Student Evaluation of Teaching Form

Course: __-_ __ Section: __

Instructor:

Instructions: Please note that the results of this evaluation will be available to the instructor only AFTER final course grades have been submitted.

The results may be used by:

STUDENTS for aid in course selection; INSTRUCTORS for feedback on teaching; ADMINISTRATORS for decisions on career advancement for instructors and for program planning.

Please complete the evaluation form honestly and seriously!

Please respond to the statements below for your instructor and then for the course, bearing in mind that there are wide variations in class size and subject matter at the University of Windsor. (If the statement is **not applicable** in this course, please mark the "NA" column.)

A. The instructor	extremely poor	very poor	poor	adequate	good	very good	out- standing	NA
1. presented material in an organized, well-planned manner	1	2	3	4	5	6	7	0
2. used instructional time well	1	2	3	4	5	6	7	0
3. explained content clearly with appropriate use of examples	1	2	3	4	5	6	7	0
4. was a clear and effective speaker	1	2	3	4	5	6	7	0
5. communicated enthusiasm and interest in the course material	1	2	3	4	5	6	7	0
6. stimulated your interest in the subject and motivated your learning	1	2	3	4	5	6	7	0
7. attended to students' questions and answered them clearly and effectively	1	2	3	4	5	6	7	0
8. was open to students' comments and suggestions	1	2	3	4	5	6	7	0
9. was sensitive to students' difficulties	1	2	3	4	5	6	7	0
10. was approachable for additional help	1	2	3	4	5	6	7	0
11. was accessible to students for individual consultation (in office hours, after class, open-door, by e-mail, phone)	1	2	3	4	5	6	7	0
12. The overall effectiveness of the instructor was	1	2	3	4	5	6	7	0
B. Rate the course:	extremely poor	very poor	poor	adequate	good	very good	out- standing	NA
B. Rate the course:1. How effective was the course outline in communicating goals and requirements of the course?	,	-	poor 3	adequate 4	good 5			NA 0
1. How effective was the course outline in communicating goals and	poor	poor	•		C	good	standing	
 How effective was the course outline in communicating goals and requirements of the course? How consistently did the stated course goals match what was being taught in the course? How appropriate was the course format for the subject matter? 	poor 1	poor 2	3	4	5	good 6	standing 7	0
 How effective was the course outline in communicating goals and requirements of the course? How consistently did the stated course goals match what was being taught in the course? 	poor 1	poor 2 2	3	4	5	good 6 6	standing 7 7	0 0
 How effective was the course outline in communicating goals and requirements of the course? How consistently did the stated course goals match what was being taught in the course? How appropriate was the course format for the subject matter? How well did the methods of evaluation (e.g., papers, assignments, 	poor 1 1 1	2 2 2 2	3 3 3	4 4 4	5 5 5	good 6 6 6	standing 7 7 7	0 0 0
 How effective was the course outline in communicating goals and requirements of the course? How consistently did the stated course goals match what was being taught in the course? How appropriate was the course format for the subject matter? How well did the methods of evaluation (e.g., papers, assignments, tests etc) reflect the subject matter? 	poor 1 1 1 1	poor 2 2 2 2 2	3 3 3 3 3	4 4 4 4	5 5 5 5	good 6 6 6 6	standing 7 7 7 7 7	0 0 0
 How effective was the course outline in communicating goals and requirements of the course? How consistently did the stated course goals match what was being taught in the course? How appropriate was the course format for the subject matter? How well did the methods of evaluation (e.g., papers, assignments, tests etc) reflect the subject matter? How fair was the grading of student work? 	poor 1 1 1 1	poor 2 2 2 2 2 2 2	3 3 3 3 3 3	4 4 4 4 4	5 5 5 5 5 5	good 6 6 6 6 6 6	standing 7 7 7 7 7 7 7	0 0 0 0
 How effective was the course outline in communicating goals and requirements of the course? How consistently did the stated course goals match what was being taught in the course? How appropriate was the course format for the subject matter? How well did the methods of evaluation (e.g., papers, assignments, tests etc) reflect the subject matter? How fair was the grading of student work? How timely was the grading of student work? 	poor 1 1 1 1	poor 2 2 2 2 2 2 2 2 2	3 3 3 3 3 3 3	4 4 4 4 4 4	5 5 5 5 5 5 5 5	good 6 6 6 6 6 6 6	standing 7 7 7 7 7 7 7 7 7	0 0 0 0 0
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13.	Your level of enthusiasm for taking this course at the time of initial registration:								
	□ low	□ medium	🗆 hi	gh					
14.	Your level of enthusiasm for the course at the conclusion of the course:								
	□ low	□ medium	🗆 hi	gh					
15.	Considering your experience with this course, would you recommend it to other students? Yes No								
C. Statements about yourself: This information will be used to identify student demographics and their effect on the questionnaire results. Please answer all questions honestly and to the best of your knowledge. Ask the facilitator for assistance, if needed.									
1. Your	r faculty:								
Arts	Social Science Sciences	Business	Education	Engin- eering	Human Kinetics	Law I	Nursing	Interfaculty Programs	
01	02 03	04	05	06	07	08	11	13	
 Your status: Undergraduate: □ 1st year □ 2nd year □ 3rd year □ 4th year □ 5th year or □ B.Ed. student (Fac. of Educ.) □ Graduate student (Master's or Ph.D. level) □ Law □ other 									
3.	Status of this course fo	ryou: □ req	uired 🗆 no	ot required					
4.	Your expected grade level	in this course:			⊐D □F				
5.	You are: D Female	□ Male							
D. Additional Statements or questions to be added by the instructor:									
Q1. Q4. Q7. Q10.	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	0 Q2. 0 Q5. 0 Q8. 0 Q11.	1 2 3 4 1 2 3 4	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	Q3. Q6. Q9. Q12.	1 2 3 1 2 3	$\begin{array}{cccccccccccccccccccccccccccccccccccc$	7 0 7 0 7 0 7 0 7 0	