ANNUAL REPORT
University Standing Committee <u>Evaluation of Teaching Committee</u>

Academic Year Covered by Report 2022-23

Date Report Submitted June 30, 2023

Report Submitted by James E. Bartlett, II, Ph.D., Committee Chair

Number of times committee met 6 (8/29/22, 9/26/22, 10/24/22, 11/21/22, 1/23/23, 2/27/23)

RECOMMENDATIONS FOR 2023 - 24
- Develop a list of all of the teaching awards and provide a calendar at the start of the year to get volunteers to sign-up early.
- Make sure that a co-chair is selected early in the process to help when conflicts arise with scheduling.
- Continue the discussion of eliminating the class evaluation in the RPT process and use it for quality improvement of instruction.
- Explore the use of AI to help provide immediate feedback and summarize qualitative responses for class evaluation and use this in the improvement process.
- Explore the use of more comprehensive, student evaluations could be performed via an interactive digital platform that encourages students to provide feedback regularly, not just at the end of the semester.
- Conduct a student focus group to understand how they view the class evaluation system and to better understand their perspectives on the purpose it serves for them.
- Changing the class evaluation questions was proposed by the committee and can be seen below.

SUMMARY OF DISCUSSION ITEMS/ACTIVITIES OF COMMITTEE

ClassEval Name and Item Changes

Rename "Class Eval" to "Student Feedback to Improve Instruction". The institution should still consider as suggested last year, the transition from 'Class Eval' to 'Student Feedback for Instructional Enhancement'. This modification in terminology signifies the intention behind collecting the feedback. Rather than simply evaluating, students are sharing their experiences to contribute to the refinement of course delivery and outcome achievement. This paves the path for a cultural shift in our perspective on how teaching should be appraised.

Why should this be done?

We should consider the ultimate goal of any educational institution: to provide the highest quality education possible. To accomplish this, we must continually improve and adapt

our teaching strategies to meet the changing needs and learning styles of our students. We should regard 'Student Feedback for Instructional Enhancement' as an opportunity for growth and improvement, rather than a punitive evaluation system. By using student feedback for enhancement, we can create a positive feedback loop where teachers become better educators through constructive input, and students receive a more effective, tailored education in return. This approach focuses on continuous learning and improvement, which is the very essence of the educational process. On the other hand, using feedback solely for evaluation may create a high-pressure environment that discourages risk-taking and innovation in teaching methods. This could potentially stifle the development of more effective teaching strategies. Thus, it is not only beneficial but essential to adopt 'Student Feedback for Instructional Enhancement' as a means to improve teaching and learning, rather than merely using it as an evaluation tool. Lastly research suggested that the evaluation of teaching creates bias for underrepresented populations and females. If we continue to use these in the RPT process, we need to be aware and acknowledge we are using a discriminatory measure in promotion and tenure.

Change items in the class evaluation. The proposed changes to the class evaluations seem to aim for a more nuanced understanding of the teaching and learning experience, shifting the focus from subjective perceptions to objective criteria. For the instructor-related items, the suggested changes highlight the instructor's role in fostering an effective learning environment and their commitment to helping students learn. The proposal also suggests specifying that instructors are receptive to scheduling meetings outside class, rather than simply being available. The focus is also shifted from the instructor's enthusiasm to their interest in student learning. For course-related items, the changes propose to assess the appropriateness of learning materials and assignments, rather than their perceived value. Notably, the revised evaluation includes the incorporation of diversity, equity, and inclusion in the course. There was discussion if this item should be placed into the class evaluation, especially, if they are going to be used in the RPT process. Additionally, it emphasizes the development of student confidence in building upon the knowledge gained, rather than a broad assessment of the course's excellence.

RECOMMENDATION FOR REVISION OF CHARGE AND/OR MEMBERSHIP CONFIGURATION (if applicable)

N/A

Current ClassEval Questions with Changes
(Changes are highlighted in yellow and items to remove in red)

Instructor-related

1. The instructor's teaching aligned with the courses learning objectives/outcomes
2. The instructor was receptive to students outside the classroom
2. The instructor was receptive to scheduling meetings outside the classroom.
3. The instructor explained material well.

4. The instructor was enthusiastic about teaching the course
4. The instructor showed an interest in helping students learn.
5. The instructor was prepared for class
6. The instructor gave useful feedback.
6. The instructor gave useful feedback when needed.
7. The instructor consistently treated students with respect
7. The instructor consistently treated all students with respect
8. Overall, the instructor was an effective teacher
8. The instructor created an effective learning environment.

Course-related (proposed changes)

9. The course materials (e.g., readings, videos, class notes, course packs, FAQs, websites, course webpage, and blogs) were valuable aids to learning
9. The learning materials (e.g., readings, videos, class notes, course packs, FAQs, websites, course webpage, and blogs) were appropriate for the course.
10. The course assignments (e.g., homework, exams, quizzes, lab reports, papers, presentations, projects, portfolios, artistic impressions, critiques, blogs, and videos) were valuable aids to learning
10. The assignments (e.g., homework, exams, quizzes, lab reports, papers, presentations, projects, portfolios, artistic impressions, critiques, blogs, and videos) were appropriate for the course.
(NEW ITEM between 10 and 11)
New Item. Where possible, diversity, equity, and inclusion were incorporated into the course.
11. This course improved my knowledge of the subject
12. Overall, this course was excellent
12. After completing this course, I feel confident I could build on my knowledge of the subject.

Final Copy of Classeval Items

Instructor-related (proposed changes)

1. The instructor's teaching aligned with the courses learning objectives/outcomes
2. The instructor was receptive to scheduling meetings outside the classroom.
3. The instructor explained material well.
4. The instructor showed an interest in helping students learn.
5. The instructor was prepared for class
6. The instructor gave useful feedback when needed.
7. The instructor consistently treated all students with respect
8. The instructor created an effective learning environment.

Course-related (proposed changes)

9. The learning materials (e.g., readings, videos, class notes, course packs, FAQs, websites, course webpage, and blogs) were appropriate for the course.

10. The assignments (e.g., homework, exams, quizzes, lab reports, papers, presentations, projects, portfolios, artistic impressions, critiques, blogs, and videos) were appropriate for the course.
11. Where possible, diversity, equity, and inclusion were incorporated into the course.
12. This course improved my knowledge of the subject
12. After completing this course, I feel confident I could build on my knowledge of the subject.

Open-Ended Items

Comment on strengths and weaknesses of the instructor

Comment on strengths and weaknesses of the course

Give suggestions on how the course or how the instruction could be improved.