

APPENDIX 8.1
Student Evaluation Form

36. Title of Grant: Project Advance
Funding Source: Department of Education - U.S.
TRIO
Purpose: An academic and counseling support program for economically, educationally, culturally, or physically disadvantaged students with degree goals.
37. Title of Grant: Special Needs Students
Funding Source: Illinois State Board of Education
DAVTE Section
Purpose: The grant proposal is to hire personnel who will work with career students who are either disadvantaged (economically or academically) limited English Speaking or handicapped.
38. Title of Grant: Community Resources and Telecommunications Linkage
Funding Source: Education/CETA Linkage
Purpose: To develop a community resource section for the telephone information system and install one number dialer telephones in selected locations to provide direct access telephone capacity to the telephone information system.
39. Title of Grant: Self-Directed Career Center
Funding Source: Will-Grundy CETA
Purpose: To develop a self-directed career center that utilizes the concepts of a self-instructional resource center in a self-guided career planning program through posters, hand-outs, and suggested activities.

JOLIET JUNIOR COLLEGE

STUDENT EVALUATION OF PART-TIME INSTRUCTORS - CREDIT AND GENERAL INTEREST COURSES

PROCEDURE:

I. Distribution:

Evening Program Coordinators, Satellite Coordinators or designated persons will distribute and administer the Student Evaluations of part-time instructors during a period from the 6th to 10th week of the semester.

II. Administering the Evaluation:

A. Notify the part-time instructor in advance of the approximate time for the evaluation.

B. Distribute an Instructional Evaluation form and an Optical Scan Sheet to each student.

C. Explain the purpose of part-time instructor evaluations.

D. Instructions for Students:

Use #2 pencil and fully darken spaces indicating a response to given question.

List instructor's name on answer sheet and darken corresponding letters.

Responses to all 27 opinionaire items should be marked in columns 1-6 as appropriate on the answer sheet.

Comments may be made on the back of the answer sheet.

DO NOT WRITE ON INSTRUCTOR EVALUATION FORM.

WRITE ON THE ANSWER SHEET ONLY.

E. Collect the Evaluation forms and Optical Scan sheets.
Attach the Request for Computer Analysis form.

III. Returning the Evaluations

All completed evaluations should be returned to Associate Supervisor for Community Services at Main Campus by the tenth week of the semester.

IV. Follow-up

The Data Processing department will tabulate the evaluations. Four copies of the report will be distributed as follows:

A. One copy to Instructor.

B. Two copies to Department Head. (Distribute 1 copy to the Instructional Supervisor)

C. One copy to Instructional Dean.

Joliet Junior College

INSTRUCTOR AND COURSE EVALUATION

*** DO NOT WRITE ON THIS SHEET ***

Objectives of the Course:

- | | | |
|----|-----------------------------------|--|
| 1. | Clarity of objectives | The objectives of the course are clearly identified. Syllabus was provided and objectives were outlined that were to be covered. |
| 2. | Appropriateness of the objectives | Objectives are relevant and appropriate to the course. |

Organization and Content of Lessons

- | | | |
|-----|-----------------------------------|---|
| 3. | Teacher preparation | The instructor is adequately organized and prepared for each class session. |
| 4. | Organization of the class session | The classroom activities carried on are well organized and clearly related to each other. |
| 5. | Selection of contents | The content is relevant for the objectives of class sessions and meets the level of the class. |
| 6. | Selection of materials | Instructional materials including human resources used are specific and clearly related to the objectives of the course and clearly complement the methods of instruction. |
| 7. | Beginning of class session | The instructor clearly relates the present to what has been taught in previous class sessions. |
| 8. | Clarity of presentation | The content of lessons is presented so that it is understandable to the student. |
| 9. | Clarity of presentation | The instructor has an excellent knowledge of the subject matter and makes the presentation interesting. |
| 10. | Clarity of presentation | Different points of view and specific illustration are used when appropriate. |
| 11. | Teaching methods | The teacher is knowledgeable and skilled in a variety of ways in presenting the subject matter to the classes. Methods of instruction are altered to meet the particular needs of the class. |
| 12. | Pacing of the class session | The teacher stays with the class and adjusts tempo accordingly to meet the objectives stated. |
| 13. | Pupil participation and interest | When appropriate the students actively participate in the session under the leadership of the instructor. |
| 14. | Pupil participation and interest | The instructor encourages students to ask questions, disagree, express their ideas, etc. |
| 15. | Ending the session | In ending class sessions there is a deliberate attempt to tie together the planned and chance events of the session and relate them to the immediate and long range objectives of the course. |

Unable to Evaluate
 Weak
 Below Average
 Average
 Strong
 Superior

1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6

Evaluation:

- | | | |
|-----|----------------------------------|--|
| 16. | Variety of evaluative procedures | The instructor devises and uses an adequate variety of evaluation procedures, both formal and informal, to evaluate progress in all of the objectives of the course. |
| 17. | Use of evaluative procedures | The results of evaluation are considered to be fair and are cooperatively reviewed by the instructor and students for the purpose of improving instruction and learning. |

Personal Characteristics and Student Rapport:

- | | | |
|-----|---|--|
| 18. | Personal characteristics | The instructor is prompt in starting class and generally does not dismiss class early. |
| 19. | Personal characteristics | The instructor exercises good judgment and tact. |
| 20. | Personal characteristics | The instructor indicates an interest and enthusiasm for teaching the subject matter. |
| 21. | Personal characteristics | The instructor's speech is adequate for teaching. |
| 22. | Personal characteristics | The instructor's attendance is regular. |
| 23. | Instructor-student rapport | The instructor indicates a genuine interest in students. |
| 24. | Instructor-student rapport | He has the ability to make the student feel secure and at ease. |
| 25. | Instructor-student rapport | He indicates a willingness to help the student who has difficulties. |
| 26. | Instructor-student rapport | He is fair and impartial in his dealings with the students. |
| 27. | Considering everything, how would you rate this instructor? | |
| 28. | If you have any additional comments to make about the course or the instructor, please make them on the back of your "Optical Scan" answer sheet. | |

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 Average
 Strong
 Superior

1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6
1	2	3	4	5	6

J O L I E T J U N I O R C O L L E G E

I N S T R U C T O R E V A L U A T I O N

C O M P U T E R A N A L Y S I S R E Q U E S T F O R M

This form should be completed and submitted along with student evaluations for which computer analysis is requested.

DATE: _____

I N S T R U C T O R N A M E: _____

C O U R S E P R E F I X , N O . , T I T L E: _____

C O U R S E M E E T I N G T I M E: _____ a.m. _____ p.m.
T O _____ p.m. _____ a.m.

C O U R S E M E E T I N G D A Y (S) : M T W T F S S (circle as appropriate)

C O U R S E L O C A T I O N: _____

D E P A R T M E N T H E A D : _____

I N S T R U C T O R S U P E R V I S O R : _____

D E A N O R D I R E C T O R : _____

JOLIET JUNIOR COLLEGE
QUESTIONNAIRE ITEM ANALYSIS

QUESTION NO.	=1=	%	=2=	%	=3=	%	=4=	%	=5=	%	=6=	%	=7=	%	=8=	%	=9=	%	=10=	%	NO RESP.	AVERAGE	
CLARITY OF OBJECTIVES.																							
1.	%		%		%		3	38%	4	50%	1	13%											4.75
APPROPRIATENESS OF THE OBJECTIVES.																							
2.	%		%		%		1	13%	4	50%	3	38%											5.25
TEACHER PREPARATION.																							
3.	%		%		%		1	13%	3	38%	4	50%											5.37
ORGANIZATION OF THE CLASS SESSION.																							
4.	%		%		%		2	25%	4	50%	2	25%											5.00
SELECTION OF CONTENTS.																							
5.	%		%		%				4	50%	4	50%											5.50
SELECTION OF MATERIALS.																							
6.	%		%		%		1	13%	5	63%	2	25%											5.12
BEGINNING OF CLASS SESSION.																							
7.	2	25%	%		%				3	38%	3	38%											5.50
THE CONTENT OF LESSONS IS PRESENTED SO THAT IT IS UNDERSTANDABLE.																							
8.	%		%		%		1	13%	5	63%	2	25%											5.12
INSTRUCTOR HAS KNOWLEDGE OF THE SUBJECT AND MAKES THE PRESENTATION INTERESTING																							
9.	%		%		%				1	13%	7	88%											5.87
DIFFERENT POINTS OF VIEW ARE USED.																							
10.	%		%		%		1	13%	4	50%	3	38%											5.25
TEACHING METHODS.																							
11.	%		%		%		2	25%	3	38%	3	38%											5.12
PACING OF THE CLASS SESSION.																							
12.	%		%		%		1	13%	2	25%	5	63%											5.50
PUPIL PARTICIPATION AND INTEREST.																							
13.	%		%		%		1	13%	4	50%	3	38%											5.25
INSTRUCTOR ENCOURAGES STUDENTS TO ASK QUESTIONS.																							
14.	%		%		%		1	13%	1	13%	6	75%											5.62
ENDING THE SESSION.																							
15.	1	13%	%		%		2	25%	3	38%	2	25%											5.00
VARIETY OF EVALUATIVE PROCEDURES.																							
16.	2	25%	%		%		1	13%	3	38%	2	25%											5.16
USE OF EVALUATIVE PROCEDURES.																							

17.	2	25%	X	X	1	13%	4	50%	1	13%	X	X	X	X	5.00
INSTRUCTOR IS PROMPT IN STARTING CLASS.															
18.		X	X	X	2	25%	6	75%	X	X	X	X	X	X	5.75
EXERCISES GOOD JUDGMENT AND TACT.															
19.		X	X	X	3	38%	5	63%	X	X	X	X	X	X	5.42
INDICATES INTEREST AND ENTHUSIASM FOR TEACHING.															
20.		X	X	X	8	100%	X	X	X	X	X	X	X	X	6.00
INSTRUCTOR'S SPEECH IS ADEQUATE FOR TEACHING.															
21.		X	X	X	1	13%	6	75%	X	X	X	X	X	X	5.42
THE INSTRUCTOR'S ATTENDANCE IS REGULAR.															
22.		X	X	X	8	100%	X	X	X	X	X	X	X	X	6.00
INDICATES A GENUINE INTEREST IN STUDENTS.															
23.		X	X	X	3	38%	5	63%	X	X	X	X	X	X	5.42
HAS THE ABILITY TO MAKE THE STUDENT FEEL SECURE AND AT EASE.															
24.		X	X	X	3	38%	3	38%	X	X	X	X	X	X	5.28
INDICATES A WILLINGNESS TO HELP THE STUDENT WHO HAS DIFFICULTIES.															
25.		X	X	X	1	13%	3	38%	X	X	X	X	X	X	5.37
HE IS FAIR AND IMPARTIAL IN HIS DEALINGS WITH STUDENTS.															
26.		X	X	X	1	13%	1	13%	6	75%	X	X	X	X	5.62
CONSIDERING EVERYTHING, HOW WOULD YOU RATE THIS INSTRUCTOR?															
27.		X	X	X	4	50%	4	50%	4	50%	X	X	X	X	5.50

Advisor Evaluation Report

APPENDIX 8.2