SEI

Student Evaluation of Instruction

Report to CAA
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Susan Cole
Professor
Molecular Genetics
Cole.354@osu.edu

Alan Kalish
Assistant Vice Provost
Undergraduate Education
Kalish.3@osu.edu

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Today's report will present

- SEI Subcommittee responsibilities

- Usage and response rates

- Charge for Revision

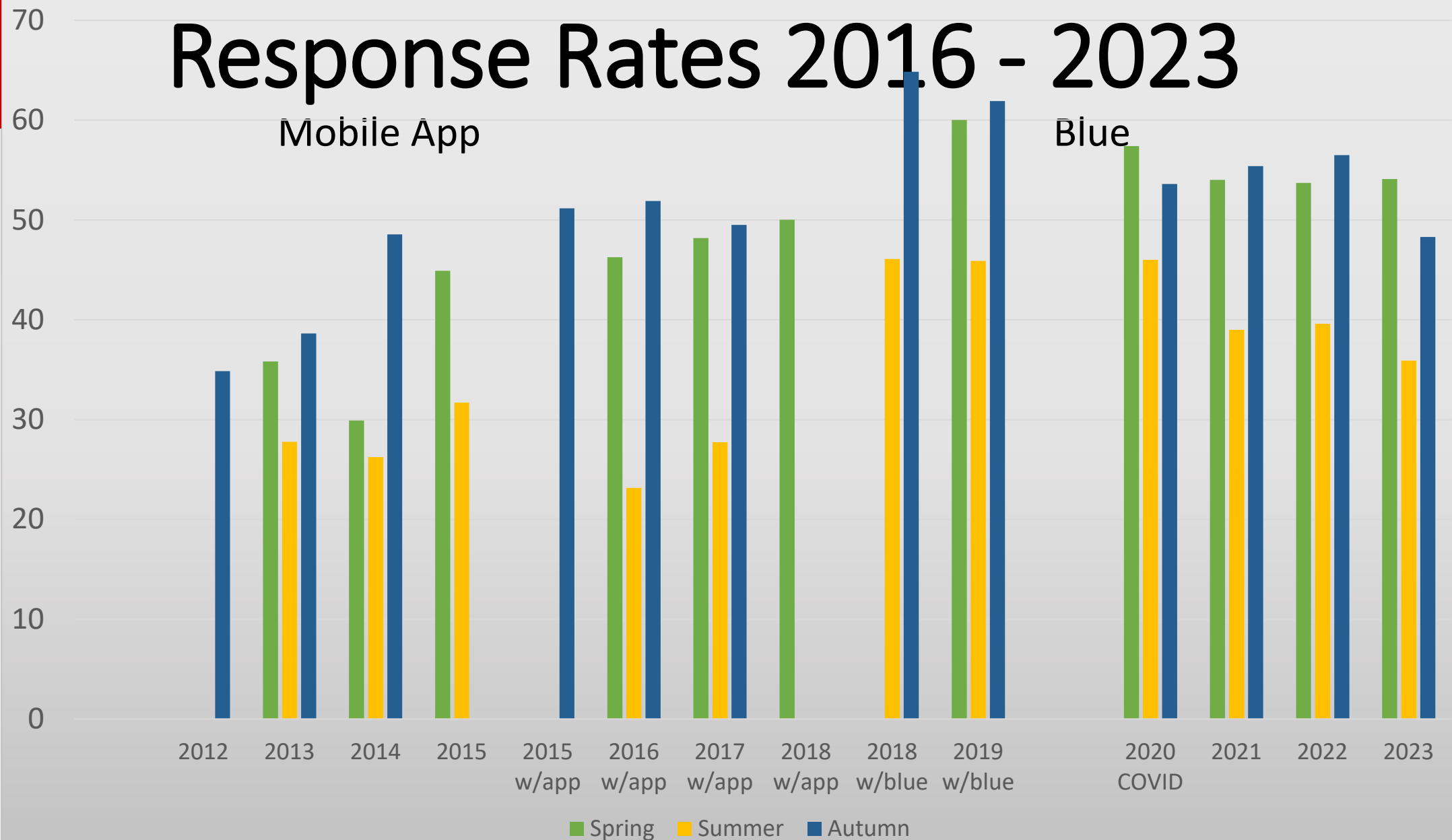- Progress toward Revision

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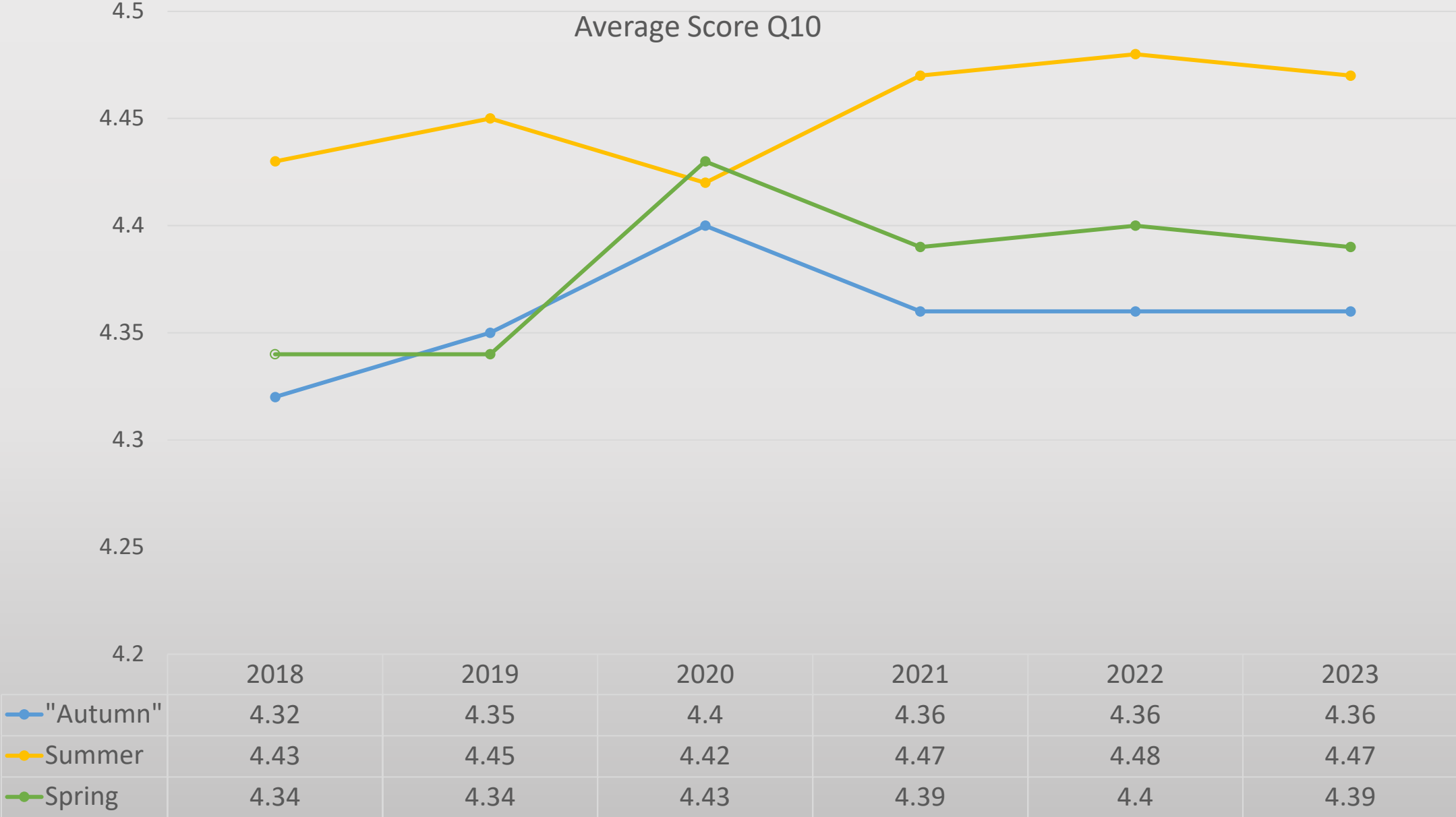# SEI Oversight is a subcommittee of the Council on Academic Affairs

- **monitor policies and procedures for gathering and using student feedback on teaching**
- **provide annual reports to the Council on the status of SEI**
- **advise the Council on proposals regarding student feedback in general and SEI in particular.**

- analyze and summarize annual trends in response rates
- monitor and evaluate usage
- review policies and procedures for collection and reporting of data
- advise on national dialogue/literature on student feedback
- review specific proposals by TIUs to adopt alternatives to SEI
- assess the efficacy of the current SEI instrument and system
  - identify whether and how they might be changed
  - undertake special reviews and projects related to student feedback as warranted.

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Rather than a simple count of keywords, text analytics uses the meaning of statements to group comments into specific themes. The Theme Cloud lets you see at a glance which themes were prevalent in student feedback.

Theme Cloud

RESULTS

Average Score Q10

	2018	2019	2020	2021	2022	2023
"Autumn"	4.32	4.35	4.4	4.36	4.36	4.36
Summer	4.43	4.45	4.42	4.47	4.48	4.47
Spring	4.34	4.34	4.43	4.39	4.4	4.39

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Evaluation of Teaching Committee 2020-2021

- **Committee charged by Vice Provost Malone**
- **Chaired by Professor Colette Dollarhide, EHE**
- **Conducted a holistic review of teaching evaluation, including the role of student feedback in that process**
  - **SEI was 1 of 4 processes examined by EOT Committee**

- **Recommendation related to SEI:**
  - **Find or create an instrument that can collect and report with minimal bias, but high validity, reliability, flexibility**
    - **That is used in appropriate ways to understand students' learning experiences to improve/evaluate teaching**
    - **That is used in appropriate ways to share data with students**

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Charge for Revision

Committee charged by Vice Provost Malone:

SEI Subcommittee of the Council on Academic Affairs will identify a <u>new instrument</u> and/or <u>strategy</u> for gathering student feedback on courses and instructors and present a draft recommendation to Helen Malone and Randy Smith, and to the Committee on Academic Affairs.

Timeline:

Present recommendations to CAA by April 24, 2024

Present recommendations to Helen and Randy by May 1, 2024

Begin socialization and implementation of proposed changes

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Guiding Principles from charge:

1. Rely on the best practices developed and implemented by our peers rather than writing and testing new questions.
2. Compatible with Blue, the software tool used to administer the SEI.
3. Include a project plan for updating language on the Registrar's website as well as the SEI Handbook.
4. Include guidance in interpretation of the new tool relative to the current tool.

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Strategy and Guiding Principles for Revision

Committee has met biweekly in SP2024, and presented to Faculty Council of the University Senate in January

Data gathering:
- Reviewing research literature on student feedback
- Exploring systems in use at peer institutions
- Survey Ohio State faculty (>400 responses)

Committee guiding principles:
- Design should minimize bias to the extent possible
- Design should be appropriate for coursework taught in a range of modalities
- Design should maximize useful information for formative and summative evaluation

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Context for revision

Information from end of semester student responses must be coordinated with other assessments (ie peer evaluation, teaching dossiers etc.).

The best formative feedback will come from midterm evaluations, and central support for the implementation and interpretation of that feedback is critical.

Our process should leverage best practices to reduce implicit bias in soliciting student feedback and use faculty input to elicit the most useful feedback areas that will balance formative and summative feedback.

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Proposals for DRAFT revision

1. Refocus instrument on elements that students directly observe or that directly impact their experience of learning.
   - Which elements to assess should be informed by existing literature,feedback from the faculty survey, tools used by peer institutions

2. Rename to clarify what the tool does and does not do:
   - "survey of student educational experience" or something similar

3. No questions should address the "overall" quality of the course or instructor.

4. Increase the value of narrative responses through specific prompts
   - While acknowledging the need for central support to interpret, contextualize, and use the information in an unbiased way

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DRAFT structure under consideration:

Six-ish closed response questions addressing three areas of instructional effectiveness (two questions each)

- Instructor communication and availability
- Student sense of engagement in their own learning
- Student sense of belonging

Two discursive prompts inviting responses about the strengths of the course and areas for improvement in future offerings

- Support for summarizing, contexualizing and using this information is critical

The ability to add 2-4 additional questions from a pre-approved question bank.

- These questions might address specific course attributes (ie online, laboratory etc)
- The results from these additional questions should be formative only

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Additional thoughts:

- There should be a high bar for units to use additional or alternative instruments
- It might be useful to pilot the new structure to gather data prior to full implementation
  - The GE bookends might be a useful context for this pilot

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QUESTIONS?

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