

Graduate Instructor Evaluation Comments

General Comments

I have added my two cents worth below and hope it is helpful. Please do not interpret anything I wrote as being critical of anyone and what he/she has done for the grad office and program. I remember the disastrous condition the grad program was with a previous administrator at the helm and am so glad that someone else got in the picture and really starting things off on the right foot. Current people have been a big help to me and have always been available when I needed them. And I am delighted that the program and courses has increased so much.

Strengths

- 1) The number of students registering for the online graduate courses seems to be growing as each new semester sees more courses being offered. CU is obviously doing a fine job of promoting this program.*
- 2) Online programs are used by both students and instructors in their homes. They often do not have a lot of computer savy. CU's tech department and helpdesk system is very well organized and helpful. They respond quickly and their directions are easy to understand and are very helpful in solving any problems.*
- 3) There is a close relationship among the online instructors even though they are scattered all over the state or country. They communicate and collaborate with helpful information and sharing resources developed by each instructors.*
- 4) Likewise, the CU Grad Office seems to be ready when and if the instructor needs their support and assistant. And the office is always communicating keeping the instructors informed and up to date.*

I feel that Concordia has provided a nice level of support for their adjunct staff that are teaching on-line classes. Alice Epstein has done a great job getting the specifics lined up and had us work with Angie Wassemler to help us get our classes organized and uniform across the program. Both of these ladies always answer any questions that maybe asked and if they do not have the answer they will find it and get back to us. I teach at several different post secondary institutions and Concordia had provided the best support of any. I believe the program has gotten off to a great start with the leadership provided by Alice. I appreciate the opportunity to be a part of the faculty.

I feel that the small cohorts are what is best about the graduate program at Concordia. It provides an instant network for the students while in school and afterwards when seeking positions.

- 1) transition to Blackboard 9.0 and training opportunities for staff
- 2) my classes are made up almost entirely of students that are eager to learn and that work hard
- 3) I receive great support from Bob Smallfoot and Barb Perlewitz

Enrollment numbers appear to be increasing. There has been a strengthening of the assessment process both at the program level and individual course level. The dean's leadership and that of the various directors has been a strength.

I really can't complain about anything at all. I feel that I have been allowed the opportunity to not only be a teacher, but also a learner during the classes I've taught. I involve the students in the process and we share stories along the way as I feel this is a tremendous strategy ensuring that our future leaders can take what they learn and apply it to real life situations. Based on what I hear from them, I believe that students enjoy the variety of style and instruction that they receive through the university.

Quality experienced teachers with a love for teaching.

Courses that have practical application where students individuality shines through in projects and coursework.

Scheduling options that meet the needs of the students

Online courses which are helpful for those who do not live near Seward or Omaha

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Exploration and starting of new programs. Excellent leadership at all levels. Administrators are easy to reach and always available for support or to help with problems.

I feel the meetings for the adjuncts are very helpful. It gives us the opportunity to discuss our different courses and how they fit together.

I also appreciate all of the support from leaders at CUNE

There is a wide variety of committed students in the program. They are willing to work hard and do what it takes to succeed. Also, from what I have heard, the graduate program in education is rapidly growing, which indicates that this is a quality program that people want to participate in.

- *high quality, dedicated students

- *real-life application (through practicums) along with the scholarly knowledge

- *prompt response from supervisors when students and off-site adjuncts have questions

Dr. Smallfoot has been a great addition to the program. Now there is a "go to" person if you need anything. He is very student friendly and is timely with his responses to emails. I think the program continues to grow. The instructors for the program provide practical experiences for aspiring administrators, with a nice blend of theory.

I believe that the ongoing evaluation of classes within the programs and the programs themselves is a great strength.

Education is changing constantly and those who are teaching - "those who teach" - need to keep up with those changes.

I have always appreciated the fact that a masters can be completed in the online format - as an online instructor I feel it is important for Concordia to continue to make this an offering for other masters programs as well.

The programs seem to growing!!! Online courses provide options for people who do not live near campus, as well as flexible scheduling.

The C&I and GTC programs are well organized and aligned with the state and INTASC Standards. The programs are small enough so interaction between the program director, adjuncts and students is ongoing and beneficial; high expectations have been set and all parties are working together to meet those expectations.

Students have options to complete the programs if life and/or work responsibilities become overwhelming and they have to prioritize those responsibilities.

Program directors work well together on such things as scheduling, student tracking and other functions that require collaboration and cooperation to run the programs smoothly and successfully to deliver quality programs to our students.

Highly qualified instructors are recruited with background and expertise in the content they teach.

Students are well-prepared and perform well by the time they get to my class which is late in the program.

Students rarely complain about previous classes, with exception to the research class.

Students receive excellent help from library services

Angie Wassenmiller is able to fix just about anything. She is a significant improvement over the terse, taciturn responses received from the help desk that leave the impression responders are not really tasked with solving your issue.

I have had the privilege of working with highly motivated and professional graduate students. They are committed and push themselves to do quality work. They take their learning seriously. They seem to rise to meet my expectations for every class I teach. I have seen a lot of dedicated adjuncts who hold students to high standards. The faculty seems to be doing a great job as I hear students talking about various classes and different professors. I have also appreciated the technical support and training offered by Concordia. The change over in *Blackboard* was a concern for me until I had the opportunity to be shown and was allowed to practice with support. Concordia University has a fantastic vision; the students who graduate bring a good impression to the work place. I have had many fantastic students whom I hope to maintain contact with as they emerge as the future leaders of education.

Concerns

I do not know if there is a solution for this ever present concern, but the EDUC 581 practicum now begins in the fall semester. This is not problematic for most students, but for those students who are athletic directors or coaches, it is a terrible time of the year for them. They are teaching classes during the day, coaching their teams after school and playing games in the evening. This schedule makes it extremely difficult for them to become involved in finding time to acquire their clinical experience hours in their schools and certainly in other schools. I don't know if beginning the practicum in a different semester will help or is possible. With the athletic applicants it might be wise to emphasize how difficult it will be to complete the course requirements in advertizing this course at least.

There have been a couple of technology issues, however the problems have been quickly addressed with resolution.

What I feel does not go so well is the vertical alignment of the classes. I have taught most of the classes for this program and at times I have students in my class who struggle because I mention concepts or topics from other classes that are necessary to know but yet they have not

had the class yet. This could just be my own opinion but I think maybe a readjustment to the sequencing of courses that students are allowed to take would help.

I have no concerns at this time.

There should be increased emphasis on curriculum design at the program level, especially with regards to assisting students to develop skills and abilities throughout the program.

Serious speaking, I have no concerns whatsoever.

Face to face classes (I earned my Masters in a face to face setting and created a bond with my cohort)

There should be increased emphasis on curriculum design at the program level, especially with regards to assisting students to develop skills and abilities throughout the program.

New students getting access prior to classes starting seems to continue to be a problem for a few.

Many students come into classes and are surprised at the amount of work/time they need to put in.

My only concern has been addressed - my students would often state they had no idea about the portfolio or the out of area teaching piece. Now that we have meetings, I can tell my colleagues to advise students before their practicum.

I don't have any yet.

*Students have difficulty finding a practicum that is not in their center, because of background check requirements, so they don't get as rich of an experience as they would if they could go somewhere new/different

*Students seem confused about the purpose of their professional portfolio, how it will be used in the future, and whether anyone will look at it once it is completed

*Changes regarding practicum hours have been confusing for students caught in the middle between more hours in their age level and 30 hours in each level

I am concerned about the quality of administrators we are preparing. In my past couple of classes, there have been students who do not have what it takes to be administrators. While

they complete coursework, the skill sets that they bring are just not what it takes to be a good principal.

I also struggle with the facilities that OPS provides. I know that Concordia is paying handsomely to use the facilities, but there is hardly a time when doors are open, technology is working, etc. As an instructor, it makes it difficult to plan, not knowing if your technology is going to work to present your materials.

I really do not have any major concerns about the graduate programs at Concordia - I believe that the University is headed in the right direction as far as their online graduate programs are concerned.

I wonder if the 8 week time frame is right – is it too much to fit the content of a semester into 8 weeks, and if so, is it too much for someone who is teaching full time? If not, are rigor and content knowledge sacrificed?

I also really liked the blended format for some courses, and thought it provided a nice balance and opportunities for fellowship and growth through collegial contact.

Too many competing efforts to work with students once they have been accepted into a program. Need clearer expectations and lines of communication of what the various roles are between KTA, admissions and program directors. Decisions that have an effect of programs such as the hiring of an additional retention coordinator, are often made without adequate program director input or consideration of what is really needed.

Administration places more value on increasing the numbers in the programs than on the quality and delivery of programs.

Inadequate preparation and support for adjunct faculty

The one-size-fits-all research class doesn't fit. It seems silly to "prepare" students to do experimental/correlational or qualitative research without adequate time to teach statistics and methods. My students come to me afraid of what they will be expected to do in my class. I teach them action research, something they will actually use in their learning communities, and find I spend significant time re-teaching them. Not only do they think they will be doing experimental research, but they also have the wrong idea of what that entails. I do not intend to be critical of those teaching the class. I just do not think justice can be done in one 3 hour class that attempts to cover everything you need to know about methods, stats and measurement.

Students do not generally like to use the CUNE email. It means one more thing they have to check and they are not reliably checking it. I have to collect alternate emails and create a mailing list to be sure they are getting important Bb info. This is especially true now that Bb has changed. All email goes to CUNE.org. I could use the internal message tool on Bb but there is

no notification that a user has a message to check. It would make better sense to have the Bb email go directly to the users preferred email address. This is how it works at UNL.

I have heard students voicing a disconnect between what is expected and how they are to complete their portfolios. I have taken the opportunity to score some portfolios and I felt that there were many places where students had missed the mark. They need clear directions and a good platform to build from. There is confusion, anger, and frustration among some students in the graduate program. In addition, I have had some students who seem to have developed an attitude that the work they are doing is just to "get by". I do not know if there is an inconsistent expectation among professors or some students are just lazy, but I believe they need to be held to high standards which represent graduate-level work. While this attitude does not permeate all students, there have been enough that I have been concerned about their understanding of graduate-level work. I teach them my expectations and they conform but I wonder how they developed this mindset.
