

Student Evaluations at Calvin

A “Bubble Sheet”

Questions about instructor, course practices, and student input

Free response questions

1. Please comment on the depth and effectiveness of the Christian perspective in this course.
2. Was the course intellectually stimulating? Did it stretch your thinking? Why or why not?
3. What aspects of this course contributed most to your learning?
4. What aspects of this course detracted from your learning?
5. What suggestions do you have for improving this course?

Students Demand “Organization”

- Coordination of sources of knowledge (textbooks, handouts, Knightvision, online learning communities, lecture notes)
- Coordination between inputs and outputs (assignments)
- Will it be on the test? Especially true about readings “not covered” in class
- The relationship of the textbook to the course generates scores of student comments.

Students Demand “Organization”

- Coordination of sources of knowledge (textbooks, handouts, Knightvision, online learning communities, lecture notes)
- Coordination between inputs and outputs (assignments)
- Will it be on the test? Especially true about readings “not covered” in class
- The relationship of the textbook to the course generates scores of student comments.

Students Demand “Organization”

- Coordination of sources of knowledge (textbooks, handouts, Knightvision, online learning communities, lecture notes)
- Coordination between inputs and outputs (assignments)
- Will it be on the test? Especially true about readings “not covered” in class
- The relationship of the textbook to the course generates scores of student comments.

Students Demand “Organization”

- Coordination of sources of knowledge (textbooks, handouts, Knightvision, online learning communities, lecture notes)
- Coordination between inputs and outputs (assignments)
- Will it be on the test? Especially true about readings “not covered” in class
- The relationship of the textbook to the course generates scores of student comments.

Practically Oriented

I'm going to be an engineer, this course was a waste of time.

This course was a waste — it had nothing to do with nursing.

We should talk about current issues, not theories.

Plato was important once but he isn't anymore.

Even general education courses are supposed to be “cognates” for a student's program.

Students Prefer Passive Learning

He asks us questions — he should just lecture.

We are here to meet our science requirement, not to do science.

He won't tell us the answers, he expects us to solve the problems ourselves.

Less groupwork – I paid to learn from you and not the idiots in my group.

Need's to teach more and ask fewer questions.

More giving notes and less discussion.

Student presentations are often seen as a waste of time.

Students Appreciate Personal Attention

He was always willing to help.

He knew my name the first day.

He gave us his home phone number.

He had us over to dinner.

When I was sick, he helped me a lot to catch up.

When my grandmother died, he offered to pray with me.

He was the first prof I ever had who had a life (and told us about it).

Grades are About Effort

I spent 10 hours on the paper and got a B!

The project took too long to only be worth 10%.

He shouldn't grade on ability.

He should realize that some of us are no good at math and grade easier.

I'm an A student and he kept giving me Bs.

“Busywork” is sure to draw harsh criticism.

Student Expectations About Grades

16% of incoming students had high-school GPA of 4.0 or better

44% of incoming students had high-school GPA of 3.75 or better

67% of incoming students had high-school GPA of A- or better

Panel at faculty-staff conference next Wednesday on:

What does a B mean?