



CALIFORNIA
STATE
UNIVERSITY,
FRESNO

TO: Dr. Michael Caldwell
Chair, Academic Senate

FROM: Ad Hoc Committee (of the Academic Senate Expanded Executive
Committee) to Investigate Student Rating Instruments
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*AP
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DATE: August 5, 2010

SUBJECT: Committee Report regarding Investigation of Student Rating of Faculty
Instruments

The Ad Hoc committee's charge was 1) to research student ratings of faculty instrument options for our campus including external vendors and instruments developed internally by California State University peer institutions, 2) to research and deliberate the potential for on-campus development of an instrument, and 3) to review the finding of the 2008 RFP Committee to aid in the process. Upon completion of this charge, the committee was expected to submit a summary of its investigation to the Expanded Executive Committee (EC).

The following report of the committee's findings includes A) a description of the methods used to evaluate student rating forms, B) a summary of internally developed forms used by California State University peer institutions, C) a review of forms developed by external vendors, D) whether forms and services comply with California State University Executive Order No. 926 Policy on Disability Support and Accommodation, E) a budget summary, and F) the committee's recommendations for the selection of rating forms. The committee's full recommendations are given in Section F which are mainly to issue a Request for Proposal (RFP) to appropriate vendors to receive full and accurate description of services and binding cost estimates, to select and implement the form(s) and services of an external vendor that meets the required and desired features outlined in Section F, and to include an expert on accessible technology and services for persons with disabilities on all subsequent committees regarding this charge.

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A. Method for Evaluating Student Rating of Faculty Forms

Rating forms developed internally at California State University peer institutions. After review of the *Report on Student Evaluations of Teaching* by the Joint Committee: The California State University California Faculty Association Academic Senate (March 12, 2008) and the *Results of CSU Teaching Evaluation – Spring 2010* prepared by Office of Institutional Research, San Jose State University (April 27, 2010), the committee identified five California State University peer institutions (i.e., similar in number of enrolled students, number of departments, etc.) that currently use common homegrown student rating forms across the campus: California State Universities Chico, East Bay, Long Beach, and Pomona, and San Jose State University.

The purposes for examining and summarizing peer institution forms were:

1. to show the Expanded EC the student ratings of instructor forms being used at California State University peer institutions,
2. to show the items used on peer institutions' common form; their intercampus commonalities and similarities with our campus' department forms,
3. to gain peer institution's scope for designing their common forms, and
4. to provide a cost analysis (or summary) that includes variables such as personnel, equipment, software, facilities, departmental costs, and which unit will incur the evaluation costs.

Twelve questions were scripted by the committee (see Appendix A) to achieve the four purposes for reviewing internally developed common forms. A request for a copy of student rating forms and the additional information was sent by email and telephone to the peer institutions. The main findings for the common student rating forms developed internally at California State University peer institutions are summarized in Section B.

Rating forms and services by external vendors. After reviewing Request for Proposal (RFP) No. 70186 issued September 28, 2007 and the information included in the memorandums to Dr. Jeri Echeverria from the RFP Evaluation Committee dated February 5, 2008 and Christina Leimer dated May 6, 2008, the committee concluded this information regarding external vendors for student rating instruments provided a clear summary of available options. Thus, the committee investigated the "Big 3" commercial student rating tools for more current information on 1) the Comprehensive Data Evaluation Services (CDES) instrument, 2) the IDEA Center for updates regarding concerns for their use given in the RFP Evaluation Committee memorandum dated February 5, 2008, and 3) explored the SIR II by ETS for information similar to that acquired for the CDES and IDEA Center student rating tools. (Note, ETS did not respond to the 2007 RFP.) In addition to these commercial student rating tools, the committee reviewed three external options that were not included in the 2007 RFP –The Instructional Assessment System (IAS) by the University of Washington,

CourseResponse by Digital Measures, and the Student Evaluation of Educational Quality (SEEQ) by Herbert W. Marsh.

The committee identified criteria for evaluating external vendors' student rating forms and services in four categories: questions, analysis and reports, rating administration, and estimated costs. See Appendix B for a list of specific factors considered for each criterion category. Evaluation of external vendor forms and services was conducted mainly through investigation of vendor websites. The committee sought additional information from the vendors' representative (see Appendix C) for factors critical for satisfactory review and judgment that were not readily available at the website. The main findings for each external vendor are summarized in Section C.

B. Instruments Developed by California State University Peer Institutions (i.e., Homegrown Forms)

The five California State University peer institutions responded to email and telephone requests for a copy of their student rating of faculty form. Pomona does not use a common form for student ratings of faculty. Instead, similar to California State University, Fresno's current practice, each department at Pomona uses its own internally developed form of which none have undergone assessment for validity and reliability. Contacts at Chico, Long Beach and San Jose confirmed that they use of a common form developed internally and responded to the 12 questions scripted by the committee (see Appendix A) aimed at gaining the scope for designing their common forms. See Table 1 in Appendix D for a comparative summary of student rating of faculty forms from California State University peer institutions and Appendices E – H for copies of peer campus forms. After careful review of the peer campus' forms, the process for their development, validity and reliability, and estimated direct and indirect costs, the committee is concerned for California State University, Fresno's 1) ability to find individuals with the expertise, experience and assigned time to write reliable and valid questions that would be acceptable to the majority of the faculty, 2) ability to quickly (within reason) move a single instrument through the University governance structure, and 3) the ability to test the newly-created instrument for validity and reliability. Given these major concerns, this committee does not recommend the development of an internal instrument of student rating of faculty at California State University, Fresno.

C. Instruments Developed by External Vendors

The main findings for each external vendor are summarized below. See Table 2 in Appendix I for a comparative summary of external vendors' forms and services.

1. The Comprehensive Data Evaluation Services (CDES). The committee investigated the CDES for updated information particularly regarding the RFP

committee's concerns for its administration and their ability to satisfactorily serve universities comparable in size to California State University, Fresno. This Ad Hoc committee supports the concerns and hesitations regarding CDES described in the RFP committee's memo to Dr. Echeverria dated February 5, 2008. Examination of the website for CDES indicates the operation has not grown appreciably since the memo referenced above and concerns center on the ability to effectively service California State University, Fresno. It should also be noted that the driving force behind CDES, Dr. Aleomoni, has retired. However, in contrast to the RFP committee's conclusion, we do not recommend CDES' service for further consideration by the University.

2. Instructional Development and Effectiveness Assessment (IDEA). Given the RFP Committee's favorable review of the IDEA instruments and services, this Ad Hoc committee checked the IDEA student rating of instruction system for changes and updates. The following is a brief description of the IDEA product and services this committee found during its investigation.

The IDEA Center has been serving institutions of higher education since 1975 and self proclaims to be a national leader in faculty evaluation and development. The IDEA student rating of instruction system focuses on student learning rather than the instructor's teaching style or personality. The IDEA long form (see Appendix J) has 47 questions with responses on 5-point Likert scale, space for 20 additional multiple choice response questions, and space for written comments. The long form includes 20 teaching methods (i.e., stimulating student interest, establishing rapport, encouraging student involvement) and 12 learning objectives (e.g., gaining factual knowledge, learning fundamental principles, developing creative capacities). IDEA also adjusts scores for five circumstances beyond the instructor's control. The IDEA short form (see Appendix J) has 18 questions, space for 20 additional questions, and space for written comments. The short form assesses the 12 learning objectives, but not teaching methods. Teaching effectiveness is determined by student progress on goals chosen by the instructor. Faculty reports (see Appendix J for sample) summarize teaching success and provide insight on how to improve. Diagnostic assistance can be provided for those with disappointing results. Features of the IDEA instruments and services include:

- Ratings can be done on paper or online
- Several options of delivery for online ratings including Blackboard
- Reports are reader-friendly (see sample in Appendix J)
- Faculty tailor the report to meet instructor's objectives (i.e., items can be removed or weighted)
- Includes a diagnostic component to help faculty make improvements
- Validity and reliability for the items is assessed

- Scores are adjusted for extraneous influences, such as student motivation, student work habits, class size, student effort and course difficulty.
- Group summary reports combine information across a number of courses. The aggregated data can help identify faculty development needs, local norms and be used for assessment and accreditation purposes.
- Training opportunities (e.g., Train the Trainer workshops, onsite facilitation, etc.) are offered throughout the year.

Given this review of its student rating forms and services, the committee finds that IDEA satisfactorily meets many of the criteria outlined in Appendix B (also see Table 2 in Appendix I for summary of vendors' features) and should be given additional consideration by the University.

3. Student Instructional Report II (SIR II) by ETS. RFP #70186 *Assessing Faculty Teaching Performance* (Sept. 2007) was sent to ETS, home to the Student Instructional Report II (SIR II) course evaluation survey, but the company did not send a proposal to the RFP committee. This Ad Hoc committee reviewed the SIR II and its services provided by ETS primarily using website information. The following is a description of the SIR II and services this committee found during its investigation.

ETS has been in the business of assessment and evaluation for more than 30 years and self proclaims to serve more universities than any other student ratings vendor. The SIR II is a 5-point Likert scale response form with 45 questions (33 formative, 1 summative, 3 course difficulty/workload, 3 student involvement, and 5 student information) with space for 10 additional multiple choice response questions (see Appendix K for sample form). There is no space for student comments on the form but instructions to students for how to provide written comments are given. The SIR II assesses student learning on eight dimensions – course organization and planning, faculty communication, faculty/student interaction, assignments, exams and grading, instructional methods, student effort, and course difficulty and workload. Course difficulty and student involvement questions are used to weight students' responses for the summary report. However, individual SIR II questions cannot be removed or zero-weighted. Also, there is no SIR II short form. The SIR II has been found to be a valid and reliable measure of teaching effectiveness (see <http://www.ets.org/Media/Products/283840.pdf>). The SIR II and e-SIR reports include an overall score, means for individual survey items and scale scores (i.e., the numerical average for all respondents), percentage of students who selected each item response choice, and scale mean for the relevant comparison group of colleges (see Appendix K for sample report).

The SIR II can be administered in both paper-and-pencil and online formats. Online surveys can be administered via Blackboard or the website created by

ETS (they claim their site is more user-friendly than Blackboard). ETS returns reports to the University within 15 business days after their receipt. Training is available upon request for campus liaisons.

Given this review of its student rating form and services, the committee finds that ETS' SIR II and services satisfactorily meet several of the criteria outlined in Appendix B (also see Table 2 in Appendix I for summary of vendors' features) and should be given additional consideration by the University.

4. The Instructional Assessment System (IAS). RFP #70186 *Assessing Faculty Teaching Performance* (Sept. 2007) was not sent to IAS. This Ad Hoc committee found IAS while searching for additional external vendors that may match the University's needs. The IAS is a student ratings of instruction service run through the University of Washington, Seattle. Servicing 65 colleges and universities, the IAS consists of paper-and-pencil forms and a web-based system for use in online courses via Blackboard. There are 13 separate course evaluation forms and one written comments form available, each having established validity and reliability. The evaluation forms consist of 31 questions on a Likert scale that include three types of items. *Diagnostic items* are specific to a particular form, and are used by faculty to examine the instructional process and identify actions that might be taken toward improvement. *Informative items*, such as student expected grade, are common to all forms and assist in interpretation of evaluation results. Four *normative items* are included on all forms, are global in nature and ask students for an overall rating of the course. Below is a list of the 13 available forms:

A Small Lecture / Discussion	H Lab
B Large Lecture	I Distance Learning
C Seminar / Discussion	J Clinical / Studio
D Problem Solving	K Project / Studio
E Skill Acquisition	L English as a Second Language
F Quiz Section	X Educational Outcomes
G Lectures / Assignments	Comment Form

Form X (see Appendix L) is designed to be used across all course types. It includes a reduced set of items relating to general educational processes and a unique set intended to assess educational outcomes. Also see Appendix L for sample copies of Forms A, B and H. Individual questions on IAS Forms cannot be removed, zero-weighted or partially weighted. Twelve Likert-scale questions may be added to the forms.

IAS Course Summary Reports (see Appendix L for sample) are generated at the end of each academic term, and include the number and percentage of students who chose each response option, as well as the average response for each item and a decile rating based on institutional norms. However, the

summary reports do not provide insight or suggestions for how to improve in areas with low ratings. Also, because the IAS has separate forms for different approaches to instruction (i.e., small lecture, large lecture, project/studio, lab, etc.), summary reports are not sorted into dimensions of teaching. Reports are provided at the end of each academic term for all courses evaluated and returned to the University in 15 business days after the forms are received.

Given this review of its student rating forms and services, the committee finds that IAS satisfactorily meets several of the criteria outlined in Appendix B (also see Table 2 in Appendix I for summary of vendors' features) and should be given additional consideration by the University.

5. CourseResponse by Digital Measures. CourseResponse was not included in RFP #70186 (Sept. 2007), but was recommended by colleagues as a possible vendor matching the University's needs. Digital Measures was founded in 1999 with the implementation of an online course evaluation system within the University of Wisconsin-System. It is a company that serves as an online delivery mechanism for a university-designed form. CourseResponse is "software that allows you to complete your course evaluations online..." It does NOT supply an independent student ratings form. The form is developed by the university or the department or an individual instructor. So, the form is internally developed and what the university wants it to be. The university also sets the parameters as to when the forms are delivered online to the students, how long the students have to complete the form, and when reminders are sent to the students.

Ratings results are available to the instructor, but the university can determine who else might be able to view the results, e.g., department chairs, deans. Out-of-the-box reports are delivered to the instructor and/or other designee. However, this committee could not locate an example of an out-of-the-box report. Customized reports are also available.

Even though Digital Measure is set up to be an online delivery mechanism, the university could choose to have a paper ratings form. However, this requires someone in the university to scan the completed paper forms into CourseResponse for subsequent analysis.

It is this committee's conclusion that there is nothing to be gained by using Digital Measures CourseResponse because it requires the university to develop its own form(s). As most courses at California State University, Fresno are still using paper forms, the University would not be able to take advantage of Digital Measures' online delivery of student ratings forms. Also, there would be the direct and indirect costs of scanning all of the paper forms in order for Digital Measures to process them. Therefore, in summary, the committee does not recommend further consideration of the CourseResponse service for student rating of faculty.

6. The Student Evaluation of Educational Quality (SEEQ). The SEEQ was not included in RFP #70186 (Sept. 2007), but was recommended by a colleague as a possible option matching the University's needs. It is an instrument used to obtain student feedback on teaching quality and effectiveness. The SEEQ instrument is a public instrument which is free of charge. Permission to use the SEEQ instrument can be obtained from its creator, Dr. Herbert Marsh.

The SEEQ (see Appendix M for sample forms) consists of 31 formative and summative questions that are grouped into nine dimensions of teaching [learning (4), enthusiasm (4), organization (4), group interaction (4), individual rapport (4), breadth (4), examinations (3), assignments (2), and overall (2)] allowing faculty to pin-point specific areas of teaching quality. Four additional questions focus on assessing course workload and difficulty, followed by six questions on student characteristics. Space is also provided for 25 additional Likert scale questions and written comments can be given on a separate sheet.

A bank of 291 additional questions has been developed for the SEEQ by Dr. Marsh (see Appendix M) and is organized into 16 categories. It is noted in a conversation with Dr. Marsh that "There is no short version of SEEQ and [Dr. Marsh] would not authorize or recommend the use of such a short instrument--if the focus is on multiple dimensions of teaching effectiveness" (personal communication with Dr. Herbert Marsh, July 22, 2010).

The SEEQ can be used for formative evaluation (29 questions provide diagnostic feedback for faculty about the effectiveness of their teaching that will be useful in improvement of teaching) and summative evaluation (2 questions provide a measure of overall teaching effectiveness that can be used in personnel decisions because they are the most reliable indicators).

The SEEQ instrument has been exhaustively researched for its validity and reliability. Statistical analyses repeated over 13 years (with responses from approximately 50,000 courses and almost 1 million students in a wide range of disciplines at both the undergraduate and graduate levels) have shown that the SEEQ is both valid and reliable. Published reports of the instrument's validity and reliability are available. To maintain the validity and reliability of the SEEQ, questions should not be removed (or zero weighted) from the instrument. In its base format, users cannot adjust the weight of individual questions.

SEEQ Distribution and Management. The SEEQ is simply a valid and reliable assessment instrument. The University would be responsible for the distribution and collection of surveys, creating scannable paper-and-pencil forms, creating online formats, data analysis and storage, and generating and distributing reports and their interpretation. However, a set of nine strategy

booklets (one per dimension of teaching) used in the SEEQ intervention to improve teaching effectiveness are available for distribution. Because administration, analytical and report services for the rating form are not provided by an external vendor associated with the instrument, the committee does not recommend the SEEQ for further consideration by the University.

D. Compliance with California State University Executive Order No. 926 – CSU Board of Trustees Policy on Disability Support and Accommodation

When investigating both homegrown forms at peer institutions and forms and services by external sources, the committee inquired about the forms' and services' compliance with the Americans' with Disabilities Act (ADA) and Sections 504 and 508 of the Rehabilitation Act of 1973. California State University peer institutions replied that services for students with disabilities are available to complete paper-and-pencil forms. San Jose and Chico were the only campuses in our pool that use online courses ratings. Both campuses use accessible technology for online student ratings. All of the external vendors either had a statement of compliance posted on their website or responded that their online services are compliant. However, it should be noted that this committee did not inquire about specific services for students, faculty and staff provided by the vendor. Also, none of the committee members have an extensive background or expertise in disabilities services. Therefore, the Committee recommends additional investigation into the specific services for persons with disabilities provided by external vendors.

E. Budget Summary

A key concern for the Ad Hoc Committee on Student Ratings was the budgetary aspects of performing the ratings, as per the request from the University Budget Committee (UBC). The committee made a significant effort to tease-out costs for both internally-developed (homegrown) rating instruments and those provided by external vendors. In evaluating costs the committee recognized both direct and indirect costs associated with both methods. Direct costs, are those associated with rating administration (e.g., form purchase, photocopying and time-costs associated with creating course packets, time administering the rating in the classroom, and analysis). In contrast, indirect costs, primarily a concern for homegrown instruments, represented time and effort associated with the instrument development and testing (writing questions coupled to examination of instrument validity and reliability) that was both scientifically defensible and acceptable to faculty across the University. The committee was reluctant to contact the vendors for concrete pricing estimates as we would have received non-binding estimates of limited accuracy. It was decided that costs would be best analyzed through actual proposals provided by the vendors that would clarify both a dollar cost and identify the exact services being provided.

1. Internal Instruments. Costs associated with internal instruments appeared to have a relatively definable direct cost as copy costs and personnel costs could likely be estimated with reasonable reliability. The Committee viewed indirect costs as the greater issue – i.e., finding faculty expert(s) who could write reliable and valid questions, the timeline associated with moving a single instrument through the University governance structure, and the need to extensively test the newly-created instrument for reliability and validity. Based on figures provided by three California State University peer institutions, the estimated cost range for administering homegrown student rating of faculty forms (supplies and materials, student/staff support, form printing, etc.) is \$56,000 to \$96,000. This estimated range does not include the indirect cost of developing the student ratings forms in-house.
2. External Instruments. Unlike internal instruments, the direct costs were identified by the committee as the main concern for external instruments. However, it was recognized that the time required for moving the instrument through the University governance process still applies. Examination of the websites and other available information of the external vendors provided variable degrees of information associated with pricing and pricing options. Estimation of costs were further clouded by the fact that the IDEA Center provides both long and short versions of its rating systems each with different costs. Assuming 20,000 students enrolled at the university, each completing three paper-and-pencil course ratings per semester, 3,200 online ratings per semester (80 online courses, each with 40 students enrolled) and 4,000 course sections per semester (the number of course reports needed), the **estimated** cost range for external vendors was generated using current price list information found on vendor websites and is conservatively estimated to be \$60,000 to \$80,000. Note, this estimated cost range does not include summer evaluations, shipping costs, or other fees for additional services (e.g., special/additional reports, etc.). True costs can only be obtained through the Request for Proposal (RFP) process.

F. The Committee's Recommendations

1. Internally Developed Rating Form. Given the review of common question forms developed at California State University peer institutions and our concerns for homegrown rating forms described earlier in this document, the Committee does not recommend an internally developed student rating of faculty form at the University.
2. External Instruments and Services. Given this investigation of six external sources of student rating of faculty, the Committee makes the following recommendations to the Expanded Executive Committee (EC) of the Academic Senate.

- a) Issue a Request for Proposal (RFP) to appropriate vendors, which would include the IDEA Center, ETS, and IAS, in order to receive full and accurate description of services and binding cost estimates.
- b) Rather than recommend a single external vendor to the Expanded EC, the Committee believes that a list describing the required and desired features of the vendor(s) considered and ultimately selected to administer student ratings at the University is more critical. *Required features* are defined as mandatory requirements a vendor must meet in order to be considered for contract with the University. *Desired features* are defined as optional characteristics giving one vendor an advantage over another. Below are the features the committee deems to be required and desired of external vendors.

Required Features of External Vendors:

- 1) Forms, reports and services are compliant with California State University Executive Order No. 926 – CSU Board of Trustees Policy on Disability Support and Accommodation.
- 2) The rating form(s) demonstrates validity and reliability.
- 3) Instructor reports and summaries provide formative feedback for improving instruction (i.e., the usefulness of the ratings for improving teaching).
- 4) Users (departments) are able to remove or zero-weight individual questions on the common form (in accordance with the course CS number).
- 5) Users (departments) are able to adjust the weight of individual items.
- 6) A sufficient number of summative questions (i.e., the utility of ratings in personnel decisions) are included on the rating form(s).
- 7) Rating form(s) accommodates additional questions.
- 8) Rating form(s) has space for written comments from students.
- 9) Both paper-and-pencil and online ratings are available.
- 10) Summaries and reports are returned to the University in less than 30 days (returned to instructors not before grades are submitted).
- 11) Vendor returns paper summaries and reports (necessary for open personnel files).

Desired Features of External Vendors:

- 1) Vendor has option(s) for long forms and short forms.
- 2) Online rating of faculty format is compatible with Blackboard.
- 3) Online rating of faculty format is compatible with PeopleSoft.
- 4) Vendor aggregated responses to additional questions and written comments.
- 5) Paper questionnaires supplied as course-ready packets.

3. Future Committees' Membership. Accessible technology should be a critical feature considered for online course evaluations. Because none of the members of this ad hoc committee have an extensive background or expertise in disability services or assistive technology, it is imperative that subsequent committees formed for this charge include an expert or person sufficiently proficient at Executive Order No. 926 relating to the CSU Board of Trustees policy on disability support and accommodations, ADA, 42 U.S.C. § 12101 et seq., and Sections 504 and 508 of the Rehabilitation Act of 1973.

Appendix A

Questions for California State University Peer Institutions

Ad Hoc Committee to Investigate Student Rating Instruments
Subcommittee of the Extended Executive Committee of the Academic Senate
Summer 2010

Questions for CSU Peer Institutions using a Common Student Rating of Faculty Form

1. We understand you use a common form, is that correct?
2. How were the common questions developed?
3. Can departments add questions? Who develops these questions? How flexible is this?
4. How did you demonstrate reliability and validity?
5. Can the forms be delivered in paper, online, or both?
6. Who processes the ratings forms?
7. How are the results interpreted? How is the data normed?
8. Is there space for written comments?
9. Are the ratings used for summative and/or formative purposes?
10. How did you implement? Was there training?
11. Is the form in compliance with section 508 of the Rehabilitation Act of 1973?
12. What are the costs involved – forms, supplies, equipment, staff?

Appendix B

Criteria for Evaluating External Vendors

Ad Hoc Committee to Investigate Student Rating Instruments
Subcommittee of the Extended Executive Committee of the Academic Senate
Summer 2010

Criteria for Evaluating External Vendors Student Rating of Faculty Forms and Services

Category I: Questions

- Base (common) questions
- Instructor written (additional) questions
- Questions for Formative / Summative purposes
- Questions about student
- Questions separated into known teaching dimensions
- Likert scale type answers
- Questions' validity and reliability
- Written comments possible
- Short form available

Category II: Analysis and Reports

- Method of report delivery
- Vendor fixed question weighting
- Instructor adjustable question weighting
- Results comparable to other universities?
- Results separated into teaching dimensions?
- Do results provide ideas to improve faculty performance?
- Site of data storage
- Site of data analysis
- Vendor use of data
- Return of rating results - paper
- Return of rating results - online

Category III: Rating Administration

- Paper & pencil rating available
- Online rating available
- Paper & pencil questionnaires supplied as course-ready packets
- Compliance with Rehabilitation Act of 1973 section 503 (i.e., CSU Executive Order No. 926)

Category IV: Estimated Costs (per semester)

- Cost of paper & pencil forms
 - Cost of analysis - paper
 - Cost of reports – paper
 - Cost of online course forms
 - Cost of analysis – online courses
 - Cost of reports – online courses
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Appendix C

External Vendors' Contact Information

Ad Hoc Committee to Investigate Student Rating Instruments
Subcommittee of the Extended Executive Committee of the Academic Senate
Summer 2010

External Vendors' Contact Information

IDEA

The IDEA Center
211 South Seth Child Road
Manhattan, KS 66502-3089
800-255-2757 or 785-320-2400
Fax: 785-320-2424
E-mail: info@theideacenter.org

SIR II by ETS

Diana C. McNeil
Account Manager, West Region
Higher Ed Division - College & Graduate
Programs
MS 40-L - RM# L289-R
609-683-2338 (direct line)
609-683-2040 (fax)
E-mail: dmcneil@ets.org
Website: www.ets.org/hea

The Instructional Assessment System (IAS)

Joanna Loss
Manager
(206) 543-9847 voice
(206) 543-3961 fax
jmloss@u.washington.edu

CourseResponse by Digital Measures

Dana Clark
Senior Account Executive
Digital Measures
Phone: (414) 238-6212
Mobile: (262) 951-8355
Fax: (414) 918-4602
Mail: 301 N. Broadway, Floor Four,
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The SEEQ

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Appendix D

Table1

Comparison of Student Rating of Faculty Common Forms at
California State University Peer Institutions

Table 1

Comparison of Student Rating of Faculty Common Forms at California State University Peer Institutions

Questions Asked	San Jose	Chico	Long Beach	East Bay
Use a common form?	Yes 2 separate common forms - one in general and one for laboratory and activity courses	Yes. 54 of 60 depts use the common form	Yes	Yes
Number of Items	General common form: 13 common multiple choice, 10 additional multiple choice, 3 short answer Lab & Activity course form: 14 common multiple choice, 10 additional multiple choice, no short answer items	11 common multiple choice, 4 short answer	8 common multiple choice, open-ended questions	8 common multiple choice, 22 additional multiple choice, 3 short answer
How were the common questions developed?	Faculty committee, literature review, item development, pilot test, approved by Academic Senate After a 2-year process, the current form was approved by Academic Senate in 2004	Faculty committee 1) conducted literature review to develop questions most related to student learning; 2) 16 questions developed and piloted in classes in which faculty volunteered; and 3) concurrent validity check to the SIR II using structured sample. This was a 2-year process that began in 1996. In 1998, the Academic Senate cut the valid and reliable 16-item student rating form to 8 items and changed item wording. The currently used 8-item form approved by the Academic Senate has not undergone checks for reliability and validity.	Process of the form's development is unknown. Current form was approved by the Academic Senate and has been in use for 7 - 8 years.	Unknown
Can departments add questions? Who develops these questions? How flexible is this?	No, but the form allows for it. Not flexible.	Yes, depts can 1) use the univ common form with up to 10 additional MC questions developed by the dept or coll, or 2) develop their own form separate from the univ common form. Depts cannot use written comments only for student ratings of faculty. 54 of 60 depts use the common form		Unknown

Table 1 *continued*

Questions Asked	San Jose	Chico	Long Beach	East Bay
Form demonstrates reliability and validity	Yes	The current form, in use since 1998, has not undergone checks for reliability and validity	No. The current form was described as "bulimic" and "weak".	Unknown
Can the forms be delivered in paper, online, or both?	Ratings currently done on paper and online. Univ is currently piloting to move to completely online forms via PeopleSoft	Paper mainly. Only webCT course evaluations are done online.	Paper only There is a push to include online evals. Integrating with PeopleSoft is a "real problem".	Unknown
Who processes the ratings forms?	Testing Office	Testing office. 144 hours are spent processing and summarizing forms for the 84 online courses. (This was expressed as a hardship.)	Institutional Research & Assessment	Testing Office
How are the results interpreted? How is the data normed?	Basic descriptive statistics (M, SD). Ratings can be compared to individual faculty, dept, college, and univ levels. Norm data generated every 5 years using university data.	The 16-item form that was found to be reliable and valid included an interpretation guide that would be distributed to faculty. The currently used 8-item form does not provide an interpretation guide. The testing office gives faculty the rating form items on a separate sheet. There is no norm data for the current form in use since 1998. Prior to the current form, norm data was available for the dept, coll, and univ levels.	Average scores reported. Suggestions for improvement and interpretation of reports are not available or given. Only the one summative question on the form is used for RTP purposes. Only the faculty see their written comments. Written comments are not seen by chairs, deans, etc. and not used for RTP.	Unknown
Is there space for written comments?	Yes	Yes	Yes	Yes
Are the ratings used for summative and/or formative purposes?	Yes. Ratings are used for purposes of RTP.	No interpretation of student rating statistics/scores or suggestions for improving teaching is given to faculty. Student ratings are used for purposes of RTP.	No interpretation of student rating statistics/scores or suggestions for improving teaching is given to faculty. Only the one summative question on the form is used for RTP purposes.	Yes
How did you implement? Was there training?	Lengthy implementation process. Included pilot testing with faculty volunteers. Training especially for online pilot.	Unknown	Unknown	Unknown

Table 1 *continued*

Questions Asked	San Jose	Chico	Long Beach	East Bay
Form compliant with section 508 of the Rehabilitation Act of 1973?	Yes	Online forms for WebCT courses are compliant. Students with disabilities services are available to complete paper forms.		Unknown
What are the costs involved – forms, supplies, equipment, staff?	Paper-Based Materials \$3,403 Student Support \$31,249 Forms Printing (Scantrons) \$19,500 Services (installing collection boxes) \$1,000 Annual Total \$55,152	Supplies \$15,984 Salaries \$80,158 Annual Total \$96,142	More than 250,00 forms processed per year Approximate Annual Cost: \$80,000	Unknown
Additional Notes		Difficulties Encountered: 1) courses with start and end dates that differ from the regular semester calendar 2) maintaining anonymity and confidentiality of evals for studio courses (e.g., music, theatre) with fewer than 6 students enrolled 3) weighted items individually by faculty are not allowed, however weighted items in common can be accommodated if univ chooses		

Appendix E

California State University, Chico Student Rating of Faculty Form

WELCOME TO THE CSU CHICO ONLINE STUDENT EVALUATION OF TEACHING

YOUR RESPONSE IS COMPLETELY CONFIDENTIAL. NO IDENTIFYING INFORMATION IS STORED WITH YOUR RESPONSES. [More...](#)

Enter the Information Requested Below:

DEPT AND COURSE NO. SECTION NO.

COURSE NAME

INSTRUCTOR YOUR MAJOR

YOU ARE A: FRESH SOPH JUNIOR SENIOR GRAD

IS THIS COURSE: REQUIRED ELECTIVE

EXPECTED GRADE: A A or B B B or C C C or D D or F

Part I

Results of Parts A and B of this evaluation form will be used by the instructor of this class to help improve teaching effectiveness and by the University in retention and promotion decisions. You are asked to evaluate the instructor of this class on teaching ability, not on course content.

PART A MARK THE ANSWER THAT BEST APPLIES.

1. How well are you keeping up with the assignments and reading for this course?

Give a percentage estimate. 0-20% 21-40% 41-60% 61-80% 81-100%

PART B RESPONSE CODE SA = STRONGLY AGREE A = AGREE N = NEITHER AGREE NOR DISAGREE D = DISAGREE SD = STRONGLY DISAGREE NA = DOES NOT APPLY

	SA	A	N	D	SD	NA
1. The Syllabus explains course requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. My overall knowledge of the subject matter has increased due to the instruction of this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor presents the material in an understandable way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor is well prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor follows the course syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor is available during office hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The course assignments contribute to learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor gives appropriate feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor communicates high expectations for student achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor monitors student learning throughout the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part II

Important: Your written evaluation is important and will be given to the instructor after the class is over and your letter grade for the class has been submitted - not before. The instructor will use your evaluations to improve teaching and the University will use what you report as one part of the retention, tenure, promotion, and salary decision-making process.

1. What did your instructor do to make this class a good learning experience for you?

2. What could your instructor do in the future to make this a better class?

3. How do you rate the overall quality of teaching in this class? Circle one.

- Superior Very Good Adequate Minimally Acceptable Unacceptable

IMPORTANT: Please give at least one reason to justify your rating.

Please enter any additional comments you may have:

Appendix F

San Jose State University Student Rating of Faculty Forms

STUDENT OPINION OF TEACHING EFFECTIVENESS

Use only a #2 pencil to mark this form.
Completely darken the ovals you select.



INSTRUCTOR _____

CLASS _____

SECTION _____

Individuals needing assistance in reading or filling out this form due to a disability, please contact Institutional Planning and Academic Resources in ADM 112 to arrange for accommodations.

This instrument is designed to evaluate only your instructor's teaching performance. It is NOT designed to measure your reaction to the subject or to the facilities, such as the physical conditions of the classroom. Your individual ratings will be anonymous and a summary of items 1-13 will be available to your instructor after grades are turned in. This summary may enhance your instructor's teaching. It will also be used in the evaluation of your instructor for personnel matters such as retention, tenure and promotion.

This Instructor:

<p>1. Demonstrated relevance of the course content:</p> <p><input type="radio"/> 5 Very Strongly Agree</p> <p><input type="radio"/> 4 Strongly Agree</p> <p><input type="radio"/> 3 Agree</p> <p><input type="radio"/> 2 Disagree</p> <p><input type="radio"/> 1 Strongly Disagree</p> <p><input type="checkbox"/> Not Applicable/No Opportunity to Observe</p>	<p>2. Used assignments that enhanced learning:</p> <p><input type="radio"/> 5 Very Strongly Agree</p> <p><input type="radio"/> 4 Strongly Agree</p> <p><input type="radio"/> 3 Agree</p> <p><input type="radio"/> 2 Disagree</p> <p><input type="radio"/> 1 Strongly Disagree</p> <p><input type="checkbox"/> Not Applicable/No Opportunity to Observe</p>	<p>3. Summarized/emphasized important points:</p> <p><input type="radio"/> 5 Very Strongly Agree</p> <p><input type="radio"/> 4 Strongly Agree</p> <p><input type="radio"/> 3 Agree</p> <p><input type="radio"/> 2 Disagree</p> <p><input type="radio"/> 1 Strongly Disagree</p> <p><input type="checkbox"/> Not Applicable/No Opportunity to Observe</p>
<p>4. Was responsive to questions and comments from students:</p> <p><input type="radio"/> 5 Very Strongly Agree</p> <p><input type="radio"/> 4 Strongly Agree</p> <p><input type="radio"/> 3 Agree</p> <p><input type="radio"/> 2 Disagree</p> <p><input type="radio"/> 1 Strongly Disagree</p> <p><input type="checkbox"/> Not Applicable/No Opportunity to Observe</p>	<p>5. Established an atmosphere that facilitated learning:</p> <p><input type="radio"/> 5 Very Strongly Agree</p> <p><input type="radio"/> 4 Strongly Agree</p> <p><input type="radio"/> 3 Agree</p> <p><input type="radio"/> 2 Disagree</p> <p><input type="radio"/> 1 Strongly Disagree</p> <p><input type="checkbox"/> Not Applicable/No Opportunity to Observe</p>	<p>6. Was approachable for assistance:</p> <p><input type="radio"/> 5 Very Strongly Agree</p> <p><input type="radio"/> 4 Strongly Agree</p> <p><input type="radio"/> 3 Agree</p> <p><input type="radio"/> 2 Disagree</p> <p><input type="radio"/> 1 Strongly Disagree</p> <p><input type="checkbox"/> Not Applicable/No Opportunity to Observe</p>
<p>7. Was responsive to the diversity of students in this class:</p> <p><input type="radio"/> 5 Very Strongly Agree</p> <p><input type="radio"/> 4 Strongly Agree</p> <p><input type="radio"/> 3 Agree</p> <p><input type="radio"/> 2 Disagree</p> <p><input type="radio"/> 1 Strongly Disagree</p> <p><input type="checkbox"/> Not Applicable/No Opportunity to Observe</p>	<p>8. Showed strong interest in teaching this class:</p> <p><input type="radio"/> 5 Very Strongly Agree</p> <p><input type="radio"/> 4 Strongly Agree</p> <p><input type="radio"/> 3 Agree</p> <p><input type="radio"/> 2 Disagree</p> <p><input type="radio"/> 1 Strongly Disagree</p> <p><input type="checkbox"/> Not Applicable/No Opportunity to Observe</p>	<p>9. Used intellectually challenging teaching methods:</p> <p><input type="radio"/> 5 Very Strongly Agree</p> <p><input type="radio"/> 4 Strongly Agree</p> <p><input type="radio"/> 3 Agree</p> <p><input type="radio"/> 2 Disagree</p> <p><input type="radio"/> 1 Strongly Disagree</p> <p><input type="checkbox"/> Not Applicable/No Opportunity to Observe</p>
<p>10. Used fair grading methods:</p> <p><input type="radio"/> 5 Very Strongly Agree</p> <p><input type="radio"/> 4 Strongly Agree</p> <p><input type="radio"/> 3 Agree</p> <p><input type="radio"/> 2 Disagree</p> <p><input type="radio"/> 1 Strongly Disagree</p> <p><input type="checkbox"/> Not Applicable/No Opportunity to Observe</p>	<p>11. Helped students analyze complex/abstract ideas:</p> <p><input type="radio"/> 5 Very Strongly Agree</p> <p><input type="radio"/> 4 Strongly Agree</p> <p><input type="radio"/> 3 Agree</p> <p><input type="radio"/> 2 Disagree</p> <p><input type="radio"/> 1 Strongly Disagree</p> <p><input type="checkbox"/> Not Applicable/No Opportunity to Observe</p>	<p>12. Provided meaningful feedback about student work:</p> <p><input type="radio"/> 5 Very Strongly Agree</p> <p><input type="radio"/> 4 Strongly Agree</p> <p><input type="radio"/> 3 Agree</p> <p><input type="radio"/> 2 Disagree</p> <p><input type="radio"/> 1 Strongly Disagree</p> <p><input type="checkbox"/> Not Applicable/No Opportunity to Observe</p>
<p>13. Overall, this instructor's teaching was:</p> <p><input type="radio"/> 5 Very Effective</p> <p><input type="radio"/> 4 Effective</p> <p><input type="radio"/> 3 Somewhat Effective</p> <p><input type="radio"/> 2 Ineffective</p> <p><input type="radio"/> 1 Very Ineffective</p>		

OFFICE USE ONLY

	SEQ#	COURSE ID#	#WC
(O)	0 0 0 0	0 0 0 0 0	0 0 0
	1 1 1 1	1 1 1 1 1	1 1 1
	2 2 2 2	2 2 2 2 2	2 2 2
(P)	3 3 3 3	3 3 3 3 3	3 3 3
	4 4 4 4	4 4 4 4 4	4 4 4
	5 5 5 5	5 5 5 5 5	5 5 5
	6 6 6 6	6 6 6 6 6	6 6 6
	7 7 7 7	7 7 7 7 7	7 7 7
	8 8 8 8	8 8 8 8 8	8 8 8
	9 9 9 9	9 9 9 9 9	9 9 9

-Continue on back-

Please answer the following informational items.

14. What is your current estimate of your expected overall grade in this course?

- A
- B
- C
- D or F
- Other (Credit/No Credit, Audit, Incomplete, etc.)

15. You are a:

- Freshman
- Sophomore
- Junior
- Senior
- Graduate Student
- Credential Only
- Other (e.g., Open University, Audit, etc.)

16. Did you complete this form without undue influence from other students? Yes No

17. Did you complete this form without undue influence from the instructor? Yes No

SUPPLEMENTAL SECTION

This area is for use in responding to any additional rating items. Follow the instructions printed on the additional questionnaire for marking your responses. If no additional questions have been provided leave this area blank.

Item 18	Item 19	Item 20	Item 21	Item 22	Item 23	Item 24	Item 25	Item 26	Item 27
7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1



This page will be returned to the instructor only after course grades have been released.

Instructor	Class	Section
Semester: <input type="checkbox"/> Fall <input type="checkbox"/> Spring	Year: <input type="checkbox"/> 2004 <input type="checkbox"/> 2005	<input type="checkbox"/> 2006 <input type="checkbox"/> 2007

● Discuss the strengths of this instructor's teaching.

● Discuss the weaknesses and/or areas in need of improvement for this instructor's teaching.

-Continue on back-

- Please provide any other comments you feel would be helpful to the instructor regarding his/her teaching performance/ability.

You may also supplement this anonymous questionnaire with a formal signed letter about this course to the department chairperson.



STUDENT OPINION OF LABORATORY AND ACTIVITY TEACHING EFFECTIVENESS

Use only a #2 pencil to mark this form.
Completely darken the ovals you select.



INSTRUCTOR _____ **CLASS** _____ **SECTION** _____

Individuals needing assistance in reading or filling out this form due to a disability, please contact Institutional Planning and Academic Resources in ADM 112 to arrange for accommodations.

You are being asked to provide your opinion regarding the effectiveness of your instructor in the attitudes or behaviors listed below. Only the ratings of the class as a whole will be reported; individual student ratings will not be identifiable. You may also supplement this anonymous questionnaire with a formal signed letter to the department chairperson. DO NOT MAKE WRITTEN COMMENTS ON THIS FORM.

This evaluation form is designed for use in a course where laboratory, practicum, or field activities are the major part of the course requirements.

Use the rating scale below to respond to items 1 - 14. For each item below fill in the lettered circle you select for that item in the appropriate space to the right of the item.

A = Excellent
B = Above Average
C = Average

D = Below Average
E = Far Below Average
NA = Not applicable or no opportunity to observe

This instructor:-	A	B	C	D	E	NA
1. Made course requirements clear.	(A)	(B)	(C)	(D)	(E)	(NA)
2. Collected enough relevant information to assign grades.	(A)	(B)	(C)	(D)	(E)	(NA)
3. Used fair and impartial grading methods.	(A)	(B)	(C)	(D)	(E)	(NA)
4. Increased my understanding of the subject.	(A)	(B)	(C)	(D)	(E)	(NA)
5. Was well prepared for class or activity.	(A)	(B)	(C)	(D)	(E)	(NA)
6. Used class or activity time effectively.	(A)	(B)	(C)	(D)	(E)	(NA)
7. Helped me apply theory or concept to class activity.	(A)	(B)	(C)	(D)	(E)	(NA)
8. Showed concern for students.	(A)	(B)	(C)	(D)	(E)	(NA)
9. Helped me learn the material.	(A)	(B)	(C)	(D)	(E)	(NA)
10. Provided individual assistance as necessary.	(A)	(B)	(C)	(D)	(E)	(NA)
11. Demonstrated proper and safe use of the equipment or technique.	(A)	(B)	(C)	(D)	(E)	(NA)
12. Demonstrated or explained technical skills as necessary.	(A)	(B)	(C)	(D)	(E)	(NA)
13. Was accessible to students during the class activity.	(A)	(B)	(C)	(D)	(E)	(NA)
14. The overall effectiveness of this instructor is:	(A)	(B)	(C)	(D)	(E)	(NA)

Please answer the following informational items.

15. Based on mid-term exams, projects, and graded assignments to date, what is your current grade in this class?

A
 B
 C
 D or F
 Other (Credit/No Credit, Audit, Incomplete, etc.)

16. You are a:

Freshman/Sophomore
 Junior/Senior
 Graduate Student
 Other (e.g., Open University, Audit, etc.)

SUPPLEMENTAL SECTION

The area below is for use in responding to additional rating items. Follow the instructions printed on the additional questionnaire for marking your responses. If no additional questions have been provided, leave this area blank.

17. (1) (2) (3) (4) (5) (6) (7)	22. (1) (2) (3) (4) (5) (6) (7)
18. (1) (2) (3) (4) (5) (6) (7)	23. (1) (2) (3) (4) (5) (6) (7)
19. (1) (2) (3) (4) (5) (6) (7)	24. (1) (2) (3) (4) (5) (6) (7)
20. (1) (2) (3) (4) (5) (6) (7)	25. (1) (2) (3) (4) (5) (6) (7)
21. (1) (2) (3) (4) (5) (6) (7)	26. (1) (2) (3) (4) (5) (6) (7)

OFFICE USE ONLY

	SEQ #	COURSE ID#
(O)	(0) (0) (0) (0)	(0) (0) (0) (0) (0)
	(1) (1) (1) (1)	(1) (1) (1) (1) (1)
	(2) (2) (2) (2)	(2) (2) (2) (2) (2)
(P)	(3) (3) (3) (3)	(3) (3) (3) (3) (3)
	(4) (4) (4) (4)	(4) (4) (4) (4) (4)
	(5) (5) (5) (5)	(5) (5) (5) (5) (5)
	(6) (6) (6) (6)	(6) (6) (6) (6) (6)
	(7) (7) (7) (7)	(7) (7) (7) (7) (7)
	(8) (8) (8) (8)	(8) (8) (8) (8) (8)
	(9) (9) (9) (9)	(9) (9) (9) (9) (9)

Appendix G

California State University, Long Beach Student Rating of Faculty Form

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

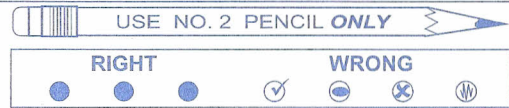
SERIAL CODE

COURSE CODE

STUDENT EVALUATION OF INSTRUCTOR

- The instructor provided clear and accurate information regarding course objectives, requirements, and grading procedures.
- The instructor's grading was consistent with stated criteria and procedures.
- The instructor provided assignments/activities that were useful for learning and understanding the subject.
- The instructor's expectations concerning work to be done in this course were reasonable.
- The instructor was well prepared for classes.
- The instructor was effective in presenting subject content and materials in the class.
- The instructor was available during posted office hours for conferences about the course.
- Rate the overall teaching effectiveness of this instructor in this course.

Strongly Agree	(5)	(4)	(3)	(2)	(1)	Strongly Disagree	N/A*
Strongly Agree	(5)	(4)	(3)	(2)	(1)	Strongly Disagree	
Strongly Agree	(5)	(4)	(3)	(2)	(1)	Strongly Disagree	
Strongly Agree	(5)	(4)	(3)	(2)	(1)	Strongly Disagree	
Strongly Agree	(5)	(4)	(3)	(2)	(1)	Strongly Disagree	
Strongly Agree	(5)	(4)	(3)	(2)	(1)	Strongly Disagree	
Strongly Agree	(5)	(4)	(3)	(2)	(1)	Strongly Disagree	
Excellent	(5)	(4)	(3)	(2)	(1)	Very Poor	



This form is provided for you to use in evaluating the instructor of this course. A summary of the evaluations from all the students in this class and this evaluation will be read by your instructor only after the semester grades have been submitted. Please be candid in your responses. These evaluations are used to assess the quality of teaching by this instructor as perceived by students. Responses may be used in making personnel decisions regarding your instructor.

Do not put your name on this form. YOU MUST USE A #2 PENCIL. If errors are made, please erase completely. Make no written comments on the front of this form.

IF ANY PERSON(S) HAS TRIED TO INFLUENCE YOUR RATINGS ON THIS EVALUATION THROUGH SUBSTANTIVE ADVICE OR INSTRUCTION AS TO WHAT RATINGS YOU SHOULD GIVE, YOU SHOULD REPORT THAT PERSON(S) TO THE DEPARTMENT CHAIR OR OTHER UNIVERSITY ADMINISTRATOR SO APPROPRIATE ADMINISTRATIVE ACTION MAY BE TAKEN

ADDITIONAL COLLEGE/DEPARTMENT ITEMS

PLEASE WRITE COMMENTS IN THE SPACE PROVIDED ON THE BACK OF THIS FORM. COMMENT ON WHAT YOU LIKED BEST ABOUT THE INSTRUCTOR / COURSE AND MAKE SUGGESTIONS FOR IMPROVEMENTS IF ANY ARE NEEDED.

Appendix H

California State University, East Bay Student Rating of Faculty Form

CALIFORNIA STATE UNIVERSITY, HAYWARD

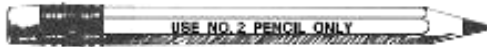
Student Rating Questionnaire



Department: **ASSESSMENT & TESTING – SAMPLE STUDENT'S EVALUATION**

California State University, Hayward is committed to excellence in teaching, and student evaluations are vital to the continuing improvement of our instructional programs. Your responses to this questionnaire will be carefully considered and your feedback may be used for program improvement. **RESPONSES ARE CONFIDENTIAL AND WILL NOT BE REVIEWED BY INSTRUCTORS UNTIL AFTER GRADES HAVE BEEN SUBMITTED.**

PLEASE WRITE COMMENTS ON THE OTHER SIDE OF THIS PAPER.



NOT APPLICABLE/NOT OBSERVED	N
STRONGLY DISAGREE	4
DISAGREE	3
AGREE	2
STRONGLY AGREE	1

Mark Reflex® by NCS MN218832-1 654321 ED06 Printed in U.S.A.

UNIVERSITY-WIDE QUESTIONS:	
1. Requirements for the class were clearly communicated.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
2. Lectures and discussions were clearly related to the goals of the course.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
3. Texts and materials were clearly related to the goals of the course.	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
4. Assignments and exams were clearly related to the goals of the course.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> N
5. Instructor made adequate provisions for consultation and assistance.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
6. Classes were regularly met as scheduled.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
OVERALL RATING:	1=Outstanding 2=Good 3=Fair 4=Poor
7. Give an overall rating of the class.	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
8. Give an overall rating of the instructor.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> N
DEPARTMENTAL QUESTIONS: Use the "STRONGLY AGREE" to "NOT APPLICABLE/NOT OBSERVED" scale.	
9. This is where departmental question #1 goes.	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
10. This is where departmental question #2 goes.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
11. This is where departmental question #3 goes.	<input type="radio"/> 1 <input type="radio"/> 2 <input checked="" type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
12. This is where departmental question #4 goes.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input checked="" type="radio"/> 4 <input type="radio"/> N
13. This is where departmental question #5 goes.	<input checked="" type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
14. This is where departmental question #6 goes.	<input type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
15.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
16.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
17.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
18.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
19.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
20.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
21.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
22.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
23.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
24.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
25.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
26.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
27.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
28.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
29.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N
30.	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> N

COMMENTS ABOUT THE COURSE

COMMENTS ABOUT THE INSTRUCTOR

OTHER COMMENTS

Sample

DO NOT MARK IN THIS SHADED AREA

FOR OFFICE USE ONLY - DO NOT WRITE BELOW THIS LINE

DEPT.	INSTRUCTOR																		KEY				
HIST	MURPHY																		9	9	9	9	9
																			MO	DAY	YR		
																			0	3	1	5	0
																			1	1	1	1	1
																			2	2	2	2	2
																			3	3	3	3	3
																			4	4	4	4	4
																			5	5	5	5	5
																			6	6	6	6	6
																			7	7	7	7	7
																			8	8	8	8	8
																			9	9	9	9	9
	COURSE																		NUM				
																			1	2	3	4	0
																			0	0	0	0	0
																			1	1	1	1	1
																			2	2	2	2	2
																			3	3	3	3	3
																			4	4	4	4	4
																			5	5	5	5	5
																			6	6	6	6	6
																			7	7	7	7	7
																			8	8	8	8	8
																			9	9	9	9	9

INSTRUCTIONS FOR COMPLETING KEY SHEET
A departmental summary is available by submitting ALL course evaluations at the same time and filling in the bubble to the right ONLY on the first key sheet of the entire group of courses.

Under the "DEPT." section:
Enter the Department (e.g. PSYC) and fill in the corresponding bubbles.
Under the "INSTRUCTOR" section:
Enter the instructor's Last Name and fill in the corresponding bubbles.
Under the "KEY" section:
Enter all nines and fill in the bubbles.
Under the "MO-DAY-YR" section:
Enter the 2-digit month, day, year and fill in the corresponding bubbles.
Under the "COURSE" section:
Boxes 1-4 Write the 4-digit course number and fill in the bubbles.
Boxes 5-6 Write the 2-digit section number and fill in the bubbles.
Under the "NUM" section
Enter and bubble the number of the last question to be scored, beginning with '0' if the number is less than 10 (e.g. 07, 08, 09).

Appendix I

Table 2

Comparison of External Vendors of Student Ratings of Teaching Performance

Table 2

Comparison of External Vendors of Student Ratings of Teaching Performance

	IDEA Long Form	IDEA Short Form	IAS	SIR II	SEEQ
Questions					
Base questions	47	12 ²	31	40	32 (developed 1970s & 1980s)
Instructor written questions	Yes	Yes	12	10	9
Questions for Formative / Summative purposes			Yes 18 formative / 4 summative (global)		Yes 29 Q formative / 3 Q summative
Questions about student	12	6	9		10
Questions separated into known teaching dimensions	Yes	Yes	No	Yes 8 dimensions	Yes 9 dimensions
Likert scale type answers	Yes	Yes	Yes no neutral answers	Yes no neutral answers	Yes w/ neutral answers
Questions "validated"	Yes	Yes	Yes	Yes	Yes
Written comments possible?	Yes	Yes	Yes	Yes	Yes
Short form available?	Yes	---	No but 13 different types of forms available	No	No
Analysis and Reports					
Method of report delivery	paper or online	paper or online	paper mainly; online for Web courses	online	campus designed
Vendor fixed question weighting	No	No	Yes	Yes ^{4, 5}	Yes
Instructor adjustable question weighting	Yes	Yes	No	No	No
Results comparable to other universities?	Yes	Yes	Yes	Yes	NA
Results separated into teaching dimensions?	Yes	Yes	No	Yes	Yes
Do results provide ideas to improve faculty performance?	Yes	Yes	No	No	Yes

Table 2 *continued*

	IDEA Long Form	IDEA Short Form	IAS	SIR II	SEEQ
Analysis and Reports <i>continued</i>					
Site of data storage	IDEA, but can be exported to univ. ¹	IDEA, but can be exported to univ. ³	U of Wash, but can be exported to univ. ³	ETS	on campus
Site of data analysis	IDEA	IDEA	U of Wash	ETS	on campus
Vendor use of data	as a comparable University	as a comparable University	Not done	as a "comparable" university	on campus
Return of rating results - paper	10 days	10 days	15 days	<15 days	on campus
Return of rating results - online			immediately to campus liaison	immediate when students complete form	on campus
Rating administration					
Paper rating	Yes	Yes	Yes	Yes	on campus
Online rating	Yes	Yes	Yes via Blackboard	Yes via Blackboard or ETS created site (preferred)	on campus
Paper questionnaires supplied as course-ready packets?	Yes	Yes	No	No	No
Rehabilitation Act of 1973 sec. 503	Yes	Yes	Yes	Yes	
Costs					
Cost of paper questionnaires (per semester)	\$0.14 per form; \$4.50 processing per course; \$10.00 batch charge	\$0.14 per form; \$3.75 processing per course; \$10.00 batch charge	\$0.26 per form & its process; 5% discount for 40,000 or more forms; 18% overhead	4640 (\$0.29 per form; 20 K forms w/ volume discount)	per campus designation
Cost of analysis - paper (per semester)	\$18.00 per Group Summary Report	\$18.00 per Group Summary Report	Reports are \$1.50 per course (includes 2 copies of each report)	9120 (20 K forms w/ volume discount)	per campus designation

Table 2 *continued*

	IDEA Long Form	IDEA Short Form	IAS	SIR II	SEEQ
Costs continued					
Cost of analysis - online per semester)	\$0.25 per student enrolled; \$7.00 processing per class; \$10.00 batch charge	\$0.25 per student enrolled; \$6.00 processing per class; \$10.00 batch charge	\$175 Database setup (one time); \$25.00 per course eval; \$5.00 standard pdf report; 18% overhead	18000 (\$0.90 per rating x 20 K)	per campus designation
Annual site license?	?	?	?	?	No
Notes:					
	¹ Aggregated Data File, \$150.00 annually; Raw Data File \$25.00 per term	² Few questions about classroom practices ³ Additional fee applied.		⁴ Students who "try harder" are weighted more heavily than those who do not ⁵ If <50% of class answer results are not reported	

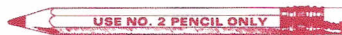
Appendix J

Samples of IDEA Forms and Report



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: _____

SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Institution:	Instructor:
Course Number:	Time and Days Class Meets:

IMPORTANT!



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:

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 1. | 1 | 2 | 3 | 4 | 5 | Gaining factual knowledge (terminology, classifications, methods, trends) |
| 2. | 1 | 2 | 3 | 4 | 5 | Learning fundamental principles, generalizations, or theories |
| 3. | 1 | 2 | 3 | 4 | 5 | Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) |
| 4. | 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 |
| 5. | 1 | 2 | 3 | 4 | 5 | Acquiring skills in working with others as a member of a team |
| 6. | 1 | 2 | 3 | 4 | 5 | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) |
| 7. | 1 | 2 | 3 | 4 | 5 | Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) |
| 8. | 1 | 2 | 3 | 4 | 5 | Developing skill in expressing myself orally or in writing |
| 9. | 1 | 2 | 3 | 4 | 5 | Learning how to find and use resources for answering questions or solving problems |
| 10. | 1 | 2 | 3 | 4 | 5 | Developing a clearer understanding of, and commitment to, personal values |
| 11. | 1 | 2 | 3 | 4 | 5 | Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view |
| 12. | 1 | 2 | 3 | 4 | 5 | Acquiring an interest in learning more by asking my own questions and seeking answers |

For the remaining questions, use the following code:

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

- | | | | | | | |
|-----|---|---|---|---|---|--|
| 13. | 1 | 2 | 3 | 4 | 5 | As a rule, I put forth more effort than other students on academic work. |
| 14. | 1 | 2 | 3 | 4 | 5 | My background prepared me well for this course's requirements. |
| 15. | 1 | 2 | 3 | 4 | 5 | I really wanted to take this course regardless of who taught it. |
| 16. | 1 | 2 | 3 | 4 | 5 | As a result of taking this course, I have more positive feelings toward this field of study. |
| 17. | 1 | 2 | 3 | 4 | 5 | Overall, I rate this instructor an excellent teacher. |
| 18. | 1 | 2 | 3 | 4 | 5 | Overall, I rate this course as excellent. |

EXTRA QUESTIONS
 If your instructor has extra questions, answer them in the space designated below (questions 19-38).

- | | | | | | | | | | | | | | | | | | | | | | | | |
|-----|---|---|---|---|---|-----|---|---|---|---|---|-----|---|---|---|---|---|-----|---|---|---|---|---|
| 19. | 1 | 2 | 3 | 4 | 5 | 24. | 1 | 2 | 3 | 4 | 5 | 29. | 1 | 2 | 3 | 4 | 5 | 34. | 1 | 2 | 3 | 4 | 5 |
| 20. | 1 | 2 | 3 | 4 | 5 | 25. | 1 | 2 | 3 | 4 | 5 | 30. | 1 | 2 | 3 | 4 | 5 | 35. | 1 | 2 | 3 | 4 | 5 |
| 21. | 1 | 2 | 3 | 4 | 5 | 26. | 1 | 2 | 3 | 4 | 5 | 31. | 1 | 2 | 3 | 4 | 5 | 36. | 1 | 2 | 3 | 4 | 5 |
| 22. | 1 | 2 | 3 | 4 | 5 | 27. | 1 | 2 | 3 | 4 | 5 | 32. | 1 | 2 | 3 | 4 | 5 | 37. | 1 | 2 | 3 | 4 | 5 |
| 23. | 1 | 2 | 3 | 4 | 5 | 28. | 1 | 2 | 3 | 4 | 5 | 33. | 1 | 2 | 3 | 4 | 5 | 38. | 1 | 2 | 3 | 4 | 5 |

Comments:

**DO NOT
WRITE
IN THE
SHADED
AREA**



Faculty Information Form

IMPORTANT!

See Directions to Faculty:
www.theideacenter.org/directions



Institution: _____ Instructor: _____

Course Number: _____ Time and Days Class Meets: _____

Objectives: Using the scale provided, identify the relevance of each of the twelve objectives to this course. As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as either Important or Essential. The weighting system used to generate the IDEA report weighs Essential objectives "2," Important objectives "1," and Minor objectives "0."
(Scale - M = Minor or No Importance, I = Important, E = Essential)

M I E

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

Last Name (Up to 11 letters)											Init.
A	A	A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

Days Class Meets	Discipline Code	Time Class Begins	Course Number	Number Enrolled	Local Codes:								
					A	B	C	D	E	F	G	H	
<input type="radio"/> Mon	0 0 0 0	0 0 0 0	0 0 0 0 0 0	0 0 0 0	0	0	0	0	0	0	0	0	0
<input type="radio"/> Tues	1 1 1 1	1 1 1 1	1 1 1 1 1 1	1 1 1 1	1	1	1	1	1	1	1	1	1
<input type="radio"/> Wed	2 2 2 2	2 2 2 2	2 2 2 2 2 2	2 2 2 2	2	2	2	2	2	2	2	2	2
<input type="radio"/> Thu	3 3 3 3	3 3 3 3	3 3 3 3 3 3	3 3 3 3	3	3	3	3	3	3	3	3	3
<input type="radio"/> Fri	4 4 4 4	4 4 4 4	4 4 4 4 4 4	4 4 4 4	4	4	4	4	4	4	4	4	4
<input type="radio"/> Sat	5 5 5 5	5 5 5 5	5 5 5 5 5 5	5 5 5 5	5	5	5	5	5	5	5	5	5
<input type="radio"/> Sun	6 6 6 6	6 6 6 6	6 6 6 6 6 6	6 6 6 6	6	6	6	6	6	6	6	6	6
	7 7 7 7	7 7 7 7	7 7 7 7 7 7	7 7 7 7	7	7	7	7	7	7	7	7	7
	8 8 8 8	8 8 8 8	8 8 8 8 8 8	8 8 8 8	8	8	8	8	8	8	8	8	8
	9 9 9 9	9 9 9 9	9 9 9 9 9 9	9 9 9 9	9	9	9	9	9	9	9	9	9

Contextual Questions (Research Purposes):

The IDEA Center will conduct research on these optional questions in order to improve the interpretation of student ratings.

<p>1. Which of the following represents the <u>primary</u> approach to this course? (Mark only one)</p> <p>① = Lecture ② = Discussion/recitation ③ = Seminar ④ = Skill/activity ⑤ = Laboratory ⑥ = Field Experience ⑦ = Studio ⑧ = Multi-Media ⑨ = Practicum/clinic ⑩ = Other</p>	<p>2. If multiple approaches are used, which <u>one</u> represents the <u>secondary</u> approach? (Mark only one)</p> <p>① = Lecture ② = Discussion/recitation ③ = Seminar ④ = Skill/activity ⑤ = Laboratory ⑥ = Field Experience ⑦ = Studio ⑧ = Multi-Media ⑨ = Practicum/clinic ⑩ = Other</p>	<p>3. Describe this course in terms of its requirements with respect to the features listed below. Use the following code to make your responses: N = None (or little) required S = Some required M = Much required</p> <p>N S M</p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> A. Writing <input type="radio"/> <input type="radio"/> <input type="radio"/> B. Oral communication <input type="radio"/> <input type="radio"/> <input type="radio"/> C. Computer applications <input type="radio"/> <input type="radio"/> <input type="radio"/> D. Group work <input type="radio"/> <input type="radio"/> <input type="radio"/> E. Mathematical/quantitative work <input type="radio"/> <input type="radio"/> <input type="radio"/> F. Critical thinking <input type="radio"/> <input type="radio"/> <input type="radio"/> G. Creative/artistic/design endeavor <input type="radio"/> <input type="radio"/> <input type="radio"/> H. Reading <input type="radio"/> <input type="radio"/> <input type="radio"/> I. Memorization</p>
--	--	--

Contextual Questions Continued:

4. Rate each of the circumstances listed below, using the following code to respond:

P = Had a positive impact on learning
I = Neither a positive nor a negative impact
N = Had a negative impact on learning
? = Can't judge

P I N ?

- A. Physical facilities and/or equipment
- B. Your previous experience in teaching this course
- C. Substantial changes in teaching approach, course assignments, content, etc.
- D. Your desire to teach this course
- E. Your control over course management decisions (objectives, texts, exams, etc.)
- F. Adequacy of students' background and preparation for the course
- G. Student enthusiasm for the course
- H. Student effort to learn
- I. Technical/instructional support

5. Please identify the **principal** type of student enrolling in this course (Mark only one)

- ① = First-year students/sophomores seeking to meet a "general education" or "distribution" requirement
- ② = First-year students/sophomores seeking to develop background needed for their intended specialization
- ③ = Upper level non-majors taking the course as a "general education" or "distribution" requirement
- ④ = Upper level majors (in this or a related field of study) seeking competence or expertise in their academic/professional specialty
- ⑤ = Graduate or professional school students
- ⑥ = Combination of two or more of the above types

6. Is this class:

- a. Team taught? Yes No
- b. Taught through distance learning? Yes No

Discipline Codes (Modified CIP Codes)

0100 Agricultural Business and Production	9902 Developmental Reading	2700 Mathematics and Statistics
0200 Agricultural Sciences	9903 Developmental Writing	5009 Music (Performing, Composing, Theory)
0300 Conservation and Renewable Natural Resources	9904 Developmental Natural Sciences	5116 Nursing
0400 Agricultural and Related Programs	4506 Economics	3100 Parks, Recreation, Leisure, and Fitness Studies
0500 Area Ethnic and Cultural Studies	1300 Education	3801 Philosophy
5007 Art (Painting, Drawing, Sculpture)	1400 Engineering	4000 Physical Science (EXCEPT Physics and Chemistry)
3201 Basic Skills	1500 Engineering-Related Technologies	4008 Physics
2600 Biological Sciences/Life Sciences	9910 English as Second Language	4510 Political Science and Government
5201 Business, General	2301 English Language and Literature	4200 Psychology
5202 Business Administration and Management	5000 Fine and Applied Arts (EXCEPT Art, Music, and Design and Applied Arts)	4400 Public Administration and Services (EXCEPT Social Work)
5203 Business - Accounting	1600 Foreign Languages and Literatures	3900 Religion and Theological Studies
5208 Business - Finance	3105 Health and Physical Education/Fitness	4500 Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)
5212 Business Information and Data Processing Services	5100 Health Professions and Related Sciences (EXCEPT Nursing)	4407 Social Work and Service
5214 Business - Marketing	5199 Health Professions and Related Sciences (2-year program)	4511 Sociology
4005 Chemistry	4508 History	2310 Speech and Rhetorical Studies
0900 Communications	1900 Human Sciences/Family and Consumer Sciences	Vocational/Technical Programs (see Website: Department codes 4600-4900)
1100 Computer and Information Sciences	2400 Liberal Arts & Sciences, General Studies and Humanities	9900 Other (to be used when none of the above codes apply)
4301 Criminal Justice and Corrections	2200 General Legal Studies (Undergraduate)	
1205 Culinary Arts and Related Services	2500 Library Science	
1103 Data Processing Technology (2-year program)		
5004 Design and Applied Arts		
9901 Developmental Math		

Sample, DF

IDEA University

Physics 0220
MWF 08:00
Spring 2007
Local code: 2410



To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

There were **30** students enrolled in the course and **25** students responded. Your results are considered **reliable**. The **83%** response rate indicates that results are **representative** of the class as a whole.

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Four objectives were selected as relevant (Important or Essential –see page 2)	4.2	4.2
Overall Ratings		
B. Excellent Teacher	4.4	4.6
C. Excellent Course	4.0	4.3
D. Average of B & C	4.2	4.4
Summary Evaluation (Average of A & D) ¹	4.2	4.3

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)		56		57		57		57		57
Similar Middle 40% (45–55)	55		54		51		53		54	
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	56	57	56	58	55	59	56	59	56	58
Institution	50	52	52	57	47	55	50	56	50	54

IDEA Discipline used for comparison:

Physics

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.5	4.4	0%	92%
22. Learning fundamental principles, generalizations, or theories	Essential	4.4	4.4	0%	92%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.2	4.3	4%	88%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Important	3.2	3.2	29%	42%
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.2	4.2		

¹The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
60 Higher	59 Higher	61 Higher	61 Higher	55 Similar	56 Higher
60 Higher	59 Higher	59 Higher	59 Higher	55 Similar	56 Higher
53 Similar	56 Higher	55 Similar	57 Higher	48 Similar	54 Similar
40 Lower	41 Lower	44 Lower	44 Lower	31 Much Lower	34 Much Lower
55	56	56	57	50	52

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56-62)
 Similar = Middle 40% (45-55)
 Lower = Next 20% (38-44)
 Much Lower = Lowest 10% (37 or lower)

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	3.1
34. Amount of work in other (non-reading) assignments	3.5
35. Difficulty of subject matter	4.4

Student Description

37. I worked harder on this course than on most courses I have taken.	3.8
39. I really wanted to take this course regardless of who taught it.	2.9
43. As a rule, I put forth more effort than other students on academic work.	4.0

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
49	Similar	52	Similar	46	Similar
51	Similar	49	Similar	48	Similar
66	Much Higher	60	Higher	64	Much Higher

53	Similar	54	Similar	50	Similar
43	Lower	45	Similar	41	Lower
60	Higher	57	Higher	53	Similar

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56-62)
 Similar = Middle 40% (45-55)
 Lower = Next 20% (38-44)
 Much Lower = Lowest 10% (37 or lower)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD-IDEA Center Notes** (www.theideacenter.org/podidea), and **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
13. Introduced stimulating ideas about the subject	All selected objectives	4.0	76%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.6	52%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.2	88%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23	4.5	96%	Strength to retain

Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	29	3.3	44%	Consider increasing use
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	2.3	20%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	2.2	0%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.0	80%	Retain current use or consider increasing
7. Explained the reasons for criticisms of students' academic performance	23, 29	3.6	52%	Retain current use or consider increasing
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	3.7	56%	Retain current use or consider increasing
1. Displayed a personal interest in students and their learning	23	4.6	96%	Strength to retain

Encouraging Student Involvement

9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	2.3	4%	Consider increasing use
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	29	2.8	32%	Consider increasing use
19. Gave projects, tests, or assignments that required original or creative thinking	29	3.3	48%	Consider increasing use
11. Related course material to real life situations	23	4.5	92%	Strength to retain

Structuring Classroom Experiences

10. Explained course material clearly and concisely	21, 22, 23	4.0	80%	Retain current use or consider increasing
6. Made it clear how each topic fit into the course	21, 22, 23	4.3	92%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.6	92%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.2	84%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.6	84%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	1	8	16	0	4.6	0.6
2. Found ways to help students answer their own questions	0	0	5	14	6	0	4.0	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	1	0	3	9	12	0	4.2	1.0
4. Demonstrated the importance and significance of the subject matter	0	0	1	11	13	0	4.5	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	10	4	6	3	2	0	2.3	1.3
6. Made it clear how each topic fit into the course	0	0	2	14	9	0	4.3	0.6
7. Explained the reasons for criticisms of students' academic...	1	0	11	9	4	0	3.6	0.9
8. Stimulated students to intellectual effort beyond that required by...	0	0	3	13	9	0	4.2	0.7
9. Encouraged students to use multiple resources (e.g. data banks,...	6	7	11	1	0	0	2.3	0.9
10. Explained course material clearly and concisely	0	0	5	14	6	0	4.0	0.7
11. Related course material to real life situations	0	0	2	9	14	0	4.5	0.7
12. Gave tests, projects, etc. that covered the most important points...	0	0	2	7	16	0	4.6	0.7
13. Introduced stimulating ideas about the subject	0	0	6	14	5	0	4.0	0.7
14. Involved students in "hands on" projects such as research, case...	6	3	8	7	1	0	2.8	1.2
15. Inspired students to set and achieve goals which really...	1	1	10	8	5	0	3.6	1.0
16. Asked students to share ideas and experiences with others...	7	6	12	0	0	0	2.2	0.9
17. Provided timely and frequent feedback on tests, reports,...	0	0	4	3	18	0	4.6	0.8
18. Asked students to help each other understand ideas or concepts	1	4	9	9	2	0	3.3	1.0
19. Gave projects, tests, or assignments that required original or...	3	3	7	8	4	0	3.3	1.2
20. Encouraged student-faculty interaction outside of class (office...	0	2	9	9	5	0	3.7	0.9

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential -see page 2) and other items for which comparisons were provided.

Notes:
Dept code selected on FIF: 4008
Dept code used for discipline comparison: 4008

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	2	9	14	0	4.5	0.7	60	59	4.0	4.0	4.3
22. Learning fundamental principles, generalizations, or...	0	0	2	10	13	0	4.4	0.7	60	59	3.9	4.0	4.2
23. Learning to apply course material (to improve thinking,...	0	1	2	14	8	0	4.2	0.7	53	56	4.0	3.9	4.2
24. Developing specific skills, competencies, and points of view...	0	1	6	13	5	0	3.9	0.8	NA	NA	4.0	3.7	4.3
25. Acquiring skills in working with others as a member of a team	7	5	5	5	3	0	2.7	1.4	NA	NA	3.9	3.8	4.2
26. Developing creative capacities (writing, inventing, designing,...	15	1	5	4	0	0	1.9	1.2	NA	NA	3.9	3.2	4.2
27. Gaining a broader understanding and appreciation of...	4	4	9	3	5	0	3.0	1.3	NA	NA	3.7	3.1	4.1
28. Developing skill in expressing myself orally or in writing	15	2	6	2	0	0	1.8	1.1	NA	NA	3.8	3.1	4.1
29. Learning how to find and use resources for answering...	1	6	7	8	2	1	3.2	1.0	40	41	3.7	3.5	4.1
30. Developing a clearer understanding of, and commitment to,...	2	2	6	10	5	0	3.6	1.2	NA	NA	3.8	3.4	4.0
31. Learning to analyze and critically evaluate ideas, arguments,...	1	4	6	11	3	0	3.4	1.0	NA	NA	3.8	3.3	4.1
32. Acquiring an interest in learning more by asking my own...	1	1	4	13	6	0	3.9	1.0	NA	NA	3.8	3.5	4.1

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress **Bold = Selected as Important or Essential**

33. Amount of reading	1	4	11	9	0	0	3.1	0.8	49	NA	3.2	3.0	3.4
34. Amount of work in other (non-reading) assignments	0	0	15	8	2	0	3.5	0.7	51	NA	3.4	3.6	3.6
35. Difficulty of subject matter	0	0	0	16	9	0	4.4	0.5	66	NA	3.4	3.9	3.6

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	5	1	12	3	4	0	3.0	1.3	NA	NA	3.7	3.4	3.7
37. I worked harder on this course than on most courses I have taken.	0	2	5	15	3	0	3.8	0.8	53	NA	3.6	3.6	3.8
38. I really wanted to take a course from this instructor.	1	0	11	4	9	0	3.8	1.1	NA	NA	3.4	3.2	3.7
39. I really wanted to take this course regardless of who taught it.	6	3	8	3	5	0	2.9	1.4	43	NA	3.3	3.2	3.5
40. As a result of taking this course, I have more positive feelings...	2	1	7	9	6	0	3.6	1.2	46	51	3.9	3.5	4.0
41. Overall, I rate this instructor an excellent teacher.	0	1	1	9	14	0	4.4	0.8	54	57	4.2	4.0	4.4
42. Overall, I rate this course as excellent.	1	1	4	11	8	0	4.0	1.0	51	57	3.9	3.7	4.2
43. As a rule, I put forth more effort than other students on...	0	1	6	11	7	0	4.0	0.8	60	NA	3.6	3.7	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Additional Questions:

	1	2	3	4	5	Omit	Avg.	s.d.
48.	0	1	0	13	11	0	4.4	0.7
49.	0	2	1	14	8	0	4.1	0.8
50.	0	3	2	7	13	0	4.2	1.0
51.						25		
52.						25		
53.						25		
54.						25		
55.						25		
56.						25		
57.						25		

	1	2	3	4	5	Omit	Avg.	s.d.
58.						25		
59.						25		
60.						25		
61.						25		
62.						25		
63.						25		
64.						25		
65.						25		
66.						25		
67.						25		

Appendix K

Sample of SIR II Form and Report



STUDENT INSTRUCTIONAL REPORT II (SIR II)

SIR II Report Number

--	--	--	--	--

This questionnaire gives you the chance to comment anonymously about this course and the way it was taught. Using the rating scale below, mark the one response for each statement that is closest to your view. Fill in the appropriate circle to the right of the statement.

- (5) Very Effective
- (4) Effective
- (3) Moderately Effective
- (2) Somewhat Ineffective
- (1) Ineffective
- (0) Not applicable, not used in the course, or you don't know. In short, the statement does not apply to the course or instructor.

As you respond to each statement, think about each practice as it contributed to your learning in this course.

A. Course Organization and Planning

- | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| 1. The instructor's explanation of course requirements | (5) | (4) | (3) | (2) | (1) | (0) |
| 2. The instructor's preparation for each class period | (5) | (4) | (3) | (2) | (1) | (0) |
| 3. The instructor's command of the subject matter | (5) | (4) | (3) | (2) | (1) | (0) |
| 4. The instructor's use of class time | (5) | (4) | (3) | (2) | (1) | (0) |
| 5. The instructor's way of summarizing or emphasizing important points in class | (5) | (4) | (3) | (2) | (1) | (0) |

B. Communication

- | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| 6. The instructor's ability to make clear and understandable presentations | (5) | (4) | (3) | (2) | (1) | (0) |
| 7. The instructor's command of spoken English (or the language used in the course) | (5) | (4) | (3) | (2) | (1) | (0) |
| 8. The instructor's use of examples or illustrations to clarify course material | (5) | (4) | (3) | (2) | (1) | (0) |
| 9. The instructor's use of challenging questions or problems | (5) | (4) | (3) | (2) | (1) | (0) |
| 10. The instructor's enthusiasm for the course material | (5) | (4) | (3) | (2) | (1) | (0) |

C. Faculty/Student Interaction

- | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| 11. The instructor's helpfulness and responsiveness to students | (5) | (4) | (3) | (2) | (1) | (0) |
| 12. The instructor's respect for students | (5) | (4) | (3) | (2) | (1) | (0) |
| 13. The instructor's concern for student progress | (5) | (4) | (3) | (2) | (1) | (0) |
| 14. The availability of extra help for this class (taking into account the size of the class) | (5) | (4) | (3) | (2) | (1) | (0) |
| 15. The instructor's willingness to listen to student questions and opinions | (5) | (4) | (3) | (2) | (1) | (0) |

D. Assignments, Exams, and Grading

- | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|
| 16. The information given to students about how they would be graded | (5) | (4) | (3) | (2) | (1) | (0) |
| 17. The clarity of exam questions | (5) | (4) | (3) | (2) | (1) | (0) |
| 18. The exams' coverage of important aspects of the course | (5) | (4) | (3) | (2) | (1) | (0) |
| 19. The instructor's comments on assignments and exams | (5) | (4) | (3) | (2) | (1) | (0) |
| 20. The overall quality of the textbook(s) | (5) | (4) | (3) | (2) | (1) | (0) |
| 21. The helpfulness of assignments in understanding course material | (5) | (4) | (3) | (2) | (1) | (0) |

E. Supplementary Instructional Methods

Many different teaching practices can be used during a course. In this section (E), rate only those practices that the instructor included as part of this course.

Rate the effectiveness of each practice used as it contributed to your learning.

- | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| 22. Problems or questions presented by the instructor for small group discussions | (5) | (4) | (3) | (2) | (1) | (0) |
| 23. Term paper(s) or project(s) | (5) | (4) | (3) | (2) | (1) | (0) |
| 24. Laboratory exercises for understanding important course concepts | (5) | (4) | (3) | (2) | (1) | (0) |
| 25. Assigned projects in which students worked together | (5) | (4) | (3) | (2) | (1) | (0) |
| 26. Case studies, simulations, or role playing | (5) | (4) | (3) | (2) | (1) | (0) |
| 27. Course journals or logs required of students | (5) | (4) | (3) | (2) | (1) | (0) |
| 28. Instructor's use of computers as aids in instruction | (5) | (4) | (3) | (2) | (1) | (0) |

Questionnaire continued on the other side. ➔

For the next **two** sections (F and G), use the rating scale below. Mark the one response for each statement that is closest to your view. Fill in the appropriate circle to the right of each statement.

- (5) **Much More** than most courses
- (4) **More Than** most courses
- (3) About the **Same** as others
- (2) **Less** than most courses
- (1) **Much Less** than most courses
- (0) **Not Applicable**, not used in the course, or you don't know. In short, the statement does not apply to the course or instructor.

Much More than most courses
More Than most courses
About the Same as others
Less than most courses
Much Less than most courses
Not Applicable

F. Course Outcomes

- 29. My learning increased in this course (5) (4) (3) (2) (1) (0)
- 30. I made progress toward achieving course objectives (5) (4) (3) (2) (1) (0)
- 31. My interest in the subject area has increased (5) (4) (3) (2) (1) (0)
- 32. This course helped me to think independently about the subject matter (5) (4) (3) (2) (1) (0)
- 33. This course actively involved me in what I was learning (5) (4) (3) (2) (1) (0)

G. Student Effort and Involvement

- 34. I studied and put effort into the course (5) (4) (3) (2) (1) (0)
- 35. I was prepared for each class [writing and reading assignments] (5) (4) (3) (2) (1) (0)
- 36. I was challenged by this course (5) (4) (3) (2) (1) (0)

H. Course Difficulty, Work Load, and Pace

- 37. For my preparation and ability, the level of difficulty of this course was:
 (5) Very difficult (4) Somewhat difficult (3) About right (2) Somewhat elementary (1) Very elementary
- 38. The work load for this course in relation to other courses of equal credit was:
 (5) Much heavier (4) Heavier (3) About the same (2) Lighter (1) Much lighter
- 39. For me, the pace at which the instructor covered the material during the term was:
 (5) Very fast (4) Somewhat fast (3) Just about right (2) Somewhat slow (1) Very slow

I. Overall Evaluation

- 40. Rate the quality of instruction in this course as it contributed to your learning (try to set aside your feelings about the course content):
 (5) Very effective (4) Effective (3) Moderately effective (2) Somewhat Ineffective (1) Ineffective

J. Student Information

- 41. Which one of the following best describes this course for you?
 (1) A major/minor requirement (2) A college requirement (3) An elective (4) Other
- 42. What is your class level?
 (1) Freshman/1st year (2) Sophomore/2nd year (3) Junior/3rd year (4) Senior/4th year (5) Graduate (6) Other
- 43. Do you communicate better in English or in another language?
 (1) Better in English (2) Better in another language (3) Equally well in English and another language
- 44. Sex (1) Female (2) Male
- 45. What grade do you expect to receive in this course?
 (1) A (2) A- (3) B+ (4) B (5) B- (6) C (7) Below C

K. Supplementary Questions If the instructor provided supplementary questions and response options, mark your answers in this section. Mark only one response for each question.

- 46. (5) (4) (3) (2) (1) (NA) 48. (5) (4) (3) (2) (1) (NA) 50. (5) (4) (3) (2) (1) (NA) 52. (5) (4) (3) (2) (1) (NA) 54. (5) (4) (3) (2) (1) (NA)
- 47. (5) (4) (3) (2) (1) (NA) 49. (5) (4) (3) (2) (1) (NA) 51. (5) (4) (3) (2) (1) (NA) 53. (5) (4) (3) (2) (1) (NA) 55. (5) (4) (3) (2) (1) (NA)

L. Student Comments If you would like to make additional comments about the course or instruction, use a separate sheet of paper. You might elaborate on the particular aspects you liked most as well as those you liked least. Also, how can the course or the way it was taught be improved? An additional form may be provided for your comments. **Please give these comments to the instructor.**

If you have any comments about this questionnaire, please send them to:
 Student Instructional Report II, Educational Testing Service, Princeton, NJ 08541-0001.

STUDENT INSTRUCTIONAL REPORT II®

Enrollment	Admin. Date	Report No.	Batch No.
11	11/07	915385	4309



Assessing Courses and Instruction

PERCENTAGES reported below are based on the total number responding, which is:

8★

A. Course Organization and Planning <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Mean
1. The instructor's...			25	63	13			4.13
2. The instructor's...				38	50	13		3.25
3. The instructor's...			50	50				4.50
4. The instructor's...			13	13	50	25		3.13
5. The instructor's...			25	38	38			3.88
Overall mean for COURSE ORGANIZATION AND PLANNING is: 3.78 The comparative mean for FOUR-YEAR institutions is: 4.28.								

B. Communication <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Mean
6. The instructor's....			50	38	13			4.38
7. The instructor's...			100					5.00+
8. The instructor's...			50	38	13			4.38
9. The instructor's...			25	25	50			3.75
10. The instructor's...			25	63	13			4.13
Overall mean for COMMUNICATION is: 4.33 The comparative mean for FOUR-YEAR institutions is: 4.33.								

C. Faculty/Student Interaction <i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Mean
11. The instructor's...			38	50	13			4.25
12. The instructor's...			88	13				4.88
13. The instructor's...			25	63	13			4.13
14. The availability...			25		63	13		3.38
15. The instructor's...			38	63				4.38
Overall mean for FACULTY/STUDENT INTERACTION is: 4.20 The comparative mean for FOUR-YEAR institutions is: 4.33.								

+ This mean is higher than the comparative mean. See page 4.

- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (★), see "Number of Students Responding," page 4.

STUDENT INSTRUCTIONAL REPORT II®

D. Assignments, Exams, and Grading			5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Mean
<i>Think about each practice as it contributed to your learning in this course.</i>	Omit	Not Applicable						
16. The information...			50	13	25	13		4.00
17. The clarity ...				25	38	38		2.88
18. The exams'...				50	25		25	3.00
19. The instructor's ...			38	38	25			4.13
20. The overall...		88		13				★
21. The helpfulness...				63	25	13		3.50
Overall mean for ASSIGNMENTS, EXAMS, AND GRADING is: ★ The comparative mean for FOUR-YEAR institutions is: 4.13.								

E. Supplementary Instructional Methods			5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Mean
<i>Rate the effectiveness of each practice used as it contributed to your learning.</i>	Omit	Not Used						
22. Problems or...		13	50	13	25			★★★
23. Term paper(s)...		13	63	13	13			★★★
24. Laboratory exercises...	13	63		13	13			★★★
25. Assigned projects...			38	63				★★★
26. Case studies...		75	25					★★★
27. Course journals...	13	75		13				★★★
28. Instructor's use...		13	63	13	13			★★★
Means are not reported (★★★) for SUPPLEMENTARY INSTRUCTIONAL METHODS.								

F. Course Outcomes			5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Mean
<i>Mark the response that is closest to your view.</i>	Omit	Not Applicable						
29. My learning...			13	25	63			3.50
30. I made...			38	38	25			4.13
31. My interest...			50	13	38			4.13
32. This course...			25	50	25			4.00
33. This course...			63	25	13			4.50
Overall mean for COURSE OUTCOMES is: 4.05 The comparative mean for FOUR-YEAR institutions is: 3.71.								

G. Student Effort and Involvement			5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Mean
<i>Mark the response that is closes to your view.</i>	Omit	Not Applicable						
34. I studied...			25	50	13	13		3.88
35. I was...				13	63	13	13	2.75
36. I was...			13	50	38			3.75
Overall mean for STUDENT EFFORT AND INVOLVEMENT is: 3.46 The comparative mean for FOUR-YEAR institutions is: 3.70.								

+ This mean is higher than the comparative mean. See page 4.

- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (★), see "Number of Students Responding," page 4.

ASSESSING COURSES AND INSTRUCTION

H. Course Difficulty, Workload, and Pace						
<i>Mark the response that is closest to your view.</i>	Omit	Very Difficult	Somewhat Difficult	About Right	Somewhat Elementary	Very Elementary
37. For my...			25	75		
	Omit	Much Heavier	Heavier	About the Same	Lighter	Much Lighter
38. The work...			25	63	13	
	Omit	Very Fast	Somewhat Fast	Just About Right	Somewhat Slow	Very Slow
39. For me...			38	63		
Means are not appropriate for COURSE DIFFICULTY, WORKLOAD, AND PACE. Review the distribution of students' responses.						

I. Overall Evaluation							
	Omit	5 Very Effective	4 Effective	3 Moderately Effective	2 Somewhat Effective	1 Ineffective	Mean
40. Rate the...			63	38			3.63
OVERALL EVALUATION mean is: 3.63 The comparative mean for FOUR-YEAR institutions is: 3.99.							

J. Student Information								
	Omit	Requirement in Major	College Requirement	Elective	Other			
41. Which...		63	38					
	Omit	Freshman/ 1st Year	Sophomore/ 2nd Year	Junior/ 3rd Year	Senior/ 4th Year	Other		
42. What...		100						
	Omit	Better in English	Better in Another Language	Equally Well in English and Another Language				
43. Do you...		100						
	Omit	Female	Male					
44. Sex?		100						
	Omit	A	A-	B+	B	B-	C	Below C
45. What grade...		25	38		38			

K. Supplementary Questions							
	Omit	N/A	5	4	3	2	1
46.							
47.							
48.							
49.							
50.							
51.							
52.							
53.							
54.							
55.							

+ This mean is higher than the comparative mean. See page 4.

- This mean is lower than the comparative mean. See page 4.

For explanation of flagging (★), see "Number of Students Responding," page 4.

The SIR II is designed to:

- Identify areas of strength and/or areas for improvement.
- Provide information on new teaching methods or techniques used in class.
- Provide feedback from students about their courses.

NUMBER OF STUDENTS RESPONDING

The number of students responding can affect the results when the class is very small (fewer than 10 students are enrolled), or when fewer than two-thirds of the students enrolled in the class actually respond. For this reason, a Class Report **will not be produced** when fewer than five students responded, that is, fewer than five completed answer sheets were received for a class.

The degree of accuracy for each item mean increases as the number of students responding increases. For example, the estimated reliability for the Overall Evaluation item is .85 if 15 students respond and .90 if 25 students respond. (A full discussion of the reliability of student evaluation items can be found in *SIR Report No. 3*.) To call attention to possible reliability concerns, a report will be flagged (★) for one or more of the following.

- ★ The number responding **will be flagged** when: 10 or fewer students responded or less than 60 percent of the class responded (this calculation is based on information from the *Instructor's Cover Sheet*).
- ★ An item mean **will not be reported** when: 50 percent or more of the students did not respond, or marked an item "Not Applicable," or fewer than five students responded to an item.
- ★ An overall mean **is not reported** when one or more item means are not reported.

PRELIMINARY COMPARATIVE DATA

The comparative means used throughout this report are based on user data from a sample of two-year and four-year colleges and universities from 1999-2005 administrations. The comparative means for 4-year institutions were obtained by averaging the mean ratings for more than 117,000 classes from 116 institutions. The comparative means for 2-year institutions were obtained by averaging the mean ratings for approximately 66,400 classes from 57 institutions. These means will be updated periodically. An institution is identified by type – two-year or four-year – on the Processing Request form that is returned with the questionnaires for scoring. Either two-year or four-year comparative data are used based on that identification. Mean ratings within each institution type may vary depending upon class characteristics such as class size, level, and subject area. The *Comparative Data Guides* for two-year and four-year colleges contain class means and percentile distributions for different class sizes, levels, types of classes (e.g., lecture discussion, lab, and for several different subject area. A copy of the appropriate *Guide* can be downloaded from the SIR II website at www.ets.org/sirll.

Local Comparative Data: Equally important and useful are an institution's own comparative data. Such local comparative data – e.g., an Institutional Summary, departmental summaries, program summaries – are available to any user institution. Forms for ordering these reports are included in the *Institutional Coordinator's Manual*.

Understanding Mean Ratings

Ratings can vary by class size and discipline. The *Comparative Data Guides* provide data by various categories to assist users in interpreting the SIR II reports. Please refer to the *Guides* and to the SIR II Guidelines for further information. Since student ratings typically tend to be favorable, it is important to have comparative data to interpret a report fully. For example, while a 3.6 is numerically above average on a 5-point scale, it may be average or even slightly below average in comparison to other means for items in SIR II.

What Makes a Score Difference Significant?

The mean scores on all of the items and scales in this report have been compared against the scores obtained by all of the classes in one of the appropriate comparative data groups (two-year or four-year institutions). Specifically, the scores have been compared against the score values corresponding to the 10th percentile and 90th percentile in the comparative group. If the results indicate a score is sufficiently reliable and is below the 10th percentile or above the 90th percentile, it will be flagged in the report as follows:

- + This class mean is reliably at or above the 90th percentile.
- This class mean is reliably at or below the 10th percentile.

Scores above the 90th percentile or below the 10th percentile are flagged when there is appropriate statistical confidence that the "true scores" (i.e., the scores that would be obtained if there were no measurement error) fall within these ranges. If a score is flagged with a +, there is less than one chance in 20 that the "true score" is below the 90th percentile; if a score is flagged with a –, there is less than one chance in 20 that the "true score" is above the 10th percentile. (One chance in 20 is the commonly accepted measurement standard for a 95% confidence level.)

Because measurement error varies from class to class, instructors and administrators are recommended to use the comparative data guide at www.ets.org/sirll for making their own appropriate comparison. In particular, measurement error tends to be larger when the number of respondents is low and when disagreement among the respondents is high.

Appendix L

Samples of IAS Forms and Report



Fill in bubbles darkly and completely.
Erase errors cleanly.



Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How frequently was each of the following a true description of this course?

	Always			About Half			Never
5. The instructor gave very clear explanations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor successfully rephrased explanations to clear up confusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Class sessions were interesting and engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Class sessions were well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Student participation was encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Students were aware of what was expected of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Extra help was readily available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Assigned readings and other out-of-class work were valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Grades were assigned fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Meaningful feedback on tests and other work was provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Evaluation of student performance was related to important course goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relative to other college courses you have taken, how would you describe your progress in this course with regard to:

	Great			Average			None
16. Learning the conceptual and factual knowledge of this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Developing an appreciation for the field in which this course resides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Understanding written material in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Developing an ability to express yourself in writing or orally in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Understanding and solving problems in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Applying the course material to real world issues or to other disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. General intellectual development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relative to other college courses you have taken:

	Much Higher			Average			Much Lower
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

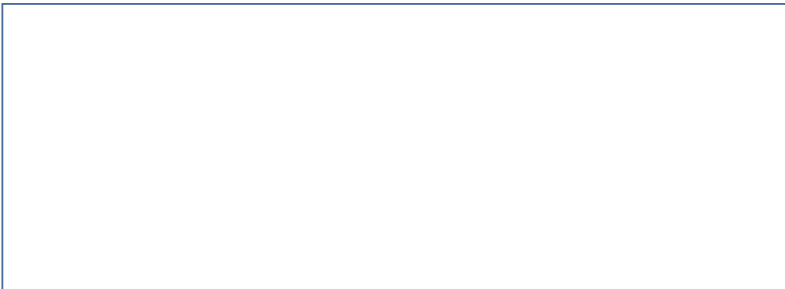
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2	<input type="radio"/> 6 - 7	<input type="radio"/> 12 - 13	<input type="radio"/> 18 - 19
	<input type="radio"/> 2 - 3	<input type="radio"/> 8 - 9	<input type="radio"/> 14 - 15	<input type="radio"/> 20 - 21
	<input type="radio"/> 4 - 5	<input type="radio"/> 10 - 11	<input type="radio"/> 16 - 17	<input type="radio"/> 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2	<input type="radio"/> 6 - 7	<input type="radio"/> 12 - 13	<input type="radio"/> 18 - 19
	<input type="radio"/> 2 - 3	<input type="radio"/> 8 - 9	<input type="radio"/> 14 - 15	<input type="radio"/> 20 - 21
	<input type="radio"/> 4 - 5	<input type="radio"/> 10 - 11	<input type="radio"/> 16 - 17	<input type="radio"/> 22 or more

30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0)	<input type="radio"/> B (2.9-3.1)	<input type="radio"/> C (1.9-2.1)	<input type="radio"/> D (0.9-1.1)	<input type="radio"/> Pass
	<input type="radio"/> A- (3.5-3.8)	<input type="radio"/> B- (2.5-2.8)	<input type="radio"/> C- (1.5-1.8)	<input type="radio"/> D- (0.7-0.8)	<input type="radio"/> Credit
	<input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> E (0.0)	<input type="radio"/> No Credit

31. In regard to your academic program, is this course <u>best</u> described as:	<input type="radio"/> In your major?	<input type="radio"/> A distribution requirement?	<input type="radio"/> An elective?
	<input type="radio"/> In your minor?	<input type="radio"/> A program requirement?	<input type="radio"/> Other?

ADDITIONAL ITEMS
Use only if directed



1		(A) (B) (C) (D) (E) (F) (G)
2		(A) (B) (C) (D) (E) (F) (G)
3		(A) (B) (C) (D) (E) (F) (G)
4		(A) (B) (C) (D) (E) (F) (G)
5		(A) (B) (C) (D) (E) (F) (G)
6		(A) (B) (C) (D) (E) (F) (G)
7		(A) (B) (C) (D) (E) (F) (G)
8		(A) (B) (C) (D) (E) (F) (G)
9		(A) (B) (C) (D) (E) (F) (G)
10		(A) (B) (C) (D) (E) (F) (G)
11		(A) (B) (C) (D) (E) (F) (G)
12		(A) (B) (C) (D) (E) (F) (G)

SAMPLE

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9



Fill in bubbles darkly and completely.
Erase errors cleanly.

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Course organization was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Clarity of instructor's voice was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Explanations by instructor were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Instructor's ability to present alternative explanations when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Instructor's use of examples and illustrations was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Quality of questions or problems raised by instructor was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Student confidence in instructor's knowledge was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Instructor's enthusiasm was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Encouragement given students to express themselves was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Answers to student questions were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Availability of extra help when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Use of class time was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Instructor's interest in whether students learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Amount you learned in the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Relevance and usefulness of course content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Evaluative and grading techniques (tests, papers, projects, etc.) were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Reasonableness of assigned work was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relative to other college courses you have taken:

	Much Higher	Average	Much Lower
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

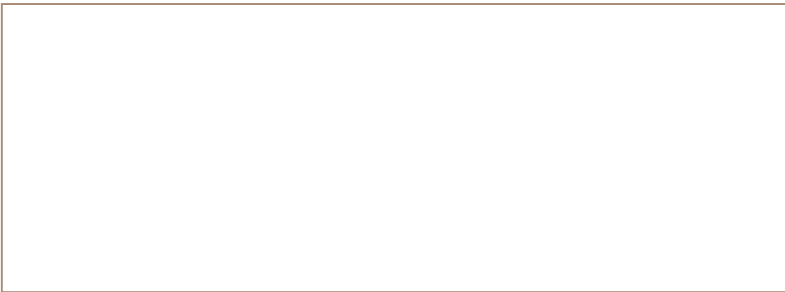
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more
--	---	---	---	--

29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more
---	---	---	---	--

30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit
--	---	---	---	--	---

31. In regard to your academic program, is this course <u>best</u> described as:	<input type="radio"/> In your major? <input type="radio"/> In your minor?	<input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement?	<input type="radio"/> An elective? <input type="radio"/> Other?
--	--	---	--

ADDITIONAL ITEMS
Use only if directed



1		(A) (B) (C) (D) (E) (F) (G)
2		(A) (B) (C) (D) (E) (F) (G)
3		(A) (B) (C) (D) (E) (F) (G)
4		(A) (B) (C) (D) (E) (F) (G)
5		(A) (B) (C) (D) (E) (F) (G)
6		(A) (B) (C) (D) (E) (F) (G)
7		(A) (B) (C) (D) (E) (F) (G)
8		(A) (B) (C) (D) (E) (F) (G)
9		(A) (B) (C) (D) (E) (F) (G)
10		(A) (B) (C) (D) (E) (F) (G)
11		(A) (B) (C) (D) (E) (F) (G)
12		(A) (B) (C) (D) (E) (F) (G)

SAMPLE

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9



Fill in bubbles darkly and completely.
Erase errors cleanly.

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Course organization was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Sequential presentation of concepts was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Explanations by instructor were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Instructor's ability to present alternative explanations when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Instructor's use of examples and illustrations was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Instructor's enhancement of student interest in the material was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Student confidence in instructor's knowledge was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Instructor's enthusiasm was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Clarity of course objectives was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Interest level of class sessions was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Availability of extra help when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Use of class time was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Instructor's interest in whether students learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Amount you learned in the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Relevance and usefulness of course content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Evaluative and grading techniques (tests, papers, projects, etc.) were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Reasonableness of assigned work was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relative to other college courses you have taken:

	Much Higher	Average	Much Lower
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2	<input type="radio"/> 6 - 7	<input type="radio"/> 12 - 13	<input type="radio"/> 18 - 19
	<input type="radio"/> 2 - 3	<input type="radio"/> 8 - 9	<input type="radio"/> 14 - 15	<input type="radio"/> 20 - 21
	<input type="radio"/> 4 - 5	<input type="radio"/> 10 - 11	<input type="radio"/> 16 - 17	<input type="radio"/> 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2	<input type="radio"/> 6 - 7	<input type="radio"/> 12 - 13	<input type="radio"/> 18 - 19
	<input type="radio"/> 2 - 3	<input type="radio"/> 8 - 9	<input type="radio"/> 14 - 15	<input type="radio"/> 20 - 21
	<input type="radio"/> 4 - 5	<input type="radio"/> 10 - 11	<input type="radio"/> 16 - 17	<input type="radio"/> 22 or more

30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0)	<input type="radio"/> B (2.9-3.1)	<input type="radio"/> C (1.9-2.1)	<input type="radio"/> D (0.9-1.1)	<input type="radio"/> Pass
	<input type="radio"/> A- (3.5-3.8)	<input type="radio"/> B- (2.5-2.8)	<input type="radio"/> C- (1.5-1.8)	<input type="radio"/> D- (0.7-0.8)	<input type="radio"/> Credit
	<input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> E (0.0)	<input type="radio"/> No Credit

31. In regard to your academic program, is this course <u>best</u> described as:	<input type="radio"/> In your major?	<input type="radio"/> A distribution requirement?	<input type="radio"/> An elective?
	<input type="radio"/> In your minor?	<input type="radio"/> A program requirement?	<input type="radio"/> Other?

ADDITIONAL ITEMS
Use only if directed



1		(A) (B) (C) (D) (E) (F) (G)
2		(A) (B) (C) (D) (E) (F) (G)
3		(A) (B) (C) (D) (E) (F) (G)
4		(A) (B) (C) (D) (E) (F) (G)
5		(A) (B) (C) (D) (E) (F) (G)
6		(A) (B) (C) (D) (E) (F) (G)
7		(A) (B) (C) (D) (E) (F) (G)
8		(A) (B) (C) (D) (E) (F) (G)
9		(A) (B) (C) (D) (E) (F) (G)
10		(A) (B) (C) (D) (E) (F) (G)
11		(A) (B) (C) (D) (E) (F) (G)
12		(A) (B) (C) (D) (E) (F) (G)

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9



Fill in bubbles darkly and completely.
Erase errors cleanly.

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor
1. The lab section as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The content of the lab section was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The lab instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The lab instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Explanations by the lab instructor were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Lab instructor's preparedness for lab sessions was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Quality of questions or problems raised by the lab instructor was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Lab instructor's enthusiasm was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Student confidence in lab instructor's knowledge was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Lab instructor's ability to solve unexpected problems was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Answers to student questions were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Interest level of lab sessions was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Communication and enforcement of safety procedures were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Lab instructor's ability to deal with student difficulties was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Availability of extra help when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Use of lab section time was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Lab instructor's interest in whether students learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Amount you learned in the lab sections was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Relevance and usefulness of lab section content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Coordination between lectures and lab activities was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Reasonableness of assigned work for lab section was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relative to other college courses you have taken:

	Much Higher	Average	Much Lower
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

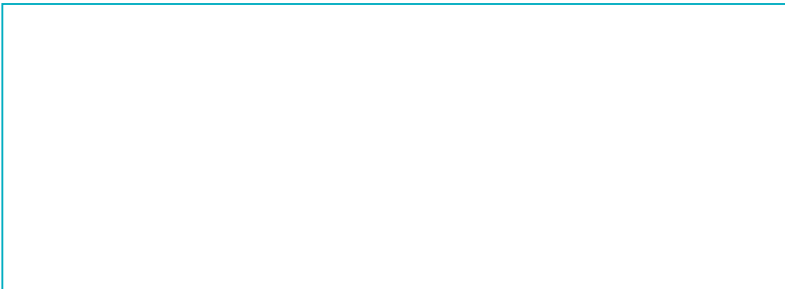
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2	<input type="radio"/> 6 - 7	<input type="radio"/> 12 - 13	<input type="radio"/> 18 - 19
	<input type="radio"/> 2 - 3	<input type="radio"/> 8 - 9	<input type="radio"/> 14 - 15	<input type="radio"/> 20 - 21
	<input type="radio"/> 4 - 5	<input type="radio"/> 10 - 11	<input type="radio"/> 16 - 17	<input type="radio"/> 22 or more

29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2	<input type="radio"/> 6 - 7	<input type="radio"/> 12 - 13	<input type="radio"/> 18 - 19
	<input type="radio"/> 2 - 3	<input type="radio"/> 8 - 9	<input type="radio"/> 14 - 15	<input type="radio"/> 20 - 21
	<input type="radio"/> 4 - 5	<input type="radio"/> 10 - 11	<input type="radio"/> 16 - 17	<input type="radio"/> 22 or more

30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0)	<input type="radio"/> B (2.9-3.1)	<input type="radio"/> C (1.9-2.1)	<input type="radio"/> D (0.9-1.1)	<input type="radio"/> Pass
	<input type="radio"/> A- (3.5-3.8)	<input type="radio"/> B- (2.5-2.8)	<input type="radio"/> C- (1.5-1.8)	<input type="radio"/> D- (0.7-0.8)	<input type="radio"/> Credit
	<input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> E (0.0)	<input type="radio"/> No Credit

31. In regard to your academic program, is this course <u>best</u> described as:	<input type="radio"/> In your major?	<input type="radio"/> A distribution requirement?	<input type="radio"/> An elective?
	<input type="radio"/> In your minor?	<input type="radio"/> A program requirement?	<input type="radio"/> Other?

ADDITIONAL ITEMS
Use only if directed



1		A B C D E F G
2		A B C D E F G
3		A B C D E F G
4		A B C D E F G
5		A B C D E F G
6		A B C D E F G
7		A B C D E F G
8		A B C D E F G
9		A B C D E F G
10		A B C D E F G
11		A B C D E F G
12		A B C D E F G

SAMPLE

13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
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5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

	No. Resp's	PERCENTAGES ¹						MEDIAN	DECILE RANK	
		E	VG	G	F	P	VP		Institution	College
1. The course as a whole was:	8	25	62	12				4.1	3 ***	2 **
2. The course content was:	8	25	50	25				4.0	2 **	2 **
3. The instructor's contribution to the course was:	8	38	50	12				4.3	2 **	2 **
4. The instructor's effectiveness in teaching the subj. matter was:	7	14	86					4.1	2 **	2 **
COMBINED ITEMS 1-4	31	26	61	13				4.1	2 **	2 **

5. Course organization was:	8	12	62	25				3.9	2 **	2 **
6. Clarity of instructor's voice was:	8	75	25					4.8	8 *****	8 *****
7. Explanations by instructor were:	8	38	50		12			4.3	3 ***	3 ***
8. Instr's ability to present alternative explan. when needed was:	8	38	50	12				4.3	3 ***	3 ***
9. Instructor's use of examples and illustrations was:	8	25	50	25				4.0	2 **	2 **
10. Quality of questions or problems raised by instructor was:	8	12	75	12				4.0	2 **	2 **
11. Student confidence in instructor's knowledge was:	8	50	50					4.5	3 ***	3 ***
12. Instructor's enthusiasm was:	8	50	50					4.5	3 ***	3 ***
13. Encouragement given students to express themselves was:	8	50	50					4.5	4 ****	4 ****
14. Answers to student questions were:	8	12	75		12			4.0	2 **	2 **
15. Availability of extra help when needed was:	8	38	38	12	12			4.2	3 ***	2 **
16. Use of class time was:	8	38	38	12	12			4.2	2 **	2 **
17. Instructor's interest in whether students learned was:	8	25	75					4.2	2 **	2 **
18. Amount you learned in the course was:	8	25	62		12			4.1	3 ***	2 **
19. Relevance and usefulness of course content were:	8	12	50	25	12			3.8	1 •	1 •
20. Evaluative and grading techniques (tests, papers, etc.) were:	8	25	62	12				4.1	2 **	2 **
21. Reasonableness of assigned work was:	8	25	50	25				4.0	2 **	2 **
22. Clarity of student responsibilities and requirements was:	8	25	50	25				4.0	2 **	1 •

	No. Resp's	Relative to other college courses you have taken:				MEDIAN	DECILE RANK	
		Much Higher	Average	Much Lower				
23. Do you expect your grade in this course to be:	8	38	38	12	12	6.2	7 *****	7 *****
24. The intellectual challenge presented was:	8	25	50		12	6.0	5 *****	5 *****
25. The amount of effort you put into this course was:	8	25	50		12	6.0	5 *****	6 *****
26. The amount of effort to succeed in this course was:	8	25	50		25	6.0	5 *****	5 *****
27. Your involvement in course (assignments, attendance, etc.)	8	38	50		12	6.3	6 *****	6 *****

28. On average, how many hours per week have you spent on this course, including attending classes, readings, reviewing notes, writing papers and any other course related work? (Percentages)	29. From the total average hours above, how many do you consider were valuable in advancing your education? (Percentages)	30. What grade do you expect in this course? (Percentages)	31. In regard to your academic program, is this course best described as: (Percentages)
Under 2	Under 2	A (3.9-4.0) 50	In your major? 43
2-3 25	2-3 38	A- (3.5-3.8) 12	A distribution requirement?
4-5 25	4-5 25	B+ (3.2-3.4) 25	An elective?
6-7 25	6-7 12	B (2.9-3.1) 12	In your minor?
8-9 25	8-9 25	B- (2.5-2.8) 12	A program requirement? 57
10-11	10-11	C+ (2.2-2.4)	Other?
12-13	12-13	C (1.9-2.1)	
14-15	14-15	C- (1.5-1.8)	Challenge & Engagement Index CEI: 4
16-17	16-17	D+ (1.2-1.4)	
18-19	18-19	D (0.9-1.1)	
20-21	20-21	D- (0.7-0.8)	
22 or more	22 or more	E (0.0)	
		Pass	Enrollment: 9
		Credit	Returned forms: 8
		No Credit	Form: A
No. Resp's 8	No. Resp's 8	No. Resp's 8	Chair Copy: No
Class median 5.5	Class median 4.5	Class median 3.8	
Hours per credit 1.83	Hours per credit 1.50		

1. Percentages are based on the number of students who rated each item.

Appendix M

Samples of SEEQ Forms, Report and Additional Questions Bank

Student Feedback on Teaching (SFT)

SEEQ Survey¹

Student evaluation is one of the methods used for improving the quality of teaching at the university. This survey will provide this staff member with valuable feedback about teaching effectiveness. Your name is NOT required and all information is confidential. Please complete as accurately and honestly as possible. **You should base your responses on this staff member's teaching in this unit.**

STAFF MEMBER'S
NAME:

UNIT / CLASS:

DATE:

INSTRUCTIONS

- ◆ Use a blue/black pen or 2B pencil
- ◆ Do NOT use red pen or felt tip pen
- ◆ Erase mistakes fully
- ◆ Make no stray marks

Please MARK LIKE THIS ONLY:



Please indicate the EXTENT of your agreement / disagreement with the following statements as descriptions of this unit by using this scale:

Strongly Disagree (1) Disagree (2, 3, 4) Neutral (5) Agree (6, 7) Strongly Agree (8, 9)

NOTE: Leave blank any items that do not apply for this staff member's teaching.

LEARNING / ACADEMIC VALUE

- You found the class intellectually challenging and stimulating. (1-9)
- You have learned something which you considered valuable. (1-9)
- Your interest in the subject has increased as a consequence of this class. (1-9)
- You have learned and understood the subject materials in this class. (1-9)

STAFF MEMBER'S ENTHUSIASM

- Staff member was enthusiastic about teaching the class. (1-9)
- Staff member was dynamic and energetic in conducting the class. (1-9)
- Staff member enhanced presentations with the use of humour. (1-9)
- Staff member's style of presentation held your interest during class. (1-9)

ORGANISATION / CLARITY

- Staff member's explanations were clear. (1-9)
- Class materials were well prepared and carefully explained. (1-9)
- Proposed objectives agreed with those actually taught so you knew where the class was going. (1-9)
- Staff member gave presentations that facilitated taking notes. (1-9)

GROUP INTERACTION

- Students were encouraged to participate in class discussions. (1-9)
- Students were invited to share their ideas and knowledge. (1-9)
- Students were encouraged to ask questions and were given meaningful answers. (1-9)
- Students were encouraged to express their own ideas and / or question the staff member. (1-9)

INDIVIDUAL RAPPORT

- Staff member was friendly towards individual students. (1-9)
- Staff member had a genuine interest in individual students. (1-9)
- Staff member made students feel welcome in seeking help / advice in or outside of class. (1-9)
- Staff member was adequately accessible to students during office hours or after class. (1-9)

BREADTH OF COVERAGE

- Staff member contrasted the implications of various theories. (1-9)
- Staff member presented the background or origin of ideas / concepts developed in class. (1-9)
- Staff member presented points of view other than his / her own when appropriate. (1-9)
- Staff member adequately discussed current developments in the field. (1-9)

EXAMINATIONS / GRADING

- Feedback on assessments / graded material was valuable. (1-9)
- Methods of assessing student work were fair and appropriate. (1-9)
- Assessments / Examinations tested units content as emphasised by staff member. (1-9)

ASSIGNMENTS / READINGS

- Required readings / texts were valuable. (1-9)
- Readings, assignments etc. contributed to appreciation and understanding of the unit. (1-9)

OVERALL RATING

(1= Very Poor 3= Poor 5= Average 7= Good 9= Very Good)

- Overall, how does the class compare with other classes at this institution? (1-9)
- Overall, how does this staff member compare with other staff members at this institution? (1-9)

ADDITIONAL / SUPPLEMENTARY / ALTERNATIVE QUESTIONS

Please leave blank if no additional questions are provided.

Please indicate the EXTENT of your agreement / disagreement with the following statements as descriptions of this unit by using this scale:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5
6	7	8	9	

NOTE: Leave blank any items that do not apply for this staff member's teaching.

1	1	2	3	4	5	6	7	8	9
2	1	2	3	4	5	6	7	8	9
3	1	2	3	4	5	6	7	8	9
4	1	2	3	4	5	6	7	8	9
5	1	2	3	4	5	6	7	8	9
6	1	2	3	4	5	6	7	8	9
7	1	2	3	4	5	6	7	8	9
8	1	2	3	4	5	6	7	8	9
9	1	2	3	4	5	6	7	8	9
10	1	2	3	4	5	6	7	8	9
11	1	2	3	4	5	6	7	8	9
12	1	2	3	4	5	6	7	8	9
13	1	2	3	4	5	6	7	8	9
14	1	2	3	4	5	6	7	8	9
15	1	2	3	4	5	6	7	8	9
16	1	2	3	4	5	6	7	8	9
17	1	2	3	4	5	6	7	8	9
18	1	2	3	4	5	6	7	8	9
19	1	2	3	4	5	6	7	8	9
20	1	2	3	4	5	6	7	8	9
21	1	2	3	4	5	6	7	8	9
22	1	2	3	4	5	6	7	8	9
23	1	2	3	4	5	6	7	8	9
24	1	2	3	4	5	6	7	8	9
25	1	2	3	4	5	6	7	8	9

BACKGROUND UNIT / CLASS CHARACTERISTICS

1 Unit difficulty, relative to other units was:	Very Easy				Medium				Very Hard
	1	2	3	4	5	6	7	8	9
2 Unit workload, relative to other units, was:	Very Easy				Medium				Very Hard
	1	2	3	4	5	6	7	8	9
3 Unit pace was:	Too Slow				About Right				Too Fast
	1	2	3	4	5	6	7	8	9
4 Average number of hours per week required outside class:	<input type="radio"/> None	<input type="radio"/> 2 hours	<input type="radio"/> 4 hours	<input type="radio"/> 6 hours	<input type="radio"/> 8 hours				
	<input type="radio"/> 1 hour	<input type="radio"/> 3 hours	<input type="radio"/> 5 hours	<input type="radio"/> 7 hours	<input type="radio"/> 9+ hours				
5 Your Sex:	<input type="radio"/> Male	<input type="radio"/> Female							
6 Your expected unit mark:	<input type="radio"/> Fail	<input type="radio"/> Pass	<input type="radio"/> Credit	<input type="radio"/> Distinction	<input type="radio"/> High Distinction				
7 Your average mark in previous university units:	<input type="radio"/> Fail	<input type="radio"/> Pass	<input type="radio"/> Credit	<input type="radio"/> Distinction/High Distinction					
	<input type="radio"/> Fail/Pass	<input type="radio"/> Pass/Credit	<input type="radio"/> Credit/Distinction	<input type="radio"/> High Distinction					
8 In comparison to other units, how easy is it to get good marks in this unit?	<input type="radio"/> Very Easy	<input type="radio"/> Easy	<input type="radio"/> Average	<input type="radio"/> Difficult	<input type="radio"/> Very Difficult				
9 What was your reason for taking this unit?	<input type="radio"/> Course requirement	<input type="radio"/> Course elective	<input type="radio"/> General interest						
	<input type="radio"/> Chosen course major	<input type="radio"/> General elective							
10 What was your level of interest in this unit before the start of the unit?	Very Low				Medium				Very High
	1	2	3	4	5	6	7	8	9



UNIVERSITY OF WESTERN SYDNEY

Staff Member Self Rating Survey

Student evaluation is one of the methods used for improving the quality of teaching and learning at the university. Your response to this self rating form will be strictly confidential. Please complete as accurately and candidly as possible.

The completed survey should be returned with the completed students' evaluations.

STAFF MEMBER'S NAME:

UNIT / CLASS:

DATE:

INSTRUCTIONS

- ◆ Use a blue/black pen or 2B pencil
- ◆ Do NOT use red pen or felt tip pen
- ◆ Erase mistakes fully
- ◆ Make no stray marks

Please MARK LIKE THIS ONLY:



Please indicate the EXTENT of your agreement / disagreement with the following statements as descriptions of this unit by using this scale:

Strongly Disagree Disagree Neutral Agree Strongly Agree

1 2 3 4 5 6 7 8 9

NOTE: Leave blank any items that do not apply for this staff member's teaching.

LEARNING / ACADEMIC VALUE

- Students found the class intellectually challenging and stimulating. 1 2 3 4 5 6 7 8 9
- Students have learned something which they considered valuable. 1 2 3 4 5 6 7 8 9
- Students' interest in the unit has increased as a consequence of this class. 1 2 3 4 5 6 7 8 9
- Students have learned and understood the subject materials in this class. 1 2 3 4 5 6 7 8 9

STAFF MEMBER'S ENTHUSIASM

- I was enthusiastic about teaching the class. 1 2 3 4 5 6 7 8 9
- I was dynamic and energetic in conducting the class. 1 2 3 4 5 6 7 8 9
- I enhanced presentations with the use of humour. 1 2 3 4 5 6 7 8 9
- My style of presentation held student interest during class. 1 2 3 4 5 6 7 8 9

ORGANISATION / CLARITY

- My explanations were clear. 1 2 3 4 5 6 7 8 9
- Class materials were well prepared and carefully explained. 1 2 3 4 5 6 7 8 9
- Proposed objectives agreed with those actually taught so students knew where the class was going. 1 2 3 4 5 6 7 8 9
- I gave presentations that facilitated note taking. 1 2 3 4 5 6 7 8 9

GROUP INTERACTION

- Students were encouraged to participate in class discussions. 1 2 3 4 5 6 7 8 9
- Students were invited to share their ideas and knowledge. 1 2 3 4 5 6 7 8 9
- Students were encouraged to ask questions and were given meaningful answers. 1 2 3 4 5 6 7 8 9
- Students were encouraged to express their own ideas and / or question me. 1 2 3 4 5 6 7 8 9

INDIVIDUAL RAPPORT

- I was friendly towards individual students. 1 2 3 4 5 6 7 8 9
- I had a genuine interest in individual students. 1 2 3 4 5 6 7 8 9
- I made students feel welcome in seeking help / advice in or outside of class. 1 2 3 4 5 6 7 8 9
- I was adequately accessible to students during office hours or after class. 1 2 3 4 5 6 7 8 9

BREADTH OF COVERAGE

- I contrasted the implications of various theories. 1 2 3 4 5 6 7 8 9
- I presented the background or origin of ideas / concepts developed in class. 1 2 3 4 5 6 7 8 9
- I presented points of view other than my own when appropriate. 1 2 3 4 5 6 7 8 9
- I adequately discussed current developments in the field. 1 2 3 4 5 6 7 8 9

EXAMINATIONS / GRADING

- Feedback on assessments / graded material was valuable. 1 2 3 4 5 6 7 8 9
- Methods of assessing student work were fair and appropriate. 1 2 3 4 5 6 7 8 9
- Assessments / Examinations tested unit content as emphasised by me. 1 2 3 4 5 6 7 8 9

ASSIGNMENTS / READINGS

- Required readings / texts were valuable. 1 2 3 4 5 6 7 8 9
- Readings, assignments etc. contributed to appreciation and understanding of the unit. 1 2 3 4 5 6 7 8 9

OVERALL RATING

(1= Very Poor 3= Poor 5= Average 7= Good 9= Very Good)

- Overall, how does this class compare with other classes at this university? 1 2 3 4 5 6 7 8 9
- Overall, how do you rate yourself in comparison to other staff members at this university? 1 2 3 4 5 6 7 8 9

ADDITIONAL / SUPPLEMENTARY / ALTERNATIVE QUESTIONS

Please leave blank if no additional questions are provided.

Please indicate the EXTENT of your agreement / disagreement with the following statements as descriptions of this unit by using this scale:

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**
① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

NOTE: Leave blank any items that do not apply for this staff member's teaching.

1	①	②	③	④	⑤	⑥	⑦	⑧	⑨
2	①	②	③	④	⑤	⑥	⑦	⑧	⑨
3	①	②	③	④	⑤	⑥	⑦	⑧	⑨
4	①	②	③	④	⑤	⑥	⑦	⑧	⑨
5	①	②	③	④	⑤	⑥	⑦	⑧	⑨
6	①	②	③	④	⑤	⑥	⑦	⑧	⑨
7	①	②	③	④	⑤	⑥	⑦	⑧	⑨
8	①	②	③	④	⑤	⑥	⑦	⑧	⑨
9	①	②	③	④	⑤	⑥	⑦	⑧	⑨
10	①	②	③	④	⑤	⑥	⑦	⑧	⑨
11	①	②	③	④	⑤	⑥	⑦	⑧	⑨
12	①	②	③	④	⑤	⑥	⑦	⑧	⑨
13	①	②	③	④	⑤	⑥	⑦	⑧	⑨
14	①	②	③	④	⑤	⑥	⑦	⑧	⑨
15	①	②	③	④	⑤	⑥	⑦	⑧	⑨
16	①	②	③	④	⑤	⑥	⑦	⑧	⑨
17	①	②	③	④	⑤	⑥	⑦	⑧	⑨
18	①	②	③	④	⑤	⑥	⑦	⑧	⑨
19	①	②	③	④	⑤	⑥	⑦	⑧	⑨
20	①	②	③	④	⑤	⑥	⑦	⑧	⑨
21	①	②	③	④	⑤	⑥	⑦	⑧	⑨
22	①	②	③	④	⑤	⑥	⑦	⑧	⑨
23	①	②	③	④	⑤	⑥	⑦	⑧	⑨
24	①	②	③	④	⑤	⑥	⑦	⑧	⑨
25	①	②	③	④	⑤	⑥	⑦	⑧	⑨

SAMPLE

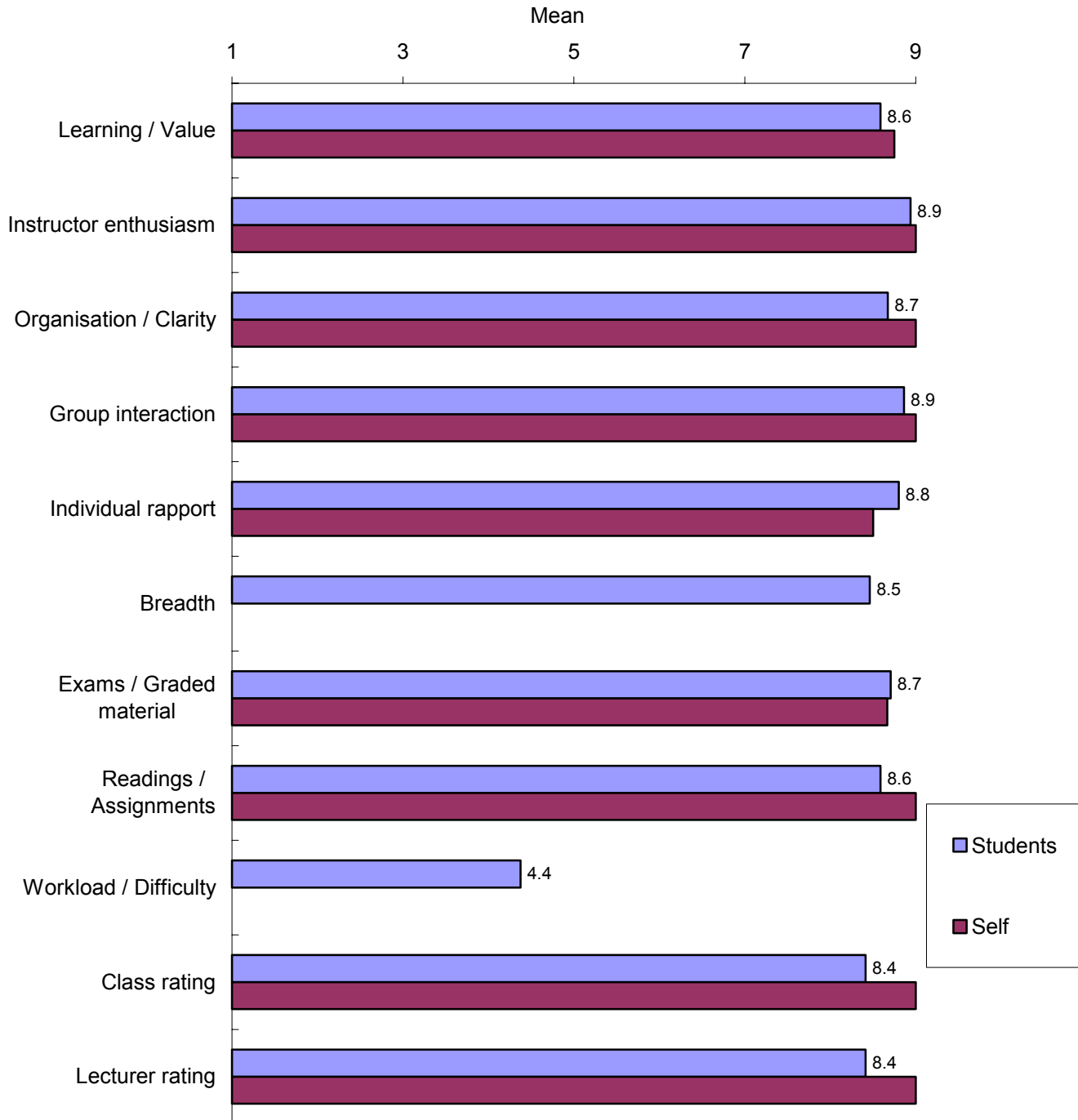
COMMON

Student Evaluation of Educational Quality (SEEQ)

Teaching Evaluation - Summary Report - Standardised Items, UWS

Teacher: **Joe Blogs**
 Unit: **Accounting Theory**
 Unit No: **51203**
 School: **Accounting**

Surveyed On: **1/04/02**
 Session: **Autumn 2002**
 No. students responding: **29**
 No. surveys ordered: **34**
 % Response: **85%**



**Student Evaluation Educational Quality (SEEQ) Additional Questions Bank
by Dr. Herbert Marsh
for use at University of Western Sydney**

The questions available in this Item Bank are for selection by staff registering to use the SEEQ (Students' Evaluation of Educational Quality) survey. Up to 25 items can be selected.

Item Bank Categories

1. The unit and its organization
2. Unit components
3. Assessment
4. Group work
5. Practical/Skills classes
6. Clinical sessions
7. Field placement
8. Online learning
9. Teaching methods
10. Equity issues
11. Resources and the learning environment
12. Students
13. Student's own view of their learning
14. The teacher
15. Computing and information technology skills
16. Miscellaneous

1 The unit and its organisation

- 1.01 The objectives of the unit were clear
- 1.02 The aims and objectives of this unit were not made very clear
- 1.03 The unit covered topics at appropriate depth
- 1.04 The unit tried to cover too many topics
- 1.05 This unit gave me a good introduction to the field
- 1.06 The unit was intellectually stimulating
- 1.07 There was good balance between theoretical and practical concerns
- 1.08 This unit helped me to integrate theory into practice
- 1.09 The unit made an important contribution to my major area of study
- 1.10 The degree of difficulty of this unit was appropriate for this stage of the course
- 1.11 The topics presented in this unit were presented in a logical sequence
- 1.12 The workload was appropriate for a unit at this level
- 1.13 The content of this unit was presented at a suitable pace
- 1.14 We were generally given enough time to understand the things we had to learn
- 1.15 The unit content was covered satisfactorily in the class time available
- 1.16 I could relate this unit to situations in the real world
- 1.17 This unit encouraged me to search for information in the journals
- 1.18 I believe the unit overall will be relevant to my career
- 1.19 The unit is relevant to my present employment
- 1.20 This unit challenged me intellectually
- 1.21 There was no unnecessary overlap between the content of this unit and that of other units
- 1.22 Studying this unit encouraged me to think critically
- 1.23 It was often hard to discover what was expected of me in this unit
- 1.24 The teaching staff on this unit motivated students to do their best work
- 1.25 The workload in this unit was too heavy
- 1.26 I usually had a clear idea of where I was going and what was expected of me in this unit
- 1.27 This unit stimulated me to develop my own academic interests

2 Unit components

- 2.01 I could see the relationships between the topics covered in each lecture
- 2.02 Lectures and tutorials were well integrated
- 2.03 There were too many lectures and not enough tutorial time
- 2.04 Tutorials helped me to understand the lecture material
- 2.05 Tutorials helped me to link theory with practice
- 2.06 Class discussion was a valuable part of the unit
- 2.07 It was clear to me how the topics in this unit fitted together
- 2.08 There was enough tutorial time allowed to cover the content
- 2.09 Topics in this unit were relevant to my professional study
- 2.10 The tutorials were helpful in clarifying the materials presented in lectures

3 Assessment

- 3.01 The assessment load for this unit was reasonable
- 3.02 The assessment tasks were made clear to me in unit outline
- 3.03 Assessment criteria were clearly related to the unit aims/goals
- 3.04 Assessment tasks allowed me to demonstrate what I had learned
- 3.05 Feedback on assessment items was timely
- 3.06 Feedback on assessment items was constructive
- 3.07 Assessment tasks encouraged me to extend my learning beyond the lecture material
- 3.08 Assessment tasks were relevant to my professional field
- 3.09 Marks received for assessment items accurately reflected the standard of my work
- 3.10 The weighting of each assessment task was appropriate for the amount of work required
- 3.11 The lecturer/tutor set high standards for assessed work
- 3.12 Feedback provided clearly related to the assessment criteria
- 3.13 The grading of work seemed fair
- 3.14 The peer assessment system was fair
- 3.15 Assignments were well designed and facilitated learning in this unit
- 3.16 Assignments encouraged me to read widely
- 3.17 There was too much emphasis on assignment work
- 3.18 Clear assessment criteria were provided for every assessment activity in this unit
- 3.19 The methods of assessment used were appropriate for this unit
- 3.20 Assessment in this unit tests understanding, not just the recall of facts
- 3.21 Feedback on assessment items was satisfactory
- 3.22 I found the reflective journal useful as a learning activity
- 3.23 Seminars were a useful learning experience in this unit
- 3.24 The assessment tasks were appropriate for this stage of the course
- 3.25 The lecturer / tutor put a lot of time into commenting on students' work

4 Group work

- 4.01 The way in which the groups were set up worked well
- 4.02 Sufficient guidance was provided on how to work in a group
- 4.03 The group work was valuable for my understanding of the unit
- 4.04 My grading accurately reflected my contribution to the group work
- 4.05 I liked working in a group
- 4.06 I have benefited from having to give a group presentation to the class
- 4.07 I have benefited from other students' presentations
- 4.08 I have learned a great deal from working with my fellow students
- 4.09 I have a better understanding of team roles as a result of the group work
- 4.10 I could see the benefit of group assignments in this group

5 Practical /Skills classes

- 5.01 The practical classes were a valuable aid to my learning
- 5.02 The practicals were well organised
- 5.03 Practical classes were clearly related to and illustrated the lectures
- 5.04 The practical work could be completed within the allocated time
- 5.05 The assessment of practical work was fair
- 5.06 I received adequate feedback on my practical work
- 5.07 The tutorials and clinical practicum sessions were a valuable aid to my learning
- 5.08 The student : demonstrator ratio is adequate
- 5.09 The demonstrators gave me sufficient assistance when asked
- 5.10 The demonstrators exhibited sound knowledge of practical procedures
- 5.11 I learnt how to set up a well designed experiment
- 5.12 Practical classes taught me the importance of keeping an accurate laboratory book
- 5.13 The lab procedures and assignments were clearly explained
- 5.14 The laboratory equipment was consistently in working order
- 5.15 There was sufficient equipment available for student use
- 5.16 There was adequate instruction in the use of lab equipment
- 5.17 The skills components were well presented
- 5.18 I enjoyed the skills components
- 5.19 I gained important new insights and information from the skills components
- 5.20 The skills component was valuable in developing general skills, as well as specific skills
- 5.21 I believe that the skills components in the degree will assist me in obtaining employment
- 5.22 The skills and academic components in this unit fitted together well
- 5.23 The skills component was integrated well into the overall unit
- 5.24 The skills component helped me understand the legal principles covered in this unit
- 5.25 Skills Workshops were a useful learning experience
- 5.26 Skills sessions helped me understand the lecture material
- 5.27 There was enough opportunity to practice new skills

- 5.28 Students were given an appropriate amount of guidance in the skills components for their level of experience
- 5.29 The studio sessions were well organised
- 5.30 The studios were well set up for learning
- 5.31 I learned a lot from the studio sessions

6 Clinical sessions

- 6.01 I was exposed to a variety of clinical problems
- 6.02 Clinical techniques were explained clearly and discussed thoroughly
- 6.03 Prior course work adequately prepared me to handle the required clinical tasks
- 6.04 The lectures, tutorials and clinical sessions were appropriately linked
- 6.05 Appropriate and inappropriate clinical procedures were clearly identified
- 6.06 The clinical teaching activities were well organised
- 6.07 Sufficient observation and supervision were provided in the clinical course
- 6.08 The assessment of clinical work was fair
- 6.09 I received adequate feedback on my clinical work
- 6.10 The clinical session provided valuable learning opportunities
- 6.11 The clinical experience provided significant learning opportunities
- 6.12 The learning experiences I had in the Uni-clinic were valuable

7 Field placement

- 7.01 The field placement was valuable for my understanding of this unit
- 7.02 The field placement stimulated my interest in this unit
- 7.03 The field placement was well organised
- 7.04 The supervision at the field placement was well organised
- 7.05 The supervisory support at the field placement was adequate
- 7.06 The assessment of the field placement was fair
- 7.07 The time allocated for the field placement was adequate
- 7.08 The field placement provided valuable learning experiences

8 Online learning

- 8.01 Access to online learning activities gave me greater control over the pace and timing of my learning
- 8.02 I made use of the online learning materials regularly throughout the semester
- 8.03 Online notes made available prior to lectures aided my learning
- 8.04 The inclusion of online information and materials enhanced my learning
- 8.05 Access to my unit in WebCT was easy
- 8.06 The design of the site aided my learning in this unit
- 8.07 Group activities online were well designed
- 8.08 Group activities online were successful
- 8.09 My learning was enhanced through participation in online group activities
- 8.10 The online learning activities in this unit were unaffected by technical problems
- 8.11 Asynchronous online communication activities (e.g Discussion Board) enhanced my learning
- 8.12 Synchronous (real time) online communication enhanced my learning
- 8.13 I felt part of a learning community while studying in this unit
- 8.14 The instructions for using the online resources in WebCT were clear
- 8.15 The facility to submit assessments online was appreciated
- 8.16 Submitting assessments online was successful
- 8.17 I valued being able to access learning resources at a time that suited me
- 8.18 The facility to choose when and where I learned in this unit was valuable
- 8.19 Having access to online resource material assisted my learning in this unit
- 8.20 Collaborating with other students online aided my learning in this unit
- 8.21 The online resources available through the WebCT site aided my learning in this unit
- 8.22 Accessing my online resources for this unit was trouble free
- 8.23 Sufficient advice was provided regarding how to access online resources for this unit
- 8.24 There was sufficient access to computers at the uni for online learning to work well
- 8.25 Technical support in the computer labs was satisfactory
- 8.26 I attended lectures regularly because they provided valuable learning opportunities
- 8.27 The lecturer was sufficiently available online to support my learning
- 8.28 I would have preferred more face to face contact in this unit
- 8.29 The online discussion site aided my learning in this unit
- 8.30 The online quizzes were valuable learning exercises
- 8.31 There were too many online activities in this unit
- 8.32 The number of online activities in this unit was about right
- 8.33 The use of regular online quizzes helped keep me on track in this unit
- 8.34 Online quizzes provided me with important feedback about my understanding in this unit

9 Teaching methods

- 9.01 I found the teaching methods used in this unit were effective in helping me learn
- 9.02 The lectures were a valuable aid to my learning in this unit
- 9.03 The innovative style of teaching facilitated my understanding of the unit
- 9.04 The innovative style of teaching stimulated my interest in this unit
- 9.05 The innovative style of teaching should be continued
- 9.06 I prefer this style of teaching to a lecture-based approach
- 9.07 Classroom discussion was helpful in increasing my understanding in this unit
- 9.08 The workshops were a valuable aid to my learning
- 9.09 The teacher used a variety of different teaching methods to maintain our interest
- 9.10 This staff member presented lectures in a way that successfully engaged me in the content

10 Equity issues

- 10.01 The staff member used non-discriminatory language
- 10.02 Equity issues were adequately addressed in the content of the unit
- 10.03 Gender issues were adequately addressed in the content of the unit
- 10.04 This staff member related to all students in the class without bias
- 10.05 Students in this unit were free to express their own opinions
- 10.06 This staff member was considerate of the needs of all students in this unit

11 Resources and the learning environment

- 11.01 The teaching materials were of high quality
- 11.02 The teaching materials were used effectively
- 11.03 The recommended reading/s were valuable for my understanding of the unit
- 11.04 The recommended textbook was valuable for my understanding of the unit
- 11.05 The recommended reading was readily available
- 11.06 The lecturer/tutor provided useful notes for this unit
- 11.07 The Study guide used in this unit assisted my learning
- 11.08 Recommended texts point out the social relevance of the unit content
- 11.09 Doing the recommended reading was essential for passing the unit
- 11.10 The resource materials were readily available
- 11.11 The resource materials were relevant to the unit
- 11.12 Library resources for this unit were adequate to support my learning
- 11.13 Library facilities were adequate for the unit
- 11.14 I know how to use the library effectively
- 11.15 Audio-visual material was used effectively in this unit
- 11.16 The class size enabled good communication with the lecturer
- 11.17 The teaching spaces were comfortable for learning
- 11.18 The teaching spaces were the right size for this class
- 11.19 The furniture in the classroom was appropriate for the purpose of this class
- 11.20 My enrolment in this unit was processed in a reasonable time
- 11.21 Reading materials were appropriate
- 11.22 The prescribed textbook was useful
- 11.23 Required reading material was sufficiently accessible
- 11.24 Handouts helped me to understand the material
- 11.25 Technical support in the studio setting was adequate
- 11.26 The ratio of students : computers in the studio was about right for learning

12 Students

- 12.01 Students in this unit are free to express their own opinions
- 12.02 My ability to think critically has increased
- 12.03 My ability to critically appraise my own performance has been increased
- 12.04 I have put a lot of effort into learning for this unit
- 12.05 I have been able to effectively organise my study time for the unit
- 12.06 The unit has made me reconsider many of my previous views
- 12.07 I would like more opportunities to question the teacher in class
- 12.08 There should be more advice given on how to learn effectively in this unit
- 12.09 Completing this unit will enhance my career prospects
- 12.10 I would recommend this unit to other students
- 12.11 Students in this unit are encouraged to ask questions

13 Student's own view of their learning

- 13.01 In this unit I was actively engaged in learning
- 13.02 In this unit I had opportunities to further develop analytical thinking skills
- 13.03 I gained a good understanding of the field
- 13.04 I gained an overview of the major ways of thinking in this unit
- 13.05 I learned to apply principles from this unit in new situations

- 13.06 I developed the ability to solve problems in this field
- 13.07 I have developed skills needed by professionals in this field
- 13.08 I learned to make connections between this unit and others
- 13.09 I developed new ways of thinking about the content of this unit
- 13.10 I reconsidered many of my former viewpoints
- 13.11 I improved my ability to think critically
- 13.12 I improved my ability to work independently
- 13.13 I improved my ability to work as part of a team
- 13.14 I improved my discussion skills
- 13.15 I improved my written communication skills
- 13.16 I have developed my study skills
- 13.17 I have developed my learning skills
- 13.18 I developed skills needed by professionals in this field
- 13.19 Topics in this unit were relevant to my chosen field
- 13.20 This unit encouraged me to take responsibility for my own learning
- 13.21 This unit helped me develop a greater sense of professional responsibility
- 13.22 This unit has helped me to grow and develop personally
- 13.23 I was generally given enough time to understand the things I had to learn
- 13.24 I gained insights into this area which could be useful in my intended career
- 13.25 I can see the value of this unit to my degree
- 13.26 I generally put a lot of effort into trying to understand things which initially seem difficult
- 13.27 I could now competently apply the skills I have learned to my professional area
- 13.28 I learned to apply various theories and principles in practice
- 13.29 I have learned to make connections between this unit and others
- 13.30 This unit introduced me to new subject matter and approaches
- 13.31 This unit consolidated my previous learning
- 13.32 My confidence in dealing with abstract ideas has increased
- 13.33 My interest in the social/historical context of the unit content has been enhanced

14 The teacher

- 14.01 The lecturer/tutor made me feel comfortable about asking for help
- 14.02 The teaching staff provided a well co-ordinated approach to this unit
- 14.03 The teaching staff presented material in a way that made it easy to understand
- 14.04 The lecturer/tutor was approachable
- 14.05 The lecturer/tutor was responsive to student needs
- 14.06 The teacher/tutor stimulated me to follow up on points which were raised
- 14.07 The teacher/tutor challenged my existing ideas about the unit material
- 14.08 There were sufficient opportunities to ask questions
- 14.09 Students were encouraged to learn from each other in this unit
- 14.10 Tutorial class organisation allowed for effective student participation
- 14.11 The lecturer/tutor used class time well
- 14.12 The lecturer/tutor encouraged me to participate in class activities
- 14.13 The lecturer/tutor has good rapport with students
- 14.14 The lecturer/tutor seemed to know the unit matter well
- 14.15 The lecturer/tutor communicated his/her enthusiasm for the unit
- 14.16 The lecturer/tutor gave me constructive feedback on my assessed work
- 14.17 The lecturer/tutor encouraged students to discuss a range of viewpoints
- 14.18 The lecturer/tutor helped students to link theory with practice
- 14.19 Guest lecturers made a valuable contribution to the unit
- 14.20 The lecturer/tutor presents material in an interesting way
- 14.21 The lecturer/tutor welcomes student feedback on the classes
- 14.22 The lecturer/tutor makes good use of examples and illustrations
- 14.23 The lecturer/tutor structures the material well
- 14.24 The lecturer/tutor stretches my mind
- 14.25 The lecturer/tutor points out links to other units
- 14.26 The lecturer/tutor stresses social context and relevance in their teaching
- 14.27 The lecturer/tutor uses non-sexist language
- 14.28 The lecturer/tutor challenges students of both sexes to extend their thinking
- 14.29 The lecturer/tutor was adequately available outside class time
- 14.30 The lecturer/tutor made a real effort to understand difficulties students had with their work
- 14.31 The lecturer/tutor worked hard to make the unit interesting to students
- 14.32 The lecturer/tutor showed no real interest in what students had to say

15 Computing and information technology skills

- 15.01 The computer software documentation was of a high standard
- 15.02 The computer exercises effectively illustrated the material in the lectures
- 15.03 The computer exercises were valuable for my understanding of the unit

- 15.04 The computer exercises could be completed within the allocated time
- 15.05 The computer-assisted learning materials assisted my understanding of the unit
- 15.06 The time spent in doing computer tasks was worthwhile
- 15.07 The computer software used to support this unit was of a high standard
- 15.08 The computing facilities available at uni were adequate for my learning needs in this unit
- 15.09 The still images module added to my learning in the unit
- 15.10 The moving images module added to my learning in the unit
- 15.11 This unit developed my computing and information technology skills
- 15.12 Appropriate software was used to support learning in this unit

16 Miscellaneous

- 16.01 Overall, my expectations of this unit have been fulfilled
- 16.02 Overall, I am satisfied with the quality of teaching in this unit
- 16.03 I have a positive attitude to filling out this evaluation questionnaire
- 16.04 Overall my experiences with this staff member have been positive

Acknowledgments: Many of the above questions for the item bank were drawn, modified from a range of university sources based on the Quality Assurance in teaching Project (A National Priority (Reserve) Fund Project 1994 published by James Cook University of North Queensland) and individual university publications.