

## TABS (Teaching Analysis By Students) Summary 2024-25

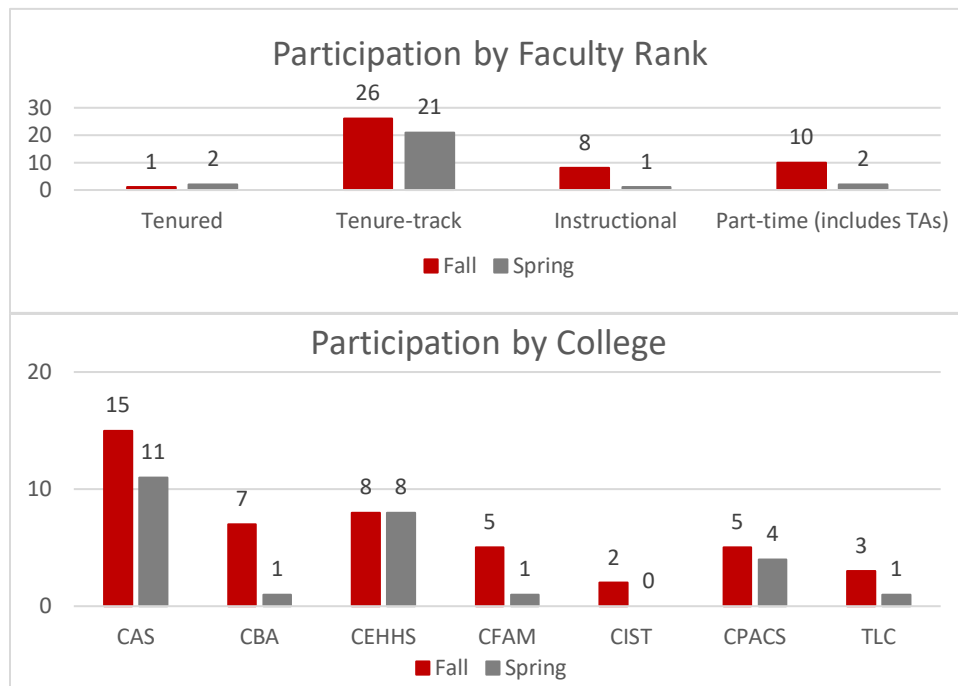
TABS is designed to gather student input by initiating UNO's end-of-course evaluation at mid-semester. Once data are collected, participants discuss results with a consultant and can make informed decisions that can enhance teaching and learning for the remainder of the semester. Participation and results are confidential. The Center for Faculty Excellence, with assistance from System Intelligence and Data Analytics, administers TABS.

### 2024-25 TABS Consultants

- Tej Adidam – Professor, Marketing & Entrepreneurship, CBA
- Steffi Jesseau – Lecturer, Psychology, CAS
- Victoria Lentfer – Instructor, Teacher Education, CEHHS
- Brian McKeivitt – Professor, Psychology, CAS
- April Paschall – Part-time Instructor, CPACS
- Saundra Shillingstad – Professor, Teacher Education, CEHHS

### Highlights

- Highly utilized professional development for tenure-track faculty and faculty across colleges to advance teaching.
- Increased participation from previous year:
  - Faculty participation rose 8%.
  - Courses rose 22% (in-person: n=81, online: n=29).
  - Enrolled students in courses (n=2,951) rose 7%.
- Piloted customized TABS experience for part-time faculty teaching first-year writing and first-year seminar courses.



### From Participants

*"This allowed me to get a temperature of my classroom because my students felt comfortable being honest anonymously. A few were stressed and upset about something that happened earlier in the semester. Because of TABS, I was able to address their concerns. The classroom has certainly benefitted from this!"*

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*"I appreciated the opportunity for feedback from my students on my own teaching, as well as the course; however, the best aspect was talking with [my consultant] and getting her perspective on the feedback."*

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*"[My consultant] gave me very helpful advice on how to improve my teaching and helped me connect with other faculty members from whom I can share teaching and other experiences."*

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*"The opportunity to receive feedback on a new course was the most valuable aspect. It gave me insight into how students were experiencing those changes and allowed me to adjust for the second half of the semester if needed."*