

APPENDIX A

ONLINE SURVEY

Student Perceptions of the Teaching Evaluation System

This survey is intended to gather student perceptions about the evaluation of teaching on campus, with emphasis on the evaluation forms that are filled out at the end of most UIUC courses to evaluate the instructor's teaching effectiveness and the overall quality of the course. Your individual responses will be kept confidential. Thank you for your time and comments.

DEMOGRAPHICS

Please denote your class rank and gender below:			
	College Class :		Gender:
<input type="radio"/>	Freshman	<input type="radio"/>	Female
<input type="radio"/>	Sophomore	<input type="radio"/>	Male
<input type="radio"/>	Junior		
<input type="radio"/>	Senior		
<input type="radio"/>	Graduate/Professional		

Please mark the category that applies to you	
	Race/Ethnicity
<input type="radio"/>	African-American
<input type="radio"/>	Asian
<input type="radio"/>	Caucasian
<input type="radio"/>	Hispanic
<input type="radio"/>	Native American
<input type="radio"/>	Other

OPEN-ENDED ITEMS

The current forms (ICES) of student ratings of instruction include two mayor items as shown there:

Rate the instructor's overall teaching effectiveness.	Exceptionally High 5--4--3--2--1 Exceptionally Low
Rate the overall quality of this course.	Exceptionally High 5--4--3--2--1 Exceptionally

Low

The two items above are general and request students to grade the instructor and course as to overall effectiveness. It is also important to know how students define "good teaching."

1. When you have to rate an instructor with these two items, how do you decide how good the teaching was? How do you decide if the instructor was a good teacher?

2. When assigning a score for rating the instructor in

a) . . . what cases would you give an instructor a "1" for an overall rating?

b) . . . when would you assign "3" for an overall rating? Please explain

c) . . . in what cases would you give an instructor a "5" for an overall rating?

3. When you rate an instructor's overall effectiveness,

(a) . . . do you compare him/her with an ideal teacher or an ideal of teaching?

yes

no

(b) . . . do you compare the instructors to other instructors that you have had ?

yes

no

Comment

4. U of I evaluation forms also include a series of items describing certain aspects about teaching, e.g. eye contact, fairness, clarity, honesty, really know the content. How important are they compared to the first two general items identified above in item # 2?

Less important

Equally important

More important than the general items

5. What elements or aspects of teaching are important to you when describing good teaching?

6. Are any of these specific aspects far more important than others? Is one or several of these aspects so important that it will influence your ratings even if the other criteria of good teaching are noteworthy?

7. For you, what criteria are the essential ones? Please comment.

8. In an early part of this study, some students identified "fair grading" as an important component of the evaluation. Do you share this perception?

9. When you think about fair grading, what do you mean?

(a) Is it consistency? -- the instructor indicates how s/he is going to grade the course at the beginning and follows this: s/he does not change the pre-established grading procedures)

Yes

No

No opinion

(b) Is it level of difficulty? -- the instructor grades at the same level that s/he taught the course? and no harder than it is in other similar courses?

Yes

No

No opinion

(c) consistency with the amount of class workload?

Yes

No

Comment on "fair grading"

10. Can you give a specific example as to what would be unfair grading?

11. Do you consider it important for an instructor to be culturally sensitive in teaching his/her course?

- Yes
- No
- No opinion

12. If yes, "should the instructor design the course based on the kind of students enrolling?"

- Yes
- No
- No opinion

Comment on "cultural sensitivity"

13. Do you consider it important for instructors to connect class instruction with life experiences outside the classroom?

- Very important
- A little important
- Not important at all
- No opinion

14. In an early part of this study, some students indicated that it is important in some classes to have an instructor of the same gender, race or ethnicity. Is this important for you too?

Could this influence your evaluation of the teaching? In what way?

15. Another group of students indicated that teachers should not coddle or indulge some groups, not create grade inflation, and should be held to high standards (knowledge and behavior). Do you agree with this perception?

- Yes
- No
- No opinion

Comment

16. Other students indicated that they do not take seriously the evaluation forms. Do you take the evaluation seriously?

- Yes, seriously
- Not very seriously
- Not at all

17. How can the campus system for evaluating instruction be improved?

Submit