



# College of Pharmacy Course Evaluation Policy

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## Related Policies

See University Policy, Evaluation of Teaching @

<http://www.policy.umn.edu/Policies/Education/Education/TEACHINGEVALUATION.html>

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and EIC February 2010

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**Responsible University Officer:**

Senior Associate Dean for Professional Education

**Policy Owner:**

Office of Professional Curriculum

**Policy Contact:**

Director, Professional Curriculum

## Policy

In the May 19, 1992 Senate Policy, two principles of course evaluation are outlined:

“The teaching performance of all faculty, regardless of their academic rank or tenure status, must be subject to evaluation.”

“The required evaluation of teaching for tenure and promotion decisions must have two major components, peer review and student surveys.”

Following the adoption of this policy, the Senate also approved Protocols for Student Evaluation and Peer Review of Faculty Teaching Contributions (April 1, 1993) and Additional Questions for Inclusion on Student Evaluation Forms (February 19, 1998). Faculty are encouraged to review these policies at the University’s Policy Library (<http://process.umn.edu/> Click on “Policy Library”).

This document will discuss the Student Rating of Teaching, elaborating on the established university policy, as needed, to address the College’s need for course evaluation policy for courses with more than two instructors.

## Instructors

The College defines an instructor as an individual who is responsible for a unit of instruction (minimum: two hours) and contributes to two or more of the following: setting course objectives, recommending textbooks and additional learning resources, writing or administering exams, leading recitation sessions, making suggestions for course revision.

## Procedure

### Survey Development

The University requires six standard survey questions to be included on all course evaluation surveys completed by students. In addition, the University requires students to complete a written comments section, Demographic Data, Student Release Questions, and one Course Environment question.

The following statement will be included on all student evaluation surveys:

Your responses to this questionnaire are important because they will help your instructor improve future offerings. To this end, your thoughtful written comments are especially requested. Your responses will also be used in the tenure, promotion and merit decisions of your instructor. The results of this evaluation will not be returned to the instructor until after the final grades are submitted for this course.

The University has standard, mandatory course evaluation questions. They are divided into questions that evaluate the instructor's performance and those that evaluate the course. See Appendix A.

The University also has mandatory Student Release Questions, the responses to which will, with the consent of the instructor, be made available to students. These questions were selected by the Student Senate to provide future students with information about University courses. The responses to these questions will not be used in any reappointment, promotion, salary, or (for tenure-track faculty) tenure decisions without the permission of the instructor. See Appendix A.

In addition, there is a pool of optional questions, which are available. Faculty also have the option of creating questions specific to their course.

### **Survey Administration**

Student evaluation of instruction should be delivered in a way that meets the needs of both students and instructors. The timing and delivery method should also allow students to provide fully informed, constructive feedback. The methods should also provide timely feedback in a format that is useful to the instructor. The College of Pharmacy will use online evaluations only.

Online evaluations will be facilitated by the College of Pharmacy's Office of Professional Curriculum. Faculty can determine the date of evaluation release and closure, in addition to the number and type of email-based prompts provided to students. Online evaluations should be conducted in the last two weeks of class. The decision to utilize online evaluations only was based on the fact that they include more thoughtful written feedback, the ability to prompt non-responding students for survey completion, more timely receipt of data and the ability to track variables over time.

This policy does not preclude the use of additional course evaluation surveys, perhaps at midpoint.

### **Faculty Participation**

In order to fulfill accreditation guidelines that require us to engage in continuous quality improvement with our curriculum, all faculty must conduct course evaluations for each course offering. The logistics of course evaluation should be explained in the course syllabus, including the format and the timing of the evaluation(s) (e.g., last week of course, or multiple times).

Faculty is encouraged to consider the collection of formative feedback during each course offering. This may include a formal mid-term evaluation, quick "share your thoughts" feedback at the end of critical sections of the course or the use of an online "suggestion box", amongst other methods, as appropriate.

At the beginning of the course, faculty are encouraged to share with students a brief summary of changes made, based on previous students' course evaluations. In addition, if mid-point evaluations are being used, faculty are encouraged to share feedback with the current class.

### **Student Involvement**

Regular, thoughtful participation in course evaluation is an important means for students to exercise their professional responsibility for review and to learn the importance of positive reinforcement and constructive criticism. Students must be made aware that their ratings will be used in making personnel decisions. The College, under the guidance of the Senior Associate Dean for Professional Education, will establish mechanisms to educate students on their roles and responsibilities with regards to course evaluation.

### **Access to Information**

Instructor-related questions are shared with the faculty member and their department head. Data from course related questions (vs. instructor-specific) will be available to those responsible for the course and its role within the curriculum, including the Course Director, Department Head and Senior Associate Dean for Professional Education. The EPC, in combination with the Senior Associate Dean for Professional Education, will receive data summary of responses to the standard, course-related questions to monitor trends within the curriculum. The Assessment Committee will ensure that appropriate policies and procedures are in place and monitor their implementation and ongoing revision.

Appendix A  
Course Evaluation Policy  
University of Minnesota College of Pharmacy

University of Minnesota Standard, Mandatory Course Evaluation Questions

Each of the six questions will have the following scale attached:

- 6 - Strongly agree
- 5 - Agree
- 4 - Somewhat agree
- 3 - Somewhat disagree
- 2 - Disagree
- 1 - Strongly disagree

The student rating form will contain the following questions:

1. The instructor was well prepared for class.
2. The instructor presented the subject matter clearly.
3. The instructor provided feedback intended to improve my course performance.
4. The instructor treated me with respect.
5. I have a deeper understanding of the subject matter as a result of this course.
6. My interest in the subject matter was stimulated by this course.

The form will also include the following open-ended questions:

1. What did the instructor do that most helped your learning?
2. What could you have done to be a better learner?
3. Additional Comments.

The following question will be included on the student rating form: “How would you rate the physical environment in which you take this class, especially the classroom facilities, including the effect of the environment on your ability to see, hear, concentrate, and participate? The question will have the following scale attached to it:

- 1 – Very poor
- 2
- 3
- 4 – Satisfactory
- 5
- 6
- 7 – Exceptional

The data from this question will be linked to specific building and room numbers and the summary data by room number will be provided to the chief academic officer and appropriate classroom management office on each campus to help guide decisions on facilities resource allocation. (Variants of this question should be developed for classes that use multiple rooms, for field study class, for on-line classes, and for other classes that differ from the lecture-in-one-room format.)

#### Student-Release Questions

The student-rating form will also include the following questions, the responses to which will, with the consent of the instructor, be made available to students. The responses to these questions will not be used in any reappointment, promotion, salary, or (for tenure-track faculty) tenure decisions without the permission of the instructor. These questions were selected by the Student Senate to provide future students with information about the course.

Using the 4-pt Agreement scale + N/A, rate your Course Director(s) in terms of the following:

1. Is approachable
2. Makes effective use of course readings
3. Creates worthwhile assignments
4. Has a reasonable grading system

Using the scales provided, rate the course in terms of the following:

1. Approximately how many hours per week do you spend working on homework, readings, and projects for this course?
  - 0-2 hours per week
  - 3-5 hours per week
  - 6-9 hours per week
  - 10-14 hours per week
  - 15 or more hours per week
2. Compared to other courses at this level, the amount I have learned in this course is
  - less.
  - about the same.
  - more.
  - I have not taken other courses at this level.
3. Compared to other courses at this level, the difficulty of this course is
  - less.
  - about the same.
  - more.
  - I have not taken other courses at this level.
4. I would recommend this course to other students. [Yes/No]
5. I would recommend this instructor to other students. [Yes/No]

#### Optional Questions

In addition to the mandatory questions above, instructors are free to add additional questions. Questions may be selected from a pool of questions available through the Office of Professional Curriculum. Or, an instructor may suggest questions.