

Student Evaluation of Instruction and Course

University of Missouri-Columbia

Form B - 3

Instructor: Howland, Jane L

Semester: Spring 2011

Course Subject: IS_LT

Section: 02

Catalog Number: 7361

Course Id: 007611

Description: INTRO TO DIGITAL MEDIA

Class Number: 18856

Department or Unit: MU-D IS_LT

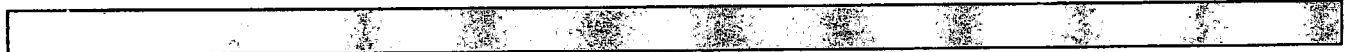
Number of Respondents: 11

| Section I Consumer Information | Percent Responding | | | | # Resp. | Mean | |
|--|--------------------|------|------|------|---------|---------|------|
| | SA 4 | A 3 | D 2 | SD 1 | | | |
| 1. Course content and expectations were presented clearly | 10.0 | 70.0 | 20.0 | 0.0 | 10 | 2.9 | |
| 2. The instructor was interested in student learning | 25.0 | 62.5 | 0.0 | 12.5 | 8 | 3.0 | |
| 3. All things considered, the instructor taught effectively | 12.5 | 62.5 | 12.5 | 12.5 | 8 | 2.8 | |
| Section II Diagnostic Feedback | High 5 | 4 | 3 | 2 | Low 1 | # Resp. | Mean |
| 1. Instructor's organization of the course | 18.2 | 45.5 | 27.3 | 9.1 | 0.0 | 11 | 3.7 |
| 2. Sequential presentation of concepts | 60.0 | 30.0 | 10.0 | 0.0 | 0.0 | 10 | 4.5 |
| 3. Instructor's explanations | 0.0 | 55.6 | 22.2 | 22.2 | 0.0 | 9 | 3.3 |
| 4. Ability to present alternative explanations | 0.0 | 55.6 | 22.2 | 0.0 | 22.2 | 9 | 3.1 |
| 5. Use of examples and illustrations | 0.0 | 33.3 | 55.6 | 11.1 | 0.0 | 9 | 3.2 |
| 6. Instructor's enhancement of student interest | 12.5 | 25.0 | 50.0 | 12.5 | 0.0 | 8 | 3.4 |
| 7. Student confidence in instructor's knowledge | 25.0 | 50.0 | 12.5 | 12.5 | 0.0 | 8 | 3.9 |
| 8. Instructor's enthusiasm | 37.5 | 50.0 | 12.5 | 0.0 | 0.0 | 8 | 4.2 |
| 9. Clarity of course objectives | 30.0 | 40.0 | 30.0 | 0.0 | 0.0 | 10 | 4.0 |
| 10. Interest level of class sessions | 12.5 | 62.5 | 12.5 | 12.5 | 0.0 | 8 | 3.8 |
| 11. Availability of extra help when needed | 50.0 | 20.0 | 20.0 | 0.0 | 10.0 | 10 | 4.0 |
| 12. Instructor's language proficiency | 44.4 | 0.0 | 44.4 | 11.1 | 0.0 | 9 | 3.8 |
| 13. Instructor's use of technology | 45.5 | 18.2 | 36.4 | 0.0 | 0.0 | 11 | 4.1 |
| Section III General Evaluation | E | QG | S | F | P | # Resp. | Mean |
| 1. The course as a whole | 0.0 | 50.0 | 30.0 | 20.0 | 0.0 | 10 | 3.3 |
| 2. The content of the course | 0.0 | 50.0 | 20.0 | 30.0 | 0.0 | 10 | 3.2 |
| Section IV Information for Other Students | E | QG | S | F | P | # Resp. | Mean |
| 1. Use of class time | 28.6 | 57.1 | 0.0 | 0.0 | 14.3 | 7 | 3.9 |
| 2. Amount you learned in the course | 20.0 | 30.0 | 30.0 | 20.0 | 0.0 | 10 | 3.5 |
| 3. Relevance and usefulness of course content | 30.0 | 10.0 | 50.0 | 10.0 | 0.0 | 10 | 3.6 |
| 4. Evaluative and grading techniques (tests,papers,projects) | 30.0 | 30.0 | 20.0 | 20.0 | 0.0 | 10 | 3.7 |
| 5. Reasonableness of assigned work | 10.0 | 70.0 | 10.0 | 10.0 | 0.0 | 10 | 3.8 |
| 6. Clarity of student responsibilities and requirements | 10.0 | 30.0 | 40.0 | 20.0 | 0.0 | 10 | 3.3 |

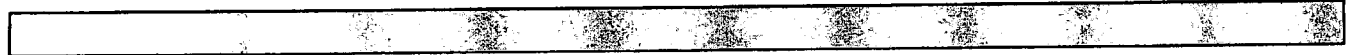
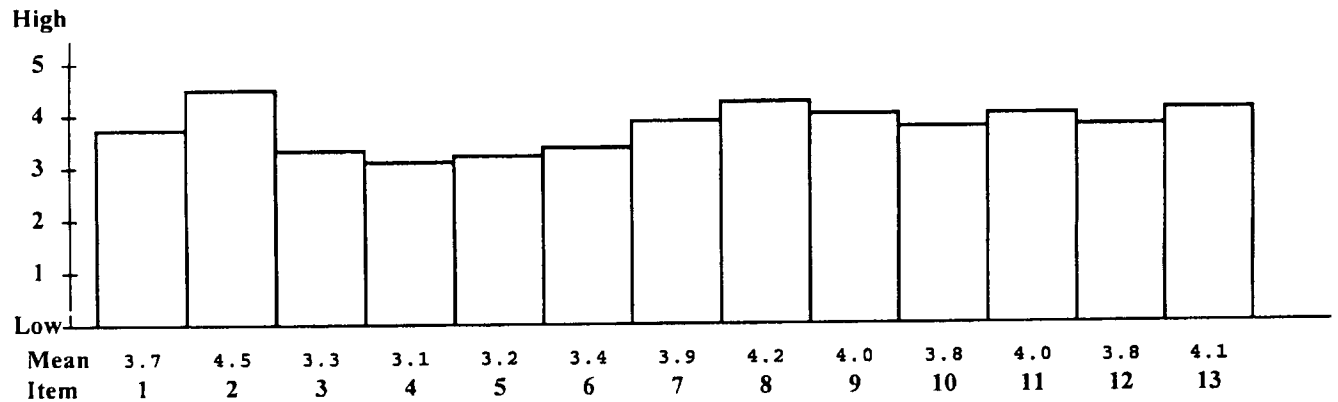
| Section V General Information About Your Students (percent of respondents) | | | | | | | | % Completed Assigned Work | | | |
|--|-----------|----------|----------------|--------------|-------|------|-------|---------------------------|------|--------|------|
| Wanted Course | Course Is | Class | Expected Grade | % Attendance | | | | | | | |
| Yes | 90.9 | In major | 54.5 | Freshman | 0.0 | A | 100.0 | 0-25 | 0.0 | 0-25 | 0.0 |
| No | 9.1 | In minor | 0.0 | Sophomore | 0.0 | B | 0.0 | 26-50 | 0.0 | 26-50 | 0.0 |
| Neutral | 0.0 | Elective | 27.3 | Junior | 0.0 | C | 0.0 | 51-75 | 0.0 | 51-75 | 9.1 |
| Omit | 0.0 | General | 0.0 | Senior | 0.0 | D | 0.0 | 76-90 | 0.0 | 76-90 | 0.0 |
| | | Other | 18.2 | Graduate | 100.0 | F | 0.0 | 91-100 | 27.3 | 91-100 | 45.5 |
| | | Omit | 0.0 | Other | 0.0 | S | 0.0 | NA | 72.7 | NA | 45.5 |
| | | | | Omit | 0.0 | U | 0.0 | Omit | 0.0 | Omit | 0.0 |
| | | | | | | Omit | 0.0 | | | | |

| Section VI Optional Items | | E | QG | S | F | P | # Resp. | Mean |
|---------------------------|----|-----|-----|-----|-----|-----|---------|------|
| E = Excellent | 1. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 | 0.0 |
| QS = Quite Good | 2. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 | 0.0 |
| S = Satisfactory | 3. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 | 0.0 |
| F = Fair | 4. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 | 0.0 |
| P = Poor | | | | | | | | |

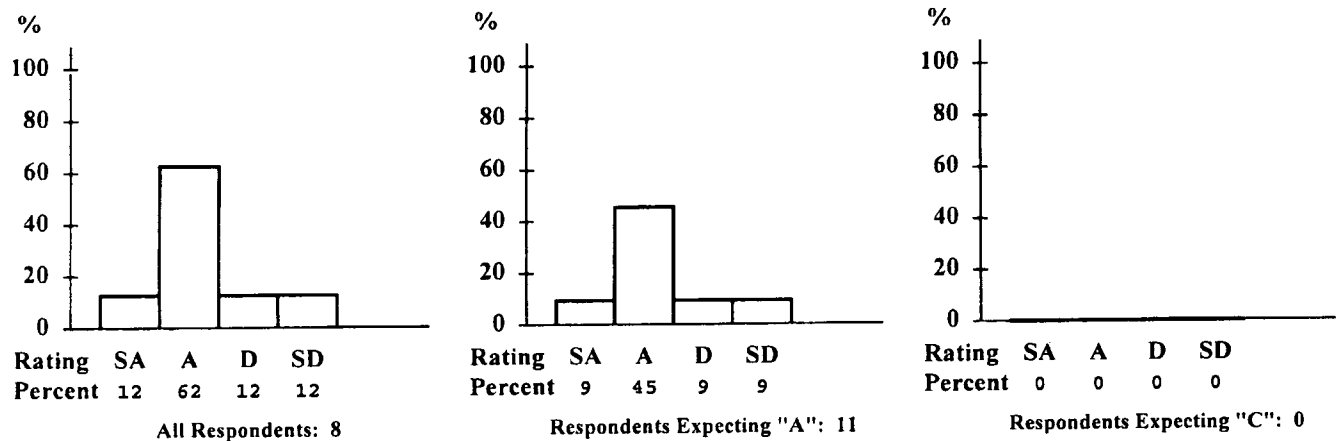
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | # Resp. | Mean |
|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------|------|
| 5. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 | 0.0 |
| 6. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 | 0.0 |
| 7. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 | 0.0 |
| 8. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0 | 0.0 |



Section II Graphic Representation of Means of Items in Section II



Section I Consumer Information Item 3: Overall Teaching Effectiveness



Processed at the Assessment Resource Center
Phone: (573)882-4694

Instructor *Howland, Jane*

| <i>Useful Applications</i> | <i>Teach or Work</i> | <i>Environment</i> | <i>Inst. Excel</i> | <i>Instructor Improve</i> | <i>Your Experience</i> |
|--------------------------------------|---|--|--|--|---|
| Photoshop, as it is used as my work. | I work at a image studio and publication company, so the use of photoshop helped me understand many of the terms and concepts my coworkers discuss better. | Not much of an impact except that I have a better understanding of concepts and terms and how the process of images at our company work. | He was very quick to give feedback. I'm not quite sure who this evaluation will be for, Graber or Howland. Howland: I'm sure she's excellent, but we didn't hear much from her during the course. I'm sure this is by design, and Mr. Graber was great, so no worries. Graber: Excellent - enthusiastic, very helpful, great at interacting with students and creating a friendly, collegial atmosphere. Grading was clear, eventually. | Give more instruction. Most of the time I had to use google to find tutorials for applications that we used in class when instruction was insufficient. I think the instructor could include audio and/or video tutorials in our course content. | Pretty much. I've had several online classes so it was pretty standard as far as the experiences I've had with online classes go. |
| | Not at all, this was a class that in my opinion was very drug out and projects were on a personal level. I had anticipated learning ways that I could use this in a school setting. There was nothing in regards to that. | Not at all, what I learned in class had no relevance to an elementary education class. | | Comments and critiques. Very hard to justify a grade when when part of the rubric is subjective. | yes |
| Video editing. | | | Answered questions promptly, enthusiastic. | I'm not sure why I'm only filling out a form for the instructor when really the person who did everything was the TA Gordon Graber. But in any case, whoever creates the materials for the class needs to make sure they are up to date. Otherwise, it's no wonder that students get confused. Also, I know it's an internet class, but it would be nice if there were materials that the instructor actually made to help us out, instead of just giving us links to other people's stuff. Better clarification of assignment requirements, clearer grading standards. | Yes. |

Instructor *Howland, Jane*

Useful Applications

Teach or Work

Environment

Inst. Excel

Instructor Improve

Your Experience

I am not as intimidated by digital media as I was before.

Instructor I am referring to is Gordon Graber, not Jane Howland. Gordon's tone online came across as snarky and sarcastic, even if that was not the intention. The way he graded things was very confusing (ex: max points: 1, weight: 4 so I received a .8 - what?). He also seemed too busy for this class.

Not really. I expected to be taught something when I was actually teaching myself. I liked that I could do things in my own time, but the "instructor" was irrelevant.

everything was fine

ya it was pretty much like i expected