

STUDENT EVALUATIONS

SUMMARY & INTERPRETATION

REFLECTIONS ON EVALUATIONS AND TEACHING

During the period under review (Fall 2011-Spring 2017), my teaching and advising load has consisted of either 12 AWTUs per semester or 6 AWTUs per semester (since Fall 2015 I have received a two-course release for a combination of my service as pathway coordinator, department assessment coordinator, and QOLT lead). During the review period, I have consistently maintained office hours for my courses and for advising students in the Mass Communication Design Option and in the Ethics, Justice, and Policy Pathway.

I will let the reviewers refer to the specific data included in my Working Personnel Action File (WPAF) for single courses' SETs, while in this dossier I look at broader trends and will address both successful aspects of my instruction and areas that can improve.

These trends are based on the courses I have taught the most in the past 5 years: CDES 303, CDES 344, and CDES 351.

Several students throughout my classes have commented positively on class organization and about my enthusiasm about the class content. These elements generally spread across courses, and students appreciate that I come to class prepared. I generally communicate promptly with students, although my communication is usually fairly honest and direct. Students sometimes struggle with courses like CDES 303 and its expectations for critical analysis and writing proficiency, but overall they seem to appreciate the results after their hard work. Generally speaking, I do not coddle students, I set fairly high standards for my classes, and I hold students accountable, which not everyone enjoys.

To clarify trends in specific courses, I would like to show progress in my SETs for CDES 303 and CDES 351 pre and post course redesign, and address what changes have been made to achieve that progress.

CDES 303: Comm. Criticism, lecture	Spring 2015	Fall 2016	Difference
Course Organization and Planning	3.79	4.28	+0.49
Communication	3.66	4.36	+0.70
Faculty/Student Interaction	3.64	4.34	+0.70
Assignments, Exams, and Grading	3.42	3.75	+0.33
Instructional Methods and Materials	3.85	3.95	+0.10
Course Outcomes	3.14	3.65	+0.51
Student Effort and Involvement	3.6	4.17	+0.57
Overall Evaluation	3.5	4.05	+0.55

Improvement is also shown in the activity portion of the class, where I have a chance to work closely with a smaller number of students (20) about their writing projects, from the initial research question assignment to the final paper. I am glad to notice that the area that presents the highest improvement is "student effort and involvement," which was one of the main goals of the course redesign.

CDES 303: Activity Section	Fall 2015	Spring 2017	Difference
Course Organization and Planning	4.43	4.56	+0.13
Communication	4.4	4.5	+0.10
Faculty/Student Interaction	4.38	4.59	+0.21
Assignments, Exams, and Grading	4.18	4.19	+0.01
Instructional Methods and Materials	4.23	4.28	+0.05
Course Outcomes	3.97	4.07	+0.10
Student Effort and Involvement	4.09	4.37	+0.28
Overall Evaluation	4.06	4.16	+0.10

The redesign of CDES 303, while still in progress, has already provided evidence for significant improvement.

1. The class is better organized both conceptually and on Blackboard
2. I have added lectures that address specific elements of academic writing and more in-class time to develop drafts.
3. I have distributed the class content across 8 quizzes and 4 exams (while previously the content was distributed across 3 exams exclusively).
4. Elements of graphic design have been consistently added to the course

The assessment provided in this dossier shows consistent improvement from Draft 1 to Final Paper and improvement in the grades received in the exams and quizzes, so between student outcomes and SETs evaluation, the course redesign is to be considered successful.

