Fall 2010/Spring 2011 Instructor Review Form

Seventy-one instructors completed course assessments covering these 26 courses:

- Art Appreciation
- Calculus
- College Biology
- Creative Writing
- Human Anatomy
- Microcomputer Applications
- Principals of Inclusion
- Public Speaking
- U.S. History I
- Beginning Algebra
- Chemistry
- College English I
- Functions of Child Development
- Human Growth and Development
- Narrative Film
- Principles of Animal Science
- Spanish II
- United States Government
- Biology
- College Algebra
- College English II
- Fundamentals of Math
- Human Physiology
- Nutrition
- Psychology
- Trigonometry

As shown in the graph below, the majority (95.8% and 98.6%, respectively) of instructors indicate they are satisfied with the course competencies and assessment items as listed in the course syllabus. Just under 6% (n=4) indicated that they could think of better ways to assess the learning competencies. Even teachers indicating general satisfaction with the course noted ways to improve: 28.2% stated they would make changes in how they teach the class. Only two (2.8%) of the 71 instructors noted need of budgetary changes while seven (9.9%) said they needed additional training and/or resources.
Specific Comments

Specific comments by instructors are presented below. (Comments have been edited for spelling and grammar.)

**Question: Are you satisfied with the competencies you have listed on your syllabus?**

*Comments by instructors answering "No:"*

I would make all of Chapter 6 optional due to time constraints like no school for snow days.
The 3rd edition of textbook and corresponding test banks require MORE competencies than are currently listed on the syllabus - the course is now MORE rigorous than the syllabus expresses.
They don't match the course description; either the description is wrong or the competencies are. I think the description is wrong since we have never done organic chemistry in this class.

**Question: Can you think of a better way to assess the competency item/s?  If YES, explain the change.**

*Comments by instructors answering "Yes:"*

The book is important, but I feel that the best way for me to assess Public Speaking is by making them do numerous speeches.
Students have hands on experiences.
Live work for the students would be beneficial as they can see the work actually being used instead of bookwork that is graded only without other purposes such as making items that can be used on campus such as business cards, brochures, & the sports programs.
I do not know which is better, but I have been trying various methods of using tests. The two main options for SP106 I have used have been first, a series of quizzes with a comprehensive final or second, a midterm and a final.

**Question: Based on this semester's review, would you make changes in this course?  If YES, what would that be?**

*Comments by instructors answering "Yes:"*

Again, referring to the textbook as needed for examples but having the work be more useful to the campus.
I make changes every year. Namely I try to update my examples and make them more timely. I also increase the amount of technology used each year and talk more about online research. The SP106 textbook is inadequate when lecturing on how today's student does research.
Change the online lab. The one we are currently using is insufficient and unwieldy. It does not teach proper laboratory procedures and does not allow changes by semester. Also, some amount of video should be included of actual laboratory experiences. Either we continue to use what was created for other colleges or we create our own - specific to HCC.
It needs a pre-algebra prerequisite and the course description in the syllabus is incorrect. We have never had any organic chemistry in this course. If we are supposed to, the course competencies need to change to reflect this.
I cover chapter 7 before chapter three so I can apply the graphing approach to solving problems that are presented in chapter 3.
MAT110  The revised competencies and most of the Course Description on the online standard syllabus are fine, but a few things are still shown based on the previous (worthless) competencies. Among them, the Course Content on the online Syllabus is outdated; the Course Description listed in the online course catalog is outdated; and, the Course Description in the online standard Syllabus doesn't mention anything about parametric systems, polar coordinates and calculus in them. If we want the 4-year schools to stop complaining about our courses being substandard, getting this information in all the locations synched up would be a nice first step. And this new book is complete crap, but we're obviously stuck with it for a while.
The face to face Calculus classes adopted a new text that initially looked promising. However, the homework sets are lacking. Generally, assignments begin with less complicated questions and gradually get more difficult. However, this text starts with complicated questions with no "warm up."

Upgrade the lab manual
I might change up some of the tests in both classes. I would probably add a few more in Biology to limit the number of lectures between exams, and I might switch lectures around between exams in Physiology.

More outside reading and assignments
A bit less reading in the reading part.
I will make changes to my classroom policies next semester. I had many students with many absences. I initially offered to send the absent students lecture notes, missing assignments, etc. I think students thought, "Hm, I will miss class and just contact the professor to see what I missed." I need to set limitations on what can/cannot be made up via email and/or what class information I'm willing to share outside of class.

I'd change readers. I like Short Model Essays myself.
This book is complete crap. It's ten years old, and the idiot authors don't know anything about derivative applications. It's WAY beyond time to find something more useful. MAT107
I have always thought general chemistry should have an algebra or at least pre-algebra prerequisite. Several students thought so also.
Some of the discussion board questions and updating some of the exam questions.
I might change the number of Chapters that I include on each test.
I try to make changes after each course. I like to find ways to provide more options to my students so they don't always have to write papers.

US History class -- we need to stress the value of developing critical thinking as a very important outcome.

Question: Do you foresee any additional budgeting needs to implement your suggested changes? If YES, estimate how much money would be needed.
Comments by instructors answering "Yes:

We get by
Do new textbooks more than once every ten years require a special budget? They shouldn't. MAT107

Question: Is there any training/resources you feel you need to help improve your course? If YES, explain.
Comments by instructors answering "Yes:

I use overheads extensively. The image projected on the white board is inadequate. The white board is the wrong dimensions. An actual screen is needed.
I think it would help if Wamego would purchase the Discovering Psychology video series: Updated Edition with Philip Zimbardo. It would make them more accessible than having to get them from Highland. It would help all the instructors teaching this course at Wamego. Estimated cost = $389
I struggled with the technology in my classroom. Although it is new -- and quite comfortable -- there are lots of cords and lots of options. Switching from projector to Elmo to speaker, etc. was never "seamless."
I need an actual screen for my overheads. The white board is the wrong size for the image.
Current practices focusing around Core Competencies and Best Practice
CHALK BOARDS IN WAMEGO ROOM 41!!!!! This dry erase stuff is nasty!
Access to infant/toddler development video resources for this class would be helpful for this class.