

Radford University  
Institutional Research



Mark as shown:      Please use a ball-point pen or a thin felt tip. This form will be processed automatically.  
Correction:      Please follow the examples shown to help optimize the reading results.

**1. QUESTIONS ABOUT THE INSTRUCTOR: Please provide fair and thoughtful information about your instructor and this course, being careful to separate the two.**

- |     |  |                            |                            |                          |                          |
|-----|--|----------------------------|----------------------------|--------------------------|--------------------------|
|     |  | (2) less than satisfactory | (4) more than satisfactory | (3) satisfactory         | (5) outstanding          |
|     |  | (1) poor                   |                            |                          |                          |
| 1.1 | How would you evaluate your instructor's efforts to involve you with the course material during class and/or through out-of-class assignments?   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.2 | How professional was the instructor in working with students (e.g. was on time to class, available during scheduled office hours, willing to help you learn, interacted with students in a professional manner)? | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.3 | How would you evaluate the instructor's effectiveness in communicating course material (e.g. clarity of presentation, clearly responded to student questions, gave relevant examples)?                           | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.4 | How would you evaluate the instructor's effectiveness in organizing material (e.g. came to class prepared, helped students analyze and apply material)?  | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
| 1.5 | How would you evaluate the instructor's effectiveness in communicating and applying the standards and methods for evaluating students in the class?  | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |  | (1) strongly disagree      | (2) disagree               | (3) neutral              | (4) agree                |
|     |  |                            |                            |                          | (5) strongly agree       |
| 1.6 | Based on the quality of instruction, I would recommend this instructor to others.  | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |  | (2) less than satisfactory | (4) more than satisfactory | (3) satisfactory         | (5) outstanding          |
|     |  | (1) poor                   |                            |                          |                          |
| 1.7 | My overall rating of this instructor's effectiveness in this course is:  | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |

**2. QUESTIONS ABOUT THE COURSE (DO NOT THINK ABOUT YOUR PARTICULAR INSTRUCTOR)**

- |     |   |                            |                            |                          |                          |
|-----|---|----------------------------|----------------------------|--------------------------|--------------------------|
|     |   | (2) less than satisfactory | (4) more than satisfactory | (3) satisfactory         | (5) outstanding          |
|     |   | (1) poor                   |                            |                          |                          |
| 2.1 | How would you evaluate the text and/or reading assignments used in this course (e.g. relevance to course, stimulated intellectual curiosity, presented concepts clearly)? | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |
|     |   | (1) very easy              | (2) easy                   | (3) average              | (4) difficult            |
|     |   |                            |                            |                          | (5) very difficult       |
| 2.2 | How would you evaluate the difficulty/work-load of this course?   | <input type="checkbox"/>   | <input type="checkbox"/>   | <input type="checkbox"/> | <input type="checkbox"/> |

2. QUESTIONS ABOUT THE COURSE (DO NOT THINK ABOUT YOUR PARTICULAR INSTRUCTOR) [Continue]

- 2.3 How much did you learn in this course (i.e. increased your knowledge, understanding, skills, or appreciation of the content area)?
- (1) little or nothing      (2) a fair amount      (3) a moderate amount      (4) a great deal
- 2.4 Based on what I learned in the course, I would recommend this course to others.
- (1) strongly disagree      (2) disagree      (3) neutral      (4) agree      (5) strongly agree

3. QUESTIONS ABOUT THE STUDENT

- 3.1 Why did you take this course? To meet requirements for ....
- |  |                                   |                                   |
|--|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> General Education   | <input type="checkbox"/> My Major | <input type="checkbox"/> My Minor |
| <input type="checkbox"/> My degree electives |                                   |                                   |
- 3.2 What is your anticipated grade in this course?
- |                                  |                            |  |
|----------------------------------|----------------------------|--|
| <input type="checkbox"/> F       | <input type="checkbox"/> D | <input type="checkbox"/> C                 |
| <input type="checkbox"/> B       | <input type="checkbox"/> A | <input type="checkbox"/> Pass (P/F option) |
| <input type="checkbox"/> Unknown |                            |  |
- 3.3 What is your current student classification?
- |                                   |   |                                 |
|-----------------------------------|---|---------------------------------|
| <input type="checkbox"/> Freshman | <input type="checkbox"/> Sophomore        | <input type="checkbox"/> Junior |
| <input type="checkbox"/> Senior   | <input type="checkbox"/> Graduate Student | <input type="checkbox"/> Other  |

4. COMMENT SECTION: Written examples are very helpful for course and insstrutor development. Please provide fair and thoughtful information about your instructor and this course, being careful to separate the two. Professors will view comments made on this sheet to help improve their teaching ability and / or classroom procedures. No comments will be traceable to any student. No penalty will be assessed to a student who expresses an opinion about a particular professor. We encourage your comments.

4.1 Provide comments or recommendations regarding the **COURSE**. These may include but are not limited to comments on assignments, workload, difficulty, reading assignments, written assignments, projects, etc.

4.2 Provide comments or recommendations regarding your **INSTRUCTOR**. These may include but are not limited to effectiveness, clarity, effort, organization, professionalism, availability, grading, etc.

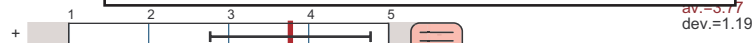
**bbodo Note** 2/6/2009 10:01:08 AM

At the top of each report the instructor's name will be listed. Under the name the course and section number are listed. In the parenthesis, the 2810 is the numerical code for Fall 2008 and the four digits following indicate the course index number. Finally, the last line contains the number of surveys returned and scanned.

**Bethany Bodo**  
ASMT 101-01 (28109999)  
No. of responses = 25

**Overall indicators**

QUESTIONS ABOUT THE INSTRUCTOR: Please provide fair and thoughtful information about yo...



QUESTIONS ABOUT THE COURSE (DO NOT THINK ABOUT YOUR PARTICULAR INSTRUCTOR)

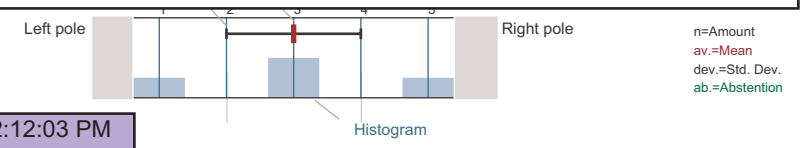


**bbodo Note** 2/6/2009 9:52:16 AM

The two scales under the heading "Overall indicators" represent the average score for the questions relating to either the instructor or the course.

**Legend**

Question text

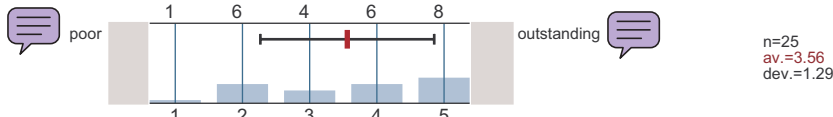


**bbodo Note** 2/4/2009 2:12:03 PM

The "poor" rating is the lowest value, represented on the bottom as a 1; the "outstanding" rating is the highest value represented on the bottom by a 5.

QUESTIONS ABOUT THE COURSE, BE... thoughtful information about your instructor and this

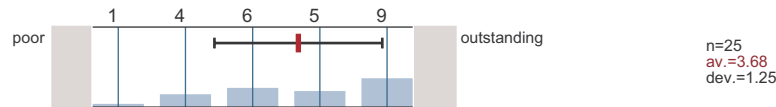
1.1) How would you evaluate your instructor's efforts to involve you with the course material during class and/or through out-of-class assignments?



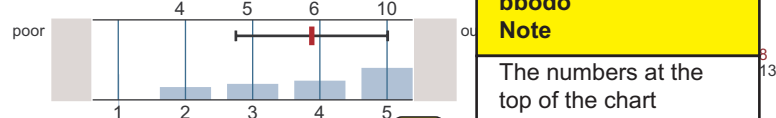
**bbodo Note**

The item evaluated.

1.2) How would you evaluate the instructor in working with you in the classroom, available to class, available to help you with your questions, willing to help you learn, interacted with students in a professional manner)?



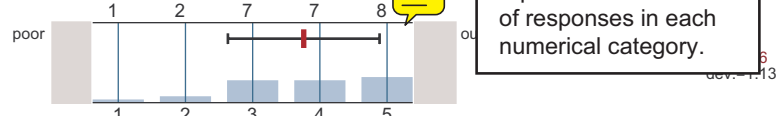
1.3) How would you evaluate the instructor's effectiveness in communicating course material (e.g. clarity of presentation, clearly responded to student questions, gave relevant examples)?



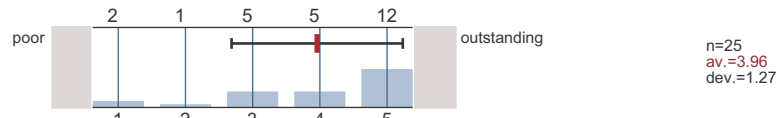
**bbodo Note**

The numbers at the top of the chart represent the number of responses in each numerical category.

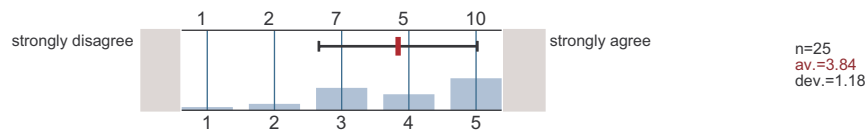
1.4) How would you evaluate the instructor's effectiveness in organizing material (e.g. came to class prepared, helped students analyze and apply material)?



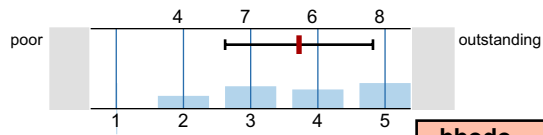
1.5) How would you evaluate the instructor's effectiveness in communicating and applying the standards and methods for evaluating students in the class?



1.6) Based on the quality of instruction, I would recommend this instructor to others.



1.7) My overall rating of this instructor's effectiveness in this course is:

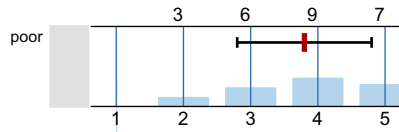


n=25  
av.=3.72  
dev.=1.1



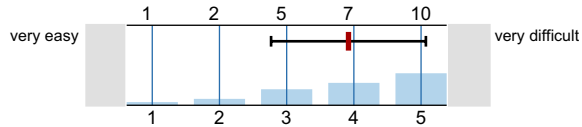
**QUESTIONS ABOUT THE COURSE (DO NOT THINK ABOUT YOUR PARTICULAR INSTRUCTOR)**

2.1) How would you evaluate the text and/or reading assignments used in this course (e.g. relevance to course, stimulated intellectual curiosity, presented concepts clearly)?



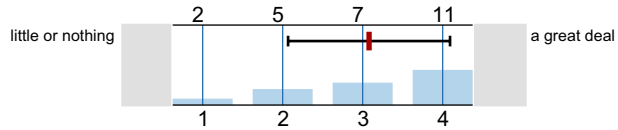
**bbodo Note**  
The three numbers at the right of of each chart are: the number of respondents for each item (n), the mean (av.), and the standard deviation (dev.).

2.2) How would you evaluate the difficulty/work-load of this course?



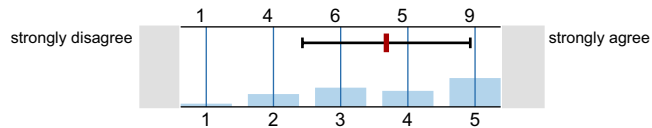
n=25  
av.=3.92  
dev.=1.15

2.3) How much did you learn in this course (i.e. increased your knowledge, understanding, skills, or appreciation of the content area)?



n=25  
av.=3.08  
dev.=1

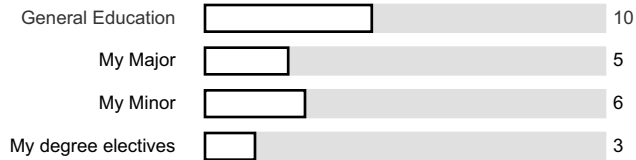
2.4) Based on what I learned in the course, I would recommend this course to others.



n=25  
av.=3.68  
dev.=1.25

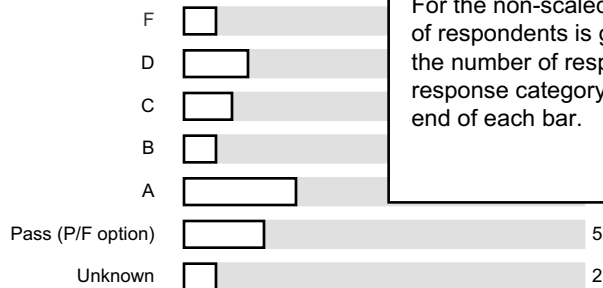
**QUESTIONS ABOUT THE STUDENT**

3.1) Why did you take this course? To meet requirements for ....



n=24

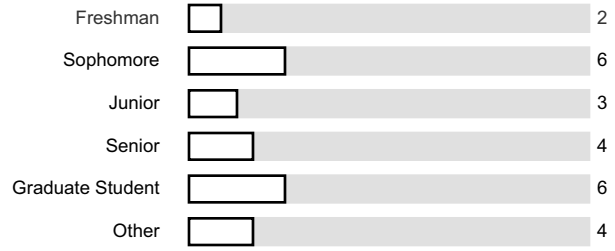
3.2) What is your anticipated grade in this course?



**bbodo Note** 2/6/2009 10:17:10 AM  
For the non-scaled items, the number of respondents is given. In the chart, the number of respondents in each response category is presented at the end of each bar.

3.3) What is your current student classification?

n=25



# Profile

Subunit: Institutional Research

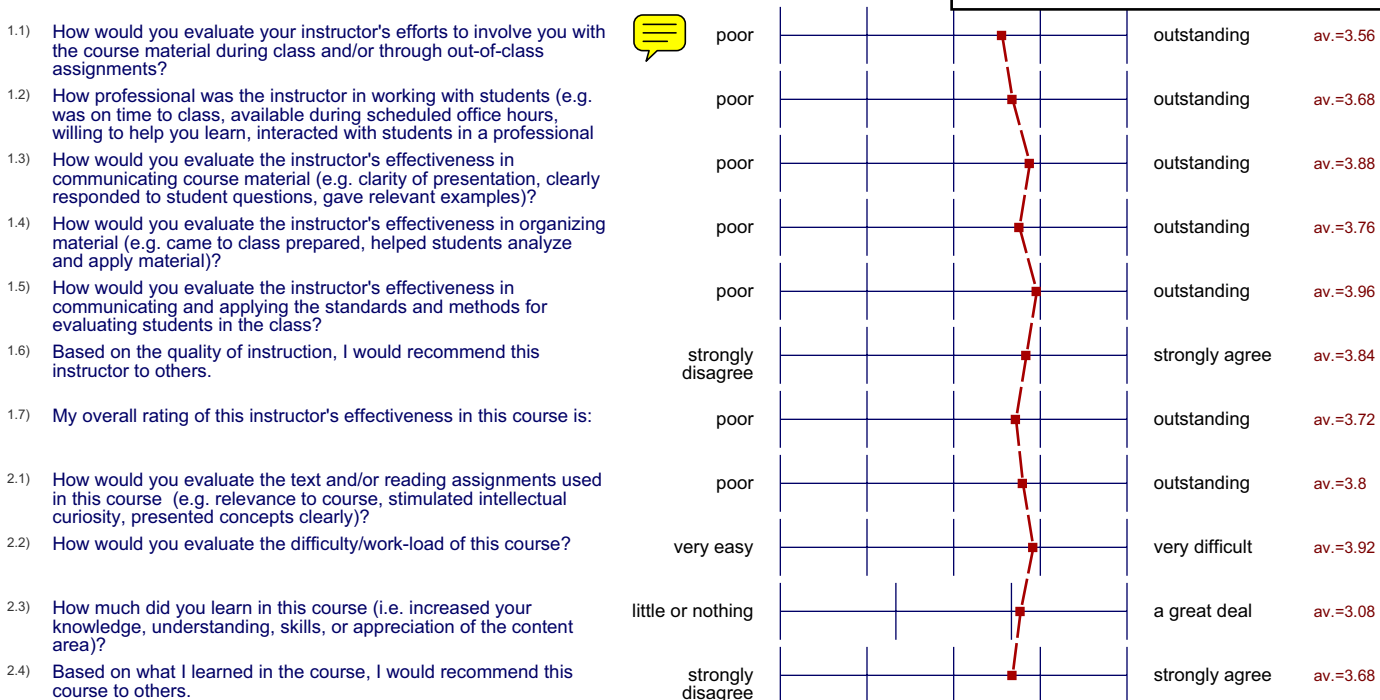
Name of the instructor: Bethany Bodo

Name of the course: ASMT 101-01

(Name of the survey)

**bbodo** 2/6/2009 10:28:24 AM  
**Note**

This graph is another way to represent the mean for each of the items. The mean (av.) is presented at the right and the red line down the graph shows where the mean score lies on the 5 or 4 point scale.



# Profile

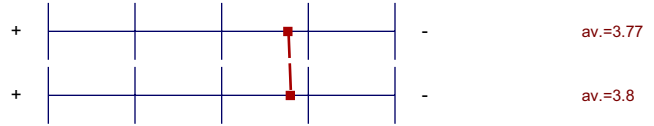
Subunit: Institutional Research  
 Name of the instructor: Bethany Bodo  
 Name of the course: ASMT 101-01  
 (Name of the survey)

<b>bbodo</b>	2/6/2009 9:53:16 AM
<b>Note</b>	
The two scales below represent the average of the questions relating to either the instructor or the course.	



QUESTIONS ABOUT THE INSTRUCTOR: Please provide fair and thoughtful information about your instructor and this course, being careful to separate the two.

QUESTIONS ABOUT THE COURSE (DO NOT THINK ABOUT YOUR PARTICULAR INSTRUCTOR)



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Comments Report

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COMMENT SECTION: Written examples are very helpful for course and instructor development. Please provide fair and thoughtful information about your instructor and this course, being careful to separate the two. Professors will view comments made on this sheet to help improve their teaching ability and / or classroom procedures. No comments will be

4.1) Provide comments or recommendations regarding the COURSE. These may include but are not limited to comments on assignments, workload, difficulty, reading assignments, written assignments, projects, etc.

4.2) Provide comments or recommendations regarding your INSTRUCTOR. These may include but are not limited to effectiveness, clarity, effort, organization, professionalism, availability, grading, etc.



## Discussion Draft Proposal from the Academic Program Review Committee Assessment and Annual Reports

The proposal from the APR Committee is to re-institute an annual reporting process focused on assessment for each degree program and concentration.

### Context

1. Annual reporting will provide a needed emphasis on the discussion of assessment data and its use to modify curriculum.
2. Annual reporting will ease the five-year reporting process. The five-year academic program review should become an aggregation of annual reporting procedures and reflection of trends.
3. A pilot test of annual reporting should occur in 2008/2009 to refine the outline of expectations. The annual reporting process for all units would occur during the 2009/2010 academic cycle.

### Process

1. Each department will receive, annually, a template of information from the Office of Institutional Research for the characteristics of the unit for [that year/a five-year period] for each CIP code (degree program and concentration) contained in that department or unit.
2. Each degree program and concentration will then complete the annual report by submitting:
  - a. Name of the department/degree program/concentration (submit 1 for each CIP each year)
  - b. Institutional Research descriptive and brief paragraph of response to the statistics [e.g. our enrollments are up/down; our average class sizes are lovely/horrible...]
  - c. Assessment Information  
[objectives, data collected – include tables, outcomes, actions proposed as a result]  
  
[RU objectives to be addressed each year include providing evidence of progress or the lack thereof for: student engagement, written and oral communication, and student success upon graduation. College and department objectives should then extend beyond these issues to those specific to the degree programs in that area]
  - d. Faculty and staff contributions: publications by type, performances, awards, honors
  - e. Other Points of Pride [economic development contributions, publications, national honors ....]
3. The five-year program review would then consist of [the accreditation report for those with external accreditation. For those without external accreditation, the unit would submit a summary of the last five annual reports and should include (but may not be limited to):
  - a. Student enrollments, retention, number of degrees offered with comparisons to national benchmarks
  - b. Assessment summary: major changes in curriculum, degree, and/or outreach activities based upon assessment data
  - c. Faculty and staff contributions: publications, performances, awards, honors
  - d. Summary and conclusion: contributions of the program to RU 7-17 goals
4. Logistics
  - a. Data will be stored online [i.e. WeaveOnline]
  - b. Faculty data will be in a data warehouse
  - c. Annual reports will be public information