

Student Evaluation of Instruction

Need for Evaluations

Faculty Handbook "Types of Faculty Appointments and Faculty Evaluation Procedures"
(Revised August, 2005)

According to HEPC Series 9, "All faculty shall receive a yearly written evaluation of performance directly related to duties and responsibilities." The following policies and procedures outline the specific evaluation components that are currently in place for WVSU faculty in the various types of faculty appointments. In order to comply with HEPC Series 9, ALL faculty must prepare a self-report so that their supervisors can base their evaluations on tangible evidence supporting three criteria that are used in faculty evaluations (teaching, scholarly activities, and service) and which are described more fully in this section of the Handbook.

Goals of Evaluation

The policies / procedures described here are intended to provide an opportunity for student participation in the course evaluation process. Full participation in the evaluation process assists the university in accomplishing two goals:

- Faculty development of courses and instructional skills;
- Inclusion of data from the evaluation of instruction in the faculty personnel process.

The policies are based on the following beliefs,

- That although pedagogical variations among individuals do exist, a standard of teaching excellence is congruent among the academic departments and colleges;
- That university faculty and its administrative systems are best suited to devise, administer, and interpret a system of course evaluations;
- That alignment of evaluations with the university's student learning outcomes is represented within the evaluative instrument;
- That cooperation across administrative offices, university colleges, and academic departments provide a "best practice" for evaluating instruction.

The success of the policies and procedures set forth here depends on the care with which they are implemented by students, faculty, and personnel committees. Students are asked to take a conscientious approach to their role in the evaluating task. Specifically, for effective evaluation, students must avoid confusing leniency or entertainment with sound instruction. They must take into consideration the instruction techniques of the faculty members, and not a bias in the content of the course. Faculty members are obligated to consider the information gained from the course evaluations in a constructive manner, supportive of appropriate academic requirements and values. Personnel committees are charged with the responsibility of using the results of these evaluations ethically and consistently, considering other appropriate indicators of teaching effectiveness in addition to the student evaluations. Failure on the part of an instructor to administer course evaluations or the use of improper protocol in their administration shall be considered during department, college, and university personnel processes.

Courses to be Evaluated

All sections of courses offered for West Virginia State University credit, in which there is an enrollment of at least 5 students as of the end of the add/drop period, are to be evaluated. Included within this process are Early Enrollment courses as students receive WVSU course credit. The inclusion of arranged courses with enrollment lower than 5, or non-credit courses is optional. Deans, Department Chairs, or instructors may elect to evaluate some or all of those courses with lower enrollment than those listed above. Every recorded course evaluation will be considered in terms of university personnel processes.

Evaluation Form

The evaluation form is a result of a 3-year study by a Faculty Senate ad hoc committee into the effectiveness of course evaluations. The current evaluation form was adopted by the Faculty Senate at its meeting on May 4th 2018. The instrument seeks to fulfill the mission of the University, in terms of teaching excellence as defined by the Faculty Handbook,

An excellent teacher is one whose work is characterized by commitment to subject, to student, and to constant improvement in teaching. The excellent teacher is well organized, has a thorough and demonstrable knowledge of the field and recent developments therein, and is able to communicate knowledge systematically, coherently, and enthusiastically. Such a teacher is actively concerned with the intellectual development of students, challenges their abilities, encourages their questions, welcomes diversity of opinion from them, and is considerate and fair in all dealings with them, seeking always to increase their capacity to think critically and independently. Finally, the excellent teacher welcomes and profits from constructive criticism.

Faculty members are also expected to be accessible to students. This will be evaluated based on adherence to appropriate office hours, participation in advising and/or orientation, involvement in student clubs, and other ways of making oneself available to students.

This evaluative tool will be used in ALL course, regardless of academic level, degree program, or section. The universal tool creates a standard unit of measurement to provide insight into effective teaching excellence as well as method of quantifying data for tabulation. Instructors who disagree with the value of this tool are encouraged to supplement their evaluation with self-assessment tools as they deem necessary. These extra assessment tools may be used to justify teaching excellence in self-reports, however, they DO NOT replace this instrument.

Administering Procedures

Evaluations shall take place during the final two weeks of instruction each semester, but not during the final exam period. The Faculty Personnel Committee is responsible for setting the dates for evaluation each semester as part of the Faculty Personnel Committee Calendar. Courses who have been designated with a web-tag 30% or above will administer on-line evaluations. Face-to-face courses

(those without a designated web-tag) will administer evaluations according the procedure guidelines listed below. Instructors with courses with designated web-tags of 30%-80% may choose to administer paper evaluations, but must make this desire known to the Department Chair at least 2 weeks before the evaluation period begins.

Guidelines for the Evaluation Procedure

(Dates for each part of the process available on the FPC academic calendar)

(Paper Process)

- The Faculty Personnel Committee, working with the Office of Academic Affairs, is responsible for making sure that paper evaluations have the required number of evaluation forms and envelopes for each department.
- Department Chairs are responsible for picking up forms and envelopes for his/her department at a location / time made available by the FPC Chair no later than 2 weeks before the evaluation process begins.
- Beginning with the Fall 2019 semester, Department Chairs manage the administration of the student evaluation process by assigning faculty to administer their colleague's evaluations to be conducted.
- The Department Chair has the option of allowing instructor of record to present the evaluations to the students, or may choose to assign a different instructor to proctor the entire evaluation.
- **NO FACULTY MEMBERS SHOULD BE IN THE ROOM WHILE STUDENT EVALUATIONS ARE BEING COMPLETED.**
- Evaluations can be completed at the start or the end of class as negotiated between the instructor and his/her assigned proctor.
- The proctor will make sure students have the proper spelling of the instructor name, course, section, and index number for the course that is being evaluated
- The proctor will read the instructions and reasons for evaluations included in the evaluation packet
- The proctor will distribute the evaluation forms along with #2 pencils (if needed)
- The proctor will then leave the room and wait outside for students to finish
- Once finished, the envelope containing evaluations will be sealed by the proctor.
- The sealed envelope containing completed evaluations should be signed by both the assigned proctor as well as one student who was involved in the course evaluation.
- All evaluations should be returned to the Department Office by the assigned proctor.
- Evaluations that do not meet the above guidelines (signed (x2), sealed, and delivered correctly) will be marked "conditional" and may face further scrutiny.
- Department Chairs are responsible for collecting all evaluation packets and delivering them to a central location for tabulation (Currently FYAAC located on the 2nd floor of Wallace Hall).
- Once tabulated, the data will send the data to the Department of Information Technology for processing.
- The Department of Information Technology will send evaluation data to the Institutional Research Office and Academic Affairs.
- Evaluation forms and data will be returned to the Deans for review. Deans will then forward them to the Chairs for review, and on to the Faculty being evaluated.

- Faculty being evaluated will receive the evaluation forms and data by the end of Week 2 in the following semester.

(On-line Process)

- The COL will make all on-line evaluations available to students via the MyOnline Learning Management system no later than two-weeks before the end of the course.
- Instructors using online evaluations will not be able to see who has completed the evaluations, but are encouraged to include a weekly reminder to complete the evaluation as part of their announcements.
- Courses designated with a web 30% - 80% tag are encouraged to avail students to a computer lab during an in-class designated meeting time so that they can complete the evaluation. If this method is utilized, please note the conditions above on not being in the classroom during evaluations.
- Once tabulated, the data will send the data to the Department of Information Technology for processing.
- The Department of Information Technology will send evaluation data to the Institutional Research Office and Academic Affairs.
- Evaluation forms and data will be returned to the Deans for review. Deans will then forward them to the Chairs for review, and on to the Faculty being evaluated.
- Faculty being evaluated will receive the evaluation forms and data by the end of Week 2 in the following semester.

Distribution of Results

No data or other material from the evaluation shall be distributed until the final exam period is over and grades have been submitted. The student responses shall be sent to the instructor involved not later than two weeks after the beginning of the subsequent academic term. Student responses, both quantitative and qualitative, shall be sent through the College Dean on to the Department Chairperson to be used as an integral, but not exclusive, component of the personnel process.

Use of Evaluation Data

It is recognized that determining teacher effectiveness is a difficult task. It is the responsibility of those engaged in personnel decisions to recognize the values and the limitations of student evaluations and to utilize them only in conjunction with all other available indicators. Continual efforts shall be made to enhance the validity and reliability of the evaluation instrument through periodic review.

Implementation of Procedures

It shall be the responsibility of each academic department and program to see that these procedures are being satisfactorily instituted within the college to prevent abuse and to advise administrative policies accordingly.