To: Faculty  
From: Ad Hoc Committee on Use of Student Evaluations of Teaching  
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Subject: Proposal on Student Evaluations

Following further discussion within the committee, discussion with other faculty members, and two faculty forums, the committee unanimously recommends the following:

1. We recommend that student ratings continue to be used as a part of the College's system of faculty evaluation. We urge all departments, however, to supplement the data from student evaluations with such material as:
   a. Teacher's statement of teaching methodology  
   b. Teacher's self evaluation of teaching effectiveness  
   c. Portfolio of instructional materials  
   d. Peer observation  
   e. Colleague evaluations based on examination of the above  
   f. Chair observation and evaluation.

2. We recommend that a number of substantive changes be enacted in the administration of student evaluations.
   a. Some reforms need to be enacted in order to assure the uniformity of how the evaluations are administered. The evaluation forms need to be made available to faculty only shortly before they are ready to administer the evaluation. To help insure this, the administration should designate one week toward the end of the semester when all student evaluations are to be administered. The faculty should give standardized instructions on how to fill out the evaluations, and faculty must stay out of the room while students are completing the evaluations. The evaluations should be administered during the first 20 minutes of the period; and a student should be designated to collect the forms, notify the instructor when the class is ready to resume, and turn in the envelope of student evaluations to a designated location at the end of class.
   b. For the first six years a faculty member is at the College, the forms should be administered in every section of every course every semester.
   c. After the first six years, faculty should be required to administer the evaluations in every section of every class only every third semester. This will provide adequate information for evaluation purposes and will continue to assure that all classes taught by a faculty member are evaluated periodically. In order to obtain a sufficient pool of data with the new form, however, all faculty should be evaluated in every section of every class for the first three semesters (Fall 1993, and Spring and Fall 1994) and then begin the every third semester rotation.
   d. A faculty member who is not required to administer student evaluations in a given semester may choose to have the forms administered in any or all of his/her classes by notifying the Dean of his/her School at the beginning of the semester. If
there are concerns about the teaching effectiveness of a specific faculty member, the chair may require that faculty member to be evaluated in some or all of his/her courses in a semester when that faculty member would not normally be evaluated by notifying the faculty member and the Dean of the School at the beginning of the semester.

3. We recommend that the current Student Evaluation Form be replaced with the attached form. This revised form offers a number of advantages over the current form.
   a. It has fewer questions, and all of the questions on the revised form ask questions that can legitimately be asked of students. The questions also provide a basis for assessing the student's efforts in the class.
   b. The revised questionnaire includes a place for written comments elicited by standardized questions. Written comments need to be used consistently across the College, and this revised form will encourage that. The written comments should go to both the chair of the department and the faculty member being evaluated, and they should be used in the evaluation process.
   c. The research indicates that student ratings need to be norm-based to improve their usefulness to the faculty member. With the revised questionnaire, questions 1-8 can be norm-based to question 9, which addresses prior interest in taking the course. The literature indicates that student motivation for taking a course shows a higher correlation with student evaluations of the teacher than any other variable.
   d. The report on the questionnaire from administrative computing should give for each question both the proportion of students who answered within each category and the mean reported to the nearest tenth. While we recognize that there are theoretical problems with giving a mean for nonparametric items, statisticians recognize the practical value of obtaining such means, and we believe that the advantages of reporting the mean outweighs the disadvantages.
   e. If possible, a limited trial run of the new questionnaire will be conducted in Spring 1993, with full implementation in Fall 1993. The Ad hoc Committee on Evaluation will work with Administrative Computing to fine tune the instrument and its administration.

4. For evaluation purposes, administrators and faculty (especially those serving on the Tenure and Promotion Committee) should receive training in how to interpret student ratings properly. This training would aim at calibrating their responses to the student ratings and would focus on identifying valid and invalid interpretations of student ratings.

5. For improvement of teaching, the faculty should receive feedback about the student ratings, and the College must provide the material support needed to help improve faculty teaching.

6. In addition to the regular student evaluation form, a faculty member concerned with improving his/her teaching in a particular course should be able to obtain student comments and ratings based on a longer diagnostic form, which could be created from a cafeteria style menu. We recommend investigating the feasibility of creating a data bank of questions that could be drawn on in such a cafeteria style in the future.
DIRECTIONS:
The purpose of this form is to collect your opinions about the quality of the instruction you have received this semester. The answers you provide have two primary uses:
1. as information to your instructor for improving the quality and effectiveness of his or her teaching
2. as information for personnel decisions (promotion, tenure, and annual evaluation).

Please answer thoughtfully the questions below. This form will not be returned to the instructor until after grades have been turned in.

YOU ARE ENCOURAGED TO PROVIDE WRITTEN COMMENTS.
Select the phrase which best describes your response to each statement.

<table>
<thead>
<tr>
<th>Highly Agree</th>
<th>Agree</th>
<th>Slightly Agree</th>
<th>Slightly Disagree</th>
<th>Disagree</th>
<th>Highly Disagree</th>
</tr>
</thead>
</table>

| 1. The instructor is well prepared and organized. |
| --- | --- | --- | --- | --- | --- |
| HA | A | S | SD | D | HD |

| 2. The instructor presents material clearly and understandably. |
| --- | --- | --- | --- | --- | --- |
| HA | A | S | SD | D | HD |

| 3. The instructor encourages students to express themselves and to ask questions. |
| --- | --- | --- | --- | --- | --- |
| HA | A | S | SD | D | HD |

| 4. The instructor is accessible and helpful. |
| --- | --- | --- | --- | --- | --- |
| HA | A | S | SD | D | HD |
5. The instructor provides constructive evaluation of my work.

6. The instructor is an effective teacher.

7. This course stimulates creative and/or critical thinking.

8. I would give this course a positive rating.

Mark the answer that best completes each of the following questions:

9. Before enrolling in this course, how much interest did you have in taking it?
   - very interested
   - somewhat interested
   - indifferent
   - not interested
   - hostile

10. How many classes (excused and non-excused) have you missed in this course?
    - 0-3
    - 4-6
    - 7-9
    - 10 or more

11. How many classes has the professor missed in this course?
    - 0-3
    - 4-6
    - 7-9
    - 10 or more

12. How difficult did you find this course?
    - very difficult
    - fairly difficult
    - about average
    - fairly easy
    - very easy

13. What is the average number of hours per week that you spent on this course outside of class?
    - less than 4
    - 4-6
    - 7-9
    - 10 or more

14. To what extent are you a better learner than you were before taking this course?
    - great improvement
    - moderate improvement
    - slight improvement
    - no change

15. Was this form administered fairly and correctly?
    - Yes
    - No