STUDENT EVALUATION OF TEACHING
REPORT TO SENATE
January 2014

RESULTS

The results for the University Module Items are consistent over time as the data for 2012W (September 2012 to April 2013) indicate below.

2012W Scope

Results for 6,968 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 2012W Implementation[1]

FACULTY	NUMBER OF INSTRUCTORS EVALUATED[2]					
	100 Level	200 Level	300 Level	400 Level	Grad	Total
Applied Science	42	134	138	201	223	738
Arts	642	417	699	478	333	2,569
Commerce	10	74	177	147	175	583
Dentistry	1	12	14	54	6	87
Education	20	33	264	213	253	783
Forestry	4	25	26	34	15	104
College of Health Disciplines		2	1	14		17
Land & Food Systems	3	41	65	40	26	175
Law	40	22	56	89	8	215
Medicine[3]					10	103	113
Pharmaceutical Sciences		26	28	58	10	122
Science	389	222	418	264	169	1,462
TOTAL	1,151	1,008	1,886	1,602	1,321	6,968

[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.

[3] Includes Medicine courses evaluated by Science.

Table 2. 2012W Results by Year Level[1]

UMI	Year Levels						2011W Average
	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	4.1
2. The instructor communicated the subject matter effectively	4.1	4.1	4.1	4.1	4.2	4.1	4.1
3. The instructor helped inspire interest in learning the subject matter	4.0	4.0	4.1	4.2	4.3	4.1	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	4.1
5. The instructor showed concern for student learning	4.2	4.2	4.2	4.3	4.4	4.3	4.2
6. Overall the instructor was an effective teacher	4.1	4.1	4.1	4.2	4.2	4.1	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 QUALTIY OF TEACHING (UMI 6) IN 2012W
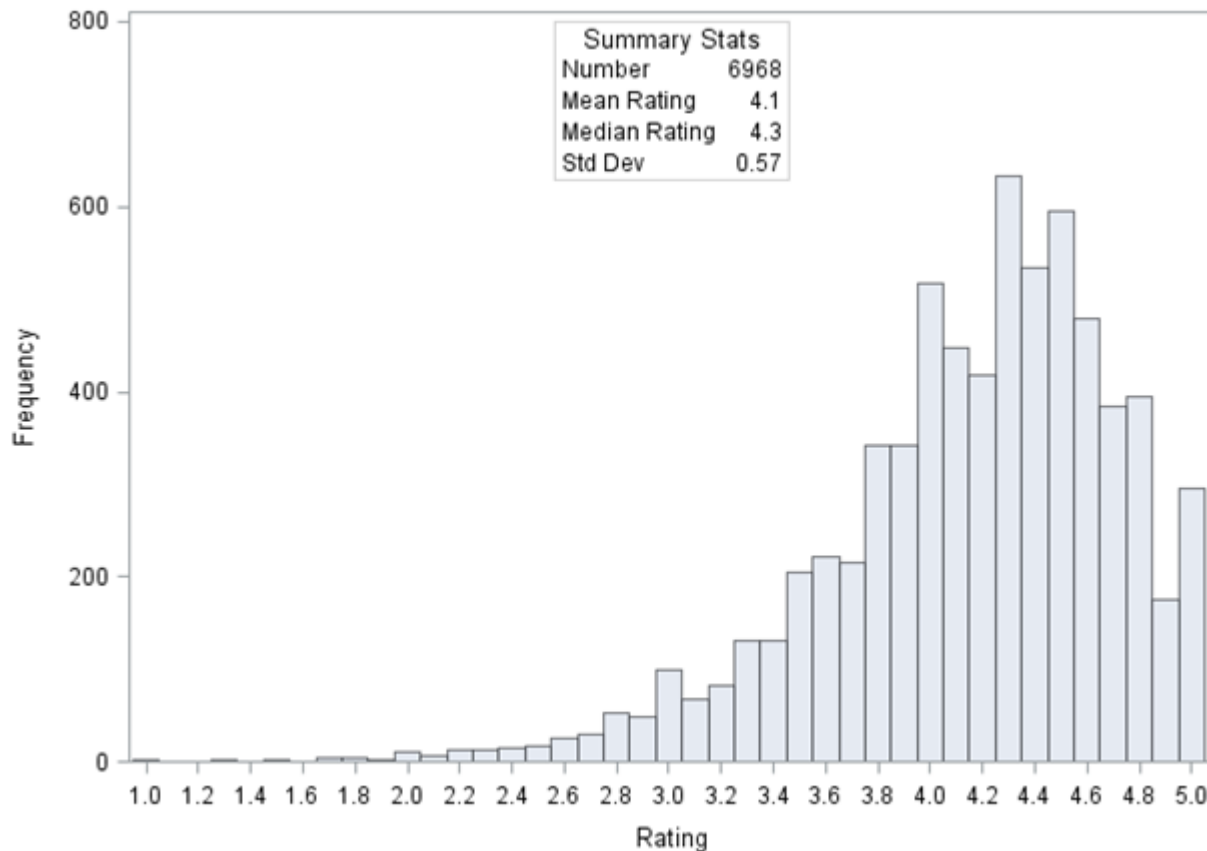
The overall quality of teaching at UBC as assessed by students on a five-point scale has a mean rating of 4.1 (standard deviation = .57). 4% of instructors received a rating of 5; 69% were assessed at 4 or higher and only 4% received evaluations below 3. These results were comparable with those obtained in 2011W.

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 2012W, results for 11.8% of courses were published, compared to 14.3% for the previous session. Based on feedback to make this simpler, and communication from Associate Deans to encourage it, the Committee acknowledges that publication of results has been a challenge. Over the next year, the Committee will further work with student representatives and Associate Deans to encourage faculty members to publish their results.

RESPONSE RATES

Response rates have been an important consideration in the implementation of the Senate Policy, beginning with a 2008 study by Ralph Hakstian (see http://teacheval.ubc.ca/resources). We continue to pay close attention to this important issue in order to ensure that the number of responses received is a sufficient representation of the students in the class, so that the results can

be generalized and interpreted in a meaningful way. Based on the work first started by Dr Hakstian, we examined the variability in the UBC student ratings of instructors from 2009 to 2012. Overall, and consistently over the four years, 77% of UBC students gave favorable instructor ratings (4 or 5 on a scale of 1-5). Based on this variability, the statistically acceptable response rates were calculated for a range of class sizes, with an 80% confidence interval (as recommended by Dr Hakstian) and a 10% margin of error. Response rates below these figures will require additional context.

Table 3. Recommended minimum response rates

Class Size	Recommended Minimum Response Rates based on 80% confidence & ± 10% margin
≤ 10	75%
11 - 19	65%
20 - 34	55%
35 - 49	40%
50 - 74	35%
75 - 99	25%
100 - 149	20%
150 - 299	15%
300 - 499	10%
> 500	5%

In 2012W, 85% of sections with 50 or more students met or exceeded the recommended response rates. Efforts to increase student participation in online surveys will therefore be focused on classes with under 50 students. A plan is currently being developed and will be posted on the website. It is also recommended that the actual and recommended response rates be included with summaries of teaching evaluations used in promotion and tenure cases.

MID-TERM EVALUATIONS OF TEACHING
In partnership with the AMS, the committee conducted a pilot during the 2012 academic session into ways in which instructor-driven, informal midterm evaluations of teaching can support a dialogue around and feedback on teaching and learning issues between faculty and students. The Faculties of Arts, Science, Applied Science and the School of Kinesiology participated in the pilot, with positive feedback from both students and faculty. Results are available at http://teacheval.ubc.ca/mid-term-evaluations. The AMS and CTLT have engaged in further promotion of the scheme in the current session.

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