

**CEET FACULTY DEVELOPMENT PROGRAM
FEEDBACK AND EVALUATION FROM PARTICIPATING PROFESSORS**

(see Research in A.3, Program in A.5 and Instruments in C.2 - Scarborough)

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The CITL Faculty Development Program was extremely demanding, time consuming, and work oriented. The faculty members were expected to learn, analyze, perform, and produce educational products as well as make instructional decisions about educational processes, models and techniques as they participated. The program was interactive and integrated, actively engaging the professors while learning. To perform to the level that this group did exhibited great commitment to teaching and learning, both for themselves and their students. It also clearly showed commitment to their respective departments and the college, and especially to each other as colleagues. Their feedback was positive, constructive, and well-intentioned. Their comments on each feedback form reveal suggestions that are worth considering for the next stage of the program. Very important to note is the respect, friendly manner, and consideration that they showed to the program leaders. They were colleagues and professionals in every sense. (Note: See individual feedback summaries that follow.)

Program feedback and evaluation was a variable in the research and evaluation design to determine program success. The professors provided feedback after each program segment. For some segments, that was one day; however, for other segments, the number of days could vary from three to five. The only segment where the feedback was not collected at the immediate end was the performance assessment component. However, they completed that at the January 2007 meeting, which turned out to be more beneficial, as the results of the feedback incorporated how professors' felt about their performance tasks and rubrics after they were used with the students. Although a very great majority of the responses to items and the comments were very positive, there were comments or suggestions to consider for improving the program or professors' willingness to participate.

Topics of Interest for Further Study

1. More on Educational Research – beyond superficial to engage in more depth
2. Additional time on Cooperative Learning – deeper level
3. Additional topic on Student Teaming – student team development, team work, and grading
4. Program component on Conflict Management for Students - civility in the classroom; classroom management

A summary of each feedback form, with all comments and notations, follows on the chart below for the entire program. However, to review each individual program component summary, see pages:

1-12 for the end-of-research semester and final program feedback and evaluation
(Dec.06)

13-16 for the end of program feedback and evaluation (May, 2006)

17-20 for the Performance Assessment feedback (Jan. 2007)

See pages 21-30 for the feedback summaries on each individual program component. All are summarized on the chart in Table 1 below.

Table B.3.1: Summary – February 2006– January 2007

	Prompted Responses Very Positive	Constructive Comments: Usually, these comments were made by the same one individual throughout the feedback process.	Comments Very Positive with few exceptions
Orientation (2/2/06)	X	Lots of definitions that do not mean much. [<i>This seems to have changed as a result of the program.</i>]	X
Course Analysis (2/9/06)	X	No considerations	X
Test Analysis (2/16/06)	X	No considerations	X
Student Learning Outcomes (3/2/06 & 3/23/06)	X	No considerations	X
Test Development (3/30/06 – 4/27/06)	X	No considerations	X
Performance Assessment & Rubrics (12/06)	X	No considerations	X
End of Program (5/15/06 – 5/25/06)	X	<p>The Big Picture. Would be useful if the program was laid out at the beginning. <i>[We really did this but believe because the words and educational terminology had little meaning to the participants, full understanding of what was explained did not occur. This can be modified to assist better understanding. Also because the program leaders had no idea what would be required to move the group toward achievement of program goals, the exact steps could not be identified until tried and adjusted to fit group.]</i></p> <p>One individual commented on the avalanche of learning materials and suggested to start small and then expand to reduce confusion and being overwhelmed. <i>[It is true, they left the program with a complete toolbox of books, articles, and other materials,(e.g. many rubric examples, etc.). We assumed they would be more likely to continue if they had the resources at their fingertips. So in trying to provide a complete toolbox, we knew it would be somewhat overwhelming, and it was. However, we can suggest improvements for managing so many different resources and materials for the next group.]</i></p> <p>Incorporate small, interlinked lectures over a period of workshops with examples. <i>[This is really what we did, so do not know how to change this.]</i></p>	X

		<p>Make a series of small, interlinked workshops over time. <i>[We did this the first half of program – 9 days beginning in February and ending in April, but then finished the program with two whole weeks of consecutive days in May, so professors could finish during intersession. The two weeks were very productive, but very intense and focused. The quality of work was excellent for both schedules, one day at a time and the block of consecutive days.]</i></p>	
<p>End of Program After Research Semester (12/15/2006 and 1/30/2007)</p>	X	<p>Program time commitment was mentioned related to the number of days, hours, and hours per day. <i>[We agree that 18 days is probably unheard of nationally, but the program was intentionally designed for breadth and some depth. One of the most important factors on time in the program was that time was allowed for professors to actually design, develop, and produce the educational products for their courses, make instruction choices about new models and processes, and plan how to use them, etc. This takes time. This was not a “talk and walk” program, leaving the follow-through to the professors. It carried them from analysis to experimental research in their classroom, analysis after that semester, and manuscript production.]</i> One individual felt that faculty should have time off to take the course. <i>[These are interesting comments, as the Dean allowed us to use “in-semester” work days for half the program, even though faculty members were paid a stipend of \$5000. The other half was summer time. We felt professors were financially rewarded well, as teaching is fully part of their job responsibility]</i></p> <p>Compensation level: one individual thought it should be higher. <i>[Each faculty member received \$5000; we felt they were well rewarded, plus resources, materials, and the Dean permitted use of semester days for one half of program, not all summer.]</i></p> <p>One individual commented that this program is best for faculty members with very positive attitudes; otherwise, one or two with more negative mindsets would drag the rest down. <i>[We provided several different perspectives about students. One professor was fairly negative about students and their commitment to learning; however, generally, I do not believe we really had any negative faculty members. We had strong personalities, differences of opinions, and a variety of philosophies about teaching and students. Thus the group was rather diverse in many ways, ethnicity, cultures, disciplines, one female participant, the principal leader was female, but no one in the group was negative.]</i></p>	X

		<p><i>It is possible that one or more very negative individual(s) could have diverted program time; however, when those individuals are included and ultimately buy in, they are the best advertisement and motivators towards sustainability. So we agree, but would not have chosen only positive individuals intentionally; however, the Dean did select individuals he thought would be willing to commit to such an extended program.</i></p> <p>One individual commented that maybe workshops in the program should be given out of town to reduce interference with other normal job tasks.</p> <p><i>[There were very few interruptions; some at first while getting used to the program, process, work pace, lab, and delivery schedule; for example, one professor would be interrupted by his research assistant on the cell phone. But once the workshop operational standards were made clear – no interruptions unless absolutely necessary, our professors showed up on time and worked hard until the day ended with very few interruptions. We tried to accommodate various lunch time preferences, as there were prayer time preferences and family lunch times to consider; this did not present any problems. If anyone did not quite finish the day’s work, they were expected to be ready for the next session with work in hand. That did not always happen; one felt that he was not getting paid for ‘out-of-class’ work, but overall the pace among professors worked for the most part. That one individual did not really understand that teaching IS part of his job from the perspective that any time preparing for class – the whole program – was his responsibility. This individual performed well.</i></p> <p>To end with a professor’s quote: “It [Teaching and Learning – research on TL] is a fantastic area, rich with opportunities for grants/research papers.”</p>	
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**CEET Initiative on Teaching and Learning (7/7 present)
Final Program Feedback - December 15, 2006**

1. Looking back, and after the research semester, do you feel that the faculty development sessions were worth your time – worthwhile?

-Course Analysis: e.g., content gap analysis & priority, learning styles, teaching models & styles, standards & learning objectives/outcomes, objectives and test item match, Bloom's Taxonomy, Dale's Cone, Critical Thinking, and more Not really	Yes (6) Majority (1)
-Test Analysis and Test Development Review Not really	Yes (6) Majority (1)
- Performance Assessment and Rubrics Not really	Yes (6) Majority (1)
-Analyzing all your assessments by Bloom Not really	Yes (6) Majority (1)
- Consideration of "broader" assessments and mapping your assessments Not really	Yes (6) Majority (1)
-Teaching Models, including Cooperative Learning and Mapping Analysis Not really	Yes (6) Majority (1)
-The review of components for a more revealing syllabus for the students Not really	Yes (6) Majority (1)
-The review and consideration of Multicultural aspects of courses. Not really(1)	Yes (3) Majority (2)
-The review and consideration of grading. Not really	Yes (3) Majority (4)
-The educational Research Session Not really	Yes (4) Majority (3)

**-Overall, was the faculty development program worth your time & “worthwhile”? Yes (6) Majority(1)
Not really**

****Why or Why not to any of the above statements?

- *“I really liked the content. However, it was an enormous time commitment, which made it very difficult”*
- *“The addition of rubrics had a tremendously positive impact”*
- *“Gained an appreciation for educational research and the power it holds”*
- *“Test analysis was very useful; I will continue to use it.”*
- *“Wish we had more on cooperative learning/team dynamics”*
- *“This was the best faculty development program that I had participated in at NIU. The program addressed all aspects of a course development, course analysis, test analysis, test development, and modifying a course in an organized manner. Also using assessment as a process for continuous improvement.”*
- *“It was worth the time & ‘worthwhile’ because it:*
 - (i) introduced me to various concepts, styles, etc. that are typically considered only by people in colleges of education*
 - (ii) introduced new dimensions to the course by considering broader assessments as well as evaluation of assessment (rubrics)*
 - (iii) improved learning of students thru better syllabus (content and relationship to SLO –student learning objectives), etc.”*
- *“More Research sessions would have been desirable (I want to learn more)”*
- *“More time on topics like Multicultural aspects, Applications of Teaching Models, Cooperative Learning, etc. would be recommendable”*
- *“I personally missed the topic of keeping civility in the classroom or throughout the semester.”*
- *“This course exposed me to new types of knowledge; I could not know this if I did not take this course or it is unlikely to know this knowledge on my own.”*

2. Would you recommend the overall program, including the program content as you experienced it, for other faculty members?

Yes, definitely (3)

Yes, the greater majority of it (4)

Some of it

Not really

****Why or why not?

- *“Only for faculty members with very positive attitudes and open minds. Negativity, even among just a few members, can drag the rest down. I think a less ambitious workshop might be more effective because participants won’t feel as constrained by time.”*
- *“Yes, I strongly believe that other faculty members should be exposed to this kind of program. This kind of activity will improve the overall teaching quality of CEET.”*
- *“It would help faculty members to improve their courses, which would eventually lead to better prepared students.”*
- *“I think the program is good for instructors [professors] like us, who don’t have background in these matters”*
- *“Setting needs to be different. May be the course should be given in a workshop form out of town to reduce interfering with other normal job tasks”*

3. Looking back at the semester, were the modifications made to your course or the changes to your course worthwhile and effective with students?

Yes, definitely-they improved the course and instruction (3)

Yes, the majority of them improved the course and instruction (2)

Yes, some of them improved the course and instruction (1)

Not as many of the changes were as valuable as I had hoped (1) changes

No, very few of them were successful

****Why or Why not?

- *“Every course is different. Hence the course materials should be customized for the individual course. But this course should be given to professors as is because it exposes them to all techniques”*
- *“I think the success of these methods depends also on students. That component is critical – orientation for students on these issues would be great”*
- *“Through improved syllabus, performance assessments, etc.”*
- *“In terms of the students for the target course, it was too many changes within one semester. Considering the course delivery methods for [??] program, this course delivery was a major shift. So it was little difficult for the student to grasp all the benefits”*
- *“Much better organized; much better assignments. Much better tests.”*
- *“The tight deadlines for course content do not always work, especially in a senior level course and especially when students bring in new topics, ideas that they would like to discuss”*

4. Were the teaching and learning materials developed during the faculty development sessions effective when used with students during the research semester?

Yes, definitely (1)

Yes, greater the majority of them (5)

Yes, some of them (1)

Not as many of the materials were as valuable as I had hoped successful

No, very few of the materials were

****Why or Why not?

- *“See above” [“Every course is different. Hence the course materials should be customized for the individual course. But this course should be given to professors as is because it exposes them to all techniques”]*
- *“I had to design additional assignments for my class”*
- *“The materials developed were very much useful, as I have used them for the course without spending much time during the semester”*
- *“The rubrics for the performance tasks were excellent”*
- *“The overall course organization was also beneficial”*

5. Describe how you feel about the “products” you have developed, their purpose, usefulness, quality, etc.?

Analysis products – gaps analysis, teaching models and styles analysis, learning styles analysis, course content Analysis

- *“I guess it was nice to see, but I think I knew instinctively what it was”*
- *“Very Good”*
- *“Useful exercise”*
- *“Useful”*

Syllabus –

- *“This was good, although it didn’t have as big of an impact as other aspects”*
- *“V. good”*
- *“It was good”*
- *“Very Good”*
- *“Essential product”*
- *“Useful”*
- *“Very useful - I do not like the tight deadlines though”*

Tests –

- *“I really appreciate the diagnostic info I get from my revised test(s)”*
- *“Excellent”*
- *“Good”*
- *“Convenient for test preparation”*
- *“Useful”*
- *“The multiple choice t/f questions did not seem to work well → I will keep my “short answer” type”*

Test Analyses -

- *“I really appreciate the diagnostic info I get from my revised test(s)”*
- *“Good”*
- *“This was very helpful to me”*
- *“Very Good”*
- *“Provides understanding about a test”*
- *“Useful”*
- *“Very beneficial”*

Performance Assessments -

- *“ PA#2 and PA#3 were the best learning experiences, I think, for the student’s → high impact”*
- *“Very Good”*
- *“Was good”*
- *“Very Good”*
- *“Useful”*
- *“Excellent!”*

Rubrics –

- *“I had rubrics before. Now they’re a bit better”*
- *“V. good”*
- *“Was good”*
- *“Very Good”*
- *“Convenient for scoring”*
- *“Excellent value”*
- *“Excellent!”*

Choices of teaching models and processes –

- “Mixing it up was good.”
- “Good”
- “I would like to continue using collaborative learning styles”
- “Good”
- “Most were useful”
- “Very useful → I liked using the KOLB inventory with the students; they had a good response to this activity”

6. Was the Research Semester, performing experimental classroom research with students, worth your time and “worthwhile”?

- “yes”
- “yes, very valuable”

Yes, very valuable, beneficial in the following ways:

__ (5) provided evidence of the benefit of the course, teaching, learning, content, test, etc. gaps analyses and what was learned from them and developed as a result of identifying the gaps through the analysis processes

__ (7) provided opportunity to evaluate and see benefits of new teaching and learning or educational products

__ (7) provided opportunity to evaluate and see benefits of new teaching and learning processes

__ (6) provided opportunity to evaluate and see benefits of new teaching models and styles

- “very valuable”

__ (7) provided insight into student learning

__ (7) provided insight about my teaching

- “let me know that some of what I was doing had a name; opened my eyes to new ideas”

__ (6) provided opportunity for a first attempt at educational research – scholarship of teaching

- “this is invaluable - I will definitely pursue this”

__ (1) identify and list others:

- “interesting, fun”

Not really as valuable as I had hoped: describe why for each item below:

___ provided evidence of the benefit of the course, teaching, learning, content, test, etc. gaps analyses and what was learned from them and developed as a result of identifying the gaps through the analysis processes

___ provided opportunity to evaluate and see benefits of new teaching and learning or educational products

___ provided opportunity to evaluate and see benefits of new teaching and learning processes

___ provided opportunity to evaluate and see benefits of new teaching models and styles

___ provided insight into student learning

___ provided insight about my teaching

___ provided opportunity for a first attempt at educational research – scholarship of teaching

__(2) identify and list others:

- *“Cooperative learning, team, leadership → I would like to study these areas more (need more time)”*
- *“Looking at the data now, I wish I had designed some parts of the experiment better.”*

7. Would you recommend to other faculty members that they begin to engage in research on teaching and learning?

Yes, definitely (7) Yes, definitely, but after participating in the faculty development to prepare them

No, not really

*******Why? Specifically, what would keep you from recommending that others engage in classroom research on teaching and learning? Please describe in detail.**

- *“Because it provides a source of information that rarely is available to people in profession other than teachers.”*
- *“I think this is a very good policy of the college”*
- *“This will improve overall quality of teaching for our CEET.”*

8. From the perspective of the entire program (faculty development, the development of course and classroom materials, and the educational research semester) was the entire program - beginning with analysis through classroom research as a “whole” program, worth your time – worthwhile?

Yes (6) The greater majority (1) Some of it Really, Not much

*******Specifically, Why or Why not?**

- *“It is a unique chance to learn this type of knowledge.”*
- *“Even though I have taught this course many time before, it allowed me to evaluate the course from a completely new perspective and improve upon it”*
- *“I now have a better understanding about how students learn and how I can improve my courses through properly organized teaching.”*
- *“It was such a big time commitment, that I can’t say yes completely.”*
- *“It is important to take our jobs as educators seriously →”*
- *“We should strive for continuous process improvement/lifelong learning ourselves”*
- *“It is a fantastic area rich with opportunities for grants/research/papers”*

9. Would you recommend that other faculty members get the opportunity to participate in this “whole” program, including faculty development, course development, and classroom research ?

Yes, definitely (4) Yes, with a few content changes (3) Yes, with many content changes?

No, not really

10. Specifically, what content changes would you suggest?

- *“More cooperative learning”*
- *“Less time on the syllabus timeline”*
- *“As I said before, I think a less ambitious approach might be more effective. E.g. Just one performance assignments...I’m not sure where to cut. Syllabus?”*
- *“Exposed them slowly to program”*
- *“Introduce aspects of civility in class room.”*
- *“How to manage conflicts.”*
- *“See above”*

11. Was the learning and development “process” used during the entire program (Oct.05-research, Dec.06) effective?

Yes, definitely (5)
No, not really

Yes, with a few process changes (1)
No response (1)

Yes, with many process changes

****Why?

- *“I think I learned certain important issues on education that will help me to improve.”*
- *“Covered a lot of material with hands-on experience”*

12. Specifically, what process changes would you suggest? **Why?**

- *“Have workshop days not be always so work intensive – these were very draining and it took time to recover”*
- *“I sincerely think the way instructors file materials from us should change.- I feel like they ask us too many times the same information”*
- *“Faculty should have time off to take the course. This is a huge task that cannot be added to the heavy load of faculty.”*

13. Specifically, what about the program, overall, would keep you from recommending it to other faculty members?

Describe in great detail.

- *“The time commitment – it was very intense”*
- *“Faculty should know the complete program plan at the very beginning”*
- *“It should be recommended to any faculty who is very committed to put lot of time and energy, open to new ideas and concepts and eventually improve the course”*
- *“→Everything was good”*
- *“All”*

14. Identify and/or describe the teaching and learning changes that you implemented in the research semester's course:

- ___ (6) Improved priority of course content
- ___ (7) New syllabus with many new components
- ___ (7) Clear learning objectives/outcomes tied to ABET/NAIT standards
- “Very Useful!!!”
- ___ (7) Learning Style Inventory (e.g. Kolb, Felder, other)
- ___ (7) New teaching models
- (4) Small groups
 - “*mixing inductive/deductive*”
 - “*included more group discussion*”
 - “*Included more group discussion and small group encounters*”
 - One minute papers
- ___ (7) New teaching styles
- ___ (7) New objective tests
- ___ (7) New performance assessments/rubrics
- ___ (6) New grading criteria – clear and pre-determined, no curving of grades, or last minute non-criteria-based judgments, etc.
- ___ (6) Better alignment of syllabus, teaching, and assessment.
- ___ Identify and list others specific to you.

15. Do you feel that the program dates worked...recall that some time was spent during the regular semesters and some time during the summer; specifically there was ½ or 9 days across the regular semesters and ½ or 9 days in May, plus 2 fall meetings, and the final meeting?

Worked well (5) Would prefer a different schedule (1) No response (1)

****Describe a preferred schedule for 18 days, plus several short meetings

- “*Should be given during breaks*”
- “*Just a bit overwhelming*”

16. Describe the strengths of the overall program content.

- “*Everything is good*”
- “*Help faculty who are not familiar with educational research*”
- “*Covers all aspects of teaching, assessment, evaluation, and course development*”
- “*I loved doing the research*”
- “*Excellent exposure to the whole idea of the scholarship of teaching*”
- “*Many excellent ideas for course improvement*”
- “*Introduce “civility” and “conflict” issues in [program] contents*”

17. Describe the strengths of the overall learning and development process.

- *“Results in better learning for students”*
- *“Definitely, I think this is a good program for the college!”*
- *“Teaching and Learning Style”*
- *“Constructivism”*

18. Describe the areas you would like to see improvements in regarding the overall program content AND specify the desired improvements.

- *“None that I can think of. Only suggestion – that faculty should be allowed to adjust the grading cut offs based on difficulty of questions in tests.”*
- *“[Add] Coop Learning, Team Concepts, Leadership*
- *“Already stated”*
- *“Timing – load management. Compensation.”*

19. Describe the areas to you would like to see improvements in related to the overall learning and development process AND specify the desired improvements.

- *“It was very good.”*
- *“Ditto”*

20. Dean Vohra would like your Learning Community to continue and actively involve each of you together to continue to learn, share, and execute research on teaching and learning. At this point, although we don't have it well defined, are you willing to help define what “continued action” means and then continue to participate?

Yes, definitely (7) *“Very good idea”*

No, probably not – Why?

Describe for you.

21. Other General Comments about the overall program:

- *“Thank You. I will retain this info forever and expand upon it.”*
- *“Thank you very much. It was a wonderful experience.”*

**CEET Initiative on Teaching and Learning
Program Feedback- Final Feedback – May 15-25 & Overall (7/7 present)**

1. Were the sessions May 15-25 worth your time – worthwhile?

Test Analysis and Development Review	(7)	Yes	Not really
Performance Assessment and Rubrics	(7)	Yes	Not really
Analyzing all your assessments by Bloom	(7)	Yes	Not really
Consideration of “broader” assessments and mapping your assessments	(7)	Yes	Not really
Teaching Models, including Cooperative Learning and Mapping Analysis	(7)	Yes	Not really
The review of components for a more revealing syllabus for the students	(7)	Yes+(1)	Not really
The consideration of Multicultural aspects of courses.	(7)	Yes	Not really
The consideration of grading.	(7)		
The Research Session	(6)	Yes	(1)Not really

Why?

- *“Most of the information provided are/seems to be useful.”*
- *“I think we should assess whether it can be simplified at all. It was exhausting.”*
- *“Some like grading and multicultural issues were not addressed earlier. Also analyzing my course in terms of Bloom, teaching models, etc. made me appreciate various techniques of learning.”*
- *“I think the Research Session was really good. But, I feel the Research Session should have had more time to really understand what we are going to do in our class in fall.”*

2. From the perspective of the entire program, was it as a “whole” worth your time – worthwhile?

(7) Yes Not really

Why?

- *“It was a good introduction in two areas: a) How to plan, analyze, and update a course as a continuous process and (b) Basics of educational research.”*
- *“Only if they are sufficiently open-minded and care/interested enough about teaching/learning to put in the effort.”*
- *“Hopefully students will learn more due to better analysis and delivery of course.”*
- *“Opened my eyes to a whole new area- definitely improvements can be made in the classroom armed with this new knowledge.”*

3. Would you recommend the overall program content as you experienced it for other faculty members?

(6) Yes (1) Not really

Why?

- *“Invaluable”*
- *“I prefer to try some of these techniques in one of my classes and evaluate their impact. This will allow me to have a credible standpoint.”*
- *“See above”*
- *“Because it will improve the learning of students. However, some faculty may not be open to change.”*
- *“It seems to me that our college should implement this workshop as a “must” policy for every faculty. For that way, we’ll make sure students will receive a homogeneous “product” from all [faculty?]”*
- *“One thing I would change is to start small then expand. Providing avalanche of materials caused a lot of confusion to me. May be start with one learning set first.”*

4. Would you recommend that other faculty members get the opportunity to participate in this program with content modifications?

(7) Yes Not really – too soon to determine

What changes would you suggest?

- *“Make a series of small and interlinked workshops over the period of time. This will allow them to digest the material and introduce changes in a progressive way.”*
- *“A bit intense”*
- *“However, it should be tried out first half next semester before it is recommended for other faculty.”*
- *“I would incorporate more lectures in middle of sessions with examples.”*
- *“The handouts of material were sometimes overwhelming. I would reduce this.”*
- *“Less time*

5. Was the learning and development “process” used during the entire program (including the May 15-25 time) effective?

(7) Yes Not Really

Why?

- *“The program was intensive and structured and the tutors [program leaders] have personal background of using the techniques for their own courses. Personal experience of the tutor [program leader] made the program credible one.”*
- *“Yes, but handouts are too much to handle”*

6. Describe how you feel about the “products” you have developed, their purpose, usefulness, quality, etc.?

- *“I feel proud. I am amazed at the amount of work accomplished. Quality is excellent, usefulness is invaluable”*
- *“Excellent”*
- *“I think my products in this workshop are of good quality, for me, they will be of great help in fall. I feel I have good material”*
- *“Very good”*
- *“They are the result of a lot of effort”*
- *“The products that I have developed are useful items towards the proposed course. However, they need to be revisited before they can be used for the class.”*

7. Describe teaching and learning process differences that you will implement in next fall’s course?

- *“Definitely will include more active learning, more discussion groups, less “lecture”*
- *“Will use performance tests, collaborative learning, improved”*
- *“I will use more active learning, but now I feel I know how to proceed to make this more productive. I will also incorporate collaborative methods.”*
- *“Use various teaching styles, models; be aware of Bloom’s levels [of learning]”*
- *“Much more active and hands-on. More collaborative.”*
- *“The course will be much more learner and assessment centered.”*

13. Dean Vohra would like the your Learning Community to continue and actively involve each of you together to continue to learn, share, and execute research on teaching and learning. At this point, although we don't have it well defined, are you willing to help define what "continued action" together mean and then continue to participate?

(7) Yes No, probably not

- *"Yes, definitely"*
- *"Maybe it will be a good idea to let the community grow on its own. While administration can play the role of a facilitator."*

14. Did you learn or enhance "other" types of skills through the program process (e.g. computer or others)?

- *"No"*
- *"No"*
- *"Not much"*

15. General Comments about the overall program:

- *"Excellent – thank you for allotting me this opportunity!"*
- *"It was a good program to enhance my effectiveness as a teacher."*
- *"Excellent"*
- *"My overall comments are that this was a very good and enriched experience and definitely will help me to improve my teaching as well as professionally and personally."*
- *"Good. However, instead of focusing on terminologies, focus primarily on the outcome of this program."*
- *"Mentioned above"*

CEET Initiative on Teaching and Learning - Performance Assessment Feedback, Jan, 2007

(7/7 respondents)

1. Was the time spent developing performance tasks worth your time – worthwhile?

(7) Yes

Not really

Why?

- *“A lot of work, but they really engage students”*
- *“Allowed me to think about what students should be able to perform after completing the course.”*
- *“Invaluable.” “Although I always give ‘projects’, I was naïve to many of the aspects of a true performance task.”*
- *“Performance tasks made students (1) solve open ended problems; (2) work in groups; (3) identify problems and try to have multiple solutions and then justify the solution.”*

2. Was the time spent developing rubrics for scoring the performance tasks worth your time – worthwhile?

(7) Yes

Not really

Why?

- *“Students knew what was expected of them; grading was a bit easier; fewer students challenged their grades.”*
- *“Allowed me to set expectations from the PAs.”*
- *“The students really responded well to them! They liked knowing the expectations for performance tasks.”*
- *“I didn’t have this experience before.”*
- *“Rubrics helped students understand what is expected of them and how they will be graded.”*

3. Would you recommend the performance task program content for other faculty members?

(7) Yes

Not really

Why?

- *“Valuable”*
“It will be a good exercise for others.”
- *“I think any new faculty should be exposed to this experience.”*
- *“I feel students learned a lot because of the performance tasks.”*

4. Would you recommend the rubric program content for other faculty members?

(7) Yes

Not really

Why?

- *“It will be a good exercise for others.”*
- *“This, I believe, is a necessity.”*

5. Were the performance tasks a beneficial addition to the student assessment plan for your course?

(7) Yes

Not really

Why?

- *“It was another dimension of assessment. Some students who did not do well on tests...really shined in performance.”*
“Provides additional form of assessment method.”
- *“It added a new dimension of student assessment; also these performances tasks involved various learning styles.”*

6. Were the rubrics beneficial for scoring the performance tasks?

(7) Yes

Not really

Why?

- *“Students knew what was expected of them; grading was a bit easier; fewer students challenged their grades.”*
- *“Makes the scoring process easier.”*
- *“It made it easier for me – and the students also responded well. IT is necessary to have a procedure mapped out for them to understand the expectations and levels.”*
- *“They make grading progress easier.”*
- *“Otherwise, it would be very subjective or arbitrary.”*

7. Were the performance tasks an effective tool for enhancing student learning?

(7) Yes

Not really

Why?

- *“Bigger, more authentic tasks.”*
- *“Students can demonstrate what they can perform after completing the course.”*
- *“(1)It allowed for many more teaching styles to be incorporated in the course; (2) more learning styles were also included; (3) a good tool for group work as well.”*
- *“They really understand expectations.”*
- *“Students’ learning involves various learning and teaching style, and models and performance tasks provided these opportunities.”*

8. Were the performance tasks an effective tool for measuring student learning?

(7) Yes

Not really

Why?

- *“It was another dimension of assessment. Some students who did not do well on tests...really shined in performance.”*
- *“Students can demonstrate what they can perform after completing the course.”*
- *“(1) It demonstrated their abilities to communicate effectively; (2) It demonstrated their abilities to synthesize, apply, and evaluate subject matter content.”*
- *“Students’ learning may not be completely assessed by only exams and homeworks.”*

9. Were the rubrics an effective tool for scoring the outcomes of student performances on the tasks?

(7) Yes

Not really

Why?

- *“It was another dimension of assessment. Some students who did not do well on tests...really shined in performance.”*
- *“See previous comments.”*
- *“Rubrics provide the details of expected outcomes.”*

10. Were the rubrics effective in helping students to understand more about what you expected them to do by revealing the standards and scoring mechanism with them up front?

(7) Yes

Not really

Why?

- *“It was another dimension of assessment. Some students who did not do well on tests...really shined in performance.”*
- *“Students know the expectations.”*
- *“See previous comments.”*
- *“They know what is expected of them.”*

11. Do you feel that more formalized performance tasks and rubrics improve the opportunity for students to provide evidence of learning?

(6) Yes

(1) Not really

Why?

- *“It was another dimension of assessment. Some students who did not do well on tests...really shined in performance.”*
- *“Not everyone is good in taking tests. Also exams and homework do not provide the opportunity through performance tasks.”*
- *“Two is enough.”*

12. Would you recommend that other faculty members get the opportunity to learn to develop and use performance tasks and rubrics as student assessment tools?

(7) Yes

Not really

Why?

- *“I believe this was one of the most beneficial aspects of the program with regard to student learning and assessment. It ties in with active learning and Bloom’s Taxonomy.”*
- *“It was a big help for me.”*

13. Was the performance/rubric development process used with this group – “developing while learning from presentation, examples, and one-on-one feedback” - effective?

(7) Yes

Not really

Why?

- *“One-on-one feedback especially helpful.”*

14. Will you continue to use performance tasks and rubrics in this and/or other classes?

(7) Yes

Not really

Why?

- *“To improve student learning.”*

15. Strengths of the performance task/rubric program component.

- *“Already stated in above [responses].”*
- *“Measures what students can really perform with their learned tools.”*
- *“Quantified student performance; gave students guidance and goals.”*
- *“I liked the development of the Performance Tasks, especially with the rubric. Discussions were enlightening, as well as our group discussions and evaluations.”*
- *“Very good way in presenting material; Different styles of rubrics presented; also working in our same classes helped to learn how to do rubrics and performances.”*
- *“Provide other teaching styles, learning styles, and teaching models.”*
- *“Allow for active learning. Results show improvement when Performance Tasks were done in groups.”*

16. Areas to improve in the performance task/rubric program component.

- *“Revisit and revise.”*
- *“None.”*
- *“Streamline the time scale.”*
- *“Good as is.”*

17. General comments:

- *“This part was exceptional—I will always use this info in my classes in the future.”*
- *“Very good program.”*
- *“Results indicate conclusively that learning level was enhanced [by students in experimental semester].”*

(6 Present; 1 absent)

**CEET Initiative on Teaching and Learning
Item Writing and Test Development – Days 6, 7, 8, 9 – March 30, April 6, 20, 27**

1. Were these four days worth your time – worthwhile?

5 Yes 2 No Response No, not really

Why?

- *“Thought a lot about testing (productively)”*
- *“Made me develop the tests based on SLOs”*

2. Did the presentation and handouts provide appropriate information to guide you in item writing and test development without overwhelming you with too much material?

6 Yes 1 No Response No, not really

Why?

3. Were you able, during the four sessions, to write many appropriate and valid test items and to assemble what you would consider good tests or tests more fully developed than the ones you were using before now?

4 Yes 1 written response only 1 No Response No, not really

Why?

- *“Not nearly enough. It takes a long time to draw [figures]”*
- *“Because we had to write objective test items”*

4. As a result of these four sessions do you now feel you have greater ability and confidence in writing items and developing tests?

6 Yes 1 No Response No, not really

Why?

- *“Exam/test preparation will be much more structured.”*

5. Would you recommend that other faculty members have the opportunity to learn more about writing items and developing tests through workshops similar to these?

4 Yes 2 No Responses 1 No, not really

Why?

- *“too soon to use until we finish our program and further explore its meaning.”*

6. Was the “process” used during these days effective?

5 Yes 1 No Response 1 Written Response Only No, not really

Why?

- *“I came up with a lot more item ideas today, now that I had to put test together. Perhaps could infuse some of today’s content earlier.”*

7. Strengths of this aspect of the program.

- *“Item Bank will be useful for the coming years.”*
- *“Forces faculty to analyze the course content and tests in great detail.”*
- *“Made it clear how you can make a fair test.”*

8. Areas to improve in this aspect of the program.

9. General Comments:

- *“Make it 10-3 so that other dept. business can be attended before and after workshop.”*

CEET Initiative on Teaching and Learning
Student Learning Outcomes – Days 4 & 5, March 2 & 23 (7/7 present)

1. Were these two days worth your time – worthwhile?

Yes 7/7 Not really

Why?

- *“Never thought so deeply about outcomes. To be honest, I thought more about other courses than this one.”*
- *“Really magnified the usefulness of the techniques.”*
- *“Analyze SLO in more detail.”*
- *“The SLO will help students to understand what they are going to learn.”*

2. Would you recommend the program content on Student Learning Outcomes for other faculty members?

Yes 5/7 Not really 1/7 “Not at this stage.” Skipped Question 1/7

Why?

- *“Same” (“Never thought so deeply about outcomes. To be honest, I thought more about other courses than this one.”*
- *“It is useful to focus on SLO to ensure course content and exam matches with [each other?].”*

3. Did the presentation and handouts provide appropriate information to guide you in the development of student learning outcomes without overwhelming you with too much material?

Yes 6/7 No, not really 1/7

Why?

- *“Presentation was confusing-so much terminology for more or less the same thing. Paper-splitting hairs it seems.”*
- *“Not much of a presentation today. But thought was useful from last time.”*

4. Did the “student learning outcome” sessions help you to specify the knowledge, skills, and ability course content more clearly and to identify priorities more logically?

Yes 7/7 0/7 No, not really

Why?

- *“I had already done a pretty good job of content identification and prioritization.”*
- *“However, I would complement it with looking at other complete examples.”*
- *“Ensure appropriate issues related to knowledge, issues, etc. are addressed.”*
- *“Although I had much of it [in] my head-I had not translated it to ‘paper’ or organized it fully.”*

5. Did the “student learning outcome” session help you to develop new or enhanced student learning objectives?

- 6/7 Yes, they are more... (select all that apply) 1/7 Not really
- 1/7 a. intentional in content and result or outcome
1/7 b. results oriented - outcomes oriented in that they clearly state what students are to know about, know, or be able to do
1/7 c. specific in what knowledge, skill, ability is to be learned or extended by the student
1/7 d. measurable
1/7 e. observable
1/7 f. appropriately stated - using more definite verbs and nouns; they explain the purpose, provide context, situation, conditions, etc.
5/7 g. all of the above
1/7 no selections (responded Yes above)

Why?

- *“Not so much for the specific course, more for another course I’m teaching. Exercise brought organizational clarity.”*

6. In completing the calendar for the formal scheduling of course content, there is greater potential to (select all that apply)

- 1/7 a. enhance or improve the course focus
1/7 b. provide a better format for on-going critical analysis of the course content as updates or changes are needed
1/7 c. enhance or improve the course content delivery
1/7 d. help me better visualize my course and how to continuously update, improve or enhance it to continuously increase student learning
1/7 e. provide the students with a clearer picture of the course and what they are to learn
1/7 f. help me and my students to stay on “course”
6/7 g. all of the above

Why?

7. Now that you have written student learning outcomes, do you feel more able to prepare learning activities or experiences?

5/7 Yes 1/7 [wrote in Somewhat] 0/7 No, not really

Why?

- *“Not so much for my course. More for another course.”*

8. Would you recommend that other faculty members get the opportunity to engage in revising their course Student Learning Outcomes - content identification and student learning outcomes?

5/7 Yes 2/7 No Response 0/7 Not really

Why?

- *“Mentioned above ‘Not so much for this course. More for another course.’”*
- *“Too soon to use until we finish our program and further explore its meaning”*

9. Was the “process” used during these days effective?

6/7 Yes

1/7 No Response

0-/7 Not really

Why?

10. Strengths of this aspect of the program.

- *“It’s worth the time so far.”*
- *“Really aided in focusing our efforts to see an improved end.”*
- *“Was able to identify where the breakdown is in communication between faculty and students.”*

11. Areas to improve in this aspect of the program.

12. General Comments:

- *“Great!”*
- *“Excellent day”*

NOTE: Only 6/7 respondents as one member had to leave as feedback forms were handed out.

**CEET Initiative on Teaching and Learning
Gap Analysis Summary and Test Analysis Feedback- Day 3 – Feb. 16, 2006**

1. Was today worth your time – worthwhile?

Yes 6/6 Not really

Why?

- *"I really liked the analysis of tests"*
- *"Learned how to analyze the test, like discrimination indexes"*
- *"Allow to understand test profile"*
- *"Test stats interesting"*

2. Would you recommend today's content for other faculty members?

Yes 5/6 1/6 Not really

Why?

3. Did the GAPs Analysis & Summary help you to see possibilities for extending or enhancing: course content and teaching/learning strategies. Also did it make you aware of models and techniques that you could consider using to build or extend student learning experiences to higher levels of learning?

Yes 6/6 Not really

Why?

- *"More insight into course delivery"*
- *"I essentially did this last week. I guess the new form that organized info differently was good"*
[relates to GAP summary]
- *"This will help to incorporate additional activities within the class"*

4. Would you recommend that other faculty members get the opportunity to engage in the preliminary aspect of test analysis?

Yes 5/6 1/6 Not really – too soon to use until we finish our program and further explore its meaning

Why?

- *"Could be valuable"*

5. Was the "process" used today effective?

Yes 6/6 Not really

Why?

- *"Contains both activity and lecture"*

6. Strengths of today's program.

- *"analysis of tests"*
- *"hands on"*
- *"excellent ways to look @ test from a deeper perspective"*
- *"working with real data"*

7. Areas to improve today's program.

- *"Most of concepts are useful. However, learning styles probably have best usefulness because no matter what is the type of student, the concept needs to be taught"*
- *"Most test analysis we discussed seemed to be geared toward tests with many questions...But my test(s) have few questions"*
- *"none"*

8. General Comments:

- *"I feel today I learned something very important to analyze my teaching work.-It is always difficult to analyze tests, but today was a super important class for me in that sense"*
- *"none"*

NOTE: Only 6/7 participants provided feedback.

**CEET Initiative on Teaching and Learning
Analysis Feedback- Day 2**

1. Was today worth your time – worthwhile?

Yes-6/6 Not really

Why?

- *“It forced us to take a hard look at the current state of our courses”*
- *“got an understanding of what I was doing”*
- *“I liked dissecting the course”*
- *“dissed the conpe” [I think is] “discussed the course”*

2. Would you recommend today’s content for other faculty members?

Yes – 5/6 Not really 1/6 (“May Be”)

Why?

- *“valuable”*
- *“dissect their course” [I think is] “discussed the course”*

3. Would you recommend that other faculty members get the opportunity to engage in this preliminary analysis?

Yes – 5/6 *“If there is an opportunity”* Not really -- 1/6 (*too soon to use until we finish our program*)

4. Was the “process” used today effective?

Yes -5/6 Not really 1/6

Why?

- *“systematic*
- *“you may use the O.H. projector to explain what should be done” approach”*
- *“though, still I have some things not too clean” [finish probably]*
- *“worked at own pace”*

5. Strengths of today’s program.

- *“Looking at various aspects of learning and teaching”*
- *“Well thought”*
- *“The approach [I think] to work on our own task”*
- *“Good flow; materials provided were easy to understand; excellent input from Julie”*
- *“Hands on”*

6. Areas to improve today’s program.

- *“There could be an example case to illustrate the process”*
- *“I would like to know how to apply the ‘Reversed Instructional Design Method’ [I think]*
- *“I wish I would have known about forms →I would have brought my laptop”*
- *“I’m one of those learners who likes to see big picture before. It’s slowly coming into focus”*
- *“Do as last time. Use O.H.”*

7. General Comments:

- *“Very productive day”*

**CEET Initiative on Teaching and Learning
Orientation Feedback Summary (8/8 present)
Feb. 2, 2006**

Feedback inquiries will change across the different types of modules with some constant items. However, both content assessment and quality feedback instruments will be used throughout the program. Below is a summary of faculty feedback offered by participants for the one-day orientation session.

1. Was today worth your time -- worthwhile?

Yes 8/8 Not really

Why?

- *"Got me interested in learning more about assessment"*
- *"New ideas brought to light"*
- *"It helped realize where I should improve"*
- *"Force to think how to improve teaching"*
- *"Laid a background for the program"*

2. Would you recommend today's content for other faculty members?

Yes 6/8 Not really 1/1 and 1/1 "not at this point"

Why?

- *"Can really broaden perspectives"*
- *"Not a whole lot of substance today"*
- *"It helps in developing good teaching capabilities"*
- *"Help them also on how to improve teaching"*

3. Will the survey data be a useful guide for instructional decision-making?

Yes 8/8 Not really

Why?

- *"Can get a baseline"*
- *"I think it might"*
- *"to identify strengths and weaknesses"*
- *"Even though it should be corrected by the number of students answered each question"*
- *"will help me to plan my course"*

4. Would you recommend that other faculty members get the opportunity to use the student survey?

Yes 5/8 and 1/8 Not really 1/8

Why?

- *"Yes, but maybe wait"*
- *"Too soon to use until we finish our program and further explore its meaning"*
- *"I'm not sure it's valuable yet"*

5. Was the "process" used today effective?

Yes 7/8 Not really 1/8

Why?

- *"Learn[ed] detailed analysis of teaching"*
- *"for an introduction, group discussion was very informative"*

6. Strengths of today's program.

- *"The data generated from the survey has helped us understand our teaching and improve on them"*
- *"Good organization"*
- *"Everything"*
- *"New teaching methods discussed"*
- *"Instructors. I think they are prepared to conduct this initiative and I look forward to learning how to improve my teaching skills"*
- *"Individual and group discussion"*
- *"Got me interested in learning more about assessment"*
- *"Good overall overview & objectives presented"*

7. Areas to improve today's program.

- *"Allowing more time for reviewing the survey result"*
- *"Can't say yet"*
- *"Good as is"*
- *"Reduce lunch time & get out early"*
- *"None"*
- *"First half of day: Lot's of definitions that don't mean a whole lot"*

8. General comments:

- *"I'm excited, I see so much potential"*
- *"None"*
- *"Good group to work with"*
- *"Excellent workshop"*
- *"I think this is something very important for faculty members, specially those that are just starting"*