

# WAYNE STATE UNIVERSITY

Office of the Associate Provost  
for Academic Programs  
4116 FAB 577-2023

## Memorandum

**To:** Charles Bantz, Provost and Senior Vice President for Academic Affairs  
Charles Parrish, President, AAUP-AFT

**From:** Marie Draper Dykes, Associate Provost for Academic Programs <sup>ADD</sup>

**Subject:** Booklet on Student Evaluation of Teaching

**Date:** March 14, 2002

I am writing to you on behalf of the joint WSU-AAUP/AFT Committee on Student Evaluation of Teaching (SET). The Committee's initial charge was to consider the recommendations for revisions of SET made in the "Report of the Academic Senate Student Evaluation of Teaching (ASSET) Committee". Enclosed for your information is a copy of the booklet developed by the Committee to address Recommendation 5 of the ASSET Report, *Understanding Student Evaluation of Teaching (SET) at Wayne State University*. The Committee began developing the document during last year and has continued to work on it this term. The purpose of the booklet is to describe the new SET questionnaire introduced Fall 2000 and to explain how to interpret the Course Survey Summary provided to instructors after SETs are summarized. The booklet will be distributed to faculty in April and thereafter will be available on the web at <http://www.otl.wayne.edu/set.html>.

Enclosure

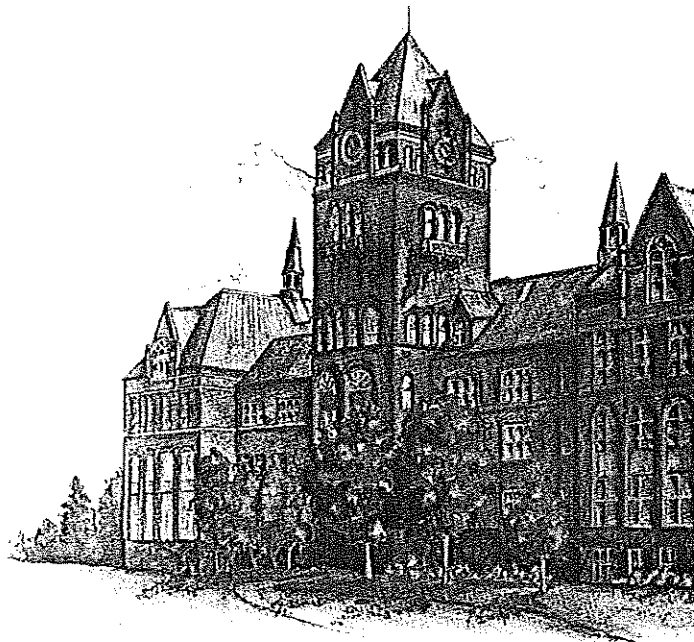
c: SET Committee  
Lynn Slone

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## Understanding Student Evaluation of Teaching (SET) at Wayne State University



## Introduction

This booklet is a brief introduction to the Student Evaluation of Teaching (SET) questionnaire at Wayne State University that is distributed to students at the end of each course. The booklet describes the SET questionnaire and explains how to interpret the Course Survey Summary (CSS) provided to instructors after SETs are summarized.

## Purpose of SET

Student evaluation of teaching (SET) has been in use throughout American colleges and universities for over forty years. The basic purpose of SET is to give students, faculty, and administrators an assessment of faculty teaching effectiveness. With nearly 2000 studies having been devoted to it, student evaluation of teaching ranks as one of the most widely studied issues in academia (Cashin, 1995; d'Apollonia & Abrami, 1997; Feldman, 1996; Greenwald, 1997; Marsh, 1984; Marsh & Roche, 1997; McKeachie, 1979, 1997).

Students are made aware of the purposes of SET through the following statements on page one of the standard SET form:

The responses to the Student Evaluation of Teaching (SET) form are very important to your instructor and to the University. This information contributes to:

1. Improvements in the quality of instruction at Wayne State,
2. the annual decisions made on salaries, and
3. faculty promotion and tenure decisions.

## WSU's SET Form

Teaching is a complex activity (Abrami & d'Apollonia, 1991; Cashin, 1995; Feldman, 1997), and an effective SET instrument must reflect this multidimensionality. Thus, SET theorists design subsections of SET items that specifically fit either decision-making or instructor improvement purposes. The WSU instrument is designed to address both purposes. It contains four different types of items or sections: student profile, summary course and instructor evaluations, instructor feedback-diagnostic ratings, and open-ended comments.

## BACKGROUND OF SET AT WSU

The prototype for WSU's SET form, which is used to evaluate all regular didactic group instruction, came about as a result of collective bargaining between Wayne State University and the American Association of University Professors during the 1983-86 contract negotiations. A standard form was agreed upon, and it became a regular part of the instructional process beginning Fall Semester, 1987. The SET form was not intended to be a static instrument, and has undergone several changes since the prototype was developed. Those interested in viewing the changes may do so at the following URL: <http://www.otl.wayne.edu/set.html>; then click on the document entitled, A Historical Look at WSU SET Forms (1986-2000).

In May of 1994, the WSU Academic Senate adopted a resolution calling for the Senate to participate in the development of an evaluation instrument for student assessment of teaching (SET). The Academic Senate Student Evaluation of Teaching (ASSET) Committee was formed and spent approximately one year studying evaluation of teaching at Wayne State and at institutions with similar programs or those with nationally recognized quality instruments. The literature of SET was reviewed, as well. The results of the ASSET study and recommendations may be viewed at <http://www.otl.wayne.edu/set.html>; then click on Academic Senate SET Committee Report (1995).

The current SET instrument described in this booklet was introduced in Fall Semester, 2000. A joint AAUP/AFT and administration committee, established in 1997 to implement the ASSET report, developed it. The committee surveyed WSU faculty about the content and format of the questionnaire in Winter Semester, 1999. The instrument was changed based on faculty responses, the ASSET report, and SET research literature.

The procedures for the administration of SET can be found in the WSU Policy on Student Evaluation of Teaching, which is available at [www.otl.wayne.edu/set.html](http://www.otl.wayne.edu/set.html).

## HOW TO READ THE WSU SET FORM

### Student Profile

SET research shows that student interest in a subject and student motivation prior to taking a course are related to course and instructor evaluations (Howard & Maxwell, 1980; Marsh, 1984; Cashin, 1995; Greenwald & Gillmore, 1997). In the WSU SET form, the following items are intended to gauge initial student interest in a course:

#### Student Profile

*Please provide the following information about yourself  
and your participation in this class.*

Before enrolling I had an interest in the *subject matter* of this course.

- ⑤ Strongly agree
- ④ Agree
- ③ Neutral/undecided
- ② Disagree
- ① Strongly disagree

I wanted to take this course.

- ⑤ Strongly agree
- ④ Agree
- ③ Neutral/undecided
- ② Disagree
- ① Strongly disagree

Mean student responses to these two questions allow a course to be grouped with those of similar initial student interest for summary evaluation purposes. This process can prevent instructors of courses with low levels of initial student interest from being disadvantaged relative to other instructors.

### Instructor-supplied Items

WSU's SET instrument allows for the development and inclusion of up to ten additional questions by the instructor for his/her own purposes. These questions should be provided on a separate page to the students when the SET is administered. For help on developing such questions, contact the Office for Teaching and Learning (OTL). Questions should be numbered. Instructors must retain a copy for the purpose of correlating questions with student responses reported on the Course Survey Summary. The response scale for instructor-supplied items follows the same format as the other similar items. Summary statistics are tabulated and included in the individual instructor report. The applicable section of the SET form has been reproduced below:

### Instructor Supplied Items:

See questions and response  
key provided by instructor.

1. ....	(5) (4) (3) (2) (1)	(A) (B)
2. ....	(5) (4) (3) (2) (1)	(A) (B)
3. ....	(5) (4) (3) (2) (1)	(A) (B)
4. ....	(5) (4) (3) (2) (1)	(A) (B)
5. ....	(5) (4) (3) (2) (1)	(A) (B)
6. ....	(5) (4) (3) (2) (1)	(A) (B)
7. ....	(5) (4) (3) (2) (1)	(A) (B)
8. ....	(5) (4) (3) (2) (1)	(A) (B)
9. ....	(5) (4) (3) (2) (1)	(A) (B)
10. ....	(5) (4) (3) (2) (1)	(A) (B)

Not applicable  
Unable to answer

### Summary Course and Instructor Evaluations

#### Summary Course Evaluation

1. How would you rate this course?

excellent	very good	good	fair	Poor	not applicable	unable to answer
(5)	(4)	(3)	(2)	(1)	(A)	(B)

2. How much have you learned in this course?

a great deal	a lot	a moderate amount	a little	practically nothing	(A)	(B)
(5)	(4)	(3)	(2)	(1)		

#### Summary Instructor Evaluation

24. How would you rate the *instructor's*  
*teaching* in this course?

excellent	very good	good	fair	Poor	(A)	(B)
(5)	(4)	(3)	(2)	(1)		

Summary items are designed to provide a general, global account of a student's evaluation of a course or instructor and are generally used for personnel decisions (Abrami & d'Apollonia, 1991; Abrami, d'Apollonia, & Rosenfield, 1996). WSU's SET form contains two summative sections. The Summary Course Evaluation questions (#1 and #2) follow the student profile section. These ask students to provide an overall course rating and to judge how much they learned in the course. The Summary Instructor Evaluation question (#24) asks students to rate the instructor's teaching in the course.

## Instructor Feedback - Diagnostics Ratings

The section labeled Instructor Feedback-Diagnostics includes twenty-one items (#3-#23) that assess the varying dimensions of instruction.

Instructor Feedback-Diagnostics		strongly agree	agree	neutral/undecided	disagree	strongly disagree	not applicable	unable to answer
<b>Organization/Clarity</b>								
3.	This course was well organized.	5	4	3	2	1	(A)	(B)
4.	The instructor made clear, understandable presentations.	5	4	3	2	1	(A)	(B)
5.	The instructor's use of examples and/or illustrations helped me understand the subject matter.	5	4	3	2	1	(A)	(B)
6.	My responsibilities as a student in this course were made clear.	5	4	3	2	1	(A)	(B)
<b>Instructor Enthusiasm</b>								
7.	The instructor was enthusiastic about the subject matter.	5	4	3	2	1	(A)	(B)
8.	The instructor encouraged and/or motivated me to do my best work.	5	4	3	2	1	(A)	(B)
<b>Group Interaction</b>								
9.	The instructor encouraged student questions.	5	4	3	2	1	(A)	(B)
10.	The instructor encouraged expression of ideas.	5	4	3	2	1	(A)	(B)
<b>Individual Rapport</b>								
11.	All things considered, the instructor was available to me.	5	4	3	2	1	(A)	(B)
12.	The instructor treated all students in the class with respect.	5	4	3	2	1	(A)	(B)
<b>Breadth of Coverage</b>								
13.	The instructor demonstrated good knowledge of the course content.	5	4	3	2	1	(A)	(B)
14.	The instructor discussed differing views about the material when appropriate.	5	4	3	2	1	(A)	(B)
<b>Examinations/Grading</b>								
15.	The grading procedures were explained at an appropriate point in the course.	5	4	3	2	1	(A)	(B)
16.	Evaluation and grading methods were fair.	5	4	3	2	1	(A)	(B)
17.	The instructor provided feedback on my performance in a reasonable amount of time.	5	4	3	2	1	(A)	(B)
18.	The instructor's feedback on my work was helpful.	5	4	3	2	1	(A)	(B)
<b>Assignments/Readings</b>								
19.	The readings contributed to my understanding of course content.	5	4	3	2	1	(A)	(B)
20.	Other assignments contributed to my understanding of course content.	5	4	3	2	1	(A)	(B)
<b>Workload/Difficulty</b>								
21.	For me, the course was:	too difficult	difficult	moderate	elementary	too elementary	not applicable	unable to answer
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(A)	(B)
22.	The workload in the course was:	too heavy	heavy	moderate	light	too light	(A)	(B)
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(A)	(B)
23.	The course pace was:	too fast	fast	moderate	slow	too slow	(A)	(B)
		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	(A)	(B)

The information yielded by the items in this section can assist instructors to identify strengths and areas for improvement in their teaching. Items in this section are categorized according to the dimensions of teaching that they assess. Marsh's Students' Evaluation of Educational Quality (SEEQ) (1984), which has nine factors (learning/value, enthusiasm, organization, group interaction, individual rapport, breadth-of-coverage, exams/grades, assignments, and workload), served as the model for Wayne State's conceptualization of the dimensions of teaching. Several SET studies suggest that the SEEQ is a valid and reliable measure for use in teaching evaluation (Abrami & d'Apollonia, 1991; Cashin, 1995; Marsh, 1982, Marsh & Hocevar, 1990; Watkins & Gerong, 1992).

## Open-ended Comments

The WSU SET form provides space for students to make written comments about a class and an instructor's teaching in a class in addition to their numerical ratings. These handwritten comments are solely for the use of the instructor and are returned directly to the instructor. Students' written responses are not provided to administrators. The following instructions to students are provided at the top of page 3:

*Please Note:* Your handwritten comments are manually separated from the machine readable portion of this form upon receipt by the Testing and Evaluation Office. They are returned directly to the instructor for her/his personal use in assessing the course, or the teaching methods used in the course. *They are not used for any other purpose.*

Instructors may consider both the numerical ratings provided by Questions 1 - 24 and students' written comments in evaluating their teaching practices.

## HOW TO READ YOUR COURSE SURVEY SUMMARY AND SCATTERPLOTS

After students have completed their evaluations and the results have been tabulated, you will receive a Course Survey Summary (CSS) for your course. The CSS provides a breakdown of student ratings and shows faculty members how they are performing relative to colleagues teaching courses with similar initial student interest. Two copies of your CSS are returned to your School/College/Unit SET Coordinator. One copy is returned to you and the other is for your departmental personnel file.

The CSS contains a Summary Evaluation section that corresponds to Summary Evaluation (questions #1-2, #24) in the SET form, an Instructor Feedback-Diagnostics section that corresponds to the formative-diagnostic SET items (questions #3-23), and a Student Profile section that corresponds to the Student Profile section of the SET.

At the very top of the page you will see a section containing your name, the course you taught, and the number of students in your class who filled out student evaluation forms. Immediately beneath this section, you will find a sentence denoting that your course will be compared only with other courses with a given level of initial student interest. These comparisons are used as a means of controlling for student interest--a variable that has been demonstrated to influence student evaluations (Cashin, 1995; Greenwald & Gillmore, 1997).

Note: During the initial implementation phase of the ASSET report recommendations (3 – 5 years), measures of central tendency, i.e., means and medians, are being reported for *Initial Student Interest* items, *Summary Course Evaluation* items, and the *Summary Instructor Evaluation* item. However, when sufficient data have been collected to facilitate the computing of norms within **Higher, Middle, and Lower** initial student interest, measures of central tendency will no longer be reported. When norms have been computed, only mean class Summary Course and Summary Instructor categorical ratings of **Higher, Middle, or Lower** will be reported for all courses falling within the normative intervals of **Higher, Middle, and Lower Initial Student Interest**. (C.f. the ASSET Committee Report cited above for a full discussion of this issue.)

On side one of the WSU Course Survey Summary report, you will find section headings: Summary Course Evaluation (Q1–Q2), Summary Instructor Evaluation (Q24), and Instructor Feedback-Diagnostics (Q3–Q23) and the corresponding items underneath the sections. On the right of the form you will find columns for 1) rating category, 2) number of students responding to the given item in each of the five Likert-type categories, 3) a non-applicable option, and 4) an unable to answer option.

# WAYNE STATE UNIVERSITY

## FALL-2000 COURSE SURVEY SUMMARY

Instructor: JOHN DOE

Course:WSU 2000 Call No.98765

Students Responding: 20 out of 26

\* This course is compared only to other courses with \_\_\_\_\_ initial student interest.

### SUMMARY COURSE EVALUATION

\*\*MEAN & MEDIAN

RESPONDING IN EACH OF THE FOLLOWING CATEGORIES

	RATINGS		Poor	Fair	Good	V.Good	Exclt	N/A <sup>1</sup>	U/A
			(1)	(2)	(3)	(4)	(5)	(A)	(B)
Q1. How would you rate this course?	3.3	3	1	3	7	7	2	0	0
Q2. How much have you learned in this course?	3.7	4	0	4	2	10	4	0	0

### SUMMARY INSTRUCTOR EVALUATION

			Poor	Fair	Good	V.Good	Exclt	N/A	U/A
Q24. How would you rate the instructor's teaching in this course?	3.2	3	2	3	7	5	3	0	0
MEAN SUMMATIVE CLASS RATING .....	10.2								

### INSTRUCTOR FEEDBACK-DIAGNOSTICS

#### Organization/Clarity

RESPONDING IN EACH OF THE FOLLOWING CATEGORIES

	S.Dls	Dls	Heard	Agre	S.Agr	N/A	U/A
Q3. This course was well organized.	0	0	3	12	5	0	0
Q4. The instructor made clear and understandable presentations.	1	4	4	9	2	0	0
Q5. The instructor's use of examples and/or illustrations helped me understand the subject matter.	1	3	5	10	1	0	0
Q6. My responsibilities as a student in this course were made clear.	0	0	0	13	7	0	0

#### Instructor Enthusiasm

Q7. The instructor was enthusiastic about the subject matter.	1	1	2	10	6	0	0
Q8. The instructor encouraged and/or motivated me to do my best work.	1	2	6	6	4	0	0

#### Group Interaction

Q9. The instructor encouraged student questions.	0	3	3	9	5	0	0
Q10. The instructor encouraged expression of ideas.	1	2	5	7	3	0	0

#### Individual Rapport

Q11. All things considered, the instructor was available to me.	0	2	6	7	5	0	0
Q12. The instructor treated all students in the class with respect.	0	0	3	10	7	0	0

#### Breadth of Coverage

Q13. The instructor demonstrated good knowledge of the course content.	0	0	1	8	11	0	0
Q14. The instructor discussed differing views about material when appropriate.	0	1	5	7	6	0	0

#### Examinations/Grading

Q15. The grading procedures were explained at an appropriate point in the course.	0	1	2	12	5	0	0
Q16. Evaluation and grading methods were fair.	0	1	5	10	4	0	0
Q17. The instructor provided feedback on my performance in a reasonable amount of time.	0	0	3	10	7	0	0
Q18. The instructor's feedback on my work was helpful.	2	3	8	2	4	1	0

#### Assignments/Readings

Q19. The readings contributed to my understanding of course content.	1	2	5	9	3	0	0
Q20. Other assignments contributed to my understanding of course content.	0	1	3	11	3	1	0

#### Workload/Difficulty

RESPONDING IN EACH OF THE FOLLOWING CATEGORIES

	TooEls	Exclt	Modt	Dfcl	TDfcl	N/A	U/A
Q21. For me, the course difficulty level was:	0	0	10	8	1	0	0

	T.Lul	Little	Modt	Heavy	Toohty	N/A	U/A
Q22. The workload in the course was:	0	0	8	11	1	0	0

	T.Slow	Slow	Modt	Fast	T.Fast	N/A	U/A
Q23. The course pace was:	0	0	5	13	2	0	0

\* To be determined at a later date, when sufficient data have been accumulated.

\*\* Please note that MEAN ratings will only be reported until categorical rankings, based on normative data, are available.

NOTE: Categorical ranking of Mean Summative Interest Rating and categorical ranking of Mean Summative Class Rating have not yet been determined. As a temporary measure, three scatter plots of Summative Mean Class Scores by Summative Mean Interest Scores are being provided for your use in comparing your SET ratings to others in your department, your school/college, and the entire University.

1 N/A = Not Applicable U/A = Unable to Answer

## Summary Course and Instructor Evaluation

**Ratings:** Immediately following the rating category section, you will find a section listing the number of students who responded to a given item using each of the Likert categories. The ranges of response options are specifically designed to fit the items to which they refer. For example, the first two items in the Summative Evaluation section have a response range from "poor" to "excellent." The numbers in these columns will sum to the total number of students that filled out a SET for the course. Let's imagine that out of a class of fourteen students, twelve students filled out SET forms. For the subsection "Course," you may see this array of numbers in the five columns: 0-0-4-3-5. These numbers mean that of twelve students, 0 rated the course as "poor," 0 rated the course with the option just above poor, 4 rated the course with the neutral or fair rating, 3 rated the course as just short of excellent, and 5 rated the course as "excellent." The format for the number of students responding in each of the five categories is identical for the Instructor Feedback-Diagnostics and Student Profile sections.

**Evaluation Questions:** Items #1, #2, and #24 from the SET form are the course and instructor evaluation questions, which will be reported to you and your unit administrator for evaluation purposes. Currently, means, medians, and frequency counts are provided.

### Scatter plots

Along with your SET scores, you are receiving a scatter plot showing how SET scores in your unit are distributed. This is intended to give you an idea of how your student evaluation scores compare to those of other instructors in courses with a similar level of student interest. Each course is assigned a student interest value computed by adding the mean scores on the two student interest questions (a and b). Each course is also assigned a teaching evaluation value determined by adding the means of the Summary Course Evaluation questions (1 and 2) and the Summary Instructor Evaluation question (24). On the scatter plot, each course in your unit is plotted according to its value in these two dimensions. Courses with a high level of student interest and high student evaluations of teaching will lie in the upper right-hand corner of the plot. Courses with a low level of student interest and low student evaluations of teaching will lie toward the lower left-hand corner. There is generally a clear correlation between student interest and student evaluations as revealed by a trend for points to distribute about a line running upward to the right. If your course lies above this line, your student evaluations are better than average for courses with similar student interest. If your course lies below this line, student evaluations are poorer than for courses with similar student interest.

### Instructor Feedback-Diagnostics

Questions #3-23 from the SET form are the diagnostic questions, which will be reported to you and your department chair for developmental purposes only. Therefore, only frequency counts are provided. These are explained under "Summary Course and Instructor Evaluation" above. Items and corresponding student ratings are organized under their respective dimensions as found by university researchers (Marsh & Hocevar, 1990). For example, the first dimension is organization/clarity. All items under this heading will pertain to how clear your teaching was, and how well your course was planned.

Brief descriptions of each dimension follow. For more detailed descriptions of the teaching dimensions and suggestions for improvement visit Wayne State University's Office for

Teaching and Learning (OTL) website at <http://www.otl.wayne.edu>, or you can arrange an individual appointment with OTL staff (577-8224, 2210 Undergraduate Library).

*SET Dimension #1: ORGANIZATION/CLARITY*

Informing students about the organization of a course's subject matter and assignments are important activities in successfully structuring a course. Students are likely to enjoy enhanced knowledge and understanding of course material when a course is well organized and taught by an instructor well prepared to present the content. Thus the Organization/Clarity factor is vital to overall teaching effectiveness.

*SET Dimension #2: INSTRUCTOR ENTHUSIASM*

Instructors who are able to present subject matter with energy and enthusiasm are more likely to keep students interested and attentive. In turn, interested and attentive students are likely to learn more. Instructor Enthusiasm is particularly relevant to the idea that students must be motivated to learn.

*SET Dimension #3: GROUP INTERACTION*

Classroom instruction is a social phenomenon. The Group Interaction factor refers to verbal interaction in the form of questions and answers encouraging the expression and sharing of ideas and knowledge in a classroom setting.

*SET Dimension #4: INDIVIDUAL RAPPORT*

Students who share a healthy rapport with their instructors may be more attentive and interested in the subject matter of the course. In addition, students who feel welcomed by an instructor are more likely to seek opportunities like face-to-face reinforcement and encouragement.

*SET Dimension #5: BREADTH of COVERAGE*

The Breadth of Coverage factor reflects students' responses to items that assess how well the instructor contrasted implications of various theories, provided backgrounds for ideas and concepts, discussed different points of view, and discussed current developments. A course with a good breadth of coverage has the potential to increase student performance by facilitating generalization beyond a specific context, and by clarifying the material to be learned and its meaningfulness to the learner.

*SET Dimension #6: EXAMINATIONS/GRADING*

Students' perceptions of fairness and relevance of assessment procedures are related to their motivation to learn. Exams and graded materials are intended to inform students about their degree of success in mastering course concepts and skills. The Examinations /Grading factor applies largely to student feedback issues.

*SET Dimension #7: ASSIGNMENTS/READINGS*

Assignments and readings are critical components of student learning in any course. Students are likely to enjoy enhanced knowledge and understanding of course material when assignments and readings are relevant to the course content. Pertinent and interesting assignments and readings can also serve as a reflection of course organization, and facilitate student motivation. In these ways the Assignments/Readings factor is vital to overall teaching effectiveness.

## SET Dimension #8: WORKLOAD/READINGS

When there is a good balance between the perceived difficulty of the course, the required workload, the overall pace of the course, and students' other academic, work-related and social obligations, there is an increased potential for learning to occur. Knowing how the students feel about these variables allows the instructor to consider modifications to the instructional design.

## Student Profile

The final section of your CSS, the student profile, can be found on the back of the CSS sheet. The first two items of the profile section are designed to assess the student's initial interest in the subject matter of the course. The means, medians, and frequency distribution for these items will also be available to administrators. The remaining three items from the SET are informational.

### WAYNE STATE UNIVERSITY FALL-2000 COURSE SURVEY SUMMARY

Instructor: JOHN DOE

Course:WSU 2000 - Call No. 98765

Students Responding: 20 out of 26

STUDENT PROFILE			**MEAN & MEDIAN RESPONDING IN EACH OF THE FOLLOWING CATEGORIES						
			RATINGS		S. Dis	Dis	Neutr	Agre	S. Agr
					(1)	(2)	(3)	(4)	(5)
A. Before enrolling I had an interest in the <i>subject matter</i> of this course.			3.9	4	0	2	1	13	3
B. I wanted to take this course.			3.9	4	0	0	6	9	4
			-----						
MEAN SUMMATIVE INTEREST RATING .....			7.8						
C. I attended approximately this percentage of class meetings.....					100% About 90% About 75% About 50% About 25%				
					17	2	0	0	0
D. I expect a final grade in this course of :.....					A	B	C	D	Other
					10	6	3	0	0
E. The course for me was:.....					Required			Elective	
					18			1	

INSTRUCTOR SUPPLIED ITEMS:		RESPONDING IN EACH OF THE FOLLOWING CATEGORIES						
		5	4	3	2	1	N/A	U/A
1.	.....	2	7	3	7	1	0	0
2.	.....	4	10	2	4	0	0	0
3.	.....	2	3	7	5	3	0	0
4.	.....	0	0	3	12	5	0	0
5.	.....	1	4	4	9	2	0	0
6.	.....	0	1	3	11	3	1	0
7.	.....	2	3	8	2	4	1	0
8.	.....	0	0	5	13	2	0	0
9.	.....	0	0	3	10	7	0	0
10.	.....	1	2	5	7	5	0	0

## CAMPUS RESOURCE: OFFICE FOR TEACHING AND LEARNING

Information about student evaluations of teaching can be found on the OTL's website: [www.otl.wayne.edu](http://www.otl.wayne.edu) and in the reading room, a collection of non-circulating books and

videos on various aspects of teaching. The OTL is available to help faculty better understand their student evaluation of teaching feedback. OTL faculty and staff lead workshops, provide individual confidential consultations and observations, and can provide advice and referrals not just on the evaluation and documentation of teaching, but also on how to improve one's teaching to make the learning process and environment better for student and professor alike.

Teaching portfolios, which are mandated at Wayne State University (AAUP / WSU Agreement), may include one's SET feedback, but also need to address aspects of teaching that the SETs cannot and do not capture. The five dimensions of teaching to be addressed in the teaching portfolios and reviewed by promotion and tenure committees are: 1) evidence of student learning, 2) expertise in content, 3) instructional delivery, 4) instructional design, and 5) course management. Therefore, there is also information about teaching portfolios, Wayne State's history of teaching portfolio use, and other related information on OTL's website and in the reading room. OTL also offers workshops and consultations on teaching portfolios to both faculty members and department chairs.

The Office for Teaching and Learning is housed in Room 2210 in the David Adamany Library on the main campus of Wayne State University. A map on the OTL website provides further directions to it. The general telephone number for any teaching related inquiries is 577-8224.

## References

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# Policy on Student Evaluation of Teaching (Fall 1993 Revision)

## INTRODUCTION

In the 1983-86 and the 1986-88 collective bargaining agreements between Wayne State University and the American Association of University Professors, there was agreement on the desirability of formulating and implementing a standard form and procedures for student evaluation of faculty teaching. An *ad hoc* committee to advise the Provost was established to recommend a form and procedures. That committee reported on November 21, 1986.

This policy establishes a standard form and procedures for student evaluation of teaching, taking into account the report of the *ad hoc* committee and other University policies.

## SCOPE OF EVALUATION PROCESS

Students in all classes shall be given the opportunity to evaluate faculty teaching, subject to such exceptions as are set forth below. This policy does not apply to students in individual directed studies courses, in individual directed readings courses, in master's thesis or doctoral dissertation supervision courses, and in other one-on-one teaching situations in which the confidentiality of student evaluations cannot be maintained.

The deans of each academic school/college/division may exempt a class from student evaluation of teaching under this policy, upon written application of the faculty member, under limited circumstances set forth below. The dean's decision whether to grant such an exemption rests on his/her best academic judgment. There is no right to be granted an exemption.

Ordinarily, deans may consider granting exemptions under the following circumstances:

1. When a faculty member is teaching a course for the first time and needs an opportunity to explore the appropriate instructional methods during the first semester in which the course is taught.
2. When a faculty member has been assigned to teach a course, which he/she has not taught during the past three years, on short notice in order to:
  - a. fill an unexpected vacancy in the academic unit's teaching ranks, or
  - b. fill an unanticipated need to maintain the academic unit's curriculum, or
  - c. meet any other circumstance in which the faculty member has not had usual notice of an assignment to teach a course which he/she has not recently taught and which assignment could not have been anticipated by the academic unit to allow giving of the usual notice.
3. When a faculty member, because of ill health, family emergency, or other unforeseen personal circumstance, may reasonably be believed to have suffered a sufficiently extensive disruption of his/her normal teaching activities to make student evaluation of teaching unrepresentative of the course and/or the faculty member's teaching abilities.

Within three weeks after the end of each semester, each dean shall provide the Provost's office with a list of all exemptions from teaching evaluation under these provisions. The list shall include the name of the faculty member, the academic unit, the course or courses for which exemption was granted, and the reason(s) why such exemption was granted. The Provost may, after consultation with the deans, provide a standard form for filing these reports.

## METHOD OF EVALUATION

Students shall be given not less than fifteen (15) minutes of "in class" time to complete the student evaluation of teaching (SET) form. SET forms are not to be completed at home, or during examination periods.

The faculty member shall give notice in advance of the class meeting at which the students shall have this opportunity to complete the evaluation of teaching form. This opportunity shall occur within the last three weeks of regular classes during the fall and winter semesters and during the last week of regular classes during the spring/summer semester.

To assure confidentiality of student evaluations of teaching pursuant to existing University policy, the faculty member shall designate a student to distribute the SET forms and to collect them. The student shall be provided a large envelope into which to place the completed forms, and he/she shall read the instructions on this envelope to the class as SET forms are distributed. He/she shall also be given instructions as to where this envelope is to be deposited. (This shall usually be the department/school/college/division office). No student shall be asked or requested to sign his/her name to an evaluation of teaching form, although a student may do so if he/she wishes. The instructor should not be present in the room while students are completing SET forms. The department/school/college/division shall be responsible for assuring that the completed forms, properly identified by section number, instructor, class, department, and school/college/division descriptors, are delivered in the sealed envelope to the Course Evaluation Office. The forms should be delivered within ten (10) days of the last regular day of classes. The Course Evaluation Office staff will separate the "comment" sheet from the "scannable" portion of the SET form, and notify departments that student comments are ready to be picked up by academic units within fifteen working days of receipt. Student responses to the open-ended questions are for use of the instructor only, and are NOT to be circulated to the dean, chair, or faculty personnel committees. Comments should be returned to the appropriate instructor as soon after final grades are posted as possible, for the semester in question.

The Course Evaluation Office shall tabulate the results for all sections with five or more completed evaluation forms, and mail them to the appropriate academic unit, whenever possible, within four weeks of receiving the completed forms from that unit.

The results of the tabulations shall be made available to the individual, to the unit committee(s) charged with making personnel decisions (to include, but not limited to, renewal, tenure, promotions, and salaries adjustments), and to the chairperson and other appropriate administrative officers for the purpose of assessing the individual's teaching performance and for the purpose of program review.

The Course Evaluation Office may undertake additional analyses at the request of an academic unit, at that unit's own expense and within such time as is allowed by the office's other functions and responsibilities. Each semester's tabulations for each course section and for the academic unit shall be made available to selective salary committees and to promotion and tenure committees.

#### **THE EVALUATION FORM**

The current SET instrument may be viewed at <http://www.otl.wayne.edu/set.html>

#### **REVIEW OF EVALUATION FORM**

After the standard University form has been in use for two years, the Provost may at any time establish a committee to determine whether additions or modifications on the form would be desirable. Such a committee shall consist of members selected pursuant to Article XXX of the collective bargaining contract, members selected by the president or his/her designee, and two (2) members selected by the University Student Council. The Provost shall select the chair of the committee, prepare the charge to the committee, and establish procedures for its work.

#### **SUPPLEMENTARY EVALUATION FORMS**

An academic unit may institute a supplementary evaluation form to obtain further information about student evaluation of teaching. This may be a separate form or it may add questions to the standard form. The academic unit shall bear any additional costs that may be incurred in the implementation and/or analysis of such supplementary evaluation forms.

#### **MODIFICATION AND AMENDMENT OF TIRS POLICY**

It is recognized that this policy may need to be modified or amended from time to time. Such modifications and amendments may be made at the initiative of the Provost.

#### **IMPLEMENTATION**

Changes in the student evaluation of teaching process established by this policy shall be implemented in all units in the fall semester, 1993.