



**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 Implementation<sup>1</sup>**

FACULTY	NUMBER OF INSTRUCTORS EVALUATED <sup>2</sup>					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
<b>Applied Science</b>	33	176	166	224	205	804
<b>Arts</b>	523	421	701	500	339	2,484
<b>Commerce</b>		92	174	165	280	711
<b>Dentistry</b>		2	1	62		65
<b>Education</b>	18	22	246	160	221	667
<b>Forestry</b>	3	20	28	38	15	104
<b>College of Health Disciplines</b>		2	2	8		12
<b>Land &amp; Food Systems</b>	1	30	49	42	9	131
<b>Law</b>	31	28	65	89	17	230
<b>Medicine</b>			109	100	90	299
<b>Pharmaceutical Sciences</b>		22	31	46	7	106
<b>Science</b>	361	216	279	204	185	1,245
<b>TOTAL</b>	970	1031	1851	1638	1368	6,858

<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.



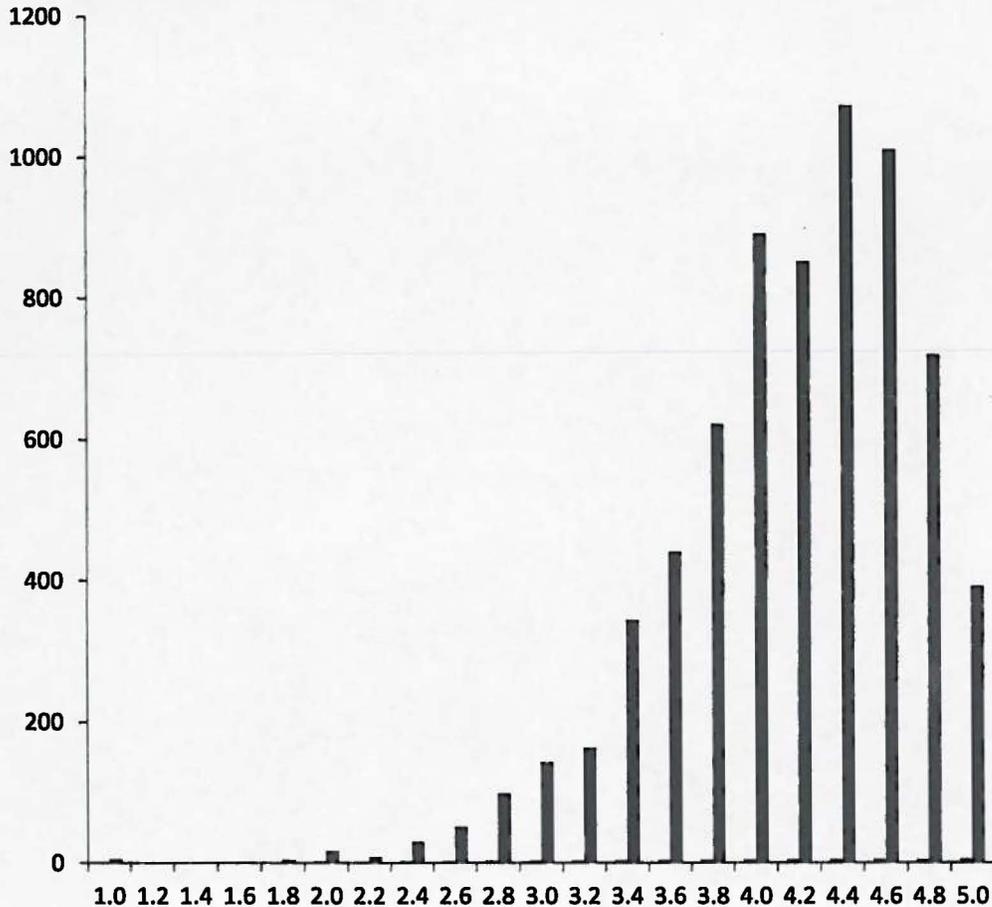
**Table 2. 2009W Results by Year Level<sup>1</sup>**

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

<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 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 Implementation<sup>1</sup>**

FACULTY	NUMBER OF INSTRUCTORS EVALUATED <sup>2</sup>					
	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
<b>TOTAL</b>	<b>1005</b>	<b>984</b>	<b>1882</b>	<b>1554</b>	<b>1325</b>	<b>6750</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.



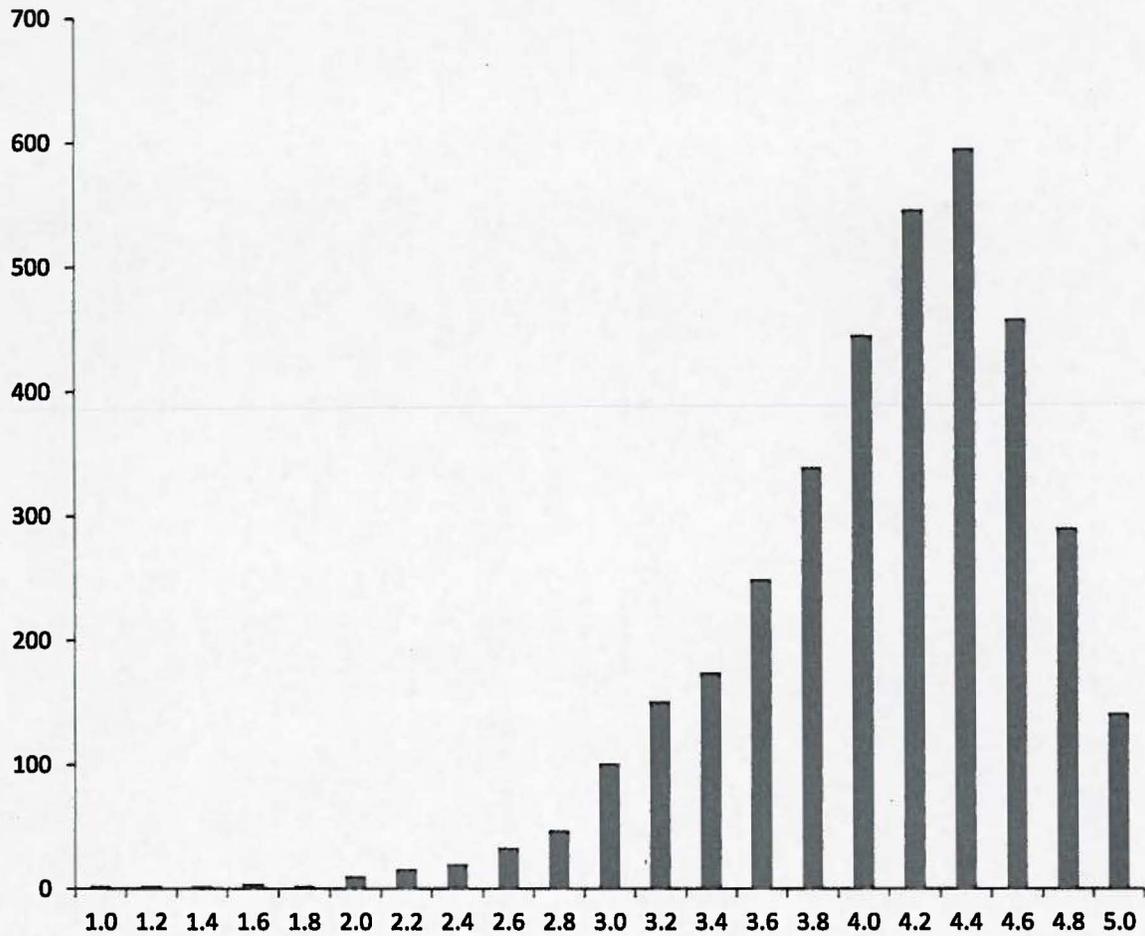
**Table 4. 2010W Results by Year Level<sup>1</sup>**

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

<sup>1</sup> 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](mailto: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.