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January 4, 2006
SET Form D-SR

IAN MUEHLENHAUS
GEOGRAPHY
414 SOC SCI BLD
MINNEAPOLIS

Instructor: IAN MUEHLENHAUS
Instructor level: Instructor
Course: GEOG 3161 - 001

Class type: Lecture
Class size: 26
Term: Fall, 2005

Using Student Evaluation of Teaching Surveys

Student evaluations are useful as one component in the overall evaluation of instructional effectiveness. However, high ratings do not guarantee effective instruction, nor do low ratings always mean ineffective instruction. Peer evaluation of instruction, as mandated by the Senate Policy on Evaluation of Teaching Contributions, self evaluations, and reports of teaching activities and instructional development are among other important information sources that should be considered in the evaluation of teaching.

For personnel purposes, a small set of global questions is more appropriate than a larger group of specific questions (e.g., instructor's rapport with students or quality of textbook). The most useful single item is "overall teaching effectiveness." Student ratings of the instructor's knowledge of the subject matter are best interpreted strictly as impressions.

Research suggests that student evaluations are reliable, i.e., average ratings are reasonably consistent and do not change significantly from one offering of a course to another, provided that neither the student composition of the course nor the instructional methods have changed significantly. The response rate is important. Data from classes in which fewer than 75 percent of the students respond or in which there are fewer than 15 students may not provide reliable information.

Student evaluations are a valid measure, but are not synonymous with other measures, of teaching effectiveness. The correlation of global student evaluations with external measures of amount learned (e.g., final examination scores or course grades) is moderate at best.

Avoid using data from a single evaluation of a course. Data collected over time are necessary to verify the consistency of ratings of instruction and provide information about changes in ratings.

A range of student ratings is expected. Typically, ratings are concentrated at the higher end of the rating scale, with a long "tail" consisting of a few low ratings. However, different distributions sometimes may occur and call attention to the possibility of subgroups of students within the course.

Research indicates that average ratings may vary with characteristics (co-variates) such as class size, class format (e.g., lecture or discussion), course level, elective or required, and instructor experience. Ratings tend to be higher for smaller classes, for electives, for classes with a discussion format, and for classes taught by an instructor with more experience. These possible co-variates are important in selecting appropriate norms with which to compare an individual. However, appropriate norms cannot be provided until an adequate data base is accumulated.

Student evaluations tend, in general, to be consistent across certain student characteristics. Average evaluations usually do not vary significantly with age, sex, class standing, grade point average, or other indices of student ability. Little research has been done on the relationship between average ratings and the ethnicity of the students rating the course.

Student evaluation data are at least ordinal (rank). Therefore, the median is an appropriate measure of the central rating, and the frequency distribution and associated percentages measure the variability of the ratings. To the extent that the verbal anchors induce respondents to apply uniform differences between response categories, interval statistics such as the mean and the standard deviation are appropriate measures of the central rating and the variability in ratings.

Avoid drawing inferences or conclusions based upon small differences in ratings. Responses are assigned integer values, but statistics are reported with decimal precision. It is tempting but not justifiable to infer differential teaching effectiveness from small differences in average ratings. To obtain statistical significance, differences of 0.5 to 1.5 points may be needed. Moreover, statistically significant differences may not indicate important differences in instructional effectiveness, especially at the higher end of the ratings scale.

The results of your student evaluations of teaching are on the following pages. If there were fewer than 10 questionnaires, only the response counts are given; otherwise, the number and percent of responses to each choice are shown. These distributions and the corresponding graphs show you how your students answered each item.

The mean, median, and standard deviation also are listed for groups of 10 or more.

The mean is the average of the responses to an item based on a 1-7 or 1-5 scale. The values of all responses are added together and divided by the number of responses. The mean is a good measure for summarizing results if the distribution of responses approximates a bell-shaped curve.

The median indicates the mid-point of the item responses--the point at which 50% of the responses are higher and 50% are lower. The median is a better summary than the mean if the distribution is not symmetrical but appears to have a long tail at one end.

Sometimes the mean or median may hide important aspects of the distribution. For example, if 1/2 marked 1 and 1/2 marked 7, the resulting mean and median of 4 would mask an important fact: the variability of the ratings. The standard deviation is an index of variability or consensus among the responses; the lower the standard deviation, the greater the similarity of responses. The highest standard deviations indicate items for which the responses are the most spread out. Generally on a 5 to 7-point scale a standard deviation of 0.8 to 1.0 or less can be considered low.

Checklist items (penultimate page), however, typically do not receive high frequencies of response. Those that do may deserve attention even if the percentage of responses is fairly low.

In response to students' ongoing requests for information, the Senate Committee on Educational Policy appointed a committee of faculty and students to develop a set of ten questions to guide students in selecting courses. The results of these questions will give you an opportunity to review your results, regardless of whether or not you give permission to release results to students. Results are course and term specific and decisions to release these results are only made by instructors.

For additional information about evaluating and improving teaching, visit the Office of Measurement Services homepage at:

<http://www.ucs.umn.edu/oms/>

Student Evaluation of Teaching - Form D-SR

Items	Options	Responses			
		No.	Pct		
1. How would you rate the instructor's overall teaching ability? Mean = 6.2 S.D. = 0.7 Median = 6.2 Responses to item = 26 (100%)	Exceptional	7	9	35	
		6	15	58	
	Satisfactory	5	1	4	
		4	1	4	
		3	0	0	
		2	0	0	
Very Poor	1	0	0		
2. How would you rate the instructor's knowledge of the subject matter? Mean = 6.7 S.D. = 0.4 Median = 6.8 Responses to item = 26 (100%)	Exceptional	7	19	73	
		6	7	27	
	Satisfactory	5	0	0	
		4	0	0	
		3	0	0	
		2	0	0	
Very Poor	1	0	0		
3. How would you rate the instructor's respect and concern for students? Mean = 6.8 S.D. = 0.4 Median = 6.9 Responses to item = 26 (100%)	Exceptional	7	22	85	
		6	4	15	
	Satisfactory	5	0	0	
		4	0	0	
		3	0	0	
		2	0	0	
Very Poor	1	0	0		
4. How would you rate the physical environment in which you take this class? Mean = 6.0 S.D. = 1.0 Median = 6.2 Responses to item = 26 (100%)	Exceptional	7	10	38	
		6	9	35	
	Satisfactory	5	4	15	
		4	3	12	
		3	0	0	
		2	0	0	
Very Poor	1	0	0		
5. How much would you say you learned in this course? Mean = 6.3 S.D. = 1.0 Median = 6.7 Responses to item = 25 (96%)	An exceptional amount	7	15	60	
		6	5	20	
	Amount expected	5	3	12	
		4	2	8	
		3	0	0	
		2	0	0	
Almost nothing	1	0	0		

Student Evaluation of Teaching - Form D-SR

Items	Options	Responses		
		No.	Pct	
Did you take this course as an elective or as a requirement?	Requirement	4	16	
	One of several	15	60	
	Elective	6	24	
Grade point average	3.51-4.00	5	21	
	3.01-3.50	12	50	
	2.51-3.00	3	13	
	2.01-2.50	1	4	
	1.01-2.00	0	0	
	.00-1.00	0	0	
	na	3	13	
Year in school	Freshman	2	8	
	Sophomore	5	20	
	Junior	10	40	
	Senior	8	32	
	Grad/Prof	0	0	
	Other	0	0	
Is this course in your major?	Yes	11	46	
	No	13	54	
Age	20 or less	7	32	
	21-25	13	59	
	26-30	1	5	
	31-40	1	5	
	More than 40	0	0	
Gender	Female	9	41	
	Male	13	59	
Ethnic background	African-American	0	0	
	American Indian or Alaskan Native	0	0	
	Asian or Pacific Islander	4	20	
	Chicano/Latino/Hispanic	0	0	
	Caucasian	16	80	
	Other	0	0	
Course delivery method	Classroom	21	84	
	Distance	0	0	
	Combination	4	16	

Student Evaluation of Teaching - Form D-SR

Items	Options	Responses			
		No.	Pct		
6. Instructor's clarity in presenting or discussing course material. Mean = 6.2 Median = 6.2 Standard Deviation = 0.8 Responses to item = 26 (100%)	Exceptional	7	10	38	
		6	11	42	
	Satisfactory	5	4	15	
		4	1	4	
		3	0	0	
	Very Poor	2	0	0	
		1	0	0	
7. Instructor's rapport with you as a student. Mean = 6.6 Median = 6.7 Standard Deviation = 0.6 Responses to item = 26 (100%)	Exceptional	7	17	65	
		6	7	27	
	Satisfactory	5	2	8	
		4	0	0	
		3	0	0	
	Very Poor	2	0	0	
		1	0	0	
8. Instructor's use of technology to enhance your learning experience in the course. Mean = 6.4 Median = 6.7 Standard Deviation = 0.8 Responses to item = 26 (100%)	Exceptional	7	16	62	
		6	6	23	
	Satisfactory	5	3	12	
		4	1	4	
		3	0	0	
	Very Poor	2	0	0	
		1	0	0	
9. Instructor's success in getting you to think. Mean = 6.3 Median = 6.6 Standard Deviation = 0.9 Responses to item = 26 (100%)	Exceptional	7	14	54	
		6	7	27	
	Satisfactory	5	3	12	
		4	2	8	
		3	0	0	
	Very Poor	2	0	0	
		1	0	0	
10. Instructor's attention to what helps you learn. Mean = 6.2 Median = 6.2 Standard Deviation = 0.8 Responses to item = 26 (100%)	Exceptional	7	10	38	
		6	11	42	
	Satisfactory	5	4	15	
		4	1	4	
		3	0	0	
	Very Poor	2	0	0	
		1	0	0	
11. Instructor's respect for students' individual differences. Mean = 6.5 Median = 6.7 Standard Deviation = 0.8 Responses to item = 26 (100%)	Exceptional	7	16	62	
		6	7	27	
	Satisfactory	5	2	8	
		4	1	4	
		3	0	0	
	Very Poor	2	0	0	
		1	0	0	
12. Overall quality of text(s) and handouts. Mean = 6.3 Median = 6.5 Standard Deviation = 0.9 Responses to item = 26 (100%)	Exceptional	7	13	50	
		6	8	31	
	Satisfactory	5	4	15	
		4	1	4	
		3	0	0	
	Very Poor	2	0	0	
		1	0	0	
13. Helpfulness of feedback given to you about your performance. Mean = 6.4 Median = 6.7 Standard Deviation = 0.9 Responses to item = 26 (100%)	Exceptional	7	17	65	
		6	4	15	
	Satisfactory	5	4	15	
		4	1	4	
		3	0	0	
	Very Poor	2	0	0	
		1	0	0	
14. Degree to which evaluation procedures measured your knowledge and understanding. Mean = 5.6 Median = 5.8 Standard Deviation = 1.2 Responses to item = 26 (100%)	Exceptional	7	8	31	
		6	7	27	
	Satisfactory	5	5	19	
		4	5	19	
		3	1	4	
	Very Poor	2	0	0	
		1	0	0	

Student Evaluation of Teaching - Form D-SR

Items	Options	Responses		
		No.	Pct	
15. Instructor's encouragement of students to express their views. Mean = 6.5 Median = 6.8 Standard Deviation = 0.8 Responses to item = 26 (100%)	Exceptional	7	18	69
		6	4	15
		5	3	12
	Satisfactory	4	1	4
		3	0	0
		2	0	0
	Very Poor	1	0	0



Student Evaluation of Teaching - Form D-SR

Checklist Response Frequencies

Weakness		Strength
	Instructor	
	Is accessible outside of class.	24
	Effectively manages the classroom.	25
	Begins class on time.	24
1	Ends class within the time scheduled.	24
1	Effectively facilitates classroom discussions.	23
1	Integrates topics and activities effectively.	23
3	Selects course content appropriate to length.	22
	Paces assignments and tests appropriately.	25
2	Defines academic dishonesty.	22
2	Explains and clarifies grading policies.	23
	Makes supplemental materials available.	24
	Effectively uses technology and multimedia.	24

Figures in bold face represent 10 per cent or more of the number of questionnaires.

Student Evaluation of Teaching - Form SR (Student Release) Questions

Response frequency distributions and their associated percentages follow for each of the ten student release items. Courses for which less than 75% of the class responded to these items may not provide reliable information to guide student choice. Authorization to release these results for presentation on the WorldWide Web is course and term specific and will only be provided if instructors authorize the release of this information to students.

Items	Options	Responses		
		No.	Pct	
1. The instructor provided a ___ structured learning environment. Responses to item = 21 (81%)	Highly	7	33	
	Moderately	14	67	
	Minimally	0	0	
2. The instructor emphasized: Responses to item = 21 (81%)	Many topics	3	14	
	Balanced	18	86	
	More depth	0	0	
3. Course Guide and course syllabus were accurate in describing learning activities Responses to item = 21 (81%)	Yes	21	100	
	No	0	0	
4. Instructor stimulated me to think critically about the course material. Responses to item = 21 (81%)	Yes	20	95	
	No	1	5	
5. Instructor set high expectations for student performance in the course. Responses to item = 21 (81%)	Yes	18	86	
	No	3	14	
6. Instructor used a variety of teaching and learning strategies in the course. Responses to item = 21 (81%)	Yes	19	90	
	No	2	10	
7. Instructor provided me with timely and helpful feedback about my performance. Responses to item = 21 (81%)	Yes	19	90	
	No	2	10	
8. In class learning activities contributed to my learning. Responses to item = 21 (81%)	Yes	20	95	
	No	1	5	
9. I attended almost all of the class sessions during the term. Responses to item = 21 (81%)	Yes	20	95	
	No	1	5	
10. I would take another course with this instructor. Responses to item = 21 (81%)	Yes	21	100	
	No	0	0	

Please read through the following list. Mark any areas which were either a weakness or a strength for the instructor of this course.

<u>Instructor:</u>	Weakness	Strength	<u>Instructor:</u>	Weakness	Strength
Is accessible to students outside of class.	<input type="radio"/>	<input checked="" type="radio"/>	Paces assignments and tests appropriately throughout the course.	<input type="radio"/>	<input checked="" type="radio"/>
Effectively manages the classroom environment.	<input type="radio"/>	<input checked="" type="radio"/>	Defines academic dishonesty (cheating).	<input type="radio"/>	<input checked="" type="radio"/>
Arrives and begins the class on time.	<input type="radio"/>	<input checked="" type="radio"/>	Explains and clarifies grading policies.	<input type="radio"/>	<input checked="" type="radio"/>
Ends the class within the time scheduled.	<input type="radio"/>	<input checked="" type="radio"/>	Makes supplemental readings, technological support and/or reserve materials available to students.	<input type="radio"/>	<input checked="" type="radio"/>
Effectively facilitates classroom discussions.	<input type="radio"/>	<input checked="" type="radio"/>	Effectively uses technology and multimedia throughout the course.	<input type="radio"/>	<input checked="" type="radio"/>
Integrates topics and activities effectively throughout the course.	<input type="radio"/>	<input checked="" type="radio"/>			
Selects course content appropriate to course length.	<input type="radio"/>	<input checked="" type="radio"/>			

Please comment on this course and the quality of instruction you received.

Stellar course — one of the best courses
and the best instructors I have been involved
in at the U!

Cut Here

Please read through the following list. Mark any areas which were either a weakness or a strength for the instructor of this course.

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Integrates topics and activities effectively throughout the course.	<input type="radio"/>	<input checked="" type="radio"/>			
Selects course content appropriate to course length.	<input type="radio"/>	<input checked="" type="radio"/>			

Please comment on this course and the quality of instruction you received.

AWESOME class! Definitely my favorite in college so far, I actually look forward to coming to class. Ian is extremely knowledgeable in the course topics & has personal / experience which helps make the material easy to understand. He has a genuine concern for the students & the class, & makes sure he is always available for questions if anyone has any. Great instructor, I hope I get to take another course with him. 😊

Cut Here

Please read through the following list. Mark any areas which were either a weakness or a strength for the instructor of this course.

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Integrates topics and activities effectively throughout the course.	<input type="radio"/>	<input checked="" type="radio"/>			
Selects course content appropriate to course length.	<input type="radio"/>	<input checked="" type="radio"/>			

Please comment on this course and the quality of instruction you received.

Jan is an excellent teacher, I've never met a more enthusiastic teacher. He combines personal experience with text + course handouts to reach a full understanding.

Sometimes he goes too quick in class, but that's b/c there is so much to talk about.

Cut Here

Please read through the following list. Mark any areas which were either a weakness or a strength for the instructor of this course.

<u>Instructor:</u>	Weakness	Strength	<u>Instructor:</u>	Weakness	Strength
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Integrates topics and activities effectively throughout the course.	<input type="radio"/>	<input checked="" type="radio"/>			
Selects course content appropriate to course length.	<input type="radio"/>	<input checked="" type="radio"/>			

Please comment on this course and the quality of instruction you received.

I really enjoyed this course - probably one of my favorite courses I've taken in college. The professor was very friendly and outgoing and would definitely take a class again with him. The website was also very helpful.

Cut Here

Please read through the following list. Mark any areas which were either a weakness or a strength for the instructor of this course.

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Selects course content appropriate to course length.	<input type="radio"/>	<input checked="" type="radio"/>			

Please comment on this course and the quality of instruction you received.

I originally signed up for this class because it sounded interesting, but later found out it was in my major too. Ian was a fabulous instructor, he knew a lot about his subject, and was always very helpful. I loved this class; it was by far my favorite class. I would definitely take another class with Ian!

Cut Here

Please read through the following list. Mark any areas which were either a weakness or a strength for the instructor of this course.

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Selects course content appropriate to course length.	<input type="radio"/>	<input checked="" type="radio"/>			

Please comment on this course and the quality of instruction you received.

I enjoyed the class a lot. I learned so much and would encouraged other students to take this class. Ian did a great job of lecturing and making the info interesting too.

Cut Here

Please read through the following list. Mark any areas which were either a weakness or a strength for the instructor of this course.

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Integrates topics and activities effectively throughout the course.	<input type="radio"/>	<input checked="" type="radio"/>			
Selects course content appropriate to course length.	<input type="radio"/>	<input checked="" type="radio"/>			

Please comment on this course and the quality of instruction you received.

The website and its links were EXTREMELY helpful! Thanks. Also this was definitely one of the best classes I've taken in a very long time... Good job.

Cut Here

Please read through the following list. Mark any areas which were either a weakness or a strength for the instructor of this course.

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Selects course content appropriate to course length.	<input checked="" type="radio"/>	<input type="radio"/>			

Please comment on this course and the quality of instruction you received.

The course helped understand Europe a great Deal. Ian was very effective to help understand the past, development, & today's Europe.

Cut Here

Please read through the following list. Mark any areas which were either a weakness or a strength for the instructor of this course.

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Selects course content appropriate to course length.	<input type="radio"/>	<input checked="" type="radio"/>			

Please comment on this course and the quality of instruction you received.

The books & movies were excellent selections for the course. The two books were especially intriguing. The thing I enjoyed most about the class was the environment. It was always laid-back and enjoyable.

Cut Here

Please read through the following list. Mark any areas which were either a weakness or a strength for the instructor of this course.

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Please comment on this course and the quality of instruction you received.

This was honestly the best course I have ever taken at the university. Ian presented the information in an interesting and fun manner. His knowledge and enthusiasm made the class fantastic. I am extremely happy to take this class.

Cut Here

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Please comment on this course and the quality of instruction you received.

I think you did a great job teaching this class. Honestly, it was my favorite class this semester. I think the class was paced very well, with a good mix of reading, tests, and papers. The use of the two movies was very helpful, to visually demonstrate what we're talking about. I really enjoyed this class - thanks

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Please comment on this course and the quality of instruction you received.

I really enjoyed this class and the Professor. The teacher made me feel like an equal, which really helps with communication. I never felt intimidated by Mr. Muelenhaus, and I could freely ask questions. He created a very exceptional learning environment. Keep up the good work Ian, and I hope I see you around, and/or have you as my professor again. Thank you for everything.

Cut Here

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Please comment on this course and the quality of instruction you received.

He was a great teacher, enthusiastic. However, maybe a little overzealous between the lectures and the readings. I wished he had tied the two together more during lecture, but instead they felt very separate from each other. I must say that I loved all of the readings they were extremely well chosen and helpful. I also loved this class because of the instructor who brought such a positive attitude to class every morning.

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Please comment on this course and the quality of instruction you received.

He had great enthusiasm, and that made the course more interesting. His excitement was contagious, and because of this I was engaged and learned a great deal. He also was a useful resource to find out more about particular areas of interest.

Cut Here

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Please comment on this course and the quality of instruction you received.

Very interesting class. Learned more than expected. The lectures were very well organized and clear, but sometimes they went by really fast. Slower pace would have helped.

Cut Here

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Please comment on this course and the quality of instruction you received.

The only weakness of the class was the testing. Especially the multiple choice essay form would be more appropriate.

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Please comment on this course and the quality of instruction you received.

The class covered much more material than expected - could be overwhelming at times - but extremely interesting & thoroughly taught.

Cut Here

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Please comment on this course and the quality of instruction you received.

Positive attitude really helped.
Open to change.
Good job making class fun.

Cut Here