Evaluation of Effective Teaching

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"Education is a kind of continuing dialogue, and a dialogue assumes different points of view."

Robert Maynard Hutchins
(1899-1977)
President
University of Chicago

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Publications on Student Evaluation of College Teaching

- A Google Scholar search on Student Evaluations of College Teaching yielded:
  - **2,910,000 articles**
    - Almost all negative.

      .

Some of the millions of articles largely disparaging Student Evaluations

Student evaluations of **teaching**: Are they related to what **students** learn? meta-analysis and review of the literature
DE Clayson – Journal of marketing education, 2009 – journals.sagepub.com
Although the **student evaluation** of **teaching** has been extensively researched, no general consensus has been reached about the validity of the process. One contentious issue has …
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Student evaluations of **teaching** (mostly) do not measure **teaching** effectiveness
A Boring, K Ottoboni – ScienceOpen research, 2016 – scienceopen.com
… **Student evaluations** of **teaching** (SET) are used widely in … Measuring **teaching** effectiveness is difficult — for **students**, faculty, … primarily measure **teaching** effectiveness or **teaching** quality. …
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The use and misuse of **student evaluations** of **teaching**
F Zabaleta – **Teaching** in higher education, 2007 – Taylor & Francis
… of **student evaluations** of **teaching** (SETs), this article analyzes **student** grades and **student** **evaluations** of **teaching** … years of **teaching** and includes the **evaluations** and grades of 18,175 …
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Making **students' evaluations** of **teaching** effectiveness effective: The critic issues of validity, bias, and utility.
HW Marsh, LA Roche – American psychologist, 1997 – psycnet.apa.org
This article reviews research indicating that, under appropriate conditions, **students'** **evaluations** of **teaching** (SETs) are (a) multidimensional;(b) reliable and stable;(c) primarily a …
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Student evaluations of **teaching** are an inadequate assessment tool for evaluating faculty performance

Why Evaluate College Faculty Teaching

- Accountability
- Quality Assurance
- Student Success
- Provide Feedback
- Career Advancement
- Student Voices
- Curriculum Development

Sources of Evidence of Teaching Effectiveness

Instrument	Source of information
Student Ratings	Students*
Self-Evaluation	Peers
Video	Instructors/Peers
Student Interviews	Students*
Alumni Ratings	Alumni
Employer Ratings	Employers
Administrative Ratings	Administrators
Teaching Scholarship	Instructors
Teaching Awards	Instructors
Learning Outcomes	Students
Teaching Portfolio	Instructors/Peers/Student
Grades in follow-on courses	Students

Berk, R.A. 2005.International Journal of teaching and learning
in higher education. 17(1):48-62. *See "New to college teaching" Chronicle
starter kit, 2018

ChatGPT ranking methods to evaluate teaching

1. **"Student Evaluations**: One of the most common methods is through student evaluations, where students provide feedback on their learning experience and the effectiveness of the instructor. This can be done through standardized surveys or questionnaires. However, it's important to use multiple measures and not rely solely on student evaluations, as they can be influenced by various factors such as personal biases or the difficulty level of the course."

Factors important to students

Subject Matter

- Demonstrates detailed knowledge of the subject matter.
- Shows enthusiasm for the subject.

Presentation/Facilitation

- Is well-prepared for class (clear syllabus and schedule, organized in class).
- Stimulates interest in the subject.
- Encourages discussion/class interaction.
- Explains information clearly.
- Clear expectations and test and grading practices

Approach to Students

- Shows concern for students.
- Is readily available to students.
- Allows recovery from a single poor performance.

*Modified after Chickering & Gamson, 1987 Wingspan J. 9(2); also R. Light 2001, Harvard U Press; Watermark, July 2023; Evaluation 101

Responses from All Courses*

Section D SUSSAI	E	VG	G	F	P	(N)
1. Description of course objectives and assignments	43.8%	31.4	18.9	**4.6%**	**1.2%**	98066
2. Communication of ideas and information	45.4%	29.8	17.3	**5.6%**	**2.0%**	97958
3. Expression of expectations for performance in class	46.9%	29.4	17.6	**4.8%**	**1.3%**	97692
4. Availability to assist students in or out of class	49.3%	27.3	17.7	**4.4%**	**1.2%**	97372
5. Respect and concern for students	56.7%	25.5	13.5	**3.2%**	**1.1%**	97450
6. Stimulation of interest in the course	48.9%	26.9	16.1	**5.7%**	**2.4%**	97287
7. Facilitation of learning	47.4%	28.7	17.1	**5.0%**	**1.8%**	97204
8. Overall assessment of instructor	53.6%	25.3	14.1	**5.1%**	**1.8%**	97237

*Drawn from SUSSAI standard lecture courses

Holistic Observational Instruments

- Reformed Teaching Observation Protocol (RTOP)
- UTeach Observation Protocol (UTOP)
- Teaching Behaviors Inventory (TBI)
- Teaching Dimensions Observation Protocol (TDOP)
- And several others

A Typical Observation Scoring Sheet with Codes (observer records a code every two minutes)

Percentage of institutions that use various sources of information for evaluation of teaching

Information Source	% used in 2000 (n=506)	% used in 2020 (est. n~401)
Student Evaluation	88.1%	94.2%
Peer classroom visits	40.3%	60.4%
Course Syllabi & exams	38.6%	4.5%
Grade distribution	6.7%	10.1%
Student exam performance	5%	7.2%

http://www.aaup.org/article/changing-practices-faculty-evaluation#.VzigN-crLZt

Student Voice

https://reports.collegepulse.com/students-perspective-on-academic-life

A collaboration between Inside Higher Ed and College Pulse

- Sample size of >450,000 from >1500 colleges, including two- and four-year schools. Sampling done in 2021-2023.

- Each student completed a questionnaire of the same 20 questions dealing with advising and teaching/learning, as well as free form answers.

Student Survey Results
https://reports.collegepulse.com/students-perspective-on-academic-life

What Students Want

Professor actions students say would help them academically:

Being more flexible about deadlines: 57%	Being more flexible about attendance and/or participation: 44%

Offering some class sessions online during in-person courses: 26%

Being more accessible outside of class hours: 22%

Setting expectations more clearly: 42%

Being open to experimenting with different teaching styles: 51%

Including wellness resources in syllabi or discussing resources in class: 18%

Including academic support resources in syllabi: 17%

Taking more of an interest in getting to know students: 34%

Setting higher expectations for me and my peers: 8%

None of the above: 6%

Students' Preferred Teaching Methods

Interactive lecture — 36%

Traditional lecture — 26%

Active learning–heavy — 23%

Lab — 7%

Traditional seminar — 5%

Not sure — 2%
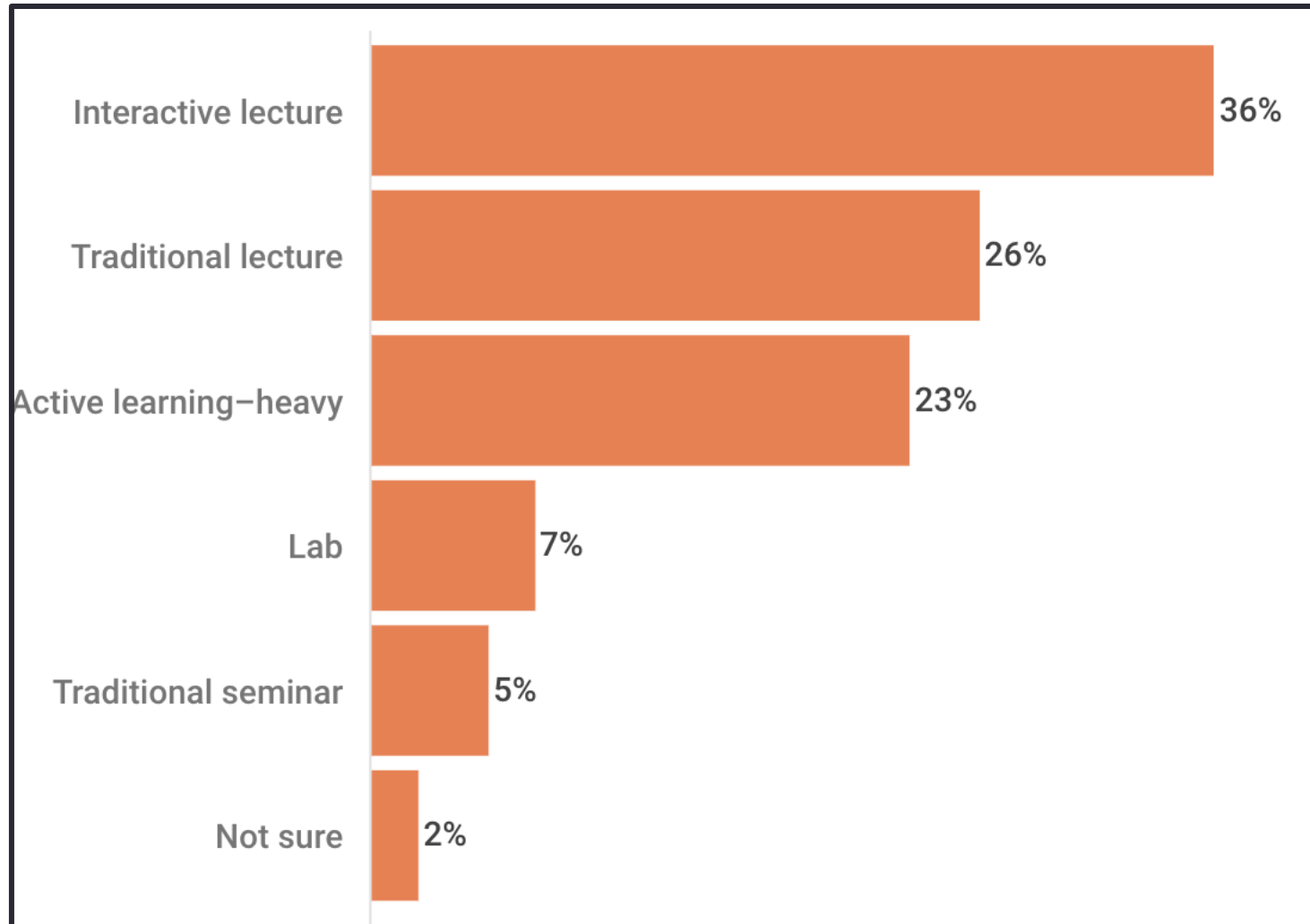
While students preferred lectures, they learned more in interactive classes

PNAS 116 (39) 19251-19257. 2019.
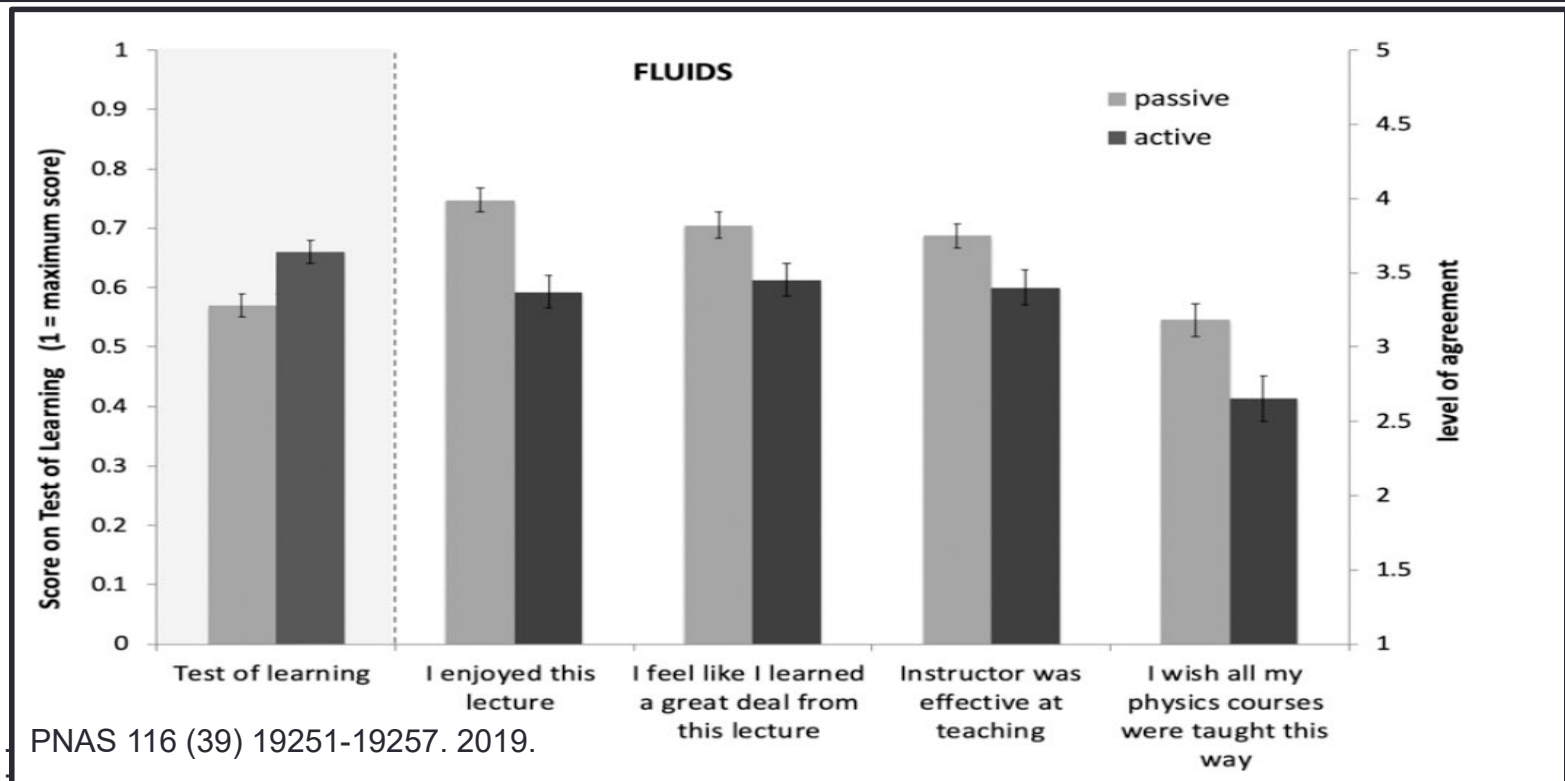
What students are doing in an interactive class

Interactive

Thinking, prompted by instructor
28.8%

Listening
27.1%

Worksheet-based group work
25.4%

Answering a question in front of class
10.2%

Discussing a clicker question
6.8%

Asking a question
1.7%
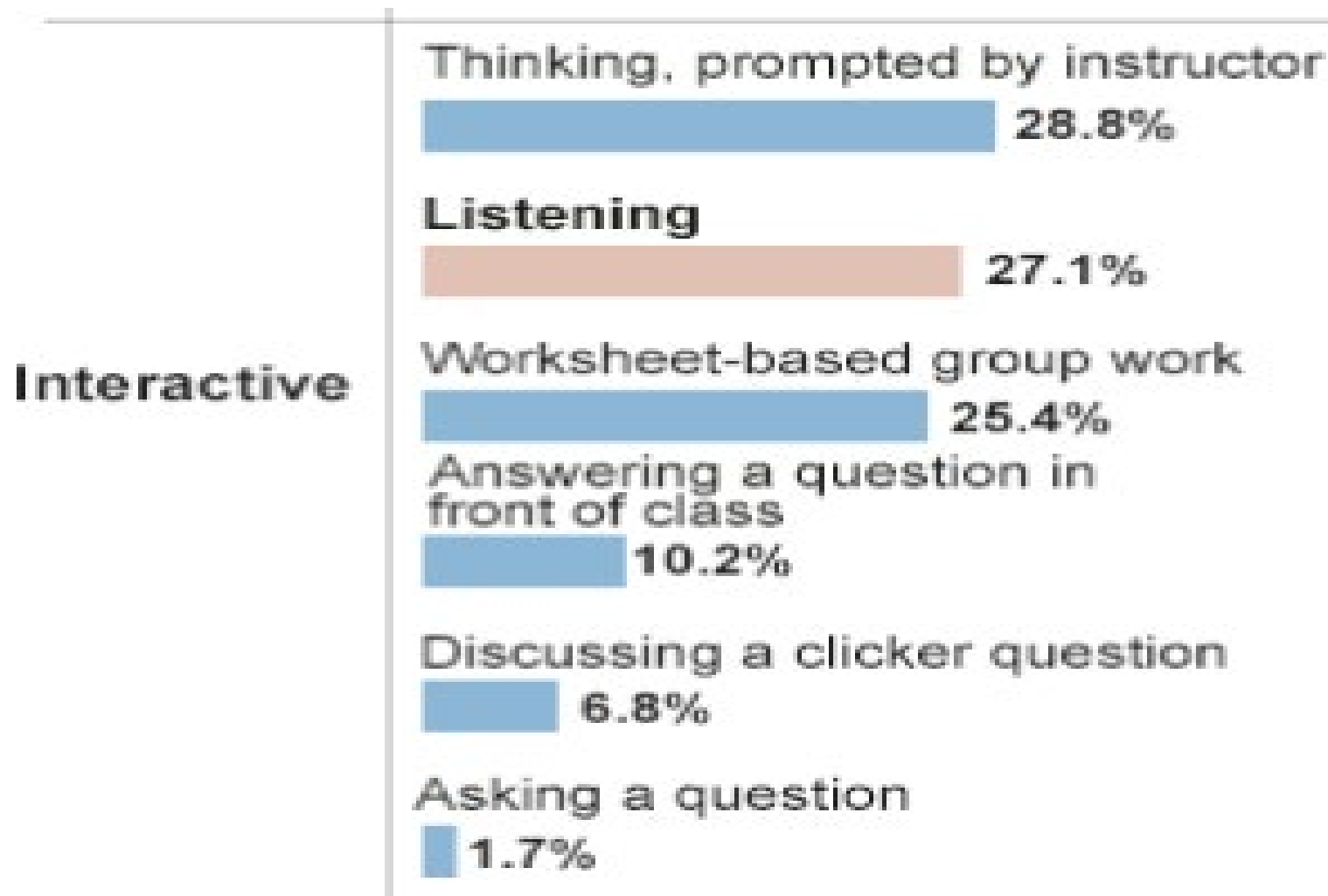
Are high impact practices included in the course (where appropriate)?

- First-Year Seminar
- Learning Communities
- Undergraduate Research
- Internships in the Discipline
- Freshmen Interest Groups
- Service Learning

Assessing Learning

- National Survey of Student Engagement

- Collegiate Learning Assessment

- ETS Proficiency Profile

- Collegiate Assessment of Academic Proficiency

- ETS Major Fields

- College Senior Survey

- CLAST (College-Level Academic Skills Test), a Florida favorite now long gone, dropped in 2009.
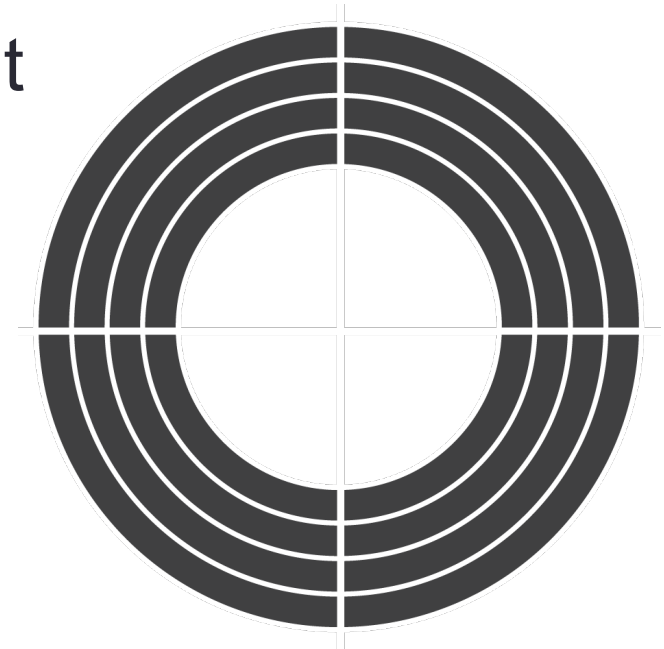
Current teaching evaluation form

Section D SUSSAI	E	VG	G	F	P	(N)
1. Description of course objectives and assignments	43.8%	31.4	18.9	**4.6%**	**1.2%**	98066
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*Drawn from SUSSAI standard lecture courses

Responses for a Course of Concern
(defined as scores in Fair and Poor that are 5X higher than averages)

Section D SUSSAI	E	VG	G	F	P	(N)
1. Description of course objectives and assignments	3%	3%	38%	**29%**	**18%**	43
2. Communication of ideas and information	3%	0	35%	**41%**	**21%**	43
3. Expression of expectations for performance in class	3%	0	24%	**32%**	**32%**	43
4. Availability to assist students in or out of class	0%	9%	38%	**32%**	**26%**	43
5. Respect and concern for students	3%	3%	24%	**26%**	**41%**	43
6. Stimulation of interest in the course	6%	24%	24%	**44%**	**21%**	43
7. Facilitation of learning	3%	6%	38%	**26%**	**24%**	43
8. Overall assessment of instructor	3%	3%	18%	**35%**	**41%**	43

Concerns about Faculty Teaching

- The first troublesome evaluation should result in a meeting with the department chair to discuss the issues. Anyone can have one poor evaluation for a variety of reasons.

- A second evaluation of concern should result in a written teaching improvement plan that involves the chair and the teaching center.

- If there is a third poor evaluation, the faculty member should only be permitted to teach under close supervision.
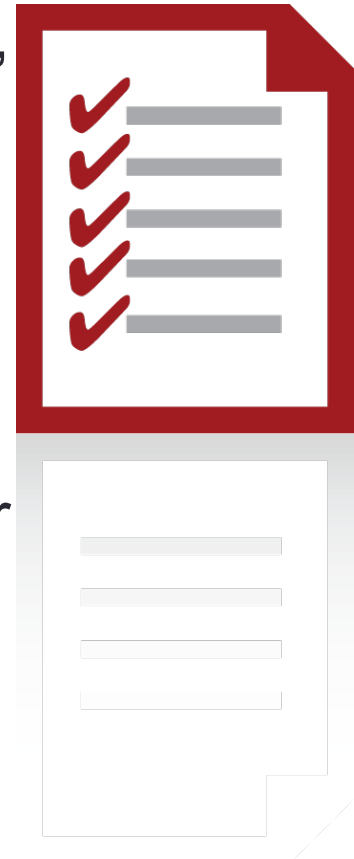
The Course Syllabus

- It should be a valuable guide for you and your students.

- Does it contain a statement that places the course within the intellectual area of the field?

- Does it provide overall objectives for the course that are fairly specific?

- Does it Includes appropriate references, including primary literature, especially for upper division?
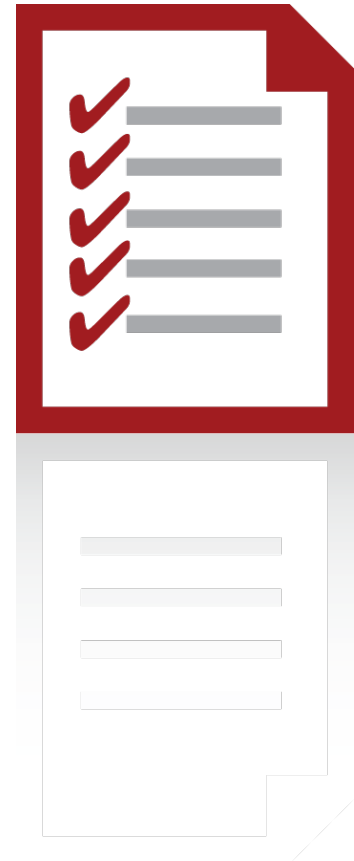
The Course Syllabus (continued)

- Does it introduce you as a faculty member, perhaps offering a few personal facts; office hours, contact information?

- Does it give students an understanding of your approach to teaching?

- Many syllabi include a student contract for attendance.

- Are course prerequisites listed?

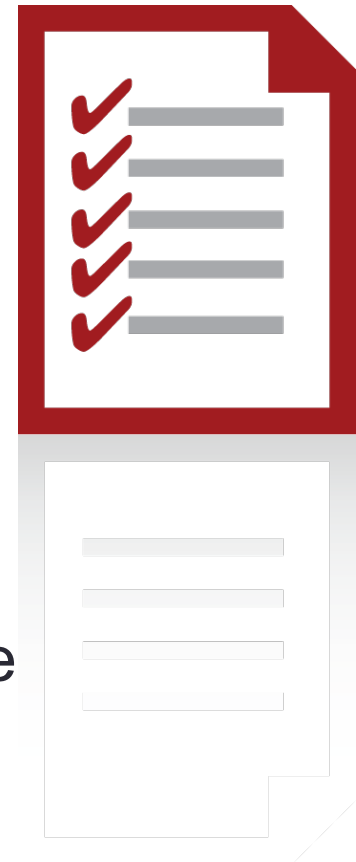- Are course assignments and due dates clear?

The Course Syllabus (continued)

- Is it clear on how performance will be evaluated, e.g., essay exams, multiple choice, term papers?

- Does it include a detailed grading policy (avoids misunderstandings in the future).

- Policy on attendance/make-up exams/ late papers/other related items..

- Other administrative matters and relevant university policies.

The Course Syllabus (continued)

- Support services, e.g., math help labs or writing labs, library services.

- Statement on academic integrity and plagiarism.

- ADA statement.

- Strategies for Success in the course.

- Course Calendar: My personal preference is to separate the Course Calendar from the Syllabus and treat the Calendar as a course outline **with at least three specific objectives for each class period.**

All of the SUS institutions have teaching centers

- https://teachingcenter.ufl.edu/
- https://www.fctl.ucf.edu/
- https://www.unf.edu/cirt/
- https://uwf.edu/academic-affairs/departments/center-for-teaching-learning-and-technology/
- https://teaching.fsu.edu/
- https://www.usf.edu/atle/teaching/
- https://www.fau.edu/ctl/
- https://www2.fgcu.edu/LucasCenter/new-faculty-academy.html
- https://www.famu.edu/academics/undergraduate-academics/undergraduate-student-success-center/index.php
- https://www.ncf.edu/academics/academic-support-services/academic-resource-center/
- https://cat.fiu.edu/
- https://floridapoly.edu/instructional-technology/index.php

In addition to our own teaching centers there are quite a few sources offering advice and guidance regarding teaching.

- Teaching in Higher Ed (https://teachinginhighered.com/)
- The Faculty Guild: Now Lumen Learning (https://lumenlearning.com)
- Chronicle of Higher Education collection of articles on teaching offered for sale.
- Inside Higher Ed regularly publishes articles on teaching: https://www.insidehighered.com/reports/2022/11/14/meeting-needs-todays-learners

Questions & Discussion