

Revisions to Teaching, Learning, Evaluation Policy: Student Input to the Evaluation of Teaching Procedure

GFC Committee on the Learning Environment

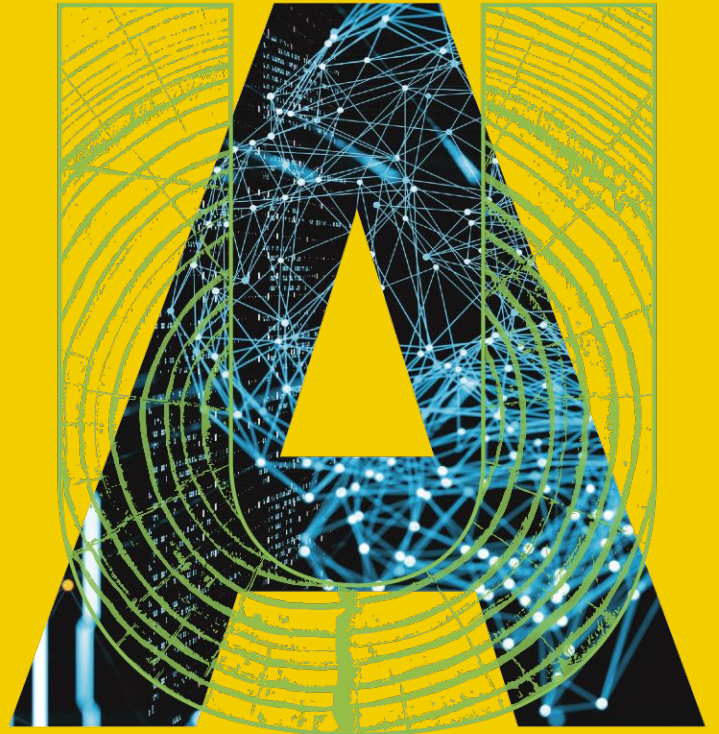
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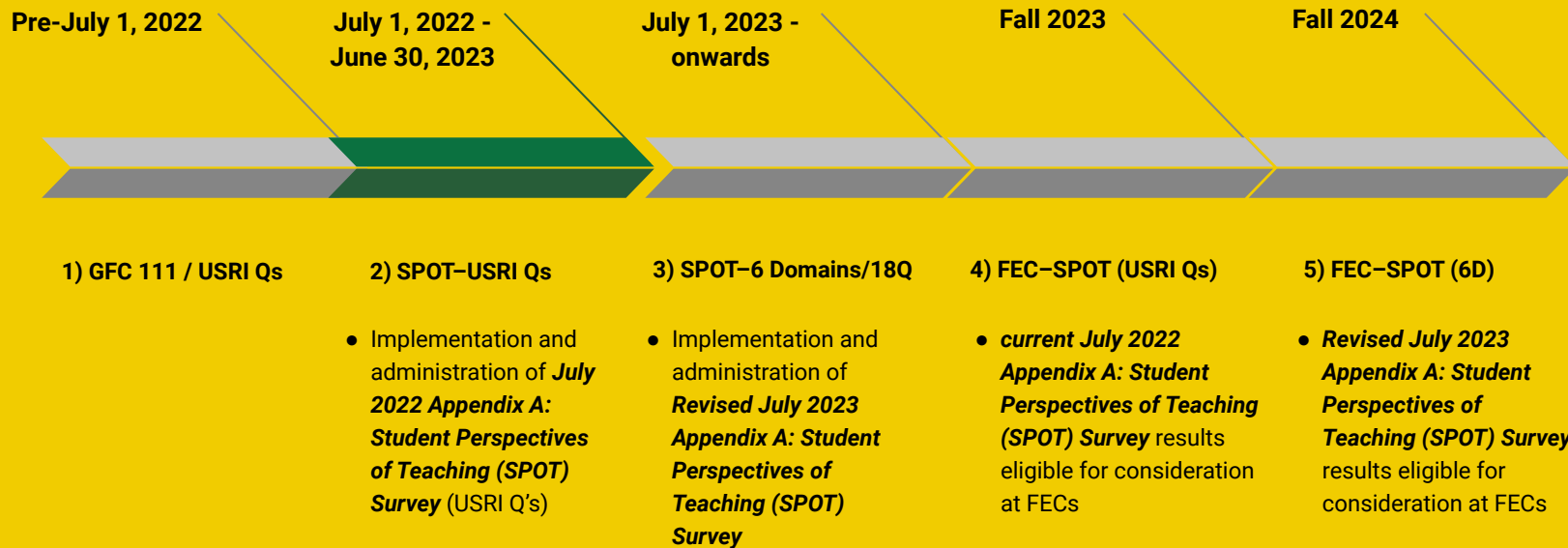
**UNIVERSITY
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Overview

- Timeline
- Framing Documents
 - [Collective Agreement](#)
 - [TLE Policy](#) (Effective Teaching Framework)
 - [Appendix A](#) (Student Perspectives of Teaching)
- [Proposed Changes to Student Input to the Evaluation of Teaching and Learning Procedure](#)
- Proposed UASPOT Survey Report (for FECs, Dean, Chair, Instructors || summative use)
- Proposed Data table for Instructors (formative uses)
- Optional Data visualizations for Instructors (formative uses)

Timeline



Collective Agreement: A6 (Faculty Evaluation) re Student Responses

A6.03.4 Evaluation of teaching shall be multi-faceted and, in particular, shall not be based primarily on any one method of evaluation. The standards for evaluation of teaching performance shall be broadly based, including course content, course design and performance in the classroom. Such evaluation may take into account information such as reviews of teaching dossiers and other materials provided by the Academic Faculty member; reviews by peers and administrative officials; comprehensive reviews of student commentary; and the frequency distribution of responses to student questionnaires.

A6.03.4.1 The frequency distribution of student responses will be reported only in relation to the non-numerical responses selected on questionnaires (e.g. Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree) and the frequency distribution of responses will not be restricted to any single item; rather, all questions specific to the instructor will be reported.

Collective Agreement: A6 (Faculty Evaluation) re Student Responses

A6.03.4.2 In evaluating the teaching performance of Academic Faculty members, Department Chairs and FEC shall consider that:

- i. Students' questionnaire ratings of instruction are influenced by numerous factors, including race, gender, accent, age, physical attractiveness, and course characteristics; and
- ii. Since there is no requirement for students to complete online questionnaires, the responses may not validly reflect the opinion(s) of an entire class, but only the opinion(s) of those motivated to respond;

and therefore,

- iii. student questionnaires are insufficient in measuring teaching performance, necessitating a multi-faceted approach to evaluation.

Framework for Effective Teaching

1. **Expertise, Content and Outcomes** - what students are expected to learn as well as the expertise that instructors require to facilitate this learning
2. **Course Design** - constructive organization of course objectives, resources, assignments, and assessments
3. **Instructional Practices** - teaching preparation, methods, and approaches to facilitate learning
4. **Learning Environment** - physical and virtual support systems
5. **Reflection, Growth and Leadership**



Framework-Mapped Survey Questions (Appendix A)

Framework for Effective Teaching Domain: **COURSE DESIGN**

Design: Course design refers to the organization of lectures, readings, labs, and assignments/exams, etc. that form the overall structure of the course by the primary instructor.

1. I found the course easy to follow.
2. I found the course requirements clear.
3. I found the course designed in a way that supported my learning.

Utility of course resources: Course resources refer to readings, books, labs, handouts, multimedia, digital materials, etc. that are built into the course design.

1. The course resources supported my learning.
2. The course resources increased my knowledge of the subject.
3. The course resources helped me prepare for my assignments and exams.

Graded work: Graded work refers to exams, labs, assignments, projects, and similar work that is marked with a percentage or a letter grade.

1. The graded work was reflective of the course content.
2. The graded work allowed me to apply my knowledge from the course.
3. The graded work yielded helpful information about my learning.

Framework-Mapped Survey Questions

Framework for Effective Teaching Domain: **INSTRUCTIONAL PRACTICES**

Course delivery: Course delivery refers to the overall flow of the course including the class time, workload, and number and timing of course assessments, etc.

1. I was able to keep up with the instructor's pacing of course delivery.
2. I had enough time to complete my course work.
3. I found there were enough assessments to monitor my learning.

Instructional approach: Methods that the instructor puts in place to support your learning during and after class time.

1. My instructor provided examples and illustrations to support my learning.
2. My instructor offered alternative explanations to support my learning.
3. My instructor provided feedback to support my learning.

Class Climate: Climate is about how you perceive the learning environment as respectful, collegial, and inclusive.

1. My instructor created and maintained a climate of mutual respect.
2. I felt a sense of collegiality in this course.
3. I felt comfortable to ask questions and share my ideas in this course.

Proposed new text for Procedure

13. SPOT survey results are compiled using an appropriate statistical survey instrument as determined by CLE.

14. The UASPOT Survey Report consists of one page generated for each course from which student surveys have been collected and is comprised of:

a. The text of each of the standard questions as determined by CLE; and

b. For each of the 6 question groups, e.g. course delivery, the number of student responses in each of

the 5 response categories (SD, D, N, A, SA) and the percentage of responses in each category.

15. The UASPOT Survey Report as well as the results for the Instructor/Department/Faculty supplemental questions, and student comments for all questions, will be provided to Instructors for their courses within 20 working days of course completion.

Proposed Procedure text cont'd

16. The UASPOT Survey Report as well as the results from the Department/Faculty supplemental questions, and student comments for all questions, will be provided to Deans, Chairs and Directors within 20 working days of the course completion.

17. The UASPOT Survey Report will be provided to students at least 10 days after the date that the Instructor has received their results.

[Note that the previous table 15 has been removed and the information (work in progress) will be included within clauses 15-18 above]

Current version of procedure to be replaced

~~13. SPOT survey results are compiled using Tukey's box and whisker plot analysis (John W. Tukey, Exploratory Data Analysis, Addison Wesley Publishing Company, Inc. 1977) and statistical treatments are chosen to achieve two main objectives:~~

- ~~a. To summarize skewed distributions of data; and,~~
- ~~b. To identify outliers from the general population, if they exist.~~

~~14. The SPOT Survey Report consists of one page generated for each course from which students' surveys have been collected and contains:~~

- ~~a. The text of each question;~~
- ~~b. For each question, the number of student responses in each of the 5 categories, presented in a table and graphical format;~~

Current version of procedure to be replaced

~~e. The median of the response to one decimal point for the question; and,~~

~~d. Numerical values (reference data) from Tukey's box and whisker statistics to describe the distribution of scores in the Faculty/Department, including the:~~

- ~~i. lower cut off for outlier scores;~~
- ~~ii. lower hinge (25th percentile);~~
- ~~iii. median; and,~~
- ~~iv. upper hinge (75th percentile).~~

~~15. Distribution of the SPOT Survey Results:~~

Current version of procedure to be replaced

15. Distribution of the SPOT Survey Results:

Who Receives ⁽¹⁾ ⇒ What/When Received ⇓	Dean & Director or Chair (and delegates)	Instructor ⁽²⁾	Students Registered in the Course Students' Union ⁽³⁾ Graduate Students' Association ⁽²⁾	Faculty Evaluation Committee, Academic Teaching Staff Evaluation Committee & GFC Secretary
SPOT Survey Report and Withdrawn Students Survey Report	yes Within 20 working days of course completion	yes Within 20 working days of course completion, once the Dean, Director or Chair has signed the grade sheet	yes At least 10 days after the date that the instructor has received	yes In accordance with Faculty FEC timelines and upon request by GFC Secretary
SPOT Survey Comments	yes	yes	no	yes
Supplemental Department/Faculty Questions & Comments	yes	yes	no	no
Supplemental Instructor Questions & Comments	no, unless provided by instructor	yes	no	no, unless provided by instructor
Midterm Instructor Questions & Comments	no, unless provided by instructor	yes	no	no, unless provided by instructor

- (1) Survey Results are included for all courses taught by the Instructor, whether the course was taught within the home Faculty or in another Faculty or Department.
- (2) Instructors may check the response rate during the 2-week SPOT survey period, by [logging into the SPOT system](#) and their homepage will provide a status overview and the current response rates for their courses.
- (3) Access to online SPOT survey data is provided to the SU and the GSA only for the purpose of assisting with the selection of courses. Neither the SU or the GSA will undertake analysis of SPOT data available to members of those organizations.

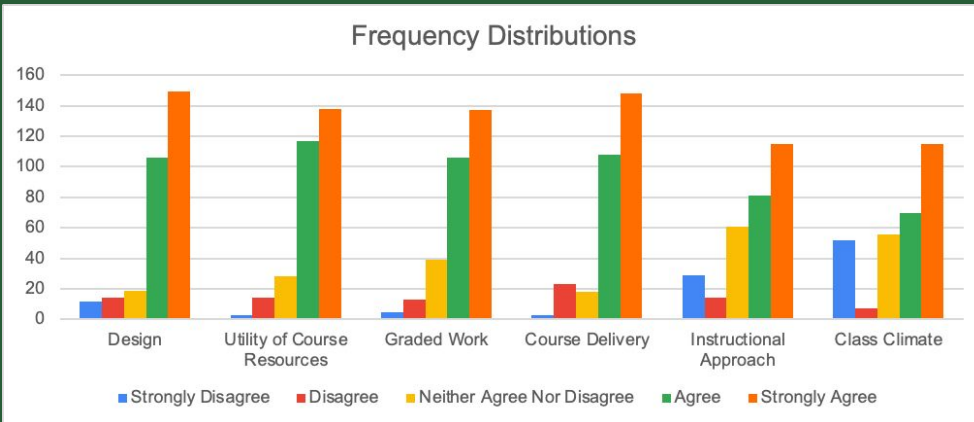


Proposed tables based on sample data

- A large-size undergraduate course at the U of A
- 100 students responded to the SPOT survey
- SPOT has 18 questions focused on 6 domains of teaching:
 - **Course Design**
 1. Design
 2. Utility of Course Resources
 3. Graded Work
 - **Instructional Practices**
 4. Course Delivery
 5. Instructional Approach
 6. Class Climate

Proposed UASPOT Survey Report

SPOT Domain	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Design	12	14	19	106	149
Utility of Course Resources	3	14	28	117	138
Graded Work	5	13	39	106	137
Course Delivery	3	23	18	108	148
Instructional Approach	29	14	61	81	115
Class Climate	52	7	56	70	115



- Text of all 18 questions
- Total number of students in class
- Total number of respondents

Proposed Data Table for Instructors

SPOT Domain	Question	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Design	Q1	10	4	4	44	38
	Q2	1	4	4	28	63
	Q3	1	6	11	34	48
Utility of Course Resources	Q4	1	6	9	41	43
	Q5	1	0	11	39	49
	Q6	1	8	8	37	46
Graded Work	Q7	2	3	11	34	50
	Q8	1	5	9	38	47
	Q9	2	5	19	34	40
Course Delivery	Q10	0	5	5	37	53
	Q11	1	4	1	40	54
	Q12	2	14	12	31	41
Instructional Approach	Q13	14	0	10	31	45
	Q14	13	5	30	19	33
	Q15	2	9	21	31	37
Class Climate	Q16	11	0	18	22	49
	Q17	23	2	26	21	28
	Q18	18	5	12	27	38

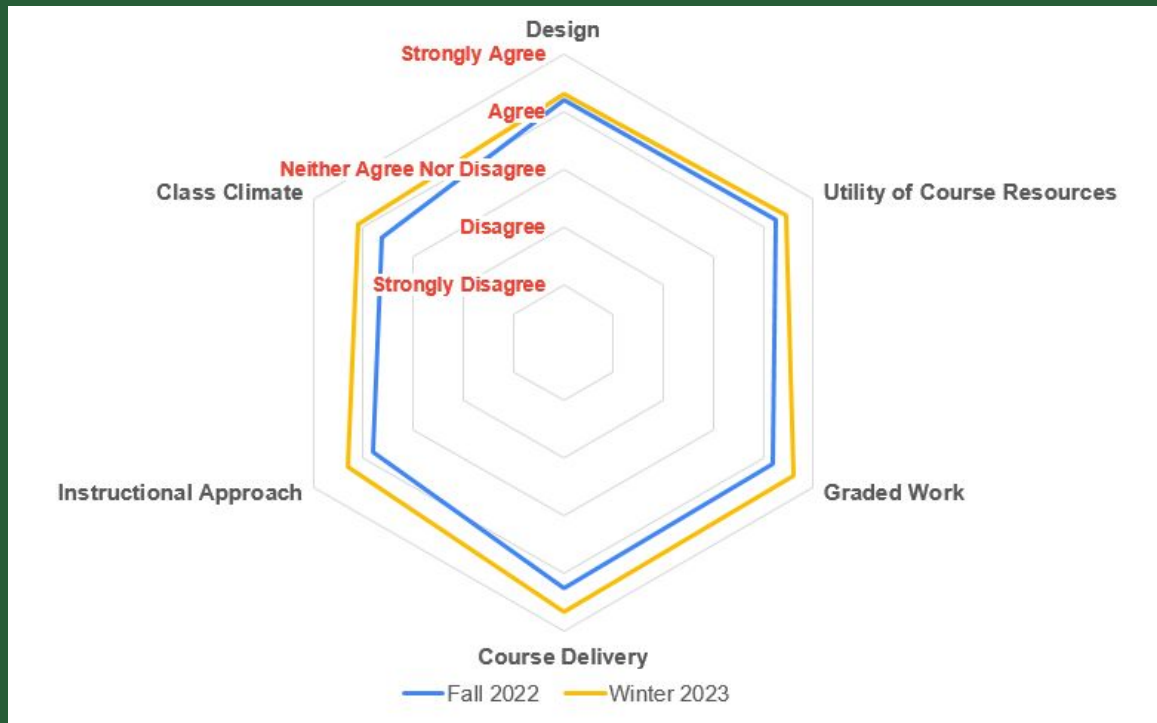
Optional Data Visualization

Fall 2022 vs. Winter 2023 (Same Instructor)

SPOT Categories	Fall 2022	Winter 2023
Design	4.22	4.30
Utility of Course Resources	4.24	4.44
Graded Work	4.19	4.60
Course Delivery	4.25	4.65
Instructional Approach	3.80	4.30
Class Climate	3.63	4.10

Note: Numerical means presented here for illustration purposes only. Radar charts would be accompanied by explanatory notes and resources to facilitate reflection.

This example shows one way that an instructor could layer different years of SPOT results to support reflection on, for example, growth in the Instructional Practices component of the Effective Teaching Framework.



Other Optional Data Visualizations (formative uses by instructors)

- Histograms
- Radar charts comparing different classes taught by one instructor

Thank you!