

Taking a Scholarly Approach to Evaluating Teaching:
A Review of and Recommendations for Assessing Teaching Excellence Across the
Schools of the Great Lakes Colleges Association

ESSAY FOR ACTION

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Across the G.L.C.A., faculty and administrators commit a large amount of time and energy to the evaluation of teaching for the purposes of retention, tenure, promotion, and merit decisions. As small liberal arts colleges with teaching-centric missions, this work is critical to ensuring that students are receiving high-quality instruction from reflective, scholarly teachers. There appears to be a disconnect, however, between the methods used to evaluate teaching and the standards set forth for the evaluation of the scholarship of teaching and learning (SoTL), and this disconnect is in no way limited to our local practices. Scholarly teaching, as defined by Ernest Boyer (1990) and refined by Glassick, Huber, and Maeroff (1997), requires that instructors apply the same systematic approach to their teaching that they do to their disciplinary research, including the specification of objectives, the development of an awareness of previous work in the field, the collection of data using agreed upon methods, and the public sharing of one's results and conclusions. The fact that most measures used to rate teaching effectiveness do not share much in common with standards for scholarship in teaching and learning has been described as the "SoTL Paradox" (Walker, Boepher, & Cohen, 2008). In this action essay, I'll review current practices used to evaluate teaching across the G.L.C.A., as well as summarize current literature on the strengths and challenges of these approaches. Then, I'll present the 6-pronged framework for scholarly teaching developed by Boyer and discuss the ways in which teaching effectiveness could be assessed using this scholarly teaching framework.

Current research reveals a number of issues with the tools that are commonly used to evaluate teaching in higher education. Student evaluations of teaching, which are the most frequently used measure of teaching effectiveness across U.S. institutions (e.g.,

Clayson, 2009), tend to be good measures of instructor organization, the clarity of faculty expectations and content delivery, perceived instructor availability and respectfulness, and overall student “satisfaction.” These same instruments, however, are poor measures of an instructor’s reflective practice, intentionality in course design, knowledge of teaching best practices, or willingness to explore and develop improved methods of instruction. They are also very poor measures of the amount of learning achieved; people are poor judges of their own learning, in large part because we are not aware of what we don’t know. A meta-analysis of the relationship between student grades and students’ evaluations of their learning revealed that the correlation between these two factors has decreased the past several decades and is now effectively zero (Clayson, 2009), meaning that students’ perceptions of how much they have learned are not indicative of how much actual learning has occurred, at least in terms of the grade earned in a course. Further, it is well documented that students’ evaluations of instructors are heavily influenced by variables related to privilege and diversity, such that female instructors and those from minority racial/cultural groups tend to be rated by students as less effective than instructors who are male or from a majority racial group (e.g., Hamermesh & Parker, 2005; MacNeill, Driscoll, & Hunt, 2015; Rubin, 1998). The literature also finds that students expect female instructors to be more compassionate, nurturing, and available than male instructors; female instructors who are viewed as warm and “maternal” by students tend to be rated higher on course evaluations than are females who are viewed as less nurturing, although the same pattern does not hold for male faculty (Sprague & Massoni, 2005). In terms of instructor difficulty, students tend to provide higher ratings to instructors of “easy” classes over those whose course work they found challenging

(e.g., Johnson, 2003), unless the student evaluators are themselves very high-achieving; these students appear to value being challenged (Stark & Freishtat, 2014).

As we know from the large body of research on introspection (see Wilson, 2003 for a review), individuals are much better at reporting on what happened than they are on how it was achieved, or why. In the context of teaching evaluations, questions that require students to report what the instructor did or did not do in the classroom, as well as their own personal perceptions of the classroom dynamic, are much more likely to be accurate reports than are responses to questions about how learning was achieved or whether an instructor, or the course itself, was effective in facilitating learning outcomes. In the case of the latter type of questions, implicit biases may play a more powerful role in shaping the responses given. As such, course evaluation survey tools are limited measures, depending upon the questions asked and the purposes for which they are used; while they may capture student perceptions as well as some of the outward behaviors and decisions of the instructor, they are much less well suited measures of an instructor's efforts to facilitate learning outcomes and the resulting learning that has occurred. These findings likely come as no surprise to most faculty members, as many of us readily report deep dissatisfaction with course and/or teaching evaluation instruments, particularly those that rely upon a student survey instrument.

That being said, teaching evaluation surveys remain the norm at both the local and national level. First and foremost, we are institutions of higher learning that deeply value the student experience and student learning. As such, it makes great sense to collect information from our students about their experiences in the classroom. In addition to the valuing of student perspectives, however, there are several other driving forces that likely

serve to maintain the use of course evaluation surveys as our primary mechanism for evaluating teaching effectiveness. First, institutional history and practices are powerful entities; faculty and administrators may be hesitant to deviate from how teaching has been evaluated in the past. Changing an evaluation instrument or process raises important questions about the fairness and equality of assessment over time, such that faculty evaluated under the “old” system may not be held to the same standards as those evaluated under the “new” system; in response, individuals would likely feel as though they must respond on-the-fly to a new set of criteria and resulting value system. Given faculty members’ limited time and resources, we are all forced to make decisions about how best to commit our time and energies; if the way in which retention, promotion, and merit decisions are made is altered, the paradigm under which faculty have been operating would shift as well, and that can be an uncomfortable and/or unwelcome process. The timing of such a change is also challenging. What is the best way to shift to a new system, with tenure-track faculty at different points in their review periods? Given the heavy weight that teaching evaluation responses are given on most campuses, these practical questions have significant potential implications for individuals’ career trajectories.

Finally, the revision of institutional policies and practices is time-intensive, and our faculty and faculty governing bodies are already over-stretched to complete the important work of personnel reviews. Developing, piloting, and implementing new metrics for capturing and evaluating the teaching work of faculty may quite reasonably be beyond the resources currently available or frankly, beyond the current interests of the institution. With ever greater pressure and import placed on research scholarship at

liberal arts institutions, administrators may feel as though placing a greater emphasis on evaluating teaching, and asking faculty to commit more time and resources towards engaging in a scholarly approach to teaching, is counter to this goal.

Twelve of our 13 G.L.C.A. institutions employ some form of student evaluation of teaching survey tool (see Table 1); Wabash requires their faculty to collect feedback from students in their classes, but this feedback is not collected using a shared assessment measure. Most employ a 5- or 7-point Likert scale as well as open-ended response items (but see Earlham, who uses only open-ended questions). Across institutions that use student course evaluations, there is variability in the amount of flexibility that instructors have regarding choice of instrument as well as the nature of the questions asked. For instance, Oberlin requires that faculty ask questions across six factors (Course Organization and Clarity; Instructor Enthusiasm; Teacher-Student Interaction, Rapport, and Approachability; Workload and Difficulty of the Course; Exams, Papers, Grading Fairness, and Feedback; and Self-Rated Learning), but the instructor may choose which questions from each set best fit their teaching context and goals. Similarly, the College of Wooster has a set of six questions which all instructors must ask their students, but instructors are free to select any additional course evaluation tool they would like to administer in their classes, either from a set of college-provided options (<http://teachingandlearning.spaces.wooster.edu/teaching-resources/course-evaluations/available-course-evaluation-forms/>) or from an outside source. And, Albion uses the IDEA Student Ratings of Instruction online survey tool (<http://ideaedu.org/services/student-ratings-of-instruction/>), which allows instructors to

rank questions in the instrument based on their teaching goals and practices, and the resulting student responses are weighted according to these rankings.

There are several themes that emerge as common across our evaluation instruments (see Tables 2a-2f for an overview of common course evaluation themes and questions across schools which use a standardized instrument, and the Appendix for copies of each institution's student evaluation of teaching form). Almost all of us ask students to rate the overall effectiveness of the instructor, while half also ask for a rating of the overall effectiveness of the course. In terms of course design, students are most frequently asked to rate the organization of the course and/or the effectiveness of how class time was utilized, followed by whether the instructor presented information clearly and whether the assignments in the course effectively facilitated learning. Most instruments also include at least one question about how hard students felt they had to work in order to be successful in the course. Finally, almost all of the assessment tools used across the G.L.C.A. ask students to report on the amount that they learned in the course, although these questions vary in terms of whether they ask students to globally rate their level of learning or whether students are asked to rate their learning across a range of learning outcomes or skills.

In terms of the learning environment itself, the questions vary more substantially across institutions. Questions include the amount of respect for students the instructor displayed, how much the instructor encouraged student questions, whether the instructor created a positive learning environment, and if the instructor encouraged students to consider multiple viewpoints and perspectives. Finally, in terms of instructor behaviors, the majority of instruments ask students if they found the instructor's feedback in

response to their work to be helpful. About half of our schools ask if the instructor was available during office hours or outside of class time and if assignments were returned in a reasonable amount of time. Less commonly asked questions include whether the instructor demonstrated enthusiasm for the course material, if the instructor evaluated student work fairly, if the instructor came to class prepared, and if the instructor was knowledgeable about the subject matter.

In addition to teaching evaluation surveys, 8 of the 13 G.L.C.A. schools currently require peer observations of teaching as part of their personnel review process, and peer observations of teaching for either formative or summative means is common place at institutions where it is not required (See Table 1). The typical structure of peer observations includes one or two class visits with a summary of the observations provided either to the faculty member themselves, in the case of formative peer observations, or submitted as part of a personnel review file, in the case of summative, evaluative peer observations. Recommendations for best practices in peer observation include: 1) pre- and post-visit discussions between the observer and the observed, with the conversation focused on the goals of the to-be-observed class and how the current class session aligns with the larger course learning goals; 2) appropriate preparation on behalf of the observer, such that they are familiar with the assignments for the class; and 3) a discussion of the evidence that will be used to evaluate whether student learning goals have been met (see Deborah Dezure's chapter in Seldin (1999) for a thorough discussion of peer observation of teaching best practices).

The adoption of peer observation into our faculty evaluation systems stems from the belief that our own colleagues can more readily recognize the presence of absence of

good teaching than can our students. Indeed, colleagues can speak to the teaching approaches used, the level of perceived engagement of the class, the responsiveness of the instructor to the current class climate and direction of the class discussion, and the success of the faculty member in redirecting student questions and clarifying students' understandings. That being said, there are some important limitations to using peer observations as a summative tool for evaluating teaching effectiveness. 1) The presence of the observer in the classroom, even if the individual positions themselves as unobtrusively as possible, can quickly change the dynamics of the class, especially in a small class setting or a discussion-heavy course. Although learning is best facilitated by the creation of a safe learning environment, the observer may disrupt this dynamic, resulting in an observation that does not accurately represent the nature of the course or class climate. Further, given the time-intensive nature of conducting classroom observations, the number of observations that can reasonably be expected to be conducted is limited, resulting in a small number of observations being used as evidence of one's teaching efficacy. Because of this, faculty may see these observations as being quite high-stakes, and decisions surrounding the "who" of the observation, as well as the "when," can be fraught. On the one hand, if the faculty member is allowed to select who will conduct the observations, as well as when the observations are conducted, they would be wise to choose individuals with whom they are friendly and with whom they share common teaching-related values and practices. They would also be wise to select particularly engaging or successful class sessions for observation, regardless of how representative this class session is of the larger course offering. The resulting observational reports, in this context, then serve more as a letter of recommendation of

one's teaching than an objective observational report, although they are commonly treated as the latter. Conversely, if the peer observers are chosen by some outside body and/or the timing of the observations occur without consultation with the instructor, you run the risk of a singular "off day" in class, or a singular observation by someone who does not see value in your teaching practices (e.g., a Socratic teacher who does not value lecture, or a lecture-heavy instructor who deems active learning approaches as lacking in rigor or coverage) being heavily weighted evidence in the evaluation of one's teaching and one's related personnel status.

Finally, and perhaps most importantly, both peer observations and student evaluations of teaching commonly **decouple the processes of teaching and learning**. The emphasis is placed on the practices of the instructor without positioning these practices in the context of student learning outcomes. As the effectiveness of one's teaching hinges upon the learning that is derived, this disconnect is problematic. In an attempt to recouple the teaching and learning processes, and more directly evaluate the teaching practices, and resulting learning, that occur, many individuals now argue for a shifting of the criteria used to evaluate teaching, such that our standards for teaching excellence could and should more closely align with those used to evaluate the scholarship of teaching and learning (e.g., Seldin, 1999; Stark & Freistat, 2014; Wieman, 2015). So, what would our teaching evaluations look like if they were to more closely mirror the standards of scholarly teaching?

1) Clarity of Goals. Scholarly teachers provide clear statements of their goals for student learning, as well as how their teaching approaches and course design decisions have been driven by these stated goals (see Wiggins & McTighe "Backwards Design" for

an overview). Evaluation of an instructor in terms of their clarity of goals would include an examination of how well he or she has aligned their learning outcome goals with their course design decisions, behaviors in the classroom, and policies. An additional way in which this alignment may be assessed would be through a forensic syllabus examination, in which the faculty member would submit their syllabi for review by knowledgeable colleagues outside one's own institution, in order to provide review committees with information about how well the to-be-taught material reflects current knowledge, issues, and even teaching best practices in the instructor's discipline.

2) Awareness and incorporation of the work of others into one's own practices. There is a long history of research into educational practices conducted by those trained in schools of education and pedagogy, and there is a growing body of evidence on disciplinary and interdisciplinary research in the field of the scholarship of teaching and learning (e.g., *International Journal for the Scholarship of Teaching and Learning* (<http://digitalcommons.georgiasouthern.edu/ij-sotl/>), *Teaching and Learning Inquiry* (<http://tljournal.com/>)). While many scholarly teachers read and contribute to these literatures, it can be challenging to stay current with this work while also maintaining one's knowledge of current research in their disciplinary domains (assuming their research areas are not educational or pedagogical in nature). The G.L.C.A. is developing a database of article summaries to assist faculty with accessing relevant research; however, there are additional ways in which individuals may stay aware of the work of others beyond the reading of published literature. Attendance of teaching and learning conferences or sessions within disciplinary conferences that are focused on pedagogy, as well as involvement with on-campus or across-campus presentations on

teaching and learning, increases one's awareness of teaching methods and practices. The thoughtful consideration and incorporation of insights gleaned from these events into one's own teaching is common and required practice for scholarly teachers; thus, evaluating an instructor upon this dimension would include an examination of their level of involvement with the field and/or relevant literatures focused on teaching and learning inquiries, as well as whether their practices and policies in the classroom have been informed by this literature.

3) Use of “Shared Methods.” A community of scholars shares an understanding of the accepted methods in the discipline. In the case of teaching scholarship, there are several ways of knowing which may be employed towards the systematic improvement of teaching and learning. Certainly, the intentional addition or subtraction of particular approaches, assignments, or activities into a course design and the resulting changes in student learning over time could be assessed. Alternatively, one could compare student learning across sections of a course, evaluating the resulting student learning between the “treatment” and “control” conditions. An obvious critique of these methods focuses on the fact that our classrooms are rarely controlled laboratory settings: students are not randomly assigned to class sections, instructors often change multiple components of the course in one iteration, and much of what happens in a course is influenced by the personalities and levels of preparation/engagement of the students rather than the instructor. Regardless, there is value in documenting changes that have occurred; repeated improvements in student learning over time are likely attributable to something in the class context, to which the instructor is a critical contributor, even if we can't pinpoint the precise variable or variables driving this outcome. As such, evaluating an

instructor on this dimension would include examining his/her intentionality in course design, such that he/she is able to systematically ask questions about the efficacy of choices made in and around the course on shaping student learning outcomes.

4) Collection of Evidence. Scholarly teachers provide evidence of the impact of their practices and decisions on student learning outcomes; this evidence should be aligned with the goals specified by the instructor. As discussed previously, student evaluations of teaching provide evidence of a particular type, such as the behaviors of the instructor and student perceptions of their learning and growth as a result of the course. Conversely, peer observations provide evidence of teaching practices and classroom dynamics as observed by a knowledgeable peer, although these observations may be impacted by the nature of their structure and/or implementation. Both of these streams of evidence tell us something valuable about the teaching and learning context. If, however, the instructor's goals for their teaching involve some aspect of student learning, then evidence of this learning should be directly obtained from student work itself. While we may intuitively sense that our teaching is meeting the goals we have set for student learning, a scholarly approach to one's teaching requires the provision of relevant and compelling evidence that such gains have indeed been achieved.

The evidence that would be provided by a scholarly instructor, then, would include examples of student learning products (e.g., term papers, exam responses, student journals, online discussions that occurred, portfolios of writing/art/music products) as well as summary data on how representative these examples are of the general class performance (for examples of how others have presented student work as evidence using electronic portfolios, see the University of Kansas Center for Teaching Excellence:

<http://cte.ku.edu/portfolios>)). It is most helpful to our colleagues and others who are reviewing evidence of our students' learning if the instructor provides: a) Examples of student work at various levels of performance (e.g., two assignments each which are indicative of exceptional, intermediate, and novice levels of understanding), b) Brief summaries by the instructor which describe what aspects of each student work product led them to evaluate the work at a high, moderate, or low level, and c) An overview of the entire class distribution of performance on the assignment so that those reviewing this work are aware of the average level and range of performance in the course. Within a sense of the overall course performance, it is difficult for both the instructor and the outside reviewers to determine how representative the student work products are of overall student outcomes in the course.

5) Engages in Reflective Practice. The provision of evidence without reflection and iterative change is not scholarly. When we present the results of a disciplinary inquiry, it is expected that we also provide a discussion of what we have concluded from the data, in addition to the implications of these findings for our future research and practice. When applied to pedagogy, the scholarly instructor draws conclusions about the efficacy of their teaching, given the evidence they have collected, and reflects upon how they will respond to these observations in future instantiations of the course or in other courses. For instance, an instructor may discover that the vast majority of students in their introductory course continue to demonstrate novice-level understanding of a key conceptual issue on the final exam, despite providing students with additional in-class and out-of-class instruction on that topic. The instructor, therefore, may reasonably conclude that he or she should more rigorously scaffold this skill in future versions of this

same course; he or she will then examine whether this approach is associated with improvements on the exam in future offerings of the course. In this way, a scholarly teacher generates next steps and next questions about their teaching, while specifying the observations that would indicate that their teaching practices have been effective.

6) Makes their work public. While we tend to be quite public with our disciplinary research, through presentations and publications, we also tend to be quite private about our teaching practices and impacts. Indeed, the collection of meaningful, direct evidence of student learning (Standard 4) and the sharing of one's findings about one's teaching with others are the two domains of a scholarly approach to teaching in which faculty least commonly engage (Bunnell & Bernstein, 2012). However, a scholarly approach to teaching requires that one share the results of their work with others, in order to receive feedback, inform others, and contribute to the larger knowledge base on teaching and learning. There are many ways in which individuals can “go public” with their teaching in a scholarly manner. Locally, individuals may present the results of their teaching inquiries to their departments or in the context of university-level conversations around teaching. More broadly, individuals may share their teaching-related work at G.L.C.A.-sponsored events, via online forums or teaching e-portfolios, or at regional, national, or international conferences on teaching and learning. Individuals may also write about their work for a wider audience and contribute to the literature on the scholarship of teaching and learning via peer-review publication. And of course, scholarly teachers share their findings in documents submitted for personnel decisions, which are shared with colleagues and others for review. Therefore, evaluating faculty

upon this dimension would involve assessing the ways in which teachers have shared their findings and reflections with others, both locally and more broadly.

The evaluation of teaching and teachers is a complicated, time-intensive, and important process, particularly for institutions that place great value on hiring and retaining excellent teaching faculty. However, there are limitations to the approaches we currently employ in our evaluation approaches, particularly in terms of evaluating the iterative, reflective processes of scholarly teaching. Student evaluations of teaching and peer reviews of teaching provide important but limited evidence of what happens in a classroom context. We should be cautious about the ways in which these forms of evidence are interpreted and the emphasis placed on the responses generated. The standards for scholarly teaching described above, and the related criteria upon which faculty would be asked to represent their teaching, would certainly require more work from faculty members whose teaching is being reviewed, and particular institutions may not feel that all six components of scholarly teaching are useful areas of evaluation for their teaching faculty. If, however, we truly value scholarly teaching on our campuses, we may be well served by adopting an evaluatory framework that reflects and rewards this, by capturing the intellectual work of teaching, directly measuring student learning, and maintaining an emphasis on the critical link between teaching and learning.

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Table 1. Use of Uniform Student Evaluation of Teaching Surveys and Required Peer Observation for Personnel Review According to G.L.C.A. Institution

School	Uses Uniform Course Evaluation Tool	Requires Peer Observation
Albion College	Yes	No
Antioch College	Yes	Yes
Allegheny College	Yes	Yes
Denison University	Yes	Yes
DePauw University	Yes	Yes
Earlham College	Yes (all open-ended)	No
Hope College	Yes	No
Kalamazoo College	Yes	No
Kenyon College	Yes	Yes
Oberlin College	No, but requires questions from 6 common factors	Yes
Ohio Wesleyan University	Yes	Yes
Wabash College	No	No
College of Wooster	No, but requires six common questions	Yes

*NOTE: For those schools that do not require peer observation for personnel decisions, peer observations are commonly used for formative and/or summative purposes.

Table 2a. Common General Evaluation of Teaching Questions According to Question Theme and G.L.C.A. Institution

	COUNT	Albion	Allegheny	Antioch	Denison	DePauw	Earlham	Hope	Kalamazoo	Kenyon	OWU	Wooster Core Questions
GENERAL EVALUATION												
Overall, the instructor was effective	9	Overall, I rate this instructor an excellent teacher.	How would you rate the overall quality of the instructor's teaching?		What is your overall rating of the instructor's effectiveness?		How well were the instructor's objectives (stated or implied) fulfilled?	The overall teaching effectiveness of this instructor: [rating scale]	The teaching techniques in this course were effective in helping me learn. AND Overall, this instructor's teaching was [rating scale]	The instructor was effective in teaching this course.	Overall, the instructor has been very effective.	I would rate the instructor's overall performance in this course as [rating scale]
Overall, the course was effective.	6	Overall, I rate this course as excellent.		The course as a whole realized its objectives.	What is your overall rating of the quality of the course?			I would rate the overall value of this course to me as [rating scale]	Overall, this course was valuable to my academic and/or personal growth AND Overall, this course was [rating scale]			What is your overall rating of the course?

Table 2b. Common Course Design Questions According to Question Theme and G.L.C.A. Institution

	COUNT	Albion	Allegheny	Antioch	Denison	DePauw	Earlham	Hope	Kalamazoo	Kenyon	OWU	Wooster Core Questions
COURSE DESIGN												
The course was well organized and class time was used effectively.	8		Did the organization of the course material make sense to you?	The instructor used class time effectively.		How effectively did the instructor conduct classes? In the context of the discipline and class size, consider such qualities as organization, clarity, student involvement, etc.	What is your assessment of the design, materials, and assignments in this course?	[The instructor] structured course activities (including time in class, if any) effectively to enhance learning.	Class time was organized and used effectively AND Course materials were effective.	The instructor made effective use of class time.	The instructor has organized the course well.	
The instructor presented information clearly.	6	The instructor explained course material clearly and concisely			Did your instructor present material and provide explanations in a clear fashion?	How effectively did the instructor conduct classes? In the context of the discipline and class size, consider such qualities as organization, clarity, student involvement, etc.		[The instructor] presented information in a clear and organized manner.		The instructor communicated effectively.	The instructor has presented material in a clear manner.	
Assignments facilitated learning.	4	The instructor gave projects, tests or assignments that required original or creative thinking.	Were the assignments (readings, papers, projects, etc.) effective in helping you learn?	The requirements enhanced my understanding of the subject matter.					Projects and assignments in this course contributed significantly to my learning.			

Table 2c. Common Intellectual Rigor Questions According to Question Theme and G.L.C.A. Institution

	COUNT	Albion	Allegheny	Antioch	Denison	DePauw	Earlham	Hope	Kalamazoo	Kenyon	OWU	Wooster Core Questions
INTELLECTUAL RIGOR												
I had to work hard in order to succeed in this course.	8	On the next two items, compare this course with others you have taken at this institution. 1) Amount of coursework AND 2) Difficulty of subject matter	How would you describe your effort in the course compared to other courses you have taken at Allegheny? AND How many hours did you spend on this course in a typical week, not including scheduled time in the classroom, studio, or laboratory?	The instructor had high performance standards for students' work.	Rate the amount of effort that you put into this course.	Please rate your own effort in this course.		Compared to other courses of similar length and the same number of credits, taken at Hope, the work load for this course was [rating scale] AND Please estimate the overall average number of hours you worked per week (outside of scheduled times, if any) on work related to this course.	Overall, I put considerable effort into this course.		I have needed to work hard to achieve success in this course.	
I was intellectually challenged in this course.	6	The instructor stimulated students to intellectual effort beyond that required by most courses. AND The instructor inspired students to set and achieve goals which really challenged them.		The course as a whole was sufficiently rigorous and challenging.	You were challenged intellectually in this course.			[The instructor] challenged me to go beyond my previous abilities.	The course was appropriately challenging.	The instructor challenged me to go beyond my previous abilities.		

Table 2d. Common Learning Outcome Questions According to Question Theme and G.L.C.A. Institution

	COUNT	Albion	Allegheny	Antioch	Denison	DePauw	Earlham	Hope	Kalamazoo	Kenyon	OWU	Wooster Core Questions
LEARNING OUTCOMES												
I have learned a significant amount in this course.	8	Describe your progress on [13 learning objectives]	How much have you learned in this course compared to other courses you have taken or are taking at Allegheny?	Towards that goal [being Antioch's Liberal Arts educational model], the course contributed to my development as pertained to [7 learning outcomes]	Your knowledge in the subject matter increased significantly in this course.	How much did this course contribute to your education? Consider such factors as: learning; intellectual growth; exposure to new ideas, perspectives, information; development of skills		This course helped me enhance the following skills and habits of learning [13 learning outcomes]	In this course, I gained [8 skills and abilities]		I have learned a great deal in this course.	
The instructor increased my interest in the subject matter.	6	The instructor introduced stimulating ideas about the subject.		The instructor increased my interest in the subject matter of the course.	Before taking this course, your interest in the subject was [rating scale]. AND Your interest in the subject matter increased significantly.		What influence did the instructor have on your interest in this subject?	[The instructor] stimulated my interests in course material.		The instructor made the course material interesting.		
The instructor facilitated critical thinking.	5	The instructor found ways to help students answer their own questions. AND The instructor encouraged students to reflect on and evaluate what they have learned.	Did the instructor challenge you to engage the material actively?	The instructor helped me understand and think critically about complex materials. AND The course as a whole enhanced my ability to learn on my own.		To what extent was the instructor helpful to your learning outside of class?					The instructor has stimulated thinking.	

Table 2e. Common Instructor Behavior Questions According to Question Theme and G.L.C.A. Institution

	COUNT	Albion	Allegheny	Antioch	Denison	DePauw	Earlham	Hope	Kalamazoo	Kenyon	OWU	Wooster Core Questions
INSTRUCTOR BEHAVIORS												
The instructor's responses to your work were helpful.	7		Were the instructor's responses to your work helpful?	The instructor provided useful feedback.	Did your instructor provide useful written or verbal feedback on exams, papers, and other assignments?	How would you evaluate the instructor's responses to your work? Consider the instructor's responses to assignments, exams presentations, or other course work.		[The instructor] provided helpful feedback on assigned work.	The instructor gave me helpful suggestions for improvement.	The instructor provided helpful and timely feedback on assignments.		
The instructor was available during office hours or outside of class.	6	The instructor encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email).	Was the instructor available during six regularly scheduled office hours a week?	During office hours, the instructor regularly kept office hours.				[The instructor] was available for timely help regarding student learning in this course.	The instructor was available during office hours and for appointments.	The instructor was available to students outside of class hours.		
Assignments were returned in a reasonable amount of time.	4		Were tests and other written work returned within a reasonable period of time?					[The instructor] kept me well informed of my progress	The instructor gave me timely feedback on my work.	The instructor provided helpful and timely feedback on assignments.		
The instructor demonstrated enthusiasm for the subject matter.	3	The instructor demonstrated the importance and significance of the subject matter.	Was the instructor enthusiastic about the material presented in class?								The instructor has been enthusiastic about teaching and the subject matter.	

The instructor evaluated my work fairly.	3							[The instructor] had a clear and fair grading system.	My work was evaluated fairly.		The instructor has been impartial in evaluating my work.	
--	---	--	--	--	--	--	--	---	-------------------------------	--	--	--

Table 2f. Common Learning Environment Questions According to Question Theme and G.L.C.A. Institution

	COUNT	Albion	Allegheny	Antioch	Denison	DePauw	Earlham	Hope	Kalamazoo	Kenyon	OWU	Wooster Core Questions
LEARNING ENVIRONMENT												
The instructor showed respect for students as learners.	4		Did the instructor show respect for students as learners?	The instructor respectfully listened to students' concerns.				[The instructor] related to me in ways that helped me succeed in learning (for example, had a personal interest in me and treated me with respect).		The instructor treated me and my work with respect.		
The instructor encouraged students to express their ideas.	3			The instructor was effective in facilitating critiques and class discussion. AND The instructor encouraged questions from students.					Students' ideas and contributions were encouraged.		The instructor has encouraged students to ask questions, disagree, and express their ideas.	
The instructor supported me as a learner and created a positive learning environment.	3			The instructor supported me as a learner. AND The instructor helped to create a positive classroom environment.		To what extent was the instructor helpful to your learning outside of class.				The instructor helped to create a positive learning environment.		

The instructor encouraged the consideration of multiple perspectives.	3	<p>The instructor helped students to interpret subject matter from diverse perspectives</p> <p>AND</p> <p>The instructor asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own.</p>		The instructor encouraged us to consider multiple perspectives.				[The instructor] was open to alternate viewpoints.				
---	---	--	--	---	--	--	--	--	--	--	--	--

Appendix. Student Evaluation of Teaching Forms Employed by G.L.C.A. Institutions

<u>Instrument</u>	<u>Page</u>
1. Albion College IDEA Survey	26
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Diagnostic Feedback ²⁰¹⁶ Instrument

Sample Student Survey

The Instructor:

Your thoughtful answers to these questions will provide helpful information to your instructor.

Please answer the following for Sample Instructor:

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always
Found ways to help students answer their own questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged students to reflect on and evaluate what they have learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated the importance and significance of the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formed teams or groups to facilitate learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made it clear how each topic fit into the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided meaningful feedback on students' academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stimulated students to intellectual effort beyond that required by most courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged students to use multiple resources (e.g. Internet, library holdings, outside experts) to improve understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material clearly and concisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Related course material to real life situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Created opportunities for students to apply course content outside the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduced stimulating ideas about the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved students in hands-on projects such as research, case studies, or real life activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired students to set and achieve goals which really challenged them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Diagnostic Feedback ²⁰¹⁶ Instrument

Sample Student Survey

The Instructor (*continued*):

Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked students to help each other understand ideas or concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave projects, tests, or assignments that required original or creative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Progress On:

Thirteen possible learning objectives are listed, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not emphasized in this class) by using the following scale:

- No Apparent Progress
- Slight Progress; I made small gains on this objective
- Moderate Progress; I made some gains on this objective
- Substantial Progress; I made large gains on this objective
- Exceptional Progress; I made outstanding gains on this objective

Please answer the following for Sample Instructor:

Describe your progress on:

	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to apply course material (to improve thinking, problem solving, and decisions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring skills in working with others as a member of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Diagnostic Feedback ²⁰¹⁶ Instrument

Sample Student Survey

Progress On (continued):

Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing skill in expressing myself orally or in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning how to find, evaluate, and use resources to explore a topic in depth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing ethical reasoning and/or ethical decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to analyze and critically evaluate ideas, arguments, and points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to apply knowledge and skills to benefit others or serve the public good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following for Sample Instructor:

On the next two items, compare this course with others you have taken at this institution.

The Course:

	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses
Amount of coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty of subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Diagnostic Feedback ²⁰¹⁶ Instrument

Sample Student Survey

Please answer the following for **Sample Instructor**:

For the following items, choose the option that best corresponds to your judgement.

	Definitely False	More False than True	In Between	More True than False	Definitely True
As a rule, I put forth more effort than other students on academic work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really wanted to take this course regardless of who taught it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When this course began I believed I could master its content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My background prepared me well for this course's requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I rate this instructor an excellent teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I rate this course as excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following for **Sample Instructor**:

Comments

- End of Survey -

Note: A custom question feature is also available and may be used to apply additional questions to individual surveys, across courses, program areas or institution-wide.

Report of Student Experience

The Allegheny College faculty and administration take your responses to this questionnaire seriously. Your evaluations play a significant role in decisions regarding re-hiring, tenure and promotion of faculty. They constitute an important way that Allegheny College evaluates its faculty and courses. Please take your time and respond in a sincere and conscientious manner.

Student Commitment					
1. How would you describe your effort in the course compared to other courses you have taken at Allegheny?					
Far less effort				Far more effort	no basis for judgement
1	2	3	4	5	6
2. How many hours did you spend on this course in a typical week, not including scheduled time in the classroom, studio or laboratory?					
0-3 hrs	3-5 hrs.	5-7 hrs.	7-9 hrs.	more than 9 hrs.	
1	2	3	4	5	

Student Observations of Instructor

3. Did the instructor's explanations and examples help you understand course concepts?

not helpful				very helpful	no basis for judgement
1	2	3	4	5	6

4. Did the organization of the course material make sense to you?

no sense				sense	no basis for judgement
1	2	3	4	5	6

5. Was the instructor enthusiastic about the material presented in the class?

never				always	no basis for judgement
1	2	3	4	5	6

6. Did the instructor challenge you to engage the material actively?

never				always	no basis for judgement
1	2	3	4	5	6

7. Was the instructor available during six regularly scheduled office hours a week?

never				always	no basis for judgement
1	2	3	4	5	6

8. If you tried to get help from the instructor during office hours, did you receive constructive assistance?

never				always	no basis for
1	2	3	4	5	judgement
					6

9. Did the instructor show respect for students as learners?

never				always	no basis for
1	2	3	4	5	judgement
					6

10. Were the assignments (readings, papers, projects, etc.) effective in helping you learn?

not effective				very effective	no basis for
1	2	3	4	5	judgement
					6

11. Were tests and other written work returned within a reasonable period of time?

never				always	no basis for
1	2	3	4	5	judgement
					6

12. Were the instructor's responses to your work helpful?

not helpful				helpful	no basis for
1	2	3	4	5	judgement
					6

13. How much have you learned in this course compared to other courses you have taken or are taking at Allegheny?

Very Little				Very Much	no basis for
1	2	3	4	5	judgement
					6

14. How would you rate the overall quality of the instructor's teaching?

poor				outstanding	no basis for
1	2	3	4	5	judgement
					6

Demographic Information

15. My gender.

Female	Male
1	2

16. Is the course being taken to satisfy a requirement for the major?

Yes	No
1	2

17. My class standing.

First Year	Sophomore	Junior	Senior
1	2	3	4

Please respond to the narrative questions below.
Narrative Response Form

Instructor's Name: _____ RSE ID#: _____

Course Number and Section: _____ Semester and Year: _____

Please identify the aspects of this course that were most useful in helping you learn, and briefly explain why you found them helpful.

Please identify the aspects of this course that were least helpful in helping you learn, and briefly explain why they were not helpful and how they could be made to be more helpful.

1. COURSE TITLE:

2. COURSE NUMBER:

3. YEAR/TERM:

4. The syllabus:

	Strongly Agree	Agree	Neither Agree, Nor Disagree	Disagree	Strongly Disagree	N/A
was a useful guide for my learning in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clarified the instructor's expectations of my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provided a useful framework for the course activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. The Requirements:

	Strongly Agree	Agree	Neither Agree, Nor Disagree	Disagree	Strongly Disagree	N/A
challenged me to do my best work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enhanced my understanding of the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
were reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. The Instructor:						
	Strongly Agree	Agree	Neither Agree, Nor Disagree	Disagree	Strongly Disagree	N/A
appeared knowledgeable in the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
came to class prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
adequately addressed each topic in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
used class time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
made an effective use of lab/studio time and facilities(when applicable).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
coherently connected the themes covered in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was effective in facilitating critiques and class discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped me understand and think critically about complex materials.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encouraged questions from students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
encouraged us to consider multiple perspectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provided the opportunity for everyone to participate in critique and discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
respectfully listened to students' concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
increased my interest in the subject matter of the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
supported me as a learner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provided useful feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
had high performance standards for students' work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped to create a positive classroom environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. During office hours, the instructor:

	Strongly Agree	Agree	Neither Agree, Nor Disagree	Disagree	Strongly Disagree	N/A
seemed willing to address issues of concern to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
responded to me as an individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
regularly kept office hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Antioch's Liberal Arts educational model aims at preparing students to achieve the following Learning Outcomes. Towards that goal, the course contributed to my development as pertained to:

(Note: please choose outcomes that are most directly applicable.)

	Strongly Agree	Agree	Neither Agree, Nor Disagree	Disagree	Strongly Disagree	N/A
knowledge of the subject matter and method of inquiry in the discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analytical, innovative skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
critical thinking skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
cross-cultural effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
social engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
skills in deliberative action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
written and oral communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. The course as a whole:

	Strongly Agree	Agree	Neither Agree, Nor Disagree	Disagree	Strongly Disagree	N/A
was sufficiently rigorous and challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
realized its objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enhanced my ability to learn on my own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was supported by adequate lab/studio facilities (where applicable).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I would recommend this course to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Additional Comments

Please include specific comments regarding this course or faculty member in this section.

11. What did you like the most about this course?**12. What would you like to see changed in this course?**

D | #FLEXIV

Sample Evaluation**DEPT-CCC-SS, Class Title (Prof. Firstname Lastname)**

To the student: The purpose of this questionnaire is to obtain information from students that will contribute to an overall judgement of the instructor's teaching effectiveness. These ratings and comments will be presented to administrators and faculty on personnel committees and to the instructor's departmental or program colleagues for consideration in making recommendations for contract renewal, tenure, promotion, and salary decisions.

Your instructor will not receive these evaluations until final grades have been assigned to all students. You have the option to identify yourself to the instructor by clicking the checkbox on the bottom of the evaluation form.

Your honest and thoughtful evaluation is of great value and it will be given serious consideration. Thank you for your careful responses.

1. Gender:**2. Class year:****3. Majors and minors**

Major(s):

Minor(s):

4. Reason for taking the course:GE: ☐ Major/Minor: ☐ Elective: ☐**5. Before taking this course, your interest in the subject was:**

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

very low very high

Explanation:

6. Your interest in the subject matter increased significantly:

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

strongly disagree strongly agree

Explanation:

7. Rate the amount of effort that you put into this course:

14. Please comment on the ways in which the instructor could improve his/her teaching.

15. Was your instructor prepared for class?

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
never				always

16. Did your instructor present material and provide explanations in a clear fashion?

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
never				always

17. Did your instructor provide useful written or verbal feedback on exams, papers, and other assignments?

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
never				always

18. What is your overall rating of the instructor's effectiveness?

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
only slightly effective				very effective

Explanation:

19. Any additional comments about your own learning, the course, or the instructor?

☐ Please identify me by name and email address (optional)

Sample Primary Student Opinion Survey

DePauw University Student Opinion Survey

You are being asked to give an appraisal of this course and the way it is taught. This provides you with an opportunity to contribute to good teaching at DePauw. Your comments will aid the faculty member in efforts to improve teaching this class in the future. The University takes your opinion seriously; we appreciate the seriousness of your response.

These ratings are anonymous. The ratings and comments you submit **do not** carry with them any identifying information (name, username, identification number). These ratings will not be seen by the instructor until after this course is completed and the faculty member has submitted the final grades to the Registrar. The faculty member does not receive a list of students who have (or have not) submitted student opinion forms.

Please provide a response to each of the rating items. We appreciate honest, thoughtful, thorough comments. You will have 25 minutes to complete the survey. Thank you for your cooperation.

Course Information

Course DEPTCRSNUM

Instructor INSTRUCTOR

Student Information (optional)

Class
☐ First-year
☐ Sophomore
☐ Junior
☐ Senior
☐ Other
☐ No response

Gender
☐ Male
☐ Female
☐ No response

Expected Grade
☐ A, A-
☐ B+, B, B-
☐ C+, C, C-
☐ D+, D, D-
☐ F
☐ P or S

10/28/2014

Untitled Document

- ☐ Other
☐ No response

Ratings and Comments

Please answer the questions below by filling in the oval of your response and comment in the spaces provided.

1. How much did this course contribute to your education? Consider such factors as: learning; intellectual growth; exposure to new ideas, perspectives, information; development of skills.

☐ very little ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ Very Much

2. How effectively did the instructor conduct classes? In the context of the discipline and class size, consider such qualities as organization, clarity, student involvement, etc.

☐ Poor ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ Excellent

3. How would you evaluate the instructor's responses to your work? Consider the instructor's responses to assignments, exams, presentations, or other course work.

☐ Not Helpful ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ Very Helpful

4. To what extent was the instructor helpful to your learning outside of class:

☐ Not applicable ☐ Not Helpful ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ Very Helpful

5. Please rate your own level of effort in this course.

☐ Low ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ High

https://my.depauw.edu/act/student_opinion_form/faculty_portal/student_opinion_form.asp?dept=DEPT&crsnumsec=CRSNUM&inst=INSTRUCTOR

2/3

10/28/2014

Untitled Document

6. What did you like best about the course? Why? What did you like least? Why?

Submit_Survey

PLEASE COMPLETE BOTH PARTS I AND II

INSTRUCTOR _____ COURSE _____ SEMESTER _____ YEAR _____

ANSWER THE FOLLOWING QUESTIONS AS FULLY AND WITH AS MUCH DETAIL AS YOU CAN.

Part I focuses on the course, while Part II focuses on the teacher. Your comments will be read by the teacher only after course grades have been recorded. Others who may read these comments include faculty and student members of committees that review the teacher's work, and the President.

PART I: EVALUATION OF COURSE

1. What were the most positive features of this course?

2. What is your assessment of the design, materials and assignments in this course?

3. How could this course be improved the next time it is offered?

4. (Instructor or student question)

PART II: EVALUATION OF INSTRUCTOR

1. How well were this instructor's objectives (stated or implied) fulfilled?

2. What were this instructor's strongest contributions to this course?

3. How could this instructor's teaching be improved?

4. What influence did this instructor have on your interest in this subject?

5. (Instructor or student question)

In the space below, please provide a statement about the quality of your performance in this course, and then sign this form. Students are expected to sign these forms, and should know that unsigned forms are unlikely to be taken seriously by evaluating committees.

(Your signature)

Some professors provide incentives for participating in SALT. If your professor has provided an incentive to those who complete SALT, you must authorize him/her to know that you've completed SALT.

1. Do you want your professor to know you have completed SALT for this course? **Your responses will remain anonymous if you answer yes.** If you change your mind, you can always come back to this question before submitting your responses.

Background Information

- ☐ Yes
 - ☐ No
2. Please indicate your gender:
- ☐ Female
 - ☐ Male
3. Please indicate your class standing:
- ☐ Freshman
 - ☐ Sophomore
 - ☐ Junior
 - ☐ Senior
 - ☐ Other
4. Which ONE of the following best describes this course for you?
- ☐ Major/Minor
 - ☐ Core Requirement, not part of Major/Minor
 - ☐ Elective, not required in any way
 - ☐ No response

5. What grade do you expect to receive in this course?

- ☐ No response
- ☐ A
- ☐ A-
- ☐ B+
- ☐ B
- ☐ B-
- ☐ C+
- ☐ C
- ☐ C-
- ☐ D+
- ☐ D
- ☐ D-
- ☐ F

6. Compared to other courses of similar length (e.g. half-semester, full-semester or four weeks) and the same number of credits, taken at Hope, the work load for this course was:

- ☐ No response
- ☐ Much Lighter
- ☐ Lighter
- ☐ About Average
- ☐ Heavier
- ☐ Much Heavier

7. Please estimate the overall average number of hours you worked per week (outside of scheduled meeting times, if any) on work related to this course (for example, studying for examinations, doing required reading, writing papers, doing problem sets, projects, attending required activities, and preparing presentations)

- ☐ No response
- ☐ 0-1hrs
- ☐ 2-4hrs
- ☐ 5-7hrs
- ☐ 8-10
- ☐ 11-13
- ☐ 14-18
- ☐ More than 18

Course Assessment

This course helped me enhance the following skills and habits of learning

	A great deal	Quite a bit	Somewhat	A little bit	Not at all	No response	Comment
8. Make logical and relevant connections, weigh evidence. Tell me more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
9. Use mathematics to interpret, make inferences, and solve problems. Tell me more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
10. Better understand and appreciate what I read, listen to, or view Tell me more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
11. Make effective use of computer technology and library research facilities. Tell me more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
12. Use writing as a means to communicate clearly and effectively to varied readers. Tell me more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
13. Use effective oral communication. Tell me more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
14. Respect ideas and cultures of the past, understand how the past influences the present Tell me more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
15. Be creative and innovative. Tell me more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
16. Be curious and open to new ideas. Tell me more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
17. Have intellectual courage and honesty. Tell me more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
18. Act with integrity, courage, respect, compassion, and faith. Tell me more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
19. Be curious about different cultures and world views Tell me more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
20. Increase awareness of my assumptions about people culturally different from myself Tell me more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
	A great deal	Quite a bit	Somewhat	A little bit	Not at all	No response	Comment

21. I would rate the overall value of this course to me as.

- ☐ Very valuable
- ☐ Valuable
- ☐ Somewhat valuable
- ☐ Of little value
- ☐ Not at all valuable
- ☐ No response

Add comment

Teacher Assessment

For each item, please select the term that you feel best describes your instructor.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No response	Comment
22. Structured course activities (including time in class, if any) effectively to enhance learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
23. Presented material in a clear an organized manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
24. Stimulated my interests in course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
25. Challenged me to go beyond my previous abilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
26. Was open to alternate viewpoints	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
27. Had a clear and fair grading system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
28. Provided helpful feedback on assigned work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
29. Was available for timely help regarding student learning in this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
30. Kept me well informed of my progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
31. Related to me in ways that helped me succeed in learning (for example, had a personal interest in me and treated me with respect)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Add comment
	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No response	Comment

32. The overall teaching effectiveness of this instructor

- ☐ Very effective
- ☐ Effective
- ☐ Somewhat effective
- ☐ A little effective
- ☐ Not at all effective
- ☐ No response

Add comment

Comments

Instructors make many choices in designing and teaching a course, including selecting textbooks, making assignments, and planning class presentations and classroom activities. In order to help your instructor improve this course in the future, please answer the following questions.

33. What did you find to be beneficial about this course?

34. If you think that the course could be improved, what would you suggest?

35. What advice would you give a friend who is planning to take this course?

Directions: Please fill in marks like this: ●

Not like this: ☑ ☒

KALAMAZOO COLLEGE

COURSE EVALUATION FORM

Course Number _____ Course Title _____

Instructor _____

Circle one: fall / winter / spring _____ (year)

For me this course is a: requirement elective

☐ ☐My K year (optional): 1st Soph Jr Sr Visiting☐ ☐ ☐ ☐ ☐**Part 1. What I Learned.** Indicate your level of agreement with the following statements. Use "not applicable" (N/A) when appropriate.

In this course, I gained . . .

1. a deeper understanding of the subject
2. the ability to think critically about course subject matter
3. a new or increased interest in this subject

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In this course, I improved my ability to . . .

4. consider varying perspectives or approaches
5. apply skills required for the course
6. think independently and creatively
7. think collaboratively
8. express my ideas effectively

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Please explain your ratings and make comments or suggestions:

Part 2. Learning Environment. Indicate your level of agreement with the following statements. Use "not applicable" (N/A) when appropriate.

10. Course goals and requirements were clearly explained
11. The course was appropriately challenging
12. Course materials (texts, readings, equipment, visuals, etc.) were effective
13. Class time was organized and used effectively
14. Projects and assignments in this course contributed significantly to my learning
15. Students' ideas and contributions were encouraged
16. My work was evaluated fairly
17. The instructor gave me timely feedback on my work
18. The instructor gave me helpful suggestions for improvement
19. The instructor was available during office hours and for appointments
20. The teaching techniques in this course were effective in helping me learn
(for example, discussions, demonstrations, lectures, group work, audiovisuals, etc.)

	N/A	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
10.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please explain your ratings and make comments or suggestions:

Directions: Please fill in marks like this: ●

Not like this: ☑ ☒

Part 3. Service-Learning and Labs (if applicable)**SERVICE-LEARNING:**

22. Service-Learning contributed significantly to my learning

	Strongly N/A	Disagree	Disagree	Neutral	Agree	Strongly Agree
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LANGUAGES & SCIENCES: Lab instructor's name: _____

23. Labs contributed significantly to my learning

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

24. Please explain your ratings and make comments or suggestions:

Part 4. Overall Evaluation. Indicate your level of agreement with the following statements.

25. Overall, I put considerable effort into this course

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Overall, this course was valuable to my academic and/or personal growth

27. Please explain your ratings and make comments or suggestions:

Note: the scale for the following two questions is different from the scale used above.

28. Overall, this instructor's teaching was

Poor	Fair	Good	Very Good	Excellent
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Overall, this course was

30. Please explain your ratings and make comments or suggestions:

Name (Optional) _____

2/11/2016

EvaluationKIT - student feedback made simple

The College Form

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Print

Project Name**Course :** Course Title**Instructor :** Instructor Name*** 1 - The instructor communicated effectively.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Unsure
- ☐ Disagree
- ☐ Strongly Disagree

*** 2 - The instructor made effective use of class time.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Unsure
- ☐ Disagree
- ☐ Strongly Disagree

*** 3 - The instructor helped to create a positive learning environment.**

- ☐ Strongly Agree
- ☐ Agree

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1/4

2/11/2016

EvaluationKIT - student feedback made simple

- ☐ Unsure
 - ☐ Disagree
 - ☐ Strongly Disagree
-

*** 4 - The instructor made the course material interesting.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Unsure
- ☐ Disagree
- ☐ Strongly Disagree

*** 5 - The instructor treated me and my work with respect.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Unsure
- ☐ Disagree
- ☐ Strongly Disagree

*** 6 - The instructor provided helpful and timely feedback on assignments.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Unsure

<https://kenyon.evaluationkit.com/Survey/Default.aspx>

2/4

2/11/2016

EvaluationKIT - student feedback made simple

- ☐ Disagree
- ☐ Strongly Disagree

*** 7 - The instructor was available to students outside of class hours.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Unsure
- ☐ Disagree
- ☐ Strongly Disagree

*** 8 - The instructor was effective in teaching this course.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Unsure
- ☐ Disagree
- ☐ Strongly Disagree

*** 9 - The instructor challenged me to go beyond my previous abilities.**

- ☐ Strongly Agree
- ☐ Agree
- ☐ Unsure
- ☐ Disagree

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3/4

2/11/2016

EvaluationKIT - student feedback made simple

☐ Strongly Disagree

Sample Questions - Long List Student Evaluation of Teaching Teaching Effectiveness on Six Dimensions

All course evaluations should have the following preamble:

Student course evaluations are important to your instructor and to Oberlin College. Course evaluations are used to evaluate faculty for the purpose of personnel decisions and salary evaluations. Please answer each question thoughtfully and honestly.

Below are a few of the demographic characteristics that you may wish to ask about:

- A. Is this course required for your major or a required pre-requisite for another course you wish to take?
Yes No
- B. Approximately what grade do you expect to receive in this course? A+ A A- B+ B B- C+ C C- NE
- C. Number of courses that you have taken in this department: _____
- D. Are you a (fill in) major? Yes No (if no, please answer E)
- E. In which division is your major? Science Social Science Humanities
- F. Gender
- G. Year in School

At the end of each section which follows, students should be asked to comment on the given dimension. (See form below for examples.)

The mean ratings for each section should be reported. That is, a single overall number combining all the factors is inappropriate.

GENERAL INSTRUMENT

Factor 1: Self-rated learning

- 1-1. Overall, how much did you learn from this course?
(1) Very little (2) Little (3) Moderate (4) Much (5) Very Much
- 1-2. Were you able to realize the course goals as expressed in the syllabus?
(1) No, definitely not (2) Mostly not (3) Moderate (4) Mostly Yes (5) Yes, Definitely

Please comment on your own learning in this course:

Factor 2: Organization and Clarity

- 2-1. The syllabus gave me a clear indication of the course goals, contents, and structure:
(1) Very Vague (2) Vague (3) Somewhat Vague (4) Clear (5) Very Clear
- 2-2. Instructor provides an outline of the lecture:
(1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always
- 2-3. Instructor presents an orderly progression of ideas:
(1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always
- 2-4. Instructor summarizes main points of lecture:
(1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always
- 2-5. Instructor reinforces information with visual aides or concrete examples:
(1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always

Sample Questions – Long List: 2

- 2-6. Instructor provides an overview of how topics relate to one another:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always
- 2-7. Instructor presents information in a clear manner:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always
- 2-8. Instructor answers questions in class in a clear manner:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always
- 2-9. Time spent with instructor outside of class was helpful: Please put an X on the following line if you did not have any interaction with the instructor outside of class _____:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always
- 2-10. Instructor relates lectures to assigned readings when appropriate:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always
- 2-11. Instructor provides a coherent integration of ideas:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always

Please comment on the instructor's organization:

Factor 3: Instructor Enthusiasm

- 3-1. Instructor is enthusiastic about the topics covered in lecture:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always
- 3-2. Instructor conveys his or her interest in the topics covered in lecture:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always
- 3-3. Instructor uses body language (e.g., hand motions) and/or tone of voice to convey enthusiasm:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always
- 3-4. ***Rate your interest in this area of study at the beginning of the course:
 (1) Very Uninterested (2) Uninterested (3) Somewhat uninterested (4) Interested (5) Very Interested
- 3-5. ***Rate your interest in this area of study at the end of the course:
 (1) Very Uninterested (2) Uninterested (3) Somewhat uninterested (4) Interested (5) Very Interested

***Note: The above two questions must be asked together and then a difference score must be calculated. Also note, both the mean initial interest and the mean final interest should be reported as well as the mean difference score.

Please comment on the instructor's enthusiasm:

Factor 4: Teacher/Student Rapport

- 4-1. Instructor makes eye contact with you:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always
- 4-2. Instructor makes students feel comfortable asking questions:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always

Sample Questions – Long List: 3

4-3. Instructor makes students feel welcome in asking for additional help outside of the classroom:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always

4-4. Instructor is respectful of students' comments and ideas:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always

4-5. Instructor's comments about students' in-class questions/comments are positive:
 (1) Never/Almost Never (2) Rarely (3) Sometimes (4) Often (5) Almost Always/Always

Please comment on the instructor's rapport with students:

Factor 5: Difficulty of the Course/ Workload

5-1. Please rate the pace of the lectures:
 (1) Very Slow (2) Slow (3) Moderate (4) Fast (5) Very Fast

5-2. Please rate the amount of assigned readings:
 (1) Much Too Little (2) Too Little (3) About Right (4) Too Much (5) Much Too Much

5-3. Please rate the difficulty of assigned readings:
 (1) Very Easy (2) Easy (3) Moderate (4) Difficult (5) Very Difficult

5-4. Please rate the difficulty of the course:
 (1) Very Easy (2) Easy (3) Moderate (4) Difficult (5) Very Difficult

5-5. Please rate the amount of coursework, overall:
 (1) Much Too Little (2) Too Little (3) About Right (4) Too Much (5) Much Too Much

Please comment on the difficulty of the course and its workload:

Factor 6: Grading/Exams

6-1. Please rate the difficulty of the exams:
 (1) Very Easy (2) Easy (3) Moderate (4) Difficult (5) Very Difficult

6-2. Please rate the effectiveness of the feedback given to you on exams:
 (1) Very Ineffective (2) Ineffective (3) Moderate (4) Effective (5) Very Effective

6-3. Please rate how well you understand of the grading/evaluation system in this course:
 (1) Very Poorly (2) Poorly (3) Moderately (4) Well (5) Very Well

6-4. Please rate your perceived fairness of the grading in this course:
 (1) Very Unfair (2) Mostly Unfair (3) Somewhat unfair/fair (4) Mostly Fair (5) Very Fair

6-5. Rate the usefulness of feedback about your progress in the course (i.e., from exams, quizzes, presentations, etc.):
 (1) Very little use (2) Little use (3) Moderate use (4) Useful (5) Very useful

6-6. Rate the promptness of feedback on exams, papers, presentations, etc:
 (1) Very Slow (2) Slow (3) Moderate (4) Fast (5) Very Fast

Please comment on the instructor's grading, feedback and evaluation of your work:

DISCUSSION-CENTERED INSTRUMENT

Questions you may want to add for discussion-centered courses such as seminars. As with the GENERAL INSTRUMENT, at the end of each factor, students should be asked to comment on the given factor.

Questions for discussion-centered courses (seminars, etc.): Please see the bottom of the form for questions that can be added on to lecture-oriented courses that also employ formal discussions/discussion sections

Factor 1: Self-rated learning

1-1. Rate your participation in group discussion sections:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

If you rarely or never participated in class discussions, please answer the following:

1-1a. To what extent did the instructor actively encourage your participation in class?

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

1-2. Did you feel comfortable (satisfied) or uncomfortable (displeased) about your level of participation in the class?

- 1) Comfortable 2) Uncomfortable

1-3. Overall, how much did you learn from this course?

- 1) Very little 2) Little 3) Average 4) Much 5) Very Much

1-4. Were you able to realize the course goals as expressed in the syllabus?

- 1) No, definitely not 2) Mostly not 3) Moderately 4) Mostly yes 5) Yes, Definitely

Please comment on your own learning in this course:

Factor 2: Organization and Clarity

2-1. Did the instructor provide appropriate guidance for discussions *prior* to the discussion (e.g., by specifying questions, issues to focus on, or expectations about posting questions on Blackboard)?

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-2. Instructor helps students relate discussions to assigned readings:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-3. The syllabus and other handouts gave me a clear indication how discussions would be organized and the students' role in the discussion:

- 1) Very Vague 2) Vague 3) Somewhat Vague 4) Clear 5) Very Clear

2-4. Instructor helped provide a coherent integration of ideas that emerged in discussion:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-5. Rate how the instructor's organization of the seminar or other discussion-centered course facilitated student participation:

- 1) Very Poor 2) Poor 3) Moderate 4) Good 5) Excellent

2-6. To what extent did the instructor provide you with methods or models for participating in class discussions?

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

Sample Questions – Long List: 5

2-7. Rate the instructor's ability to maintain discussion on task (e.g., to avoid unproductive and tangential detours):

- 1) Very Poor 2) Poor 3) Moderate 4) Good 5) Excellent

Please comment on the instructor's organization of discussions:

Factor 3: Instructor Enthusiasm

3-1. Instructor is enthusiastic about the topics covered in the course:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

3-2. Instructor conveys his or her interest in the topics covered in the discussion:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

3-3. ***Rate your interest in this area of study at the beginning of the course:

- 1) Very Uninterested 2) Uninterested 3) Somewhat uninterested 4) Interested 5) Very Interested

3-4. ***Rate your interest in this area of study at the end of the course:

- 1) Very Uninterested 2) Uninterested 3) Somewhat uninterested 4) Interested 5) Very Interested

***Note: The above two questions must be asked together and then a difference score must be calculated. Also note, both the mean initial interest and the mean final interest should be reported as well as the mean difference score.

Please comment on the instructor's enthusiasm:

Factor 4: Teacher/Student Rapport

4-1. Rate the instructor's ability to engage students in discussion:

- 1) Very Poor 2) Poor 3) Moderate 4) Good 5) Excellent

4-2. Please rate the degree to which you felt the instructor facilitated student-led discussion:

- 1) Never/almost Never (instructor generally dominated discussion); 2) Rarely (instructor often dominated discussion); 3) Sometimes; 4) Often (instructor's guidance usually led to student-dominated discussion); 5) Almost always/always (instructor's guidance almost always/always led to student-dominated discussion).

4-3. Instructor makes students feel welcome in asking for additional help outside of the classroom:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

4-4. Instructor is respectful of students' comments and ideas:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

4-5. Instructor's comments about students' in-class questions/comments helps you think about the subject:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

Please comment on the instructor's rapport with students:

Factor 5: Difficulty of the Course/ Workload

5-1. Please rate the amount of assigned readings:

- 1) Much Too Little 2) Too Little 3) About Right 4) Too Much 5) Much Too Much

5-2. Please rate the difficulty of assigned readings:

Sample Questions – Long List: 6

- 1) Very Easy 2) Easy 3) About Right 4) Difficult 5) Very Difficult

5-3. Please rate the difficulty of the course:

- 1) Very Easy 2) Easy 3) About Right 4) Difficult 5) Very Difficult

5-4. Please rate the amount of coursework, overall:

- 1) Much Too Little 2) Too Little 3) About Right 4) Too Much 5) Much Too Much

Please comment on the difficulty of the course/workload:

Factor 6: Grading/Exams

6-1. Please rate the difficulty of the exams or papers:

- 1) Very Easy 2) Easy 3) About Right 4) Difficult 5) Very Difficult

6-2. Please rate the usefulness of the feedback about your participation in the course when there is a grade assigned for “student participation”:

- 1) Very little use 2) Little use 3) Moderate use 4) Useful 5) Very useful

6-3. Please rate your understanding of the grading/evaluation system in this course:

- 1) Very Poor 2) Poor 3) Moderate 4) Good 5) Very Good

6-4. Please rate your perceived fairness of the grading in this course:

- 1) Very Unfair 2) Mostly Unfair 3) Moderate 4) Mostly Fair 5) Very Fair

6-5. Rate the usefulness of feedback about your progress in the course (i.e., from exams, quizzes, presentations, etc.):

- 1) Very little use 2) Little use 3) Moderate use 4) Useful 5) Very useful

6-6. Rate the promptness of feedback on exams, papers, presentations, etc.:

- 1) Very Slow 2) Slow 3) Moderate 4) Fast 5) Very Fast

Please comment on the instructor’s grading, feedback and evaluation of your work:

Questions that can be used where discussion sections supplement lecture courses:

Factor 1: Self-rated learning

1-1. Please rate the role of group discussion in your overall learning for the course?

- 1) Quite insignificant role 2) Small role 3) Moderate role 4) Large role 5) Very important role

1-2. Rate your participation in group discussion sections:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

Factor 2: Organization and Clarity

2-1. Instructor helps students relate discussions to assigned readings:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-2. Instructor helped provide a coherent integration of ideas that emerged in discussion:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

Sample Questions – Long List: 7

2-3. Rate the instructor's ability to maintain discussion on task (e.g., to avoid unproductive and tangential detours):

- 1) Very Poor 2) Poor 3) Moderate 4) Good 5) Excellent

2-4. Rate the instructor's ability to use discussion sections to enrich, deepen, or further explain issues raised in lectures:

- 1) Very Poor 2) Poor 3) Moderate 4) Good 5) Excellent

Factor 3: Instructor Enthusiasm

3-1. Instructor conveys his or her interest in the topics covered in the discussion:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

Factor 4: Teacher/Student Rapport

4-1. Rate the instructor's ability to engage students in discussion:

- 1) Very Poor 2) Poor 3) Moderate 4) Good 5) Excellent

4-2. Please rate the degree to which you felt the instructor facilitated student-led discussion:

- 1) Never/almost Never (instructor generally dominated discussion); 2) Rarely (instructor often dominated discussion); 3) Sometimes; 4) Often (instructor's guidance usually led to student-dominated discussion); 5) Almost always/always (instructor's guidance almost always/always led to student-dominated discussion).

4-3. Instructor's comments about students' in-class questions/comments helps you think about the subject:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

Factor 5: Difficulty of the Course/ Workload

5-1. Please rate the amount of assigned readings for class discussion:

- 1) Much Too Little 2) Too Little 3) About Right 4) Too Much 5) Much Too Much

Factor 6: Feedback

6-1. Rate the usefulness of instructor's comments on your participation in class discussions:

- 1) Very little use 2) Little use 3) Moderate use 4) Useful 5) Very useful

LABORATORY-CENTERED INSTRUMENT

Questions you may want to add for lab-centered courses or courses which employ laboratory sections. As with the GENERAL INSTRUMENT, at the end of each factor, students should be asked to comment on the given factor.

Factor 1: Self-rated Learning

1.1. Please rate how much you learned from this lab course:

- 1) Very little 2) Little 3) Moderate 4) Much 5) Very Much

1.2. Overall, how much did you learn from this laboratory course?

- 1) Very little 2) Little 3) Moderate 4) Much 5) Very Much

1.3. This lab class increased my grasp of.....(What is put here depends on the goals of the class):

- 1) Very little 2) Little 3) Moderate 4) Much 5) Very Much

1.4. This lab class increased my ability to.....(What is put here depends on the goals of the class, e.g. critically analyze primary scientific articles):

- 1) Very little 2) Little 3) Moderate 4) Much 5) Very Much

Sample Questions – Long List: 8

Factor 2: Organization and Clarity

2-1. This laboratory course was well organized:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-2. In this lab class it was clear what was expected from the students:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-3. During the lab lectures, the Instructor presented information in an organized manner:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-4. Instructor presented material in an organized manner:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-5. The material was presented in a way that was clear and understandable:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-6. Verbal instructions were understandable:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-7. Verbal instructions were useful:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-8. Verbal instructions were clear:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-9. The lab handouts were clear:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-10. The lab handouts were well organized:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

2-11. Lab handouts were understandable:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

Factor 3: Instructor Enthusiasm

Can use same questions as for lecture classes.

Factor 4: Teacher/Student Rapport

4-1. The lab instructor was approachable:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

4-2. The instructor was helpful during the lab sessions:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

4-3. Instructor made students feel comfortable asking questions during lab:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

4-4. Instructor made students feel welcome in asking for additional help outside of the lab:

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

4-5. Instructor was available to answer questions outside of lab class (office hours, email, by request):

1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

Sample Questions – Long List: 9

4.6. Instructor's answers to questions during lab were helpful:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

4.7. Instructor helped to create a positive learning environment:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

4.8. Instructor helped to make the labs enjoyable:

- 1) Never/Almost Never 2) Rarely 3) Sometimes 4) Often 5) Almost Always/Always

Factor 5: Difficulty of the Course/ Workload

5.1. Please rate the difficulty of this laboratory course, overall:

- 1) Very Easy 2) Easy 3) Moderate 4) Difficult 5) Very Difficult

5.2. Please rate the amount of coursework for this laboratory class, overall:

- 1) Too Little 2) Little 3) Moderate 4) Much 5) Too Much

5.3. Please rate the difficulty of the lab homework in this course:

- 1) Very Easy 2) Easy 3) Moderate 4) Difficult 5) Very Difficult

5.4. Please rate the difficulty of the laboratory reports in this course:

- 1) Very Easy 2) Easy 3) Moderate 4) Difficult 5) Very Difficult

5.5. How difficult was it to maintain a laboratory notebook?

- 1) Very Easy 2) Easy 3) Moderate 4) Difficult 5) Very Difficult

Factor 6: Grading/Exams

These questions can be approximately the same as for the lecture courses and might also include:

6.1. Please rate the difficulty of the quizzes in this laboratory course:

- 1) Very Easy 2) Easy 3) Moderate 4) Difficult 5) Very Difficult

6.2. Please rate the usefulness of the feedback given to you on laboratory homework:

- 1) Very little use 2) Little use 3) Moderate use 4) Useful 5) Very useful

6.3. Please rate your understanding of the grading system in this laboratory course:

- 1) Very Poor 2) Poor 3) Moderate 4) Good 5) Excellent

6.4. Please rate your perceived fairness of the grading in this laboratory course:

- 1) Very Unfair 2) Mostly Unfair 3) Moderate 4) Mostly Fair 5) Very Fair

Ohio Wesleyan University



COURSE NUMBER

COURSE NAME

INSTRUCTOR NAME

Your instructor is being evaluated by the Faculty Personnel Committee as part of its regular review of all faculty members. As a student, you have unique perceptions of this course and this instructor which the committee would like to know.

The instructor will not see this form, only a numerical summary of the results and typed comments.

BELOW ARE TEN STATEMENTS. MARK ONE RESPONSE TO THE RIGHT OF EACH STATEMENT. <i>Use pencil or ink (blue or black, no red). Fill in circle completely.</i>	Strongly Disagree	Disagree	Slightly Disagree	Neutral or Undecided	Slightly Agree	Agree	Strongly Agree
1. The instructor has organized the course well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor has been enthusiastic about teaching and the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor has presented material in a clear manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor has been helpful when students had difficulty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor has been impartial in evaluating my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor has encouraged students to ask questions, disagree, and express their ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor has stimulated thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I have needed to work hard to achieve success in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I have learned a great deal in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Overall, the instructor has been very effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use the space below to make comments to the faculty personnel committee about the quality of teaching in this course. If you need more space, please use the back of this form.

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Core Questions FA1314 Survey (1314FA 2013)

Course: **460 00 - Advanced Revolutions**
 Department: **Sociology**
 Faculty: **Karl Marx**

Students: By vote of the faculty, all members of the faculty are required to submit at least two sets of student evaluations, together with a summary statement, in each calendar year to their chairperson. The chairperson will forward these to the Provost, who will share them with the Committee on Teaching Staff and Tenure in review of personnel recommendations. In addition, some sets of student evaluations are retained for review by the faculty member but are not submitted to the chairperson or Provost. Evaluations will be kept strictly confidential and will not be read by faculty members until after grades are submitted. The Office of the Provost is ultimately responsible for this procedure, and questions or concerns should be directed to the Provost.

If you have questions or comments about this survey, [click here to send a message to the survey administrator](#).

Required Questions
Marx, Karl



Core Instructor Questions (Marx, Karl)

1) What do you consider to be the strengths of this instructor?

2) What do you consider to be the weaknesses of the instructor, and what suggestions do you have for remedying them?

3) I would rate the instructor's overall performance in this course as:

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

Core Course Questions (Marx, Karl)

4) An effective classroom depends on students being respected as individuals in a manner free of bias or discrimination. In this class, do you feel that students were treated with respect and without bias?

5) What is your overall rating of the course?

☐ Excellent ☐ Very Good ☐ Good ☐ Fair ☐ Poor

6) Explain your rating of the course:

If you have questions or comments about this survey, click [here](#) to send a message to the survey administrator.

Close Preview