

Summary evaluation of Ms. Ryer

Spring 2015

Written by Steven Albert

Evaluation

**Course:**

Women in American Politics (WOMN/POLS 10-4) No. of responses = 15

**1. Materials:**

Materials evaluated for Ms. Ryer include a syllabus, powerpoints and self-evaluation.

Ms. Ryer's Syllabi are complete. They include the Student learning Outcomes and General Education Outcomes as required. A comprehensible and useful course description is included with a clear representation of methods for evaluation and their associated percentage contribution to the student's final grade. Although a grading scale tying the percent earned to the letter grade that would be received would be a nice addition. I liked how Ms. Ryer includes a section for Honor Code and Academic Conduct. The withdrawal policy is nicely detailed as is the weekly schedule of readings, and topics. Ms. Ryers' syllabus is clear, well presented and useful. Ms. Ryers PowerPoints include visuals, bulleted text and topic headings. They are clear and functional.

**2. Student evaluations:**

The student evaluations included 15 responses from the one class. In general, students responded positively. All but one average score was greater than 4 on a 5 point Likert scale. The one category which was graded just about average (3.73) was helpfulness of feedback on assignments/tests. Even then, only one student felt this was an area upon which Ms. Ryer needed to improve.

Although all aspects of the evaluation are important, I pay particular attention to those scores relating to knowledge of the subject. For that metric, Ms. Ryer scored well above average at 4.93 – nearly perfect; with only one student assigning a less than perfect '5' score.

Another metric that I think is telling is whether students will recommend the instructor to other students. Here, Ms Ryer's evaluations averaged to 4.13. This is very good. No student felt that Ms Ryer was not worth recommending.

Student written comments reflect these survey numbers and provide more insight. When evaluating these comments, I like to provide examples from the students comments. With the 15 students, I felt like 3-4 comments of a similar vein are worth reporting. These are given below. In general, Ms. Ryer is found to be very knowledgeable in her subject, provides good slides, though some students felt there should be more opportunity for class participation.

### **Strengths of the Instructor**

“She explains slides really well and knows what she is talking about.”

“... slides are interesting and engaging.”

“She gives you both verbal and visual examples of the subject she is discussing and provides charts that show you more clearly.”

“Ryer’s strengths are a lot, starting with her true understanding and care for the subject being taught. She’s good with deadlines, her quizzes cover what we learned. She has a sense of humor too. Ryer connects with our class.”

### **Suggestions for improvement**

“Nothing needed for improvement.”

“Find better ways to make people participate (although it is often in the students hands)”

“Try more to engage us.”

### **Comments on textbook**

“Textbook is too expensive.”

### **3. In-class classroom evaluations**

Ms. Ryers’ class was visited by two faculty members. Mr. Anthony Villarreal and Mr. Steven Albert. Mr. Villarreal felt that Ms. Ryers’ lecture was well prepared, rich in content, included relevant and helpful PowerPoint slides and was engaging. He mentions that throughout the lecture Ms. Ryer gave ample opportunity for students to engage through questions and answers and discussion. His experience included a well engaged note-taking group of students that listened attentively. Mr. Villarreal believed some improvement could be made through alternative methods of ‘pair-sharing’ experiences, for example, and by using some more physical gestures for emphasis. All-in-all the conclusion was “A highly competent instructor, organized, dynamic, employing multiple methods and a well-developed pedagogy for teaching and learning. Mr. Albert experienced a similar classroom situation. Attentive students taking notes, engaged and ready to discuss the day’s topic. He notes that “Ms. Ryer was in control and confident” and that “At one point a student asked a question that Ms. Ryer was unable to answer (a situation we have all been in – all the time!). Ms. Ryer was not defensive, dismissive nor uncomfortable. She adroitly considered possible answers, asked students for their opinion, and suggested that she would find some material for the next class. Perfectly handled.” He does note that some improvement might be made in terms of linking the lecture directly to the assignments, but Mr. Villarreal suggested that she does this quite well. Overall, Mr Albert suggests that “MPC should be very happy to have Karri as an instructor.”

#### **4. Ms. Ryer Self-evaluation**

Ms. Ryer took great care to reflect on her experience, strategies and general performance in the classroom and as an instructor at Monterey Peninsula College. She describes her pedagogy in a way that is focused on communicating and engagement for all students. For example, she notes her efforts to deliver material in many platforms and across many media – kinesthetic, visual and audio. Her intention for evaluation is to ‘accurately assess student effort’, but the techniques she employs will probably have the happy side-effect of increasing comprehension. Daily reading quizzes, collaborative projects scaffolded term papers are some of the techniques that she mentions. Her attention to diversity and student’s own identities seems to be addressed within the content of the course itself, Women in American Politics. She structures her course in a way that includes students’ own reflections and through a critical lens about society and its groups. Ms. Ryer has been very active in her own personal development, attending MPC certification programs as well as national conferences. Overall, Ms. Ryers’ self-reflection shows an eager professional attending to her professional growth and exploring all aspects of her subject matter and skills/ techniques as an instructor with the students’ learning clearly at the center.

#### **4. Conclusion**

In conclusion. Ms. Ryer is a competent and eager instructor starting her career. She is effective and pays attention to what she is doing and clearly is motivated to help students learn the material while reflecting on their own circumstances. She employees a variety of techniques and students like her. As one of her students sums it up, “Ms. Ryer is extremely effective in conveying the complex concepts regarding women and politics.”

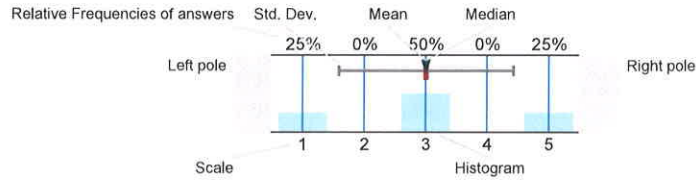
Satisfactory



Survey Results

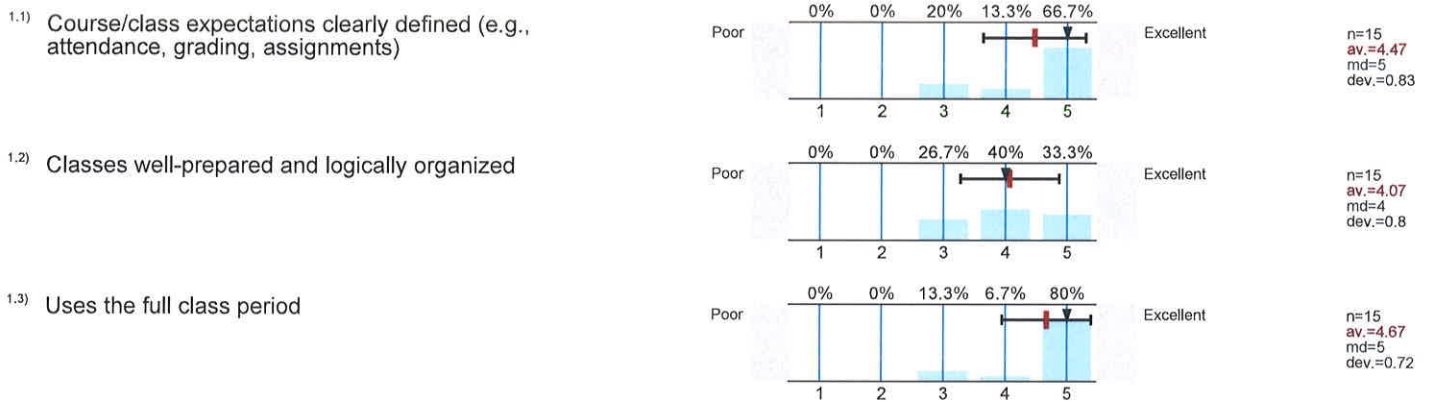
Legend

Question text

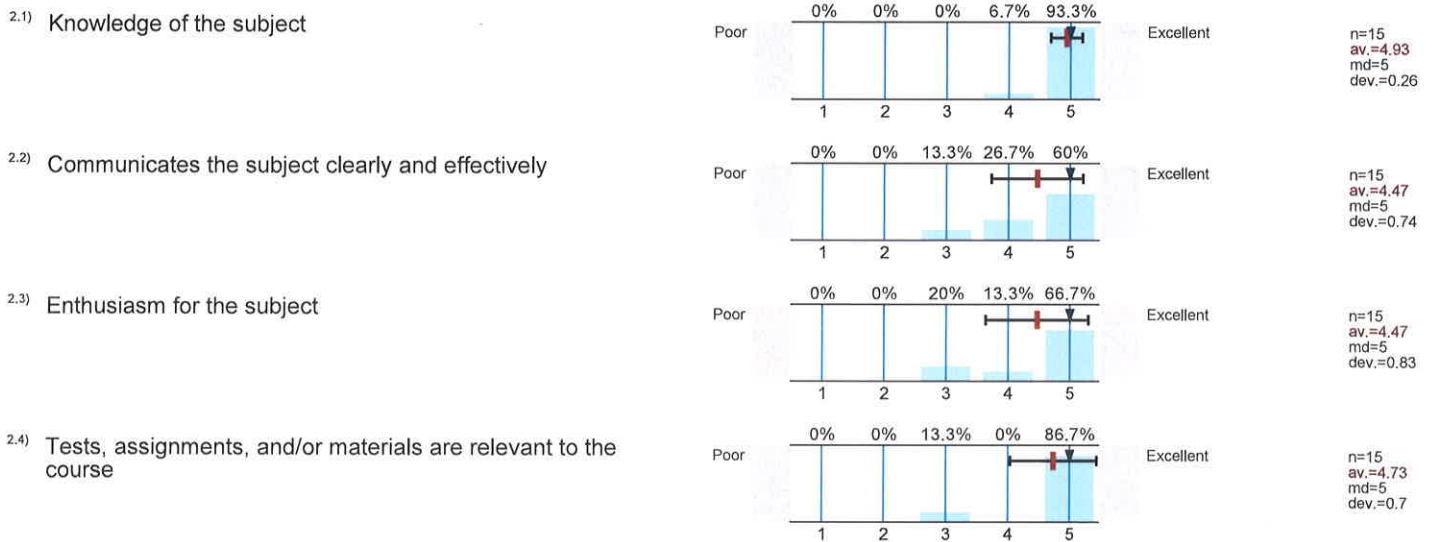


n=Amount  
av.=Mean  
md=Median  
dev.=Std. Dev.  
ab.=Abstention

1. INSTRUCTOR PREPARATION

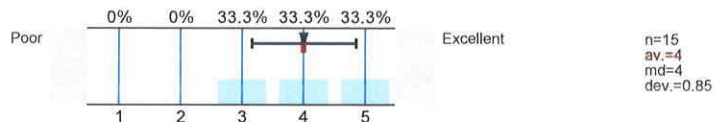


2. INSTRUCTIONAL METHODS

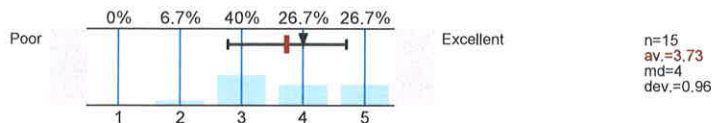


3. STUDENT ASSESSMENT

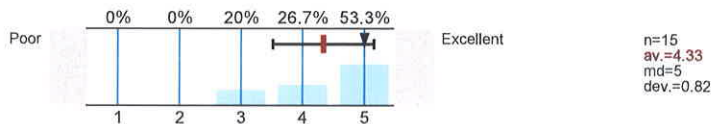
3.1) Graded assignments/tests returned in a reasonable time



3.2) Helpfulness of feedback on assignments/tests

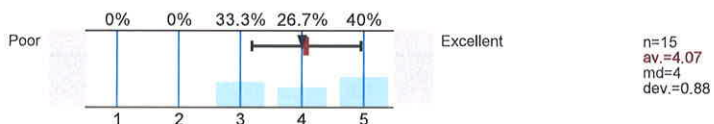


3.3) Assignments/tests measure knowledge and learning

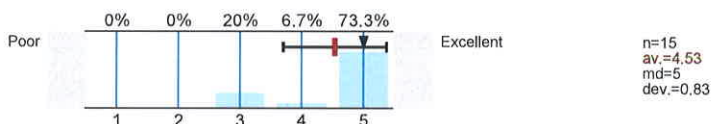


#### 4. INTERACTION WITH STUDENTS

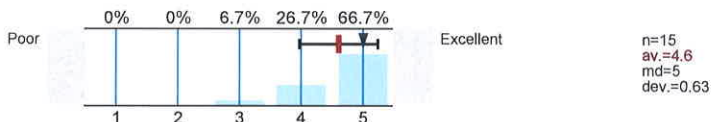
4.1) Ability to stimulate thought



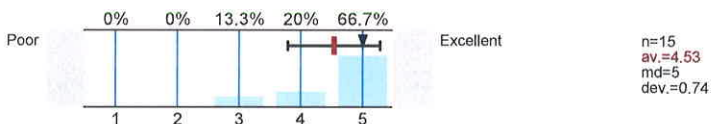
4.2) Shows respect to students



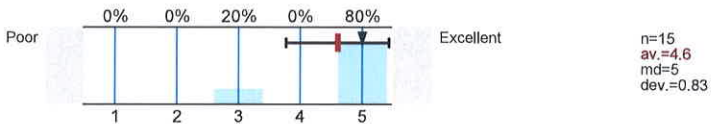
4.3) Encourages student participation and discussion



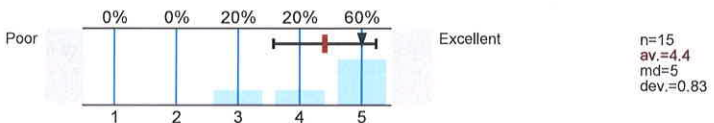
4.4) Responsive to student questions and comments



4.5) Considerate of students of diverse background (e.g., gender, culture, age, disability)

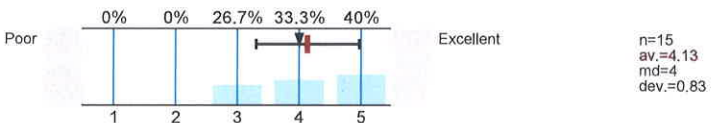


4.6) Approachability of instructor if help is needed



#### 5. RECOMMENDATION

5.1) Your recommendation of this instructor to other students



# Profile

Subunit: Adjunct - Faculty Spring  
 Name of the instructor: Kerri Ryer  
 Name of the course: Women In Amer. Politics  
 (Name of the survey)

