Update on the Implementation of the New Course Evaluation Framework

Co-Chairs, Course Evaluation Framework Implementation Group

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UNIVERSITY OF TORONTO

COURSE EVALUATION FRAMEWORK

Each course evaluation form will have a maximum of 20 questions.

Core Institutional Questions (8)

Division-Selected Questions

Department-Selected Questions

Instructor-Selected Questions
(data for instructor use only)

CORE INSTITUTIONAL QUESTIONS

1. I found the course intellectually stimulating.

2. The course provided me with a deeper understanding of the subject matter.

3. The instructor created a course atmosphere that was conducive to my learning.

4. Course projects, assignments, tests and/or exams improved my understanding of the course material.

5. Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

6. Overall, the quality of my learning experience in this course was…

7. Please comment on the overall quality of the instruction in this course.

8. Please comment on any assistance that was available to support your learning in the course.

Course Evaluation System – Online Delivery

- Student View -

Your List of Course Evaluations to Complete

Task Owner: Cherie Werhun

Project Title: Student Course Evaluations - Test Cycle

Category: 2011

Subcategory: Fall

Subject	Due date ▲	Status
RESEARCH & SCHOLARSHIP IN NSG	Friday, February 03, 2012	Completed
Terrestrial Energy	Friday, February 03, 2012	Open

Student Course Evaluations - Test Cycle

No doubt this is a busy time of year for you, but please do read on and respond by completing evaluations for the courses you have taken this term.

At the University of Toronto we are committed to ensuring the quality of your learning experience; regular student evaluation of courses plays an important role in quality assessment. The resulting data are used in staffing and personnel decisions and in program review.

As a member of the U of T community, you have a responsibility to take part in the evaluation process by providing your insight and feedback. Course evaluations cannot do their work unless we have a high rate of student participation.

Be assured that feedback from course evaluations will be reviewed by your instructor, but that **your responses are completely anonymous and confidential.**

To complete your evaluation:
• Select the response that best reflects your experiences in the course
• To save your answers and move to the next section, click the NEXT button
• If you are unable to complete a survey in one session, make sure to save your progress by clicking the SAVE button.
• To resume a previously saved survey, return to the original email containing the link to your course evaluation.
• Please remember to click the SUBMIT button after you complete each survey

Because your contribution is important, we may send reminders if we haven't received your reply!

Thank you for participating.

Sincerely
Jill Matus,
Vice-Provost, Students

Please click on the "NEXT" button below now, and complete your evaluation.

Student Course Evaluations - Test Cycle

You will be presented with a series of statements that reflect different aspects of a course learning experience. Using the scale provided, please indicate the extent to which each aspect was part of *your* course experience. As you can see, the scale provides you with a continuum where at one end of the scale, a response means the aspect *was not part of your course experience at all* and at the other end of the scale, a response means the aspect was *part of your course experience a great deal*. Select the response that **best** reflects your course experience.

I found the course intellectually stimulating.

- ○ Not At All
- ○ Somewhat
- ○ Moderately
- ○ Mostly
- ◉ A Great Deal

The course provided me with a deeper understanding of the subject matter.

- ○ Not At All
- ○ Somewhat
- ○ Moderately
- ◉ Mostly
- ○ A Great Deal

Course projects, assignments, tests and/or exams improved my understanding of the course material.

- ○ Not At All
- ○ Somewhat
- ○ Moderately
- ○ Mostly
- ◉ A Great Deal

Course projects, assignments, tests and/or exams improved my understanding of the course material.

- ○ Not At All
- ○ Somewhat
- ○ Moderately
- ○ Mostly
- ○ A Great Deal

Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.

- ○ Not At All
- ○ Somewhat
- ○ Moderately
- ○ Mostly
- ○ A Great Deal

The instructor (Bryan Karney) created a course atmosphere that was conducive to my learning.

- ○ Not At All
- ○ Somewhat
- ○ Moderately
- ○ Mostly
- ○ A Great Deal

Please click '**Next**' to continue.

Progress 25%

Student Course Evaluations - Test Cycle

Overall, the quality of my learning experience in this course was....
- ○ Poor
- ○ Fair
- ○ Good
- ○ Very Good
- ● Excellent

Please comment on the overall quality of the instruction in this course.

Please comment on any assistance that was available to support your learning in this course.

The small group tutorials were really helpful. The TAs were great!
I also appreciated that the instructor provided info on the writing centres before the
major assignment was due!

Please click '**Next**' to continue.

Student Course Evaluations - Test Cycle

This is the summary of all your answers. You must click on the "Submit" button below to finalize your feedback submission. If you need to change any of your answers, please click on the appropriate question below.

I found the course intellectually stimulating.
A Great Deal

The course provided me with a deeper understanding of the subject matter.
Mostly

Course projects, assignments, tests and/or exams improved my understanding of the course material.
A Great Deal

Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.
Mostly

The instructor (Bryan Karney) created a course atmosphere that was conducive to my learning.
A Great Deal

Overall, the quality of my learning experience in this course was….
Excellent

Please comment on the overall quality of the instruction in this course.
[No Response]

Please comment on any assistance that was available to support your learning in this course.
The small group tutorials were really helpful. The TAs were great!
I also appreciated that the instructor provided info on the writing centres before the major assignment was due!

Compared to other courses, the workload for this course was…
Heavy

I attended class…
More than half of the time

I would recommend this course to other students.
Yes

Thank you for taking the time to provide constructive feedback on your course.

The University of Toronto values student participation in this process and we take your feedback very seriously. All of the information you have provided here will be shared with your instructor (however, it is important to note that it will be anonymous and in no way linked directly to you). In addition, the chair and/or dean of your department/faculty, and other members of the university community will have access to the responses you have provided for some of the questions. It will be used during reviews of courses and programs and in personnel and staffing decisions.

Please Click Here to fill out any remaining course evaluations.

Sincerely,
Jill Matus,
Vice-Provost, Students

Your responses have been submitted successfully.

Fall 2011 Rollout

Faculty of Arts and Science   (mirrored rollout in 4 units)

Course Evaluation Items	Number of Courses	Students Invited	Students Completed	Overall Response Rate
Institutional (8) Divisional (3)	36	3878	2048	53%

Response Rates ranged from 40 – 70%

Bloomberg Faculty of Nursing (full rollout)

Course Evaluation Items	Number of Courses	Students Invited	Students Completed	Overall Response Rate
Institutional (8) Divisional (4) Instructor (up to 5)	40	1369	794	58%

Response Rates ranged from 40 – 90%

Brief Report on Implementation Data

Outline:

- 1: Item Analysis

- 2: Students' Perceptions of Items and
        Online Experience

1. Item Analysis

i. Core Institutional Items are Related

- Core institutional items **correlate meaningfully and moderately well** in both samples, suggesting institutional teaching priorities are related.
- Correlation range = $.5 \geq r \leq .7$

Relationships of interest:

- **Overall Learning Experience** (Item 6) & **each core item**:
  - Strong, positive relationships, especially in full roll-out sample ($.5 \geq r \leq .8$)

*i.e. the more students felt each institutional priority was part of their course learning experiences, **the more positively they rated their overall learning experiences***

Item Analysis

ii. Items Reflect a Single Underlying Construct

• Factor Analyses conducted in both samples

• Analyses confirmed items reflect a single, underlying construct

-Faculty of Arts and Sciences

- Single underlying factor with 62% of variance explained

- All items load >.6 onto single factor

-Bloomberg Faculty of Nursing

- Single underlying factor with 68% of variance explained)

- All items load >.7 onto single factor

Item Analysis

iii. Items of Scale are Internally Reliable

• Analyses confirmed **strong internal reliability** among the first five items, which comprise the institutional composite

• Strong interrelatedness among the items

-*Faculty of Arts and Sciences*

- Cronbach's alpha = .84

-*Bloomberg Faculty of Nursing*

- Cronbach's alpha = .88

- Note: Estimates do not increase when any of the items are deleted from the scale.
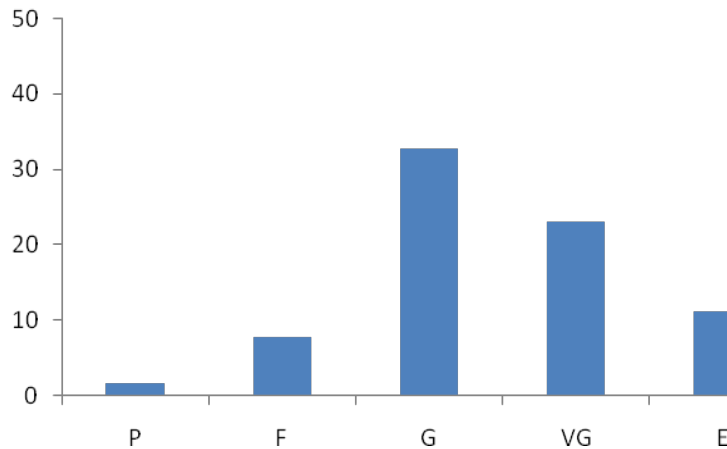
2. Students' Perceptions of Items and Online System

- Additional items assessed:

    - Students' **attitudes** toward the new items

        - (e.g. clarity of the items, overall rating of items)

    - Students' **experiences** with the online system

        -(e.g. experience using system, overall rating)

    - Scale: 5-point scale (0 to 4); Poor to Excellent

    - **Comparative Item**

Students' Perceptions of Items

- **Attitudes toward the New Items**

  - E.g. Overall rating of the new items

Percentage Distribution by Response Category

Arts and Science

$M = 2.45$, $sd = .93$

$(70\% \geq G)$

Percentage Distribution by Response Category
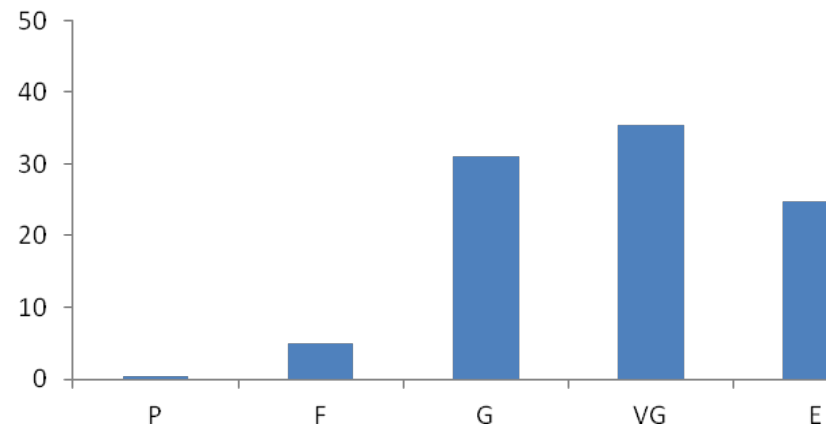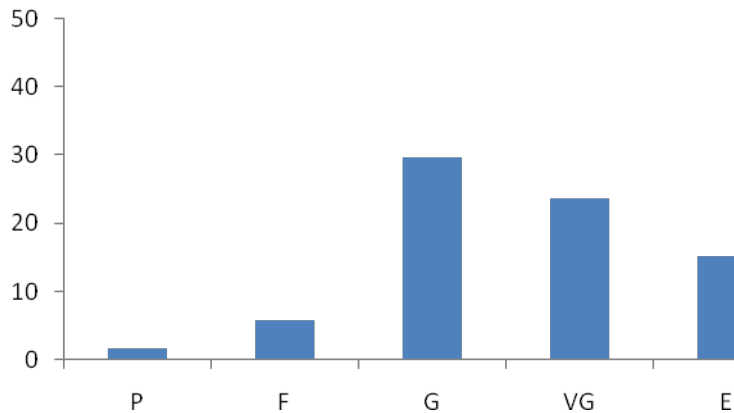

Nursing

$M = 2.82$, $sd = .89$

$(90\% \geq G)$

Students' Perceptions of Online System

- **Attitudes toward Online Experience**

  - Overall rating of online system
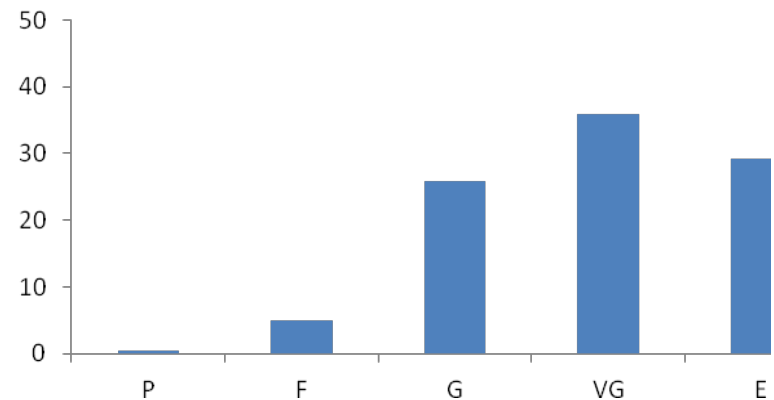
Percentage Distribution by Response Category

Arts and Science

$M = 2.59$, $sd = .96$

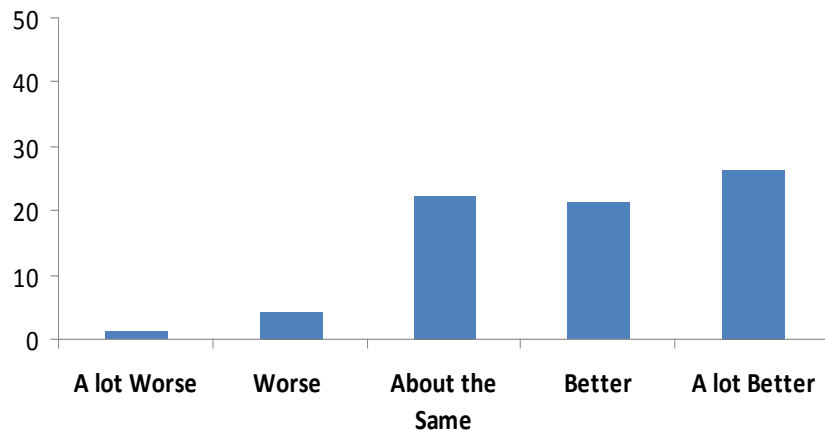($70\% \geq G$)

Percentage Distribution by Response Category

Nursing

$M = 2.92$, $sd = .90$

($90\% \geq G$)

Students' Perceptions of Items and Online System
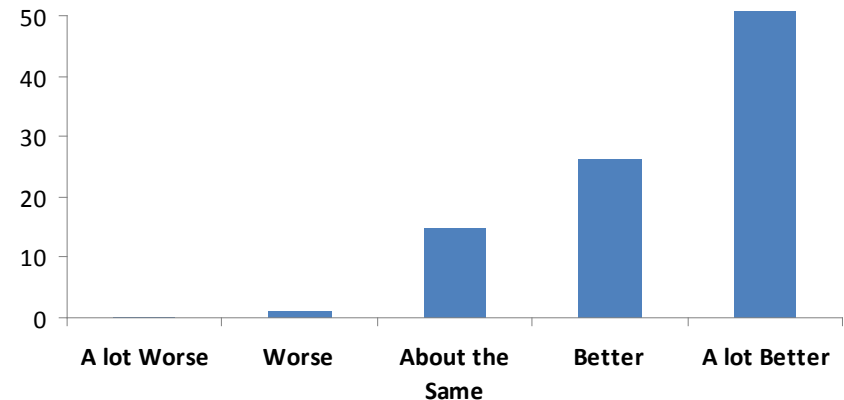
- ## Comparative Item

  - Compared to completing a course evaluation on paper, the online component is:

Arts and Science

$M = 2.89$, $sd = 1.00$

(73% $\geq$ About the Same)

Nursing

$M = 3.36$, $sd = .81$

(95% $\geq$ About the Same)

Implementation: Next Phase

Currently working with 8 divisions:
- Arts & Science
- UTM
- Social Work
- Nursing
- Engineering
- UTSC
- Music
- OISE

Implementation Processes

Work with each division includes the following steps:

1. Identify teaching priorities and develop related questions
2. Consult with faculty and students
3. Develop divisional procedures and guidelines
   a. Administrative processes and responsibilities
   b. Evaluation form format
   c. Timelines
   d. Access to data
   e. Reporting formats
4. Identify divisional and, when necessary, departmental contacts
5. Develop and implementing strategies for communicating with instructors and students
6. Design rollout processes
7. Rollout (full/phased approaches)
8. Analysis of the implementation

Next Steps

- Resource Development

- Communication Strategies

- TA evaluations

- Mobile app

- Blackboard integration

Questions & Comments

Web Site: http://www.teaching.utoronto.ca/teaching/essentialinformation/evaluation-framework.htm
Email: course.evaluations@utoronto.ca

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