



# Center for Teaching Excellence Hampton University Teaching Matters

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## Course and Instructor Evaluation: Reducing Time and Paper

By Dr. Spencer Baker

During the 2011 Winter Educational Staff Institute, we announced to you that the University was moving from paper and pencil evaluation to an electronic Course/Instructor evaluation process. Today, I am proud to say, as your “assessment geek,” that we have completed our first year of electronic evaluations with overall success and some challenges. Our goal was to save time and resources in providing you with quick feedback from your students. We accomplished this by restoring valuable instruction time to you through eliminating in-class paper evaluations and providing you with the students’ feedback immediately after grades are submitted for the semester. You are now receiving this feedback electronically with all evaluations in one email (according to how many areas you taught). However, attempting to compare your previous report of one page to the current one is difficult.

In your current electronic evaluation, we identify three areas for rating. The first area focuses on you, the instructor, with “Teacher Presence” being rated with 17 items. The second area focuses on whether the student felt socially and emotionally connected with others – “Students and Instructor.” This area is rated with 6 items. The third area focuses on course content with “Cognitive Presence” being rated with 17 items. There are also three questions that focus on a student’s general satisfaction with the course.

You are provided with a global index rating for each of these areas, followed by demographics for the respondents, i.e., gender, current GPA, and expected grade. Currently, you receive three sets of charts illustrating responses. The first set of charts provides you with a graph of each question to identify selected percentages. On the right side of this graph, you will see the number of students who responded to each item (n=) with an average score, the median score, and the standard deviation. The next set of charts is comprised of histograms for the scaled questions. These charts will be removed in the future. The last chart indicates a profile line. In the future, when a baseline is established, you will be provided with a comparison graph with others in your department. Finally, you are provided with open-ended comments made by the students. Typically, I find these comments more valuable than anything!

While we are moving forward, some challenges still loom ahead of us! First and foremost, ***we must get our students to respond.*** Yes, there are several items on the survey that require students' responses, but all of this is valuable information. Know that we are diligently examining how to reduce the number of items. Although the students are provided easy access to the system and receive reminders, we, as faculty, need to encourage them to submit an evaluation. These evaluations extend beyond the individual professor to influencing decisions within academic affairs, the heart of the University. The processes utilized ensure confidentiality of responses given for all who participate electronically. All processes are established prior to the survey period and the system is not accessed to determine who responded. We need your help in encouraging your students to participate in the electronic process during the evaluation period. Our second challenge is to conduct evaluations of multiple professors teaching the same course to allow students the opportunity to rate the "Teaching Presence" of each instructor.

In sum, we have progressed a long way in a short time in our transition to an electronic course/instructor evaluation process and we are exploring other ways to exploit technology. Our goal is simple: to try to make it easier for you to receive feedback from students, leaving you more time to teach!

## **Announcements**

**Hampton University**  
**Academic Excellence Workshop Series**  
**Spring 2012**  
**Center for Teaching Excellence**

February 13, 2012

Assessment of Specific Intended  
Student Learner Outcomes  
Dr. Spencer Baker and Dr. Zina McGee, Facilitators  
Location: Student Ctr., Ballroom C

The **Interlink Alliance 2012 Faculty Development Conference** is scheduled **March 9-10, 2012** on the campus of **North Carolina Central University** located in Durham, North Carolina!

**Theme: "Teaching and Learning in the 21st Century"**

We invite you to share your experiences, best practices and research by attending *The Interlink Alliance's 2nd Faculty Development Conference, "Teaching and Learning in the 21st Century."* This conference combines interactive learning sessions, best practices, poster sessions, and networking opportunities for higher education faculty.

### **Interlink Alliance - Core Mission Statement**

The Interlink Alliance holds as its central purpose the development and preparation of African-American students to learn, live, and lead in the 21st Century. Drawing on a historic legacy of access and opportunity, member institutions will leverage synergistic strengths to foster student and faculty development. The alliance's mission is to recruit, retain, and encourage talented individuals to achieve their full potential for the betterment of community and society.

## Conference Outcomes

1. Participants will be able to share best practices in Teaching and Learning for the 21st Century.
2. Participants will be able to discuss research focused on the teaching and learning process.
3. Participants will be able to network and establish relationships with faculty from other campuses who are focused on best practices in teaching and learning, and student success.

Access <http://www.theinterlinkalliance.com> for more information.

### **Modeling Equity, Engaging Difference: New Frameworks for Diversity and Learning**

October 18-20, 2012

Baltimore, Maryland

**Proposals Due February 29, 2012**

AAC&U [invites proposals](#) that examine how campuses are linking diversity, inclusion, and equity initiatives in order to redefine notions of academic excellence. How are institutional leaders shaping their missions to contribute to building more inclusive, just, and democratic communities? How might we be informed by the points of contention on campuses and join with colleagues to set a new agenda for diversity, inclusion, and equity?

For more information, please call 202.387.3760, or write to Siah Annand at [network@aacu.org](mailto:network@aacu.org).

### **2012 Network for Academic Renewal Conferences**

[General Education and Assessment: New Contexts, New Cultures](#)

February 23–25, 2012—New Orleans, LA

[Student Success: Pushing Boundaries, Raising Bars](#)

March 22–24, 2012—Seattle, Washington

[Modeling Equity, Engaging Difference: New Frameworks for Diversity and Learning](#)

October 18–20, 2012—Baltimore, Maryland

[Next Generation STEM Learning: Investigative, Integrative, Innovative, and Inspiring](#)

November 8–10, 2012—Kansas City, Missouri

Questions about any of AAC&U's meetings? E-mail [meetings@aacu.org](mailto:meetings@aacu.org).

**Association of American Colleges & Universities**

1818 R Street, NW

Washington, DC 20009

[www.aacu.org](http://www.aacu.org)

## **Institute on High-Impact Practices and Student Success**

June 19-23, 2012

Portland State University

Portland, Oregon

**Apply through March 1**

AAC&U's [Institute on High-Impact Practices and Student Success](#)—formerly the Greater Expectations Institute—is designed to help campuses develop intentional and integrative plans to strengthen student learning and student success. The institute curriculum emphasizes [high-impact practices](#) and campus-wide strategies that are engaging to students and effective at improving both persistence and achievement of [essential learning outcomes](#).

For additional information, contact Jordan Fraade at 202.884.7407 or e-mail [fraade@aacu.org](mailto:fraade@aacu.org).

### **2012 Summer Institutes**

#### [Institute on General Education and Assessment](#)

June 2-6, 2012

The Hotel at Turf Valley, Ellicott City, MD

#### [Institute on High-Impact Practices and Student Success](#)

June 19-23, 2012

Portland State University, Portland, OR

#### [Institute on Integrative Learning and the Departments](#)

July 11-15, 2012

The University of Vermont, Burlington, VT

#### [PKAL Summer Leadership Institute for STEM Faculty](#)

July 17-22, 2012 or July 31-August 5, 2012

Baca Campus of Colorado College, Crestone, CO

Questions about any of AAC&U's meetings? E-mail [meetings@aacu.org](mailto:meetings@aacu.org).

To unsubscribe from AAC&U Calls for Proposals and Meeting Announcements, [click here](#).

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