



**YOUR
FEEDBACK
MATTERS!**

Course Evaluation Committee's Report



Texas A&M University – Corpus Christi
March 2022

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While making the revision, the committee also consulted a list of vetted items developed by the Center for Teaching, Learning and Mentoring at the University of Wisconsin-Madison, usually referred to as the “Best Practice Questions” (University of Wisconsin-Madison,

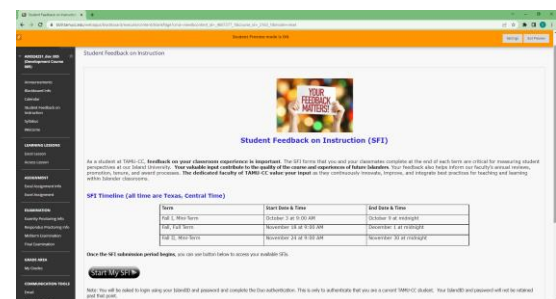
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To understand students' perceptions and motivations to participate in the SFI, the committee distributed an online survey to gather students' opinions and concerns regarding the current instrument. Responses from the survey pointed out major barriers to SFI completion.



To minimize the impact of these barriers, the committee suggests creating a SFI page in all Bb course shells.

The SFI page in Bb will contain (1) clear guidance to students on the importance of SFI, (2) precise timelines with a button to access the course evaluation, and (3) myth or fact statements about the SFI. **Appendix B demonstrates how the “Student Feedback on Instruction (SFI)” page will look in the Bb course shell.**



The committee also recommends that a marketing campaign be initiated in order to increase student completion. This campaign will involve communicating to students both before and during the feedback period and should include student testimonials and reminders that these evaluations are the best way for students to use their voice to enact change within the university, programs, and courses. The committee also recommends increasing student engagement with raffles each semester and encouraging faculty to share how evaluation results have impacted their course design to increase student engagement. In addition, the committee also recommends that the University offers faculty development opportunities addressing methods to increase student participation.

Lastly, all members in this committee appreciate the opportunity to work on this important issue. We hope our recommendations can lead to an improvement of the SFI and an increased response rate from students. It is important to note that **all recommendations should be considered as a working document and, as such, should be reviewed and updated periodically in order to continuously improve “the student feedback on instruction (SFI)” process.**

II. Goals and Objectives

Since the introduction of online course evaluations at TAMU-CC, student response rates have declined significantly. Because course evaluations are one of many important pieces of data that assist our instructors in providing effective and innovative instruction, a committee was created and charged with identifying possible ways to increase course evaluation response rates. This committee consisted of faculty, administration, and staff from several colleges and other offices that have regular roles in course evaluations. The overarching goals and objectives of this committee were:

1. To evaluate and revise the existing course evaluation questionnaires to provide meaningful feedback to instructors
2. To strategize ways to promote awareness of the importance of course evaluation among students by rebranding our course evaluation system and more effectively marketing that system
3. To increase student course evaluation response rates to 50% or greater



To address objective 1, the committee created a survey that was circulated to TAMU-CC faculty. This survey solicited feedback and suggestions on the current course evaluation surveys.

To address objective 2, a survey was developed and distributed to students. This survey sought student feedback on attitudes and perceptions of the existing course evaluation system.

Objective 3, as the ultimate goal for this committee, is to increase course evaluation rates to 50% or greater. By collecting faculty and student feedback, and making the necessary improvements to the system, the committee aspires to reach this goal.

III. Rebrand the Course Evaluation

Feedback from students regarding instructors and/or classes is crucial in measuring an instructor's effectiveness in course delivery. Student evaluations have been shown to be an effective way to provide valuable feedback for improving course delivery to instructors (Carbon et al., 2015; Dennin et al., 2017). While bias related to student evaluations has been acknowledged in recent literature (Spooren et al., 2013; Valencia, 2021; Wang & Gonzalez, 2020), the American Sociological Association (2019) suggest that student evaluations continue to provide valuable feedback to faculty to support the implementation of innovative practices in instruction.

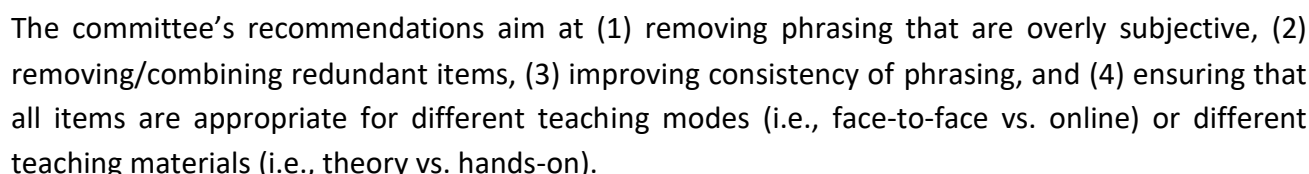


However, there seems to be a confusion surrounding the purpose and value of course evaluations as they relate to faculty annual evaluation and promotion. The major goal of this instrument should aim at getting constructive feedback from students regarding how a class can be improved rather than purely evaluating an instructor.

The committee thus recommends rebranding the Course Evaluation to “**Student Feedback on Instruction (SFI)**” and providing more guidance to students on how SFIs are used in the holistic assessment of teaching. This guidance will be discussed further in the “Student Survey and Recommendations” section.

Revision of the Current Tool

For suggested changes, the committee consulted a list of vetted items developed by the Center for Teaching, Learning and Mentoring at the University of Wisconsin-Madison (University of Wisconsin-Madison, 2022). These set of items are usually referred to as the “Best Practice Questions.”



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Table 1: Instructor Evaluation Scaled Items

Item#	Original Items	Faculty Concerns/ Committee Comments	Committee Recommendations
I1	My instructor followed the syllabus in terms of course organization.	"Course organization" is subjective. Often, the course schedules and due dates need to be changed.	The instructor followed the course syllabus and adjustments were clearly communicated.
I2	My instructor made effective use of the assigned course reading.	"Effective" is subjective. Many courses do not have assigned course readings.	The instructional materials were relevant, effective, and helpful to my learning.
I3	My instructor graded my work fairly and consistently.	"Fairly" is subjective. "Consistently" is subjective.	The instructor provided helpful feedback in a timely manner.
I4	My instructor returned my work in a timely fashion	Can be combined to #I3	Combine to #I3
I5	My instructor cared about my learning.	"Care" is subjective.	The instructor was attentive to my learning, progress, and successful course completion.
I6	My instructor assigned a reasonable workload in this course.	"Reasonable" can be subjective.	The course workload and requirements were appropriate for the course level.
I7	My instructor seemed to be very knowledgeable about the subject matter.	"Knowledgeable" can be subjective.	The instructor effectively explained and illustrated course concepts.
I8	My instructor seemed to present the course material in an organized manner.	Can be combined to #I7	Combine to #I7
I9	Whenever possible, my instructor taught the course in a way that stimulated my critical thinking.	Students may not know what it means by "critical thinking" Some courses do not aim at teaching "critical thinking"	This course gave me confidence to do more advanced work in the subject.
I10	Whenever possible, my instructor utilized a student-centered approach in teaching this course.	"Student-centered" is not universally defined and is subjective.	Remove

Item#	Original Items	Faculty Concerns/ Committee Comments	Committee Recommendations
I11	Whenever possible, my instructor provided real-world examples.	Some courses/fields may be more abstract or less suited to the use of real-world examples.	The instructor presented course material in a clear manner that facilitated understanding.
I12	My instructor created a classroom atmosphere that was productive/conducive to learning.	"Classroom atmosphere" is hard to implement in online courses.	The instructor created a welcoming and inclusive learning environment.
I13	The instructor was enthusiastic about the subject matter of the course.	The majority of responses indicated approval for the question	Keep as is
I14	My instructor set high standards that challenged me in the course.	Reaction is positive to keep the question but clarify what "high standards" means (e.g., insert "learning" in front of "standards").	In this course, I have learned more than I expected.
I15	By providing helpful feedback on assignments/tests, my instructor encouraged me to actively participate in the learning process.	Reaction is positive to keep the question(s), but many respondents said that the relationship between feedback and participation isn't clear.	The instructor provided helpful feedback on assignments/tests.
I16	My instructor encouraged all students to take advantage of additional assistance outside the classroom (office hours, e-mail, etc.).	How is this measurable? Does not apply to online classes. Tricky/misleading	The instructor was available to students.
I17	My instructor demonstrated respect for individual differences (for example gender, race, religion, etc.).	What does it mean to demonstrate respect? Students may respond about being upset about confronting issues they are uncomfortable with.	The instructor treated students with respect.
I18	I would take another course with this instructor, if possible, or recommend this instructor to other students.	Over 50% of the respondents stated to keep the questions as is.	Keep as is
I19	I recommend this instructor for a teaching excellence award.	TAMU-CC no longer has a teaching excellence award.	Remove

Table 2: Instructor Evaluation Open-Ended Items

Item#	Original Items	Faculty Concerns/ Committee Comments	Committee Recommendations
O1	The things I liked most about the course were: (Qualitative)	Too General. Wording could be more specifically tied to teaching/learning.	What parts of the course aided your learning the most?
O2	The things I liked least about the course were: (Qualitative)	Too General. Wording could be more specifically tied to teaching/learning.	What parts of the course were obstacles to your learning?
O3	The things I would change about this course are: (Qualitative)	Item could be reworded to focus on goal of improving course.	Do you have any specific recommendations for improving this course?
O4	In addition, I would like to tell my instructor. (Qualitative)	Good question	Keep as is

Table 3: Course Evaluation Scaled Items

Item#	Original Items	Faculty Concerns/ Committee Comments	Committee Recommendations
C1	Course expectations/learning outcomes were clearly communicated at the beginning of the course.	Since the item was not incorporated in the report to faculty and the wordings are redundant to other items, the committee recommend removing it.	Remove
C2	The course examinations were aligned with the content of the course.	Since the item was not incorporated in the report to faculty and the wordings are redundant to other items, the committee recommend removing it.	Remove
C3	I perceive that my knowledge/skills in the content field have improved as a result of this course.	Since the item was not incorporated in the report to faculty and the wordings are redundant to other items, the committee recommend removing it.	Remove

The original instrument contained 19 evaluation scaled items (see Table 1), 4 open-ended instructor (see Table 2) evaluation items, and 3 extra course evaluation scaled items (see Table 3). The committee recommended rewording 15 items, combining 2 pairs of questions into single items, and the deletion of 3 items. Since the three items relating to the course evaluation (Table 3) were not reported to faculty and the wordings are redundant to other items in the instructor evaluation, the committee recommends removing them. **As shown in Appendix A, the finalized instrument contains 15 scaled items and 4 open-ended instructor evaluation items.** In the committee's opinion, the finalized instrument contains items that are clear and meet the objectives. It is important to note the new collection of questions should be considered as a working document and, as such, should be reviewed and updated periodically in order to continuously improve the evaluation process.

V. Student Survey and Recommendations

In an attempt to understand students' perceptions of the course evaluation and how to increase their responses, the committee distributed an online survey to gather students' opinions and concerns regarding the current course evaluation instrument. Altogether, 588 students responded to the survey. Figures 1-4 show the survey results.

Figure 1: Students' Perceptions of the Main Purpose of Course Evaluations

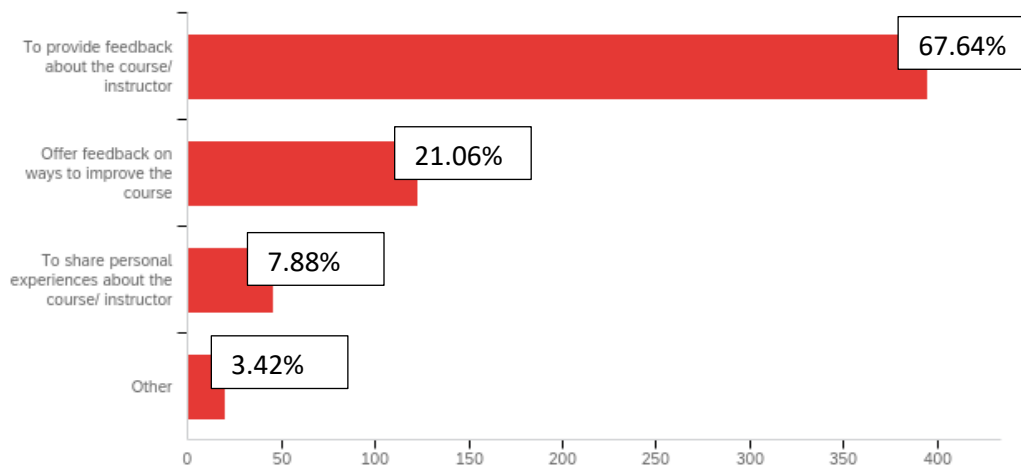


Figure 2: The Percentage of Student Participation in Course Evaluations

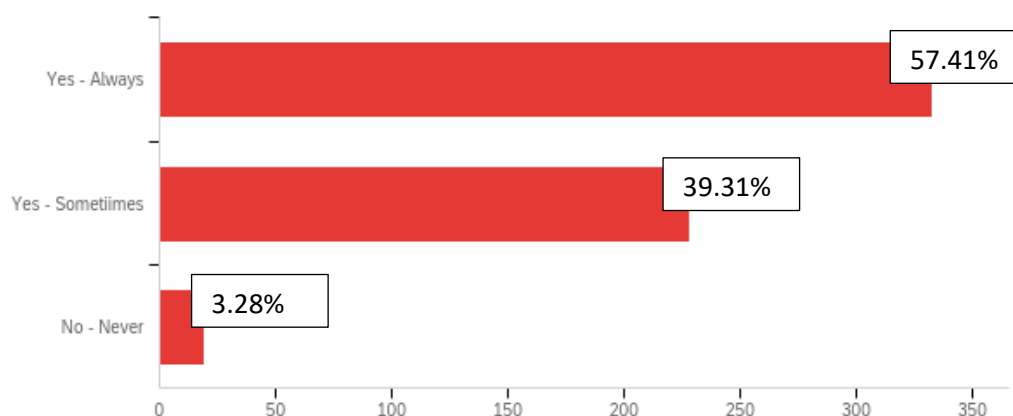
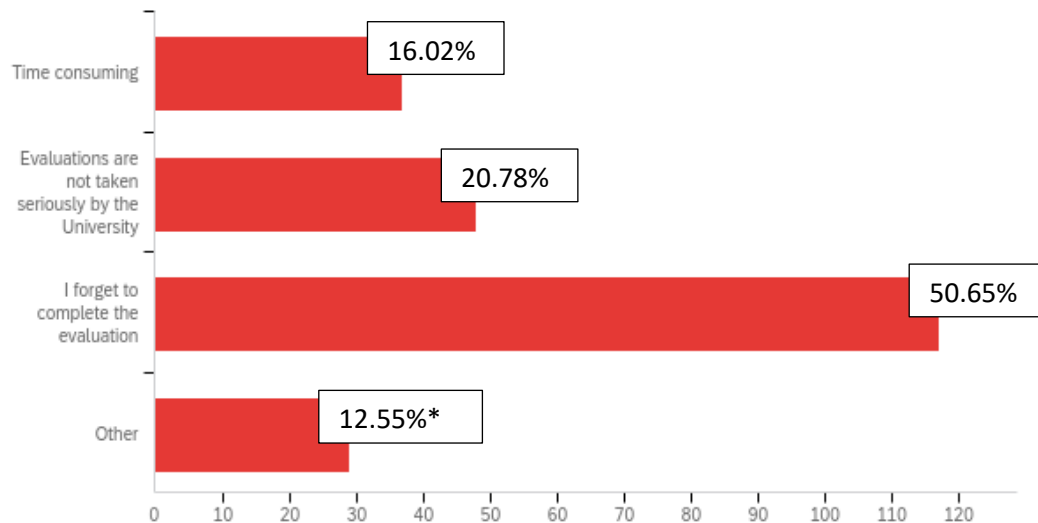


Figure 3: The Main Reason Students Do Not Complete Course Evaluations

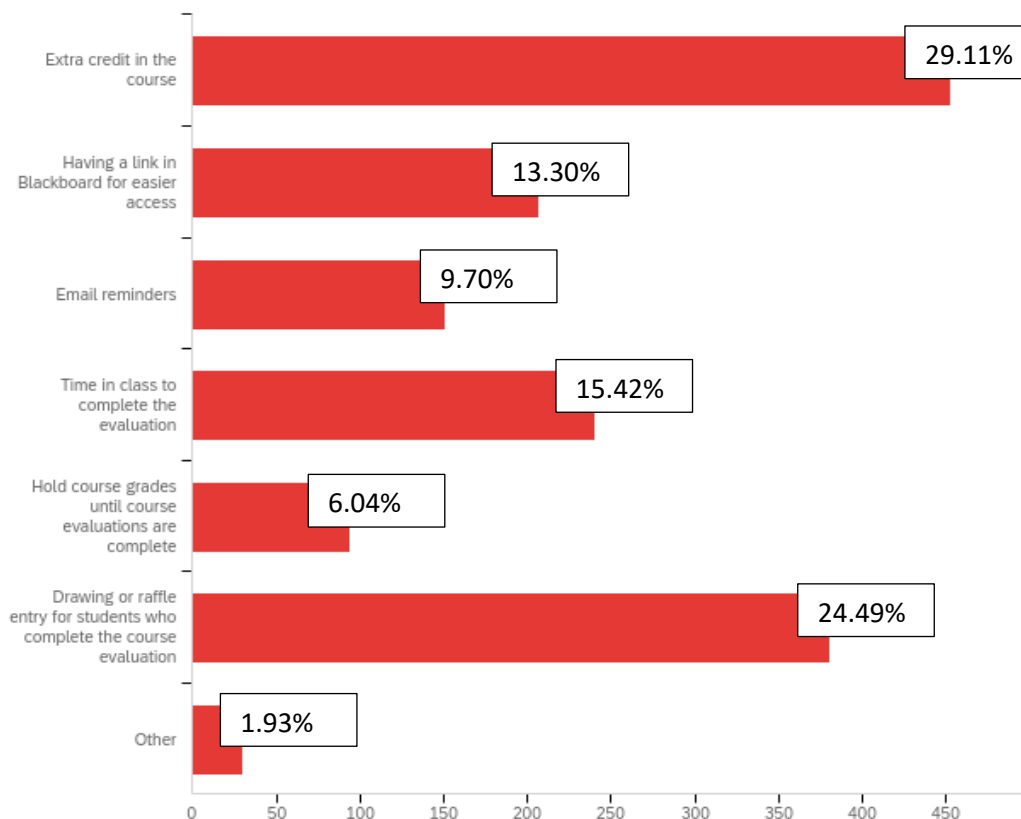


*** Others:**

- Surveys don't allow for an accurate depiction of the class setting
- Difficult to locate on blackboard
- Close many days prior to end of classes – want to give feedback on entire semester
- Not open long enough – or open during busy part of semester
- Professor is so bad my criticism would not be helpful
- Fear of repercussions from the professor in current or future classes
- Lack of anonymity in evaluations
- I feel like the professor is so bad, my criticism would not be helpful
- Hard to keep the feedback anonymous because I am usually the only person in the class with a visual impairment
- Because if you write something the professor doesn't like then they might retaliate when you take a future class with them
- Professor knows which student sent which evaluation.
- I don't like filling out negative feedback due to fear of repercussions from the Professor if they find out, since they are due before finals, or I may have to take said Professor again in the future.
- Don't seem relevant – would rather look at Rate my professor
- It's annoying to complete. I'd rather look at rate my Professor than do them. They don't seem relevant
- Lack of transparency with eval and acknowledgement of student issues -raised
- Professor benefits but I don't
- I wonder whether or not the survey is being used to modify classes.

- No extra credit provided
- I believe the course evaluations are due too early in the semester. They should be due in finals week.
- They close before I get a chance to fill it out
- Sometimes I change my mind on how I evaluated the instructor, so I wait till the end, and get caught up in finals, and forget.

Figure 4: The Incentives That Will Encourage Students to Complete the Course Evaluation



Based on the results in Figures 1 and 2, although it appears that most students understand the purpose of the instrument, there is still room for improvement. The results show that ~42% of the students who fill out this survey do not always fill out the course evaluation. Figure 3 provides information why students do not complete the course evaluation. It is quite interesting that **~50% of students who do not complete the course evaluation is because they forget**. Figure 4 above suggests the way to encourage students' responses.

The committee therefore suggest the followings: SFI timeline improvement, Blackboard integration, marketing campaign, and profession development for faculty.

SFI Timeline Improvement

The current course evaluation timeline is closed at 7 a.m. on the final exam date. This is an issue for students because they tend to assume that they have until midnight to complete the evaluation. Upon consulting with the course evaluation administrator, the Course Evaluation Committee concluded that the best solution is to keep the ending time at 7 a.m. However, students will be informed that it will be closed the day prior at midnight. This will also help capture procrastinators.



In addition, in order to eliminate any confusion about the timeline, the committee recommends standardizing the SFI timeline to be **14 days (full term) and 7 days (mini-term) prior to the final exam period start date, regardless of holidays and reading day.**

Blackboard (Bb) Integration

Based on written comments from both faculty and student surveys, the barriers to the course evaluation completion are identified as follows:

- (1) Faculty feel uncertain when the evaluation period is started and ended,
- (2) Students forget when the evaluation is ended,
- (3) Students cannot find the link to fill the evaluation,
- (4) Students do not see the value of completing evaluations, and
- (5) Students are unsure if faculty will be able to see the results before they complete the class.

One solution the committee recommends is to create a page in Bb to minimize the impact of the barriers mentioned above. With the help from the Digital Learning and Academic Innovations (DLAI) Office, this SFI page will be available in all Bb course shells.



The committee realizes that there may be a lot of information faculty prefer to share with students about the SFI. However, at the first-time launch, we want the information about the SFI to be as precise as possible as some students find it challenging if the SFI Bb page is too crowded with information. Therefore, this page will consist of the following three sections.

- (1) Clear guidance to students on the importance of SFI,
- (2) Precise timeline with a button to access the SFI, and
- (3) Myth or fact statements about the SFI.

Appendix B demonstrates how the “Student Feedback on Instruction (SFI)” page will look in the Bb course shell.

Once this SFI page is incorporated into Bb, there are many strategies faculty can utilize to encourage students' responses. For example, faculty can set up an automatic announcement and/or email to send out a reminder during the "feedback" period. Faculty can add more content to the message to students if they wish. Typically, students will pay more attention to a message from their instructor than the auto-generated "reminder message" sent from the course evaluation system.

Marketing Campaign

The committee also suggests the following techniques and/or campaigns to help improving students' response of SFIs.

Communicate with students before and during feedback period

- Email fliers to students announcing the opening of the SFI and closing dates and times
- Improve clarity of emails sent to students reminding them to complete the SFI
- Add date and time due (bold text and increase size of text)
- Set a standardized time frame to start and end the marketing campaign
- Make completing SFIs feel less like an after-thought
- Students can read when SFIs are open in the syllabus
- Continue efforts to encourage student participation through personal interaction and flyers

Create student driven campaign

- Student Government Association can create a video that instructors can play in class discussing the importance of providing feedback on instruction and using their voice on campus
- Students can model the behavior and encourage other students complete the feedback (video presentation)
- Remind students that this is the best way for them to use their voice to enact change within the university
- Communicate with students about the value of SFIs

Provide a give-a-way raffle each semester to encourage student participation

Hoel and Dahl (2019), found the largest factors motivating students to participate in SFIs are their perceived value or usefulness of their feedback and the possibility of receiving an incentive for their participation. Some of these incentives include:

- Dining dollars
- Bookstore gift cards
- TAMU-CC Swag
- Housing competitions, if possible

Encourage Faculty to share information (from professional development process) with students in the classroom

- Share old evaluation results
- Explain why they feel the evaluations are important
- Encourage Constructive Feedback and not just emotional responses
- Explain how student feedback has helped shape activities

Professional Development

The committee recommends that faculty be provided development opportunities on a variety of best practice strategies to increase response rates of SFI. One opportunity for development is to offer a faculty discussion panel on SFI response best practices during the CLIMB faculty track at the end of each Spring semester. The committee also recommends that additional resources be offered on Blackboard and the CFE website for convenient faculty access.

VI. Course Evaluation Committee

Committee Co-Chairs

Nikki Changchit, College of Business
Chelsie Hawkinson, College of Liberal Arts
Judy Metcalf, College of Science and Engineering

Committee Members

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Wendy Benderman, President Office
Brad Bowman, IT Enterprise Applications
Ginger DeLatte, College of Business
Joseph Doan, Digital Learning and Academic Innovations
Michelle Evans, College of Liberal Arts
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Appendix A

Student Feedback on Instruction

Appendix A: Recommended Instrument for Student Feedback on Instruction (SFI)

Scale Questions

Item#	Committee Recommendations
1	The instructor followed the course syllabus and adjustments were clearly communicated.
2	The instructional materials were relevant, effective, and helpful to my learning.
3	The instructor provided helpful feedback in a timely manner.
4	The instructor was attentive to my learning, progress, and successful course completion.
5	The instructor assigned appropriate workload and requirements for the course level.
6	The instructor effectively explained and illustrated course concepts.
7	This course gave me confidence to do more advanced work in the subject.
8	The instructor presented course material in a clear manner that facilitated understanding.
9	The instructor created a welcoming and inclusive learning environment.
10	The instructor was enthusiastic about the subject matter of the course.
11	I have learned more than I expected.
12	The instructor provided helpful feedback on assignments/tests.
13	The instructor was available to students.
14	The instructor treated students with respect.
15	I would take another course with this instructor, if possible, or recommend this instructor to other students.

Open-Ended Questions

1	What parts of the course aided your learning the most?
2	What parts of the course were obstacles to your learning?
3	Do you have any specific recommendations for improving this course?
4	In addition, I would like to tell my instructor.

Appendix B

Student Feedback on Instruction Page in Bb

Appendix B: Student Feedback on Instruction Page in Bb

Student Feedback on Instruction

bb9.tamucc.edu/webapps/blackboard/execute/content/blankPage?cmd=view&content_id=_4607377_1&course_id=_2163_1&mode=reset

Student Preview mode is ON

SettingsExit Preview

(Development Course 005)

Announcements

Blackboard Info

Calendar

Student Feedback on Instruction

Syllabus

Welcome

LEARNING LESSONS

Excel Lesson

Access Lesson

ASSIGNMENT

Excel Assignment Info

Excel Assignment

EXAMINATION

Examity Proctoring Info

Respondus Proctoring Info

Midterm Examination

Final Examination

GRADE AREA

My Grades

COMMUNICATION TOOLS

Email

Discussion Forum

RESOURCE LINKS

Student Feedback on Instruction (SFI)

As a student at TAMU-CC, **feedback on your classroom experience is important.** The SFI forms that you and your classmates complete at the end of each term are critical for measuring student perspectives at our Island University. **Your valuable input contribute to the quality of the course and experiences of future Islanders.** Your feedback also helps inform our faculty's annual reviews, promotion, tenure, and award processes. **The dedicated faculty of TAMU-CC value your input** as they continuously innovate, improve, and integrate best practices for teaching and learning within Islander classrooms.

SFI Timeline (all time are Texas, Central Time)

Term	Start Date & Time	End Date & Time
Fall I, Mini-Term	October 3 at 9:00 AM	October 9 at midnight
Fall, Full Term	November 18 at 9:00 AM	December 1 at midnight
Fall II, Mini-Term	November 24 at 9:00 AM	November 30 at midnight

Once the SFI submission period begins, you can use button below to access your available SFIs.

Start My SFI

Note: You will be asked to login using your IslandID and password and complete the Duo authentication. This is only to authenticate that you are a current TAMU-CC student. Your IslandID and password will not be retained past that point.

Student Feedback on Instruction

bb9.tamucc.edu/webapps/blackboard/execute/content/blankPage?cmd=view&content_id=_4607377_1&course_id=_2163_1&mode=reset

Student Preview mode is ON

SettingsExit Preview

ASSIGNMENT

Excel Assignment Info

Excel Assignment

EXAMINATION

Examity Proctoring Info

Respondus Proctoring Info

Midterm Examination

Final Examination

GRADE AREA

My Grades

COMMUNICATION TOOLS

Email

Discussion Forum

RESOURCE LINKS

Student Services A-Z

Bb Help

Bb Video Tutorials

perspectives at our Island University. **Your valuable input contribute to the quality of the course and experiences of future Islanders.** Your feedback also helps inform our faculty's annual reviews, promotion, tenure, and award processes. **The dedicated faculty of TAMU-CC value your input** as they continuously innovate, improve, and integrate best practices for teaching and learning within Islander classrooms.

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Myth or Fact

Professors know which student sent which evaluation

Myth - Although the feedback form is due before the final exam date, the instructor **DOES NOT** have access to the students' feedback until around 1 week after the semester has ended. In addition, all feedback will be provided in an aggregated format with no way to tell which student provided which response.

Professors benefit but students don't

Myth - Your constructive feedback are valuable to both instructors and students. All suggestions allow the instructor to better understand students' needs and thus can improve the class accordingly.

Only students who have concerns about the class should provide the feedback

Myth - It is also very important to instructors to know what worked well in the class. In addition, your positive feedback also encourages them to continue doing a good job.

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Student Feedback on Instruction (SFI)

Scale Questions

Item#	Committee Recommendations
1	The instructor followed the course syllabus and adjustments were clearly communicated.
2	The instructional materials were relevant, effective, and helpful to my learning.
3	The instructor provided helpful feedback in a timely manner.
4	The instructor was attentive to my learning, progress, and successful course completion.
5	The instructor assigned appropriate workload and requirements for the course level.
6	The instructor effectively explained and illustrated course concepts.
7	This course gave me confidence to do more advanced work in the subject.
8	The instructor presented course material in a clear manner that facilitated understanding.
9	The instructor created a welcoming and inclusive learning environment.
10	The instructor was enthusiastic about the subject matter of the course.
11	I have learned more than I expected.
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13	The instructor was available to students.
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15	I would take another course with this instructor, if possible, or recommend this instructor to other students.

Open-Ended Questions

1	What parts of the course helped your learning the most?
2	What parts of the course were obstacles to your learning?
3	Do you have any specific recommendations for improving this course?
4	In addition, I would like to tell my instructor.