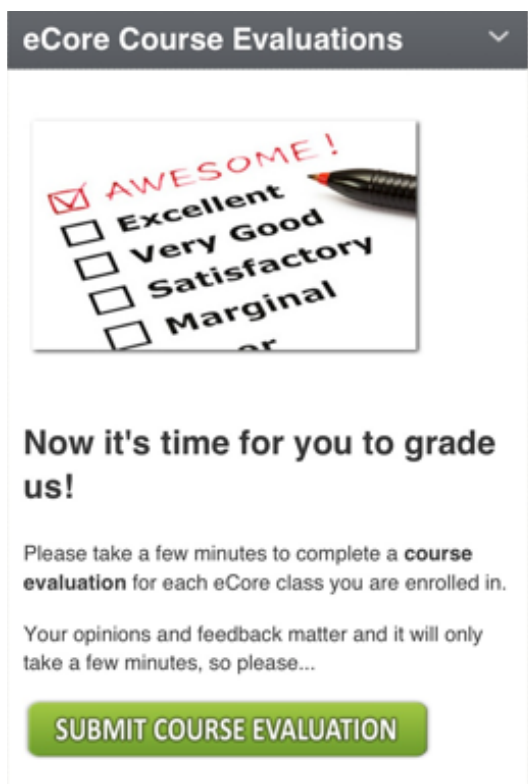


Closing the Loop



Faculty Review of Course Evaluations

The eCore Curriculum and Instruction Department provides faculty with three important items for review and reflection of their performance:

- A course evaluation (completed by students)
- An instructor evaluation (completed by the eCore Dean)
- An instruction evaluation survey (completed by the faculty member)

eCore instructors review the results of the evaluations and then complete the Instructor Evaluation Summary survey.

Course Evaluations

Faculty have access to results from both closed and open-ended questions in the course evaluation. Student identification information is not included.

Instructor Evaluations

The instructor evaluation currently includes:

- Three elements from the course evaluation (timeliness of response to students, instructor's commitment to student success, and overall instructor effectiveness)
- Course retention percentages and the average retention for the course subject area
- Discussion quality and participation measures
- Individual ABC success rate and average success rate for the course subject area for review purposes only
- Instructor engagement with at-risk students

Instructor Evaluation Summary

After reviewing both course and instructor evaluations, eCore faculty are required to reflect and report on their overall effectiveness within the course. The Instructor Evaluation Summary poses the following questions:

After reviewing your student evaluations:

- What do you think went well in the class?
- What was problematic? What needs to be improved?
- What do you plan to change next time you teach the course?

Instructor Evaluation Summaries FY 2016

What went well in the class:

- Improved course completion rate
- Multimedia course content and video tutorials
- Increased instructor engagement with students
- Flexibility and “grace periods” for students
- Study guides for proctored exams
- Open content

What was problematic/ What needs to be improved:

- Student success rate for some course sections
- Assignments that are too complex
- Interface of unit content
- Lack of originality and depth in student discussions
- Difficulty with textbook access in some courses
- Too many discussion topics and too many readings
- Small course errors
- Rubrics do not auto-populate to the Grades tool

What do you plan to change next time you teach the course:

- Improve student success rate
- Increase reminders regarding due dates
- Implement Plagiarism Quiz
- Enhance the Welcome Message
- Adjust due dates
- Produce exam question types that discourage cheating, e.g. open-ended questions
- Reduce difficulty level on some discussion questions
- Reduce number of graded items in short session classes
- Recommend/implement more helpful videos to students