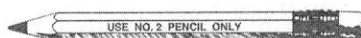


Student Evaluation Form B: Large Lecture Course

*Instructional
Assessment
System*



Fill in bubbles darkly and completely.
Erase errors cleanly.

FORM
B

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Course organization was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Sequential presentation of concepts was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Explanations by instructor were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Instructor's ability to present alternative explanations when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Instructor's use of examples and illustrations was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Instructor's enhancement of student interest in the material was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Student confidence in instructor's knowledge was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Instructor's enthusiasm was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Clarity of course objectives was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Interest level of class sessions was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Availability of extra help when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Use of class time was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Instructor's interest in whether students learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Amount you learned in the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Relevance and usefulness of course content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Evaluative and grading techniques (tests, papers, projects, etc.) were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Reasonableness of assigned work was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Relative to other college courses you have taken:

	Much Higher	Average			Much Lower
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more	
29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more	
30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit

31. In regard to your academic program, is this course best described as: ☐ In your major? ☐ A distribution requirement? ☐ An elective?
☐ In your minor? ☐ A program requirement? ☐ Other?