STUDENT EVALUATION OF TEACHING AND COURSES

THE TEACHING AND COURSE EVALUATION PROJECT
FINAL REPORT

APPENDIX XI: PROOF OF CONCEPT: SAMPLE SUPPORT MATERIALS

NOVEMBER 17, 2013
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1 INFORMATION FOR INSTRUCTORS
SFU Teaching and Course Evaluation Project
Summer 2013 proof of concept: Information for instructors

Introduction
Thank you for your participation in this project!

SFU has been conducting student evaluations of teaching and courses for more than 30 years. During that time, SFU’s evaluation instrument and processes have remained basically unchanged even though there has been extensive research on more effective ways to conduct evaluations and use the results.

The Teaching and Course Evaluation (TCE) Project was launched by the VP Academic in 2012 to make recommendations for replacing SFU’s instrument and processes for student evaluation of instructors and courses and to develop a best-practices guide for interpretation and use of the data.

Your role
You are one of 14 instructors who have volunteered to participate in the summer proof of concept (PoC). The PoC is an important part of the TCE project. It is not intended to test a particular product. Rather, it will help the project team obtain pragmatic feedback from SFU instructors on a small scale trial of the emerging recommended approach to conducting student evaluations. Specifically, you will be helping to answer four questions:

1. Is the emerging recommended framework sufficiently flexible to meet the needs of the SFU community?
2. What kinds of support are the most meaningful and helpful for instructors when participating in conducting evaluations using the emerging recommended framework?
3. What can we learn about the distribution of evaluation results enabled by the representative system?
4. What can we learn about the effects on response rates of using the framework with the representative system?

The feedback that you and your students provide will help inform the project team’s recommendations to Senate, and in particular, highlight challenges and issues that will need to be addressed as part of any implementation effort.

The information below will provide you with an overview of the PoC process and a timeline of key activities. You will receive more detailed information, including instructions for choosing the questions you would like to include on the evaluation instrument, next week. Thank you again for your willingness to participate.

Corinne Pitre-Hayes
Project Director
PoC questions and answers

1. **What is the purpose of the PoC?**

The primary purpose is to test the feasibility of an online teaching and course evaluation system at SFU. In particular, it will seek to do four things:

- Gauge the flexibility of the emerging recommended framework
- Assess the types of support most helpful to instructors
- Learn about the distribution of results enabled by the representative system
- Learn about response rates with the framework and representative system

2. **How many instructors and students will be involved?**

For this trial, there will be 14 instructors and 1297 students in 18 courses (including four online courses). All instructors are voluntary participants.

3. **What will the evaluation instrument consist of?**

The TCE form will include up to 23 questions:

- 8 institution-wide questions common to all forms
- 4 Faculty-wide questions
- 4 department/school-level questions
- Up to 4 questions determined by the course instructor
- 3 questions related to the PoC evaluation experience

This multi-level format is intended to facilitate the evaluation form addressing the needs and priorities of various constituents. Most questions will ask students for a scaled response. However, you will also have the opportunity to include some open-ended questions.

4. **How will the questions be generated?**

For this trial, questions will be drawn from a bank of 184 questions developed by the University of Toronto. To avoid duplication, questions selected at a higher level (for example, school/department) will not be visible at a lower level (for example, instructor).

At the instructor level, you will have the opportunity to choose questions from the question bank, but you will also have the option of creating your own open-ended questions.

5. **Who will see the results?**

For this trial, chairs/directors, deans and the VP Academic will see all results above the instructor level. Only instructors will see the responses to instructor questions. Students will receive a general summary of the PoC results.
What will happen next?

The timeline graphic below outlines the PoC process.

- Next week you will receive an email invitation to submit up to four questions for each of your courses in the PoC. The email will include a link to the online question bank.
- You will have until July 19 to submit your questions.
- Your students will have from July 22 (July 19 in one case) to August 2 to complete their evaluations. During that time they will receive automated email reminders from the evaluation system.
- Once grades have been submitted for all courses, you and your students, as well as selected academic administrators, will receive an email with links to the data and reports to which you and/or they will have access.
INSTRUCTIONS FOR SELECTING AND CUSTOMIZING YOUR QUESTIONS
Summer 2013 – Proof of concept
Instructions for selecting and customizing your questions

This document outlines the steps for selecting, customizing and submitting your questions for the teaching and course evaluation form.

Overview
As an instructor, you will be able to submit up to four questions for each of your courses. You may select all your questions from an online question bank, or you may substitute up to two open-ended questions that you create. You may copy questions selected for one course for use in another course. You also have the option of submitting no questions. Instructions for all these options are listed below.

How to select questions from the question bank

Step 1. Go to the online question bank.
You will receive an email inviting you to select your questions. Click on the link in the email to go to the online question bank.

Step 2. View the questions in the question bank.
Find the section titled “Select your questions from the question bank” and click the “Show Section” button. You will see an expanded section listing question categories. To see the questions inside any category, click the “Show Section” button in that category.

Step 3. Preview any questions that interest you.
Click the “Preview” button to the left of any question that interests you. This will show you the question along with the answer options that your students will see.

Step 4. Select the questions you want to add to your form.
To select a question, click the “Select” button to the right of the question. You can easily deselect a question you have selected by clicking the “Deselect” button to the right of the question. Note that selected questions are not added to the evaluation form until you click on “Submit.”

Step 5. Submit the questions you have selected.
Once you have finalized your questions, click the “Submit” button at the bottom of the page to add your questions to the evaluation form. Remember that you can submit a maximum of four questions.
If you are interrupted before you can complete the submission process, just click the “Save” button at the bottom of the page to store your work without submitting your questions. You will be able to return to your work by clicking on the email link you received previously.

If you want to change your selections later, you can do so by selecting new questions and clicking the “Update” button at the bottom of the page.

If you don’t want to select any questions, simply click the “Submit” button without selecting any questions. Doing this will spare you from reminder emails asking you to pick your questions.

**How to create an open-ended question**

**Step 1. Go to the online question bank.**
You will receive an email inviting you to select your questions. Click on the link in the email to go to the online question bank.

**Step 2. Go to the section for creating custom questions.**
Find the section titled “Create custom open-ended questions” and click the “Show Section” button. You will see an expanded section with an option for creating up to two questions.

**Step 3. Create your question(s).**
Click the “Edit” button beside the first question:

Once clicked, the question field will expand as shown:

Click on the phrase “Please enter the text for your first open-ended question” to activate the yellow edit box. Then begin typing your question.
To include your question on the evaluation form, click the “Select” button to the right of the question. The question will now show as “Selected.” You can easily deselect a question you have selected by clicking the “Deselect” button to the right of the question. Note that selected questions are not added to the evaluation form until you click on “Submit.”

If you wish, repeat the steps above to create another open-ended question.

**Step 4. Submit the questions you have selected.**
Once you have finalized your questions, click the “Submit” button at the bottom of the page to add your questions to the evaluation form. Remember that you can submit a maximum of four questions, including those you select from the question bank.

If you are interrupted before you can complete the customization process, just click the “Save” button at the bottom of the page to store your work without submitting your questions. You will be able to return to your work by clicking on the email link you received previously.

If you want to change your selections later, you can do so by repeating the edit process and clicking the “Update” button at the bottom of the page.

**How to review and preview your questions**

Near the top of the question selection/creation page, you will see a “View” search box:

![View search box](image)

Change the “All options” drop-down menu to show “Selected”:

![Selected view](image)

The question bank will refresh to display only the subsections that contain your selected questions. Expand those subsections to view your questions. If you created any custom questions, these will also be displayed as long as you have selected them for your questionnaire.

To the far left of the “View” search box is a “Preview” button. Click this button to see the entire evaluation form as it will appear to your students.
How to save selected questions before submitting them

If you are interrupted before you can complete the customization process, just click the “Save” button at the bottom of the page to store your work without submitting your questions. You will be able to return to your work by clicking on the email link you received previously.

Once you receive the confirmation message that your settings have been saved, you may close the window.

Note that the “Exit” button at the bottom of the page can be used to refresh the page with your latest changes and prepare for the closing of the browser. Once you submit your questions, however, you can simply close the browser.

How to submit selected questions

Once you have finalized your questions, click the “Submit” button at the bottom of the page to add your questions to the evaluation form. Remember that you can submit a maximum of four questions, including those you select from the question bank.

Once you click “Submit,” the “Save” and “Submit” buttons are replaced by an “Update” button. At this point you may close the window since the questions have been submitted.

If you want to change your questions later, you can do so by repeating the edit process and clicking the “Update” button at the bottom of the page.

Note that once the question selection deadline is met the update option will no longer be available.

How to copy questions to/from one course to/from another

If you teach multiple courses and wish to apply the selected and/or custom questions from one course to another course, you can use the copy function.

First locate the “Copy” box at the bottom of the screen:
Using the drop-down box, select the source (from) or destination (to) course to copy the questions from or to:

Click the “Apply” button to copy the questions. You will then see a message similar to this one:

The questionnaire has been copied to 'AD140012012F RESEARCH METHODS & DATA (GREG KESWICK)' successfully.

Note that performing this operation will overwrite any question customization that might have been done for the destination course.
3 QUESTIONS AND ANSWERS FOR STUDENTS
SFU Teaching and Course Evaluation Project

Summer 2013 proof of concept: Questions and answers for students

1. What is the proof of concept (PoC) all about?

The proof of concept in which your class is participating is a small-scale trial of a new approach to conducting student evaluations. The trial is part of SFU’s Teaching and Course Evaluation (TCE) Project, which is looking for more effective ways to collect and use student evaluations of instructors and courses.

2. How many people will be involved in the PoC?

The trial will involve 14 instructors and 1297 students in 18 summer courses.

3. How is the PoC different from the existing approach at SFU?

There are at least three differences:

- First, the evaluations provide a lot of flexibility to ask more relevant and appropriate questions. Faculties, departments and instructors have customized the questionnaires for their specific courses.
- Second, the results will be distributed more widely. For the proof of concept, students will receive aggregated results.
- Third, the evaluations will be done online instead of on paper.

4. How will the PoC work?

On July 22 you will receive an email invitation with a link. The link will take you to an online questionnaire for your course. The questionnaire will contain up to 23 questions:

- 8 institution-wide questions common to all forms
- 4 Faculty-wide questions
- 4 department/school-level questions
- Up to 4 questions determined by the course instructor
- 3 questions related to the evaluation experience

Most of these questions will use a multiple-choice format. A few questions will be open-ended so that you can comment in greater detail.
5. How long will it take me to complete the questionnaire?

You should be able to finish the evaluation in 15 minutes or so.

6. Will the answers I provide be used to do an actual evaluation of the course, or is this just a test of the process?

Your answers will definitely be used to evaluate the course. The instructors involved in the PoC are very interested in your feedback.

7. Will my instructor be able to identify my responses?

No. Instructors will not know which answers have been submitted by which students. In addition, instructors will not see the evaluation results until they have submitted final student grades.

8. Who else will see the results and how will they be used?

For the PoC, chairs/directors, deans and the VP Academic will see all results above the instructor level. Instructors will be the only ones to see the responses to instructor questions. Students will receive a general summary of aggregated evaluation results.

The results will be used by academic units to improve their courses and programs. They may also be used to evaluate the teaching performance of instructors. Instructors will be able to use the results to adjust their teaching practices.

9. What does the project team hope to learn from the PoC?

The trial has four goals:

- To gauge the flexibility of the new evaluation approach
- To assess the types of support most helpful to instructors
- To learn about the distribution of results enabled by the new approach
- To learn about response rates with the new approach

10. Where can I find out more about the PoC and the TCE Project?

Basic information is available at www.sfu.ca/teachingandcourseeval.html. You may also contact Sarah Bolduc of the project team at sarahbolduc@gmail.com.

What will happen next?

The timeline graphic below outlines the PoC process.

- On July 22 (July 19 in one case) you will receive an email with a link inviting you to complete an online course evaluation.
- Between July 22 and August 2 you will receive reminder emails prompting you to complete the evaluation.
- On August 2 the link will be deactivated.
- Once grades have been submitted for all courses, you along with the course instructor and selected administrators will receive emails with links to the data and reports to which you and/or they will have access.
4 TALKING POINTS FOR INSTRUCTORS
SFU Teaching and Course Evaluation Project
Summer 2013 proof of concept | Talking points for instructors

Students—your participation will make a difference

It's very important and worthwhile for you to participate in course evaluations, and especially in this trial evaluation, which will help to improve the teaching and course evaluation process for all students at SFU. Your responses will help us to:

- Identify the most and least helpful parts of the course
- Determine which course components are working, and which should be revised
- Deliver compliments and constructive feedback to the appropriate people within the department/school and faculty

Ultimately, you will be helping to make SFU a better place for everyone!

What the proof of concept is

- A trial involving the students and instructors in 18 summer courses
- Part of a project to update SFU's course evaluation system, which hasn't changed much in 30 years
- An attempt to make course evaluations more useful for students, instructors and the university
- A test of how course evaluations could be done, not a finalized system

How the course evaluations will work

- On July 22, each student will receive an email invitation with a link to an online questionnaire
- The link will remain active until August 2
- Students will be able to answer the questions from any connected device, including smartphones and tablets
- Most questions will use a rating scale; some questions will be open-ended to allow more in-depth feedback
- The entire questionnaire should take about 15 minutes
- The results of the questionnaire will be used to evaluate both the course and the new evaluation format

How the trial system benefits students

- Questionnaires are online and can be accessed anytime during the period when they are active
- Questionnaires can be accessed on mobile devices
- Questions are customizable by departments and instructors, making them more relevant to the course
- Students will receive a report summarizing the survey results for their courses

Additional information

Visit the Teaching and Course Evaluation Project site at www.sfu.ca/teachingandcourseeval/proof.html
THE "BIG 6" PREDICTORS OF RESPONSE RATE
The “Big 6” Predictors of Course Evaluation Response Rate

Presenter: Matthew Champagne, Ph.D.
Moderator: Michael Edwards
Facilitator: Carey Watson

National Survey Results

Top 5 Concerns:
1. Low Response Rate (46%)
2. Content (10%)
3. Results of evaluation not applied (9%)
4. Results not timely, not informative (9%)
5. <4% = Cost, disaster stories, resistance from faculty, etc.

“Big 6” Predictors

1. Meaningfulness of Content
   - Unambiguous Questions
   - Robust Questions
2. Perceived Importance
3. Go where the students are
4. Closing the Feedback Loop
5. Knowledge of Results
6. “Meaningful” Incentives
Champagne, M.V. (2012). The "Big 6" predictors of response rate

**Unambiguous Questions**

- Course Evaluation replaces the student interview. If they say “what?”, you’ve lost them.
- Identify and remove the “stoppers”

**Robust Questions**

- Are the evaluation items comprehensive?
  Are we asking too many questions?
  Are we asking the right questions?

In 2000, 78 colleges reduced to 16 criteria

**Example Criteria & Questions**

1. **Course Organization**
   - The objectives for this course are clear
   - My instructor has made expectations clear to the students

2. **Communication**
   - My instructor communicates effectively
   - My instructor responds effectively to student questions in class

3. **Fairness of Grading**
   - My instructor is fair with grading procedures

**Putting Predictor #1 in Action**

1. Review your evaluation forms from student perspective
2. Choose the 10-15 MOST important criteria for teaching
3. Craft unambiguous targeted questions to reflect those criteria
   (Faculty can always ask additional questions not found in the “core”)

**2. Perceived Importance**

- Faculty Appeal – best predictor of response rate – responsible for largest variability
- Administrative Appeals
- Reminders

If they say “what?”, you’ve lost them.
... extreme drop out rate of 26%
Putting Predictor #2 in Action

1. Give your instructors a template or suggestions for explaining importance to students
2. Tell students something beyond “this is important”

3. Go where the Students are

   - Peer Encouragement
   - Mobile Devices

Go where the students are: Mobile Devices

Mobile Devices in Course Evaluation

Bye Bye Blackberry…
Putting Predictor #3 in Action

1. Encourage students to fill out evaluations via mobile devices in and outside of class
2. Track their use and modify accordingly
3. Get talented and creative students involved

Putting Predictor #4 in Action

1. Midterm Evaluation! Suggestions:
   a. Same as End-of-Term
   b. “1 minute survey” = pro, con, 1 question not asked

2. Decide what chunk of feedback can be provided to students

4. Closing the Feedback Loop

Provide students feedback to their feedback
- More important today than ever
- Technology makes it easier to put this into practice

In Practice: “Those who complete it can see results for entire campus on 4 specific items on the rating form.”

Midterm Evaluation

“I used some of the suggestions and made changes to my course.”

5. Knowledge of Results
Putting Predictor #5 in Action
- Comparisons with colleagues
- Advice for boosting rates
- Push same information via email to faculty multiple times during evaluation period

6. Incentives
From National Survey:
- Most successful: Bonus points / extra credit
- Least successful: Giveaways by lottery
- Incentive inflation:
  - Amazon gift card, MP3 player, iPod, Kindle, Netbook, iPad, … ?? …
  - Cost + Perceptions + Loss of Focus

Incentives with a Lesson
- Purpose: Education-focus versus external-focus
- Early view of grades for students
- Survey says: 68% had no monetary incentive
  - Of course, Midterm, close the loop, knowing their voice was heard

Takeaways & Questions
- Online evaluation is a difficult problem with KNOWN solutions
- Not alone – same conversation at every school
- Apply the Big 6 to your own evaluation practices
Your course evaluation report: A guide for the VPA Office

I. General guidelines for reviewing the course evaluation institutional report

1. Read, understand and think about the questions on the evaluation before reviewing the student responses to better understand what the results may entail.

2. Some demographic information is provided in the first section of your report. These demographic results break down the respondents’ gender, age, student origin, cumulative GPA and program information. Since the proof of concept has a limited number of participating students, some course evaluation did not include demographic information to avoid infringing on the anonymity of the respondents. Therefore, the available demographic information may not be fully representative of all the students/courses that have participated in the evaluation.

3. Review the quantitative data in your report. The following pages of this guide outline an approach to understanding the statistical summary of students’ responses.

4. Take note of any extreme results in your report. For example, you might notice a few students strongly disagree that the course was intellectually stimulating. Although it is important to pay attention to all responses, it is also important to note a few extremes are not cause for worry. For example, in a faculty of 200 students with a response rate of 100 students, two or three comments suggesting the course was not intellectually stimulating are not reflective of the majority of students’ responses.

5. Apart from the institutional report, you will receive faculty and school/department reports. The same guidelines apply to a faculty and school/department reports, but keep in mind that the statistical results will represent only the faculty/department addressed in that specific report.

6. Please note: We have included optional open-ended questions only in the individual (instructor) reports. The TCEP team determined that, for reporting purposes, the comments collected in response to these open-ended questions would be most useful at the course level. It would, however, be possible to provide them at the institutional, Faculty or school/department level upon request.

7. Remember: If you would like consultation on any aspect of your course evaluation report, please contact the Teaching and Course Evaluation Group at course_evaluations@sfu.ca.
II. Understanding overall results

**Scale used:** 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course provided me with a deeper understanding of the subject matter.</td>
<td>3.62</td>
</tr>
<tr>
<td>The course covered the content that was described in the course outline.</td>
<td>3.86</td>
</tr>
<tr>
<td>The course assignments, projects, tests and exams allowed me to demonstrate my understanding of the course material.</td>
<td>3.66</td>
</tr>
<tr>
<td>The instructor and/or the course material stimulated me to think in new ways.</td>
<td>3.95</td>
</tr>
<tr>
<td>The instructor created an atmosphere that was conducive to learning.</td>
<td>4.23</td>
</tr>
</tbody>
</table>

**Core Institution-wide Questions Composite Mean:** 3.95

**Scale used:** 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, the quality of my learning experience in this course was:</td>
<td>3.27</td>
</tr>
</tbody>
</table>

The response scale for the listed items required the students to indicate the extent to which they agree with the statements. This is one of the two scales used throughout the course evaluation. The second scale ranges from poor to excellent.

Please note that other scales may be used for some questions, depending on how they were designed at the faculty, departmental or individual level. The type of scale used will always be noted for each result.

The mean shows the institutional average response to each listed item.

The Core Institution-wide Questions Composite Mean is the average of mean responses to the listed question. This is the mean of means for the listed questions on the table.

III. Understanding the details and summary pages of your report

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.72</td>
</tr>
<tr>
<td>Median</td>
<td>3.00</td>
</tr>
<tr>
<td>Mode</td>
<td>2.3</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.16</td>
</tr>
</tbody>
</table>

The mode, median and mean are measures of the center of the distribution of student ratings. All three are useful summaries of the results but some may be more appropriate than others depending on the shape of the distribution. For example, the median may be more appropriate than the mean when the distribution is skewed.

Mean: average of all responses to a question
Median: represents the middle response of a question’s rating when ordered from smallest to largest
Mode: represents the response that occurs most frequently for that question.

Please note that the calculated institutional averages reflect only the courses that were part of the Teaching and Course Evaluation Project’s summer 2013 proof of concept.
Your course evaluation report: A guide for faculty deans

I. General guidelines for reviewing the course evaluation for the Faculty report

1. Read, understand and think about the questions on the evaluation before reviewing the student responses to better understand what the results may entail.

2. Some demographic information is provided in the first section of your report. These demographic results break down the respondents’ gender, age, student origin, cumulative GPA and program information. Since the proof of concept has a limited number of participating courses and students, some reports may not include demographic information to avoid infringing on the anonymity of the respondents.

3. Review the quantitative data in your report. The following pages of this guide outline an approach to understanding the statistical summary of students’ responses.

4. Take note of any extreme results in your report. For example, you might notice a few students strongly disagree that a particular course was intellectually stimulating. Although it is important to pay attention to all responses, it is also important to note a few extremes are not cause for worry. For example, in a faculty of 200 students with a response rate of 100 students, two or three comments suggesting the course was not intellectually stimulating are not reflective of the majority of students’ responses.

5. Apart from the Faculty report, you will receive school/department and individual reports. However, these reports do not include instructor-level questions and results. The same guidelines apply to a school/department or individual report, but keep in mind that the statistical results will reflect only the department/course addressed in that specific report.

6. Please note: We have included optional open-ended questions only in the individual (instructor) reports. The TCEP team determined that, for reporting purposes, the comments collected in response to these open-ended questions would be most useful at the course level. It would, however, be possible to provide them at the institutional, Faculty or school/department level upon request.

7. Remember: If you would like consultation on any aspect of your course evaluation report, please contact the Teaching and Course Evaluation Group at course_evaluations@sfu.ca.
II. Understanding overall results

The mean shows the faculty average response to each listed item.

The Core Institution-wide Questions Composite Mean is the average of mean responses to the listed question. This is the mean of means for the listed questions on the table.

The response scale for the listed items required the students to indicate the extent to which they agree with the statements. This is one of the two scales used throughout the course evaluation. The second scale ranges from poor to excellent.

Please note that other scales may be used for some questions, depending on how they were designed at the faculty, departmental or individual level. The type of scale used will always be noted for each result.

III. Understanding the details and summary pages of your report (Part 1 of 2)

The mode, median and mean are measures of the center of the distribution of student ratings. All three are useful summaries of the results but some may be more appropriate than others depending on the shape of the distribution. For example, the median may be more appropriate than the mean when the distribution is skewed.

Mean: average of all responses to a question
Median: represents the middle response of a question’s rating when ordered from smallest to largest
Mode: represents the response that occurs most frequently for that question.

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<td>3.00</td>
</tr>
<tr>
<td>Mode</td>
<td>2.3</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.16</td>
</tr>
</tbody>
</table>

The standard deviation represents the average spread of each response from the mean. Small standard deviation suggests that the ratings are close to the mean, whereas large standard deviation suggest ratings are distant from the mean.
III. Understanding the details and summary pages of your report (Part 2 of 2)

3. The course assignments, projects, tests and exams allowed me to demonstrate my understanding of the course material.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Strongly Agree</td>
<td>27 (8.41%)</td>
</tr>
<tr>
<td>4 Agree</td>
<td>152 (41.12%)</td>
</tr>
<tr>
<td>3 Undecided</td>
<td>54 (19.34%)</td>
</tr>
<tr>
<td>2 Disagree</td>
<td>21 (12.66%)</td>
</tr>
<tr>
<td>1 Strongly Disagree</td>
<td>4 (12.66%)</td>
</tr>
<tr>
<td>Total</td>
<td>328</td>
</tr>
</tbody>
</table>

![Bar Graph](image)

Comparison of Mean Scores

<table>
<thead>
<tr>
<th>Question</th>
<th>Department Average</th>
<th>Faculty Average</th>
<th>Institutional Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course assignments, projects, tests and exams allowed me to demonstrate my understanding of the course material.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>Median</td>
<td>Standard Deviation</td>
<td>Mean</td>
</tr>
<tr>
<td>3.15</td>
<td>3.00</td>
<td>1.19</td>
<td>3.15</td>
</tr>
</tbody>
</table>

Each question breaks down the responses according to the number of students who endorsed that specific scale rating, along with the rating’s percentage in relation to the other ratings.

The Comparison of Mean Scores table shows the school/department’s mean, median and standard deviation in relation to the school/department’s respective faculty and institutional averages. If more than one school/department participated within a faculty, the department average will display NRP (no response). Otherwise, the department and faculty averages would be identical.

Please note that the calculated departmental, faculty and institutional averages reflect only the courses that were part of the Teaching and Course Evaluation Project’s summer 2013 proof of concept.

There is a bar graph or response distribution available for each question. Each bar represents the percentage of student respondents who endorsed each rating on the scale.

When looking at this visual representation, it may help to reflect on the following questions: Do responses fall to one side of the scale more so than the other side? Do students’ responses show highly divergent responses or two peaks in the distribution? Is there any large percentage of students who selected the extreme scale responses?
Your course evaluation report: A guide for school/department heads

I. General guidelines for reviewing the course evaluation school/department report

1. Read, understand and think about the questions on the evaluation before reviewing the student responses to better understand what the results may entail.

2. Some demographic information is provided in the first section of your report. These demographic results break down the respondents’ gender, age, student origin, cumulative GPA and program information. Since the proof of concept has a limited number of participating courses and students, some reports may not include demographic information to avoid infringing on the anonymity of the respondents.

3. Review the quantitative data in your report. The following pages of this guide outline an approach to understanding the statistical summary of students’ responses.

4. Take note of any extreme results in your report. For example, you might notice a few students strongly disagree that a course was intellectually stimulating. Although it is important to pay attention to all responses, it is also important to note a few extremes are not cause for worry. For example, in a school/department of 200 students with a response rate of 100 students, two or three comments suggesting the course was not intellectually stimulating are not reflective of the majority of students’ responses.

5. If a majority of students felt an item was not at all or only somewhat part of their learning experiences, instructors are encouraged to take note and be proactive for the next time they teach the course. They are also encouraged to take advantage of resources and support through the Teaching and Learning Centre at www.sfu.ca/tlcentre.

6. As mentioned, apart from the school/department report, you will receive individual reports for your participating instructors. However, these reports will not include instructor-level questions and results. The same guidelines apply to individual reports, but keep in mind that the statistical results will reflect only the course addressed in that report.

7. Please note: We have included optional open-ended questions only in the individual (instructor) reports. The TCEP team determined that, for reporting purposes, the comments collected in response to these open-ended questions would be most useful at the course level.

8. Remember: If you would like consultation on any aspect of your course evaluation report, please contact the Teaching and Course Evaluation Group at course_evaluations@sfu.ca.
II. Understanding overall results

<table>
<thead>
<tr>
<th>Question</th>
<th>Response Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course provided me with a deeper understanding of the subject matter.</td>
<td>3.62</td>
</tr>
<tr>
<td>The course covered the content that was described in the course outline.</td>
<td>3.66</td>
</tr>
<tr>
<td>The course assignments, projects, tests and exams allowed me to demonstrate my understanding of the course material.</td>
<td>3.66</td>
</tr>
<tr>
<td>The instructor and/or the course material stimulated me to think in new ways.</td>
<td>3.95</td>
</tr>
<tr>
<td>The instructor created an atmosphere that was conducive to learning.</td>
<td>4.23</td>
</tr>
</tbody>
</table>

The Core Institution-wide Questions Composite Mean is 3.95

Scale used: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

The mean shows the school/department average response to each listed item.

Please note that other scales may be used for some questions, depending on how they were designed at the faculty, departmental or individual level. The type of scale used will always be noted for each result.

III. Understanding the details and summary pages of your report (Part 1 of 2)

The mode, median and mean are measures of the center of the distribution of student ratings. All three are useful summaries of the results but some may be more appropriate than others depending on the shape of the distribution. For example, the median may be more appropriate than the mean when the distribution is skewed.

Mean: average of all responses to a question
Median: represents the middle response of a question’s rating when ordered from smallest to largest
Mode: represents the response that occurs most frequently for that question.

The standard deviation represents the average spread of each response from the mean. Small standard deviations suggest that the ratings are close to the mean, whereas large standard deviations suggest ratings are distant from the mean.
III. Understanding the details and summary pages of your report (Part 2 of 2)

3. The course assignments, projects, tests and exams allowed me to demonstrate my understanding of the course material.

<table>
<thead>
<tr>
<th>Question</th>
<th>Department Average</th>
<th>Faculty Average</th>
<th>Institutional Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Median</td>
<td>Standard Deviation</td>
</tr>
<tr>
<td>The course assignments projects, tests and exams allowed me to demonstrate my understanding of the course material.</td>
<td>4.26</td>
<td>4.00</td>
<td>0.79</td>
</tr>
</tbody>
</table>

Each question breaks down the responses according to the number of students who endorsed that specific scale rating, along with the rating’s percentage in relation to the other ratings.

The Comparison of Mean Scores table shows the school/department’s mean, median and standard deviation in relation to the school/department’s respective faculty and institutional averages.

Please note that the calculated departmental, faculty and institutional averages reflect only the courses that were part of the summer 2013 proof of concept.

There is a bar graph or response distribution available for each question. Each bar represents the percentage of student respondents who endorsed each rating on the scale.

When looking at this visual representation, it may help to reflect on the following questions: Do responses fall to one side of the scale more so than the other side? Do students’ responses show highly divergent responses or two peaks in the distribution? Is there any large percentage of students who selected the extreme scale responses?
Your course evaluation report: A guide for students

I. General guidelines for reviewing your course evaluation report

1. Some demographic information is provided in the first section of your report. These demographic results break down the respondents’ gender, age, student origin, cumulative GPA and program information. Please note that some reports may not include demographic information to avoid infringing on the anonymity of the respondents.

2. You are receiving the evaluation results for institution-wide questions and for your own faculty and school/department. If your instructor chose to share his or her evaluation reports, you may also receive course-specific results. The following pages of this guide outline an approach to understanding the statistical summary of the results.

3. Review the quantitative data in your report.

4. Take note of what report you are reading. You will notice that a numeric result for the same question may differ depending on whether it is an institutional, faculty or departmental result. For example, for questions that provide a mean, the results in the departmental report will be based on the responses of students in your department, whereas the institutional report will be based on the responses of all participating students at SFU.

5. Please note that the calculated departmental, faculty and institutional averages reflect only the courses that were part of the summer 2013 proof of concept.
II. Understanding the overall results

<table>
<thead>
<tr>
<th>Scale used: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question</td>
</tr>
<tr>
<td>The course provided me with a deeper understanding of the subject matter.</td>
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<td>The course covered the content that was described in the course outline.</td>
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</tr>
<tr>
<td>The instructor created an atmosphere that was conducive to learning.</td>
</tr>
</tbody>
</table>

Core Institution-wide Questions Composite Mean 3.95

Scale used: 1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, the quality of my learning experience in this course was:</td>
</tr>
</tbody>
</table>

The mode, median and mean are measures of the center of the distribution of student ratings. All three are useful summaries of the results but some may be more appropriate than others depending on the shape of the distribution. For example, the median may be more appropriate than the mean when the distribution is skewed.

Mean: average of all responses to a question
Median: represents the middle response of a question’s rating when ordered from smallest to largest
Mode: represents the response that occurs most frequently for that question.

III. Understanding the details and summary pages of your report (Part 1 of 2)

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.72</td>
</tr>
<tr>
<td>Median</td>
<td>3.00</td>
</tr>
<tr>
<td>Mode</td>
<td>2.3</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>1.16</td>
</tr>
</tbody>
</table>

The mode, median and mean are measures of the center of the distribution of student ratings. All three are useful summaries of the results but some may be more appropriate than others depending on the shape of the distribution. For example, the median may be more appropriate than the mean when the distribution is skewed.

Mean: average of all responses to a question
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Mode: represents the response that occurs most frequently for that question.

The standard deviation represents the average spread of each response from the mean. Small standard deviation suggests that the ratings are close to the mean, whereas large standard deviation suggest ratings are distant from the mean.
III. Understanding the details and summary pages of your report (Part 2 of 2)

There is a bar graph or response distribution available for each question. Each bar represents the percentage of student respondents who endorsed each rating on the scale.

The Comparison of Mean Scores table shows the course’s mean, median and standard deviation in relation to the course’s respective departmental, faculty and institutional averages.

Please note that the calculated departmental, faculty and institutional averages reflect only the courses that were part of the Teaching and Course Evaluation project’s summer 2013 proof of concept.

Each question breaks down the responses according to the number of students who endorsed that specific scale rating, along with the rating’s percentage in relation to the other ratings.