

Texas A&M University - Student Course Evaluation Task Force Final Recommendations

April 20, 2020

- 1) **Context:** In Fall 2018, Provost Fierke assembled a faculty task force to identify a set of questions to be standardized across all student course evaluations, including courses offered within undergraduate, graduate, and professional programs. Instructors, programs, departments, and colleges may choose to include additional questions as appropriate based on their own specific needs and goals associated with course evaluation, curriculum assessment, and instructor evaluation. Note, ultimately the standardized items will be the basis for the publicly accessible student course evaluation summaries required by the state of Texas (Texas Education Code 51.974).
- 2) **Committee:** The committee (Table 1) was comprised of faculty representing all colleges (except Geosciences opted out), one instructional consultant from the Center for Teaching Excellence with significant expertise in course evaluation, the Assistant Provost for Institutional Effectiveness (co-chair), and the Associate Dean of Faculties (chair).

Table 1. Texas A&M University Student Taskforce Members. For those colleges with more than one member listed there was a replacement during the work period September 2018 to May 2020.

College*or Division	Name	Title
Agriculture and Life Sciences	Karen Beathard	Senior Lecturer and Didactic Program Director
Architecture	Shelley D. Holliday	Associate Professor of Practice, Executive Associate Department Head
Bush School	Deborah Kerr	Professor of the Practice
Dentistry	Paul C. Dechow	Professor and Associate Dean for Academic Affairs
Dentistry	Aparna Biradar	Assistant Director, Planning & Assessment
Education	Radhika Viruru	Clinical Professor
Engineering	Andrea Ogilvie	Instructional Assistant Professor and Assistant Dean for Student Success
Galveston	Mazen Brho	Assistant Professor
Galveston	Melissa Wiseman	Instructional Professor
Law	Cynthia Alkon	Professor
Law	Terri Helge	Associate Dean and Professor
Liberal Arts	Marian Eide	Associate Professor
Libraries	Rebecca Hankins	Professor
Mays Business School	Mary Lea McAnally	Pwc Professor, Accounting
Medicine	Cayla Teal	Assistant Dean of Academic Affairs
Nursing	Alison Fisher Pittman	Clinical Assistant Professor
Pharmacy	Michael J. Miller	Associate Professor of Pharmaceutical Sciences
Pharmacy	Paul Holder	Instructional Associate Professor
Public Health	Amy Fairchild	Professor and Associate Dean of Academic Affairs
Public Health	Jennifer Griffith	Associate Dean and Instructional Associate Professor
Qatar	Ioannis Economou	Professor and Associate Dean
Qatar	Ryan McLawhon	Executive Director Academic Services
Science	Johnson, Valen E	Interim Dean
Science	Yvette Hester	Assistant Dean and Instructional Associate Professor
VetMed	Kristin Chaney	Clinical Assistant Professor
Center for Teaching Excellence	Jean Layne	Lead Instructional Consultant
Office of Institutional Effectiveness and Evaluation	Alicia Dorsey	Assistant Provost for Institutional Effectiveness
Office of the Dean of Faculties	Heather Wilkinson	Professor and Associate Dean of Faculties

- 3) **Approach:** The committee has assembled i) a list of 10 suggested standardized questions (Table 2) and ii) a list of recommendations for the use of the questions for evaluation of instructors for promotion and tenure (Section 3.b.iii). Identification of these questions involved two stages of deliberations. Initially the charge was to identify a list of no more than 7 questions that would serve to assist students in making informed decisions during course selection (Stage I; Fall 2018). These Stage I questions were pilot tested during Spring 2019. In Spring 2019 the task force received an expanded charge, to investigate the use of student course evaluation data for

consideration during promotion and tenure review (Stage II; Spring 2019). More specifically, the task force was charged to determine whether student course evaluation data are appropriate for P&T review and, if so, to identify additional questions for potential inclusion in the set of common standardized questions (set not to exceed 10 in total). All 10 questions (combined from stages I and II) were pilot tested with students in Fall 2019. Further, a survey to all faculty soliciting feedback about those 10 questions was conducted October 15-30, 2019. As necessary, the questions (Table 2) are refined versions based on the results of the student pilot studies and the faculty feedback survey. The student pilot studies included a total of 69 course sections across 9 colleges with 2,478 students enrolled, providing 714 student responses. The faculty survey included 931 respondents, from faculty of all tracks, ranks, and titles across 17 colleges and branch campus. (see results in Appendix I).

The committee paid particular attention to avoiding questions that would likely trigger well established biases associated with instructor identity (e.g. age, culture, race, gender identity, language of origin, or sexual orientation). Further, the committee consulted with Dr. Paul Hernandez, Associate Professor, College of Education and Human Development to identify how best to construct unique response scales appropriately for each question. Therefore, the responses are worded specifically and uniquely based on the focus of each question and in alignment with evidence-based practices related to course evaluation item construction. Thus, the list of ten suggested questions provided above (Table 2), and the specific series of responses for each, represent a concerted effort to reflect best practice and represent a resulting consensus based on multiple discussions, both targeted and general, among a large number of faculty representatives with course evaluation expertise across a wide variety of degrees and disciplines.

In an attempt to raise awareness about both the process and progress from the task force, and to keep stakeholders updated, there have been multiple presentations and/or reports:

- Student Course Evaluation Task Force Progress Report I (December 18, 2018)
- Provost Academic Leadership Team (December 2018)
- Council of Deans (February 6, 2019)
- Academic Affairs Committee, TAMU Faculty Senate (February 18, 2019)
- AEFIS Course Evaluation Workshop (March 27, 2019)
- Executive Committee, TAMU Faculty Senate (April 15, 2019)
- Faculty participants Transformational Teaching and Learning Conference (May 2, 2019)
- Conversation Café, Office of the Dean of Faculties (May 3, 2019)
- Department Head Steering Committee (May 7, 2019)
- Student Course Evaluation Task Force Progress Report II (July 19, 2019)
- Faculty Senate (October 14, 2019)
- Survey to all Faculty (October 15-30, 2019)
- Academic Affairs Committee, TAMU Faculty Senate, preview survey results (Appendix I) (November 4, 2019)
- Faculty Briefing: Student Course Evaluation Task Force Recommendations (April 29, 2020)

- a) For **Stage I (Fall 2018)** the committee was initially charged to identify up to 7 questions that would serve to assist students in making informed decisions during course selection. The committee as a whole met five times across the 2018 fall semester. In addition, five (5) subcommittees explored existing literature and best practices among peer institutions related to student course evaluations (1-19). Specifically, these 3 to 4 member subcommittees explored the literature and standards of practice for a specific theme (detailed below), and then worked together to identify three appropriate questions, to be considered by the committee as a whole for

the final list of seven or fewer items. Selected citations for references used by the subcommittees are included at the conclusion of this report.

- **Course assessment practices** – The degree to which assessments/assignments constructively evaluate and communicate the quality of student performance.
- **Course design** – The degree to which content delivery aligns with the course objectives and expectations.
- **Course impact** – The degree to which the perspectives, practices, and principles explored are transformative and foster student learning.
- **Inclusion practices** – The degree to which the course and/or instructor explores and/or respects diverse perspectives and experiences.
- **Instructional practices** – The degree to which the instructor exhibits effective and student-oriented approaches.

Following the work of the respective subcommittees, the entire committee reconvened to discuss and prioritize each question, identify wording concerns, consider relevancy to every course offered at Texas A&M, and eliminate any redundancies across the items under consideration. The first six questions in Table 2 are from stage I deliberations; there were originally seven questions, however, one exhibited unreliable results based the Spring 2019 pilot and thus was eliminated.

- b) For **Stage II (Spring 2019)** the task force examined both the efficacy of, and best practices for using student course evaluation data during faculty evaluation, promotion, and tenure review (20-33). Further, the task force sought to formulate a recommendation best supported by the evidence-based literature and/or analyses of the efficacy of student course evaluation data in faculty evaluation, promotion, and tenure review recently conducted by other peer or aspiring institutions.
- i) **Whether or not to include student course evaluation data in faculty evaluation, promotion, and tenure review:** There is certainly debate about whether or not student course evaluation data should be considered during faculty evaluation, promotion, and tenure review. However, given both the long history of their use at Texas A&M, and the fact that all approaches to measuring teaching effectiveness have inherent flaws and biases, the committee found compelling the arguments for the use of a holistic review inclusive of the student course evaluation data placed in context with other evidence (e.g. classroom observation, analysis of student learning outcomes, instructor self-reflection). Thus, the committee recommends adoption of the 10 items (Table 2).
- ii) **Evidence-based approach to identify student course evaluation questions suggested for use in faculty evaluation, promotion, and tenure review:** Once the committee reached the consensus opinion to recommend use of student course evaluation data during promotion and tenure review (**section 3.b.i above**), 3 to 4 member subcommittees examined the literature and best practices for various themes (listed below) associated with questions to evaluate instructor effectiveness in student course evaluations.
- **Instructor skills:** The extent to which specific skills of the instructor merit a given rating (e.g. communication skills; organization; flexibility, etc).
 - **Student-centered Instruction:** The extent to which the teaching methods shift the focus of instruction from the teacher to the student. Student-centered instruction puts students' interests first, acknowledging student voice as central to the learning experience (e.g. identification of starting competency; student driven topic and/or project selection; scaffolding provided to support students at different stages).
 - **Instructor enhanced student learning:** The extent to which the approach or methods used by an instructor contributed to learning (e.g. instructor provided context makes learning more

relevant to the student; scaffolding, facilitating self-directed learning; using humor or references to current events or popular culture to hold students' attention).

- **Student accountability for their own learning** - The extent to which the student engaged in behaviors that promote learning success (e.g. preparation for class; attendance; engaging with materials or other students as intended).

These subcommittees suggested questions within each theme and then the committee as a whole narrowed down the selection to the four questions, see Stage II in Table 2. The first question suggested in the Stage II group was added because we reasoned that student evaluation data ought to be more discerning when students begin by evaluating their own level of engagement and preparation in the course. This also allows the instructor to gauge the relationship between student responsibility and satisfaction with instructional effectiveness. Further, for these reasons, the committee recommends this question serve as the first question in student course evaluations.

iii) Recommendations for best use of student course evaluation data during faculty evaluation, promotion, and tenure review:

- Student course evaluation data must be placed in context with other measures of teaching effectiveness (e.g. classroom observations, review of course materials including syllabi, exams, assignments, slides; instructor self-reflection; student performance in subsequent courses or on standardized assessments, examples of feedback)
- Results from course evaluations should not be averaged across questions, rather each item ought to be compared separately to ensure a holistic review of the data.
- Scores/results from items should not be used in isolation;
- Averages by item should be compared to appropriate comparison courses (e.g., same level, size, etc).
- Since single or very few values can impact a mean, especially in smaller courses, it is important to consider using the median as the measure for the item, and evaluators should also consider using frequencies (e.g. percentage of responses for each answer across the scale) to ensure they fully explore the data.
- Those interpreting the data should be mindful that averages at the “positive” end of the scale are still positive regardless of how they compare to dept/comparable course means.
- The student course evaluation data used for instructor evaluation should be available to the instructor. Further the instructor should be allowed to provide comments and context to the data during the review process.

iv) Recommended Practices and Procedures for University-wide Student Course Evaluations:

The committee evaluated and provided recommendations about several foreseeable and/or currently recurring questions associated with implementation of university wide student course evaluations processes (Appendix II).

Table 2. Final recommended common student course evaluation questions. Wording and answer scales refined by the committee based on student and faculty survey feedback. Additionally, each item now includes an opportunity to provide written comments.

STAGE I Questions
<p>Based on what the instructor(s) communicated and the information provided in the course syllabus, I understood what was expected of me.</p> <ul style="list-style-type: none"> • No, I did not understand what was expected of me • I partially understood what was expected of me • Yes, I understood what was expected of me <p>Comments:</p>
<p>This course helped me learn concepts or skills as stated in course objectives/outcomes.</p> <ul style="list-style-type: none"> • This course did not help me learn the concepts or skills • This course only slightly helped me learn the concepts or skills • This course moderately helped me learn the concepts or skills • This course definitely helped me learn the concepts or skills <p>Comments:</p>
<p>In this course I engaged in critical thinking and/or problem solving.</p> <ul style="list-style-type: none"> • Never • Seldom • Often • Frequently <p>Comments:</p>
<p>Please rate the organization of this course.</p> <ul style="list-style-type: none"> • Not at all organized • Slightly organized • Moderately organized • Very well organized <p>Comments:</p>
<p>In this course, I learned to critically evaluate diverse ideas and perspectives.</p> <ul style="list-style-type: none"> • Not Applicable • Strongly agree • Agree • Neither agree nor disagree • Disagree • Strongly disagree <p>Comments:</p>
<p>Feedback in this course helped me learn. <i>Please note, feedback can be either informal (e.g., in class discussion, chat boards, think-pair-share, office hour discussions, help sessions) or formal (e.g., written or clinical assessment, review of exams, peer review, clicker questions).</i></p> <ul style="list-style-type: none"> • No feedback was provided • Feedback provided was not at all helpful • Feedback provided was only slightly helpful • Feedback provided was moderately helpful • Feedback provided was very helpful • Feedback provided was extremely helpful <p>Comments:</p>
STAGE II Questions
<p>Begin this course evaluation by reflecting on your own level of engagement and participation in the course. What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?</p> <ul style="list-style-type: none"> • <50% • 50-70% • 71-90% • >90% <p>Comments:</p>
<p>The instructor fostered an effective learning environment.</p> <ul style="list-style-type: none"> • Strongly agree • Agree • Neither agree nor disagree • Disagree • Strongly disagree <p>Comments:</p>
<p>The instructor's teaching methods contributed to my learning.</p> <ul style="list-style-type: none"> • Did not contribute • Contributed a little • Contributed a lot <p>Comments:</p>
<p>The instructor encouraged students to take responsibility for their own learning.</p> <ul style="list-style-type: none"> • Did not encourage • Sometimes encouraged • Frequently encouraged <p>Comments:</p>

4) References:

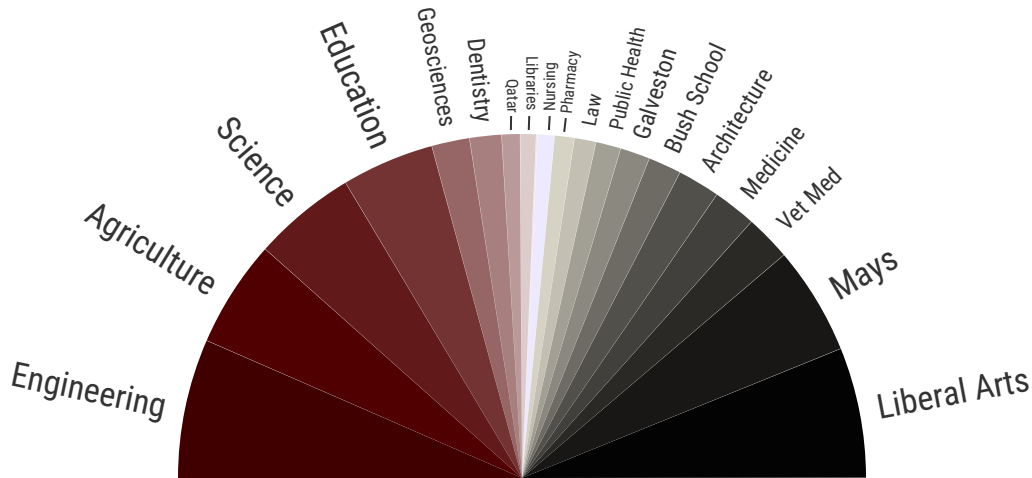
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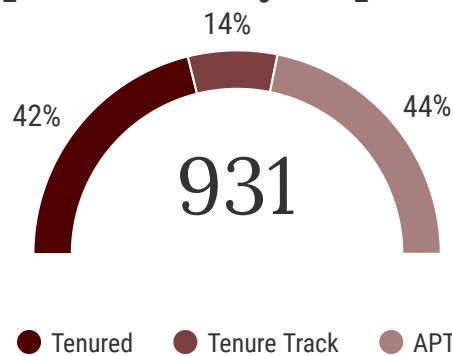
Appendix I: Infographic of the results of a survey conducted with all faculty during October 15-30, 2019. Feedback for each question sorted and provided. Final pages are raw output for the final open-ended feedback question. All these comments were used to refine the final list of recommended items.

2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

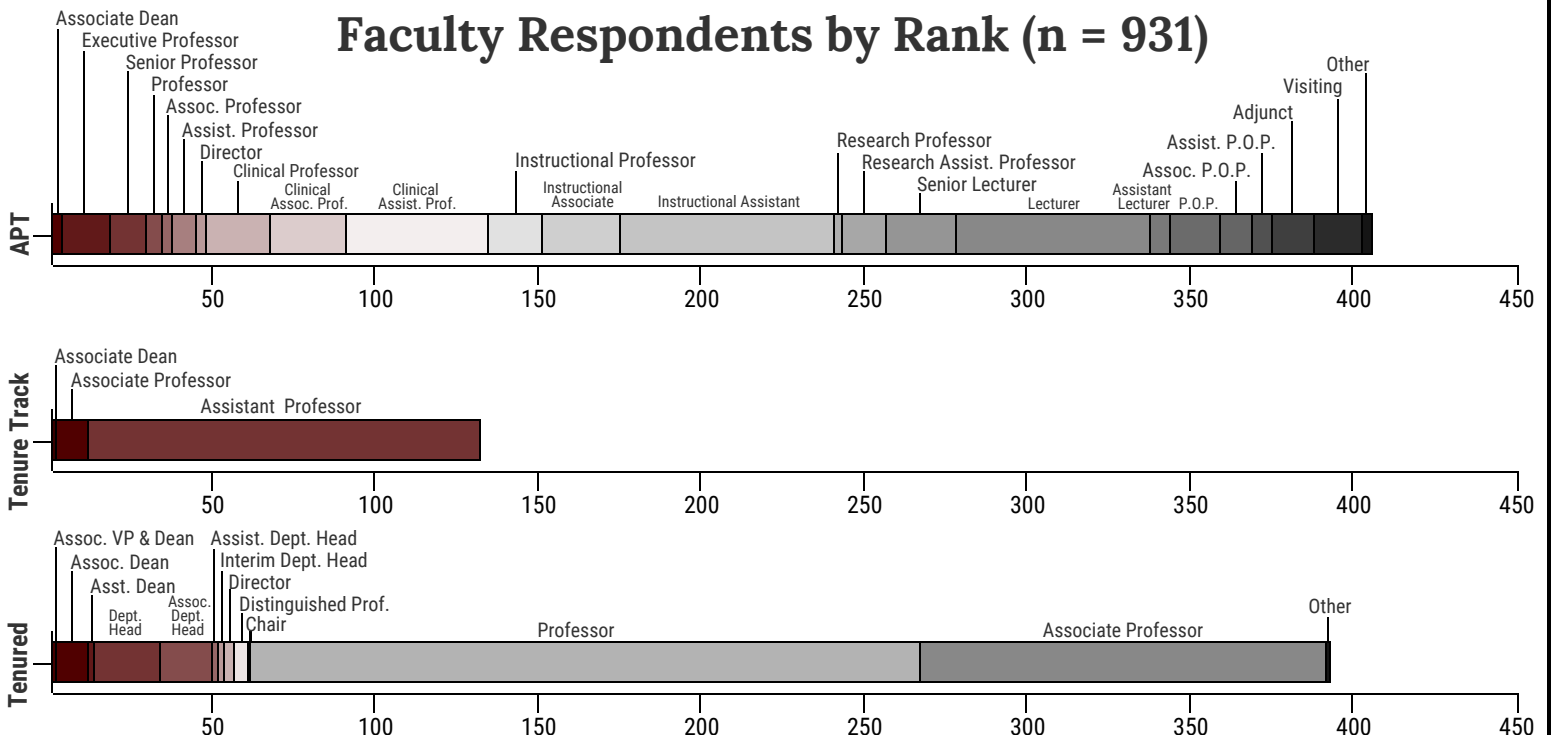
**Respondents by
College
(n= 931 Respondents)**



Respondents by Population

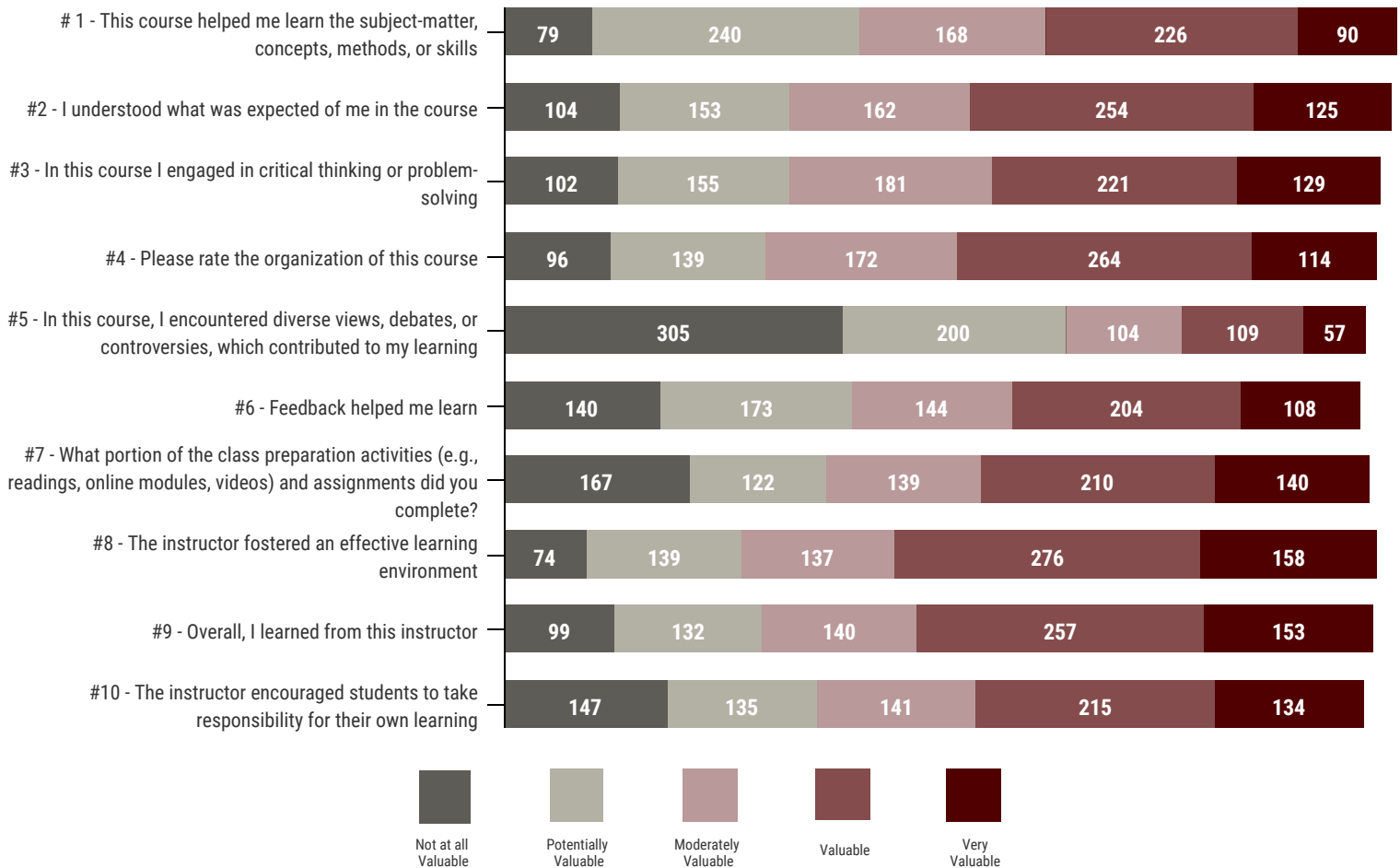


Faculty Respondents by Rank (n = 931)

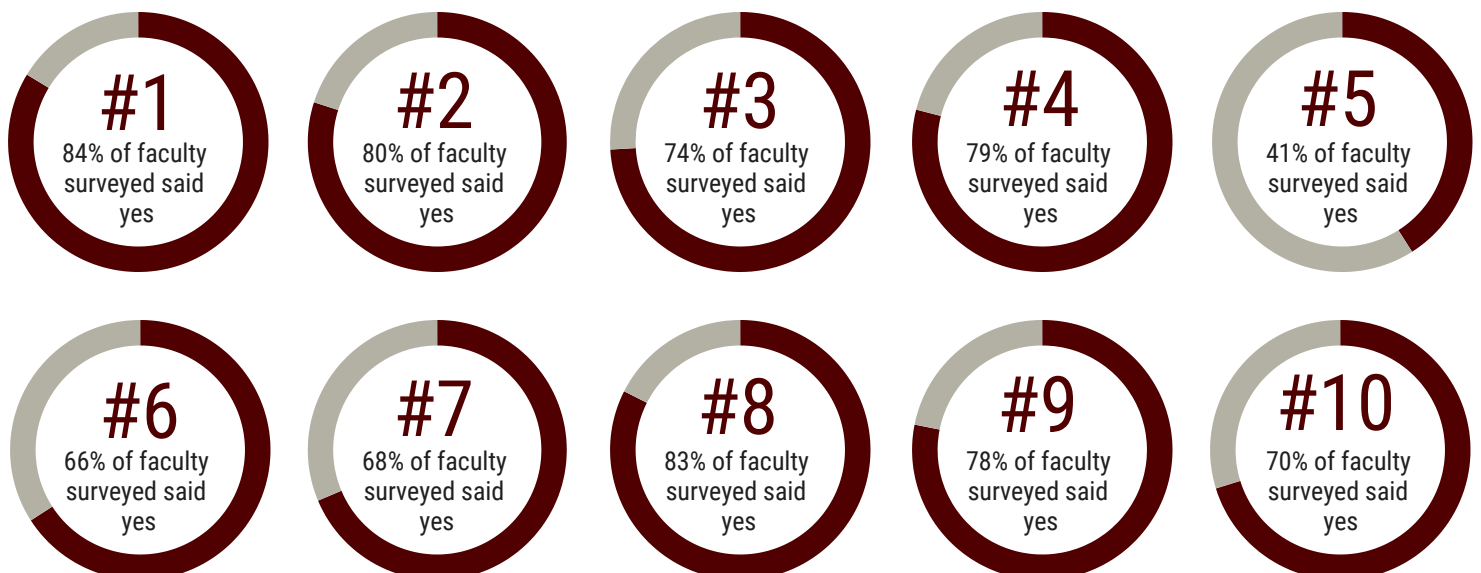


2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

How valuable would the responses to the following questions be for planning the next time you teach the course? (n = 812)

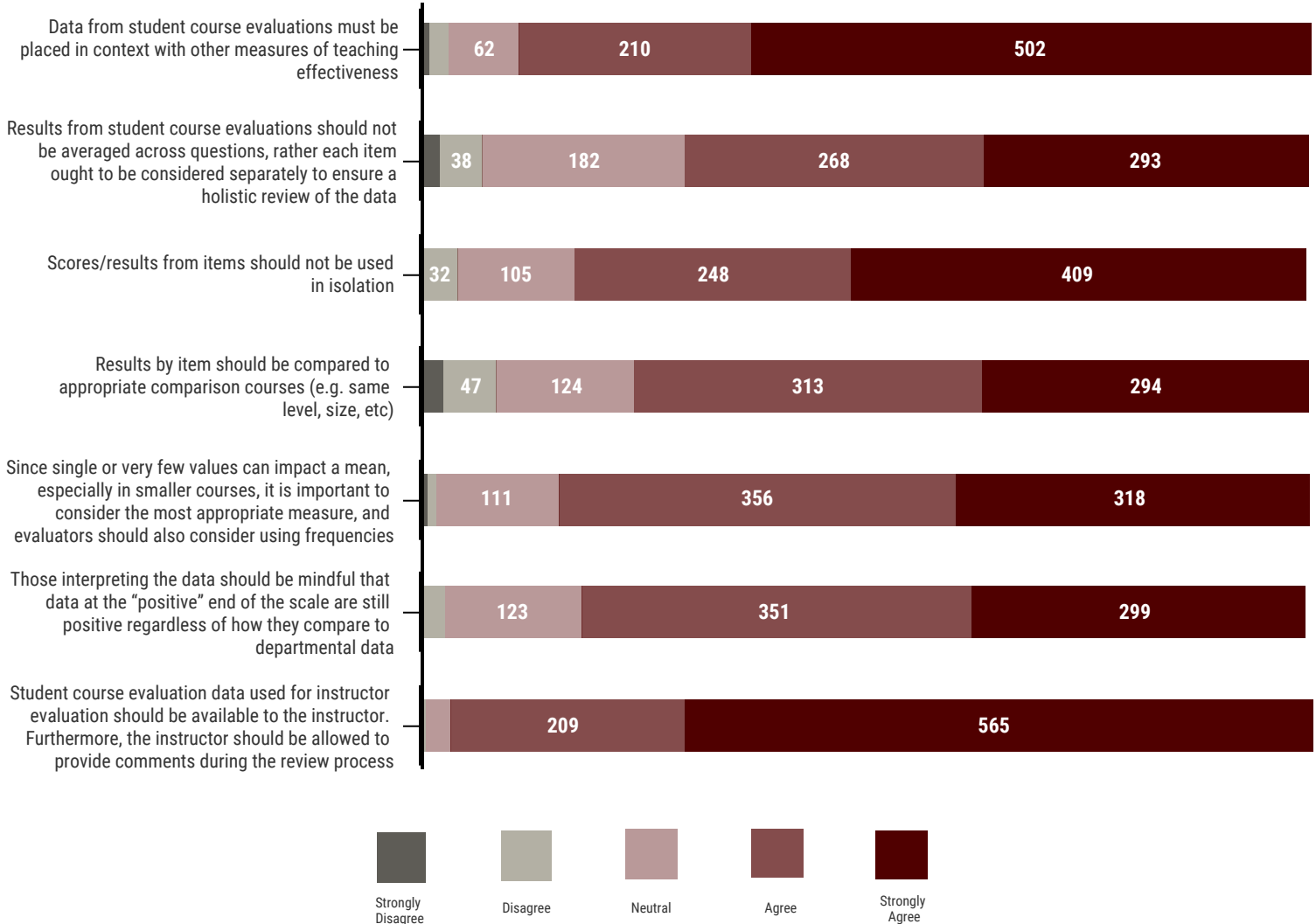


Should this question be included among the 10 standard items to appear on every student course evaluation across the university?



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

These are recommendations for use of student course evaluation data in faculty evaluation processes. Please indicate the extent to which you agree or disagree with each of the recommendations below:



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 1 - This course helped me learn the subject-matter, concepts, methods, or skills

It might be useful to ask students to volunteer topics they felt were particularly valuable, or not.

I think it is important to ask students questions that make them think about their own role in the education process. I would ask this questions in two ways:

- 1) This lectures and graded course components helped me learn the subject-matter, concepts, methods, or skills.
- 2) The assigned reading and other course components that were not graded helped me learn the subject-matter, concepts, methods, or skills.

"...subject-matter, concepts, methods, or skills" is a pretty big catch-all that might be better separated into distinct questions in order to better determine course strengths and weaknesses.

What would the students define as the "subject-matter, concepts, methods, or skills" that needs to be defined. I suggest "This course helped me learn the subject-matter, concepts, methods, or skills AS STATED IN THE LEARNING OBJECTIVES"

Ask student to provide an example of what they learned.

I like the question because usually questions on these forms are about the teacher or the course. Since the main goal of education is learning, it seems obvious that an evaluation of the course includes evidence of learning. This is a 'perceived learning' question, which I see as a quick and easy way to get some information about learning, although certainly not all. But other methods of measuring learning are also flawed. These would include standardized tests, which are not taken by all students and are also known to be biased by race, class, and gender. So I would welcome this addition. I would also pay attention to the scores the students gave me on this question. I would like them to learn during the semester and also be aware of what they've learned.

I feel like we need to clarify what subject matter they are learning-are we asking them to evaluate this based on learning objectives in the syllabus or what they want/need to know of the subject.

Perhaps, more helpful would be how well the course concepts matched the course competencies and learning objectives and outcomes.

This question would be generally valuable, but it would be difficult to design specific course changes in response to this feedback unless there is also an open-ended question attached so that students can describe **why** and **how** the class was either helpful or unhelpful in teaching the subject matter.

An option to explain their response would be helpful but I guess this information will likely be asked with other questions. If a course is deemed extremely helpful or helpful, then the professor has an idea that what s/he is doing is working; however anything below that doesn't help guide the planning without further input of what was/was not helpful.

This question gives a good high-level view of the overall effectiveness of the course, so it would be good to have. However, it is only "potentially valuable" because if does not directly provide any feedback on what drove or limited the "helpful" rating, which would require an additional text feedback block (which unfortunately is something that survey takers rarely take the time to fill out). I would suggest adding the additional text feedback block anyway.

The way the question is written blends assessment of the instructor and the student's self-motivation. A better question from a student's perspective is "The course was designed to help me learn its subject-matter, concepts, methods, and skills." (from strong agree to strong disagree)

An open-ended question that allows for a response like: What about this course has been most beneficial to your learning?

If the student does not follow up with a comment, this is not valuable at all. If the course was not helpful, then there should be feedback so that the course can be improved. Likewise, if the course is extremely helpful, then it would benefit me to know what specifically works.

This question needs to be more specific with language, such as lectures, materials, learning activities, etc. helped me meet course outcomes.

I hope the faculty get behind this initiative. In some courses, teaching evaluations have become a popularity contest, and little regard is currently given to rigor and academic content in some of the courses.

A question like this, focused on outcome (not just process, which most others are) should absolutely be included.

if there is a way to make it discipline specific, that would help

I think it should be three questions:

- 1) This course helped me learn the subject-matter
- 2) This course helped me learn the concepts
- 3) This course helped me learn the methods or skills

Emphasis on LEARNING rather than pleasing aspects is good!



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 1 - This course helped me learn the subject-matter, concepts, methods, or skills

perhaps "learn or practice"? Depending on the course materials, the course may not be about gaining new knowledge/learning the material, but practicing/perfecting/improving the skill.

Depends on whether the students can add comments on what was or was not helpful.

If most students pick extremely helpful or helpful then this is a fine question. What does someone do in response to many saying not helpful? You could redesign the course totally but that is not a guarantee. There needs to be a way to signal WHY did it not help you or what was not helpful. Too vague otherwise.

students may be concerned with what the deliverables are, unless this verbiage is used in the syllabus

The choices are one positive (extremely helpful), one neutral (helpful) and three choices that are negative (moderately helpful, somewhat helpful, not at all helpful). I suggest the following choices that are two positive, one neutral and two negative, i.e., Most helpful, more helpful, helpful, less helpful, not helpful.

Also, the question does not provide a basis for assigning positive or negative responses. For example, question could be "How helpful was this course in learning the subject-matter, concepts, methods, or skills relative to what I would learn on my own," or "How helpful was this course in learning the subject-matter, concepts, methods, or skills relative to other courses I have taken."

I can tell how much a student learned directly and empirically through my learning assessments--tests, quizzes, and other activities.

This item is requiring a metacognitive approach to learning and also is an expert level of requested input. Furthermore, we should define the level of learning, perhaps using the modified version of Bloom's Cognitive Outcomes.

These types of questions are most helpful when the responses are positive, but when they are negative they are so general that it is difficult to know how to improve a class.

If I can add items that list specific learning outcomes, ie rather than just "subject-matter" I can ask something more specific additionally, then this would be definitely the most valuable item. As it is, this is very very good

the "helped me" dilutes the value of this question. a more important question would be "I learned something valuable in this course" some students blame the prof if the prof wasn't "helpful" enough for them to get the concepts without much effort on their own.

I would add at the end "...outlined in the syllabus for this course." Students don't always know what they were supposed to learn, so referencing them back to the syllabus seems prudent.

I would prefer that the wording place some responsibility for learning on the students, such as--this course provided me tools, experiences, and opportunities to help me learn the subject matter...

To learn ideas and concepts are more the purpose of introductory courses while intermediate and advanced courses are more likely focused on methods and skills to apply and analyze ... not certain the question will adequately differentiate the choices to the student

Developing one's intellect hurts, and when one is in the moment of that experience one may not realize the benefit may come years later. I consider this to be the most important aspect of education, not filling the tank with gas to be used and gone by tomorrow! Hence the question is 'not helpful.'

This doesn't tell us if they learned the material... but it does tell us if they THINK the class helped them learn the materials, which can be important too

Education is mostly a credence good and students are not able to properly evaluate how the course helped them learn the subject matter.

Perhaps we could add the word "related" in front of concepts, methods or skills.

The question is about the course and not about the instructor.
Each course has a purpose and should help to learn concepts, methods, skills.

This question is both abstract and asking multiple questions at once. Therefore, there will be a lot of noise in the responses. Better questions to assess this same construct would be more specific (e.g., I am now able to apply skills I acquired in this course) and separate subject matter, concepts, methods and skills (these are different constructs at need to be assessed separately).

Evaluation responses that are direct can help teaching faculty determine how to improve their subject material

It would be better to ask if they gained the competency to use the knowledge, rather than "helped me to learn" knowledge.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 1 - This course helped me learn the subject-matter, concepts, methods, or skills

Every instructor should be teaching so the student learns the subject-matter, concepts, methods and skills. However, students are likely to answer this question based on whether they made an A and not on whether they actually learned something. Many students learn a lot even though they don't make an A. So, even if students answered this question with something less than the highest rating I would discount their response.

I would add : "This course helped me learn the subject-matter, concepts, methods, or skills stated in the syllabus or course outline"

Instead of "helped me learn" try "was helpful for learning" or "is helpful for students to learn." As an instructor of large-enrollment, core requirement courses, this looks like another opportunity for students to express that they're only taking the course because they had little-to-no choice. These students consider themselves unteachable on this topic because of their dearth of interest. In the current evaluations, the question "Would you take another course from this professor" gets misused in this way, with frequent explanations that they would never consider taking another course in this area (regardless of the instructor or the instructor's skill), because it lies outside their major and areas of interest. I know that's not what you're asking, but we all know students experience this situation, and we can understand their desire to squeeze in a complaint, when given a prompt that comes in sufficient proximity to it. The language I suggest above will avoid this phenomenon and garner more on-target answers; better data.

Grammatically incorrect structure, but I think it is generally understood.

Question need to say "the course material covered by the instructor" as there are team-taught courses, and this needs to be applicable to all undergraduate, graduate, and professional courses

Is it possible that students would interpret this question to be whether or not the subject matter was helpful, rather than the course? I agree with what I think is the reason for this question, which is to get the student's global assessment of the course.

Will student get a chance to write a response?

I know the answer to this is "yes." I know the profession, I know the objectives, I know the material. I know I am delivering what the students need. But if they don't realize that by the end of the course, i need to know it so I can explain the connections differently next time.

Without written comments, it is only an indicator. My main concern about it is that my past experience is that students are good about evaluating course logistics, but not very good about whether learning outcomes are being achieved. I would say it is only valuable if the question is prefaced by the learning outcomes for the course that is being evaluated. A generic question as written will have a large dispersion if only because students will have different ideas. The question should also be rewritten to talk about achieving learning outcomes.

There may be ambiguity in whether this question evaluated the course or the instructor

Will this question include comment section where students can elaborate? That would be particularly useful in case of moderately helpful and lower answers.

Unless they specify WHAT exactly helped them learn, it is not that helpful for planning -- you just know course is working but not what to keep or what to improve on.

I would add a question asking what about the course help or didn't help.

For a professional school, the development of methods and skills is very much at the heart of what many of our courses strive to accomplish

I think this is a great question, And really I have to look at all of them. But I would suggest you change update and improve all the questions you want. If you don't spend time teaching students how to critique others in a meaningful manner it won't matter too much how great the questions are.

This is THE question that should appear, but never has.

Defining if the course is helpful only partially gets to how a professor can improve his/her material. We need to dig deeper or ask a follow up what about the course was helpful or not.

Yes, unlike some of the 10 standard questions, this one is worded clearly and relates directly to something a student would know about their experience.

I like the focus on student learning, not on student happiness.

For graduate level courses with prerequisites, it's important for students to have foundational knowledge. If they are lacking in that training, they may answer this question in the negative (which would not accurately reflect the importance of the course). Further, negative responses to this question may mask systemic deficiencies in upper level courses.

Evidence from numerous studies shows that student self-perception of learning is consistently incongruous of what they actually learned and is fraught with implicit bias against instructors that come from many different groups.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 1 - This course helped me learn the subject-matter, concepts, methods, or skills

Question is too vague

This assumes the student is familiar with the goals and objectives of the course so hopefully they have that in mind when rating.

I think the question needs to be more specific, this is very broad. Will it be modified to match the objective(s) of the course?

This question assumes that the survey taker has acquired accurate and useful meta learning skills, and ability to honestly self-evaluate their knowledge against the student learning outcomes... That's a lot of assumption.

You're asking too many questions in this one single item.

Some aspects of the four areas will be more relevant to some courses than others. For example, I am not sure how students in beginner's Spanish would answer the 'learn the methods' portion. They don't learn methods at all in that class. Maybe that term is the odd one out, since it only applies to the types of courses where methods are taught. That's not all courses.

The real problem with this question is that the students don't know the answer to it.....yet. They will only know when the attempt to use the knowledge in a future course or job and find out if the course covered all the required material, if it accurately covered the material, if they in fact retained what was covered.

The response would need to be accompanied by text comments in order to provide me with useful feedback for course revisions.

Vague, multi variable questions are useless.

Without comments to understand the student choice, I don't find it valuable.

There is no need for standard, required by the university, do-it-all, cookie cutter questions. Courses are so different that even the most general questions may be out of place for some courses. I believe that this is futile effort that does not add any value to the student course evaluation process. The decisions of what questions should be asked need to be prerogative of the departments. Even within one department, courses at different levels may require different questions (service courses, courses for undergraduate majors, graduate level courses, etc.). It would be best to stop the effort to centralize this as soon as possible.

Not likely to be valuable as it is too broad. How can an instructor take action without more information as to what about the course was not "helpful"?

It's too general and too vague to be interpreted. If students say the course was not helpful, what can I change to improve the course? Is the "unhelpful" tied to my teaching methods and material assigned, or because the student views the subject-matter "unhelpful", irrelevant or unimportant to their field of study? I regularly teach a required, core curriculum course that very few, if any, students would take if it weren't required. I can see many students in this course marking "unhelpful", but how can I determine whether that response reflects what I do or the subject matter? This question could potentially be useful in upper-division courses that students take because they are interested in the subject.

It is too vague

Question formulated wrong way and depends on bias of students. Question constructed the way like good or bad students can evaluate equally.

Subject-matter is still too broad a term for the students. Highly recommend rewording the question to address the Student Learning Outcomes that are required on all course syllabi and are much more concrete in nature. There is also no ambiguity regarding the scope of the learning outcomes, while there is a lot of interpretation in the term "subject matter" or even the concepts and skills that should or might be included in a course.

Students often do not have the perspective to understand why certain courses are required. In those cases, they will not rank a course as useful even if they can reflect upon it in 10 years and say it helped them.

In addition, survey questions should always have an NA option.

Better to let them refer to the objectives as given in the course syllabus

Students typically dislike mandatory courses because they are often harder than elective courses. So I expect to see poor student evaluations but this does not mean that the courses are not valuable. Therefore the question should be revised in a way that this point is included.

It is so general that I am not sure exactly what parts of the course were found useful or what concept skills etc were learned. I would use learning objectives, but I doubt students keep a copy of the syllabus on hand to remind them of expectations.

This would encourage faculty to dumb down their courses. Students always whine when we get to the more quantitative part of the course and this would give them license to say the course did not properly help them to learn the concepts and method.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 1 - This course helped me learn the subject-matter, concepts, methods, or skills

Students are not always aware of what they needed to learn nor completely cognizant of their contribution to their learning. What information are we actually trying to obtain from this question?

It asks student to certify that the course does the bare minimum. More specific questions would be more valuable.

It's too subjective. Some students learn exceptionally well and fast and other slowly or not at all to the same material and method of teaching.

The item needs to reference the course objectives which state what the student is expected to learn

I do not think students are in a position to know the answer to that.

Useful to also have comments here -- not a useful question unless there is some sense of what needs to be changed

It is asking students whether they've learned something from the course in an extremely vague way. They don't know the subject matter (thus taking a course) and don't know to what extent they don't know it. It is also really hard to evaluate your own gains in knowledge--a new concept you got from the class might feel like you've known it your whole life, or conversely, might make a student feel anxious, without any connection to actual acquired skills and concepts. If they say "No" that isn't something I can alter: they know less about my field than me, do not know what I taught them vs. what I didn't teach them, and my field remains the same. If they say "yes" then they've enjoyed the course. Neither response is very useful.

The question is too general and mixes too many of the learning objectives. It also requires a student to equate the value of conceptual knowledge, methodological understanding and skill acquisition as equal in the subject-matter as equivalent. If a course is particularly valuable for one of those three types of learning objectives, then ask a more specific question.

It is so broad there is no way to know what to fix if their answers are not helpful.

Students don't know what they didn't learn, and the "helpfulness" doesn't actually tell us anything

Not sure the student is capable of knowing the answer to this question. Perhaps after they graduate?

This question assumes that all students really wanted to learn and retain the subject-matter, as opposed to just doing what was necessary to attain the desired grade. It also assumes they will answer honestly.

Often students don't see the value of information they are learning in a course until further into the curriculum, so although I think the question is an important one it probably wouldn't change the content I teach unless students gave constructive comments on how things could be improved or changed.

It is only helpful if there are specific statements about what helped and what did not help. Otherwise it is of little value.

This question is phrased exceedingly broadly

none of the items should be standardized or required for all departments. every department should select the questions that matter most for their own educational goals.

Without context for the answer, it would be difficult to use this question for improving the course.

This question is too broad to be useful, since it covers 4 different aspects of the course w/out discriminating. Also - it is ungrammatical as it stands.

The question is OK. I don't like the standardization effort.

The question is just too general. It would be better to identify what aspects of the course (presentations, lectures, activities, assignments etc.) were particularly helpful in helping them learn subject-matter, concepts, methods or skills.

This question is directed toward the course itself, and not its specific methods. As written, I don't think the information provided would be valuable. The phrase "helped me learn" seems open to significant interpretation and not very objective.

The value of the answer would need to compensate for a student's assumptions/expectations which are hard to measure.

People do not know what they do not know.... so I don't know if this is a valuable question. Maybe qualitative feedback might help here e.g. "what did you learn in this class?"



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 1 - This course helped me learn the subject-matter, concepts, methods, or skills

Of limited value to me as feedback. Not diagnostic or actionable. What about the course could be more helpful? If a student puts "not at all helpful" it seems to imply they either have a failing grade in the class or somehow knew the material before taking the class? Or maybe it means they believe they self-taught the material despite the horrible instruction? I don't believe the question is harmful to include, but I also do not believe it is helpful to me as feedback.

This is not a helpful question. The primary issue is that subject-matter, concepts, methods, and skills are conflated in the question-- concepts or subject-matter are quite different than methods or skills. Students will not be able to differentiate whether they learned one of these (conceptual knowledge vs. applied skills) more than another, and the answers will not provide granular-enough feedback for instructors to update their courses.

For service courses, students are sometimes not interested in learning the material at all. At other times, the students have expectations of the course that are contrary to the course structure, and it would be difficult to differentiate those cases. As an example, I am teaching a theoretical course this semester that says it's theoretical everywhere in the syllabus and course catalog. However, some students are apparently required to take the course for their major without realizing it's theoretical, and then a possible complain is that they haven't learned anything applied (which was not a focus of the course).

I am opposed to common questions required for all courses. There are wide differences in course structure and learning objectives across departments. Each department should set its own questions. Ok to have oversight of questions at college level.

students are not really qualified to answer this question

I do not think the question is worded very well.

The question is too general. I wouldn't know what to change.

This question seems to be missing something. Should it have "related to the learning outcomes of the course?" Or, something along these lines?

It's awfully vague and open ended. Students will answer but it's hard to see that anything of value will be extracted from the answers.

Instructors that lecture courses that do not require challenging thinking and demonstrating acquired knowledge are not going to receive favorable evaluations from the students, whereas laboratory or problem based courses are likely to get the highest grades. Since Tenure and Promotion committees will just use the single points number from each course's student evaluation, including this question will favor lecturers of washed-down classes rather than the teachers of the most challenging classes on campus.

with no specifics, it provides little help for changing the course.

When it comes to core curriculum classes that are not necessarily "relevant" (according to the students) to their career goals, many of them tend to not pay attention and/or put the appropriate time and commitment to the course. When this happens and they receive lower grades, they blame instructors no matter how many times we explain the subject and expectations.

Students are not subject matter experts. It is not clear whether they really can assess whether they have mastered the material or not. It is extremely easy for novices to overestimate their understanding of a subject. I think that assessment of whether someone has learned a subject should be left to the instructors. This can be done by assessing quizzes, homework, exam, in-class participation, etc.

Students may have difficulty answering accurately until after they have internships or other opportunities to put into practice the subject-matter, concepts, methods, or skills covered in the courses.

The responses will be valuable to develop the course if all students are from the same or very close majors. If the course is taken by many different majors, the expectation usually differs so response is not as helpful

In fact, I would regard this question as counter-productive. Given that the students are not experts in the subject, they are not qualified to know whether or not they have learned the subject matter effectively.

The students do not know what the needed subject matter is. Most times they have an idea of what they should learn in a certain class; however that is not always the right content that needs to be in that class. I understand that we can do a better job managing the expectations of students. I do not think that students need to comment on the the subject matter for the class.

Without feedback, you have no idea what they are referring to. This question needs to be more direct.

The only problem is that the question is not tied to the course outcomes. How does a student know if the course is helping him to learn the concepts, if he doesn't know the concepts to begin with? Perhaps the question could be stated that the course helped him to achieve the stated course level outcomes?



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 1 - This course helped me learn the subject-matter, concepts, methods, or skills

Students can have entirely different interpretations of what the "subject-matter, concepts, methods, or skills" are in any given course.

What about asking about whether the subject matter was relevant to marketable skills the student is hoping to achieve? We may think we have a fabulous course but it really means nothing.

I am interested to know how students view their learning at the end of the course, but whether the course was actually effective or not can be significantly different from a student's perspective, either less or more than they might think.

Concepts and Skills are very different. Double-barreled questions are always deeply flawed.

Question assumes was an active participant in the learning process.

It does not identify which aspect of the course helped the student learn. e.g. instructor, text book, lectures, etc.

Course syllabi or curriculum do not depend on outcome of this question. Better ask if prior courses (pre requisites) prepared student well to undertake the current one

The wording seems strange. The instructor could be helpful, but the course isn't capable of being helpful. Also, the main reason to take a course is to master the subject matter, so the action is on the part of the student, not the course. Maybe ask about the helpfulness of the course structure, materials and delivery in supplementing the student's ability to learn the course content instead?

The item is badly written. First of all, "subject matter" is an open compound that should not have a hyphen. Secondly, "or" should be "and", unless we are setting our standards so low that we do not care if the students learn concepts and the subject matter. I think the intent of the item is "This course helped me learn the material on the syllabus." I would prefer simply, "This course helped me learn."

I think there should be a follow-up to this question asking if the course is required or not. Some students taking required courses are doing so just to fulfill the requirement and their interest in the course will determine the answer they provide.

A student may not know the "helpful"ness aspect of the course immediately. They will only realize it after taking subsequent courses that use some of the skills from this course.

(1) Reference to the first question is not clear. Are students working from the ABET syllabus as the reference for "the subject-matter" etc. How are they supposed to know what is the subject matter / concepts etc. of the course, except by taking the course? As a general question this is OK, but operationally it is too vague to provide useful feedback. Also, wording needs to be improved,

For many courses, that course will be the only exposure to content, particularly in more advanced courses. If students do not engage with faculty members, or the faculty member is a weak teaching faculty member, students will likely be unable to separate teaching effectiveness from content (and possibly should not separate them). It may be that data will likely rather bimodal and may highly subject to influences other than content and its delivery.

It would be valuable if it were more specific. What subject-matter, concepts, methods, or skills? Too open ended of a question.

This question is not worded well. Helpful should be in the question stem if all response options include the specific phrase helpful.

What does it mean to say "this course helped me"? Are we evaluating the content of the course, the professor teaching the course, or the student being an active learner in the course?

I have a class rep that reports every week on this matter -- this is just noise

The students have a short-term view of the course usefulness. The class may not be immediately "helpful" but its value may become more evident in subsequent classes. Some classes are designed to provide a basic framework on which to build.

Best practices in item writing seem to uniformly suggest that each item represent a single concept. This item lists 4: subject-matter, concepts, etc. A student may rate a single one of these high and not the others, but that information is lost by lumping the 4 together.

For any yes/no questions like this, it would be really beneficial knowing additional circumstances. With this question, it would be great to know if the student read the text, showed up for lecture, and *tried*. Otherwise, students could fail and blame the teacher.

Students have different ideas about what a course should cover, regardless of how well instructors explain the outcomes. As such, students may not accurately be able to measure how well a course helped them learn. Maybe the question should be modified to say, "This course helped me learn the subject matter, concepts, methods, or skills designated in the course learning outcomes." The students would then be reminded that outcomes exist for each course.



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Question 1 - This course helped me learn the subject-matter, concepts, methods, or skills

The logic of the question seems a bit odd. The course is the subject matter, etc. The instructor and his/her pedagogies are the things that effect learning. So my question: is the question interested in the value of the course subject matter or in the quality of the instruction that conveys that material? Assuming that the goal of the question is to gauge my effectiveness as an instructor in conveying the course material, I would find the question very valuable, but I urge you to revise the question.

Not that helpful for team taught cast of thousands medical school courses

Student perception of learning content should not be equated with actual student learning

This puts all the onus on the instructor, it doesn't indicate if the student did the work required to do learn the material, the instructor can design a course, but if the student doesn't do the work we can't help them.

This question is inviting vindictive responses. If the answer is "not at all helpful" then it is most likely a reflection of the student's effort. A course could fail to help the student learn for many reasons (for example if the student doesn't regularly attend the course). But it will be interpreted as a failure of the instructor to prepare and convey relevant material.

It is too vague to be helpful in any meaningful way for course correction.

Seems too similar to the question: The instructor's presentations added to my understanding of the material. Would need to see what it will show us that this question will not.

The question is too broad. It will not give information about professional evaluation of faculty

The students are not able to self-assess how well they learned the subject matter. That is the point of grades.

Would need to establish correlation between what students actually learned and what they THINK they learned. Studies have shown that students who think they mastered the material perform less well than students who are less comfortable in their knowledge.

The students can answer this question only 10 years after graduation. Not at the time that they are taking the course.

Respectfully, as worded, the question implies that LEARNING is the responsibility of the faculty which it is not. Learning is an active process and while faculty should present information in a way that students can grasp the concepts, faculty cannot learn the subject matter for the students. I can explain it to you but I can't understand it for you I guess is my point. Also, the answer choices are confusing for me The course was extremely helpful to help me learn? Is that what the answer choices are for?

The students should be asked about specifics for the course, according to the best literature. This vague questions does not lend itself to useful formative or summative feedback because you do not know what the students are actually answering

Question as phrased makes the course responsible for the student learning the subject-matter, concepts, methods, or skills. It is difficult to teach students who won't come to class, or when they do, refuse to give their full attention. The students must take responsibility for learning.

does not tell us what is missing if scored negatively

This is a very broad question and seems unlikely to give the instructor meaningful feedback.

This is difficult for students to answer because they are novices when they come in and only a little more versed by the time they leave. Expertise can take years to build. And students often do not recognize what they have learned until later when they need to call upon that knowledge, skill, or ability.

This question assumes students know what they need, when most of them do not. Ultimately the definition of helpful is also questionable. Helpful for whom? The job market? Graduate School? Medical School? The problem is the disconnect between Academia and reality. What we might consider essential knowledge, students might find it not essential.

The question is very broad, to the extent that it would be difficult as an instructor to apply student feedback on this.

The question may be mis-interpreted: The student may expect different different subject-matter, concepts, methods, or skills. (I once taught a cryptocurrency course, and many students took it because they wanted to know about how to invest and speculate in cryptocurrencies.) The question would benefit from being more precise, for example by referring back to the syllabus: "subject-matter, concepts, methods, or skills as described in the syllabus..."

Too vague and presumes that students understand what is the "right" subject matter etc. they need to know.

It would be more helpful to require a follow up question to clarify what could be improved in the course if the student marks moderately helpful or below.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 1 - This course helped me learn the subject-matter, concepts, methods, or skills

I would like to know how did the course help the student learn?

Concern about student ability pre-course. If they are high achieving, they may say the course was moderately helpful. Conversely, a student may say moderately because the course actually was only moderately helpful. I'm also concerned student may not see the "or" in the statement. They may assume this question requires that the course was helpful in all areas.

The question is too vague. Whether or not students learn material, concepts, methods, or skills is different class-to-class. I teach all of these, so I wouldn't know how responding students felt about each concept. They might have learned a lot of content, but not skills, or they may feel they learned a lot of methods, but no broader concepts. So I wouldn't get any meaningful feedback from this.

I believe there is too much emphasis on student evaluations. As an expert in my field, I try to share knowledge with students but not all are receptive to this and do not put in the work that is necessary to succeed in my courses.

Wording seems vague. Is it the course, the text, the faculty member, the activities? It is just so general that I don't think it's very helpful.

for many courses, students will not be able to assess whether the course helped them learn until significantly afterward

There needs to be a common understanding regarding what subject-matter, concepts, methods, or skills are important for future employment. Students **often** have misconceptions about this.

For the students, the "subject matter" can be either "what was on the syllabus", in which case the question is "did the course help you learn what the instructor taught you" or "what the student thought the course should be about", in which case we are probably dealing with unrealistic expectations.

The content and course assignments helped me learn the subject matters, concepts, methods, or skills.

The question is asking about three separate items in one question. It needs to be reworded to focus on one item.

The first question has four objectives: subject matter, concepts, methods and skills. This is a quadruple barreled question with serious validity and reliability issues.

Nothing should ever be mandated campus wide. There are always reasons why one department might legitimately not want it. I think this would be a great "suggested" question, though.

Incomplete sentence. Implies there is a singular purpose or learning objective to each course.

Most of the time, students are in no position to accurately assess the value of a course until years later when they are in their career. Student evaluations are, more often than not, a function of faculty personality.

It's a very broad question.

The "or" is somewhat problematic - what if it helped me learn methods but not the subject matter?

It would be useful to have an explanation for why the student selected the option s/he chooses.

This question may quantify to what degree the course met the course outcomes, but will not help to identify what deficiencies or successes were included in the course teaching approach.

As for all questions, it will depend on the course. Some courses are mandatory and students might feel like they did not get anything from the course. This could happen for capstone courses or even entry level courses.

i feel like this question is very subjective to the instructor that is teaching it. You can have the same exact course, with the same exact syllabus and learning outcomes, but have a completely different result because of the instructor. To me, a student's feedback about a course has to do with the person teaching it.

I feel even if a student learned the material very well, they would still answer the question based on "Was I happy in the course?", or "Did I have fun?". These student evaluations never evaluate what a student learned. It boils down to if they liked the professor or not. It's a popularity contest and a wasteful evaluation tool. Adding this question won't really do any good.

Students often do not have awareness of what they have (or have not) learned until put into a real-life context (i.e., a job) that requires use of the knowledge. Only at the point do students have the maturity and impetus to understand if they absorbed course content, skills, etc. This particularly the case when the course is comprised of dominantly non-majors who are merely "surviving" the material.

This seems extremely broad since it covers so many things - subject matter, concepts, methods or skills! How would you know which of those to focus on for a reiteration of the course if the student said "moderately helpful" for instance?

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Question 1 - This course helped me learn the subject-matter, concepts, methods, or skills

I'm not sure what the difference is between moderately helpful and helpful. Could this just be a 4 point scale?

Why are the answer choices variations of "helpful"?

This is a vague question and is very subjective. Ideally, should we use questions that are less subjective?

Why is helpful a part of the answer to this question? It seems as though it is a disconnect between concepts.

The answer doesn't match the statement. It's asking for agreement, so responses should be strongly agree to strongly disagree. If you want to keep these responses, it needs to ask a question: How helpful was this course in learning subject matter, concepts, methods, or skills? Also, subject matter shouldn't be hyphenated.

There are so many things in this item. But, it is asking about student learning.

The answers dont match the question asked. The question should be rephrased as "How helpful was this course in learning..." Or some such rephrasing

Questions is poorly worded. Suggest addition: ... concept, methods, or skills related to this course.

I wouldn't know how to change my class based on this question. I would like more specificity.

The question should be rephrased to be more specific

The best responses for this question are listed first. For other questions, the best response is issued last. Students who really like (or really dislike) the course are likely to answer A (or E) to every question, which could lead to odd conclusions.

The question on subject-matter should separate concepts and methods from skills, because some subject-matter classes are more focused on the theoretical framework, versus other courses that are more on the practical implications and applications.

The subject-matter, concepts, methods, or skills for the course? program? degree?

substitute effective rather than helpful

This questions is 4 in 1. It's not clear how this answers would help me to improve my course

This is an agree/disagree question as phrased. Consider rephrasing as "How helpful was this course in helping you learn" etc.

It would be better to use the 1-5 scale to which students are accustomed and which has historically been used to evaluate faculty teaching effectiveness. One potential problem with this question is that students who didn't like having to take the course could give a low score without explanation. Without an expiation of a low score, the instructor has no idea how he/she can improve the course to make it more helpful.

Is "subject-matter" really hyphenated? It is not an adjective.

Item should not have and "or" as it's confusing and is a double-barreled question. What if the student learned concepts but not methods or skills? Simply stating "The course helped me learn the subject matter" would be better

I find numerical answers to be very problematic, especially as the innumerate place too much emphasis on them, and will even do dubious opertations such as averaging what is at best ordinal data.

Requesting feedback on what aspects/components of the course were most effective and what was least effective would provide specific feedback. I always ask students to provide this specific feedback. General rating is not very helpful.

It is to specific. It provides a general conclusion but what codes one do with the answer?

Use of the definite article "the" suggests that there is a definitive set of "subject-matter, concepts, methods, or skills." Without some qualification defining that content, this item is too open to misinterpretation/students defining for themselves what the subject-matter, concepts, etc. were for them /to them. Perhaps he statement could be tightened by adding to the end "identified in the course syllabus" (or something similar to define content).

I am confused by classifying the answers as helpful. I would have expected to agree or disagree. If it was worded "How helpful was this class in learning the subject matter, ..." then it would make more sense.

I don't think students will understand this question.

I prefer anchors for the question response to range from strongly disagree to strongly agree.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 1 - This course helped me learn the subject-matter, concepts, methods, or skills

Since the "average" score is what is considered in evaluating faculty teaching, are these the best potential answers?
The options should be put in reverse order to that above to be consistent with the following questions.

The sentence and the responses do not seem to align. Perhaps the responses could be changed to: Strongly Agree, Agree, etc.

With respect to planning for the next semester, it doesn't give me much feedback if they say "somewhat helpful". However, if they say "helpful", then I at least know I'm on the right track.

I'd like to see "Not at all helpful replaced by simply "not helpful."

Negative response would need detailed response algorithm to improve course material presentation etc

Your measurement item is combining 4 different concepts into one question. If I get below an "Extremely helpful", all I know is that one of the four might be not so good, but not how to make that knowledge actionable, since I can't figure out exactly what is going on with my teaching.

unclear what about the course is being evaluated so it might be difficult for me to know what about the course is helpful or not helpful to learning

I'm not sure the responses quite match the question. This could cause some noise in the data.

This is a rather vague question. How does want evaluate helpfulness? How does the student honestly evaluate if they have mastered the subject matter and concepts?

Could be problems with verb tense matching of the way that statement is worded and the way the options are worded.

"subject-matter" is confusing. At first reading, I thought it meant "the subject, i.e., matter, concepts, methods, or skills"

"Extremely" is too strong. Should be "Very"

"the subject-matter,..." -- which subject matter? Would be better to say "of this course" at the end.

I'm having a hard time understanding this question. How can a course help someone learn the subject matter? A course does not have volition or agency. The people involved in learning include the instructor and the student, directly, and then indirectly there are other students (study network), course materials, technology, etc.

Two comments:

1) The item does not indicate the curriculum or instruction agent that was the source of the "helpfulness." Was it the teacher? Assigned learning experiences? Class meetings? Assignments? The overall selection of topics addressed by the class? In the absence of greater specificity, users of the data will be unable to attribute responses to causes.

2) The question stem is not compatible with the response format. If "helpfulness" is the concept being measured, a more appropriate stem would be, "How helpful was the [object, e.g., instructor] in helping me achieve the learning outcomes of this class."

Subject matter does not have a hyphen.

There are a lot of potential ambiguity in the 4 positive choices. Maybe 2-3 would be better.

It's hard to tell if the responses to this question are a curriculum issue or a teaching issue.

In likert scales usually we use agreement statements, or there is a question that is answered by the options. I'll suggest askig:

I consider that the level that this course helped me learn the subject-matter, concepts, methods or skills is:

Extremely helpful

Helpful

Moderately helpful

Somewhat helpful

Not at all helpful

Should read as "and/or" rather than "or" Also, consider framing this in terms of student's perceived confidence - how confident do they feel in their knowledge?

As I read the scale "helpful" should be the third item in the Likert scale and moderately the second item.

The statement (question) is either missing a word or has an extra word (dangling modifier), so it does not read well as currently written.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 1 - This course helped me learn the subject-matter, concepts, methods, or skills

narrow "methods and skills" -- is that our primary mission in EVERY class?

Extremely is an "extreme" anchor and may somewhat sensor the top end of the scale. Using "very" would be better.

"subject matter"

I'm not sure "subject-matter" should be hyphenated.

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Question 2 - I understood what was expected of me in the course

maybe add "based on the syllabus and instructions from the instructor"

The seems to be vague for me. Is this "faculty expectations of students are well understood"? or "student expectations of faculty performance are well understood"?

Sometimes helps to refine a syllabus, but only if the student writes something specific on the topic.

follow up text prompts re: what was unclear...what would be helpful to make expectations better understood

This is difficult and may be misleading. This doesn't distinguish between the instructors providing expectations and students making the effort to understand.

Again, an opportunity for students to list specific issues could be helpful.

I like this question because it asks students to think about their own role in the education process in conjunction with the instructors.

Again, where is this defined? "I understood what was expected of me in the course AS SPECIFIED IN THE SYLLABUS"

Ask student to provide an example of what they learned.

I think the survey should focused on learning. I'm not sure these expectations are related to learning. Learning can be increased when the students have open options for the pursuing knowledge. This implies that students are given detailed instructions about exactly what they need to do. I'm not sure that optimizes learning. Students getting good grades will probably score instructors high on this question, and it will be a popular course characteristic among students.

However, I would modify the question as:

I understood expectations regarding various aspects of the course: (e.g. course structure, engagement with peers, time required of me to read assigned readings, and listen to videos, instructor's style of teaching, my weekly time commitment, and requirements to work in interprofessional teams).

Expectations extremely well understood" seems like too much. "Well understood should suffice.

Needs context, if student did not understand expectations, which ones? why?

Better to have the objectives given in the syllabus, and asked this question to each objective

Ask instead: What about the clarity of assignments instructions and grading helped you learn?

I may give an example of how this is communicated through the syllabus, faculty expectations, first day orientation, etc.

The reason I'm not interested in having this question on the evaluation is that students who are unprepared for an upper level math course still think they can take it and do well. When they do take the course and do poorly, they will simply complain about not understanding the requirements for the course were.

Hard to make improvements if students don't ask for clarification all throughout course delivery.

This is OK - i think clear expectations should be set.

There should be a follow up if the answer was not were understood or better, for the student to list what expectations were not made clear.

Useful, but focuses on just one aspect of instruction, and is less comprehensive than others.

More useful might be "The following would have made the expectations of this course clearer for me "

"The question needs to be re-written

1. Verbiage is needed to differentiate and delineate STANDARD vs NON-STANDARD types of "Expectations".

2. A more appropriate question would be one asking whether or not the EXPECTATIONS WERE DEFINED (IN DISTRIBUTED OR ACCESSIBLE DOCUMENTS, E.G., SYLLABUS ... COURSE DESCRIPTION) at the beginning of the course (possibly with similarly available updates during semester). If the information was distributed, but the student did not "digest" the contents, that is not the course or course instructor's fault. "

The question should be more precise, for example: I understood what was expected of me in terms of tests and assignments in the course.

It helps instructors determine if they are communicating expectations effectively.

Question is fine but not among my top

Better than averaging ordinal data would be to present the histogram of the student responses.

This question is about clearly stating the course learning outcomes and expected outcomes for each major activity in the course. The question could be worded to provide more specific feedback.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 2 - I understood what was expected of me in the course

Basic clarity of communication is verified. Instructor is responsible for ensuring that assignments are clear, related to the topics, provide clear learning objectives. All of these are included, appropriately, in the 'expectations' that a student has.

This question is well grounded in what all students in course would have experienced at syllabus, and throughout course.

It is only helpful if there are specific examples of what expectations were understood and what expectations were not. Otherwise it is of little value.

The problem for students is not whether or not they "understand" expectations, they understand them. The issue is whether or not expectations are reasonable for under-/grad level, consistent and consistently applied to all learners. A more valuable question related to expectations would be directed toward better identifying the gaps between a student's expectations and the course expectations. For instance: Previous required coursework or academic training adequately prepared me for this course: Strongly Agree...+++...Strongly Disagree

Depends on further feedback about why the student had the expectations of the course--from the syllabus? what the instructor communicated? Or from hearing about the course from their friends or someone unconnected with the course (advisor, etc).

I think this should be included, but with modifications. As a faculty member, we cannot always control what is "understood" by a learner. So, I think this phrasing is sub-optimal. It should be re-phrased to be more concrete, and not so open to perceptions or understanding. Perhaps a modification like "the expectations of the course were made clear through the course syllabus and/or interactions with course faculty". Because, I can react to an answer to this question. As phrased above, I wouldn't know what to improve on.

The effectiveness of this question may improve if the question can be stated as: "I understood what was expected of me in the course as stated in the syllabus and the course was conducted in line with the syllabus."

Should this be worded as something like "Expectations of me in the course were clear?" Sometimes, "I don't understand" could be used as disagreeing.

Potentially valuable in revising a syllabus.

It is the responsibility of the student to know the expectations as delineated by the instructor. Perhaps it should be rephrased: The instructor of this course provided me with expected learning outcomes. Understanding resides within the learner not the instructor.

Would be nice to allow for comments to this item, because if the students had misunderstandings, it may be very difficult to guess what they were just based on the answer to this question.

A clarification is needed in terms of asking if the syllabus clearly stated the expectations. Students may not hear the expectations if they assume the expectations are stated verbally.

A sort of a syllabus check question. Maybe useful for the first few times a professor teaches or the course is taught.

This question would be more helpful if it asked whether the instructor clearly communicated course expectations to the students. There are many potential obstacles to a student's understanding that may have nothing to do with what the instructor has communicated or how the instructor has communicated. As written, however, this question does not appear to differentiate between items that are not within the instructor's control and those that are not.

Again, the wording is problematic. If the student didn't read the expectations, then he wouldn't know them. I suggest changing this to: the course outcomes and expectations were clearly stated in the syllabus and the instructor adhered to them.

I think the question should be rephrased to make sure that the student read the syllabus and paid attention to the guidelines provided by the instructor during the first day of class. the answer to this question depends on how the students are performing during the semester.

Unlike the first question, this one is well posed and a student should be able to answer.

Is this an evaluation of the student and his/her understanding? If so, wouldn't this be an evaluation of the student and not the course/professor? Should the question be phrased: "Did the professor clearly communicate the expectations of students in the course?"

What if a student says that they understood the expectations after visiting with the professor around mid-semester. Therefore, it was somewhat late for them to attain mastery. It will be great to add:

I understood what was expected of me in the course from day one/ on the first day of class/ during the orientation session.

There are multiple dimensions of this that could be useful to break out: understood grading criteria for the course, understood grading criteria on assignments, understood attendance and other in class policies.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 2 - I understood what was expected of me in the course

I think "expected" could be defined better. Do expectations refer to activities (homework, readings, quizzes, projects, exams) or learning outcomes?

I like that this questions asks the student to think about their perception of expectations.

This question is phrased such that the student might not have understood, even though it was clear in the syllabus and in class. A better phrasing might be "Expectations in the course were clear."

It makes students responsible for doing the work and activities to learn the subject. I like it.

This item is also poorly worded. Consider the following: How well did you understand your instructor's expectations regarding assignments?
I had no understanding of the instructor's expectations at all-----I understood the instructor's expectations perfectly

Again, i know the information is available. If they are not getting it, then I need to know so I can present it differently.

Seems identical to the question: The course requirements were clear.

This question will not give information about professional evaluation of faculty. However, could help faculty to get feedback on how explained expectations are interpreted by students

Clear expectations are necessary for all courses. But I recommend a REVISION of the item to read "Expectations for the course were clearly articulated" and the responses amended appropriately.

This is useful so long as too much weight is not assigned to it. This measures student comfort, but some courses will be necessarily less structured than others, and some instructors for pedagogical reasons will not choose to say, "This is exactly what you need to do to get an A in the course, guaranteed."

While I think the question of expectations is needed, I do not think the way the question is worded is appropriate. But if the question was reworded, then I would want it included in the standard set. Expected by whom? Themselves? Their instructor? Their family? Their future employers? I would alter the question to be more specific relating to the expectations the instructor had for the course.

Again, respectfully I am providing my feedback. I like the question. There are too many answer choices however. Understood is a subjective thing. How can we really measure the difference between somewhat understood, moderately understood and understood? What's the difference between extremely well understood or understood? Either I understand the expectations or I don't. Isn't that what we need to know?

Could give insights about the course management skills of the instructor

I love knowing if my students think the course is "fair," and I think this would help me understand whether or not my expectations were clear - which is a central component in fairness.

Likewise, I would add a question explaining why it was understood or not. Multiple choice question give partial feedback to the faculty, but do not help the faculty evaluate what they are missing.

By itself, this question does not provide much useful information. If it is re-worded (e.g. at the beginning of the semester), and combined with a question on the extent to which expectations were met, it could be valuable.

I think this is more complicated than just did students know what was expected of them- did they listen to and/or read the expectations is something that factors into this and is, to a certain extent, out of the control of the faculty member. The faculty member may have discussed the expectations for the class/assignment and had them available in the syllabus/assignment guidelines, but if a student isn't paying attention or doesn't come to class and doesn't ask questions for clarification, there's only so much the faculty member can do. It requires effort of both the faculty member and the student to convey and understand expectations, so I'm not sure if I agree with the wording of the question.

Very important question that students will be able to answer accurately.

As a course coordinator, I find this question very helpful. It helps me plan what to clarify on the syllabus and other course materials.

Might be better to ask about whether the expectations were clearly defined, since my understanding is dependent on me as well as the professor.

How do you measure understood. I would prefer, expectations for the class were shared in the syllabus.

This is something of a double-edged sword. Truly transformational courses are at a disadvantage because sometimes courses so totally surprise and enlighten students that they feel they couldn't possibly have understood the requirements prior to the course. This can be a good thing. Sometimes the process of discovery - wherein students don't know what the world is about - is more important than total transparency.

This question should be included to identify faculty who are not meeting syllabus guidelines, but for the great majority of faculty, the answer should be "understood" or "extremely well understood." Hence, this will do little to help me improve my teaching.

2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 2 - I understood what was expected of me in the course

As I understand it, the University requires that expectations are clearly set forth in the syllabus. So this is a useless question. It is not the professor's job to hammer home all expectations listed in the syllabus, in every class, in order to ensure that every student understands them.

Expectation always should be to learn the subject. What does this question meant at all? one is expected to do homework, learn the material and pass exams with excellent mark. always, for any course. If he or she is a student.

There could be better questions than this.

The students are not to assess whether or not they understand the expectations. It should become clear to them from the homework assignments and tests what is expected in the course.

I feel like students blame the professor for not understanding expectations when the responsibility lies with them. If a student is absent or tardy or not paying attention - they often miss important information or announcements. It might be helpful if this question was more specific in nature. Were expectations outlined in the course syllabi and reiterated during the course of the semester.

What can we do if we explain things multiple times, have it clearly designated on the syllabus, and they still don't think they understand because they a) weren't listening, or b) didn't read the syllabus?

Students who are not doing well in a course are likely to respond negatively. This item seems to be too highly correlated with students' grades in courses, which are available directly from the registrar.

Expectations for what? Student learning? Getting a grade?

Expectation will be different among students. Some are trying very seriously to learn, some are simply trying to get A, and others are trying to just pass to graduate. The expectation is set mostly by students not an instructor. This question should never be on the evaluation. Alternatively, the question can ask if the expectation to receive the grade that students aimed to receive was clear.

Whether a student understands the expectation of a class should be the responsibility of the student rather than an evaluation criteria for the instructor.

How would a student know the answer to this course. What time frame are we talking about, prior to taking the course, after reading the syllabus, after the first lecture, or at the end of the course????

What do we want to know here that will help the faculty improve the course. Should we ask if after reading the syllabus (yes they have to read it) and after the first lecture were all of the expectations for the course understood?

The implication is that somehow the faculty failed them.

This question encourages us to teach courses that the students themselves could competently teach and grade. Terrible.

There is no need for standard, required by the university, do-it-all, cooky cutter questions. Courses are so different that even the most general questions may be out of place for some courses. I believe that this is futile effort that does not add any value to the student course evaluation process. The decisions of what questions should be asked need to be prerogative of the departments. Even within one department, courses at different level may require different questions (service courses, courses for undergraduate majors, graduate level courses, etc.). It would be best to stop the effort to centralize this as soon as possible.

I would know that students are not bothering with the syllabus or the intro lecture and that I need to be more active to assure they understand requirements.

History over a long period has shown that what students think they expect going in is far different from reality in many cases. Only useful if the responses are very much in the same direction

The question does not address the professor's role in setting clear expectations--it only asks the students about how well they understood expectations. Lack of understanding could be due to their own limitations or refusal to read the syllabus or attend class. The question is therefore poorly worded.

This open ended approach allows the student to misrepresent the situation as to the explanation wasn't clear, or I didn't put in any effort to understand what was expected.

This question does not account for whether the student paid attention in class. If the student did not pay attention, they may rank the expectations as not being understood at all, when in reality, they were not paying attention. In addition, survey questions should always have an NA option.

This information is available on the required syllabus.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 2 - I understood what was expected of me in the course

I take this as the student having correctly read the syllabus for the course. It is of limited use.

This questions contains a time element which is unclear. I'd hope expectations could be established over time. A student may understand this question as asking about whether or not expectations were made clear in the syllabus, and it may be difficult to be specific about expectations until the material has been introduced.

Disgruntled students tend to respond that expectations were not clear even though it is explained in class (with rubrics), in the syllabus, and emphasized in class.

I specify and provide expectations in writing and verbally and some still claim they aren't told/don't understand.

This is concrete and actionable feedback.

It says a lot about the syllabus and the introductory session.

When asking whether the student did or understood something, the question is no longer really about the course or instructor's performance and opens the door for students who did not make the effort to then blame the instructor. Questions need to explicitly link the topic to the course/content/instruction, etc.

Do expectations mean how I should behave in class? Or do expectation mean this is how work would be graded? Do they mean what the assignments were and what was required? Or do they refer to what I needed to do in order to be successful? I can have a transparent criteria and a transparent grading scheme, but if a student can't figure out how to study for the test in order to make an A, is the expectation clear?

Again, if the expectations are clearly laid out in the syllabus, and many of the students answer no, then a negative impression of the instructor results; so the value of the question really should be evaluated with knowledge of the syllabus.

Again, item needs to be "tightened" with language defining/describing "what was expected of me" means/is, ie, assignments, evaluation methods, attendance, participation in class, learning outcomes).

What is this question attempting to assess? Is this a question about the assessments in the class, the preparation of the instructor, etc? We should minimize the number of questions students must respond to if we want any feedback at all. I don't think there is room for vague questions with questionable output.

I would like to confirm that this question does not address if the material was not presented in an understandable way. It seems to be from the perspective of the students, which can vary. What one student "understands", another may not

Vague with respect to whether this item is addressing learning, social, or behavior goals.

expectations were "understood" versus expectations were clear?

If rewritten the question is likely valuable but as written it is pretty much useless because of the following.

Is the question trying to evaluate whether the Instructor provided sufficient information about the expectations for the course or whether the student understood the expectations? Any answer to this question is difficult to interpret as to which of these two questions the student is answering. If the student replies that the expectations were not understood one has to wonder why. The question does not answer that, and thus it is not very helpful. Why in this set of answers the most negative answer is first and the last question the most positive answer is listed first.

none of the items should be standardized or required for all departments. every department should select the questions that matter most for their own educational goals.

The issue is not whether the student understood the expectations, but whether they were clearly communicated.

The question is OK. I don't like the standardization effort.

Even when stating clear expectations in syllabus and verbal explanations continuously, students might not clearly perceive them as such and constantly refer to their "confusion" (learning, understanding) with lack of clarity of instruction.

If there is a syllabus student do not have an excuse. They have written expectations on syllabi.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 2 - I understood what was expected of me in the course

We give students clear instructions all the time, such as when we provide syllabi. What I find is that students do not actually read anymore, and so they think they haven't been told what to do when in fact they have. I suggest a revision such as, "I was given instructions concerning the teacher's expectations in the form of syllabi, assignment instructions, etc."

I am opposed to common questions required for all courses. There are wide differences in course structure and learning objectives across departments. Each department should set its own questions. Ok to have oversight of questions at college level.

Specially undergraduate students, of all levels, I find that they do not really comprehend the written expectations from any given class when they read syllabi.

With no specifics, the question provides little help for planning changes to the course.

They always have access to syllabi and/or class policies but fail to use them.

not clear where the expectations come from; other students or actual syllabus

Assesses the Clarity of instruction (would be valuable), or the syllabus. . .

If the students does what the prof asks, ("learn these concepts"), he will satisfy the goals of the course. the prof has a goal (a list of expectations) in his head when he designs the course. The student may not even be able to grasp an expectation stated prior to sufficient knowledge to know what that expectation actually means.

The question is too vague or should not explicitly include grading. Most students interpret this question as "was grading as expected"

Again, this is mixing concepts. Expectations can come in many forms ... verbal, written rubrics, guidelines, and so forth. This question is not providing me with actionable information.

Again, some responsibility lies with the student--after reading the syllabus and all class assignments, I understood what was expected of me in the course

My expectation is that students learn deep concepts and ideas, they don't like that and it is difficult to self-measure. So the question has little utility, to me anyway.

Clear expectations are important, but since it is very non-specific, it would be hard for me to do anything meaningful with the information

Expectations for each course should be stron and not ambiguous

Expectations tend to be set at the beginning of the course, but are soon forgotten if not continually reinforced through the class.

This is one where a student who considers a teacher to be fantastic might not give the highest response.

Are you asking if they knew what to expect before the class (i.e, syllabus was descrtive), or as the class progressed (i.e., instructioins for homework or materail exams would cover) If I don't know this it may not tell me what to do differently.

Aside from the responses not matching the question, this question has the potential to create pressure on faculty to overspecify their course content. Sometimes, creating a bit of uncertainty can be a useful pedagogical tool. This question effectively takes that tool out of our hands.

This is problematic in ways similar to my previous response and in what I'm growing concerned is a critical disconnect between your methodology and student mindsets. I suspect I'll have a more clear prompt ot address that more directly soon, so here, I'll leave it at: "The instructor made it clear what was expected of me in the course."

Not as valuable as it could be for medical school team taught courses where each faculty member produces objectives for their lectures.

This a common one for students to pick as low, even though ALL expectations are provided in the syllabus

Expectations is a broad word, highly ambiguous, and instructors cannot make anything out of this question for course improvement.

We can set expectations, they can be outlined in the syllabus, but students may not pay any attention to the clear expectations. The onus is put on the instructor again, but nothing on the student to demonstrate that they read the syllabus or came to class or paid attention to eCampus.

I am torn because of course a student should understand expectations, but this question does not in anyway get at why expectations may not have been understood...is it because they missed class, is it because they did not read the syllabus, is it because they were sleeping? So much is not answered, but this will be used to assess whether the professor established expectations, which they may have.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 2 - I understood what was expected of me in the course

This question says more about the student than it does the instructor, particularly how much they were paying attention during assignments and if they read the syllabus.

An indicator. Need written comments to close the cycle.

Most syllabi lay out learning objectives and a grading scheme, and so every faculty member should receive "extremely well understood" responses. My objection here is that the students do not understand that for every hour they are in class, they should be spending 2 to 3 hours outside of class immersed in the subject. Students will mark down the faculty member because they failed to understand the time commitment they made upon enrollment.

I have no idea if they understood it, doing the work does not mean they understood it

I think we need to be careful on interpreting the responses to this question since some students expect the course material to be spoon fed to them, which can hurt their ability to think independently, go to the literature and obtain the information that they think they need and then produce a summary of this. I expect seniors to develop their thinking skills so that they can analyze a problem without all of the data. Many students are uncomfortable with this as indicated by questions like "what do you want me to do on this problem?"

This is a tricky balance for faculty. When we strictly lay out the expectations, formative assessment becomes much more difficult. Students want a rubric for everything, but that means almost every assessment becomes summative.

Expectations for performance and success should be made clear in the syllabus, up front.

This gets into subjects like "practice tests" and the like. Students will always say "expectations not at all understood" unless the practice tests are identical with the test as given.

The question seems a little vague. Depending on how students interpret and answer it, it may not end up being helpful

The issue is not really whether the students understood, it is whether it was laid out clearly and explained. It is up to the student to make sure they actually understand.

Not understanding the expectations could be due to many things including not attending class. This doesn't seem to evaluate the course/faculty member. Try:

The expectations for the course were communicated through the syllabus and/or during lecture and in assignment instructions.

Faculty are required to put the A&M mandated expectations on the syllabus. They are not give a choice on this. This question penalizes faculty if students can't understand A&M's mandated expectations. Why not penalize the people who developed these guidelines for A&M?

I find that students feel that if I do not show them exactly how to complete an assignment they claim that there were not sufficient directions provided. Part of the course work is for them to think critically and to find some answers for themselves using the information provided in the course.

We need to be careful in the direction of the likert scales or be aware how to grade them, generally this are ordinal variables, and this particular question is inverted in relation with the previous one. Which depending how it is presented can generate a bias in the subject that is answering. In this particular question, UNDERSTANDING depends on multiple variables that are intrinsic to the individual, perhaps asking about if the expectations were clear, declare, established could be a better fit.

The 15 credit-hour required payment seems to be stretching many students past their comfort zone in terms of work load. A number of the ones I have interacted with are having trouble remaining focused and organized. This makes it a challenge to ensure they understand the expectations, even when clearly explained by the faculty member.

The course outcomes were made clear at the beginning and throughout the semester

What was expected of me is too vague. Did the syllabus clearly state course expectations? It needs to be about the syllabus or the course and not the student.

I've previously dealt with this sort of question. Students understandably interpret it as if they should know precisely what they should do for a letter grade. This interferes in promoting critical thinking, deep understanding of content (as opposed to merely regurgitating information), and other important goals and objectives aligned with education (as opposed to mere training).

Expectations may be clearly stated on the syllabus, but with all of the additional required items on the syllabus, students often gloss over course expectations.

Nothing should ever be mandated campus wide. There are always reasons why one department might legitimately not want it. I think this would be a great "suggested" question, though.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 2 - I understood what was expected of me in the course

Not clear whether this is referring to the type of assignments the student is expected to complete, or the material the student is expected to learn. Very different interpretations.

Most of the time, students are in no position to accurately assess the value of a course until years later when they are in their career. Student evaluations are, more often than not, a function of faculty personality.

If I were a student, I wouldn't understand what this meant.

This question needs to be revised because in its current form, it encourages inaccurate evaluations of the course based on the students' subjective feelings about the course.

Claims of not understanding the question are common ploys to deflect attention away from lack of completing assigned readings. This question parallels that too closely.

A vague question that doesn't provide feedback to the instructor.

This is the sort of "mechanical" question a student can effectively answer. Students are capable of assessing if expectations were clear.

It does not make complete sense to include this question on certain graduate courses, where part of the challenge is figuring out what is important vs. what is extraneous.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 2 - I understood what was expected of me in the course

The item is not in question format.

This may be better suited as a binary response. Either the student understood expectations or did not understand expectations.

Would recommend a 4 points scale. Not sure the difference between moderately and understood.

this item is "reverse-coded" compared to the previous item. this is confusing for students. All responses should be coded in the same fashion (i.e. from lowest - first- to highest - last).

There are too many choices.

Match answer choices to statement (see feedback from first question)

It is a vague question

Too vague/unclear. More specificity is required to provide useful insights

the ranking should be in the same order (+ to -). this one is from - to +

Yes: this question has the ratings reversed with respect to the first one, which starts with 'good' and goes towards the 'bad' pole. This is potentially confusing. I'd keep the order (+ to -) in all questions.

The question wording is confusing. Not sure what it means.

Expectations is too broad of a term. More specificity is required, i.e. Were the requirements for excellence performance in this class understood?

It is odd that the order of answers is opposite to the previous question. Making sure that all answers are in the same order will reduce erroneous answers.

As worded, again WAY too vague. Expectations regarding mastery of the material? expectations regarding logistics (attendance or homework policy?)

The question is very generic, and therefore, not useful for evaluation

Order positive responses always at the beginning or always at the end of the response options

Again, the phrasing of the responses does not match the phrasing of the question. The prompt is an agree/disagree item. The responses better match a question.

Similar comment about scoring scale as before. Some students don't pay attention when expectations are clearly spelled out.

Possible ambiguity: Is it asking whether student understood in advance what the course would be like, or whether instructor gave clear guidance along the way? Also, I'd prefer the responses in first-person active voice.

To me this is too vague a question.

The wording of the answers aren't quite parallel and are somewhat awkward in passive voice.

poorly worded questions " expectation not at all understood" one has to read that several times to understand what the answer means, students will not take the time..... bad information

I prefer anchors for the question response to range from strongly disagree to strongly agree.

I do not think that you can really gauge understanding of expectations with such granularity. I would use only three scores. Well understood, moderately understood, not understood.

We need to be consistent with the strongest positive response being either the first or last listed. This item's response list is in reverse order from the last item. I am not sure that students could differentiate between somewhat and moderately. It also seems like there could be an additional level between understood and extremely well understood. Perhaps well understood.

Suggested revision:

not at all
somewhat
understood
well understood
extremely well understood



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 2 - I understood what was expected of me in the course

I'd replace "Expectations not at all understood" with simply "Expectations not understood."

Unclear what differentiates "somewhat" versus "moderately" -- suggesting removing one of these two choices

You should probably keep the "positive" responses at the top, rather than switching back and forth. The previous question had the most positive answer at the top.

The switch from active to passive could be confusing. What about "The course expectations were clear", and then responses: "Not at all clear", "Somewhat..", etc.

I don't like the word extremely.

Reword please. I understand the course grading rubric.

I worry that the difference between the scale points of moderately understood and understood are not clear.
Also unsure why this doesn't use a simple agreement scale (strongly agree to strongly disagree)

I suggest you keep the order of answers the same. For example, in the first question the positive responses were listed first and in this example the positive responses are listed last. This would help with those that don't read carefully to keep the answers in a similar order.

Again, not specific enough -- expectations for exams? labs? classroom?

Extremely is an "extreme" anchor and may somewhat skew the top end of the scale. Using "very" would be better.

previous question was ordered best to worst. this is opposite. please order responses similarly for all questions.

this is an evaluation of the student, not the course. should be reworded.

to prevent confusion by survey takers, would recommend that all scales go from low (negative/neutral) to high (positive) - same direction



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 3 - In this course I engaged in critical thinking or problem-solving

This question is overly vague. "Critical thinking" is a phrase that faculty and administrators use, but students do not.

I would shorten this item to something like, "This course encouraged me to think critically" (not at all/very much so; 5-pt scale). Some classes (especially introductory ones) may be less about solving problems, and more about understanding and critiquing concepts.

Would be valuable if everyone has the same definition of critical thinking skills.

Similar feedback as the first item. In addition, I'm not certain critical thinking and problem solving are equivalent options. One can think of many types of problems that require only surface level responses. Students could be engaged in many surface level problems without engaging in deeper levels of critical thinking. What's more problematic is that this item doesn't link to actionable data that could be useful in revising a course based on the specific of the course. Maybe requiring a drop-down box so that students can provide specific aspects of their experience in class that were missed opportunities for critical thinking / problem solving would improve the prompt.

This is important question, value of which will be extremely high, if students will know well what critical thinking is. Unfortunately at least on freshman level it is often not the case, so their judgment need to be taken with cautions. But, this question need to be asked! At very least they may ask them self if it was the case, and it is already a lot!

In addition to my prior comments on the value of student evaluations, I also think this question is problematic for a few reasons. What does "critical thinking" or "problem-solving" mean? Without a common understanding about these terms, then I think students' responses could be uninformed.

By the nature of the course I teach, this is included. I am not sure students can always tell when they are critically thinking, so I am not sure they can accurately gauge a frequency of occurrence.

Will there be a definition of critical thinking...not sure students will "get it"

More helpful is stated "The course design/presentation encouraged my engagement in critical thinking and problem solving." or add follow up questions to solicit this feedback

Assumes the students know what "critical thinking" is.

"Critical thinking or problem solving was necessary for my success in this course."

There should not be critical thinking OR problem-solving. They are not alternatives, but connected. Thus, replace OR with AND.

Before students engage in critical thinking or problem solving - we typically spend some time teaching the basics. Frequent problem solving activities may not be possible when teaching basic courses. I believe chairs and Deans need to be cognizant of that.

How is this the professor's fault? You can lead a horse to water, etc. Now saying "did this professor require us (or attempt to require us) to think critically and problem solve" seems a more descriptive way of getting at this.

Critical thinking is term that I find most students do not understand. I am glad that problem solving was added, may need a few more synonyms or examples.

This question assumes that all students in every course understand what is being asked by "critical thinking". I do not believe that assumption is correct. The question is a valuable question but should be restated using language that unequivocally demonstrates that critical thinking was used. For example: "In this course I engaged in problem-solving or critical thinking processes (observation, analysis, inference and prediction/judgement) of course content."

I wonder if it should be "...I was offered the opportunity to engage in critical thinking and problem solving."

Problem solving skills are important and this question is valid

The only issue I see here is students often don't know what critical thinking means :(

As framed, the question makes no reference to how the course encouraged critical thinking.

First, it conflates critical thinking with problem-solving. Some courses, including mine, require students to engage in both cognitive functions. Others only one or the other.

Second, it implies that there is an alternative to critical thinking/problem-solving that is less desirable. I believe this is correct, especially for graduate-level coursework, but there other forms of higher learning of equal value -- pure research, application of advanced methods, understanding of particularly complex phenomena, among perhaps others.

So, again, its value would be if students were willing to provide comments to illuminate their reasoning.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 3 - In this course I engaged in critical thinking or problem-solving

Critical thinking and problem solving are essential skills in the 21st Century. I would phrase the question as below for clarity and applications to other courses: In this course I engaged in critical thinking or problem-solving (e.g. reflection writing, working with real-world scenarios, analyzing data).

I think this question would be much more valuable if it wasn't focusing on the quantity or frequency of critical-thinking assignments, but rather the extent to which the course (as a whole) helped students learn how to think critically. If the question were adjusted in this fashion, I would find it to be a very valuable element of feedback.

Were I writing the question it would be something along the lines of: "This course, by virtue of subject matter and class assignments, helped me improve/engage my ability to think critically... 1) Not at all, 2) Marginally, 3) Somewhat, 4) Substantially, 5) Exceptionally."

Or it could even just be something like: "Rate, on a scale of 1-5 (1 being the lowest and 5 the highest), whether this course taught you to think critically about the world around you."

This assumes the student knows what critical think involves - it wil not be a definitive question by any means

Again, the question does not ask about the role of the professor. The question should be explicit in asking about the professor's role in trying to get the students to engage in critical thinking. Whether the students did is not the issue--did the professor attempt to teach critical thinking skills and encourage the students to apply them?

The wording "I engaged" could lead students to respond based on whether they chose to engage with the critical thinking a faculty member asked of them, rather than whether the professor provided assignments and activities that students needed to utilize critical thinking. There is a difference.

This is again a potentially valuable question, but only if students add comments to go along with their answers. Otherwise, if there is a problem, it will be unclear how to correct it without student feedback.

Do you need to define critical thinking?

a better question would be: In this course I was challenged to think critically or solve difficult problems

Does a student (or for that matter faculty) know what "critical thinking" is? As opposed to what - uncritical thinking? Stupid thinking? To me, this is more jargon than a clearly defined term.

Having an "or" is confusing. Revise question to say "In this course, I engaged in critical thinking."

It is a vague question, but I could use it to estimate if more critical thinking assignments are needed.

I like specific feedback. What in this course caused me to engage in critical thinking and problem solving?

Knowledge acquisition only takes place when the learner practices applying the information to a particular question or challenge. A faculty member needs to know whether their problem-solving approaches and assignments are effective.

This is a good question, but students must understand what critical thinking is and value it. Upper class students will likely engage with this question accurately, but I fear lower class students (like freshman) do not understand what critical thinking entails and/or most likely do not have the skills coming in to begin to understand the importance of critical thinking and how to do it.

When asking whether the student did or understood something, the question is no longer really about the course or instructor's performance and opens the door for students who did not make the effort to then blame the instructor. Questions need to explicitly link the topic to the course/content/instruction, etc.

It would be more informative if one asked whether the course offered the opportunity to engage in critical thinking...

It would be useful to know if the critical thinking was occurring in class or as part of the assignments.

The problem with this question is that students not always know (or can recognize) critical thinking or problem-solving skills. More helpful would be to list a variety of skills after the question and ask students to select all that applied. From an evaluation perspective, scoring for teaching evaluations could be based (by ranges) in the number of options selected by students.

I prefer anchors for the question response to range from strongly disagree to strongly agree.

In my discipline, Physics, every student who is taking a course seriously will answer "Frequently." As such, this is not a question that would serve to evaluate the course and/or instructor, but rather would only serve as an indirect commentary on the student him/herself. Admittedly, that could be useful to put other responses from that same student in context. But there are more direct ways to achieve that goal.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 3 - In this course I engaged in critical thinking or problem-solving

May need to define or provide a standard definition as part of this question.

I think the wording of this is suboptimal, but I like the intent. I cannot necessarily control whether or not a student "engages" in critical thinking. That is up to them. I can prompt them to engage and critically appraise information through my materials. So, I would suggest a revision that speaks to how the course asked the student or prompted them to engage in these activities, and not just a comment about how frequently this occurred. Again, it is all about how I, as a faculty member construct activities in the course to promote this.

This question is more direct, and in many cases reflect the projected attitude of a student to the level of critical thinking of the class.

A student could decide on the degree of engagement, either for lack of interest or based on rational choice, not all of which that instructors could or should influence. I think replacing "I" with "we" could make the questions a more accurate and fair assessment.

What's the difference between "often" and "frequently"?

In my experience most students do not know what critical thinking is.... many believe it to be being 'critical' as in giving criticism. And many students shy away from confrontation.

Some courses are not about problem-solving. Furthermore, you'd have to define critical thinking for that term to mean anything.

Not sure this leads to feedback about a particular offering of a course or the subject matter of the course itself.

This is a pretty subjective thing to ask and students might not really know what constitutes "critical thinking". If offered the chance to reword this, I think it would make more sense to say something like "this course offered me opportunities to engage in critical thinking and problem solving". Whether or not students actually do critically think about the subject is entirely up to them and not under the control of the instructor

Definitions and examples of critical thinking or problem solving should be given as part of the question. Otherwise, I am not sure folks would recognize the class activities that specifically targeted these elements.

Students have different interpretations of "critical thinking" or "problem-solving."

This statement implies that an option exists. I am not aware of any course taught on campus that does not involve at least one of these activities.

Need to define what "critical thinking" means. Otherwise question will not be helpful.

Asking for concrete examples that support the student's answer would be helpful.

Does the student know what critical thinking means? Are these part of the course objectives?

There needs to be some context provided to this question. Students needs to understand what some examples of critical-thinking/problem solving are (especially for courses where it is easily visible). Or reword the question to be more clear. Also, are classes supposed to engage the student in problem solving?

I think the value of the responses to this question depends on the courses. For instance, if it is a technical course (e.g. programming, software tutorials, etc.), then this question would be very valuable.

You should ask Did the course director engage you in critical thinking and problem solving activities that helped you learn the material?

Not all courses naturally focus on critical thinking or problem solving, so I could see how this might not fit all courses. On the other hand, I think that we should be helping students learn critical thinking skills before they graduate.

I might include some definition of "critical thinking". Students might not be capable of identifying what this means, particularly when critical thinking can take many different forms, especially across disciplines.

While critical thinking is a great skill to learn and relevant to some classes. It is not necessarily a component of all classes.

This would be helpful if one of the main objectives of the course or the entire educational curriculum is to engage in critical thinking or problem solving. However, in an engineering curriculum, every course is geared to critical thinking and problem-solving, so I would be more interested in the student self assessment of how they improved these skills or felt capable of applying them to the course content.

The problem with this item is that the responses are subject to misinterpretation. If a student responds, "never", is that a reflection on the course, on the instructor, or on the student?

2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 3 - In this course I engaged in critical thinking or problem-solving

This item mixes several potential concepts and causal factors underlying the response: (1) Did the instructor not involve that student in critical thinking? (2) Did the instructor not design critical thinking or problem solving into the course? (3) Did the student choose not to engage in these activities? (If so, it is the student's decision, and not an indicator of the instructor. Moreover, the measurement item mixes together two concepts -- critical thinking vs. problem solving -- these are not the same. As such, any response does not have a direct linkage to one or the other item.

Some students don't like this type of exercise, but at least they should acknowledge that they had such opportunity

Not helpful question for large lecture courses in liberal arts. Small discussion class it would be fine.

It would be good if there was a universal definition of "critical thinking" and "problem-solving" so that there is no ambiguity in students' understanding of the question and faculty+administrators' understanding of the responses.

Would provide some insight about the critical thinking aspects in the course.

Quantitative descriptors or opportunity to provide more quantitative data would be more useful. To say you did sometimes differs student to student. Setting numerical descriptors alongside would help calibrate students' responses.

It's not clear if they know what critical thinking is or how often they are using it - we often ask students to do critical thinking without telling them that is what they are doing. Perhaps if it included examples or asked them to list an example of critical thinking they did in the course, we would learn more about what they are learning

Providing an example to the students might help

for seldom or never, could a comment be required of why they feel that way?

I like this question. However, the problem isn't that students aren't provided opportunities to problem solve or think critically. The problem is they really don't understand how to engage in critical thinking. Instructors need to teach their students how to critically think, critically read and problem solve. So, perhaps the wording here should be.....in this course I was taught to engage in critical thinking or problem solving.

Students may need a definition or example of what critical thinking and problem-solving look like in a course. This task could be difficult because options for critical thinking and problem-solving are numerous, but guidance would help.

This question is an excellent addition to the bank. This is actually a stated objective of my course on my syllabus. Thank you for adding this!

"This course gave me opportunities to engage in critical thinking or problem-solving."

Will depend upon course content

Based on the course materials, critical thinking and problem solving should not be regarded as constantly necessary. Occasionally (instead of seldom which has a negative connotation), Sometimes, and Often would all be reasonable outcomes. One should not be rated above the others, again based on the required course materials. Striving for critical thinking/ problem solving too often could obscure the basic, extremely important facts for some basic courses and learners which are struggling to grasp the basics.

this is not worded well. What does it mean to be "engaged in critical thinking"? How about, "this course forced me to solve problems or improve critical thinking"

This could be valuable for course instructors to see if course goals align with students' experience. It could also be a way to track whether courses make these activities explicit.

Will help design activities to engaged students in class

What is the definition of critical thinking and problem solving? Also did the student participate in class, did they do the assignments required to think critically?

The item is double-barreled and lacking in specificity. Consider, How often did learning experiences in this class engage you critical thinking?
Never-----Always or Please estimate the percent of the time during class meetings were you engaged in critical thinking?
0%-----100%

This item is extremely important. We need to abandon efforts to turn our courses into simplistic "here's the rubric, just follow it" acts of mindlessness that has pervaded so much of schooling.

Again, provide for a written response



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 3 - In this course I engaged in critical thinking or problem-solving

Problem-oriented classes will score high, lecture classes will score low, depending on what the individual student understands "critical thinking" to mean. Will we give them a definition? Students can tell whether they find a course "hard" or "easy," but can they tell whether or not they're doing critical thinking?

There is some difficulty in translating this across courses and levels as the expected level of engagement in these activities would be reasonably expected to vary widely depending on the class.

I would not include it as worded. If it were reworded to be more specific, then I would include it. What aspects of critical thinking or problem-solving? Engaged a little? Engaged a lot? Maybe a better way to look at the question is if critical thinking and/or problem-solving were required to complete the course.

Again, there are too many answer choices in my opinion. How do I quantify the difference between often and frequently?

only valuable in the students comments about whether the engagements were educational for them

It might be useful to define critical thinking.

Would reword to "In this case I engaged in critical thinking or problem-solving that encouraged me to learn beyond basic facts"

add a comma after "In this course"

Having them give examples would be helpful

Critical thinking and problem solving are two of the most important items identified in the Career Center's survey of recruiters as skills they are looking for.

Since math courses by nature involve problem-solving, I don't feel this question is very valuable as feedback in a math course. Nevertheless, I think it is a good question in general for most courses.

I would suggest the question would be, "I was asked and encouraged to engage in critical thinking". Look I work hard at teaching. It is important to me and I do a lot to encourage critical thinking; including class activities and essay exams that basically require it. Doesn't mean students will all do it.

The critical thinking literature suggests that critical thinking is defined in different ways by different individuals. Critical thinking should be defined as part of this question.

Faculty can present material, it is up to the student to critically think

I would add How often I engage in critical thinking or problem-solving in this course?

Not all courses include critical thinking or problem solving as learning outcomes. Perhaps the question could read, "This course included critical thinking or problem solving as a learning outcome. In this course, did you engage in critical thinking or problem solving?" --Never, Seldom, etc.

Since critical thinking is one of our core learning outcomes, this would be beneficial on all core curriculum courses. However, elective courses often do not provide opportunities for critical thinking, and this is not a required component of many courses. For example, KINE 199 classes are simply physical activity, and critical thinking is not required. We could possibly make a case for problem solving if there was an opportunity for explanation of the question.

The "sometimes/often/etc/" scale is problematic - how about "in every class, in some classes, in no classes" or something like that. It seems unclear

I wish that there was a "maybe" choice under the "should this question be included." If there is direct teaching about what critical thinking and/or problem-solving includes and this precedes the course evals, then students would be more likely to respond accurately. Otherwise, these are mostly academic "buzzwords" and most students would reply "no" when this kind of thinking actually occurred.

What's the semantic difference between "engaged" versus "this course made me"?

It will be interesting to see a student's perspective on this topic.

One would assume that if students answer based on frequency that more frequent is better, but that might not be true for many courses.

This is the most important question we can ask students. If we don't ask it we get lazy as faculty because we don't want to know the answer.

I'm split on this question, which I find interesting but also requires students to define what they've done as a form of critical thinking/problem solving, which, though are often a part of many of our course objectives, are a little broad as terms



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 3 - In this course I engaged in critical thinking or problem-solving

This question has a lot more to do with the student answering it than with the class.

The "question" is not a question. It is a declarative statement. It should be reworded in the form of a question. Given the possible responses, the question should ask how often the respondent had to engage in critical thinking.

This question is more about how the course was set up than what students got out of it.

How would the student know whether they are engaged in critical thinking

Students don't understand the concept of critical thinking. They are also likely to assume that problem-solving is working out problems using formulae and numbers. I would very much like to see this idea being assessed, but don't know how to do so without a lot of student education.

I think in math classes, this just opens the door to sarcastic answers of "no." Of course we solve problems in math classes.

vague

This is interesting, because yes... but do they know the ways they've been thinking critically?
Also, isn't problem-solving a subset of critical thinking? Do we need both? Does

The relevance of this item will depend on the course.

Critical thinking and problem solving aren't the same thing and shouldn't be included in the same question.

My courses rely heavily on problem solving but for students that may answer "never" or "seldom" I would want a follow up to this. This question ties in well with the previous questions about expectations.

In some courses, the concepts of critical thinking and problem-solving are baked into the curriculum. Unless the instructor is pointing out the specific examples of critical thinking, the students might not know they are developing those skills. Critical thinking should be at the center of our teaching. I would be interested in how effective the student assessment is in measuring this aspect of the course.

I'm not sure how knowing the answer to this question will help me incorporate more critical thinking into the course.

Critical thinking and problem-solving seem a bit vague. I would assume all courses require some version of these skills/activities.

Does the student know what that means?

Is blame on instructor if student cannot or will not think, critically or otherwise?

This is so vague that it is too open to interpretation. What one student may consider problem-solving another student may simply consider as routine.

I am neutral as to whether to include this item. Also, in some types of courses, students may engage in critical thinking or problem solving but not recognize it as such.

This question still favors certain courses, and punishes others. Also, our evaluation questions probably seem deliberately manipulative. We should ask for responses to simple, open statements like "I thought that this course was taught well."

Not every course engages constantly in critical thinking or problem-solving.

There is no need for standard, required by the university, do-it-all, cookie cutter questions. Courses are so different that even the most general questions may be out of place for some courses. I believe that this is futile effort that does not add any value to the student course evaluation process. The decisions of what questions should be asked need to be prerogative of the departments. Even within one department, courses at different level may require different questions (service courses, courses for undergraduate majors, graduate level courses, etc.). It would be best to stop the effort to centralize this as soon as possible.

In required courses taught in large lecture hall, it's not clear how to incorporate such activities, or if we do develop exercises to do this, how to evaluate if they achieved the goal. This would be a valuable question to include in evaluations of smaller sections (25-35 students) that can make such exercises a regular part of the course assignments.

Question sounds like courses are the same. No value of specificity of certain courses, there students should at first learn, understand and memorize through hard efforts.

I believe that the terms "critical thinking" and "problem-solving" are too subjective to make this question reliably valuable.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 3 - In this course I engaged in critical thinking or problem-solving

Critical thinking is an outcome of the class, and therefore, it is not realistic to expect short-term skill development

The question asks if they did engage, not was it required.

For the results to be meaningful, critical thinking and problem-solving would need to be clearly defined. See, e.g., the LPC Core Curriculum Critical Thinking rubric, which is constructed to help **faculty** to evaluate student work consistently. Quality seems to matter as much as quantity.

There are entire courses where students are required to learn content rather than critical thinking/problem-solving. In addition, in the literature for both critical thinking and problem-solving, researchers are struggling to define what these terms mean. Asking a student to intuit what the administration thinks these terms mean will result in a survey item that cannot be compared across people because the definitions will be different. If you want to include this item, a clear definition for critical thinking and for problem solving should be provided. In addition, this survey question should have an NA option.

Students do not know what is meant by "critical thinking." If the question is to be asked, it should list at least a dozen examples of critical thinking. "Problem-solving" is also tricky. It can be interpreted in different ways. If there are questions that students answered, they can consider they engaged in "problem-solving". If there is an essay writing, it may not be considered a problem-solving. This question is very vague and should never be on the evaluation.

This assumes the student knows what critical think involves - it wil not be a definitive question by any means

Without the responses listed in order, it would be impossible to tell which is more frequent, "seldom" or "sometimes."

Some students may choose to not engage in critical thinking no matter what the professor does.

Useful for a large majority of classes. But, it's not necessarily the goal of every class (e.g. a seminar class I have taught), and would not make sense to use in the question in all courses.

The relative frequency of problem solving or critical discussion of ideas isn't a good independent measure of the value of a course, *especially* when different courses are being compared (e.g., calculus vs. human anatomy).

This question is biased towards certain disciplines, e.g., engineering, and against other disciplines, e.g., linguistics. Also, asking students to evaluate two things in the same item (critical-thing OR problem solving) leads to response ambiguity.

Courses vary widely in their focus on transmitting information to the student, who must learn and master the data, methods, or whatever, versus courses that focus much more on USING data to think and problem-solve. Both are important: people pay us to know things, and they pay us to be able to use knowledge. I would favor a question that asks students to rate the course their perception of the relative balance toward these two goals, and then the effectiveness toward each of them. I would not slight the former to selectively gather information only on the latter.

Which is more, seldom or sometimes?

They might be encouraged to think critically but fail to do so.

I find that students have a poor conceptual understanding about what critical thinking entails. Without examples or a description, there is too much subjectivity in the evaluation.

Again, this is even less than ordinal data. Anyone who tries to present an average of such data as meaningful should be relieved of their duties for being incompetent.

some courses don't necessarily require critical thinking but is necessary material for the degree

"Problem-solving" might not be applicable or just confusing for students taking English courses.

Short of some better understanding of what critical thinking is, the students' answers are likely to be random.

Personally, the students are required to write 3 reflection/analytical papers.

Do students know what critical thinking is? I'm not judging students. I'm not sure all faculty know.

All of the questions so far are general conclusions. As a general conclusion it provides feedback but provides no information on what to change.

Asked this way, like for the first question, I don't believe all students will know the answer. If a generic example was used: "In this course, I was asked to do...blah, blah, blah and to provide solutions...



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 3 - In this course I engaged in critical thinking or problem-solving

The item as worded has students evaluate themselves as much as the course. If it read "this course encouraged/allowed me/provided me opportunities to engage in critical thinking/problem solving," then "I believe" one is evaluating the COURSE rather than the STUDENTS.

The problem is that many students may not successfully identify course elements that in fact incorporate critical thinking or problem solving (as opposed to solving homework problems)

I am not sure the students know what critical thinking is, but I try to explain that this is what we are doing.

18 to 21 year olds (and even faculty) have different idiosyncratic definitions "critical thinking". My definition of "critical thinking" allows one to "logically Criticize" something. Others will disagree with this. Problem solving is important for some classes, like classes that deal with analytical topics, but not all classes require such things in their course description.

Minimize questions. Is this question attempting to assess if it was a problem solving class? Seems like not applicable to all courses.

I am not sure that students will be able to answer this question. Wouldn't there be a lot of variance based on subject matter and level of course rather than the instructor?

I don't believe students grasp what critical thinking means nor problem-solving. They are not expert enough to make an informed opinion.

students don't understand what critical thinking is....the term would be used a lot in liberal arts, not so much in other disciplines

No sure if every course requires critical thinking or problem-solving

none of the items should be standardized or required for all departments. every department should select the questions that matter most for their own educational goals.

Difficult to incorporate critical thinking and problem solving techniques in large lecture classes. Can it be limited to 300 and 400 level classes only?

How are students supposed to answer this, without a definition of critical thinking and problem-solving?

The question is silly. And I don't like the standardization effort.

You will have to define critical thinking and problem solving in ways that everyone can understand, including first generation college students, or this will be useless. I'll point out some instructors don't really understand what critical thinking is.

the domains of critical thinking and problems solving are not applicable to all courses. Learning theories clearly identify that new learning moves from knowing to applying to using in problem-solving. Many of the courses must begin with the acquisition of knowledge of discipline language that enables a learner to associate meaning at a knowledge level that scaffolds higher level learning capabilities.

Is there an opportunity to talk to students about what this might mean in their field? I don't know that freshman can always make that connection.

This question is not about the course, the material, or the professor, but rather about the student.

It strikes me that this may not be something students are going to be very good at self-reporting, do they consistently recognize when they are engaged in critical thinking? I doubt it (and I think research in psychology would back me up)

I am opposed to common questions required for all courses. There are wide differences in course structure and learning objectives across departments. Each department should set its own questions. Ok to have oversight of questions at college level.

fuzzy question

I do not know if students know how to think critically or problem solve.

I am not sure any course is going to always have students engaged in critical thinking or problem solving. So, if the outcome of the course is not about critical thinking or problem-solving, I am not sure it should be asked.

This questions is student oriented rather than focused on the course. We can teach and expect critical thinking and problem-solving, but it is up to the student if they do it or not. Many students do not take the time to do it in classes outside their major, or perhaps they are unable to fully understand what that means. Most of the classes I teach require critical thinking and problem-solving. Even though I tell them the expectations, I learned that they will just not do it and try to get by with the bare minimum. Because of that, I now have explained exactly what is expected from each assignments/question, how to approach it, what it needs to cover, and even give them examples, and they claim they understand yet there are no changes to the outcome. Once they turn in assignments, most students do not actually do that and turn in vague answers that do not reflect critical thinking. I also receive many panicking emails about trivial issues the students expect me to solve for them even though we discuss problem-solving in detail.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 3 - In this course I engaged in critical thinking or problem-solving

We assume students understand the meaning of critical thinking or problem solving the way want them to answer accordingly.

Again, students not being experts in the topic, they are not qualified to know whether the sort of thinking they are engaging in is, in fact, critical thinking.

Ditto

Many of them do not know what is considered critical thinking/problem solving without specifically pointing that out and that can become condescending.

Not valuable for a Kinesiology 199 Handball course

I teach an introductory laboratory based class. Each meeting is more of an introduction on a number of varied topics, so not much problem solving involved, but demonstrations.

Yet another double-barreled question. Item analysis, instrument reliability, will be poor. Critical thinking and problem-solving are very different.

Assumes student knows what critical thinking is and has experience in it.

Most instructors will not venture into informing the student on what is critical thinking. Why exercising critical when the end result is to take a boxed standard exam?

I do not think that the definition of critical thinking or problem solving is standardized enough for this question to be interpreted similarly among students, faculty, and administrators. Therefore, I do not believe that the data would be helpful.

do students know what critical thinking is?
instructors should try to engage students in CT, but not sure students know what it is.

I'm not sure whether students will interpret "critical thinking" in the same way that faculty/administrators will, so this question is maybe not ideally worded.

Again, too open ended and general, what is critical thinking, problem-solving in what ways?

Critical thinking or problem solving is not an important aspect of every course

I don't think students fully understand what critical thinking and problem-solving involves so their answers may not align with activities that actually took place in the classroom.

Potentially useful from a curricular mapping standpoint to see what level the students perceived they were being asked to engage in

Will students know when they have engaged in critical thinking?

I do not think students actually know what critical thinking is.

Again, this is an evaluation of the student, not the professor or the course.

We are assuming the student understands the definition of critical thinking.

Again, this is about the course and not about instructor.

Most exams are scantron that is not critical thinking it is memorization in COSC

there may be a difference between having the opportunity to engage in critical thinking and actually engaging in critical thinking. Students must make an effort, so if they fail to engage in critical thinking is that a problem with the course or with student attitudes?

Students often do not understand what critical thinking is and this might cause some confusion. Students frequently misunderstand critical thinking as stuff that is just too hard.

Not sure you would get a truthful answer.

This is too dependent on the content of the course, and doesn't make sense to standardize. It's also extremely vague. Plus, do students always want to engage in critical thinking?

This question is useless in a methods class or a class on anatomy, plant or animal classification, or another basic class that later can provide what the student needs to know for a critical thinking or problem-solving class.



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Question 3 - In this course I engaged in critical thinking or problem-solving

I don't think students understand what is meant by critical thinking to answer this question in a helpful way.

Do students know what "critical thinking" skills are?

Not all classes require this, and students often don't apply these skills even if it would benefit them in the class. I don't think this evaluates the effectiveness of the professor.

Most of the students cannot clearly define "critical thinking". This question depends on their feeling. This is a very subjective question.

Perhaps valuable if asked a different way. I understand the need to stimulate critical thinking and problem solving. I incorporate this into every class. But I do not draw attention to this fact. I just present CT and PS as the best way to do pursue inquiry. I want them to use CT and PS techniques as a matter of habit, not as a special effort. So my concern with this question is that my courses might do a great job in this regard, but if I don't stomp my foot and say "OK! This is the critical thinking part!" they will finish the course, get to this question and not realize what they have achieved, because it came as a change to their basic approach problems.

I don't think students are a good judge of what involves "critical thinking". If I were to guess how this item plays out, it simply will state that courses students don't find interesting - like gen ed courses or required courses - will score lower on this.

This question will not be useful for professional evaluation of faculty. "critical thinking" and "problem solving" has to be better defined. It could mean different things to different students and faculty

Do students know what this is? Are they able to self-evaluate this? Especially in courses that do not seem explicitly problem-solving (e.g., math vs. art history)

Again, this is more about the student's participation than what the instructor offered. Students are notoriously bad at answering questions like this that require them to be self reflective.

This question is valuable as a standard only if we think that every single course needs to have frequent critical thinking or problem-solving aspects. Which may or may not be the case.

Sorry, but students don't know much about critical thinking, problem solvin gmaybe

It is not clear that this really applies to all courses.

How do students define these terms?

Assumes courses will have and/or implement a critical component thinking...Most do not...

This is going to vary across courses and would not always be relevant

Other than for accreditation purposes I don't understand the significance of this question.

Will the student know what critical thinking means? Is critical thinking different than thinking? Some courses are designed to present a set of facts and expect the student to learn those facts. The science learned in the course serves as building blocks that become important in subsequent classes that might involve analytical thinking. I'm not a fan of the word "critical" and believe that it should be replaced with "analytical."

In some of my courses I don't think the students understand when they are thinking critically and problem solving. I teach a number of physical dance courses that include these types of learning but the students may not recognize this in a physical format.

I don't think this item is uniformly valuable. Some courses will not be interpreted by students as requiring critical thinking even if they do

1. Students are not in the best position to judge whether they have engaged in critical thinking.
2. Some courses (e.g., Organic Chemistry) are more memorization based by nature. A lack of "critical thinking" in a particular course is not a measure of the worth of the course.

Student engagement in this competency could not have anything to do with the actual course. This course taught me how to problem solve might be another way to word it.

Again, two objectives. This is a classic double-barreled question. How are we to know which objective the student is referencing? Did you engage in critical thinking OR problem solving. They are not the same thing, so which is the student answering?



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Question 3 - In this course I engaged in critical thinking or problem-solving

I am not sure students write large interpret "critical thinking" in the same way many faculty do. While this question might be designed to speak to the work of faculty who challenge their students' assumptions and push them to interrogate problems analytically, I'm skeptical that would actually be reflected in general student responses to this question.

unless the faculty specifically identifies an activity as critical thinking or problem-solving, students may not be aware this is taking place...

Nothing should ever be mandated campus wide. There are always reasons why one department might legitimately not want it. I think this would be a great "suggested" question, though.

If student chooses not to engage in critical thinking or problem solving or resists it, why should the course be valued on it? The question is badly formulated

Students may lack awareness of whether or not they are problem solving. They may Assume they are critical thinkers when they are not.

Unless it is brought to their attention, most students aren't cognizant that critical thinking or problem-solving took place. By the way, they are two separate pedagogical strategies and should be separate statements.

Many students wouldn't be able to answer this reasonably

In the eyes of many undergrads, this question would not apply to some subjects (e.g., creative writing, music performance, art). They would likely answer "no," thus unjustly lowering scores for many good instructors.

Are all student able to recognize what is critical thinking? I am unsure about this question

Not as relevant to lower-level language classes.

It would be strange if a university course did not involve a lot of critical thinking or problem solving, whether or not the instructor is doing a good job. The students may not improve their critical thinking skills much if an instructor does not coach them or provide tools for improvement, but the course would still involve those aspects.

Not all courses will really engage critical thinking or problem-solving. Even if they do, students might not realize it. Then it becomes a task of the instructor to emphasize this aspect.

"Critical thinking" is a much ballyhooed term that is diversely and generally poorly defined, and sometimes used by instructors as a pretext to substitute their opinions and ideological orientations in place of those of their students. "Problem-solving" is irrelevant to the courses I teach. What nonsense to try to "solve" the "problems" of war and memory, or cultural diversity.

Don't understand how this question is related to the instructor or course. It's too generic.

opportunities may be there for students to do this, but if they choose not to, how is that fair to the instructor.

This again is an abstract question beyond the capacity of many students. Per my earlier comments, students are often incapable of understanding what level of learning was engaged by their actions in the course. The issue is particularly acute for required courses comprised of non-majors who are merely "wading through the mire" of materials.

It is a bit insulting to include this question in the upper division or graduate courses.

Question 3 - In this course I engaged in critical thinking or problem-solving

maybe add a definition of critical thinking

Sometimes you just learn in courses that teach basic concepts.

2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 4 - Please rate the organization of this course

will there be a open answer part whether the students can list what they found to be disorganized?

too subjective, i'd rather know if they were confused about how the course is structured, etc.

this is much better than current option about organization. please use this.

sometimes faculty think they are organized when they are not and need to be told that they are not.

organization of the course or of the professor?

not sure what the organization of the course means

are you asking if instructor is unorganized, or does course structurally follow an organized pattern

again, we need to learn about the deficiencies

again, encourage qualitative feedback

Would this apply more to online?

Would reword to "Please rate the organization of the materials and activities in this course." The instructor should be organized but the question is open ended in a way that feedback is unclear if the material is organized poorly or the instructor themselves is disorganized

Would be more valuable more elaboration given to organized in the question. It is open for interpretation

Would be helpful is feedback on WHAT was organized and WHAT WAS not organized

While, again, studies have shown that there is no correlation between student evaluations and student learning, this could be potentially useful in identifying pedagogical weak spots. Honestly, I think that a USEFUL teaching evaluation would ask a bunch of questions like this: what teaching strategies of the instructor were helpful; what teaching strategies were not; did you like the order in which you covered topics, etc.

What's the difference between "somewhat" and "moderately" -- suggest removing one of those two. Does "not at all organized" = disorganized or maybe "very disorganized?" I get that you're trying to rate the level of "organization," but it strikes me as awkwardly worded.

What specifically about the organization of this course helped you learn?

What part of the course? Is it that the professor was organized or is it how the course was sequenced?

What is the difference between organized or extremely organized?

What does "organized" mean? Easy to navigate? Structured? something else?

Use a "cognitive interview panel" to clarify interpretation by students. Prof. Pat Goodson can provide some guidance on that.

What do you mean by organization of this course?

What about the organization of this course? Do students know what "organization" means? Are you trying to assess an instructor's level of organization? Or, is it a course that is a standard course delivered by a department, in which case you might be mixing the instructor's organization together with the department's organization?

Again, because of the vagueness of the question, the question does not lead to actionable information.

This, again, benefits most from having student comments to go along with the assessment. The question is valuable because it rates instructors on how they formulate the course. If the professor is always late, or giving conflicting information, this question will get at those issues. However, students need to leave specific feedback. Was the instructor always late, or were they always spaced out, or both?

This seems too vague to be helpful. Ask them what you really want to know - was the course conducted and instructions and material provided in clear and consistent ways to allow success in the course - that wording is too complex, but hopefully my meaning is clear. organization is really, really vague

This question will elicit the most relevant feedback so far. Students can tell when you are organized or if you are winging it. More importantly, it addresses one of the key principles of teaching and learning.

This question is too vague--are you asking about the course as designed, or about the organization of the instructor.



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Question 4 - Please rate the organization of this course

This question is also vague. What aspect of organization is the question referring to? Is it the organization of topics? Is it the organization of structure of the course? Is it the organization of PPT slides??? I am hoping this is included in this questionnaire as a bad example to see if we are paying attention.

This question could be made more specific; as an instructor I would want to know what students found organized or not. An overall rating doesn't seem that helpful.

This one is helpful even for team taught courses since the course director produces the organization

This needs to be re-framed so that we are all on the same page about what organization means. So you would add, "so, for example, a syllabus was provided to the class and the instructor generally stuck to the syllabus; assignment instructions were provided well enough in advance; the teacher imparted expectations for how assignments would be graded, etc."

This item may provide some utility, as organization can fairly well seen in a syllabus and curricular structure.

This is valuable information, but insufficiently specific. Unless the student can concretely tell me what feels disorganized, I can't fix it.

This is particularly helpful question for online course where course structure and layout is important.

This is extremely important. Many instructors need to be more organized in their courses.

This is a useful one for helping/rating junior faculty.

This is a question that faculty will need help evaluating and then implementing change, since students' perceptions of organization can be impacted by many things unrelated to actual overall organization of a course (e.g., unexpected schedule changes, technology issues, and team-taught courses can look complicated and disorganized to some students).

This could be valuable, if the majority of students would rearrange parts of the course to make more sense. The problem here is that the faculty need more detail about what topics need to be rearranged and the order the students would recommend to enhance or benefit student understanding.

The term organization could possibly be more specific (e.g. organization of contents, organization of the classes, exams etc)

The referent in the question should not be "the organization." A question on whether the organization of the course materials makes logical sense would be more helpful.

The question is unclear about what is being evaluated. Are student's evaluating their instructors' personal/daily level organization or are they evaluating the plan/organization of the course/syllabus.

The question is a bit ambiguous. Is it referring to the organizational skills of the professor (HWs, grading on time etc.) or how the course is structured and mechanisms in place to collect HWs etc., or just overall, everything?

The item should be written as a statement "the course was well organized." I prefer anchors for the question response to range from strongly disagree to strongly agree.

The definition of "organized" is fluid: does this refer to the syllabus schedule? Each class? The way assessments are presented?

Students who are not earning the grade they desire always complain about things like this. It would actually be better to say: "What changes, if any, would you suggest regarding the organization of this course?"

Then have a list of choices, one of which would be "no changes/not needed".....others would be general organizational changes like "changing the order of the lecture topics to aid in concept mastery" or "provide more or less homework assignments"; things like this. Otherwise, it's just an opportunity to trash the instructor without being constructive. All questions should be arranged to require a constructive answer, and not just an opportunity to be destructive.

Specific information on what was organized and what was not organized would be helpful; e.g., assignments, lectures, webpage.

Should be answered addressed in prior question

Questions pertaining to issues students are equipped to judge are fine. In fact, questions should be limited to such topics, such as course organization, whether the instructor showed up on time, whether the instructor returned assignments in a timely manner, whether the instructor was available for questions outside class, etc. These ARE useful.

Question need to say "the course material covered by the instructor" as there are team-taught courses, and this needs to be applicable to all undergraduate, graduate, and professional courses



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 4 - Please rate the organization of this course

Potentially useful for revision of the course. Another question could replace this one.

Please rate the organization of the class how? Will the student be able to provide substantive, objective feedback at this level? Have they created a course prior? How would they know? Or, is this a question about following the syllabus? If so, let's restate the question please.

Please rate the instructor's organization and course structure

Please include a follow up question for what was not organized well.

Organized should be replaced with well organized for balance

Organization of content, instructor, assignments?../ not sure what aspect of organization is being assessed so may need additional specificity.

Organization of content usually has some underlying pedagogical need (and many a time practical constraints) on the part of the course instructor. A follow up question could be placed. Some examples are:

"What would you have preferred to learn earlier in the course to improve your understanding of the content?"

Response: Text

"What specifically regarding the organization did you find unhelpful [select all that apply]?"

Response: (a) Sequence of topics (b) Pace of topics (c) Distribution of time across main topics (d) Relationship between topics

Organization must be defined - was it content, order, assignments, each class session, etc

Organization is defined in terms of instructor presentations, syllabus, class activities, or what?

Organization is a faculty responsibility and students are qualified to assess whether an instructor is organized or not

Organization can mean many things - was the instructor organized in giving the lectures? Were the topics arranged in an organized fashion? Were the materials for the course all available as needed?

I think the question needs to be more specific

More specifics are needed. Some classes are organized well on eCampus but students don't take the time to read the course materials on eCampus

Might be useful to include additional prompts about what "organized" means -- and is this any different from "clear expectations"?

It should be the "overall" Organization of the course

It is only helpful if there are specific examples of what was not organized.

It is not useful for professional evaluation of faculty. But is good feedback for faculty to learn if students need more organization or explanation of the organization

Is organization an absolute or to be measured compared to other courses the person has taken? The latter might be more valuable. The former seems very subjective

Is extreme organization necessarily positive? Perhaps flexibility and adaptability are valuable too. I am not sure how one would interpret the responses to this item.

In light of the multiple media approaches in current higher education, this question could be refined to include a statement such as: were the electronic learning modules effective in helping you learn?

I would suggest a more direct enunciate: The organization of this course was:

Also, it would be useful to clarify what is organization, is it related to the syllabus, to the sequence of the content, to the information available in e-campus, something else?

I would reframe it: Did the organization of the course help you learn the material? Or did the organization of the course make the material more interesting? I don't think students know if a course is organized well but they might say the course organization did not help them.

I would prefer "How well organized was this course"



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Question 4 - Please rate the organization of this course

I would hope there would be a comment box because knowing what organizationally worked and what students found confusing would be very helpful. For instance, some get bent out of shape when you cover chapters in a textbook out of order even if the syllabus says on day 1 we will cover 1-5, then 10, then 6 then 11 & 12, then 7, 9, 8.

I wonder if this might be framed in terms of organization in relation to the course's objectives or goals; some courses might have an organizational scheme that is different from one that students might immediately identify as organized for a purpose.

I understand the easiness of multiple choice questions, but again... this does not help the faculty to improve unless more specific feedback is provided.

I think you need more explanation for organized. Some courses are intended to have a problem solving element to them. This may seem disorganized to the learner, but is planned by the professor to make the student think through the problem. I am afraid that "organized" might be taken as synonymous with "spoon fed." These are two entirely different styles of teaching.

I think this needs more details stated to help guide students with answering this. Once again, a course organization is guided by the instructor that is teaching it

I think there are too many interpretations of a course being organized for this to be helpful. There's the perception of whether a prof is disorganized which could be conflated with the course being organized poorly.

I think the students need more of a rubric. For example, does "organization" mean start/stop on time, lecture, HW and exams in synch, HW graded in a timely fashion, etc.

I think a question that asks about the organization of the course could be very valuable. but the wording of this leaves a lot to be desired. Something could be highly systematically organized, but in a way that doesn't fit the content, for instance. Highly organized, doesn't mean well-organized. A library organized alphabetically by title, for instance, might be very systematically organized, but not particularly helpful.

I think both instructors and students will give conflicting answers to this question when applied to specific courses as it is asked now, as they may have different ideas about what "organized" means in the context of this evaluation. A re-wording of the question, I think, is important.

I think "organization" is subjective

I teach online courses so this is a very important question. It might not be relevant for some face to face courses where the course is somewhat self directed or evolves with the students growth,.

I like the idea of asking about organization because that is an actionable thing an instructor can improve upon. Again, I do not like the word extremely.

I just deleted a full paragraph to replace it with: cf. Columbo.

Try "This course was organized appropriately for effective education."

I feel that this statement might be confusing for students. Are they talking about how organized the instructor was or the material that was taught in the course?

I can see this being interpreted multiple ways - especially with our courses that are team taught; is this the organization of the course calendar or the organization of how the course was put together in the learning management system?

I am not sure about this one. I know what you are trying to get at -- but I am not sure that the word organization is all that is needed. This course was organized in a way that encouraged me to learn. Agree .. to not agree ???

Greater specificity is needed as to what is meant by "organized": topic and lecture sequences and grouping? within-lecture organization? coordination between lecture and non-lecture activities ?

Good question. Will force instructors to be organized...and/or present ideas in a logical progression

Define organization.

Currently, we use "My instructor was organized and prepared for class." I think this wording helps frame the student's response into the teacher's preparation rather than just organization.

Consider including more information in the question about what "organization" means - organization of learning activities, syllabus well-written, etc?

Better to say, "The course appeared to be" But this is useful.



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Question 4 - Please rate the organization of this course

Because it is specific, this question would be valuable to administrators seeking ways to provide guidance to faculty members.

As worded not clear about whose organization. Could be the professor was organized. Could also reflect the layout and flow of the class.

Extremely is an "extreme" anchor and may somewhat skew the top end of the scale. Using "very" would be better.

As a single item response, without feedback regarding the presence or absence of organization, the item is open to anyone's perception of interpretation. For it to be valuable for enhancing future instruction the term organization demands a definition.

Another concrete question within the spectrum that students can evaluate. Inclusion of such mechanistic questions is within the boundaries of a typical student's capabilities.

An comment box should also be included to provide feedback on how the course could be better organized.

Although vaguely stated, captures a broad overview of how well the course is run. This would seem likely to encompass the question about expectations, as well.

Again, what is the reference point or as compared to what?

"Please rate the organization of this course compared to all others you have taken at Texas A&M"

A better question would be: Please rate planning of this course and preparation of the instructor



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Question 4 - Please rate the organization of this course

none of the items should be standardized or required for all departments. every department should select the questions that matter most for their own educational goals.

no

You'll be amazed (maybe not) at how badly organized some faculty are and how that shows in courses.

Without details from the student, this question is meaningless.

While I have gotten higher marks on this question on average when I've been more organized, I have gotten lower marks than my far more disorganized colleague as well, so I think the students have different standards for male and female instructors.

What the students may perceive as disorganized may be an attempt by the teacher to engage them to think. A power point presentation may be extremely organized but the students seldom learn anything from it because they do not have to think. They simply try to browse over it & memorize it.

Undergrads are not always well positioned to judge the overall organization of a course, as opposed to the level of organization displayed by the instructor. I agree that the metric is valuable but would want the judging to be done by professionals.

This usually means posted powerpoint slides. Some classes are better the old way of writing on the board. In fact, research has shown students learn less in classes with powerpoint slides as they pay less attention in class relative to note taking.

This seems like a good question, but I've learned that well organized class materials, especially lectures, are easily forgotten. The book Make It Stick is an excellent resource on the topic of human memory. Five years ago, it convinced me that professors ought to make their course materials challenging to absorb, so that students have to struggle just to make sense of it. This causes them to remember what they learn much better, and much more permanently.

This question seems redundant with the question about course expectations. Both of them presume that organization is an inherent good. I would agree that it often is, but this question penalizes instructors who use creative chaos as a pedagogical tool.

This question passes reasonable assurance that each student would have an informed opinion of some use for improving course content and delivery.

This question might be changed to address the reality that some courses are large courses with many sections, whereas others are not.

This question appears to ask about how the professor has organized the course.

This is pure opinion and preference. I have seen students in the same semester and same materials praise my organization and others say it was poor. This seems to be a measure of if my organization style aligns with theirs.

This is much like expectations understood. Either the course is not at all organized, is somewhat organized or is organized. I think all the options are confusing.

This is a question that begs a "vent" .

This is a better feedback question for a "new hire".

This information is likely to only be valuable if the student include details on why/how the course was not well organized.

This adversely penalizes courses that attempt to customize student education to fill knowledge gaps or engage all learners. Also, organized in what way? syllabus content? activities? room/lab set ups? class interactions?

They often do not see what is actually happening to keep a class working.

These data are excellent for feedback on a course, but any attempt to assign answers to numbers is simply not justified.

There is no need for standard, required by the university, do-it-all, cookie cutter questions. Courses are so different that even the most general questions may be out of place for some courses. I believe that this is futile effort that does not add any value to the student course evaluation process. The decisions of what questions should be asked need to be prerogative of the departments. Even within one department, courses at different level may require different questions (service courses, courses for undergraduate majors, graduate level courses, etc.). It would be best to stop the effort to centralize this as soon as possible.

The view of a student regarding organization of a course will be affected by the students level attendance and engagement

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Question 4 - Please rate the organization of this course

The reason I said "no" is because if I've asked students whether the course helped them to learn the subject matter and critically think, as well as whether my expectations were explained, then I was probably pretty organized.

The question will potentially spur faculty to arrange course content in more clearly evident organization, but doubtfully will produce anymore useful outcome.

The question is OK. I don't like the standardization effort.

Subjective response that gives little understanding of course organization.

Students sometimes struggle not only with content but with form. Similar to expectations, sometimes the "very organized and detailed steps" of a project can be perceived as "disorganized" for containing many components or steps along the whole semester.

Students sometimes interpret flexibility in the professor in addressing the needs of the class as a lack of organization. Not the same thing at all.

Students often mistake perceived disorganization with a deliberate plan for the students to dig deep and inquire. They typically expect spoon feeding, like babies. And when this doesn't happen, we're supposedly disorganized, which may not be the case.

Students may not realize the planning and organization done for each course, so they only get the perceived outcome which may or may not correlate with their idea of organization.

Students have consistently demonstrated they want things done in a specific manner, as they perceive education should occur. This appears in the active learning literature because students will consistently say they are not learning anything, even when all the data contradicts the students statement. Therefore, this particular question would actual penalize faculty members for teaching anything other than a traditional didactic course. All survey questions should have an NA option.

Students do not have a good grasp on the subjects to be learned in any given class, so I do not believe they are capable of evaluating something they do not fully understand. They may be dissapointed in the structure, but I do not think their criticism is an educated one, but rather out of frustration.

Sometimes logistically issues occur during the semester and are often unavoidable (scheduling of guest lectures/teaching spaces/etc) which can often result in students feeling that parts of the course are disorganized.

Some subjects lend themselves to being more organized than others. Whether or not a course is perceived to be organized could have nothing to do with the instructor.

Seems straightforward, but if the student does not comprehend the material in the first place, even a well-organized course may seem to be not at all organized.

Same question about the difference between moderately organized and organized. Same question about the lack of use of the agreement scale.

Conceptually, students may feel a course is not organized, when it is. I am unsure how this helps the faculty member address the course needs. I also am unsure how a student feeling about the organization of a course links to the learning outcomes of the course. For example, students may feel something is disorganized when it is a process (the steps are laid out but they don't understand them yet).

Organization is likely tied to student success in the class.

Organization can be subjective because some people need very structured settings while other work better in flexible environments.

Not all courses should appear "extremely organized" - projects will "fuzzy front ends" (e.g., client projects) may not be rated as highly organized, yet can be very valuable.

Not clear while this is superior to the existing item about organization

My courses are typically for seniors and I try to have them participate in organizing their material to develop a deeper understanding of what will be expected of them in their professional lives. Their responses will depend upon how they read the question and their level of professional maturity. .

Many students skip classes. For them it may look non-organized.

Many design laboratories benefit significantly from well-designed and controlled episodes of turbulence, such as unexpected requirement changes etc. Students hat them, and many students mistake them to be results of poor organization.

This question would have a ceiling effect on instructors teaching meaningful design classes.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 4 - Please rate the organization of this course

Level of organization is relative to the class and instructor

It partially reflects the effectivity of the teaching. But it does not help the instructor to improve their teaching.

In general, knowing how students perceive how organized you are is helpful. However, for a new course, students are likely to perceive the course as more disorganized since they may not understand the faculty challenges. In general, students who have not taught a course are likely to harshly judge this question since they have no appreciation for the countless details involved in course organization and student management.

If we are limited to 10 questions, I do not think this one is as important/ useful as the others.

If it's a course, it's already at least moderately organized.

Identical to the following: The course was well-organized.

I've never known how to interpret results of this item. How do students define "being organized?" What if I use methods students aren't used to? Might they perceive something as "unorganized" if they are used to having all the rubrics, templates, powerpoints, and other "structures" that actually are a hindrance to learning in some kinds of courses? For instance, what if I were to use Socratic dialogue in a course? What if, at the end, students really learned a lot, but didn't "see" the underlying structure? For novices, many methods such as open or guided inquiry, Socratic methods, performance assessments, etc. appear to lack structure to them. They do not see the carefully structured direction of the experience that was designed into it by a skilled teacher. Might this item reduce the use of really interesting methods by faculty simply because they don't want to be misperceived as "unorganized"?

I'm highly organized and frequently get positive comments on that in student evaluations. But sometimes a certain level of student discomfort is needed - they conflate organization with explicitly spelling out what to do. This is counter to pushing for higher levels of critical thinking and discovery, and working with real-life "messy" problems. There is also a common misconception that organization requires a rigid structure - which serves to mitigate any creativity on both faculty as well as students.

I think active learning courses will receive lower evaluations than traditional lecture formatted courses on this item. Don't we want to encourage active learning?

I hope there will still be room for flexibility and to accommodate current affairs and topical things.

I hesitate to endorse this question because a teacher being responsive to unique class demands can deviate from the course calendar and seem disorganized. I would vote "maybe" on its inclusion.

I have no idea what this question means. You need to find a way of operationalizing what counts as organization for a course.

I have my own pedagogical reasons for setting up the course as I do which may or may not meet one college student's opinion.

I get students that say the course was not organized when in fact they just did not like the organization.

I don't see how a general organizational question will help or is indicative of a course being "good"

I don't consider students have the criteria to evaluate and/or differentiate Extremely, Moderately, Somewhat, Not at all.

I bring in guest speakers and lecturers for my classes. The scheduling isn't always perfect, but we have to be flexible and host our guests when their calendars permit. So sometimes my class and labs may seem unorganized, but sometimes the weather, lab materials, availability of space, lecturers, etc don't cooperate and we have to go to plan B.

I am opposed to common questions required for all courses. There are wide differences in course structure and learning objectives across departments. Each department should set its own questions. Ok to have oversight of questions at college level.

I am not certain that the degree of organization will be evident to the student--they will tend to ask how confusing the instructions, etc. were as opposed to considering whether there was a logical flow in the presentation of the materials and concepts.

I actually don't love this question because students often don't really base it in anything but the superficial - they are usually answering the question "was the professor prepared for class" rather than talking about how the course was organized (by mastery, thematic units?). But I think it can be helpful to see if students felt like there was structure in a course.

How would a student know how well the class is organized?

2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 4 - Please rate the organization of this course

How the course is organized pertains to academic freedom and students should have no say in it, nor are they in a position to objectively evaluate the course organization.

Has course organization as evaluated by students been shown to be related to subsequent student success?

Following years of training in pedagogy, I would find it difficult to discern these subtle differences. In other words, a course is either organized or disorganized and the resultant data points above are weak and don't actually represent stratification as intended.

Everyone thinks things differently. a logically organized course by the faculty may not be considered organized at all by some students.

Even the best organized course runs into foreseen problems and has to make adjustments. Perception of organization from a students viewpoint may not be helpful.

Does this question mean organization of the material or organization of the professor? Question needs to be clear. Are novice students always in the position to know whether the presentation of course material is "organized" particularly when the material is complex?

Does not connect organization with learning.

Ditto

Different individuals will value different forms of organization.

Considering so many instructors are contingent or non tenure track faculty who may have little or no control over how the course is organized, this may not be useful, and may actually harm their ratings, and these instructor's ratings impact their job prospects more than tt's.

Built in flexibility is frequently seen as dis-organization.

Based on students' learning I often change the dates or time allotted for specific concepts. Some students have no ability to be flexible in adjusting timelines for the betterment of the students as a whole.

As with the second item, students too often interpret this kind of item as how precisely a course assisted them in achieving a particular letter grade. I understand that is not the intent of the question, but it will need to be rewritten to make more likely it is interpreted accurately.

As the student does not have an over-arching understanding of the material, I don't trust their evaluation of how it was organized. This would be a question better evaluated by teaching peers.

Answer on this question only can give students perspective on organization issues. All internal problems they do not see, and those quite often are much bigger. What students indicate nevertheless is good source of knowledge, which certainly is useful.

Although I get what the question is going for, it is potentially biased against project-based or active learning courses, which can appear unorganized to students.

All courses organized differently. How students can evaluate properly something which they met first time?

Again, students perception of organization should not necessarily be regarded as actual. Doe my inability to make the malfunctioning AV system work, based on how someone else left it 1 minute before class starts, mean I'm disorganized...to students it does.

Again, many students couldn't answer this well.

Again, an opportunity to provide examples could elicit useful additional information.
All these specifics should be provided only to the instructor, not part of any version for others.

Again, I don't think this is a great metric. Sometimes having a well organized course is vital to success. Other times, having the ability and willingness to change things up based on real-time feedback and student needs is essential for success.

Again way too subjective to be useful.

Across a diverse set of courses, students, who overwhelmingly have not taught, are ill suited to know the optimal organization for a given course. Moreover, students who do poorly are likely to view a course as disorganized instead of accepting responsibility for their performance. Full disclosure -- I almost always get very high student evaluations.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 4 - Please rate the organization of this course

A class that was more open where ideas were broadly discussed might not appear 'organized' but could be an excellent device for teaching in some situations. Organization, especially rigid organization, might be beneficial to the instructor in a large class but might in other ways be stifling. For example, if a syllabus had 6 office hours a week, that could be 'generous' and well organized but perhaps not beneficial to a student whose schedule included lots of work study conflicts.

Nothing should ever be mandated campus wide. There are always reasons why one department might legitimately not want it. I think this would be a great "suggested" question, though.

(No means - with revisions.) This question isn't clear as "organization" is ambiguous.

"Organization" can mean really different things to different students. A course taught by the Socratic method, for example, can feel 'unorganized' and yet is a very effective, time-honored method. A course where students are given freedom to explore in "maker-spaces" and/or student-centered research, are 'unorganized' and yet high impact. An instructor using these methods would score lower when actually more critical-thinking and problem-solving is taking place, than a teacher who lectures and just gives three multiple-choice exams.

Question 4 - Please rate the organization of this course

potentially reword the question. the students may not understand the course design

poorly worded

What is the difference between organized and moderately organized. I think the 4th item (organized) needs a modifier, like very well organized

Try a 4 point scale and removed moderately organized. Not sure the difference between organized. Or the difference between extremely organized.

Too vague. Are we asking about the professor or the course syllabus?

Too vague

This question should be reworded to better identify what is organized? Is it strictly the material, is it the instructor's presentation of the material, is it both?

The 'explicit' organization of the course.

Somewhat and moderately are again confusing. I am not sure that students could differentiate between these two.

Reverse the order of options - start with "Extremely organized"

Question is not well phrased. What does it mean for a course to be organized? Does it refer to the instructor? Something else? You REALLY need to have an expert in survey design at the university revise these questions...

I don't know if "extremely" is the best superlative for these answers. "Very" sounds better, because there is a lot of difference between organized and extremely organized.

How about "extremely well organized" . "Poorly organized" etc. A course could be organized, but in a bad way.

"Extremely" is too strong. What course is "extremely organized"? "Very organized" or "Well organized" is fine.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

I like it, but I'm just not sure how useful or practical it is. Although, it makes me wonder if such a question will encourage instructors to integrate more diverse viewpoints into their classrooms.

I'm concerned about a grammatical ambiguity (or maybe not ambiguity, but problem?). The relative clause beginning with "which" is non-restrictive, which is to say, the sentence implies that all diverse views, debates, and controversies contribute to learning. If it were "... controversies that contributed to my learning," the clause would be restrictive, meaning that the VD&C the student is identifying are a subset of all VD&C, namely, those that contributed to the student's learning.

Too vague - can we define what we mean by diversity? I like the idea of this question but I do feel like it'll be used as a weapon against professor who won't teach so-called "Intelligent Design" or who won't give students Charles Murray to read. I think the three options are good. I find myself unsure if I want it there.

This question can be combined to the question asking about Critical Thinking

I would replace "diverse" with "a range of" and nix the "which contributed to my learning." As stated previously students do not correctly evaluate learning in teaching evaluations. I very much doubt that students exposed to different views and who did not like it will say that exposure contributed to their learning whether it did in reality or not. I do think that exposure to diverse views and controversies is a good thing.

focuses on quantity - why not rephrase to be about learning from this information and keep it a 5-point response scale?

I think this notion is captured more holistically in a later item in this survey, "The instructor fostered an effective learning environment." If you wanted to capture engagement elicited from the course design itself, rather than the instructor, I would suggest an item like the following: "My interest in the subject matter was stimulated by this course."

I think a question related to the topic of diverse views should be included, but I wonder if there is a better way to phrase rather than "contributed to my learning." If students are dealing with diverse views, debates or controversies for the first time, they might not realize if they are contributing to their learning. What if a course does not include diverse views, debates or controversies?

I'd eliminate the word controversy.

So I was on a committee evaluating an asst. prof. The instructor taught classes on gender. The students said that it was too political, that it was all feminist. That the instructor needed to include more on gender that was not feminist. So I thought about what that might be??? It seems like that would be gender from a patriarchal point of view. So is teacher responsible for teaching material from a patriarchal perspective--for example, readings from the bible that say that the father should rule the nest? This is a really bad question to include if you want academic freedom for instructors. I realize that people will criticize classes for "brainwashing" or "indoctrinating" students, but if that's a concern, then ask that question. Something like, "were you allowed to form your own opinion about the course material without being penalized by the instructor."

Important skill for the real-world. Please do keep this question. But I suggest removing "controversies" because that seems to just be sensationalistic. Maybe say dialogue or discussion instead of controversies.

Diversity of perspectives is what enriches learning.

Being exposed to multiple sides of ideas/issues/debates is essential in higher education, and I fully support this as a very valuable evaluative element.

I would change "which" to "that".

This item would not be applicable to all courses. Maybe it could be an optional item that instructors could add?

Include option for not applicable or specify related to course content

Students could be exposed to diverse views, debates, or controversies yet reject learning from them.

Encountering diverse views or perspectives is inherently valuable to students, regardless of whether they perceive themselves to have learned from those encounters.

I am not sure about the word controversies. It could imply person to person controversy rather than discussion of, say, a national controversy. What about using verbiage to include "controversial subjects"?

Delete: "which contributed to my learning."



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

i'd separate them out - you are asking two questions in one there. Ask first if they encountered diverse views, debates, or controversies, and then a follow up about whether those contributed to learning. otherwise if they say no, you will not know what part they are saying no about

"In this course, I was given the opportunity to engage with diverse views, debates, or controversies that contribute to learning."

I would like student written feedback here

This is a GREAT question with GREAT response options! :)

Sharing of opinions and view is important for learners to see alternate perspectives.

I like that this question reflects more of what the humanities does.

I like this question and its framing of diversity as a central good; again, I wonder how students might rate something that might involve diverse views in a way they're less clearly aware of (as in perhaps a skills based class) or whether students might define diversity / controversy in a narrow way, involving points and counterpoints.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

Once again, the "question" is not a question. It is a declarative statement. Also, the structure of the "question" is asking for a Yes or No answer. The first response suggests a "No" answer, but there is not a "Yes" answer suggested.

This needs to be rephrased. It does not seem like a good fit if it is to be applied to all courses (undergrad, grad, professional) at the university.

Not a question that is applicable to all subject matters. Much easier in an economic policy class or liberal studies type than an accounting class.

This question could be very dangerous for some courses. For example, in a Evolution course the students may find that they were not encountered diverse views if they were not taught about intelligent design or other religious views.

This question will not apply to class outside of social sciences/humanities style classes. Are people to debate math concepts for example?

This is a valuable question, and should also be recognized as a prized method of instruction, especially in the Humanities and Social Sciences. In other words, faculty should never be penalized for encouraging open debates in class. One question: what if the material does not lend itself to debate, but more scientific research?

I think this depends on the course - some courses lend themselves to this more than others.

It's hard to see how this applies to the science class that I teach.

There's not much that's controversial, nor much to debate, about math.

some subjects like math may only have one definitive answer.

This question may not be equally applicable in all content areas.

Not sure if including debates and controversies is the only way to learn

There is limited ability to interweave controversy when teaching the basics of disease diagnosis and treatment in the professional curriculum. This would not be applicable to all courses in the professional curriculum so should be an optional question.

We are not in circus, or goal is to deliver knowledge, not to organize debates. It is good to discuss question and different point of view on questions, explain and figure together what is wrong with different approaches, but at the end of the day our goal is to increase student knowledge, not to load them with puzzles.

There should not be diverse views or debates in a technical course. This should not be included for all courses, as it could be read as negative if students do feel there were controversies or debates in such a class and negative if students feel there were none of this occurring.

In addition to my prior comments about the value of student evaluations, I also think this is problematic. If the University wants to measure whether students are exposed to diverse views, I suggest getting rid o the subjective "contributed to my learning" portion of the question.

Great item for POLS courses, not appropriate for MATH or PHYS.

If you're teaching calculus, you're not teaching anything debatable.

I think there are better ways to get at this information.

N/A

This question is not applicable to many STEM courses, such as Calculus, Physics, and Chemistry. The instructor should not be penalized for teaching factual material.

This question is not relevant to all courses. There may not be a scope for debate in a Math or a Mechanics course.

Is not truly relevant to many fact-based science courses.

It may not applicable for scientific matters.

The item is asking two separate things.... 1) whether or not they encountered these views, and 2) whether or not the encounter contributed to learning. A negative response to this item is not informative.

While this question is holistically important, particularly for social sciences, students in STEM courses may finds this occurs less often because the technical nature of the material lends itself less to debate and considering multiple viewpoints. Thus, this could be a question certain courses consider as an additional question, but should be removed to ensure fairness across all course types.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

There are some courses where diverse views and debates simply do not exist. For example, calculus, introductory statistics, and coding.

This applies to a limited type of courses, e.g. in social sciences, but not to courses in engineering or in mathematical sciences generally. Therefore, this item is not of general use.

Again, the value of this item will be course dependent; and again, opportunity to provide examples should be given.

Depending on the course this may be valuable, but for several courses it might not be useful to have debates, etc.

diverse views are often not possible in natural sciences where we are teaching students to problem solve by learning concepts and applying them to new problems.

This will depend on the type of course. Many basic courses are built to deliver the information without views, debates or controversy.

This question depends on the subject matter, since some courses such as math, physics, and similar may not get into controversies. I suppose "not at all" would be appropriate in that instance.

This seems to be a question that would be relevant to only subset of classes. In math and other science fields, it is unlikely for this question to be relevant.

In answering this question, I wonder if all students value diverse view, debates, controversies. I also wonder about a course on algebra- how would this question be handled?

This is actually two different questions - one asking about encountering diversity and one about contribution to learning.

This question does not apply well to my courses. We may have diverse approaches and trade-offs depending on the point of view, but I would not say we have debates or controversies ...

Not all courses would have all of these items. It would need to be addressed very carefully. If this was a part of the coursework the department faculty agreed upon, then yes.

I'm not convinced this is essential in all subjects. Does something like this open the door for criticism in an evolution-focused course if equal time isn't provided for "Creation Science?"

What does this even mean?

Encountering them could be like a teacher stating "Some people believe God created the Earth, but I don't believe it" ; that is very different than having the students engage in this material.

I suggest: "In this course, I engaged diverse views, debates, or controversies, and gained appreciation for more than one perspective"

"In this course, I engaged diverse views, debates, or controversies, and could now argue for more than one perspective"

On a scale of 1-5, this question would not a numerical metric that would be useful when calculating of comparing "Course Means", "subject means", or "departmental means", etc.

Encountering diverse views, debates, or controversies is not something that should happen in every university course. What about a math course? A programming course? Sometimes the content is just the content, and there should be no debate.

In a statistics class, the "not at all" answer might be preferred. In a sociology class, the "frequently" answer might be preferred. One question with different right answers is probably not useful across the university.

There are 2 different issues in the question. How often debates were encountered, and whether they contributed to learning. A student who encountered lots of debates but did not like them will say they did not contribute to learning, but that's not necessarily the question intended here.

This is potentially useful for some classes. It is not a question as a part of 10 standard items.

For most engineering courses this might be irrelevant

This question is only moderately valuable for technical courses.

All classes are not concerned with diversity.

Does not fit



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

I don't think that this course is appropriate for most of the courses I teach. The wording suggests confrontation, not collaboration. Unclear why this question has a 3-point scale instead of a 5-point scale. And how would this affect the adding up of the scores?

I feel like there may be certain classes that this really doesn't pertain to.

This question implies that these are all valuable which they may or may not be depending on the course. There are lots of other ways of learning that are as legitimate as these three approaches.

I acknowledge the value of this question. But given the different curricula, learning outcomes, and style of courses, this question is not necessarily equally applicable to all courses. Some courses are a natural fit and can easily incorporate these learning tools but others do not.

The challenge with this question is that some students do not like hearing views they do not agree with and do not think it contributes to their learning to hear anything they disagree with. If a student answers no to this it may be difficult to know if it is because there were no diverse view or because they don't like hearing diverse views....

I think this item should be optional, as it applies to only some courses. For example, there might not be much place for diverse views, debates, or controversies in a basic calculus course.

Keep in mind this question is not asking about how much the course contributes to understanding issues related to diverse identities or to diversity and inclusion. I do think it is important to include a question specifically about this (and not just about diversity of views or "thought diversity")

This favors certain courses and punishes others, in an absurd way. The question is interesting, and I value the feedback that it provides, but it is still an unfair question for some courses.

There is no need for standard, required by the university, do-it-all, cookie cutter questions. Courses are so different that even the most general questions may be out of place for some courses. I believe that this is futile effort that does not add any value to the student course evaluation process. The decisions of what questions should be asked need to be prerogative of the departments. Even within one department, courses at different level may require different questions (service courses, courses for undergraduate majors, graduate level courses, etc.). It would be best to stop the effort to centralize this as soon as possible.

This is highly dependent on the course. Not all courses should be expected to exercise this.

Seems to be very subject-specific; learning in some areas would be increased by diverse views, debates and conversations but not across the board with all subjects.

In mathematics or physics or computer science this question is just stupid.
even the thought of it shows why a one-size-fits-all approach is more political than sensible

Again - every course is the same!

Many courses will NOT (and should not) include debates, controversies or diverse views. When learning mathematical concepts, there should not be debates or controversies. When learning to apply physics concepts to engineering problems, there are no controversies. If such a question is asked, then the option of NOT APPLICABLE must be included.

This question is suited to some types of classes, but not others. For example, when I teach statistics, there may not be diverse views, debates, or controversies that are relevant to the course material--in fact, any debates may detract from the students' abilities to learn the material. In other types of courses, by nature there will be diverse views and controversies for the students to consider. Thus, this is not a good question for an all-purpose university evaluation instrument.

Not appropriate for some math and science courses.

This question is valuable to me, but I don't see how it would be applicable to an algebra class. I'd like it to be part of a pool of questions that are easy for faculty to select. Even then, I'm not sure frequency is the most important measure.

Higher Education has become an echo chamber usually abased on one political point of view, which has stopped any honest debate in classes. This is incredibly sad. It is my observations from 50 years in higher education. I've seen the shift.

This assumes every course is going to grapple with diverse views, debates, and controversies. This also assumes that the student will be capable of identifying these situations and be appreciative rather than angry about them. This survey question would better split into two questions, one of which asks whether these situations were encountered and a second question that asks whether the student believes the situations (if encountered) contributed to their learning. Also, not every class will be able to meet this goal and there should be an NA option on the survey.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

I think this is not a question that is applicable to all courses.

What specifically about the inclusiveness of this course helped you learn?

I teach a basic science course for which this question completely does not apply to.

This question may not be relevant in science courses.

Mostly problem solving w moth or programming

too content domain specific. for instance, unclear how this is germane to a statistics or even basic rsch design and methods course.

This has no place in math courses. If it's included, it should have a "not applicable" option. Departments that have courses where this would be relavent should include it as one of there own questions.

My courses (CHEM 119 & CHEM 120) consist of 300 people per lecture time. We don't have time for debates or discussions.

Such statement may be appropriate for some limited number of courses throughout campus, and is not commonly applicable for many undergraduate courses.

This is beyond ridiculous. Those of us who teach science should be expected to teach alternative facts? Golly, it must be a liberal arts person who thought of this question.

This question, while it might be very relevant for some courses, is inappropriate for many other courses, To pick a course outside of my own area, it seems pointless (and borderline educational malpractice) to ask this in a calculus course!

Unfortunately, this question does not fit well with all courses. I do not think it should be included as a "not at all" means nothing depending on the particular course.

Very vague question. Assumes that everyone understands what is meant by "diverse", which I don't think is wise. If diverse means different, then different is not always good (e.g., an argumentative classmate who was the only one to espouse bigoted views, as a radical example). If diverse means "coming from under-represented minorities", then the question should be "Were you exposed to views from under-represented minorities in this course?" in which case, a demographic survey of students, course leaders, or authors studied (for example) would return clearer data.

The word ideas should be included in this question. This question may be less relevant to skills development-based courses, e.g., mathematics. Using different numbers of response options will lead to confusion and makes it difficult to calculate a mean estimation score.

Question would be very pertinent for some courses. Hard to understand its significance in many courses for COM

The combines two questions as one:

1. DID YOU ENCOUNTER diverse views, debates, or controversies

2. DID THEY contribute to my learning

The first one seems appropriate in itself -- it is about the course, per se, and it might indicate the need for instructors to convey importance of the content to the students

The latter involve course-student interactions and thus involves the course but is equally or more dependent on student uptake and usage. It should be asked separately.

this is not so relevant to some subjects (like mathematics)

I don't see how this applies to my undergraduate organic course, or a great many kinds of courses.

It's not very meaningful for most science courses.

Climate change, evolution, and the big bang origin of the universe are revealed by adequate knowledge.

And what debates do you expect in PHYS202? This question only applies to certain classes.

Doesn't apply to all subject matter equally, despite being essential for some types of courses.

This question is only relevant to some courses. I primarily teach basic science courses where we might discuss competing hypotheses, but I doubt students would see this as relevant to this item.

This question is very course dependent. Not relevant to some courses



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

Across a diverse set of courses, some will present very little opportunity to introduce "diverse views, debates, or controversies." For example, most math, physics, and engineering courses have very cut and dry theorems, ways to solve problems, etc. While this question not doubt has value in some courses or colleges, it likely has very little value in others. Thus, it should not be required across the university. Full disclosure -- I almost always get very high student evaluations.

Not all courses are applicable (i.e., what diverse views, debates, etc. should you have in a math class)? Questions should not be included if they are not broadly applicable to all classes.

This has no little to no bearing on a science course, so I find it useless for me, a waste of time and space.

We teach a step by step programming language.

"Did they learn to critically evaluate diverse views, debates or controversies?" would be a more valuable question.

I'm not sure how well or even if this question applies to a number of science classes

This item should not be included under any circumstances

Hopefully the critical thinking exercise include some form of discussion so that differing views can be expressed. This question doesn't ask whether diverse views were valuable, simply were they present in the course.

This may not apply to the needs and information being delivered in all classes.

Not all students believe these are valuable due to their limited past experiences and so the second part of the statement about learning may need to be more specific. I believe there is already a question similar to this and it is worded well as it is.

For a student to say frequently or sometimes two conditions must be met 1) they must encounter diverse views and 2) they must feel those contributed to learning. As an instructor I can control the former - I cannot control whether the student believes it helped them learn or not. Thus, if my students said "not at all" I can't know if that is they didn't feel they encountered different views or they weren't helpful. The way the question is worded worries me.

This might not really apply to a science/math based course. This could be a good optional item for applicable courses

Doesn't help with engineering courses, this one seems specific to certain subjects only so shouldn't be included as part of the 10 standard

Maybe this is good in liberal arts but for engineering and science it is basically worthless.

It really would depend on the course as to whether or not debates and controversies were a positive contribution to learning. Humanities versus some aspects of mathematics, for example. It would be useful in a discourse on politics in the middle east, it might not be so helpful in rating a course on real number theory.

Take out the controversies part and I think it's better. Otherwise it seems like an open invitation for accusations of controversy, which has a negative connotation.

This item is potentially valuable if, in fact, the purpose of the course is appropriate for this purpose. (I can envision that this is NOT an outcome of all courses...)

This question doesn't make sense for many STEM related courses and may lead to faculty members purposely interjecting topics they would not otherwise cover into the course in order to get points for this question. This is using the survey instrument to modify the curriculum.

I teach a math class and there are no "diverse views, debates, or controversies" in my class. I do have a respectful classroom and I am inclusive in my language. For example, one goal is to have gender free language in all my examples. But there is not much to debate about on the quadratic equation or how to multiply matrices. I would prefer a question that would let me see if my goals of being inclusive and respectful are getting across.

Some courses focus on foundational knowledge and don't delve into controversies or diverse views.

Again, depends on the course topic and the curriculum of the course. What is the point of having this question in a course that deals with methods in "linear algebra".

This non-applicable for my course

Not valuable to all classes. Minimize questions.

The derivative of $\sin(x)$ is not up for debate or controversy. To make this question universal seems crazy to me.



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Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

This question is not relevant to all courses. However, it may be highly relevant to some courses.

The relevance of this is largely dependent upon the course. It is valuable to give examples of how our understanding of a subject has evolved, and to highlight aspects that are not well understood or controversial today.

The overall content of some introductory courses, especially at the undergraduate level, do not lend themselves to debates or other controversial discussions.

This could be valuable for some courses. In a scientific or math course it might not be as relevant.

This does not seem broadly applicable to all types of coursework. Although I see this question demonstrated teaching diversity, it is unclear if this is meant to be diversity of thought, as currently worded I could see it not being useful in the hard sciences. Also, maybe it should be clarified if the controversies are meant to be field specific?

This does not and should not apply to all courses

But not all courses have the same potential to engage in diverse views, debates, or controversies, so I don't think this should be a general question.

This is nonsense.

covered by critical thinking

It is unclear whether this question references learning encounters that were part of the lesson plan, or simply an unmanaged byproduct of the student characteristics. The latter is more indicative of effective teaching.

this questions seems more appropriate for liberal arts classes, and not for science classes.

none of the items should be standardized or required for all departments. every department should select the questions that matter most for their own educational goals.

Limited to 300 and 400 level courses only. Hard to do in large lecture courses.

This question is irrelevant for many courses. I teach mathematics.

The question is stupid for a mathematics course. There are not "views," in mathematics. It is crazy to want to have the same questions for all subjects in the university.

Method-based courses would be adversely penalized by this question.

Also, more that exposure to controversies the value for learning lies in context. The question (if included) should reflect that, maybe something like: This course provided me with enough socio-economic, political, environmental and/or technological context to better understand diverse views... etc. Strongly agree â€¦. Strongly disagree

The question does not have a clear purpose. Should the respondent rate whether the diverse views, debates or controversies were encountered or whether such encounters contributed to learning? There are two questions within a single question as a result, the responses cannot be analyzed.

Not as applicable for some courses, especially in STEM.

This could be a very valuable question, e.g., in a liberal arts or social sciences class. But in my discipline, Physics, it would only be relevant for a very small fraction of classes at the most advanced levels. Bottom line: It would make a great deal of sense to make this question universal for certain Colleges, but not for the full University.

Not sure every course is set up for this type of assessment (e.g. foundational knowledge courses); perhaps as an option for inclusion on courses where appropriate levels of this type of engagement occur.

I like the intent, but not the wording. Some course material may not be controversial or include debates. Just because the material in a course doesn't always include this, doesn't mean it isn't a good course. So, I think the intent of this question should be clarified, as also it's wording improved. Also, what if the diversity, debates and controversies did NOT contribute to a student's learning? How is a student to answer this question? I think we should avoid the use of such "compound" queries.

Can serve to see how much students are positively/negatively perceiving these discussions, more than to evaluate faculty, since they can use this questions as weapon against a faculty.



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Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

This would be a great question if it focus on diverse views/perspectives and dialogues. We don't have to have "debates" and, actually, we should promote and facilitate dialogue and not debate. The word "controversies" is OK but not the best - it tends to promote divisiveness.

This doesn't apply to courses in my department.

This does not really apply to science and engineering.

totally irrelevant

Diversity regarding universal knowledge associated with the courses I teach would be detrimental to learning. For example, with scientifically-based findings, debates often result in polarization rather than the advancement of knowledge through exploration based on extant evidence. This item as those I reviewed previously are not applicable to all courses and therefore would provide no meaningful feedback to improvement of instruction.

This is not covered in every course within the university or at least in a context that the student can always understand.

I can see how many instructors that teach 'facts' (such as the algebra) might not see value in this question.... although I would argue that diverse views and debates could be woven into even 'fact' instruction.

I feel that this question is not applicable to a lot of courses (i.e. calculus)

Should there be diverse views on how to run a multiple regression? I really think that there are some courses for which this question would make no sense.

Students who feel threatened by an emphasis on diversity will respond negatively even if the course was exemplary in terms of diversity.

This question is applicable to Social Sciences and Humanities courses, but not to STEM courses, especially lower division courses where students are basically learning concepts which are not open to controversy. It would be good to have an alternate question for STEM courses which asked something like: In this course, I was challenged to find my own method to solve a problem or alternate methods to solve a problem.

This is horrible for a uni-wide question. What "diverse views, debates, or controversies" should be presented in a calculus or physics class? This is a great question for some subjects and absolutely terrible for others. It will lead instructors to add irrelevant content in their courses just to get a good mark on this metric. If your response to this concern is "we understand that it is okay for some classes to not have this content" (i.e., to have near 100% of students checking the "not at all" box), then you are completely naive to how the data generated will be used in the future. Eventually someone will come along and question why we have such a high percentage of classes checking the "not at all" box and demand we change what we are doing. Please do not use this question.

I believe this item is very dependent on the subject matter. As someone who is often teaching theoretical mathematical concepts, there are no debates or controversies in those, so the question is completely irrelevant and confusing.

I'm not sure how this question would pan out for some disciplines, especially math or science. Is a calculus class really going to offer diverse views? And if not, would the question be low scoring on account of this?

In technical courses, diverse views, debates or controversies is not necessarily the best way to learn complex concepts.

I am opposed to common questions required for all courses. There are wide differences in course structure and learning objectives across departments. Each department should set its own questions. Ok to have oversight of questions at college level. And I don't think this question is relevant to my introductory physical science course.

This question might get an assortment of answers, especially if those students are not necessarily receptive to diverse views, debates, or controversies.

does not apply to courses in my department

Not all courses will have diverse views, debates or controversies.

May not apply to many lab-focused courses, especially in sciences.

Students have different attitudes about diverse views, debates, or controversies in courses. Some students like the occurrence, and some do not.

This is too variable between courses to be useful on a common evaluation. For example, there is little controversy in an introductory calculus course but there may be much in a literature course.

Again, if this is not a learning outcome of the course, I do not think it should be included on every student evaluation.



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Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

From a basic science perspective, the question is largely irrelevant. Real scientific controversies or debates in this modern era are almost always about advanced or specialized topics.

Why are diverse views, etc relevant?

This question may not be appropriate for every course

Based too much on students' emotional perceptions and retrospective interpretations.

This question is specific to only certain classes and subjects that may not apply to all. Though we do cover some diverse views, debates, or controversies, they are not the main focus of the course nor something that comes up every day. Many of the courses I teach are factual, and even though there are diverse views and controversies that can be debated about facts, at the end of the day there is a standard thus the connection is not obvious.

The question might not apply to some science or engineering courses

This question is perhaps better suited to courses that are more focused on building a critical view of a discipline, society, etc. In science and engineering courses, we usually teach the accepted knowledge and focus on conveying the most important concepts, frameworks, methods of a specific subject. There are certainly controversies in any field of study, but some controversies in science and engineering (as well as other subjects) can only be understood and addressed when people have a highly sophisticated knowledge about the field, because they may be rather subtle.

I like the type of question but not the question.

Not all courses involve this type of content.

If it is phrased different, it would be helpful in stem because it looks like student answering this question for social science course. Especially the word "debates".

Students not being experts in the subject matter, they have no idea about the range of scholarly opinion on any given topic. As a result, they are not qualified to judge whether the instructor is exposing them to diverse views. Also, this question is just not applicable to certain technical subjects, such as in mathematics or engineering, which do not cover debatable content. There is no debate over the proper method of computing a line integral or the validity of the proof of a given theorem.

Since I teach engineering science courses, there is not much room for the kind of controversies that might be in a philosophy or other social science class but debates---yes

Not every course has a chance to debate controversial issues.

unimportant for STEM

does not apply to all courses

Diversity is always an important component of quality teaching. Students could learn the same topic from different perspectives, which will help them develop critical thinking abilities.

confusing if the question asks about exposure or learning from it

Same comment as previous feedback

This question may be important in many subjects, but probably not required in many of the pure technical engineering subjects.

Rating scale would depend completely on the subject.

Assumes student was an active participant in the course.

This question should include examples of situations.

Less applicable to natural sciences.

I could see how some courses aren't currently set up in this format.

In science and fundamentals of engineering we can not engage in discussions and matters of opinion. Are we to prefer "truth over facts"

Some subjects do not necessarily touch on diversified views or debates (primarily hard sciences like Math, Chemistry, Physics, etc.) since they are based almost solely on objective fact with little room for debate. However, overall this seems useful in many courses.



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Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

Again depends on the nature of the class. Basic concepts in math, for example--there is no debate that $2 + 2 = 4$

I teach a course that is fact-based. If there were "diverse views, debates or controversies" in my class, it would be inappropriate and would detract from the learning. Having this question on a survey that is applied universally could easily frame people in my field in a negative light. I strongly request that this question be removed. It would be worse that "not valuable" because it would be detrimental.

In an engineering curriculum where we teach approach, analysis, and truth, I'm not sure that these situations would be highly encountered. Thus, another question would be more helpful.

This kind of question is not universally appropriate. For example: What would this mean for a Math course?

Many courses will not fit this evaluation question at all, especially those in STEM. It should not be a standard question.

The item is plausible for a sociology course, but inappropriate for a mathematics course. Moreover, if students respond "not at all", does that mean that diverse views were absent, or that the students felt that diverse views did not contribute to their learning? It is impossible to interpret the responses to this question.

Teaching technical material - no room for debates in classroom.

This question may be appropriate for CD courses, but otherwise it should not be asked. Are we, as faculty, now expected to make basic subjects like physics or chemistry "diverse" or "controversial?" This is not a fair expectation of all courses.

I think this question works for courses that would include subject areas/material that would invite diverse views, debates, or controversies. I'm curious how this question would effect math based curriculum.

You are mixing together three things, as well as a causal outcome. If "Not at all", which is the problem area? Diverse views? Debates? Controversies? Were there too many? Too few?

Potentially valuable for my course and very valuable for others: lectures on cell-to-cell signaling and the physiology of embryogenesis, for example, doesn't really have that much room for debates/controversies pertaining to diversity and inclusion.

This question will only be relevant to the kind of course where discussion is appropriate. Debate, diverse views, etc have little to do with, e.g., programming and mathematics. However, for the courses that it is relevant for, it is an important question. Perhaps a fourth 'N/A' option would be good here.

Again, not useful for large lecture classes.

Not applicable to courses where discussions and debates are not the norm, and the focus is on imparting knowledge and helping students learn facts that are not up for debate.

This question may be relevant to a subset of courses in the university. Specifically, STEM courses may not have these attributes. Not at all suitable to ask this question.

Not clear that this should be included in all courses. For an engineering or science course, it's not clear that controversy is the best way to expose the material.

Many courses teach material that is not really subject to debate (fundamental calculus, some basic science work. Lack of diversity in course content or discussion should not be taken as a negative, given the nature/focus of the course.

In technical and mathematical subjects, there often is no debate or controversy. As such this question is totally inappropriate.

Might not be relevant to all courses??

Will this question be easy to answer for students in an online course?

UTILITY DEPENDS ON THE TOPIC.

This question might be more relevant to social sciences but in the case of natural sciences, especially math, the idea of being exposed to diverse views or controversies is not only irrelevant but it is actually wrong as it may result in mis-instructing the students. The first derivative of $f(x)=x^2$ is, and always be, $2x$. This is not a matter for debate or discussion. Please, whatever you do, DO NOT include this question on a campus-wide questionnaire.

This will not be applicable to all classes



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Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

Absolutely not include this question on all evaluations!! There are certain courses that are not conducive to discussion and debates, nor would it be appropriate to engage in such discussions to the exclusion of the material.

I'm not sure about this questions. It's always good to recognize the other point of view, but some subjects are more empirical than others. Instructors will get counted "against" if they didn't point out different views. Interesting.

Interesting.....In my courses I strive not to show any bias or personal view; it is up to the student to take the information and use it to form their own view. I had a debate once among students in class - one student thought he would play devils advocate and was quite extreme - other students got quite upset. Used it as a learning moment, as one moves through life not everyone thinks as you do. I have avoided doing debates since.

This question can be valuable in the execution and improvement of a course, but may not be explicitly relevant for all subject matter. As such, I am also unsure of the value this adds to a promotion or tenure consideration.

This is TAMU there are no diverse views only the Aggie view

In some classes, diverse views are important. In others, they are not pertinent to the subject matter. Viewpoints in an introductory political science class are important, but probably not so in an introductory math class.

Not really appropriate for STEM. Do you want me to present climate change denial views, when they are not good science? This will produce higher scores for some fields and lower for others.

3 different concepts lumped together? What's the real goal here?

Diversity is great. Not every class will utilize "diverse views", though. Sometimes debate and controversy can be great teaching tools and sometimes there is one right answer.

Additionally, I've noticed a trend in some students that they don't like being corrected and will take that out on professor evaluations. I feel that questions like this are well-intended but will end up being used to punish faculty.

What are the diverse views, debates, or controversies students should encounter in, say, introductory chemistry courses? For that matter, what debates or controversies would further advanced students' understanding of anatomy or physiology? Making this a required question penalizes instructors who teach foundational courses in which settled science doesn't really lend itself to controversy or diversity.

This question must be more relevant to some courses and, therefore, different scores in different courses will have different meanings.

Are all courses supposed to provide diverse views, debates, or controversies? Maybe include this question for ICD and CD designated courses only.

This question has two problems: (1) Students are not particularly good at understanding that diversity of views in scholarship and critical conversations about academic subjects is often subtle, at best. They may read this question and look for blatant and confrontational types of debates and controversies, missing the actual debate that is happening in the field surrounding the material. (2) The assumption that debate and controversies in and of themselves are valuable learning experiences is faulty. They are not. Valuable learning experiences come from thoughtful, engaging, and relevant discussions of diverse views in academic contexts. This question is too simplistic and invites overly simplistic responses.

The nature of the course may not structure itself into these types of discussions. So extremely important for courses where this process fits into the education objectives. In appropriate negative mark for courses where this does not make sense or would seem forced or even political if it is inserted and does not support course objectives.

I vote "no" only because for some courses this may not apply (i.e., Education methods courses)

This is an important question for some courses but not all (ie very technical)

... how would this apply to a math or science course??!!

I think that this question will apply to relatively few courses in the medical school curriculum

This is graduate and professional student learning that should only occur in some courses. The requirement of controversial discussion in all course would could adversely affect/ dilute teaching the necessary knowledge and skills required to pass national testing into the profession. Most national tests avoid controversial topics.

Question is leading. It is highly inappropriate to state examples in a question like "debate" "diverse views" and "controversies", as courses are highly diverse, and such leading questions may of no use to some courses.

Such controversies as exist in animal classification really don't mean much.



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Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

again, poorly worded. Is it possible that the student encountered diverse views that did NOT contribute to learning? Does the word "diverse" modify "controversies"? If so, what makes a controversy "diverse"?

This question requires two different considerations: were there diverse views or controversies in the course, and then did they contribute to my learning. So one part might be true but not the other, so responses might be hard to interpret. I also have a small concern that courses without debates or controversies might be targeted for change, when not all courses need to have debates or diverse views.

It does not apply to the courses I teach.

Not all classes deal with diverse issues, so this has the possibility of being used negatively when it's not a necessary component of a course.

Some courses don't encounter this, and it shouldn't be reflective of the quality of the course.

This question may be applicable to some selected courses. So it is not fair asking this to students in a course that this is not applicable. If you ask, students will respond "not at all" and that may be associated with a lower score, and that will affect the overall evaluation score.

Could help instructore develop activities that address the issues above

Not applicable to many classes.

Not a one-size-fits-all question. Maybe useful in the social sciences, but in STEM courses it would be totally inappropriate.

Perhaps this is a reasonably good item for general education classes. For classes focusing on development of mastery of known complex processes before applying those processes to problem-solving, the item is fully inappropriate.

Diverse views on established scientific theories are not what I teach. This sort of question is exactly why a set of questions are unlikely to be equally applicable across all disciplines.

For example, if I were to digress and explain the 'controversy' in the middle ages about whether you can make gold from lead and what ingredients were though to be important by alchemists of the time, it might be vaguely interesting but would no make someone better educated in modern chemistry

This may imply all courses should include debates.

Not all courses can or should include diverse views, debates or controversies. Do we have to teach "diverse views" about whether the holocaust occurred in a history course? "Diverse views" about the occurrence of climate change in an ecology course? "Diverse views" about the loss of biodiversity? "Diverse views" about the effectiveness of vaccines?" The "debate" by anti-science groups and racists is tearing this country apart. Students have the right to be provided with accurate information from experts and not have faculty be forced to give credibility to nonsense simply to meet an expectation that we are addressing "diverse views," "debates," or "controversies" in the classroom. This is a HORRIBLE item. I completely support addressing such issues in courses where we can make these lopsided controversies and even legitimate controversies the object of study, such as media literacy or sociology. But in science courses, certain history courses, and elsewhere, this is a disaster that would result in false and dangerous relativism rather than an accurate education. The forced choice options are also terrible. Only a course that addresses controversy as an object of study would reasonably be expected to frequently include diverse views, debates, and controversies. Other courses would frankly be derailed by uncertainty and side-tracked from the course concepts if they "frequently" encountered diverse views. Imagine courses at the vet school... Here's the procedure for doing X, but let's talk about debates about that procedure. Imagine courses in biology: Here's the data on CO2 in the atmosphere, but here's all the arguments put forward by those outside the field who claim this isn't the case. What kind of a university education would that be??? Debates and controversies and diverse ideas FOR THEIR OWN SAKE is not an education. Those things are appropriate in an education in places where such issues make sense--in areas where debate is part of the field (such as certain areas of fine art, literature, cultural studies, law, public policy) and a disaster in subject matters that have different ontological and epistemological underpinnings, such as the natural sciences, vet med and other professional programs, and elsewhere where the vast majority of the content taught, particularly to undergraduates, is simply not being debated by the field.

This question is extremely vague and subjective. If the students have any issues, they should report to the administrator. I do not understand what kind of information you can get from this question.

Essential to critical thinking. If they did not get it, I need to know it.

Depending on the course, this could be an extremely valuable metric. Obviously useful for the humanities, could be useful for both the social and physical sciences. Great call.

This question assumes that diverse views, etc, contributes to the learning of students. Students learn in different ways. Diverse views, debates and or controversies included in the classroom could be evaluated in a different way. However, it will not be useful for professional evaluation of faculty



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Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

This question is not relevant to math/quantitative classes and should not be included as a standard question.

is this even a goal of all courses? Like Math 141--is there a diverse view or debate or controversy there?

Why bring up "controversy" in a course evaluation? This seems like a can of worms we don't want to open.

I teach engineering courses. Diverse views are not really applicable to applied physics.

There are relatively few legitimate differing views about, say, chemistry or anatomy. So what is the desirable answer in that case? Are we supposed to include creation science for the sake of diverse views? What's really important, isn't it, is whether diverse views when presented are treated respectfully, and whether students feel encouraged to disagree.

In some courses there just are not diverse views, debates or controversies. For example, MATH 151, and that is okay.

Students don't always understand what "diverse" means (i.e. they might reduce the concept to identity politics).

Not always applicable to all courses. A math class wouldn't necessarily have controversies over the material, or debate, at least not at the 100-200 level.

Some faculty have pointed out that there are topics/classes which lend themselves much better to this question than others. Also, it is somewhat unclear to me how students will actually interpret the question. I am not sure how applicable the 18-22 year old students may view the terms "diverse" "debates" and "controversies" to certain classes as who they contextualize these words may be much different than how faculty do.

I do not believe this question is applicable to all courses in all disciplines.

Not applicable to some science-based courses that teach established concepts.

It is open to misinterpretation.

not necessarily applicable to all courses which may unfairly reduce course evaluation scores for say... algebra... not particularly controversial etc.

Certain subjects, like the physical sciences, do not include subjects that are up for debate. Moreover, the amount of subject matter we are expected to deliver does not always allow time for discussion. This question is best restricted to ICD and CD courses.

This question would be applicable to some courses but not others.

This is a largely irrelevant question for many content-based courses in mathematics and the sciences. It will only serve to make the survey longer, thereby making it less likely that students will provide meaningful feedback on questions that actually pertain to our courses.

Again, the student's response to this depends upon their viewpoint. I teach how to lower energy use and try to have them deal with complex issues involving "saving the planet" and the costs to do so. At their level of professional maturity, they often take simplistic views (to be expected) so their responses will vary depending on how they position their view on conflicting ideas.

The average student does not like controversy, so including the question is good for priming them that controversy can be good.

I am afraid this question will promote the diffusion of ideas that are not directly related and/or relevant to the topics in question

The problem with this question is that it wouldn't apply to all courses. In basic courses there's no need to debate most facts and standard mathematical formulas. This question is only applicable where interpretation, and opinion are relevant to the subject matter - history, philosophy, etc... .

This is not necessarily relevant to all courses

Would this mean that we need to inject view-driven material into all our classes? I am not sure how much an advanced calculus class would benefit from a discussion of the Newton vs. Leibniz debate...

Not very relevant for a finance course

This question is excellent for the CD course evaluations, but may not necessarily apply to ALL courses. For example, how would this question apply to learning yoga, anatomy, math, etc? Not every class will focus on debate or controversy if the class is focused on general education fact. This question is important for topics which can engage debate, but not relevant enough to be on every class evaluation.

I am not sure this is an appropriate question for technical classes. Liberal arts type courses, but probably not relevant for Mathematics, Chemistry, Engineering, and Construction Science.

I am not sure this statement would fit ALL courses across campus.



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Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

This question is double-barreled making it invalid. In other words there are two questions in 1 and we can't tell what the answer related to. A student may select "not at all" to mean that they did not encounter controversies OR a student may select "not at all" to mean that they did encounter controversies but it did not contribute to their learning. Furthermore, it is unclear to me that students will think encountering diverse views does contribute to learning. They may think the opposite. This question then is also a leading question, in that it expects the student to see that diverse views are good for learning.

This in absolutely no way is applicable to a math course. In fact, these are things we should NOT discuss in a math course since these are not learning outcomes of the course (nor should they be). This question should be an optional question for departments that see this as a course learning objective, not a required question for all courses. I can think of many other courses in departments for which this question seems to be irrelevant: Accounting, Finance, Economics, Biology, Chemistry, Astronomy, Physics, the vast majority of Engineering courses, Statistics, Agriculture, Animal Science, Kinesiology, and the list goes on. Please strongly reconsider this question.

This is a question that could cause a lot of confusion in STEM major courses.

This question is very vague and captures multiple concepts. Students must define "diverse" (many will think race/gender given recent focus on these issues) and then must agree that these contributed to their learning, which isn't at all obvious when many students get upset discussing anything that conflicts with their world view. Perhaps eliminate the "contributed to my learning" bit. I'm also not sure how this applies to math or science courses when there is frequently just a right and wrong answer? Are scientists supposed to tell people the earth is round and then point out that there is a contrasting group of crazy people that think the earth is flat? Is this supposed to contribute to learning somehow? I see the value of this question for subjects where there are conflicting arguments, but it is hard to see how this question can be useful for the entire university without more context on what we are trying to learn with this question.

If debates don't apply or lend itself to a subject matter then this question wouldn't apply. So while a class may have many discussion type interactions that aid students learning it wouldn't be captured by this question.

No all the subject lead to debate.

If we take the goal of exposing students to diverse viewpoints, then this question is highly important. But it also has two referents -- "encountered" and "learning" that probably need to be separated.

This would not be applicable to many survey, large-lecture, and online courses. Also consider a course like Calculus or a computer programming course, would you expect the same level of diversity and debate as in a philosophy class? No! This discriminates against certain fields and certain types of classes.

This is so subject dependent as to be useless. There are some courses where diversity, debate etc is essential to the curriculum and others (such as the hard sciences or mathematics) where it is not. Why penalize those who teach the sciences?

This is not applicable to all courses at the University and should not count against those courses that do not include these ideas.

Again, many courses for which the introduction of diverse viewpoints is just not applicable. (EG algebra, chemistry...)

Not all courses are suited for debates or controversies (i.e: anatomy). I would suggest to keep a consistent length of the scales, it would facilitate the homogenization of the evaluation in a quantitative way, using the ordinal property of the variables.

This may not be applicable to all courses, e.g., it would be harder to apply in math than in a philosophy or medical school course.

What "diverse views" are best suited to a calculus course? Should exam questions include "how do you feel about this triple integral?"

This question is crucial to supporting diversity and inclusion across the curriculum. It raises students awareness of the university's intentions for their education. It supports faculty in raising difficult issues, especially in CD and ICD courses.

Much of what is taught in courses is well-established knowledge where diverse views, debates, or controversies were settled long ago. Moreover, students can wrongly interpret this as giving time to fringe or discredited ideas. For instance, in a biology course, students may wrongly interpret this question as meaning they should also hear about intelligent design or creationism. This question should NOT be included. Perhaps the question seeks to promote instruction that addresses HOW WE CAME TO KNOW what is being taught (i.e., How what is being taught came to be well-established). That historical approach would raise diverse views, debates, and controversies that existed as the knowledge was being developed and vetted). This is an important educational outcome, but a course evaluation question addressing this would have to be very carefully written to avoid the concern I raise.

Multiple objectives. No value to question.

this is not applicable to the math classes that I teach.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

This question is not a good fit for my subject of mathematics, and I suspect the same would hold for the hard sciences (physics, chemistry, statistics, biology).

Another problem is with the wording of the question because it has two distinct clauses. An answer of NO to the question could mean

1) that they did not encounter diverse views (etc.)

OR

2) that they did encounter diverse views, but that the student didn't think it contributed to their learning.

Another issue is that it is unclear to me if the students are actually able to effectively determine, near the end of the semester, if encountering diverse views contributed to their learning. Challenging students in this way puts them in an uncomfortable position that many of them do not like, even if it is good for them.

I am pausing on this statement. It seems to me that the general statements to be included in all course evaluations should remain very general-- focusing on organization, clarity, and other matters students can offer insights into based on their subjective experience (while a course might seem organized to me, if students don't experience it as such, that is valuable information). When "diversity" is a swear word for some students on our campus, or the idea of "challenging" students beliefs and convictions is interpreted as ideological brainwashing, evaluation questions like this have more potential to hurt faculty (especially regarding promotion, merit raises) than provide useful insights.

If these are not learning outcomes for the course in question, this question should not be included. Questions need to be aligned with the learning outcomes of the course.

This question should be broken into two parts. Did they encounter these diverse views? Then, did they contribute to learning? Only then should this question be included. It's asking two very different concepts; otherwise, it's a leading question.

this question may not lend itself to ALL classes

Not relevant to all classes.

Nothing should ever be mandated campus wide. There are always reasons why one department might legitimately not want it. I think this could be a good "suggested" question, in some classes. But this question, especially, has questionable relevance in lower-division physical science.

Fine for courses on history, politics or similar courses. Makes no sense for calculus, physics or organic chemistry.

Helpful in political science, philosophy, English, etc., but not engineering.

We need to listen to our students, they are far more open and embracing than we give them credit for. However, unless this "encountering" is done effectively it can come off as being an activist.

Not applicable in many courses

This is an important metric for some courses, especially in the humanities and social sciences, but not for all (do math professors typically present many controversies?).

The "not at all/sometimes/frequently" part is different from the scale used in other questions. Why is this one compressed to 3 while the others are 5? It seems unlikely that this question would be valuable in an introductory calculus class but it would be quite valuable in an introductory sociology class. Perhaps add a "N/A" option

there is much less controversy in some subject material, especially in STEM classes, so this question is less relevant

I think that this item would encourage instructors to take chances with presenting controversies. This is a good thing and contributes to critical-thinking.

Doubt the applicability to science and engineering course. Good question for social science and humanities courses.

This question definitely works for some courses, but I am unsure how it would fit for all. In the KINE dance science program for instance and the skills based courses eg ballet class, I am not sure how this could be measured and included every semester. Plus what a teacher might propose as a diverse view, debate or controversy, might not to the same as a student.

not relevant to all courses in the same degree, depending on the subject matter.

I like the concept here, but what does encountered mean? Is this instructor facilitated or that students had conflicting views? I think there is a lot of interpretation for this question.



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How would this question help inform the instructor how to improve, especially in a course where differing views or controversies are not encountered (such as calculus or chemistry)?

I worry that some students don't see the value in diverse views, debates, and controversies.

Add the rubric "not applicable." In mathematics and engineering, debates and controversies are not relevant to foundation courses.

This question does not apply to some of the courses I teach.

Not all courses cover materials that warrant this type of question.

I that supposed to be what is included in each class -- controversy (an equation is an equation -- how is that controversial?)

Not all courses will necessary have diverse views, debates, or controversies. Further, students might not appreciate the value of those as contributing to their learning if they are not open to see different points of view. This will end up having a negative effect on the instructor's evaluation.

This is fine for me, but I am not sure that my colleagues in Chemistry and Physics and Math, for example, will be so thrilled.

This question can't really apply to the STEM fields. How can you have debates or controversy over a known math equation or science law? We're not going to waste time disproving gravity. Make the questions applicable to every field of study.

Why only three responses here when previous frequency question had five anchors?

this is not applicable to the full university. i teach engineering fundamentals. having to ask a question that is not applicable will reflect poorly on faculty

Repeating myself again: "This is another abstract question beyond the capacity of many students. Per my earlier comments, students are often incapable of understanding what level of learning was engaged by their actions in the course. The issue is particularly acute for required courses comprised of non-majors who are merely "wading through the mire" of materials."

Many courses including beginning courses may not fit in the controversies or debates issues.

This would be helpful in my courses, but I am not sure how it could contribute to a course in say biochemistry.

Not always a relevant question for math-intensive engineering classes.

Let's stay away from anything that could encourage right-wing online stalkers. Also... I teach entry-level statistics. Not everything is debatable.

Question 5 - In this course, I encountered diverse views, debates, or controversies, which contributed to my learning

Why only 3 response options? What if you had controversies but no debate? Or debate but not controversies? This question is double-barrelled...

Add "N/A" (e.g. a math class)

why only a 3 point scale here? 5 will give more sensitivity/ability to differentiate



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Of course that feedback helps. Some classes, because of their size, cannot offer the same level of feedback. So irrelevant / unfair to certain classes.

Some classes don't lend themselves well to feedback. For example, large classes with multiple choice exams wouldn't fit here.

This might be SOMEWHAT informative for a writing class but not really for a methods class or a class which requires a lot of memorization.

Clarify what feedback means - grades, comments and from whom - instructor, TA, peers?

What kind of feedback? In-class, oral feedback? Written paper feedback? Exam assessments? Students might need to know your definition of feedback and how it's applied.

I think a broad array of examples of feedback should be listed because feedback can take many forms and students may not always recognize when they are, in fact, being given feedback.

I would make this item a statement, and standardize the scale response to match those of other items (see my comments at the end of the survey). For example, "The instructor provided feedback to help me learn" (not at all/very much so; 5-pt scale).

this is again vague to me. the questions need to be clearly stated. I do not know exactly what is asked through this question

Similar feedback as prior items. However, I wish to restate the follow-up / drop-down boxes for these types of questions where students could report on missed opportunities for feedback would be most useful for course revision.

This is certainly useful.

I am assuming this question is talking about feedback given on assignments. That might be clarified in the statement.

Giving feedback is important to the growth of a student.

The question assumes feedback happens and from whom to whom is lacking.

How do students know in only one semester whether the feedback helped them learn? Sometimes it takes students the course of their college career or at the very least an additional semester or two to recognize that they learned. It seems like it would be better to define "feedback" and then ask only whether the student received feedback. The definition should include, feedback during class discussion (e.g., questions from the professor), oral or written comments on class works, graded exams or quizzes, oral feedback during office hours, or feedback through classroom technology such as Socrativ (and other forms of feedback).

Who is going to set and standardize student expectations for feedback? Are exam scores feedback? What if instructors don't meet individually to provide face-to-face feedback with all of their 300 students in a section?

At the very least, this might help the students remember to go over their exam!

This is too subjective and based on what a given student wants to hear, and feedback, even if given constructively is often rejected.

Again, the importance of personalized feedback differs by course.

A prequel should be appended to this question: "What type of feedback did you receive for your work in this course?" [TEXT]

Not very clear. I don't know that students interpret everything that is actually feedback as feedback.

Feedback is a vague term. Should be explained.

This may, however, be difficult to answer for students in which assessments are restricted to exams.

What does "feedback" mean? In a class of 80+ students, what feedback is expected? This question should be rephrased and made more specific. For instance, "Feedback in grading of assignments/tests helped me learn"

Types of helpful or desired feedback should be especially solicited.

Simplify the scale. Difficult to differentiate between each level.

this is too vague.feedback from whom?

Also, in classes that are large the professor might only be able to provide feedback on exams if students are not actively seeking for it, and that is if they graded it themselves.

It would be more beneficial to ask: I asked my professor for feedback and their feedback helped me learn.



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what is the definition of feedback? test results? Again very dependent on the type of course.

Not all courses include individualized, instructor feedback to students. How would the first response (no feedback) be considered? Would this be factored as a low score or a neutral score for faculty?

There are too many choices. Students who are unhappy with the feedback they received or who never bothered to read the feedback they received will likely answer negatively.

Is a grade feedback? writing in the margins? Define feedback for the student so they can give us accurate responses.

In lecture courses with more than 30 students, the opportunity for individual feedback is more of a challenge. Any advice on how to improve that would be appreciated.

(No means - with revisions.) This question is also not specific enough to be clear. Feedback on what? From whom?

Feedback is very important

Question should ask regarding feedback from the professor . Too vague as stated. TA? Other students? Unclear

Some feedback is provided to a group, and others are provided to an individual. Students will think the feedback is only that was directed to herself/himself for this question. If we are teaching a large class, we generalize problems and provide feedback to the class. The question is potentially useful, but the wording needs to be improved substantially.

This is a general statement. It has nothing to do the instructor's feedback giving efficacy.

Again, problem with this question because it has a different scale from others. Also, no feedback provided? Is this a thing? I would say 'Feedback inadequate or not at all helpful'. That takes care of the two first points in this scale, in a way that is more balanced. No feedback and unhelpful feedback are kind of the same from the perspective of the student, although one hints at lack of availability of instructor, laziness, etc. whereas the second hints at poor wording of feedback.

How about, "did you read the feedback?"

What kind of feedback? Exam results? Homework results? Verbal feedback on in-class discussions and problem solving sessions? This needs to be more specific to be useful.

This could be valuable if interpreted correctly. What if despite the feedback students don't learn? Then will instructors get dinged for this question unnecessarily?

Feedback from whom?

Can we give them examples of what type of feedback we are talking about. All of these questions feel so general, which I know is most likely to make them applicable to many different courses, but it seems so vague that students won't know how to answer this question.

What about was the feedback timely, accurate and relevant? Is this question supposed to mean all of these? Will the students understand that this is what the question means.

This is an absolute necessity for a writing-intensive course. But for other courses, "feedback" may be interpreted differently by the students and the results may not be skewed.

Students do not understand the variety of ways they receive feedback. This question needs more explanation about what is feedback and the variety of ways in which feedback is given (including in class!).

Assumes student received sufficient feedback. The questions needs to be accompanied by additional opportunities for the student to indicate how much feedback was received, from whom (instructor, classmates) and how often.

Not sure if all courses can contribute the same amount of feedback to students (ie., large courses)

There needs to be context given. This is too vague to be very actionable.

I would know if I am missing students with my feedback process.

What is "feedback" - most student will equate this with grades earned.
Question is too vague otherwise



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In large required courses, we would need to devise ways to reach students. In my classes, I always schedule extra office hours for students to come look at the questions they missed and determine why they missed them. Fewer than ten percent take advantage of this. I suspect the modal response in my courses will be "No feedback provided." How can feedback helpful, if students don't show up? In small sections of upper division courses, this would provide useful information.

Feedback is again too broad and frequently misinterpreted. Do you mean just FORMAL feedback? What about INFORMAL feedback? Formative vs. summative feedback? All of those are used while teaching and all are important. Typically students will interpret this as only FORMAL SUMMATIVE feedback, which is the least valuable to student academic growth.

Same general comment as first proposed question, but perhaps not as limiting

The item needs to be more detailed. In some classes, feedback can be "right" or "wrong"--think of large classes where multiple choice exams are the norm and there can be virtually no class discussion. That type of feedback probably does not aid in learning. In other classes, feedback can be more detailed. For example, when the student engages in writing, class discussion, etc., and receives interactive feedback. Not a good question for all types of courses.

Add a phrase about timeliness: Feedback was timely and constructive and helped me learn.

I think I think a variation of this question should appear on all student course evaluations that makes clear whether this means feedback from instructors, peers, third-parties (thinking engineering senior design projects that have industry partners) or any of the above.

This question is decontextualized enough as to be useless. What counts as feedback. Is the course designed so the student has to work through productive failure. If the feedback, or lack thereof, is part of the learning mechanism of the course (Active learning) then will the student incorrectly be responding to their perception of what feedback should be, rather than what feedback is? Also, there always needs to be an NA response on surveys.

I think this question should be modified or deleted. Some students never seek feedback or put themselves in the position to receive feedback. In those cases, faculty are rated poorly for student behavior. In addition, feedback can be so different depending on the type of course (big lecture, seminar, etc.). At the least, you should describe what feedback is (i.e. test review, feedback on written assignments, etc.).

The question is not specific enough. I don't think all students will understand what is meant by feedback

Allow students to comment on the specifics of feedback that helped them learn.

"Feedback" is too amorphous of a concept and seems to pertain more to situations where students are given writing assignments and are then graded on them (writing-intensive courses). The only application for a basic science course would be going over the answers for an exam or quiz.

With labs and lecture in slightly different formats, the answers may differ and will be hard to separate

the instructor has no control over what they choose to do or not to do w/ the fdbk. best to simply ask whether they received fdbk or not and not the outcome of the fdbk. furthermore, in a large class of 100+, it is unclear what fdbk will entail besides their exam scores and whether/when *they* choose to stop by the office.

This question only helpful if feedback is defined to include more than written or oral feedback, which is impractical in large 300-600 student courses. Feedback should be defined to include informal assessment in class (clickers and other questions), on-line homework, discussion boards and up to date grades.

Not helpful for large classes where individual feedback is not feasible.

I don't understand the question. Feedback from whom?

Does this refer to peer or faculty feedback? This statement seems entirely too broad. Also moderately and somewhat can be interpreted as the same option.

If you are teaching a large class, such as a few hundred students in a semester, then individual detailed feedback may not be possible, and you already know that the students will answer negatively for this item. Such statement already favors who teaches smaller classes.

Again, really not very thoughtful. This would reduce the number of faculty willing to teach large classes. Not a question that can be applied uniformly.

This is a very specific question, that might address one aspect of course instruction, but does not address the range of ways that a course helps students learn.

Feedback from whom? Course leaders? Fellow students? Poor grades on multiple choice questions? The question is too vague to provide clear insight for course leaders.



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I have concerns with the answers on this one. How is "Feedback Helpful" different from "Feedback somewhat helpful" or "Feedback Moderately Helpful"? There are too many options with little differentiation. Perhaps the following might work...

The feedback provided in this course helped me learn.

A. No feedback was provided in this course.

B. Some helpful feedback was provided.

C. Significant helpful feedback was provided.

Using different numbers of response options will lead to confusion and makes it difficult to calculate a mean estimation score.

How do we document that feedback occurred during the course in formative fashion, not just a summative exercise in grade.

Feedback is not defined

This is a good question only if accompanied by a definition or exemplification of types of "feedback". Having students indicate the most valued types of feedback would be helpful to the instructors.

questions should be clarified: I benefited from the feedback from examinations and assignments

It is not possible to provide feedback to every students in large undergraduate classes.

Feedback from whom? Professor? TA? Again, this question is vague .

Faculty need to know if they are giving useful feedback.

I teach large-scale course (1,000 or more) in which providing personalized written feedback is not possible for course management.

Across a diverse set of courses, there are different levels of feedback that are reasonable and optimal. Students, who overwhelmingly have not taught, are ill suited to know the optimal feedback or level for a given course. Moreover, students who do poorly are likely to view an instructor as not having provided sufficient feedback instead of accepting responsibility for their performance. Full disclosure -- I almost always get very high student evaluations.

Again, how will this question be used in assessing course or instructor quality? Some students don't SEEK feedback, even though it is available and helpful if the student would ask. In that case, the instructor will be penalized with this question. Perhaps "is feedback available" would be better.

This may help faculty recognize when they are not engaging the students.

In a way, this is what office hours are for, but many students cannot be bothered to talk to instructors even if they do not understand what is being discussed in class.

Is the way that students indicate whether they received grades promptly?

This will be especially valuable in our lab sections of our course.

Instructor feedback on my written work helped me learn. - rephrase possibly. What about feedback was provided but too brief.

Question should be more descriptive of different ways feedback is offered, as students will assume this means grading comments only, yet good instructors are constantly offering opportunities for feedback through answering questions, class or one-on-one discussions, peer or group analysis, etc., which can be equally valuable.

The question and the answers don't match each other, however I do think that a question regarding the helpfulness of feedback is important

The question is not even clear. What type of feedback. Providing specific feedback in a large class is challenging.

Need some examples of what FEEDBACK might entail.

In large classes with mostly multiple choice questions this question is not helpful. You can also have an option of not applicable, if you want to include this question.

Feedback, whether in class or during small group or individual interactions with students is valuable for both the student and instructor.

what about timeliness of feedback - how would a student answer the question if they received great feedback but later than they would have liked to receive it? Also, students make rate this low if they didn't get the grade they wanted.

Is it helpful to specify where the feedback is coming from?



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none of the items should be standardized or required for all departments. every department should select the questions that matter most for their own educational goals.

Again, it is not clear what is being asked. Feedback on what? Assignments? Class contributions? Effort?

The meaning of the question is unclear. Feedback? In which context. From who to whom?

I think this question could be useful if there is a more detailed of the meaning of "feedback." I go over each exam question one at a time when I review students' exams. I have asked some students if this was helpful, and they said of course it was. However, they didn't consider this "feedback," just going over the exam.

Maybe shift the student focus on feedback from "checking boxes" to get assignments right to life-long/professional skills. For example: "Feedback was insightful or detailed enough to help me reflect on the quality of my work"

I prefer anchors for the question response to range from strongly disagree to strongly agree.

Depends on type of feedback and how open the student was to hearing and understanding the feedback. Feedback doesn't work if the person is unwilling to hear they need to improve.

Would recommend defining feedback as formal feedback related to assignments or exams, otherwise may be too broad or include too much noise around the concept of informal/formal feedback.

This is a poorly constructed question, in my opinion. Feedback is a very broad term, and should be more clearly clarified, so that a student can appropriately respond to this question. If we are going to ask about feedback, we need to know:

1. Was it given?
 2. Was it given in an appropriate way?
 3. Was it summative or formative feedback that was helpful? That was problematic?
 3. Was it given at a frequency and within an over-arching assessment construct that promoted timely learning (and incorporation)?
- This question seems to "dumb" down what would really help a faculty concretely improve their course (doesn't provide much granularity for improvement).

Feedback has many forms, verbal clarifications, extra hours, emails responses; sometimes these can be used to acknowledge faculty or be confused with disorganization.

This is often interpreted as direct/formal/written feedback from instructor, which is very limited and may not be the most helpful for learning. Many pedagogical approaches leading to better learning and development may not be considered under such wording, for example, facilitated dialogue, Socratic process, peer review guided by rubric, discussions of sample peer reviews, etc.

Will students understand the breadth of feedback mechanisms? Will the students think only of direct feedback from the professor to student? i.e. feedback on a paper or other assignment.

Exams provide feedback. I give an individual exam to the students and then form groups and give them the same exam. They compare and debate their answers and thus teach each other. This is feedback, though I don't know if they would realize that in answering this question. In the next class I go over those questions that are answered incorrectly even in the groups.

This question should be included only if there is some explanation of "feedback".

Students need to be responsible for seeking feedback in addition to grades on exams.

The question is poorly phrased. What kind of feedback? Grading throughout the semester is certainly one kind of feedback.

I can provide all of the constructive feedback available to students; however, whether or not they learn from it resides within them and not within me.

Feedback needs to be more defined - when you say feedback students often think of it only as instructor feedback rather than peer or self feedback that might be explored within the course.

maybe a qualifier is needed here: whose feedback? --- peer, instructor, TA, class-related, a whining class groupme

Again, you'd have to define feedback. So, for example, add something like, "Feedback might include instructor grades, instructor comments, peer comments, ability to converse with the teacher during office hours for feedback, etc."

Feedback is more easy to do in small versus large classes so I would not add this to the standard items



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Large classes will always fare worse on this score since feedback is difficult at scale. Non-TT faculty who disproportionately teach the big classes will suffer disproportionately.

Some large lecture classes don't really have feedback and aren't set up in a way that makes it possible, really. This seems like it should be optional for some courses depending on their structure.

I believe it would be necessary to explain in the question what constitutes 'feedback.'

I am opposed to common questions required for all courses. There are wide differences in course structure and learning objectives across departments. Each department should set its own questions. Ok to have oversight of questions at college level. And unclear what feedback means. In my course the feedback is scoring of exams.

Examples of types of feedback would help here - exam grades; comments on exams; Otherwise, it would be difficult to make any adjustments based on the level of feedback, generally.

The presence of feedback can be asked more specifically.

It is not possible that no feedback is provided in a course. At a minimum there are grades so why include a distractor in a survey?

I have noticed very little student interest in feedback once they read their grades on homework, exams, presentations.

Many students do not realize when feedback is being given. The expectation just 1 specific way of receiving when it could not only be in written form, but also verbal, visual, kinesthetic, etc.

Remove the word "learn". Maybe feedback helped but in other ways?

I think the question should be phrased differently. Some feedback is really about providing information to the student about their level of understanding of the subject, other types of feedback is more about the correct utilization of frameworks, methods, etc to tackle questions in a given subject.

The question should ask if the student asked for feedback from faculty, if not that would explain "no feedback provided". Otherwise the question is extremely biased.

I would remove "moderately helpful"

I think you need to define feedback; it seems too general.

Should it be "timely feedback?" rather than just "feedback?"

Feedback is so different in many classes.

This question, as phrased, would seem to privilege smaller courses in which more feedback can be given. It should be reworked to better define what "feedback" means.

Feedback is a very vague term. Did the professor answer questions promptly and accurately would be a better question

When you have 300+ students to respond to, sometimes feedback can be somewhat vague.

This is very broad. What if the course has multiple assessments with potential for feedback for each one?

Attempt to assess feedback. Feedback is important!

Assumes the student is capable of assessing the value of feedback and understands that, for example, quantity of feedback may not be possible in large course sections. This type of question creates a bias against the instructor.

Only valuable when students able to fill in one minute papers at end of class or can fill in a midterm course evaluation

It doesn't also include possible outside help that was offered: study sessions/SI/etc.

"Feedback from the instructor helped me learn." Students may receive feedback from multiple sources (TAs, IAs, tutors, peers, faculty) and I think it would be important to specify the source of the feedback in the question.

not all classes are designed in this format of direct feedback

Feedback "from the instructor?" Please clarify. And as before, it's difficult to distinguish between "somewhat" and "moderately," so remove one of them.



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Would close the loop on understanding how students perceive feedback on assignments. However, I wonder if students would really survey all feedback that they received in the course of if they might focus on one particular area. Perhaps a few examples of feedback would be helpful.

courses with many students are harder to provide feedback than courses with fewer students. the response would not be fair for larger classes

Some students do not pick up graded assignments so apparently don't want feedback????

Again, students need to acknowledge whether they followed up on feedback when it was given. Some do and some don't. Asking the question this way places no responsibility on the learner for his/her engagement with learning and revising.

Rarely do students come into my office and ask for feedback, even after an exam.

Clarify what is meant by feedback. Grades on coursework? Comments and discussions on assignments? One-on-one feedback or general feedback in the form of classroom discussion and presentation? Again, not all courses will fit into a specific model of feedback.

Feedback is a two-way street. There are students that actively seek feedback while there are others that are content with the level of feedback that is provided. Could be very subjective.

Again, far too general. What types of feedback?

What feedback? From the instructor? If so that should be explicit. What is the difference between moderately helpful and somewhat helpful? Also, learn about what? Course content? If so, that should be stated.

Feedback provided during the course helped me learn - seems non-specific as written

A suggested response: I ignored the feedback provided

This question would help me know whether I was giving feedback that they found productive.

Not all classes across the university provide feedback during the course. In those classes that do give feedback, is this question evaluating the student or the professor? If the student rejected the feedback and then indicates he did not learn from the feedback, then this question evaluates the student and not the professor/course.

i'd add feedback from the instructor or TA to be specific

More specific information is needed here to capture different course structures. Feedback can be provided in diverse ways ranging from simple grades, to verbal feedback in class discussions, to edits/feedback on written products. Currently the question will likely not capture the first two points.

SCANTRON and computer exams -- I listen to a lot of student complaints about Prof who reveal nothing -- the 1 in 20 spoil it for all

Feedback at a personal level is important. In a large class (100+ students) that might not be possible except at a most perfunctory level. In a small, writing-intensive class, this would be extremely important.

You will have to define what feedback is to the student is: test grades, etc. Don't like this at all.

Vague - feedback on what, when, how? Useful feedback has certain features that contribute to learning. Some feedback is fairly worthless or even destructive.

Not sure what is meant by "feedback" and thus expect the students to be unsure as well. If "examination performance" is what is intended, then valuable

"Feedback" is too broad. If I get a bad score on this, I don't know what to do. That's your operative question for any of these assessments. Does it tell me what to do. What is Feedback? If you say, "the professor worked to explain concepts the class misunderstood on exams or homework" I know what you're talking about. With today's students this question could mean "did the professor go out of their way to make you feel good", which is pretty useless to me.

I don't understand this item. Does this mean feedback on tests, written papers, oral discussions? Perhaps it could say feedback on exams, papers, discussions, anything graded in this course or something more specific.

This question is useful for courses in which students get direct feedback from teaching assistants and instructors. I'm not sure, though, how it would be interpreted in, say, CHEM 101 & 102 where the only feedback is in the form of their scores on multiple-choice tests.

This seems rather vague. Is this supposed to refer to instructor feedback, peer feedback, some other kind of feedback, all of the above? I imagine the vagueness is intentional to cover all of the above, but I think it might be more actionable if it was more specific.



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This question is also too simple. What kind of feedback? The nature of effective feedback varies. Will students assume written feedback on written assignments (notes on essays, corrected answers on written exams)? What about instructors who give scantron exams? What about feedback given in class? Responses to student questions? The parameters that this question seeks to address are just too vague.

Feedback usually refers to grading of the assignments or exams. But most of time the assignments are graded by graders. It is difficult for courses instructors to monitor the quality of their grading, unless the course instructors spend tremendous amount of time to check the grading.

In personal conversations with your personnel, I learned that "feedback" is meant to include grades. While you could hold up a dictionary and get out of court, that is simply not how this is going to be interpreted by 99% of human students. Try "Feedback (including grades) was helpful in guiding student learning progress."

Unfortunately, the determining factor on feedback in most courses is the level of TA assistance, so I feel unable to address this issue if it arises.

"Feedback I received in this course" (otherwise, too vague).

It is practically impossible to give personalized feedback in large classroom-type courses.

Depends on the class. it is very difficult to provide feedback to students in a 150-student class.

Feedback from whom? This is not worded well. Learn what? Class content? Accomplish the learning objectives?

Is there any reason to think that students don't all know what "feedback" actually is? Some courses only have exams and quizzes, so will students say that no feedback was provided if they only took exams and quizzes?

I think this question has potential but its not clear what is considered feedback. Students may not think of feedback the same way as instructors do.

Does this mean in the aggregate or individual level? How will students interpret this? In larger sections, students must be the ones to ask for individual level feedback; it's not feasible to give 300 students individual attention.

Not clear what "feedback" means.

Not applicable to feedback, some courses there are right or wrong answers.

Not specific enough. One would need to define feedback. Does this mean graded papers? So the students that understand the topic and get a high score would answer "no" since they already understood before the feedback. Again, a negative answer would be interpreted as a failure of the instructor to give good feedback. Maybe: "Assignments helped me learn".

Feedback from whom? The teacher? Applications? Fellow students?

I think feedback would have to be clarified.

The main concern I have with this item is how instructors can be expected to provide a lot of individualized feedback to students when class sizes here are so large. Feedback is really important, but the larger the class size, the less this item needs to "count."

This should provide examples of feedback, including peer-response, peer review, and class discussion as forms in which feedback could be received.

Great addition. Learning is an iterative process. If students aren't getting consistent feedback, their instructors are failing them.

The question is not useful for professional evaluation of faculty but will help faculty to know if students need more feedback

this needs to be much more specific. What do you mean by feedback? Grades, verbal assessments, self-tests, Could be useful with a better question.

"Feedback" is such a broad term. A student might get constructive and useful feedback on an assignment, but downvote this question because the feedback they really wanted was a better grade.

Too vague. Are we asking about whether there were regular feedback mechanisms built into the course structure, or whether the instructor was helpful when the student visited the office?

Student comments should break it down. Was it just slow grading? Or was it grading with no constructive comments? Etc.

If students indicate feedback on exams does not help them learn, then why do it?

Potentially useful, but of questionable value , especially to courses that don't require extensive writing.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 6 - Feedback Helped me Learn

In many courses, especially larger ones, there is often no effective means to provide useful feedback. If students select the "no feedback provided", simply because it was not intended to be provided, this might adversely affect the outcome of the evaluation without measuring what it was intended to measure.

wording perhaps changed to "feedback from course instructor(s) helped me to learn"

Feedback contributed to my learning perhaps instead of helped me learn? If a student doesn't ask for feedback, does that mean they don't learn? And how is feedback defined? And too many choices of answers! I received feedback or I didn't. Either the feedback was effective in my understanding of the concept/assignment or it wasn't. How do we delineate all these degrees of helpful?

Doesn't specify where feedback came from

This question is too vague. I think what the question is trying to ask is if work was graded and returned in a timely manner, so as to permit feedback.

As with many others, this question is too broad and vague to be useful. What kind of feedback?

The question is not corrected formed, because feedback is provided when a student needs it. Majority of the students don't get feedback because they are already doing well in the course. In my opinion the questions should:

I received feedback when needed?

Strongly disagree

Disagree

Agree

Strongly agree

As the nature of feedback is going to vary considerably between courses, this question is likely to be too broad

Great question to have in principle. In practice, many departments have had significant reductions in TA support. Getting "feedback" on feedback would help to measure the effects of teaching support, but more likely will be used in a punitive way for instructors who are stuck with big classes and little or no TA support.

Thank you for removing the criteria about timely as students expect grades the day after something is turned in.

I think it should state:

The feedback provided in this course contributed to my learning.

I like this idea, but feel that feedback needs to be defined. Feedback can include written or oral feedback from the instructor or TA.

Would be good if they could specify what kind of feedback helped them - verbal, clickers, assignments, homework

Students should expect and should get critical feedback for discussion posts and written assignments..every student.

This seems quite tricky in large classes. How is an instructor supposed to improve on feedback when there is little interaction with students aside from graded tests?

I teach 240 students, and many faculty teach more. I have no student grader. It is unfair for somebody like me to be evaluated based on how much feedback I can give students. This may be appropriate for upper-level and smaller classes (where teachers really should give feedback), but cannot be expected of all professors.

I think a similar question would be helpful. I really wanted a maybe button. How will the a group of students interpret what feedback is in the context of a course?

I think the intent here is to capture the extent to which the instructor is engaged in the learning process. It's important.

I find that many students don't read the feedback provided for assignments.

I think you probably need to define feedback for students.

Feedback is both subject dependent and course dependent. The ultimate feedback is grades. This question would allow a dissatisfied student to penalize an instructor who devoted extensive time and effort to detailed comments and criticism.

Some students are upset because they did not do well in the course and often blame the instructor for their poor performance. When feedback is provided they do not look at the feedback or implement the feedback given.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 6 - Feedback Helped me Learn

Most students learn better when a faculty is providing them direct feedback on their performance, they learn from their mistakes and can make the appropriate changes in the future.

Feedback by whom, teacher, TA, classmate, positive or negative feedback? Which extension of feedback?

This places an unfair burden on the faculty member. At a time when more and more is being expected of the faculty, this could imply one-on-one feedback which is unrealistic in large courses.

I received constructive feedback, leading to growth and further understanding of course concepts

An instructor can provide feedback - written comments, arranged office visits, but if the student does not read the feedback or visit with the instructor, then they will answer the question inaccurately.

Non specific. What kind of feedback? What was valuable?

this is too vague. what is "feedback"? is it returning papers/exams with the error marked or is it a long note written on every assignment indicating what was lacking? Then you have to consider the class size. For large classes(100+) then long notes can increase the time factor of all grading. For large teaching loads(4/4) this is unreasonable.

I would switch my answer to if it the question should be included if it is reworded. The wording on this is really awkward and isn't clearly tied to the course (even though I know we're reviewing a specific course here). Consider rewording to the effect of "the professor's feedback on homework, research papers, in class assignments and/or discussion helped me learn."

Should be reframed as "I received feedback during this course that helped me to learn." Otherwise, it should not be included.

The term "feedback" needs to be more clearly defined.

This would be a fantastic question in an upper-division, graduate or a seminar course. It is not applicable to large survey courses of hundreds of students.

Nothing should ever be mandated campus wide. There are always reasons why one department might legitimately not want it. I think this would be a great "suggested" question, though.

we offer feedback that at times is not paid attention to by student

I hear from students that they don't receive any feedback all semester in some classes. In my classes, students receive weekly feedback, again this supports the principles of teaching and learning.

"No feedback" is not the same as the range of "not at all helpful" to "extremely helpful". And what sort of feedback? Getting a test back with a grade is "feedback". If I got a D, I got the feedback that I didn't understand the material. Getting a test back with explanations of why the errors were wrong is also feedback. That can help me learn what I did wrong. These are two radically different things. Perhaps ask more about the types of feedback the student got (with a check all that apply answer)

getting the students to review their exams and other graded material is a challenge. I fear they will answer this question negatively, and yet the opportunity was there and they just didn't take advantage of it

Need to clarify feedback for large lecture classes

what feedback? Isn't homework grading counts as feedback?

"Feedback" is too ambiguous a term. This is systematically disadvantageous to large course sections. There are too many permutations with respect to feedback, including quality, timeliness, who delivers it (TA vs instructor).

The question should explain what "feedback" means. We mean feedback provided by the instructor on the course assessments.

Please check the wording/grammar for this item; it is inadequately detailed. It is important to understand if the intent is to learn about individual feedback, group feedback, feedback from the instructor or to/from peers.

Students very rarely engage with the feedback they get. My sense is that the responses to this question would be very negative but that reflects their choices.

In my experience, students do not always realize they are given feedback, or they are not happy with the feedback they receive.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 6 - Feedback Helped me Learn

As worded not clear about whose feedback. Sentence fragment makes unclear what the goal of the question is.

Also the "no feedback provided" could be synonymous with not at all. Better here is NA.

Extremely is an "extreme" anchor and may somewhat skew the top end of the scale. Using "very" would be better.

why are the number of options different than previous questions? why are there 5 levels of helpfulness but no levels of details on feedback. current question is much better

This kind of question is not appropriate for a mass teaching section comprised mostly of scantron and online quiz type material. Feedback is often automated or provided in the aggregate. For an upper division course with one-on-one teaching, this is a fine question. As a universal question to be used on all forms, this is not appropriate.

I hand back HW, tests, etc. the next class period and still get low marks did not keep us informed of our grade. I asked a colleague who gets good marks what he does. He provides the scores and a running total for each assignment. Students do not want to keep track of the running total!

This is another one that is useful for evaluating/helping junior faculty.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 6 - Feedback Helped me Learn

What kind of feedback are we talking about here? Comments on multiple choice exams? Please. And then we have the response that any critique, however mildly phrased, is seen as an attack on a person.

Too vague

This is a very odd way of phrasing a inquiry. Consider revision or throw it out.

Terrible. First, it is vague. Second, people are terrible judges of when (and what) they have and have not learned. Third, research strongly suggests that feedback is pivotal to all (genuine) learning. This makes this question quite odd.

There is no need for standard, required by the university, do-it-all, cooky cutter questions. Courses are so different that even the most general questions may be out of place for some courses. I believe that this is futile effort that does not add any value to the student course evaluation process. The decisions of what questions should be asked need to be prerogative of the departments. Even within one department, courses at different level may require different questions (service courses, courses for undergraduate majors, graduate level courses, etc.). It would be best to stop the effort to centralize this as soon as possible.

Unclear question.

This item is too vague.

poorly worded

Poorly phrased item.

it could be phrased better...

the question is too vague.

The question as stated is extremely vague.

I feel that this item is too vague for the student to know how to answer.

Students have little understanding of the learning process. They expect knowledge to be spoonfed into their brains.

Not being experts in the subject matter, students are not qualified to judge whether or not they are learning, nor are they qualified to know whether feedback from the instructor helped.

What feedback?

This item is too vague to be meaningful.

Appropriate feedback goddess and bad meaningful and generally well receivef

Wayyyyyyy tooooo vague. Feedback from whom? The instructor? From other students? From the devil on my shoulder? This doesn't give me anything to use to improve the next version of the course. Really bad item.

Students are not in a position to evaluate whether or not the feedback is helpful.

This question is too vague.

I do not understand the question.

Don't know what this means.....

Silly question -- if they learned, they learned.

Seems vague in how it's worded



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 6 - Feedback Helped me Learn

The questions needs to be flushed out and worded a little more eloquently.

So many ways to interpret this question as written (I checked reading level in MS Word and this came across as a 0.7 !)

How about:

"The instructor(s) provided sufficient feedback to help me learn the material." (reading level 11.2)

It might be better to put an actor into this phrase. Such as, "Feedback from the instructor helped me learn."

As it is, it sounds a little primitive with "Feedback helpful." Hmmm, "Tarzan like feedback."

This question is not directly applicable the way it is worded.

We do peer to peer learning and reflection in our course. Perhaps reword the question: Feedback and peer-to-peer reflection helped me learn.

Self awareness is not implied at all with the question. Suggest rewording so that there is some implicit student personal/ professional reflective learning.

I would change the question as again the student cannot judge the contribution of feedback to learning level (no tie-in here) but they can judge the level of feedback and quality of feedback provided. I would ask: Was helpful feedback provided in a timely and regular manner.

As an administrator, I would like to know whose feedback we are talking about. Suggest rephrasing to "The instructor's feedback helped me learn"

I think this question could be helpful, but needs to be reworded.

Feedback from whom? The professor or a grader/teaching assistant? What kind of feedback? On graded assignments, verbally?

To me this is a quality vs quantity question. If feedback is to be useful, it needs to be quality feedback. The question needs to be more specific.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 7 - What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

Completing assignments is quite different from completing assignments well. This question may reinforce a "completion grade" mindset. Thus, if the student completed all assignments, they do not understand why they did not get a top grade.

Since a student, like everyone, has a difficult time assessing their performance, and that is why professors do so. Also, giving students the opportunity to assess themselves clouds the remainder of the evaluation because it highlights the difference between the grade students "believe they should get" and the grade they actually get.

Maybe, but this seems like a better fit for online courses...

Yes, this is very helpful to know how much students prepared. It tells me if I'm giving too much, too little, or even if I'm making it so that somehow you can not do the work and still get a good grade. This is very helpful for teachers. I notice a typo though on the section choice. I think it should read "25% to 50%." Also, why not offer "ALL" since there are students who do everything.

This may be valuable, but I am afraid that some students can view this as a negative if they answer they did all these activities, but didn't get an A.

I'm not sure how this is relevant to course evaluation. A better question might be one that addresses access to materials.

I like this question. students should have some input of their efforts so that they do not blame everything on the faculty for their poor performance in class

Specifically gauges student active participation, which is an enormous factor in learning and performance.

Great question that gets at the student's assessment of their own performance in light of the course contract.

I already know how many of my students completed my assignments. This would be far more valuable if we could then see how the students who completed over 75% answered the other questions.

Text prompt that would let the student identify which of the activities (reading, video, etc) were more helpful to class prep.

Helps put other responses into context.

So, this is trying to get at not did they complete the assignments required of them, but to what extent they prepared? Are percentages the best way to frame this?

This question is important for helping the instructor interpret responses to other items.

Love this question! This would allow us to do some analysis of our course evaluations by student-reported class preparation.

I would include "whether required or suggested". I also think it is important to reflect the timeliness of their preparation so maybe "On a weekly basis, what portion of the class non-graded preparation activities (e.g. reading, videos) and graded assignments did you complete?" maybe separate into 2 questions.

This is asking students to rate their effort. If it is truthful, it could help. But, what do you propose to gain from this question? Does this change how I teach my course? Maybe.

Does this include required class preparation activities or all optional activities? I suggest: "What portion of the REQUIRED class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?"

It would be really great if instructors could input this information (for assignments) for their students and it was then matched with the students responses (while still keeping anonymous). I think this would be great for attendance too. I take attendance most days, which is more accurate data than asking students at the end of the semester.

I like that this question asks students to be responsible about what they are doing in class, recognizing that students need to do the work to learn.

My inclination would be to delete "and assignments" from this item or to change it to "ungraded assignments." (In many courses, the graded assignments are mandatory.)

Would help professor assess whether appropriate workload is being imposed.

2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 7 - What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

This question is very important to assess whether students are doing their part. I would also suggest to add:
How much time (in hours) did you spent weekly on each module?

1-3 hours
4-8 hours
9 to 12 hours
More than 12 hours

It would be great if we could compare outcomes based on responses to this question, but we will only have averages in responding, therefore this isn't helpful.

This is an ok question, but it requires quite a lot of honesty from students. Also, most humans are terrible judges of their own answers to this type of question. We unconsciously employ the availability heuristic when answering questions like these, and produce inaccurate answers because of this.

This depends on how honest a student is. It will be hard to interpret this data. There is also an error in the question (% ranges).

This is a great idea. I would love to know the average proportion of preparative assignments that my students complete. There is a typo in response #2 -- it should read "25%," not "5%."

Students would have to reflect on their participation.

It might be useful to specify whether these are pre-lecture vs. post-lecture or both

The averages are random and students will have a hard time assessing their time and commitment.

I thought we are talking about course/teacher evaluation, not how diligently the student prepared for the class. Omit the question, or use it in a way that if the student did not engage in much of class activities, the student's evaluation should be disregarded. For example, if the student participated in 25% of the activities, then the student's evaluation should not be considered at all.

My concern with this question relates to online courses. The problem is in the word "preparation." Perhaps changed it to class activities would be the fix.

It's very helpful to know what students do to prepare for the course. That said, it would be helpful for course leaders to have a broader picture - do my students complete a lower percentage of preparation assignments than usual? Is that because I assign more preparation work? How does percentage completed correlate with satisfaction in the course, student perceptions of learning in the course, etc.

The highest tier should be higher than 75%. Perhaps 90% or 95%.

Be more specific -- separate class preparation activities (e.g., readings, online modules, videos) from others, e.g. "Assignments" (exemplify with list); or Pre-test preparation materials (e.g., old exams, question lists, Q&A sessions, ...)

This is more for self-reflection for students, faculty will know already.

I would like to see student evaluations weighted by their responses to questions like this and others that gauge their involvement in the class. I always have a few students who make no effort to come to class or complete assignments and do not feel their evaluation should have as much weight as students who attend class and participate in course assignments.

May be more valuable to have separate information on assignments completed and preparation completed. If a student completed all assignments but no preparation- that could be reported as 50% in this case, but the instructor would not be able to distinguish from another who completed 50% of each category and would not be able to relate back to feedback on learning value.

This would help to calibrate both the response (lazy students should be ignored) as well as the level---some course may expect too much of students. As usual such data need to be used with care.

Students should not be able to skip this question. The ability to know if the "haters" are people who did less than 25% of the work is important.

Need to include a "not applicable" for cases where there was no class preparation required - or need to clarify how this is different (or not different) than homework assignments

I guess this would help to identify students who failed the class?



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 7 - What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

Very valuable if answered honestly, with one caveat. In my honors class there are always a few students that forget to do homework assignments, and thus they receive zeros. Most want to get into a professional program, so having one or more zeros almost always results in the inability to earn an A, which greatly upsets these students. They would/could honestly answer over 75%, which would lead the survey analysts to believe that they were unbiased and good respondents, but they actually are jaded by not getting that A, and thus will likely provide a bad evaluation.

I should also point out: I make all homework assignments verbally in my honors class; on purpose. Part of being an adult is being able to follow instructions given to you by your supervisor. If the Dean or DH asks me to do something, I don't respond by saying: Can you throw that up onto an online blackboard or ecampus for me? That is not acceptable.

There are activities designed to assist students in preparing for class and then there are assignments to be completed by students that may not be preparing for class. This item is actually 2, I contend.

Could you include suggested homework? That is big in our math classes. If they would do the suggested homework, we would all be happier.

I would like my assumptions to be confirmed.

Good.

The question should be written such that a respondent can indicate the % for each preparation activity type. A student might do 25% of the readings but 75% of the online modules. In such a case, it is difficult to know how to respond to the question as written. Why convert the response range from a numeric scale (e.g., 1 to 100) into a categorical scale (four ranges)?

Helps instructor gauge student engagement.

Although this question doesn't directly address evaluation of the course and/or instructor, it would provide very valuable context to interpret the student's other responses.

I like where the question is going, but there isn't enough clarification provided to give meaningful feedback to the faculty. What activities did they complete? Which ones did they not complete? Why or why not? That would be more helpful than a simple question about percentages. Also, will a student be reminded of the Aggie Code of Conduct when filling this out?

This is truly associated with learning outcomes.

This question needs to be separate from the "summary" score.

This will help give some insight into the student's point of view.

would be interesting to correlate this answer with class grades.

Is this question referring to graded or non-graded activities? The percentage is very different for the two.

That would be very valuable for the instructor, I think!

There is now way to check whether the students are honest or not in their response, and even if they are honest, I don't know how the instructor can possibly be responsible or even influence the effort that students put in completing the assignments

Students can (unfortunately) still do well in a course without completing the day to day reading and assignments. It's not an accurate measure of their success. It does show engagement. As an instructor, this doesn't tell me much. Students probably would over inflate the percentage they've completed anyway.

This is an excellent question. It requires an honest self-assessment, which is part of the long-term learning process.

If there was a question as to what grade the student expected to earn, it could be correlated with the answer to this question, strengthening the reliability of this question

Question is student oriented rather than evaluating the course. I do not think instructors or the course should be evaluated based on whether or not students did what they were supposed to do. Furthermore, many of them will not accept or admit that they did not do their work or what was expected from them and will blame someone/something else (more than likely the instructor or course).

This is a measure of student attention to tasks not of how effective the instructor was.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 7 - What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

We may need to tell students how much time or effort correspond to certain percentage

What class activities and assignments helped the student to prepare for critical thinking concepts.

break this question into two separate parts

1) "how many hours per week did you devote to reading and understanding the basic concepts of the course?"

2) "how many hours per week did you spend doing homework assignments?"

If there was a "maybe" I would choose that instead. Some students will use all resources and still perform poorly. Some will use less than half and perform well. If the question is to the validity of the resources offered with respect to learning, the question may need rewording.

Should be broken apart into individual items for the various components of the course. An instructor needs to know what is actually being used versus what is not being used. This doesn't provide actionable information.

yes! Helpful and I typically try to capture this during the course to help students struggling

Does this ask "Did you do the assignments on time?" Did you intend to ask "Did completing assignments on time enriched my learning?"

Does this mean activities that happen outside of scheduled class time? If so, that might not be completely clear to the student. Is there a way to clarify that in the question wording?

I think this is a great question for instructors to add as it applies to them and as they are curious. Student preparation (or not) should not be part of their evaluation though.

Should also say homework assignments and class attendance

Might want to break these down by areas- 1. readings 2. online modules 3. Other

Honest way to gauge how much students are doing, which is essential. MUST INCLUDE.

I have two thoughts about this question.

1. The question should be broken up so that it asks about the different class activities individually. For example, I do not think most of my students read the text book. I would like to know if my opinion is valid.
2. I think the question should instead ask what percentage of the two to three hours of studying per class hour (six to nine hours per week for a 3 credit course) did students actually perform.

Students that do not complete all of the preparation will overestimate their own participation. I would be surprised if anyone checked the box for less than 25% because of social desirability bias.

I think a better question would be "how many hours per week on average did you prepare for this course?" There is no implicit bias about how many hours they SHOULD have spent. But we know the DOE recommendation is 2-3 hours preparation for each contact hour. But leaving that out of the survey could help us better gauge the workload.

Also, less than 25% overlaps with 5% to 50%.

Knowing whether or not students finished their assignments helps me know whether or not their feedback is fair, but also lets me know whether or not my assignments are exciting and accessible.

Give students an option of 100%. Current wording communicates that the university has a low expectation for completion of assignments.

Not sure about this one. By itself the question probably doesn't provide much useful information. It's only useful as one of a number of questions to help explain the students' overall assessments of the course.

This would certainly let instructors know if they had a 'gut' or easy course. On the other hand, since there are no sanctions for instructors who routinely blow the curve and award nothing but As and Bs, what is the point?,

This would be really interesting data to obtain, especially aligned with the other questions in the evaluation form.

would be interesting to see the response...



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 7 - What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

If this is used to rate the professor's effectiveness as a teacher, then it could decrease his/her overall score just because a student didn't choose to complete all of the suggested or assigned class activities.

Knowing this would be valuable; however, this question would hold the instructor accountable for how much preparation a student does for the course. In many courses, some preparation assignments are obligatory (homework assignments) whereas others are not (additional practice problems). Instructors offering (non-obligatory) additional practice problems could potentially be penalized.

Is there a way to track this information with the student's grade?

Might consider including a qualifier about whether or not the activities were done with/without assistance from online resources such as Chegg / solutions manuals / etc.

Very important to put comments into context, if a student does not commit to the course than that is certainly a substantial factor in course objectives potentially not being met. should also have one concerning attendance (I missed: zero classes, 1-3 classes, 4-6 class periods, >6 class periods). As an instructor, I would value comments from the students who actually attended the entire class far more than from students who seldom showed up when it came to revising the course.

This question, if truthfully answered, can add weight to a students response.

Very useful for evaluating the answers to the other questions.

Sometimes such activities are a significant portion of their grade. Should some mention of that be in the question? Maybe the question should be: If class preparation activities (e.g., readings, online modules, videos) and assignments represented at least 25% of your grade, what percent did you complete?

I would like to know why they didn't complete the activities? If they scored less than 50% is it because the volume was too high, the information was too challenging? what were the barriers?

Can this question be split into two? One for preparation activities and the other for assignments.

If you include this question, it should be near the beginning.

Clarify that this does not included graded assessments. I think the word "assignments" should be omitted. My grade book tells me exactly what assignments (assessments) were completed.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 7 - What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

Not all classes have those types of preparation activities.

Student effort correlates to the rating they give the course.

I imagine that 100% of students will inflate their responses to this question.

This certainly can help expose outliers and class dissenters who were unhappy with a class as a general principle, not due to faculty instruction.

Doesn't provide actionable data.

Not all classes have preparation activities, so this is not appropriate for all classes.

If answered honestly. Doubtful that many are going to admit they did not adequately prepare.....

Do you really expect an honest answer here?

Students almost always overestimate their efforts

The response bias with this question will be concerning. We remain optimistic as instructors that students prepare for each class session *before* we meet but we also know the realities. If only they did what we expected...

I am already able to assess that information from online tracking and quizzes and homework

I don't think this question applies to all courses. For example, Studio art courses may have a heavy workload with projects and a lighter workload with outside reading.

I can already get this from the grade system.

I think in any class evaluation we also have to include the final grade achieved in a class.

This input is anecdotal rather than statistical.

I don't think students are very capable of making such an estimation.

Really? If some students complete less than 25% of assignments their opinions/insights are somehow valuable?

I question the value due to social desirability bias, even under conditions of anonymity.

The first two answers are only possible if you fail the class! This question is best answered by grades and not student assessment. We definitely need a better measure of engagement with class activities than this question.

Reflects on student not instructor

The percentage out of what??? There are required assignments, and there are optional assignments. There are required preparation activities, and there are optional preparation. Please make the question more concrete!

But we should know that students may not say the whole truth

Again, this is the responsibility of students. It shall not become an evaluation criteria of the instructors.

Students overestimate workload and work output (too much work for 3 credits!).

I have this in the grade book. Why ask the student?

How accurately do we think students track time or effort? Are the percentages represented based on number of items/tasks, regardless of size? Are they based on the size of the task, regardless of number? How do we adequately quantify the question?

This is only of value if you believe the students will answer honestly. I'd guess they will dramatically over estimate their effort.

This type of self reporting is often viewed as inaccurate.

2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 7 - What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

There is no need for standard, required by the university, do-it-all, cookie cutter questions. Courses are so different that even the most general questions may be out of place for some courses. I believe that this is futile effort that does not add any value to the student course evaluation process. The decisions of what questions should be asked need to be prerogative of the departments. Even within one department, courses at different level may require different questions (service courses, courses for undergraduate majors, graduate level courses, etc.). It would be best to stop the effort to centralize this as soon as possible.

The question however invokes a systematic bias. Students always over estimate their completion of class prep activities.

Why do we care? What does this have to do with evaluating the professor? Irrelevant.

Will students be apt to reply to this question with honesty or what they think casts them in the best light? This survey question would suffer from several types of bias. Also, there should always be an NA option for these surveys.

The data would not be reliable.

Again, faculty could potentially be penalized for student behavior here.

Many classes are not set up in a way in which this question applies. If students do not take over 75% of their exams or go to their lab sections, they will fail. There is no way for a student to pass my course with less than "Over 75%".

If the student answers <25%, does this mean the instructor did a bad job? Yes, instructors should expend effort to get students to engage, but does this question evaluate the student, or the instructor?

Not sure that we should expect honest answers

It should be reflected in grades.

instructor has no control over this and thus has no informational value. in addition, there shld be extremely limited variability on required activities resulting again in very limited informational value.

Speaks to student performance not faculty, but it would put other student feedback and low grades in perspective.

I think students need to come to the realization that they need to fully engage to meet the objectives of the courses.

Doubt students will be honest with themselves.

Not sure this adds value

Again, whoever came up with these, has no clue. So if a student is lazy and does not do the work the professor is penalized? That's just wrong on every level.

This will likely not provide accurate feedback as students will have an incentive to over-report their level of completion. There is no indication that would help instructors why they completed a low percentage of assignments ... e.g. too much work, or they were lazy. Also, how does this reflect on the instructor's performance?

This question seems an attempt to make courses flipped.

It is very hard to believe that students will answer this question truthfully and accurately. Thus, the results will likely be overly noisy and uninformative. Full disclosure -- I almost always get very high student evaluations.

This may have a lot of recency effect and lots of perception even though the intervals are large ... btw the second bullet needs to be 25% not 5%

How will this question be used? This is difficult to answer at best and at worst, students will be biased to exaggerate. This is not a measure of course quality or instructor effectiveness. I strongly suggest deleting this question.

Students will not necessarily respond honestly to this question. Self-evaluation of expertise has been shown to not be accurate or statistically reliable.

This is to ask students' preparation, not teaching evaluation for faculty. Very bad question.

As an instructor, I would know this anyway regarding assignments. Given that students are considered to be adults and are responsible for this own time, it's up to them to do the required class preparation. Even knowing that they haven't doesn't really help me; it would only tell me whether or not the students are interested.



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I guess this could be valuable to figure out how much the student needed to study? Or whether the workload was such that no one could do all the class prep? A more valuable question would be: Which of the class preparation activities were most valuable to you?

When asking whether the student did or understood something, the question is no longer really about the course or instructor's performance and opens the door for students who did not make the effort to then blame the instructor. Questions need to explicitly link the topic to the course/content/instruction, etc. Questions like this one could drag down a good instructor's score by no fault of their own.

I believe this information is qualitatively reflected in the grading for my course, and not necessary.

Does not apply to all courses

I don't see how as an instructor I would use the answer to this question.

Are we trying to filter out the opinions of students that performed poorly? How does this provide feedback the instructor doesn't already have?

This question could have value for the instructor assuming that the students' responses were accurate/

I am not sure that I understand the purpose of this question. How does this evaluate the course? This seems more connected to student performance. Will students actually know how much they didn't complete?

The resulting grades measure this much more effectively.

why does this matter? does it impact anything? if not, don't include it

I am not sure what the intention behind this question is

none of the items should be standardized or required for all departments. every department should select the questions that matter most for their own educational goals.

I fear that we may not get honest answers to this question.

This question would be valuable if it were linked to the grade a student earned. In aggregate, it just tells you how much students did without knowing the outcome of that effort.

It would be worthwhile only if the student also stated what grade they expected in the course.

might not apply to some (most?) courses

(1) Not all classes are structured to have class preparation activities. I do not know how students in those situations will respond.

(2) It may be useful to clarify in the question that you are asking whether they completed these activities *before* the associated class. Otherwise you may find many students checking that box because they went through that material immediately before an exam but not before the class session it was intended to inform.

I'm not sure what the point of this question is, to screen out people who didn't actually engage with the class in terms of how else they responded?

I doubt that students will be able to accurately guess the percentage of assigned preparation that they actually completed. Responses will be useless and, I suspect, upwardly biased. I would prefer to know whether the student *attended* the class most days/some days/rarely.

There is typically no way to correlate this response to the students performance.

I am opposed to common questions required for all courses. There are wide differences in course structure and learning objectives across departments. Each department should set its own questions. Ok to have oversight of questions at college level.

Students will not be honest, and I don't see the potential use for instructors to know what they do to study for the class. The teachers require a method of study chosen based on their most thoughtful experience.

"All the students are above average." Every student thinks he did all of the preparation, or at least all that was necessary.

Self-report can be questionable. The final outcome grade will show how much investment was made by the student(s)

If lectures mostly, not applicable

I have no confidence students are going to answer this question truthfully.



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Again, it is difficult to make improvements if I specifically do not know which or all are not being completed.

We should not be graded/rated on THEIR own participation.

Too vague.

There should be a part 2: What portion of preparation activities were helpful for understanding the class material?

Self-assessment of a perception . . .

Really?

Young adults should be expected to be well prepared
This might be appropriate for attrition evaluation

I don't get the point of this question at all. I can maybe see asking what portion of the assignments was "useful" or "helpful" in understanding the subject matter, but what's the point of asking what portion was completed?

Students would rate themselves higher than the reality.

If students are allowed to provide open-ended discussion of reasons why material/assignments weren't completed it could help faculty re-design those assignments to be more attractive/engaging. Otherwise, it doesn't really tell the faculty member anything other than a sum of how many students ignored the faculty's recommended work (which may or may not be a result of the faculty member's preparation).

I have serious doubts about how honest students will be on this

This question value relies on the credibility of the self-evaluation and then only valuable if the range of capabilities across the students cohort is narrow

Of course one should be cautioned as to how truthful the responses are.

Will students be willing and able to make an accurate estimate?

Instructors SHOULD NOT and MUST NOT be penalized if students do not complete the class preparation activities. I see no reason whatsoever to ask this question and then somehow count it as a measure of instructor performance.

This question evaluates the student, not the course/professor.

majority of students would have a difficulty to answer this question. Also, there are different weights to different assignments. So, it is not clear how to count here.

My studentns either do all or none -- the none are removed soon

I am not certain that this question will yield valuable data. If I were a student failing a class, I would tend to overestimate the percentage of work completed.

I assume this will not be counted in the evaluation score that we essentially get graded on? It absolutely should not be!

This is just a poorly designed question. Asking students to estimate how much of a task they completed over the course of a semester is guaranteed to give skewed and highly inaccurate results.

An honest answer to this question would be very useful. I often wonder if students who struggle with the material are actually doing assigned work outside of the class. This is particularly true of simply reading the textbook.

Unless the working assumption is that faculty are requiring too much work from students outside of class, this question is irrelevant. Faculty determine the amount of necessary preparation by students based upon the needs of the course and the class structure. How much of the work the students complete is generally clear from submitted work and from students' grades. A better question might address how the preparation activities prepared the student to participate in class and to learn the material; in other words, are the activities useful learning tools? Perhaps included in this is the idea that students understand the purpose of the class preparation activities as well.

This has the issue of self reporting. Likely students will likely significantly overstate their completion.

How would this change what I do? Few complete so I have less assignments?



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It is not necessarily a reflection of course content. the amount of work completed is probably more a personal motivation issue rather than a reflection of the course.

Give us a sentence on why this is here, and you'll get significantly fewer suspicious looks all around.

I would like to see this separated into assignments and class prep. Many students do assignments and not readings, etc.

Some classes do not require class preparation activities, or if they do, the "preparation" can be sketchy.

this type of response is notoriously inaccurate, as we know from vast social science literature that compares what people estimate compared to what they actually did. This is a useless question as worded.

Is this question being used to assess the professor, or as added information to frame the evaluation?

Will help determine which activities were more and less completed and revise them accordingly.

Of course the instructor already knows this information. But it could be useful as a metric to compare to their overall rating--the guess is it will correlate well.

This question would I believe generate bad numbers - students often think they worked harder than they actually did. They are also unlikely to self report as being lazy or uncaring. Further, it is more important in many cases how an assignment is completed. You can read everything poorly and/or spend a lot of time in ineffectual studying.

Students should have to account for their own role in the course.

Do students evaluate themselves in this question?

I teach graduate students. I expect them to do the readings NOT as the focus of the class, but as background allowing us to move on to bigger thoughts and issues. I can usually tell if they are blowing off the readings, but this is an important check. Also, it makes them face an important issue, and if they answer honestly, may impact their performance next semester."

Not useful for professional evaluation of faculty

This is not an evaluation of the course.

Maybe also ask about any barriers to completion, apart from sheer laziness.

We already know most students done prepare before class.

Without additional qualitative information from the students, it may be impossible to ascertain why they did not complete them. I am not sure how informative this will be to faculty in improving their classes.

Not sure how this is related to course evaluation, more like evaluation of the student's commitment.

Students often lie about this.

self reporting is going to be dismally inaccurate to the point of being useless

I believe the majority of students will inflate their prep time. And what does that tell us? We cannot force them to complete the assignments, readings, modules, videos. We can only explain why they need to. I do not find this a useful question as worded.

Assumes students will be honest.

Unless you specifically ask what part did they actually do prior to the class period assigned

truth issue here

Assumes students will always be honest...

I doubt students will be willing to self-report on this subject.

I would guess that most instructors can gauge this more accurately through other measures than from student feedback



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 7 - What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

Somebody would have to explain how to take bias into consideration here. Also, the "5% to 50%" would have to be re-thought...

Is there a way to use this data to count or discount a student's other ratings in relation to how instructors are measured or reviewed?

I don't understand how this question helps the prof improve the class. We should expect the student to complete 100% of the class activities.

Interesting question. Will students respond with integrity to this question? How would the quartiles be measured in terms of prep activities completed?

I would remove "preparation" from the statement. Not sure about this one -- I guess it would tell us something -- if it was connected to the grade they received in the course -- otherwise -- it would not tell me anything.

The question is double-barreled again. Assignments are difference from preparation activities. Most students will complete most assignments, but may not complete most prep activities.

This is up to the student to do. You can tell if the student is prepared by the way he/she does the assignments. Not a good measure.

Some courses do not have preparation materials/activities and this question would be irrelevant for them. This question seems to be catered to reading/discussion courses, not towards all courses at the University.

Most students will probable not be truthful in this question.

I think in many cases the students will be uncomfortable with giving a truthful answer, so these responses are likely to be misleading.

Any idea on the truthfulness of responses?

I do not know why students would be asked this.

Presuming students accurately answer the question, the response would provide context for their other responses.

This can be useful for faculty to know, but also depends on student honesty and how comfortable they are with admitting the amount of assignments they did/did not complete. I don't know that I would have answered this entirely truthfully as a student.

I don't know what this question tells us.

Nothing should ever be mandated campus wide. There are always reasons why one department might legitimately not want it. I think this would be a great "suggested" question, though.

Our grading is outcome oriented not input oriented. I assume that students do what they need to do in order to be successful. Also, if my teaching eval score is based on how much my students prepared, I think I'm (as well as everyone else) is sunk! I know it is easy to say that these scores should not be used to evaluate teaching but they are...so do not put this question on the evaluation.

This is student dependent.

I can't imagine a student selecting anything less than 75% which would amount to an admission against their interest. Testing should reveal their level of completion of assignments

I am unsure about this question and how this would impact the teachers evaluation? Is this then measured against the other questions? As in if someone completed 25% of the work, they might not have got a good grade and therefore might not complete a good evaluation?

I see that the question is valuable, I just am unsure of how this would impact the teachers overall evaluation.

Do not feel that students will be honest on this one.

That is a grade, not a survey question

I appreciate this reality check for students, focusing on work done or not done, instead of grades.

Students will obviously lie on this question. Provides no use to instructors for anything. We already see this through the grades. Pointless question.

why are faculty evaluated on how much work students did or did not do? i do think this info is valuable to understanding if the student complaints are outliers from unengaged students.

A self-reflection of completion. Another question within the bounds (hopefully) of the average student's cognition. A perfectly acceptable question.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 7 - What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

Question is vague. In my course there is plenty of free complementary materials, which one can use, but does not have to use. So, one can say 100% and do nothing from non-mandatory courses, or say 50% and do only some fraction of non-mandatory ones on top of mandatory. Someone will answer 70 meaning only mandatory ones. So, at my course it tell me nothing. I assume, there other courses, at which students have no free resources, that question may be more reasonable. Besides, students often use resources not included into the course - like on-line tutoring, tutoring, free video lectures of third Universities etc. Do those count here?

should be modified to : (Very valuable)

What portion of the class preparation activities (e.g., readings, online modules, videos) you were required to complete as assignments ?

where id 0%?

Great question! Except it's typed wrong - the first two options overlap. Also, remove the comma after e.g. and make the L in less capitalized or the o in over lowercase for consistency. (Sorry.)

you probably have a typo on the specification of the second option.

Currently, course evaluations are scaled on a 1-5 metric score, that is then used to calculate long-term averages, and then used in end-of-year faculty years reviews, promotion and tenure, etc. Not certain how this could provide a useful numeric metric: What is a "5"? A student could select "less than 25%", which likely equals a "1", and that would bring down the instructors overall score. An instructor should not be held accountable for students that personally elect not to participate.

Incorrect percentages. The scale should say 26% - 50%

And, as in other cases, a five-point scale rather than four. Also, accompany numbers with statements: few, less than half, more than half....

Second bullet should be 25-50%

Is the second answer choice supposed to be "26% to 50%"? I do not fully understand what "class preparation activities" refers to, so I fear the students may not either. Does that refer to activities students do outside of class time? Or does this also include in-class activities etc.? What additional information does this question provide? As an instructor, I see on eCampus what portion of assignments students complete and I can use the Statistics settings to review how many times videos have been accessed/viewed etc.

I can see value in knowing this in order to calibrate students' answers, or to understand how well students have participated in the course. But, it is less useful than other questions would be, I believe.

(I assume bullet 2 should start "25%" rather than "5%")

More categories in the response would be helpful.

The numbers are inaccurate. Line 2 should be 25% to 50%.

If a student completed from 5% to 25%, then two of the answers provided would be correct.

You have a typo in this question. The second response should be 25% to 50%. The wording of this question makes it sound like anything over 75% is "good" because that is the top category. There is a large difference in my mind between a student who completed 76% of the work and one who completed 90%. If this question is used, I would like to see more categories in the upper end (even if they are not all equally spaced). Perhaps less than 60%, 60-75%, 76-90% and over 90% if you want to keep it to 4 categories. If you are willing to expand to more categories, we could go with less than 60%, 60-69%, 70-79%, 80-89%, and at least 90%.

Depending on how the course is structured and how the faculty member manages assignment submission, this may be a duplication of efforts. Also, I think the wording is a bit confusing. Is this everything suggested, but not submitted or tracked?

There is an obvious typographical error. The response "5% to 50%" should be "25% to 50%". Otherwise the first two responses overlap.

I'm not sure I understand the percentage breakdowns...less than 25% and 5-50%???? Also, the percentage set at 75% means a student could answer 'yes' here and only have done C grade work. There is a big difference between C and A work, I'd be interested in a more granular look at effort.

What about courses where there is no preparation activity? Perhaps include a sixth choice to "How valuable ...?" as "Not applicable"

Your response categories are wrong... you can't have a less than 25% and a 5 to 50% category!



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Question 7 - What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?

Typo: 5% should be 26%

Why not use a slider scale,

0%-----100%

The second bullet should be 25% to 50%

I guess option 2 is 25% to 50% to make the scale quartiles. I would include the absolute 0, and depending on the length of other scales probably make this quintiles.

The percentages seem very off -- why 5-50%? That's a huge difference!

There is overlap in the responses. If I did 10% there are two responses here that would work. Statistics 101.
less than 25%
5% to 50%
51% - 75%
Over 75%

Too many options in the question. Perhaps the student watched all of the videos, but only did a few readings. The responses listed aren't accurate of the student's preparation.

Typo .. think you mean 25 to 50.

TYPO in the first option. Should say less than 5%.

2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 8 - The instructor fostered an effective learning environment

which instructor - our courses are team taught... should be directed toward the course director.

what is the definition of effective learning environment?

unless a clear definition is given and student understands what an "effective learning environment" means, the answer can be everywhere and the feedback won't help the faculty to improve at all.

too general. Seems like students who liked the course or the instructor will answer positively and those who did poorly, didn't like the instructor etc; will respond negatively. I wouldn't know what to do with the evaluation one way or the other.

none of the items should be standardized or required for all departments. every department should select the questions that matter most for their own educational goals.

if "not at all", require a "why do you feel that way" comment

effective needs a modifier, like very effective. To me effective = moderately effective.

effective learning environment is unclear.

define effective learning environment

You don't need all of these response options. They overlap a bit

Yes! This honors the variety of learning environments fostered without tying us to one option.

Written responses needed here

Written feedback on this, and other question, could be very valuable. It would be best if I could learn what about the environment seemed effective or not effective in terms of learning.

Would need to define what an effective learning environment is ----- could mean something different to different individuals

Would be helpful if they could explain their response (text box option to explain why responded they did

Without any definition of what that vague term means, I would not be able to interpret the response at all.

Will there be a definition of what an effective learning environment is?

Will students in an online course be able to answer this question?

Will students be provided guidance on what constitutes effective learning environments? Wonder if students will answer based on effectiveness of the environment (classroom space), teaching technique in relation to their learning style or whether or not they "liked" the class/instructor.

Will all student define "effective" in the same way. If not, the responses to this survey question could be quite variable.

What specifically did the professor do to foster an effective learning environment? You could give options like "active learning, lectures, discussion boards etc"

What is meant by "effective"? How is a student expected to objectively and accurately answer this?

What is meant by "effective learning environment?" A bit unclear.

What is an effective learning environment? Maybe ask Did the instructor make learning the material easy or did you learn in spite of the instructor?

What is an effective learning environment? How to measure such effectivity? Effectivity is a ratio or performance measure that requires a denominator, it would be helpful to provide such baseline.

What is an effective learning environment is subjective.

What is an "effective" learning environment? This can be interpreted many different ways. The professor would have difficulty determining what contributed to the "effective" learning environment.

What is an "effective learning environment"?

What is "effective"? Is it an "A"? Is it "learning"? Is it "fun"?



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 8 - The instructor fostered an effective learning environment

What is a "learning environment"? Very different things in a large lecture class versus a small class. Without some means of prorating the responses for the classroom setting it's hard to see how a very general question like this has much value. For large classes a series of more specific questions: did the prof encourage questions, did the prof pause for discussion or review, was the professor accessible (and effective?) out of class?

What is "effective"? This question should be asked more directly: "The instructor fostered an environment in which I was able to think and learn."

What does this mean? What counts as an effective learning environment? I have no idea how to interpret answers to this question.

What does an effective learning environment actually contain? Will it be the same for different students? For different disciplines? For a 300 person class (of which we have way too many) or a 20 person seminar? Online? I think having an open ended prompt would make this a stronger question, as we could see what students think comprises an effective learning environment.

What does "effective" mean???

What do you mean by effective? For students who do not attend class, they would not be able to answer this question.

What constitutes effective?

We should cut WiFi access and cell signal during lectures, that would help a lot. But students would react negatively

Very global statement. Seems to be missing something about the How of fostering an environment for learning - there are many ways.

Too vague....

How can a student evaluate the learning environment unless you have them rate specific characteristics of the environment? For example, professor welcomed questions, gave time to questions, encouraged office hour visits, answered emails in timely and thorough manner, provided ancillaries and homework problems to assist with learning.

Too much focus on the instructor without regard to the environment, class size, etc. Instructors too often must fight to overcome poor classrooms, crowded conditions, etc.

Too global to do anything about if this is supposed to be a formative evaluation.

Too general, define an effective learning environment. What works for one student does not work for another.

Though this question could be beneficial and important information, it relies highly on perception. Not every student will be happy in every course, so feedback across the board would help instructors see what works and what does not work. However, many students will reply negatively if they do not get away with their excuses/mistakes (examples: a students who does not do their work and expects credit or an A in the class. They did not earn an A but will blame the instructor for not having an effective learning environment even though they were the ones inhibiting it. Also, a students reported for Academic Dishonesty will more than likely blame the instructor).

This would be more useful if the students would be able to give suggestions on how class could have a more effective learning environment. I teach online and struggle with this a bit.

This seems very vague and subjective.

This seems too abstract; what would an "effective learning environment" look like for an online course?

This seems quite vague, in terms of what "fostered" or "effective" mean to students.

This seems like the type of questions that students will interpret as: "Did the instructor give you the grade that you wanted?"

This response is, again, usually tied to faculty personality. The students aren't ready to address this question, so they rely on if they like the instructor or not.

This question would benefit from a required explanation to help faculty better understand what students consider to be an effective learning environment.

This question is not complete; it needs a preposition and pronoun at the end, to read: "The instructor fostered an effective learning environment for me/for the class/". Also, the "effective" answers do not match the prompt.

This question is less applicable for online courses as there is no real "environment" other than the videos. The environment may be the student's room, library, or wherever they are. Perhaps "The instructor motivated me to learn" or something similar.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 8 - The instructor fostered an effective learning environment

This provides the type of feedback in which we should be interested--what kind of learning environment was created by the professor? Was it effective, inclusive, open, etc.?

This one seems like it would be subject to gender/race etc. bias. What does the question even mean? If you're trying to get at specifics of a welcoming class environment or calm class environment or organized class environment, then ask more specific questions.

This one is actually mostly well written, however the previous questions mostly had a period or a question mark, making them complete sentences. This one does not, failing to incorporate the consistency in writing we often ask of our students.

This makes the instructor entirely responsible for the whole of the learning environment. Are you referring to lecture structure? Classroom environment? Accessibility outside of class? These questions are so vague as to be completely useless.

This is what a call a "customer satisfaction" question. What an individual perceives as a "effective learning environment" differs from student to student.

This is very subjective (as are most evaluation questions) and will be highly variable depending on the type of class and the subject matter.

This is too vague. Students really don't know how to answer and faculty don't have a good idea of what to do with criticisms.

This is tied to the previous question since the students preparation directly impacts the effectiveness of the professor's learning environment.

This is the first question I have seen that would be useful to the instructor.

This is rather vague. I don't know what the question is asking, and neither will the students, making the results meaningless. Can you be more specific?

This is potentially useful, but only with additional information regarding what students found useful/not useful.

This is not a fair question for the instructors. Computer support from the university is also a part of the learning environment. I have received lots of complaints in the past two years regarding poor connections to "ecampus" or "Virtual Open Access Lab (VOAL)". When students cannot complete assignments or watch videos as they want, they complain a lot.

This question need to be defined clearly. I suggest having a separate question to address the issue of computer support from the university.

This is nonsense. Students are not informed as to what an effective learning environment is.

This is most applicable in small, faculty-led discussion courses. An instructor's degree of perceived effectiveness (i.e., results) can hinge on many factors outside their control - student character, university policies and regulations and red tape, etc.

I would rather see a question asking if the learning environment was conducive to a students' learning, and what would improve it.

This is interesting feedback to hear.

This is highly subjective and likely to correlate with expected grades. The standard questions about treating students with respect and asking for questions are also subjective but sufficiently focused to be useful.

This is another question that would be very helpful if paired with an open-ended portion that would allow students to describe what elements of the learning environment were effective.

This is an ok question, but answers will be heavily skewed by a student's grade in the course. Low expectations will cause high evaluations of how effective the learning environment has been. Questions like these corrupt universities. Also, as the book Make It Stick explains, learning happens best when students struggle, *not* when learning is easy. This is counter-intuitive but very important to know. Because of this, questions like these are highly sabotaging to effective learning.

This is an important question to ask students, and gets at an instructor's teaching style. However, without additional comments explaining the answer to this question, it is of limited use if an instructor needs to correct how they are teaching their course.

This is a very subjective statement

This is a great question - but again, too many options. Either I was not at all effective as an instructor, I was somewhat effective, or I was very effective.

This is a broad question, but helps to cover the numerous factors that can go into helping students learn, and is not specific to one particular instructional methodology.

This is a bit of a stuffy way of putting it.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 8 - The instructor fostered an effective learning environment

This can be a problematic question with student bias. But I don't know how to ask this question in a better way. Because of that, I am recommending that this question not be included.

The word "effective" seems a little general and could be misinterpreted (some of the most traditional or even hostile learning environment could be interpreted as "effective" in some aspects). Not sure what words would be best - challenging but safe and supportive?

The student should elaborate otherwise, give an example, this feedback is not that helpful

The so-called 'learning environment' is dependent on variables outside the instructor's control. For example, in my department we get most of the very worst rooms at the worst times. Try teaching a large survey at 5pm or 8am? Or teach a 45-person 400-level 'seminar' (this is also a farce--400-level classes should be capped at 20) in a room with fixed desks and no chance for students to talk to each other. You wonder if the people who thought this up have taught in the crappy classrooms so many of us have to teach in.

The response is only valuable if there are comments explaining the response, otherwise it's a guessing game

The question is too vague. Learning environment depends on many factors. If only or primarily lectures are delivered, then the learning environment is up to the students. If, on the other hand, the course is interactive with small number of students, then the learning environment, or its effectivity, is the responsibility of the instructor.

The question is OK. I don't like the standardization effort.

The question addresses whether the instructor is engaging students or just talking at them.

The proposed responses do not relate grammatically to the prompt. The prompt is a declarative sentence, so the responses should be something like "strongly disagree", "disagree", "agree", "strongly agree".

The problem with this kind of question is that it is so vague an instructor would have no idea what was being done that wasn't effective. It is helpful to know if students don't think the course fostered an effective learning environment, but if there is nothing in this question that would help a faculty member know what to do to fix it.

The level of effectiveness is relative to the student

Superfluous proforma question-student will respond according to his/her perceived grade in said course

Students should be stimulated and challenged by course material

Students often confuse effective with "entertaining" teaching environment. Having this question will boast the practice of the latter, which will hurt actual quality teaching.

Students have a ton of implicit bias against instructors from certain groups.

Students cannot judge teaching effectiveness.

Students cannot entirely judge what an effective learning environment is. They would probably be biased towards classes where there is little discipline and little pressure.

Students are not capable of judging whether a learning environment is effective or not. They can judge whether they FEEL like they are learning, and whether the environment is friendly, supportive, respectful, etc. I don't believe studies show much correlation between student views of the learning environment and actual student learning.

Simplify the scale.

Same comment as first proposed question

SCANTRON are not effective

Reword this with an indication as to what we mean by an "Effective learning environment"....maybe "the instructor fostered an environment that I found effective in respect to my learning style and abilities"

Question is too vague.

Did the instructor generate enthusiasm for the course material may be better

Positive and inclusive learning environment is crucial to learning and for students to open up to ask questions.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 8 - The instructor fostered an effective learning environment

Potential answers depend on far too many variables, from the student's interpretation of what "effective" means to distractions and disruptions (e.g. classroom issues) that are often beyond the instructor's control.

Please describe what is meant by "an effective learning environment". To some students, it may mean that they were allowed to learn at their own pace. To some others, it may mean that their views regarding the content were heard and encouraged. There are many other ways to create an effective learning environment and they depend on the nature of the content.

Please define what an effective learning environment is. Is the effective rated by the students, and therefore subject to their happiness or is it going to be linked to their learning and therefore less subjective? As is seen in education literature, student perceptions of learning is often contrast with the reality of their learning.

This question needs further definition to provide context and is too subjective. Also, there needs to be an NA option for these survey questions.

Perception of a complex variable.

Other questions probably do a better job of capturing this

Once again, this is too vague. The instructor should treat all students equally, fairly, and with respect. To me that should be the question.

Not useful unless comments are also requested

Not for professional evaluation of faculty but good for feedback to faculty. Although it is not specific so the feedback would be too broad and not specifics on how students perceive an "effective learning environment"

Not being experts in the subject matter, the students are not qualified to judge the degree to which they are learning, let alone the degree to which the instructor is fostering learning.

Not a very precise question - open to subjective interpretation and thus of questionable value. Suggest revising to be specific...instructor fostered a learning environment where all students and various viewpoints were welcomed...

My concern with this question is that it is too vague for a student to answer. You have already asked about the course in terms critical thinking, organization, etc. If your intent is to ask questions about the COURSE, then the INSTRUCTOR, this needs to be clearly delineated. Right now, they feel redundant and will add nothing new given the other questions asked.

Match question with response. See feedback for first question. Add a period.

Learning environment is vague

It's OK to include it but it's pretty vague. If the answers were negative, I wouldn't know what to do about it.

Is there a definition of "effective learning environment" going to be provided? If not, I question whether students would have a consistent idea of this. I might think the learning environment was not effective because the class was at 8 a.m. or the room was acoustically bad, etc.

Instructors should be there for all students and never slight anyone.

Inspired students work harder.

Important information - as long s their answer goes beyond Yes-No.

If the feedback is meaningful, the question should read "Given the size and space constraints of the course, the instructor crafted an environment in which I could learn."

If a student rated this one low, I would want to know more.

I'm not sure the students will have a clear idea of what is being asked.

I'm not sure how this question helps us create a more effective learning environment.

I'd remove "Not at all effective," as students who have not done the assigned readings will seek to blame the faculty member.

I would like to see student feedback related to the instructor and the course separated, so that course teams have access to the course eval items, without having access to specific instructor feedback.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 8 - The instructor fostered an effective learning environment

I wonder what students think an "effective leaning environment" is - I prefer the wording we use now "this is an effective instructor"

I think this would be helpful if they could pick from things the professor did to foster it. Let's us see what strategies the students noticed. Otherwise, it's a bit vague and doesn't tell me what I'm doing right or what needs to change.

I again want to reiterate that we should NOT have multiple-choice, on-line student evaluations. They are not indicators of student learning, just student feelings about a particular teacher. Students should definitely provide feedback but it should not be about things they know nothing about.

I think this is a valuable question, but we have to acknowledge that an effective learning environment can be highly subjective depending on the faculty member's teaching style and the student's learning preferences. If you learn best via lecture and note taking but the class is very hands on and discussion based, this learning environment might not have been effective for you. There is definitely value in this question, but if we're using this for promotion and tenure the teaching methods and activities need to be taken into account to get a full picture of the learning environment.

I think the word effective is somewhat nebulous and leaves a wide interpretation, so the feedback would be difficult to channel into effective confirmation or change.

I think that a question on teaching style might yield more productive results.

I teach online and these questions would be more valuable if I taught face to face. Online is constrained.

I teach in an older building that is notorious for leaky pipes, seating that makes it difficult for students to see the projector screen, and NO connections that could allow students to use laptops or class computers for on-line exercises, videos, etc. It is difficult to hold a demonstration or even get eye contact with all of the students.

I suppose this means only in the classroom... however, we know that for every hour in the classroom there is a suggested 2-3 hours of learning that is supposed to take place outside of the classroom by the student. What is meant by environment?

I prefer anchors for the question response to range from strongly disagree to strongly agree.

I like that this question holds professors accountable for the environment they create.

I just don't see what this will add given the battery of questions about instructors already.

I have found that some professors get marked down because of students negative feelings towards the course based on their grades.

I don't understand what this question is actually asking.

I don't think students in general have the sufficient preparation/criteria to determine whether the instructor fostered a learning environment. Many students associate the learning environment with their grades.

I don't think its all that valuable from an instructor's perspective but I don't have issue with the question.

I don't think all students will really understand this question. We ask more directed questions in our current format that are more likely to highlight specific areas for improvement

I don't think 'learning environments' can be described as 'effective' or not. Classroom environments 'foster learning' or they don't. 'Effective' is something I would use to describe teaching methods.

I believe this would vary greatly by department and field of study, lessons and methods can change greatly.

I am unsure what this question is meant to measure.

I am opposed to common questions required for all courses. There are wide differences in course structure and learning objectives across departments. Each department should set its own questions. Ok to have oversight of questions at college level. I don't know what this question means, what it is evaluating.

I am not certain how a student would evaluate this.

How do you measure effective? It's subjective based on the student's perception.

How do we define "effective learning environment?"

Here particularly, examples are relevant.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 8 - The instructor fostered an effective learning environment

How about, "How effective was the instructor in facilitating your learning?" Not at all effective-----Completely effective

Great question, but the description/meaning of an "Effective" learning environment needs to be provided, otherwise I see students have different answers as to what an effective learning environment means to each one of them

Good to know BUT fails to capture what the issues were, ie. what can be improved.

Good question

Good as a general measure. More valuable would be knowing what was effective in the student's view.

For team taught medical school courses this is not helpful unless this and most other questions are for each instructor in the course. This will produce a survey burden for the students driving down the response rate

Especially if there is detailed feedback.

Eliminate either "somewhat" or "moderately;" also, "fostered" is an awkward word choice.

Effective is a broad term that needs more explanation as it can be interpreted in too many ways, many of which may not be useful or appropriate.

Does the average student know what an effective learning environment is? Part of the responsibility for an effective learning environment is on the student. If the student is not prepared or has a bad attitude it may not be effective through no fault of the instructor.

Does a student even know what this means? What is the difference, in their mind, between an effective learning environment and one that is not? Non-specific and not useful.

Do the students know what an "effective learning environment" is?

Define "effective learning environment"

Critical question

Courses in the professional curriculum are team taught. This question should be on the student evaluation of faculty not the course evaluation.

Can we qualify with a free text box for the student to provide examples?

Be more concrete. What do you expect to get out of the question?

Assumes the student can define "effective learning environment" and is capable of assessing the quality of such. Student who is either inexperienced different learning/teaching styles or is inflexible may answer negatively and create a bias against the instructor.

Ask for examples of 'how' the instructor fostered an effective learning environment.

Ask for at least one best and one worst aspect ... to help the instructors improve the course

As with some of the other questions, I think a definition of "effective learning environment" needs to be clarified for the student. Different students may have different definitions of what this means, and so as constructed, I don't think this provides very meaningful feedback.

As a summary outcome of a student's overall perceptions, this is halfway decent.

As a multiple choice this is useless. It is too dependent on the students individual point of view.

An effective learning environment is nebulous. It is easy to say no if you believe you are failing a course. Should students say no, they must specifically follow up with concrete attributes which contributed to this perception.

An "effective learning environment" varies from student to student and class to class. Every class has a personality. Every student has a preferred way to interact and learn.

Also hard to understand. What is "effective"?

All students are different so instructor may be excellent teacher for more than 30 years to receive feedback that he should not be allowed to teach (real example!)

All humans learn through their unique process. Therefore, this might not be a fair question given that a fraction of the students will likely always find the instructor to be less than effective because they did not provide a learning environment that was optimal for the reviewer



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 8 - The instructor fostered an effective learning environment

Again, you are making a false assumption that students can recognize and evaluate what defines an effective learning environment. Given that there is no empirical support for students possessing a Learning Style (visual, auditory, haptic, kinesthetic) then the learning environment has to be based on the content of the course, that is architecture would require hands-on, kinesiology would demand kinesthetic, and philosophy lecture/discussion. How can students evaluate accurately an "effective learning environment"? If they could do this in a valid and reliable manner, then we should higher them as consultants to faculty.

Again, very vague but moderately useful

Again, this questions ask of many students something they cannot answer. I suppose if it asked if the instructor fostered an environment effective for the respondent it would be truthful, and wouldn't ask the student to provide a judgment for the whole class.

Again, these would be clearer as questions. Ex: "How effect was the instructor at fostering an ...?"

Again, there is no relationship between teaching evaluations and actual learning in classes.

Again, the stem of "question" suggests a Yes or No response. Reword.

Again, more definition about what constitutes an effective learning environment would be helpful.

Again, experience has shown that this question is heavily correlated to grade earned

Again, effective learning environment is very subjective. I wish there were ways to make this more objective.

Again, I have issue with "moderately" being an easily understood response by students. I am unsure that they can distinguish between somewhat and moderately.

Across a diverse set of courses, students, who overwhelmingly have not taught, are ill suited to know the optimal learning environment for a given course. Moreover, students who do poorly are likely to view a course as having a poor environment instead of accepting responsibility for their performance. Full disclosure -- I almost always get very high student evaluations.

A negative response MUST be accompanied by examples.

Nothing should ever be mandated campus wide. There are always reasons why one department might legitimately not want it. I think this would be a great "suggested" question, though.

(Repeating myself again...apologies): This is another abstract question beyond the capacity of many students. Per my earlier comments, students are often incapable of understanding what comprises a useful learning environment, particularly in large format (200+ student) settings. The earlier question on mechanics of course organization/expectations is more within the spectrum of student capabilities for assessment. The issue of non-majors who are detached from course from before the start will again potentially bias this question.

'this question assumes that the student knows an effective learning environment when he/she sees one.

It brings student's implicit bias as the question is targeted at the instructor. Could we rephrased as "The learning environment was effective to me"....



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 8 - The instructor fostered an effective learning environment

too vague and means different things to different people

too vague

this question is very vague.

subjective quality

similar to current, could just keep what have

poorly worded

What does this even mean?

Very subjective

Vague. What does that mean?

Vague

There is no need for standard, required by the university, do-it-all, cooky cutter questions. Courses are so different that even the most general questions may be out of place for some courses. I believe that this is futile effort that does not add any value to the student course evaluation process. The decisions of what questions should be asked need to be prerogative of the departments. Even within one department, courses at different level may require different questions (service courses, courses for undergraduate majors, graduate level courses, etc.). It would be best to stop the effort to centralize this as soon as possible.

Same issue with extremely.

Question too vague to be of value.

Lazy students blame the teacher!

Horribly nebulous terminology.

Hard to always do, but critical!

Bad students will say "No", good students will say "Yes". You learn nothing about the instructor.

Again, this is too subjective.

50% of students is skipping classes.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 9 - Overall, I learned from this instructor

This item in its current form feels redundant with the "This course helped me learn the subject-matter, concepts, methods, or skills." If we want to discern how the course structure and instructor differentially impacted learning, we should focus on the instructor's delivery of the structured content (e.g., "The instructor presented the subject matter clearly").

I think this is the right question

I would rather have this be an open-ended question to see what the students took away or thought most valuable.

Would like to see this worded differently because this seems to indicate that all the learning is the instructor's responsibility. Something more like "This instructor was knowledgeable and facilitated my understanding of the material."

If this question is to evaluate the instructor's ability to teach the content then the question should probably be slightly rephrased. An example: "Overall, I learnt the material taught by this instructor."

Useful to ask what students learned from instructor, and areas of improvement that are constructively provided

I would rather see the short answer response that listed things the student learned.

Elaboration from the student is helpful

It is a value judgment on the instructor and can be subjective.

"instructor" should be replaced by "course".

Students have to take it upon themselves to learn, so I think the instructor created an effective learning environment is a better question and renders this question unnecessary.

This seems to overlap too much with previous items.

the class met the learning objectives stated in the syllabus.

What the heck does this even mean?

If the instructor told an anecdote about buying groceries and how to pick the fastest cashier, then the students may have learned from the instructor but it had nothing to do with the course material. This is also a sentence written at a sixth grade reading level. I suggest "Overall, I learned THE SUBJECT MATTER PRESENTED IN THE SYLLABUS from this instructor."

This phrase might benefit from an object. What did the student learn from the instructor? As it is, it's completely wide open (e.g., "I learned how NOT to teach a class!"). Instead, maybe something like, "Overall, this instructor taught me _____ about this topic."

We should ask them what they have learned, not from instructor!

The only good question so far. It uses strange wording, though. It might be better to say "because of" or "thanks to" instead of "from". This question would be better worded as "Overall, this was an excellent instructor."

Some more modifying nouns included would improve this question

The question needs to be tweaked, in my opinion. Overall, this instructor helped me to learn. That's a better assessment of the role the instructor played.

Most of the other items were about the course. Is there a reason this one switched to "the instructor?"

It seems like this question should be about what one gains in the class, not just from the instructor. "Not at all" and "somewhat" don't seem to make sense when completing this statement; "nothing" works for the first, and "some things" seems not quite right but better than somewhat. Would this idea be better directed toward whether one has obtained the learning objectives?

Define learning. Students often choose what they learn within a class--for example, some students learn that deadlines are real. They are more likely to mark no for this option because their perception of what they should be learning is different than their reality. This is a subjective question and needs further definition and work to be less subjective and more objective.

A question like this simply represents "Did you like the instructor?" or "Did you like your outcome (grade)?"

This is a valuable question, but again, comments are needed if a student, for instance, selects "Not at all". Without feedback an instructor cannot improve the course. On the other hand, if the answer is "A great deal", the instructor needs to know what they were doing right.

Again, rigor and academic content should be part of each course.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 9 - Overall, I learned from this instructor

Sadly, a student could reply "not at all" for even the very best instructor. This question evaluates the student as much as the instructor. Better wording would be "Overall, this is an effective instructor."

This would be more valuable if it had a place for writing in comments. The actual bubbled in selection tells me very little. Knowing why the student answered the question is what would be useful.

Make this question about the content. As written, this encourages personal evaluation of the professor rather than the instruction. I think you really mean is: did the instructor's teaching methods and activities contribute to my learning.

I am fine with this.

The question is not clear as to the focus being "I learned" or "from this instructor". If the intention is "I learned", then the first question in this survey did a better job. If the focus is "the instructor helped me learn", that may be too broad of a question, and I believe other items (e.g. fostering a learning environment, setting expectations, organization, assignments, etc.) would provide more useful feedback.

Again, same issue as before. Clearly delineate between questions about the course and the instructor, otherwise they feel redundant.

Still a badly phrased item. This is an agree/disagree statement, followed by "how much" responses. I would prefer to see greater specificity in what was learned - the course material, vs. valuable perspectives/advice, etc. - as both are important and very different from each other.

Learned what? Maybe better, Overall the learning opportunity in the class was valuable for me. However, this again reflects more on the student than the instructor if the student is simply not interested in the subject matter but has to do the course to graduate.

Here too -- ask or require 1 example of a beneficial feature and 1 example of one that should be modified or removed.

A better question would be: The instructor facilitated learning

Could be repetitive with the intent of other questions.

I would like to see student evaluations weighted by their responses to questions like this and others that gauge their involvement in the class. I always have a few students who make no effort to come to class or complete assignments and do not feel their evaluation should have as much weight as students who attend class and participate in course assignments.

This could certainly help me with making changes to the course the next time it is taught, providing that students qualified their answers.

Again, this is a "customer satisfaction" question. If the student is not self motivated, then their response to this question will reflect that. An alternative to the proposed item: Overall, the instructor spoon-fed me what I needed to know for the exam.

Not at all
Very little
Somewhat
Quite a bit
A great deal

There should be a mandatory comments section for this, so that the response could be justified by the student and also provide helpful feedback for the instructor

Good.

I prefer anchors for the question response to range from strongly disagree to strongly agree.

Valuable only if there are comments to support

In order to increase the value of the question to me, I would also want to know the class standing (U1, U2, etc.) of the student and what other related courses they have already taken.

too general. Not sure how I would change my class in response to this.

I think the question should be if the student learned from the course. In an online course there may be little interaction with the instructor so a student could answer no but in fact the instructor did a terrific job in learning how to learn for a lifetime.

Nothing wrong with this, but not likely to offer much of value.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 9 - Overall, I learned from this instructor

Perfect "vent" question

The student must learn from their own quest.

Better question might be Did the professor facilitate my learning process of the course materials.

Rather ask Overall the instructor enhanced what I learned

Perception of "effectiveness" or "value."

What did the instructor do or how did they facilitate learning.

the most valuable question on the survey

I'd remove "Not at all," as it might tend to encourage retaliation by lazy students. Every student learns something from our courses.

I think the question is valuable, but an instructor teaches/presents and a student learns. Are the students' respective grades not already a strong indication? I think this gets more to how well the instructor facilitated learning.

Strike the meaningless word "Overall".

That question could be useful if it weren't worded so awkwardly. It's like asking someone whether they liked their meal by saying "Overall, I was received food." Also, too many (ambiguous) choices...how do you differentiate "very little" from "somewhat?" What does "quite a bit" mean, is that the same as "a lot?"

"Overall, this is a very effective instructor" is a better question I think.

Strongly suggest that the question be reworded: "Overall, I increased my knowledge by taking this course"

This will differ student to student and in large lectures may be problematically depressed when students can blend in with another and gain a level of anonymity. Perhaps a leading question can be yes/no, rather than a scaled response question.

Should specify learning about the content covered in the course

This should be within the confines of a specific course. Students may not feel as though they learned much depending on courses they are taking simultaneously. For example, if a student is taking a seminar and biochemistry course in the same semester, they may not perceive that they learned much from their seminar instructor simply because they feel they attained more/harder knowledge in biochem.

Students could perceive learning to occur even if I simply read a slide to them; consider Overall, I believe the instructor to be an effective educator Learned what? Some of us can learn from bad examples as well as from good ones.

if "not at all", require a "why do you feel that way" comment.

There needs to be a reference point for "learned". If they say, "not at all", I still don't know why or what they feel they didn't learn. I don't know what to change.

I learned from this class

Worried that it is phrased in a subjective way such that the instructor might not have control. Should be phrased instead to reflect the instructor's intention and effectiveness.

Overall, I learned the stated objectives.....

"Overall, how much did you learn from this instructor

Also, what if the instructor served as a facilitator instead of a "sage on the stage?" Such a class might involve extensive analyses of case studies, for example, with the instructor strategically suggesting possible pathways and resources leading to defensible and compelling solutions. Would students recognize that their learning was actually a result of the orchestration of the class by the instructor?"

If the answer is no, I need to know.

It would be much more helpful to hear specifically what was learned.

Identical to the following question: I believe this instructor was an effective teacher.

not useful for professional evaluation of faculty. Too broad to get constructive feedback

How much did they learn relative to what they knew coming in? How much do they retain? Did they learn facts/methods or did they learn the material in context of application?

Does not account for previous knowledge... many of our students come in prepared/nearly complete for some courses (especially lower level courses) yet they didn't have a way out of them.

Same problem with student perception of their own learning. Also, why "this instructor" and not "this course"? Are we trying to gauge the instructor's classroom performance separately from the rest of the course?

I prefer the strongly agree, agree, n/a, etc.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 9 - Overall, I learned from this instructor

A 'feel good' question, that although necessary for political expediency (and is guaranteed to make the cut), is practically useless. A more honest way to frame the question: "Was this instructor entertaining or full of fun?"

I prefer the wording of something like "Overall this was an effective instructor."

Yes, but it might be better to say "I learned from this course"

This is likely to be a problem in team taught courses where one instructor may teach only a small portion of the course.

Question, as worded, is extremely vague. What did they learn, and what were they supposed to learn?

The wording may be "overall, I learned from this course" instead of from the instructor.

Instructors need to be qualified to teach these classes, and offer experiential feedback often, especially in the discussions.

"Quite a bit" is an odd word choice.

Again, more detail would be helpful, maybe a dialogue box to explain or rankings in terms of certain traits - clarity, ability to induce critical thinking, etc. I certainly learned from instructors in college that were poor instructors, but I was still able to learn.

Add more details such as "I learned basic knowledge in this subject area, applications to my field of study, etc."

The value of the question would depend on the course. For upper division, graduate, and seminar courses, such a question would be critical.

My mother used to tell me, you can learn as much from a negative or poor situation as from a positive situation. So, this question would be enhanced if there was a second level that addresses "such as, what did you learn?"

A negative response must be accompanied by reasons.

Could there be a box (like this one) that asked what you learned (or 3 things I learned, etc.)?

I think the version of the question already on the evaluations is likely to be more informative

Again, wish there was a "maybe" option. We want students to learn. It could be "from the instructor" or "from the learning agenda the instructor sets." Students don't always understand the way that college teaching/learning works.

This question is such such such an improvement over the previous iteration of "this is a good instructor," which was a poorly framed question and demeaning to faculty.

Students who already know the material always give low scores on questions like this followed by, "But it wasn't the instructor's fault" which isn't useful.

Learned from this "course"

the options are weird - what is the difference between "quite a bit" and "somewhat"

I wonder if this question should be paired with one of student reflection, like How much effort did I put into learning in this class? I think students should be given an opportunity to reflect on themselves and their learning rather than just passing judgement. And again, they are often not good at gauging how much they've learned.

Quite a bit is a weird option for the second highest response. Highly recommend updated these response choices to something that is more quantifiable and consistent from one response to the next. (ex: distance from 1 to 2 is same as distance from 4 to 5, etc.)



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 9 - Overall, I learned from this instructor

This question has two parts, whether the student learned vs. whether the student feels they learned. And, thus, it has mixed concerns.

Learning is key, regardless of the grade. Therefore, a lower grade on an exam which encourages the student to study harder creates an environment of learning. So the student does learn. However, a lower grade makes the student feel as if they did not.

And, in all honesty, as long as a student displays learning, most professors, including myself, will avoid the student receiving a very poor grade. But, if we remove any threat of a lower grade throughout the semester (e.g., easy grades), then students have no incentive to try.

Extremely vague

Hmmm...just not a clear question. For active/flipped-learning, the instructor may talk a LOT less, and therefore, may score low on this section when in fact, they were quite instrumental in fostering learning, even if students didn't learn directly from her or him

I'm not sure students will recognize the difference between this question and the one about the instructor fostering a learning environment. In fact, I'm not sure that I recognize the difference. Is the latter possible without the former? Does the former not strongly imply the latter?

I consider the answer to this question may reflect the bias toward specific instructor. This question can be damaging to minority instructors.

I would want more information in order to modify the course or teaching style.

Again, there is no relationship between teaching evaluations and actual learning.

could be more specific - learned relevant and valuable information - or something like that

Again, the stem of the "question" suggests a Yes or No response. Reword.

See again the book Range by David Epstein and the account of the West Point study on student achievement in calculus and ratings of teachers. There was a strong negative correlation between long term student success, and instructor ratings.

This will depend on how entertaining the instructor is

Learning is a two way process. Instructors can only guide students to learn

Courses in the Professional Curriculum are team taught. This item should be on the instructor evaluation not the course evaluation.

students can learn in many ways- an instructor who varies their methods can reach more students.

Silly question

Again, how much students feel they learned and how much they actually learned are not all that highly associated.

This again does not distinguish between the students' effort to learn and the instructors efforts to teach.

Too subjective and demagogic.

I teach my students to find information on their own and try to act more like a facilitator than a content expert. The students that like information given to them, typically get frustrated because they just want the answer.

We should get away from the instructor being the all-knowing content experts and instead help students solve problems on their own. This question reinforces the professor role in the classroom as "content experts".

This implies a teacher-centered learning environment. BAD!

Again, I'm not sure how this doesn't become a popularity contest. I think the aim behind the question is noble but once again you're putting the onus of a student's behavior on the professor where it belongs on the student also. We don't need to encourage them to have an even more external locus of control.

What value is gleaned from a negative response? The question is vague as to why learning did or did not occur.

Seriously?

Everyone can learn something from anyone. The answer only reflects whether students liked an instructor or not. They like the instructor if they get a good grade. The answer will probably strongly correlate with the grade. Did the committee do statistical analysis of existing questions??



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 9 - Overall, I learned from this instructor

Learned what?

A course has many components and in some ways a professor is a conductor, directing all the parts BUT playing none of the instruments. This fails to capture many parts of the course, the text, the group interactions, any hands on activities (labs, etc.), field trips. As a faculty this question is useless to me. My Department Head may be mildly interested in the students opinion on this BUT it still misses the totality of the course and it's impact on the students learning.

As with the last question, I worry about student bias and I don't know how to ask this question in a better way that avoids bias.

Learning is not one way in our class, and the instructor alone does not have the sole responsibility to provide knowledge. In our online classes, students learn from a variety of sources, which the instructor compiles. So, this question should be worded as overall, I learned from the diversity of learning materials provided by the instructor in this course.

There is no need for standard, required by the university, do-it-all, cooky cutter questions. Courses are so different that even the most general questions may be out of place for some courses. I believe that this is futile effort that does not add any value to the student course evaluation process. The decisions of what questions should be asked need to be prerogative of the departments. Even within one department, courses at different level may require different questions (service courses, courses for undergraduate majors, graduate level courses, etc.). It would be best to stop the effort to centralize this as soon as possible.

This question is very vague and subjective.

This question is very poorly worded, potentially leading to nothing more than a "popularity contest"

I dont think this question really tells me anything.

It is my experience that students who give feedback that they learned little has been because they have put little time into the course and have spotty attendance. If a student answers Very Little, it should be followed up with questions about attendance, how much time the student studied readings and so forth.

I think this question is redundant with the first one

Random levels: What is quite a bit vs. a great deal? A bit more description would be helpful.

This question is so general and vague that faculty would not be able to fix anything based on student answers.

This could have a backlash effect if the student did not do as well as they expected.

This is a difficult question because it also implies that the student was a blank slate to begin with. In some cases--especially where the course is required, the students may already have a great deal of existing knowledge before the course begins, so they may feel they learned very little. By contrast, with respect to material that is more advanced or unusual than beginning survey courses, students may feel they learned much more. In other words, although the question seems reasonable on the surface, the problem is when the question's score is included in the instructor's average. Since course content is not always within the instructor's control, including the score for this question as part of the overall teaching performance evaluation score is not always fair or appropriate. Something to contemplate and consider...

Again, lazy students blame the teacher!

"I learned from this instructor"? Really? Silly question.

Some students learn a lot and others nothing from exactly the same method of instruction.

Based on 30 years of teaching experience, I strongly believe that students can believe they learned very much, when in fact they just had an easy instructor who did not prepare them well for future courses or their career. I teach mostly elective courses and see students come with very ill prepared from a course where the instructor received almost 5/5 student evals. Full disclosure -- I almost always get very high student evaluations.

While student's opinions on what they learned or how effective a course is are correlated to their perceived grade (and negatively to the difficulty, and perhaps to what they actually learned), this may be helpful to an instructor.

Vague question with no useful information.

Seems repetitive with the first question

jA general feel-good question that helps instructors have a sense of their own worth. Useful from that standpoint. This is a likeability question...



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 9 - Overall, I learned from this instructor

Questions like this one remove any emphasis on classroom community as a space for learning and imply all learning comes from direct instruction by the instructor, even though good instructors facilitate multiple modalities of learning that students may not recognize.

poorly worded

This puts the burden of learning onto the instructor and encourages students not to take ownership of their own learning.

I don't like the phrasing of this question. Learning is the students' job and this places that task on the instructor

These questions are not grounded in any sort of index of achievement or enlightened self-evaluation. Not sure how this question helps understanding of learning.

Does it matter if you learned "from this instructor" or from this course? Again, the item may not capture whether the student learned...

Questionable. Has overlap with the prior question. The question itself is not bad, but the number and overlap should be minimized.

A student's perception of gaining overall knowledge from the course is sometimes more valuable in the long run than absolute grades.

Does the learning need to be directly related to the subject matter of the course?

none of the items should be standardized or required for all departments. every department should select the questions that matter most for their own educational goals.

Learning is a two-way street. Question only focuses on the instructor.

Vague.

The question is OK. I don't like the standardization effort.

The real test is how they do in subsequent classes for which the current class is a prerequisite.

These questions seem to mix information about the course, and about the instructor. We need to define the intent of these questions, and then construct them according to our intent. Do we want actionable information about the course, or the instructor? or both? Can we obtain, with some granular detail, how the course supported learning, and how the instructor supported learning? This seems to need a follow-up question or an area for comments, so they can answer "why or why not".

This question can reflect a student sentiment of learning, not an evaluation of faculty effectiveness or quality of class/teaching.

It should focus on how much a students learned from the course and not the instructor. A really good instructor could design the learning process so well that the students feel they learned much through the process and with increased confidence; rather than felt "taught" well by or even dependent on the instructor.

Teachers should be teaching students how to learn on their own. Professors are not the font of all knowledge. We direct students to the appropriate material and challenge them to understand how the knowledge can be applied. We facilitate that process.

Question needs revision.

Maybe the next question fills this need.

Students are responsible for their learning. What they put it is proportional to what they learn.

This item places the burden of learning on the instructor and not the student, where it should be rightfully placed. Too often, what one learns in a course is not perceived accurately until that learning demands application.

I feel that students have a hard time assessing their "learning". They might interpret this question to be referring to their final grade in the course. They may not be able to recognize that they "learned" from the instructor even if their performance on exams was poor.

This will produce gender-biased results. It's well documented that student evaluations are biased against women, and this question in particular, whether a student "learned from" the instructor is very likely to advantage male instructors and disadvantage women.

I am opposed to common questions required for all courses. There are wide differences in course structure and learning objectives across departments. Each department should set its own questions. Ok to have oversight of questions at college level.

Definitely could have biases that influence this result.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 9 - Overall, I learned from this instructor

This question is not very clear. A more specific question needs to be asked.

It's all about how a particular instructor, regardless of the high-tech, show-business, etc. manages to transfer knowledge to the students.

EMails from former students demonstrate to me that they do not know how much they learned from a class until years later.

Student oriented question. It does not matter how much information instructors provide, it is up to the student to apply it. With many responses, hopefully it gives some feedback regarding the general effectiveness of instructor approaches, but it ultimately relies on whether the students took the course seriously or not, which many do not if it is a requirement that is not part of their major or area of interest.

Again, students are not qualified to really assess their learning of a subject. A student may think that they have learned something but it may not really be the case.

I, for example, have attended scientific lectures that are given with such clarity and effectiveness that I can full myself into thinking that I have understood what was presented, only to face the fact that my level of understanding was not complete enough.

This question is quite subjective. Coupled with the fact that grades do not post until after the course evaluations are completed, the value added by including it is questionable.

Same objections. Students are not qualified to judge whether they are learning or not.

Needs to be clearly worded.

You will always have the students who either slept or were disgruntled. This has to be taken into consideration for those of us who are "graded" on student evaluations.

Learning takes place by the student. If the instructor provides multiple opportunities, but the student doesn't avail himself, then no matter what the instructor does, it is a moot point. I definitely do not like the way this question is worded

Assumes the student does not hold a bias against the instructor.

The previous question asks about the professor's part of the student's learning. This one asks about the student's part of the student's learning. The previous question answers what we need for the purposes of this survey.

This seems potentially redundant with other questions.

Students are NOT in a position to know how much they learn.

Sadly, the student's learning is a function of their motivation and interest and if these things are low, the instructor will likely receive a low rating, even if they are good instructors. This could be potentially harmful to an instructor that is working hard and creating a good learning experience for those that actually are motivated to learn.

This question evaluates the student, not the course/professor.

This is challenging! If a student comes to class with knowledge already, this may count against them.

WHY

Students can learn a lot from the course. Frequently they attribute the learning to the assignments given to students. In my case, I work hard to make those assignments a learning experience and imagine most of the learning happens doing these activities. So this doesn't mean much unless it is balanced with student perceptions of learning from other aspects of the course.

No, this is not the place to complain to your senator about curriculum requirements, but this is an even more clear opportunity to do so than the earlier item where I mentioned this. Worse, beyond responses like "Not at all [becuase, this isn't my major/I was forced to take this course]," this invites other false (or disgusting) negative data as "Not at all [because they should learn to speak American first]," "Not al all [because they're too hot for me to hear what they're saying]," or "Not at all [because I can't trust anything said by a person who believes / voted for X.]"

Many learning and teaching styles contribute to this answer. Should the student answer in the negative or positive, they must provide concrete examples of why they feel they could not or learn or why they did

Unfortunately, some of the worst instructors blame everything on the students.

Why is this question instructor focused, while the other questions were not? Is it possible that learning can occur in ways less focused on the instructor?



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 9 - Overall, I learned from this instructor

Sometimes students who score less in a course has a tendency to comment negatively about the instructor. This question will give them an opportunity to do that.

This question assesses student perceptions of learning, which is valuable; however, I also note that this is highly subjective and there is no way of getting at what influenced the student perception...

Students may not know if they learned the *right* things, but they are pretty good about knowing they learned a lot.

Again, learning is an active process. I recall President Young saying that students must be active learners - not just sit there and have faculty pour it in (it was something along those lines!). I agree 100%. What happens when a student says they didn't learn from me? Fac evaluations are heavily weighed and there are always those students who cannot separate learning from personal likes or dislikes. This is a slippery slope. I simply cannot force a student to learn from me. If 90% learn and 10% don't, what are the odds I can reach that 10%?

open to interpretation unless specified that the instructor was responsible for the learning environment, not whether they learned on their own, or from peers, etc....

depends what they came in with

The obvious question is what did they learn?

Overall assessments are generally what we look at

Sometimes personal biases cause students to shutdown their ability to be receptive to information.

but there will be students who comment "no, but not their fault"

In these evaluations, the learning environment is affected by many things/people, and only the faculty member is held responsible. For example, if there are A/V problems or computer problems, no one holds the A/V or IT staff accountable. Instead, the faculty member receives a lower evaluation score. In addition, since students are being charged for 15 credits per semester, they take 15 credits, and this stretches many of them beyond what they are able to do comfortably. This is an example of something that is outside the control of the instructors, that could greatly reduce the amount learned. This question should be expanded to see if, given the resources the instructor has, they did a good job with teaching students.

This question places emphasis on the individual self-assessing whether THEY learned from the instructor. It provides no information regarding what the instructor actually did that reflects or doesn't reflect research-based pedagogical practice. Thus, the question is not at all valuable for assessing and improving teaching.

Too similar to the previous question.

Nothing should ever be mandated campus wide. There are always reasons why one department might legitimately not want it. I think this would be a great "suggested" question, though.

subjective. Due to the crazy growth, student quality is extremely low compared to 15 years earlier.

Same as above

It puts too much of the onus of learning on the instructor.

The question is too general. A student may have learned interesting things but may not have learned anything as it pertained to the course objectives should be from the course not from the instructor

It would be useful to have more information on why the student select the option chosen.

Seems too vague. I also don't know what we would get out of this question. If the answer is predominantly "no," what does that mean? What would we do to remediate it?

Many times students do not realize this until later

While a good teacher might help students learn, it is up to the student to learn, they have to be active participant on the process. If they are not, that would wrongly penalize the instructor.

This question is most likely going to be "Did I have fun in class". I feel regardless of if a student actually learned, they will still answer based on how well they liked the instructor as a person, not as a teacher.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 9 - Overall, I learned from this instructor

should be "course", not "instructor" because the course overall is what the students should be learning from. an instructor may have created the course for the students to learn alot, but if that was through parts that did not come directly from the instructor, then the student is likely to give a lower rating and that is not good for the faculty.

This is again a "I liked this class" or "I did not like this class because ____" (non-major, wrong time of day, tests were hard, material was not fun) question at the affective level of a student's mind. Once again, students will often be unaware of what they learned (or did not learn) until far later in their lives.

Often how much did you entertain me.

Again, pretty vague and not very actionable.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 10 - The instructor encouraged students to take responsibility for their own learning

This is a good question but I worry about what students will read it as. Will they read it as negative - that students had to learn it all on their own? Or as positive, that the teacher used active learning techniques? Could we reword it to say something like, "The instructor encouraged independent learning, such as..." If it were reworded to focus on student independence, then I would say yes to this.

The problem with this question is that the encouragement can be in forms that the student don't notice. For example, if students don't complete assignments or fail in tests and are graded accordingly, then the instructor is encouraging them to take responsibility of their own grades. However, the student may interpret that the only way of encouragement is that the instructor is repeatably reminding to complete assignments and study for the tests.

While I agree that it is important for students to take responsibility for their own learning I don't think that the answers to this question will provide any meaningful information. They will be too subjective.

Once again, the stem of the "question" suggests a Yes or No response. Reword.

This is good question, but also dangerous. There are some situations, when teachers only say you should now that and here the teaching stops. it is in fact encouraging on own learning, but I do not think it is good teaching. So it may be important for students to realize that they need to realize they need to study, but how it characterized the teacher I am not sure. On one side one need to do it, but one should not over do it.

I do not think students will understand how to answer this question. I feel examples would need to be given, and as such, should not be included as is.

We need to focus more on personal responsibility!!!

Important question.

This is an important question that ought to help develop students as independent learners (and thinkers).

If all other questions have six answer choices, it would be nice for this question to have six answer choices also.

If this question is included examples of "taking responsibility for their own learning" should be provided.

I'd love to see the open ended prompt : how after this question.

This means different things to different people.

Maybe a better question would get at ask if the professor helps the students develop intrinsic motivation. "Did the professor encourage informal, independent research and discussion on the topics covered?"

Or a question on application: "Could you see how to apply the work from this course outside the classroom?"

Use a five-point scale.

Students could easily see this as negative--many of them don't want to be responsible for any portion of their own learning. So, if students respond "frequently," what does that mean? Is that a positive comment about the instructor (which is how it is counted), or is it intended as a negative comment about the instructor. The answer to this item would tell me nothing about what students actually thought about me as an instructor and would not help me to improve my class.

This should be rephrased to reflect only assessment of course material and not grading/course policies/personnel/exams.

I'm not sure what is being measured. Is the idea that the instructors held students responsible for their own learning (and perhaps for preparation)? Is it that the instructor encouraged them to take responsibility? Is the question asking about individual achievement compared to group achievement, i.e., emphasis on "own"?

frequency estimation is lousy! rewrite as a magnitude item; "to what extent did the instructor encourage . . ." and then use the std 1-5 pnt response scale

This is a tough one. Students tend to complain on teaching evaluations if they have to "teach themselves" something. So I have finally given in and am now including much more "this is how you do it" support to bring my teaching evaluation scores up.

One thought is to openly encourage students to be responsible for their own learning--the moment they arrive at TAMU. This needs to be communicated often at the university level. Implying on the evaluation form that personal responsibility is a good thing, but only after the course is already over, is too late for the students and faculty to take action, and frankly, does not help at that point. Frankly speaking, there is significant confusion about who the customer is--the student or the profession/society into which we are preparing our students to enter. I think it is primarily the latter (at least for my field), but that is not always the expectation of the student, which is reflected in comments on the evaluations.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 10 - The instructor encouraged students to take responsibility for their own learning

It is hard to know how the results would actually be useful. An instructor doing absolutely nothing should get "frequently" as an answer. So should someone who provides interesting challenging work that encourages students to learn on their own! There needs to be a better way to distinguish how this is done, or indicate that it is trying to evaluate the positive aspects of students taking on this responsibility, rather than trying to evaluate instructors abdicating their own duties.

The same number of response options should be used for all questions.

Would expect all questions to have at least the same number of response choices.

This is a vague question. As a respondent, I am not sure what it means. As an instructor, I am not sure what I would do about it if I scored low on it. Plus, this is college. All students are responsible for their own learning. I strongly recommend deleting this question.

Also, there was no box to comment on additional questions that could be added so I am commenting here. I don't see any questions about "the instructor stimulated my interest" in the subject matter. I think this is one of the most valuable questions.

Again what does it mean to "take responsibility for their own learning"? Might need to give some examples here

Perhaps students should be asked HOW instructor did this. If it was thru limited instruction, then it may not be an indicator of a good course or a good instructor.

Perhaps students should be asked HOW instructor did this. If it was thru limited instruction, then it may not be an indicator of a good course or a good instructor.

This seems less informative. Maybe it can be added to the previous question as a two part question instead of stand alone.

I prefer anchors for the question response to range from strongly disagree to strongly agree.

What does this mean? What will a student think it means? You need to define this so that everyone understands this, especially first generation freshmen. In general, these questions use "Edu-speak" jargon, not words an incoming freshmen would understand. They're terrible!

As written, I'm not sure what this means. I can "encourage" people to do things, but I'm not sure how the answer would help me improve my course.

This question is a little risky - a uncaring and strict instructor could score well even the approach does not lead to good learning or development.

Much better question than the previous question. Include this one and not the other.

Again, without any examples of what this means, how would I as an instructor interpret the responses? What does it mean for students to take responsibility? Should I not give them pre-test study sheets? Should I not look at drafts of papers?

I am opposed to common questions required for all courses. There are wide differences in course structure and learning objectives across departments. Each department should set its own questions. Ok to have oversight of questions at college level. I don't know what this question is evaluating.

This is on my syllabus, but isn't this a question for parents? Responsibility for learning or their behavior is formed in the first 18 years of their life. If they don't do that then they will fail at any Research One university.

I see the value, but I'm not sure many students will understand this question

It cannot be applied to every course.

Important topic. Does the How need to be included?

It's not at all clear what this question is really asking, how students are likely to respond, or what instructors could derive from answers to this question that would be useful in future courses. It's also likely to be at odds with the other proposed questions about organization and expectations.

This is something that requires buy-in from the students. Written example from the students could be very valuable, a numerical scores somewhat less so.

Students may not completely recognize the value of being responsible for their learning. Some students see it as the instructor's responsibility to teach, and the teaching most directly affects learning. If they do not learn, it is because the instructor did not teach. While teaching is definitely tied to learning, students need to recognize this question does not mean that instructors should shoulder all of the responsibility for learning that happens. However, good teaching means the students learn to become life-long learners, so there is some education needed for this question to be answered accurately.

Often? Usually? Always?



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 10 - The instructor encouraged students to take responsibility for their own learning

More options: Occasionally, Never, Regularly

Again depending on course content, it should be made clear that most of these responses may be very acceptable and that one is not necessarily better than the other.

The range of variation will be insufficient for this item to be useful. The three option response format is too limiting.

Again, including this primes students to take responsibility for their learning. I would love to see the words "held me accountable" in this question, because that's what encouraging to take responsibility looks like. Of course, many of our students would prefer to not be held accountable.

I don't think all students will understand what this is asking about

I think this question needs a 5-point scale not 3.

This is asking if the students "liked" the professor.

In an online course, a significant portion of the class relates to students taking responsibility to learn. That is a characteristic of online learning.

Please provide examples of how faculty might have done this.

Interested to see whether students have an accurate perception of this idea. There should be a parallel question on faculty evaluations of the course.

Again, add more details. This is too vague. The instructor encouraged students to take responsibility or ownership of their own learning by providing extra study materials, practice problems, practice tests, etc.

Nothing should ever be mandated campus wide. There are always reasons why one department might legitimately not want it. I think this would be a great "suggested" question, though.

I don't think students can answer this. It also seems like the not at all helpful professor with no office hours, incomprehensible lectures, etc. could be said to force students to take responsibility for their own learning. And aren't they here because they want us to take some responsibility for this?

Maybe as "The instructor encouraged students to take an appropriate amount of responsibility for their own learning."

The previous question asks whether the professor helped the student learn. Following that question by this question is confusing. Would a "good" rating on this question be "not at all" or "frequently." If this question is to be retained, then it should be reformulated to make it clear what rating is a "good" rating. The "Instructor trained/facilitated/???/prepared students to take responsibility for their ongoing learning in the course subject matter beyond the scope of this course."

Same previous issue about 3 response options vs 5.

again, the inconsistent number of options is distracting.

3 point scale instead of 5? why?

Maybe this item should be optional. It might be more relevant to some types and levels of courses than to others.

Ask them to describe "how professors do this?"

What does this mean? It is a question that students will answer with a gut reaction "I like this professor=yes vs I don't like this professor=no.

Good one.

I like this question but don't really have a strong feeling about its value (unless all instructors have been trained in a consistent approach in this area then the feedback is not very meaningful)

I like it.

Again, this item will not reliably distinguish valuable from less valuable courses and instructors. An instructor may not encourage students to take responsibility for their own learning perhaps because they are teaching upper division students who happen not to need such encouragement. Or the course structure builds in expectations of personal responsibility. On the flip side, frequent hectoring about taking responsibility for one's own learning could be counterproductive to a good learning environment, or evidence of a poor learning environment. While the data returned would be clear, their meaning and implications would not be.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 10 - The instructor encouraged students to take responsibility for their own learning

IMO there are more important questions to pose. And is there a way to differentiate on the basis of this question if the instructor hammered on this point on Day-1, each exam, each topic area, each lecture, every email?

This need should be shouldered and communicated from the top of our administration -- UNIV, College Deans and IDPs (and parents and other sponsors if they are paying), every semester -- that we expect and demand our students to take responsibility for the investments of money, time and other resources, ... AND WHY --- it is important for them, the institution, their country and, indeed, world.

This is a very valuable question. Students must be encouraged and expected to take responsibility for their own learning.

As phrased I think many students won't recognize what is meant. Is giving an exam so the students need to study for it being responsible for their own learning? Is having them write a paper making the students responsible for their own learning, or are those driven by the instructor. I think students will say the latter.

Maybe useful.

none of the items should be standardized or required for all departments. every department should select the questions that matter most for their own educational goals.

What does 'encouraged students to take responsibility for their own learning' mean? I gave them homework? I suggested they study for an exam? This question is too vague.

The interpretation of this question is too varied to have value to me. Telling a student to read the book and take the tests puts the responsibility on them but doesn't really help teach them.

Not clear what it means - how would students interpret this question? As a student, how do I know if I'm being "encouraged" to "take responsibility"?

This is another marvelous addition to the list!

This question could be very helpful in determining whether students are learning from the faculty or from their own grit. Especially if students start to complain that the professor is worthless.

I really don't even know what this means, so I doubt most students will. Assuming "frequently" is the best answer, what am I supposed to do to get to that level? Keep telling them they're responsible for their own learning?

The question needs a prompt to explain what it means, e.g. teaching them the skills for lifelong learning.

I like this question

LOVE THIS QUESTION!!! Because THIS sums up my feedback in my previous responses.

This is another question that although very important, we will see various ratings depending on their level of professional maturity.

While this is a worthwhile goal -- taking personal responsibility -- asking students about this probably doesn't give much insight into how well the instructor does it.

This is a good one

This question is another good one.

I don't see much use in this question. Students may interpret this as actually encouragement by instructor OR lack of engagement and de facto need to be self-guided.

If you must have a question like this, try "an active role in" instead of "responsibility for." I'm curious why this question is in the third person ("their") where others are (problematically) in the first person.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 10 - The instructor encouraged students to take responsibility for their own learning

Not precise enough. Plus, I know what I do - no need for the students to tell me.

Okayish, just another point where wording could be more eloquent

I'm not clear on the tangible purpose of this question: are professors being evaluated on how much they encourage students on taking responsibility? Is a course evaluation dependant on how much students take responsibility? Is this a teaching value we stress at A&M? I think it's good to encourage student responsibility, but it could vary from course to course and level to level according to class standing.

It's not clear to me what this kind of question is meant to address.

I think there are classes in which substantial learning occurs through lecture and class discussion (all overseen and facilitated by the instructor), but which still promote independent and critical thinking among the students. This item seems most relevant to classes that have significant out-of-class assignments or readings, as it's currently worded.

Not sure how to measure this. This is opinion. Would need to have examples from the student.

This contradicts with the previous question.

Courses in the Professional Curriculum are team taught. This item should be on the instructor evaluation not the course evaluation.

I want to know that the students get the message that learning requires their effort more than any other factor. They are not 'customers' in need of satisfaction. They are students in need of guidance in their effort to learn both information and how to think critically.

The statement "responsibility for their own learning" is too vague, and subject to different interpretations.

Not sure a student will appreciate this or see the difference between "the professor didn't teach, but left everything up to us!"

I like the idea that students be reminded that they are responsible for learning the material, but the students should know that and should not need to be reminded in each class.

Again, whether to have this question is not strictly a YES/NO choice. It seems that there is an underlying assumption that instructors are supposed to encourage self-learning (at least to some who read this question). However, it could also be misconstrued as asking: "Did the instructor just let you do your think and did not intervene or check if what you were doing was useful".

Students often feel the need for exact specification of the problem and material to supplement their response strategy. It is easy to misunderstand this question wherein the instructor gave many open-ended problems where the student was supposed to take initiative to find out a method to solve it. The response to this question may not reflect the intent of the question in that case.

vague

Learning is the student's own responsibilities. Why should they need an instructor to encourage them?

Some students may think of the quality at question in this item as a virtue, others may think of it as a defect. Care must be taken to understand how this item interacts with other items.

This is a demands of all instructors. The question as stated is relying on instructors to take responsibility of independent student learning.

Not sure what answers would imply

This question is vague and unhelpful.

I question this one as I wonder how many students will value this. Do they think an instructors job is to spoon feed them? If so, they would not respond well to this encouragement.

Four choices - Never, sometimes, frequently, always

Is this asking if the instructor held the student accountable? Or, said something in class or on the syllabus?

Training students to be life-long learners and dedicated to self-initiated learning is a key llife-preformance skill.

Why do you want to know it? Are we punished if we do not encourage them to take responsibility for their own learning? We should have a class to teach this for freshmen.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 10 - The instructor encouraged students to take responsibility for their own learning

- A. Why should the instructor have to encourage this? Who else but the student could possibly be responsible for THEIR learning?
B. Waste of space in the questionnaire since the answer is of no value to anyone.

This question is rather vague and may be interpreted many ways. I do not see the value in answers to this question.

It may be difficult for students to understand "taking responsibility for their own learning"many students seem to think that the instructor has all the responsibility to explain everything and don't understand the learning value in working through problems, for example. This question might benefit from some more explanation about what student responsibility is.

At graduate school, one has to learn and engage with the material (active learning) and not sit and listen in lecture style format

Why only three scale-points?

This is the only very good question so far. I really like this question.

There is no need for standard, required by the university, do-it-all, cookie cutter questions. Courses are so different that even the most general questions may be out of place for some courses. I believe that this is futile effort that does not add any value to the student course evaluation process. The decisions of what questions should be asked need to be prerogative of the departments. Even within one department, courses at different level may require different questions (service courses, courses for undergraduate majors, graduate level courses, etc.). It would be best to stop the effort to centralize this as soon as possible.

Since university is a place where we teach life long learning, we should perhaps emphasize that this question is important.

How is a student going to actually respond to this question? What does responsibility mean? Can this be misinterpreted in multiple ways? There needs to be definition for what responsibility and learning mean. This question have several layers of nuance that faculty would argue about. For students, you will wind up with responses that are different and essentially uncomparable.

It is not clear to me how this would be assessed.

Glad to see that the question on whether the textbook was helpful or not got removed.

We are not their parents.

I am not sure what this question is specifically asking?

I am hopeful there is a point where the student needs to reflect on their own contribution other than simply in how much preparation they participated in.

This is not the role of the instructor

This is a really great way to give cover to bad teaching. Lots of horrid teachers use this to excuse bad explanations, bad organization, bad coverage, and an unhelpful attitude. Yes, students should take responsibility for their own learning, but the idea is vastly overplayed by profs to hide their own failings.

Most students will not understand the question. Most Faculty and Department Heads will not know how to interpret the results.

They need to invest energy in learning.

Instructors already know this.

students have to take their own responsibility for learning and not blame the instructor. Too often now in our society it is easier to blame someone else for your own lack of initiative

Isn't this what we are supposed to be doing anyway?

How would an instructor NOT encourage students to take responsibility for their own learning?

While I like the idea of helping them see their responsibility for their learning, this question has little formative value for improving the course.

too subjective.

This question can be answered. and it helps student evaluate instructor engagement and their own response to same.

This begs for clarification.

Vaguely worded item. How can someone "encourage responsibility for their own learning?" This is nonsensical.



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 10 - The instructor encouraged students to take responsibility for their own learning

What exactly does this mean? I wonder how students would interpret this.

This is nonsense. Student's won't be in a position to recognize whether or not they were encouraged to take responsibility or not.

what do you mean by this?

I'm not sure students will understand this question.

This is very unclear. What is it to take responsibility for one's own learning? Does this mean any more than requiring students to do the assigned work?

It is not clear whether it is good to be "encouraged to take responsibility for" one's own learning. One way is for the instructor to be incomprehensible. Moreover, I don't like the standardization effort.

This is what instructors want, however, I'm not sure the question really measures anything of value.

Really like this question as it supports the concept of dual responsibility and being engaged.

Odd one to me too. but maybe valuable.

I believe it should be evident that students are responsible for their own learning as every adult would be, this is a very strange item to ask

what does this mean -- "take responsibility for their own learning"?

Not really sure what the question means.

This skill is probably the most useful for any given student to acquire through their tenure in college.

Students always do their most to push the responsibility for their poor performance onto the instructor. It's basic human nature to believe someone else is at fault.

Whether instructor encourage students or not, many students I have encountered refuse to take responsibility and will not admit it. They expect instructors to solve all their issues, give them all answers, and overall drop everything to take care of them. Every semester I explain this concept to students, and every semester I have students who expect everything including answers given to them directly or done for them, and when it does not happen, they blame everyone but themselves. This happens even when they get explicit directions that it is their responsibility to do research about a particular subject.

Students will not likely answer this question accurately.

In its present form, I really am not sure what this means. A teacher and student could have completely different interpretations on the meaning of this statement.

This assumes the student wants to take responsibility for their own learning.

This sounds like a question for the parents of the student. Did the parent encourage their son or daughter to

This generation has a hard time taking person responsibility.

it's not clear the institution is actually encouraging students to do that, so why would we judge individual instructors?

Would have unacceptable low reliability.

The instructors should be responsible to facilitate learning and provide resources for student learning.

This is the 21 century. Students are responsible for their own learning! In particular in a research university

I think it is widely accepted that students are responsible for their own learning in a college environment. This seems like it places responsibility on the instructor then to constantly remind students that they have personal responsibility

What information do you want to get from this?

Should be a given

not sure what you're asking here.

Poor question--I don't even know what it means. How would an instructor not encourage students to take responsibility for their own learning?



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 10 - The instructor encouraged students to take responsibility for their own learning

Again in what ways?

My biased opinion on this because I think prioritizing self-directed learning as a component of the course is important!

Is this an appropriate question for graduate and professional students?

Your standard rules do not allow this foreign method of teaching -- look in the mirror people

I am ambivalent on this question. We all encourage students to take responsibility for their own learning whether the class is a formal lecture class or taught on line.

It is good to emphasize that learning is not instructors funneling knowledge into students, but that students have to take an active role instead.

A big problem with society is the lack of personal responsibility. Each instructor should hold students accountable.

I can't tell if the university expects instructors to encourage students to take responsibility for their own learning.

This is a "given".

this is a potentially good question, but I would like to know the rationale behind it.

I can't wait to see how students interpret this one...I'm interested, but it's not clear what it actually will measure.

Not sure how this reflects on the quality of the course.

students are responsible regardless

I don't understand how one would teach a course where the student did not do their own learning.

Shouldn't this be occurring in every course? I am unclear about the purpose of this question.

Would be good to know if they are aware of what I am trying to do.

Not useful for professional evaluation of faculty and too broad to get constructive feedback

If only to make them aware that they ARE responsible for their own learning.

Why is it a 3 point scale? Will students understand what we are asking? Have these been through a focus group with students?

Again, students are terrible judges of this.

Not sure of intended purpose

I think the question is inherently flawed. Too many students do not realize they, not their instructors, are responsible for their learning.

Do instructors really need to encourage students to take responsibility for their own learning? They're at TAMU.

This is a loaded question that leads to bias in the answers.

Too dependent on the individual student and the class. Some classes by their very nature require much more assimilation of material than others

Again, consistency on the scale length

Again, what does this mean? Nagging them to do their homework and study more? How effective is nagging, and why are instructors being expected to do this (probably useless) activity?

That should be understood as a university student.

Regarding effective teaching, the issue is what instructors do to assist students in taking responsibility for learning.

I would be curious to see the student feedback on this. Do they know what this means and what are student expectations vs. reality on being responsible for their own learning.

What does this even mean?



2019 STUDENT COURSE EVALUATION FEEDBACK SURVEY

Question 10 - The instructor encouraged students to take responsibility for their own learning

I doubt it will bring any useful information to the professor, but it is a good reminder to the student that they SHOULD BE taking responsibility for their own learning.

Don't know what this means.

This is college. All students should be responsible for their own learning. This is a question for High School instructors.

There are different schools of thought on this approach to teaching. I don't know that the university community has determined this to be a core value in instruction. I believe that there is a piece of this that we, as a community of educators, all believe; but the wording is too vague. I also think that some students will interpret this question in a somewhat hostile manner. Although I would support adding this question at the instructor's discretion, I don't think it rises to the level of a core question.

Not sure what this is supposed to look like.

Entirely unclear

I am not sure about this one

What exactly does the question mean? Are we really supposed to sermon students on responsibility?

This question doesn't really help. A decent number of students expect things handed to them, or don't take constructive criticism well. Sometimes no matter how many times an instructor encourages a student to learn on their own, they never do. I have personal examples in my class where students don't take any responsibility for their learning no matter how hard I try. So why ask this question?

Though somewhat abstract, this sort of self-reflection might be a useful thing to examine. However, this may also a tough question for students to grasp. Testing would be wise to see how this links to the other queries (i.e., does this link more to the inappropriate abstract queries or more toward the mechanical/functional assessments that are within a student's capabilities).

I am not sure that this is a question students will have thoughtful responses to or will necessary completely understand!



Default Report

2019 Student Course Evaluation Feedback Survey

November 11, 2019 1:48 PM CST

Do you have any additional feedback regarding recommendations for use of student course evaluation data during faculty evaluation? If so, please provide here:

Do you have any additional feedback regarding recommendations for use of st...

I am certain I am not offering any new insights, but I'll reiterate common/prevalent concerns. The evaluations, as currently administered, give professors incentives to give easy grades (and maybe a hard final to create the necessary distribution). Any scholastic challenge to the students hurts evaluations. Moreover, this can create "competition" among the same course taught by different professors. It becomes enticing to make your sections easier than a comparative section. There is no incentive for professors to make a course challenging and try new things and be deemed the "hard" professor. That immediately affects student self-selection for professors. Then students who want good grades (which, are actually many good students) chooses the easier course. The remaining students must take the harder class and this creates an even bigger disconnect between what students expect and what they receive, feeding the very evaluation concerns being assessed in this survey. Additionally, while I very much appreciate many of the above solutions, but they require longer time frames to evaluate, which untenured professors do not have. Therefore, these new professors do not have any incentive to try and change any course in the short term. New professors have a lot of energy and drive to improve courses and introduce new ideas, but short-term evaluation incentives discourage such beneficial change. And, sadly, once an instructor has taught the course a certain (easy) way, it is human nature to keep it that way, and perpetuate non-challenging learning.

I think it needs to be part of the evaluation if it is clearly under a certain threshold. Otherwise, I am not sure it is so relevant to discuss any potential for improvement. Remark: I am not sure I understand the survey fully... I thought the questions covered 10% of what it could have covered and that you were only trying to fine tune what you already had agreed to. Based on what I saw, I think there is much more work to do (and maybe a need to start from scratch) to really understand what evaluations should consist in and which questions would be the most appropriate.

These definitely are a start and can help in not having careers/jobs depend on student whims.

I'd like to see a measure that can be easily used for instructor reporting of their teaching skills, such as "overall effectiveness of the instructor" as its own discrete item.

We should receive information about interquartile ranges across faculty, rather than mean and median scores. Assuming a Gaussian distribution of responses (which I'm not sure we can) the mean and median should be similar, and basically half of all instructors are above average and half below. That information is nearly useless. If we have interquartile ranges, we can tell whether an instructor is in the top 25% or bottom 25%, in which case we might want to counsel them or reward them, but if folks are in the middle, they are doing just fine...

Student evaluation data from PICA SHOULD NOT BE USED for promotion and tenure or annual review, period. It is not an effective or accurate way to determine teaching effectiveness and has continually been shown to be biased towards white men and against women, people of color (and women of color especially), queer people, and others who are already marginalized and discriminated against in academia. None of the statements above even attempt to recognize the documented existence of these biases. And there is no way to effectively control for them. These statements are just words that will not mitigate how PICA data is used in practice. There is no way to use PICA data that does justice to teacher performance or "controls" for the systemic sexism and racism built into that data.

Student course evaluation data should be used for what was initially intended, for instructors to obtain feedback from students, information that could be used to improve aspects of the class. It was not intended to be used as a measure to evaluate teaching by administrators or P&T committees. The students evaluations have inherent biases that have been demonstrated scientifically and are detrimental to professors of minorities groups. I can't comprehend why the university insist in using students evaluations to evaluate teaching if allows for harming and harassment of some professors. This goes against any effort for diversity and inclusion. As a scientist, I find curious that we use for measurement of teaching an instrument that (1) was not designed for this; (b) has been extensively shown that does not measure teaching effectiveness; and (3) is biased against some faculty members. The university should be looking for means to establish a fair process not to perpetuate a flawed one.

Do you have any additional feedback regarding recommendations for use of st...

happy to see the item about taking another course from this instructor is not on here as although the underlying construct is good, students often responded relative to their needs for more courses or courses offered. Seniors would say strongly disagree because they were graduating and didn't want to take another course, understandably. Other students would disagree b/c they didn't need any more courses taught by the instructor or had already taken all of the classes he/she offered.

No additional comments

It should be made clear how the student course evals will be used in annual or tenure evaluations. The course evals should be tied to department pedagogical values and goals. The construction of this survey: it would have been helpful to have a section at the beginning outlining all questions to be considered holistically, along with a section for potential questions to be considered (perhaps this was considered in a different round?) or alterations to the questions.

I don't think many of these questions lend themselves to "comparative" analysis; therefore, I don't think the scores should be used to establish these comparisons (which is why my answers to those 2 questions above are neutral).

I have two main suggestions that also relate to the items used in the evaluations: 1. Evaluations would provide more clarity if they used standardized scale responses across items as much as possible. For example, instead of having one item with responses of (a) never, seldom sometimes, often, frequently), and a different item with responses of (b) not at all, sometimes, frequently, we make responses to both items the same wherever possible. This could be done easily by making each item a statement, and asking students how much they agree with the statement using a 5-pt scale with end points: 1=not at all, and 5=very much so. Doing this would increase comparability across items, allowing viewers to more clearly see where the course and the instructor excelled. 2. On a related note, you could consider separating the evaluation into two components: evaluation of the instructor, and evaluation of the course itself. When it comes to evaluating instructors, you could then give more weight to instructor (vs. course) items. This would allow for greater comparability across courses when evaluators assess instructors, as you are focusing more on individual performance rather than the context of the course.

Very few of these questions focus on how much effort a student puts in to the course, and rather puts the onus on the instructor. While I agree that the instructor is important in the learning process, I also think student learning is dependent on how much the student invests in the course.

I think in the current student evaluation process put the students in the judges's position and there is no input whatsoever from faculty is not right. This process is not helpful to the faculty. I strongly support the idea that the faculty should be given the opportunity to respond. Also, in the course evaluation, there should be a couple questions for the students themselves to reflect on how much efforts they actually put in the class so that a balanced view can be obtained. No matter how many efforts a faculty put in, if the students (especially for subjects they feel less interesting, or difficult) do not make efforts to learn, the outcome won't be excellent and this result can not be solely responsible by the faculty. Overall, the student evaluation does not tell the whole story of faculty teaching.

The evaluation is a test of poor teaching it is not a test of good teaching The intent is to identify the low hanging fruit and that should be made clear to administrators that are requesting these evaluations

Context is often missing from the course evaluation and students who perform poorly in a subject will often have a negative review of the course/faculty despite the faculty's best effort.

If there is strong disagreement between collected feedback from students and departmental data there is definitely additional studies are required. One can not just say - "but this was positive", one need to look into details why two evaluations are so contradictory. Big discrepancy is red flag, may indicate considerable error on one of the sides or cheating somewhere - it needs to be understood and explored, not just averaged.

would appreciate students who gave examples in comments, but how to encourage that is the issue

Students are not certified experts in education and they are not customers. They are students. The course evaluations are not an effective measure to evaluate the professional performance of the instructor. The only use they have is in providing some feedback to the instructor to take into consideration when preparing subsequent courses. If the university wants to use the information productively, they could have trained professionals in education provide assistance to professors desiring to improve their courses. The assistance could occur through advisors attending some class sessions, providing feedback, and helping to interpret the idiosyncratic information that arises from the evaluations. Perhaps in the case that an instructor has serial poor evaluations accompanied by corroborating complaints from students, intervention aimed at improving performance would be considered.

I don't think that student evaluations should be used at all during faculty evaluation. If it is, there needs to be an instruction about the role of bias in student evaluations.

Do you have any additional feedback regarding recommendations for use of st...

While agree that each item should not be looked at in isolation, it may be helpful to pinpoint specific areas of strength and areas for improvement

Student evaluations should be examined within the context of grades and course requirements. It is well known that easier instructors (with lower expectations with regard to work required and grades) are evaluated more favorably and rewarded with larger class enrollments. Relative to our peer institutions, we do not want our students to be less prepared to enter the workforce.

I have been unable to add questions tailored for my course in addition to the standard questions. There are many additions that one can currently make but those additions are generally approximations of what an instructor would truly like to know from the students in order to make changes to the course. It may be helpful to allow faculty to create at least 2-3 completely custom questions that specifically talk to their course. If such a facility is available, perhaps making it easy to access would be a good step too.

It needs to be recognized that student evaluation are inherently biased by grade and are not necessarily Honest or reflective of reality.

One thing to keep in mind is that student evaluations should also be taken into context of peer faculty evaluations; student evaluations should not be weighted greater than other components evaluating the effectiveness of a faculty as an educator.

Who would control the competences of the evaluator?

Who would reply anything other than "agree/strongly agree" to the above questions... surely not a researcher.

Departments should make it clear to their faculty that student evaluations will form only (small) part of their overall teaching assessment. This message has not been articulated clearly. Since research has clearly shown that evaluations do not measure student learning, it is critical that more emphasis be placed on other measures of teaching effectiveness.

Student feedback is important and should be used for course development and professional development of the faculty member; however, I do not think that student evaluations should be solely used for performance evaluations or that outcomes should be compared to dissimilar courses.

Only the first item is valuable. The rest place too much importance on the student evaluations, which should primarily serve the purpose of feedback to the instructor, not for evaluating the instructor's teaching effectiveness.

Student course evaluations can be a two-edged sword. They must be used with care and discretion, and in moderation, in making judgments about faculty instruction. There have been strong arguments made that overweighting and/or indiscriminate use of student evaluations leads to dumbing down of courses.

we should take into consideration the size of the class, timing of the class(days or time) morning or evening, Monday or Friday. The complexity of the material taught is one major factor that affect the evaluation. Students educational background and prerequisites taken and their grades in those prerequisites. The student grade in the course and his overall GPA is another factor. Number of absences in the course, too is a major factor.

Online PICA evaluation has flaws due to low return rate. Our program has very small classes (never more than 16 per course). We have implemented online PICA evaluation verses the paper method and the completion rate is often much different. We have seen lower composite evaluation scores with the lower return rates (40-50%). We went back to the paper method as the completion rate is much higher and the scores rose again with the same comparable course structure. If this metric is used in faculty evaluation as it is now, the low online return rate skews the results, especially in our small classes, and influences evaluation, merit, and promotion. We can't control the return yet this metric is a mandatory part of faculty evaluation presently.

It would be helpful if there was a way to match (after the fact) the grade the student received and the course eval. Anecdotally, it seems that those students who do not do well in the course give negative ratings and sometimes skew the overall ratings.

I strongly believe this is important: Results by item should be compared to appropriate comparison courses (e.g. same level, size, etc). Lab courses should only be compared to lab courses. Didactic to other didactic courses. Elective courses to other electives.

Do you have any additional feedback regarding recommendations for use of st...

I believe too much emphasis is placed on student evaluations at this institution. In my experience, one negative comment always seems to outweigh or speak "louder" than several positive comments. From my experience as well, it is always the struggling, disgruntled student who makes negative remarks on the evaluations. (retribution tactic) I usually apply the three comment rule when reviewing my own evaluations or other teachers. If a comment (good or bad) is repeated 3 times, then it is worth noting. This is not always possible if a small class size. But it is a good general rule. I also think evaluations should be considered/compared across semesters/years. There are classes or semesters that go well and times not so much, for various reasons. Considering class evaluations over time, would give a more accurate assessment of teaching performance.

Students can learn as much as they want or need to learn. The student should not have to depend on the skill or methods of teaching used by the instructor. However, outstanding instructors have a larger following and the teaching/learning ratio is better.

There are numerous studies that show that student evaluations are almost meaningless and that the women and people of color tend to be rated lower than white males. A&M should find another way to evaluate teaching effectiveness.

I think we are creating a situation where faculty bullying by students can go on. I totally concur with the idea of course evaluations, but without the context of how a student does, lots of observations of said professor by other adults, and further contextualization this can become punitive and encourage grade inflation and pandering in order to keep one's job. Higher education is a different animal than a business and students are not our customers, rather they are paying for the opportunity to learn.

The upper level graduate course i am coordinating is a team taught class. There is a wide range in teaching styles, teaching experience and content experience. It will be hard for students and other evaluators to accurately evaluate each instructors. For team based courses which are common for graduate courses, a different evaluation matrix should be applied that takes into account the specifics of team taught classes. For example the integration of the different materials, fairness of exam questions, etc. Also, the number of students in my course is very low. Often the students did not fill out the evaluations so only a small number of students provide feedback.

Please include peer evaluation of the instructors in the first question, as "observation" does not specify by whom.

Student evaluations are helpful as a data source, but it is also critical to understand that, as with any review process, there are individuals who use evaluations as a place to air personal vendettas that may or may not have support. Ex: It was a required class and students hated the required format - which was not modifiable by the instructor - and the course evaluations are therefore poor. As such, evaluations are important...but should not be solely responsible for understanding teaching effectiveness.

Teaching assistants may have an impact on how the students perceive the course. It is possible that an instructor receives a lower evaluation in a semester where everything is the same, except for the teaching assistant doing the labs, for example. For many courses, well-designed homework, projects, and assignments are critical to the quality of the course. We ask about the student involvement in class preparation, but we do not ask about students' engagement on homework and multi-week projects.

Presumably the questions on the evaluation target the most important goals for teaching. Instructors should see what questions will be used for student evaluations before the semester starts so they can try to hit those targets. Also, the CTE should help instructors hit those targets. For example, show me how I can challenge students with more critical thinking in my courses.

How have the proposed items been validated? What is their reliability? What construct validity do they have? It seems that these items were developed by a faculty committee without consideration or study of their statistical properties. This flaw is exactly what educational researchers warn against when they describe best practices in the development of student evaluation of teaching instruments. There have been more than four decades of educational research on student evaluations of teaching. Has any of this research been considered in developing this item bank? If so, it would be helpful to describe the background for how these items were selected as many of them seem relatively non-informative either for instructor evaluation or feedback.

How do you propose to get 100% student participation with an online survey? You need to avoid only negative statements by a few unhappy students. Conversely, you need to avoid the opposite. We have instances of professors bribing students for good responses.

Do you have any additional feedback regarding recommendations for use of st...

Everyone knows these "required" reviews are virtually meaningless as evaluation tools and have a low completion rate. Their only use is for reporting; pretending otherwise denigrates the magic of academic learning. For suggestions to improve my course (which is what we should really care about). I have always gotten much more mileage out of giving students a feedback form with targeted questions and basically ignore whatever is written on these required forms. It might be an effective question to learn which courses provide other mechanisms for student feedback. I appreciate that a statistician (or someone who understands data) must be involved in the committee for the well reasoned questions about how the data should be interpreted. This is a welcome change. Now for the bad - I found these questions to be naive and mostly poorly written. It is embarrassing that we would present college students with questions written below a first grade reading level. I made some suggestions, but I really think for a form that will be distributed University wide, the committee should aim higher.

Questions should be written so there is actually a meaningful "gradient" From poor = 1 to to excellent = 5... or the summary averages often used by all are ambiguous, and require endless "justification" and "explaining". If I have to re-process the data extensively to then justify because of poorly written questions, that is a mis-use of instructor time and effort.

Thanks for doing this!

Scores should be assessed with grade linked.

The 10 questions developed by the committee are very poorly developed. I suspect they were copied (selected) from the existing questions, which were poorly developed. I suggest the committee to begin with the general objective of teaching courses and general expectations of instructors and develop more targeted (more concrete) questions. I also suggest detailed statistical analysis of existing data to evaluate the existing questions. The 10 questions are so vaguely worded that the students will score based on whether they like an instructor or not (regardless of effort or ability in teaching).

The current categories for student evaluation: A = Deserves an award in this area; excellent B = Very Good C = Good D = Does not perform well in this area E = Has serious deficiencies in this area which are detrimental to students which does not make sense. A faculty has to be star to get A (5), yet if the overall score is 3.5 or 3 out of 5 (which is C/good range) is not good enough to the department head (during the faculty evaluation)! The current Student Evaluation format is like a Satisfaction survey: it does not measure how students learn, it measure how the student like the faculty (which is many cases, is only based on the grades that they have received)

Open ended questions are far more useful than multiple choice if we are going to use this information for continuous improvement.

In regards to the final questions about use of the data, no one can control it's use once it is collected and disseminated!!!!!! Inevitably students, parents, department heads and administrators will distill it to a simple, single number and make all kinds of decisions out of the necessary context to truly understand what the number means. These questions seem loaded toward evaluating faculty performance versus giving faculty the information they need to evaluate and improve the course. All of this skips the key question of how to get a sufficient and statistically valid enough response to truly understand what the students think about the course.

I still find students making personal attacks in their reviews or unloading because they are not satisfied with their grade.

I am not quite sure what the second to last question about the "positive end of the scale" means or what the intend of it is.

We need to mandate that no academic unit should use "averages" in faculty evaluation. This is a lazy way of doing evaluations and can be problematic if the differences from the average is minimal. For example, if the average is 4.65, and an individual instructor has an average in a particular class of 4.60, this should not be reported as "below average". Unfortunately this happens across this campus regularly and we need a clear rule to prevent this misuse of numbers. There are also serious problems with the use of numbers in small classes (such as 5 or 8 students). Averages in this context are not statistically valid and there should be a clear mandate to prevent this misuse even if the wider prohibition is not done.

(1) Some of the recommendations above seemed ambiguous to me. As I wasn't certain what was meant, I didn't respond to them. (2) I'm glad that none of the proposed required items regard examinations. The current required item in that regard is a problem for courses without examinations.

For me, the single most significant shortcoming of the current student evaluation system is that so few students choose to participate -- never more than 50%. Not sure how to remedy that, but until the response rate can get to 85 - 90% I find student evaluations not very useful. Far more helpful are the occasional frank individual comments I receive.

Do you have any additional feedback regarding recommendations for use of st...

Student course evaluation comparisons for 100% online courses should be separated from 100% face-to-face course evaluations. We cannot compare metrics for online vs. face-to-face courses similarly. Note, even if the course name and number is exactly same, course competencies and learning outcomes may or may not be same for online vs. face-to-face course with the same course name as online vs. face-to-face faculty may use different textbook and course articles. Few other important questions would be: The course provided innovation and quality of content The instructor allowed linking and application of different disciplines and expanded perspectives (use of Interdisciplinary within a course) The instructor integrated course with applied research projects and assignments (e.g. data analysis and reporting, scientific writing, hypothesis building and testing)

These questions are unclear and some of them are double-barreled.

First, I do my own unofficial anonymous student evaluations during each semester. All of my useful and interesting feedback comes from these, and these alone. Second, 96% of university instructors believe that they are better than average teachers. This makes this entire topic very challenging. Third, we absolutely need to seek student feedback years after a course is completed, and not just immediately after. Imagine the US military only caring about soldiers' opinion of their boot camp immediately after it ends. Their initial thoughts might be "I hated it, and it was terribly done," and their thoughts years later might be "wow, I appreciate it so much, and I think it was done very well." Fourth, it would be very useful (though perhaps too anonymity-lowering) to categorize student feedback by final grade. Students who receive a final grade of A in an extremely easy course are highly likely to take credit for (what they see as) high achievement. I believe that quality education requires firm, high standards for grades. If instructors are able to bias their students' evaluations with low expectations and artificially high grades, then the university suffers, and its reputation goes down. Fifth, human beings are highly vulnerable to biases such as racism and sexism. Student evaluations might want to ask something that (cleverly) takes this into account. Sixth, student thank yous to professors, especially after those students graduate, are an excellent measure of actual appreciation of those professors' teaching. Right now we have no official way for students to thank their professors. Students email and even visit, often for years, and the university has no idea. Many universities address this issue in meaningful ways, and we should as well.

There is no need for standard, required by the university, do-it-all, cookie cutter questions. Courses are so different that even the most general questions may be out of place for some courses. I believe that this is futile effort that does not add any value to the student course evaluation process. The decisions of what questions should be asked need to be prerogative of the departments. Even within one department, courses at different level may require different questions (service courses, courses for undergraduate majors, graduate level courses, etc.). It would be best to stop the effort to centralize this as soon as possible.

In general, a blanket set of questions across all colleges, departments, and courses is a poor way to evaluate. This lends to questions being not applicable or too vague to be actionable. Departments should select questions per course along with whatever instructor-supplied questions. Questions should align with the *course's* learning goals. While more effort to set up, the results will be much more meaningful and actionable.

Students should always perform these evaluations; however, most students are a better judge after they graduate.

The evaluations must be available to the instructor. Indeed, making them available to the instructor is primary reason for having them. If students' (non-professional) opinions about a course are one of several indicators of teaching (including professional peer review), I'm indifferent to providing comments or contest during the process.

Administration values scores too much. Average scores mean nothing because bad, lazy and upset students are always biased and unfair. Scores could reflect more proper facts only if grades and attendance in lecture hall (there attendance is not mandatory) will be taken into account. Scoring should be differentiated by groups. Those students who have grade A should form group 1 be counted as posted score/1, grade B - group 2 and score=posted score/0.75 (25% of "bias error"), grade C - group 3 and score=posted score/0.5 (50% of "bias error"), grade F - group 3 and score=posted score/0.25 (75% of "bias error"). All such groups should not be mixed (i.e. averaged) Another grouping is by attendance in lecture hall (there attendance is not mandatory): attended = score/1. no attendance = score/0.5 Video records of lectures provide feeling that everything can be studied before exam by looking at videos during couple evenings.

I support using the data in this fashion assuming appropriate safeguards (like on this page) are taken.

Several universities remove subjective bias from the student in assigning a numerical score to the instructor (eg. Yale and others). This is accomplished by using a formula that takes into account all the scores submitted by the user until that point. So an overly negative student, who thinks the instructor is doing a poor job, and conveniently ignores his/her own performance in all classes, will not exert much of an influence in the quantitative score assigned to the instructor for a particular class. Likewise, the positive bias is also weighted out. Such a scoring system is more robust to subjective bias of the scorer. Since the good students seldom provide feedback, this provides a reasonable measure of the instructor performance.

Do you have any additional feedback regarding recommendations for use of st...

Research indicates STRONGLY that teaching evaluations are associated with many things, but in particular with the gender of the instructor. Although there is obvious variation, on average women tend to get lower evaluations than men. That is one reason that scores might also be adjusted for gender, or better yet, we should abandon teacher evaluation instruments such as this and rely on a plethora of other indicia. Course observation, course difficulty (as indicated by the syllabus and materials for the course), grade distributions in each course, etc. are all important--much more important. It's time to re-think simple numerical assessments (which will always take priority, because they are easier to observe and assess) and consider abandoning them altogether.

Student course evaluation data should be used first and foremost for formative purposes. Instructors should be asked to reflect on the results and indicate what actions (if any) they will take in response.

Often if there is no issue, the students don't fill out an evaluation. Every semester, I can tell by the comments the student that too late in the process realized they would not be earning the grade they wanted and it was the professors fault.

Student course evaluation data seems most useful in identifying major problems and, for an individual instructor, comparing different teaching approaches. There is a decent amount of noise in this data, which makes it less useful for comparisons, although qualitative responses still can be useful. Perhaps a question that asked students to self-evaluate the quality of their work or how much more they know or are able to do would be useful, irregardless of the grade they expect to receive, would be useful.

The questions listed in this survey are vague and fail to provide enough definitions for the questions to be functional. With that caveat, it becomes concerning that they would be included in a faculty's evaluation. For example, if a faculty member teaches a hard class that the students are required to take, they will be more likely to consider it less pleasant and will rank the faculty member lower because the student experience was not enjoyable. By having subjective questions and using them to make objective rankings on the faculty member, you are expecting the faculty member to cater to pleasing the students rather than pushing them to learn (Which should be done well, but is not always easy or pleasant). Please consider reviewing the literature of SoTL, active learning, evidence-based education, or scientific teaching for differences between student perception and actual data. It seems like these questions are trying to get at the data but stopping at the student perceptions.

See previous comments regarding attendance and resultant unreliable forced data.

Students should be giving training of what this review is about and what each item mean. The answers then will be more meaningful

I do not think that student-course evaluations should be used to evaluate faculty performance. The numerous biases known make these "customer satisfaction surveys" a flawed tool for faculty performance, and are most likely to negatively affect underrepresented minorities. The units should not recommend to a faculty member that they increase their evaluation scores. Instead, if units have concerns about the faculty member's instruction performance, they should have concrete identification of the presumed issue, and reasonable recommendations for corrections of the issue. Student course evaluations should be used for what they were originally designed: so that the faculty member can use the feedback in deciding adjustments of future iterations of the course to improve learning.

These questions need an open-ended question that allows for feedback and student explanation of their scores. Questions should focus on student learning and more process-oriented questions.

Many, if not all of the questions for course evaluations lose meaning without comments from students. A low mark with no comment does not inform how to improve the class; a high mark with no comments provides no feedback about what is good in the course. The best way to handle this is that if a student answers a question, they must provide a comment (or comments) to along with their answers.

Instructors should be able to add some questions pertaining to their own course. Minorities and women instructors are dinged more often by students in these evaluations based on my experience, thus these evaluations should be interpreted carefully by anyone who is looking at it.

Current evaluation (as far as i remember) (a) excellent (b) very good (c) good (d) fair (e) poor So "good" is not actually good. Here "good" is considered to be a poor performance. This wording must be changed. For example, the questions should be revised so that students can answer with the following set. (a) Strongly agree (b) Agree (c) Neutral (d) Disagree (e) Strongly disagree

Sadly, good evaluations often because of grade distributions the students like. I wish there were a way to conduct evaluations after final grades are reported.

Do you have any additional feedback regarding recommendations for use of st...

Ban Deans from using averages or numbers in isolation

difficult to provide informed ratings to these questions b/c for most of them (e.g., the 1st), although they sound reasonable in principle, the devil is in the details.

All student survey questions so come with a comment box that requires them to comment if they score a section negatively to provide further information. Such as if they selected they "learned very little" from the professor, I would want more details, such as lectures were poor quality or inconsistent with textbook, etc.

What's missing from these bubbled in responses is a student's reason for his/her answer. The written responses are the really valuable things that give insight in how to improve a course.

Again, I hope the faculty get behind this initiative. More emphasis should be given to rigor and academic content than faculty concerns about teaching evaluations. In summary, the system should be able to identify challenges and opportunities for continuous improvement.

Student course evaluation data should NOT be utilized for faculty evaluations or when determining promotions (and tenure).

In general terms, students are only equipped to evaluate their perceptions about the measures. Many factors can affect these answers. Items should be specific, limiting individual interpretation,s and making the data more objective rather than subjective.

Please administer course evaluations available the last day of the course. This was how it was done when I was in college and it makes the most sense to me. This is because a number of a courses include a final project at the end and if the course evaluation is administered too early, the data do not accurately reflect all learning in the course. It's not over until it's over.

One should also differentiate between the size and level of courses. A 600-level course with 5 students yields generally much higher scores than a 200-level course with 100 students. Someone always teaching advanced graduate courses will thus always score higher than someone who teaches mostly undergraduate courses.

If the student was notified to the Aggie Honors Office during the semester, the student should not be allowed to participate in course evaluation. Currently, this is not done in this way.

Averaging scores (which WILL happen, even if not facilitated - anyone can build a spreadsheet) means that the questions should try to evaluate teaching at a relatively "even" balance across all questions. Some of the proposed questions would be inappropriate for certain courses (but might be important for others), and if they contribute to an "average" course evaluation, it will dramatically skew results. Likewise, if some questions are very broad (e.g. "I learned in the class") and some are very specific (e.g. "Deadlines were followed"), these will end up with equal weight, even though they clearly are not of equal importance. Further, because this provides a quantitative evaluation, and are automatically collected (i.e. not requiring the level of faculty time that the others do, and thus might get shortchanged or skipped) these scores will tend to have excessive weight in the faculty evaluation process. None of the other methods tend to provide quantitative data (except for subsequent course performance, which would only be applicable in a few of the classes),. Thus, those other criteria are not as easily "used", despite whatever caveats and instructions are given. We should recognize the reality that these evaluations will have a very high weight in the faculty evaluation process.

This feels strange. I am not sure why we are doing what we are doing. Are you interested in course evaluations or instructor evaluations? Those are different and should be treated as different. I worry that individual items will be used as a weapon when they may not be appropriate questions for the course. In particular, the questions related to diverse points of view may not appropriate. I would guess that much of the instructor and course feedback will correlate to the grade the student anticipates they will earn in the course. I worry about words like "effective instructor" in this context. Effective must be further described in words a student can understand. I also don't think they understand words like "learning environment." They would better understand words related to how we as instructors ensure an effective learning environment such as: a) willing to meet with students outside of class b) responds to emails c) answers questions when asked d) returns work in a reasonable amount of time, etc. I get why we may not want to ask those specifically, but I don't think students really understand what we are asking here. Perhaps it boils down to whether or not they would be willing to take another course from that instructor or if they would recommend the instructor to other students.

Instead of overall score, have a course average relating to questions on the course organization, exams, assignments etc and an instructor average for questions related to the instructor.

Do you have any additional feedback regarding recommendations for use of st...

If long-term student performance/success is the goal, data should be linked/tracked across years and compared with relevant cohorts of students taught by other people, so that an instructor's IMPACT is best assessed, rather than short-term student satisfaction (sentiment). I would also strongly like to see objective benchmarks in assessing instructor quality. In the best of all possible worlds, where 100% of our instructors were amazing at their job, while being different as people and instructors, would our evaluation process be able to discern that's what was going on? Or would we blindly rank these instructors, and apply the thumb screws (directly or indirectly) to the lowest ranked instructors, with the implication that they're not good enough? Subtly pitting instructors against each other via comparison of vague student evaluation metrics has the potential to do as much harm as good.

Standard evaluation questions may not apply to all courses, so a n/a option should be made available for each question. For example, I run an international study abroad course in which some of the proposed questions have little or no relevance.

Regarding above--not only must the data used for instructor evaluation should be available in TIMELY FASHION.

I have no idea what this means: Scores/results from items should not be used in isolation.

This LAST QUESTION has two separable components, which should have been separated: "The student course evaluation data used for instructor evaluation should be available to the instructor. Furthermore, the instructor should be allowed to provide comments and context to the data during the review process."

Students who are frequently absent from class should not be allowed to do the course evaluations

We are in a situation where every option is bad. Evaluations are a bad way to measure teaching effectiveness, but peer evaluations are also awful, probably more so. I do think that evaluations have some value in flagging possible problems with a class, and I don't think they should be dismissed entirely, but we need better ways to evaluate.

Student evaluations are a poor measure of instructional performance. A professor giving all A's will get higher evaluations than an instructor giving a reasonable grade spread. The feedback could be useful to many instructors, but should count very little in annual review and/or the T&P process.

Median "scores" are more meaningful There really are vicious students (doing poorly) who give the lowest possible number to bring down the average. I see this in both the undergraduate and graduate courses. E.g., top or near-top "scores" from most of the class (e.g. 4.0 or 5.0) with absolutely bottom scores from a minority, who relish the thought of destroying the reputation of a teacher when the "scores" are seen by mindless bureaucrats.

This whole process seems negative to me. It is guaranteed that 50% of the class metrics will be below average - what do you do with the lower than average metric? Punish a professor? I greatly worry that the use of the metric will be a stick held by the Head to use, rather than something that a professor can learn from. I also see no way that difficult classes can be fairly judged. A professor will get lower marks if they grade more harshly. Such an evaluation process will cause averaged grades to slowly creep up. I see no effort by the University to protect the academic freedom in teaching in assigning grades or challenging students. I also see no way that this process filters out the "revenge" evaluations - where a student merely marks the worst grade in all categories. This is one more step in the direction that the student is the "consumer" and the professorship is the "provider" as one student so stated to me. He was consuming a "product" and expected enjoyment in return for the cost. I think this is yet another way the University is adding layers of metrics that can be digested by the administration instead of helping us. For instance, I wanted to have a person from the Teaching Excellence people come and analyze my class. I was amazed that the department (or me!) was going to be charged with this service. I would like to be evaluated - in a manner to improve my teaching - yet how do I go about doing this with so little free time to do my research? I need help to do so, and required payment of some sort stops me from doing this.

My own experience with evaluation feedback and instructor evaluation has been so inconsistent from semester to semester on identifying my own strengths and weaknesses and relatively unhelpful in improving future courses, that I doubt the efficiency or efficacy of the whole course evaluation system unless there has been a consistent pattern of weakness or strength for a certain area/instructor over multiple semesters. Have there been any studies to support that this actually works as a metric to help instructors improve their courses OR as a measure of faculty success? I'm sure you've done your research and are basing your use of these things on sound principles rather than just tradition.

I always have a few students who make no effort to come to class or complete assignments and do not feel their evaluation should have as much weight as students who attend class and participate in course assignments. Evaluations should be weighted by student participation in course activities and attendance.

Student evaluations are in many ways a popularity contest. Instructors that grade hard and expect a lot may get lower evaluations. Also, they are possibly aged-biased and gender-biased. They should not be used as a primary means of evaluating teaching effectiveness. Peer evaluations would be better.

Do you have any additional feedback regarding recommendations for use of st...

Should recognize the self-selection bias inherent in responses. Often only those students who are highly satisfied or highly dissatisfied respond which can bias results either way.

I recommend that the response rated be raised by something simple like a student cannot see their grades before a fixed date unless they have completed their evaluations. Also, numerically averaging even within a given question (as implied by the first question above) is simply not justified and shows a basic lack of understanding of the difference between ordinal and cardinal data. One problem with numerical scores is that they take on an unreasonable importance. As I understand it, the following is and has been replicated in many studies: Evaluations are strongly correlated with student's perceived grades, but weakly negatively correlated with future performance. I strongly recommend that the University undertake a big data study on the effectiveness of student evaluations for predicting future success. We certainly have access to the data, and it is certainly used to make important decisions about retention and promotion of faculty. It would be far better to make sure these decisions are made based on real evidence, rather than a belief in what the data say. Anything else is intellectually dishonest.

The bias in student evaluations and their high correlation to the grade a student is receiving should be acknowledged during faculty evaluation. As the first point refers, this should only be one piece of input. In our department we have peer evaluation by fellow senior faculty and that is very helpful, because it tends to be more objective and you can also get useful pointers from your colleagues on some shortcoming that you might not be aware of yourself.

Sometimes the best instructors are the "toughest" that make the students adhere to the rules and actually teach them things. They may get lower evaluations, but the Department Heads often know that these are indeed the better instructors. These instructors care more about teaching than being "politically correct" and worried about not hurting someone's feelings

consideration should be placed on the answers from students that know they have not put in the effort and blame that on the class and/or instructor.

There seems to be some data to suggest that there is a gender bias in student evaluations. There ought to be a way of accounting for that.

The questions proposed to be included are all very simple and general and as such do not provide any specific information about the teaching of the course. Specific information is required to be useful for consideration in making changes to how the course is taught in the next iteration. The questions could be written to require the student to think specifically about the course and its components. The questions proposed are a 30 second general evaluation of how the student feels and will not provide any specific feedback to the faculty member that will guide revision of the course for the next iteration of teaching it.

I have comment regarding the item, "Since single or very few values can impact a mean, especially in smaller courses". I suggest removing outliers from the data when possible. I have seen one or two students (in a moderate size class) picking "strongly disagree" to ALL questions in the evaluation. This is most probably the same 1 or two students and obviously they are biased. These 1 or 2 negative can pull down the score a lot, which obviously is not fair.

While I agree that student evaluations on their own are less than what is necessary to make a fair evaluation of teaching effectiveness, if we instigate an improved system it will mean considerably more work for review committees. What are we going to give up to ensure that such committees operate effectively?

Student course evaluations are a flawed instrument for which a better alternative has not yet been invented. Take them for what they are, use them in annual evaluations to improve specific approaches and given instructors particular dimensions to their teaching that can be altered or improved.

Students can become disgruntled if they do not do as well in the course as they expected or felt they should of, regardless of whether that was indeed the instructor's fault or it was their own fault. This needs to be kept in mind when reviewing these results. A student who selects strongly disagree for every single answer is not likely putting in the effort and time to give an honest and true feedback but rather trying to retaliate (in most cases).

This is an improvement, but it is a bit like rearranging chairs on the titanic. There is no acknowledgement here that men score higher than women, whites score higher than faculty of color, popularity matters, etc. Research has shown that if you give cookies to students before the evaluation, they will score the faculty member higher, even when the cookies didn't come from the faculty member. Students tend to rate everything high or rate everything low; there is a lot of bleed over between questions. This process is very flawed and refining the questions will not remove the flaws no matter how hard you try and you have done a great job.

I believe student's narrative comments are much more useful than their ratings scale responses, and the overall nature of these comments should hold as much or more weight than the ratings since they tell us so much more and put the ratings into context.

Do you have any additional feedback regarding recommendations for use of st...

study after study shows bias in student evaluations, especially with respect to women and people of color. When we are taking steps to remove the potential for bias in faculty searches for examples, how can the use of biased student evaluations in subsequent faculty evaluations be justified?

The ability to produce cross-tabs at a minimum would be helpful for those attempting to put the data into context. In particular if students are asked about attendance and participation in one question I would value the responses of those who did more of the work more highly because they actually engaged. I would discount a response from someone who said I did less than 25% of the work who then responded - I didn't learn much. The student bears at least as much responsibility for their learning outcome in that case. Every evaluation committee must be reminded that by definition half the instructors in any comparison group must be below the median. That is the way statistics work. An entire department cannot be above average. An entire department can be in the highest categories, but not above average.

Demographics of the instructor should be considered in the evaluation of results because many studies show that women, minorities and POC often get lower student ratings for the same performance.

Student evaluations can be useful tools for self-reflection and improvement. It is also possible that if metrics are not properly established that scores can be too high, reflective of pandering rather than intensive, challenging and engaged learning.

Will there be opportunities for students to comment, put into context, explain their responses? Can/will those comments be used to evaluate teaching/teachers and courses—similar to the idea that instructor should explain and contextualize?

The current problem is not the student course evaluation survey data. The problem is whether individuals that use this data to make decisions are qualified to evaluate faculty for the specific course.

The design of this survey reads like a political survey with an agenda. "Should you use appropriate comparisons?" Really? Who will say they want to use inappropriate ones? I would suggest throwing out the results of this entire last section of questions. These questions are so loaded, I'm concerned what will be done with the information. For example, will we require all faculty to write reflection pieces about their courses each semester? There could be benefits there, but I'm loathe to put in place such a process especially when our fpr has a place for something like that already.

It is essential that each department be able to add questions to the survey that are important for evaluation of teaching in its discipline. While it is important to have a common core of evaluation questions, it is not possible to create a single evaluation that is appropriate for all disciplines.

Course evaluation is sometime independent of instructor evaluation. Maybe this should be more clear.

I am surprised there are no recommendations with regards to data from student course evaluations being placed in context with other instructor characteristics that obviously impact students perception of the instructor's role in the classroom and of their teaching (e.g., being a member of an underrepresented subgroup as it relates to the specific discipline)

student course evaluations should have very little weight in evaluating faculty teaching. much more weight should be given to peer and external evaluations of teaching. students are responding more to their own perceptions of performance in the course than to the actual qualities of the instructor.

Scholarship makes clear that course evaluations are extremely biased, especially towards faculty of color and women. While additional questions on the evaluations might provide information, as a research based university we must reject using evaluations for instructor review in any way. We cannot use data that we know to be biased.

Don't force one-size-fits-all student evaluations on individual departments, please. This makes trouble, it doesn't solve problems.

Another aspect of context not mentioned above is the amount of time given to prepare a given course, and the type of affiliation with academia. Often teaching assignments for adjunct, junior and first-time instructor faculty are decided in very short notice allowing for very limited time to develop and prepare course materials (days, if lucky maybe even 2-3 weeks). Also, these type of faculty are under different pressures than tenured or tenure-track faculty. Adjuncts, for example, take a large number of teaching assignments but are provided limited or NO base-material from which to build the course. This would not be a problem if the time for preparing a course was more reasonable. Also important to consider is that adjunct faculty are not often offered office space, on-site computer or storage areas, and no TAs. Teaching evaluations should reflect these types of challenges with a metric on "departmental support" or "academic pressure."

It seems interesting that all of the items in this part of the survey have the same set of anchors.

Do you have any additional feedback regarding recommendations for use of st...

It's pretty obvious if you've ever ranked anything that most people don't like to give negative scores. For example, grant scoring tends to bunch at the high end with the worst applications scoring in the middle of the range rather than the bottom. That means that a "positive" teaching evaluation that is far below the departmental average is probably NOT an actual "positive" evaluation.

The information provided does not explain the motivation for these standardized questions, nor the context in which this data will be used. As noted in previous responses, what is the goal of using these questions on course evaluations? Will the data primarily be used for course improvement (across a department or course that has multiple instructors)? Will the data be used to judge effectiveness of a course? Will the data be used to judge the effectiveness of faculty? An answer to each of these questions would necessitate a different approach to constructing these questions.

Evaluations, students' or faculty's, based on perception and interpretation indexed and transformed in pseudo-scientific products must not be considered exhaustive nor conclusive. We live in a moment in which the performance metrics associated originally with the financial world are been transferred to very sphere of life, mostly contributing to the disembodiment of our social/biological relations into (mostly) weapons or documents of approval or disapproval. We should be able to create evaluations by fostering dialogue, conversations, a culture of learning and discovery, of openness, of accountability as subjects, rather than by performance metrics base on information-as-data that gives the appearance of scientific evidence. We should strive for alternative modes of discussions, and reevaluate faculty evaluations of students (grade system) and students' evaluations of faculty.

It is also useful to plot mean grades versus the overall student evaluation. "Positive" evaluations often correlate with higher class grades. When positive evaluations are given to instructors who have lower than average grades (for the same classes taught by others), that is a good indication the instructor was effective.

Student evaluations of teaching are skewed by the level and grade in the course. These factors need to be considered in the holistic look at the student expressed opinions. They are not "evaluations" of the faculty. The use of student opinions is useful for the faculty member but it shouldn't be used in faculty evaluation. Much research has been shown to support this view. I have done the analysis of the student "evaluation" score and the course level and mean grade in the course and found a strong correlation. Mean grade in introductory courses are potentially useful when all students take the same exam and scores are "standardized", i.e. the faculty member cannot add a "curve" to the grades separate from other faculty. Otherwise the into course are not the same and can't be compared as equivalent courses. In my department there is no standard syllabus and textbook. Learning outcomes are the same, but that isn't the same are standard evaluation criteria.

It is also important for the results to be compared with an evaluation by the instructor of the class. Each of us has had classes that were neither cohesive nor actively engaged in learning. This disparity of learning focus often persists throughout a semester in spite of any and all attempts on the part of the instructor to bring a unified learning focus to the class. Therefore, if each course is evaluated by the instructor and compared with the student evaluations, relationships could illuminate shared responsibilities that need to be addressed.

Some of the recommended questions are not appropriate for all areas and other questions might be more appropriate. It might be helpful to have some general questions and then some specific questions that could be created for the area of study. Also we use some of terms that may not be fully understood by the students. Some of the terms are not used directly in specific areas and another term is used in its place so this can be interpreted by the student incorrectly.

I strongly disagree with a uniform set of evaluation questions across all disciplines; this cannot possibly be a good solution as the issues students face, e.g. in the natural sciences are likely very different from social sciences. The departments should be allowed, even encouraged, to design their own means of evaluation.

Students are motivated by grades and most unfortunately are not intrinsically motivated to learn. I think it is hard to evaluate the instructor based on the students responses as they are more likely to give good ratings if the class was "easy". They tend to not be good judges of how much they learned.

Yes, empirical research shows that two groups of faculty ALWAYS receive lower marks than any other faculty: 1) women 2) those teaching required courses, especially methods courses There should be a way for those research findings to guide the interpretation of student evaluations in annual and P&T reviews.

PICA-only will make all of this useless! Students don't use it even when given time in class to do so and when reminded via email, etc. Overwhelming the best way to get actionable feedback is by written comments and not by multiple choice survey.

If there are multiple sections of the same course then comparison across sections is a better evaluation than across same level. Also, normalization of the score using grades shelled out will be a better evaluation metric.

I object to multiple choice evaluation questions in general. Research shows they can be counter indicative to student learning in the class. See Dr. Rundell's student in the Math Department.

Do you have any additional feedback regarding recommendations for use of st...

We all know that student survey data of this kind is of limited value. Let's keep it simple so we can say we did it and then get to more meaningful ways of evaluating and improving teaching.

- Student evaluations are biased against women and people of color-- this is well documented-- and these biases have NOT been addressed by this proposed evaluation process. - Comparison of evaluations across instructors or courses should not be used in formal evaluation for promotion or retention of instructors, because their biases are so well documented. - A briefing at the beginning of a student evaluation to prime students to be aware of implicit bias might help. - Confidence intervals or measures of uncertainty should also be included to properly contextualize the reliability of scores within question items.

There is a lot of research that proves that the students' evaluations tend to be biased by instructor's gender, race and sometimes even age. I believe those factors need to be taken into account when comparing evaluations, and not only when evaluations are bad. For example, if male and female instructors for comparable courses have both comparable evaluations, this actually most likely means that the female instructor was stronger (because of the biases that have been evident from research studies). Also, negative evaluations that contain offensive comments, i.e. comments on how the instructor dresses (again, happens mostly to females), rather than constructive feedback, should be removed from considerations. Finally, there should be a way to separate course evaluation from instructor evaluation (someone who hates math may evaluate math course as bad but still recognize that the instructor was good)

There should be some normalization process by the average class grade. It is clear that easy classes get good ratings, which is a race to the bottom if instructors want great evaluations.

Evaluations need to include multiple questions for students to assess their own participation. I realize that students may not answer honestly or fully, but it would reinforce the concept that students also have responsibilities. An ideal statement to include on a course evaluation is: I achieved all of the learning objectives listed in the syllabus. If the responses are positive then it is a success.

Student evaluations are a very blunt instrument. Students are in no way impartial judges of teachers' performances. Check correlations of ratings with class GPRs or with post-test indicators or actual learning.

Student evaluation forms are not the most accurate measure of teaching efficiency. It relies purely on the perception of people, most of which do not even have a fully developed brain. Studies show that the rational part of the brain that deals with good judgement is not fully developed until about age 25 (though they do at different rate). Most adults react to situations with the prefrontal cortex (rational), while teens and young adults have an emotional response. This is further supported when considering that most of the students who complete evaluations, especially if they are optional, are the angry ones from either not getting away with certain situations, being reported for misconduct, not getting special treatment, etc. In order to receive positive evaluations, many instructors are left with limited choices such as being overly lenient with students. When instructors are challenging, have high expectations of learning, hold students accountable for their actions, and just overall not "befriending them," students tend to have that negative emotional response that ultimately hurts the instructors. Furthermore, expecting instructors to receive 4.5 out of 5, or even 4 out of 5 to be considered successful (based on students' emotional opinions), and anything below that being unacceptable is contradictory with what we teach our students. Those scores reflect outstanding rather than acceptable, and anything below 80-90% (comparable to a students A or B) becomes unacceptable and hurts the overall perception of instructor performance and efficiency.

Given the overwhelming evidence from the scholarly literature that student evaluations do not correlate with learning outcomes, I am opposed to any and all mandates from the Provost's office to use student evaluations in T&P decisions. If student evaluations are to be used, they should be limited to questions relating to procedural matters, such as the class starting on time, the organization of the instructor, the instructor's availability outside class, and the like.

While I agree in general with the first statement. I am not sure that I agree with all examples given after the statement. I also think after each multiple choice question on an evaluation a student should have a box like this one to make specific comments and recommendations to improve a class. Without such statements, an instructor may know improvements need to be made but will not know specifically what to leave the same and what to change.

These are welcome and much needed changes, I commend the group for doing this. I am an enthusiastic supporter of these changes. I would also add, that the experience of the faculty should be taken into account, ie new assistant professor versus full professor with 30 years experience

If student evaluation is done to receive feedback about the course, it should be used for just that. If it is going to be used as an evaluation mechanism of the instructor, the entire process needs to be redone to do that. I think getting feedback about the course gets muddled with getting feedback about the instructor. I understand those are related; however, I think that is the basic flaw in the inefficiency of using course evaluation to evaluate faculty.

Do you have any additional feedback regarding recommendations for use of st...

We need a larger pool of questions to evaluate.

If you can't stand the heat get out of the kitchen

I don't think that student evaluations are very useful at all. The best way to improve your scores to to make the class easier. Students who have bad grades will always retaliate with the evaluations, while those looking for a reference letter or committee member may give glowing remarks. I think that other faculty should evaluate the classes and that would yield more useful information.

Though I have seen data and observed presentations on the equivalency of PICA vs paper evaluations, my own personal experience is that I get better participation and more detailed feedback on paper evaluations. I believe paper evaluations should be an option at instructors discretion.

Comparisons to departmental scores should be made, and presented with departmental to university comparisons. Seek assistance in constructing reliable items for the instrument. Without reliability, no inference can be valid.

Student evaluations are not without significant biases. Students do not possess enough experience to provide an objective evaluation. Such evaluations are more often feelings-based (whether or not they liked the professor). If student evaluations are to carry weight, they need to have questions that can reveal hidden biases and validate the questions that are of value for faculty assessment. Otherwise, the data is simply noise.

tamu should install a process to request student evaluations 3-5 years AFTER graduation. The student is not our CUSTOMER. The student is our PRODUCT, which iwill be evaluated by his/her PERFORMANCE in industry or academic institution that hire our products. This works the same way in the university. Professor X teaches a course that is a prerequisite to the course that Professor Y teaches. Professor Y is the only true evaluator of the teaching of Professor X. That is evaluation of performance in subsequent courses.

Must also begin to revise university policies on faculty promotion and retention

These opinionnaires will almost always be answered by one type of students: those who are angry. Students who are satisfied often do not bother to fill out questionnaires, thereby giving unfair weight to those who had an unsatisfying experience.

In discussion with other faculty, students, especially underperformers have often used the course evaluations to "get back at faculty" when they expect to get a low grade making it difficult to maintain the high standards we are expected to maintain.

It is not clear what is wrong with the current student evaluations. So what was the justification to develop a new set of questions. To fix something, we need to know what the problem is. Thus results from this survey will be for the most part, futile.

Student evaluations have a number of known faults. There are biases based on professor attributes -- similar courses, taught similarly may be evaluated differently based on, e.g., the gender of the professor. There are also problems of comparing evaluations across courses due to differences at the course level. Ideally comparisons would be mainly made within the same course over various years. Or even better, just examining whether the professor in question has "trended" in the "right" direction relative to his/her past scores. Also, while the average (mean) score can indeed be contaminated by outliers, using other types of quantiles (other than the median) can subject the analysis to other small sample issues. So whatever statistics are used for an assessment, it is important to be as consistent as possible. Otherwise different stats can be cherry-picked to reinforce a conclusion.

I hope that open-ended responses are allowed, indeed encouraged, on evaluation forms. As an instructor, open-ended responses from students are MUCH more valuable to modify future courses.

Extensive peer-reviewed published research demonstrates that numerical data from student course evaluations do not correlate with student learning. Moreover, the data are biased by irrelevant factors, including the gender of the instructor. Free-response questions are a useful tool for collecting formative information. But statistically meaningless data should never be used for evaluating faculty.

I think it would be good to improve the questions we ask in the course evaluations, but the ones presented here are not effective because they are worded very awkwardly, are ambiguous, and some of them do not apply to all courses. I think that an evaluation using just these new questions would be substantially worse than the current questions we ask. Unfortunately the questions above (on this final survey page) were somewhat contradictory, so I was not sure how to answer them.

Do you have any additional feedback regarding recommendations for use of st...

I don't think these new questionnaire items will really help to improve the processes. I'm not sure they add anything actionable that will improve upon our present flawed set of questions.

There are many studies in the literature that indicate that student evaluations are biased to a great extent and should be taken with caution. There are also a few papers that indicate that students make up their mind whether they like the instructor or not during the first day of classes. Student evaluations should not have a lot of weight, except in special circumstances, in tenure and promotion of faculty.

The student evaluations still have implicit bias so for example women and minority instructors have 1 point less than white men on a 5 point scale. This should be considered in the use of student evaluations.

I believe that instructors should also have an accompanying evaluation of the class to provide context for the semester (whether students were prepared, whether other factors entered into the equation, commentary on class disposition, which can vary widely depending on the mix of students, etc.) Other institutions I have taught at included an instructor evaluation of the class's performance, too.

What was wrong with the previous evaluations with 10 or 11 questions? They were much better questions, and I learned from them and changed my presentations. Also, I learned from the students' comments on the form, so are students still going to make comments? Hope so.

Make sure that the participation statistics and course size statistics are retained with all statistical measures. Strongly agree if the intent of these measures is incremental improvement of the instructional process. Strongly disagree with the process if the purpose is to "grade" professors. The intent of the last question in the survey makes this look like the latter, instead of the former.

Much discussion and general impression of faculty (including within the faculty senate) has been that these standardized questions across all courses WOULD NOT be utilized for faculty evaluation for promotion or other reasons. This is now expressly opposite to that based on the descriptions provided by this survey. What does university administration really intend to do with these data, and when is that message going to be promulgated to faculty clearly, explicitly, and without confusion? The message appears to change to frequently to be trustworthy, something DOF and Provost MUST counteract!

Student evaluation data is highly contextualized and its use in the tenure and promotion process has proven problematic. While it is absolutely useful for an individual instructor to use such data to gauge the effectiveness of their course design and materials selections, use of this type of data by outside parties (i.e. those not present in the classroom) should be paired with classroom observations and other means of collecting data to ensure that the context of the evaluation data is being considered.

Use of student course evaluation data should be done in a context of the distribution of student grades in the course. More rigorous courses often do not have as high of ratings from students as those that are perceived as less challenging or more fun. For instance student evaluations for a modern dance class taken as an elective are far likelier to receive positive student reviews than a core math course.

A considerable body of research in the social sciences demonstrates that student course evaluation results are biased. In particular, they are biased against female faculty and faculty from racial minority groups. Many universities are now debating whether or not course evaluations should be used at all in faculty evaluation given these consistent, statistically significant, and problematic findings. Texas A&M should thoughtfully consider this literature and best practices therein before revising course evaluation standards.

Student evaluations should not be used for faculty evaluation independent from other evaluations of their teaching. Students only fill out evaluations if they love or hate a professor, which skews data. For example, a student filing a complaint against an instructor because that student failed to follow instructions results in a poor teaching evaluation even though the instructor did nothing wrong. We need a better system to evaluate effectiveness of teaching.

None

I prefer that we not adopt this new questionnaire, but if we do, we need to spell out that the evaluation of teaching for the purpose of annual review, merit raises, and P&T *may not* be based exclusively or even substantially on the results of these student evaluations.

The racism and sexism we see reflected in course evaluations is important to never forget - that is the context we must keep in mind. Instructors of color are evaluated more negatively even if they are engaging in all the same teaching behaviors. The other types of instruction review are therefore more important than student evaluations. We also need 100 percent response rates, which we do not get BUT we could - Dartmouth, for example, simply does not release the students' final grades to them until they complete their course evals. If we did that here (log into Howdy, complete course evals before you get your grades), we would come much closer to complete responses, which would greatly improve the usefulness of the data.

Do you have any additional feedback regarding recommendations for use of st...

The University is trying to create an evaluation to use across the entire curriculum--a completely impractical endeavor. Undergraduate, graduate, and professional courses all differ in scope and student expectation. The proposed questions are not appropriate for every type of course--seminar, doctrinal, lab, experiential. It is troubling that Texas A&M as an educational institution has missed the very basic concept that courses do not all share the same attributes and should not all be evaluated using the same questions.

It is important to keep in mind the wealth of empirical data evidencing the bias in these measures. These don't, in fact, measure student learning. While, if they will be used, of course they need to be considered in context, it would be better that they not be used. We need more construct valid assessments of student learning. Further, many of the proposed questions (noted within in response to individual questions) are not well constructed - they ask multiple questions at once or are vague/ambiguous. The ambiguity within will further enhance the potential for the influence of bias in these questions.

Even if questions include different measures to prevent the 'one number' comparison, committees will compare the results of key questions against department/unit means/medians. I would suggest strong guidance to analyze the trajectory of an individual, rather than (or in addition to, for context) comparison of scores to the aggregate unit.

Do this properly -- this was a waste of time

Of the questions you presented, only a portion should be considered in faculty evaluations of any kind.

Useful assessment of teacher effectiveness and feedback in context can provide opportunities for professional development, but only when managed effectively. Best mark other universities to see what they do to make that possible.

The yelpification of the student course evaluation process often results in one-sided evaluations. Students have repeatedly informed me they only review the instructors they don't like. This combined with a general trend that rebuking students (even appropriately) can result in negative evaluations due to negative emotions should infer that student course evaluations have some inherent value, but by themselves not very much.

In my experience evaluating employees, there are two objectives in the annual review. One is for management, and it's to assess the contribution and rank people for pay and promotional opportunities. The other is to create an employee development plan for the next year by identifying what limits them from being better and setting up specific activities to help them grow or get better. That plan must be very granular and should exist no matter how highly rated they are. We do some of the first (management) and none of the later (competency development). The student evaluations need to have a comment box with every item where they can be very specific. None of your assessment questions are actionable. The words I get in these boxes are. I can't build a plan, even for myself, if I don't know why someone says "class did not meet learning objectives". Numbers are for management, comment boxes are for actual improvement. .

I do think other means of evaluations of instructors should be utilized, however, the question is who would do observations, review of syllabi, teaching materials, etc. I would absolutely NOT be okay with my tests being reviewed by another. However, I use many extra helpful teaching methods, like guided notes, customized books. I spend a lot of time on preparing for teaching and on being effective in teaching and I do NOT feel like that has ever been truly considered or rewarded, even though I have won teaching awards. Our university puts all the emphasis on research and not enough recognition goes to those who are extremely effective classroom instructors. So, more thought needs to be given on how to evaluate to provide positive accolades.

My understanding is that numerical scores from student evaluations are strongly correlated with expected grade and not well correlated with performance in subsequent courses. As long as this is true, then numerical scores from student evaluations are not very helpful and prone to be misused when evaluating teaching. In my experience, written responses to these questions are very useful. An emphasis on written responses and less emphasis on the numerical score is likely the best approach.

I think there needs to be a question that looks at the perceived difficulty of the course and information being presented. Quite often students like the easy course and hate a hard course. If good reviews are given and it's still perceived as a difficult concept I think that should be taken into account as being an especially strong review. I can make my difficult concepts easy but the depth is lost. However if I can get a student to grasp a intricate concept that is even better.

There is also the concern that professors that are "easy" or are "friends" to their students get better evaluations. I know many faculty who no longer teach as they used to because holding students accountable and increasing rigor resulting in lower evaluation scores.

Do you have any additional feedback regarding recommendations for use of st...

If you have really made these questions so that their results can't be averaged, then the median would also be inaccessible. Also, I could easily calculate a mean from answers to these questions; I don't know why you couldn't. Further, even if I'm missing something huge and I'm wrong on this, the mere *fact* that I *think* I can extract an average is even more dangerous. Worse, our system is structured such that some colleges and departments, while motivated to support their junior faculty, inadvertently perpetuate abusive insecurities in their junior and contingent faculty, making it obviously wise (if not explicitly instructed) for them to show every possible metric that presents them in a good light. Why not? If it's good news, it can't hurt...not *that* candidate, at least. Unfortunately, it doesn't stop there; one clever candidate's angle of presentation becomes the recommendation to the next candidate to use, reviewing bodies want to see it from more candidates, and it grows until it makes it into the provost's report card, even if it was only an appropriate way to assess that one candidate, or that one type of candidate. Danger. Heather seems to speak of many of these questions as if they are functioning like a tag cloud, for students to find courses that suit them better—first, that would be MUCH more effectively addressed by making curricula and graduation requirements more flexible. Talk around this initiative suggests that it's not necessarily bad to score "low" in any particular aspect. However, this page admits there is a "positive" end of each spectrum. If you truly mean what you say, then you have to break this: instead of asking, "To what degree is the course X way?" ask "Is the course more A way or B way?," in which A and B are both potentially acceptable ways for a course to be. However, this probably means you need more questions so you can flush out a richer dimensionality rather than a simplistic lecture vs. roundtable faceoff. Think of personality tests, but probably more like the MBTI tests than the Big Five. However, if this is really why we're doing course evaluations, then this initiative is just the first step of many. You should also give students tools to help them reflect on what course profiles suit them best, along with a suite of tools and initiatives that support this new paradigm. All of which mean nothing if university and college graduation requirements and major and minor curricula are so restrictive that course choice comes down to mere scheduling logistics with a modicum of preference. If that's not why we're conducting course evaluations, then why? I don't see the purpose defined. Perhaps we accept it as a global good. But then isn't it all the more troubling if we can't say why? Some of the language surrounding this initiative suggests course evaluations should be used for promotion, tenure, and related considerations—or perhaps it is merely recognizing that evaluations will be used so, regardless. To the end of improving faculty evaluations, we want to provide faculty with the most flexibility and ability to find and present the angle that shows their work in their best light. We do them a service by not leaving this as a vast open field of possibilities but instead establishing tools and practices that (1) most faculty will find useful in some way in making their cases and that (2) most reviewing bodies can trust because they are already familiar and established as reliable. However, this turns into a disservice when expectations emerge that these tools be used in certain ways—this is antidiversity. Where may we see the taskforce's research conclusions? So far, I see a body that claims to be well-researched soliciting input from people who, although they be many and experienced, have not seen the same research you have. This fits the pattern of railroading, albeit in plain sight (yes, even with the pilots, surveys, and fora; I've learned from it). You don't want that to be the image left by this arduous process. If you want our input, then bring us into the body of knowledge you have collected, rather than merely "bouncing" your outcome off us.

I do not understand the question about "positive" end of the scale.

Also need to consider student bias towards instructors (for example, women receive lower evaluations for equivalent work).

Departmental Data CANNOT BE USED as a reverse curve. Having adequate student evaluation score with a mean / average of ~5/6 cannot and should not be viewed as UNSATISFACTORY based simply on it being the lowest 10% within the department. It also suggests that for my department, student evaluations are being used as THE ONLY way that people are evaluated for teaching and that faculty student evaluations are inflated to inappropriate, unrealistic levels

Instructor evaluation questions are EXCELLENT. However, course evaluation questions need lot of improvement.

It seems that every instructor of a 100-level (entry or Freshman level) class will end up with an evaluation of "average", "70-80%", or similar rating no matter what he or she does. Those of us teaching upper division classes at least have the advantage of getting some students with university-level experience and a good idea of what they might like to do in life instead of students taking the class "because they have to".

the items here are a good start, but they are incomplete. You should consult this document: <https://www.asanet.org/press-center/press-releases/reconsidering-student-evaluations-teaching> In addition, the draft survey questions here are not well worded or well considered, and they do not appear to be informed by best practice. I'm disappointed that we have progressed so little in this important area. The last question here is useless because it combines two ideas. I'm also disappointed that this survey has not offered reflection outside the poorly worded survey items and the questions on this page.

Students don't tend to think of evaluations as being used by the college/department to judge the effectiveness of an instructor. Instead, students to answer what makes sense to them. Many questions are phrased such that you have to be the "best" or "favorite" instructor in order to get the highest rating, which seems odd. Instead, they should rate the instructor's intentions, clarity, effectiveness. Also, some students don't make use of resources (office hours, lectures), and so rate poorly based on their lack of use, not the lack of availability.

Instructors should be able to evaluate the class so when reviewing an instructor's course data there is some context.

I think what we are currently using is superior to this although there are issues with what we currently use also

Do you have any additional feedback regarding recommendations for use of st...

After reading these questions I am extremely concerned about this effort to evaluate all courses by the same metrics (I was ambivalent before reading them). 10 questions is just too many. I could only see about 3 questions that would elicit comparable responses. Most questions were either too vague or too specific. Asking about the value of feedback is too vague. Asking about the discussion of controversy is too specific. Many questions would be interpreted differently in courses in different disciplines. Asking the students if they learned something useful from a course seems innocuous, but it very open to interpretation. Grasping specific material is not always the ultimate goal, but rather learning how to think. Please reconsider this mandate. In its current state it is folly.

I am very concerned about the poor quality of the items presented in this questionnaire. I also am deeply troubled by the obvious absence of someone with expertise in psychometric theory as part of this initiative.

I think a common evaluation is a remarkably poor idea and that we should not be blindly pursuing initiatives by administrators who have no plans to be here even in the short term

I'm very concerned about how much student evaluations "count" here compared to my previous experiences at other universities. I've seen so many classes that reduce expectations for student thinking and do all they can to simply make the students happy because they are afraid of negative course evaluations. If we want to be a world-class university, we must have the freedom to push students toward critical thinking, problem solving, and really difficult work that they may not like, but they will later value.

student course evaluation is widely accepted to be highly flawed, but still it is important to have some means of assessing the student experience and providing a venue for their comment. These should be considered, but not drive evaluation of faculty teaching success. I often find that the harder I push students and the higher my standards the lower students evaluate my class. I have been advised to "care less" about student performance. When I have lower standards students get better grades and they are happier resulting in more positive evaluations.

I once bombed my teaching evaluations because I caught 7 students plagiarizing. There must be a way for faculty to provide some sort of response.

Student surveys should be used to get feedback from students but NOT for professional evaluation of faculty. If students get an F, in general will give a bad evaluation. That does not mean that the professor is not doing a good job at teaching. Besides there is not a measurement for improvement so student evaluations are useless for professional development. There should be a constructive dialog on how teaching and learning is being conducted and the responsibility lies on both faculty and students

I generally get high marks on evaluations, but frankly they have little bearing on how I teach. I realize this is difficult, and maybe impossible, but a "one size fits all" evaluation across the university is going to be meaningless. I expect different things from my engineering students than my non-engineering students and they have different expectations and assessments of teaching because their needs are very different.

Let's keep in mind that there are instructor race and sex effects on student evaluations, and that women and minorities are often assigned courses that are less "fun" or "selected" (e.g., a required course). Also, I am surprised that there are no items on classroom climate.

In what ways are you trying to mitigate implicit bias in course evaluations with regards to how the data you are collecting affects tenure and promotion cases?

Student satisfaction and the student experience are important, and surveys are very valuable in gauging those. They are much less useful, and potentially misleading, if used to gauge whether students learned anything. An example: A few years ago I changed up a class to make it very different from other sections of the same course and similar courses students were taking. Student classroom performance improved markedly, and at the end I got the best group of exam answers ever. But students hated the experience – which put more pressure on them – and I got career-low evaluations. I was strongly encouraged to get my evals up. Needless to say, I never tried that again, but went back to the same old thing. If the goal was student learning, this was unfortunate. If the goal was student satisfaction, it was the right call. The question is, which one is our priority

I remember a case where a dean complained about a tenure case with some below-average scores. I said if they wanted above average for tenure cases, then we should just have our full profs teach really bad to drag down the average. This isn't Lake Wobegon where everyone is above average. In looking at many P&T cases, I have found the numerical scores useless, except to write letters to the college. Only the student written comments are useful. I would be okay with just using open-ended student written evaluations, with some prompts, and *NO* numerical values at all.

While I agree some form of student evaluation is a necessary component of course/instructor evaluation, it is often more of a reflection of the student grade and their perception of how 'fair' they feel the course/instructor was in distributing those grades. Perhaps also have an additional question reflecting if the instructor addressed questions and attempted to explain course material in different ways.

Do you have any additional feedback regarding recommendations for use of st...

First, thank you for this platform to provide feedback. I truly have respectfully and honestly offered my personal feedback. As a faculty member, I have been rated poorly all the way to excellent by students. Regardless of what the intent of evaluations are, students who expect an A and make a B will 99.99% of the time blame their lack of performance on the course faculty. And this then carries over into the evaluation of a faculty's overall teaching effectiveness which is simply not an accurate reflection of expertise or ability! I appreciate student feedback that is constructive and professional. All too often however, students use faculty evaluations as an avenue for personal and at times disrespectful comments about the faculty member as a person, not as faculty. Personal comments, unprofessional comments - these are not constructive and as it stands now, students can say ANYTHING they want with zero accountability for their comments! They certainly wouldn't make some of these comments in person to faculty. Given the weight student evaluations of faculty have in our annual evaluation, shouldn't faculty be able then to also evaluate a student's performance other than the assignment of an earned grade? I simply cannot make a student learn nor can I complete the work for them. This is Texas A & M and as such, there should be, and in my classroom is, rigor. I know student feedback is important however, there must be a way to solicit constructive feedback from students on faculty evaluations. Thank you again.

Also the feedback given in students' written comments should somehow be taken in consideration even if not statistically relevant...

All answers to all questions should be on a common 5-point scale. The scores should be averaged across questions. To do otherwise actually encourages non-holistic and potentially capricious evaluations. All of the 10 questions have a clear good anchor and a bad anchor. If a faculty member consistent scores 4.0 or higher they should be considered effective. If they consistently score below 4.0 that should be an indicator for a deeper formative dive into which areas they need to work on. Any attempt to derive meaning from a more fine-grained assessment (e.g., 4.5 is better than 4.2) fails to consider the inevitable variability among students and undermines diversity in pedagogical styles that is one of the pillars of academic freedom.

You might want to consider a separate evaluation for 100% online courses.

Two comments: My department has long used a set of four free-response questions (they instituted this procedure after doing a study showing that positive numerical data in course evaluations had a slight NEGATIVE correlation with student success in subsequent courses). As an instructor I find free response questions to be orders of magnitude more helpful than numerical response questions in gauging the need for improvements in subsequent semesters. They also are generally more helpful in faculty evaluations as they often give much more specific and meaningful information about teaching strengths and weaknesses. I understand the desire to boil things down to a numerical scale, but question whether this is an evidence-based practice for getting to the core question of whether students are learning. The proposed set of numerical response questions suffer from two maladies. First, there are some questions that are not relevant to all courses. Second, many questions are so vague as to be meaningless.

I did not understand what the question on "Those interpreting the data should be mindful that data at the "positive" end" is asking.

Student feedback is subject to unconscious bias of students. There's no good way around that, so making a holistic feedback mechanism is going to be important.

Depending on who is judging you at the departmental level, you can be in big trouble. If you have an enemy in the Annual Review Committee, that person will use a single data point as a weapon against you. One, yes, one bad evaluation will suffice for them to construct a case against you, regardless of the other evaluations. Instructors must be given the chance to defend themselves against cases of bad evaluations and whoever is judging you must be required to interview an equal number of students who wrote a good evaluation before making a final determination about the teaching quality of a given instructor. Do not let/allow departmental evaluators to apply the rule: "For my Friends Anything, for my enemies, The Law"

It must be kept in mind that some students will be more prone to provide negative feedback than positive.

It is critical that instructors are not punished for establishing a hard, rigorous course that tries to expose students to difficult real world problems and pushes them outside their comfort zone. As such, it is important to consider student written comments and scores as a whole in conjunction with other measures of teaching effectiveness.

Relative to the last statement above, I think that the student evaluations should go to the professor to help us identify strong and weak points in our class and not serve only as an evaluation tool for administrators.

I agree with the second question in principal. However, the data analysis burden to provide any valuable insights on an individual question basis, probably makes this effort impractical.

These statements help me understand how those presented for completion by students could be used. As I reviewed them -- I was not sure how they would be averaged. It appears that each statement would stand on it's own -- rather than creating a mean. Thus, presenting this might be a challenge in our packets. However -- it does provide more robust feedback and allow for improvement -- which is what an evaluation should do.

Do you have any additional feedback regarding recommendations for use of st...

Two things: 1. Student evaluations are prone to racial and gender bias. These must be considered in inclusion of evals for tenure and promotion. 2. Student evaluations are most positive for easy courses that require little effort. Or courses that make the grading really easy. This has to be considered. Sometimes there is not a equivalent course for comparison. These courses are generally known by a department. The student evaluations to provide context should ask students how much time they spent each week on a course or how much work this course needed compared to other courses.

Both by-item results and averaged results across questions should be provided for item-unique performance and a holistic view.

Instructors should see the composite results of each quantitative measurement criteria. It can be very revealing to show weaknesses. Students should have the opportunity to offer qualitative comments that the instructor also see. Keep in mind, there could be some disgruntled students who will do this. They like to blame poor performance on the instructor. Some of these may occur in the more quantitative oriented classes and in those classes requiring a lot of research and writing. When trends start to develop, then such negative comments should be looked into.

The word "positive" is very subjective. To students, positive reviews could mean "easy," "not a lot of work," "no homework," etc. For this reason "positive" reviews should be taken in the context of other factors.

I am concerned that student evaluation are proven to have "intrinsic bias" against women, minorities, etc -- everything that faculty take training courses to avoid. Until it can be shown (or through some route achieved) that student evaluations are largely free of intrinsic bias, I do not believe it is fair to use them in the evaluation of faculty. They can of course be used as general feedback.

The university should place less weight on student evaluations in a classroom and more weight on the benefits that students get from those classes. The evaluations provide a very short-term measure of whether the students enjoyed the class. We need to place more emphasis on providing students with the critical thinking tools, openness to ideas, and search for truth that used to be the focus of our great institutions of higher education. This should be done whether or not they "like" the course.

I am particularly excited about the realization that different kinds of classes cannot be compared equally. Large classes and small classes have different results, because the labor of the professor is different. Accounting for what kind of labor is normal and expected within each position is essential.

The questions are the prompts to get students thinking about their learning experience in a course. The overall evaluation and question by question evaluation scores provide a snap shot view. As an instructor, most valuable piece for reflection are student comments related to the questions that help to explain the rating they gave. Comments are the bigger stepping stone for self-reflection and future changes in the course.

The questions should not only be multiple choice, but students should be asked to explain their choice. This will provide feedback to the faculty in points that need to reinforce.

As reflected in the questions above, it is important for departments to consider exactly how they use the resulting data, and build the course evaluation process into an overall teaching performance evaluation process with explicit goals for improvement if necessary.

Ultimately student feedback is a datapoint, but I don't find it particularly reliable, particularly when student comments are read. Frankly, feel free to look me up, my evaluation are not bad—they are just not particularly trustworthy. I don't have control over how students answer. They could be having a bad day, or just be frustrated because I required them work to make a good grade. Some students respect that. Some find that offensive and have told me so. Yes it is my job to motivate students and do my best, but ultimately student feedback on evals carries very little weight with me. I do regularly solicit feedback throughout the semester and I also get unsolicited feedback and those data points are far more valuable to me as an instructor than a "university wide" required survey. Nonetheless I do think these questions are an improvement. But students need some training and context before they evaluate anyone. Be a great lesson for first year experience.

Please consider large lecture and online courses.

These evaluations miss the crucial point--that an instructor's ratings are grade dependent. My experience has been an instructor who is known to give As and Bs (but no Ds or Fs) and who is entertaining will be get better scores than an conscientious instructor who grades rigorously and requires the students to learn the material. Until there are some sanctions for instructors who hand out As and Bs like candy students evaluations do little but demoralize the younger faculty and encourage cynicism among the rest

Do you have any additional feedback regarding recommendations for use of st...

Classes vary greatly across the University and a generalized evaluation is not accurate. Our department has indicated they will move to all online evaluations. I do not support this idea as the students who often fill out the evaluations are upset by their grades. I also do not believe that our department's policy that anything below a 4 is a negative review. Out of a 5 point scale 3 should be considered average, especially when students see the 3 as a non-answer or neutral.

Average of value, depends in so many factors, if the scale is correct and unified, it provides a general view. In addition, individual analysis using visualization tools like radar graphs would be of great value. Be aware that size and level are the less important characteristics, while type of content (Myller's pyramid), pedagogy, didactics can have a bigger impact in learnability, and of course the alignment of the content with the other elements.

Overall, these evaluations have the potential to be useful, but are often just demoralizing because a few students can be angry about things that are completely outside the control of the instructor (e.g., they have overloaded themselves with courses and are too tired/overworked to do well). It would be a great benefit to use medians rather than means, to reduce the impact of a few disgruntled students. Otherwise, the realistic impact of these evaluations is to make the course easier and give everyone an A, just to get good evaluations.

We are only kidding ourselves if we believe we get independent, thoughtful answers to student evaluation questions. Student evaluation answers are extremely correlated: if a student enjoyed a course, the instructor showed up on time, provided helpful feedback, taught them to think critically, yadda, yadda, yadda. If a student did not like a course, magically the same professor did NOT show up on time, did NOT provide useful feedback, did NOT teach them to think critically, etc.

Student evaluations are mostly based on grades. If students are doing well in the course, they will give high marks and vice versa. The bias is too great to yield any meaningful data from these.

This is an important undertaking. Writing effective course/instructor evaluation questions is very difficult. The concerns I have noted regarding several items reflect just how difficult is the task.

I strongly encourage anyone interested in using course evaluations to read Keith Devlin's article, "Student Teaching Evaluations are Effective, but Not in the Way You Think" at <https://mathvalues.squarespace.com/masterblog/student-teaching-evaluations-are-effective-but-not-in-the-way-you-think> I would suggest that some more basic questions could be helpful: 1. Was the instructor on time? 2. Did the instructor have X office hours per week? 3. Did the instructor return assignments within X days? (or more vaguely ask if this occurred in a timely manner) 4. Did the instructor's syllabus meet the minimum requirements? (etc.) The above are all fundamental aspects of effective instruction that every instructor should meet, and which can be assessed objectively, without subjective judgements, by the students.

You have some serious work to do if this is going to be of any value. See my comments, and please get some people on the committee that have a statistical background. The questions indicate that the current members do not.

I think this requires a whole view of the faculty member and not just the student evaluation scores. If there's a consistent pattern in the scores over time, that might be telling data, but I don't think these should be used in isolation to judge faculty success. These scores need context. People are more complicated than boiling them down to just a number.

You can't always compare with "comparable" courses. Each course is unique in student makeup, non-major vs. major, required vs. not required, etc. It's like comparing apples and potatoes. One is a fruit and the other is a root.

Comparative data should be provided to the instructor alongside the data specific to the instructor's course. For example, for an instructor teaching widely taught course such as HIST105, the results of the instructor's specific course should be provided immediately along (not simply 'made available') averages all HIST 105 sections that semester and the previous semester as well as other relevant comparisons of courses of a similar size in other departments.

I believe that student evaluations should not be used in faculty evaluations.

None of the questions shown in this survey are particularly useful, because they are just multiple choice problems. I have seldom (probably never) benefited from the results of these polls of students (in 27 years teaching here). Instead, the *really valuable* feedback I get from students is their written feedback. Our department always provides several text input fields for students to provide feedback, and this is where an instructor can really get useful ideas for how to improve. The multiple choice part is really a big waste of everyone's time.

Student evaluation is inappropriate. Student is not a consumer.

Do you have any additional feedback regarding recommendations for use of st...

It should not be a popularity contest flattened on asking students as little as possible and grade inflation

These questions do not sufficiently differentiate between course evaluations and instructor evaluations. In the former, feedback is useful for revising and improving the course material and presentation itself. In the latter, the comments are used by administrators to judge the performance of the faculty. It should be clear to the students which questions are being used for which purpose. Also, these questions still incentivize faculty to make their courses as least challenging as possible. Additional information that would be useful for putting the data into context: Q: I took this class because (choose all that apply): It was required The material seem interesting It has a reputation for most students getting A's My advisor recommended it Other: please state. Q: I believe courses should be: Very challenging challenging intermediate simple very simple

Student evaluations are unreliable if given excessive weight to assess faculty performance. Students with poor grades, poor attendance, and incomplete assignments should carry less weight in the overall evaluation. A small percentage of negative comments may indicate their lack of validity.

The questionnaire could be enhanced if it was more closely aligned with the principles of teaching and learning. It almost appears that it was a coincident that a few of the questions addressed the principles.

Answers to some of these items require written amplification by the student or they should be thrown out. Too many times, poorly performing students just give poor scores without any thought. In general, likert scale evaluations can be very misleading.

Vital to recognize that student evaluation scores are affected by many factors unconnected to quality of instruction, such as whether instructor gives a disproportionate number of A's (a student may then have an inaccurate perception of how well s/he has learned), instructor's perceived attractiveness, and so on. In many cases, evals really measure instructor's likeability, which is valuable as a tool in the teaching kit but is not the same thing as good teaching. Should be less important to evaluation of faculty than is presently the case.

Faculty should be given more context to interpret their results (e.g. compared to all courses with 50 or more students..., compared to other Liberal Arts courses, etc.)

This is all useless unless there are mechanisms in place to increase student participation in evaluations. I've also noticed that in some classes perceived grades by the students impacts their responses. The responses can be anonymous but still tied to grades to ensure scores are not just reflective of how well/easy the students thought the course was.

Some questions mentioned earlier in the summary seem more important to rating the quality of the STUDENTS than of the FACULTY MEMBER (including whether the students completed the work assigned and whether they perceived the professor as requiring them to take responsibility for their education). Those data points are useful to include, but should not be used in evaluating professors at tenure and promotion.

These are all lovely, high-minded ideas and yet we are a big place and number crunching is a reality. Your current committee may have a clear vision for how this will work, however, your committee will disband eventually and practice will go back to usual.

Historically, student evaluations have been used to judge the bedside manner of the instructor. Many times, an instructor teaching easy and fun material, using lots of humor, grading easy and being friends with the students, obtain high marks. On the other hand, instructors teaching difficult material and hold the students to a high academic standard, get bimodal evaluations. A few students appreciate learning difficult material and score the instructor high. Most do not like the rigor or the time they have to spend in the class and score the instructor low. Overall in a Department, you can find that some classes get high marks just because of the nature of the course material and some courses will score low. Some information can be gleaned from student evaluations but not much and they should not be given high weights in faculty evaluations. This is like asking a patient to evaluate the competence of their medical doctor. The patient is not trained in medicine so how would they know if the doctor is doing a good job at the time of treatment? Of course over time, if the patient gets better, they can provide an evaluation that say the doctor helped fix their illness. Hopefully, hospital administration does not ask patience to evaluate their doctor immediately after the visit. If they did, it would be an evaluation of the bedside manner of the doctor not the doctor's competence. Most of us would want a competent doctor. Of course if a competent doctor has good bedside manners that is a plus. The same thing can be said of faculty instruction. The students (patient) do not have the training to make competent judgement of how well they are being taught at the end of the course. In a few years, they can provide a judgement of whether the material taught was useful. If you want an effective evaluation of an instructor, you need someone with education in the material being taught and training in instruction. Otherwise, it is difficult to have confidence in the evaluation. I suppose the student evaluations can be used to see if the instructor is liked by students and to make sure that the instructor is showing up for class and engaging the students. This is something that can be used in faculty evaluations to check off as satisfactory/unsatisfactory but should not be an important measure in evaluating the teaching effectiveness of the instructor.

Suggest developing a version for on-line courses.

The data in this survey seem useful.

Do you have any additional feedback regarding recommendations for use of st...

Online courses are difficult. In a class of 60 I usually get 9 evaluations back, and usually these are made up with students who did not engage with the course. I then have to justify this to my department. When 9 out of 60 is a low response rate. I still have to justify why some students did not score me at their optimum. My department expects an average on each class evaluation to be a 4.50+ out of 5! As important as evaluations are, having to justify why I might receive that I get 4.30 in one class (especially when a faculty has scored my teaching as excellent) is frustrating. I feel like I cannot be the best teacher I can be sometimes, as I feel tied to having excellent evaluations. Especially when I am unsure how some departments see a 4.50/5 as an 'average' score

I strongly believe that course evaluations should not be the only measurement of the effectiveness of an instructor.

A common problem with Likert scale data is that the expectations are too often set at the highest end, so there is rarely any variability. This is a real disservice to truly transformative teachers, and it substantially diminishes the integrity of the evaluation. If there were any way to set the expectation at a 3 out of 5 for teachers who are completely fine - and then reserve 1 and 2 for truly poor performance and 4 and 5 for excellent and transformative performance, these evaluations would be far more meaningful. When I do peer review in my classes, I set this expectation - that a 3 is totally fine - and these evaluations have been much more meaningful and useful.

It is difficult to find a balance between measuring the effectiveness of a teacher (which should result in mostly positive responses) and helping an instructor improve (which should have significant negative responses). The task force should decide which goal is expected for this instrument and then focus on that goal. Most of the questions here are related to the first question. As a result, I do not expect this feedback to help improve my teaching.

With some careful review of the wording for edits to ensure appropriate interpretation by students and application as a feedback tool, this standardization of course evaluations could be useful.

Why are we wasting public monies on these when the students have a million on line outlets to find the information? In my many years at TAMU, I have yet to meet a anyone who takes seriously these evaluations and I have yet to be in a tenure and promotion meeting where ANY time is devoted to looking at the evaluations of the faculty member under review (a committee reports the results to the T&P committee, but no discussion takes place among the T&P committee as a whole because no one takes these data seriously and no one would use them to make a case to or not to promote and tenure a colleague --unless their score were totally off the charts with negative evaluations -- something that in my experince never occurs).

Student's evaluation are very useful for the instructor to improve the teaching. Because each group is different, I really appreciate the early surveys that allow me to evaluate my teaching for the specific group. Students are not always objective on the evaluation of the course because their grade and their personal liking of the instructors play a huge role. evaluations are also not appropriate for small classes, in which the opinion of a single person has great weight.

I do believe student course evaluations should be used for instructors as part of the review process, along with other evaluation measures. It's important to get students feedback on how to improve as teachers, but I don't think it's good when they are used to rank faculty. Every class and group of students changes each semester, which can have an impact on how a class goes.

I appreciate these efforts to revise the student evaluation process, which in my department used to be the central item in assessing teaching, but which, following injonctions from above, have now become marginal.

Student evaluations are and always will be a skewed tool for faculty review. For some students, its the chance to voice legitimate concerns, or praise a learning style. For others (and I fell most), its a chance to retaliate for their lack of effort or some other issue. Someone makes a F for not doing any work and blames the professor. I literally had a review that gave me a low score with the comment "I did not like the class being at 8 am Monday." Absolutely nothing to do with teaching! How is this a fair evaluation of me? What ends up happening is that professors "play the game". How do I keep the students happy to keep my scores up on the evaluation? This involves handing them answers, lax grading, exam redos, etc. to keep students happy, not to educate them.

if the questions are changing, please do not remove the ability for us to ask our own questions as we can do now. also, this did not address the essay questions they can answer. I hope this does not mean these are being removed, as that is where i get the most useful feedback. just because the university cannot use it for bean counting doesn't mean i shouldn't be able to ask it without needing to do a seperate feedback of my own.

As my comments made clear, the abstract thinking questions are likely too much for the average student to effectively assess. The perception of concrete ideas (e.g., the instructor had an organized schedule, the materials were available on time, tests were graded quickly, etc.) are far more appropriate for undergraduate level cognition.

Do you have any additional feedback regarding recommendations for use of st...

Research shows evaluations can be bought. Use of evaluations provide an incentive to instructors to provide higher grades in their class. this does not encourage additional learning. Any use of evaluations need a proper context. Class size, number of majors, class level, etc. all may impact evaluations. These issues seem to be lost in the evaluation of classes / instructors.

I just want to reiterate that student evaluations should be only one small part of evaluation of teaching, having to do with organization, mechanics, and classroom atmosphere. They are not as important as the actual content, quality of materials, how well the instructor challenges the students, and what the students actually learned (admittedly hard to measure immediately). I'm appalled at how student evaluation numbers alone continue to be used to support/deny tenure, promotion, and hiring cases, as well as applications for chairs and professorships and other awards.

Make it very clear that these evaluations are heavily biased based on demographic characteristics of the instructors. (I assume departments are aware that they're also biased based on things like whether the class is required or an upper-level elective etc.) Also provide information on which questions are likely to be correlated with learning outcomes and which are not.

End of Report

Appendix II: Recommended Practices and Procedures for University-wide Student Course Evaluations

Recommendation #1: SCE PERIOD

Student course evaluations shall open at 8am the day after the Q-drop date and close at midnight the day finals begin.

- For programs that do not have a Q-drop date (thus have a program or college-specific calendar rather than following the standard university academic calendar), course evaluations will open approximately 10 days prior to the start of the final exam period and will close at 11:59:59pm the night before finals begin.
- For courses that are offered during partial terms, department or college leadership are responsible for identifying the specific start date for the SCEs, so long as they close prior to final exams (in instances where final exams are given).

Recommendation #2: COURSES TO BE INCLUDED

In accordance with rule §4.228(e) in the Texas Administrative Code (Title 19. Part 1, Chapter 4, Subchapter N) and relevant TAMU and TAMUS policies, the following Texas A&M University courses shall be evaluated:

- any undergraduate, graduate, or professional level courses offered to five or more students. This includes on-campus, off-campus, distance education, and dual-credit courses (including those taught on high school campuses).
- Automatically waived from evaluation are:
 - Courses with highly variable subject content that are tailored specifically to individual students, such as Independent Study, Directed Reading courses, and/or Thesis/Dissertation research hours.
- Additional requests from department heads or instructors for student course evaluations to be administered in specific courses are to be honored, regardless of course enrollment. If the enrollment in the course is less than 5, students will be notified that their confidentiality could be compromised.

Recommendation #3: AVAILABILITY OF RESULTS

Online student course evaluation results shall be made available within 24 hours after the official deadline for grade submission to the Office of the Registrar.

Recommendation #4: ACCESS TO RESULTS

Results of student course evaluations shall be made available online to instructors, department heads (for the department where the instructor has their primary appointment), and any additional designees requested/authorized by the department heads and/or deans from the department/college where the instructor has their primary appointment.

In the event an instructor is teaching a course offered by another department/college, the department head of the instructor as well as the head of the department offering the course should have access to the student course evaluation results.

Recommendation #5: STUDENT IDENTITY

Student identities are not revealed to instructors for any reason (including, not providing a list of students who completed the evaluations for purposes of providing extra credit, etc.)

- In the event a student includes comments indicating intent to cause harm to either themselves or others, the instructor will notify the Office of Institutional Effectiveness and Evaluation. Once notified, there is a procedure in place that allows for the student to be identified per authorization of the Vice Provost and Dean of Students. In this unlikely event, the instructor is informed that appropriate action has been taken but is not told of the specific student's identity nor the nature of any subsequent actions.

Recommendation #6: PUBLIC ACCESS TO RESULTS

A. Results for the following items should be publicly accessible, for the courses required to release results per statute (i.e., undergraduate courses other than those waived; see Recommendation #2 above) or current TAMU practice (i.e., graduate courses other than those waived and noted above):

1. This course helped me to learn concepts or skills as stated in the course objectives/outcomes.
2. Based on what the instructor(s) communicated and the information provided in the course syllabus, I understood what was expected of me.
3. In this course, I engaged in critical thinking and/or problem solving.
4. Please rate the organization of this course.
5. Feedback in this course helped me learn.
6. I learned to critically evaluate diverse ideas and perspectives.

B. Results for the following items should not be publicly accessible:

1. Begin this course evaluation by reflecting on your own level of engagement and participation in the course. What portion of the class preparation activities (e.g., readings, online modules, videos) and assignments did you complete?
2. The instructor fostered an effective learning environment
3. The instructor encouraged students to take responsibility for their own learning
4. This instructor's teaching methods contributed to my learning.

C. Results from student course evaluations should not be mandated for professional programs¹ (unless mandated by statute); decisions regarding public accessibility of results from student course evaluations for courses within professional programs shall be the decided by the college within which the program resides and submitted to the Office of Institutional Effectiveness & Evaluation.

¹ Pre-licensure programs or advanced license/certification programs

Recommendation #7: REQUESTS FOR INDIVIDUAL STUDENT RESPONSES TO BE REMOVED

Individual student's responses to end-of-term Student Course Evaluations should not be removed from the overall results.

- *Rationale for consideration:* Student feedback on their experience in a course is no less relevant simply because they performed poorly in the course or got caught cheating. If the institution is encouraging a more holistic assessment of teaching – the idea that certain feedback needs to be excluded does not fit the paradigm. Feedback might indicate if students in some way connect their behavior with aspects of the course learning environment – which could inform instructor action to decrease such behavior.

Recommendation #8: INCENTIVES

With regards to the use of incentives (or negative consequences) to motivate students to complete student course evaluations, the committee recommends the Faculty Senate revisit the **Faculty Senate Resolution FS.27.122: RESOLVED, that the Faculty Senate opposes granting academic credit of any kind to students for completing course evaluations of any kind or instructor evaluations of any kind.**

- *Rationale for consideration:* Data gathered from current TAMU instructors (where approximately 18% of TAMU instructors surveyed reported using either individual or class-wide incentives as a means of bolstering student response rates), as well as from peer institutions (where 10 out of 12 peer institutions polled allow some form of incentives to be given to students), suggest that the use of incentives is practiced (or allowed). Existing literature reviewed by members of the committee does not support the assertion that incentives significantly skew actual results, though they do tend to contribute to bolstering responses rates, though only slightly.