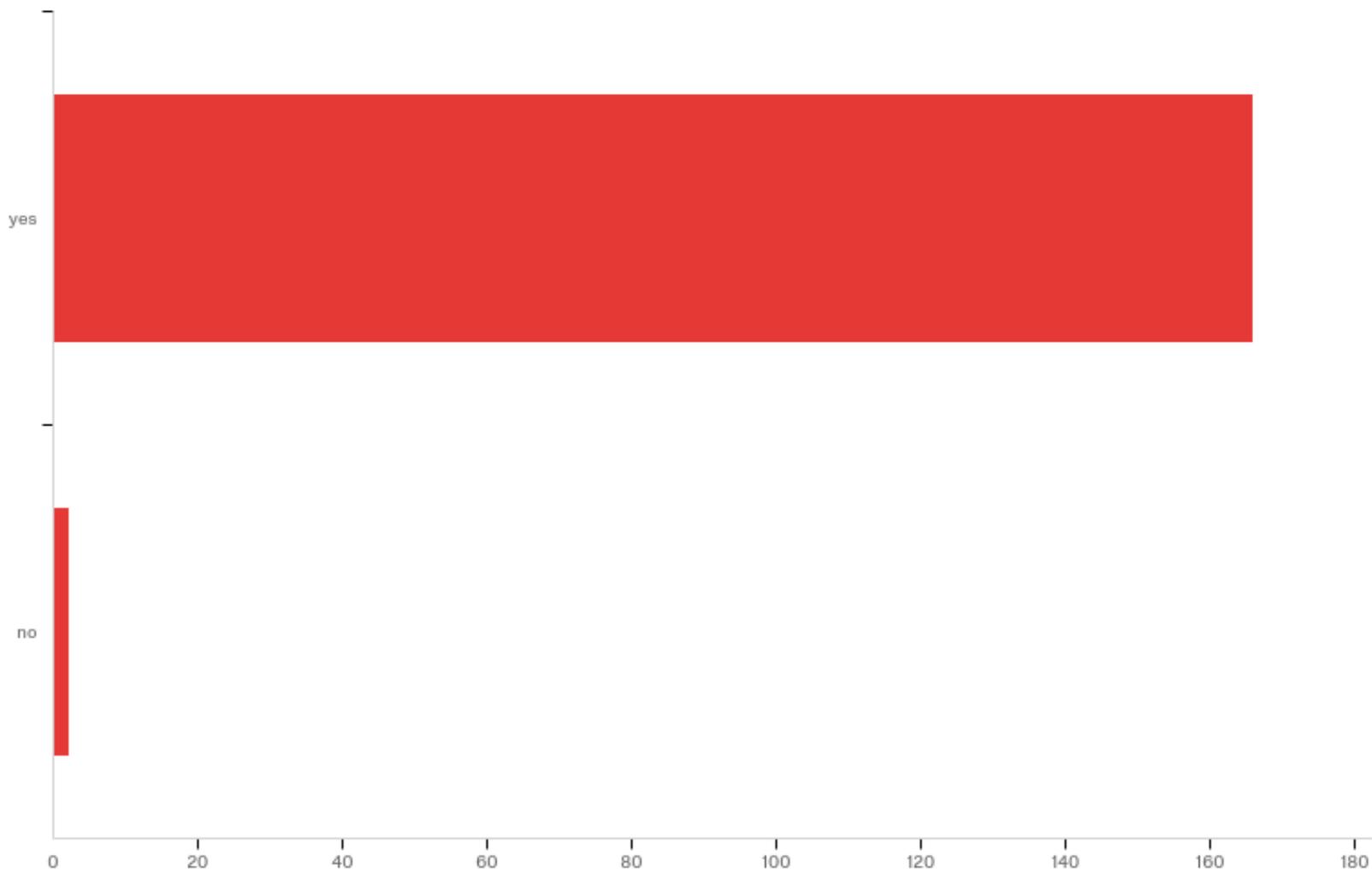# Faculty Survey Report

CEPP survey of faculty regarding qSET

April 3rd 2019, 4:35 am MDT

Synopsis

- 168 faculty
- Position
  - 48 NTT
  - 39 TT
  - 80 T

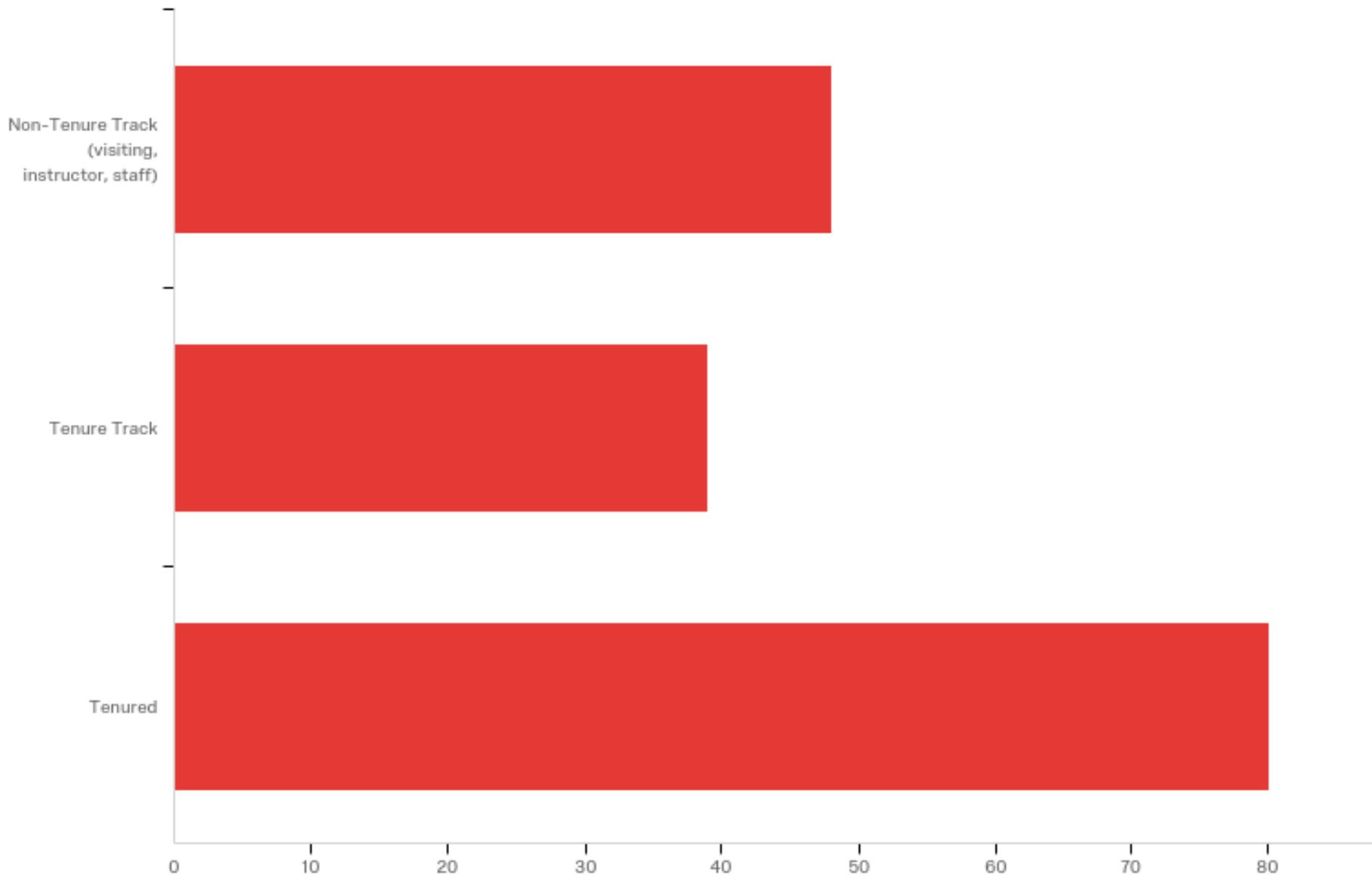# Q12 - Have you taught at Skidmore in the last 2 years?

Q12 - Have you taught at Skidmore in the last 2 years?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you taught at Skidmore in the last 2 years?	1.00	5.00	1.05	0.43	0.19	168

Q12 - Have you taught at Skidmore in the last 2 years?

#	Answer	%	Count
1	yes	98.81%	166
5	no	1.19%	2
	Total	100%	168

Q13 - What is your position at Skidmore?

Q13 - What is your position at Skidmore?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your position at Skidmore?	1.00	3.00	2.19	0.85	0.73	167

Q13 - What is your position at Skidmore?

#	Answer	%	Count
1	Non-Tenure Track (visiting, instructor, staff)	28.74%	48
2	Tenure Track	23.35%	39
3	Tenured	47.90%	80
	Total	100%	167

# Q14 - Are you a current, or previous, department chair/program director?
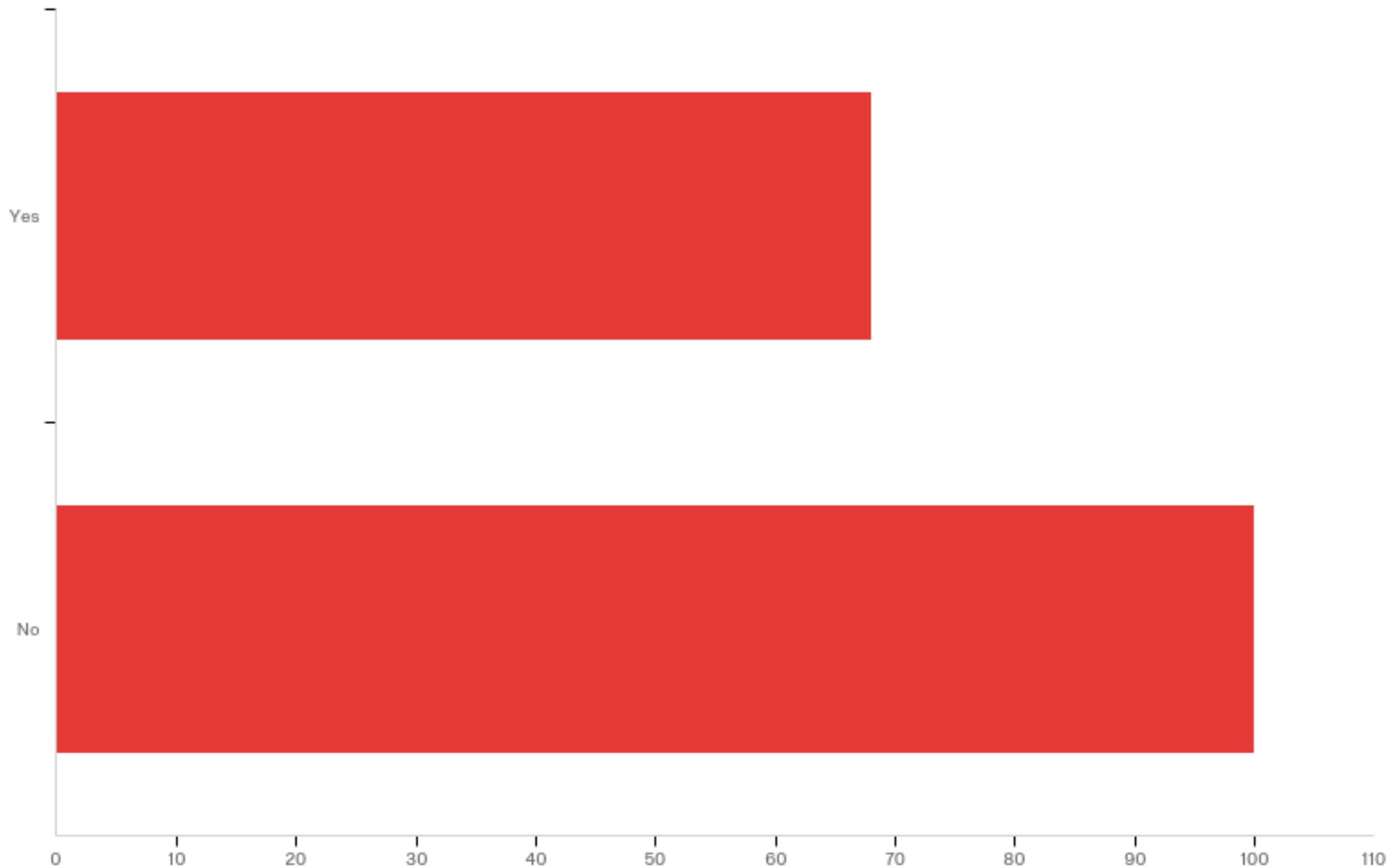
Q14 - Are you a current, or previous, department chair/program director?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you a current, or previous, department chair/program director?	1.00	2.00	1.60	0.49	0.24	168

Q14 - Are you a current, or previous, department chair/program director?

#	Answer	%	Count
1	Yes	40.48%	68
2	No	59.52%	100
	Total	100%	168

Q32 - Have you served on the tenure and/or promotion committee?
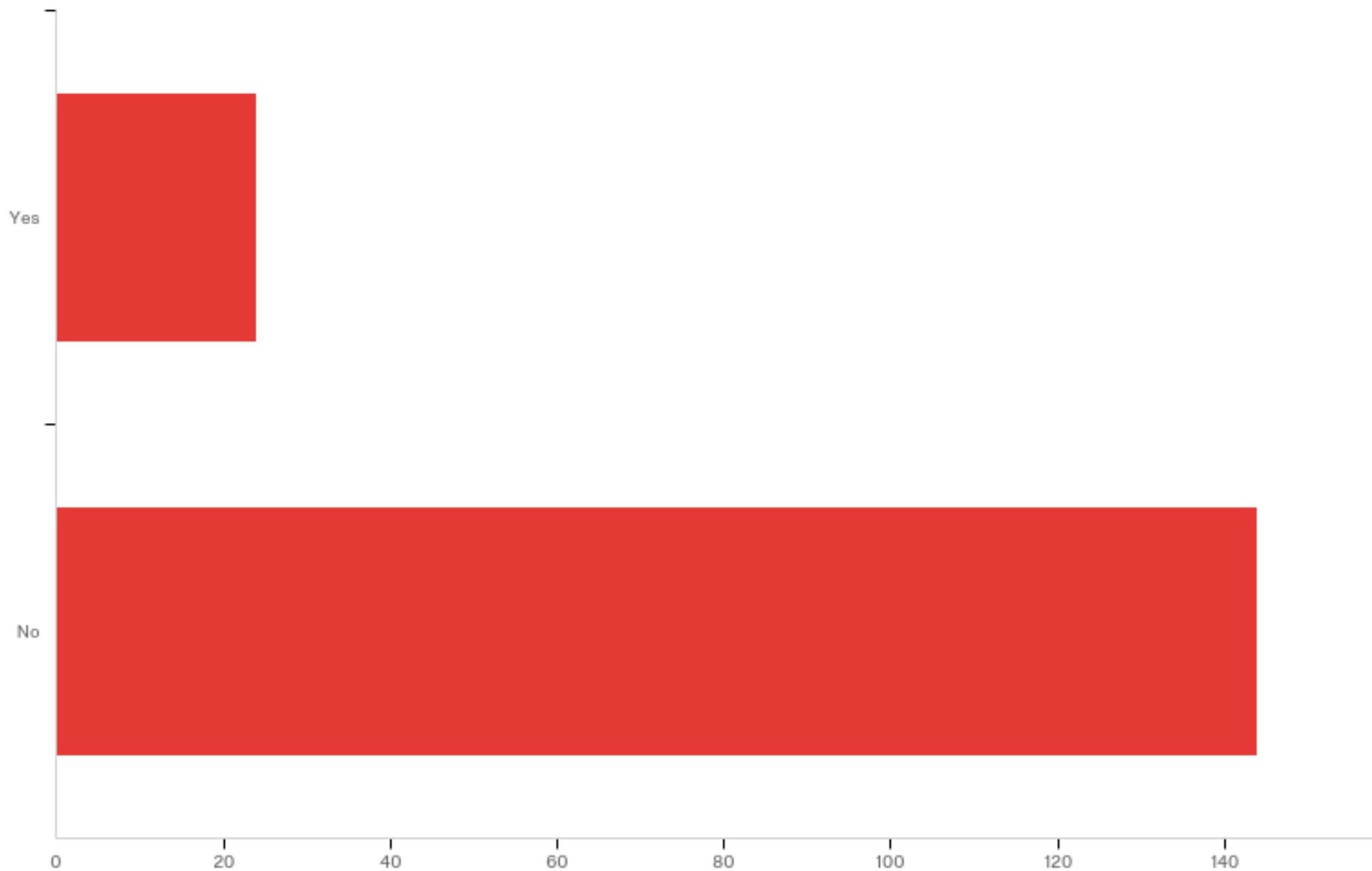
Q32 - Have you served on the tenure and/or promotion committee?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you served on the tenure and/or promotion committee?	1.00	2.00	1.86	0.35	0.12	168

Q32 - Have you served on the tenure and/or promotion committee?

#	Answer	%	Count
1	Yes	14.29%	24
2	No	85.71%	144
	Total	100%	168

Q15 - The current quantitative Student Evaluation of Teaching (qSET) form is working well.
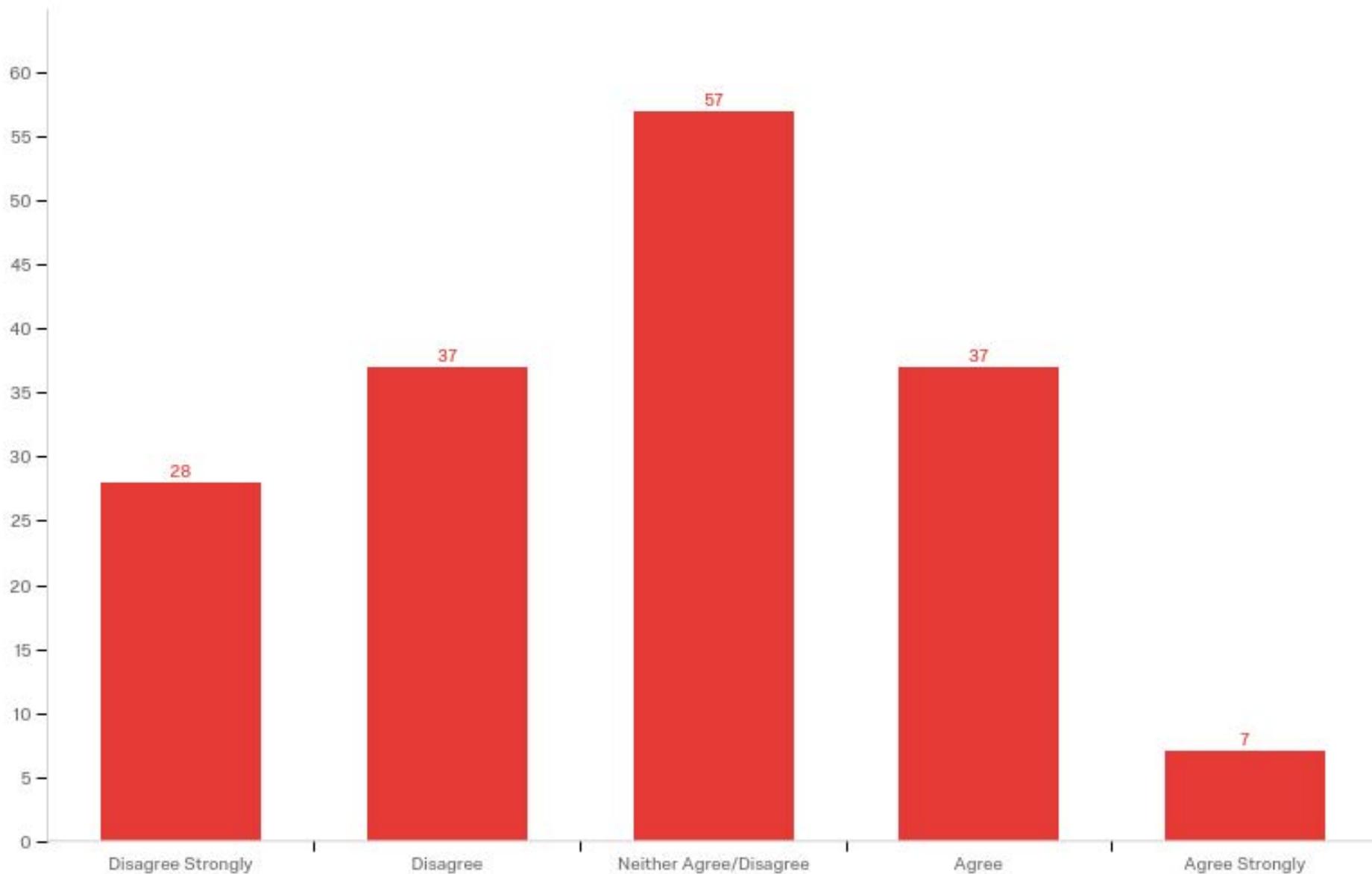
Q15 - The current quantitative Student Evaluation of Teaching (qSET) form is working well.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The current quantitative Student Evaluation of Teaching (qSET) form is working well.	1.00	5.00	2.75	1.11	1.23	166

Q15 - The current quantitative Student Evaluation of Teaching (qSET) form is working well.

#	Answer	%	Count
1	Disagree Strongly	16.87%	28
2	Disagree	22.29%	37
3	Neither Agree/Disagree	34.34%	57
4	Agree	22.29%	37
5	Agree Strongly	4.22%	7
	Total	100%	166

Q16 - The qSET form provides useful feedback to me as an instructor.

|	Disagree strongly	Disagree	Neither agree/disagree	Agree	Agree Strongly
Count	18	38	41	60	9
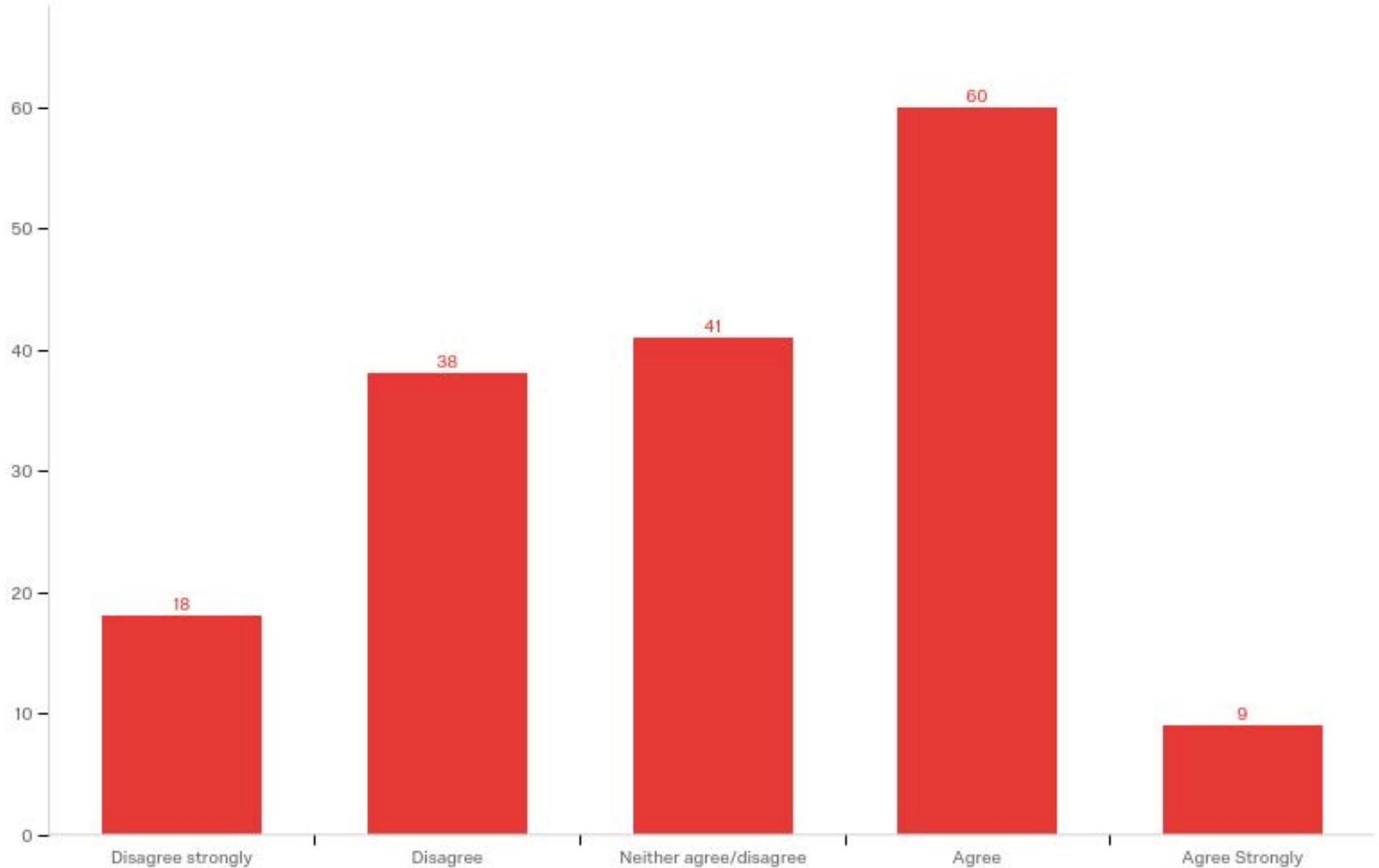
Q16 - The qSET form provides useful feedback to me as an instructor.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The qSET form provides useful feedback to me as an instructor.	1.00	5.00	3.02	1.11	1.24	166

Q16 - The qSET form provides useful feedback to me as an instructor.

#	Answer	%	Count
1	Disagree strongly	10.84%	18
2	Disagree	22.89%	38
3	Neither agree/disagree	24.70%	41
4	Agree	36.14%	60
5	Agree Strongly	5.42%	9
	Total	100%	166

Q17 - The qSET scores are objective evaluations of teaching effectiveness.
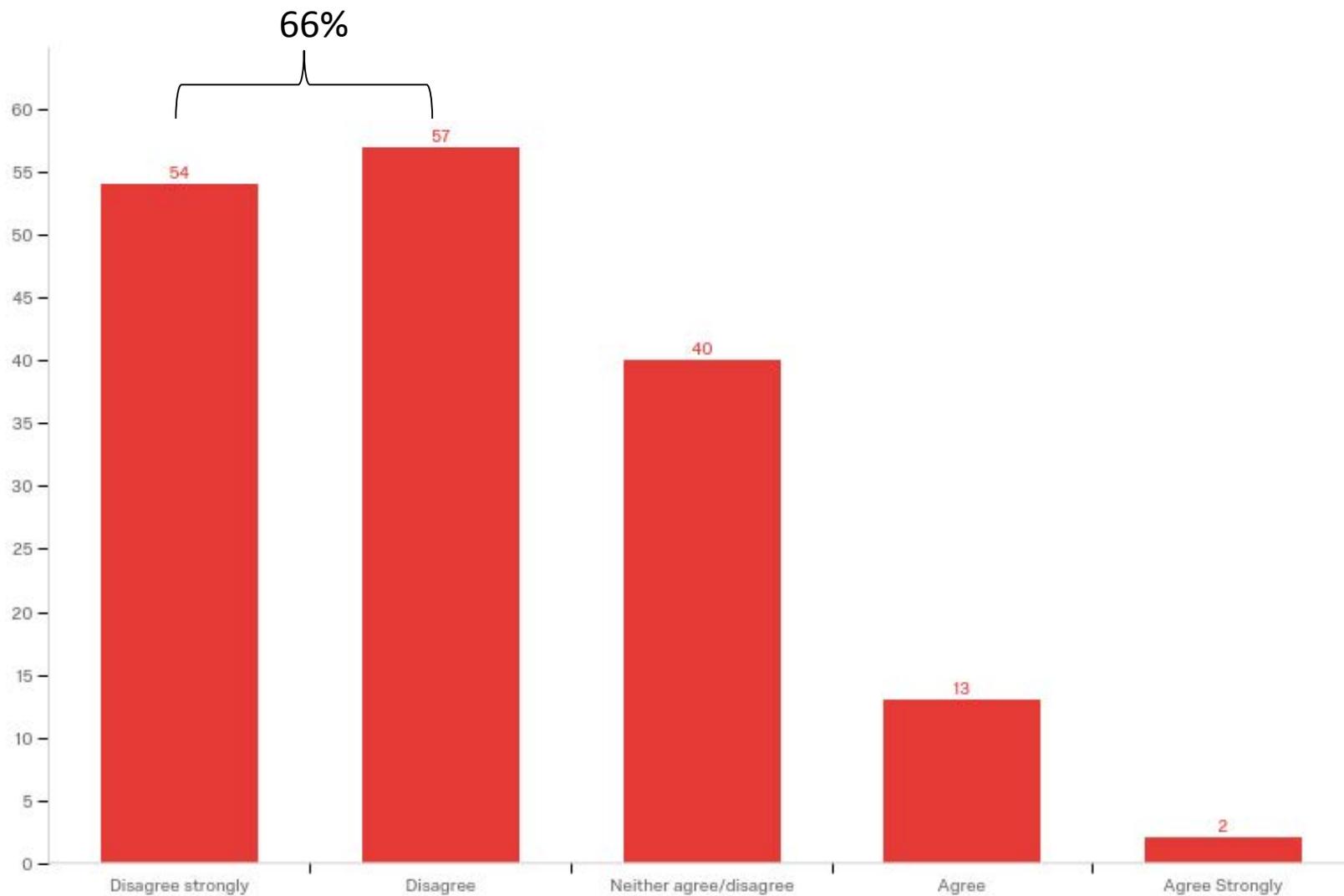
Q17 - The qSET scores are objective evaluations of teaching effectiveness.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The qSET scores are objective evaluations of teaching effectiveness.	1.00	5.00	2.11	0.99	0.98	166

Q17 - The qSET scores are objective evaluations of teaching effectiveness.

#	Answer	%	Count
1	Disagree strongly	32.53%	54
2	Disagree	34.34%	57
3	Neither agree/disagree	24.10%	40
4	Agree	7.83%	13
5	Agree Strongly	1.20%	2
	Total	100%	166

Q18 - Instructor characteristics such as race, ethnicity, gender, etc. do not influence the qSET scores.
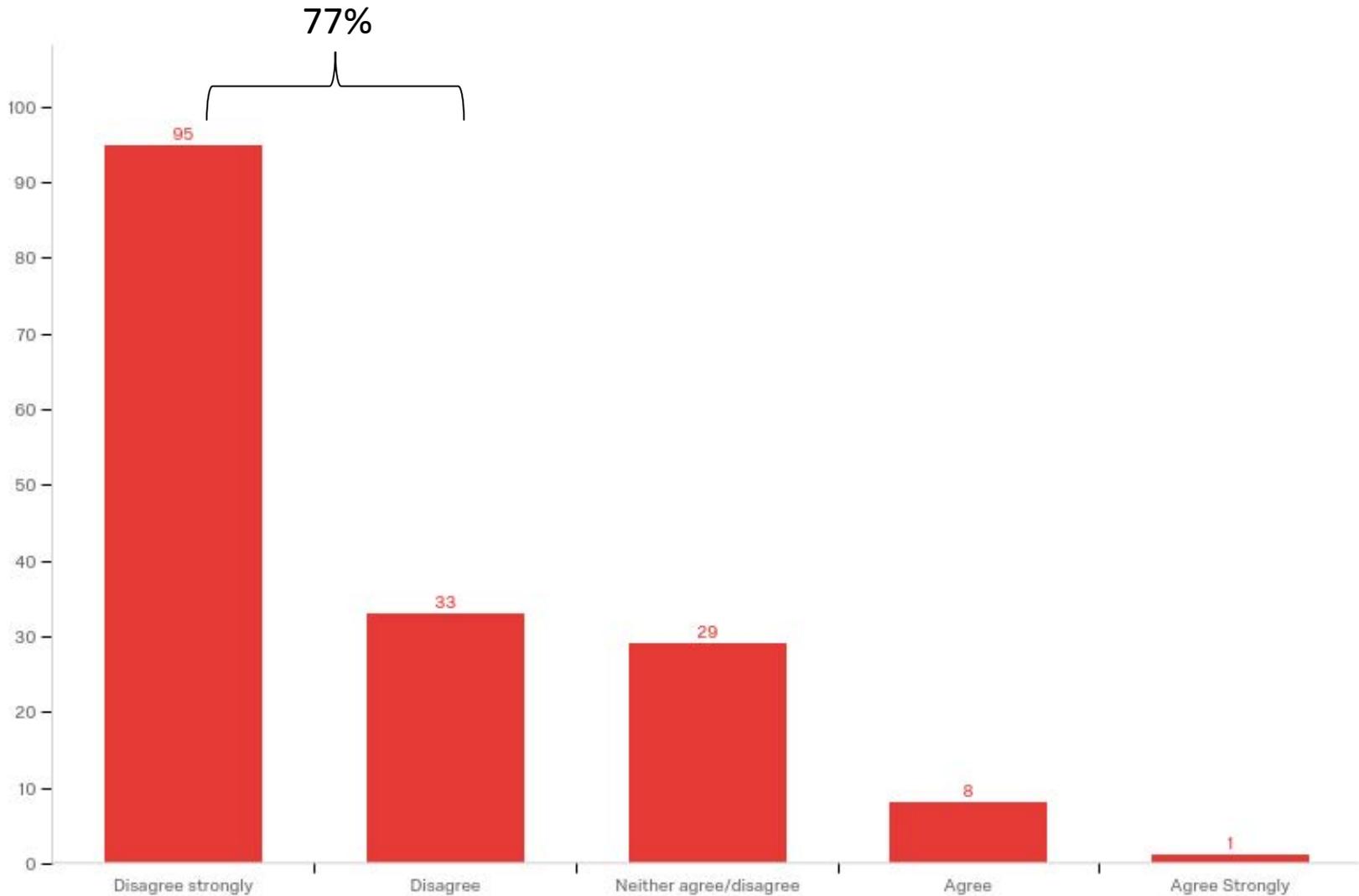
Note: responses differed between position, TT>T>NTT in terms of magnitude of disagreement

Q18 - Instructor characteristics such as race, ethnicity, gender, etc. do not influence the qSET scores.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Instructor characteristics such as race, ethnicity, gender, etc. do not influence the qSET scores.	1.00	5.00	1.72	0.96	0.91	166

Q18 - Instructor characteristics such as race, ethnicity, gender, etc. do not influence the qSET scores.

#	Answer	%	Count
1	Disagree strongly	57.23%	95
2	Disagree	19.88%	33
3	Neither agree/disagree	17.47%	29
4	Agree	4.82%	8
5	Agree Strongly	0.60%	1
	Total	100%	166

Q19 - The qSET form is useful for assessing student learning.
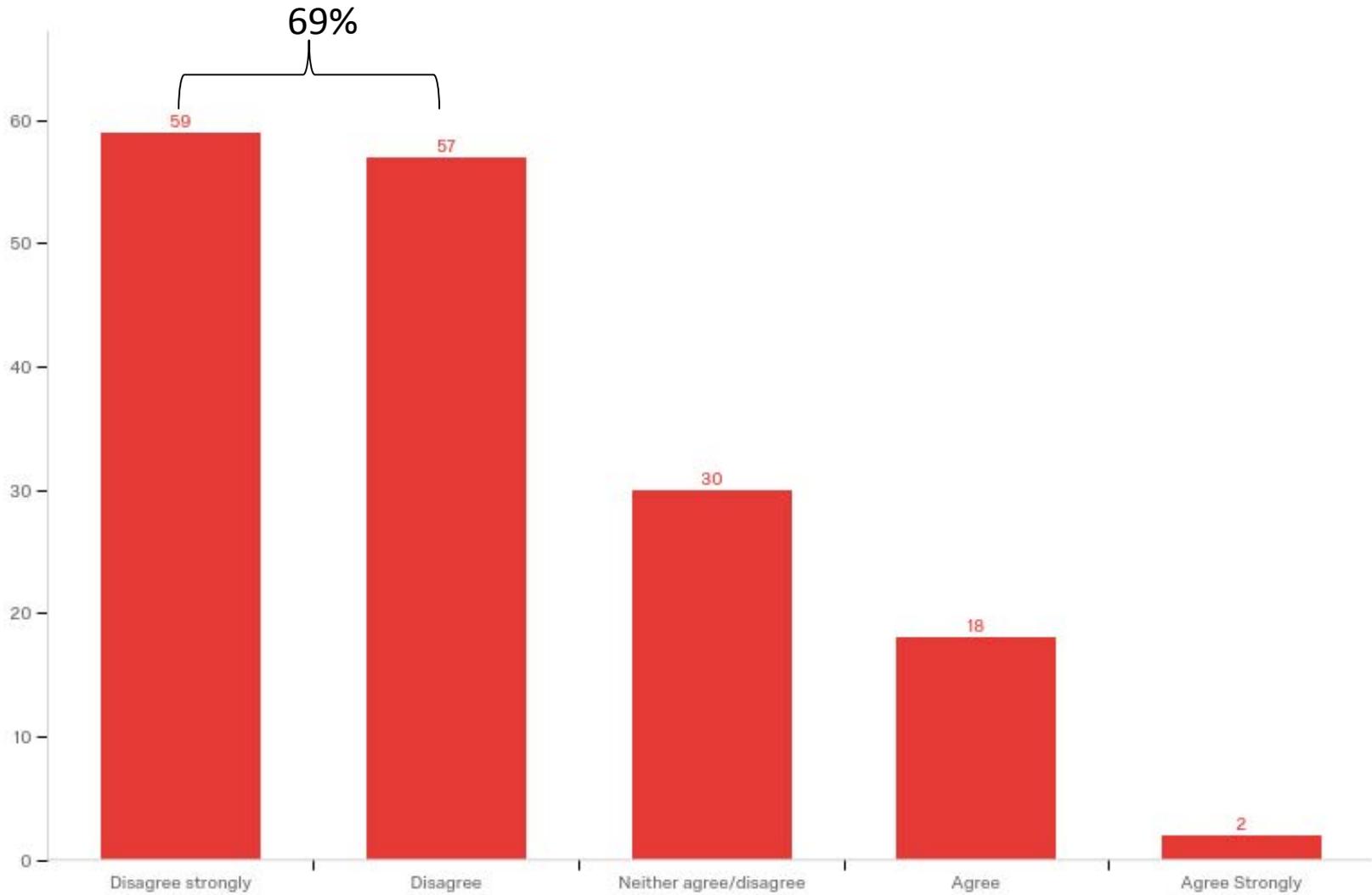
Note: responses differed between position TT disagreed more than NTT

Q19 - The qSET form is useful for assessing student learning.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The qSET form is useful for assessing student learning.	1.00	5.00	2.08	1.04	1.07	166

Q19 - The qSET form is useful for assessing student learning.

#	Answer	%	Count
1	Disagree strongly	35.54%	59
2	Disagree	34.34%	57
3	Neither agree/disagree	18.07%	30
4	Agree	10.84%	18
5	Agree Strongly	1.20%	2
	Total	100%	166

# Q20 - The qSET data are necessary for evaluating teaching effectiveness.
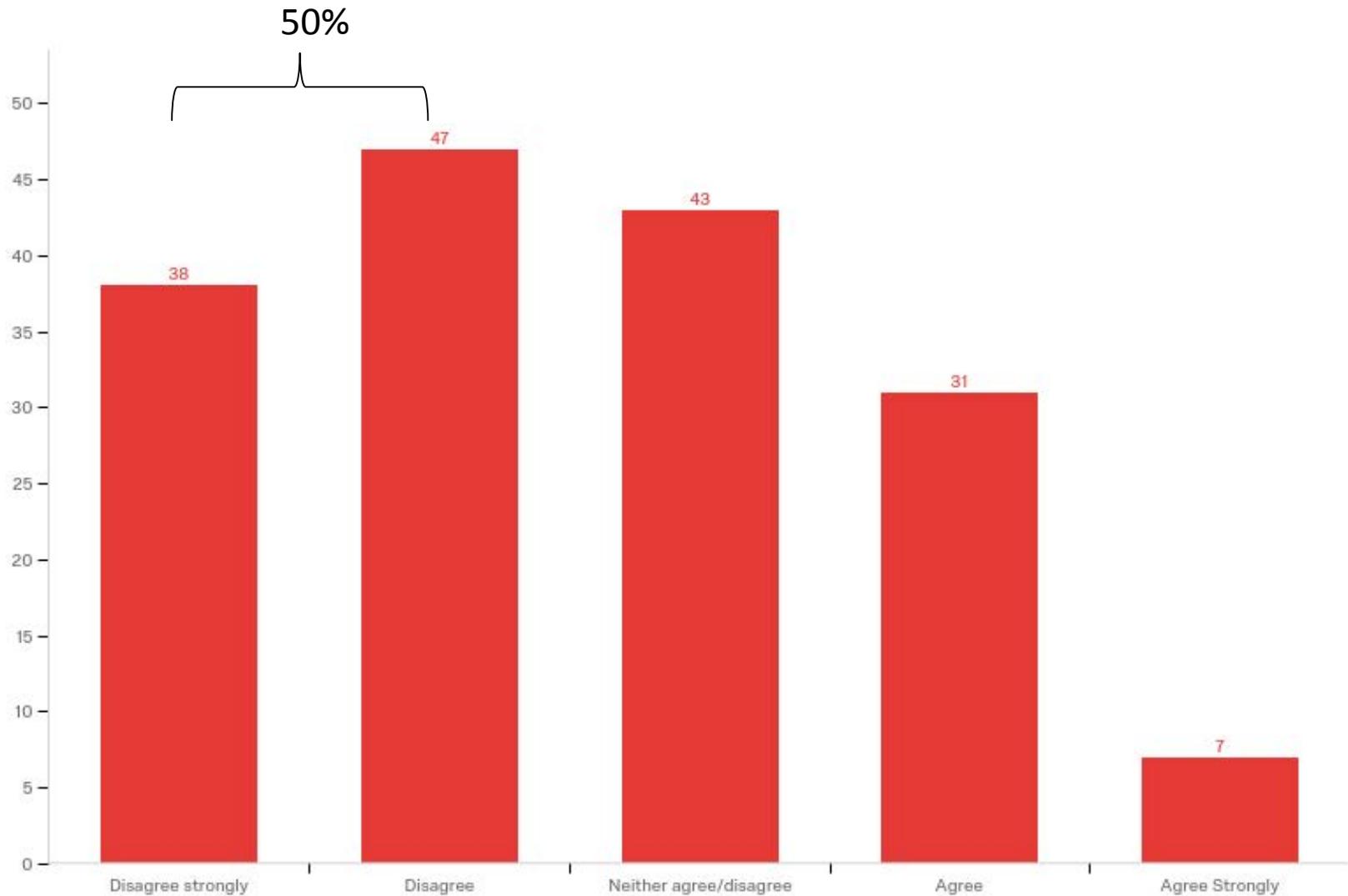
Q20 - The qSET data are necessary for evaluating teaching effectiveness.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The qSET data are necessary for evaluating teaching effectiveness.	1.00	5.00	2.53	1.15	1.33	166

Q20 - The qSET data are necessary for evaluating teaching effectiveness.

#	Answer	%	Count
1	Disagree strongly	22.89%	38
2	Disagree	28.31%	47
3	Neither agree/disagree	25.90%	43
4	Agree	18.67%	31
5	Agree Strongly	4.22%	7
	Total	100%	166

Q21 - There is a specific overall qSET score which demonstrates a minimum standard of effective teaching.
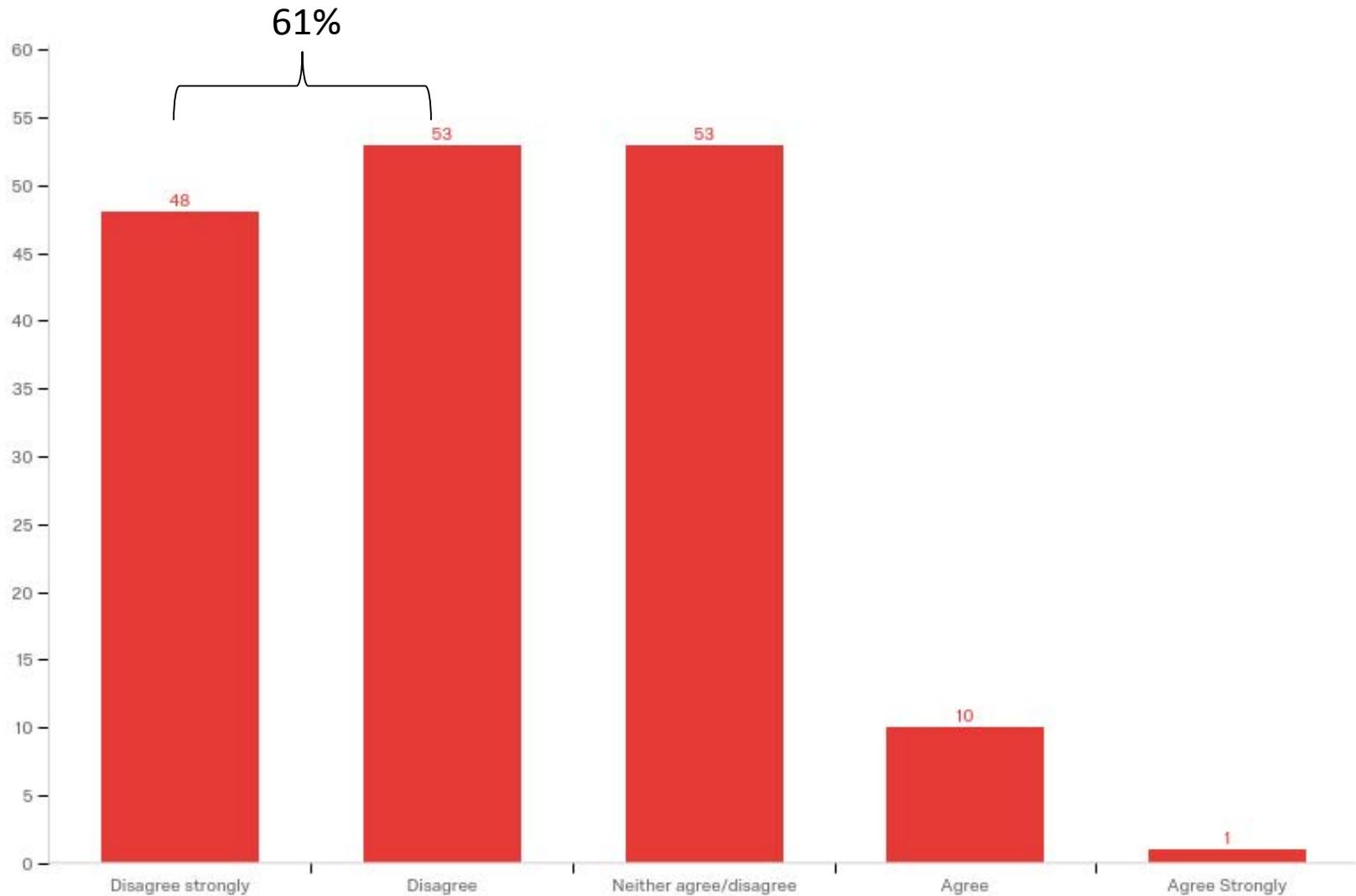
Q21 - There is a specific overall qSET score which demonstrates a minimum standard of effective teaching.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is a specific overall qSET score which demonstrates a minimum standard of effective teaching.	1.00	5.00	2.17	0.94	0.88	165

Q21 - There is a specific overall qSET score which demonstrates a minimum standard of effective teaching.

#	Answer	%	Count
1	Disagree strongly	29.09%	48
2	Disagree	32.12%	53
3	Neither agree/disagree	32.12%	53
4	Agree	6.06%	10
5	Agree Strongly	0.61%	1
	Total	100%	165

Q22 - If you agree with the question above, what is your minimum standard for overall qSET scores for demonstrating teaching effectiveness?

If you agree with the question above, what is your minimum standard for overall qSET scores for demonstrating teaching effectiveness?
4.0
It's not a hard minimum, but do refer to 4.0 as the "gold standard"--there and above is a safe zone. Down to around 3.8 is still solid ground in my mind.
3
possibly the mean or median
There is a score (approx. 3.5) that is a hygeine factor for good teaching, meaning that once a faculty member is above that threshold overall, no other conclusion can be drawn from the score.
People seem to think that it's 4. I don't share that belief.
3
3.5
Depends on the class.
2

Q22 - If you agree with the question above, what is your minimum standard for overall qSET scores for demonstrating teaching effectiveness?

| If you agree with the question above, what is your minimum standard for overall qSET scores for demonstrating teaching effectiveness? |
| --- |
| 3 or above |
| This is absolutely where bias could come in. Strongly disagree, and its a good question |
| Close to the median, if it veers strongly in a negative direction, I end up having concerns. |
| I think there needs to be a minimum number at which you then look an a myriad of other factors; the minimum does not necessarily imply ineffective teaching. |
| Average score |

Q24 - Students give higher ratings to instructors who teach less demanding courses.
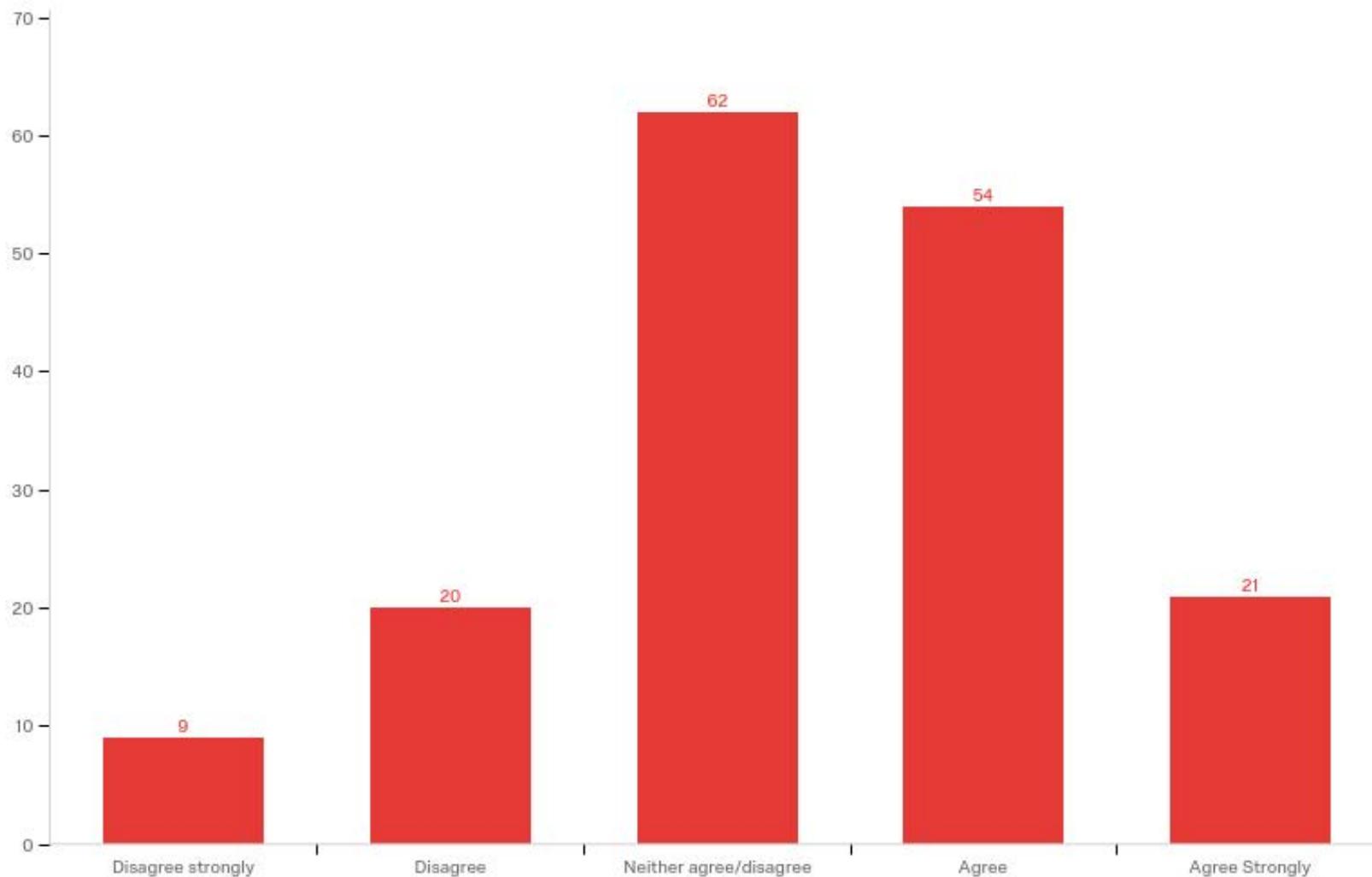
*ATC/PC members differed from other 2.9 v. 3.4, more likely to disagree or ambivalent. TT faculty more likely to agree (3.8 vs 3.2 for NTT/T)

Q24 - Students give higher ratings to instructors who teach less demanding courses.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students give higher ratings to instructors who teach less demanding courses.	1.00	5.00	3.35	1.02	1.05	166

Q24 - Students give higher ratings to instructors who teach less demanding courses.

#	Answer	%	Count
1	Disagree strongly	5.42%	9
2	Disagree	12.05%	20
3	Neither agree/disagree	37.35%	62
4	Agree	32.53%	54
5	Agree Strongly	12.65%	21
	Total	100%	166

Q25 - Students base their ratings on how much they learned.
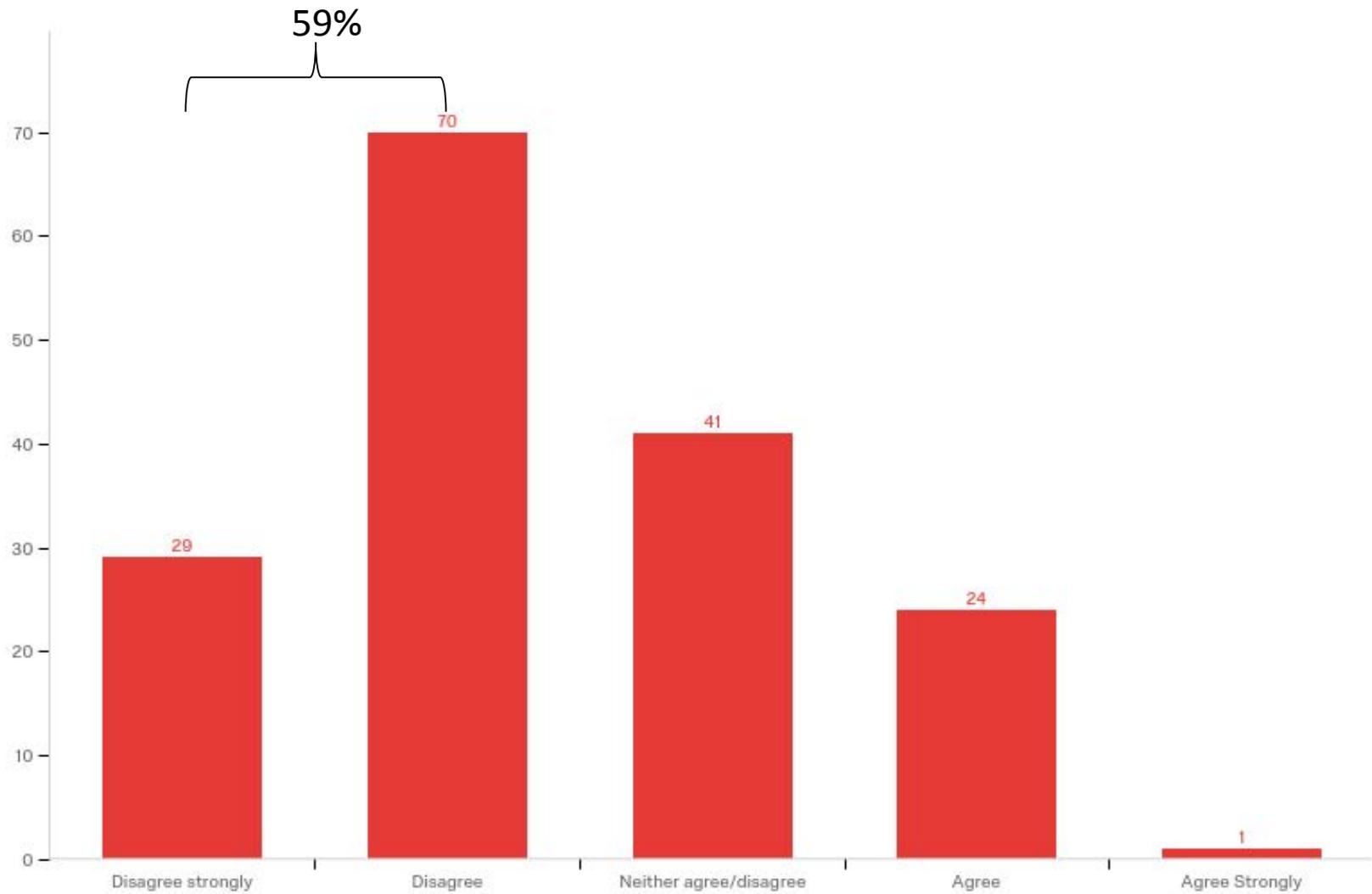
Q25 - Students base their ratings on how much they learned.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students base their ratings on how much they learned.	1.00	5.00	2.38	0.96	0.91	165

Q25 - Students base their ratings on how much they learned.

#	Answer	%	Count
1	Disagree strongly	17.58%	29
2	Disagree	42.42%	70
3	Neither agree/disagree	24.85%	41
4	Agree	14.55%	24
5	Agree Strongly	0.61%	1
	Total	100%	165

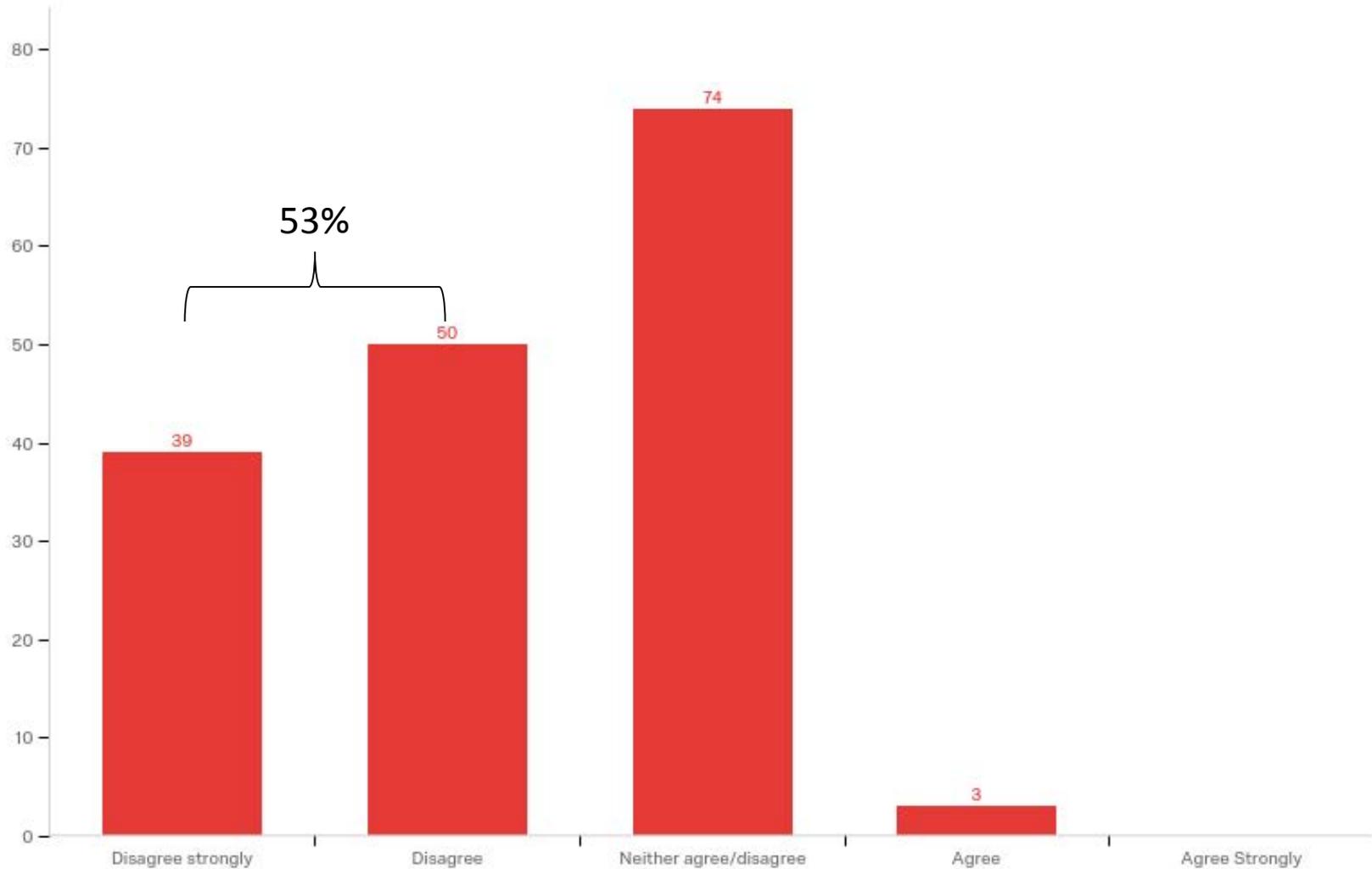# Q26 - qSET scores correlate strongly with student learning outcomes.
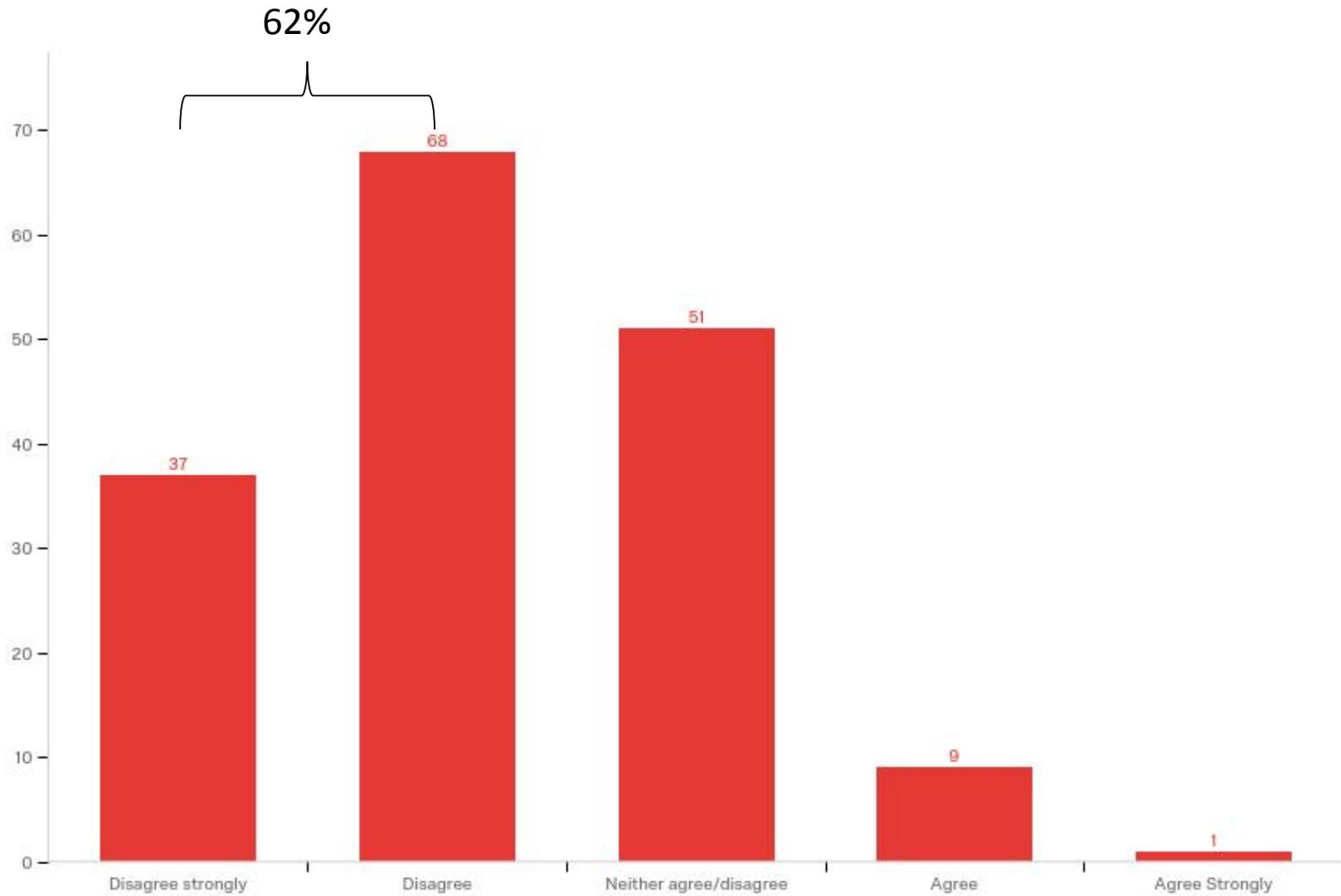
Q26 - qSET scores correlate strongly with student learning outcomes.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	qSET scores correlate strongly with student learning outcomes .	1.00	5.00	2.21	0.87	0.76	166

Q26 - qSET scores correlate strongly with student learning outcomes.

#	Answer	%	Count
1	Disagree strongly	22.29%	37
2	Disagree	40.96%	68
3	Neither agree/disagree	30.72%	51
4	Agree	5.42%	9
5	Agree Strongly	0.60%	1
	Total	100%	166

Q27 - qSET scores correlate strongly with students' future academic performance.

Q27 - qSET scores correlate strongly with students' future academic performance.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	qSET scores correlate strongly with students' future academic performance.	1.00	4.00	2.25	0.83	0.69	166

Q27 - qSET scores correlate strongly with students' future academic performance.

#	Answer	%	Count
1	Disagree strongly	23.49%	39
2	Disagree	30.12%	50
3	Neither agree/disagree	44.58%	74
4	Agree	1.81%	3
5	Agree Strongly	0.00%	0
	Total	100%	166

Q28 - A qSET score less than the mean would indicate inadequate teaching effectiveness.
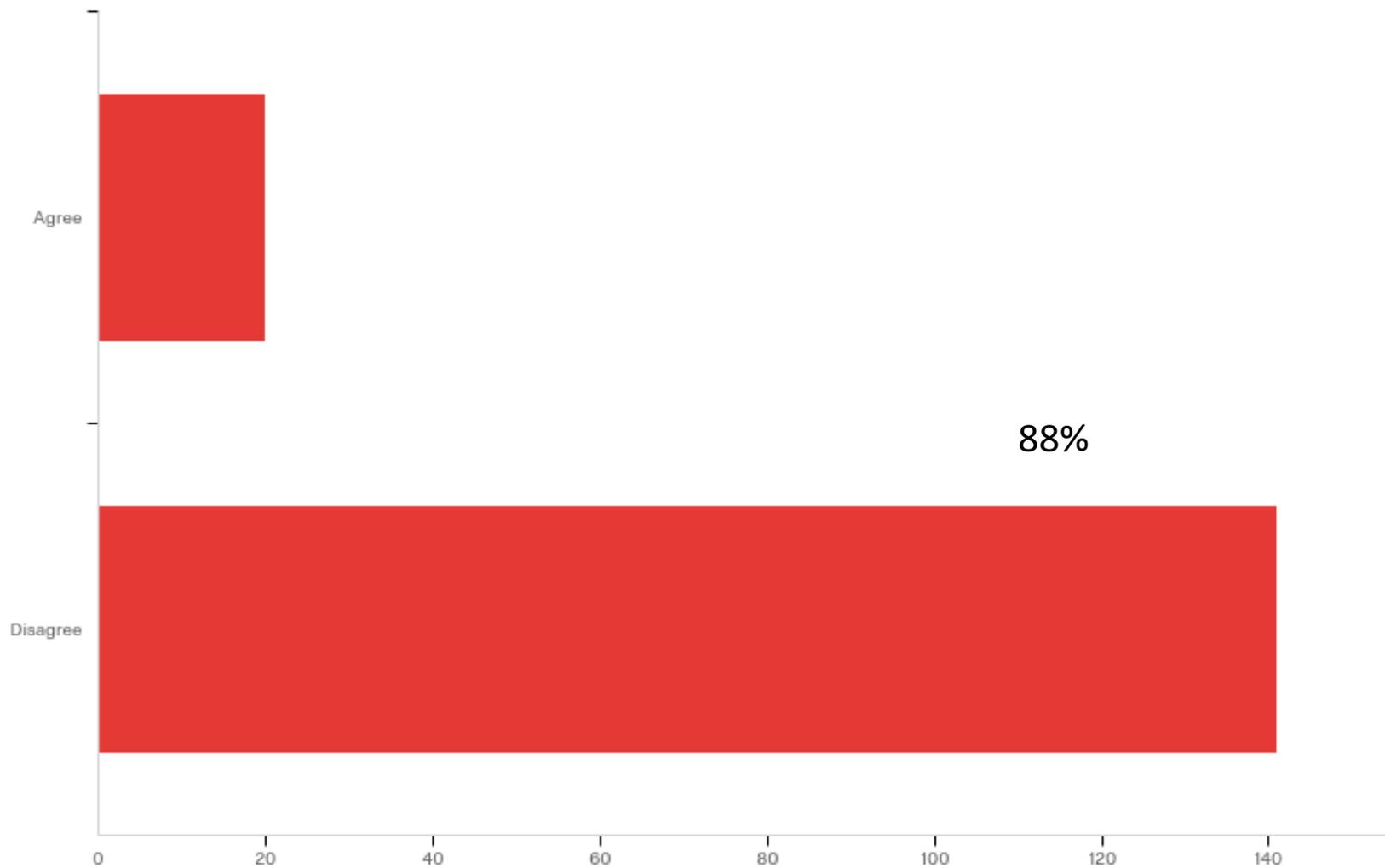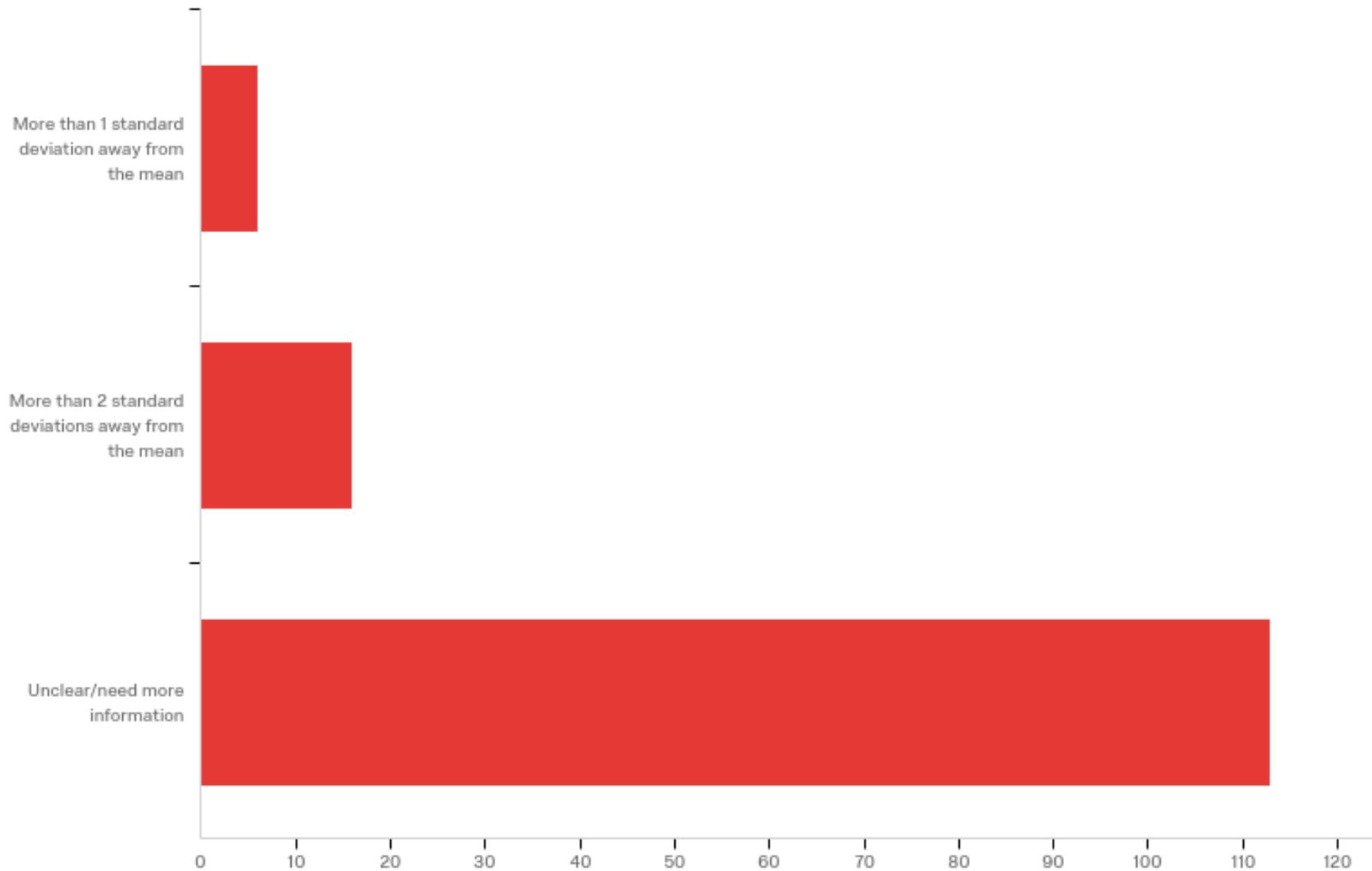

88%

Q28 - A qSET score less than the mean would indicate inadequate teaching effectiveness.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	A qSET score less than the mean would indicate inadequate teaching effectiveness.	7.00	12.00	11.38	1.65	2.72	161

Q28 - A qSET score less than the mean would indicate inadequate teaching effectiveness.

#	Answer	%	Count
7	Agree	12.42%	20
12	Disagree	87.58%	141
	Total	100%	161

Q33 - If you answered "Disagree" on the previous question, which of the following thresholds would indicate inadequate teaching effectiveness?

Q33 - If you answered "Disagree" on the previous question, which of the following thresholds would indicate inadequate teaching effectiveness?
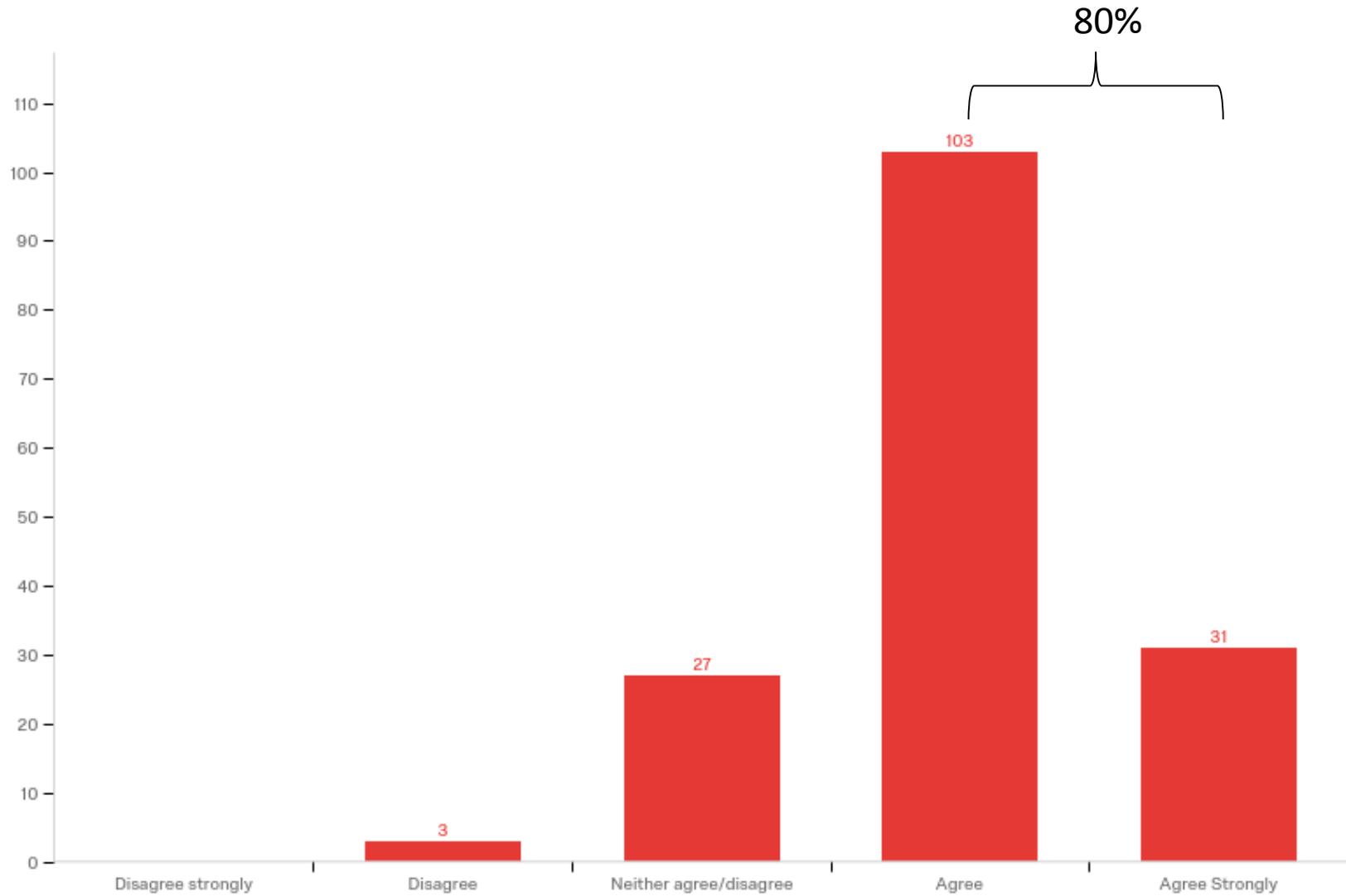
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you answered "Disagree" on the previous question, which of the following thresholds would indicate inadequate teaching effectiveness?	1.00	3.00	2.79	0.50	0.25	135

Q33 - If you answered "Disagree" on the previous question, which of the following thresholds would indicate inadequate teaching effectiveness?

#	Answer	%	Count
1	More than 1 standard deviation away from the mean	4.44%	6
2	More than 2 standard deviations away from the mean	11.85%	16
3	Unclear/need more information	83.70%	113
	Total	100%	135

Q29 - Students base their ratings on satisfaction with the course or instructor.

Q29 - Students base their ratings on satisfaction with the course or instructor.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students base their ratings on satisfaction with the course or instructor.	2.00	5.00	3.99	0.65	0.43	164

Q29 - Students base their ratings on satisfaction with the course or instructor.

#	Answer	%	Count
1	Disagree strongly	0.00%	0
2	Disagree	1.83%	3
3	Neither agree/disagree	16.46%	27
4	Agree	62.80%	103
5	Agree Strongly	18.90%	31
	Total	100%	164

Q30 - I feel pressure to make my class less demanding to get favorable evaluations (i.e. qSET scores).
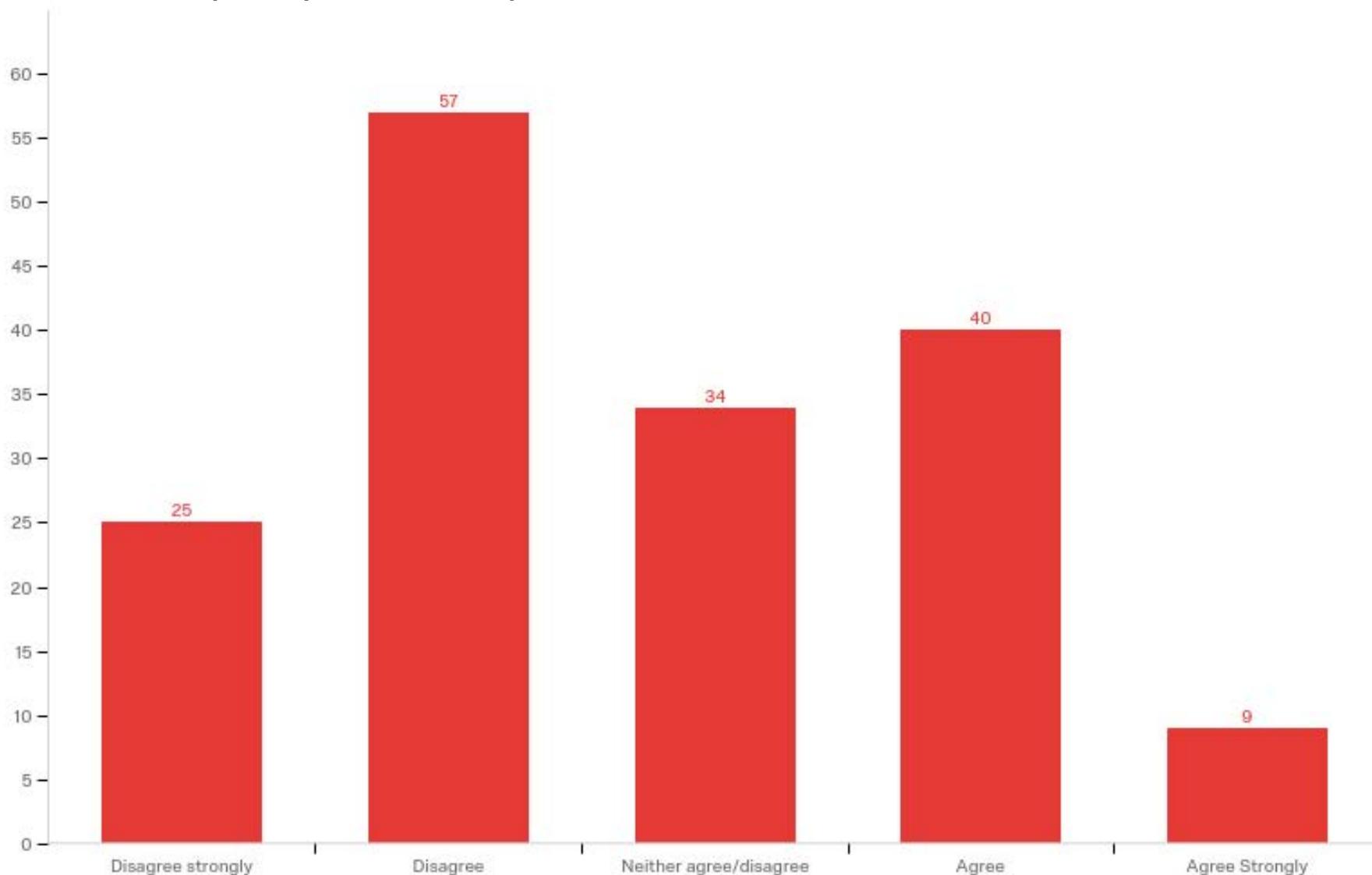
*ATC/PC members differed from other 2.2 v. 2.8, more likely to disagree or ambivalent.
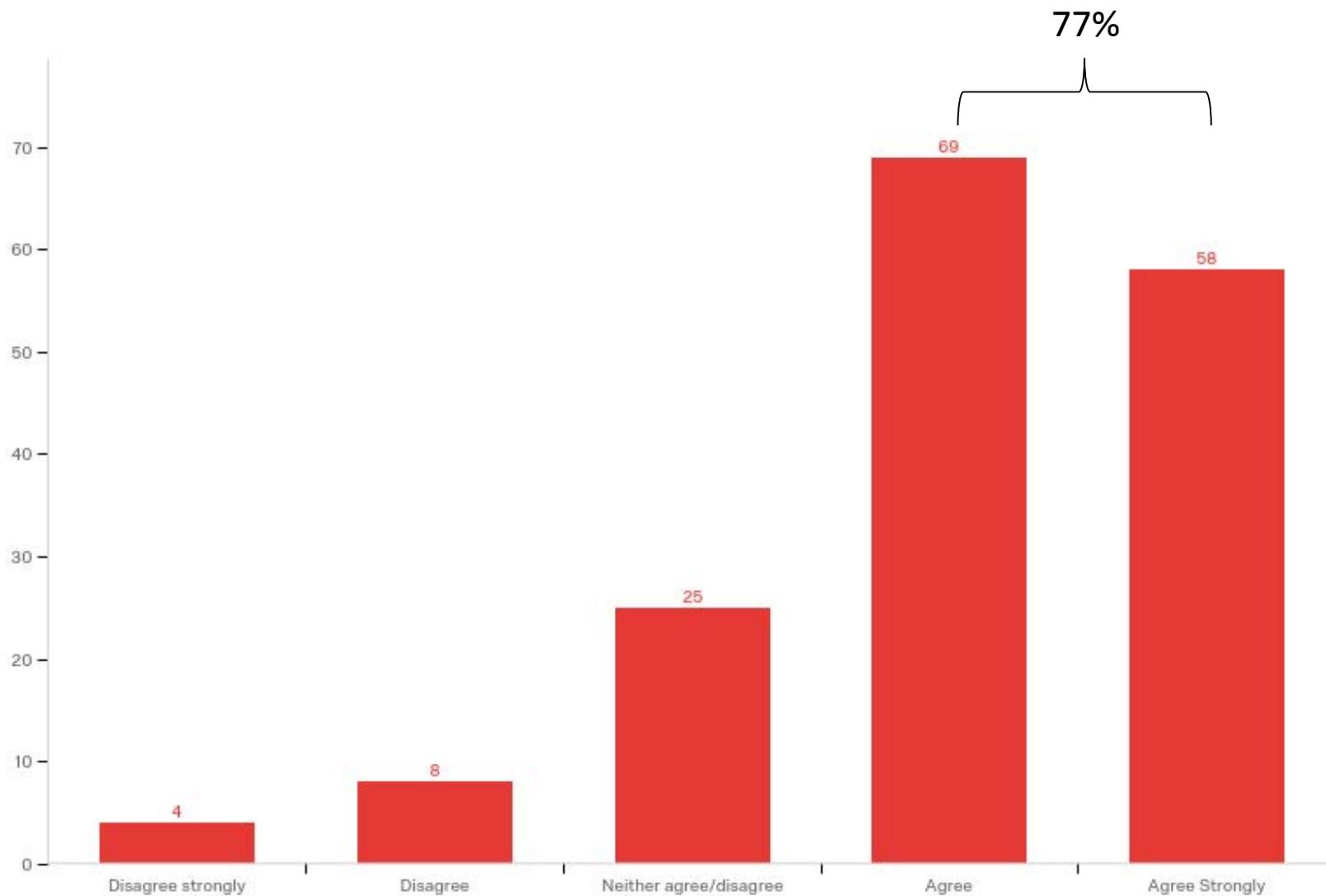TT faculty less likely to disagree than tenured faculty (3.1 vs. 2.6)

Q30 - I feel pressure to make my class less demanding to get favorable evaluations (i.e. qSET scores).

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I feel pressure to make my class less demanding to get favorable evaluations (i.e. qSET scores).	1.00	5.00	2.70	1.15	1.32	165

Q30 - I feel pressure to make my class less demanding to get favorable evaluations (i.e. qSET scores).

#	Answer	%	Count
1	Disagree strongly	15.15%	25
2	Disagree	34.55%	57
3	Neither agree/disagree	20.61%	34
4	Agree	24.24%	40
5	Agree Strongly	5.45%	9
	Total	100%	165

Q31 - Students are influenced by an instructor's gender in their evaluations of teaching (e.g. qSET scores).

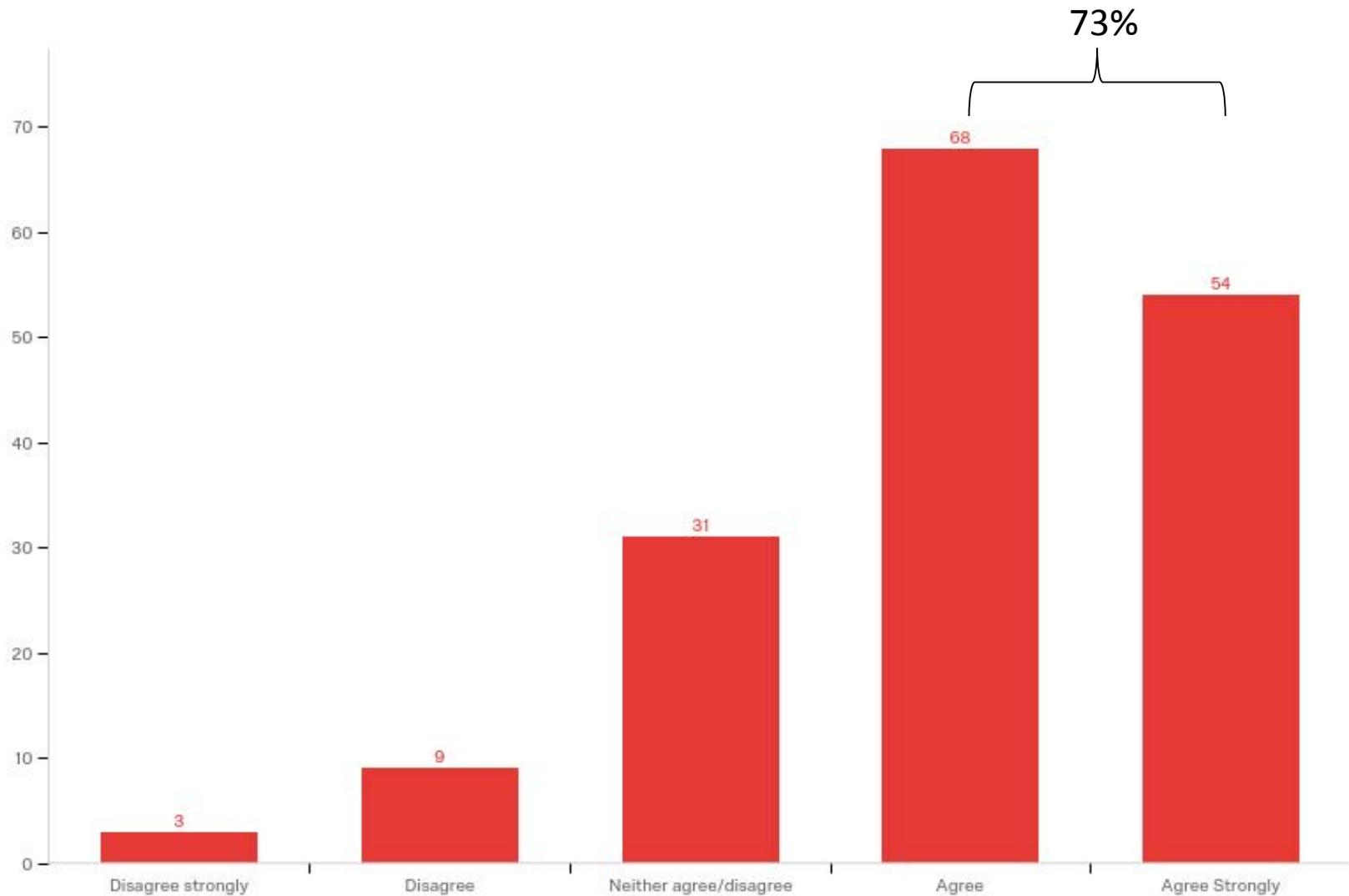NTT faculty less likely to agree than TT or T faculty

Q31 - Students are influenced by an instructor's gender in their evaluations of teaching (e.g. qSET scores).

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students are influenced by an instructor's gender in their evaluations of teaching (e.g. qSET scores).	1.00	5.00	4.03	0.96	0.92	164

Q31 - Students are influenced by an instructor's gender in their evaluations of teaching (e.g. qSET scores).

#	Answer	%	Count
1	Disagree strongly	2.44%	4
2	Disagree	4.88%	8
3	Neither agree/disagree	15.24%	25
4	Agree	42.07%	69
5	Agree Strongly	35.37%	58
	Total	100%	164

Q32 - Students are influenced by an instructor's race/ethnicity in their evaluations of teaching (e.g. qSET scores).

NTT faculty less likely to agree than TT or T faculty

Q32 - Students are influenced by an instructor's race/ethnicity in their evaluations of teaching (e.g. qSET scores).

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students are influenced by an instructor's race/ethnicity in their evaluations of teaching (e.g. qSET scores).	1.00	5.00	3.98	0.95	0.90	165

Q32 - Students are influenced by an instructor's race/ethnicity in their evaluations of teaching (e.g. qSET scores).

#	Answer	%	Count
1	Disagree strongly	1.82%	3
2	Disagree	5.45%	9
3	Neither agree/disagree	18.79%	31
4	Agree	41.21%	68
5	Agree Strongly	32.73%	54
	Total	100%	165

Q33 - Instructors take the student evaluations seriously.
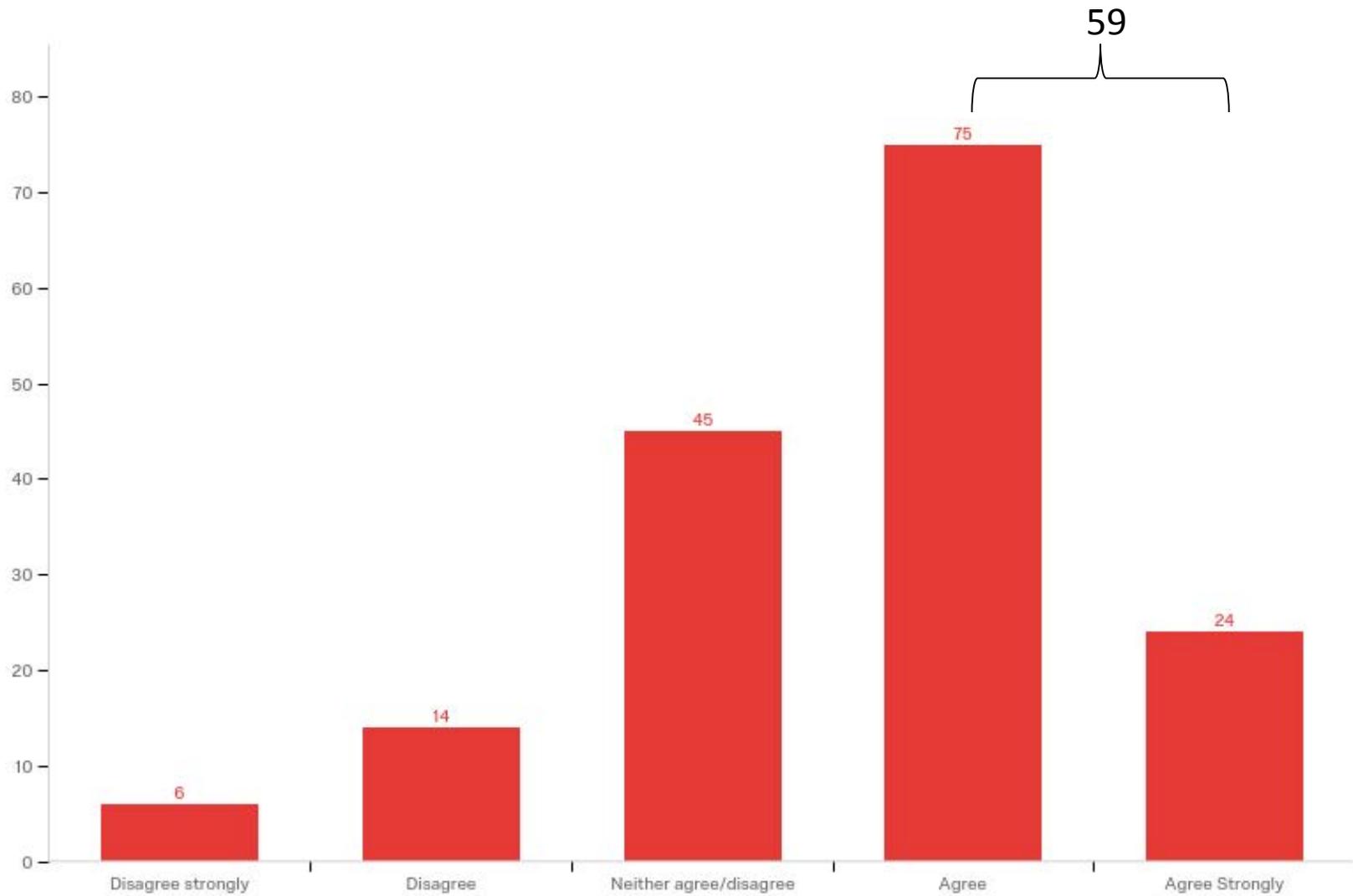
Q33 - Instructors take the student evaluations seriously.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Instructors take the student evaluations seriously.	1.00	5.00	3.59	0.96	0.92	164

Q33 - Instructors take the student evaluations seriously.

#	Answer	%	Count
1	Disagree strongly	3.66%	6
2	Disagree	8.54%	14
3	Neither agree/disagree	27.44%	45
4	Agree	45.73%	75
5	Agree Strongly	14.63%	24
	Total	100%	164

Q34 - Students take the evaluations of teaching seriously.
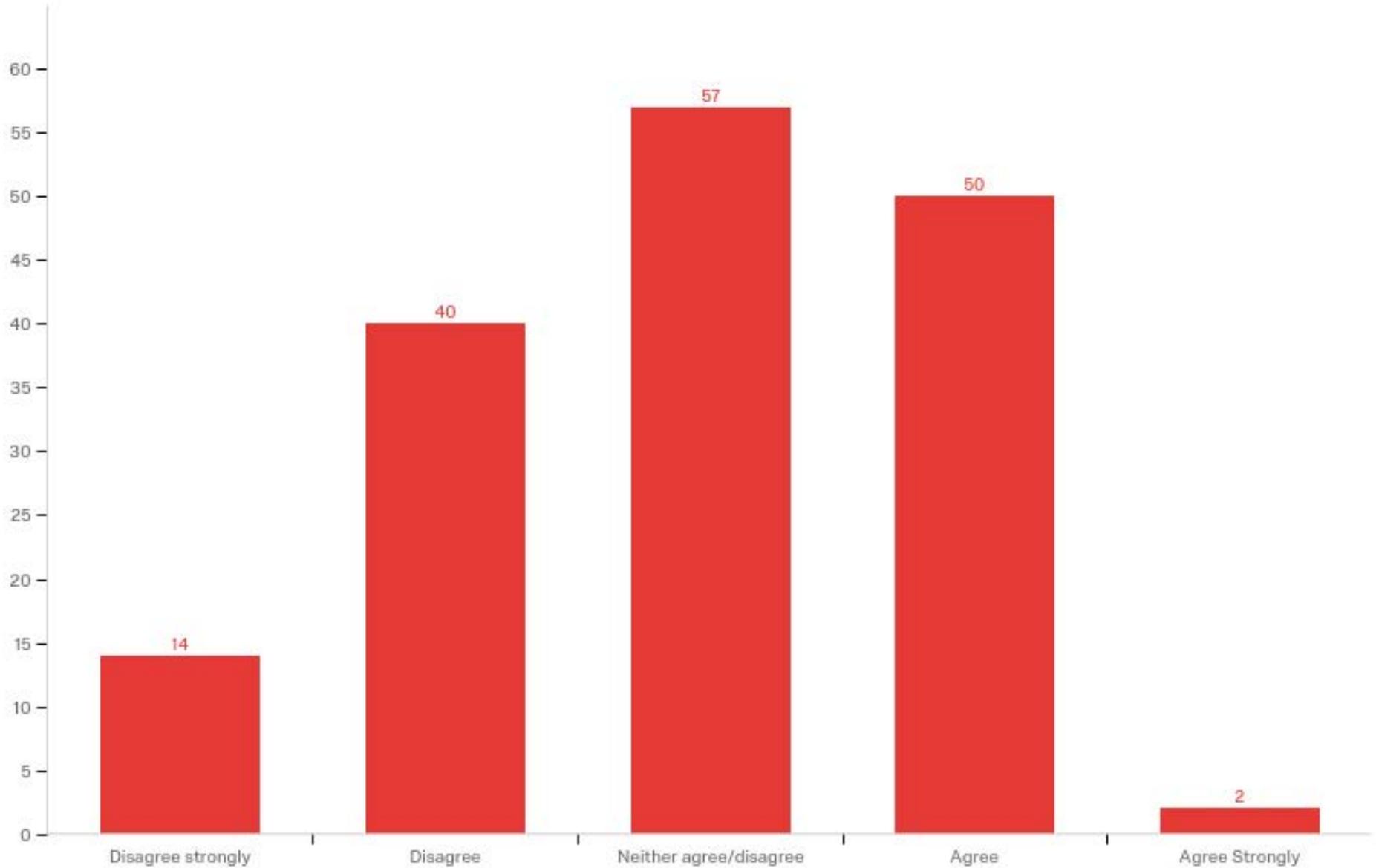
Q34 - Students take the evaluations of teaching seriously.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students take the evaluations of teaching seriously.	1.00	5.00	2.91	0.97	0.94	163

Q34 - Students take the evaluations of teaching seriously.

#	Answer	%	Count
1	Disagree strongly	8.59%	14
2	Disagree	24.54%	40
3	Neither agree/disagree	34.97%	57
4	Agree	30.67%	50
5	Agree Strongly	1.23%	2
	Total	100%	163

Q35 - Students should be trained about the qSET and its use.

62%

	Disagree strongly	Disagree	Neither agree/disagree	Agree	Agree Strongly
Value	10	14	38	58	45
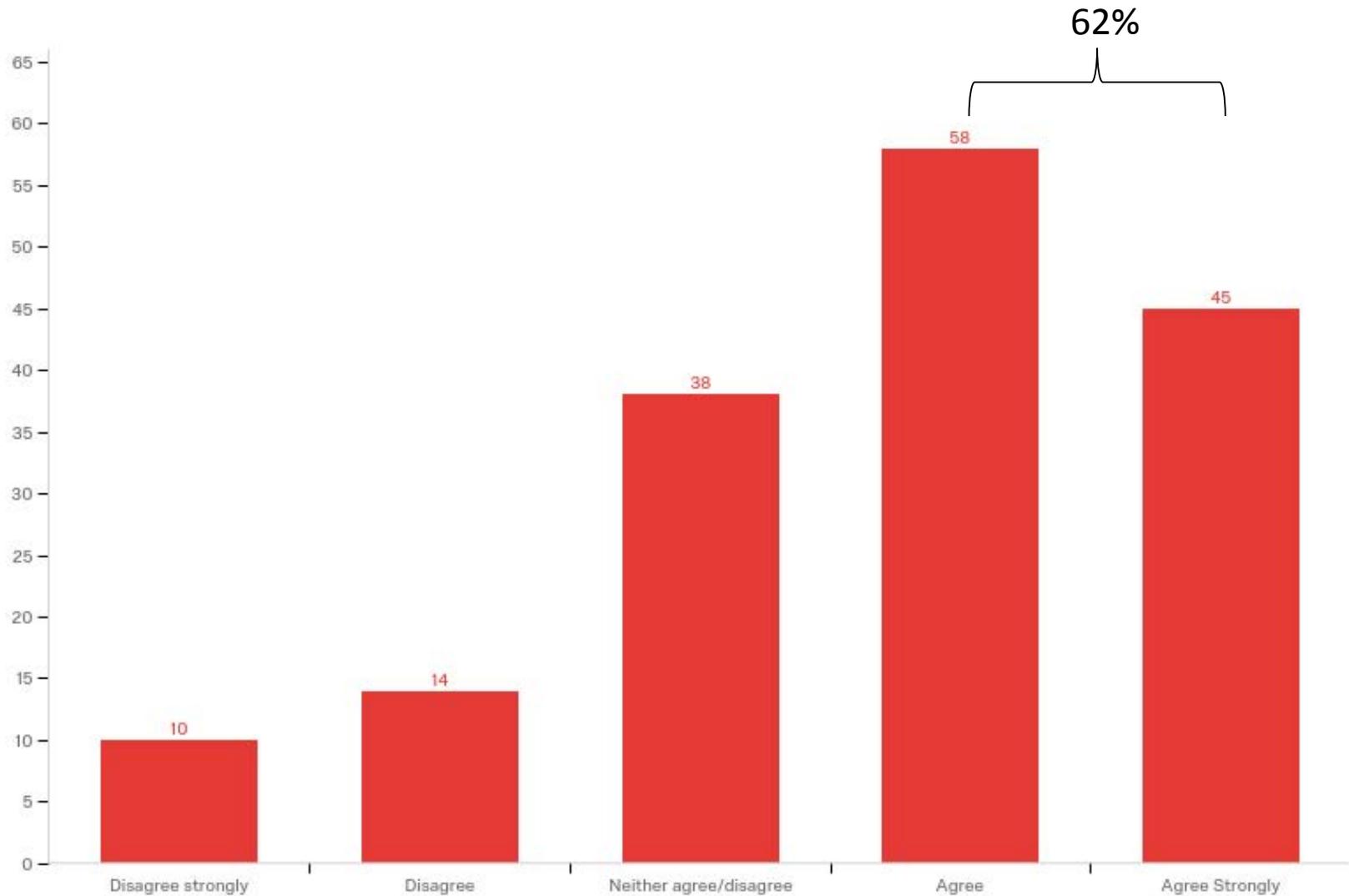
Q35 - Students should be trained about the qSET and its use.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Students should be trained about the qSET and its use.	1.00	5.00	3.69	1.14	1.29	165

Q35 - Students should be trained about the qSET and its use.

#	Answer	%	Count
1	Disagree strongly	6.06%	10
2	Disagree	8.48%	14
3	Neither agree/disagree	23.03%	38
4	Agree	35.15%	58
5	Agree Strongly	27.27%	45
	Total	100%	165

Q36 - I am satisfied with the current qSET form.
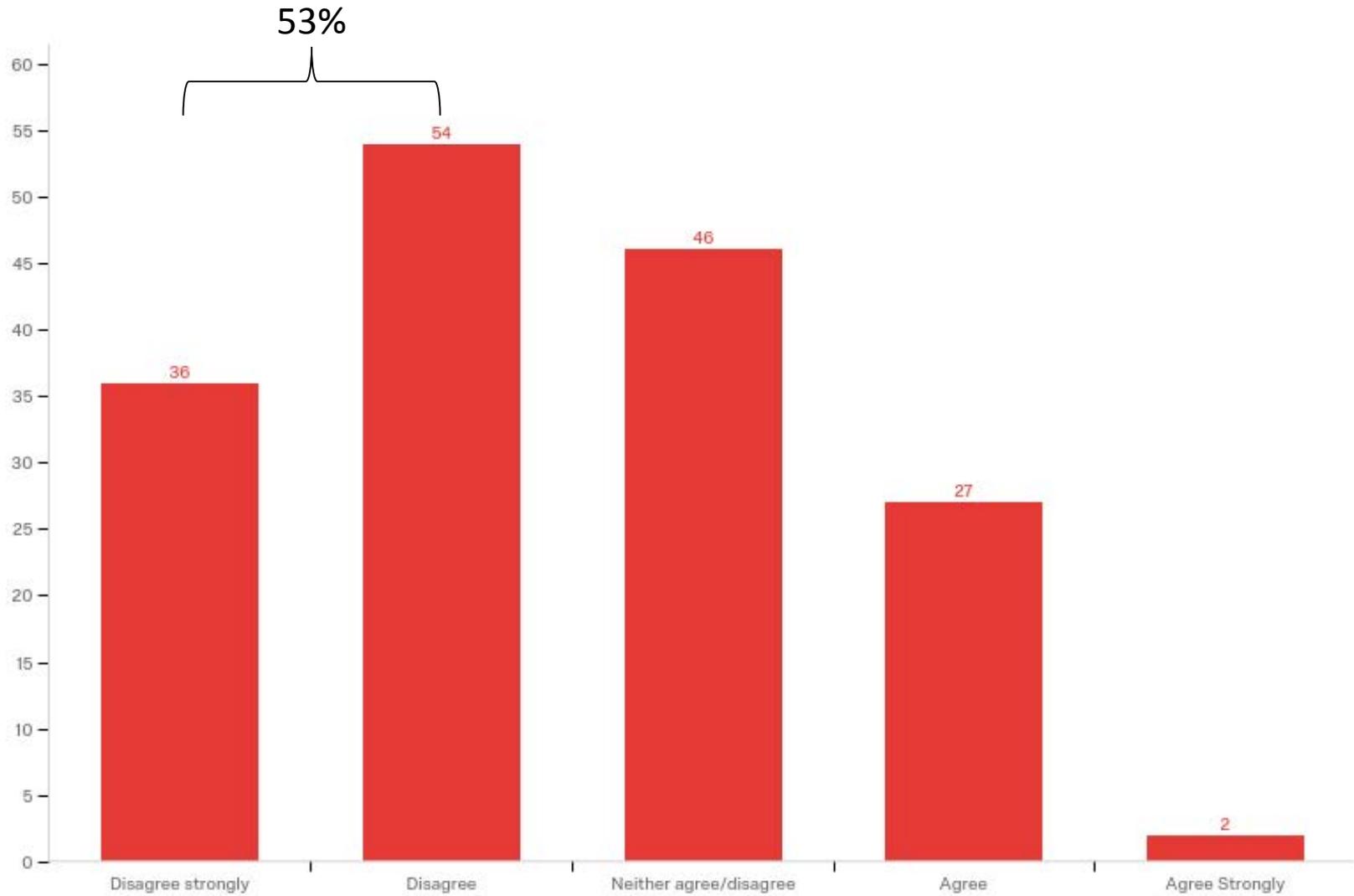
Q36 - I am satisfied with the current qSET form.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with the current qSET form.	1.00	5.00	2.42	1.04	1.08	165

Q36 - I am satisfied with the current qSET form.

#	Answer	%	Count
1	Disagree strongly	21.82%	36
2	Disagree	32.73%	54
3	Neither agree/disagree	27.88%	46
4	Agree	16.36%	27
5	Agree Strongly	1.21%	2
	Total	100%	165

Q37 - I am satisfied with how the current qSET form is used.
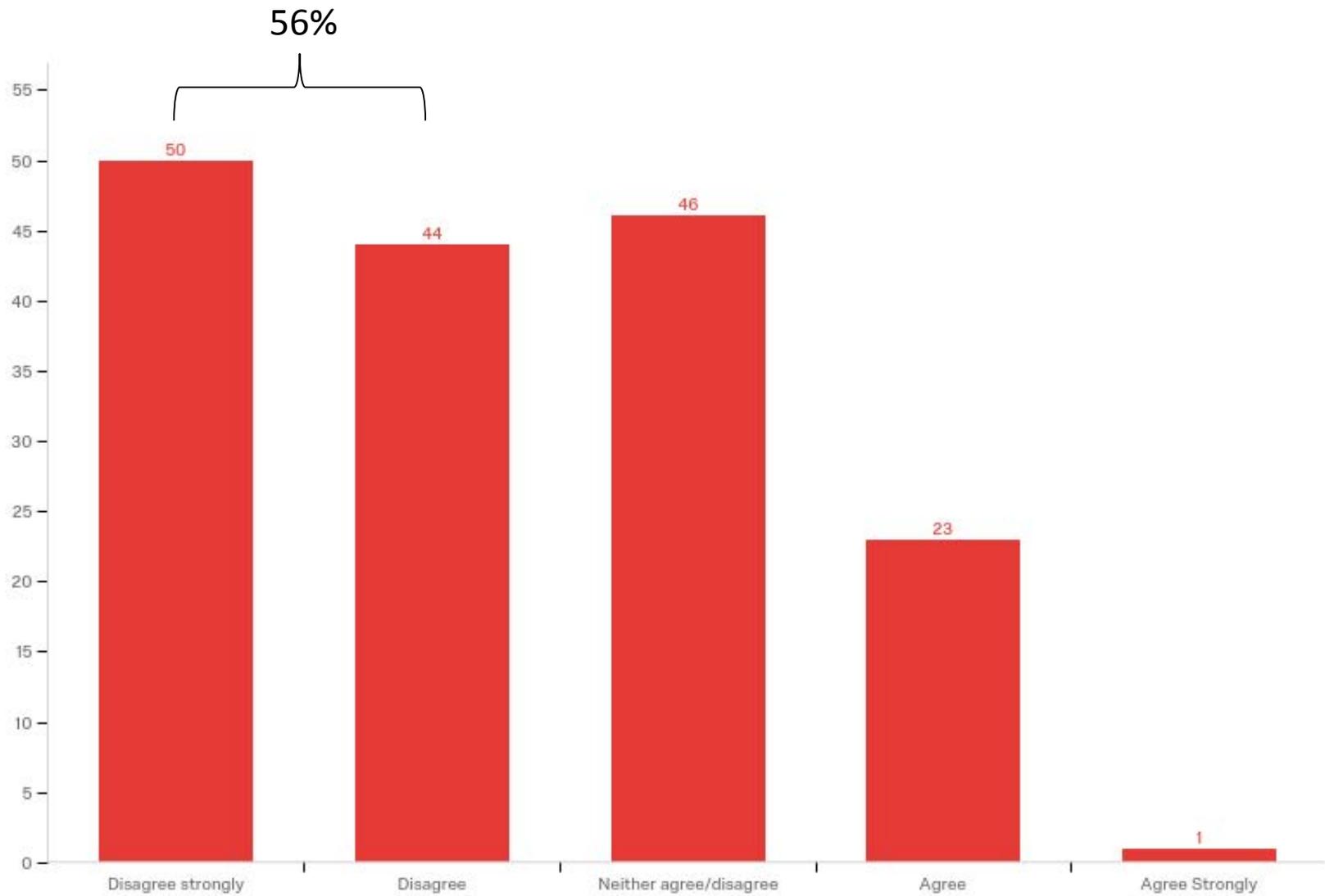
Q37 - I am satisfied with how the current qSET form is used.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am satisfied with how the current qSET form is used.	1.00	5.00	2.27	1.06	1.13	164

Q37 - I am satisfied with how the current qSET form is used.

| #	Answer	%	Count
1	Disagree strongly	30.49%	50
2	Disagree	26.83%	44
3	Neither agree/disagree	28.05%	46
4	Agree	14.02%	23
5	Agree Strongly	0.61%	1
	Total	100%	164

Q38 - More comprehensive methods of assessing teaching effectiveness should be employed when evaluating teaching effectiveness.

80%

Disagree strongly	2
Disagree	5
Neither agree/disagree	24
Agree	55
Agree Strongly	78
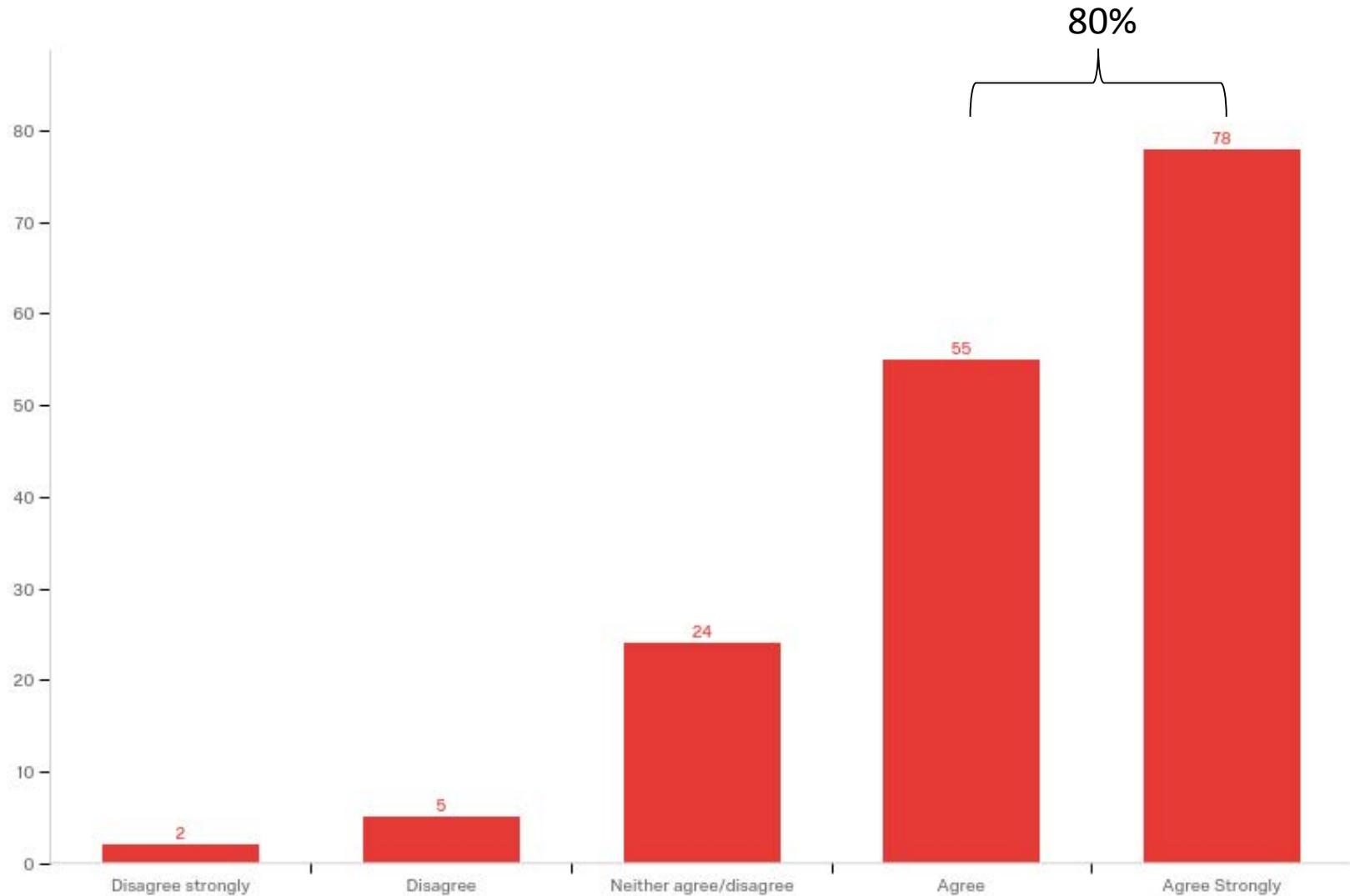
NTT faculty less agreement than TT or T faculty

Q38 - More comprehensive methods of assessing teaching effectiveness should be employed when evaluating teaching effectiveness.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	More comprehensive methods of assessing teaching effectiveness should be employed when evaluating teaching effectiveness.	1.00	5.00	4.23	0.89	0.80	164

Q38 - More comprehensive methods of assessing teaching effectiveness should be employed when evaluating teaching effectiveness.

#	Answer	%	Count
1	Disagree strongly	1.22%	2
2	Disagree	3.05%	5
3	Neither agree/disagree	14.63%	24
4	Agree	33.54%	55
5	Agree Strongly	47.56%	78
	Total	100%	164

# Q39 - The qSET provides a fair and honest evaluation of teaching.

71%
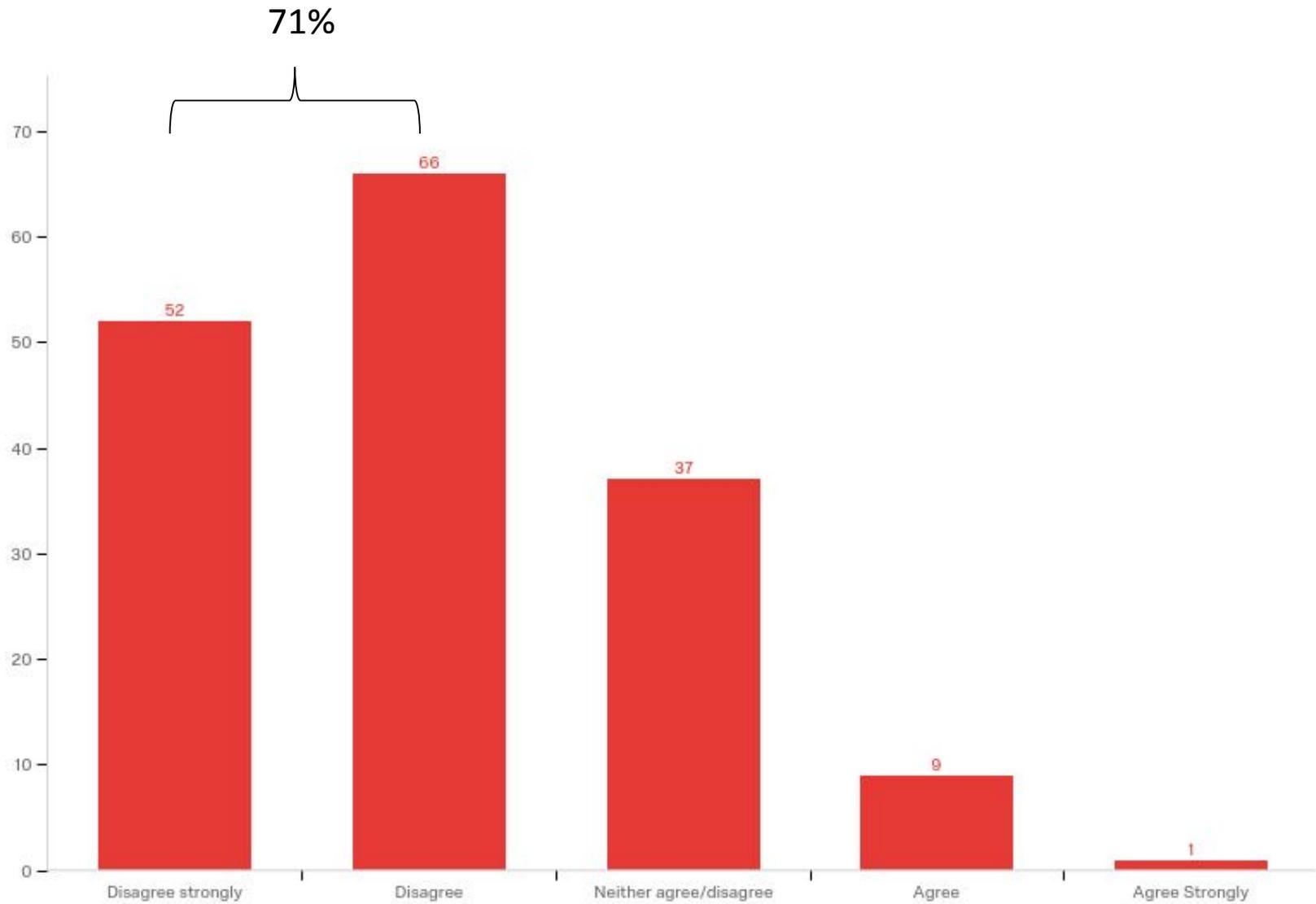
Q39 - The qSET provides a fair and honest evaluation of teaching.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The qSET provides a fair and honest evaluation of teaching.	1.00	5.00	2.04	0.90	0.81	165

Q39 - The qSET provides a fair and honest evaluation of teaching.

#	Answer	%	Count
1	Disagree strongly	31.52%	52
2	Disagree	40.00%	66
3	Neither agree/disagree	22.42%	37
4	Agree	5.45%	9
5	Agree Strongly	0.61%	1
	Total	100%	165

Q40 - Too much weight is placed on the qSETs in evaluative moments and should be tempered with peer observation and other alternatives.
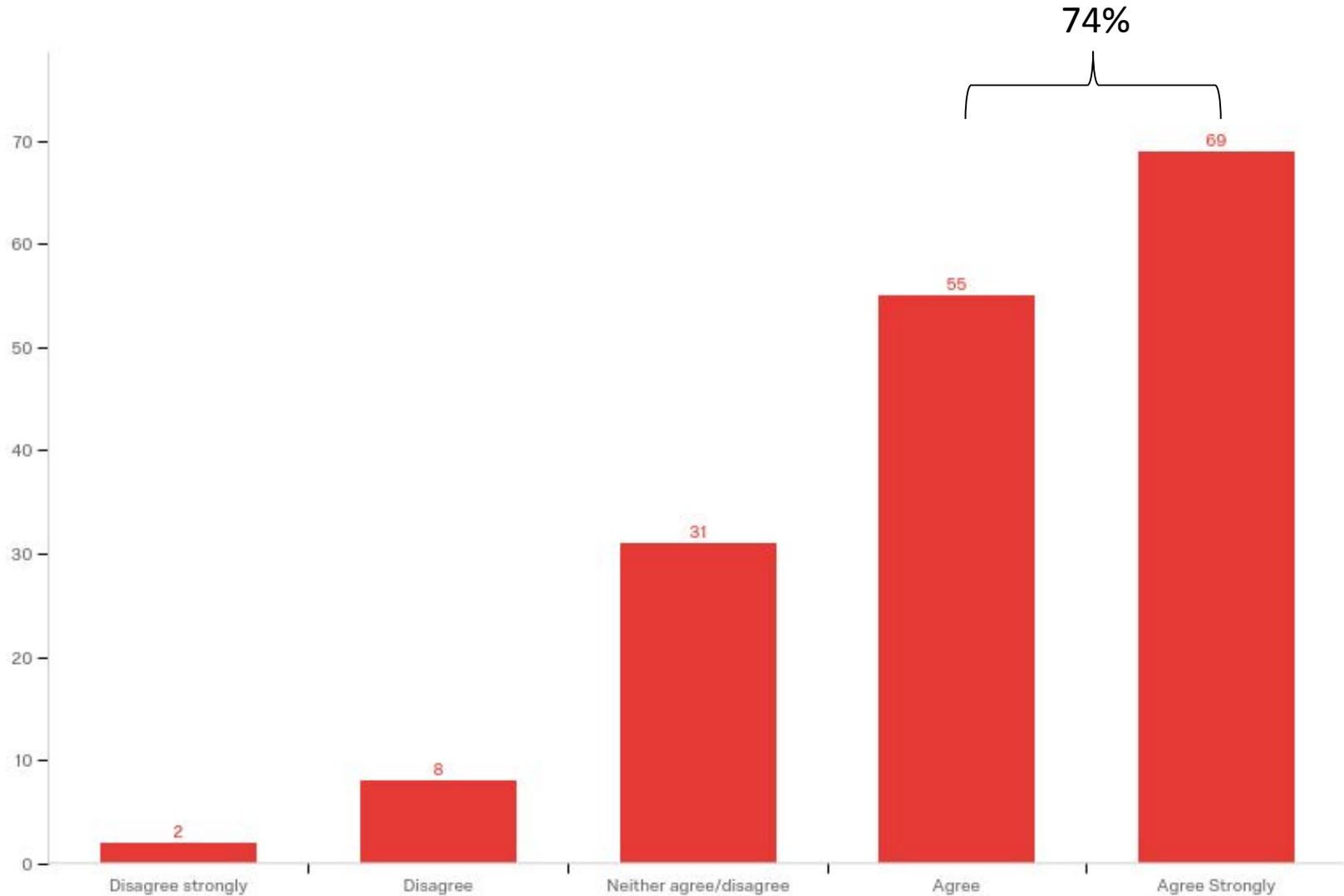
Q40 - Too much weight is placed on the qSETs in evaluative moments and should be tempered with peer observation and other alternatives.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Too much weight is placed on the qSETs in evaluative moments and should be tempered with peer observation and other alternatives.	1.00	5.00	4.10	0.95	0.90	165

Q40 - Too much weight is placed on the qSETs in evaluative moments and should be tempered with peer observation and other alternatives.

#	Answer	%	Count
1	Disagree strongly	1.21%	2
2	Disagree	4.85%	8
3	Neither agree/disagree	18.79%	31
4	Agree	33.33%	55
5	Agree Strongly	41.82%	69
	Total	100%	165

Q41 - Please add any additional comments

Q41 - Please add any additional comments

Please add any additional comments
At times I have noticed that when I teach a class with a small number of students (lie 8-12 students total), that if one student dislikes me or the course, and provides low scores on the quantitative form, the overall/mean scores absolutely bomb. As such, other colleges drop the lowest student scores from the form tabulations...this way, the outlyers' responses won't tank the overall scores/mean. Currently, I do not believe that Skidmore drops the lowest score/evaluation, and in small class sizes, this really hurts the mean.
We need to move away from these modes of quantitative analysis for teaching and find ways to evaluate the elements that really matter in teaching. We should include peer observation of teaching (and provide training for observing classes) and the presentation and analysis of teaching materials such as syllabi, assignments, and student work.
As an instructor, I feel that student evaluations play a major role in evaluation of my teaching effectiveness, and therefore in retention/promotion decisions. I think there is good evidence to support the fact that student evaluations can be biased by gender, race, etc. and therefore should not play a deciding role in retention decisions. I think student evals are important and useful, but because of their inherent bias, I would like to see other methods of teaching evaluation (such as peer evaluation - ideally formative as well as evaluative).
Current QSET is far too detailed - information overload - the other extreme from the previous three questions which were just as informatie

Q41 - Please add any additional comments

Please add any additional comments
There's so much research indicating the limitations of student evaluations of teaching that I'm surprised how much time, thought, energy, resources go into them at Skidmore
The qSET is an imperfect instrument but it is relatively low-cost in terms of faculty time investment. Peer assessments will require more (uncompensated?) effort from faculty colleagues, and when used for evaluation of untenured/non-tenured faculty, peer assessments will give a lot of power to the (senior?) faculty serving as the evaluators. If we want to move away from the qSET for evaluative purposes, the extra effort required from, and the potential biases of the peer evaluators must also be addressed.
I use the qSET scores as an indicator of how happy my students are, not to determine the effectiveness of my teaching.
The averaging of the teaching related questions to get an overall instructor rating is arbitrary, treating each of the teaching questions as equal.
The questions asked are biased and subjective. Take for example: is the instructor rigorous? How to measure that? One kind of evaluation doesn't fit all disciplines. Department evaluations should be the most important ones., if any.
please do away with quantatative evaluations

Q41 - Please add any additional comments

Please add any additional comments
What fraction of the faculty does CEPP believe understands the concept of Standard Deviation (or median)? More importantly... these questions are posed as "students do"; I answered in the positive if I believe some students do in some moments (which is not the same as all in all contexts). Most importantly, the QSET / Dean's Form have never been intended to measure student learning, and nor has it been communicated that this is the responsibility of that tool. QSET quantifies student perceptions of their learning and of the pedagogy (something that is interesting and important, but is not itself a description of learning and should not be conflated as such). The QSET is a fine instrument. The problem is that the shortage of other descriptions of learning or pedagogy (by faculty and peers, or by assessments of student-produced work informed by the interactions with the instructor) has created an evaluative vacuum that people are happy to fill with the QSET.
The first batch of questions in this survey were terrible. I wanted to argue with each one. The second batch of questions were more relevant.   Overall I think the current qSET is pretty good. However nobody should EVER think qSET measures teaching effectiveness. It is not the goal of something like qSET.   There needs to be additional ways to assess effectiveness of which there are none at Skidmore.
I have heard more than a few non-tenured faculty say they are going to give higher grades before they get tenure in order to get better evals. I understand there needs to be some opportunity for students to give feedback, but I'm not sure the best way to do so, and I do think we need more peer evaluation. I know of one professor in particular who is never prepared for class - the students have often complained to me about a lack of preparation, never getting assignments back, etc - but then the students generally get As so they don't complain on their forms. Plus plenty of research shows that a student's impression of the teacher/ course is set within the first 15-20 minutes of class, and evals given at that time correlate highly with evals given at the end of the semester.

Q41 - Please add any additional comments

Please add any additional comments
Many students feel overwhelmed by the minute categories, so they get lackadaisical midway through (as I have addressing this survey. I strongly suspect that, were the current questions reversed in order, results would come out differently. As a teacher, 5 or 6 categories maximum would get my attention more.
As a snapshot for a sense of how students respond to a course (satisfaction at moment of completion), there is utility. Faculty and chairs/program directors are not trained in how to evaluate evaluations, nor are the tenure and promotion committees. Students rarely differ substantially across questions, so the more straightforward shorter list of questions formerly used would likely be as effective to get a sense of if a faculty member or a specific course was in trouble. Student evaluations in the 1 and 2 range, for example, could signal issues a chair might seek to explore with a faculty member. There are so many reasons for a single course to have lower ratings that blanket statements about following mandated medians and means seems counterproductive.
I have little doubt that student evaluations are imperfect (and imperfect primarily in the way that they are biased against profs with underrepresented identities and too strongly impacted by perceived ease of the course). That said, it sometimes seems as though folks assume that things like peer evaluations would not/could not *also* suffer from meaningful forms of bias. I worry some about a dismissal of student data that has large N in favor of a focus on peer evals with a small N (so that one ore two bad actors can sink a candidate). In a low functioning department that can hold junior faculty hostage to the idiosyncratic beliefs of senior faculty about pedagogy and classroom success.

Q41 - Please add any additional comments

Please add any additional comments
We need to explicitly state that student RATINGS--they are not "evaluations;" that's what peers do, per the literature--will be weighed substantially less than other forms of evaluating teaching, particularly peer review of teaching and teaching materials We must tend the tyranny of the student ratings form.
I am mentoring three of my junior colleagues, all who teach the same course or in the same area. One has student evaluations off the charts (some of the highest I've seen) and yet I was shocked at the low level of instruction and the dumbed down method of teaching (with which the students felt comfortable and to which they paid close attention; learning was not critical or 'creative', but rather rote and 'safe'). I should add that this faculty member is 'of color', and yet that attribute has had NO impact on the evaluations. I should add, interestingly enough, most of the students in the class that I attended were students of color. The next faculty member, also of color, whom I mentor, had evaluations significantly above the college and department average, and yet there were some responses that seemed to deviate from the mean. I was able to view this faculty member's department long-form and about the same percentage of respondents took issue with their teaching....(more space, please)
It might be helpful to include a student's actual grade along with the data (rather than just expected grade).
I believe that we should base or use of student evaluations on what research has shown they are appropriate for.

Q41 - Please add any additional comments

Please add any additional comments
My main problem with this instrument is that it assumes that students have the same learning goals as the institution and the instructors. Makes no room for evaluating effective teaching that is simultaneously difficult for the students. The whole thing is very consumerist in nature. The qualitative feedback is far more useful in assessment and I say this as a former chair of CAPT.
Current qSET is far too detailed/info overload/other extreme from previous 3 questions/most valuable feedback is uncoached free-form written evaluation where students can say anything at all without a leading question.
Any discussion of teaching evaluations (both qualitative and quantitative) should take into account the considerable research on bias in teaching evaluations. A range of peer-reviewed studies suggest that student evaluations are more effective at measuring than teaching effectiveness. Discussion of assessing teaching effectiveness should also take into account implicit bias in peer observations. as well.
I found many of these questions poorly designed and thus defaulted to "neither agree/disagree."
Are you looking at the setting in which the evaluations are given? Often, rushed at the last minute during a stressful time of year. Why not look at online evaluations again?

Q41 - Please add any additional comments

Please add any additional comments
https://www.aaup.org/article/student-evaluations-teaching-are-not-valid#.XJuddaR7lhE
Dean cards are NOT quantitative (semi-quantitative at best). Adding a number next to things do not make them quantitative. Calling it "quantitative" can lead to misuse.
The qSETs are terrible and should be immediately discarded. They should not be used in any way to evaluate faculty -- that our students have a gendered, racial understanding of effective teaching is obvious from the scores. We should not be reifying that understanding by including those scores in personnel decisions (I'm baffled how the use of student evaluations isn't illegal in personnel decisions). Even if we didn't know that faculty are evaluated on their race and gender, I have serious doubts about both the internal validity (the same instructor sometimes gets widely varying scores) and external validity (we don't know what the students are measuring) of the qSETs. This is simply not a good scale in scale development terms. I have spoken with colleagues who were involved in adopting the qSETs and they are not social scientists who are trained in evaluation scales -- they simply looked at what other schools did. [I have more to say but no room.] Also, this survey is bad.
I think in the course of filling out the survey my sense of the effectiveness of the qSETs changed. The survey questions ask whether the qSETs accurately measure teaching effectiveness, and I don't think they do. What they do measure is student engagement, whether students enjoy and feel satisfied by the course. Those things are by no means irrelevant to good teaching. A teacher who cannot motivate student engagement is not going to be effective. However, putting too much emphasis on that leads to the opposite problem, which is that the evaluation of teaching becomes a popularity contest. qSETs should not be eliminated, but they must be balanced against other sources of evidence when it comes to assessing effective teaching and improving one's own teaching.

Q41 - Please add any additional comments

Please add any additional comments
The qSET is just one (of many) pieces of information faculty can use to assess how their course went. Similarly, it is just one pieces of information a committee can use to assess a faculty's teaching effectiveness (for promotion, etc.). The information it provides is useful, but should not be used by itself. This questionnaire phrases questions in such a way as to make these ideas difficult to express.
Thank you for doing this!
Student bias against certain instructors due to race, gender, ethnicity, the content of the course (e.g., a challenging and demanding theme they didn't want to engage) need to be captured better.
Past research has documented any number of systemic biases in qSETs. The problem is that every other method of evaluation is troubled by most of the same biases.
Recent presentation by Ginger Clark provide even more evidence that using student ratings in the manner Skidmore College does is invalid.
The current form is unnecessarily detailed. Something simpler should be used. The College should consider getting rid of the numericals altogether. Rely on the long forms.ly
It is difficult, of course, to answer many of these questions. If one feels, as I do, that a substantive overhaul of teaching evaluations is needed, and that student input should be handled very differently. For instance, schools where students are able to write up their course evaluations on their own time, and where completing the evaluation is the trigger that releases their grade, makes a lot of sense to me. Wasting valuable class time, and injecting the entire process with even more subjective aspects of the teacher-student relationship thereby, seems unwise. Also: If students were asked, on their own eval forms, whether THEY think that the race/ethnicity/gender of the professor affects their evaluation, it might at least prompt greater nuance. Finally: Student evals are taken far, far too seriously in the mix when evaluating instruction at this college. Thanks.

Q41 - Please add any additional comments

Please add any additional comments
It is important to listen to what students have to say about our teaching/classes, but it is dangerous if we consider them as experts in evaluating our teaching effectiveness. When we discuss our teaching effectiveness for the purpose of tenure and promotion, we rely too heavily (if not solely) on students' evaluations.
The current evaluations do not work at all in non traditional courses, like Applied Civic Engagement and experiential learning.
I don't really know how this form is used at Skidmore to evaluate my performance--no one ever explained this. I do think that students do not know how much impact they can potentially have. I was denied tenure at another institution heavily on the basis of evaluations. I have become a better teacher with more experience, but one of the most important thing I have learned--and this has improved my scores--is the necessity of showing to students that/what they have learned.
I believe the questions on the form are, in some disciplines, inadequate. And yet, students feel compelled to answer something. I find more value in the qualitative forms but believe that we need to move more towards peer review and evidence of student work. I believe there is a place for student evaluations but I have observed disturbing trends in student attitudes towards evaluations and feel something needs to shift.
The quantitative qSET provides relatively more objective information about teaching effectiveness than the written responses that students write for department-generated teaching evaluation questions. Students should be required to take workshops on gender-based and race-based bias among students towards professors, particularly in regards to student evaluations of professors (these forms are evaluations of professors and courses, not of teaching effectiveness or learning outcomes).

Q41 - Please add any additional comments

Please add any additional comments
I believe that our current instrument needs refining. Moreover, I believe we should be using this instrument differently. What kind of tool would we create if the data from student ratings was purely developmental or just a small fraction of the myriad ways of assessing teaching effectiveness?
I strongly disagree with student evaluations. Students should never be allowed to anonymously write about their instructor. Can you imagine employees writing evaluations of the manager or CEO?
AAUP guidelines state that student evaluations (quantitative, qualitative or otherwise) should not be used in consideration of hiring, promotion or retention of teaching faculty. Skidmore should move away from employing an evaluative instrument which is completed by apathetic students, yet which has an outsize influence on personnel decisions.
Multiple research studies have clearly shown that student's evaluations of their instructors are biased, do not correlate with learning, and encourage instructors to inflate grades. Other faculty at Skidmore have advised me to do whatever I have to do to get better student evaluations (make my class easier, bring cookies on the day I give evaluations, act according to students' expectations of how a person who looks like me should act, etc.). The Skidmore administration should immediately stop using this biased and unrelaible instrument in personnel decisions. This survey of faculty opinions is as bad as the idea of using qSET's for personnel decisions because the faculty from the demographic groups that get good numbers on qSET's will likely say that qSET's are good! This faculty survey only serves to further marginalize those who are already marginalized at Skidmore.

Q41 - Please add any additional comments

Please add any additional comments
qSET = lazy evaluation method. even if evaluators (peers, students) think they are using it 'fairly' it is very likely they are not. Instruments like these are frequently like fortune-teller readings, allowing an evaluator of them to find in them what they wish to find.
N/A
Having withstood several iterations of our "Dean's Cards" over the past 30 years, I can confidently say that the current form is the most colorful. As to its usefulness, it is dismal. There is no correlating data with grades earned and no effort whatever to understand the relationship between rigor and "satisfaction" (no, asking the subject is the course was challenging does not provide any evidence about the standards and expectations of the instructor). The simple truth is, these instruments are easily manipulated (I have done so, with dramatic effect, several times in the past). Why else would some of my more popular colleagues begin bringing bagels to class in the days leading up to the evaluations? Most certainly, those instructors who shower students with praise and high marks receive high marks themselves. Those who still regard a C+ as a middling grade will most surely find their little red zig-zag hovering well to the left of the other colorful zig-zags.
I would much prefer a system like Hampshire College, where the student's evaluation of the course takes the form of a narrative essay. The very idea of quantitative evaluation of teaching and learning should be anathema to anyone who cares about education.

Q41 - Please add any additional comments

Please add any additional comments
The form is too long and collects too much information - to the point where faculty don't bother with the details and focus on the mean/median.
I find that the hand written evaluation is of better value because it allows students to give concrete examples/feedback.
The qSET is (and should be) just one of many pieces of information that goes into evaluating teaching effectiveness.
I cannot answer the "questions" about gender and race because I am only one of these. How would I know if I haven't seen examples of others' evaluations? Using the term "students" makes it difficult as well, of course, because students are SO different in their understanding and use of these evaluations.
Why I can assess that my students are achieving the goals of the class? Because I have a design with goals and assessments that match the design and goals. The college cannot assess that the professors are achieving the goal of the college because there is not an initial design (new professor are thrown on in the classroom and tenured ones do not care). The assessment tries to measure "what are we doing?" (thus, you end up asking for students' opinion). It cannot measure "are we achieving the goals?" because there are no goals.

Q41 - Please add any additional comments

Please add any additional comments
Students answer how they feel on a whim that day. They evaluate both the course and the instructor on "what grade the instructor gives them" rather than on true evaluation of their own efforts. These qSets cannot separate any of this out.
In the review and potential revision of the form and its use, particular attention should be paid to the value and reliability of the questions that ask students to estimate the amount of time per week they invest in the class and their expected grade.
Way too much weight on these. It creates a climate of grade inflation and reduced rigor because students are super pissed when they do not do well. The notion that we strive to have rigorous courses and want students to say "this course was challenging and I did not do well, but it was great and I learned a lot anyway" is ridiculous. Unicorn hunting at best.
The qualitative aren't much better and people assume they are able to correct for more than they are actually capable of.
We know that these evaluations are biased. We also know that Skidmore has tenured 100% of white men that have gone up for tenure. Why we want to continue relying on a measure that WE KNOW IS BIASED is absolutely beyond me. It's time for Skidmore to say goodbye to the systems that are demonstrably biased. Just because other options are harder, or have other challenges, is no excuse to keep a faulty measurement tool (and while we're at it, we might apply the same scrutiny to ATC and to other evaluative bodies). We know these systems aren't working because the numbers literally tell us that they aren't working. Get rid of quantitative student evaluations. Rethink ATC and other procedures around tenure and reappointment.

Q41 - Please add any additional comments

Please add any additional comments
There is robust evidence indicating that quantitative evaluations are biased on race and gender (maybe other factors too). I have no idea why we are still wringing our hands--we should get rid of them and find a better way to evaluate teaching effectiveness.
It seems to me that responses to the above are likely to be greatly influenced by departmental policies and procedures -- as well as individual experience or perceptions about how the qSET is used for evaluation at the College level.
Questions on the qSET are difficult for students to answer/faculty to interpret without context. Although the qSET may, at times, provide a general idea of areas needing attention, there is not enough context or knowledge on the student's end about what constitutes good pedagogy.
The new forms are more detailed, but they provide basically the same information as the old dean's cards. Thus, the old simpler questions were better, imo, because they were as effective but required less time. Some kind of "objective" quantified evaluations, though imperfect, are an important part of the evaluative process, but should not and are not now considered apart from other tools, such as student comments, peer observation, and review of teaching materials/statements. But student evaluations, however, imperfect are a necessary part of the process, and one of the few ways to get student perspective.

Q41 - Please add any additional comments

Please add any additional comments

In my experience, it is increasingly tempting for students to use evaluations as a means of complaining about challenging material, or other aspects of the course which do not effectively evaluate the teaching. I strongly believe that students do not have the background nor the context to always be able to evaluate a courses efficacy. I find this to be especially true when we ask students to evaluate courses in the final week of classes when all major assignments are due and students may be feeling particularly disgruntled about their work load. This is all compounded with the amassing evidence that student evaluations are exceedingly biased towards gender and race discrimination. This is not to say that I do not find some value in student feedback when planning future iterations of my course. However, I do not believe they should be used in faculty evaluations. Students are not experts and cannot always separate standards in teaching from demanding course work.

A body of research shows that student ratings of instructors and courses are biased, contain useful developmental information, and are not reliable fair or useful in making evaluative determinations, and are not reliable measures of teaching quality between instructors. These well-documented limitations are exacerbated by small sample size (typical of many Skidmore courses), uneven student understanding/engagement with the ratings process, changing social evaluative "ratings" culture among students, and even group dynamics and peer pressure while students complete their rating forms. I am concerned that unfair comparisons are built into results showing class ratings vs. other courses within a course code: ex: a strong new instructor prepping new or more difficult courses can appear weak in a field of veteran instructors. CEPP should insist that we follow best practices: rating data are to be used only for instructor/chair/pd feedback and not directly for employment evaluations.

Q41 - Please add any additional comments

Please add any additional comments
It doesn't really matter what I think because the literature has much to say. Student evals do not measure student learning.