

TEACHING EVALUATIONS SPRING SEMESTER 2019

Attached is the report for your Spring 2019 course. The report reflects the policy and procedures published in the Faculty Handbook, Section II-8, pages 13-15.

Presentation of Data

This report provides the average values of all individual questions in several areas. Items 1-8 ask about the course, items 9-18 ask about the instructor and items 19-23 include any items you might have supplied to your students. The top of page one shows a legend to help you interpret your data. There is no single overall summary of the individual items.

The second part of this report contains a histogram which faculty requested to help visualize results. The third section contains a profile of responses for the course. And finally, the report reproduces the written comments provided by students.

Maintenance of Data

Student feedback for Spring courses is not uploaded to eDocs and is not maintained in a faculty member's personnel file in the Provost's Office.

The completed paper forms for the Students' Perception of Teaching responses will be available for pick-up in Alamance 118 until the end of July 2019. At that time the paper forms will be shredded. Please make plans to pick up your evaluations by that date or notify Sheyenne Michelizzi in the Provost's Office to have her pull and hold your forms through the summer.

Use of Data

While we are pleased to present these reports on how your students perceived your course, you will want to remember that the Faculty Handbook language says ..."evaluation of faculty members' overall teaching effectiveness should always be considered in relation to at least one other form of teaching evaluation including teaching portfolios, peer evaluations, and other devices." For help in developing additional methods to evaluate your teaching, contact the Center for the Advancement of Teaching and Learning.

Sincerely,

The Office of the Provost and Academic Affairs

Kelly Furnas

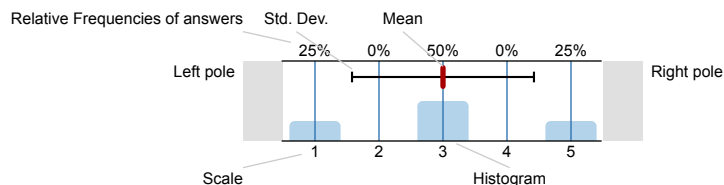
Multimedia Journalism (COM450A 129835)
No. of responses = 17



Survey Results

Legend

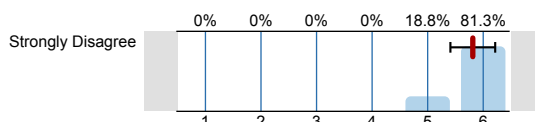
Question text



n=No. of responses
av.=Mean
dev.=Std. Dev.
ab.=Abstention

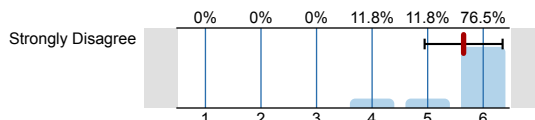
1. PART I: Instruction

- 1.1) The classes were well-prepared and well-organized.



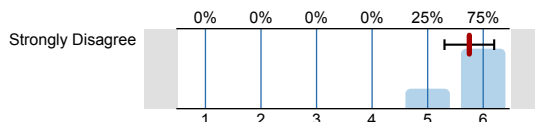
n=16
av.=5.81
dev.=0.4

- 1.2) Course assignments fostered analytical and/or creative thinking.



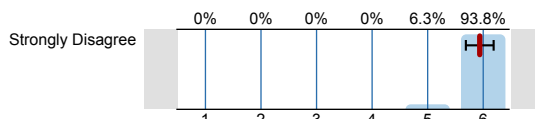
n=17
av.=5.65
dev.=0.7

- 1.3) The instructor set clear goals and objectives in the course.



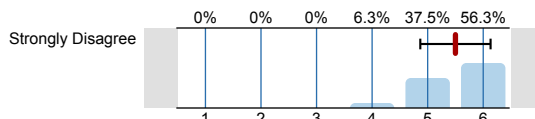
n=16
av.=5.75
dev.=0.45

- 1.4) The instructor was available outside of class (during office hours, electronically, or both).



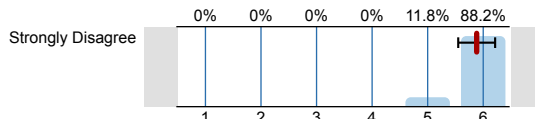
n=16
av.=5.94
dev.=0.25

- 1.5) The instructor communicated clear guidelines related to graded work.



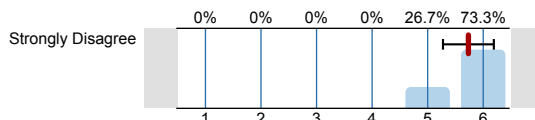
n=16
av.=5.5
dev.=0.63

- 1.6) The instructor displayed enthusiasm for the subject.



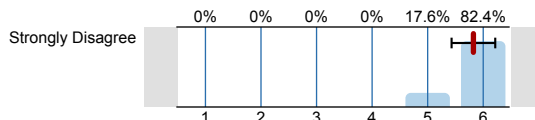
n=17
av.=5.88
dev.=0.33

- 1.7) The instructor set a high standard for achievement that students were encouraged to meet.



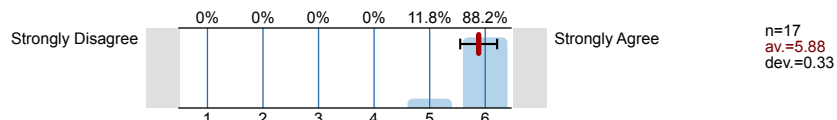
n=15
av.=5.73
dev.=0.46

- 1.8) The instructor challenged students to think critically about course material.

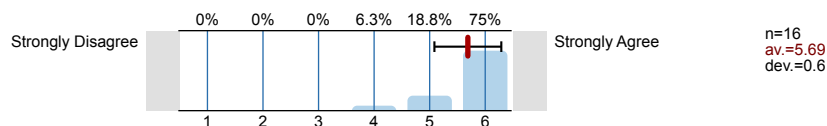


n=17
av.=5.82
dev.=0.39

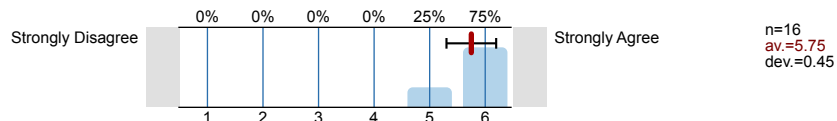
1.9) The instructor supported a class environment of mutual respect.



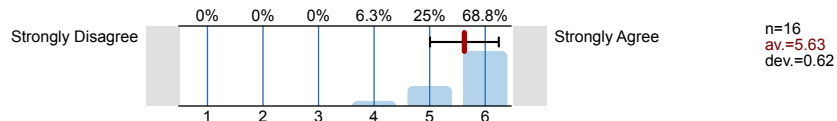
1.10) The instructor expected students to support assertions with evidence and/or reasoning.



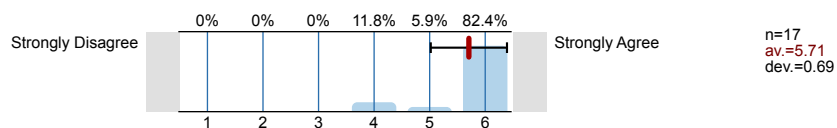
1.11) The instructor gave me feedback that helped me learn.



1.12) The instructor facilitated my learning of the subject matter.



1.13) The instructor expected students to take responsibility for their own learning.



1.14) (Instructor supplied item)

The evaluation will not be displayed due to low response rate.

1.15) (Instructor supplied item)

The evaluation will not be displayed due to low response rate.

1.16) (Instructor supplied item)

The evaluation will not be displayed due to low response rate.

1.17) (Instructor supplied item)

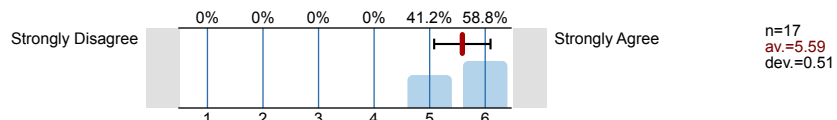
The evaluation will not be displayed due to low response rate.

1.18) (Instructor supplied item)

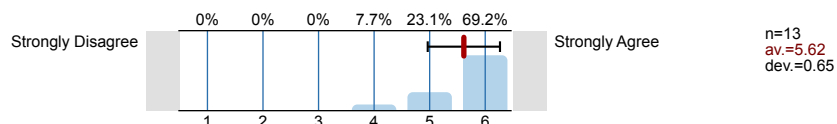
The evaluation will not be displayed due to low response rate.

2. PART 2: Demographics

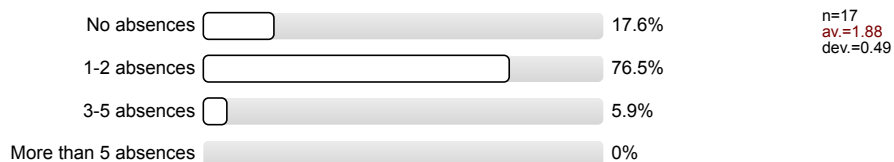
2.1) I have consistently put a lot of effort into meeting course objectives.



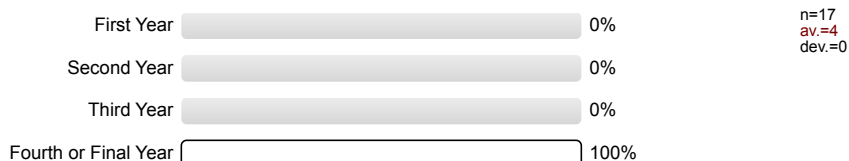
2.2) I completed readings and assignments by the due date.



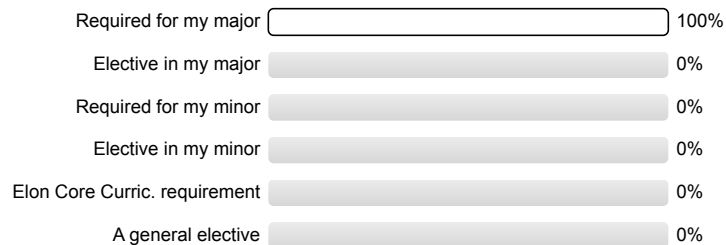
2.3) How many absences did you have in this class?



2.4) My class standing at Elon is

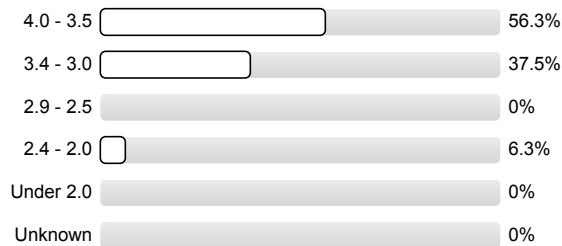


2.5) How is this course related to your major or minor? (select one response only) This course is



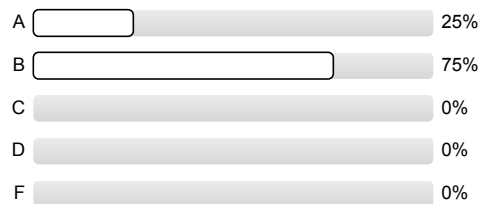
n=16
av.=1
dev.=0

2.6) My cumulative GPA is



n=16
av.=1.56
dev.=0.81

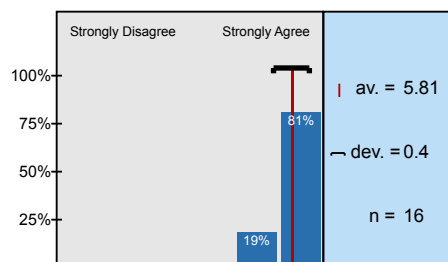
2.7) My current grade in this course is



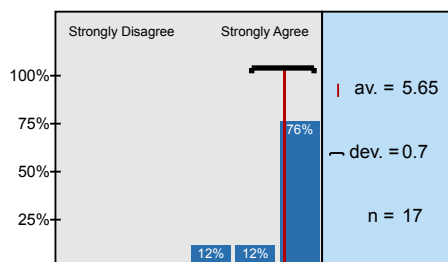
n=12
av.=1.75
dev.=0.45

Histogram for scaled questions

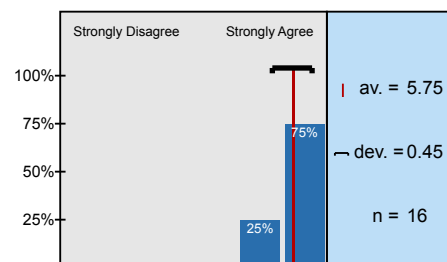
The classes were well-prepared and well-organized.



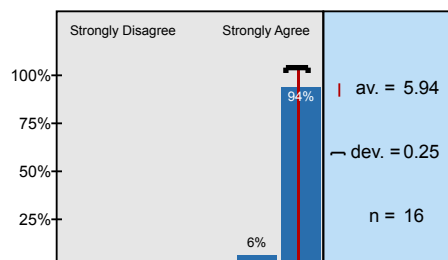
Course assignments fostered analytical and/or creative thinking.



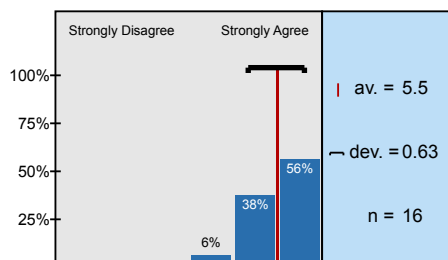
The instructor set clear goals and objectives in the course.



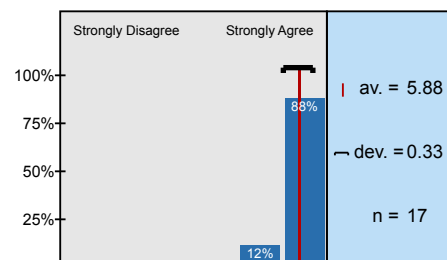
The instructor was available outside of class (during office hours, electronically, or both).



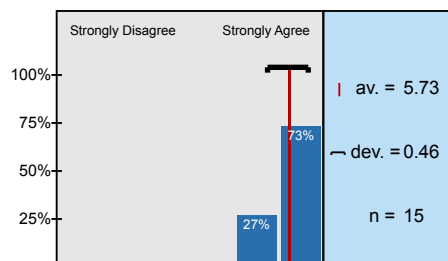
The instructor communicated clear guidelines related to graded work.



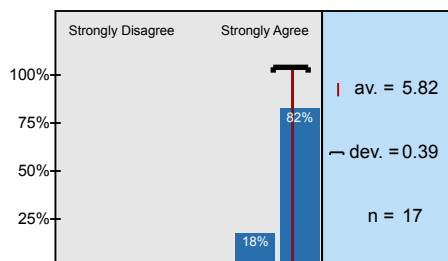
The instructor displayed enthusiasm for the subject.



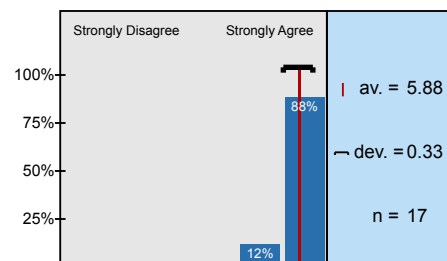
The instructor set a high standard for achievement that students were encouraged to meet.



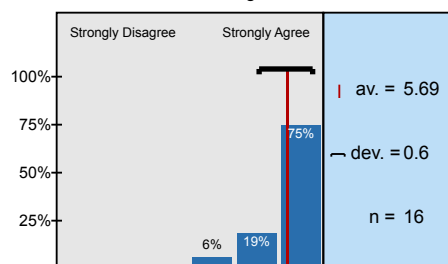
The instructor challenged students to think critically about course material.



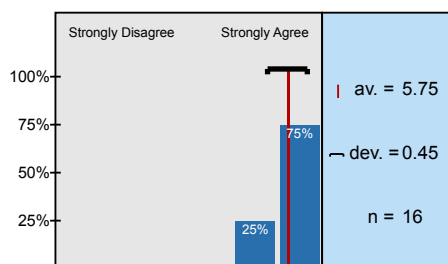
The instructor supported a class environment of mutual respect.



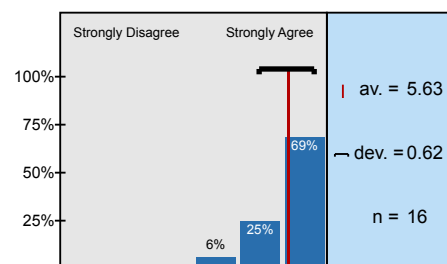
The instructor expected students to support assertions with evidence and/or reasoning.



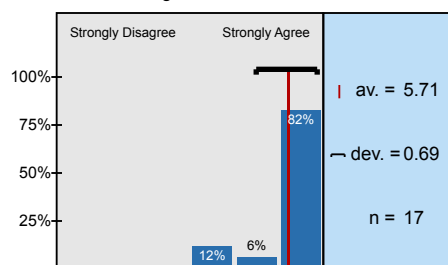
The instructor gave me feedback that helped me learn.



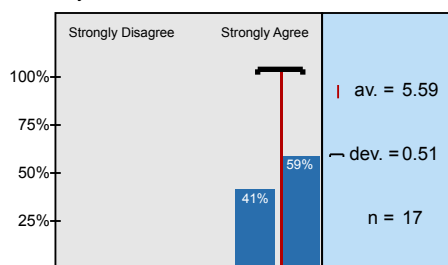
The instructor facilitated my learning of the subject matter.



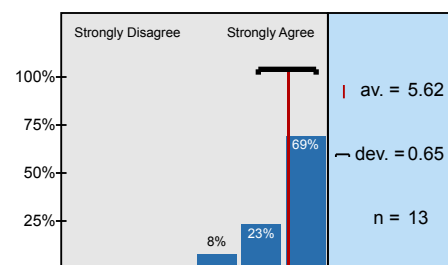
The instructor expected students to take responsibility for their own learning.



I have consistently put a lot of effort into meeting course objectives.



I completed readings and assignments by the due date.



Profile

Subunit: Communications
 Name of the instructor: Kelly Furnas
 Name of the course: Multimedia Journalism
 (Name of the survey)

Values used in the profile line: Mean

1. PART I: Instruction

1.1) The classes were well-prepared and well-organized.	Strongly Disagree							Strongly Agree	n=16	av.=5.81	md=6.00	dev.=0.40
1.2) Course assignments fostered analytical and/or creative thinking.	Strongly Disagree							Strongly Agree	n=17	av.=5.65	md=6.00	dev.=0.70
1.3) The instructor set clear goals and objectives in the course.	Strongly Disagree							Strongly Agree	n=16	av.=5.75	md=6.00	dev.=0.45
1.4) The instructor was available outside of class (during office hours, electronically, or both).	Strongly Disagree							Strongly Agree	n=16	av.=5.94	md=6.00	dev.=0.25
1.5) The instructor communicated clear guidelines related to graded work.	Strongly Disagree							Strongly Agree	n=16	av.=5.50	md=6.00	dev.=0.63
1.6) The instructor displayed enthusiasm for the subject.	Strongly Disagree							Strongly Agree	n=17	av.=5.88	md=6.00	dev.=0.33
1.7) The instructor set a high standard for achievement that students were encouraged to meet.	Strongly Disagree							Strongly Agree	n=15	av.=5.73	md=6.00	dev.=0.46
1.8) The instructor challenged students to think critically about course material.	Strongly Disagree							Strongly Agree	n=17	av.=5.82	md=6.00	dev.=0.39
1.9) The instructor supported a class environment of mutual respect.	Strongly Disagree							Strongly Agree	n=17	av.=5.88	md=6.00	dev.=0.33
1.10) The instructor expected students to support assertions with evidence and/or reasoning.	Strongly Disagree							Strongly Agree	n=16	av.=5.69	md=6.00	dev.=0.60
1.11) The instructor gave me feedback that helped me learn.	Strongly Disagree							Strongly Agree	n=16	av.=5.75	md=6.00	dev.=0.45
1.12) The instructor facilitated my learning of the subject matter.	Strongly Disagree							Strongly Agree	n=16	av.=5.63	md=6.00	dev.=0.62
1.13) The instructor expected students to take responsibility for their own learning.	Strongly Disagree							Strongly Agree	n=17	av.=5.71	md=6.00	dev.=0.69
1.14) (Instructor supplied item) (*)	Strongly Disagree							Strongly Agree				
1.15) (Instructor supplied item) (*)	Strongly Disagree							Strongly Agree				
1.16) (Instructor supplied item) (*)	Strongly Disagree							Strongly Agree				
1.17) (Instructor supplied item) (*)	Strongly Disagree							Strongly Agree				
1.18) (Instructor supplied item) (*)	Strongly Disagree							Strongly Agree				

2. PART 2: Demographics

2.1) I have consistently put a lot of effort into meeting course objectives.	Strongly Disagree							Strongly Agree	n=17	av.=5.59	md=6.00	dev.=0.51
2.2) I completed readings and assignments by the due date.	Strongly Disagree							Strongly Agree	n=13	av.=5.62	md=6.00	dev.=0.65

(*) Note: If the number of responses to a question is too low the evaluation will not be displayed in the profile line.

Comments Report

3. PART 3: INSTRUCTIONS: Your constructive feedback on the following items is appreciated. If your instructor added an item for 3.3, please respond to that item also.

3.1) Comment on aspects of the instructor's teaching style that helped the learning process.

Kelly's teaching style, insight, and availability make him one of the best Professors at Elon. He has continuously promoted critical thinking and serves as an incredible resource every time I've needed help. I cannot say enough good things about Kelly inside & outside the classroom. Easily the MVP of the comm school.

I really liked being able to use all the skills we have learned and create cool stories in this class. I also liked the Excel and life planning days.

PASSIONATE ABOUT TOPICS AND SIGNIFICANT KNOWLEDGE OF SUBJECT

Feedback on stories was great. Availability for help was also great.

Kelly is very passionate and wanted to challenge us to do our best in our projects. He pushed us to think multimedia and not just one platform over another.

He was very passionate about the material and seemed to really want to help us learn.

Very enthusiastic about the subject matter, and his approach to teaching will be helpful for future opportunities.

- loved the thought-provoking discussions/lectures
- excel workshops/hands-on data stuff was very helpful

Kelly was always available outside of class to help and is very good at explaining concepts. Also very enthusiastic about the subject

Kelly is one of the best professors I have ever had. He facilitates stimulating conversation in the classroom and is always available for feedback.

Enthusiasm and hands-on teaching style made a tough class fun and enjoyable, even at 8 a.m.

He gives very good feedback & was always available to meet & see students.

I enjoyed working with the students from Bergen & the ability to code -

Professor was widely available outside of class to help

It was nice knowing what to expect each day (structure). Kelly is always available and happy to answer questions. Always so enthusiastic.

Prof. Furnas is extremely passionate about teaching & always asks students questions to help challenge us & think deeper into a topic

32) Comment on aspects of the instructor's teaching style that could be improved upon to help the learning process.

N/A

I wish there was more guidance on the third project because I think some groups had more/easier access to sources and resources.

SOME CONTENT WAS REPETITIVE FROM OTHER COURSES IN THE MAJOR

Expectations for assignments were too high. I understand the argument that this is a Capstone course and the quality should be professional, but insisting that projects be layered over one another on top of students having other classes and priorities is unreasonable. It will always lower the quality.

Some of the lessons we had in classes were repetitive from previous communications classes. As my last communications class I expected a higher bar of tasks and difficulty.

This class clearly caters more to students who are involved in ENR or other student journalism organizations. The assignments were similar to what they do everyday, but far more challenging for other students.

I wish we'd used more technology + done the group project first

- being subjective
- unfair to give us a grade on how we critique other people's work because if it is no longer about our critique, it's only about what grade we gave
- need more structured check-ins for the third assignment. Realistically, second-semester seniors aren't going to work on project 3 ahead of time

The final project should be reconsidered & possibly with fewer ppl.

I don't think the final topic is fair. My group got a difficult topic section and we have tried to get sounds but it's hard. Maybe for final project don't pick something government owned.

structure of 3 projects felt weird, wish final group project was in the beginning

On days where the class was lecture/discussion, I often found things redundant from previous communications classes (Media Writing, Media Law). We spent time on rudimentary skills but ^{were} encouraged to produce more expert work.

3.3) (Item provided by the instructor)

The evaluation will not be displayed due to low response rate.