



# Student Assessment of Instruction

AD HOC COMMITTEE

# COMMITTEE MEMBERS

## **Haley Woznyj (chair)**

*Associate Professor, Management*

## **Shannon Salley**

*Associate Professor, Communication Sciences & Disorders  
Chair, Social Work, Communication Sciences & Disorders  
Associate Dean, College of Education, Health & Human  
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## **Chris Bjornsen**

*Professor, Psychology*

## **Bob Blaisdell**

*Assistant Professor, Kinesiology*

## **Erin Waggoner**

*Assistant Professor, Communication Studies  
Co-Director, Women, Gender, & Sexuality Studies*

## **Gregg Harbaugh-Schattenkirk**

*Assistant Professor, Statistics*

## **Kat Alves**

*Associate Professor, Special Education*

## **Deborah Westin**

*Director, English Language Bridge Program & Academic  
Support  
A/P Faculty, CTZN 110*



# CHARGE

Faculty concerns about **low student response rates** and about the **usefulness** of the Student Assessment of Instruction (SAI) as a tool for evaluation of faculty persist.

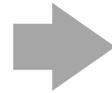
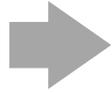


## COMMITTEE PURPOSE

*To take a fresh look at the SAI & propose recommendations with 3 goals in mind:*

- Increase student response rate for evaluations
- Reduce student bias in evaluations
- Explore the feasibility of aligning the Longwood SAI with other current best practices in student evaluations, based on higher education research

# PROCESS



## PRIORITIZE

Prioritized tasks and issues from the committee charge

## SEARCH

Members conducted separate literature searches focused on the main issues in the charge

## SUMMARIZE

Summarized the literature to identify key themes and takeaways

## RECOMMEND

Used findings to develop evidence-based recommendations to align with best practices



# FINDINGS

## MAIN TAKEAWAY



Student evaluations do not measure teaching effectiveness



Student evaluations are **biased** against women, minorities, LGBTQIA+



Student evaluations are easily **manipulated** (e.g., with grades, treats)



Student evaluations capture **non-teaching related factors** (e.g., student interest, grading, personality differences)



# RECOMMENDATIONS



Student evaluations should **not** be used to make personnel decisions (e.g., P&T, annual evaluations)

**STOP USE FOR  
ADMIN PURPOSES**



The current form should be renamed to accurately reflect its content, the student experience in courses

**RENAME THE  
FORM**



The current form & evaluation process should be redesigned to enhance its utility

**REDESIGN THE  
FORM & PROCESS**

# RECOMMENDATION I: **STOP USE FOR ADMIN PURPOSES**



## **REMOVE FROM FACULTY EVALUATIONS**

Current form should not be used to evaluate faculty teaching effectiveness  
Evaluations include: P&T, annual evaluations, raises, faculty teaching awards, etc.



## **PROMOTE FAIR PROCESSES**

Current form can lead to biased and discriminatory decisions  
Want to ensure a fair, equitable, and nondiscriminatory evaluation process for all



## **CONTINUE TO COLLECT FEEDBACK**

Student feedback is important for compliance with SACSCOC standards  
Can be used to investigate student experiences with a course/instructor

# RECOMMENDATION 2: **RENAME THE FORM**

**TITLE SHOULD  
ACCURATELY REFLECT  
THE **CONTENT** OF  
THE FORM**



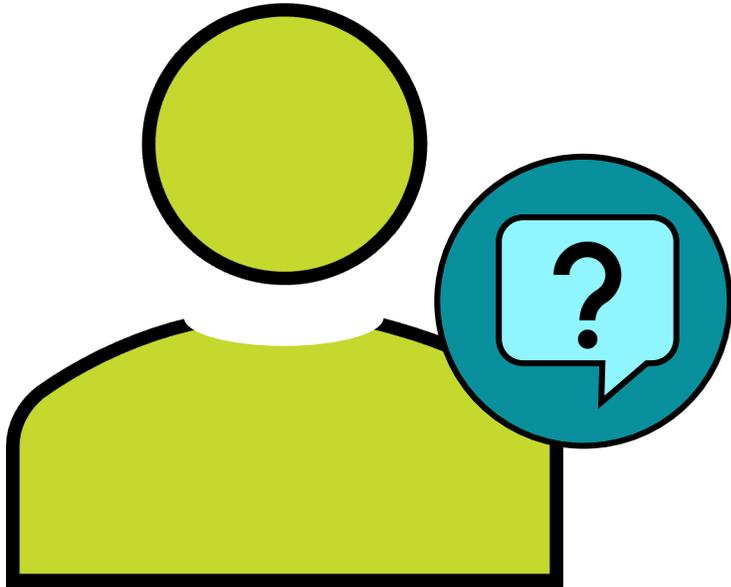
Student experiences in the classroom  
(versus teaching or instructor effectiveness)



## **POTENTIAL TITLES**

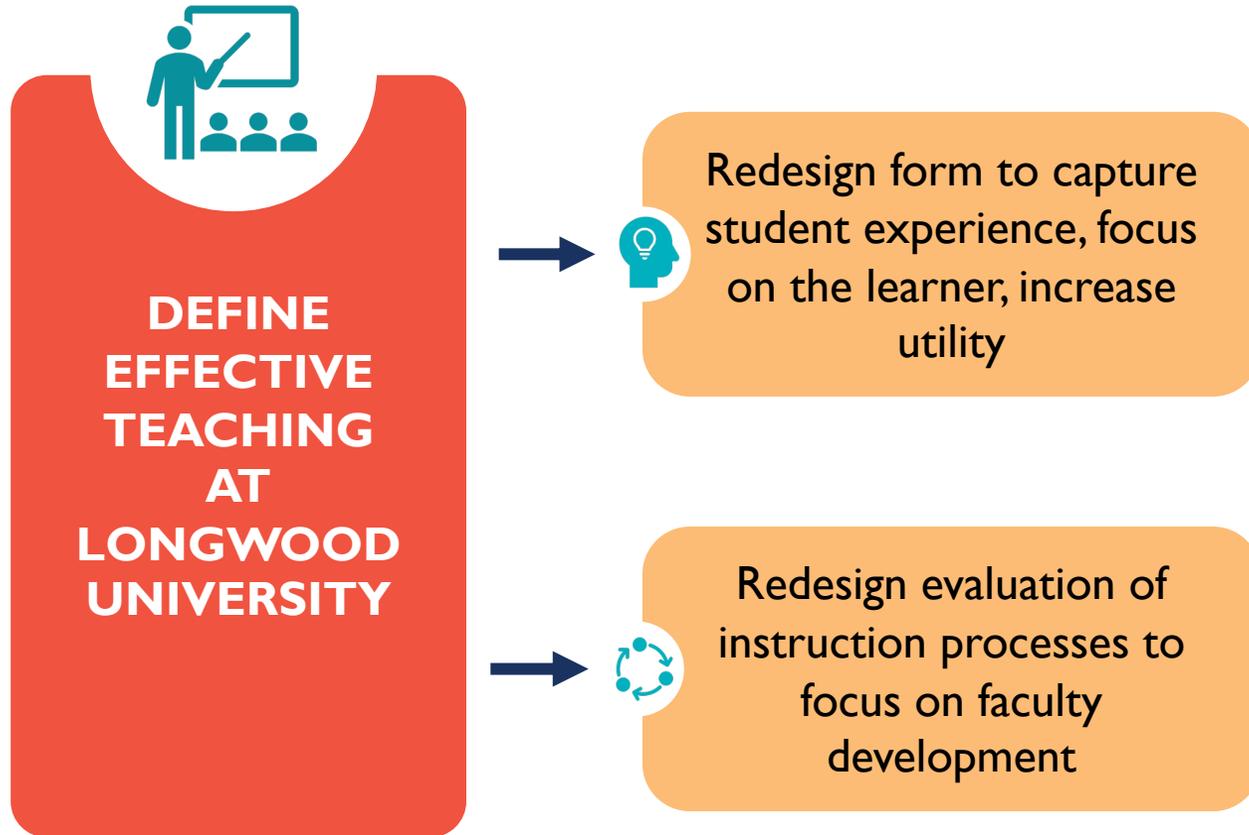
1. Student experience survey
2. Student feedback form
3. Student perspective of learning experience
4. Student feedback survey
5. Student opinion survey

# RECOMMENDATION 3: REDESIGN THE FORM & EVALUATION PROCESSES



Request to **extend** the ad hoc committee to redesign the form and evaluation processes

# RECOMMENDATION 3: REDESIGN THE FORM & EVALUATION PROCESSES



# RECOMMENDATION 3: REDESIGN THE FORM & EVALUATION PROCESSES

→  Redesign form to capture student experience, focus on the learner, increase utility

- Focus groups with students to inform content
- Remove focus on instructor as a person
- Shift focus to student effort, delivery of the course, course design *that enhance learning*
- Objective, behaviorally anchored rating scales

→  Redesign evaluation of instruction processes to focus on faculty development

- Retain elements (e.g., observations, reflections)
- New elements (e.g., new form, observations, grades, structured reflections)
- Training for faculty and admin on observing faculty, using feedback to continuously improve
- Focus is on triangulating information across sources

# ALIGNING WITH CURRENT TRENDS

+23  
endorsements



**Statement on Student Evaluations of Teaching**  
American Sociological Association  
September 2019



**The American Sociological Association encourages institutions to use evidence-based best practices for collecting and using student feedback about teaching**

- 1 Questions on SETs should focus on **student experiences**...rather than an opportunity for formal ratings of teaching effectiveness.
- 2 SETs should **not** be used as the **only evidence** of teaching effectiveness.
- 3 SETs should **not** be used to **compare individual faculty** members to each other or to a department average.
- 4 If quantitative scores are reported, they should **include distributions, sample sizes, and response rates** for each question on the instrument
- 5 Evaluators should be **trained** in how to interpret and use SETs as part of a holistic assessment of teaching effectiveness



# ALIGNING WITH CURRENT TRENDS



# TEval

TRANSFORMING HIGHER EDUCATION -  
MULTIDIMENSIONAL EVALUATION OF TEACHING

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## Arbitration decision on student evaluations of teaching applauded by faculty

Such evaluations can't be used for tenure and promotion decisions, arbitrator rules in case involving Ryerson University.

BY MOIRA FARR | AUG 28 2018



# SUMMARY

## STUDENT EVALUATIONS IN THEIR CURRENT FORM DO NOT MEASURE TEACHING EFFECTIVENESS

1

**Stop using the current evaluation form in faculty evaluations, administrative decisions**

**NOT** recommending to eliminate student feedback forms

2

**Rename the current form to better capture its content, student experiences in the course**

3

**Request to extend the committee to continue work on a revised form & evaluation process**



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# DISCUSSION





# RESOURCES



# CURRENT FORM: Instructor focused questions

Hardly ever



Occasionally



Often



Usually



Almost always



1. The instructor presented material in a clear and organized way.
2. The instructor's interest in the course motivated students to learn.
3. The instructor clearly communicated the importance of the subject matter.
4. The instructor clearly communicated expectations for student achievement.
5. The instructor provided constructive feedback on students' work that helped students improve
6. The instructor was available to assist students.
7. The instructor gave assignments/exams that were appropriate for the class.
8. The instructor graded students on what they were expected to learn.
9. The instructor encouraged students to ask questions and express their knowledge.
10. The instructor expected students to learn challenging or difficult material.



# CURRENT FORM: Student focused questions

1. Is this course a...?

Major  
requirement

Minor  
requirement

General Edu.  
requirement

Degree  
requirement

Elective

Non-Degree prof.  
development

2. Class rank

Freshman

Sophomore

Junior

Senior

Graduate degree  
student

Non -Degree  
student

3. How much did you learn in this class?

Much less than most  
classes

Less than most  
classes

About average

More than most  
classes

Much more than most  
classes

4. On average, how many hours per week did you spend on course work outside of class?

None

1 to 3

4 to 6

7 to 9

More than 9

5. What is your current grade in this course?

A

B

C

D

F



# LINKS



UNIVERSITY OF  
OREGON

Overview

Mid-semester  
feedback form

End of  
semester  
feedback form



TEval

TRANSFORMING HIGHER EDUCATION -  
MULTIDIMENSIONAL EVALUATION OF TEACHING



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**Table 4**

Current meta-analyses of SET/learning correlations.

	$r_{Zr}$	$r$	RE (95% C.I.)	$I^2$	Q $p$	FAT $p$	TF (#)	NGT30	TOP10	LMT (95% C.I.)
<b>Instructor SET only</b>										
All data ( $k = 97$ )	.28	.24	.23 (.16,.31)	54.9	212.73 <.001	.002	.12 (22)	.10	.08	.12 (.03,.21)
Adjusted $r$ s only ( $k = 34$ )	.25	.19	.16 (-.02,.32)	72.2	118.92 <.001	.113	-.01 (8)	.08	-.03	-.06 (-.17,.07)
Outliers removed ( $k = 95$ )	.31	.27	.25 (.18,.31)	48.0	182.85 <.001	<.001	.13 (24)	.10	.08	.11 (.02,.20)
Adjusted $r$ s only ( $k = 32$ )	.34	.26	.20 (.06,.34)	66.2	94.48 <.001	.006	.04 (10)	.08	-.03	-.05 (-.17,.07)
<b>Average of all SET</b>										
All data ( $k = 97$ )	.22	.20	.17 (.11,.23)	34.1	145.58 <.001	.008	.10 (22)	.10	.08	.09 (0,.19)
Adjusted $r$ s only ( $k = 34$ )	.13	.13	.06 (-.06,.17)	57.0	76.75 <.001	.373	0 (7)	.08	-.04	-.02 (-.14,.10)
Outliers removed ( $k = 95$ )	.25	.22	.18 (.12,.24)	19.6	116.86 .055	<.001	.10 (24)	.10	.08	.08 (-.01,.17)
Adjusted $r$ s only ( $k = 32$ )	.22	.19	.09 (-.01,.19)	39.8	51.46 .012	.027	.02 (9)	.08	-.04	-.03 (-.15,.09)

Note.  $r_{Zr}$  = average unweighed Fisher's Z transformed  $r$ ;  $r$  = average unweighed  $r$ ; RE = Random Effect  $r$ .  $I^2$  = heterogeneity index; Q = test of heterogeneity; FAT = Funnel Asymmetry Test via linear regression; TF = Trim and Fill  $r$  with # of imputed values in parentheses; NGT30 =  $r$  based on all studies with 30 or more sections; TOP10 =  $r$  based on top 10% of most precise/largest studies; LMT = adjusted  $r$  based on limit meta-analysis.