

Board of Regents Retreat

Student Evaluations of Teaching

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Best Practices Research

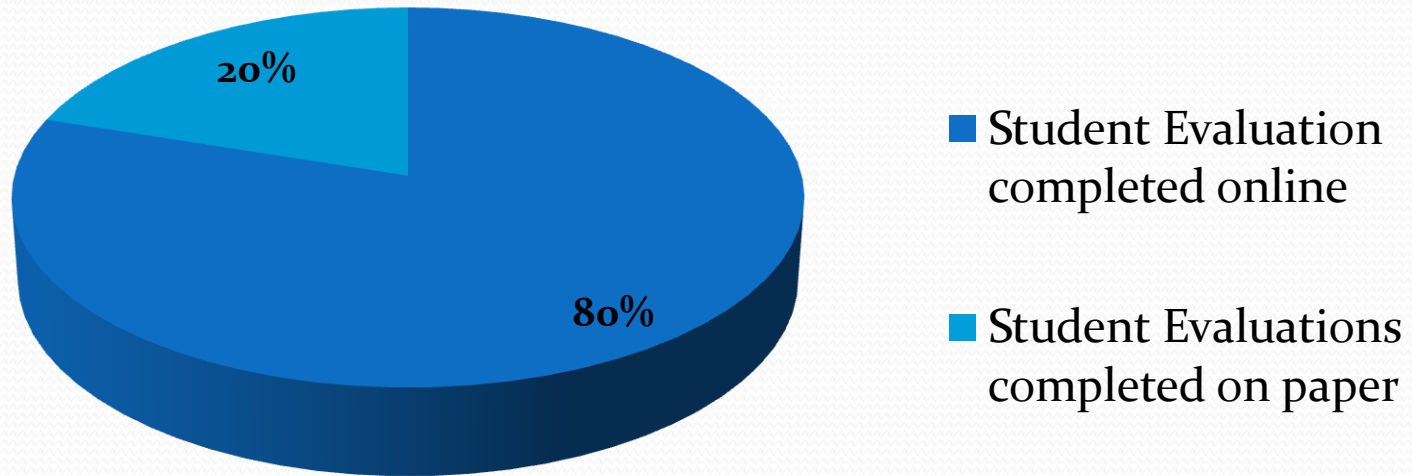
- Thirty peer institutions surveyed:
 - Are student evaluations completed online or are they paper-based?
 - Are faculty self-evaluations completed online or are they paper-based?
 - If administered online, which software program is used?

Student Evaluations Summary

Of the 30 universities surveyed:

- 24 administer student evaluations online
 - Four use an internal online system
 - The remaining 20 use external systems, such as Digital Measures, Smarter Services, Survey Dig, Ideal, Class Climate, Respondus, Pearson, Gap Technologies, PeopleSoft, Education Assessment Online, Google Docs, Snap Survey, and Iota.
- Six employ a paper document that is typically used in conjunction with a scantron.

Student Evaluations





Testing, Research-Support & Evaluation Center (TREC)
Faculty Evaluation Request Form

Both pages of this form must be fully completed and should accompany your scan sheets. Please call us at 245-2276 if you have any questions about preparing your course evaluations for processing.

Department: _____ Telephone: _____
Semester: _____ Number of sections: _____

Output: (Backup PDF files and scanned data files will be provided on a CD.)

Email to: _____

About evaluation items:

Number of items to be evaluated (e.g. 25): _____ Demographic items (e.g. 1-4): _____

Analysis to be weighted:

Items with 5 response options (e.g. 5-10): _____

☐ A = 5 B = 4 C = 3 D = 2 E = 1
☐ A = 1 B = 2 C = 3 D = 4 E = 5

Items with 4 response options (e.g. 11-15): _____

☐ A = 4 B = 3 C = 2 D = 1
☐ A = 1 B = 2 C = 3 D = 4

Not applicable/neutral response: (This response will not be used in calculating statistics.)

☐ Yes Response (e.g. C): _____
☐ No

Subscales: (Group of items for which you want to create subtotals.)

☐ No
☐ Yes Number of subscales (maximum of 10): _____

	Name of subscales	Items to be included
	"Example"	1-12, 14, 18
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Missing responses to be handled for subscales: (If left blank, first choice will be used.)

☐ Drop student evaluation from calculation of subscales
☐ Replace missing with mean of evaluation items

Testing, Research-Support & Evaluation Center
Faculty Evaluation Check List

In order to scan answer sheets used for faculty evaluations and generate meaningful results, the following preparation procedures should be followed:

Please use this list of instructions as a checklist to prepare your faculty evaluations.
The check boxes are for your use:

This Column is
for TREC use:

- | | |
|---|--|
| <input type="checkbox"/> 1. Only Texas State green answer sheets and purple answer key sheets should be used. | |
| <input type="checkbox"/> 2. Prepare an envelope of answer sheets for each section (Do not put the questionnaire in the envelope). Each envelope should have All sheets oriented the same way (including the answer key sheet). Each envelope should contain, as the First sheet in the envelope, a purple answer key sheet with following information bubbled in:

a. The instructor's name (under "Department/Course name" heading)
b. Course number (under "Course ID" heading)
c. Section number (under "Sect. #" heading) | |
| <input type="checkbox"/> 3. No staples, paper clips, adhesive tape or "Post-It" notes should be used on any sheet. Sheets should not be folded or rolled. Each envelope should contain only answer sheets and one answer key sheet. Do not staple the key sheet to the envelope. | |
| <input type="checkbox"/> 4. If your department uses more than one questionnaire, the envelopes should be grouped by questionnaire. | |
| <input type="checkbox"/> 5. Attach one copy of each questionnaire with a completed Faculty Evaluation Request Form. | |
| <input type="checkbox"/> 6. If you want meaningful course and department averages on your printouts, keep the entire department's evaluation together. Do not turn in some sections one day and other sections another day. Sections turned in separately will be evaluated separately. | |

Note:

- The information on the purple answer key sheet is used for all student response sheets under it. It has been our experience that students do not reliably bubble information. Be careful to get the answer key sheets right, they affect all response data in their envelope!
- You may allow students to write comments on the back of the answer sheets. This does not affect the scanning process. You may want to have the students write the section and course numbers on their sheets. These data are not used in the evaluation, but it could be used to make sure all sheets are in the correct envelope.
- Due to the volume of scanning required for faculty evaluation, the TREC will not process evaluations which have not been properly prepared. Thank you in advance for your cooperation.

Alabama A&M University

Faculty Course Evaluation Form

Students are an important source of information about the effectiveness of a course, its instructor, and its teaching methods. Using a pencil or pen, please fill in the category that applies to you and your level of agreement with each of the following statements:

Gender <input type="checkbox"/> Male <input type="checkbox"/> Female	Age <input type="checkbox"/> under 21 <input type="checkbox"/> 21-24 <input type="checkbox"/> 25-29 <input type="checkbox"/> 30-39 <input type="checkbox"/> 40-older	Classification <input type="checkbox"/> Graduate <input type="checkbox"/> Senior <input type="checkbox"/> Junior <input type="checkbox"/> Sophomore <input type="checkbox"/> Freshman	GPA <input type="checkbox"/> Less than 2.0 <input type="checkbox"/> 2.0-2.4 <input type="checkbox"/> 2.5-2.9 <input type="checkbox"/> 3.0-3.4 <input type="checkbox"/> 3.5-4.0	Race/Ethnicity <input type="checkbox"/> African American or Black <input type="checkbox"/> White <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> American Indian/Alaskan <input type="checkbox"/> Other _____
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Note: Write any comments on back of form.

Please select the best response to each statement.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. The instructor's objectives for the course have been made clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor made class policies, such as attendance, grading, behavior, etc., clear at the beginning of the semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The instructor began and ended class on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The instructor creates and maintains a positive and supportive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instructor has current professional knowledge and abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The instructor presented the subject matter in a clear and organized manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The instructor was well-prepared for each class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The pace at which the instructor covered the subject matter was appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The instructor effectively assesses student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The instructor returned tests and assignments within a reasonable amount of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The instructor effectively facilitates learning by all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The instructor was available for extra help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. The instructor is a proficient and effective communicator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. The instructor exhibits professional dispositions at all times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. The instructor seemed genuinely concerned with students' progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The instructor was open to students' viewpoints.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. The instructor seemed to enjoy teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The instructor is available during office hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The instructor engages in continuous professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Overall, I rate this as a very good course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Texas A&M Corpus Christi

Sample Course Evaluation

SEMESTER: _____
 INSTRUCTOR: _____

COURSE NAME: _____ COURSE NUMBER: _____
 SECTION: _____

This sheet will be distributed to your instructor after the end of the semester. Please print or change your writing if you do not wish your responses to be identified. YOUR THOUGHTFUL APPRAISAL OF THIS COURSE IS SINCERELY DESIRED.

The things I liked most of about this course were:

The things I liked least about this course were:

The course would be improved if the following things were done:

In addition, I would like to tell the instructor:

Thank you for helping us!

Texas A&M Corpus Christi

Instructor and Course Evaluation

A&M Corpus Christi
Student Evaluation Form

Teachers are evaluated (excellent, good, satisfactory, poor, very poor, or not applicable) on each of the items below:

	SA	A	N	D	SD	NA
1. My instructor followed the syllabus in terms of course organization.						
2. My instructor made effective use of the assigned course reading.						
3. My instructor graded my work fairly and consistently.						
4. My instructor returned my work in a timely fashion.						
5. My instructor cared about my learning.						
6. My instructor assigned a reasonable workload in this course.						
7. Course expectations/learning outcomes were clearly communicated at the beginning of the course.						
8. The course examinations were aligned with the content of the course						
9. My instructor seemed to be very knowledgeable about the subject matter.						
10. My instructor seemed to present the course material in an organized manner.						
11. Whenever possible, my instructor taught the course in a way that stimulated my critical thinking.						
12. Whenever possible, my instructor utilized a student-centered approach in teaching this course.						
13. Whenever possible, my instructor provided real-world examples.						
14. My instructor created a classroom atmosphere that was productive/conducive to learning.						
15. The instructor was enthusiastic about the subject matter of the course.						
16. My instructor set high standards that challenged me in the course.						
17. By providing helpful feedback on assignments/tests, my instructor encouraged me to actively participate in the learning process.						
18. My instructor encouraged all students to take advantage of additional assistance outside the classroom (office hours, e-mail, etc.).						
19. My instructor demonstrated respect for individual differences (for example gender, race, religion, etc.).						
20. I perceive that my knowledge/skills in this content field have improved as a result of this course.						
21. I would take another course with this instructor, if possible, or recommend this instructor to other students.						
22. I recommend this instructor for a teaching excellence award.						

Texas A&M Corpus Christi

SYLLABUS CHECKLIST

Name of Instructor
Course title
Course number
Office phone number
E-mail address
Office number and building
Office hours
Course description
Student Learning Outcomes ___ at least two ___ student focused ___ measurable ___ SLOs are the same as other sections of course
Graded activity ___ specific dates of assignments ___ nature of assignments ___ assignment weight
Policies (Recommended but NOT required) ___ late work ___ plagiarism ___ missed exams ___ attendance & tardiness ___ preferred methods of scholarly citations
Required statements ___ student with disabilities statement* ___ advising statement** ___ grade appeals process***
Supplies (if applicable)
Texts/readings (if applicable)
Provisional course outline

Texas Southern University

FACULTY EVALUATION SURVEY

PLEASE NOTE

This survey is to be administered by a designated person from the respective academic department, not the instructor. The instructor must withdraw himself/herself from the classroom during the administration of the survey. A violation of this policy should be reported to the chairperson of that academic department.

DIRECTIONS: Of the five choices listed for each item, mark the one that best reflects your evaluation of the professor's performance.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. Seems well informed about the subject matter of the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Displays enthusiasm and interest in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Presents subject matter clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Speaks clearly and distinctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Strives to retain students' interest in the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Encourages students to express differing opinions and to ask questions in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Is responsive to individual student's strengths and weaknesses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Holds conferences to discuss student progress in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Announces and keeps scheduled conference hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Assists students through individual advising/counseling/problem solving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Has course objectives and makes them clear to students at beginning of course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Shows evidence of having prepared for each class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Emphasizes important points in class lecture, reports, or discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Uses class time for subject matter rather than for personal concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Meets class as scheduled or makes adequate provisions for any class missed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Provides clear instructions for assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Exerts effective control in the classroom setting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Flexible and is willing to vary teaching techniques.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Makes clear the basis for issuing grades in the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Grades tests fairly and impartially.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Asks challenging questions in class discussions and on examinations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Asks examination questions that are related to the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Allows a reasonable amount of time to do assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Provides schedule of class topics and tests that allows time for study.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Informs class of the nature, content and form of a major test in advance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[illegible]

Texas Southern University - Excerpt

- 1. Seems well informed about the subject matter of the class.**
- 2. Displays enthusiasm and interest in the course.**
- 3. Presents subject matter clearly.**
- 4. Speaks clearly and distinctly.**
- 5. Strives to retain students' interest in the class.**
- 6. Encourages students to express differing opinions and to ask questions in class.**
- 7. Is responsive to individual student's strengths and weaknesses.**
- 8. Holds conferences to discuss student progress in the course.**
- 9. Announces and keeps scheduled conference hours.**
- 10. Assists students through individual advising/counseling/problem solving.**
- 11. Has course objectives and makes them clear to students at beginning of course.**

Student Evaluations (Continued)

- The best evaluations ask students
 - first, to reflect on their own performance;
 - then, to comment on the quality of course content; and,
 - finally, to comment on instructor performance.
- Evaluations provide
 - a useful link to the pre-tenure and post-tenure review process;
 - data that helps to improve teaching and learning.