**Course Evaluation Analysis – Multiple Courses**

Course evaluations (Student Evaluations of Teaching) provide valuable information to faculty regarding the structure and presentation of the course. By doing a careful analysis of the data, faculty can determine action steps to improve the course, which is part of the continuous improvement process. These data analyses and action steps can and should be archived in the faculty portfolio as evidence of data-informed decisions in teaching (in the Teaching Innovation and Curriculum Development section of the Teaching Performance module).

This analysis provides a broad look at your teaching practices by looking at data from multiple courses. This is best used to find trends and patterns in your teaching that go beyond concerns or issues with a single course. For example, you may find that students scored Item #5 (Course requirements are clearly communicated) low in one course, but high in the others. That indicates there is a problem with that one course, so a Single Course analysis should be done. In other cases, students might score Item #5 low in all courses taught by the instructor. This indicates that the instructor may need help clarifying the expectations in every course.

**Area of Strength**

Name the courses you teach. Find the three items with the highest percentage of 4’s and 5’s.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course:** *Sample101* | **Percent Top 2** | **Course:** | **Percent Top 2** |
| Item *5* | *87%* | Item |  |
| Item *12* | *88%* | Item |  |
| Item *13* | *95%* | Item |  |
| **Course:** | **Percent Top 2** | **Course:** | **Percent Top 2** |
| Item |  | Item |  |
| Item |  | Item |  |
| Item |  | Item |  |
| **Course:** | **Percent Top 2** | **Course:** | **Percent Top 2** |
| Item |  | Item |  |
| Item |  | Item |  |
| Item |  | Item |  |

Which item(s) show up the most often? What did you do to cause those scores to be high?

(Example: Item #10 “Professor’s ability to explain course concepts supports student learning” is the highest. I think that is because I have worked hard to make my PowerPoint presentations clear and I focus on the key information for the class in my lectures.)

**Strength Reflection:**

**Area of Growth**

Now find the three lowest-scored items on the course evaluations and note them here.

|  |  |  |  |
| --- | --- | --- | --- |
| **Course:** *Sample101* | **Percent Top 2** | **Course:** | **Percent Top 2** |
| Item *5* | *87%* | Item |  |
| Item *12* | *88%* | Item |  |
| Item *13* | *95%* | Item |  |
| **Course:** | **Percent Top 2** | **Course:** | **Percent Top 2** |
| Item |  | Item |  |
| Item |  | Item |  |
| Item |  | Item |  |
| **Course:** | **Percent Top 2** | **Course:** | **Percent Top 2** |
| Item |  | Item |  |
| Item |  | Item |  |
| Item |  | Item |  |

Which items showed up the most often? If you see items showing up more than once, that is something to address overall in your teaching. If you see an item score low in just one course, that is something to solve for that class, but not necessarily something to worry about for other courses.

(Example: Item #5 showed up as low in MYC 101, but not any of the others, so that syllabus and Blackboard course may need some help. But Item #9 “Opportunities for critical thinking are provided” came out as one of the lowest in three courses.)

**Growth Reflection:** What is one area that you would like to address in this next semester?

(Example: These classes are content-heavy, with a lot of information being given to the students. I stop a lot and ask big questions, but maybe they just don’t know that is critical thinking. I will go back and label the slides with the questions “Critical Thinking Moment” and give them time to talk to their neighbor about the question. I will check the course evaluations at the end to see if that made a difference.)