Faculty Briefing
Student Course evaluation task force recommendations

Heather H. Wilkinson
Task force Chair, Professor and Associate Dean of Faculties
&
Task force Members
April 29, 2020
Faculty Briefing: Student course evaluation task force recommendations

The Committee
Rationale and Charge
Process
Recommended Items
Recommendations for Use of the Data
Faculty Briefing: Student course evaluation task force recommendations

The Committee
Rationale and Charge
Process
Recommended Items
Recommendations for Use of the Data
Rationale: **Student course evaluation data are required** as part of an holistic review

12.01.01- Institutional Rules for Implementing Tenure*
   Evaluation of teaching effectiveness must include not only student evaluations, but also necessary and appropriate techniques cited in System Policy 12.06.
   TAMU Promotion and Tenure Guidelines: Chronological Table in Department report

12.01.99.M2 - University Statement on Academic Freedom, Responsibility, Tenure, and Promotion – Appendix I
   *no statement that student course evaluation are required here, rather it elaborates student satisfaction among all the sorts of data legitimate to use to demonstrate effectiveness in teaching*

12.06 Post-Tenure Review of Faculty and Teaching Effectiveness*
   Included among other elements and approaches to evaluate teaching effectiveness.
   Cites 12.01.01
Rationale: Student course evaluation data required by state law

Texas Education Code 51.974
shall conduct end-of-course student evaluations
develop a plan to make evaluations available on the institution's website
Charge:

Questions that assist with **student course choice**
- Students use to identify characteristics they prefer
- Instructors can use to determine how student experience

Questions appropriate for **faculty evaluation** processes
- Recommend whether or not student course evaluations are appropriate for faculty evaluation, including promotion and tenure
- If appropriate for faculty evaluation, identify common questions

The total number of common questions should not exceed 10

All units shall include these questions, but also, may provide their own

Recommendations for the conduct and use of student course evaluations
Faculty Briefing: Student course evaluation task force recommendations

The Committee
Rationale and Charge
Process
Recommended Items
Recommendations for Use of the Data
Process: Evidence-based approach

**Student course choice**

Course assessment practices – The degree to which assessments/assignments constructively evaluate and communicate the quality of student performance.

Course design – The degree to which content delivery aligns with the course objectives and expectations.

Course impact – The degree to which the perspectives, practices, and principles explored are transformative and foster student learning.

Inclusion practices – The degree to which the course and/or instructor explores and/or respects diverse perspectives and experiences.

Instructional practices – The degree to which the instructor exhibits effective and student-oriented approaches.

**Faculty evaluation**

Instructor skills: The extent to which specific skills of the instructor merit a given rating (e.g. communication skills; organization; flexibility, etc).

Student-centered Instruction: The extent to which the teaching methods shift the focus of instruction from the teacher to the student. Student-centered instruction puts students' interests first, acknowledging student voice as central to the learning experience (e.g. identification of starting competency; student driven topic and/or project selection; scaffolding provided to support students at different stages).

Instructor enhanced student learning: The extent to which the approach or methods used by an instructor contributed to learning (e.g. instructor provided context makes learning more relevant to the student; scaffolding, facilitating self-directed learning; using humor or references to current events or popular culture to hold students’ attention).

Student accountability for their own learning: - The extent to which the student engaged in behaviors that promote learning success (e.g. preparation for class; attendance; engaging with materials or other students as intended).
Process: Stakeholder communication
Process: Stakeholder feedback

Questions pilot tested with students
  69 course sections
  across 9 colleges
  2,478 students enrolled
  714 student responses

Faculty Survey
  931 responses from
  faculty of all tracks, ranks, and titles
  across 17 colleges and branch campus

2020 Spring semester
  Reviewing feedback and revising items
  Discussion with Dr. Paul Hernandez, Associate Professor, CEHD to identify best practices in constructing appropriate scales
Faculty Briefing: Student course evaluation task force recommendations

The Committee
Rationale and Charge
Process
**Recommended Items**
Recommendations for Use of the Data
Begin this course evaluation by reflecting on your own level of engagement and participation in the course. What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

- <50%
- 50-70%
- 71-90%
- >90%

Comments:
This course helped me learn concepts or skills as stated in course objectives/outcomes.

- This course did not help me learn the concepts or skills
- This course only slightly helped me learn the concepts or skills
- This course moderately helped me learn the concepts or skills
- This course definitely helped me learn the concepts or skills

Comments:
Based on what the instructor(s) communicated and the information provided in the course syllabus, I understood what was expected of me.

- No, I did not understand what was expected of me
- I partially understood what was expected of me
- Yes, I understood what was expected of me

Comments:
In this course I engaged in critical thinking and/or problem solving.

- Never
- Seldom
- Often
- Frequently

Comments:
Please rate the organization of this course.

- Not at all organized
- Slightly organized
- Moderately organized
- Very well organized

Comments:
In this course, I learned to critically evaluate diverse ideas and perspectives.

- Not Applicable
- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comments:
Feedback in this course helped me learn. Please note, feedback can be either informal (e.g., in class discussion, chat boards, think-pair-share, office hour discussions, help sessions) or formal (e.g., written or clinical assessment, review of exams, peer review, clicker questions).

- No feedback was provided
- Feedback provided was not at all helpful
- Feedback provided was only slightly helpful
- Feedback provided was moderately helpful
- Feedback provided was very helpful
- Feedback provided was extremely helpful

Comments:
The instructor fostered an effective learning environment.

- Strongly agree
- Agree
- Neither agree nor disagree
- Disagree
- Strongly disagree

Comments:
The instructor’s teaching methods contributed to my learning.

- Did not contribute
- Contributed a little
- Contributed a lot

Comments:
The instructor encouraged students to take responsibility for their own learning.

- Did not encourage
- Sometimes encouraged
- Frequently encouraged

Comments:
Faculty Briefing: Student course evaluation task force recommendations

The Committee
Rationale and Charge
Process
Recommended Items
Recommendations for Use of the Data
Recommendations for Use of the Data

Must be placed in context with other measures of teaching effectiveness

Should **not** be averaged across questions

Should be compared to appropriate comparison courses

Fully explore the data, using measures appropriate to class size

Those interpreting the data should be mindful that averages at the “positive” end of the scale are still positive

Data used for instructor evaluation should be available to the instructor.

The instructor should be allowed to provide comments and context during the review
Faculty Briefing

Any questions?

Additional questions not fielded in this briefing can be sent to
dofo@tamu.edu