

CHARACTERISTICS OF MIDSEMESTER EVALUATIONS

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RESEARCH QUESTIONS

1. To what extent are students participating in midsemester evaluations?
2. How do participation rates vary by semester, division, level, or mode?



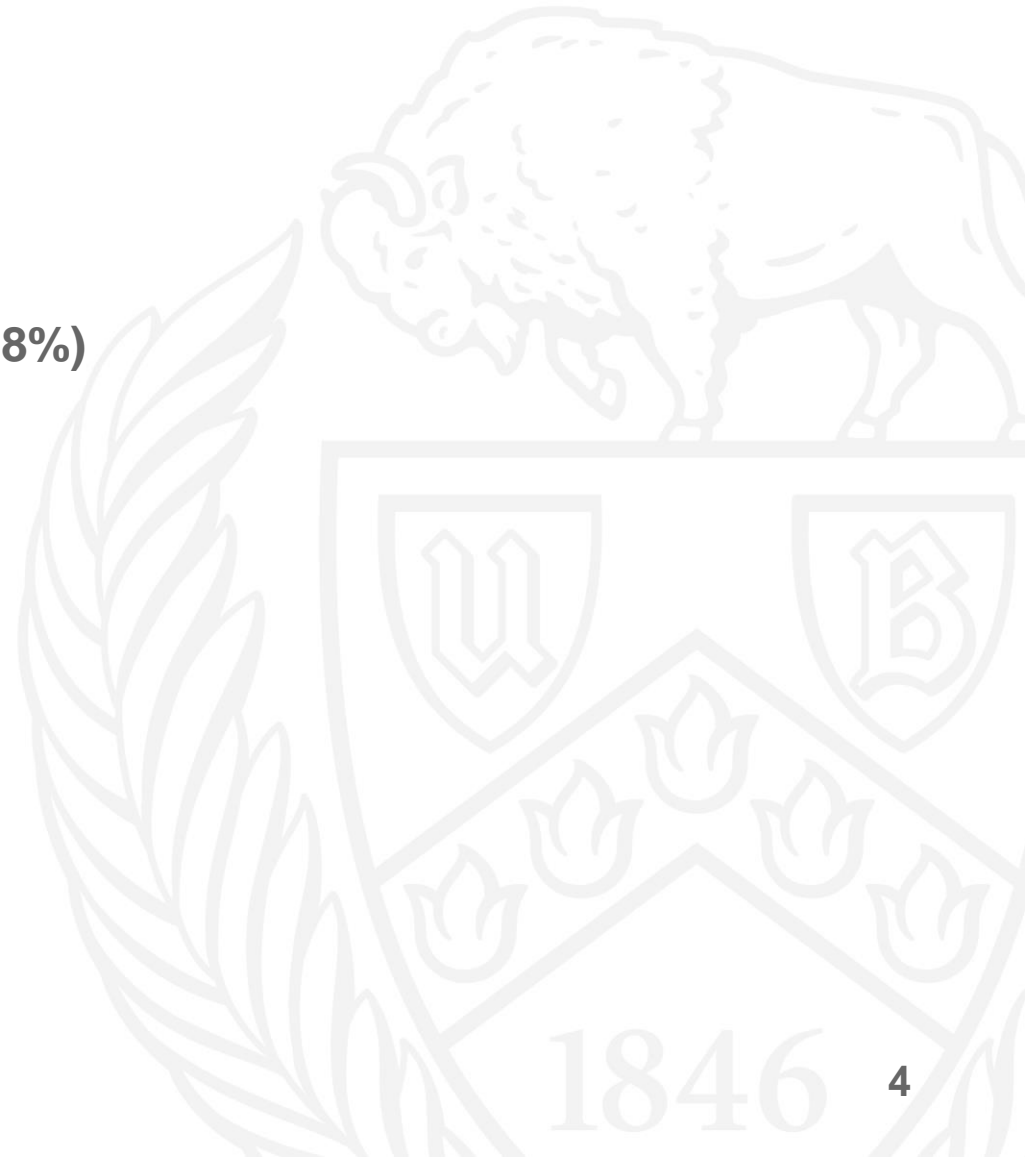
Benefits

- Make immediate adjustments
- Clarify expectations
- Reinforce goals/aims of course
- Can avoid pitfalls that may contribute to negative end-of-semester evaluations
 - Subsequently benefitting promotion & tenure

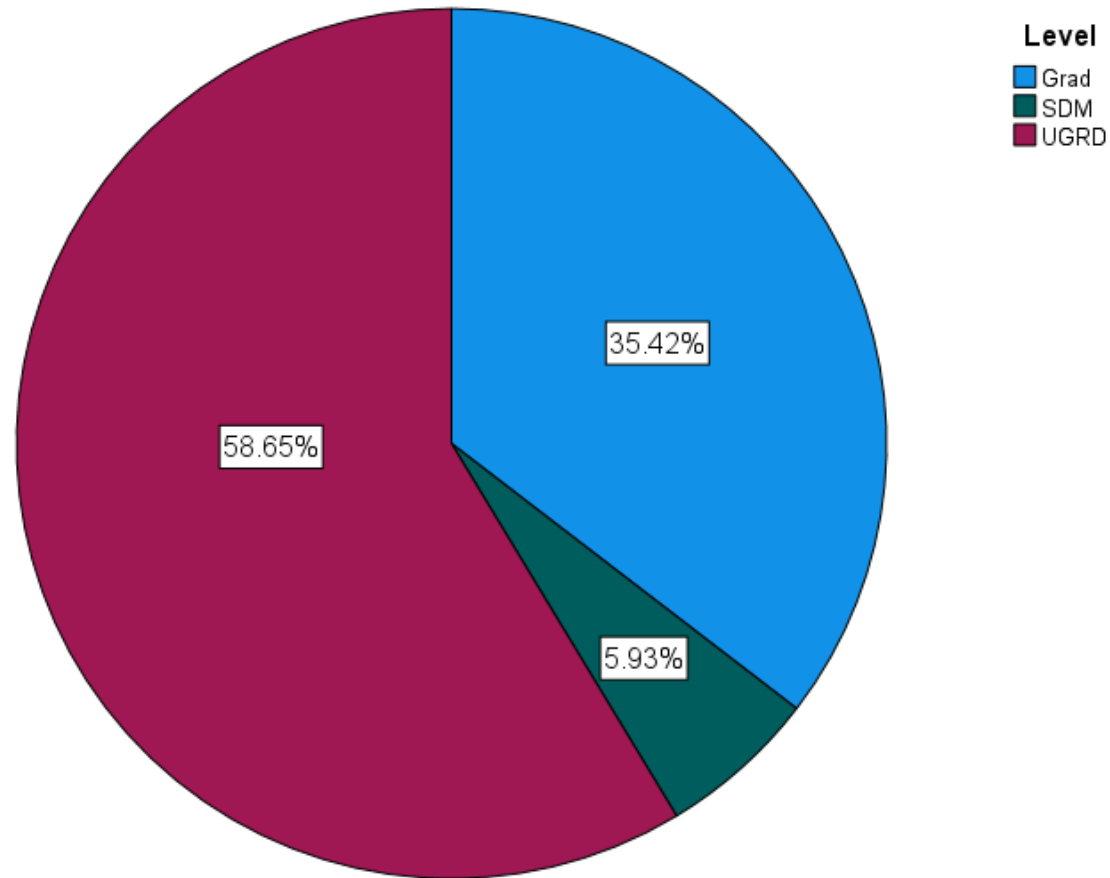


Sample

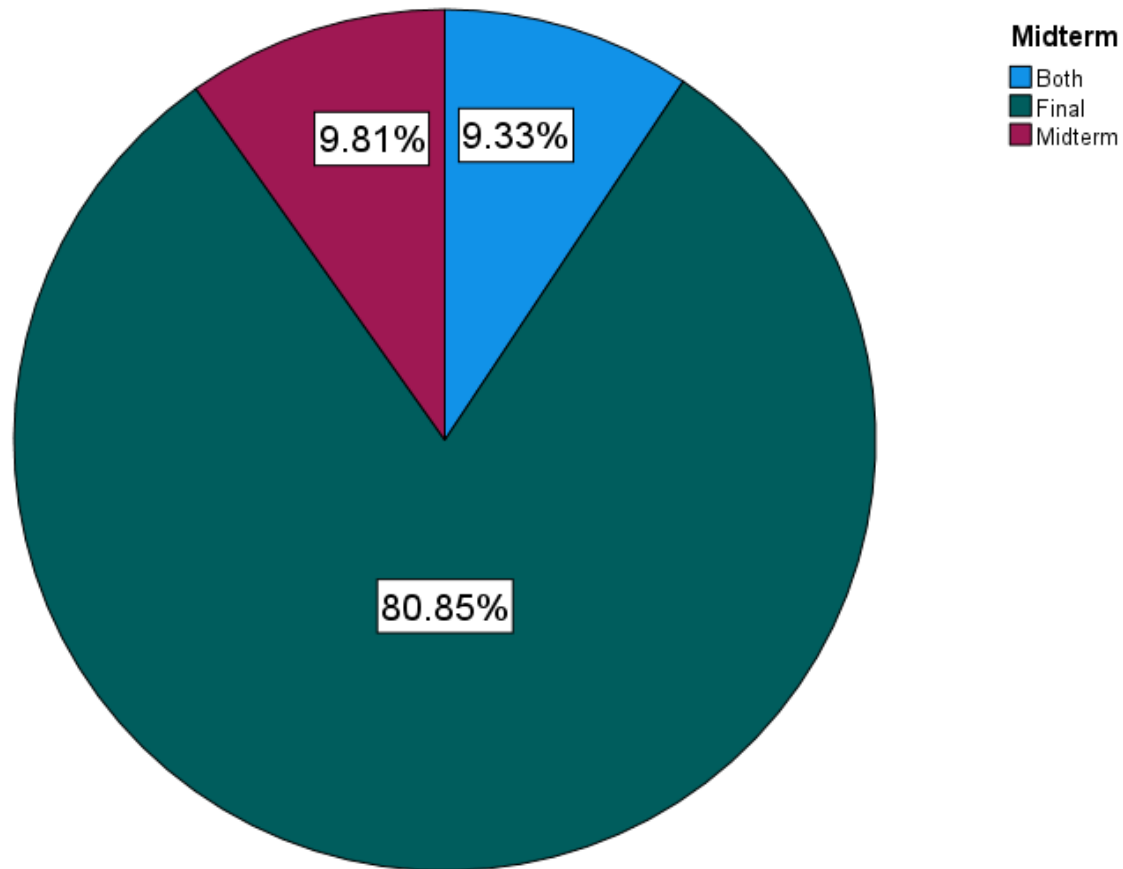
- 2019-2021
- School of Engineering and Applied Sciences (n = 86,724; 74.8%)
- Graduate School of Education (n = 12,916; 11.1%)
- School of Social Work (n = 8,568; 7.4%)
- School of Dental Medicine (n = 7,685; 6.6%)

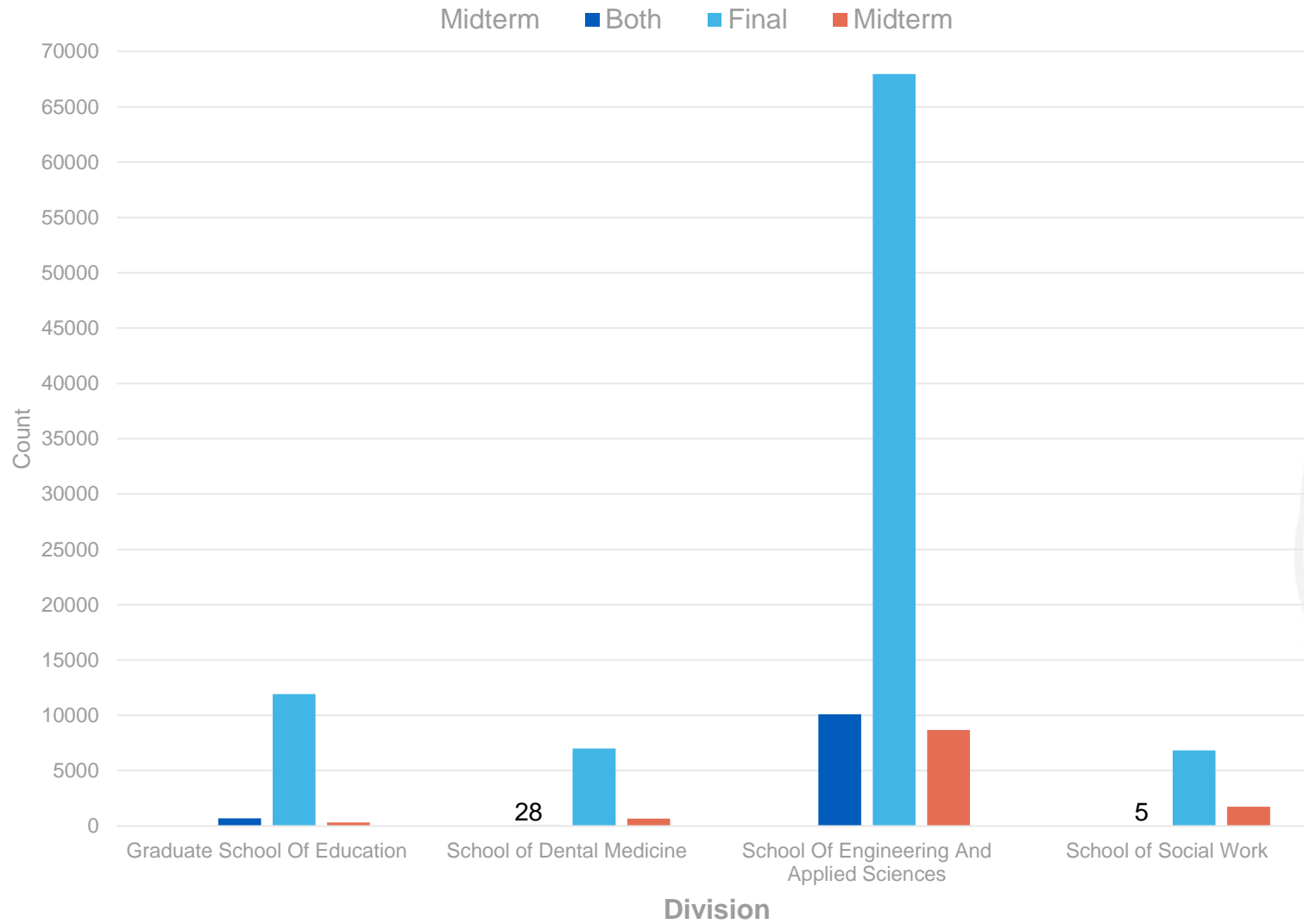


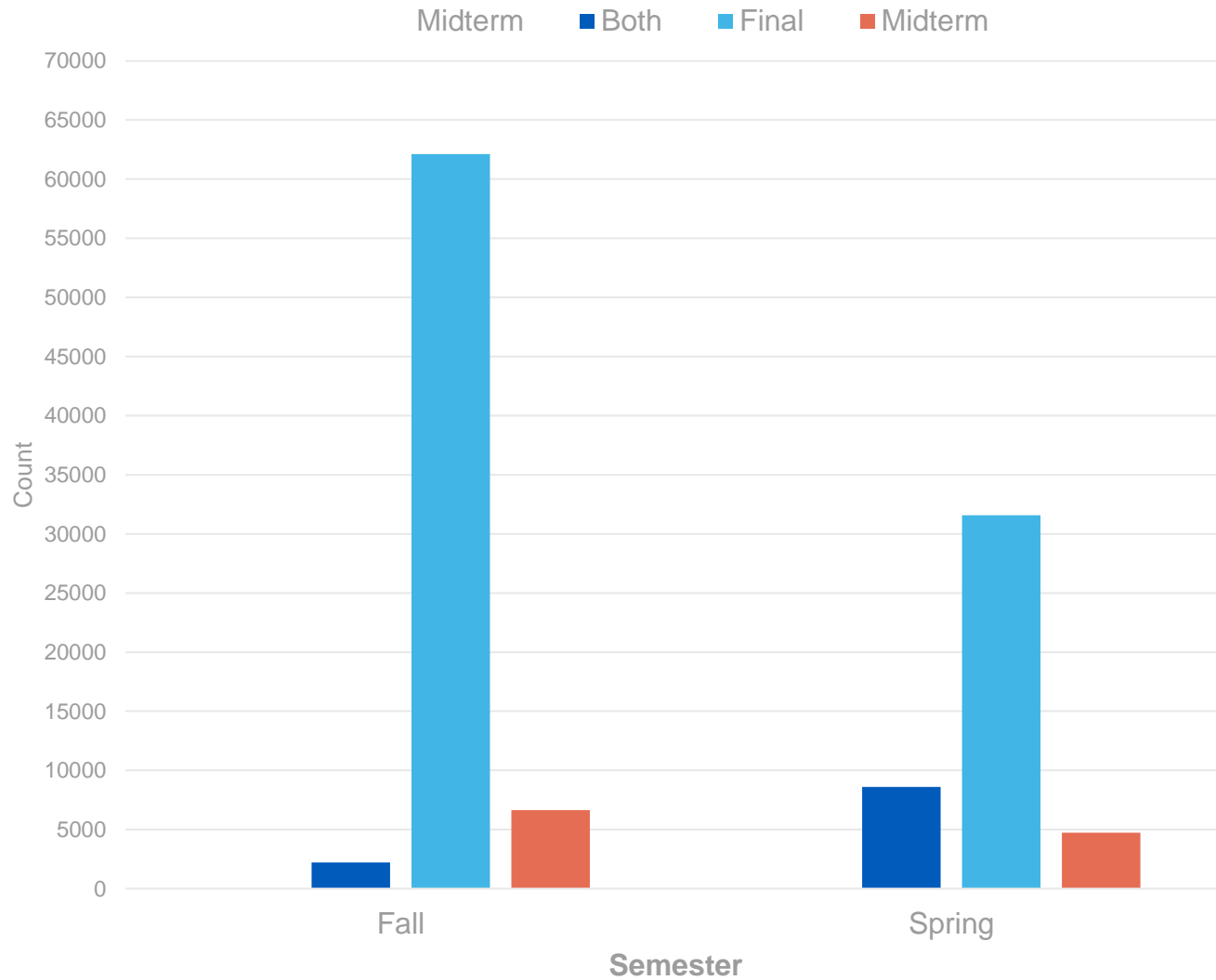
Sample

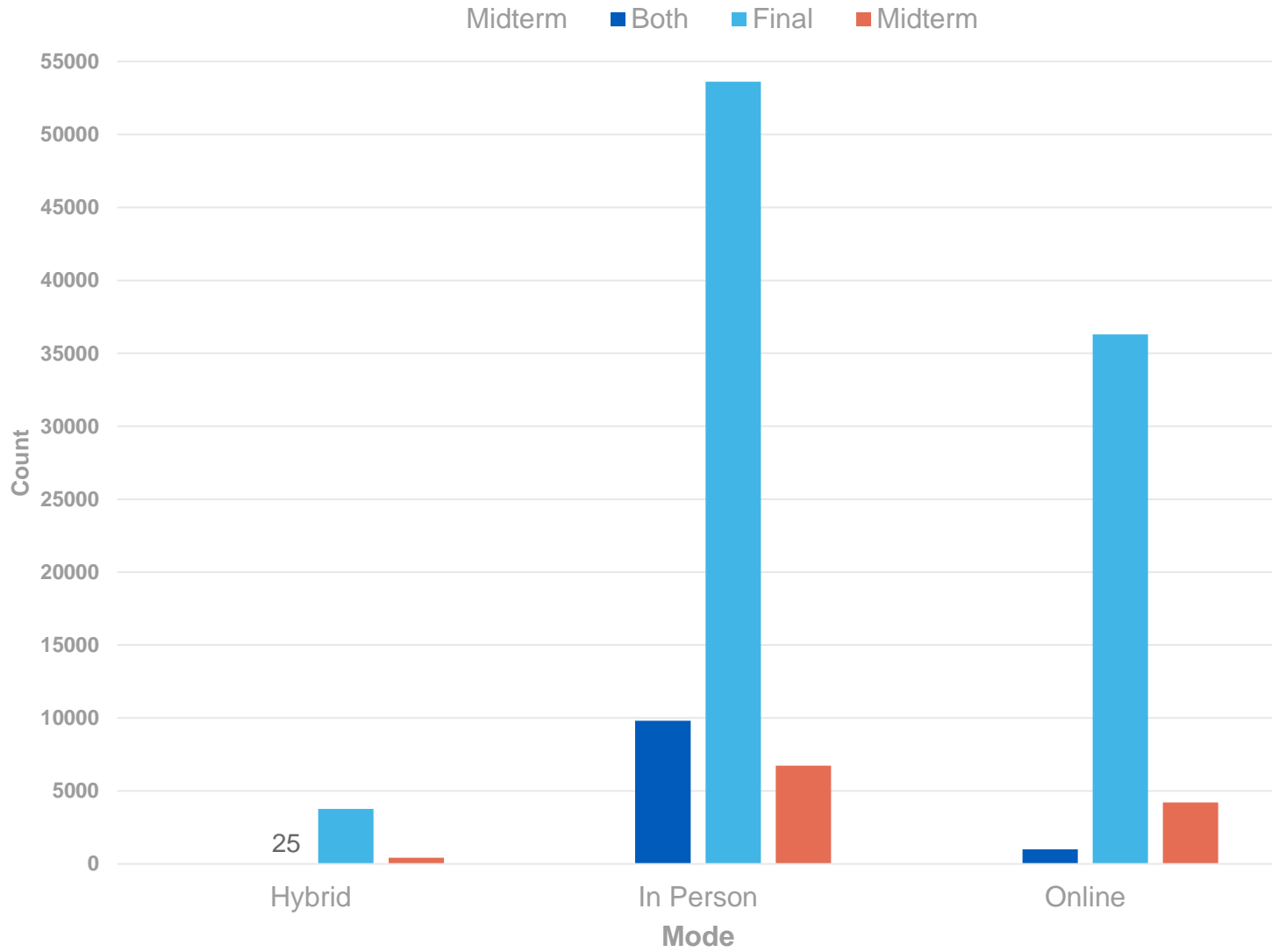


Sample









Summary

- Most students only completed the final evaluation
- Despite large overall sample size, small samples within subgroups limit inference testing
- Limitation of Midterm variable
- Need higher student response rates for future research
- Suggestion for informal surveys and other formative just-in-time assessments
- Literature review to come



QUESTIONS?

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