

**INSTRUCTOR COURSE EVALUATION (ICE) REDESIGN REPORT**  
**Southern Illinois University**

**ICE REDESIGN COMMITTEE**

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## Introduction

Over the years, there have been consistent complaints about the Instructor and Course Evaluation (ICE) instrument used at Southern Illinois University. Issues with this evaluation tool include concerns that (1.) it is too long and contains too many questions, (2.) it doesn't properly assess certain types of courses, (3.) it doesn't provide opportunity to gather open and written feedback, (4.) some students do not take it seriously to provide accurate feedback, (5.) and the paper-based instrument is an out of date method for data collection. Additional concerns span to (6.) procedure and policy around the data collection, (7.) the lack of the ICE being used consistently across campus (8.) whether it is used for promotion and tenure, and if so, (9.) what parts of the data are used for this purpose and how? As a result, the purpose of the ICE is debatable not only from college to college but even between departments. Overall, the one common thread across campus is that the ICE should be revised in content and how it is administered.

On January 27, 2012, Provost John Nicklow charged the ICE Redesign Committee to review the current Instructor Course Evaluation (ICE) survey tool (Appendix A). The following report was generated to address current issues with the campus Instructor and Course Evaluation and to propose a more effective and efficient approach to collecting student feedback.

The role of the committee was to address the following issues:

- Review the current ICE form and determine whether it is out of date in content and format.
- Look at best practices in instructor/course evaluations and determine how the university can incorporate these practices to improve the tool and data collection.
- Modify the survey content (if deemed appropriate).
- Discuss the implications of potentially putting the evaluation tool online for students to complete. If so, identify the most appropriate location (SalukiNet, SIUOnline (Desire2Learn), etc.).
- Review current FOIA policy and make a recommendation on how the university can manage this requirement in regards to an evaluation tool.
- Review additional issues and needs raised by the committee.
- Propose a campus implementation plan based on any revisions to the tool and/or format.
- Provide a report and recommendations to the Provost by May 15, 2012.

A summary of the committee's recommendations are presented below. Also included are proposed steps and suggested timing as an initial implementation plan. Following the Recommendations & Implementation Plan section is the detailed report that led to these conclusions.

## **Recommendations & Implementation Plan**

### **1. Pilot a new online early to mid-semester instrument**

Due to the long history of ICE, the committee recommends that a pilot online evaluation be implemented and tested prior to a full launch. The committee proposes a mid-semester instructor evaluation instrument for the sole purpose of teaching improvement. The committee constructed a draft instrument (Appendix F) but recommends a small team be created to specifically review it in detail and finalize prior to implementing for the pilot.

#### **Proposed Implementation:**

- Review mid-semester evaluation instrument
- Implement mid-semester instrument to be administered online in Desire2Learn (early to mid-Fall 2012)
- Review usage results of Fall 2012 for future implementation (late Fall 2012)
- Analyze mid-semester instrument data for validity and reliability (late Fall 2012)
- Revise & refine mid-semester instrument based on analysis (late Fall 2012)
- Determine future implementation based on pilot (late Fall 2012)

### **2. Revise the current end-of-semester ICE instrument**

Based on the analyses, the committee recommends revising the current ICE instrument to be shorter, measure the same constructs, and provide for open feedback (Appendix G). This instrument should be the standard and required instrument with the flexibility for instructors to add unique questions applicable to their course

#### **Proposed Implementation:**

- Finalize instrument and distribute for campus approval (August-October 2012)
- Implement approved new ICE for online and paper-based (Spring 2013)
- Review usage results of Spring 2013 for campus-wide online implementation for Fall 2013 (June 2013).

### **3. Develop a mid-semester and end-semester evaluation for online courses.**

The committee proposes that the Distance Education Council and Distance Education Assessment Committee develop a plan for evaluating full-online courses. (June 2012)

### **4. Implement a Campus Policy**

The committee recommends that a campus wide policy be written to provide consistency across campus. Without a policy, there is the risk that instructors will be held to different standards. The committee proposes the following draft policy as a starting point for discussion among the stakeholders. (August-October 2012)

## **Draft Policy**

A standard instructor/course evaluation (ICE) processed requires a uniform and unbiased form of administration and data collection. The institution should adopt the following guidelines over all departments to help maintain and improve the quality of instruction on campus. a.) All instructors must give the ICE evaluations for each course every semester. b.) The course instructor must inform the students of the purpose and application of the data collected using the ICE process prior to giving the assessment. The instructor should also describe any course changes or personal consequences that result from ICE data analysis such as instructor merit pay, tenure/promotion, and course content improvement. Instructors should deliver this message in both oral and written form. c.) Instructors must not be present in the classroom while students evaluate the course using the ICE system. d.) Research or teaching assistants under the direct supervision of the course instructor cannot give the ICE assessment for course instructors. e.) Other departmental faculty may not give the ICE assessment for their peers. f.) Course instructors should give ICE evaluations on days when no course tests or finals are scheduled so that students have appropriate time to read, understand and answer all questions. g.) Departmental faculty and administration should jointly develop office procedures that assure the integrity of the ICE data collection process by removing any opportunity for faculty to corrupt ICE data.

### **5. Communicate the purpose of the ICE to students and provide incentives**

The purpose of the ICE should be communicated to students. If students recognized the value of completing the ICE and the potential outcomes, students would take it more seriously. This area needs to be explored further as it introduces a variety of issues and circumstances that are beyond the charge of this committee. (Fall 2012)

### **6. Create the following implementation teams**

- ICE Instrument Team—Monitor instrument usage and implement necessary revisions. (June 2012)
- ICE Policy Team—Establish policy for campus review and adoption. (August 2012)
- ICE Technical Team-- Determine solution for online implementation. (June 2012)

### **7. Consider publicizing evaluation results**

The committee discussed the option to display all instructor and course evaluation results online for campus public viewing but this suggestion was not explored fully enough for the committee to make a recommendation. It was also discussed whether to post only high evaluation scores for campus public viewing as a method to acknowledge instructors of exemplary teaching performance. The committee suggests that this be a topic for discussion for further consideration at the administrative level. (Fall 2012)

## **Background**

Student evaluation of instruction began at SIUC in the 1960's when a program was established through the Student Affairs Research and Evaluation Center. The survey was called the Instructional Improvement Questionnaire (IIQ). The IIQ included the 40 core items that presently appear on the Instructor and Course Evaluation (ICE). The program was set up as a development tool for faculty to improve their teaching.

The process begins when a faculty member requests ICE forms. The office of Instructional Evaluation in the Center for Teaching Excellence supplies the Scantron forms and guidelines, and receives the student evaluation sheets, typically at the end of the semester. The ICE forms are scanned following the completion of a semester and the submission of final grades by instructors. A report in electronic PDF format is generated for each course section and is posted to a secure server for retrieval by the instructor. The instructor is notified by email when a report has been posted. According to the ICE Principles of Operation document (Appendix B), ICE results will be sent only to the individual faculty of the course.

It is estimated that the Instructional Evaluation office runs reports for about 1400 courses each semester out of about 7000 courses in the Banner instructor list. This usage accounts for about 20% of the courses. This means that the other 80% are using a different instrument or no instrument at all.

## **Committee Discussions**

### **Purpose**

There was lengthy discussion by the committee on the purpose of the ICE. The objective for using the ICE must be clarified and communicated in policy to uphold its integrity and value. The committee identified the following cumulative objectives across campus for current uses:

- To evaluate the effectiveness of the instructor.
- To determine effectiveness of the method of instruction.
- For instructor self-improvement in their teaching.
- For promotion and tenure purposes.
- For students to determine if they want to take a course from a particular instructor (currently done unofficially among students).

In addition, the committee discussed the following issues that influence the use of the ICE.

- Is the ICE really used for course evaluation (versus just instructor evaluation)? If courses are not being evaluated at this level, perhaps this part of the evaluation should be removed.
- What is the attitude of instructors about being evaluated? This sensitivity needs to be considered if a new policy and process is implemented.
- It is very important to stress the value of teaching improvement.

- Multiple assessments should be completed each semester. Consider how many assessments are appropriate (2, 3, monthly, or continually available).
- The instrument should vary based on the type of course.

## **Policy**

The committee discussed the lack of consistency in the use and purposes of using an evaluation tool. The following are observations:

- There doesn't appear to be a campus-wide policy regarding the use of ICE scores for promotion and tenure. It has been determined that some departments are calculating a general score from the ICE. This practice should be discouraged as each section measures different constructs and a general score would not provide an accurate result for this purpose.
- There is no consistency in terms of what sections of the ICE are used or how it is used amongst the departments who do use them for promotion and tenure.
- There needs to be a policy on how the ICE is distributed so that there is consistency across campus.
- Currently, faculty may add general scores to represent their evaluation. They select what questions to include. This selective practice provides inconsistent results.

## **Measurement Instrument Qualities**

The committee discussed ways to improve the instrument.

- It was discussed whether the section on 'Meeting Objectives' be on the ICE instrument or evaluated through student assignments and tests.
- The ICE should allow room for open-ended questions and comments.
- There are too many questions on the instrument. It needs to be shorter.
- Consider incorporating questions that are more reflective.

## **Incentive for the Student**

The committee discussed the need for student incentive to complete their course evaluations, especially if the survey was only online. Thoughts and concerns include:

- Ideas for incentives to students upon completion of survey for a class.
  - positive incentive (survey data posted on line for public viewing)
  - negative incentive (can't access final grade)
- Dr. Mavis Adjei talked about the instructor surveys at The University of Mississippi. Students don't get to see their grades until after submitting the instructor evaluation and all results are public to the campus.
- Do students use the evaluation data to select a course and/or instructor?
- Should the evaluation process be more continuous for student feedback throughout the semester or at mid semester point? This practice is common at other universities.

- The purpose and value of the ICE should be communicated to students.
- If students understood the value and the potential outcomes of completing the ICE, would they take it more seriously?
- There is a different student population compared to when these instruments were created.
- Students need to have a voice.

### **Instrument Results**

There was an agreement among some of the committee members that scores should be made public to help meet FOIA requirements, to show students that instructor evaluations do have value since they are shared, and to provide motivation for teaching excellence. More discussion is needed on the following:

- Consider using high evaluation scores as incentives to display successful peers. (Ex: top 10 or 20 from a department, college, undergrad, grade.)
- Consider what our peers are doing in terms of method and posting of results.
- Determine if publishing results should apply the same for faculty and teaching assistants
- Evaluate if data should be publically published or have restricted access.
- Determine if ICE will be confidential or anonymous
- Consider tracking student evaluations across a program
- Certain types of instructors get lower evaluations.
- Consider building in reflective questions.
- Consider gathering qualitative information and using focus groups. (Ex: Implement a focus group once a year in one class.)

## **Summary of Preliminary Research & Best Practices**

### **Preliminary Findings**

Dr. Kathy Hytten and Dr. Terri Wilson provided a preliminary research summary to the committee. There is a large body of inconclusive research on Instructor Course Evaluations. Much of this research is now dated, but there is an abundance of it available ranging from questions of reliability and validity of instruments, to the purpose of evaluations, to the misuse of evaluations. A number of different universities have undertaken reviews of their ICE systems and developed new approaches, some seemingly based on a lengthy review process (e.g., RIT Course Evaluation Taskforce is available as a PDF online).

### **Problems/Challenges of Instructor Course Evaluations (ICE)**

- When faculty promotion/merit depends on ICEs, there can be a tendency to inflate grades and water down the curriculum – perversely, instructors are encouraged not to be too rigorous, or to have standards that are too high.



- Type of class (required, part of the core curriculum, in the major, etc.), size of class (lecture, seminar, lab, etc.), appearance and culture of the instructor (accent, minority status, etc.) all significantly influence evaluations.
- Typical ICE forms conflate student satisfaction with student learning, and are based on a problematic model of student as consumer. They implicitly induce faculty to pander to students.
- Students may not have the level of knowledge needed to thoughtfully evaluate their instructors (e.g., on such questions as whether they chose the best materials or teaching strategies), nor the broad perspective to assess their own learning.
- As ICEs are anonymous, students do not have to take responsibility for their opinions, nor do they need to ground these opinions in evidence.
- ICE instruments are often poorly developed and used in ways for which they were not intended (e.g., formative evaluations are used for summative purposes). Often questions are ill-posed (e.g, students are asked to rank on a likert scale a binary question) and sometimes inappropriate.
- “Students may not have the level of knowledge necessary to properly evaluate their instruction...which may lead to the use of some other proxy in determination of instructor performance. The ‘entertainment’ level of the classroom experience has been shown to affect over-all instructor ratings...Perceived fairness in grading and instructor appearance were strongly related to student evaluations of professors, despite the fact that these factors may be unrelated to the degree of student learning...Student consumers, may, in fact prefer a teaching style that is detrimental to their learning experience” (Kozub, 36).

### **Best Practices Identified in the Research**

Almost all of the research reviewed suggests that teacher evaluation should be a multi-faceted process, and should not be based on a single, Scantron assessment form. Strategies being used by other institutions include:

- Revision of standardized assessment forms (e.g., allow faculty to choose from a bank of possible questions, add questions about student effort and engagement in class – to correlate with their assessments of their instructors, add open-ended questions, revisit the questions asked to make sure they are appropriate)
- Use of multiple forms of assessment (chair/peer evaluations, annual reviews, self-reflection, student performance on standardized measures)
- Conducting peer assessments, where faculty visit each other’s classes and talk to the students about strengths, weaknesses, areas of improvement for the faculty member
- Having instructors create teaching portfolios (including a variety of documents such as syllabi, lesson plans, and letters from students)
- Sampling students in classes and conducting in-depth interviews with them

## **Efforts to Build Better Course Evaluations**

A number of institutions have extensively studied ways to improve the collection and interpretation of student ratings of instruction, resulting in the widespread adoption and adaptation of instruments such as the IDEA Student Ratings of Instruction system, the SALG instrument, and the Multi-Op course evaluation system.

The IDEA Center at Kansas State University (<http://www.theideacenter.org/>) is a nonprofit organization that provides comprehensive evaluation services for a fee. Their IDEA Student Ratings of Instruction system focuses on 12 specific objectives and factors out those variables that are beyond an instructor's control, tailoring reports to fit those learning objectives selected by the instructor. Questions are customized to fit the needs of the institution. The IDEA Center then provides improvement recommendations based on a national database of research.

Relevant research and technical papers are available on the IDEA Center website. Two of these are listed in the references list for this report.

The Student Assessment of their Learning Gains (SALG) instrument was developed by researchers at a variety of institutions (<http://www.salgsite.org/>), and provides templates for course evaluations with customizations that connect questions to the objectives of a specific course. The focus of the SALG instrument is the extent to which a course has enabled student learning. It includes five overarching questions that can be customized through sub-items such as specific course activities, course concepts, skills, student attitudes, and integration of course material.

The Multiple Option Course Evaluation System (Multi-Op) at the University of Indiana (<http://www.indiana.edu/~best/bweb3/services/course-evaluations-2/>) is a computer-based system for constructing and analyzing instructor and course evaluation instruments. It features a large catalog of items from which faculty can choose items in the major areas of teaching style and methods, specific course elements, and students' intellectual development as a result of the course. The items are primarily Likert scale questions, but there are also open-ended questions from which to choose. Instructors may also write some of their own items for inclusion on the instrument, and may choose between a computer-administered or a paper-based form.

## **Methodology & Analysis**

### **Data Collection**

It was very important to the committee to ensure an inclusive process. The committee gathered preliminary information from the campus departments through a paper-based survey (Appendix C) and online survey tool on how evaluations are administered at SIU. The survey results (Appendix D) only confirmed the original assumptions of the dispersed use of the course and instructor evaluations across campus.

## Analysis

Dr. Yanyan Sheng, Dr. Darren Sherkat, and Roberta Reeves evaluated the population of the last two semesters of ICE data to examine the psychometric structure of the responses. The goal was to understand how students are responding to these items, and whether the instrument could be made more manageable. Dr. Sheng provided a comprehensive factor analysis and reliability analysis for both Spring and Fall of 2011, and Dr. Sherkat cross checked these analyses using the Fall data. Results were consistent, and showed that items within the response blocks (“instructor evaluation”, “course evaluation” and “Objectives”) are closely associated with one another and form independent factors. These analyses also showed that within each block, there were several statistically weak items which do not cohere with the other measures. The current baseline ICE instrument consists of 56 items, which is a daunting task to complete. The ICE is generally administered late in the semester by the instructor of the course at the end of class. This is not a recipe for complete, unbiased, high-quality data gathering.

## Recommendation

The committee advocates reducing the scope of the instrument to 15 substantive items. Five substantive items will be retained in each of the three evaluative blocks. Based on the analysis of the self-rating section, we advocate not retaining the six current “self rating” items which address reasons why students took the course and had a fairly unacceptable reliability. This would reduce the total instrument to 15 questions. We also advocate a qualitative “box” where students can provide optional comments about the course instruction.

Dr. Sheng’s analyses (Appendix E) show easy, empirically-driven cuts to arrive at three scales measuring instructor, course, and “objectives” evaluations. The specific items identified are:

Part 1 (Instructor): Includes items 5-7, 9-16, 20 (alpha= .976) .

Part 2 (Course): Includes items 21-23, 27, 29, 37, 40 (alpha=.936).

Part 3 (Objectives): Includes items 42-48, 50. (alpha=.970).

To reduce the number of items to 15, Dr. Sherkat evaluated the content of each item in these factors to retain those with the most readily interpretable and generally relevant information about the three key arenas of evaluation. The final selected items are:

Part 1 (Instructor): Includes items 6, 12, 15, 16, 20.

Part 2 (Course): Includes items 21, 27, 29, 37, 40.

Part 3 (Objectives): Includes items 42, 45, 47, 48, 50.

Also based on the initial survey data that was collected regarding the current ICE instrument, an optional section should be provided where departments can add additional questions at their discretion. We recommend that this is done at the department level to uphold consistency for additional departmental and/or program evaluation data collection. The length of this section should also be at the discretion of

the department to allow for as much flexibility as needed to address specific evaluation needs. However, it is suggested that this section be kept fairly short (5 questions) to keep the instrument at a reasonable length.

### Implications of an Online Course Evaluation

The Committee discussed the implications of placing the instrument online. A review of the course evaluation practices of our peer and aspirational institutions highlights the need for SIU to seriously consider replacing paper-based data collection with an online instrument. Of all our peers (Table 1), only one institution continues to use a paper-based course evaluation instrument.

Table 1

Institution	Method
<b>Peer Institutions</b>	
Auburn	Online
Iowa State University	Online
Kansas State University	Online & Paper-based
Ohio University	Online
Oklahoma State University	Online
Texas Tech University	Paper
Washington State University	Online
West Virginia University	Online
<b>Aspirational Peer Institutions</b>	
Louisiana State University	Online
University of Colorado at Boulder	Online & Paper-based
University of Kentucky	Online & Paper-based
University of Missouri Columbia	Primarily Paper-based & Online option also available on request
<b>Other Institutions</b>	
University of Illinois – Urbana Champaign	Online

Currently the Office of Instructional Evaluation does have an electronic version of the ICE available for instructors who choose to provide the evaluation online rather than paper-based. This option is available to any instructor who requests this format. The Center for Teaching Excellence assists in placing the electronic ICE in their Blackboard or Desire2Learn course. However, placing course evaluations online is a complex process, and raises additional issues and concerns.

### Concerns

- Current paper-based procedures prevent instructors from seeing the results of their course evaluations until after grades are submitted. A course evaluation survey can be kept anonymous if administered in the **Desire2Learn** system; however, at this time the system does not prevent instructors from viewing the results prior to grade submission. The Center for

Teaching Excellence is currently investigating this issue with Desire2Learn. If it is not possible to restrict data availability, the question must be raised on whether it will be acceptable practice to allow instructors to see data before grades are submitted.

- Alternatively, the survey instrument could be placed on **SalukiNet**. This option does create a variety of complexities that need to be considered. Banner does have a generic survey tool in the system but this tool is untested in University system.
  - A customized survey through SalukiNet would require developing and writing an interface for this purpose. The data would then be stored in Banner.
  - It may be more challenging in this environment to provide the flexibility for departments to customize their surveys with additional questions.
  - Delaying grades to students as an incentive for them to complete the survey would be complicated in Banner due to the variety of ways to view grades in the SalukiNet system as well as the different date that grades are submitted.
  - It should always be recognized that when a system is customized, the system usually requires additional modification after regular upgrades to the system.
  - It is possible that extraction of data from Desire2Learn can still be loaded to the Banner environment for special analytic needs. This should be explored further.
- **3<sup>rd</sup> party software** is available for the collection of online evaluations. Although these options do include additional expense, they should be considered before considering a home-grown approach.
- Depending on the method chosen for administering the ICE, the ease of collecting data analytics may differ. The types of reporting results that are needed should be explored.
- There is a concern that placing the ICE online would reduce the number of students that would complete the survey. Consider providing incentive to students to complete the online survey on their own time. Making results available for public viewing would be a method to show students that their evaluations and comments are valued.

## Recommendation

The committee recommends that the evaluation be administered online and proposes piloting an early-mid semester online evaluation as soon as possible. This will require additional attention from a technical group to identify the best approach for administering the ICE.

Although the committee proposes that the evaluation be administered electronically before a student is allowed to view their grade for the course, this may require a customized system to implement. This option should be further explored.

Identify a small technical team to develop an implementation plan. Priorities for this team should include:

- Examining the technical requirements of an online course evaluation system that is delivered via Desire2Learn or SalukiNet and determining the most effective approach.
- Transitioning all paper-based course evaluation instruments to the online system

- Developing a mechanism for providing some level of flexibility for instructors or departments in the selection of evaluation questions
- Maintaining anonymity of responses by stripping personal identifiers from all ratings and comments
- Identifying incentives to maximize response rate
- Monitoring the performance of the online rating system for accuracy and security
- Reviewing technology developments and upgrades that can affect data collection.

### **Managing FOIA Requirement**

The Board of Trustees, Southern Illinois University, states the following as the University's purpose in compliance with the FOIA requirement.

The public policy of the State of Illinois states "that all persons are entitled to full and complete information regarding the affairs of government and the official acts and policies of those who represent them as public officials and public employees" consistent with the limitations contained in Illinois' Freedom of Information Act (hereinafter "Act"). 5 ILCS 140/1 et. seq.  
Pursuant to Section 3(h) of the Act (5 ILCS 140/3), Southern Illinois University has promulgated policies governing access to public records of the University in conformity with the Act. The purpose of the policies are to provide timely access to public records in the possession of the University while, at the same time, protecting legitimate privacy interests and maintaining administrative efficiency within the requirements of the State Records Act. 5 ILCS 160/1 et. seq.

According to the Illinois Compiled Statutes (ILCS) the public record is quite inclusive and therefore would include instructor and course evaluation data.

(c) "Public records" means all records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary materials pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of any public body. 5 ILCS 140/2

To remain compliant, any and all results of the instructor and course evaluations must be made available upon request and in accordance with the Freedom of Information Act policies promulgated by the Board of Trustees, Southern Illinois University.

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## **List of Appendices**

- A. Instructor Course Evaluation (ICE) Survey Tool
- B. ICE Principles of Operation
- C. ICE Review Memo and Questions
- D. ICE Review Survey Results
- E. ICE Form Item Analysis
- F. Mid-Semester Evaluation
- G. Proposed Instructor and Course Evaluation



## Appendix A: Instructor Course Evaluation (ICE) Survey Tool

# Instructor and Course Evaluation

## Instructional Evaluation

### Southern Illinois University Carbondale

SCANTRON

Mark Reflex® EM-92526-4:65

ED06

Print Course Number _____		Section Number _____		Date _____	
Instructor's Name _____					
MARK YOUR COLLEGE	ARE YOU:	EXPECTED GRADE IN THIS COURSE	OUTSIDE STUDY HOURS PER WEEK	INSTRUCTION AT THIS UNIVERSITY IS, IN GENERAL	
Agric Sci <input type="radio"/>	Frshmn <input type="radio"/>	GPA AT THIS UNIVERSITY	0-1 <input type="radio"/>	Excellent <input type="radio"/>	
Applied Sci <input type="radio"/>	Soph <input type="radio"/>		1-2 <input type="radio"/>		
Business <input type="radio"/>	Junior <input type="radio"/>		2-4 <input type="radio"/>		
Education <input type="radio"/>	Senior <input type="radio"/>		4-6 <input type="radio"/>		
Engineering <input type="radio"/>	Grad <input type="radio"/>		6-8 <input type="radio"/>		
Grad School <input type="radio"/>	Other <input type="radio"/>		8+ <input type="radio"/>	Very Good <input type="radio"/>	
Law <input type="radio"/>	Is this Course Required	3.5-4.0 <input type="radio"/>	ARE YOU A TRANSFER STUDENT	Good <input type="radio"/>	
Liberal Arts <input type="radio"/>		3.0-3.49 <input type="radio"/>		Weak <input type="radio"/>	
Mass Comm <input type="radio"/>		2.5-2.99 <input type="radio"/>		Poor <input type="radio"/>	
Medicine <input type="radio"/>	Y <input type="radio"/>	2.0-2.49 <input type="radio"/>	Y <input type="radio"/>		
Science <input type="radio"/>	N <input type="radio"/>	0.0-1.99 <input type="radio"/>	N <input type="radio"/>		
GENDER <input type="radio"/> Female <input type="radio"/> Male <input type="radio"/> Other _____					

## EXAMPLES

## IMPORTANT DIRECTIONS FOR MARKING RESPONSES

- Use black lead pencil only (No. 2 1/2 or softer)
- Do NOT use ink or ballpoint pens
- Make heavy black marks that fill the circle completely
- Erase cleanly any answer you wish to change
- Respond to the items presented frankly and completely
- One response per item
- Make no stray marks on the answer sheet

## PART I: INSTRUCTOR EVALUATION (ITEMS 1-20)

E = Exceptional Performance    W = Weak Performance  
 V = Very Good Performance    I = Improvement Definitely Needed  
 G = Good Performance    Leave Inapplicable Items Blank

1	Prepared for class.	E V G W I
2	Made clear assignments.	E V G W I
3	Set clear standards for grading.	E V G W I
4	Graded fairly.	E V G W I
5	Knew if students understood her/him.	E V G W I
6	Communicated with students effectively.	E V G W I
7	Answered impromptu questions satisfactorily.	E V G W I
8	Showed an interest in the course.	E V G W I
9	Gave several examples to explain complex ideas.	E V G W I
10	Accepted criticism and suggestions.	E V G W I
11	Increased your appreciation for the subject.	E V G W I
12	Organized and presented subject matter well.	E V G W I
13	Specified objectives of the course.	E V G W I
14	Achieved the specified objectives of the course.	E V G W I
15	Explained the subject clearly.	E V G W I
16	Showed an interest in students.	E V G W I
17	Was enthusiastic about the subject.	E V G W I
18	Was available outside of class.	E V G W I
19	Encouraged student participation.	E V G W I
20	In general, taught the class effectively.	E V G W I

## PART II: COURSE EVALUATION (ITEMS 21-40)

SA = Strongly Agree    D = Disagree  
 A = Agree    SD = Strongly Disagree  
 N = Neither Agree nor Disagree    Leave Inapplicable Items Blank

21	This course was a good learning experience.	SA A N D SD
22	The content of this course was good.	SA A N D SD
23	The course was well organized.	SA A N D SD
24	I had trouble paying attention in class.	SA A N D SD
25	There should be additional prerequisites.	SA A N D SD
26	There should be fewer prerequisites.	SA A N D SD
27	This course was very interesting.	SA A N D SD
28	The amount of required work was appropriate.	SA A N D SD
29	This course was one of the best I have taken.	SA A N D SD
30	The tests covered the course material well.	SA A N D SD
31	This course was a waste of time.	SA A N D SD
32	The textbook was good.	SA A N D SD
33	Multimedia could be used more effectively.	SA A N D SD
34	This course should be taught in some other way.	SA A N D SD
35	I covered this material in other courses.	SA A N D SD
36	The course material was too difficult.	SA A N D SD
37	This course should continue to be offered.	SA A N D SD
38	The reading assignments were hard to understand.	SA A N D SD
39	I was often confused.	SA A N D SD
40	Generally, the course was good.	SA A N D SD

## PART III: OBJECTIVES (ITEMS 41-50)

On each of the objectives listed below, rate the progress you have made in this course compared with that made in other courses you have taken at this university. In this course I made:

E = Exceptional Progress    G = Good Progress    N = No Progress  
 V = Very Good Progress    L = Little Progress    Leave Inapplicable Items Blank

41	Gaining factual knowledge (terminology, classifications, methods, trends).	E V G L N
42	Learning fundamental principles, generalizations, or theories.	E V G L N
43	Learning to apply course material to improve rational thinking.	E V G L N
44	Developing specific competencies needed by professionals in this field.	E V G L N
45	Learning how professionals in this field gain new knowledge.	E V G L N
46	Developing creative capacities.	E V G L N
47	Developing a sense of personal responsibility (self-reliance, self-discipline).	E V G L N
48	Gaining a broader appreciation of intellectual-cultural activity.	E V G L N
49	Developing skill in expressing myself orally or in writing.	E V G L N
50	Discovering the implications of the course material for understanding myself.	E V G L N

## PART IV: SELF-RATING (ITEMS 51-56)

My reasons for taking this course:

Y = Yes    N = No  
 Leave Inapplicable Items Blank

51	A strong interest in the material.	Y N
52	A strong interest in the discipline.	Y N
53	To obtain a good grade.	Y N
54	To satisfy a requirement for my major.	Y N
55	To fulfill requirements for electives.	Y N
56	This form adequately evaluates this course.	Y N

## PART V: OPTIONAL (ITEMS 57-74)

Complete Section Below According To Your Instructor's Directions.

57	A B C D E	63	A B C D E	69	A B C D E
58	A B C D E	64	A B C D E	70	A B C D E
59	A B C D E	65	A B C D E	71	A B C D E
60	A B C D E	66	A B C D E	72	A B C D E
61	A B C D E	67	A B C D E	73	A B C D E
62	A B C D E	68	A B C D E	74	A B C D E

DO NOT WRITE OR MAKE ANY STRAY MARKS ON THE BACK OF THIS FORM

## Appendix B: ICE Principles of Operation

### INSTRUCTOR AND COURSE EVALUATION (ICE) PRINCIPLES OF OPERATION, INSTRUCTIONAL EVALUATION OFFICE revised August, 2008

This statement is intended to clarify some occasionally misunderstood principles regarding the ICE questionnaire and the functioning of the Instructional Evaluation office. The information pertains to the standard Instructor and Course Evaluation (ICE) form that is sanctioned by the university. The principles discussed in this statement are not intended to cover the custom evaluation processes developed by individual departments or colleges on campus.

Questions or comments regarding this statement should be directed to the Associate Dean of Support Services.

### POLICY AND PROCEDURES

The basic "contract" for office services using the ICE instrument is with the individual faculty member. As a consequence, ICE results will be sent only to individual faculty. The office will not send results to other agents (e.g., department chairpersons). A request to vary this procedure requires the approval of the instructor and the instructor's dean. Faculty are at liberty, as a matter of personal choice, to share results with whomever they choose.

Procedures for ICE administration are not controlled by the IE office. Recommended procedures are offered, but each faculty member using the questionnaires must assure the integrity and adequacy of classroom procedures used. The system remains basically an honor system.

In short, the IE office cannot guarantee that questionnaires submitted for processing have been properly obtained. Once received, the office does protect both the privacy of results and the integrity of computer processing and distribution.

It is the position of the office, and should be the understanding of students, that the results, including the original anonymous questionnaires, are the property of the individual instructor. Original questionnaires are not returned to the instructors, however, except by special request. Normally, original questionnaires are not retained by the office longer than one year before being destroyed. Since the data are stored electronically, old questionnaire data can normally be reprocessed without difficulty. IE will attempt to maintain questionnaire data for a period of ten years, to facilitate requests for reprocessing.

Questionnaires received for processing are handled as quickly as staffing and work load permit. Results are returned to individual faculty in electronic format. It is possible that some may be received before the end of a semester. This applies to six and eight week courses or courses being evaluated midway through the semester. Results from

evaluations submitted to the IE office after midterm will not be returned to faculty until after final exams.

### STATISTICAL RELIABILITY OF THE ICE

The ICE instrument is a "broad band" instrument designed to facilitate "diagnosis" and "clinical-type" interpretations. Evaluation for administrative purposes is possible but should include familiarity with the research literature to assure that evaluative interpretations are justified in a particular situation. Many of the ICE items and scales have been found to be sensitive to factors not controlled by instructors and to rapport-type influences which may not be obvious. In short, research with similar subject matter suggests that results covary with a large number of exogenous influences. Consequently, great care should be exercised in using ICE results for serious administrative evaluation.

The psychometric reliability of ICE results, especially at the level of individual item ratings, is dependent on class size according to well established sampling principles. As class size decreases, so does statistical precision. Statistical precision is not greatly influenced by class size differences if about 30 or more students participate. However, if classes are very large (e.g., 75 or more), some ratings are likely to be relatively low. For classes less than 20 or so, results should be considered as only tentative and suggestive. It is highly questionable whether results from classes so small as 5 or 10 can be considered as more than gross indications. This problem is especially important to consider when using ICE results for administrative evaluation.

The psychometric precision of ICE results, given a sufficiently large class, are more adequate for identifying extreme situations than for ranking faculty. Ranking faculty based on ICE results using small differences in ratings, is highly questionable and probably cannot be justified based on ICE instrumentation.

Finally, student questionnaires can be quite useful for a wide variety of diagnostic and evaluative purposes. They are not, however, the only method available. Neither are they necessarily the best source of information for some purposes. Many other means can be used and are encouraged by the IE office.

## Appendix C: ICE Review Memo and Questions



CENTER FOR TEACHING  
EXCELLENCE  
MAIL CODE 6510  
605 AGRICULTURE DRIVE  
CARBONDALE, ILLINOIS 62901

teach@siu.edu  
618/453-2258  
618/453-3010 FAX

cte.siu.edu

### MEMORANDUM

Date: February 7, 2012  
To: Department Chairs  
From: ICE Redesign Committee  
Re: Instructor and Course Evaluation tool

Provost Nicklow has charged a committee to review the current Instructor and Course Evaluation (ICE) survey tool. The committee is gathering preliminary information from our campus departments on how evaluations are administered at SIU. Your input is very important and will ensure an inclusive process.

Please, provide us your input by answering the questions in the attached survey or by going to the following link: <http://tinyurl.com/siu-ICE>

If you have any questions, please do not hesitate to contact one of the committee members listed below. Thank you.

Mavis Adjei, Marketing  
Craig Anz, Architecture  
Cheryl Bosarge, Center for Teaching Excellence  
Kathryn Hytten, Education Administration and Higher Education  
Heidi Jung, Center for Teaching Excellence  
Karen Midden, Plant, Soil Science, and Agricultural Systems  
Uche Onyebadi, Journalism  
Roberta Reeves, Center for Teaching Excellence  
Karen Renzaglia, Plant Biology  
Yanyan Sheng, Educational Psychology and Special Education  
Darren Sherkat, Sociology  
Carl Spezia, Technology  
Terri Wilson, Education Administration and Higher Education

Thank you.

HJ

Enclosure: Instructor and Course Evaluation Tool Review

cc: John Nicklow, Provost and Vice Chancellor for Academic Affairs

"Instructor and Course Evaluation" Tool Review

---

Name: \_\_\_\_\_ Department: \_\_\_\_\_

1. Do you use the Standard Instructor and Course Evaluation (ICE) form? Yes No
2. Do you use supplemental questions to the standard ICE form? Yes No

If so, what additional questions do you ask? (Please list or email to [rreeves@siu.edu](mailto:rreeves@siu.edu).)

3. Do you use another evaluation form? Yes No

If so, would you be willing to share it with the committee? (Send to Roberta Reeves, Instructional Evaluation, Mail Code 6510 or [rreeves@siu.edu](mailto:rreeves@siu.edu).)

4. For what purpose do you use the evaluation?

5. Are teaching evaluations used for Promotion and Tenure in your department? Yes No

If so, what information is used and how?

6. Does your departmental operating paper discuss teaching evaluations? Yes No

If so, what does it say?

7. Does the department chair have access to teaching evaluations in your department? Yes No

8. Are evaluations administered in your department by the course instructor? Yes No

9. What information would be most useful in evaluating faculty in your department?

10. What should most change in regard to the University's Instructor and Course Evaluation tool?

Additional Comments:

## Appendix D: ICE Review Survey Results

## Survey Results

**1. DO YOU USE THE STANDARD INSTRUCTOR AND COURSE EVALUATION (ICE) FORM?**

# of people answered Yes: **21** | # of people answered No: **6** | # of people answered N/A: **2**

**2. DO YOU USE SUPPLEMENTAL QUESTIONS TO THE STANDARD ICE FORM?**

# of people answered Yes: **4** | # of people answered No: **22** | # of people answered N/A: **1**

Comments

Open-ended sheet asking: 1. What were the strengths of this course and the instructor? 2. How could this course and the instructor's teaching be improved? 3. Any other comments?

I allow my students to write open-ended comments if they want to.

Available from History Department

Each instructor is allowed to write his or her own supplemental questions which the students then hand-write and return to our department office manager; she returns these to the faculty after the grading period is over. I have attached one of the forms I use: typically, I ask the students to rate the most and least effective experiences in the course, as well as a few more directed questions, and then an open-ended space which allows them to tell me what they have on their minds?

The use of the supplemental questions is subject to the discretion of the instructor.

Not standardized among all faculty & programs

Personal use, some in department use extras and alternatives

We just ask for any written comments

**3. DO YOU USE ANOTHER EVALUATION FORM?**

# of people answered Yes: **13** | # of people answered No: **14** | # of people answered N/A: **2**

Comments

Yes. I just ask the students for a free written narrative around what they like about the course, what they don't like and what they want to see done differently.

Yes/No. Instructors can supplement the ICE with evaluation forms of their own devising. The Department, however, does not have a form.

Yes, written student comments

**4. FOR WHAT PURPOSE DO YOU USE THE EVALUATION?**Comments

Course improvement

Which one? the ICE or the "another evaluation form"?

Whether the students feel the course objectives have been met.

Performance Improvement

promotion

The College of Business has their own evaluation form.

ICEs are required in our operating papers. I use a supplementary open-ended evaluation to find out the things I really want to know about students.

See Question #2 - I find the answers to those questions much more information and useful than a quantitative measure. I also find that students feel more valued with that type of evaluation, which asks for their opinion and suggestions rather than just filling in a bubble.

## Self-improvement

I use our department's evaluation form because it requests comments from the students.

Feedback on teaching, reading - improving for the next time ("feedback loop").

promotion and tenure

We have specific questions related to chemistry and chemistry pedagogical tools that we ask in our survey

Merritt raise, Self improvement. P&T

Merit; Promotion and Tenure

To get feedback and evaluate my performance so I can improve my teaching

Student evaluation of Instructor performance, especially, untenured tenure-track faculty, is used along with other evaluations such as observations by senior faculty and letters from alumni for four different purposes: 1)annual junior faculty review letters written by Ch forwarded to Dean, 2)merit salary raises for all faculty, 3)dossier for promotion and tenure, 4)evidence of teaching skills for College T the Year Award

Evaluate effective teaching performance against average departmental scores.

See attached (Appendix B). We have selected questions (as noted in attached operating papers), but other info is used also.

Annual evals and P&T

Additional student comments to assist the instructor in his/her teaching effectiveness of the course, possible improvements to the co annual review by the chair of the department

Improvement; promotion; merit

Review student comments for my courses; review factor scores and averages.

The Zoology course evaluations are used as one indication of the teaching effectiveness of instructors and teaching assistants.

Annual review of faculty teaching, teaching awards, tenure and promotion decisions.

## 5. ARE TEACHING EVALUATIONS USED FOR PROMOTION AND TENURE IN YOUR DEPARTMENT?

# of people answered Yes: **28** | # of people answered No: **0** | # of people answered N/A: **0**



### Comments

ICE scores and student letters are used, at the discretion of candidate.

Several of the items from the first batch are chosen for indicators of instructional aptitude.

Scores are included in the dossier for consideration.

The Instructor Evaluation information is used.

Scores are reviewed, but they are not a critical piece of documentation due to the high variability associated with courses, types/diffi courses, enrollments, undergraduate versus graduate, etc.

I do not believe that teaching evaluations are required for P & T, but I cannot envision a scenario in which we wouldn't consider then faculty report their overall teaching evaluation scores, which is a composite rating over six areas. We characterize 34 questions over areas: (1) Presentation Ability; (2) Organization/Clarity; (3) Grading/Assignments; (4) Intellectual/Scholarly; (5) Student Interaction; (6 Student Motivation. We also have a single assessment item: "This was an effective instructor"

They are additional information on teaching used in the evaluation process. They are not used exclusively.

We pay most attention to the scores on the "generally the instructor is good" and "generally the course is good" questions. Basically looking for scores above 4, and for improvement the first few times someone teaches a new class. It's not any more scientific than th

Questions #21 and #40 are looked first, then a sampling of other questions deemed important by the instructor. Candidates are exp give scores over a range of years, and provide high, low, and the average for each selected question.

Yes.

The results of the evaluations are considered in annual reviews and as one measure of teaching skill

Primarily we use the "Overall Instructor Evaluation" scores in a tabular format. We also extract written student comments

Both the ICEs and the supplemental teaching evaluations are used by the department's PBW (Personnel, Budget, and Welfare) comm which meets with the chair to determine merit evaluations. The chair then uses this discussion to write the annual reviews for the jur tenure-track faculty. The ICE scores are one of the metrics we use for evaluating teaching, supplemented by faculty discussion of the teaching, syllabus design, etc.



We use it in our annual reviews with non-tenured people to discuss their teaching performance, and we also include a general integrative review of the 5 years ICEs as part of the evaluation of teaching performance (one of several elements). Personally, I tend to look for general trend and not to focus on individual classes or individual elements in the ICE except for any outstanding scores. We also use faculty for their yearly evaluations.

As noted above the ICE is part of the evidence submitted for P&T dossiers. Other evidence includes observations by faculty who are above the level of promotion in the application, and other letters of support including alumni.

A tenured faculty member is requested to "sit in" and write an evaluation based upon their impressions on classroom presence, feed interactions with students and learning objectives.

As the results impact annual evaluations, they would impact discussion on promotion & tenure.

That info can be compiled by faculty when creating their dossier

Evidence in teaching effectiveness

Only to the extent that they may be used to reveal problematic, dysfunctional, or simply "bad" teaching. We look for candidates to be average. This is to say, research always trumps teaching for us.

Total evaluation score for all factors for each course taught at SIUC is included in a faculty member's P&T packet.

Numerical ratings and narrative comments

Usually we look at averages of the first 20 questions - and look particularly at the question of in general, was the course well taught

## 6. DOES YOUR DEPARTMENTAL OPERATING PAPER DISCUSS TEACHING EVALUATIONS?

# of people answered Yes: **12** | # of people answered No: **13** | # of people answered N/A: **0**



### Comments

Teaching Effectiveness Committee. This committee is responsible for the continuous evaluation of teaching quality. Composed of faculty representatives from each academic unit, the committee is charged with administering the Instructional Evaluation Form (IEF) (Appendix) distributing the findings to individual faculty, academic coordinators, and the Director.

Shall be one of several possible means of evaluating a faculty member's teaching ability.

ICE Evaluation Forms. All faculty teaching in the School of Social Work are required to have students complete ICE (Instructor and Co-Evaluation) forms. Blank ICE forms are available to faculty toward the end of each semester from the Instructional Evaluation Office a Library or from the Program Administrative Assistant's office. Faculty are expected to distribute them to students, then leave the room asking for a student volunteer to collect them when completed and deliver them directly to the instructional evaluation office in Morris. After the ICE form evaluations are processed by the Instructional Evaluation Office, a summary report is provided to each faculty member. Faculty are required to provide the School Director with a copy.

It says we have to submit at least one for each semester that we're teaching.

Not sure, but I don't think so.

They are discussed in the context of tenure/promotion and merit pay formulae.

Mentioned under T&P and merit guidelines.

Does not "discuss". Simply states "Solid teacher evaluations" are needed

Under Section E ("Evaluation Criteria for Teaching, Research/Creative Activity, and Professional Service"), subsection 1, sub-subsection ("Student Evaluations"): The Department requires that every semester (excepting summer sessions), faculty members have all their evaluations by the students in that course. These evaluations are kept on file in the Department. A form, which permits some quantitative analysis is required by the University for purposes of merit and promotion. Faculty are encouraged to develop, in consultation with the PBW (Personnel, Budget, and Welfare) committee, and the Office of Instructional Evaluation, a qualitative evaluation form to accompany quantitative one in order to solicit responses more relevant to each course.

They are not mentioned by name ICE but teaching evaluation is mentioned as a general term in both tenure-promotion as well as merit evaluation procedures

VIII. A. MERIT CRITERIA: 1. Teaching: The teaching evaluation consists of a faculty member's performance in one or more of the following areas: a.) teaching regularly scheduled classes, b.) supervising credit-bearing student activities assigned to the faculty member's section number, and c.) graduate committee participation that culminates in the student completing masters papers, theses, or dissertations. TENURE AND PROMOTION STANDARDS: 1. Teaching: The department considers competence in teaching extremely important and will recommend promotion or tenure only when a professor can demonstrate successful classroom, committee, and advisement service to students. Evidence of effective teaching must include a minimum of one student course evaluation per semester of service and letters from faculty colleagues who have observed the applicant's teaching or who have worked with the applicant on curriculum, thesis or dissertation committees and letters from alumni or students not currently enrolled in the course(s) that are being evaluated. a. Teaching Standards for promotion to Associate Professor: The applicant must receive positive evaluations from colleagues and students who have observed applicant's instruction. Combinations of letters and student ratings may be used to document good teaching. The applicant must also have positive evaluations from colleagues who have collaborated with the applicant on curriculum, thesis and/or doctoral committees. b. Teaching standards for promotion to Professor: The applicant for promotion to Professor must meet the same standards in teaching as those for promotion to Associate Professor. c. Teaching standards for tenure: The applicant for tenure must meet the same standards in teaching as those for promotion to Associate Professor.

see Appendix A

We have an evaluation done for faculty up for promotion by a committee

Regarding tenure and promotion: "It is the responsibility of the candidate to present evidence regarding teaching effectiveness, including teaching evaluations of courses taught at the University."

## 7. DOES THE DEPARTMENT CHAIR HAVE ACCESS TO TEACHING EVALUATIONS IN YOUR DEPARTMENT?

# of people answered Yes: **21** | # of people answered No: **3** | # of people answered N/A: **4**



### Comments

Yes. But only to those the faculty turn in. Non tenured faculty and NTT faculty are required to turn them in. Associate Professors who eventually be promoted to Full also need to turn them in. Full Professor are not required and usually do not turn them in.

Yes/No. Evaluations are requested for reasons stated above. The faculty may or may not provide them. They do not come directly to

## 8. ARE EVALUATIONS ADMINISTERED IN YOUR DEPARTMENT BY THE COURSE INSTRUCTOR?

# of people answered Yes: **17** | # of people answered No: **9** | # of people answered N/A: **2**



### Comments

Yes. The course instructor leaves the room during the evaluations; the completed forms are brought to our office manager in the department main office by one of the students in the course.

Yes. But collected by a student and handed to the office directly, without the Professor's intervention.

Yes/No. Most faculty administer them. However, if a member of the faculty is no longer a candidate for promotion and tenure, i.e., full professor ranking, they may choose not to administer the ICE evaluations.

## 9. WHAT INFORMATION WOULD BE MOST USEFUL IN EVALUATING FACULTY IN YOUR DEPARTMENT?



### Comments

Consistency, attendance, preparation for instruction, knowledge of subject matter, ability to explain complicated or difficult-to-understand information/thinking.

Level of Interaction with/Engagement of students. Delivery technologies used. Role of the instructor in the course: facilitator, information dispenser. Cognitive, Affective, and psychomotor taxonomy levels achieved by students.

Clarification about #8: the procedure I follow is that I introduce the students to the evaluation process and tell them the purpose (purpose) but I then leave the room. The students complete the evaluation without my presence and submit them to one of their peers who takes the forms to Instructional Resources for processing.

Weighted scores for each Department in the College broken down by undergraduate and graduate

Our current evaluation form works well.

I feel the SEI is very useful and supplements other methods of evaluation, such as, peer evaluation, chair observations, etc.

Frankly, I think it would be nice if some neutral body ran the evaluations--not the instructor, not the chair, but someone else. We have low response rates from students and I think the scores are pretty much useless.

Combination of quantitative and qualitative evaluations from students, written evaluation by peers, and review of syllabi.

Peer evaluation is probably as important as ICEs.

I would use the ICE forms if the students were able to write comments regarding the major questions.

I find the current form helpful. Most of the best teachers get 4's.

We get what we need through the open student comments and through the Overall Evaluation scores

Q20: In general taught class effectively Q 21: Course was a good learning experience Q 40: generally the course was good

The problems with these forms are widespread. They ask students at the most stressful time of the course to respond to their instructor. Much better information would be longitudinal, asking students to reflect later on what they actually learned from any particular course. The forms do not measure great transformational teaching: an instructor who challenges his or her students will get some high numbers and some low numbers, thus making that great instructor seem similar to a lackluster instructor who gets all mediocre scores. I want to know which of my instructors are making profound, transformational interventions into my students' learning.

The question is unclear. In what sense evaluating faculty? And for what purpose?

Personally, I think the ICE evaluations are in many cases an invalid measure of an instructor's teaching ability and thus student learning, the ICE may only measure popularity or grade generosity. For example, students filling out an ICE for an instructor in their major course (the process from a much different emotional place than those students taking a difficult, nonmajor course that is required for graduate statistics). For an interesting study of this phenomena see attached article, "One Measure of a Professor: Students' Grades in Later" Chronicle of Higher Education. I would like the committee to look closely at other evaluations methods. Certainly students should contribute some input. Nonetheless, I think developing a campus-wide program that involves classroom observations by senior faculty, exit interviews, and course syllabi would be helpful. I think every faculty member ought to have a well articulated philosophy of teaching statement. The assessment of teaching performance is not a new field. For example, Chapter 5 of L. D. Hammond's 2006 book, *Powerful Teacher Education: Lessons from Exemplary Programs*, has several suggestions.

Assessment criteria to evaluate learning of identified learning objectives by students in each course.

First 20 questions are most useful

1. Clear presentation of lecture material, 2. Responding to student questions & understanding the nature of those questions, 3. Prep work, 4. Available outside of the class.

Student comments

Having been at a number of universities, under numerous teaching evaluation regimes, I doubt there is anything perfect or new. I am confident that students can easily recognize both incompetent and superior teaching. Anything in between becomes more difficult.

Course evaluation data can be very misleading when simply looking at total/bottom line results. It is important to differentiate between undergraduate and graduate courses, small versus large course sections, quantitative versus qualitative courses, type of faculty teaching, course such as tenure-track, tenured, NTT, or PhD student. I think too it is important to review materials from other institutions to see how such data is compiled and used.

Peer evaluation of entire courses

Something that measures whether they are effective teachers, not whether their students are satisfied.

## 10. WHAT SHOULD MOST CHANGE IN REGARD TO THE ICE TOOL?



### Comments

Format. Question type and response. Need to get at: what makes the course a good one; what doesn't. Why is a given faculty member good/excellent instructor? Why is a given faculty member a lousy one? What could be done to make the course a better learning situation? What could be done to make the instructor one who will stimulate learning more than he/she does?

the questions/components of the evaluation tool.

I think it's okay for the main purpose: determining general teaching adequacy. I am most interested in learning from students what they believed were positive and negative aspects of the course, so that I can improve the course in the future. I don't believe there is any way to gather such information using format such as a Scantron. The only real way to get such information is to simply ask students to write about these aspects.

It's hard to say. If I was on the Committee, I would most definitely review course evaluation methods, forms, and approaches used at other colleges and try to assess their overall worth and use in those colleges. Frankly, I can't think of any instructor/course evaluation form that possesses much validity or reliability.

I believe our current system is fine.

I don't think there are any changes necessary to the current SEI form.

Let's just say that it would be incredibly easy to game the system. What stops someone from just filling out a bunch of forms themselves including them with the stack they submit to Roberta? There's no monitoring whatsoever of ICEs in my department, so it would be easy to cheat. I like to think that people don't, but there's both opportunity and motive, so probably some people do. In other words, if you value ICEs to count for ANYTHING in my eyes, I want to know that someone other than the instructor/chair is ensuring the integrity of the process and that all or nearly all of the students in the class are actually there when the evaluations are conducted. I say this as someone who has never cheated on ICEs, who always gives them at the last exam so as to get as close to 100% student participation as possible, and who cares deeply about the quality of my instruction. I take my own ICEs seriously because I know that the scores are valid. I just don't think other people's scores are valid. I think this is a SERIOUS problem if we're going to use ICE scores in any way as a gauge of teaching. The other issue, of course, is that I worry that many instructors basically trade easy grades for good ICE scores. There is no attempt to compare the ICE scores and GPAs for any given class. You want to identify good instructors? Then look for the people who have good scores (with high participation rates) AND who give out relatively low grades. The people who grade rigorously and still get great ICE scores are the people who are doing their jobs well.

The quantitative section should be shortened, and a qualitative section should be added. Students should also be able to access some version of the quantitative scores for an instructor or a class. I sense a lot of frustration from students about the evaluation process, many simply refuse to participate because they feel it is a waste of their time. Since they never see the results of those evaluations, there is no understandable point of view. Making the scores available to students would provide an important level of transparency.

Request for comments on the major questions. Fewer questions.

We don't use ICE because there are far too many questions. We use a modified, shorter version of about 25 questions with qualitative feedback also collected and reported to chair before being given to faculty.

I don't have ideas for major changes.

No opinion since we don't use it.

The form should be simplified to require just a few questions about which we really care (what was the instructor's mastery of the material, how prepared was the instructor for class, what effort did the student put into the course, etc.) and then have room on the form for students to write their comments. It is unwieldy to perform two evaluations in each course.

There are specific items that require reconsideration. For example, several items may be inappropriate or irrelevant and should not be included in the calculation of the scores (e.g., a course that doesn't use a textbook should not provide scores for textbooks). There is also the fact that some items are not mutually exclusive. There is some redundancy between teacher evaluation and course evaluation. On the whole, students evaluate teachers significantly higher than they do the course itself. As a result, interpreting the meaning of the scores is complicated. Are we rating the instructor or the course?

I would like to see the University develop a substantive teaching excellence center staffed by scholars with expertise in learning, instruction, and curriculum development as well as skill practitioners of the teaching arts. The goal of the center would be to develop a campus culture that views teaching skills and student learning as rich disciplines that have agency for all faculty. We can no longer continue to view the acquisition of teaching skill as a trial and error activity. Nor can we continue to view knowledge of one's discipline the major if not only prerequisite to teaching success.

A program wide discussion concerning student learning outcomes & mapping the courses that are focused on each objective so the program can realize where problems are typically centered.

Perhaps paring the first 20 questions down to 10 or 15. Perhaps keep 1,2,combine 3-4,6,10,12,combine 13-14,16,18,19,20.

Appears adequate as is as a standard form.

After many years at this game, my view is that ultimately, the proof of good teaching appears only in the classroom, and can be completely (or at least reliably) judged only by students. I have seen colleagues who are very bad teachers passed off as good teachers, because they were evaluated "on paper" (syllabi, etc.), by colleagues (always problematic), or by committees (ditto). I have also seen colleagues who were very, very good teachers disparaged and criticized. Increase the voice of the students.

As I said for item #9, I think it would be important to obtain and review information from other institutions that are similar to ours, i.e. research institutions. Without seeing that information, it is hard to speculate what should be changed. Perhaps there should be more emphasis on open-ended comments, perhaps the various factors included currently should be reviewed and changed, or perhaps how the data is compiled and presented needs reevaluation.

Student course evaluations are notoriously well-correlated with expected grades and inversely correlated with rigor; as such, they are unreliable indicators of instructor or course quality. A much more useful indicator would be peer evaluation, but this activity is not only time consuming for faculty members, but also unrewarded by any form of compensation. A tremendous step forward would be to include teaching evaluation as a significant component of faculty workload; specifically, a semester spent evaluating a course should count as equivalent of actually teaching a course. Course evaluation could be put on a rotational schedule such that each faculty member (or a subset of the faculty) would be asked to conduct an evaluation only once every few years. Evaluators should only be chosen from within the department; evaluators unfamiliar with standard content and skill expectations would be no more insightful than students enrolled in the class.

I am on the ICE redesign committee, so I will save my comments for there.

## ADDITIONAL COMMENTS



### Comments

Thanks for the opportunity to provide my input.

I'm glad the University is looking at this.

NA

Some good teachers get mediocre ratings because the students find them stern

CHEM 200-210 Survey is an example of the course evaluation form we use in chemistry. All individual student comments are transcribed by Student Workers into a Word document, given to the faculty and kept on file in the department office. (attached)

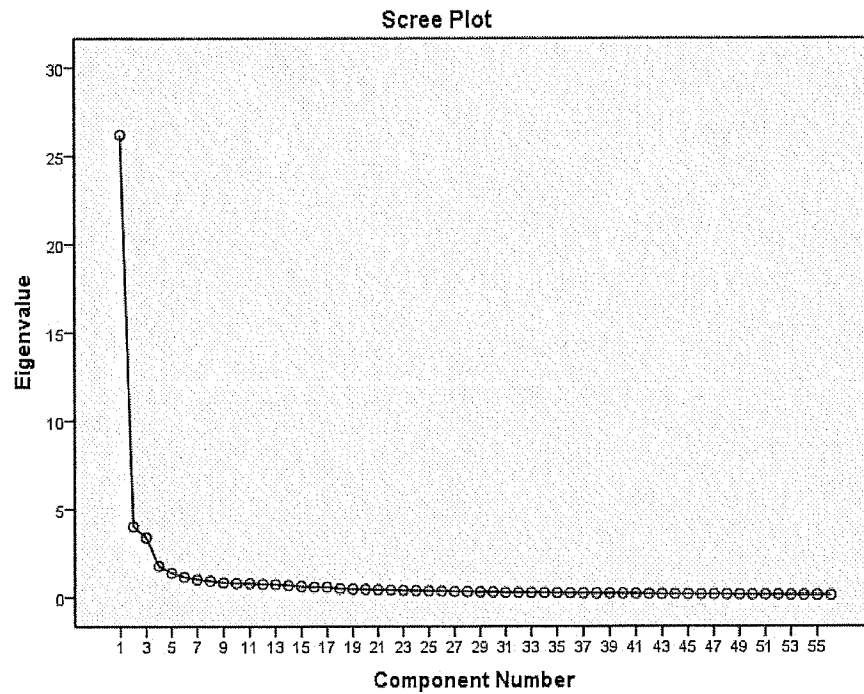
SFY101M: Introduction to Mass Communication and Media Arts Mid-term Course Evaluation Instrument (attached)

The Teacher of the Year Awards recognizes achievement in teaching for those who are accomplished. We must be cognizant, however, that such competitive reward systems do not advance teaching competence among a wide population. To achieve that goal an institution must look toward mastery models where individuals are rewarded for achieving mastery criteria with the hope that all become master teachers.

A sizable literature exists on student evaluations of courses and teachers; that literature should be consulted by those charged with how such evaluations are used.

## Appendix E: ICE Form Item Analysis

1. Factor analysis with fall 2011 data (n=17117) to explore the structure of the ICE.  
Scree plot (four-factor and five –factor solutions are reasonable).



a) Four-factor solution:

With an oblique rotation, the four extracted factors account for about 63.2% of the variance in the total 56 items, and they seem to be correlated.

**Component Correlation Matrix<sup>a</sup>**

Component	1	2	3	4
1	1.000	.696	.674	-.430
2	.696	1.000	.701	-.346
3	.674	.701	1.000	-.462
4	-.430	-.346	-.462	1.000

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

Factor loadings:

Pattern Matrix<sup>a, b</sup>

	Component			
	1	2	3	4
V1	.913	.010	-.136	.021
V2	.891	-.049	-.009	.021
V3	.886	-.046	-.014	.031
V4	.877	-.060	-.018	-.003
V5	.879	-.017	.003	.002
V6	.919	-.023	-.028	.005
V7	.940	-.004	-.080	.008
V8	.901	.005	-.173	-.019
V9	.897	.021	-.065	.002
V10	.898	.026	-.082	.022
V11	.684	.071	.191	.011
V12	.896	.001	.000	.013
V13	.911	.022	-.055	.011
V14	.904	.038	-.039	.005
V15	.898	.001	.008	-.006
V16	.919	.008	-.093	-.003
V17	.890	.033	-.159	-.020
V18	.864	.057	-.151	.023
V19	.850	.072	-.127	-.004
V20	.909	-.019	.030	-.004
V21	.258	.134	.553	-.010
V22	.232	.110	.584	-.009
V23	.487	.006	.376	.006
V24	-.008	-.030	-.159	.650
V25	.027	.018	.284	.786
V26	.110	-.044	.248	.641
V27	.111	.084	.725	.016
V28	.213	-.041	.580	.002
V29	.164	.074	.690	.093
V30	.328	-.048	.493	.042
V31	.000	.010	-.251	.676
V32	.040	.029	.537	.178
V33	-.060	-.032	.209	.660
V34	-.121	.014	-.090	.718
V35	.024	-.100	.313	.607
V36	.069	.058	-.040	.840
V37	.123	.005	.630	-.081
V38	.053	.040	.006	.790
V39	-.064	.066	-.126	.738
V40	.291	.041	.586	-.042
V41	.125	.721	.085	-.032
V42	.107	.777	.048	-.036
V43	.080	.814	.043	-.031
V44	.063	.831	.035	-.029
V45	.054	.863	.001	-.005
V46	.024	.901	-.008	.005
V47	.032	.900	-.029	-.004
V48	.030	.903	-.020	.007
V49	-.011	.923	-.049	.038
V50	.003	.910	.005	.019
V51	.279	.012	-.854	-.042
V52	.264	-.025	-.731	-.077
V53	.157	.019	-.414	-.106
V54	.076	-.076	-.143	-.102
V55	.011	.026	-.285	-.275
V56	.043	.069	-.444	-.091

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 5 iterations.  
b. Only cases for which semester = Fall are used in the analysis phase.

Pattern Matrix<sup>a, b</sup>

	Component			
	1	2	3	4
V1	.913			
V2	.891			
V3	.886			
V4	.877			
V5	.879			
V6	.919			
V7	.940			
V8	.901			
V9	.897			
V10	.898			
V11	.684			
V12	.896			
V13	.911			
V14	.904			
V15	.898			
V16	.919			
V17	.890			
V18	.864			
V19	.850			
V20	.909			
V21			.553	
V22			.584	
V23	.487		.376	
V24				.650
V25				.786
V26				.641
V27			.725	
V28			.580	
V29			.690	
V30	.328		.493	
V31				.676
V32			.537	
V33				.660
V34				.718
V35			.313	.607
V36				.840
V37			.630	
V38				.790
V39				.738
V40			.586	
V41		.721		
V42		.777		
V43		.814		
V44		.831		
V45		.863		
V46		.901		
V47		.900		
V48		.903		
V49		.923		
V50		.910		
V51			-.854	
V52			-.731	
V53			-.414	
V54				
V55				
V56			-.444	

Extraction Method: Principal Component Analysis.

Rotation Method: Promax with Kaiser Normalization.

a. Rotation converged in 5 iterations.  
b. Only cases for which semester = Fall are used in the analysis phase.

b) Five-factor solution:

With five factors, they account for about 65.7% of the variance in the total 56 items, and an oblique rotation is needed.

Pattern Matrix<sup>a, b</sup>

	Component				
	1	2	3	4	5
V1	.845				
V2	.835				
V3	.834				
V4	.832				
V5	.841				
V6	.874				
V7	.889				
V8	.847				
V9	.845				
V10	.849				
V11	.656				
V12	.839				
V13	.855				
V14	.847				
V15	.849				
V16	.873				
V17	.836				
V18	.814				
V19	.806				
V20	.856				
V21				-.515	
V22				-.545	
V23	.435			-.420	
V24		.638			
V25		.716			
V26		.584			
V27				-.613	
V28				-.543	
V29				-.577	
V30				-.487	
V31		.659		.304	
V32				-.467	
V33		.593			
V34		.676			
V35		.517			
V36		.800			
V37				-.593	
V38		.747			
V39		.717			
V40				-.560	
V41			-.764		
V42			-.814		
V43			-.848		
V44			-.862		
V45			-.886		
V46			-.921		
V47			-.917		
V48			-.922		
V49			-.931		
V50			-.931		
V51				.373	.566
V52					.651
V53					.639
V54					.390
V55					.354
V56					.469

From the factor loadings, it is clear that factors 1, 3 and 5 are Parts I, III and IV in the ICE, with items 1-20, 41-50, and 51-56 loading high on each. Therefore, the five-factor solution is more reasonable than the four-factor solution. Items 23 and 51 have cross loadings. Items in Part II in the ICE has to be reorganized into two groups: with one including items 21, 22, (possibly 23), 27-30, 32, 37, 40, and the other including items 24-26, 31, 33-36, 38, 39.

Component Correlation Matrix<sup>a</sup>

Component	1	2	3	4	5
1	1.000	-.277	-.690	-.494	-.162
2	-.277	1.000	.229	.169	-.033
3	-.690	.229	1.000	.527	.265
4	-.494	.169	.527	1.000	.172
5	-.162	-.033	.265	.172	1.000

Extraction Method: Principal Component Analysis.  
Rotation Method: Oblimin with Kaiser Normalization.

a. Only cases for which semester = Fall are used in the analysis phase.

Extraction Method: Principal Component Analysis.  
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 7 iterations.

b. Only cases for which semester = Fall are used in the analysis phase.

2. Use the five-factor solution and the same rotation method, similar pattern is observed with Spring 2011 data (n=15704) and with combined data (n=32821).

Pattern Matrix<sup>a,b</sup>

	Component				
	1	2	3	4	5
V1	.843				
V2	.830				
V3	.848				
V4	.832				
V5	.835				
V6	.854				
V7	.883				
V8	.843				
V9	.859				
V10	.854				
V11	.655				
V12	.851				
V13	.862				
V14	.858				
V15	.870				
V16	.864				
V17	.834				
V18	.821				
V19	.793				
V20	.845				
V21				-.551	
V22				-.565	
V23	.437			-.414	
V24		.637			
V25		.701			
V26		.598			
V27				-.638	
V28				-.531	
V29				-.589	
V30				-.487	
V31		.664		.317	
V32				-.499	
V33		.608			
V34		.683			
V35		.529			
V36		.804			
V37				-.622	
V38		.735			
V39		.722			
V40				-.579	
V41			-.773		
V42			-.812		
V43			-.855		
V44			-.854		
V45			-.868		
V46			-.918		
V47			-.931		
V48			-.916		
V49			-.924		
V50			-.934		
V51				.360	.616
V52					.670
V53					.640
V54					.374
V55					.317
V56					.466

Extraction Method: Principal Component Analysis.  
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 7 iterations.

b. Only cases for which semester = Spring are used in the analysis phase.

Pattern Matrix<sup>a</sup>

	Component				
	1	2	3	4	5
V1	.845				
V2	.832				
V3	.841				
V4	.832				
V5	.838				
V6	.865				
V7	.887				
V8	.846				
V9	.851				
V10	.852				
V11	.655				
V12	.844				
V13	.859				
V14	.852				
V15	.859				
V16	.869				
V17	.836				
V18	.818				
V19	.800				
V20	.851				
V21				-.533	
V22				-.556	
V23	.435			-.418	
V24		.638			
V25		.709			
V26		.591			
V27				-.626	
V28				-.538	
V29				-.584	
V30				-.489	
V31		.661		.310	
V32				-.484	
V33		.600			
V34		.679			
V35		.522			
V36		.802			
V37				-.608	
V38		.741			
V39		.720			
V40				-.569	
V41			-.768		
V42			-.813		
V43			-.852		
V44			-.859		
V45			-.877		
V46			-.920		
V47			-.924		
V48			-.919		
V49			-.928		
V50			-.933		
V51				.367	.589
V52					.660
V53					.641
V54					.383
V55					.336
V56					.469

Extraction Method: Principal Component Analysis.  
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 7 iterations.



3. Reliability analysis with Fall and Spring 2011 data (n=32821).

Cronbach alphas for Parts I, II, III and IV in the ICE are .981, .723, .974, .517, respectively.

- a. For items 1-20, item-total statistics (last column in the table below) indicate a couple of items can be removed with a very similar internal reliability (e.g., items 18 and 8).

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
V1	80.77	252.404	.798	.980
V2	80.96	247.664	.822	.980
V3	80.98	247.597	.814	.980
V4	80.92	248.774	.808	.980
V5	81.10	244.047	.861	.980
V6	81.00	245.106	.868	.980
V7	80.95	246.722	.867	.980
V8	80.68	253.825	.781	.981
V9	80.91	247.787	.853	.980
V10	81.01	246.674	.842	.980
V11	81.06	244.471	.840	.980
V12	80.97	245.810	.878	.980
V13	80.93	247.652	.874	.980
V14	80.94	246.961	.891	.980
V15	80.99	244.875	.898	.980
V16	80.88	247.537	.855	.980
V17	80.77	251.400	.802	.980
V18	80.92	250.263	.781	.981
V19	80.88	249.377	.805	.980
V20	80.93	244.590	.906	.979

- b. For items 41-50, all items are contributing to the high scale reliability of .974.

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
V41	35.16	76.589	.857	.971
V42	35.22	76.177	.878	.971
V43	35.25	75.413	.896	.970
V44	35.28	75.170	.889	.970
V45	35.31	74.942	.879	.971
V46	35.37	74.344	.884	.970
V47	35.31	74.918	.877	.971
V48	35.35	74.343	.883	.970
V49	35.48	73.879	.834	.973
V50	35.40	73.789	.885	.970

- c. Items 51-56 has a fairly unacceptable reliability of .517 mainly due to the fact that most of the inter-item correlations are fairly small.

Inter-Item Correlation Matrix						
	V51	V52	V53	V54	V55	V56
V51	1.000	.605	.184	.063	.073	.175
V52	.605	1.000	.194	.130	.052	.171
V53	.184	.194	1.000	.118	.179	.166
V54	.063	.130	.118	1.000	-.046	.107
V55	.073	.052	.179	-.046	1.000	.144
V56	.175	.171	.166	.107	.144	1.000

Item-total statistics indicate that items 55 or 54 may be removed. Indeed, they have close to zero correlations with the other items.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
V51	6.13	1.203	.414	.390
V52	6.12	1.182	.430	.379
V53	6.26	1.441	.301	.462
V54	6.22	1.546	.114	.539
V55	5.99	1.404	.128	.556
V56	6.22	1.412	.267	.473

- d. Results from the factor analysis indicate items 21-40 need to be reorganized into two groups, with one containing items 21, 22, 23, 27-30, 32, 37, 40, and the other including items 24-26, 31, 33-36, 38, 39.

Cronbach alpha for the first set of 10 items is .930.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
V21	35.69	47.838	.831	.917
V22	35.70	48.534	.836	.918
V23	35.74	48.989	.742	.922
V27	35.95	47.093	.811	.918
V28	35.86	49.847	.671	.925
V29	36.46	45.188	.773	.921
V30	35.98	49.335	.657	.926
V32	36.40	51.556	.449	.937
V37	35.68	49.688	.723	.923
V40	35.75	47.521	.839	.917

Cronbach alpha for the second set of 10 items is .822. A close examination of the items indicates that items 25 and 26 ask the same thing differently. And item-total statistics indicate that if item 26 is removed, the reliability will be increased to .879.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
VR24	28.07	43.245	.648	.864
VR25	27.92	46.944	.515	.875
VR31	27.66	43.432	.697	.859
VR33	28.44	46.816	.514	.875
VR34	28.08	43.025	.742	.855
VR35	28.31	48.231	.386	.886
VR36	27.74	44.329	.729	.857
VR38	27.94	44.895	.660	.863
VR39	27.87	43.035	.731	.856

- e. When using the procedure of deleting an item each time to achieve identical or higher internal reliability, the following sets of reduced number of items that are originally in Parts II and IV are obtained:
- Items 21-23, 27-30, 37, 40 have a reliability of .937
  - Items 24, 31, 34, 36, 38, 39 have an internal consistency reliability of .889

iii. Items 51 and 52 have a reliability of .754

4. Now, with items 25, 26, 32, 33, 35, 53-56 removed, factor analysis with a five-factor solution is performed again with the combined dataset. The factor loadings confirm what we have from the reliability analysis.

Pattern Matrix<sup>a</sup>

	Component				
	1	2	3	4	5
V1	.819				
V2	.790				
V3	.799				
V4	.799				
V5	.831				
V6	.864				
V7	.891				
V8	.869				
V9	.845				
V10	.861				
V11	.641				
V12	.808				
V13	.837				
V14	.822				
V15	.833				
V16	.891				
V17	.867				
V18	.843				
V19	.833				
V20	.816				
V21				.660	
V22				.690	
V23				.593	
V24			.668		
V27				.684	
V28				.675	
V29				.653	
V30				.660	
V31			.675		
V34			.704		
V36			.903		
V37				.722	
V38			.869		
V39			.831		
V40				.686	
V41		-.743			
V42		-.793			
V43		-.837			
V44		-.844			
V45		-.874			
V46		-.925			
V47		-.929			
V48		-.927			
V49		-.951			
V50		-.944			
V51					.835
V52					.876

Component Correlation Matrix

Component	1	2	3	4	5
1	1.000	-.683	-.387	.674	-.218
2	-.683	1.000	.338	-.658	.357
3	-.387	.338	1.000	-.400	.183
4	.674	-.658	-.400	1.000	-.312
5	-.218	.357	.183	-.312	1.000

Extraction Method: Principal Component Analysis.  
Rotation Method: Oblimin with Kaiser Normalization.

Extraction Method: Principal Component Analysis.  
Rotation Method: Oblimin with Kaiser Normalization.

a. Rotation converged in 7 iterations.

## Appendix F: Mid-Semester Evaluation

### Course evaluations for course improvement purposes

Instructor \_\_\_\_\_ Course \_\_\_\_\_ Semester/Year \_\_\_\_\_

The purpose of this evaluation is for you to provide feedback that the instructor can use to improve the teaching of this course. The instructor will see your feedback as soon as possible. Please read the following questions carefully and respond thoughtfully. Your responses will help your instructor to improve the course.

SA = Strongly agree; A = Agree; N = Neutral; D = Disagree; SD = Strongly disagree; NA = Not applicable							
		SA	A	N	D	SD	NA
1.	So far, I have worked harder on this course than in most courses I have taken						
2.	The course structure is well organized						
3.	The textbook for the course is appropriate						
4.	Subject is clearly explained						
5.	Grading system is clearly explained						
6.	Feedback on tests, assignments, projects, etc., is provided in timely manner						
7.	Class discussions are encouraged						
8.	When questions are asked, answers are provided satisfactorily						
9.	Interesting style of presentation						
10.	Exams/assignments require creative thinking						
11.	I will recommend this course to other students						
12.	Enthusiastic about his/her subject						

**If there are any department specific questions then answer those in the section below**

		SA	A	N	D	SD	NA
1.							
2.							
3.							
4.							
5.							

**Comments:**

Your comments are an important part of your evaluation of the course design. Your instructor will use your feedback to improve the effectiveness of how the course taught.

What are some of the **best** aspects of the way the course is taught

Indicate some of the **weak** aspects of the way the course is taught

Explain how the instructor might improve his/her teaching of the course

Appendix G:  
**Proposed Instructor and Course Evaluation**

**Part I: Instructor Evaluation**

Please indicate the extent to which you feel an item describes the instructor.

E = Exceptional Performance	W = Weak Performance
V = Very Good Performance	I = Improvement Definitely Needed
G = Good Performance	Leave inapplicable items blank

1. Communicated with students effectively.
2. Organized and presented subject matter well.
3. Explained the subject clearly.
4. Showed an interest in students.
5. In general, taught the class effectively.

**Part II: Course Evaluation**

Please indicate the extent to which you feel an item describes the course.

SA = Strongly Agree	D = Disagree
A = Agree	SD = Strongly Disagree
N = Neither Agree or Disagree	Leave inapplicable items blank

6. This course was a good learning experience.
7. This course was very interesting.
8. This course was one of the best I have taken.
9. This course should continue to be offered.
10. Generally, the course was good.

**Part III: Objectives**

On each of the objectives listed below, rate the progress you have made in this course compared with the progress made in other courses you have taken at this university.

E = Exceptional Progress	L = Little Progress
V = Very Good Progress	N = No Progress
G = Good Progress	Leave inapplicable items blank

11. Learning fundamental principles, generalizations, or theories.
12. Learning how professionals in this field gain new knowledge.
13. Developing a sense of personal responsibility (self-reliance, self-discipline).
14. Gaining a broader appreciation of intellectual-cultural activity.
15. Discovering the implications of the course material for understanding myself.

**Part IV: Optional questions provided by the instructor.**

(This section will provide space for optional questions as determined by the department.)

**Part V: Comments**

In many ways your written comments can be the most useful feedback. In the space provided, please indicate what aspects of the course instruction were best and how the instructor could improve his or her teaching. The instructor will receive these comments after the semester has ended.