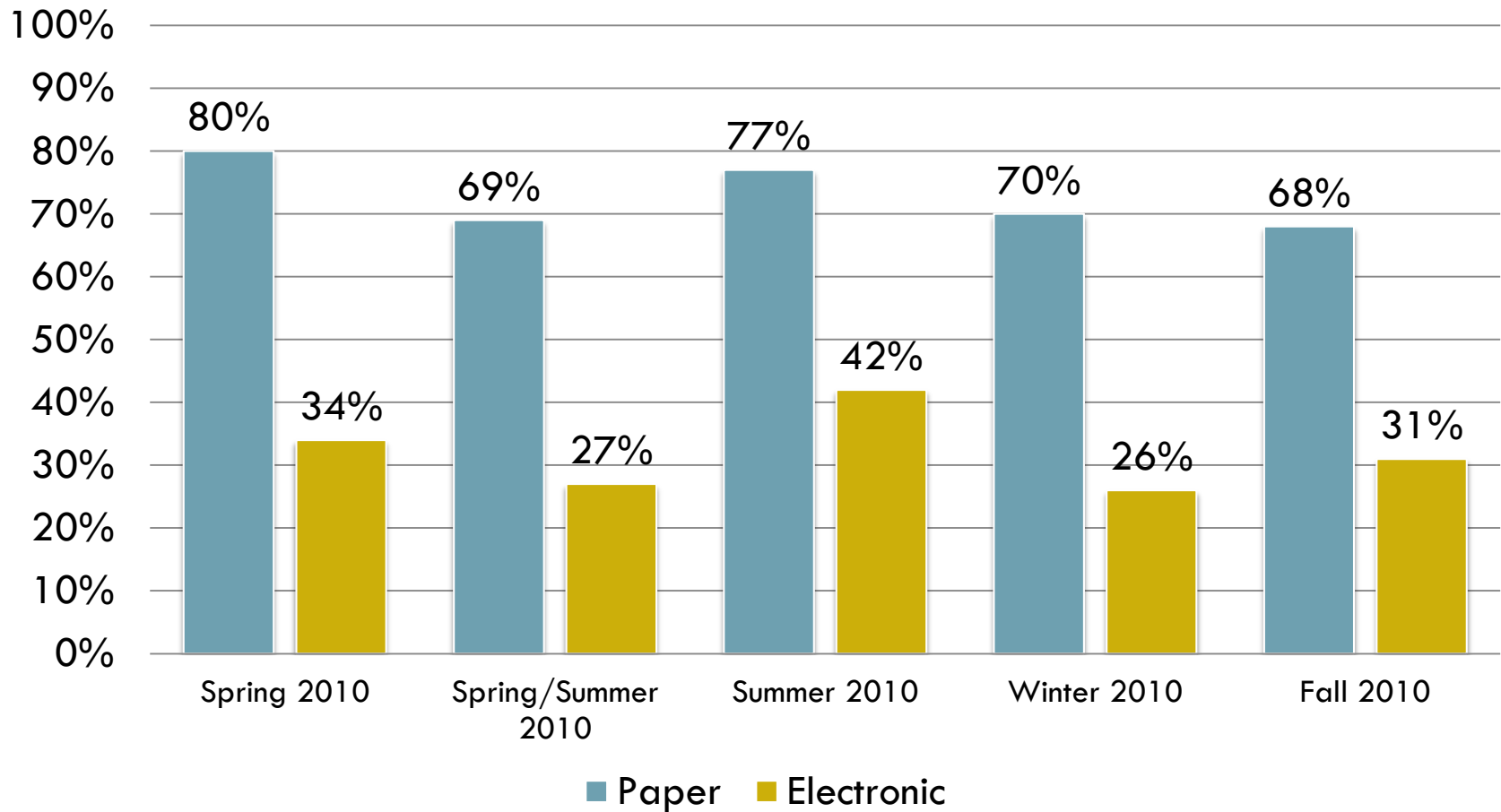


STUDENT EVALUATION OF TEACHING

Laura Woodward, Director of Testing and Assessment

Return Rate for SET Completion

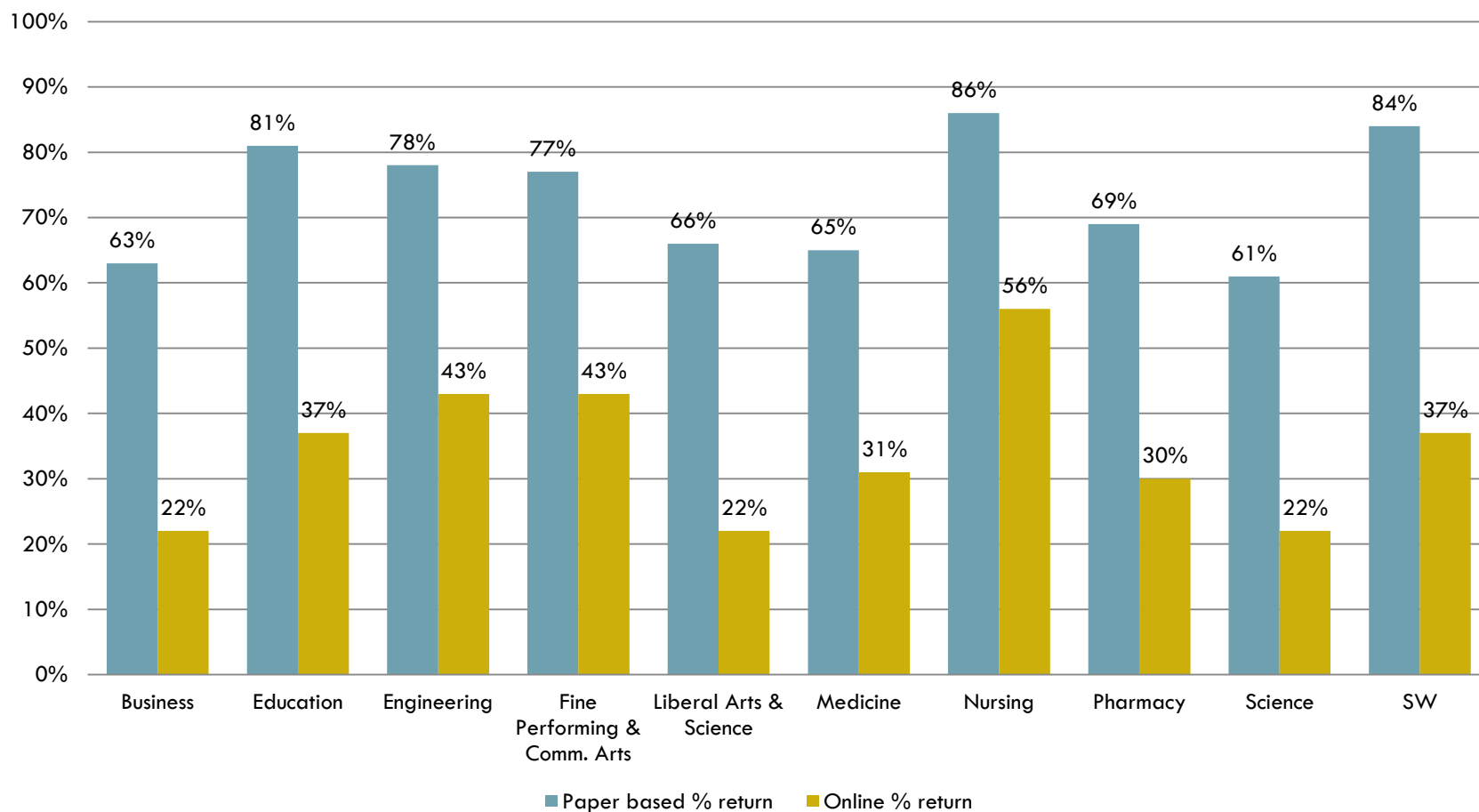
2



WSU Data Collected Fall 2010

Return Rate for SET Completions by College

3



WSU Data Collected Fall 2010

Vendor Option

Robert P. Courtney

*Director, Campus Relations
Student Voice (now Campus Labs)*
[\(716\) 270-0000](tel:(716)270-0000), ext. 7540

4

1. Data Collection

- ❑ Administer online course evaluations through student portal integration or customizable email distribution tools
- ❑ Dynamic online course evaluation list informs each student of specific evaluations to be completed
- ❑ Online course evaluation instruments may be customized by institution, college, and/or department
- ❑ Ability to upload data from past terms for longitudinal comparisons
- ❑ Web-hosted system

2. Administration

- ❑ Easy and flexible setup of online course evaluations, organization units, and user access
- ❑ Ability to link student completion of online course evaluations to incentives
- ❑ Ability to monitor response rates in real time
- ❑ Central location for data alongside other StudentVoice assessment products (e.g., surveys performed in the Fundamentals program)
- ❑ Consultation is available during planning, administration, reporting, and evaluation stages

3. Reporting

- ❑ Fast access to results; far quicker than paper-based applications
- ❑ Automate the creation and delivery of customized reports to faculty through one-time setup with default views
- ❑ Ability to create customized benchmark reports to compare data between courses, departments, programs, or over time
- ❑ Faculty can receive electronic reports via email or choose to log in to review results and create custom reports
- ❑ Faculty can track evaluation results over time
- ❑ Ability to export results for additional analysis (e.g., Excel, SPSS)

Vendor

5

Pros

- Improved response rates
- Integration into Blackboard
- Expertise
- Includes the server, the backup, and technical support.
- Real-time reporting
- Professor access to the names of those who participate so that they can encourage participation.

Cons

- \$20,000 recurring fee
- We will have to regularly download the data to our own file servers for continuity in case the service is terminated.

Grades

6

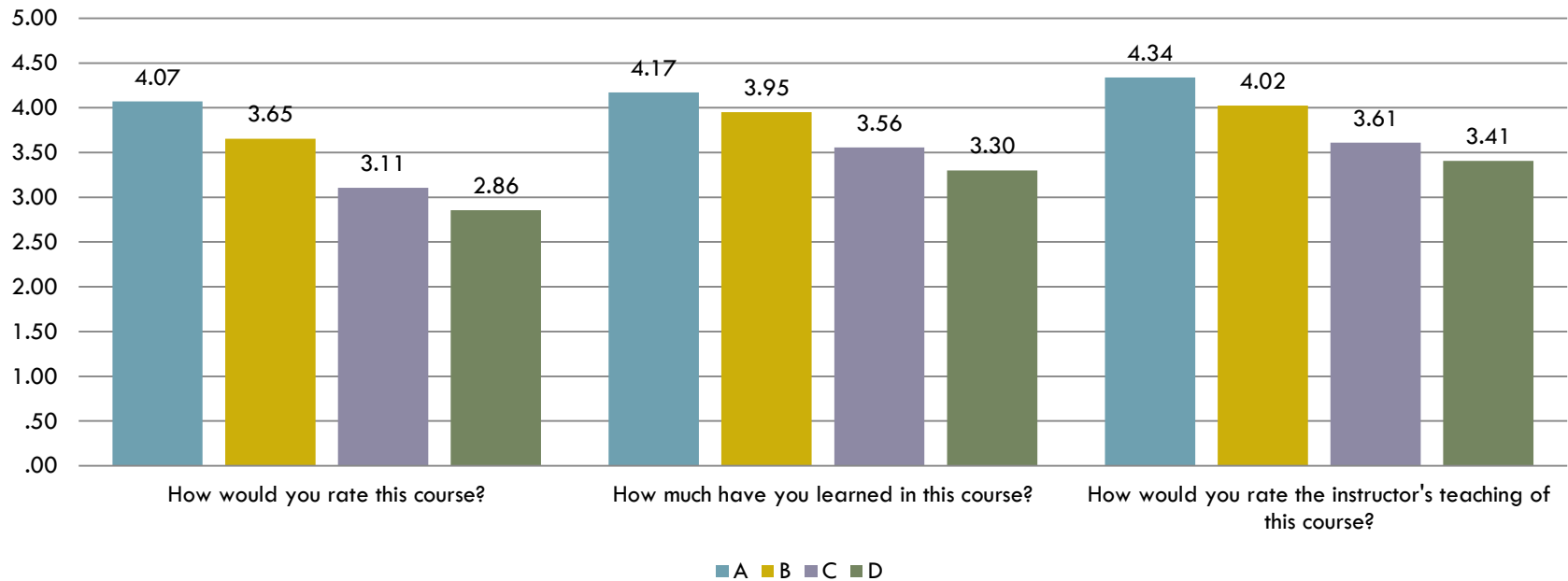
- A moderate positive correlation between grades expected by the students and their ratings of instructors supported in the literature. (Wachtel, 2011)
- However, modern studies using path modeling have been able to provide support for the idea that this relationship is not necessarily causal. Instead, higher grades are related to higher ratings because both are influenced by good teaching practices. (Howard & Maxwell, 1980; Prave & Baril, 2010)



Grades

7

I expect a final grade in this course of



The influence of grade expectation on these three ratings was a very small effect.

All of the relationships measured were significant because of the high sample size. Cohen (1988) recommends using effect sizes as a practical gauge of the strength of a relationship rather than significance testing, when sample size is as large as this sample.

Prior Interest

- In the literature, greater interest in the subject matter is related to higher ratings of teaching. (Wachtel, 2011)
- This is something which can be measured and controlled. (Prave & Baril, 1993) However, some authors say that controlling for this variable can lead to other errors in measurement.

Global Evaluations in Relationship to Prior Interest

9

	How would you rate this course?	How much have you learned in this course?	How would you rate the instructor's teaching of this course?
Before enrolling I had an interest in the subject matter of this course.	0.37	0.34	0.22
I wanted to take this course.	0.41	0.38	0.25

For both of the independent variables measuring interest in the course there is a moderate effect for the course rating and learning from the course, but a small effect for the rating of instructor teaching.

All of the relationships measured were significant because of the high sample size. Cohen (1988) recommends using effect sizes as a practical gauge of the strength of a relationship rather than significance testing, when sample size is as large as this sample.

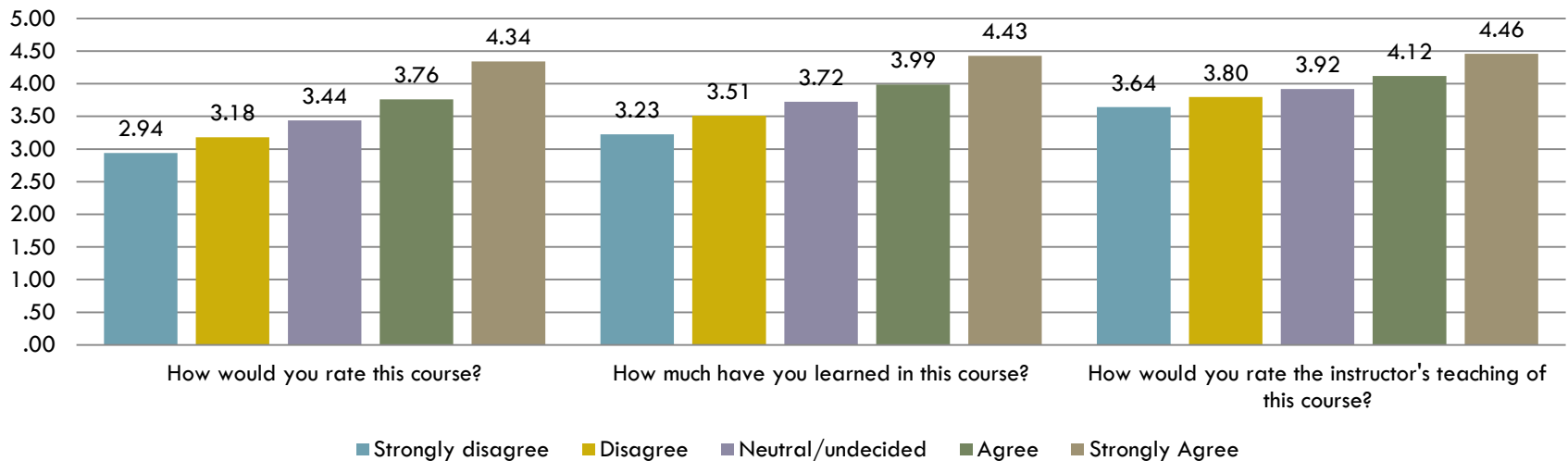
n=48204

WSU Data Collected Fall 2010

Prior Interest

10

Before enrolling I had an interest in the subject matter of this course.



For the independent variables measuring interest in the course there is a moderate effect for the course rating and learning from the course, but a small effect for the rating of instructor teaching.

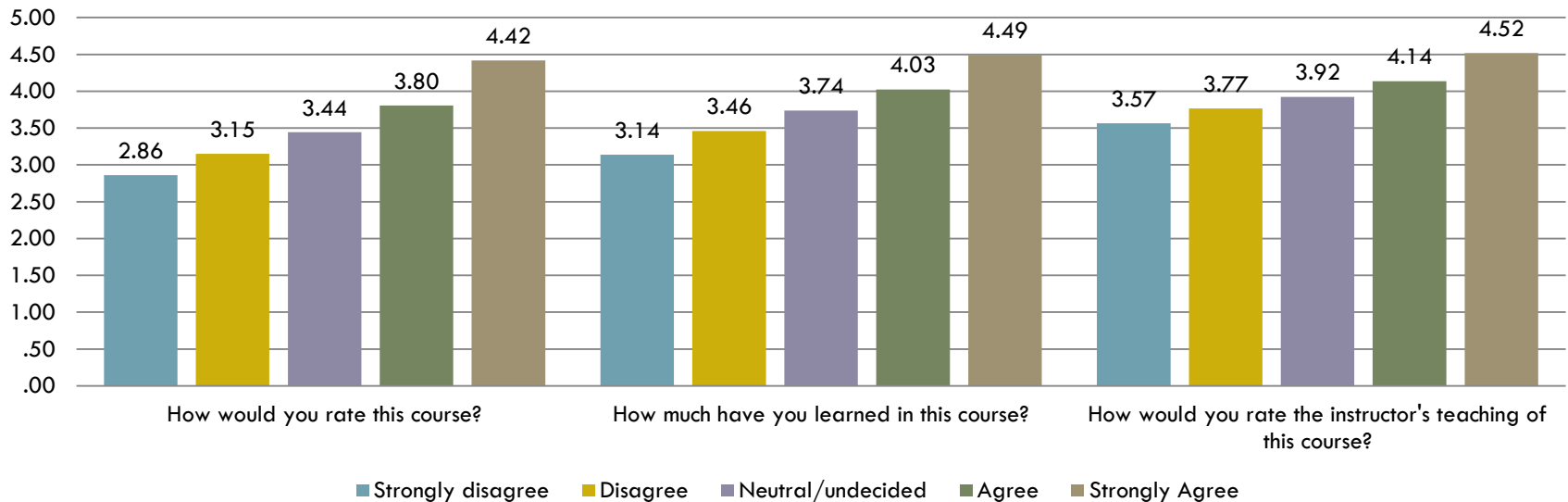
All of the relationships measured were significant because of the high sample size. Cohen (1988) recommends using effect sizes as a practical gauge of the strength of a relationship rather than significance testing, when sample size is as large as this sample.

n=48204

Prior Interest

11

I wanted to take this course.



Wanting to take the course demonstrated a medium effect in relationship to course rating and rating of learning, but a small effect for rating of instructor's teaching. (Cohen, 1988)

All of the relationships measured were significant because of the high sample size. Cohen (1988) recommends using effect sizes as a practical gauge of the strength of a relationship rather than significance testing, when sample size is as large as this sample.

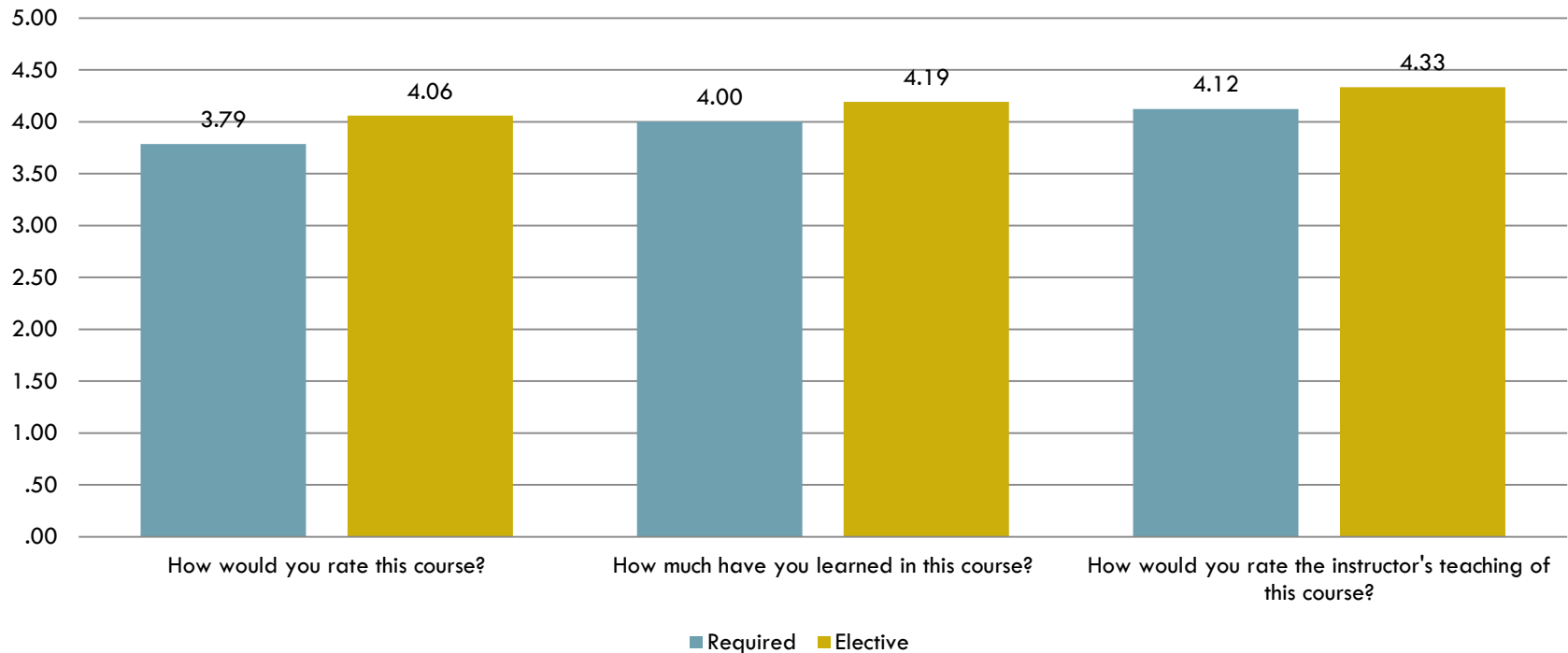
Electivity

12

- Elective classes tend to be rated higher than classes which are required. This is a small to moderate relationship. (Wachtel, 2011)

Electivity

13



The relationship between taking the course as an elective and all three ratings demonstrated a very small effect.

All of the relationships measured were significant because of the high sample size. Cohen (1988) recommends using effect sizes as a practical gauge of the strength of a relationship rather than significance testing, when sample size is as large as this sample.

Other areas of concern

14

- Ratings in Math and Science rank among the lowest. Ratings should not be compared across disciplines.
- Seductiveness (the Dr. Fox effect) has less of an effect on ratings when students are given an incentive to learn.
- (Wachtel, 2011)

References

- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Howard, G.S. & Maxwell, S.E. (1980). Correlation between student satisfaction and grades: A case of mistaken causation? *Journal of Educational Psychology*. 72: 810-820.
- Prave, R.S. & Baril, G.L. (2010). Instructor ratings: Controlling for bias from initial student interest. *Journal of Education for Business*. 68: 362-366.
- Watchtel, H. K. (2011). Student evaluation of college teaching effectiveness: a brief review. *Assessment and Evaluation In Higher Education*. 23: 191-212.