Evaluation KIT
Discussion
Student Evaluation of Teaching and Learning

Faculty Senate and Academic Affairs collaborated to:

Explore the development and utilization of a student evaluation of teaching and learning at BGSU that includes a set of common university questions and provides flexibility for colleges and departments to add specific questions.
Student Evaluation of Teaching and Learning

Working Group with Faculty Senate, CAA, BGSU-FA, and Academic Affairs representation engaged in a yearlong process to collect existing course evaluation, solicit faculty feedback in a variety of ways, and through the collection and analysis of data.

Presented final report at Faculty Senate on March 14, 2017.

Student Evaluation of Teaching and Learning Timeline

Fall 2015

• Charge given

Spring 2016

• Collected more than 60 course, program/department course evaluation instruments already in use
• Conducted a content analysis of items currently in use on course evaluations
• Shared content analysis at two open forums at the Teaching and Learning Fair
Student Evaluation of Teaching and Learning Timeline

Summer 2016
- Continued content analysis and further data exploration

Fall 2016
- Analyzed data and developed a survey containing 33 course evaluation statements that was sent to faculty, including part-time and graduate students
- Using data obtained from the survey reduced the number of course evaluation statements for the pilot
- Shared potential pilot statements at open forums for faculty and students
- Administered the pilot evaluation to 69 faculty participants who taught 2,862 students in 117 courses
Student Evaluation of Teaching and Learning Timeline

Spring 2017

- Analyzed pilot data to identify final items for the student evaluation of teaching and learning
- Presented final report at Faculty Senate (March)
- Conducted open forums to discuss process, results, and next steps (March & April)
- Looked into software options for the online course evaluation
Final Items for the Student Evaluation of Teaching and Learning

1. The instructor **clearly explains course objectives and requirements.** [Course Expectations]

2. The instructor **sets high standards for student learning.** [Course Expectations]

3. The instructor **offers helpful and timely feedback throughout the semester.** [Feedback & Assessment]

4. The instructor **provides opportunities and/or information to help students succeed** (for example, tutoring resources, office hours, mentoring, research projects, etc.). [Support for Student Success]

5. The instructor **encourages student participation** (for example, by inviting questions, having discussions, asking students to express their opinions, or other activities). [Engagement]

6. The instructor **creates an environment of respect.** [Support for Student Success]
### Final Items for the Student Evaluation of Teaching and Learning

<table>
<thead>
<tr>
<th>From a student's perspective were these items easy to understand?</th>
<th>Yes</th>
<th>1081</th>
<th>92.16%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>92</td>
<td>7.84%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1173</strong></td>
<td><strong>1173</strong></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Did you have difficulty rating your instructor on any of the items?</th>
<th>Yes</th>
<th>89</th>
<th>7.61%</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>1081</td>
<td>92.39%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>1170</strong></td>
<td></td>
<td><strong>100.00%</strong></td>
</tr>
</tbody>
</table>
Implementation Phase: Software Selection

Working Group with Faculty Senate, CAA, BGSU-FA, and Academic Affairs representation reviewed software options

Three Open Forums Spring 2017 (March & April)

Software Selection Goals:

- Give faculty their data back quickly
- Integrate with Canvas
- Easy for students to use
- Provide some measure of storage for faculty course evaluation information
- Offer aggregated data at different levels of the institution that will guide intuitive professional development activities
- Colleges/Departments can add their own course evaluation questions (add-on)
Implementation Phase: Software Selection

Working Group recommended EvaluationKIT as it aligns with all of the software selection goals

*Note:* Areas previously using EvaluationKIT were not using it at its full capacity – no integration with Canvas

EvaluationKIT:

- Provides real-time reports
- Integrates with Canvas – emails and messages linked on dashboard
- Accessible online via computer, tablet, and mobile devices
- Provides storage for faculty course evaluation information
- Ability to add College/Department course evaluation questions (add-on)
- Offers aggregated data
Implementation Phase: EvaluationKIT Sample Report

Course Evaluation Test
Fall 2017 Pilot Student Evaluation of Teaching and Learning

Course: Test Course
Instructor: Jessica Turos, Ginny Minnick

At A Glance: University

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree Nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

Q1 - The instructor clearly explains course objectives and requirements.
Q2 - The instructor sets high standards for learning.
Q3 - The instructor offers helpful feedback throughout the semester.
Q4 - The instructor provides opportunities and/or information to help students succeed (for example, tutoring resources, office hours, mentoring, research projects, etc.).
Q5 - The instructor encourages student participation (for example, by posing questions, having discussions, asking students to express their opinions, or other activities).
Q6 - The instructor creates an environment of respect.

1 - The instructor clearly explains course objectives and requirements.

Ginny Minnick

<table>
<thead>
<tr>
<th>Response Option</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
<th>Percent Responses</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>(1)</td>
<td>0</td>
<td>0%</td>
<td></td>
<td>3.66</td>
</tr>
<tr>
<td>Disagree</td>
<td>(2)</td>
<td>2</td>
<td>25%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>(3)</td>
<td>1</td>
<td>12.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>(4)</td>
<td>1</td>
<td>12.5%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Agree</td>
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<td>4</td>
<td>50%</td>
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Return Rate | Mean | STD | Median |
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<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>6/10 (60%)</td>
<td>3.66</td>
<td>1.36</td>
<td>4.50</td>
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</table>

2 - The instructor sets high standards for learning.

Ginny Minnick

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<tbody>
<tr>
<td>Strongly Disagree</td>
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<td>0</td>
<td>0%</td>
<td></td>
<td>3.64</td>
</tr>
<tr>
<td>Disagree</td>
<td>(2)</td>
<td>2</td>
<td>22.22%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>(3)</td>
<td>3</td>
<td>33.33%</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>3.64</td>
<td>1.13</td>
<td>3.60</td>
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Implementation Phase: Timeline

**Fall 2017**
- Piloting the EvaluationKIT software

**Spring 2018**
- Select departments from various colleges will be piloting the EvaluationKIT software

**Summer 2018**
- Piloting various session terms

**Fall 2018**
- Full implementation of EvaluationKIT
Implementation Phase:

Tips for Increasing Online Response Rates

• Announce during class time the dates in which course evaluations will be open via EvaluationKIT

• Provide time during class for students to complete the online evaluation using laptops, tablets, and/or mobile phones

• Faculty can monitor response rates and encourage students to complete course evaluations

• Discuss and reinforce the importance of course evaluations with students and how the University and the faculty member uses these data

• Let students know that their responses will be kept confidential

• Send reminder emails (this will automatically occur with EvaluationKIT)
Implementation Phase:
Department Processes Discussion

How does your department/college currently conduct course evaluations?

What items from your course evaluations do you want integrated with the University-Wide Evaluation of Teaching and Learning?

Do you send course evaluations to your practicum, independent studies, co-ops, internships, and/or field experiences?
Next Steps &
Ways to Get Involved

Volunteers needed to participate in larger discussion about teaching effectiveness

• Join the pilot
• Mid-term evaluations
• Attend an open forum
• Help the CFE put together additional resources:
  • Peer observations
  • Self-assessments
Open Forums in 109 Olscamp Hall

- Thursday, January 18th from 1:30 – 2:30 p.m.
- Tuesday, January 23rd from 1:00 – 2:00 p.m.
- Monday, January 29th from 11:00 a.m. – noon
- Wednesday, February 7th from 10:30 – 11:30 a.m.
- Tuesday, February 20th from 2:00 – 3:00 p.m.
- Monday, February 26th from 11:30 a.m. – 12:30 p.m.
Questions