

Megan Pillow Davis  
Fall 2013 – WRD 110 078  
Enrolled: 26  
Responded: 9  
Overall course value rating (mean): 3.4  
Overall teaching rating (mean): 3.8

Response breakdown by percentage of respondents:

	P (1)	F(2)	G(3)	E(4)
Course:	0.0	11.1	33.3	55.6
Teaching:	0.0	0.0	22.2	77.8

My analysis of the numerical results:

The first thing that I kept thinking about when I first saw these evaluations was the number 9. It really disappointed me that only 9 students saw fit to evaluate my teaching last semester, and yet I know that in some classes, that's an achievement. That being said, I hesitate to place too much stock in these results because I think that they are 1) likely to have been completed by my diligent students, who were also likely to have largely performed better in my class and 2) not representative of even half of the students in my class. I did note, however, that although most of the respondents expected to receive an A, one anticipated a B and another anticipated a C, so there is at least a small measure of grade diversity represented in the respondent base.

I was, to be perfectly honest, a bit surprised by how much time my students claimed to spend on my class: 4 of 9 respondents claimed they spent 4-5 hours. The others said less, and that seemed to be more reflective of reality, but I was pleased that at least a few students spent more. I hope that anonymity encouraged them to be more honest in their response. I was also a bit surprised that as much as students complained about the CDA textbook, they didn't translate that complaint by much to the evaluation – only 22.2 percent of respondents felt the textbook was a problem.

Students seemed to either agree or strongly agree that my grading was fair, assignments were distributed evenly, assignments were returned promptly, and graded assignments included comments – all categories indicated agrees at 33.3 percent and strongly agrees at 66.7 percent. They also mirrored this sentiment and these percentages in their evaluation of “instructor items” – presenting material effectively, strong knowledge of subject matter, available for consultation, satisfactorily answered questions, and encouraged class participation. The only area where I scored lower than that was in “stimulated interest of the subject” – 44.4 percent of respondents agreed and 55.6 strongly agreed. I certainly see this, then, as an area of improvement – I need to work harder to make sure that students can see my passion and interest in the subject matter.

What I found most telling about these evaluation results is that only three students wrote comments. I'm not sure how typical this is, but I was, again, simultaneously disappointed in the number and elated that I received any at all. Two students had things to say directly about my teaching, and I appreciated their comments: the first said “the course had no weaknesses; I enjoyed the whole thing and learned many different things

about writing and speaking.” The second said “One of my favorite teachers. Made the class really easy and not so stressful.” Although on the surface both of these are complimentary, I would have preferred that the first commenter offer some measure of critique, since I asked the students to do so, and I don’t like it that the second student said the class was “really easy” – I work hard to make sure the class is not too easy, so I feel like either my balance is off and I need to continue to make the class increasingly more challenging.

This was incredibly useful to review – I’m looking forward to seeing spring semester’s evaluations.