

MODELS FOR TABLE GROUPS TO ANALYZE

Looking Beyond Harvard:

The Teaching Evaluations Landscape

10:40am-11:40am breakout session

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HILT CONFERENCE 2017

<https://hilt.harvard.edu/confprogram2017>

GROUP 1: STANFORD UNIVERSITY

- Standard End-Term Course Evaluation Questions
<http://evals.stanford.edu/stanford-course-feedback-questions>
- Excerpts from “Course Evaluation Customization Form Guide” (pp. 4-6)
https://vptl2.stanford.edu/sites/default/files/cecus-tomization_guide_2.pdf

STANFORD – STANDARD END-TERM COURSE EVALUATION QUESTIONS

<http://evals.stanford.edu/stanford-course-feedback-questions>

QUESTION	ANSWER SET
CUSTOMIZABLE QUESTIONS	
How well did you achieve this learning goal in this course? <ul style="list-style-type: none"> <i>We recommend one to four learning goals; however, up to ten can be entered.</i> <i>If no learning goal is entered, a generic question will be asked.</i> 	Extremely well, Very well, Moderately well, Slightly well, Not well at all
How useful to you was this course element? <ul style="list-style-type: none"> <i>Instructor may identify up to five specific elements to evaluate, including lectures, sections, readings, problem sets, group project, final project, online component, textbook, and so on.</i> 	Extremely useful, Very useful, Moderately useful, Slightly useful, Not useful at all
Optional faculty-posed questions <ul style="list-style-type: none"> <i>Up to three additional of each (open or closed)</i> 	Closed-ended and open-ended options
QUESTIONS COMMON TO ALL EVALUATIONS	
About what percent of the class meetings (including discussions) did you attend in person?	Whole number percentage between 0 and 100
About what percent of the class meetings did you attend online?	Whole number percentage between 0 and 100
How much did you learn from this course?	A great deal, A lot, A moderate amount, A little, Nothing
Overall, how would you describe the quality of the instruction in this course?	Excellent, Good, Fair, Poor, Very poor
What skills or knowledge did you learn or improve?	Open-ended
How many hours per week on average did you spend on this course (including class meetings)?	Whole number hours
How organized was the course?	Extremely organized, Very organized, Moderately organized, Slightly organized, Not organized at all
What would you like to say about this course to a student who is considering taking it in the future? <i>All comments are subject to Stanford's Terms of Use for Sites. Answers to this question will be viewable by other students, as well as the instructor.</i>	Open-ended
Would you like to provide any other comments about this course?	Open-ended

Editing your Course Evaluations

To start or return to customizing a course or section evaluation:

1. Make sure the course or section you want to customize is selected.
2. Click **Edit Evaluation**.
The **Course Evaluation Customization Form** appears in a new browser window.

You can save your changes at any time and return to edit the form later. See “Saving and Submitting your Work” at the end of this guide for details.

The customization form is divided into three sections:

- Learning Goals
- Course Elements
- Additional Questions

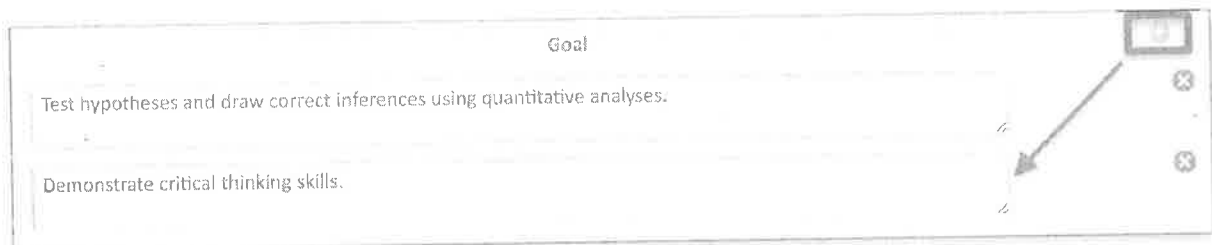
Scroll through the form to review and edit your customization options. Type in the text boxes or make selections as necessary. You do not have to press **Enter** to confirm changes.

Entering Learning Goals

Learning goals are brief, specific descriptions of what students should know (and be able to demonstrate) at the end of a course. We recommend that you add one to four learning goals; however, the form will allow up to ten learning goals if necessary.

For more information about formulating learning goals, see [Writing Learning Goals](#).

Note: If you do not specify any learning goals, students will be asked generically: “How well did you achieve the learning goals in this course?”.



1. To add a learning goal, type your learning goal into the **Goal** text box.
2. To add another learning goal, click the **Click to add a new row** button in the upper right-hand corner of the list.
3. To delete a learning goal, click the **Delete this row** button next to the row you want to delete. A warning message appears. Click **OK** to confirm deletion.


Selecting Course Elements

Course elements are components you have used to teach in the course, such as readings, field trips, discussions, textbooks, and so on. You can select up to five course elements, and the survey will ask how useful they were.

Course Elements			
<input type="checkbox"/>	Discussion sections	<input type="checkbox"/>	Group work activities
<input type="checkbox"/>	Field Trips	<input type="checkbox"/>	Final Project
<input type="checkbox"/>	Group Project	<input type="checkbox"/>	Guest Speakers
<input type="checkbox"/>	In-class breakout groups	<input type="checkbox"/>	In-class discussions
<input type="checkbox"/>	Labs	<input type="checkbox"/>	Lectures
<input type="checkbox"/>	Online Class Meetings	<input type="checkbox"/>	Oral Presentations
<input type="checkbox"/>	Online writing exercises	<input type="checkbox"/>	Problem sets
<input type="checkbox"/>	Readings	<input type="checkbox"/>	Service Learning Component
<input type="checkbox"/>	Syllabus	<input type="checkbox"/>	Textbook
<input type="checkbox"/>	Video listening assignments	<input type="checkbox"/>	Voice recordings
<input type="checkbox"/>	Website	<input type="checkbox"/>	Writing Assignment
<input type="checkbox"/>	Other		

Click the check box next to a course element to select it:

- To enter the description of a new course element **not** in the list, select **Other**. The **Other Elements** list appears. Type the name of the new course element in the **Description** text box. Note that each “other” element counts as one of your five course elements.

Other Elements	Description	
		
		

- To add another “other” course element, click the **Click to add a new row** button in the top right-hand corner of the list.
- To delete an “other” course element, click the **Delete this row** button next to the row you want to delete. A warning message appears. Click **OK** to confirm deletion.

- Select **Textbook**, to enter the title of one or more textbooks. The **Textbooks** list appears. Type the title of the textbook in the **Title** text box. Note that each textbook counts as one of your five course elements.



- To add another textbook, click the **Click to add a new row** button in the top right-hand corner of the list.
- To delete a textbook, click the **Delete this row** button next to the row you want to delete. A warning message appears. Click **OK** to confirm deletion.

Using Additional Questions

You can add questions of your own to focus on learning issues that are specific to your course and pedagogy.

You can add:

- up to three closed-ended questions, which prompt students to answer from a set of responses, such as “Extremely Well” to “Not well at all”, or “Yes” or “No” and
- up to three open-ended questions, which prompt a written response

Adding Closed-ended Questions

1. In the **Question** text box, type the question prompt.



2. From the **Response Type** drop-down list, select the set of responses you want to use:
 - How much (A great deal, A lot, A moderate amount, A little, Nothing)
 - Quality (Excellent, Good, Fair, Poor, Very Poor)
 - How well (Extremely well, Very well, Moderately well, Slightly well, Not well at all)
 - Yes/No
3. To add another closed-ended question, click the **Click to add a new row** button in the top right-hand corner of the list.
4. To delete a closed-ended question, click the **Delete this row** button next to the row you want to delete. A warning message appears. Click **OK** to confirm deletion.

GROUP 2: NORTH CAROLINA STATE

- Excerpts from “A Protocol for Peer Review of Teaching” (pp. 4-part of 5, 8-10)

[http://www4.ncsu.edu/unity/lockers/users/f/felder/public//Papers/ASEE04\(Peer-Review\).pdf](http://www4.ncsu.edu/unity/lockers/users/f/felder/public//Papers/ASEE04(Peer-Review).pdf)

A PROTOCOL FOR PEER REVIEW OF TEACHING - Rebecca Brent/Richard M. Felder
Education Designs, Inc./North Carolina State University

Recommended Peer Review Protocol

Peer review has two possible functions: summative (to provide data to be used in personnel decisions or award nominations) and formative (to improve teaching). Based on our review of the peer review literature and our experience with the procedure described above, we recommend the following protocol for both summative and formative peer review.

1. Design class observation and course material rating forms using the formats shown in Tables 1 and 2. Select items that have been shown to correlate with effective teaching from lists given in References 1 and 2. Obtain consensus approval of the department faculty for the items included in the final forms.
2. At the beginning of the fall semester or quarter, form a departmental peer review committee that will function for the next academic year. The committee should consist of a chair within the department who oversees the peer review process and a cadre of faculty raters who may come from within the department or from other departments in related disciplines. Guidelines for selecting raters are suggested in the next section.
3. Early in the fall, provide a 1–2 hour training session to the raters. The trainer (an experienced rater from previous years or a faculty development consultant) should present an illustrative set of course materials and one or two mini-lectures or videotaped excerpts of real lectures, and the participants should complete the rating forms and discuss their reasons for assigning the ratings they did. Presenting two mini-lectures that vary in quality makes the experience more instructive.
4. Summative review. For faculty members being considered for reappointment, promotion, or tenure or undergoing post-tenure review, the summative procedure described previously should be used (preliminary meeting to go over the procedures, at least two raters and two class observations for each faculty member reviewed, reconciliation of independently completed checklists, final meeting to discuss the results and identify steps for improvement if necessary). The results should be included in a portfolio along with a summary of student ratings for the preceding three years and other items specified in Figure 1.

Proceedings of the 2004 American Society for Engineering Education Annual Conference & Exposition

[http://www4.ncsu.edu/unity/lockers/users/f/felder/public//Papers/ASEE04\(Peer-Review\).pdf](http://www4.ncsu.edu/unity/lockers/users/f/felder/public//Papers/ASEE04(Peer-Review).pdf)

Table 1
Class Observation Checklist

Course: _____ **Instructor:** _____ **Date:** _____

Circle your responses to each of the questions and then add comments below the table.

	Exceeds expectations in all respects	Meets expectations in all respects	Meets expectations in most respects	Meets expectations in some respects	Meets expectations in few or no respects
1 – was well prepared for class	5	4	3	2	1
2 – was knowledgeable about the subject matter	5	4	3	2	1
3 – was enthusiastic about the subject matter	5	4	3	2	1
4 – spoke clearly, audibly, and confidently	5	4	3	2	1
5 – used a variety of relevant illustrations/examples	5	4	3	2	1
6 – made effective use of the board and/or visual aids	5	4	3	2	1
7 – asked stimulating and challenging questions	5	4	3	2	1
8 – effectively held class's attention	5	4	3	2	1
9 – achieved active student involvement	5	4	3	2	1
10 – treated students with respect	5	4	3	2	1

What worked well in the class? (Continue on back if necessary)

What could have been improved? (Continue on back if necessary)

Rater(s) _____

Table 2
Course Material Checklist

Course: _____ Instructor: _____ Date: _____

Circle your responses to each of the questions and then add comments below the table.

	Exceeds expectations in all respects	Meets expectations in all respects	Meets expectations in most respects	Meets expectations in some respects	Meets expectations in few or no respects
1. Course content includes the appropriate topics	5	4	3	2	1
2. Course content reflects the current state of the field	5	4	3	2	1
3. Course learning objectives are clear and appropriate	5	4	3	2	1
4. Course policies and rules are clear and appropriate	5	4	3	2	1
5. Lecture notes are well organized and clearly written	5	4	3	2	1
6. Supplementary handouts and web pages are well organized and clearly written	5	4	3	2	1
7. Assignments are consistent with objectives and appropriately challenging	5	4	3	2	1
8. Tests are consistent with learning objectives and appropriately challenging	5	4	3	2	1
9. Tests are clearly written and reasonable in length	5	4	3	2	1
10. Student products demonstrate satisfaction of learning objectives	5	4	3	2	1

What are the strengths of the course materials? (Continue on back if necessary)

What could have been improved? (Continue on back if necessary)

Rater(s) _____

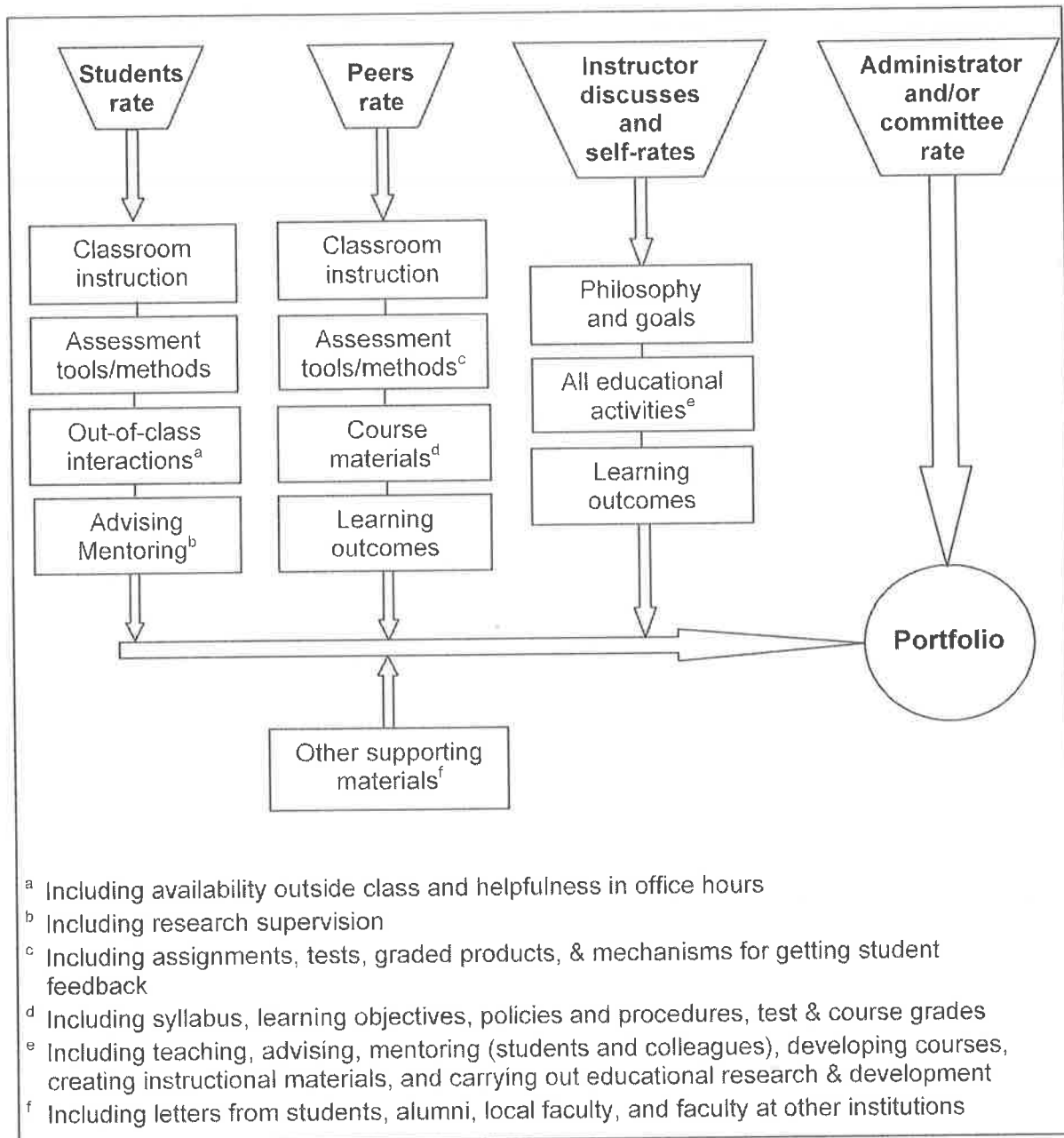


Figure 1. Comprehensive Evaluation of Teaching Performance

GROUP 3 UNIVERSITY OF PENNSYLVANIA

- Context for Penn Instrument Analysis
- Course Evaluation Form

Context for Penn Instrument Analysis

Penn

Penn has a home-grown form that was substantially improved a few years ago. Items 6 through 10 were added during the revision process.

Students began screen-scraping the internal system before the revision, and would share results with peers on the Penn Course Review (<https://penncourserewiew.com/>), a student-run website that provides visualizations for course selection. Having a student organization present course review data creates issues for reliability and continuity. As documented at <http://www.thedp.com/article/2016/11/penn-course-review-ratings-no-written-comments> when a student organization folded, all access to open-ended comments closed. The current student site also does not include the revised questions 6 through 10.

In early 2017, the Penn Course Review launched the numerical dashboard below where students could look at their semester “cart” in terms of four numbers:



Using this dataset, the student newspaper has published lists of top scoring professors (<http://projects.thedp.com/2016/04/PCR/article/penns-top-30-best-professors.html>) as well as the easiest and hardest courses (<http://projects.thedp.com/2016/04/PCR/#section2>). The results create public conversations in controversial terms.

The revised questions (#6 through 10) represent an evolution in Penn’s instrument, and have been helpful for their Center for Teaching and Learning in consultations with faculty.

University of Pennsylvania - Course Evaluation Form

1. Overall quality of the instructor.

0	1	2	3	4
Poor	Fair	Good	Very Good	Excellent

2. Overall quality of the course.

0	1	2	3	4
Poor	Fair	Good	Very Good	Excellent

3. The instructor clearly communicated the subject matter.

0	1	2	3	4
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

4. The instructor effectively stimulated my interest.

0	1	2	3	4
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

5. The instructor was appropriately accessible outside of class time.

0	1	2	3	4
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

6. As a result of taking this course, I have a better understanding of factual knowledge, principles and/or theories in this area.

0	1	2	3	4
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

7. This course helped me to improve my ability to analyze, solve problems and/or think critically.

0	1	2	3	4
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

8. This course helped me to understand how this field asks and answers questions.

0	1	2	3	4
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

9. This course challenged me to consider new ideas, concepts, or ways of thinking.

0	1	2	3	4
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

10. As a result of taking this course, I am more excited by this field of study.

0	1	2	3	4
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree

11. Please rate the difficulty of the course.

0	1	2	3	4
Easy				Difficult

12. Please rate the amount of work required for this course.

0	1	2	3	4
Very Little				Very Much

13. To your knowledge, has there been cheating in this course?

0	1
Y	N

GROUP 4: UNIVERSITY OF NOTRE DAME

- Evaluating a Faculty Member's Teaching:
Guidelines for Preparing a Case for
Renewal/Tenure/ Promotion

https://kaneb.nd.edu/assets/45426/2007_2_18_guidelinesforevaluatingteaching.pdf

Evaluating a Faculty Member's Teaching

Guidelines for Preparing a Case for Renewal/Tenure/Promotion

A. Introduction

The University of Notre Dame strives to recruit, cultivate, recognize and reward faculty members who both are engaged in significant scholarly pursuits and are highly effective teachers. Departments and schools contribute to this effort by fostering communities of collegial support and intellectual exchange that help faculty scholars, at all stages of their careers, identify ways to improve their practice of teaching and enhance student learning.

The University has adopted a systematic and widely accepted peer-review structure for evaluating scholarly work. As a complement, the guidelines presented here offer a reliable and adaptable means to assess the quality of a faculty member's teaching. Departments and schools are encouraged to align their criteria for the evaluation of teaching with the principles of effective teaching, so as to:

- Promote a shared understanding among the faculty in each department/school of models for, and characteristics of, exemplary teaching within their discipline
- Improve the quality of teaching at Notre Dame by encouraging faculty members to reflect on how their own teaching embodies explicit elements of good practice
- Ensure that high-stakes decisions involving faculty advancement are informed by, among other things, a comprehensive assessment of the candidate's teaching

In April 1999, a subcommittee of Notre Dame's Academic Council delivered a thought-provoking report, entitled "Evaluating Teaching at Notre Dame."¹ Within that document, the University community was encouraged to adopt a multifaceted approach when evaluating a faculty member's teaching for the purpose of deciding advancement cases, i.e., renewal, tenure and promotion decisions. In 2006, the *Advisory Committee to the Provost on the Evaluation of Teaching*,² in consultation with Academic Council, Faculty Senate, the Provost's Advisory Committee and the Deans' Cabinet, developed a tangible framework to operationalize many of the principles espoused in the 1999 report. The following guidelines provide departments/schools with a comprehensive yet flexible approach for evaluating the quality of a faculty member's teaching – both in conventional course environments (Sect. B) and through the candidate's other contributions to student learning (Sect. C).

¹ The document, "Evaluating Teaching at Notre Dame," is available by contacting the Associate Provost for Faculty Affairs, Office of the Provost, University of Notre Dame.

² Members of the *Advisory Committee to the Provost on the Evaluation of Teaching* included Philippe Collon, Don Crafton, Patrick Flynn, Tom Frecka, Alex Hahn, Dennis Jacobs, Jean Ann Linney, Patricia Maurice, Jim McKenna, Katherine O'Brien O'Keeffe, and John Robinson.

B. Comprehensive Evaluation of Teaching in Select Courses

Teaching takes many forms; yet, the credit-bearing course remains the most typical way in which teaching is practiced within the academy. A summative review of a candidate's teaching record includes an in-depth evaluation of select courses/sections that the candidate has taught in recent years.³

Notre Dame employs the Course Instructor Feedback (CIF) system as a universal mechanism for gathering student perceptions about each course and its instructor.⁴ Although students are well qualified to judge certain aspects of teaching, e.g., how clear, well-organized, and responsive an instructor is, CIF ratings are incapable of revealing, for example, the appropriateness of course content, the contribution a course makes to the overall curriculum, or the standards by which students are evaluated and graded. Hence, a comprehensive evaluation of teaching needs to balance (a) an analysis of CIF scores⁵ for all courses taught during the review period with (b) an in-depth evaluation of representative courses chosen by the department/school.³ As a framework to help the department/school conduct its comprehensive review, the following four elements should be fully addressed for each course the department/school chooses to evaluate in depth.

1. **COURSE DESIGN:** Are the learning goals for the course meaningful and clearly articulated? Is the course design rigorous, current, relevant to students' needs, and where appropriate, consonant with the program's curricular requirements?
2. **IMPLEMENTATION:** Does the faculty member create a stimulating environment that is conducive to learning and effective in the use of students' time? Are students being inspired and encouraged to think analytically and creatively, and to develop knowledge, skills, and habits of mind appropriate to the discipline?
3. **EVALUATION OF STUDENT WORK:** Does the faculty member employ reliable balanced approaches for assessing a student's achievement of the course learning goals? Does the faculty member set high expectations for student performance, provide students with helpful feedback throughout the course, and apply appropriate standards when evaluating student work?
4. **STUDENT PERCEPTIONS:** Do the students perceive themselves to be well taught by the faculty member? Are the students more than satisfied with their learning experience in the course?

³ The department/school is responsible for specifying, in advance, the optimal number of courses or sections to be examined in-depth and the process by which these courses are to be chosen. Ideally, the selected courses should represent an appropriate sample from the three years immediately preceding the review: the selected courses should illustrate the candidate's intellectual contributions to teaching and reflect the variety of students (e.g., graduate, undergraduate, majors, non-majors) that the candidate has taught.

⁴ For more information about the CIFs, consult <http://cif.nd.edu/>.

⁵ An analysis of CIF scores reflects the distribution of responses across the entire set of CIF questions.

Just as the culture and curriculum are distinctive in every academic department/school, the qualities of effective teaching are often discipline-specific and are discerned only through careful review by faculty peers. In presenting a balanced assessment of the candidate's teaching, the department/school should address, at a minimum, all four sets of questions as they apply to each of the courses/sections selected for in-depth review. The department/school should formulate its response to each question by analyzing credible evidence gathered from appropriate sources, e.g., the faculty candidate, students in the selected courses, and faculty peers.⁶

C. Appraisal of Additional Contributions to Teaching

Recognizing that classroom teaching may represent only a portion of the candidate's educational activities, the department/school should appraise any important ways in which the faculty candidate has gone beyond his/her conventional teaching responsibilities to enrich the student learning experience and/or advance the teaching mission of the department, school, college or university. Examples of such contributions include: formal or informal student mentoring; facilitating student participation in experiential learning opportunities, such as research, fieldwork, or scholarly or creative endeavors; directing students' theses; and the introduction of significant innovations within the curriculum. Contributions that lead to noteworthy student achievements (e.g., publications, performances, exhibitions, placements, and awards) should be highlighted.

D. Conclusion

The candidate's department/school is responsible for conducting a comprehensive evaluation of the candidate's teaching in accordance with the guidelines outlined here.⁷ The resulting teaching report should present an unbiased assessment of the candidate's strengths and weaknesses as a teacher, as manifested in (i) the candidate's CIF ratings over the entire review period, (ii) an in-depth review of select courses taught by the candidate, and (iii) the candidate's record of additional contributions to student learning. The teaching report serves to inform the CAP in its deliberations on the candidate's overall case for advancement. Notre Dame's Academic Articles state that a candidate for associate professor should, among other things, "have demonstrated outstanding teaching ability," and that a candidate for full professor "should have maintained excellence in teaching." The purpose of these guidelines is to ensure that the process for judging whether a candidate has met these criteria is clearly articulated, reliable, adaptable to disciplinary context, and universally applied.

⁶ Examples of the types of evidence that might prove useful in addressing each of the four sets of questions can be found at <https://provost.nd.edu/administrative-resources/guidelines/#teaching>.

⁷ According to the Academic Articles of the University, the Committee on Appointments and Promotions (CAP) is responsible for formally recommending a faculty candidate for reappointment or promotion. Hence, the summative evaluation of a candidate's teaching falls under the purview of the CAP. If, however, the CAP judges that the teaching report would be better prepared by a separate committee of well-qualified faculty, such a committee can be constituted as long as it is explicitly permitted within the CAP document ratified by the department/school.

GROUP 5: UNIVERSITY OF TEXAS

- Course Instructor Survey – Expanded Form + Discussion Supplement (Form E142)
<https://testingservices.utexas.edu/sites/default/files/e142.pdf>
- Course Instructor Survey – Expanded Form + Substantial Writing Component (Form E162)
<https://testingservices.utexas.edu/sites/default/files/e162.pdf>



The University of Texas at Austin

E142

Course Instructor Survey - Expanded Form + Discussion Supplement

The major objective of this survey is to aid in improving teaching effectiveness. Your responses provide valuable feedback to instructors, administrators, and other students. The results are used by administrators to make promotion and salary decisions, and responses to some of the items are also made available on the Web for students to use in selecting classes. Your responses to the questions are extremely important, so please respond honestly and fairly. Consider the semester as a whole and try not to focus on isolated incidents. Note: In the scales below, "Neutral" means "no strong opinion one way or another." "Neutral" does not mean "Not applicable/cannot rate."

Instructions:

Please complete this form using a #2 pencil.
Complete the course information in the box to the right.
Make sure your marks are complete, as in the example.
Make sure any erasures are complete.



Discussion Leader's Name: _____

Course Abbreviation and Number: _____

Course Unique Number: _____

Semester and Year: _____

Questions 1-18 use the same response scale. The term "instructor" refers to the person who led your discussion section.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. The instructor clearly defined and explained the course objectives and expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor was prepared for each instructional activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor communicated information effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor encouraged me to take an active role in my own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor was available to students either electronically or in person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The course was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor made me feel free to ask questions, disagree, and express my ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor encouraged class participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor's presentations and contributions in class engaged me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor showed a thorough knowledge of the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor's explanations were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The instructor seemed genuinely interested in teaching the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The course materials (e.g., text and supplemental materials) were helpful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The instructor gave adequate instructions concerning assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The tests/assignments were usually graded and returned promptly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. In my opinion, the assignments, presentations, projects or papers required in this course were worthwhile learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. My performance in this course has been evaluated fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Overall, I learned a great deal in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions 19-23, choose the appropriate response from those given for each question. "Instructor" again refers to the person who led your discussion section.

19. Overall, this instructor was	<input type="radio"/> Very Unsatisfactory	<input type="radio"/> Unsatisfactory	<input type="radio"/> Satisfactory	<input type="radio"/> Very Good	<input type="radio"/> Excellent
20. Overall, this course was	<input type="radio"/> Very Unsatisfactory	<input type="radio"/> Unsatisfactory	<input type="radio"/> Satisfactory	<input type="radio"/> Very Good	<input type="radio"/> Excellent
21. In my opinion, the workload in this course was	<input type="radio"/> Excessive	<input type="radio"/> Somewhat high	<input type="radio"/> About right	<input type="radio"/> Somewhat light	<input type="radio"/> Insufficient
22. My overall GPA to date at UT is	<input type="radio"/> Less than 2.00	<input type="radio"/> 2.00 - 2.49	<input type="radio"/> 2.50 - 2.99	<input type="radio"/> 3.00 - 3.49	<input type="radio"/> 3.50 - 4.00
23. My probable grade in this course is	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> F

Questions 24-32 use the same response scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
24. The discussion sessions were relevant to and supplemented the lecture part of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. The discussion sessions were interesting to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The discussion sessions were helpful to me in understanding the lecture content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. There was enough time devoted to discussing the lecture content in the discussion sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. The discussion sessions helped clarify the readings and lectures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. The discussion leader carried out the objectives of the discussion sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. The discussion leader was usually able to handle effectively the problems and questions that arose in the discussion sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. The discussion leader raised challenging questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. The discussion leader guided the discussion rather than lectured.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Questions 33-38 use the same response scale.

- | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 33. The discussion leader spoke as much as he/she should have in the discussion sessions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 34. The discussion leader was helpful to me when I talked with him/her outside of class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 35. The discussion leader was able to encourage broad student participation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 36. The discussion leader demonstrated the ability to conduct discussions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 37. The discussion leader provided the right amount of structure and guidance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 38. Tests and papers were adequately discussed in discussion section. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Questions 39-44, choose the appropriate response from those given for each question.

39. With regard to the contribution the discussion section made to the course, I feel that the discussion section was:
 Very unimportant Moderately unimportant Average in importance Moderately important Very important
40. The general attitude and preparedness of students in the discussion section was:
 Poor Below average Average Very good Excellent
41. The discussions were usually: Much more theoretical than practical Somewhat more theoretical than practical
 About equally theoretical and practical Somewhat more practical than theoretical Much more practical than theoretical
42. Compared with other students in the discussion section, my preparedness was:
 Well below average Below average Average Above average Well above average
43. Compared with other students in the discussion section, my degree of participation was:
 Well below average Below average Average Above average Well above average
44. Compared with what I expected to learn in the discussion section, I feel I learned:
 Far less than I expected Less than I expected About as much as I expected More than I expected Far more than I expected

Optional questions provided by instructor

- | | | | | |
|--|--|---|---|---|
| 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |

Comments

In many ways your written comments can be the most important part of your evaluation of the course and instructor. In the space provided, please indicate what aspects of the course content and instruction were best, how the instructor could improve his or her teaching, and how the content of the course might be improved. The instructor will receive this form after the semester is over.



The University of Texas at Austin

E162

Course Instructor Survey - Expanded Form + Substantial Writing Component

The major objective of this survey is to aid in improving teaching effectiveness. Your responses provide valuable feedback to instructors, administrators, and other students. The results are used by administrators to make promotion and salary decisions, and responses to some of the items are also made available on the Web for students to use in selecting classes. Your responses to the questions are extremely important, so please respond honestly and fairly. Consider the semester as a whole and try not to focus on isolated incidents. Note: In the scales below, "Neutral" means "no strong opinion one way or another." "Neutral" does *not* mean "Not applicable/cannot rate."

<p>Instructions: Please complete this form using a #2 pencil. Complete the course information in the box to the right. Make sure your marks are complete, as in the example. Make sure any erasures are complete.</p> <div style="display: flex; justify-content: space-around; align-items: center; border: 1px solid black; padding: 5px; margin-top: 10px;"> <div style="text-align: center;"> <p>RIGHT</p> </div> <div style="text-align: center;"> <p>WRONG</p> </div> </div>	<p>Instructor's Name: _____</p> <p>Course Abbreviation and Number: _____</p> <p>Course Unique Number: _____</p> <p>Semester and Year: _____</p>
---	---

Questions 1-18 use the same response scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/> 1. The instructor clearly defined and explained the course objectives and expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 2. The instructor was prepared for each instructional activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 3. The instructor communicated information effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 4. The instructor encouraged me to take an active role in my own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 5. The instructor was available to students either electronically or in person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 6. The course was well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 7. The instructor made me feel free to ask questions, disagree, and express my ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 8. The instructor encouraged class participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 9. The instructor's presentations and contributions in class engaged me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 10. The instructor showed a thorough knowledge of the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 11. The instructor's explanations were clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 12. The instructor seemed genuinely interested in teaching the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 13. The course materials (e.g., text and supplemental materials) were helpful to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 14. The instructor gave adequate instructions concerning assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 15. The tests/assignments were usually graded and returned promptly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 16. In my opinion, the assignments, presentations, projects or papers required in this course were worthwhile learning experiences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 17. My performance in this course has been evaluated fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 18. Overall, I learned a great deal in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For questions 19-23, choose the appropriate response from those given for each question.

<input type="checkbox"/> 19. Overall, this instructor was	<input type="radio"/> Very Unsatisfactory	<input type="radio"/> Unsatisfactory	<input type="radio"/> Satisfactory	<input type="radio"/> Very Good	<input type="radio"/> Excellent
<input type="checkbox"/> 20. Overall, this course was	<input type="radio"/> Very Unsatisfactory	<input type="radio"/> Unsatisfactory	<input type="radio"/> Satisfactory	<input type="radio"/> Very Good	<input type="radio"/> Excellent
<input type="checkbox"/> 21. In my opinion, the workload in this course was	<input type="radio"/> Excessive	<input type="radio"/> Somewhat high	<input type="radio"/> About right	<input type="radio"/> Somewhat light	<input type="radio"/> Insufficient
<input type="checkbox"/> 22. My overall GPA to date at UT is	<input type="radio"/> Less than 2.00	<input type="radio"/> 2.00 - 2.49	<input type="radio"/> 2.50 - 2.99	<input type="radio"/> 3.00 - 3.49	<input type="radio"/> 3.50 - 4.00
<input type="checkbox"/> 23. My probable grade in this course is	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D	<input type="radio"/> F

For question 24, choose the appropriate response from those given.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
<input type="checkbox"/> 24. The non-graded, informal writing assignments were relevant to what I learned in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions 25-26 use the same response scale.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="checkbox"/> 25. The graded, formal writing assignments were relevant to what I learned in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> 26. My instructor provided expectations and criteria for grading in written form for each assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questions 27-30 use the same response scale.

Strongly Disagree Disagree Neutral Agree Strongly Agree

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 27. My instructor provided sufficient, useful comments about my writing. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 28. The writing assignments in this class helped me to understand the course material (e.g., Victorian literature, microbiology, government). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 29. As a result of taking this class, I have improved my ability to organize what I write. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 30. As a result of taking this class, I can better express what I mean to the reader. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Optional questions provided by instructor

- | | | | | |
|--|--|---|---|---|
| 1. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 5. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 9. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 13. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 17. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 2. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 6. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 10. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 14. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 18. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 3. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 7. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 11. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 15. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 19. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 4. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 8. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 12. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 16. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 20. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |

Comments

In many ways your written comments can be the most important part of your evaluation of the course and instructor. In the space provided, please indicate what aspects of the course content and instruction were best, how the instructor could improve his or her teaching, and how the content of the course might be improved. The instructor will receive this form after the semester is over.

PROOF

GROUP 6: STOCKTON UNIVERSITY / IDEA

- Context for IDEA and SET Instrument Analysis
- IDEA Student Reactions to Instruction & Courses
<https://www.ideaedu.org/Services/Student-Ratings-of-Instruction-Tools>
- Student Evaluation of Teaching

Context for IDEA and SET Instrument Analysis

Stockton and IDEA

In the early 1990s, Stockton State College was a small commuter school with a largely local student body of about 4,000 undergraduates. Almost all classes were taught by fulltime faculty with class size limited to 25 or so. The SET form was a home-grown student survey filled out on paper at the end of each semester. The instructor's overall performance was measured by a single number on a scale of 1 to 7. Students also hand-wrote answers to four open ended questions that included "How might the instructor improve his or her teaching?" Courses would be summarized by administrators as a single numerical average on a single question when considering tenure and promotion decisions, and the narrative texture would be lost in speculation about whether a 5.5 was good enough at a college that strongly favored teaching over research. Often the SET numbers would be quoted without context, and compared across courses and disciplines.

In the 2000s, the college had changed its name to Richard Stockton College of New Jersey and rapidly added residential housing and graduate programs. They chose the national IDEA instrument (<https://www.ideaedu.org/>) created in 1968 at Kansas State University. This instrument includes several multiple choice questions that are analyzed into a summary of teaching effectiveness. IDEA allows comparison across courses, disciplines, institutions and a national sample with concrete guidelines. The initial implementation though continued to focus on a numerical average.

Today, the college has become Stockton University and the student body has grown to close to 10,000 with doctoral programs added. Departments have become Schools, and the IDEA implementation is much more sophisticated. Deans and administrators now use the IDEA measures that look at specific teaching behaviors rather than a summary number.

IDEA includes two interesting weighting factors:

- A professor gets less credit for success teaching students who work harder than their peers.
- A professor gets more credit for success teaching students unwillingly enrolled in required courses.

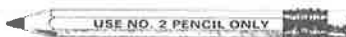
Both these factors are self-reported but help address situations where external factors can affect perceptions of teaching success.

Because IDEA is used across the nation, the interpretive statements provided to faculty are rich. Faculty receive personalized advice on which behaviors they exhibit regularly and which ones they may want to increase use of – in comparison to local and national peer groups. They can look at their current usage of techniques such as real-world examples and peer-based learning in relative terms, a source of data not available on the home-grown front.



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: _____

Instructor: _____

Course Number: _____

Time and Days Class Meets: _____

Your thoughtful answers to these questions will provide helpful information to your instructor.

Describe the frequency of your instructor's teaching procedures, using the following code:

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

1. (1) (2) (3) (4) (5) Displayed a personal interest in students and their learning
2. (1) (2) (3) (4) (5) Found ways to help students answer their own questions
3. (1) (2) (3) (4) (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
4. (1) (2) (3) (4) (5) Demonstrated the importance and significance of the subject matter
5. (1) (2) (3) (4) (5) Formed "teams" or "discussion groups" to facilitate learning
6. (1) (2) (3) (4) (5) Made it clear how each topic fit into the course
7. (1) (2) (3) (4) (5) Explained the reasons for criticisms of students' academic performance
8. (1) (2) (3) (4) (5) Stimulated students to intellectual effort beyond that required by most courses
9. (1) (2) (3) (4) (5) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
10. (1) (2) (3) (4) (5) Explained course material clearly and concisely
11. (1) (2) (3) (4) (5) Related course material to real life situations
12. (1) (2) (3) (4) (5) Gave tests, projects, etc. that covered the most important points of the course
13. (1) (2) (3) (4) (5) Introduced stimulating ideas about the subject
14. (1) (2) (3) (4) (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities
15. (1) (2) (3) (4) (5) Inspired students to set and achieve goals which really challenged them
16. (1) (2) (3) (4) (5) Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
17. (1) (2) (3) (4) (5) Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
18. (1) (2) (3) (4) (5) Asked students to help each other understand ideas or concepts
19. (1) (2) (3) (4) (5) Gave projects, tests, or assignments that required original or creative thinking
20. (1) (2) (3) (4) (5) Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

1-No apparent progress

2-Slight progress; I made small gains on this objective.

3-Moderate progress; I made some gains on this objective.

4-Substantial progress; I made large gains on this objective.

5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

21. (1) (2) (3) (4) (5) Gaining factual knowledge (terminology, classifications, methods, trends)
22. (1) (2) (3) (4) (5) Learning fundamental principles, generalizations, or theories
23. (1) (2) (3) (4) (5) Learning to *apply* course material (to improve thinking, problem solving, and decisions)
24. (1) (2) (3) (4) (5) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
25. (1) (2) (3) (4) (5) Acquiring skills in working with others as a member of a team
26. (1) (2) (3) (4) (5) Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
27. (1) (2) (3) (4) (5) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
28. (1) (2) (3) (4) (5) Developing skill in expressing myself orally or in writing
29. (1) (2) (3) (4) (5) Learning how to find and use resources for answering questions or solving problems
30. (1) (2) (3) (4) (5) Developing a clearer understanding of, and commitment to, personal values
31. (1) (2) (3) (4) (5) Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
32. (1) (2) (3) (4) (5) Acquiring an interest in learning more by asking my own questions and seeking answers

On the next three items, compare this course with others you have taken at this institution, using the following code:

- 1=Much Less than Most Courses 2=Less than Most Courses 3=About Average 4=More than Most Courses 5=Much More than Most Courses

The Course:

33. ① ② ③ ④ ⑤ Amount of reading
 34. ① ② ③ ④ ⑤ Amount of work in other (non-reading) assignments
 35. ① ② ③ ④ ⑤ Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

- 1=Definitely False 2=More False Than True 3=In Between 4=More True Than False 5=Definitely True

36. ① ② ③ ④ ⑤ I had a strong desire to take this course.
 37. ① ② ③ ④ ⑤ I worked harder on this course than on most courses I have taken.
 38. ① ② ③ ④ ⑤ I really wanted to take a course from this instructor.
 39. ① ② ③ ④ ⑤ I really wanted to take this course regardless of who taught it.
 40. ① ② ③ ④ ⑤ As a result of taking this course, I have more positive feelings toward this field of study.
 41. ① ② ③ ④ ⑤ Overall, I rate this instructor an excellent teacher.
 42. ① ② ③ ④ ⑤ Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

- 1=Definitely False 2=More False Than True 3=In Between 4=More True Than False 5=Definitely True

43. ① ② ③ ④ ⑤ As a rule, I put forth more effort than other students on academic work.
 44. ① ② ③ ④ ⑤ The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
 45. ① ② ③ ④ ⑤ The instructor expected students to take their share of responsibility for learning.
 46. ① ② ③ ④ ⑤ The instructor had high achievement standards in this class.
 47. ① ② ③ ④ ⑤ The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

48. ① ② ③ ④ ⑤ 58. ① ② ③ ④ ⑤
 49. ① ② ③ ④ ⑤ 59. ① ② ③ ④ ⑤
 50. ① ② ③ ④ ⑤ 60. ① ② ③ ④ ⑤
 51. ① ② ③ ④ ⑤ 61. ① ② ③ ④ ⑤
 52. ① ② ③ ④ ⑤ 62. ① ② ③ ④ ⑤
 53. ① ② ③ ④ ⑤ 63. ① ② ③ ④ ⑤
 54. ① ② ③ ④ ⑤ 64. ① ② ③ ④ ⑤
 55. ① ② ③ ④ ⑤ 65. ① ② ③ ④ ⑤
 56. ① ② ③ ④ ⑤ 66. ① ② ③ ④ ⑤
 57. ① ② ③ ④ ⑤ 67. ① ② ③ ④ ⑤

Use the space below for comments (unless otherwise directed).
 Note: Your written comments may be returned to the instructor. You may want to PRINT to protect your anonymity.

Comments: _____



**RICHARD STOCKTON COLLEGE
STUDENT EVALUATION OF TEACHING**

INSTRUCTIONS

We are asking you to fill out this form in order to assess your opinion concerning the course and method of instruction. The information from this and other forms will be used by the instructor to determine ways of improving the course and his or her teaching effectiveness. This information will also become part of the instructor's professional record and will be used in faculty evaluation.

NOTE: The instructor should not discuss this form with students in the class.

- Do not use circles or dashes. Color in the complete circle. Example: ●
- Use only a No. 2 pencil or blue or black ink for marking.
- Check accuracy of marking. Do not allow marks to overlap into next column.
- If mistake is made erase completely. Use whiteout for ink.
- Please answer the questions on the back of this form. Check here if questions answered on back of form.

SSC2012 Rev 0/05

1. Evaluate your instructor with respect to each of the following by marking the appropriate circle.

- a) Stimulation of your interest in subject matter 7 6 5 4 3 2 1
- b) Competence in the subject matter of the course 7 6 5 4 3 2 1
- c) Sensitivity to students' feelings and problems 7 6 5 4 3 2 1
- d) Response to questions and problems in class 7 6 5 4 3 2 1
- e) Availability to students outside of class 7 6 5 4 3 2 1

2. Evaluate the instructor's over-all performance on the following scale by filling in the appropriate circle.

3. How valuable did you find each of the following aspects of this course?

- a) _____ 7 6 5 4 3 2 1
- b) _____ 7 6 5 4 3 2 1
- c) _____ 7 6 5 4 3 2 1
- d) _____ 7 6 5 4 3 2 1
- e) _____ 7 6 5 4 3 2 1

f) Comments: (Include here any comments which might clarify your answers to question 3 or help avoid possible misinterpretation)

4. Please evaluate the course on the following scale by filling in the appropriate circle.

- Outstanding 7 6 5 4 3 2 1 Very Bad

ACCT	ENGL	FINA	MATH	PHYS	PSYC	ACCT	ENGL	FINA	MATH	PHYS	PSYC
ANTH	ENVL	GEN	STAT	PLAW		ANTH	ENVL	GEN	STAT	PLAW	
ARTP	LIT	MAID	SCWK			ARTP	LIT	MAID	SCWK		
BANK	MAID	SCWK				BANK	MAID	SCWK			
BIO	GEN	STAT				BIO	GEN	STAT			
BUSN	GEN	STAT				BUSN	GEN	STAT			
CHM	GEN	STAT				CHM	GEN	STAT			
COM	GEN	STAT				COM	GEN	STAT			
EDUC	GEN	STAT				EDUC	GEN	STAT			

NUMBER

0 1 2 3 4 5 6 7

SECTION

0 1 2 3 4 5 6 7

CONTROL

0 1 2 3 4 5 6 7

MATH 3223 001 NM LINEAR ALGEBRA
 Term 06S ENR = 031 HD=NAMS
 10812
 026

5. How might the instructor improve his or her teaching?

6. Were there any features of this course which strike you as distinctive? Did they add to or detract from the value of the course to you? In what way, and to what extent?

7. What did you think of the format of the course? Which elements of the format were most valuable and which least valuable? Comment in detail.

8. Overall, was this course a valuable learning experience? If so in what way, if not, why not?

**MAKE
NO MARKS
IN THIS
AREA**

GROUP 7: UNIVERSITY OF MINNESOTA

- Peer Observation of Teaching Protocol
- Peer Review of Class Assignments and Assessments

[http://www.academic.umn.edu/provost/peer review/index.html](http://www.academic.umn.edu/provost/peer_review/index.html)

Peer Observation of Teaching Protocol

Context or Background Information: Describe the setting in which the lesson took place, relevant information about the makeup of the class, and any other descriptive characteristics that would provide appropriate context to the observation.

Description:

Observation Area 1: Instructor Goals/Intentions for Class Session

Focus your comments on whether the goals were: 1) clearly stated or portrayed in an obvious fashion, 2) appropriate to the focus of the course, 3) explicitly connected to the flow of previous or future classes.

Comments:

Observation Area 2: Significance of the class activities, topics, or issues

Focus your comments on whether the tasks performed by students or the topics being discussed 1) are relevant to the focus of the course, 2) require an appropriate investment of student time or effort.

Comments:

Observation Area 3: Student engagement with the subject matter

Examine the degree to which student engagement occurred 1) over a substantial portion of the class meeting time, 2) by a broad segment of students attending the class, 3) in appropriate forms such as discussion, listening/processing, performing, reading, reflecting, speaking, or writing.

Comments:

Observation Area 4: Examination of student achievement of goals

Focus your comments on how the instructor developed an understanding of student achievement of goals by methods such as 1) questioning students on course material, 2) observing student performance(s), 3) student-student discussion, 4) informal assessment techniques, 5) quizzes, or 6) other methods.

Comments:

Peer Review of Class Assignments and Assessments

4=Strongly Agree 3=Agree 2=Disagree 1=Strongly Disagree NA=Not Applicable

Areas	Best Practices	4	3	2	1	NA
Class Assignments						
	The assignments probe different student skill sets.					
	Assignments are clearly aligned with course objectives.					
	Assignments are spread appropriately across the semester.					
	The difficulty of assignments across the semester is appropriate for the course level.					
	The workload required by the assignments is appropriate to the credit load for the course.					
	The instructions for these assignments are clear.					
Assessments						
	The assessments probe different student skill sets.					
	Assessments are clearly aligned with course objectives.					
	The difficulty of assessments is appropriate for the course.					
	The instructions for these assessments are clear.					
	Criteria for each assessment are clearly delineated.					

Comments:

GROUP 8: DARTMOUTH COLLEGE

- Student Course Assessment

http://www.dartmouth.edu/~reg/guides/ceval/course_assessment_sample_form.pdf

Check marks indicate questions to which students will have access

Dartmouth Student Course Assessment
Summer Term 2006
CHEM-052-01 Organic Chemistry (Jane Doe)

Dear Student :

Thank you for taking the time to complete this confidential and anonymous questionnaire. Your feedback helps assess and improve the effectiveness of teaching. Please note that the open-ended questions in Sections II and III provide you with an opportunity to comment in your own words on your experience in this course. Thoughtful and constructive comments on the professional content and delivery of the course are extremely helpful. Personal remarks not related to the educational experience are not appropriate.

Student Background

Year at Dartmouth	Reason(s) for taking this course (Check all that apply)	Attendance in this course	Expected Grade		Hrs/wk spent on course-work outside class
1	Distributive Requirement <input type="checkbox"/>	< 20% <input type="checkbox"/>	A <input type="checkbox"/>	CT <input type="checkbox"/>	< 1 <input type="checkbox"/>
2	Major <input type="checkbox"/>	20-40% <input type="checkbox"/>	B <input type="checkbox"/>	NC <input type="checkbox"/>	1-5 <input type="checkbox"/>
3	Minor <input type="checkbox"/>	40-60% <input type="checkbox"/>	C <input type="checkbox"/>	LP <input type="checkbox"/>	5-10 <input type="checkbox"/>
4	Professor <input type="checkbox"/>	60-80% <input type="checkbox"/>	D <input type="checkbox"/>	P <input type="checkbox"/>	10-15 <input type="checkbox"/>
5	Interest <input type="checkbox"/>	80-100% <input type="checkbox"/>	E <input type="checkbox"/>	HP <input type="checkbox"/>	> 15 <input type="checkbox"/>
B.E.	Masters/PhD Requirement <input type="checkbox"/>		NRO <input type="checkbox"/>		
Masters	Masters/PhD Elective <input type="checkbox"/>				
Ph.D.	Other <input type="checkbox"/>				

Course Design and Effectiveness

Results to questions with check marks are part of the student view

	Excellent	Very Good	Good	Fair	Poor	N/A
✓ 1. I think the overall quality of the course was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
2. I learned a lot in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
✓ 3. I put a great deal of effort into the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
✓ 4. I was intellectually engaged in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
✓ 5. The objectives of the course were clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
✓ 6. I found the course to be well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
✓ 7. The assignments reinforced my understanding of the course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Comment on the aspects of the course that you think were most effective:

9. Comment on 1-3 aspects of the course that could be improved or enhanced:

10. How did you contribute to your own learning experience?

Faculty - Jane Doe

	Excellent	Very Good	Good	Fair	Poor	N/A
✓ 1. I think the overall effectiveness of the teaching was	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
2. The professor set high standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The professor explained central concepts clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
✓ 4. The professor challenged me to think critically about the course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The professor was available for consultation outside of class

6. Comment on 1-3 things that the professor did well and should continue to do in the future:

7. Comment on 1-3 things that the professor should focus on to improve his or her classroom effectiveness:

8. Add any specific recommendations on how the professor is assessing the course work and giving feedback to students that you believe would be useful:

Discussion/Lab Integration

Strongly Agree Agree Neutral Disagree Strongly Disagree N/A

1. The discussion/lab/drill section was well integrated into the course structure

Student Initiated NEW

✓ 1. Comment on the methods of evaluation chosen by the instructor, e.g. tests, papers and examinations and the workload expected of students.

✓ 2. Comment on the structure of the class, for example the mix between lecture and discussion.

✓ 3. How did this course influence your academic experience at Dartmouth?

Thank you for completing this form.

[Submit This Course Assessment](#)