

### Teacher and Course Evaluation Procedures

Beginning in the Spring of 2009, Teacher and Course Evaluation procedures will make use of the online versions of the *Revised Instruction and Course Appraisal: Cafeteria Item Catalog* and the *Instructions in Academic Policy 1405.15*. The *U of A Purdue Cafeteria System Item Selection Forms* will continue to be delivered to schools and colleges. The individually designed *Instructor and Course Appraisal Forms* will also continue to be delivered and collected once completed. This change is made to reduce the amount of paper consumed in the process and in response to a suggestion made by one of the participating colleges and schools.

**Beginning in the Fall of 2009, Teacher and Course Evaluation will be conducted earlier in the term with the evaluation scheduled to be completed by the 12<sup>th</sup> week, and materials returned to faculty members soon after final grades have been turned in. The new cycle will begin early in the term to allow for the process to be completed as scheduled and consistent with Faculty Senate recommendations.**

Consistent with Arkansas Higher Education Coordinating Board and Board of Trustees policy requiring student evaluation of teaching, each semester the Teacher and Course Evaluation Process will begin when Information Technology Services delivers the *U of A Purdue Cafeteria System Item Selection Forms* to deans' offices soon after classes start.

Dean's office staff will distribute item selection forms for the design of *Instructor and Course Appraisal Forms* for individual instructors' classes. In the spring, enough forms must be distributed for both spring and summer courses to be evaluated. Faculty members will follow instructions in Policy 1405.15 <http://www.uark.edu/admin/vcacesey/AcaPolicySeries/140515.pdf> for completing item selection forms with items from the *Revised Instructor and Course Appraisal: Cafeteria Item Catalog* at the same site.

Once the completed forms are returned to deans' offices, they must be checked for validity of instructor name and for correctness of the Class Number for the instructor's assigned classes. Errors in these entries will invalidate results. Information Technology Services will collect the completed *Item Selection Forms* for spring and summer during the sixth week of classes and will make residual collections for summer forms on the first day of summer I and summer II terms or by arrangement. The additional forms for summer will be collected by Information Technology Services, printed immediately and returned for faculty to use within the (same) summer term.

Information Technology Services prepares *Instructor and Course Appraisal Forms*, packages materials, and prepares individually labeled envelopes containing instructions and forms for each class for which an *Item Selection Form* has been completed and submitted. The envelopes are delivered to deans' offices during the 10<sup>th</sup> week of classes in fall and spring and at the beginning of the third week of classes for summer I and for summer II, or by mutual agreement. Specific days for delivery are arranged with each college. [As *Instructor and Course Appraisal Forms* are generated for individual class sections (including the items chosen by the instructor) and marked with a coded scannable grid identifying the specific class and section for which the questions were requested, forms must be used only for the class for which they were generated.]

The following guidelines should be included with whatever instructions colleges and schools normally provide to faculty for evaluation procedures each semester. All faculty members (except those in the Law School) who are teaching organized classes (as opposed to individual instruction) are required to take part in the teacher and course evaluation process each term and to follow these guidelines unless the class enrollment is fewer than five, in which case evaluation is not required. Other forms of evaluation established by the program or department should be used for evaluation of individual instruction including thesis and

dissertation direction and for very small classes. The Law School has a different system of student evaluation.

***The following procedures are developed in response to the Teaching Council's recommendations offered to and adopted by the Faculty Senate on March 11, 2009. These procedures are meant to supplement Academic Policy 1405.15.***

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***A standardized university-wide procedure for administration:***

- 1) A departmental administrative assistant for each unit should be charged with responsibility for coordinating a specific day and time for evaluation distribution, for each faculty member's courses. (Consultation will need to be made with faculty to ensure that tests, guest speakers, etc., are not scheduled for the same day.)***
- 2) The course/ teaching evaluation instrument will be administered during the 12<sup>th</sup> week of the semester.***
- 3) The departmental administrative assistant will provide the students with instructions (verbally) regarding completion of the teacher/ course evaluation.***
- 4) The administrative assistant may select a willing student in the course to collect the evaluation instruments and return them to the assistant's office. The assistant's name and office address information should be provided to the student.***
- 5) Faculty may not be present during distribution or collection of evaluation instrument.***
- 6) Based on feedback from course evaluations, faculty may not retaliate against students or may face negative repercussions.***

The envelope in which the forms are returned to Information Technology Services should be the original or, if the original is not available, another should be substituted which contains the term number (two-digit year and a 1 for the spring semester, a 2 for summer terms and a 3 for the fall semester), the Class Number for the course, the course abbreviation and number (i.e., ENGL 1013), the instructor's name, and the instructor's campus address.

Deans are responsible for establishing procedures for collecting or receiving the envelopes containing the completed forms, for determining that the forms in each envelope have the first side of the form up and are oriented with the top of the page up, for checking packets against the list of college or school faculty to see that all have been received, and for arranging for the completed forms to be picked up for processing at the end of the term. Information Technology Services picks up the completed forms, analyzes and prints the results, and returns the results to the college for distribution to participating faculty within approximately three to four weeks following collection, but not before all grades for the term have been submitted.

Each spring faculty members should look at the number of forms they receive back from Information Technology Services as early in the summer term as possible to determine whether there are enough forms for all the students in the class. As the forms must be printed before enrollment is complete, the number of forms printed is sometimes insufficient. Faculty needing additional forms should telephone Ron Fowler in Information Technology Services at 5-2905.

8/19/09

### Instructions for Completion of U of A Purdue Cafeteria System Item Selection Forms

Participation requires a *Revised Cafeteria Item Catalog* and a *University of Arkansas Purdue Cafeteria System Item Selection Form* for each class. To use the Purdue System for any term, it is necessary to complete an *Item Selection Form* for each course to be evaluated and return it to the office of the dean as directed. Evaluation of each class each term is required. Completed forms are collected from deans' offices by Information Technology Services for processing.

Complete the *Item Selection Form* (one for each course to be evaluated) by using a No. 2 pencil only, filling the circles completely in the box which asks for the instructor's name, and the course to be evaluated (term and Class Number). This section also asks whether the course is team-taught or not.

There are 3 options to choose from to select items for the course to be evaluated in the box "choose one of the following selection methods". Choose from the following:

- University and college core only
- Core plus additions on reverse side
- Refer to previous course below

If you choose to select "core plus additions on reverse side" use the *Revised Cafeteria Item Catalog* to continue selecting your items.

If your choice is to "refer to previous course below" you may now select a course from the previous three terms to use again this semester exactly the same set of items you used previously (assuming that the college core requirements are met).

You may specify up to a total of 45 items, including all core items, and you may choose any of the 200 questions except number 193 and 194, which are unspecified.

AFLS core items: 7, 17, 25, 41, 51, 56, 77, 88, 103, 114, 125, 163, 188.

ARCH core items: 7, 32, 34, 43, 44, 48, 51, 68, 82, 83, 106, 117, 133, 190.

WCOB core items: 2, 6, 7, 17, 25, 44, 51, 54, 69, 77, 83, 124, 126, 133, 188.

ARSC core items: 2, 7, 17, 25, 41, 51, 70, 77, 81, 83, 126, 134.

ENGR core items: 7, 17, 32, 41, 51, 57, 77, 88, 94, 114, 126, 135, 160.

Envelopes containing evaluation forms for each class for which a *University of Arkansas Purdue Cafeteria System Item Selection Form* has been completed will be delivered to dean's offices prior to the end of the term for distribution to faculty. The envelopes containing the completed evaluation forms will be collected from dean's offices by Information Technology Services for analysis, with results being returned promptly to dean's offices for distribution.

8/19/09

## REVISED INSTRUCTOR AND COURSE APPRAISAL: CAFETERIA ITEM CATALOG

### CLARITY AND EFFECTIVENESS OF PRESENTATIONS

- 001 I understand easily what my instructor is saying.
- 002 My instructor displays a clear understanding of course topics.
- 003 My instructor is able to simplify difficult materials.
- 004 My instructor explains experiments and/or assignments clearly.
- 005 Difficult topics are structured in easily understood ways.
- 006 My instructor has an effective style of presentation.
- 007 My instructor seems well-prepared for class.
- 008 My instructor talks at a pace suitable for maximum comprehension.
- 009 My instructor speaks audibly and clearly.
- 010 My instructor draws and explains diagrams effectively.
- 011 My instructor writes legibly on the blackboard.
- 012 My instructor has no distracting peculiarities.

### STUDENT INTEREST/ INVOLVEMENT IN LEARNING

- 013 My instructor makes learning easy and interesting.
- 014 My instructor holds the attention of the class.
- 013 My instructor senses when students are bored.
- 016 My instructor stimulates interest in the course.
- 017 My instructor displays enthusiasm when teaching.
- 018 This course supplies me with an effective range of challenges.
- 019 In this course, many methods are used to involve me in learning.
- 020 My instructor makes me feel involved with this course.
- 021 In this course, I always felt challenged and motivated to learn.
- 022 My instructor motivates me to do further independent study.
- 023 This course motivates me to take additional related courses.
- 024 This course has been intellectually fulfilling for me.

### BROADENING STUDENT OUTLOOK

- 025 My instructor has stimulated my thinking.
- 026 My instructor has provided many challenging new viewpoints.
- 027 My instructor teaches one to value the viewpoint of others.
- 028 This course caused me to reconsider many of my former attitudes.
- 029 In this course, I have learned to value new viewpoints.
- 030 This course fosters respect for new points of view.
- 031 This course stretched and broadened my views greatly.
- 032 This course has effectively challenged me to think.
- 033 The class meetings helped me see other points of view.
- 034 This course develops the creative ability of students.
- 035 My instructor encourages student creativity.

### TEACHING/ LEARNING OF RELATIONSHIPS AND CONCEPTS

- 036 My instructor emphasizes relationships between and among topics.
- 037 My instructor helps me apply theory to solve problems.
- 038 My instructor emphasizes conceptual understanding of material.
- 039 My instructor effectively blends facts with theory.
- 040 My instructor clarifies topics with developments in other fields.
- 041 My instructor makes good use of examples and illustrations.
- 042 Relationships among course topics are clearly explained.

043 This course builds understanding of concepts and principles.  
INSTRUCTOR PROVIDES HELP AS NEEDED

- 044 My instructor is actively helpful when students have problems.
- 045 My instructor recognizes when some students fail to comprehend.
- 046 Everything possible is provided to help me learn.
- 047 My instructors explanations and comments are always helpful.
- 048 My instructor evaluates often and provides help where needed.
- 049 My instructor appears to grasp quickly what a student is saying.
- 050 My instructor is careful and precise when answering questions.
- 051 My instructor is readily available for consultation.

#### PROVIDING FEEDBACK TO STUDENTS

- 052 My instructor regularly checks and rewards progress in learning.
- 053 My instructor suggests specific ways I can improve.
- 054 My instructor recognizes and rewards success in this course.
- 055 My instructor can gauge what I know and what I should do next.
- 056 Exams are used to help me find my strengths and weaknesses.
- 057 My instructor returns papers quickly enough to benefit me.

#### ADAPTING TO INDIVIDUAL DIFFERENCES

- 058 This course shows a sensitivity to individual interests/ abilities.
- 059 My instructor adjusts to fit individual abilities and interests.
- 060 The flexibility of this course helps all kinds of students learn.
- 061 My instructor tailors this course to help many kinds of students.
- 062 The design of this course lets me learn at my own pace.
- 063 Students proceed at their own pace in this course.
- 064 I was able to keep up with the work load in this course.
- 065 My background is sufficient to enable me to use course material.

#### RESPECT AND RAPPORT

- 066 A teacher/student partnership in learning is encouraged.
- 067 Each student is encouraged to contribute to class learning.
- 068 I am free to express and explain my own views in class.
- 069 When I have a question or comment I know it will be respected.
- 070 I feel free to ask questions in class.
- 071 I feel that I am an important member of this class.
- 072 Mutual respect is a concept practiced in this course.
- 073 My instructor respects divergent viewpoints.
- 074 My instructor respects constructive criticism.
- 075 I feel free to challenge my instructor's ideas in class.
- 076 My instructor relates to me as an individual.
- 077 My instructor deals fairly and impartially with me.
- 078 My instructor readily maintains rapport with this class.
- 079 This instructor encourages divergent thinking.
- 080 The climate of this class is conducive to learning.

#### COURSE GOALS OR OBJECTIVES

- 081 This course has clearly stated objectives.
- 082 The objectives of this course were clearly explained to me.
- 083 The stated goals of this course are consistently pursued.
- 084 I understand what is expected of me in this course.

- 085 The course objectives allow me to know when I am making progress.
- 086 I was able to set and achieve some of my own goals.
- 087 I had an opportunity to help determine course objectives.
- 088 Lecture information is highly relevant to course objectives.
- 089 The course content is consistent with my prior expectations.

#### USEFULNESS/ RELEVANCE OF CONTENT

- 090 This course material is pertinent to my professional training.
- 091 This course contributes significantly to my professional growth.
- 092 I can apply information/ skills learned in this course.
- 093 This course will be of practical benefit to me as a student.
- 094 My technical skills were improved as a result of this course.
- 095 This course directly contributes to my vocational preparation.
- 096 This course is a valid requirement for my major.
- 097 The relationship of this course to my education is apparent.
- 098 The practical application of subject matter is apparent.
- 099 This course gives me an excellent background for further study.
- 100 This course is up-to-date with developments in the field.
- 101 This course includes adequate information on career opportunity.
- 102 This course includes a sufficient number of practical exercises.
- 103 The content of this course is relevant to my needs.
- 104 The amount of material covered was reasonable.

#### DISCUSSION

- 105 My instructor develops classroom discussion skillfully.
- 106 There is sufficient time in class for questions and discussions.
- 107 My instructor allows student discussion to proceed uninterrupted.
- 108 My instructor encourages students to debate conflicting views.
- 109 My instructor does not monopolize classroom discussion.
- 110 One real strength of this course is the classroom discussion.
- 111 Challenging questions are raised for discussion.
- 112 This course provides an opportunity to learn from other students.

#### EXAMS AND GRADES

- 113 Exams accurately assess what I have learned in this course.
- 114 Exams are fair.
- 115 Exams are free from ambiguity.
- 116 Exams cover a reasonable amount of material.
- 117 Exams stress important points of the lectures/ text.
- 118 Exams in this course have instructional value.
- 119 Exams are creative and require original thought.
- 120 I know how I stand relative to others in the class on exams.
- 121 Exams are reasonable in length and difficulty.
- 122 Exams are coordinated with major course objectives.
- 123 My final grade will accurately reflect my overall performance.
- 124 Grades are an accurate assessment of my knowledge in this course.
- 125 Grades are assigned fairly and impartially.
- 126 The grading system was clearly explained.
- 127 The contract grading method is used appropriately in this course.
- 128 My instructor has a realistic definition of good performance.

#### ASSIGNMENTS

- 129 The assigned readings significantly contribute to this course.
- 130 The assigned reading is well integrated into this course.
- 131 Length and difficulty of assigned readings are reasonable.
- 132 Assigned readings are interesting and hold my attention.
- 133 Assignments are of definite instructional value.
- 134 Assignments are related to goals of this course.
- 135 Complexity and length of course assignments are reasonable.
- 136 Directions for course assignments are clear and specific.
- 137 The number of course assignments is reasonable.
- 138 Class projects are related to course goals and objectives.
- 139 The course's programmed learning materials are effective.
- 140 The group work contributes significantly to this course.
- 141 Student presentations significantly contribute to this course.
- 142 Student presentations in class are interesting/ stimulating.
- 143 I am generally pleased with the text(s) required for this course.
- 144 I find the course emphasis on individual projects stimulating.
- 145 My instructor is not overly demanding of my time.

#### MEDIA: FILMS, TV, ETC.

- 146 This course has made excellent use of TV.
- 147 The televised portions of class are a great help to learning.
- 148 TV reception was of good quality.
- 149 Audio reception (TV, recorder, etc.) was of good quality.
- 150 The use of television made the course very interesting.
- 151 Media (films, TV, etc.) used in this course are well chosen.
- 152 Media (films, TV, etc.) are an asset to this course.
- 153 Films in this course contributed significantly to my learning.
- 154 This course has made excellent use of films.
- 155 Films in class were well-integrated with course topics.

#### TEAM TEACHING

- 156 Team teaching is effectively used in this course.
- 157 Instruction is well-coordinated among the team teachers.
- 158 Team teaching provided insights a single instructor could not.
- 159 The team teaching approach adequately meets my needs/ interests.

#### GENERAL METHOD

- 160 Course topics are dealt with in sufficient depth.
- 161 Teaching methods used in this course are well chosen.
- 162 The format of this course is appropriate to course purposes.
- 163 The teaching strategy used in this course is appropriate.
- 164 This course is accurately described in the catalog.
- 165 Lecture information is adequately supplemented by other work.
- 166 Class lectures contain information not covered in the textbook.
- 167 Bibliographies for this course are current and extensive.
- 168 Mimeographed handouts are valuable supplements to this course.
- 169 The guest speakers contribute significantly to this course.
- 170 The speakers who addressed us communicated effectively.
- 171 An appropriate number of outside lecturers are used.

#### LABORATORY

- 172 Lab procedures are clearly explained to me.

- 173 My instructor thoroughly understands lab experiments/ equipment.
- 174 Assistance is always available throughout lab sessions.
- 175 The lab sessions are well-organized.
- 176 The content of the lab is a worthwhile part of this course.
- 177 Lab assignments are reasonable in length and complexity.
- 178 Lab assignments have instructional value.
- 179 The lab in this course has adequate facilities.
- 180 My lab assignments are promptly returned to me.

#### GENERAL STUDENT PERCEPTIONS

- 181 The class mixture of Fr., So., Jr., Sr., or Grad. is appropriate.
- 182 The size of this class is appropriate to course objectives.
- 183 The facilities for this course are excellent.
- 184 I have easy access to equipment/ tools required in this course.
- 185 I had sufficient opportunity to use lab/ practice room facilities.
- 186 The lab/ practice room is well equipped.
- 187 I highly recommend this course.
- 188 I would enjoy taking another course from this instructor.
- 189 I like the way the instructor conducts this course.
- 190 Frequent attendance in this class is essential to good learning.
- 191 I am satisfied with my accomplishments in this course.
- 192 These items let me appraise this course fully and fairly.

#### INSTRUCTOR-SUPPLIED ITEMS

- 193 Instructor-supplied item number 1
- 194 Instructor-supplied item number 2

#### UNIVERSITY CORE

- 195 I can understand the instructor's spoken English.
- 196 My instructor motivates me to do my best work.
- 197 My instructor explains difficult material clearly.
- 198 Course assignments are interesting and stimulating.
- 199 Overall, this course is among the best I have ever taken.
- 200 Overall, this instructor is among the best teachers I have known.