

Course Evaluation Ad-Hoc Committee Recommendations

Charge of the Committee:

The charge of the Course Evaluation Ad-Hoc Committee is to review best practices and procedures for assessing student perceptions of faculty teaching. This committee will make recommendations for a standardized data collection process and develop a universal assessment instrument that has a set of common core questions



Committee Members

Co-chairs:

Dr. Amy Thompson, Interim Associate Vice Provost of Faculty Affairs

Dr. Christine Fox, Judith Herb College of Education

Committee Membership:

Dr. Barbara Schneider, Associate Vice Provost of Faculty Development

Dr. Denise Bartell, Associate Vice Provost of Student Success

Dr. Alana Malik, Director of University Assessment

Deb Czechowski, UT Online

Dr. Kevin Egan, College of Arts and Letters

Dr. James Oberlander, College of Nursing

Rebecca Zeitlow, College of Law

Dr. Scott Molitor, College of Engineering

Shannon Neumann, University College

Wade Lee, UT Library

Dr. Tavis Glassman, College of Health and Human Services

Sandra Robinson, College of Natural Science and Mathematics

Dr. Robyn Gandy, College of Medicine and Life Sciences

Dr. Robert Yonker, College of Business and Innovation

Dr. Cyndee Gruden, College of Graduate Studies

Shujuan Wang, Ph.D student in Research and Measurement

Taylor Reinhart, Undergraduate student in Nursing



Rationale for the proposed changes to the current course evaluation and procedures for dissemination:

- **Research suggests that teacher evaluations are often biased due to focus on instructor characteristics and do not reflect course design, delivery, climate, or actual student outcomes.**
- **Lack of standardized core questions do not permit benchmarking or university-wide trend analysis.**
- **Lack of standardized core questions can influence tenure and promotion decisions.**
- **Some course evaluations currently utilized do not evaluate key student centeredness constructs to provide meaningful feedback to instructors.**
- **Current course evaluation dissemination and analysis processes vary significantly. Exploring various standardized methods can reduce staff time and reduce the inconsistencies that exist with students administering and delivering course evaluations.**



Methods Used to Develop New Proposed Course Evaluation

- **A review of the published literature was conducted to assess best practices in course evaluation development.**
- **Various existing course evaluations were collected from each of the UT colleges as well as some peer institutions.**
- **A thematic analysis was conducted to determine common constructs that were measured in course evaluations that were deemed best practice as well as those commonly measured in UT course evaluations.**
- **Based on the thematic analysis, 12 core questions were created. The following questions will be measured by these constructs: Student engagement, Course Design, Course Implementation, Assessment Practices, and Course Impact.**



Course Evaluation Recommendations

- **A university-wide course evaluation shall be developed that includes a short set of standardized core questions.**
- **Each department and college may add additional questions to the core questions that are tailored to their own unique needs.**
- **Prior to the newly developed course evaluation being fully implemented, it shall be presented and discussed with various shared governance bodies such as the faculty senate and graduate council.**
- **Prior to full implementation of the newly created course evaluation a “pilot test” should be conducted to assess any concerns or issues with validity and reliability (see proposed timeline).**
- **Full implementation of the new course evaluation shall occur in the fall 2019 Semester (see proposed timeline).**



Course Evaluation Dissemination Procedures

- **Due to variability in the dissemination of course evaluations, it is recommended that all course evaluations are distributed during the last two weeks of the regular class schedule. Ideally, if the course evaluation is given in class, this should be done in the beginning of the class period to ensure there is adequate time to fill out the evaluation**
- **To improve the course evaluation data collection process, it is recommended that all course evaluations be collected electronically via an external link disseminated through the course blackboard site, email, or other software such as Qualtrics. This external link is to an Enterprise Survey already commonly used at UT.**
- **All course evaluation data collected shall remain anonymous without any student being linked to their individual response.**



- **Due to possible ethical issues, it is recommended that students registered in the course should not be involved in the dissemination and collection of the course evaluation.**
- **All faculty are encouraged to direct students in class to take the course evaluation survey. For those in classroom based courses, course evaluations can be filled out online in class.**
- **On the course evaluation form a standard statement should include the following: “The University of Toledo recommends each course taught by its faculty be evaluated with the electronic course evaluation form found here _____ . There are twelve questions. Please answer all twelve including the last three questions asking for written comments. The completed evaluations go directly to the University and the instructor will not be allowed to see your anonymous responses until after final grades are completed.”**



Proposed Timeline for Implementation of the New Recommendations

- **December 2018**-draft version of recommendations presented to Provost Hsu and staff
- **December 2018**-overview of committee recommendations presented to Deans. Meeting with Faculty Senate Executive Committee and Graduate Council Executive Committee
- **January/February 2019**-incorporate any suggested changes to the recommendations. Present the recommendations to Faculty Senate and Graduate Council for endorsement
- **March 2019**-Incorporate any changes suggested from the shared governance bodies and present to UT Senior Leadership Team



- ***March/April 2019***- work with Online Learning to prepare and deploy pilot test of course evaluation for a small number of courses in summer 2019.
- ***May/August 2019*** –Monitor course evaluation process and make any necessary revisions
- ***August 2019***- Announcement from the Provost Office regarding full implementation of the recommendations
- ***October 2019***- All department and college questions are submitted to online learning
- ***November/December 2019***- Deployment of new course evaluation



Course Evaluation

Directions: Please rate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
1. I put forth my best effort in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The learning outcomes and expectations for performance were clearly communicated throughout the semester	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I felt encouraged and supported to do my best work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A variety of teaching approaches were used to meet the needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I felt comfortable expressing my views and ideas in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I received feedback on my work promptly and in time to adjust my performance in this class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Feedback I received from the instructor was helpful in improving my performance in the course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The grading in the course was fair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I learned a lot in this course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. What activities or assignments were most beneficial to your learning?					
11. In what way(s) could the course be improved?					
12. Briefly describe what you thought was the most important thing you learned in this course?					

