

Item Number	Fall 2014 SPED 343	Fall 2014 SPED 562	Fall 2014 SPED 564	Spring 2015 SPED 343	Spring 2015 SPED 561	Spring 2015 SPED 561	Summer 2015 SPED 343	Fall 2015 SPED 343	Fall 2015 SPED 564	Spring 2016 SPED 664-01	Spring 2016 SPED 664-02	Fall 2016 SPED 343	Fall 2016 SPED 564	Spring 2017 SPED 343-03	Spring 2017 SPED 343-02	Spring 2017 SPED 664
1	4.67	4.09	4.71	4.56	4.55	4.84	5	4.93	5	4.89	4.5	4.5	4.6	4.44	4.5	4.56
2	4.24	4.27	4.86	4.56	4.55	4.89	5	4.72	4.88	4.79	4.33	4.14	4.4	4.22	4.63	4.44
3	4.6	4.23	5	4.56	4.55	4.83	5	4.97	5	4.84	4.33	4.36	4.6	4.33	4.63	4.44
4	4.73	4.32	4.86	4.5	4.45	4.95	5	4.97	5	4.84	4.5	4.33	4.8	4.5	4.38	4.56
5	4.4	3.9	4.71	4.19	4.36	4.89	4.75	4.86	4.88	4.74	4.33	3.93	4.8	4.11	4.75	4.44
6	4.6	4.29	4.86	4.67	4.64	4.95	5	4.86	4.94	4.84	4.5	4.07	4.8	4	4.75	4.78
7	4.83	4.45	4.86	4.69	4.64	4.95	5	4.86	4.94	4.89	4.33	4.31	4.8	4.33	4.75	4.78
8	4.73	4.36	4.86	4.44	4.55	4.95	5	4.79	4.87	4.74	4.33	4.08	4.6	4.38	4.75	4.5
9	4.53	3.91	4.86	4.31	4.64	4.95	5	4.93	5	4.74	4.33	4.14	4.6	4.44	4.63	4.67
10	4.63	4.14	4.86	4.44	4.64	4.83	5	4.86	5	4.89	4.5	4.36	4.6	4.44	4.63	4.67
11	4.47	4.14	4.86	4.25	4.64	4.84	5	4.86	5	4.89	4.33	4.38	4.6	4.33	4.5	4.78
12				4.56	4.55	4.94	5	4.97	4.94	4.95	4.5	4.36	4.6	4.25	4.71	4.67
<b>Class Means</b>	4.58	4.19	4.84	4.48	4.56	4.9	4.97	4.88	4.95	4.83	4.40	4.24	4.65	4.31	4.63	4.61

Table 1. Item analysis of SET scores

**A. Teaching and related activities:**

**1. Summary of Student Evaluations of Teaching (See full SETs in Index of supporting materials).**

Item Analysis. Table 1 presents an item analysis of SET scores taught as of the current semester, as an Assistant Professor at California State University, Chico. The item means are high, ranging from a high of 5 to a low of 3.9 with an overall item mean of 4.63. The item analysis demonstrates that a strong majority of my students either strongly agree or agree with the affirmative statements in the SET items. Similarly, class means are high with a range of 4.19 to 4.97 with an average class mean score of 4.63. The item means continue to demonstrate that students agree or strongly agree with statements of affirmation.

**2. Summary of Student Evaluations of Teaching (Part II). Please provide a narrative (1 page) summary of all of your student comments (from Part II of the SET form), with emphasis on those that you have received since your last review. This narrative should focus on identified strengths and weaknesses in your teaching, particularly those noted in more than one course.**

Overall, my SET scores, since my last review, continue to demonstrate my convincing commitment to providing a quality and meaningful education experience for my students; students consistently scored my instruction as superior or very good. I'd like to bring attention to the high scores from my online courses, as these scores are of particular interest; these courses require innovative pedagogy, as they were adapted from the face-to-face environment.

*SPED 343*

Students in my SPED 343 course provided very high ratings with an average rating of 4.58 (Fall 2014), 4.48 (Spring 2015), 4.98 (Summer 2015), 4.88 (Fall 2015), 4.25 (Fall 2016), and 4.31, 4.63 (Spring 2017). I would like to draw attention to item 7, described as *The instructor is willing to listen to student questions and opinions*. While all scores in this course were high, this specific item demonstrated my ability to treat students equitably and adjust my instruction to meet my students' needs, as explained in Standard 1 of *Instruction and Related Activities*. I have included emails from a students as well examples of student comments to expand on the areas of my instruction as well as to demonstrate the importance of teaching collaboration, professionalism, and equity in education:

Fall 2014 (face to face)

*"The instructor was approachable and made the content of curriculum accessible to all."*