

Committee Report for the Student Rating of Faculty Committee

Academic Year 2010-2011

The Student Rating of Faculty Instruction Committee members were Barbara Medley, Amy Doolittle, Karen McGuffee, Karen Adsit (consulting from Walker Teaching Resource Center), Richard Gruetzemacher (consulting from UTC Office of Institutional Research), Aaron Shaheen, Terry Walters, Christopher Horne, Rick Apgar, Rich Allen, Andy Hodes, Patrick Sweetman, and Priscilla Seaman. We met several times during the year: September 22, 2010, February 23, 2011, March 9, 2011, March 23, 2011, March 30, 2011, April 6, 2011 and April 20, 2011.

During these meetings, the committee reviewed the findings of last year and began looking at ways to improve the student surveys. The group agreed that going online would simplify the process of student evaluations and ultimately save money. The concern was the response rate of the online surveys. We discussed many ways faculty could improve the online response rate, but decided that each department would do what is best for it to improve responses.

The committee heard about the Survey Dig program from Dick Gruetzemacher. It would fit in Banner and allow for flexibility. The group agreed that this program was the one to implement.

The committee then decided to split into two groups: one to work with the policies and procedures of the surveys and the other to work on new questions for the survey. After a few separate meetings and entire group meetings, the committee agreed on the following: questions with the following scale: Completely disagree, mostly disagree, slightly disagree, neither agree nor disagree, slightly agree, mostly agree, completely agree, and unable to judge: 1) The instructor shows interest in students' success in this course. 2) The instructor is willing to help students. 3) The instructor encourages students to be actively engaged in learning the content of this course. 4) The instructor provides timely feedback on assignments and exams. 5) The instructor includes activities and assignments that help students learn the content of this course. 6) The instructor clearly communicates expectations of students for this course. 7) The instructor expects high quality work from students. 8) Overall, this course has provided an excellent opportunity for me to increase my knowledge and competence in its subject; open-ended questions: 1) Which components of this course—such as lecture, discussion, assignments, exercises, and exams—best helped you learn the content of this course? 2) What about this course could be changed to help you better learn the content of this course? 3) Do you feel you learned a lot in this course? Please explain. 4) Please provide any other comments you would like to share.

The committee decided to pilot the questions to students this spring and summer for feedback. Also, the committee thought we would like to have feedback from a focus group and the entire faculty in the fall.

The policies regarding frequency of the surveys were kept the same. Students would be allowed to complete the surveys online from the last week of class through the week of exams in spring, summer, and fall. The committee wanted to revisit the issue of length of time the results would remain available and to whom.

The committee expects to have revised (if necessary) questions and policies for submission to the Faculty Senate in the fall.

Respectfully submitted,

Karen McGuffee, Chair