

EOU Course evaluation for students

Your participation in this course evaluation is important. Student feedback from course evaluations is used in three ways: 1) To help instructors improve their courses from one offering to the next; 2) to inform EOU faculty tenure and promotion decisions; and 3) to enable college administrators to improve the overall quality of instruction at EOU. The evaluation should take no more than five minutes to complete. We hope students perceive a collective responsibility in improving instruction at EOU and encourage every student to complete an evaluation. If you continue, please do NOT identify yourself. This will ensure that responses remain confidential.

For each of the following statements, choose the response that best reflects your level of agreement.	Strongly agree	Agree	Disagree	Strongly disagree	Does not apply
1. I was satisfied with the overall quality of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Instructor followed a clear syllabus that described the course learning objectives and provided a schedule of assignments and exams.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Instructor provided timely feedback on assignments, projects and exams that helped me understand whether or not I was meeting course expectations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Instructor explained how student learning would be assessed, and provided clear grading criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A respectful learning environment prevailed that encouraged communication, interaction and engagement between students and instructor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. What were the most useful things the instructor did to help you understand the course material?

7. What could the instructor do to improve the course?

8. Please use this field for any additional comments.

Thank you

Committee Recommendations

- *Integration into Canvas*
 - For instructors not using Canvas for their classes, the Canvas shell would be published solely for student access and completion of evaluation (we have added a 'does not apply' category to account for classes that aren't designed for the standard evaluation, such as a research/lab practicum).
 - Evaluation should be 'built' as an assignment in Canvas
 - Canvas modifications suggested:
 - Create a notice on CANVAS that students have to click on reminding them that they need to do the course evaluation. To read:
****WE NEED YOUR HELP**** It is time to complete course evaluations. This is highly beneficial for your instructors to receive feedback from you.
 - Create initial questionnaire item where students either continue on to complete, or decline ('I decline to complete the questionnaire')
 - Note changes in the Likert scale (removal of middle category, insertion of 'does not apply' response option)
 - Send reminder messages to faculty and students the week before (preferably later in the week, but for Fall, probably Monday of week 9)
 - Send reminders to non-responders morning of Friday during week 10 (last day to complete)
- *Address low response rates*
 - Allow time in classroom for instructor to leave, students can complete on personal devices or go to a computer lab, or Micah is working on possibly a couple of table locations where students congregate
 - Consider some type of extra credit for students who complete the evaluation.
 - Shorter questionnaire, more open-ended fields (already done)
 - Clear statement of the purpose of the evaluation, and the importance of student feedback, and an announcement at the beginning of week 10.

More general comments:

- *Purpose of survey*—more general comments
 - We recommend erring on the side of a summative (vs evaluative) role, but including evaluation results as one minor component of several sources of evidence for consideration in personnel processes (*never* to be a sole or primary determinant).
 - As part of communicating the evaluation's purpose and value, instructor should, before it is made available, educate students on the process and importance, which would address comments doubting the use of evaluation results in future course design and faculty's professional commitment to continually improve their craft and course offerings.