ANALYSIS OF COURSE EVALUATIONS DATA

I)   **THOMPSON RIVERS UNIVERSITY, KAMLOOPS, 2015-2019**

In the past four years, I taught 09 (nine) different courses from the Architectural & Engineering Technology (ARET) Program and one (01) course for Engineering Transfer program. While all of my courses receive excellent ratings in the student evaluations, I take the student feedback seriously and change/update the course accordingly to improve my teaching. The following presents a detailed analysis of the course assessment reports **for a selected wide range of courses** that I taught in the last four academic years at TRU.

Individual Course Analysis Results

Fig. 1 and **2** show the course evaluation analysis results for **3rd-year Structural Analysis (ARET 3600)** and **Fluid Mechanics (ARET 3400)** courses. It is observed from the graphs that in all instances my rating in the various group of questions from the student evaluation questionnaire **is well below** to the cutoff value as defined at the Faculty of Science.

Fig. 3 and **4** represent the course evaluation data analysis of the **Civil Technology 1 (ARET 1400)** and **Construction Surveying (ARET 1410**) courses. Both of these courses are offered for the first year students of ARET Program and I taught these courses in the winter semester of each year. These analyses also indicate that in all instances my rating in the various group of questions from the student evaluation questionnaire **is well below** to the cutoff value as defined at the Faculty of Science.

Beside the ARET course, I taught **Engineering Graphics Course DRAF 1520** for the first year engineering students each year in the fall semester. **Fig. 5** shows the course evaluation data analysis of this course. In this course, in all instances, my rating in the various group of questions from the student evaluation questionnaire **is well below** to the cutoff value 3.0, as defined at the Faculty of Science.

Scale used

i) **'1: Strongly Agree'** ….. and '**6: Strongly Disagree'** for all questionnaires except the Senate question

ii) **1: Strongly Agree'** ….. and '**4: Strongly Disagree'** for the **Senate question.**
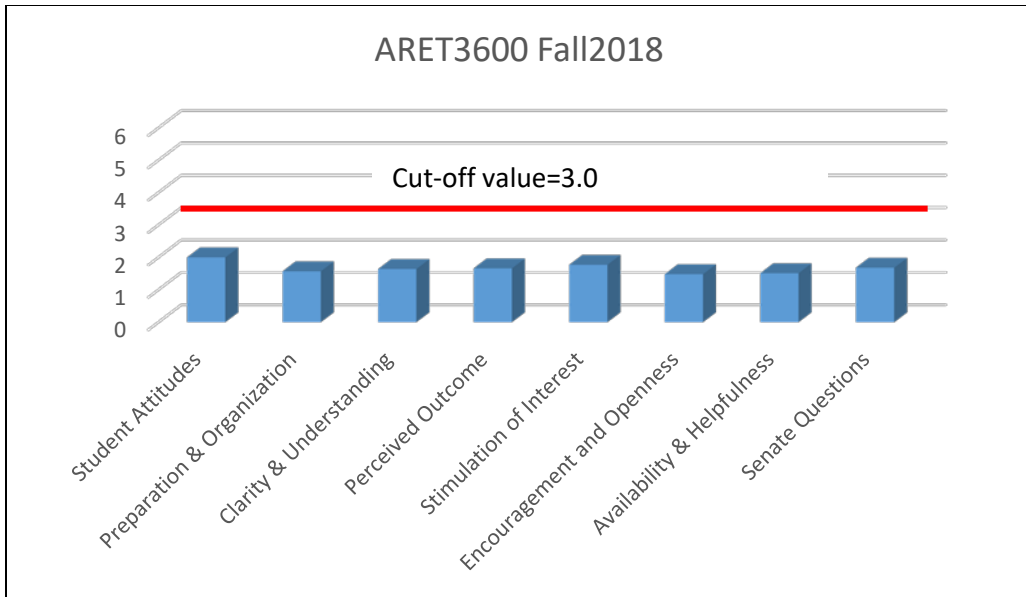
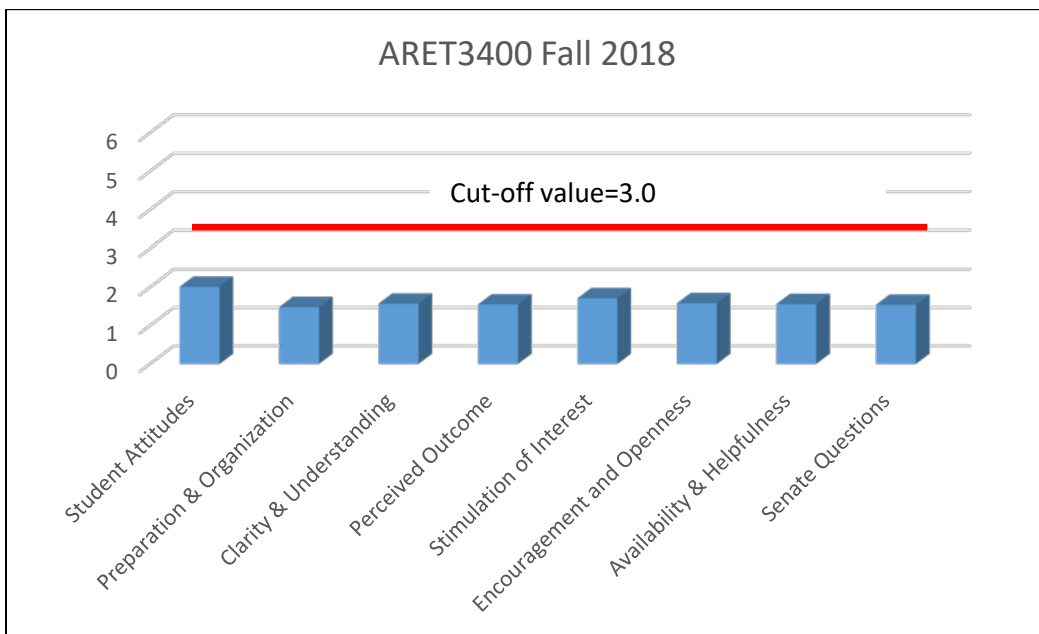**Fig. 1 Course Evaluation Data analysis for ARET 3600**
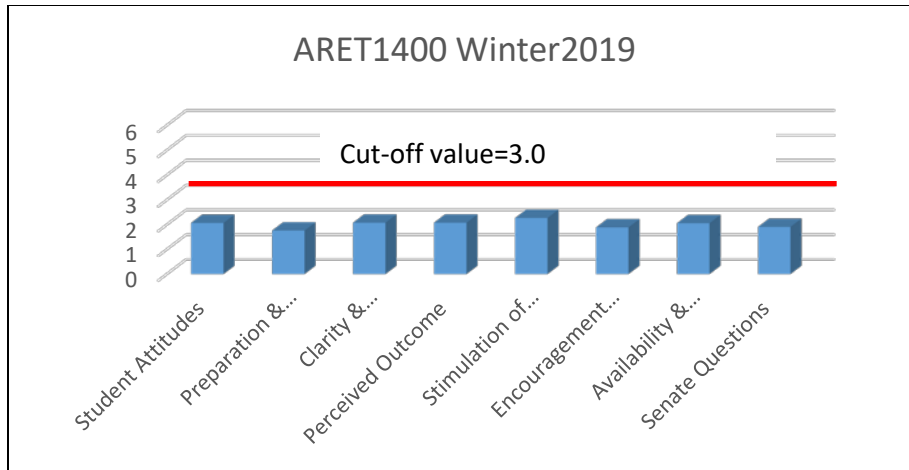

Fig. 2: Course Evaluation Data analysis for ARET 3400
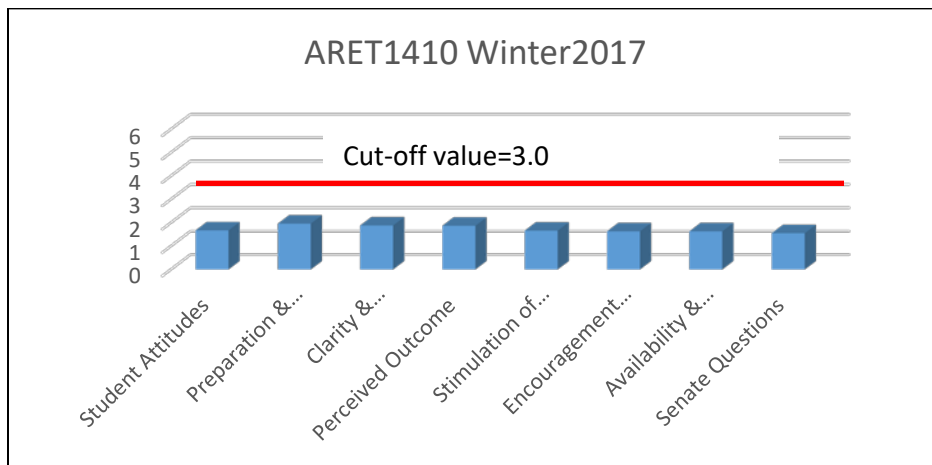
Fig. 3: Course Evaluation Data analysis for ARET 1400
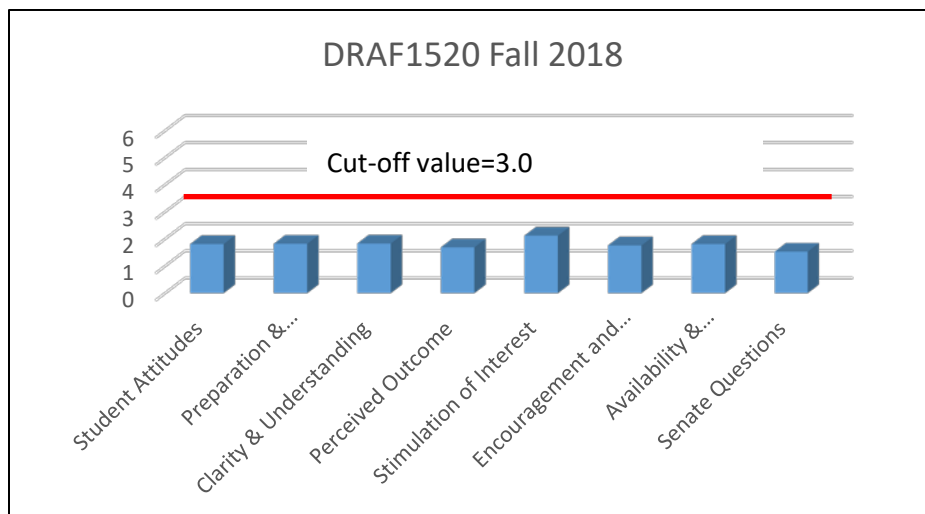

Fig.4: Course Evaluation Data analysis for ARET 1410

Fig.5: Course Evaluation Data analysis for DRAF 1520

Combined Course Evaluation Analysis

Table 1 shows the course analysis data of twelve (12) courses I taught from Fall 2015 to Winter 2019. It is observed that in all instances my rating in the various group of questions from the student evaluation questionnaire **is well below** to the cut-off value of 3.0 as defined at the Faculty of Science. The combined mean is 1.92 out of a scale of 6.0 and it is well below the to the cut-off value. For the Senate questions, the mean is 1.63 out of a scale of 4.0.

Table 7.1 below shows the course evaluation data

Course	Period	Student Attitudes	Preparation & Organization	Clarity & Understanding	Perceived Outcome	Stimulation of Interest	Encouragement & Openness	Availability & Helpfulness	Senate Questions
ARET4600	Fall 2015	2.00	2.18	2.57	2.22	2.68	2.66	2.50	1.70
ARET1400	Winter2016	1.88	2.17	2.55	2.4	2.6	2.09	2.33	1.77
ARET1410	Winter2016	1.4	2.19	2.13	2.03	1.92	1.9	2.24	1.58
ARET4610	Winter2016	1.78	1.83	2.33	2.10	2.23	2.00	2.22	1.46
ARET1410	Winter2017	1.67	1.96	1.88	1.87	1.66	1.63	1.63	1.55
ARET3400	Fall 2017	1.79	1.42	1.60	1.43	1.72	1.67	1.38	1.50
ARET3600	Fall 2017	1.61	1.70	1.83	1.86	1.84	1.90	1.63	1.56
DRAF1520	Fall 2017	2.02	2.01	2.27	2.09	2.30	1.83	1.69	1.75
ARET3400	Fall 2018	2.01	1.48	1.57	1.55	1.71	1.58	1.56	1.54
ARET3600	Fall 2018	2.00	1.57	1.64	1.66	1.77	1.48	1.51	1.68
DRAF1520	Fall 2018	1.81	1.82	1.83	1.69	2.12	1.76	1.81	1.53
ARET1400	Winter2019	2.07	1.76	2.08	2.08	2.27	1.89	2.06	1.91
Mean		**1.84**	**1.84**	**2.02**	**1.92**	**2.07**	**1.87**	**1.88**	**1.63**

Combined Mean = **1.92**   **Senate Question Mean = 1.63**   (Scale 1 to 6 for all questions except Senate question)

Fig. 6 shows the graphical representation of the combined results. The negative sloping of the presented graphs with time clearly indicates the improvement of my teaching with time.
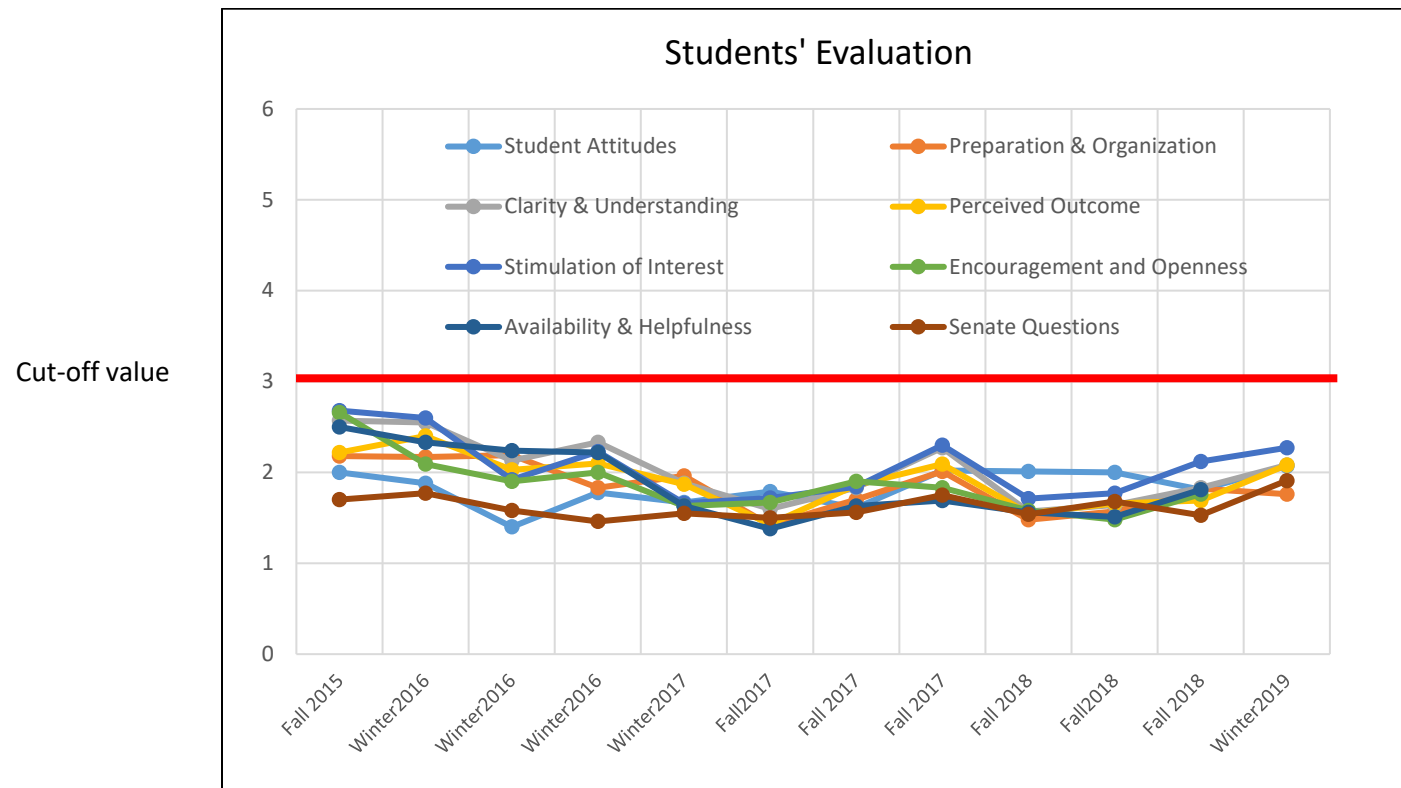

Fig.7.6: Combined Course Evaluation Data analysis (Fall2015-Winter 2019)

Note: All evaluations criteria uses a 6-point scale (1-6)   : **1-Strongly Agree**, ……, **6-Strongly Disagree**.
          Senate questions uses a 4 point scale (1-4)   : **1-strongly Agree**, ……, **4-strongly Disagree**.

Fig.7 below is the combined analysis graph of each individual group of questions from the student evaluation questionnaire. In all cases, the results are well below the cut-off value as defined by the faculty of science.
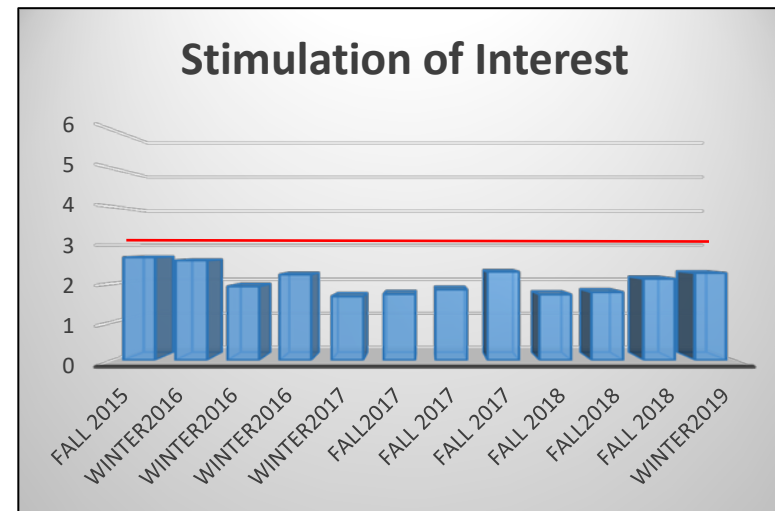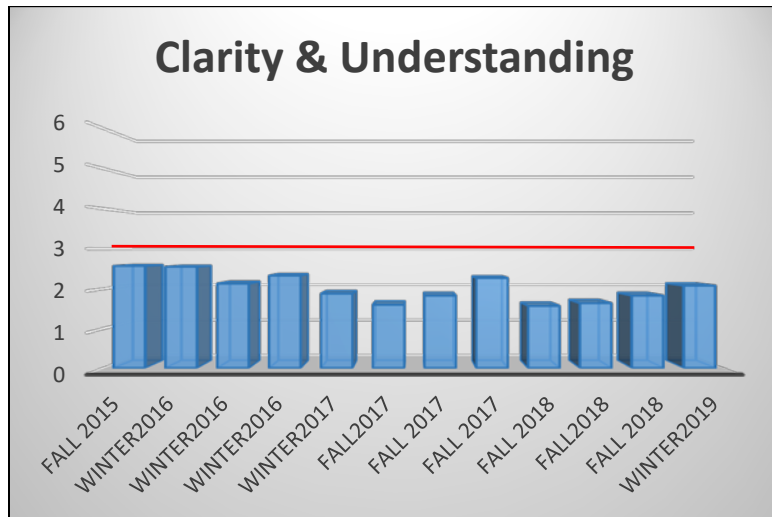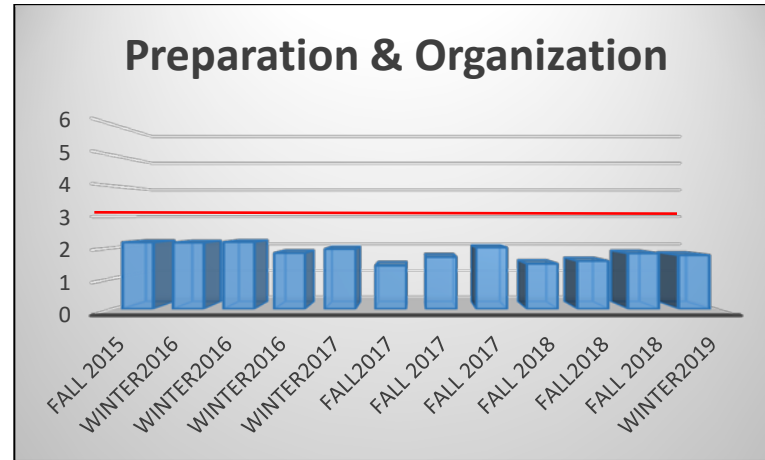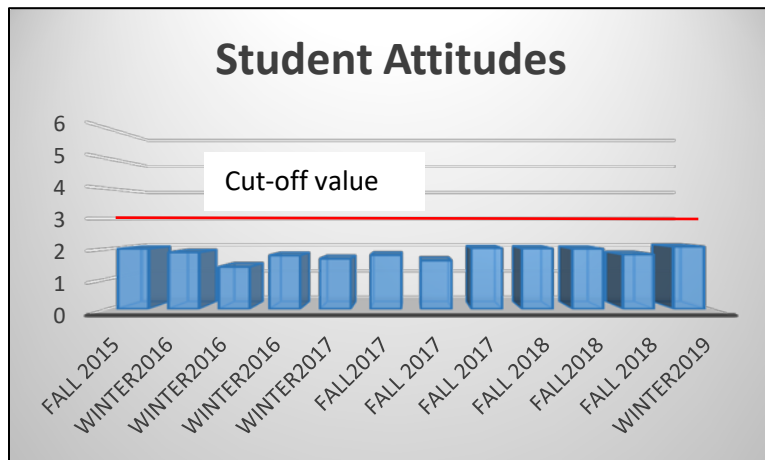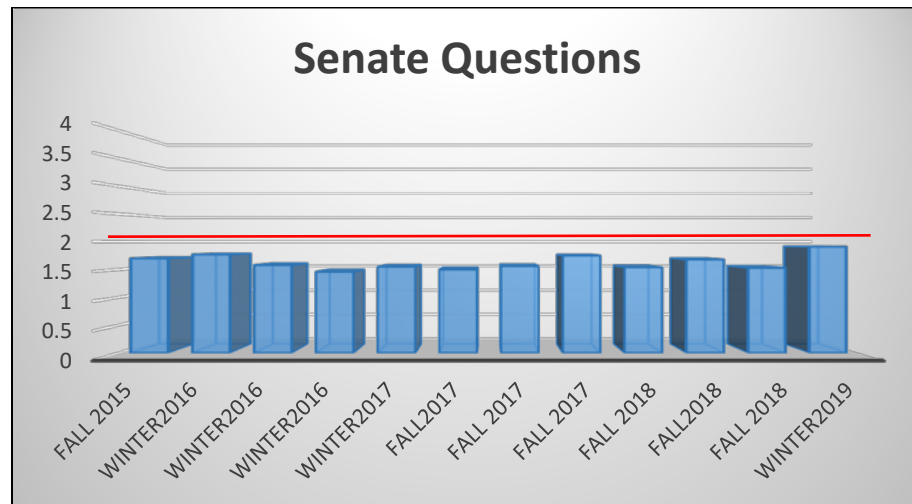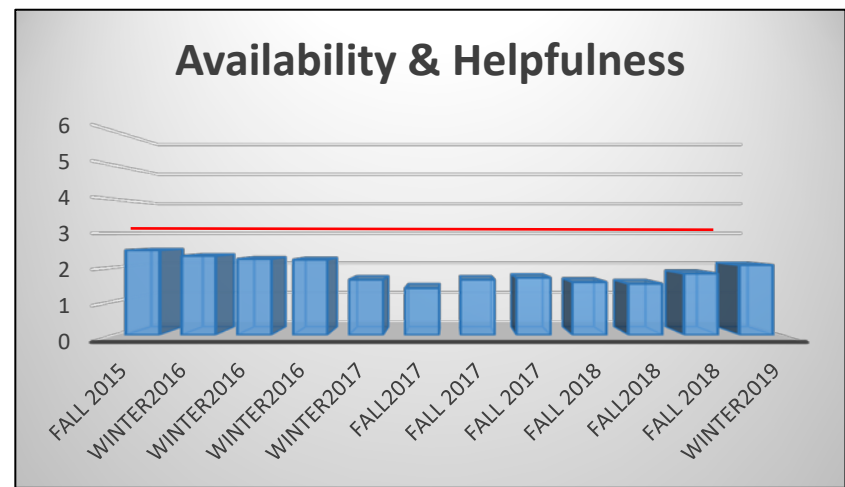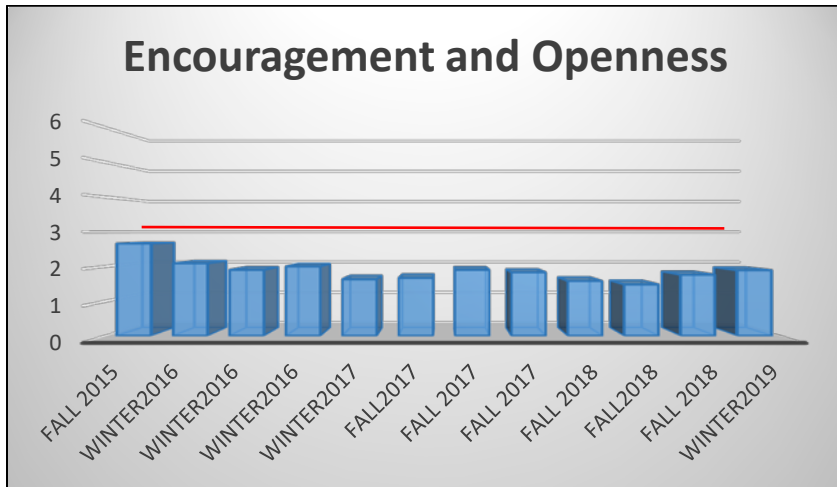
Fig 6.7: Analysis graphs for each individual group of questions

II)   UNIVERSITY SARAWAK MALAYSIA, KUCHING, MALAYSIA 2007-2011

- I have received **excellent (Score > 90 out of 100)** teaching evaluation results from the students for almost all the courses I taught.

- I have received the **best academic staff award (teaching)** from the faculty of Engineering for the two consecutive years 2008 and 2009 during my appointment at University Malaysia Sarawak.