

Course Evaluations: Selecting Appropriate Student Learning Outcomes and Garnering Response Rates

October 27, 2023

THIS SESSION IS BEING RECORDED



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Learning Outcomes

Faculty will be able to:

1. Understand the use of IDEA as an evaluation of student ratings of faculty instruction.
2. Connect course learning objectives to align with IDEA course evaluation objectives.
3. Implement key strategies to maximize student response rate.



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Purpose of Course Evaluations

- Indirect measure of student learning
- Opportunity for students to provide feedback on an instructor's teaching methods and behaviors
- Compare an instructor's teaching to an index of effectiveness (criterion-referenced) and/or other groups of classes (norm-referenced)



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All Courses are Evaluated

Except:

- Lab courses that have an associated lecture course
- Courses in which the instructor is facilitating an educational experience such as independent study, internship, practicum, or clinical courses.



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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
- Ratings of Progress on Objectives
- Student Motivation and Effort

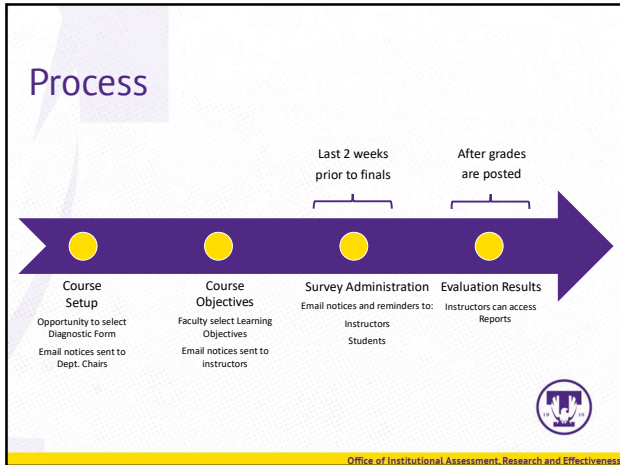
Diagnostic

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

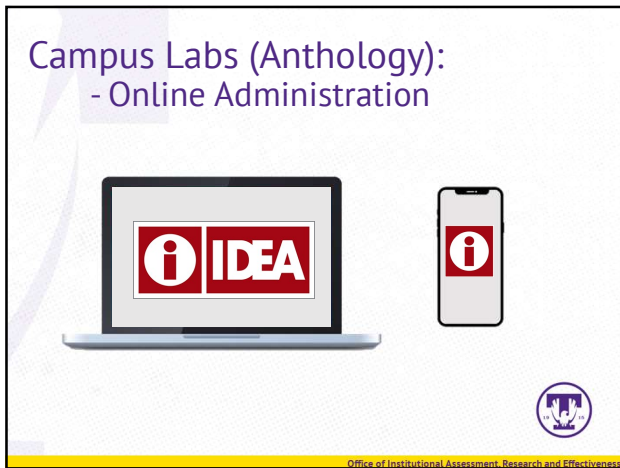


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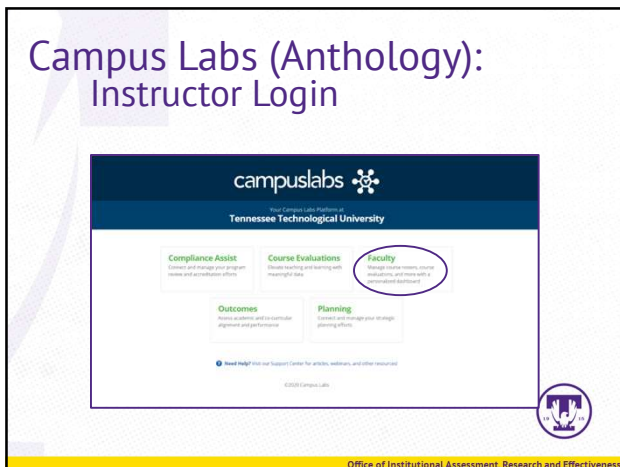
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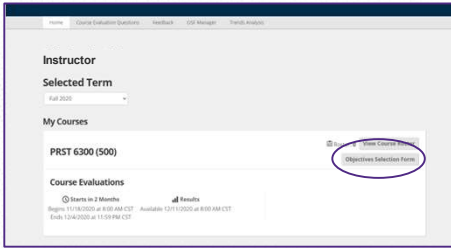


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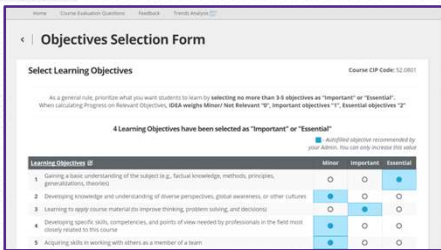
Campus Labs (Anthology): Instructor Dashboard



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Campus Labs (Anthology): Objectives Selection Form



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Learning Objectives

As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as *Important* or *Essential*.



Additional descriptions of each objective:
<https://www.ideaedu.org/idea-notes-on-learning/>



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Guidelines for Interpreting Categories

- Essential – objective aligns with course learning outcomes
- Important – objective is addressed in the course but not an explicit learning outcome
- Minor/Not Relevant - the course does not focus on the objective



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How Learning Objectives Selection Impacts Results

- Overall IDEA Ratings are weighted by the learning objectives that you select.
- *IDEA weighs objectives:*
 - Minor/Not Relevant "0"
 - Important "1"
 - Essential "2"
- Not completing the Objective Selection Form will cause all objectives to be selected as *Important*

This will cause lower IDEA Ratings



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Primary Questions for identifying important or essential objectives

1. Is this a significant part of the course?
2. Do I do something specific to help the students accomplish this objective?
3. Does the student's progress on this objective affect his or her grade?



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Other Sources of Help for identifying important or essential objectives

- Reviewing the curriculum map for your department may offer guidance
- Feedback from colleagues within your department who teach or may have taught the course



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Relevant Course Objectives

Faculty Selection of Objectives	Sections Selecting Objective as Relevant	IDEA Courses Selecting Objective as Relevant
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	87%	85%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	44%	49%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	76%	79%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	68%	66%
Obj. 5: Acquiring skills in working with others as a member of a team	46%	50%
Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)	47%	42%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	41%	44%
Obj. 8: Developing skill in expressing oneself orally or in writing	52%	59%
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	51%	51%
Obj. 10: Developing ethical reasoning and/or ethical decision making	40%	44%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	50%	60%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	46%	47%
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	45%	45%

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Response Rates

IDEA recommends a response rate above 60%.

Top 3 High Impact/ Low Effort Strategies

1. Allowing Class Time to complete the evaluation
2. Monitoring Response Rates
3. Email Reminders/Announcements in iLearn



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Preparation is Key

Face-to-Face

- Choose a specific class meeting
- Announce date so students can bring a device

Online Courses

- Choose a deadline
- Consider creating an assignment in iLearn with "No Grade"

*Explain the value of student feedback
Encourage students to complete the comment field*



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Viewing Response Rates

My Courses

ACC 249 (1) View Course Roster Objectives Selection Form

Course Evaluations

Completed View Results 85% Response Rate Enrolled Students



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Direct Student Link

Sample Instructor Change Term

My Courses

ACC 249 (1)

Course Evaluations

View Evaluation Link

Direct Evaluation Link

Present the following unique link to enrolled students for direct access to the course section evaluation.

ACC 249 (1) <https://demo.comput48s.todayscourseeval.net/cc/249/1>

Close



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Important Links

TnTech Resources: tntech.edu/iare/assessment/

Faculty Dashboard: tntech.campuslabs.com/faculty/

Student Dashboard:
tntech.campuslabs.com/courseeval/



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Campus Labs Demo

tntech.edu/iare/



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QUESTIONS?



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Upcoming Workshop

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

January 2024



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