How to Transform Your Course Evaluation Process to be More Forward Looking

- *Presented by : Long Hua, Zelbrey Bedard*

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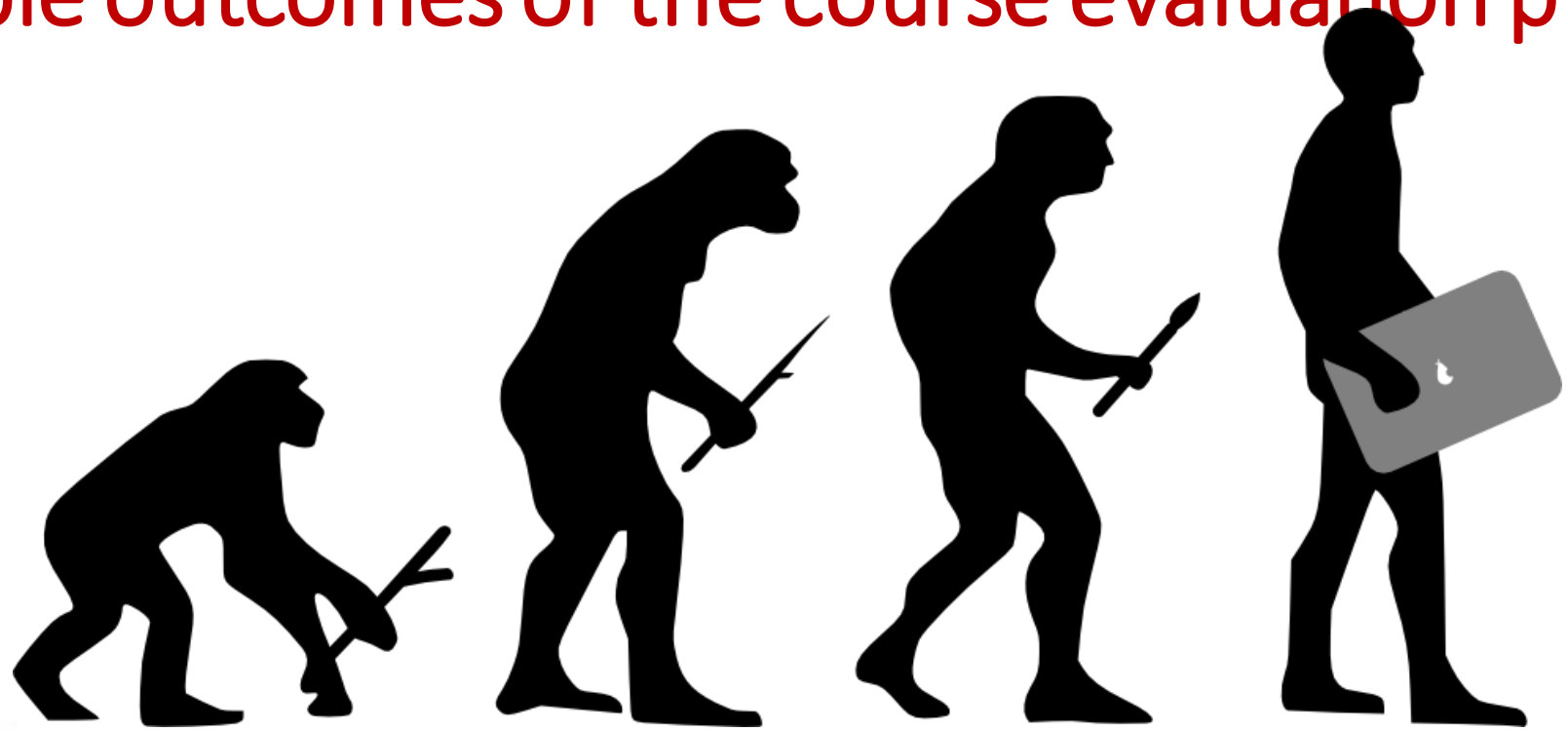
Goals of the presentation

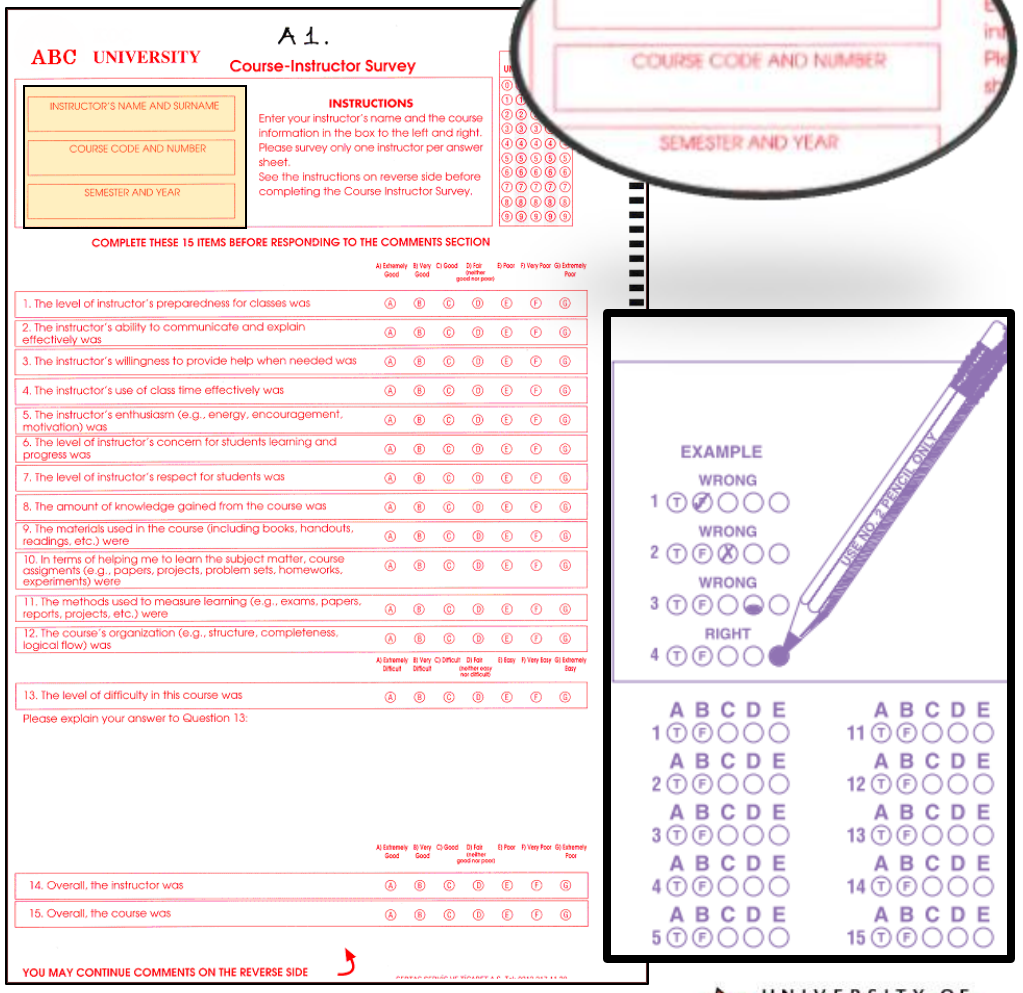
1. Provide an overview of the course evaluation process possibilities
2. Discuss some of the concerns and challenges of the future as the result of compiled use cases by the Blue community
3. Reaffirm eXplorance's pledge to walk in step with the Blue community helping it achieve its next level, whatever it may be

Evolution of Course Evaluations

Possible outcomes of the course evaluation process



Course Evaluations: 1st Generation



A 1.

ABC UNIVERSITY

Course-Instructor Survey

INSTRUCTOR'S NAME AND SURNAME

COURSE CODE AND NUMBER

SEMESTER AND YEAR

INSTRUCTIONS

Enter your instructor's name and the course information in the box to the left and right. Please survey only one instructor per answer sheet.

See the instructions on reverse side before completing the Course Instructor Survey.

COMPLETE THESE 15 ITEMS BEFORE RESPONDING TO THE COMMENTS SECTION

	A) Extremely Good	B) Very Good	C) Good	D) Fair (neither good nor poor)	E) Poor	F) Very Poor	G) Extremely Poor
1. The level of instructor's preparedness for classes was	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
2. The instructor's ability to communicate and explain effectively was	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
3. The instructor's willingness to provide help when needed was	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
4. The instructor's use of class time effectively was	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
5. The instructor's enthusiasm (e.g., energy, encouragement, motivation) was	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
6. The level of instructor's concern for students learning and progress was	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
7. The level of instructor's respect for students was	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
8. The amount of knowledge gained from the course was	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
9. The materials used in the course (including books, handouts, readings, etc.) were	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
10. In terms of helping me to learn the subject matter, course assignments (e.g., papers, projects, problem sets, homeworks, experiments) were	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
11. The methods used to measure learning (e.g., exams, papers, reports, projects, etc.) were	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
12. The course's organization (e.g., structure, completeness, logical flow) was	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
	A) Extremely Difficult	B) Very Difficult	C) Difficult	D) Fair (neither easy nor difficult)	E) Easy	F) Very Easy	G) Extremely Easy
13. The level of difficulty in this course was	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
Please explain your answer to Question 13:							
	A) Extremely Good	B) Very Good	C) Good	D) Fair (neither good nor poor)	E) Poor	F) Very Poor	G) Extremely Poor
14. Overall, the instructor was	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ
15. Overall, the course was	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	Ⓕ	Ⓖ

YOU MAY CONTINUE COMMENTS ON THE REVERSE SIDE

INSTRUCTOR'S NAME AND SURNAME

COURSE CODE AND NUMBER

SEMESTER AND YEAR

EXAMPLE

WRONG 1 Ⓣ ⊘ ○ ○ ○

WRONG 2 Ⓣ Ⓕ ⊗ ○ ○

WRONG 3 Ⓣ Ⓕ ○ ◒ ○

RIGHT 4 Ⓣ Ⓕ ○ ○

USE NO. 2 PENCIL ONLY

	A	B	C	D	E
1	Ⓣ	Ⓕ	○	○	○
2	Ⓣ	Ⓕ	○	○	○
3	Ⓣ	Ⓕ	○	○	○
4	Ⓣ	Ⓕ	○	○	○
5	Ⓣ	Ⓕ	○	○	○
11	Ⓣ	Ⓕ	○	○	○
12	Ⓣ	Ⓕ	○	○	○
13	Ⓣ	Ⓕ	○	○	○
14	Ⓣ	Ⓕ	○	○	○
15	Ⓣ	Ⓕ	○	○	○

- Q & A
- Subject

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Course Evaluations: 1st Generation

Layered Survey

Subject 1 Human Origins by Daphny Wong

Qu

Qu

Qu

Subject 2 Primate Evolution by Kimberly Rick

Qu

Qu

Qu

Subject 3 Anthropology by David Porter

Question 1: This course developed my abilities and skills for the subject.

Student answers: *Strongly disagree*

Question 2: This instructor was effective and organized.

Student answers: *Strongly disagree*

Question 3: Please identify what you consider to be the strengths of the course.

Student answers: *It kinda cured my insomnia!*

- Q & A
- Subject

Course Evaluations: 1st Generation

Layered Survey

Survey X	Results		
	Q1	Q2	Q3
	4	7	2.8

Survey

Course Evaluation

Multiple subjects,
One process

Subjects	Results		
	Q1	Q2	Q3
401804 Human Origins - Daphny WONG	2.6	3.2	6
402615 Anthropological Study of Religion - David PORTER	5.8	5.8	4.8
401809 Primate Evolution - Kimberly RICK	6.8	4.2	4.8
401812 Anthropological Study of Religion - Jeremy VAN DAM	6.4	6.2	3.8
401813 Anthropological Study of Religion - Phil KING	2.8	3.4	5.4
402622 Anthropological Study of Religion - Kent KNIGHTLEY	9.2	10	2.4
402623 Anthropological Study of Religion - Yari PETROVICH	8.6	3.8	8
401815 Cultures of Modern Canada - Annette FONG	7.2	7.2	2.4
401816 Cultures of Modern Canada - Karen FISHER	8.4	8.6	8
401817 Cultures of Modern Canada - Jessica POLLOCK	4.6	7.6	8.2
401818 Cultures of Modern Canada - Richard FREEMAN	4	7.6	2.4
401819 Cultures of Modern Canada - Kevin GALLUK	8.2	7	4.4
401820 Cultures of Modern Canada - Eva KERGREEN	6.4	5.8	3.8
401821 Bioarchaeology - Yan GILDOR	2.4	5.4	3.2
401822 Bioarchaeology - Lane RAY	4.2	2	3.8
401824 Bioarchaeology - Philipe HOLLY	2	9	5.2

- Q & A
- Subject

Evolution of Course Evaluations

First Generation – Layered Survey

- ✔ Questions and answers
- ✔ Multiple subjects in one process
- ✘ No course characteristics (e.g., department name) in analysis
  - Certain information could be linked after collection painstakingly (paper)

2nd Generation: The Array

Course Evaluations: 2nd Generation

Array

Anthropology by David Porter

Question 1: This course developed my abilities and skills for the subject

Student X answers: Strongly disagree

About this course (Anthropology)

Course Level: 300 | School: Engineering | Dept: Anthropology | End Date: Dec 5, 2018

About this instructor (David Porter)

Professorship: Assoc. Prof. | Hire date: Sep 1, 2010 | Gender: Female

About Student X

Residency: Local | GPA range: 2.5-3.5 | Grad Level: Undergrad

- Q & A
- Subject
- **Context**

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Course Evaluations: 2nd Generation

Array

Responses		
Q1	Q2	Q3
A	N/A	Boring class
A	N/A	No comment
SA	N	Very interesting
N	N	
N	SD	Very interesting
D	SA	No comment
A	A	No comment
D	N/A	No comment
A	A	
D	SD	Very interesting
N/A	N/A	No comment
N/A	A	Boring class
SA	D	Very interesting
A	SA	
SA	D	Was useful
SD	SD	Boring class
SA	SD	Prof did a great job
SD	A	Boring class
D	SD	Boring class
D	N/A	Boring class

Course				
Course Name	Course Level	Course End Date	School	Dept
401804 Human Origins	800	12/13/2016	A & S	Anthropology
401804 Human Origins	800	12/13/2016	A & S	Anthropology
401804 Human Origins	800	12/13/2016	A & S	Anthropology
401804 Human Origins	800	12/13/2016	A & S	Anthropology
401804 Human Origins	800	12/13/2016	A & S	Anthropology
401804 Human Origins	800	12/13/2016	A & S	Anthropology
402615 Anthropological Study of Religior	600	12/26/2016	A & S	Anthropology
402615 Anthropological Study of Religior	600	12/26/2016	A & S	Anthropology
402615 Anthropological Study of Religior	600	12/26/2016	A & S	Anthropology
402615 Anthropological Study of Religior	600	12/26/2016	A & S	Anthropology
402615 Anthropological Study of Religior	600	12/26/2016	A & S	Anthropology
402615 Anthropological Study of Religior	600	12/26/2016	A & S	Anthropology
401809 Primate Evolution	800	7/31/2016	A & S	Anthropology
401809 Primate Evolution	800	7/31/2016	A & S	Anthropology
401809 Primate Evolution	800	7/31/2016	A & S	Anthropology
401809 Primate Evolution	800	7/31/2016	A & S	Anthropology
401809 Primate Evolution	800	7/31/2016	A & S	Anthropology
401809 Primate Evolution	800	7/31/2016	A & S	Anthropology
401809 Primate Evolution	800	7/31/2016	A & S	Anthropology
401809 Primate Evolution	800	7/31/2016	A & S	Anthropology

Instructor			
Instructor	Professorship	Hire Date	Gender
Daphny WONG	Professor	9/1/2008	Female
Daphny WONG	Professor	9/1/2008	Female
Daphny WONG	Professor	9/1/2008	Female
Daphny WONG	Professor	9/1/2008	Female
Daphny WONG	Professor	9/1/2008	Female
Daphny WONG	Professor	9/1/2008	Female
David PORTER	Associate Profes	7/1/2008	Male
David PORTER	Associate Profes	7/1/2008	Male
David PORTER	Associate Profes	7/1/2008	Male
David PORTER	Associate Profes	7/1/2008	Male
David PORTER	Associate Profes	7/1/2008	Male
David PORTER	Associate Profes	7/1/2008	Male
Kimberly RICK	Associate Profes	9/1/2008	Female
Kimberly RICK	Associate Profes	9/1/2008	Female
Kimberly RICK	Associate Profes	9/1/2008	Female
Kimberly RICK	Associate Profes	9/1/2008	Female
Linda DANIELS	Associate Profes	9/1/2008	Female
Linda DANIELS	Associate Profes	9/1/2008	Female
Linda DANIELS	Associate Profes	9/1/2008	Female
Linda DANIELS	Associate Profes	9/1/2008	Female

Student		
GPA Range	Residency	Grad Level
2.5-3.5	Local	Undergraduate
1.5-2.5	Local	Undergraduate
2.5-3.5	Local	Undergraduate
1.5-2.5	Local	Graduate
2.5-3.5	Local	Graduate
2.5-3.5	International	Undergraduate
1.5-2.5	Local	Undergraduate
2.5-3.5	Local	Undergraduate
2.5-3.5	Local	Graduate
1.5-2.5	Local	Graduate
2.5-3.5	Local	Undergraduate
1.5-2.5	Local	Undergraduate
2.5-3.5	Local	Undergraduate
1.5-2.5	International	Graduate
3.5-4.0	Local	Graduate
2.5-3.5	Local	Undergraduate
2.5-3.5	Local	Undergraduate
2.5-3.5	Local	Undergraduate
1.5-2.5	Local	Graduate
2.5-3.5	Local	Graduate

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Course Evaluations: 2nd Generation

Array

Human Origins (Team-Taught Course)

1. **Course Question:** This **course** developed my abilities and skills for the subject.
   Student answers: Strongly disagree

2.
   - **Instructor Question:** This **instructor,** Daphny Wong, was effective and organized.
     Student answers: Somewhat disagree
   - **Instructor Question:** This **instructor,** David Porter, was effective and organized.
     Student answers: Strongly disagree

3. **Course Question:** Please identify what you consider to be the strengths of the course.
   Student answers: It allowed me to answer surveys.

- Subject
- Q & A
- **Context**

Course Evaluations: 2nd Generation

Array

School of Arts & Science

Q1. The course presented skills in a helpful sequence
Q2. The course provided an appropriate balance between instruction and practice
Q3. The course (was appropriate for the stated level of the class
Q4. The instructor provided opportunities for class participation

School of Law

Q4. The course was appropriate for the stated level of the class
Q5. The course was organized in a way that helped me learn
Q6. The course allowed me to synthesize fundamental knowledge and skills

Branching condition:

- If School = Law,

Then show Q3, Q4, Q5

School of Nursing

Q4. The course was appropriate for the stated level of the class
Q7. The instructor encouraged student contributions
Q8. The instructor provided opportunities for class participation

School of Engineering

Q6. The course allowed me to synthesize fundamental knowledge and skills
Q9. The course gave me a deeper insight into the topic
Q10. In this course (or section), I learned a great deal
Q11. The course was organized in a way that helped me learn
Q12. The course allowed me to synthesize fundamental knowledge and skills

Multiple forms,
One process

Evolution of Course Evaluations

First Generation – Layered Survey

- ✔ Questions and answers
- ✔ Multiple Subjects in one process
- ✘ No course characteristics (e.g., department name) in analysis
- ✘ No dedicated course and teacher questions (team-taught courses)
- ✘ No student demographics

Second Generation – Array

- ✔ Course characteristics included in the analysis
- ✔ Dedicated course and teacher questions (team-taught courses)
- ✔ Student demographics included in the analysis (e.g., full/part time, gender comparisons)
- ✘ Limit to the number of instruments and relevant analysis for different academic units

3rd Generation…

University ABC

1. This course had high educational impact.
2. I would highly recommend this instructor to other students.
3. What are the strengths of this course?
4. What changes might improve your learning?

School of Arts & Science

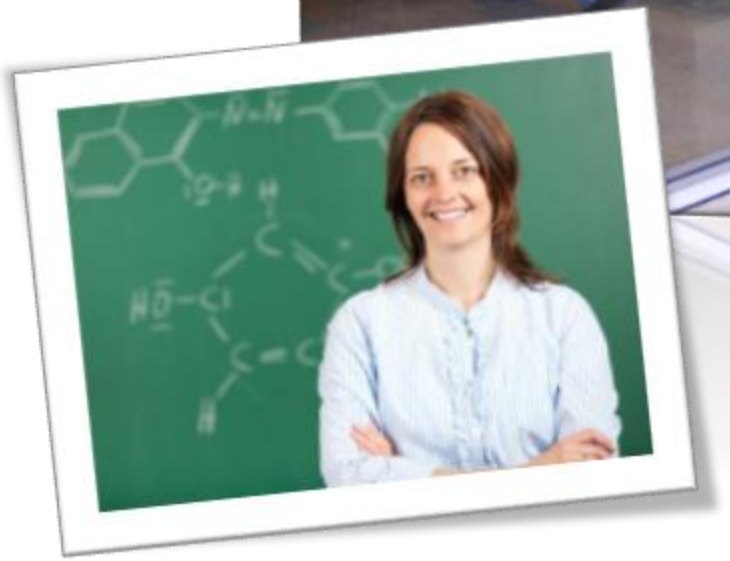
1. The lectures, readings, and assignments complemented each other.
2. The instructor grades consistently with the evaluation criteria.
3. The course environment felt like a welcoming place to express my ideas.

Department of Chemistry

1. I find the format of this class (lecture, discussion, experiments, problem-solving) helpful to the way that I learn.
2. The course workload and requirements were appropriate for the course level.

TA

1. The TA knew and was confident in the material related to this course.
2. The TA was available during offices hours or by appointment.



Chemistry labs

1. I felt safe when working in the laboratory.
2. Instructor's comments on my written laboratory reports were helpful to understand the experiment.

Lab Technician

1. I felt comfortable asking my Lab Technician questions.
2. The Lab Technician is flexible and adapts the learning environment when things do not go according to plan.

Instructor

1. The lecture’s pace was adjusted to the students' level of understanding.
2. What type of information about events and opportunities did you find most useful (disputations, external lectures, etc.) that are relevant to your career path?

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Course Evaluations: 3rd Generation

- Unified
- Relevant
- Analytics Ready
- Accessible
- Efficient
- Flexible

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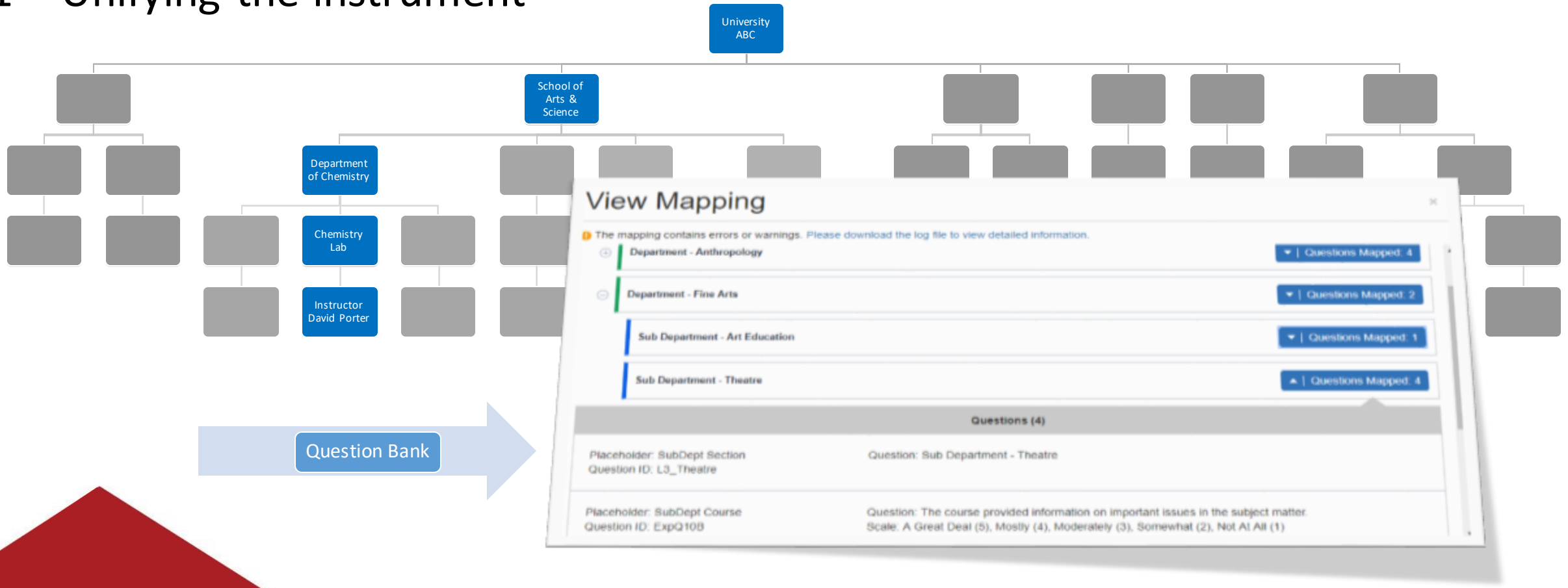
Course Evaluations: 3rd Gen Challenges

#1 – Unifying the instrument

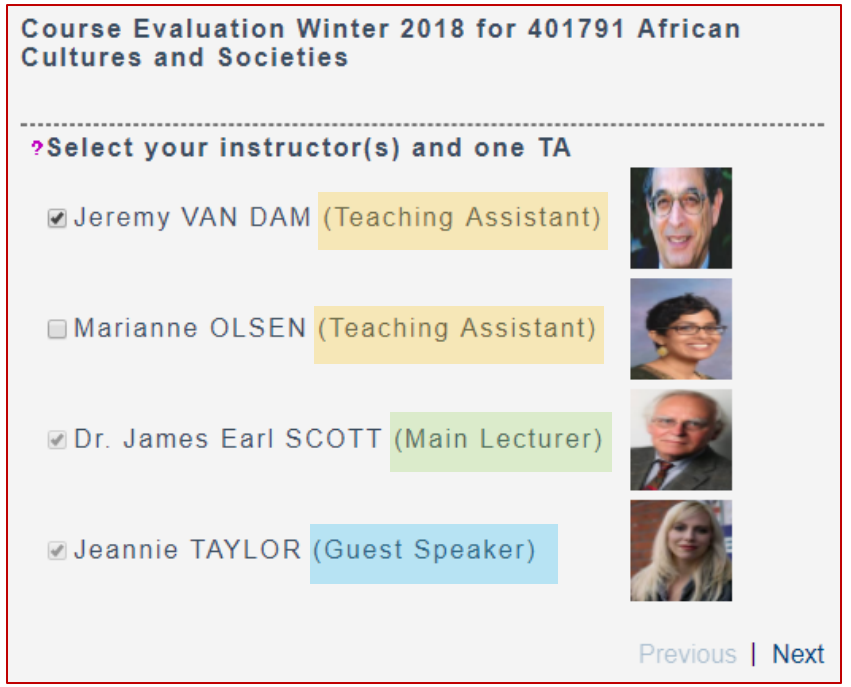


Course Evaluations: 3rd Gen Challenges

#2 – Supporting multiple instructor types per course

Augmented Array

a.k.a. Relational Demographics



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Course Evaluations: 3rd Gen Challenges

#3 – Access + Handoff

+

Dynamic Role Access

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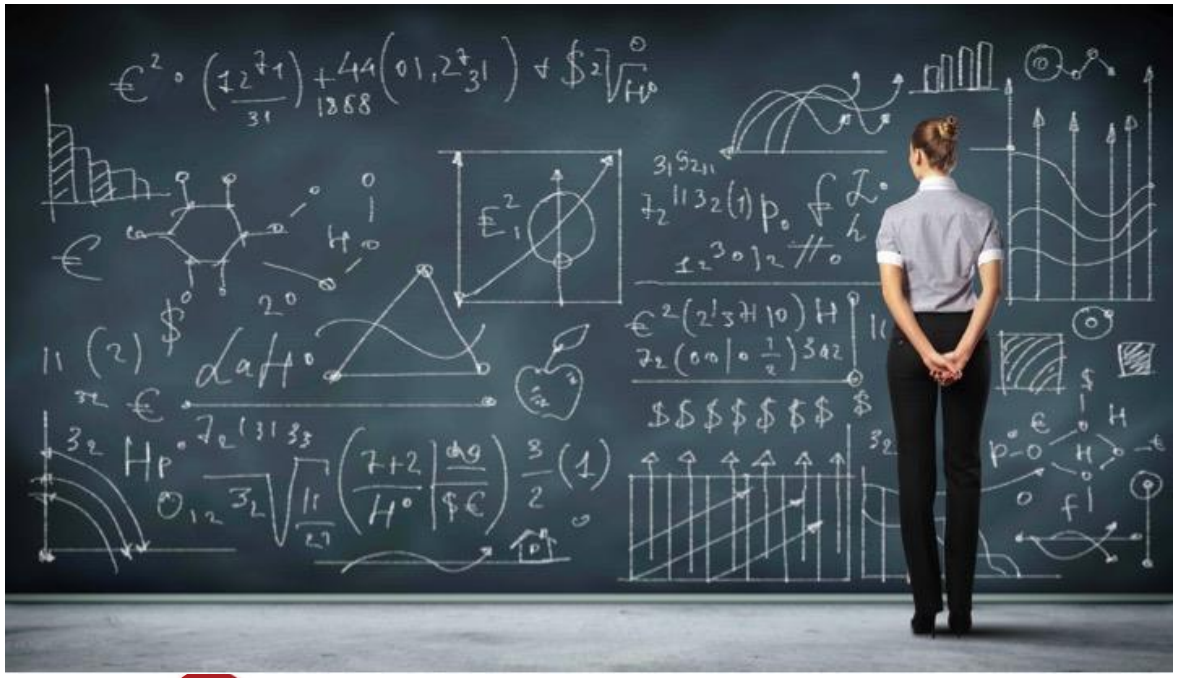
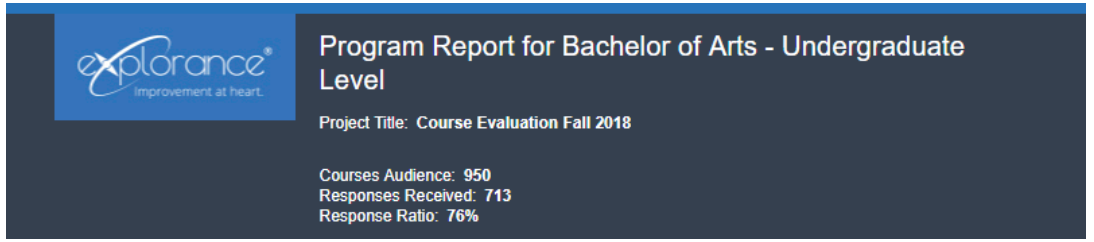
Course Evaluations: 3rd Gen Challenges

#4 – Analysis



Aggregate analysis per student demographic



Dashboard Views

Reporting, Dashboards

Evolution of Course Evaluations

1st Gen – Layered Survey

- ✔ Multiple subject process

2nd Gen – Array

- ✔ Analytics and automation opportunities unlocked

3rd Gen – Organization

- ✔ Instrument optimized for organizational analytics, storytelling and distribution for all stakeholders

More Data Needs

Challenges to Contextualize the Data

Course evaluation responses are the main source of information that comes directly from students about their educational experience.

Data Quality

Data Access/Usage

Data Privacy

Operation Efficiency

Change Management

Cultural Acceptance

Who we do it for

We typically work with organizations that are committed to improvement and value the insights of their people. Our customers are worldwide and include higher education institutions, government organizations, and corporations.

Through adaptive enterprise class solutions, we offer better **Efficiency**, **Decision support**, **Community**, and a **Long term partnership**. If you're looking to put continuous improvement at the forefront, we're the right partner for you.

Thank you!

- Questions?