Templates allow you to easily reuse an evaluation. Your templates will be saved and can be used for multiple classes/semesters.

To add a question, click the Add Question button at the bottom of the page.

**Evaluation Title:** FORM-A2

(To change the template title, enter the new name and click Change Title)

---

### SECTION I: TO PROVIDE DIAGNOSTIC FEEDBACK TO THE INSTRUCTOR

**Note to Students**

Thank you for taking the time to consider these items carefully. Please select the description that most closely corresponds to your observation. Read the title and the descriptions before you decide on your response. Please evaluate each item separately. Each radio button should be viewed as a point along a sliding scale. Choose "NC" for no comment and "NA" for not applicable.

1. **INSTRUCTOR'S ORGANIZATION OF THE COURSE**
   
   Noticeable lack of organization  Exceptionally well-organized
   
   1  2  3  4  5  NC

2. **INSTRUCTOR'S VOICE**
   
   Very clear and understandable  Difficult to understand
   
   5  4  3  2  1  NC

3. **INSTRUCTOR'S EXPLANATIONS**
   
   Very easy to follow  Difficult to follow
   
   5  4  3  2  1  NC
<p>| | | | | | | | | | | |</p>
<table>
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<tbody>
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<td>4.</td>
<td>ABILITY TO PRESENT ALTERNATIVE EXPLANATIONS</td>
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<td>4</td>
<td>5</td>
<td>NC</td>
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<td>5.</td>
<td>USE OF EXAMPLES AND ILLUSTRATIONS</td>
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<td>Very helpful examples</td>
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<td>Examples not helpful</td>
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<td>NC</td>
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<td>6.</td>
<td>QUALITY OF QUESTIONS OR PROBLEMS RAISED BY INSTRUCTOR</td>
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<td>Low quality</td>
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<td>NC</td>
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<td>7.</td>
<td>STUDENT CONFIDENCE IN INSTRUCTOR'S KNOWLEDGE</td>
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<td>Appears to lack knowledge of subject</td>
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<td>Appears to have exceptional knowledge</td>
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<td>5</td>
<td>NC</td>
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<td>8.</td>
<td>INSTRUCTOR'S ENTHUSIASM</td>
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<td>Very enthusiastic</td>
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<td></td>
<td>Lacks enthusiasm</td>
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<td>9.</td>
<td>ENCOURAGEMENT GIVEN STUDENTS TO EXPRESS THEMSELVES</td>
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<td>Students not encouraged</td>
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<td>Students strongly encouraged</td>
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<td>NC</td>
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<td>10.</td>
<td>ANSWERS TO STUDENT QUESTIONS</td>
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<td>Answers are very satisfactory</td>
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<td>Answers are usually not satisfactory</td>
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<td>11.</td>
<td>AVAILABILITY OF EXTRA HELP WHEN NEEDED</td>
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<td>Easily available</td>
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<td>Generally not available</td>
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<td>1</td>
<td>NC</td>
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</tbody>
</table>
12. INSTRUCTOR'S LANGUAGE PROFICIENCY

Easy to understand

Difficult to understand

☐ 5  ☐ 4  ☐ 3  ☐ 2  ☐ 1  ☐ NA

13. INSTRUCTOR'S USE OF TECHNOLOGY (i.e., email, Web pages, computer assignments, etc.) ENHANCED MY LEARNING IN THIS COURSE

Not at all

Very much

☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ 5  ☐ NA

SECTION II: TO PROVIDE A GENERAL EVALUATION

Note to Students

Use the following descriptions when answering sections II and III: E = Excellent; QG = Quite Good; S = Satisfactory; F = Fair; P = Poor; NC = No Comment. Please select the description that most closely corresponds to your observation.

14. THE COURSE AS A WHOLE WAS:

☐ Excellent  ☐ Quite Good  ☐ Satisfactory  ☐ Fair  ☐ Poor  ☐ No Comment

15. THE CONTENT OF THE COURSE WAS:

☐ Excellent  ☐ Quite Good  ☐ Satisfactory  ☐ Fair  ☐ Poor  ☐ No Comment


☐ Excellent  ☐ Quite Good  ☐ Satisfactory  ☐ Fair  ☐ Poor  ☐ No Comment
SECTION III: TO PROVIDE INFORMATION ABOUT THE COURSE TO OTHER STUDENTS

17. USE OF CLASS TIME WAS:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No Comment

18. INSTRUCTOR'S INTEREST IN WHETHER STUDENTS LEARNED WAS:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No Comment

19. AMOUNT YOU LEARNED IN THE COURSE WAS:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No Comment

20. RELEVANCE AND USEFULNESS OF COURSE CONTENT WERE:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No Comment

21. EVALUATIVE AND GRADING TECHNIQUES (TESTS, PAPERS, PROJECTS, ETC.) WERE:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No Comment

22. REASONABLENESS OF ASSIGNED WORK WAS:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No Comment
23. CLARITY OF STUDENT RESPONSIBILITIES AND REQUIREMENTS WAS:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No
- Comment

SECTION IV: TO PROVIDE GENERAL INFORMATION ABOUT YOURSELF

24. WHEN REGISTERING WAS THIS A COURSE YOU WANTED TO TAKE?

- Yes
- No
- Neutral

25. THIS COURSE IS:

- In my major
- In my minor
- An elective
- A general education requirement
- Other

26. MY CLASS IS:

- Freshman
- Sophomore
- Junior
- Senior
- Graduate
- Other

27. GRADE I EXPECT TO RECEIVE:

- A
- B
- C
- D
- F
- S
- U

28. PERCENTAGE OF CLASSES I ATTENDED:

- 0-25%
- 26-50%
29. PERCENTAGE OF CLASSES FOR WHICH I COMPLETED THE ASSIGNED WORK OR READING BEFORE CLASS:

- 0-25%
- 26-50%
- 51-75%
- 76-90%
- 91-100%
- Not applicable
Templates allow you to easily reuse an evaluation. Your templates will be saved and can be used for multiple classes/semesters.

To add a question, click the Add Question button at the bottom of the page.

**Evaluation Title:** FORM B2

(To change the template title, enter the new name and click Change Title)

### FORM B2

**Instructions**

Thank you for taking the time to consider these items carefully. Please select the description that most closely corresponds to your observation. Read the title and the descriptions before you decide on your response. Please evaluate each item separately. Each radio button should be viewed as a point along a sliding scale. Choose "NC" for no comment and "NA" for not applicable.

### Section I: To Provide Diagnostic Feedback to the Instructor

1. Instructor's organization of the course
   - Noticeable lack of organization
   - Exceptionally well-organized
   - Not applicable

2. Sequential presentation of concepts
   - Sequence was logical and orderly
   - Sequence was confusing and seemed out of order

3. Instructor's explanations
   - Very easy to follow
   - Difficult to follow
4. Ability to present alternative explanations
   Not effective
   Very effective
   1 2 3 4 5 NC

5. Use of examples and illustrations
   Very helpful examples
   Examples not helpful
   5 4 3 2 1

6. Instructor's enhancement of student interest in the material
   Usually dull
   Maintained a high level of interest
   1 2 3 4 5 NC

7. Student confidence in instructor's knowledge
   Appears to lack knowledge of subject
   Appears to have exceptional knowledge
   1 2 3 4 5 NC

8. Instructor's enthusiasm
   Very enthusiastic
   Lacks enthusiasm
   5 4 3 2 1 NC

9. Clarity of course objectives
   Objectives not clear
   Objectives clearly stated
   1 2 3 4 5 NC

10. Interest level of class sessions
    Generally not interesting
    High level of interest maintained
    1 2 3 4 5 NC

11. Availability of extra help when needed
    Easily available
    Generally not available
12. Instructor’s language proficiency

Easy to understand

Difficult to understand

13. Instructor’s use of technology (i.e., email, Web pages, computer assignments, etc.) enhanced my learning in this course

Not at all

Very much

Instructions

Use the following descriptions when answering sections II and III: E = Excellent; QG = Quite Good; S = Satisfactory; F = Fair; P = Poor; NC = No Comment. Please select the description that most closely corresponds to your observation.

Section II: To Provide a General Evaluation

14. The course as a whole was:

Excellent

Quite Good

Satisfactory

Fair

Poor

No Comment

15. The content of the course was:

Excellent

 Quite Good

Satisfactory

Fair

Poor

No Comment

16. Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall teaching effectiveness of the instructor?

Excellent

Quite Good

Satisfactory

Fair

Poor

No
Section III: To Provide Information About the Course to Other Students

17. Use of class time was:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No

Comment

18. Instructor's interest in whether students learned was:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No

Comment

19. Amount you learned in the course was:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No

Comment

20. Relevance and usefulness of course content were:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No

Comment

21. Evaluative and grading techniques (tests, papers, projects, et.c) were:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No

Comment

22. Reasonableness of assigned work was:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No

Comment
23. Clarity of student responsibilities and requirements was:

- [ ] Excellent
- [ ] Quite Good
- [ ] Satisfactory
- [ ] Fair
- [ ] Poor
- [ ] No
- [ ] Comment

**Section IV: To Provide General Information About Yourself**

24. When registering was this a course you wanted to take?

- [ ] Yes
- [ ] No
- [ ] Neutral

25. This course is:

- [ ] In my major
- [ ] In my minor
- [ ] A general education requirement
- [ ] An elective
- [ ] Other

26. My class is:

- [ ] Freshman
- [ ] Sophomore
- [ ] Junior
- [ ] Senior
- [ ] Graduate
- [ ] Other

27. Grade I expect to receive:

- [ ] A
- [ ] B
- [ ] C
- [ ] D
- [ ] F
- [ ] S
- [ ] U

28. Percentage of classes I attended:

- [ ] 0-25%
- [ ] 26-50%
- [ ] 51-75%
- [ ] 76-90%
- [ ] 91-100%
- [ ] Not applicable

29. Percentage of classes for which I completed the assigned work or reading before class:
**Template**

Templates allow you to easily reuse an evaluation. Your templates will be saved and can be used for multiple classes/semesters.

To add a question, click the Add Question button at the bottom of the page.

**Evaluation Title:** FORM-C2

(To change the template title, enter the new name and click Change Title)

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**FORM C-2**

**Instructions**

Thank you for taking the time to consider these items carefully. Please select the description that most closely corresponds to your observation. Read the title and the descriptions before you decide on your response. Please evaluate each item separately. Each radio button should be viewed as a point along a sliding scale. Choose "NC" for no comment and "NA" for not applicable.

**Section I: To provide diagnostic feedback to the instructor**

1. Instructor's organization of the course
   - Noticeable lack of organization
   - Exceptionally well-organized
   - Radio buttons: 1, 2, 3, 4, 5, NC

2. Instructor's preparation for class
   - Obviously well prepared
   - Often appeared to be unprepared
   - Radio buttons: 5, 4, 3, 2, 1, NC

3. Instructor as a discussion leader
   - Discussions were well-directed
   - Discussions were without direction
   - Radio buttons: 5, 4, 3, 2, 1, NC
<table>
<thead>
<tr>
<th></th>
<th>Instructor's contribution to discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Repeated textbook material</td>
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<td>1</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Atmosphere for student learning</th>
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<tbody>
<tr>
<td>5.</td>
<td>Highly conducive to learning</td>
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<td></td>
<td>5</td>
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</tbody>
</table>

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<thead>
<tr>
<th></th>
<th>Quality of questions or problems raised by instructor</th>
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<tbody>
<tr>
<td>6.</td>
<td>Low quality</td>
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<tr>
<th></th>
<th>Student confidence in instructor's knowledge</th>
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<tbody>
<tr>
<td>7.</td>
<td>Appears to lack knowledge of subject</td>
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<td>1</td>
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<thead>
<tr>
<th></th>
<th>Instructor's enthusiasm</th>
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<tr>
<td>8.</td>
<td>Very enthusiastic</td>
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<td></td>
<td>5</td>
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<tr>
<th></th>
<th>Encouragement given students to express themselves</th>
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<tbody>
<tr>
<td>9.</td>
<td>Students not encouraged</td>
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<td>1</td>
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<tr>
<th></th>
<th>Instructor's openness to students' views</th>
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<tr>
<td>10.</td>
<td>Very willing to consider students' views</td>
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<td>5</td>
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</table>

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<tr>
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<th>Interest level of class sessions</th>
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<tr>
<td>11.</td>
<td>High level of interest maintained</td>
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<td></td>
<td>1</td>
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</tbody>
</table>
12. Instructor's language proficiency
   Easy to understand       Difficult to understand
   5  4  3  2  1  NA

13. Instructor's use of technology (i.e., email, web pages, computer assignments, etc.)
   enhanced my learning in this course.
   Not at all       Very much
   1  2  3  4  5  NA

Note to Students

Use the following descriptions when answering sections II and III: E = Excellent; QG = Quite Good; S = Satisfactory; F = Fair; P = Poor; NC = No Comment. Please select the description that most closely corresponds to your observation.

Section II: To provide a general evaluation

14. The course as a whole was:
   Excellent  Quite Good  Satisfactory  Fair  Poor  No Comment

15. The content of the course was:
   Excellent  Quite Good  Satisfactory  Fair  Poor  No Comment

16. Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall teaching effectiveness of the instructor?
   Excellent  Quite Good  Satisfactory  Fair  Poor  No Comment
<table>
<thead>
<tr>
<th>Section III: To provide information about the course to other students</th>
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</thead>
<tbody>
<tr>
<td><strong>17. Use of class time was:</strong></td>
</tr>
<tr>
<td>- Excellent  [ ]</td>
</tr>
<tr>
<td>- Quite Good [ ]</td>
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<tr>
<td>- Satisfactory [ ]</td>
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<tr>
<td>- Fair [ ]</td>
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<tr>
<td>- Poor [ ]</td>
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<tr>
<td>- No Comment [ ]</td>
</tr>
</tbody>
</table>

| **18. Instructor's interest in whether students learned was:**  |
| - Excellent  [ ]                                                     |
| - Quite Good [ ]                                                   |
| - Satisfactory [ ]                                                  |
| - Fair [ ]                                                         |
| - Poor [ ]                                                         |
| - No Comment [ ]                                                   |

| **19. Amount you learned in the course was:**                   |
| - Excellent  [ ]                                                     |
| - Quite Good [ ]                                                   |
| - Satisfactory [ ]                                                  |
| - Fair [ ]                                                         |
| - Poor [ ]                                                         |
| - No Comment [ ]                                                   |

| **20. Relevance and usefulness of course content were:**       |
| - Excellent  [ ]                                                     |
| - Quite Good [ ]                                                   |
| - Satisfactory [ ]                                                  |
| - Fair [ ]                                                         |
| - Poor [ ]                                                         |
| - No Comment [ ]                                                   |

| **21. Evaluative and grading techniques (tests, papers, projects, etc.) were:** |
| - Excellent  [ ]                                                     |
| - Quite Good [ ]                                                   |
| - Satisfactory [ ]                                                  |
| - Fair [ ]                                                         |
| - Poor [ ]                                                         |
| - No Comment [ ]                                                   |

| **22. Reasonableness of assigned work was:**                   |
| - Excellent  [ ]                                                     |
| - Quite Good [ ]                                                   |
| - Satisfactory [ ]                                                  |
| - Fair [ ]                                                         |
| - Poor [ ]                                                         |
| - No Comment [ ]                                                   |

| **23. Clarity of student responsibilities and requirements was:** |
| - Excellent  [ ]                                                     |
| - Quite Good [ ]                                                   |
| - Satisfactory [ ]                                                  |
| - Fair [ ]                                                         |
| - Poor [ ]                                                         |
| - No Comment [ ]                                                   |
Section IV: To provide general information about yourself

24. When registering was this a course you wanted to take?
   - Yes
   - No
   - Neutral

25. This course is:
   - In my major
   - In my minor
   - An elective
   - A general education requirement
   - Other

26. My class is:
   - Freshman
   - Sophomore
   - Junior
   - Senior
   - Graduate
   - Other

27. Grade I expect to receive
   - A
   - B
   - C
   - D
   - F
   - S
   - U

28. Percentage of classes I attended:
   - 0 - 25%
   - 26 - 50%
   - 51 - 75%
   - 76 - 90%
29. Percentage of classes for which I completed the assigned work or reading before class:

- 0 - 25%
- 26 - 50%
- 51 - 75%
- 76 - 90%
- 91 - 100%
- Not applicable
Templates allow you to easily reuse an evaluation. Your templates will be saved and can be used for multiple classes/semesters.

To add a question, click the Add Question button at the bottom of the page.

**Evaluation Title:** FORM-D2

(To change the template title, enter the new name and click Change Title)

### Section I

**To provide diagnostic feedback to the instructor.**

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<td>Very Helpful Examples</td>
<td>Examples not Helpful</td>
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<td>Assignments are not helpful</td>
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</table>
12. Instructor's Language Proficiency

   Easy to understand

   5 4 3 2 1 NC

13. Instructor's Use of Technology (i.e. Web pages, computer assignments, etc.) Enhanced My Learning in this Course

   Not at all

   Very Much

   1 2 3 4 5 NC

Section II

Note to Students Use the following descriptions when answering sections II and III: E = Excellent; QG = Quite Good; S = Satisfactory; F = Fair; P = Poor; NC = No Comment. Please select the description that most closely corresponds to your observation.

14. The Course as a Whole Was:

   Excellent  Quite Good  Satisfactory  Fair  Poor  No Comment

15. The Content of the Course Was:

   Excellent  Quite Good  Satisfactory  Fair  Poor  No Comment

16. Considering Both the Limitations and Possibilities of the Subject Matter and the Course, How Would You Rate the Overall Teaching Effectiveness of the Instructor?

   Excellent  Quite Good  Satisfactory  Fair  Poor  No Comment

Section III

Note to Students Use the following descriptions when answering sections II and III: E = Excellent; QG = Quite Good; S = Satisfactory; F = Fair; P = Poor; NC = No Comment. Please select the description that most closely corresponds to your observation.
17. Use of Class Time Was:

- Excellent
- Quite
- Satisfactory
- Fair
- Poor
- No

Comment

18. Instructor's Interest in Whether Students Learned Was:

- Excellent
- Quite
- Satisfactory
- Fair
- Poor
- No

Comment

19. Amount You Learned in the Course Was:

- Excellent
- Quite
- Satisfactory
- Fair
- Poor
- No

Comment

20. Relevance and Usefulness of Course Content Was:

- Excellent
- Quite
- Satisfactory
- Fair
- Poor
- No

Comment

21. Evaluative and Grading Techniques (Tests, Papers, Projects, etc.) Were:

- Excellent
- Quite
- Satisfactory
- Fair
- Poor
- No

Comment

22. Reasonableness of Assigned Work was:

- Excellent
- Quite
- Satisfactory
- Fair
- Poor
- No

Comment

23. Clarity of Student Responsibilities and Requirements was:

- Excellent
- Quite
- Satisfactory
- Fair
- Poor
- No
Section IV

To Provide General Information about Yourself

24. When Registering, was this a Course You Wanted to Take?
   - Yes
   - No
   - Neutral

25. This Course is:
   - In my major
   - In my minor
   - An elective
   - A general education requirement
   - Other

26. My Class is:
   - Freshman
   - Sophomore
   - Junior
   - Senior
   - Graduate
   - Other

27. Grade I Expect to Receive;
   - A
   - B
   - C
   - D
   - F
   - S
   - U

28. Percentage of Classes I Attended:
   - 0-25%
29. Percentage of Classes for Which I Completed the Assigned Work or Reading Before Class:

- 0-25%
- 26-50%
- 51-75%
- 76-90%
- 91-100%
- Not Applicable
**Template**

Templates allow you to easily reuse an evaluation. Your templates will be saved and can be used for multiple classes/semesters.

To add a question, click the Add Question button at the bottom of the page.

**Evaluation Title:** FORM-E2

(To change the template title, enter the new name and click Change Title)

---

**FORM E-2**

**Note to Students**

Thank you for taking the time to consider these items carefully. Please select the description that most closely corresponds to your observation. Read the title and the descriptions before you decide on your response. Please evaluate each item separately. Each radio button should be viewed as a point along a sliding scale. Choose "NC" for no comment and "NA" for not applicable.

**SECTION I: TO PROVIDE DIAGNOSTIC FEEDBACK TO THE INSTRUCTOR**

1. **OPPORTUNITY FOR PRACTICING WHAT WAS LEARNED**
   - Insufficient
   - Very Extensive
   - 1 2 3 4 5 NC

2. **INSTRUCTOR’S PREPAREDNESS**
   - Very well prepared
   - Often appeared to be unprepared
   - 5 4 3 2 1 NC

3. **EXPLANATIONS OF UNDERLYING RATIONALES FOR NEW TECHNIQUES OR SKILLS**
   - Very helpful
   - Not Helpful
   - 5 4 3 2 1 NC
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<td>Very appropriate level</td>
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12. INSTRUCTOR'S LANGUAGE PROFICIENCY
   Easy to understand
   Difficult to understand
   
   5 4 3 2 1 NA

13. INSTRUCTOR'S USE OF TECHNOLOGY (i.e., email, web pages, computer assignments, etc.) ENHANCED MY LEARNING IN THIS COURSE
   Not at all
   Very much
   
   1 2 3 4 5 NA

SECTION II: TO PROVIDE A GENERAL EVALUATION

Note to Students: Use the following descriptions when answering sections II and III: E = Excellent; QG = Quite Good; S = Satisfactory; F = Fair; P = Poor; NC = No Comment. Please select the description that most closely corresponds to your observation.

14. THE COURSE AS A WHOLE WAS:

   Excellent
   Quite Good
   Satisfactory
   Fair
   Poor
   No Comment

15. THE CONTENT OF THE COURSE WAS:

   Excellent
   Quite Good
   Satisfactory
   Fair
   Poor
   No Comment


   Excellent
   Quite Good
   Satisfactory
   Fair
   Poor
   No Comment

SECTION III: TO PROVIDE INFORMATION ABOUT THE COURSE TO OTHER STUDENTS
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SECTION IV: TO PROVIDE GENERAL INFORMATION ABOUT YOURSELF

24. WHEN REGISTERING WAS THIS A COURSE YOU WANTED TO TAKE?
   - Yes
   - No
   - Neutral

25. THIS COURSE IS:
   - In my major
   - In my minor
   - An elective
   - A general education requirement
   - Other

26. MY CLASS IS:
   - Freshman
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27. GRADE I EXPECT TO RECEIVE:
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28. PERCENTAGE OF CLASSES I ATTENDED:
29. PERCENTAGE OF CLASSES FOR WHICH I COMPLETED THE ASSIGNED WORK OR READING BEFORE CLASS:

- 0 - 25%
- 26 - 50%
- 51 - 75%
- 76 - 90%
- 91 - 100%
- Not Applicable
Templates allow you to easily reuse an evaluation. Your templates will be saved and can be used for multiple classes/semesters.

To add a question, click the Add Question button at the bottom of the page.

**Evaluation Title:** FORM-F2

(To change the template title, enter the new name and click Change Title)

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**Instructions**

Thank you for taking the time to consider these items carefully. Please select the description that most closely corresponds to your observation. Read the title and the descriptions before you decide on your response. Please evaluate each item separately. Each radio button should be viewed as a point along a sliding scale. Choose "NC" for no comment and/or "NA" for not applicable.

---

**Section I: To Provide Diagnostic Feedback to the Instructor**

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NC</td>
<td></td>
</tr>
</tbody>
</table>

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1. Discussion Section Instructor's Explanations:

Difficult to follow

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Very easy to follow

2. Discussion Section Instructor's Use of Examples and Illustrations:

Very helpful examples

<p>| | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Examples not helpful

3. Quality of Questions or Problems Raised by Discussion Section Instructor

High quality

<p>| | | | | |</p>
<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Low quality
4. Discussion Section Instructor's Enthusiasm:
   - Lacks enthusiasm
   - Very enthusiastic
   ![Rating Options]

5. Student Confidence in Discussion Section Instructor's Knowledge
   - Appears to have exceptional knowledge
   - Appears to lack knowledge of subject
   ![Rating Options]

6. Encouragement Given Students to Express Themselves:
   - Students not encouraged
   - Students strongly encouraged
   ![Rating Options]

7. Answers to Student Questions:
   - Answers are usually not satisfactory
   - Answers are very satisfactory
   ![Rating Options]

8. Interest Level of Discussion Sections
   - High level of interest maintained
   - Generally not interesting
   ![Rating Options]

9. Discussion Section Instructor's Openness to Students' Views:
   - Not open to considering students' views
   - Very willing to consider students' views
   ![Rating Options]

10. Discussion Section Instructor's Effectiveness in Dealing with Students' Difficulties
    - Very effective
    - Ineffective
    ![Rating Options]

11. Availability of Extra Help When Needed:
    - Easily available
    - Generally not available
12. Instructor's Language Proficiency:
   Easy to understand  Difficult to understand
   5  4  3  2  1  Not Applicable

13. Instructor's Use of Technology (e.e., email, Web pages, computer assignments, etc.)
   Enhanced My Learning in this Course:
   Not at all  Very much
   1  2  3  4  5  Not applicable

Section II: To Provide a General Evaluation

Note to Students

Use the following descriptions when answering sections II and III: E = Excellent; QG = Quite Good; S = Satisfactory; F = Fair; P = Poor; NC = No Comment. Please select the description that most closely corresponds to your observation.

14. The Discussion Section as a Whole was:
   Excellent  Quite Good  Satisfactory  Fair  Poor  No Comment

15. The Content of the Discussion Section was:
   Excellent  Quite Good  Satisfactory  Fair  Poor  No Comment

16. Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall teaching effectiveness of the discussion section instructor:
   Excellent  Quite Good  Satisfactory  Fair  Poor  No Comment
Section III: To provide information about the course to other students

17. Use of Discussion Section Time Was::
   - Excellent
   - Quite Good
   - Satisfactory
   - Fair
   - Poor
   - No Comment

18. Discussion Section Instructor's Interest in Whether Students Learned was:
   - Excellent
   - Quite Good
   - Satisfactory
   - Fair
   - Poor
   - No Comment

19. Amount you Learned in the Discussion Section was:
   - Excellent
   - Quite Good
   - Satisfactory
   - Fair
   - Poor
   - No Comment

20. Relevance and Usefulness of Discussion Section Content Were:
   - Excellent
   - Quite Good
   - Satisfactory
   - Fair
   - Poor
   - No Comment

21. Coordination between Lecture and Discussion Section was:
   - Excellent
   - Quite Good
   - Satisfactory
   - Fair
   - Poor
   - No Comment

22. Reasonableness of Assigned Work for Discussion Section was:
   - Excellent
   - Quite Good
   - Satisfactory
   - Fair
   - Poor
   - No Comment
23. Clarity of Student Responsibilities and Requirements was:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No Comment

Section IV: To Provide General Information About Yourself

24. When Registering was this a Course You Wanted to Take?

- Yes
- No
- Neutral

25. This Course is:

- In my major
- In my minor
- An elective
- A general education requirement
- Other

26. My Class is:

- Freshman
- Sophomore
- Junior
- Senior
- Graduate
- Other

27. Grade I Expect to Receive:

- A
- B
- C
- D
- F
- S
- U

28. Percentage of Classes I Attended:

- 0 - 25%
- 26 - 50%
29. Percentage of Classes for Which I Completed the Assigned Work or Reading Before Class:

- 0 - 25%
- 26 - 50%
- 51 - 75%
- 76 - 90%
- 91 - 100%
- Not applicable
Templates allow you to easily reuse an evaluation. Your templates will be saved and can be used for multiple classes/semesters.

To add a question, click the Add Question button at the bottom of the page.

Evaluation Title: FORM-G2

(To change the template title, enter the new name and click Change Title)

Thank you for taking the time to consider these items carefully. Please select the description that most closely corresponds to your observation. Read the title and the descriptions before you decide on your response. Please evaluate each item separately. Each radio button should be viewed as a point along a sliding scale. Choose "NC" for no comment and "NA" for not applicable.

Section I: To provide diagnostic feedback to the instructor

1. Instructor's organization of the course
   - Noticeable lack of organization
   - Exceptionally well-organized
   - Radio buttons: 1, 2, 3, 4, 5, NC

2. Opportunity to ask questions
   - Questions strongly encouraged
   - Questions not encouraged
   - Radio buttons: 5, 4, 3, 2, 1, NC

3. Instructor's explanations
   - Very easy to follow
   - Difficult to follow
   - Radio buttons: 5, 4, 3, 2, 1, NC
<table>
<thead>
<tr>
<th></th>
<th>Question</th>
<th>Rating Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Instructor's contribution to your ability to solve problems</td>
<td>Poor: 1, 2, 3, 4, 5, Excellent: 1, 2, 3, 4, 5, NC</td>
</tr>
<tr>
<td>5</td>
<td>Use of examples and illustrations</td>
<td>Very helpful examples: 5, 4, 3, 2, 1, Examples not helpful: 1, 2, 3, 4, 5, NC</td>
</tr>
<tr>
<td>6</td>
<td>Difficulty of homework assignments</td>
<td>Inappropriate level: 1, 2, 3, 4, 5, Appropriate level: 1, 2, 3, 4, 5, NC</td>
</tr>
<tr>
<td>7</td>
<td>Contribution of examinations to understanding course content</td>
<td>Little or no contribution: 1, 2, 3, 4, 5, Significant contribution: 1, 2, 3, 4, 5, NC</td>
</tr>
<tr>
<td>8</td>
<td>Instructor's enthusiasm</td>
<td>Very enthusiastic: 5, 4, 3, 2, 1, Lacks enthusiasm: 1, 2, 3, 4, 5, NC</td>
</tr>
<tr>
<td>9</td>
<td>Relevance and usefulness of the textbook</td>
<td>Poor textbook: 1, 2, 3, 4, 5, Excellent textbook: 1, 2, 3, 4, 5, NC</td>
</tr>
<tr>
<td>10</td>
<td>Answers to student questions</td>
<td>Answers are very satisfactory: 5, 4, 3, 2, 1, Answers are usually not satisfactory: 1, 2, 3, 4, 5, NC</td>
</tr>
<tr>
<td>11</td>
<td>Relationship between lectures and text</td>
<td>Strong relationship: 5, 4, 3, 2, 1, Little relationship: 1, 2, 3, 4, 5, NC</td>
</tr>
</tbody>
</table>
12. Instructor's language proficiency

Easy to understand

Difficult to understand

5 4 3 2 1 NA

13. Instructor's use of technology (i.e., email, web pages, computer assignments, etc.) enhanced my learning in this course.

Not at all

Very much

1 2 3 4 5 NA

Note to Students

For sections II and III, please select the description that most closely corresponds to your observation.

Section II: To provide a general evaluation

14. The course as a whole was:

Excellent

Quite Good

Satisfactory

Fair

Poor

No Comment

15. The content of the course was:

Excellent

Quite Good

Satisfactory

Fair

Poor

No Comment

16. Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall teaching effectiveness of the instructor?

Excellent

Quite Good

Satisfactory

Fair

Poor

No Comment

Section III: To provide information about the course to other students
17. Availability of extra help when needed was:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No

Comment

18. Instructor's interest in whether students learned was:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No

Comment

19. Amount you learned in the course was:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No

Comment

20. Relevance and usefulness of course content were:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No

Comment

21. Relevance and usefulness of homework assignments was:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No

Comment

22. Reasonableness of assigned work was:

- Excellent
- Quite Good
- Satisfactory
- Fair
- Poor
- No

Comment

23. Clarity of student responsibilities and requirements was:
Section IV: To provide general information about yourself

24. When registering was this a course you wanted to take?

- Yes
- No
- Neutral

25. This course is:

- In my major
- In my minor
- An elective
- A general education requirement
- Other

26. My class is:

- Freshman
- Sophomore
- Junior
- Senior
- Graduate
- Other

27. Grade I expect to receive:

- A
- B
- C
- D
- F
- S
- U

28. Percentage of classes I attended:

- 0 - 25%
- 26 - 50%
- 51 - 75%
- 76 - 90%
- 91 - 100%
29. Percentage of classes for which I completed the assigned work or reading before class:

- 0 - 25%
- 26 - 50%
- 51 - 75%
- 76 - 90%
- 91 - 100%
Templates allow you to easily reuse an evaluation. Your templates will be saved and can be used for multiple classes/semesters.
To add a question, click the Add Question button at the bottom of the page.

Evaluation Title: FORM-H2
(To change the template title, enter the new name and click Change Title)

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**FORM H-2**

**Instructions**

Thank you for taking the time to consider these items carefully. Please select the description that most closely corresponds to your observation. Read the title and the descriptions before you decide on your response. Please evaluate each item separately. Each radio button should be viewed as a point along a sliding scale. Choose "NC" for no comment and "NA" for not applicable.

**Section I: To Provide Diagnostic Feedback to the Instructor**

1. Lab instructor's explanations
   - Difficult to follow
   - Very easy to follow
   - 1  2  3  4  5  NC

2. Lab instructors preparedness for lab sessions
   - Well prepared
   - Often appeared to be unprepared
   - 5  4  3  2  1  NC

3. Quality of questions or problems raised by the lab instructor
   - High quality
   - Low quality
   - 5  4  3  2  1  NC
<table>
<thead>
<tr>
<th></th>
<th>Lab instructors enthusiasm</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>Lacks enthusiasm</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Student's confidence in lab instructors knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Appears to have exceptional knowledge</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Lab instructors ability to solve unexpected problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Low ability</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Lab instructors effectiveness in dealing with student difficulties</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>Ineffective</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Interest level of lab sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>High level of interest maintained</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Communication and enforcement of safety procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Ineffective</td>
</tr>
<tr>
<td></td>
<td>1</td>
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</table>

<table>
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<td></td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Availability of extra help when needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>Easily available</td>
</tr>
<tr>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
12. Instructor's language proficiency
   Easy to understand
   5  4  3  2  1  Not applicable

13. Instructor's use of technology (i.e., email, Web pages, computer assignments, etc.) enhanced my learning in this course
   Not at all
   1  2  3  4  5  Not applicable

Section II: To Provide a General Evaluation

14. The lab section as a whole was:
   Excellent  Quite  Satisfactory  Fair  Poor  No Comment

15. The content of the lab section was:
   Excellent  Quite  Satisfactory  Fair  Poor  No Comment

16. Considering both the limitations and possibilities of the subject matter and the lab, how would you rate the overall teaching effectiveness of the lab instructor?
   Excellent  Quite  Satisfactory  Fair  Poor  No Comment

Section III: To Provide Information About the Course to Other Students

17. Use of lab section time was:
<table>
<thead>
<tr>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Lab instructor's interest in whether students learned was:</td>
<td></td>
</tr>
<tr>
<td>19. Amount you learned in the lab section was:</td>
<td></td>
</tr>
<tr>
<td>20. Relevance and usefulness of lab section content were:</td>
<td></td>
</tr>
<tr>
<td>21. Evaluative and grading techniques (tests, reports, projects, etc.)</td>
<td></td>
</tr>
<tr>
<td>22. Reasonableness of assigned work was:</td>
<td></td>
</tr>
<tr>
<td>23. Clarity of student responsibilities and requirements was:</td>
<td></td>
</tr>
</tbody>
</table>

Section IV: To Provide General Information About Yourself
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. When registering was this a course you wanted to take?</td>
<td>○ Yes ○ No ○ Neutral</td>
</tr>
<tr>
<td>25. This course is:</td>
<td>○ In my major ○ In my minor ○ A general education requirement ○ An elective ○ Other</td>
</tr>
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<td>26. My class is:</td>
<td>○ Freshman ○ Sophomore ○ Junior ○ Senior ○ Graduate ○ Other</td>
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<td>27. Grade I expect to receive:</td>
<td>○ A ○ B ○ C ○ D ○ F ○ S ○ U</td>
</tr>
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<td>28. Percentage of classes I attended:</td>
<td>○ 0- 25% ○ 26- 50% ○ 51- 75% ○ 76- 90% ○ 91- 100% ○ Not applicable</td>
</tr>
<tr>
<td>29. Percentage of classes for which I completed the assigned work or reading ahead of time:</td>
<td>○ 0- 25% ○ 26- 50% ○ 51- 75% ○ 76- 90% ○ 91- 100% ○ Not applicable</td>
</tr>
</tbody>
</table>