THE UNIVERSITY OF BRITISH COLUMBIA

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September 3, 2009

To: Senate, Vancouver
c/o Lisa Collins, Associate Registrar, Senate and Curriculum Services

From: David H. Farrar
Provost and Vice President Academic

Re: Student Evaluation of Teaching

For Information:

In accordance with the Senate Policy on Student Evaluation of Teaching, I am pleased to forward the 2008-09 Report to Senate on Student Evaluation of Teaching.

Attachment:

Provost and VP Academic Report to Senate, Student Evaluation of Teaching, August 2009.

THE UNIVERSITY OF BRITISH COLUMBIA
VANCOUVER

STUDENT EVALUATION OF TEACHING

IMPLEMENTATION PROGRESS

A Standing Committee on Student Evaluation of Teaching, with representation from across the University, was established to monitor the progress of the Senate Policy implementation. This Committee oversaw the following activities during the past year.

- As a result of focus groups with faculty members and students, the University Module items were further fine tuned and a new response set applied. The items are:

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

  1. The instructor made it clear what students were expected to learn.
  2. The instructor communicated the subject matter effectively.
  3. The instructor helped inspire interest in learning the subject matter.
  4. Overall evaluation of student learning (through exams, essays, presentations, etc) was fair.
  5. The instructor showed concern for students learning.
  6. Overall the instructor was an effective teacher.

- A website (https://teacheval.ubc.ca) was developed which includes information about the Senate Policy and its implementation, as well as a secure (CWL enabled) tool which displays data about the University Module items for those course sections for which the instructor has consented to publication.

- Faculty Module and Department Module items were added where they were available; a small pilot to test Individual Instructor questions was also completed.

- TAG offered workshops called 'Wisdom Through Reflective Practice" to the university community and on request, delivered this workshop in Faculty-specific contexts.

- Research on the performance of the new items is continuing and will be published on the Student Evaluation of Teaching website as it becomes available. Research questions of interest to faculty members can be submitted to seot.research@ubc.ca.

Scope

Results for 2,603 unique instructor and course combinations (representing 83,107 responses) were submitted to the University in Term 1, for those courses in which the University Module Items were administered.

Table 1. Scope of Fall 2008 Implementation

FACULTY	NUMBER OF INSTRUCTORS EVALUATED[1]					
	100 Level	**200 Level**	**300 Level**	**400 Level**	**Grad**	**Total**
Applied Science	13	61	65	101	106	**346**
Arts	208	179	300	201	117	**1,005**
Commerce		32	51	49	60	**192**
Dentistry [2]						
Education	11	2	131	30	74	**248**
Environmental Health					7	**7**
Forestry	4	11	16	16	5	**52**
College of Health Disciplines		1		2		**3**
Land & Food Systems	1	8	21	12		**42**
Law	4	16	29	48	2	**99**
Medicine[3]						
Pharmaceutical Sciences		5	5	18		**28**
Population & Public Health				2	13	**15**
Science	181	91	129	101	64	**566**
TOTAL	***422***	***406***	***747***	***580***	***448***	***2,603***

[1] Unique course section combination.
[2] Alternative evaluation methods used.
[3] Several courses in Anatomy, Microbiology and Biochemistry were evaluated by Faculty of Science. In other Faculty of Medicine courses, alternative methods of evaluation were used.

Results for 4,033 unique instructor and course combinations (representing 105,083 responses) were submitted to the University in Term 2 for those courses in which the University Module Items were administered.

Table 2. Scope of Spring 2009 Implementation

FACULTY	NUMBER OF INSTRUCTORS EVALUATED[1]					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	27	89	103	149	114	**482**
Arts	421	254	437	356	225	**1,693**
Commerce		68	124	118	154	**464**
Dentistry [2]						
Education	7	9	124	63	92	**295**
Environmental Health					2	**2**
Forestry	1	14	16	20	12	**63**
College of Health Disciplines		1	1	3		**5**
Land & Food Systems		5	2	3	29	**39**
Law	25	14	34	40	7	**120**
Medicine[3]				1	6	**7**
Pharmaceutical Sciences		11	16	25	1	**53**
Population & Public Health					34	**34**
Science	226	101	221	152	76	**776**
TOTAL	***709***	***566***	***1,078***	***930***	***750***	***4,033***

[1] Unique course section combination
[2] Alternative evaluation methods used.
[3] Several courses in Anatomy, Microbiology and Biochemistry were evaluated by Faculty of Science. In other Faculty of Medicine courses, alternative methods of evaluation were used.

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.

Administration of Evaluations

The Senate did not prescribe a method of data collection. At present, eight 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 (but because of the nature of their courses is not collecting responses to the University Module Items). The Faculty of Education, the Faculty of Forestry and the Sauder School of Business continue to collect information using paper-based methods.

RESULTS

As shown in the following tables, scores for each of the UMIs are routinely four or higher on a five point scale.

Table 3. Results by Year Level for Term 1[1]

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	4.03	4.05	4.07	4.11	4.25	4.10
2. The instructor communicated the subject matter effectively	3.91	3.99	4.06	4.13	4.25	4.07
3. The instructor helped inspire interest in learning the subject matter	3.76	3.90	4.04	4.12	4.29	4.04
4. Overall evaluation of student learning (through exams, essays, presentations, etc.) was fair	3.82	3.90	4.01	4.09	4.19	4.01
5. The instructor showed concern for student learning	4.03	4.12	4.22	4.28	4.41	4.22
6. Overall the instructor was an effective teacher	3.93	4.02	4.09	4.17	4.30	4.11

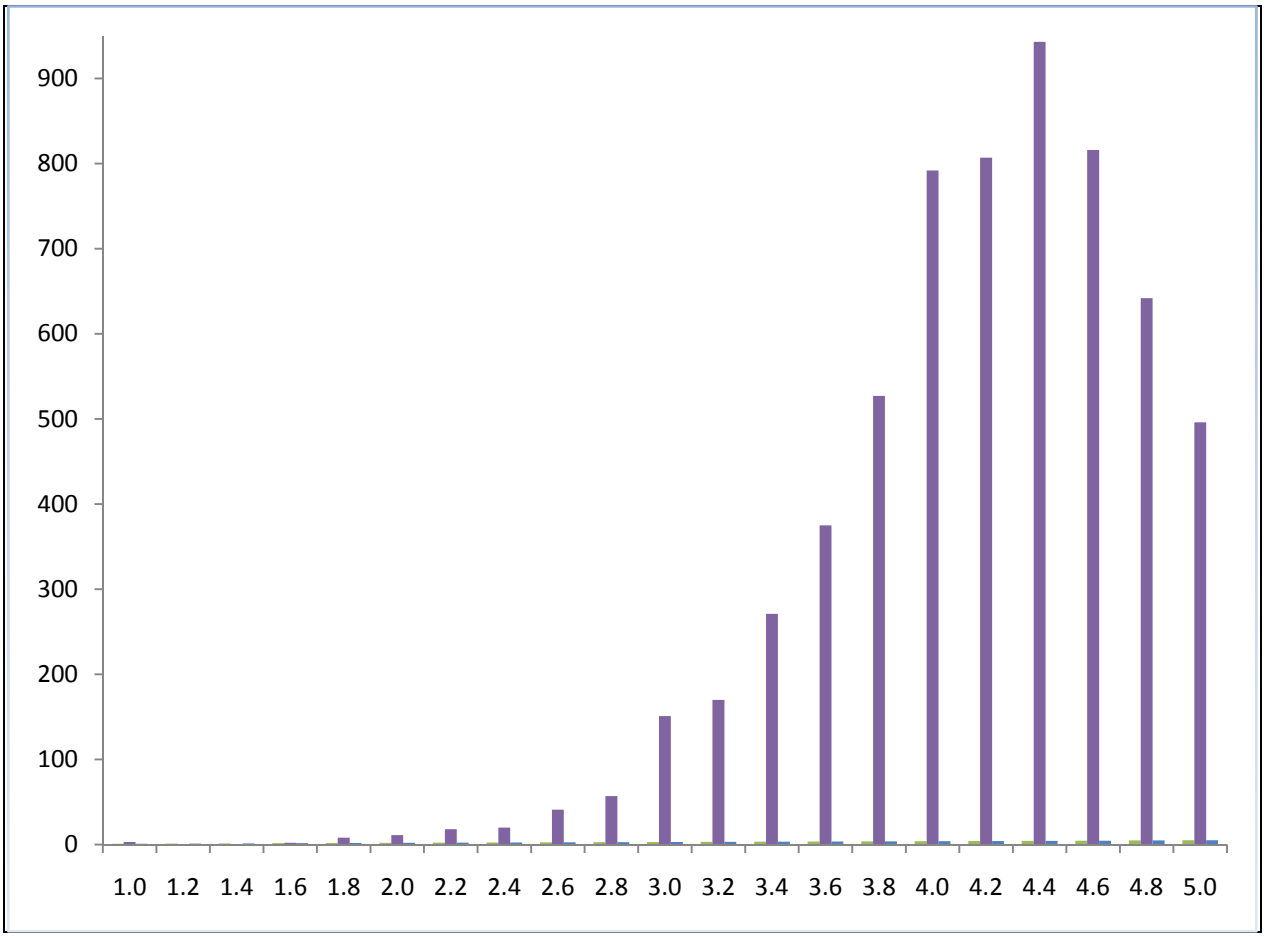
[1] Based on a 5-point scale, where 1= Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Table 4. Results by Year Level for Term 2[1]

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	4.15	4.05	4.14	4.11	4.21	4.14
2. The instructor communicated the subject matter effectively	4.08	3.99	4.11	4.13	4.23	4.11
3. The instructor helped inspire interest in learning the subject matter	3.95	3.92	4.08	4.11	4.25	4.07
4. Overall evaluation of student learning (through exams, essays, presentations, etc.) was fair	3.96	3.92	4.04	4.06	4.15	4.04
5. The instructor showed concern for student learning	4.14	4.12	4.25	4.26	4.37	4.24
6. Overall the instructor was an effective teacher	4.08	4.02	4.14	4.17	4.25	4.14

[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



As assessed by students, the overall quality of teaching at UBC is 4.13 (standard deviation = .57) on a five point scale. Only 5% of instructors are assessed at 3 or less; and 73% of instructors are assessed at 4 or higher.

NEXT STEPS

The University is committed to continuing research on the implementation of the Senate policy. Results of these investigations will be posted at https://teacheval.ubc.ca, as they become available.