

GUIDELINES FOR THE ADMINISTRATION OF THE STUDENT EVALUATION OF TEACHING FORM

1. Student assessments shall be administered by the Department Head or her/his designee. (Sec. 3.21 Master Agreement)
2. Individual Faculty Members may assist and cooperate in the administration of the student assessment but a Faculty Member shall not be required to do so involuntarily. (Sec. 3.21 Master Agreement)
3. In no case may the Faculty Member, when assisting in the administration of the student assessment, administer the instrument in her/his own class. (Sec. 3.21 Master Agreement)
4. The Faculty Member will leave the classroom when the instrument is administered to her/his class. (Sec. 3.21 Master Agreement)
5. The Student Evaluation of Teaching Form shall be administered within the last five weeks of a full-semester course or the last two weeks of a half-semester course. In cases where courses are team taught, departments should apply the principle of this guideline appropriately.
6. The Student Evaluation of Teaching Form should be administered at the beginning of the class session.
7. Each time the Student Evaluation of Teaching Form is administered, instructions for administration should be read as written.
8. With consent of the Faculty Member, the Student Evaluation of Teaching Form and Oral Communication Competency Instrument both may be administered during the same class session. If such occurs, the Student Evaluation of Teaching Form shall be administered first.
9. When feasible, student comments should be typed by category (e.g., "I could have improved my learning by") prior to their being provided to the faculty member.
10. Faculty Members assessed shall be provided the results of any Student Evaluations of Teaching available to the PAC (including comments) the day after grades are due or submitted whichever comes later.
11. Guidelines 1-9 also apply to informational assessments administered under Subdivision 3.26 of the Master Agreement.
12. This form shall not be administered outside the provisions of Article Three of the Master Agreement.

GUIDELINES FOR INTERPRETING STUDENT EVALUTATION OF TEACHING RESULTS

1. Results from the Student Evaluation of Teaching Form should not be used in isolation of other assessment information. The results reflect student perceptions. These perceptions should be used in concert with peer and administrative observations.
2. The frequency distribution of any item should be examined to determine the heterogeneity/homogeneity of student perceptions.
3. The analysis of comments should seek patterns rather than focusing on isolated statements.
4. Individuals interpreting form information should be sensitive to factors beyond the control of the faculty members (e.g., class size, nature of the course, physical facilities).

NOTE: These guidelines shall be used by all individuals and groups (e.g. administrators and Professional Assessment Committees) involved in the use of the Student Evaluation of Teaching Form.