

IDEA PAPER #36

NOVEMBER 1999



APPENDICES

APPENDIX B

FACULTY ASSESSMENT OF SPECIFIC COURSES

Course _____ Instructor _____ Term _____

You have been supplied with the following information about the course listed:

1. Course syllabus, including:
 - a. list of objectives
 - b. course content and organization
 - c. identification of reading materials and assignments
 - d. description of projects, non-reading assignments
 - e. methods of appraising student achievement
2. Copies of examinations, together with an indication of the specific objective(s) being assessed by each item/exercise and the grading standards employed with each.
3. Samples of the best student projects, the instructional objectives relevant to the project, and the instructor's appraisal of the work.
4. Distribution of final grades.

Using a 5-point scale, rate the features of the course named above. A rating of "1" is used to indicate a serious concern and a rating of "5" is used to indicate an exceptionally strong aspect of instruction. For features rated less than "5", specific concerns/recommendation are to be identified.

After your ratings have been made, please discuss them with the other two reviewers. On the basis of this discussion, the group should compile a consensus report for use of the faculty member and the department chair/head.

Ratings

1. Objectives.

- a. Are the objectives clearly expressed? Rating: ____ If the rating is less than "5", identify the specific objective(s) which should be restated to remove ambiguities.

- b. Are the objectives appropriate for this class? Rating: ____ If the rating is less than "5", identify the specific objectives which are:

overemphasized _____

overly ambitious (unrealistic) _____

lacking in challenge/importance _____

under-emphasized or omitted _____

needlessly redundant with objectives pursued in other classes _____

2. Reading materials and assignments.

- a. Are reading materials well chosen (up-to-date; written at an appropriate level; highly authoritative; provide balanced coverage)? Rating: ____ If the rating is less than "5", identify the specific concerns you have about the readings (e. g., outdated; biased; too advanced; etc.):

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b. Are reading assignments appropriate? Rating:____ If the rating is less than "5", identify specific reservations about the appropriateness of reading assignments (i. e., too extensive; unrelated to course objectives; uneven pace from week to week; etc.).

3. *Non-reading assignments/projects.*

a. Are non-reading assignments/projects relevant to course objectives? Rating:____ If the rating is less than "5", identify specific concerns about the relevance of non-reading assignments/projects (i. e., failure to address certain objectives; relationship to objectives is too tangential; focus is on objectives not identified as course objectives; etc.):

b. Are non-reading assignments/projects designed to attract student interest and involvement? Rating:____ If the rating is less than "5", suggest specific concerns about the power of the assignments/projects to motivate students (e. g., practicality is not apparent; assignments/projects not clearly described; students unable to identify with the task; requirements/expectations are ambiguous; etc.).

c. Are the non-reading assignments/projects reasonable in terms of their demand on student time and energy? Rating:____ If the rating is less than "5", suggest specific reservations about the reasonableness of the assignments/projects (i. e., time requirements; availability of needed resources; adequacy of student background; demands on student creativity/inventiveness; etc.)

4. *Course organization.*

a. Are topics presented in a coherent, logical manner? Rating:____ If the rating is less than "5", identify ways in which coherence could be improved._____

b. Are topics integrated (related meaningfully to each other)? Rating:____ If the rating is less than "5", suggest how integration could be improved. _____

5. *Methods of appraising student achievement*

a. Do the instructor's appraisal methods adequately address all course objectives? (Do exams cover all objectives in a balanced way? Do exam questions focus on objectives not included in the course syllabus? If examinations omit or under-emphasize achievement on certain objectives, are there alternative appraisal processes which restore balance?)
Rating:____ Specific concerns:

b. Do students have sufficient opportunity to demonstrate their achievement of course objectives? (Are exams given with enough frequency to keep students informed of their status? Are alternative assessment methods employed to supplement exams? Do assessment procedures over-stress achievements which are easiest to appraise and under-stress those which are most difficult to appraise? Does the attention directed to appraisal of a given achievement reflect the amount of instructional time devoted to it?) Rating:____ Specific concerns:

c. Is information available about the reliability of assessment procedures (statistical reliability of examination results; agreement among raters or judges; etc.)? Rating:____ Specific concerns:

d. Are the achievement demands which appraisal methods make on students appropriate to the nature of the course and the characteristics of enrollees? (Are exams too difficult/easy? Are projects too difficult/too simple? Do appraisal methods permit accurate appraisals of all levels of achievement, or do they focus more on high or low achieving groups?) Rating:____ Specific concerns:

e. Is feedback from appraisal results appropriately employed as a teaching device? (Is feedback timely? Does it correct student errors/misunderstandings? Does it offer clues as to how students might improve their achievement?) Rating:____ Specific concerns:

f. Are appropriate grading standards employed? (Do the instructor's achievement standards appropriately reflect the department's and institution's expectations?) Rating:____ Specific concerns:

g. What is the apparent level of student achievement of course objectives? Rating:____ Identify both evidence which supports this rating and that which is inconsistent with it.
