

Proposed Website Resources/Info for Interpreting Course Learning Evaluations

The Office of Accreditation and Assessment page on Course Learning Evaluations (<https://www.utc.edu/oaa/cle>) currently includes two buttons at the top of the page:

- Access CLE Results: Faculty Instructions
- Access CLE Results: Student Instructions

Perhaps a button could be added called “Interpreting CLE Results”

This button might link to a page with three main sections of information:

What am I looking at?

- Brief written overview of survey results
- 2-3 minute video tutorial about what is there

How do I use this information?

- Brief written overview of how to use survey results
- 2-3 minute video tutorial about how to interpret results
- Brief information about bias in survey results, including links and resources (see below)

What do I do now?

- Do you see useful recommendations?
- Do these provide useful insight into student needs/perspective?
- Are there comments that seem like outliers of which you may be wary or skeptical?
(check with Cindy Williamson on wording here)

Notes for Implementing this Information:

- The Walker Center (specifically our Virtual Media Specialist, Nick Fontaine) can work with the Office of Accreditation and Assessment to create the two video tutorials listed above.
- The Walker Center will link to this information on our page for course evaluations, etc.
- The Course Learning Evaluations Committee would like to work with the Committee on the Status of Women to develop a PowerPoint or some similar resource that faculty can use in the classroom to show to their students before asking them to complete CLEs. This might include information for students about what CLEs are, how UTC uses them, what kind of feedback is constructive, etc.

Useful Links and Resources:

- St. Olaf College’s CTL, “Biases in Course Evaluations”: <https://wp.stolaf.edu/iea/bias-in-course-evaluations/>
- University of Georgia’s CTL, “Interpreting and Responding to Student Evaluations of Teaching”: <https://ctl.uga.edu/resources/documents/interpreting-and-responding-to-student-evaluations-of-teaching.pdf>
- “The Skinny on Teaching Evals and Bias” (Inside Higher Ed): <https://www.insidehighered.com/news/2021/02/17/whats-really-going-respect-bias-and-teaching-evals>

- “Ratings and Gender Bias Over Time” (Inside Higher Ed):
<https://www.insidehighered.com/news/2022/10/31/ratings-and-bias-against-women-over-time>
- “Teaching Evaluations are Broken. Can They Be Fixed?” (Chronicle of Higher Education):
https://www.chronicle.com/article/teaching-evaluations-are-broken-can-they-be-fixed?utm_source=Iterable&utm_medium=email&utm_campaign=campaign_8979165_nl_Academe-Today_date_20240208&cid=at&sra=true
- “Empowering Students through Instructor Evaluations” (Inside Higher Ed):
https://www.insidehighered.com/advice/2022/04/28/instructor-asks-students-create-rubrics-assess-him-opinion?utm_source=Inside+Higher+Ed&utm_campaign=63928aa617-DNU_2021_COPY_02&utm_medium=email&utm_term=0_1fcbc04421-63928aa617-231126857&mc_cid=63928aa617&mc_eid=be2d8a031d