# Analyzing Qualitative Student Course Evaluation Data Worksheet



## Directions

This worksheet accompanies the “Analyzing Student Course Evaluations” Center for Teaching and Learning (CTL) Teaching Toolkit Workshop. The workshop facilitators will provide guidance and prompt the workshop attendees on when to complete each section of this worksheet **during the workshop**.

## Part 1: Analyzing Sample Student Course Evaluation Comments

### Part 1, Step 1: Categorize Responses

Using the “Part 1, Sort Comments” table to guide you, categorize each sample student course evaluation comment into its corresponding Comment Type category. You may mark up (strikethrough, highlight, comment, etc.) this worksheet in any way that will help you to complete this step.

I. Part 1, Sort Comments

| **Type of Comment** | **Action** | **Example** |
| --- | --- | --- |
| Unrelated to Teaching and Learning | Discard | *The course was a waste of time.* |
| Nonspecific | Discard | *The course was good overall.* |
| Positive | Enjoy and consider comparing with less positive comments | *I really liked the guest speakers and how the TAs answered our questions in the chat during lectures.* |
| Actionable Suggestions (actions that you can take) | Consider level of effort and trade-offs | *The assignment instructions were unclear. I* *didn’t know where to submit my work or the deadlines.* |
| Nonactionable Suggestions (actions that you cannot take) | Forward to relevant departments or individuals | *It would be great if this course* *was offered online or hybrid instead of just in-person.* |

II. Sample Student Course Evaluation 1: Responses to, “Please identify what you consider to be the strengths of the course.”

| **Sample 1 Student Comments** |
| --- |
| The group assignments were practical and could be applied to real-life. I do wish directions had been a little bit clearer. |
| I loved the videos with the interviews! The teaching team was amazing! |
| The weekly email that the TA sent really helped me stay organized. The video interviews were great. |
| Everything about the course was awesome. |
| I loved the course and wish it would be offered online as well! |

III. Sample Student Course Evaluation 2: Responses to, “Please identify area(s) where you think the course could be improved.”

| **Sample 2 Student Comments** |
| --- |
| The assignment directions were really confusing, and I wasn’t sure what the professor was looking for in the submitted assignment. |
| This course was boring. |
| I see the point of the group assignments, but my group really struggled. We weren’t sure where to submit our assignment and if we each needed to submit the assignment. I also felt like not all my group members put the same amount of effort in. |
| I found the teaching team to be rude, and they never responded to me on time. Also, way too much work for a two-credit course. My group also did nothing, yet they got the same grade as me. |
| The course had similar learning objectives to another required course in my program. I am not sure if both should be required. |

### Part 1, Step 2: Organize Common Themes

Now, you will organize the comments above by theme using the “Part 1, Organize Common Themes” chart. We recommend rereading, analyzing, and then summarizing the comments in your own words to complete the chart rather than just cutting and pasting comments (which would make the chart challenging to use).

IV. Part 1, Organize Common Themes (Pinkerton, 2022).

| **Category** | **Positive Feedback** | **Constructive Criticism** | **Actionable Items**  |
| --- | --- | --- | --- |
| Syllabus |  |  |  |
| Course Organization |  |  |  |
| Course Content (Lectures, etc.) |  |  |  |
| Assessments |  |  |  |
| Feedback |  |  |  |
| Course Resources (Readings, etc.) |  |  |  |
| Other |  |  |  |

### Part 1, Step 3: Consolidate Actionable Items

Now, using your completed “Part 1, Organize Common Themes” chart, you will complete the “Actionable Items” chart below and determine some specific revisions you could make to your course based on your analysis of the student course evaluation comments. You will need to consider the benefits, drawbacks, and the level of effort needed on your part for each suggested action.

V. Part 1, Actionable Items

| **Actionable Item** | **Benefits of Change** | **Drawbacks of Change** | **Level of Effort****(1-lowest, 4- highest)** |
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## Part 2: Analyzing Your Own Student Course Evaluation Comments

You will now repeat all the steps in Part 1 to analyze the student course evaluation data from your course.

### Part 2, Step 1: Categorize Responses

Using the “Part 2, Sort Comments” table to guide you, categorize each of your student course evaluation comments into its corresponding Comment Type category. If you do not have student course evaluation comments to analyze, then you can use the sample student course evaluation comments from the *CTL* *Teaching Assistantship Training* *Course*.

VI. Part 2, Sort Comments

| **Type of Comment** | **Action** | **Example** |
| --- | --- | --- |
| Unrelated to Teaching and Learning | Discard | *The course was a waste of time.* |
| Nonspecific | Discard | *The course was good overall.* |
| Positive | Enjoy and consider comparing with less positive comments | *I really liked the guest speakers and how the TAs answered our questions in the chat during lectures.* |
| Actionable Suggestions (actions that you can take) | Consider level of effort and trade-offs | *The assignment instructions were unclear. I* *didn’t know where to submit my work or the deadlines.* |
| Nonactionable Suggestions (actions that you cannot take) | Forward to relevant departments or individuals | *It would be great if this course* *was offered online or hybrid instead of just in-person.* |

Ideally, you should use your student course evaluation comments for this step. Only use the Sample 3 Student Comments if you **DO NOT** have your course data to categorize. If you have your course data to analyze, then you may delete the Sample 3 Student Comments from this table and replace them with comments from your students.

VII. Sample Student Course Evaluation 3: Responses to, “What did you find most helpful (or useful) about this course?"

| **Sample 3 Student Comments** |
| --- |
| I thought that the TA Sandbox activities were very useful and practical. I am so glad I had practice with it before starting the course. |
| modules |
| Even though it is mostly asynchronous, it allowed me to view and comment on the work of my peers through voice thread. This is very beneficial! |
| The TA sandbox exercise |
| I thought Assignment 1 was very helpful and practical in learning how to navigate CoursePlus. |
| I found the Sandbox activities the most helpful-it really gave me a chance to learn and practice all the available tools in the CoursePlus site. |
| I loved the TA practice Sandbox exercise. It was a truly great way to familiarize yourself with the course plus site, as that is something professors want you to be knowledgeable about. |
| The workshops |
| The course outlines available resources for me as a TA and how to access these (e.g., Office of Diversity Services support, Center of Academic Integrity, CTL teaching toolkit, Teaching Academy). |
| The instructors encourage further learning and understand that TA can be overwhelming at first. |
| Not helpful. I’ve been a TA before for [DEPT A], so I don’t know why [DEPT B] requires this course for TAs with experience. |
| Tools given to me. |
| The Sandbox activities were extremely helpful in helping me become more familiar with the faculty tools of CoursePlus. |
| Overall, the course is well organized. Each module has an introduction page with important learning goals and activities. |

### Part 2, Step 2: Organize Common Themes

Now, you will organize the comments from your student course evaluation comments by theme using the “Part 2, Organize Common Themes” chart. We recommend rereading, analyzing, and then summarizing the comments in your own words to complete the chart rather than just cutting and pasting comments (which would make the chart challenging to use).

VIII. Part 2, Organize Common Themes

| **Category** | **Positive Feedback** | **Constructive Criticism** | **Actionable Items**  |
| --- | --- | --- | --- |
| Syllabus |  |  |  |
| Course Organization |  |  |  |
| Course Content (Lectures, etc.) |  |  |  |
| Assessments |  |  |  |
| Feedback |  |  |  |
| Course Resources (Readings, etc.) |  |  |  |
| Other |  |  |  |

### Part 2, Step 3: Consolidate Actionable Items

Now, using your completed “Part 2, Organize Common Themes” chart, you will complete the “Part 2, Actionable Items” chart below and determine some specific revisions you could make to your course based on your analysis of the student course evaluation comments. You will need to consider the benefits, drawbacks, and the level of effort needed on your part for each suggested action.

IX. Part 2, Actionable Items

| **Actionable Item** | **Benefits of Change** | **Drawbacks of Change** | **Level of Effort****(1-lowest, 4- highest)** |
| --- | --- | --- | --- |
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