

Memorandum

## To: Kwanta

## CC: Chayo

## From: Fahima Bacha

## Date: August 10, 2015

## Subject: Teaching Effectiveness Questionnaire Response Score

Below is a summary table that shows the combined results from the teaching effectiveness questionnaire response of Mr. Kwanta’s evaluation in two classes:

Table 1

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Item No.** | **1** | **2** | **3** | **4** | **5** | **Total** | **Mr. Kwanta(1)** | **Group (2)** | **Scores****(3)** |
| 1 | 2 | 5 | 10 | 23 | 19 | 59 | 3.88 | 3.7 | +0.18 |
| 2 | 2 | 3 | 7 | 15 | 32 | 59 | 4.22 | 4.13 | +0.09 |
| 3 | 3 | 2 | 18 | 20 | 16 | 59 | 3.75 | 3.85 | -0.10 |
| 4 | 2 | 2 | 13 | 21 | 21 | 59 | 3.97 | 4.03 | -0.06 |
| 5 | 2 | 2 | 7 | 28 | 20 | 59 | 4.05 | 4.02 | +0.03 |
| 6 | 2 | 2 | 40 | 10 | 5 | 59 | 3.24 | 2.81 | +0.43 |
| 7 | 2 | 2 | 11 | 22 | 22 | 59 | 4.02 | 3.92 | +0.10 |
| 8 | 2 | 6 | 17 | 17 | 17 | 59 | 3.69 | 3.59 | +0.10 |
| 9 | 3 | 2 | 12 | 24 | 18 | 59 | 3.88 | 4.32 | -0.44 |
| 10 | 3 | 2 | 15 | 24 | 15 | 59 | 3.78 | 3.52 | + 0.26 |

1. Mr. Kwanta Computer class mean
2. Group mean represents the mean for all instructors in the department
3. Difference between Mr. Kwanta’s mean and the group score compared

As shown in table 1 above, Mr. Kwanta’s mean rating exceeds the group mean in seven out of ten items and as a result Mr. Kwanta will automatically be approved for the professional development stipend.

 Illustration 1.0 below shows Mr. Kwanta’s scores in the ten items of the questionnaire compared to the group mean. In Items 1, 2, 5, 6, 7, 8 and 10 related to class expectation, preparation, material presentation, and promptly returning grades to students, Mr. Kwanta scored above the group mean. In items 3, 4 and 9 related to engaging students, answering thoroughly students’ questions and availability for consultation out of class hours, Mr. Kwanta scored below the group mean.

Illustration 1.0

Mr. Kwanta’s approval for the stipend will allow him to attend seminars and /or take courses to improve his areas of weakness and gain more knowledge in order to increase his overall performance in future evaluations.



Memorandum

## To: Kwanta

## CC: Chayo

## From: Fahima Bacha

## Date: August 10, 2015

## Subject: Teaching Effectiveness Questionnaire Response Analysis and Critic

Mr. Kwanta’s performance in the evaluation indicated that Mr. Kwanta received the least score of seven out of ten items above group mean and as a result, he is approved for the reward of the educational benefit.

Illustration 1.1 shows Mr. Kwanta’s scores in the ten questionnaire items in correlation with the group mean performance.

Illustration 1.1

Illustration 1.1 above clearly shows Mr. Kwanta’s scores are border line and very close to the group mean. It also, indicated areas of strengths and weaknesses. Mr. Kwanta scored slightly above group mean in items 1, 2,5,6,7 and 10 which imply that Mr. Kwanta provides his students clear expectations and an understanding of the course and its requirements, a good class preparation and presentation of class material, returns grades on time and made the class interesting to his students who will as a result recommend the class to other students.

Mr. Kwanta’s evaluation also shows that Mr. Kwanta scored slightly below the group mean in some areas which are indicated in illustration 1.1 above, as items 3, 4 and 9 from the questionnaire. These items are related to engaging students and improving their participation, responding fully to students’ questions and increasing availability for consultation outside class hours.

Mr. Kwanta needs to improve his students’ involvement, provide thorough responses to his students’ questions and set up conference time for his students after class hours. In order to achieve these goals, he will need to attend seminars and/or course from which he will greatly benefit. The development program and the stipend will help him gain more professional knowledge and teaching skills and contribute to the university’s goal to improve it lecturer professional development .