LEEWARD COMMUNITY COLLEGE  
2002 – 2003 Faculty Senate

APPROVED Minutes of the December 11, 2002 Meeting

James Goodman, Chair  
Warren Imada, Vice Chair  
Jack Pond, Secretary

SENATORS PRESENT: N. Buchanan, L. Currivan, M. Dobson, Z. Estrada, R. Flegal,  
C. Ganne, J. Goodman, K. Hill, C. Hochstein, W. Imada, K. Khan, P. Kennedy, G. Levy,  
P. Lococo, C. Martin, S. Palombo, R. Pfeiffer, J. Pond.

SENATORS EXCUSED: J. Kappenberg, M. Nakano, C. Yokotake.

GUESTS: Wayne Muramoto

CALL TO ORDER: The meeting was called to order at 3:25 p.m. with a quorum.

APPROVAL OF THE MINUTES: The minutes of the November 27, 2002 meeting were  
read and approved with two minor additions.

REPORTS:

CURRICULUM COMMITTEE – Senator Buchanan distributed the Committee’s report  
and introduced several items.

ART 107D, Introduction to Digital Photography (3). New. Students learn basic camera  
techniques and how to convert images to digital. Course provides basic aesthetic  
principles and practical techniques needed for entry into workplace and/or artistic  
expression. Traditional and contemporary techniques for Art, Multimedia and Television  
are provided. The course replaces ART 197J.

Motion 02-44: To approve the new ART 107D as replacement of ART 197J.

PASSED – Unanimously

Digital Art Academic Subject Certificate (ASC) Modification. The following changes  
reduce the number of credits required for the Certificate from 18 to 15 and was required by  
the Chancellor’s Office. Other modifications were made to update the certificate to reflect  
other curriculum changes. ASCs can be specializations to the AA Degree or stand-alone  
certificates.

1. Delete: DMED 121 Web Page Design from ASC. This course was determined  
to be inappropriate.

2. Course Number Change: ART 111 changed to ART 113D, Digital Drawing.  
KCC uses the same number to identify a different course.
3. **Add:** ART 107D to the required courses for ASC. This course is a basic digital photography course and is central to the ASC.

4. **Change:** ART 202 from a required course to an elective course for the ASC. The ASC was changed from 18 to 15 credits in order to fit within the structure of the AA degree; therefore, ART 202 was dropped as a requirement and added to the list of elective choices.

The ASC in Digital Art now consists of ART 107D, ART 112, ART 113D, DMED 200 plus elective.

<table>
<thead>
<tr>
<th><strong>Motion 02-45:</strong> To approve the changes to the Digital Art Academic Subject Certificate.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PASSED – Unanimously</strong></td>
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</tbody>
</table>

**ART 220 Virtual Reality (3) New.** Prerequisite ART 107D. How to plan, create, and design a virtual world environment for Multimedia and the Internet. This course takes the student through the entire range of Quick Time Virtual Reality development including panorama, object and hotspot. The course is actually being renumbered from ART 222, which is already used by KCC to identify a different course.

<table>
<thead>
<tr>
<th><strong>Motion 02-46:</strong> To approve the new ART 220.</th>
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<tbody>
<tr>
<td><strong>PASSED - Unanimously</strong></td>
</tr>
</tbody>
</table>

Several new and modified DMED course proposals were brought to the Senate.

**DMED 120 NetPrep Web Development (3) New.** Prerequisites: ENG 21 or ENG 22 or equivalent with a grade of C or better, or consent of instructor. The course prepares students to analyze, design, build, and implement websites and covers identification of information objects, creation of flow diagrams, use of multimedia, use of hyperlinks, navigational efficiency, text creation and appropriate use of maps, menus and frames.

**DMED 121 NetPrep Web Site Design (3) Modification.** Title, textbook, goals and objectives of the course have been changed to meet the requirements established by the National Association of Communications Systems Engineers (NASCE) for Web technicians and Web masters.

**DMED 122 NetPrep Web Animation (3) Modification.** The modifications are the same as for DMED 121.

**DMED 221 NetPrep Dynamic Web Publishing (3) Modification.** The modifications are the same as for DMED 122 and 121. In addition, the Digital Media Advisory Board recommended that ColdFusion language scripting be incorporated into the course.
DMED 243 3D Modeling and Animation (3) New. Students will learn the basic use of organic modeling and character animation tools. This course replaces DMED 297D.

DMED 293 Practicum in Digital Media (3) New. This is a 120+ hour internship course; students may select from one of three specializations. Prerequisites vary according to the students’ choice for specialization. The course provides practical work experience where students will apply classroom lab knowledge and develop job competencies. Work sites could be at LCC, on Oahu, the outer islands, or on the mainland. Students will also meet once every two weeks for a total of 20 hours during the semester to discuss and evaluate their work experience with the instructor and other students in the class.

✓ Specialization: Internet Publishing. Prerequisites: DMED 120, 121, 122, 221 and ICS 184.

✓ Specialization: Digital Video. Prerequisites: DMED 130, 131, 132, 149 and ART 220.

✓ Specialization: Motion Graphics. Prerequisites: DMED 130, 140, 241, 242, and 243.

Motion 02-47: To approve the changes to the DMED courses indicated above.

PASSED - Unanimously

The Senate raised questions regarding funding for the DMED Program and for its full-time positions. Senator Ganne stated that monies for DMED come from remaining CAD money, Title III, and Perkins funds. He also stated that the College is moving toward an AS degree in DMED which has already been approved by the Chancellor and is consistent with the College’s ADP. Enrollment for these courses is very good.

Certificate of Completion in Digital Media Production Program Modification. Two changes to this Certificate were proposed. DMED 197I, Electronic Portfolio, was an experimental course and will be replaced by DMED 200, which was added to the curriculum in Fall 2001. Also, ICS 197E has been deleted from the curriculum. It will therefore no longer be included in the Certificate of Completion in Digital Media Production (i.e. “ART 112 or ICS 197E” will simply read “ART 112”).

Certificate of Competence in Desktop Publishing Program Modification. ART 111 will be replaced with ART 113D because the designation ART 111 is already in use at another campus to identify a different course. ICS 197E will be removed from the curriculum of this certificate.

Certificate of Competence in Virtual Reality Program Modification. ART 222 will be replaced with ART 220 because the designation ART 222 is already in use. DMED 221 will be replaced with ART 107D.
Certificate of Competence in Web Page Design Program Modification. DMED 121, Web Page Design, will be changed to reflect the title change for this course, NetPrep Web Site Design. DMED 122, Introduction to Web Animation, will be changed to reflect the title change for this course, NetPrep Web Animation. ART 112 will be replaced with DMED 120. This will enable the certificate program to articulate with the NASCE approved curriculum designed to prepare students for NASCE certification as a Web technician or Web master.

Motion 02-48: To approve the changes to the Certificate of Completion in Digital Media Production, the Certificate of Competence in Desktop Publishing, the Certificate of Competence in Virtual Reality, and the Certificate of Competence in Web Page Design.

PASSED – Unanimously

HIST 231 Modern European Civilization I (3) New. Prerequisites: ENG 21 or 22 with a grade of C or better, or equivalent. The course covers the political evolution and major economic, social, and cultural development of European states, 1500 – 1800.

HIST 232 Modern European Civilization II (3) New. Prerequisites: ENG 21 or 22 with a grade of C or better, or equivalent. The course is a continuation of HIST 231 and covers the major political, social, economic, and cultural trends in Europe from Napoleon to the present.

Motion 02-49: To approve HIST 231 and HIST 232 as new courses.

PASSED – Unanimously

Add HIST 231, Modern European Civilization I (3) and HIST 232, Modern European Civilization II (3) to the AH2 Core. This designation is appropriate for three reasons.

1. The curriculum of these courses includes a broad range of topics within the humanities including philosophy, religion, art and art history, architecture, and fashion as well as the social sciences.

2. These courses support the UH Strategic Plan, 2002-2010 goals. Goal A calls for increasing student success by providing international and multicultural opportunities. These courses also help in meeting Goal B, which calls for the UH system to function seamlessly, by adding courses which assist transfer students in meeting the UHM general education core.

3. Both courses are being taught successfully at KCC and HCC. They are also taught at UHM where they fulfill the DH (Diversification/Humanities) core education requirement.
Motion 02-50: To HIST 231 and HIST 232 to the Arts and Humanities core (AH2).

PASSED -- Unanimously

MATH 135 Pre-Calculus: Elementary Functions (3) Modification. Prerequisite: C or better in MATH 103 or equivalent. The prerequisite has been changed from MATH 27 to MATH 103, which replaced MATH 27 in the LCC mathematics sequence starting with the Fall 2002 semester.

Motion 02-51: To approve the modification of Math 135.

TABLED – Pending clarification and explanation from MS Division

HAWST 231 Hawaiian Culture (3) Deletion. This course was replaced by HAWST 107.

Motion 02-52: To approve the deletion of HAWST 231.

TABLED – Pending clarification by AH Division

The Curriculum Committee also reported that the following two courses were approved as experimental. The Social Sciences Division Chair, The Curriculum Committee Chair and the Acting Dean of Instruction have acted on these favorably. This designation will be active for two years. At that time, the courses will need to be proposed as regular courses and proceed through the curriculum review process if they are to be offered in the future.

ED 297L Special Needs Students I
ED 297M Special Needs Students II

ELECTIONS COMMITTEE – Senator Hochstein reported that 75% of eligible faculty members voted in the recent Senate elections (135 out of 187). Division breakdowns are as follows:

<table>
<thead>
<tr>
<th>Division</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>BE</td>
<td>83%</td>
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<tr>
<td>SS</td>
<td>75%</td>
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<tr>
<td>MS</td>
<td>76%</td>
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<tr>
<td>AH</td>
<td>89%</td>
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<tr>
<td>LA</td>
<td>78%</td>
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<tr>
<td>VT</td>
<td>53%</td>
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<tr>
<td>Studnt Serv.</td>
<td>57%</td>
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<tr>
<td>Acad Suprt</td>
<td>68%</td>
</tr>
</tbody>
</table>

ACADEMIC AND INSTITUTIONAL SUPPORT – Senator Martin reported that she has five copies of Student Evaluation of Instruction forms from each division (attached). At the present time, the UH CAFÉ system, while impressive, is not available for Community College faculty. Former Senator Arleda Watson (LA) previously sent Senate members the summary of her study done several years ago. The Senate decided to send this issue to the Faculty Committee for further study.
PROGRAM REVIEW – Senator Levy reported that the Senate would be seeing a proposal from the AIC on Program Review for the review of all College services and programs next semester.

STUDENT COMMITTEE – Senator Hill reported that preparation is underway for next semester’s Opening Day Experience. Several changes have been made to the day’s program. This year’s Experience will include a campus tour conducted by student volunteers. Also, faculty who plan to attend lunch will need to make reservations. There will be more of an effort to encourage faculty to mingle with students.

CHAIR’S REPORT:

The Chair reviewed the plans for Dr. Peter Englert’s visit to campus on January 22, 2003. He will be speaking about the relationship of the community colleges and UHM. Presently, he is planned to address the faculty at a campus-wide meeting at 2:00 in GT-105 and will be invited to the Senate meeting at 3:15.

Chair Goodman reminded the Senate that there would be a special BOR meeting on December 12 on the UH Reorganization. A copy of the revised proposal was distributed.

NEW BUSINESS:

✓ AIC on Curriculum Revision and Review. Senator Kennedy presented the latest draft of the policy and procedures and reviewed it with the Senate. However, quorum was lost at 5:40. Discussion continued until 5:55 at which time the matter was tabled. The Chair will attempt to reach a consensus via email. If that is not possible, a special meeting may be held before the close of the semester.

ANNOUNCEMENTS:

Meeting dates for the Spring 2003 Semester: January 22, February 12, March 5, April 2, and April 30.

ADJOURNMENT: The meeting was adjourned at 5:55 PM.

RESPECTFULLY SUBMITTED: Jack Pond, Secretary
I Approval of Minutes

II Reports
   A. Standing Committee Chairs:
      1. Budget and Planning: Judy Kappenberg
      2. Faculty: Linda Currivan, Ruth Pfeiffer
      3. Elections: Candy Hochstein
      4. Academic/Institutional Support: Cindy Martin, Carleen Yokotake, Karim Khan, Pat Kennedy
      5. Legislative Relations:
      6. Program Review: Gail Levy
      7. Student Committee: Kathy Hill
      8. Curriculum: Nancy Buchanan

   B. Ad Hoc Committees
      1. Senate Service Committee: Mimi Nakano

C Chair’s Report
   1. Dr. Peter Englert’s visit 01-22-03.
   2. ACCFSC Meeting at Kauai CC 11-22-02.

III Old Business
   A. Revision of Senate Charter & By-Laws.
   B. Faculty Involvement in Merit Pay Increase Review.

IV New Business
   A. Student Evaluation Forms.
   B. AIC on Curriculum Revision and Review
      *Curriculum Review policy

VI Adjournment
   *Spring 2003 future meetings: January 22, February 12, March 5, April 2, April 30.
The following proposals were reviewed by their respective subgroups and passed unanimously at the full Curriculum Committee on December 5, 2002. We ask that the Faculty Senate accept our recommendations for the following:

ART 107D Introduction to Digital Photography (3 credits) New Course

This course is an introduction to digital photography. Students will learn basic camera techniques and how to convert their images to digital ones. This course will provide the student with basic aesthetic principles as well as an extensive range of practical photographic techniques needed for entry into the photographic workplace and/or for artistic expression. It provides experience in traditional and contemporary photographic techniques for Art, Multimedia, and Television. 

This course replaces ART 197J, the experimental course with the same title.

Digital Art Academic Subject Certificate Modification

The changes enumerated below reduce the credits required for the certificate from 18 to 15. This was required by the Chancellor's Office. Other modifications were made to update the certificate to reflect other curriculum changes.

- Change 1: Delete: DMED 121 Web Page Design
  Rationale: It was decided that this was an inappropriate part of the ASC.

- Change 2: Course Number Change: Art 111 changed to Art 113D
  Rationale: KCC uses Art 111 to identify a different course.

- Change 3: Add: Art 107D to the required courses for the certificate.
  Rationale: This is a basic digital photography course. It did not exist as a regular course last year when the original proposal was made. It is central to the certificate whereas the two deletions of DMED 121 and Art 202 are not.

- Change 4: Change: Art 202 from required to elective.
  Rationale: The certificate was changed from 18 to 15 credits in order to fit within the structure of the AA degree. Therefore, Art 202 was dropped as a requirement and added it to the elective choices.
<table>
<thead>
<tr>
<th>Course</th>
<th>Name</th>
<th>Change</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 107D</td>
<td>Digital Photography</td>
<td>Add to certificate core</td>
<td>New course/central to digital art</td>
</tr>
<tr>
<td>Art 113D</td>
<td>Computer Drawing</td>
<td>Replace Art 111</td>
<td>Number change</td>
</tr>
<tr>
<td>Art 112</td>
<td>Digital Art</td>
<td>No change</td>
<td>N/A</td>
</tr>
<tr>
<td>DMED 121</td>
<td>Net Prep Web Site Design</td>
<td>Delete</td>
<td>Replaced by Art 107D</td>
</tr>
<tr>
<td>Art 202</td>
<td>Digital Imaging</td>
<td>Move to recommended</td>
<td>Bring certificate within credit limits</td>
</tr>
<tr>
<td>DMED 200</td>
<td>Digital Portfolio</td>
<td>No change</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**HIST 231** Modern European Civilization I (3 credits) New
Prerequisites: ENG 21 or ENG 22 with a grade of C or better, or its equivalent

Political evolution and major economic, social, and cultural development of European states, 1500-1800.

**HIST 232** Modern European Civilization II (3 credits) New
Prerequisites: ENG 21 or ENG 22 with a grade of C or better, or its equivalent.

Continuation of HIST 231; Major political, social, and economic, and cultural trends in Europe from Napoleon to the present.

**HIST 231 Modern European Civilization I (3 credits) Add to AH2 Core**
**HIST 232 Modern European Civilization II (3 credits) Add to AH2 Core**

This designation is appropriate because:

1. The curriculum of these courses includes a broad range of topics within the humanities including philosophy, religion, art and art history, architecture, and fashion as well as the social sciences.
2. These courses support the UH Strategic Plan, 2002-2010 goals. Goal A calls for increasing student success by providing international and multicultural opportunities. These courses also help in meeting Goal B, which calls for the UH system to function seamlessly, by adding courses which assist transfer students in meeting the UHM general education core.
3. Both courses are being taught successfully at KCC and HCC. They are also taught at UHM where they fulfill the DH (Diversification/Humanities) core education requirement.
ART 220 Virtual Reality (3 credits) New Course
Prerequisites: Art 107D

ART 220 is a course in how to plan, create, and design a virtual world environment for Multimedia and the Internet. This course takes the student through the entire range of QTVR (QuickTime Virtual Reality) development including panorama, object and hotspot.

This is simply a number change. The course number is being changed from ART 222 to ART 220. ART 222 is already being used by KCC to identify the course entitled, “Digital Multimedia”.

DMED 120 NetPrep Web Development (3 credits) New Course
Prerequisites: ENG 21 or ENG 22 or equivalent, all with a grade of C or better, or consent of instructor.

This course will prepare students to analyze, design, build and implement websites. Areas covered include identification of information objects, the creation of flow diagrams, the use of multimedia, the use of hyperlinks, navigational efficiency, text creation and the appropriate use of maps, menus and frames.

DMED 121 NetPrep Web Site Design (3 credits) Modification

The title and textbook for the course have been changed. The goals and objectives of the course have also been modified to meet the requirements established by the National Association of Communication Systems Engineers (NASCE) for Web technicians and Web masters.

DMED 122 NetPrep Web Animation (3 credits) Modification

The modifications are the same as for DMED 121.

DMED 221 NetPrep Dynamic Web Publishing (3 credits) Modification

The modifications to title, textbook and course objectives and content have been made to meet NASCE certification requirements. In addition, the Digital Media Advisory Board recommended that ColdFusion language scripting be incorporated into this course.

DMED 243 3D Modeling and Animation (3 credits) New

Students will learn the basic use of organic modeling and character animation tools.

This course will replace the experimental course, DMED 297D.
DMED 293 Practicum in Digital Media (3 credits) New
Specialization Internet Publishing: DMED 120, DMED 121, DMED 122, DMED 221
and ICS 184
Specialization Digital Video: DMED 130, DMED 131, DMED 132, DMED 140 and
ART 220
Specialization Motion Graphics: DMED 130, DMED 140, DMED 241, DMED 242, and
DMED 243.

This course provides practical work experience in Digital Media where students will
apply their classroom lab knowledge and develop job competencies.

Students will be placed in a 120+ hour internship. Generally, this internship will take
place in a facility on O‘ahu. In some cases it can be on another island or the mainland.
Positions may also be offered on the LCC campus. This class will allow students to
experience production in a real-world situation.

In addition to the internship, students will meet once every two weeks for a total of 20
hours in class to discuss and evaluate their work experience with the instructor and other
students.

Certificate of Completion in Digital Media Production Program Modification

DMED 197I, Electronic Portfolio was an experimental course and will be replaced by
DMED 200 which was added to the curriculum in Fall 2001. Also, ICS 197E has been
deleted from the curriculum. It will therefore no longer be included in the Certificate of
Completion in Digital Media Production. (i.e. ART 112 or ICS 197E willl simply read
ART 112.)

Certificate of Competence in Desktop Publishing Program Modification

ART 111 will be replaced with ART 113D because the alpha ART 111 is already in use
at another campus to identify a different course. ICS 197E will be removed from the
curriculum of this certificate. (i.e. ART 112 or ICS 197E will simply read ART 112.)

Certificate of Competence in Virtual Reality Program Modification

ART 222 will be replaced with ART 220 because the alpha ART 222 is already in use.
DMED 221 will be replaced with ART 107D.

Certificate of Competence in Web Page Design Program Modification

DMED 121, Web Page Design, will be changed to reflect the title change for this course,
NetPrep Web Site Design. DMED 122, Introduction to Web Animation, will be changed
to reflect the title change for this course, NetPrep Web Animation. ART 112 will be
replaced with DMED 120. This will enable the certificate program to articulate with the
NASCE approved curriculum designed to prepare students for NASCE certification as a Web technician or Web master.

**MATH 135 Pre-Calculus: Elementary Functions (3 credits) Modification**
Prerequisites: C or better in MATH 103, or equivalent

The prerequisite has been changed from MATH 27 to MATH 103. MATH 103 replaced MATH 27 in the LCC mathematics sequence starting with the Fall, 2002 semester.

**HAWST 231 Hawaiian Culture (3 credits) Deletion**

This course was replaced by HAWST 107.

**Experimental Courses**

The Division Chair, the Curriculum Committee Chair, and the Acting Dean of Instruction have approved the courses listed below on an experimental basis. This designation will be active for two years. At that time, these courses will need to be proposed as regular courses and proceed through the curriculum review process if they are to be offered in the future.

ED 297L    Special Needs Students I
ED 297M    Special Needs Students II
<table>
<thead>
<tr>
<th>Division</th>
<th>Number Voted</th>
<th>Total Number Eligible to Vote</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BE</td>
<td>10</td>
<td>12</td>
<td>83%</td>
</tr>
<tr>
<td>SS</td>
<td>12</td>
<td>16</td>
<td>75%</td>
</tr>
<tr>
<td>MS</td>
<td>26</td>
<td>34</td>
<td>76%</td>
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<tr>
<td>AH</td>
<td>25</td>
<td>28</td>
<td>89%</td>
</tr>
<tr>
<td>LA</td>
<td>30</td>
<td>38</td>
<td>78%</td>
</tr>
<tr>
<td>VT</td>
<td>7</td>
<td>13</td>
<td>53%</td>
</tr>
<tr>
<td>Student Services</td>
<td>12</td>
<td>21</td>
<td>57%</td>
</tr>
<tr>
<td>Academic Support</td>
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<td>19</td>
<td>68%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>135</td>
<td>181</td>
<td>75%</td>
</tr>
<tr>
<td>Question</td>
<td>Strongly Disagree</td>
<td>Strongly Agree</td>
<td>Does not Apply</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1. The instructor clearly explains course procedures (attendance, assignments, exams, etc.).</td>
<td>1 2 3 4 5</td>
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<tr>
<td>2. The instructor uses class time well.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3. The instructor returns exams and assignments promptly.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>4. The instructor is well-prepared and organized outside of class.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>5. The instructor is available for help outside of class.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>6. The instructor clearly explains the goals, objectives, and overall purpose of the course.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>7. The instructor speaks clearly and is easy to understand.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>8. The instructor answers questions clearly.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>9. The instructor makes good use of examples in class.</td>
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<tr>
<td>10. The instructor appears to know his or her subject.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>11. The instructor effectively uses the blackboard, films, pictures, computers, slides, or other aids.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>12. The instructor clearly explains complex ideas.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>13. The instructor allows time for questions and encourages them.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>14. The instructor emphasizes important points.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>15. The instructor asks questions to see if the students understand.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.
16. The instructor encourages an atmosphere of good feeling in the class. Strongly Disagree 1 2 3 4 5 1 2 3 4 5

17. The instructor treats all students fairly. 1 2 3 4 5

18. The instructor is interested in the subject matter. 1 2 3 4 5

19. The instructor is genuinely interested in students. 1 2 3 4 5

20. The instructor is treats students with respect. 1 2 3 4 5

21. The instructor is willing to help with individual problems. 1 2 3 4 5

22. The instructor grades tests fairly. 1 2 3 4 5

23. The instructor clearly explains what is expected of students. 1 2 3 4 5

24. The instructor clearly explains the grading system. 1 2 3 4 5

25. Overall, the instructor is a very good teacher. 1 2 3 4 5

Open-ended items:
1. How did the instructor show concern for students?

2. What did you especially like/dislike about the way the instructor taught this course?

3. What else would you like to say about this instructor?

4. Would you recommend this instructor to other students? Why or why not?
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Does not Apply</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>7. The instructor speaks clearly and is easy to understand.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor answers questions clearly.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The instructor makes good use of examples in class.</td>
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<td></td>
<td></td>
</tr>
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<td>9. The instructor provides class activities which match the course objectives.</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>10. The instructor relates the subject to the 'real world.'</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. The instructor appears to know his or her subject.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The instructor effectively uses the blackboard, films, pictures, computers, slides, or other aids.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The instructor clearly explains procedures.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The instructor allows time for questions and encourages them.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.
16. The instructor makes the material interesting.

17. The instructor asks questions to see if the students understand.

18. The instructor seems to like teaching.

19. The instructor treats students with respect.

20. The instructor is willing to help with individual problems.

21. In his/her relationships with students, the instructor is honest and approachable.

22. The instructor keeps students informed of their progress.

23. The instructor grades tests fairly.

24. The instructor clearly explains what is expected of students.

25. The instructor clearly explains the grading system.

26. The instructor suggests specific ways to improve.

27. The instructor grades assigned work carefully and fairly.

28. The instructor motivates students to do their best.

29. Overall, the instructor is a very good teacher.
Form B, page 3 of 3

Open-ended items:
1. How did the instructor show concern for students?

2. What did you especially like/dislike about the way the instructor taught this course?

3. What else would you like to say about this instructor?

4. Would you recommend this instructor to other students? Why or why not?
1. The instructor clearly explains course procedures (attendance, assignments, exams, etc.)

   strongly disagree 1 2 3 4 5 strongly agree

2. The instructor uses class time well.

   1 2 3 4 5

3. The instructor is well-prepared and organized for class.

   1 2 3 4 5

4. The instructor is available for help outside of class.

   1 2 3 4 5

5. The instructor clearly explains the goals, objectives, and overall purpose of the course.

   1 2 3 4 5

6. The instructor speaks clearly and is easy to understand.

   1 2 3 4 5

7. The instructor answers questions clearly.

   1 2 3 4 5

8. The instructor makes good use of examples in class.

   1 2 3 4 5

9. The instructor appears to know his or her subject.

   1 2 3 4 5

10. The instructor clearly explains complex ideas.

    1 2 3 4 5

11. The instructor allows time for questions and encourages them.

    1 2 3 4 5

12. The instructor makes the material interesting.

    1 2 3 4 5

13. The instructor asks questions to see if students understand.

    1 2 3 4 5

14. The instructor treats all students fairly.

    1 2 3 4 5

15. The instructor is interested in the subject matter.

    1 2 3 4 5

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.
16. The instructor is genuinely interested in students.  
   Disagree 1 2 3 4 5  Agree

17. The instructor treats students with respect.  
   1 2 3 4 5

18. The instructor engages in a healthy exchange of ideas and opinions with students.  
   1 2 3 4 5

19. The instructor grades tests fairly.  
   1 2 3 4 5

20. The instructor motivates students to do their best.  
   1 2 3 4 5

21. Overall, the instructor is a very good teacher.  
   1 2 3 4 5

Open-ended items:
1. How did the instructor show concern for students?

2. What did you especially like/dislike about the way the instructor taught this course?

3. What else would you like to say about this instructor?

4. Would you recommend this instructor to other students? Why or why not?
### Student's Evaluation of Instructor and Course

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Does not apply/don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have attended class regularly.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have made an honest effort to master the materials and skills for this course</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. This course has given a better understanding of concepts/skills/principles in this field.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The course goals and overall purpose have been made clear.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Course procedures (attendance, assignments, exams, etc.) have been made clear.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The assignments (such as reading, writing, etc.) are helpful in reaching the goals set for this course.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The instructor meets the class regularly.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The instructor starts the class on time.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The instructor is usually well prepared, organized, and makes good use of class time.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. The instructor is available during office hours.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. The instructor makes me want to learn.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The instructor makes confusing parts of the course clear.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I feel the instructor treats me with respect.</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>12. The instructor returns written assignments and tests within a reasonable length of time.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Overall, I'd recommend this instructor to other students who wanted to learn.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please answer the questions on the other side of this form.
Please comment on these aspects of the course. Your comments can help the instructor to improve his/her method of teaching. The instructor will not read the comments until after grades are turned in at the end of the semester. Thank you.

1. The instructor's knowledge of and enthusiasm for the subject.

2. The instructor's willingness to help you.

3. The instructor's fairness to you.

4. What you liked best about the course.

5. Changes which might improve the course.

6. Your feelings about the learning process you went through.
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Does not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor clearly explains course procedures (attendance,</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>assignments, exams, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The instructor is well-prepared and organized for class.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The instructor is available for help outside of class.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The instructor clearly explains the goals, objectives, and overall</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>purpose of the course.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The instructor speaks clearly and is easy to understand.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The instructor answers questions clearly.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor provides class activities which match the course</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The instructor provides class activities which match the course</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>objectives.</td>
<td></td>
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<tr>
<td>8. The instructor appears to know his or her subject.</td>
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<td>9. The instructor relates the subject to the 'real world.'</td>
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<tr>
<td>11. The instructor makes the material interesting.</td>
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<td></td>
</tr>
<tr>
<td>12. The instructor makes the student want to learn.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The instructor encourages an atmosphere of good feeling in the class.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The instructor pays attention to students' problems.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. The instructor treats students with respect.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.
16. The instructor is willing to help with individual problems.  

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Strongly Agree</th>
<th>Does not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

17. In his/her relationship with students, the instructor is honest and approachable.  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

18. The instructor sets appropriate standards for students.  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
</table>

19. The instructor clearly explains what is expected of students.  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
</table>

20. The instructor suggests specific ways to improve.  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

21. The instructor motivates students to do their best.  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
</table>

22. Overall, the instructor is a very good teacher.  

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

Open-ended items:

1. How did the instructor show concern for students?

2. What did you especially like/dislike about the way the instructor taught this course?

3. What else would you like to say about this instructor?

4. Would you recommend this instructor to other students? Why or why not?
<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Does not Apply</th>
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<tbody>
<tr>
<td>1. The instructor clearly explains course procedures (attendance,</td>
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<td>2. The instructor uses class time well.</td>
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<td>3. The instructor is well-prepared and organized for class.</td>
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<td>12. The instructor treats all students fairly.</td>
<td>1 2 3 4 5</td>
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<td></td>
</tr>
<tr>
<td>13. The instructor is interested in the subject matter.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. The instructor is genuinely interested in students.</td>
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<td></td>
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</tr>
<tr>
<td>15. The instructor sets appropriate standards for students.</td>
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<td></td>
<td></td>
</tr>
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</table>

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.
16. The instructor clearly explains what is expected of students. Strongly Disagree 1 2 3 4 5 Strongly Agree 1 2 3 4 5 Does not Apply

17. The instructor clearly explains the grading system. 1 2 3 4 5

18. The instructor suggests specific ways to improve. 1 2 3 4 5

19. The instructor grades the assigned work carefully and fairly. 1 2 3 4 5

20. The instructor motivates students to do their best. 1 2 3 4 5

21. Overall, the instructor is a very good teacher. 1 2 3 4 5

Open-ended items:
1. How did the instructor show concern for students?

2. What did you especially like/dislike about the way the instructor taught this course?

3. What else would you like to say about this instructor?

4. Would you recommend this instructor to other students? Why or why not?
<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Does not Apply</th>
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<tr>
<td>10. The instructor clearly explains complex ideas.</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.
16. The instructor is genuinely interested in students.  
   | Strongly Disagree | Strongly Agree | Does not Apply |
   | 1|2|3|4|5|

17. The instructor treats students with respect.  
   | 1|2|3|4|5|

18. The instructor engages in a healthy exchange of ideas and opinions with students.  
   | 1|2|3|4|5|

19. The instructor grades tests fairly.  
   | 1|2|3|4|5|

20. The instructor motivates students to do their best.  
   | 1|2|3|4|5|

21. Overall, the instructor is a very good teacher.  
   | 1|2|3|4|5|

Open-ended items:

1. How did the instructor show concern for students?

2. What did you especially like/dislike about the way the instructor taught this course?

3. What else would you like to say about this instructor?

4. Would you recommend this instructor to other students? Why or why not?
### ESL Instructor and Course Evaluation

**Instructions:** Please read each of the following statements. Then answer by circling the number that, in your opinion, best describes the statement.

1 = Never; 2 = Seldom; 3 = Sometimes; 4 = Usually; 5 = Always

#### I. The Student

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Always</th>
<th>Does not</th>
<th>Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>I attended class regularly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>I made and effort to complete assignments and participate in class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### II. The Teacher in Class

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Always</th>
<th>Does not</th>
<th>Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I knew what the teacher wanted me to do in class and for homework.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. The teacher was well prepared and organized.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. The teacher used class time well.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. The teacher was helpful in class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. The teacher answered my questions and gave clear explanations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. The teacher gave grades fairly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. The interaction between the teacher and students was good.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. The teacher attended class regularly and came to class on time.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. The teacher returned assignments and tests within one week.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. I would tell other students to take this instructor's course.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### III. The Teacher's Attitude

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Always</th>
<th>Does not</th>
<th>Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. The teacher was friendly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. The teacher treated me with respect.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

#### IV. The Teacher out of Class

<table>
<thead>
<tr>
<th>Statement</th>
<th>Never</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. The teacher was willing to meet and help me outside of class.</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
Please write your comments and ideas here about the course. The instructor will read the comments after the course grades are turned in. Your comments will help make future classes better.

1. Did the instructor show experience and enthusiasm for the subject?

2. Was the instructor willing to help you?

3. Did the instructor treat everyone the same?

4. What did you like best about the course and instructor?

5. What changes would make this class better?

6. What else you would like to say about this class or instructor?
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Does not Apply/Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have attended class regularly.</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>I have made an honest effort to master the materials and skills for this course</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. This course has given a better understanding of concepts, skills, and principles in this field.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>2. The course goals and overall purpose have been made clear.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Course procedures (attendance, assignments, exams, etc.) have been made clear.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The assignments (such as reading, writing, etc.) are helpful in reaching the goals set for this course.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor meets the class regularly.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>6. The instructor starts the class on time.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>7. The instructor is usually well-prepared, organized, and makes good use of class time.</td>
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<td>8. The instructor is available during office hours.</td>
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<tr>
<td>9. The instructor makes me want to learn.</td>
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<td>10. The instructor makes confusing parts of the course clear.</td>
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<td>11. I feel the instructor treats me with respect.</td>
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<td>12. The instructor returns written assignments and tests within a reasonable length of time.</td>
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</tr>
<tr>
<td>Overall, I'd recommend this instructor to other students who wanted to learn.</td>
<td>1 2 3 4 5</td>
<td></td>
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</tbody>
</table>

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.
Please comment on these aspects of the course. Your comments can help the instructor to improve his/her method of teaching. The instructor will not read the comments until after grades are turned in at the end of the semester. Thank you.

1. The instructor's knowledge of and enthusiasm for the subject.

2. The instructor's willingness to help you.

3. The instructor's fairness to you.

4. What you liked best about the course.

5. Changes which might improved the course.

6. Your feelings about the learning process you went through.
<table>
<thead>
<tr>
<th></th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
<th>Does not apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The instructor clearly explains course procedures (attendance, assignments, exams, etc).</td>
<td>1 2 3 4 5</td>
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<tr>
<td>2. The instructor uses class time well.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>3. The instructor returns exams and assignments promptly.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>4. The instructor is well-prepared and organized outside of class.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>5. The instructor is available for help outside of class.</td>
<td>1 2 3 4 5</td>
<td></td>
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</tr>
<tr>
<td>6. The instructor speaks clearly, explains the goals, objectives, and overall purpose of the course.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>7. The instructor speaks clearly and is easy to understand.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>8. The instructor answers questions clearly.</td>
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<td>9. The instructor makes good use of examples in class.</td>
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<td>14. The instructor emphasizes important points.</td>
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<td></td>
<td></td>
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<tr>
<td>15. The instructor asks questions to see if the students understand.</td>
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PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.
Please rate as 1 is lowest & 5 is highest.

16. The instructor encourages an atmosphere of good feeling in the class.  
   Strongly Disagree: 1 2 3 4 5  
   Strongly Agree:  
   Does not apply:  

17. The instructor treats all students fairly.  
   1 2 3 4 5  

18. The instructor is interested in the subject matter.  
   1 2 3 4 5  

19. The instructor is genuinely interested in students.  
   1 2 3 4 5  

20. The instructor treats students with respect.  
   1 2 3 4 5  

21. The instructor is willing to help with individual problems.  
   1 2 3 4 5  

22. The instructor grades tests fairly.  
   1 2 3 4 5  

23. The instructor clearly explains what is expected of students.  
   1 2 3 4 5  

24. The instructor clearly explains the grading system.  
   1 2 3 4 5  

25. Overall, the instructor is a very good teacher.  
   1 2 3 4 5  

Open-ended items:
1. How did the instructor show concern for students?  

2. What is you especially like/dislike about the way the instructor taught this course?  

3. What else would you like to say about the instructor?  

4. Would you recommend this instructor to other students? Why or why not?
<table>
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<tr>
<th>Question</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
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<tr>
<td>3. The instructor returns exams and assignments promptly</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>4. The instructor is well-prepared and organized for class</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
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<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. The instructor clearly explains the goals, objectives, and overall</td>
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<td></td>
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<tr>
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<td>9. The instructor relates the subject to the 'real world.'</td>
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<td>10. The instructor was actively helpful during lab activities</td>
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</table>

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.
Please rate as 1 is lowest & 5 is highest.

16. The instructor treats all students fairly.  
   Strongly Disagree 1 2 3 4 5  
   Strongly Agree  
   Does not Apply  

17. The instructor is interested in the subject matter.  
   1 2 3 4 5  

18. The instructor is genuinely interested in students.  
   1 2 3 4 5  

19. The instructor treats students with respect.  
   1 2 3 4 5  

20. The instructor is willing to help with individual problems.  
   1 2 3 4 5  

21. In his/her relationship with students, the instructor is honest and approachable.  
   1 2 3 4 5  

22. The instructor grades tests fairly.  
   1 2 3 4 5  

23. Overall, the instructor is a very good teacher.  
   1 2 3 4 5  

Open-ended items:
1. How did the instructor show concern for students?

2. What did you especially like/dislike about the way the instructor taught this course?

3. What else would you like to say about this instructor?

4. Would you recommend this instructor to other students? Why or why not?
1. Judging from the amount of mathematics I learned and the knowledge I gained, I would rate the overall quality of:
   * textbook(s)  
   a. handouts  
   b. instruction  
   c. quizzes/exams

**please evaluate the overall quality of**

<table>
<thead>
<tr>
<th>Quality</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tr>
<td>Poor</td>
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<td>2</td>
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<td>4</td>
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<tr>
<td>Fair</td>
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<td>Average</td>
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<td>Good</td>
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<tr>
<td>Excellent</td>
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</tr>
</tbody>
</table>

2. Course objectives/procedures (attendance, grading, etc.) were clearly expressed.

3. Instructor started class on time.

4. Instructor was prepared, organized, and used class time effectively.

5. Instructor appears to know his or her subject.

6. Instructor tried his or her best to present the concepts and methods in an understandable way.

7. Instructor generally encouraged critical thinking rather than rote memorization.

8. Instructor graded assignments, quizzes and exams fairly and objectively.

9. Instructor returned exams, quizzes, and assignments promptly.

10. Instructor made effective use of blackboard and/or other visual aids.
11. Instructor was genuinely concerned with student's education.

12. Instructor gave the students the chance to ask questions and answered their questions in a straightforward manner.

13. Instructor was available for help outside of class.

14. Instructor speaks clearly and is easy to understand.

15. I would recommend this instructor to other students who wanted to learn.

** I have attended class regularly.

** I have made an honest effort to master the materials and skills for this course.

PLEASE WRITE ANY ADDITIONAL COMMENTS YOU HAVE. YOU MIGHT ELABORATE ON WHAT YOU LIKED BEST, WHAT YOU LIKED LEAST, HELPFULNESS OF THE HANDOUTS, AND SUGGESTIONS FOR IMPROVING THIS COURSE.
I have attended class regularly.

I have made an honest effort to master the materials and skills for this course.

1. This course has given a better understanding of concepts/skills/principles in this field.
2. The course goals and overall purpose have been made clear.
3. Course procedures (attendance, assignments, exams, etc.) have been made clear.
4. The assignments (such as reading, writing, etc.) are helpful in reaching the goals set for this course.
5. The instructor meets the class regularly.
6. The instructor starts the class on time.
7. The instructor is usually well prepared, organized, and makes good use of class time.
8. The instructor is available during office hours.
9. The instructor makes me want to learn.
10. The instructor makes confusing parts of the course clear.
11. I feel the instructor treats me with respect.
12. The instructor returns written assignments and tests within a reasonable length of time.

Overall, I'd recommend this instructor to other students who wanted to learn.

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.
Please comment on these aspects of the course. Your comments can help the instructor to improve his/her method of teaching. The instructor will not read the comments until after grades are turned in at the end of the semester. Thank you.

1. The instructor's knowledge of and enthusiasm for the subject.

2. The instructor's willingness to help you.

3. The instructor's fairness to you.

4. What you liked best about the course.

5. Changes which might improve the course.

6. Your feelings about the learning process you went through.
STUDENT'S EVALUATION OF INSTRUCTOR AND COURSE
ARTS, HUMANITIES, SOCIAL SCIENCE, LANGUAGE ARTS Lecture-discussion

1. The instructor clearly explains course procedures (attendance, assignments, exams, etc.)
   - Strongly Disagree: 1 2 3 4 5
   - Strongly Agree: 1 2 3 4 5
   - Does not Apply

2. The instructor uses class time well.
   - 1 2 3 4 5

3. The instructor is well-prepared and organized for class.
   - 1 2 3 4 5

4. The instructor is available for help outside of class.
   - 1 2 3 4 5

5. The instructor clearly explains the goals, objectives, and overall purpose of the course.
   - 1 2 3 4 5

6. The instructor speaks clearly and is easy to understand.
   - 1 2 3 4 5

7. The instructor answers questions clearly.
   - 1 2 3 4 5

8. The instructor makes good use of examples in class.
   - 1 2 3 4 5

9. The instructor appears to know his or her subject.
   - 1 2 3 4 5

10. The instructor clearly explains complex ideas.
    - 1 2 3 4 5

11. The instructor allows time for questions and encourages them.
    - 1 2 3 4 5

12. The instructor makes the material interesting.
    - 1 2 3 4 5

13. The instructor asks questions to see if students understand.
    - 1 2 3 4 5

14. The instructor treats all students fairly.
    - 1 2 3 4 5

15. The instructor is interested in the subject matter.
    - 1 2 3 4 5

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.
16. The instructor is genuinely interested in students.  
   \[\text{Strongly Disagree: 1} \quad 2 \quad 3 \quad 4 \quad 5 \quad \text{Strongly Agree: } \]  
   \[\text{Does not Apply: } \]  

17. The instructor treats students with respect.  
   \[1 \quad 2 \quad 3 \quad 4 \quad 5 \]  

18. The instructor engages in a healthy exchange of ideas and opinions with students.  
   \[1 \quad 2 \quad 3 \quad 4 \quad 5 \]  

19. The instructor grades tests fairly.  
   \[1 \quad 2 \quad 3 \quad 4 \quad 5 \]  

20. The instructor motivates students to do their best.  
   \[1 \quad 2 \quad 3 \quad 4 \quad 5 \]  

21. Overall, the instructor is a very good teacher.  
   \[1 \quad 2 \quad 3 \quad 4 \quad 5 \]  

Open-ended items:
1. How did the instructor show concern for students?

2. What did you especially like/dislike about the way the instructor taught this course?

3. What else would you like to say about this instructor?

4. Would you recommend this instructor to other students? Why or why not?
<table>
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<tr>
<th>Question</th>
<th>Strongly Disagree</th>
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<tr>
<td>assignments, exams, etc.).</td>
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<td>2. The Instructor uses class time well.</td>
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<tr>
<td>3. The pace of instruction seems reasonable.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>4. The Instructor is well-prepared and organized for class.</td>
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<td>5. The Instructor is available for help outside of class.</td>
<td>1 2 3 4 5</td>
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<td>6. The Instructor clearly explains the goals, objectives, and overall</td>
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<tr>
<td>purpose of the course.</td>
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<tr>
<td>7. The Instructor speaks clearly and is easy to understand.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>8. The Instructor keeps class discussions relevant.</td>
<td>1 2 3 4 5</td>
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<td>9. The Instructor provides class activities which match the course</td>
<td>1 2 3 4 5</td>
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<tr>
<td>objectives.</td>
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PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.
16. The Instructor explains how the laboratory exercises relate to the subject.

<table>
<thead>
<tr>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td></td>
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</tbody>
</table>

17. The Instructor's practical demonstrations make it easier for students to learn.

| 1 2 3 4 5 |                  |               |

18. The Instructor makes him-or herself available to all students during shop or lab period.

| 1 2 3 4 5 |                  |               |

19. The instructor explains clearly how to use shop or lab equipment.

| 1 2 3 4 5 |                  |               |

20. The Instructor is willing to help with individual problems.

| 1 2 3 4 5 |                  |               |

21. In his/her relationships with students, the instructor is honest and approachable.

| 1 2 3 4 5 |                  |               |

22. The instructor clearly explains what is expected of students.

| 1 2 3 4 5 |                  |               |

23. The Instructor explains how students are to be graded for classroom and lab assignments.

| 1 2 3 4 5 |                  |               |

24. The instructor motivates students to do their best.

| 1 2 3 4 5 |                  |               |

25. Overall, the Instructor is a very good teacher.

| 1 2 3 4 5 |                  |               |

Open-ended items:
1. How did the Instructor show concern for students?

2. What did you especially like/dislike about the way the Instructor taught this course?

3. What else would you like to say about this instructor?

4. Would you recommend this Instructor to other students? Why or why not?
I have attended class regularly
Strongly Disagree 1 2 3 4 5 Strongly Agree

I have made an honest effort to master the materials and skills for this course
1 2 3 4 5

1. This course has given a better understanding of concepts/skills/principles in this field.
2. The course goals and overall purpose have been made clear.
3. Course procedures (attendance, assignments, exams, etc.) have been made clear.
4. The assignments (such as reading, writing, etc.) are helpful in reaching the goals set for this course.
5. The instructor meets the class regularly.
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<td>4.</td>
<td>The instructor is available for help outside of class.</td>
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<tr>
<td>5.</td>
<td>The instructor clearly explains the goals, objectives, and overall purpose of the course.</td>
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<td>6.</td>
<td>The instructor speaks clearly and is easy to understand.</td>
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<tr>
<td>7.</td>
<td>The instructor answers questions clearly.</td>
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<tr>
<td>8.</td>
<td>The instructor makes good use of examples in class.</td>
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<tr>
<td>9.</td>
<td>The instructor appears to know his or her subject.</td>
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<tr>
<td>10.</td>
<td>The instructor clearly explains complex ideas.</td>
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<tr>
<td>11.</td>
<td>The instructor allows time for questions and encourages them.</td>
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<td></td>
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<tr>
<td>12.</td>
<td>The instructor makes the material interesting.</td>
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<tr>
<td>13.</td>
<td>The instructor asks questions to see if students understand.</td>
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<tr>
<td>14.</td>
<td>The instructor treats all students fairly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td>The instructor is interested in the subject matter.</td>
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<td></td>
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</tbody>
</table>

**PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.**
16. The instructor is genuinely interested in students.  
   Strongly Disagree 1 2 3 4 5 Strongly Agree ______ Does not Apply ______

17. The instructor treats students with respect.  
   ______

18. The instructor engages in a healthy exchange of ideas and opinions with students.  
   1 2 3 4 5 ______

19. The instructor grades tests fairly.  
   1 2 3 4 5 ______

20. The instructor motivates students to do their best.  
   1 2 3 4 5 ______

21. Overall, the instructor is a very good teacher.  
   1 2 3 4 5 ______

Open-ended items:

1. How did the instructor show concern for students?

2. What did you especially like/dislike about the way the instructor taught this course?

3. What else would you like to say about this instructor?

4. Would you recommend this instructor to other students? Why or why not?
<table>
<thead>
<tr>
<th>1. The instructor clearly explains course procedures (attendance, assignments, exams, etc.)</th>
<th>Strongly Disagree 1 2 3 4 5</th>
<th>Strongly Agree 1 2 3 4 5</th>
<th>Does not Apply</th>
<th></th>
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<tbody>
<tr>
<td>2. The instructor uses class time well.</td>
<td>1 2 3 4 5</td>
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<td>3. The pace of instruction seems reasonable.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>4. The instructor is well-prepared and organized for class.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>5. The instructor is available for help outside of class.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>6. The instructor makes good use of examples in class.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>7. The instructor is actively helpful during lab activities.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>The instructor clearly explains procedures.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>9. The instructor stimulates students' thinking about the subject.</td>
<td>1 2 3 4 5</td>
<td></td>
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<tr>
<td>10. The instructor's practical demonstrations make it easier for students to learn.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>11. The instructor asks questions to see if students understand.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. The instructor makes the student want to learn.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. The instructor encourages an atmosphere of good feeling in the class.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>14. The instructor treats all students fairly.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. The instructor is interested in the subject matter.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PLEASE ANSWER THE QUESTIONS ON THE OTHER SIDE OF THIS FORM.
Form H, page 2 of 2

16. The instructor is genuinely interested in students. Strongly Disagree 1 2 3 4 5 Strongly Agree ___

17. The instructor treats students with respect. 1 2 3 4 5 ___

18. The instructor is willing to help with individual problems. 1 2 3 4 5 ___

19. The instructor clearly explains the grading system. 1 2 3 4 5 ___

20. The instructor suggests specific ways to improve. 1 2 3 4 5 ___

21. The instructor motivates students to do their best. 1 2 3 4 5 ___

22. Overall, the instructor is a very good teacher. 1 2 3 4 5 ___

Open-ended items:
1. How did the instructor show concern for students?

2. What did you especially like/dislike about the way the instructor taught this course?

3. What else would you like to say about this instructor?

4. Would you recommend this instructor to other students? Why or why not?
Mr. Goodman

You are probably unaware of the process which resulted in multiple evaluation forms. In 1987, Chancellor Tsunoda assigned me to form a task force to develop common student evaluation of faculty forms for all community colleges. All campuses were represented on the committee. The process we followed involved several stages.

First, we collected all evaluation forms from all campuses. Then, we eliminated duplicate items and asked all faculty of all campuses to edit the list by accepted or rejecting each item. We asked all faculty to do the same thing to the resulting list. Part of the process identified the participants by discipline and teaching mode--arts, sciences, technical, developments, lecture, workshop, lab, etc.

The results of the process were extremely interesting but not very practical. We ended up with eight forms which had only six items in common. The faculty members responsible for performance courses in the arts tended to value totally different instructional skills from those valued by instructors in lecture courses in social sciences. If I remember correctly, the only way we succeeded in reducing the number of forms to eight was to accept items with only 40% approval of faculty in the particular category.

Once we had the eight forms, all campuses had volunteers use them for one semester. A statistical expert evaluated the results. His conclusions were that we had succeeded in establishing face validity. Period. Like all student evaluation of faculty forms, ours gave results showing everyone was a good teacher. The range of scores is simple not statistically significant, so long as the score is above 4.0, again if I remember correctly; it might have been something like 3.8.

After the eight forms were developed and distributed, faculty were given the choice of one of those eight forms (whichever one seemed to best suit their teaching level and style), and ESL and student services continued to work on developing appropriate forms. Many faculty at LCC continued to use the forms which had been in use for many years rather than select one of the new forms, and I assume faculty on other campuses did the same.

The four forms you refer to are, I would guess, the result of natural attrition. Since standardizing student evaluation of faculty for all campuses died a fairly natural death, there is nothing to prevent the current senate from reviving the issue, and my guess is that you'll spend many, many hours working on it. If you want to short circuit reinventing this particular wheel, you might consider a return to the original form which is still in use and discard the "new" ones. If someone is again suggesting an attempt to standardize across campuses, appoint a committee, preferably with no assigned time and a membership with better things to do.
The purpose of this reorganization is to realign lines of reporting and responsibilities for established functions and create new offices for a Chief of Staff, Vice President for Research, Vice President for International Education, and Vice President for Student Affairs. This reorganization proposal provides a rationale for every line of reporting affected by the creation and revision of positions within the University of Hawai‘i system-wide administration, as well as affected administrative functions at each campus.

This proposed reorganization calls for the creation of a Council of Chancellors reporting directly to the President. Represented in this proposed council will be chancellors of each individual campus throughout the UH system, including a chancellor for each community college. The creation of this council eliminates the Office of the Senior Vice President and Chancellor for Community Colleges and reassigns the functions of system community college staff to various system-level vice presidential offices.

Consistent with the newly created strategic plan, which calls for a system based on functionality, this reorganization will move UH toward higher levels of functional integration while enhancing the quality of our programs for the benefit of our students. It is expected that the proposed structure reflects organizational dynamics common among several systems of post-secondary education in the United States, while simultaneously acknowledging the unique character of the University of Hawai‘i system in its embrace of two-year institutions, baccalaureate institutions, and a complex doctoral institution. The proposed system-level office defines and organizes a limited number of functions reporting directly to the President of the system, and will be funded through a systemic reallocation.

The President will establish policies and procedures to ensure full collegial consultation with faculty and students during the reorganization process.
I. Present Organization

The January 2001 reorganization separated the positions of Mānoa Chancellor and President. UH System administration is currently composed of twelve senior executives: Vice President for External Affairs and University Relations, Vice President for Academic Affairs, Vice President for Administration and Chief Financial Officer, Vice President for Planning and Policy, Senior Vice President and Chancellor for Community Colleges, University of Hawai‘i at Mānoa Chancellor, University of Hawai‘i at Hilo Chancellor, University of Hawai‘i at West O‘ahu Chancellor, Vice President for Student Affairs, Senior Vice President for Legal Affairs & University General Counsel, and Director of Capital Improvement.

The following summarizes the results of the January 2001 reorganization:

a. The Vice President for Academic Affairs is the senior academic officer of the UH system, currently with no reporting units.

b. The Office of Student Affairs is housed on the Mānoa campus, with the Vice President for Student Affairs reporting directly to the Mānoa Chancellor.

c. After abolishing the Office of the Senior Vice President for Research and Dean of Graduate Education, day-to-day operations of the Office of Research Services and the Office of Technology Transfer & Economic Development were absorbed by the Mānoa Chancellor’s Office.

d. Distance learning is a program within the Office of the Vice President for Policy and Planning, with the Vice President for Policy and Planning reporting directly to the President.

e. The Senior Vice President and Chancellor for Community Colleges coordinates and promotes international education within the ten-campus system University of Hawai‘i system.

f. The Senior Vice President and Chancellor for Community Colleges reports directly to the President, overseeing the administration of the community college system.
II. Proposed Organization

In the proposed reorganization process, four new positions reporting directly to the President are established: Chief of Staff, Vice President for Research, Vice President for International Education, and Vice President for Student Affairs. This proposal establishes a Council of Chancellors reporting directly to the President with consultative communication lines to both the Vice President for Academic Affairs and Chief of Staff. This proposal re-titles the positions of Provost for the seven community colleges to Chancellor. Current positions within the Office of the Senior Vice President and Chancellor for Community Colleges are redistributed to various offices within the system administration. Finally, the President will establish an informal consultative line of communication to the Senior Advisor for Native Hawaiian Affairs.

Pending Board of Regents approval, the proposed organizational structure will be effective January 1, 2003.

The following functions are affected in the reorganization:

The Chief of Staff is the organizing agent for the senior administration, the President's chief coordinating agent with particular attention to non-academic matters (the General Counsel previously served in this capacity in addition to her/his other duties).

The Office of the Vice President for International Education is established, with responsibility for system-wide leadership for international educational programs for the University of Hawai‘i.

The Office of the Vice President for Research holds responsibility for system-wide research policies and procedures of the University of Hawai‘i. The Vice President for Research serves as chief research policy advisor to the President and other university executives.

A line of communication from the President to the Senior Advisor to the President for Native Hawaiian Affairs will be created.

An informal, consultative line of communication between the President and a representative body of faculty senate chairs (currently the All-Campus Council of Faculty Senate Chairs ACCFSC)) will be created. This acknowledges current and past informal practice of the President meeting regularly with the ACCFSC. In this reorganization proposal, the President will meet with this group on a monthly basis. Additional comments on President and faculty senate consultation is specified in Section V. below.
The Vice President for Student Affairs is relocated from Mānoa to the system level, acknowledging the commitment of the administration to the student centered nature of the university. This position reports directly to the President and has a consultative line of communication with the Vice President for Academic Affairs.

The following functional and staffing changes will be made (lettering corresponds to above present organization section):

a. As noted above, the Vice President for Academic Affairs coordinates all academic functions throughout the system. An informal consultative and coordinating line is created from this office to the Council of Chancellors, the Vice President for International Education, the Vice President for Research, and the Vice President for Student Affairs. The Vice President for Planning and Policy (see “d”), will report to the Vice President for Academic Affairs. The Associate Vice President for Academic Affairs for Community Colleges (see “e”) will report to the Vice President for Academic Affairs. Furthermore, Information Technology Services will remain intact and will have a dual reporting line to the Office of the Vice President for Academic Affairs and to the Vice President for Administration and Chief Financial Officer. Finally, the Vice President for Academic Affairs will act with presidential authority during absences of the President from the University.

b. The Vice President for Student Affairs (89103) and secretary (100054) will relocate from the Mānoa Chancellor’s Office to the presidential system level.

c. The Office of Research Services, Office of Technology Transfer and Economic Development, and University Connections are relocated to the Office of the Vice President for Research. These offices are reassigned intact.

d. The function and position (89059) for distance learning will separate from the Office of the Vice President for Planning and Policy, and will report directly to the Vice President for Academic Affairs. The Office of the Vice President for Planning and Policy will relocate to the Office of the Vice President for Academic Affairs intact, with the noted exception above.

e. The Office of International Affairs is relocated to the Office of the Vice President for International Education. Four permanent positions will be transferred with this office (89380, 51355, 81158, and 81015). The Senior Vice President and Chancellor for Community Colleges will become Vice President for International Education (89001). Three additional positions will be transferred from the Office of the Senior Vice President and...
Chancellor for Community Colleges to support this movement (100041, 89341, and 47688).

f. With the Office of the Senior Vice President and Chancellor for Community Colleges eliminated, the community college academic affairs function and currently assigned staff relocate intact, with the exception of position 80019, to the Office of the Vice President for Academic Affairs from community college Administrative Affairs. In addition, three positions (89342, 80447, and 81038, last position listed did not previously appear on any community college organization chart) will relocate to community college Administrative Affairs. Position number 80447 is from the community college Office of Student and Community Affairs and position number 89342 is from the community college Chancellor's Office. The remaining positions in the Office of Administrative Affairs relocate intact to the Vice President for Administration and Chief Financial Officer with the exception of position number 80019, noted above.

The staff of the community college Office of Student and Community Affairs will transfer intact to the Office of the Vice President for International Education with the exception of position number 80447, discussed above.

III. Background and Reasons for the Reorganization

The reorganization promulgated by the Board of Regents' in January 2001 separating the Mānoa Chancellor from the President established that office and abolished other positions (e.g., the Office of the Senior Vice President and Executive Vice Chancellor, and that of Senior Vice President for Research and Dean of the Graduate Division) but remained silent on other aspects of system-wide administration. Subsequently in July 2001, the Board of Regents approved the positions of Vice President for Academic Affairs, Vice President for Administration and Chief Financial Officer, and Vice President for External Affairs and University Relations. This proposal further defines the composition of those positions, locates them in the system's administrative organization, and indicates the overall reporting relationship of other positions brought forward from the previous system organization.

This reorganization reflects organizational dynamics common among several systems of post secondary education in the United States, while simultaneously acknowledging the unique character of the University of Hawai‘i system in its embrace of two-year institutions, baccalaureate institutions, and a complex doctoral institution. In each campus, a mechanism is provided to link the President directly to the chief operating officer of the campus through the Council of Chancellors.
The proposed organizational schematic creates direct lines of authority to the President in an effort to promote clear delineations and specifications of accountability, and increase the autonomy of campuses with regard to mission and direction. Specifically, the creation of the Chief of Staff and the supervisory role of the Vice President for Academic Affairs at the system level indicate the offices’ responsibilities as leadership agents for system-wide non-academic and academic matters, respectively. The creation of the Office of the Vice President for International Education reflects the imperative of a concentrated global vision for the University. Likewise, the creation of a Council of Chancellors reflects a movement toward equitable presidential access for each campus in the system. The creation of an Office of the Vice President for Research anticipates the increased importance and level of research and training grant activity for each campus. The addition of a dual reporting line for Information Technology Services to the Vice President for Academic Affairs and the Vice President for Administration and Chief Financial Officer reflects the increased importance of technology in the delivery of all education. Finally, the co-location of previously discrete administrative functions within the Office of the Vice President for Administration and Chief Financial Officer reflects the desire to centralize and streamline these functions to ensure consistency and efficiency in their oversight.

IV. Impact on Staffing and Resources

Positions will be re-described as necessary, commensurate with new functional statements. This proposal creates four positions—Chief of Staff with private secretary and Vice President for Research with private secretary. These four positions will be obtained through reallocation from four vacant positions within the university system.

V. Consultation during the Reorganization Process

Because these administrative changes at the University of Hawai‘i System level will have direct or indirect impacts on academic programs and policies, and on budget policies and priorities, the President will set up systems of consultation with faculty during the process of implementing the reorganization. Faculty senates will be consulted in the process of defining the specific roles and functions and operational plans of the system level administrative offices and their initiatives to ascertain their potential impact on academic and budgetary policy. Such consultation is mandated by BOR policy 1.10 and Executive Order E1.201 and by the charters and by-laws of the respective faculty senates. It is anticipated that these policies and procedures will need to be revised in light of the reorganization. The President will consult with the campus faculty senates, the UH Student Caucus, and the unions in formulating proposals for revised consultative structures for presentation to the Board of Regents.
VI. Alternatives Considered

The administration reviewed and integrated several organizational models for other similar university systems in the United States in the development of this proposed reorganization.
November 20, 2002

TO: Bert Kobayashi, BOR Chair  FROM: Evan S. Dobelle, President  VIA: Deane Neubauer, Interim Vice President for Academic Affairs

Subject: Amendments to the system reorganization proposal

Subsequent to consultations with the student and faculty representatives, the following revisions have been made to the system-wide reorganization proposal since the November 14, 2002 BOR meeting.

1. Addition of a consultative line from President to the UH Student Caucus
2. Revision of the executive summary for the proposal narrative to include planning of consultations with faculty and students.
3. Revision of narrative section II to describe consultative lines from President to faculty senates and student caucus.
4. Addition of Section V to the narrative to describe the Office of the President’s commitment to consultation with faculty senates and student groups during implementation.
5. Revision of organizational placement of the Vice President for Student Affairs, creating a dual reporting line to the VPAA and President.
6. Stylistic changes to narrative at the request of faculty senates.
7. Revision of the functional statement for the Office of the Vice President for International Education to emphasize coordinative and facilitative role as well as transition office.
8. Indication on the proposed organization chart for the OVPIE of those positions temporarily transferred for transition.
9. Revision of the solid line from The Vice President for Legal Affairs & University General Counsel to the President to a dotted line (informal).
The purpose of this reorganization is to realign lines of reporting and responsibilities for established functions and create new offices for a Chief of Staff, Vice President for Research, and Vice President for International Education. This reorganization proposal provides a rationale for every line of reporting affected by the creation and revision of positions within the University of Hawai‘i system-wide administration, as well as affected administrative functions at each campus.

This proposed reorganization calls for the creation of a Council of Chancellors reporting directly to the President. Represented in this proposed council will be chancellors of each individual campus throughout the UH system, including a chancellor for each community college. The creation of this council eliminates the Office of the Senior Vice President and Chancellor for Community Colleges and reassigns the functions of system community college staff to various system-level vice presidential offices.

Consistent with the newly created strategic plan, which calls for a system based on functionality, this reorganization will move UH toward higher levels of functional integration while enhancing the quality of our programs for the benefit of our students. It is expected that the proposed structure reflects organizational dynamics common among several systems of post-secondary education in the United States, while simultaneously acknowledging the unique character of the University of Hawai‘i system in its embrace of two-year institutions, baccalaureate institutions, and a complex doctoral institution. The proposed system-level office defines and organizes a limited number of functions reporting directly to the President of the system, and will be funded through a systemic reallocation.

The President will establish policies and procedures to ensure full collegial consultation with faculty and students during the reorganization process.
REORGANIZATIONAL PROPOSAL
UNIVERSITY OF HAWAI'I
SYSTEM ADMINISTRATION

I. Present Organization

The January 2001 reorganization separated the positions of Mānoa Chancellor and President. UH System administration is currently composed of twelve senior executives: Vice President for External Affairs and University Relations, Vice President for Academic Affairs, Vice President for Administration and Chief Financial Officer, Vice President for Planning and Policy, Senior Vice President and Chancellor for Community Colleges, University of Hawai‘i at Mānoa Chancellor, University of Hawai‘i at Hilo Chancellor, University of Hawai‘i at West O‘ahu Chancellor, Vice President for Student Affairs, Senior Vice President for Legal Affairs & University General Counsel, and Director of Capital Improvement.

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b. The Office of Student Affairs is housed on the Mānoa campus, with the Vice President for Student Affairs reporting directly to the Mānoa Chancellor.

c. After abolishing the Office of the Senior Vice President for Research and Dean of Graduate Education, day-to-day operations of the Office of Research Services and the Office of Technology Transfer & Economic Development were absorbed by the Mānoa Chancellor’s Office.

d. Distance learning is a program within the Office of the Vice President for Policy and Planning, with the Vice President for Policy and Planning reporting directly to the President.

e. The Senior Vice President and Chancellor for Community Colleges coordinates and promotes international education within the ten-campus system University of Hawai‘i system.

f. The Senior Vice President and Chancellor for Community Colleges reports directly to the President, overseeing the administration of the community college system.
II. Proposed Organization.

In the proposed reorganization process, three new positions reporting directly to the President are established: Chief of Staff, Vice President for Research, and Vice President for International Education. This proposal establishes a Council of Chancellors reporting directly to the President with consultative communication lines to both the Vice President for Academic Affairs and Chief of Staff. This proposal re-titles the positions of Provost for the seven community colleges to Chancellor. Current positions within the Office of the Senior Vice President and Chancellor for Community Colleges are redistributed to various offices within the system administration. Finally, the President will establish an informal consultative line of communication to the Senior Advisor for Native Hawaiian Affairs.

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A formal line of communication from the President to the Senior Advisor to the President for Native Hawaiian Affairs will be created.

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The Vice President for Student Affairs is relocated from Mānoa to the system level, acknowledging the commitment of the administration to the student centered nature of the university. This position reports directly to the President and the Vice President for Academic Affairs.

The following functional and staffing changes will be made (lettering corresponds to above present organization section):

a. As noted above, the Vice President for Academic Affairs coordinates all academic functions throughout the system. An informal consultative and coordinating line is created from this office to the Council of Chancellors, the Vice President for International Education, and the Vice President for Research. Two vice presidents, the Vice President for Student Affairs (see “b”) and Vice President for Planning and Policy (see “d”), will report to the Vice President for Academic Affairs. The Associate Vice President for Academic Affairs for Community Colleges (see “e”) will report to the Vice President for Academic Affairs. Furthermore, Information Technology Services will remain intact and will have a dual reporting line to the Office of the Vice President for Academic Affairs and to the Vice President for Administration and Chief Financial Officer. Finally, the Vice President for Academic Affairs will act with presidential authority during absences of the President from the University.

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The proposed organizational schematic creates direct lines of authority to the President in an effort to promote clear delineations and specifications of accountability, and increase the autonomy of campuses with regard to mission
and direction. Specifically, the creation of the Chief of Staff and the supervisory role of the Vice President for Academic Affairs at the system level indicate the offices' responsibilities as leadership agents for system-wide non-academic and academic matters, respectively. The creation of the Office of the Vice President for International Education reflects the imperative of a concentrated global vision for the University. Likewise, the creation of a Council of Chancellors reflects a movement toward equitable presidential access for each campus in the system. The creation of an Office of the Vice President for Research anticipates the increased importance and level of research and training grant activity for each campus. The addition of a dual reporting line for Information Technology Services to the Vice President for Academic Affairs and the Vice President for Administration and Chief Financial Officer reflects the increased importance of technology in the delivery of all education. Finally, the co-location of previously discrete administrative functions within the Office of the Vice President for Administration and Chief Financial Officer reflects the desire to centralize and streamline these functions to ensure consistency and efficiency in their oversight.

IV. Impact on Staffing and Resources

Positions will be re-described as necessary, commensurate with new functional statements. This proposal creates four positions—Chief of Staff with private secretary and Vice President for Research with private secretary. These four positions will be obtained through reallocation from four vacant positions within the university system, with the exception of one-half of the position of Vice President for Research, which will be funded (separate from position counts) by the Research Corporation of the University of Hawai‘i. Funding for this reorganization will come from systemic reallocation.

V. Consultation during the Reorganization Process

Because these administrative changes at the University of Hawai‘i System level will have direct or indirect impacts on academic programs and policies, and on budget policies and priorities, the President will set up systems of consultation with faculty during the process of implementing the reorganization. Faculty senates will be consulted in the process of defining the specific roles and functions and operational plans of the system level administrative offices and their initiatives to ascertain their potential impact on academic and budgetary policy. Such consultation is mandated by BOR policy 1.10 and Executive Order E1.201 and by the charters and by-laws of the respective faculty senates. It is anticipated that these policies and procedures will need to be revised in light of the reorganization. The President will consult with the campus faculty senates, the UH Student Caucus, and the unions in formulating proposals for revised consultative structures for presentation to the Board of Regents.

5
VI. Alternatives Considered

The administration reviewed and integrated several organizational models for other similar university systems in the United States in the development of this proposed reorganization.
<table>
<thead>
<tr>
<th>Position</th>
<th>Secretary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President for International Education**</td>
<td>89001</td>
</tr>
<tr>
<td>Private Secretary**</td>
<td>100041</td>
</tr>
<tr>
<td>Assistant to the Vice President***</td>
<td>89341</td>
</tr>
<tr>
<td>Secretary***</td>
<td>47688</td>
</tr>
<tr>
<td>Director of International Affairs*</td>
<td>M04 89380</td>
</tr>
<tr>
<td>Secretary II*</td>
<td>SR-14 51355</td>
</tr>
<tr>
<td>Educational Specialist*</td>
<td>PBB 81158</td>
</tr>
<tr>
<td>Educational Specialist*</td>
<td>PBB 81015</td>
</tr>
<tr>
<td>Associate Vice President for International</td>
<td></td>
</tr>
<tr>
<td>Education - Partnerships and</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship**</td>
<td>89288</td>
</tr>
<tr>
<td>Secretary IV*</td>
<td>SR-18 39274</td>
</tr>
<tr>
<td>Program Development Director**</td>
<td>89031</td>
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<tr>
<td>Community Affairs and Special Programs</td>
<td></td>
</tr>
<tr>
<td>Coordinator**</td>
<td>PBB 77248</td>
</tr>
<tr>
<td>Public Information Officer*</td>
<td>PBB 80122</td>
</tr>
<tr>
<td>Educational Specialist*</td>
<td>PBB 80447</td>
</tr>
</tbody>
</table>

* To be redescribed.
** Proposed position classification.
(+) Temporary assignment from Office of the Chancellor for Community Colleges to create transitional capacity for the Office of International Education until 12/31/03
To: Faculty Senate

From: The AIC on Curriculum Revision and Review

Subject: Endorsement of Curriculum Review Policy

The members of the AIC on Curriculum Revision and Review are submitting the attached draft policy and course outline template for the Senate’s endorsement.

The committee, representing a cross section of the faculty, has met for over a year to address the charges from the accreditation visiting team that 1) the college institutionalizes a curriculum review process and 2) ensures that the course syllabi reflect the core outlines.

An open forum was held in October and the committee members canvassed their divisions for further input. After discussion and debate the committee is now sending the final drafts to the Senate. We are pleased with the resulting product and believe it reflects sound practice.

We ask that the Senate act at its December meeting so that the proposal can be given to the Provost for his approval and become policy for the college. It is our hope that the college can begin to implement the process starting in the spring of ’03.

The co-chair of the committee, Pat Kennedy, will be available to attend the December meeting to address the Senate’s concerns.
Curriculum Revision and Review

LCC Policy #____

Purpose: To establish policy and procedures for institutionalizing curriculum revision and review, and for the periodic review of core outlines and course syllabi with the goal of assuring academic rigor and integrity in all courses and programs and of assuring the continued appropriateness of curriculum content, instructional methods, course activities and objectives, and student competencies.

Implementation:

1. The division will be responsible for determining which courses will be reviewed each year, so long as all courses are reviewed over a six-year cycle.
2. Each discipline will review its own courses, ensuring the accuracy of the core outlines and the continued articulation of the courses with system colleges, should that be the case.
3. If the courses to be reviewed need no modification, the division chair will input approval into Curriculum Central.
4. If the core outlines that are reviewed need modification, normal curriculum procedures for course modifications as determined by the Chancellor for Community Colleges Memos (CCCM) will be followed within the current semester. The discipline representative will be present at the Curriculum Committee meeting to present the rationale, etc., for the changes.
5. Curriculum Central will be modified so that the essential elements needed for course syllabi are standardized with the same initial information. This standard information will become the first page(s) of each course syllabus to ensure that course alpha and number, title, credits, prerequisites, description, goals, and learning outcomes, are presented uniformly regardless of the instructor. Also on the first page(s) will be the fields for the instructor’s personalized information: name, office, office hours, phone number, email address, course section number, classroom, course meeting days and times, and requisite textbooks and supplies. Additional pages of the syllabus will reflect the individuality, style, and creativity of the instructor.
6. Each discipline will compare the core outlines of the revised courses with the individual syllabi of the faculty.
7. If the syllabi do not reflect the required elements of the core outline, the discipline, along with the division chair, will work with the faculty to correct the discrepancies.
<table>
<thead>
<tr>
<th>Course Alpha</th>
<th>Course Number</th>
<th>Course Title (long)</th>
<th>Credits</th>
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</thead>
<tbody>
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</tbody>
</table>

Office Hours:

Contact Information:

Catalog course description:

Co-requisites:

Prerequisites:

Recommended preparation:

Textbooks and other resources:

Student Learning Objectives:

Grading Policy:

Students with Disabilities Statement (get from Tamara Watson-Wade)

*From Curriculum Central
BUS 144  Career Success  Credits: 3

Fall 2002  Mrs. Jean Hara, Professor  Office: BE-202

Office Hours:  MWF 1-2 p.m., TTh 7:30-8 a.m. and 1:30-2:30 p.m., and by appointment.

Contact Information:  455-0346, jhara@hawaii.edu

Catalog course description:  Presents concepts and theories relating to workplace behavior; managing one’s attitudes and relationships for workplace effectiveness

Co-requisites:  None

Prerequisites:  Completion of or concurrent enrollment in ENG/ESL 21 or ENG/ESL 22 or equivalent.

Recommended preparation:  None

Textbooks and other resources:
2. Note paper or loose-leaf paper and folder; 20-lb. weight bond paper.
3. Black or blue ballpoint pen and a pencil for notetaking and tests.

Student Learning Objectives:  Upon completion of this course, the student will be able to:
1. Identify work ethics and attitudes needed for successful career development.
2. Define codes of conduct required in a corporate climate.
3. Describe organizational behavior.
4. Improve communication skills and personal presentation techniques.
5. Evaluate the effect of a variety of employee attitudes applied to different work situations.
6. Analyze conflict resolution methods.
7. Demonstrate appropriate behaviors needed to work successfully with individuals in a diverse workforce.
8. Identify intrinsic/extrinsic rewards related to effective work performance.
9. Evaluate proper levels of job-related commitment and productivity.
10. Recognize the importance of setting personal and professional goals.
11. Develop a strategy for lifelong learning.
12. Identify effective self-management techniques.
13. Identify personal attributes needed for success.
Grading Policy: The final grade will be determined by the following components:

1. **Objective Examinations (30%).** All objective examinations using text, handouts, and lecture information will be graded as follows:
   
   - 90 - 100% = A
   - 80 - 89% = B
   - 70 - 79% = C
   - 60 - 69% = D
   - 59 & below = F

2. **Case Studies (30%).** The case studies will be evaluated on how well they have been analyzed and presented.

3. **Class Exercises (30%).** Class exercises will be conducted to promote appropriate business behaviors, improve communication skills, and enhance teamwork.

4. **Performance Appraisals (10%).** The performance appraisal is a checklist that the instructor will use periodically to evaluate the student's performance.

Note: If a student is absent 50% of the scheduled class time, the student cannot pass the course with an A-D score. The student will receive an “F” or an “N” grade because in a real business situation, non-attendance will result in termination. The “F” grade is given to a student who averages below 60% and an “N” grade is given to a student who is averaging 60%-100%.

**Students with Disabilities:** Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Coordinator of the Kako'o 'Ike (KI) program located in L-208 of Leeward Community College's Library building (phone: 455-0421) as soon as possible to ensure that such accommodations are implemented in a timely fashion.

See attached for more course information.
Nov. 22, 2002

To: Faculty Senate
From: The AIC on Curriculum Revision and Review
Subject: Endorsement of Curriculum Review Policy

The members of the AIC on Curriculum Revision and Review are submitting the attached draft policy and course outline template for the Senate’s endorsement.

The committee, representing a cross section of the faculty, has met for over a year to address the charges from the accreditation visiting team that 1) the college institutionalizes a curriculum review process and 2) ensures that the course syllabi reflect the core outlines.

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We ask that the Senate act at its December meeting so that the proposal can be given to the Provost for his approval and become policy for the college. It is our hope that the college can begin to implement the process starting in the spring of ’03.

The co-chair of the committee, Pat Kennedy, will be available to attend the December meeting to address the Senate’s concerns.
Curriculum Revision and Review LCC Policy #
Sept. 10, 2002

Purpose: To establish policy and procedures for institutionalizing curriculum revision and review, and for the periodic review of core outlines and course syllabi with the goal of assuring academic rigor and integrity in all courses and programs and of assuring the continued appropriateness of curriculum content, instructional methods, course activities and objectives, and student competencies.

Implementation:

1. The division chair will be responsible for determining which courses will be reviewed each year, so long as all 20% of the courses are reviewed per year over a six-five year cycle.
2. Each discipline will review its own courses, ensuring the accuracy of the core outlines and the continued articulation of the courses with system colleges, should that be the case.
3. If the courses to be reviewed need no modification, the division chair will input approval into Curriculum Central.
4. If the core outlines for courses that are reviewed need modification, normal curriculum procedures for course modifications as determined by the Chancellor for Community Colleges Memos (CCCM) will be followed within the current semester. The discipline representative will be present at the Curriculum Committee meeting to present the rationale, etc., for the changes.
5. Curriculum Central will be modified so that the essential elements needed for course syllabi are standardized with the same initial information. This standard information will become the first page(s) of each course syllabus to ensure that course alpha and number, title, credits, prerequisites, description, goals, and learning outcomes, are presented uniformly regardless of the instructor. Also on the first page(s) will be the fields for the instructor’s personalized information: name, office, office hours, phone number, email address, course section number, classroom, course meeting days and times, and requisite textbooks and supplies. Additional pages of the syllabus will reflect the individuality, style, and creativity of the instructor.
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7. If the syllabi do not reflect the required elements of the core outline, the discipline, along with the division chair, will work with the faculty to correct the discrepancies.
The following are the minutes from the Faculty Senate’s Academic and Institutional Committee:

Faculty Senate’s
Academic and Institutional Committee
Open Meeting
Thursday, October 31, 2002 from 12:30-1:30 p.m. in BE 104

Present:
Flo Abara, Zeny Estrada, Ron Flegal, Karim Khan, Cindy Martin, Jennie Thompson, Carleen Yokotake

Guests: Lani Uyeno, Kaz Chambers, Bernadette Howard

Classroom furniture replacement budget:
Bernadette Howard reported that at the October 15th Instructional Services meeting, it was announced that the college has designated a line item of $20,000/year to replace classroom furniture (chairs, desks, labs, not office furniture or white boards).

She and Doug Dykstra set the December 15th as the deadline for all requests. The requests will be compiled. In early January, at a meeting with one agenda item (decision on these requests), the division chairs and academic support unit heads will make decisions on the requests. The furniture will be ordered and delivery is expected in August, 2003. We will be purchasing the same model of tablet chair that will be suitable for left or right-handed students.

Update on Student Evaluation replacement system:
Kaz Chambers reported since the VAX system is no longer operational, we need another system to tabulate and summarize our student evaluations. Currently they are looking at writing a program to accomplish this. Student assistants will type in the data and the program will summarize the rating information. It was requested that the report be one page, standard letter size.

Afternoon janitorial services
Cindy reported that Cliff Togo said that they are planning to hire a temporary custodian to take care of the bathrooms in the afternoons. This person may be able to clean other areas (e.g. area in front of the Library) if time permits.

Emergency lights for offices/classrooms
It was requested that emergency lights be purchased in case of electrical outages. Discussion among the committee members felt that it was more important to look at the lighting system outside our buildings.
It was recommended that Cliff Togo visit the campus in the evening between 8:00-9:00 p.m. as the night before there were no lights in the whole corridor of the BE building, the stairwell was dark with just a flicker of a light (it looked like a shrine).

It was decided that these minutes be sent to the facstaff list. Our next meeting will be held next semester unless other issues are brought to the committee.