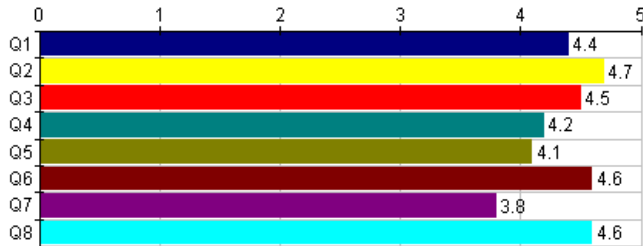


Time Slot:	Sept 25 am 10:30-11:15 - Student Ratings	Department:	All
Responsible Faculty:	Thomas Tobin	Responses / Expected:	13 / 74 (17.57%)
Session Slot/Session:	10:30am - 11:15am (BLK-D2S2what) / What do you do when you do what you do with student ratings? (Film Row A)		



Individual Presenter's Evaluation		Sept 25 am 10:30-11:15: BLK-D2S2what/Film Row A						
		Responses					Section	
		P	F	A	G	E	N	Mean
Q1	Content	0	0	0	8	5	13	4.4
Q2	Speaker delivery	0	0	0	4	9	13	4.7
Q3	Audience interaction	0	0	1	5	7	13	4.5
Q4	Usefulness of information	0	0	2	6	5	13	4.2
Q5	Value of session	0	1	2	5	5	13	4.1
Q6	Organization of speaker	0	0	0	5	8	13	4.6
Q7	Relevance to my goals	0	1	4	4	4	13	3.8
Q8	Pacing of presentation	0	0	0	5	8	13	4.6

Responses: [P] Poor=1 [F] Fair=2 [A] Average=3 [G] Good=4 [E] Excellent=5

Question:	What did you find most interesting or helpful in this session?
Response Rate:	46.15% (6 of 13)
1	The speaker spoke to as many people as he could before the session so that he could be more personal and engage his audience more effectively. This was excellent. I loved the content, especially what he had to say about formative surveys and not using open questions for employment decisions. It gave me so much to think about. Definitely the most valuable session for me. I will definitely be buying his book.
2	Thomas was very clear and had good examples and the appropriate usefulness of student evaluations was a good takeaway. I also appreciated the review of summative feedback vs. formative feedback.
3	examples used and different ways to use qualitative feedback
4	Students aren't qualified to evaluate a course but peers and admin are.
5	the minute paper
6	This speaker was very engaging and brought an interesting perspective to the conference. I appreciated his discussion about student vs peer feedback, summative and formative feedback, and reader bias.

Question:	In what ways can this session be improved?
Response Rate:	38.46% (5 of 13)
1	None
2	Presenter was excellent but his topic was not what I had been led to believe, namely assessing student learning outcomes.
3	at times, speaker seemed a bit arrogant
4	Would have also liked to receive a copy of this book.
5	I would have appreciated if the powerpoint slides could be more descriptive. It looked nice during the presentation, but holds little value to reference for information afterward.