

EvaluationKIT

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.

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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.

See University-Wide Course Evaluation of Teaching and Learning Instrumentation Construction Work Group Faculty Senate Report

<https://www.bgsu.edu/content/dam/BGSU/faculty-senate/documents/Final-Report-Instrument-Construction-03-14-2017.pdf>

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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

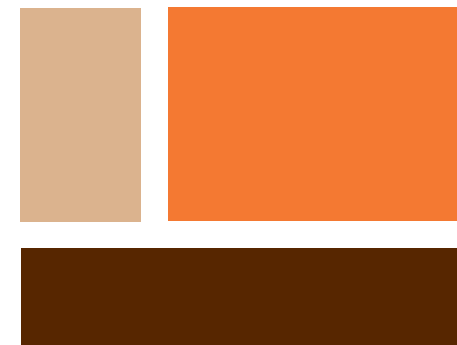
- Analyzed pilot data to identify final items for the student evaluation of teaching and learning
- Presented final report at Faculty Senate (March)
- Conducted open forums to discuss process, results, and next steps (March & April)
- Looked into software options for the online course evaluation



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



From a student's perspective were these items easy to understand?

Yes	1081	92.16%
No	92	7.84%
Grand Total	1173	100.00%

Did you have difficulty rating your instructor on any of the items?

Yes	89	7.61%
No	1081	92.39%
Grand Total	1170	100.00%



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 intuitional 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



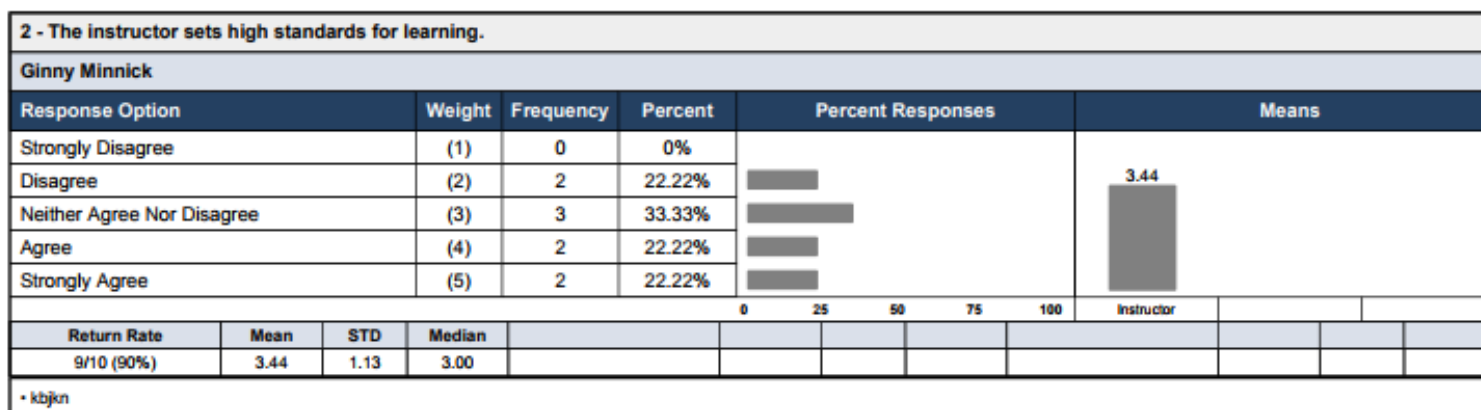
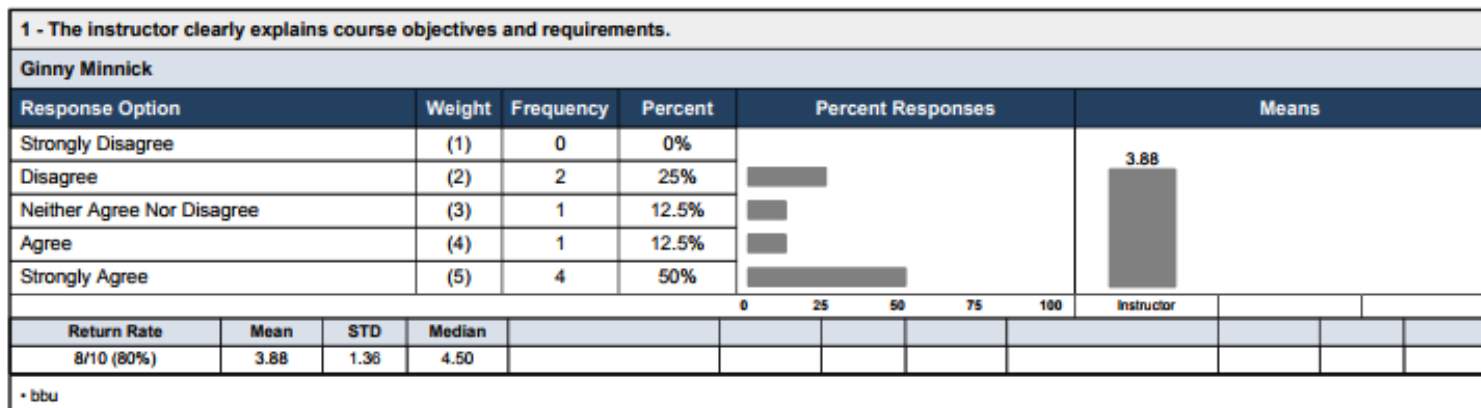
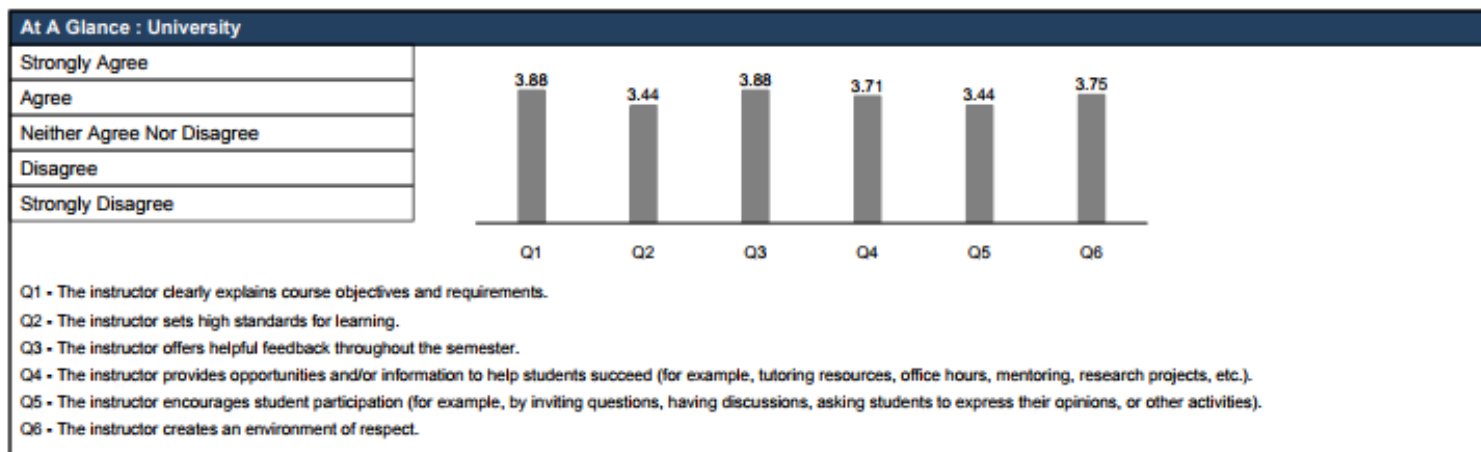
Implementation Phase: EvaluationKIT Sample Report



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

Course: Test Course

Instructor: Jessica Turos, Ginny Minnick *



BGSU



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