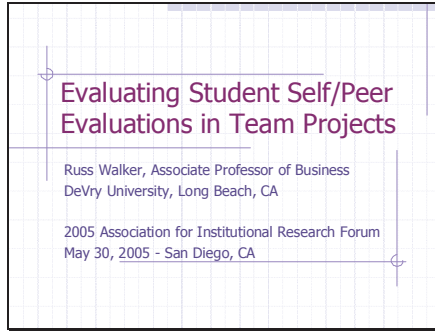
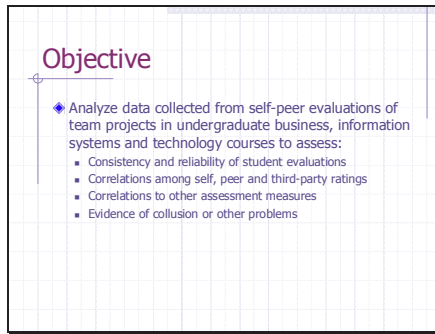


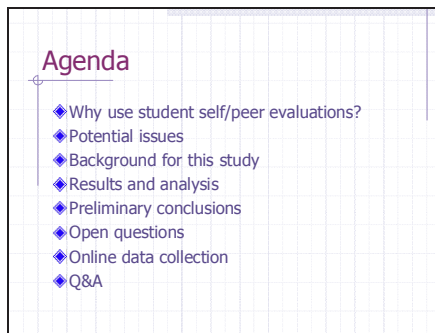
Slide 1



Slide 2



Slide 3



Slide 4

Why Use Student Self/Peer Evaluations?

- ◆ Help students learn to do assessments
- ◆ Prepare students to give and receive evaluations in the workplace
- ◆ Gain insight into the inner workings of a student team
- ◆ Prevent or detect "free riders" on team projects
- ◆ Promote student perception of fairness and empowerment

Slide 5

Potential Issues with Self/Peer Evaluations

- ◆ Questionable reliability
- ◆ Students lack knowledge and experience as evaluators
- ◆ Student reluctance
- ◆ Possibility of collusion or "tit-for-tat"

Slide 6

Research on Student Self/Peer Evaluations

- ◆ Research in industry has found good correlations between peer and supervisory ratings of individuals
- ◆ McGourty et al found student peer ratings correlate well with FA ratings, but minimal correlations between self and peer ratings¹
- ◆ Kaufman and Felder concluded that a peer rating system worked "exceptionally well" with positive correlations to course grades, insignificant differences between self and peer ratings, and little evidence of collusion or bias²

¹McGourty, J., DiFrancesco, C., Swart, M., & Reilly, R. R. (1997). Incorporating student peer review and feedback into the assessment process. Presented at the 1998 Frontiers in Education Conference, Tempe, AZ.
²Kaufman, D.B., Felder, R. M., & Fuller, H. (2000). Accounting for individual effort in cooperative learning teams. *Journal of Engineering Education*, 89 (2), 133-140.

Slide 7

DeVry University-Long Beach

- ◆ Located near the airport in Long Beach, California.
- ◆ Offers regionally accredited, career-oriented Associates, Bachelors and Masters programs in technology and business.
- ◆ Part of the DeVry University system of 72 locations throughout North America.
- ◆ Variety of course delivery formats.
 - 15-week standard daytime
 - 8-week compressed evening/weekend
 - Online and hybrid
- ◆ Year-round schedule.



Slide 8

Student Team Projects at DeVry-Long Beach

- ◆ All Bachelor's programs include a capstone "Senior Project" course in which student teams complete a real-world project in a sponsoring organization.
- ◆ All other courses make heavy use of team projects to prepare students for Senior Project.

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Courses Analyzed for This Study

Course	Title	Terms
CIS365	Web I/f Dsn	Summer 2003
CIS339	OO Analysis	Fall 2003
CIS435	Bus Sys Pgm II	Fall 2003
ECT295	Applied Project Lab	Fall 2003
		Spring 2004
MGMT340	Bus Sys Analysis	Fall 2003
		Spring, Summer, Fall 2004
		Spring 2005
BIS355	Web/Db Integration	Spring, Fall 2004
BIS460/ BUSN460	Senior Project	Fall 2003
		Summer, Fall 2004

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Background Characteristics

- ◆ 15 course sections taught by the presenter during Summer 2003-Spring 2005
 - Class size was 4-28 students (average 16)
- ◆ All courses involved a team project
 - Senior Project and Applied Project Lab courses are "all project"
 - For other courses the project was 20-30% of course grade
 - Team projects typically included several interim deliverables and a final report and presentation
 - All courses included a self/peer evaluation component that was typically about 5% of course grade

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Self/Peer Evaluation Procedure

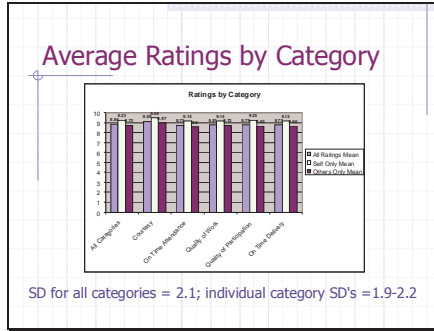
- ◆ All courses used a common self/peer evaluation instrument
- ◆ Students were asked to rate themselves and teammates on a 1-10 scale (10 best) in 5 categories
 - Courtesy
 - On Time Attendance
 - Quality of Work
 - Quality of Participation
 - On Time Delivery
- ◆ Students not completing the evaluation received zero as their own evaluation score
- ◆ Evaluations were confidential (students received only a composite score)
- ◆ 83% of students completed the required evaluation

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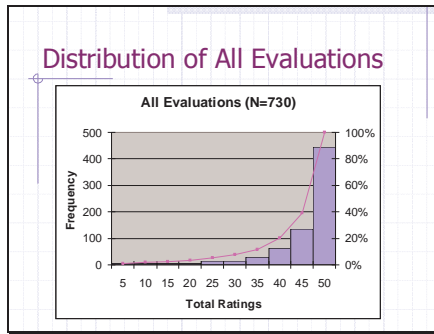
The Numbers

- ◆ 225 total students with evaluations
- ◆ 730 sets of ratings
 - 168 self-evaluations
 - 562 peer evaluations
- ◆ 3650 category ratings (730x5 categories)

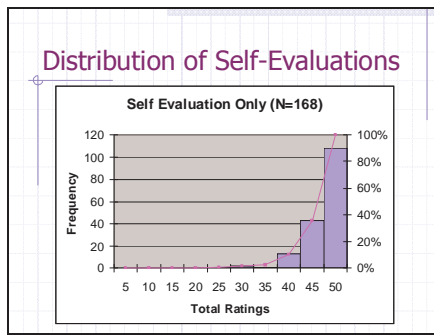
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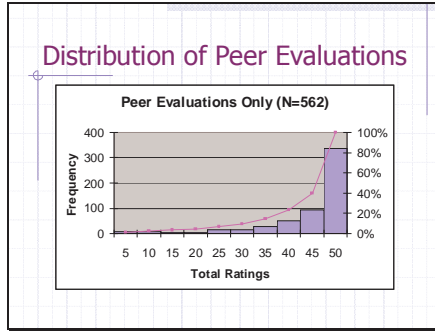
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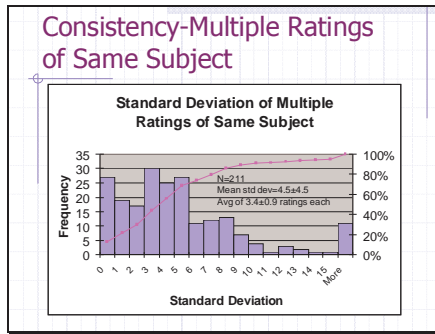
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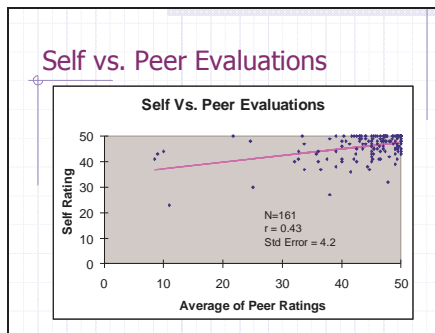
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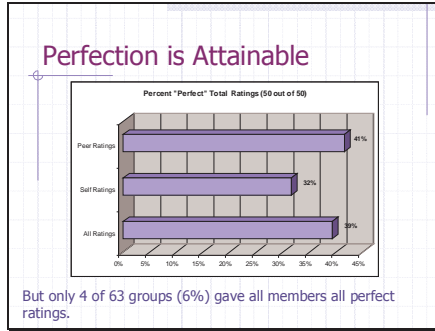
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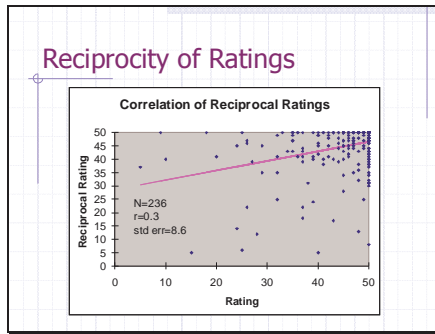
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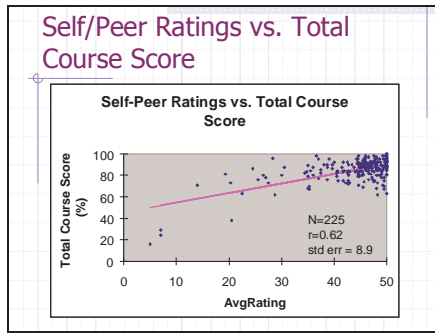
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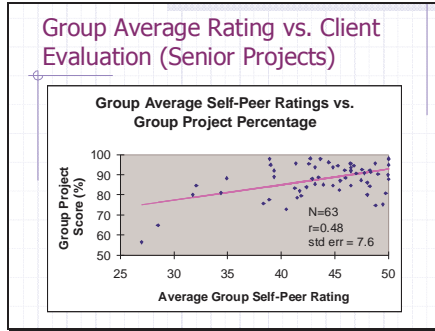
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Slide 22



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- ### Some Qualitative Observations
- ◆ Most students appear to prefer the opportunity to provide self/peer evaluations
 - ◆ Students use self/peer evaluations as a "lever" to help motivate team members
 - ◆ Students appear to perceive the opportunity for positive and negative recognition of teammates as enhancing the fairness of the group project grading

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- ### Preliminary Conclusions
- ◆ Students give a high percentage of high ratings to both themselves and others (average 8.8 out of 10 per category)
 - However approximately 40% of ratings are "B" level or lower
 - Fewer self ratings (32%) than peer ratings (41%) are perfect
 - ◆ Inter-rater reliability is modest at best
 - ◆ Correlation between self and peer ratings is significant but weak ($r=0.42$)
 - ◆ There is little evidence of significant collusion or tit-for-tat reciprocity, other than the general preponderance of high ratings

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Preliminary Conclusions (cont.)

- ◆ Self/peer ratings correlate fairly well with total course scores ($r=0.62$) and other instructor assessments
- ◆ Group self/peer scores are less strongly correlated ($r=0.48$) with assessments of project performance
- ◆ Self/peer evaluations have educational and perceptual benefits independent of their value as an assessment tool

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Open Questions/Further Work

- ◆ Include additional courses in analysis
 - Peer data with same instrument used since 2000
- ◆ Are "all-project" courses different from courses where team project is only one component?
- ◆ More rigorous analysis of inter-rater reliability issue
- ◆ Investigate possible gender/ethnicity issues
- ◆ Consider multiple administrations
- ◆ Consider more detailed instructions
- ◆ Consider restricting ability to award all perfect or very high ratings

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Online Data Collection

- ◆ Nearly all data till now gathered with paper forms and manually entered
- ◆ Recently began using a Web-based data collection tool for self/peer ratings
- ◆ Developed by presenter using Microsoft Active Server Pages (ASP)
- ◆ Integrated with eCollege Course Management System

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