1. Introduction

2. SETC project background
   a) What is the Student Evaluation of Teaching and Courses Project?
   b) What is the rationale for the project?
   c) How did the project get input from the SFU community?
   d) How will project outcomes affect the community?
   e) What benefits will there be for the community?

3. SETC Implementation
   a) Implementation approach
   b) The framework
   c) Institution-wide questions
   d) The new evaluation system

4. Current status
• Evaluation forms at SFU were first developed 30 years ago
• Recommendations for changes to the commonly used forms were made by SCUTL and TFTL
• There is a growing body of research and policy analysis on the effective, appropriate and responsible use of student evaluation of teaching
• The strong commitment to teaching and learning at SFU needs to be more clearly reflected in the evaluation instrument and processes that we adopt going forward
• The Student Evaluation of Teaching and Courses Project has been created to carry forward the earlier work by SCUTL and TFTL
What is the Student Evaluation of Teaching and Courses Project?

The primary goals of the project are to support teaching and enhance student learning through the effective and responsible use of evaluation data and information at SFU.

The objectives include:

- Replacing SFU’s instrument and processes for student evaluation of instructors and courses
- Engaging the SFU community throughout the project
- Developing a best-practices guide on interpretation and use of the data

The outcomes of the initial phases of the project were recommendations for approval by Senate as the representative body that governs academic matters.
### Goals
- Support teaching
- Enhance student learning
- Effective and responsible use of evaluation data and information

### Objectives
- Replacing SFU’s instrument and processes for student evaluation of instructors and courses
- Engaging the SFU community throughout the project
- Developing a best-practices guide on interpretation and use of the data

### Outcome of initial phases
- Recommendations for approval by Senate
• Current research indicates the need for departments and instructors to be able to customize the evaluation form
• The research also indicates:
  – Questions should focus on teaching and courses rather than on faculty member characteristics
  – Students should be given a clearer grasp of the pedagogical designs, intentions, and learning objectives to better equip them to provide useful and informed feedback
  – Administrators, departments and faculty members should be provided with guidelines for effective and responsible interpretation and use of the evaluation data in order to take into account issues of bias, validity, and reliability
• Importance of recognizing the complexity and multi-dimensionality of teaching

• Concerns regarding validity and reliability:
  – Developing appropriate questions in the evaluation instrument(s)
  – Interpreting the data to reduce “noise” that affects validity and reliability

• Multiple data sources are required to make valid judgments about overall teaching effectiveness

• SET is one source, but no single source is sufficient
• During the initial phases of the project there were a number of opportunities to provide input and feedback

• Opportunities included:
  – Open forum discussion sessions on each campus
  – Meetings at the faculty and/or departmental level
  – Focus groups
  – Input via social media
  – Surveys

• A detailed communication plan was developed and implemented with transparency as a fundamental principle
The initial phases of the Student Evaluation of Teaching and Courses (SETC) project ran from 2012-2013.

Input from the SFU community and beyond
• Responsible use of evaluation data is a priority for the project
• Formative evaluation, both during and after a course, can provide instructors with feedback to support their teaching
• Summative evaluation is commonly used for reappointment, salary, promotion, and tenure review
• It is very important that concerns regarding the use of the data are addressed
• The project also includes development of a best practices guide on interpretation and use of the data
• Senate had the final say with respect to the outcomes of the initial phases of the project

How will project outcomes affect the community?
• The initial phases of the project recommended a replacement for SFU’s Student Evaluation of Teaching and Courses form based on:
  – The growing body of research on the effective, appropriate and responsible use of student evaluation of teaching
  – Feedback from the SFU community
  – Consultation with other institutions
• The approved recommendations also addressed effective data collection, storage and protection of privacy
• In addition, the recommendations included guidelines for best practices in the use of evaluation data
• The intention is to provide an instrument and processes that clearly benefit the entire SFU community

What benefits will there be for the community?
• The goal of the current phase is to implement the recommendations in the Final Report approved by Senate
• The recommendations are in seven key areas:
  1. Validity
  2. Flexibility
  3. Responsible use of the data
  4. Use of evaluation data to improve teaching
  5. Efficiency
  6. Engagement
  7. Structured support
• A SETC Working Group was formed by SCUTL to identify institution-wide teaching and learning priorities and review policy
• The Faculty Health Sciences and the Faculty of Education will be participating in the first SETC pilot, Summer 2015
The framework

Student Evaluation of Teaching and Courses Project – Overview

Source: University of Toronto
Institution-wide questions e.g. U of T

Core Institutional Teaching Priorities

- Students are engaged
- Students gain knowledge
- Atmosphere promotes learning
- Components improve understanding
- Components provide opp to demonstrate understanding
- Overall positive learning experience

<table>
<thead>
<tr>
<th>Core Institutional Items</th>
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</thead>
<tbody>
<tr>
<td>1. I found the course intellectually stimulating.</td>
</tr>
<tr>
<td>2. The course provided me with a deeper understanding of the subject matter.</td>
</tr>
<tr>
<td>3. The instructor created a course atmosphere that was conducive to my learning.</td>
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<tr>
<td>4. Course projects, assignments, tests and/or exams improved my understanding of the course material.</td>
</tr>
<tr>
<td>5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.</td>
</tr>
<tr>
<td>6. Overall, the quality of my learning experience in this course was...</td>
</tr>
<tr>
<td>7. Please comment on the overall quality of the instruction in this course.</td>
</tr>
<tr>
<td>8. Please comment on any assistance that was available to support your learning in the course.</td>
</tr>
</tbody>
</table>

Source: University of Toronto
**SCUTL approved institution-wide priorities**

**Teaching Quality**
- Clear communication of course concepts
- Creating a respectful learning environment
- Fostering critical thinking
- Clear communication of assessment criteria

**Course Design**
- Materials that help students meet course objectives
- Educational activities that stimulate student engagement
- Alignment between course components
- Allow students to demonstrate understanding of course content

SFU Institution-wide Questions
• A formal procurement process was conducted and we selected a solution called “Blue” from a Montreal-based company called eXplorance
• Blue includes a full range of online evaluation software:
  – Evaluation and reporting that will be integrated with Canvas and SIMS
  – Qualitative data analysis
  – Canvas embedded feedback tool
  – Surveys
• We also have access to resources from the University of Toronto including an item bank of questions that have undergone a rigorous validation process in the UofT context
The implementation process is well under way for Pilot 1
Development of institution-wide questions is completed
Following the completion of institution-wide questions, the working group will focus on policy recommendations
FHS and the Faculty of Education are utilizing their standard decision-making processes to arrive at Faculty and “Department” level questions
The infrastructure has been installed, the team is currently completing and testing integration with Canvas and SIMS
We are now recruiting Pilot 2 participants
Pilot 2 participants will be confirmed during the Summer term
Startup for Pilot 2 will run concurrently with Pilot 1
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Project Director

Project website
www.sfu.ca/setc