

# Utilization of Early Student Feedback to Evaluate Teaching Effectiveness

## Briefly describe your project.

Acquiring student feedback on teaching is important to the overall success of the instructor. Typically, SEOIs are performed at the end of the class and feedback is not received by the instructor until after the quarter has been completed. Why not change this process and acquire student feedback in the middle of the quarter so the instructor can navigate changes in the course to use and respond to student inquiries to improve the teacher learner/scholar model so the SEOI at the end of the course is more meaningful?

## How did your approach promote student learning, equity and accessibility?

The utilization of an *evidenced-based* approach to the acquisition of student feedback provides an open access to help promote effective teaching, equity, and accessibility to improve teaching in a timely manner.

Exceed Model Instrument (Scale 1 = Needs Work, 2 = Good, 3 = Excellent)

Item	Question
1.	Command of subject matter
2.	Lesson objectives
3.	Organization of boards/slide/notes and classroom activities
4.	Enthusiasm, Energy, and Confidence
5.	Orientation of subject matter
6.	Clarity of presentation (boards, written material, slides, etc.)
7.	Clarity and precision of explanation
8.	Voice (volume, speed, variation)
9.	Questioning and answering questions
10.	Contact with students
11.	Visual aids and demonstrations
12.	Time management
13.	Appropriate use of textbook
Exceed Teaching Model Average	

## Engineering Technologies, Safety, and Construction

The truth is that one cannot adequately evaluate a teacher until years after one has sat in his classroom. Proper evaluation can perhaps only be made after the spell of the powerful teacher has worn off, in the former student's maturity, when in tranquility they can collect influence. Influence is subtle, sometimes accidental, often mysterious. It cannot generally be analyzed on a computer form in the last ten minutes of the last class of a course (Epstein, 1981, p. xiii).



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### Procedure:

1. Deliver both survey questionnaires shown as one survey through Qualtrics in week four (4) or five (5).
2. Acquire data and create report to students with raw data.
3. Present data to students in class and get feedback.
4. File in professional record F180.

**Note:** A full survey instrument can be provided upon request via email at [wplugge@cwu.edu](mailto:wplugge@cwu.edu).

## How was the project innovative? Was it new or an improvement of an existing paradigm?

Utilization of student evaluation of instruction (SEOIs) at the end of the class is too late and useless for instructional improvement. Feed back in the middle of the class and sharing this information to the class provides an open transparent process to help inform the changing needs of the students within the class.

## What evidence did you use to determine the approach was working?

Final SEOIs over the last six years have consistently been averaging over 4.0. Data from the two surveys mid-way through the quarter is shared with the students so they can get a perspective on feedback is used to improve teaching methods in the course and make changes to the course. This encourages students to complete the final SEOI for the course (65% average SEOI completion rate).

Standard SEOI Questions (Scale 1 = Poor to 5 = Excellent)

Item	Question
1.	The instructor has used a variety of methods, as needed, to make content clear and understandable.
2.	Course instructions for class activities have been clearly communicated.
3.	Instructor provides useful feedback
4.	The instructor has provided timely feedback on student progress (homework, tests, etc.).
5.	Course sessions are well organized
6.	The instructor provides an opportunity for questions to be raised during normal class time.
7.	General communication about coursework has been clearly communicated.
8.	The instructor provides timely responses to questions raised outside the normal class time (Emails, etc).
9.	Assignments and tests were connected to course content.
10.	Communication of evaluation and grading techniques were clearly explained.
11.	The instructor provides an environment that promotes student learning.
12.	The instructor responds to requests, questions, or clarifications in a timely manner online or another means of communication