Title

Author1

1 Affiliation

# Abstract

Lorem ipsum dolor sit amet, consetetur sadipscing elitr, sed diam nonumy eirmod tempor invidunt ut labore et dolore magna aliquyam erat, sed diam voluptua. At vero eos et accusam et justo duo dolores et ea rebum. Stet clita kasd gubergren, no sea takimata sanctus est Lorem ipsum dolor sit amet. Lorem ipsum dolor sit amet, consetetur sadipscing elitr, sed diam nonumy eirmod tempor invidunt ut labore et dolore magna aliquyam erat, sed diam voluptua. At vero eos et accusam et justo duo dolores et ea rebum. Stet clita kasd gubergren, no sea takimata sanctus est Lorem ipsum dolor sit amet. Lorem ipsum dolor sit amet, consetetur sadipscing elitr, sed diam nonumy eirmod tempor invidunt ut labore et dolore magna aliquyam erat, sed diam voluptua. At vero eos et accusam et justo duo dolores et ea rebum. Stet clita kasd gubergren, no sea takimata sanctus est Lorem ipsum dolor sit amet.

*Keywords:* template

# Heading 1

## Lorem ipsum dolor sit amet, consetetur sadipscing elitr, sed diam nonumy eirmod tempor invidunt ut labore et dolore magna aliquyam erat, sed diam voluptua. At vero eos et accusam et justo duo dolores et ea rebum. Stet clita kasd gubergren, no sea takimata sanctus est Lorem ipsum dolor sit amet. Lorem ipsum dolor sit amet, consetetur sadipscing elitr, sed diam nonumy eirmod tempor invidunt ut labore et dolore magna aliquyam erat, sed diam voluptua. At vero eos et accusam et justo duo dolores et ea rebum. Stet clita kasd gubergren, no sea takimata sanctus est Lorem ipsum dolor sit amet. Lorem ipsum dolor sit amet, consetetur sadipscing elitr, sed diam nonumy eirmod tempor invidunt ut labore et dolore magna aliquyam erat, sed diam voluptua. At vero eos et accusam et justo duo dolores et ea rebum. Stet clita kasd gubergren, no sea takimata sanctus est Lorem ipsum dolor sit amet. [[1]](#footnote-1)

## Heading 2

Lorem ipsum dolor sit amet, consetetur sadipscing elitr, sed diam nonumy eirmod tempor invidunt ut labore et dolore magna aliquyam erat, sed diam voluptua. At vero eos et accusam et justo duo dolores et ea rebum. Stet clita kasd gubergren, no sea takimata sanctus est Lorem ipsum dolor sit amet. Lorem ipsum dolor sit amet, consetetur sadipscing elitr, sed diam nonumy eirmod tempor invidunt ut labore et dolore magna aliquyam erat, sed diam voluptua. At vero eos et accusam et justo duo dolores et ea rebum. Stet clita kasd gubergren, no sea takimata sanctus est Lorem ipsum dolor sit amet. Lorem ipsum dolor sit amet, consetetur sadipscing elitr, sed diam nonumy eirmod tempor invidunt ut labore et dolore magna aliquyam erat, sed diam voluptua. At vero eos et accusam et justo duo dolores et ea rebum. Stet clita kasd gubergren, no sea takimata sanctus est Lorem ipsum dolor sit amet.

# References

Avery, R. J., Bryant, W. K., Mathios, A., Kang, H., & Bell, D. (2006). Electronic course evaluations: Does an online delivery system influence student evaluations? *The Journal of Economic Education*, *37*(1), 21–37. <https://doi.org/10.3200/JECE.37.1.21-37>

Berk, R. A. (2012). Top 20 strategies to increase the online response rates of student rating scales. *International Journal of Technology in Teaching and Learning*, *8*(2), 98–107.

Berk, R. A. (2013). *Top 10 flashpoints in student ratings and the evaluation of teaching*. Stylus.

Boysen, G. A. (2015a). Preventing the overinterpretation of small mean differences in student evaluations of teaching: An evaluation of warning effectiveness. *Scholarship of Teaching and Learning in Psychology*, *1*(4), 269–282. <https://doi.org/10.1037/stl0000042>

Boysen, G. A. (2015b). Significant interpretation of small mean differences in student evaluations of teaching despite explicit warning to avoid overinterpretation. *Scholarship of Teaching and Learning in Psychology*, *1*(2), 150–162. <https://doi.org/10.1037/stl0000017>

Boysen, G. A., Kelly, T. J., Raesly, H. N., & Casner, R. W. (2014). The (mis)interpretation of teaching evaluations by college faculty and administrators. *Assessment & Evaluation in Higher Education*, *39*(6), 641–656. <https://doi.org/10.1080/02602938.2013.860950>

Buller, J. L. (2012). *Best practices in faculty evaluation: A practical guide for academic leaders*. Jossey-Bass.

Dewar, J. M. (2011). Helping stakeholders understand the limitations of SRT data: Are we doing enough? *Journal of Faculty Development*, *25*(3), 40–44.

Dommeyer, C. J., Baum, P., & Hanna, R. W. (2002). College students’ attitudes toward methods of collecting teaching evaluations: In-class versus on-line. *Journal of Education for Business*, *78*(1), 11–15. <https://doi.org/10.1080/08832320209599691>

Dommeyer, C. J., Baum, P., Hanna, R. W., & Chapman, K. S. (2004). Gathering faculty teaching evaluations by in-class and online surveys: Their effects on response rates and evaluations. *Assessment & Evaluation in Higher Education*, *29*(5), 611–623. <https://doi.org/10.1080/02602930410001689171>

Feistauer, D., & Richter, T. (2016). How reliable are students’ evaluations of teaching quality? A variance components approach. *Assessment & Evaluation in Higher Education*, *42*(8), 1263–1279. <https://doi.org/10.1080/02602938.2016.1261083>

Gilovich, T., Griffin, D., & Kahneman, D. (Eds.). (2002). *Heuristics and biases: The psychology of intuitive judgment*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511808098>

Griffin, T. J., Hilton, J., III, Plummer, K., & Barret, D. (2014). Correlation between grade point averages and student evaluation of teaching scores: Taking a closer look. *Assessment & Evaluation in Higher Education*, *39*(3), 339–348. <https://doi.org/10.1080/02602938.2013.831809>

Jaquett, C. M., VanMaaren, V. G., & Williams, R. L. (2016). The effect of extra-credit incentives on student submission of end-of-course evaluations. *Scholarship of Teaching and Learning in Psychology*, *2*(1), 49–61. <https://doi.org/10.1037/stl0000052>

Jaquett, C. M., VanMaaren, V. G., & Williams, R. L. (2017). Course factors that motivate students to submit end-of-course evaluations. *Innovative Higher Education*, *42*(1), 19–31. <https://doi.org/10.1007/s10755-016-9368-5>

Morrison, R. (2011). A comparison of online versus traditional student end-of-course critiques in resident courses. *Assessment & Evaluation in Higher Education*, *36*(6), 627–641. <https://doi.org/10.1080/02602931003632399>

Nowell, C., Gale, L. R., & Handley, B. (2010). Assessing faculty performance using student evaluations of teaching in an uncontrolled setting. *Assessment & Evaluation in Higher Education*, *35*(4), 463–475. <https://doi.org/10.1080/02602930902862875>

Nulty, D. D. (2008). The adequacy of response rates to online and paper surveys: What can be done? *Assessment & Evaluation in Higher Education*, *33*(3), 301–314. <https://doi.org/10.1080/02602930701293231>

Palmer, M. S., Bach, D. J., & Streifer, A. C. (2014). Measuring the promise: A learning-focused syllabus rubric. *To Improve the Academy: A Journal of Educational Development*, *33*(1), 14–36. <https://doi.org/10.1002/tia2.20004>

Reiner, C. M., & Arnold, K. E. (2010). Online course evaluation: Student and instructor perspectives and assessment potential. *Assessment Update*, *22*(2), 8–10. <https://doi.org/10.1002/au.222>

Risquez, A., Vaughan, E., & Murphy, M. (2015). Online student evaluations of teaching: What are we sacrificing for the affordances of technology? *Assessment & Evaluation in Higher Education*, *40*(1), 210–234. <https://doi.org/10.1080/02602938.2014.890695>

Spooren, P., Brockx, B., & Mortelmans, D. (2013). On the validity of student evaluation of teaching: The state of the art. *Review of Educational Research*, *83*(4), 598–642. <https://doi.org/10.3102/0034654313496870>

Stanny, C. J., Gonzalez, M., & McGowan, B. (2015). Assessing the culture of teaching and learning through a syllabus review. *Assessment & Evaluation in Higher Education*, *40*(7), 898–913. <https://doi.org/10.1080/02602938.2014.956684>

Stark, P. B., & Freishtat, R. (2014). An evaluation of course evaluations. *ScienceOpen Research*. <https://doi.org/10.14293/S2199-1006.1.SOR-EDU.AOFRQA.v1>

Stowell, J. R., Addison, W. E., & Smith, J. L. (2012). Comparison of online and classroom-based student evaluations of instruction. *Assessment & Evaluation in Higher Education*, *37*(4), 465–473. <https://doi.org/10.1080/02602938.2010.545869>

Tversky, A., & Kahneman, D. (1971). Belief in the law of small numbers. *Psychological Bulletin*, *76*(2), 105–110. <https://doi.org/10.1037/h0031322>

Uttl, B., White, C. A., & Gonzalez, D. W. (2017). Meta-analysis of faculty’s teaching effectiveness: Student evaluation of teaching ratings and student learning are not related. *Studies in Educational Evaluation*, *54*, 22–42. <https://doi.org/10.1016/j.stueduc.2016.08.007>

Venette, S., Sellnow, D., & McIntyre, K. (2010). Charting new territory: Assessing the online frontier of student ratings of instruction. *Assessment & Evaluation in Higher Education*, *35*(1), 101–115. <https://doi.org/10.1080/02602930802618336>

Webb, E. J., Campbell, D. T., Schwartz, R. D., & Sechrest, L. (1966). *Unobtrusive measures: Nonreactive research in the social sciences*. Rand McNally.

Table 1

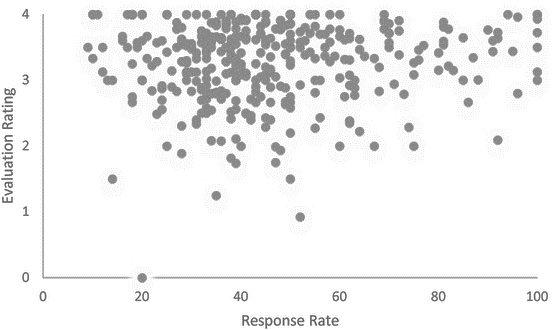
*Means and Standard Deviations for Response Rates (Course Delivery Method by Evaluation Year)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Administration year | Face-to-face course | | Online course | |
| *M* | *SD* | *M* | *SD* |
| Year 1: 2012 | 71.72 | 16.42 | 32.93 | 15.73 |
| Year 2: 2013 | 72.31 | 14.93 | 32.55 | 15.96 |
| Year 3: 2014 | 47.18 | 20.11 | 41.60 | 18.23 |

*Note.* Student evaluations of teaching (SETs) were administered in two modalities in Years 1 and 2: paper based for face-to-face courses and online for online courses. SETs were administered online for all courses in Year 3.

Figure 1

*Scatterplot Depicting the Correlation Between Response Rates and Evaluation Ratings*



*Note.* Evaluation ratings were made during the 2014 fall academic term.

1. Footnote [↑](#footnote-ref-1)