



WELCOME

Faculty Academy on Teaching First Year Students
Wednesday, May 8th

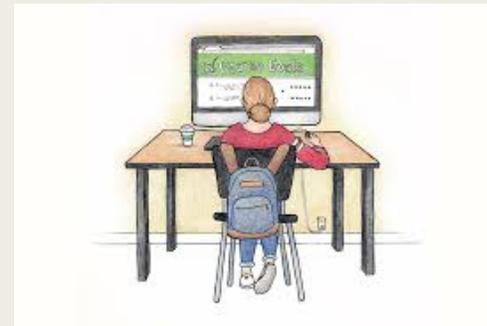
Course Evaluations

- It is a measure of teaching effectiveness for major decisions about the future in academe.
 - *There are two types of decisions:*
 - **formative**, which uses the evidence to improve instructional practices.
 - **summative**, which uses the evidence to evaluate faculty performance to decide about promotion and tenure

(Berk, 2005)

Course evaluations

- What is your experience with course evaluations?
- What are your colleagues experience with course evaluations?



Course Evaluations

Value

Successful student learning
experiences
+ high grades
= positive evaluation scores

Limits

High quality teaching
+ Significant student learning
 \neq High evaluations scores

(Becker 2000)

Course Evaluations

Learning Outcomes:

- A. Identify some factors that may affect the course evaluation process
- B. Reflect on the steps to analyze course evaluation results
- C. List some tools to better document student learning and teaching effectiveness.

Course Evaluations

A. Factors that may affect the process

1. Do instructors receive honest evaluations?
2. Are students willing to produce purposeful misinformation?
3. Are there student characteristics that would predispose dis/honest responses?

Course Evaluations

A. Factors that may affect the process

1. Under certain conditions, instructors would receive dishonest evaluations:
 - *Halo effect* (can do no wrong): If an instructor was liked or disliked more than average, he or she could expect more dishonest responses.
 - *Immediacy*: people are drawn towards persons and things they like (Mehrabian 1971).

Course Evaluations

A. Factors that may affect the process

2) Students are willing to produce purposeful misinformation

- 30 % admitted to purposely inflating evaluations because an instructor gave good grades.
- 30% indicated *underserved evaluations* because the tests in the course were ‘too hard’
- Some students have been known to take revenge

(Clayson 2005b)



Course Evaluations

A. Factors that may affect the process

3) Are there student characteristics that would predispose dishonest responses?

- Internal locus of control: internal-oriented students are more likely to pursue successful study strategies and stress-coping mechanisms, achieve higher grades, and, therefore, award relatively higher evaluation scores
- external locus of control: external-oriented students are more likely to engage in passive and unsuccessful study strategies, cope poorly with course induced stress, achieve lower grades, and blame others (most likely their instructor)
- Women: more ethically minded (are attitude consisted with behavior?) There is evidence that female students are more likely to cheat under low-risk conditions than males.

Course Evaluations

A. Factors that may affect the process

- Ethnicity and gender on student evaluations
 - Faculty of color.
 - Women faculty: warmth and accessibility
 - Men or accessibility to them: preparation and organizations
- Class size
- Class standing
- Required courses vs elective



Course Evaluations

B. Reflect on some steps to analyze course evaluation results

1) Gannon, K. 2018 [In Defense \(Sort of\) of Student Evaluations of Teaching](#) Chronicle of Higher Education. May 6.

- Don't take it personal.
- One's an accident, two's a trend, and three's a problem
- What story does this data really tell?
- How do we evaluate teaching?

14-STEP PROCESS

1. What were your goals in teaching the course?
2. How would you rate your course and teaching on each item that students complete? What are the implications of the ratings?
3. How are your overall numerical ratings this time compared to the last two times you taught the course? The results of this comparison point to what, if anything?
4. How do your current overall numerical ratings compare to current ratings of courses taught by others? The best courses for comparison are similar in year, size, and discipline. The results of this comparison point to what, if anything?
5. What specific numerical ratings in the current evaluations were meaningfully higher than the others, if any? What are the implications of the differences?
6. What specific numerical ratings in the current evaluations were meaningfully lower than the others, if any? What are the implications of the differences?
7. What positive student comments about the course or your teaching in the current evaluations seem important? Categorize the content by theme. Look especially at themes mentioned by a significant percentage (say, 10%) of responding students.
8. What suggestions for change mentioned in the student comments seem important? Categorize the content by theme. Look especially at themes mentioned by a significant percentage (say, 10%) of responding students.

John M. Malouff, Jackie Reid, Janelle Wilkes & Ashley J. Emmerton (2015)
Using the Results of Teaching Evaluations to Improve Teaching: A Case Study of a New
Systematic Process, *College Teaching*, 63:1, 3-7.

14- STEP PROCESS

9. What was the most pleasant surprise of the evaluation information? What are the implications of this surprise?

10. What does the student evaluation information in total tell you about whether you achieved each goal? How does that information differ, if at all, from your personal evaluation? What do you make of the differences?

11. What does a peer say about your evaluations this term in the context of your goals for the course, your evaluations for the course in recent prior terms, and recent evaluations of similar courses? What ideas does the peer have about how you can use information from the evaluations to reach your goals for teaching the course?

12. In summary, what aspects of the course and your teaching seemed to work best? What will you do with this conclusion?

13. What specific change(s), if any, would most likely lead to improved success in achieving your goals for teaching in the future? What changes will you make?

14. How will you assess whether the changes you make, if any, help you achieve your goals?

John M. Malouff, Jackie Reid, Janelle Wilkes & Ashley J. Emmerton (2015)
Using the Results of Teaching Evaluations to Improve Teaching: A Case Study of a New Systematic Process, *College Teaching*, 63:1, 3-7.

Course Evaluations

C. Select / combine some tools to better document student learning and teaching effectiveness.

A. Maslow, 'If the only tool you have is a hammer, you tend to see every problem as a nail,'

- **Problem:** The definition of teaching effectiveness is vague, and there is a lack of a good way to measure the quality of teaching.
- **Solution:**
 - *Operational definition of quality teachings as the “effectiveness with which the teacher is producing the desired learning outcomes for the given student population”.*
 - *Conduct classroom assessment for improvement and document student learning to document the quality. (Wieman, 2015)*

Course Evaluations

Carl Wieman (2015) A Better Way to Evaluate Undergraduate Teaching. *Change: The Magazine of Higher Learning*, 47:1, 6-15

- [Teaching Practices Inventory](#)
- [Class Observation Protocol for Undergraduate STEM \(COPUS\)](#)

Carl Wieman Science Education Initiative at the University of British Columbia:

<http://www.cwsei.ubc.ca/resources/COPUS.htm>

Course Evaluations

- *Class interview*
 - What helps your learning in this class?
 - What suggestions would you provide to the instructor to help your learning?
- *Tools presented during April's meeting.*

Triangulate data results

- Teaching philosophy:
 - *Instructor values the process of assessment and ongoing reflection.*
 - *instructor approach may expect students to do well in the following classes*

Works Cited

Clayson, D. a. (2005). Marketing models in education: students as customers, products, or partners. *Marketing Education Review*, 15(1), 1-10.

Felton, J. M. (2004). Web-based student evaluations of professors: the relations between perceived quality, easiness and sexiness. *Assessment and Evaluation in Higher Education*, 29(1), 91-108.

Carl Wieman (2015) A Better Way to Evaluate Undergraduate Teaching, Change: The Magazine of Higher Learning, 47:1, 6-15, DOI: 10.1080/00091383.2015.996077