TACO Mission efforts since 2021-22

- Process for negative eSEI
- P&T process
- Tools for professional development/continuous improvement
- Restructuring & rebranding eSEI
- ESTA

Hosting website? Communication w/faculty?
## Restructuring and redesigning eSEIs

### Process and committees involved:

<table>
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<tr>
<th>Committee</th>
<th>Tasks</th>
<th>Milestones</th>
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| TACO (includes 1 TLC member) | • Collect and compare best practices of students’ feedback found on literature and peer and higher-ranking institutions.  
• Identify the components that need to be measured in the students’ survey. (ex. Chose top words..., rather than ranking)  
• **Culture shift** for students and faculty: new process, new expectations. It is measuring students’ experiences as a communication tool.  
• Develop tools on how to present the tool to students and faculty. |            |
| TLC             | • Support/work with TACO  
• Support faculty by providing consultation to faculty wishing to explore course instructional design and delivery changes based on feedback. |            |
| Provost Assessment | • Provide feedback on new tool designed by TACO to make sure it meets the accreditation standards. |            |
STEPS to develop a new instrument

• Performed literature evaluation:
  • Inner bias for end-of the year instructor evaluation*.
  • Peer/aspirational institutions -> focus on students’ learning and classroom vs. instructor-focus.
  • Promote mid-semester feedback to seek educational tools that are working in class vs. does not.


1. One size does not fit it all. Each school/department should produce a list of instruments/artifacts (the ones on this list are examples).

2. Identify some core artifacts that address: Student learning, student experience, accessibility, course design, and programming.

3. Encourage faculty to document their quality of teaching and provide "Evidence of a commitment to continuous improvement" by using these guiding questions – power of reflection/TLC could be a resource:

   • How do you ensure that your course is well designed?
   • How am I using assessment to improve my course over time?
   • How do I know if my students are (actively) learning?
Exploration of universities assessment of teaching

- OSU
- California
- U Oklahoma
- U Oregon
- Oregon State
- Baylor
- TCU
- Iowa State
- Kansas U
- Kansas State
- Texas
- Texas Tech
- Virginia Tech
- Ohio State
- Michigan
- Wisconsin
Common theme across institutions

1. Students provide feedback on whether or not educational tools were helpful on their learning (not Likert-scale).

2. Students did not evaluate the professor but providing feedback (key on wording).

3. Students accountability for non-professional behavior.

4. Shifting types of questions decreases bias.
Instrument

• **Sections:**
  - Faculty will have the choice to select among the listed options. The top one is mandatory

• **Teaching/Learning of Relationships and Concepts**
• **Discussion**
• **Instructional Technology**
• **Adapting to Individual Differences**
• **Providing feedback to Students:**

• **Laboratory courses:**
  - **Clinical Courses**
  - **Service Learning**
  - **Online Learning**
  • **Performing and Studio Arts**