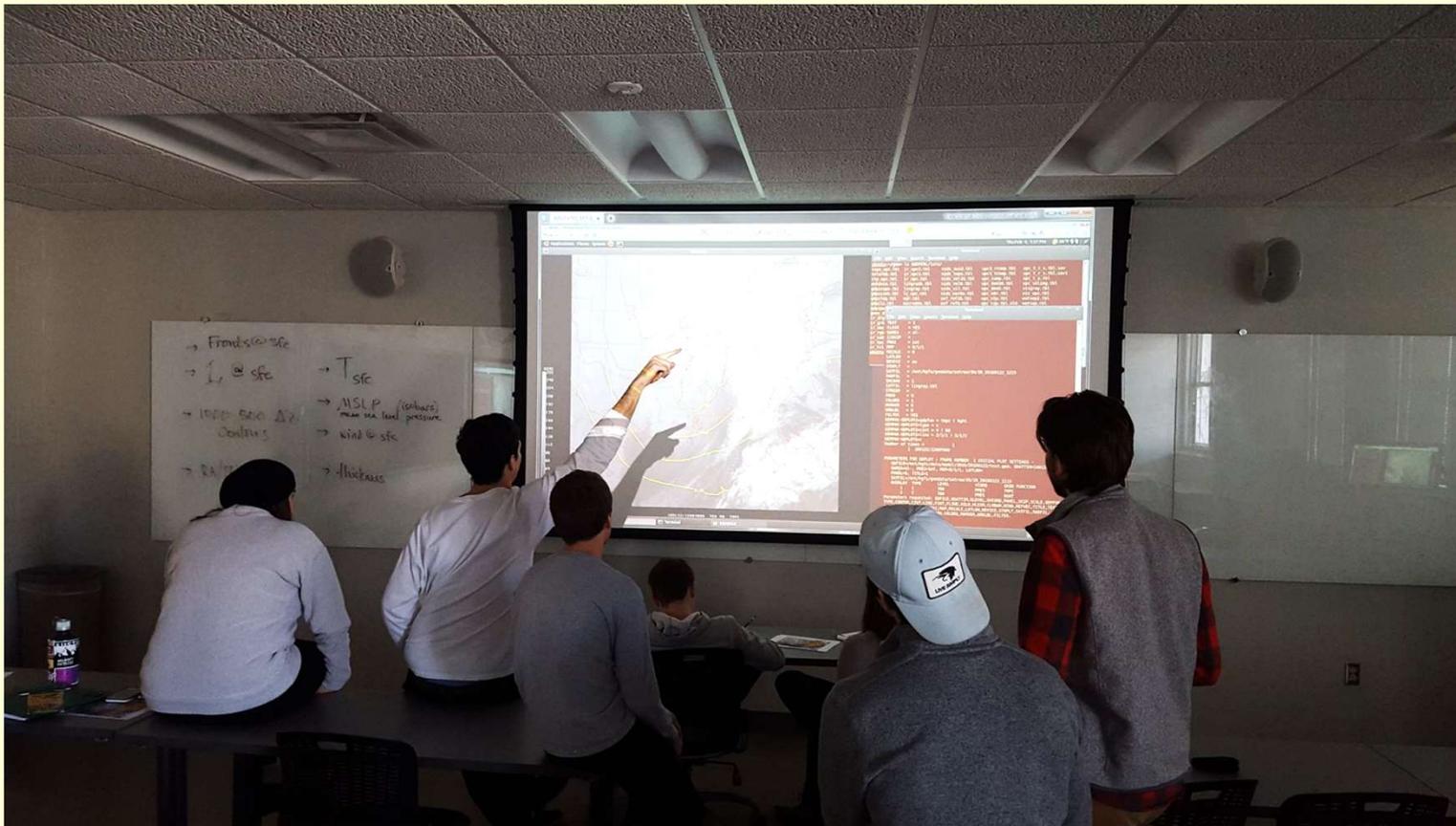# Integrating Course Evaluation Open-Ended Responses into Your Teaching Portfolio

Cody Kirkpatrick (EAS) ▪ Katie Metz (Kelley) ▪ January 14, 2021

Example

- Here are four comments from Spring 2018 from one of my courses.
- Anyone see a **common theme**?

- I really did not enjoy the quizzes and little points. My grade reflected upon that and not my learning ability.

- His exams are hard, he expects a lot out of his students.

- I wish we were told about the quizzes beforehand.

- I didn't like that there were so many in class assignments. I only missed one class all semester and we had a quiz that day and it lowered my grade 2%.

Goals of this hour

- How can you better **analyze** free response questions asked in our OCQ (and elsewhere)

- And then include them in your portfolios and dossiers, **to strengthen your teaching narrative**

- These slides will be available at: vio.im/ntt21

Motivations

- Promotion, job security, demonstrating our value, sure…

- And also:

UFC/ALC Joint Task Force Members

Report on Recommendations to Establish Policy on Course Evaluations for Indiana University

April 2020

Recommendations

The committee identified the following best practices that seem to be emerging on the use of student feedback in assessing teaching excellence.

1) Due to the mounting evidence of bias, particularly gender and ethnic bias, in student ratings, eliminate the way that SETs are currently used for purposes of promotion and tenure and other personnel decisions. Faculty may choose to report results of student feedback for their courses in their dossier but they should not be required elements. Numerical results should be eliminated or minimized and should in no instance be used to compare one faculty member to another or to department or university averages.

Example

Quizzes; grades

Exams

Pop quizzes

Quizzes

- I really did not enjoy the quizzes and little points. My grade reflected upon that and not my learning ability.

- His exams are hard, he expects a lot out of his students.

- I wish we were told about the quizzes beforehand.

- I didn't like that there were so many in class assignments. I only missed one class all semester and we had a quiz that day and it lowered my grade 2%.

- One or two words; the **essence** of each comment
- Common **theme**: problems with the quizzes?
- Confirm this by: tallying up the **number of responses**
- **Intervention. What would you propose here?**

Now, you practice

- **For each group:**
  - I'll give you five comments to review.

  - Each group will work on a separate set of comments (link coming)

  - Come to an agreement on a "code" for each comment – teaching; exams; facilities; etc.

  - **Important: for your set of comments, propose an intervention!**

Report out

- **Observations about themes?**
  - Groups had different ways to characterize the same feedback – **the interpreter** is in charge of explaining

  - Sure seems like I have the same problems, over and over… ☹
    - Is there a fundamental flaw in the course?
    - Exams are hard = are they? Do I have high standards? Am I communicating those standards appropriately?

Report out

- Your ideas for how to incorporate this analysis into your own portfolios:
  - Example of usage:
    - Collect the data, see a problem
    - Perform an intervention
    - **Explain to new students why you intervened**
    - How was the intervention received?

  - Reminder: maybe more useful in "large" classes (n > 50ish)

My Fall 2018 course

- COLL-C 105 "Weather and You"
- 120 students, lecture hall
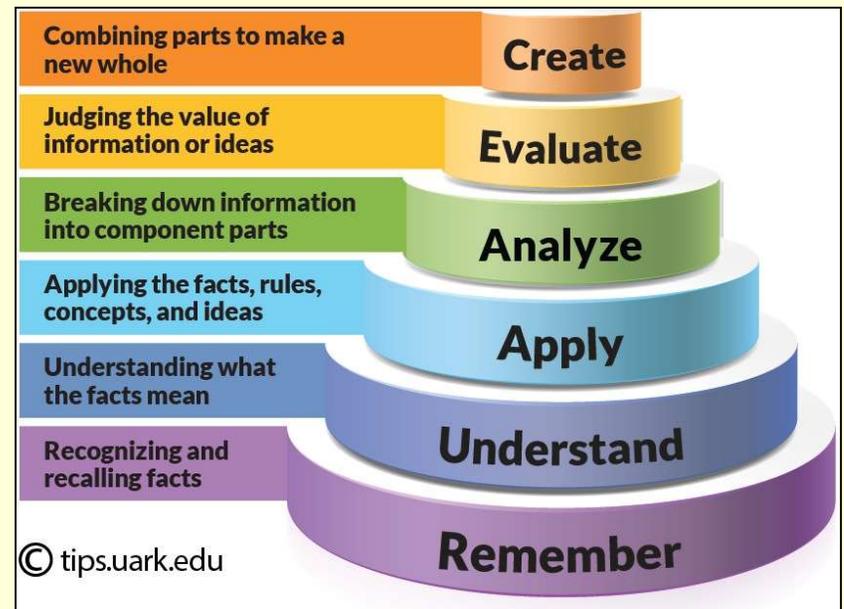- Non-majors, Gen Ed, "get this degree requirement checked and move on"

Kirkpatrick's "Weather and You" Evaluations -- Fall 2018	
Code	Number
Class Sessions	19
Exams	14
Homework	13

My Fall 2018 course

- Class sessions breakdown:
  - Too slow (7)
  - Too fast (5)
  - Didn't like group work (4)

- Exams: "difficult," "challenging," "hard," "not long enough"

- Homework: harsh grading, unclear criteria, "no idea what I did wrong"

Interventions for Fall 2019

- Homework

  – Detailed grading rubric for each homework

  – Norming sessions before grading each hmwk.

  – Shared rubric with students!

- Class sessions & exams

  – More examples of high-level Bloom's questions shared in class (Ap & An)

Combining parts to make a new whole — **Create**

Judging the value of information or ideas — **Evaluate**

Breaking down information into component parts — **Analyze**

Applying the facts, rules, concepts, and ideas — **Apply**

Understanding what the facts mean — **Understand**

Recognizing and recalling facts — **Remember**

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How to **report** this

- "How effectively did out-of-class work (assignments, readings, practice, etc.) help you learn?"
  - Fall 2018: 3.0
  - Fall 2019: 3.4

- "How clearly were course learning goals and objectives communicated to you?"
  - Fall 2018: 3.5
  - Fall 2019: 3.7

How to **report** this

- **All of this can be included in a dossier or portfolio.**

- My opinion: a dossier is about telling a story. Your story.
  In this case:

  - Evaluations were lower than what I liked.

  - I investigated why.

  - I proposed multiple interventions.

In my dossier last year...

- **From a section of my dossier, discussing evaluation scores →**

  – Discussion of student concerns

  – Example of intervention

  – Table showing long-term improvement

Contextualizing **in-class** feedback

- End-of-course evaluations are not the only useful resource

- What about summarizing your:
  - Minute papers?
  - "Muddiest point" papers?
  - Other mid-semester feedback?

Tasks for you (us)

- In addition to minute papers, muddiest point, etc., what are some other questions you might ask your students mid-semester?
  - …
  - …
  - …

Examples

- "Are they recognizing the 'big ticket' course content?"

Question 1

What are some things you have learned in the last three weeks, that you did not know before?

- "What is on their mind about our course?"

Question 5

Write a short email to a future student of C105, telling them what the first three weeks of the course is going to be like.

Examples

- "Are they responding to my course structure in a positive way?"

Question 2

When huge classes are taught in person, it is often very difficult for some students to participate in class. Do you feel like you have had an opportunity to have your voice heard here, in our online class? Is the chat window sufficient for that, or can we improve somehow?

- Questions for you:
  - What interventions might come out of these?
  - How might you tell these stories in a portfolio?