

## Sample Professional Paper (continued)

COMPARISON OF STUDENT EVALUATIONS OF TEACHING

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limited to a single academic department, we gathered SET data on a larger sample of courses ( $N = 3646$ ) that included instructors from all colleges and all course levels over 3 years. We controlled for individual differences in instructors by limiting the sample to courses taught by the same instructor in all 3 years. The university offers nearly 30% of course sections online in any given term, and these courses have always administered online SETs. This allowed us to examine the combined effects of changing the method of delivery for SETs (paper-based to online) for traditional classes and changing from a mixed method of administering SETs (paper for traditional classes and online for online classes in the first 2 years of data gathered) to uniform use of online forms for all classes in the final year of data collection.

Method

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Response rates and evaluation ratings were determined using gathered course evaluation data. The archive of SET data did not include information about personal characteristics of the instructor (gender, age, or years of teaching experience), and students were not provided with any systematic incentive to complete the paper on online versions of the SET. We extracted data on response rates and evaluation ratings for 36 instructors (2003, 2004, 2005).

Level 1 heading after the introduction, 2.27, Table 2.3, Figure 2.5

Level 2 heading, 2.27, Table 2.3, Figure 2.5

Level 2 heading, 2.27, Table 2.3, Figure 2.5

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Items used for anchors of a scale, 6.22

an dash used in a numerical range, 6.6

statistics presented in text, 6.43

Level 2 heading, 2.27, Table 2.3, Figure 2.5

COMPARISON OF STUDENT EVALUATIONS OF TEACHING

Beginning undergraduate level (3rd- and 2nd-year students), 20% courses (240%) at the advanced undergraduate level (3rd- and 4th-year students), and 51 courses (34%) at the graduate level.

Instrument

The course evaluation instrument was a set of 28 items developed by the state university system. The first eight items were designed to measure the quality of the instructor, concluding with a global rating of instructor quality (Item 8: "Overall assessment of instructor"). The remaining items asked students to evaluate components of the course, concluding with a global rating of course organization (Item 28: "Overall, I would rate the course organization"). No formal data on the psychometric properties of the items are available, although all items have obvious face validity.

Students were asked to rate each instructor on a 5-point scale (1 = poor (2), 2 = good (3), 3 = very good (4), 4 = excellent (5)) in response to each item. Evaluation ratings were subsequently calculated for each course and instructor. A median rating was computed when an instructor taught more than one section of a course during a term.

The institution limited our access to SET data for the 3 years of data requested. We obtained scores for Item 8 ("Overall assessment of instructor") for all 3 years but could obtain scores for Item 28 ("Overall, I would rate the course organization") only for Year 3. We computed the correlation between scores on Item 8 and Item 28 (from course data recorded in the 3rd year only) to estimate the internal consistency of the application instrument. These two items, which serve as composite summaries of preceding items (Item 8 for Items 1-7 and Item 28 for Items 9-27), were strongly related,  $r(3625) = .90$ .

Finkbeiner and Rottler (2004) also reported strong correlations between global items in a large analysis of SET responses.

Design

This study took advantage of a natural experiment created when the university decided to administer all course evaluations online. We requested SET data for the full semesters for 3 years.

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**Joe Giampalmi**



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