

Evaluation Standard 1 & Curriculum Standard 1

2020



Presenter:



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Evaluation Standard 1

- The college/university conducts end-of-term student course evaluations for each concurrent enrollment course to provide instructors with student feedback.

Required Evidence

Team is Reviewing

1. Survey instrument. If there is variation among departments, submit one sample of each type of evaluation instrument used.
2. Sample of an evaluation report that instructors receive regarding the college/university course. If there is variation among departments, submit one sample for each type of evaluation report used.
3. Description of process used to share student course evaluation results with concurrent enrollment instructors and faculty liaisons, as well as any follow-up actions that the concurrent enrollment program may take based on the results.

Tips and Ideas

- Consider using the tool or delivery method your college uses
- Survey Instrument: Paper or Online (e.g. SurveyMonkey)
- No required NACEP questions – surveys can vary by discipline
- Consider questions that help you understand CE course and students
- For e-surveys, post link on CEP website and email to students
- Captive audience administer during class
- Prep instructors in advance

Samples of E_1

Objectives: Using the scale provided, identify the relevance of each of the twelve objectives to this course. As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as either Important or Essential. The weighting system used to generate the IDEA report weighs Essential objectives "2," Important objectives "1," and Minor objectives "0."

(Scale - M = Minor or No Importance, I = Important, E = Essential)

M I E

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of, and commitment to, personal values
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers



**DIAGNOSTIC FEEDBACK
(SURVEY FORM – STUDENT REACTIONS TO
INSTRUCTION AND COURSES)**

IMPORTANT!



Institution:	Instructor:
Course Number:	Time and Days Class Meets:

Your thoughtful answers to these questions will provide helpful information to your instructor.
Describe the frequency of your instructor's teaching procedures, using the following code:
1=Hardly Ever 2=Occasionally 3=Sometimes 4=Frequently 5=Almost Always

- The Instructor:**
1. 1 2 3 4 5 Displayed a personal interest in students and their learning
 2. 1 2 3 4 5 Found ways to help students answer their own questions
 3. 1 2 3 4 5 Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
 4. 1 2 3 4 5 Demonstrated the importance and significance of the subject matter
 5. 1 2 3 4 5 Formed "teams" or "discussion groups" to facilitate learning
 6. 1 2 3 4 5 Made it clear how each topic fit into the course
 7. 1 2 3 4 5 Explained the reasons for criticisms of students' academic performance
 8. 1 2 3 4 5 Stimulated students to intellectual effort beyond that required by most courses
 9. 1 2 3 4 5 Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
 10. 1 2 3 4 5 Explained course material clearly and concisely
 11. 1 2 3 4 5 Related course material to real life situations
 12. 1 2 3 4 5 Gave tests, projects, etc. that covered the most important points of the course
 13. 1 2 3 4 5 Introduced stimulating ideas about the subject
 14. 1 2 3 4 5 Involved students in "hands on" projects such as research, case studies, or "real life" activities
 15. 1 2 3 4 5 Inspired students to set and achieve goals which really challenged them
 16. 1 2 3 4 5 Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
 17. 1 2 3 4 5 Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
 18. 1 2 3 4 5 Asked students to help each other understand ideas or concepts
 19. 1 2 3 4 5 Gave projects, tests, or assignments that required original or creative thinking
 20. 1 2 3 4 5 Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

- Progress on:**
21. 1 2 3 4 5 Gaining factual knowledge (terminology, classifications, methods, trends)
 22. 1 2 3 4 5 Learning fundamental principles, generalizations, or theories
 23. 1 2 3 4 5 Learning to *apply* course material (to improve thinking, problem solving, and decisions)
 24. 1 2 3 4 5 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
 25. 1 2 3 4 5 Acquiring skills in working with others as a member of a team
 26. 1 2 3 4 5 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
 27. 1 2 3 4 5 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
 28. 1 2 3 4 5 Developing skill in expressing myself orally or in writing
 29. 1 2 3 4 5 Learning how to find and use resources for answering questions or solving problems
 30. 1 2 3 4 5 Developing a clearer understanding of, and commitment to, personal values
 31. 1 2 3 4 5 Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
 32. 1 2 3 4 5 Acquiring an interest in learning more by asking my own questions and seeking answers

On the next three items, compare this course with others you have taken at this institution, using the following code:

- 1=Much Less than Most Courses 2=Less than Most Courses 3=About Average 4=More than Most Courses 5=Much More than Most Courses

The Course:

33. 1 2 3 4 5 Amount of reading
34. 1 2 3 4 5 Amount of work in other (non-reading) assignments
35. 1 2 3 4 5 Difficulty of subject matter



Describe your attitudes and behavior in this course, using the following code:

- 1=Definitely False 2=More False Than True 3=In Between 4=More True Than False 5=Definitely True

36. 1 2 3 4 5 I had a strong desire to take this course.
37. 1 2 3 4 5 I worked harder on this course than on most courses I have taken.
38. 1 2 3 4 5 I really wanted to take a course from this instructor.
39. 1 2 3 4 5 I really wanted to take this course regardless of who taught it.
40. 1 2 3 4 5 As a result of taking this course, I have more positive feelings toward this field of study.
41. 1 2 3 4 5 Overall, I rate this instructor an excellent teacher.
42. 1 2 3 4 5 Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

- 1=Definitely False 2=More False Than True 3=In Between 4=More True Than False 5=Definitely True

43. 1 2 3 4 5 As a rule, I put forth more effort than other students on academic work.
44. 1 2 3 4 5 The instructor used a variety of methods—not only tests—to evaluate student progress on course objectives.
45. 1 2 3 4 5 The instructor expected students to take their share of responsibility for learning.
46. 1 2 3 4 5 The instructor had high achievement standards in this class.
47. 1 2 3 4 5 The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

- | | |
|---|---|
| 48. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 58. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 49. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 59. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 50. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 60. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 51. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 61. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 52. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 62. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 53. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 63. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 54. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 64. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 55. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 65. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 56. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 66. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |
| 57. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 | 67. <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 |

Use the space below for comments (unless otherwise directed).
Note: Your written comments may be returned to the instructor. You may want to *PRINT* to protect your anonymity.

Comments: _____

Of the 10 students enrolled, 7 responded (70%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Twelve objectives were selected as relevant (Important or Essential –see page 2)	3.9	3.7
Overall Ratings		
B. Excellent Teacher	4.0	3.8
C. Excellent Course	3.9	3.5
D. Average of B & C	4.0	3.7
Summary Evaluation (Average of A & D) ¹	4.0	3.7

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)										
Similar Middle 40% (45–55)	51				49		48		50	
		47	47		45					46
Lower Next 20% (38–44)						43		44		
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	50	46	44	41	46	39	45	40	48	43
Institution	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

IDEA Discipline used for comparison:

History

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.7	71%	Consider increasing use
8. Stimulated students to intellectual effort beyond that required by most courses	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	4.3	86%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	4.4	86%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 30, 32	5.0	100%	Strength to retain

Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	3.6	57%	Consider increasing use
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26, 28, 30, 31	3.6	71%	Consider increasing use
5. Formed "teams" or "discussion groups" to facilitate learning	25	4.6	100%	Strength to retain

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	3.7	57%	Consider increasing use
7. Explained the reasons for criticisms of students' academic performance	24, 25, 26, 27, 28, 29, 31, 32	3.9	57%	Retain current use or consider increasing
1. Displayed a personal interest in students and their learning	23, 24, 26, 27, 30, 32	4.7	86%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	3.6	86%	

Encouraging Student Involvement

14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 26, 29	3.6	57%	Consider increasing use Retain current use or consider increasing
19. Gave projects, tests, or assignments that required original or creative thinking	26, 27, 28, 29, 31	4.4	71%	Retain current use or consider increasing
11. Related course material to real life situations	23, 30	4.3	71%	Retain current use or consider increasing
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	4.3	86%	Strength to retain

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 24, 25, 27, 30, 32	4.3	86%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 32	4.3	86%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	21, 23	4.3	86%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.3	86%	Strength to retain
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.0	57%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Curriculum Standard 1

- Courses administered through a concurrent enrollment program are college/university catalogued courses with the same departmental designations, course descriptions, numbers, titles, and credits.

Required Evidence

Team is Reviewing

- A publicly available list of all courses offered through the concurrent enrollment program with descriptions that are linked to the college/university course catalog

Samples of C_1

Questions

