Information Regarding Distribution of Pre-Clinical Course and Instructor Evaluations

Instructor evaluations are compiled from student input provided in online evaluation submissions. These reports are distributed to the instructor, department head, and associate dean for academic affairs.

Course evaluations are compiled similarly to instructor evaluations and are distributed to the course coordinator and the associate dean for academic affairs. ***Course coordinators are expected to share results or distribute the course evaluations with other instructors in the course***. Course evaluation summaries are for use in compiling the course reports required by the CVM Curriculum Committee.

Suggestions for Reviewing Student Evaluations of Teaching

Scale used:

5=Strongly Agree (SA)	4	3	2	1=Strongly Disagree (SD)

- Review the numeric results for each item. Recognize that a 3 on a 5-point scale is the visual "average" for students. Questions #1 and #10 on instructor evaluations and #1 and #9 on the course evaluations are the more "global" questions reflecting overall teaching effectiveness. These questions are key college indicators, used cumulatively to track trends over time.
- Compare your numeric results to your previous results and to the semester means. Use an Excel file or table to track your results over time.
- Identify the items with strong numeric results (4 or greater, or above semester mean) and the items with weaker results (3 or less, or below semester mean). Consider these results in relation to your primary teaching and course objectives (some items will be less relevant to your instruction than others).
- Review written comments in light of the numeric results, and look for consistent or repeated comments related to these categories: content/rigor of the material, organization of material, delivery or personal style/enthusiasm, interactions with students. You may want to organize the comments into these four categories to better see patterns and make sense of them.
- Avoid focusing on isolated, irrelevant or unprofessional written comments, unless a comment points out a serious (and valid) issue (e.g. sexual harassment, inappropriate comments). If such an issue is presented, reflect on the scenario that may have prompted the comment and be proactive in discussing the issue with your department head.
- Ideally, compare feedback gained from student evaluations to information gained from peer review of teaching or other sources.
- Determine one or two areas for improvement, and determine ways to develop skills in these areas.
- Summarize your reflections in written and tabular form for use in future promotion, tenure or award application documents.
- Look for improvement (or sustained outstanding performance) next year!