

... ..  
... ..  
... ..

... .. \* ... .. B ... .. & ... ..  
... ..  
*California State University, Northridge, USA*

... ..  
... ..  
... ..  
... ..  
... ..  
... ..

## Introduction

... ..  
... ..  
... .. ( )  
... .. ( )  
... .. ( )

## *Problems with the traditional method of faculty evaluation*

√ ... ..  
... ..  
... ..  
... ..

---

\* ... .. B ... ..  
... ..  
... .. ( ) ... .. ( )  
... .. & ... ..  
... ..





B *et al.* ( ) *et al.* ( )

B ( )  
( )

,

( *et al.* ) % ( )  
*et al.* ( ) &  
*et al.* ( ) *et al.* ( )  
( )

( %)

B

## Experimental design

### *The treatments and the randomized incomplete block design*

*Gathering faculty teaching evaluations*



## *Gathering faculty teaching evaluations*

### *Other design considerations*

Consider the following questions when designing your evaluation instrument:

- How many items will you use?
- How many items will you use for each dimension?
- How many items will you use for each dimension?
- How many items will you use for each dimension?

Consider the following questions when designing your evaluation instrument:

- How many items will you use?
- How many items will you use for each dimension?
- How many items will you use for each dimension?
- How many items will you use for each dimension?

### Research questions

Consider the following questions when designing your evaluation instrument:

- How many items will you use?
- How many items will you use for each dimension?
- How many items will you use for each dimension?
- How many items will you use for each dimension?

( ) Consider the following questions when designing your evaluation instrument:

( ) Consider the following questions when designing your evaluation instrument:

( ) Consider the following questions when designing your evaluation instrument:

( ) Consider the following questions when designing your evaluation instrument:

Consider the following questions when designing your evaluation instrument:

( ) Consider the following questions when designing your evaluation instrument: ( ) Consider the following questions when designing your evaluation instrument?

( ) Consider the following questions when designing your evaluation instrument:

### The response rates

Consider the following questions when designing your evaluation instrument:

- How many items will you use?
- How many items will you use for each dimension?
- How many items will you use for each dimension?
- How many items will you use for each dimension?





## Gathering faculty teaching evaluations

Faculty	Semester	Evaluation
1	1	1
1	2	2
2	1	3
2	2	4
3	1	5
3	2	6

$\mu_{11}$  is the mean of the first group,  $\mu_{12}$  is the mean of the second group,  $\mu_{21}$  is the mean of the third group, and  $\mu_{22}$  is the mean of the fourth group. The overall mean is  $\mu$ . The variance of the first group is  $\sigma^2_{11}$ , the variance of the second group is  $\sigma^2_{12}$ , the variance of the third group is  $\sigma^2_{21}$ , and the variance of the fourth group is  $\sigma^2_{22}$ . The overall variance is  $\sigma^2$ .

### The online treatment effect

$\mu_{11}$  is the mean of the first group,  $\mu_{12}$  is the mean of the second group,  $\mu_{21}$  is the mean of the third group, and  $\mu_{22}$  is the mean of the fourth group. The overall mean is  $\mu$ . The variance of the first group is  $\sigma^2_{11}$ , the variance of the second group is  $\sigma^2_{12}$ , the variance of the third group is  $\sigma^2_{21}$ , and the variance of the fourth group is  $\sigma^2_{22}$ . The overall variance is  $\sigma^2$ .

Faculty	Semester	Evaluation
1	1	1
1	2	2
2	1	3
2	2	4
3	1	5
3	2	6

...

### Mean item scores

...

$$\left( \frac{\dots}{\dots} \right) \dots \left( \dots \sqrt{\dots} \right)$$

*F*

...

### Discussion and conclusions

...





## References

- Barnett, T. & O'Connell, J. (1999) *Journal of Management Education*, *Social Science Computer Review*, (1), 1-10.
- Barnett, T. (1999) *Reflective faculty evaluation: enhancing teaching and determining faculty effectiveness* (1999) (1999) **B**
- Barnett, T. & O'Connell, J. (1999) **B**

