

## MEMO

DATE: November 1, 2012

TO: The Faculty and Administration, IU School of Liberal Arts

FROM: Liberal Arts Teaching and Advising Committee (TAC): D. Bingham, English (Chair); C. Foote, Sociology; G. (Sanchez) Gibau, SLA Admin.; S. Jogi, Communication Studies; B. McDonald, English (Online teaching consultant); K. Robbins, History; W. Stuckey, Technical Services (Implementation consultant); R. Wheeler, Religious Studies (Agenda Council Rep.); J. Wu (Economics).

RE: Proposed Draft, Final Version, Liberal Arts Student Evaluation of Teaching

Attached is the final draft of the Teaching and Advising Committee's projected new IU Liberal Arts Student Evaluation of Teaching form. It is the revised form of the prototype presented to Faculty Assembly on April 20, 2012.

**Revisions.** This fall the TAC has made revisions, with the help of faculty colleagues who responded to the prototype, both by email and on the Survey Monkey website. As a result, on the new revision we have eliminated one item, recast one item, and made small changes of one or two words each to six items. In the three short paragraphs at the top of the form we have changed the words for emphasis from upper case to bold. This way the words are still stressed without looking as if the student who fills out the form is "being yelled at," as one respondent put it.

**The Charge to the Committee.** This Draft for Approval is the end result of a charge to our committee, proposed to and accepted by Faculty Assembly on April 15, 2011, to produce a new end-of-course instrument. We examined evaluation form item banks of universities around the country, as well as forms at other units at IUPUI. We visited SLA Student Council, consulted staff at SLA Technical Services, the IUPUI Testing Center, Center for Teaching and Learning personnel, as well as Amy Jones Richardson, Gina Sanchez Gibau and SLA Student Services staff.

**Goals and Format.** The three brief paragraphs atop the form state the *purpose*, *confidentiality*, and *significance* of the form and the information it yields. We have striven for both simplicity and specificity. We have also tried to balance what students have told us they distrust about the form with the conventions that departments depend upon in making decisions about faculty review and promotion. The new Testing Center format allows text boxes on the back of the form; thus three "written response" questions and space for answers appear there.

**IUPUI Testing Center.** The School has contracted with the IUPUI Testing Center for the design, printing, scanning, and reporting of student evaluations. This contract goes into effect in the current Fall semester. Departments have already begun receiving samples of the forms in the format used by Testing Center.

**The Fall form is an iteration of the old evaluation, the one used by the School since the early 1990s. The Fall evaluation form should not be mistaken for the proposal that we are now asking you to approve.**

You will find the proposed form in the format of the Testing Center. Thus, it now looks the way it would actually appear in Spring 2013, when, with your approval, the new form will be printed and used in classes for the first time.

**Conclusion.** Thank you for your responses over the summer, which were both positive and constructive. We hope you will find the final version worthy of adoption. We look forward to the discussion and vote at Faculty Assembly on November 9.

Spring 2013 Tom Springer	SOC-R100 53286	Introduction to Sociology
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The **purpose** of this survey is to assess students' opinions on their instructor's teaching and the course.

These forms are **anonymous**. Instructors and TAs **cannot be present** at any time during the administration of this survey. These forms will be returned to your instructor during the next semester, long **after** grades have been posted.

Student feedback is **extremely** valuable. Evaluation results are used by your instructors to improve the course and their teaching. Results are also used by administrators for faculty reviews, promotion decisions, and teaching awards.

Mark as shown:      Fill in the correct answer with an 'X' as shown. USE PENCIL or BLUE/BLACK INK  
 Correction:      If you make a mistake, fill in that entire box solidly, then put an 'X' in the correct box.

**Please read each statement carefully, then fill in the correct answer with an 'X' (N/A= not able to evaluate/does not apply).**

	Strongly Agree 5	Agree 4	Unsure 3	Disagree 2	Strongly Disagree 1	N/A
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**Instructor Evaluation**

1. My instructor was well prepared for class.	<input type="checkbox"/>					
2. My instructor seemed knowledgeable on course topics.	<input type="checkbox"/>					
3. My instructor enjoyed teaching.	<input type="checkbox"/>					
4. My instructor treated students with respect.	<input type="checkbox"/>					
5. My instructor was fair and impartial to students.	<input type="checkbox"/>					
6. My instructor answered questions clearly.	<input type="checkbox"/>					
7. My instructor provided helpful feedback on my work.	<input type="checkbox"/>					
8. My instructor returned graded assignments promptly.	<input type="checkbox"/>					
9. My instructor organized this course well.	<input type="checkbox"/>					
10. I recommend this instructor.	<input type="checkbox"/>					

**Course Evaluation**

11. The course syllabus was clear and well designed.	<input type="checkbox"/>					
12. Instructional materials were helpful in learning the subject.	<input type="checkbox"/>					
13. I understood the grading procedures in this course.	<input type="checkbox"/>					
14. I gained knowledge or skills in this course.	<input type="checkbox"/>					
15. I recommend this course.	<input type="checkbox"/>					

**Supplementary Items (If added by instructor)**

16. Item #1	<input type="checkbox"/>					
17. Item #2	<input type="checkbox"/>					
18. Item #3	<input type="checkbox"/>					
19. Item #4	<input type="checkbox"/>					
20. Item #5	<input type="checkbox"/>					

**Class/Work Questions (completion of the section below is optional).**

21. Class Standing	<input type="checkbox"/> Freshman	<input type="checkbox"/> Sophomore	<input type="checkbox"/> Junior	<input type="checkbox"/> Senior	<input type="checkbox"/> Graduate	<input type="checkbox"/> Other
22. Class in my Major	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Major not chosen			
23. Hours/week employed	<input type="checkbox"/> 0	<input type="checkbox"/> 1-10	<input type="checkbox"/> 11-20	<input type="checkbox"/> 21-30	<input type="checkbox"/> 31-40	<input type="checkbox"/> 41 or More
24. Credit hours this semester	<input type="checkbox"/> 1-6	<input type="checkbox"/> 7-11	<input type="checkbox"/> 12-17	<input type="checkbox"/> 18+		

**CONTINUE WITH WRITTEN RESPONSE QUESTIONS ON BACK OF FORM**



## Introduction to Sociology

### Written Response Questions

25. What aspects of the course were **most** valuable and why?

26. What aspects of the course were **least** valuable and why?

27. Please offer **constructive** comments to your instructor regarding your experience in this course.

