



JOHNS HOPKINS
BLOOMBERG SCHOOL
of PUBLIC HEALTH

Analyzing Student Course Evaluations



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Produced by the Center for Teaching and Learning at the Johns Hopkins Bloomberg School of Public Health.

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Workshop Objectives

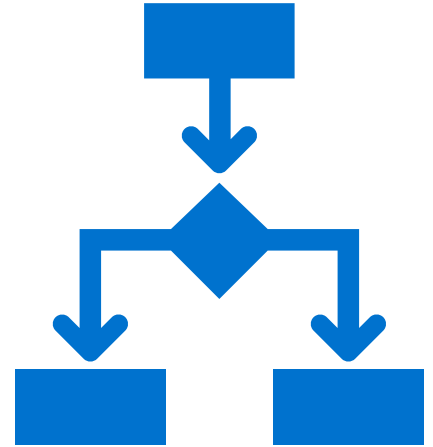
- ▶ Identify strategies that can help alleviate stress surrounding course evaluation
- ▶ Overview the course revision process
- ▶ Identify sources of course data to consider in the revision process
- ▶ Analyze qualitative student course evaluation data to identify specific course revisions



WHY?



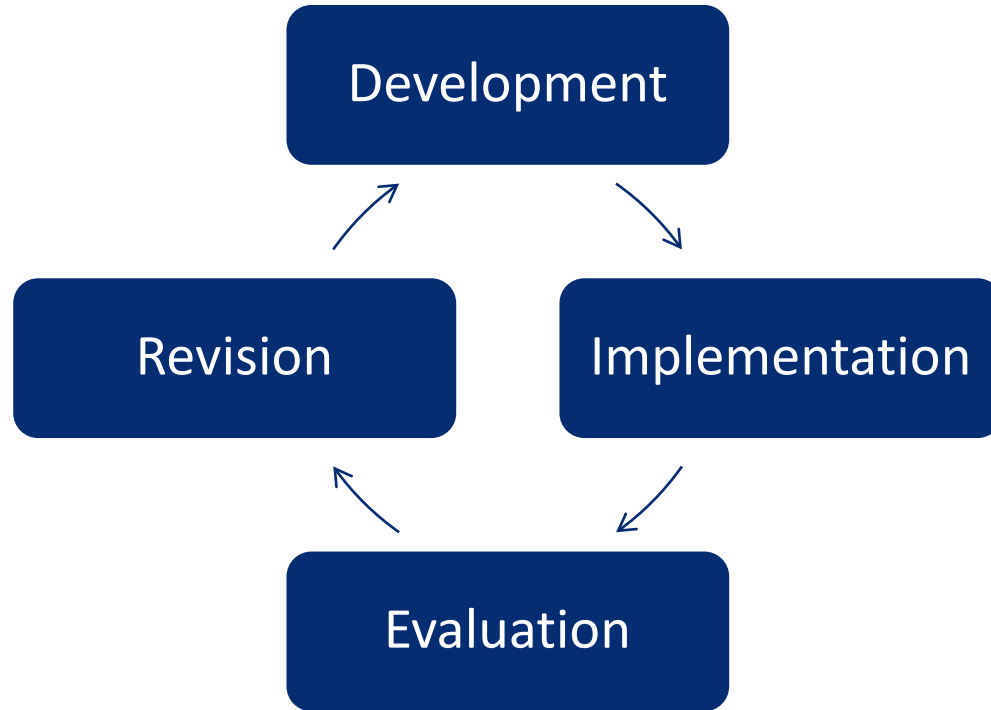
Reasons to Analyze Student Comments



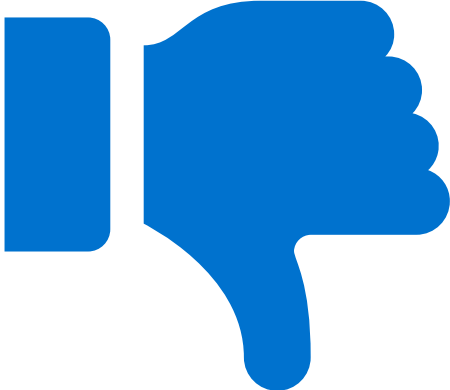
The Elephant in the Room



Revision as Refinement



Receiving Feedback Can Be Difficult



Course Review and Revision: The Steps

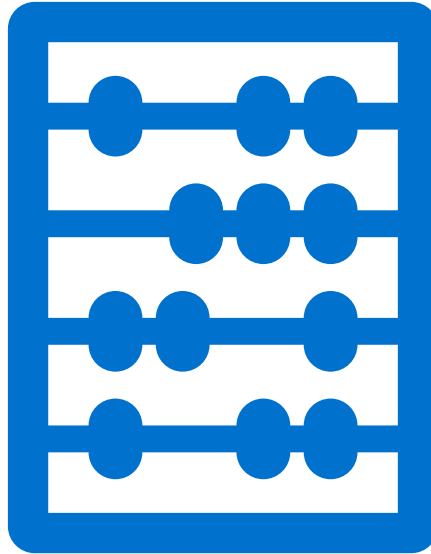
1. Determine the “Why”
2. **Gather applicable and available qualitative and quantitative data**
3. **Analyze and reflect on available data**
4. **Create an action plan for changes**
5. Implement the action plan
6. Repeat



Available Course Data



Quantitative Data Available Within CoursePlus



Student Activity Reports

Administrative Tools

Site Administration:

- Add TAs, Editors, Guest Faculty, and Guests

Student Activity Reports:

- Lecture/Content Access
 - Access of individual lecture sections (Excel)
 - Access of course content pages (Excel)
 - Cumulative student access information for each lecture section
 - Requests for lecture material ("hits") by time
- Emails sent to a student in this offering
- LiveTalk attendance
- Discussion Forum
 - Activity by each student
 - Who responded to each category/topic
 - Number of visits by each student
- Site Access
 - Number of visits to the course site by each student
 - Non-participating students in the past week

Course Evaluations:

- BSPH Course Evaluation System



Qualitative Data Available Within CoursePlus



Qualitative Data: Emails as a Data Source

Trends



FAQs



Reported Issues



Qualitative Data: Student Evaluations

Each Term, students provide anonymous feedback on their courses

There are standardized evaluation questions plus faculty can add up to three open-ended questions specific to their course

Faculty receive an alert to view the reports when the evaluation period has ended

Faculty can compare course evaluations from up to five courses, and from any of the last three academic years

These evaluations should provide faculty with the students' perspectives, as well as guide future course modifications and revisions as needed

Taking Time to Reflect



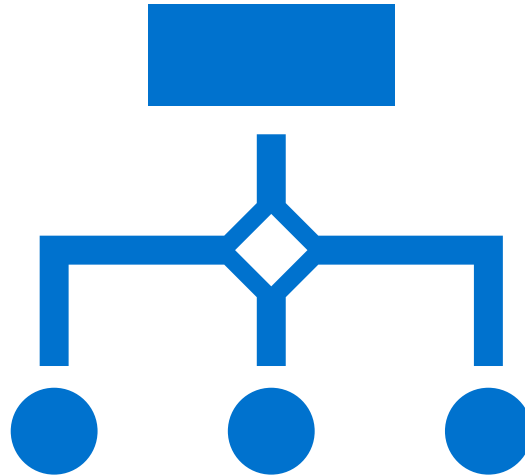
*Taking a moment to **reflect critically** about your course will help you **contextualize** and **analyze** the available course data*



Q&A 1

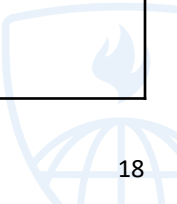


Model for Analyzing Qualitative Data



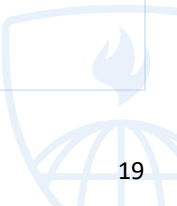
Step 1: Categorize Student Comments

Type of Comment	Action
Unrelated to Teaching and Learning	Discard
Nonspecific	Discard
Positive	Enjoy and Compare
Actionable Suggestions	Consider
Unactionable Suggestions	Share



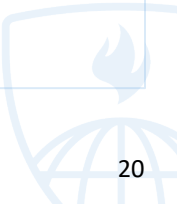
Let's Practice Step 1: Categorize Responses for Question 1

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



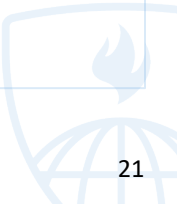
Let's Practice Step 1: Question 1 Highlights

1. [ACTIONABLE] The group assignments were practical and could be applied to real-life. I do wish directions had been a little bit clearer.
2. [POSITIVE TREND] I loved the videos with the interviews! The teaching team was amazing!
3. [POSITIVE TREND] The weekly email that the TA sent really helped me stay organized. The video interviews were great.
4. [NON-SPECIFIC: DISCARD] Everything about the course was awesome.
5. [NON-ACTIONABLE] I loved the course and wish it would be offered online as well!



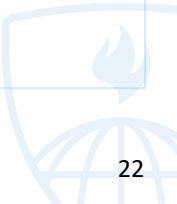
Let's Practice Step 1: Categorize Responses for Question 2

1. The assignment directions were really confusing, and I wasn't sure what the professor was looking for in the submitted assignment.
2. This course was boring.
3. 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.
4. The teaching team 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.
5. The course had similar learning objectives to another required course in my program. I am not sure if both should be required.



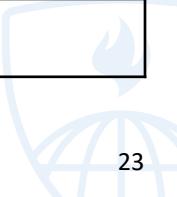
Let's Practice Step 1: Question 2 Highlights

1. [ACTIONABLE] The assignment directions were really confusing, and I wasn't sure what the professor was looking for in the submitted assignment.
2. [DISCARD] This course was boring.
3. [ACTIONABLE] 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.
4. [ACTIONABLE, UNACTIONABLE] The teaching team 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.
5. [UNACTIONABLE] The course had similar learning objectives to another required course in my program. I am not sure if both should be required.



Step 2: Organize by Thematic Category

Category	Positive Feedback	Constructive Criticism	Action
Syllabus	-	-	-
Course Organization	-	-	-
Course Content	-	-	-
Assessments	-	-	-
Feedback	-	-	-
Course Resources	-	-	-
Other	-	-	-



Step 2: Organize by Thematic Category: Example

Category	Positive Feedback	Constructive Criticism	Actionable?
Assessments	Practical; applicable to real life	Unclear instructions; unclear submission; perceived unfairness	Yes



Step 3: Consolidate Actionable Steps

Actionable Steps	Benefits	Drawbacks	Level of Effort*
Unclear instructions: review the instructions for clarity. Ask another person to review (TA, ID, etc.).	-	-	-
Unclear submission: review the instructions for clarity. Ask another person to review (TA, ID, etc.).	-	-	-
Perceived unfairness between group members: create group accountability contracts, consider peer evaluation, create communication route for issues.	-	-	-

*Level of Effort Scale: 1 = Lowest; 4 = Highest



Step 3: Consolidate Actionable Steps: Example

Actionable Item	Benefits	Drawbacks	Level of Effort*
Unclear instructions: review the instructions for clarity. Ask another person to review (TA, ID, etc.).	Clarity	N/A	1
Unclear submission: review the instructions for clarity. Ask another person to review (TA, ID, etc.).	Clarity	N/A	1
Perceived unfairness between group members: create group accountability contracts, consider peer evaluation, create communication route for issues.	Accountability; Clarity	Admin	3

*Level of Effort Scale: 1 = Lowest; 4 = Highest



Q&A 2



It's Your Turn!

Step 1: Download **your** Student Course Evaluation results.

Alternatively, check the worksheet for sample data to use.

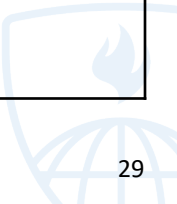
Step 2: Open the workshop worksheet.

Step 3: When prompted, apply each step of the qualitative data analysis process.



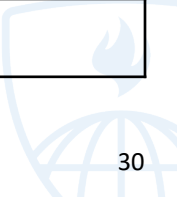
Activity Step 1: Categorize Student Comments

Type of Comment	Action
Unrelated to Teaching and Learning	Discard
Nonspecific	Discard
Positive	Enjoy and Compare
Actionable Suggestions	Consider
Unactionable Suggestions	Share



Activity Step 2: Organize by Thematic Category

Category	Positive Feedback	Constructive Criticism	Action
Syllabus	-	-	-
Course Organization	-	-	-
Course Content	-	-	-
Assessments	-	-	-
Feedback	-	-	-
Course Resources	-	-	-
Other	-	-	-



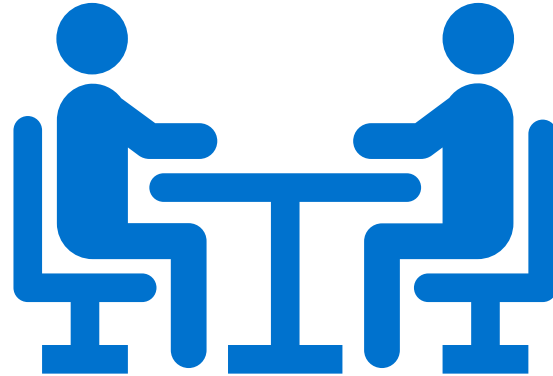
Activity Step 3: Consolidate Actionable Steps

Actionable Steps	Benefits	Drawbacks	Level of Effort*
-	-	-	-
-	-	-	-
-	-	-	-

*Level of Effort Scale: 1 = Lowest; 4 = Highest
Music: Free Beat Audio. (2024, June 17). Copyright Free Music | Lofi | Free Beat Audio - Morning Dew [Video]. YouTube. <https://youtu.be/ry28OIlrfeo?si=VHKh6an7cr7X4VMP>



Next Step: Meet with an Instructional Designer (ID)



2-minute Workshop Evaluation Survey:

AY25-26: <https://forms.office.com/r/wuJyapK8fo>

We value your feedback!

Whether you attended this session synchronously or watched the recording asynchronously, please complete the survey.

*Responses are **anonymous**.*

BSPH CTL Teaching Toolkit
Workshop Evaluation AY25-26



Resources

CTL Help and the CoursePlus Faculty Guide

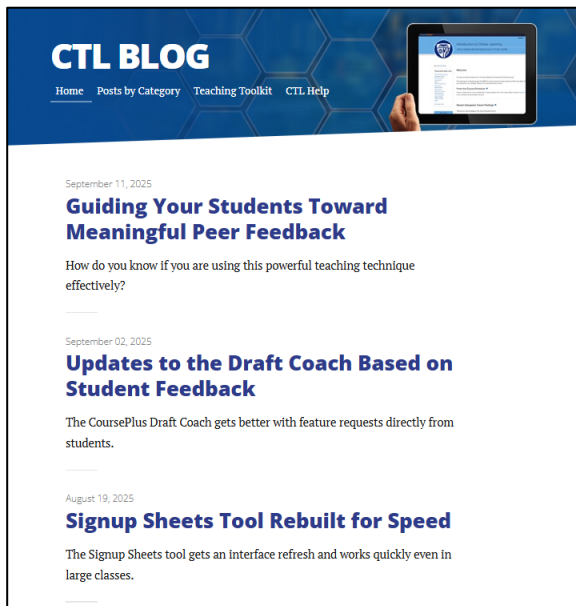
The screenshot shows the homepage for 'CTL Help: Technical Support for CoursePlus'. The background is a blurred image of a modern building at night. At the top, the text 'CTL Help: Technical Support for CoursePlus' is displayed in white. Below this is a prominent white button with rounded corners that says 'Open Help Call' in blue text. A search bar with a magnifying glass icon and the word 'Search' is positioned below the button. At the bottom of the page, the text 'CoursePlus Guide' is centered, with two white buttons below it labeled 'Faculty' and 'Students'.

CTL Teaching Toolkit Website

The screenshot shows the homepage for the 'BSPH CENTER FOR TEACHING AND LEARNING Teaching Toolkit'. The header includes the logo (two interlocking gears, one blue and one orange) and the text 'BSPH CENTER FOR TEACHING AND LEARNING Teaching Toolkit'. A search bar with a magnifying glass icon and the text 'Search...' is in the top right. Navigation links for 'Home', 'Events', 'Teaching and Learning', and 'Quick' are visible. Below the header, the text 'DEVELOPING INNOVATIVE TEACHING STRATEGIES' is centered. The main heading is 'CTL's Teaching Toolkit' in a large, bold, blue font. Below this is the sub-heading 'About the Teaching Toolkit'. A paragraph of introductory text follows, mentioning the Johns Hopkins Bloomberg School of Public Health (BSPH) Center for Teaching and Learning (CTL) Teaching Toolkit. Below the text, there is a section titled 'To get started, please use the search box or menus above to explore.' and a list of 'Popular Teaching Toolkit destinations include' with three bullet points: 'Course Approval Process, Course Development, and Revision Options', 'Key Steps for New Course Development -- includes a timeline for preparation', and 'Teach During Campus Closure -- includes important options important to both on-campus and online learning, specifically during inclement weather.'

Professional Development Opportunities

CTL Blog



CTL BLOG

Home Posts by Category Teaching Toolkit CTL Help

September 11, 2025
Guiding Your Students Toward Meaningful Peer Feedback
How do you know if you are using this powerful teaching technique effectively?

September 02, 2025
Updates to the Draft Coach Based on Student Feedback
The CoursePlus Draft Coach gets better with feature requests directly from students.

August 19, 2025
Signup Sheets Tool Rebuilt for Speed
The Signup Sheets tool gets an interface refresh and works quickly even in large classes.

Events Calendar and On-Demand Workshop Videos



BSPH CENTER FOR TEACHING AND LEARNING
Teaching Toolkit

Home Events Teaching and Learning Quick Links

Events & Workshops

This is a page dedicated to CTL and other school-sponsored happenings specific to teaching and learning. For other Johns Hopkins Bloomberg School of Public Health events, including those beyond the scope of teaching and learning, please see the [Bloomberg School's Events calendar](#). The [BSPH Academic Calendar](#) may also be of interest.

[Upcoming](#) | [Recording](#) | [Past \(Recordings\)](#)

Upcoming CTL Events and Workshops

Click the event title to see workshop descriptions plus additional event information. Although time and location information is provided for each entry, please click **Register** to RSVP when the option is available alongside the description.

Today	<	>	Oct 2025 - Oct 2026	Schedule
29 OCT, WED	12 - 1pm	[EXTERNAL] InSightFull - Alt Text, AI Accuracy, and Accessibility ir		
6 NOV, THU	12 - 1pm	CTL Teaching Toolkit: Engage Your Learners with Poll Everywhere		
13 NOV, THU	11am - 12pm	Analyzing Student Course Evaluations Online via Zoom		
19 DEC, FRI	12 - 4pm	[EXTERNAL] JHU Excellence in Online Teaching Symposium		

Teaching Assistantship Training



BSPH CENTER FOR TEACHING AND LEARNING
Teaching Toolkit

Home Events Teaching and Learning Quick Links

< [Training for Teaching Assistants](#)

Teaching Assistantship Training Course

As the saying goes, a great way to learn something is to teach it! Being a teaching assistant (TA) is an excellent way to dive deeper into course topics, master course materials, and gain experience in teaching. TAs also get a behind-the-scenes look at the work that goes into course facilitation and management. The Center for Teaching and Learning (CTL) offers a training course to support current and future BSPH teaching assistants.

[Enroll Now](#)



Program Overview

The Teaching Assistantship Training Course is a self-paced, online course to train TAs for both online and on-campus courses. It is facilitated by members of the [CTL Instructional Design Team](#) and orients TAs to:

References

Brent, R. (2017, January 5). *Refresh Your Course: Step by Step*. The Teaching Professor. <https://www.teachingprofessor.com/>

Edutopia. (n.d.). *The 40 reflection questions*. Retrieved on September 9, 2022, from <https://www.edutopia.org/pdfs/stw/edutopia-stw-replicatingPBL-21stCAcad-reflection-questions.pdf>

University of Georgia Center for Teaching and Learning. (n.d.). *Interpreting and responding to student evaluations of teaching*. Retrieved on September 1, 2022, from <https://ctl.uga.edu/resources/documents/interpreting-and-responding-to-student-evaluations-of-teaching.pdf>

Su, Y., & Endersby, L. (2018). Chapter five: evaluating your impact and evolving your practice. In *Designing blended & online learning with impact*. Pressbooks. Retrieved October 5, 2022, from <https://pressbooks.pub/elearningdesign/>

University of Waterloo Centre for Teaching Excellence. (n.d.). *Critical reflection*. Retrieved on September 9, 2022, from <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/critical-reflection>

Q&A 3

