



SHRS Assessment Plan

Section 1: Introduction

The School of Health and Rehabilitation Sciences (SHRS) is comprised of 18 academic programs offering 26 degrees housed within 7 departments. As such, there is considerable variability across programs with respect to the size and types of classes and modes of course delivery. A recent survey of program/department leadership also showed variability and inconsistency in the assessment of teaching effectiveness.

Collectively, SHRS has embraced a commitment to support teaching excellence, including transparency in the criteria used to measure teaching effectiveness. This commitment includes a robust mechanism for recognizing and rewarding teaching excellence across the units and providing faculty with resources, support and mentorship in best practices for teaching. This proposed plan is framed within a quality improvement model for which students and faculty are stakeholders. As such this document outlines a *minimum set of standards* for all SHRS faculty with intentional allowance for flexibility at the program and department level.

This document does not represent a policy; rather it is a plan that will evolve as iterative feedback is received throughout the various stages of implementation.



Section 2: Definition of Teaching Effectiveness

In 2018-19, an *SHRS Excellence in Teaching* task force (hereafter referred to as the Task Force) was convened with the goal of 1) enhancing teaching effectiveness within SHRS; 2) establishing tangible benchmarks to measure success; and 3) promoting opportunities for engaging in educational research. With respect to teaching effectiveness, the Task Force -- with the endorsement of SHRS leadership -- developed the following metrics to define effective teaching:

1. Instructors are explicit/intentional regarding the planning and organization of the course based on content knowledge and expertise.
2. Instructors create a student-centered learning environment that promotes inclusivity, engagement and student motivation.
3. Instructors utilize a variety of instructional methods to encourage active and collaborative learning.
4. Instructors use a combination of formative and summative techniques to assess student learning and provide effective feedback.
5. Instructors actively seek multiple forms of feedback on teaching effectiveness, and incorporate advancements in content and pedagogy into their practice.

Section 3: Methods of Assessment

A survey of current assessment practices in SHRS showed that all units have a process for assessing quality of teaching. However, most reported using primarily the OMET scores with only a few using additional forms of feedback (e.g. peer review, self-assessments). During AY 2019-20, the Educational Excellence Advisory Council (EEAC) first worked with the University Center for Teaching & Learning (UCTL) to revise the SHRS OMET survey so that the question probes would align with the five dimensions of teaching effectiveness outlined above. A new core question set was developed and will be used across all programs/departments beginning with the 2021 spring term. (See Appendix B.)

With additional guidance from the UCTL, the guidelines put forth in the Advisory Council on Instructional Excellence (ACIE) report, and input from the Task Force, we further developed the SHRS plan for assessing teaching effectiveness to include the following for all faculty who teach a course.

Required				
What assessment?	Type of assessment?	How often?	Who will review results?	Comments
<i>OMET Survey</i> (new SHRS core question set)	Use as a <u>formative</u> assessment each term course is taught.	End of term forevery course	<ul style="list-style-type: none"> • Faculty • Leadership (Program/ Department/School) • Faculty mentor (as requested) 	<p>Used as only one component in the annual review of faculty</p> <p>Faculty should help students understand the value of providing feedback and demonstrate evidence of the results being used to improve the course.</p> <p>Faculty are encouraged to use best practices for enhancing student response rates.</p> <p>Interpretation of OMET scores should be done <i>within the context of recognizing bias</i> (e.g. race, gender).</p>
	Use as a <u>summative</u> assessment for annual faculty performance reviews & as needed for promotion or award reviews.	Cumulative review at the frequency used for performance and promotion reviews		
<i>Peer Observation of class instruction</i>	Use as a <u>formative</u> assessment the first time a courseis taught.	All new faculty within the first year	<ul style="list-style-type: none"> • Faculty • Leadership (Program/ Department/School) • Peer review team member(s) • Faculty mentor (as requested) 	EEAC will work with consultants from UCTL to establish a robust system for Peer assessment to include:

	Use as a <u>summative</u> assessment for all teaching faculty.	A minimum of every 2-3 years As needed for annual review and/or promotion or re-appointment decisions	<ul style="list-style-type: none"> • Teaching consultant (as requested) 	<ol style="list-style-type: none"> 1. Assist with process for establishing peer review committees that work for each unit; 2. Identify a standardized tool(s) to use for peer assessment; 3. Select agreed upon rating scale; 4. Provide appropriate training for the peer reviewers.
<i>Peer Review of instructional course materials (e.g. syllabus and other course artifacts)</i>	Use as a <u>formative</u> assessment the first time a course is taught.	All new faculty within the first year	<ul style="list-style-type: none"> • Faculty • Leadership (Program/ Department/School) • Peer review team member(s) • Faculty mentor (as requested) • Teaching consultant (as requested) 	
	Use as a <u>summative</u> assessment for all teaching faculty.	A minimum of one course within a 2-3-year period As needed for annual review and/or promotion or re-appointment decisions		

<i>Faculty Self-assessment</i>	Use as a <i>summative</i> assessment - should demonstrate how prior assessments have informed development and growth over time.	Minimum of every 2-3 years As needed for promotion and/or tenure decisions	<ul style="list-style-type: none"> • Program/Department leadership • Peer review team member(s) • Faculty mentor (as requested) • Teaching consultant (as requested) 	EEAC will work with consultants from the UCTL to adapt or design a self-assessment tool that aligns with the definition of teaching excellence.
Optional				
<i>OMET (or other) midterm course survey</i>	Use as a <i>formative</i> assessment each term.	Midpoint of term	<ul style="list-style-type: none"> • Faculty • Faculty mentor (as requested) • Teaching consultant (as requested) 	This is recommended practice especially for new faculty.
<i>Additional student surveys (non-OMET)</i>	Use as a <i>formative</i> assessment each term course is taught.	At request of the faculty and/or program leadership	<ul style="list-style-type: none"> • Leadership (Program/Department) • Faculty mentor (as requested) 	While optional, faculty are encouraged to work with UCTL to design appropriate questions.
<i>External review of course content & instructional materials (e.g. syllabus and other course artifacts)</i>	Use as a <i>summative</i> assessment.	At request of the faculty and/or program leadership	<ul style="list-style-type: none"> • Faculty • Leadership (Program/Department/School) • Peer review team member(s) 	<i>Recommended practice</i> ; will need to identify external content expert(s) who can provide feedback on course content and learning outcomes as they align with contemporary knowledge in the field.

Section 4: Assessment Results and Continuous Improvement

This SHRS plan will be implemented in the Fall of 2021. As this is a 'Plan' and not a 'Policy,' we expect to revise and refine this on an iterative basis. The EEAC will continue to get feedback from faculty and leadership as to how realistic the process is.

Given that the plan includes both *peer* and *self*-assessment strategies, the EEAC will begin to meet with consultants from the UCTL in early May for the following:

- a. Consultation re: best practices for creating a robust process for peer assessment (peer observation of teaching & peer review of representative teaching materials)
- b. Guidance on establishing peer review committees that work for each unit
 - i. Determine composition of the peer review committee
 - ii. Faculty should be given proper workload credit when performing peer reviews; this activity should be counted towards Service
- c. Assistance with identifying tools that can be used for peer assessment such that they align with the dimensions of teaching effectiveness, and include general and program-specific considerations
 - i. Provide training for the peer reviewers to create a culture of consistency, transparency and mitigation of bias
 - ii. Include a range of options for the different types of courses (e.g. clinical skills vs. lecture)
- d. Assistance with identifying tools that can be used for self-assessment such that they align with the dimensions of teaching effectiveness

The results will be used at the Department/Program level to:



- **Inform** process improvement strategies
- **Articulate** how assessments will be used in annual review process
- **Identify** opportunities for enhancing faculty development efforts
- **Recognize and reward** teaching excellence
- **Inform** program assessment efforts

Section 5: Appendices

Appendix A – List of EEAC members; *Appendix B* – Revised SHRS OMET survey

Appendix A

SHRS Educational Excellence Advisory Council (EEAC)

The **SHRS Educational Excellence Advisory Council (EEAC)** was formed in 2018 to address Strategic Goal #1 in the 'Plan for Pitt.' The group consists of academic program directors and a staff representative from the Office of Online Learning.

NAME:	TITLE:
Amy Aggelou, PhD, ATC	Assistant Professor Director, Athletic Training Department of Sports Medicine & Nutrition
Sondra Balouris, PhD, PT	Assistant Professor Undergraduate Program in Rehabilitation Science
Mary C. Allias MPAS, PA-C, DFAAPA	Assistant Professor Director, Didactic Education in Physician Assistant Studies Department of Physician Assistant Studies
Denise Chisholm, PhD, OT, FAOTA	Professor Vice Chair for Academic and Administrative Affairs Director, Master of Occupational Therapy and Doctor of Occupational Therapy Department of Occupational Therapy
Helen Cochrane, MS	Director, Prosthetics & Orthotics Department of Rehabilitation Science & Technology
Andrea Hergenroeder, PhD, PT, CCS	Associate Professor Director, Doctor of Physical Therapy Department of Physical Therapy
Deb Hutcheson, DCN, RDN, LDN	Assistant Professor & Vice Chair Director, Dietitian Nutritionist Program Department of Sports Medicine and Nutrition
M. Kathleen Kelly, PhD, PT	Associate Professor Associate Dean, Academic Outreach & Advising
Rae Mancilla, EdD	Senior Instructional Designer Office of Online Learning
Cheryl Messick, PhD, CCC-SLP	Professor Vice Chair for Academic Affairs Interim Director, Undergraduate Program in Communication Science Department of Communication Science and Disorders
Eric Meyer, PhD	Professor Director, Clinical Rehabilitation & Mental Health Counseling Department of Rehabilitation Science & Technology
Debbie Miller, PT, MBA, FACHE	Associate Professor Vice Dean, SHRS
Catherine Palmer, PhD	Professor Director, Doctor of Audiology Department of Communication Science and Disorders
Tom Platt, EdD, NRP	Associate Professor Associate Dean, Academic Partnerships Vice Chair, Division of Community Health Services Programs Department of Rehabilitation Science & Technology
Mark R. Schmeler, PhD, OTR/L, ATP, RESNA Fellow	Associate Professor Vice Chair of Education & Training Department of Rehabilitation Science & Technology
Valerie J.M. Watzlaf, PhD, MPH, RHIA, FAHIMA	Associate Professor Vice Chair of Education Department of Health Information Management

Appendix B

Revised SHRS OMET survey

Acknowledging the work done by the Task Force, the five dimensions of teaching excellence were used to develop a revised core question set for the SHRS OMET surveys.

A multi-phased approach was taken to develop the survey and get stakeholder feedback from representative groups of students:

Phase 1: *In consultation with the Center for Teaching and Learning* the existing OMET survey was revised.

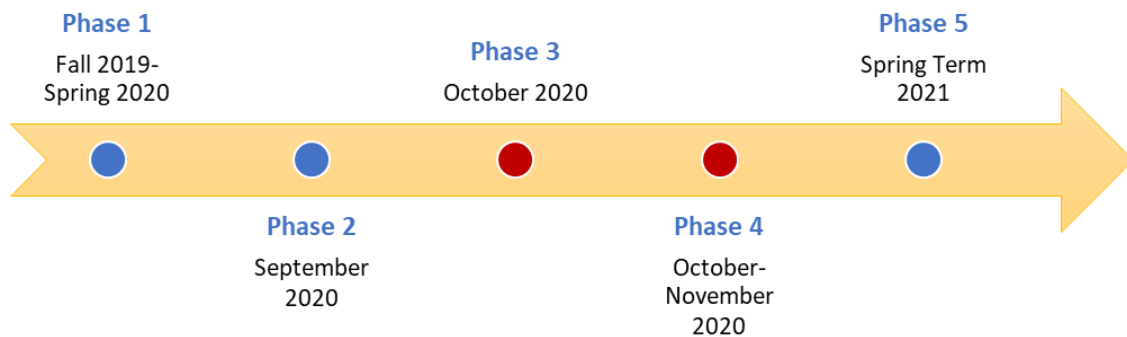
Phase 2: Focus groups were used to gather students' understanding and perception of the survey questions, and to get their feedback on strategies to increase response rates.

Phase 3: Survey questions were revised according to feedback from Focus Groups and were shared with Departments/Programs.

**Additional program/department-specific questions were added to survey as requested.*

Phase 4: Approval from dean.

Phase 5: Implementation of new SHRS *Student Opinion of Teaching* (OMET) surveys.





SHRS - OMET survey questions

On a scale from (1) Strongly Disagree to (5) Strongly Agree, please rate your agreement with the following statements. [Include N/A in scoring option]

Questions about the instructor:

The instructor was prepared.

The instructor engaged students in the learning process.

The instructor gave useful feedback on assignments.

The instructor kept students informed of their progress.

All students were welcomed, respected and valued in the learning environment.

Instructor's overall teaching effectiveness:

What is your judgement of the instructor's overall teaching effectiveness?

[The scale for this will be: Ineffective, Only fair, Competent, Very good, Excellent]

Questions about the course:

The course was organized.

Class activities contributed to a collaborative learning environment. (ex: activities that encourage effective discussions and/or group work)

Class activities encouraged active learning. (ex: hands-on activities; student engagement/application with the material; student/instructor reflection; simulation/role playing)

Comment questions:

What was most helpful to your learning in this course?

Open ended response

What would you change about this course to improve learning?

Open ended response