

Student Ratings of Instruction

Administrative Procedures

- The form currently in use was adopted by the faculty in November of 2000, and was intended to be used universally across all faculty members and courses at the college with the exception of independent study, guided reading, individual music instruction, and similar courses taught at Grinnell College.
- Since the form is not specific to any particular course, instructors may want to remind students of special course aspects to consider as they respond. Please encourage them to write comments! The forms should be completed in class.
- All instructors are welcome to use feedback forms of their own designs to gather data not collected on the college-wide form. Secondary instruments are self-supported and used autonomously for course development and improvement purposes.
- For courses with a lab component, instructors may receive one set of forms for the lecture and one set for the lab. Depending on the structure and degree of integration, it may or may not be useful to administer separate questionnaires. Instructors should use their own discretion in such circumstances.
- In the case of team-taught courses, instructors may administer the form as a joint questionnaire (asking students to note instructor-specific comments as appropriate) or a second set of forms can be provided to rate each instructor separately. Instructors may use their own discretion in such circumstances or contact our office to discuss alternatives.
- Packets are not generated for any course with an enrollment of one nor for any ALS, RED, THS, WRT, physical education activities, private music lessons, independent study, MAP, +2, or internship course. Instructors teaching excepted courses may still wish to utilize the standard form and are welcome to do so. Please contact Vickie Rutherford (x3450) to request forms.
- Courses with non-standard schedules, and courses for which the number of class participants significantly exceeds the number of students enrolled for credit, should contact our office early in semester to make special arrangements. Department offices may keep extra forms on hand for special circumstances.
- Materials for short courses, as well as the Grinnell-in-London and Grinnell-in-Washington programs, are delivered earlier in the semester.
- Academic Affairs administers end-of-course forms for tutorials.

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End-of-Course Rating Forms

Instructions

This statement should be read aloud to the class.

End-of-course ratings allow Grinnell's faculty members to receive important feedback from you. Instructors will not see the responses until after all grades have been submitted. Please observe the following procedures:

1. Make heavy marks that completely fill the response bubbles so the scanner can read your responses.
2. Use a dark pen (black or blue ink) to complete the form. The scanner cannot read other colors. A #2 pencil can also be used, but a dark pen is better.
3. Please note that the scale starts with "Strongly Disagree" at the top. Be careful not to inadvertently reverse your responses. Mark only one response for each of the statements on the form.
4. If you are using an ink pen and mistakenly fill in the wrong response bubble, mark your desired response as darkly as possible and indicate which one you really mean. If you are using a pencil, cleanly erase the error and mark your intended response.
5. Complete the form in class.
6. Do not write your name on the form.
7. Do not bend, fold, or staple the form.
8. Please provide comments.
9. One student will need to deliver the completed forms to the location indicated on the envelope label. Please return the forms in the blue envelope in which they arrived.
10. The marked responses will be tallied and the individual forms will be returned to the instructor so he or she can review your comments.

Thank you. Your response is greatly appreciated.

End-of-Course Rating Form, Grinnell College

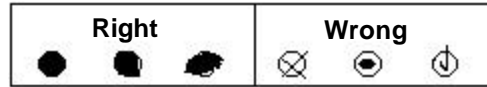
- Use a No. 2 pencil or a pen with black or dark blue ink.
- Mark only one bubble per question, and give a brief comment in the space provided.
- Fill in bubbles completely, as demonstrated below.

Instructor's Name _____

Course Number _____ Section Number _____

Department _____

Course Title _____



Q1: The course sessions were conducted in a manner that helped me to understand the subject matter of the course.	
Strongly Disagree..... <input type="radio"/> Moderately Disagree..... <input type="radio"/> Slightly Disagree..... <input type="radio"/> Slightly Agree..... <input type="radio"/> Moderately Agree..... <input type="radio"/> Strongly Agree..... <input type="radio"/> Not Applicable/Don't Know.. <input type="radio"/>	Please comment:

Q2: The instructor helped me to understand the subject matter of the course.	
Strongly Disagree..... <input type="radio"/> Moderately Disagree..... <input type="radio"/> Slightly Disagree..... <input type="radio"/> Slightly Agree..... <input type="radio"/> Moderately Agree..... <input type="radio"/> Strongly Agree..... <input type="radio"/> Not Applicable/Don't Know.. <input type="radio"/>	Please comment:

Q3: Work completed with and/or discussions with other students in this course helped me to understand the subject matter of the course.	
Strongly Disagree..... <input type="radio"/> Moderately Disagree..... <input type="radio"/> Slightly Disagree..... <input type="radio"/> Slightly Agree..... <input type="radio"/> Moderately Agree..... <input type="radio"/> Strongly Agree..... <input type="radio"/> Not Applicable/Don't Know.. <input type="radio"/>	Please comment:

Please continue on the other side.

Q4: The oral and written work, tests, and/or other assignments helped me to understand the subject matter of the course.	
Strongly Disagree..... <input type="radio"/>	Please comment:
Moderately Disagree..... <input type="radio"/>	
Slightly Disagree..... <input type="radio"/>	
Slightly Agree..... <input type="radio"/>	
Moderately Agree..... <input type="radio"/>	
Strongly Agree..... <input type="radio"/>	
Not Applicable/Don't Know.. <input type="radio"/>	

Q5: Required readings or other course materials helped me to understand the subject matter of the course.	
Strongly Disagree..... <input type="radio"/>	Please comment:
Moderately Disagree..... <input type="radio"/>	
Slightly Disagree..... <input type="radio"/>	
Slightly Agree..... <input type="radio"/>	
Moderately Agree..... <input type="radio"/>	
Strongly Agree..... <input type="radio"/>	
Not Applicable/Don't Know.. <input type="radio"/>	

Q6: I learned a lot in this course.	
Strongly Disagree..... <input type="radio"/>	Please comment:
Moderately Disagree..... <input type="radio"/>	
Slightly Disagree..... <input type="radio"/>	
Slightly Agree..... <input type="radio"/>	
Moderately Agree..... <input type="radio"/>	
Strongly Agree..... <input type="radio"/>	
Not Applicable/Don't Know.. <input type="radio"/>	

Instructor Name

CSE-100.00: EXAMPLE

Resp: 21

Q1: The course sessions were conducted in a manner that helped me to understand the subject matter of the course.

	Freq.	Pct.
1 Strongly Disagree.....	1	5%
2 Moderately Disagree.....	4	19%
3 Slightly Disagree.....	3	14%
4 Slightly Agree.....	4	19%
5 Moderately Agree.....	7	33%
6 Strongly Agree.....	2	10%
Not Applicable/Don't Know/Blank.....	0	0%

Q4: The oral and written work, tests, and/or other assignments helped me to understand the subject matter of the course.

	Freq.	Pct.
1 Strongly Disagree.....	0	0%
2 Moderately Disagree.....	3	14%
3 Slightly Disagree.....	3	14%
4 Slightly Agree.....	3	14%
5 Moderately Agree.....	7	33%
6 Strongly Agree.....	5	24%
Not Applicable/Don't Know/Blank.....	0	0%

Q2: The instructor helped me to understand the subject matter of the course.

	Freq.	Pct.
1 Strongly Disagree.....	2	10%
2 Moderately Disagree.....	4	19%
3 Slightly Disagree.....	4	19%
4 Slightly Agree.....	4	19%
5 Moderately Agree.....	3	14%
6 Strongly Agree.....	4	19%
Not Applicable/Don't Know/Blank.....	0	0%

Q5: Required readings or other course materials helped me to understand the subject matter of the course.

	Freq.	Pct.
1 Strongly Disagree.....	0	0%
2 Moderately Disagree.....	1	5%
3 Slightly Disagree.....	4	19%
4 Slightly Agree.....	1	5%
5 Moderately Agree.....	9	43%
6 Strongly Agree.....	6	29%
Not Applicable/Don't Know/Blank.....	0	0%

Q3: Work completed with and/or discussions with other students in this course helped me to understand the subject matter of the course.

	Freq.	Pct.
1 Strongly Disagree.....	1	5%
2 Moderately Disagree.....	1	5%
3 Slightly Disagree.....	4	19%
4 Slightly Agree.....	2	10%
5 Moderately Agree.....	7	33%
6 Strongly Agree.....	4	19%
Not Applicable/Don't Know/Blank.....	2	10%

Q6: I learned a lot in this course.

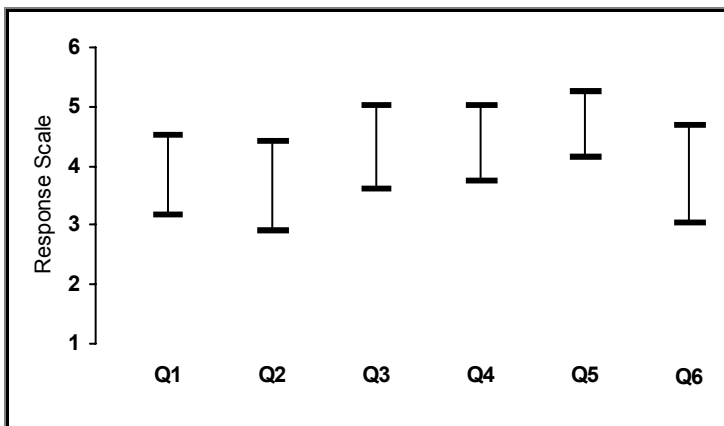
	Freq.	Pct.
1 Strongly Disagree.....	2	10%
2 Moderately Disagree.....	5	24%
3 Slightly Disagree.....	2	10%
4 Slightly Agree.....	1	5%
5 Moderately Agree.....	6	29%
6 Strongly Agree.....	5	24%
Not Applicable/Don't Know/Blank.....	0	0%

Percentages may not appear to add to 100 due to rounding.

Responses from surveys of student opinion are subject to chance variation. To help acknowledge that these data are not precise enough to make fine distinctions, the vertical bars shown at the right represent the confidence interval for the mean score of each question.

The size of the interval depends on the number of responses and on the variation of the scores. When all responses are identical, the range will collapse to the mean score.

If the survey process were to be replicated, sampling theory indicates that we could expect the mean scores to fall within these ranges 95 times out of 100.



TO: Faculty who taught courses in Spring 2006
FR: Jim Swartz, Vice-President for Academic Affairs & Dean of the College
RE: Student ratings of instruction

Enclosed you will find the forms completed by students in your course at the end of last semester, with a report summarizing the quantitative results. The end-of-course forms are sent only to you and to the chair of your department, to use in developing your teaching goals. The text comments are not used in faculty reviews. Rather, for your own use, the comments can supplement any additional information you have gathered from your students.

As you read the summary report of the quantitative responses, please keep in mind several important points about the nature of this information. First, the numbers are not considered a direct measure of teaching effectiveness. Extensive research on this question (not done at Grinnell) suggests that student end-of-course ratings do tend to correlate with other measures of student learning, such as peer reviews or multi-section exam comparisons. At the same time, it is also acknowledged that some aspects of teaching are invisible to the students or go beyond what they are competent to evaluate. The information presented here is limited to what the students are able to perceive and evaluate on the last day of the class. This limitation explains why Grinnell's overall system of teaching evaluation includes multiple measures, including peer observation of classes and review of teaching materials.

The end-of-course form currently in use at Grinnell College solicits student perceptions of how much they learned in the class and the extent to which certain specific elements contributed to their learning. Of course, no matter how carefully we word the questions, students may take this opportunity to express their thoughts more generally on their experience in the course, including how well it met their expectations and how they feel about the instructor. Therefore, it is especially important to understand these ratings as an indicator of student satisfaction with the experience that they had in your class.

While understanding the limitations of the student ratings, the faculty has nonetheless endorsed their use, for two reasons. First, this method provides all students with the opportunity to comment on what they perceive as more effective and less effective aspects of their learning experience in the class. Having the students' perspective can be helpful both for the instructor (for example, to stimulate ideas about what one might do differently when offering the same course again) and for the department chair who helps instructors to clarify their goals and strengthen their teaching.

Second, these student ratings are linked with multiple other measures, as described above, to build a more comprehensive picture of teaching effectiveness at the time of a faculty review. The Faculty Personnel Committee, and the faculty as a whole, have decided that no single measure is sufficient. Used in combination, however, they comprise a set of data generally found helpful in reaching a recommendation for the review.

Along with frequency counts, you will notice that the course summary report utilizes statistical margins of error or "confidence intervals" to depict the quantitative ratings. Averages may be useful for getting a sense of central tendency, but these data are not precise enough to make fine distinctions. Confidence intervals help readers to avoid over-interpreting small numerical differences or erroneously assuming that we have obtained a precise number for a given course. For a class that enrolled very few students, for example, if you see that the confidence interval spans nearly the entire range of scores, there is a message here about the quality and usefulness of this piece of information.

In addition to the enclosed information about your own course ratings, below is a summary of the frequency of responses, across all courses at the college, for each item on the form (questions 1 through 6). These values may help you interpret numerical scores in the context of general group norms.

Thank you for participating in Grinnell College's system of course ratings. I hope that you will find both the summary report and the text responses helpful.

Spring 2006 Aggregate (College-Wide) Results

Q1: The course sessions were conducted in a manner that helped me to understand the subject matter of the course.

	Freq.	Pct.
1 Strongly Disagree.....	70	1%
2 Moderately Disagree.....	127	3%
3 Slightly Disagree.....	142	3%
4 Slightly Agree.....	491	10%
5 Moderately Agree.....	1,742	35%
6 Strongly Agree.....	2,448	49%
Not Applicable/Don't Know/Blank.....	22	0%

Q4: The oral and written work, tests, and/or other assignments helped me to understand the subject matter of the course.

	Freq.	Pct.
1 Strongly Disagree.....	81	2%
2 Moderately Disagree.....	99	2%
3 Slightly Disagree.....	164	3%
4 Slightly Agree.....	609	12%
5 Moderately Agree.....	1,723	34%
6 Strongly Agree.....	2,165	43%
Not Applicable/Don't Know/Blank.....	201	4%

Q2: The instructor helped me to understand the subject matter of the course.

	Freq.	Pct.
1 Strongly Disagree.....	52	1%
2 Moderately Disagree.....	103	2%
3 Slightly Disagree.....	101	2%
4 Slightly Agree.....	395	8%
5 Moderately Agree.....	1,379	27%
6 Strongly Agree.....	2,985	59%
Not Applicable/Don't Know/Blank.....	27	1%

Q5: Required readings or other course materials helped me to understand the subject matter of the course.

	Freq.	Pct.
1 Strongly Disagree.....	76	2%
2 Moderately Disagree.....	113	2%
3 Slightly Disagree.....	166	3%
4 Slightly Agree.....	554	11%
5 Moderately Agree.....	1,549	31%
6 Strongly Agree.....	2,242	44%
Not Applicable/Don't Know/Blank.....	342	7%

Q3: Work completed with and/or discussions with other students in this course helped me to understand the subject matter of the course.

	Freq.	Pct.
1 Strongly Disagree.....	76	2%
2 Moderately Disagree.....	111	2%
3 Slightly Disagree.....	204	4%
4 Slightly Agree.....	784	16%
5 Moderately Agree.....	1,531	30%
6 Strongly Agree.....	1,919	38%
Not Applicable/Don't Know/Blank.....	417	8%

Q6: I learned a lot in this course.

	Freq.	Pct.
1 Strongly Disagree.....	67	1%
2 Moderately Disagree.....	100	2%
3 Slightly Disagree.....	95	2%
4 Slightly Agree.....	437	9%
5 Moderately Agree.....	1,345	27%
6 Strongly Agree.....	2,958	59%
Not Applicable/Don't Know/Blank.....	40	1%

Percentages may not appear to add to 100 due to rounding.

General procedure for routing end-of-course packets

1) Packets of forms are delivered on the Monday prior to the last week of classes.

- The packets are delivered to instructors' offices as listed in the campus directory.
- If an instructor needs forms before this date, please contact Vickie Rutherford, x3450. Vickie has all of the packets and can provide blank forms in bulk should you need extras.
- EOC forms are not automatically provided for all types of courses. Examples include independent studies, internships, and courses that have only one student enrolled. However, everyone is welcome to use these standard forms. Please contact Vickie if you would like to use the form but were not sent a packet in the initial distribution.
- "Return to" locations are centralized by department. Please reshuffle and re-label materials as may be practical or necessary.

2) Instructors hand out the forms to their students in class.

3) The students complete the forms in class and return the packets to the department offices (the "return to" location is listed on each packet label).

4) The **instructional support staff makes two sets of photocopies**. One set is to be kept on file in the department for department chair use. The second set of copies should be stapled together and placed in the course envelope with the original forms. This set of copies will be removed during processing and kept on file in the John Chrystal Center.

- The completed questionnaires are removed from the envelopes and arranged so they all face the same direction.
- Unused forms and instruction sheets are separated out and returned to Institutional Research (we can use leftover material next semester).
- Double-sided copies are made, darkening the copy as necessary to make sure light pencil marks will be visible.
- The department chair photocopies also serve as a contingency procedure (backup copies are created before the forms leave the department office).
- The department chair are filed in the department office and should be made available to department chairs (after grades have been submitted) for departmental functions.
- The original forms are put back in their envelopes, along with the second set of photocopies, and routed to Institutional Research for processing. The forms are usually sent in batches to the John Chrystal Center after the last day of classes. Contact Facilities Management (x3300) for hauling services.

5) IR scans the forms and puts them back in the envelope along with an explanatory sheet, a college-

wide statistics sheet, and an individual summary sheet. (The second-set photocopies are pulled from the packet and archived in the JCC.)

6) The processed packets are sent back to the department offices (after grades have been submitted). The support staff then distributes the packets of results to the instructors.

7) IR sends individual statistical summary sheets to department chairs. These sheets can be merged with the department chair photocopies on file or kept together in a bundle, depending on the preferences of departmental personnel.

Support staff should coordinate with chairs regarding sorting and storage options. This is a department chair responsibility, and consideration should be given to internal department procedures that will ensure that this information is available to the *position* of department chair for enduring use. Results from these forms are used in a variety of personnel matters and formative applications.

The process is generally finished four weeks after the last day of finals. If someone needs the results sooner they may contact Institutional Research.

These forms contain sensitive information; please be sure the materials are handled appropriately.

If you have questions or suggestions, please feel free to contact us.

Vickie Rutherford, x3450, rutherfo@grinnell.edu

Scott Baumler, x4930, baumler@grinnell.edu

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