

Updating A Course Feedback Survey – University of Maryland’s Experiences

BlueNotes Global – August 2022



UNIVERSITY OF
MARYLAND

Research 1
Metropolitan area
Division I

~31,000 UG
~10,000 Grad
~14,000 Employees

~7100 sections

>173,000 surveys each Fall/Spring

12 reports/project in Blue, 2 outside of Blue, 2 from Blue
reformatted and imported to another system



Agenda for Presentation

- Timeline of feedback survey actions
- Advisory Group work
- Testing the instrument and integration
- Pilot and analysis
- Rebranding and launching
- Where we are now
- The new items

Timeline of Feedback Survey Actions

- Fall 2007 – launch of CourseEvalUM
 - Multiple functions (registration decisions, promotion, course improvement, etc.)
 - Separation of Student View and Admin View questions
- Academic Year 2010-11 – review of CourseEvalUM by Senate
- Summer 2014 – moved to Blue with no other changes

Timeline of Feedback Survey Actions

- Spring 2017 – Senate proposal made to update CourseEvalUM
 - Sent to a working group in the Academic Procedures & Standards Committee
 - Mostly faculty and ex-officio representatives
 - Reviewed literature and reached out to stakeholders
 - Spring 2019 – APAS Working Group finished

Timeline of Feedback Survey Actions

- Fall 2019 – Recommendations from group approved
 - Included guidelines and constructs
- January 2020 – Advisory Group (reps from all colleges) starts work
- Spring 2021 – Pilot of instrument

Timeline of Feedback Survey Actions

- October 2021 – Senate presentation
 - Results of pilot analyses
 - New name
 - New questions
- Spring 2022 – Launch of Student Feedback on Course Experiences

Timeline of Feedback Survey Actions

- Spring 2017 – Spring 2019: Senate Committee Work
- Fall 2019: Senate Approval



- Spring 2020 – Fall 2021: Advisory Group work
- Spring 2022: Launch



Questions?



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Advisory Group Work

- Create instrument
 - Write items for approved constructs
 - Reduce risk of bias
 - Be actionable
 - Be something that is appropriate to ask students
 - Have the number of university wide questions be similar to the old survey
 - Limit triggered items

Constructs Examples

- Timely feedback
- Quality feedback
- Scaffolding
- Climate
- Expectations
- Value of texts
- Satisfaction
- Time invested
- Rigor
- Focus on content
- Support

Advisory Group Work

- Small groups tasked with reviewing related constructs
- IRPA compiled a list of questions from other institutions and aligned them with the constructs
- Larger group met to provide feedback on suggested items

Advisory Group Work

- Cognitive testing done on proposed items, especially with multiple versions of questions
- Nominate courses for the pilot of instrument
- Review analysis of pilot

Advisory Group Work

- Decided on new name for the system
- Discussed how to handle review of current and future triggered items

Triggered Items

- All reviewed and flagged for continuation, provided a suggested rewrite, or discontinuation
 - Overlap with new questions
 - High risk of bias
 - Not appropriate to ask students to answer
 - Not actionable
 - Not on the Strongly Agree/Strongly Disagree scale

Triggered Items

- College liaisons provided triggered items in December 2021 with 3 work weeks to decide for Spring 2022
- Decision was made to allow old questions to continue for Spring 2022
- Provided ability to submit new questions for Summer 2022



Questions?



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Testing the Instrument – Multi-select

- UMD had never used a multi-select question
 - Data export layout (all selected responses in one column) is not conducive to extract-transform-load (ETL) into another system
 - Switching to a single selection would not fulfill the needs of the question
 - Having a Yes/No set of options was not acceptable

Testing the Instrument – Multi-select

Question? Choose all that apply.

A B C D E

Data comes in a single column

Rater1 A

Rater4 A|C

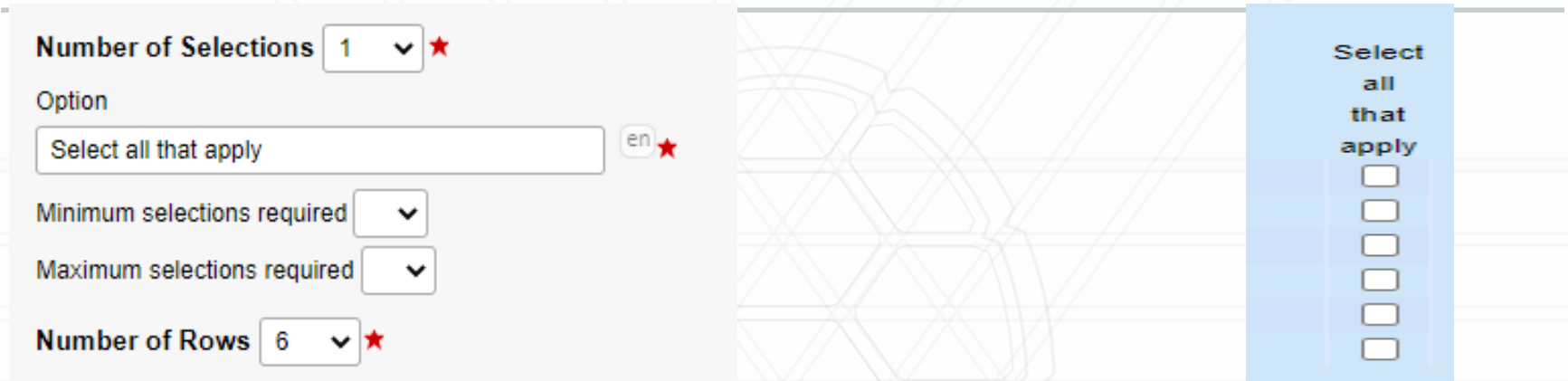
Rater2 C|D

Rater5 A|B|C|D

Rater3 B|E

Rater6 E

Testing the Instrument – Multi Select



The screenshot shows a survey question interface. On the left, there are several controls: 'Number of Selections' set to 1 with a red star, an 'Option' text box containing 'Select all that apply' with an 'en' icon and a red star, 'Minimum selections required' and 'Maximum selections required' dropdown menus, and 'Number of Rows' set to 6 with a red star. On the right, a blue vertical bar contains the text 'Select all that apply' above a vertical list of six empty checkboxes.

How did this course fit into your academic plan and/or educational goals?

Responses for this item are "select all that apply."

	Frequency
Required for program/major/minor/certificate, or as a prerequisite	6
Elective for program/major/minor/certificate	3
To satisfy an undergraduate General Education requirement	7
In preparation for research, employment, or future program/degree	4
Personal interest in content	4
Other/It doesn't	3

The counts above are based on a total of 13 responses to the survey.

Testing the Instrument – Q Bank

- UMD had never used question bank
 - Concerns on how it would work with ETL
 - Concerns about verification of items each term
 - Difficulty with getting page breaks working
 - Lack of immediate ease to see how many questions there are for a given course
 - Lack of time to fully test the option

Pilot and Analysis

- Pilot version of the survey ran Spring 2021 for 171 course sections
- Students in the sections received both the old survey and the pilot
- Pilot included question about the new survey
 - Your feedback on the new course evaluation survey is important to us. Please use this space to tell us if any of the questions are unclear or may not be relevant for all the courses you are enrolled in or any other comments you have on the new survey.

Pilot and Analysis

- IRPA provided analysis looking for potential bias based on gender and race/ethnicity of instructor and student
- IRPA and TLTC analyzed the comments about the survey looking for approval or problems

Rebranding and Launching

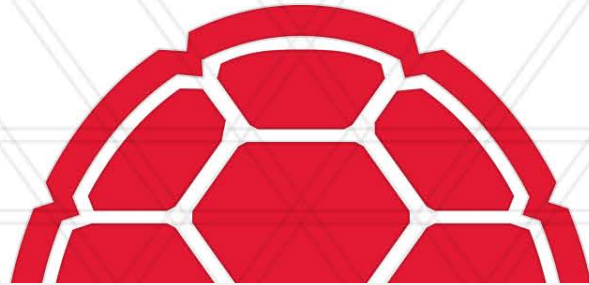
- Survey done of places that referenced the old system
 - Testudo.umd.edu
 - Classroom Scheduling
 - Syllabus examples
 - College and Department pages
 - Faculty Affairs website
 - IRPA
 - ELMS system

Rebranding and Launching

- Reached out early to find who would be the contact
- Suggested edits sent to the contact
- New email alias and landing page created
- Existing Help Center copied to new site for editing and updating

Rebranding and Launching

- Goal was to switch out everything we could during the 2 week maintenance window between Winter and Spring projects
- Email sent out from the Provost to all faculty about the new instrument
- Announcement on ELMS at the start of the term
- Regular schedule email to teachers



Questions?



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Where we are now

- Spring 2022 had the worst response rate we have seen
- Inside Blue reports
 - More thorough checking before release
- Student Tableau report process took a lot longer to update
 - Update to process of data
 - Update to the report structure

Where we are now

- **Data Warehouse**
 - Mismatched columns in the test users feed required additional ETL work
- **Administrator/Instructor Tableau**
 - Delayed until the data was in the warehouse
 - Will have iterations in consultation with Faculty Affairs

University Items – Course Examples

- The content covered in the course was directly related to the course goals and objectives.
- The assessments (e.g. tests, quizzes, papers) were directly related to what was covered/practiced in the course.
- The required texts (e.g., books, course packs, online resources) helped me learn course material.

University Items – Course Examples

- On average, how many hours each week did you spend on this course (e.g. attending class, doing homework, studying, completing assignments)?
 - Less than 3 hours
 - 3 up to 6 hours
 - 6 up to 9 hours
 - 9 up to 12 hours
 - 12 up to 15 hours
 - 15 hours or more

University Items – Course Examples

- How did this course fit into your academic plan and/or educational goals? **Select all that apply:**
 - Required for program/major/minor/certificate, or as a prerequisite
 - Elective for program/major/minor/certificate
 - To satisfy an undergraduate General Education requirement
 - In preparation for research, employment, or future program/degree
 - Personal interest in content
 - Other/It doesn't

University Items – Course Examples

- What about the course and/or instruction most enhanced your learning? **Comment**
- What about the course and/or instruction can be improved the next time it is offered? **Comment**

University Items – Instructor Examples

- The instructor provided constructive feedback on my work that helped me to learn.
- The instructor provided feedback in the course in time to apply it.
- The instructor clearly communicated **grading criteria** for my work throughout the course.
- The instructor clearly communicated the **purpose, instructions, and deadlines** for my graded work throughout the course.

University Items – Instructor Examples

- The instructor created an inclusive environment where **everyone** belonged.
- The instructor demonstrated confidence in **everyone's** potential to succeed in the course.
- I felt like the instructor cared about my learning in the course.
- I would recommend this instructor to other students for this course.

University Items – TA Examples

- The TA provided constructive feedback on my work that helped me to learn.
- The TA created an inclusive environment where I belonged.
- The classes or other meetings with the TA were informative.
- What did this TA do well, and what could they work on? **Comment Item**

Take Away Concepts

- Plan for implementation at the beginning of the process and update throughout the process
- Pay attention to dependencies and prepare for them if possible (e.g. we couldn't build the new Help Center until we had a name)
- Work with stakeholders to let them know of the timelines and implications of delays

Take Away Concepts

- Look at related concepts
 - Make sure that items stand alone
 - Make sure that they are in a logical order
- Test **everything** from start to finish before finalizing the process
- Retest when you have the final configuration (e.g. partial data set)
- Update any documentation you have on the processes

For More Information

- Campus Senate Materials: 2011 Re-evaluation of CourseEvalUM
<https://senate.umd.edu/node/545>
- Campus Senate Materials: APAS results
<https://senate.umd.edu/senmats-october-2-2019>
- Campus Senate Materials: Presentation of the Analysis of the Pilot
<https://senate.umd.edu/senmats-october-7-2021>
- My email - Eowyn@umd.edu

Final Questions?





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