Student Course Evaluations

Diagnostic Feedback
Teaching Rubric Connections

Quantitative Items, Teaching Procedures	**Related Teaching Rubric Criteria**
Found ways to help students answer their own questions	Student Engagement
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	Inclusive Excellence
Encouraged students to reflect on and evaluate what they have learned	Student Learning
Demonstrated the importance and significance of the subject matter	Content Knowledge
Formed teams or groups to facilitate learning	Organizational Supports
Made it clear how each topic fit into the course	Organizational Supports
Provided meaningful feedback on students' academic performance	Student Learning
Stimulated students to intellectual effort beyond that required by most courses	Student Engagement
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	Organizational Supports
Explained course material clearly and concisely	Content Knowledge
Related course material to real life situations	Student Engagement
Created opportunities for students to apply course content outside the classroom	Student Engagement
Introduced stimulating ideas about the subject	Student Engagement
Involved students in hands- on projects such as research, case studies, or real-life activities	Student Engagement
Inspired students to set and achieve goals which really challenged them	Student Engagement
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Inclusive Excellence
Asked students to help each other understand ideas or concepts	Organizational Supports

Gave projects, tests, or assignments that required original or creative thinking	Student Engagement
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	Organizational Supports
In this course, the instructor encouraged me to make connections between Christian faith and my education. (Messiah University addition)	Faith and Learning
Note: Items Below (Student Ratings on Relevant Objectives) Relate to Evidence of Student Learning. Items noted as important or essential to Student Course Evaluation score "achievement of course objectives".	
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	
Learning to apply course material (to improve thinking, problem solving, and decisions)	
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	
Acquiring skills in working with others as a member of a team	
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	
Developing skill in expressing myself orally or in writing	
Learning how to find, evaluate, and use resources to explore a topic in depth	
Developing ethical reasoning and/or ethical decision making	
Learning to analyze and critically evaluate ideas, arguments, and points of view	
Learning to apply knowledge and skills to benefit others or serve the public good	
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	