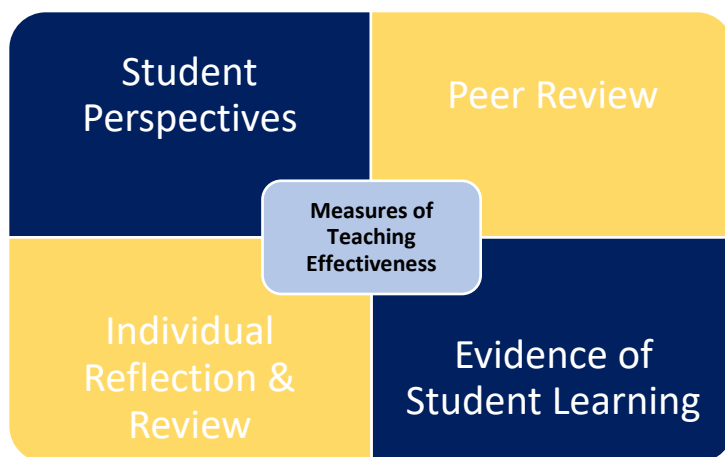


Measuring teaching effectiveness in higher education is an important but complex task. Student evaluations of teaching (like CIOS) are only one of several types of data that are required for a robust evaluation of teaching, and they are best used when they are considered in the context of other measures of teaching effectiveness. This document contains a summary of the range of possible measures for teaching effectiveness (both summative and formative), along with representative studies supporting and elucidating the use of each.¹



Measures of Teaching Effectiveness	
Student Perspectives	
<p>Student Focus Groups & Discussions The focus group is a well-defined and regularly used research method that can be readily applied to teaching. Generally the <i>Small Group Instructional Diagnostic</i> (SGID) method is used.</p>	<ul style="list-style-type: none"> • The SGID method is a valuable technique for building effective teaching practices (Finelli <i>et al</i> 2008) • The SGID method is a beneficial formative assessment tool for faculty at all career stages (Blue & Evins 2008) • Using the SGID process to gather mid-semester feedback allows for adjustments to be made to a current course (Diamond 2004)
<p>Early/Mid-Course Feedback Surveys Surveys conducted after the first third of the semester are a quick and easy way for instructors to engage in formative assessment of their own teaching.</p>	<ul style="list-style-type: none"> • Mid-semester feedback surveys are a useful tool for assessing student learning and the effectiveness of teaching practices (Payette & Brown, 2018)
<p>Alumni and Exit Interviews & Surveys Gathering feedback from exiting seniors and alumni can be a valuable source of feedback on teaching.</p>	<ul style="list-style-type: none"> • Recent alumni can provide thoughtful insight into effective teaching practices (Moore & Kuol 2007) • Alumni surveys are useful for evaluating overall quality of instruction (Volkwein 2010)

¹ For the extended version of the contents in this document, please see Poproski, R. and Greene, R. (2018). Metrics and Measures of Teaching Effectiveness. Unpublished white paper, Georgia Institute of Technology.

	<ul style="list-style-type: none"> • Surveys of graduating students provide timely feedback regarding teaching effectiveness (Gainey 2017)
<p>Peer Review of Teaching</p>	
<p>Peer Observation of Teaching Peer observations of teaching has been a recognized tool for the measurement of teaching effectiveness in college classrooms for well over 35 years and can be utilized as part of a formative or a summative assessment process.</p>	<ul style="list-style-type: none"> • Collaborative peer observations can improve teaching, foster intradepartmental collegiality, and increase collaboration among faculty (Fletcher 2018) • Peer observation of teaching is a valuable aid for reflection on one’s teaching (Goldberg et al 2010) • Peer observation of teaching is an inexpensive, flexible formative assessment tool for formative evaluation of teaching, and subsequent improvement of teaching effectiveness (Lowder et al 2017)
<p>Peer Review of Teaching Materials The steps involved in this peer review process can provide instructors with valuable insight into their current teaching practices.</p>	<ul style="list-style-type: none"> • The peer review of teaching materials process is useful for continued personal and professional faculty development (Thomas 2014) • The peer review of teaching materials process develops good summative and formative assessment practices at the departmental level (Murphy & Flynn 2009) • Preparing for a review of teaching materials fosters continuous reflection and growth in effective teaching practices (Fink 2008)
<p>Instructor Reflection and Review</p>	
<p>Teaching Portfolios The portfolio is to teaching what lists of publications, grants, and honors are to research and scholarship. Assembly of a teaching portfolio can help instructors identify gaps or weaknesses in their approach to teaching.</p>	<ul style="list-style-type: none"> • Teaching portfolios have two goals: development and evaluation (De Rijdt 2006) • Teaching portfolios are valuable instruments to assess thinking about teaching (Trevitt & Stocks 2012) • Assessing teaching portfolios requires development of specific procedures (Tigelaar et al 2005)

<p><i>Self-Evaluation of Teaching Effectiveness</i> The work of organizing and reflecting on materials for self-ratings on an annual basis can aid faculty in documenting their individual achievements in preparation for retention, tenure, and promotion review.</p>	<ul style="list-style-type: none"> • Self-assessment instrument preparation leads to increases in teaching effectiveness through reflection (Rigler et al 2016) • Self-evaluations provide valuable insight into teaching (Miller & Seldin 2014) • Self-reflection helps faculty members think about effective teaching and future development (Lorch 2013)
<p><i>Self-Evaluation using Videos of Instructor's Teaching</i> Videos are useful measures of teaching effectiveness – whether they are a three minute clip of a lesson or a full class period in length.</p>	<ul style="list-style-type: none"> • Using videos as a measure of teaching effectiveness can help teachers make modifications to classes (Snoeyink 2010) • Videos have value as documented evidence of teaching performance (Berk 2005) • Videos are useful tools for reflection on teaching (Tripp & Rich 2012b)
<p><i>Scholarship and Reflection</i> One way for instructors to engage in formative evaluation of their own teaching is to apply a research mindset to the enterprise, and to follow that up with a critically reflective consideration of how their observations can and should impact their teaching practices.</p>	<ul style="list-style-type: none"> • Approaching teaching with scholarly inquiry makes teaching more effective (Trigwell 2013)
<p><i>Evidence of Student Learning</i></p>	
<p>Identifying and evaluating what student learning has occurred is a valuable way to measure teaching effectiveness because it gets at the heart of the purpose of teaching.</p>	<ul style="list-style-type: none"> • Using learning outcomes builds consistency and clarity in the classroom, increasing teaching effectiveness and easing the assessment process (Tam 2014) • Learning outcomes measurement should not be used for summative evaluation of teacher effectiveness – but may have value for formative and programmatic assessment (Berk 2014) • Learning outcomes are easily used to guide changes at the course level, enhancing teaching effectiveness (Kuh et al 2014)

Bonus Section: Teaching Awards

While participation in the teaching awards process can be beneficial to those involved, the use of teaching awards in the evaluation of teaching effectiveness – particularly for summative purposes – is not well-placed.

- Teaching awards come in multiple forms and can advance both scholarship and teaching effectiveness (Malfroy & Willis 2018)
- Teaching awards and required evidence: Steps to improving teaching excellence (Hammer 2010)
- The teaching award process contributes to collegial responsibility and uses data from multiple sources (Svinicki & Menges 1996)