

Summary of Student Evaluations of Teaching

I have combined the data from all three SET sections from Fall of 2018. Here is a summary with analysis of the findings with some representative comments from my students. I have identified areas of strength and opportunities for growth, as well as how I plan to improve. I have selected overall quality of teaching to illustrate my performance and effectiveness in the classroom.

Quantitative and Qualitative Responses for J130W (3 sections) Fall 2018

Question 3.13 - How do you rate the overall quality of teaching in this class?

Section 04	Section 03	Section 10
36.7% Superior	37% Superior	36% Superior
53.3% Very Good	48.1% Very Good	44% Very Good,
10% Adequate	14.8% Adequate	16% Adequate
0% Minimally Acceptable	0% Minimally Acceptable	0% Minimally Acceptable
0% Unacceptable	0% Unacceptable	4% Unacceptable

I am pleased to see that the vast majority of students indicated that the quality of teaching was either “very good” or “superior.” I enjoy seeing students write that they “learned a lot from the course” and “walked out with the knowledge he wanted us to leave with.” I strive to help students find writing more rewarding than previous English courses have offered them, while at the same time retaining my high standards for quality and hard work. Comments such as “I hate english (sic) and writing, but this wasn’t bat at all” are in many ways the most rewarding, particularly given how psychologically complex an English class can be for students who have been marginalized due to English as a second language, race, a disability, discomfort over gender, or simply feeling that their voice doesn’t count. Most of my teaching experience has been in English departments, so transitioning into journalism has been a process of learning and doing things in a different way than I typically do. That said, every part of my training is in use everyday I teach and work with students.

In one of my sections, the SET showed that one student indicated a rating of “unacceptable.” I make every attempt in the course to welcome students to address problems they may be having in the course. I wish that student would have come to see me, since there must have been something upsetting to warrant that rating. I would have liked to have had the opportunity to know what that was in order to

address the cause and provide the student with a more positive educational experience. It could have been a misinterpretation of something I said or any number of other things. I always invite all students to come to me with any type of issue they are having in the class so that we can work out the problem together. It's not just my teaching that should be conducive to learning, but my goal as a teacher is to inspire students to love learning in general.

My overall impression of student feedback is very positive. In fact, I expected students to be far more critical of my teaching and coursework than they were. For example, I know that I need to improve how quickly I grade as well as how I construct and provide more helpful feedback to each individual writing assignment. I provide feedback through conferencing as well as through Turnitin, but I see that some students want far more feedback than I am giving. I need to make it more clear how students can access feedback online, for it seems some students are unsure about how to do this. On the positive side, one student indicated that "Professor Richter takes each assignment slow enough for everyone in the class. He has given us specific steps to take throughout our assignments in the hopes of giving us the best outcomes." This statement is indicative of both trying to guide students through the process without at the same time doing too much of the work for the student.

I tend to "go slow" through assignments largely because I want students to put more time into each assignment rather than having a lot of small assignments that don't allow for students to understand what they are doing and why they are doing it. I like to see that some students felt that "he keeps the class full of energy" and that "he was very supportive." One student noted that I should "have more office hours." This semester I am holding office hours on campus at the Creekside Cafe, which has been very successful. Some students do not know what "office hours" imply, or may feel intimidated to work with their professor on their work. By having office hours at the Creekside Cafe I have all but nullified the unease that can come with going into an office and speaking one-on-one with a professor. I still have standard office hours for students who need a space in which they can speak with me in greater privacy. I am pleased to see how much students found the class intellectually rewarding. This is one of the most important parts of my teaching, and can be particularly challenging given the amount of time I need to spend on writing lessons as opposed to content.

Student Written Comments:

There are three questions for each student to use their own words in responding.

1. What did your Instructor do to make this class a good learning experience for you?
2. What could your Instructor do in the future to make this a better class?
3. Please give on reason to justify your rating.

Three sections with approximately 25 students per section.

1. What did your Instructor do to make this class a good learning experience for you?

There were approximately 150 answers. Responses were similar and repeated in all three sections and were very complimentary. There were few negative responses that I could see. Examples of Answers: (abbreviated)

Loves to teach. High energy. Supportive. Easy to understand. Makes things clear. Very up to date. Enjoyed the class. Helpful. Available. Explained everything. Lots of discussion. Enthusiastic. Fun and interactive class. Extra office hours. Grades fairly. Good speaker. Solid personality. Interesting topics to write about. Involves students during class. Created interesting projects that are relevant and challenging. Gets to know his students. Adjusts assignments as needed. Goes above and beyond. Moved office hours to Sylvester's on request. Very helpful in Office Hours. Each Lesson different to cover everything. Comfortable, not overbearing, or dominant, more a partner in learning. Very intelligent and patient. Exciting subjects, makes it easy to pay attention.

2. What could your Instructor do in the future to make this a better class? Approximately 150 answers were given. Some were still very complimentary.

"This is my favorite class so I'm going to have to say nothing!" And another student: Nothing, overall really good teaching! And another student: "Nothing!" And again: "nothing! it's amazing as it is." "Nothing comes to mind." Another: "Nothing." "Honestly, this class was a blast, I can't think of anything to improve." Another: "nothing."

3. Suggestions for improvement that I will try to implement in the future.

*Do more 10 min writes at the beginning of class. Finish the amount of work in a given time. Keeping up was a bit intimidating. Have shorter deadlines, so we don't procrastinate. Don't spend so much time on one paper. Spend more time on each paper. Shut students down when they get off topic. More implementing of Blogs into weekly work rather than so much time for other assignments. Change Blogs to Weekly Journals in Class. Update us on due dates. Use good papers as examples. Check in with students even if they don't ask. Don't discuss the next assignment when one is still in progress. Give more Feedback. Get grade in sooner. Give each student a goal of fixing a bad writing habit by end of the semester.

4. Please give one reason to justify your overall rating of the Teaching. Approximately 150 answers were given. Most answers were similar to previous responses to approve questions.

The Instructor was very professional. He is an incredibly nice and knowledgeable teacher who does really anything possible to make sure we succeed. Wonderful teaching, good assignments. He is a great

teacher who has improved my knowledge of this subject. Very fair teacher and wants students to achieve. Overall a solid professor. I have learned a lot and feel like my writing improved. He rocks! My grade is good because he teaches good. My writing has improved. Opened up Office Hours.

Peer Observations and Other Evaluations

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I was observed by Journalism faculty on Oct 29, 2018 and was pleased with the final rating.
1 (low score) - 7 (top score)

	Organization	Preparedness	Efficiency	Learning	Clarity	Delivery
Fall 2018	7	7	6	6	6	6

My observer judged me “Superior” based on my “passion, affability, discipline-specific knowledge, preparation, and organization, that all worked in concert to create a lively and educational classroom experience.” These scores reflect aspects of my teaching that I take very seriously. I do take starting class on-time and beginning with the last lesson taught to be an important thing to do each time I teach. I feel that organization is one of the most crucial determiners of my own instructional success in the course and I work hard to maintain and improve my organizational habits throughout the year.