SOUTHEASTERN LOUISIANA UNIVERSITY

**School of Nursing**

**ANNUAL ONLINE THEORY COURSE REPORT FORM**

**Directions:**

1. An electronic copy of the Annual Online Course Evaluation Report should be posted to the School of Nursing Curriculum committee Moodle site before the end of the spring semester. The Curriculum chair will present recommendations at the School of Nursing Full Faculty fall meeting.
2. The Course Coordinator should create the course evaluation survey in Google Forms and send the link to all faculty teaching in the course. Course faculty should then forward the link to their students in an email explaining the purpose of the course evaluation and asking them to complete it. The course evaluation should be available to students during the last two (2) weeks of the semester.
3. Each Course Coordinator should complete an Annual Online Theory Course Evaluation Report Form as follows:

I. Course Identification Data: Complete all data as directed.

II. Data Collection

1. Date: Semester and year of data collection.
2. Methodology
3. Record the total number of students enrolled in the course.
4. Record the total number of students completing the course evaluation.
5. Calculate and record the return rate as a percentage.
6. Record the dates the evaluation survey was made available to students.

III. Course Evaluation Results

1. Include the standardized questions (items 1 to 10) listed on the Annual Online Theory Course Report Form in the order they appear on your Online Theory Course Evaluation template. You may add to the course evaluation any other questions you would like to ask your students, but these ten questions must be the first ten on the form. **Include in the evaluation at least all course objectives**. Report results for **each indicator** on the Likert scale as a percentage in table format. Do not leave any blank cells, enter “0” instead.
2. Do not attach narrative comments. **Summarize** student comments into common themes and record this information. Keep comments general, do not identify faculty by name.
3. Compare current course evaluation results with results from the last two course evaluations. Document any trends or consistent patterns in the data to include a summary and/or table. Note improvements or dissatisfaction with specific items listed.

IV. Recommendations

Based on an analysis of data documented record any course recommendations, if there are no recommendations document, “none.”

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**School of Nursing**

**ANNUAL ONLINE THEORY COURSE REPORT FORM**

**Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Evaluation Period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# I. COURSE IDENTIFICATION DATA

**Level: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Title/Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Coordinator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Course Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## II. DATA COLLECTION

**A. Dates (Semester and Year** \_\_\_\_\_\_\_\_\_\_\_\_\_

**B. Methodology**

**Total Number of Students Enrolled in Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Total Number of Students Completing Course Evaluation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Response Rate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Dates Survey Available to Students: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## III. EVALUATION RESULTS

**A. Findings (Summary Data):**

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|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** | **STRONGLY AGREE** | **AGREE** | **DISAGREE** | **STRONGLY DISAGREE** |
| 1. Course content and design were effective in meeting course objectives. |  |  |  |  |
| 1. Teaching/learning practices were effective in meeting course objectives. |  |  |  |  |
| 1. The course promoted clinical reasoning. |  |  |  |  |
| 1. The course provided opportunities for collaboration with peers/faculty. |  |  |  |  |
| 1. Information technology (computerized resources) was useful in meeting course objectives. |  |  |  |  |
| 1. I was able to complete distance education assignments independently. |  |  |  |  |
| 1. I was able to progress through Moodle assignments without confusion. |  |  |  |  |
| 1. The use of distance education to meet course objectives was as effective as traditional classroom teaching. |  |  |  |  |
| 1. The internet format satisfactorily provided an opportunity to interact with peers/faculty in meeting course objectives. |  |  |  |  |
| 1. I would take another internet class. |  |  |  |  |

**B. Summary of Narrative Comments (Do not attach narrative comments):**

**C. Comparison of current to the last two years results. Include a summary and/or table of any trends or patterns.**

**IV. RECOMMENDATIONS**