

End-of-course evaluations as an analytical component

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Session Description

- End of course evaluations technologies can provide critical analytics that can be used to improve the academic outcomes of almost any university. This paper presents key findings from a study conducted on more than twenty different academic degree-programs, regarding their use of end of course evaluation technology. Data was collected from an online survey instrument, in-depth interviews with academic administrators, and two case studies, one in the US and another in the UAE. The study reveals new trends including sectioning and categorization; questions standardization and benchmarking; alignment with key performance indicators and key learning outcomes; and grouping by course, program outcome, program, college, etc. in addition to those vertical structures, higher education institutions are vertically examining a specific question(s) across.

Purpose

Enhance program, course, and outcomes assessment

Enhance program review process

Enhance accreditation management process

Improve the decision-making process

Presentation Sections

- Evaluation Instruments (SELEs, FELEs, PLOs, CLOs, Other surveys, Query Builder)
- Instrument Question Mapping (Sectioning institutions, course, instructor), ZULO's, Benchmarking, etc.)
- Aggregation & Grouping (Single question, multiple questions, all questions)
- Reporting Pyramid (Course, program, college, university)
- Curriculum Map
- Significant volume of data for Indirect assessments

Evaluation Instrument

End of Course Evaluation instrument is mapped to specific criteria that we care about and use to measure performance at the Institution

The survey Instrument is carefully structured after taking into consideration questions from other Institutions

Instructor

Course

Institution

Instrument - Instructor

- The instructor's course **syllabus preparation**, including information about tests, assignments, or projects, was clear.
- The instructor **encouraged** the use of institutional resources (e.g. library , labs, studios) to facilitate learning the course material.
- The instructor **encouraged** respect for **different opinions** and experiences in the classroom.
- The instructor's **feedback** on course assignments, projects, tests, and/or papers provided guidance on how to improve my performance in the course.

Instrument - Course

- The course **textbook** and/or readings contributed to my learning of the subject matter.
- The course helped me to have a better **understanding of the subject matter**.
- **Course projects, assignments**, tests, and/or exams provided opportunity for me to demonstrate an **understanding** of the course material.
- **Course assignments**, projects, tests, and/or papers helped me to **develop skills** I can use in other courses.

Instrument - Institution

- The **physical environment** (e.g. classroom size, room, tables, desks, lighting, etc.) provided a space that was helpful to my learning.
- **Library resources** and/or library services contributed to my learning in this course.
- **Online content** resources, library references, data sources, and website links provided by the instructor contributed to my understanding of the course material.
- Overall, I am satisfied with the level of resources provided to support my learning experience

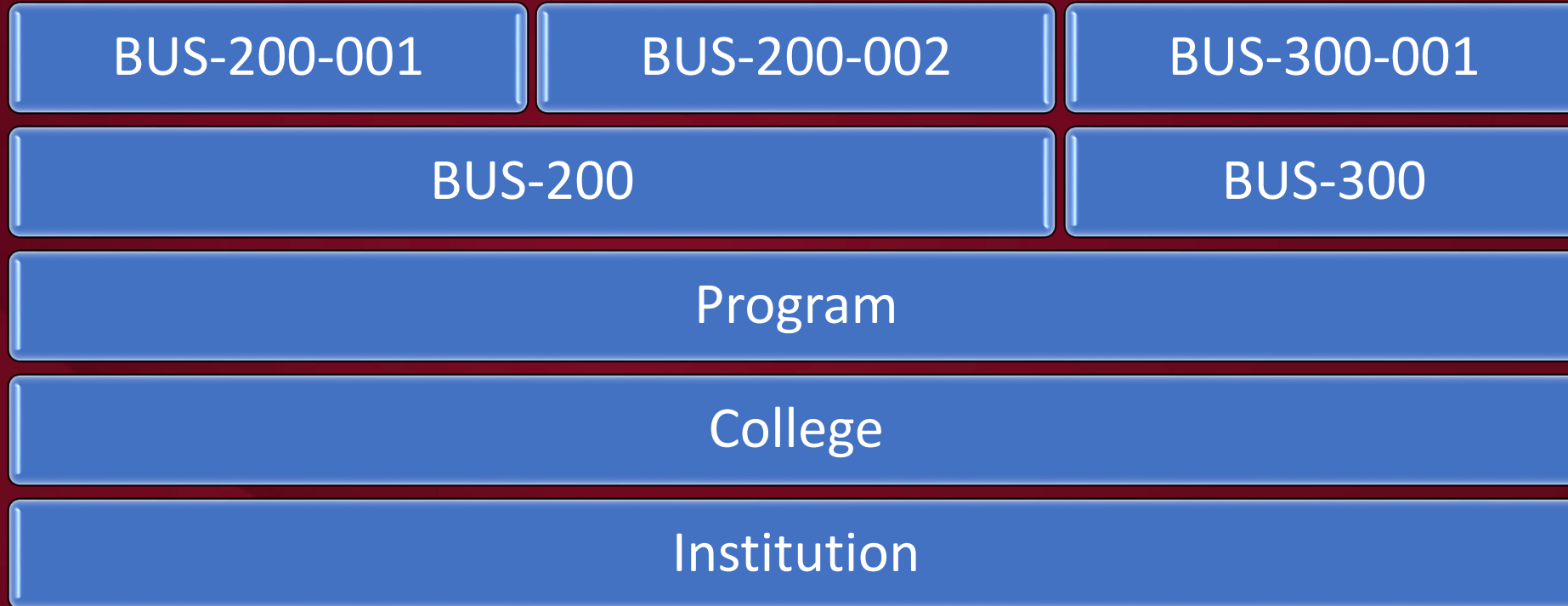
ZULO's

- Critical Thinking
- Global Awareness
- Information Literacy
- Leadership
- Communication skills
- Technological literacy

FELE

- The purpose of this survey is to share faculty's reflection on the course(s) they instructed for a term
- The course learning outcomes are appropriate:
- The course syllabus was fully covered:
- The course learning outcomes were met:
- The textbook and other learning resources for this course are appropriate

Aggregation & Grouping

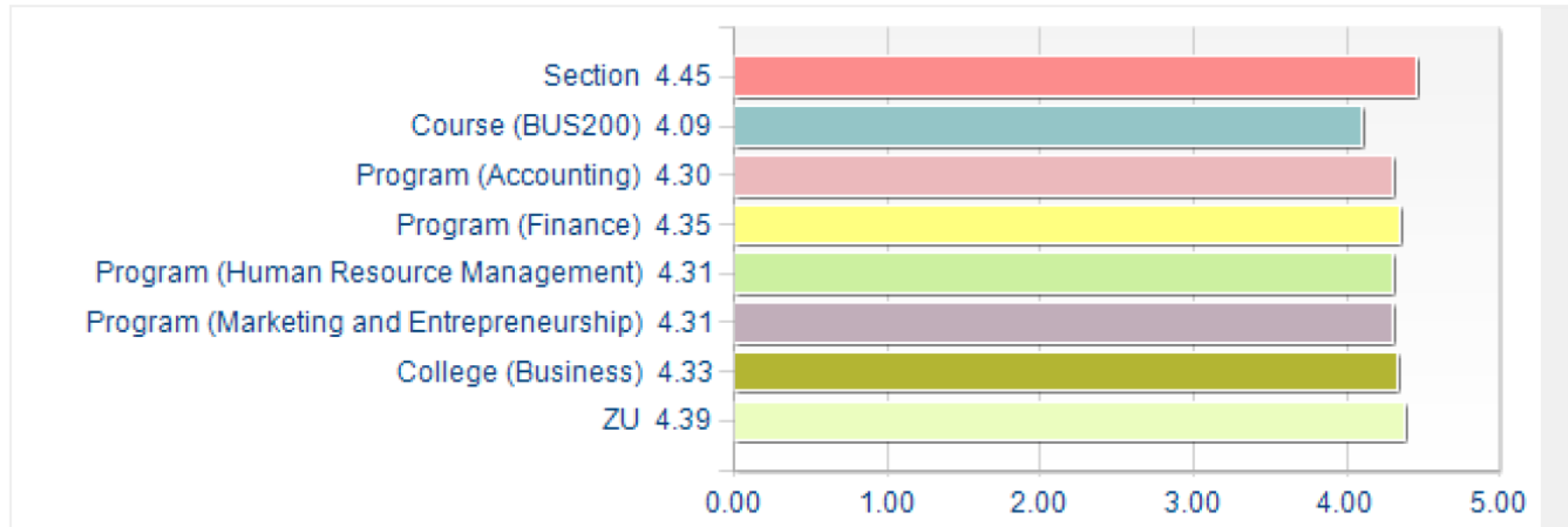


Performance

- Section Performance
- Course Performance
- Program Performance
- College Performance
- Institution Performance
- Performance within PLO's
- Performance within CLO's

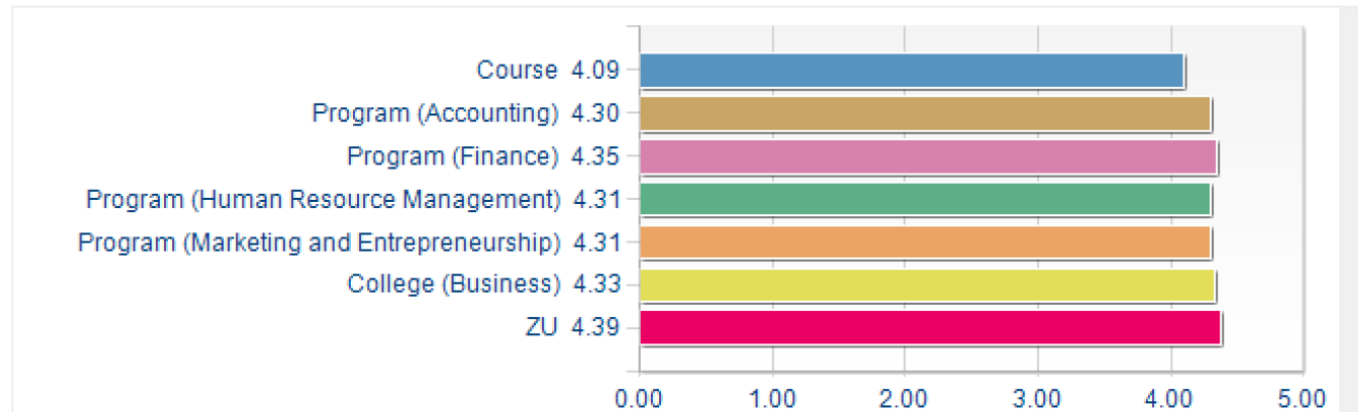
Reports

1. The physical environment (e.g. classroom size, room, tables, desks, lighting, etc.) provided a space that was helpful to my learning



Reports – Course Level

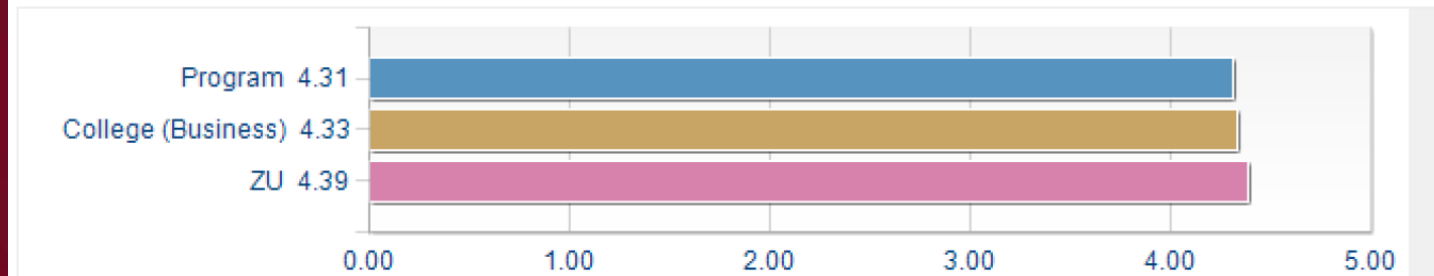
1. The physical environment (e.g. classroom size, room, tables, desks, lighting, etc.) provided a space that was helpful to my learning



	Mean	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Resp
Overall	4.09	76	56	21	12	5	170
Legal & Ethical Envir in Bus.(BUS-200-001)	4.45	12	8	2	0	0	22
Legal & Ethical Envir in Bus.(BUS-200-002)	3.63	6	5	5	1	2	19
Legal & Ethical Envir in Bus.(BUS-200-003)	4.33	7	10	1	0	0	18
Legal & Ethical Envir in Bus.(BUS-200-501)	4.38	19	10	4	1	0	34
Legal & Ethical Envir in Bus.(BUS-200-502)	3.59	12	11	4	7	3	37
Legal & Ethical Envir in Bus.(BUS-200-503)	4.32	18	10	5	1	0	34

Reports – Program Level

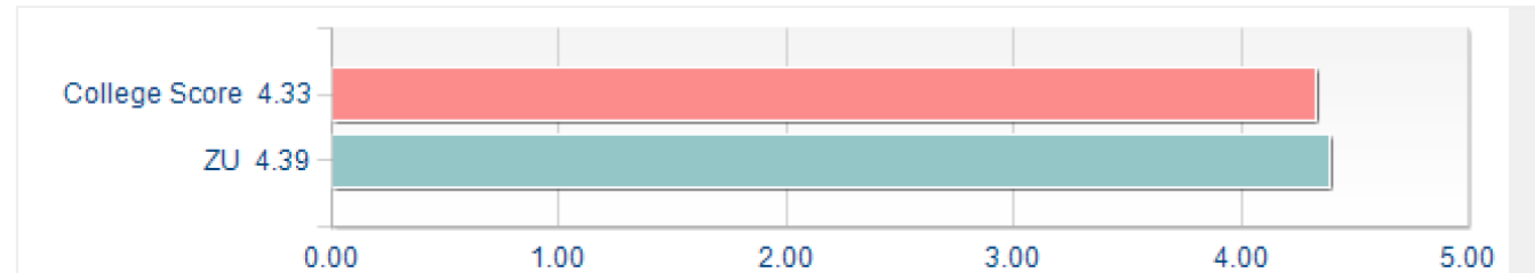
1. The physical environment (e.g. classroom size, room, tables, desks, lighting, etc.) provided a space that was helpful to my learning



	Mean	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Resp
Overall	4.31	1161	737	219	61	45	2223
BUS200	4.09	76	56	21	12	5	170
BUS202	4.14	68	54	19	5	6	152
BUS203	4.33	52	25	9	2	3	91
BUS207	4.37	122	64	21	5	4	216
BUS209	4.01	35	44	11	4	5	99
BUS300	4.40	79	57	15	0	1	152
BUS308	4.54	70	34	7	0	1	112
BUS309	4.39	89	44	15	4	2	154
BUS310	4.24	88	63	23	6	3	183

Reports – College Level

1. The physical environment (e.g. classroom size, room, tables, desks, lighting, etc.) provided a space that was helpful to my learning

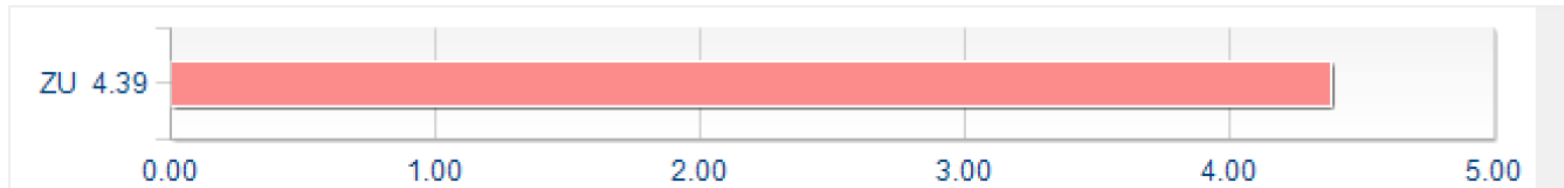


	Mean	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Resp
Overall	4.33	1988	1194	347	97	72	3698
	4.41	624	338	86	23	16	1087
Accounting	4.30	1364	856	261	74	56	2611

	Mean	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Resp
Overall	4.33	1988	1194	347	97	72	3698
	4.27	466	317	101	28	19	931
Finance	4.35	1522	877	246	69	53	2767

Reports – ZU Institution Level

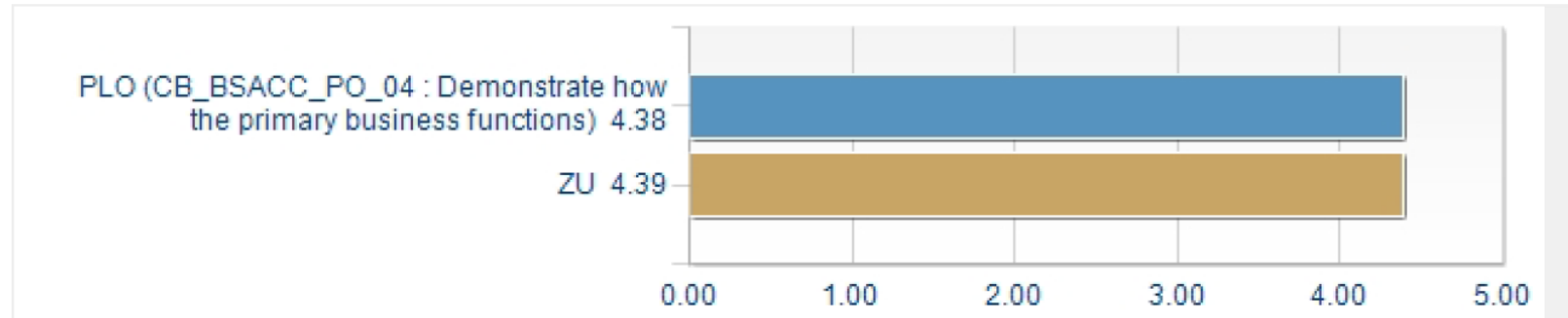
1. The physical environment (e.g. classroom size, room, tables, desks, lighting, etc.) provided a space that was helpful to my learning



	Mean	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Resp
Overall	4.39	14135	8255	2236	515	337	25478
Art and Creative Enterprises	4.21	556	404	144	46	25	1175
Business	4.33	1988	1194	347	97	72	3698
Comm. and Media Sciences	4.44	1108	668	141	32	14	1963
Education	4.37	405	306	61	14	8	794
Humanities and Social Sciences	4.43	3183	1689	466	90	62	5490
Natural and Health Sciences	4.41	797	478	110	31	13	1429
Technological Innovation	4.40	995	643	156	22	20	1836
University College	4.39	5103	2873	811	183	123	9093

Reports – PLO Level

1. The physical environment (e.g. classroom size, room, tables, desks, lighting, etc.) provided a space that was helpful to my learning



	Mean	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Resp
Overall	4.38	1036	612	159	36	30	1873
BUS200	4.09	76	56	21	12	5	170
BUS300	4.40	79	57	15	0	1	152
BUS308	4.54	70	34	7	0	1	112
BUS309	4.39	89	44	15	4	2	154
BUS310	4.24	88	63	23	6	3	183
BUS400	4.28	79	60	18	3	3	163

Reports – Dashboard (Instructor Teaching Evaluation Report)

ZU - Average Instructor Quality :	2017 Spring Semester
	4.44
College of Business - Average Instructor Quality :	2017 Spring Semester
	4.32

Instructor Level Report

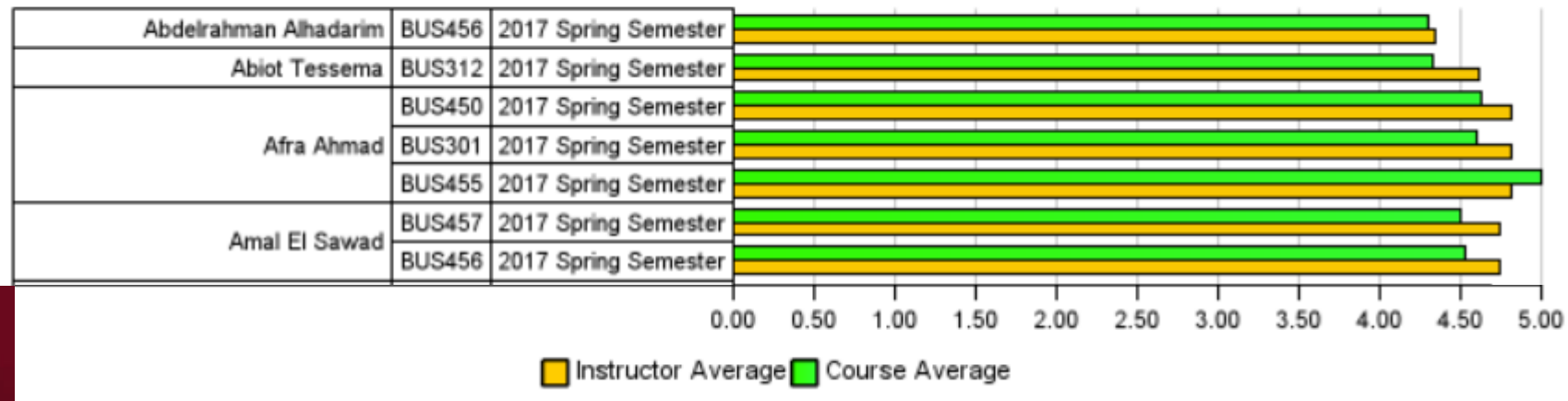
Salwa Alnuaimi	2017 Spring Semester	5.00
Talba Hussain	2017 Spring Semester	4.88
Peter Davidson	2017 Spring Semester	4.86
Aristeidis Samitas	2017 Spring Semester	4.86
Ghulame Rubbanly	2017 Spring Semester	4.84
Afra Ahmad	2017 Spring Semester	4.82
Mariam AlZaabi	2017 Spring Semester	4.80
Themistoclis Pantos	2017 Spring Semester	4.76
Amal El Sawad	2017 Spring Semester	4.74

Reports – Dashboard (Instructor Teaching Evaluation Report)

ZU - Average Instructor Quality :	2017 Spring Semester 4.44
College of Business - Average Instructor Quality :	2017 Spring Semester 4.32

Instructor Level Comparison

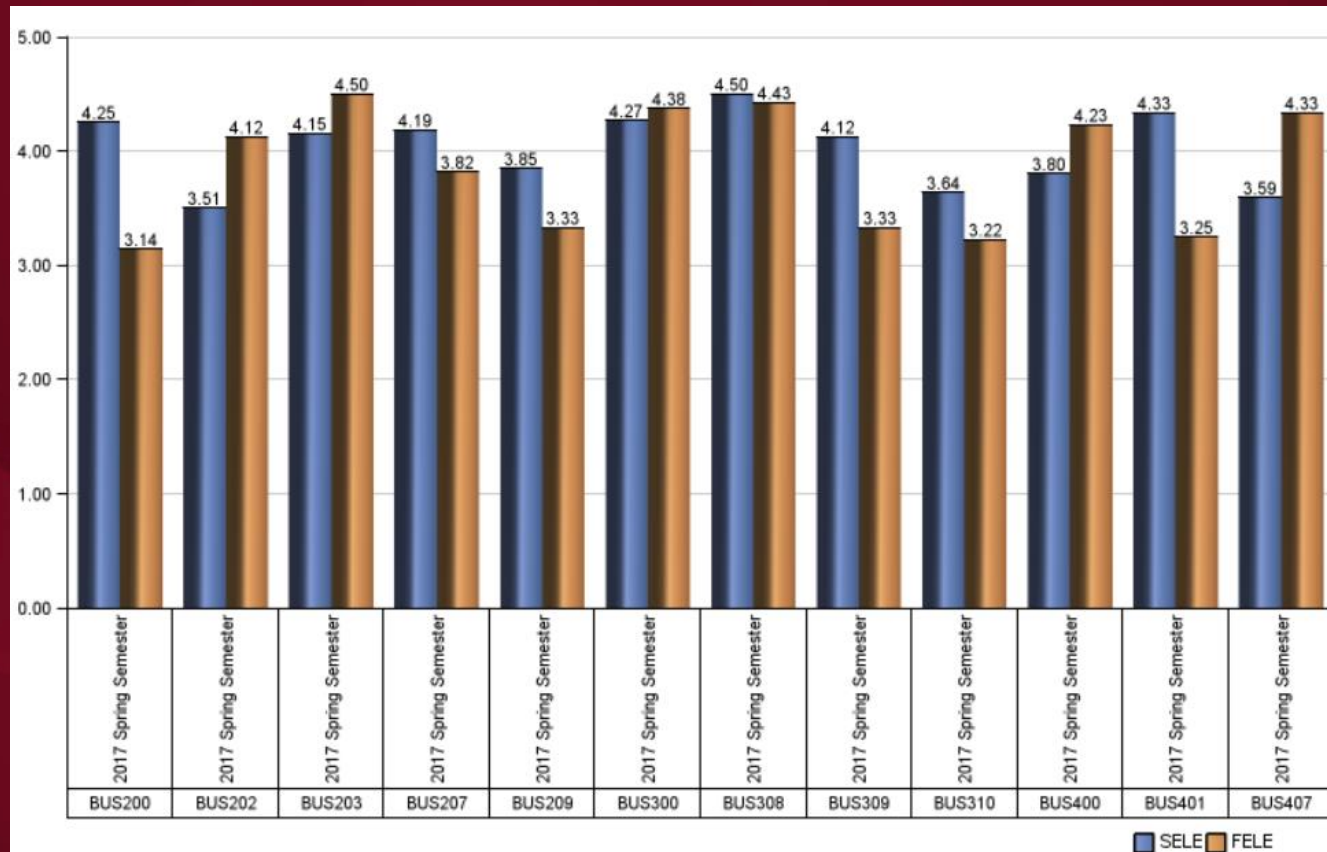
Selected Instructors : All



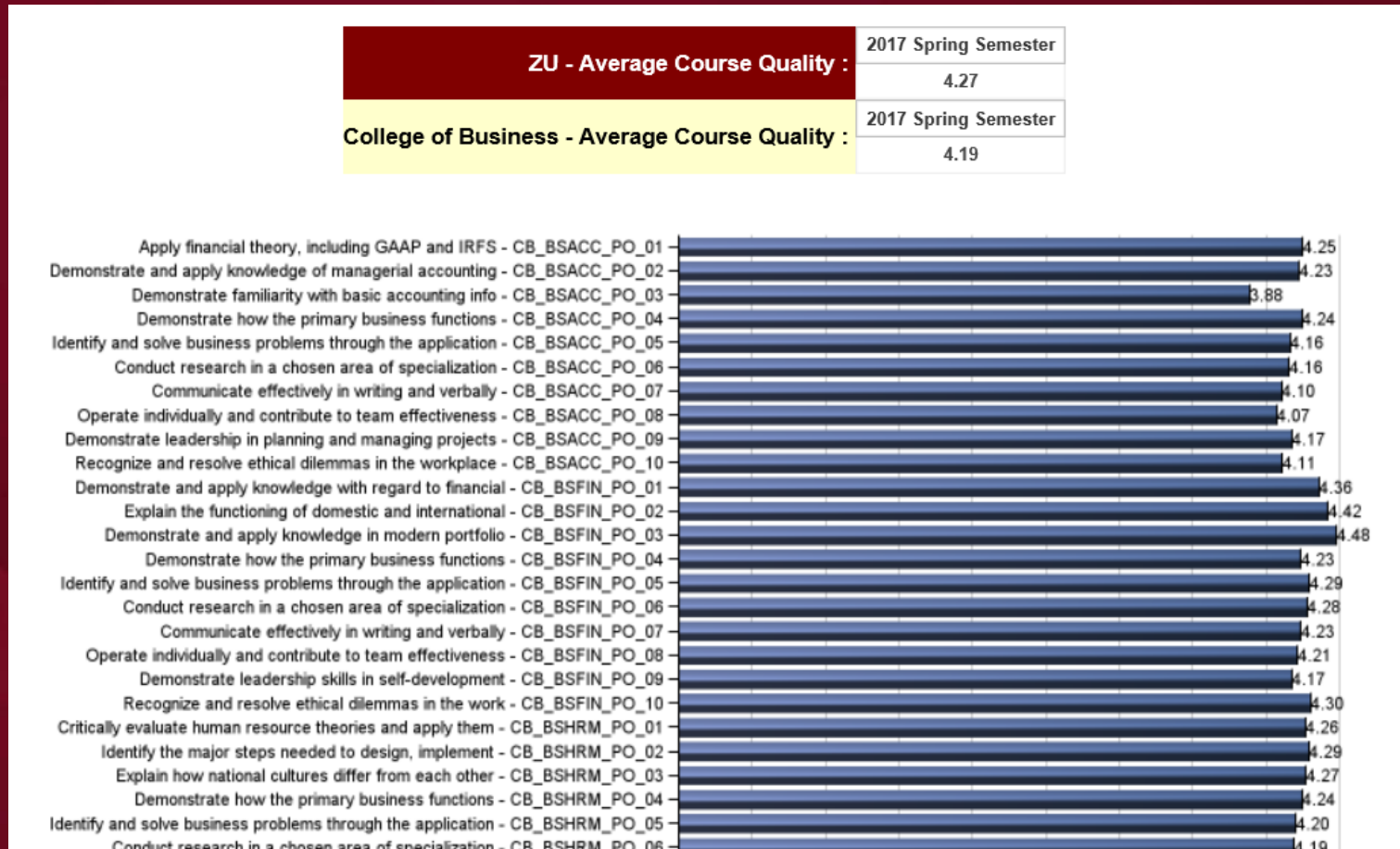
Reports – Dashboard (Student & Faculty Evaluation Summary - Program Level)



Reports – Dashboard (Student & Faculty Evaluation Summary - Course Level)



Reports – Dashboard (PLO)



Qualitative & Quantitative

- CLOs direct
- PLOs direct

Thank You