

FINDING FUNCTIONAL FEEDBACK IN COURSE EVALUATION DATA

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OVERVIEW OF COURSE EVALUATION ACCESS

Spring 2018 – Fully Online Evaluation Process with Blue

- Scale Switch

- These courses do not get evaluated:

- Independent Study

- Dissertation

- Masters Thesis

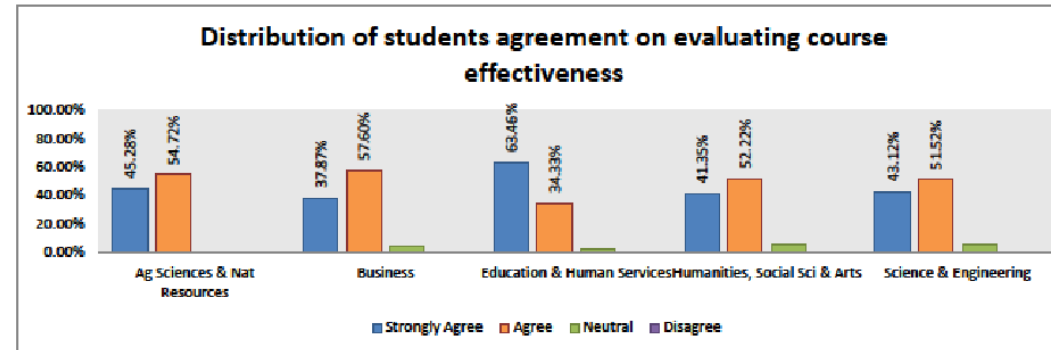
- Internship programs and

- Courses with fewer than 4 student enrollments

Access Evaluation Reports at <https://tamuc.bluera.com/tamuc/>

WHAT DOES OUR DATA LOOK LIKE?

Course score by College (Overall)



Number of respondents (#) and percentage of respondents (%)

College	Strongly Agree		Agree		Neutral		Disagree		Total #
	#	%	#	%	#	%	#	%	
Ag Sciences & Nat Resources	504	45.28%	609	54.72%		0.00%		0.00%	1113
Business	1345	37.87%	2046	57.60%	150	4.22%	11	0.31%	3552
Education & Human Services	4664	63.46%	2523	34.33%	162	2.20%		0.00%	7349
Humanities, Social Sci & Arts	2450	41.35%	3094	52.22%	363	6.13%	18	0.30%	5925
Science & Engineering	2815	43.12%	3364	51.52%	350	5.36%		0.00%	6529
Grand Total	11778	48.14%	11636	47.56%	1025	4.19%	29	0.12%	24468

Excluded data:

- Data without designated college ie MS Finance Comp course.
- Upon analyzing the data given the determination which data were excluded is by class size and response rate. This is to ensure that the average score for each class are correctly represented.

ANNE'S EXPERIENCE WITH EVALUATIONS

Spring 2019 – 87% response rate

Incentivized students with extra time instead of bonus points

Made use of D2L course shell to link students to course evals in an announcement.

Results:

“Slow Grader” comment – changed grading structure and tools so I can get papers back to students faster.

“Didn't like Tumblr” – opened up the blog assignment to any blogging platform.

DR. PAUSZEK'S ROLE

- Director of Writing
- Oversees all First Year Writing (FYW) Instructors and Courses, ~15 GATs and ~10 adjuncts
- Per Semester: Roughly 45-50 courses (~850 - 1,100 students). EX: 7 ENG 100 courses ; 29 ENG 1301 courses; 11 ENG 1302 courses
- Often teaches at least one FYW and one graduate course per semester (MA/PhD courses as well as thesis and dissertation courses)
- Methods/Methodologies of Writing Studies; Cultural Rhetorics; Composing in a Globalized World; Issues in Literacy/Civic Writing; Teaching Colloquium

DR. PAUSZEK'S EXPERIENCE WITH EVALUATIONS - GRADUATE COURSES

- Ranges from Practical Changes to more Theoretical Changes
- “Difficult to keep track of all the emails” : Began using “Announcements” function rather than just emailing the class (so there is a record)
- “Intense course”; “Extreme reading load”; “surpasses all others”; “Most of us have full time jobs in addition to grad work”: Adapting my reading load (realizing graduate students here are mostly high school and middle school teachers, parents, etc.).

Theoretical Changes - What is my goal for the course?

- “I’m not sure on the assignment expectations”; “unclear objectives”; “not enough feedback” - First, dispelling the idea that FEEDBACK = GRADE. Online feedback helped me rethink f2f and dual modality courses.
- Transparency: Developing an explicit statement on what “feedback” looks like in my classes, and that it’s not just between professor/student. Then, we discuss multiple times

Grades will be derived from performance on a variety of activities, presentations, and projects. **Just doing the work will not earn you an A.** Moreover, I encourage everyone to think of feedback as more than just “what grade did I get on this assignment?” Throughout this course, you will receive feedback in the form of conferences, writing feedback for individuals and in groups, audio recordings, peer feedback and more. This feedback is meant to encourage learning and I expect that all students will participate in this feedback.

FYW EVALS (FROM INSTRUCTORS AND STUDENTS)

“Students love being able to identify with the readings”

WRITING ASSIGNMENT 1: NARRATING LITERACY

You have read Deborah Brandt's essay about how our abilities to read and write are intimately tied with connections to people in our lives. You've also interviewed a classmate using Brandt's questions so you have some further information about literacy acquisition to work with.

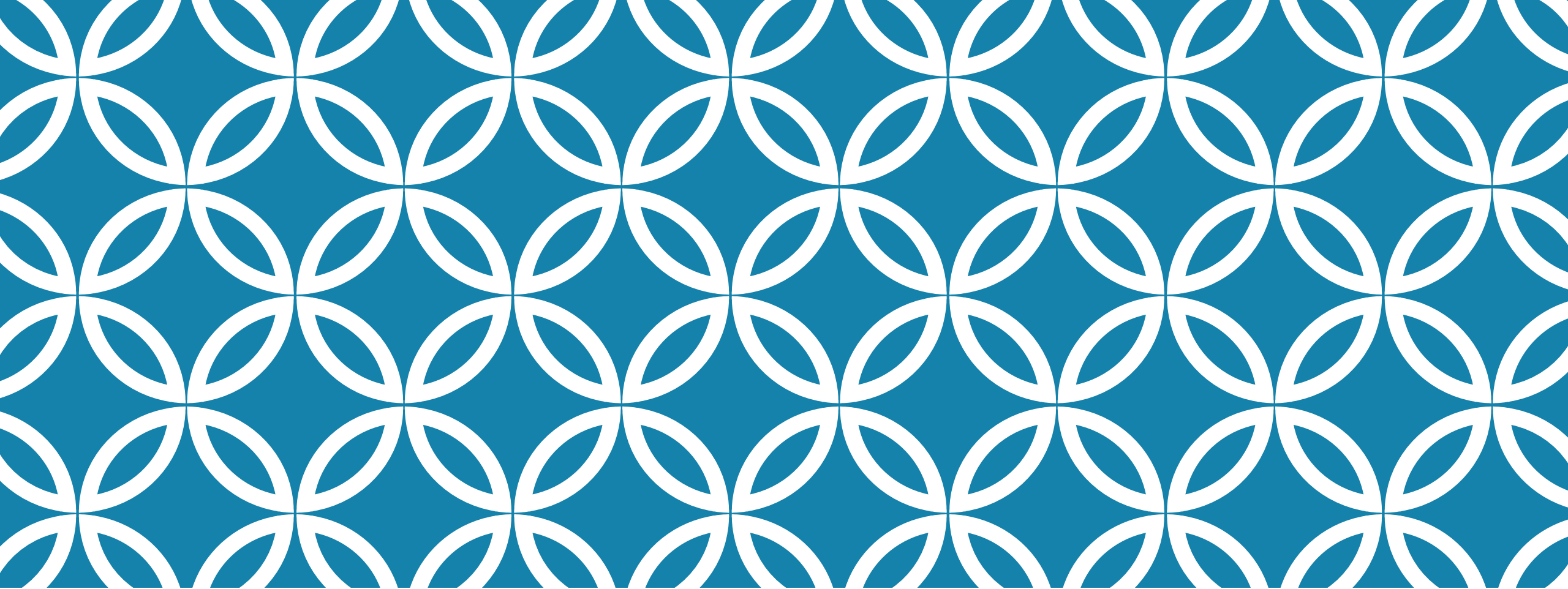
In this assignment, please create a literacy narrative that reflects on your acquisition of literacy and the roles that others played in that process. This assignment can take multiple forms and can include various media (images, text, audio, video, digital links, etc). That is, as you're thinking about this assignment, think about the types of literacies that you would like to include to make your project unique.

How can our curriculum reflect an attention to global interconnectedness? And be reflective of our student populations: largely working-class, first generation, emerging HSI, trans/multilingual

PLANN GRANT: GLOBAL INTERCONNECTEDNESS AND FYW

How do we shape our textbooks, assignments, and curriculum to encourage this thinking?





QUESTIONS

