

CALS Teaching Evaluation Plan
December 1, 2014

A multiple methods approach has been suggested as the most effective way to evaluate teaching and learning outcomes of university students. CALS currently uses and will continue to employ a multiple methods approach that utilizes:

1. student evaluations of individual courses and instructors;
 2. faculty peer evaluation of individual courses and instructors;
 3. student evaluations of learning outcomes at the senior and 2 years post-graduate for each major and for CALS core competencies;
 4. individual faculty self-assessment and reflection at the time of blue/green sheet evaluations;
 5. Student letters included in the blue/green sheet evaluation packet;
 6. Chair assessment using the inputs above and in-person faculty evaluations; and
 7. Annual evaluations of advising effectiveness.
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1. CALS uses a standardized form for students to fill out in order to evaluate individual courses and instructors. Questions on this form are being reevaluated during the 2014-2015 AY (Appendix 1). A new mixed method of obtaining responses is being developed. The plan includes multiple ways of obtaining responses, including a cell phone app that can be completed in the classroom, an online version that can be completed outside the class room, and the traditional paper form for students who do not wish to complete an on-line form. The aim is to obtain the maximum response rate. We anticipate that most students will complete the cellphone app in class, a few will choose to complete the paper form at the same time, and a few will choose to complete the online form.
 2. Individual departments in CALS utilize a variety of formats for peer review of individual instructors. An example rubric is included as Appendix II.
 3. Each department in CALS has developed a list of three to four learning goals for each major. The tool includes student assessment of "how fully their CALS undergraduate program prepared them" for specific learning outcomes and "how important students believe the learning outcomes will be important to their professional success." Graduates (two years out) are administered the same questionnaire. However, the second set of questions asks "how important has each learning outcome been to their personal/professional success." A similar instrument is administered to assess outcomes of the CALS core competencies. Examples are included as Appendix III.
 4. Faculty reflections and self-assessment are typically included as part of the blue/green sheet process and will continue.
 5. Student letters obtained during blue/green sheet review will continue to be utilized.

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

STUDENT EVALUATION OF INSTRUCTION

Please give honest and thoughtful answers to the following questions. Responsible student ratings can help instructors improve and helps department heads make more valid judgments about teaching effectiveness when making recommendations about salary, promotion, and tenure. Comments and suggestions are to be made on the data sheet in the space provided.

Please mark your responses on the General Purpose Data Sheet provided. Please describe your instructor's teaching using the following rating scale:

A. Almost Always B. Frequently C. Sometimes D. Seldom E. Never

Not Applicable – Leave Blank

The Instructor...

1. is enthusiastic about the subject
2. is prepared for class
3. explains unfamiliar concepts in ways that aid student understanding
4. encourages questions and discussion in the classroom
5. defines course objectives
6. clearly defines criteria for grading
7. stimulates students to think about the subject matter
8. emphasizes important topics in the course
9. selects readings and assignments appropriate to course objectives
10. gives exams that are fair tests of students knowledge of course material
11. is willing to help students outside the classroom
12. is sensitive to issues such as gender, race, religion, and sexual orientation

Describe your general evaluation using the following rating scale:

A. Among the best B. Above Average C. Average
D. Below Average E. Among the worst

13. In terms of overall effectiveness as a teacher, this instructor is
14. As compared to other courses taken at UVM, this course is

Thank you very much for your help!

Peer Evaluation of Classroom Teaching (CDAE example)

I. Class preparation and organization

Did objectives of the session and assignments seem to be clear and in agreement?

Was the session well planned and organized? Did the methods of presentation seem appropriate to the topic or project?

Were visuals appropriate and/or effectively used?

Was the teaching level appropriate for the group?

II Subject interest and enthusiasm

How well did the instructor seem to know the subject matter?

Was the instructor enthusiastic about the topic?

Were ideas presented clearly?

Were the ideas and material presented current?

Was the material related to real life situations?

Was the material presented with an approach to creative thinking and problem solving?

**Learning Goals for Majors in
Plant Biology**

APP III

How fully has your CALS undergraduate program prepared you in each category?	CATEGORY	How important do you believe each category will be to your personal / professional success?
1 = not prepared at all 5 = completely prepared		1 = not important at all 5 = critically important
1 0 2 0 3 0 4 0 5 0	A basic understanding of themes relevant to all living things, including the principles of genetics, ecology and evolution, growth and development, and routine functions of the cell	1 0 2 0 3 0 4 0 5 0
Comment:		
1 0 2 0 3 0 4 0 5 0	A particular focus on features of plants, including for instance, topics in plant physiology such as photosynthesis, plant nutrition, diversity of reproductive physiology and development, a basic sense of the major lineages of plants in communities of living things	1 0 2 0 3 0 4 0 5 0
Comment:		
Answer the questions in regard to the Concentration you will be graduating with:		
<i>Evolution and Ecology of Plants</i>		
1 0 2 0 3 0 4 0 5 0	Understanding of plant ecology including modern concepts of interaction of plants and their dependent animals at the individual, population, community and landscape levels	1 0 2 0 3 0 4 0 5 0
1 0 2 0 3 0 4 0 5 0	Understanding of the diversity of plant life and its evolutionary origins, as well as the evolutionary mechanisms that have yielded this diversity	1 0 2 0 3 0 4 0 5 0
Comment:		
<i>Molecular Biology of Plants</i>		
1 0 2 0 3 0 4 0 5 0	Develop an array of insights into current molecular inquiry into plant biology, based on a more in-depth understanding of biochemistry and genetics.	1 0 2 0 3 0 4 0 5 0
1 0 2 0 3 0 4 0 5 0	Develop an acquaintance with the strategies for testing hypothesis about cell and molecular mechanisms using genetic and mutation analyses	1 0 2 0 3 0 4 0 5 0
Comment:		

**CALS Core Competency On-Line
Assessment:
Recent Graduates**

APP III

How fully did your CALS undergraduate program prepare you in each category?	CATEGORY	How important has been each category to your personal/ professional success?
1 = not prepared at all 5 = completely prepared		1 = not important at all 5 = critically important
1 O 2 O 3 O 4 O 5 O	Using the Scientific Method to understand the natural world and the human condition	1 O 2 O 3 O 4 O 5 O
Comment:		
1 O 2 O 3 O 4 O 5 O	Understanding and appreciating the creative process and human thought	1 O 2 O 3 O 4 O 5 O
Comment:		
1 O 2 O 3 O 4 O 5 O	Showing confidence and efficacy in speaking before a group	1 O 2 O 3 O 4 O 5 O
Comment:		
1 O 2 O 3 O 4 O 5 O	Effectively communicating in writing	1 O 2 O 3 O 4 O 5 O
Comment:		
1 O 2 O 3 O 4 O 5 O	Demonstrating mastery of technology for communication, data gathering and manipulation, and information analysis	1 O 2 O 3 O 4 O 5 O
Comment:		
1 O 2 O 3 O 4 O 5 O	Understanding and using numbers for problem solving	1 O 2 O 3 O 4 O 5 O
Comment:		
1 O 2 O 3 O 4 O 5 O	Using numbers for data analysis and inference	1 O 2 O 3 O 4 O 5 O
Comment:		
1 O 2 O 3 O 4 O 5 O	Comprehending, judging and presenting written/oral arguments and solving problems, by distinguishing between fact, conjecture and intuition	1 O 2 O 3 O 4 O 5 O
Comment:		
1 O 2 O 3 O 4 O 5 O	Working well with other people by understanding and using skills of leadership, conflict	1 O 2 O 3 O 4 O 5 O

	resolution and group process	
Comment:		
1 0 2 0 3 0 4 0 5 0	Understanding, appreciating and empathizing with the diversity of human experience and perspectives. Solving problems for a community and contributing to the common good.	1 0 2 0 3 0 4 0 5 0
Comment:		
1 0 2 0 3 0 4 0 5 0	Being sensitive to the interconnected relationship between human beings and the natural world and the responsibility for stewardship of the environment	1 0 2 0 3 0 4 0 5 0
Comment:		
1 0 2 0 3 0 4 0 5 0	Appreciating a healthy lifestyle and love for learning that leads to continuous growth and development throughout the life span. Continuing to improve self by affirming the values of respect, integrity, innovation, openness, justice and responsibility	1 0 2 0 3 0 4 0 5 0
Comment:		

**CALS Core Competency
On-Line Assessment:
Seniors**

APP 115

How fully has your CALS undergraduate program prepared you in each category?	CATEGORY	How important do you believe each category will be to your personal/professional success?
1 = not prepared at all 5 = completely prepared		1 = not important at all 5 = critically important
1 0 2 0 3 0 4 0 5 0	Using the Scientific Method to understand the natural world and the human condition	1 0 2 0 3 0 4 0 5 0
Comment:		
1 0 2 0 3 0 4 0 5 0	Understanding and appreciating the creative process and human thought	1 0 2 0 3 0 4 0 5 0
Comment:		
1 0 2 0 3 0 4 0 5 0	Showing confidence and efficacy in speaking before a group	1 0 2 0 3 0 4 0 5 0
Comment:		
1 0 2 0 3 0 4 0 5 0	Effectively communicating in writing	1 0 2 0 3 0 4 0 5 0
Comment:		
1 0 2 0 3 0 4 0 5 0	Demonstrating mastery of technology for communication, data gathering and manipulation, and information analysis	1 0 2 0 3 0 4 0 5 0
Comment:		
1 0 2 0 3 0 4 0 5 0	Understanding and using numbers for problem solving	1 0 2 0 3 0 4 0 5 0
Comment:		
1 0 2 0 3 0 4 0 5 0	Using numbers for data analysis and inference	1 0 2 0 3 0 4 0 5 0
Comment:		
1 0 2 0 3 0 4 0 5 0	Comprehending, judging and presenting written/oral arguments and solving problems, by distinguishing between fact, conjecture and intuition	1 0 2 0 3 0 4 0 5 0
Comment:		
1 0 2 0 3 0 4 0 5 0	Working well with other people by understanding and using skills of leadership, conflict	1 0 2 0 3 0 4 0 5 0