



Hosting website
Communication w/faculty

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Feedback from

- Senators
- Provost Faculty Advisory Group.
- Student Council
- Deans from two schools that offered the SPOT instrument
- Deidentified aggregated data for the mandatory questions including open-ended questions from the SPOT instrument (reviewed by some TACO committee members)

SPOT questions

Question	Beneficial	Neutral	Not helpful
The manner in which concepts were presented was....			
Class discussions were...			
The ability of the instructor to adapt to different learners was...			
The ways that my instructor let me know how well I was doing in this course was...			
The computer based (e-campus, sole) and/or other technology learning materials in this class were...			

SPOT questions

Question	Beneficial to my learning	Neutral to my learning	Not helpful to my learning	N/A
The manner in which concepts were presented was....				
Class discussions were...				
The ability of the instructor to adapt to different learners was...				
The ways that my instructor let me know how well I was doing in this course was...				
The computer based (e-campus, sole) and/or other technology learning materials in this class were...				

SPOT questions

Question	Beneficial to my learning	Neutral to my learning	Not helpful to my learning	N/A
The manner in which concepts were presented was....				
Class discussions were... The methods the instructor used to present information (Visual, recorded lecture, case studies, charts, reading assignments) were...				
The ability of the instructor to adapt to different learners was...				
The ways that my instructor let me know how well I was doing in this course was...				
The computer based (e-campus, sole) and/or other technology learning materials in this class were...				

SPOT questions

Question	Beneficial to my learning	Neutral to my learning	Not helpful to my learning	N/A
The manner in which concepts were presented was....				
The ability of the instructor to adapt to different learners was...				
The variety of assessment methods used by the instructor (quizzes, in class activities, multiple-choice questions, exams, research papers...) that determine the overall course grade was...				
The ways that my instructor let me know how well I was doing in this course was...				
The computer based (e-campus, sole) and/or other technology learning materials in this class were...				

SPOT questions

Question	Beneficial to my learning	Neutral to my learning	Not helpful to my learning	N/A
The manner in which concepts were presented was....				
The ability of the instructor to adapt to different learners was...				
The variety of assessment methods used by the instructor (quizzes, in class activities, multiple-choice questions, exams, research papers...) that determine the overall course grade were...				
The instructor response to questions (in-class, on-line), office hours, were				
Do any of the following external conditions of the class impact your learning? class size, technology, available learning tools, schedule, class time (as checklist to select)				

SPOT questions for on-line learning

Question	Beneficial to my learning	Neutral to my learning	Not helpful to my learning	N/A
The organization of the course material in the online course was....				
The instructor's presence in the course, through recorded lectures, synchronous meetings, participation on discussion boards etc. was...				
The timeliness of instructor feedback was...				
The clarity of instructions related to assignments and participation expectations were...				
The level of interactivity in the course with content and peers was...				

Elective questions based on area

	Laboratory	Beneficial	Neutral	Not useful
M	Expectations about specific lab procedures were...			
<i>E</i>	<i>Lab procedures explanations were...</i>			
<i>E</i>	<i>Lab safety explanations were...</i>			
	Clinical courses	Beneficial	Neutral	Not useful
M	The way the instructor connects practice experiences to disciplinary skills was..			

Elective questions based on area

	Service learning	Agree	Neutral	Disagree
M	The community service was relevant to the academic course materials and content...			
E	<i>The instructor's expectations for the service-learning project were clear to me ...</i>			
E	<i>The community partner's expectation for the service-learning project were clear to me ...</i>			
E	<i>My instructor did a good job of monitoring the projects that students were doing in the community</i>			
	<i>The way the instructor connected the service experience to the course content was...</i>			

- Faculty can submit questions to a subcommittee (TACO) to get them approved and once approved will be in a question bank available to other departments.

SPOT questions

- The new instrument still allows for general student comments.

“Please provide constructive suggestions in terms of how this course could be changed to improve your learning”

Solutions to foster professional feedback

1. SPOT provides very clear guidance to student at the beginning of the instrument:

- Impact of an appropriate feedback on their learning
- Mindfulness to include only the things that the instructor could have control over.
- Fairness.

The text to students will be separated in small sections and they will have to click to advance to next one.

“This survey is specific to the instructor for this portion of the course. Please focus your feedback on the specific portion of the learning experience that they have control over.

Please provide constructive feedback by responding to each of the following items. While you are encouraged to express your thoughts and opinions freely, keep in mind the WVU values and supports open expression within a climate of civility, sensitivity, inclusivity, and mutual respect.

For each of the following elements, please indicate whether the technique has been beneficial for your learning, neutral or has not been helpful for your learning, or if you agree or disagree. You will have the opportunity to provide further details in open-ended questions”.

(The following ~~text~~ will be in the survey and the student ~~has to~~ must sign/agree to the text)

I understand that my responses will be anonymous, and that my instructors, as well as the unit head and various University committees will also be able to read my anonymous responses. I understand that the University (Student Conduct) would have access to an individual in exceptional occasions, when a student has violated professionalism or if a student provides comments that could reflect an intention to harm themselves or others.

Acknowledgement to TACO members

2020-21

Jessica Vanderhoff
Marina Galvez Peralta
Donna Ballard
Joelleen Bidwell
Amy Burt
Michelle Costas
Diana Davis
Kelly Diamond
Paolo Davide Farah
Christina Fattore
Suzanne Kitchen
Adam Komisaruk
Jeremy Roberts
Ashlee Sowards
Rachel Stein
Leslie Tower

2021-22

Marina Galvez-Peralta
Diana Davis
Joelleen Bidwell
Johnna Bolyard
Sheryl Chisholm
Brian Dickman
Kimeran Evans
Paolo Davide Farah
Jason Gross
Joseph Lupo
Emily Murphy
Ashlee Sowards
Heiko ter Haseborg
Jessica Vanderhoff
Tracey Beckley (TLC- ex-officio)
Robynn Shannon (ex-officio)
Melissa Latimer (ex-officio)

2022-23

Diana Davis
Joellen Bidwell
Marina Galvez-Peralta
Sheri Chisholm
Brian Dickman
Kimeran Evans
Janet Fraser
David Hauser
Stephanie Hines
Emily Murphy
Lizzy Santiago
Ashlee Sowards
Heiko ter Haseborg
Jessica Vanderhoff
Tracey Beckley (TLC- ex officio)
Robynn Shannon (ex-officio)
Melissa Latimer (ex-officio)

2023-24

Marina Galvez-Peralta
Diana Davis
Sheri Chisholm
Brian Dickman
Jessica Blythe
Janet Fraser
Lori Sherlock
Stephanie Hines
Ashlee Sowards
Michael Ryan
Donna Leonard
Brian Scaife
Lizzie Santiago
Tracey Beckley (TLC- Ex-officio)
Robynn Shannon (ex-officio)
Melissa Latimer (ex-officio)

Special thanks to the ITS team for their help on creating the instrument in Blue

- Motion to vote to move to this new instrument with the changes and suggestions provided.

Questions?

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