Student Learning and Teaching Effectiveness Evaluations (2017)

University of New Mexico
2017 Summer Courses

Course: BIOL429001: Molecular Cell Biology

Instructor: Tracy Cummins * ,Tyanna Lovato

1 - Please rate the instructor's overall teaching effectiveness:

Tracy Cummins

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Highly Effective	(5)	3	30%		4.30
Effective	(4)	7	70%		
Unsure	(3)	0	0%		
Ineffective	(2)	0	0%		
Highly Ineffective	(1)	0	0%		

Return Rate	Mean	STD	Median
10/20 (50%)	4.30	0.48	4.00

2 - How comfortable do you feel approaching the instructor with questions or comments?

Tracy Cummins

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Very Comfortable	(5)	7	70%		4.70
Somewhat Comfortable	(4)	3	30%		
Unsure	(3)	0	0%		
Somewhat Uncomfortable	(2)	0	0%		
Very Uncomfortable	(1)	0	0%		

Return Rate	Mean	STD	Median
10/20 (50%)	4.70	0.48	5.00

3 - What features of this course and of the instructor's teaching contributed most to your learning?
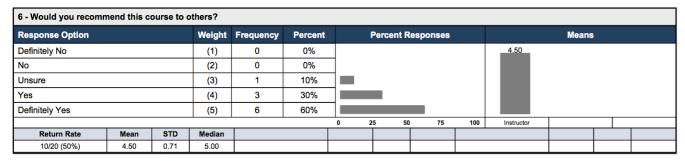
Tracy Cummins

• The in depth analysis we did on each research paper was very helpful

• There was a lot of student learning, which helped the most because it enabled me to find the answers I didn't know, and research topics we learned about in the course.

• I liked the lecturing part. Understanding research papers was a little hard but fun at the same time since we could work with other students.

• The material covered was very interesting and approaching the material using multiple different exercises was also very interesting! Particularly the in class assignments...

• Tracy was an excellent instructor. She is very knowledgeable and I ended up learning a lot from the class. I thought the assignments were well thought out and helped with the overall learning process. I think the group work and the preclass assignments were the most helpful in learning the material. This class will definitely be helpful in the future.

• You made it clear what we were doing each chapter and how it related to homework and quizzes.

• Dr. Cummins is very knowledgeable and experienced in her field and provides very insightful, practical and current instruction. She is incredibly helpful and is willing to do more than is required for her students so that they can learn the topics. She makes herself available when needed even outside office hours and is sincere and very friendly which makes asking questions easy. She is always willing to work with her students, is straightforward in instruction and does not try to make a difficult subject more difficult by tricking them. She makes class enjoyable as well as challenging. It was a pleasure being instructed by Dr. Cummins and I hope one day to have another class taught by her.

• I liked the topics we went over with her and the papers we read were helpful in doing the homeworks.

• Using real life examples while teaching, referring to research papers, and reviewing topics in detail in class.
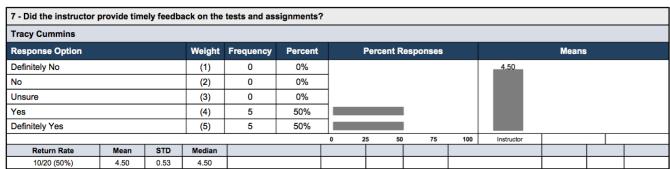
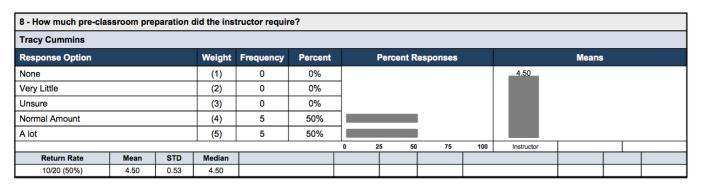## 4 - What specific suggestions do you have to improve the course and the instructor's teaching?

Tracy Cummins

• Maybe slow down a bit. You can sometimes get ahead of yourself and get 10 steps ahead of my thought process to the point where trying to catch up is futile. Even when you stop to ask the class "is there any questions" or "do you understand", sometimes my answer is "I have no idea what you just said I'm going to need this whole 10 minute explanation repeated to me slower in detail" but there's no way myself or anyone who feels the same would actually say that.

• Open the learning modules early so that way we can read ahead of time instead of having very little time to do the reading and assignments. That part was tough especially if a student is taking more than one class.

• The way Tracy asks questions on homework, I had no clue how to answer some of them. Don't assume we know what you are asking.

• I struggled with Learn and the way the assignments were organized - I think it would be helpful if you two worked out a more consistent system for titling assignments that you both used and perhaps use less folders within folders because I ended up having to use the gradebook to figure out which assignments I still needed to complete.

• Nothing. The class should remain the exact same. Students were engaged throughout the entire semester.

• Ease off the gas in the beginning but other than that you were a great instructor.

• Only use blackboard to post grades. Blackboard has been more of a hindrance than help for me as well as others at UNM as well as CNM. I want to be able to refer to my tests, quizzes, papers, etc. for other future classes.

• Sometimes the papers were a little hard to understand or some parts of it were too complicated and I would at times feel frustrated and a little stupid not being able to answer them. I felt like the test also could have been made shorter. 18 mechanisms to go over in detail was a lot and just felt like unnecessary busy work.

• N/a

5 - Would you recommend this instructor to others?

Tracy Cummins

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Definitely No	(1)	0	0%		4.50
No	(2)	0	0%		
Unsure	(3)	0	0%		
Yes	(4)	5	50%		
Definitely Yes	(5)	5	50%		

Return Rate	Mean	STD	Median
10/20 (50%)	4.50	0.53	4.50

6 - Would you recommend this course to others?

Tracy Cummins

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Definitely No	(1)	0	0%		4.50
No	(2)	0	0%		
Unsure	(3)	1	10%		
Yes	(4)	3	30%		
Definitely Yes	(5)	6	60%		

Return Rate	Mean	STD	Median
10/20 (50%)	4.50	0.71	5.00

7 - Did the instructor provide timely feedback on the tests and assignments?

Tracy Cummins

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Definitely No	(1)	0	0%		4.50
No	(2)	0	0%		
Unsure	(3)	0	0%		
Yes	(4)	5	50%		
Definitely Yes	(5)	5	50%		

Return Rate	Mean	STD	Median
10/20 (50%)	4.50	0.53	4.50

8 - How much pre-classroom preparation did the instructor require?

Tracy Cummins

Response Option	Weight	Frequency	Percent	Percent Responses					Means				
None	(1)	0	0%										
Very Little	(2)	0	0%							4.50			
Unsure	(3)	0	0%										
Normal Amount	(4)	5	50%										
A lot	(5)	5	50%										
				0	25	50	75	100	Instructor				

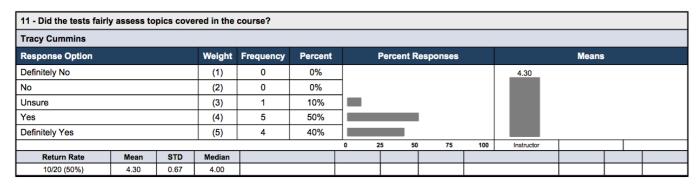| Return Rate	Mean	STD	Median
10/20 (50%)	4.50	0.53	4.50

9 - How much effort did you put in preparing for the time in the classroom?

Response Option	Weight	Frequency	Percent	Percent Responses					Means				
None	(1)	0	0%										
Very Little	(2)	0	0%							4.80			
Unsure	(3)	0	0%										
Normal Amount	(4)	2	20%										
A lot	(5)	8	80%										
				0	25	50	75	100	Instructor				

Return Rate	Mean	STD	Median
10/20 (50%)	4.80	0.42	5.00

10 - Was this course well organized?

Response Option	Weight	Frequency	Percent	Percent Responses					Means				
Definitely No	(1)	0	0%										
No	(2)	0	0%							4.40			
Unsure	(3)	1	10%										
Yes	(4)	4	40%										
Definitely Yes	(5)	5	50%										
				0	25	50	75	100	Instructor				

Return Rate	Mean	STD	Median
10/20 (50%)	4.40	0.70	4.50

11 - Did the tests fairly assess topics covered in the course?

Tracy Cummins

Response Option	Weight	Frequency	Percent	Percent Responses					Means				
Definitely No	(1)	0	0%										
No	(2)	0	0%							4.30			
Unsure	(3)	1	10%										
Yes	(4)	5	50%										
Definitely Yes	(5)	4	40%										
				0	25	50	75	100	Instructor				

Return Rate	Mean	STD	Median
10/20 (50%)	4.30	0.67	4.00

12 - Do you agree with the following statement: The student learning objectives for this course were clearly communicated.

Tracy Cummins

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly Agree	(5)	7	70%		4.70
Agree	(4)	3	30%		
Neither agree nor disagree	(3)	0	0%		
Disagree	(2)	0	0%		
Strongly Disagree	(1)	0	0%		

Return Rate	Mean	STD	Median
10/20 (50%)	4.70	0.48	5.00

13 - Compared to other courses, how much did you learn in this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Much More	(5)	5	50%		4.30
Somewhat More	(4)	3	30%		
About the Same	(3)	2	20%		
Somewhat Less	(2)	0	0%		
Much Less	(1)	0	0%		

Return Rate	Mean	STD	Median
10/20 (50%)	4.30	0.82	4.50

14 - Compared to other courses, how much effort did you put into this course?

Response Option	Weight	Frequency	Percent	Percent Responses	Means
Much More	(5)	4	40%		4.30
Somewhat More	(4)	5	50%		
About the Same	(3)	1	10%		
Somewhat Less	(2)	0	0%		
Much Less	(1)	0	0%		

Return Rate	Mean	STD	Median
10/20 (50%)	4.30	0.67	4.00

Plan to Address Student Concerns

Students seemed to enjoy the topics and format of the course. They thought it was a lot of work since critically reading scientific articles was new to most students but they saw the value of it, worked hard, and confessed to gaining skills in critical analysis and understanding of journal articles. We moved the format of the course from 4 days/week to a hybrid class with 2days/week in class and significant out of class assignments (online discussions, research assignments, and personal reflections in addition to reading and pre-class questions and a post-class quiz). Although, students still thought this was an intensive course, this format allowed students to keep up with the course material and gave more time and opportunities to interact with each subject.

The main concern of students seems to be the out of class readings and assignments were often skimmed over in class. Here is a great example of

where a short online video "mini-lecture" would have helped students. Often reading the book, even with directed questions, can leave students overwhelmed and a little instructor input would greatly help student learning by focusing their efforts. Although I tried to clearly communicate the learning objectives for each in-class session, students were often confused by the out-of class assignments. By posting learning objectives for the unit directly on the homework students could identify goals and focus their studies before class as well as after class. Students also had some problems with the Learning Management System itself. We accomodated students by accepting hard copies/emailed copies of tests and homeworks, however making this an explicit course policy as opposed to dealing with it on a student by student basis could releive this stress.