Summary of Student Course Evaluations

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| Tenure-track faculty member | **Linda Monroe** |
| College | **Olive-Harvey College** |
| Semester/Year | **XX/XXXX** |
| Course Names and Sections | **Biology 114, Section KM** |
| Date Prepared | **XX/XX/XX** |
| Total number of student responses | **25 (out of 33)** |

Directions:

* This form is to be completed by the department chair after a thorough review of the student course evaluations. If notable differences are observed between courses or sections, discrepancies should be noted when answering relevant questions.
* When possible, consider students’ response patterns in light of the Talents of Teaching. The following chart shows which questions on the Student Course Evaluation relate to specific Talents: (note: these numbers to not apply to the Student Single Session Evaluation)

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| Teaching and Learning | #1-8, #17 |
| Measuring Learning | #9, #11 |
| Diversity, Inclusion, Respect and Student Support | #10, #12-16 |

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| **Summary of Questions 1-17** |
| Based on your review of the Student Course Evaluations, what patterns of strength emerged?  **The four statements for which Dr. Monroe was most highly rated are:**  **#8: The course resources (textbook, handouts, Blackboard posts, etc. are useful).**  **#13: I feel comfortable asking the instructor questions.**  **#15: I feel respected by the instructor.**  **#17: I would recommend that a friend take this instructor if he/she is serious about learning this material.**  **From these results I would make the following conclusions:**  **- Dr. Monroe treats students with respect and overall has a positive relationship with them, to the extent that they would encourage their friends to enroll in her class.**  **- The students feel that Dr. Monroe is highly approachable.**  **- Dr. Monroe provides the students with useful learning materials.** |
| Based on your review of the Student Course Evaluations, which questions tended to receive lower scores?  **The four statements for which Dr. Monroe received the lowest ratings are:**  **#1: I am satisfied with my learning progress in this course.**  **#6: This course is helping me to grow intellectually or to think in new ways.**  **#7: The course is organized in an effective way that is helping me to learn.**  **#12: The instructor is available to help me outside of class.**  **I would like to add that the number of students who rated Dr. Monroe with “undecided”, “disagree”, or “strongly disagree” on the above statements were very few in number. However, taking their feedback into consideration, my recommendations to Dr. Monroe are:**  **- She should try to spend more time helping students develop their critical thinking skills and helping them see the practical relevance of how the classroom material applies to their everyday lives. When they recognize the connection between the classroom and real life, it may start to feel like they are making “progress” in the course.**  **- A very small number of students indicated that they had difficulty finding Dr. Monroe outside of class. Perhaps one suggestion would be for her to remind them to see her during her office hours and perhaps provide them with an incentive to do so, such as a couple of points for attending office hours at least once during the semester. This might get them in the habit of seeking help from her, once they’ve tried it and found it to be effective. I frequently see Dr. Monroe in her office when she is not teaching and she is often assisting students.** |
| Please note any other patterns that emerged, or general observations based on students’ responses to questions 1-17.  **a) A quick glance at the rated statements section (Part A) of the questionnaire indicates that the students had a positive relationship with Dr. Monroe. Nearly all students said they would recommend her as an instructor to a friend who was interested in taking the course. I have also observed firsthand Dr. Monroe interacting with students and it is clear that they are very comfortable with speaking to her.**  **b) A few students indicated that they did not have a strong understanding of the grading scheme or of how their grade was determined. Dr. Monroe acknowledged that a few students seemed confused about their grades. She felt that a major reason cause for this lack of clarity is due to the fact that she had used weighted scores to determine their overall averages. To avoid this issue in the future, Dr. Monroe said that she would use a points-based scheme to determine their final grades. She instead would assign point values to each item, which students then can easily keep track of and add up. I agreed that this would be easier for students to grasp.**  **c) A minority of students indicated that they did not receive useful feedback on their work. Dr. Monroe also brought this up in our discussion and she said that she would like to incorporate more written response questions as part of classroom assessments or testing, so that she could provide more meaningful feedback to the students. It is difficult to give feedback on multiple choice exams, and the majority of teachers in our department use these extensively. She also stated that she would include more formative assessments in her class to get feedback on student learning. She plans to use student response systems in the future, which would allow her to obtain instant feedback to identify concepts which students are struggling with, and then take appropriate steps to help them.**  **d) A few students rated Dr. Monroe as not being very available outside of class. I personally know that Dr. Monroe keeps her office hours and also is easily found outside of those times. She did mention that she will start conduct review sessions after class prior to an examination, so that students have an additional opportunity to see her for help.**  **e) A few students indicated that they did not feel this course was helping them to grow intellectually. I discussed this with Dr. Monroe, and she felt that because the students were not always seeing the connection of what they were learning to their own lives, they did not feel that it was enhancing them intellectually. She felt that incorporating more hands-on activities in the classroom would help to reduce this problem. She also stated that she felt she needed to assess student learning more frequently in the classroom, so that she could identify the concepts they were struggling with and take appropriate measures to assist them.**  **f) A few students indicated that the course could be organized better. From the form it was not possible to determine in what way. Perhaps this is a specific question which can included in future versions of the form:**  **“How could the course be changed in terms of organization to help you learn more effectively?”** |

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| **Summary of Question 20** |
| To what extent do students understand why they are getting the grade they are getting in the course?  **The vast majority of students rated themselves as being able to understand why they were receiving their particular grade (out of the 25 students surveyed, 1 was undecided and 2 disagreed that they understood how their grade was calculated).** |

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| **Summary of Open Ended Responses** |
| For the below open-ended responses, please summarize student comments, including quotes when possible, as long as quotes do not reveal the identity of individual students. |
| What assignments, teaching techniques, class activities, or materials were most useful in helping you learn the course material?  **Dr. Monroe utilized several teaching techniques, class activities, and materials which students found to be very beneficial. These included:**  **1) online pre-tests and post-tests using the online learning system, MasteringBiology, which accompanies the textbook. In general, students commented favorably on it. For instance, one student stated “The lab work and online work we did for the class was somewhat very useful.”Another student commented that “Online assignments, slides, and powerpoints” were most useful in helping him/her learn.**  **2) study guides written by Dr. Monroe, which she provided to the students before each exam. One student commented: “Prof. Monroe always provided detailed study guides for each chapter and that certainly made material easier to follow.”**  **3) lectures which utilized Powerpoint slides, animations, and interactive discussions. According to one student: “The powerpoint, class discussion, and exams were very helpful in learning the course material.”**  **4) hands-on laboratory exercises designed to clarify the concepts taught during the lecture. One student stated: “The Biology labs helped to better understand the material.”** |
| How could this instructor or this course be improved?  **In the student comments, the following suggestions were made:**  **1) Summary: Dr. Monroe should provide additional opportunities for students to practice prior to the exams and more hands-on activities.**  **Student comments:**  **- “Give out more handouts or more practice tests!”**  **- “It could be a little more hands-on.”**  **2) Summary: She needs to have more control over disruptive students.**  **Student comments:**  **- “ Not much improvement is needed. Professor needs to handle rude students better.”**  **- “Perfect (but) some students need more stern or firmness than others.”**  **- “Professor Monroe is a wonderful instructor who is obviously dedicated to teaching. The only improvement I can suggest is that she demand more respect from her class.”** |
| General Comments:  **Overall, students commented that they had a positive learning experience with Dr. Monroe and they spoke very highly of her. She clearly has a good relationship with her students and is able to reach them because of the trust they have in her. They felt that she was patient and thorough in her teaching. A few of them felt that she was too easy on disruptive students, so my main suggestion to her would be to be a little more strict in the classroom and not to hesitate to implement discipline and rules.**  **Student quotes:**  **- “Professor Monroe is very knowledgeable as well as a nice mixture of personable. She gives lots of examples in layman’s terms so that one grasps the concepts of the more lengthy chapters and/or procedures. It was my distinct pleasure and honor to be a part of her class.”**  **- “Over the semester I have noticed that Prof. Monroe tolerates a lot from students sometimes. She is a very effective teacher but her class might move a little more smoother if she had a disruptive student removed every now and again.”**  **- “Dr. Monroe makes sure you understand the material before she would move to the next phase of the learning process.”**  **- “The professor is exceptionally nice, caring, and respects individual views which in effect makes me not want to miss classes for anything.”** |

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| **Final Comments and Discussion** |
| Were there any significant differences among sections/courses taught by this instructor?  **Dr. Monroe was rated similarly by her Biology 107 class and Microbiology 233 class this past Spring semester. In terms of student comments, the same themes appeared. Students expressed a desire for more hands-on learning activities. They also wanted more practice questions to help them prepare for the examinations. They commented that the study aids which she had provided were very helpful, and they felt they would have benefited if she had provided even more of these materials.**  Comment on any changes/improvements noted since the previous semester, if applicable.  **This is Dr. Monroe’s first semester and thus a comparison to previous semesters is not applicable at this time.**  Offer any additional comments and/or suggestions for growth based on student feedback.  **My main suggestion to Dr. Monroe is that she should continue to incorporate more teaching methods which involve greater student engagement. She should also utilize more formative assessments to obtain feedback on student learning, so that she can make helpful interventions as needed. I would also recommend that she take a stronger stance with unruly or disruptive students. If they fail to comply with her requests to modify their behavior, she can call security for assistance. Overall, she has an excellent rapport with students and one of her greatest strengths is her ability to relate to them and keep them motivated. She has outstanding course retention and success rates as a result.** |

Name of department chair: **Dr. Dana Department Chair**

Signature: Dr. Dana Département Chair Date: **XX/XX/XX**