

Provost's Evidence of Teaching Effectiveness Initiative

Task Force 1 – 2016-2017 (Year 1) Update

The Provost's Evidence of Teaching Effectiveness Initiative at OU has been created to explore and examine research-based best practices for the evaluation of teaching (formative and summative). The goals are:

Task Force 1 – Redesign “Course Evaluation” Develop recommendations using research-based practices in designing and implementing “End-of-Course Student Feedback Surveys” (often referred to as “Course Evaluations”).

Task Force 2 – Design Other Measurements for Teaching Effectiveness Develop recommendations for multiple measures and triangulation of other evidence to teaching effectiveness for formative and summative evaluation.

DISCUSSION AND POTENTIAL RECOMMENDATIONS FROM TASK FORCE 1 – 2016-2017 (Year 1)

These recommendations will be a starting point of discussion with the larger OU community.

1. Determined possible name of survey for OU – “End-of-Course Student Feedback” (ESF) survey.
2. Create a survey that will include both campus-wide core questions and additional questions customized by schools, departments, individual faculty, online and demographic.
3. Design a survey that will include both “rating” questions and open-ended comments.
4. Set consistent “rating” scale – 1-5 with 5 being the highest/top rating.
5. Design survey to include campus-wide questions about instructor/instruction and course plus format (e.g. online) and student demographics.
6. End of Year 1 – selected a tentative list of 12 core rated questions including 8 instructor/instruction and 4 course-related questions + 3 open-ended.
7. Online survey system – Distribute, analyze and review ESF surveys online.
8. Create a plan to increase online response rates (e.g. for face-to-face classes, students have time in class to complete online survey, reminders sent out, survey open for 7-10 days).
9. Develop a system that includes a “contextual narrative” where faculty can respond online to survey with brief explanation of results (e.g. new method used, switched to online, much larger class size than usual).
10. Ongoing discussion and problem-solving of opportunities and challenges involving ESF survey.

FUTURE ACTION PLANS

1. Recommendations for policies
2. Recommendations for procedures
3. Recommendations of what we want in “survey”
4. Resources that we will need
5. “System” requirements and call for vendors
6. Communication plans
7. Pilot testing and focus groups
8. Select demographic and online questions
9. Potential issues and challenges to address
10. Timeline

INITIATIVE TASKS *This long-term project (3-5 years) will require ongoing conversations to enhance our teaching culture and the development and implementation of our recommendations. Actions in Year 1:*

- Meetings with Provost and task force co-chairs (2014–ongoing)
- Review of literature; data from wide range of institutions
- Faculty focus group (W 2016)
- Chair Survey (S 2016)
- Task Force 1 meetings (F 2016–W 2017; S 2017)
- CETL workshops (F 2016)
- Chair Forum, Student Forum (F 2016)
- CETL Quick Notes and resources on web (F 2016)
- Explaining Initiative to committees (Deans’ Council, Academic Council, Chairs, TLC)
- Team held open conversation with Provost
- Teams determined potential list of core questions (W 2017)
- Group discussion and selection of potential core survey questions (W 2017)

CURRENTLY AT OU

- 50% are called “course evaluations,” the remainder use different names for the surveys
- More than 25 different surveys with varying questions
- Most have a combination of ratings and comments; a few departments have only comments
- Most have 1-5 ratings with 5 being the top, a few units have 1 as the top rating
- Varying methods: paper-pencil, Scantron, four different online systems
- Information dissemination and use ranges greatly
- Range in other evidence being used to assess teaching
- 50% of chairs not fully satisfied with their feedback survey

RESEARCH ON EVALUATING TEACHING

- “Course Evaluations” (End-of-Course Student Feedback Surveys) provide important information about student perception and satisfaction; however, students do not “evaluate” teaching. These surveys should be only part of the assessment of teaching.
 - Triangulation of Evidence – multiple measures should be used to make summative decisions (e.g. End-of-course Student Feedback Surveys, peer observations, scholarship of teaching and learning (SoTL), faculty development, teaching portfolio (narrative, syllabus samples, assignments, program or course redesign, course development, awards, mentoring/advising).
 - Student ratings can be affected by numerous factors (e.g. gender, race, type of course, size of class).
 - Large percent of institutions are currently, or have recently, engaged in a similar process. Most are moving toward fully online surveys and recommending that triangulation of evidence is needed.
- Arreola, 2007; Benton & Cashin, 2014; Berk, 2013, 2008; Blumberg, 2014; Buller, 2012; UM Center for Research in Learning and Teaching, 2012; Centra, 1993; Chism, 2007; Hativa, 2013; Seldin, 2006*

Task Force 1 Membership

Met twice a month in 2016-2017, with additional team meetings.

Judy Ableser <i>(committee co-chair)</i>	Director	CETL
Susan Awbrey <i>(committee co-chair)</i>	Senior Assoc Provost	Office of the Provost
Felicia Chong	Asst Professor	CAS, Writing & Rhetoric
Heidi Lyons	Assoc Professor	CAS, Sociology
Jay Meehan	Professor	CAS, Sociology
Darrell Schmidt	Professor	CAS, Mathematics
Keith Williams	Assoc Professor	CAS, Psychology
Anica Bowe	Asst Professor	SEHS, Teacher Development
Jennifer Matthews	Asst Professor	SEHS, Counseling
John McEneaney	Professor, Chair	SEHS, Reading & Lang Arts
Addington Coppin	Professor	SBA, Economics
Amy Rutledge	Special Instructor	SBA, Management Information Systems
Darrin Hanna	Assoc Professor	SECS, Electrical & Computer Engineering
Beth (Qian) Zhou	Assoc Dean	SECS, Computer Science & Engineering
Karen Dunn	Assoc Professor	School of Nursing
Deana Hays	Director	School of Nursing
Sara Arena	Asst Professor	School of Health Sciences
Kristin Landis-Piowar	Assoc Professor	School of Health Sciences
John Coughlin	Senior Systems Analyst	e-Learning & Instructional Support
Shaun Moore	Director	e-Learning & Instructional Support
Reuben Ternes	Asst Director	Institutional Research
Jessica Walukonis	Student Rep	OU Student Congress