Student Course Evaluations:
Data for Professional Development & Teaching Impact
Prepared for Dean of Faculties Series:
Recommendations for use of student course evaluation data during faculty evaluation
Learning Outcomes

• Preview the AEFIS dashboard for results from student course evaluations.
• Review the student course evaluation taskforce recommendations for use of these data during faculty evaluation (e.g. annual evaluation, promotions).
• Discuss the appropriate use of student course evaluation data as one of many factors in a holistic evaluation of teaching.
• Consider how establishing opportunities for faculty to reflect and provide context (sense-making) for the data sets up opportunities for rich discussion and mentoring.
• Evaluate current use of student course evaluation data in faculty evaluation processes within your unit and plan the next actions to improve the processes based on the new items, the new platform, and/or the recommendations presented.
  – Will the changes require faculty approval
• What actions might be appropriate to pilot during faculty evaluations next year?
Student Course Evaluation (SCE)

• An important element viewed in context as part of a holistic evaluation of teaching

• Valuable evidence informing faculty professional development in teaching – specifically the enhancement of teaching practice over time. The data and resulting actions contribute to the teaching impact narrative.

• **Standardized Student Course Evaluations Items**

• **Practice** Recommendations for Online SCEs
SCE Data

• Is feedback on the alignment between instructor intent for the course and student experience of the course

• Provides actionable data on what instructors can adjust or improve

• Identifies aspects of the student experience instructor may not have noticed

• Promotes additional questions and reflection
iii) Recommendations for best use of student course evaluation data during faculty evaluation, promotion, and tenure review:

- Student course evaluation data **must be placed in context with other measures of teaching effectiveness** (e.g. classroom observations, review of course materials including syllabi, exams, assignments, slides; instructor self-reflection; student performance in subsequent courses or on standardized assessments, examples of feedback)
- Results from course evaluations should not be averaged across questions, rather each item ought to be compared separately to ensure a holistic review of the data.
- Scores/results from items should not be used in isolation;
- Averages by item should be compared to appropriate comparison courses (e.g., same level, size, etc).
- Since single or very few values can impact a mean, especially in smaller courses, it is important to consider using the median as the measure for the item, and evaluators should also consider using frequencies (e.g. percentage of responses for each answer across the scale) to ensure they fully explore the data.
- Those interpreting the data should be mindful that averages at the “positive” end of the scale are still positive regardless of how they compare to dept/comparable course means.
- The student course evaluation data used for instructor evaluation should be available to the instructor. Further the instructor should be allowed to provide comments and context to the data during the review process.
SCE Review - Holding Space
What do you notice? What do you wonder?

Created by Creative Mahira from Noun Project

Created by Vectors Market from Noun Project
Context Matters
Feedback: More is Better

1. Student Course Evaluation (SCE) Feedback
   Details

2. Mid-term Evaluation Feedback
   Details

3. Peer Review Feedback
   Details

4. Classroom Assessment Techniques
   Details

5. Course Assignments & Assessments
   Details
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<th><strong>Mid-term Evaluations</strong></th>
<th>Provides data early in the semester when adjustments can be made, talking with students about the results is critical to closing the loop on the process, makes students feel “heard” and makes course policies and practices more transparent, may result in improved end of term evaluations.</th>
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| **Classroom Assessment Techniques** | Quick methods for getting student feedback, encourage students to reflect on their learning, easily be incorporated into a course a few times each semester, allow for adjustments throughout the course to enhance student learning by giving instructor key information about the student experience  
*Getting Started with Active Learning Guide, Active Learning for Online Teaching, Active Engagement & Learner Support – F2F (Social Distancing) or Hybrid Teaching* |
| **Peer Review or Teaching** | Makes data (based on review of course materials, observation, etc.) available from a different perspective, offers additional context for student course evaluation data |
| **Course Assignments & Assessments** | Sources of evidence linking student performance with learning, foundation for description of specific changes made in response to student feedback and performance |
Critical Student Feedback & Impact

- Reflect on the value of the feedback – does it provide actionable information?
- Describe the action(s) taken in response.
- Track if the critical feedback was reduced or eliminated in the next offering of the course.
- Highlight any gains in student learning and success.
- Address any next steps identified.
- Making this process transparent encourages department heads and committee members to look beyond item scores.
Insecurity, Uncertainty, and Critical Feedback

• Aspects of a course that make students feel a lack of agency – that they have little control over their potential success in a course.

• Contributors include unclear course organization, lack of timely feedback, changing criteria or due dates, inflexibility regarding challenges with technology, lack of availability or responsiveness, unbalanced assessment (mostly summative with little to no formative), etc.

• Solutions include transparency about course policies and practices, dependable organization, timely feedback, appropriate flexibility, reasonable availability, balanced assessment, etc.
Student Course Evaluation Study Hall

Drop in for conversation about responding to your feedback as you finalize plans for spring semester as well as utilizing the data for annual review.

Friday, January 8, 2021 - 8:30-10:00 a.m.
Questions?

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