

The background of the slide features a close-up, slightly blurred image of a pencil with a sharpened lead tip, resting on a sheet of graph paper. The pencil is oriented diagonally from the bottom left towards the top right. The graph paper has a grid pattern, and some faint numbers are visible in the upper right quadrant. The overall color palette is warm, with soft yellows and oranges.

FACULTY OPINION SURVEY: COURSE EVALUATIONS

**Presented by:
Faculty Welfare Committee**

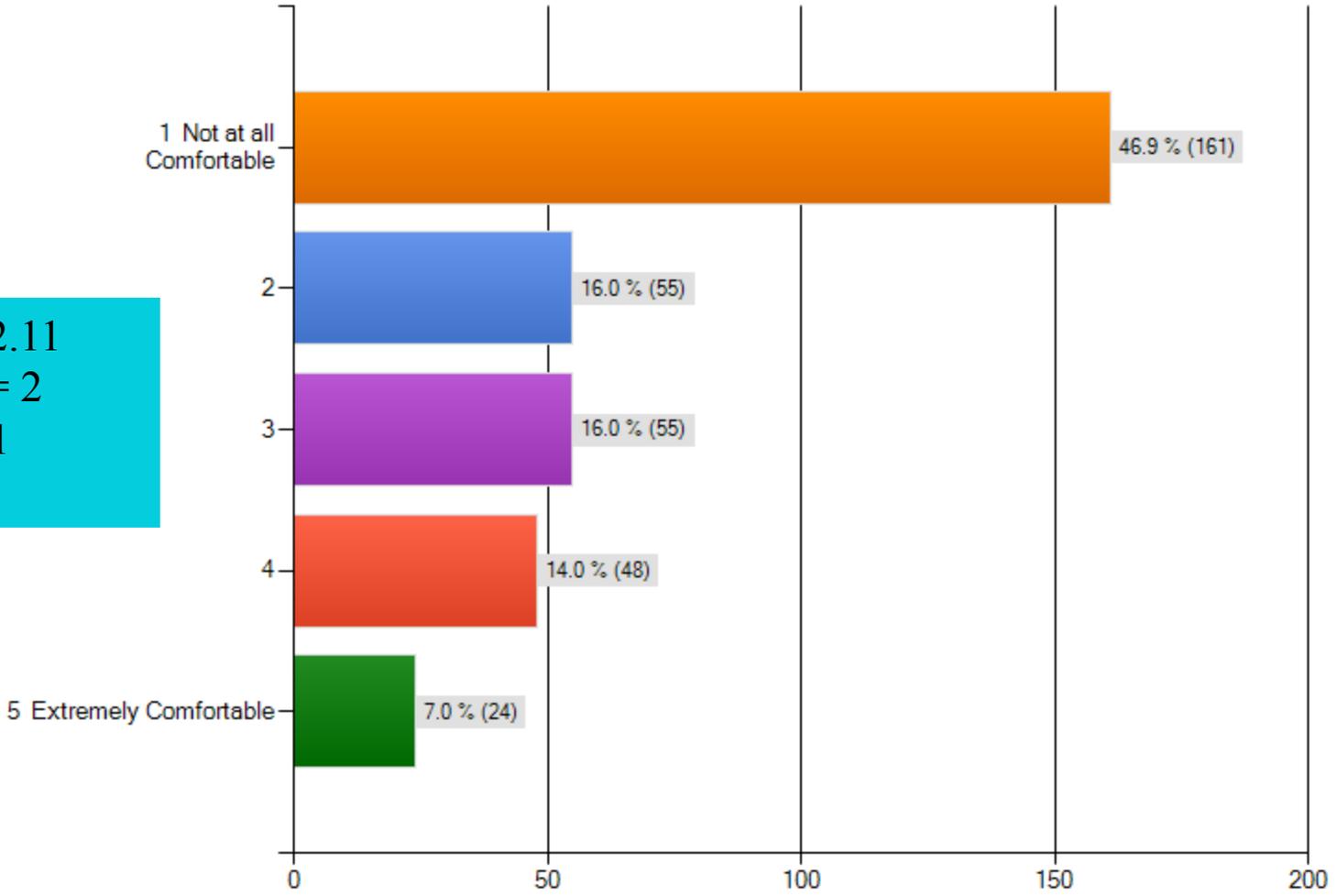
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Faculty Senator

Faculty Opinion Survey Questions

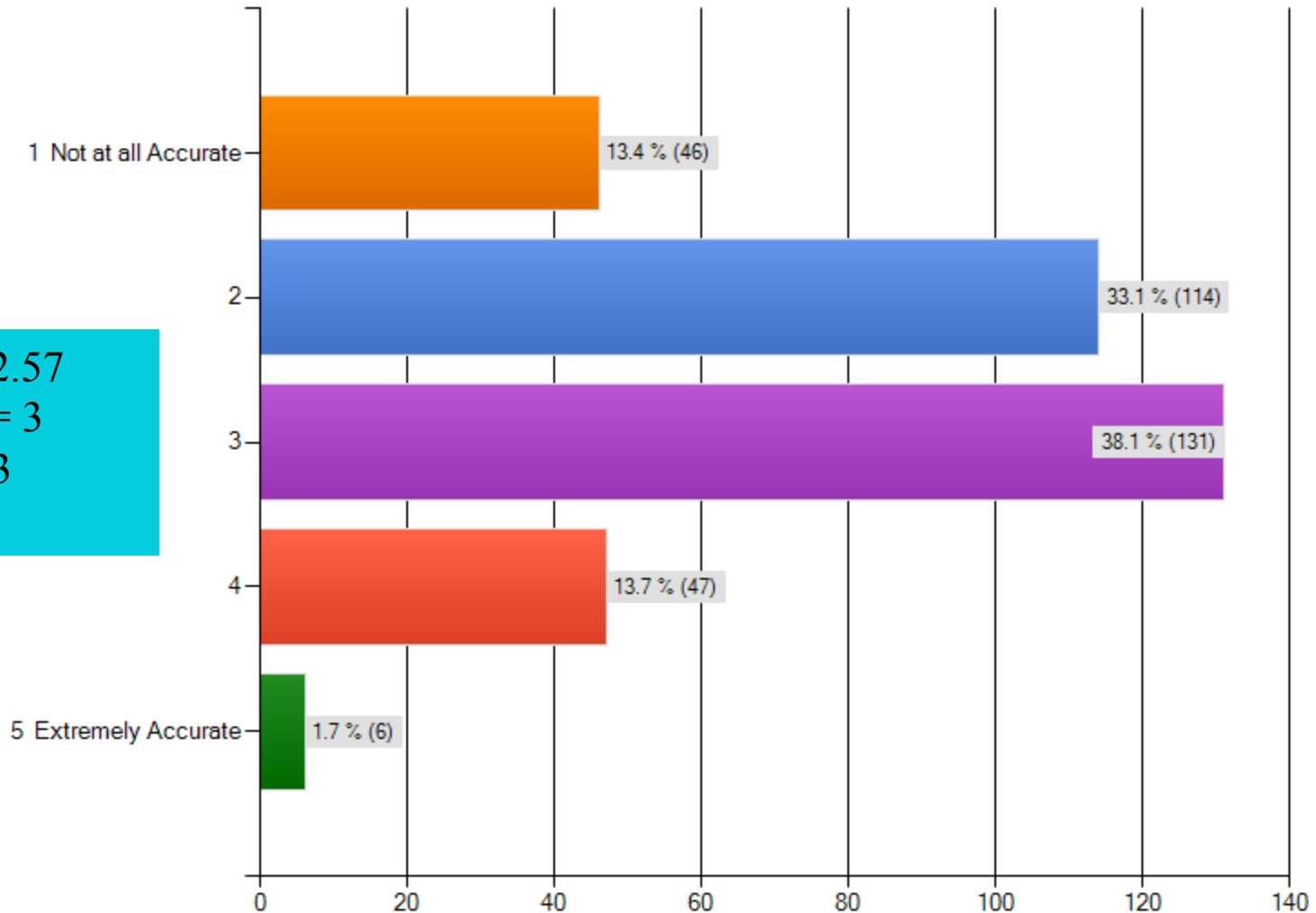
- How comfortable would you be having course evaluations posted online for public viewing?
- Do you feel students' written responses accurately reflect teaching effectiveness?
- Do the current evaluations accurately assess differences in teaching effectiveness between colleagues?
- Two open-ended items:
 - Describe your concerns with posting student evaluations for public viewing.
 - What factors other than teaching effectiveness influence course evaluations?

1. How comfortable would you be having course evaluations posted online for public viewing?

Mean = 2.11
Median = 2
Mode = 1
N = 343

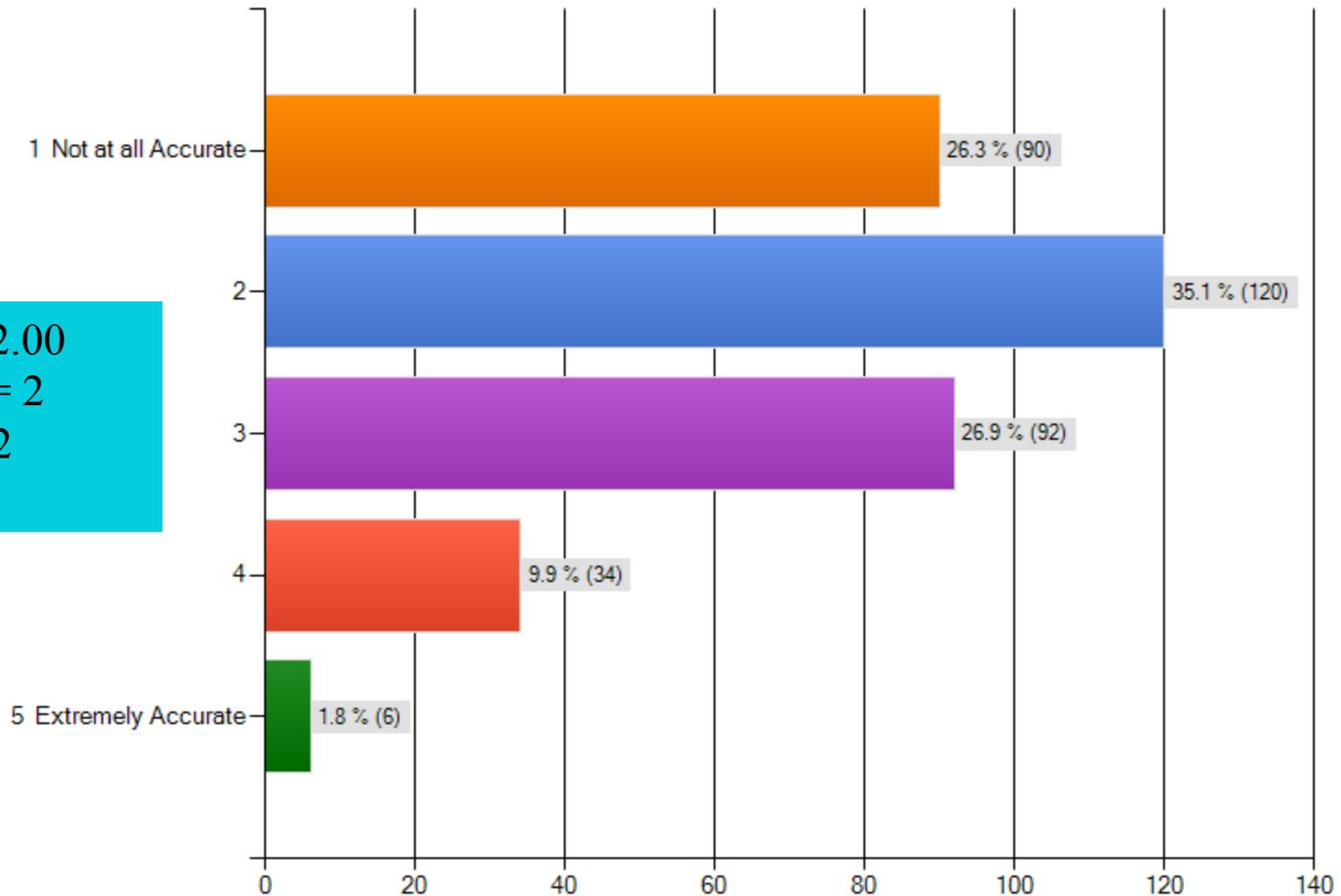


2. Do you feel students' written responses accurately reflect teaching effectiveness?



Mean = 2.57
Median = 3
Mode = 3
N = 344

3. Do the current evaluations accurately assess differences in teaching effectiveness between colleagues?



Mean = 2.00
Median = 2
Mode = 2
N = 342

Survey Results: Items with Rating Scales

- Faculty expressed an overwhelmingly strong stance against the public posting of comments
- Faculty expressed that teaching evaluations were moderately accurate at assessing teaching effectiveness
 - ▣ average of 2.57
 - ▣ only 1.7% endorsed *extremely accurate*
- Faculty expressed significant concern that current evaluations do not accurately assess differences between faculty
 - ▣ average of only a 2 (where 1 = *not at all accurate*)

1. How comfortable would you be having students' comments from your course evaluations posted online for public viewing?

| Answer Options | Response Percent | Response Count |
|--------------------------|-------------------------|-----------------------|
| 1 Not at all Comfortable | 46.9% | 161 |
| 2 | 16.0% | 55 |
| 3 | 16.0% | 55 |
| 4 | 14.0% | 48 |
| 5 Extremely Comfortable | 7.0% | 24 |

2. Do you feel students' written responses accurately reflect teaching effectiveness?

| Answer Options | Response Percent | Response Count |
|-----------------------|-------------------------|-----------------------|
| 1 Not at all Accurate | 13.4% | 46 |
| 2 | 33.1% | 114 |
| 3 | 38.1% | 131 |
| 4 | 13.7% | 47 |
| 5 Extremely Accurate | 1.7% | 6 |

3. Do the current evaluations accurately assess differences in teaching effectiveness between colleagues?

| Answer Options | Response Percent | Response Count |
|-----------------------|-------------------------|-----------------------|
| 1 Not at all Accurate | 26.3% | 90 |
| 2 | 35.1% | 120 |
| 3 | 26.9% | 92 |
| 4 | 9.9% | 34 |
| 5 Extremely Accurate | 1.8% | 6 |

Survey Results: Open-Ended Responses

- Compiled faculty responses for both items
- Common themes expressed throughout
- Two questions:
 - ▣ concern about posting student evaluations ($N = 285$)
 - ▣ extraneous factors affect evaluations ($N = 263$)

Describe your concerns with posting student evaluations for public viewing?

- **Public may not understand how to interpret comments**
- **Concern about posting libelous comments**
- **Comments can be often unrelated to teaching**
- **Some comments may be inappropriate for public viewing**
- **Negative information given disproportionately greater weight**
- **Evaluations are *opinions* that are biased by extraneous factors**
- **Comments with writing/grammatical errors will reflect poorly on the university**
- **Focus becomes less on teaching than entertaining**
- **Difficult classes may be perceived more negatively**

What factors other than teaching effectiveness influence course evaluations?

- **Course difficulty vs. leniency**
- **Student performance/grades/perceived final grade**
- **Type of course**
- **Instructor's personality**
- **Characteristics of the faculty unrelated to teaching effectiveness (e.g., appearance)**
- **Student's academic background/college preparedness**
- **Skewed sample/motivation to complete evaluations**
- **Characteristics of the student**
- **Classroom environment**
- **Prior experiences with faculty member**
- **Sometimes negative behaviors are viewed positively by students (e.g., easy grading)**
- **Statistical outliers**

Recommendations

- ❑ **Open-ended comments should be removed from all university administered student evaluations.**
- ❑ **Each college/department within the university should consider the validity of their current student evaluations**
 - ❑ Update course evaluations to be more valid indicators of teaching effectiveness
- ❑ **Be mindful of extraneous factors** (e.g., course difficulty, required/core curriculum courses, writing enhanced, grade distribution)
 - ❑ When making administrative decisions (i.e., tenure, promotion)
 - ❑ Use caution when comparing evaluations between faculty
- ❑ **Instructors should solicit carefully worded open-ended comments for faculty development purposes only**
 - ❑ Not required in tenure portfolio

Concluding Comments

- Faculty had an **overwhelmingly negative response to the public posting** of student evaluations, **open-ended comments in particular.**
- Faculty questioned the validity of the current faculty evaluations, particularly when used as a means of comparing faculty.
- Many extraneous factors other than teaching effectiveness contribute to student evaluations.
- Faculty Senate should make a motion to remove open-ended responses from student evaluations