Title of Manuscript

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[Funding]. [Acknowledgement]. [Conflict of Interest].

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# Abstract

Content of abstract.

*Keywords:* keyword1, keyword2, keyword3, …

# Heading of Introduction

The content of introduction is ... (Berk, 2013). … (Griffin et al., 2014; Nulty, 2008; Spooren et al., 2013). … (Boysen, 2015a, 2015b; Boysen et al., 2014; Dewar, 2011). … (Morrison, 2011; Stowell et al., 2012) …

## Level 2 Heading in the Introduction

…

## Level 2 Heading in the Introduction

…, Avery et al. (2006) found that …. Likewise, Jaquett et al. (2017) reported that …

… (Avery et al., 2006; Dommeyer et al., 2004; Morrison, 2011; Stowell et al., 2012; Venette et al., 2010).

… appeared in Nowell et al. (2010) and Morrison (2011), who examined ... Both studies reported lower average scores when SETs were administered online. However, they also found that SET scores for individual items varied more within an instructor when SETs were administered online versus on paper. Students who completed SETs on paper tended to record the same response for all questions, whereas students who completed the forms online tended to respond differently to different questions. Both research groups argued that scores obtained online might not be directly comparable to scores obtained through paper-based forms. They advised that institutions administer SETs entirely online or entirely on paper to ensure consistent, comparable evaluations across faculty.

…

## Level 2 Heading in the Introduction

...

# Method

## Level 2 Heading in the Method

Students were asked to rate each instructor as *poor* (0), *fair* (1), *good* (2), *very good* (3), or *excellent* (4) in response to each item…

… (Item 8 for Items 1–7 and Item 18 for Items 9–17), were strongly related, *r*(362) = .92.

## Level 2 Heading in the Method

…

# Results

## Level 2 Heading in the Results

… are presented in Table 1. … (*M* = 47.18%, *SD* = 20.11), … (*M* = 41.60%, *SD* = 18.23). …, *F*(1.78, 716) = 101.34, *MSE* = 210.61, *p* < .001.[[1]](#footnote-1) The strength of the overall interaction effect was .22 (ηp2). … .[[2]](#footnote-2)

## Level 2 Heading in the Results

The same 2 × 3 × 3 analysis of variance model was … …, *F*(1.86, 716) = 3.44, *MSE* = 0.18, *p* = .03 (ηp2 = .01; see Footnote 1). … (*M* = 3.26, *SD* = 0.60) … (*M* = 3.35, *SD* = 0.53) and … (*M* = 3.38, *SD* = 0.54).

## Level 2 Heading in the Results

The scatterplot presented in Figure 1 illustrates ... … (Berk, 2012, 2013; Nulty, 2008). …, *F*(1, 362) = 1.53, *p* = .22.

# Discussion

… (Berk, 2013; Boysen, 2015a, 2015b; Boysen et al., 2014; Dewar, 2011; Stark & Freishtat, 2014).

… (Tversky & Kahneman, 1971).

… of 60%–80% ...

## Level 2 Heading in the Discussion

### Level 3 Heading in the Discussion

… (Nulty, 2008; see also Berk, 2013; Dommeyer et al., 2004; Jaquett et al., 2016).

### Level 3 Heading in the Discussion

… (Buller, 2012). … (Berk, 2013; Stark & Freishtat, 2014).

## Conclusion

… the “unmeasurable,” ...

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**Table 1**

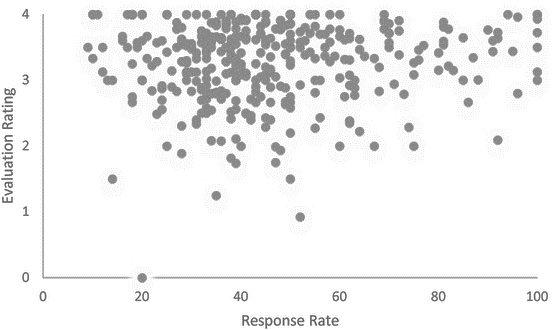
*Means and Standard Deviations for Response Rates (Course Delivery Method by Evaluation Year)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Administration year | Face-to-face course | | Online course | |
| *M* | *SD* | *M* | *SD* |
| Year 1: 2012 | 71.72 | 16.42 | 32.93 | 15.73 |
| Year 2: 2013 | 72.31 | 14.93 | 32.55 | 15.96 |
| Year 3: 2014 | 47.18 | 20.11 | 41.60 | 18.23 |

*Note.* Student evaluations of teaching (SETs) were administered in two modalities in Years 1 and 2: paper based for face-to-face courses and online for online courses. SETs were administered online for all courses in Year 3.

**Figure 1**

*Scatterplot Depicting the Correlation Between Response Rates and Evaluation Ratings*



*Note.* Evaluation ratings were made during the 2014 fall academic term.

1. Content of footnote 1. [↑](#footnote-ref-1)
2. Content of footnote 2. [↑](#footnote-ref-2)