

**Response at conclusion of Spring 2018  
(DRAFT report from CTE committee)**

**4/20/18**

**Charge to CTE**

**From J. Ouellette, Chair, Faculty Senate**

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.
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.
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.
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**.

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.
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
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

## Appendix A

### CTE Faculty Survey Results

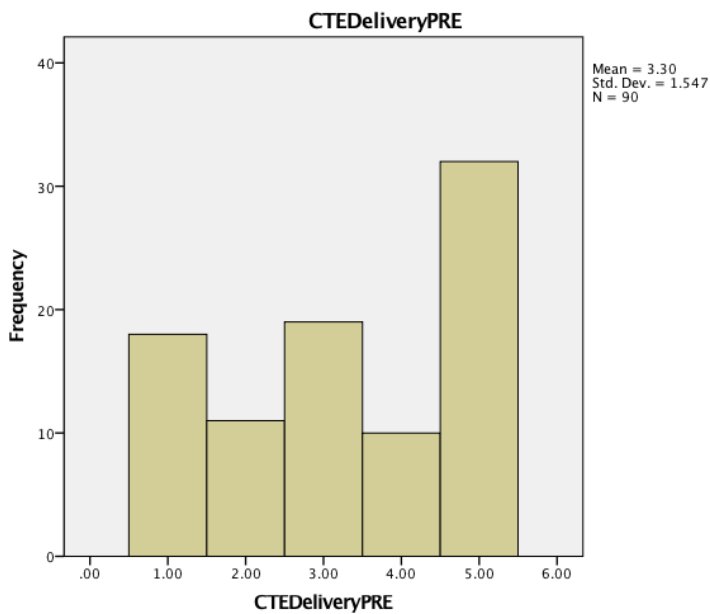
1 indicates higher ranking while 10 indicates lower ranking

	<b>M (rank 1-10)</b>	<b>Mode</b>	<b>% including in top 10</b>	<b>% including in top 5</b>
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

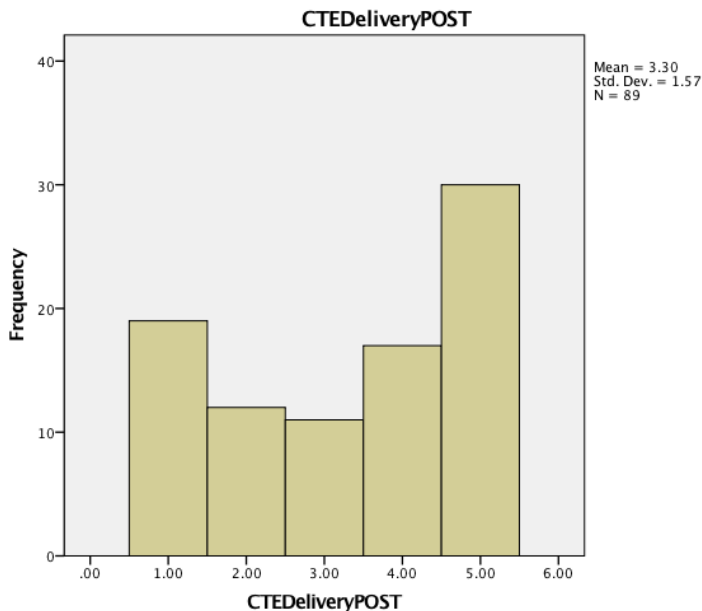
**Question:** Would you prefer paper CTE administration or online CTE administration?  
 On a scale of 1 (Strongly Prefer Online) to 5 (Strongly Prefer Paper)

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



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



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; Riskey, 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)**

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

\*courses  $\geq$ 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.

## Appendix D

### Review of Biases in CTE 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)

#### **Also literature on bias around**

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