Course Evaluations, Marketing, and Assessment

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Session Learning Outcomes

- Create a buzz about student learning experience data on campus - *Excited*
- Explore the ways to create value in student summative course evaluations - *Thoughtful*
- Offer a new way of collecting and applying the data to break out of silos in institutional effectiveness and assessment conversations on student learning, learning experience, and SLOs - *Eager*
Lit Review on Evaluations

- Literature reviews admit student evaluations are problematic for more than painting a broad picture of student perceptions (Centra 1993).
- There is agreement on the value of CIT, but the evaluation instruments show trends that most faculty and administrators are not prepared to fully assess (Blumberg 2014).
Common Ways Evaluations are Applied

- Student Course Evaluation results are commonly used in promotion, tenure, and renewal; or, as part of job applications.
- Depending on department, the evaluation results may be used for teaching re-assignments.
- Different fields and types of students evaluate courses differently, but the instruments are frequently uniform.
Summary- The Current Evaluation Instrument Markets

- Students’ emotional evaluation of the faculty member instead of emphasis on content learned and what is perceived as applicable to the students’ future.
- Faculty members’ caught in the need for validation of personality (for job security), instead of being evaluated as ‘authentic’ educators.
- Students’ perceptions they are being respected and treated equitably, as opposed to being academically challenged.
- Why the university/college hired the faculty members and the perceived quality of instruction.
What our review found

- We see opportunities to use student course evaluation data
  - As potential assessment and planning tools for curriculum development; and
  - As evidence of institutional constructs on teaching and learning.
Suggestions for optimizing evaluations
Gen Z Students are

- Tech savvy
- Team oriented
- Eager to contribute
- Fear missing out - want to be part of everything
- Anxious

Design an instrument that is student-focused
Establish specific institutional uses for the instrument and for the resulting reported data
Integrate the data into the life of the university and institutional planning
Incorporate into accreditation reporting
What this markets to students

- Awareness of student readiness to evaluate their learning experience
- Awareness of what students are hoping to gain from the class
- Awareness of what students will recognize as a learning experience
Accreditation Standards Link

- MSCHE 2014- Principles 2 and 4- address student learning experience and promote innovation in learning
- Standards III 5 A and 8 and Standard 5 3
- SACS 2012- QEP plus 3.4.10 and 3.5.1- faculty are responsible for content, quality and effectiveness of curriculum and for identifying extent to which students attain general education competencies
Assessment

- Triangulate to NSSE
- Create campus programming on student learning
- Offer workshops on pedagogy of engagement (to emphasize career connections and opportunities for further learning)
- Incorporate information from student course evaluations into marketing materials
SOTL Lit Review/References

- Blumberg, 2014
- Centra, 1993
- Goos and Salomons, 2016
- Kieg, 2000
- Kimberley, Leung, and Kwan, 2002
- Ramsden, 1991
- Sachs and Parsells, 2014
- Schroeder and Associates, 2011
Contact us

We are available for summer consulting workshops on a variety of pedagogical and professional development topics. Let our experience work with you!

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