Analyzing Your TABS Report

Now that you have administered TABS and received student feedback, how do you use the results to enhance the course?

How TABS Relates to Factors of Effective Teaching
- TABS questions: 1-16, 18-19, 22-24 Presentation/Facilitation
- TABS questions: 20-21 Subject Matter Concerns
- TABS questions: 12, 17, 25-28, 29 Student Concerns

How to Analyze the TABS Report
- The Office of Distance Learning uses a benchmark of 30% in the combined Disagree/Strongly Disagree categories to determine areas for improvement. This is a useful benchmark to begin the analysis.
- TABS Questions 1-29: Note those items that receive ratings of 3 and 4 (3=Disagree, 4=Strongly Disagree). Brainstorm ideas for improvement on items that total 30% in Disagree/Strongly Disagree.
- TABS Questions 30-34: Expand on these strengths
- TABS Questions 35-41: Address these areas students suggest could be improved

Questions to Ask as You Analyze Your TABS Report
- How does your teaching affect student learning and attitude, both positively and negatively?
- In which areas should you consider making changes?
- What strategies and materials should you continue to use?
- What specific changes should you make?
  - Topics
  - Schedule
  - Readings and other materials
  - Activities (in and out of class)
  - Assignments/tests
  - Teaching delivery methods and/or style
  - Course procedures/policies
  - Other areas

Making Improvements to Your Course
- It isn’t enough to simply read the report and put it aside. Reports should be shared with students so they know that their comments have been heard.
- Take a few minutes of class time to share the results, acknowledging areas for improvement, and offering ways you can improve the course as well as items that will need to be addressed in future courses, such as significant changes to assignments.
- Do not make significant changes to your instruction without telling students why you are making the change. Even positive changes, such as more student interaction, can backfire if students are accustomed to one mode of instruction (lecture), and it suddenly changes to another (discussion).

Research shows that TABS works best when combined with personal consultation. Contact ODL at 644-8004 or via email for assistance in using TABS results to increase teaching effectiveness.