

First-Year Seminar
STUDENT EVALUATION INSTRUMENT

Please help us to improve the quality of first-year seminar instruction by completing this survey thoughtfully and honestly. We especially need and value your *written comments* below each item because these comments enable you to justify or explain your rating, and enable us to understand *why* you chose to rate the item as you did. Your written comments also provide instructors with the type of specific feedback they need to make improvements.

Your handwritten comments will be converted to typewritten form and presented to your instructor along with other students' comments, so your comments will remain confidential. Also, the questions about your age, gender, and class standing at the beginning of the survey are not meant to identify you personally; instead, they will be aggregated (combined) across different students and presented to your instructor in summary form—for the purpose of providing your instructor with feedback on how different student subgroups perceive the quality of teaching they are receiving.

Thanks in advance for your help. We will read your comments carefully, consider them seriously, and make an earnest attempt to improve the quality of first-year seminar teaching for all present and future students at our college.

Sincerely,
 (signature of program director)

STUDENT INFORMATION

Age: (1) < 25 (2) 25 or older
Gender: (1) male (2) female
Major: (1) decided (2) undecided
Class: (1) freshman (2) sophomore (3) junior (4) senior

Please use the following scale to rate items: (1) Disagree Strongly (D-ST)
 (2) Disagree Moderately (D-M)
 (3) Disagree Slightly (D-SL)
 (4) Agree Slightly (A-SL)
 (5) Agree Moderately (A-M)
 (6) Agree Strongly (A-ST)

(D-ST) (D-M) (D-SL) (A-SL) (A-M) (A-ST)
 1 2 3 4 5 6

My **instructor**:

1. is enthusiastic about teaching.
 reason/explanation for rating:

2. **is available to speak with me outside of class.**
reason/explanation for rating:

3. **is concerned about my success.**
reason/explanation for rating:

4. **takes a personal interest in me.**
reason/explanation for rating:

5. **encourages me to express my thoughts and feelings.**
reason/explanation for rating:

6. **is a good listener.**
reason/explanation for rating:

7. **gives me accurate information about what I should do to succeed.**
reason/explanation for rating:

8. **helps me understand why college is important for my future plans.**
reason/explanation for rating:

9. **knows me as a person.**
reason/explanation for rating:

10. **has assisted me in developing my long-term plans.**
reason/explanation for rating:

11. **helps me connect with campus resources (learning center, counseling services, etc.)**
reason/explanation for rating:

12. **helps me make important educational decisions**
(selecting elective courses, exploring academic majors/minors, etc.)

reason/explanation for rating:

STUDENT SELF-ASSESSMENT

As a **student**, I:

13. **attended class consistently.**

reason/explanation for rating:

14. **completed my course assignments.**

reason/explanation for rating:

15. **kept appointments I made with my instructor.**

reason/explanation for rating:

OPEN-ENDED QUESTIONS

1. What would you say are your instructor's *major strengths* or *best features*?

2. What could your instructor do to *improve* the quality of his/her teaching?

3. Would you *recommend* your instructor to other students?

First-Year Seminar
PEER ASSESSMENT INSTRUMENT

Research in the area of faculty development strongly supports the effectiveness of peer feedback and collegial dialogue for promoting instructional improvement; thus, it is reasonable to expect that peer assessment and feedback would improve the quality of FYS instruction as well. Peer assessment has the potential to be a powerful performance-improvement tool because feedback from a colleague, which is likely to be perceived as less threatening and more credible than feedback delivered by a superior or outside consultant. Peer assessment provides feedback coming from a co-worker who is also “in the trenches,” performing the same work, facing the same challenges, and coping with the same constraints.

The contents of this *peer* assessment instrument aligns with the student assessment survey, thereby serving to ensure consistency in the assessment criteria and allowing for comparisons to be made between student and peer perceptions of instructional performance. The point of this instrument is to promote instructional improvement in a collegial fashion. Teams of instructors are encouraged to engage in reciprocal peer observations whereby they visit each other’s classes and review each other’s evaluations for the mutually supportive purpose of improving their respective performance.

Please use the following scale to rate items: (1) Disagree Strongly (D-ST)
 (2) Disagree (D)
 (3) Agree (A)
 (4) Agree Strongly (A-ST)
 (5) Not Applicable (N-A)

(D-ST)	(D)	(A)	(A-ST)	(N-A)
1	2	3	4	0

The **instructor**:

1. is enthusiastic about teaching.

reason/explanation for rating:

2. is available to speak with students before and after class.

reason/explanation for rating:

3. is concerned about students

reason/explanation for rating:

4. **takes a personal interest in students**
reason/explanation for rating:
5. **encourages student to express their thoughts and feelings.**
reason/explanation for rating:
6. **is a good listener.**
reason/explanation for rating:
7. **gives students accurate information**
reason/explanation for rating:
8. **helps students understand why college is important for my future plans.**
reason/explanation for rating:
9. **knows students individually.**
(e.g., knows their names)
reason/explanation for rating:
10. **assists students in developing long-term plans.**
reason/explanation for rating:
11. **helps students connect with campus resources (learning center, counseling services, etc.)**
reason/explanation for rating:
12. **helps students make important educational decisions (selecting elective courses, exploring academic majors/minors, etc.)**
reason/explanation for rating:

OPEN-ENDED QUESTIONS

1. What would you say are the instructor's *major strengths* or *best features*?

2. What could the instructor do to *improve* the quality of his/her teaching?

3. Would you *recommend* this instructor to students?

First-Year Seminar Program Evaluation
INSTRUCTOR SURVEY

The program director is seeking your input on the teaching process in the first-year seminar, with the intent of strengthening and improving the program. Individual responses to this survey will be treated confidentially, and only general trends will be shared with the college community.

Thanks for your time and effort; we hope to put the information to good use.

Number of Years You Have Been Teaching: _____

Number of Students You Presently Teach: _____

1. Which one of the following best characterizes *your attitude* toward teaching the first-year seminar?

_____ I find teaching the course to be pleasant and rewarding.

_____ I have neither very positive nor very negative feelings toward teaching the course.

_____ I find teaching the course to be unpleasant.

Reason/rationale for this response:

2. Which one of the following best captures your perception of *student attitudes* toward learning in this course?

_____ Students find the learning process pleasant and rewarding.

_____ Students have neither very positive nor very negative feelings about the learning process.

_____ Students find the learning process unpleasant and frustrating.

Reason/rationale for this response:

3. Overall, how would you *rate* the quality of the first-year seminar?

___ highly effective ___ moderately effective ___ slightly effective

___ highly ineffective ___ moderately ineffective ___ highly ineffective

Reason/rationale for this rating:

4. What do you find to be the most *rewarding* aspect of teaching this course?

6. What do you find to be the most *frustrating* or *dissatisfying* aspect of teaching this course?

7. In what ways might the FYS program be *improved*?

8. What type(s) of additional personal or institutional *support* do you think would make teaching the course more *effective* and/or *satisfying* for you?

Final Comments/Suggestions/Recommendations: