

Holistic Student Feedback Report Guidelines

If a committee chooses to use student feedback data as part of the evaluation of teaching effectiveness, this data should be considered *in the context of other evidence of teaching effectiveness*. The holistic report of this feedback *may* include the following:

--A tally of classes included, either to previous promotion or date of hire as appropriate.

--*Overall conclusions* regarding the teaching effectiveness of the candidate (appears at the beginning and end of this sample).

--A discussion of the candidate's teaching strengths using qualitative and quantitative methods, including relevant percentages and direct quotations from students (no more than two quotations per paragraph).

--A discussion of the candidate's areas of improvement using qualitative and quantitative methods, including relevant percentages and direct quotations from students (no more than two quotations per paragraph). The quotations should include comments related to instruction (as specific as possible rather than the common, "this professor was great").

The report *should not exceed two-and-a-half single-spaced pages for any candidate*.

Holistic Student Feedback Report Sample

The Promotion/Tenure Committee (PC) has reviewed 17 sections of student course evaluations for Jane Doe. The evaluation period was from Fall 2014 to Winter 2016. These feedback forms included one section of UU-090, one section of VV-093, five sections of WW-098, two sections of XX-111, five sections of YY-112, and three sections of ZZ-116. The qualitative and quantitative data show that Jane is a highly effective teacher who is doing an excellent job for the division.

Jane's student feedback creates a portrait of an approachable, engaging instructor who communicates well with students and who supports and inspires learners at all levels. The feedback numbers were consistent across the range of courses Jane teaches, with a high percentage of her students--80-100%--rating her in the "strongly agree" or "agree" in most areas of the evaluations. The majority of the written comments are also positive and filled with superlatives. For example, one ZZ-116 student wrote, "Jane is by far the best instructor I have ever had in any educational setting. Her use of small groups and hands-on activities was particularly helpful" (ZZ116-WN110, W2015). Repeatedly, students said that Jane made sure they learned, and a large number appreciated her use of models and examples of writing. Another set of responses single out her feedback on essay drafts, a crucial aspect of instruction.

On the whole, students view Jane's classroom as highly collaborative and interactive. Many also said that Jane's positive demeanor contributed to their enjoyment. A ZZ-116 student said, "I like the mood of the room. Jane creat[es] a positive environment" (ZZ116-WN160, W2015).

The feedback contained only minimal criticism and suggestions. There were no significant negative trends in responses with the exception of the "course materials helped me learn" form question; 5% of students responded with "disagree" or "strongly disagree" here. The committee asked Jane about this, and she explained that she typically has a good number of dual-enrollment students. She often uses assigned material to push strong critical thinking, which some beginning college students will resist. Some didn't feel the material engaged them personally or couldn't see how it related to the class as a whole; others found a disconnection between how much they paid for a book and how often they used it in class. Jane continues to work on textbook selection both in terms of choosing the material and incorporating it in the classroom. Across courses, the most common response to "What didn't help you learn" was "Nothing" or "N/A." As for ideas for improvement, students had reasonable and concrete suggestions for Jane. A small group of students in both mainstream and developmental classes suggested that she assign more work, and this speaks to the instructor's ability to motivate and engage different learners. Two online YY-112 students would have liked "more discussion boards" (YY112-WN880, W2015; YY112-WN890, W2016). A VV-093 student recommended "Reading more books towards the end of the semester"(VV093-FA230, F2014). A few students would like to see her be firmer about classroom management, noting that some of their peers would talk while she gave instruction. The authors of these comments clearly valued Jane's teaching.

Based on this student feedback review, the committee sees Jane as a highly effective teacher who is an asset to the division and its students. The committee sees no reason for concern and lots of reason to look forward to Jane's continued growth and improvement as an instructor. We are fortunate to have her as a colleague.