

Policies and Procedures 07

Updated and Reissued
April 1, 2022

Student Course and Instruction Evaluations

Consistent with the mission of the University of Oklahoma to provide excellence in teaching, this policy provides a framework for faculty within Gallogly College of Engineering to improve teaching continually by utilizing a variety of course and instruction evaluation techniques. Further, pursuant to current best practices for improvement and evaluation of teaching and instruction is to include input from students and faculty.

The Provost Office administers a student experience survey at the conclusion of courses and instruction for the GCoE, both graduate and undergraduate, each fall, spring, and summer semester. A current student questionnaire is maintained by the Provost Office. The online survey returns the distribution of student responses along with individual student comments and notes to the instructor, school director, and to the dean. The primary objective in these surveys has been and continues to be the improvement of instructional effectiveness through the provision of immediate feedback based on student experiences in the course. These student experience surveys offer feedback towards development of teaching excellence. **Student feedback provided in end-of course surveys should not be the primary source of information informing regular evaluation of faculty teaching effectiveness, and each unit is expected to develop alternative ways to assess, recognize, and improve faculty teaching performance.**

Additional techniques for evaluating faculty teaching effectiveness can include self-evaluation, creation of a course portfolio (see Table 1 for example portfolio development), peer evaluation by observation, peer review of course materials, evaluation of student performance on comprehensive examinations, organized inquiries of alumni, interviews with graduating seniors, and any other techniques which can be **objectively** and **uniformly** applied (additional resources are through Provost sponsored center for faculty excellence) -- . These additional techniques should be selected with the full involvement of all faculty members in the unit and should be implemented after the faculty has been informed at the start of the evaluation period as to the procedure(s) to be employed.

In addition to student generated information, input from faculty should be considered for evaluation of effective teaching and instruction. Information such as course size, course level, innovative instructional techniques, new course preparation, substantially revised course material or course delivery method, assessment of instruction, continual improvement assessment and methods, advising research students (both at the undergraduate and graduate level) and awards or honors for effective instruction could be provided as supporting documentation.

John Klier, Gallogly College of Engineering Dean

Table 1. Types of example course portfolio options. Source: ceete.engr.wisc.edu/resources/assessment (accessed 2020/02/19).

	Benchmark	Inquiry	Comprehensive	Concept
Overview of type	Addresses how effectively course design (teaching methods, course materials, and assessments) achieves course goals.	Answers a specific question or issue about your course relating to teaching practices, course design, or student learning.	Tracks the effectiveness of course revisions on student learning. Good for courses whose disciplinary content or professional standards change.	Investigates how a pedagogical concept, practice, or issue has been addressed in a course (for example, problem-based learning or the use of clickers).
Process or key components	<ol style="list-style-type: none"> 1. Identify course goals 2. Define methods 3. Identify how methods meet goals 4. Assess how well student learning is met 	<ol style="list-style-type: none"> 1. Formulate an inquiry question or hypothesis 2. Develop an assessment strategy 3. Teach the course and collect data 4. Analyze the data and evaluate the results 5. Apply the conclusions and recommendations into the new course design and delivery 	<ol style="list-style-type: none"> 1. Goals of the course 2. Key changes that have occurred in the course over time 3. Assessment of student learning 4. Rationale for the current course methods and practices 	<ol style="list-style-type: none"> 1. Background, history, literature review 2. Approach 3. Rationale connecting learning outcomes to concept 4. Assessment options 5. Resources
Possible Reflective Questions	<ul style="list-style-type: none"> • Why do you use the book you do? • What happens in a typical class session? • What are your expectations for student work outside of class? • How are you assessing student learning? • Why are these approaches effective? • How do you assess learning in the course? • What evidence supports that goals were met? • How does learning differ among students? • What accounts for the differences? • How will you teach the course in the future? What changes will you make? 	<ul style="list-style-type: none"> • Inquiry questions can range from topics that include course design and delivery, assessment, materials, or even a single aspect about any of these issues, such as how does flipping my course (or flipping a single topic or component) affect student learning? • How does “x” (the number of students assigned to each homework team, for example) affect “y” (student performance on homework problems, for example)? • How was my question answered? What do I plan to change or study in the teaching of your course (e.g., specific methods, course materials or assignments, assessment of student work)? What do I predict will be the impact of such change? And how will I collect data to test this impact? 	<ul style="list-style-type: none"> • How has the course evolved within your particular institution? • What evidence supports the changes made in the course? • How has it been revised to meet programmatic needs, to address changing student demographics, or to reflect revised departmental priorities? 	<ul style="list-style-type: none"> • How has the use of “x” impacted student learning? • What issues does this concept address? • What new issues arise?

Boren, Kristi D.

From: Ellis, Sarah J.
Sent: Thursday, September 22, 2022 2:22 PM
To: Klier, John
Cc: Shehab, Randa L.; Boren, Kristi D.; Donaghe, Megan E.
Subject: Re: GCoE Policy and Procedure Changes

Hi John,

Thank you for your patience. We have reviewed the policy changes and approve all of them.

All best,

Sarah

Sarah Ellis
(she/her/hers)
Vice Provost for Faculty
Professor, Music Theory
University of Oklahoma

On Sep 7, 2022, at 10:01 AM, Klier, John <klier@ou.edu> wrote:

Hello Vice Provost Ellis,

The GCoE faculty have over the past 18 months reviewed, modified, and voted to approve several of our college governance documents. Following our PP01 process, a committee of faculty led the review and modification, and the changes were passed by a majority vote of the faculty meeting quorum. We are submitting these faculty approved documents for Provost review and approval.

GCoE Policy and Procedure 02 for Academic Standards and Regulations. They modified the GPA requirement for nonresident transfer student admissions to match that of resident transfer students.

GCOE Policy and Procedure 03 Statement of Criteria and Procedures for Evaluation and Recommendations Relating to Tenure, Promotion, and Annual Faculty Review. They voted to add language for promotion guidelines for instructor/lecturers, see section 6.

GCOE Policy and Procedure 07 Student Course and Instruction Evaluation. They voted to change the language to align with the new University student experience survey.

In addition, in 2021 faculty also voted to make some changes as described below: This was sent to the Provost office some time ago for approval, but we have not received a reply.

GCoE Policy and Procedure 05 for Academic Appeals in April 2021. Changes were made to streamline the process.

Thank you,

John Klier, Ph.D.

Dean, AT&T Chair

202 W. Boyd St., Rm. 107, Norman, OK 73019-1021

(405) 325-2621 | JKlier@ou.edu | www.ou.edu/coe

<image001.png>

<GCoE PP02 - Discussed by Faculty 2022-04-01.pdf><GCoE PP03 - Approved by Faculty 2022-04-01.pdf><GCoE PP07 - Approved by Faculty 2022-04-01.pdf><GCoE ACADEMIC APPEAL PROCEDURES PP05 Oct2020 recommendation_final.pdf>