

SFF Instructor Report

Included in this report are the results from the student feedback forms for your course. The results are based on those student ratings that were submitted for your course. This report contains a summary of the rating data and a listing of all the comments made by the students in your course to the open-ended questions on the evaluation form. A brief explanation of how to interpret the data is presented below.

Data from a hypothetical course section for the SFF:

Overall, I learned a great deal from this course.

ENROLLMENT: **17**
 RETURNED FORMS: **15**

	Strongly Agree = 5	Agree = 4	Neutral = 3	Disagree = 2	Strongly Disagree = 1	Not Applicable or Did Not Answer	Mean
n = 15	(6)	(5)	(4)	(0)	(0)	(0)	
Section	40%	33%	27%	0%	0%		4.1
Subject Code	42%	33%	21%	4%	0%		4.1
College	42%	33%	21%	4%	0%		4.1
Level	40%	33%	27%	0%	0%		4.1
University	42%	33%	21%	4%	0%		4.1

Performance Level (U=Upper, M=Middle, L=Lower): **M**

The data presented above indicate that there were 17 students enrolled in the course, but that only 15 returned the feedback form. The second line in the table reports the number of students who used each of the possible ratings. Thus, of the 15 students who completed the rating form, six indicated that they "Strongly Agree" with the statement that "Overall, I learned a great deal from this course," five indicated that they "Agree" with this statement, four students reported "Neither Agree nor Disagree," and no student indicated disagreement with the statement. In addition, no student checked "Not Applicable" or did not answer the question.

The second line of the table (labeled "Section") presents these same data converted into percentages. Since 6 out of the 15 students used the rating of "Strongly Agree," this is 40% of the ratings. The 5 students who indicated that they "Agree" with the statement represent 33% of the ratings, and so on. Using a value of 5 for "Strongly Agree," 4 for "Agree," 3 for "Neither Agree nor Disagree" and so on, the mean (or average) for this section is 4.1.

The final four lines of the table report the data for different comparison groups (Subject Code, College, Level, and University) and reflect the percentages across each classification. For example, in the "Strongly Agree" column, the percentage reported on the third line (labeled "Subject Code") indicates that 42% of students in the same subject code as the hypothetical course section used the rating of "Strongly Agree" for this item. These percentages allow for comparison of the data from your course section to the data from all the courses in the same Subject Code, in the same College, at the same Level (lower division undergraduate, upper division undergraduate, or graduate/professional), and across the entire University.

At the bottom of the table, the overall teaching performance is reported by one of three broad levels - upper, middle and lower. Instructors are classified into the 'upper' category if more than 50% of respondents rated the instructor "Strongly Agree." Instructors are classified into the 'lower' category if more than 20% of respondents rated the instructor "Disagree" or "Strongly Disagree." Instructors not classified according to the prior rules are classified into the 'middle' category. Accordingly for this item, since the percentage of respondents who rated the item "Strongly Agree" was 50% or less, the performance level is in the 'middle' category, denoted by 'M.'

Student Feedback Forms are designed to be customizable at various levels: University, School/College, Department (Subject Code), Course Attribute(GenEd, Honors, Online, Writing Intensive), and Course/Instructor. Within the report, headers are used to designate the item level. Data for different comparison groups are presented based on item level. University-wide items are reported with data from all comparison groups (Subject Code, College, Level, and University). School/College items are reported with data from the College and Subject Code comparison groups; Department(Subject Code) items are reported with data from the Subject Code comparison group; and Course Attribute and Course/Instructor items are only reported with Section level data.

Please be advised that data are not reported for any course in which the enrollment is fewer than five students. This decision was made to ensure that confidentiality is maintained for students whose identity might be determined in courses with limited enrollment.

If you have suggestions about the way the form is structured or the data are reported, please send your suggestions to the Assessment of Instruction Committee at esff@temple.edu. Thank you for your participation.

SFF Instructor Report

Temple University Student Feedback Form - Fall 2020

CRN:	01234	CAMPUS:	MN
INSTRUCTOR NAME:	Sample Instructor	COLLEGE:	XX
SUBJECT CODE:	ABC	INSTRUCTOR TUID:	123456789
COURSE #:	0800	COURSE NAME:	Sample Course
SECTION #:	001	INSTRUCTOR:	1 of 1
MEETING TYPE:	CLAS		
ENROLLMENT:		14	
RETURNED FORMS:		7	

University-Added Items

The instructor was organized and prepared for class.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(2)	(3)	(2)	(0)	(0)	(0)	
Section	29%	43%	29%	0%	0%	0%	4.0
Subject Code							
College							
Level	38%	31%	23%	8%	0%		
University							

Performance Level(U=Upper, M=Middle, L=Lower): **M**

So far, the instructor has applied grading policies fairly.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(3)	(3)	(1)	(0)	(0)	(0)	
Section	43%	43%	14%	0%	0%	0%	4.3
Subject Code							
College							
Level	50%	33%	17%	0%	0%		
University							

Performance Level(U=Upper, M=Middle, L=Lower): **M**

Overall, the instructor was effective in helping me learn the material in this course.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(3)	(0)	(3)	(1)	(0)	(0)	
Section	43%	0%	43%	14%	0%	0%	3.7
Subject Code							
College							
Level	45%	18%	27%	9%	0%		
University							

Performance Level(U=Upper, M=Middle, L=Lower): **M**

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CRN: **01234** INSTRUCTOR NAME: **Sample Instructor**

Overall, I learned a great deal from this course.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(4)	(0)	(2)	(1)	(0)	(0)	
Section	57%	0%	29%	14%	0%		4.0
Subject Code							
College							
Level	46%	31%	15%	8%	0%		
University							

Performance Level(U=Upper, M=Middle, L=Lower): **U**

On average, how many hours per week have you spent on this course (or section), including: attending class, doing homework, attending rehearsals, doing readings, reviewing notes, writing papers, attending study groups, doing lab work (unless the lab is a separate section), and any other course related work?

	19+	16-18	13-15	10-12	7-9	4-6	0-3	Mean
n = 7	(1)	(0)	(0)	(3)	(2)	(1)	(0)	
Section	14%	0%	0%	43%	29%	14%	0%	3.9
Subject Code								
College								
Level								
University	0%	0%	0%	0%	0%	0%	0%	0.0

Performance Level(U=Upper, M=Middle, L=Lower): **M**

Course Attribute-Added Items

I would recommend this course to other students.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(1)	(1)	(2)	(1)	(2)	(0)	
Section	14%	14%	29%	14%	29%		2.7

Performance Level(U=Upper, M=Middle, L=Lower): **M**

I gained new skills that will help me with other courses and my professional life as I move forward.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(3)	(2)	(1)	(0)	(1)	(0)	
Section	43%	29%	14%	0%	14%		3.9

Performance Level(U=Upper, M=Middle, L=Lower): **M**

SFF Instructor Report

CRN: 01234
INSTRUCTOR NAME: Sample Instructor

School/College-Added Items

The pace of this course was appropriate.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(2)	(1)	(2)	(1)	(1)	(0)	
Section	29%	14%	29%	14%	14%		3.3
Subject Code							
College							

 Performance Level(U=Upper, M=Middle, L=Lower): **M**
The course developed my ability to apply theory to practice.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(1)	(1)	(2)	(2)	(0)	(1)	
Section	17%	17%	33%	33%	0%		3.2
Subject Code							
College							

 Performance Level(U=Upper, M=Middle, L=Lower): **M**
I gained new perspectives in thinking about people different from me.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(4)	(1)	(1)	(0)	(0)	(1)	
Section	67%	17%	17%	0%	0%		4.5
Subject Code							
College							

 Performance Level(U=Upper, M=Middle, L=Lower): **U**

Instructor-Added Items

In-class learning activities stimulated critical thinking about course material.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(2)	(3)	(2)	(0)	(0)	(0)	
Section	29%	43%	29%	0%	0%		4.0

 Performance Level(U=Upper, M=Middle, L=Lower): **M**

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CRN: **01234** INSTRUCTOR NAME: **Sample Instructor**

The amount of reading required for this course was appropriate.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(2)	(1)	(2)	(2)	(0)	(0)	
Section	29%	14%	29%	29%	0%		3.4

Performance Level(U=Upper, M=Middle, L=Lower): **M**

The instructor provided regular feedback on my work.

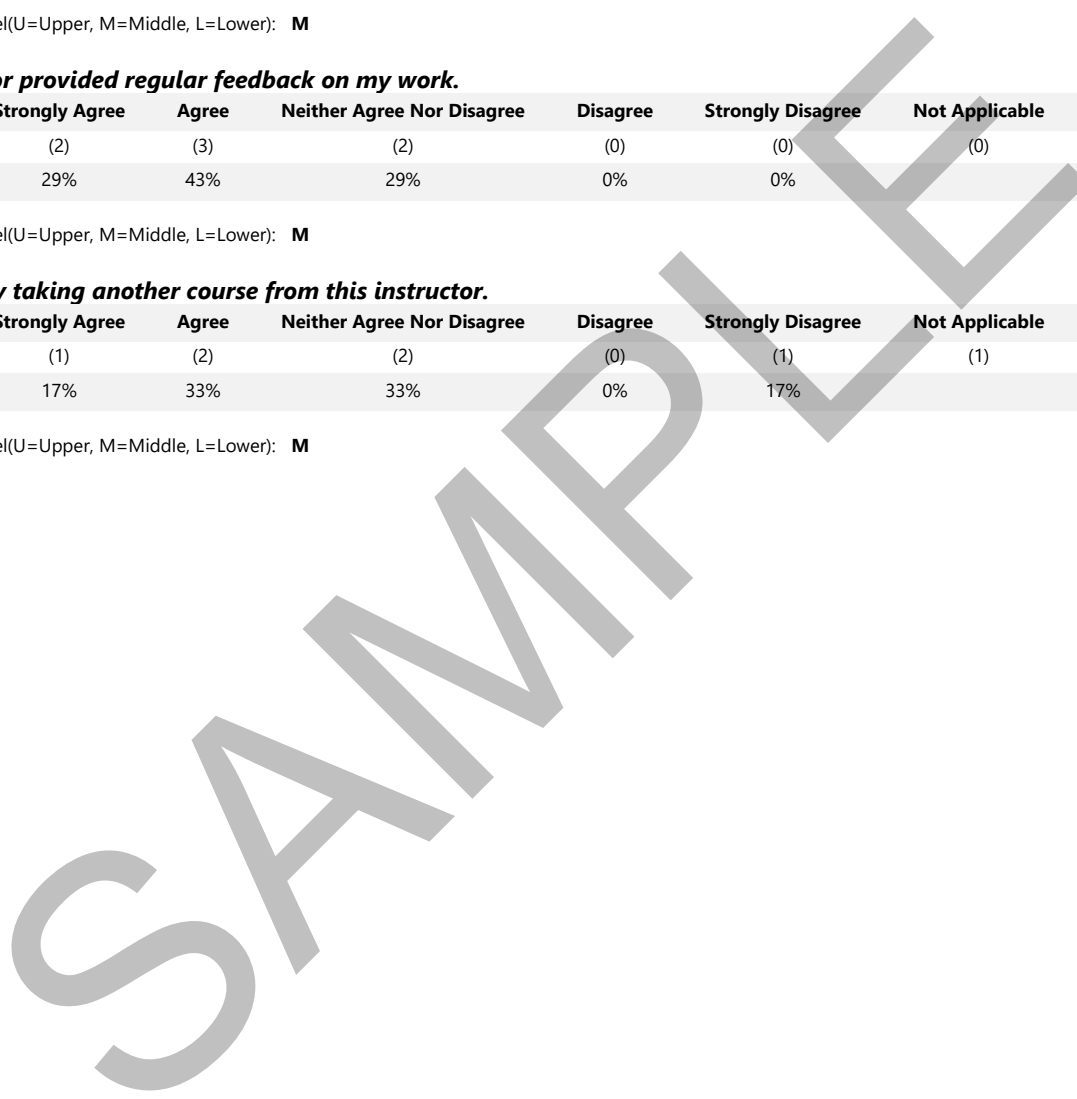
	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(2)	(3)	(2)	(0)	(0)	(0)	
Section	29%	43%	29%	0%	0%		4.0

Performance Level(U=Upper, M=Middle, L=Lower): **M**

I would enjoy taking another course from this instructor.

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable	Mean
n = 7	(1)	(2)	(2)	(0)	(1)	(1)	
Section	17%	33%	33%	0%	17%		3.3

Performance Level(U=Upper, M=Middle, L=Lower): **M**



SFF Instructor Report

CRN: **01234** INSTRUCTOR NAME: **Sample Instructor**

STUDENT #1 COMMENTS

1. What aspects of the course contributed most to your learning? (University-Added Item) Contrary to popular belief, Lorem Ipsum is not simply random text. It has roots in a piece of classical Latin literature from 45 BC, making it over 2000 years old. Richard McClintock, a Latin professor at Hampden-Sydney College in Virginia, looked up one of the more obscure Latin words, consectetur, from a Lorem Ipsum passage, and going through the cites of the word in classical literature, discovered the undoubtable source. Lorem Ipsum comes from sections 1.10.32 and 1.10.33 of "de Finibus Bonorum et Malorum" (The Extremes of Good and Evil) by Cicero, written in 45 BC. This book is a treatise on the theory of ethics, very popular during the Renaissance. The first line of Lorem Ipsum, "Lorem ipsum dolor sit amet..", comes from a line in section 1.10.32.

2. What aspects of the course would you change to improve your learning? (University-Added Item) Contrary to popular belief, Lorem Ipsum is not simply random text. It has roots in a piece of classical Latin literature from 45 BC, making it over 2000 years old. Richard McClintock, a Latin professor at Hampden-Sydney College in Virginia, looked up one of the more obscure Latin words, consectetur, from a Lorem Ipsum passage, and going through the cites of the word in classical literature, discovered the undoubtable source. Lorem Ipsum comes from sections 1.10.32 and 1.10.33 of "de Finibus Bonorum et Malorum" (The Extremes of Good and Evil) by Cicero, written in 45 BC. This book is a treatise on the theory of ethics, very popular during the Renaissance. The first line of Lorem Ipsum, "Lorem ipsum dolor sit amet..", comes from a line in section 1.10.32.

3. Please comment on the instructor's willingness to create an inclusive environment for all students in this course, with respect to disability, ethnicity, gender, gender identity and expression, national origin, political viewpoint, race, religion, and sexual orientation. (University-Added Item) Contrary to popular belief, Lorem Ipsum is not simply random text. It has roots in a piece of classical Latin literature from 45 BC, making it over 2000 years old. Richard McClintock, a Latin professor at Hampden-Sydney College in Virginia, looked up one of the more obscure Latin words, consectetur, from a Lorem Ipsum passage, and going through the cites of the word in classical literature, discovered the undoubtable source. Lorem Ipsum comes from sections 1.10.32 and 1.10.33 of "de Finibus Bonorum et Malorum" (The Extremes of Good and Evil) by Cicero, written in 45 BC. This book is a treatise on the theory of ethics, very popular during the Renaissance. The first line of Lorem Ipsum, "Lorem ipsum dolor sit amet..", comes from a line in section 1.10.32.

STUDENT #2 COMMENTS

1. What aspects of the course contributed most to your learning? (University-Added Item) Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque gravida dapibus nunc, sed placerat odio mattis et. Integer tincidunt tristique magna non tristique. Nunc ullamcorper tempor sollicitudin. Fusce vel mauris.

2. What aspects of the course would you change to improve your learning? (University-Added Item) Lorem ipsum dolor sit amet, consectetur adipiscing elit. Pellentesque gravida dapibus nunc, sed placerat odio mattis et. Integer tincidunt tristique magna non tristique. Nunc ullamcorper tempor sollicitudin. Fusce vel mauris.

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STUDENT #3 COMMENTS

1. What aspects of the course contributed most to your learning? (University-Added Item) "Mary Had a Little Lamb" is a beautiful rhyme for kids telling the story of a girl who one day is taking her lamb to school. The lyrics belong to American writer Sarah Josepha Hale (1788-1879) and the musical sheet was written by the composer Lowel Mason in the 1830s. The story of Mary Had a Little Lamb originates from a true story. It happened to a 14 year old girl whose name was Mary Sawyer who, encouraged by her brother, is taking her lamb with her to school. Of course she couldn't keep her pet unnoticed and the lamb was soon everybody's distraction, becoming famous for this. There are some theories that the poem or part of it would be written by a young John Roulstone who was visiting the school that day.

2. What aspects of the course would you change to improve your learning? (University-Added Item) "Mary Had a Little Lamb" is a beautiful rhyme for kids telling the story of a girl who one day is taking her lamb to school. The lyrics belong to American writer Sarah Josepha Hale (1788-1879) and the musical sheet was written by the composer Lowel Mason in the 1830s. The story of Mary Had a Little Lamb originates from a true story. It happened to a 14 year old girl whose name was Mary Sawyer who, encouraged by her brother, is taking her lamb with her to school. Of course she couldn't keep her pet unnoticed and the lamb was soon everybody's distraction, becoming famous for this. There are some theories that the poem or part of it would be written by a young John Roulstone who was visiting the school that day.

3. Please comment on the instructor's willingness to create an inclusive environment for all students in this course, with respect to disability, ethnicity, gender, gender identity and expression, national origin, political viewpoint, race, religion, and sexual orientation. (University-Added Item) "Mary Had a Little Lamb" is a beautiful rhyme for kids telling the story of a girl who one day is taking her lamb to school. The lyrics belong to American writer Sarah Josepha Hale (1788-1879) and the musical sheet was written by the composer Lowel Mason in the 1830s. The story of Mary Had a Little Lamb originates from a true story. It happened to a 14 year old girl whose name was Mary Sawyer who, encouraged by her brother, is taking her lamb with her to school. Of course she couldn't keep her pet unnoticed and the lamb was soon everybody's distraction, becoming famous for this. There are some theories that the poem or part of it would be written by a young John Roulstone who was visiting the school that day.

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CRN: **01234** INSTRUCTOR NAME: **Sample Instructor**

STUDENT #4 COMMENTS

3. Please comment on the instructor's willingness to create an inclusive environment for all students in this course, with respect to disability, ethnicity, gender, gender identity and expression, national origin, political viewpoint, race, religion, and sexual orientation. (University-Added Item) Lorem ipsum dolor sit amet, consectetur adipiscing elit. Aliquam fringilla dolor velit, in blandit elit porta ac. Maecenas nibh est, pretium sit amet velit quis.

STUDENT #5 COMMENTS

1. What aspects of the course contributed most to your learning? (University-Added Item) Lorem ipsum dolor sit amet, consectetur adipiscing elit. Nullam sit amet lectus ut diam eleifend mattis. Phasellus pellentesque sodales sapien, eget efficitur neque sodales quis.

2. What aspects of the course would you change to improve your learning? (University-Added Item) Lorem ipsum dolor sit amet, consectetur adipiscing elit. Cras dictum posuere erat, et sollicitudin velit suscipit vitae. Donec tincidunt, nisl non suscipit tincidunt, augue risus.

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STUDENT #6 COMMENTS

1. What aspects of the course contributed most to your learning? (University-Added Item) Neque porro quisquam est qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit.

2. What aspects of the course would you change to improve your learning? (University-Added Item) Neque porro quisquam est qui dolorem ipsum quia dolor sit amet, consectetur, adipisci velit.

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STUDENT #7 COMMENTS

1. What aspects of the course contributed most to your learning? (University-Added Item) Lorem ipsum dolor sit amet, consectetur adipiscing elit. Vestibulum bibendum congue nibh ut laoreet. Aenean viverra nulla condimentum condimentum interdum. Integer risus odio, tincidunt sed.

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