

Teaching Effectiveness Committee

Recommendations on
Teaching Evaluation Forms

Teaching Effectiveness Committee

2004-2006

Members in 2004-2005

Gisela Buschle-Diller (Polymer & Fiber Eng., Chair)
John Heilman (Provost)
Howard Clayton (Management)
Al Fromhold (Physics)
Sareen Gropper (Human Sciences)
Raymond Kessler (Horticulture)
Marcus Kieltyka (Library)
David LaBand (Forestry)
Jill Salisbury-Glennon (Educational FLT)
Saralyn Smith-Carr (Vet. Medicine)
Carole Johnson (Communication Disorders)
Kem Krueger (Pharmacy)
Scott Kramer (Building Science)
Hakan Balci (graduate student)
Marianne Clancy (undergraduate student)
James Groccia (Biggio Center)

New members in 2005-2006

Peter Livant (Chemistry)
Juliet Rumble (Library)
David Weaver (Agronomy & Soils)
William Boulton (Management)
Kristen Helms (Pharmacy)
Mert Serkan (graduate student)
Virginia Planz (undergrad. student)

New members in 2006-2007

Linda Ruth (Building Science)
Peggy Shippen (Rehab. Spec. Ed.)
Jan Kavookjian (Pharmacy)
Selda Tarkin (grad. student)
Amanda Cummings (undergrad. student)

TE Committee charge

1. Design an instrument for the end-of-semester evaluation of teaching with proven validity and reliability
2. Develop standardized administration procedures to insure that all departments/schools/colleges follow these procedures to increase reliability and validity of comparisons
3. Develop suggested guidelines and procedures to assist with the interpretation and formative & summative use of evaluation results by individual faculty members, department chairs, deans and T&P committees

Faculty Handbook

- *The University views the evaluation of teaching as an on-going process which relies on multiple assessment measures.*
- *One such measure is the University's computerized Teaching Effectiveness Survey for gathering student perceptions.*
- *Faculty members are required to have this standardized instrument administered in their classes one semester per year, usually fall semester.*

Recommended Guidelines

- Standard procedures for administering teaching evaluations will be applied campus wide
- Student evaluations of teaching will be conducted for every class and section assigned
- Teaching evaluations will not be administered by the instructor of the course
- Student identities must remain anonymous
- Results of the evaluations will not be provided to instructors until after grades are submitted

Recommended TE Forms

- Teaching Assessment System of the University of Washington
 - Adaptable to diversity of AU campus
 - Flexible, easy to use, yet reliable
 - Standardized in 1960s; in use at over 80 university campuses across U.S.
 - Separate sections for evaluation
 - Formative – towards improvement of instruction
 - Summative – personnel decisions (tenure and promotion, awards, etc.)

Instructional Assessment System of the University of Washington

Main features:

- Instructors select an appropriate form from 13 standardized forms to fit the size, type, and methodology used in classroom
- Accommodation of additional questions, created by the instructor or department to assess unique course components or support program accreditation
- Individual course reports
- Summary reports for departments, divisions, or instructors

www.washington.edu/oea/services/course_eval/index.html

Examples of Standardized Forms

Form A is designed for **small lecture/discussion courses**.

Form B is designed for **large lecture classes**, with little or no in-class interaction between instructor and student.

Form C is designed for **seminar discussion classes** which include a minimal amount of formal lecturing by the instructor.

Form D is designed for those classes whose purpose is the **teaching of problem-solving** or heuristic methods.

Form E is designed for those classes which are skill oriented and "hands on", such as **clinical nursing, art studio, social-work field experience**,

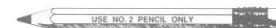
Form J is designed to evaluate instruction provided through **clinical experience** rather than traditional academic coursework.

The back of all IAS Forms (Forms A-J, and X) are identical and **permit individual instructors to query students** on any subject they think is appropriate to the course.

Forms evaluate

- Course
- Organization
- Instructor Preparedness
- Extra Help
- Grading
- Student Effort
- Required/elective course

Instructional Assessment System



Fill in bubbles darkly and completely.
Erase errors cleanly.

FORM
B

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"/> | <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"/> |
| 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"/> |
| 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"/> |
| 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"/> |
| 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"/> 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 best 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? | | | | | |

Room for additional questions relevant to course, instruction or department accreditation (scanned items)

Hand-written student
comments are included

*Instructional
Assessment
System*

rev. 10/96

Student Comments

Instructor .. Course .. Section .. Date ..

Your handwritten comments in response to the following questions will be returned to the instructor *after grades are turned in*. We encourage you to respond to all questions as thoughtfully and constructively as possible. Your comments will be used by the instructor to improve the course. However, you are not required to answer any questions.

| | | | |
|-----------------------------------------------------------------------------------------------------------------|-----|----|-----------------|
| Was this class intellectually stimulating? Did it stretch your thinking? | Yes | No | Why or why not? |
| | | | |
| What aspects of this class contributed most to your learning? | | | |
| | | | |
| What aspects of this class detracted from your learning? | | | |
| | | | |
| What suggestions do you have for improving the class? | | | |
| | | | |
| Please use the back of this sheet for any additional comments or to respond to additional questions. Thank you! | | | |

Report Instructor copy

Course
Organization
Instructor preparedness
Extra help
Grading

Student effort
and grade expectation

Hours/week spent

Valuable hours
in regard to learning

Grade expected

Instructional Assessment System

PSYC 5315
Psychology
Arts & Sciences
Sample University

Juanita Doe
Assistant Professor

Spring 2005

INSTRUCTOR COPY

Rating
in percentage
average

| STUDENT EVALUATION OF INSTRUCTION | | | | | | | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----|----|----|----|----|---------------------------------------------------------------------------------------------------------------------------|-------------|---------|
| E=Excellent; VG=Very Good; G=Good; F=Fair; P=Poor; VP=Very Poor | | | | | | | | | |
| No. Resp's | PERCENTAGES | | | | | | 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* |
| Relative to other college courses you have taken: | | | | | | | | | |
| 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 | 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) | | | | | | | | | |
| Under 2 | | | | | | | Under 2 | | |
| 2-3 | 25 | | | | | | 2-3 | 38 | |
| 4-5 | 25 | | | | | | 4-5 | 25 | |
| 6-7 | 25 | | | | | | 6-7 | 12 | |
| 8-9 | 25 | | | | | | 8-9 | 25 | |
| 10-11 | | | | | | | 10-11 | 10-11 | |
| 12-13 | | | | | | | 12-13 | 12-13 | |
| 14-15 | | | | | | | 14-15 | 14-15 | |
| 16-17 | | | | | | | 16-17 | 16-17 | |
| 18-19 | | | | | | | 18-19 | 18-19 | |
| 20-21 | | | | | | | 20-21 | 20-21 | |
| 22 or more | | | | | | | 22 or more | | |
| No. Resp's | 8 | | | | | | No. Resp's | 8 | |
| Class median | 5.5 | | | | | | Class median | 4.5 | |
| Hours per credit | 1.83 | | | | | | Hours per credit | 1.50 | |
| 29. From the total average hours above, how many do you consider were valuable in advancing your education? (Percentages) | | | | | | | 29. From the total average hours above, how many do you consider were valuable in advancing your education? (Percentages) | | |
| Under 2 | | | | | | | Under 2 | | |
| 2-3 | 38 | | | | | | 2-3 | 38 | |
| 4-5 | 25 | | | | | | 4-5 | 25 | |
| 6-7 | 12 | | | | | | 6-7 | 12 | |
| 8-9 | 25 | | | | | | 8-9 | 25 | |
| 10-11 | | | | | | | 10-11 | 10-11 | |
| 12-13 | | | | | | | 12-13 | 12-13 | |
| 14-15 | | | | | | | 14-15 | 14-15 | |
| 16-17 | | | | | | | 16-17 | 16-17 | |
| 18-19 | | | | | | | 18-19 | 18-19 | |
| 20-21 | | | | | | | 20-21 | 20-21 | |
| 22 or more | | | | | | | 22 or more | | |
| No. Resp's | 8 | | | | | | No. Resp's | 8 | |
| Class median | 4.5 | | | | | | Class median | 4.5 | |
| Hours per credit | 1.50 | | | | | | Hours per credit | 1.50 | |
| 30. What grade do you expect in this course? (Percentages) | | | | | | | 30. What grade do you expect in this course? (Percentages) | | |
| A (3.9-4.0) | 50 | | | | | | A (3.9-4.0) | 50 | |
| A- (3.5-3.8) | 12 | | | | | | A- (3.5-3.8) | 12 | |
| B+ (3.2-3.4) | 25 | | | | | | B+ (3.2-3.4) | 25 | |
| B (2.9-3.1) | | | | | | | B (2.9-3.1) | | |
| B- (2.5-2.8) | 12 | | | | | | B- (2.5-2.8) | 12 | |
| C+ (2.2-2.4) | | | | | | | C+ (2.2-2.4) | | |
| C (1.9-2.1) | | | | | | | C (1.9-2.1) | | |
| C- (1.5-1.8) | | | | | | | C- (1.5-1.8) | | |
| D+ (1.2-1.4) | | | | | | | D+ (1.2-1.4) | | |
| D (0.9-1.1) | | | | | | | D (0.9-1.1) | | |
| D- (0.7-0.8) | | | | | | | D- (0.7-0.8) | | |
| E (0.0) | | | | | | | E (0.0) | | |
| Pass | | | | | | | Pass | | |
| Credit | | | | | | | Credit | | |
| No Credit | | | | | | | No Credit | | |
| No. Resp's | 8 | | | | | | No. Resp's | 8 | |
| Class median | 3.8 | | | | | | Class median | 3.8 | |
| 31. In regard to your academic program, is this course best described as: (Percentages) | | | | | | | 31. In regard to your academic program, is this course best described as: (Percentages) | | |
| In your major? | 43 | | | | | | In your major? | 43 | |
| A distribution requirement? | | | | | | | A distribution requirement? | | |
| An elective? | | | | | | | An elective? | | |
| In your minor? | | | | | | | In your minor? | | |
| A program requirement? | 57 | | | | | | A program requirement? | 57 | |
| Other? | | | | | | | Other? | | |
| Challenge & Engagement Index | | | | | | | Challenge & Engagement Index | | |
| CEI: 4 | | | | | | | CEI: 4 | | |
| Enrollment: 9 | | | | | | | Enrollment: 9 | | |
| Returned forms: 8 | | | | | | | Returned forms: 8 | | |
| Form: A | | | | | | | Form: A | | |
| Chair Copy: No | | | | | | | Chair Copy: No | | |

Required
or elective

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

© 1995, OEA, University of Washington

XX 787-000935

SURVEY ID SP05:01720

Mail Box:
printed: 3/21/2006

Recommendations of the TE Committee

- Auburn University will adopt the teaching evaluation forms and processing supplied by the University of Washington
- The Provost's Office will provide funding of TE forms, processing, and reports
- The University Senate will review TE policies and procedures every 3 years
- Implementation will begin Fall 2007

Additional Recommendations

- The Biggio Center for the Enhancement of Teaching and Learning will develop and conduct annual workshops related to the implementation and use of TE system policies and procedures.
- The Biggio Center will also provide an annual report on workshops and implementation issues to the AU Senate, including feedback from administrators and instructors.