

Course Evaluations:
Engaging with Course Evaluation
Results to Improve Teaching Pedagogy

February 2024
THIS SESSION IS BEING RECORDED

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Learning Outcomes

Faculty will be able to:

1. Find and navigate course evaluation reports.
2. Understand the types of scores that are provided in reports.
3. Understand the 5 key questions that reports seek to answer about each course.
4. Understand the questions answered in each report section.

2

Purpose of Course Evaluations

- Opportunity for students to provide feedback on an instructor's teaching methods and behaviors
- Compare an instructor's teaching effectiveness to a model of what an instructor should be doing

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Why IDEA?

- Approved by Academic Council for use informing decisions regarding professional development, improvement of instruction and future teaching assignments
- Allows for the selection of learning objectives relevant to your courses
- Effectiveness of teaching is then focused on student perception's of the types of learning that you are targeting

Comparison is made on what you value for a particular course.

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Two Forms of Course Survey

Learning Essentials

- Default form (short)
- Ratings of Progress on Objectives
- Student Motivation and Effort

Diagnostic

- Optional Form (long)
- Ratings of Progress on Objectives
- Student Motivation and Effort
- Student Observation of Teaching Techniques

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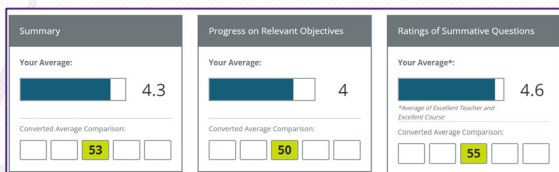
Scores Provided on IDEA Reports

Average

- Simple numerical averages
- Based on 5-point rating scale

Converted Average

- Compensates for inequality of average scores on the 12 objectives
- Average of 50 and standard deviation of 10



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Raw vs Adjusted Scores

Adjust for extraneous factors over which the instructor has no control

1. Student Motivation (Major Factor)
 - I really wanted to take this course regardless of who taught it.
2. Student Work Habits (Major Factor)
 - As a rule, I put forth more effort than other students on academic work.
3. Size of Class (Minor Factor)
 - Larger courses tend to have less favorable ratings.
4. Course Difficulty (Minor Factor)
 - Courses with inherently complex or abstract are rated somewhat less favorable.
 - Diagnostic Form only

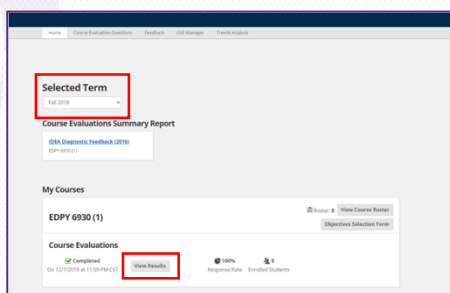
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Key Questions

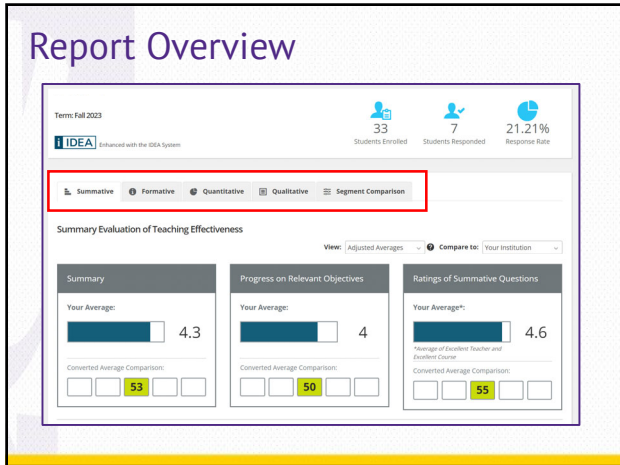
1. Overall, how effectively was this class taught?
2. How does this compare with the ratings of other teachers?
3. Was more progress made on some class objectives than on others?
4. How can instruction be made more effective?
5. Do some pedagogical aspects of this class and/or student characteristics have implications for instruction?

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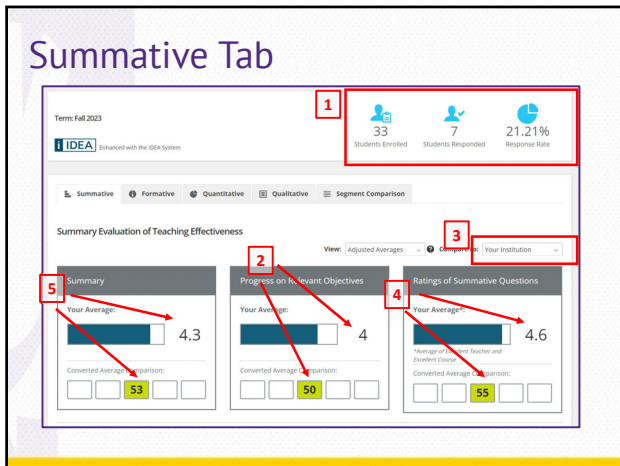
Campus Labs: Instructor Dashboard



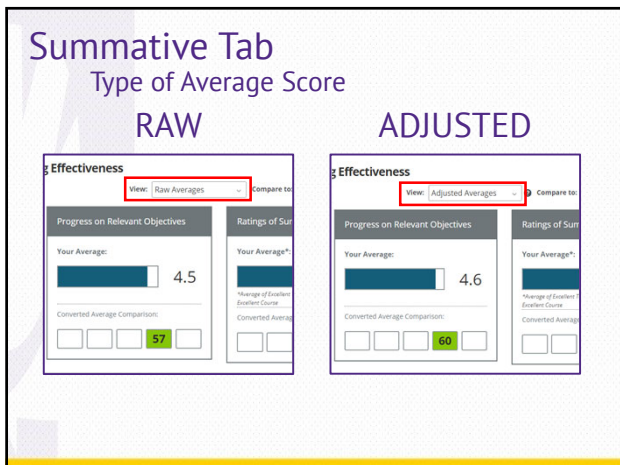
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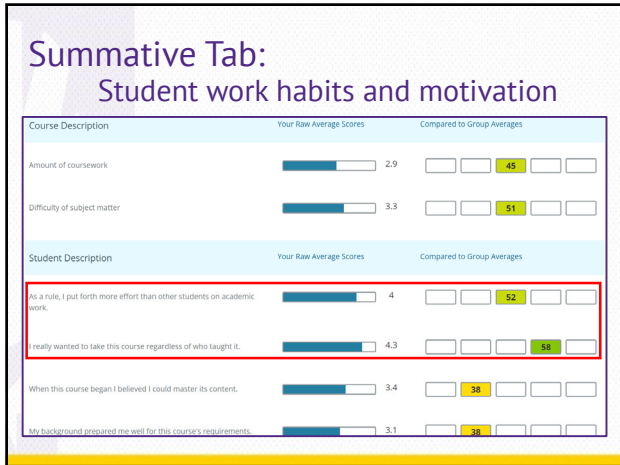
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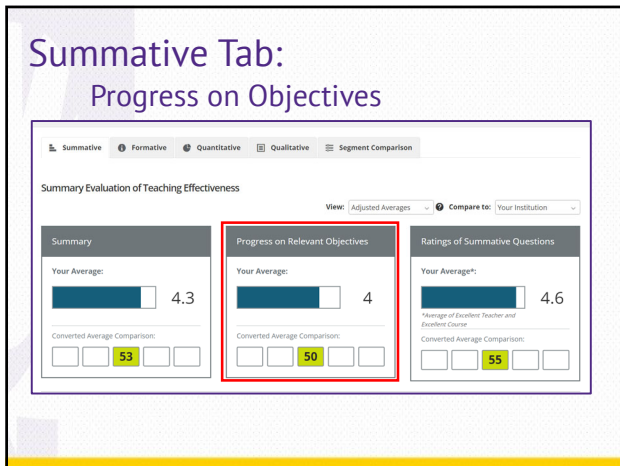
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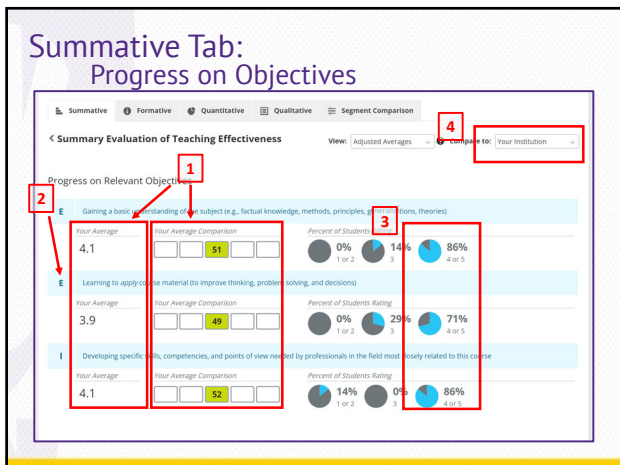
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Formative Tab

The screenshot shows the 'Formative' tab selected in a navigation menu. Below the menu is a table titled 'Teaching Methods and Styles' with columns for 'Teaching Essentials' and 'Suggested Action'. The table lists several teaching methods with their corresponding suggested actions. Below the table, there is a 'Your Average' section with a progress bar and a 'Students Rating' section with a pie chart showing 29% for '1 or 2' and 57% for '4 or 5'. A red box labeled '1' highlights the 'Your Average' section, a red box labeled '2' highlights the 'Students Rating' section, and a red box labeled '3' highlights a '2 of 2 Relevant Objectives' pop-up window that appears when a teaching method is selected.

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Qualitative Tab

The screenshot shows the 'Qualitative' tab selected in the navigation menu. Below the menu is a section titled 'Responses' with a 'Comments' area. The 'Responses' section is currently empty.

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Demonstration

[Institutional Assessment Research & Effectiveness](#)

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Additional Resources

[Institutional Assessment Research & Effectiveness](#)

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QUESTIONS?

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