
MEMORANDUM

TO: FACULTY SENATE
FROM: APAFT CHARGE #6 – TASKFORCE RECOMMENDATIONS
SUBJECT: STUDENT EVALUATION OF FACULTY
DATE: JANUARY 22, 2020

CHARGE 6

Appoint a Faculty Senate task force representing each College to work in conjunction with the Teaching Learning and Assessment (TLA) and APAFT committees to make policy recommendations regarding standardization of a process for the construction and utilization of student evaluations across WSU. (task force)

Members:

Melissa NeVillNorton (APAFT)
R.C. Morris (TLA)
Gail Niklason
Diana Meiser (TLA)
Jenny Kokai
Andrea East-Pilcher
Alex Lawrence (APAFT)
Brenda Kowaleski
Marjukka Ollilainen (APAFT)

Background:

This APAFT charge

105/550 = 19.1%

		48 of 105 = 45.7%	16.61%
Education	54/550 = 9.8%	35 of 54 = 64.8%	12.11%
EAST	77/550 = 14%	29 of 77 = 37.7%	10.03%
Health	98/550 = 17.8%	58 of 98 = 59.2%	
Professions			

Science	85/550 = 15.5%	43 of 85 = 50.6%	14.88%
Social Science	68/550 = 12.4%	28 of 68 = 41.2%	9.78%
Other/ND	14/550 =	26	9.0%

It was recommended that faculty have a voice (through APAFT and the Faculty Senate) to make recommendations.

Last year (2019) a survey was sent to all faculty at WSU regarding their perceptions of student evaluations of faculty regarding:

1. **Question 1.** I am confident that current student evaluations of teaching accurately measure my teaching effectiveness.

x Overall, 43.71% of respondents agree or strongly agree that SET is an accurate means of measuring teaching effectiveness. Those who disagree or strongly disagree with that

- x We see a marked difference between colleges on this question with Colleges who have external accreditation requirements, which require

Impact of a final exam on student responses (Arnold):

"A special feature of the data is that students were able to complete questionnaires during a time window ranging from one week before to one week after the evaluations. Among students who subsequently pass the exam, we find a significant difference between pre-and post-exam ratings. Among students who fail, evaluation scores are lower than pre-exam scores, suggesting a self-serving bias in student evaluations, but does not indicate that students seek revenge on instructors through lower ratings." My emphasis added.

References (not an exclusive list)

American Sociological Association (2019). Statement on student evaluations of teaching.
Arnold, I. J. M. (2009). Do examinations influence student evaluations? *International Journal of Educational Research*, 48(4), 2174.
doi:<https://doi.org/10.1016/j.ijer.2009.10.001>



(2015). Can the student course evaluation be redeemed? *The Journal of Management Education*

Gulikov Jason Van Alstine, (2012). Challenges in designing student teaching evaluations

