

Course evaluation report

Faculty:	FSW
Programme:	mnr-2
Course:	Selected methods Course: Quantitative Analysis
Lecturer(s):	Ganzeboom
Number:	25.0503
Course code:	S_SMC
Year:	periode 1
Date evaluation:	15-10-2012
Date arrived at CETAR:	15-11-2012
Datum report:	11-12-2012
Respondents:	5
Responsepercentage:	36%

1. The questionnaire used

The questionnaire used in this course for the most part consists of questions with five possible answers. Students can indicate for these questions the extent to which they "agree" or "disagree" with a statement. For example: "agree" or "disagree" with the statement "I learned a lot in this course". The most unfavourable choice (-- = disagree completely/very poor) has been allocated the coding 1, and the most favourable alternative (+= agree completely/very good) the coding 5; the other options lie in-between.

Each respondent has the opportunity to write comments or further explain his/her answers at the end of the form.

2. Results display

The results of the questionnaire are displayed in three ways:

1. The table on the first page displays the average score for all the 5-point questions.

Moreover, the table includes the following information for comparison:

- The average of the VU University Amsterdam, based on previous answers to the questionnaire.
- The 67% interval: this interval corresponds to the average of the VU plus and minus one standard deviation. Approximately 67% of the average scores of earlier questionnaires are in this area.
- The average of the faculty.

2. The diagram on the second page illustrates the same in a graph.

3. The table on the third page shows the standard deviation per question in addition to the average, as well as the number of respondents and the frequency distribution of the alternative answers.

The comments made by the students have been included as an integral part of this report (at the end). No selection took place nor have changes been made to formulations and the like.

3. Interpretation of the results

When assessing whether a particular average score should be regarded as (very) low, average or (very) high, in general the following limits were set regarding the 5-point question type referred to above:

- <2½ : very low
- 2½ - 3 : low
- 3 - 3½ : fairly low to reasonable
- 3½ - 4 : reasonable to fairly high
- > 4 : (very) high

Absolute assessments

The application of the rule of thumb referred to above leads to more or less absolute assessments. These assessments are only valid when the questions are correctly formulated (a not too modest, positively phrased statement), if there are a reasonable number of respondents ($N > 15$) and the standard deviation is not too high ($SD < 1.0$).

If one of these conditions is not met, caution must be used in applying the rule of thumb:

Small or deviating N

If the number of respondents who have answered a question is (considerably) smaller than the total number of respondents, as a rule this means that the question does not apply to everyone and/or that the subject of the question does not or hardly plays a role. Furthermore, the averages for a small N are more sensitive to outliers so that their illustration in the table and graph may be misleading. It is important to refer to the frequency distribution to determine whether or not this is the case.

High standard deviation

A relatively high standard deviation demands caution when interpreting average scores. For example, an average rating of 3.5 for the quality of course material is not properly characterised as “reasonable” if this average is the result of a high number of negative scores and a high number of positive scores while ratings in the middle seldom occur.

The frequency distribution can clarify whether or not the usual interpretation (“reasonable” for an average of 3.5, for example) is correct.

Comparative assessments

The comparison with VU and faculty averages (reference scores) can supplement and qualify an interpretation based on the rule of thumb referred to above. For example, an average rating of 3.5 has a different meaning depending on how high the faculty or VU average is, especially if these averages are to be viewed as a norm.

Comparison with the 67% interval

The 67% interval indicates the limits for the average within which the outcomes can still be considered “normal” (usual). A score below the 67% interval means that approximately 83% of the VU’s lecturers were given a higher score for that particular question in the past, and a score above the 67% interval means that the score for the lecturer for the evaluated component of the programme is in the top 17% of VU lecturers.

Finally, the interpretations based solely on numbers referred to above, can be further qualified by the written comments of the students.

Research articles concerning the usefulness of course evaluation results can be found at:
www.intranet.vu.nl/onderwijsvaluatie.

Questionnaire for tutorials

Course: Selected methods Course: Quantitative Analysis
 Tutor(s): Ganzeboom
 Faculty: FSW
 Course number: 25.0503
 Date: 15-10-2012
 Respondents: 5

	VU mean	67%-interval	FSW	Course number
				25.0503
General information				
01 - Tutorial interesting	3,86	3,36 - 4,35	4,04	3,80
02 - Tutorials useful & worthwhile	3,87	3,39 - 4,35	3,88	4,20
03 - Subject broad enough	3,74	3,31 - 4,17	3,87	2,80
Quality tutor(s)				
06 - Discussions kept to the point	3,75	3,35 - 4,14	3,81	4,20
07 - Students actively involved	3,77	3,29 - 4,25	3,91	4,20
08 - Regularly posing questions	3,66	3,15 - 4,17	3,83	4,20
09 - Questions satisfactory answered	3,85	3,41 - 4,29	3,95	4,20
10 - Discussions regularly summarized	3,61	3,14 - 4,07	3,76	3,80
11 - Overall evaluation tutor(s)	3,91	3,48 - 4,34	4,01	4,20
Assignments				
12 - Clear instructions	3,60	3,15 - 4,05	3,72	3,20
13 - Effective for final assessment	3,71	3,20 - 4,22	3,81	3,75
14 - Good match with written materials	3,69	3,29 - 4,09	3,82	3,60
17 - Discussion instructive	3,73	3,25 - 4,21	3,73	3,80
Final assessment				
18 - Enough weight assignments	3,52	3,02 - 4,03	3,66	3,00
19 - Examination valid indicator	3,58	3,14 - 4,02	3,73	3,40
Additional questions				
21 -				na
22 -				na
23 -				na
24 -				na
25 -				na
N	700		251	5

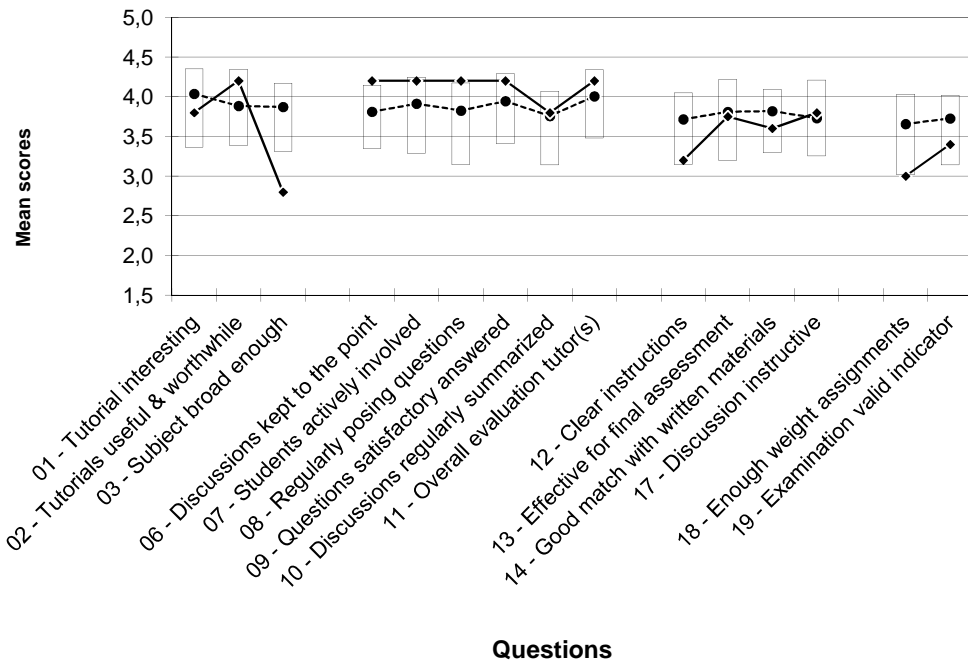
04 - Level tutorial				
too low	7,7	0,0 - 18,1	8,81	0,0
just right	84,1	68,3 - 99,8	86,80	80,0
too high	7,8	0,0 - 19,5	4,39	20,0
05 - Learning profit				
too little	9,0	0,0 - 19,2	7,33	20,0
reasonable	53,0	35,8 - 70,2	51,38	60,0
a lot	38,0	17,5 - 58,5	41,28	20,0
15 - Number of assignments				
too small	10,3	0,0 - 23,3	6,40	40,0
just right	77,6	60,3 - 95,0	80,32	60,0
too large	11,8	0,0 - 25,4	13,29	0,0
16 - Available time				
too short	25,8	6,5 - 45,2	29,33	20,0
just right	70,2	50,7 - 89,8	67,29	80,0
too long	3,9	0,0 - 10,7	3,37	0,0

Explanation

Scores below the 67%-interval (lower than about 83% of all evaluated courses) are shaded.

Scores above the 67%-interval (higher than about 83% of all evaluated courses) are printed bold.

Questionnaire for Tutorials
Selected methods Course: Quantitative Analysis; Ganzeboom
code: 25.0503 15-10-2012 n = 5



The figure above is a graphic representation of the data from the table (question 1 to 3, 6 to 14, and 17 to 19). The mean score of each question of this particular course is represented by a *black check*, connected with an *uninterrupted line*. The mean scores of this faculty or programme are represented by *black rounds*, connected with a *dotted line*.

The VU mean is based on 700 different courses from various faculties, evaluated since 1991-1992. For each question, the rectangles within the figure mark the area in which two third of those 700 mean scores lie: the 67% interval. The VU mean lies precisely in the middle of the rectangle. Of course, as a rule there is no VU mean nor a 67% interval available for any additional questions because they can be different every time.

The figure can be used to compare one's own teaching performance with those of all university teachers (VU mean), and with that of the colleagues within the own faculty (only Science, Law, Social sciences, Earth & Life sciences, Psychology and Philosophy). Besides, it becomes clear if potential differences (positive or negative) are unusually great: above or below the 67% interval.

Questionnaire for tutorials

Course: Selected methods Course: Quantitative Analysis
Tutor(s): Ganzeboom
Faculty: FSW
Course number: 25.0503
Date: 15-10-2012
Respondents: 5

	--	-	+/-	+	++	n	mean	st.dev.
General information								
01 - Tutorial interesting	0	0	2	2	1	5	3,80	0,84
02 - Tutorials useful & worthwhile	0	0	1	2	2	5	4,20	0,84
03 - Subject broad enough	1	1	1	2	0	5	2,80	1,30
Quality tutor(s)								
06 - Discussions kept to the point	0	0	0	4	1	5	4,20	0,45
07 - Students actively involved	0	0	1	2	2	5	4,20	0,84
08 - Regularly posing questions	0	0	1	2	2	5	4,20	0,84
09 - Questions satisfactory answered	0	1	0	1	3	5	4,20	1,30
10 - Discussions regularly summarized	0	0	3	0	2	5	3,80	1,10
11 - Overall evaluation tutor(s)	0	0	1	2	2	5	4,20	0,84
Assignments								
12 - Clear instructions	1	0	1	3	0	5	3,20	1,30
13 - Effective for final assessment	0	0	1	3	0	4	3,75	0,50
14 - Good match with written materials	0	1	0	4	0	5	3,60	0,89
17 - Discussion instructive	0	1	1	1	2	5	3,80	1,30
Final assessment								
18 - Enough weight assignments	1	1	0	3	0	5	3,00	1,41
19 - Examination valid indicator	0	1	1	3	0	5	3,40	0,89
Additional questions								
21 -	0	0	0	0	0	0	na	na
22 -	0	0	0	0	0	0	na	na
23 -	0	0	0	0	0	0	na	na
24 -	0	0	0	0	0	0	na	na
25 -	0	0	0	0	0	0	na	na
N =						5		

04 - Level tutorial	n	%
too low	0	0,0
just right	4	80,0
too high	1	20,0
total	5	100

05 - Learning profit	n	%
too little	1	20,0
reasonable	3	60,0
a lot	1	20,0
total	5	100

15 - Number of assignments	n	%
too small	2	40,0
just right	3	60,0
too large	0	0,0
total	5	100

16 - Available time	n	%
too short	1	20,0
just right	4	80,0
too long	0	0,0
total	5	100

Questionnaire for tutorials

Course: Selected methods Course: Quantitative Analysis
Tutor(s): Ganzeboom
Faculty: FSW
Course number: 25.0503
Date: 15-10-2012
Respondents: 5

20 - Study load	n	%
0-10	0	0,0
10-20	1	20,0
20-30	0	0,0
30-40	0	0,0
40-50	0	0,0
50-60	0	0,0
60-70	0	0,0
70-80	0	0,0
80-90	0	0,0
90-100	0	0,0

	n	%
100-125	3	60,0
125-150	0	0,0
150-200	1	20,0
200-300	0	0,0
>=300	0	0,0
total	5	100

mean:	103,6 uur
standard deviation:	58,0 uur

Lecturers were poorly prepared.

We only discussed two methods, which are not interesting to all.

There should have been weekly assignments in reality we did only three.

It is unclear how my work will be graded.