Comparison and Proposed Changes to the End-of-Course Evaluations

Rationale for proposed changes: (1) Create a standard End-of-Course evaluation for both face-to-face and online teaching, (2) Make section titles relevant to item content, and (3) make evaluations more about the course in which students were enrolled and less about instructor characteristics.

Old End-of-Course Evaluation Items (22 items)	New Proposed End-of-Course Evaluation Items (20 items)
Course Content 1. I worked hard in this course. 2. I valued the required readings. 3. I completed course readings and assignments on time. 4. I had to think critically in this course. 5. I learned to address ethical issues that pertain to course content. 6. I assumed personal responsibility for my own learning. 7. I regularly collaborated with my classmates in learning activities. 8. I actively sought out and discovered relevant knowledge. 9. I analyzed the credibility of information. 10. I applied professional knowledge to real social issues. 11. I learned a great deal in this course.	**Student Effort** 1. Same 2. Same 3. Same 4. Same 5. Same 6. Same **7. Deleted (moved similar content to the next scale)** 8. Same 9. Same 10. Same 11. Same
Instructor Effectiveness 12. The instructor expected scholarly work. 13. The instructor provided timely feedback. 14. The instructor respected students' individual characteristics. 15. The instructor was enthusiastic. 16. The instructor valued diversity. 17. The instructor was available for consultation 18. The instructor displayed a clear understanding of course topics.	**Course Effectiveness** 11. Scholarly work was required for this course. 12. I received timely feedback on my assignments. 13. My individual learning needs were respected. 14. **Deleted** 15. **Deleted** 16. I received consultation when needed. 17. **Deleted**

19. The instructor communicated clearly. 20. The instructor evaluated my work in a fair manner. 21. The instructor encouraged students to think critically. 22. The instructor cared about students.	18. The instructions for my assignments were clear. 19. **Deleted** 20. The course assignments encouraged my critical thinking. 21. **Deleted** 22. I felt supported in my work in this course. 23. The learning activities helped me effectively learn course content. 24. The way this course was designed engaged my interest. 25. Opportunities for interaction with other students were provided. (Moved from the previous scale, item # 7.)
Online Instruction 23. Online discussion is an effective modality for learning. 24. This online class has been more convenient than a traditional course. 25. I had adequate technological skills to navigate this course. 26. I would strongly recommend an online course to other students.	**This scale as a separate method of evaluating online learning will be deleted.**
Course Objectives The same courses use the same objectives for online and face-to-face courses. Each course varies from others in terms of its objectives.	Course Objectives The same courses use the same objectives for online and face-to-face courses. Each course varies from others in terms of its objectives. (No changes are proposed to course objectives.)
Open-Ended Question 1. What aspects of this course facilitated your achievement of the course objectives? 2. What aspects of the course made your learning more challenging? 3. Please offer your comments about the quality of this course and how it might be improved.	Open-Ended Questions 1. Which learning strategies or activities in this course were most useful to your learning? 2. What aspects of this course made your learning more challenging? 3. What improvements do you think need to be made to this course?