

# Provost's Evidence of Teaching Effectiveness Initiative

## Task Force 1 Fall 2016 Update

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

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

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

### DISCUSSION AND POTENTIAL RECOMMENDATIONS FROM TASK FORCE – FALL 2016

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

1. Determine name of survey for OU – tentative “End-of-Course Student Feedback” survey.
2. Create a survey that includes both campus-wide questions and additional questions customized by schools, departments, individual faculty, and online.
3. Design survey to include both “rating” questions and 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, format (e.g. online), course and student demographics.
6. Develop a system that includes a “contextual narrative” where faculty can respond to survey with brief explanation of results (e.g. new method used, switched to online, much larger class size than usual).
7. Distribute ESF surveys online with 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).

### GOALS FOR WINTER 2017

Develop campus-wide questions.

Explore online systems.

Develop review procedure.

Develop implementation plan.

Develop system to select customizable questions.

### CURRENTLY AT OU

- 50% are called “course evaluations,” the remainder use different names for the surveys
- More than 25 different surveys asking different questions and in different ways
- 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
- How the information is disseminated, viewed and used ranges greatly
- Significant range in other evidence being used to assess teaching
- 50% of Chairs are not fully satisfied with their feedback survey

**Task Force Membership**

Judy Ableser	Director	CETL
Susan Awbrey	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 McEaney	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	Assistant Professor	School of Health Sciences
Kristin Landis-Piwowar	Associate 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

**TASK FORCE 1**, meeting twice a month in 2016-2017, is comprised of faculty from each school and college, staff and a student representative. Co-chaired by Judy Ableser (CETL Director) and Susan Awbrey (Senior Associate Provost).

**INITIATIVE TASKS** This is a long-term project (3-5 years based on other institution’s experiences) that will require ongoing conversations to enhance our teaching culture and the development and implementation of our recommendations. The following are actions to date (end of Fall 2016).

- Meetings with Provost, Senior Associate Provost and Director CETL (2014- ongoing)
- Review of literature and collected information from a wide range of other institutions
- Faculty Focus Group (Winter 2016) – Group was unaware of the broad range of surveys and ways in which they were being used across campus. The group supported moving forward to redesign how we assess teaching effectiveness at OU.
- Chair Survey (Summer 2016)
- Task Force 1 meeting twice a month in (Fall 2016- Winter 2016)
- CETL workshops (Fall 2016)
- Chair Forum, Student Forum (Fall 2016)
- CETL Quick Notes and resources on web (Fall 2016)
- Explaining Initiative to committees (Deans’ Council, Academic Council, Chairs, TLC)

**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*