

CAP COL - FACULTY RATING

NOTE TO INSTRUCTORS: In order to keep conditions as nearly uniform as possible, it is imperative that no instructions be given to the students. The rating scale should be passed out without comment at the beginning of the period.

NOTE STUDENTS: Following is a list of qualities that, taken together, tend to make any instructor the sort of instructor that he is. Of course, no one is ideal in all of these qualities, but some approach this ideal to a much greater extent than do others. In order to obtain information which may lead to the improvement of instruction, you are asked to rate your instructor on the indicated qualities by darkening one of the spaces on the line at the point which most nearly describes him with reference to the quality you are considering. For example, under Interest in Subject if you think your instructor is not as enthusiastic about his subject as he should be, but is usually more than mildly interested darken the space indicated thus: Fill the chosen space solidly; leave no stray marks.

Interest in Subject..... 10 9 8 7 6 5 4 3 2 1
 Always appears full of his subject. Seems mildly interested. Subject seems irksome to him.

Name of Instructor _____ Course _____ Date _____

This rating is to be entirely impersonal. Do not sign your name or make any other mark on the paper which could serve to identify the rater.

1. Interest in Subject.....
 Always appears full of his subject. Seems mildly interested. Subject seems irksome to him.

2. Sympathetic Attitude toward Students.....
 Always courteous and considerate Tries to be considerate but finds it difficult at times. Entirely unsympathetic and inconsiderate.

3. Fairness in Grading.....
 Absolutely fair and impartial to all. Shows occasional favoritism. Constantly shows partiality.

4. Liberal and Progressive Attitude.....
 Welcomes differences in viewpoint. Biased on some things but usually tolerant. Entirely intolerant, allows no contradiction.

5. Presentation of Subject Matter.....
 Clear, definite and forceful. Sometimes mechanical and monotonous. Indefinite, involved, and monotonous.

6. Sense of Proportion and Humor.....
 Always keeps proper balance; not over-critical or over-sensitive. Fairly well balanced. Over-serious; no sense of relative values.

7. Self-reliance and Confidence..... Always sure of himself; meets difficulties with poise. Fairly self-confident; occasionally disconcerted. hesitant, timid, uncertain.
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8. Personal Peculiarities.... Wholly free from annoying mannerisms. Moderately free from objectionable peculiarities. Constantly exhibits irritating mannerisms.
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9. Personal Appearance..... Always well groomed; clothes neat and clean. Usually somewhat untidy; gives little attention to appearance. Slovenly; clothes untidy and ill-kept.
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10. Stimulating Intellectual Curiosity..... Inspires students to independent effort; creates desire for investigation. Occasionally inspiring; creates mild interest. Destroys interest in subject; makes work repulsive.
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Should any items be added to or subtracted from the above list?

NOTE TO STUDENTS: Following is a list of factors which are important to many courses but over which the instructor often has little control. You are asked to rate the course on each of the factors by darkening one of the spaces at the right of each statement. Leave no stray marks.

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|--|----------|----------|----------|----------|----------|
| If the course is <u>extremely poor</u> with respect to the factor darken space 1, thus: | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| If the course is <u>below average</u> with respect to the factor darken space 2, thus: | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| If the course is <u>average</u> with respect to the factor darken space 3, thus: | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| If the course is <u>above average</u> with respect to the factor darken space 4, thus: | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| If the course is <u>excellent</u> with respect to the factor darken space 5, thus: | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |

FOR EXAMPLE: If you feel that the course is not contributing very much to the attainment of your ultimate goal; but on the other hand, is not a complete waste of time you would probably respond to item number 20 by darkening space 2, thus:

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|---|----------|----------|----------|----------|----------|
| 20. How the course is fulfilling your needs (consider your ultimate as well as your immediate goals)..... | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
|---|----------|----------|----------|----------|----------|

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| 11. Suitability of the method or methods by which subject matter of the course is presented (recitation, lecture, laboratory, etc.)..... | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 12. Suitability of the size of the class (consider the subject matter and type of class-lecture,lab.,etc.)..... | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 13. The degree to which the objectives of the course were clarified and discussed... | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 14. The agreement between the announced objectives of the course and what was actually taught..... | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 15. Suitability of the reference materials available for the course..... | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |
| 16. Suitability of the laboratory facilities available for the course | <u>5</u> | <u>4</u> | <u>3</u> | <u>2</u> | <u>1</u> |

17. Suitability of the assigned textbook.....	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
18. The use made of tests as aids to learning....	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
19. Amount of freedom allowed students in the selection of the materials to be studied (considering the subject matter).....	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
20. How the course is fulfilling your needs (consider your ultimate as well as your immediate goals).....	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
21. Range of ability in the class (are there too many extremely dull or extremely bright students?).....	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
22. Suitability of the amount and type of assigned outside work.....	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
23. The weight given to tests in determining the final grade for the course.....	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
24. Coordination of the tests with the major objectives of the course.....	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
25. Frequency of tests.....	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
26. The overall rating of the instructor..	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>