# Leading the Pack with Feedback and Performance Standards

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# Agenda



- Very Brief History and Initial Project

- 2017 Longitudinal Project

- Next Steps

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# What is Your Current Instructor Feedback Plan?



- Yearly Eval
- Review/ Observation each term
- Both
- Neither/Other
- Online courses??

OR

What would happen if you added a new eval program?

# Kaplan University Math Monitoring Background

**Prior to mid 2012**

↓

**Typically Limited**

↓

**Primarily Corrective**

**Mid 2012 to 2014**

↓

**Increased Frequency**

↓

**Positive and Opportunistic (Constructive)**

# New Plan for Monitoring Faculty

- Purposes:
  - Provide Feedback to Instructors
  - Verify Quality Instruction
  - Content for Yearly Adjunct Instructor Evaluation
- Frequency - Typically Once/Term (up to 5 times per year)
- Scoring for Leadership and Research Purposes Only – Instructors not provided "scores" (may not be aware of scores)

# 2014 Research Questions

Will the program translate to improved student satisfaction with the instructor?

Can providing a more holistic review paired with a frequent comprehensive feedback program improve instructor performance in online classes?

# 2014 Study Sample:

- **KU Math Dept: 200+ full time and adjunct faculty**

- **117 adjunct faculty subjects: Taught 2 or more pre- and post-program terms**

# Example questions from the instrument

5. Announcements area includes color/highlighting on headings (3 or more items not including the "yellow" seminars item) *
select 1 for yes, 0 for no
*Mark only one oval.*

- ⬭ 0
- ⬭ 1

12. Instructor provided his/her own intro post *
select 1 for yes, 0 for no
*Mark only one oval.*

- ⬭ 0
- ⬭ 1

17. Includes comments to show instructor has read student posting *
select 1 for yes, 0 for no
*Mark only one oval.*

- ⬭ 0
- ⬭ 1

# Research Question

Can providing a more holistic review paired with a frequent comprehensive feedback program improve instructor performance in online classes?

# 2014 Results

## Matched Pairs t-Test for Instrument Scores

|  | Post-Program | Pre-Program |
|---|---|---|
| Mean | 19.55 | 15.41 |
| Variance | 4.23 | 4.90 |
| Observations | 117 | 117 |
| Pearson Correlation | 0.50 | |
| df | 116 | |
| t Stat | 20.91 | |
| P(T<=t) one-tail | 0.0000 | |

# Research Question

Will the program translate to improved student satisfaction with the instructor?

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# 2014 Results

## Matched Pairs t-Test for Instrument Scores

|  | Post-Program | Pre-Program |
|---|---|---|
| Mean | 4.61 | 4.55 |
| Variance | 0.04 | 0.05 |
| Observations | 117 | 117 |
| Pearson Correlation | 0.27 | |
| df | 116 | |
| t Stat | 2.57 | |
| P(T<=t) one-tail | 0.0058 | |

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# Instructor Comment

Thanks so much for the email!  I'm always happy to get an outside perspective on what I am doing well and what needs improvement.  I feel terrible about the Unit 9 grading this term - I do take the grading deadlines very seriously but I've been holed up in bed with sciatica for the past few weeks and haven't been anywhere near 100%.  All my final grades are posted now.

Thanks again for your feedback!

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# 2014 Study

- **Hohensee, P. & Johnson, L. (2014)  Stepping up: How online instructors respond to monitoring feedback.**

- **Available via the website**

# 2017 Longitudinal Study

# Kaplan University Math Monitoring Background

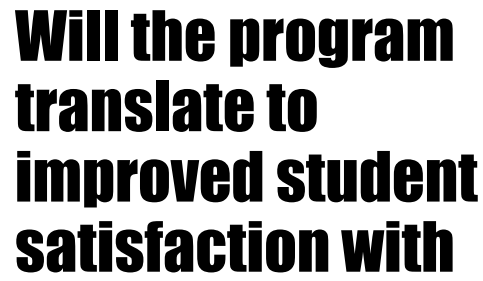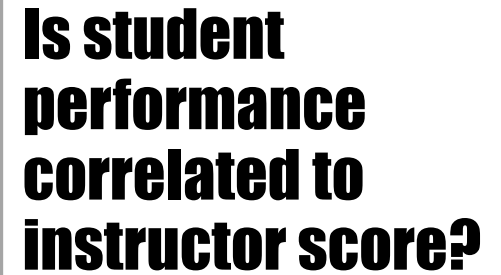| Prior to mid 2012 | Mid 2012 to 2014 | 2014 to Present |
|---|---|---|
| Typically Limited | Increased Frequency | Same Frequency |
| Primarily Corrective | Positive and Opportunistic (Constructive) | Improved Instrument |

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# 2017 Research Questions

Can providing a more holistic review paired with a frequent comprehensive feedback program improve instructor performance in online classes?

Will the program translate to improved student satisfaction with the instructor?

Is student performance correlated to instructor score?

# 2017 Study Instrument

- Google Forms
- Boolean question format
- 22 scoreable items
- 2 negatively scored items
- Scoring range:(-2, 20)
- Based on University Best Practices
- Same reliability and validity arguments as 2014
- Available via the website

# 2017 Study Sample

- **KU Math Dept: ~100 full time and adjunct faculty**
- **1000+ Available data points**
- **Jan. 2014 - Dec. 2016  << Why stop?**

# Add Additional and Newer Question Examples

Instructor replied to all student intros within 1 day during the week/within 2 days on the weekend *

select 1 for yes, 0 for no

○ 0

○ 1

Spread of replies (over 3 days or more, Wed-Thur, Fri-Sun, Mon-Tue) *

select 1 for yes, 0 for no

○ 0

○ 1

Explained point deductions. Verified using 3 items in each Gradebook category; 1 perfect score, 1 zero score, and 1 other score *
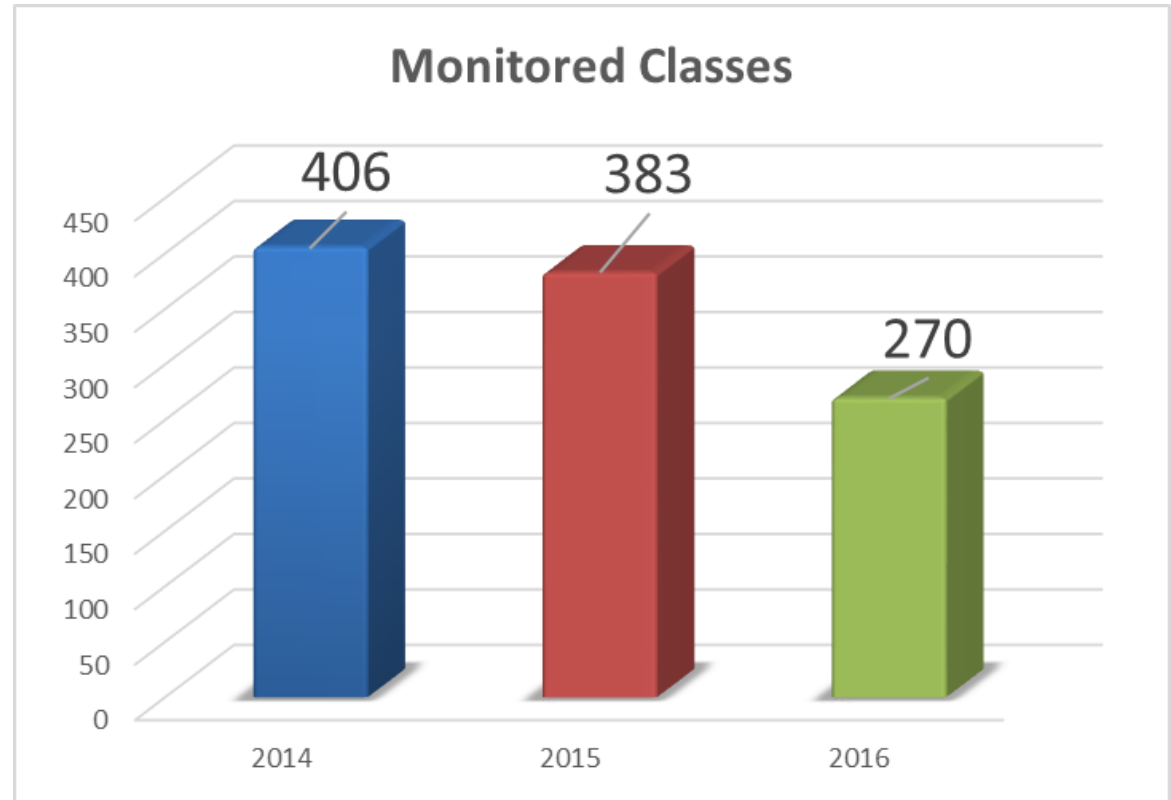
select 1 for yes, 0 for no
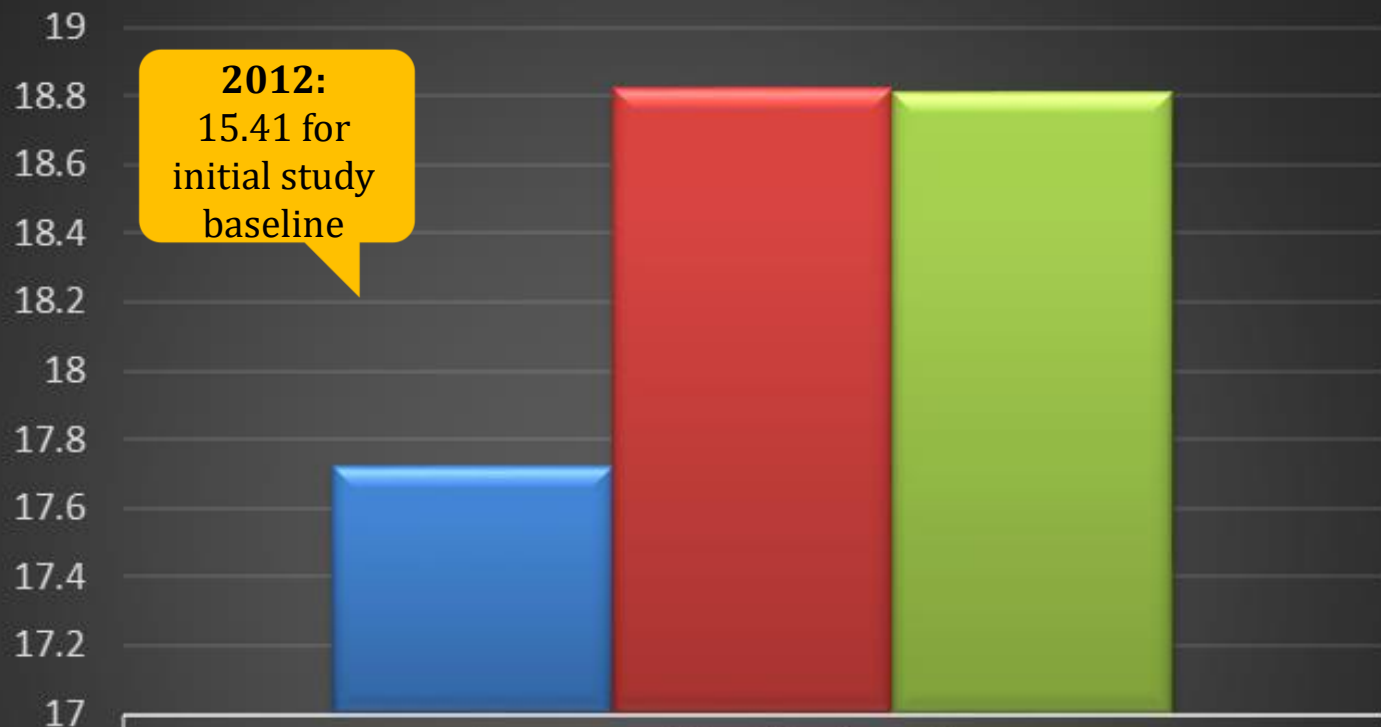
○ 0

○ 1

# Data Analysis

## Number of Monitored Classes Each Year

**Monitored Classes**

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# Research Question

Can providing a more holistic review paired with a frequent comprehensive feedback program improve instructor performance in online classes?

# Title



Average Monitoring Score

| | Average Monitoring Score |
|---|---|
| 2014 | 17.72 |
| 2015 | 18.82 |
| 2016 | 18.81 |

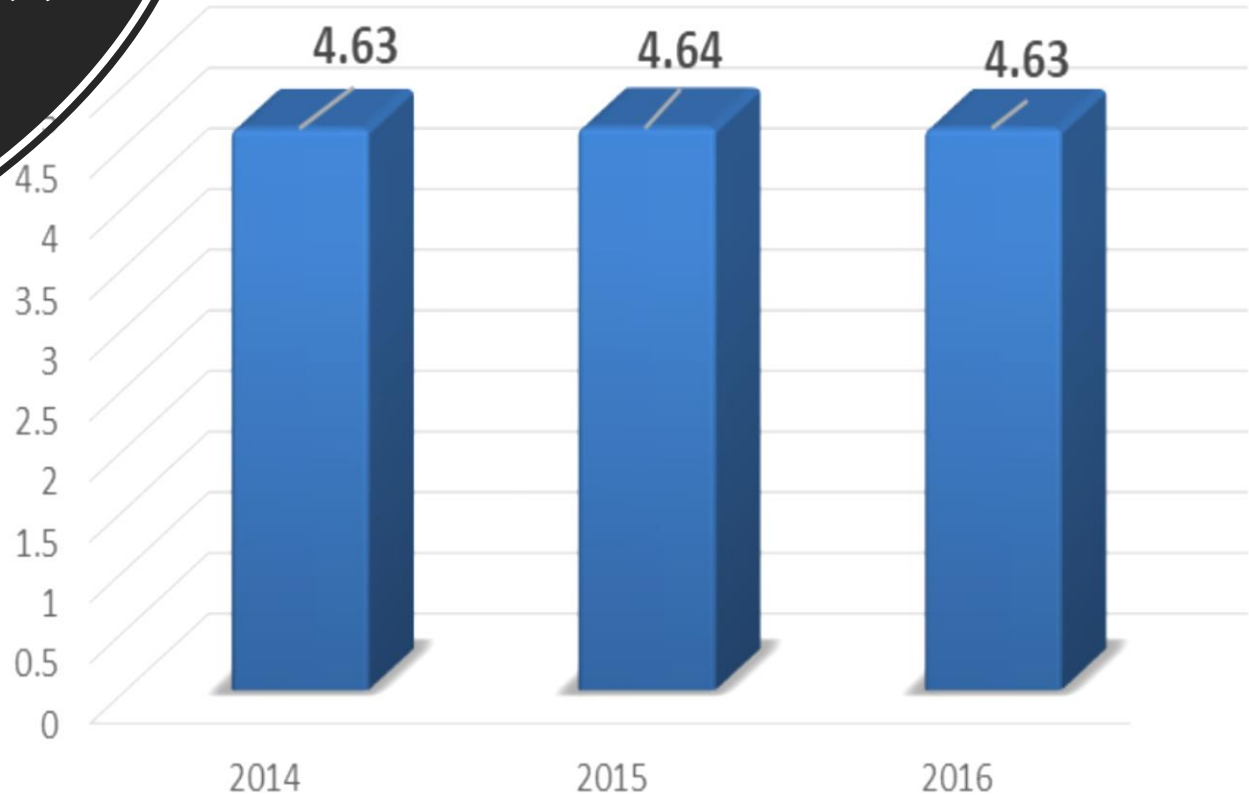2012: 15.41 for initial study baseline

# Research Question

Will the program translate to improved student satisfaction with the instructor?

# Research Question



Not Necessarily!

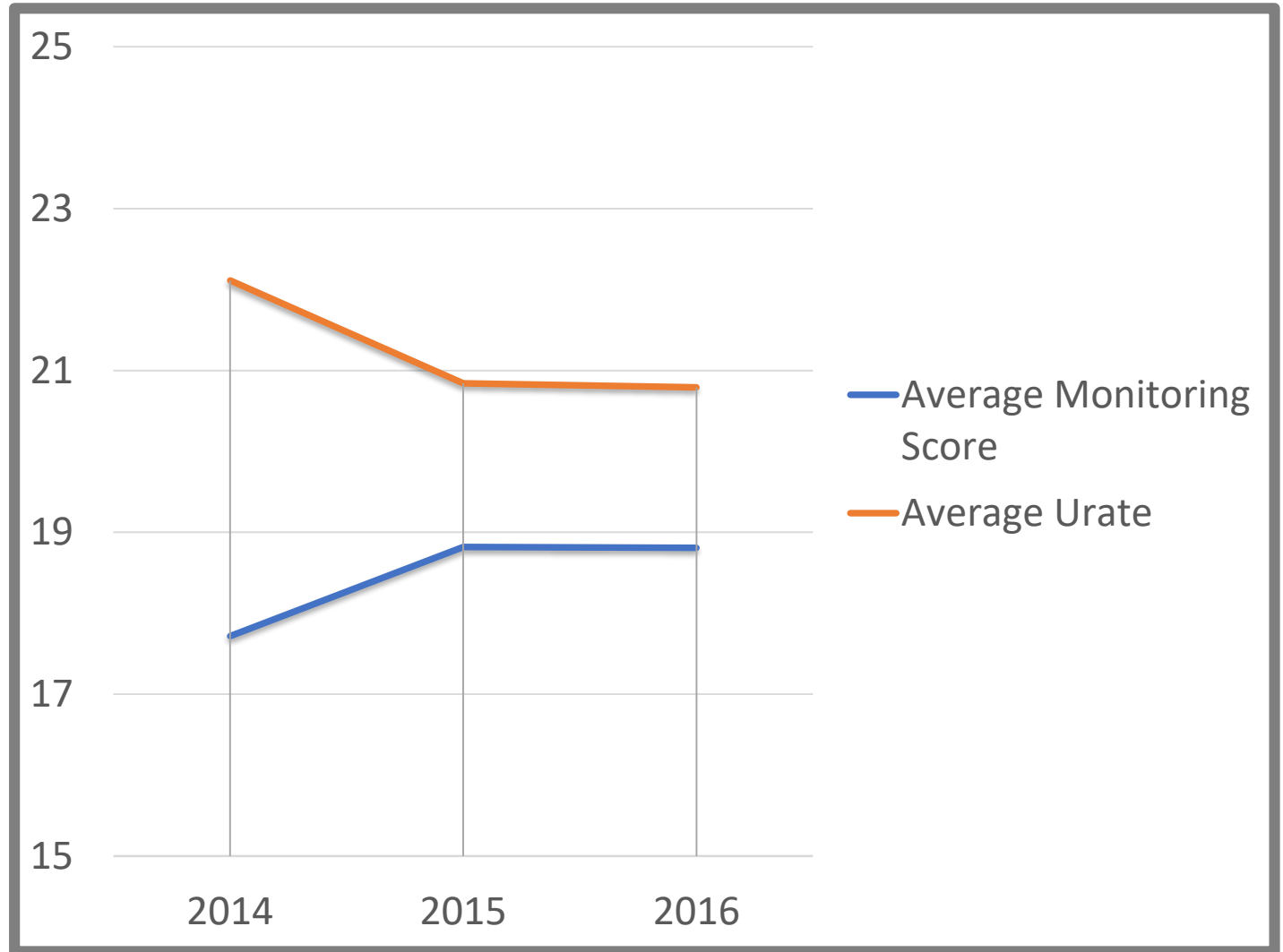**2012:** 4.55 for initial study baseline

## Average EOT

| | 4.63 | 4.64 | 4.63 |
| --- | --- | --- | --- |
| | 2014 | 2015 | 2016 |

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# Research Question

Is student performance correlated to instructor score?

# Title

## Likely!

# Title

## EXTREMELY LIKELY!

## ~100% correlation

| 2014-2016 Monitoring and Urate | | |
|---|---|---|
| t-Test: Paired Two Sample for Means | | |
| | | |
| | *Average Monitoring Score* | *Average Urate* |
| Mean | 18.45 | 0.212466667 |
| Variance | 0.3997 | 5.59633E-05 |
| Observations | 3 | 3 |
| Pearson Correlation | -0.99914589 | |
| Hypothesized Mean Dif | 0 | |
| df | 2 | |
| t Stat | 49.3804699 | |
| P(T<=t) one-tail | 0.000204924 | |
| t Critical one-tail | 2.91998558 | |
| P(T<=t) two-tail | 0.000409848 | |
| t Critical two-tail | 4.30265273 | |

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# Limitations and Considerations

- Using averages for each year
- Unaccounted for variables

| Years | Average Monitoring Score | Average EOT | Average Urate | Number of Classes |
|---|---|---|---|---|
| 2014 | 17.72 | 4.63 | 22.11% | 406 |
| 2015 | 18.82 | 4.64 | 20.84% | 383 |
| 2016 | 18.81 | 4.63 | 20.79% | 270 |

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# Where to go from here?



**Would you have documents to use for basis for performance standards?**

# Conclusions and Discussion

# Contact



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