



427th REPORT OF THE ACADEMIC POLICY COMMITTEE TO SENATE

on APC meetings held on 10th March 2011

I. TO BE APPROVED BY SENATE

(A) NEW TEACHING PROGRAMS REQUIRING SENATE APPROVAL (approvals of new minors and options added to existing programs and major revisions to programs are reported in Section IV.A.1.a. for information) - *none*

(B) ACADEMIC PERFORMANCE ISSUES / POLICIES / GOVERNANCE/AWARDS

Review of the “Policy on official end-of-term course evaluations” – Appendix A

At a meeting on 10th March 2011, APC reviewed revisions to the University’s “Policy on Official End-of-Term Course Evaluations”, which was approved by Senate on 23rd January 2008 with “an amendment to provide for a third-year review of the policy”. The proposed revisions result from that review.

APC therefore recommends that Senate approve the following resolution:

Be it resolved that Senate approve the proposed revisions to the University’s “Policy on official end-of-term course evaluations”.

(C) CREATION OF NEW UNITS / NAME CHANGES / REPORTING CHANGES - *none*.

(D) CHANGES IN DEGREE DESIGNATION - *none*.

II. ENDORSED BY APC

Strategic Enrolment Management Plan 2011-2016 – submitted to Senate separately

At meetings held on 3rd February and 10th March 2011, APC reviewed and endorsed the six Imperatives stated in the Executive Summary in the proposed “Strategic Enrolment Management (SEM) Plan 2011-2016. The SEM Plan reflects the outcome of broad consultation across McGill University. The SEM Plan seeks to advance strategic enrolment management and promote an integrated approach to planning towards optimizing recruitment and management of student affairs. The SEM takes into consideration all aspects of the University’s relationship with its students. It tries to make explicit what the University’s overarching roles are with respect to student enrolment at McGill. The goal is to state principles that define McGill and that the University wishes to uphold. While the document contains general statements that express values and broad strategic goals at an institutional level, strategic imperatives are intended to be implemented at the local level in a manner that will not necessarily be the same in all faculties.

APC therefore recommends that Senate approve the following resolution:

Be it resolved that Senate endorse the six Imperatives stated in the proposed Strategic Enrolment Management Plan 2011-2016

III. APPROVED BY APC IN THE NAME OF SENATE

(A) DEFINITIONS – none

(B) STUDENT EXCHANGE AGREEMENTS / CONTRACTS / INTERUNIVERSITY PARTNERSHIPS

- 1) Student Exchange Partnership – Chulalongkorn University, Faculty of Commerce and Accountancy, in Thailand, and McGill University Desautels Faculty of Management

At a meeting on 10th March 2011, APC reviewed and approved a proposal for a student exchange partnership between Chulalongkorn University, Faculty of Commerce and Accountancy and McGill University Desautels Faculty of Management. The partnership will be open to undergraduate (B.Com.) students only. McGill University currently has one other partnership in Thailand, with Thamassat University, also limited to Management (the current term of this agreement is nearing its end). Officially established on 26th March 1917 by King Vajiravudh (Rama VI), Chulalongkorn University is Thailand's oldest university and one of its most prestigious. It is comprised of 18 faculties, three schools, and 12 colleges and institutes with a total enrolment of about 32,000 undergraduate and graduate students. The Faculty of Commerce and Accountancy, established in 1938, has 2,300 undergraduate students and 1,200 graduate students enrolled, for a total of 135 full-time faculty members.

- 2) Student Exchange Partnership – Singapore Management University and McGill University Desautels Faculty of Management

At a meeting on 10th March 2011, APC reviewed and approved a proposal for a student exchange partnership between Singapore Management University, Lee Kong Chian School of Business and McGill University Desautels Faculty of Management. McGill University currently has two other general partnerships in Singapore, with the National University of Singapore and Nanyang Technological University. The Desautels Faculty of Management has identified a need for an additional partner in Singapore to accommodate the growing demand for exchange places in Asia. The partnership will be open to undergraduate (B.Com.) students only. The Singapore Management University was created as a third university for Singapore on the notion that this new university should be different from the other two institutions mentioned above. SMU was modelled on the Wharton School of the University of Pennsylvania: the Wharton-SMU agreement was signed in February 1999 followed in June by the Wharton-SMU Research Centre collaboration. In January 2000, SMU was set up as Singapore's first publicly-funded autonomous university with both undergraduate and postgraduate programs. It has 7,000 students and comprises six schools: the School of Accountancy, Lee Kong Chian School of Business, School of Economics, School of Information System, School of Law, and School of Social Sciences. The Lee Kong Chian School of Business, SMU's founding school, opened its doors in 2000 with a sizeable donation provided by The Lee Foundation. It is the largest school within the University, with 100 full-time faculty members and over 2,400 students.

- 3) Student Exchange Partnership – Pontificia Univesidad Católica de Chile (PUC)

At a meeting on 10th March 2011, APC reviewed and approved a proposal for a student exchange partnership between the Pontificia Univesidad Católica de Chile (PUC), Faculty of Economics and Management Sciences and McGill University Desautels Faculty of Management. The partnership will be open to undergraduate (B.Com.) students only. McGill currently has one partnership in Chile, with the University of Chile, which is limited to the Department of Mining and Materials Engineering, Faculty of Engineering. The PUC was founded on 21st June 1888 to offer training in traditional professions and in technological and practical fields such as business, accounting, chemistry and electricity. Having been declared as a "Pontifical University" by Pope Pius XI on 11th February 1930, the PUC in 1931 was granted academic autonomy by the Chilean government.

This urban, multi-campus university is a private institution, although supported by public funding, one of eight Catholic universities in Chile and one of 61 institutions within the Chilean university system. Its 18 faculties are distributed over four campuses in Santiago and one regional campus located in southern Chile. The Faculty of Economics and Management Sciences (FACEA) was founded in 1924.

4) *Washington Center Internship Program* – Desautels Faculty of Management

At a meeting on 10th March 2011, APC reviewed and approved a proposal from the Desautels Faculty of Management to have its Bachelor of Commerce program participate in the *Washington Center Internship Program*. The Internship Program in Washington, D.C. is managed and partly funded by Quebec's *ministère des relations internationales* (MRI). Its specific objectives are: 1) to support teaching institutions in their effort towards internationalizing the education they offer; 2) to help Quebec students develop greater awareness of social, economic and political realities in the U.S.; 3) to provide them with the opportunity to acquire unique professional skills; 4) to develop a critical mass of valuable future manpower for Quebec. Professional internships will be carried out within government organizations, private agencies or NGOs in the Washington D.C. area. The *Washington Center for Internships and Academic Seminars* will determine the placement, on the basis of the candidate's profile, in collaboration with the participating organizations, the MRI, and the selected candidate. Participation by McGill B.Com. students will be restricted to students in the Major in International Management (MIM); the Faculty envisions nominating one or two students a year, as early as the next academic year. An internship is already a part of the program and the inclusion of the *Washington Center Program* (15 credits) will be a natural extension of this option for those students who wish to complete a full-term work/study experience.

IV. FOR THE INFORMATION OF SENATE

(A) APPROVAL OF COURSES AND TEACHING PROGRAMS

1. Programs

a) APC approvals (new options/concentrations and major revisions to existing programs)

i. New concentrations/options within existing programs - *none*

ii. Major revisions of existing programs - *none*

b) APC Subcommittee on Courses and Teaching Programs (SCTP) approvals

Summary reports: <http://www.mcgill.ca/apc/sctpreports/>.

i. Moderate and minor program revisions

Faculty of Arts

Approved by SCTP on 15th April 2010 (was awaiting response to SCTP request)

B.A.; Music; Minor Concentration (18 cr.)

B.A.; Music; Major Concentration (36 cr.)

Approved by SCTP on 2nd December 2010 (was awaiting response to SCTP request)

M.A.; Classics; Thesis (45 cr.)

Centre for Continuing Education

Approved by SCTP on 27th January 2011

Diploma; Accounting (30 cr.)

Desautels Faculty of Management
Approved by SCTP on 10th February 2011
Graduate Diploma; Public Accountancy (30 cr.)
B.Com; General Management; Concentration in Labour-Management Relations
and Human Resources (15 cr.)

Faculty of Science
Approved by SCTP on 27th January 2011
B.Sc.; Anatomy and Cell Biology; Honours (73 cr.)

ii. Program retirements: *none*

2. Courses (*SCTP approval dates, as indicated*)

a) New Courses:

Centre for Continuing Education: **4** (*27th Jan. 2011*)
Desautels Faculty of Management: **1** (*10th Feb. 2011*)
Faculty of Medicine: **27** (*27th Jan. 2011*)
Faculty of Science: **3** (*27th Jan. 2011*); **1** (*10th Feb. 2011*)

b) Course Revisions:

Centre for Continuing Education: **11** (*27th Jan. 2011*)
Desautels Faculty of Management: **1** (*10th Feb. 2011*)
Faculty of Medicine: **1** (*18th Nov 2010*); **2** (*27th Jan. 2011*)
Faculty of Science: **1** (*27th Jan. 2011*)

c) Course retirements:

Faculty of Science: **2** (*27th Jan 2011*)

(C) Other: *none*

Prepared by Helen M.C. Richard, 14-03-2011



McGill

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To:	APC		
From:	Laura Winer		
Subject:	Revised Course Evaluation Policy		
Date:	10 March 2011		
Document #:	11-APC-02-44		
For:	<input type="checkbox"/> Information	<input type="checkbox"/> Discussion	<input checked="" type="checkbox"/> Decision

Issue:	Review of Course Evaluation Policy
Background:	<p>In January 2008, the Course Evaluation Policy was approved by Senate with a commitment to review the policy in 2010. The policy was approved by STL on December 3, 2007, APC on December 13th, 2007, and Senate on January 23, 2008.</p> <p>Based on the experience of administering the policy and analysis of data from the last three years, the policy revisions in the accompanying document are proposed.</p>
Motion or Resolution for approval:	The revised course evaluation policy as presented in attached document be accepted.
Rationale:	In order to ensure that the policy is clear, consistent, and allows for desired options, revisions are necessary.
Recommendations:	<p>The substantive changes proposed: 1) require the evaluation of teaching assistants (section 8) and 2) allow the evaluation period to extend through the examination period (section 9).</p> <p>All other changes are to clarify ambiguities and respond to inconsistencies in the earlier version.</p>
Prior consultations & approvals:	<p>Course Evaluation Advisory Group Robert Comeau, Human Resources Vilma Campbell, Legal Services Lydia White, Associate Provost, Policies, Procedures & Equity Students' Society of McGill University (SSMU) APC Subcommittee on Teaching and Learning (STL)</p>

Next steps:	Senate
Appendices	APPENDIX I: Proposed revised Course Evaluation Policy APPENDIX II: Summary Response Rate Report for 2008-09, 2009-10, fall 2010 APPENDIX III: Response rate distributions within departments APPENDIX IV: Report on extended dates, fall 2010

Current	Proposed changes
Title	
Policy on official end-of-term course evaluations	Policy on official end-of- term course evaluations
Policy statement	
1. McGill University values the quality of the courses it offers its students. End-of-term course evaluations are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience.	1. McGill University values the quality of in the courses it offers its students. End-of- <u>course term</u> evaluations <u>provide valuable student feedback and</u> are one of the ways that McGill works towards maintaining and improving the quality of courses and the student's learning experience. <u>Student involvement in this process is critical to enhance the general quality of teaching and learning.</u>
2. There shall be a university wide course evaluation system, administered through an agreed upon process, which is the official system [Mercury] for collecting course evaluation data from students for all courses subject to evaluation.	
Definitions	
3. “Department” includes School, Institute and a Faculty without departments.	3.1 <u>“Academic Unit” includes department, School, Institute and a Faculty without departments.</u>
4. “Chair” includes Director and, where appropriate, Dean of a Faculty without departments.	3.2. <u>“Academic Unit Head” includes Chair, Director and, where appropriate, Dean of a Faculty without departments, and Provost when a Dean is the instructor.</u>
	3.3 <u>“Courses” shall mean all undergraduate and graduate lecture, seminar and laboratory courses listed in the University Calendar</u>
5. “Course evaluations” refers to end-of-term course evaluations.	3.4. <u>“Course Evaluations” refers to the end-of- course process of evaluation conducted by means of the Course Evaluation Questionnaire.</u>

	<u>3.5. "Course Evaluation Results" shall mean the results of both the numerical and written comments gathered by means of the Course Evaluation Questionnaire.</u>
	<u>3.6. "Course Evaluation Questionnaire" means the questionnaire devised in accordance with this policy for such purpose.</u>
	<u>3.7. "Course Instructors" shall mean the members of the academic staff responsible for a Course.</u>
Purpose	
6. Course evaluations at McGill shall be used for three primary purposes: <ul style="list-style-type: none"> a. to help instructors improve future offerings of courses; b. to inform students about courses and instructors; and c. as one indicator of teaching effectiveness, that for purposes of promotion and tenure, must be interpreted within the larger context of the Teaching Portfolio. 	4 <u>Course evaluations, as one indicator of teaching effectiveness, are used to:</u> <ul style="list-style-type: none"> a. help instructors improve the future delivery of courses; <u>and</u> b. inform students about courses and instructors. c. as one indicator of teaching effectiveness, that for purposes of promotion and tenure, must be interpreted within the larger context of the Teaching Portfolio
7. It is recommended that individual instructors reflect upon their course evaluations in their annual review and discuss these with a Chair, mentor, or a consultant from Teaching and Learning Services.	
Scope	
8. All undergraduate and graduate courses with five (5) or more students shall be evaluated, including lectures, laboratory course teaching and seminars.	<u>5. All courses with five (5) or more registered students shall be evaluated. Any exception must be approved by the Deputy Provost (Student Life and Learning).</u>

Content	
<p>9. The course evaluation questionnaire for each course shall not exceed 25 questions.</p>	<p><u>6.1</u> The Course Evaluation Questionnaire for each course shall not exceed 25 questions. <u>The Course Evaluation Questionnaire shall consist of three parts:</u></p> <ul style="list-style-type: none"> a. <u>4 core questions,</u> b. <u>21 additional questions, and</u> c. <u>Section for written comments</u>
<p>10. All course evaluations shall begin with a limited set of core questions defined by the Academic Policy Committee:</p> <ul style="list-style-type: none"> i. Overall, this is an excellent course. ii. Overall, I learned a great deal from this course. iii. Overall, this instructor is an excellent teacher. iv. Overall, I learned a great deal from this instructor. 	<p>10-6.2 <u>All Course Evaluations Questionnaires shall begin with the following a limited set of four (4) core questions: defined :</u></p> <ul style="list-style-type: none"> a. Overall, this is an excellent course. b. Overall, I learned a great deal from this course. c. Overall, this instructor is an excellent teacher. d. Overall, I learned a great deal from this instructor.
<p>11. All questions shall be answered on a 1-5 scale where 1=Strongly disagree, 5=Strongly agree and 3=Neutral.</p>	
<p>12. Each academic unit may select up to 21 additional questions. Units are encouraged to select these from the recommended pool of questions.</p>	<p><u>6.3 All Course Evaluations Questionnaires shall also include up to 21 additional questions selected by the Academic Unit, of which up to three (3) may be added by the individual course instructor. Units are encouraged to select these additional questions from the recommended pool of questions following the best practices as identified on the course evaluation web site.</u></p>

	<p><u>6.4. All questions shall be answered on a scale from 1-5 where:</u></p> <ul style="list-style-type: none"> • <u>1 =Strongly disagree.</u> • <u>2 = Disagree</u> • <u>3= Neutral</u> • <u>4= Agree</u> • <u>5=Strongly agree</u> <p><u>Where appropriate, questions shall include a “non-applicable” option.</u></p>
<p>13. In multiple instructor courses, each instructor will be evaluated. Students should not have to respond to more than three (3) instructor specific questions for each instructor.</p>	<p><u>7. In multiple instructor courses, each instructor will be evaluated. Students should not have to respond to more than three (3) instructor specific questions for each instructor.</u></p>
<p>14. Teaching assistants (TAs) may be evaluated as part of the course evaluation process. Instructors shall share results of TA questions with TAs as one way to help them improve their teaching abilities. Students should not have to respond to more than three (3) TA specific questions for each teaching assistant.</p>	<p><u>8. Teaching assistants (TAs) may shall be evaluated as part of the course evaluation process. Instructors shall share <u>individual</u> results of TA questions with <u>the</u> TAs as one way to help them improve their teaching abilities. Students should shall not have to respond to more than three (3) TA specific questions for each teaching assistant.</u></p>

<p>Timing</p>	
<p>15. Evaluations in regularly scheduled courses shall normally be completed before the start of the examination period. In some circumstances, the Faculty may adjust the evaluation dates. In all cases, course evaluations shall be completed before grades are submitted.</p>	<p><u>9. The evaluation period shall normally last approximately 3 weeks and end the day before the start of the examination period. Individual academic units may, with the prior approval of the Dean, extend the evaluation period to no later than the last day of exams.</u></p>
<p>16. Results shall not be disclosed to the instructor before final grades in each course taught by the instructor have been submitted and processed.</p>	<p><u>10. Results shall not be disclosed to the instructor, the Academic Unit Head or delegate before final grades in the course have been submitted and processed.</u></p>
<p>Confidentiality</p>	<p><u>Anonymity and confidentiality</u></p>
<p>17. All submitted course evaluation results shall be anonymous.</p>	<p><u>11. All submitted course evaluation results shall be anonymous.</u></p>
<p>18. Written evaluations in the form of comments shall be considered confidential to the instructor and the Chair of the department, or the Dean in the case of courses taught by a Chair or in Faculties without departments.</p>	<p><u>12.1</u> Written evaluations in the form of comments shall be considered confidential to the <u>Instructor and the Academic Unit Head or their delegates.</u> or the Dean in the case of courses taught by a Chair or Director or in Faculties without departments.</p> <p><u>12.2</u> Numerical evaluation results shall be confidential to the <u>instructor, the Academic Unit Head, and the Dean of the Faculty or their delegates.</u></p> <p><u>12.3</u> Numerical results may be used by individuals other than the <u>Instructor in reporting only if presented in aggregate form.</u></p>

Dissemination	<u>Accessibility of results</u>																								
<p>19. Numeric results of course evaluations shall be made available to the McGill community, provided two conditions are met:</p> <p>a) the instructor has granted permission to allow access.</p> <p>b) an adequate response rate has been received, as follows:</p> <table border="0" data-bbox="210 503 672 755"> <thead> <tr> <th><i>Class size</i></th> <th><i>Response rate (%)</i></th> </tr> </thead> <tbody> <tr> <td>5-11</td> <td>min 5 responses</td> </tr> <tr> <td>12-30</td> <td>at least 40%</td> </tr> <tr> <td>31-100</td> <td>at least 35%</td> </tr> <tr> <td>101-200</td> <td>at least 30%</td> </tr> <tr> <td>201 or more</td> <td>at least 25%</td> </tr> </tbody> </table>	<i>Class size</i>	<i>Response rate (%)</i>	5-11	min 5 responses	12-30	at least 40%	31-100	at least 35%	101-200	at least 30%	201 or more	at least 25%	<p><u>13. Numeric results of course evaluations for the previous three academic years shall be made available to McGill students and academic staff, provided two conditions are met:</u></p> <p>a) the instructor has granted permission to allow access.</p> <p>b) an adequate response rate has been received, defined as follows:</p> <table border="0" data-bbox="1029 503 1491 755"> <thead> <tr> <th><i>Class size</i></th> <th><i>Response rate (%)</i></th> </tr> </thead> <tbody> <tr> <td>5-11</td> <td>min 5 responses</td> </tr> <tr> <td>12-30</td> <td>at least 40%</td> </tr> <tr> <td>31-100</td> <td>at least 35%</td> </tr> <tr> <td>101-200</td> <td>at least 30%</td> </tr> <tr> <td>201 or more</td> <td>at least 25%</td> </tr> </tbody> </table>	<i>Class size</i>	<i>Response rate (%)</i>	5-11	min 5 responses	12-30	at least 40%	31-100	at least 35%	101-200	at least 30%	201 or more	at least 25%
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<p>20. Students shall also have access to course evaluations from previous terms, provided the two conditions for dissemination have been met and no formal change in content or instructor has occurred.</p>	<p><u>14.1 It is recommended that individual I</u> Instructors shall discuss reflect upon the results of their course evaluations <u>in their annual review and discuss these annually</u> with the Academic Unit Head, mentor, or a consultant from Teaching and Learning Services.</p> <p><u>14.2 Results from course evaluations should be included in the teaching portfolio as part of the evidence of effectiveness.</u></p> <p><u>14.3 Students may consult results from previous evaluations as one information source about specific courses and instructors.</u></p>																								
Oversight																									

<p>21. The Office of the Provost shall be responsible for overseeing the application of the principles in this policy. Each Department is responsible for implementing the course evaluation procedure consistent with University administrative practices.</p>	<p><u>16. The Office of the Provost shall be responsible for overseeing the application of this policy and its the principles. in this policy.</u> Each Department is responsible for implementing the course evaluation procedure consistent with <u>this policy and University administrative practices.</u></p>
<p>Depository</p>	
<p>22. There shall be a university wide depository for course evaluation questionnaires used in each department. An agreed upon system will serve as the depository.</p>	<p><u>17. There shall be a University wide depository for course evaluation questionnaires. Results data for each department shall be permanently retained in electronic form only. An agreed upon The University's Mercury system (Mercury) will serve as the depository.</u></p>

Required statements	
<p>23. The following statement concerning the purpose, uses, utility, and mode of accessibility shall be put at the top of every course evaluation questionnaire by the University:</p> <p><i>"Subject to certain limitations, end-of-term course evaluation results are to be accessible to the McGill community. A statistical summary of responses will be used:</i></p> <ul style="list-style-type: none"> a. <i>to help instructors improve future offerings of courses;</i> b. <i>to inform students about courses and instructors;</i> c. <i>as one indicator of teaching effectiveness, which for purposes of promotion and tenure, must be interpreted within the larger context of the <u>Teaching Portfolio</u>.</i> <p><i>Any written comments will be used to provide useful information (e.g., suggested improvements) to the instructor and Chair/Director of the academic unit but will not be available to the McGill community.</i></p> <p><i>Course evaluations are completely anonymous.</i></p> <p><i>Moreover, summary results are not available to an instructor until the final grades for the course have been submitted and approved."</i></p>	<p>18. The following statement concerning the purpose, uses, utility, and mode of accessibility shall be put at the top of every course evaluation questionnaire by the University:</p> <p><i>"Subject to certain limitations, end-of-term course evaluation results are to be <u>made</u> accessible to the McGill community. A statistical summary of responses will be used:</i></p> <ul style="list-style-type: none"> a. <u>to help instructors improve the future delivery of the courses;</u> b. <i>to inform students about courses and instructors.;</i> and c. as one indicator of teaching effectiveness. that for purposes of promotion and tenure, must be interpreted within the larger context of the Teaching Portfolio <p><i>Any written comments will be used to provide useful information (e.g., suggested improvements) to the instructor and Chair/Director <u>Head</u> of the academic unit but will not be available to the McGill community.</i></p> <p><i>Course evaluations are completely anonymous.</i></p> <p>Moreover, summary R<u>esults are not available to an instructor until the final grades for the course have been submitted and approved."</u></p>

<p>24. The following statement shall be put, by the University, at the top of course evaluation results that are disseminated to students:</p> <p><i>“End-of-term course evaluations results are used:</i></p> <ul style="list-style-type: none"> a. <i>to help instructors improve future offerings of courses;</i> b. <i>to inform students about courses and instructors; and</i> c. <i>as one indicator of teaching effectiveness for purposes of promotion and tenure.</i> <p><i>Written comments are treated as confidential and are not made available to the McGill community.”</i></p> <p><i>"Total number of completed evaluations xx</i></p> <p><i>Total enrolment in course xx</i></p> <p><i>Response rate xx%"</i></p>	<p>19. The following statement shall be put, by the University, at the top of course evaluation results that are disseminated to students:</p> <p><i>“End-of-term course evaluations results, as one indicator of teaching effectiveness, are used to:</i></p> <ul style="list-style-type: none"> a. <i>to help instructors improve future offerings of courses; and</i> b. <i>to inform students about courses and instructors.; and</i> c. <i>as one indicator of teaching effectiveness for purposes of promotion and tenure.</i> <p><i>Written comments are treated as confidential and are not made available to the McGill community.</i></p> <p><i>Total number of completed evaluations xx</i></p> <p><i>Total enrolment in course xx</i></p> <p><i>Response rate xx%"</i></p>
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Appendix II: Summary Response Rate Report for 2008-09, 2009-10, fall 2010

Mercury Report on Response Rate

Fall 2010



EXECUTIVE SUMMARY	Fall 2010	
COURSE DATA¹		
Courses evaluated	2,480	
Total number of submissions	50,173	
Overall Faculty response rate	49% ²	↑ ³
Overall university-wide response rate (including Cont Ed)	50%	↑
Cumulative number of instructors who have accessed the online permission form	1,916	
Cumulative number of instructors who have granted permission to disseminate results	1,206 ⁴ (63%)	
Students involved	30,511	
Students who had more than one evaluation	85%	
Students who completed at least one evaluation	57%	
Students who completed no evaluations	43%	
Departments/Units involved	83	
Departments with increased response rate (vs. 08-09)	32	
Departments with decreased response rate (vs. 08-09)	32	
Departments with response rate within ±1%	19	
Departments with >= 70% average response rate	8	↑
Departments with 50% - 69% average response rate	28	↓
<i>Departments with 41% - 49% average response rate</i>	34	
<i>Departments with < 40% average response rate</i>	13	

¹ Primary course evaluations only. This report does not include courses with enrolment of less than 5. Performance department has not been included in this report due to the unique nature of their courses.

² The Faculty Response Rate and University-wide Response Rate averages are calculated on a per course basis: $\sum \text{course } x / \# \text{ courses}$. The Faculty of Dentistry is not included (only 4 courses).

³ Relative to Fall 2009, the arrows (↑ ↓) indicate a change of greater than ±1% while ↔ represents a 0 to ±1% change.

⁴ As of February 1, 2010, permission could be granted to disseminate results on a course by course basis.

AVERAGE RESPONSE RATE BY FACULTY FOR FALL 2010²

Faculty	Fall 2010		
	# of courses evaluated	Avg. response rate ³	
Agricultural & Environmental Sciences	182	53%	↑ ⁴
Arts	502	51%	↔
Education	251	50%	↑
Engineering	245	43%	↑
Law	87	41%	↑
Desautels Faculty of Management	193	51%	↔
Medicine	156	50%	↔
Schulich School of Music	112	46%	↑
Religious Studies	33	48%	↓
Science	323	48%	↔
Faculty Response Rate	2,085	49%⁵	↑
Centre for Continuing Education	395	56%	↔
University-wide Response Rate	2,480	50%⁴	↑

² Primary course evaluations only. This report does not include courses with enrolment of less than 5. The Music Performance department has not been included in this report due to the unique nature of their courses.

³ The Faculty averages are calculated on a per department basis: $\sum \text{depts } x / \# \text{ depts}$ The Faculty of Dentistry is not included due to the small number of courses (n=4).

⁴ Relative to Fall 2009, the arrows (↑ ↓) indicate a change of greater than ±1% while ↔ represents a 0 to ±1% change.

⁵ The Faculty Response Rate and University-wide Response Rate averages are calculated on a per course basis: $\sum \text{course } x / \# \text{ courses}$

Mercury Report on Response Rate Academic Year 2009-2010



EXECUTIVE SUMMARY

	2009-2010			
	Fall 09		Winter 10	
COURSE DATA⁶				
Courses evaluated	2,371		2,506	
Total number of submissions	47,569		38,966	
Overall Faculty response rate	47% ²	↑ ³	43%	↔
Overall university-wide response rate (including Cont Ed)	48%	↑	44%	↔
Cumulative number of instructors who have accessed the online permission form	1,195		1,387	
Cumulative number of instructors who have granted permission to disseminate results	790 ⁴ (66%)		896 (65%)	
Students involved	29,423		28,154	
Students who had more than one evaluation	85%		85%	
Students who completed at least one evaluation	55%		50%	
Students who completed no evaluations	45%		50%	
Departments/Units involved	78		81	
Departments with increased response rate (vs. 08-09)	45		30	
Departments with decreased response rate (vs. 08-09)	22		31	
Departments with response rate within ±1%	11		20	
Departments with ≥ 70% average response rate	8	↑	3	↓
Departments with 50% - 69% average response rate	34	↑	22	↔
<i>Departments with 41% - 49% average response rate</i>	19		23	
<i>Departments with < 40% average response rate</i>	17		33	

⁶ Primary course evaluations only. This report does not include courses with enrolment of less than 5. The Music Performance department has not been included in this report due to the unique nature of their courses. Also, in the winter 2010 term there was a problem with questionnaire creation for the Dept. of Chemical Engineering; it was therefore not included.

² The Faculty Response Rate and University-wide Response Rate averages are calculated on a per course basis:
 $\sum \text{course } x / \# \text{ courses}$

³ Relative to 2008-2009, the arrows (↑ ↓) indicate a change of greater than ±1% while ↔ represents a 0 to ±1% change.

⁴ As of February 1, 2010, permission could be granted to disseminate results on a course by course basis.

AVERAGE RESPONSE RATE BY FACULTY FOR ACADEMIC YEAR 2009-2010⁷

Faculty	Fall 2009			Winter 2010		
	# of courses evaluated	Avg. response rate ⁸		# of courses evaluated	Avg. response rate	
Agricultural & Environmental Sciences	174	50%	↑ ⁹	170	46%	↑
Arts	505	50%	↑	630	46%	↑
Dentistry	4	50%	↑	23	27%	↔
Education	229	48%	↓	233	44%	↔
Engineering	253	37%	↓	230	38%	↔
Law	83	37%	↔	83	41%	↑
Desautels Faculty of Management	208	51%	↑	179	47%	↔
Medicine	153	51%	↑	183	48%	↔
Schulich School of Music	108	35%	↑	104	35%	↑
Religious Studies	28	50%	↑	35	44%	↑
Science	321	47%	↔	314	48%	↑
Faculty Response Rate	2,066	47% ¹⁰	↑	2,184	43%	↔
Centre for Continuing Education	305	57%	↑	322	55%	↑
University-wide Response Rate	2,371	48%	↑	2,506	44%	↔

⁷ Primary course evaluations only. This report does not include courses with enrolment of less than 5. The Music Performance department has not been included in this report due to the unique nature of their courses. Also, in the winter 2010 term there was a problem with questionnaire creation for the Dept. of Chemical Engineering; it was therefore not included.

⁸ The Faculty averages are calculated on a per department basis: $\sum \text{dept } x / \# \text{ depts}$

⁹ Relative to 2008-2009, the arrows (↑ ↓) indicate a change of greater than ±1% while ↔ represents a 0 to ±1% change.

¹⁰ The Faculty Response Rate and University-wide Response Rate averages are calculated on a per course basis: $\sum \text{course } x / \# \text{ courses}$

Mercury Report on Response Rate Academic Year 2008-2009



EXECUTIVE SUMMARY

	2008-2009	
	Fall 08	Winter 09
COURSE DATA		
Courses evaluated	1, 928	2,007
Overall average response rate	45%	42%
INSTRUCTOR DATA		
Instructors evaluated		~1,400
Granted permission		66%
STUDENT DATA		
Students involved	26, 161	27,167
Students who had more than one evaluation	82%	84%
Students who completed at least one evaluation	59%	51%
Students who completed none assigned	50%	49%
DEPARTMENT DATA		
Departments/Units involved	81	84
Departments with > 70% average response rate	5	5
Departments with 50% - 69% average response rate	23	21
Departments with 41% - 49% average response rate	29	26
Departments with < 40% average response rate	24	32

AVERAGE RESPONSE RATE BY FACULTY FOR ACADEMIC YEAR 2008-2009
(primary course evaluation only, excluding courses with enrolment less than five)

Faculty	Fall 2008		Winter 2009	
	# of courses evaluated	Avg. response rate	# of courses evaluated	Avg. response rate
Agricultural & Environmental Sciences	170	44%	155	38%
Arts	483	47%	561	44%
Dentistry	4	36%	15	26%
Education	187	52%	167	45%
Engineering	223	42%	241	39%
Law	87	36%	80	38%
Desautels Faculty of Management	134	47%	131	46%
Medicine	134	46%	168	47%
Schulich School of Music	136	28%	102	26%
Religious Studies	34	40%	35	42%
Science	278	47%	293	44%
Faculty Response Rates	1,870	44%	1,948	42%
Centre for Continuing Education	179	51%	190	53%
University-Wide Response Rates	2,049	43%	2,138	45%

APPENDIX III: Response rate distributions within departments¹

Response rates are one measure of the success of a course evaluation system. Mean response rates by department and Faculty provide a basic measure; however, there are important variations *within* Faculties that are often larger than the differences *between* Faculties. Response rates were analyzed according to additional criteria for three Faculties, AES, Education and Engineering which had fall 2010 response rates of 53%, 50% and 43% respectively. To facilitate the analysis, response rates were grouped into four ranges: 0-24%; 25-49%; 50-74%; 75-100%.

Table 1 shows the distribution of response rates for each of the three Faculties; each has courses in the four response ranges. There are also obvious variations when one compares the distributions within Faculties according to Instructor Rank (Course Lecturer; Assistant Professor; Associate Professor; Professor) (see Tables 2, 3 and 4), Class Size (5-11; 12-30; 31-100; 101-200; 200+) (see Tables 5, 6 and 7), and Course Level (100, 200, 300, 400, 500, 600, 700) (see Tables 8, 9 and 10).

It would be premature to draw any conclusions from these preliminary analyses. However, the results suggest that response rates are not determined only by the students as the students within a Faculty do not complete course evaluations at a constant rate. Going forward, detailed analyses will be conducted to learn more about the factors that influence response rates.

TABLES

I – Overall

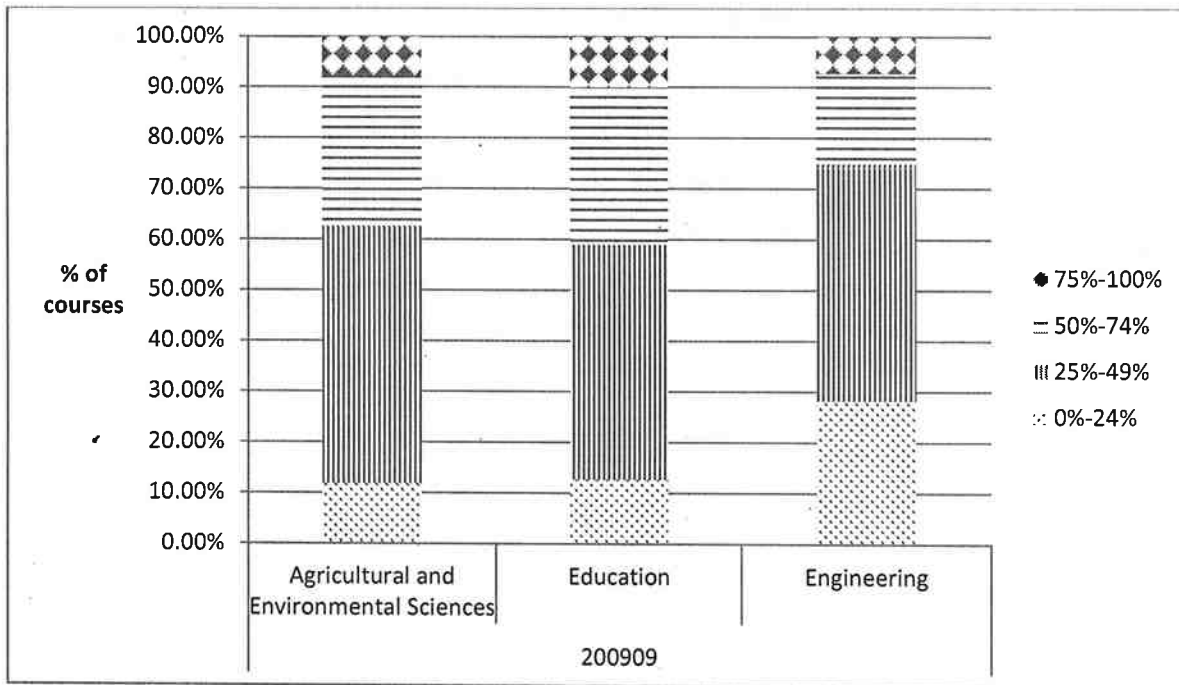


Table 1: Overall distribution of response rates

¹ Prepared by: Laura Winer, Pierre-Andre Vungoc, Lina di Genova

II – Instructor Rank

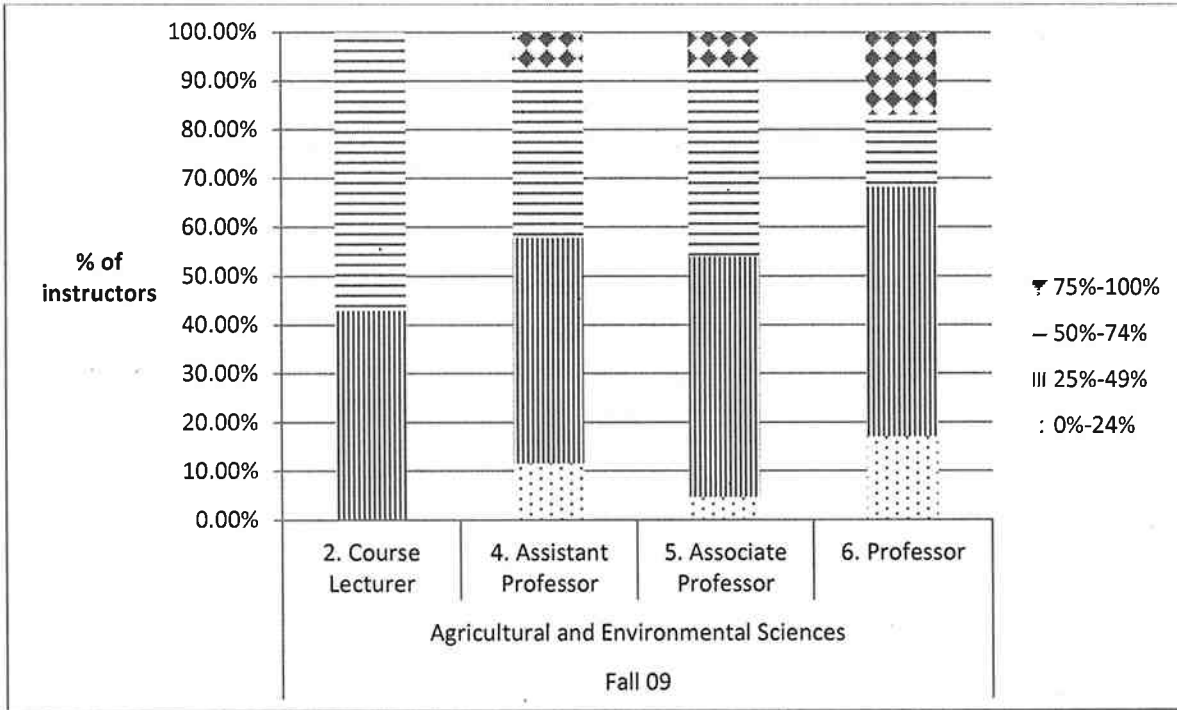


Table 2: AES distribution of response rates by instructor rank

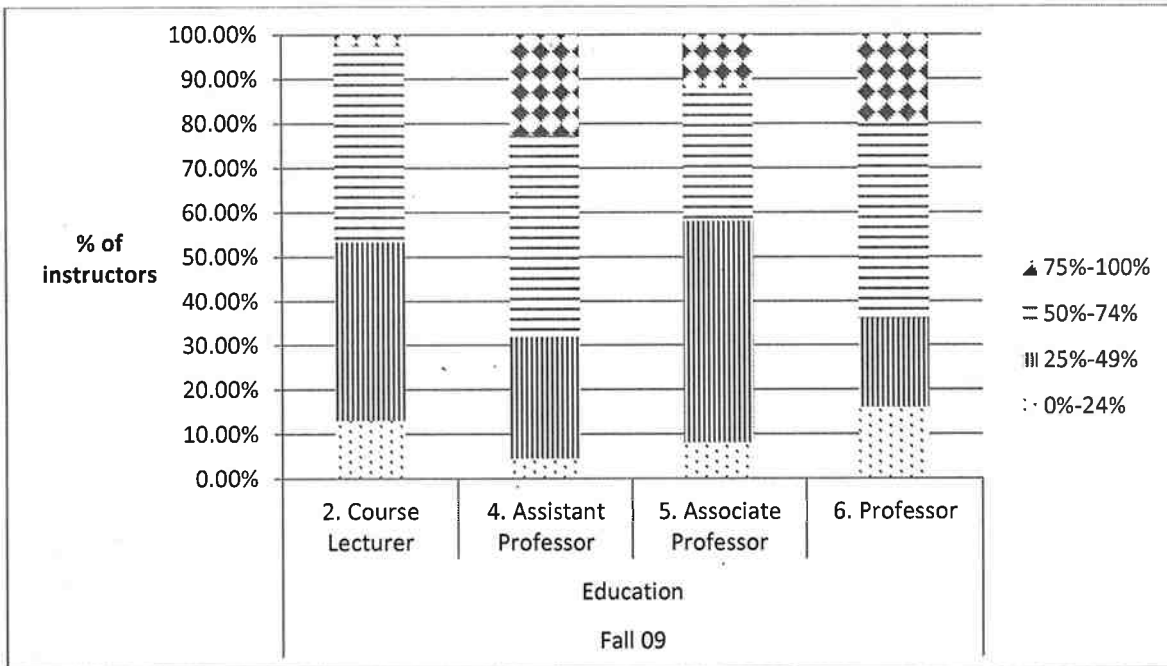


Table 3: Education distribution of response rates by instructor rank

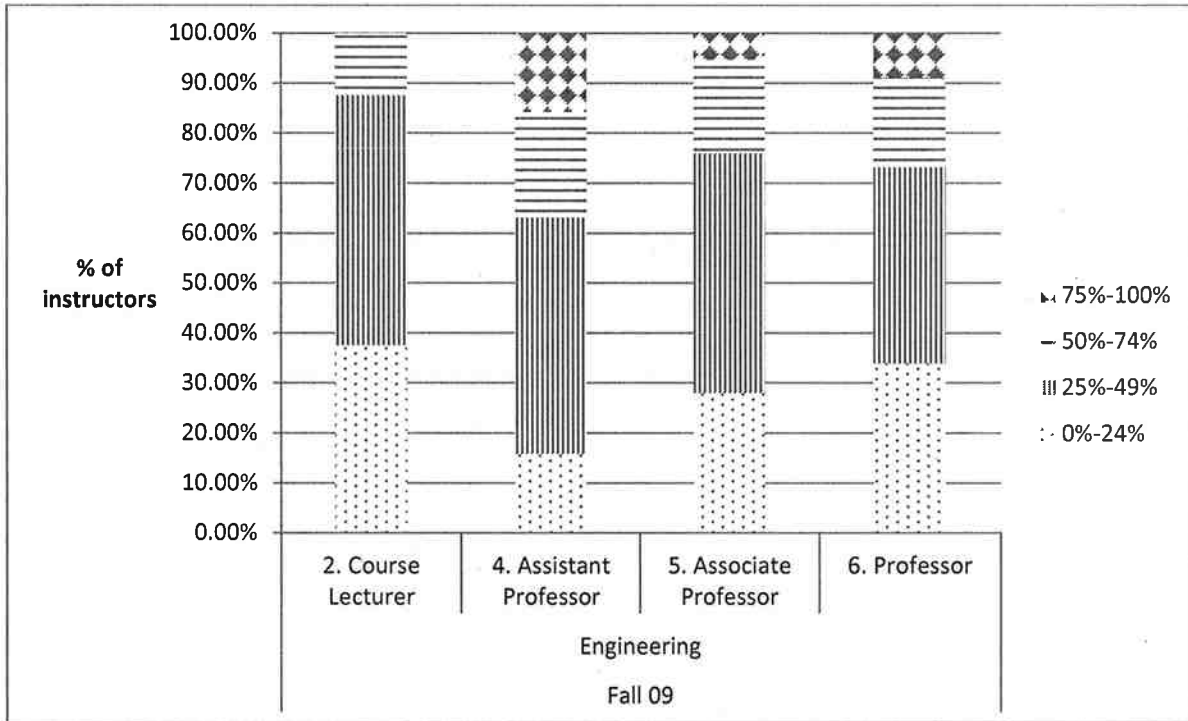


Table 4: Engineering distribution of response rates by instructor rank

III – Class Size

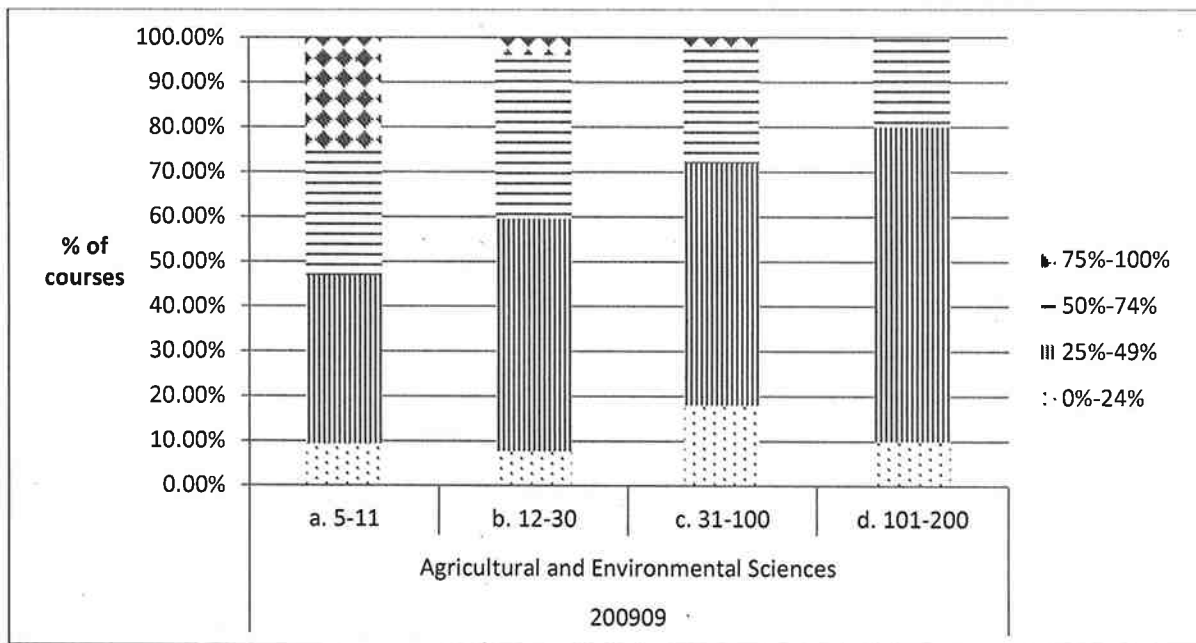


Table 5: AES distribution of response rates by class size

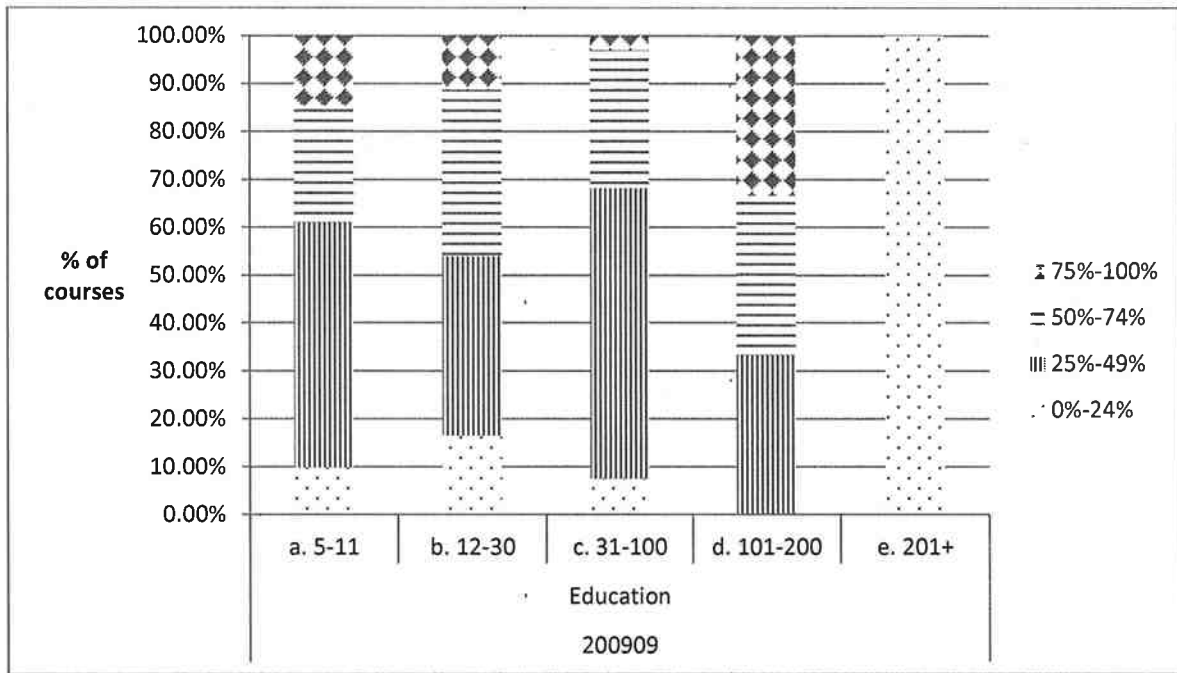


Table 6: Education distribution of response rates by class size

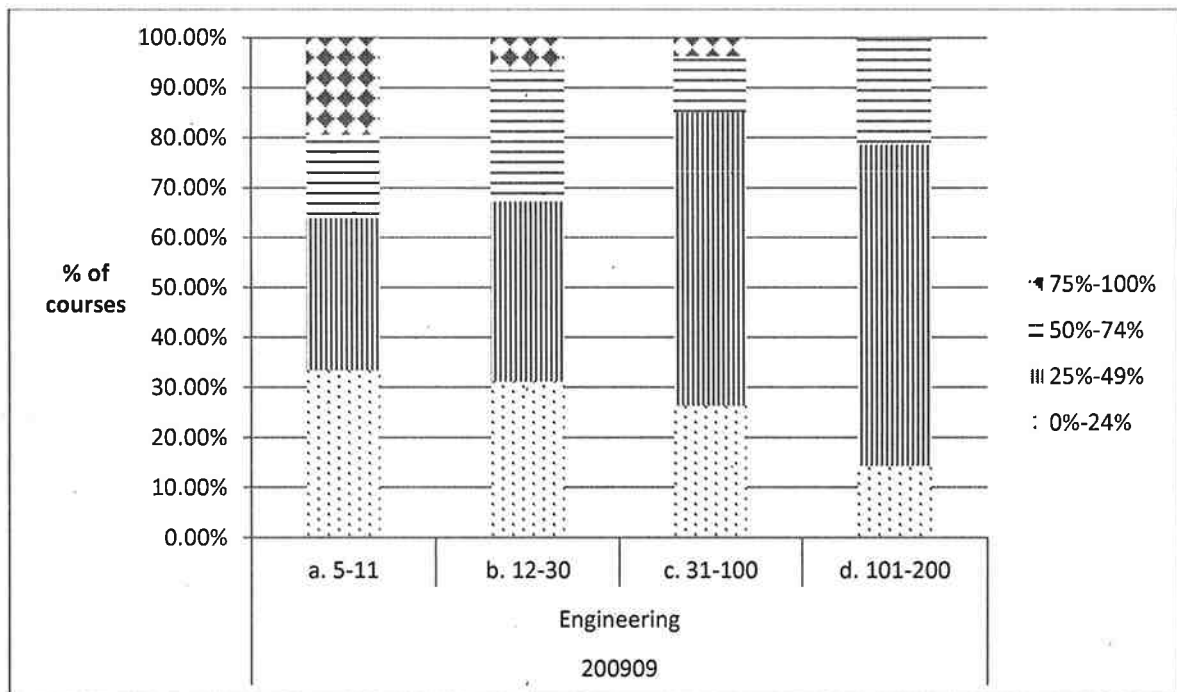


Table 7: Engineering distribution of response rates by class size

IV – Course Level

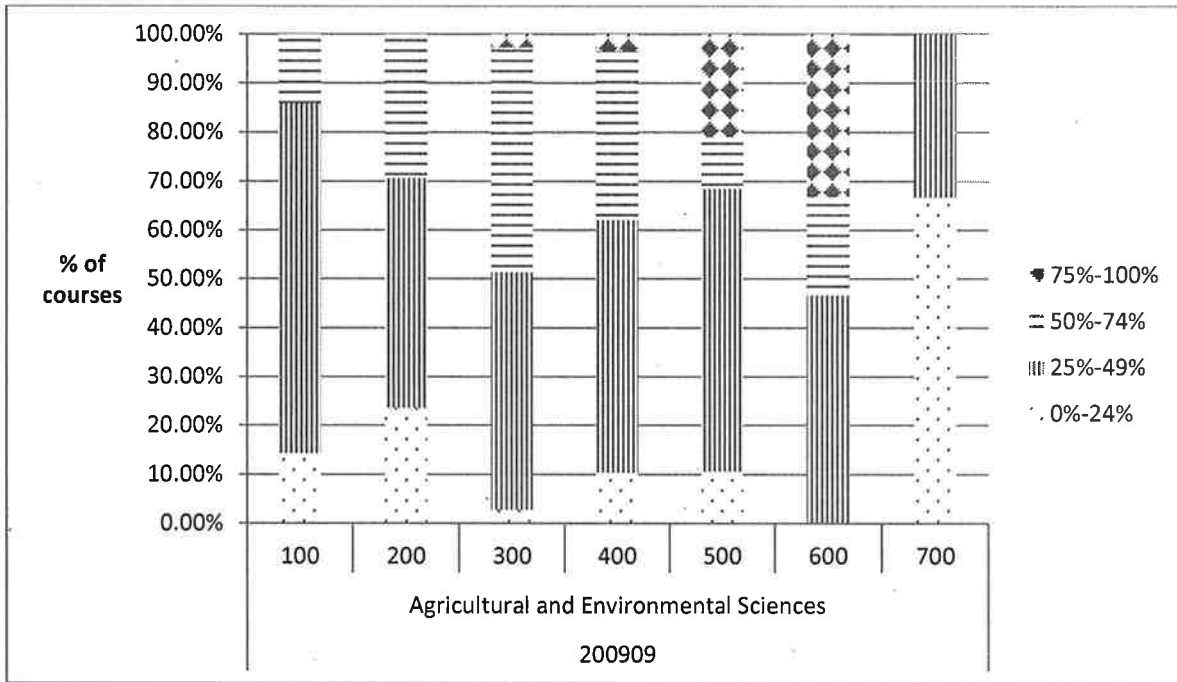


Table 8: AES distribution of response rates by course level

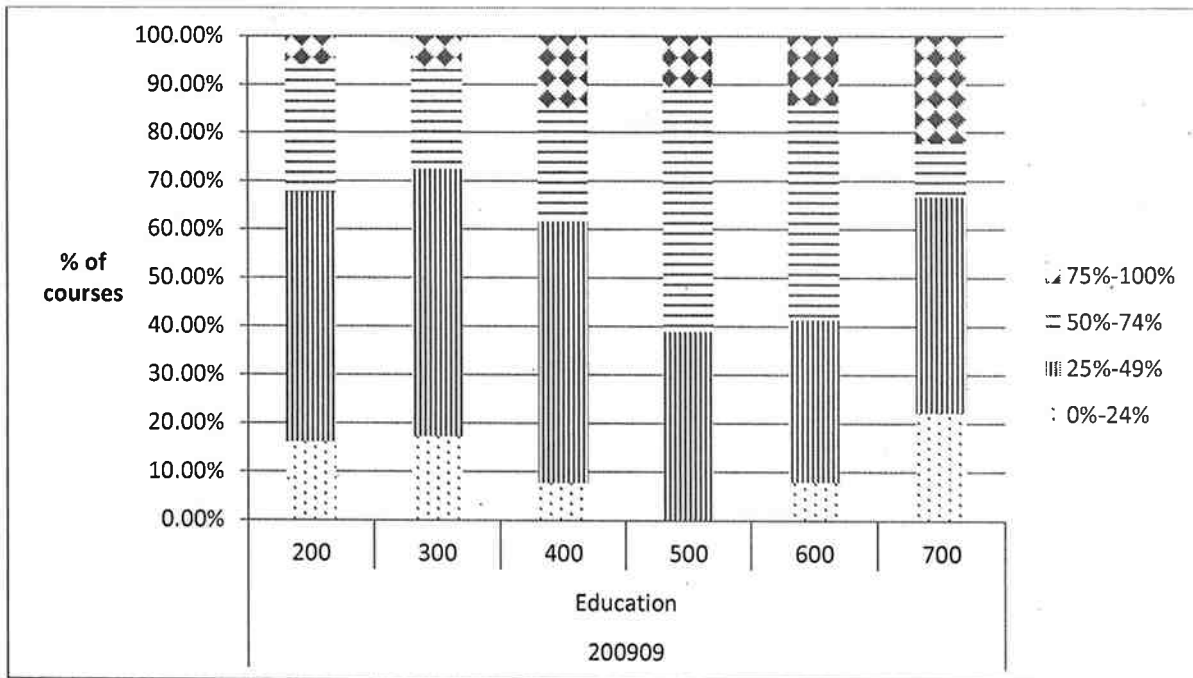


Table 9: Education distribution of response rates by course level

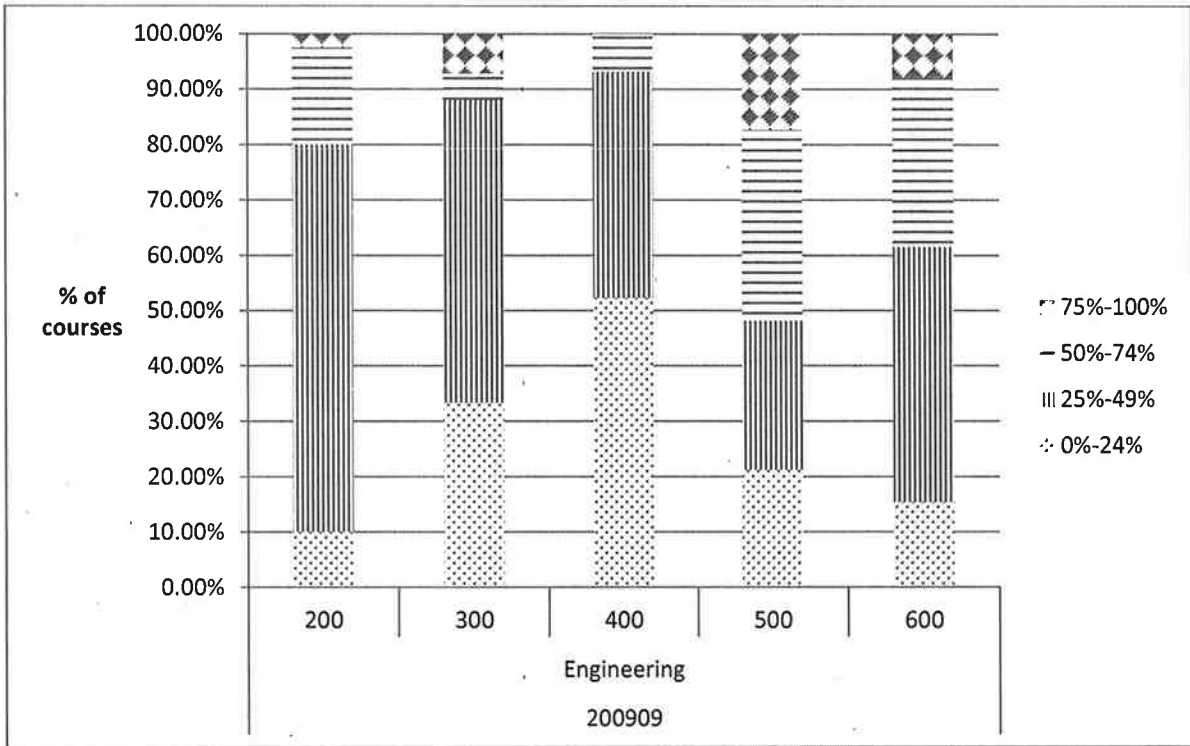


Table 10: Engineering distribution of response rates by course level

APPENDIX IV: Report on extended dates, fall 2010

1. Response rates by unit

Response rates by academic unit were compared for fall 2009 and fall 2010 (see Table 1). The rate was higher for 4 units (2 significant at $p < .01$), the same for 2, and lower for 1 (no significant difference).

Department	Fall 2009		Fall 2010 (pilot)		diff	Significance
	n	%	n	%		
Animal Science	14	51%	13	51%	0%	ns
Dietetics & Human Nutrition	24	37%	23	49%	12%	$p < .01$
Natural Resource Sciences	21	57%	23	60%	3%	ns
Parasitology	7	67%	6	68%	1%	ns
Information Studies	19	61%	21	61%	0%	ns
Integrated Studies in Ed	114	47%	103	55%	8%	$p < .01$
Religious Studies	28	50%	33	48%	-2%	ns
Overall	227	49%	222	54%	5%	$p < .01$

Table 1: Response rates 2009 vs. 2010 for units following extended dates

Faculty	Fall 2009		Fall 2010 (pilot)		diff	Significance
	n	%	n	%		
AES	66	50%	65	55%	5%	ns
Education	133	49%	124	56%	7%	$p < .01$
Religious Studies	28	50%	33	48%	-2%	ns

2. Response rate of extended dates vs. regular rates by Faculty

The response rates for the participating departments were then compared with the other departments in their Faculties. For both Faculties, the difference between the participating and non-participating departments was significant in fall 2010 (Education at $p < .001$; AES at $p < .01$). For Education, this represented a change from 2009 when there was no significant difference between the two groups while for AES the difference that existed in 2009 was maintained. (See Table 2.)

For response rates then, there was no reduction in response rate; if anything, the response rates trended upwards.

Unit	Fall 2009		Fall 2010		diff
	n	%	n	%	
Education					
Extended dates	133	49%	124	56%	7%
Regular dates	96	47%	127	45%	-2%
<i>Significance</i>		ns		p<.001	
Overall	242	49%	251	49%	0%
AES					
Extended dates	66	50%	65	55%	5%
Regular dates	80	42%	86	47%	4%
<i>Significance</i>		p<.05		p<.01	
Overall	174	51%	182	53%	2%

Table 2: Response rates 2009-2010 within Faculty for extended dates vs. main evaluation period

3. Submission patterns for fall 2010

The pattern of responses by date was reviewed to assess when students completed their evaluations. Of the 3,736 submissions, 41% were completed during the exam period (see Table 3). Clearly, a large number of students preferred to submit their evaluations after the end of classes.

	Nov. 23- Dec. 5	Dec. 6 – Dec. 21	Total
Number of submissions	2,188 (59%)	1,547 (41%)	3,735

Table 3: Timing of responses for participating courses

Two questions were added to each questionnaire in participating units: 1) "Have you completed all of the work (including the final exam, if any) for this course?" and 2) "Have you received your final mark for this course?" (See Table 4 for results.) Overall, 50% (range: 30%--64%) of the evaluations were completed after students had completed all of their work; only 4% (range: 0--7%) were completed after students received their final grade.

Academic Unit	Have you completed all of the work (including the final examination, if any) for this course?		Have you received your final mark for this course?	
	n	% total	n	% total
Animal Science	118	43%	12	4%
Dietetics & Human Nutrition	255	53%	25	5%
Natural Resource Sciences	168	43%	28	7%
Parasitology	74	31%	6	3%
Information Studies	230	64%	2	1%
Integrated Studies in Ed	1054	58%	100	6%
Religious Studies	179	30%	3	0%
Overall	2078	50%	176	4%

Table 4: Extra questions on extended dates questionnaires

Many students were able to comment on the course experience as a whole, including the evaluation instruments. Results on Q1 (excellent course) and Q3 (excellent teacher) were compared according to whether all work had been completed; the number of students knowing their grade was too small to permit a valid comparison to be performed according to whether they knew their grades. There was no significant difference on either question (see Table 5).

		Overall, this is an excellent course.			Overall, this instructor is an excellent teacher.		
		n	Mean	Significance	n	Mean	Significance
Have you completed all of the work (including the final examination, if any) for this course?	No	2102	4.0	ns	2097	4.1	ns
	Yes	2076	4.0		2074	4.2	

Table 5: Results for Q1 & Q3 by work completion

4. Comparison of repeated courses

Courses which were taught in both fall 2009 and fall 2010 by the same instructor were identified; there were 86 across the 7 units. To assess the potential impact of the response timeframe on results, the values for the first core question, "Overall, this is an excellent course" and the third, "Overall, this is an excellent instructor" were compared.

The first analysis was to compare whether the overall difference in means for either Q1 or Q3 was significant. There were no significant differences for any Faculty for either question.

The 86 repeated courses were then compared individually for the means on Q1 and Q3. From year to year, one would expect some variation in the means, and one hopes that there would be a trend towards improvement. For Q1 ("Overall, this is an excellent course") means, there were 9 with significant differences: 6 increases and 3 decreases (see Table 6).

Q1 response	# of courses	% of total
Increased	6	(7%)
Same	77	(90%)
Decreased	3	(3%)
Total	86	

Table 6: Q1 response values for repeated course/instructor combinations

Of the 86 courses, there were 11 with significant differences in Q3 (“Overall, this is an excellent instructor”) means: 8 increases and 3 decreases (see Table 7).

Q3 response	# of courses	% of total
Increased	8	(9%)
Same	75	(87%)
Decreased	3	(4%)
Total	86	

Table 7: Q3 response values for repeated course/instructor combinations

Overall, within Faculties there was no significant difference in mean responses to the two core questions analyzed. However, there were some changes for individual courses with more mean ratings for courses increasing than decreasing.

5. Faculty survey results:

Instructor feedback was obtained from a survey that was distributed electronically to all participating instructors in the first week of January. It was designed to solicit their feedback on the experience and to assess their opinion as to the preferred end dates for the course evaluation period. Of the 180 participating instructors, 89 responded (overall response rate of 49%; see Table 8).

Academic Unit	# of instructors	# who responded	%
Animal Science	9	6	67%
Dietetics & Human Nutrition	16	9	56%
Natural Resource Sciences	25	11	44%
Parasitology	13	4	31%
Information Studies	16	5	31%
Integrated Studies in Ed	74	41	55%
Religious Studies	27	13	48%
Overall	180	89	49%

Table 8: Instructors responding to questionnaire on extended dates

The instructors were asked when, in the future, they would prefer the evaluation period to end. Of the 89 respondents, 51 (59%) indicated a preference for either the end of the exam period (n=44, 51%) or no preference (n=7, 8%) while 31 instructors (36%) would prefer the end of classes. Four instructors (5%) did not answer. (See Table 9.)

	AniSci	D&HN	PARA	NRS	DISE	SIS	REL	Grand Total
End of classes	3 (50%)	5 (62.5%)	2 (50%)	4 (40%)	15 (36.6%)	1 (20%)	1 (8.3%)	31 (36%)
Exam period	3 (50%)	1 (12.5%)	1 (25%)	5 (50%)	19 (46.3%)	4 (80%)	11 (91.7%)	44 (51%)
No pref	0	0	1 (25%)	0	6 (14.6%)	0	0	7 (8%)
Other	0	2 (25%)	0	1 (10%)	1 (2.4%)	0	0	4 (5%)
Grand Total	6	8	4	10	41	5	12	86

Table 9 Preferred end date for evaluation period

Overall, the majority of respondents preferred extending the course evaluation period through the exam period. Of the seven units, 4 preferred the exam period, 2 the end of classes and 1 was divided.

6. Process implications:

The change in end dates had no impact on administrative processes.