

AMENDED MOTION FROM THE FACULTY COURSE EVALUATION COMMITTEE

For the March meeting: The Faculty Course Evaluation Committee moves for a sense-of-the-faculty vote endorsing changes to the Course Evaluation Form outlined below. A vote of yes broadly endorses the changes. A vote of no rejects the changes.

We offer this document **as an amendment to replace the motion introduced at the January faculty meeting** and discussed at the February meeting.

Members of the Committee: Dave Angelini, Russell Johnson, Liam O'Brien, Laura Seay, and Bill Sullivan (chair)

PROPOSED CHANGES TO THE COURSE EVALUATION FORM

Members of the Faculty Course Evaluation Committee in consultation with Associate Provost Carol Hurney propose the following set of twelve questions to replace the existing Course Evaluation Form. The questions are broadly divided into categories to clarify the Committee's deliberative process, but students will not see these categories. The intended goals of the categories and individual questions are included to further clarify the Committee's deliberative process. These **goal statements will not appear on a revised evaluation instrument. The wording and order of questions is not finalized.** The Committee welcomes feedback on this or any other aspect of the proposed changes. Additional proposed changes to the form are outlined at the end of this section.

Demographic questions

Goal: To collect demographic and background information from respondents.

- (1) What is your class standing?: [First-year; Sophomore; Junior; Senior; Prefer not to say]

Goal: To gather information about respondents' class standing.

- (2) Please select the option or options that best characterize your gender identity at this time. [Man; Woman; Trans; Non-binary; Other _____; Prefer not to say]

Goal: We ask students their gender in the hope that these data might reveal gender bias in ratings.

- (3) What grade do you expect to earn in this course?: [A; B; C; D; F; Satisfactory; Unsatisfactory; I don't know]

Goal: To gather information about respondents' expected grade.

- (4) I primarily enrolled in this course to: [Fulfill a distribution requirement; Fulfill a major/minor requirement; Indulge an interest in the subject; Take a course with this instructor; Other]

Goal: To gather information about respondents' motivation for taking the course. The results of this question may help interpret results of questions about student effort and intellectual engagement among others.

Questions about students' role in the course

Goal: To gather feedback on student experience in and engagement with the class using “I” statements.

(5) I gave this course my best effort. [Strongly agree to Strongly disagree] (alternate wording—I put a great deal of effort into advancing my learning in this course)

Goal: To assess respondents' engagement in the course.

(6) I understand the grading criteria used in this course. [Strongly agree to Strongly disagree]

Goal: To determine if respondents understand how they are graded.

Questions about course design, management, and implementation

Goal: To gather student feedback on aspects of course design, management, and implementation on which they are qualified to comment.

(7) Class time promoted learning. [Strongly agree to Strongly disagree]

Goal: To determine if activities during class time helped respondents learn.

(8) Assignments in this course promoted learning. [Strongly agree to Strongly disagree]

Goal: To determine if the assignments helped respondents learn.

(9) The instructor provided feedback that supported my learning. [Strongly agree to Strongly disagree]

Goal: To determine if the instructors' feedback helps respondents learn.

(10) The instructor returned graded work in a timely manner. [Strongly agree to Strongly disagree]

Goal: To determine if the instructor returned graded materials in a reasonable amount of time.

(11) The instructor was available outside of class. [Strongly agree to Strongly disagree]

Goal: To determine if the instructor is available outside of class.

(12) This course was intellectually challenging. [Strongly agree to Strongly disagree]

Goal: To determine if respondents find the course rigorous without using the word 'rigor'.

Additional proposed changes

- Change prompts for the comment boxes from "Please comment" to "Please elaborate".
- Eliminate the final global comment box. The goal for this change is reducing redundant comments that can skew perceptions of evaluations. Also, research shows that such open comment boxes promote biased responses.
- Enable faculty to add up to three of their own open-ended questions.

JUSTIFICATION FOR THE CHANGES

The existing Course Evaluation Form was developed and implemented in 1997. Substantial research in the area of student evaluations of teaching has been published in the past 22 years, and the Committee wants to update the questions to reflect current scholarship and best practices.

The Committee wants to avoid questions for which students have little expertise. For example, students are generally not qualified to judge whether the content of a course is appropriate.

The Committee wants to avoid omnibus questions such as "overall, the instructor's teaching in this course was effective". Research shows that responses to these questions are most prone to bias based on factors unrelated to teaching effectiveness such as gender, race, nationality, or the weather on the day evaluations are administered. **Therefore, such omnibus questions should not be used to make personnel decisions.**

The existing instrument contains many compound questions such as: "The instructor's assessment of student work was prompt, consistent, useful, and substantive." Results of such questions are difficult to interpret.

The existing instrument contains questions for which a response of 'disagree' can be interpreted in different ways such as: "The workload and pace of this course seemed appropriate".

ADDITIONAL READING

[American Sociological Association Statement on Student Evaluations of Teaching](https://www.asanet.org/sites/default/files/asa_statement_on_student_evaluations_of_teaching_sept52019.pdf)

https://www.asanet.org/sites/default/files/asa_statement_on_student_evaluations_of_teaching_sept52019.pdf

[IDEA Paper - Student Ratings of Teaching: A Summary of Research and Literature](https://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/PaperIDEA_50.pdf)

https://www.ideaedu.org/Portals/0/Uploads/Documents/IDEA%20Papers/IDEA%20Papers/PaperIDEA_50.pdf

EXISTING EVALUATION QUESTIONS

1. Which one of the following factors most influenced you to take this course? [Fulfillment of an all-college area requirement; Interest in the subject matter; Time of day of course; Fulfillment of a requirement in your major or minor; Reputation of the instructor; Other]
2. What grade do you expect to receive? [A; B; C; D; F; Satisfactory; Unsatisfactory]
3. What is your class standing? [First year; Sophomore; Junior; Senior; Other]
4. Please select the option or options that best characterize your gender identity at this time. [Man; Woman; Trans; Non-Binary; Other]
5. If you answered "Other" to gender identity, please provide your gender identity here.
6. I was involved in this course (for example, I attended class regularly, I worked hard, and I participated in class discussions and activities). [strongly agree to strongly disagree]
7. I found this course challenging and intellectually stimulating, and I learned a considerable amount. [strongly agree to strongly disagree]
8. The workload and pace of this course seemed appropriate. [strongly agree to strongly disagree]
9. Instructor's organizational skills (including planning, preparation, and productive use of class time) were effective. [strongly agree to strongly disagree]
10. The instructor's communication skills (for example, presentation of material, facilitation of discussion, and clarity of expectations) were effective. [strongly agree to strongly disagree]
11. The instructor was open to questions and willing to help outside of class time. [strongly agree to strongly disagree]
12. The instructor's assessment of student work was prompt, consistent, useful, and substantive. [strongly agree to strongly disagree]
13. Overall, the instructor's teaching in this course was effective. [strongly agree to strongly disagree]
14. You are encouraged to use the space below to make any additional relevant comments concerning the course or the instructor.