

Guar plants have a heavy, hollow, central stalk with several branches. Blooming begins a month or so after seedlings emerge. Guar pods contain six to nine seeds each. The plants do not tiller, but they do develop branches as space permits, much as cotton does.

For planting guar, Don England picks fields where weeds are not expected to be a problem. He plants the crop about July 1 in pre-irrigated soil. When guar is planted earlier, the plants get larger and need more water, but do not yield more seed.

The seedbeds for guar should be low and flat, just high enough to allow harvesting of pods near the soil. England aims for three-to-four-inch spacing between plants in 38-inch single rows. He plans to try 30-inch rows this year.

Ag students and faculty register support for continued use of course evaluations

"I would take another course taught this way." Do you agree strongly, agree, disagree or disagree strongly?

That is one of the questions students are asked to answer anonymously at the end of each organized course at the UA College of Agriculture. On the same Course/Instructor Evaluation Questionnaire (CIEQ) are 20 other statements with which the student may agree or disagree. Examples are, "The instructor seemed to be interested in students as individuals," and "The course material was too difficult."

The form also poses open-ended requests such as, "Comment on the value of books, homework and papers in this course."

The CIEQ is one of the tools the College of Agriculture uses to maintain and improve the quality of instruction, Dr. Clinton Jacobs of the Agricultural Education Department explained recently. He and Dr. Amy Jean Knorr co-chair the college's Instructional Improvement Committee, made up of 10 faculty members and six students.

"Within the college, there has been for many years a universal acceptance of the importance of quality instruction," said Jacobs. "The real questions are how you identify and measure the quality of instruction, and how you improve it."

Recent surveys of faculty and students by this committee have found general support for the evaluation questionnaire. A majority of the 95 faculty respondents and 86 per cent of the 1,562 student respondents said they favor continued use of the CIEQ.

Dr. Lawrence M. Aleamoni, now head of the UA Office of Instructional Research and Development, designed the CIEQ in 1975 at the University of Illinois. It resulted from more than a decade of tests to find the most efficient way of collecting reliable and useful student input. Most College of Agriculture students complete the form in 6 to 15 minutes. The questionnaire is available to all of the colleges at

When guar plants are placed too closely, branching is reduced. When stands are too thin, weed problems increase and yield drops.

Irrigation management is one key to England's success with guar. In 1977 and 1978 he used a six-inch pre-irrigation and two six-inch waterings during the growing season, one in mid-August and one in September. England thinks that summer-planted, drought-tolerant guar may become a good choice for many growers in the lower desert valleys of Arizona. Arizona also has an excellent potential for producing high-quality guar planting seed.

the University of Arizona, though not all of them use it.

College of Agriculture teachers get a computer printout of evaluation results from each class. Besides the tabulation of his own students' responses, the teacher gets an indication of how those responses compare to those of students in other classes in the department, the college, the university, or at all of the universities that use this questionnaire.

The CIEQ has two other key features. First, it groups the questions into categories of instructor, interest, content, method and general attitude, and gives cumulative ratings for these categories. Most faculty members who replied to the survey said that they are able to use the quantified data on the printout to improve their teaching. Second, the form allows personal comments by students. The faculty indicated that the personal comments are even more helpful than the quantitative data. The students surveyed agreed that the comments are the most important part of the form.

The evaluations by students are one of many factors considered in decisions on promotion, tenure and merit pay raises for faculty members. More than 65 percent of the faculty surveyed and 60 to 75 percent of the students surveyed supported these uses of the CIEQ.

"The most important use of the evaluations is in giving faculty members an idea of where they can improve their courses," said Dr. Larry Crowder, who served the college as acting assistant director of resident instruction for most of 1978. For example, workshops on designing tests, which are offered through the Office of Instructional Research and Design would be beneficial if such a weakness were identified in the course evaluation.

Crowder added that the evaluations by students are just one part of a complete instructional evaluation system. "There are at least three other parts: peer evaluation, self evaluation, and an objective measurement of the quality of learning in the course."