Instructor Course Evaluation System

The Instructor Course Evaluation System (ICES) was established fall 2001 to serve as a component in evaluating teaching effectiveness at AUB. It is based on student evaluations of teaching and will be prepared and administered before the end of every semester by the OIRA.

Purpose

The purpose of the evaluations using the Instructor Course Evaluation (ICE) Questionnaire will be for both summative and formative purposes. The results can be used by administrators for promotion and tenure and by faculty members for improvement of their own teaching and practice. Serving both summative and formative purposes will enhance efficiency and reduce costs as well as ensure that a faculty member's achievements in the improvement of teaching practices are not overlooked.

Assumptions

The Cafeteria Model was selected to provide the underlying framework for the Questionnaire. It assumes that there are

- Multiple stakeholders in the appraisal process (deans, department heads, students, faculty).

- Multiple purposes for the appraisal (summative and formative).

Accordingly, the Questionnaire includes questions on instructor, on course and on student learning outcomes and development in order to provide information for all stakeholders. This information can be used to make improvements in teaching and course materials and for summative purposes.

More specifically, the instructor items cover the following dimensions:

- Instructional skill and methodology.

- Rapport and student interaction.

- Feedback and evaluation.

- Assignments / use of media/ handouts.

The course items cover:

- Course objectives and requirements

- Organization

- Difficulty

- Pace

While student learning outcomes and development cover:

- Knowledge and skills

- Interest and enthusiasm

- Social skills and attitudes

- Self-concept

Components

The ICE Questionnaire includes the following components:

1. Student background items covering major, grade-point average, class, required / elective status, expected grade in course, gender, etc.

2. Core items (19) to be included on all forms. These are generic items that can apply to all courses irrespective of course design or size, and they can be used for normative scores and comparison across courses and over time to show improvement. They cover instructor (10), course (7), and student (2) in addition to global evaluation items (3).

3. Specific items selected by department/faculty (11-12) from item bank depending on type of course (lecture, seminar, lab, studio) and its size. Item bank includes specific items for large lecture courses, for labs/studio/clinical teaching classes, and for discussion classes. In addition, the item bank includes extra items on instructional methodology, student interaction and rapport, feedback and evaluation, assignments and student development. Items will be selected from them to supplement core questionnaire depending on type of course and kind of information required.

4. Open-ended questions focusing on instructor strengths and weaknesses and requesting suggestions for improvement.

Administration Procedures

In collaboration with PC Support Unit OIRA is working on electronic administration of the ICE Questionnaire using the Banner system. Each registered student in every course will be contacted before end of term and requested to fill relevant ICE. All data will then be transferred to an SPSS or an Excel file and then analyzed and reported. However, the system will not be fully functioning before Spring, therefore for fall term evaluation, ICE be administered through Department chairs using hard copies in the FAS, FAFS, FHS, and School of Nursing while it will be administered electronically in FEA and School of Business and on a pilot basis.

To enhance reliability and validity of obtained results, the following administration guidelines are followed for the paper version of the Questionnaire:

1. Questionnaires should be administered during the last two weeks of semester (but not the last day and not during or after an exam).

2. Someone other than the one being evaluated should administer the questionnaire, and the one being evaluated should leave the room.

3. Response format should be clear and consistent.

4. Students should remain anonymous.

5. Students should be given adequate time to complete the questionnaire.

6. Students should not be allowed to discuss their ratings while they are being administered.

7. 80% minimum attendance of the student population in a course is necessary on the day an evaluation is administered.

8. Not to use a numeric questionnaire in courses with fewer than 10 students (use open-ended written response items instead).

9. Scoring and reporting will be done by OIRA.

Score Reporting

The completed ICE Questionnaires will be computer scored and analyzed. Reports will be issued to instructor, departmental chair and dean covering the following:

- Class summary containing frequencies and percentages of responses to each item and means, medians, and standard deviations for all evaluation ratings.

- In addition similar statistics will be provided for each type of course (lecture, seminar, lab), department, faculty and for the whole university. These when established on a yearly basis by course type, will act as normative data sets for comparison with an instructor's own scores.