

Faculty Senate Teaching Council Survey  
of the  
Campus Teaching Evaluation Program (CTEP)

Conducted by  
the Office of Institutional Research and Assessment  
Jo Lynch, CTEP Coordinator  
Patrick Nackley, Graduate Assistant  
July 1999

## Introduction:

In late April 1999, the Office of Institutional Research and Assessment conducted a survey on the Campus Teaching Evaluation Program (CTEP) on behalf of the Teaching Council of the Faculty Senate. Initially adopted for a three year period that began Fall Semester 1995, CTEP received a two year extension by the Senate in Spring 1998, so that the current CTEP could be reviewed thoroughly.

Due to time constraints, the questionnaire was administered by a single campus mailing. Included in the sample were all persons with teaching responsibilities in the Spring 1999 Semester: Graduate Teaching Associates and Assistants, tenure-track faculty, tenured faculty, instructors and lecturers, and emeritus faculty for a total sample size of 2,489. The number of questionnaires returned was 662, for a return rate of 26.6 percent. Included in the report that follows are both the quantitative analysis of the results, including percentage breakdowns and mean frequencies as well as a qualitative analysis of two open-ended questions.

# Campus Teaching Evaluation Program (CTEP) Review Questionnaire

## Faculty Senate Teaching Council

Questionnaire must be returned no later than Friday, May 7, 1999.

Instructions: Please **circle** the response which best reflects your opinion on each of the following. If the question is inapplicable, or you have **No Basis** for Evaluation, please mark column 6.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Basis
1. A structured teaching evaluation should be used for classes	1	2	3	4	5	6
2. CTEP provides useful information for tenure/promotion considerations.	1	2	3	4	5	6
3. CTEP numerical data assist teaching faculty with self-improvement.	1	2	3	4	5	6
4. CTEP student comment sheets assist teaching faculty with self-improvement	1	2	3	4	5	6
5. CTEP currently works well for the particular courses you teach and evaluates teaching effectively.	1	2	3	4	5	6
6. The eight different evaluation forms currently available provide ample opportunity for selecting an appropriate form for your class.	1	2	3	4	5	6
7. CTEP provides useful information to students regarding elective courses.	1	2	3	4	5	6
8. CTEP provides useful information to students regarding multi-section courses.	1	2	3	4	5	6
9. CTEP provides useful information to students regarding required single-section courses.	1	2	3	4	5	6
10. The reported results of the CTEP evaluations are clear and easy to understand.	1	2	3	4	5	6
11. CTEP needs to be replaced by a simpler evaluation system.	1	2	3	4	5	6
12. CTEP needs to be replaced by evaluation forms developed by each unit.	1	2	3	4	5	6
13. CTEP evaluations have had an effect on how you teach your courses.	1	2	3	4	5	6

Open-ended responses:

14. How do you decide which of the eight CTEP forms to administer for each course you teach?

15. What specific recommendations or comments do you have regarding a student teaching evaluation program or the current CTEP?

Background Information:

Please indicate the course level(s) and class size(s) you teach in a typical year:

16.

	100-200	300-400	500-600
Course level(s)	1	2	3

17.

	1-10	11-25	26-50	51-100	over 100
Class size(s)	1	2	3	4	5

18. Which of the following best describes your position? Circle One

- |   |                                       |   |                             |
|---|---------------------------------------|---|-----------------------------|
| 1 | Graduate Teaching Assistant/Associate | 4 | Non-Tenure Track Faculty    |
| 2 | Tenure Track Faculty                  | 5 | Other (Please specify)_____ |
| 3 | Tenured Faculty                       |   |                             |
- \_\_\_\_\_

19. At what point in the semester do you usually administer CTEP? Circle One

- |   |   |   |                             |
|---|---|---|-----------------------------|
| 1 | Prior to mid term                           | 4 | During the exam period      |
| 2 | Mid-term – one week before the end of class | 5 | Other (Please specify)_____ |
| 3 | During the last week of class               |   |                             |
- \_\_\_\_\_

Please complete the following items:

20. Your college \_\_\_\_\_

21. How much class time do you normally provide for administering CTEP? (in minutes)  
\_\_\_\_\_

Thank you for your time and assistance with this project.

# Campus Teaching Evaluation Program (CTEP) Review Questionnaire

## Faculty Senate Teaching Council Review of Frequencies

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Basis	Missing	Total
1. A structured teaching evaluation should be used for classes.	5%	6%	9%	38%	40%	1%	2%	100%
2. CTEP provides useful information for tenure-promotion considerations.	10%	15%	20%	36%	8%	10%		100%
3. CTEP numerical data assist teaching faculty with self-improvement.	9%	17%	19%	40%	11%	3%		100%
4. CTEP student comment sheets assist teaching faculty with self-improvement.	4%	6%	12%	41%	27%	7%	1%	100%
5. CTEP currently works well for the particular courses you teach and evaluates teaching effectively.	12%	20%	23%	33%	8%	5%		100%

6. The eight different evaluation forms currently available provide ample opportunity for selecting appropriate form for your class.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Basis	Missing	Total
	5%	10%	20%	27%	11%	26%	1%	100%
7. CTEP provides useful information to students regarding elective courses.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Basis	Missing	Total
	8%	15%	24%	23%	5%	24%	1%	100%
8. CTEP provides useful information to students regarding multi-section courses.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Basis	Missing	Total
	8%	13%	22%	21%	5%	30%	1%	100%
9. CTEP provides useful information to students regarding single-section courses.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Basis	Missing	Total
	8%	17%	26%	19%	5%	24%	1%	100%
10. The reported results of the CTEP evaluations are clear and easy to understand.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Basis	Missing	Total
	5%	12%	15%	50%	14%	4%	1%	100%
11. CTEP needs to be replaced by a simpler evaluation system.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Basis	Missing	Total
	8%	27%	34%	12%	10%	6%	3%	100%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Basis	Missing	Total
12. CTEP needs to be replaced by evaluation forms developed by each unit.	11%	25%	24%	17%	16%	6%	2%	100%

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	No Basis	Missing	Total
13. CTEP evaluations have had an effect on how you teach your courses.	12%	18%	19%	37%	8%	5%	1%	100%

16. Please indicate the course level you teach in a typical year:

	Course taught at this level	No course taught at this level	Missing	Total
a. 100-200	47%	47%	6%	100%
b. 300-400	57%	36%	6%	100%
c. 500-600	46%	48%	6%	100%

17. Please indicate the class size you teach in a typical year:

	Class taught at this size	No class taught at this size	Missing	Total
a. 1-10	23%	71%	6%	100%
b. 11-25	53%	41%	6%	100%
c. 26-50	44%	50%	6%	100%
d. 51-100	15%	79%	6%	100%
e. Over 100	10%	84%	6%	100%

	Graduate Teaching Assistant/Associate	Tenure Track Faculty	Tenure Faculty	Non-Tenure Track Faculty	Other	Missing	Total
18. Which of the following best describes your position?	25%	9%	50%	9%	3%	4%	100%

	Mid-term - one week before the end of class	During the last week of class	During the exam period	Other	Missing	Total
19. At what point in the semester do you usually administer CTEP?	34%	53%	2%	5%	6%	100%

20. Your college	Agriculture, Science, and Natural Resources 9%	Architecture and Planning 2%	Arts and Sciences 46%	Business Administration 8%	Communications 3%	Education 7%			
20. Your college	Engineering 7%	Human Ecology 5%	Nursing 2%	Social Work 1%	Information Science 1%	Law 1%	No answer 5%	Other 1%	Total 100%

	5	10	12	15	20	25	30	Missing	Total
21. How much class time do you normally provide for administering CTEP?*	1%	20%	1%	43%	20%	1%	5%	9%	100%

\*Time in minutes



# Campus Teaching Evaluation Program (CTEP) Review Questionnaire

## Faculty Senate Teaching Council Review of Means

(1 =Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 6=Strongly Agree)

1. A structured teaching evaluation should be used for classes.

	Mean	N
Graduate Teaching Assistant/Associate	4.15	156
Tenure Track/Tenured Faculty	4.06	380
Non-Tenure Track Faculty	4.07	61
Total	4.08	597

2. CTEP provides useful information for tenure-promotion considerations.

	Mean	N
Graduate Teaching Assistant/Associate	3.07	123
Tenure Track/Tenured Faculty	3.30	381
Non-Tenure Track Faculty	2.96	61
Total	3.22	555

3. CTEP numerical data assist teaching faculty with self-improvement.

	Mean	N
Graduate Teaching Assistant/Associate	3.31	153
Tenure Track/Tenured Faculty	3.27	385
Non-Tenure Track Faculty	3.43	58
Total	3.30	596

4. CTEP student comment sheets assist teaching faculty with self-improvement.

	Mean	N
Graduate Teaching Assistant/Associate	3.93	150
Tenure Track/Tenured Faculty	3.86	360
Non-Tenure Track Faculty	4.04	55
Total	3.90	565

5. CTEP currently works well for the particular courses you teach and evaluates teaching effectively.

	Mean	N
Graduate Teaching Assistant/Associate	2.98	146
Tenure Track/Tenured Faculty	3.13	383
Non-Tenure Track Faculty	3.08	59
Total	3.09	588

6. The eight different evaluation forms currently available provide ample opportunity for selecting appropriate form for your class.

	Mean	N
Graduate Teaching Assistant/Associate	3.11	84
Tenure Track/Tenured Faculty	3.49	322
Non-Tenure Track Faculty	3.56	45
Total	3.43	451

7. CTEP provides useful information to students regarding elective courses.

	Mean	N
Graduate Teaching Assistant/Associate	2.91	110
Tenure Track/Tenured Faculty	3.04	303
Non-Tenure Track Faculty	3.07	46
Total	3.01	459

8. CTEP provides useful information to students regarding multi-section courses.

	Mean	N
Graduate Teaching Assistant/Associate	3.08	112
Tenure Track/Tenured Faculty	3.00	273
Non-Tenure Track Faculty	3.00	44
Total	3.02	429

9. CTEP provides useful information to students regarding single-section courses.

	Mean	N
Graduate Teaching Assistant/Associate	2.91	113
Tenure Track/Tenured Faculty	2.93	302
Non-Tenure Track Faculty	2.91	44
Total	2.92	459

10. The reported results of the CTEP evaluations are clear and easy to understand.

	Mean	N
Graduate Teaching Assistant/Associate	3.52	147
Tenure Track/Tenured Faculty	3.61	384
Non-Tenure Track Faculty	3.64	58
Total	3.59	589

11. CTEP needs to be replaced by a simpler evaluation system.

	Mean	N
Graduate Teaching Assistant/Associate	2.88	143
Tenure Track/Tenured Faculty	2.80	368
Non-Tenure Track Faculty	2.90	52
Total	2.83	563

12. CTEP needs to be replaced by evaluation forms developed by each unit.

	Mean	N
Graduate Teaching Assistant/Associate	3.59	146
Tenure Track/Tenured Faculty	2.72	371
Non-Tenure Track Faculty	3.25	57
Total	2.99	574

13. CTEP evaluations have had an effect on how you teach your courses.

	Mean	N
Graduate Teaching Assistant/Associate	2.98	143
Tenure Track/Tenured Faculty	3.12	379
Non-Tenure Track Faculty	3.54	59
Total	3.13	581

## Qualitative Analysis of Questions 14 and 15

Of the 662 questionnaires returned, 475 or 72 percent answered one or both of the two open ended questions. The qualitative analysis that follows is based on the total number of responses offered for each question as indicated in summary categories. In many cases, particularly for Question 15, respondents offered more than one response for each question, with no particular order given to the importance of the responses. Therefore, the information described and percentages given are based on the total number of responses received for each question, and not necessarily on the total number of people who answered Questions 14 or 15.

The first open-ended question in the survey, Question 14 asked how each instructor decided which of the eight CTEP forms to administer for each course they taught. As indicated on the attached chart, the most common response provided was that instructors used the forms given to them by the department/unit/college (157 responses for 34%) followed closely by the instructors who chose the form most appropriate for their class format and size (139 responses for 30.1%). Roughly eight percent of the respondents (36 responses for 7.8%) said they were not offered a choice, while another eight percent of the respondents (39 responses for 8.4%) said they weren't aware they had a choice. Eight percent of the respondents also indicated their decision was based on guidelines provided by the CTEP office.

Question 15 asked what recommendations or comments instructors had regarding a student teaching evaluation program or the current CTEP. The original question actually gave respondents the opportunity to answer two ways: make comments about the current CTEP program or make suggestions about student teaching evaluations in general, or specifically the current CTEP. Due to the variety of the responses, the answers were broken down into two sections. The first section and attached chart 15a., addresses the comments about the current CTEP program, and the second chart 15b., deals with the recommendations given about the program, or evaluation programs in general. Of the 548 responses for Question 15, 262 (or 48%) of them were comments made concerning the current CTEP, and 286 (or 52%) were recommendations addressing student teaching evaluations in general or the current CTEP.

Of the respondents who made specific comments about the current CTEP, as indicated on the chart for 15a, over one-third (95 responses for 36%) thought the results showed the ease of the class, ease of the grading scale, and the popularity of the professor, rather than how well students learned. Seventeen percent (45 responses) of the instructors believed the current program did not control for student biases (such as race and gender of the instructor, student's class rank, etc), while 15 percent (38 responses) of the instructors did not believe that *Tennessee 101* reported all relevant information acquired in the survey (whether a course was mandatory or elective, class rank of those being surveyed, etc.).<sup>1</sup> One out of ten of the instructors (28 responses

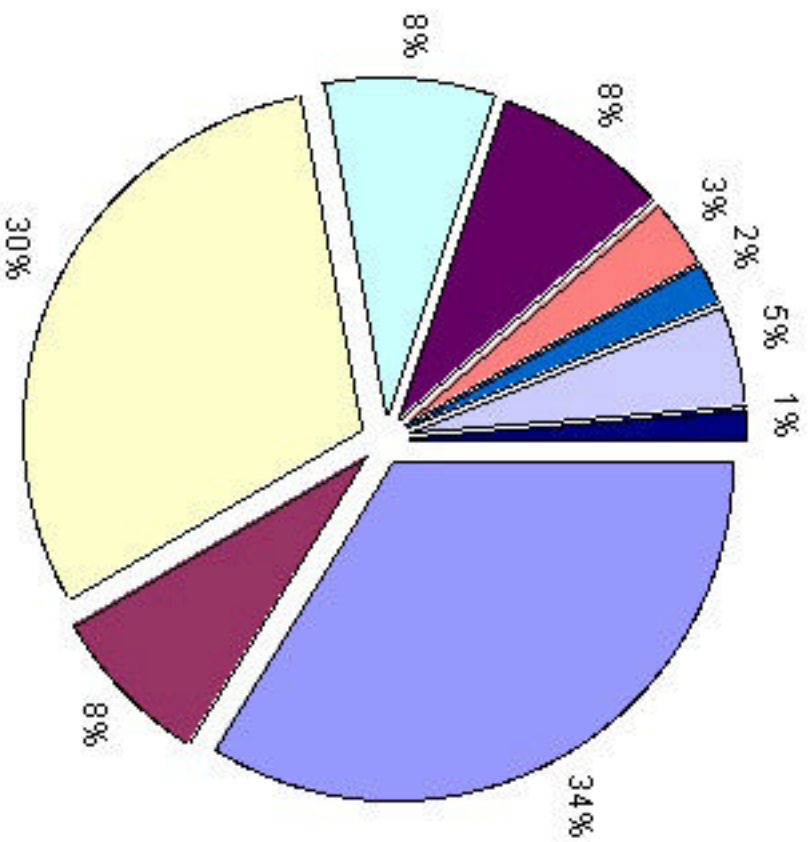
---

<sup>1</sup> *Tennessee 101* is the Student Government Association's (SGA's) publication of the CTEP results and the format and layout of that publication is basically an SGA decision.

for 11%) who made a comment about the program believed the results were not helpful to the instructors, but helpful to the students and administration.

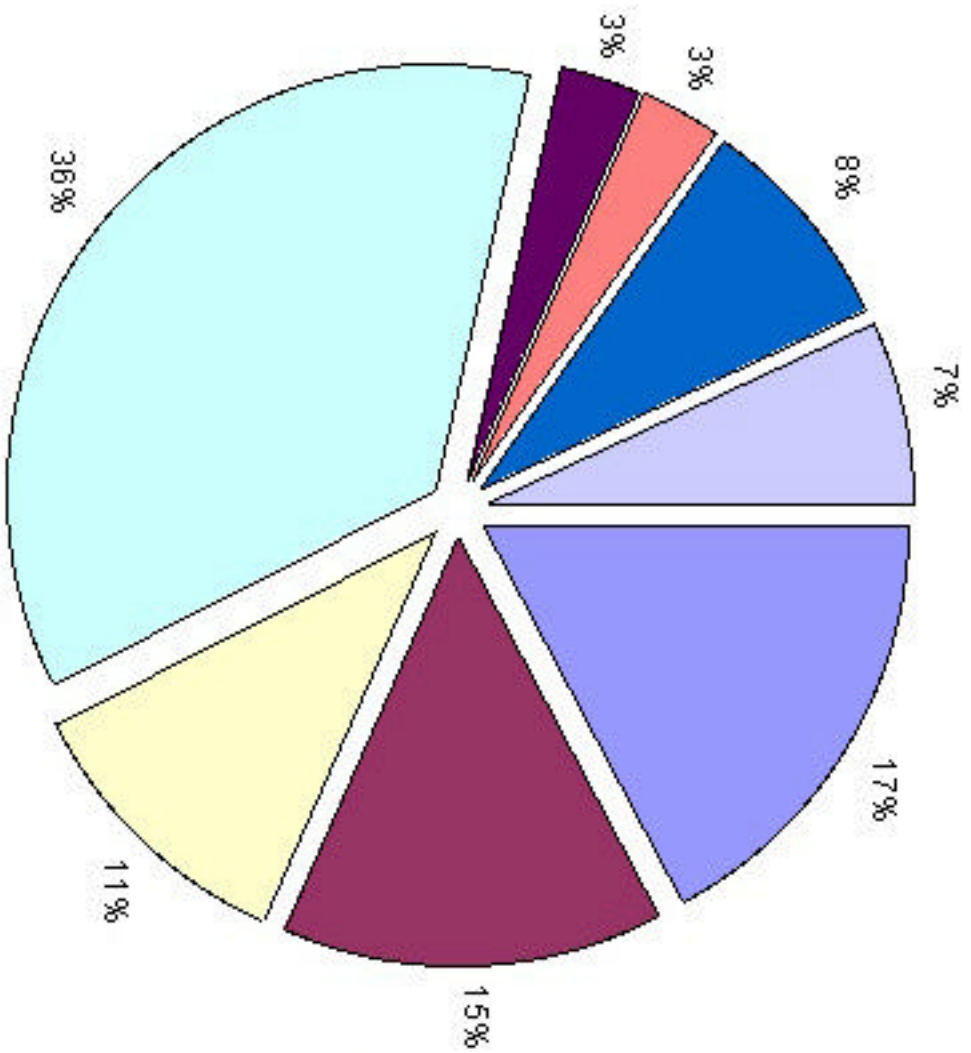
As indicated on the chart for 15b, the most common recommendation made by the instructors concerning any student teaching evaluation program or the current CTEP (67 responses for 23%) was that the use of open-ended questions were the most helpful to them and that their use should be encouraged. Currently the Student Comment Sheets are an optional form used to supplement the mandated scan forms. Closely following the importance of open-ended questions, was the opinion that instructors wanted to see a change in methodology in administration of the current program (56 responses for 20%), and instructors who wanted forms to be class/department specific (53 responses for 19%). Finally, 13 percent of the instructors (36 responses) believe that the current program was sufficient and no change was needed.

**14. How do you decide which of the eight CTEP forms to administer for each course you teach?**



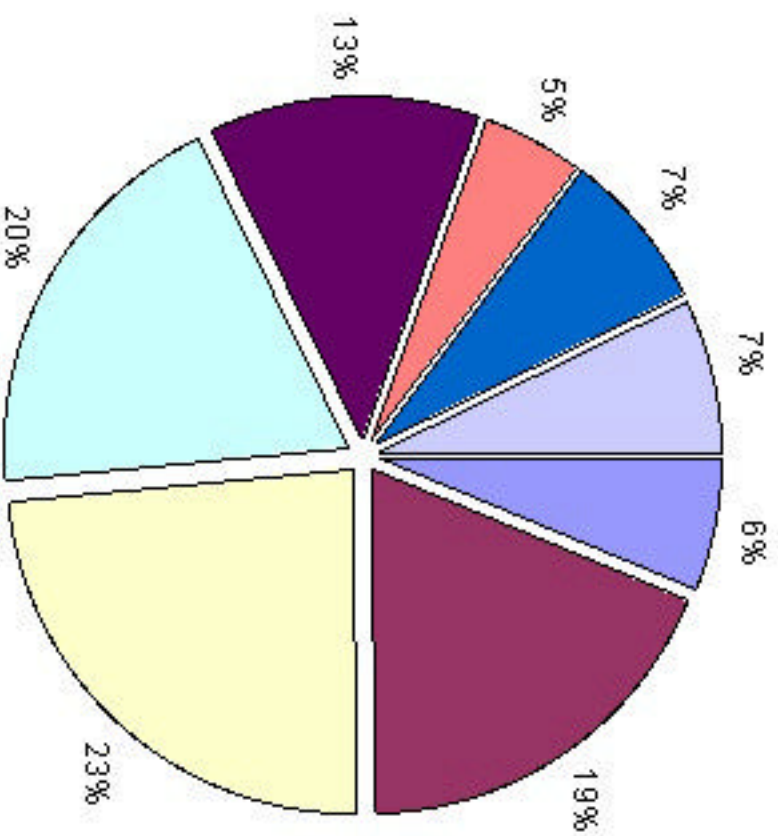
- 1. I use the forms given to us by the department/unit/college.
- 2. I am not offered a choice.
- 3. I select the form most appropriate to my class format and size.
- 4. I did not know we had a choice.
- 5. I consider the selection guidelines provided by the CTEP office.
- 6. Not applicable
- 7. I use the "generic form".
- 8. Other
- 9. Not useful

**15a. What specific comments do you have regarding the current CTEP program?**



- 1. CTEP doesn't control for student biases.
- 2. Tennessee 101 does not report all information included in the survey. (Mandatory/Elective course, Class rank, Graduate/Undergraduate course)
- 4. Results not helpful to instructors, helpful to students and administrators.
- 6. Results show ease of class and grading, the popularity of the professor, and not how well students learned.
- 7. No good form for team-taught courses.
- 10. Results are published too late for useful feedback.
- 11. Questions on CTEP forms are not clear/useful/relevant.
- 16. Other

**15b. What specific recommendations do you have regarding a student teaching evaluation program or the current CTEP program?**



- 3. Eliminate all standardized teaching evaluation.
- 5. Forms should be class/department specific.
- 8. Open-ended questions are the most valuable and should be encouraged.
- 9. Change current methodology in administration of program and calculating results.
- 12. No change is needed.
- 13. Do not publish results, they should be kept confidential.
- 14. CTEP should include peer reviews and administrative visits to classes; more than just forms.
- 15. Student responsibility questions should be included.



CTEP Counts for Question #14

1. I use the forms given to us by the department/unit/college.

157

2. I am not offered a choice.

36

3. I select the form most appropriate to my class format and size.

139

4. I did not know we had a choice.

39

5. I consider the selection guidelines provided by the CTEP office.

39

6. Not applicable

15

7. I use the "generic form."

9

8. Other

22

9. Not useful

6

Total responses=462

## CTEP Counts for Question #15

1. CTEP doesn't control for student biases.

45

2. *Tennessee 101* does not report all information included in the survey.  
(Mandatory/Elective course, Class rank, Graduate/Undergraduate course)

38

3. Eliminate all standardized teaching evaluation.

18

4. Results not helpful to instructors, helpful to students and administrators.

28

5. Forms should be class/department specific.

53

6. Results show ease of class and grading, the popularity of the professor, and not how well students learned.

95

7. No good form for team-taught courses.

8

8. Open-ended questions are the most valuable and should be encouraged.

67

9. Change current methodology in administration of program and calculating results.

56

10. Results are published too late for useful feedback.

8

11. Questions on CTEP forms are not clear/useful/relevant.

22

12. No change is needed.

36

13. Do not publish results, they should be kept confidential.

14

14. CTEP should include peer reviews and administrative visits to classes; more than just forms.

21

15. Student responsibility questions should be included.

21

16. Other

18

Total responses=548