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ACADEMIC AFFAIRS

Student Course Evaluations In Selected Mathematics Courses

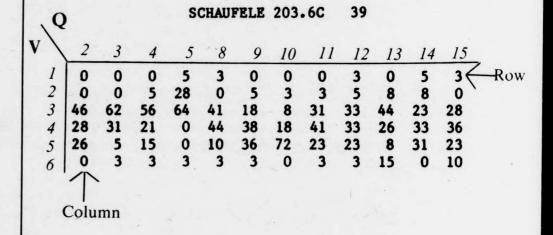
The following course evaluations were done by student volunteers who visited the class indicated for fifteen minutes while the instructer was gone from the class and distributed the questionnaire displayed below. The evaluation was only carried out if the instructor volunteered to have it done (but unfortunately some instructors who had given such permission were not visited because of difficulty in finding their classrooms). The tables indicate the instructor's name, the class and section (they are all mathematics courses or at least cross-listed as mathematics courses), and the total number of respondents to the questionnaire; the rows of the table are in percentage of total number of respondents with the values of 1, 2, 3, 4, 5 and no response in that order. Since several of the questions were not related to the specific instructor, e.g., the textbook is often chosen by the course director, these question were left out in the table. The columns thus reflect the answers to questions were left out in the table. The columns thus reflect the answers to questions 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, and 15. In general, a faculty member who examined the results agreed with their reliability as far as indicating very good teachers. Questions 14 and 15 in particular are quite relevant, and a good estimation can be had by combining rows 4 and 5, which mean at least very good performance. All the questions omitted, such as opinion of textbook, etc., will be used for a correlation study which should be available in the Fall from CYSF.

The following deserve special thanks for their participation in this project: Joseph Adler, Brian Ahrens, Laura Markle, Ruth McGill, Mark Meschino, Don Sinclair (who organized the whole project), Terry Jones (for typesetting), Professor Donald M. Solitar (for editorial and computer assistance, and general encouragement), to Mark Pearlman and CYSF for their generous (though very cost effective) support, and to all the instructors who donated valuable class time for this evaluation. We hope this will be an annual affair (including Fall half-courses) and look forward to the eventual cooperation of all instructors in such student-designed course evaluations.

COU	RSE NUMBER	DATE_		- INS	RUCTOR		
Chi	s course is part of t	ny 🗇 1	ma jor	O mi	nor [neit	her.
	s course is [] require						
num Fro	Please consiber on the following articular item (OR m l to 5 with 3 as thustion should be av-	der ea scale check ne mid ailabl	s which the appoint e in E	em ca h best ppropr of the xcalib	refull repre iate b se rat ur at	sents ox). ings. the be	ircle exactly one your evaluation of The numbers range (Results of this eginning of April.)
1)							
	completely useless	1	2	3	4	5	very useful
2)	I found the material	cove	red in	the co	ourse		
	irrelevant	1	2	3	4	5	very useful
1)	Compared to other co	ourses	the w	rkload	i was		
	extremely light	1	2	3	4	5	extremely heavy
)	The method used for	evalue	ting i	ne in t	the cou	rse w	as
	unfair	1	2	. 3	4	5	very fair
5)	Knowing what you do	now,	would	you tal	ke this	cour	se with this instru
	□ NO □ MAYI	BE		YES			
5)	What grade do you en	kpect :	in this	cour	se .		
	F	E	D	C	В	A	
)	My background for th	nis cou	irse wa	18			
	insufficient	1	2	3	4	5	excessive
3)	Overall this course	was					
	very poor	1	2	3	4	5	excellent
)	The instructor's pre	esentat	ion of	the n	nateria	1 was	
	incomprehensible	1	2	3	4	5	easy to understan
0)	Most of the time the	inst	ructor	was		-	
	unprepared	- 1	2	3	4	5	well prepared
1)	The instructor prese	ents th	ne mate	rial i	n a wa	y tha	t is
	boring	1	2	3	4	5	very interesting
2)	The instructor's res	ponse	to st	ident o	uestic	ns in	class was
	very confusing	1	2	3	4	5	very helpful
3)	Outside of class, th	ne inst	ructo	was			
	never available	1	2	3	4	5	always available
4)	Would you take anoth	ner cou	rse fi	om thi	s inst	ructo	
	absolutely not	1	2	3	4	5	definitely yes
5)	In summary, compare	d to o	ther i	struct	ors I		
	very poor						
6)	If problem sessions	were a	vailal	ole, ar	nd you	atten	ded some, were they
							very helpful
	Additional comment(

How to Read the Evaluation **Tables**

O = question numberV = value



Reading from the top of the table, the matrix indicates the course director, course number, and total number of respondents which in this case, is 39.

The first row of numbers over the line indicates question number. The first column of numbers to the left of the line refer to the values 1, 2, 3, 4, 5, and no response, respectively.

The entries in the table refer to the percentage of respondents giving the value to that question. Thus the entry 46 in row 3, column 1 says that 46 percent of the respondents give value 3 question 2.