



Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: Please follow the examples shown on the left hand side to help optimize the reading results.

PLEASE READ:

AFTER YOU COMPLETE YOUR EVALUATIONS FOR ALL OF YOUR COURSES, PLEASE ALLOW 2 TO 3 HOURS FOR YOUR COURSE EVALUATION HOLD TO BE REMOVED. HOLDS ARE REMOVED EVERY 2 TO 3 HOURS.

YOU WILL RECEIVE SEPARATE EMAILS FOR EACH COURSE FORMAT. FOR EXAMPLE, IF YOU ARE TAKING A FACE TO FACE, ONLINE & HYBRID COURSE, YOU WILL RECEIVE THREE SEPARATE EMAILS FOR EACH COURSE FORMAT.

You play a positive role in improving the climate of teaching by providing feedback to faculty. The student assessment of a course provides feedback for instructors to reflect on their goals for the course and course effectiveness.

Thank You For Your Reflective Responses

Part A: Course Organization and Planning

Really Helped Learning Somewhat Helped Learning Rarely Helped Learning Did Not Help Learning Not Applicable

- | | | |
|---|--|--------------------------|
| 1. The overall organization of the course | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |
| 2. The instructor's communication of course expectations (<i>such as grading criteria, online organization, assignment delivery options, options for seeking assistance and the relationship between online and face to face expectations and activities were clearly stated</i>) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> |



Part A: Course Organization and Planning [Continue]

Really Helped Learning Somewhat Helped Learning Rarely Helped Learning Did Not Help Learning Not Applicable

- 3. The course content (*such as simulations, reading material, group assignments, discussions, tutorials and webinars, individual assignments, web links, audio and video files, surveys, self-tests, and/or any additional instructor created content*)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- 4. The instructor's clarity about expectations throughout the course

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- 5. The instructor's use of class design (*such as assignment timing, frequency of assignments required technology tools had a clearly stated purpose and related to goals, and technical support contact information was provided for all required technology tools*)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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- 6. Assess the extent in which the course contributed to your learning (*set aside your feelings about subject matter, course difficulty, and other similar factors*).

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Part B: Faculty/Student Interaction

Strongly Agree Agree Neither Disagree Strongly Disagree Not Applicable

- 7. The instructor provided timely feedback.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Part B: Faculty/Student Interaction [Continue]

- | | Strongly Agree | Agree | Neither | Disagree | Strongly Disagree | Not Applicable |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 8. The instructor encouraged critical thinking-problem solving. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The instructor returned assignments/assessments in a timely manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The instructor was accessible in both online and face to face environments. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Part C: Conduct

11. The syllabus was available the first week of class. Yes No
12. The instructor interacted with the class regularly (such as posting to boards, updating assignments, sending out regular e-mails, grading assignments, providing feedback, etc.) Yes No

Part D: Student Information

13. Which one of the following best describes this course for you? A major requirement An elective A college requirement
- Other
14. Class Level Freshman Sophomore Junior
- Senior Graduate
15. Gender Female Male
16. What grade do you expect to receive in this course? A B C
- Below C
17. I participated regularly in this online course. Yes No

Part E: Additional Questions



Part E: Additional Questions [Continue]

1 2 3 4 5 6 7 8 9 10

18. Setting aside your feelings about the current course, how likely are you to recommend FSU to a friend or colleague?

Not at all likely

Extremely likely

19. Student Comments:
Please take a moment to enter any additional thoughts you may have about this course.

