

STUDENT EXPERIENCE OF INSTRUCTION (SEOI)

Open Forum for Students, Faculty and Staff
September 28, 2021



Background



SEoT Working Group

- March 2019-April 2020

Recommendations endorsed by UBCV and UBCO Senates

- May 2020

Transition to SEI Steering & Implementation groups

- Fall 2020

Testing of new questions through focus groups, pilots

- January-July 2021

Implementation of questions in student surveys – Fall 2021

Speakers and panelists



Simon Bates, Associate Provost, Teaching and Learning, UBC Vancouver

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

Tanya Forneris, Associate Director & Associate Professor of Teaching, School of Health and Exercise Sciences, UBC Okanagan

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

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

Lisvet Parra Montas, 4th year Philosophy, Politics and Economics Student, UBC Okanagan

Marion Pearson, Chair, Senior Appointments Committee

Doug Thorpe-Dorward, Managing Director, Faculty Relations & Support Services, HR

Mark Trowell, Director, Faculty Relations

Brad Wuetherick, Associate Provost, Academic Programs, Teaching and Learning, UBC Okanagan

Abdel-Azim Zumrawi, Statistician, Planning and Institutional Research

Outline



1. Welcome, Land Acknowledgements, and Background
2. Question changes
3. Information on reported metrics
4. Moving towards an integrative evaluation of teaching
5. Next Steps
6. 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

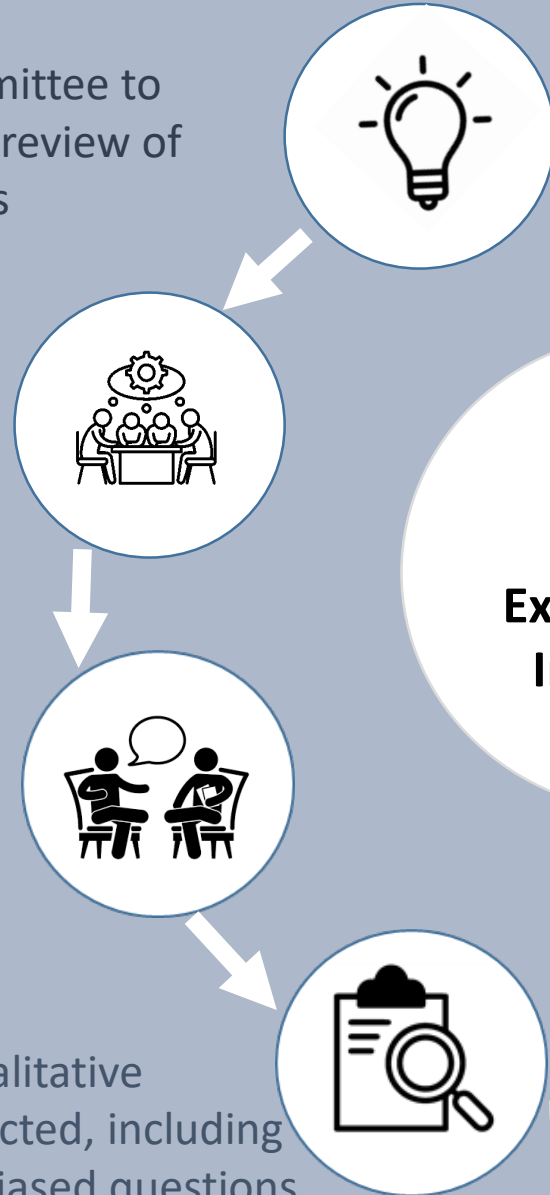
- 16 student focus groups (116 participants)
- 8 faculty focus groups (40 participants)
- 1 - 1.5 hours in length

(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



(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



New Questions endorsed by Senate Committees



- Throughout the term, the instructor explained course requirements so it was clear to me what I was expected to learn.
- The instructor conducted this course in such a way that I was motivated to learn.
- The instructor presented the course material in a way that I could understand.
- Considering the type of class (e.g., large lecture, seminar, studio), the instructor provided useful feedback that helped me understand how my learning progressed during this course.
- The instructor showed genuine interest in supporting my learning throughout this course.
- Overall, I learned a great deal from this instructor.

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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.	71	37	0	0	0	11	26	0	4.8	0.2
The instructor communicated the subject matter effectively.	71	37	0	0	0	13	24	0	4.7	0.2
The instructor helped inspire interest in learning the subject matter.	71	37	0	1	0	6	30	0	4.9	0.2
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	71	37	0	0	1	6	26	4	4.9	0.2
The instructor showed concern for student learning.	71	37	0	0	1	9	27	0	4.8	0.2
Overall, the instructor was an effective teacher.	71	37	0	0	0	8	29	0	4.9	0.2

Question	%Favourable
The instructor made it clear what students were expected to learn.	100%
The instructor communicated the subject matter effectively.	100%
The instructor helped inspire interest in learning the subject matter.	97%
Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.	97%
The instructor showed concern for student learning.	97%
Overall, the instructor was an effective teacher.	100%

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 SEoI website has information on these services: seoi.ubc.ca

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Integrative approach to Evaluation of Teaching



- New dual-campus working group to be formed Fall 2021
- Discussion paper in preparation for the working group (May-September 2021):
 - Background & Literature Review
 - Learn from other institutions highly engaged in this work
 - TEVAL group (UKansas, UColorado, UMass), U of Oregon, Simon Fraser
 - Practices at UBC
 - Focus groups with Associate Deans, Heads, Faculty Peer review leads
- Goal: To have a strong set of recommendations for the working group to advance this work

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Next steps



Review of Senate policies

- Work beginning this year through the aforementioned working group

Analysis of text comments using natural language processing

- Piloting a UBC system using data from volunteers

Further demographic data collection & analysis for bias

- Better data set for analyses with the new Employment Equity Survey
- Will work with the Equity and Inclusion Office on bias analyses when we have this data

Employment Equity @UBC

- The Employment Equity survey is the ONLY institutional mechanism for collecting disaggregated equity data.
- Workday does not hold any existing equity data.
- Response rates have dropped to an unacceptably low rate.
- A high level of participation is essential to allow sharing of disaggregated and intersectional data.
- Everyone should be encouraged to fill out the survey even if they have only recently completed the onboarding survey.
- Updated questions to respond to feedback and encourage self-identification



Employment Equity Data

- Updated and revised questions
 - Gender question includes **non-binary**
 - Includes question on **trans experience**
 - Separate question on **sexual orientation**
 - Revision of language from Aboriginal to **Indigenous**
 - Visible minority question rephrased – **racialized, visible minority, person of colour**
 - Disaggregated race/ethnicity data asked of all using **census** categories
 - Revised question on disability to focus on **functional limitations** and **environmental barriers**
- None of this information is currently available in WorkDay



Outline



1. Welcome and Land Acknowledgements
2. Question changes
3. Metrics changes
4. Next Steps
5. Panel discussion – Q&A

Panel Session – Q&A



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Questions



To ask a question, please use the "Raise Hand" feature, or put your question into the chat.

If you encounter technical problems, please email vpao.communications@ubc.ca.



Thank you

Keep in touch

Website – www.seoi.ubc.ca

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 Group

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

UMI Questions Pilot Project Membership



Questions Advisory Group

Stephanie McKeown, Chair	Chief Institutional Research Officer (PAIR)
Camilo Pena	PhD Candidate UBC Okanagan
Catherine Rawn	Professor of Teaching Psychology Department Curriculum Committee Chair Faculty of Arts
Bruno Zumbo	Professor Tier 1, Canada Research Chair in Psychometrics and Measurement; & Paragon UBC Professor of Psychometrics and Measurement Measurement, Evaluation & Research Methodology Program Dept. of ECPS
Abdul-Azim Zumrawi	Statistician, CTLT

Changes to UMI Vancouver campus



SEOT Questions

1. The instructor made it clear what students were expected to learn.
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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

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2. The instructor *engaged me in the* subject matter.
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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

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3. *I think* that the instructor *communicated the subject matter effectively*.
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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?