

Course Learning Evaluation Committee Summary Report, 2017-2018

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Ex-officio: Eva Lewis, Executive Director of the Office of Planning, Evaluation and Institutional Research (or Cindy Williamson, OPEIR Director of Assessment).

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Meeting Dates: 09/25/17, 02/09/18, and 04/18/18

Committee Background: On April 20, 2017 the Student Rating of Faculty Instruction (SRFI) Committee secured Faculty Senate approval to proceed with a pilot test of a newly proposed Course Learning Evaluation. (Attachment I: Pilot CLE) This new course evaluation would replace the existing Student Rating of Faculty Instruction. Among the benefits of this proposed pilot CLE included (as presented to Faculty Senate on April 20, 2017):

Pilot Survey Benefits:

Focus: the pilot course learning evaluation better measures student learning and achievement of course learning outcomes.

Strategic Plan Alignment: the pilot course learning evaluation reflects the language and intent of UTC's stated values and goals.

Pilot: this pilot program will test the efficacy of the new survey so that the SRFI and Faculty Senate have the opportunity to evaluate results and make revisions before implementing any permanent changes.

Modality Neutral: the same survey can be used for all course delivery options (lecture, online, and hybrid classes); no additional questions for online and hybrid courses are needed.

Opt-in: The pilot survey will be offered as an option for faculty members, and will be implemented when there is a significant sample size.

By the start of the fall semester 2017, the SRFI Committee had been renamed the Course Learning Evaluation Committee (CLEC) and its charge for 2017-2018 was as follows: review pilot, report on findings, revise as needed, and implement.

Summary of Accomplishments: Eleven departments signed on to participate in the pilot CLE: ACC, BRSC, NURS, PHYT, CHPH, STEM, EDUC, OT, HHP, INTS, and LEAD. The pilot CLE was administered at the end of the fall semester 2017 and survey results were reviewed on February 9, 2018. (Attachment II: Fall 2017 Pilot CLE Results) After much discussion, the committee decided to not seek Faculty Senate approval to implement the new CLE at the end of the spring semester 2018. We came to this conclusion for a number of reasons:

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- 1) The committee thought it wise to seek feedback from faculty who had participated in the pilot CLE. This would require devising and administering a “Pilot CLE Faculty Survey.” Committee members would also need time to discuss the results of this faculty survey.
- 2) For the sake of continuity in the evaluation of faculty, committee members thought it best to give participating departments the option to continue with the pilot CLE again this semester. All eleven departments decided to opt-in for a second semester.
- 3) The committee considered it valuable for comparative purposes to analyze pilot CLE data generated over two semesters.
- 4) Extending the pilot another semester would give the committee more time to discuss and revise the CLE.
- 5) The committee believes if the newly revised CLE secures Faculty Senate approval early in the fall semester of 2018, then committee members would have sufficient time to properly inform faculty across campus and help prepare them for a possible end-of-fall-term implementation.

Committee Status at Present: The Pilot CLE Faculty Survey was administered in March and survey results were reviewed on April 18, 2018. (Attachment III: Fall 2017 Pilot CLE Faculty Survey Results) The committee discussed all revisions to the CLE and voted unanimously (12-0) in favor of the final draft. (Attachment IV: CLE Final Draft.)

Committee Recommendations Moving Forward:

- a) Spring 2018 pilot CLE results must be generated, analyzed, and compared with Fall 2017 pilot CLE results. This could be accomplished during the summer, to expedite the path to a possible CLE implementation during the fall semester 2018.
- b) Very early in the fall semester 2018, the committee will need to report to the senate the results of the pilot CLE (both fall 2017 and spring 2018 semesters) as well as the results of the pilot CLE faculty survey. The committee will also need to explain all revisions to the CLE and seek Faculty Senate approval to implement the final version. CLE implementation could take place as early as fall 2018.
- c) Finally, should the revised CLE secure Faculty Senate approval, committee members wish to impress upon the senate the importance of publicizing the CLE roll out. We feel very strongly that every attempt must be made (perhaps via a publicity campaign that could include email announcements, open forums, fliers, etc.) to give faculty sufficient time to adequately prepare for this important change.

Attachments:

- I Pilot CLE Fall 2017
- II Pilot CLE Results
- III Fall 2017 Pilot CLE Faculty Survey Results
- IV CLE Final Draft

Survey Preview

Course Learning Evaluation

There are two primary reasons for asking you to complete this evaluation. The first reason for this rating is to provide feedback to help the instructor improve the quality of instruction. Written comments are particularly valuable in this respect. The second is to help UTC make decisions about faculty. The teaching competence of the faculty is one of the primary issues considered in decisions about retaining and rewarding faculty. The numerical ratings from the entire class will be combined and both the individual and combined ratings will be available to, and used by, the Provost, Dean, Department Head, and the instructor.

We ask that you spend at least 5 minutes responding to the open-ended questions below. These responses will be available to the Department Head but will be used primarily by the instructor to help improve the class in future semesters.

In short, these ratings are very important. Please take them seriously. The survey responses and comments are **anonymous** unless you include your name in the comments. **Your instructor will not see any response until after the final grades are submitted.**

Please indicate your level of agreement with the following statements:

Extremely Confident Confident Neutral Unconfident Extremely Unconfident

1. How confident are you that you are achieving the learning outcomes of the course?

Please answer the following question as accurately as possible:

2. On average, how many hours per week are you spending on this course?

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Please indicate your level of agreement with the following statements:

Strongly Agree Agree Somewhat Agree Somewhat Disagree Disagree Strongly Disagree

3. The course content addresses the learning outcomes of the course.

4. The course structure assists me in achieving the learning outcomes of this course.

5. The course supports my use of critical thinking skills.

6. The way this course is delivered encourages me to be actively engaged.

Please answer the following question as accurately as possible:

7. The components of this course that assist me the most with my learning are: (choose all that apply)

- Active discussion
- Experiential learning
- Exams/Quizzes
- Group work
- Homework
- Hands-on activities
- Lecture
- Research activities
- Written papers

8. Please list any other components that assisted with your learning.

Please indicate your level of agreement with the following statements:

Strongly Agree Agree Neither Agree nor Disagree Disagree Strongly Disagree

9. The instructor is willing to assist me with achieving the course learning outcomes.

10. The instructor provides constructive feedback on my coursework.

11. The instructor responds to my questions and emails within the time-frame stated in the syllabus.

Please answer the following questions:

12. What about this course should be improved?

13. What about this course should NOT be changed?

14. Please provide any additional comments about this course that you would like to share.

<Final Survey Page - No Submit Evaluation in Preview>

Survey: FALL_2017



PLANNING, EVALUATION, AND INSTITUTIONAL RESEARCH

CLE vs SRF Fall 2017 Reporting

Each semester, data is collected through the online Student Rating of Faculty (SRF) survey for two primary purposes: to help UTC make decisions about faculty and to provide feedback to help each individual instructor improve the quality of their instruction (utc.edu). The SRF (Appendix A) has been utilized for many semesters to evaluate both of these purposes. Towards the end of each semester, students are asked to rate their instructor both quantitatively and qualitatively using the SRF. For the Fall 2017 semester, not only was the SRF administered, but a new instrument, the Course Learning Evaluation (CLE) (Appendix B) was piloted to 11 different departments to make the focus of the end-of-course evaluations more learning-centered, while also striving to increase student response rates.

The tables below identify the ratings of instructors within the SRF and CLE results (Table 1, 2, 4, and 5). Further explanation is also provided in regards to the results indicated within each table. It is important to note that 19,945 students participated in the SRF; however, due to missing data or no response, the number of responses for each question varied (Table 3, 6).

SRF Results

Table 1. SRF Overall Levels of Agreement Ratings

SRF Statement	Slightly Agree		Mostly Agree		Completely Agree	
	N	Valid %	N	Valid %	N	Valid %
The instructor is willing to help students.	1181	6.2	2841	14.9	13606	71.2
The instructor encourages students to be actively engaged in learning the content of the course.	1417	7.4	2936	15.4	13118	68.7
The instructor provides timely feedback on assignments and exams.	1587	8.3	3283	17.2	12031	63.0
The instructor includes activities and assignments that help students learn the content of this course.	1812	9.5	3041	15.9	11898	62.3
The instructor clearly communicates expectations of students for this class.	1415	7.4	2989	15.7	12447	65.2
The instructor expects high quality work from students.	1044	5.5	3068	16.1	13845	72.5

Overall, this class has provided an excellent opportunity for me to increase my knowledge and competencies in its subject.	1306	6.9	2832	15.0	12366	65.4
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Regarding the SRF findings, the total responses collected regarding the level of respondent agreement for statements 1-7 ranged from 84.0% up to 90.0% agreement.

Table 2. SRF Overall Levels of Disagreement and Neutral Ratings

SRF Statement	Neither Agree nor Disagree		Slightly Disagree		Mostly Disagree		Completely Disagree	
	N	Valid %	N	Valid %	N	Valid %	N	Valid %
The instructor is willing to help students.	472	2.5	409	2.1	254	1.3	335	1.8
The instructor encourages students to be actively engaged in learning the content of the course.	591	3.1	439	2.3	279	1.5	318	1.7
The instructor provides timely feedback on assignments and exams.	615	3.2	647	3.4	406	2.1	529	2.8
The instructor includes activities and assignments that help students learn the content of this course.	713	3.7	628	3.3	428	2.2	578	3.0
The instructor clearly communicates expectations of students for this class.	644	3.4	630	3.3	412	2.2	561	2.9
The instructor expects high quality work from students.	623	3.3	193	1.0	125	0.7	200	1.0
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competencies in its subject.	706	3.7	464	2.5	469	2.5	775	4.1

Results indicated that overall, for statements 1-7, less than 4% of all participants remained neutral when rating their professors. Furthermore, it was identified that no more than 0.8% of participants either slightly, mostly, or completely disagreed with the SRF statements regarding their instructors. Therefore indicating strong levels of helpfulness, encouragement, timeliness, communication, and expectations from instructors.

Table 3. SRF Overall Response Rates

SRF Statement	Response Rate	
	N	% response
The instructor is willing to help students.	19098	95.7%
The instructor encourages students to be actively engaged in learning the content of the course.	19098	95.7%
The instructor provides timely feedback on assignments and exams.	19098	95.7%
The instructor includes activities and assignments that help students learn the content of this course.	19098	95.7%
The instructor clearly communicates expectations of students for this class.	19098	95.7%
The instructor expects high quality work from students.	19098	95.7%
Overall, this class has provided an excellent opportunity for me to increase my knowledge and competencies in its subject.	18918	94.8%

CLE Results

For the Fall 2017 semester, the CLE was piloted to various departments who volunteered to participate in the pilot study. For this specific population, students were asked a total of 14 questions. Of these questions, some were similar, if not identical to the SRF; however, additional questions were asked to gain more insight of the successful components of the course and the course structure's effectiveness. The following tables identify the levels of agreement, level of confidence, and the components that made the course and instructor successful or not (Tables 4 and 5).

Table 4. Question 1

How confident are you that you are achieving the learning outcomes of the course?

Possible Responses	N	Valid %
Extremely Confident	3761	50.0%
Confident	2465	32.8%
Neutral	730	9.7%
Unconfident	373	5.0%
Extremely Unconfident	191	2.5%

From the first question of the new CLE, it is evident that of the 7,520 students who responded to this question, 82.8%, an overwhelming majority, were confident or extremely confident that they were achieving the learning outcomes of the course. This information helps the instructors understand that students, for the most part, are learning based on their instruction methods as well as the course content. Additionally, this information also alerts them that 7.5% were unconfident or extremely unconfident in their achieving their learning outcomes. This gives the instructor the opportunity to reflect on specific lessons or materials that may have hindered understanding so changes can be made for future students.

The second question of the CLE asked students to report how many hours per week they were spending on a particular course. Of the 7,270 responses, 23.5% (N=1709) reported spending 0-2 hours; 42.7% (N=3104) reported 3-5 hours; 19.9% (N=1450) reported 6-8 hours; 6.8% (N=495) reported 9-11 hours; and 7.0% (N=512) reported they spend 11 hours or more per week spending time on their course.

The next four statements asked respondents to identify their level of agreement regarding statements addressing the course content and course structure. Table 5 indicates the level of agreement from the combined responses for each question.

Table 5.
Level of Agreement for Statements 3-6

Statement	Strongly Agree – Somewhat Agree N	Valid %
The course content addresses the learning outcomes of this course.	7205	95.8%
The course structure assists me in achieving the learning outcomes of this course.	6895	91.7%
The course supports my use of critical thinking skills.	7056	93.8%
The way this course is delivered encourages me to be actively engaged.	6739	89.6%

Based on the results reported by the student participants, it is evident that they had high levels of agreement regarding aspects of the course content, structure, and how both push them to think critically and keep them engaged within the course.

The CLE also asked respondents to identify the components of the course that assisted them the most with their learning. They were given nine choices and were able to select as many as were applicable to their learning within the courses. (Table 6).

Table 6.
Components that Assisted with Students' Learning

Component	N	Valid %
Active Discussion	3903	51.9%
Experiential Learning	2391	31.8%
Exams/Quizzes	2848	37.9%
Group Work	2273	30.2%
Homework	2763	36.7%
Hands-on Activities	3008	40.0%
Lecture	3234	43.0%
Research Activities	1122	14.9%
Written Paper	1050	14.0%

**Note:* Percentage total for components will add up to more than 100% as respondents were able to choose more than one possible response.

It is interesting to see the different components that specifically helped with students' learning. Active Discussion had the highest percentage in assisting with students' learning; almost 9% higher than lectures. One could infer that instructors who not only lectured their students but engaged them in an open and active class discussion, had students who were stronger in their retention of course content and their critical thinking skills than one who just utilized a lecture component.

The final three quantitative statements asked respondents to rate their level of agreement regarding the instructor (Table 7).

Table 7.
Level of Agreement for Statements 9-11.

Statement	Strongly Agree – Agree – (N)	Valid %
The instructor is willing to assist me with achieving the course learning outcomes.	6746	89.7%
The instructor provides constructive feedback on my coursework.	6225	82.8%
The instructor responds to my questions and emails within the time-frame state in the syllabus.	6515	86.7%

SRF vs. CLE Participation Comparison

As demonstrated in the aforementioned tables, it is evident that for both the SRF and CLE, the Fall 2017 semester produced thorough data in regards to responses for each assessment. However, it is imperative to further investigate the results of the SRF and CLE by examining the response rates by department (Table 8 and 9).

Table 8.
SRF Response Rates by Department

Program	Responses (N)	Response Rate (%)
ENGR	1520	44.2%
MCLL	509	48.9%
HUMA	260	53.9%
SCJS	1801	44.5%
EXCH	4	20.0%
BUSA	163	36.9%
PSPS	456	42.6%
ART	476	50.2%
COMM	509	41.6%
ENGL	2512	63.0%
MGT	1321	43.8%
FIN	7	14.9%
FIEC	802	50.4%
MKET	561	43.3%
HIST	810	46.5%
MILS	104	36.9%
PSY	1522	51.8%
THSP	399	44.8%
ESL	48	59.3%
PHRL	391	52.1%
MATH	1588	47.2%
CPSC	576	58.4%
BGES	2241	46.3%
MUS	500	48.8%
SOPS	16	60.0%
SOCW	327	48.5%
IARC	311	50.7%
COUN	96	77.4%
INTD	14	73.7%
EPSY	53	56.4%
TOTAL	19897	48.4%

Table 9.
CLE Response Rates by Department

Department	Responses (N)	Response Rate (%)
ACCT	499	47.1%
BRSC	240	58.5%
NURS	989	44.8%
PHYT	689	75.5%
CHPH	1917	54.1%
STEM	22	53.7%
EDUC	1050	51.6%
OT	270	64.6%
HHP	1788	66.7%
INTS	7	26.9%
LEAD	97	59.5%
TOTAL	7568	56.1%

As demonstrated in Tables 8 and 9, overall, both the SRF and CLE participants produced response rates of around 45-65%. It is important to note that the CLE pilot which included 11 different departments, had a higher response rate of 56.1% versus the SRF which was 48.4% response rate. Additionally, response rates from the Fall 2016 SRF were compared to those of the Fall 2017 CLE for the departments that participated in the pilot study (Table 10). Overall, there was a 6.9% response rate increase from the Fall 2016 SRF to the Fall 2017 CLE. Further examination regarding levels of agreement based on department can be seen in Tables 11 – 16.

Table 10.
Fall 2016 and Fall 2017 Response Rate Comparisons of Pilot Study Departments

Department	Fall 2016 Response Percentage	Fall 2017 Response Percentage	Difference from Fall 2016 to Fall 2017
ACCT	47.4%	47.1%	-.03%
BRSC	52.6%	58.5%	+5.9%
NURS	53.2%	44.8%	-8.4%
PHYT	77.8%	75.5%	-2.3%
CHPH	48.3%	54.1%	+5.8%
STEM	64.8%	53.7%	-11.1%
EDUC	44.3%	51.6%	+7.3%
OT	58.6%	64.6%	+6.0%
HHP	62.0%	66.7%	+4.7%
INTS	33.3%	26.9%	-6.4%
LEAD	54.1%	59.5%	+5.4%
Total Difference			+6.9%

Table 11.*SRF Individual Statement Response Agreement Level Percentage Based on Department*

Dept.	Response Agreement Level Percentage						
	S: 1	S: 2	S: 3	S: 4	S: 5	S: 6	S: 7
	%	%	%	%	%	%	%
	Agreement	Agreement	Agreement	Agreement	Agreement	Agreement	Agreement
ENGR	92.2%	91.1%	88.2%	87.8%	85.1%	93.7%	86.2%
MCLL	92.3%	93.8%	87.0%	88.7%	87.0%	95.9%	85.4%
HUMA	97.1%	95.9%	92.2%	95.5%	93.1%	94.3%	89.8%
SCJS	92.6%	91.7%	90.6%	86.6%	88.9%	93.2%	87.5%
EXCH	100%	100%	100%	100%	100%	100%	100%
BUSA	94.4%	94.4%	85.1%	91.3%	92.5%	93.8%	92.5%
PSPS	90.4%	90.6%	82.8%	84.6%	86.5%	92.9%	86.9%
ART	93.1%	92.7%	87.1%	87.4%	88.9%	96.5%	89.1%
COMM	93.6%	92.2%	89.7%	89.5%	91.0%	92.8%	88.5%
ENGL	95.6%	96.2%	90.7%	91.9%	91.0%	96.9%	90.8%
MGT	91.0%	91.1%	89.4%	89.4%	89.9%	92.7%	87.8%
FIN	100%	100%	100%	100%	100%	100%	100%
FIEC	94.0%	91.0%	94.0%	88.3%	90.4%	94.5%	87.8%
MKET	92.0%	90.6%	89.9%	87.4%	86.8%	94.1%	86.8%
HIST	89.4%	90.6%	86.1%	81.8%	87.0%	93.9%	83.5%
MILS	100%	100%	98.0%	100%	98.0%	100%	95.0%
PSY	93.7%	91.0%	91.7%	85.9%	90.4%	94.5%	88.7%
THSP	88.8%	89.4%	81.1%	85.9%	84.3%	89.6%	84.3%
ESL	97.9%	93.8%	91.7%	91.7%	95.8%	93.8%	93.8%
PHRL	89.8%	86.6%	85.3%	82.9%	85.6%	91.7%	82.9%
MATH	88.0%	86.8%	88.2%	87.0%	87.2%	92.8%	83.3%
CPSC	88.2%	86.5%	80.2%	85.1%	82.5%	93.1%	83.4%
BGES	92.2%	90.8%	87.0%	85.6%	87.0%	94.1%	87.2%
MUS	92.3%	91.8%	90.1%	90.1%	91.4%	91.8%	87.1%
SOPS	100%	100%	56.3%	100%	100%	100%	100%
SOCW	91.3%	93.4%	80.4%	90.1%	84.6%	94.6%	86.1%
IARC	93.3%	88.6%	85.9%	86.9%	82.2%	92.6%	85.9%
COUN	97.8%	95.7%	85.9%	94.6%	83.7%	94.6%	89.1%
INTD	100%	100%	100%	100%	93.0%	100%	100%
EPSY	98.0%	93.9%	85.7%	87.8%	87.8%	96.0%	98.0%

Table 12.*CLE Individual Statement Response by Level of Confidence Percentage Based on Department*

How confident are you that you are achieving the learning outcomes of the course?	Extremely Confident		Confident		Neutral		Unconfident		Extremely Unconfident	
	N	%	N	%	N	%	N	%	N	%
	ACCT	177	39.2%	153	33.9%	62	13.7%	42	9.3%	17
BRSC	124	51.7%	70	29.2%	30	12.5%	10	4.2%	6	2.5%
CHPH	702	36.6%	679	35.4%	267	13.9%	164	8.6%	105	5.5%
EDUC	608	57.9%	307	29.2%	72	6.9%	42	4.0%	21	2.0%
HHP	1100	61.5%	501	28.0%	132	7.4%	36	2.0%	19	1.1%
INTS	3	42.9%	2	28.6%	1	14.3%	0	0.0%	1	14.3%
LEAD	67	69.1%	25	25.8%	3	3.1%	2	2.1%	0	0.0%
NURS	565	57.1%	274	27.7%	84	8.5%	47	4.8%	19	1.9%
OT	100	37.0%	124	45.9%	31	11.5%	13	4.8%	2	0.7%
PHYT	298	43.3%	325	47.2%	48	7.0%	17	2.5%	1	0.1%
STEM	17	77.3%	5	22.7%	0	0.0%	0	0.0%	0	0.0%

Table 13.*CLE Average Hours per Week Spend on Course Based on Department*

On average, how many hours per week are you spending on this course?	0-2 Hours		3-5 Hours		6-8 Hours		9-11 Hours		More than 11 Hours	
	N	%	N	%	N	%	N	%	N	%
	ACCT	34	7.7%	154	35.0%	141	32.0%	66	15.0%	45
BRSC	114	47.7%	73	30.5%	35	14.6%	12	5.0%	5	2.1%
CHPH	495	26.6%	826	44.3%	410	22.0%	103	5.5%	30	1.6%
EDUC	262	25.7%	515	50.5%	163	16.0%	37	3.6%	43	4.2%
HHP	492	28.6%	885	51.5%	264	15.4%	55	3.2%	22	1.3%
INTS	0	0.0%	2	28.6%	2	28.6%	3	42.9%	0	0.0%
LEAD	4	4.3%	22	23.4%	32	34.0%	22	23.4%	14	14.9%
NURS	76	8.2%	201	21.6%	247	26.6%	146	15.7%	259	27.9%
OT	42	15.6%	96	35.7%	60	22.3%	27	10.0%	44	16.4%
PHYT	184	27.5%	316	47.3%	94	14.1%	24	3.6%	50	7.5%
STEM	6	27.3%	14	63.6%	2	9.1%	0	0.0%	0	0.0%

Table 14.*CLE Individual Statement Response Agreement Level Percentage Based on Department*

Department	Response Level Agreement							
	S:3		S:4		S:5		S:6	
	N	%	N	%	N	%	N	%
ACCT	425	94.3%	401	88.9%	421	93.3%	395	87.6%
BRSC	228	95.0%	220	91.7%	212	88.3%	209	87.1%
CHPH	1797	93.7%	1683	87.8%	1748	91.2%	1602	83.6%
EDUC	1007	95.9%	960	91.4%	973	92.7%	930	88.6%
HHP	1747	97.7%	1715	96.0%	1714	95.9%	1692	94.6%
INTS	6	85.7%	6	85.7%	6	85.7%	6	85.7%
LEAD	96	98.9%	96	98.9%	96	98.9%	96	98.9%
NURS	934	94.4%	880	89.0%	940	95.0%	891	90.1%
OT	264	97.8%	250	92.6%	254	94.1%	243	90.0%
PHYT	679	98.5%	662	96.1%	670	97.2%	654	94.9%
STEM	22	100%	22	100%	22	100%	22	100%

Table 15.*CLE Response Percentages of Course Components Assisting with Learning*

Dept.	Active Discussion	Exp. Learning	Exams/ Quizzes	Group Work	Home-work	Hands-on Activities	Lecture	Research Papers	Written Papers
	Valid %	Valid %	Valid %	Valid %	Valid %	Valid %	Valid %	Valid %	Valid %
ACCT	45.9%	16.9%	40.6%	24.8%	73.8%	30.8%	53.9%	6.4%	4.4%
BRSC	70.8%	31.7%	6.3%	36.7%	31.3%	37.5%	37.5%	34.2%	32.9%
CHPH	32.2%	38.2%	40.9%	24.3%	51.3%	38.8%	47.9%	6.1%	4.0%
EDUC	62.9%	32.6%	36.9%	36.4%	39.0%	38.3%	36.3%	24.4%	31.0%
HHP	56.8%	25.6%	43.3%	31.8%	33.5%	37.8%	42.0%	15.9%	12.1%
INTS	100%	28.6%	28.6%	42.9%	28.6%	28.6%	14.3%	42.9%	14.3%
LEAD	71.1%	45.4%	0.0%	27.8%	9.3%	19.6%	15.5%	58.8%	66.0%
NURS	59.5%	30.1%	34.8%	25.3%	18.8%	39.3%	40.3%	17.7%	16.5%
OT	56.3%	38.5%	31.1%	35.9%	15.9%	63.0%	51.1%	11.5%	16.7%
PHYT	57.8%	35.7%	39.8%	39.0%	17.1%	52.7%	41.7%	11.6%	7.8%
STEM	86.4%	59.1%	4.5%	50.0%	27.3%	72.7%	50.0%	31.8%	27.3%

Table 16.*CLE Individual Statement Response Agreement Level Percentage Based on Department*

Department	Response Level Agreement					
	S:9		S:10		S:11	
	N	%	N	%	N	%
ACCT	395	87.6%	352	78.0%	384	85.1%
BRSC	219	91.3%	205	85.4%	216	90.0%
CHPH	1607	83.8%	1404	73.2%	1404	73.2%
EDUC	955	91.0%	904	86.1%	929	88.5%
HHP	1680	94.0%	1586	88.7%	1621	90.7%
INTS	7	100%	6	85.7%	7	100%
LEAD	95	97.9%	65	67.0%	90	92.8%
NURS	871	88.1%	815	82.4%	858	86.8%
OT	237	87.8%	209	77.4%	216	80.0%
PHYT	658	95.5%	627	91.0%	632	91.7%
STEM	22	100%	22	100%	21	95.4%

Overall Findings

It is evident from examining the Fall 2017 SRF and CLE that response rates have increased throughout the semesters within UTC. The purpose of developing a new end-of-course assessment, the CLE, was to have a more learning-centered course evaluation while also aiming to increase student response rates. As identified in Table 10 the overall response rate percentage for the participating pilot study departments increased almost 7% in comparison to the same departments from the Fall 2016 SRF results. This is indicative that through usage of the CLE throughout UTC's courses, the response rate, overall, would increase more than it has over the past several years. This increase would provide substantial feedback from the results of the CLE, as demonstrated by the student feedback shown throughout the pilot study results (Tables 4-7 and 11-15). This feedback would then allow instructors, department heads, and deans to make changes to courses as needed to increase student learning within the UTC campus. It is clear that the use of the CLE has produced informative and useful results among the participating departments, however, the reliability and validity of the new CLE must be tested to ensure these results are useful for instituting changes within courses to increase student learning as a whole.

Reliability and Validity

In the construction of any instrument it is crucial to identify whether the new assessment is both reliable and valid as both concepts help avoid bias and distortion of the data and results.

Reliability measures the level to which an instrument produces stable and consistent results.

Validity measures how accurate the assessment is at measuring what it is intended to measure.

The CLE was developed by the SRFI committee members, made up of various administration, faculty and staff at UTC, to develop a more learning-centered end-of-course assessment. A secondary goal was to increase student response rates with the development of the CLE. Once the CLE was developed, the Faculty Senate was asked to approve the new instrument and professors were solicited to participate within the pilot study.

Within the CLE there are a total of 14 questions, 8 quantitative and 6 qualitative. In the Fall 2017 semester, 11 different departments, as mentioned previously within the report, volunteered to participate in the pilot study of the CLE. The pilot study response rates were higher than the SRF responses rates, indicating that student participation would not decline if the CLE replaced the SRF. However, before the CLE can replace the SRF it is essential to identify whether the CLE is valid and reliable.

To test the reliability and validity of the quantitative questions/statements of the CLE (#1, 3, 4, 5, 6, 9, 10, &11) a reliability analysis and a factor analysis were both conducted in SPSS. Of the CLE's 8 quantitative items, the Cronbach's Alpha (α) was reported as $\alpha = .945$, suggesting that the 8 items have a very high internal consistency.

Furthermore, Table 17 demonstrates how the Cronbach's Alpha would change if a specific question/statement was to be omitted from the CLE. More specifically, if one of the quantitative statements or questions was to be removed then Cronbach's Alpha levels would still remain above .93, indicating very strong reliability levels within the CLE.

To identify the validity of the quantitative items, a factor analysis was conducted within SPSS, which produced various results, most importantly the factor structure of the questions/statements (Table 18).

Table 17.*Predicted Cronbach's Alpha Levels with Specific Questions/Statements Omitted*

Question/Statement	Predicted Cronbach's Alpha (α)
S1: How confident are you that you are achieving the learning outcomes of the course?	.937
S3: The course content addresses the learning outcomes of the course.	.935
S4: The course structure assists me in achieving the learning outcomes of this course.	.932
S5: The course supports my use of critical thinking skills.	.936
S6: The way this course is delivered encourages me to be actively engaged.	.936
S9: The instructor is willing to assist me with achieving the course learning outcomes.	.939
S10: The instructor provides constructive feedback on my coursework.	.939
S11: The instructor responds to my question and emails within the timeframe stated in the syllabus.	.944

Table 18.*Factor Analysis Factor Structure*

Question/Statement	Factor Loadings	
	Factor 1	Factor 2
S1: How confident are you that you are achieving the learning outcomes of the course?	.850	-.030
S3: The course content addresses the learning outcomes of the course.	.882	.009
S4: The course structure assists me in achieving the learning outcomes of this course.	.912	-.023
S5: The course supports my use of critical thinking skills.	.859	.105
S6: The way this course is delivered encourages me to be actively engaged.	.882	.026
S9: The instructor is willing to assist me with achieving the course learning outcomes.	.844	-.027
S10: The instructor provides constructive feedback on my coursework.	.834	-.009
S11: The instructor responds to my question and emails within the timeframe stated in the syllabus.	.760	.020

As shown in Table 18, it is evident that each of the quantitative questions/statements had very strong loadings onto one factor. The factor analysis conducted in SPSS resulted in identifying that not only are the quantitative items reliable and valid, but they are also highly correlated between one another.

assignments and exams.								
4. The instructor includes activities and assignments that help students learn the content of this course.								
5. The instructor clearly communicates expectations of students for this class.								
6. The instructor expects high quality work from students.								
7. Overall, this class has provided an excellent opportunity for me to increase my knowledge and competence in its subject.								

Suggestions for instructional improvement

8. Which components of this class – such as lecture, discussion, assignments, exercises, and exams – best helped you learn?

9. What about his class could be changed to help you better learn?

10. Do you feel you learned a lot in this class? Please explain.

11. Please provide any other comments about this class you would like to share.

Appendix B: Course Learning Evaluation (CLE)

There are two primary reasons for asking you to complete this evaluation. The first reason for this rating is to provide feedback to help the instructor improve the quality of instruction. Written comments are particularly valuable in this respect. The second is to help UTC make decisions about faculty. The teaching competence of the faculty is one of the primary issues considered in decisions about retaining and rewarding faculty. The numerical ratings from the entire class will be combined and both the individual and combined ratings will be available to, and used by, the Provost, Dean, Department Head, and the instructor.

We ask that you spend at least 5 minutes responding to the open-ended questions below. These responses will be available to the Department Head but will be used primarily by the instructor to help improve the class in future semesters.

In short, these ratings are very important. Please take them seriously. The survey responses and comments are **anonymous** unless you include your name in the comments. **Your instructor will not see any response until after the final grades are submitted.**

Please indicate your level of agreement with the following statements:	Extremely Confident	Confident	Neutral	Unconfident	Extremely Unconfident
1. How confident are you that you are achieving the learning outcomes of the course?					

Please answer the following question as accurately as possible:

2. On average, how many hours per week are you spending on this course?

(Drop down menu includes the following choices: 0-2 hours, 3-5 hours, 6-8 hours, 9-11 hours, more than 11 hours.)

Please indicate your level of agreement with the following statements:	Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
3. The course content addresses the learning outcomes of the course.						
4. The course structure assists me in achieving the learning outcomes of this course.						
5. The course supports my use of critical thinking skills.						

6. The way this course is delivered encourages me to be actively engaged.						
---	--	--	--	--	--	--

Please answer the following question as accurately as possible:

7. The components of this course that assist me the most with my learning are: (choose all that apply)

- Active discussion
- Experiential learning
- Exams/Quizzes
- Group work
- Homework
- Hands-on Activities
- Lecture
- Research activities
- Written papers

8. Please list any other components that assisted with your learning.

Please indicate your level of agreement with the following statements:	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
9. The instructor is willing to assist me with achieving the course learning outcomes.					
10. The instructor provides constructive feedback on my coursework.					
11. The instructor responds to my question and emails within the timeframe stated in the syllabus.					

Please answer the following questions:

12. What about this course should be improve?

13. What about this course should not be changed?

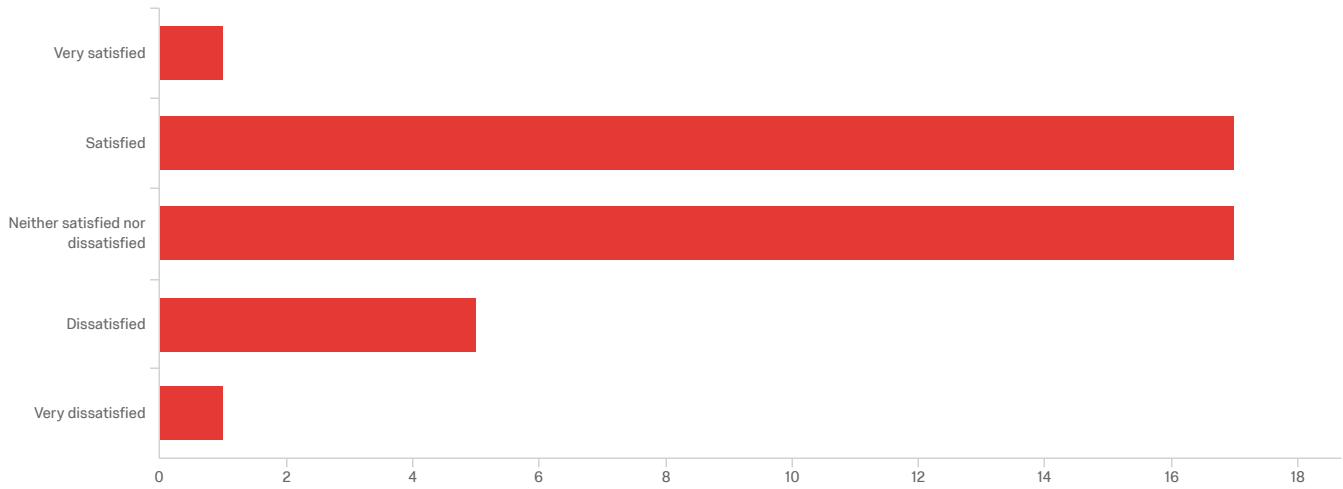
14. Please provide any additional comments about this course that you would like to share.

Default Report

Course Learning Evaluation Pilot - Faculty Survey

April 18, 2018 9:10 AM EDT

Q2 - What is your level of satisfaction regarding the pilot Course Learning Evaluation?



#	Field	Choice Count
1	Very satisfied	2.44% 1
2	Satisfied	41.46% 17
3	Neither satisfied nor dissatisfied	41.46% 17
4	Dissatisfied	12.20% 5
5	Very dissatisfied	2.44% 1
		41

Showing Rows: 1 - 6 Of 6

Q3 - You indicated that you were dissatisfied or very dissatisfied with the pilot Course

Learning Evaluation. Please tell us why:

You indicated that you were dissatisfied or very dissatisfied with the pilo...

On the whole, I don't find student comments, positive or negative, thoughtful or reflective. That being the case they are not helpful in making improvements.

Little consideration for distance education strategies. No difference in questions related to level of study - i.e., graduate level versus undergraduate

When you bulk the comments of students, it is difficult to make any inferences about the validity of the comment. I take the feedback seriously, however, there is no way to find out whether multiple students feel the same way or is it just one student repeating the comment.

It was hard to compare results both between questions and between the prior Course Learning Evaluation. Some of the questions had five options and some had six, so looking at average responses was more difficult.

Showing Records: 1 - 4 Of 4

Q4 - Which components of the Course Learning Evaluation do you find most helpful?

Which components of the Course Learning Evaluation do you find most helpful...

Student responses as to what could be improved and how I was assessed as an educator

I like the component that asks students to consider the time they spent for the class.

Breakdown between course expectations and delivery vs. instructor evaluation

I don't even know what the Course Learning Evaluation is. What did I miss?

Student specific feedback

student comments

course learning centered, based on outcomes

I find the open comments most helpful because there is some thought necessary to write a comment versus checking a box. Still some of the comments are not that helpful. Example: Do you feel you learned a lot? I am unable to say.

short, more organized

The numerical evaluation. This information provides a relatively student view of the course. The comments are of no use since since they center around criticism instead of constructive criticism. The comments should be eliminated unless there is tool that can provide the instructor comments to improve their course delivery. Statistically, student participation should be over 75% to properly gauge the faculty member's course delivery.

Specificity is always more helpful than general feedback.

The emphasis has shifted to student learning

The subsections were fine. there were not a lot of questions. It was easy and quick to complete

I don't. I find two categories of students. Those who want to complain and get back at the instructor. They usually have ridiculous comments. The others are students who give you feedback you might want to hear. I don't think they think through the answer; they just give one according to like of instructor or just doing it because I have sent multiple emails.

no one

I like the question about how many hours students are spending on the course each week. This is helpful for any adjustments to workload that might be necessary. I also appreciate that this pilot version did NOT include a question about whether the instructor "appears to be current in their field of study" as this seems like a question that many students are not knowledgeable enough to answer. Overall, I appreciate the revision to make more questions about the course rather than specifically about the instructor. I think this helps to frame it so that students think more about what they learned and less about whether they personally liked the instructor.

comments

The questions had a strong focus on learning outcomes and also provide valuable information for faculty.

I find the comments most helpful because I can assess whether the comments are valid and constructive, and make adjustments as necessary.

I don't see much difference between the pilot and the other evaluations.

I appreciate that the new evaluation looks at achievement of student learning outcomes.

Showing Records: 1 - 21 Of 21

Q5 - How do you hope to use the results of the Course Learning Evaluation?

How do you hope to use the results of the Course Learning Evaluation?

To become a better educator for all students, and to find ways to implement suggested changes

To improve course delivery and clarify areas where students didn't understand expectations.

I have no idea, since I don't know what it is.

To improve the overall presentation of my course

promotion and tenure review; annual review

How to improve my courses based on student learning I like that the new survey is not a smile sheet (how you like the instructor personally), it more about how they learned in the course. It's based on course design, transparency, feedback, etc. which all align with Quality Matters.

I always look at the comments and sometimes make changes if even one student points out something I might not be aware of. I am also mindful that there were things I didn't value as a student that I'm glad I learned, so I try to maintain some wisdom about where students are in their lives and that they don't always know what is important to know.

I use to check how course delivery was received and to improve teaching style

To provide the faculty a means to evaluate themselves and seek improvements. Constructive comments are placed on their EDO.

To make adjustments that should support improved student learning experiences and more effective delivery of instruction.

To improve the course

As a component to evaluate faculty performance

I look at the responses and try not to take it personally. I then try to accommodate the next semester's class and take the serious responses into consideration.

i don't know

I am constantly using course evaluations (along with my own midterm evaluations) to make small changes to my courses. While I will not make dramatic changes based on a handful of comments, I have been encouraged to provide more optional practice activities and more formative feedback to students based on comments I have gotten from evaluations. I find the comments generally more useful than the likert scale questions.

to improve my delivery of course content

To benchmark specific areas of teaching.

I typically just look at the comments and make adjustments to the course as necessary.

Students do not understand the purpose of course learning evaluations. They seem to think they are more about whether they "like" a faculty member or not. Those of us who are likeable generally receive positive evaluations even during semesters when we are not at our best, and faculty members who less likeable receive lesser evaluations even when they are brilliant instructors. I wish we could help students understand that likeability should be separated from recognizing good teaching.

I will probably adjust my delivery to make sure I address concerns about covering outcomes.

Showing Records: 1 - 20 Of 20

Q6 - Please list any suggestions you have regarding the Course Learning Evaluation:

Please list any suggestions you have regarding the Course Learning Evaluati...

None

I would like to see the rubrics be similar in value. Questions regarding confidence in achieving course learning outcomes and instructor assistance are asked on a 5 pt likert scale while questions regarding content/structure/delivery are on a 6 point likert scale. This would also allow for calculation of an overall average in these questions (which makes it more amenable to annual reporting on EDO/dossier).

Put out a general announcement of what the Course Learning Evaluation is and what the plan is for its use. I am a full-time faculty member--have been for years, so how have I missed this?

help me increase response rates. I need easy to implement ideas how to do so.

Keep the new one!! I really like that the new one is one survey, you don't have a separate survey for online and hybrid courses.

In the past I found it a bit more useful when I was evaluated by students using the IDEA questionnaires. Students answered specific questions and compiled data indicated where you were in terms of others in your discipline and others in your institution. Areas of strength and areas to improve were also specifically identified.

If these are used for promotion and tenure purposes - it would be nice to separate out course content from instructor information - as the course content the instructor has limited control over and students may just not like the required content. However, poor teaching, lack of instructor availability, or delayed feedback - as perceived by the students - would be something I would think the RTR/promotion and tenure committee should consider

The questions should be phrased so that students are evaluating how well they prepared themselves for the class. For instance, did you do the reading?; Did you do the homework?; Did you complete assignments posted by the faculty? Did faculty post material for you to complete? etc.

Yes - please put a scale as a basis for evaluation. Some sections are x/5 and some are x/6. A rating of 4/5 in the first section is not the same as a 4/6 in the remainder of the sections, except for instructions. That is a significant difference. So, PLEASE give us a scale.

I know they are a necessary part of the plan and I appreciate those students who truly give valid suggestions.

it should be in paper. Because do it online. the students won't do it

The same rating scale throughout the survey would be greatly appreciated.

Keep the number of response choices consistent among all the questions. Have more inward-focused questions relating to how much time and effort the student put into the course. Have the option for students to identify their evaluation so it isn't completely anonymous - I would respond better if I knew the evaluation came from a good student who regularly came to class and participated vs. a student who never came to class and was angry because of the grade he/she earned.

If I knew the answer to that. . . .

One of my concerns is that the students don't read the syllabus, which contains the course learning outcomes. Also, if they do read it, that happens at the start of the semester. The evaluation is taken at the end of the semester. I try to remind students throughout the semester about SLOs and I also have created a second document. How might we alert students that perhaps they should review the SLOs before taking the survey?

Showing Records: 1 - 15 Of 15

End of Report

Revised Course Learning Evaluation

The University of Tennessee at Chattanooga is committed to effective teaching and student learning. To help uphold this commitment, students assist in the assessment of both course instruction and learning experiences by completing course evaluations. Please take the time to **respond honestly and thoughtfully** to all questions and please provide **constructive feedback** to help improve course delivery and student learning. These results will be used in the yearly evaluation of faculty as well as in the processes related to faculty reappointment, tenure, and promotion.

The instructor for this course will not be given your comments nor informed of the results of the evaluation until after final grades have been submitted. All responses are anonymous unless you include your name in the comments.

PART I: Course Learning Outcomes

Please indicate your level of agreement with the following statements:

1. I am aware of the learning outcomes of this course.

Strongly Agree, Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Disagree, Strongly Disagree

2. The course content addresses the learning outcomes of this course.

Strongly Agree, Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Disagree, Strongly Disagree

3. The course structure assists me in achieving the learning outcomes of this course.

Strongly Agree, Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Disagree, Strongly Disagree

4. I am achieving the learning outcomes of this course.

Strongly Agree, Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Disagree, Strongly Disagree

PART II: Student Contributions to Learning

Please indicate your level of agreement with the following statement:

5. I keep up with all course readings and assigned work.

Strongly Agree, Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Disagree, Strongly Disagree

Please answer the following as accurately as possible:

6. How many hours per week do you spend on this course?

PART III: Course Content and Delivery

Please indicate your level of agreement with the following statements:

7. This course encourages my use of critical thinking skills.

Strongly Agree, Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Disagree, Strongly Disagree

8. The way this course is delivered encourages me to be actively engaged.

Strongly Agree, Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Disagree, Strongly Disagree

Please answer the following:

9. Please identify the various aspects of this course (lectures, assignments, tests, research activities, etc.) you find most useful or valuable for learning.

PART IV: Course Instruction

Please indicate your level of agreement with the following statements:

10. The instructor is willing to assist me with achieving the learning outcomes of this course.

Strongly Agree, Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Disagree, Strongly Disagree

11. The instructor provides constructive feedback on my coursework.

Strongly Agree, Agree, Somewhat Agree, Neither Agree nor Disagree Somewhat Disagree, Disagree, Strongly Disagree

12. The instructor responds to my questions and emails within the timeframe stated in the syllabus.

Strongly Agree, Agree, Somewhat Agree, Neither Agree nor Disagree, Somewhat Disagree, Disagree, Strongly Disagree

PART V: Overall Observations

Please answer the following:

13. What are the strengths of this course?

14. How might this course be improved?

15. Please provide any additional comments you would like to make.