

Getting More from Student Course Evaluations

faculty, students and administrators
using course and teacher evaluations
for advising, assessment, awards,
curriculum, and other functions

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<http://ubcats.buffalo.edu>

Adding Value to Student Course Evaluations

Faculty

Full Course Report  (with written comments)
Tenure Dossier  

Chair

CD Compilation
'At-A-Glance' Summary 

Dean

Departments Summarized 

Provost

Noteworthy Courses & Faculty & Programs (planning, campus & SUNY awards)

President

Campus Teaching & Programs (trustees, alumni, development)

Student

Undergraduate Courses 
'Top-Rated Large Lectures'
'Top 100 Courses'

Grad Studies

Summary of Graduate Teaching 

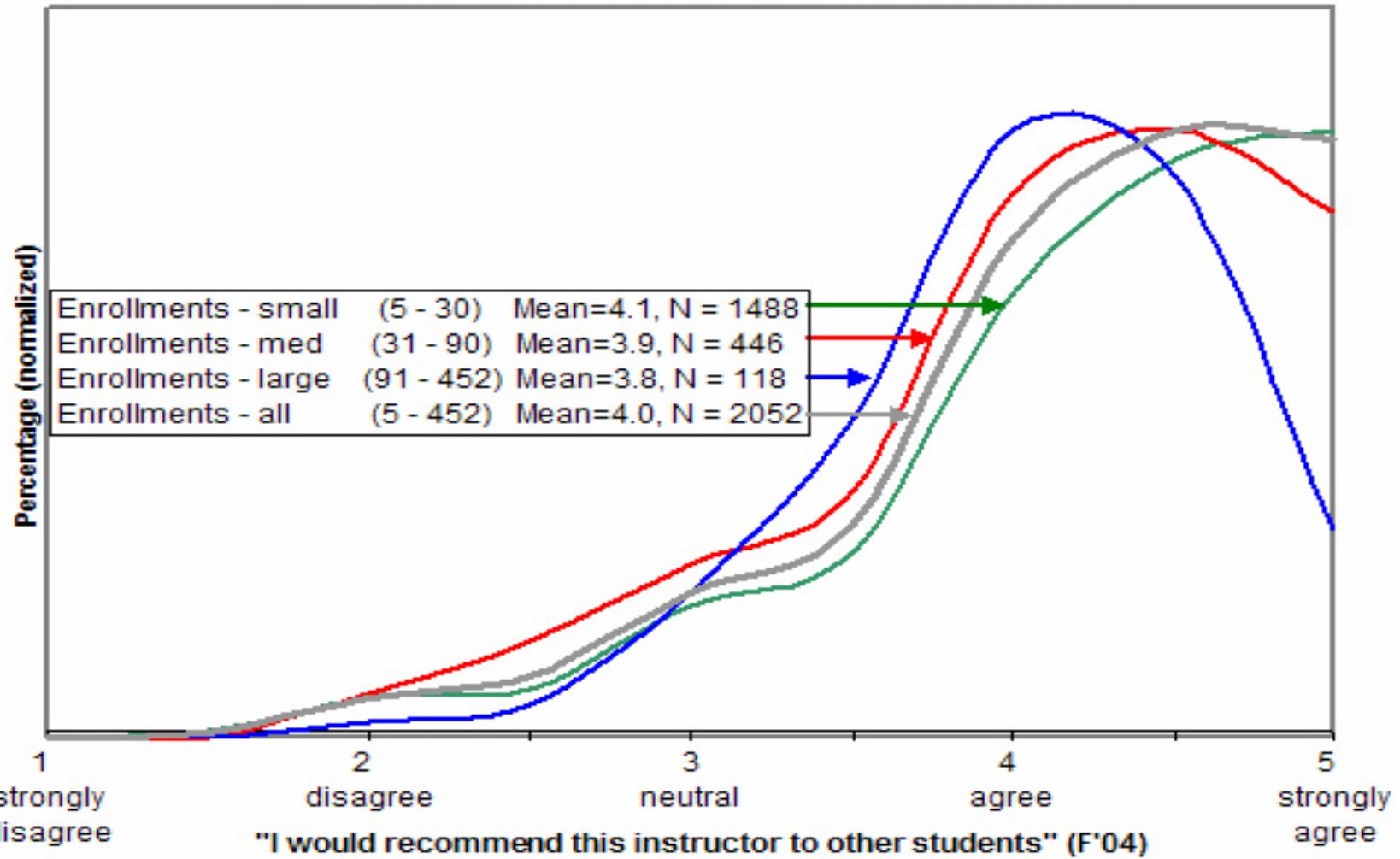
Advisor

Guide to Freshman Courses & Majors

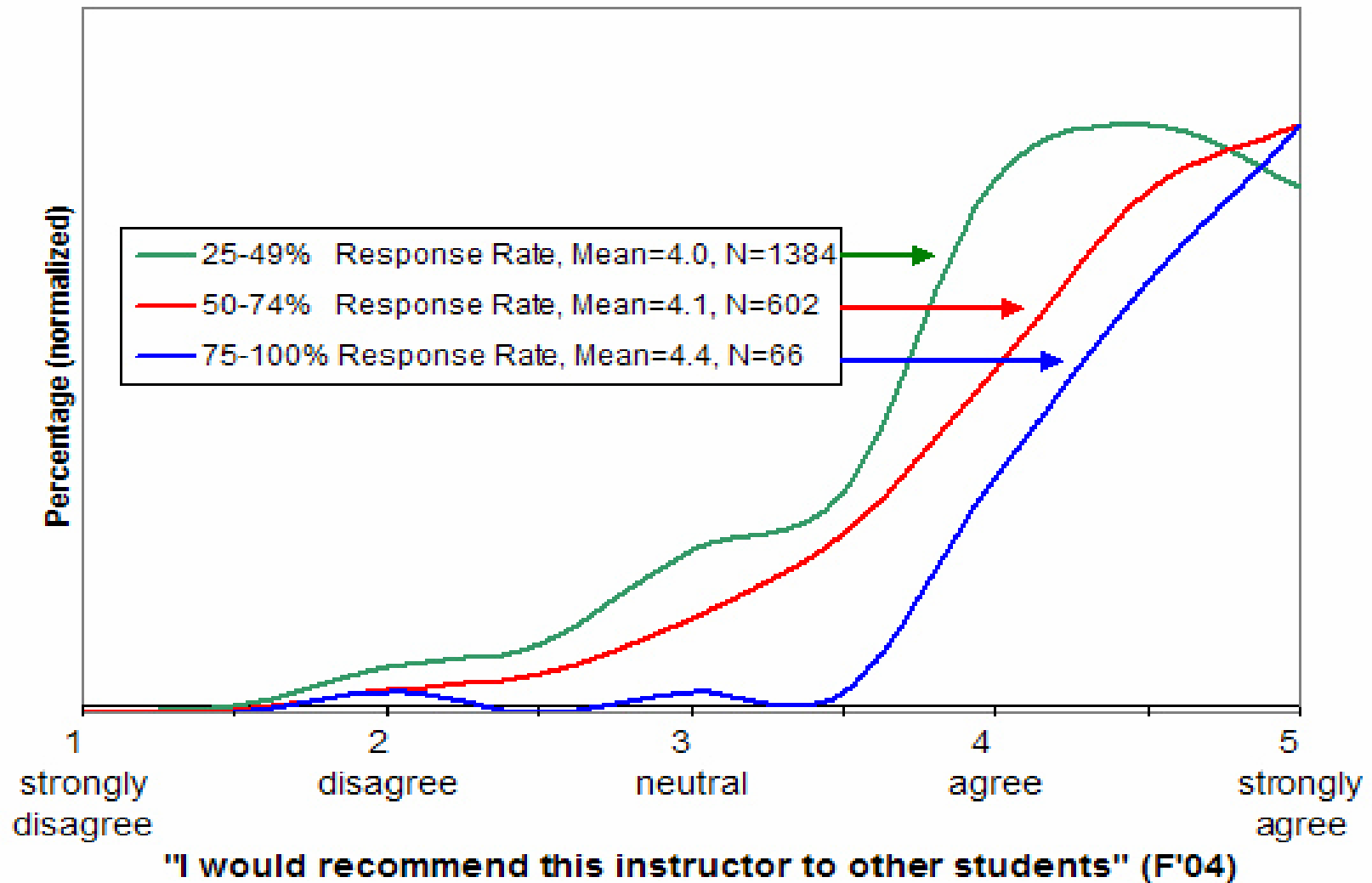
Administrator

Benchmark Course Evaluations
Customized Course Evaluations
Collected Special Course Groups
Sorted and Filtered Evaluations
Assessment & Accreditation     

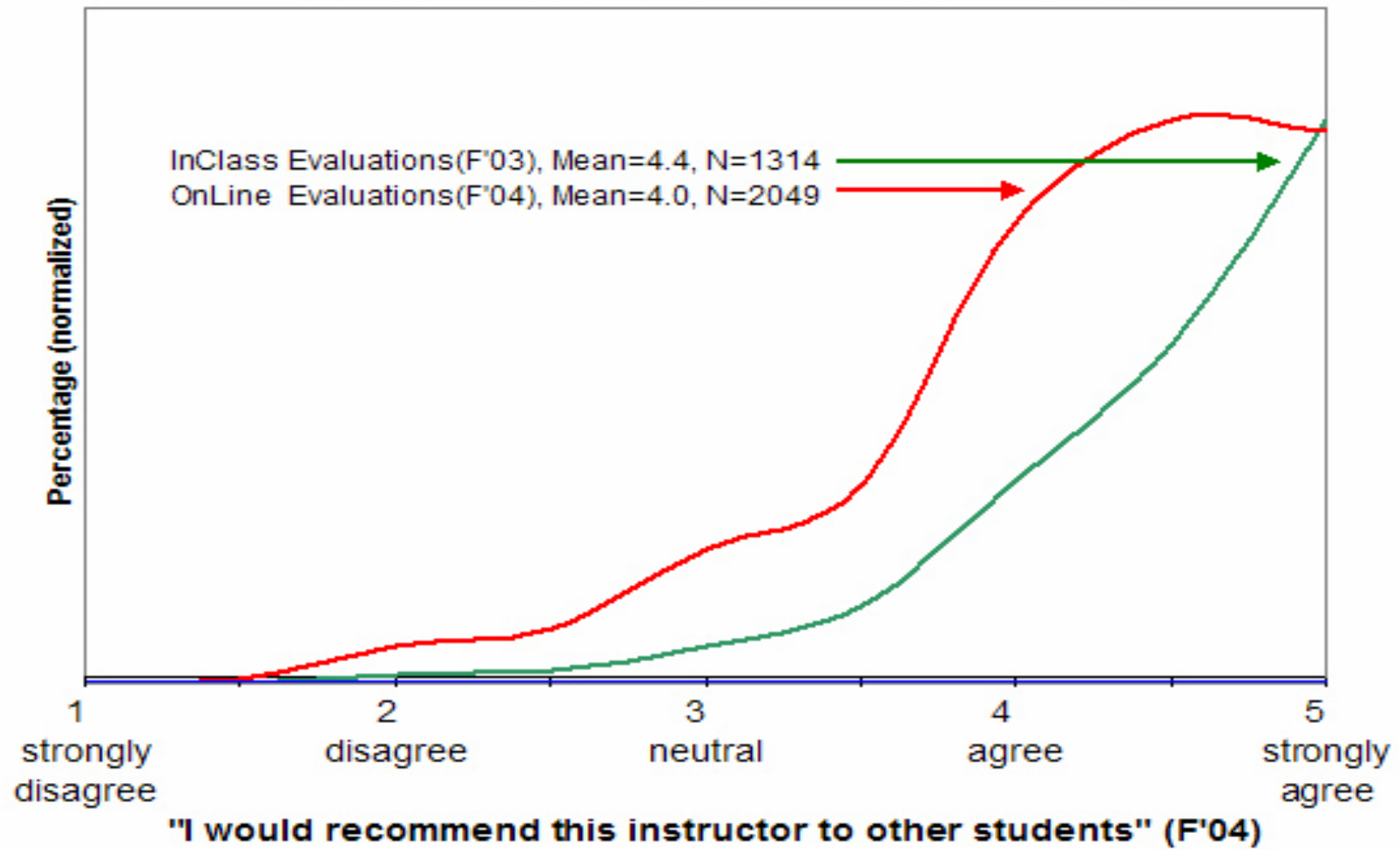
Mean Ratings Higher With Smaller Class Sizes



Mean Ratings Higher With Higher Response Rates



Mean Ratings Higher With InClass Evaluations



UBCATS 'AT-A-GLANCE' Chair's Summary of Course Evaluations

The report provides a departmental overview of all evaluations. The report may also be used to quickly identify courses and instructors worthy of additional attention before consulting the detailed evaluation reports.

Student-Generated Course Evaluations - UBCATS Chair's Summary Semester

Course #	Type	Course Title	Instructor(s)	Enroll	Respond	I would recommend this course		I would recommend this instructor	
						Course Mean Score	Department Standing	Course Mean Score	Department Standing
ABC 101 A	LEC	Introduction to ...	Last, First	70	25	██████████	██████████	██████████	██████████
ABC 101 A1	REC	Introduction to ...	Last, First	26	11	██████████	██████████	██████████	██████████
ABC 101 A2	REC	Introduction to ...	Last, First	21	7	██████████	██████████	██████████	██████████
ABC 101 A3	REC	Introduction to ...	Last, First	23	11	██████████	██████████	██████████	██████████
ABC 111 A	LEC	Introduction to ...	Last, First	3	1	██████████	██████████	██████████	██████████
ABC 111 A1	REC	Introduction to ...	Last, First	3	1	██████████	██████████	██████████	██████████
ABC 111 B	LEC	Introduction to ...	Last, First	5	4	██████████	██████████	██████████	██████████
ABC 111 B1	REC	Introduction to ...	Last, First	5	3	██████████	██████████	██████████	██████████
ABC 201 A	LEC	Intermediate ...	Last, First	217	53	██████████	██████████	██████████	██████████
ABC 201 B	LEC	Intermediate ...	Last, First	207	52	██████████	██████████	██████████	██████████
ABC 201 C	LEC	Intermediate ...	Last, First	200	119	██████████	██████████	██████████	██████████
ABC 201 C1	REC	Intermediate ...	Last, First	50	25	██████████	██████████	██████████	██████████
ABC 201 C2	REC	Intermediate ...	Last, First	50	24	██████████	██████████	██████████	██████████
ABC 201 C3	REC	Intermediate ...	Last, First	50	23	██████████	██████████	██████████	██████████
ABC 201 C4	REC	Intermediate ...	Last, First	50	31	██████████	██████████	██████████	██████████

Includes mean evaluation score for question #5 (I would recommend this course) and question #10 (I would recommend this instructor). Department Standing shows % of mean values in the department that were less than or equal to each individual course/instructor mean. For more details on a particular course of interest, consult the full course evaluation web report (long answers, all 10 questions, +/- rating).
Report prepared by Brian O'Connor and Peter Gold (University at Buffalo, College of Arts & Sciences)

Dept

FOR EXAMPLE, USE THIS REPORT TO:

- 1 Compare ratings (and department standing) for courses and instructors
- 2 Compare course and instructor scores with department mean scores
- 3 Identify courses where enrollment is too low and/or responses are too few for reliable results
- 4 Compare sections of the same course taught by three different faculty
- 5 Compare lecture and recitations (or labs) of the same course

Notes:

► The report uses key summative questions to highlight courses requiring further analysis. The report does not automatically identify courses and faculty as 'poor' 'OK' or 'excellent'. Student evaluations only assist with such judgments.

► 'Department Standing' shows how each score compares with all other course scores.

► The use of student ratings requires some caution as the scores are not free of student bias and will vary with factors other than course content or learning objectives. Biasing factors include: class size, type, level; experience with other courses and teachers; department and discipline differences; required or prerequisite courses; and grading policies. These effects are usually small and may cancel each other. Courses with low enrollment or few responders may make scores inconsistent or difficult to interpret so that a focus on written responses is appropriate. In any event, small differences in ratings should be ignored.

► For more information please see <http://ubcats.buffalo.edu>.

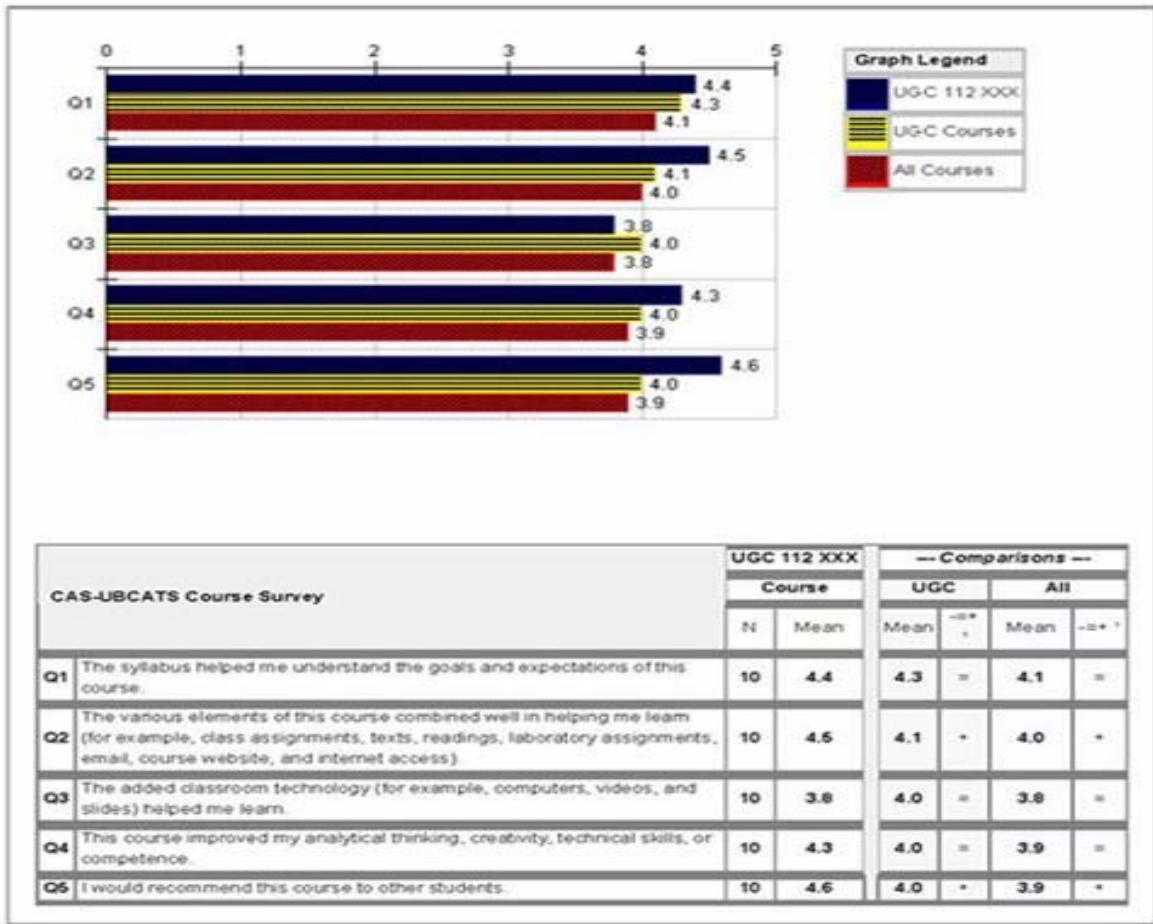
Peter Gold, 8/4/05



Course and Teacher Survey 3
Spring 2005

University at Buffalo
College of Arts and Sciences

Course: UGC 112 XXX - WORLD CIVILIZATION 2	Department: Undergrad College
Instructor: John Doe	Resp. Rec'vd / Expected: 10 / 20



Fall 2003 UBCATS	Question 10 (Mean = 4.2) "I would recommend instructor"	Question 9 (Mean = 4.0) "I would recommend course"
African-American Studies	4.4	4.5
American Sign Language *	4.7	4.7
American Studies/Ctr. For Americas	4.1	4.1
Anthropology	4.3	4.2
Arabic*	4.7	4.6
Art	4.2	4.1
Art History	4.4	4.2
Asian Studies*	4.2	4.1
Biology	3.6	3.4
College of Arts and Sciences*	3.9	3.6
Chemistry	4.0	3.7
Chinese	4.2	4.2
Classics	4.5	4.4
Communicative Disorders	4.3	4.1
Comparative Literature	4.5	4.3
Danish*	4.6	4.8
Economics	4.0	4.0
English	4.3	4.2
French	4.4	4.1
General Education Core (UGC)	4.0	3.8
Geography	4.3	4.2
Geology	4.6	4.3
German	4.6	4.3
Greek Ancient*	4.5	4.0
Greek Modern*	5.0	4.8
Hindi*	4.2	4.2
History	4.4	4.2
Humanities*	3.5	3.8
Interdisciplinary Degree Program (SSC)	4.6	4.5
Irish*	4.9	4.9
Italian	4.7	4.5
Japanese	4.7	4.6
Legal Studies*	4.2	4.3
Judaic Studies Program	4.4	4.3
Korean	4.4	4.4
Latin*	4.8	4.5
Latina/Latino Studies*	4.8	4.8
Linguistics	4.1	3.9
Mathematics	4.0	3.9
Media Study	4.2	4.1
Medicinal Chemistry*	3.6	3.5
Music	4.2	4.1
Music Theatre*	4.9	4.9
Philosophy	4.4	4.2
Physics	4.2	3.8
Planning and Design	4.3	4.1
Polish*	4.9	4.8
Polish Studies*	4.2	4.1
Portuguese*	5.0	4.9
Political Science	4.2	4.0
Psychology	4.1	4.0
Religious Studies Program*	4.6	4.5
Russian*	4.7	4.6
Sociology	4.3	4.2
Spanish*	4.4	4.2
Theatre	4.5	4.4
Theatre and Dance	4.7	4.7
Undergraduate Learning Center	4.5	4.3
Women's Studies	4.1	4.1

Note: *= fewer than 5 sections evaluated

Source: Fall 03 Summary of 1,313 sections and 33,367 student responses.



Survey Response Rates

	Surveys	Sections	% Completed Sections
Spring 2000	19,400 (27%)	1,017 (46%)	
Fall 2000	25,300 (35%)	1,069 (49%)	
Fall 2003	33,400 (46%)	1,313 (60%)	70%
Fall 2004	31,100 (43%)	2,450 (100%)	43%
Spring 2005	28,867 (42%)	2,621 (100%)	42%

Note: In Spring 2005, 42% of students completed the surveys, 6% logged in but did not complete any surveys, and 18% logged in and completed some surveys.



Performance Difference Between Responders and Non-Responders

Course Level	Resp Rate	Responders GPA	Non-Resp GPA	Responders with 'A'	Non-Resp with 'A'
Freshmen Avg*	37%	B-	C+	36%	19%
Junior Avg*	40%	B	C+	43%	21%
Graduate Avg*	62%	B+	B+	61%	44%
Combined HighResp**	83%	B+	B	63%	37%

*Each average was calculated among F'04 corresponding HIS, GLY, and SOC 100 level courses, 300 level courses, and 500 level courses.

**Among all F'04 courses with high response rates including COM 1XX, PHY 1XX, PHI 2XX, DMS 3XX, CDS 6XX, PSY 6XX.



Notes for: Summary of Student-Generated Teaching Evaluations College of Arts and Sciences

Student-Generated Course and Teacher Evaluations. UBCATS is the student-generated teaching evaluation system for the College of Arts and Sciences and other campus units. (Most student evaluations, even if not identical, share a similar survey format, questions, ratings, and data report.) With UBCATS, students reply to 10 statements (8 are ratings of classroom and instructor and 2 are summary statements.) Written comments about the course and instructor are also recorded. The mean rating for most questions is about 4 on a scale from 1 to 5. In general, exceptional ratings (courses and instructors worthy of note) are those with ratings above 4.0 with large courses and ratings below 3.0 with small courses. Beginning with fall '04, UBCATS joined several other campus units by shifting from in-class administration of course evaluations to an on-line system but the questions and response choices remain the same and the outcomes and benchmarks remain comparable. CourseEval3 from Academic Management Systems is the UBCATS product.

Format of the reports to faculty. Students are asked to indicate their degree of agreement with ten statements where 5=strongest agreement (best), 3=neutral, and 1=strongest disagreement (poorest.) Student ratings are then reported in comparison with other courses from the same department and for all departments combined which provides a context for the ratings. The summary statements are: "I would recommend this course to other students" and "I would recommend this instructor to other students." Comparisons with CAS courses of similar size and level [Lower Division, Upper Division, Graduate, and enrolling 1-30, 31-90, or 91+ students] were also available through spring '04 and showed that Lower Division courses and large enrollment courses were consistently rated slightly more poorly than small and medium sized courses whether at the undergraduate or graduate level. Such differences are among the many factors that account for some of the variations in ratings among a group of courses

Context. The ratings for all evaluation statements are significantly correlated with each other. Each course and instructor statement receives a mean rating and a T-score or a 'symbolic percentile' rating. The 'symbolic percentile,' a measure introduced in fall '04, provides an indication of the 'department standing' of the particular course or instructor among all comparable ratings in the department. Course and instructor ratings are compared with the overall department rating and the ratings are then placed among the Top or Bottom 10%, Top or Bottom 25%, or Middle 50% of ratings within the department. The T-Score is another measure of department standing which indicates the extent to which a student rating deviates from the mean for the department. T-Scores below 40 and above 60 deserve special scrutiny because they identify course ratings among the very top and bottom of the department. The most informative data for promotion and tenure purposes is the rating for "I would recommend this instructor to other students." For some courses, particularly where the class size and number of responses are low, the written comments may provide more information than the mean score. Additional detail is available at: <http://ubcats.buffalo.edu>. [*The Correlation Coefficients for the fall 2001 evaluations show strong connections among all the questions. For example, $r = .942$ between "I would recommend this instructor" and "I would recommend this course." T-scores convert means to an average score=50 and a standard deviation=10. T-Scores below 40 and above 60 deserve attention because they are higher or lower than the 2/3 of the scores on that item. About 1/6th of the means are above $T=60$ and 1/6 are below $T=40$.*]

Pre-1999. Prior to fall 1999 the course evaluations used similar (but not identical) summary statements and answers. For example: Faculty of Social Sciences used the same statements but different answers; the Faculty of Natural Sciences and Mathematics used different questions and answers; and The Faculty of Arts and Letters used a variety of formats.

Peter Gold, pgold@buffalo.edu. Revised September 1, 2005



Program, Course, and Lab Summaries

Classics JDS & RSP

Linguistics CHI, JPN, KOR, GER, WLI, ARI, ASL, DAN, GR, HIN, IRI, POL, UKR

Romance Languages and Literatures FR 101-152, SPA 101-152, ITA 101-152

English ENG 101, 102, 201

General Education Program UGC 111, 112 (LEC+REC BY SECTION)

Art ART 1XX

Theatre THD

Physics PHY LAB 151, 152, 158, 257

Chemistry CHE LAB (101, 102, 103, 105, 107, 108, 111, 112 LAB+REC)

Arts & Sciences STAT includes PSY 207, PSY 607, PSY 609, SOC 294, SOC 607, PSC 508, PSC 408, GEO 410, GEO 505, ECO 480, SSC 225



Student-Generated Course Evaluations - UBCATS Chair's Summary

Spring 2005

Course #	Type	Course Title	Instructor(s)	Enroll	Respond	I would recommend this course		I would recommend this instructor	
						← Department Mean Score		← Department Mean Score	
						Course Mean Score	Department Standing	Course Mean Score	Department Standing
ENG 201 K 1	LEC	ADV WRITING 1	Finch, David	21	9	4.5	45%	4.5	45%
ENG 201 K 2	LEC	ADV WRITING 1	James, Kenneth	9	2	4.0	40%	4.0	40%
ENG 201 L 1	LEC	ADV WRITING 1	Hogan, Sarah	24	9	4.5	45%	4.5	45%
ENG 201 L 2	LEC	ADV WRITING 1	Grabianowski, Paul	22	7	4.0	40%	4.0	40%
ENG 201 L 3	LEC	ADV WRITING 1	Degabriele, Peter	24	14	4.5	45%	4.5	45%
ENG 201 L 4	LEC	ADV WRITING 1	Groenhout, Chad	21	11	4.0	40%	4.0	40%
ENG 201 L 6	LEC	ADV WRITING 1	Baty, Melissa	19	3	4.5	45%	4.5	45%
ENG 201 L 7	LEC	ADV WRITING 1	Cross, Michelle	22	13	4.0	40%	4.0	40%
ENG 201 P 1	LEC	ADV WRITING 1	Cross, Michael	24	11	4.5	45%	4.5	45%
ENG 201 P 2	LEC	ADV WRITING 1	Herron, Shane	23	10	4.0	40%	4.0	40%
ENG 201 P 3	LEC	ADV WRITING 1	Garite, Matthew	22	10	4.5	45%	4.5	45%
ENG 201 P 4	LEC	ADV WRITING 1	Mornar, Brian	24	10	4.0	40%	4.0	40%
ENG 201 P 5	LEC	ADV WRITING 1	Polewach, John	23	9	4.5	45%	4.5	45%
ENG 201 P 6	LEC	ADV WRITING 1	Cucu, Sorin	24	13	4.0	40%	4.0	40%
ENG 201 P 7	LEC	ADV WRITING 1	Strudensky, Andrea	24	8	4.5	45%	4.5	45%
ENG 201 P 8	LEC	ADV WRITING 1	Baxter, Michael	24	8	4.0	40%	4.0	40%
ENG 201 P 9	LEC	ADV WRITING 1	Donovan, Thomas	21	8	4.5	45%	4.5	45%
ENG 201 P10	LEC	ADV WRITING 1	Desanto, Erica	24	14	4.0	40%	4.0	40%
ENG 201 P13	LEC	ADV WRITING 1	McAuley, Louis	20	6	4.5	45%	4.5	45%
ENG 201 Q 1	LEC	ADV WRITING 1	Kakazu, Sara	23	7	4.0	40%	4.0	40%
ENG 201 Q 2	LEC	ADV WRITING 1	Russo, Linda	20	6	4.5	45%	4.5	45%

Includes mean evaluation score for question #5 (I would recommend this course) and question #10 (I would recommend this instructor).
 Department Standing shows % of mean values in the department that were less than or equal to each individual course/instructor mean.
 For more details on a particular course of interest, consult the full course evaluation web report (long answers, all 10 questions, +/- rating).
 Report prepared by Brian O'Connor and Peter Gold (University at Buffalo, College of Arts & Sciences) - 8/3/2005

ENG



University at Buffalo Course and Teacher Surveys College of Arts and Sciences

