

PROFESSOR Paul Withers

NUMBER OF STUDENTS RESPONDING: 36

NUMBER OF STUDENTS ENROLLED: 43

PERCENT OF ENROLLED STUDENTS RESPONDING: 83.72

STATISTICS REFLECT FREQUENCY OF RESPONSES

## I. SECTION A: COURSE EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	0	0	0	4	17	15	EXCELLENT	4.306	0.668
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	0	0	5	11	16	4	EXCELLENT	3.528	0.878
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	0	0	8	16	10	2	EXCELLENT	3.167	0.845
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	20	1	2	5	8	0	EXCELLENT	3.250	0.931
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	11	1	6	9	9	0	EXCELLENT	3.040	0.889
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	0	0	2	10	20	4	EXCELLENT	3.722	0.741
7. OVERALL COURSE RATING	POOR	0	0	3	13	18	2	EXCELLENT	3.528	0.736

## II. SECTION B: FACULTY EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	1	0	1	11	17	6	EXCELLENT	3.800	0.759
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	1	2	4	8	18	3	EXCELLENT	3.457	1.010
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	0	0	2	6	14	14	EXCELLENT	4.111	0.887
11. FAIRNESS IN GRADING	POOR	0	4	1	14	14	3	EXCELLENT	3.306	1.064
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	0	0	1	6	22	7	EXCELLENT	3.972	0.696
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	0	1	2	18	10	5	EXCELLENT	3.444	0.909
14. AVAILABILITY OUTSIDE OF CLASS	POOR	1	0	1	8	13	12	EXCELLENT	4.059	0.851
15. OVERALL RATING OF INSTRUCTOR	POOR	0	0	1	6	21	8	EXCELLENT	4.000	0.717

## III. SECTION C: TF/TA EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
16. PREPARATION FOR CLASS	POOR	35	0	0	0	0	1	EXCELLENT	5.000	N/A
17. COMMAND OF THE SUBJECT	POOR	35	0	0	0	0	1	EXCELLENT	5.000	N/A
18. ABILITY TO CONVEY FACTS AND EXPLAIN KEY CONCEPTS IN A DIGESTIBLE MANNER	POOR	34	1	0	0	0	1	EXCELLENT	3.000	2.828
19. ENTHUSIASM FOR THE SUBJECT AND ABILITY TO STIMULATE STUDENT INTEREST	POOR	34	1	0	0	0	1	EXCELLENT	3.000	2.828
20. AVAILABILITY OUTSIDE CLASS TIME	POOR	35	0	0	0	0	1	EXCELLENT	5.000	N/A
21. QUALITY OF EVALUATION OF WORK	POOR	35	0	0	0	0	1	EXCELLENT	5.000	N/A
22. PROMPTNESS OF RETURN OF GRADED ASSIGNMENTS AND COMMUNICATION OF STANDING IN CLASS	POOR	35	0	0	0	1	0	EXCELLENT	4.000	N/A

## IV. SECTION D: OTHER

		NR	1	2	3	4	5		MEAN	ST DEV
23. CLARITY AND ACHIEVEMENT OF COURSE OBJECTIVES	POOR	0	1	1	12	19	3	EXCELLENT	3.611	0.803
24. EFFECTIVENESS OF THE USE OF CLASS TIME	POOR	0	1	3	8	13	11	EXCELLENT	3.833	1.056
25. VALUE OF COURSE TOWARD DEVELOPMENT OF INTELLECTUAL SKILLS (CRITICAL ANALYSIS, WRITTEN/ORAL COMMUNICATION, RESEARCH)	POOR	0	4	5	18	7	2	EXCELLENT	2.944	1.013
26. LEVEL OF INTELLECTUAL STIMULATION OF THE COURSE	POOR	0	3	6	11	12	4	EXCELLENT	3.222	1.124
27. VALUE OF LAB/DISCUSSION AS A SUPPLEMENT TO THE LECTURE/READING	POOR	1	4	3	16	10	2	EXCELLENT	3.086	1.040
28. PROFESSOR'S PREPARATION FOR CLASS	POOR	0	0	0	2	14	20	EXCELLENT	4.500	0.609
29. PROFESSOR'S COMMAND OF THE SUBJECT	POOR	0	0	1	2	16	17	EXCELLENT	4.361	0.723
30. PROFESSOR'S ENTHUSIASM FOR SUBJECT OF THE COURSE	POOR	0	0	0	1	13	22	EXCELLENT	4.583	0.554
31. TO WHOM WOULD YOU RECOMMEND THIS COURSE? (SELECT ONE PLEASE) [1=NOBODY, 2=ONLY MAJORS/MINORS, 3=ONLY MAJORS/MINORS WITH GREAT INTEREST IN SUBJECT, 4=STUDENTS SEEKING DISTRIBUTION/DIVISIONAL STUDIES CREDIT, 5=STUDENTS SEEKING AN INTERESTING ELECTIVE]	POOR	2	2	7	4	16	5	EXCELLENT	3.441	1.160
32. HOW MUCH TIME PER WEEK OUTSIDE OF CLASS DID YOU SPEND ON THE COURSE? [1=LESS THAN 1 HR., 2=1-3 HRS., 3=3-5 HRS., 4=5-10 HRS., 5=MORE THAN 10 HRS.]	POOR	0	3	18	10	5	0	EXCELLENT	2.472	0.845
33. WHAT GRADE DO YOU EXPECT IN THE COURSE SOLELY BASED ON WORK COMPLETED THUS FAR? [1=P, 2=D, 3=C, 4=B, 5=A]	POOR	0	0	2	5	20	9	EXCELLENT	4.000	0.793

PROFESSOR Paul Withers

NUMBER OF STUDENTS RESPONDING: 36

NUMBER OF STUDENTS ENROLLED: 43

PERCENT OF ENROLLED STUDENTS RESPONDING: 83.72

STATISTICS REFLECT PERCENTAGE OF RESPONSES

## I. SECTION A: COURSE EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	0	0	0	11	47	42	EXCELLENT	4.306	0.668
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	0	0	14	31	44	11	EXCELLENT	3.528	0.878
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	0	0	22	44	28	6	EXCELLENT	3.167	0.845
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	56	3	6	14	22	0	EXCELLENT	3.250	0.931
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	31	3	17	25	25	0	EXCELLENT	3.040	0.889
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	0	0	6	28	56	11	EXCELLENT	3.722	0.741
7. OVERALL COURSE RATING	POOR	0	0	8	36	50	6	EXCELLENT	3.528	0.736

## II. SECTION B: FACULTY EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	3	0	3	31	47	17	EXCELLENT	3.800	0.759
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	3	6	11	22	50	8	EXCELLENT	3.457	1.010
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	0	0	6	17	39	39	EXCELLENT	4.111	0.887
11. FAIRNESS IN GRADING	POOR	0	11	3	39	39	8	EXCELLENT	3.306	1.064
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	0	0	3	17	61	19	EXCELLENT	3.972	0.696
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	0	3	6	50	28	14	EXCELLENT	3.444	0.909
14. AVAILABILITY OUTSIDE OF CLASS	POOR	3	0	3	22	36	33	EXCELLENT	4.059	0.851
15. OVERALL RATING OF INSTRUCTOR	POOR	0	0	3	17	58	22	EXCELLENT	4.000	0.717

## III. SECTION C: TF/TA EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
16. PREPARATION FOR CLASS	POOR	97	0	0	0	0	3	EXCELLENT	5.000	N/A
17. COMMAND OF THE SUBJECT	POOR	97	0	0	0	0	3	EXCELLENT	5.000	N/A
18. ABILITY TO CONVEY FACTS AND EXPLAIN KEY CONCEPTS IN A DIGESTIBLE MANNER	POOR	94	3	0	0	0	3	EXCELLENT	3.000	2.828
19. ENTHUSIASM FOR THE SUBJECT AND ABILITY TO STIMULATE STUDENT INTEREST	POOR	94	3	0	0	0	3	EXCELLENT	3.000	2.828
20. AVAILABILITY OUTSIDE CLASS TIME	POOR	97	0	0	0	0	3	EXCELLENT	5.000	N/A
21. QUALITY OF EVALUATION OF WORK	POOR	97	0	0	0	0	3	EXCELLENT	5.000	N/A
22. PROMPTNESS OF RETURN OF GRADED ASSIGNMENTS AND COMMUNICATION OF STANDING IN CLASS	POOR	97	0	0	0	3	0	EXCELLENT	4.000	N/A

## IV. SECTION D: OTHER

		NR	1	2	3	4	5		MEAN	ST DEV
23. CLARITY AND ACHIEVEMENT OF COURSE OBJECTIVES	POOR	0	3	3	33	53	8	EXCELLENT	3.611	0.803
24. EFFECTIVENESS OF THE USE OF CLASS TIME	POOR	0	3	8	22	36	31	EXCELLENT	3.833	1.056
25. VALUE OF COURSE TOWARD DEVELOPMENT OF INTELLECTUAL SKILLS (CRITICAL ANALYSIS, WRITTEN/ORAL COMMUNICATION, RESEARCH)	POOR	0	11	14	50	19	6	EXCELLENT	2.944	1.013
26. LEVEL OF INTELLECTUAL STIMULATION OF THE COURSE	POOR	0	8	17	31	33	11	EXCELLENT	3.222	1.124
27. VALUE OF LAB/DISCUSSION AS A SUPPLEMENT TO THE LECTURE/READING	POOR	3	11	8	44	28	6	EXCELLENT	3.086	1.040
28. PROFESSOR'S PREPARATION FOR CLASS	POOR	0	0	0	6	39	56	EXCELLENT	4.500	0.609
29. PROFESSOR'S COMMAND OF THE SUBJECT	POOR	0	0	3	6	44	47	EXCELLENT	4.361	0.723
30. PROFESSOR'S ENTHUSIASM FOR SUBJECT OF THE COURSE	POOR	0	0	0	3	36	61	EXCELLENT	4.583	0.554
31. TO WHOM WOULD YOU RECOMMEND THIS COURSE? (SELECT ONE PLEASE) [1=NOBODY, 2=ONLY MAJORS/MINORS, 3=ONLY MAJORS/MINORS WITH GREAT INTEREST IN SUBJECT, 4=STUDENTS SEEKING DISTRIBUTION/DIVISIONAL STUDIES CREDIT, 5=STUDENTS SEEKING AN INTERESTING ELECTIVE]	POOR	6	6	19	11	44	14	EXCELLENT	3.441	1.160
32. HOW MUCH TIME PER WEEK OUTSIDE OF CLASS DID YOU SPEND ON THE COURSE? [1=LESS THAN 1 HR., 2=1-3 HRS., 3=3-5 HRS., 4=5-10 HRS., 5=MORE THAN 10 HRS.]	POOR	0	8	50	28	14	0	EXCELLENT	2.472	0.845
33. WHAT GRADE DO YOU EXPECT IN THE COURSE SOLELY BASED ON WORK COMPLETED THUS FAR? [1=P, 2=D, 3=C, 4=B, 5=A]	POOR	0	0	6	14	56	25	EXCELLENT	4.000	0.793

PROFESSOR Rachel Paterno-Mahler

NUMBER OF STUDENTS RESPONDING: 11

NUMBER OF STUDENTS ENROLLED: 9

PERCENT OF ENROLLED STUDENTS RESPONDING: 122.22

STATISTICS REFLECT FREQUENCY OF RESPONSES

## I. SECTION A: COURSE EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	10	0	0	0	1	0	EXCELLENT	4.000	N/A
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	10	0	0	0	1	0	EXCELLENT	4.000	N/A
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	10	0	0	0	1	0	EXCELLENT	4.000	N/A
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
7. OVERALL COURSE RATING	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A

## II. SECTION B: FACULTY EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
11. FAIRNESS IN GRADING	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
14. AVAILABILITY OUTSIDE OF CLASS	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
15. OVERALL RATING OF INSTRUCTOR	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A

## III. SECTION C: TF/TA EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
16. PREPARATION FOR CLASS	POOR	1	0	0	4	3	3	EXCELLENT	3.900	0.876
17. COMMAND OF THE SUBJECT	POOR	0	0	0	5	3	3	EXCELLENT	3.818	0.874
18. ABILITY TO CONVEY FACTS AND EXPLAIN KEY CONCEPTS IN A DIGESTIBLE MANNER	POOR	0	0	0	5	4	2	EXCELLENT	3.727	0.786
19. ENTHUSIASM FOR THE SUBJECT AND ABILITY TO STIMULATE STUDENT INTEREST	POOR	0	0	1	5	3	2	EXCELLENT	3.545	0.934
20. AVAILABILITY OUTSIDE CLASS TIME	POOR	0	0	0	1	4	6	EXCELLENT	4.455	0.688
21. QUALITY OF EVALUATION OF WORK	POOR	0	0	2	4	2	3	EXCELLENT	3.545	1.128
22. PROMPTNESS OF RETURN OF GRADED ASSIGNMENTS AND COMMUNICATION OF STANDING IN CLASS	POOR	3	0	0	1	5	2	EXCELLENT	4.125	0.641

## IV. SECTION D: OTHER

		NR	1	2	3	4	5		MEAN	ST DEV
23. CLARITY AND ACHIEVEMENT OF COURSE OBJECTIVES	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
24. EFFECTIVENESS OF THE USE OF CLASS TIME	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
25. VALUE OF COURSE TOWARD DEVELOPMENT OF INTELLECTUAL SKILLS (CRITICAL ANALYSIS, WRITTEN/ORAL COMMUNICATION, RESEARCH)	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
26. LEVEL OF INTELLECTUAL STIMULATION OF THE COURSE	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
27. VALUE OF LAB/DISCUSSION AS A SUPPLEMENT TO THE LECTURE/READING	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
28. PROFESSOR'S PREPARATION FOR CLASS	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
29. PROFESSOR'S COMMAND OF THE SUBJECT	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
30. PROFESSOR'S ENTHUSIASM FOR SUBJECT OF THE COURSE	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
31. TO WHOM WOULD YOU RECOMMEND THIS COURSE? (SELECT ONE PLEASE) [1=NOBODY, 2=ONLY MAJORS/MINORS, 3=ONLY MAJORS/MINORS WITH GREAT INTEREST IN SUBJECT, 4=STUDENTS SEEKING DISTRIBUTION/DIVISIONAL STUDIES CREDIT, 5=STUDENTS SEEKING AN INTERESTING ELECTIVE]	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
32. HOW MUCH TIME PER WEEK OUTSIDE OF CLASS DID YOU SPEND ON THE COURSE? [1=LESS THAN 1 HR., 2=1-3 HRS., 3=3-5 HRS., 4=5-10 HRS., 5=MORE THAN 10 HRS.]	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
33. WHAT GRADE DO YOU EXPECT IN THE COURSE SOLELY BASED ON WORK COMPLETED THUS FAR? [1=F, 2=D, 3=C, 4=B, 5=A]	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A

PROFESSOR Rachel Paterno-Mahler

NUMBER OF STUDENTS RESPONDING: 11

NUMBER OF STUDENTS ENROLLED: 9

PERCENT OF ENROLLED STUDENTS RESPONDING: 122.22

STATISTICS REFLECT PERCENTAGE OF RESPONSES

## I. SECTION A: COURSE EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	91	0	0	0	9	0	EXCELLENT	4.000	N/A
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	91	0	0	0	9	0	EXCELLENT	4.000	N/A
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	91	0	0	0	9	0	EXCELLENT	4.000	N/A
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
7. OVERALL COURSE RATING	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A

## II. SECTION B: FACULTY EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
11. FAIRNESS IN GRADING	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
14. AVAILABILITY OUTSIDE OF CLASS	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
15. OVERALL RATING OF INSTRUCTOR	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A

## III. SECTION C: TF/TA EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
16. PREPARATION FOR CLASS	POOR	9	0	0	36	27	27	EXCELLENT	3.900	0.876
17. COMMAND OF THE SUBJECT	POOR	0	0	0	45	27	27	EXCELLENT	3.818	0.874
18. ABILITY TO CONVEY FACTS AND EXPLAIN KEY CONCEPTS IN A DIGESTIBLE MANNER	POOR	0	0	0	45	36	18	EXCELLENT	3.727	0.786
19. ENTHUSIASM FOR THE SUBJECT AND ABILITY TO STIMULATE STUDENT INTEREST	POOR	0	0	9	45	27	18	EXCELLENT	3.545	0.934
20. AVAILABILITY OUTSIDE CLASS TIME	POOR	0	0	0	9	36	55	EXCELLENT	4.455	0.688
21. QUALITY OF EVALUATION OF WORK	POOR	0	0	18	36	18	27	EXCELLENT	3.545	1.128
22. PROMPTNESS OF RETURN OF GRADED ASSIGNMENTS AND COMMUNICATION OF STANDING IN CLASS	POOR	27	0	0	9	45	18	EXCELLENT	4.125	0.641

## IV. SECTION D: OTHER

		NR	1	2	3	4	5		MEAN	ST DEV
23. CLARITY AND ACHIEVEMENT OF COURSE OBJECTIVES	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
24. EFFECTIVENESS OF THE USE OF CLASS TIME	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
25. VALUE OF COURSE TOWARD DEVELOPMENT OF INTELLECTUAL SKILLS (CRITICAL ANALYSIS, WRITTEN/ORAL COMMUNICATION, RESEARCH)	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
26. LEVEL OF INTELLECTUAL STIMULATION OF THE COURSE	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
27. VALUE OF LAB/DISCUSSION AS A SUPPLEMENT TO THE LECTURE/READING	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
28. PROFESSOR'S PREPARATION FOR CLASS	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
29. PROFESSOR'S COMMAND OF THE SUBJECT	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
30. PROFESSOR'S ENTHUSIASM FOR SUBJECT OF THE COURSE	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
31. TO WHOM WOULD YOU RECOMMEND THIS COURSE? (SELECT ONE PLEASE) [1=NOBODY, 2=ONLY MAJORS/MINORS, 3=ONLY MAJORS/MINORS WITH GREAT INTEREST IN SUBJECT, 4=STUDENTS SEEKING DISTRIBUTION/DIVISIONAL STUDIES CREDIT, 5=STUDENTS SEEKING AN INTERESTING ELECTIVE]	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
32. HOW MUCH TIME PER WEEK OUTSIDE OF CLASS DID YOU SPEND ON THE COURSE? [1=LESS THAN 1 HR., 2=1-3 HRS., 3=3-5 HRS., 4=5-10 HRS., 5=MORE THAN 10 HRS.]	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
33. WHAT GRADE DO YOU EXPECT IN THE COURSE SOLELY BASED ON WORK COMPLETED THUS FAR? [1=F, 2=D, 3=C, 4=B, 5=A]	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A

PROFESSOR Rachel Paterno-Mahler

NUMBER OF STUDENTS RESPONDING: 11

NUMBER OF STUDENTS ENROLLED: 14

PERCENT OF ENROLLED STUDENTS RESPONDING: 78.57

STATISTICS REFLECT FREQUENCY OF RESPONSES

## I. SECTION A: COURSE EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
7. OVERALL COURSE RATING	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A

## II. SECTION B: FACULTY EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
11. FAIRNESS IN GRADING	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
14. AVAILABILITY OUTSIDE OF CLASS	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
15. OVERALL RATING OF INSTRUCTOR	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A

## III. SECTION C: TF/TA EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
16. PREPARATION FOR CLASS	POOR	0	0	0	3	5	3	EXCELLENT	4.000	0.775
17. COMMAND OF THE SUBJECT	POOR	0	0	0	1	7	3	EXCELLENT	4.182	0.603
18. ABILITY TO CONVEY FACTS AND EXPLAIN KEY CONCEPTS IN A DIGESTIBLE MANNER	POOR	0	1	0	5	5	0	EXCELLENT	3.273	0.905
19. ENTHUSIASM FOR THE SUBJECT AND ABILITY TO STIMULATE STUDENT INTEREST	POOR	0	0	2	4	5	0	EXCELLENT	3.273	0.786
20. AVAILABILITY OUTSIDE CLASS TIME	POOR	0	0	2	3	5	0	EXCELLENT	3.300	0.823
21. QUALITY OF EVALUATION OF WORK	POOR	0	1	0	2	5	3	EXCELLENT	3.818	1.168
22. PROMPTNESS OF RETURN OF GRADED ASSIGNMENTS AND COMMUNICATION OF STANDING IN CLASS	POOR	0	0	0	0	2	6	EXCELLENT	4.750	0.463

## IV. SECTION D: OTHER

		NR	1	2	3	4	5		MEAN	ST DEV
23. CLARITY AND ACHIEVEMENT OF COURSE OBJECTIVES	POOR	10	0	0	0	1	0	EXCELLENT	4.000	N/A
24. EFFECTIVENESS OF THE USE OF CLASS TIME	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A
25. VALUE OF COURSE TOWARD DEVELOPMENT OF INTELLECTUAL SKILLS (CRITICAL ANALYSIS, WRITTEN/ORAL COMMUNICATION, RESEARCH)	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A
26. LEVEL OF INTELLECTUAL STIMULATION OF THE COURSE	POOR	10	0	0	1	0	0	EXCELLENT	3.000	N/A
27. VALUE OF LAB/DISCUSSION AS A SUPPLEMENT TO THE LECTURE/READING	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A
28. PROFESSOR'S PREPARATION FOR CLASS	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
29. PROFESSOR'S COMMAND OF THE SUBJECT	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
30. PROFESSOR'S ENTHUSIASM FOR SUBJECT OF THE COURSE	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
31. TO WHOM WOULD YOU RECOMMEND THIS COURSE? (SELECT ONE PLEASE) [1=NOBODY, 2=ONLY MAJORS/MINORS, 3=ONLY MAJORS/MINORS WITH GREAT INTEREST IN SUBJECT, 4=STUDENTS SEEKING DISTRIBUTION/DIVISIONAL STUDIES CREDIT, 5=STUDENTS SEEKING AN INTERESTING ELECTIVE]	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
32. HOW MUCH TIME PER WEEK OUTSIDE OF CLASS DID YOU SPEND ON THE COURSE? [1=LESS THAN 1 HR., 2=1-3 HRS., 3=3-5 HRS., 4=5-10 HRS., 5=MORE THAN 10 HRS.]	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
33. WHAT GRADE DO YOU EXPECT IN THE COURSE SOLELY BASED ON WORK COMPLETED THUS FAR? [1=F, 2=D, 3=C, 4=B, 5=A]	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A

PROFESSOR Rachel Paterno-Mahler

NUMBER OF STUDENTS RESPONDING: 11

NUMBER OF STUDENTS ENROLLED: 14

PERCENT OF ENROLLED STUDENTS RESPONDING: 78.57

STATISTICS REFLECT PERCENTAGE OF RESPONSES

## I. SECTION A: COURSE EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
7. OVERALL COURSE RATING	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A

## II. SECTION B: FACULTY EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
11. FAIRNESS IN GRADING	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
14. AVAILABILITY OUTSIDE OF CLASS	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
15. OVERALL RATING OF INSTRUCTOR	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A

## III. SECTION C: TF/TA EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
16. PREPARATION FOR CLASS	POOR	0	0	0	27	45	27	EXCELLENT	4.000	0.775
17. COMMAND OF THE SUBJECT	POOR	0	0	0	9	64	27	EXCELLENT	4.182	0.603
18. ABILITY TO CONVEY FACTS AND EXPLAIN KEY CONCEPTS IN A DIGESTIBLE MANNER	POOR	0	9	0	45	45	0	EXCELLENT	3.273	0.905
19. ENTHUSIASM FOR THE SUBJECT AND ABILITY TO STIMULATE STUDENT INTEREST	POOR	0	0	18	36	45	0	EXCELLENT	3.273	0.786
20. AVAILABILITY OUTSIDE CLASS TIME	POOR	0	0	18	27	45	0	EXCELLENT	3.300	0.823
21. QUALITY OF EVALUATION OF WORK	POOR	0	9	0	18	45	27	EXCELLENT	3.818	1.168
22. PROMPTNESS OF RETURN OF GRADED ASSIGNMENTS AND COMMUNICATION OF STANDING IN CLASS	POOR	27	0	0	0	18	55	EXCELLENT	4.750	0.463

## IV. SECTION D: OTHER

		NR	1	2	3	4	5		MEAN	ST DEV
23. CLARITY AND ACHIEVEMENT OF COURSE OBJECTIVES	POOR	91	0	0	0	9	0	EXCELLENT	4.000	N/A
24. EFFECTIVENESS OF THE USE OF CLASS TIME	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A
25. VALUE OF COURSE TOWARD DEVELOPMENT OF INTELLECTUAL SKILLS (CRITICAL ANALYSIS, WRITTEN/ORAL COMMUNICATION, RESEARCH)	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A
26. LEVEL OF INTELLECTUAL STIMULATION OF THE COURSE	POOR	91	0	0	9	0	0	EXCELLENT	3.000	N/A
27. VALUE OF LAB/DISCUSSION AS A SUPPLEMENT TO THE LECTURE/READING	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A
28. PROFESSOR'S PREPARATION FOR CLASS	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
29. PROFESSOR'S COMMAND OF THE SUBJECT	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
30. PROFESSOR'S ENTHUSIASM FOR SUBJECT OF THE COURSE	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
31. TO WHOM WOULD YOU RECOMMEND THIS COURSE? (SELECT ONE PLEASE) [1=NOBODY, 2=ONLY MAJORS/MINORS, 3=ONLY MAJORS/MINORS WITH GREAT INTEREST IN SUBJECT, 4=STUDENTS SEEKING DISTRIBUTION/DIVISIONAL STUDIES CREDIT, 5=STUDENTS SEEKING AN INTERESTING ELECTIVE]	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
32. HOW MUCH TIME PER WEEK OUTSIDE OF CLASS DID YOU SPEND ON THE COURSE? [1=LESS THAN 1 HR., 2=1-3 HRS., 3=3-5 HRS., 4=5-10 HRS., 5=MORE THAN 10 HRS.]	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
33. WHAT GRADE DO YOU EXPECT IN THE COURSE SOLELY BASED ON WORK COMPLETED THUS FAR? [1=F, 2=D, 3=C, 4=B, 5=A]	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A

PROFESSOR David Jones

NUMBER OF STUDENTS RESPONDING: 11

NUMBER OF STUDENTS ENROLLED: 12

PERCENT OF ENROLLED STUDENTS RESPONDING: 91.67

STATISTICS REFLECT FREQUENCY OF RESPONSES

## I. SECTION A: COURSE EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	9	0	0	0	1	1	EXCELLENT	4.500	0.707
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	9	0	0	0	0	2	EXCELLENT	5.000	0.000
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	9	0	0	0	0	2	EXCELLENT	5.000	0.000
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	9	0	0	0	1	1	EXCELLENT	4.500	0.707
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	9	0	0	0	1	1	EXCELLENT	4.500	0.707
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A
7. OVERALL COURSE RATING	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A

## II. SECTION B: FACULTY EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A
11. FAIRNESS IN GRADING	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A
14. AVAILABILITY OUTSIDE OF CLASS	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A
15. OVERALL RATING OF INSTRUCTOR	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A

## III. SECTION C: TF/TA EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
16. PREPARATION FOR CLASS	POOR	0	0	2	4	3	2	EXCELLENT	3.455	1.036
17. COMMAND OF THE SUBJECT	POOR	0	0	3	5	2	1	EXCELLENT	3.091	0.944
18. ABILITY TO CONVEY FACTS AND EXPLAIN KEY CONCEPTS IN A DIGESTIBLE MANNER	POOR	0	0	4	3	3	1	EXCELLENT	3.091	1.044
19. ENTHUSIASM FOR THE SUBJECT AND ABILITY TO STIMULATE STUDENT INTEREST	POOR	0	0	2	2	6	1	EXCELLENT	3.545	0.934
20. AVAILABILITY OUTSIDE CLASS TIME	POOR	0	0	0	3	4	4	EXCELLENT	4.091	0.831
21. QUALITY OF EVALUATION OF WORK	POOR	0	0	1	2	6	2	EXCELLENT	3.818	0.874
22. PROMPTNESS OF RETURN OF GRADED ASSIGNMENTS AND COMMUNICATION OF STANDING IN CLASS	POOR	1	0	0	2	5	3	EXCELLENT	4.100	0.738

## IV. SECTION D: OTHER

		NR	1	2	3	4	5		MEAN	ST DEV
23. CLARITY AND ACHIEVEMENT OF COURSE OBJECTIVES	POOR	9	0	0	0	1	1	EXCELLENT	4.500	0.707
24. EFFECTIVENESS OF THE USE OF CLASS TIME	POOR	10	0	0	0	1	0	EXCELLENT	4.000	N/A
25. VALUE OF COURSE TOWARD DEVELOPMENT OF INTELLECTUAL SKILLS (CRITICAL ANALYSIS, WRITTEN/ORAL COMMUNICATION, RESEARCH)	POOR	10	0	0	1	0	0	EXCELLENT	3.000	N/A
26. LEVEL OF INTELLECTUAL STIMULATION OF THE COURSE	POOR	10	0	0	1	0	0	EXCELLENT	3.000	N/A
27. VALUE OF LAB/DISCUSSION AS A SUPPLEMENT TO THE LECTURE/READING	POOR	10	0	0	1	0	0	EXCELLENT	3.000	N/A
28. PROFESSOR'S PREPARATION FOR CLASS	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
29. PROFESSOR'S COMMAND OF THE SUBJECT	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
30. PROFESSOR'S ENTHUSIASM FOR SUBJECT OF THE COURSE	POOR	11	0	0	0	0	0	EXCELLENT	N/A	N/A
31. TO WHOM WOULD YOU RECOMMEND THIS COURSE? (SELECT ONE PLEASE) [1=NOBODY, 2=ONLY MAJORS/MINORS, 3=ONLY MAJORS/MINORS WITH GREAT INTEREST IN SUBJECT, 4=STUDENTS SEEKING DISTRIBUTION/DIVISIONAL STUDIES CREDIT, 5=STUDENTS SEEKING AN INTERESTING ELECTIVE]	POOR	10	0	0	1	0	0	EXCELLENT	3.000	N/A
32. HOW MUCH TIME PER WEEK OUTSIDE OF CLASS DID YOU SPEND ON THE COURSE? [1=LESS THAN 1 HR., 2=1-3 HRS., 3=3-5 HRS., 4=5-10 HRS., 5=MORE THAN 10 HRS.]	POOR	10	0	1	0	0	0	EXCELLENT	2.000	N/A
33. WHAT GRADE DO YOU EXPECT IN THE COURSE SOLELY BASED ON WORK COMPLETED THUS FAR? [1=P, 2=D, 3=C, 4=B, 5=A]	POOR	10	0	0	0	0	1	EXCELLENT	5.000	N/A

PROFESSOR David Jones

NUMBER OF STUDENTS RESPONDING: 11

NUMBER OF STUDENTS ENROLLED: 12

PERCENT OF ENROLLED STUDENTS RESPONDING: 91.67

STATISTICS REFLECT PERCENTAGE OF RESPONSES

## I. SECTION A: COURSE EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	82	0	0	0	9	9	EXCELLENT	4.500	0.707
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	82	0	0	0	0	18	EXCELLENT	5.000	0.000
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	82	0	0	0	0	18	EXCELLENT	5.000	0.000
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	82	0	0	0	9	9	EXCELLENT	4.500	0.707
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	82	0	0	0	9	9	EXCELLENT	4.500	0.707
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A
7. OVERALL COURSE RATING	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A

## II. SECTION B: FACULTY EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A
11. FAIRNESS IN GRADING	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A
14. AVAILABILITY OUTSIDE OF CLASS	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A
15. OVERALL RATING OF INSTRUCTOR	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A

## III. SECTION C: TF/TA EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
16. PREPARATION FOR CLASS	POOR	0	0	18	36	27	18	EXCELLENT	3.455	1.036
17. COMMAND OF THE SUBJECT	POOR	0	0	27	45	18	9	EXCELLENT	3.091	0.944
18. ABILITY TO CONVEY FACTS AND EXPLAIN KEY CONCEPTS IN A DIGESTIBLE MANNER	POOR	0	0	36	27	27	9	EXCELLENT	3.091	1.044
19. ENTHUSIASM FOR THE SUBJECT AND ABILITY TO STIMULATE STUDENT INTEREST	POOR	0	0	18	18	55	9	EXCELLENT	3.545	0.934
20. AVAILABILITY OUTSIDE CLASS TIME	POOR	0	0	0	27	36	36	EXCELLENT	4.091	0.831
21. QUALITY OF EVALUATION OF WORK	POOR	0	0	9	18	55	18	EXCELLENT	3.818	0.874
22. PROMPTNESS OF RETURN OF GRADED ASSIGNMENTS AND COMMUNICATION OF STANDING IN CLASS	POOR	9	0	0	18	45	27	EXCELLENT	4.100	0.738

## IV. SECTION D: OTHER

		NR	1	2	3	4	5		MEAN	ST DEV
23. CLARITY AND ACHIEVEMENT OF COURSE OBJECTIVES	POOR	82	0	0	0	9	9	EXCELLENT	4.500	0.707
24. EFFECTIVENESS OF THE USE OF CLASS TIME	POOR	91	0	0	0	9	0	EXCELLENT	4.000	N/A
25. VALUE OF COURSE TOWARD DEVELOPMENT OF INTELLECTUAL SKILLS (CRITICAL ANALYSIS, WRITTEN/ORAL COMMUNICATION, RESEARCH)	POOR	91	0	0	9	0	0	EXCELLENT	3.000	N/A
26. LEVEL OF INTELLECTUAL STIMULATION OF THE COURSE	POOR	91	0	0	9	0	0	EXCELLENT	3.000	N/A
27. VALUE OF LAB/DISCUSSION AS A SUPPLEMENT TO THE LECTURE/READING	POOR	91	0	0	9	0	0	EXCELLENT	3.000	N/A
28. PROFESSOR'S PREPARATION FOR CLASS	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
29. PROFESSOR'S COMMAND OF THE SUBJECT	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
30. PROFESSOR'S ENTHUSIASM FOR SUBJECT OF THE COURSE	POOR	100	0	0	0	0	0	EXCELLENT	N/A	N/A
31. TO WHOM WOULD YOU RECOMMEND THIS COURSE? (SELECT ONE PLEASE) [1=NOBODY, 2=ONLY MAJORS/MINORS, 3=ONLY MAJORS/MINORS WITH GREAT INTEREST IN SUBJECT, 4=STUDENTS SEEKING DISTRIBUTION/DIVISIONAL STUDIES CREDIT, 5=STUDENTS SEEKING AN INTERESTING ELECTIVE]	POOR	91	0	0	9	0	0	EXCELLENT	3.000	N/A
32. HOW MUCH TIME PER WEEK OUTSIDE OF CLASS DID YOU SPEND ON THE COURSE? [1=LESS THAN 1 HR., 2=1-3 HRS., 3=3-5 HRS., 4=5-10 HRS., 5=MORE THAN 10 HRS.]	POOR	91	0	9	0	0	0	EXCELLENT	2.000	N/A
33. WHAT GRADE DO YOU EXPECT IN THE COURSE SOLELY BASED ON WORK COMPLETED THUS FAR? [1=P, 2=D, 3=C, 4=B, 5=A]	POOR	91	0	0	0	0	9	EXCELLENT	5.000	N/A



PROFESSOR David Jones

NUMBER OF STUDENTS RESPONDING: 7

NUMBER OF STUDENTS ENROLLED: 8

PERCENT OF ENROLLED STUDENTS RESPONDING: 87.5

STATISTICS REFLECT FREQUENCY OF RESPONSES

## I. SECTION A: COURSE EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
7. OVERALL COURSE RATING	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A

## II. SECTION B: FACULTY EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
11. FAIRNESS IN GRADING	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
14. AVAILABILITY OUTSIDE OF CLASS	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
15. OVERALL RATING OF INSTRUCTOR	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A

## III. SECTION C: TF/TA EVALUATION

		NR	1	2	3	4	5		MEAN	ST DEV
16. PREPARATION FOR CLASS	POOR	0	0	2	1	2	2	EXCELLENT	3.571	1.272
17. COMMAND OF THE SUBJECT	POOR	0	0	3	0	3	1	EXCELLENT	3.286	1.254
18. ABILITY TO CONVEY FACTS AND EXPLAIN KEY CONCEPTS IN A DIGESTIBLE MANNER	POOR	0	1	0	3	2	1	EXCELLENT	3.286	1.254
19. ENTHUSIASM FOR THE SUBJECT AND ABILITY TO STIMULATE STUDENT INTEREST	POOR	0	0	2	0	1	4	EXCELLENT	4.000	1.414
20. AVAILABILITY OUTSIDE CLASS TIME	POOR	0	0	0	2	1	4	EXCELLENT	4.286	0.951
21. QUALITY OF EVALUATION OF WORK	POOR	0	0	0	2	3	2	EXCELLENT	4.000	0.816
22. PROMPTNESS OF RETURN OF GRADED ASSIGNMENTS AND COMMUNICATION OF STANDING IN CLASS	POOR	0	0	0	2	1	4	EXCELLENT	4.286	0.951

## IV. SECTION D: OTHER

		NR	1	2	3	4	5		MEAN	ST DEV
23. CLARITY AND ACHIEVEMENT OF COURSE OBJECTIVES	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
24. EFFECTIVENESS OF THE USE OF CLASS TIME	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
25. VALUE OF COURSE TOWARD DEVELOPMENT OF INTELLECTUAL SKILLS (CRITICAL ANALYSIS, WRITTEN/ORAL COMMUNICATION, RESEARCH)	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
26. LEVEL OF INTELLECTUAL STIMULATION OF THE COURSE	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
27. VALUE OF LAB/DISCUSSION AS A SUPPLEMENT TO THE LECTURE/READING	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
28. PROFESSOR'S PREPARATION FOR CLASS	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
29. PROFESSOR'S COMMAND OF THE SUBJECT	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
30. PROFESSOR'S ENTHUSIASM FOR SUBJECT OF THE COURSE	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
31. TO WHOM WOULD YOU RECOMMEND THIS COURSE? (SELECT ONE PLEASE) [1=NOBODY, 2=ONLY MAJORS/MINORS, 3=ONLY MAJORS/MINORS WITH GREAT INTEREST IN SUBJECT, 4=STUDENTS SEEKING DISTRIBUTION/DIVISIONAL STUDIES CREDIT, 5=STUDENTS SEEKING AN INTERESTING ELECTIVE]	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
32. HOW MUCH TIME PER WEEK OUTSIDE OF CLASS DID YOU SPEND ON THE COURSE? [1=LESS THAN 1 HR., 2=1-3 HRS., 3=3-5 HRS., 4=5-10 HRS., 5=MORE THAN 10 HRS.]	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A
33. WHAT GRADE DO YOU EXPECT IN THE COURSE SOLELY BASED ON WORK COMPLETED THUS FAR? [1=F, 2=D, 3=C, 4=B, 5=A]	POOR	7	0	0	0	0	0	EXCELLENT	N/A	N/A

PROFESSOR David Jones

NUMBER OF STUDENTS RESPONDING: 7

NUMBER OF STUDENTS ENROLLED: 8

PERCENT OF ENROLLED STUDENTS RESPONDING: 87.5

STATISTICS REFLECT PERCENTAGE OF RESPONSES

## I. SECTION A: COURSE EVALUATION

	NR	1	2	3	4	5		MEAN	ST DEV
1. RELEVANCE OF ASSIGNED READINGS [(1) LOW TO (5) HIGH]	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
2. DIFFICULTY OF COURSE [(1) EASY TO (5) DIFFICULT]	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
3. WORKLOAD IN COURSE [(1) LIGHT TO (5) HEAVY]	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
4. OVERALL RATING OF DISCUSSION INSTRUCTOR (IF APPLICABLE)	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
5. OVERALL RATING OF LAB INSTRUCTOR (IF APPLICABLE)	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
6. USEFULNESS OF ASSIGNMENTS AND PAPERS	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
7. OVERALL COURSE RATING	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A

## II. SECTION B: FACULTY EVALUATION

	NR	1	2	3	4	5		MEAN	ST DEV
8. EFFECTIVENESS IN EXPLAINING CONCEPTS	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
9. ABILITY TO STIMULATE INTEREST IN SUBJECT	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
10. ENCOURAGEMENT OF CLASS PARTICIPATION	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
11. FAIRNESS IN GRADING	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
12. PROMPTNESS IN RETURNING ASSIGNMENTS	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
13. QUALITY OF FEEDBACK TO STUDENTS	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
14. AVAILABILITY OUTSIDE OF CLASS	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
15. OVERALL RATING OF INSTRUCTOR	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A

## III. SECTION C: TF/TA EVALUATION

	NR	1	2	3	4	5		MEAN	ST DEV
16. PREPARATION FOR CLASS	POOR	0	0	29	14	29	EXCELLENT	3.571	1.272
17. COMMAND OF THE SUBJECT	POOR	0	0	43	0	43	EXCELLENT	3.286	1.254
18. ABILITY TO CONVEY FACTS AND EXPLAIN KEY CONCEPTS IN A DIGESTIBLE MANNER	POOR	0	14	0	43	29	EXCELLENT	3.286	1.254
19. ENTHUSIASM FOR THE SUBJECT AND ABILITY TO STIMULATE STUDENT INTEREST	POOR	0	0	29	0	14	EXCELLENT	4.000	1.414
20. AVAILABILITY OUTSIDE CLASS TIME	POOR	0	0	0	29	14	EXCELLENT	4.286	0.951
21. QUALITY OF EVALUATION OF WORK	POOR	0	0	0	29	43	EXCELLENT	4.000	0.816
22. PROMPTNESS OF RETURN OF GRADED ASSIGNMENTS AND COMMUNICATION OF STANDING IN CLASS	POOR	0	0	0	29	14	EXCELLENT	4.286	0.951

## IV. SECTION D: OTHER

	NR	1	2	3	4	5		MEAN	ST DEV
23. CLARITY AND ACHIEVEMENT OF COURSE OBJECTIVES	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
24. EFFECTIVENESS OF THE USE OF CLASS TIME	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
25. VALUE OF COURSE TOWARD DEVELOPMENT OF INTELLECTUAL SKILLS (CRITICAL ANALYSIS, WRITTEN/ORAL COMMUNICATION, RESEARCH)	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
26. LEVEL OF INTELLECTUAL STIMULATION OF THE COURSE	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
27. VALUE OF LAB/DISCUSSION AS A SUPPLEMENT TO THE LECTURE/READING	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
28. PROFESSOR'S PREPARATION FOR CLASS	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
29. PROFESSOR'S COMMAND OF THE SUBJECT	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
30. PROFESSOR'S ENTHUSIASM FOR SUBJECT OF THE COURSE	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
31. TO WHOM WOULD YOU RECOMMEND THIS COURSE? (SELECT ONE PLEASE) [1=NOBODY, 2=ONLY MAJORS/MINORS, 3=ONLY MAJORS/MINORS WITH GREAT INTEREST IN SUBJECT, 4=STUDENTS SEEKING DISTRIBUTION/DIVISIONAL STUDIES CREDIT, 5=STUDENTS SEEKING AN INTERESTING ELECTIVE]	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
32. HOW MUCH TIME PER WEEK OUTSIDE OF CLASS DID YOU SPEND ON THE COURSE? [1=LESS THAN 1 HR., 2=1-3 HRS., 3=3-5 HRS., 4=5-10 HRS., 5=MORE THAN 10 HRS.]	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A
33. WHAT GRADE DO YOU EXPECT IN THE COURSE SOLELY BASED ON WORK COMPLETED THUS FAR? [1=P, 2=D, 3=C, 4=B, 5=A]	POOR	100	0	0	0	0	EXCELLENT	N/A	N/A

AS101 B1, B2, B4, B5, B6  
Withers

**Fall 2010**  
**Course Evaluation Comments**

Course: AS101 B1, B2, B4, B5, B6 The Solar System  
Instructor: Withers

**1. What were the most positive aspects of the course?**

- I really like the enthusiasm from the prof.
- Withers is very enthusiastic.
- Lectures.
- Interesting subject.
- The homework directly related to what we're discussion in class that week and were good study guides for midterms.
- Subject.
- Mr. Withers is very enthusiastic about the course and is extremely approachable.
- The enthusiasm of the professor and his love for the subject.
- Professor was really good.
- He explains concepts well.
- Clarity of information in lecture.
- Filled a divisional credit,
- Time goes really fast.
- Good, lectures but with too much focus on mastering astronomy flash things.
- Great subject matter.
- It was an interesting subject covering a lot of areas.
- The course was very interesting and the professor was very enthusiastic.
- The professor was awesome. The subject was challenging but not overly so- most/all of us were learning everything for the first time.
- Interesting lectures, enthusiastic professor.
- Professor Withers rocks! I really like the colored cards!
- It was interesting at first.
- Learning something I knew little about.
- The lectures' clarity and relative ease to follow.
- He was very enthusiastic.
- Stimulating, provocative.

**2. What, if any, changes would you recommend for the next offering of the course?**

**Be as specific as possible.**

- Make the midterms fair.
- Make the tests more relevant to what's taught in class.
- Professor Withers sprung his downward curve on us halfway through the semester, I suggest he let the class know in the beginning.
- Lectures should cover more (?), most of homework had to be found on readings rather than lectures. Lectures may over very little.
- Have a single format for all the labs, instead of it changing every time in terms of lab report or worksheet.

Note: (?) indicates that the student's handwriting was illegible and the best effort was made to interpret what was written.

- Assignments and labs were confusing and grading was inconsistent.
- Make sure the TA's are able to understand/ explain the topics should student have questions
- To relate the labs more to the lectures.
- The labs should follow the relevant lectures, not precede them.
- Make the assignments help towards the midterm, better teach the math in lecture.
- The 2<sup>nd</sup> midterm made everyone want to crawl in a hole and die.
- Exams of comparable difficulty.
- More real stories.
- Some of the labs could be clearer with what they ask/ are asking for.
- He made the assignments too easy and then wanted to curve us down. Make it harder, don't penalize us for having easy assignments. Have labs correspond the lecture.
- Too many group discussions integrated in lecture. Not enough detail in the lectures, especially when compared to textbook or homework requirements.

**3. What, if any, adjustments would you recommend to the instructor's teaching method or style?**

- Needs to learn how to make exams and provide the correct level of difficulty.
- Make homework questions fit the test questions better.
- Confine (?) asking questions to students.
- Clearly communicates the main concepts of the course.
- Make it a straight lecture. Less class participation.
- Lectures don't always go in depth on topics we need to know. Creates unclear expectations.
- Maybe pacing so the end is not cut short going really fast?
- Be more consistent with test difficulty.
- NOTHING, he was great!
- Not speed up just to fit into class.
- Nothing.
- None.
- Don't focus on group discussions as much. Some of the concepts are too simplistically addressed and some lectures are too general. This makes it difficult to do homework sometimes.

**4. Comment on the feedback you received from the instructor of the course. Was it useful?**

- Yes.
- Yes, it was useful.
- No.
- Feedback has been helpful.
- The feedback was useful for studying for the midterms.
- Yes he always took time to let everyone know how they were doing.
- Yes he is helpful.
- Very little: No.
- Yes, knowledgeable.

- Mostly.

**5. Comment on the frequency and length of assignments, exams, and lab reports.**

- Exams and lab reports are very long.
- Frequency and length were fine although homework could be longer.
- There was one assignment a week, which was quite reasonable.
- It was a lot, but expected for a lab course.
- It's pretty good, regular so not that hard.
- There were a lot of homework assignments.
- Fair-not too long but not ridiculously easy.
- Assignments were a good length.
- There are too many labs.
- Exams were too difficult and the second was too long.
- Assignment load was just right, homework was regular and straightforward to complete.
- Frequency of all has been good. Good balance.
- I think that the frequency and length was the perfect amount.
- Exams were a little lengthy but everything else was manageable.
- Just the right amount.
- The second exam was too hard, assignments and labs are appropriately difficult.
- The hw assignments were good, labs not so much.
- All varying difficulty, length, and relevance.
- Long assignments.
- Just about right.
- Good frequency.
- Homework is difficult compared to lectures. At times, the powerpoint notes are ineffective for completing assignments and only the textbook (plus good) is used. Make lectures more specific. They don't need to be too interactive.

**6. Comment on the selection and amount of reading. Which readings were the most and which were the least valuable? Why?**

- Reading wasn't always necessary except to complete the homework.
- Textbook.
- Had to read for everything.
- Weather was interesting.
- Readings were never really assigned.
- All reading were from the textbook, so they were all relevant.
- No specific assigned readings, but textbook is helpful as a resource. Matches up with curriculum.
- The textbook was very helpful.
- N/A- not much reading needed.
- The readings sort of help, I've done them all and performed decently on the exams.
- Readings were useful.
- Book was valuable.
- None.

Note: (?) indicates that the student's handwriting was illegible and the best effort was made to interpret what was written.

**7. Comment on the TA/TF or lab instructor for the course. What did he/she do well? What could he/she improve?**

- See separate TA/TF comments if applicable.

**8. What skills and understanding have you gained from this course?**

- The ability to perceive the solar system on a smaller scale.
- Not as many as I had hoped from my TA.
- Understand and explains concepts well.
- None.
- I understand the workings of the solar system much more in depth now.
- I understand the universe and solar system so much more.
- Understanding of the solar system and some laboratory skills.
- Understanding of solar system.
- None, I'm pretty sure.
- A lot.
- Very fascinated in Solar Systems and this course really helped to faster that interesting. It answered some questions I've had for a while about the Solar System.

**9. General Comments:**

- It was a fun class.
- Enthusiastic about subject. New things beyond what we needed to know. Very approachable.
- This is kind of a case by case basis.
- Hard hw grader.
- Great guy, great teacher, just found no interest.
- Given more practice multiple choice questions, maybe from textbook website or back of textbook.
- Really loved the material and information/ enthusiasm of Prof Withers.
- Well this course is fine in a general point of view, however it requires more time than students taking this course expect. It has many things to do; homework, lab, exam.
- Loved the course material- I am very interesting in the subject.
- I loved how in a lecture of 50-60 kids, he knew everyone by name.
- Exams and labs were very different each time. I don't believe the grading is usually fair.
- Just for grading policy and difficulty of 2<sup>nd</sup> midterm.
- Good course! Although at times too general the class was exciting and informative. Prof. Withers was friendly and cares for his students to do well.