

Editing Course Evaluations to Reflect and Encourage DEI
From the Anti-Racism Action Committee to Chair Kari Cooper
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The Anti-Racism Action Committee (ARAC) is proposing modifications to course evaluations for our curriculum. Revisions to the existing evaluation questions were undertaken with input from faculty, the EPS student services advisor, staff, and students. ARAC's undergraduate representatives were particularly involved in providing valuable input on behalf of their peers to help ensure that the proposed questions will be of value to the students.

The intention of the revised evaluation is to improve students' sense of belonging in our courses, to provide instructors and TAs with more useful feedback to improve their courses pedagogically, and to better address issues of diversity, equity and inclusion that the existing evaluations did not address. These modifications are in line with similar changes being enacted in other departments across campus and we hope that they serve to improve student response rates while also returning more valuable information to the department.

The revised evaluation questions will be posted on EPSInfo for all department members to see, as part of the faculty guide and TA job descriptions. This will add transparency to the process and help all instructors prepare their course's goals and activities.

ARAC proposes enacting these changes in the fall quarter of 2022, if not sooner, pending faculty approval.

Please see the attached revised course evaluation questions, previous questions for comparison, sample message to instructors each quarter, and message to send to students each quarter.

Attachment 1: Proposed Evaluation Questions

Course Name and Number

The following questions apply to the entire course.

1. Please indicate the overall educational value of the course. [required, automatic question]
 - excellent
 - very good
 - satisfactory
 - fair
 - poor
2. The learning goals of this course were clear to me.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
3. The learning goals of this course were reflected in the assignments and grading practices.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A

Additional comments:

4. The course prerequisites were appropriate preparation for the material covered in this course.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A

Additional comments:

5. The instructions provided to me gave me appropriate guidance on how to approach and complete assignments.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
6. Assignments helped me achieve the learning goals of this course.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
7. Assignments were reasonable in length and difficulty.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
8. Comments on the types of assignments (exams, papers, projects, etc)? Which assignments/lectures were most useful for your understanding in this course, and why? Which would you most recommend changing, and why?

9. The time spent in class/discussion/lab/field promoted learning.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
10. The time required for work outside of class/discussion/lab/field was reasonable. (3 hours per unit is expected).

- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
11. The pace of the course was appropriate for my learning needs.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
12. Going to class felt valuable.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
13. Course materials (textbooks, readings, videos, field gear, samples, etc.) were helpful to my learning.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
14. Which course materials were particularly helpful or not?
-
15. I felt welcome to ask questions in class.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A

Additional comments:

16. The classroom community felt equitable and inclusive to me (definitions at <https://diversity.ucdavis.edu/about/glossary>).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

17. What changes could be made to improve the equity and inclusivity of the course?

18. If field trips were included as part of this class: The field trip(s) provided a valuable learning experience.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

19. If field trips were included as part of this class: I felt safe on the field trip(s). (If you felt unsafe, please visit eps.ucdavis.edu/dei for resources for support and anonymous reporting).

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

Additional comments:

20. If field trips were included as part of this class: The code of conduct, safety plan, and/or explanation of physical conditions and activities in the field were provided prior to departure and were appropriate for the field experience.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- N/A

Additional comments:

21. Please share any additional feedback related to the course.

Name (Instructor)

The following questions apply to InstructorName only.

1. Please indicate the overall teaching effectiveness of the instructor. [required, automatic question]
 - excellent
 - very good
 - satisfactory
 - fair
 - poor
2. The instructor was available for consultation during office hours.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
3. The instructor was a helpful resource for learning.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A

4. The instructor treated me with respect.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
5. The instructor explained clearly.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
6. I felt motivated and/or challenged in a positive way by my instructor.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
7. Feedback on assignments helped me understand how to improve.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
8. Feedback on assignments was provided with enough time to help me learn.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
9. Please share any additional feedback related to the instructor.

Name (Teaching Assistant)

The following questions apply to TA name only.

1. Please indicate the overall teaching effectiveness of the teaching assistant. [required, automatic question]
 - excellent
 - very good
 - satisfactory
 - fair
 - poor
2. The TA was available for consultation during office hours.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
3. The TA was a helpful resource for learning.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
4. The TA treated me with respect.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
5. The TA explained clearly.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
6. I felt motivated and/or challenged in a positive way by my TA.
 - Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
7. Feedback on assignments helped me understand how to improve.
 - Strongly Agree

- Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
8. Feedback on assignments was provided with enough time to help me learn.
- Strongly Agree
 - Agree
 - Neutral
 - Disagree
 - Strongly Disagree
 - N/A
9. Please share any additional feedback related to the TA.

Attachment 2: Current Evaluation Questions

[Course evaluation template: Lecture](#)

[Course evaluation template: Lecture + Discussion](#)

[Course evaluation template: Lecture + Lab](#)

[Course evaluation template: Seminar](#)

[Course evaluation template: Lab](#)

[Course evaluation template: Fieldwork](#)

Attachment 3: Guidance to instructors

Sent each quarter when evaluations are set up.

Dear faculty and TAs,

Online course evaluations will be open for [insert term] from [insert dates]. The faculty/staff link for ACE is eval.ucdavis.edu/home. Please take a moment to check your course's evaluation online before it opens, as changes cannot be made once they open.

The student link is eval.ucdavis.edu. The best way to get good response rates is to remind your students that they have pending online evaluations either in class or by email 1-2 times throughout the week, or to allow time in class to complete them. I have also attached a message you can include to your students if you wish, written by student representatives to encourage their peers to fill out their course evaluations.

The course evaluation questions have recently changed. Please read through the evaluation questions in detail, which can be found on the evaluation website and also on EPSInfo [include a link].

Attachment 4: Information for students

At the end of the quarter there will be an opportunity to evaluate this course. Course evaluations will take around 10 minutes. Results are anonymous and are not shared with the instructor or TAs until after final grades are submitted. These evaluations are used to assess the classroom community, faculty, TAs and overall class. They are reviewed regularly as part of faculty performance reviews, promotions, and raises. Faculty and TAs will read these evaluations each quarter to incorporate your feedback the next time this course is taught. Faculty would like to know what teaching strategies are successful. Your input is extremely valuable to the improvement of courses and the department.