

Student Ratings Review Team Faculty Open Forum
12/2/15, noon
12/3/15, 12:15 pm
Mellon Seminar Room
Facilitated by Dr. Steve Salm & Elizabeth Yost Hammer

Overview: Briefly went over the history leading up to establishing the team.

Charges: Review content and questions of current evaluation, how evaluations are administered, look also at evaluations for online & hybrid courses that have differing needs, and review and make a recommendation for the cycle of when evaluations are administered.

Process:

1. Looked at research on course evaluations and examples of what other schools are doing.
2. Set up a website to solicit faculty comments and post minutes.
3. Administered an informal survey of faculty and R&T members asking what they thought were the 3 most important questions, 3 least important questions, 3 ways instructors use the evaluations and 3 new suggestions using the current evaluation.
4. Used these survey results along with surveys from other schools to map the responses and identify the most important characteristics that should be addressed in a student ratings.
5. Emphasized that we did not want to simply amend our current evaluations but instead wanted to build a new set of student rating questions from the ground up.
6. Wanted to maintain the same number of questions we already had without adding to them.

Draft Evaluation: Evaluation is divided into 3 sections--instructor, course, and students

Instructor section: Is instructor effective? Made questions student-centered.

Faculty concerns/recommendations:

Re: #11, #10. These 2 questions should match each other in wording.

11. What are any suggestions (if applicable) as to how this instructor could improve his/her teaching. What could this instructor do to improve his/her teaching?

10. What are two..... (to match #11)

#2 The instructor provided timely and useful feedback.... Drop "to help me learn". Double-barreled what if timely but not useful or vice versa. We added "to help me learn" to get to the "useful" area. What about "constructive feedback" on tests, reports, projects, etc. What do students think about constructive, timely? Online students' idea of timely is quite different. Let's continue to chew on this. Maybe just 2 questions are needed.

5. Make it more explicit about feedback?

#5, #7, #8 We are wanting to know if the student feels the instructor was concerned.

#8. Relevance & applicability of course content to what? We want the students to make that connection.

How does #7 contribute more than what's already there in #5 or #6? 6 Student's perception of instructor's respect. 5. Instructor concerned with whether I learn the subject matter—goes back to feedback. 5 does overlap with 7. We'll take this back and look over them. Keep 5, 6 and dump 7? 5, 6 student perception of instructor's attitude and 7 much more towards their success at helping students engage with the material. What about dumping 7 and splitting timely and useful for # 2 into 2 questions? We could also consider rearranging 5-7 to increase the clarity and differentiation.

Faculty Question: What were the committee's thoughts about "completing the material" and other things from the classroom? Relevant and important things for the instructor (4. Changed from "instructor's knowledge of course material"). In COP we must cover the material for the Board Exams.

Response: Let's see if some of your concerns are covered in Course Questions. Note also that scantron system we are using has the ability eventually for us to add some of our own questions later. Some of these nuts and bolts show up on open comments section. We will discuss this with the committee. In the end, we may have to consider developing an alternate form for COP student ratings.

Course section: Is instructor effective? Made questions student-centered.

#5, #6 Make these questions similar as was suggested in the Instructor section.

#5: Major strengths? Not sure students will know how to answer differently from what instructor does. What are two components of the course that I found most engaging?

#2 & #3 are too close. 2 (asks about what I was given) 3 (asks about what I had to do)

2. The course materials that were assigned to me.

3. The course work I completed.

#5: According to the questions above, what are additional comments you want to add?

Faculty question from COP: is there a way for the course coordinator to get responses to course questions? Course coordinators never get that info back, only the individual instructors. Talk to your department head who will go to the dean to see about getting course section only responses.

Faculty question from COP: Can team taught teachers get evaluations immediately after they teach for 2 weeks instead of waiting all the way to the end of the semester?

Student Questions (Research based)

1. What was your reason for taking this course? Check all that apply.

What was your attitude going into course (and how did it change)? Remember, these are things we need for classes that are drills, etc. You can add your own questions as you wish.

Committee members will informally ask students about how they perceive these questions.

The committee will discuss all these comments as well as any posted on the website at the next meeting, Jan. 20, 2016.