



	Document Name:	SOP for Student Evaluation Forms (Online Teaching)
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## DOW UNIVERSITY OF HEALTH SCIENCES




### POLICY & STANDARD OPERATING PROCEDURE

### IMPLEMENTATION OF STUDENT EVALUATION FORMS (ONLINE TEACHING) (CLAUSE 1.1 OF ISO 9001:2008)


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### **DISTRIBUTION LIST**

The following personnel are on the controlled distribution list:

- Vice Chancellor
- Pro-Vice Chancellor(s)
- Registrar
- Deans
- Director Distance Learning
- Program Directors
- Department of Post-Graduate Studies
- Head of Institutes and Colleges/ Program Director
- QMR

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### TERMS AND DEFINITION

TERMS	DEFINITION
<b>Effectiveness</b>	Extent to which planned activities are realized and planned results achieved.
<b>Efficiency</b>	Relationship between the result achieved and the resources used.
<b>Management</b>	Coordinated activities to direct and control an organization.
<b>Management System</b>	System to establish policy and objectives and to achieve those objectives.
<b>Review</b>	Activity undertaken to determine the suitability, adequacy and effectiveness of the subject matter to achieve established objectives.



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### LIST OF ABBREVIATIONS

BOS	Board of Studies
DL	Distance Learning
DOC	Document
DUHS	Dow University of Health Sciences
DOES	Dow Online Education System
FM	Form
HEC	Higher Education Commission
HoD	Head of the Department
ISO	International Organization for Standardization
LMS	Learning Management System
QEC	Quality Enhancement Cell
QMR	Quality Management Representative
QMS	Quality Management System
QSP	Quality System Procedure
SAR	Self-Assessment Report
SOP	Standard Operating Procedure
VC	Vice Chancellor
VLE	Virtual Learning Environment



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## 1. PURPOSE:

Across Pakistan and all over world the landscape of teaching delivery has dramatically changed as a result of the COVID-19 pandemic. The faculty members of Dow University of Health Sciences (DUHS), as well as the students, who were used to the face to face lectures in a classroom /lecture hall environment have had to adjust to teaching and learning through a virtual learning environment. The infrastructure for this already existed within the DUHS to be able to support the diversity and breadth of DUHS's undergraduate and postgraduate programs.

The Dow Online Education System (DOES) is a fully functional learning management system (LMS), with resources to be utilized by the faculty and students and is able to conduct online evaluations for each course transitioned to the virtual learning environment.

The LMS can be accessed by the students through the following link-

- In the current context, the Vice Chancellor has prioritized the online teaching of undergraduate programs on priority basis and all postgraduate programs (specialty wise) to be brought online by May 31<sup>st</sup>, 2020. As such, DUHS is able to technologically provide support to users with the pace of time, and with each program being taught online.

### **The purpose of this Policy is to:**


- Establish a structured mechanism to implement the feedback forms in online teaching and distance learning, as prescribed by the Higher Education Commission (HEC), for all programs being offered through online means, at the Dow University of Health Sciences and transitioned to online teaching in the pandemic of COVID-19.
- This policy and SOP will stay in place for all future blended learning opportunities offered to the students beyond the spring 2020 semester.
- Facilitate the institutes/colleges/schools to identify areas for improvement regarding satisfaction of various stakeholders, such as students and the faculty, of the degree awarding programs.
- Establish effective measures for the rectification of the deficiencies identified to ensure compliance with the HEC's Internal Quality Assurance Mechanism in online teaching and distance learning.

## 2. SCOPE:

This procedure is applicable to all academic degree and diploma programs offered at the Dow University of Health Sciences that are being offered online and through distance learning.

## 3. RESPONSIBILITIES:

- The Head of the Institution/College is responsible for supervising the timely implementation of all applicable online HEC Feedback forms, as prescribed by the HEC and attached in this policy document, under Related Records.

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- Program Directors/ Principals or HoDs are responsible for timely implementation of all applicable HEC Feedback forms for online teaching, including student satisfaction, and teacher evaluation, as prescribed by the HEC.
- They are also responsible for intimating to the Facilitation Teams of QEC, for timely survey of feedback evaluation by the QEC, as described in this policy.
- IT department is to provide applicable IT support for user access, including for students and faculty. They are also responsible for mandating the feedback required from students on the DOES, before course completion.

#### **4. PROCEDURE/ SOP:**

All Principals / Directors / Heads of academic institutes/colleges/ teaching departments are responsible for implementing the following online feedback forms, where applicable and in coordination with Program Director / Program Coordinator and QEC, as per the procedure/ SOP defined for each below:

##### **4.1. STUDENT SATISFACTION QUESTIONNAIRE: ONLINE COURSES**

In order to assess the quality of online courses, the student satisfaction questionnaire is to be filled by each student at the time of course, module, or subject completion in each semester of online classes taken by the student.

It will contain 2 evaluations of the following components:

1. Teacher Evaluation Through Students
2. Course Evaluation Through Students
  - Variables to be evaluated: Student satisfaction from online education, with parameters of:
    - **Process of learning, online education/ transition to blended learning.**
      - Availability of media and other learner resources.
      - Transition to an virtual learning environment (VLE)
      - Access to the Dow Online Education System (LMS)
    - **Satisfaction with teachers' readiness to teach online**
      - Level of student engagement in the online virtual learning environment.
    - **Satisfaction with course content taught through online means:**
      - Satisfaction with achievement of course learning objectives in the course.
    - **Satisfaction with technological support available to them through personal means and from the University.**



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- **Would you prefer to have this course taught online in the future? (Yes/no)**
- **How would you rate the excellence of online education at Dow University of Health Sciences in your degree program- 1 through 5?**

#### **How to Implement:**

- The Student Satisfaction Questionnaire for online course should be carried out after the completion of the semester (after the mid-level) or towards the end of each module/course in the semester.
- It would be expedient to assign the responsibility of evaluations to Institute/ College/ School's admin team, in facilitation with the Quality Enhancement Cell (QEC). However, the Head of department may assign the task to the Student Affairs Coordinator, Program Director or Program Coordinator.
  - They will ensure that Course Evaluations are ensured for each course taught in the semester or each parts of a module.
- The Evaluation Team of the QEC will select a sample from each semester/module. The sample may include high, middle and low ranked learners/students. (For a class of 60, 45 students may serve the purpose. However, the greater the sample size, the greater is the reliability)
- To observe the authenticity and validity of the evaluation process, a minimum 50 % Students must participate in the online evaluation.
- The Feedback activity results will be shared by the Feedback Evaluation Team, while maintaining strict confidentiality, within a period of 2-4 weeks to the Department Head only.
- **Feedback obtained on course evaluations may be discussed by the HOD/Director/Principal in meetings, such as faculty meetings, Board of Studies meetings, Management Review Meeting, and remedial measures, if required, are to be undertaken and reported to QEC, before the next period of assessment.**

**Note:** The Course Evaluation form can be tailored as per program needs/ program outcomes.


#### **4.2. FACULTY COURSE REVIEW REPORT**

(To be filled by each teacher at the time of Course Completion, in each semester/module).

##### **How to implement:**

- The Course Evaluation from Faculty should be carried out during the last two weeks of a semester or at the end of each module.
- The QEC will send a faculty course review report, through online link, to the HoD/Program Director, as assigned.
- The HoD/Program Director should call faculty for a meeting, familiarize the faculty with the form and ask faculty to fill it through online Feedback Evaluation individually, and within the prescribed feedback form.



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- The faculty, when filling out the form, should consider and find areas for improvement in the course & prepare Corrective Preventive Action Plan, if any.
- The results of this activity will be submitted to HEC, for review.

Note: The faculty must have received students' Course Evaluation results before submission of the Faculty Course Review Report.

### 4.3. STUDENT & FACULTY READINESS SURVEY

- **Student Readiness Survey**

The survey included all those students who are enrolled in various classes and were presently engaged through online teaching, as determined by the number of active users in the Dow Online Education System (DOES).

Therefore, the total sample size of this survey would comprise of those active logged in student users, as their classes would have transitioned to online teaching through the Dow Online Education System (DOES).

- 1. Response Rate of Survey:** Taking into account the targeted sample size, the response rate of the survey should be above 70%, and each student was sent a link to respond to the survey through three different sources: website, classroom (VLE) and email to student account.
- 2. Administration of the Survey:** After the design of the survey and review of the survey form, it was then administered on March 21<sup>st</sup> through April 7<sup>th</sup>, 2020 through Google Forms, with links sent to collect responses in each department/college/school and institute within DUHS. Furthermore, the link to the survey form was also placed on the DUHS website. The convenience of accessibility and the quick readiness of the survey form were factors in utilizing Google Forms; however, the QEC feedback system would be utilized in the future to assess the quality of online education, or any other survey to be deployed with students' information, as it is secured and backed by DUHS servers, dedicated for collecting and tabulating responses within DUHS.
- 3. Survey Questions:** The Survey consisted of 16 questions with regards to student demographic details and parameters of technology readiness. Demographic details asked included names, email IDs, contact numbers, region, and then students were asked to name their particular city, along with the necessary enrollment information within DUHS, which included Institute/College/School, and type of program (BS, Professional Year Program, Associate or Postgraduate (MS, MPhil).
- 4. Survey Questionnaire:** Student respondents were asked to specify their particular enrollment semester or professional year, followed by questions regarding the nature of devices available to them, either the availability of a smartphone or a tablet, a desktop or a laptop, with a

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dichotomous response scale and the option to respond 'none', if they did not have such a resource available to them.

Furthermore, the respondents were asked regarding the type of Internet access (mobile/landline) and if the internet was available to them in their home, and the type of internet available to them, to specify whether it was mobile or landline. Additionally, the survey inquired about the students' preference of mobile service provider, with choices including major providers, such as Jazz, Telenor, Ufone, Zong and several choices specified by students in the 'other' category, with the option to mention those specific companies.

In order to gauge the availability of essential requirements such as electricity and internet connectivity, the students were asked to rate/grade their existing electricity supply on a scale of 1-5, with 1= Poor and 5= Excellent.

Similarly, the students were asked to grade their level of internet connectivity on a scale of 1-5, with 1=Poor and 5= excellent.

The link to the full survey can be found through the DUHS website:

[https://docs.google.com/forms/d/e/1FAIpQLSd46grtaeF33HiXTDEm6Y9lgCvuAum9Gvnf2dveN47V4sidPw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSd46grtaeF33HiXTDEm6Y9lgCvuAum9Gvnf2dveN47V4sidPw/viewform?usp=sf_link)

1. Students' Place of Residence, Pakistan Urban, Pakistan Rural or Other/ International.
2. Enrollment Information (Enrollment no in CMS, Program type, Semester/Year for professional year programs and Institute within DUHS.
3. Contact Information (email, mobile) of each student.
4. Type of Internet access (mobile/landline)
5. Preferred Mobile Service Provider
6. Nature of Devices available to them (desktop/laptop, smartphone/tablet)
7. Reliability/grading of electricity supply available
8. Reliability grading of internet connectivity available



**Student Technological Readiness to participate in Online Classes**

• **Faculty Readiness Survey**

- The form is designed by Director Distance Learning (DL) and Chief Information Officer (CIO) to assess the readiness to offer/take classes



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- The HoD/Program Director is to provide the link to the online survey form to each of its faculty, and they are to provide their feedback with comments regarding readiness and availability of technology/resources
- When the form is completed, provide the same for analysis to QEC.
- The QEC will review results and identify areas for improvement & prepare Corrective Preventive Action Plan, if any.

#### **4.4. EVALUATION REPORTS**

- Maintaining strict confidentiality, summarizing and concluding of the collected information, may be completed within a period of 2 weeks by QEC.
- A Summary is to be shared with HoD and Dean of the Faculty.
  - Results will be conveyed to the concerned teacher by the HoD.
  - This information may also be used at the time of consideration for best teacher award, any other awards, etc.
- In case of an unsatisfactory or adverse report (less than 50%), a personal interview by Dean/HoD with the faculty relevant member(s) is mandatory to determine appropriate action.
- Appropriate measures like teaching training in online teaching, improvements in infrastructure, offering of online programs and or other factors, such as availability of course content, materials available on the LMS, participation in professional development courses for teaching online, may also be recommended to the Vice Chancellor upon any unsatisfactory/adverse reports of online classes.

#### **5. RELATED DOCUMENTS:**

- SAR Manual, provided by HEC.

#### **6. RELATED RECORDS:** HEC Feedback Forms are

1. Student Course Evaluation Questionnaire
2. Faculty Course Review Report
3. Survey of Graduating Students
4. Research Student Progress Review Form
5. Faculty Survey
6. Survey of Department Offering Ph.D. Programs
7. Alumni Survey
8. Employer Survey
9. Faculty Resume
10. Teacher Evaluation Form



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## Annexure A

### Student Satisfaction Evaluation Survey

<b>Section A: Field (Demographics)</b>					
1. Full Name of the Student / First, Last (Father's Name)	(Mandatory)				
2. Full Residential Address:	(Mandatory)				
3. Student Registration (Enrollment) Number:	(Mandatory)				
4. Degree Programme (BS, MPhil, PhD, BBA)	(Mandatory)- drop down list: BS /BBA MBBS BDS Pharm D Post RN Nursing Etc.				
5. Semester/ Year to drop down depending on the degree program selected:	Year 1	Semester 1			
	Year 2	Semester 2			
	Year 3	Semester 3			
	Year 4	Semester 4			
	Year 5	Semester 5			
		Semester 6			
		Semester 7			
		Semester 8			
6. Course/ Subject/ Module:	<b>*Select courses available in the DOES ONLY for the program</b>				
7. Teacher's (Instructor) Name	<b>*Drop down of Teachers teaching the course</b>				
<b>Section B: Questionnaire</b>					
<b>Responses</b>					
8. The instructor was knowledgeable about the subject being taught?	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
9. The instructor was adequately able to deliver lectures/topics through online means using available technology?	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
10. The teacher provided additional learning material, such as links to reference books, videos, web links and/or journal articles/ case studies, audio clips, to supplement the online lecture.	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
11. The tools and systems of online learning were easy to	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied



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use (student user friendly) and accessible?	Satisfied		Satisfied nor Dissatisfied		Dissatisfied
12. The instructor provided the course outline/syllabus and or learning objectives through the Dow Online Education System or website of DUHS?	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
13. How satisfied are you with the availability of library resources and course content in the online learning environment (DOES)?	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
14. How satisfied are you with the teachers' readiness to teach the course online	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
15. How satisfied are you with the achievement of course learning objectives in the course.	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
16. How satisfied are you with the quality of online teaching in your classes/course?	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
17. How satisfied are you with the online assessment mechanism.	Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied