Evaluating College Teaching Performance: The Case of Principles of Economics Classes

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Abstract

The paper suggests a methodology to remove potential bias from performance evaluations, which may arise, for example, if those being evaluated cannot control key factors that affect their performance score. The methodology is illustrated for the case of instructors’ teaching evaluations in principles of economics classes at a large comprehensive university. Standard student evaluations and the results of an end-of-term test of student knowledge are adjusted for student and class characteristics using simple regression techniques. In addition, student evaluations are adjusted for grade inflation. The results of the suggested methodology are compared to those derived from the common evaluation method based on unadjusted student evaluations.

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