The Universal Student Ratings of Instruction Instrument at the University of Calgary: A Review of a Three Year Pilot Project

USRI Review Committee

April 2003

Acknowledgements:

The Universal Student Ratings of Instruction (USRI) Review Committee would like to acknowledge the following people for their contribution to the USRI review process, analysis of data and report writing:

Tanya Beran, Division of Applied Psychology;

Terri Collin, Division of Applied Psychology;

Eva Silva, Information Technologies;

Rosie Haukenfrers, Executive Suite;

and the many alumni, students, faculty and staff who shared their experiences and opinions with the committee.

Executive Summary

The University of Calgary developed an instrument for the evaluation of teaching, the 'Universal Student Ratings of Instruction' (USRI) that was used from fall 1998 to the present. GFC approval for the use of the USRI required that it "evaluated for its utility and reliability after the first three years of use and periodically thereafter." This report contains a psychometric analysis of this instrument as well as results from surveys about the USRI that were completed by students, faculty, administrators and coordinators. USRI mean ratings across the 12 items range from 5.53 to 6.44 on a 7-point scale, indicating that ratings are high. Thus students, in general, rate instruction at the University of Calgary positively.

Results from 371,131 ratings from students on the 12 USRI items indicate that the USRI instrument has adequate psychometric properties. The reliability of the measure 92 indicates high internal consistency. Moreover, the stability of the ratings over the three-year period also indicates that results from the instrument are consistent over time. Evidence for the validity of the USRI, was also supported. Nevertheless, we concluded that the instrument may be too short. It is **recommended (1)**, therefore, that consideration be given to add additional items to the instrument in order to obtain a sampling of the multi-dimensionality of instruction. It should be noted, however, that administrators, students and alumni considered the three items about the course outline and support materials to be the least useful information derived from the USRI. One question about course materials may be sufficient. Also, in consideration of the similarity of the USRI individual items to the subscales of longer and well-researched student rating scales, it is **recommended (2)** that the ratings of individual items continue to be reported separately, including a mean, standard deviation, and decile information relative to the Department (for departmentalized faculties) and Faculty.

Examination of student and course characteristics in relation to USRI ratings revealed large effect sizes. Overall, the highest ratings were given by students who attended 80% of or more class sessions, received the same amount of assigned work as other courses, expected to receive an A to A- at the end of the course. It is thus **recommended (3)** that expected grade, class attendance and rating of workload intensity should be reported and taken into account when interpreting USRI results. Results for individual instructors within departments and faculties should also be provided.

Differences in ratings were found for several course characteristics. Ratings differed according to the session in which the course was taught whereby the highest ratings were given in the Spring session and the lowest ratings were given in the Fall session. The highest ratings were also given for lab courses in comparison to lectures or tutorials. Non-significant ratings were also found. That is, ratings of instructors do not differ according to the length of the class or whether the course was required or within the student's department.

Student, faculty, and administrator views of the administration and usefulness of the USRI information were also examined. Half of the 1,229 students who completed the

Student/Alumni survey indicated that they had never used the USRI results, but many of those students who did use it, reported using it many times. The overall instruction of the course was considered the most helpful information from the USRI. Although attitudes about completing the USRI were generally positive, most of the respondents became tired of completing it 4 - 5 times each term. Sex differences on several items were found. Although males reported using the USRI information as often as females, more female students than male students indicated that knowing about the instructor's respect shown to students, fairness of evaluation and grading time were useful.

In general, faculty responses to the survey items are very positive with the majority of faculty members stating that the USRI is useful, meaningful and non-intrusive. The majority of faculty members also stated that the USRI results are useful for improving quality of teaching in general, but fewer stated that the results are useful for changing specific aspects of the courses (e.g., text book selection, course assignments). It is unclear as to how faculty members use the USRI results. It seems that information derived from the USRI is considered generally useful for teaching instruction but does not influence specific aspects of teaching. Results may thus have little impact on teaching behaviors. The finding that the USRI results are consistent over the three years supports this possibility.[1] It is **recommended (4)** that specific strategies be given to faculty members by the Department Head or Dean along with the USRI results as a means of improving specific aspects of teaching.

Administrators ($\underline{n}$ = 52) representing various faculties and departments participated in the present study. The majority of administrators stated that they use the USRI results for various purposes with a primary purpose of identifying the quality of teaching of individual faculty members as well as the overall unit. Student ratings of the overall course instruction (item 1) were considered the most useful type of information derived from the USRI. Also, the investment of time and material resources were deemed to be worth the benefit of the information provided by the USRI, and most administrators reported that faculty members seldom complain about the USRI. They also recommended that administration of the USRI continue for every course for every term. Despite the use of alternative measures currently in use, the USRI is given the most consideration when evaluating teaching instruction.

The frequency of administration of the USRI should also be considered. The majority of administrators and faculty members indicated that the investment of time and material resources are worth the benefit of the information provided by the USRI. More than half (60%) of administrators thought the USRI should be completed for every course for every term. Students, however, seemed to develop a negative attitude towards completing the USRI as they reported being tired of completing it 4-5 times per term. To reduce

[1] The high rating given by students creates a ceiling effect, which may account for the lack of improvement in ratings over the years.

administration time it is **recommended (5)** that the USRI implementation committee explore mechanisms to achieve this[2].

Regarding Web presentation of USRI data, administrators suggested that the USRI results be posted on the web as faculty members do not often complain about releasing this information to students may use the information responsibly. Whether students use these results responsibly is unclear, as half of the administrators did not provide a rated response even though 60% stated that the information is appropriate for students when selecting courses. As half of the students do not access USRI results on the web and of those who do, the overall instruction of the course is considered to be the most useful, it is **recommended (6)** that the USRI results continue to be restricted to students, posting information about the responses to all twelve items.

About 30 coordinators (those who actually coordinate the administration of the USRI) at the University of Calgary also participated in the present study. According to their reports, support staff and unpaid students administered the USRI the most often. When a graduate student was hired, however, this person was responsible for administering the USRI to 91% of the classes. The estimated average cost per unit to administer the USRI is $2,370, and this estimation ranges from $0.00 to $21,000.00.

Many units continue to use other instruments concurrently with the USRI and share their cost. It was estimated that the average cost of alternative instruments in the unit is similar to the cost of administering the USRI. In addition, the USRI is given more weight by administrators in making decisions than other measures.

In general, as results from the USRI are considered by several stakeholders to be useful for several purposes, it is **recommended (7)** that a student rating instrument continue to be administered but that it cannot be the only source of information for evaluating instructors' teaching. At the same time, USRI. results must be used consistently in the sense that they must form part of each faculty member's assessment, and the results from the entire form must be considered.

Of students who accessed the USRI information on the web, most used it many times, faculty members find the USRI beneficial, meaningful and non-intrusive, and administrators often use the results to evaluate teaching instruction of individual faculty members and the overall unit. Because we have recommended that the USRI be modified, it is **recommended (8)** that a review of the modified instrument be conducted three years after the implementation of the revised version.

Currently the USRI is not supported or funded by a defined group or source. It is **recommended (9)** that the USRI have an existing office identified that would be responsible for it's administration and support. An appropriate budget and resources will need to be allocated.

[2] McKeachie (1986), a well-known authority on university teaching for example, has recommended that one course the instructor teaches per term be evaluated, and/or that junior level faculty receives more frequent evaluations than senior faculty.

The Committee reviewed the issue of "on-line" access for students to complete the USRI. After careful consideration of the issues surrounding such a strategy, it was agreed that the USRI Implementation Committee would work with Information Technology and professors offering on-line courses in developing a strategy for collecting USRI information on0line. (**Recommendation 10**.) A pilot project would be established to assess and evaluate the possibility of collecting USRI information through this medium.

Recommendations

1. Currently the USRI is too short. Therefore consideration be given to add additional items to the instrument in order to obtain a more appropriate sampling of the multi-dimensionality of instruction.

2. The ratings of individual items should continue to be reported separately, including a mean, standard deviation, and decile information relative to the Department (for departmentalized faculties) and Faculty.

3. Expected grade, class attendance and rating of workload intensity should be reported and taken into account when interpreting USRI results. Results for individual instructors within departments and faculties should also be provided.

4. The Department Head or Dean should give specific strategies to faculty members along with the USRI results as a means of improving specific aspects of teaching.

5. The USRI implementation committee should explore mechanisms to reduce administration time and frequency.

6. As half of the students do not access USRI results on the web and of those who do, the overall instruction of the course is considered to be the most useful, the USRI results should continue to be restricted to students, posting information about the responses to all twelve items.

7. A student rating instrument should continue to be administered but that it cannot be the only source of information for evaluating instructors' teaching. At the same time, the USRI results must be used consistently in the sense that they must form part of each faculty member's assessment, and the results from the entire form must be considered.

8. Because we have recommended that the USRI be modified, a review of the modified instrument should be conducted three years after the implementation of the revised version

9. Currently the USRI is not supported or funded by a defined group or source. The USRI should have an existing office identified that would be responsible for it's administration and support. An appropriate budget and resources will need to be allocated.

10. The USRI Implementation Group will establish a pilot project to develop and assess the possibilities of using on-line strategies to collect USRI data.

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Chapter 1

A Brief History of the Universal Student Ratings of Instruction (USRI)

1.1 Introduction

The history and extensive research literature on student evaluation of university teaching have been reviewed thoroughly by Ali and Sell (1998) for the USRI Implementation Task Force (URL: http://www.ucalgary.ca/UofC/departments/VPA/usri/appendix4.html/). Ali and Sell note that student ratings of instruction are one of the most thoroughly studied forms of personnel evaluation, and their validity has been established empirically since the 1980's. As a result, the inclusion of student ratings in the overall evaluation of teaching effectiveness has become common and accepted practice at most universities and colleges in North America. Like many other similar instruments, the USRI instrument originated from an empirical evaluation research tradition, and research at the University of Calgary guided its development. The history of the development of the USRI is reviewed only briefly here; a full account of USRI Implementation Task Force activities, and the GFC-approved USRI policies are provided in the Task Force Report and Recommendations (URL: www.ucalgary.ca/UofC/departments/VPA/usri/).

1.2 Task Force on Teaching Effectiveness, Evaluations and Procedures

A General Faculties Council (GFC) meeting in March 1992, endorsing student evaluations as "one factor on which the evaluation of teaching shall be based" provided the initial impetus for the development of a University of Calgary rating instrument. It also declared that student evaluations would be required of all academic appointees. Later in the same month, a GFC Task Force on Teaching Effectiveness, Evaluations and Procedures was established to review the logistical issues associated with student evaluation forms and departmental procedures for the evaluation of teaching. The Task Force report presented to GFC in June of 1994, provided the basis for GFC approval of General Principles in regard to the evaluation of instruction: 1.) that there should be regular and systematic evaluation, and 2.) that students were acknowledged as "--- an essential source of insight into the effectiveness of educators." The associated Operating Principles directed the Vice-President Academic (VP-A) to work with the

Deans to develop a systematic set of procedures for administering student teaching evaluations; Deans were requested to develop written plans for evaluating teaching in their own Faculties.

The VP-A offered five principles (August, 1994) to guide development of a teaching evaluation system:

1). Evaluation of teaching effectiveness will be multi-faceted

2.) Evaluation of teaching effectiveness will be used to foster excellence in teaching.

3.) The purpose of evaluation shall be to provide formative and summative evaluation for the improvement of teaching and learning.

4.) The evaluation process will identify strengths and areas in need of improvement in instruction.

5.) Evaluation will be an essential element in promotion and tenure decisions.

The VP-A also set out operating principles for administering evaluations:

1.) A mandatory universal set of questions to be administered every time a course is taught by all instructors.

2.) The option available for each Faculty or department to include additional questions.

3.) The inclusion from time to time of another method of evaluation chosen by the Faculty and approved by the VP-A.

To initiate its mandate for the development of an evaluation instrument, the USRI Task Force consulted with different stakeholders in the university community, and reviewed rating instruments from several other Canadian universities. This work led the committee to offer seven guidelines for the development and administration of an evaluation instrument:

1.) The questions should be constructed to have students rate instruction.

2.) Items should be similar in to those in the annual Student Exit Survey.

3.) Faculty members should receive rating reports that included means, medians, standard deviations, as well as comparisons with Departmental, Faculty, and total University averages.

4.) For the first year of rating, students would not need to identify themselves. In year two, identification would be an option.

5.) Students should contribute to the process of administering and collecting the ratings.

6.) Ratings would be collected on optically scanned paper, or in the most cost-effective way.

7.) Deans requested that the responses not be made public, but they should be available to Department Heads for use in the FPC process.

A 15-item instrument was developed and tested in the Department of Chemistry and Faculty of Education in 1995. Further testing was halted, however, when the Students' Union proposed that student-rating results be made public. In October of 1996, the GFC Appointment, Promotion and Dismissal (APD) Committee initiated a review of the issues associated with the development of "universal" student rating instrument suitable for most or all university courses, as well as the "public" dissemination of rating information. In January of 1997, the APD Committee reported to the GFC Executive Committee that no consensus could be reached and recommended that the issues be debated on the GFC floor. The Executive Committee recommended that the GFC approve a universal instrument for student ratings of instruction and release of the results of such ratings. The GFC approved the use of a universal core set of questions rating instruction at its January 1997 meeting for student, and the task of revising the core set of questions was returned to the Academic Program Committee (APC). The GFC postponed the discussion on the public dissemination issue until receipt of recommendations on the core set of questions from APC.

A subcommittee of APC revised the original 15-item instrument, reducing the number of items to twelve. After further revision by the APC, the instrument was forwarded to the floor of GFC with the approval of the GFC Executive Committee. After further revision by the GFC at its February 1997 meeting, the 12-item instrument was approved for pilot testing. The following month, GFC approved in-principle the public release of student ratings of instruction, subject to satisfactory pilot testing and a GFC-approved implementation plan to address a wide range of issues including the release of information to students, resource needs and costs, and impact on faculty and students. These tasks were turned over to an APC USRI Task Force.

1.3 USRI Task Force

The USRI Task Force, representative of the different stakeholder groups in the teaching evaluation process (see listing at the endo fo this chapter for members of the various committees), met 50 times from the start of its work in April of 1997 through May of 1998. Its mandate was to: 1) Develop and test a final-form version of the 12-item APC prototype Ratings Instrument, 2) Recommend policy and practice for the administration of the Ratings Instrument,

and 3) Recommend policy and practice for the publication of rating information. Special concern was directed to the issues raised in the GFC debates regarding a universal instrument such as impact, privacy and confidentiality. The Task Force also used these meetings to secure the expertise needed to guide it on the conduct of the testing program, and as a result, it established a Psychometric Properties Subcommittee (PPS) composed of recognized psychometric experts and chaired by a Task Force member (see membership list at end of chapter).

The PPS recommended that the instrument be pilot-tested in a two-phase process. In the phase 1, student interviews and a faculty questionnaire were used to identify critical instructional issues and to refine the rating items. Phase 2 involved an in-class psychometric evaluation of the Ratings Instrument across a broadly representative range of courses and class types. In consultation with the Task Force, the PPS developed written specifications for both stages. This document provided the basis for a solicited research contract proposal from Creating Organizational Excellence (COE), a research unit in the Faculty of Social Sciences. COE completed phase 1 during the summer term 1997. This included interviews with 30 randomly selected students from a wide range summer courses, and distribution of 300 questionnaires to a stratified random sample of faculty (return rate 28%). This work led COE to recommend numerous revisions to the rating items, which were refined further in discussions with the Task Force. The COE Phase 1 Report on the first phase along with the suggested revisions was presented to APC for discussion and advice in September 1997.

Phase 2 was carried out by COE in two sequential stages. A stratified random sample of classes, students and faculty provided a qualitative feedback from faculty and students on the meaning and clarity of the instructions to students as well as that of the 12 scale items as revised in Phase 1. The revised instrument was then pilot tested in the 1997 Fall Term with 5603 students enrolled in 132 courses representative of a wide range of class sizes, class level, Departments and Faculties. This resulted in additional minor changes to the Ratings Instrument. Based on the extensive psychometric data available, the COE report concluded that Ratings Instrument was very well designed for its intended purpose - the universal rating of instruction at the University of Calgary. To supplement the information from the Phase 2 testing, the Task Force investigated the applicability of the Ratings Instrument for "non-traditional" courses (e.g., distance education, practica, labs, tutorials) during the Fall Term of 1997. This was done through Task Force interviews with faculty from several different Faculties and the review of

several independent submissions from individual Faculty members. This led the Task Force to make some additional minor test item revisions, and to the addition of a Not Applicable (N/A) option on the instrument. Advice was also sought from the University's Legal Counsel and the Office of the Privacy Commissioner, with respect to potential legal issues arising from the Freedom of Information and Privacy Act. This information suggested that course evaluations that result in a computer generated statistical report could be published without infringement on privacy. Task Force inquiries indicated wide variation across Canadian Universities in the use teaching evaluation instruments, ranging from none at all to the administration of institution-wide "universal" instruments with student access to the results. The Task Force's final recommendations on publication reflected the input it received from both the Legal Counsel and the University's Archivist and Information and Privacy Officer.

The Task Force invested considerable time and effort to develop recommendations regarding the content and format of the reported and published results as well as principles, which should govern the publication of results. Its overriding concern was to ensure that security measures restrict access to rating information to registered students for the purpose of course selection. The concerns are reflected in the recommendations dealing with publication of results, guidelines for publication and the development of a reporting system. The Task Force Universal Student Ratings of Instruction Report and Recommendations was presented to the GFC on May 21, 1998, and approved for University-wide use in the Fall Term of that year. The task of implementing the USRI system including data archiving and the development of a system for the "publishing" rating results was assumed by the USRI Implementation Committee (see following section).

1.4 USRI Implementation Committee

Prior to the creation of the USRI Implementation Committee, a decision was made to establish a reporting template and a process by which data would be collected and analyzed. This was implemented prior to the Committee being established and allowed the distribution of the first USRI to take place.

The USRI Implementation Committee (see membership at end of the chapter) met for the first time on September 8, 1999 and has held over 40 meeting since this time. In addition, meetings have been held with Faculty coordinators (annually or semi annually). Initially the

meetings focused on broad policy issues, (e.g., Is the Student ID number required on the USRI in order to meet the FOIP requirements?), as well as specific operational details (e.g., who purchases the pencils, how are pencils disbursed and retuned?). Subsequent meetings dealt with a range of specific issues, e.g., how to handle late submissions, and have tried to develop strategies to streamline the process of administering, collecting, and analyzing the data. Budget issues have been an ongoing debate and they have yet to be resolved.

On January 26th, 2000, Dr. D. Kline (Co-Chair USRI task Force), returning from a sabbatical, noted for the Committee that some of the GFC-approved elements on the reporting document were absent, e.g., decile scores. He requested a meeting with the chair that was held. The Committee reviewed Dr. Kline's concerns and agreed that some of the "required elements" mandated by General Faculties Council, that for practical and budgetary concerns were indeed omitted from the reporting template. For example, if all the data collected was included on a, the number of pages to be printed on reporting template would be doubled, doubling the cost of printing and paper. It was also noted that a programmer would need to be hired to develop a new format to include the missing data. No unit had funds to allocate for this purpose.

The chair of the USRI Implementation Committee met to further discuss the concerns raised by Dr. Kline. It was agreed that the current reporting template did not meet all the General Faculties Council required elements and that this needed to be changed ultimately. However, it was equally true that the Committee had no budget to make the changes. In the end, it was agreed that this issue would be raised and dealt with at the review of the USRI scheduled to occur in 2001 (i.e., within the context of the present Review).

1.5 USRI Review Committee

GFC approval of the USRI Task Force Report and Recommendations, included endorsement of the recommendations that "The USRI instrument shall be evaluated for its utility and reliability after the first three years of use, and periodically thereafter." (Rec. 31), and that "The three-year evaluation shall include testing for the effects of including the ID number on the face sheet of the instrument, and the effects of the publication of the results for purposed of course selection." (Rec. 32). The USRI Review Committee (see listing of members at the end of chapter) was struck to plan and carry out the tasks associated with this evaluation. Its membership included representatives from the V-P Academic Office, GFC Academic Program

Committee, Students' Union, University of Calgary Faculty Association, faculty with expertise in evaluation, the Office of Institutional Analysis, and Information Technology.

The Review Committee first met in December of 2001, and continued its work through March of 2003. Its goals were to evaluate all issues relevant to the USRI program, including the USRI instrument, administration, costs and data management, use and misuse of USRI data, and Web presentation of USRI information for students. To these ends, the Committee constructed and administered student, faculty and administrator questionnaires on the USR, and carried out psychometric analyses on USRI archival data. In addition, focused discussions were held with officers of TUCFA, as well as USRI teaching-unit coordinators. The activities of the Review Committee and the results of that work compose the balance of the present report.

Identification of Members of Committees

a. Members of the USRI Task Force

T. Barnfather (UCS), replaced by Jeremy Mortis (FIS)
A. Colijn (TUCFA), replaced by A. Stalker
P. Galbraith (SLC), replaced by Adrienne Miller
D. Kline (Psychology), co-chair
R. Neufeldt (Religious Studies), Co-chair
B.A. Samuels (Director of Planning)
R. Schulz (LIDS)
R.E. Woodrow (APC)
M. Wylie (Deans' Council Executive)

b. Members of USRI Task Force Psychometric Properties Subcommittee

R. Aggarwala (Mathematics & Statistics)
W. Chin (Management)
D. Kline (Psychology), Chair
T. Rogers (Psychology)
J. Wallace (Sociology)

c. Members* of the USRI Implementation Committee

* O designates an original member, C a current member

P. Ahonen (Office of Institutional Analysis) (O)
J. Frideres (Office of V-P Academic), Chair (O-C)
M. Hoekstra (Students Union) (O)
J. Mortis (Information Technologies) (O)
R. Haukenfrers (Administrative Executive Suite) (O-C)
W. Kelly (Office of Institutional Analysis) (C)
L. Young (Information Technology) (O)
M. Vasile (Information Technology) (C)
R.E. Woodrow (Faculty of Science) (O-C)
G. Preston (Student Union) (C)
H. Clitheroe (Student Union) (O)

d. Members of the USRI Review Committee

D. Barker (Information Technologies)
J. Chua (Management)
J. Frideres (Office of V-P Academic), Chair
W. Kelly (Office of Institutional Analysis)
D. Kline (Psychology; USRI Task Force)
G. Preston (Students' Union)
N. Rafferty (TUCFA)
J. Rankin (Nursing)
C. Violato (Education; Community Health Sciences)
J. Wallace (Sociology)

Chapter 2
The Universal Student Ratings of Instruction Instrument

In this chapter we address a number of questions pertaining to the psychometric and other statistical characteristics of the USRI. Appendix A contains the USRI sample description and some descriptive statistics and graphical presentation of the USRI data.

2.1 Is the Universal Student Ratings of Instruction psychometrically sound (i.e., reliability, validity)?

2.1a Data (n = 301,794) from all three (1999 – 2002) years were included in a factor analysis to determine the number of factors, or dimensionality, of the USRI. The extraction method used was a Principal Component analysis with a Varimax rotation following the Kaiser Rule. As seen in Table 2.1, one factor emerged (eigenvalue of 6.63), explaining 55% of the variance in scores.

Table 2.1

Component Matrix

USRI Items	Component loadings
1. Instruction	.85
2. Responses to questions	.70
3. Enthusiasm	.74
4. Respect towards students	.80
5. Assistance	.80
6. Detailed course description	.76
7. Course consistent with outline	.70
8. Organization	.76
9. Fairness of evaluations	.71
10. Timeliness of marking	.62
11. Amount learned	.76
12. Usefulness of materials	.71

The variance of each factor was plotted on the following Scree Plot, which shows that the largest factor is the first factor (Figure 2.1).

Since the eigenvalue of the 2nd factor was .93 and just below the cutoff of 1.00 according to the Kaiser Rule, a second factor analysis was conducted specifying a 2-factor solution. A total of 63% of the variance was accounted for. The rotation converged in three iterations and the factor loadings are shown in Table 2.2.

Figure 2.1

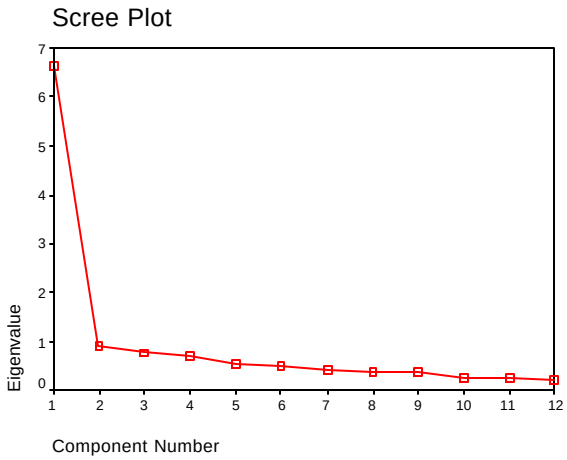


Table 2.2

Rotated Component Matrix to the Normalized Varimax Criterion

USRI Item	Component	
	Instructor Characteristics	Instructional Processes
1. Instruction	.70	.48
2. Responses to questions	.81	.28
3. Enthusiasm	.77	.25
4. Respect towards students	.81	.20
5. Assistance	.69	.27
6. Detailed course description	.21	.86
7. Description followed	.25	.86
8. Organization	.50	.65
9. Fairness of evaluations	.56	.43
10. Timeliness of marking	.45	.43
11. Amount learned	.59	.48
12. Usefulness of materials	.52	.48

Obviously the 2-factor solution accounted for more variance in scores than the 1-factor solution. One of the items (10) fails to load on either factor, while several of the USRI items show a split loadings (1, 8, 11, 12) and thus belong to both factors. These results are not typically found in the research on student evaluations of teacher effectiveness (e.g., Marsh, 1991). Further examination of the USRI items, however, reveals that many of the 12 USRI *items* are similar to the names of the *factors* derived from longer scales (e.g., 35-item *Student Evaluation of Effectiveness Questionnaire* developed by Marsh, 1982; 1991; 1992). It seems that the USRI consists, to a degree, of several factors

determined through previous factor analysis of other longer scales. The USRI may, therefore, measure the multi-dimensionality of teaching even though the results from the factor analysis in the present study do not provide evidence of these factors.

To determine whether subscales of the USRI would emerge under various conditions, separate factor analyses were conducted according to the ten courses and student characteristics analyzed in section 2 (i.e., year, term, duration, type, status, program, attendance, workload, grade expected and faculty). Results were consistent across all conditions. The eigenvalue of the first factor ranged from 6.4 to 7.0 and the eigenvalue of the second factor failed to reach the 1.00 minimum level, varying between .85 and .99. These results show that the USRI does not seem to consist of subscales.

By contrast, many other scales that are longer than the USRI (e.g., 21-50 items) do result in multidimensional factor components or subscales (e.g., instructor organization, instructor enthusiasm, course organization, course content, instructional processes, perceived degree of learning, grading procedures, instructor availability, etc.) in other studies of student evaluations of teaching effectiveness (Greenwald, 2002; Hobson & Talbot, 2001; Marsh, 1984; Ory & Ryan, 2001). Specifically, Marsh and his colleagues (Marsh, 1983, 1984, 1987; Marsh & Dunkin, 1992; Marsh & Roche, 1997) employing factor analysis, reviews of instruments and interviews with teachers have identified nine dimensions of teaching: learning/value, instructor enthusiasm, group interaction, individual rapport, organization/clarity, breadth of coverage, examinations/grading, assignments/readings, and workload/difficulty. While the USRI does have at least one item for several of these dimensions, it fails to tap at least three of these dimensions (group interaction, breadth of coverage, individual rapport. The individual rapport dimension, however, may be at least partially tapped by USRI item 8: "Students were treated respectfully").

Citing various sources that provide evidence of multidimensionality, it is generally agreed by authorities in this area that there is substantial evidence for the validity of student ratings of teaching effectiveness (e.g., Abrami, d'Apollonia & Cohen, 1990; Cohen, 1981; Greenwald, 2002, 1997; Howard, Conway & Maxwell, 1985; Marsh & Roche, 1997; Marsh & Dunkin, 1992; McKeachie, 1997; Ory & Ryan, 2001). The USRI approach, therefore, is generally sound but the USRI itself is too short to adequately capture the multidimensionality of teaching.

2.1b Reliability refers to the consistency of measurement (conversely the amount of measurement error) in the student ratings. It is assessed by determining the consistency, stability or reproducibility of a measure.

Analyses of the reliability of the USRI were conducted separately for each term. From the winter 1999 term to the winter 2002 term the values of the alpha coefficients (a measure of the homogeneity items or the relative agreement among the 12 USRI items – Cronbach, 1951) ranged from .92 to .93. These results indicate that the internal consistency of the USRI is high and similar across teaching terms. This result is in

concordance with other findings of student rating of instruction scales (Marsh, 1982; 1992; Obenchain, Abernathy & Wiest, 2001).

2.2 Is the Universal Student Ratings of Instruction more appropriate for evaluating some forms of teaching or instructional approaches than others?

There are no direct data available in the present study to address this question if by "forms of teaching" or instructional approaches we mean student centered approaches, problem-based learning, inquiry based learning, discovery learning, Socratic methods, individualized instruction, etc. Such teaching/learning approaches are not coded on the USRI. If this refers to varying instructional formats (i.e., lecture, lab, tutorial), however, data are available from the USRI and are summarized in Table E2.3. The discussion of these results follows in the next section.

2.3 How do USRI ratings vary with course/class/term variables?

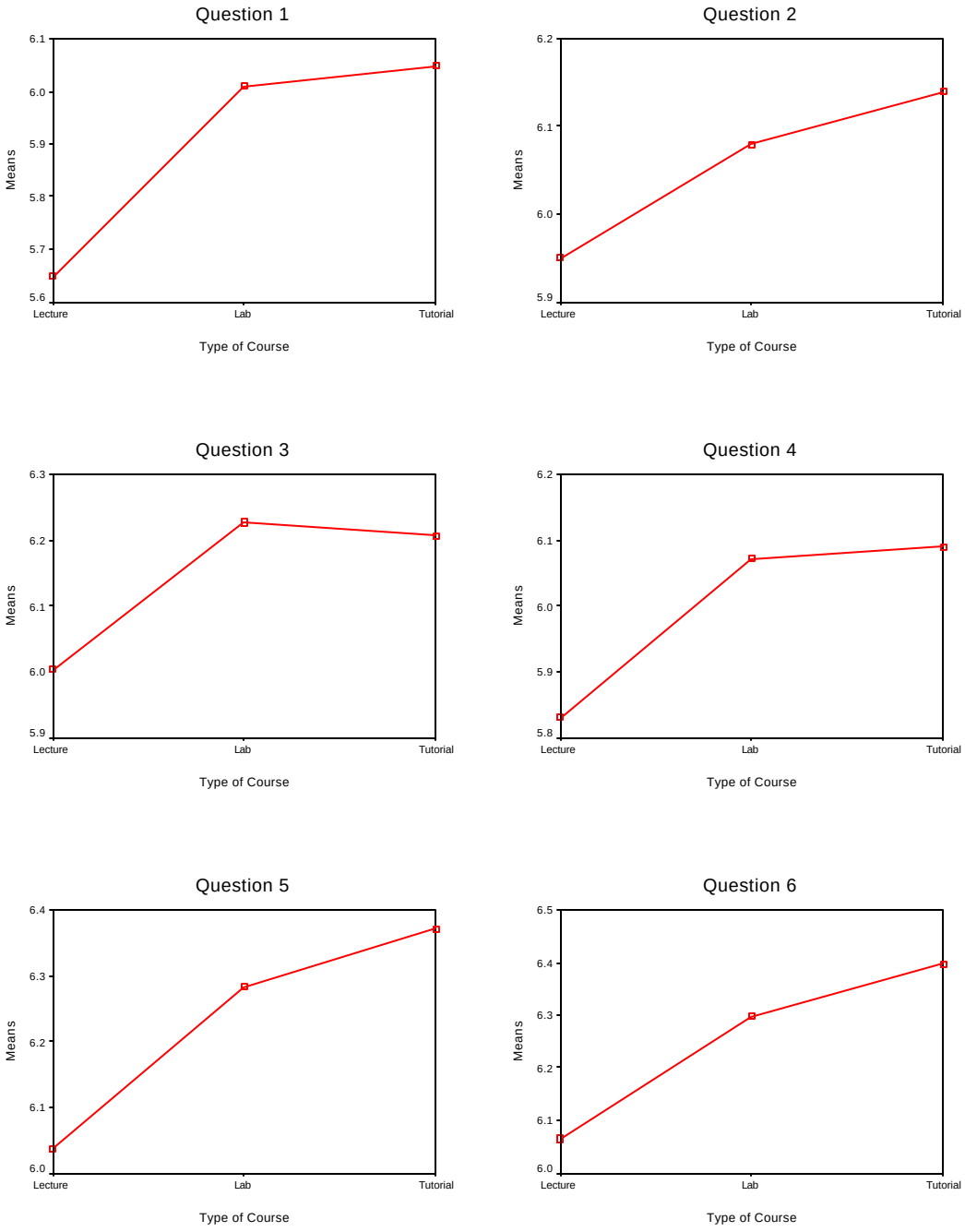
Using all of the available data, multivariate analyses of variance (MANOVA) were conducted to explore between-group differences in USRI ratings according to characteristics of the courses. A series of tables (Table E2.3 – E2.13) show group differences and whether the differences are large enough to be considered statistically significant. In all the analyses, there was a statistically significant difference ($p < .0001$) between variables. These statistically significant results, however, are somewhat misleading as they are a function, in part, of degrees of freedom (i.e., sample size) that in the present study are very large (i.e., many thousands). Accordingly, very small differences between means are found to be statically significant (although not necessarily practically or educationally significant) because the tests of the null hypotheses are based on degrees of freedom (i.e., sample size). Indicating that results are statistically significant means simply that it is unlikely that (e.g., $p < .05$) they are due to sampling error.

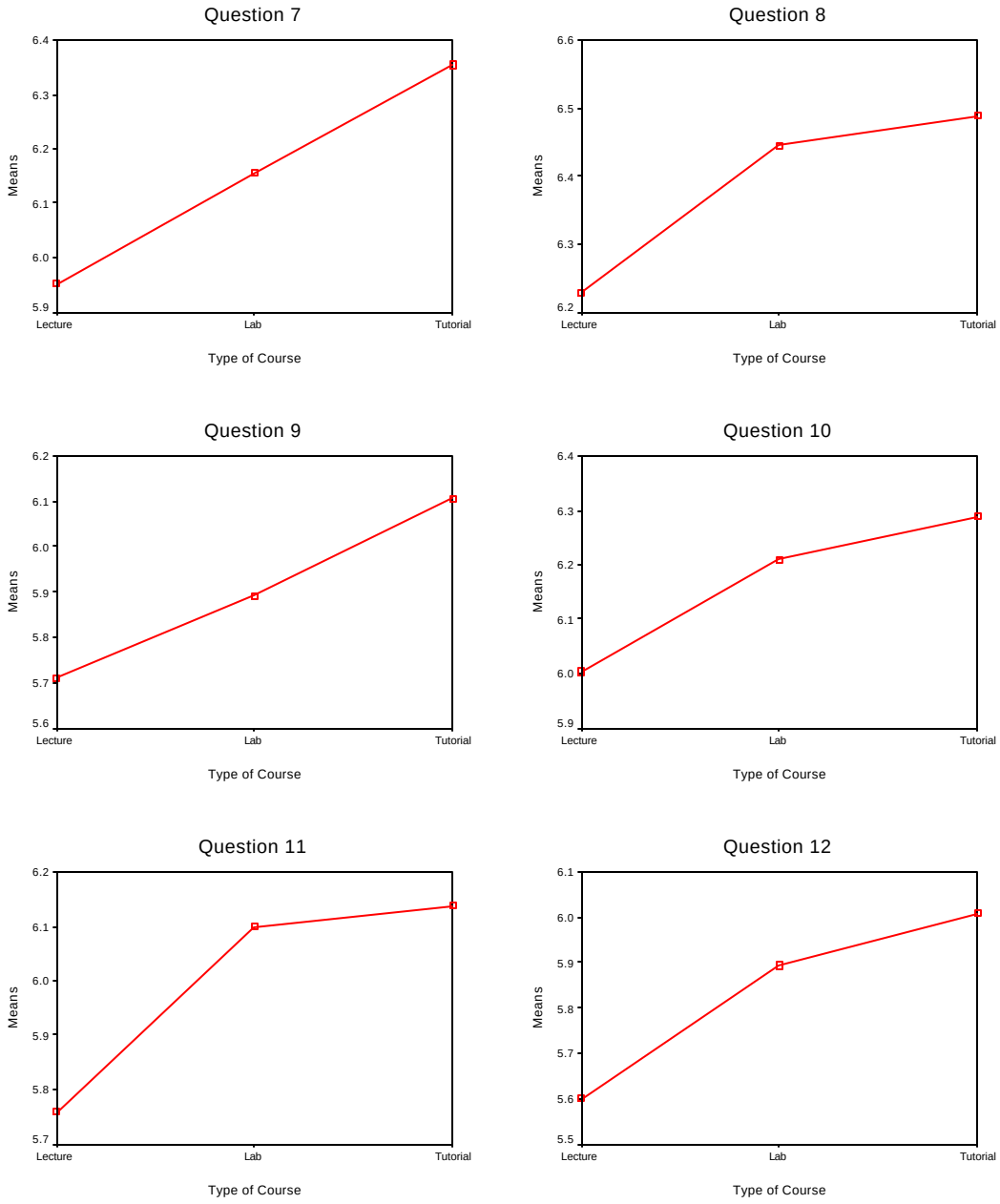
A more important and meaningful interpretation of the results is shown by the effect size (Cohen, 1994; Colliver, 2002). The term "effect size" (ES) refers to the magnitude of the effect under the alternate hypothesis (as opposed to the null hypothesis - see Appendix B). Thus in addition to statistical significance, the between group differences for the USRI items are reported as effect sizes.

2.3a USRI ratings were analyzed according to the type of course, including lecture, lab and tutorial. These results are shown in Table E2.3 and Figure 2.2. These results indicate that the mean responses of the 12 USRI items differ according to the type of course evaluated ($p < .0001$). The effect size results in Table E2.3 indicate that the differences in ratings among the lecture, lab and tutorial range from small (ES = .14; item 4: "The course content was presented in a well-organized manner") to moderate (ES = .35; item 7: "Opportunities for course assistance were available"). The tutorial ratings were the highest on all of the 12 items except for item 3: "The course as delivered followed the outline", and lectures received the lowest ratings on all of the 12 items.

Figure 2.2

Line Graphs of Ratings for Each Type of Course





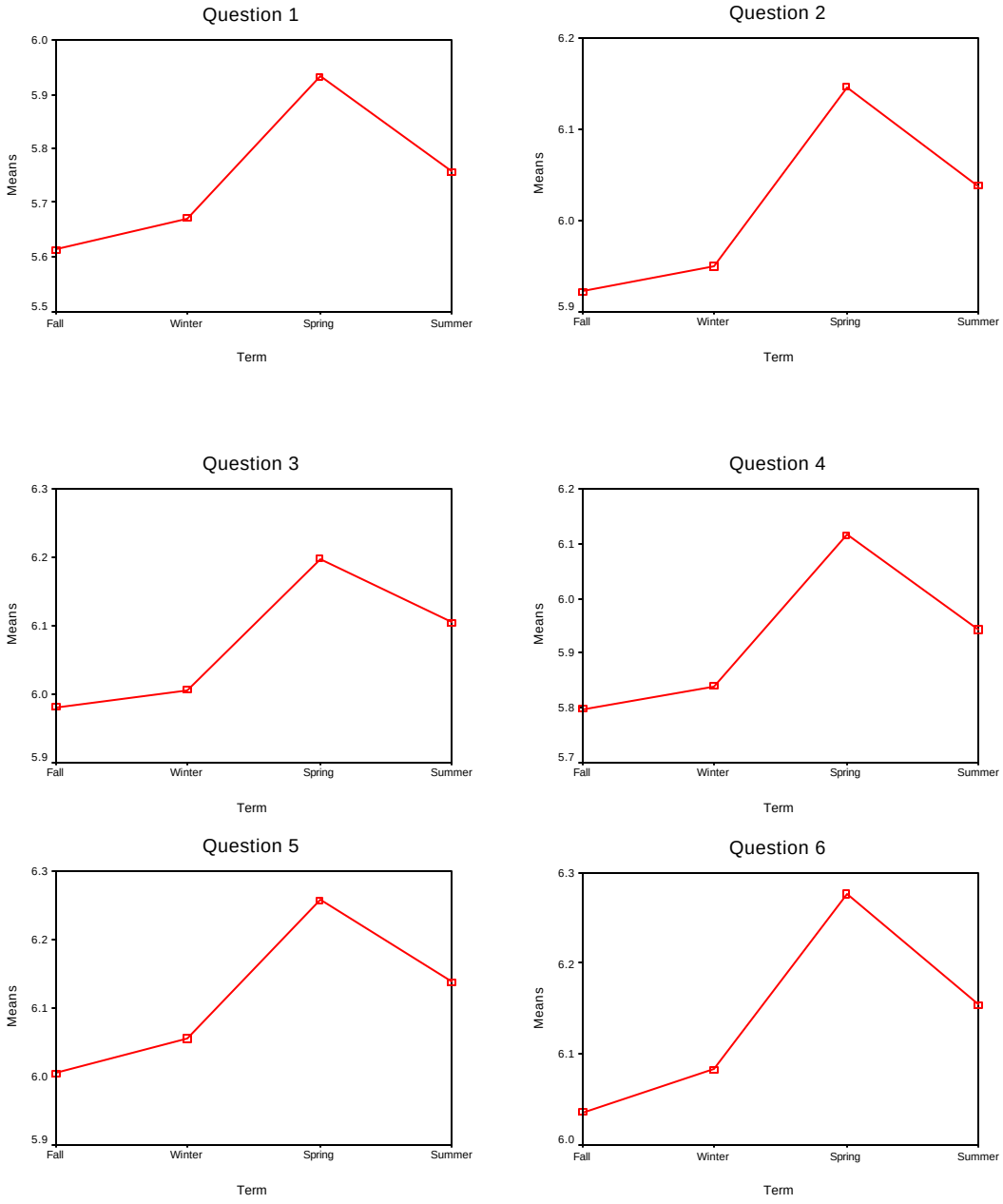
2.3b In the present study, the data were not coded for class size. From other research, however, we know that class size (when it is larger than 10-12) is not systematically associated with student ratings (Cohen, 1981; Theall & Franklin, 2001).

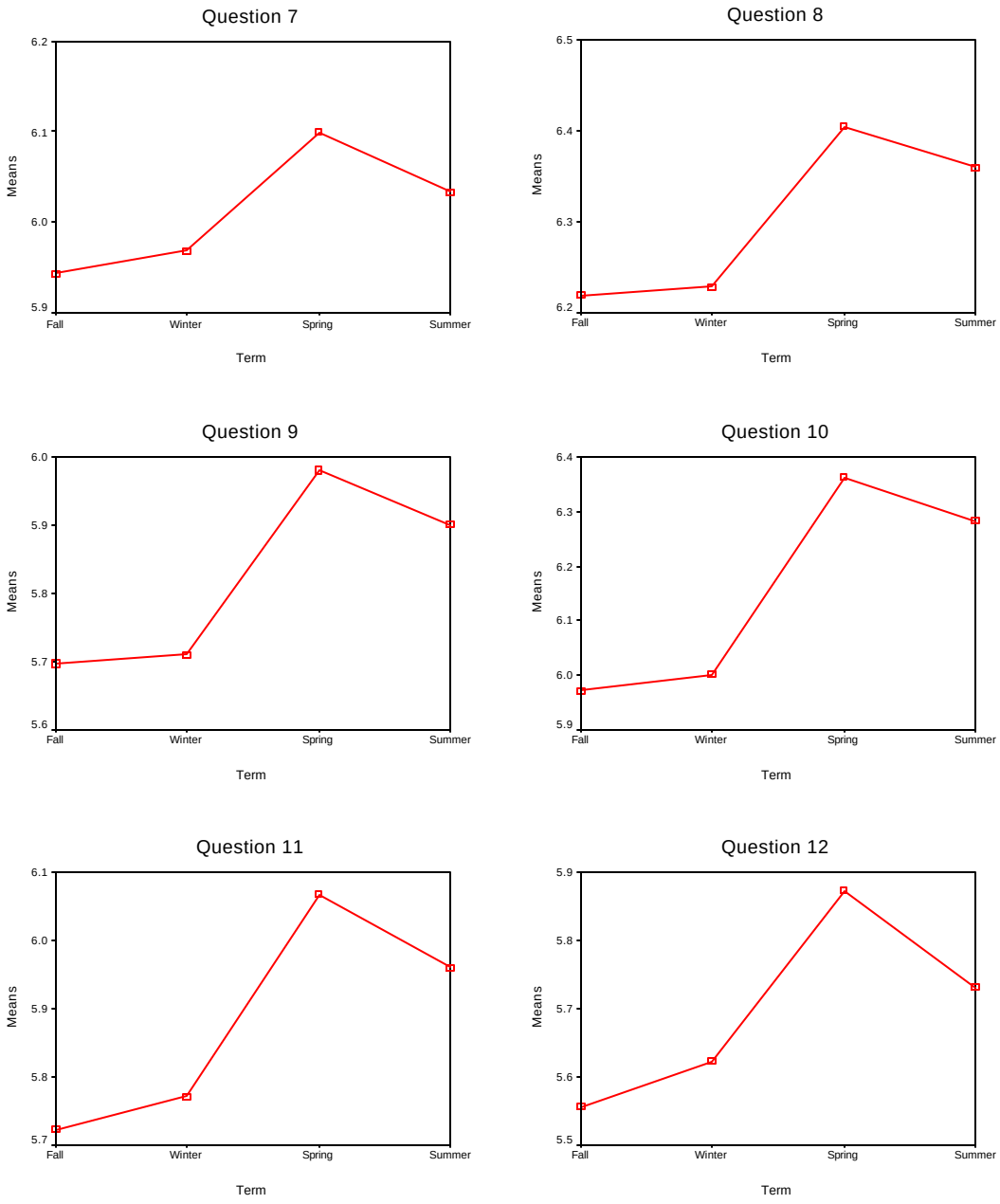
2.3c The USRI ratings were analyzed across terms. These results are summarized in Table E2.4. The effect sizes for the 12 USRI items are in the small to low medium range indicating a small difference in ratings across terms. Students provided somewhat dissimilar ratings of their instructors over each term with the highest ratings given in spring and the lowest ratings given in fall as shown in the following line graphs (see Figure 2.3). These relatively small differences (most of the effect sizes are < .25 – see

Table E2.4) probably reflect the self-selection that occurs for students that enroll in the Spring and Summer sessions.

Figure 2.3

Line Graphs of Ratings for Each Term





2.3d Table E2.5 shows the differences in USRI ratings according to whether the course being evaluated was a required course, a required course among several choices, or an elective. The effect size estimates are below 0.25 for all scale items, indicating that the mean responses of the 12 USRI items do not largely differ according to the course component. That is, students provided similar ratings of their instructors for courses that were required, required among several choices or electives/options.

2.3e Differences in USRI ratings over three years were also analyzed and the results are shown in Table E2.6. These results indicate that the mean responses of the 12 items do not differ according to the year in which the USRI was completed. Thus students provided similar ratings of their instructors over the 3-year term. These results also show that although instructors received feedback about their instruction, student ratings did not change the following years.

2.3f Student ratings of courses were compared according to whether the courses were taken outside of the student's department, within the department, or when the department was unknown (see Table E2.7). The small effect sizes indicate that the mean responses of the USRI 12 items do not differ according to the relation of the course to the student's department. Thus students provided similar ratings of their instructors for courses that were within and outside of their department.

2.4 How do USRI ratings vary with student characteristics?

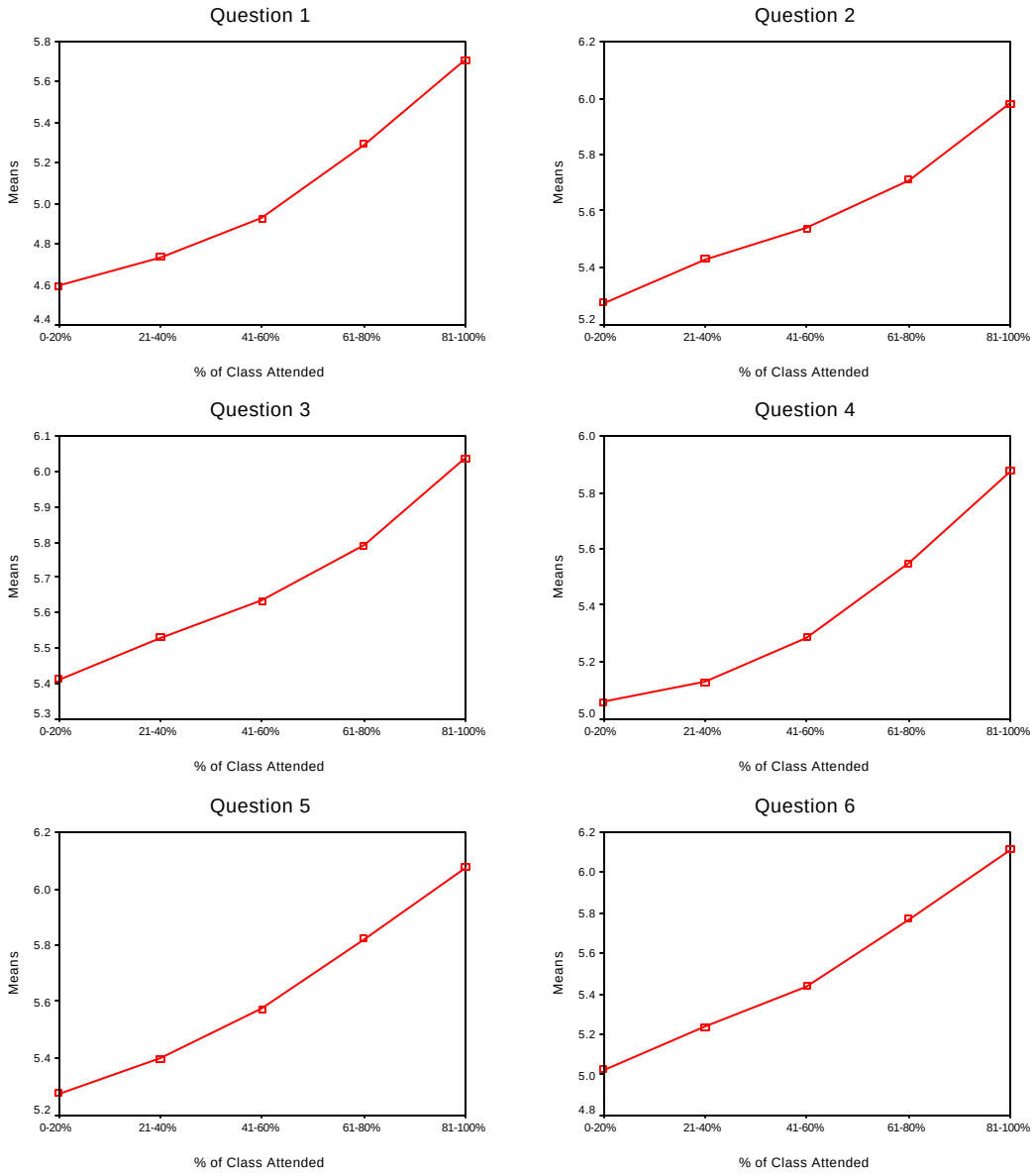
2.4a Students were asked to indicate how often they attended the class they were rating. Their attendance was grouped according to the percentage of time in class and compared for each USRI item.

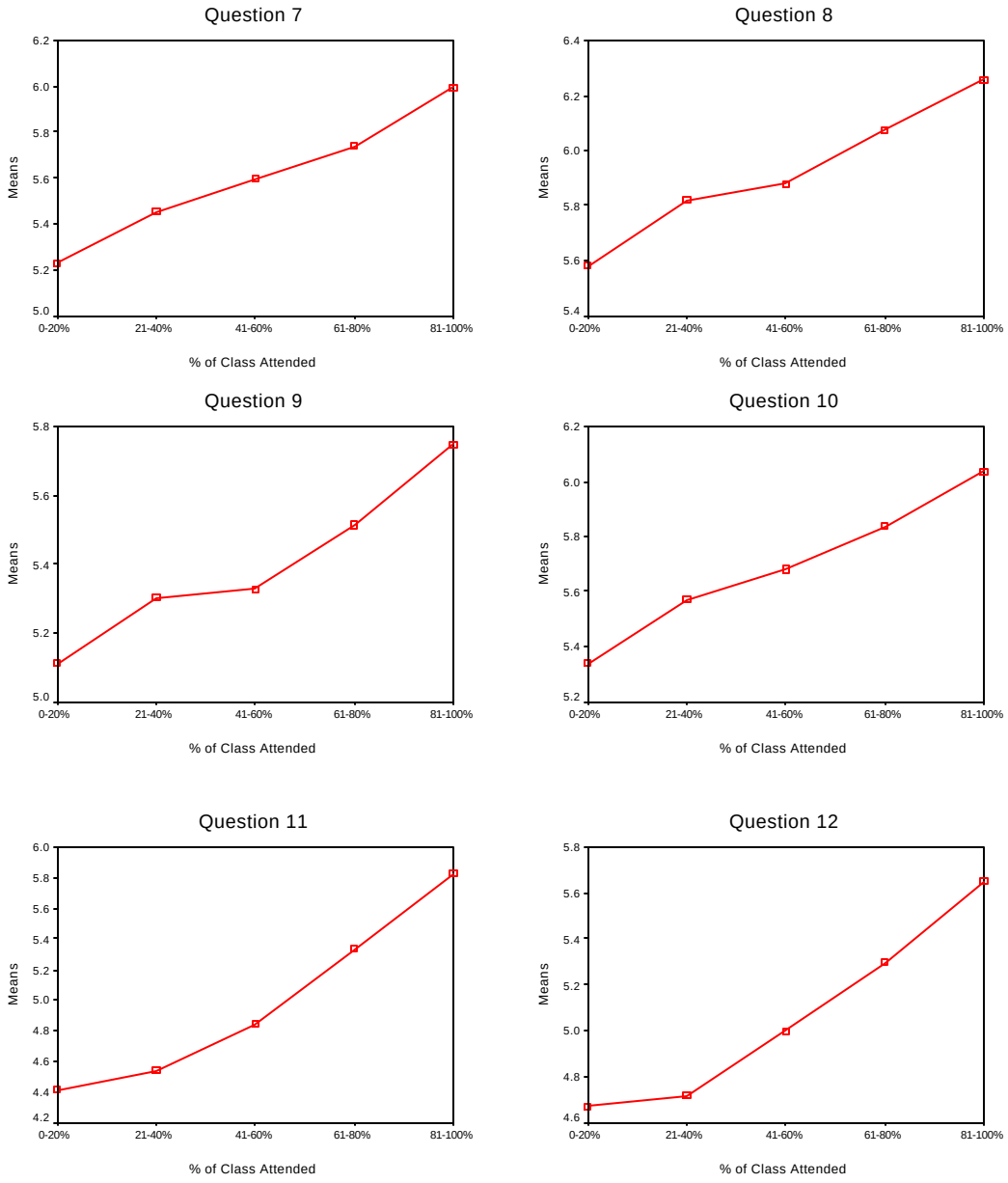
As shown in Table E2.8, students who attended class more often gave higher ratings of their instructors in comparison to students who attended class less often. An increase in course ratings is shown, moreover, for every categorical increment in reported class attendance. This trend is shown in Figure 2.4.

A close inspection of Table E2.8 and Figure 2.4 reveals that the effect sizes for item 1 (Overall instruction), item 6 (The course content was communicated with enthusiasm), and item 11 (I learned a lot in this course) are particularly large. Perhaps it is not surprising that students who have poor attendance indicate that the overall instruction was not good, there was a lack of enthusiasm and that they did not learn much. These students may be poorly motivated and lack engagement with the course. It is important to note, however, that nearly 90% of the students reported that they attended class 81-100% of the time. Therefore, the poorly attending students comprise only about 10% of the total sample.

Figure 2.4

Line Graphs of Ratings According to Attendance

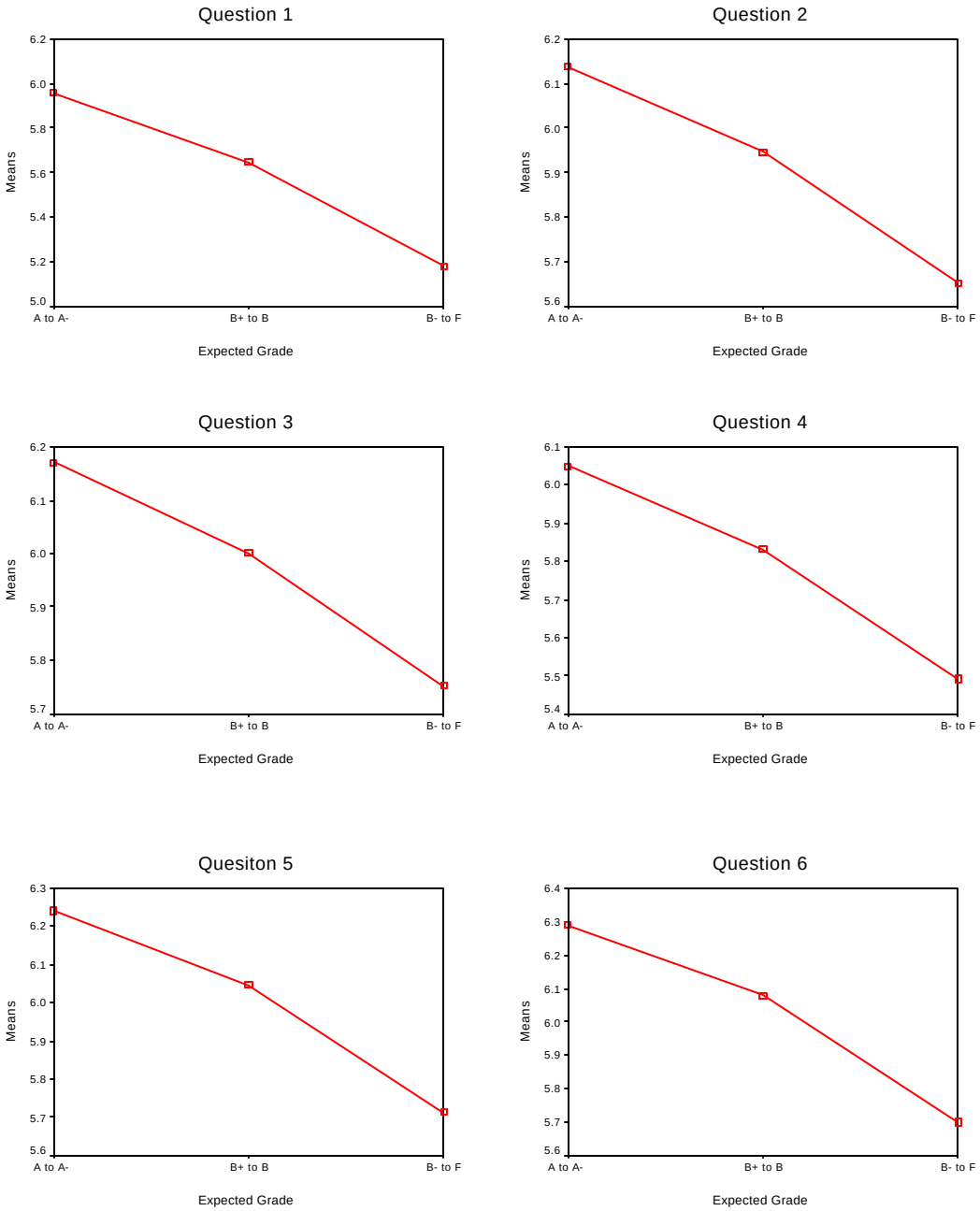


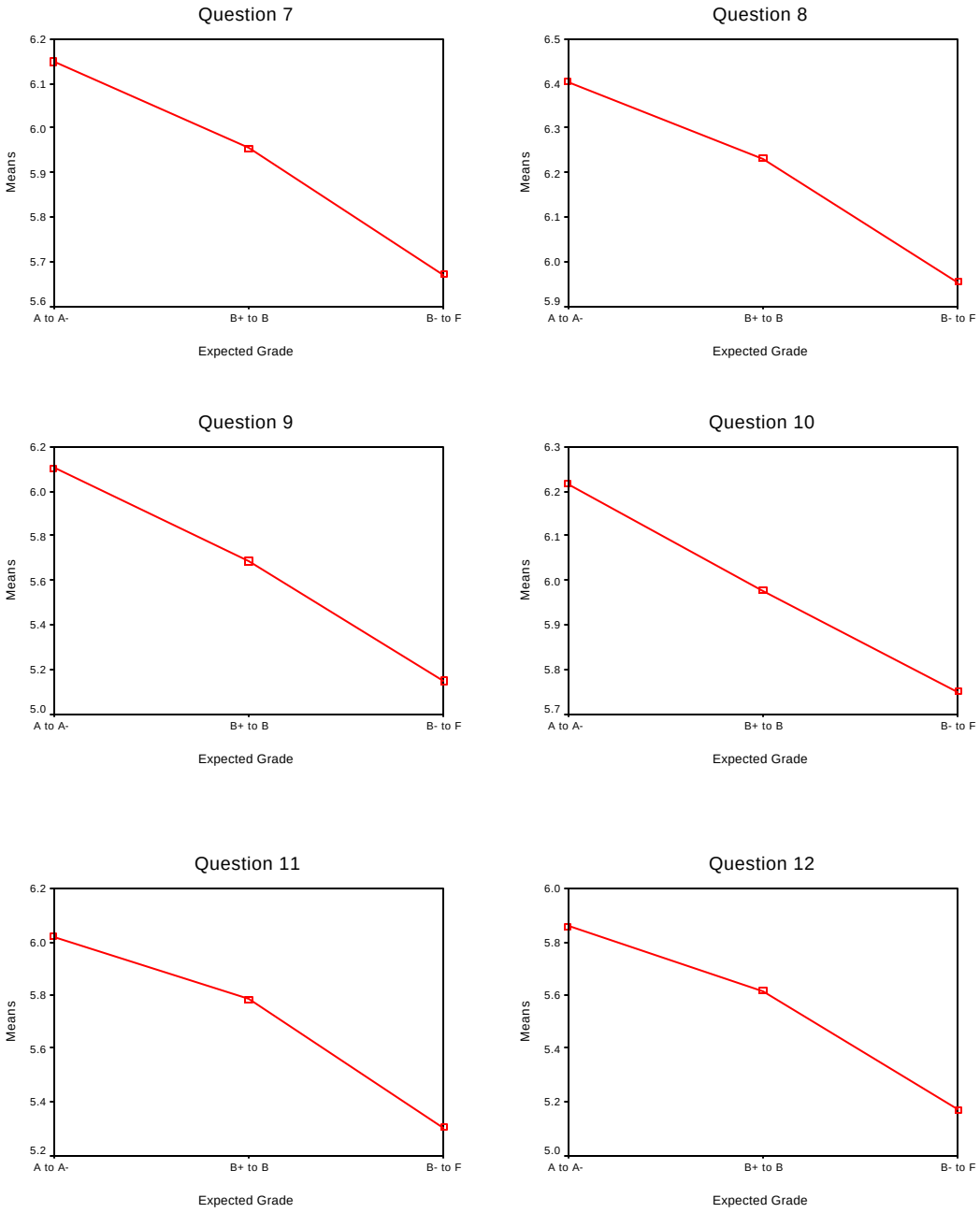


2.4b USRI ratings were examined according to the grade students expected to receive in the course they were rating. These results are shown in Table E2.9. Effect sizes vary from the medium to large range across all survey items for expected grade. Students expecting to receive the highest grades (A to A-) gave the highest ratings, followed by students expecting marks in the (B+ to B) range, followed by students expecting to receive grades of a B- or lower. These results are also depicted in Figure 2.5.

Figure 2.5

Line Graph of Ratings According to Expected Grade





2.4c In the present study, there were no data available on grade realized and student ratings of instruction. Previous research, however, has demonstrated that realized grades are related to ratings in much the same way as are expected grades (Greenwald, 2002). That is, students who receive high grades tend to provide higher ratings of instruction than do students who receive low grades. Greenwald (1997) and Greenwald and Gillmore (1997) have suggested that grade expectation and grading leniency can be removed statistically as a contaminant to student ratings.

2.4d In the present study, there were no data available on student gender and ratings of instruction. Reviews of previous research, however, have reached the conclusion that there is no strong or regular pattern of gender-based bias in student ratings of instruction (Centra & Gaubatz, 1998; Feldman 1992a, 1992b). That is, students do not favor instructors on the basis of gender alone. Moreover, there does not appear to be a systematic interaction between gender of students and gender of instructor in student ratings.

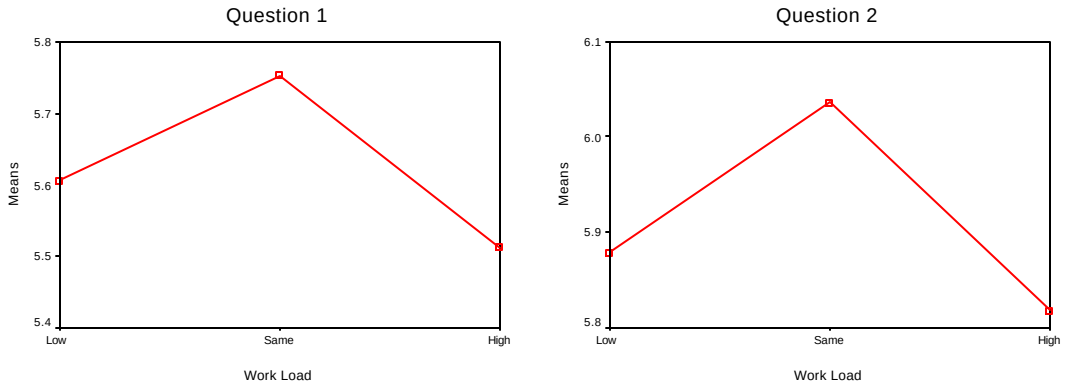
2.4e Students were asked to compare the amount of work required in the course they were rating with the work required in other courses they have taken. Table E2.10 contains the summary of the comparisons of ratings on the 12 USRI items according to the comparative amount of the workload in the rated course.

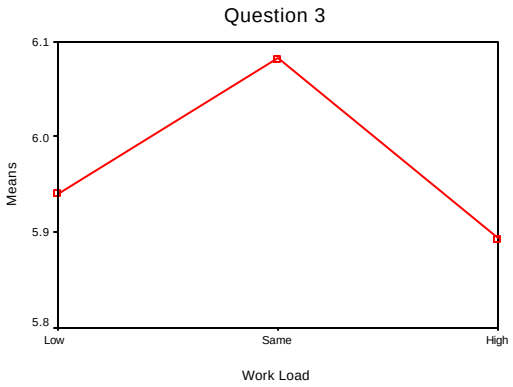
These results indicate that the mean responses of the 12 USRI items differ according to the amount of work required in the course under evaluation in comparison to the amount of work required in other courses. Effect sizes were in the medium range on items 9 and 11 that ask about fairness of grading and amount learned. That is, students who stated the workload was higher than in other courses, in comparison to students who stated that the workload was similar, also stated that the evaluation methods were less fair. Perhaps student dissatisfaction with the workload affected perceptions of the evaluation methods. Also, students reported learning the most in the courses they judged the workload to be similar to (and not higher than) other courses. Conversely, they reported learning less when the workload was lower than in other courses.

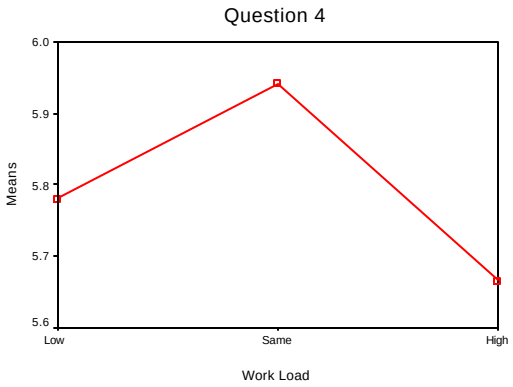
There was a minimum effect size for all other questions concerning quality of instruction, usefulness of course outline and other materials, organization of course, response to questions, grading assignments, enthusiasm, assistance and respect, where students gave the highest ratings on courses that required the same amount of work as other courses. In general, the highest USRI ratings were in the courses with a similar workload to other courses. Interestingly, ratings were lower for courses that were judged to be either less or more work than courses that were judged to be of approximately equal work. These results are graphically depicted in Figure 2.6.

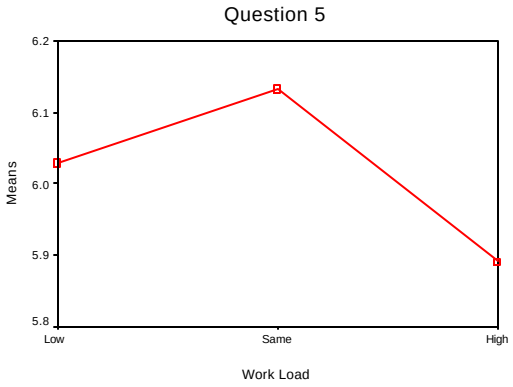
Figure 2.6

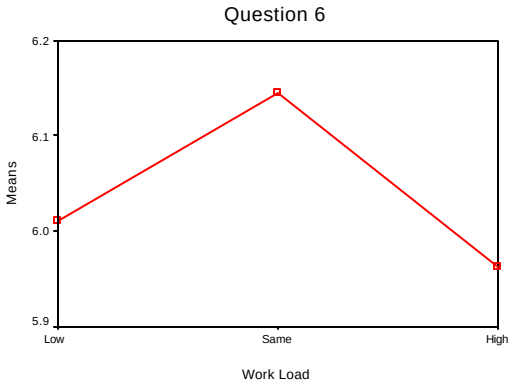
Line Graphs of Student Ratings According to Work Load

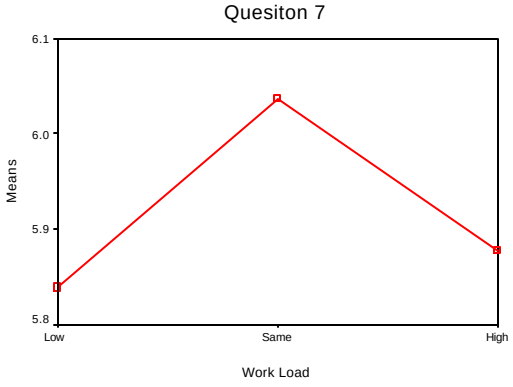


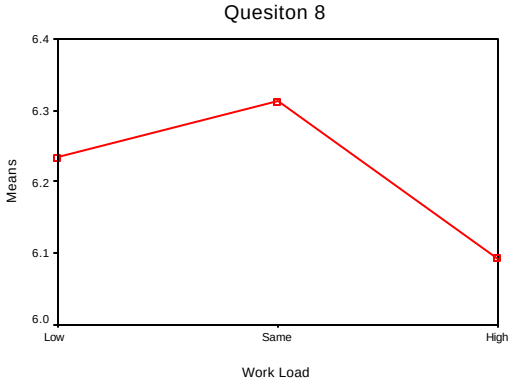

Question 3
Means
6.1
6.0
5.9
5.8
Low
Same
High
Work Load

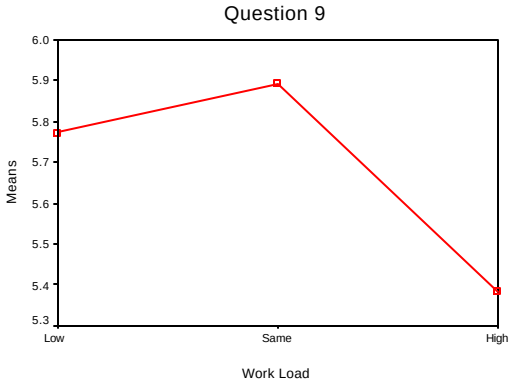

Question 4
Means
6.0
5.9
5.8
5.7
5.6
Low
Same
High
Work Load

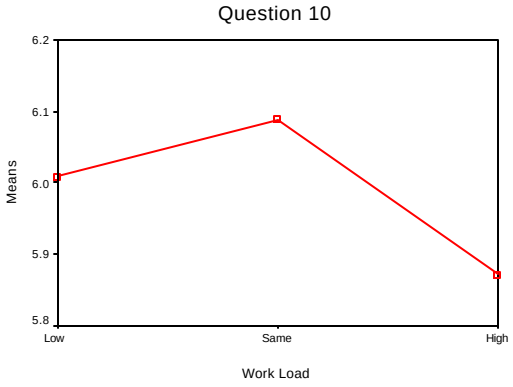

Question 5
Means
6.2
6.1
6.0
5.9
5.8
Low
Same
High
Work Load

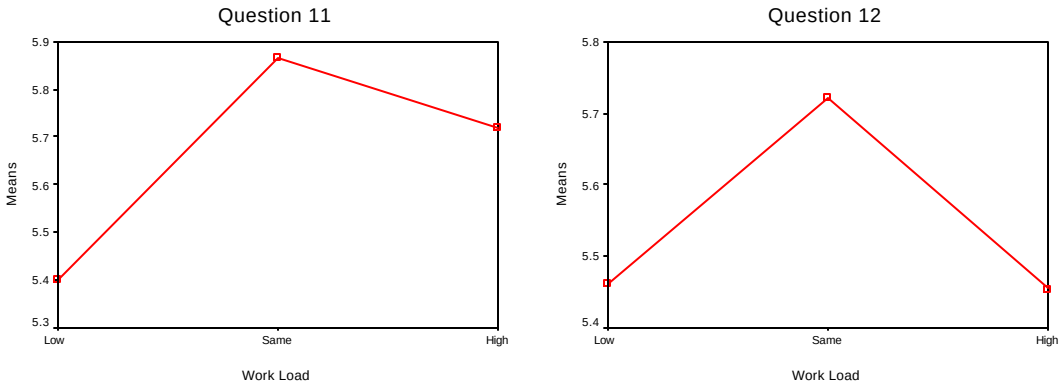

Question 6
Means
6.2
6.1
6.0
5.9
Low
Same
High
Work Load


Quesiton 7
Means
6.1
6.0
5.9
5.8
Low
Same
High
Work Load


Quesiton 8
Means
6.4
6.3
6.2
6.1
6.0
Low
Same
High
Work Load


Question 9
Means
6.0
5.9
5.8
5.7
5.6
5.5
5.4
5.3
Low
Same
High
Work Load

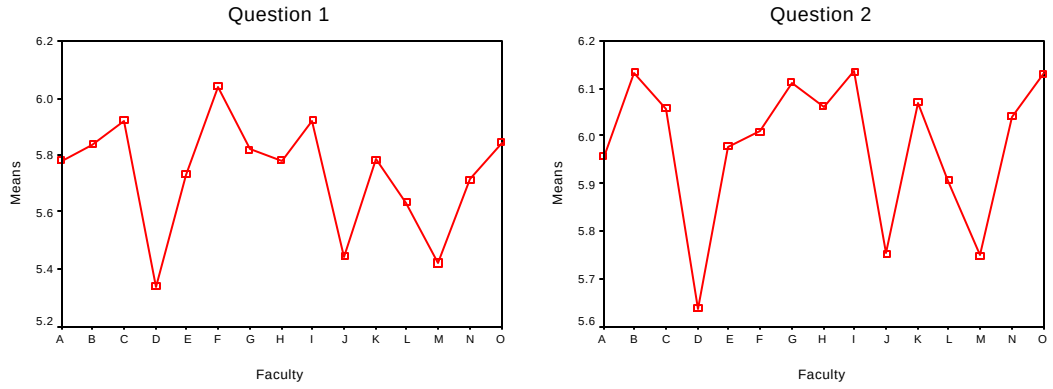

Question 10
Means
6.2
6.1
6.0
5.9
5.8
Low
Same
High
Work Load

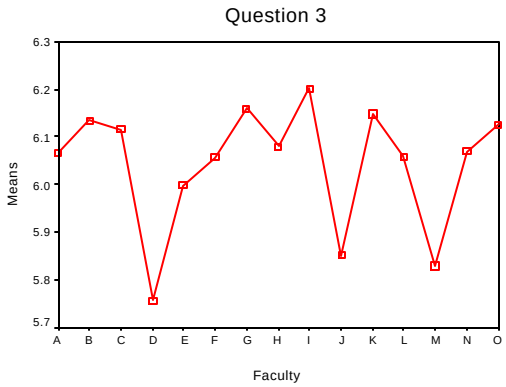


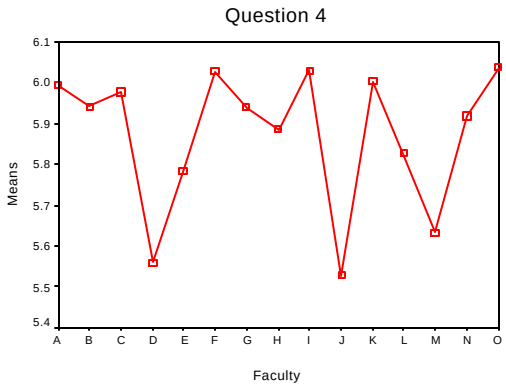
2.4f USRI ratings also were compared across faculties, and these results are shown in Table E2.11 and Figure 2.7. Effect sizes range from medium to high across faculties in which courses were rated. The greatest difference in ratings was found on items 1, 11, and 12 that measure overall instruction, amount learned and quality of support materials. Also, university means (condensed across faculties) for each of the 12 USRI items are shown in Table E2.11a.

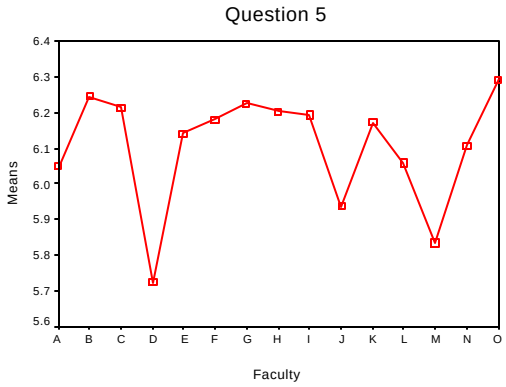
Figure 2.7

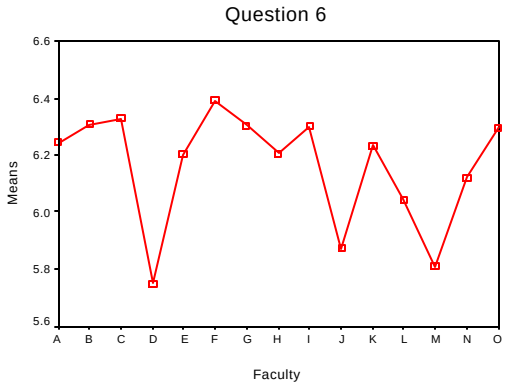
Line Graph of Responses Across Faculties for Each USRI Item

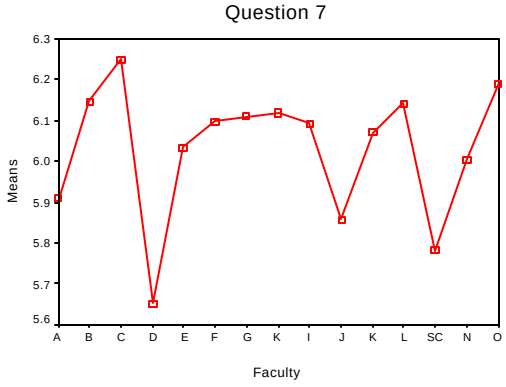


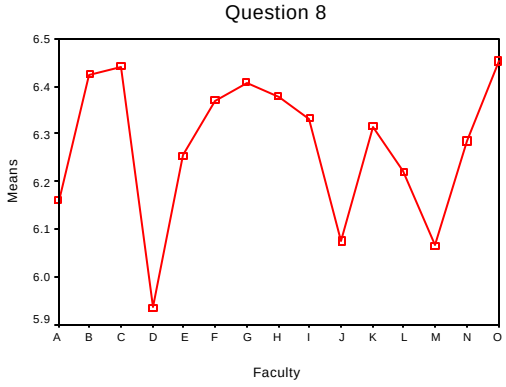

Question 3
Means
6.3
6.2
6.1
6.0
5.9
5.8
5.7
A B C D E F G H I J K L M N O
Faculty

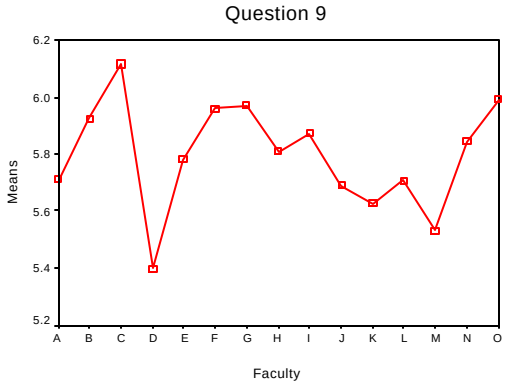

Question 4
Means
6.1
6.0
5.9
5.8
5.7
5.6
5.5
5.4
A B C D E F G H I J K L M N O
Faculty

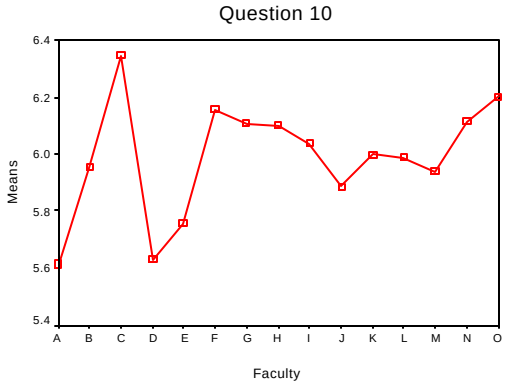

Question 5
Means
6.4
6.3
6.2
6.1
6.0
5.9
5.8
5.7
5.6
A B C D E F G H I J K L M N O
Faculty

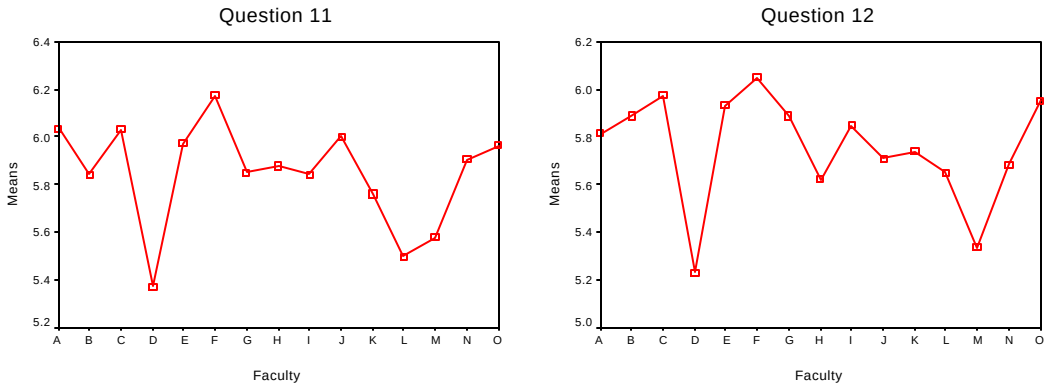

Question 6
Means
6.6
6.4
6.2
6.0
5.8
5.6
A B C D E F G H I J K L M N O
Faculty


Question 7
Means
6.3
6.2
6.1
6.0
5.9
5.8
5.7
5.6
A B C D E F G K I J K L SC N O
Faculty


Question 8
Means
6.5
6.4
6.3
6.2
6.1
6.0
5.9
A B C D E F G H I J K L M N O
Faculty


Question 9
Means
6.2
6.0
5.8
5.6
5.4
5.2
A B C D E F G H I J K L M N O
Faculty


Question 10
Means
6.4
6.2
6.0
5.8
5.6
5.4
A B C D E F G H I J K L M N O
Faculty



2.4g In addition to multivariate analyses examining the effect of student and course characteristics on the USRI, a regression analysis was conducted to examine the hierarchical importance of all of the course and student characteristics discussed above. First a bivariate correlation matrix of Pearson's r coefficient of all the variables was examined. Only course required and course in department were moderately correlated, r(366,539) = .49, p < .0001 (two-tailed). The magnitude of the correlation of the remaining variables was small, indicating that in the subsequent analysis, most of the variables entered as independent variables in the regression analysis are not highly correlated.

A stepwise regression was then run using the overall rating (item 1) on the USRI as the criterion variable (the variable to be explained) and the nine characteristics of the students and the courses as the independent variables (see Table E2.12). In this procedure the variables that most significantly explain USRI scores remain in the equation. In total, 7% of the variance was explained by the nine predictor variables, R(1, 325,059) = .27, p <.0001, which is a small amount. The largest contributing independent variable was student's expected grade, which explained 6% of the variance, with the remaining variables explaining an additional 1% of the variance in USRI scores. Thus, although USRI ratings are affected by student attendance, course workload, expected grade and faculty (according to the MANOVA analyses), these characteristics do not explain, to a great degree, the variation in USRI scores given to instructors (according to the regression analysis). These results are likely due, in part, to lack of collinearity between the independent variables and their low correlation with the dependent variable (overall rating). It seems, therefore, that most of the variance in the overall USRI rating is in fact due to characteristics of the instructors rather than characteristics of the students or the courses[3].

[3] Similar multiple regression analyses were conducted with the remaining USRI items (2-12) as independent variables. The results were very similar to the one with overall rating (item 1) as the independent variable. A small (< 10%) amount of variance was accounted for by the several dependent variables.

2.4h Mean differences in ratings provided by students registered in full year and half year courses were compared (see Table E2.13) by MANOVA. As shown in this table, effect sizes are very low (and near 0) indicating that ratings of instructors do not differ according to the length of the class.

Chapter 3
Universal Student Ratings of Instruction Administration and Data Management

3.1 Are the procedures and instructions for the in-class administration of the USRI clear and appropriate?

Faculty members (n = 357; 65% males, 35% females) were surveyed. The results form The majority of faculty members stated that the USRI concepts (n = 311, 90%) and results (n = 295, 83%) are easily understood, used appropriately by department heads (n = 211, 62%), useful for teaching (n = 3299, 84%), relevant to them (n = 205, 58%), and consistent with their own assessment (n = 227, 66%). Most indicated that the USRI is non-intrusive (n = 221, 63%), not difficult to administer during class time (n = 246, 70%), is not a waste of time (n = 245, 70%), or is not inappropriate as a student assessment (n = 286, 82%). More than half of the professors indicated that normative data such as rankings should be given (n = 188, 56%), although the majority of respondents also indicated that the results should not be posted on the web (n = 216, 63%). Nearly one-half of the respondents indicated that the USRI should be administered in every course for every term (n = 170, 48%).

3.2 Are the USRI instructions and items understood readily by students?

Students and alumni (n = 1,229) were surveyed about the USRI. The results of this are summarized in Table E3.2. Inspection of these results indicates that students readily completed the USRI forms.

3.3 Are the USRI data presented in a user-friendly form and useful?

3.3a Although 75% of the students said that overall the USRI was very or somewhat useful (Table E3.2), when asked how they used the information collected by the USRI half of the students indicated that they did not use the information, 14% (n = 164) stated that they used it to select a course, and 28% (n = 344) stated that they used it to select an instructor. Respondents who stated they used the information reported using it once (6%, n = 69), twice (12%, n = 135), or three times (7%, n = 77) with an additional 28% of respondents (n = 254) indicating that they used the information four to ten times.

Students were asked to rate the usefulness of several types of information generated by the USRI. The responses are provided on a 4-point scale where a higher score indicates a greater degree of usefulness. As shown in Table E3.2, students indicated that knowing about the overall instruction of the course was the most helpful information ($\overline{X}$ = 3.35) given to them in comparison to other information included on the USRI. Knowing about the detail of the course outline was considered to be the least helpful ($\overline{X}$ = 2.70).

3.3b Faculty members were asked to rate the usefulness of the USRI for teaching purposes. These results are summarized in Table E3.3. USRI ratings are most often considered useful for improving general teaching quality (n = 199, 57%) and instruction (n = 205, 58%), and least often used to make decisions about course textbooks (n = 81, 23%), exams (n = 85, 24%), and assignments (n = 99, 28%).

3.3c Administrators (Deans, Department Heads, and some Associate Deans) were surveyed about the USRI (n = 52). When asked whether they use the information provided by the USRI in their role as administrators, 43 respondents (83%) said they did, and seven (14%) said they did not. Administrators also rated the usefulness of the USRI when making decisions about individual faculty members. These results are shown in Table E3.4. USRI results were most often used to identify quality of teaching ($\overline{X}$ = 3.42), make decisions about teaching awards ($\overline{X}$ = 3.31) and faculty merit ($\overline{X}$ = 3.26), and they were least often used when deciding on the courses to timetable for faculty members ($\overline{X}$ = 2.11).

3.3d What is the utility of the USRI for unit level decisions and reporting?

Using the same scale as above, administrators rated the usefulness of the USRI when evaluating the teaching of their academic unit. As shown in Table E3.5, USRI ratings were most often used to document the unit's overall teaching quality ($\overline{X}$ = 2.71; 32% found it not useful) and least often used to make recommendations or decisions about courses to timetable ($\overline{X}$ = 1.83; 64% found it not useful).

3.3e What is the utility of individual USRI items?

Administrators indicated the usefulness of each of the USRI instrument items and these results are shown in Table E3.6. According to these results, administrators reported that ratings about the overall instruction of the course were the most useful from the USRI instrument ($\overline{X}$ = 3.42). Knowing about ratings of the detail of the course outline ($\overline{X}$ = 2.68) and consistency of the course with the outline ($\overline{X}$ = 2.63) as well as helpfulness of support materials ($\overline{X}$ = 2.69) were considered to be the least useful. These results are consistent with students' feedback that the two items regarding course outlines are the least useful to them in making decisions about courses.

3.4 Is the current policy regarding frequency of administration ('every course/every term) necessary or appropriate?

3.4a Most students (68%, n = 517) were asked to complete 4 - 5 USRIs each term as shown in Table E3.7.

Students were also asked about the method of administration of the USRI. Response categories were on a 4-point scale where higher values reflect stronger agreement with the statement (see Table E3.8). According to these results, about 60% of the respondents stated that providing their student identification number did not negatively affect their willingness to complete the USRI or answer the questions honestly. About 60% of the respondents, however, became tired of completing many USRIs and, in addition, developed a negative attitude towards completing the USRI. Thus, even though student's attitudes were not judged to be affected by requests to provide self-identifying information, they did seem to be negatively affected by the large number of requests to complete them.

Analyses of gender differences on reports of the usefulness of the USRI are reported in Appendix D.

3.4b About half of the instructors indicated that the USRI should be administered in every course for every term (48%), and half did not (49%) – see Table E3.1.

3.4c Administrators were asked about their views of the policy that the USRI be administered in every instructor's course for every term (Table E3.9).

The majority of administrators indicated that they agreed or strongly agreed that the investment of time and material resources are worth the benefit of the information provided by the USRI. Most of the administrators also stated that faculty members seldom complain about the USRI. Although about half of the administrators (n = 19, 46%) indicated that the unit's coordinator agrees somewhat or agrees strongly with the policy on administering the USRI, the degree of agreement is unclear since almost half (n = 17, 42%) of the administrators reported that this information is not applicable.

Administrators indicated their preference of how often the USRI should be administered. Over half (n = 23, 59%) indicated that the policy should be maintained whereby every instructor's course over every term continue to be evaluated. Nine people (23%) indicated that one course per instructor per term is appropriate, and a few people stated it should be administered for one course per instructor per year or per every other year. Seven people (23%) did not indicate a preference.

3.5. Use of Identification Number

Students were also asked about method of administration of the USRI. Response categories were on a 4-point scale where higher values revlect stronger agreement with the statement (see Table 4).

Table 3.1

Mean and Frequency of Student Ratings of Attitudes Towards USRI

Rating	Mean	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Indicating students ID deters completion of USRI	2.24	334 (31%)	304 (28%)	310 (28%)	145 (13%)
Indicating student ID deters total honesty	2.12	403 (37%)	303 (28%)	241 (22%)	146 (13%)
Tired of completing USRI at the end of term	2.76	146 (13%)	257 (24%)	404 (37%)	287 (26%)
Number of USRIs I complete negatively impacts my accuracy	2.40	234 (22%)	340 (31%)	349 (32%)	161 (15%)

According to these results, about 60% of the respondents stated that providing their student identification number did not negatively affect their willingness to complete the USRI or answer the questions honestly. About 60% of the respondents, however, become tired of competing many USRIs and, in addition, developed a negative attitude towards completing the USRI. Thus, even though student's attitudes were not judged to be affected by requests to provide self-identifying information, they did seem to be negatively affected by the large number of requests to complete them.

Chapter 4
The Use/Misuse of USRI Data by and for "Stakeholders"

4.1 Are the USRI data currently being provided useful and appropriate?

4.1a Of those surveyed, half of the students indicated that they did not use the USRI information, 14% stated that they used it to select a course, and 28% stated that they used it to select an instructor. Most respondents, who stated they used the information, reported using it four to ten times.

4.1b The majority of faculty members stated that the USRI concepts and results are easily understood, used appropriately by department heads, useful for teaching, relevant to them, and consistent with their own assessment. See Table E3.1. The data in table E3.1 also reveal that nearly two thirds of the respondents felt that normative feedback on USRI results would be provided. They felt this information was necessary to better evaluate their performance relative to their overall standings. Considerable discussion focused on this issue as it was noted that by definition, one half the faculty would be performing below the 50 percentile. This in turn could be misconstrued by those making evaluations of the individual professors teaching excellence. As noted, the absolute scores could be quite high, but this could be overlooked in favour of the percentile score. The committee is aware of this issue and would encourage those who utilize the score (whether percentile or absolute numbers) be aware of the limitations of numbers as reflecting teaching excellence.

4.1c Information on the appropriateness of the USRI data according to faculty responses is summarized in Tables 3.1 and 3.3. Administrators' ratings are provided in Table E4.1.

The USRI was considered the most appropriate for evaluating teaching instruction ($\underline{n}$ = 35, 80%). More than half of the administrators ($\underline{n}$ = 30, 67%) also indicated that the USRI is appropriate for providing feedback on teaching to faculty members and for assisting students in selecting courses ($\underline{n}$ = 25, 60%).

4.2 To what extent does the USRI evaluate aspects of teaching important to students?

Students indicated that knowing about the overall instruction of the course was the most helpful information given to them in comparison to other information included on the USRI. Knowing about the detail of the course outline was considered to be the least helpful. See Table E3.2.

4.3 For what purposes or functions are administrators using USRI information?

According to administrators, USRI results are most often used to identify quality of teaching, and supplement decisions about teaching awards and faculty merit. Moreover,

they indicated that USRI data were least often used when deciding on the courses to timetable for faculty members. See Table E3.4.

4.4 What information does the USRI system NOT provide that is needed/desired by administrators?

Administrator reports of the type of information needed when making informed decisions are shown in Table E4.2. Among the various types of information, knowing the student's workload in the course under evaluation was considered the most useful information ($\overline{X}$ = 2.77) when making decisions in their role as administrators. A faculty member's ranking in comparison to others in the unit was considered the least useful ($\overline{X}$ = 2.35).

4.5 How well is the present USRI "system" received?

From a synthesis of three sources of data (professors, students/alumni, administrators), it is evident that the USRI system is regarded positively overall by all three groups. There are specific concerns expressed that are common to some groups and unique to others. Both the professors and the students agreed that the USRI is "over-administered" and should not be used in every course every time it is offered. In the open-ended responses students also indicated that in some courses the USRI was administered too early in the course and should be done closer to the end of the course. Students from medicine particularly indicated that they did not have enough information on the purpose and use of the USRI. They also indicated that the USRI has very limited usefulness for the faculty of medicine because courses generally have many instructors.

The administrators generally were positive about the USRI system.

4.6 Are teaching units using USRI information in conjunction with the measures of instructional effectiveness (as per policy) versus as the sole basis for teaching evaluation?

See section 4.7 below.

4.7 To what extent are the USRI or items from it used "selectively" by administrators?

Administrators were asked about the emphasis they give to various measures used in their unit to evaluate teaching. These results are shown in Table E4.3. According to these results, the USRI is given the most consideration when evaluating teaching (45.6%), followed by a faculty-wide rating instrument (30.3%), or an open-ended comment form (25.8%). None of the administrators indicated that they use peer-reviewed videos for evaluating teaching.

Information gathered from The University of Calgary Faculty Association (T.U.C.F.A.), based on reports from its representatives on Faculty Promotions Committees, indicated that, typically, the U.S.R.I. form was the only basis on which a faculty member's teaching was judged, and, indeed, that it was quite common that the result from only a few, and

sometimes just one, of the questions on the form would be examined in the promotion and merit process.

4.8 To what extent is USRI information being used selectively for evaluating some instructors in the same department, faculty or unit but not others?

On the open ended Faculty survey questions, some of the respondents raised questions about how administrators applied the U.S.R.I. results. Information supplied by T.U.C.F.A. from its representatives on Faculty Promotion Committees across campus indicated that, within the same Faculty, some Department Heads might use the U.S.R.I. results whereas others might not. Indeed, there was no consistency in the use of the U.S.R.I. Even within the same Department, for example, the Head might rely on the U.S.R.I. results in the assessment of one faculty member and yet ignore them with respect to another faculty member. Moreover, the forms would sometimes be used selectively even in respect of the same faculty member so that, for example, a comparatively negative response to a single question might be emphasized whereas positive responses to other questions might be ignored.

Chapter 5
Cost and Web Use of the USRI

5.1 Who administers the USRI?

According to the university coordinators, support staff and unpaid students administered the USRI the most often (Table E5.1). When a graduate student was hired, however, this person was responsible for administering the USRI to 91% of the classes.

The people who most often administered the USRI include support staff (n = 17), and unpaid graduate and unpaid undergraduate students (n = 13). The support staff administered the USRI to 90% of the classes whereas unpaid students administered the USRI to 80% of the classes. It was the paid graduate student, however, who administered the USRI to the greatest percentage of classes (91%).

5.2 Costs of USRI use as reported by coordinators.

Coordinators estimated the average cost per year of administering the USRI in their unit. The results are summarized in Table E5.2.

The average total cost of the USRI in the coordinator's unit was estimated to be $2,370. This total cost ranged from $0.00 to $21,000.00.

When asked if other instruments in addition to the USRI are administered in the unit, 93% of the coordinators (n = 25) said yes, and all of them administered it concurrently with the USRI. Most of the coordinators (n = 16, 75%) said the cost was shared with the USRI. Most of the coordinators (n = 21, 84%) also stated that they continued to administer instruments used before the USRI was introduced. It was estimated that the average cost of alternative instruments in the unit is $2,598.00.

5.3 What problems/concerns has the Web presentation of USRI information created for administrators?

Administrators were asked about Web access to USRI ratings. These results are presented in Table E5.3. About half of the administrators agreed that the USRI results should be posted on the web, and about three quarters of the administrators also stated that faculty members seldom complain about releasing results on the Web. It is unclear whether they thought that students used these results responsibly, however, as half of the administrators stated the item was not applicable.

5.4 Institutional Costs of Universal Student Ratings of Instruction

Under the current arrangements, the administration of the Universal Student Ratings of Instruction is handled through the Provost and Vice-President Academic's office while the purchase of supplies is provided through the Vice President (Finance and

Services) office. The Associate Vice-President (Academic) is responsible for the administration and completion of the data collection each term. This office is supported by the Universal Student Ratings of Instruction Implementation Group, one a part time staff member from the Provosts' office, and a number of people throughout the campus, e.g., the Office of Institutional Analysis, Information Technology. In addition to the central administrative structure, each academic unit has created an "administrative coordinator" within their unit to make sure the Universal Student Ratings of Instruction forms are delivered to the appropriate classroom on time, administered, collected, and then forwarded to Information Technology for analysis.

In addition to the support of the administration, processing, and distribution (indirect costs) of the Universal Student Ratings of Instruction, there are direct costs incurred in the administration and processing of the questionnaires. The major costs for administering the questionnaire is the purchase of the forms. Each year, approximately two hundred thousand forms are purchased and distributed to students. In addition, other supplies (see table below) are purchased.

Yearly Expenditures for Administration and Analysis of the Universal Student Ratings of Instruction.

Item	***Cost***
DIRECT	
Student answer sheets	$ 15,000
Cover sheets	5,200
Envelops, labels, etc.	700
Photocopies	600
Scanning	3,000
Subtotal:	***$ 24,500***
INDIRECT	
Information Technology(a)	13,250
Equipment upkeep and Purchase	7,000
System development and Maintenance	3,000
Meetings (Implementation Team and coordinators)	3,000
Distribution of forms to Classes(b)	-------
Subtotal	***$ 26,250***
TOTAL:	**$ 50,750**

a. Includes programming changes, handling "ad hoc" changes, preparing and distributing response rate and error reports, preparing final reports, processing scanned results, prepare and distribute course lists, labels, and coversheets.

b. This item would include the cost of administering the forms each term by the appropriate academic unit. The unit costs vary considerably and thus no fixed amount was given.

References

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Marsh, H. W. (1982). SEEQ: A reliable, valid, and useful instrument for collecting students' evaluations of university teaching. *British Journal of Educational Psychology, 52*, 77-95.

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Appendix A

Descriptive Analyses Showing the Number of Student Responses and the Distribution of Responses for Individual Test Items

As student ID numbers were suppressed, the number of individual students who completed the USRI during the 3-year time period could not be determined. The number of responses provided by students as depicted in Table A.1 may, therefore, include multiple responses from individual students. As shown in the table, a total of 371,131 ratings using the USRI were completed from the 1999 Winter term to the 2002 Winter term. The Fall terms, followed by the Winter terms, include the majority of responses, which reflects student enrolment during these periods.

Table A.1
Number of Student Responses by Term

Term	Number of responses
1999	
Winter	43,951
Spring	5,796
Summer	2,931
Fall	49,627
2000	
Winter	45,916
Spring	5,570
Summer	2,456
Fall	52,982
2001	
Winter	47,866
Spring	6,186
Summer	3,112
Fall	54,289
2002	
Winter	50,449
Total	371,131

The following section presents the distribution of each item in each teaching term. Questionnaire items are listed in Appendix B.

Table A.2

Distribution of Responses for Each Question from the Winter 1999 Term (n = 43,951)

Question	Mean	SD	Skewness	Kurtosis
1	5.60	1.28	-0.94	0.72
2	5.90	1.20	-1.67	3.12
3	5.97	1.09	-1.72	3.85
4	5.80	1.33	-1.55	2.30
5	6.00	1.24	-1.80	3.51
6	6.00	1.29	-1.69	2.85
7	5.93	1.18	-1.46	2.38
8	6.18	1.13	-2.12	5.40
9	5.66	1.42	-1.44	1.74
10	5.97	1.22	-1.78	3.61
11	5.70	1.40	-1.47	1.97
12	5.53	1.41	-1.19	1.15

Table A.3

Distribution of Responses for Each Question from the Spring 1999 Term (n = 5,796)

Question	Mean	SD	Skewness	Kurtosis
1	5.87	1.10	-1.01	0.94
2	6.09	1.08	-1.87	4.50
3	6.17	0.97	-1.79	4.68
4	6.08	1.11	-1.80	3.99
5	6.18	1.09	-1.96	4.71
6	6.23	1.03	-1.84	4.28
7	6.05	1.10	-1.57	3.03
8	6.37	0.96	-2.34	7.28
9	5.94	1.24	-1.70	3.20
10	6.31	0.95	-2.12	6.21
11	6.02	1.17	-1.77	3.94
12	5.84	1.24	-1.37	2.01

Table A.4

Distribution of Responses for Each Question from the Summer 1999 Term (n = 2,931)

Question	Mean	SD	Skewness	Kurtosis
1	5.71	1.25	-1.02	1.00
2	6.02	1.13	-1.65	3.08
3	6.12	1.02	-1.78	4.44
4	5.92	1.29	-1.67	2.88
5	6.11	1.18	-1.93	4.17
6	6.10	1.21	-1.80	3.57
7	6.00	1.14	-1.44	2.31
8	6.34	0.96	-2.17	6.48
9	5.85	1.32	-1.58	2.40
10	6.26	0.99	-2.01	5.33
11	5.93	1.26	-1.64	2.95
12	5.71	1.39	-1.32	1.54

Table A.5

Distribution of Responses for Each Question

from the Fall 1999 Term (n = 49,627)

Question	Mean	SD	Skewness	Kurtosis
1	5.59	1.25	-0.87	0.58
2	5.90	1.15	-1.64	3.18
3	5.98	1.05	-1.64	3.71
4	5.79	1.33	-1.51	2.11
5	6.01	1.21	-1.76	3.39
6	6.00	1.27	-1.68	2.91
7	5.94	1.15	-1.46	2.43
8	6.21	1.07	-2.16	5.90
9	5.67	1.37	-1.43	1.79
10	5.98	1.17	-1.76	3.70
11	5.69	1.38	-1.43	1.90
12	5.53	1.41	-1.18	1.12

Table A.6

Distribution of Responses for Each Question for the Winter 2000 Term (n = 45,916)

Question	Mean	SD	Skewness	Kurtosis
1	5.65	1.24	-0.97	0.90
2	5.92	1.18	-1.70	3.34
3	5.99	1.07	-1.70	3.86
4	5.82	1.33	-1.55	2.29
5	6.05	1.21	-1.84	3.74
6	6.07	1.23	-1.80	3.46
7	5.97	1.14	-1.51	2.71
8	6.23	1.08	-2.20	6.02
9	5.69	1.39	-1.44	1.79
10	6.00	1.19	-1.85	4.05
11	5.76	1.38	-1.52	2.23
12	5.61	1.39	-1.27	1.41

Table A.7

Distribution of Responses for Each Question from the Spring 2000 Term (n = 5,570)

Question	Mean	SD	Skewness	Kurtosis
1	6.00	1.07	-1.18	1.57
2	6.19	1.01	-1.99	5.37
3	6.24	0.92	-1.85	5.19
4	6.16	1.08	-1.89	4.41
5	6.30	1.02	-2.25	6.58
6	6.32	0.99	-2.03	5.37
7	6.15	1.04	-1.66	3.55
8	6.44	0.90	-2.62	9.56
9	6.01	1.18	-1.71	3.25
10	6.38	0.90	-2.13	6.19
11	6.09	1.15	-1.78	3.77
12	5.92	1.22	-1.50	2.57

Table A.8

Distribution of Responses for Each Question from the Summer 2000 Term (n = 2,456)

Question	Mean	SD	Skewness	Kurtosis
1	5.71	1.24	-0.87	0.31
2	5.95	1.23	-1.74	3.20
3	6.04	1.14	-1.85	4.10
4	5.90	1.28	-1.58	2.53
5	6.09	1.20	-1.91	4.02
6	6.13	1.19	-1.83	3.58
7	6.02	1.18	-1.69	3.28
8	6.32	1.04	-2.27	6.24
9	5.92	1.26	-1.64	2.90
10	6.26	1.03	-2.06	5.37
11	5.88	1.32	-1.65	2.81
12	5.68	1.39	-1.29	1.43

Table A.9

Distribution of Responses for Each Question

from the Fall 2000 Term (n = 52,982)

Question	Mean	SD	Skewness	Kurtosis
1	5.58	1.26	-0.89	0.62
2	5.92	1.16	-1.68	3.34
3	5.97	1.07	-1.65	3.64
4	5.78	1.34	-1.48	2.00
5	5.99	1.25	-1.76	3.27
6	6.01	1.28	-1.74	3.04
7	5.93	1.16	-1.48	2.60
8	6.22	1.08	-2.17	5.84
9	5.70	1.37	-1.47	1.96
10	5.95	1.23	-1.75	3.44
11	5.71	1.38	-1.46	1.98
12	5.55	1.41	-1.21	1.18

Table A.10

Distribution of Responses for Each Question from the Winter 2001 Term (n = 47,866)

Question	Mean	SD	Skewness	Kurtosis
1	5.69	1.22	-0.99	0.95
2	5.96	1.15	-1.74	3.65
3	6.01	1.07	-1.74	4.09
4	5.84	1.33	-1.60	2.50
5	6.07	1.21	-1.91	4.10
6	6.11	1.20	-1.84	3.74
7	5.98	1.14	-1.56	2.92
8	6.23	1.09	-2.24	6.16
9	5.73	1.37	-1.49	2.02
10	6.01	1.18	-1.82	3.91
11	5.79	1.36	-1.57	2.42
12	5.66	1.37	-1.32	1.58

Table A.11

Distribution of Responses for Each Question from the Spring 2001 Term (n = 6,186)

Question	Mean	SD	Skewness	Kurtosis
1	5.93	1.08	-1.05	1.14
2	6.14	1.06	-1.88	4.54
3	6.18	0.99	-1.88	4.91
4	6.11	1.13	-1.89	4.34
5	6.29	1.00	-2.17	6.31
6	6.29	1.04	-2.06	5.38
7	6.10	1.08	-1.63	3.25
8	6.42	0.91	-2.44	8.21
9	5.97	1.24	-1.76	3.43
10	6.37	0.96	-2.42	7.96
11	6.08	1.13	-1.81	4.11
12	5.88	1.22	-1.39	2.10

Table A.12

Distribution of Responses for Each Question from the Summer 2001 Term (n = 3,112)

Question	Mean	SD	Skewness	Kurtosis
1	5.86	1.18	-1.06	1.12
2	6.08	1.13	-1.86	4.11
3	6.13	1.05	-1.88	4.78
4	5.97	1.24	-1.70	3.09
5	6.22	1.11	-2.06	5.03
6	6.25	1.09	-2.06	5.20
7	6.10	1.13	-1.68	3.31
8	6.43	0.91	-2.61	9.78
9	5.94	1.27	-1.67	2.98
10	6.29	1.03	-2.17	5.92
11	6.03	1.21	-1.81	3.91
12	5.82	1.35	-1.46	1.95

Table A.13

Distribution of Responses for Each Question

from the Fall 2001 Term (n = 54,289)

Question	Mean	SD	Skewness	Kurtosis
1	5.63	1.25	-0.97	0.62
2	5.92	1.16	-1.71	3.34
3	5.99	1.07	-1.72	3.64
4	5.81	1.34	-1.54	2.00
5	6.01	1.26	-1.81	3.27
6	6.06	1.26	-1.79	3.04
7	5.94	1.17	-1.52	2.60
8	6.24	1.08	-2.23	5.84
9	5.71	1.38	-1.47	1.96
10	5.98	1.21	-1.80	3.44
11	5.73	1.38	-1.49	1.98
12	5.59	1.40	-1.27	1.18

Table A.14

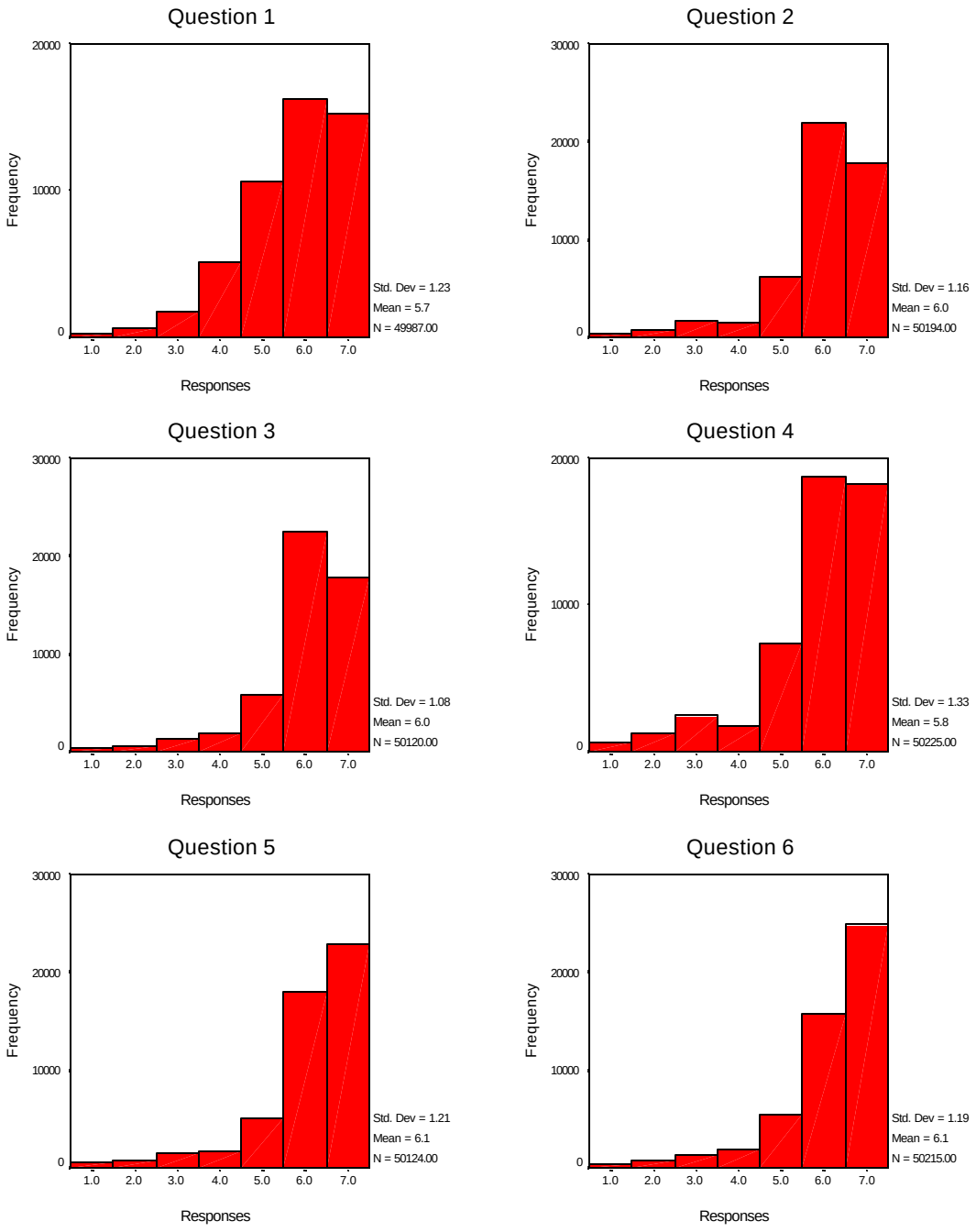
Distribution of Responses for Each Question from the Winter 2002 Term (n = 50,449)

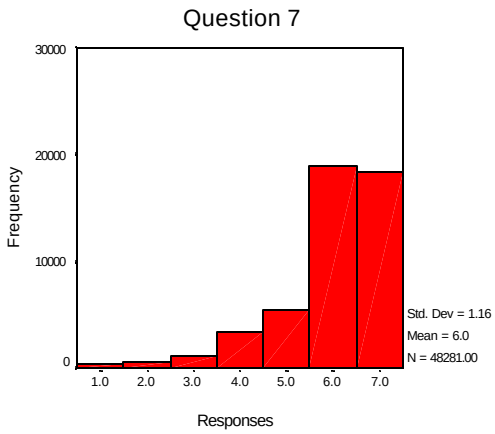
Question	Mean	SD	Skewness	Kurtosis
1	5.70	1.23	-1.00	0.97
2	5.97	1.16	-1.76	3.69
3	6.02	1.08	-1.77	4.17
4	5.84	1.33	-1.58	2.37
5	6.09	1.21	-1.96	4.29
6	6.13	1.19	-1.87	3.84
7	5.98	1.16	-1.57	2.91
8	6.27	1.09	-2.36	6.81
9	5.73	1.40	-1.51	2.01
10	6.00	1.20	-1.85	3.99
11	5.79	1.37	-1.56	2.39
12	5.67	1.37	-1.34	1.64

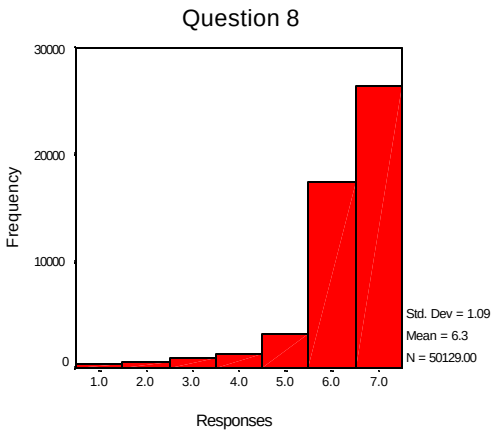
As shown in Tables A.2 - A.14, the mean, standard deviation, skewness and kurtosis values are similar across terms over the three years. The ratings across the 12 items range from 5.53 to 6.44 on a 7-item Likert scale. The skewness and kurtosis values are not abnormally large (indicating an even distribution of responses); however, the negative skewness values indicate that the majority of responses for the items are above the mean. Thus ratings on the 12 items are quite high. This profile of responses is shown in the following histograms. As results are similar across terms, only the most recent available data (Winter 2002) were used.

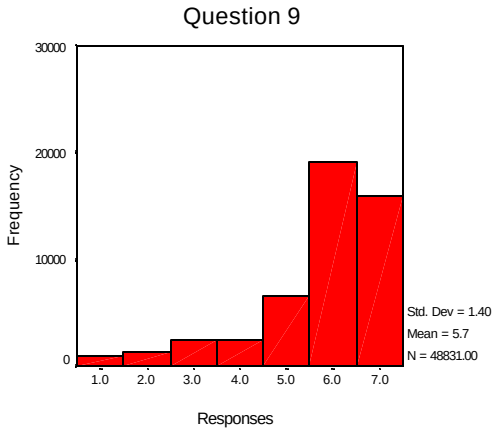
Figure A.1

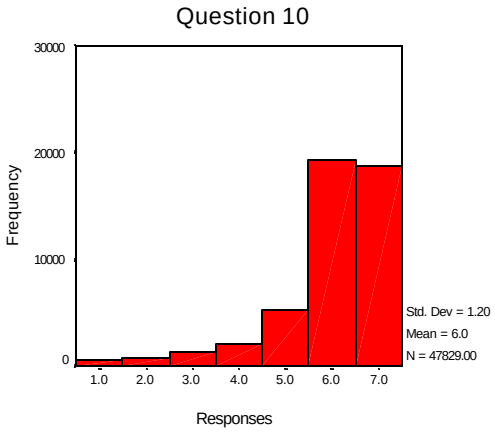
Histograms of Responses in Winter 2002 for Each USRI Item

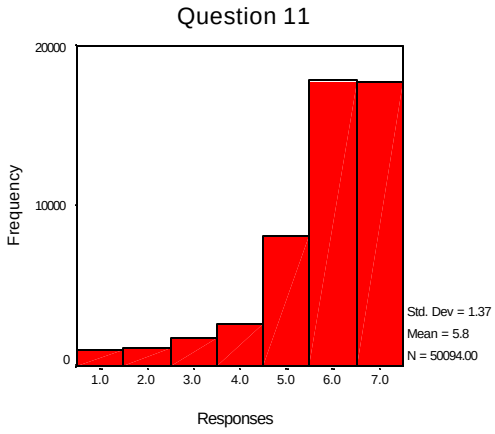


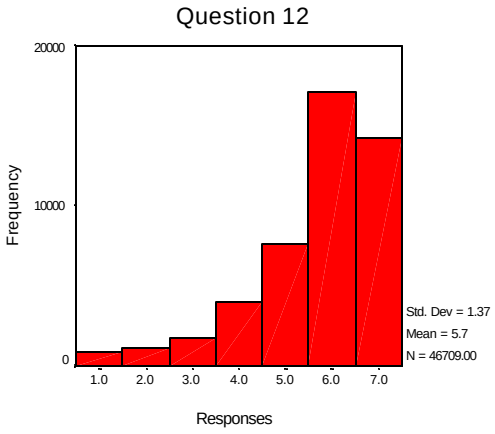

Question 7
Frequency
30000
20000
10000
0
1.0
2.0
3.0
4.0
5.0
6.0
7.0
Responses
Std. Dev = 1.16
Mean = 6.0
N = 48281.00


Question 8
Frequency
30000
20000
10000
0
1.0
2.0
3.0
4.0
5.0
6.0
7.0
Responses
Std. Dev = 1.09
Mean = 6.3
N = 50129.00


Question 9
Frequency
30000
20000
10000
0
1.0
2.0
3.0
4.0
5.0
6.0
7.0
Responses
Std. Dev = 1.40
Mean = 5.7
N = 48831.00


Question 10
Frequency
30000
20000
10000
0
1.0
2.0
3.0
4.0
5.0
6.0
7.0
Responses
Std. Dev = 1.20
Mean = 6.0
N = 47829.00


Question 11
Frequency
20000
10000
0
1.0
2.0
3.0
4.0
5.0
6.0
7.0
Responses
Std. Dev = 1.37
Mean = 5.8
N = 50094.00


Question 12
Frequency
20000
10000
0
1.0
2.0
3.0
4.0
5.0
6.0
7.0
Responses
Std. Dev = 1.37
Mean = 5.7
N = 46709.00

Appendix B

Effect Size Estimates (ES)

The ES estimate represents the smallest effect of one factor on another that shows their practical or theoretical significance. In educational assessment, for example, interpreting the ES might take into account the importance of between group differences across several factors. Such factors may include costs and possible negative effects (e.g., low motivation). An intervention that carries these burdens might be adopted if it was discovered that the intervention effect (i.e., effect size) was substantial.

The most typical and easily understood ES is the standardized mean difference. While there are numerous effect size estimates including Cohen's *d*, Glass' ?, and Hedges' g, they all rely on determining the differences between two groups (e.g., intervention and control) based on standard deviation units. Cohen's *d,* for example, is given by:

$$\text{Cohen's } d = \frac{\overline{X}_1 - \overline{X}_2}{SD_{pooled}}$$

where

SD_{pooled} *is the pooled standard deviations of the two groups*

Cohen (1994, 1988) has suggested that specific values should be used to represent "small", "medium" and "large" effect sizes in social sciences and educational research as has Glass, McGaw and Smith (1981). Hattie (1992) and Hattie, Biggs and Purdie (1996) have made similar suggestions. Effect size conventions are thus as follows:

ES = 0.25 small
ES = 0.26 to 0.55 medium
ES = 0.56 large

Cohen (and others) suggested that values for "small", "medium" and "large" effects in the social sciences and educational research can be used as a kind of reality-check for the researcher and policy analyst to ensure that the values of *d* suggest theoretical, practical or policy utility.

Significance Testing vs. Effect Size Estimation

The two approaches to statistical inference – testing the null hypothesis of no effect and estimating the size of the effect – are closely related. A study that yields a *p* value of .05 will yield a 95% confidence interval that begins (or ends) at zero. A study that yields a *p* value of .01 will yield a 99% confidence interval that begins (or ends) at zero. In this

sense, reporting an effect size with corresponding confidence intervals can serve as a surrogate for tests of significance (if the confidence interval does not include the nil effect, the study is statistically significant) with the effect size approach focusing attention on the relevant issue. There are three important advantages, however, when the focus of a report is shifted away from significance tests towards the effect size estimates.

First, ES focuses attention on the key issue. That is, researchers and educators are usually more interested in the size of the effect rather than whether or not the effect is nil. An educator might recommend a particular curriculum, for example, despite its potential for negative effects (e.g., student anxiety) if it was determined that it increased literacy rates by some specific amount such as 20%, 30% or 40%. Merely knowing that it did increase the rate (by some unknown amount) has little practical significance. The ES with confidence intervals focuses attention on the key index, that is, the size of the effect while providing likely boundaries for the lower and upper limits of the true ES in the population.

Second, the focus on ES rather than on statistical significance helps the researcher and the reader avoid some mistakes that are common (indeed ubiquitous) in the interpretation of significance tests. Since researchers are primarily interested in the size of the effect (and not whether the effect is nil) they tend to interpret the results of significance test as though these results were an indication of effect size. A *p* value of .001 is assumed to show a large effect while a *p* value of .05 is assumed to reflect a moderate effect. This interpretation is inappropriate because the *p* value is a function of sample size as well as effect size. The non-significant *p* value is often assumed to indicate that the intervention has been proven ineffective. A non-significant *p* value could, in fact, indicate that the intervention is not effective *and/or* that the study was underpowered.

A third advantage of effect sizes is that the results of studies with different research designs, analytic procedures and measurement instruments can be compared because the ES is a common metric (e.g., Glass' ?, Cohen's *d,* ? of proportions). These effect sizes, moreover, can be combined and synthesized into a mean effect size estimate over the pertinent primary studies. This approach is commonly referred to as Meta- Analysis.

References

Cohen, J. (1994). The earth is round, p < .05. *American Psychologist, 49*, 998-1003.

Cohen, J. (1988) *Statistical power analysis for the social sciences.* (2nd ed). San Diego: Harcourt Brace.

Hattie, J. (1992). Measuring the effects of schooling. *Australian Journal of Education, 36*, 5-13.

Hattie, J, Biggs, J & Purdie, N. (1996). Effects of leaning skills intervention on student learning: A meta-analysis. *Review of Educational Research, 66*, 99-136.

Glass GV, McGaw B, Smith ML. (1981). *Meta analysis in social science research.* Beverly Hills, CA: Sage.

Appendix C

Universal Student Ratings of Instruction Items

1. The overall quality of instruction was…

2. The course outline or other course descriptive information provided enough detail about the course (e.g., goals, reading list, topics covered, assignments, exams, due dates, grade weightings)…

3. The course as delivered followed the outline and other course descriptive information…

4. The course content was presented in a well-organized manner…

5. Student questions and comments were responded to appropriately…

6. The course content was communicated with enthusiasm…

7. Opportunities for course assistance were available (e.g., instructor office hours, out-of-class appointments, e-mail, telephone, websites)…

8. Students were treated respectfully…

9. The evaluation methods used for determining the course grade were fair…

10. Students' work was graded in a reasonable amount of time…

11. I learned a lot in this course…

12. The support materials (e.g., readings, audio-visual materials, speakers, field trips, equipment, software, etc.) used in this course helped me to learn…

Appendix D

Between-Group Analyses of Sex Differences on USRI Usefulness

Exploratory analyses of sex differences on each survey question were conducted. Males reported using the USRI information as often ($\overline{X}$ = 3.41) as females ($\overline{X}$ = 2.93), effect size of .06. There were, however, sex differences in ratings of the usefulness of information from the USRI. These results are shown in Table D.1.

Table D.1

Multivariate Analysis of Variance Results of Usefulness of USRI Information by Sex

	Males	Females	Effect size
Overall USRI usefulness	2.80	2.93	.17
Overall instruction	3.35	3.39	.05
Detail of course outline	2.62	2.71	.10
Consistency of course with outline	2.72	2.87	.17
Organization of content	3.07	3.24	.21
Responses to student questions	3.05	3.18	.16
Instructor's enthusiasm	3.14	3.29	.18
Opportunities for assistance	3.04	3.23	.23
Respect shown to students	3.00	3.29	.33
Fairness of evaluation	3.20	3.42	.26
Grading time	2.75	2.98	.26
Amount learned in course	2.75	2.94	.20
Helpfulness of support materials	2.66	2.85	.22
Number of students completing USRI	2.73	2.65	.08
Comparison of course rating to Department/Faculty averages	3.08	3.23	.18
Number of times instructor taught course	3.13	3.20	.08
60-Word instructor comments	2.99	3.05	.07

Some moderate effect sizes between males and females were found. That is, female students indicated that knowing about the instructor's respect shown to students, fairness of evaluation and grading time were useful.

Sex differences were also analyzed according to the year the students were in the program. These results are shown in Table D.2.

Table D.2

Contingency Table of Sex by Year in Program

	Year in program						Total N
	1st	2nd	3rd	4th	5th	6th or more	
Male	199	149	74	84	29	13	548
Female	214	107	103	92	24	2	542
Total	413	256	177	176	53	15	1090

The calculated Pearson Chi-Square for this contingency table is 21.05 ($p < .01$). Employing the Chi-square statistic, an effect size (Cohen's *d*) of .14 was computed. Thus male and female respondents were similarly represented in each year of the program.

In addition, there was little difference in the number of male and female respondents according to whether they were current students or alumni (Cohen's $d = .09$).

Appendix E

List of Tables

Table E2.3

Multivariate Analysis of Variance[†] Showing Mean Differences on USRI as a Function of Course Type

Scale Item	Term			Effect size
	Lecture (n = 271,584)	Lab (n=5,398)	Tutorial (n=3,540)	
1	5.65(1.25)	6.01(1.11)	6.05(1.11)	.32
2	5.95(1.15)	6.08(1.07)	6.14(1.14)	.16
3	6.00(1.06)	6.23(0.95)	6.21(1.05)	.22
4	5.83(1.32)	6.07(1.14)	6.09(1.18)	.14
5	6.04(1.22)	6.28(1.08)	6.37(1.06)	.20
6	6.07(1.24)	6.30(1.05)	6.40(0.99)	.27
7	5.95(1.15)	6.17(1.07)	6.35(0.97)	.35
8	6.23(1.08)	6.44(0.95)	6.49(0.96)	.24
9	5.71(1.38)	5.89(1.35)	6.11(1.19)	.29
10	6.00(1.18)	6.21(1.04)	6.29(1.05)	.24
11	5.76(1.36)	6.10(1.20)	6.14(1.25)	.28
12	5.60(1.39)	5.89(1.22)	6.01(1.18)	.30

Note. The standard deviation of the mean is shown in brackets.

[†] $p < .0001$

Table E2.4

Multivariate Analysis of Variance[†] Showing Mean Differences

on USRI as a Function of Term

Scale item	Term				Effect size
	Fall (n = 126,103)	Winter (n=154,369)	Spring (n=14,465)	Summer (n=6,857)	
1	5.61(1.26)	5.67(1.24)	5.93(1.09)	5.76(1.22)	.26
2	5.92(1.16)	5.95(1.15)	6.15(1.04)	6.04(1.14)	.20
3	5.98(1.06)	6.01(1.07)	6.20(0.96)	6.11(1.06)	.21
4	5.80(1.33)	5.84(1.32)	6.12(1.10)	5.94(1.26)	.24
5	6.00(1.25)	6.05(1.21)	6.26(1.03)	6.14(1.15)	.21
6	6.04(1.27)	6.08(1.22)	6.28(1.02)	6.15(1.16)	.21
7	5.94(1.16)	5.97(1.15)	6.10(1.07)	6.03(1.14)	.14
8	6.22(1.09)	6.23(1.10)	6.40(0.93)	6.36(0.96)	.17
9	5.70(1.37)	5.71(1.39)	5.98(1.21)	5.90(1.29)	.28
10	5.97(1.20)	6.00(1.18)	6.36(0.92)	6.28(1.00)	.33
11	5.72(1.38)	5.77(1.37)	6.07(1.14)	5.96(1.25)	.25
12	5.56(1.41)	5.62(1.38)	5.87(1.23)	5.73(1.38)	.22

Note. Fall includes 1999 – 2001. Winter includes 1999 – 2002. Spring includes 1999 – 2001. Summer includes 1999 – 2001. The standard deviation of the mean is shown in brackets.

[†] $p < .0001$

Table E2.5

Multivariate Analysis of Variance[†] Showing Mean Differences on USRI as a Function of Course Status

Scale item	Course			Effect size
	Required (n = 152,160)	Required among choices (n=66,721)	Elective (n=81,234)	
1	5.59(1.28)	5.72(1.21)	5.75(1.19)	.13
2	5.89(1.17)	6.01(1.14)	6.02(1.12)	.11
3	5.96(1.08)	6.05(1.06)	6.06(1.04)	.09
4	5.78(1.36)	5.88(1.29)	5.90(1.25)	.09
5	5.96(1.28)	6.12(1.17)	6.15(1.12)	.15
6	5.99(1.28)	6.16(1.18)	6.17(1.17)	.15
7	5.91(1.19)	6.04(1.11)	6.00(1.10)	.11
8	6.15(1.16)	6.31(1.02)	6.33(0.98)	.17
9	5.62(1.43)	5.81(1.32)	5.84(1.30)	.16
10	5.94(1.21)	6.07(1.15)	6.10(1.12)	.13
11	5.66(1.43)	5.87(1.30)	5.90(1.28)	.17
12	5.50(1.43)	5.70(1.34)	5.75(1.32)	.18

Note. The standard deviation of the mean is shown in brackets.

[†] $p < .0001$

Table E2.6

Multivariate Analysis of Variance† Showing Mean Differences on USRI as a Function of Year

Scale item	Year			Effect size
	1999 (n=83,049)	2000 (n=86,598)	2001 (n=90,669)	
1	5.61(1.26)	5.64(1.25)	5.69(1.23)	.06
2	5.92(1.17)	5.94(1.16)	5.97(1.14)	.04
3	5.99(1.06)	6.00(1.06)	6.02(1.06)	.03
4	5.82(1.32)	5.83(1.32)	5.85(1.31)	.02
5	6.02(1.22)	6.03(1.23)	6.06(1.22)	.03
6	6.02(1.26)	6.06(1.25)	6.11(1.21)	.07
7	5.94(1.16)	5.96(1.14)	5.98(1.15)	.03
8	6.20(1.09)	6.23(1.08)	6.25(1.08)	.05
9	5.69(1.39)	5.72(1.37)	5.75(1.36)	.04
10	6.01(1.17)	6.00(1.19)	6.03(1.17)	.02
11	5.72(1.38)	5.76(1.37)	5.80(1.35)	.01
12	5.55(1.40)	5.60(1.40)	5.65(1.38)	.07

Note. Responses from 2002 were not included due to unavailable data from the spring, summer and fall terms of that year. The standard deviation of the mean is shown in brackets.

†$p < .0001$

Table E2.7

Multivariate Analysis of Variance† Showing Mean Differences on USRI as a Function of Relation of Course to Program

Scale item	Course			Effect size
	In department (n = 176,042)	Outside of department (n=104,488)	Department unknown (n=18,747)	
1	5.66(1.26)	5.67(1.23)	5.70(1.20)	.03
2	5.94(1.16)	5.96(1.15)	6.00(1.11)	.05
3	6.00(1.07)	6.01(1.06)	6.04(1.01)	.04
4	5.83(1.34)	5.84(1.30)	5.90(1.24)	.05
5	6.03(1.25)	6.07(1.19)	6.09(1.14)	.05
6	6.07(1.23)	6.09(1.23)	6.06(1.26)	.02
7	5.97(1.17)	5.95(1.13)	5.99(1.08)	.03
8	6.21(1.12)	6.26(1.04)	6.29(0.98)	.07
9	5.70(1.39)	5.74(1.36)	5.82(1.27)	.09
10	5.98(1.21)	6.06(1.14)	6.07(1.08)	.08
11	5.78(1.38)	5.74(1.36)	5.85(1.27)	.05
12	5.61(1.39)	5.61(1.39)	5.67(1.32)	.04

Note. The standard deviation of the mean is shown in brackets.

†$p < .0001$

Table E2.8

Multivariate Analysis of Variance† Showing Mean Differences on USRI as a Function of Student Attendance

Scale item	Course					Effect size
	0 - 20% (n = 547)	21 – 40% (n=914)	41 – 60% (n=3,835)	61 – 80% (n=23,134)	81 – 100% (n=270,807)	
1	4.59(1.70)	4.73(1.53)	4.93(1.43)	5.29(1.31)	5.71(1.22)	.90
2	5.28(1.66)	5.43(1.49)	5.54(1.38)	5.71(1.28)	5.98(1.13)	.61
3	5.41(1.52)	5.53(1.39)	5.63(1.25)	5.79(1.15)	6.03(1.05)	.58
4	5.06(1.76)	5.13(1.71)	5.29(1.58)	5.55(1.43)	5.87(1.29)	.61
5	5.28(1.65)	5.40(1.61)	5.57(1.46)	5.82(1.31)	6.08(1.20)	.65
6	5.03(1.86)	5.24(1.74)	5.44(1.61)	5.77(1.41)	6.11(1.20)	.88
7	5.23(1.61)	5.45(1.45)	5.59(1.33)	5.74(1.23)	5.99(1.13)	.66
8	5.58(1.61)	5.82(1.40)	5.88(1.34)	6.08(1.17)	6.26(1.07)	.63
9	5.11(1.77)	5.30(1.62)	5.33(1.56)	5.52(1.43)	5.75(1.36)	.46
10	5.34(1.68)	5.57(1.40)	5.68(1.34)	5.84(1.23)	6.04(1.17)	.59
11	4.41(2.02)	4.54(1.88)	4.84(1.73)	5.34(1.52)	5.83(1.33)	1.04
12	4.67(1.86)	4.72(1.72)	5.00(1.64)	5.30(1.51)	5.65(1.36)	.45

Note. The standard deviation of the mean is shown in brackets.
†$p < .0001$

Table E2.9

Multivariate Analysis of Variance† Showing Mean Differences on USRI as a Function of Expected Grade

Scale item	Expected Grade			Effect size
	A to A- (n = 105,996)	B+ to B (n=123,844)	B- to F (n=60,309)	
1	5.96(1.15)	5.65(1.20)	5.18(1.32)	.63
2	6.14(1.07)	5.95(1.13)	5.65(1.26)	.43
3	6.17(1.01)	6.00(1.04)	5.75(1.14)	.40
4	6.05(1.21)	5.83(1.29)	5.49(1.45)	.42
5	6.24(1.11)	6.05(1.19)	5.71(1.36)	.43
6	6.29(1.09)	6.08(1.20)	5.70(1.42)	.48
7	6.15(1.06)	5.95(1.13)	5.67(1.26)	.42
8	6.40(0.97)	6.23(1.06)	5.95(1.24)	.42
9	6.10(1.16)	5.69(1.33)	5.15(1.56)	.69
10	6.22(1.09)	5.98(1.16)	5.75(1.26)	.40
11	6.02(1.27)	5.78(1.32)	5.31(1.49)	.52
12	5.86(1.28)	5.62(1.35)	5.17(1.52)	.32

Note. The standard deviation of the mean is shown in brackets.
†$p < .0001$

Table E2.10

Multivariate Analysis of Variance[†] Showing Mean Differences on USRI as a Function of Work Load

USRI item	Workload			Effect size
	Lower (n = 34,462)	Same (n=172,166)	Higher (n=93,438)	
1	5.61(1.28)	5.75(1.18)	5.51(1.32)	.19
2	5.88(1.21)	6.04(1.07)	5.82(1.26)	.19
3	5.94(1.12)	6.08(1.00)	5.89(1.15)	.18
4	5.78(1.36)	5.94(1.23)	5.67(1.43)	.20
5	6.03(1.23)	6.13(1.14)	5.89(1.35)	.20
6	6.01(1.31)	6.15(1.16)	5.96(1.31)	.15
7	5.84(1.19)	6.04(1.08)	5.88(1.25)	.17
8	6.23(1.07)	6.31(1.00)	6.09(1.22)	.20
9	5.77(1.38)	5.89(1.23)	5.39(1.55)	.36
10	6.01(1.22)	6.09(1.10)	5.87(1.28)	.19
11	5.40(1.59)	5.87(1.26)	5.72(1.43)	.34
12	5.46(1.47)	5.72(1.30)	5.45(1.48)	.19

Note. The standard deviation of the mean is shown in brackets.
[†]$p < .0001$

Table E2.11

Multivariate Analysis of Variance† Showing Mean Differences on USRI Across Faculties

Scale item	Faculty															Effect size
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	
1	5.78(1.26)	5.84(1.17)	5.92(1.25)	5.34(1.36)	5.73(1.23)	6.04(1.13)	5.82(1.18)	5.78(1.14)	5.92(1.18)	5.44(1.25)	5.78(1.16)	5.64(1.23)	5.42(1.30)	5.71(1.22)	5.85(1.17)	.56
2	5.96(1.26)	6.13(1.07)	6.06(1.27)	5.64(1.23)	5.98(1.16)	6.01(1.20)	6.11(1.09)	6.06(1.11)	6.14(1.03)	5.75(1.31)	6.07(1.07)	5.91(1.24)	5.75(1.22)	6.04(1.08)	6.13(1.08)	.43
3	6.07(1.16)	6.14(1.00)	6.12(1.18)	5.76(1.12)	6.00(1.11)	6.06(1.10)	6.16(1.00)	6.08(1.03)	6.20(0.94)	5.85(1.16)	6.15(0.98)	6.06(1.07)	5.83(1.11)	6.07(1.02)	6.13(1.09)	.42
4	5.99(1.26)	5.94(1.22)	5.98(1.32)	5.56(1.46)	5.78(1.35)	6.03(1.24)	5.94(1.26)	5.89(1.23)	6.03(1.22)	5.53(1.47)	6.00(1.18)	5.83(1.30)	5.63(1.43)	5.92(1.26)	6.04(1.20)	.39
5	6.05(1.22)	6.24(1.08)	6.21(1.29)	5.72(1.40)	6.14(1.15)	6.18(1.19)	6.23(1.11)	6.20(1.08)	6.19(1.18)	5.94(1.26)	6.17(1.11)	6.06(1.25)	5.83(1.33)	6.11(1.15)	6.29(1.06)	.47
6	6.25(1.03)	6.31(1.07)	6.33(1.11)	5.75(1.38)	6.20(1.11)	6.39(1.03)	6.31(1.06)	6.21(1.13)	6.30(1.09)	5.87(1.25)	6.23(1.05)	6.05(1.25)	5.81(1.37)	6.12(1.22)	6.30(1.02)	.47
7	5.91(1.21)	6.15(1.07)	6.25(1.10)	5.65(1.31)	6.04(1.16)	6.10(1.12)	6.11(1.08)	6.12(1.03)	6.09(1.08)	5.86(1.21)	6.07(1.06)	6.14(1.08)	5.78(1.23)	6.00(1.10)	6.19(1.05)	.52
8	6.16(1.16)	6.42(0.95)	6.44(1.09)	5.94(1.26)	6.25(1.10)	6.37(1.04)	6.41(0.99)	6.38(0.95)	6.33(1.08)	6.08(1.23)	6.32(0.99)	6.22(1.21)	6.07(1.18)	6.29(1.01)	6.45(0.97)	.35
9	5.71(1.34)	5.93(1.26)	6.12(1.29)	5.40(1.48)	5.78(1.35)	5.96(1.29)	5.97(1.26)	5.81(1.30)	5.87(1.36)	5.69(1.31)	5.63(1.40)	5.71(1.46)	5.53(1.43)	5.85(1.30)	5.99(1.24)	.52
10	5.62(1.40)	5.95(1.29)	6.35(1.09)	5.63(1.32)	5.76(1.46)	6.16(1.11)	6.11(1.17)	6.10(1.09)	6.04(1.23)	5.88(1.25)	6.00(1.15)	5.99(1.23)	5.94(1.18)	6.12(1.12)	6.20(1.13)	.49
11	6.04(1.24)	5.84(1.35)	6.03(1.26)	5.37(1.57)	5.98(1.30)	6.18(1.21)	5.85(1.37)	5.88(1.31)	5.84(1.43)	6.00(1.27)	5.76(1.36)	5.50(1.61)	5.58(1.39)	5.90(1.26)	5.97(1.31)	.59
12	5.82(1.25)	5.89(1.29)	5.97(1.28)	5.23(1.51)	5.93(1.22)	6.05(1.19)	5.89(1.29)	5.62(1.32)	5.85(1.29)	5.71(1.36)	5.74(1.27)	5.65(1.41)	5.34(1.48)	5.68(1.35)	5.95(1.23)	.59

Note. A (n = 1,482); B (n = 9,702); C (n = 8,267); D (n = 25,988); E (n = 1,168); F (n = 11,279); G (n = 6,797); H (n = 32,699); I (n = 10,981); J (n = 1,375); K (n = 36,576); L (n = 2,579); M (n = 71,025); N (n = 76,269); O (n = 5,600). The standard deviation of the mean is shown in brackets.

†$p < .0001$

Table E2.11a

University Mean Scores on Each USRI Item

USRI item	Mean	Standard Deviation
1	5.65	1.24
2	5.94	1.16
3	6.00	1.07
4	5.83	1.32
5	6.04	1.22
6	6.07	1.24
7	5.96	1.15
8	6.24	1.08
9	5.72	1.38
10	6.01	1.19
11	5.76	1.37
12	5.61	1.39

Table E2.12

Stepwise Regression Analysis

	Standard error	Standardized Coefficients (Beta)	t	p
Expected grade	.01	-.22	-126.16	.00
Class attendance	.05	.09	54.07	.00
Program required	.02	.04	24.89	.00
Course length	.01	-.03	-19.69	.00
Course workload	.03	-.03	-18.23	.00
Term	.03	.03	17.91	.00
Course type	.03	.02	11.62	.00
Year	.00	.01	7.66	.00

Note. Of the nine predictor variables, only the eight variables that were sufficiently significant to remain in the analysis are shown in the table.

Table E2.13

Multivariate Analysis of Variance† Showing Mean

Differences on USRI as a Function of Course Duration

USRI item	Full year (n =14,425)	Half year (n= 287,639)	Effect size
1	5.88(1.22)	5.65(1.24)	.18
2	6.06(1.18)	5.94(1.15)	.10
3	6.08(1.11)	6.00(1.06)	.08
4	5.93(1.31)	5.83(1.32)	.08
5	6.15(1.24)	6.04(1.22)	.09
6	6.27(1.12)	6.06(1.24)	.17
7	6.17(1.08)	5.95(1.15)	.19
8	6.31(1.14)	6.23(1.08)	.17
9	5.91(1.31)	5.71(1.38)	.14
10	5.89(1.38)	6.02(1.17)	.11
11	6.02(1.29)	5.76(1.37)	.19
12	5.81(1.30)	5.60(1.39)	.15

Note. Course numbers that were even were categorized as a full year course, and course numbers than were odd were categorized as a half year course. The standard deviation of the mean is shown in parenthesis.
†$p < .0001$

Table E3.1

Mean and Frequency of Agreement With USRI General Concepts by Faculty

	Mean	Strongly disagree	Disagree	Agree	Strongly agree	Not applicable
USRI concepts easily understood	3.25	11 (3%)	20 (6%)	184 (53%)	127 (37%)	5 (1%)
Department head uses USRI appropriately	2.92	27 (8%)	55 (16%)	126 (37%)	85 (25%)	46 (14%)
Student ratings generally useful for teaching	3.22	25 (7%)	29 (8%)	142 (40%)	157 (44%)	2 (1%)
USRI results relevant to me	2.66	50 (14%)	91 (26%)	132 (37%)	73 (21%)	8 (2%)
Feedback easily understood	3.11	18 (5%)	35 (10%)	186 (52%)	109 (31%)	6 (2%)
*USRI is intrusive	2.26	64 (18%)	157 (45%)	75 (22%)	38 (11%)	14 (4%)
*USRI waste of time	2.13	101 (29%)	144 (41%)	52 (15%)	47 (13%)	6 (2%)
USRI good benchmark	2.33	68 (20%)	117 (34%)	119 (34%)	30 (9%)	11 (3%)
USRI results useful feedback to me	2.55	59 (17%)	94 (27%)	135 (38%)	57 (16%)	7 (2%)
USRI results consistent with my own assessment	2.81	29 (8%)	73 (21%)	159 (46%)	68 (20%)	17 (5%)
*Students shouldn't rate professors	1.90	117 (34%)	169 (48%)	31 (9%)	26 (7%)	6 (2%)
USRI results should be posted on web	2.07	119 (35%)	97 (28%)	85 (25%)	28 (8%)	14 (4%)
USRI should be used for every course for every term	2.44	75 (21%)	100 (28%)	113 (32%)	57 (16%)	6 (2%)
Normative feedback on USRI results should be given (percentiles)	2.70	32 (10%)	78 (23%)	135 (40%)	53 (16%)	37 (11%)
*Scheduling for administering USRI in class problematic	2.16	63 (18%)	183 (52%)	51 (15%)	33 (10%)	19 (5%)

Note. *These items are reverse scored. Percentages indicate the number of responses for each category over the total number of respondents who completed the questions to give an indication of the valid percent.

Table E3.2

Mean and Frequency of USRI Usefulness to Students

Rating	Mean	Very useful	Somewhat useful	Not very useful	Not useful at all
Overall USRI usefulness	2.83	194 (17%)	667 (58%)	201 (17%)	96 (8%)
Overall instruction	3.35	572 (50%)	450 (39%)	91 (8%)	38 (3%)
Detail of course outline	2.70	215 (19%)	484 (42%)	338 (29%)	114 (10%)
Consistency of course with outline	2.80	245 (21%)	539 (47%)	261 (23%)	105 (9%)
Organization of content	3.15	414 (36%)	540 (47%)	147 (13%)	46 (4%)
Responses to student questions	3.12	402 (35%)	524 (46%)	164 (14%)	53 (5%)
Instructor's enthusiasm	3.21	498 (44%)	449 (39%)	144 (13%)	55 (5%)
Opportunities for assistance	3.12	426 (37%)	488 (43%)	179 (16%)	52 (5%)
Respect shown to students	3.16	467 (41%)	450 (39%)	171 (15%)	59 (5%)
Fairness of evaluation	3.30	570 (50%)	398 (35%)	129 (11%)	50 (4%)
Grading time	2.87	284 (25%)	513 (45%)	260 (23%)	86 (8%)
Amount learned in course	2.86	321 (28%)	454 (40%)	260 (23%)	110 (10%)
Helpfulness of support materials	2.77	229 (20%)	521 (46%)	292 (26%)	101 (9%)
Number of students completing USRI	2.71	259 (23%)	425 (38%)	305 (27%)	142 (13%)
Comparison of course rating to Department/Faculty averages	3.14	419 (37%)	500 (45%)	141 (13%)	51 (5%)
Number of times instructor taught course	3.15	444 (39%)	479 (42%)	146 (13%)	62 (5%)
60-Word instructor comments	3.02	363 (33%)	495 (45%)	154 (14%)	92 (8%)

Note. Percentages indicate the number of responses for each category over the total number of respondents who completed the questions to give an indication of the valid percent.

Table E3.3

Mean and Frequency of USRI Usefulness for Teaching Purposes by Faculty

USRI results used to:	Mean	Not useful at all	Not very useful	Somewhat useful	Very useful	Not applicable
Improve teaching quality	2.57	61 (18%)	80 (23%)	142 (41%)	57 (16%)	8 (2%)
Select course textbooks	1.97	107 (30%)	140 (40%)	64 (18%)	17 (5%)	24 (7%)
Modify exams	2.01	96 (27%)	146 (42%)	71 (20%)	14 (4%)	25 (7%)
Plan assignments	2.06	92 (26%)	144 (41%)	87 (25%)	12 (3%)	17 (5%)
Improve lectures	2.49	69 (20%)	81 (23%)	145 (41%)	46 (13%)	10 (3%)
Select support materials	2.17	86 (25%)	129 (37%)	99 (28%)	22 (6%)	13 (4%)
Refine overall instruction	2.56	59 (17%)	78 (22%)	159 (45%)	46 (13%)	8 (2%)
Refine instructional objectives	2.29	71 (21%)	127 (37%)	106 (31%)	31 (9%)	10 (3%)

Note. Percentages indicate the number of responses for each category over the total number of respondents who completed the questions to give an indication of the valid percent.

Table E3.4

Mean and Frequency of USRI Usefulness for Faculty Member Evaluations by Administrators

	Mean	Not useful at all	Not very useful	Somewhat useful	Very useful	Not applicable
Faculty merit	3.26	1 (2%)	3 (7%)	23 (52%)	16 (36%)	1 (2%)
Tenure	3.10	3 (7%)	1 (2%)	25 (57%)	11 (25%)	4 (9%)
Promotion	3.12	3 (7%)	1 (2%)	26 (59%)	12 (27%)	2 (4%)
Identifying good/poor teaching	3.42	0 (0%)	2 (5%)	21 (49%)	20 (38%)	0 (0%)
Teaching awards	3.31	1 (2%)	5 (12%)	12 (28%)	18 (42%)	7 (16%)
Remediation of teaching problems	3.00	3 (7%)	9 (20%)	13 (30%)	15 (34%)	4 (9%)
Reappointment of sessional instructors	3.17	1(2%)	8 (18%)	16 (36%)	17 (39%)	2 (4%)
Tracking teaching	2.95	2 (4%)	5 (11%)	23 (52%)	7(16%)	7 (16%)
Assigning courses to faculty	2.11	10(23%)	13 (30%)	12 (27%)	1(2%)	8 (18%)

Note. Percentages indicate the number of responses for each category over the total number of respondents who completed the questions to give an indication of the valid percent.

Table E3.5

Mean and Frequency of USRI Usefulness for Unit Evaluations

	Mean	Not useful at all	Not very useful	Somewhat useful	Very useful	Not applicable
Deciding on timetable	1.83	14 (32%)	14 (32%)	8 (18%)	0 (0%)	8 (18%)
Documenting overall quality of unit's teaching	2.71	5 (9%)	10 (23%)	21 (48%)	6 (14%)	3 (7%)
Analyzing trends in unit's teaching	2.55	4 (9%)	13 (30%)	17 (39%)	4(9%)	6 (14%)
Promoting the unit	2.39	6 (14%)	13 (30%)	14 (32%)	3 (7%)	8 (18%)

Note. Percentages indicate the number of responses for each category over the total number of respondents who completed the questions to give an indication of the valid percent.

Table E3.6

Mean and Frequency of Usefulness of USRI Items by Administrators

	Mean	Not useful at all	Not very useful	Somewhat useful	Very useful	Not applicable
Overall instruction	3.42	2 (5%)	1 (2%)	17 (40%)	23 (54%)	0 (0%)
Detail of course outline	2.68	3 (7%)	15 (36%)	15 (36%)	8 (19%)	1 (2%)
Consistency of course with outline	2.63	3 (7%)	18 (43%)	11 (26%)	9 (21%)	1 (2%)
Organization of content	3.26	1 (2%)	6 (14%)	16 (37%)	19 (44%)	1 (2%)
Responses to student questions	3.22	1 (2%)	6 (14%)	17 (40%)	17 (40%)	1 (2%)
Instructor's enthusiasm	3.15	2 (5%)	7 (17%)	15 (36%)	17 (40%)	1 (2%)
Opportunities for assistance	3.07	1 (2%)	8 (19%)	19 (45%)	13 (31%)	1 (2%)
Respect shown to students	3.27	2 (5%)	6 (14%)	12 (29%)	21 (50%)	1 (2%)
Fairness of evaluation	2.93	2 (5%)	10 (24%)	18 (43%)	11(26%)	1 (2%)
Grading time	2.95	1 (2%)	12 (29%)	15 (36%)	12 (29%)	2 (5%)
Amount learned in course	2.97	4 (10%)	8 (20%)	12 (30%)	15 (38%)	1 (2%)
Helpfulness of support materials	2.69	4 (10%)	12 (20%)	15 (33%)	8 (20%)	1 (2%)
Number of students completing USRI	3.00	3 (8%)	5 (13%)	18 (47%)	11 (29%)	1 (3%)

Note. Percentages indicate the number of responses for each category over the total number of respondents who completed the questions to give an indication of the valid percent.

Table E3.7

Number of Times Students

Completed USRI per Term

Number* of times	Frequency	Percent
0	12	1.6
1	41	5.4
2	24	3.1
3	46	6.0
4	176	23.1
5	341	44.7
6	54	7.1
7	30	3.9
8	16	2.1
9	4	.5
10	15	2.0
11	2	.3
12	1	.1
20	1	.1

*Note. Scores at the high end of the range shown may be due to measurement error (inaccurate estimation by students).

Table E3.8

Mean and Frequency of Student Ratings of Attitudes Towards USRI

Rating	Mean	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Indicating student ID deters completion of USRI	2.24	334 (31%)	304 (28%)	310 (28%)	145 (13%)
Indicating student ID deters total honesty	2.12	402 (37%)	303 (28%)	241 (22%)	146 (13%)
Tired of completing USRI at end of term	2.76	146 (13%)	257 (24%)	404 (37%)	287 (26%)
Number of USRIs I complete negatively impacts my accuracy	2.40	234 (22%)	340 (31%)	349 (32%)	161 (15%)

Table E3.9

Mean and Frequency of Agreement of USRI Procedures by Administrators

	Mean	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Not applicable
Resources used are worth the benefit	3.05	3 (7%)	7 (17%)	16 (38%)	15 (36%)	1 (2%)
Class time used is worth the benefit	3.21	3 (7%)	4 (10%)	16 (38%)	19 (45%)	0 (0%)
Faculty members seldom complain	3.18	3 (7%)	5 (12%)	14 (33%)	18 (43%)	2 (5%)
Unit's USRI coordinator agree with policy	3.17	1 (2%)	4 (10%)	9 (22%)	10 (24%)	17 (42%)

Note. Percentages indicate the number of responses for each category over the total number of respondents who completed the questions to give an indication of the valid percent.

Table E4.1

Appropriateness of USRI by Administrators

	Yes	No
Evaluation of teaching	35 (80%)	9 (20%)
Formative feedback to faculty members	30 (67%)	15 (33%)
Course selection by students	25 (60%)	17 (40%)

Table E4.2

Mean and Frequency of Agreement of Type of Information Needed by Administrators

	Mean	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Not applicable
Faculty member ranking in comparison to others in the unit	2.35	11 (26%)	11 (26%)	11 (26%)	7 (16%)	3 (7%)
Faculty member ranking in comparison to others in the Faculty	2.51	10 (23%)	10 (23%)	14 (33%)	9 (21%)	0 (0%)
Faculty member ranking in comparison to others in the University	2.40	11 (26%)	11 (26%)	12 (28%)	8 (19%)	1 (2%)
Ratings of student workload in course	2.77	5 (12%)	10 (23%)	18 (42%)	10 (23%)	0 (0%)
Unit's overall ranking in comparison to other units in Faculty	2.69	7 (16%)	7 (16%)	16 (37%)	9 (21%)	4 (9%)
Unit's overall ranking in comparison to other units in University	2.55	8 (19%)	10 (23%)	17 (40%)	7 (16%)	1 (2%)
Ratings of student workload in unit	2.56	6 (14%)	12 (29%)	17 (40%)	6 (14%)	1 (2%)

Table E4.3

Mean Weighting Given by Administrators to Various Measures of Teaching Evaluation

Teaching evaluation component	Mean weight (%)
USRI	45.6
Faculty-wide rating instrument	30.3
Open-ended comment forms	25.8
Unit-specific rating instrument	17.0
Teaching portfolio	14.8
Head/Dean class visit	9.4
Peer in-class visit	3.2
Dossier peer-review	2.2
Peer review video	0.0
Other	14.3

Table E5.1

People Responsible for and Percentage of Classes Handled With USRI

	Person responsible	% of classes
Faculty member being evaluated	1	5
Other faculty member	0	0
Support staff member	17	90
Paid grad student	6	91
Unpaid grad student	6	17
Paid undergrad student	1	53
Unpaid undergrad student	7	63
Other	4	60

Table E5.2

Total cost of USRI administration

	Mean cost ($)	Cost range ($)
Supplies paid by unit	90.00	0 – 500.00
Students/staff hired to administer USRI	1,622.00	0 – 10,000.00
Administration off site (e.g., postage)	107.00	0 – 300.00
Other	3,619.00	150.00 – 21,000.00
Total	2,370.00	0 – 21,000.00

Table E5.3

Mean and Frequency of Agreement About Web Postings According to Administrators

	Mean	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Not applicable
Web posting is a good practice	2.58	7 (17%)	12 (29%)	12 (29%)	9 (21%)	2 (5%)
Faculty members seldom complain about Web posting	3.24	1 (2%)	5 (12%)	16 (38%)	16 (38%)	4 (10%)
Students use Web posting responsibly	2.44	2 (5%)	7 (17%)	8 (19%)	1 (2%)	24 (57%)

Note. Percentages indicate the number of responses for each category over the total number of respondents who completed the questions to give an indication of the valid percent.

Appendix F

Methodology

Introduction

The Review Committee was asked to develop a strategy for assessing the value of the current Universal Student Ratings of Instruction questionnaire used by the University of Calgary. It also was asked to comment on the cost of administering the instrument and to address other issues that the Committee felt germane to the general review mandated by General Faculties Council.

The Review Committee met twelve times over the Winter and Spring of 2002. During this time, a methodology for gathering data was agreed upon and a series of instruments for data gathering were developed. As a result, several different questionnaires were developed to obtain the necessary information from each of the sub samples identified. The actual questionnaires are found in Appendix G.

At the end of the 2002 Winter term, the questionnaires, along with a letter of introduction from the Committee, were sent out to all faculty, administrators, coordinators, as well as to a random sample of students and alumni. The questionnaires were filled out with the promise of anonymity and respondents were asked to send their questionnaires to a third party for collection. In addition to data obtained from the questionnaires, the Committee agreed that a more complete psychometric analysis of the previous Universal Student Ratings of Instruction would also be included in the report.

During the summer and fall of 2002, the questionnaires were coded, analyzed and a preliminary report was prepared. In addition, the data obtained from previous Universal Students Rating of Instruction were also analyzed during this time.

Sample selection

The survey conducted included Administrators, alumni, Faculty, unit coordinators and students. All Deans and heads (and "heads equivalents") were sent a questionnaire to fill out (N=98). The Alumni Association was contacted and asked to randomly draw a sample of (N=300) names of University of Calgary Graduates within the past three years. They provided us with the names and addresses and these were sent out through the Provost's office. To obtain faculty input, we sent questionnaires to all Deans and asked them to distribute the questionnaires to all full time and sessional faculty (N=1,768). A list of unit coordinators has been established through the ongoing dialogue with academic units as they carry out their yearly assessments. All coordinators were sent a questionnaire (N=36). A stratified random number of classes (N=84) were drawn from the 2002 Winter calendar and questionnaires were provided for all students in those classes. The student questionnaires were completed at the same time the students carried out their USRI assessment of the class. A number of classes originally selected

were not included in the final survey because of a number of reasons, e.g., of faculty opposition, the regular survey had already taken place, the course was over, small number of students. In the end, 68 different classes were survey that covered all Faculties and all levels (undergraduate and graduate) of courses (N=1343).

Data Collection Procedures

Five different questionnaires were developed and sent to each of the sub samples identified above. Both qualitative and quantitative data were obtained from the respondents. While the use of a Likert scale was the primary strategy for gathering the quantitative data, other forms of data collection were used. For unit coordinators, regular meetings are held with the Universal Student Ratings of Instruction Implementation group and qualitative data was obtained.

Appendix G: Questionnaires

V

Universal Student Rating of Instruction (USRI)
Faculty Survey

Vice-President (Academic)

My average rating on item 1 (Overall Quality of Instruction) of the USRI over the last two years is	1	2	3	4	5	6	7

Circle your degree of agreement with each of the following statements.

GENERAL CONCEPTS	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
I understand the concepts of USRI as presented overall.	1	2	3	4	6
My department head/dean uses the USRI results appropriately in assessing my merit increment.	1	2	3	4	6
In principle I support the use of student ratings of teaching.	1	2	3	4	6
I find the USRI results to be relevant to me.	1	2	3	4	6
I understand the feedback provided from the USRI.	1	2	3	4	6
I feel that the USRI is intrusive.	1	2	3	4	6
The entire USRI process is a waste of time.	1	2	3	4	6
The USRI is a good benchmarking tool.	1	2	3	4	6
The USRI results provide useful feedback for me.	1	2	3	4	6
The USRI results are consistent with my assessment of my teaching.	1	2	3	4	6
Students should not rate professors.	1	2	3	4	6
The USRI results should be posted on the Web	1	2	3	4	6
The USRI should be used for every course taught every term	1	2	3	4	6
Normative feedback should be provided (e.g., deciles, quartiles, percentiles, etc.) on the USRI	1	2	3	4	6
Scheduling for administering the USRI in my classes is a problem	1	2	3	4	6

Comments: ……..……...
……
……

Circle your degree of agreement with each of the following statements.

I USE THE USRI RESULTS TO:	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
improve the quality of my teaching.	1	2	3	4	6
select course textbooks.	1	2	3	4	6
modify my exams.	1	2	3	4	6
plan student assignments.	1	2	3	4	6
improve my lectures.	1	2	3	4	6
select support materials (e.g. readings, audio-visual, etc).	1	2	3	4	6
refine my instruction overall.	1	2	3	4	6
refine my instructional objectives.	1	2	3	4	6

Comments: ……..……...
……
……

Please write your comments on the back of the page if you need more space

OVER

Your Academic Rank (circle one) *Instructor* *Assistant professor* *Associate professor* *Full professor* *Sessional Instructor*

Your sex (circle one) *Male* *Female*

Your Faculty _____ *Your Department* _____

Years of teaching experience

PLEASE IDENTIFY WHAT YOU PERCEIVE TO BE THE STRENGTHS OF THE USRI

WHAT DO YOU THINK ARE POTENTIAL PROBLEMS OR CONCERNS WITH THE USRI

WHAT SUGGESTIONS DO YOU HAVE TO ADDRESS THESE CONCERNS:

Thank you for taking the time to fill in this form. Your comments are valuable and will be considered in development of the USRI. Please contact Dr. J Frideres if you have questions or seek further discussion, or if you would like to offer other suggestions for USRI.

Student/Alumni Survey on the Universal Student Rating of Instruction

The University of Calgary is assessing the current Universal Student Rating of Instruction (USRI) instrument to determine its contribution to the learning experience of faculty and students. You have been selected to provide your opinions as to how students use the information collected by the current USRI and to suggest any changes that you think should be made to the existing instrument.

1. Please indicate how you have used the information collected by the USRI? (check all that apply)
? I have not used this information
? I have used this information in selecting one course over another
? I have used this information in selecting one instructor over another
? other (please specify): _____

2. Approximately how many different times have you used information collected by the USRI? ____

3. Overall, how useful do you think the USRI information is to students?
? Very Useful ? Somewhat useful ? Not very useful ? Not useful at all

4. Please indicate how useful you feel the following information provided by the USRI is to students.

USRI Ratings of	**Very useful**	**Somewhat useful**	**Not very useful**	**Not useful at all**
1. overall instruction	?	?	?	?
2. enough detail in course outline	?	?	?	?
3. course consistent with course outline	?	?	?	?
4. content well organized	?	?	?	?
5. responds to student questions	?	?	?	?
6. instructor communicated with enthusiasm	?	?	?	?
7. opportunities for assistance	?	?	?	?
8. students treated respectfully	?	?	?	?
9. evaluation methods fair	?	?	?	?
10. work graded in reasonable time	?	?	?	?
11. I learned a lot in this course	?	?	?	?
12. support materials helpful	?	?	?	?
13. the number of students who completed USRI	?	?	?	?
14. the comparison of the course/instructor rating on each item to the Department and Faculty averages for the same level of course	?	?	?	?
15. total times the instructor has taught the course	?	?	?	?
16. 60 word instructor comments	?	?	?	?

5. Are there any changes you would suggest as to how the items are currently worded in the USRI so that they may be made clearer to students or more relevant? (use the item numbers listed above)

Item # __: change to:_____
Item # __: change to:_____
Item # __: change to:_____
Item # __: change to:_____
Item # __: change to:_____

6. Is there any information would you like to see added to the USRI?
about the course? _____

_____

about the required text(s)? _____

_____

about the support material?_____

_____

about the examinations? _____

_____

about the assignments? _____

_____

about the instructor? _____

_____

about the lectures? _____

_____

about student course load ratings? _____

_____

about the way results are presented on the Web (e.g., percentages, comparison to other faculty)? _____

_____

other (please specify)? _____

_____

7. We would like to ask about the administration of the USRI during class time. Approximately how many USRIs are you *asked* to complete each term? ____ How many of these do you *actually* complete? ____

Please indicate the extent to which you agree or disagree with each statement.	**Strongly Agree**	**Somewhat Agree**	**Somewhat Disagree**	**Strongly Disagree**
1. Providing my student ID number deters me from completing the USRI.	?	?	?	?
2. Providing my student ID number deters me from being totally honest in completing the USRI.	?	?	?	?
3. At the end of term I am tired of filling out the USRI.	?	?	?	?
4. The number of USRIs I fill out each term negatively affects those I complete (e.g., I may not read/answer the questions as carefully, I may not answer all questions).	?	?	?	?

Do you have any comments regarding the *timing* of when the USRI is administered?

_____

_____

Do you have any comments regarding *how* the USRI is administered?

_____

_____

Do you have any comments regarding *how many* USRIs you are asked to complete each term?

_____

_____

8. In order to interpret and compare your opinions with others, we ask that you provide the following information:

Sex: Male ? Female ? Age: ____ Major: _____

Are/Were you an undergraduate or graduate student? Undergraduate ? Graduate ?

Are/Were you primarily a full time or part time student? Full Time ? Part Time ?

Year in program 1st ? 2nd ? 3rd ? 4th ? 5th ? 6th or more ?

Thank you for your time and assistance in completing in this survey.

Administrative Use of the Universal Ratings of Instruction (USRI) Instrument

I. Your Role in the Use of USRI Information

The administrative position in which I use the teaching evaluation information is that of (please check one):

Head or Head-Equivalent: _____ Dean: _____ Associate Dean: ____

The unit (e.g., Department, Division or Faculty) in which I use USRI information as an Administrator is**:**

_____

I use information provided by the USRI in my role as an administrator: **Yes ____ No __**

If you checked "**No**" above, please proceed directly to **Section VIII** (Other Measures of Teaching Effectiveness), and complete sections **VIII** and **IX**.

If you checked "**Yes**" above, please complete section **II** and all following sections of the survey.

II. Utility of the USRI for the Evaluation of Teaching

The following items ask you to indicate the usefulness of the information provided to you by the USRI for the evaluation of teaching by faculty members in your unit. Please respond to each item from your perspective as an administrator, NOT as a teacher or faculty member. For any item that is not applicable to you, please check the N/A (Not Applicable) category.

Please rate the usefulness of the information provided by the USRI:	**1 Not Useful at All**	**2 Not Very Useful**	**3 Somewhat Useful**	**4 Very Useful**	**N/A**
1. For making recommendations/ decisions regarding faculty merit.					
2. For making recommendations/ decisions regarding tenure.					
3. For making recommendations/ decisions regarding promotion.					
4. For identifying unusually good or poor teaching.					
5. For making recommendations/ decisions regarding teaching awards.					
6. For making recommendations/ decisions regarding remediation of teaching problems.					
7 For making recommendations/ decisions regarding reappointment of sessional instructors.					
8. For tracking improvement or decline in a faculty member's teaching over time.					
9. For deciding the course(s) to timetable for a particular faculty member.					

III. Utility of the USRI for Unit Level Decisions & Reporting

The following items are intended to determine the usefulness of the information provided to you by the USRI for your overall evaluation of teaching by your academic unit. Please respond to each item from your perspective as an administrator, NOT as a teacher or faculty member. For any item that is not applicable to you, please check the N/A (Not Applicable) category.

Please rate the usefulness of the information provided by the USRI for:	**1 Not Useful at All**	**2 Not Very Useful**	**3 Somewhat Useful**	**4 Very Useful**	**N/A**
1. Making recommendations/ decisions about courses to timetable.					
2. Documenting the overall quality of the unit's teaching effectiveness (e.g., annual reports, business plans, budget requests).					
3. Analyzing trends in the unit's teaching over time.					
4. Promoting the unit (e.g., student recruitment, fundraising, PR purposes).					

IV. Utility of Individual USRI Items

The following items ask you to indicate the usefulness of each of the items on the USRI instrument. Please respond to each item from your perspective as an administrator, NOT as a teacher or faculty member. For any item that is not applicable to you, please check the N/A (Not Applicable) category.

Please rate the usefulness to you of each of the following USRI rating items:	**1 Not Useful at All**	**2 Not Very Useful**	**3 Somewhat Useful**	**4 Very Useful**	**N/A**
1. Overall quality of instruction.					
2. Course outline or descriptive material provided enough detail.					
3. Course as delivered followed the course outline.					
4. Course content presented in a well-organized manner.					
5. Student questions & comments responded to appropriately.					
6. Course content communicated with enthusiasm.					
7. Opportunities for course assistance were available.					
8. Students were treated respectfully.					
9. Evaluation methods for determining grades were fair.					
10. Student work graded in a reasonable amount of time.					
11. I learned a lot in this course.					
12. The support materials helpful used in the course helped students to learn.					
13. The proportion of students in the class completing the rating.					

V. Frequency of Administration of the USRI

Current University policy states that except for waiver exceptions, the USRI be administered "every instructor's course, every term". The following items solicit your views regarding this policy. Please respond to each item from your perspective as an administrator, NOT as a teacher or faculty member. For any item that is not applicable to you, please check the N/A (Not Applicable) category.

For each of the following, please rate how much you agree/disagree with the "every instructor's course, every term" policy.	**1 Strongly Disagree**	**2 Somewhat Disagree**	**3 Somewhat Agree**	**4 Strongly Agree**	**N/A**
1. The resources used under the current policy are worth the benefits.					
2. The class time taken under the current policy is worth the benefits.					
3. Faculty members appear to agree with the current policy.					
4. The unit's USRI coordinator appears to agree with the current policy.					

What problems, if any, have faulty members brought to your attention regarding the every course/every term frequency of the USRI? _____

_____

_____

_____

_____

_____

All things considered, what would you see as the most appropriate frequency of administration of the USRI? Please **check only <u>1</u>** of the following alternatives.

Every instructor's course, every term (i.e., current policy): _____
1 course per instructor per term: _____
1 course per instructor per year: _____
1 course per instructor every other year: _____
Some other frequency: _____

If you checked "other frequency" above, please specify the desired frequency: _____

VI. Web Posting USRI Information for Student Course Selection

Currently, USRI teaching ratings can be accessed on the Web by registered University of Calgary students to assist them with course selection. The following items solicit your views regarding this practice. Please respond to each item from your perspective as an administrator, NOT as a teacher or faculty member. For any item that is not applicable to you, please check the N/A (Not Applicable) category.

Please indicate how much you agree or disagree with the following items re. Web posting USRI information for students.	**1 Strongly Disagree**	**2 Somewhat Disagree**	**3 Somewhat Agree**	**4 Strongly Agree**	**N/A**
1. I believe that Web posting of USRI ratings is a good practice.					
2. In my experience, faculty members in my unit appear to agree with Web posting of USRI information.					
3. In my experience, students use Web-posted USRI information responsibly.					

What problems, if any, have faulty members brought to your attention regarding the Web posting of USRI ratings? _____

VII. Need for Information Not Provided by the USRI

The information currently provided by the USRI may or may not be sufficient for your needs. The following items solicit your views regarding information that you would find useful in your role as an administrator. For any item that is not applicable to you, please check the N/A (Not Applicable) category.

Please rate how useful USRI information of each of the following types would be to you.	**1 Not Useful at All**	**2 Not Very Useful**	**3 Somewhat Useful**	**4 Very Useful**	**N/A**
1.Information indicating a faculty member's ranking (e.g., decile, percentile) with respect to other faculty members in your unit.					
2. Information indicating a faculty member's ranking (e.g., decile, percentile) with respect to other faculty members in the Faculty.					
3. Information indicating a faculty member's ranking (e.g., decile, percentile) with respect to other faculty in the University.					
4. Information regarding ratings of student workload in the course.					
5. Information indicating your unit's overall ranking (e.g., decile, percentile) with respect to other units in the Faculty.					
6. Information indicating your unit's overall ranking (e.g., decile, percentile) with respect to other units in the University.					
7. Information regarding student ratings of the overall workload for courses in your unit.					

Please specify below teaching evaluation information that you don't receive now but which would be useful to you, and the need or purpose for which it would be useful.

Type of Information Desired	**Need or Purpose for Desiring the Information**
1.	
2.	
3.	
4.	
5.	

VIII. Other Measures of Teaching Effectiveness

A. Other Measures of Teaching Evaluation Used in the Unit

Units, Departments and Faculties differ across the University in how they evaluate teaching. Please estimate the % weight that you give to each measure you use in your role as an administrator for evaluating teaching in your unit. For any measure listed below that is not used in your unit, please assign it a weight of **0%**. (*Please note* that total % that you indicate should sum to 100%.)

Instrument Type	
USRI	_____ %
Unit-specific rating instrument	_____ %
Faculty-wide rating instrument	_____ %
Open-ended Comment Forms	_____ %
Teaching Portfolio	_____ %
Peer In-class Visit	_____ %
Peer Review Video	_____ %
Dossier Peer-Review	_____ %
Head/Dean Class Visit	_____ %
Other:	_____ %
Total:	**100%**

If "Other" checked above, please specify the type of instrument(s) used: _____

_____

_____

_____

B. Appropriateness of "Universal" Instruments for Evaluating Teaching in Unit

Does the form of teaching in your unit make the student rating information provided by a generic or universal instrument such as the USRI unsuitable for?

	Please Circle "Yes" or "No"	
1. Administrative evaluation of teaching?	Yes	No
2. Formative feedback to faculty members?	Yes	No
3. Course selection by students?	Yes	No

If you answered "Yes" to any of the 3 preceding items, please indicate the reason(s) that a "universal" instrument is unsuitable for the function(s) that you designated:

_____

_____

_____

_____

IX. Comments

If you have any additional comments or issues that you would like to bring to the Committee's attention regarding any issue associated with the USRI instrument or the posting of USRI results on the Web for student use, please feel free to share them with us in the space provided below.

****

Thanks for the time that you have taken to provide the USRI Review Committee with your views as an administrator regarding the USRI instrument and the practices associated with its administration and use. We will consider the information that you have provided very carefully in making our recommendations regarding the USRI to the University community. Please feel free to contact the Committee Chair, Dr. Jim Frideres (e-mail: frideres@ucalgary.ca, Ph. No. 220-6437:) about any questions or concerns regarding the USRI that are not addressed by this questionnaire.