

FORMATIVE USE OF COURSE EVALUATIONS

Dave Nelson

**Presented to joint C/P faculty and lecturer
event**

Course Evaluations - Reference Website

- [https://www.purdue.edu
u/idp/courseevaluations
/index.html](https://www.purdue.edu/u/idp/courseevaluations/index.html)

Five Assumptions about Course Evaluations

- SETs are valuable resources for improving teaching and giving students a voice in the learning process
- SETs reflect the biases in society and higher education, and some questions are more useful than others
- Numerical data from SETs have become the *de facto* comparative benchmark for gauging teaching effectiveness in P&T
- Students are NOT particularly well-suited to evaluate certain elements of teaching
- Students ARE particularly well-suited to evaluate certain elements of the course and learning environment

What Students Can Uniquely Contribute

- Perceptions of the Learning Environment
- Individual Motivation to Complete Course Content
- How the Instructor Made Them Feel
- Connection between Activities and Assessment
- Transparency of Course Requirements

Likert Scale vs. Open-ended

- Value of the new questions
- Response rates and incentives
- Official midterm and end of semester open-ended
- Using open-ended and Likert early in semester

Interpreting Open-Ended Comments

- Look for Trends, Not Outliers
- Minimize Destructive Criticism
- Identify Specific Categories for Analysis
- Limit Your Focus and Breadth
- Remember Students' Psychological State

Interpreting Open-Ended Comments

Let's Practice!!

Suggestions from You

- 12 of the 34 survey respondents said they collect feedback formally.
- 21 of the 34 respondents said they gather feedback in some form.
- Copy open-ended responses into hidden documents in relevant sections of brightspace.

Question to Ponder

What do you really want to know from your students about your teaching and how can you best gather that information?