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SET Form D-SR

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GEOGRAPHY  
401 SOC SCIENCE  
MINNEAPOLIS

Instructor: MUEHLENHAUS IAN  
Instructor level: Instructor  
Course: GEOG 3061 - 001

Class type: Lecture  
Class size: 0017  
Term: Summer, 2007

### 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 = 6.3 S.D. = 0.9 Median = 6.6 Responses to item = 15 (100%)	Exceptional	7	8	53	
		6	5	33	
		5	1	7	
	Satisfactory	4	1	7	
		3	0	0	
		2	0	0	
		1	0	0	
2. How would you rate the instructor's knowledge of the subject matter? Mean = 6.2 S.D. = 0.8 Median = 6.3 Responses to item = 15 (100%)	Exceptional	7	6	40	
		6	7	47	
		5	1	7	
	Satisfactory	4	1	7	
		3	0	0	
		2	0	0	
		1	0	0	
3. How would you rate the instructor's respect and concern for students? Mean = 6.7 S.D. = 0.7 Median = 6.9 Responses to item = 15 (100%)	Exceptional	7	13	87	
		6	0	0	
		5	2	13	
	Satisfactory	4	0	0	
		3	0	0	
		2	0	0	
		1	0	0	
4. How would you rate the physical environment in which you take this class? Mean = 5.7 S.D. = 1.4 Median = 6.3 Responses to item = 15 (100%)	Exceptional	7	7	47	
		6	2	13	
		5	1	7	
	Satisfactory	4	4	27	
		3	1	7	
		2	0	0	
		1	0	0	
5. How much would you say you learned in this course? Mean = 5.8 S.D. = 1.1 Median = 6.0 Responses to item = 15 (100%)	An exceptional amount	7	5	33	
		6	5	33	
	Amount expected	5	2	13	
		4	3	20	
		3	0	0	
		2	0	0	
	Almost nothing	1	0	0	
		0	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	0	0	
	One of several	7	47	
	Elective	8	53	
Grade point average	3.51-4.00	5	33	
	3.01-3.50	2	13	
	2.51-3.00	7	47	
	2.01-2.50	0	0	
	1.01-2.00	0	0	
	.00-1.00	0	0	
	na	1	7	
Year in school	Freshman	0	0	
	Sophomore	0	0	
	Junior	2	13	
	Senior	11	73	
	Grad/Prof	1	7	
	Other	1	7	
Is this course in your major?	Yes	4	29	
	No	10	71	
Age	20 or less	2	14	
	21-25	6	43	
	26-30	4	29	
	31-40	1	7	
	More than 40	1	7	
Gender	Female	5	38	
	Male	8	62	
Ethnic background	African-American	1	7	
	American Indian or Alaskan Native	0	0	
	Asian or Pacific Islander	0	0	
	Chicano/Latino/Hispanic	0	0	
	Caucasian	12	86	
	Other	1	7	
Course delivery method	Classroom	14	93	
	Distance	0	0	
	Combination	1	7	

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 = 0.7 Responses to item = 15 (100%)	Exceptional	7	5	33	
		6	8	53	
		5	2	13	
	Satisfactory	4	0	0	
		3	0	0	
		2	0	0	
		1	0	0	
7. Instructor's rapport with you as a student. Mean = 6.1 Median = 6.4 Standard Deviation = 1.1 Responses to item = 15 (100%)	Exceptional	7	7	47	
		6	5	33	
		5	0	0	
	Satisfactory	4	3	20	
		3	0	0	
		2	0	0	
		1	0	0	
8. Instructor's use of technology to enhance your learning experience in the course. Mean = 6.1 Median = 6.3 Standard Deviation = 0.9 Responses to item = 15 (100%)	Exceptional	7	6	40	
		6	6	40	
		5	2	13	
	Satisfactory	4	1	7	
		3	0	0	
		2	0	0	
		1	0	0	
9. Instructor's success in getting you to think. Mean = 6.3 Median = 6.3 Standard Deviation = 0.6 Responses to item = 15 (100%)	Exceptional	7	6	40	
		6	8	53	
		5	1	7	
	Satisfactory	4	0	0	
		3	0	0	
		2	0	0	
		1	0	0	
10. Instructor's attention to what helps you learn. Mean = 6.1 Median = 6.3 Standard Deviation = 1.0 Responses to item = 15 (100%)	Exceptional	7	6	40	
		6	6	40	
		5	1	7	
	Satisfactory	4	2	13	
		3	0	0	
		2	0	0	
		1	0	0	
11. Instructor's respect for students' individual differences. Mean = 6.6 Median = 6.8 Standard Deviation = 0.8 Responses to item = 15 (100%)	Exceptional	7	11	73	
		6	3	20	
		5	0	0	
	Satisfactory	4	1	7	
		3	0	0	
		2	0	0	
		1	0	0	
12. Overall quality of text(s) and handouts. Mean = 6.3 Median = 6.3 Standard Deviation = 0.7 Responses to item = 15 (100%)	Exceptional	7	6	40	
		6	7	47	
		5	2	13	
	Satisfactory	4	0	0	
		3	0	0	
		2	0	0	
		1	0	0	
13. Helpfulness of feedback given to you about your performance. Mean = 6.1 Median = 6.4 Standard Deviation = 1.0 Responses to item = 15 (100%)	Exceptional	7	7	47	
		6	4	27	
		5	3	20	
	Satisfactory	4	1	7	
		3	0	0	
		2	0	0	
		1	0	0	
14. Degree to which evaluation procedures measured your knowledge and understanding. Mean = 5.7 Median = 5.9 Standard Deviation = 1.2 Responses to item = 15 (100%)	Exceptional	7	5	33	
		6	4	27	
		5	3	20	
	Satisfactory	4	2	13	
		3	1	7	
		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 = 6.8 Median = 6.9 Standard Deviation = 0.4 Responses to item = 15 (100%)	Exceptional	7	12	80
		6	3	20
		5	0	0
	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		Strength
	Instructor	
<b>2</b>	Is accessible outside of class.	<b>13</b>
	Effectively manages the classroom.	<b>15</b>
	Begins class on time.	<b>15</b>
	Ends class within the time scheduled.	<b>15</b>
1	Effectively facilitates classroom discussions.	<b>14</b>
1	Integrates topics and activities effectively.	<b>14</b>
	Selects course content appropriate to length.	<b>15</b>
	Paces assignments and tests appropriately.	<b>15</b>
1	Defines academic dishonesty.	<b>14</b>
<b>2</b>	Explains and clarifies grading policies.	<b>13</b>
	Makes supplemental materials available.	<b>15</b>
	Effectively uses technology and multimedia.	<b>15</b>

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 = 11 ( 73%)	Highly	3	27	
	Moderately	8	73	
	Minimally	0	0	
2. The instructor emphasized: Responses to item = 11 ( 73%)	Many topics	2	18	
	Balanced	9	82	
	More depth	0	0	
3. Course Guide and course syllabus were accurate in describing learning activities Responses to item = 11 ( 73%)	Yes	10	91	
	No	1	9	
4. Instructor stimulated me to think critically about the course material. Responses to item = 11 ( 73%)	Yes	11	100	
	No	0	0	
5. Instructor set high expectations for student performance in the course. Responses to item = 11 ( 73%)	Yes	8	73	
	No	3	27	
6. Instructor used a variety of teaching and learning strategies in the course. Responses to item = 11 ( 73%)	Yes	9	82	
	No	2	18	
7. Instructor provided me with timely and helpful feedback about my performance. Responses to item = 11 ( 73%)	Yes	9	82	
	No	2	18	
8. In class learning activities contributed to my learning. Responses to item = 11 ( 73%)	Yes	11	100	
	No	0	0	
9. I attended almost all of the class sessions during the term. Responses to item = 11 ( 73%)	Yes	10	91	
	No	1	9	
10. I would take another course with this instructor. Responses to item = 11 ( 73%)	Yes	10	91	
	No	1	9	



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.

Very knowledgeable and energetic about subject matter. Also opens up classroom for discussion on a regular basis. Great instructor who has an obvious passion for what he is teaching.

Ben

Cut Here

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

George J. [Signature]

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.

Keep on, keepin' on.

**Cut Here**

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

A NICE CHAP!

Effectively facilitates classroom discussions.  
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.

I really enjoyed this class. I didn't know what to expect coming in, but I learned a lot. While a three hour class can often get tedious and boring, your energy and enthusiasm made the period enjoyable and easy to learn.

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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.

ENJOYED THE COURSE. LEARNED A LOT OF NEW INFO ON EUROPE. SOME OF THE READINGS ON LINE WERE NOT DISCUSSED AT ALL. PERHAPS COULD USE MORE WRITTEN ASSIGNMENTS TO RECEIVE CREDIT FOR DOING THE READING.

- Arrives and begins the class on time.
- Ends the class within the time scheduled.
- Effectively facilitates classroom discussions.
- Integrates topics and activities effectively throughout the course.
- Selects course content appropriate to course length.

- Explains and clarifies grading policies.
- Makes supplemental readings, technological support and/or reserve materials available to students.
- Effectively uses technology and multimedia throughout the course.

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

I really enjoyed this class and thought that you did an excellent job. Your love for Europe and Geography really came through and motivated the class. Suggestions: a study guide for exams would be nice - important themes, potential essay questions, etc. I think if you were a little bit more "authoritative" it would improve class attendance → hard to do though... Great films, readings and feedback. Thanks for a great summer term!

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- Selects course content appropriate to course length.

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

Ian is an awesome teacher and I hope that I have an opportunity to take another one of his class. He knows the topic from personal experience and is entertaining! I want to go to Hungary!

The blog was also helpful. I used it many times to study. Super job Ian!

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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>
Arrives and begins the class on time.	<input type="radio"/>	<input checked="" type="radio"/>	Explains and clarifies grading policies.	<input checked="" type="radio"/>	<input 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.

I really enjoyed this course. The instructor added a lot of great insight and also shared his personal experiences to help us understand the material. He is a good instructor- keeps the class interested and is able to help students understand material. I would definitely take another course with this instructor.

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