

STUDENT EXPERIENCE OF INSTRUCTION (SEI)

Open Forum for Students, Faculty and Staff
March 10, 2021



Outline



1. Background and Overview
2. Question changes
3. Metrics changes
4. Next Steps
5. Panel discussion – Q&A

Background



SEoT Working Group

- March 2019-April 2020

Recommendations endorsed by UBCV and UBCO Senates

- May 2020

Transition to SEI Steering & Implementation committees

- Fall 2020

Testing of new questions through focus groups, pilots

- Early 2021

Planned implementation of new questions – September 2021

Recommendations endorsed by Senates



- General principles
- Changes to University Module Items (UMI)
- Changes to reported metrics
- Further data collection and analyses
- Integrative approach to evaluation of teaching
- Senate actions

General Principles



- Evaluation of teaching should include student feedback.
- The name of the process should be changed to ‘Student Experience of Instruction’.
- Questions asked of students should be based on their experience with instructor(s) in specific contexts and relationships.
- Student leadership on both campuses should be actively engaged in raising the profile of SEI.

Changes to questions and metrics



- **Changes to University Module Items (UMI)**—same set to be used on both campuses starting Sept 2021
 - Changes to wording of UBCV questions
 - UBCO moves from larger set of UMI to smaller
- **Changes to reported metrics**—already implemented
 - Interpolated median replaces the mean
 - Dispersion index replaces the standard deviation

Ongoing and future work



- Integrative approach to evaluation of teaching
- Further data collection and analyses
 - Further instructor and student demographic data to conduct analyses for bias
 - Analysis of text comments
- Senates: policies on evaluating teaching

Outline



1. Background and Overview

2. Question changes

3. Metrics changes

4. Next Steps

5. Panel discussion – Q&A

Recommended changes



1. The instructor made it clear what I was expected to learn.
2. The instructor *engaged me in the* subject matter.
3. I *think* that the instructor *communicated the subject matter effectively*.
4. *I have received feedback that supported my learning*.
5. *I think that* the instructor showed concern for student learning.
6. Overall, this instructor was *effective in helping me learn*

(1) Recommendations

- From the Steering Committee to engage students on the review of the six revised questions

(2) Focus Groups

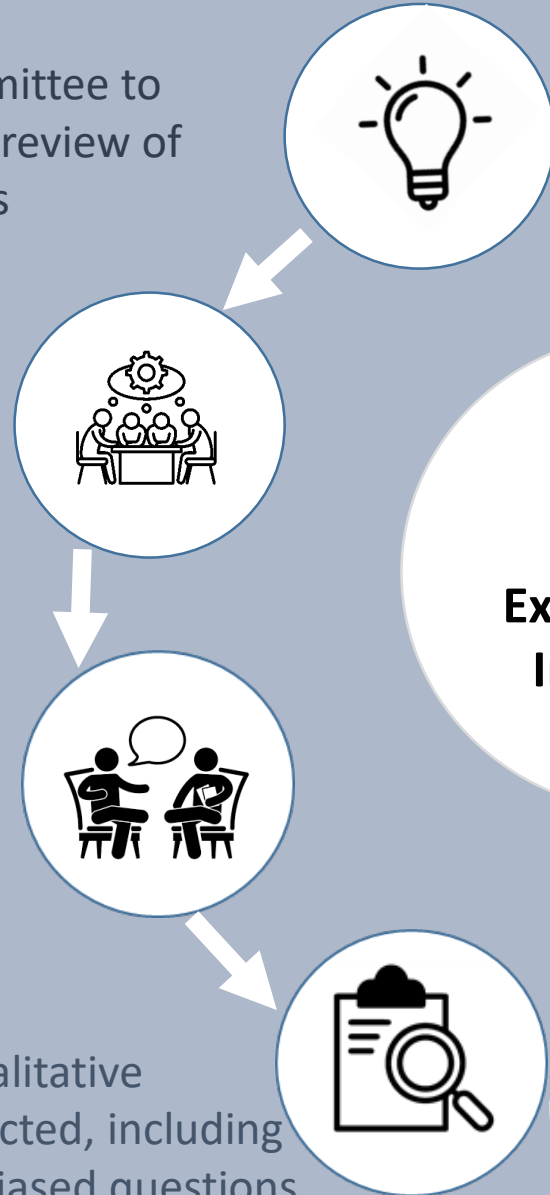
- 16 student focus groups (116 participants)
- 8 faculty focus groups (40 participants)
- 1 - 1.5 hours in length

(3) Think-Alouds

- 29 student think-aloud cognitive interviews
- 45 minutes in length

(4) Qualitative Analysis

- Thematic analysis of qualitative responses will be conducted, including identifying potentially biased questions



Student Experience of Instruction Review

(8) Recommendations to Senate

- The new questions will be proposed to Senates T&L and L&R (each campus) for deployment Sept. 2021

(7) Psychometric Analysis

- A quantitative analysis of student responses to the questions will be conducted

(6) Pilot Test New Questions

- The new questions will be pilot tested with a sample of students

(5) Revised/New Questions

- Questions will be revised based on student & faculty feedback



Outline



1. Background and Overview
2. Question changes
3. Metrics changes
4. Next Steps
5. Panel discussion – Q&A

Change to reported metrics



Recommendation:

"Reporting of quantitative data should include an appropriate measure of centrality, distributions, response rates and sample sizes, explained in a way that is accessible to all stakeholders, regardless of quantitative expertise."

- Interpolated median rather than mean
- Dispersion index rather than standard deviation
- Add percent favourable

Already implemented on reports

Current Instructor Report

University Module Questions

University Module Questions

Question	N	n	SD	D	N	A	SA	N/A	IM	DI
The instructor made it clear what students were expected to learn.	60	6	0	1	1	2	2	0	4.00	0.58
The instructor communicated the subject matter effectively.	60	6	0	0	2	2	2	0	4.00	0.44
The instructor helped inspire interest in learning the subject matter.	60	6	1	1	1	2	1	0	3.50	0.75
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	60	6	0	0	0	2	4	0	4.75	0.22
The instructor showed concern for student learning.	60	6	0	0	0	4	2	0	4.25	0.22
Overall, the instructor was an effective teacher.	60	6	0	0	1	3	2	0	4.17	0.36

Question	%Favourable
The instructor made it clear what students were expected to learn.	66.67%
The instructor communicated the subject matter effectively.	66.67%
The instructor helped inspire interest in learning the subject matter.	50.00%
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	100.00%
The instructor showed concern for student learning.	100.00%
Overall, the instructor was an effective teacher.	83.33%

Percent Favourable & Dispersion Index



Percent favourable (PF)

- percentage of respondents who chose 4 (Agree) or 5 (Strongly agree) for any given question

Dispersion index (DI)

- a measure of variability to provide a sense of how much respondents converge around or differ from the IM; a measure of dispersion or spread.

Impact of Data Metrics Changes



- Better representation of distribution of responses through the IM rather than the mean
- Faculty or units preparing dossiers for promotion and tenure can request previous results with the mean to be translated into IM
- Units and Faculties can request reports of aggregate data

The SEI website has information on these services: seoi.ubc.ca

Outline



1. Background and Overview
2. Question changes
3. Metrics changes
4. Next Steps
5. Panel discussion – Q&A

Next steps

Analysis of text comments

- Preliminary meetings this month; more work over the summer

Further demographic data collection & analysis for bias

- Currently working on workflows and processes
- Better data set for analyses starting in the Fall

Integrative Approach to Evaluation of Teaching

- Working group to produce discussion paper over the summer

Review of Senate policies

- Work beginning this year

Outline



1. Background and Overview
2. Question changes
3. Metrics changes
4. Next Steps
5. Panel discussion – Q&A

Panel Session – Q&A



Panel Members:

Simon Bates, Associate Provost, Teaching and Learning

Sara-Jane Finlay, Associate Vice President, Equity & Inclusion

Tanya Forneris, Interim Academic Lead, Centre for Teaching and Learning (CTL)

Christina Hendricks, Academic Director, Centre for Teaching, Learning and Technology

Stephanie McKeown, Chief Institutional Research Officer, Planning and Institutional Research (PAIR)

Ananya Mukherjee Reed, Provost and Vice-President Academic, UBC Okanagan

Marion Pearson, Chair, Senior Appointments Committee

Moura Quayle, Vice-Provost and Associate Vice-President for Academic Affairs, UBC Vancouver

Mark Trowell, Director, Faculty Relations

Abdel-Azim Zumrawi, Statistician, Centre for Teaching and Learning and Technology

Use Q&A function to ask questions



At the bottom of your zoom window use the button labelled **Q&A** to pose your question

You can also use the like button to up-vote a question already posted



Thank you

Future engagement – open forum Fall 2021

Contact with further questions vpao.communications@ubc.ca

APPENDIX



Implementation Membership



Steering Committee

Simon Bates	Associate Provost, Teaching and Learning – Co-chair
Moura Quayle	Vice Provost Faculty Affairs – Co-chair
Stefania Burk	Associate Dean - Academic, Deans office
Sage Cannon	SUO - Faculty of Creative & Critical Studies Representative
Julia Mitchell	Director, Communications & Marketing, Office of the Provost & Vice-President Academic
Karen Rangoonaden	Chair, Senate Learning and Research Committee
Rehan Sadiq	Professor and Executive Associate Dean, School of Engineering, Okanagan Campus
Naznin Virji-Babul	Assistant Professor, Physical Therapy Senior Advisor to the Provost on Women and Gender-Diverse Faculty
Georgia Yee	Vice-President Academic and University Affairs

Implementation Committee

Christina Hendricks	Director, CTLT, UBCV Professor of Teaching, Academic Director Philosophy Dept
Vanessa Auld	Professor / Head, Research Group Co-leader - Cellular Mechanisms of Development and Disease,
Breeonne Baxter	Communications Manager, VPA Communications
Brendan D'Souza	Lecturer, Department of Biology,
Tanya Forneris	Associate Director, CTL UBCO
Mark Lam	Lecturer, Department of Psychology
Stephanie McKeown	Chief Institutional Research Officer (PAIR)
Abdul-Azim Zumrawi	Statistician, CTLT

Changes to UMI Vancouver campus



SEOT Questions

1. The instructor made it clear what students were expected to learn.
2. The instructor helped inspire interest in learning the subject matter.
3. The instructor communicated the subject matter effectively.
4. Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.*
5. The instructor showed concern for student learning.
6. Overall, the instructor was an effective teacher

NEW SEOI Questions

1. The instructor made it clear what **I** was expected to learn.
2. The instructor *engaged me in the* subject matter.
3. I *think* that the instructor *communicated the subject matter effectively*.
4. *I have received feedback that supported my learning*.
5. *I think that* the instructor showed concern for student learning.
6. Overall, this instructor was *effective in helping me learn*

UBC Okanagan Questions – SEOT 1/2



Instructor Effectiveness

- (1)The instructor set high expectations for students.
- (2)The instructor showed enthusiasm for the subject matter.
- (2)The instructor encouraged student participation in class.
- (2)The instructor fostered my interest in the subject matter.
- (3)The instructor effectively communicated the course content.
- (3-4)The instructor responded effectively to students' questions.
- (4)The instructor provided effective feedback.
- (4)Given the size of the class, assignments and tests were returned within a reasonable time.
- The instructor was available to students outside class.
- The instructor used class time effectively.
- The instructor demonstrated a broad knowledge of the subject.

- Students were treated respectfully.
- Where appropriate, the instructor integrated research into the course material.
- The evaluation procedures were fair.
- I would rate this instructor as very good.

NEW SEOI Questions

1. The instructor made it clear what I was expected to learn.
2. The instructor *engaged me in the* subject matter.
3. *I think* that the instructor *communicated the subject matter effectively.*
4. *I have received feedback that supported my learning.*
5. *I think that* the instructor showed concern for student learning.
6. Overall, this instructor was *effective in helping me learn*

UBC Okanagan Questions – SEOT 2/2



Statistics

- For statistical purposes only, please indicate whether you are taking this course as: a requirement / an elective

Course

- The textbook and/or assigned readings contributed strongly to this course.
- I found the course content challenging.
- I consider this course an important part of my academic experience.
- I would rate this course as very good.

Open ended

- What were the strengths of the course?
- What were the weaknesses?
- What did you most enjoy about it?

Further data collection & analyses



- UBC should prioritize work to extract information from text/open comments submitted as part of the feedback process.
- UBC needs additional and regularized analysis of our own data to answer questions related to potential bias, starting with instructor ethnicity, as it is frequently highlighted as a potential source of bias in the literature.
 - Recommend developing a process that would allow instructor ethnicity data to be accessed confidentially for regular investigation of bias

Timeline: 2020-2021 academic year; report to Senate May 2021

Integrative approach to evaluation of teaching



- Units should be supported to adopt a scholarly and integrative approach to evaluation of teaching.
 - Synthesize multiple data sources (e.g., students, peers, historical patterns, and self-reflection documentation)
 - In-kind support from units such as CTLT/CTL & funding for departments
 - The VPAs on both campuses should work with the Senior Appointments Committee (SAC) to identify and disseminate anonymous examples of effective ways to take integrative approach.

Timeline: Start work Winter 2021; extend into longer term