

Course Evaluation Implementation Update

Student Feedback on Course Experiences


Agenda

- **Background**
- **Psychometrics**
- **Feedback from the Pilot**
- **Conclusions**



Background

Work of the Committee

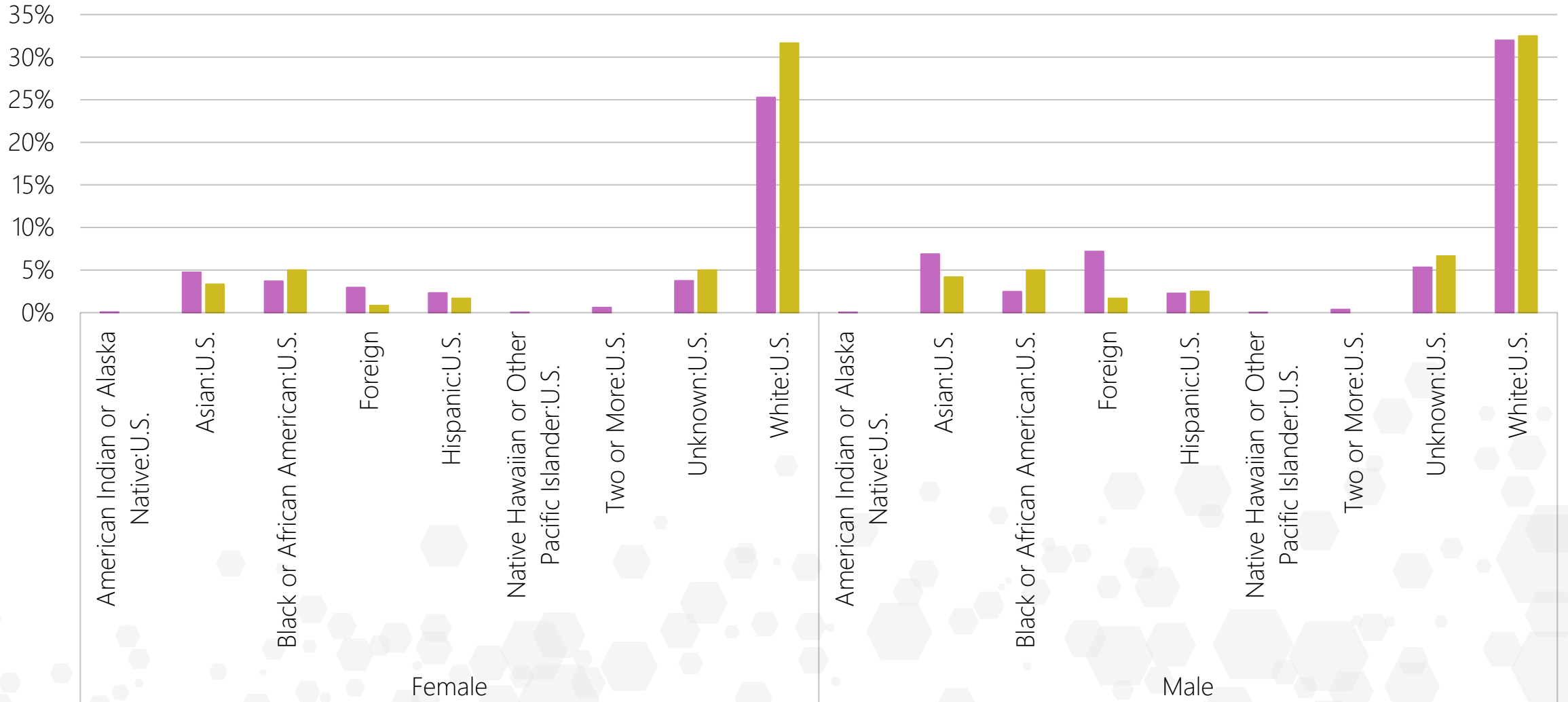
- Drafted items
 - Cognitive interviews with students
 - Revised items to increase clarity and remove feelings & emotions
 - Rinse & repeat until no more revisions were necessary
 - Pilot
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Sample

- 146 course sections
- 120 instructors
- Each college participated
- 2,137 students submitted an evaluation (178 graduate, 1,959 undergraduate)
 - 29% response rate (2,703 evaluations / 9,274 invitations)
 - Official evaluation had a 37% response rate.

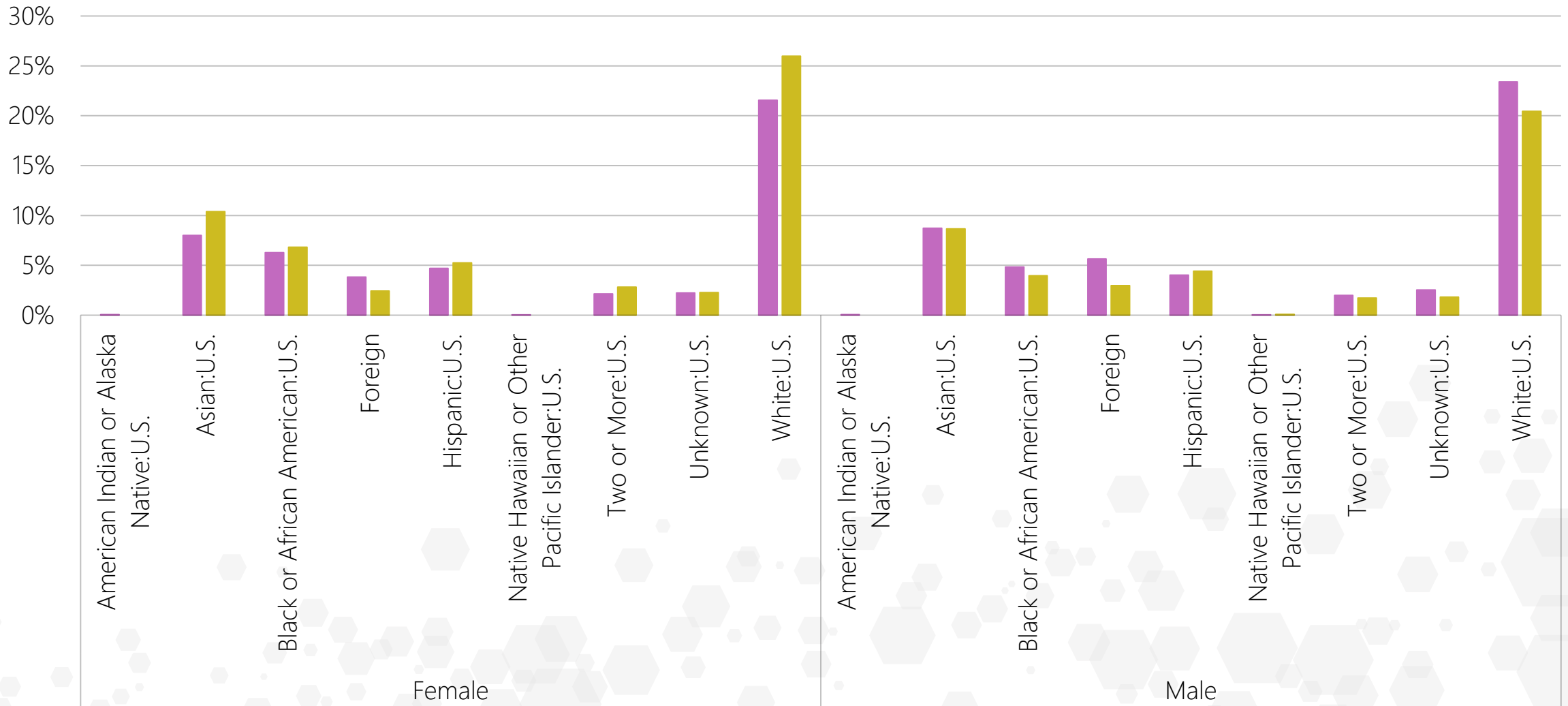
Instructor Representation

University Pilot



Student Representation


University Pilot



Psychometrics

The image features a dark blue background with a large, white, circular shape in the center. The word "Psychometrics" is written in a bold, black, sans-serif font across the middle of this white circle. The bottom corners of the image are decorated with a cluster of colorful hexagons in shades of red, yellow, white, and dark blue.

Reliability

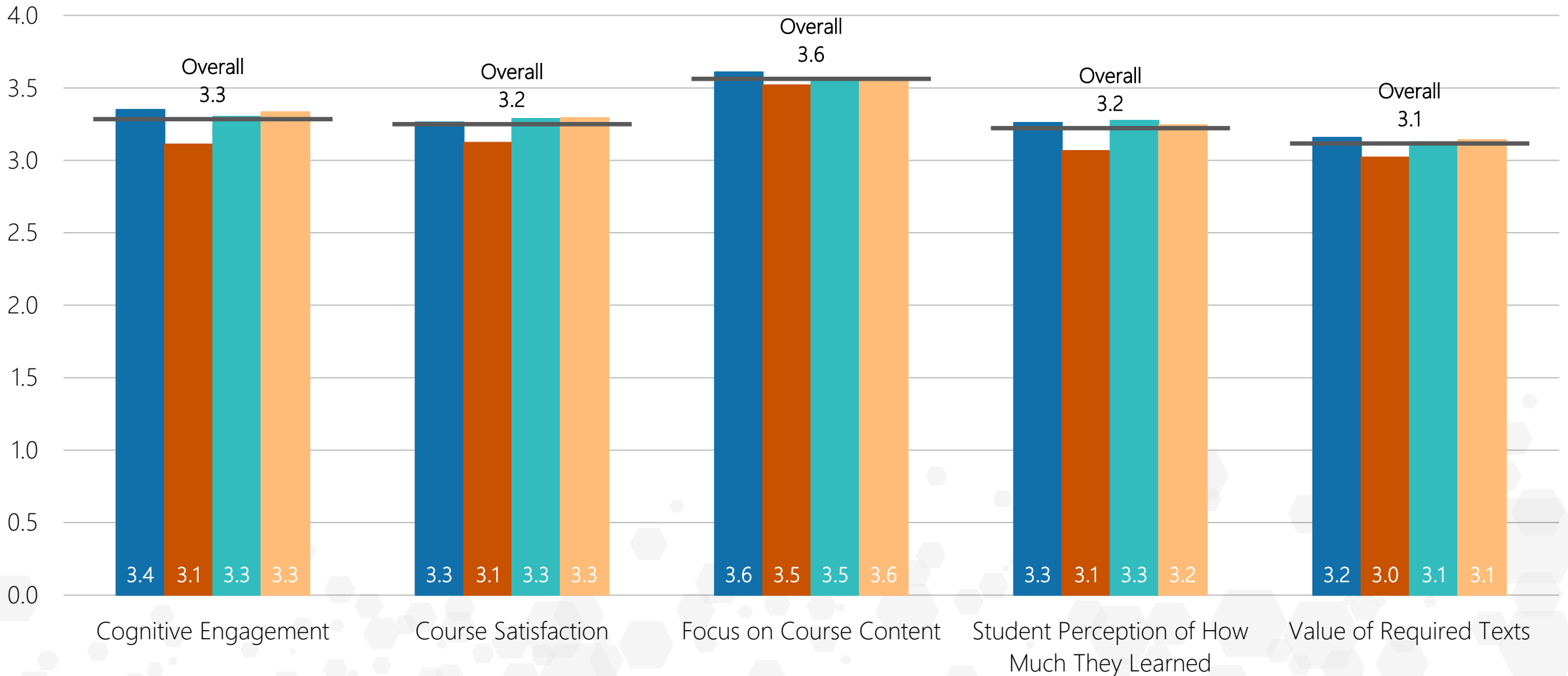
- The course items have a Cronbach alpha of 0.90
 - The instructor items have a Cronbach alpha of 0.95
 - Inter-item correlations all moderate and positive (course items: .49-.82, instructor items: .54-.84)
 - New evaluation is multifaceted
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Method

- DIF occurs when the average response to an item varies across subgroups once controlling for overall group impact
- Multilevel IRT models do not ignore the measurement error associated with test scores in modeling DIF
 - Items nested within students nested within group (i.e., course or instructor)
- Course model: student level, student sex, student white/POC, interactions
- Instructor model: student level, student sex, student white/POC, instructor sex, instructor white/POC, partially crossed grouping factors

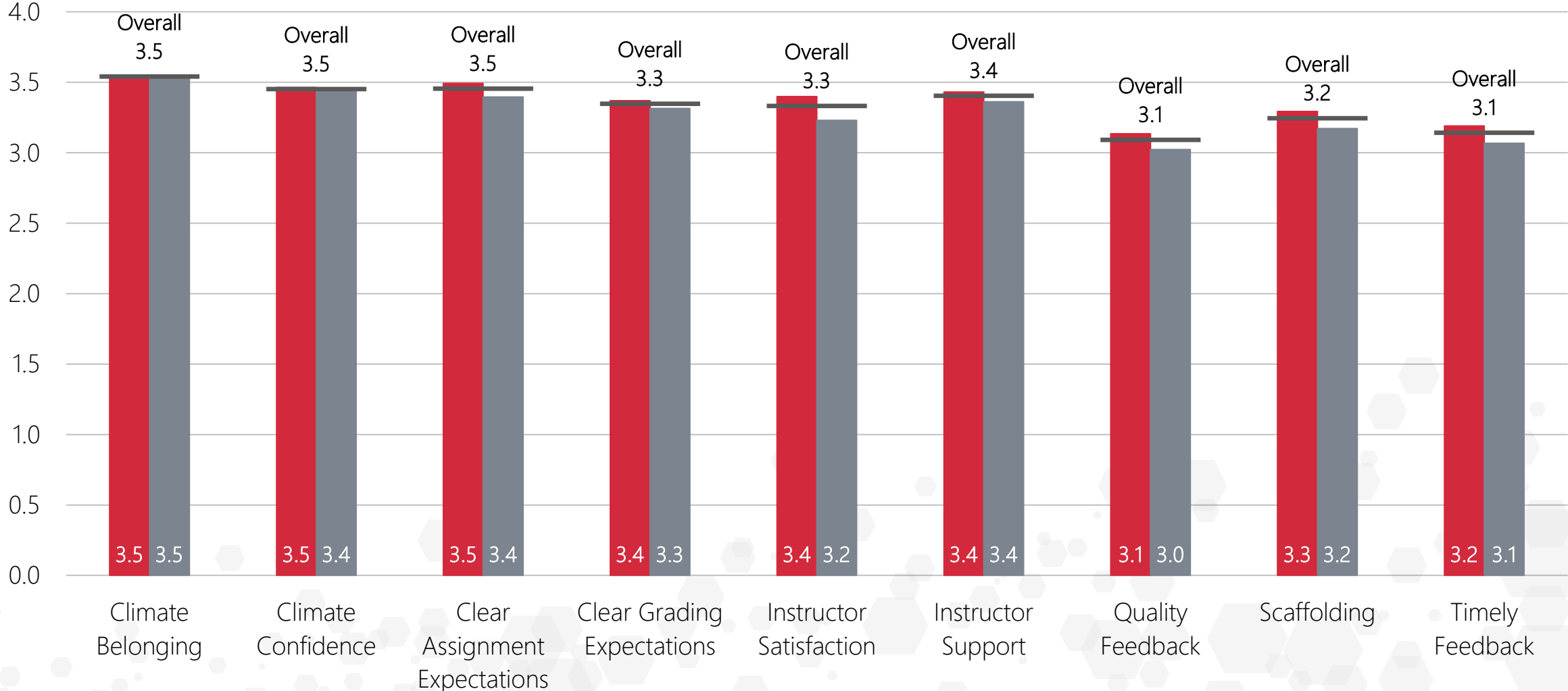
Course Item Averages by Student Sex and Race/Ethnicity

White Female White Male Female POC Male POC

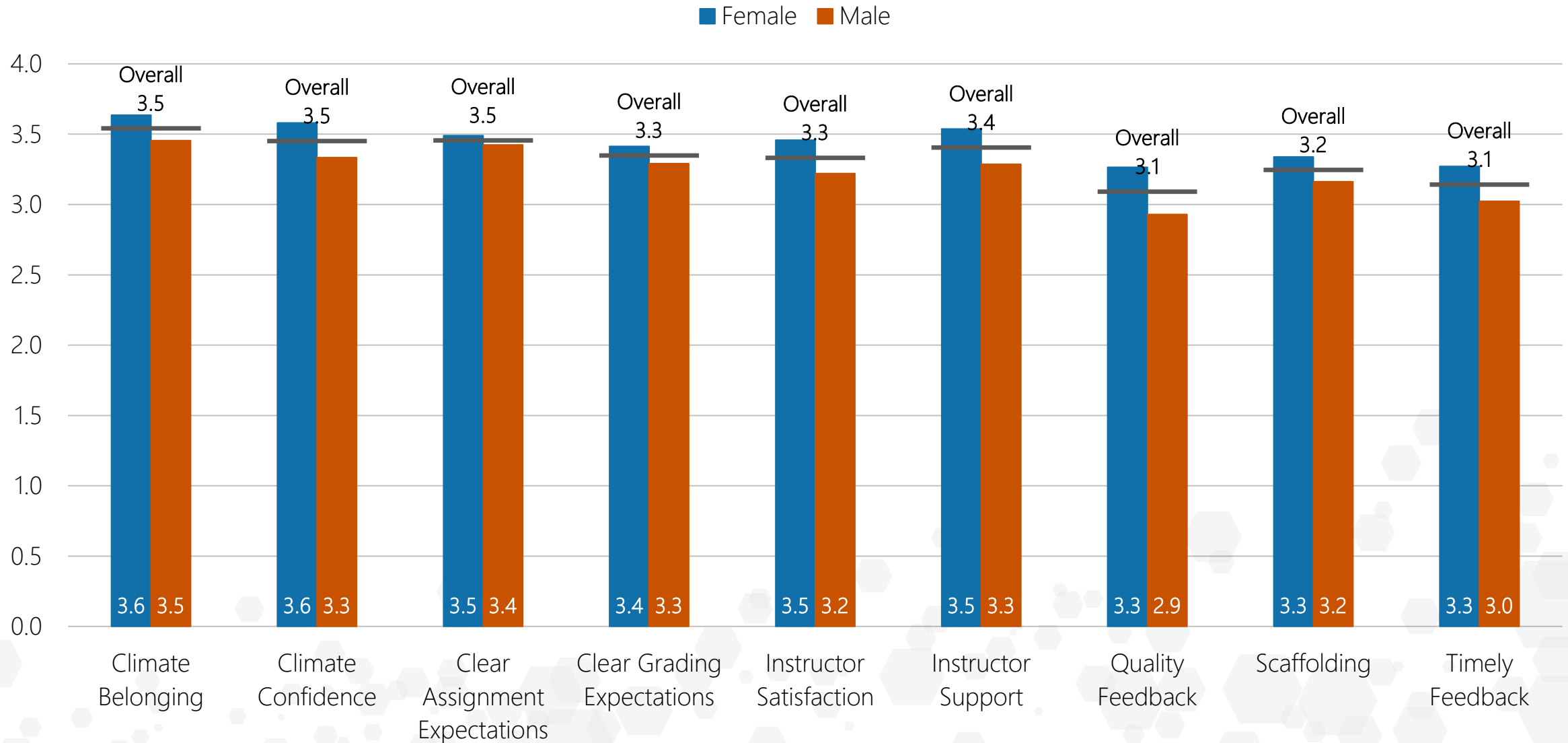


Instructor Item Averages by Instructor Race/Ethnicity

White POC



Instructor Item Averages by Instructor Sex



Feedback from the Pilot

Student Feedback

- 528 students provided feedback
 - 327 positive, 46 negative, 81 neither positive nor negative, rest were random/addressed the course and not the instrument
- 38 commented about specific items
 - Some were for things in scope for the future (e.g., lack of TA items, lack of dept items)
 - Some talked about overthinking the item, question clarity, evaluation length
- Some said questions were too vague, some said questions were too specific, and some said they liked the framework and focus

Student Feedback

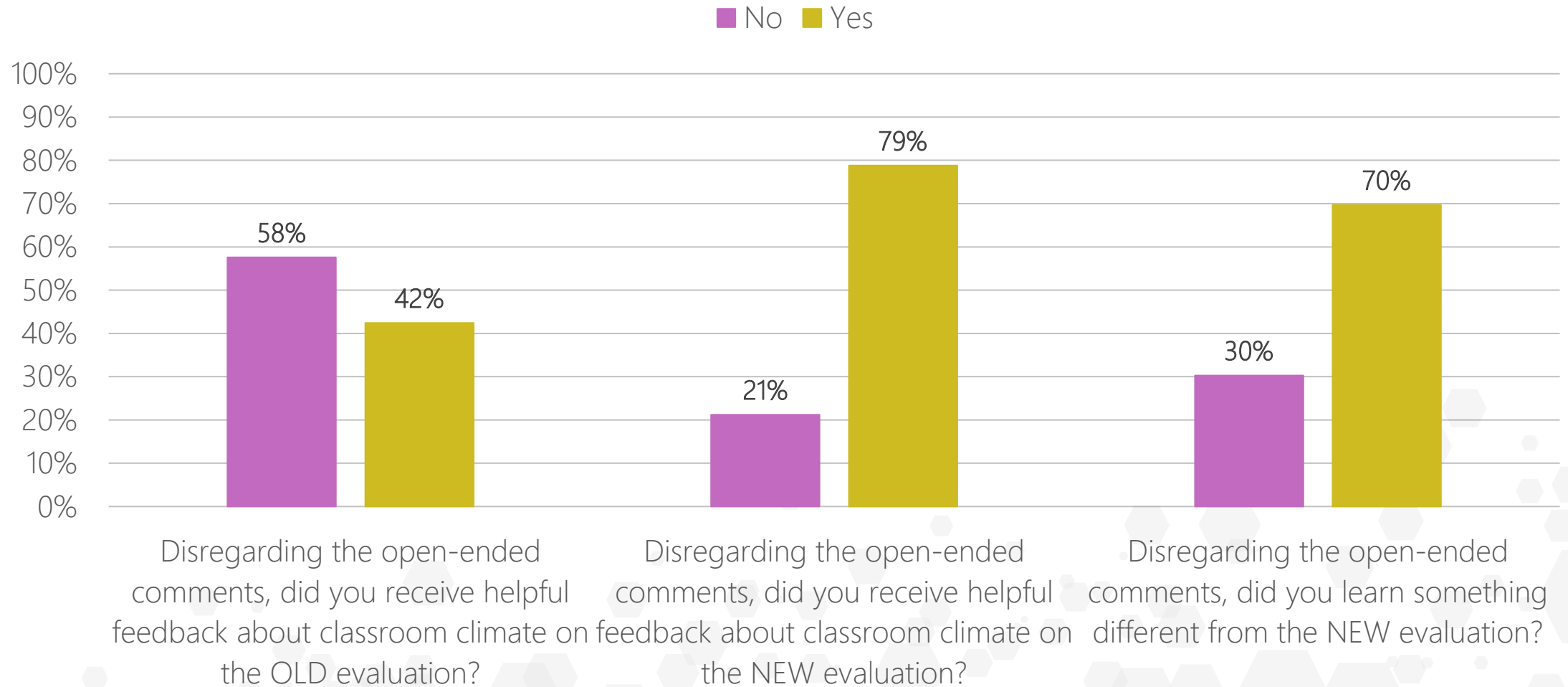
Example Negative Comments

- “I prefer the other course eval format”
- “some questions are too vague or could be worded better”
- “I think the open ended questions are a little broad, but that's my only criticism.”
- “I don't like the new questions; I liked the old evaluation questions much better because they seemed more upfront and made more sense to me.”

Example Positive Comments

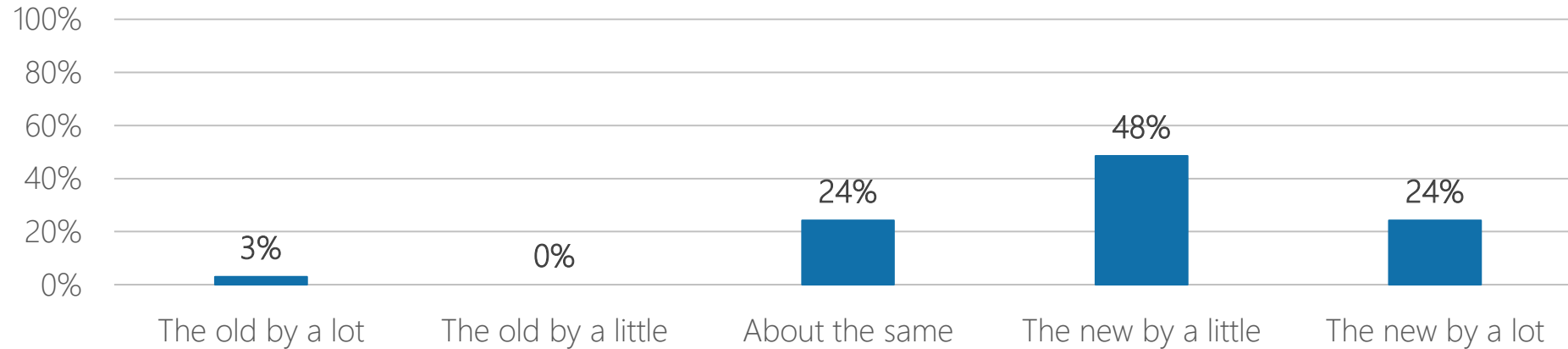
- “All questions were clear.”
- “The new survey is much better than the other one.”
- “The questions were relevant to my course and quite thorough. I believe everything asked on this course evaluation was comprehensive and necessary to providing sufficient feedback on the course.”
- “All of the questions were very clear, and the format is neat. Though I did not technically have any tests for this course, I do still feel as though "assessment" could loosely refer to the homework assignments”
- “This is a great survey! I felt like the old one didn't ask enough questions, especially about things like feedback and the creation of inclusive spaces. I like how much more detailed this one it...”

Instructor Feedback About Classroom Climate

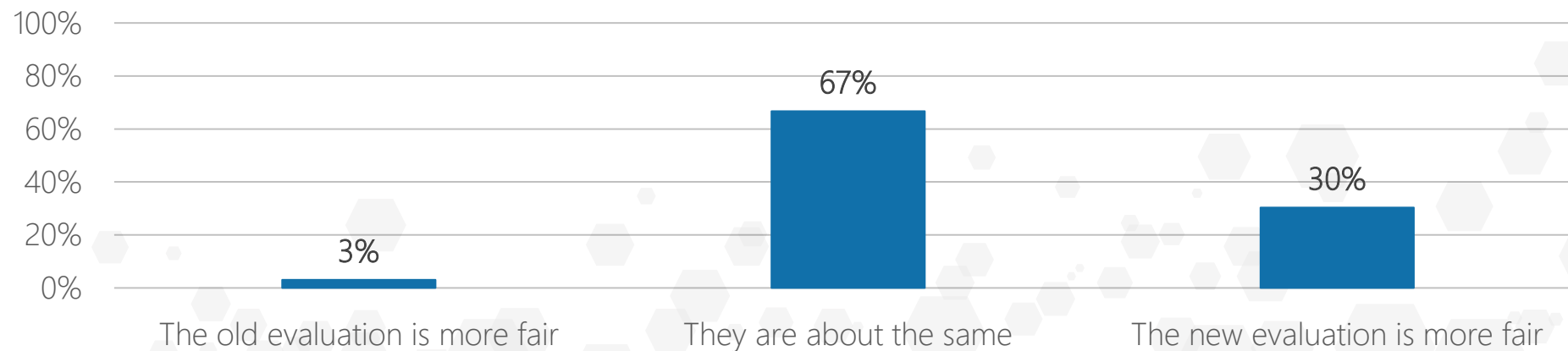


Comparison of the Old and New Evaluations

From which evaluation do you value the feedback more?



Which evaluation do you think is more fair?



Open-Ended Comments

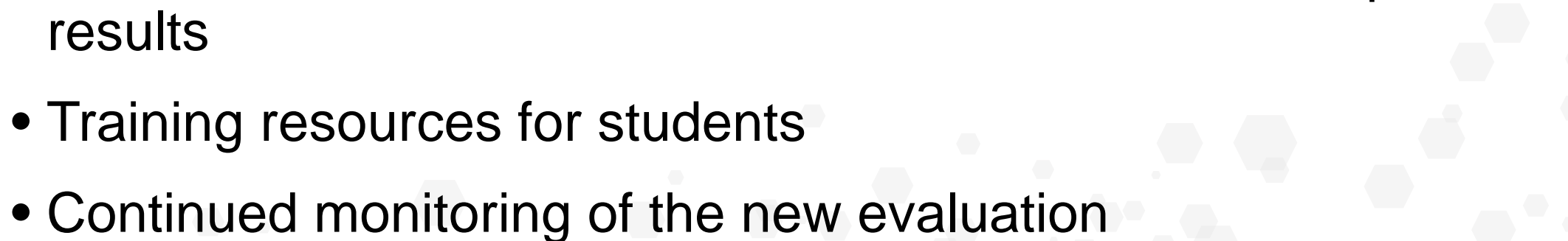
- Some instructor concerns over student personal bias and student understanding of what they're evaluating still exist but is better than the existing evaluation.
 - *"...I don't really see how this creates less bias on the basis of gender and race (I say this as a white male who benefits from student bias)."*
 - *"...We're relying on students to objectively measure pedagogical quality, but they can't..."*
- Overall, instructors feel the items are more specific and therefore give better information.
 - *"...Overall, I think it is better and more reflective of what our instructional goals should be."*
 - *"The more nuanced questions are quite helpful..."*
 - *"...I find that these types of questions provide much more "actionable" feedback that I can address, in comparison with the old evaluation form."*
 - *"Many of the new questions were worded much more specifically and concretely than those of the old evaluation, with the result that scores were decisively in one category and thus very illuminating..."*

Conclusions

Conclusions

- Overall, students rate courses and instructors very positively.
- Differences, while statistically significant, appear to be within 3 tenths of a point at most.
 - Course Eval reports report averages to one decimal and don't slice by demographics
- Students provided mostly positive feedback about the new evaluation.
- Instructors who had the opportunity to review results from both evaluations provided mostly positive feedback about the new evaluation.

Future Work

- Informing the campus community
 - Finalize the TA items
 - College/department item bank work
 - Documentation and training for instructors and chairs, administrators, and review committees on how to interpret the results
 - Training resources for students
 - Continued monitoring of the new evaluation
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Thank you!

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Student Feedback on Course Experiences
Proposed & Piloted Course Evaluation Items

Subject	Constructs Approved by Senate	Item
Course	Focus on course content	The content covered in the course was directly related to the course goals and objectives.
Course	Alignment of instruction to assessment	The assessments (e.g., tests, quizzes, papers) were directly related to what was covered/practiced in the course.
Course	Value of required texts	The required texts (e.g., books, course packs, online resources) helped me learn course material.
Course	Cognitive engagement and/or rigor	The course pushed and expanded my ability to think deeply about the subject.
Course	Course satisfaction	I believe the content of this course was a valuable part of my education.
Course	Student perception of how much they learned in the course	I believe I learned a lot from this course.
Instructor	Quality feedback	The instructor provided constructive feedback on my work that helped me learn.
Instructor	Timely feedback	The instructor provided feedback in the course in time to apply it.
Instructor	Clear grading expectations	The instructor clearly communicated grading criteria for my work throughout the course.
Instructor	Clear assignment expectations	The instructor clearly communicated the purpose, instructions, and deadlines for my graded work throughout the course.
Instructor	Scaffolding	The instructor helped me understand new content by connecting it to things I already knew.
Instructor	Climate	The instructor created an inclusive environment where everyone belonged.
Instructor	Climate	The instructor demonstrated confidence in everyone's potential to succeed in the course.
Instructor	Instructor support	I felt like the instructor cared about my learning in the course.
Instructor	Instructor satisfaction	I would recommend this instructor to other students for this course.

Note: All items on this page use the following response scale: Strongly Agree; Agree; Neutral; Disagree; Strongly Disagree; Not Applicable

Subject	Constructs Approved by Senate	Item
Student registration	Time invested	<p>On average, how many hours each week did you spend in this course (e.g., attending class, doing homework, studying, completing assignments)?</p> <ul style="list-style-type: none"> • Less than 3 hours • 3 up to 6 hours • 6 up to 9 hours • 9 up to 12 hours • 12 up to 15 hours • 15 hours or more
Student registration	Major/non-major	<p>How did this course fit into your academic plan and/or educational goals? Select all that apply:</p> <ul style="list-style-type: none"> • Required for program/major/minor/certificate, or as a prerequisite • Elective for program/major/minor/certificate • To satisfy an undergraduate General Education requirement • In preparation for research, employment, or future program/degree • Personal interest in content • Other/It doesn't
Open-ended	Positive aspects (open-ended)	<p><i>In order to help instructors and administrators best use your feedback to improve teaching and learning at the university, please be thoughtful and constructive when writing comments. Inappropriate or offensive comments do not reflect the civil engagement we value as an institution, and they are generally not effective in stimulating improvements to instruction. Should any comments take the form of actual threats, they will be forwarded, with the student's identifying information, to campus police for threat assessment.</i></p> <p>What about the course and/or instruction most enhanced your learning?</p>
Open-ended	Areas for improvement (open-ended)	<p><i>In order to help instructors and administrators best use your feedback to improve teaching and learning at the university, please be thoughtful and constructive when writing comments. Inappropriate or offensive comments do not reflect the civil engagement we value as an institution, and they are generally not effective in stimulating improvements to instruction. Should any comments take the form of actual threats, they will be forwarded, with the student's identifying information, to campus police for threat assessment.</i></p> <p>What about the course and/or instruction can be improved the next time it is offered?</p>