



FACULTY APPRAISAL
and
IMPROVEMENT PROCEDURES

Adopted Fall 2010

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INTRODUCTION

Anoka-Ramsey Community College is an open-door, comprehensive institution of higher education committed to excellence in teaching and learning and to developing articulate, critical and creative thinkers who are responsible contributors to the community. Excellence is a continuous and multifaceted goal. The faculty appraisal and improvement procedures outlined in this document are intended to be flexible and constructive in nature and performed in a professional manner.

PURPOSE

The purpose of the faculty appraisal and improvement process is to enhance teaching and learning, create a climate of excellence within Anoka-Ramsey Community College, recognize and strengthen the contributions of faculty in service to the college and community, and encourage continuous opportunities to improve the quality of educational services.

RESPONSIBILITY

Under the Minnesota State Colleges and Universities Board Policy 4.9, and consistent with Minnesota Statutes §43A.20, college administration has the responsibility and authority to evaluate faculty work performance. To the extent that it is possible, this process is an objective appraisal of a faculty member's performance in areas directly affecting quality of service to students and the institution.

The President of the college is responsible for the appraisal of college faculty; this responsibility and authority is generally delegated to faculty members' direct supervisors. If the appraisal process cannot be completed in accordance with the established timelines and procedures, the appraisal process will continue on a timeline mutually agreed upon between the faculty member and his or her direct supervisor.

Each faculty member has the right of appeal to his or her direct supervisor's supervisor and may write a response to appraisals placed in his or her personnel file.

The faculty member is responsible for developing an individual development plan in collaboration with his or her direct supervisor.

PROCEDURAL GUIDELINES AND APPRAISAL SCHEDULE

For ease of reference, and regardless of the employment status of the faculty, the term “appraisal” shall be used to describe the appraisal and improvement processes. The following procedural guidelines shall apply to all appraisal and improvement processes regardless of the employment status of the faculty member:

1. Direct supervisors will discuss the appraisal process with the faculty members involved.
2. Appraisals will be structured and formalized; the results will be summarized in writing and included in personnel files.
3. Performance will be appraised on the basis of contractual assignment.
4. Individual appraisal procedures will be sufficiently uniform to insure fairness, while systematically taking into account non-teaching assignments, e.g., counseling, library, coordination, etc.
5. In situations where faculty assignment includes both teaching and non-teaching duties (e.g., counselors), administration will appraise both areas of performance.
6. Appraisals will include input from students and others in the college who are significantly affected by the job-related performance of the faculty member involved. For teaching assignments, this is typically collected via student evaluations; for non-teaching assignments, a direct supervisor may initiate evaluations or constituent feedback at any time.
7. The results of student evaluations and/or constituent surveys will be compiled and discussed by the direct supervisor and the faculty member. A copy of the compiled results will be provided to the faculty member.
8. The phrase “class observation” shall be used to describe the component of the appraisal process in which the direct supervisor observes the presentation of course material by the faculty member and the interactions of the faculty member and the students, regardless of the delivery method used for the class.
9. Appraisals and their results will be confidential.
10. If the appraisal of a faculty member results in a finding of unsatisfactory performance, and the faculty member, after being given opportunity to improve performance, fails to improve performance, administration acknowledges its rights and responsibility to pursue

disciplinary actions pursuant to and consistent with Minnesota State College Faculty Contract provisions.

11. The following documents shall be filed in the faculty member’s personnel file, subject to the rights of the faculty member under the bargaining unit contract:

- (a) summary of evaluations and observation
- (b) statement of service to the college
- (c) statement of professional development
- (d) individual professional development plan
- (e) overall summary
- (f) performance rubric to be completed annually, per MnSCU policy 4.9
- (g) annual goal-setting document (optional)
- (h) a response to the overall summary (optional)

APPRAISAL SCHEDULE BASED ON CONTRACT AND EMPLOYMENT STATUS

Employment Status	Frequency	Class Observation	SIR II Administration	Summary of Evaluations (SIR)	Statement of Service	Self Evaluation Performance rubric
TPT/TFT	First Semester & Every three years—or as determined by direct supervisor	First Semester & Every three years	First Semester & each subsequent year (fall, all classes)	First Semester & Every three years	If requested by dean, proportionate to load	Yearly
Probationary	Yearly for duration of probationary period	Yearly for duration of probationary period	Yearly for duration of probationary period (fall, all classes)	Optional	Yearly for duration of probationary period	Yearly
UFT-Teaching	Every three years —or as determined by direct supervisor	Every three years	Every three years (fall, all classes)	Optional	Every three years	Yearly
UFT-Non-Teaching	Every three years—or as determined by direct supervisor	Not applicable	For non-teaching faculty	Not applicable	Every three years	Yearly

APPRAISAL PROCESS

1. The direct supervisor and faculty member shall schedule a time for the direct supervisor to conduct a class observation. Administration reserves the right to visit classes on an unscheduled basis.
2. Students in sections being taught by the faculty member will be surveyed using the agreed upon tool. Student feedback will be solicited in classes per the following grid. Results of the class observation and the SIR II will be shared with the faculty member.

Employment Status	Sections to be Surveyed
TPT/TFT	All sections taught by first term faculty will be surveyed. After the first term of employment, all sections will be surveyed in the fall.
Probationary	All Sections in Fall
UFT-Teaching	All sections in Fall
UFT-Non-Teaching	NA

3. The faculty member will provide a summary of items, including:
 - a. Strengths and areas for improvement (Omit if faculty has submitted Annual Goal Setting document in year(s) prior to appraisal)
 - b. Summary of service to the college, division, and department for the current and preceding years, if applicable (Omit if faculty has submitted Annual Goal Setting document in year(s) prior to appraisal)
 - c. Statement of Professional Development that outlines actual activities and strategies for the current and preceding years, if applicable (Omit if faculty has submitted Annual Goal Setting document in year(s) prior to appraisal)
 - d. Professional Development Plan that identifies future activities and/or strategies they will employ to maintain currency in the credential field and in teaching and learning skills

Faculty that are not on rotation for a full appraisal will summarize their activities and progress toward goals in an annual self evaluation which will be reviewed by the dean and placed in the personnel file. Faculty may also submit the Annual Goal Setting document, but are not required.

Overall Summary

A summary will be compiled by the appropriate administrator and provided to the faculty member and placed in the personnel file. The faculty has an opportunity to write a response to the summary to also be placed in the personnel file.



Classroom Observation of Faculty

Faculty being observed:		Course:
Date Observed:		
Beginning Time:		Topic Covered:
Ending Time:		
Observer:		

Select for each numbered item (1-7) one of the performance standards listed below. Place and (X) on the space provided. Space is provided after each numbered item to provide an explanation for the basis of the rating. Any item marked Needs Improvement will be explained in the comment section.

	Meets Professional Expectations	Needs Improvement
1. Class organization (time management and preparation)	<input type="checkbox"/>	<input type="checkbox"/>
Comment:		

	Meets Professional Expectations	Needs Improvement
2. Presentation (delivery of instruction)	<input type="checkbox"/>	<input type="checkbox"/>
Comment:		

	Meets Professional Expectations	Needs Improvement
3. Student/faculty relationship (manner in which faculty member relates to students in the classroom)	<input type="checkbox"/>	<input type="checkbox"/>
Comment:		

4. Professional competence (knowledge of subject; ability to answer questions)

Meets
Professional
Expectations

Needs
Improvement

Comment:

5. Content (what is being taught)

Meets
Professional
Expectations

Needs
Improvement

Comment:

6. Interaction (ensures active involvement of students)

Meets
Professional
Expectations

Needs
Improvement

Comment:

7. Active Learning (Labs, PE activities, group activities, etc.)

Meets
Professional
Expectations

Needs
Improvement

Comment:

*Note if not applicable

SUMMARY AND/OR RECOMMENDATION:

Supervisor

Date

Faculty Signature

Date

CLARIFICATION OF ITEMS 1-7

NOTE TO OBSERVER: The following items are not inclusive but are intended to cue the evaluator to observable behavior as well as to assist in the evaluation of faculty.

CLASS ORGANIZATION

- Begins class on time
- Previews lecture/discussion content
- States goals/objectives clearly
- Reviews prior class material
- Does not digress often from main topic
- Summarizes at various points
- Appears well-prepared for class
- Uses headings and subheadings
- Offers transitions

PRESENTATION

- Uses instructional supports (slides, films, diagrams, maps, etc.)
- Responds to changes in student attentiveness
- Moves around classroom
- Black/white board writing is large and legible
- Speaks audibly and clearly
- Communicates a sense of enthusiasm and excitement
- Use of humor is positive and appropriate
- Presentation style facilitates note taking
- Establishes and maintains eye contact
- Talks to the class, not the board or windows

STUDENT/FACULTY RELATIONSHIP

- Praises students when appropriate
- Requires student thought and participation
- Responds constructively to student opinions
- Knows and uses student names
- Is sensitive to students' lack of knowledge or understanding
- Responds to students as individuals
- Treats class members equitably
- Listens carefully to student comments and questions
- Tailors the course to help many kinds of students
- Recognizes when students do not understand
- Encourages mutual respect between students

PROFESSIONAL COMPETENCE

- Responds confidentially to student inquiries for additional information
- Speaks about course content with confidence and authority
- Is able to admit error and/or insufficient knowledge
- Accepts constructive criticism

CONTENT

- Includes illustrations
- Provides relevant examples
- Integrates text material
- Relates course content to what has gone before and will come after
- Makes course content relevant with references to “real world” applications
- Presents views other than own
- Show relationships among various topics and facts/theory
- Explain difficult terms, concepts or problems in more than one way
- Provides background information
- Presents pertinent facts and concepts from related fields
- Presents up-to-date developments in the field
- Relates assignments to course content
- Carefully explains assignments

INTERACTION

- Responds to distractions effectively yet constructively
- Encourages student questions, involvement, and debate
- Answers student questions clearly and directly
- Used rhetorical questions to gain student attention
- Gives students enough time to respond to questions
- Refrains from answering own questions
- Responds to wrong answers constructively
- Encourages students to respond to each other’s questions
- Encourages students to answer difficult questions by providing cue and encouragement
- Allows relevant student discussion to proceed uninterrupted
- Presents challenging questions to stimulate discussion
- Respects diverse points of view

ACTIVE LEARNING (Labs, PE activities, group activities, etc.)

- Clearly explains directions, procedures, and goals
- Has necessary materials and equipment
- Allows opportunity for individual expression
- Provides practice time
- Gives prompt attention to individual problems
- Provides constructive feedback
- Practices careful safety supervision
- Allows sufficient time
- Provides demonstrations
- Demonstrations are clearly visible to all students
- If the discovery method is employed, schedules time for discussion of results
- Required skills appear consistent with student abilities
- Provide opportunities for dialogue about the activity with peers and/or the instructor

CLARIFICATION OF ITEMS 1-7

NOTE TO OBSERVER: The following items are not inclusive but are intended to cue the evaluator to observable behavior as well as to assist in the evaluation of faculty.

Class Organization

Orientation and/or introductory material provided.
Resources/references are offered to assist students with computer and/or study skills.
Effective use of course management software and tools.
Makes good use of grade book, portfolio or group areas.
Consistent organization of different areas in the classroom. (e.g. lecture materials and discussion topics correspond).
Printable comprehensive syllabus provided. (e.g. course geography explained, grading clear, contacts included for instructor etc.).
States goals/objectives clearly.
Summarizes at various points.
Uses heading and subheadings.
Hybrid classes effectively integrate online and on-campus activities.

Presentation

Group email or dynamic announcement area used to welcome students and give directions, and updated weekly.
Instructional supports used (diagrams, maps, graphs etc.).
Communicates a sense of enthusiasm and excitement.
Use of humor is positive and appropriate.

Student/Faculty Relationship

Instructor shows frequent presence in classroom.
Praises students when appropriate.
Requires student thought and participation.
Responds constructively to student opinions.
Is sensitive to students' lack of knowledge or understanding.
Responds to students as individuals.
Treats class members equitably.
Listens carefully to student comments and questions.
Tailors the course to help many kinds of students.
Recognizes when students do not understand.
Encourages mutual respect between students.
Instructor starts many of the discussion boards and facilitates discussion as needed.

Professional Competence

Speaks about course content with confidence and authority.
Is able to admit error and/or insufficient knowledge.
Accepts constructive criticism.

Content

Includes illustrations.
Provides relevant examples.
Integrates text material.
Relates course content to what has gone before and will come after.
Makes course content relevant with references to “real world” applications.
Presents views other than own.
Show relationships among various topics and facts/theory.
Explain difficult terms, concepts or problems in more than one way.
Provides background information.
Presents pertinent facts and concepts from related fields.
Presents up-to-date developments in the field.
Relates variety of assignments to course content.
Carefully explains assignments.

Interaction

Active involvement of students ensured through use of discussion/classroom bulletin board.
System in place to grade discussion including requirement to respond to classmates’ postings.
Questions and topics posed stimulate discussion.
Some assignments posted online to be shared with classmates.
Participation important part of grade.
Answers student questions clearly and directly.
Refrains from answering own questions.
Encourages students to answer difficult questions by providing cue and encouragement.
Respects diverse points of view.

Active learning

Small group activities have clear sequence for each step with all work visible to the instructor.
Variety of learning activities and methods of assessment included.
Emphasis given to activities that contributes to sense of shared classroom environment.
Appropriate time allotted for activities and assignments in relationship to class size.
Gives prompt attention to individual problems.
Provide opportunities for dialogue about activities with peers and/or the instructor.
Provides constructive feedback.

Appendix E- Annual Self-Evaluation Performance Rubric – Counseling Faculty



Name:
Department :
Date:

Annual Self-Evaluation Performance Rubric/Counseling

As a contributing member of the Anoka-Ramsey Community College faculty, I...	Meets or Exceeds Expectations	Does Not Meet Expectations	Doesn't Apply
Curriculum and Instruction			
... am knowledgeable about my field as evidenced by course syllabi curriculum work and professional development activities.			
...communicate and cover all learner outcomes as listed on the common course outline.			
...meet classes as scheduled and maintain posted hours.			
... adjust my teaching methods according to the learning needs/abilities of the students.			
... use multiple methods of assessment to measure student learning.			
... actively participate in departmental and college wide assessment of student learning activities.			
Counseling			
...use an effective approach to evaluate students presenting concerns/			
...am knowledgeable about my field as evidenced by my use of best practices.			
...adjust my counseling methods according to the needs of students.			
...refer students with long-term counseling needs to appropriate resources.			
...plan and facilitate presentations related to students' mental health needs.			
...provide crisis counseling services for students.			
...provide consultation to faculty about students' mental health needs.			
Administrative Responsibilities			
... submit textbook orders without having to be prompted.			
... submit grades in a thorough and timely manner.			
... submit Last Date of Attendance (LDA) for students without having to be prompted.			
...participate in the Academic Alert program.			
...check and respond in a timely manner to college communications including official college email and voice mail.			
...keep personal schedule updated.			
...support the needs of the advising department during critical times.			
...keep appropriate notes of student counseling sessions.			
Student Interactions			
... am responsive to student needs and utilize appropriate interpersonal skills in my interactions.			
... create a welcoming atmosphere.			
... am responsive to input from students.			
... respond in a timely fashion to student contact and to student work.			
... treat students in a fair and consistent manner.			
Service to Division and College			
... treat all staff with respect.			
... support my division and the college in positive ways.			
...am involved with college activities beyond my own division.			

... am present and on time for development days and meetings.			
... am receptive to different viewpoints.			
... take an active role in departmental work, e.g. curriculum, program review, assessment.			
... take initiative to solve problems.			
... take an active role in the development and implementation of departmental goals and plans.			
... participate in service to the college through recruitment and retention initiatives, student organizations, and committee participation.			

Feel free to include relevant narrative that supports your self-evaluation.

For any areas where you do not meet expectations, please explain why you do not and include a plan for meeting those expectations in the future:

Faculty Signature _____

Date _____

Dean Comments:

Dean Signature _____

Date _____

Appendix F- Annual Self-Evaluation Performance Rubric – Library Faculty



Name:
Department :
Date:

Annual Self-Evaluation Performance Rubric/Library

As a faculty member, I ...	Meets Expectatio	Below Expectatio	Not Applicable
Curriculum and Instruction			
... remain knowledgeable about my field as evidenced by professional development activities and attendance at MnSCU, PALS, and related meetings, conferences and/or training sessions.			
...teach information literacy instruction sessions and follow-up sessions as scheduled by classroom instructors			
...provide class instruction sessions and follow-up sessions as scheduled by classroom instructors			
... provide reference assistance and instruction to students, faculty, staff, and community users by utilizing a variety of search strategies and resources to locate information efficiently and effectively.			
... develop and maintain a collection of print, online and audiovisual library materials based on curricular needs .			
...investigate and acquire new online databases where appropriate			
Administrative Responsibilities			
... respond in a timely manner to college communications including official college e-mail and voice mail			
... formulate and interpret library policy and procedures to meet the needs of each campus community .			
... promote the importance of information literacy, library services and resources.			
...prepare and monitor library budget.			
...maintain library website.			
...maintain library statistics of library services (database usage, instruction, etc.)			
...prepare reports for the college, supervisor and /or accrediting agencies			
Student Interactions			
... am responsive to student needs and input.			
... utilize appropriate interpersonal skills in my interactions.			
... create a welcoming atmosphere.			
... treats students in a fair and consistent manner.			

...am able to use reference interviewing techniques to determine individual's information needs			
... am committed to patron's right to privacy in his/her search for information			
Service to Division and College			
... treat all staff and varying viewpoints with respect.			
... support my division by taking an active role in the development and implementation of departmental goals and plans.			
...support the college by being involved in activities beyond my own division.			
... am present and on time for development days and meetings.			
... takes initiative to solve problems.			

For any areas where you do not meet expectations, please explain why you do not and include a plan for meeting those expectations in the future:

Faculty Signature _____

Date _____

Dean Comments:

Dean Signature _____

Date _____

Annual Goal-Setting (Optional)

(For Unlimited Full-time Faculty completing the Goal-setting sheet annually, the comprehensive three-year appraisal will be shortened to include only the following pieces: annual rubric, annual goal setting sheet, Course Observation, Professional Development Plan and SIR II Evaluation.)

By the completion of spring semester, conjunction with the self-evaluation performance rubric identify your personal goals and the deadline for achievement regarding teaching, service, and professional development. Submit to your dean or designee.

By the end of the following spring semester, record your goal achievement results, including a brief explanation. Submit the completed form to your dean or designee.

Personal Goals Date Submitted:	Expected Completion Date	Result Date submitted:
Teaching:		
Service to the College and/or Community		
Professional Development		

CHAPTER 3: EDUCATIONAL SERVICES**PROCEDURE 31.2/11 Faculty Professional Development Plans**

for Policy 31.2

ANOKA-RAMSEY COMMUNITY COLLEGE
FACULTY PROFESSIONAL DEVELOPMENT PLAN
 Unlimited Full-time & Unlimited Part-time Faculty

This professional development plan is to identify activities and/or strategies I will use in maintaining currency in my credential field and in teaching and learning skills. This plan may include activities that go beyond maintaining currency. This plan is being submitted in accordance with the timelines and criteria specified in the college professional development policy.

Faculty Member Name _____ Credential Field*

**Use separate form for each credential field*

My plan covers the _____ academic year(s). Period from _____ to _____

My plan addresses specific objectives and expected outcomes with respect to the following components: *(Check all that apply)*

- A. Content knowledge and skill in the discipline/program.**
 Example: *Learning new technology or methodologies; computer software training, writing skills workshop, communication/interpersonal relations skills training, attain professional certifications/licenses.*
- B. Teaching methods and instructional strategies.**
 Example: *Classroom management, curriculum development, learning styles, on-line delivery, cultural and diversity enrichment.*
- C. Related work experience.**
 Example: *Business/industry internships, relevant summer employment, observation or special project(s) with employers.*
- D. Study appropriate to the higher education environment.**
 Example: *Advancement of academic credentials, researching, publishing, grant writing.*
- E. Service to the college and the greater community.**
 Example: *Leadership in professional organizations, leadership in college committees, working with youth in academic skills development.*
- F. Other components, as appropriate:**

Describe the objectives and expected outcomes for each component checked above:

(ADD ADDITIONAL PAGES AS NECESSARY)

A. Content knowledge and skill in the discipline/program:

Anticipated completion timeline: _____

B. Teaching methods and instructional strategies:

Anticipated completion timeline: _____

C. Related work experience:

Anticipated completion timeline: _____

D. Study appropriate to the higher education environment:

Anticipated completion timeline: _____

E. Service to the college and the greater community:

Anticipated completion timeline: _____

F. Other components, as appropriate:

Anticipated completion timeline: _____

Faculty Member's Signature _____	Date _____
Supervising Administrator's Signature _____	Date _____
Comments and/or additional consultation meetings _____	



SIR II 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

- | | | | | | | |
|---------------------------------------------------------------------------------|----------------|-----------|----------------------|----------------------|-------------|----------------|
| | Very Effective | Effective | Moderately Effective | Somewhat Ineffective | Ineffective | Not applicable |
| 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.

- | | | | | | | |
|-----------------------------------------------------------------------------------|----------------|-----------|----------------------|----------------------|-------------|----------|
| | Very Effective | Effective | Moderately Effective | Somewhat Ineffective | Ineffective | Not used |
| 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.

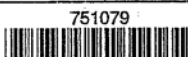
Mark only one response for each question.

- 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.