ACADEMIC · IMPRESSIONS

Gathering, Analyzing, Interpreting, and Using Faculty Evaluation Data

November 16, 2007
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BASIC ISSUES
affecting data decisions

ALL EVALUATION and

DEVELOPMENT ARE LOCAL!

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BASIC ISSUES

affecting data decisions

EVALUATION WITHOUT
DEVELOPMENT IS PUNITIVE;

DEVELOPMENT WITHOUT
EVALUATION IS GUESSWORK**!**

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BASIC ISSUES

affecting data decisions

Evaluation and development systems will
not be complete until they are based on an
understand of the work that faculty are
expected to do, the skills that are required
to do that work, and the criteria to be
applied in evaluation!

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BASIC ISSUES

affecting data decisions

- Reliability
- Validity
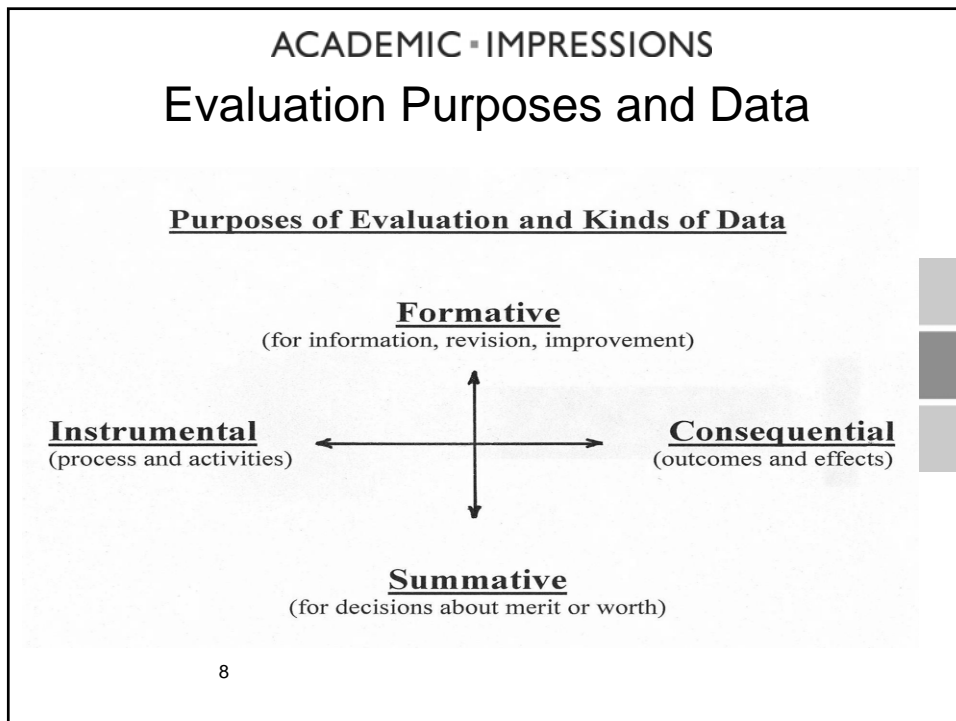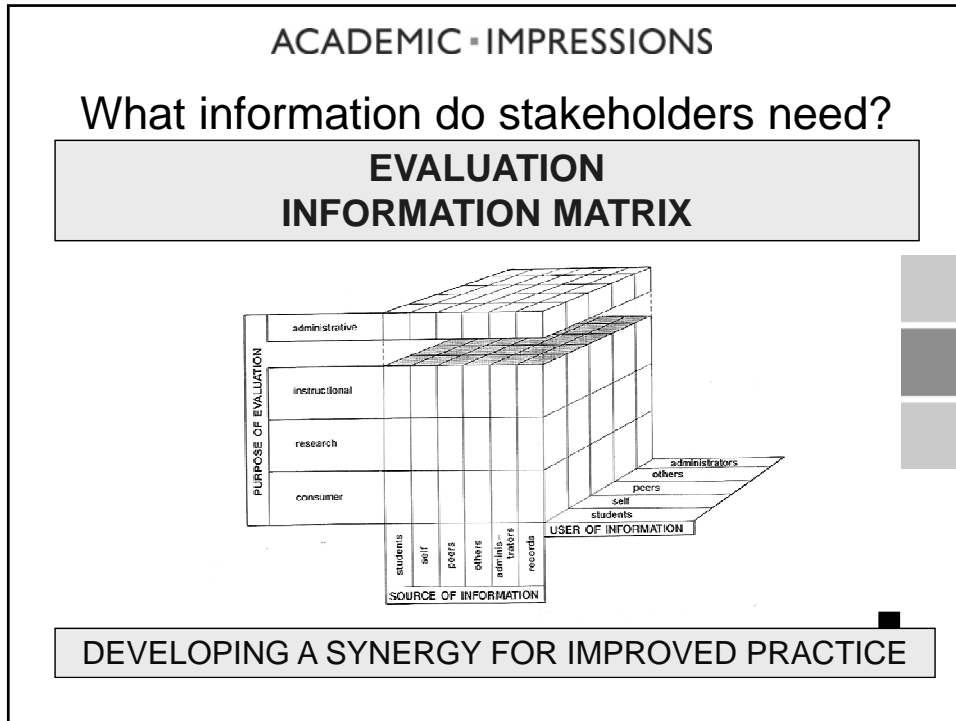- Generalizability
- Feasibility
- Skulduggery

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DATA – DATA - DATA

- **Purposes – data types**
- **Data uses**
- **Data sources**
- **Research --- [Ratings; Other data]**
- **Decision-making**
- **Instrumentation**
- **Analysis**
- **Interpretation**

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What information do stakeholders need?

EVALUATION
INFORMATION MATRIX

DEVELOPING A SYNERGY FOR IMPROVED PRACTICE

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Evaluation Purposes and Data

Purposes of Evaluation and Kinds of Data

Formative
(for information, revision, improvement)

Instrumental
(process and activities)

Consequential
(outcomes and effects)

Summative
(for decisions about merit or worth)

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Uses of Data

Personnel Decisions	**Teaching Improvement**
Overall performance	Assessable modifiable behaviors
Quantitative outcome oriented	Qualitative process oriented
Comparative database	Informative database
Empirical direct unambiguous	Comprehensive detailed suggestive
Global items	Specific "low inference" items
Public	Confidential
	Supporting data

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Sources of data:

- Student Opinions & Student Learning
- Peer Evaluation (internal & external)
- Administrator and Self-Evaluation
- Advising; Recruiting; Admissions; Retention
- Media Documentation
- Alumni Ratings & Employer Opinions
- Scholarly Work (pubs; presents; citations; interviews; media; invited opinion; testimony; products, performances; exhibits)

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Sources of data:

- Awards; Honors; Grant$; Donation$
- Professional Activities (consulting & pro-bono)
- Service (department; college; university; national; professional, community)
- Administration (committees; grants; service or Gen Ed course coordination; GA/TA supervision; interim roles)
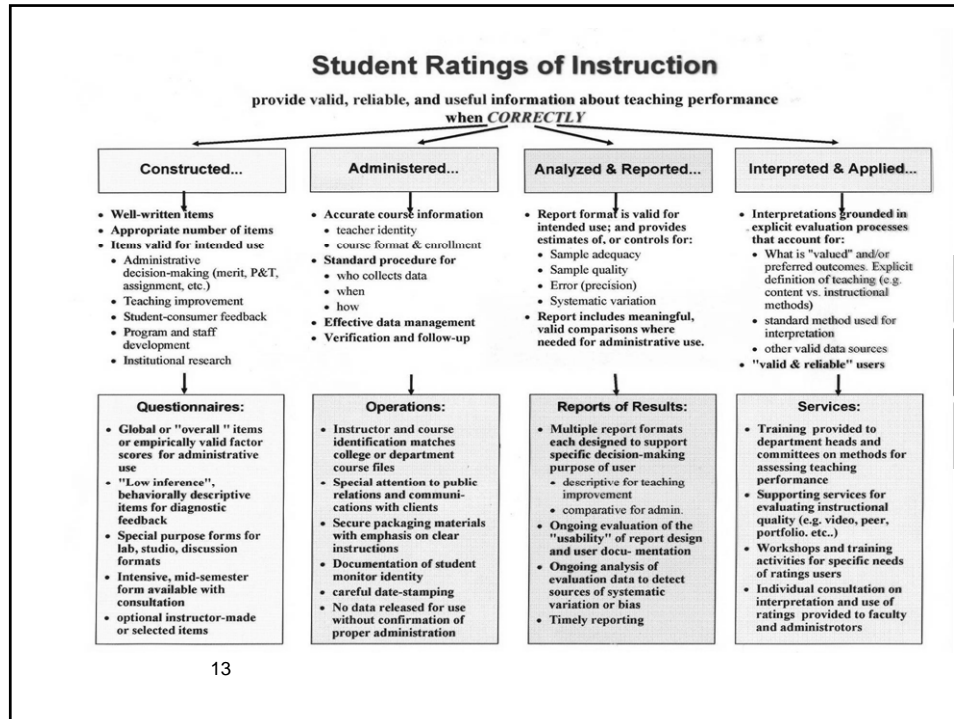
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Research Findings and Recommendations:

• Student ratings

• Other sources of evaluation data

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Student Ratings of Instruction

provide valid, reliable, and useful information about teaching performance
when *CORRECTLY*

Constructed...	Administered...	Analyzed & Reported...	Interpreted & Applied...

• Well-written items
• Appropriate number of items
• Items valid for intended use
  • Administrative decision-making (merit, P&T, assignment, etc.)
  • Teaching improvement
  • Student-consumer feedback
  • Program and staff development
  • Institutional research
	• Accurate course information
	  • teacher identity
	  • course format & enrollment
	• Standard procedure for
	  • who collects data
	  • when
	  • how
	• Effective data management
	• Verification and follow-up
		• Report format is valid for intended use; and provides estimates of, or controls for:
		  • Sample adequacy
		  • Sample quality
		  • Error (precision)
		  • Systematic variation
		• Report includes meaningful, valid comparisons where needed for administrative use.
			• Interpretations grounded in explicit evaluation processes that account for:
			  • What is "valued" and/or preferred outcomes. Explicit definition of teaching (e.g. content vs. instructional methods)
			  • standard method used for interpretation
			  • other valid data sources
			• "valid & reliable" users

Questionnaires:
• Global or "overall " items or empirically valid factor scores for administrative use
• "Low inference", behaviorally descriptive items for diagnostic feedback
• Special purpose forms for lab, studio, discussion formats
• Intensive, mid-semester form available with consultation
• optional instructor-made or selected items
	Operations:
	• Instructor and course identification matches college or department course files
	• Special attention to public relations and communications with clients
	• Secure packaging materials with emphasis on clear instructions
	• Documentation of student monitor identity
	• careful date-stamping
	• No data released for use without confirmation of proper administration
		Reports of Results:
		• Multiple report formats each designed to support specific decision-making purpose of user
		  • descriptive for teaching improvement
		  • comparative for admin.
		• Ongoing evaluation of the "usability" of report design and user docu- mentation
		• Ongoing analysis of evaluation data to detect sources of systematic variation or bias
		• Timely reporting
			Services:
			• Training provided to department heads and committees on methods for assessing teaching performance
			• Supporting services for evaluating instructional quality (e.g. video, peer, portfolio. etc..)
			• Workshops and training activities for specific needs of ratings users
			• Individual consultation on interpretation and use of ratings provided to faculty and administrators

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Ratings are:

- Multidimensional
- Reliable and Stable
- Primarily a function of the instructor
- Relatively valid as evidence of effective teaching
- Relatively unaffected by a number of variables posed as biases
- Useful as teaching feedback

Marsh, 2007

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Additional findings:

- Class size: slight negative (curvelinear)
- Prior interest in subject: positive
- Elective vs. required courses: more positive for electives
- Disciplinary area: consistent differences
- Work/difficulty: slight positive (curvelinear)
- Course level: slight positive for upper division & grad
- Anonymity: ratings more positive if violated

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Additional findings:

- Purpose of eval: more positive if manipulated
- Instructor rank: none
- Teacher/student gender: none
- Teacher ethnicity/race: none
- Research productivity: none
- Student locus & performance attributions: none
- Student/teacher personality: none

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FACTORIAL INVARIANCE

learning / value	workload / difficulty
enthusiasm	breadth of coverage
organization	individual rapport
assignments	group interaction
exams / grading	

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ITEMS	RANKED CORRELATION WITH ACHIEVEMENT	RANKED CORRELATION WITH EVALUATIONS
1. preparation and organization	1	6
2. clarity and understandableness	2	2
3. perceived outcome or impact	3	3
4. stimulation of interest in content	4	1
5. encouragement and openness	5-6	11
6. availability and helpfulness	5-6	16
7. presentation and speaking skills	7-8	10
8. clarity of objectives and requirements	7-8	7
9. subject knowledge	9	9

Dimensions of teaching table adapted by Michael Theall with permission from Kenneth Feldman. Source: Feldman, K. A. (1989). The association between student ratings of specific instructional dimensions and student achievement: Refining and extending the synthesis of data from multisection validity studies. *Research in Higher Education, 30*, 583-645.

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ITEMS	RANKED CORRELATION WITH ACHIEVEMENT	RANKED CORRELATION WITH EVALUATIONS
10. concern for student progress	10	5
11. teacher enthusiasm for subject	11	8
12. teacher's fairness	12	14-15
13. intellectual challenge	13	4 /
14. concern / respect for students	14-15	12
15. feedback quality & frequency	14-15	17
16. nature / value of course material	16	13
17. nature / usefulness of supplements/aids	17	14-15

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Other sources of data:

- **Peer Evaluation**
  (usually department, but sometimes institutional colleagues)

  Best for teacher knowledge, certain course or curricular issues, assessment issues, currency /accuracy of content, (esp. when used along with student ratings). If on teaching, less reliable and higher on average than student ratings.

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Other sources of data:

- **Administrator Evaluation (department chair)**
  Necessary as part of process, but same problems as peers on teaching (criteria, process, instruments, validation, etc.)

- **Self – Evaluation (e.g., in a portfolio)**
  Provides the most complete picture of teacher thinking & instructional decisions/practices, but difficult to reliably interpret & use

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Other sources of data:

- **External Expert Evaluation (almost always by an expert in the same discipline; sometimes by an expert in teaching)**
  Useful, but require process cautions and careful use/interpretation; having a purpose is important

- **Alumni Ratings (at various career stages & times)**
  Can be useful but generally the same as student ratings given same instrument; can shed light on teaching in terms of content, process, or curricular issues for formative purposes.

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Other sources of data

- **Media Documentation** (usually video recording for teaching, but other forms for overall evaluation)

  Excellent for formative purposes; need guidelines for use by others beyond teacher; unambiguous if used carefully to assess low-inference behaviors; other media may vary in quality (e.g., Carl Sagan vs. local news)

- **Awards & Honors** (all types)

  Local awards lack standard criteria & decision processes; national awards more prestigious

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Other sources of data:

- **Scholarship of Teaching & Learning**

  Valid and important _IF_ recognized within the dept/college/univ.

- **Employer Opinions of Graduates**

  Limited use; better for program evaluation & curricular issues

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Other sources of data:

- **Student Learning Outcomes**

  Useful for formative (individual) or program purposes (if aggregated for assessment); not recommended for summative decisions. Test scores are not as reliable as ratings from a validated instrument. Criteria vary considerably (e.g., What does "All her students got 'A's" mean?)

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FOR FORMATIVE DECISIONS

- Student Ratings (Teaching)
- Peer-external ratings (All topics)
- Self-ratings (All topics)
- Videos (Primarily teaching)
- Student Interviews (Primarily teaching)
- Exit & Alum Ratings (Primarily teaching)

Adapted from Berk, 2006, p. 45

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FOR SUMMATIVE DECISIONS
(ANNUAL REVIEW)

- Student Ratings (Teaching)
- Self-peer Ratings(Various topics)
- Administrator Ratings(All issues)
- Scholarship (Disciplinary)
- Scholarship of Teaching
- Servoce (department/institution/professional)
- Administrative Support (Rating of work performed as administration or service)

Adapted from Berk, 2006, p. 45

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FOR SUMMATIVE DECISIONS
(promotion & tenure)

- Student Ratings (Teaching)
- Administrator Ratings (All topics)
- Teaching Portfolio
  (All topics with caution & clear criteria)
- Institutional Input(P & T Committees)
- External Input (Some or all topics)

Adapted from Berk, 2006, p. 45

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FOR PROGRAM DECISIONS

- Student Ratings
- Assessment Data
- Exit and Alumni Ratings/Data
- Employer Ratings
- Institutional Data

Adapted from Berk, 2006, p. 45

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Implementation issues:

- Instrumentation
  - Analysis
  - Reporting
- Interpretation

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Instrumentation

- Student Rating Instruments
- Peer/Administrator Protocols
- Peer/Administrator Instruments
- Media Documentation
- Checklists/Rubrics

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Instrument types compared

LOCAL	NATIONAL
specific	general
content control	few options
must be validated	validated
analysis needed	analysis provided
no norms	established norms
reports created	reports standard
interpretation?	some interpretation

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Analysis possibilities
for validation

- Item analysis
- Reliability coefficients
- Correlational analysis
- Factor analysis
- Regression analysis

  on entire database and on subsets as
  soon as enough data is available

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REPORTING DATA

- Statistics
- Formats
- Content
- Delivery (paper vs e-copy)
- Distribution
- Interpretation Training

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Analysis possibilities
for reports of results

- Descriptive statistics
  (item distributions in # and %)
- Central tendency (mean, mode, median)
    1 2 3 3 4 5   (3, 3, 3)
    1 1 2 3 4 5 5   (3, 1 & 5, 3)
    1 2 3 4 5 5   (3.33, 5, 3.5)
    1 2 3 4 5 5 5   (3.57, 5, 4)
- Standard deviations (sampling error)
- Enrolled / responded #s and ratio

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Class Size	Minimum acceptable response
5-20	at least 80%
20-30	at least 75%
30-50	at least 60%
	75% or more recommended
50-100	at least 50%
	66% or more recommended
>100	more than 50%

*providing there is no systematic reason for absence or non-
  responding which might bias response.

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Analysis possibilities
for reports of results

- Standard scores
- Comparative data (norms, criterion references, self-ratings)
- Ranges (%ile rank, %ile group, confidence intervals for self and comparison groups)

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Application to Decision Making

1. Sufficient TCE data to characterize average performance
2. Decision-makers use valid interpretations of TCE results
3. TCEs are one source among several (portfolio)
4. Criteria are standard, documented, and public.

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Quality of Personnel Decision Depends On

- **Fair personnel practices**
- **Interpretive skills of decision-makers**
  - Knowledge of evaluation methods
  - Quantitative skills
  - Knowledge of post secondary teaching practice and technique
- **The quality of the information decision-makers receive**
  - Validity – measures relevant aspects of teaching skill or instructional quality
  - Reliability – precision
  - 'Comprehensibility' – message design and contents are appropriate for the skills of users, including any needed decision support

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INSTRUCTIONAL REPORT of EDUCATIONAL SATISFACTION: I.R.E.S.)

**Universitas pro Omnibus Discipuli
et Facultitas in Excelcis**

Instructor: U.N. Fortunate
Course #:   HIS123
Course name: History of Everything
Term/year: Spring, 1994

	A	B	C	D	E	F	O
amount learned	3	16	46	21	14	0	1
overall teacher	1	12	40	29	18	0	0
overall course	2	8	49	20	11	0	0

Note: (A) =5= Best; (F)=6=Worst ... Enrolled: 120; Responded: 53

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INSTRUCTIONAL REPORT of EDUCATIONAL SATISFACTION: I.R.E.S.)

Universitas pro Omnibus Discipuli et Facultitas in Excelcis
Instructor: U.N. Fortunate
Course #*:*   HIS123
Course name: History of Everything
Term/year: Spring, 1994

% / # responses >	A	B	C	D	E	F	O	mean	s d	T	grp
amount learned	3/2	16/10	46/29	21/13	14/9	0/0	1/1	2.64	0.88	27	low
overall teacher	1/1	12/8	40/25	29/18	18/11	0/0	0/0	2.43	0.96	24	low
overall course	2/1	18/11	49/31	20/13	11/7	0/0	0/0	2.81	0.93	33	low

Raw score: (A) =5= Best; (E) =1= Worst; F= Not applicable; O = Omitted;
Enrolled = 120; Responded = 63: (sample adequate)
T-score: Standardized score where 40 – 60 = mean, and each 10 points in each direction is one standard deviation
Group score:= 0-10% = low; 10-30% - low middle; 30-70% = middle; 70-90% = high middle; 90-100% = high

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Two evaluations of HIS 345

	mean	s d	T	group	
amount learned	3.35	0.87	45	low-mid	term/yr = spring, 1995
					instr = UNFortunate
overall teacher	2.76	0.76	35	low	course = his 345
					resp/enr = 29/61
overall course	2.85	0.90	37	low	% resp=48

_____

	mean	s d	T	group	
amount learned	3.97	1.40	56	hi-mid	term/yr= fall, 1995
					Instr = UNFortunate
overall teacher	3.57	1.30	47	mid	course = his 345
					resp/enr = 20/42
overall course	3.63	1.24	50	mid	% resp=48

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**Enrollment profiles for HIS 345
in two semesters**

	Fr	So	Jn	Sn	Tot	
original enr.	6	17	15	23	61	term/yr = spring, 1995
						Instr = UN Fortunate
final enr.	5	14	12	20	51	course = his 345
						resp/enr = 29/51
eval respondents	5	13	11	0	29	% resp=57
original enr.	3	11	12	16	42	term/yr = fall, 1995
						Instr = UN Fortunate
final enr.	2	7	8	12	29	course = his 345
						resp/enr = 20/29
eval respondents	2	4	5	9	20	% resp=69

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**Graphic display of
95% confidence intervals
for individuals vs.comparison groups**

	Personal range
⋮	Department range
	Institutional range
•—•	Teacher A
←→	Teacher B

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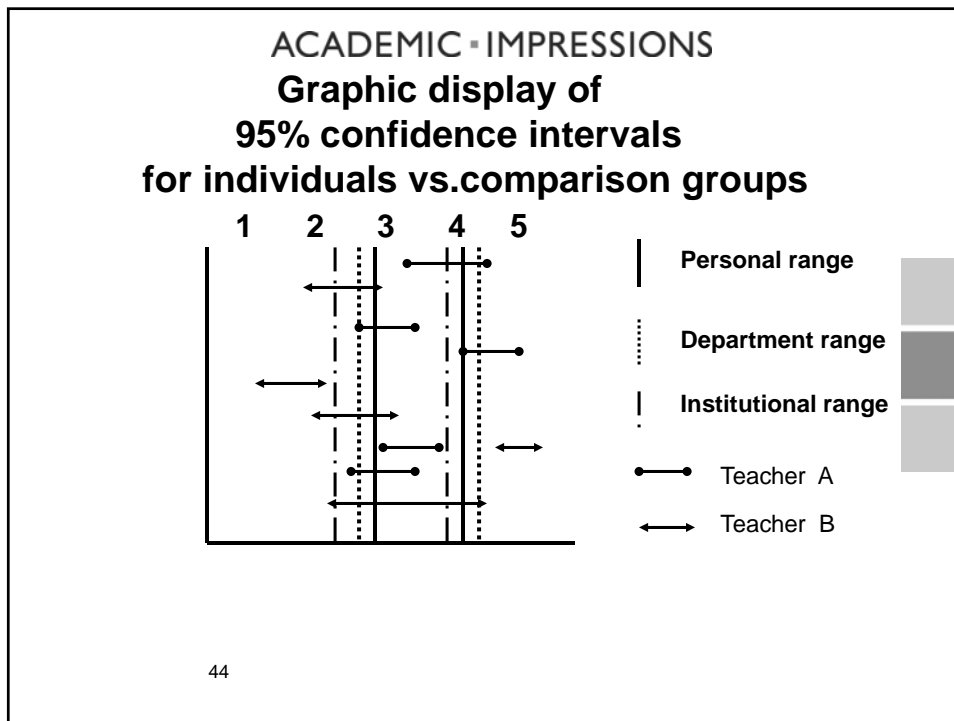
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Guideline #1
(do your homework)

- **Establish the purpose of the evaluation and the uses and users of ratings beforehand;**
- **Include all stakeholders in decisions about evaluation process and policy;**
- **Keep a balance between individual and institutional needs in mind;**
- **Build a real "system" for evaluation, not a haphazard and unsystematic process;**

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Guideline # 2
(establish protection for all)

- **Publicly present clear information about the evaluation criteria, process, and procedures.**
- **Establish legally defensible process and a system for grievances;**
- **Establish clear lines of responsibility/ reporting for those who administer the system;**
- **Produce reports that can be easily and accurately understood.**

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Guideline # 3
(make it positive, not punitive)

- *Absolutely* include resources for improvement and support of teaching and teachers;
- Educate the users of ratings results to avoid misuse and misinterpretation;
- Keep formative evaluation confidential and separate from summative decision making;
- In summative decisions, compare teachers on the basis of data from similar situations;
- Consider the appropriate use of evaluation data for assessment and other purposes.

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Guidelines # 4
(verify & maintain the system)

- Use, adapt, or develop instrumentation suited to institutional/individual needs;
- Use multiple sources of information from several situations;
- Keep ratings data and validate the instruments used;
- Invest in the evaluation system and evaluate it regularly;
- Seek expert, outside assistance when necessary or appropriate.

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Questions?

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A PLACE TO BEGIN

EXAMINE THE PRIORITIES AND NEEDS
OF THE STAKEHOLDERS IN AN OPEN AND
PUBLIC PROCESS OF DIALOGUE AND
CONSENSUS BUILDING

CONSIDER A WIDE VIEW OF THE ROLES
AND RESPONSIBILITIES OF THE FACULTY AT
YOUR INSTITUTION

IDENTIFY THE SKILLS FACULTY NEED AS
THE BASIS FOR EVALUATION AND
PROFESSIONAL ENRICHMENT

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Summary matrix http://www.cedanet.com/meta

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Basic References

Arreola, R. A. (2007) *Developing a Comprehensive Faculty Evaluation System*. (3rd ed.) Bolton, MA: Anker Publishing Company.

Berk, R. A. (2006) *Thirteen strategies to measure college teaching.* Sterling, VA: Stylus Publishing.

Cashin, W. E. (1990) Students do rate different academic fields differently. In M. Theall & J. Franklin (Eds.) "Student ratings of instruction: issues for improving practice." *New Directions for Teaching and Learning # 43.* San Francisco: Jossey Bass.

Centra, J. A. (1993). *Reflective Faculty Evaluation: Enhancing Teaching and Determining Faculty Effectiveness.* San Francisco: Jossey-Bass.

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Marsh, H. W. (2007) Students' evaluations of university teaching: dimensionality, reliability, validity, potential biases, and usefulness. In R. P. Perry & J. C. Smart (Eds.) *The scholarship of teaching and learning in higher education: an evidence-based perspective.* **New York: Springer.**

Scriven, M. (1967) "Methodology of evaluation." In R. Tyler, R. Gagne, & M. Scriven (Eds.) *Perspectives of curriculum evaluation.* **Chicago: Rand McNally & Company.**

Theall, M, Abrami, P. A. & Mets, L. (2001) (Eds.), "The student ratings debate. Are they valid? How can we best use them?" *New Directions for Institutional Research No. 109.* **San Francisco: Jossey Bass.**

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Basic References

Theall, M. & Arreola, R. A. (2006) "The Meta- Profession of teaching." *NEA Higher Education Advocate, 22 (5), 5-8, June.*

Theall, M., & Franklin, J. L. (Eds.) (1990). Student ratings of instruction: Issues for improving practice. *New Directions for Teaching and Learning #43.* **San Francisco: Jossey Bass.**

Other New Directions volumes on evaluation/ratings:
N. D. Teaching & Learning #s: 83, 87, 96;
N. D. Institutional Research #: 114

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For more information, go to:

http://www.cedanet.com/meta

for documents and materials about the

'meta-profession' of the professoriate

http://ntlf.com/pod/index.html

for a review of the research and an

extended/annotated bibliography

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For information about evaluation instruments:

Student Instructional Report (SIR / SIR II)

Educational Testing Service

609-921-9000

www.ets.org

Instructional Development and Educational Assessment Survey (IDEA)

The IDEA Center

Kansas State University

800-255-2757; idea@ksu.edu

http://www.idea.ksu.edu/

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For information about evaluation instruments:

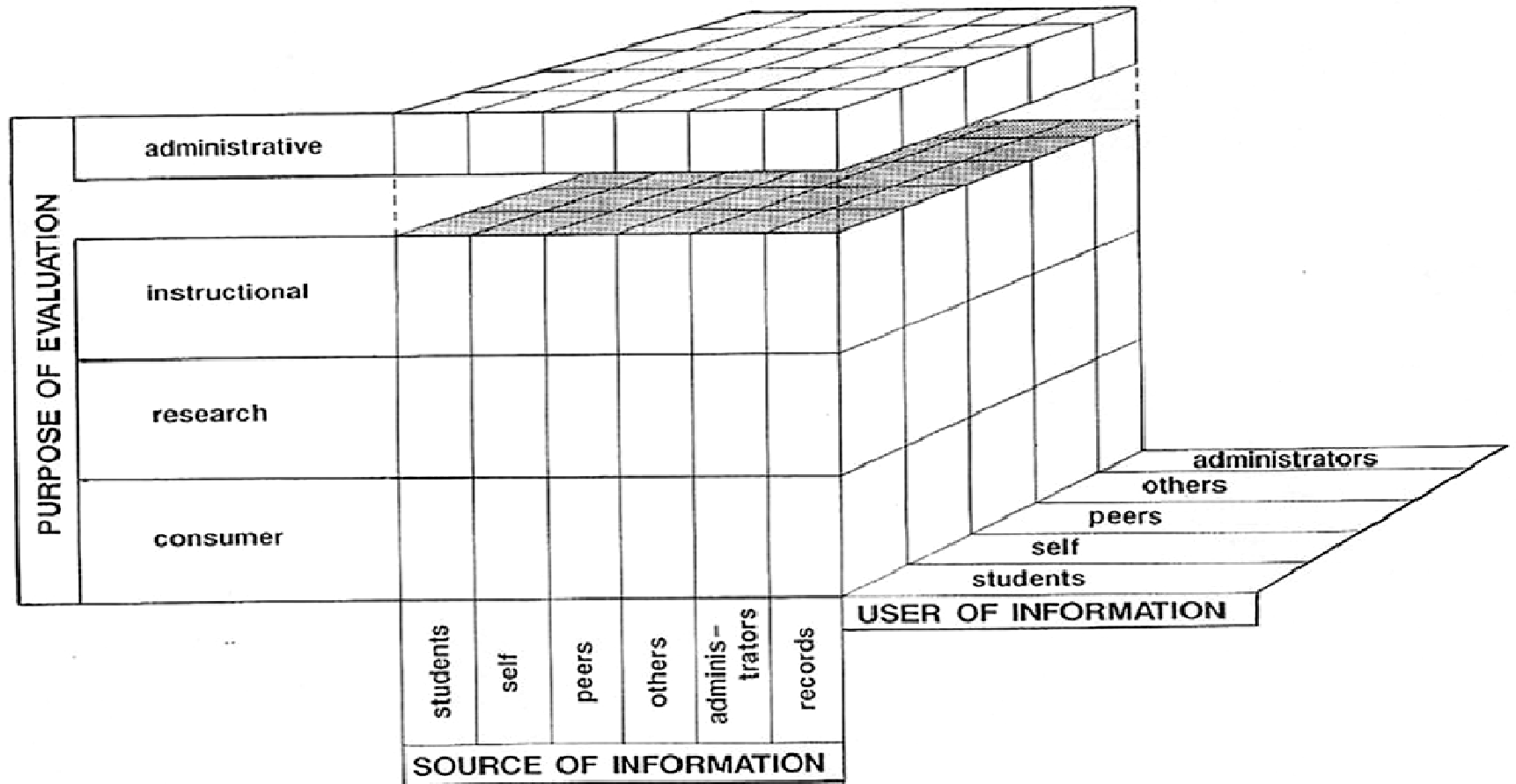**Course-Instructor Evaluation Questionnaire (CIEQ)**
Lawrence Aleamoni
University of Arizona
www.cieq.com

Student Evaluation of Educational Quality (SEEQ)
Herbert W. Marsh
Oxford University
herb.marsh@edstud.ox.ac.uk

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Evaluation Information Matrix

Developing a Synergy for Improved Practice

Student Ratings of Instruction

provide valid, reliable, and useful information about teaching performance when CORRECTLY

Constructed...

- **Well-written items**
- **Appropriate number of items**
- **Items valid for intended use**
  - Administrative decision-making (merit, P&T, assignment, etc.)
  - Teaching improvement
  - Student-consumer feedback
  - Program and staff development
  - Institutional research

Questionnaires:

- **Global or "overall " items or empirically valid factor scores for administrative use**
- **"Low inference", behaviorally descriptive items for diagnostic feedback**
- **Special purpose forms for lab, studio, discussion formats**
- **Intensive, mid-semester form available with consultation**
- **optional instructor-made or selected items**

Administered...

- **Accurate course information**
  - teacher identity
  - course format & enrollment
- **Standard procedure for**
  - who collects data
  - when
  - how
- **Effective data management**
- **Verification and follow-up**

Operations:

- **Instructor and course identification matches college or department course files**
- **Special attention to public relations and communications with clients**
- **Secure packaging materials with emphasis on clear instructions**
- **Documentation of student monitor identity**
- **careful date-stamping**
- **No data released for use without confirmation of proper administration**

Analyzed & Reported...

- **Report format is valid for intended use; and provides estimates of, or controls for:**
  - Sample adequacy
  - Sample quality
  - Error (precision)
  - Systematic variation
- **Report includes meaningful, valid comparisons where needed for administrative use.**

Reports of Results:

- **Multiple report formats each designed to support specific decision-making purpose of user**
  - descriptive for teaching improvement
  - comparative for admin.
- **Ongoing evaluation of the "usability" of report design and user docu- mentation**
- **Ongoing analysis of evaluation data to detect sources of systematic variation or bias**
- **Timely reporting**

Interpreted & Applied...

- **Interpretations grounded in explicit evaluation processes that account for:**
  - What is "valued" and/or preferred outcomes. Explicit definition of teaching (e.g. content vs. instructional methods)
  - standard method used for interpretation
  - other valid data sources
- **"valid & reliable" users**

Services:

- **Training provided to department heads and committees on methods for assessing teaching performance**
- **Supporting services for evaluating instructional quality (e.g. video, peer, portfolio. etc..)**
- **Workshops and training activities for specific needs of ratings users**
- **Individual consultation on interpretation and use of ratings provided to faculty and administrotors**

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6. availability and helpfulness	5-6	16
7. presentation and speaking skills	7-8	10
8. clarity of objectives and requirements	7-8	7
9. subject knowledge	9	9
10. concern for student progress	10	5
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Dimensions of teaching table adapted by Michael Theall with permission from Kenneth Feldman. Source: Feldman, K. A. (1989). The association between student ratings of specific instructional dimensions and student achievement: Refining and extending the synthesis of data from multisection validity studies. *Research in Higher Education, 30*, 583-645.

FACULTY ROLES

SKILL SETS		Teaching	Scholarly & Creative Activities	Service	Administration
BASE PROFESSION Skill Sets	Content Expertise	Almost Always	Almost Always	Occasionally	Almost Never
	Practice/Clinical Skills	Frequently	Frequently	Occasionally	Almost Never
	Research Techniques	Occasionally	Frequently	Almost Never	Almost Never
Additional META-PROFESSION Skill Sets	Instructional Design	Almost Always	Occasionally	Occasionally	Almost Never
	Instructional Delivery	Almost Always	Occasionally	Occasionally	Almost Never
	Instructional Assessment	Almost Always	Occasionally	Occasionally	Almost Never
	Course Management	Frequently	Occasionally	Occasionally	Almost Never
	Instructional Research Techniques	Almost Never	Frequently	Occasionally	Almost Never
	Psychometrics/Statistics	Occasionally	Frequently	Occasionally	Almost Never
	Epistemology	Occasionally	Occasionally	Occasionally	Almost Never
	Learning Theory	Frequently	Occasionally	Occasionally	Almost Never
	Human Development	Frequently	Occasionally	Occasionally	Almost Never
	Information Technology	Frequently	Frequently	Occasionally	Occasionally
	Technical Writing	Occasionally	Frequently	Occasionally	Almost Never
	Graphic Design	Occasionally	Frequently	Occasionally	Almost Never
	Public Speaking	Frequently	Frequently	Frequently	Frequently
	Communications Styles	Frequently	Frequently	Occasionally	Frequently
	Conflict Management	Occasionally	Almost Never	Occasionally	Frequently
	Group Process	Occasionally	Almost Never	Occasionally	Almost Always
	Resource Management	Occasionally	Almost Never	Occasionally	Almost Always
	Personnel Supervision/Management	Almost Never	Almost Never	Occasionally	Almost Always
	Financial/Budget Development	Almost Never	Almost Never	Occasionally	Almost Always
	Policy Analysis & Development	Almost Never	Almost Never	Occasionally	Frequently

Legend:
- Almost Always (red)
- Frequently (green)
- Occasionally (yellow)
- Almost Never (blue)

Summary matrix http://www.cedanet.com/meta