Guidelines for Reporting Student Ratings for Review

Annotate Your Student Ratings (~ ½ page)

Course Data

Course Title & Number
Instructor
Term(s) and year(s)
Enrollment
Respondents (#, %)

Course Description

- brief description of course content, goals, etc. (1 short paragraph)
- primary teaching methods (1-2 lines)
- class format (# sessions/week; duration of each session)
- brief description of students (e.g. % juniors/seniors, % non-majors, etc.)

Student Ratings

- Is the response rate likely to be representative?
- What were the primary issues raised by students?
- What are the most frequent themes from the summary report and student comments. This is your opportunity to direct reviewers' attention to particular results or comments that are most useful or informative. Help reviewers read and interpret your results rather than leaving it up to them to identify significant themes and appropriate responses.
  - strengths (2-3 themes)
  - challenges (2-3 themes)
- What changes did/will you make to address student concerns?

Analyzing your Results

Identify areas that students see as needing improvement in your quantitative results. Compare these to themes that appear in students' written comments. A quick approach for identifying themes is to build a list of topics that repeatedly arise as you read students' comments. Keep a cumulative tally of the comments that could be assigned to each theme. Let the frequency of the comments under each theme guide your course revisions.

Another method is to create an electronic document with all of the students' answers to each question. Sort student comments into groups based on similarity and label the group with a subject heading. Then rank the groups based on the frequency of comments in each. Some common themes include: Labs, Homework, Groupwork, Lecture, Instructor Style, Availability, Textbook, and Exams.

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Student Ratings Annotation Example

ME 346: **Advanced Mechanical Engineering Analysis**
Fall Semester 2019

Enrollment	60
Respondents	32 (53%)

Course Description
Mathematical modeling, analysis, and design of physical dynamic systems involving energy storage and transfer by lumped-parameter linear elements. Time-domain response by analytical methods and numeric simulation. Laboratory experiments. Prerequisites: Linear Algebra, Differential Equations, Probability & Statistics, Engineering Dynamics.

This is a 15-week advanced lecture and laboratory course that meets in three 1-hour time blocks and one 2-hour lab (taught by TAs). The 1-hour sessions include lectures about the primary theoretical material of systems dynamics, with derivations of fundamental principles, followed by worked examples similar to assigned homework problems. The lab sessions include 7 lab assignments and 7 discussion sessions. The lab assignments require students to conduct hands-on experiments relating to problems discussed in the large class sessions. Students are also required to devote time outside of class to assigned readings, lab write-ups, and homework.

Students: The course is a required undergraduate course for mechanical engineering majors and is a prerequisite for many of the required capstone sequences. About 50% of the students were juniors, 45% seniors, and 5% new graduate students.

Student Ratings
Students appreciated that expectations were clear and grading processes were systematic and implemented fairly. They also took advantage of my frequently scheduled office hours those of my Teaching Assistants. Students' written comments provide similar information. For example, "Availability of Prof & TA is good" "Office hours & e-mail help a lot; lots of communication with students," "very approachable, very positive attitude."

Students wanted more opportunities to practice analysis and evaluation. In their written comments, students requested more time in class to practice solving problems similar to those in their homework assignments. For example: "More interaction, but not as intense/involved as lab" and "More interaction w/ lecture notes prior to class, so we can expect more out of lecture."

Changes
One change I plan to make in this course is to decrease the amount of time I spend lecturing and provide time at the end of each session for student questions. Rather than solving every derivation in class, I will leave a portion of it incomplete and revisit it during the next class when I will ask students to help complete the solution. A number of the topics covered in this course are particularly challenging for students, thus I will occasionally provide opportunities for students to work tough problems in class, when the TAs and I are there to provide guidance.

Faculty Name	**Course Name**	**Semester Year**
Section #	**Course Number**	#/# enrolled

Student Comments

Note: the themes below are only examples,
different themes will emerge for each course and/or instructor.

1. What helped you learn in this course?

Instructor Knowledge

-
-
-
-
-

Class Discussion

-
-
-
-

Teaching Methods

-
-
-

Instructor Style / Instructor Enthusiasm

-
-
-

Projects

-
-
-

Course Content

-
-

Readings

-
-

Supporting Materials

-

No Strengths

-

Misc.

- *Blank*
- *Blank*

2. What changes would improve your learning?

Organization

-
-
-
-
-

Workload & Assignments

-
-
-
-

Grading

-
-
-

Lectures

-
-

Clarify Expectations

-
-

No Changes

- None
-
-

Misc.

- *Blank*
- *Blank*