To: Instructors Who Taught Courses in Spring 2013
From: Hai-Lung Dai, Provost
Subject: Student Feedback Forms (SFF)
Date: May 22, 2013

Included in this report are the results from the student feedback forms for your course in spring 2013. 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—Single Instructor form, question #2:

<table>
<thead>
<tr>
<th>ENROLLMENT: 17</th>
<th>RETURNED FORMS: 15</th>
<th>Strongly Agree = 5</th>
<th>Agree = 4</th>
<th>Neutral = 3</th>
<th>Disagree = 2</th>
<th>Not Applicable or Did Not Answer</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The instructor clearly explained the educational objectives of this course.</td>
<td>n = 15</td>
<td>(6)</td>
<td>(5)</td>
<td>(4)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
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<tr>
<td>Section</td>
<td>40%</td>
<td>33%</td>
<td>27%</td>
<td>0%</td>
<td>0%</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>42%</td>
<td>33%</td>
<td>21%</td>
<td>4%</td>
<td>0%</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>42%</td>
<td>33%</td>
<td>21%</td>
<td>4%</td>
<td>0%</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>40%</td>
<td>33%</td>
<td>27%</td>
<td>0%</td>
<td>0%</td>
<td>4.1</td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>42%</td>
<td>33%</td>
<td>21%</td>
<td>4%</td>
<td>0%</td>
<td>4.1</td>
<td></td>
</tr>
</tbody>
</table>

The data presented above indicate that there were 17 students enrolled in the course, but that only 15 returned the feedback form. The first 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 “The instructor...
clearly explained the educational objectives of this course,” five indicated that they “Agree” with this statement, four students reported “Neutral,” 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 “Neutral” 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 (Department, 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 “Department”) indicates that 42% of students in the same department 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 Department, in the same College, at the same Level (lower division undergraduate, upper division undergraduate, or graduate/professional), and across the entire University.

In the last column 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.’

The additional data that are reported (page 1 of your report) were derived from the items at the top of the student feedback form. These questions ask the students to indicate what their interest was in the course prior to taking it, what grade they expect to get, whether the course was required or elected, and the number of hours per week spent preparing for the course and completing course assignments. As before, comparison data are provided, although no performance level is indicated.

Please be advised that data are not reported for any course in which the enrollment is fewer than eight students. This decision was made to ensure that anonymity 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 Course and Teaching Evaluation Committee at sff@temple.edu. Thank you for your participation.
### Temple University Student Feedback Form - Spring 2013

**CRN:** 18723  
**TIMES TAUGHT:** 2 - 4

**INSTR. NAME:** NEWMAN, STEVEN L.  
**DEPARTMENT:** LA-ENG  
**COURSE #:** 8108  
**SECT. #:** 001  
**CAMPUS:** MAIN

**ENROLLMENT:** 10  
**COMPLETED EVALUATIONS:** 5

#### 1. Before enrolling, my level of interest in the subject matter of this course was

<table>
<thead>
<tr>
<th>n=5</th>
<th>Low</th>
<th>Moderate</th>
<th>High</th>
<th>Not Answered</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2)</td>
<td>(2)</td>
<td>(1)</td>
<td>(0)</td>
<td>1.8</td>
</tr>
</tbody>
</table>

- Section: 40% 40% 20%
- Department: 19% 51% 30%
- College: 19% 46% 34%
- Level: 11% 42% 47%
- University: 16% 46% 38%

#### 2. Expected grade in this course

<table>
<thead>
<tr>
<th>n=5</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>Mean</th>
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<tbody>
<tr>
<td></td>
<td>(2)</td>
<td>(3)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
<td>3.4</td>
</tr>
</tbody>
</table>

- Section: 40% 60% 0% 0% 0%
- Department: 43% 49% 7% 0% 0%
- College: 48% 43% 8% 0% 0%
- Level: 64% 33% 2% 0% 0%
- University: 50% 41% 8% 1% 0%

#### Expected Medical grade (if applicable)

<table>
<thead>
<tr>
<th>n=</th>
<th>Section</th>
<th>Department</th>
<th>College</th>
<th>Level</th>
<th>University</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>NOT APPLICABLE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 3. Course was: Required or Elective

<table>
<thead>
<tr>
<th>n=5</th>
<th>Required</th>
<th>Elective</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(2)</td>
<td>(3)</td>
<td>(0)</td>
</tr>
</tbody>
</table>

- Section: 40% 60%
- Department: 74% 26%
- College: 62% 38%
- Level: 73% 27%
- University: 72% 28%

#### 4. On average, hours per week spent preparing for class and completing course assignments

<table>
<thead>
<tr>
<th>n=5</th>
<th>8 or more</th>
<th>6 to 8</th>
<th>4 to 6</th>
<th>2 to 4</th>
<th>1 or less</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(4)</td>
<td>(1)</td>
<td>(0)</td>
<td>(0)</td>
<td>(0)</td>
<td>6.8</td>
</tr>
</tbody>
</table>

- Section: 80% 20% 0% 0% 0%
- Department: 6% 11% 23% 24% 22% 12% 2%
- College: 4% 9% 18% 22% 24% 18% 6%
- Level: 17% 17% 20% 17% 15% 11% 4%
- University: 8% 11% 19% 20% 21% 16% 6%
Temple University Student Feedback Form - Spring 2013

CRN: 18723
INSTR. NAME: NEWMAN, STEVEN L.
DEPARTMENT: LA-ENG
COURSE #: 8108
SECT. #: 001
CAMPUS: MAIN
COLLEGE: LIBERAL ARTS

ENROLLMENT: 10
COMPLETED EVALUATIONS: 5

1. I came well prepared for class. n=5
   Section 40% 60% 0% 0% 0% 4.4
   Department 38% 48% 11% 2% 0% 4.2
   College 38% 47% 72% 1% 1% 4.2
   Level 33% 52% 12% 2% 1% 4.1
   University 39% 47% 11% 2% 1% 4.2

2. The instructor clearly explained the educational objectives of this course. n=5
   Section 80% 20% 0% 0% 0% 4.8
   Department 57% 34% 6% 2% 1% 4.4
   College 52% 35% 8% 3% 1% 4.3
   Level 48% 40% 8% 3% 1% 4.3
   University 50% 37% 8% 3% 2% 4.3

3. The instructor was well organized and prepared for class. n=5
   Section 100% 0% 0% 0% 0% 5.0
   Department 62% 30% 5% 2% 1% 4.5
   College 57% 32% 7% 2% 1% 4.4
   Level 52% 36% 7% 3% 1% 4.4
   University 55% 34% 7% 3% 1% 4.4

4. The instructor was conscientious in meeting class and office hour responsibilities. n=5
   Section 100% 0% 0% 0% 0% 5.0
   Department 64% 29% 6% 1% 1% 4.5
   College 57% 32% 9% 1% 1% 4.4
   Level 54% 36% 8% 1% 1% 4.4
   University 55% 33% 9% 2% 1% 4.4

5. The instructor promoted a classroom atmosphere in which I felt free to ask questions. n=5
   Section 80% 20% 0% 0% 0% 4.6
   Department 66% 26% 6% 2% 1% 4.5
   College 60% 29% 7% 3% 2% 4.4
   Level 56% 33% 7% 2% 1% 4.4
   University 57% 31% 8% 3% 2% 4.4

6. The instructor provided useful feedback about exams, projects, and assignments. n=5
   Section 80% 20% 0% 0% 0% 4.8
   Department 61% 28% 7% 3% 1% 4.4
   College 51% 31% 11% 5% 3% 4.2
   Level 47% 35% 11% 4% 2% 4.2
   University 49% 32% 11% 5% 3% 4.2

7. So far, the instructor has applied grading policies fairly. n=5
   Section 100% 0% 0% 0% 0% 5.0
   Department 56% 32% 9% 2% 1% 4.4
   College 54% 33% 8% 2% 2% 4.4
   Level 50% 37% 10% 2% 1% 4.3
   University 52% 34% 10% 3% 2% 4.3

8. The instructor taught this course well. n=5
   Section 80% 20% 0% 0% 0% 4.8
   Department 59% 30% 7% 3% 1% 4.4
   College 55% 30% 9% 4% 3% 4.3
   Level 49% 35% 10% 4% 2% 4.3
   University 51% 32% 10% 4% 3% 4.3
<table>
<thead>
<tr>
<th>CRN: 18723</th>
<th>TIMES TAUGHT: 2 - 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTR. NAME: NEWMAN, STEVEN L.</td>
<td>INSTR. TUid: 908795848</td>
</tr>
<tr>
<td>DEPARTMENT: LA-ENG</td>
<td>COURSE NAME: ADV STDY-19TH C BRIT LIT</td>
</tr>
<tr>
<td>COURSE #: 8108</td>
<td>INSTRUCTOR: 1 of 1</td>
</tr>
<tr>
<td>SECT. #: 001</td>
<td>FORMS USED: S1 (Single Instructor)</td>
</tr>
<tr>
<td>CAMPUS: MAIN</td>
<td></td>
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<tr>
<td>COLLEGE: LIBERAL ARTS</td>
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</tr>
</tbody>
</table>

ENROLLMENT: 10
COMPLETED EVALUATIONS: 5

<table>
<thead>
<tr>
<th>9. The course content was consistent with the educational objectives of this course.</th>
<th>n=5</th>
<th>Strongly Agree = 5</th>
<th>Agree = 4</th>
<th>Neutral = 3</th>
<th>Disagree = 2</th>
<th>Strongly Disagree = 1</th>
<th>Not Answered</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Department</td>
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<td>4.4</td>
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</tr>
<tr>
<td>College</td>
<td>54%</td>
<td>35%</td>
<td>8%</td>
<td>2%</td>
<td>1%</td>
<td>4.4</td>
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<td></td>
</tr>
<tr>
<td>Level</td>
<td>51%</td>
<td>39%</td>
<td>7%</td>
<td>2%</td>
<td>1%</td>
<td>4.4</td>
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<tr>
<td>University</td>
<td>52%</td>
<td>37%</td>
<td>8%</td>
<td>2%</td>
<td>1%</td>
<td>4.4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. The course increased my ability to analyze and critically evaluate ideas, arguments, and points of view.</th>
<th>n=5</th>
<th>Strongly Agree = 5</th>
<th>Agree = 4</th>
<th>Neutral = 3</th>
<th>Disagree = 2</th>
<th>Strongly Disagree = 1</th>
<th>Not Answered</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section</td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>4.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department</td>
<td>54%</td>
<td>33%</td>
<td>9%</td>
<td>3%</td>
<td>1%</td>
<td>4.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>48%</td>
<td>33%</td>
<td>13%</td>
<td>4%</td>
<td>2%</td>
<td>4.2</td>
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</tr>
<tr>
<td>Level</td>
<td>47%</td>
<td>38%</td>
<td>11%</td>
<td>3%</td>
<td>2%</td>
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</tr>
<tr>
<td>University</td>
<td>47%</td>
<td>34%</td>
<td>13%</td>
<td>4%</td>
<td>2%</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. I learned a great deal in this course.</th>
<th>n=5</th>
<th>Strongly Agree = 5</th>
<th>Agree = 4</th>
<th>Neutral = 3</th>
<th>Disagree = 2</th>
<th>Strongly Disagree = 1</th>
<th>Not Answered</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section</td>
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<td>2%</td>
<td>4.3</td>
<td></td>
<td></td>
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<tr>
<td>College</td>
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<td>32%</td>
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<td>4%</td>
<td>3%</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level</td>
<td>49%</td>
<td>36%</td>
<td>10%</td>
<td>3%</td>
<td>2%</td>
<td>4.3</td>
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<tr>
<td>University</td>
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<td>33%</td>
<td>11%</td>
<td>4%</td>
<td>3%</td>
<td>4.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Additional Items Report

Below is an analysis of responses in the "Additional Items" section of the student sheets.

This section was not scored because either additional (optional) items were not used or no additional items were answered.
1. What aspects of the course or the instructor’s approach contributed most to your learning?
   The attention and care that Professor Newman gave to the organization of 8108s individual meetings was astounding. Participation was easier in this class than in any other that I have experienced. Discussions were wide-ranging and yet ultimately very specific. Most importantly (and this is a phenomenon that I have not often experienced at Temple), Professor Newman assumes that his students can operate at the graduate level. Simply put, this is the best course that I have taken at this institution, taught by the most insightful, engaging, and committed professor that I have encountered.

2. What aspects of the course or the instructor’s approach would you change to improve the learning that takes place in the course?
   No changes.

3. Please comment on the instructor’s sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identify, and disability) of the students in the class.
   All fine.
1. **What aspects of the course or the instructor’s approach contributed most to your learning?**
   This was one of the most thought-provoking classes I have had at Temple. Prof. Newman models an approach to the material and learning that is really refreshing.

2. **What aspects of the course or the instructor’s approach would you change to improve the learning that takes place in the course?**
   The only logistical aspect I would change is getting the preview a little earlier. It took me approx. two to three hours to work through on some weeks, and I felt like doing it the day of class left me less time to prepare than I would have liked.

3. **Please comment on the instructor’s sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity, and disability) of the students in the class.**
   At times, I feel like the class as a whole didn’t engage in the issues of diversity that came up from time to time in the readings. I think we may have complicated our approach in interesting ways if we had done so. However, this had more to do perhaps with the students interests rather than these issue being ignored by the professor. Prof. Newman was very amenable to helping us develop all of our interests.
1. **What aspects of the course or the instructor’s approach contributed most to your learning?**
   Dr. Newman articulated the stakes and context of each discussion extremely well, and was extremely prepared for each class including his having prepared, apparently, for all contingencies in class discussion.

2. **What aspects of the course or the instructor’s approach would you change to improve the learning that takes place in the course?**
   Some weeks felt sort of jam-packed, and at times keeping up with the course was a challenge. This has as much to do with the nature of Temple’s graduate English program as it does with this individual course, however.

3. **Please comment on the instructor’s sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity, and disability) of the students in the class.**
   Dr. Newman was very conscientious.
1. **What aspects of the course or the instructor’s approach contributed most to your learning?**
   Good selection of material, and the previews were very helpful.

2. **What aspects of the course or the instructor’s approach would you change to improve the learning that takes place in the course?**
   More background overview of the theories at hand.

3. **Please comment on the instructor’s sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity, and disability) of the students in the class.**
   Good.
1. What aspects of the course or the instructor’s approach contributed most to your learning?
   Steve does a great job with giving his students a sense of authority over the material and discussion, even when were hesitant about our own authority. Discussion was incredibly helpful and productive as it was thoughtfully guided by the instructor, but at the end of the day—it was more or less dictated by our (the students) interests. One-on-one meetings/individual emails are always great as well and Steve’s feedback is consistently on target and helpful to our own larger projects.

2. What aspects of the course or the instructor’s approach would you change to improve the learning that takes place in the course?

3. Please comment on the instructor’s sensitivity to the diversity (for example, political viewpoint, race, ethnicity, national origin, gender, sexual identity, and disability) of the students in the class.