Course: Z111

Distribution of expected grades

Section: 1111

A 6

B 13

C 0

D 0

Section distribution by class:

Group: Educ. Freshmen 0

C Sophomores 16

D Juniors 4

Term: Fall

F 0

No response 7

Year: 05

F 0

No response 8

Graduates 0

Instructor: ANONYMOUS

No response 5

Rank: Assoc

Yes 18

No response 0

Run date: Wed Nov 2 16:14:01 2005

No response 8

Item No. (Catalog No.) Item marking each response PCTLE PCTLE

A U D SD Mean N Group Univ

3 2 1 0

GLOBAL ITEMS

1 (1) Overall, I would rate the quality of this course as outstanding 36

60 4 0 0 3.32 25 67.1 77.3

2 (2) Overall, I would rate this instructor as outstanding 68

28 4 0 0 3.64 25 75.5 84.3

Category Averages: 52

44 4 0 0 3.48

INSTRUCTOR CHARACTERISTICS

Organization and Clarity of Presentation

3 (4) My instructor organized this course well 72

28 0 0 0 3.72 25 88.5 92.3

4 (5) My instructor is well prepared for class meetings 72

28 0 0 0 3.72 25 78.2 84.5

5 (6) My instructor explains the material clearly 56

40 4 0 0 3.52 25 69.5 79.2

6 (10) My instructor uses teaching methods well suited to the course 36

56 8 0 0 3.28 25 52.3 64.2

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### Instructor Characteristics

- **Enthusiasm and Intellectual Stimulation**
  1. My instructor is enthusiastic about teaching this course
  2. My instructor makes the subject interesting
  3. My instructor stimulates my thinking

- **Knowledgeability**
  4. My instructor is knowledgeable on course topics

- **Rapport and Respect**
  5. My instructor treats students with respect
  6. My instructor is regularly available for consultation
  7. My instructor is fair and impartial when dealing with students
  8. My instructor recognizes when students fail to comprehend
  9. My instructor makes me feel free to ask questions in class

### Course Elements

- **Objectives and Content Relevance**
  10. Announced course objectives agree with what is taught
  11. I know what is expected of me in this course

- **Reading and Assignment**
  12. Overall, I would rate the textbook/readings as excellent
  13. Course assignments help in learning the subject matter
  14. Complexity and length of course assignments are reasonable
COURSE ELEMENTS
- Difficulty
21 (75) The level of difficulty of this course is appropriate for me
56 0 4 0 3.32 25 66.1 82.0

COURSE ELEMENTS
- Evaluation and Feedback
22 (79) The grading procedures for the course are fair
52 0 0 0 3.48 25 78.4 86.4
23 (84) The exams cover the most important aspects of the course
48 0 0 0 3.52 25 90.1 92.6
24 (85) Exams in this course are fair
48 0 0 0 3.52 25 89.6 92.6
25 (88) Feedback on exams indicated clearly my standing in the course
36 52 0 0 2.60 25 37.9 39.6

STUDENT DEVELOPMENT
- Knowledge and Skills
26 (107) I learned a lot in this course
52 12 4 0 3.12 25 38.7 51.3
27 (109) I developed the ability to solve actual problems in this field
52 32 4 0 2.72 25 23.6 38.2

INSTRUCTOR-WRITTEN AND OPEN-ENDED ITEMS
- Open-Ended Items
Page 3 Instructor: ANONYMOUS Course: Z111 Section: 1111
Date: Wed Nov 2 16:14:01 2005

HIghest and LOWest Rated Items In THIS REPORT

+--------------------------------------------------+
| The highest rated items (listed below by catalogue number) for the course or instructor are: |
+--------------------------------------------------+
| 28. My instructor treats students with respect |
| 3.84 |
| 36. My instructor makes me feel free to ask questions in class |
| 3.80 |

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25. **My instructor is knowledgeable on course topics**
3.79

The lowest rated items (listed below by catalogue number) for the course or instructor are:

58. **Overall, I would rate the textbook/readings as excellent**
2.36
88. **Feedback on exams indicated clearly my standing in the course**
2.60
109. **I developed the ability to solve actual problems in this field**
2.72

UNDERSTANDING THE MULTI-OP REPORT


- If fewer than two-thirds of the class responded the results may not constitute a valid sample of student opinion and should be interpreted cautiously.
- Classes in mathematics and the natural sciences tend to receive lower ratings than those in other disciplines.
- Students who are required to take a course tend to rate it lower than those who elect to take it.
- Higher-level courses tend to get higher ratings than lower-level courses.
- Some studies report that smaller class sizes tend to give higher ratings than large classes, but other studies have found no relationship.
- Multi-Op means are based on a 0 (Strongly Disagree) to 4 (Strongly Agree) scale. While the scale midpoint is 2.0, the campus mean for most items is in the range of 2.8 to 3.3.
- Because item means tend to cluster around 3.0, changes in means near that value will result in larger changes in percentile rank than changes further from the mean. For example, the difference between means of 3.1 and 3.3 might be 15 percentile rank points, while the difference between means of 2.1 and 2.3 might be only 5 percentile points.

USING MULTI-OP FOR COURSE IMPROVEMENT

You may want to give special attention to those items on which the percent of favorable responses falls below your expectations, especially if the items represent important objectives. Research suggests that student ratings data are more useful in course improvement if the instructor collaborates with a teaching consultant. For a confidential consultation, please feel free to contact one of these offices:

- **Campus Instructional Consulting**, Franklin Hall 004, 855-9023
- **Instructional Consulting**, School of Education, Education 2002, 856-8409

For questions about Multi-Op or course evaluation in general, please contact BEST, Franklin Hall 014, 855-1595.