Student Evaluation of Teaching (SET)

Senate Meeting, 2/25/2013

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Overview

- History of the SET
- Problems with paper SETs
- Online SETs
- Comparison between 10-point and 5-point scales
- The Path Forward
History of the SET

- We have been using a paper-based 10-point SET
  - Average of ratings is reported
- In Fall 2010, a new 5-point SET was approved by Senate after trials—strong reliability and validity
  - Medians of ratings are to be reported
- eXplorance Blue was chosen as the vendor for the new SET—the goal was to use paper SET’s with a quick turn-around and electronic reporting
- A pilot was run in Fall 2012 on a subset of courses scored using both the 10-point and 5-point SET

Problems with Paper SET

- Multiple Problems with Paper SETs scoring
  - Printing of paper forms is a logistical problem due to manual nature of process
  - Resolution of scanning is on new form poor, requiring constant redos. New scanning software yields 10% uncertainty of student responses requiring manual intervention and “guessing”
  - Possible inaccuracy when instructor changes after 10th day of class and paper SETs already printed with old name.
  - Only one vendor was available in RFP process, since almost every major university in the country schools has moved to completely online systems
Online SET – Student Interface

**Test Student Course Evaluations for**

* Please respond to the following questions about instructors.

- **The instructor presented the course material clearly:**
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

- **The instructor was well prepared for class:**
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

- **The instructor responded to questions adequately:**
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

- **The instructor stimulated interest in the subject:**
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

- **The instructor gave clear assignments:**
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

- **The instructor was accessible to students:**
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

- **The instructor gave early feedback on my performance:**
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

- **The instructor returned graded work in a reasonable amount of time:**
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

- **The instructor used class time effectively:**
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

- **The instructor treated all students with respect:**
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

- **The instructor graded fairly:**
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

- **The instructor’s teaching methods promoted student learning:**
  - Strongly Agree
  - Agree
  - Neutral
  - Disagree
  - Strongly Disagree

**What is your overall rating of the instructor’s teaching?**

<table>
<thead>
<tr>
<th>Course</th>
<th>Department</th>
<th>School</th>
<th>University</th>
<th>Median</th>
<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
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</tr>
</tbody>
</table>

Online SET – Instructor Report

**Section 1. Summary**

Please respond to the following questions about the course.

<table>
<thead>
<tr>
<th>Question</th>
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<th>Mode</th>
</tr>
</thead>
<tbody>
<tr>
<td>The methods of evaluating student learning seemed appropriate.</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
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<tr>
<td>The course content was well organized.</td>
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<tr>
<td>The course objectives were clear.</td>
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<tr>
<td>The course objectives were met.</td>
<td>3.0</td>
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<tr>
<td>The textbook was an adequate contribution.</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
<td>3.0</td>
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</tr>
<tr>
<td>The class size was too large.</td>
<td>3.0</td>
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What is your overall rating of the course?

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Comparison between 10 and 5 point scales

- In Fall 2012, 39 courses were scored on both the 10-point and 5-point scales.
- The 5-point median scale actually resulted in higher SETs than the old 10-point scale (9% higher).

<table>
<thead>
<tr>
<th>Average of 10-point scale</th>
<th>Twice median of 5-point scale</th>
<th>Count of courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6</td>
<td>73%</td>
<td>5%</td>
</tr>
<tr>
<td>6-7</td>
<td>118%</td>
<td>5%</td>
</tr>
<tr>
<td>7-8</td>
<td>103%</td>
<td>13%</td>
</tr>
<tr>
<td>8-9</td>
<td>112%</td>
<td>77%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>109%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
The path forward

- Rollout of the 5-point fully online scoring and reporting system planned for Spring 2013 (opt outs available)

- Student scoring
  - Evaluation and comments to be entered online
  - Students may use computers, tablets or smart phones

- Strategies to improve student response rate
  - Push green/sustainability angle
  - Use promotional videos to promote online scoring
  - Early access to grades (say, two days before others)

The path forward (contd.)

- Instructor and DH reporting
  - Will be able to see reports online much sooner than the paper system
  - Instructors will be able to see comments online
  - Research has shown that the quantity and quality of text comments online is much better than comments on paper
  - Opt-out: Faculty may request paper scoring after obtaining consent from DH
Contact & Information

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