

1. The questionnaire used

The questionnaire used in this course for the most part consists of questions with five possible answers. Students can indicate for these questions the extent to which they “agree” or “disagree” with a statement. For example: “agree” or “disagree” with the statement “I learned a lot in this course”. The most unfavourable choice (-- = disagree completely/very poor) has been allocated the coding 1, and the most favourable alternative (++ = agree completely/very good) the coding 5; the other options lie in-between.

Each respondent has the opportunity to write comments or further explain his/her answers at the end of the questionnaire.

2. Results display

The results of the questionnaire are displayed in three ways:

- The reference table displays the average score for all the 5-point questions; Moreover, the table includes the following information for comparison:
 - The average of the VU University Amsterdam, based on previous answers to the questionnaire.
 - The 67% interval: this interval corresponds to the average of the VU plus and minus one standard deviation. Approximately 67% of the average scores of earlier questionnaires are in this area.
 - The average of the faculty.
- The figure shows the same data in a graph.
- The frequencytables show the standard deviation per question in addition to the average, as well as the number of respondents, and the frequency distribution of the alternative answers.
The scores for the individual teachers and results of additional questions (if applicable) are also shown in frequency tables.
- The comments made by the students have been included as at the end of this report.

3. Interpretation of the results

When assessing whether a particular average score should be regarded as (very) low, average or (very) high, in general the following limits were set regarding the 5-point question type referred to above:

- <2½ : very low
- 2½ - 3 : low
- 3 - 3½ : fairly low to reasonable
- 3½ - 4 : reasonable to fairly high
- > 4 : (very) high

Absolute assessments

The application of the rule of thumb referred to above leads to more or less absolute assessments. These assessments are only valid when the questions are correctly formulated (a not too modest, positively phrased statement), if there are a reasonable number of respondents ($N > 15$) and the standard deviation is not too high ($SD < 1.0$).

If one of these conditions is not met, caution must be used in applying the rule of thumb:

Small or deviating N

If the number of respondents who have answered a question is (considerably) smaller than the total number of respondents, as a rule this means that the question does not apply to everyone and/or that the subject of the question does not or hardly plays a role. Furthermore, the averages for a small N are more sensitive to outliers so that their illustration in the table and graph may be misleading. It is important to refer to the frequency distribution to determine whether or not this is the case.

High standard deviation

A relatively high standard deviation demands caution when interpreting average scores. For example, an average rating of 3.5 for the quality of course material is not properly characterised as “reasonable” if this average is the result of a high number of negative scores and a high number of positive scores while ratings in the middle seldom occur.

The frequency distribution can clarify whether or not the usual interpretation (“reasonable” for an average of 3.5, for example) is correct.

Comparative assessments

The comparison with VU and faculty averages (reference scores) can supplement and qualify an interpretation based on the rule of thumb referred to above. For example, an average rating of 3.5 has a different meaning depending on how high the faculty or VU average is, especially if these averages are to be viewed as a norm.

Comparison with the 67% interval

The 67% interval indicates the limits for the average within which the outcomes can still be considered “normal” (usual). A score below the 67% interval means that approximately 83% of the VU's courses were given a higher score for that particular question in the past, and a score above the 67% interval means that the score for the course for the evaluated component of the programme is in the top 17% of VU courses.

Finally, the interpretations based solely on numbers referred to above, can be further qualified by the written comments of the students.

For more information regarding the interpretation of course evaluation results, see VUnet: (www.vu.nl/vunet/evaluaties), or contact the evaluation coordinator of your faculty or the department of Teaching and Quality (Student and Educational affairs).

Evaluation Report Course Org Behavior Management PTBA (E_PTBA_OBM)

Faculty : SBE

Programme :

Course : Org Behavior Management PTBA

Lecturer(s) :

Acad. period and year : 150 - 2017

Start evaluation: 6/1/18

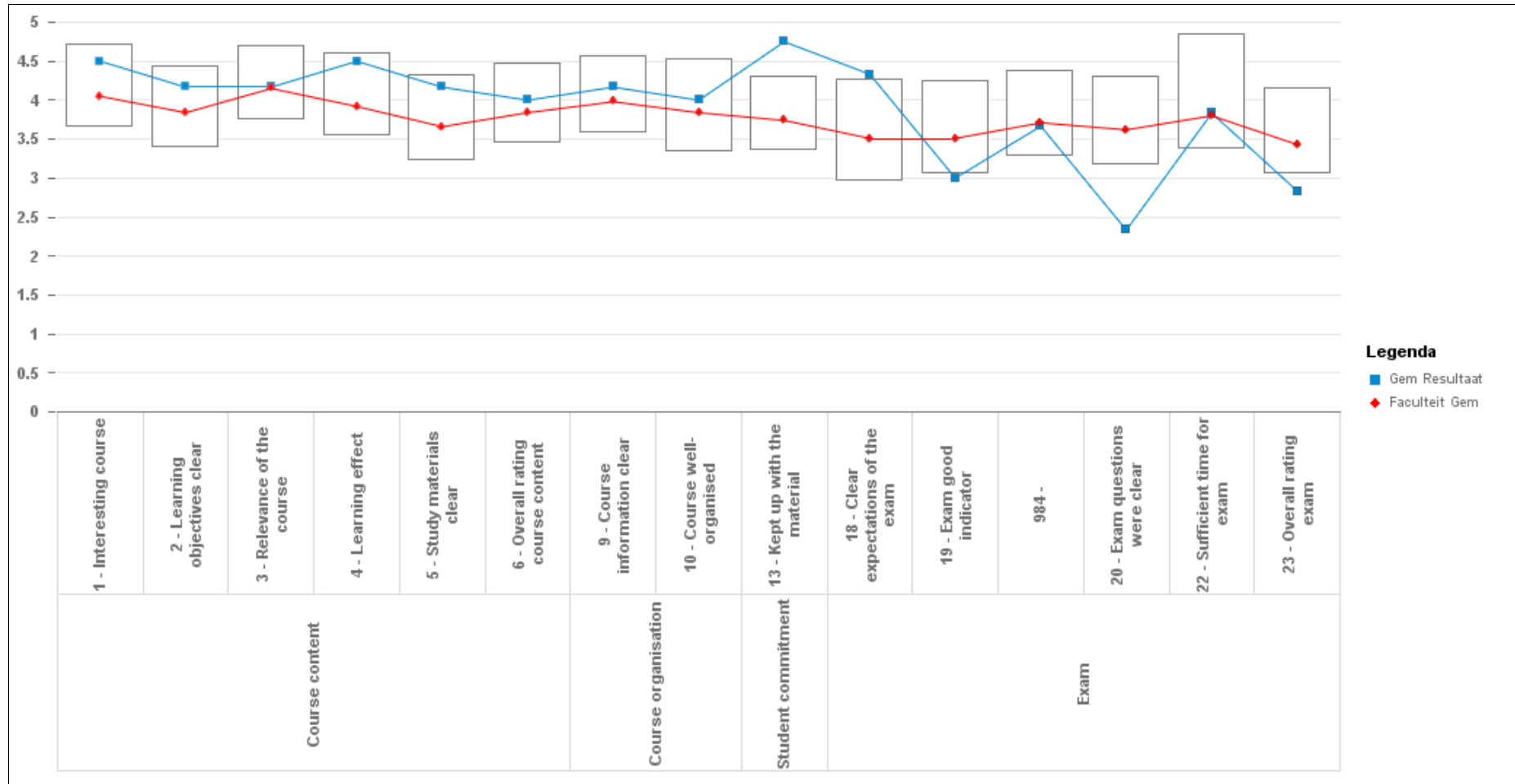
Response : N = 6

End evaluation: 6/15/18

Course content	VU-ref.	VU-sd	VU+sd	SBE-ref.	mean*
1 It was an interesting course.	4.09	3.58	- 4.60	4.05	4.50
2 The learning objectives were clear to me.	3.83	3.33	- 4.33	3.84	4.17
3 The relevance of this course to the programme was clear to me.	4.12	3.66	- 4.58	4.15	4.17
4 I learned a lot from this course.	3.98	3.47	- 4.48	3.92	4.50
5 The study materials (books, readers, etc.) were clear and informative.	3.69	3.16	- 4.22	3.66	4.17
6 Overall rating of the quality of the content of this course.	3.87	3.38	- 4.36	3.84	4.00
Course organisation	VU-ref.	VU-sd	VU+sd	SBE-ref.	mean*
9 The course information was clear and up to date.	3.99	3.51	- 4.46	3.98	4.17
10 This course was well-organised (if you disagree, please explain at the open questions at the end of the survey).	3.84	3.27	- 4.41	3.84	4.00
Student commitment	VU-ref.	VU-sd	VU+sd	SBE-ref.	mean*
13 I was able to keep up with the material well during the course.	3.74	3.28	- 4.19	3.74	4.75
Exam	VU-ref.	VU-sd	VU+sd	SBE-ref.	mean*
18 I knew clearly in advance what to expect in the exam (via exercises, practice tests, study instructions, etc.)	3.54	2.91	- 4.16	3.51	4.33
19 The exam was a good indicator of what I had learned in this course (if you disagree, please explain at the open questions at the end of the survey).	3.57	2.99	- 4.15	3.51	3.00
984 The type of assessment used was appropriate to the knowledge and skills acquired	3.75	3.22	- 4.27	3.71	3.67
20 The exam questions were clear.	3.65	3.11	- 4.19	3.62	2.33
22 The time allowed to take the exam was sufficient	4.01	3.30	- 4.73	3.80	3.83
23 Overall rating of the exam	3.52	3.00	- 4.05	3.43	2.83

Evaluation Course: Org Behavior Management PTBA

SBE; N=6



The figure above is a graphic representation of the data from the table. The mean score of each question of this particular course is represented by a blue square. The mean scores of this faculty are represented by red diamonds. The VU mean is based on courses from various faculties evaluated since 2004-2005. For each question, the rectangles within the figure mark the 67%-interval, the area in which two third of those mean scores lie. The VU mean lies precisely in the middle of the rectangle. The figure can be used to compare this course's performance with the performance of all evaluated courses at VU university (VU mean), and with other courses within the faculty. Besides, it becomes clear if potential differences (positive or negative) are unusually great: above or below the 67% interval. Any additional questions are not shown in this figure.

Frequency tables Org Behavior Management PTBA (E_PTBA_OBM)

Faculty : SBE
 Programme :
 Course : Org Behavior Management PTBA
 Lecturer(s) :
 Acad. period and year : 150 - 2017
 Response : N = 6

Course content	--	-	+/-	+	++	N	mean	sd
1 It was an interesting course.	0	0	1	1	4	6	4.50	0.84
2 The learning objectives were clear to me.	0	1	0	2	3	6	4.17	1.17
3 The relevance of this course to the programme was clear to me.	0	0	1	3	2	6	4.17	0.75
4 I learned a lot from this course.	0	0	0	3	3	6	4.50	0.55
5 The study materials (books, readers, etc.) were clear and informative.	0	1	0	2	3	6	4.17	1.17
6 Overall rating of the quality of the content of this course.	0	1	1	1	3	6	4.00	1.26
Course organisation	--	-	+/-	+	++	N	mean	sd
9 The course information was clear and up to date.	0	1	0	2	3	6	4.17	1.17
10 This course was well-organised (if you disagree, please explain at the open questions at the end of the survey).	0	1	0	3	2	6	4.00	1.10
Student commitment	--	-	+/-	+	++	N	mean	sd
13 I was able to keep up with the material well during the course.	0	0	0	1	3	4	4.75	0.50
Exam	--	-	+/-	+	++	N	mean	sd
18 I knew clearly in advance what to expect in the exam (via exercises, practice tests, study instructions, etc.)	0	0	0	4	2	6	4.33	0.52
19 The exam was a good indicator of what I had learned in this course (if you disagree, please explain at the open questions at the end of the survey).	1	2	0	2	1	6	3.00	1.55
984 The type of assessment used was appropriate to the knowledge and skills acquired	0	2	0	2	2	6	3.67	1.37
20 The exam questions were clear.	3	0	1	2	0	6	2.33	1.51
22 The time allowed to take the exam was sufficient	0	2	0	1	3	6	3.83	1.47
23 Overall rating of the exam	1	2	0	3	0	6	2.83	1.33

Course content

For me, the level of this course was	n	%
too low	1	17%
just right	5	83%
too high	0	0%
Total:	6	

The total study load of this course was in proportion to the number of credits (EC)	n	%
too low	0	0%
just right	6	100%
too high	0	0%
Total:	6	

Student commitment

Percentage of classes attended	n	%
0-32%	0	0%
33-66%	0	0%
67-100%	6	100%
Total:	6	

Estimated time spent in hours on out-of-class study per week (i.e. excluding face-to-face instruction)	n	%
0-4	0	0%
4-8	2	33%
8-12	2	33%
12-16	0	0%
> 16 hours	2	33%
Total:	6	

Exam

In my opinion, the level of the exam was	n	%
too low	0	0%
just right	4	67%
too high	2	33%
Total:	6	

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Door de cursuscoördinator toegevoegde extra vragen

Student comments Org Behavior Management PTBA (E_PTBA_OBM)

All comments made by the students are shown below. No selection took place nor have changes been made to formulations and the like.

What do you think was good about this course?

de inhoud is zeer interessant en in combinatie met de kennis in de praktijk brengen maakte het onderdeel zeer levendig en aantrekkelijk.

Ook de wijze hoe de docent het vak doceerde beviel mij zeer goed, vooral het variërend aanpakken tijdens de college.

Meaningful.

What suggestions for improvement can you make?

nvt

The exam was not a test of applying analytical knowledge, but just a summary of bullet points out of the books. In my opinion is that not testing academical knowledge.

Further comments

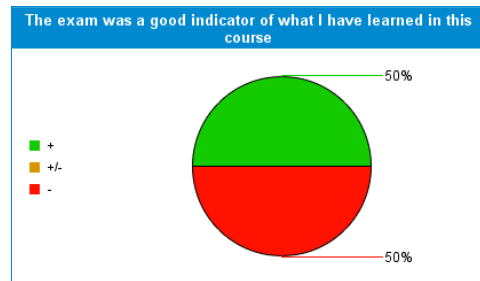
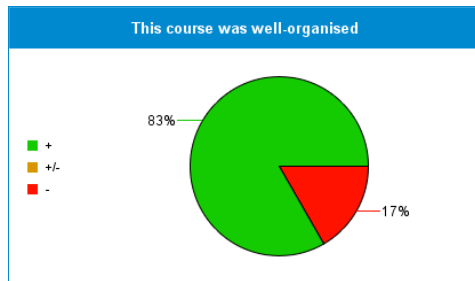
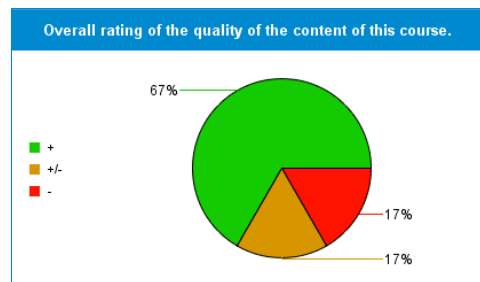
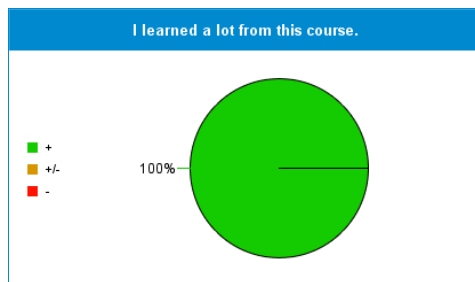
nvt

OUTCOMES COURSE EVALUATION: Org Behavior Management PTBA

Course : Org Behavior Management PTBA
 Faculty : SBE
 College year : 2017 - 2018

6 students filled in the course evaluation of Org Behavior Management PTBA. A graphical representation of some of the results is shown. The charts depict for each subject the percentage of respondents that gave a (very) positive (+ or ++), a neutral (+/-) or a (very) negative (- or --) evaluation of the subject.

Response by course coordinator :



AVERAGE RESULTS	I learned a lot from this course.	Overall rating of the quality of the content of this course.	This course was well-organised	The exam was a good indicator of what I have learned in this course
Org Behavior Management PTBA	4.50	4.00	4.00	3.00
SBE-mean	3.92	3.84	3.84	3.51
VU-mean	3.98	3.87	3.84	3.57