

CourseEval Summary Findings: Correlations with Teaching Effectiveness

OIE

Data Dialogue

February 26, 2020



Uses of Course Evaluation Data

Summative Evaluation

Formative Evaluation

Professional Development Opportunities



Development of DU's current instrument 2016-2018



Course Evaluation Instrument Revision Task Force

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Goal

Create a new course evaluation instrument.

Considerations

- Significantly shorter than the previous instrument/positively impact response rate.
- Provides useful information to stakeholders.
- Retain some elements of past instrument, if possible.



Primary Stakeholders

- Faculty
- Administrators
- Committee on Faculty Appointments

Secondary Stakeholders

- Students



Timeline

Fall 2016

Consensus on constructs to measure
Student focus group (old instrument)

Winter 2017

Survey primary stakeholders

Spring 2017

Develop new instrument
Student focus groups (old and new instruments)



Timeline

Fall 2017

Share with faculty and administration

Spring 2018

Implement



Constructs

Primary Emphasis

Teaching Effectiveness
Course Improvement

Secondary Emphasis

Teaching Improvement
Course Quality



Dimensions

Revised Instrument

- Organization
- Communication
- Student/Faculty Interaction
- Stimulate Learning
- Evaluating Students
- (Student Involvement)

SEEQ (Marsh paper*)

- Organization/Clarity
- Individual Rapport
- Breadth of Coverage
- Instructor Enthusiasm
- Learning/Value
- Examinations Grading
- Assignments/Readings
- Group Interactions
- Workload/Difficulty

*Marsh, H. W. (2007). In *The Scholarship of Teaching and Learning in Higher Education*, 319-383.



Revised Instrument

Prompts: 16

Open-ended Prompts: 3

Dimensions Assessed:

Course Organization (15%)

Evaluating Students (15%)

Classroom Communication (23%)

Student/Faculty Interactions (15%)

Stimulate Student Learning (23%)

“Overall Effectiveness” (8%)



Current vs Previous

	<u>Current</u>	<u>Previous</u>
Total prompts:	16	38
Open-ended prompts:	3	8
Scale:	4-pt	4-pt
Emphasis:	Instructor	Instructor Course quality Stud. self-assess



Student Focus Groups

Previous Instrument

- Too long
- Some prompts seemed repetitive
- Negative reaction to embedded text boxes

Current Instrument

- Shortened survey is appreciated
- Mixed reviews about not having student-focused prompts
- 4-point Likert scale is sufficient



Organization

- The course was well organized.
- Instructor effectively conveyed course expectations

Evaluating Students

- Instructor provided feedback that improved my learning in this course.
- Instructor created assignments that increased my understanding.



Classroom Communication

- The instructor showed enthusiasm for the course material.
- Instructor effectively explained complex ideas.
- The instructor promoted an inclusive environment in which everyone was treated with respect.



Student/Faculty Interactions

- The instructor used engaging strategies to impart course material.
- The instructor responded to my communications in a timely manner.

Stimulate Learning

- The instructor motivated me to learn.
- This course challenged me to think critically.
- I am able to relate what I have learned in this class to situations outside of class.



Overall Effectiveness

I consider this instructor to be . . .



How well do the other prompts
correlate with the overall
effectiveness prompt?



Correlations

Things to keep in mind:

1. All other prompts should be considered a subset of the overall effectiveness prompt
2. Expect positive correlations between sub-prompts and overall effectiveness prompt



Interpreting correlation coefficients

- 0 No relationship
- 0.3 Weak positive relationship
- 0.5 Moderate positive relationship
- 0.7 Strong positive relationship
- 1 Exact relationship



Correlations with overall effectiveness:

	<u>F '18</u>	<u>S '19</u>
Effectively explain complex ideas	0.76	0.81
Use engaging strategies	0.76	0.80
Motivate students	0.75	0.80
Provide feedback/improve learning	0.75	0.80
Convey course expectations	0.74	0.79
Create assignments/understanding	0.73	0.78



Correlations with overall effectiveness:

	<u>F '18</u>	<u>S '19</u>
Course organization	0.71	0.73
Critical thinking	0.64	0.69
Enthusiasm for course material	0.63	0.67
Promote inclusive environment	0.60	0.63
Relate to situations outside class	0.59	0.66
Timely response to communication	0.59	0.59



Construct Category Distribution

Effectively explain complex ideas	[Comm]
Use engaging strategies	[Interact]
Motivate students	[Stim Learn]
Provide feedback/improve learning	[Eval]
Convey course expectations	[Org]
Create assignments/understanding	[Eval]



Construct Category Distribution

Course organization	[Org]
Critical thinking	[Stim Learn]
Enthusiasm for course material	[Comm]
Promote inclusive environment	[Comm]
Relate to situations outside class	[Stim Learn]
Timely response to communication	[Interact]



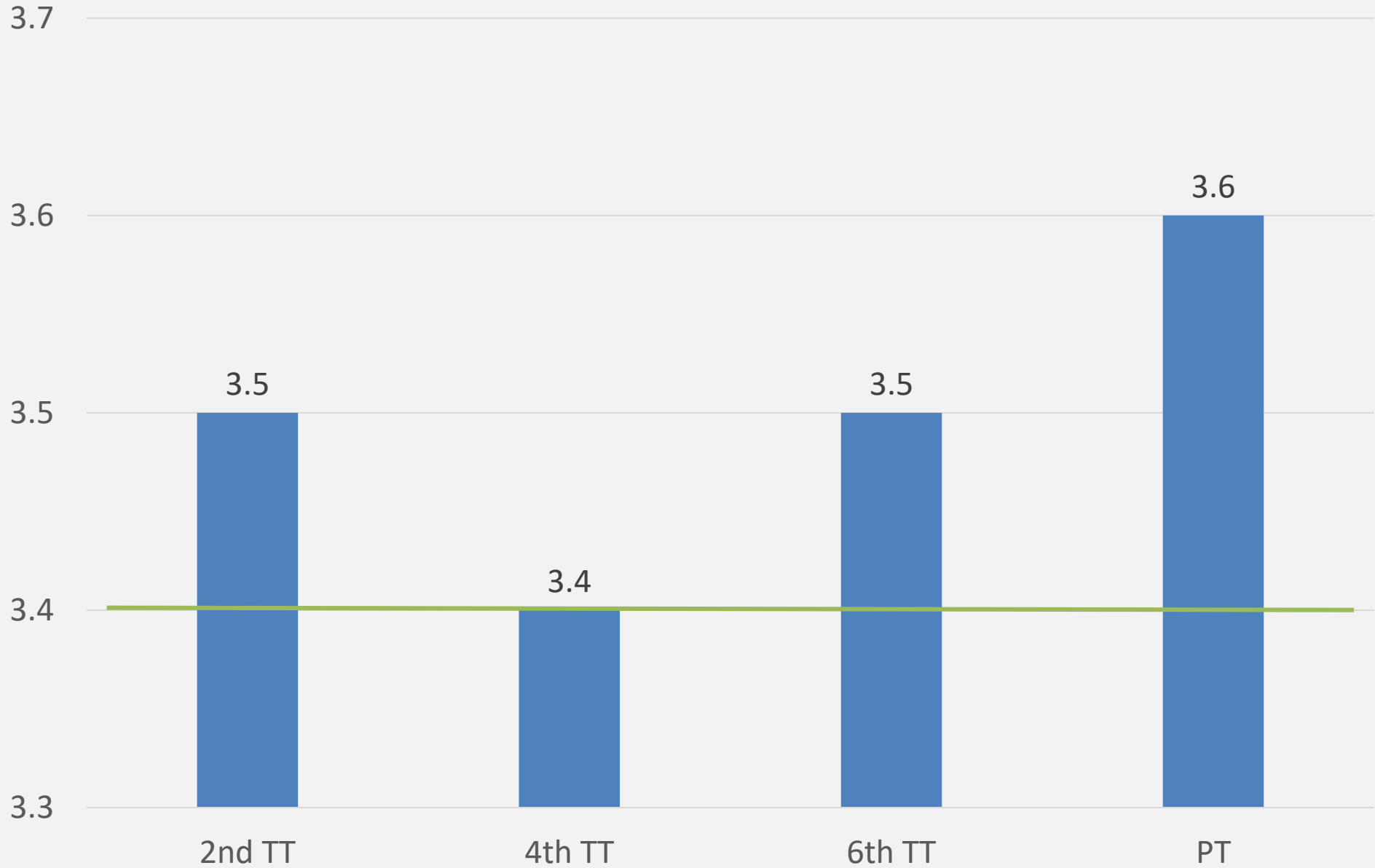
Faculty Cohort Comparisons: Tenure Track vs. Tenured

	<u>2nd TT</u>	<u>4th TT</u>	<u>6th TT</u>	<u>PT</u>	<u>DU</u>
Effective Instructor	3.5	3.4	3.5	3.6	3.5

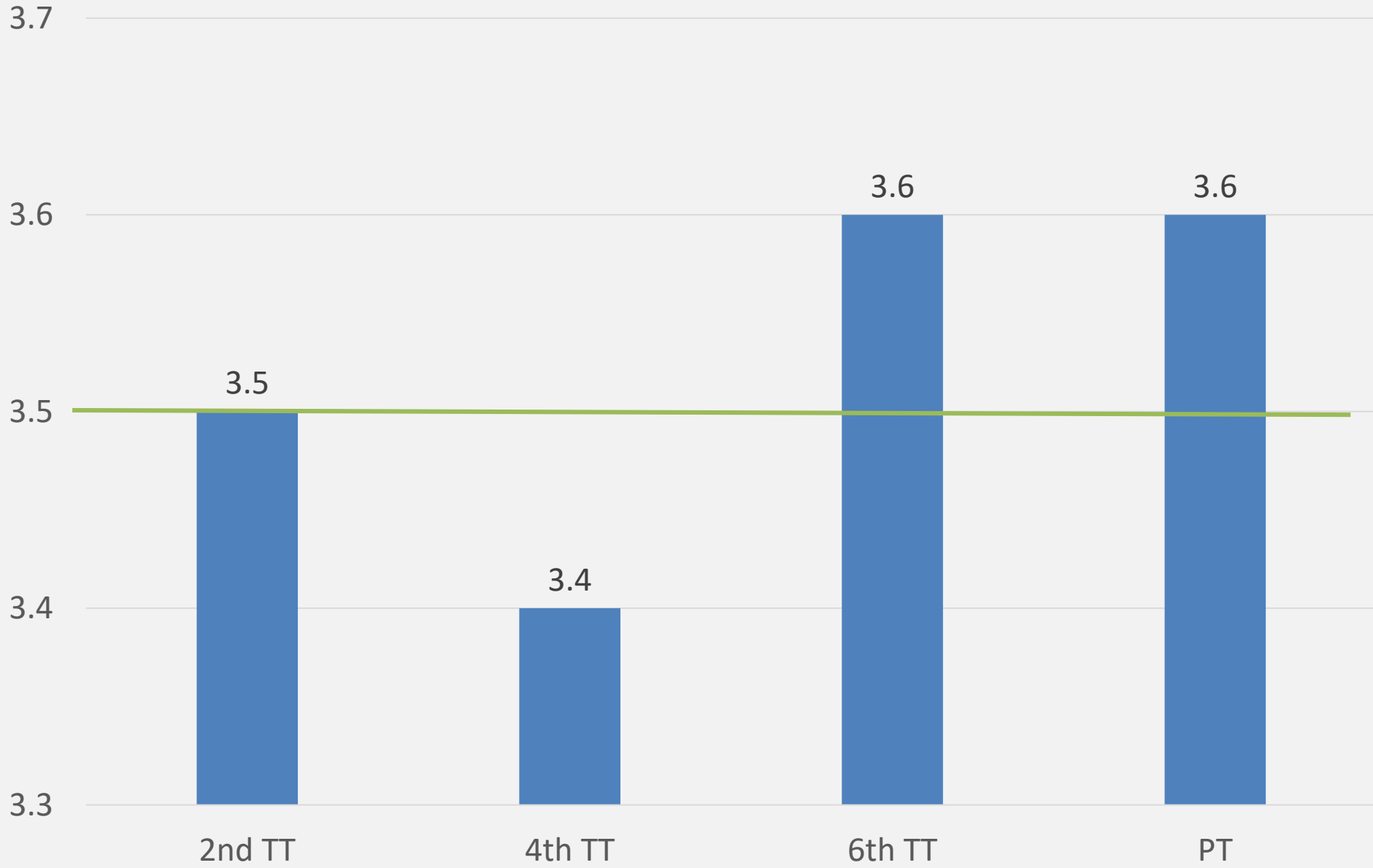
Course well organized	3.5	3.4	3.5	3.6	3.4
Convey course expectations	3.5	3.4	3.6	3.6	3.5
Showed enthusiasm	3.6	3.6	3.7	3.7	3.6
Explain complex ideas	3.5	3.4	3.5	3.6	3.4
Promote inclusion	3.6	3.6	3.7	3.7	3.7
Use engaging strategies	3.5	3.4	3.5	3.5	3.4



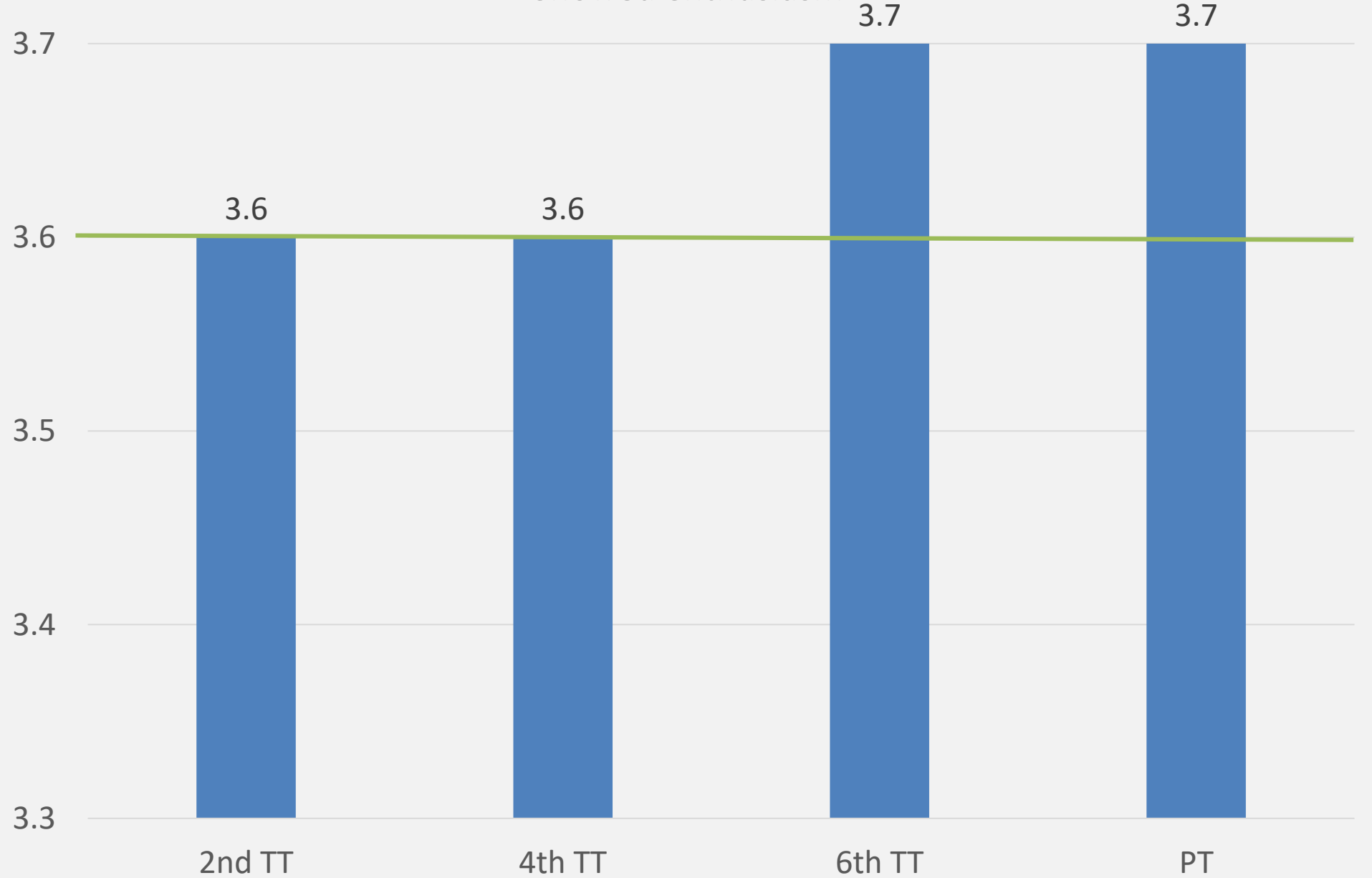
Course well organized



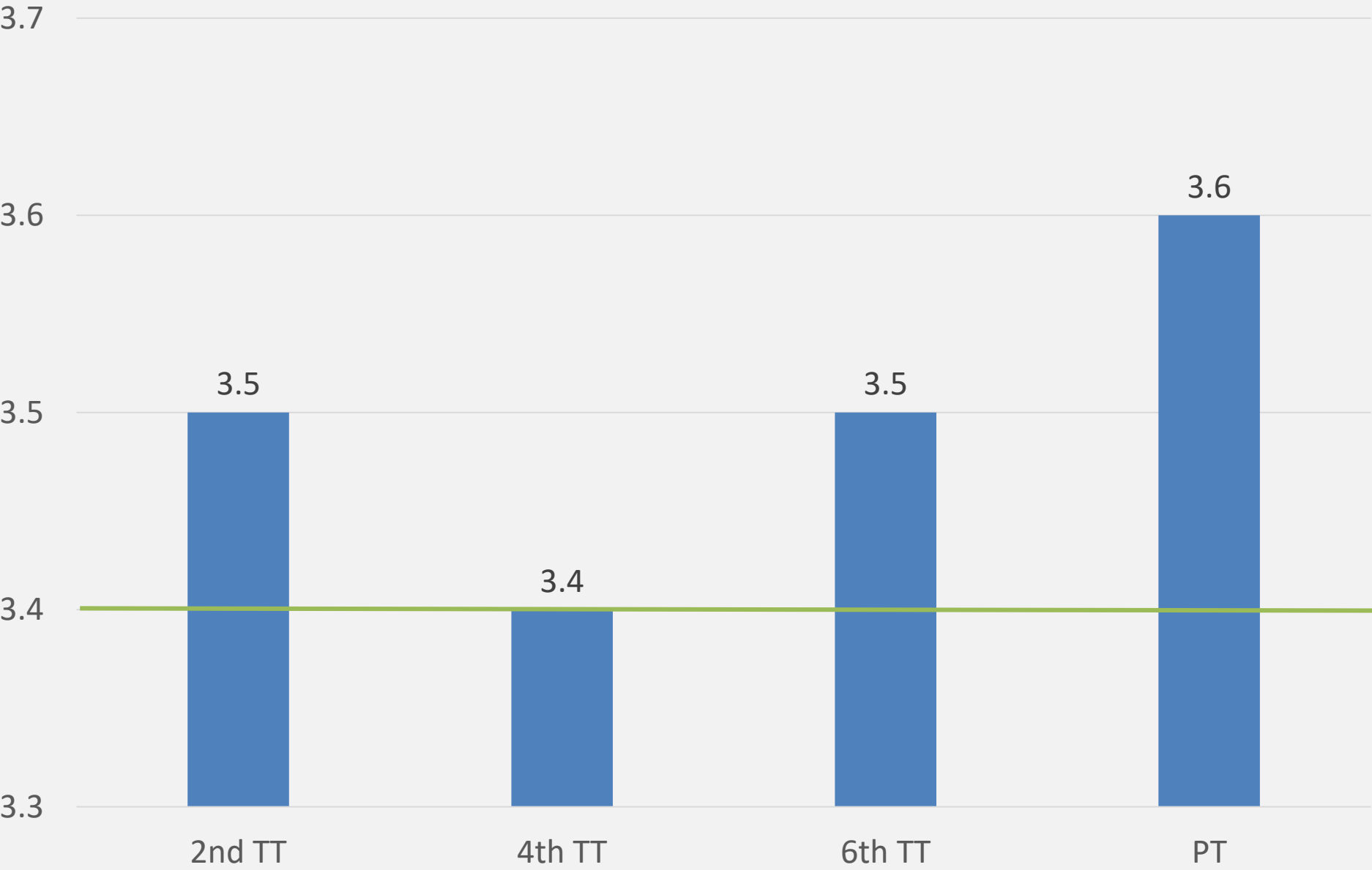
Convey course expectations



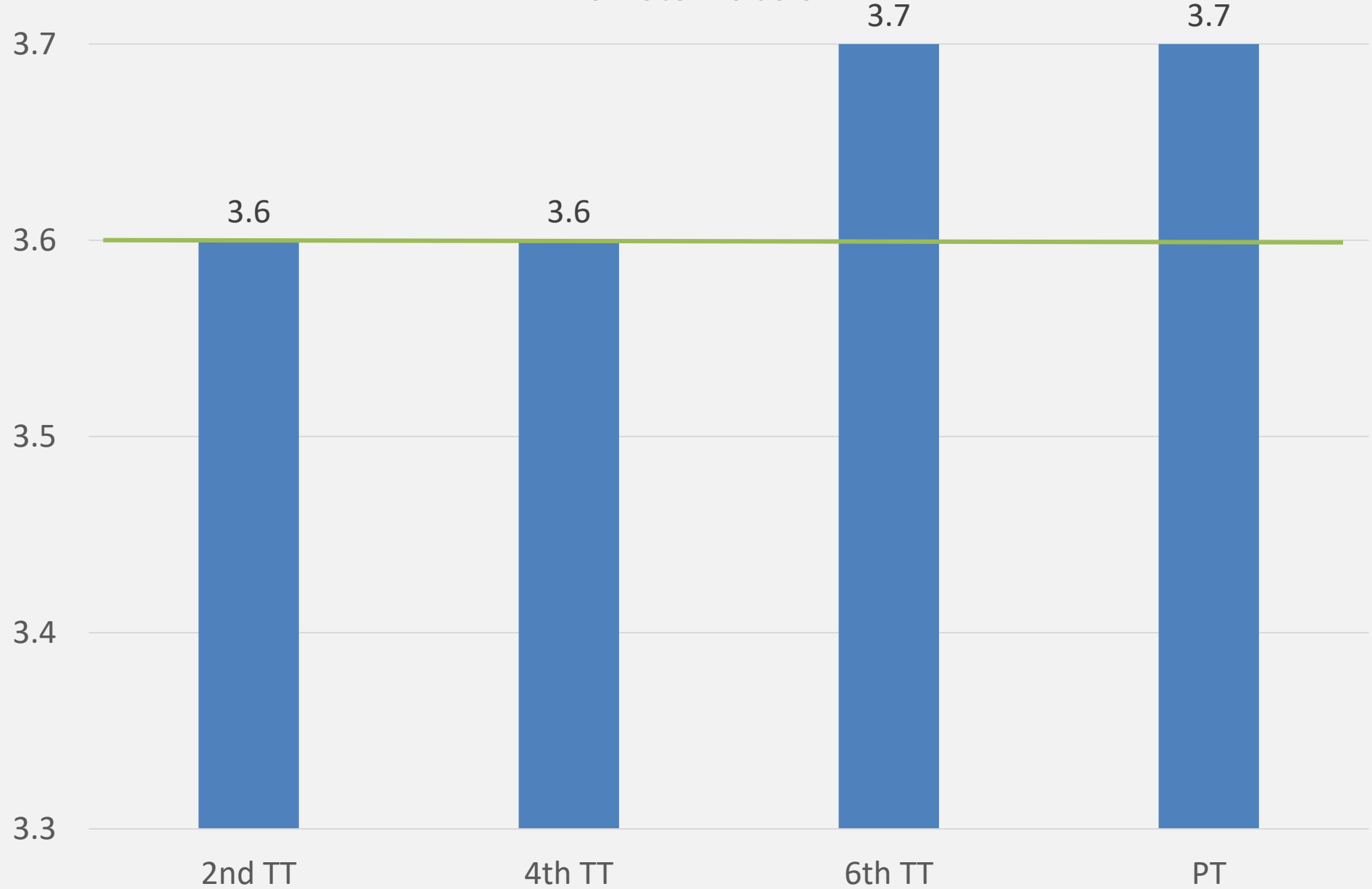
Showed enthusiasm



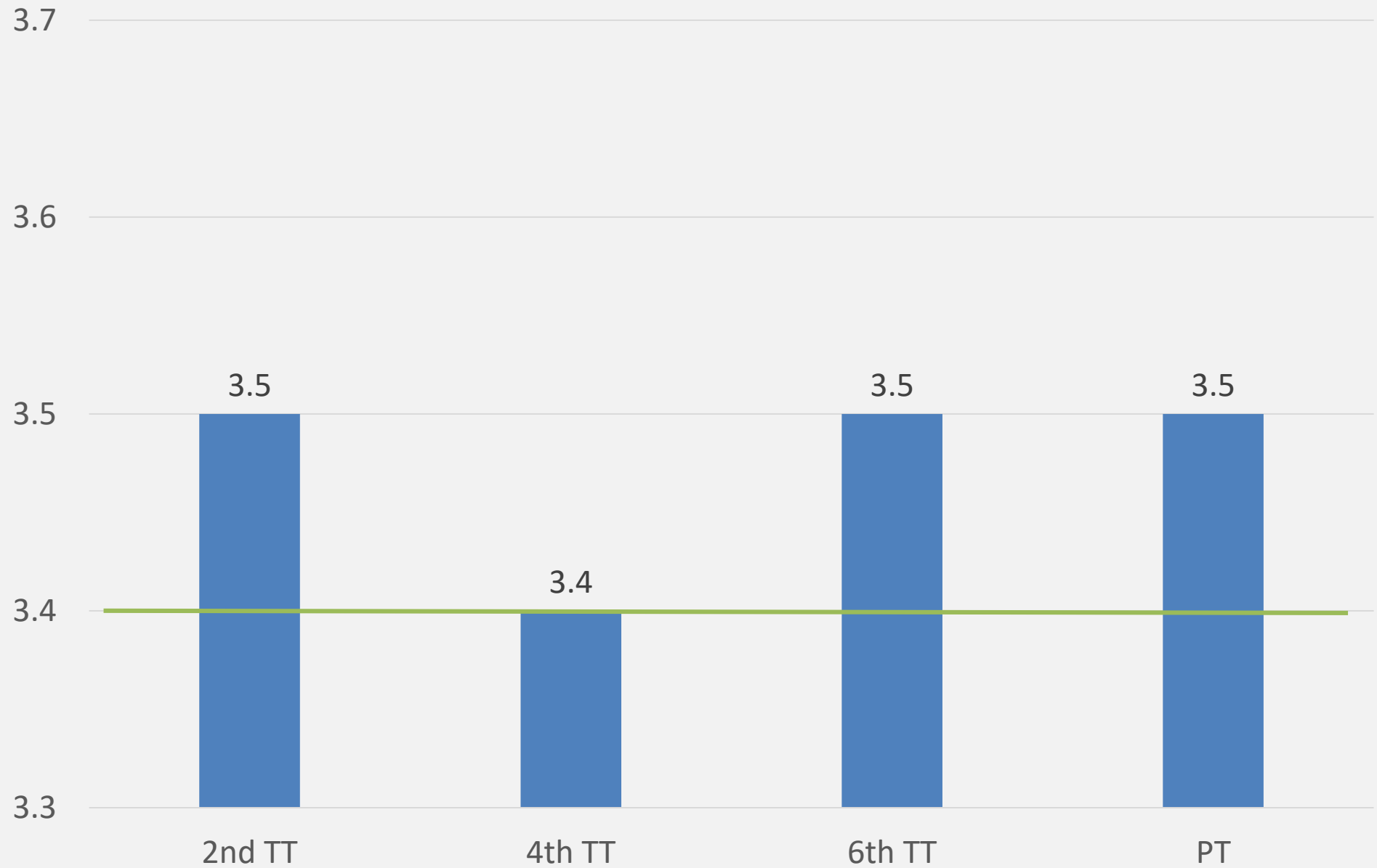
Explain Complex Ideas



Promote inclusion



Use engaging strategies



Faculty Cohort Comparisons: Tenure Track vs. Tenured

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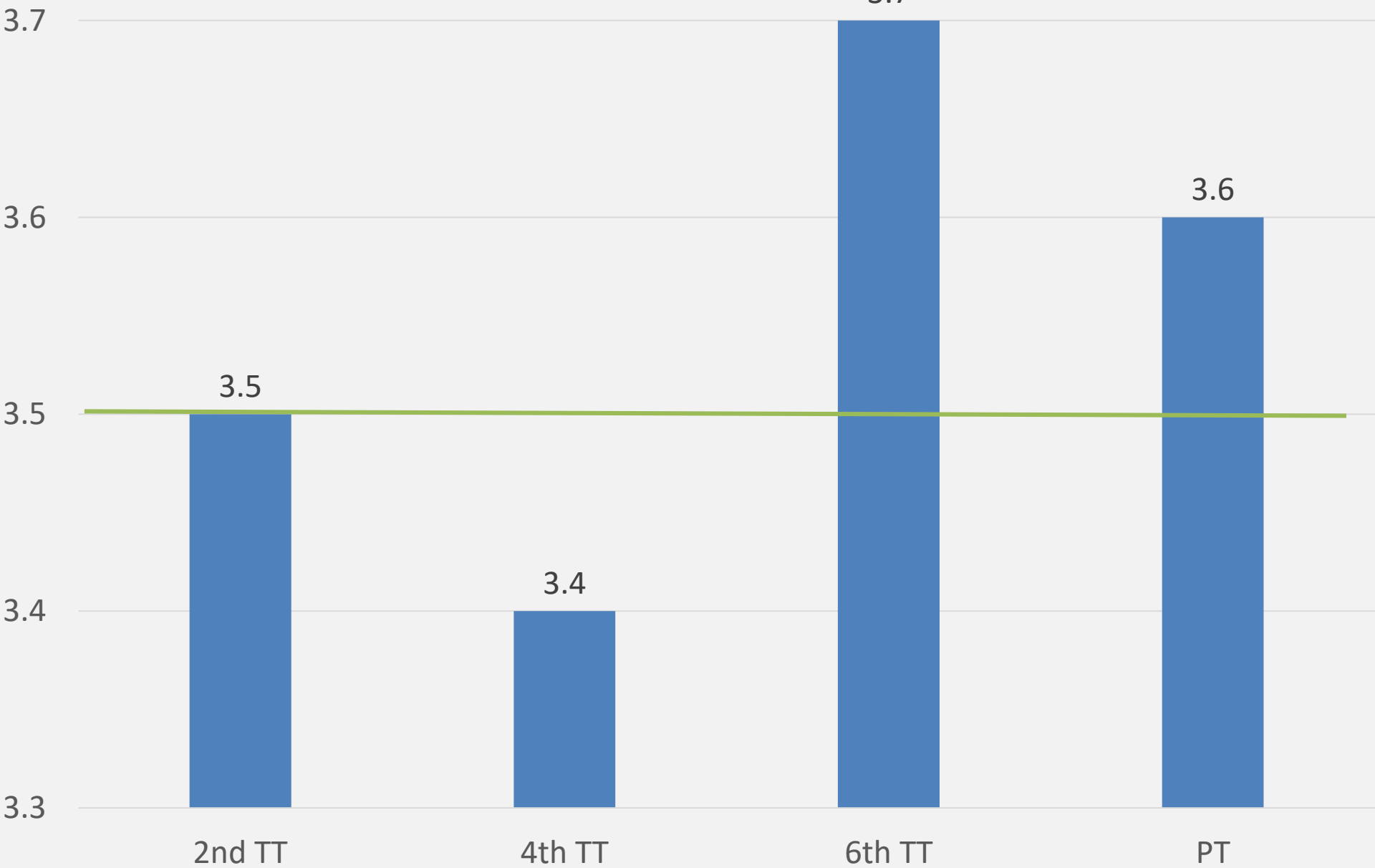
Faculty Cohort Comparisons: Tenure Track vs. Tenured

	<u>2nd TT</u>	<u>4th TT</u>	<u>6th TT</u>	<u>PT</u>	<u>DU</u>
Effective Instructor	3.5	3.4	3.5	3.6	3.5

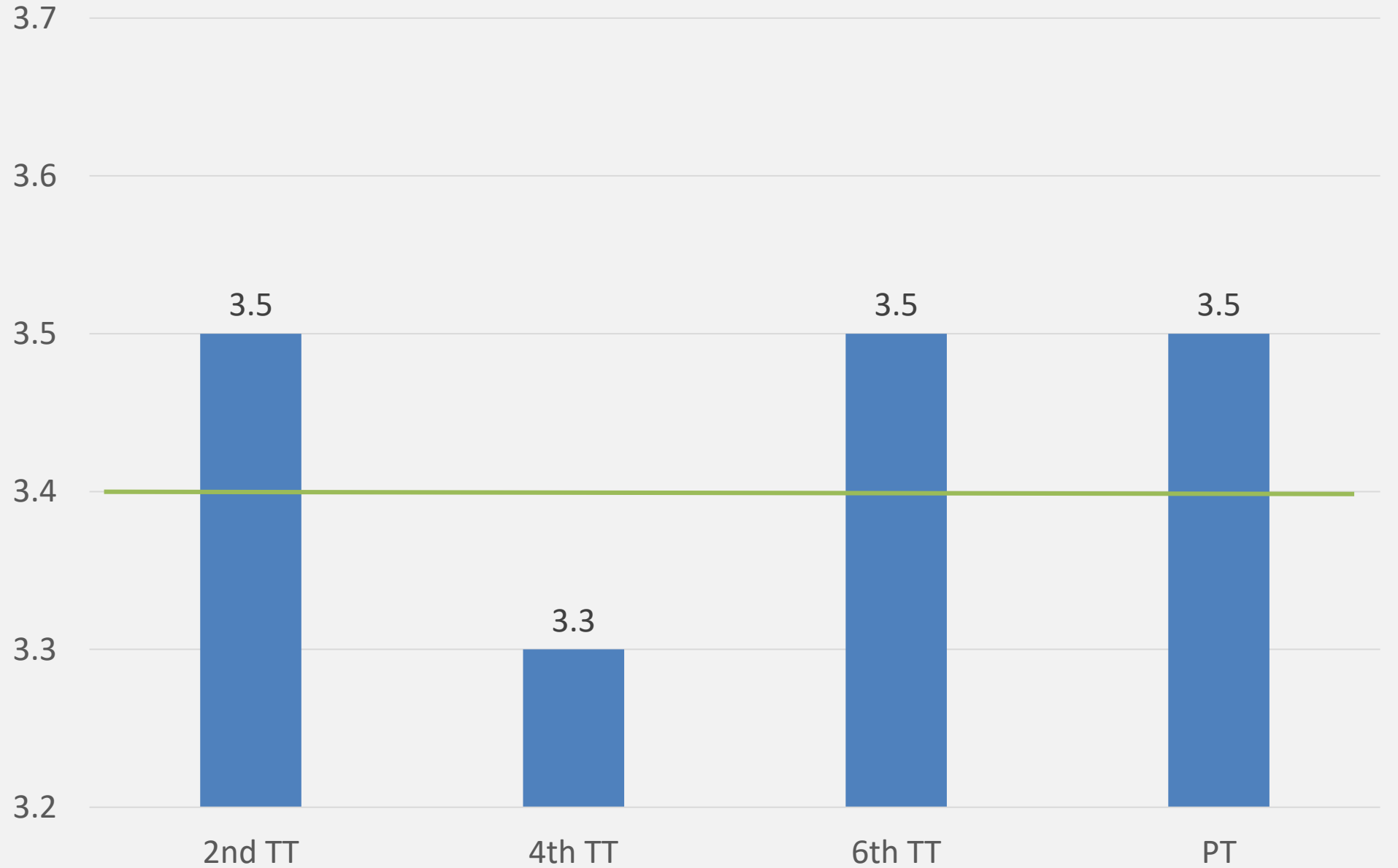
Respond to commun.	3.5	3.4	3.7	3.6	3.5
Motivation	3.5	3.3	3.5	3.5	3.4
Critical thinking	3.5	3.5	3.6	3.6	3.5
Relate outside class	3.6	3.5	3.5	3.6	3.5
Create assignments	3.5	3.4	3.5	3.6	3.5
Provide feedback	3.5	3.4	3.5	3.6	3.4



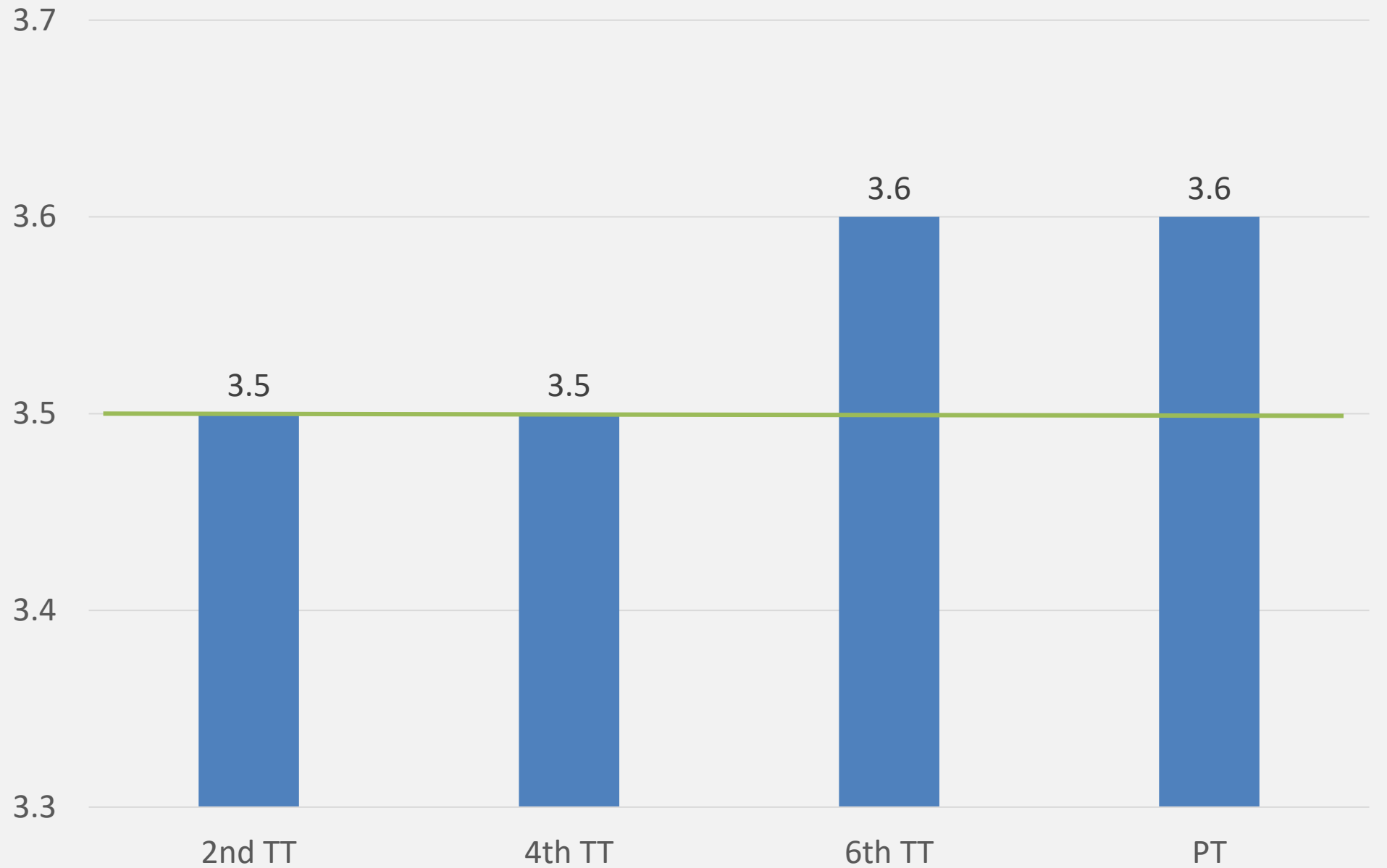
Respond to communications



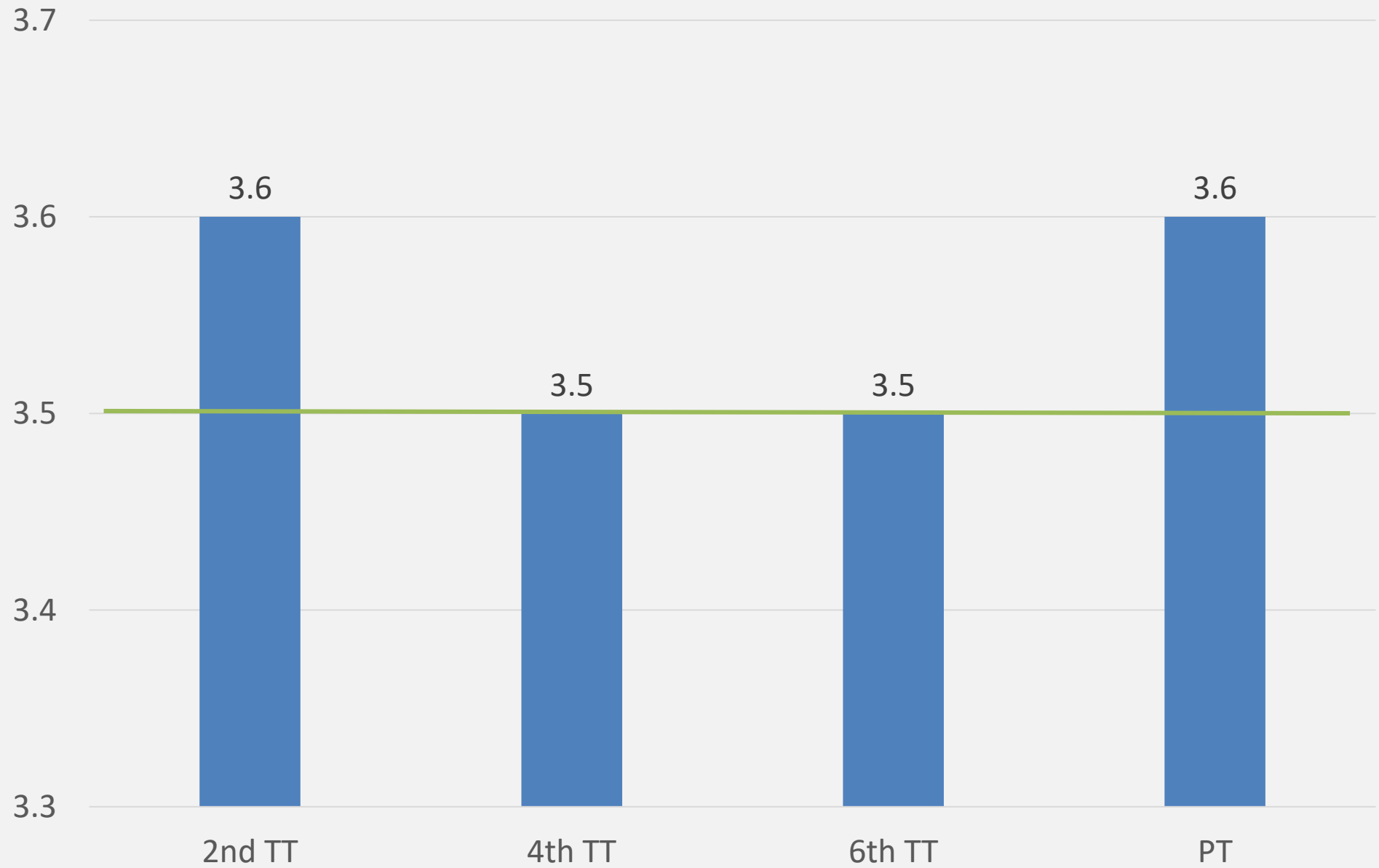
Motivation



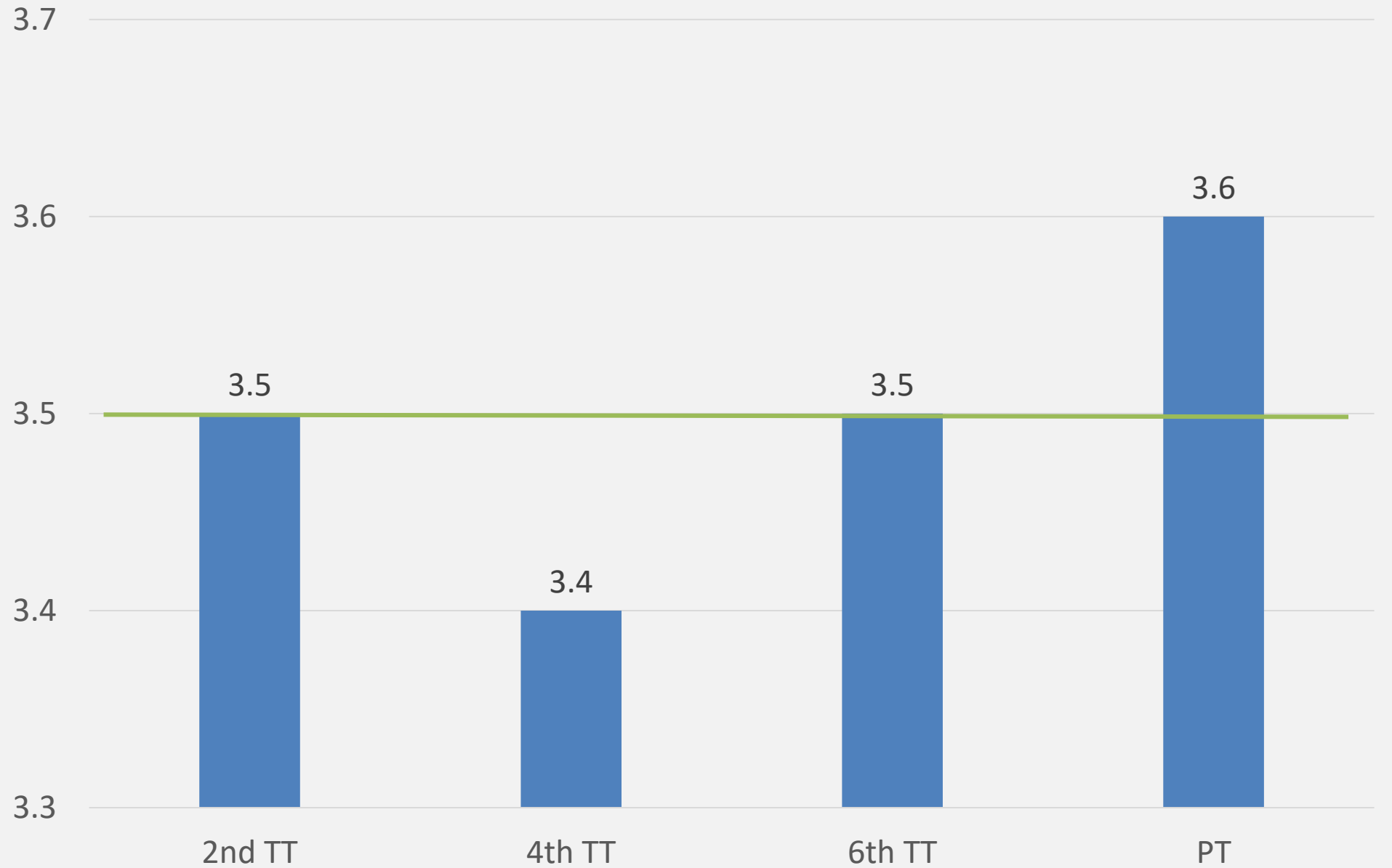
Critical Thinking



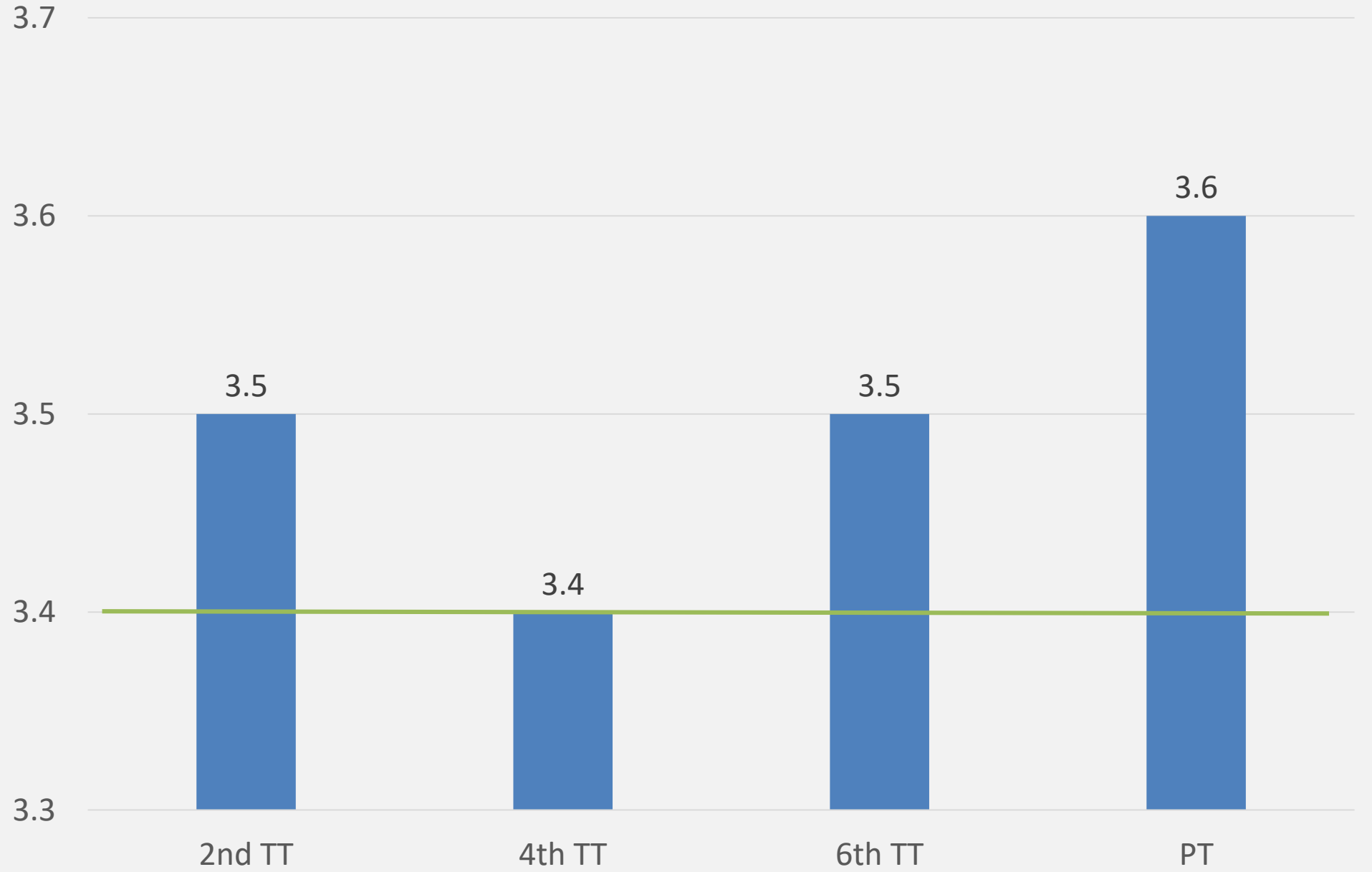
Relate outside of class



Create assignments



Provide Feedback



Faculty Cohort Comparisons: Tenure Track vs. Tenured

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Relate outside class	3.6	3.5	3.5	3.6	3.5
Create assignments	3.5	3.4	3.5	3.6	3.5
Provide feedback	3.5	3.4	3.5	3.6	3.4



Faculty Comparisons: Full-time vs. Adjunct

	<u>Full-time</u>	<u>Adjunct</u>	<u>DU</u>
Effective Instructor	3.5	3.3	3.5

Course well organized	3.5	3.3	3.4
Convey course expectations	3.6	3.4	3.5
Showed enthusiasm	3.8	3.6	3.6
Explain complex ideas	3.6	3.3	3.4
Promote inclusion	3.8	3.6	3.7
Use engaging strategies	3.6	3.4	3.4



Faculty Comparisons: Full-time vs. Adjunct

	<u>Full-time</u>	<u>Adjunct</u>	<u>DU</u>
Effective Instructor	3.5	3.3	3.5

Respond to commun.	3.7	3.5	3.5
Motivation	3.6	3.3	3.4
Critical thinking	3.6	3.5	3.5
Relate outside class	3.7	3.5	3.5
Create assignments	3.6	3.4	3.5
Provide feedback	3.5	3.4	3.4





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