

So... Who is Actually Doing Course Evaluations??



UNLV



University of Nevada,
Las Vegas

Office of DecisionSupport

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OVERVIEW

01

INTRODUCTION

UNLV's central mission as an R1,
MSI, HSI, and AANAPISI

02

THE DATA

Descriptive statistics on response
rates by key demographics.

03

THE RESULTS

Identifying equity gaps within key
demographics.

04

RESEARCH

A review of existing and upcoming
research and the role course
evaluations plays in this research.

05

NEXT STEPS

Insights and planning to create a
more inclusive process with
better engagement.

01

INTRODUCTIONS



THE UNLV COURSE EVALUATION TEAM

**THERESA
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Course Evaluation Coordinator

- Has worked fulltime at UNLV for 16 years and the Office of Decision Support for 11 years.
- Is the proud cœwner of record collection containing over 2,700 records

**KANIKKA
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Office Manager

- Has worked at the university for 4 years and been with the department for 3 years
- Birthday is orChristmas.

UNLV's Top Tier 2.0 Mission

“We create value for the individuals and communities we serve by fostering a climate of innovation, stimulating economic diversification and workforce development, promoting social justice and inclusion of all voices, and enriching cultural vitality.”

<https://www.unlv.edu/about/mission>



R1 STATUS

- The R1 designation signifies high research activity in doctoral research from the Carnegie Classification of Institutions in Higher Education.
- Though, we have amazing faculty conducting research, an overarching goal of the university is to bolster the number of non-faculty researchers, especially in sciences and health.

MSI, HSI, AND AANAPISI STATUS

- The MSI Task Force centralizes programs and funding to support our diverse student populations.
- RPC metrics are evaluated to promote engagement from traditionally disenfranchised students, improving overall student success
- UNLV is currently working to secure the Seal of Excellence

In Fall 2022, with a population of 30,660 students, 69% of those students were minorities, meaning that UNLV is uniquely positioned to consider the intersectionality between research and underrepresented populations.

02

THE DATA



FALL 2022

The Evaluation Process

- Departments would opt out individual courses that shouldn't be evaluated.
- There was some reluctance to switching to digital forms.
- Overall response rate was 32.24%

Decentralized Approach

During Fall 2022, our university had an optional participation with coordinating evaluations through ODS. There were also no required questionnaires.

Standard Template

The vast majority of departments that have opted to host their evaluations through BLUE use our standard template. Only two areas use question bank.

No Customization

Although flexibility is allowed on questionnaires, we do not use QP or allow administrators to adjust/schedule dates, which is done according assigned schedules. Changes are implemented through department/college leadership.



THE DATA SET

- STATISTICS REPRESENTED IN THIS PRESENTATION REFLECT RESPONSES CONTAINED IN OUR STANDARD EVALUATION PERIOD.
- THE OFFICE OF DECISION SUPPORT DOES NOT CURRENTLY CONDUCT EVALUATIONS FOR OUR PROFESSIONAL SCHOOLS
- RESPONSE RATE FOR THIS DATA SUBSET WAS 31.4%

DATA TABLES FOR OVERALL RESULTS

Academic Level	Number of Students	Average Number of Evals	Average Submitted	Average Saved	Response Rate
FRESHMAN	4011	4.2	1.1	0.0	26.3
SOPHMORE	3769	4.1	1.3	0.0	29.9
JUNIOR	4611	4.0	1.3	0.0	31.2
SENIOR	2797	3.4	1.2	0.0	33.5
POST BACH	173	3.5	1.6	0.0	43.6
GR	1199	2.5	0.9	0.0	39.2
NDG	151	2.7	1.0	0.0	38.2
PHD	548	4.1	1.7	0.1	42.8

	Number of Students	Average Number of Evals	Average Submitted	Average Saved	Response Rate
FEMALE	9780	3.9	1.3	0.0	32.6
MALE	7499	3.8	1.2	0.0	29.5

Ethnicity	Number of Students	Average Number of Evals	Average Submitted	Average Saved	Response Rate
AIAKN	50	3.5	1.3	0.0	40.5
ASIAN	2888	4.0	1.3	0.0	32.6
BLACK	1466	3.8	1.0	0.0	26.5
HISPA	5676	3.8	1.1	0.0	29.2
MULTI	1959	4.0	1.3	0.0	30.7
NONRS	406	3.7	1.3	0.0	37.0
PACIF	138	4.0	0.9	0.0	22.0
UNKWN	135	3.4	1.2	0.1	32.1
WHITE	4561	3.7	1.3	0.0	34.5

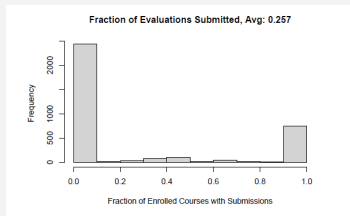


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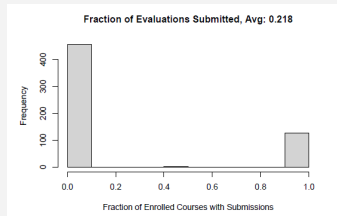
THE RESULTS

SUBMISSION BEHAVIOR TRENDS ON OVERALL AND COLLEGE LEVEL SUBMISSIONS

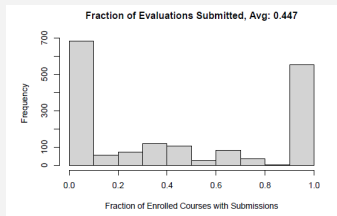
ACROSS COLLEGES



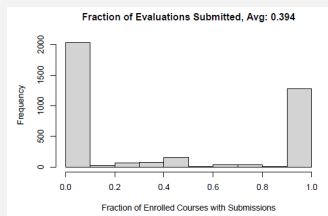
INTEGRATED HEALTH SCIENCES



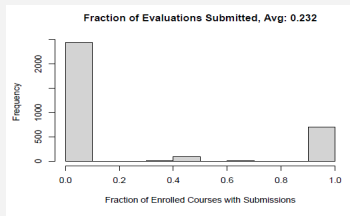
UNGD COUPLE AND FAMILY THERAPY DEPT.



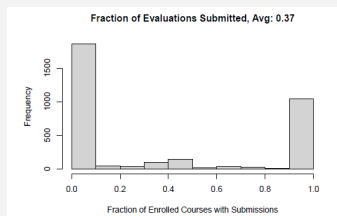
COLLEGE OF HOSPITALITY



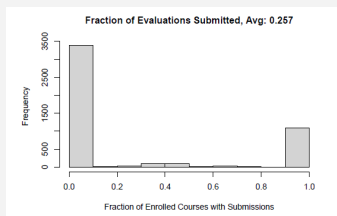
COLLEGE OF EDUCATION



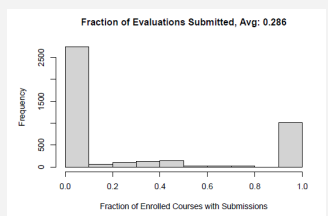
COLLEGE OF SCIENCES



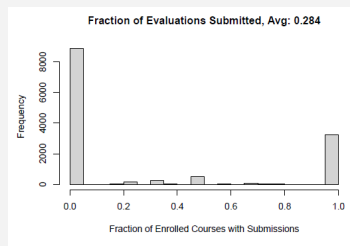
COLLEGE OF ENGINEERING



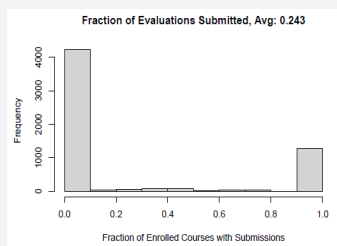
COLLEGE OF URBAN AFFAIRS



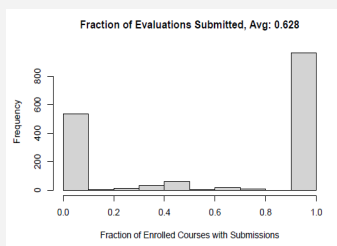
LEE BUSINESS SCHOOL



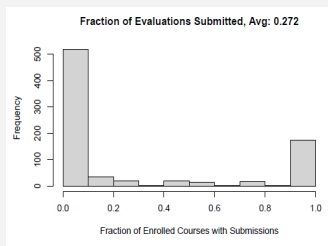
COLLEGE OF LIBERAL ARTS



COLLEGE OF FINE ARTS

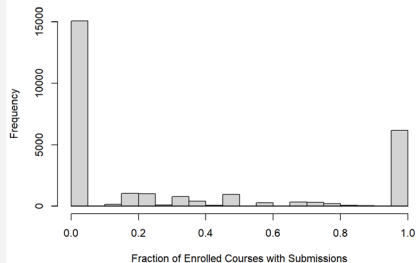


PUBLIC HEALTH



SCHOOL OF NURSING

Fraction of Evaluations Submitted, Avg: 0.314

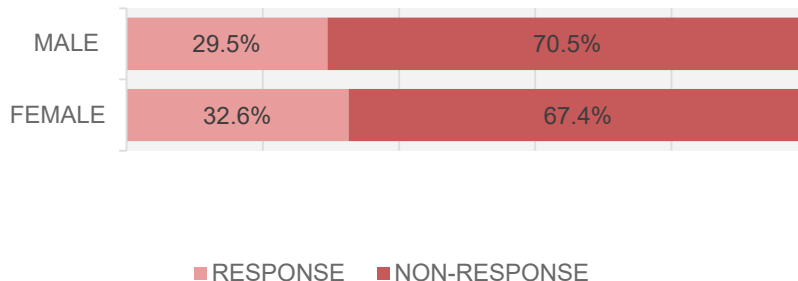


OVERALL

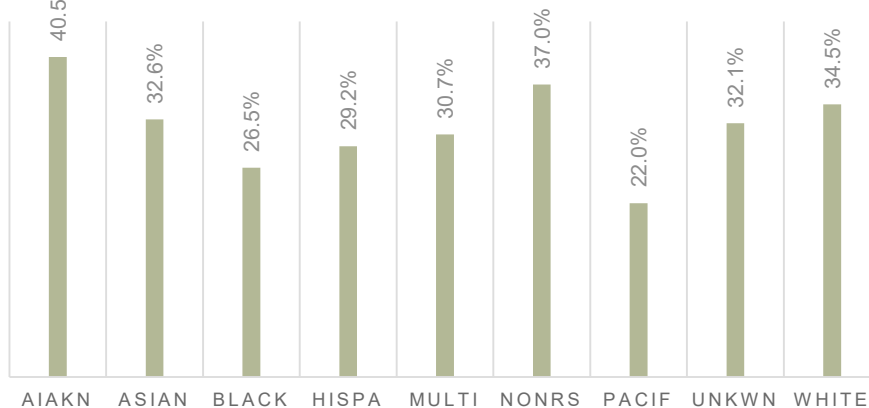
GENDER

Overall, and across colleges, response rates for female populations tended to be higher than male.

RESPONSE RATE BY GENDER



RESPONSE RATE BY IPEDS RACE/ETHNICITY



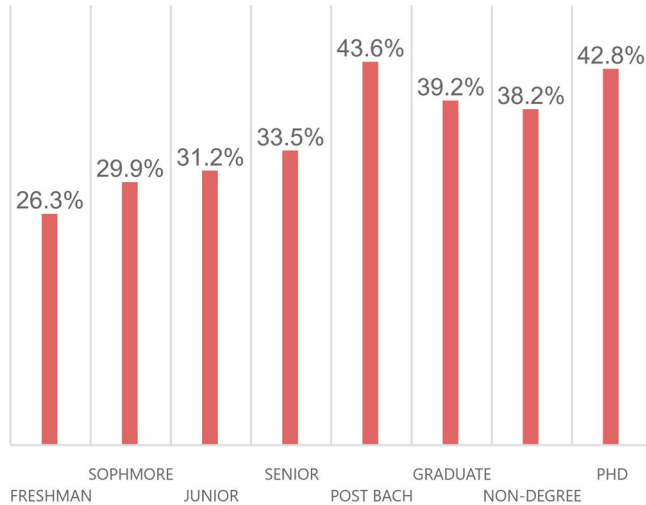
RACE/ETHNICITY

Race/ethnicity categories are based on IPEDS Race/Ethnicity categories. There is a university-wide effort to disaggregate race/ethnicity data

ACADEMIC LEVEL AND THE FIRST-TIME, FULL-TIME COHORT

ACADEMIC LEVEL

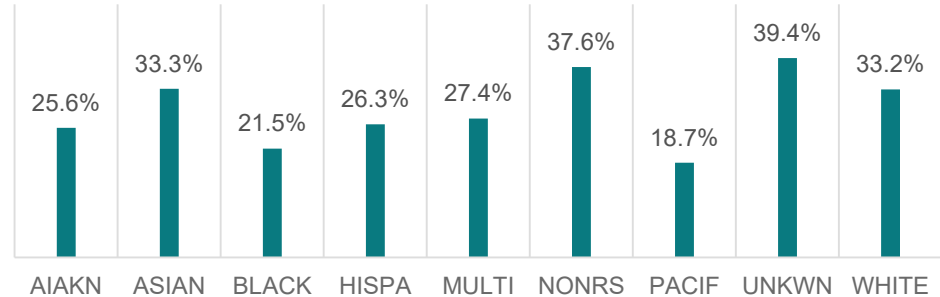
RESPONSE RATE BY ACADEMIC LEVEL



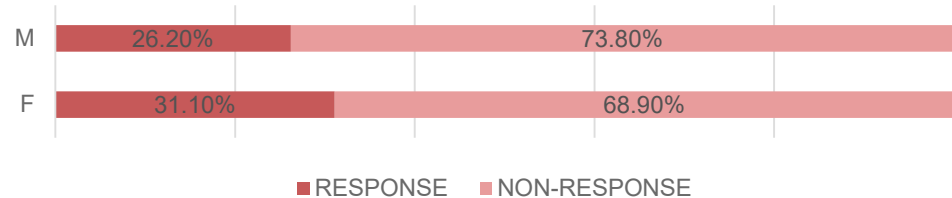
FTFT COHORT DATA

	Number of Students	Avg. Number of Evals	Average Submitted	Average Saved	Response Rate
No	15712	3.7	1.2	0	31.5
Yes	2989	4.2	1.2	0	28.9

FTFT Response Rate by Race/Ethnicity



FTFT Response Rate by Gender



DEMOGRAPHIC TAKEAWAYS



ETHNICITY/RACE

On average, students from underrepresented minority groups tended to be less responsive, except in our American Indian/Alaskan Native and Nonresident categories.

GENDER

On average, using Gender categorization, female students tended to be more responsive than males across colleges.

The university does admit more female students than male.

ACADEMIC LEVEL

On average, undergraduate students became more responsive as academic level increased.

Future research will be conducted departmentally to determine if there is correlative evidence between retention/progression and student engagement.



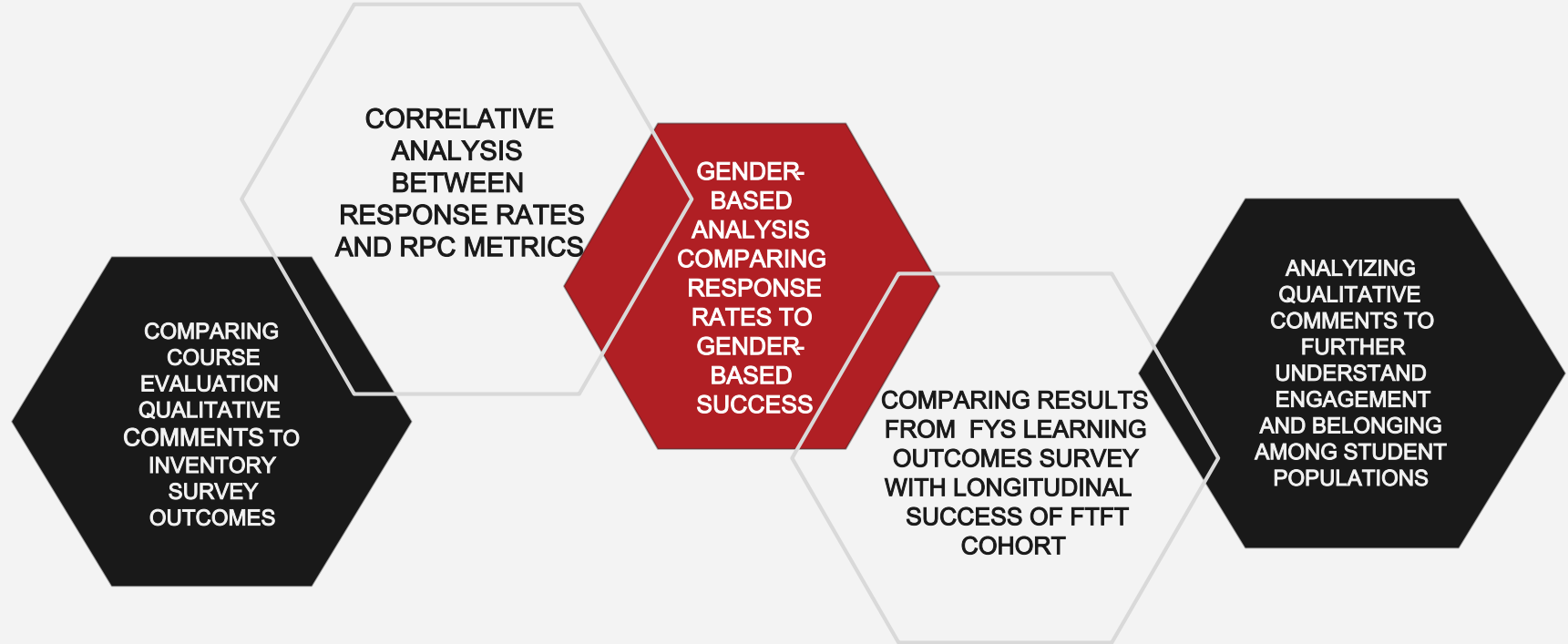
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RESEARCH

EXISTING RESEARCH THROUGH UNLV

- “Investigation of the Effect of First -Year Seminars on Student Success” in the *Journal of The First-Year Experience and Students in Transition*
- “Fostering Historically Underserved Students' Success: An Embedded Peer Support Model that Merges Non-Cognitive Principles with Proven Academic Support Practices” in *The Review of Higher Education*
- First-Year Seminar Learning Outcomes Survey
- MSI/HSI/AANAPISI Inventory Survey

UPCOMING RESEARCH OPPORTUNITIES BASED ON THE FINDINGS



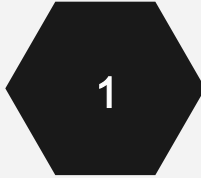
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NEXT STEPS

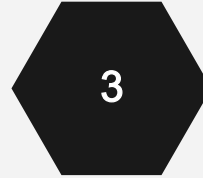


COMPREHENSIVE PLANNING TO INCREASE STUDENT ENGAGEMENT

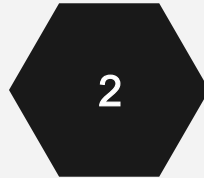
A centralized approach lead
by the Provost



Equity dashboards to
identify performance gaps
between key
demographics.



Research using evaluation
data



Canvas integration
including calendar events
and announcements



Targeting Freshman in
FYS courses and Faculty
through Orientation



Session Survey

THANK YOU!

Questions?



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