MICHIGAN STATE UNIVERSITY

Fall 2026 Teaching Quality Report
PRO-101-003 (LEC) Epistemology of Personal Certainty
Will Green

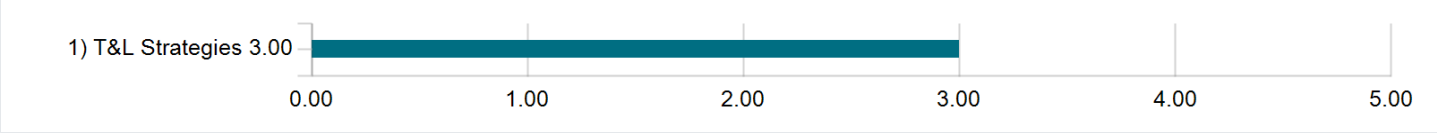
Courses Audience:	**52**
Responses Received:	**32**
Response Ratio:	**61.53 %**

Report Comments

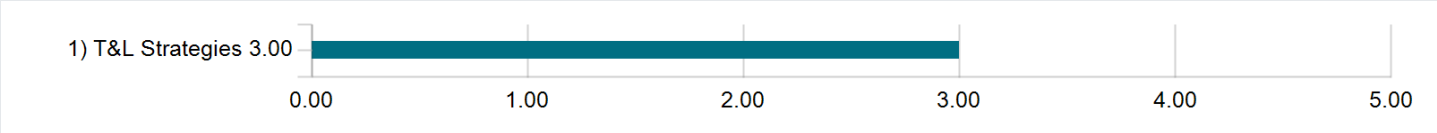
This is a SAMPLE report for illustrative purposes only.
Information that is specific to the department or college can be included on this cover page.

1. Does the faculty member use a variety of teaching and learning strategies to effectively engage diverse learners?

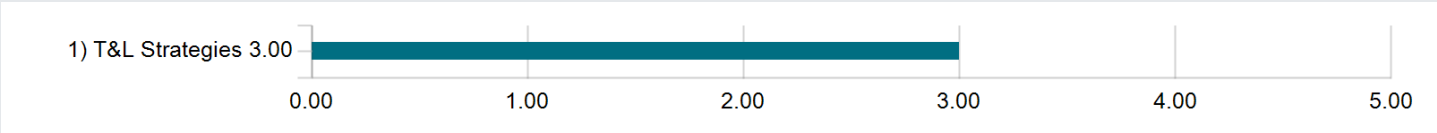
Student Feedback



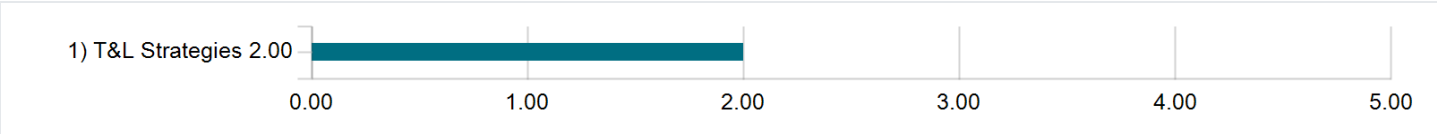
Peer Observation



Course Artifact Review



Self-evaluation



Peer: List evidence reviewed and provide thoughtful questions and suggestions.

Comments
Evidence reviewed: one 75–minute session on motivation theories. About 45 minutes was lecture with well–organized slides. A brief poll and one small–group case activity added variety, and students stayed attentive. However, options for engagement were limited, and quieter students had few chances to participate. Questions: How might you offer multiple ways for students to show understanding during class? Could the lecture segments be shortened with short activities inserted every 15 minutes? Suggestions: consider think–pair–share, visual organizers, or a brief written reflection. Since this is a new preparation, the foundation is strong and adding structured interaction seems very achievable.

Artifact Review: List evidence reviewed and provide thoughtful questions and suggestions.

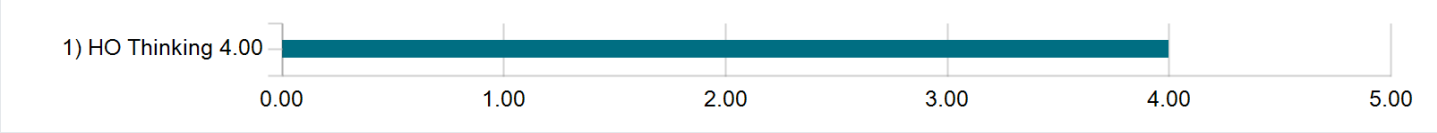
Comments
Evidence: syllabus, slide decks for 4 weeks, assignment sheets, and exams. The group case project and weekly discussion posts add some variety, but slides are text–heavy and the three exams are the primary assessment format. Questions: Are there opportunities for students to choose among assessment formats? Could slides incorporate more visuals, video, or real organizational examples? Suggestions: add captions or transcripts to any media, provide optional study guides, and consider a low–stakes alternative assessment such as a short presentation or reflection portfolio.

Self-evaluation/reflection: List the relevant evidence and provide context and reflection.

Comments
This was my first time teaching this course, and most of my preparation time went to building content from scratch. I relied mainly on lecture with slides, roughly 70% of class time. Evidence includes three traditional exams, weekly discussion posts, and one case–based group project. Context: with a new prep, I prioritized accuracy and coverage over variety. Reflection: I recognize that students with different learning needs would benefit from more options, such as hands–on activities, varied media, and flexible assessment formats. Next term, I plan to add polling, small–group problem solving, and consult colleagues who have taught this course.

2. Are students engaged in higher order thinking that is appropriate to the course level and content?

Student Feedback



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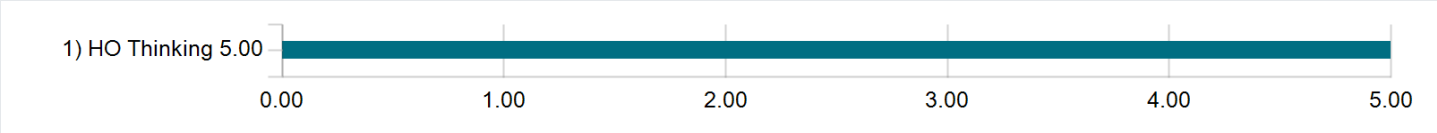
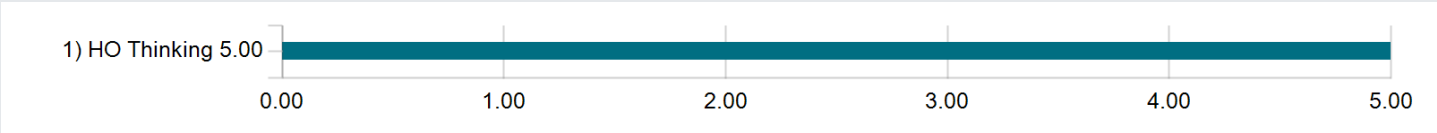
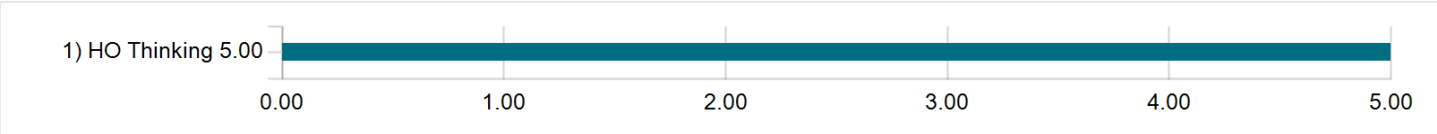


Course Artifact Review



Self-evaluation



Peer: List evidence reviewed and provide thoughtful questions and suggestions.

Comments
Evidence reviewed: one observed class session. During the case discussion, students compared two motivation theories, critiqued their fit to a real company scenario, and supported positions with course concepts. The instructor used follow–up prompts such as "What evidence supports that?" which pushed students beyond summary. Questions: How do you ensure all students contribute to these evaluative discussions? Do you plan to use similar prompts in the lecture segments? Suggestions: consider sharing a discussion rubric with students, and moving the case activity earlier in the session so higher order thinking has more time to develop.

Artifact Review: List evidence reviewed and provide thoughtful questions and suggestions.

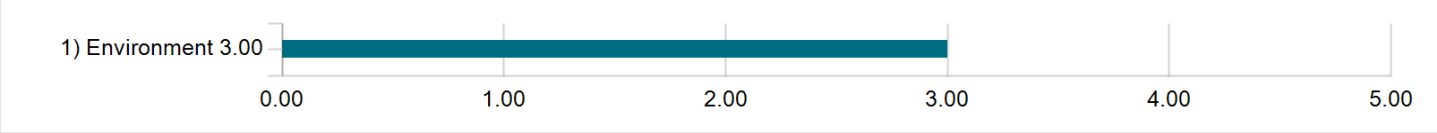
Comments
Evidence: case project instructions and rubric, discussion prompts, two exams, and six samples of student work. Assignments explicitly require analysis, evaluation, and justification, and rubric criteria clearly reward reasoning over recall. Exam items emphasize application and synthesis. Student samples show well–supported arguments and use of multiple frameworks. Questions: How are students prepared for the evaluative demands of the case project early in the term? Could you share exemplar responses to help students self–assess? Suggestions: consider adding a brief reflection assignment so students can articulate how their reasoning has developed, which aligns with your planned debate activity.

Self-evaluation/reflection: List the relevant evidence and provide context and reflection.

Comments
Students consistently engage in analysis, evaluation, and application appropriate for a 300–level course. Evidence includes the semester–long case project, in which teams diagnose an organizational problem, compare theoretical frameworks, and defend recommendations. Weekly discussion prompts require students to evaluate evidence and respond to peers' arguments. Roughly 60% of exam items are application or short–essay questions. Context: students are a mix of majors and minors, so I scaffolded early and reduced support over time. Reflection: student work shows growing independent reasoning. I plan to add a structured debate to further strengthen evaluative thinking.

3. Does the faculty member create a respectful learning environment for all students?

Student Feedback



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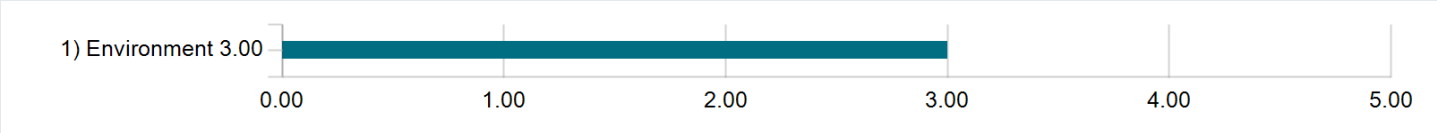
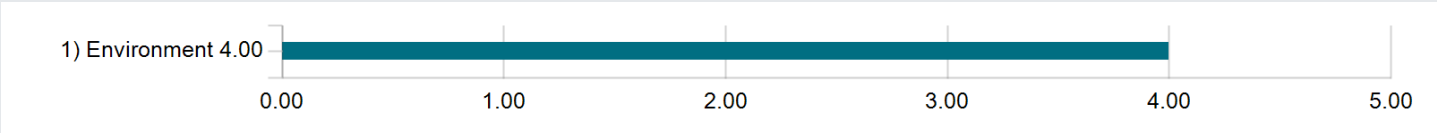
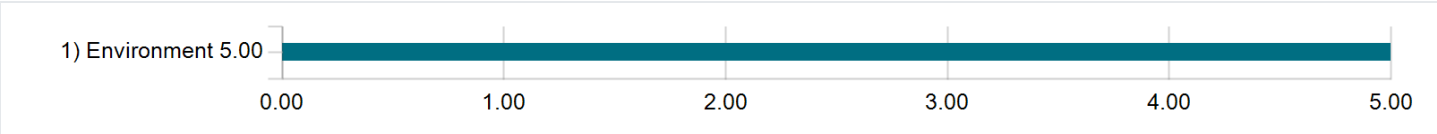


Course Artifact Review



Self-evaluation



Peer: List evidence reviewed and provide thoughtful questions and suggestions.

Comments
Evidence reviewed: one 75–minute session. Interactions were courteous. The instructor thanked students for contributions, and group discussions were civil. However, participation came mostly from a few students, and I saw few deliberate efforts to include quieter voices or acknowledge differing perspectives. Questions: How do you ensure students who rarely speak feel invited to contribute? Do the discussion norms from week one get revisited during the term? Suggestions: consider cold–calling with advance notice, offering written response options, and referencing the class nor

Artifact Review: List evidence reviewed and provide thoughtful questions and suggestions.

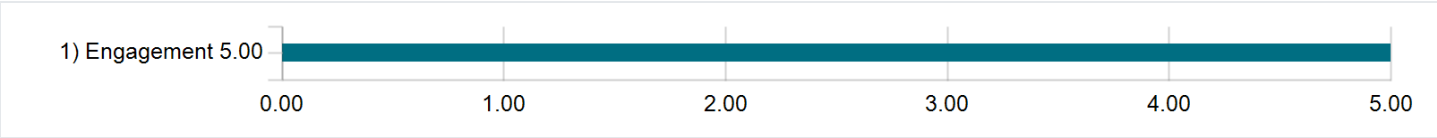
Comments
Evidence reviewed: syllabus, discussion board prompts, assignment sheets, and sample student posts. The syllabus includes a civility and inclusion statement, accessibility information, and clear expectations for discussion. Prompts use inclusive language, and student posts show respectful engagement with peers' ideas. Questions: Are the discussion norms posted in D2L where students can revisit them? How are students invited to share accommodation needs privately? Suggestions: consider linking campus support resources within the course shell and adding a brief norms reminder to each discussion prompt to reinforce the expectations already in place.

Self-evaluation/reflection: List the relevant evidence and provide context and reflection.

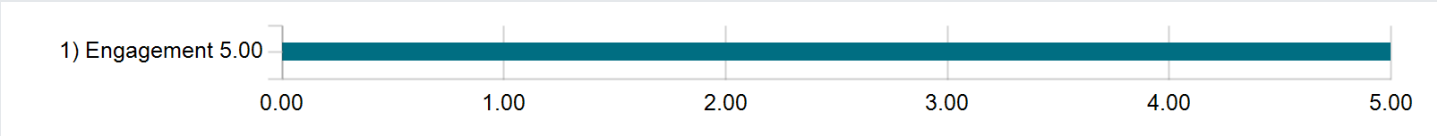
Comments
I set a respectful tone from the first day. Evidence includes a syllabus civility statement, class discussion norms we developed together in week one, and consistent use of students' preferred names and pronouns. I redirect disrespectful comments immediately and invite differing viewpoints during case discussions. Context: as a new prep, I prioritized community–building early, since the course covers topics like conflict and diversity in organizations. Reflection: students have shared that they feel comfortable disagreeing with one another and with me. I plan to gather anonymous feedback earlier next term to confirm all students share that experience.

4. Does the faculty member promote student engagement?

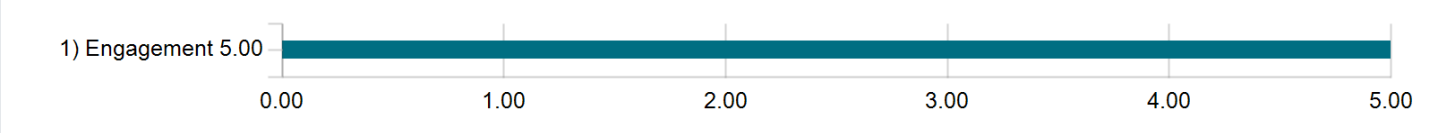
Student Feedback



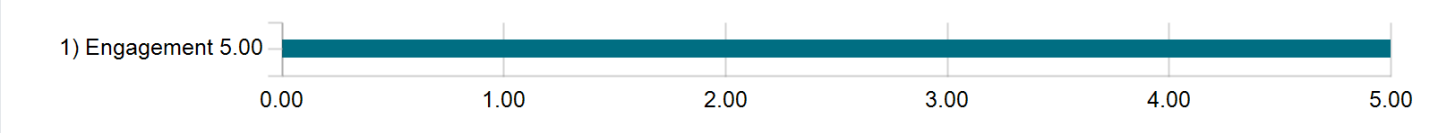
Peer Observation



Course Artifact Review



Self-evaluation



Peer: List evidence reviewed and provide thoughtful questions and suggestions.

Comments
Evidence reviewed: one class session on motivation theories. Students were attentive and on task throughout. The instructor opened with a relatable workplace scenario, used a live poll to surface opinions, and moved into small–group case analysis during which students debated actively. The instructor circulated, asked probing questions, and connected comments back to course concepts. Questions: How do you sustain this energy during longer lecture segments? Do students receive credit for participation? Suggestions: consider sharing poll results as a springboard for discussion and rotating group roles so every student has a defined responsibility.

Artifact Review: List evidence reviewed and provide thoughtful questions and suggestions.

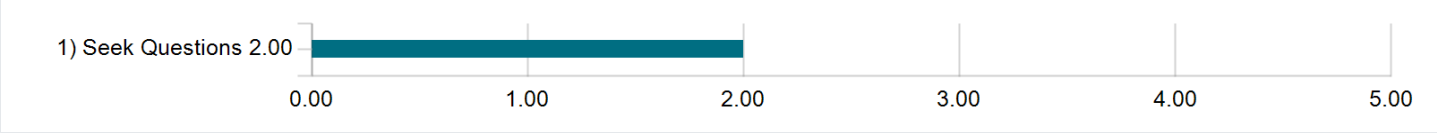
Comments
Evidence reviewed: syllabus, weekly discussion prompts, case project instructions, slide decks, and participation records in D2L. The course includes many engagement structures: weekly discussion posts with peer response requirements, team milestones for the case project, and slides with embedded discussion questions and polling prompts. Discussion participation data show consistent contributions across the term. Questions: How are team milestones monitored for equitable contribution? Suggestions: consider adding a brief peer–evaluation component to the team project and providing optional discussion starters for students who need more structure.

Self-evaluation/reflection: List the relevant evidence and provide context and reflection.

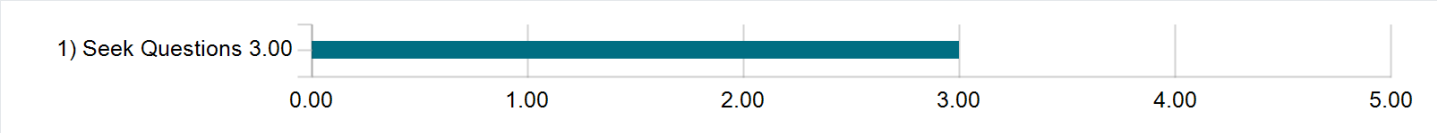
Comments
Engagement is central to my course design. Evidence includes weekly discussion posts, a semester–long team case project, in–class polling, and small–group case activities. I circulate during group work and follow up with students who seem disengaged. Context: although lecture takes much of class time, I intentionally break it up with questions and short applications, and the course topics connect easily to students' work experiences. Reflection: attendance and participation remained high all term. I would like to add a structured debate and more frequent active–learning breaks to sustain engagement further.

5. Does the faculty member actively seek student questions/concerns about the course?

Student Feedback



Peer Observation



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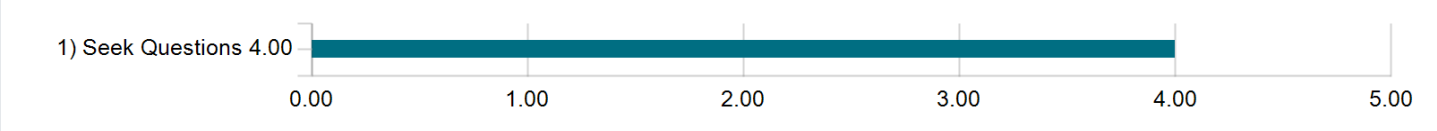
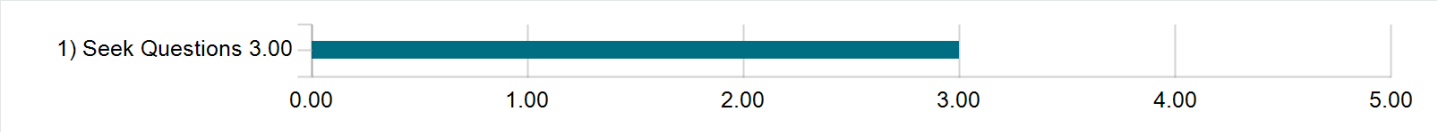


Self-evaluation



Peer: List evidence reviewed and provide thoughtful questions and suggestions.

Comments
Evidence reviewed: one class session. The instructor asked, "Any questions?" after major concepts and answered questions clearly when they came, but waiting time was short and only two students asked questions. Group activity gave the instructor a chance to hear concerns individually. Questions: What strategies help students voice confusion anonymously? How do you respond when no questions arise? Suggestions: consider longer wait time, muddiest–point cards, or an anonymous polling question such as "What is still unclear?" These could bring out concerns students may hesitate to raise aloud.

Artifact Review: List evidence reviewed and provide thoughtful questions and suggestions.

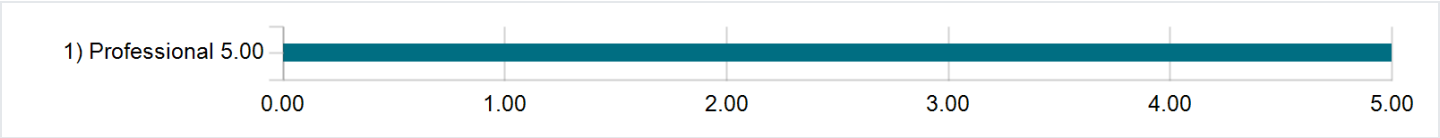
Comments
Evidence reviewed: syllabus, D2L discussion forum, mid–semester survey, and announcements. The syllabus lists multiple ways to ask questions, including office hours, email, and a Q&A forum. A mid–semester survey was administered, and announcements addressed survey themes. Forum activity is modest but instructor replies are timely. Questions: What changes did you make based on survey results? Are students aware of how their input shaped the course? Suggestions: consider a second brief survey late in the term and pinning frequently asked questions in the course shell.

Self-evaluation/reflection: List the relevant evidence and provide context and reflection.

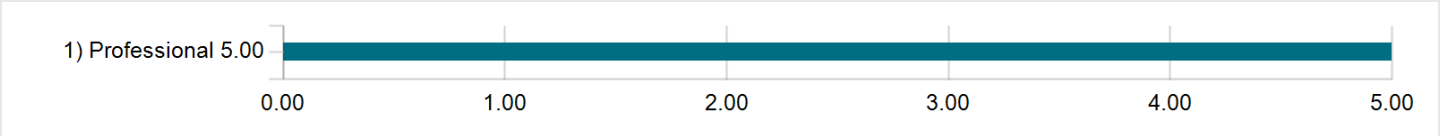
Comments
I invite questions at the start and end of each class and hold weekly office hours. Evidence includes one mid–semester anonymous survey and a D2L discussion forum for course questions. Context: as a first–time prep, I was often focused on delivering content and sometimes moved past pauses too quickly. Few students used office hours, and forum use was light. Reflection: I could be more intentional about gathering feedback. Next term I plan to add brief weekly check–ins, such as a one–minute paper, and to follow up publicly on themes I hear so students see their input matters.

6. Does the faculty member respond to students in a professional manner?

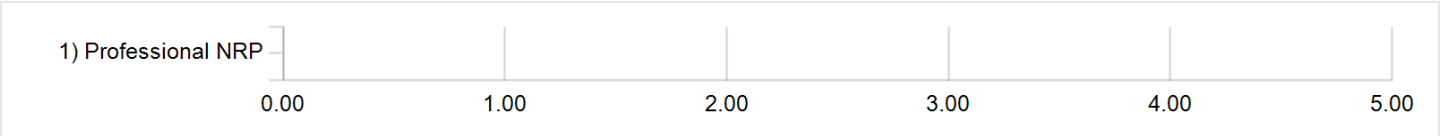
Student Feedback



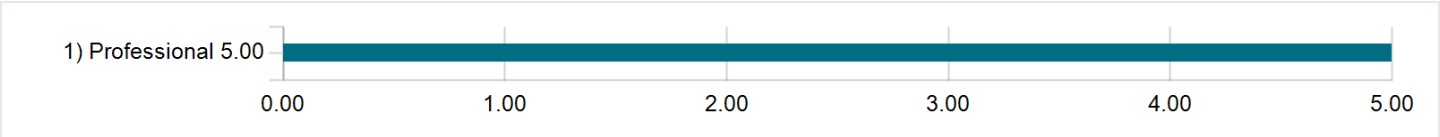
Peer Observation



Course Artifact Review



Self-evaluation



Peer: List evidence reviewed and provide thoughtful questions and suggestions.

Comments
Evidence reviewed: one class session, including interactions before and after class. The instructor spoke to students respectfully, used their names, and responded to questions with patience and clarity. When a student offered an incorrect answer, the instructor acknowledged the contribution before redirecting. Questions: How do you handle difficult conversations, such as grade disputes, outside of class? Suggestions: consider modeling this same tone in written communication by sharing sample feedback comments with colleagues as examples. The classroom interactions observed reflected a professional, supportive approach.

Artifact Review: List evidence reviewed and provide thoughtful questions and suggestions.

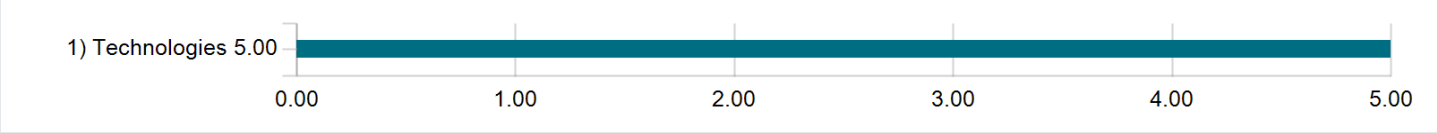
Comments
Evidence reviewed: syllabus, assignment sheets, rubrics, and sample graded work. The available evidence is not suitable for rating this measure. Professional responsiveness is best evaluated through email correspondence, forum replies, or direct student feedback, none of which were included in the review materials. Questions: Could anonymized instructor feedback comments or communication samples be provided? Suggestions: for future reviews, include examples of instructor communication or student evaluation comments. The syllabus does state clear expectations for communication and response times, though this alone does not demonstrate actual practice.

Self-evaluation/reflection: List the relevant evidence and provide context and reflection.

Comments
I respond to student emails within 24 hours on weekdays and keep communication respectful and constructive. Evidence includes consistent email turnaround, written feedback on case project milestones, and professional, timely responses to forum questions. Context: I clarify communication expectations in the syllabus, including response times and preferred contact methods. Reflection: as a new prep, I worked to keep tone encouraging even when correcting misunderstandings. When students raised grading concerns, I met with them individually and explained rubric decisions. I plan to use a shared FAQ document to reduce repetitive email questions.

7. Does the faculty member use technologies effectively to support student learning?

Student Feedback



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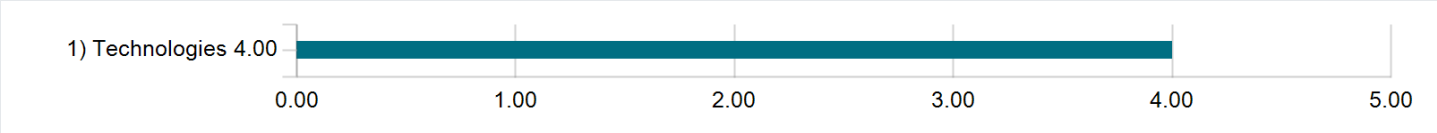
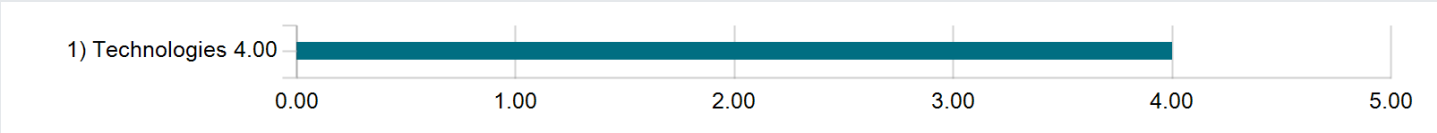
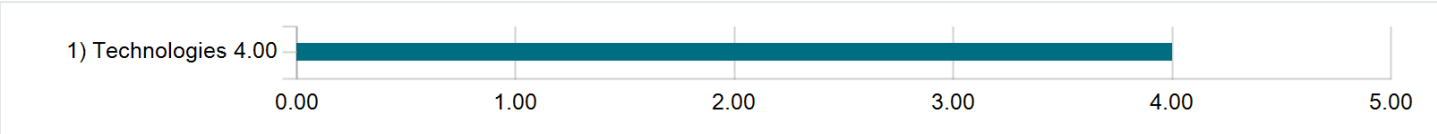


Course Artifact Review



Self-evaluation



Peer: List evidence reviewed and provide thoughtful questions and suggestions.

Comments
Evidence reviewed: one class session. The instructor used slides with legible formatting, a live polling tool that ran smoothly, and a shared document for group case work. Technology supported the learning activities and did not distract from them. Students accessed materials without difficulty. Questions: How are poll results used after class to guide instruction? Are recordings or captions available for students who miss class? Suggestions: consider incorporating short videos of real organizational cases and using polling more often for deeper questions rather than only comprehension checks.

Artifact Review: List evidence reviewed and provide thoughtful questions and suggestions.

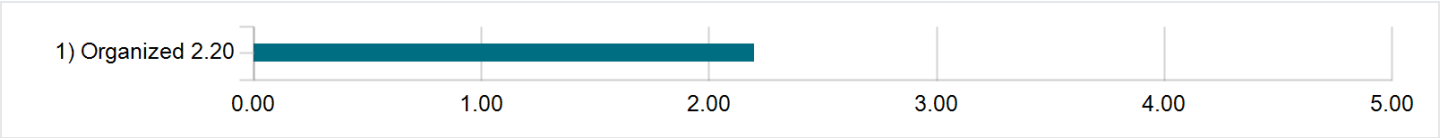
Comments
Evidence reviewed: D2L course shell, slide decks, quiz settings, and discussion boards. D2L is used for readings, quizzes, discussion forums, and assignment submission, and slides include polling prompts. Recorded mini–lectures are available for several topics. Tools align with course activities. Questions: Are captions or transcripts provided for recorded content? Are all technologies accessible to students using assistive devices? Suggestions: consider adding captions to videos, incorporating more visual and interactive content in slides, and providing a brief guide on tools used in the course.

Self-evaluation/reflection: List the relevant evidence and provide context and reflection.

Comments
I use several technologies to support learning. Evidence includes D2L for readings, discussion boards, and quizzes, live polling during class, recorded mini–lectures for review, and a shared document platform for team case projects. Context: this was my first time building the course, so I selected tools I could implement reliably. Reflection: students used the tools consistently, and polling improved my sense of understanding. I see opportunities to use technology more creatively, such as interactive visuals, short video cases, and collaborative whiteboards, and I plan to explore campus training for these tools.

8. Is the course organized in D2L?

Student Feedback



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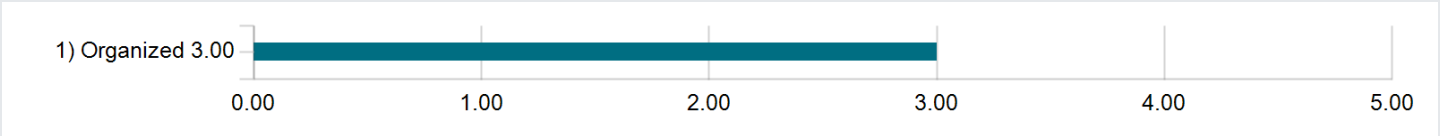
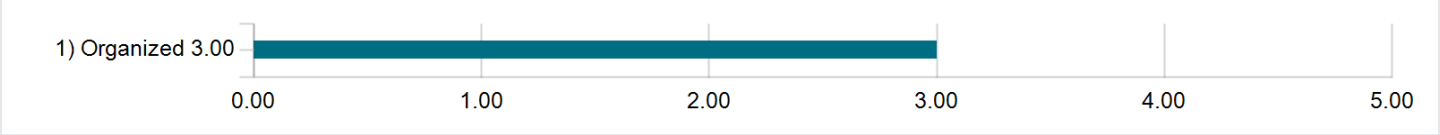
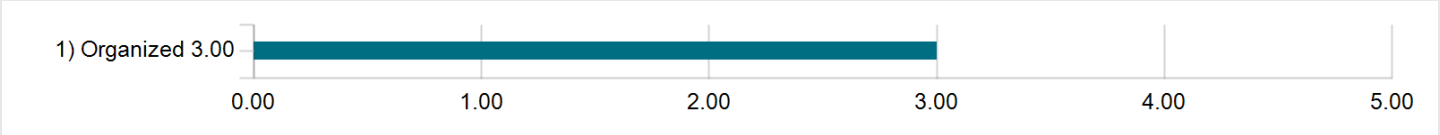


Course Artifact Review



Self-evaluation



Peer: List evidence reviewed and provide thoughtful questions and suggestions.

Comments
Evidence reviewed: brief walkthrough of the D2L course shell after the observed session. Weekly modules were visible, and the syllabus and assignments were accessible. Because my review of D2L was limited, I cannot fully assess organization. I noticed some inconsistent module titles and a few empty folders. Questions: How do students know where to begin each week? Have students given feedback on navigation? Suggestions: consider adding weekly checklists, using consistent naming conventions, and removing unused folders. A more thorough review of the shell would be helpful.

Artifact Review: List evidence reviewed and provide thoughtful questions and suggestions.

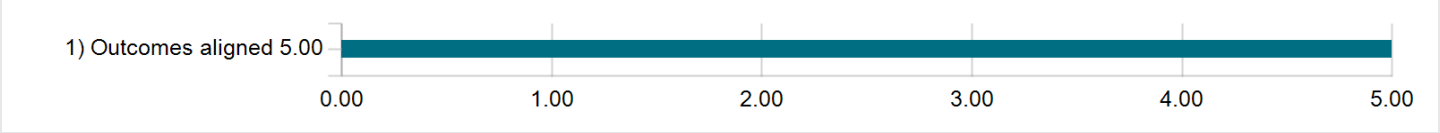
Comments
Evidence reviewed: full D2L course shell, including modules, calendar, gradebook, and assignment folders. Content is arranged in weekly modules with readings, slides, and assignments, which supports navigation. However, naming conventions vary, some links are broken, there is no start–here page, and due dates in the calendar do not always match the syllabus. Questions: Are gradebook categories aligned with syllabus weights? Suggestions: add a course orientation page, standardize module titles, verify links and due dates, and consider using checklists so students can see expectations at a glance.

Self-evaluation/reflection: List the relevant evidence and provide context and reflection.

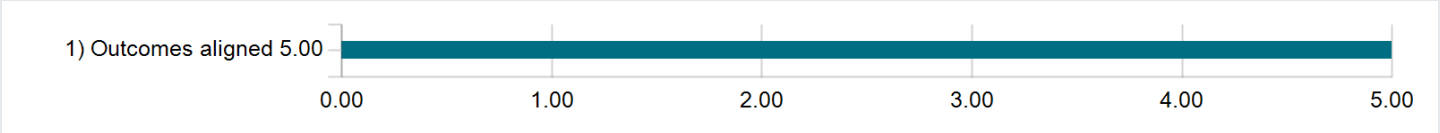
Comments
My D2L shell is functional but not as polished as I would like. Evidence includes weekly content modules, a syllabus and calendar, an assignments folder, and a gradebook. Context: because this was a new prep, I built modules week by week, and some items were posted late or named inconsistently. A few students asked where to find materials. Reflection: the structure works, but navigation could be more intuitive. Next term I plan to reorganize using consistent naming, add a start–here page, and build the entire course shell before the semester begins.

9. Are learning outcomes for assignments/assessments aligned with learning outcomes for the course?

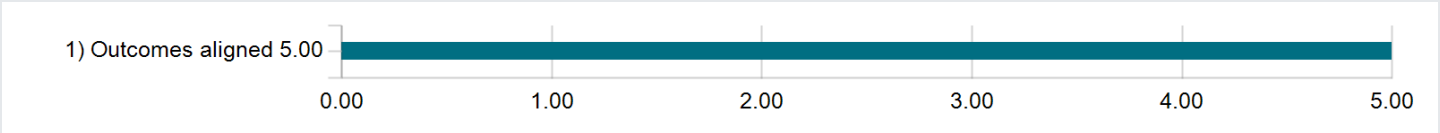
Peer Observation



Course Artifact Review



Self-evaluation



Peer: List evidence reviewed and provide thoughtful questions and suggestions.

Comments
Evidence reviewed: one class session and the syllabus outcomes table. At the start of class, the instructor stated the day's learning objectives and connected them to course outcomes. The small–group case activity directly practiced the skills named in the objectives, and the closing debrief returned to them. Questions: How do you communicate to students how daily activities connect to major assignments? Suggestions: consider revisiting the objectives at the end of class with a quick check for understanding, so students can self–assess their progress toward outcomes.

Artifact Review: List evidence reviewed and provide thoughtful questions and suggestions.

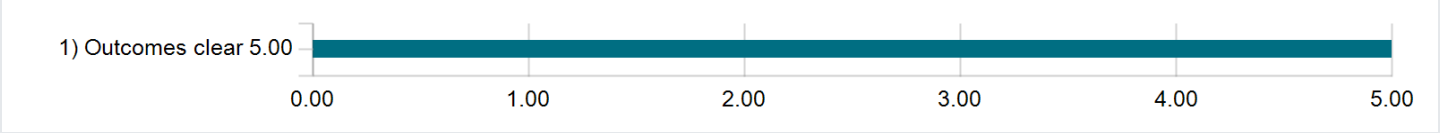
Comments
Evidence reviewed: syllabus, course outcomes, case project instructions and rubric, discussion prompts, and two exams. The syllabus includes a clear alignment table linking each assignment to course outcomes. The case project rubric criteria mirror the outcomes, and exam questions correspond to specific outcomes. Discussion prompts also reference relevant skills. Questions: Are outcome alignments also visible in D2L assignment descriptions? Suggestions: consider labeling exam sections by outcome so students can see their performance by area and adding outcome tags to gradebook items.

Self-evaluation/reflection: List the relevant evidence and provide context and reflection.

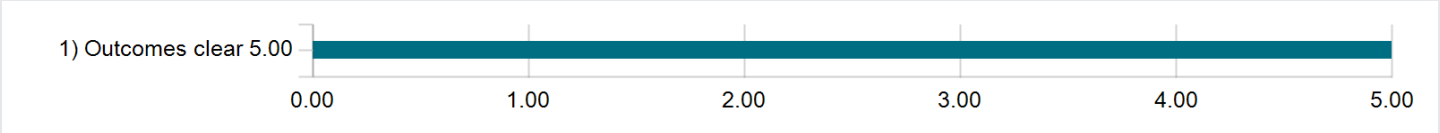
Comments
Assessments were designed to align with the course outcomes. Evidence includes a syllabus table mapping each major assignment and exam to specific outcomes, such as applying motivation and leadership frameworks, analyzing team dynamics, and evaluating organizational problems. The case project addresses several outcomes together, and exam items are tagged to outcomes. Context: as a new prep, I used backward design, beginning with the outcomes. Reflection: I believe alignment is strong, and student performance data provide evidence of outcome achievement. I plan to review alignment with colleagues to ensure consistency with departmental expectations.

10. Are learning outcomes clearly articulated for students for all major assignments/assessments?

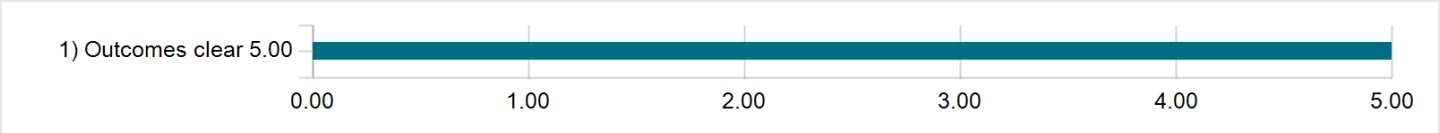
Student Feedback



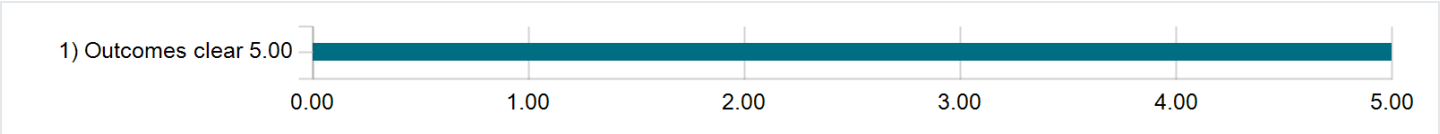
Peer Observation



Course Artifact Review



Self-evaluation



Peer: List evidence reviewed and provide thoughtful questions and suggestions.

Comments
Evidence reviewed: one class session and the case project handout shared in class. The instructor explicitly linked the day's activity to the case project and explained which outcomes it supported. The handout listed outcomes in clear, plain language. Students could articulate the purpose of the group activity when asked. Questions: How do you revisit outcomes as students work on each project milestone? Suggestions: consider having students rephrase the outcomes in their own words at the start of each project phase to reinforce understanding.

Artifact Review: List evidence reviewed and provide thoughtful questions and suggestions.

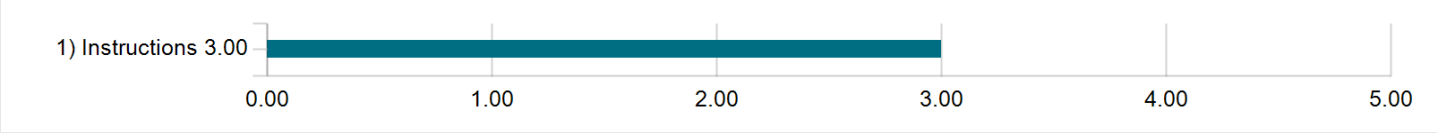
Comments
Evidence reviewed: case project instructions, discussion prompts, exam overviews, and rubrics. Every major assignment includes a clearly labeled outcomes section written in accessible language. The case project sheet explains how each outcome will be demonstrated, and exam overviews list outcomes covered. Language is consistent across documents. Questions: Do smaller assignments, such as weekly posts, include the same outcome statements? Suggestions: consider adding a brief outcomes line to each discussion prompt in D2L so expectations remain visible where students complete the work.

Self-evaluation/reflection: List the relevant evidence and provide context and reflection.

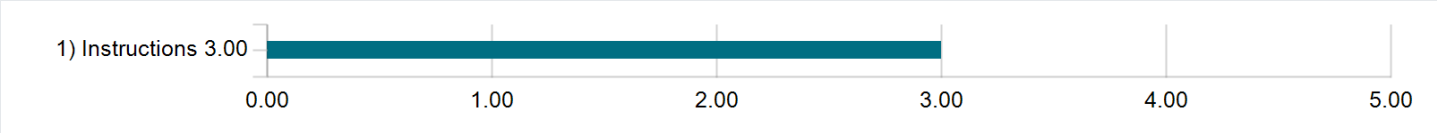
Comments
Each major assignment sheet lists the outcomes it measures in student–friendly language. Evidence includes outcome statements on the case project instructions, the discussion post guidelines, and exam study overviews. I also explain the purpose of each assignment in class when introducing it. Context: because many students are minors or nonmajors, I wanted them to understand why each task matters. Reflection: students' reflections suggest they understood the purpose of the work. I plan to add short "why this matters" statements to each weekly discussion prompt for further clarity.

11. Are instructions for all assignments usable by students (i.e., clear, comprehensive)?

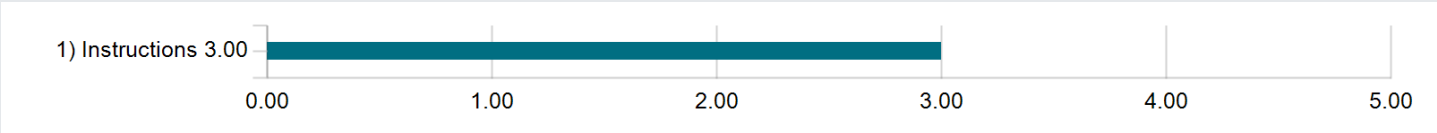
Student Feedback



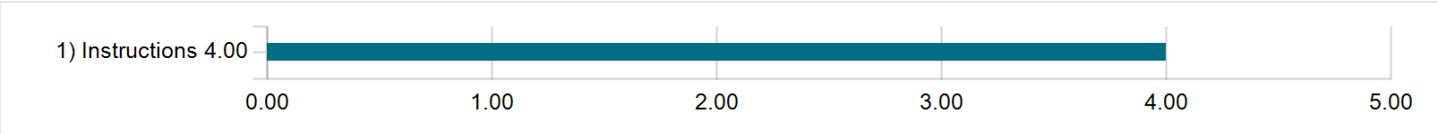
Peer Observation



Course Artifact Review



Self-evaluation



Peer: List evidence reviewed and provide thoughtful questions and suggestions.

Comments
Evidence reviewed: one class session and the case project handout. During the observed activity, instructions were given verbally and briefly, and two groups appeared unsure of the task at first and asked peers or the instructor for clarification. The written handout provided later was detailed, but I did not see it used during the activity. Questions: Were written instructions available during the group activity? Suggestions: consider posting activity steps on the slide, stating the deliverable and time limit clearly, and asking a student to restate the instructions before groups begin.

Artifact Review: List evidence reviewed and provide thoughtful questions and suggestions.

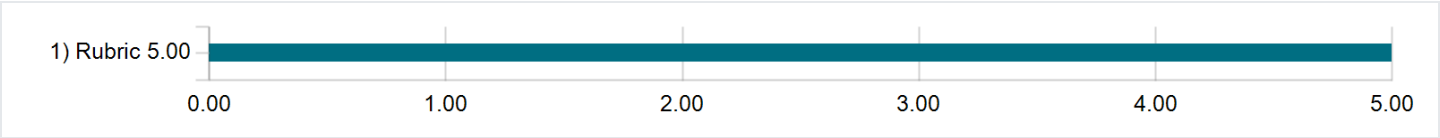
Comments
Evidence reviewed: case project instructions, discussion post guidelines, exam overviews, and rubrics. The case project instructions are comprehensive, with milestones and expectations. However, discussion post directions vary in detail across weeks, citation requirements are not clearly stated, team role expectations are ambiguous, and no exemplars are provided. Questions: Have students asked recurring questions about any assignment? Suggestions: standardize discussion prompt format, specify citation style and length requirements, define team roles, and add annotated exemplars or a submission checklist to improve usability.

Self-evaluation/reflection: List the relevant evidence and provide context and reflection.

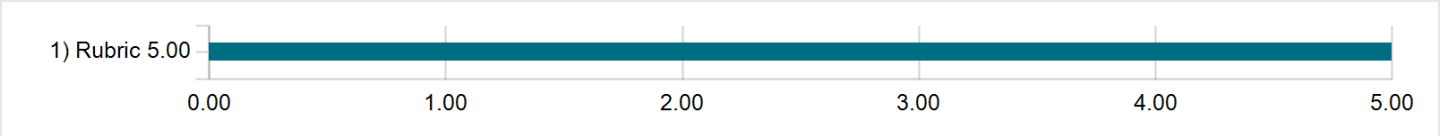
Comments
I provide written instructions for every major assignment. Evidence includes a detailed case project handout with milestones and due dates, discussion post guidelines, exam format overviews, and a rubric for each. Context: I revised the case project sheet after early student questions. Reflection: most students understood expectations, though a few asked for clarification on team roles and citation requirements. Because this is a new preparation, some instructions were written quickly. I plan to add examples of strong work, a submission checklist, and to have a colleague or past student review instructions before the term starts.

12. Is an objective rubric used for all major assignments/assessments?

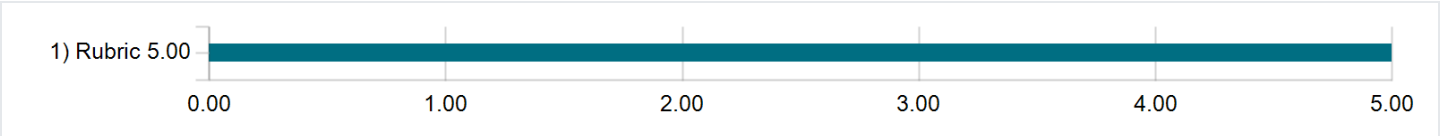
Student Feedback



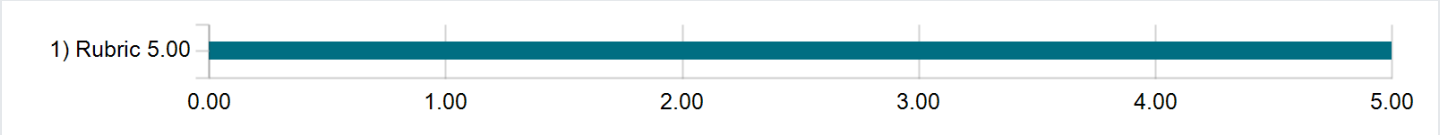
Peer Observation



Course Artifact Review



Self-evaluation



Peer: List evidence reviewed and provide thoughtful questions and suggestions.

Comments
Evidence reviewed: one class session and the case project rubric. The instructor displayed the rubric during the session and pointed to criteria while introducing the case activity. Students were referred to it as a guide for their group discussion. The rubric includes clear performance levels and criteria tied to course outcomes. Questions: Do students have a chance to practice applying the rubric before submitting work? Suggestions: consider a brief norming activity in which students score a sample response, which may deepen their understanding of expectations.

Artifact Review: List evidence reviewed and provide thoughtful questions and suggestions.

Comments
Evidence reviewed: rubrics for the case project and weekly discussion posts, exam grading guides, and six graded student samples. Rubrics are analytic, with clearly defined criteria and performance levels aligned to course outcomes. Exam essay items include point–based scoring guidance. Graded samples show rubric use and consistent feedback. Questions: Are rubrics attached in D2L so students can view them when submitting? Suggestions: consider using D2L rubric tools for grading and providing anonymized exemplars at each performance level to help students calibrate their work.

Self-evaluation/reflection: List the relevant evidence and provide context and reflection.

Comments
I use a rubric for every major assignment. Evidence includes an analytic rubric for the case project with criteria for analysis, use of frameworks, evidence, and presentation, a rubric for weekly discussion posts, and answer keys with point allocations for exam short–essay items. Context: I created rubrics during course design to promote consistent grading. Reflection: rubrics made grading more efficient and helped me explain scores to students. Some criteria could be more specific about distinguishing performance levels, so I plan to refine descriptors after reviewing this term's student work.