

August 20, 1999

TO: Andy Hill

FROM: Cindy Olney

Andy, we do not run reports of faculty evaluations of less than four students. The statistics are very misleading. I am sending you the students' ratings and comments for your information, but nothing was forwarded to the dean.

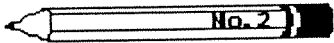
I'm at x1598 if you have questions.

# St. Mary's University Faculty Evaluation Form

**TO THE STUDENT:**

The faculty and administration of St. Mary's University recognize student input in evaluating teacher effectiveness. At this time, we would like to solicit your input by completing the following questions regarding the instruction for this course. We ask that you approach this evaluation from a serious standpoint. The results from this form will contribute to personnel decisions as well as assist the instructor in improving teaching effectiveness. Please attempt to be as objective as possible. In any written comments, please try to be specific and descriptive rather than general and judgmental. The results will not be available to the professor until after final grades.

**FOR OFFICE USE ONLY**

**1. My classification is**

	Freshman
	Sophomore
	Junior
	Senior
<input checked="" type="checkbox"/>	Graduate

**2. My present GPA is**

	<2.0
	2.0-2.49
	2.5-2.99
<input checked="" type="checkbox"/>	3.0-3.49
	3.5-4.0

**3. The school in which I am enrolled is**

<input checked="" type="checkbox"/>	Humanities and Social Sciences
	Business and Administration
	Science, Engineering, and Technology

Questions 4-13 refer specifically to the evaluation of the professor and questions 14-18 are questions about the course. Use the five responses listed below to answer questions 4-13. Any question that you feel is not applicable to your class situation should be left blank.

- 1=ALWAYS      2=ALMOST ALWAYS      3=USUALLY      4=SELDOM      5=NEVER

**The instructor:**

<input checked="" type="checkbox"/>					4. provides adequate instructions concerning assignments.
<input checked="" type="checkbox"/>					5. communicates the subject matter effectively.
<input checked="" type="checkbox"/>					6. is well prepared for class.
<input checked="" type="checkbox"/>					7. provides freedom to ask questions, disagree, and express ideas.
<input checked="" type="checkbox"/>					8. provides responsive clarifying answers to student questions.
<input checked="" type="checkbox"/>					9. grades fairly and accurately.
<input checked="" type="checkbox"/>					10. makes adequate provisions for consultation and assistance during office hours.
<input checked="" type="checkbox"/>					11. provides timely feedback on course performance (e.g., quizzes, assignments, etc.).
<input checked="" type="checkbox"/>					12. seems to enjoy teaching and is enthusiastic about the subject.
<input checked="" type="checkbox"/>					13. attends and utilizes the entire class.

Use the responses listed below to respond to question 14-18.

- 1=STRONGLY AGREE      2=AGREE      3=NEUTRAL      4=DISAGREE      5=STRONGLY DISAGREE

**Regarding this course:**

<input checked="" type="checkbox"/>					14. The objectives of this course were clearly explained.
<input checked="" type="checkbox"/>					15. My course responsibilities were clearly defined.
<input checked="" type="checkbox"/>					16. The text(s) and related materials required for this course are appropriate and beneficial.
<input checked="" type="checkbox"/>					17. The course is organized clearly.
<input checked="" type="checkbox"/>					18. I learned a great deal in this course.

19. Would you recommend this professor to a student interested in this course?

<input checked="" type="checkbox"/>	Yes
	Maybe
	No

20. What is your overall rating of this instructor?

	OUTSTANDING
	FAR ABOVE AVERAGE
<input checked="" type="checkbox"/>	ABOVE AVERAGE
	SLIGHTLY ABOVE AVERAGE
	AVERAGE
	SLIGHTLY BELOW AVERAGE
	BELOW AVERAGE
	FAR BELOW AVERAGE
	VERY POOR

**Additional (optional)**

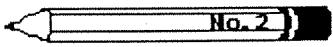
	21.
	22.
	23.
	24.
	25.

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<input type="checkbox"/>	BELOW AVERAGE
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**Additional (optional)**

				21.
				22.
				23.
				24.
				25.

### GUIDELINES FOR WRITTEN COMMENTS

Giving feedback is similar to holding up a mirror so that individuals can see themselves as others see them and learn how their actions have been affecting others. Please avoid any derogatory comments. Students are encouraged to give written comments using the following guidelines:

- a. Be sure your intent is to help, not hurt.
- b. Be descriptive rather than evaluative.  
**Descriptive:** "You interrupted me and that frustrates me."  
**Evaluative:** "You were rude."
- c. Be specific, do not give generalities.  
**Specific:** "You interrupted me when I was describing..."  
**General:** "We don't get to discuss answers properly."
- d. Based on your perception, offer something to be considered.
- e. Avoid overload, focus only on what is important and changeable.

1. Describe strengths of this class and/or instructor; try to be specific; use examples.

Use of handouts, Modern examples from Newspapers, discuss personal experience + how it applies to course.

2. Describe weaknesses of this class and/or instructor; try to be specific; use examples.

3. Any other comments.

Good course a lot of helpful info!

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- a. Be sure your intent is to help, not hurt.
- b. Be descriptive (what) rather than evaluative (why).  
**Descriptive:** "You interrupted me several times."  
**Evaluative:** "You don't care about students."
- c. Be specific, not vague.  
**Specific:** "You interrupted me ..."  
**General:** "We don't get to discuss enough."
- d. Avoid overload; focus on what is important and can be changed.
- e. Offer suggestions for change

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1. Describe the strengths of this class and/or instructor; be specific and give examples.

*His treatment of us as equals helped to facilitate an environment of respect and learning.*

2. Describe any weaknesses of this class and/or instructor; be specific and give examples.

\_\_\_\_\_

3. Additional comments:

\_\_\_\_\_