Universal Student Evaluation of Teaching Implementation Task Force (USETI)
Final Report – REVISED VERSION – November 27, 2015

<u>Table of Contents</u>

Executive Summary

In March 2014, ECS appointed the Universal Student Evaluation of Teaching Implementation Task Force (USETI). USETI was charged to make recommendations on a standardized instrument to collect student feedback on teaching, and on policy matters regarding student evaluations of teaching. During the first six months of its work, USETI members read broadly from the literature on student evaluations and reviewed several nationally-available instruments. It ultimately brought two possibilities to ECS for consideration. By November 2014, *IASystem*, developed and made available by the University of Washington, was selected by ECS, UAS, and the Provost's office to be used at Grand Valley.

With the selection of a universal instrument, USETI then turned to develop recommendations on the delivery and implementation of the system, and the use of the results in personnel and merit evaluation decisions. Three rounds of recommendations on these matters were sent to ECS from USETI. Some of the recommendations dealt with the timing of evaluations, the expectation that evaluations will be completed in-class through an online system in order to maximize response rates, the management of the system, and the weight and use of information from the system in faculty evaluation. Nearly all recommendations were approved by ECS and UAS as written, although two of the recommendations relating to personnel matters were changed, one substantially.

In developing their recommendations, USETI sought the input of campus stakeholders, including Unit Heads and college personnel committees, and student input on the task force was critical during deliberations. USETI also oversaw a successful pilot of the system conducted with the Department of Statistics during Winter semester 2015.

All colleges will complete student evaluations of teaching using *IASystem*, starting with Winter 2016 courses, using approved procedures. On our campus, the system will be called LIFT (Laker Impressions of Faculty Teaching). The implementation of the LIFT system is a big step towards modernizing the use of student input in faculty evaluations.

About the Task Force

The USETI Task Force invested many hours in meetings, readings, writing, and other work to achieve its goals. The following people were members of the task force at some point during March 2014 – November 2015.

Edward Aboufadel (Mathematics, USETI Chair)	March 2014 – November 2015
Marty Abramson (Education)	March 2014 – August 2015
Philip Batty (Institutional Analysis)	March 2014 – November 2015
Katie Clark (Information Technology)	March 2014 – November 2015
Andrew Hereza (Student Senate)	August 2015 – November 2015
Jon Jellema (Provost's Office)	March 2014 – November 2015
Laura Kapitula (Statistics)	March 2014 – November 2014
Michael Kurley (Graduate Student)	January 2015 – August 2015
Brian Lakey (Psychology)	March 2014 – November 2014
Marie McKendall (Management)	March 2014 – November 2015
Felix Ngassa (Chemistry)	August 2015 – November 2015
Christine Rener (FTLC)	March 2014 – November 2015
Neal Rogness (Statistics)	March 2014 – August 2015
Jason Siko (Education)	August 2015 – November 2015
Christine Smith (Psychology)	March 2014 – November 2015
Scott St. Louis (Student Senate)	March 2014 – May 2015
Ayana Weekley (Brooks College)	January 2015 – November 2015

Abbreviated Timetable

Before 2014: For several years, various faculty groups discussed the use and implementation of student evaluations of teaching at GVSU.

January 2014: The following motion was passed by UAS:

The university should adopt a standardized measure of student evaluations of faculty teaching that meets contemporary standards for reliability and validity in psychometric measurement. The measure should yield both quantitative and qualitative results. The university should also adopt a standardized platform for administration of the measure (e.g., online software). The measure and platform should be used in all units and colleges. Units and colleges may employ additional instruments separately from the university standard.

March 2014: USETI was created and began to meet regularly to address the charges from ECS.

August 2014: USETI presentations at college start-up meetings.

October 2014: Report #1 from USETI to ECS, dealing primarily with choosing a "standardized measure".

November 2014: The following motion was passed by UAS:

UAS directs USETI to develop implementation plans for the IASystem, using as many of the forms in that system as make sense and seeking input from stakeholders on campus.

February 2015: Report #2 from USETI to ECS, with round #1 of recommendations as it pertained to the delivery of the instrument. Recommendations were approved by ECS and UAS.

March-May 2015: *IASystem* piloted with the Department of Statistics. USETI sought "input from stakeholders on campus". Management group established. USETI Chair attended a webinar on the successful transition at the University of Louisville to a centralized, online system. Second set of recommendations developed.

August-September 2015: Second round of USETI presentations at college start-up meetings. Report #3 from USETI to ECS, with round #2 of recommendations as it pertained to the implementation of the instrument. These new recommendations were approved by ECS and UAS.

October-December 2015: Third and final set of recommendations developed and sent to ECS. Revised versions of these recommendations ultimately approved by UAS in late November. Second pilot with more units, and more types of courses (e.g. online). Continued communications with the campus community. Turning over of any further work to the management group and back to ECS.

Through March 2016: Continued communications with the campus community by the management group. Short videos completed by Spring Break 2016.

April 2016: All colleges complete student evaluations of teaching using IASystem for Winter 2016 courses, using approved procedures.

About the Selection of IASystem

During Winter 2014, task force members read some of the review research literature on student evaluations of teaching (SETs), and USETI determined how to proceed to meet its charges. A number of candidates for a universal evaluation instrument were identified, and three subcommittees were created to work over the summer. The subcommittees were charged to address the following: (1) to compile evidence of instruments meeting the validity criteria: "contemporary standards for reliability and validity in psychometric measurement", (2) to compile information on other important criteria such as online delivery platforms, cost, and reporting of results, and (3) to focus on establishing an on-going dialogue with university faculty about SETs.

At the end of winter semester, based on a literature review and Internet searching, the following candidates were identified: *IDEA*[1], *SEEQ*[2], *CIEQ*[3], *IASystem*[4], *TBI*[5], *SIR II*[6], and *PICES*[7].

---

[1] http://www.ideaedu.org/
[2] http://www.usask.ca/vpteaching/seeq/the-seeq-instrument.php

By mid-September 2014, USETI narrowed its focus to two candidates: *SEEQ* and *IASystem*. The other candidates were rejected either because there was little or insufficient evidence that the instrument met "contemporary standards for reliability and validity in psychometric measurement", or, if there was some evidence, other factors such as cost, survey length, or lack of clear implementation at other institutions made the instrument a poor choice for Grand Valley.

The decision to choose between the two instruments was then turned over to ECS. After several meetings, *IASystem* was selected, and this decision was supported by UAS in November 2014.

IASystem was initially developed in the 1980's, and is implemented and made available by the University of Washington. Faculty, students and administrators were consulted and then potential items were critiqued relative to a specific course taught or taken by faculty and students. *IASystem* is not one form but a set of forms developed for different types of classroom instruction. *IASystem* does have four items that are common across all versions. The summative evaluation is based on these four overall items and the formative evaluation can be based on item sets that are available and constructed for different types of instruction or items can be selected individually by instructors. Reports on the validity, and other criteria, for *IASystem* can be found in an Appendix.

Recommendations Round 1: Delivery

Submitted to ECS by USETI in February 2015. Supported by ECS on March 13, 2015. Supported by UAS on March 27, 2015.

Recommendation 1-1: Management of the system. We recommend that the Director of Institutional Analysis (currently Philip Batty) will lead a management group for the system, with technical support from Information Technology. We envision the management group to be small, but should include a representative from the Provost's office, a representative from UAS, a Unit Head, and a member of the Professional Support Staff. As the last two will be focused on implementation of the system in individual units, it will be important to have their perspective. The management group would respond to policy and procedures questions from members of campus.

Recommendation 1-2: Procedures. We recommend that a complete "Procedures" document be developed that would be updated and maintained by the management group. This document would include this set of recommendations.

Recommendation 1-3: Availability of evaluation forms. We recommend that the evaluation forms will only be available through an online system, and students will complete the forms on a

---

[3] http://www.cieq.com/images/scan_doc0025.pdf
[4] http://www.washington.edu/oea/services/course_eval/about.html
[5] http://www.calvin.edu/admin/provost/documents/behaviors.pdf
[6] http://www.ets.org/sir_ii/about/research/
[7] http://www.purdue.edu/cie/data/pices.html

tablet, smartphone, laptop or desktop computer. IASystem includes a mobile interface that will work on most mobile devices.

Recommendation 1-4: Procedure to administer forms to ensure robust response rates. In order to ensure robust response rates, we recommend that faculty will set aside 15 minutes of class time for students to complete the evaluations. Faculty should schedule a specific time in each course and remind students to bring a device that day to complete the survey. (Campus wireless should be available in all classrooms.) Faculty should not be in the room while the students are completing the evaluations.

Recommendation 1-5: Student access to forms. We recommend that students will also be able to access the forms outside of class time, so students who are absent on the day evaluations are given, or do not have a portable device, would still have the opportunity to complete the forms.

Recommendation 1-6: Length of time forms can be accessed. We recommend that forms will be available to students through the online system when there are ten regular class days (two weeks) left in the semester, and will close the Sunday night before Monday of Finals Week. (As indicated on the IASystem web site, evaluations open at 7AM on the start date selected and close at 11:59PM on the end date selected, and we can identify the time zone.) During Fall semester, given the Thanksgiving break, forms would open on a Wednesday in the morning. (Unless there is a semester when there are two weeks after Thanksgiving.) During Winter semester, on a Monday in the morning. Communications to remind faculty and students, with specific dates, will be written by the management group.

Recommendation 1-7: Informing students about evaluations. We recommend that a set of short videos (two to five minutes long) will be created to inform students about student evaluations of faculty – what kind of feedback is constructive, what is appropriate or not in written comments, and how the results are used by the University. These videos could be shown in class before instructing students to complete the evaluation, either the day of the evaluation or one or two class periods beforehand. Louie the Laker and Pres. Haas could be featured in these videos. A separate video will be created just for faculty. (Two possible options for creating these videos: University Communications, or Justin Melick of I.T. who has been hired to develop internal communications of this type.)

Recommendation 1-8: Confidentiality of student responses. Responses are confidential in the sense that GVSU faculty, staff, and administrators will not see names attached to responses. However, student access to the evaluation system requires authentication into our campus systems via password. Instructors and department staff will not be able to identify student responses; only the chief campus system administrator has the ability to access back-end data. The instructor or Unit Head can see the list of students who have completed the survey once five or more students have participated. We recommend that a graphic similar to the one below from the University of California at Irvine will be created for the GVSU community. (An article on improving response rates indicates that knowing that evaluations are anonymous can help with response rates.)

What instructors & TAs see:

	... while evaluation is open, & students are responding	... 5pm, final grade deadline for submission to the Registrar	... 8pm, results are released via EEE Evaluations
Evaluation results *Aggregate results tally multiple-choice responses and include text comments in the order received*	✖ Can't see yet - - - - -➤	✖ <u>Still</u> can't see - - - -➤	✔ <u>**Now**</u> can see
		🔒 All evaluations are closed; no exceptions	
Participant list *Participants and non-participants are in a separate list, ordered alphabetically by last name*	✔ Can see - - - - - - -➤ if *at least* 5 submitted, and department permitts	✔ Can see - - - - - - -➤	✔ Can see
	Departments set minimum submissions to 5 or higher, or can disable participant list, entirely	All evaluations are required to close no later than the Registrar's final grades deadline	Results aren't released until the Registrar's grade submission deadline has passed

Recommendations Round 2: Implementation

Submitted to ECS by USETI in August 2015. Supported by ECS on September 11, 2015. Supported by UAS on September 25, 2015.

Recommendation 2-1: Naming of the System: We recommend that we refer to the evaluation system as LIFT: Laker Impressions of Faculty Teaching. Communications with the campus would include encouraging students to complete surveys on the LIFT system, in order to "lift the conversation on campus about teaching". A URL shortcut www.gvsu.edu/lift could be set up in order to quickly access the login screen.

Recommendation 2-2: Who Will Be Evaluated: We recommend that evaluations are mandatory for all course sections and every instructor of record (which may be a person in a regular teaching, research, or professional library position; or an adjunct faculty member, which includes visiting faculty, affiliate faculty, and part-time instructors), with the following exceptions:

      a. For courses with ten or fewer students enrolled, evaluations will be optional[8], with the decision made by the Unit Head.

      b. For team-taught courses, units may create localized plans to evaluate only some of the faculty involved.

Recommendation 2-3: Weighting of Student Evaluations: Guided by language in the Faculty Handbook, the contents of multiple research articles, and input from campus stakeholders, we recommend that information from LIFT system reports contribute towards no more than a third of the overall rating of teaching. In light of this, we strongly encourage the development of standardized procedures that would result in evidence-based peer reviews also being available for use in any tenure/promotion decision.

---

[8] This recommendation is informed by this discussion on the IASystem web page: http://iasystem.org/features-benefits/decision-making/ , along with recognition that student evaluations from one- or two-student independent studies are usually non-informative.

Recommendation 2-4: Which Forms to Use: IASystem includes forms for several types of classes, and we recommend that units determine which form to utilize for each of their classes, from the following list:

- A – Small Lecture / Discussion (Designed for lecture courses with the opportunity for discussion.)
- B – Large Lecture (Designed for traditional lecture courses.)
- C – Seminar / Discussion (Designed for classes that include a minimal amount of formal lecturing by the instructor.)
- D – Problem Solving (Designed for classes teaching problem-solving or heuristic methods.)
- E – Skill Acquisition (Designed for classes in which students get "hands on" experiences, such as courses in clinical nursing, foreign languages, and social-work field experience.)
- F – Quiz Section (Designed for discussion sections that are usually taught by graduate teaching assistants, in conjunction with a lecture class taught by a regular faculty member.)
- G – Lectures / Assignments (Designed for use in large lecture classes which rely heavily on homework problems and a textbook.)
- H – Lab (Designed to evaluate lab classes generally taught in conjunction with classes in the sciences.)
- I – Distance Learning (Designed for use in online courses.)
- J – Clinical / Studio (Designed to evaluate instruction provided through clinical or hands-on experience rather than traditional academic coursework.)
- K – Project / Studio (Designed for courses in which students work autonomously or in small groups to produce artistic, graphic, or other products.)
- L – English as a Second Language (Designed for use with English language learners.)
- M – Study Abroad (Designed for use in courses taught abroad.)
- X – Educational Outcomes (Designed to be used across all course types.)

More details about these forms can be found at: http://iasystem.org/features-benefits/forms/

We anticipate that all sections of a course that are taught in the same format (e.g. face-to-face, hybrid, online) would use the same form.

Recommendation 2-5: Adding Additional Questions: We recommend that up to eight additional questions (combined total from colleges, department, and/or individual faculty members) can be added to the forms that are selected by departments[9]. The management group would be available for consultations on the appropriateness of questions and the implementation on IASystem.

Recommendation 2-6: Additional Reporting Data: We recommend that requests for additional reporting data will be coordinated by Institutional Analysis. The PSS will not be

---

[9] As indicated below, further discussion is needed by USETI to determine a recommendation as to what extent written comments from these and the standard open response questions are made available beyond the faculty member and the Unit Head.

responsible for handling requests for longitudinal data. When a faculty member decides to assign extra credit to individuals for completing the survey, the PSS will be responsible for providing this real-time completion data, when requested.

Recommendations Round 3: Personnel

The following are the original four recommendations submitted to ECS by USETI in October 2015. Recommendations 3-1 and 3-4 were ultimately approved by UAS on November 20, 2015. A slightly modified version of 3-2 was also approved by UAS on that date, as well as a significantly different alternative to Recommendation 3-3. For completeness, the approved versions are indicated in the next section.

Recommendation 3-1: Transition Issues for Mid-Review Faculty. An analysis of the results from the use of IASystem in Winter 2015 suggests that aggregate responses from the new form will be very similar to responses from current forms. Therefore, the task force recommends that all instructors of record begin to use the new forms effective January 2016. Extra questions can be added to address particular performance issues, if needed. For pre-tenure faculty or other faculty close to a personnel decision over the next three years (until January 2019), there may be compelling reasons to continue using current forms. In those cases, we recommend that the affected faculty member, the Unit Head and the Dean jointly decide whether to use the new forms or to continue to use current survey forms (if they are available). The decision should be documented in writing.

Recommendation 3-2: Minimum response rates for use in merit and personnel decisions. For student responses to have sufficient validity and reliability, we recommend setting a minimum target response rate of 70% of enrolled students in a course. The target is based on our own pilot data as well as information from other universities and from the literature. We are confident that the adoption of the campus-wide LIFT system, as well as the expectation that surveys shall be completed in class, should help considerably towards meeting the target.

The 70% response rate target will serve as a benchmark so that in one year's time, ECS or a new task force can review actual response rates across campus, as well as the overall implementation of LIFT and, based on the findings, draft language appropriate for the Faculty Handbook.

The system will be sending e-mails to inform students of LIFT surveys, and faculty will be expected to set aside class time for students to complete surveys. The task force also recommends that faculty develop methods and incentives to encourage high response rates, while maintaining academic integrity. Encouragement could be made through methods such as providing a small amount of extra credit to a class provided that a benchmark response rate is met, etc.

Finally, we recommend that Unit Heads be charged with addressing the (presumably rare) situations in which the benchmark isn't consistently met in the courses of a specific faculty member.

Comment [EA1]: A slightly modified version of this recommendation was approved by UAS. See page 11 of this report.

Recommendation 3-3: Use of Information from Reports. The reports that are generated by IAS/LIFT for each course include:

- Distributions and median scores from four summative questions that are common across the instruments;
- Distribution and median scores from twenty or so student engagement and formative questions that vary with the format of the class;
- An "Overall Summative Rating" score (in a range between 0 and 5), The "Summative Rating" score is computed as the mean of the median responses to the four summative questions;
- A "Challenge and Engagement Index" score (in a range between 1 and 7) that is computed by averaging the answers to specific questions on each instrument;
- A compilation of responses to free-response items.

See the Appendix for an example.

The task force recommends that the data from the four summative questions be available for personnel and merit decisions. So, these results will be available to the course instructor, the Unit Head, other unit faculty, college personnel committees, and administrators. We recommend that the four individual medians and the distribution of responses on the four questions be taken into account, and not the "Overall Summative Rating". To be more specific, we discourage the use of just one number as the LIFT contribution to the evaluation of teaching effectiveness.

In addition, we recommend that the rest of the report – the formative feedback, including the student engagement section – be available to just the course instructor and the Unit Head. This part of the recommendation is not self-evident, so we provide the following justification:

The task force wants to affirm the division between summative and formative evaluation. To quote Jeffrey Buller in *Best Practices in Faculty Evaluation* (2012): "Formative processes are those that yield constructive advice on how a procedure or performance can be improved (p. 11). Summative processes are those that result in a conclusive judgment (p. 11). One of the most problematic areas of the faculty review and evaluation system occurs when a process is presented as formative but later assumes a summative role (p. 12). It is usually important to build a firewall between purely formative and purely summative processes, giving administrators and review committees only information that was collected with the purpose clearly stated. At many institutions, that division hasn't been kept, and this failure can result in appeals, grievances, and even lawsuits after negative reviews (p. 11)."

Recall that our *Faculty Handbook* states that "Effective teaching must be documented by: a) self-evaluation, b) peer evaluation, and c) student evaluations," and that an earlier accepted recommendation from the task force stated, "that information from LIFT system reports contribute towards no more than a third of the overall rating of teaching. In light of this, we strongly encourage the development of standardized procedures that would result in evidence-based peer reviews also being available for use in any tenure/promotion decision." We want to re-iterate the latter part of that recommendation, with peers attending to teaching documents such as syllabi, descriptions of in-class activities, exams, projects, and writing assignments. Direct

peer observations of teaching are also extremely important. We believe that too much focus on student feedback alone in personnel decisions is unwise.

We also encourage units to strengthen formative faculty mentoring and consultation on teaching. Part of this recommendation is that formative feedback from students will also be available to Unit Heads, and we expect Unit Heads and individual faculty to discuss this feedback as a route to improved teaching. Also, faculty who are being evaluated would be expected to reflect on the formative impression from students in integrative statements and annual activity reports, sharing parts of the formative reports as they choose.

We question the value of focusing on specific written comments in the personnel process and doubt the wisdom of relying on the least-reliable parts of the report for personnel decisions and annual evaluations. We believe that if significant problems are being reported in the formative part of a course report, these concerns will also be represented in the summative results. The four summative questions are the most statistically reliable items on the forms, and they are the only questions common to all forms. As our faculty evaluation system evolves, we believe the four summative questions will contribute to greater consistency of evaluation on campus, and they are the best ones to use for actual decisions.

Recommendation 3-4: Establishing a Campus-Wide Benchmark for the Summative Questions. It is the firm belief of the task force that the development of a campus-wide benchmark for the summative questions to serve as a measure of teaching effectiveness would be premature at this point. Other than our Statistics department pilot data, we have no local IAS/LIFT data. In light of this, we strongly recommend that a task force be formed in one year's time to consider the feasibility and wisdom of such a criterion, seeking input from campus stakeholders. In addition to considering a university-wide criterion, we recommend that this task force take up the following questions: 1) To what extent do the data we obtain from IAS/LIFT allow us to gain insight into the values of teaching effectiveness as defined by GVSU? 2) Does the use of IAS/LIFT appear to give rise to adverse impact? 3) Do the IAS/LIFT data show evidence of bias in any form? 4) Do results from different types of courses (e.g. major courses, general education courses, 0-level courses) differ significantly (in a statistical sense)? Do results from different types of instructor of record (e.g. regular faculty, part-time faculty, etc.) differ significantly?

Versions of Recommendations 3-2 and 3-3 Approved by UAS in November 2015

Approved Recommendation 3-2: Target response rates. For student responses to have sufficient validity and reliability, we recommend setting a minimum target response rate of 70% of enrolled students in a course. The target is based on our own pilot data as well as information from other universities and from the literature[10]. We are confident that the adoption of the

---

[10] Two of the articles that the task force reviewed were studies from the University of Michigan and the University of Pennsylvania about their experiences with online evaluations. See also: Anderson, H., Cain, J., Bird, E. (2005) "Online Student Course Evaluations: Review of Literature and a Pilot Study." *American Journal of Pharmaceutical Education* 2005; 69 (1) Article 5.

campus-wide LIFT system, as well as the expectation that surveys shall be completed in class, should help considerably towards meeting the target.

The 70% response rate target will serve as a benchmark so that in one year's time, ECS or a new task force can review actual response rates across campus, as well as the overall implementation of LIFT and, based on the findings, draft language appropriate for the Faculty Handbook.

The system will be sending e-mails to inform students of LIFT surveys, and faculty will be expected to set aside class time for students to complete surveys. The task force also recommends that faculty develop methods and incentives to encourage high response rates, while maintaining academic integrity.

Finally, we recommend that Unit Heads be charged with addressing the (presumably rare) situations in which the benchmark isn't consistently met in the courses of a specific faculty member.

Approved Recommendation 3-3: Use of Information from Reports.

The complete report from each course will be available to the course instructor and the Unit Head.

The complete report from each course will be available to other unit faculty, college personnel committees, and administrators, under the following conditions:

1. Only the course instructor may request that unfairly prejudicial comments be redacted. The decision to do so will be made by the Unit Head, or a standing or *ad hoc* committee in the unit. This provision is intended to cover offensive, racist, sexist, homophobic, and other personal comments, and is not intended to exclude from the file negative comments directly related to the teaching of the course. A department decision not to remove specific comments may be appealed to the Dean of the College.[11]

2.   The use of written student comments in evaluation (personnel and merit) should be informed by the idea that such data has limitations. Evaluators are directed to give appropriate weight to other measures of teaching effectiveness, and to seek to corroborate what is reported in comments with other evidence. In evaluations, student comments should illustrate points supported by other evidence.[12]

Faculty governance should consider providing explicit information to the campus on the limitations of student written comments.

---

[11] This provision is in place at the University of Minnesota, and the language for this item is derived from language in one of their policy documents.
[12] This kind of language is used in policy documents from the University of North Dakota, the University of Arizona, and the University of Minnesota.

Finally, as recommended by the USETI task force, the use of just one number as the LIFT contribution to the evaluation of teaching effectiveness is strongly discouraged. The following was included in the rationale for Recommendation 3-3:

> Recall that our *Faculty Handbook* states that "Effective teaching must be documented by: a) self-evaluation, b) peer evaluation, and c) student evaluations," and that an earlier accepted recommendation from the task force stated, "that information from LIFT system reports contribute towards no more than a third of the overall rating of teaching. In light of this, we strongly encourage the development of standardized procedures that would result in evidence-based peer reviews also being available for use in any tenure/promotion decision." We want to re-iterate the latter part of that recommendation, with peers attending to teaching documents such as syllabi, descriptions of in-class activities, exams, projects, and writing assignments. Direct peer observations of teaching are also extremely important. We believe that too much focus on student feedback alone in personnel decisions is unwise.

Looking Ahead After 2015

- In May 2015, the University Student Evaluation Advisory Committee was appointed. The members at this time are:

  Philip Batty (Institutional Analysis)
  Katie Clark (Information Technology)
  Jon Jellema (Provost's Office)
  Paul Leidig (Unit Head)
  Barb Ellis (PSS)
  Ed Aboufadel (ECS rep)

  Philip Batty is the committee chair. All members were appointed by the Provost, with the exception of Ed Aboufadel (appointed by the ECS Chair). The committee met once in 2015 and will take the lead on managing the LIFT system going forward.

- A working group (Ed Aboufadel, Andrew Heraza, and Lisa Hickman (Sociology)) has been formed to work with the Promotions Office Video Team to create short, one-minute information videos for students and faculty. These videos would be played in class before students complete the survey, would be available on the GVSU web site, and would be promoted through social media. Videos are expected to be available in early 2016.

- On the horizon is exploration of integration of the LIFT system with *Digital Measures*.

- The third round of recommendations point to future work to be done by faculty as the LIFT system is implemented throughout campus, as the system to evaluate faculty teaching continues to evolve. As the policies and procedures described in this document are put into place in 2016, it will be important for ECS to review this implementation. To magnify a few points: (1) the ways in which information from LIFT reports is being used should be reviewed; (2) the determination of construct validity and ecological validity of

the instrument, as it relates to its implementation and use at Grand Valley, is needed; and (3) the utility of the written comments in practice should be reviewed. In addition, possible long-term goals include a shared understanding of quality, a truly improvement-oriented approach, in a system that continues to balance centralization and consistency with appropriate flexibility. Sustained leadership will be important.

Appendix: Charges from March 2014

In March 2014, when USETI was created, it was given the following charges:

A. Make recommendations for policies regarding SETs, with due consideration of the following factors:
  1. Administration policies
     a. What should the standard time window be for which the evaluations will be conducted?
     b. Should every faculty member at every rank in every class be evaluated? If not, who should be evaluated when?
  2. Usage in the personnel process
     a. Which portions of the evaluation should be formative? Which portions should be summative?
     b. How should SETs be weighted in assessing teaching quality?
     c. What minimum response rates are necessary in order to use the SETs for personnel decisions?
     d. What confidence intervals are necessary in order to use the numbers gleaned from the quantitative portion of the SETs for personnel decisions?
     e. How should the data be normed?
  3. Policies for data security
     a. Who should store the data?
     b. Who should be able to access the data?
B. Make recommendations for a standardized measure, with due consideration of the following factors:
  1. Reliability and validity
  2. Applicability to all levels, disciplines, pedagogies
  3. Necessary support structures
     a. Online vs. in-class
     b. Data storage
     c. Report generation
C. Make recommendations for an implementation plan, with due consideration of the following factors:
  1. A policy for mid-review faculty
 2. A campaign to obtain meaningful response rates

Appendix: April 2015 Pilot with the Department of Statistics

For Winter 2015 courses, the Department of Statistics volunteered to participate in a pilot of the system, in order for us to see if there were any technical issues in delivering the survey to students, and to observe such things as response rates and average ratings.

In terms of technical issues, there were very few, and the system ran smoothly. According to students, surveys took a median time of five minutes to complete, and reports were available to faculty after grades were submitted.

All faculty members in the Department of Statistics participated in the winter 2015 semester pilot (including affiliate and adjunct faculty); the only exceptions were any visiting faculty members and any tenure track/tenured professor who were within one year of a possible personnel action. Total enrollment in the participating courses was 1620, and there were 1367 student responses, for an overall response rate of 84%. At least 70% of students responded in 52 of the 62 sections (84%), and 46 sections had response rates of 80% or more, so overall response rates were generally very good. It remains to be seen whether similar results can be achieved in a more diverse selection of courses.

The following charts show the distribution of student responses to the four universal questions that are included in all IASystem questionnaires and have the strongest evidence of validity among the survey items:
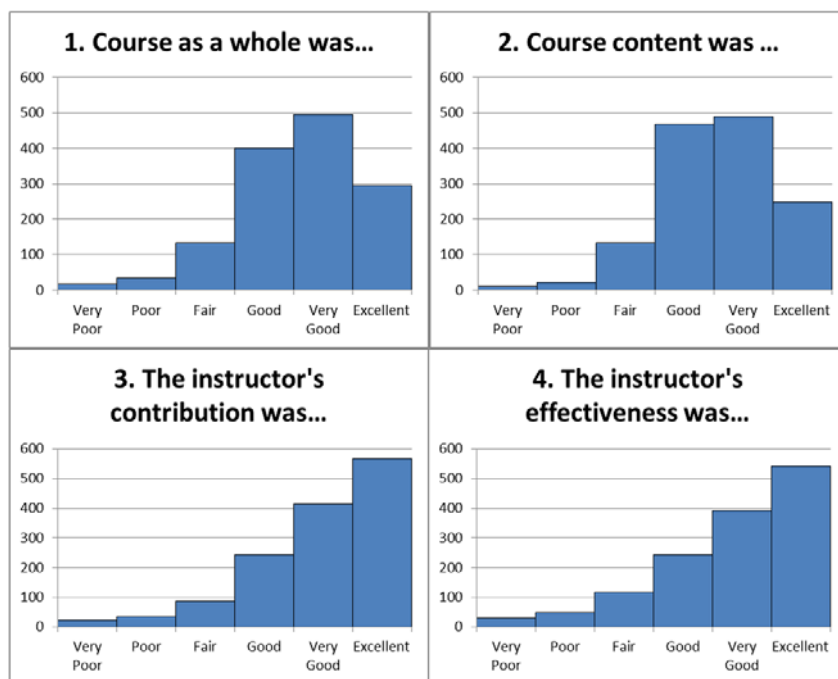
These four items are combined into a scale intended for use in summative evaluations when a single measure is desired. The scale has a possible distribution from 0 to 5. In the Statistics pilot, we observed the following distribution of scale scores:

Percentile
10th   3.02
25th   3.55

50th	3.88
75th	4.26
90th	4.54

After the student evaluation survey closed, we invited 500 randomly-selected students who participated in using IASystem to complete an online, post-evaluation survey. Sixty-one responded (12%). Some results of this survey were:

- 27.8% used a phone to access IASystem, 1.9% used a tablet, 38.9% used a laptop, and 31.5% used a computer.
- Of 53 responses, only one student indicated difficulty either accessing or completing the evaluation form.
- 76% of students reported not being provided time in class to complete the survey (although this was not required in the pilot). Many who completed the survey in class did so in a computer lab.

No problems or concerns were reported on a short survey of Statistics faculty who participated in the pilot.

After the Winter 2015 pilot was complete, we looked at past results for participating faculty on two questions in comparison with results for one of the IASystem questions used in the pilot. Specifically, we compared these two questions on Statistics' current form:

- I have benefited by having this instructor ["Strongly Agree" (1) to "Strongly Disagree" (5)]
- The course was taught well ["Strongly Agree" (1) to "Strongly Disagree" (5)]

with this IASystem question: The instructor's effectiveness in teaching the subject matter was… ["Excellent" (5) to "Very Poor" (0)]

For the "benefited" question, we saw a clear correlation, with $r = -.778$ ($n = 53$). (Note that r is negative because the reversal of the scale between the two forms.)
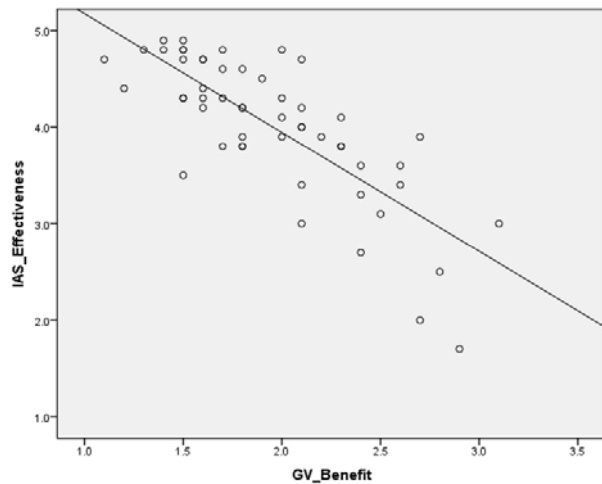
For the other question, there was also a clear correlation, with $r = -.795$ ($n = 53$):
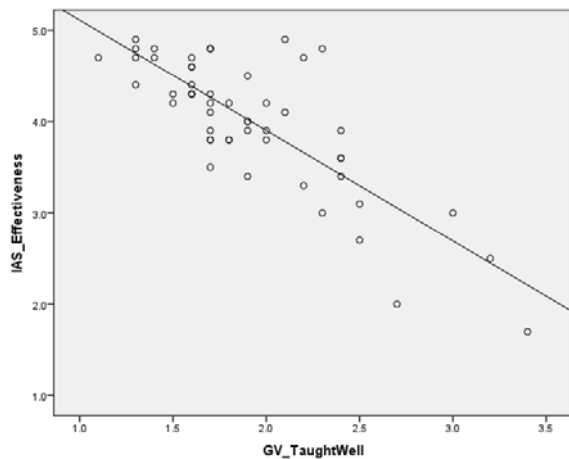
Finally, in implementing the pilot, some minor issues that came up:

- Because they were not familiar with IASystem, a few students may have thought the e-mails they received from the system were a phishing attempt.
- We need to include in the system an e-mail to faculty when the summary reports are available to them. (The task force does not think it is necessary for Unit Heads to download and send the reports to faculty.)
- Faculty who are leaving the university at the end of the semester (e.g. adjuncts, visitors, retiring faculty, etc.), should download their summary reports in a timely manner as they will lose network access 30 days after their final contract date.

Appendix: Input from Stakeholders

During Winter 2015, USETI sought input from Unit Heads and from college personnel committees about their practices for weighing results of student evaluation of teaching**.** For the former group, an online survey was created and sent to fifty-three current Unit Heads. For the latter, an e-mail with questions was sent to chairs of nine college personnel committees. Responses were discussed by USETI during April and May 2015.

Some highlights of the feedback:

- When Unit Heads were asked to provide the percentage weights that student evaluations should carry when assessing a candidate's teaching effectiveness, there were a wide variety of responses, with a median of 25%. At the same time, some Unit Heads expressed concerns with defining a weight so precisely, or with defining a common weight to apply to all faculty on campus. For the former concern, several Unit Heads described a more holistic approach to the evaluation of teaching that cannot be disaggregated into numbers. For the latter concern, many noted that weights may vary depending on the overall information that is available. CPC chairs had similar concerns.
- Most (about ¾) unit heads who responded indicated that the weights they reported are not based on a written policy for their units. This was for both personnel actions and annual merit reviews.
- Most (about ¾) unit heads who responded also indicated their use of in-depth peer review of course materials as part of their personnel decisions, as well as having some sort of formal guide (form, survey, checklist, etc.) for classroom visits by peers.
- Unit Heads who responded were evenly split on this question: "Once a faculty member has achieved tenure, and given there are no 'issues' related to that individual's teaching, do you support student evaluation for all classes, or student evaluation just one semester per year?" CPC chairs who responded strongly favored evaluating all classes each semester.
- On the question of availability of unit-, college-, or university-wide data (averages or medians) for comparison purposes, CPC chairs were uniformly nervous about this idea, and did not see how this information could be used equitably.

These highlights, and other results from these surveys, have been very helpful in informing our discussions on USETI.

Appendices: *IASystem* Documents

On the following pages are the Validity Report and Other Criteria Report generated by USETI concerning *IASystem*, as well as a sample survey form and faculty course report.

Validity and Reliability Report on the IASystem- updated Sept. 1, 2014

Laura Kapitula

The IASystem takes a very strong content validity approach.   In coming up with items, faculty, students and administrators were consulted and then potential items were critiqued relative to a specific course taught or taken by faculty and students.   The IASystem is not one form but a set of forms developed for different types of classroom instruction. The IASystem does have four items that are common across all versions, see Figure 1 below. The summative evaluation is based on these four overall items and the formative evaluation can be based on item sets that are available and constructed for different types of instruction or items can be selected individually by instructors.

The IASystem was initially developed based on Cohen's work in the early 1980s (Cohen, 1981 and 1982). Cohen's metaanalysis shows correlations of .44 and .48 with overall instructor and overall course. Furthermore, preliminary research done at University of Washington with IAS ratings found that instructors' identified as memorably effective by graduating seniors received consistently high course evaluation ratings.

Figure 1: Common Global Items on the IASystem

Greenwald and Gillmore (1997) explored the relationship between grading leniency and student ratings, in general finding that grading leniency was associated with an increase in overall average student ratings and suggested a methodology of using regression to remove that contaminant. Given this work regression adjusted medians are provided as part of the IASystem for expected grade, class size and reason for taking the course. These adjustments are institution specific. I wonder if discipline adjusted medians could be obtained as well?   This approach is sensible because even when an instrument has been validated using multi-section validity studies the work of Braga et al. (2011) and Carrell and West(2010) shows that this may not translate into better performance in future classes, in fact these studies showed negative correlations between teacher ratings and grades in future classes.

The items have evidence of reliability, these first four items inter-rater reliability have measures greater than 0.87. The IASystem also provides reliability coefficients for individual instructors and courses that give a measure of the agreement among students in the class compared to differences across classes. This is a positive feature in that the level of agreement about a rating is as important as the average rating especially when evaluations will be used to make formative decisions about instruction. The reliability on other sections (forms) of the surveys are high as well, the majority with reliability coefficients greater than .85.

Finally the creators of the IASystem recognize that validity and reliability is institutionally dependent as is discussed in the quote below.

> A second, important, consideration in that **validity is often situationally-specific**. Instruments don't always perform the same way in different environments, and biasing factors at one institution may be unimportant at another. This is the reason that *IASystem* relies on institution-specific norming analyses to develop local bias correction (adjusted medians), and the reason we don't undertake specific criterion related validity studies with the belief that the results will generalize to another campus. Institutions also differ in how they intend to use course evaluation results. Some of the available evaluation instruments have been developed to correspond to a particular model (developed either through a blueprint or factor analysis) of the instructional process. A lengthy number of items falling into several categories provide an overall assessment of the quality of instruction, but may not give specific information to faculty about specific changes that could be made in the course. The most important consideration is how the institution will use course evaluation results in decision-making: the model used to construct the evaluation forms and reports should correspond to the use the institution will make of them.

Given the lack of agreement in the literature on the relationship between learning and evaluations (Clayson, 2009) whatever instrument we select should have some type of GVSU specific validation done in the first few years of implementation. The message needs to be out that whatever instrument we select that the complexity of teaching and the lack of agreement in the literature suggests that SET results need to be interpreted with GREAT care.   The Clayson (2009) paper is especially concerning in terms of what we can conclude based on teacher ratings. In selecting evaluations we need to be paying as much attention to how results are presented and reported and the language that is used in these reports as the empirical work done to illustrate some level of validity on an instrument.   We need to not only ask is this instrument valid but is the report generated on results valid. The median adjusted scores and reliability coefficients for individual classes is helpful in illustrating the variability present in evaluations to aid in using evaluations for making decisions in the face of uncertainty.

References

Carrell, S.E. and West, J.E. (2010). Does Professor Quality Matter? Evidence of Random Assignment of Students to Professors. *Journal of Political Economy*, 118(3).

Clayson, D. E. (2009). Student Evaluations of Teaching: Are They Related to What Students Learn?: A Meta-Analysis and Review of the Literature. Journal of Marketing Education 31 (16).

Cohen, P.A. (1981). Student ratings of instruction and Student achievement: A meta-analysis of multisection validity studies. *Review of Educational Research*, 51(3), 281-309.

Cohen, P.A. (1982). Validity of student ratings in psychology courses: A research synthesis. *Teaching of Psychology*, 9(2), 78-82.

Greenwald, A.G. and Gillmore, G.M. (1997) Grading Leniency Is a Removable Contaminant of Student Ratings. American Psychologist, 52(11), pp.1209-1217. Retrieved from http://faculty.washington.edu/agg/pdf/Gwald_Gillmore_AmPsychologist_1997.OCR.pdf

Instruments	IAS Online
Sample Forms	http://www.washington.edu/oea/services/course_eval/about.html
Contact Person(s)	Deborah Smith, IASystem Project Manager; drs25@uw.edu; 206-616-3644
Reviewer	N. Rogness
Instrument origination	Seattle, WA; the development of the system was very faculty-driven with considerable faculty input
Length of use?	Since 70s at U of Washington; expanded to other institutions in 80s
Update frequency; most recent update	Moved to an online system in 2011; current release is version 1.0 which is available to all 52,000 students across U of WA
Usage at other institutions (names; length of use)	Info pending (website claims 40+ institutions outside of U of WA)
Cost/Pricing Structure	Cost is based on FTEs; based on 20,000+ FTEs, the annual licensing fee is $1.00 per enrolled student; there is also a one-time $3500 set-up charge; there are separate charges for paper administrations
Versions/forms for different course types - lab, field, lecture (large &	There are 15 different versions depending on type of course (small lecture, large lecture, lab, clinical, etc); each version contains four essentially identical questions
Focus of questions	The four common questions are "The course as a whole was:", "The course content was:", "The instructor's contribution to the course was:", and "The instructor's effectiveness in teaching the subject matter was:". The remaining questions are concerned with instructor delivery, availability, etc. Students are also asked a subset questions about their intellectual challenge, effort, etc. in the course relative to other college courses taken. One version consists of four open-ended questions.
Question clarity	Questions are clear and relatively succinct
Number of items on instrument	In addition to the four common questions, the number of additional questions vary. For instance, with the version used for small lecture/discussion, there are 18 questions devoted to the course and instructor and five questions related to student intellectual challenge and effort

Response options - Likert-type, M.C.	The majority of questions follow a six-point Likert-type scale from "Excellent" to "Very Poor". The student challenge/effort questions use a five-point Likert-type scale from "Much Higher" to "Much Lower".
Adaptability - custom questions & by whom (i.e. course content questions for some units?)	The developers are hoping to soon provide (perhaps F 14) the ability to add additional questions (both numeric and text response) and to delete existing items
Can core questions be required before custom questions are shown (concern about loss of validity once custom questions are given/shown)	Students see the common four questions as a set followed by the entire subset of "other" questions. Next, students see four - five questions which are used to adjust scores for bias due to class size, expected grade, and reason for taking the course. This is followed by the open-ended questions.
Question completion	Students are not required to complete any question; analyses include data from incomplete submissions
Team teaching	Course evaluations for courses with multiple instructors can be set up so each instructor is evaluated separately or as a "group" in which students evaluate the team as a whole - not in reference to individual instructors
Face validity	Questions and instruments themselves appears to have face validity
Customization of dates/times	Extremely flexible and customizable
Are mid-term options available?	Not at this time although it is an option the developers are interested in providing
Online, paper or both?	Both
Access modes	Online is available via tablets and Smart Phones
Response rate	A 60% response rate is relatively typical based on U of WA data
Response rate monitoring, by whom?	Administrators and faculty
Reminder system	Emails reminders are sent out at intervals based on length of window during which evaluations are available; once a student completes an assigned evaluation, s/he is removed from future reminders
Accessability	
Integration with GVSU technology (myBb) for distribution of online forms, reports, etc	A client institution that also used Bb is piloting the online IASystem this fall; they will know more about the integration with Bb then

Technology & security methods	Claims they have "state of the art" security
Where do the data live & who owns them?	Survey data are collected and stored on servers at IASystem. IASystem displays report data to user. Institution data is the property of the institution.
Does GVSU get or have access to raw data?	Yes
Need Delivery System? If so, what are requirements?	IASystems is the delivery system
Who maintains access to reset mistaken entries by students (i.e. I clicked the link thinking it was for	Students can start and stop an evaluation during open period; however, once the evaluation has been submitted, no additional editing is possible
Processing time/results received	Reports are available online when specified (i.e., course garades have been submitted); processing for paper evaluations is typically two weeks
Norming available? Individual, Department, University, and peer institutions	No national comparative data are provided
Can faculty create trend analysis for their own data	Not directly via the online system; report data are downloadable into Excel for import into other systems if desired
Reports digestable by end user?	Reports are succinct and appear to be easily digestible/"user-friendly"
Who has access to aggregate data?	Administrators
Report format	PDF
Scoring	Medians are provided for individual items at the course level along with response frequency tables for each item; responses for the common four items are combined for an "overall" median as well. Summary reports across courses, departments, colleges, etc provide means and standard deviations
Reporting on qualitative data	None available at this time
Vendor support options	Online and phone
Vendor faculty training options	Has relatively small staff; they prefer the model of "training the trainers" and have GVSU representatives provide onsite training

Any concerns from Communications/Marketing sub-committee	
What's on the horizon?	Improving interface with system for users; developing a bank of course-specific questions; better integration with various course management systems

IASystem
The Course Evaluation Standard

USE A NO. 2 PENCIL ONLY

**Fill in bubbles darkly and completely.
Erase errors cleanly.**

FORM
X

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excellent	Very Good	Good	Fair	Poor	Very Poor
1. The course as a whole was:	○	○	○	○	○	○
2. The course content was:	○	○	○	○	○	○
3. The instructor's contribution to the course was:	○	○	○	○	○	○
4. The instructor's effectiveness in teaching the subject matter was:	○	○	○	○	○	○

How frequently was each of the following a true description of this course?

	Always			About Half			Never
5. The instructor gave very clear explanations.	○	○	○	○	○	○	○
6. The instructor successfully rephrased explanations to clear up confusion.	○	○	○	○	○	○	○
7. Class sessions were interesting and engaging.	○	○	○	○	○	○	○
8. Class sessions were well organized.	○	○	○	○	○	○	○
9. Student participation was encouraged.	○	○	○	○	○	○	○
10. Students were aware of what was expected of them.	○	○	○	○	○	○	○
11. Extra help was readily available.	○	○	○	○	○	○	○
12. Assigned readings and other out-of-class work were valuable.	○	○	○	○	○	○	○
13. Grades were assigned fairly.	○	○	○	○	○	○	○
14. Meaningful feedback on tests and other work was provided.	○	○	○	○	○	○	○
15. Evaluation of student performance was related to important course goals.	○	○	○	○	○	○	○

Relative to other college courses you have taken, how would you describe your progress in this course with regard to:

	Great			Average			None
16. Learning the conceptual and factual knowledge of this course.	○	○	○	○	○	○	○
17. Developing an appreciation for the field in which this course resides.	○	○	○	○	○	○	○
18. Understanding written material in this field.	○	○	○	○	○	○	○
19. Developing an ability to express yourself in writing or orally in this field.	○	○	○	○	○	○	○
20. Understanding and solving problems in this field.	○	○	○	○	○	○	○
21. Applying the course material to real world issues or to other disciplines.	○	○	○	○	○	○	○
22. General intellectual development.	○	○	○	○	○	○	○

Relative to other college courses you have taken:

	Much Higher			Average			Much Lower
23. Do you expect your grade in this course to be:	○	○	○	○	○	○	○
24. The intellectual challenge presented was:	○	○	○	○	○	○	○
25. The amount of effort you put into this course was:	○	○	○	○	○	○	○
26. The amount of effort to succeed in this course was:	○	○	○	○	○	○	○
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	○	○	○	○	○	○	○

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?
○ Under 2 ○ 6 - 7 ○ 12 - 13 ○ 18 - 19
○ 2 - 3 ○ 8 - 9 ○ 14 - 15 ○ 20 - 21
○ 4 - 5 ○ 10- 11 ○ 16 - 17 ○ 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?
○ Under 2 ○ 6 - 7 ○ 12 - 13 ○ 18 - 19
○ 2 - 3 ○ 8 - 9 ○ 14 - 15 ○ 20 - 21
○ 4 - 5 ○ 10- 11 ○ 16 - 17 ○ 22 or more

30. What grade do you expect in this course?
○ A   (3.9-4.0) ○ B   (2.9-3.1) ○ C   (1.9-2.1) ○ D   (0.9-1.1) ○ Pass
○ A- (3.5-3.8) ○ B- (2.5-2.8) ○ C- (1.5-1.8) ○ D- (0.7-0.8) ○ Credit
○ B+ (3.2-3.4) ○ C+ (2.2-2.4) ○ D+ (1.2-1.4) ○ E   (0.0) ○ No Credit

31. In regard to your academic program, is this course <u>best</u> described as:
○ In your major? ○ A distribution requirement? ○ An elective?
○ In your minor? ○ A program requirement? ○ Other?

ADDITIONAL ITEMS
Use only if directed

USE A NO. 2 PENCIL ONLY

1   Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

2   Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

3   Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

4   Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

5   Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

6   Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

7   Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

8   Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

9   Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

10   Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

11   Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

12   Ⓐ Ⓑ Ⓒ Ⓓ Ⓔ Ⓕ Ⓖ

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

IASystem
The Course Evaluation Standard

Instructor _____ Course _____ Section _____ Date _____

Your handwritten comments in response to the following questions will be returned to the instructor *after grades are turned in.* We encourage you to respond to all questions as thoughtfully and constructively as possible. Your comments will be used by the instructor to improve the course. However, you are not required to answer any questions.

Was this class intellectually stimulating? Did it stretch your thinking?   Yes   No   Why or why not?

What aspects of this class contributed most to your learning?

What aspects of this class detracted from your learning?

What suggestions do you have for improving the class?

Please use the back of this sheet for any additional comments or to respond to additional questions. Thank you!

COURSE SUMMARY REPORT
Numeric Responses

Grand Valley State University
College of Liberal Arts and Sciences
Statistics
Term: Winter 2015

IASystem
The Course Evaluation Standard

STA 000 01
Test Course
Course type: Face-to-Face

Taught by: Philip Batty
Instructor Evaluated: Philip Batty-Other

Evaluation Delivery: Online
Evaluation Form: A
Responses: 12/12 (100%)

Overall Summative Rating represents the combined responses of students to the four global summative items and is presented to provide an overall index of the class's quality:

Median
3.9
(0=lowest; 5=highest)

Challenge and Engagement Index (CEI) combines student responses to several *IASystem* items relating to how academically challenging students found the course to be and how engaged they were:

CEI: 4.2
(1=lowest; 7=highest)

SUMMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
The course as a whole was:	12	25%	33%	25%	17%			3.8
The course content was:	12	33%	25%	25%	17%			3.8
The instructor's contribution to the course was:	12	33%	25%	25%	8%		8%	3.8
The instructor's effectiveness in teaching the subject matter was:	12	42%	25%	25%	8%			4.2

STUDENT ENGAGEMENT

Relative to other college courses you have taken:	N	Much Higher (7)	(6)	(5)	Average (4)	(3)	(2)	Much Lower (1)	Median
Do you expect your grade in this course to be:	11	64%	9%	9%	18%				6.7
The intellectual challenge presented was:	11	18%	27%	9%	36%			9%	5.0
The amount of effort you put into this course was:	11	27%	9%	9%	36%		9%	9%	4.4
The amount of effort to succeed in this course was:	11	27%	9%	9%	45%			9%	4.4
Your involvement in course (doing assignments, attending classes, etc.) was:	11	18%	9%	27%	9%	18%	9%	9%	4.7

On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

Class median: 4.8 Hours per credit: 1.6 (N=10)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
30%		30%	20%				10%	10%			

From the total average hours above, how many do you consider were valuable in advancing your education?

Class median: 3.5 Hours per credit: 1.2 (N=10)

Under 2	2-3	4-5	6-7	8-9	10-11	12-13	14-15	16-17	18-19	20-21	22 or more
40%	10%	20%		10%	10%			10%			

What grade do you expect in this course?

Class median: 4.0 (N=10)

A (3.9-4.0)	A- (3.5-3.8)	B+ (3.2-3.4)	B (2.9-3.1)	B- (2.5-2.8)	C+ (2.2-2.4)	C (1.9-2.1)	C- (1.5-1.8)	D+ (1.2-1.4)	D (0.9-1.1)	D- (0.7-0.8)	E (0.0)	Pass	Credit	No Credit
80%	10%	10%												

In regard to your academic program, is this course best described as:

(N=10)

In your major	A distribution requirement	An elective	In your minor	A program requirement	Other
20%	10%	20%	20%	10%	20%

COURSE SUMMARY REPORT
Numeric Responses

Grand Valley State University
College of Liberal Arts and Sciences
Statistics
Term: Winter 2015

IASystem
The Course Evaluation Standard

STANDARD FORMATIVE ITEMS

	N	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)	Median
Course organization was:	11	45%	27%	9%		18%		4.3
Clarity of instructor's voice was:	11	45%	45%				9%	4.4
Explanations by instructor were:	11	27%	18%	45%	9%			3.4
Instructor's ability to present alternative explanations when needed was:	11	36%	18%	9%	27%	9%		3.8
Instructor's use of examples and illustrations was:	11	18%	45%	9%		18%	9%	3.8
Quality of questions or problems raised by the instructor was:	11	18%	45%	9%	9%		18%	3.8
Student confidence in instructor's knowledge was:	11	45%	27%		18%	9%		4.3
Instructor's enthusiasm was:	10	30%	20%	10%	30%		10%	3.5
Encouragement given students to express themselves was:	10	10%	50%	40%				3.7
Answers to student questions were:	11	27%	55%	9%		9%		4.1
Availability of extra help when needed was:	11	36%	18%	27%	9%		9%	3.8
Use of class time was:	11	27%	45%	18%	9%			4.0
Instructor's interest in whether students learned was:	11	18%	36%	18%	9%	9%	9%	3.6
Amount you learned in the course was:	10	30%	50%		20%			4.1
Relevance and usefulness of course content were:	11	36%	36%	9%	9%	9%		4.1
Evaluative and grading techniques (tests, papers, projects, etc.) were:	11	27%	45%	18%			9%	4.0
Reasonableness of assigned work was:	11	36%	27%		18%	18%		4.0
Clarity of student responsibilities and requirements was:	11	18%	36%	9%	18%	9%	9%	3.6

COURSE SUMMARY REPORT
Student Comments

Grand Valley State University
College of Liberal Arts and Sciences
Statistics
Term: Winter 2015

IASystem
The Course Evaluation Standard

STA 000 01
Test Course
Course type: Face-to-Face

Evaluation Delivery: Online
Evaluation Form: A
Responses: 12/12 (100%)

Taught by: Philip Batty
Instructor Evaluated: Philip Batty-Other

STANDARD OPEN-ENDED QUESTIONS

Was this class intellectually stimulating? Did it stretch your thinking? Why or why not?

1. Not very stimulating.

2. YES and YES

3. Yes! Statistics is a tough subject.

4. Some confusion between teaching effectiveness and contribution. That needs to be made very clear via example in any education material that we distribute. Good length and mostly straightforward. Some Typo's, need to look it over again.

5. The class was extremely intellectually stimulating. It made my brain hurt at times.

6. No, I slept most of the time.

7. Test test test, test test. This is a test. Test test test.

8. Sometimes it did; sometimes it didn't.

What aspects of this class contributed most to your learning?

1. The online materials

2. LEARNING CIRCLE

3. Brownies!

5. The instructor's willingness to cover material again that was unclear.

6. It was easy for me to copy answers off of the person next to me.

7. Test test test, test test. This is a test. Test test test.

8. The imaginary lectures and assignments.

What aspects of this class detracted from your learning?

1. The time

2. VERY UNCOMFORTABLE ROOM ALWAYS TOO HOT

3. Disruptive classmates.

5. All of the cell phones students were using in class.

6. It was like 90 degrees in the classroom on Mondays, 50 degrees on Fridays.

7. Too many brownies.

8. It seemed like I was hardly there.

What suggestions do you have for improving the class?

1. Less book reading

2. DIFFERENT CLASSROOM, BETTER MATERIALS

3. More brownies, less math.

5. None. The course and the professor were both awesome!

6. Why is this course -- House of Cards -- required to graduate?

7. Fewer brownies.

8. None; pretend classes are great.