

Response to Lecturer Self-Assessment of
Monica LaBriola (History)

Courses taught:

Spring 2013	HIST 151 (33345)
Fall 2013	HIST 152 (31321)

Materials submitted:

<input checked="" type="checkbox"/>	Self-Assessment
<input checked="" type="checkbox"/>	Peer Evaluation by Brian Cassity
<input checked="" type="checkbox"/>	eCAFE results (i.e. student evaluations)
<input type="checkbox"/>	Statement of professional activities (optional)
<input type="checkbox"/>	Other items:

Completion rates for eCAFE student surveys:

- Excellent response rate (75% or higher)
 Satisfactory response rate (40-74%)
 Unsatisfactory response rate (less than 40%)

The peer and student evaluations demonstrate:

- Excellent performance of instructional responsibilities, i.e. highly positive on teaching effectiveness, and/or notable progress in the development of instructional effectiveness.
 Satisfactory performance of instructional responsibilities, i.e. positive assessment on teaching effectiveness, and/or satisfactory progress in the development of instructional effectiveness.
 Unsatisfactory performance of instructional responsibilities and/or little or no progress in the development of instructional effectiveness.

The self-assessment submitted:

- Demonstrates the lecturer's ability to assess her instructional effectiveness and to articulate clearly a well-reasoned and useful response.
 Does not demonstrate the lecturer's ability to assess her instructional effectiveness and to articulate clearly a well-reasoned and useful response.

The following qualities/activities seem especially commendable in this self-assessment:

Question 1: She incorporates a variety of strategies into her classes, including: unannounced quizzes (12 in a semester to encourage attendance and reading), group presentations (on the various books), and exams (two midterms and a final). Also, she assigns two books in addition to the survey text, and requires a two page reading response on one of those books.

Question 2: Student comments on the eCAFE concerned too much lectures and not enough interactive activities. In response, she now breaks things up with "more diverse and engaging class sessions that include more discussion, activities, film clips, etc." She wants to give her students "more opportunities to improve their writing," which she is starting to do with "exam preparation activities, reading response requirements, and the like."

Question 3: She's already made a number of noteworthy changes (i.e. adding a second midterm, not doing a research paper, including a group presentation). She intends to lecture less, do more interactive discussion/activities, "scaffold" writing assignments better, "continue to cut down on details and focus in on big themes," and she wants to "bring in more current events."

Previous comments or recommendations made by reviewers (i.e. peer evaluator, department chair):

01 = NOT responded to 02 = responded to unsatisfactorily 03 = responded to satisfactorily

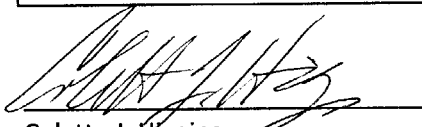
Comment/Recommendation	Response	Score
"While I am impressed with the effort and care incorporated in this syllabus I fear the length could be overwhelming to some students... I suggest a streamlining of the syllabus, perhaps saving some of the images and unnecessary detail for the introductory lecture in which you can give some context to the images. Your syllabus is your contract with the students and should be clear and to the point." (Brian Cassity, Spring 2013)	I agree that the syllabus this time was too long and that this could potentially overwhelm some students. Also, the photos do make it less accessible. I have started working on a revised syllabus for next semester and have tried to streamline it, make it shorter, and take out the photos as suggested."	03
"...for the map quizzes, it is unclear to me whether the student is to draw the terms from both columns or just from the one on the right. Some clarification here would be helpful." (Brian Cassity, Spring 2013)	"On the map test, I will also be sure to make any instructions more clear in the future to avoid possible confusion by students."	03
"The instructor prompted students for answers to her questions... and while some provided answers, the instructor often answered her own questions when students hesitated. I would urge her to work on practicing "wait time," as a means to generate greater student involvement. It can be difficult to wait in silence for an answer...but letting the question hang places further pressure on students to participate and establishes your expectations of them." (Brian Cassity, Spring 2013)	"I appreciate the suggestion about "wait time" and see that this is something I can work on. It is sometimes easy to jump in and answer the question rather than allowing students enough time to come up with responses. In the future, I will try to be more aware of allowing enough wait time after posing a question to the class..."	03
"I think that students could have been told to read the article before class in order to be prepared for the discussion because having students read something in class is not the best use of classroom time." (Brian Cassity, Spring 2013)	"I agree that having the students read before class is best... I have noticed that many students do not do the readings or even bring their books to class. Next semester I plan to come up with a strategy to ensure that students do their readings before class..."	03

Recommendation(s) for your next lecturer self-assessment:

1. Be sure to reflect on *how* you know students are attaining the course outcomes (i.e. assessment).
2. Implement the changes you have proposed.

Overall recommendation:

Monica LaBriola is highly recommended for re-hire in AY 2014-2015. Her eCAFE results improved in just one semester due to intentional efforts to address her students' concerns.



Colette J. Higgins
Arts and Humanities Department Chair

4/30/14

Date