Universität St.Gallen

Creating Agile Course Evaluations

Using Multi-Level Modularization

to Increase Insights and Accelerate Action

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From insight to impact.

Overview

1. Goals
2. Who we are
3. Status Quo: Prior to Blue
4. Turning Point & Our Blue 1.0
5. Process: New Item Development
6. Concept: Agile Course Evaluation

My Goals:

Provide you with an example process for a customized question bank for your university

Provide you with an example process for dynamically adapting your questionnaire

Who we are

Key Figures

9000 STUDENTS
(BA, MA, PHD)

1000 LECTURERS
(PROFESSORS,
EXTERNAL EXPERTS)

HOLDER OF THE
ACCREDITATION
TRIPLE CROWN
(EQUIS, AACSB, AMBA)

#1 RANKED MASTER'S
IN MANAGEMENT FOR
THE LAST 12 YEARS
CONSECUTIVELY

OVER 50% OF
STUDENTS COMPLETE
A SEMESTER ABROAD

Status Quo Prior to Blue
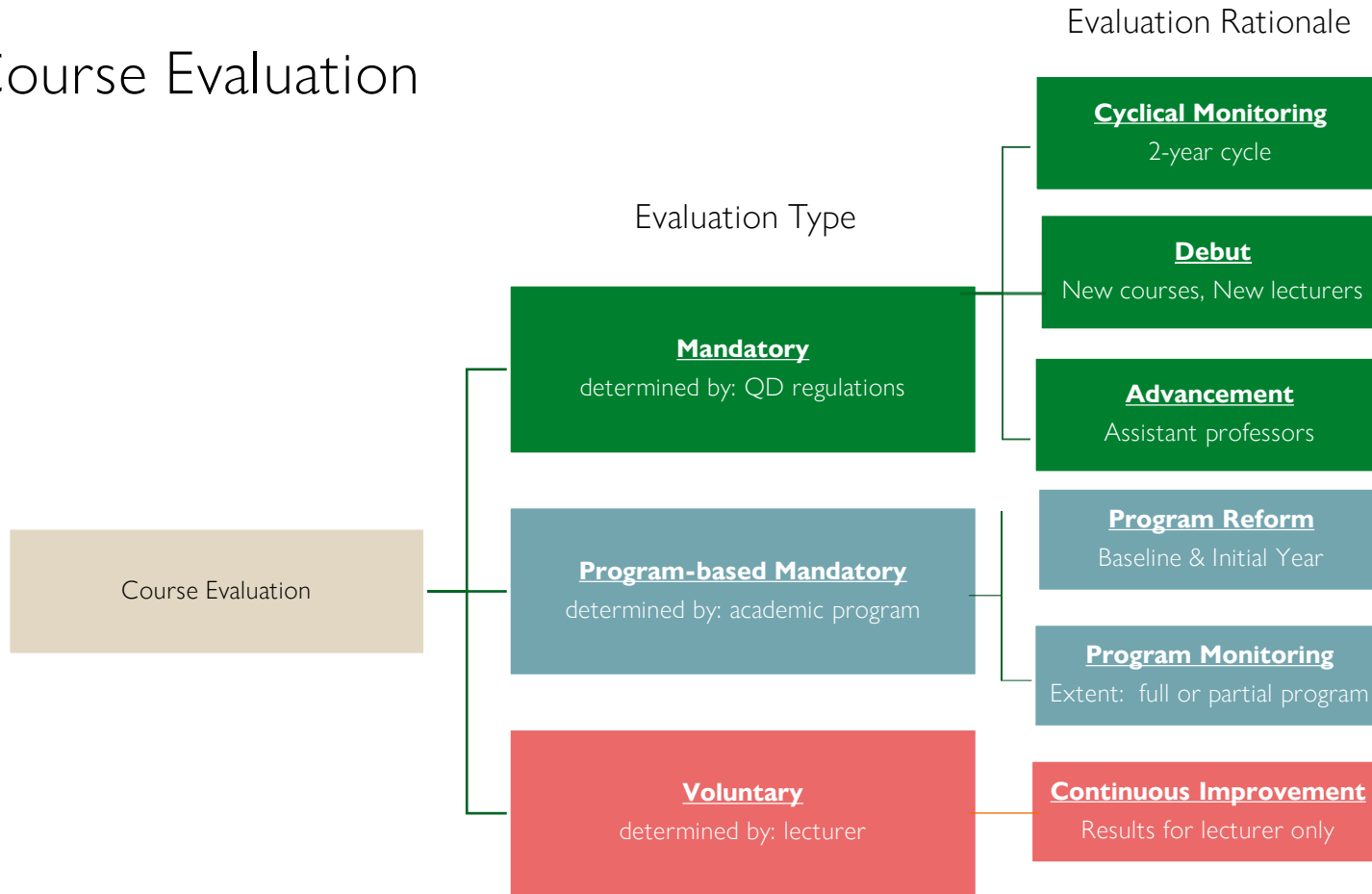

Until 4 years ago

All paper evaluations - Scanned in packets per course

Same questions for all courses

For lecturers - Results were individually emailed

For students – Results were «manually» posted

Course Evaluation

Evaluation Rationale

Evaluation Type

Cyclical Monitoring
2-year cycle

Debut
New courses, New lecturers

Advancement
Assistant professors

Mandatory
determined by: QD regulations

Program Reform
Baseline & Initial Year

Program Monitoring
Extent: full or partial program

Program-based Mandatory
determined by: academic program

Course Evaluation

Voluntary
determined by: lecturer

Continuous Improvement
Results for lecturer only

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Uses of course evaluation results

Continuous Improvement

       Course, Lecturer, Program

Professor Re-election Process

(Re)hiring of external lecturers

Accreditations

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Challenge:

Requirement to integrate evaluations to new LMS Canvas

Opportunity:

-Improve course evaluation
-Create customized question bank
-Implement agile evaluations

Our Blue 1.0

Combination of course- and instructor-specific questions

Triggers to link items to specific course attributes

Decentral process: lecturers set start and end dates

Bilingual questionnaire

Pilot of extended item questionnaire

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Categories of New Items

🖼️	Content-based selection together with Center for Teaching	Current research on successful learning
📚	Items specific to course type	Exercises, Independent Studies, Portfolio
🖥️	Items specific to program	Developed with programs, e.g. technical questions for IT
🧠	Items specific to course degree	E.g. questions about application of skills to dissertation

Milestones in New Item Development

2018-2019

Literature review, research and new item development by Center for Teaching and QD

2019-2021

Pilot of new items (i.e. «revised questionnaire») by Bachelor in Business and Masters in Management

End of Fall 2021

Analysis of 2 years of pilot data by QD

Approved by Senate: Revised questionnaire = Formal interim step towards Modular Course Evaluation

Spring 2022

Launch of revised questionnaire as the new standard questionnaire

77 items in use in varying combinations

Spring 2023

Analysis of 1 year of full university data

Goal: Item reduction

Key Figures: Testing Phase of Item Development

80% of courses conducted the course evaluation

Mandatory Evaluation: 76%
Program-based Mandatory: 15%
Voluntary Evaluation: 9%

7 (online) pages in the standard questionnaire

A page break has to be set after each filter question and the page has to be reloaded.

Page break = Longer fill-out time = Higher drop-out rate

Min. 20 items in the standard questionnaire

Frequent increase in length (e.g. 30+ items) due to:
- Instructor-specific items repeated for each instructor
- Additional modules (e.g. online)

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Basis for selection of «core» items

1. Factor Analysis
2. Regression Analysis
3. Items as predictors of:
    1. Overall course rating
    2. Learning progress
    3. Learning goal achievement
4. Missing values
5. Input of Student Union
6. Qualitative Student Feedback

Transition to Agile Course Evaluation
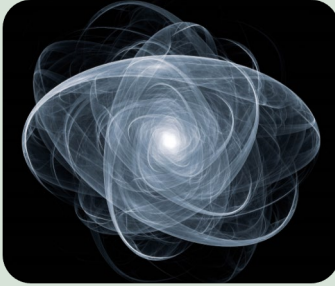
Core Module

- «Best» items
- Mandatory
- 10 items
- Varied dimensions

Program Module

- Voluntary offer
- Programs choose from validated items or create own items
- Method consultations included

Course Format Module

- Automatic inclusion for specific formats
- e.g. exercise groups, independent studies, capstone

Lecturer Module

- Voluntary offer
- Lecturers choose from validated items or create 1-2 of their own items
- e.g. Sustainability
- No consultations

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Process for Program Module Items

Program Evaluation Goal Analysis (optional)
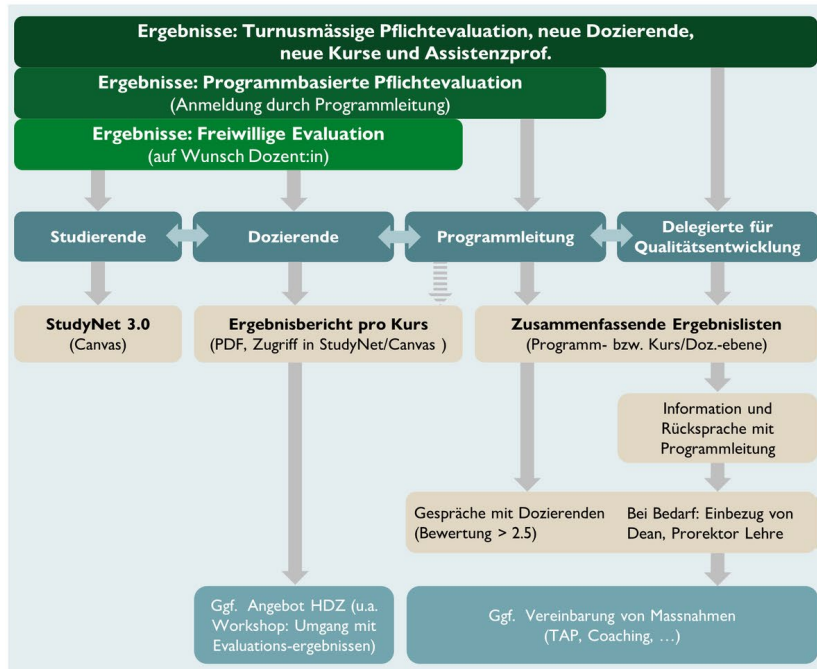
Program proposes new items

Validated by Quality Development
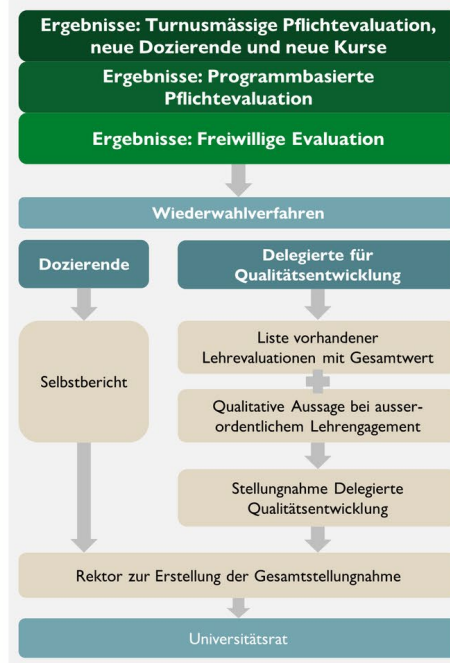
1 academic year pilot + Analysis

Removed, revised, or kept and added to database
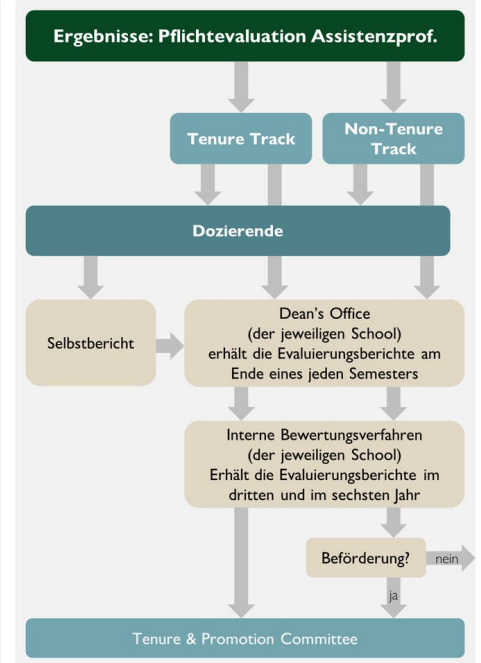
Reporting Hierarchies

Im Semester-Turnus

Ergebnisse: Turnusmässige Pflichtevaluation, neue Dozierende, neue Kurse und Assistenzprof.

Ergebnisse: Programmbasierte Pflichtevaluation (Anmeldung durch Programmleitung)

Ergebnisse: Freiwillige Evaluation (auf Wunsch Dozent:in)

Studierende — Dozierende — Programmleitung — Delegierte für Qualitätsentwicklung

StudyNet 3.0 (Canvas)

Ergebnisbericht pro Kurs (PDF, Zugriff in StudyNet/Canvas)

Zusammenfassende Ergebnislisten (Programm- bzw. Kurs/Doz.-ebene)

Information und Rücksprache mit Programmleitung

Gespräche mit Dozierenden (Bewertung > 2.5)

Bei Bedarf: Einbezug von Dean, Prorektor Lehre

Ggf. Angebot HDZ (u.a. Workshop: Umgang mit Evaluations-ergebnissen)

Ggf. Vereinbarung von Massnahmen (TAP, Coaching, …)

Wiederwahlverfahren, 7-8 Jahre
(Ordentliche Professor:innen)

Ergebnisse: Turnusmässige Pflichtevaluation, neue Dozierende und neue Kurse

Ergebnisse: Programmbasierte Pflichtevaluation

Ergebnisse: Freiwillige Evaluation

Wiederwahlverfahren

Dozierende

Delegierte für Qualitätsentwicklung

Selbstbericht

Liste vorhandener Lehrevaluationen mit Gesamtwert

Qualitative Aussage bei ausser-ordentlichem Lehrengagement

Stellungnahme Delegierte Qualitätsentwicklung

Rektor zur Erstellung der Gesamtstellungnahme

Universitätsrat

Mid-term und End-term Evaluationen
(Assistenzprofessor:innen)

Ergebnisse: Pflichtevaluation Assistenzprof.

Tenure Track

Non-Tenure Track

Dozierende

Selbstbericht

Dean's Office (der jeweiligen School) erhält die Evaluierungsberichte am Ende eines jeden Semesters

Interne Bewertungsverfahren (der jeweiligen School) Erhält die Evaluierungsberichte im dritten und im sechsten Jahr

Beförderung? — nein

ja

Tenure & Promotion Committee

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Advantages of Agile Evaluation

Higher response rate due to:
- Shortened questionnaire
- Student perception of the «novelty» of varying items
- Student Voice

Increased flexibility and adaptability of questionnaire

Increased «granularization» of the questionnaire, level-by-level

Increase in useable data
- More courses will reach the threshold for report generation and distribution

Increased program and instructor buy-in through item selection/development)