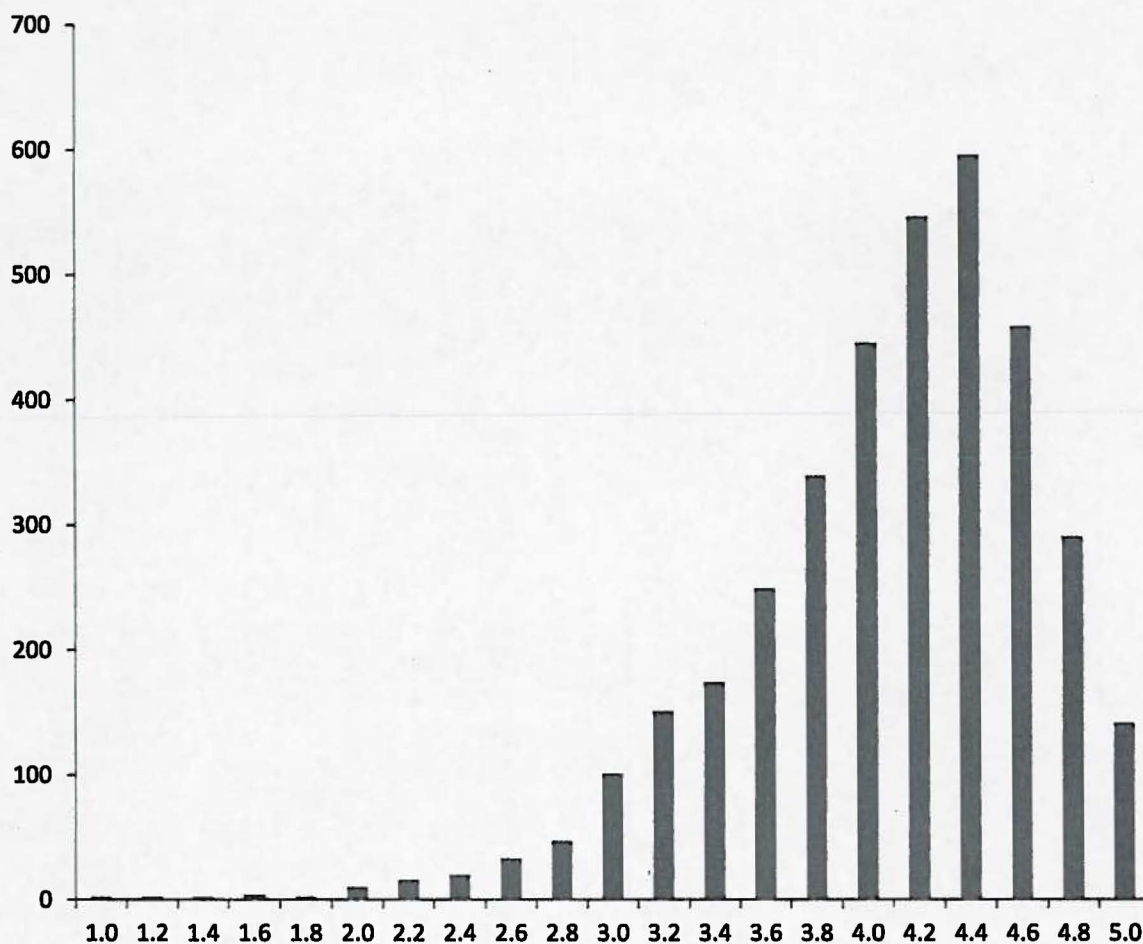
Table 4. 2010W Results by Year Level¹

| 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.