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MINNEAPOLIS**

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Instructor level: Instructor  
Course: GEOG 3161 - 001

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**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-variables) 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-variables 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 = 6.5 S.D. = 0.7 Median = 6.7 Responses to item = 17 (100%)	Exceptional	7	10	59
		6	5	29
		5	2	12
	Satisfactory	4	0	0
		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 = 6.6 S.D. = 0.6 Median = 6.7 Responses to item = 17 (100%)	Exceptional	7	11	65
		6	5	29
		5	1	6
	Satisfactory	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. = 0.5 Median = 6.9 Responses to item = 17 (100%)	Exceptional	7	15	88
		6	1	6
		5	1	6
	Satisfactory	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 = 6.1 S.D. = 1.1 Median = 6.3 Responses to item = 17 (100%)	Exceptional	7	7	41
		6	6	35
		5	3	18
	Satisfactory	4	0	0
		3	1	6
		2	0	0
	Very Poor	1	0	0
5. How much would you say you learned in this course? Mean = 6.2 S.D. = 0.9 Median = 6.3 Responses to item = 16 (94%)	An exceptional amount	7	7	44
		6	6	38
		5	2	13
	Amount expected	4	1	6
		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	2	13	██████████
	One of several	6	38	████████████████████
	Elective	8	50	██
Grade point average	3.51-4.00	7	44	██
	3.01-3.50	3	19	████████████████████
	2.51-3.00	5	31	██
	2.01-2.50	0	0	
	1.01-2.00	0	0	
	.00-1.00	0	0	
	na	1	6	██████████
Year in school	Freshman	1	6	██████████
	Sophomore	1	6	██████████
	Junior	4	24	████████████████████
	Senior	9	53	██
	Grad/Prof	0	0	
	Other	2	12	██████████
Is this course in your major?	Yes	7	50	██
	No	7	50	██
Age	20 or less	2	15	██████████
	21-25	7	54	██
	26-30	4	31	██
	31-40	0	0	
	More than 40	0	0	
Gender	Female	8	62	██
	Male	5	38	██
Ethnic background	African-American	0	0	
	American Indian or Alaskan Native	0	0	
	Asian or Pacific Islander	3	23	████████████████████
	Chicano/Latino/Hispanic	0	0	
	Caucasian	9	69	██
	Other	1	8	██████████
Course delivery method	Classroom	15	94	██
	Distance	0	0	
	Combination	1	6	██████████

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 = 6.4 Standard Deviation = 0.8 Responses to item = 17 (100%)	Exceptional	7	8	47
		6	5	29
		5	4	24
	Satisfactory	4	0	0
		3	0	0
		2	0	0
	Very Poor	1	0	0
7. Instructor's rapport with you as a student. Mean = 6.8 Median = 6.9 Standard Deviation = 0.4 Responses to item = 17 (100%)	Exceptional	7	14	82
		6	3	18
		5	0	0
	Satisfactory	4	0	0
		3	0	0
		2	0	0
	Very Poor	1	0	0
8. Instructor's use of technology to enhance your learning experience in the course. Mean = 6.2 Median = 6.3 Standard Deviation = 0.7 Responses to item = 17 (100%)	Exceptional	7	7	41
		6	7	41
		5	3	18
	Satisfactory	4	0	0
		3	0	0
		2	0	0
	Very Poor	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 = 17 (100%)	Exceptional	7	9	53
		6	5	29
		5	2	12
	Satisfactory	4	1	6
		3	0	0
		2	0	0
	Very Poor	1	0	0
10. Instructor's attention to what helps you learn. Mean = 6.3 Median = 6.3 Standard Deviation = 0.7 Responses to item = 17 (100%)	Exceptional	7	7	41
		6	8	47
		5	2	12
	Satisfactory	4	0	0
		3	0	0
		2	0	0
	Very Poor	1	0	0
11. Instructor's respect for students' individual differences. Mean = 6.5 Median = 6.7 Standard Deviation = 0.7 Responses to item = 17 (100%)	Exceptional	7	11	65
		6	4	24
		5	2	12
	Satisfactory	4	0	0
		3	0	0
		2	0	0
	Very Poor	1	0	0
12. Overall quality of text(s) and handouts. Mean = 5.9 Median = 6.1 Standard Deviation = 1.0 Responses to item = 17 (100%)	Exceptional	7	6	35
		6	6	35
		5	3	18
	Satisfactory	4	2	12
		3	0	0
		2	0	0
	Very Poor	1	0	0
13. Helpfulness of feedback given to you about your performance. Mean = 6.1 Median = 6.1 Standard Deviation = 0.8 Responses to item = 17 (100%)	Exceptional	7	6	35
		6	7	41
		5	4	24
	Satisfactory	4	0	0
		3	0	0
		2	0	0
	Very Poor	1	0	0
14. Degree to which evaluation procedures measured your knowledge and understanding. Mean = 6.2 Median = 6.3 Standard Deviation = 0.7 Responses to item = 17 (100%)	Exceptional	7	7	41
		6	7	41
		5	3	18
	Satisfactory	4	0	0
		3	0	0
		2	0	0
	Very Poor	1	0	0



Student Evaluation of Teaching - Form D-SR

Checklist Response Frequencies

Weakness	Instructor	Strength
1	Is accessible outside of class.	<b>12</b>
	Effectively manages the classroom.	<b>15</b>
	Begins class on time.	<b>16</b>
	Ends class within the time scheduled.	<b>15</b>
	Effectively facilitates classroom discussions.	<b>16</b>
	Integrates topics and activities effectively.	<b>15</b>
<b>2</b>	Selects course content appropriate to length.	<b>13</b>
	Paces assignments and tests appropriately.	<b>15</b>
1	Defines academic dishonesty.	<b>12</b>
1	Explains and clarifies grading policies.	<b>13</b>
	Makes supplemental materials available.	<b>15</b>
	Effectively uses technology and multimedia.	<b>14</b>

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



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

I am was made this course one of the best learning experience I have ever had. He has made this course very interesting & I have learned alot. He has made the course very interesting and I have learned alot. He has made the course very interesting and I have learned alot.

Cut Here

Ends the class within the time scheduled.	<input type="radio"/>	<input checked="" type="radio"/>	Explains and clarifies grading policies.	<input type="radio"/>	<input checked="" type="radio"/>
Effectively facilitates classroom discussions.	<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"/>
Integrates topics and activities effectively throughout the course.	<input type="radio"/>	<input checked="" type="radio"/>	Effectively uses technology and multimedia 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.

Great class, I learned a lot and had fun. Lectures could be less broad and more focused and in depth on a few topics.

Effectively facilitates classroom discussions.

Makes supplemental readings, technological support and/or reserve materials available to students.

Integrates topics and activities effectively throughout the course.

Effectively uses technology and multimedia throughout the course.

Selects course content appropriate to course length.

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

Content of course was consistently interesting and Ian helped make a boring topic easier to bare through. The movies were interesting and a good break in such long periods. Powerpoints were well done and easy to learn from.

Cut Here

throughout the course.

Effectively uses technology and multimedia throughout the course.

Selects course content appropriate to course length.

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

One of the best classes and best instructors I've had during my experience at the university. This course was applicable to real life - I hope to learn this much in other courses. Very engaging, energetic instruction - I would highly recommend this course and instructor.

Cut Here

Effectively facilitates classroom discussions.

and/or reserve materials available to students.

Integrates topics and activities effectively throughout the course.

Effectively uses technology and multimedia throughout the course.

Selects course content appropriate to course length.

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

Ian's pretty cool. I like him. Class was a lot of fun with him. Very funny & energetic. Would definitely take another class of his.

Cut Here

Integrates topics and activities effectively throughout the course.

Effectively uses technology and multimedia throughout the course.

Selects course content appropriate to course length.

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

Fantastic class! I learned a lot, and it was FUN. Ian is a great teacher!!

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
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 checked="" type="radio"/>	<input type="radio"/>			

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

I had a great time.

Cut Here

Selects course content appropriate to course length.

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

Good course.