

Student Evaluation of Instruction Discussion

Goal for today are to generate a discussion of

- ❖ Purposes and functions of Student Evaluation of Instruction
- ❖ How Student Evaluation of Instruction serves students, faculty, and the college
- ❖ How we can develop an instrument of items which have been purposefully and/or empirically derived to ensure that the instrument is sound
- ❖ Present the (limited) research Jennifer Frei did and survey items to consider

Who?	All campus members: students, faculty, and college
What?	Questions/statements which have been purposefully and/or empirically derived
When?	Ongoing, quarterly, Developmental Evaluation process
How/Where?	On-line format
Why?	Academic professional and educational practices Student participation in assessment of educational process LCCEA contractual expectation during Developmental Evaluation process Accreditation standards for continuous assessment and improvement processes at course, programmatic, degree, and college levels

Keys to reading the information below:

Lane: Lane's Evaluations

Iowa: Iowa State University, Center for Excellence in Learning and Teaching (CELT)

D/D: Recommended by a Dean or Director

Green: Most highly valued by Deans and Directors (across both surveys)

Orange: Highly valued by Deans and Directors and included in secondary survey

Blue: Highly valued by Deans and Directors, but not included in the secondary survey

Teaching methods/strategies/practices

Lane: The instructor exhibited an enthusiasm and interest in the subject.

Lane: **The instructor used class time effectively.**

Iowa: **The instructor expresses clear expectations for my learning and performance in this class.**

Iowa: The instructor clarifies areas of confusion.

Iowa: **The instructor uses effective teaching methods that enhance my learning.**

D/D: The instructor utilizes teaching strategies that can reach a wide variety of learners.

Iowa: The instructor encourages me to raise question or make comments.

D/D: The instructor encourages questions and discussion.

Lane: The instructor encouraged students to think.

Iowa: The instructor challenges me to think.

Iowa: **The instructor is available on an individual basis outside of class when I request it.**

Lane: The instructor made an effort to be available to students.

Lane: **The instructor helped students understand the course material and find answers to relevant questions.**

Student involvement/engagement

Lane: The instructor encouraged students.

Iowa: **In this course, I have been challenged to learn more than I expected.**

Iowa: I am working up to my potential in this course.

Student learning/affect

Iowa: **The instructor shows respect and concern for students.**

Lane: **The instructor respected people including those of different genders, religions, ethnic backgrounds, class status, abilities and lifestyles.**

Lane: **The instructor treated students fairly, respectfully, and professionally.**

Lane: **What was taught agreed with the objectives stated in the catalog or course outline.**

Iowa: I believe that what I am being asked to learn in this course is important.

Evaluation of course materials

D/D: **The materials for this course were effective in supporting my learning.**

Iowa: **The instructor grades consistently with the evaluation criteria.**

Iowa: **The instructor provides clear evaluation criteria.**

Iowa: **The feedback I received on my work was timely and has enhanced my learning.**

Iowa: **The exam results are returned quickly enough to benefit my learning.**

Iowa: **The assignments are returned quickly enough to benefit my learning.**

General summative

Lane: The instructor was knowledgeable in the subject.

Lane: The instructor's teaching methods were effective in helping me learn the material.

Iowa: **Overall, the instructor has been an effective teacher.**

Iowa: Overall, this course has been effective in advancing my learning.

Lane: Overall, the instructor was effective. Consider both the limitations and possibilities inherent in the subject matter and course.

For further consideration

Items to address online courses

Items to address CTE courses

Consistency in past or present tense