

ABE Student Evaluation of Teaching and Learning

Section One: Teaching and Learning Ratings

Read the criteria and levels of achievement descriptions below. Darken with a number 2 pencil the corresponding circle on the answer sheet indicating the one answer you select for each question. Please do not write on this portion of the form.

Criteria	Level of Achievement				
	1 = Unacceptable	2	3 = Some Success	4	5 = Outstanding
1. Clarity of intended student learning outcomes	The expected student learning outcomes and other expectations for my performance in this class were <i>not communicated</i> .		The expected student learning outcomes and other expectations for my performance in this class were <i>somewhat clear</i> .		The expected student learning outcomes and other expectations for my performance in this class were <i>very clear</i> .
2. Explanation of course content	<i>Most of the time</i> , the instructor <i>could not</i> explain concepts or clarify areas of confusion.		The instructor was <i>usually able to</i> explain concepts <i>or</i> clarify areas of confusion.		<i>Consistently</i> , the instructor <i>could</i> explain concepts and clarify areas of confusion.
3. Teaching methods	The instructor used teaching methods and classroom activities that <i>hindered</i> my achievement of the expected student learning outcomes		The instructor used teaching methods and classroom activities that <i>had some positive effect on</i> my achievement of the expected student learning outcomes.		The instructor used teaching methods and classroom activities that <i>enhanced</i> my achievement of the expected student learning outcomes
4. Applications of course content	The instructor <i>did not use</i> case studies, stories, humor, personal experiences, and/or other fitting methods to allow me to determine how the course material was related to practical engineering or technology situations		The instructor <i>used some suitable</i> case studies, stories, humor, personal experiences, and/or other fitting methods to allow me to determine how the course material was related to practical engineering or technology situations		The instructor <i>used an appropriate number and quality of</i> case studies, stories, humor, personal experiences, and/or other fitting methods to allow me to determine how the course material was related to practical engineering or technology situations
5. Class participation	The instructor <i>discouraged</i> class participation		The instructor neither encouraged nor discouraged class participation		The instructor <i>encouraged</i> class participation by asking questions and/or holding students accountable
6. Relationship of assignments to expected student learning outcomes	The <i>majority</i> of the assignments <i>were not related</i> to the expected student learning outcomes of the course		<i>Most</i> of the assignments <i>were related</i> to the expected student learning outcomes of the course		<i>All</i> of the assignments <i>were related</i> to the expected student learning outcomes of the course
7. Assignments helped meet expected student learning outcomes	The <i>majority</i> of the assignments <i>did not help</i> me meet the expected student learning outcomes of the course		<i>Most</i> of the assignments <i>helped</i> me meet the expected student learning outcomes of the course		<i>All</i> of the assignments <i>helped</i> me meet the expected student learning outcomes of the course

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Criteria	Level of Achievement				
	1 = Unacceptable	2	3 = Some Success	4	5 = Outstanding
8. Timeliness of feedback	Assignments were <i>not returned to me.</i>		Assignments were <i>returned but with little time to improve my performance on future assignments.</i>		Assignments were <i>returned quickly enough to benefit my performance on future assignments.</i>
9. Helpfulness of feedback	The instructor <i>did not provide</i> oral or written feedback on assignments to enhance my learning.		Instructor's oral or written feedback <i>was somewhat helpful</i> in enhancing my learning.		Instructor's oral or written feedback <i>was very helpful</i> in enhancing my learning.
10. Grades to date reflect learning	There is <i>no relationship between</i> my grades to date and how much I learned and/or my achievement of expected student learning outcomes.		There is <i>a moderate link between</i> my grades to date and how much I have learned and/or my achievement of expected student learning outcomes.		My grades to date are <i>an accurate reflection</i> of how much I have learned and/or my achievement of expected student learning outcomes.
11. Effectiveness of text and supplementary resources	The text and/or supplementary resources used in this course were <i>very ineffective</i> in helping me to meet the expected student learning outcomes.		The text and/or supplementary resources used in this course were <i>somewhat effective</i> in helping me to meet the expected student learning outcomes.		The text and/or supplementary resources used in this course were <i>very effective</i> in helping me to meet the expected student learning outcomes.
12. Availability	If I needed to communicate with the instructor outside of class s/he was <i>consistently unavailable and made no effort</i> to meet with me.		If I needed to communicate with the instructor outside of class, s/he was <i>occasionally available and/or made some effort</i> to meet with me.		If I needed to communicate with the instructor outside of class, s/he was <i>readily available and made an effort</i> to meet with me.
13. Overall instructor effectiveness	Overall, the instructor was <i>very ineffective</i> in helping me meet the expected student learning outcomes.		Overall, the instructor was <i>somewhat effective</i> in helping me meet the expected student learning outcomes.		Overall, the instructor was <i>very effective</i> in helping me meet the expected student learning outcomes.
14. Overall student learning	Overall, I achieved <i>none or few</i> of the expected student learning outcomes for this course.		Overall, I achieved <i>some</i> of the expected student learning outcomes for this course.		Overall, I achieved <i>all</i> of the expected student learning outcomes for this course.
15. Student effort	<i>Frequently, I skipped class or came to class unprepared and contributed little</i> to class discussions and projects.		<i>For the most part, I came to class somewhat prepared and contributed an average effort</i> to class discussions and projects.		<i>I always came to class fully prepared and actively contributed</i> to class discussions and projects.

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Section Two: Demographics

Read the items and response choices and darken with a number 2 pencil the corresponding circle on the answer sheet indicating the one answer you select for each question. Please do not write on this portion of the form.

16. My gender is?

- 1 = Female
- 2 = Male

17. My class is?

- 1 = Freshman
- 2 = Sophomore
- 3 = Junior
- 4 = Senior
- 5 = Graduate Student

18. In my degree program, this course is:

- 1 = required (meets a requirement for all students in my major)
- 2 = technical elective (meets a requirement for me, but it's not a requirement for all students in my major)
- 3 = free elective

19. My major is:

- 1 = Agricultural Engineering
- 2 = Agricultural Systems Technology
- 3 = Industrial Technology
- 4 = Other

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Section Three: Written Comments

Record your responses directly on this form.

A) What helped your learning the most in this class?

B) What hindered your learning the most in this class?

C) What suggestions for changes do you have that would have improved your learning in this class?

D) Other comments.

THANK YOU for your feedback!
Please return your completed forms to the staff person at the front of the room.