Response at conclusion of Spring 2018
(DRAFT report from *CTE* committee) 4/20/18
Further Updates from 2018-2019 – 3/8/19
Charge to CTE
From J. Ouellette, Chair, Faculty Senate

A prefatory note: The committee's charge did <u>not</u> include evaluating the <u>use</u> (interpretation) of CTE data by departments or by the College. We restricted our work to the actual charge.

1. Review the 9 current mandated questions – and content they are supposed to assess. Determine if current assessed content is adequate; if not –fix content and find/make questions accordingly.

   - A committee member conducted a factor analysis on past semester CTE data. Found all items loading on one factor. We concluded that there is a lack of discriminatory capability around constructs of effective teaching.
   - To elucidate constructs of effective teaching, the committee conducted a qualitative analysis of SUNY Cortland departmental websites to assess teaching and learning objectives.
   - A review of CTE literature highlighted commonly researched and administered CTE measures (e.g., SEEQ, ETCS).
   - Using the qualitative analysis and the literature review findings, the committee crafted a list of 14 constructs and surveyed faculty on how they would rank order the list.
     - Results are included in **Appendix A**
   - As of the conclusion of this AY, the committee does not have formal recommendations for updated CTE contents. We submit our findings to FS and next year's committee to continue the work.
   - During the 2018-2019 academic year, the committee reviewed results from the survey of faculty perceptions of CTEs, and identified the areas of instructor performance/behavior that were viewed as very important (i.e., among the top 10 most important areas of performance/behavior) by at least half of the survey respondents. The committee then composed an item to measure each of those areas of performance/behavior, using current CTEs, pools of other CTE items, and additional sources to construct items. The final set of proposed required items, along with the areas considered most important, are presented in **Appendix E.**

2. Consider if courses which are fully online need to have a separate set of items to properly assess those courses (it might be possible to create a single set that makes sense for use in both tradition and online courses).

   - The committee's recommendation is that such courses can develop their own assessment measures (e.g., use SelectSurvey for anonymity) but the proportion of online courses to traditional ones likely does not warrant separate set of questions included in College Handbook.
   - The committee's proposed required items, shown in Appendix E, were carefully constructed to apply to completely online courses, hybrid/blended courses, and fully in-person classes. The committee did not find a need for any different items for different types of courses. Instructors/departments teaching courses with an online component may wish to add *optional* items specifically about technology or other aspects of online work.

3. At Senate someone proposed reviewing whether there should be different questions for FT vs. Part-time faculty.

   - Only if the construct of "effective teaching" is considered different for FT and PT faculty. This may be the case depending on the critical constructs that make the final list of mandated questions (e.g., availability). The committee will be able to further explore the question once FT faculty CTE contents are determined.

- The committee discussed this issue, and did not feel that different items were needed for FT vs. PT faculty. The committee acknowledged that PT faculty may face some unique challenges, especially with regard to issues like availability outside of class time. However, the committee feels that this is not a CTE issue, but an issue of departmental/college _support_ for PT faculty. For instance, if PT faculty receive lower ratings for (for instance) availability, the department reviewing those CTE results should consider interpreting those results as a sign of inadequate support, lack of clear guidelines, etc., rather than an issue of inappropriate instructor behavior.

4. Consider the issues of paper vs. electronic. It was mentioned at Senate that some schools using online CTEs get 100% response rate by requiring students to complete a CTE before their grades are released; we are not suggesting this is a good idea –but please conduct cost/benefit analysis.

- A literature review of paper vs. online CTE administration was conducted and is summarized in **Appendix B**.
- Also, survey of faculty assessed general climate around paper vs. online CTE administration. There emerged a moderate preference for paper CTE administration. Many reasons cited were around concern for low response rate. However, faculty preference was not overwhelmingly skewed. Therefore, it is likely faculty would support moving to online CTE administration if institutional incentives were put into place (e.g., releasing grades early if CTEs are completed). Other recommendations for online CTE administration are included in **Appendix B**.
- Results of surveying faculty on the issue are located in **Appendix A**.
- The committee is still reviewing specific CTE delivery systems, but in its work this year, the committee did find an option that maximizes response rate as well as the convenience of an online system: an increasing number of CTE systems have mobile-friendly displays, and so students could complete CTEs in class (just as is done with paper and pencil forms) by simply taking out phones (or notebook/tablet/laptop computers) and working on them while the instructor leaves the room.

5. Please get data to assess the collection rate of CTEs in traditional vs. online courses (per Provost Prus)

- Data was obtained from the Registrar on WEB course offerings for AY 16-17 including summer and winter semesters. Data was also obtained from SAWS on how many online CTEs were administered for the same AY.
- See **Appendix C**:
  - **Summary**: Using the most recent calendar year of CTE data, a trend in rate of CTE administration is evident. Academic year (Fall & Spring) WEB courses, though not optimal, have much higher collection rates of CTEs than WEB courses offered during the predominantly online semesters of Winter and Summer. Though this report is de-identified in terms of school/ department representation, there may likely be differences across departments with some being more consistent with WEB course CTE administration than others.
  - **Conclusion**: Faculty should receive reminders on the policy and procedure of administering CTEs via the online platform. This is a potential argument for moving the University CTE system to an online, internet-based platform.
- This academic year, the committee reviewed data from non-WEB courses and compared it to data from WEB courses. 63% of WEB class sections in both the Fall 2016 and Spring 2017 semesters collected CTEs. In contrast, data from IR shows that 62% of the non-WEB Fall 2016 courses administered CTEs, and 60% of non-WEB Spring 2017 courses administered CTEs. These are not large differences. Roughly the same proportion of WEB and non-WEB course sections involve students completing CTEs.

6. Review the CTE manual instructions and suggest edits/changes accordingly (there is anecdotal evidence that CTEs are not being administered consistently across campus; e.g., faculty not leaving the room; faculty handing out and picking up CTEs; faculty completing the CTE forms themselves; faculty removing negative CTEs prior to processing etc.).

- Did not complete this AY
- The committee did review the CTE manual, but feels that alterations to the manual can only be made once new required CTE content is approved (see charge #1 above) and once a delivery system is chosen.
- The committee did not see information in the manual that would address the Senate's specific concern about faculty not administering CTEs appropriately, since these inappropriate behaviors (as described in the charge) appear to reflect willful disregard for administration instructions, rather than ignorance about appropriate administration techniques.

7. The Senate Chair will consult with the CTE on the following items: *There is some research to suggest there are biases in CTEs toward women and people of color. Is this occurring at Cortland? (Note: The FS Chair has spoken with the Provost with regard to potentially analyzing some CTE data to evaluate these questions)*

- See **Appendix D**: Review of Biases in CTE Administration
- The committee discussed this charge further, especially with regard to the specific question of whether bias is present in *SUNY Cortland* CTEs. It is extremely difficult to scientifically demonstrate bias, ruling out other sources of variance in CTEs across classes and instructors. (The committee was only able to find a single research study in which students taking the same online course were provided different information about whether the instructor was a man or a woman, and although this was a clever research design, the sample size was relatively small, and it is not clear that the results would generalize to non-online courses.) Moreover, the committee was unable to locate data on instructor demographics to conduct even descriptive analyses of trends in average CTE scores. If Senate (or the College) wants to even *begin* serious consideration of bias in CTEs here, first, actual CTE averages would need to be made available, along with instructor demographics, and even this information would not be able to rule out the many sources of variability in CTEs.
- The issue of bias, although difficult (and impossible at present) to answer, relates to a larger question which goes beyond the scope of the committee's charge, but that has been in the background of our work all year: *How should CTE data be interpreted and used?* A wide variety of evidence suggests that viewing CTE data as simple and pure measures of instructional quality is problematic, to say the least. We would suggest that this is as important an issue as the content of specific CTE items and the delivery format for CTE forms.
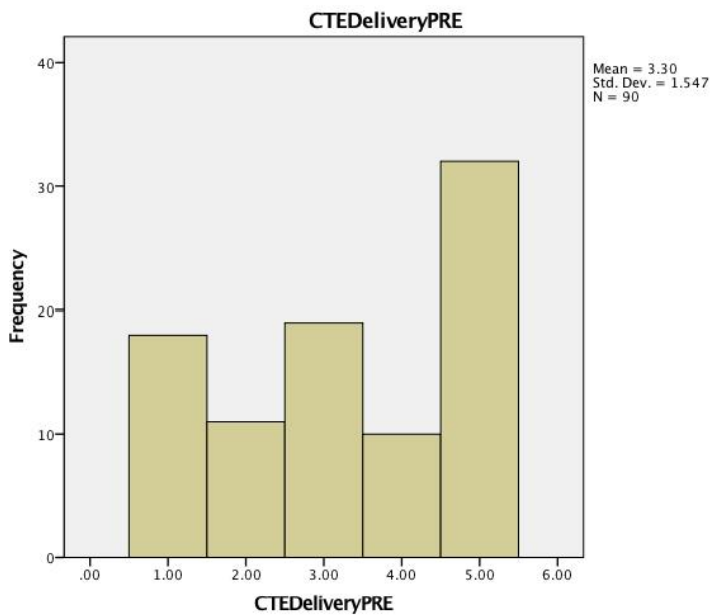
Appendix A

CTE Faculty Survey Results
1 indicates higher ranking while 10 indicates lower ranking

|	M (rank 1-10)	Mode	% including in top 10	% including in top 5
Foundational knowledge	3.5	1	70	57
Developing analytic skills	4.1	1	72	61
Professionalism	4.9	1	63	36
Clear Communication	5.1	6/7	75	39
Practical application	5.2	2	60	34
Organization	5.4	3	72	36
Enthusiasm	5.5	8	52	27
Student Writing	5.7	4/8	43	21
Creativity	6.1	4/7/8	42	18
Providing feedback	6.4	4	69	28
Social awareness	6.6	9	59	22
Accessible learning	6.6	9	38	14
Diversity/ inclusion	6.7	7/10	46	15
Availability	7.7	10	50	8

Question: Would you prefer paper CTE administration or online CTE administration?
On a scale of 1 (Strongly Prefer Online) to 5 (Strongly Prefer Paper)

Participants were asked the question above "pre" receiving any information about research on the topic. Then Ps were provided some research on the topic and asked the question again ("post").

		CTEDeliveryPRE	CTEDeliveryPOST
N	Valid	90	89
	Missing	15	16
Mean		3.3000	3.3034
Median		3.0000	4.0000
Mode		5.00	5.00

CTEDeliveryPRE

Mean = 3.30
Std. Dev. = 1.547
N = 90

Online Delivery=32%
Paper Delivery= 47%
No preference= 21%

CTEDeliveryPOST

Mean = 3.30
Std. Dev. = 1.57
N = 89
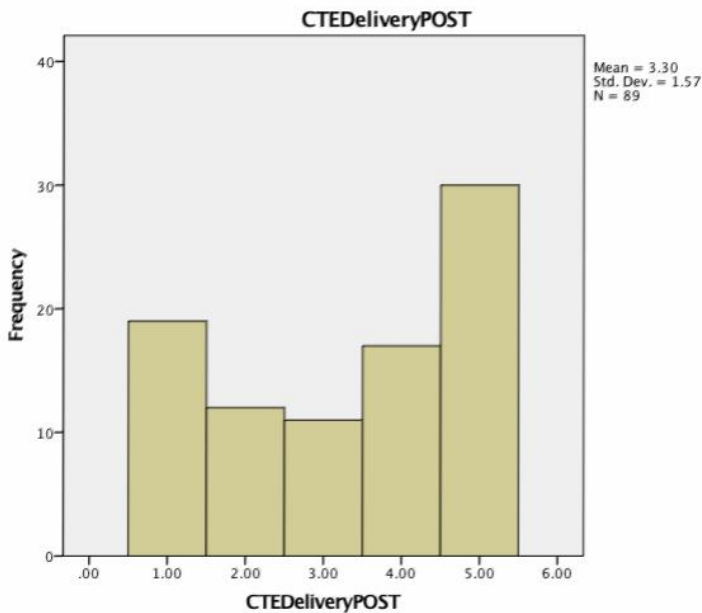
Online Delivery= 35%
Paper Delivery= 53%
No preference= 12%

Appendix B
Review of Paper vs. Online CTE Administration

The literature on the topic of online CTE administration indicates advantages including:
- Cost effective
- Offers students more time to complete
- Minimizes instructor influence/ standardizes administration
- May increase student feeling of anonymity
- Faster results availability
- Eliminates required class time

The literature on the topic of online CTE administration indicates disadvantages including:
- Decreased response rate (which has also been associated with certain groups [e.g. students anticipating poor grade])
- May decrease student feeling of anonymity
- Student distractibility during CTE completion
- Technological problems

Evidence based recommendations for online CTE administration:
- Faculty discussing importance and purpose of CTEs in class
- Faculty explain how previous CTE feedback has been utilized
- Ensuring software program is reliable, secure, and user friendly
- Instituting incentives for mass completion
- Creating a culture at the University that values utility of CTEs

(Adams & Umbach, 2012; Avery et al., 2006; Capa-Aydin, 2016; Chapman & Joines, 2017; Khorsandi et al., 2012; Marzano & Allen, 2010; Rhea et al., 2007; Risquez, Vaughan, & Murphy, 2015; Stanny & Arruda, 2017)

Appendix C
Traditional vs. Online CTE Collection Rate (F16-Sp17)

Collection rate of CTEs in traditional vs. WEB courses
(per Provost Prus)

Semester	# WEB courses administering CTEs	# WEB courses total*	Percent (%) WEB courses administering CTEs
Fall 2016	32	51	63
Winter 2017	2	40	5
Spring 2017	38	60	63
Summer 2017	18	129	14

*courses ≥3 credit hours

Summary: Using the most recent calendar year of CTE data, a trend in rate of CTE administration is evident. Academic year (Fall & Spring) WEB courses, though not optimal, have much higher rates of CTE collection than WEB courses offered during the predominantly online semesters of Winter and Summer. Though this report is de-identified in terms of school/ department representation, there may likely be differences across departments with some being more consistent with WEB course CTE administration than others.

Conclusion: Faculty should receive reminders on the policy and procedure of administering CTEs via the online platform. This is a potential argument for moving the University CTE system to an online, internet-based platform.

Administration Biases in CTE ratings have been found to be linked to:

Instructor Characteristics

- First impressions (Ridley & Collins, 2015; Merritt, 2008; Samudra, 2016)
- Behavior
    - Personality characteristics (Ozcan, 2013; Punyanunt-Carter & Carter, 2015; Tarun & Krueger, 2016; Spooren et al., 2013)
    - Nonverbal (Ozcan, 2013; Merritt, 2008)
    - Cultural behaviors (Merritt, 2008)
- Delivery
    - (e.g., entertaining; Alauddin and Kifle, 2014; Deo, 2015; Merritt, 2008; Spooren et al., 2013)
- Gender (Ozcan, 2013; Dodeen, 2013; MacNell et al., 2015; Miles & House, 2015; Narayanan et al., 2014; Wagner et al., 2016)
    - Students rate instructors of the same gender higher (Wolfer & Johnson, 2003; Boring, 2017; Punyanunt- Carter & Carter, 2015; Wagner et al., 2016)
    - Students rate instructors higher if they fit their expected stereotypical gender role (Bokek-Cohen & Davidowitz, 2008; Boring, 2017)
        - Women rated lower in larger classes (Miles & House, 2015)- authority related?
        - Bias against women in engineering classes, STEM (Narayanan et al., 2014; Wagner et al., 2016)
        - Perceived competence also causes lower ratings for females (Punyanunt-Carter & Carter, 2015)
        - Attractiveness: In a study, attractive-rated male professors received higher scores; same for attractive female clerks; higher if they fit their role stereotypes (Bokek-Cohen & Davidowitz, 2008)
- Race
    - Faculty of color are often challenged in class or attacked in evaluations (Deo, 2015; Perry et al., 2014; Smith & Hawkins, 2011;)
    - Students' own ethnicity a factor (Merritt, 2008; Wagner et al., 2016)… higher ratings to their own ethnicity/race
    - This effect may not be as prevalent (or there at all) in racially diverse schools (Wagner et al., 2016)
- Status
    - Tenured vs. non, tenure track vs. non: no significant difference between tenured and non… but could vary between disciplines (study showed non-tenured receiving higher scores than tenured in business courses); tenure track faculty may receive higher scores due to other bias factors, such as teaching more electives (Narayanan et al., 2014)

Student Characteristics

- Attitudes (Ali & Al Ajmi, 2013; Alauddin and Kifle, 2014); Motivation (Rindermann & Schofield, 2001); Interest in the subject leads to higher ratings (Serdyukova et. al, 2010; Spooren et al., 2013); Maturity (Spooren et al., 2013)
- Students are better at judging organization, clarity, presentation, than content (Lattuca & Domagal-Goldman, 2007)

- Grades (Ridley & Collins, 2015; Dodeen, 2013; Narayanan et al., 2014; Ozcan, 2013; Serdyukova et. al, 2010; Miles & House, 2015)

<u>Also literature on bias around</u>

- Course characteristics (discipline, size, requirement, etc.)

Appendix E

Areas of instructor performance/behavior endorsed as very important by at least half of survey respondents (left column) and proposed required items for measuring those areas of performance/behavior (right column)

Foundational knowledge (presentation of core concepts in the discipline)	This course covered core content about the subject area.
Developing analytic skills (providing opportunities to stimulate thinking within the discipline)	This course gave students opportunities to improve the way that we think about the covered content.
Professionalism (Fulfills professional responsibilities [e.g., showing up for class, arriving to class on time] and maintains academic integrity)	Class was conducted in a professional manner.
Clear communication (Clarity in verbal and written communication)	Course content was presented in a way that students could follow.
Practical application (use of relevant and contemporary materials in the field)	The instructor discussed ways in which the information and skills learned in the course can be applied or used in real world settings.
Organization (Preparation and planning; explains objectives, materials, assignments, etc. well)	The stated goals of this course were consistently pursued.
Enthusiasm (holds student interest)	The instructor demonstrated enthusiasm for the content and for teaching it.
Providing feedback (Provides valuable verbal or written feedback)	The instructor provided regular, timely, and clear information about my performance or work in the class.
Social awareness (Respectful and welcoming attitude toward students)	The instructor demonstrated a respectful, fair, and inclusive attitude toward students.
Availability (accessible to students outside of the classroom)	The instructor was available for consultation as needed.