

Memo

University Bangkok, Thailand Communication Art Department

To: Mr. Kwanta
From: Ms. Wendy Thompson
cc: Dr. Chayo
Date: August 14, 2015
Re: Lecturer Development Program

The Academic Committee's chair, Dr. Chayo announced at a recent Communication Arts Department, Academic Committee meeting the deployment of the university's lecture development program. This program is designed to encourage all lectures with Master's Degrees to pursue advance training. The success of the current endeavors provided by the supplemental lecturing staff has led to a need to identify personnel who might benefit from concentrated preparation. One year's service to the university and a positive teaching evaluation are required to apply for financial support to attend seminars or courses that will improve professional knowledge and teaching skill.

The results of the course effectiveness questionnaires, which all lectures were required to administer at the end of term, were used as a primary assessment measure for determining eligibility. Lectures receiving a mean score higher than the department instructors group mean on seven of the ten areas assessed in the questionnaire are automatically approved for a stipend. Below, are the results as computed from the returned questionnaires from your two computer sections. I would like to apprise you of your automatic approval for financial support to attend professional development activities related to the improvement of your professional knowledge and teaching skill based upon meeting the above stated requirements.

Mr. Kwanta you scored above the department mean on seven of the ten questions. The results of the student surveys support your strength as an instructor in the areas central to classroom management. The weaker components to your current approach are related to providing student relation services. The need to augment these skills has been designated within the results. A recommendation for future professional development focused on improving the delivery of

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content and enhancement of communication with students would further enrich your teaching style and effectiveness.

Wendy Thompson

The Questionnaire

1. Strongly disagree
2. Disagree
3. Neither agree nor disagree
4. Agree
5. Strongly agree

1. I had a clear understanding of what I was expected to learn.
2. The course syllabus clearly stated what was required in the course.
3. The instructor encouraged participation and questions from students.
4. The instructor answered students' question in a thorough manner.
5. Course material was presented in an understandable manner.
6. The instructor appeared well prepared for each class.
7. Considering the nature of the material, the instructor made the class interesting
8. The instructor returned graded tests and homework within a reasonable time.
9. The instructor was available for consultation outside of class hours.
10. I would recommend this course and instructor to another student.

Teaching Effectiveness Questionnaire Response Summary

Item #	1	2	3	4	5	Total	Mr.Kwanta (1)	Group (2)	Difference
1	2	10	30	92	95	59	3.88	3.70	.18
2	2	6	21	60	160	59	4.22	4.13	.09
3	3	4	54	80	80	59	3.74	3.85	-----
4	2	4	39	84	105	59	3.96	4.03	-----
5	2	4	21	112	100	59	4.05	4.02	.03

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6	2	4	120	40	25	59	3.23	2.81	.42
7	2	4	33	88	110	59	4.01	3.92	.09
8	2	12	51	68	85	59	3.69	3.59	.1
9	3	4	36	96	90	59	3.88	4.32	-----
10	3	4	45	96	75	59	3.77	3.52	.25

Distribution of Responses

Mean

(1) Computer class mean. (2) Group mean represents the mean for all department instructors

To: Mr. Kwanta
From: Ms. Wendy Thompson
cc: Dr. Chayo
Date: August 14, 2015
Re: Critique of Teaching Effectiveness

Mr. Kwanta, this memo is to offer further detail into the conclusions arrived upon in the above memo. The determination of your eligibility for professional development funds and subsequent recommendation to the appropriate department chair were arrived at utilizing, the results from the compiled student questionnaire responses and a measurement of mean rating values which were determined per each posed question on the survey. These results were concurrently, weighed against the results of mean findings for your departmental group. Along with the criteria as outlined by the Academic Committee, you have been approved to apply for supplemental funds to be used towards the improvement of the following areas; student engagement and responsiveness and the enhancement of communication skills.

As the primary stakeholders in the educational process and the delivery of instruction, the view of students is paramount to the development of the department and this institution. Students using a scale of one to five with one being defined as strongly disagree and five as strongly agree, rated you on ten questions designed to identify your effectiveness as a lecture from a student's perspective. The questions listed above upon which you received the highest rankings were numbers eight, six, ten, and one. These questions all related to management and preparation.

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While, still scoring above the department norm, the weaker recognized areas by students were all in response to your communication style. Written communications, related to the clarity of the syllabus, course materials and the delivery of instruction based on course material, received lower overall scores. The weakest area requiring development is in relatability to students. Students scored you at the lowest levels for items three, four and nine, for these questions you fell below the group mean. Your availability and openness to discussion during and after class to address student concerns was highlighted. The recommendations stated in the above memo are based solely on the findings included.