Assessing Teaching and Advising Effectiveness

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Why Assess Teaching and Advising?

• Academic Program Review (APR) process at EKU has been suspended indefinitely.
• Departments will develop and implement an objective and measure(s) for each of (1) teaching effectiveness and (2) advising effectiveness, which are key components of the recently-suspended APR process that were deemed essential to retain.
• Assessment of Teaching Effectiveness and Advising Effectiveness will be reported through the Annual Institutional Effectiveness progress-reporting process.
• It’s good practice.
Writing Objectives: Review

• Planning Objectives are process, outcomes or satisfaction oriented.
  • Process Objectives address quality, quantity and/or efficiency
  • Outcomes Objectives address ability of recipients
  • Satisfaction Objectives address satisfaction of recipients

• Teaching and Advising Effectiveness Assessment = Process Objectives

• Objectives:
  • Link to the Mission Statement
  • Are realistic
  • Use action verbs
  • Describe an observable action
  • State an acceptable performance level
  • Are measurable
  • Determine the type of assessment measure to be used
Sample Objectives

• The department will:
  – Provide high quality teaching.
  – Provide excellent teaching to our students.
  – Provide excellent advising services to our students.
  – Enhance the quality of and satisfaction with our advising process.

*Remember these are process planning objectives not student learning objectives*
Assessment Methods

• Use multiple methods
• Use multiple raters (where possible)
• Assess strengths and weaknesses
• Include qualitative as well as quantitative measures
• Specify a criterion for success
Assessment Methods

• Translate generalities to operational specifics
  – High Quality
  – Excellent
  – Enhance
  – Satisfaction
Teaching Effectiveness
Assessment Measures

• IDEA or approved substitute

• Classroom Observation/Peer Review

• Course/Teaching Portfolios
  – Course Portfolio (Benchmark Portfolio)
    • Focus on single course from developing to assessing
  – Teaching Portfolio (Inquiry Portfolio)
    • Focus on general teaching philosophy including more than one course

*EKU requires the use of two measures: student input + peer input
Advising Effectiveness
Assessment Measures

• Advising Surveys
  – EKU Advising Survey
  – Departmental Advising Survey
  – Questions from EKU Graduating Senior Survey
    – (these questions alone do not suffice as a measure)

• Focus Groups

*EKU requires the use of one measure
Set Your Criteria For Success

Criteria for success:
tell you at what point you will be “happy” with your results for this objective.

– Level of accomplishment for which you are aiming
– Unit of analysis – faculty or course
– May include both an “average” target and a “zero defect” target
Criteria for Success: Win or Lose?

• **2 ways to WIN:**
  – Meet your criteria for success
  – You do not meet your criteria for success, but implement procedures for further improvements to try to meet your criteria

• **2 ways to LOSE:**
  – Fail to carry through with assessment activities
  – Accomplish assessment activities, but fail to use assessment information as a basis for improvement.
Example: IDEA

- **Objective:** The department will provide high quality teaching.
- **Measure:** IDEA student evaluations
- **Criterion:**
  - The average summary evaluation score* across faculty will be no less than 60.
  - 80% of faculty will receive a summary evaluation score* of at least 56.
  - No faculty member will receive a summary evaluation score* lower than 45.

*Using adjusted converted averages
Example: Portfolios

• **Objective**: The department will provide high quality teaching.

• **Measure**: Teaching Portfolios

• **Criterion**:
  – The average overall score on the teaching portfolios will be no less than 4.5 on a 6 point scale.
  – 100% of faculty will receive an overall score of at least 3.5 on a 6 point scale.
  – On no single dimension will the average be less than 4.0.
Closing

• Objectives for each of teaching and advising effectiveness can be ‘copied’ to your departments’ TracDat account for you to customize. Please contact Stacey Street for assistance: stacey.street@eku.edu

• Resource materials for creating and evaluating course and teaching portfolios can be provided.