

Teaching Evaluations at the Introductory Finance Course at Lund  
University: a Comparison of the Course Experience Questionnaire and a  
Traditional Evaluation Approach

Hans NE Byström  
Department of Economics  
Lund University  
P.O. Box 7082  
S-220 07 Lund  
Sweden  
E-mail: hans.bystrom@nek.lu.se

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**Abstract**

In this paper two different questionnaire based teaching evaluation approaches, the Course Experience Questionnaire (CEQ) and an in-house questionnaire used at the School of Economics and Management at Lund University in Sweden, are applied to introductory Finance students. The purpose of the study is two-fold. First, for me as a teacher and course coordinator, to get to know the students better, albeit in an abstract way. With a statistical study of the student population I hope to shed some light on the true student characteristics, the students' opinions about the course and about me as a teacher as well as the link between student characteristics, student teaching evaluations and exam results. Second, for me as a member of the faculty, to compare the questionnaire used at the School of Economics and Management with the CEQ. Basically, we want to know whether there is any need to introduce a new approach like the CEQ.

# 1 Introduction

University academics typically engage in two related activities; research and teaching. And like in other professions the performance of academics needs to be monitored. The assessment is not only for the benefit of those funding the academic personnel but also for the benefit of the academic him/herself. When it comes to research output, a deeply implemented system of publications in peer-reviewed journals has been developed to quantitatively evaluate the quality of the academic's research output. However, when it comes to teaching, most measures of teaching performance are associated with huge implementation problems (Ramsden (1991a)) and accurate quantitative performance indicators are hard to find.

The problem, of course, is that the very definition of what constitutes good teaching is very vague. Everyone seems to agree on the fact that good teaching is important. And that good teaching is the very foundation of all educational institutions; "Good teaching helps students move towards the achievement of high quality learning - the learning that embraces changes in conceptions of subject content, confident facility with the subject's syntax and methods, solid knowledge of its specific details, and a sense of ownership and delight in its practice" (Ramsden (1992)). But how do we recognize good teaching? One can of course define good teaching in various ways and it is hard to single out one definition as more correct than other. Marton et al (1997), for instance, suggests good teaching as being an indicator of "How much help is given with study problems and how competent and well-prepared staff are perceived to be". In any case, what constitutes good teaching is not obvious and that's why teaching evaluations are so controversial compared to research evaluations. That is also why so much effort is going into research on how to design, implement and assess evaluations. In fact, this very topic is probably the most researched topic in higher education (Heywood (2000))

Just like the definition of good teaching, the range of what defines a typical teaching evaluation is very wide. Teaching evaluations are means of understanding the effects of ones teaching on students' learning. This means, in a very general way, collecting information about the teacher's work, interpreting the information, and making judgements about which actions should be taken to improve the teaching. Likewise, it is important to realise that the valid evaluation of teaching performance, like the measurement of anything, requires the interpretation of information that has been collected in a way that minimises mistakes. Unfortunately, however, the collected data will never be perfect. Moreover, expressing results in a numerical form can never reduce the need to interpret the data and to consider the uncertainty this brings to the evaluation (Ramsden (1992)).

The risk of an inappropriate use of assessment methods is perhaps particularly true for the particular measures that are studied in this paper, student teaching evaluations. Students are the "consumers" of education and it is getting increasingly common to let the students themselves evaluate the teacher's performance. Student teaching evaluations typically provide numerical assessments which enable teachers to be compared, and are in that sense similar to research output evaluations such as the number of published articles. Despite the obvious risks associated with letting students rate their teachers there is an increasing acceptance, based on empirical evidence, that student evaluations are valid and reliable indicators of teaching quality (Ramsden

(1991a), Ramsden (1992) and Wilson et al. (1997)). The reliability of students as judges of course quality is still occasionally questioned but with decreasing frequency, and compared to other measures of teaching and course quality student evaluations have the appealing benefit of being a direct measure of consumer satisfaction with higher education (Ramsden (1991a)). Considering the major impact student teaching evaluations can have on faculty and course development it is of course important to assure their quality. The evaluations have to be properly designed and the responses have to be treated with care and objectivity. The students are obviously given a significant responsibility and it is important for them to be informed about this responsibility and about the purpose and uses of the evaluations. An interpretation of the student replies that minimises possible mistakes is equally important.

Much research has gone into developing consistent and efficient student teaching evaluation instruments (essentially differently designed questionnaires) and in this paper I will look at two different instruments (questionnaires); the well known Course Experience Questionnaire (CEQ) and an in-house (rather ad-hoc like) questionnaire used at the School of Economics and Management at Lund University in Sweden. Both questionnaires are distributed to a fairly large group of students and represent the steadily increasing use of questionnaires in student based teaching evaluation situations. Something that very much is a result of increasing class sizes. In teaching situations involving small groups of students, discussion might very well be more successful than the use of questionnaires (Heywood (2000)).

The CEQ tries to assess the quality of teaching and learning from the student's perspective and it is based on a theory of university teaching and learning in which students' perceptions of course outline, teaching and assessment are regarded as key determinants of their approaches to learning as well as the quality of their learning outcomes (Wilson et al. (1997)). The CEQ has a long history, beginning with questionnaires developed by Paul Ramsden and Noel Entwistle in the UK in the 1970s for research into student learning. Ramsden subsequently developed the CEQ from these research questionnaires as a student evaluation instrument designed to measure teaching performance. The CEQ was designed not as a measure of student satisfaction, as such, but as a measure of student perceptions of their experiences during a course. In Ramsden's words "While the CEQ is often described as a student satisfaction survey it was actually designed to do more than this. It is a proxy measure for the quantity and quality of student learning outcomes, having been constructed from first principles to examine course and teaching attributes associated in students experiences with more effective learning" (Ramsden (1991a)). In summary, the CEQ is a robust instrument that is built on a sound conceptual model of student learning. The CEQ is used as an indicator of teaching performance in various (anglo-saxian) universities around the world and since 2003 it has been used as a general evaluation tool at Lund Institute of Technology in Lund, Sweden. This is one of the reasons for me to compare the in-house evaluation questionnaire at the School of Economics and Management specifically with the CEQ.

The comparison of the evaluation questionnaire used at the School of Economics and Management with the CEQ is one of the purposes of this study and basically what we want to know is whether there is any need to introduce a new approach like the CEQ at the School. The

main purpose of the study, however, is for the author as a teacher and course coordinator to get to know the students better, albeit in an abstract way. The sheer number of students in the introductory Finance class makes it impossible to get to know more than a handful individual students. Usually, the only contact the teacher has with the student group as a whole is through atypical "problem students" that contact the teacher for administrative or practical reasons rather than academic. Through a thorough statistical study of the student population this paper hopefully sheds some light on the true student characteristics, the students' opinions about the course and about the teacher as well as the link between student characteristics, student teaching evaluations and exam results. The main purpose can be summarized as "Evaluation is often viewed as a test of effectiveness - of materials, teaching methods, or whatnot - but this is the least important aspect of it. The most important is to provide intelligence on how to improve these things" (Bruner (1966)). I hope this study will help me uncover this intelligence.

The teaching situation is very different in different subjects and so are the use of teaching evaluation instruments. A final purpose of this study is therefore to shed some light on the particular teaching situation in the subject of Finance (or Financial Economics as it is sometimes called) at Lund University. How does it compare to Finance teaching at other Finance or Economics departments? There are some previous studies looking specifically at the teaching situation at Finance departments, for instance the study by Worthington (1999) that investigates age and gender bias in Finance student teaching ratings. Worthington (1999) finds Finance students over thirty years to be less likely to give high ratings and female Finance students to give lower overall ratings than male students. An other study is the survey study by White (1995) where the efforts by Economics departments in the US to assess teaching effectiveness was studied. All the Economics departments in the survey were found to use some sort of student teaching evaluation instrument. Departments in public universities were more active than departments in private universities and, interestingly, the higher the department's rank the less effort was put into teaching evaluations. Obviously, the elite institutions see themselves mostly as research-oriented institutions.

The paper is organized as follows. Section 2 discusses teaching evaluations in general and student based teaching evaluations in particular. Section 3 describes the Course Experience Questionnaire. Section 4 describes the particular set up of the study and Section 5 presents the empirical results. Section 6 summarizes the main findings and suggests some lessons to be learned for the future. Section 7, finally, concludes the paper. The questionnaires (in Swedish) that were distributed to the students can be found in Appendix I and II.

## **2 Student Teaching Evaluations**

Just like that of any other professional, the performance of university teachers needs to be monitored. The customers (the students) want the best possible education (and teaching) and the financiers (either the students themselves or the government through the tax payers) want to assess what their money is being spent on. For this purpose some kind of quantitative indicator of performance is needed. The idea of performance indicators comes from economic models

of the education system as a process within a broader economic system which converts inputs (such as academics' salaries) into outputs (such as research papers or number of graduates). In private universities there are, and have always been, obvious reasons for the (private) owners to monitor the output produced by the employees. In government run universities, on the other hand, the increased use of performance indicators has to a large extent been a direct result of efforts by national governments to increase universities' accountability to their financiers. The idea of public accountability, in turn, is the result of political pressure in many countries towards linking university education more closely to the goal of economic growth.

Realizing the need for evaluations of academics' performance is one thing, actually measuring this performance is an entirely different thing. When it comes to research output, a highly developed system of publications in peer-reviewed journals is in place. However, when it comes to the other important function of the university teacher, that of teaching students, accurate quantitative performance indicators are much less developed. One of the reasons for that is that measures of teaching performance possess huge problems (Ramsden (1991a)). One suggested measure, called Value Added, measures the difference between students' achievement at the beginning of a programme of study and their achievement at the end. For obvious reasons, this measure, attractive as it appears, faces severe practical difficulties. Completion rates (the percentage of students successfully finishing their program of study) have also been suggested as performance indicators; yet while completion rates are superficially simple and easy to collect, they are determined by many factors other than teaching performance. Moreover, the use of such performance indicators could put departments under irresistible pressure to lower standards. Student employment destinations, another feasible measure, would be difficult to apply on an equal footing to different fields of study. Peer ratings of teaching performance, like in research, could be an alternative. However, peer ratings have often been shown to be inaccurate. Academics typically have scarce as well as biased knowledge of their colleagues' teaching abilities; their judgements correlate poorly with other measures. One of the most rigorous reviews (Marsh (1987)) rejects peer review completely as a basis for a performance indicator.

In the light of the difficulties with other measures of teaching quality, performance indicators based on students' evaluations of the quality of teaching, a direct measure of consumer satisfaction with university education, appear particularly appealing (Ramsden (1991a)). An extensive literature on the use of student based questionnaires in order to monitor the students' evaluations of teaching in university education has been developed. A comprehensive early review of this literature can be found in Marsh (1987) who concludes that "student ratings are clearly multidimensional, quite reliable, reasonably valid, relatively uncontaminated by many variables often seen as sources of potential bias, and are seen to be useful by students, faculty, and administrators". Marsh (1987) identifies workload, teachers' explanations, empathy (interest in students), openness, and the quality of assessment procedures (including quality of feedback) among his dimensions of effective instruction at university level. Marsh also reports that there is an agreement between teachers and students on the characteristics of good teaching in university education, despite the fact that teachers usually are more generous in their ratings of themselves. In an other early study, Entwistle and Tait (1990), describe factors including the provision of

clear goals, appropriate workload and level of difficulty, quality of explanations, level of material and the pace at which it is presented, enthusiasm, and empathy with students' needs. Early studies like these attested to the usefulness and accuracy of student evaluations of teaching in comparison with other measures such as peer evaluations. Put simply, because students see a great deal of teaching, they are in an unrivalled position to comment on its quality.

Ramsden (1991a) took hold of these findings when he designed one of the most widely used student based teaching evaluation questionnaires, the Course Experience Questionnaire (CEQ). The CEQ's central design principle, described in more detail in the next section, was to produce, as economically as possible, quantitative data which permits ordinal ranking of teachers and courses in terms of perceived quality. The development of the CEQ was guided by five key specification criteria; (1) Coverage of all the important aspects of the quality of teaching and curriculum about which students can form accurate judgements. (2) A high degree of validity and freedom from manipulation. (3) Economy of production and administration. (4) General applicability to all higher education courses. (5) Ability to differentiate between student perceptions of academic units at several levels of aggregation. As an alternative to the CEQ, Yorke (1995) suggests an alternative approach which uses a "broad brush" approach where breadth of coverage is achieved by using several single items, as opposed to a few scales as in the CEQ, to measure aspects of student experience. Further, in addition to theoretically motivated student teaching evaluation approaches like the CEQ many universities develop their own student based teaching evaluation questionnaires. In this paper the CEQ is compared to a questionnaire developed in-house at the School of Economics and Management at Lund University in Sweden.

Systems for assessing teaching effectiveness obviously not only aid managerial, but also consumer judgements of quality. CEQ national survey data, for instance, are now available in many countries in a form that can be readily used by the consumers of higher education (i.e. potential students) in making choices about what and where to study. Degree programmes at individual institutions are described as "better", "average" or "worse" on teaching quality, workload and overall satisfaction depending on whether recent graduates' ratings of that course were significantly more or less favourable than graduates who had completed similar courses at other institutions (Wilson et al. (1997)). When applied in this way, one must be wary about potential weaknesses of an entirely student based assessment of teaching quality. There are numerous reasons to treat student teaching evaluations (as well as any other evaluations) with care. As an example, students have often been proved to focus on other things than the actual teaching effectiveness. For instance, the skills of a teacher in seducing favourable evaluations from students has been dubbed the *Dr Fox Effect* from an original experiment with an actor with the name L. Fox who gave a lecture that was designed to have little educational value but that was given in an enthusiastic manner. Despite the lack of educational value in the lecture he was rated highly by his audience (Heywood (2000)). Along the same line of reasoning, Rubin (1995) demonstrates how teachers with attractive physical appearance can be forgiven for being both authoritarian and non-fluent in the language of instruction, and Feeley (2002) likewise finds a positive correlation between physical attractiveness and student ratings. In a related study by

Felton et al. (2003) the sexiness of the teacher is examined and the data reveals that students give sexy-rated professors higher "quality" scores.

In addition to these problems, student teaching evaluations have also been criticized for not having any effect or even being counterproductive. A survey by Spencer and Flyr (1992) finds that less than 25% of the teachers in the survey changed their teaching based on student evaluations, and that the majority of these changes were superficial. Perhaps even worse, Ryan et al. (1980) finds that mandatory student teaching evaluations led to "significant reduction in faculty morale and job satisfaction". Despite all these shortcomings, the general consensus, however, seems to be that student evaluations can provide significant insight into a teacher's basic strengths and shortcomings, and that no other single measure of teaching performance is as potentially valid.

### 3 The Course Experience Questionnaire (CEQ)

While investigating the determinants of students' approaches to learning within higher education, Ramsden and Entwistle (1981) developed the Course Perceptions Questionnaire to measure British students' experiences of particular degree courses and departments. This instrument was later modified by Ramsden (1991a) to become the Course Experience Questionnaire (CEQ) which is designed as a performance indicator for monitoring the quality of teaching. The CEQ was initially tried on final-year undergraduate students at universities and colleges in Australia, and the detailed results of this pilot study was published in Ramsden (1991b).

The original CEQ asked respondents to indicate their agreement or disagreement, along a five-point scale, with each of 30 statements revolving around descriptions of their course of study. Half of these statements referred to positive aspects of teaching, while half referred to negative aspects and were to be scored in reverse. The items fell under five scales, or collections of related items, identified in previous research as reflecting different dimensions of effective instruction within higher education (Richardson (1994)). Today, however, the most widely used version of the CEQ is the 23-item short form (CEQ23). In CEQ23 the statistically most important items from Ramsden's (1991a) analysis of the original CEQ30 items were retained to define the scales of Good Teaching (6 items), Clear Goals and Standards (4 items), Appropriate Work Load (4 items) and Appropriate Assessment (3 items). A new fifth scale measuring Generic Skills (6 items) was also added (Wilson et al. (1997)).

In this study I use a slightly modified and translated version of CEQ23 that has been used since 2003 at Lund Institute of Technology in Sweden. The translated CEQ used at Lund Institute of Technology is essentially the same as the original CEQ23 and in this paper I have simply chosen to use this questionnaire but with all exam related questions removed. The reason for the latter is of course that the questionnaire was filled out by the students prior to the exam. All in all, the CEQ used in this paper comprises 19 statements defining four of the five original CEQ23 scales (Good Teaching, Generic Skills, Clear Goals and Standards, and Appropriate Workload) and the two separate items Appropriate for my Degree and Overall Satisfaction.

The Course Experience Questionnaire has been thoroughly tested and evaluated and subse-

quently used to assess student opinions of teaching quality in numerous studies. In the study by Ramsden (1991a) the CEQ was tested on a sample of students in final-year undergraduate programmes at 13 Australian universities. Several types of analysis were carried out in order to examine the properties of the instrument and its scales, and to assess the effects on reliability and validity of student evaluation of courses and teachers. Ramsden (1991a) shows how the CEQ's scales possess good statistical qualities; they have a sound conceptual basis and there is compelling evidence of their validity in terms of associations with the quality of student learning, student satisfaction, and lecturers' reports of their own attitudes to teaching. The particular response categories, the wording of the instructions, and the method of sampling used in the trial did not appear to affect either the scale structure or the instrument's discriminatory powers.

With the accuracy of the CEQ being confirmed in studies like Ramsden (1991a,b) the CEQ could be reliably used in actual assessment studies. In one such study Richardson (1994) uses the CEQ to assess the relationship between student characteristics and evaluation outcomes. Richardson (1994) distributed the CEQ to 95 UK social science students and the analysis showed a significant age effect: age was negatively associated with scores on the scale called *Appropriate Workload*. Perhaps it is less of a surprise that older students with domestic responsibilities rate their workload as being less appropriate than younger students do. In an other study, Wilson et al. (1997) sought to provide further evidence on the validity of the CEQ as a measure of teaching quality by establishing a relationship between scale scores and approaches to learning, overall course satisfaction and academic achievement (measured by the student's grade point average (GPA)). On the relationship between CEQ ratings and deep and surface approaches to learning, Wilson et al. (1997) finds evidence of significant positive correlations with a deep approach and significant negative correlations with a surface approach to learning. A deep approach to student learning (emphasis on understanding and underlying principles as well as deriving meaning (Marton et al. (1997))) was related most strongly to good teaching and appropriate assessment. In contrast, a surface approach to student learning (emphasis on reproducing facts and procedures routinely (Marton et al. (1997))) was correlated with too heavy work load and inappropriate assessment. On the relationship between CEQ ratings and course outcomes Wilson et al. (1997) finds significant positive correlations between all CEQ scales, overall course satisfaction and academic achievement; the *Good Teaching and Clear Goals and Standards* scales correlated most strongly and *Appropriate Workload* scale least strongly with satisfaction and academic achievement. The positive correlations between scores of the CEQ and the measures of learning outcome, satisfaction and academic achievement strengthens the instrument's validity as a measure of teaching quality. Wilson et al. (1997) further concludes that the CEQ's capacity to provide crucial information, at a remarkably low cost, about course quality for funding agencies, universities, prospective students and employers of graduates is a particularly attractive characteristic.

In addition to the numerous supportive studies of the CEQ some critical voices have also been raised. Not only does the CEQ suffer from the general critique of student based evaluation methods but there is also some CEQ-specific critique. Yorke (1995), for instance, suggests that the CEQ is "psychometrically correct" because of its use of a scale structure, but that it achieves

this at the cost of being able to provide only a limited coverage of the student experience. The perceived quality of facilities (computing, library) and support services (enrolment information) in particular are identified as omissions. Yorke is particularly critical of the Good Teaching scale (Heywood (2000)). However, in a response to the critique by Yorke, Ramsden (1995) shows, using a survey study, that satisfaction with facilities was a much weaker predictor of overall student satisfaction than the CEQ scales.

## 4 Our Setup

This paper deals with student based teaching evaluations of the introductory three-unit course in Finance (A-nivåkurs i Finansiell ekonomi, 3 poäng) at the School of Economics and Management (Ekonomihögskolan) at Lund University in Sweden. The course is one of five compulsory courses for students with minors or majors in Economics (Nationalekonomi)<sup>1</sup>. The book that is used in the course is the well known "Finance" by Bodie and Merton (2000) and the set up of the course is rather characteristic of the way introductory Finance is taught in Sweden. To some degree the results in this paper might therefore be useful for Finance teachers at other Swedish universities.

The purpose of the paper is to apply two different teaching evaluation methods to this particular Finance course; the first approach being a rather ad-hoc like questionnaire designed without any theoretical underpinnings that nevertheless has been used for many years at the School of Economics and Management at Lund University, and the second approach being the Course Experience Questionnaire suggested by Ramsden (1991a). The paper hopes to answer questions like: Are there significant differences in the perception of the course between different groups of students? Do the two evaluation approaches give similar results? If not, why? Are there any lessons to draw for current as well as future teachers of introductory Finance courses at Lund University?

The two evaluation approaches in this paper are represented by their corresponding evaluation questionnaires, the traditional questionnaire used at the School of Economics and Management at Lund University and the internationally well known Course Experience Questionnaire. Each questionnaire contains a range of multiple choice questions or statements. The questions in the traditional evaluation questionnaire are answered along a five-graded scale from *bad* to *good* (or *low* to *high*). Some questions are answered with *yes* or *no*. As described above, the Course Experience Questionnaire form, on the other hand, contains a number of statements that the students are asked to answer on a five-graded scale from *I disagree completely* to *I agree completely*. As described in Section 3 the original questionnaire had to be changed somewhat (and translated into Swedish) to suit our purposes. The questionnaires were distributed to the students at the last lecture of the course and were filled out anonymously. The students were given 15 minutes to fill out the two questionnaires. The actual questionnaires (in Swedish) can be found in Appendix I and II.

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<sup>1</sup>The other four courses are Mathematics for Economists, Microeconomics, Macroeconomics and International Economics.

The approximately 400 students were divided into three groups, each taught by a different teacher. The students in this study come entirely from the group that was taught by the course coordinator (the author of this paper). The total number of students in this group was around 140. Of these 140 students, 72 students filled out the course evaluation (essentially the students that showed up at the last lecture). The data extracted from these 72 students can then be divided into three parts: characteristics of individual students, evaluations made by individual students, and exam results on a somewhat aggregated (group) level. The latter two data sets will be described in the next section while the student body is described in this section.

A summary of the student characteristics (gender, age, degree program, number of semesters of prior university studies, whether the student follows additional courses in other subjects full time or part time, whether the student is working full time or part time in parallel with the studies, lecture attendance and number of hours spent each week on this course) is presented in the histograms in Figure 1. First of all, it is obvious that the student body is quite heterogeneous; there are male as well as female students, there are students that are younger than 20 and there are students that are older than 30, there are students that follow the undergraduate degree programs in Business Administration (ekonomiprogrammet) or in International Business Administration (internationella ekonomiprogrammet) as well as students that design their own study program (fristående kurs), there are freshmen with no former university experience and there are senior students with more than three years former university training, there are students that study Economics (of which Finance is merely one of many specialisations) full time and there are students that follow other courses in addition to Economics, there are students that work part time to support themselves and there are students that do not work. Some students attend less than 25% of the lectures while many students attend 100% of the lectures, and finally the total time spent on the Finance course every week was anything between less than 10 hours a week to more than 40 hours a week (on a course that is supposed to make up half the working week).

The "typical" student in the study is a female student aged 21 to 25 that has studied two semesters at the university before this one, that follows the undergraduate degree program in Business Administration (ekonomiprogrammet), that does not follow any other university courses and does not work at all, who attended all lectures and spent a total of 11-20 hours a week on the Finance course.

## 5 Empirical Findings

In this section I present the findings concerning the links between student characteristics, the traditional student feedback and the feedback in the shape of the Course Experience Questionnaire. I also present some results on the link between the student's perception of the quality of the course and the students' exam results. I start with some descriptive statistics on the student replies and exam results.

## 5.1 Standard Student Teaching Evaluations: Descriptive Statistics

In addition to the questions described in Section 4 characterising the individual students, the traditional questionnaire also contains *eleven* evaluation questions regarding the course, the teacher and the literature.

*Four* questions are answered with a *yes* or *no*; At the start of the course, did you get enough information about the aims of the course?; If yes, did the course deliver what it promised?; Is there any unnessecary overlap between this course and other courses at the School of Economics and Management?; And finally, did the course require any prerequisites other than those stated in the course outline? The results are presented in Figure 2 and it is clear that overall the students are satisfied with the general outline, with the stated purpose of the course as well as with its position in the degree program curriculums.

The remaining *seven* questions are answered on a *five-graded scale*. *Two* of them are answered along a scale from *too high* to *too low*; What was the level of difficulty of the course?; And how demanding was the course considering the number of units it represents in the degree curriculum? In Figure 3 we see that the distribution of answers on the first question, the difficulty of the course, is close to normally distributed around an average stating that the difficulty of the course was pitched at the right level. Not a single students found the course to be either way too hard or way too easy. The answers to the second question, however, reveal a clear bias towards students finding the course work too demanding considering the mere three units it is worth. The median student thinks the course is correctly "priced", however. The final *five* questions in the questionnaire ask the student to grade the course, the teacher and the literature on a scale from one to five where one is *very bad* and five is *very good*. The questions are the following; Grade the course on an overall basis; Grade the teacher's level of knowledge; Grade the teacher's pedagogic skills; Grade the teacher's level of enthusiasm; and finally, Grade how happy you are with the literature. In Figure 3 we can see how all grades are biased towards the good end. The course (average grade = 3.4), the teacher (average grades = 4.2, 3.6 and 3.5) as well as the literature (average grade = 3.4) on average get grades higher than the midpoint between *very bad* and *very good* (= 3). Almost no one experienced the course, the teacher or the literature as very bad while a substantial share of the students gave the highest grade to both the course, the teacher and the literature. The students were particularly satisfied with the knowledge of the teacher. These results must be considered very encouraging for the course coordinator since all features of the course are given good grades. Perhaps even more so, considering that the course is compulsory for all Business and Economics students, regardless of whether they eventually aim at specializing in Marketing, Industrial Organization, Macroeconomics, Finance or any other related field.

## 5.2 Course Experience Questionnaire (CEQ): Descriptive Statistics

When analyzing the answers in the CEQ it is important to remember that the CEQ was designed not as a measure of student satisfaction as such, but as a measure of student perceptions of their experiences during a course. This makes the CEQ inherently different from the traditional student course evaluation above and differences between the two approaches does not

automatically mean that the two results are contradictory.

The CEQ was described in detail in Section 2 and 3 and the scales (sets of statements) that are focused on in this paper are Good Teaching, Generic Skills, Clear Goals and Standards, Appropriate workload and the two separate items Appropriate for my Degree and Overall Satisfaction. The results are presented in Figure 4 and consist of student responses arranged along how well the students perceive that the actual scale has been satisfied. In other words, the grades from one to five do not directly symbolize very bad to very good but rather different degrees of good teaching, appropriate work load etc. A higher grade is always better than a lower grade, though.

Four of the six scales and items (Good Teaching, Overall Satisfaction, Clear Goals and Standards and Appropriate Work Load) are close to normally distributed around a mean approximately equal to three. The Generic Skills scale on the other hand is clearly biased to the left indicating a slight disappointment when it comes to the course's contribution to the student's general professional tool kit<sup>2</sup>.

It is interesting to compare the actual levels of student satisfaction in this study with results in other similar studies. One such study is the one by Ramsden (1991a), where the original CEQ is tested on a large sample of Australian third-year students at various departments and universities. An other study is the one by Richardson (1994) where British fourth-year social science students are asked to complete the CEQ. The CEQ replies in our study are fairly similar to those in these two studies as we can see below (only three scales are represented in all three studies).

	Good Teaching	Clear Goals...	Appropriate Work Load
This study (2004)	3,00	2,77	3,23
Ramsden (1991a)	3,20	3,34	2,87
Richardson (1994)	3,08	2,67	2,44

### 5.3 Exam Results: Descriptive Statistics

In addition to course evaluations, exam results on individual students were also collected. For anonymity reasons, we do not have the identities of the individual students completing the course evaluation questionnaires and we can therefore not link individual exam results to individual course evaluations. We therefore have to use somewhat aggregated data.

Furthermore, the student group completing the evaluation and the student group doing the exam should, in theory, be identical. In practice, however, we cannot exclude that some students completing the evaluation did not take the exam and vice versa. The descriptive student statistics in this particular subsection is therefore only an approximation of the actual statistics describing the questionnaire-responding students. The link between the exam and the evaluation in Section 5.6 therefore has to be treated with some care.

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<sup>2</sup>At the same time, however, the students seem to be equally happy with the course's contribution to the student's generic skills whether the student is majoring in Economics/Business Administration or in some other subject (see section 5.4).

Of the 70 students taking the exam (from the author's group of students) 19 did not pass (U), 31 passed (G) and 20 passed with distinction (VG). This distribution must be considered quite normal for an introductory Economics or Finance course. The maximum possible score on the exam was 30 and the average score was 19 (one point more than was needed to pass the exam) with a standard deviation equal to 6.

#### 5.4 Links Between Student Characteristica and the two Evaluation Methods

Who is who? Who thinks what? Those are the kind of questions that this section tries to answer. *Do female students attend more classes? Do younger students work less than older students?* Those are examples of questions of the first kind; what are the links between the different student characteristic? *Do senior students think the course is too easy? Do students that attend classes find the literature worse? Are students that attend classes more optimistic about the course giving them generic skills?* Those are examples of questions of the second kind; what are the links between student characteristic and teaching evaluations? In order to shed some light on these issues I calculate a range of correlations between characteristic (except choice of degree program and whether the student works or studies parallel with the studies since these replies are not ordinal) and the evaluation criteria (except the questions answered with a *yes* or a *no* since these replies had a very low response frequency).

The first set of items to analyse are the student characteristic themselves. Table 1 presents correlations between the five ordinal student characteristic. Some correlations are less surprising (older students also tend to be more senior students) while some are somewhat more surprising (there is no link between seniority and the number of hours spent each week on the course). The only correlations that can be considered significant enough to reveal a clear link between characteristic are those stating that female students and students that attend classes spend more hours a week on the course. Finally, similar to the findings in international studies covering various study disciplines a significant majority of the oldest students (more than thirty years old) are female (Woodward and Ross (2000))<sup>3</sup>.

We then proceed to the link between student characteristic and traditional teaching evaluations. (*Yes* or *no* type responses were removed due to their very low response rate. Their correlations with the various student characteristic were nevertheless rather low.) The correlations are presented in Table 2 and the first significant correlation we find is the correlation, 0.33, between the number of semesters studied prior to the current one and the perception of how difficult of the course is. The more senior the student is the easier he/she considers the course. The correlation between the perceived difficulty and the amount of weekly hours put into the course, highly significant at 0.39, is perhaps no surprise. This hopefully means that the students behave in their best interest and spend more time reading, attending classes, going through examples etc. the more difficult they find the material. Age is significantly negatively related to both the overall grading of the course, with a correlation of  $-0.33$ , and the teacher's perceived knowledge of the subject, with a correlation of  $-0.31$ . The younger students seem

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<sup>3</sup>Not deductable from the Table.

to be happier with the overall course as well as with the teacher's knowledge. Age is also significantly negatively correlated with the perceived pedagogic skills of the teacher, and older students consistently seem to be less satisfied with the teacher's performance than younger students. The results concerning age is confirming findings in other studies on age bias in Finance course ratings. Worthington (1999) finds that students over thirty years are less likely to give high ratings. Both Tatro (1995) and Worthington (1999) also finds female students to give lower overall ratings than male students. No such effect is detectable in our sample though. The last evaluation criteria directly concerning the teacher is the degree of enthusiasm signalled by the teacher. It is quite clear that students with few semesters of prior university exposure are more likely to consider the teacher enthusiastic. Perhaps it means that the teacher is more enthusiastic about the subject than a high school teacher but less so than other university teachers! Finally, the only clear link between the popularity of the literature and any student characteristic is that with lecture attendance; unfortunately, students missing out of classes are not doing this because they find the literature excellent but rather these students seem to be less happy than the average student with the alternative to class attendance (i.e. the literature)!

Let us now proceed with the relationship between student characteristics and CEQ scales. The first of the 4 scales is the Good Teaching scale which seems to be related only to the lecture attendance rate. The more lectures a student attends the better teaching the student perceives he or she has experienced. This must be considered a good pedagogical result as far as the lecturer concerns. Other than this relationship there are no other student characteristics that are (statistically significantly) correlated with the Good Teaching scale outcome. The results for the second scale, the Generic Skills scale, are very similar. Even here the only student characteristic that is significantly (positively) correlated with the scale is the attendance rate. For some reason the students who have attended classes perceive that they have acquired more generic (general) skills through this course. The fourth scale concerns the work load of the course. It is clear that study-experienced students and students spending few hours per week studying for the class agree more with the statement that the work load was appropriate. The latter case seems to indicate that, if anything, the course load is perceived to be somewhat heavy. The final significant correlation between characteristics and CEQ statements is that between the age of the student and the statement (not a scale) Appropriate for my Degree. Younger students seem to appreciate the inclusion of the course in their curriculum more than older students. For several reasons the Finance profession is traditionally attracting young talents. First, working in Finance is well known to mean long and demanding working hours and, second, to a certain degree the industry discriminates against older applicants. Perhaps the statistical result is a rational reaction to that; older students following the course are perhaps not even considering a career in Finance.

## 5.5 Links Between the two Evaluation Methods

If the traditional evaluation approach says this or that on a certain issue what is the CEQ's opinion on the same issue? In order to investigate how the two measures are linked to each other on an individual student level I calculate correlations between the two in the same way as in

the previous section. To start with, only three of the CEQ statements (Good Teaching, Appropriate workload and Overall Satisfaction) have directly corresponding items in the traditional evaluation approach. I therefore focus on these three statements in this comparison.

From Table 3 we learn that Good Teaching (CEQ) is correlated with all the related questions (Overall course grade, Teacher's level of knowledge, Teacher's pedagogic skills and Teacher's level of enthusiasm) in the traditional evaluation approach. This is good news since it signals an inherent consistency between the two evaluation methods concerning teaching quality.

To an even higher degree than for Good Teaching, the replies to the Overall Satisfaction (CEQ) statement are highly correlated with the Overall course grade replies in the traditional evaluation. The correlation is as high as 0.57. This is good news since the two items try to measure the same thing, how good the student finds the course, albeit in different ways. Again, it shows a consistency between the two evaluation methods.

The replies to the third CEQ statement that is analysed, Appropriate workload (CEQ), have a very high correlation with the replies to the traditional evaluation form question; How demanding do you find that the course is per unit (N.B., reversed scale)? This is surprising since it indicates a close positive relationship between how easy (per unit) the student finds the course and the student's perception of an appropriate course work load. A further enforcement of this finding can be found in the high correlation between the Appropriate workload (CEQ) statement replies and the replies on the course's level of difficulty (in absolute terms, not related to the amount of work invested in each course unit). Does this cast some doubt on the relevance of the CEQ statement Appropriate Work Load? Is it solely an indicator of how cheap the course units are?

Finally, there are no significant negative correlations between the two sets of replies (to the two evaluation approaches) which supports the view that the two approaches to evaluating students are more substitutes than complements.

## 5.6 Links Between the Evaluation Results and the Exam Results

Is there a link between teaching evaluations and exam results? Perhaps students that are satisfied with the course do better at the exam than those that are disappointed with the course? To investigate this one can calculate correlations between exam results and evaluation outcomes. A problem with this strategy is that, for anonymity reasons, one can not directly link individual exam results to individual course evaluations. What one can do, however, is to divide the sample into groups based on three items from the questionnaire; gender, age and degree program. In that way one gets  $2 \cdot 4 \cdot 2 = 16$  directly observable groups with known averages of evaluations and exam results. Due to the small sample size, some groups in the study had to be excluded and in the end we are left with five distinct groups with enough students (more than ten students in each group is assumed to be enough for a proper inference); male students aged 21 – 25 who follow the undergraduate degree program in Business Administration, female students aged 21 – 25, 26 – 30 and 31 – who follow the undergraduate degree program in Business Administration and finally male students aged 26 – 30 who follow their own designed study program.

One can now calculate correlations between the average exam results in these five groups and

the average questionnaire responses for the same groups. Only two correlations are statistically significant. First, the lecture attendance rate is highly correlated, 0.97, with the result on the exam. In other words, in this sample there was a one-to-one correspondence between how many lectures the student attended and how well he or she did at the exam. Does this mean that the teacher did an excellent job in explaining things compared to the book, or does it simply mean that questions at the exam were directly picked from the lectures? The first explanation is fortunately more probable than the second for at least two reasons; first, the exam was put together by all three teachers and the author therefore only contributed to a third of the exam, and second, lecture notes covering almost every topic mentioned at the exam were distributed to all student (on the author's web page) before the course even started. The second significant correlation is the CEQ item Appropriate for my Degree which is strongly negatively correlated,  $-0.674$ , with the exam result. This is a surprising result that is driven by the fact that the group that is most likely to pursue a career in Finance (and therefore consider the course appropriate for their degree), young males who follow the undergraduate degree program in Business Administration, and the group that is least likely to pursue a career in Finance, older male students creating their own study program, did very bad and very well, respectively, on the exam. On average, young male Business majors, surprisingly, did not even pass the exam while older male students with other majors on average passed with distinction. Perhaps this result is something that should be studied in more detail and perhaps it is something to inform future employers about? I guess the old practice in the city of London of preferring Philosophy majors from Oxford to Business majors from Hull when hiring a stock broker isn't that bad after all!

Equally surprising is the fact that neither the statement The grade of this course on an overall basis nor the CEQ item Overall Satisfaction was significantly correlated with the exam result. From an examination point of view, it does not seem to matter what you think about the course. Your opinion does not seem to be related, in any way, to your result on the exam. From the course administrator's point of view there is no point trying to please the students or improving the course quality if his only goal is to increase the completion rate. He simply has to make the exam simpler.

## 6 Summary and Possible Lessons for the Future

The major empirical results of the study are summarized in this section. These results will hopefully be useful for current as well as future Finance teachers in Lund, and the author hopes to improve the quality of his future teaching taking these findings into account. All findings obviously have to be interpreted with the weaknesses of the CEQ and student teaching evaluations in general in mind. Overall, the results seem consistent with each other but there is of course always a possibility that the fairly small sample of 72 students might be biasing the results. *Caveat emptor!*

- *The Traditional Student Teaching Evaluation:* Overall, the students are satisfied with the outline of the course as well as its position in the degree program curricula. Essentially no single student experienced the course, the teacher or the literature as very bad (the lowest grade) while

a substantial share of the students gave the highest grade (very good) to both the course, the teacher and the literature. The students are particularly satisfied with the knowledge of the teacher. *Possible Improvement:* perhaps a slight reduction in the amount of material that is presented to the students is warranted considering the evaluation opinions of some (but not the mean or median) students.

- *The Course Experience Questionnaire (CEQ):* Compared to other studies using the CEQ the general levels of our replies are fairly typical. Overall, many of the scales (Good Teaching, Overall Satisfaction, Clear Goals and Standards and Appropriate Work Load) are essentially normally distributed around a mean close to three (the scales go from one to five). No major outliers are observed. *Possible Improvement:* perhaps an Microsoft Excel<sup>TM</sup>-exercise or mid-term paper could improve the Generic Skills of the students.

- *The Exam Results:* In the sample analysed in this paper there was an almost one-to-one correspondence between how many lectures the student attended and how well he or she did at the exam. *Possible Improvement:* Attract more students to the lectures. Perhaps by including material that is only covered in the lectures in the exam. And informing students about this at the first lecture.

- *Links Between Student Characteristica:* This part of the study does not reveal much of immediate interest. Older students, less surprisingly, tend to be more senior students (study experienced) while, somewhat more surprisingly, there is no link between seniority and the number of hours spent each week on the course. It is also clear that female students and students that attend classes spend more hours a week on the course. *Possible Improvement:* —

- *Links Between Student Characteristica and the Traditional Student Teaching Evaluation:* Interestingly, the younger students seem to be happier with both the course on an overall level and with the teacher's knowledge. Age is also significantly negatively related to the perceived pedagogic skills of the teacher and older students consistently seem to be less satisfied with the teacher's contribution than younger students. When it comes to lecture attendance, students missing out of classes are not doing this because they find the literature to be excellent but rather there are indications of these students being less happy than the average student with the alternative to class attendance (i.e. the literature)! *Possible Improvement:* Try to make the course more interesting for the older students without disappointing the younger students. Perhaps through more real world examples. And, again, attract more students to the lectures.

- *Links Between Student Characteristica and the Course Experience Questionnaire:* The CEQ scale Good Teaching seems to be related only to the lecture attendance rate; the more lectures a student has attended the better teaching the student perceives he or she has experienced. This must be considered a good pedagogical result as far as the lecturer concerns. Turning to the CEQ statement Appropriate for my Degree it is clear that the younger students seem to appreciate the inclusion of the course in their curriculum more than older students. The Finance profession is traditionally attracting young talents and perhaps this result is a reaction related to that; older students following the course are perhaps not even considering a career in Finance. *Possible Improvement:* Again, attract more students to the lectures. Second, try to explain more carefully how important Finance is for everyone dealing with the business world; for

electric engineers at LM Ericsson AB as well as for marketing managers at Johnson&Johnson, and for human resource personnel at McKinsey&Co. as well as for officials working in the government.

- *Links Between the Two Evaluation Methods:* Good Teaching (CEQ) is significantly correlated with all the related questions in the traditional evaluation approach. The same holds for the replies to the Overall Satisfaction (CEQ) statement which are highly correlated with the Overall course grade replies in the traditional evaluation. This is good news since it signals an inherent consistency between the two evaluation methods concerning teaching quality. Surprisingly, a close positive relationship is found between how easy (per unit) the student finds the course and the student's perception of an Appropriate work load (CEQ). A further enforcement of this finding can be found in the negative relationship between the Appropriate workload (CEQ) statement replies and the replies on the course's level of difficulty (in absolute terms, not related to the amount of work invested in each course unit). Does this cast some doubt on the relevance of the CEQ statement Appropriate Work Load? Is the statement solely an indicator of how cheap the course units are? *Possible Improvement:* There does not seem to be any need for a change of evaluation approach at the School of Economics and Management. The CEQ seems to be more of a substitute than a complement to the current evaluation questionnaire.

- *Links Between the Evaluation Results and the Exam Results:* The CEQ item Appropriate for my Degree is strongly negatively correlated with the exam result. This is a surprising result that is driven by the fact that the group that is most likely to pursue a career in Finance (and therefore consider the course appropriate for their degree), young male students who follow the undergraduate degree program in Business Administration, and the group in the study that is least likely to pursue a career in Finance, older male students creating their own study program, did very bad and very well, respectively, on the exam. Young male Business majors on average did not even pass the exam while older male students with other majors on average passed with distinction. Further, neither the answers to the question Grade this course on an overall basis nor the CEQ item Overall Satisfaction was significantly correlated with the exam result. From an examination point of view, it does not matter what the student thinks about the course, it does not seem to be related, what so ever, to his or her results on the exam. *Possible Improvement:* Make it clearer to young Warren Buffett wannabees that even Il Signore Buffett bases his investment decisions on sound finance theory, not on contacts and gossip on the golf course. Further, from the course coordinator's point of view there is no point trying to please the students or improve the course quality if he is instructed by his superiors to increase the completion rate. If that is the goal, make the exam easier!

## 7 Conclusions

Teaching evaluation are often viewed as tests of teaching effectiveness despite that probably being the least important aspect of them. The most important is to provide information on how to improve teaching. I hope this study has helped me do that. I also hope the statistical study of the student population, albeit being performed on a rather small sample, has shed some

light on the true student characteristics, the students' opinions about the course and about the teacher as well as the link between student characteristics, student teaching evaluations and exam results. A second important purpose of this study has been to compare the evaluation questionnaire at the School of Economics and Management with the CEQ. Basically, the two approaches perform pretty similarly and there does not seem to be any real need for a change of evaluation approach at the School of Economics and Management.

## **8 Acknowledgments**

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Table 1: Correlations between student characteristics.

	gender	age	no. of semesters	attendance	no. hours work/week
gender	1	-0,016	0,090	-0,202	-0,468
age		1	0,198	0,119	0,287
no. of semesters			1	0,008	0,010
attendance				1	0,404
no. hours work/week					1

Table 2: Correlations between student characteristics and teaching evaluations.

	gender	age	no. of semesters	attendance	no. hours work/week
Level of difficulty? (high to low)	0,094	-0,008	0,331	0,017	-0,191
How demanding per unit? (high to low)	0,238	-0,165	0,082	-0,097	-0,385
Grade the course on an overall basis (bad to good)	-0,218	-0,333	-0,028	0,016	0,020
Grade the teacher's level of knowledge (bad to good)	-0,126	-0,311	-0,137	0,085	-0,214
Grade the teacher's pedagogic skills (bad to good)	-0,218	-0,268	-0,053	-0,002	-0,006
Grade the teacher's level of enthusiasm (bad to good)	-0,154	-0,185	-0,273	0,136	0,002
Grade how happy you are with the literature (bad to good)	-0,003	0,028	-0,007	0,257	0,030
Good Teaching (CEQ)	-0,139	-0,119	-0,185	0,273	0,129
Generic Skills (CEQ)	-0,091	-0,154	-0,075	0,227	0,081
Clear Goals and Standards (CEQ)	-0,172	-0,163	0,022	0,020	-0,046
Appropriate Work Load (CEQ)	0,024	-0,160	0,273	-0,125	-0,359
Appropriate for my Degree (CEQ)	0,115	-0,256	-0,036	0,024	-0,100
Overall Satisfaction (CEQ)	-0,131	-0,137	-0,008	0,177	0,050

Table 3: Correlations between traditional student teaching evaluations and the CEQ evaluation.

	Good Teaching	Generic Skills	Clear Goals	Appropriate Work Load	Appropriate for my Degree	Overall Satisfaction
Level of difficulty?	0,092	0,178	0,308	0,372	0,270	0,148
How demanding per unit?	0,186	0,208	0,256	0,635	0,391	0,281
Overall course grade	0,406	0,181	0,309	0,307	0,332	0,574
Teacher's level of knowledge	0,317	-0,069	0,188	0,182	0,182	0,230
Teacher's pedagogic skills	0,383	-0,005	0,243	0,090	0,262	0,292
Teacher's level of enthusiasm	0,361	-0,034	0,029	-0,088	0,114	0,123
Happy with the literature	0,200	0,246	0,255	0,057	-0,013	0,090

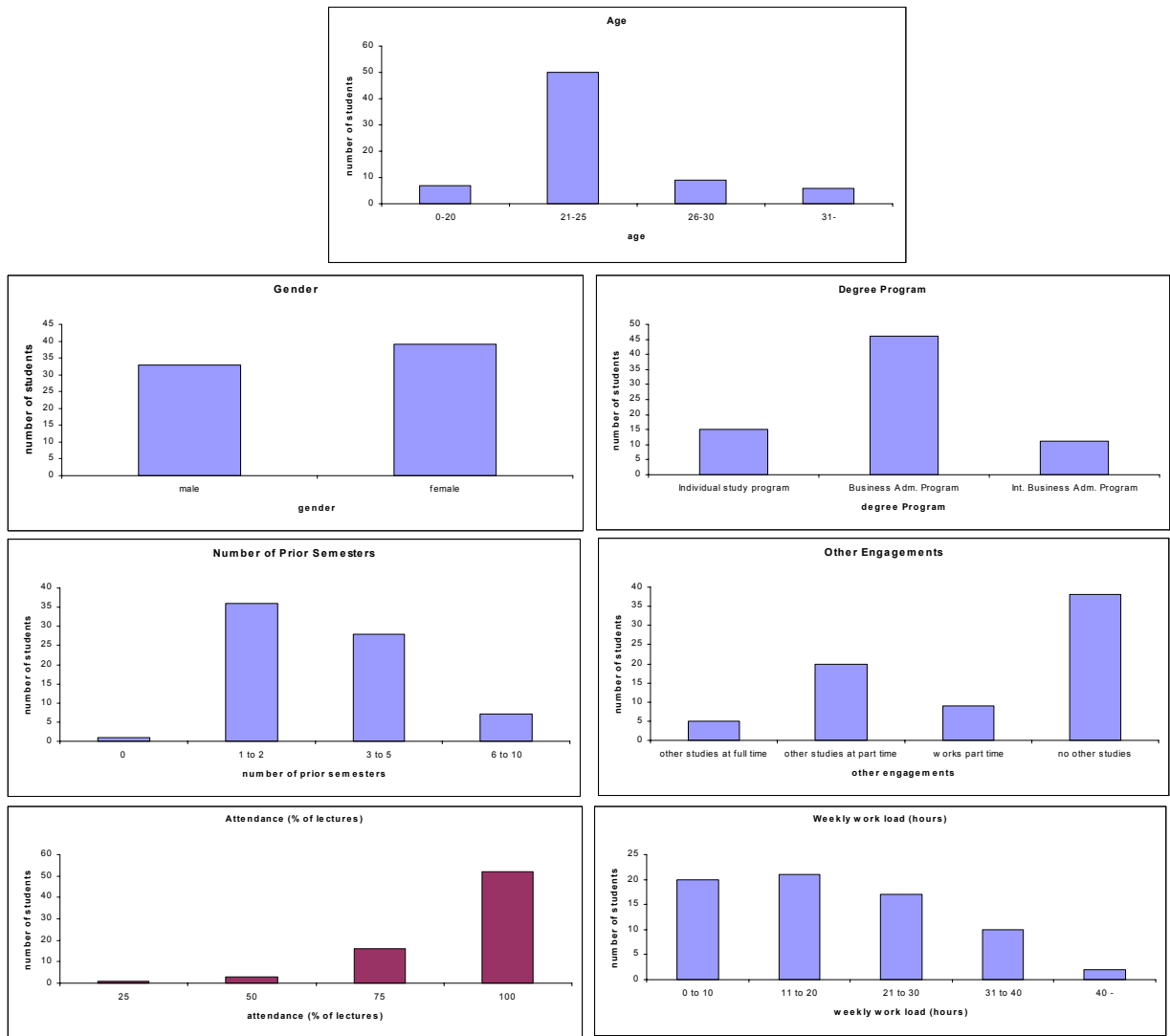


Figure 1: Student Characteristics.

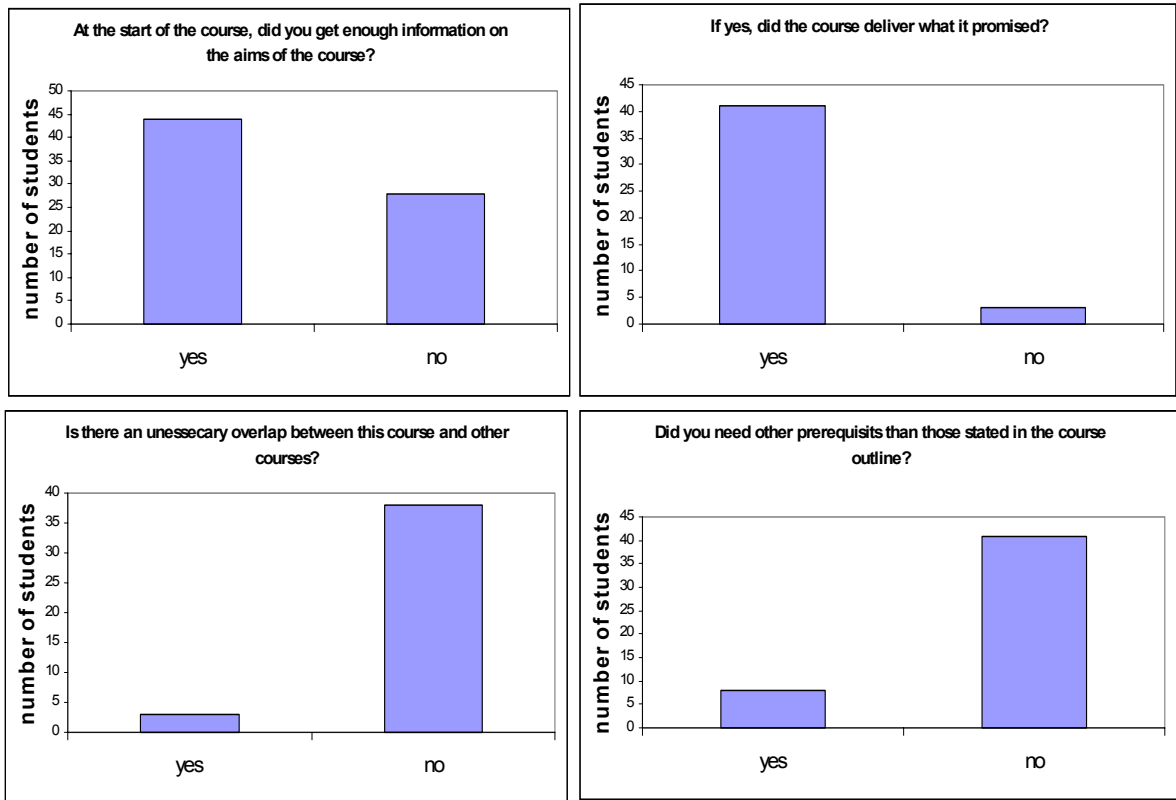


Figure 2: Traditional Questionnaire responses on yes or no questions.

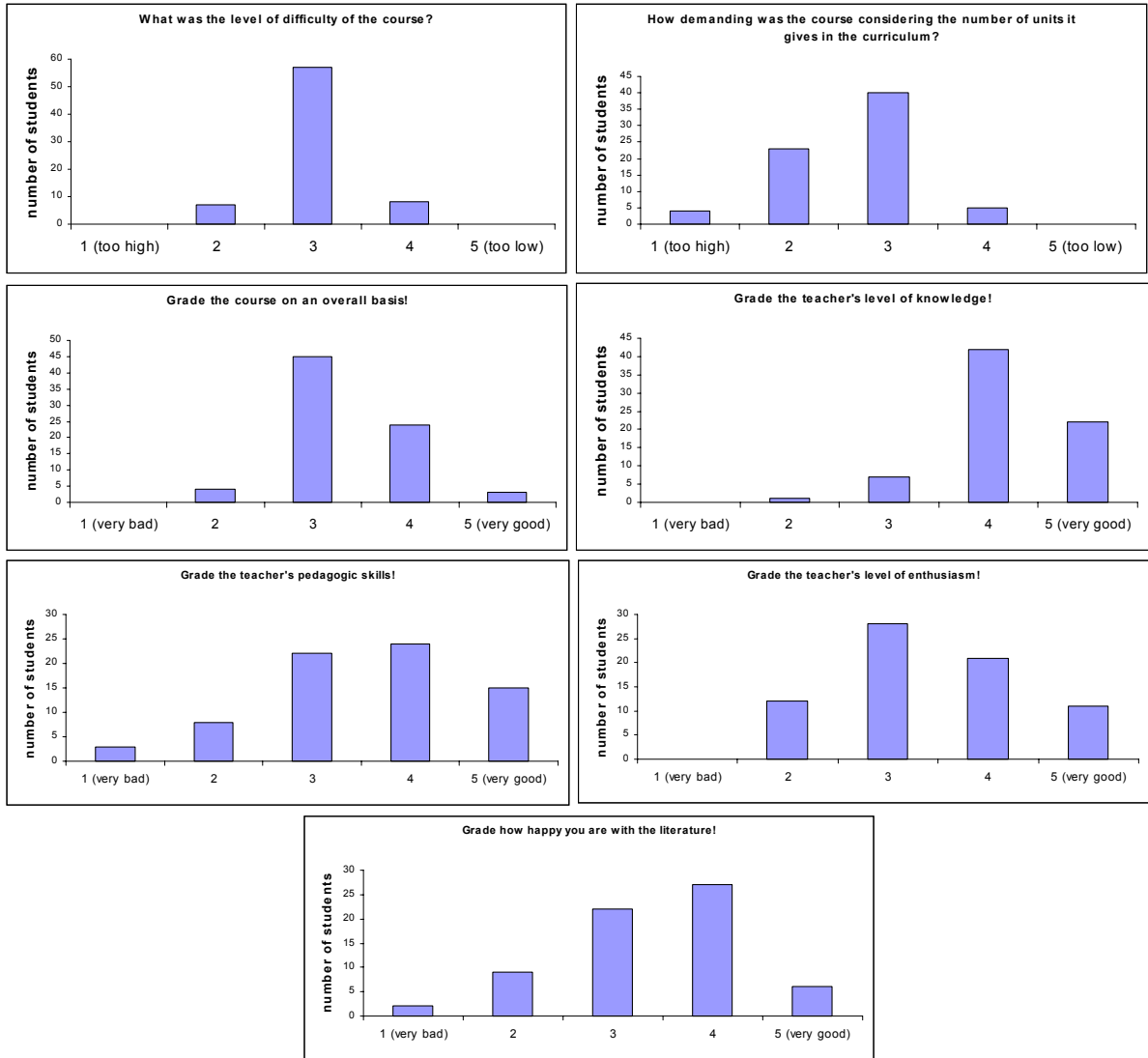


Figure 3: Traditional Questionnaire responses on five-graded scales from "very bad" to "very good".

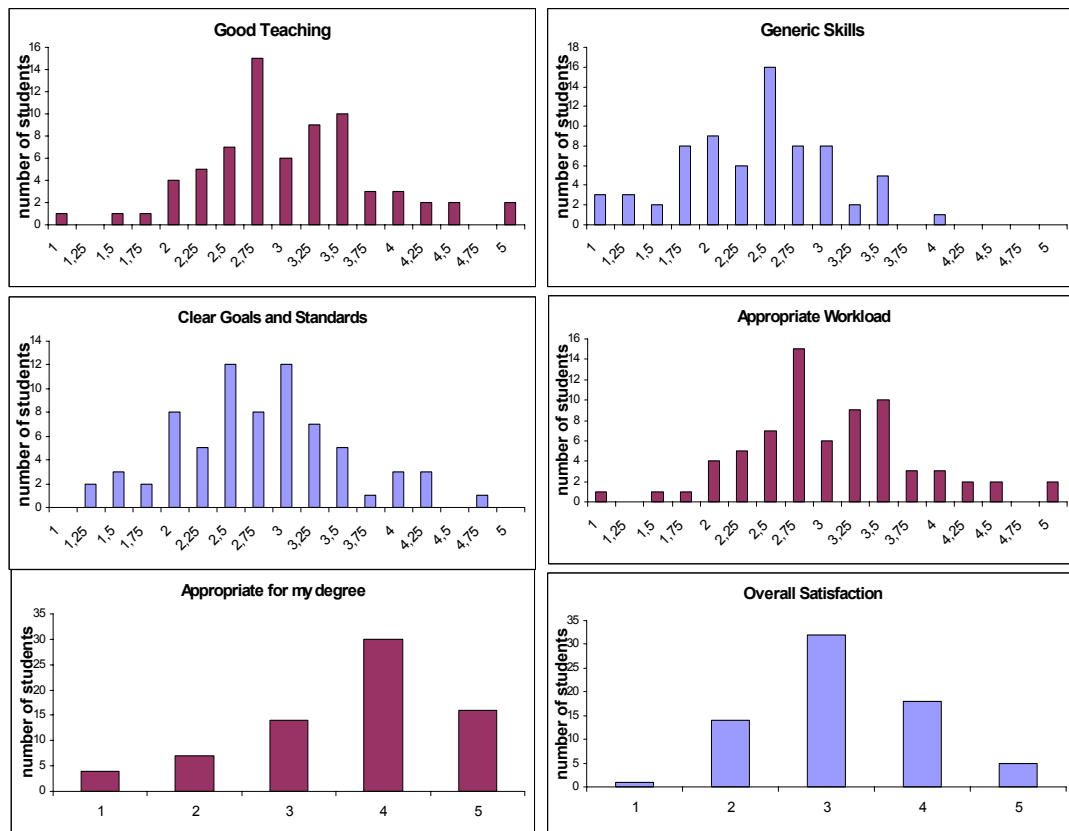


Figure 4: The Course Experience Questionnaire responses on five-graded scales from "I disagree" to I agree".

## Kursutvärdering

Tag Dig tid att fylla i denna kursutvärdering. Du gör det för Din egen skull! Samtliga utvärderingar granskas av studentrepresentanter från Lunda-ekonomerna och Samhällsvetarkåren i samarbete med nationalekonomiska institutionen. Tillsammans kan vi genomgå en ständig förbättringsprocess, som gagnar både kvaliteten och statusen på ekonomutbildningen i Lund. Om Du vill komma i kontakt med studentrepresentanterna finns information tillgänglig på institutionens anslagstavlor samt hos studievägledaren. Glöm inte att fylla i båda sidorna och ge gärna korta kommentarer!

1. **Kön:**  man  kvinna
2. **Ålder:**  -20  21-25  26-30  31-
3. **Program:**  fristående kurs  ekonomprog  
 pol.mag prog  int. ekonomprog  annan kurs
4. **Antal avslutade terminer vid universitet/högskola?**  
 0  1-2  3-5  6-10  11-
5. **Läser du andra ämnen eller arbetar vid sidan av studierna i NEK?**  
 läser annat ämne på heltid  arbetar deltid  
 läser annat ämne på deltid  arbetar heltid  
 Kommentarer: \_\_\_\_\_
6. **Hur tycker du att nivån på undervisningen varit?**  
 1  2  3  4  5  
 (Alldeles för hög) (Lagom) (Alldeles för låg)
7. **Hur tycker du att arbetsbördan i förhållande till kurspoängen har varit?**  
 1  2  3  4  5  
 (Alldeles för hög) (Lagom) (Alldeles för låg)

8. **Fick du vid kursens början målsättningen klart för dig, vad du skulle läsa och varför?**

ja  nej

Kommentarer: \_\_\_\_\_

9. **Om ja på förra frågan, har innehållet motsvarat målsättningen?**

ja  nej

Kommentarer: \_\_\_\_\_

10. **Ge ett sammanfattande omdöme om kursen**

1  2  3  4  5

(Mycket dålig)

(Mycket bra)

Kommentarer: \_\_\_\_\_

- 11a. **Sätt betyg på lärarna i följande avseenden:**

**Föreläsarens namn:**

Kunskap  1  2  3  4  5

Pedagogik  1  2  3  4  5

Engagemang  1  2  3  4  5

Kommentarer: \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**11b. Sätt betyg på lärarna i följande avseenden:**

**Föreläsarens namn:**

Kunskap  1  2  3  4  5

Pedagogik  1  2  3  4  5

Engagemang  1  2  3  4  5

*Kommentarer:* \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**12. Sätt betyg på respektive kurslitteratur**

**Titel:**

Tillgänglighet  1  2  3  4  5

Behållning  1  2  3  4  5

**Titel:**

Tillgänglighet  1  2  3  4  5

Behållning  1  2  3  4  5

**Titel:**

Tillgänglighet  1  2  3  4  5

Behållning  1  2  3  4  5

*Kompendiet:*

Tillgänglighet  1  2  3  4  5

Behållning  1  2  3  4  5

*Kommentarer:* \_\_\_\_\_

\_\_\_\_\_

**13. I vilken utsträckning har du närvarat vid undervisnings-tillfällena under delkursen?**

Föreläsningar  25%  50%  75%  100%

*Kommentarer:* \_\_\_\_\_

\_\_\_\_\_

**14. Innehåller kursen onödig överlappning med andra kurser?  
I så fall vilka?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**15. Kräver kursen andra förkunskaper än de angivna?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**16. Hur många timmar i veckan har du lagt på kursen?**

<10  11-20  21-30  31-40  >40

**17. Förslag till förbättringar:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**18. Synpunkter på institutionen:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Tack för hjälpen!**

