

At HSE, not only professors assess student academic performance, but students themselves also have the option of leaving feedback on their courses and instructors. This procedure is called the Teaching Quality Assessment (TQA), and it is carried out four times a year across all of HSE's campuses. At the end of each academic module, three weeks prior to the examination period, students are asked to assess the quality of instruction in the courses they are about to complete in the given module. The TQA has been conducted since 2015, and we have collected many interesting facts and figures, which we would like to share with you in this issue of That's So HSE. We will be mostly focusing on data accumulated at our Moscow campus throughout the 2016-2017 academic year. Firstly we recommend that you browse through the TQA criteria and the statistics on the students who took part in the assessment. Secondly we would like to give you a picture of the interrelation throughout the assessment criteria, as well as the average grades assigned to courses in the previous academic year. Finally you will learn about those students who offered feedback for the courses they didn't take.

## Contents

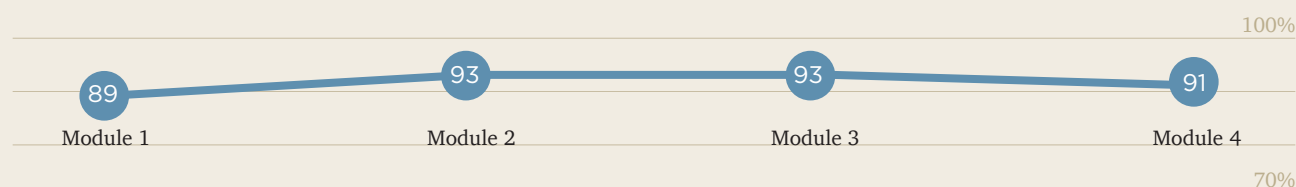
Teaching Quality Assessment (TQA): General Statistics

TQA Criteria for Courses and Instructors

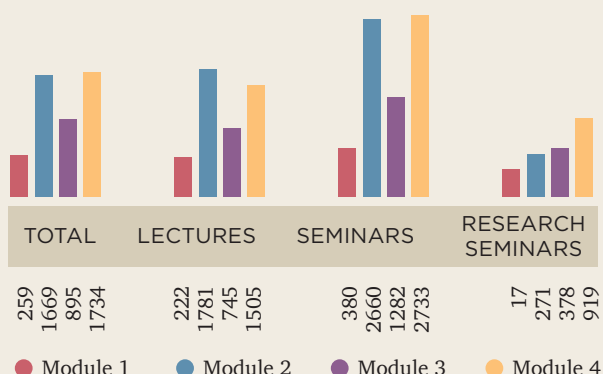
Student Attendance and TQA Participation Rates

### THE ACADEMIC YEAR 2016-2017 — MOSCOW CAMPUS

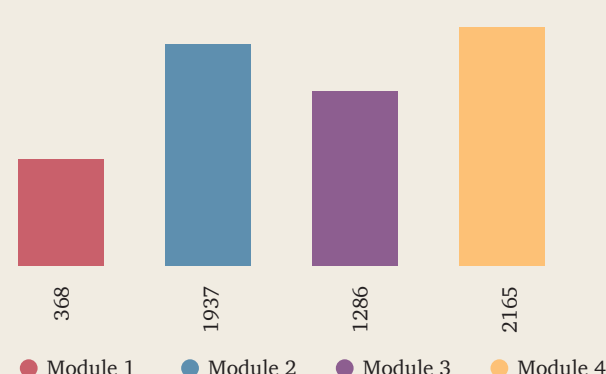
#### STUDENTS TOOK PART IN THE TQA, %



#### COURSES ASSESSED<sup>1</sup>



#### TEACHERS ASSESSED<sup>2</sup>



#### ASSESSMENT CRITERIA FOR COURSES

- ▶ Novelty of knowledge gained in this course
- ▶ Practical value of course for future career
- ▶ Practical value of the course for broadening horizons and diversified personal development
- ▶ Difficulty of the course for its successful completion

#### ASSESSMENT CRITERIA FOR TEACHERS

- ▶ Clarity of requirements to students
- ▶ Clarity and consistency of study materials
- ▶ Communication between the teacher and the audience
- ▶ Teacher's availability for extracurricular discussion of any academic or scientific matters

<sup>1</sup> The number of course items does not match the total number of courses, since one and the same course may feature both lectures and seminars.

<sup>2</sup> One and the same teacher received only one grade, irrespective of the number of courses he/she delivered throughout the 2016-2017 academic year.

Source: data generated upon completion of the TQA survey in the 2016-2017 academic year.

ASSESSMENT COURSE CRITERIA: PAIRED CORRELATIONS<sup>1</sup>

During the TQA survey, students were requested to assign separate grades for course content and quality of teachers according to a total of eight criteria. We were curious to learn and share with you how grades for each criterion may correlate with each other. The chart below shows the correlation between pairs of TQA criteria for all students, and individually for undergraduate and Master's students. Based on the length of the diagram line, we can see how strong the correlation between the two criteria is. We only included strong correlations (i.e., those in which the correlation coefficient ranges between 0.5 and 0.85). The course complexity criterion (i.e., "Difficulty of the course for its successful completion") is not shown, as its correlation coefficient with all other criteria is below 0.5.

Key Conclusions

1 There are stronger correlations between the assessment criteria for quality of teachers rather than between the assessment criteria for course content.  
2 The assessment criteria for course content vs. quality of teachers indicate almost no correlations at all. The only exception is the correlation between the criterion "Clarity and consistency of study materials" and the criterion "Practical value of the course for broadening horizons and diversified personal development" for respective groups of Master's students.

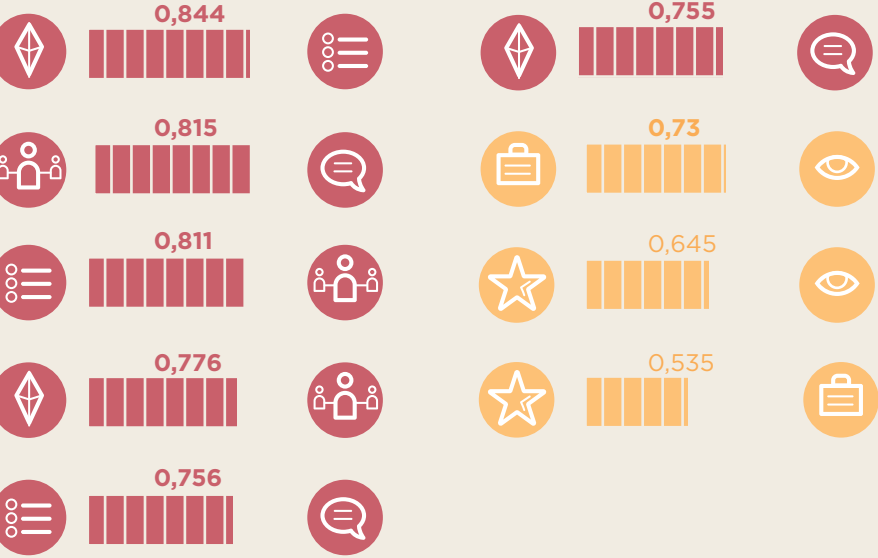
- Assessment criteria for quality of teachers
- Assessment criteria for course content

Strong correlations where the coefficient value is above 0.7 are **highlighted in bold**

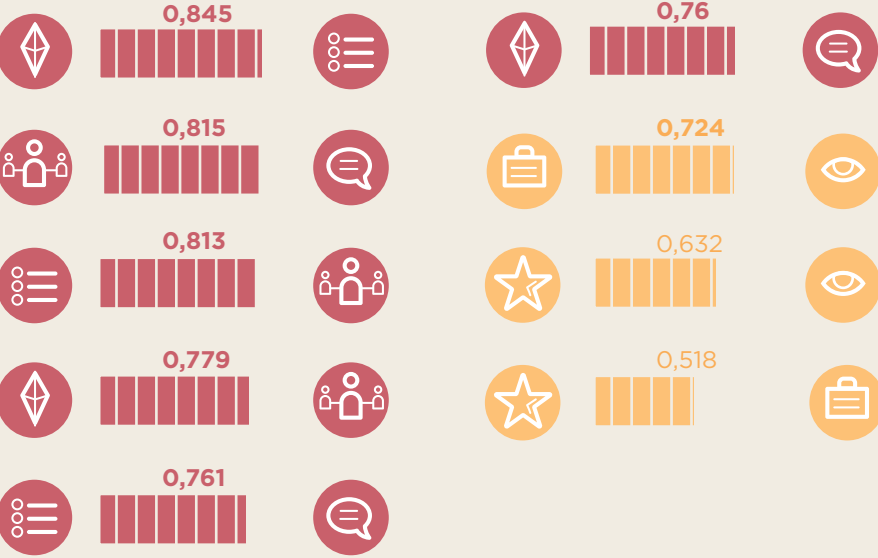
- Clarity of requirements to students
- Clarity and consistency of study materials
- Communication between the teacher and the audience
- Teacher's availability for extracurricular discussion of any academic or scientific matters

- Novelty of knowledge gained in this course
- Practical value of course for future career
- Practical value of the course for broadening horizons and diversified personal development

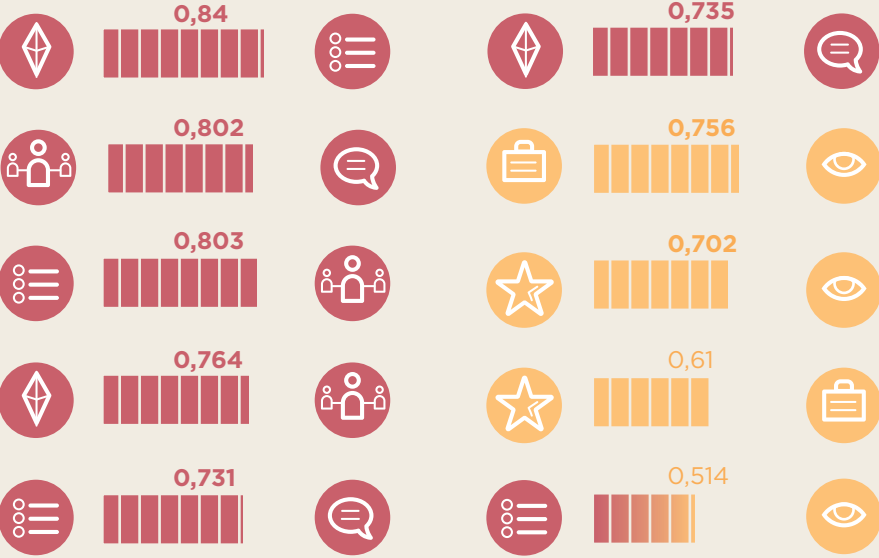
FOR ALL COURSES



UNDERGRADUATE/SPECIALIST PROGRAMMES

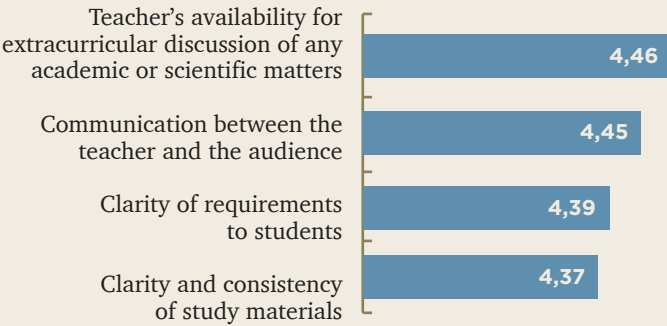


MASTER'S PROGRAMMES



AVERAGE GRADES ASSIGNED FOR QUALITY OF TEACHERS IN THE 2016-2017 ACADEMIC YEAR ACCORDING TO ESTABLISHED CRITERIA<sup>2</sup>

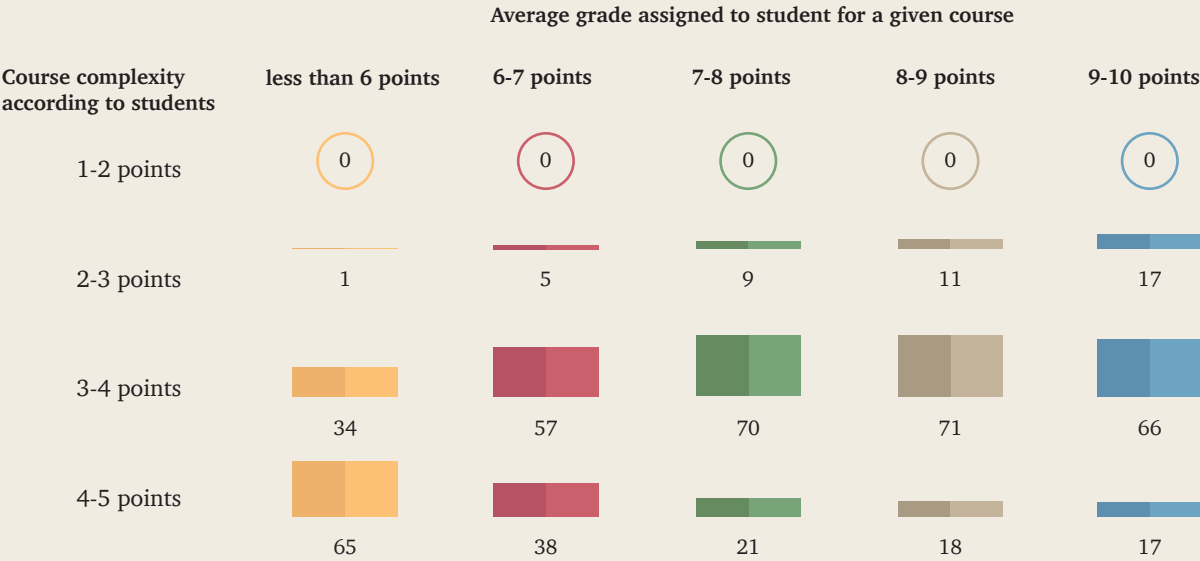
Average grades assigned for course content (irrespective of course type) range from 4 to 5 points (out of 5).



On average, students tend to offer more positive feedback for workshops and less positive feedback for research seminars.

- 1 WORKSHOPS
- 2 LECTURES
- 3 SEMINARS
- 4 PRACTICAL CLASSES
- 5 RESEARCH SEMINARS

COURSE COMPLEXITY DEPENDING ON THE STUDENT'S AVERAGE GRADE ASSIGNED FOR THE COURSE, %



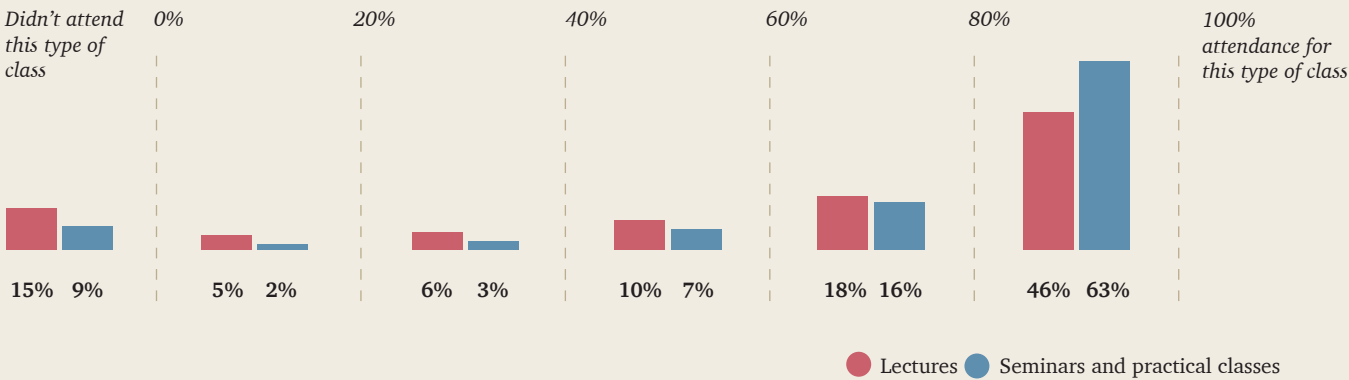
<sup>1</sup> The chart shows significant correlations between criteria with the Pearson correlation coefficient exceeding 0.5. All correlations with coefficient below 0.5 were omitted.

<sup>2</sup> Average grades for a given type of course on a 5-point scale.

Source: data generated upon completion of the TQA survey in the 2016-2017 academic year. Website: hse.ru/evaluation.

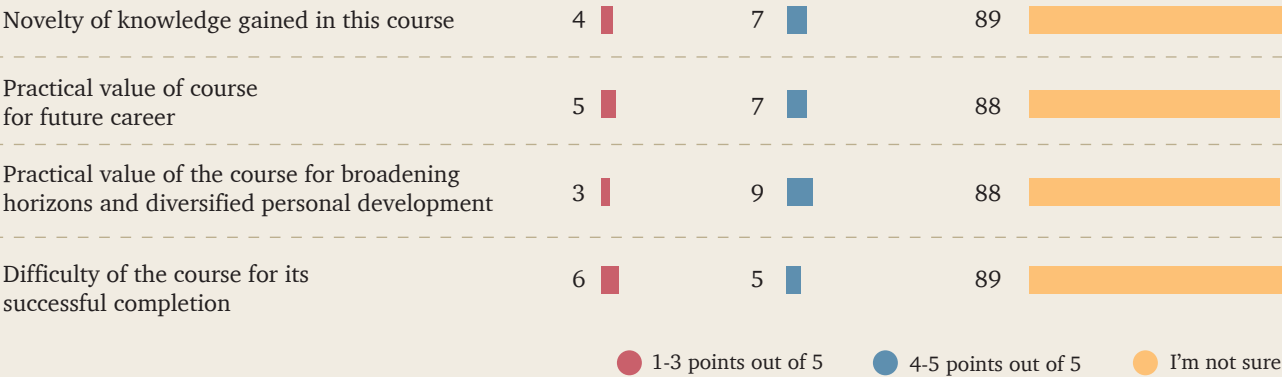
## STUDENT ATTENDANCE AND TEACHING QUALITY ASSESSMENT

During the survey, students were asked to indicate the percentage of lectures and seminars they attended for a given course. According to the students, their attendance in various courses offered in the academic year 2016-2017 irrespective of the type of class is as follows:



### STUDENTS WHO DIDN'T ATTEND EITHER LECTURES OR SEMINARS IN A GIVEN COURSE BUT STILL OFFERED THEIR FEEDBACK ON COURSE CONTENT

It is remarkable that 7% of students didn't attend lectures or seminars in the course they attempted to assess. As you can see below, more than 80% of them tended to choose the "I'm not sure" option on the questionnaire.



Since 2016 on the proposition of HSE Student Council there is a list of courses that received status of the best according to the results of TQA. On the list there are courses which were estimated by students on average at 4,5 point and more by following criteria: "Novelty of knowledge gained in this course", "Practical value of course for future career", "Practical value of the course for broadening horizons and diversified personal development". The list of best courses could be found on the website [hse.ru/evaluation](http://hse.ru/evaluation)



A total of

**649**

courses were selected as the best course according to the TQA survey for the 2016-2017 academic year.

Source: data generated upon completion of the TQA survey in the 2016-2017 academic year.  
Website: [hse.ru/evaluation](http://hse.ru/evaluation).

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