| Divisional Items                    |   |                                     |                                    |  |  |
|-------------------------------------|---|-------------------------------------|------------------------------------|--|--|
| Undergraduate &<br>Graduate Courses | 4 | The instructor generated enthusiasm | Scale: Not at all, Somewhat,       |  |  |
|                                     | ı | for learning in the course.         | Moderately, Mostly, A Great Deal   |  |  |
|                                     | 2 | Compared to other courses, the      | Scale: Very Light, Light, Average, |  |  |
|                                     |   | workload for this course was        | Heavy, Very Heavy                  |  |  |
|                                     | 2 | I would recommend this course to    | Scale: Not at all, Somewhat,       |  |  |
|                                     | 3 | other students.                     | Moderately, Mostly, Strongly       |  |  |

|  | Unit Level Items (Units listed in alphabetical order, except when they are housed under other |   |   |  |  |
|--|---|---|---|--|--|
| organizations, e.g. Am   |   |   |   |  |  |
|  | 1 (Lecture<br>Courses)  | The course instructor incorporated different perspectives into lectures.                                    |   |  |  |
|  | 2 (Lecture<br>Courses)  | The course instructor related course concepts to current issues or reallife situations.                     |   |  |  |
|  | 3 (Lecture<br>Courses)  | The course material inspired me to learn more about the subject matter.                                     | Scale: Not at all,  |  |  |
| Aboriginal Studies (Undergraduate)   | 1 (Seminar<br>Courses)  | The course instructor incorporated different perspectives into lectures.                                    | Somewhat, Moderately,<br>Mostly, A Great Deal                       |  |  |
|  | 2 (Seminar<br>Courses)  | The course instructor provided opportunity for classroom discussion.  | Wostly, A Great Deal  |  |  |
|  | 3 (Seminar<br>Courses)  | The course instructor encouraged students to be actively aware of how they think about the course material. |   |  |  |
| Anatomy<br>(Undergraduate)   | 1   | The course instructor made it clear what students were expected to learn in the course.                     | Scale: Not at all,<br>Somewhat, Moderately,                         |  |  |
| (Ondergraduate)  | 2   | The course instructor explained concepts clearly.   | Mostly, A Great Deal  |  |  |
| Anthropology   | 1   | The course instructor explained concepts clearly.   | Scale: Not at all,<br>Somewhat, Moderately,                         |  |  |
| (Undergraduate)  | 2   | The course instructor organized lectures in a logical manner.   | Mostly, A Great Deal  |  |  |
|  | 1   | The course instructor explained concepts clearly.   |   |  |  |
| Astronomy & Astrophysics (Undergraduate)   | 2   | Course lectures inspired me to discuss the subject matter outside of class.                                 | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |  |  |
| ,  | 3   | The course provided instruction on how to critically evaluate issues.                                       | ,   |  |  |
| Biochemistry<br>(Undergraduate)  | 1 (Laboratory)  | Course assignments, projects, tests, and/or papers highlighted important concepts of the course.            |   |  |  |
|  | 2 (Laboratory)  | The course instructor provided opportunity for group activity and discussion in class.                      | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |  |  |
|  | 3 (Laboratory)  | The course provided instruction on how to conduct research on the subject matter.                           |   |  |  |
| For internal University of Toronto use only. Copyright in this material is owned by the University of Toronto and is protected by Canadian |   |   |   |  |  |

|                    |                  | T   |                         |
|--------------------|------------------|---|-------------------------|
|                    | 4 (1 1 )         | The course instructor made it clear                     |                         |
|                    | 1 (Lecture)      | what students were expected to                          |                         |
|                    |                  | learn in the course.                                    |                         |
|                    |                  | The course instructor encouraged                        |                         |
|                    | 2 (Lecture)      | students to be actively aware of how                    |                         |
|                    |                  | they think about the course material.                   |                         |
|                    | 3 (Lecture)      | The course material inspired me to                      |                         |
|                    | o (Lootaro)      | learn more about the subject matter.                    |                         |
|                    |                  | The course provided opportunity to                      |                         |
|                    | 1                | draw from scholarly research to                         |                         |
|                    |                  | address issues in the field.                            |                         |
| Riochomistry       |                  | Course lectures inspired me to                          | Scale: Not at all,      |
| Biochemistry       | 2                | discuss the subject matter outside of                   | Somewhat, Moderately,   |
| (Graduate)         |                  | class.  | Mostly, A Great Deal    |
|                    |                  | The course provided opportunity to                      |                         |
|                    | 3                | develop my research report writing                      |                         |
|                    |                  | skills.   |                         |
|                    |                  | The course provided information on                      |                         |
|                    | 1                | important issues in the subject                         | Scale: Not at all,      |
|                    | '                | matter.   | Somewhat, Moderately,   |
|                    |                  | The course instructor explained                         | Mostly, A Great Deal    |
| Cell & Systems     | 2                | ·   | Wostiy, A Great Dear    |
| Biology            |                  | concepts clearly.  In terms of an expected grade in the | Socia: > 90, 70, 70, 60 |
| (Undergraduate)    | 3                |   | Scale: >80, 70-79, 60-  |
|                    |                  | course, I expect to get:                                | 69, 50-59, <50          |
|                    | 4                | Overall, the quality of instruction                     | Scale: Poor, Fair,      |
|                    |                  | provided by the instructor in this                      | Good, Very Good,        |
|                    |                  | course was:   | Excellent               |
|                    | 1                | The instructor's course outline,                        |                         |
|                    |                  | including information about tests,                      |                         |
|                    |                  | assignments, or projects, was clear.                    |                         |
|                    | 2                | The course provided opportunity for                     | Scale: Not at all,      |
|                    |                  | me to develop my oral presentation                      | Somewhat, Moderately,   |
| Cell & Systems     |                  | skills.   | Mostly, A Great Deal    |
| Biology (Graduate) |                  | Classroom discussions improved my                       |                         |
|                    | 3                | understanding of the course                             |                         |
|                    |                  | material.   |                         |
|                    |                  | Overall, the quality of instruction                     | Scale: Poor, Fair,      |
|                    | 4                | provided by the instructor in this                      | Good, Very Good,        |
|                    |                  | course was:   | Excellent               |
|                    | 4 /1 -1 ( )      | The course instructor presents                          |                         |
|                    | 1 (Laboratory)   | materials in an organized manner                        |                         |
|                    |                  | The laboratory sessions contributed                     |                         |
|                    | 2 (Laboratory)   | to my learning experience in the                        |                         |
|                    | _ (_a, c.a, c.y) | course.   |                         |
|                    |                  | Prior chemistry courses (whether at                     |                         |
| Chemistry          |                  | the university or high school level)                    | Scale: Not at all,      |
| (Undergraduate)    | 3 (Laboratory)   | provided and adequate level of                          | Somewhat, Moderately,   |
| (Undergraduate)    |                  | preparation for the course material.                    | Mostly, A Great Deal    |
|                    |                  | The course instructor presents                          | -                       |
|                    | 1 (Lecture)      | materials in an organized manner.                       |                         |
|                    |                  | The course instructor communicates                      | 4                       |
|                    | 2 (1 aatuma)     | enthusiasm and interest in the                          |                         |
|                    | 2 (Lecture)      |   |                         |
|                    |                  | course material.  |                         |

|                 |                   | Prior chemistry courses (whether at                                 |   |
|-----------------|-------------------|---|---|
|                 | 3 (Lecture)       | the university or high school level) provided and adequate level of |   |
|                 |                   | preparation for the course material.                                |   |
|                 |                   | The course instructor presents                                      |   |
|                 | 1 (Tutorial)      | materials in an organized manner.                                   |   |
|                 |                   | The tutorial sessions contributed to                                | 1   |
|                 | 2 (Tutorial)      | my learning experience in the                                       |   |
|                 | _ ( : 0::0::0::.) | course.   |   |
|                 |                   | Prior chemistry courses (whether at                                 |   |
|                 | O (T ( ! !)       | the university or high school level)                                |   |
|                 | 3 (Tutorial)      | provided and adequate level of                                      |   |
|                 |                   | preparation for the course material.                                |   |
|                 | 4                 | The course instructor explained                                     |   |
|                 | 1                 | concepts clearly.   | Caala: Nat at all                             |
| Chemistry       | 0                 | Course lectures improved my   | Scale: Not at all,                            |
| (Graduate)      | 2                 | understanding of the material.                                      | Somewhat, Moderately,                         |
|                 | 2                 | The course material inspired me to                                  | Mostly, A Great Deal                          |
|                 | 3                 | learn more about the subject.                                       |   |
|                 | 1 (CIN105/201/    | The course instructor explained                                     |   |
|                 | 301&200-Level)    | concepts clearly.   | Scale: Not at all,                            |
|                 | ,                 | The course instructor explained how                                 | Somewhat, Moderately,                         |
|                 | 2 (CIN105/201/    | course topics contributed to overall                                | Mostly, A Great Deal                          |
|                 | 301&200-Level)    | learning of the subject matter.                                     | , , , , , , , , , , , , , , , , , , ,         |
|                 |                   |   | Scale: Poor, Fair,                            |
|                 | 3 (CIN105/201/    | Opportunities for critical reflection                               | Good, Very Good,                              |
|                 | 301&200-Level)    | and analysis in the course were:                                    | Excellent                                     |
|                 | 1 (CIN300&400-    | The course instructor explained                                     |   |
|                 | Level)            | concepts clearly.   |   |
|                 | 2010.)            | The course instructor's feedback on                                 | Scale: Not at all,                            |
|                 | 2 (CIN300&400-    | course assignments, projects, tests,                                | Somewhat, Moderately,<br>Mostly, A Great Deal |
|                 |                   | and/or papers provided guidance on                                  |   |
|                 | Level)            | how to improve my performance in                                    |   |
|                 |                   | the course.   |   |
| Cinema Studies  | 0 (01)10000 100   |   | Scale: Poor, Fair,                            |
| (Undergraduate) | 3 (CIN300&400-    | Course opportunities to draw from                                   | Good, Very Good,                              |
| , , ,           | Level)            | scholarly research were:  | Excellent                                     |
|                 | 4 (CIND4011)      | The course instructor explained                                     |   |
|                 | 1 (CIN349H)       | concepts clearly.   |   |
|                 |                   | The course instructor provided                                      |   |
|                 | 2 (CIN349H)       | opportunity for group activity and                                  | Scale: Not at all,                            |
|                 |                   | discussion in class.  | Somewhat, Moderately,                         |
|                 |                   | The course provided opportunity for                                 | Mostly, A Great Deal                          |
|                 | 3 (CIN349H)       | "hands-on" experience in terms of                                   |   |
|                 | J (JINJ-311)      | research, case studies, or real-world                               |   |
|                 |                   | situations.   |   |
|                 | 1 (CIN369H)       | The course instructor explained                                     |   |
|                 | 1 (311100011)     | concepts clearly.   | Scale: Not at all,                            |
|                 | 2 (CIN369H)       | The course instructor's feedback on                                 | Somewhat, Moderately,                         |
|                 |                   | course assignments, projects, tests,                                | Mostly, A Great Deal                          |
|                 |                   | and/or papers provided guidance on                                  |   |
|                 | 1                 | 1   | 1   |

|  |             | how to improve my performance in the course.   |   |
|--|-------------|--|---|
|  | 3 (CIN369H) | Opportunities for critical reflection and analysis in the course were:   | Scale: Poor, Fair,<br>Good, Very Good,<br>Excellent                 |
|  | 1 (CIN470H) | The course instructor explained concepts clearly.  |   |
|  | 2 (CIN470H) | The course provided opportunity for "hands-on" experience in terms of research, case studies, or real-world situations.                                  | Scale: Not at all,<br>Somewhat, Moderately,                         |
|  | 3 (CIN470H) | The course instructor's feedback on course assignments, projects, tests, and/or papers provided guidance on how to improve my performance in the course. | Mostly, A Great Deal  |
|  | 1           | The course instructor encouraged students to be actively aware of how they think about the course material.  | Scale: Not at all,  |
| Cinema Studies<br>(Graduate)                           | 2           | The course instructor encouraged a collaborative atmosphere in the classroom.  | Somewhat, Moderately,<br>Mostly, A Great Deal                       |
|  | 3           | The course provided instruction on how to critically evaluate ideas.   |   |
|  | 1           | The course instructor made it clear what students were expected to learn in the course.  |   |
| Diaspora & Transnational Studies (Undergraduate)       | 2           | The course instructor presented information on new perspectives, theory, and/or research on the course subject matter.                                   | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|  | 3           | The course instructor encouraged students to express their own ideas in the class.   |   |
|  | 1           | The course instructor highlighted the connections between theory, practice, and research in the course.  | Cooley Net et all   |
| Drama<br>(Undergraduate)                               | 2           | The course material inspired me to learn more about the subject matter.  | Scale: Not at all,<br>Somewhat, Moderately,                         |
| (enablgraduate)  | 3           | The course provided instruction on how to read text, research, and other material critically.  | Mostly, A Great Deal  |
|  | 1           | The course instructor explained concepts clearly.  |   |
| Ecology and<br>Evolutionary Biology<br>(Undergraduate) | 2           | The course instructor was enthusiastic about the course material.  | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
| ,  | 3           | The course material inspired me to learn more about the subject matter.  |   |

|                              |            | Overall, the quality of instruction                                     | Scale: Poor Fair                           |
|------------------------------|------------|---|--|
|                              | 4          | Overall, the quality of instruction provided by the instructor in this  | Scale: Poor, Fair,<br>Good, Very Good,     |
|                              | 4          | course was:   | Excellent                                  |
|                              |            |   | Excellent                                  |
|                              | 1          | The course instructor highlights the                                    |  |
|                              | I          | connections between theory, practice, and research in the course.       |  |
| Ecology and                  |            |   | Scale: Not at all,                         |
| Evolutionary Biology         | 2          | The course instructor ensured   | Somewhat, Moderately,                      |
| (Graduate)                   | 2          | students were informed of their   | Mostly, A Great Deal                       |
|                              |            | progress in the course.   | -  |
|                              | 3          | The course material inspired me to learn more about the subject matter. |  |
|                              |            | Please comment on the value of  |  |
|                              |            |   |  |
|                              | 1          | time spent in class toward your   | Open-ended                                 |
|                              |            | overall learning experience in the                                      | •  |
| <del> </del>                 |            | Course.   |  |
|                              |            | Please comment on the value of the                                      |  |
|                              | 2          | required readings toward your overall learning experience in the        | Open-ended                                 |
| Economico                    |            |   |  |
| Economics<br>(Undergraduate) |            | Please comment on the extent to   |  |
| (Ondergraduate)              |            | which course assignments and tests                                      |  |
|                              | 3          | required you to think and apply   | Open-ended                                 |
|                              | 3          | course concepts rather than   | Open-ended                                 |
|                              |            | memorize them.  |  |
|                              |            | Overall, the quality of instruction                                     | Scale: Poor, Fair,                         |
|                              | 4          | provided by the instructor in this                                      | Good, Very Good,                           |
|                              | 4          |   | Excellent                                  |
|                              |            | course was: This course improved my writing                             | Scale: Not at all,                         |
|                              | 1          | skills.   |  |
| •                            |            | This course improved my reading   | Somewhat, Moderately, Mostly, A Great Deal |
| English                      | 2          | skills.   | Wostry, A Great Dear                       |
| (Undergraduate)              |            | Overall, the quality of instruction                                     | Scale: Poor, Fair,                         |
|                              | 3          | provided by the instructor in this                                      | Good, Very Good,                           |
|                              | 3          | course was:   | Excellent                                  |
|                              |            | The course material inspired me to                                      | LAGGIGIT                                   |
|                              | 1          | learn more about the subject matter.                                    |  |
|                              |            | The course instructor related course                                    | Scale: Not at all,                         |
|                              | 2          | concepts to current issues or real-                                     | Somewhat, Moderately,                      |
| Environment, Centre          | <b>~</b>   | life situations.  | Mostly, A Great Deal                       |
| for (Undergraduate)          |            | The course instructor incorporated                                      | i wostry, A Oreat Dear                     |
| ioi (oridorgiaddato)         | 3          | different perspectives into lectures.                                   |  |
|                              |            | Overall, the quality of instruction                                     | Scale: Poor, Fair,                         |
|                              | 4          | provided by the instructor in this                                      | Good, Very Good,                           |
|                              | - <b>T</b> | course was:   | Excellent                                  |
|                              |            | The course instructor highlighted the                                   |  |
|                              | 1          | connections between theory,   |  |
|                              | 1          | practice, and research in the course.                                   |  |
| Environment, Centre          |            | The course stimulated new ways for                                      | Scale: Not at all,                         |
| for                          | 2          | me to think about the world.  | Somewhat, Moderately,                      |
| (Graduate)                   |            | The course provided opportunity to                                      | Mostly, A Great Deal                       |
| ,                            | 3          | apply course materials to current                                       |  |
|                              | 3          | issues in the field.  |  |
|                              |            | เออนฮอ แา แาซ เเซเน.  |  |

|                    |                      | Overall the smallt of the first       | Caslas Bass Feli      |
|--------------------|----------------------|---------------------------------------|-----------------------|
|                    |                      | Overall, the quality of instruction   | Scale: Poor, Fair,    |
|                    | 4                    | provided by the instructor in this    | Good, Very Good,      |
|                    |                      | course was:                           | Excellent             |
|                    | 1                    | The course instructor explained       |                       |
|                    |                      | concepts clearly.                     |                       |
|                    |                      | The course instructor related course  | Scale: Not at all,    |
| Ethics, Centre for | 2                    | concepts to current issues or real-   |                       |
| (Undergraduate)    |                      | life situations.                      | Somewhat, Moderately, |
|                    |                      | The course instructor made it clear   | Mostly, A Great Deal  |
|                    | 3                    | what students were expected to        |                       |
|                    |                      | learn in the course.                  |                       |
|                    |                      | The course introduced me to new       |                       |
|                    | 1 (100 Level)        | ideas.                                |                       |
|                    |                      | The course provided instruction in    |                       |
|                    | 2 (100 Level)        | basic research skills.                |                       |
|                    |                      | Course lectures inspired me to        |                       |
|                    | 2 (100 Loval)        |                                       |                       |
|                    | 3 (100 Level)        | discuss the subject matter outside of | Cooley Not et all     |
|                    |                      | class.                                | Scale: Not at all,    |
|                    | 1 (100&200           | Course lectures inspired me to        | Somewhat, Moderately, |
|                    | Level)               | discuss the subject matter outside of | Mostly, A Great Deal  |
|                    | ,                    | class.                                |                       |
|                    | 2 (100&200           | The course instructor explained       |                       |
| Fine Arts (Art     | Level)               | concepts clearly.                     |                       |
| History)           | 3 (100&200<br>Level) | The course introduced me to           |                       |
|                    |                      | different modes of critical           |                       |
|                    |                      | interpretation.                       |                       |
|                    | 1                    | The course provided opportunity to    |                       |
|                    | (400&Graduate        | develop my research paper writing     |                       |
|                    | Level)               | skills.                               | Scale: Not at all,    |
|                    | 2                    | The course instructor encouraged      |                       |
|                    | (400&Graduate        | students to express their own ideas   | Somewhat, Moderately, |
|                    | ` Level)             | in the class.                         | Mostly, A Great Deal  |
|                    | 3                    | The course encouraged me to           | · ·                   |
|                    | (400&Graduate        | critically evaluate written sources.  |                       |
|                    | Level)               |                                       |                       |
|                    |                      | The instructor's course outline,      |                       |
|                    | 1 (100-Level)        | including information about tests,    |                       |
|                    | 1 (100 2010)         | assignments, or projects, was clear.  |                       |
|                    |                      | Course assignments, projects, tests,  |                       |
|                    | 2 (100-Level)        | and/or papers highlighted important   |                       |
|                    | 2 (100 LCVCI)        | concepts of the course.               |                       |
|                    |                      |                                       |                       |
|                    | 2 (100 L aval)       | The course provided a foundation      |                       |
| Fine Arts (Visual  | 3 (100-Level)        | for understanding art movements of    | Scale: Not at all,    |
| Studies)           |                      | the late 20th century.                | Somewhat, Moderately, |
| (Undergraduate)    | 1 (All other         | The course instructor encouraged      | Mostly, A Great Deal  |
| (Ondorgraduate)    | courses)             | students to be actively aware of how  | ,                     |
|                    |                      | they think about the course material. |                       |
|                    | 2 (All other         | The course provided opportunity for   |                       |
|                    | courses)             | me to enhance my problem-solving      |                       |
|                    |                      | skills.                               |                       |
|                    | 3 (All other         | The course expanded my                |                       |
|                    | courses)             | understanding of professional         |                       |
|                    | oouises)             | practices in the field.               |                       |
|                    | •                    | • •                                   |                       |

|   | • |  |   |
|---|---|--|---|
|   | _ | The course instructor encouraged                                   |   |
|   | 1 | students to be actively aware of how                               |   |
|   |   | they think about the course material.                              | Capla: Not of all   |
| Fine Arts (Visual                       | 2 | The course provided opportunity to draw from scholarly research to | Scale: Not at all,  |
| Studies) (Graduate)                     |   | address issues in the field.                                       | Somewhat, Moderately, Mostly, A Great Deal                          |
|   |   |  | Mostly, A Great Deal  |
|   | 3 | The course provided opportunity for                                |   |
|   | 3 | me to develop my oral presentation skills.                         |   |
|   |   | The course instructor was  |   |
|   | 1 | enthusiastic about the course                                      |   |
|   | ' | material.  |   |
|   |   | The course instructor explained                                    | Scale: Not at all,  |
| Forestry                                | 2 | concepts clearly.  | Somewhat, Moderately,   |
| (Undergraduate)                         |   | The grading expectations for course                                | Mostly, A Great Deal  |
|   | _ | assignments, projects, papers,                                     | mostly, it Great Bear   |
|   | 3 | and/or tests were reviewed in the                                  |   |
|   |   | course.  |   |
|   |   | The course content provided me                                     |   |
|   | _ | with opportunities to develop a                                    |   |
| Franch                                  | 1 | better understanding of French and                                 | Scale: Not at all,  |
| French (Undergraduate)                  |   | Francophone cultures.  | Somewhat, Moderately,   |
| (Undergraduate)                         |   | This course provided me with                                       | Mostly, A Great Deal  |
|   | 2 | opportunities to further develop my                                | -   |
|   |   | knowledge of the French language.                                  |   |
|   |   | The course instructor expressed an                                 | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|   | 1 | interest in student understanding                                  |   |
|   |   | when explaining course concepts.                                   |   |
| Geography                               | 2 | The course material inspired me to                                 |   |
| (Undergraduate)                         |   | learn more about the subject matter.                               |   |
|   |   | At the time of registration, my level                              | Scale: Very Low, Low,   |
|   | 3 | of interest in this course was:                                    | Neutral, High, Very   |
|   |   | Course very irrements and reals                                    | High  |
|   |   | Course requirements and goals                                      |   |
|   | 1 | were clearly stated at the beginning of the course.                |   |
|   |   | The course instructor encouraged                                   | Scale: Not at all,  |
| German                                  | 2 | students to actively and creatively                                | Somewhat, Moderately,   |
| (Undergraduate)                         |   | engage with course materials.                                      | Mostly, A Great Deal  |
|   |   | The course instructor encouraged                                   | Woodly, At Great Bear   |
|   | 3 | students to engage in classroom                                    |   |
|   |   | activities.  |   |
|   |   | Course assignments or project                                      |   |
|   | _ | descriptions, including  |   |
|   | 1 | information about requirements,                                    | Scale: Not at all,  |
|   |   | were clear.  | Somewhat, Moderately,   |
| 0.0000000000000000000000000000000000000 |   | The course instructor encouraged                                   | Mostly, A Great Deal  |
| German (Graduate)                       | 2 | an independent approach to   | -   |
|   | _ | identifying and solving research                                   |   |
|   |   | problems.  |   |
|   | 3 | Please comment on improvements                                     | Open-ended  |
|   | 3 | (if any) the instructor should make                                | Open-ended  |
|   | 1 | 1  | 1   |

|                                   |   | if he or she was to teach this course again.  |   |
|-----------------------------------|---|---|---|
|                                   | 1 | The course instructor explained concepts clearly.   | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
| History<br>(Undergraduate)        | 2 | The course material inspired me to learn more about the subject matter.                                       |   |
|                                   | 3 | The course improved my writing skills.  | Wostly, A Great Dear  |
| History & Philosophy of Science & | 1 | The course instructor made it clear what students were expected to learn in the course.                       | Scale: Not at all,  |
| Technology<br>(Undergraduate)     | 2 | Course projects and/or assignments provided opportunity for creativity and creative thinking.                 | Somewhat, Moderately,<br>Mostly, A Great Deal                       |
|                                   | 1 | The course instructor was enthusiastic about the course material.   |   |
| Human Biology<br>(Undergraduate)  | 2 | The course instructor expressed an interest in student understanding when explaining course concepts.         | Scale: Not at all,<br>Somewhat, Moderately,                         |
|                                   | 3 | The course instructor encouraged students to draw knowledge from other courses to understand course material. | Mostly, A Great Deal  |
|                                   | 1 | The course instructor moved through course concepts at a comfortable pace.                                    |   |
| Immunology<br>(Undergraduate)     | 2 | The course instructor made it clear what students were expected to learn in the course.                       | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|                                   | 3 | The course instructor was enthusiastic about the course material.   |   |
| Industrial Relations              | 1 | The course instructor highlighted the inter-connections across theory, research, policy, and practice.        | Scale: Not at all,  |
| and Human<br>Resources, Centre    | 2 | The course provided instruction on how to critically evaluate ideas.  | Scale: Not at all, Somewhat, Moderately, Mostly, A Great Deal       |
| for (Graduate)                    | 3 | The course provided opportunity for me to enhance my problem-solving skills.                                  | moonly, / t Groat Boar  |
|                                   | 1 | During the course, the course instructor was approachable when students sought guidance.                      |   |
| Innis College<br>(Undergraduate)  | 2 | The course provided opportunity for me to develop my paper writing skills.                                    | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|                                   | 3 | Course assignments, projects, tests, and/or papers helped me to develop skills I can use in other courses.    |   |
| Italian<br>(Undergraduate)        | 1 | The course instructor explained concepts clearly.   |   |

|                                    |   |  | 1 -   |
|------------------------------------|---|--|---|
|                                    |   | Feedback on course assignments,        | Scale: Not at all,                            |
|                                    | 2 | projects, tests, and/or papers was     | Somewhat, Moderately,                         |
|                                    |   | well-timed throughout the course.      | Mostly, A Great Deal                          |
|                                    | 3 | The course instructor encouraged       |   |
|                                    | 3 | student participation during lectures. |   |
|                                    | 1 | The course instructor explained        |   |
|                                    |   | concepts clearly.                      |   |
|                                    | 2 | The course material inspired me to     | Scale: Not at all,                            |
| Italian (Graduate)                 | ۷ | learn more about the subject matter.   | Somewhat, Moderately,                         |
|                                    |   | The course provided instruction on     | Mostly, A Great Deal                          |
|                                    | 3 | how to conduct research on the         |   |
|                                    |   | subject matter.                        |   |
|                                    |   | The course instructor explained        |   |
| Laboratory Madiaina                | 1 | presented material in a clear and      | Scale: Not at all,                            |
| Laboratory Medicine & Pathobiology |   | organized manner.                      | Somewhat, Moderately,                         |
| (Undergraduate)                    |   | The course instructor created an       | Mostly, A Great Deal                          |
| (Ondergraduate)                    | 2 | environment that is respectful and     | ]   |
|                                    |   | collegial.                             |   |
|                                    |   | During the course, the course          |   |
|                                    | 1 | instructor was approachable when       |   |
|                                    |   | students sought guidance.              | Scale: Not at all,                            |
| Laboratory Medicine                |   | The course instructor presented        | · ·   |
| & Pathobiology                     | 2 | information on new perspectives,       | Somewhat, Moderately,<br>Mostly, A Great Deal |
| (Graduate)                         | 2 | theory, and/or research on the         |   |
| , ,                                |   | course subject matter.                 |   |
|                                    | 3 | The course provided instruction on     |   |
|                                    | ა | how to evaluate research evidence.     |   |
|                                    |   | The course instructor encouraged       |   |
|                                    | 4 | students to draw from knowledge        |   |
| Latin Amarican                     | 1 | from other courses to understand       | Caalar Nat at all                             |
| Latin American                     |   | the course material.                   | Scale: Not at all,                            |
| Studies                            | 2 | The course stimulated new ways for     | Somewhat, Moderately,                         |
| (Undergraduate)                    | 2 | me to think about the world.           | Mostly, A Great Deal                          |
|                                    | 3 | The course provided instruction on     |   |
|                                    | ა | how to critically evaluate ideas.      |   |
|                                    | 1 | The course instructor explained        |   |
|                                    | 1 | concepts clearly.                      |   |
|                                    |   | The course instructor encouraged       |   |
|                                    | 2 | students to ask questions about the    | Cooley Net et all                             |
| Linguistics                        |   | course material.                       | Scale: Not at all,                            |
| (Undergraduate)                    |   | The course instructor's feedback on    | Somewhat, Moderately, Mostly, A Great Deal    |
|                                    |   | course assignments, projects, tests,   | Wostly, A Great Deal                          |
|                                    | 3 | and/or papers provided guidance on     |   |
|                                    |   | how to improve my performance in       |   |
|                                    |   | the course.                            |   |
|                                    | 1 | The course instructor explained        |   |
|                                    | 1 | concepts clearly.                      | Opple: Net of all                             |
| Mathematics                        | 2 | The course instructor was              | Scale: Not at all,                            |
| (Undergraduate)                    | 2 | approachable.                          | Somewhat, Moderately,                         |
|                                    | 3 | The course instructor answered         | Mostly, A Great Deal                          |
|                                    | ა | questions clearly.                     |   |
|                                    |   |  |   |

|                          |   | The course helped in the   |   |
|--------------------------|---|--|---|
|                          | 1 | development of skills useful for                                     |   |
|                          | • | advanced research.   |   |
| Medieval Studies,        |   | The knowledge and skills instilled by                                | Scale: Not at all,                            |
| Centre for               | 2 | this course are applicable to other                                  | Somewhat, Moderately,                         |
| (Graduate)               |   | courses and research areas.  | Mostly, A Great Deal                          |
| (                        |   | The instructor provided helpful                                      | ,       |
|                          | 3 | feedback on assignments and was                                      |   |
|                          |   | available for consultation.  |   |
|                          |   | The instructor's course outline,                                     |   |
|                          |   | including information  |   |
|                          | 1 | about tests, assignments, or   |   |
|                          |   | projects,  | Caple: Not et all                             |
| Molecular Genetics       |   | was clear.   | Scale: Not at all,                            |
| (Undergraduate)          | 2 | The course instructor explained                                      | Somewhat, Moderately,                         |
| , , ,                    | 2 | concepts clearly.  | Mostly, A Great Deal                          |
|                          |   | The course instructor expressed an                                   |   |
|                          | 3 | interest in student understanding                                    |   |
|                          |   | when explaining course concepts.                                     |   |
|                          |   | The course instructor provided                                       |   |
|                          | 1 | opportunity for classroom  |   |
|                          |   | discussion.  |   |
| American Studies         |   | The course instructor encouraged                                     | Scale: Not at all,                            |
| American Studies         | 2 | students to draw knowledge from                                      | Somewhat, Moderately,<br>Mostly, A Great Deal |
| (Munk Centre)            | 2 | other courses to understand course                                   |   |
| (Undergraduate)          |   | material.  | ,   |
|                          |   | The course provided instruction on                                   |   |
|                          | 3 | how to conduct research on the                                       |   |
|                          |   | subject matter.  |   |
| Asian Institute (Munk    | 1 | The course material inspired me to                                   | Scale: Not at all,                            |
| Centre)                  | I | learn more about the subject matter.                                 | Somewhat, Moderately,                         |
| (Undergraduate/          | 2 | Course projects and/or assignments                                   | Mostly, A Great Deal                          |
| Graduate)                | 2 | provided opportunity for reflection.                                 | , .   |
| F D                      |   | The course instructor provided                                       |   |
| European, Russian        | 1 | opportunity for classroom  | Scale: Not at all,                            |
| and Eurasian             |   | discussion.  | Somewhat, Moderately,                         |
| Studies (Munk<br>Centre) |   | The course instructor highlighted the                                | Mostly, A Great Deal                          |
| ,                        | 2 | connections between theory,  | ,   |
| (Undergraduate)          |   | practice, and research in the course.                                |   |
|                          |   | The course instructor ensured  |   |
| European, Russian        | 1 | classroom discussions were   | Scale: Not at all,                            |
| and Eurasian             |   | focused.   | Somewhat, Moderately,                         |
| Studies (Munk            |   | The course instructor highlighted the                                | Mostly, A Great Deal                          |
| Centre) (Graduate)       | 2 | connections between theory,  |   |
|                          |   | practice, and research in the course.                                |   |
|                          |   | The course instructor incorporated                                   |   |
|                          | 1 | different disciplinary perspectives                                  |   |
| Peace, Conflict &        |   | into lecture and readings.   | Scale: Not at all,                            |
| Justice Studies          |   | The course instructor used   | Somewhat, Moderately,                         |
| (Munk Centre)            | 2 | examples when explaining course                                      | Mostly, A Great Deal                          |
| (Undergraduate)          |   | concepts.  |   |
| 1                        |   |  | 1   |
|                          | 3 | The course provided instruction on how to critically evaluate ideas. |   |

|                                       |   | The instructor's course outline,                                      |   |
|---------------------------------------|---|---|---|
|                                       | 1 | including information about tests,                                    | Scale: Not at all,                          |
| Music                                 |   | assignments, or projects, was clear.                                  | Somewhat, Moderately,                       |
| (Undergraduate)                       | 2 | The course instructor explained                                       | Mostly, A Great Deal                        |
| (endergraduate)                       |   | concepts clearly.   | Wostry, A Great Dear                        |
|                                       | 3 | The course material inspired me to                                    |   |
|                                       | _ | learn more about the subject matter.                                  |   |
|                                       | 4 | The instructor's course outline,                                      |   |
| Nissan and Middle                     | 1 | including information about tests,                                    |   |
| Near and Middle Eastern Civilizations |   | assignments, or projects, was clear.  The course instructor explained | Scale: Not at all,                          |
|                                       | 2 | •   | Somewhat, Moderately,                       |
| (Undergraduate/ Graduate)             |   | concepts clearly.  The course provided instruction on                 | Mostly, A Great Deal                        |
| Graddate)                             | 3 | how to read text, research, and                                       |   |
|                                       | 3 | other material clearly.   |   |
|                                       |   | The course instructor encouraged                                      |   |
|                                       | 1 | students to be actively aware of how                                  |   |
|                                       | • | they think about the course material.                                 |   |
|                                       |   | Course assignments, projects, tests,                                  | Scale: Not at all,                          |
|                                       | 2 | and/or papers helped me to develop                                    | Somewhat, Moderately,                       |
| New College                           |   | skills I can use in other courses.                                    | Mostly, A Great Deal                        |
| (Undergraduate)                       |   | The course drew attention to current                                  |   |
|                                       | 3 | issues or real-life situations related                                |   |
|                                       |   | to the field of study.  |   |
|                                       | 4 | Overall, the quality of instruction                                   | Scale: Poor, Fair,                          |
|                                       |   | provided by the instructor in this                                    | Good, Very Good,                            |
|                                       |   | course was:   | Excellent                                   |
|                                       | 1 | The course instructor explained                                       |   |
|                                       |   | concepts clearly.   | Scale: Not at all,                          |
|                                       | 2 | The course instructor related course                                  |   |
| Nutritional Science                   |   | concepts to current issues or real-<br>life situations.               | Somewhat, Moderately,                       |
| (Undergraduate)                       |   | The course provided instruction on                                    | Mostly, A Great Deal                        |
| (Officergraduate)                     | 3 | how to evaluate research evidence.                                    |   |
|                                       |   | Overall, the quality of instruction                                   | Scale: Poor, Fair,                          |
|                                       | 4 | provided by the instructor in this                                    | Good, Very Good,                            |
|                                       | • | course was:   | Excellent                                   |
|                                       |   | The course instructor explained                                       |   |
|                                       | 1 | concepts clearly.   |   |
| Dharmaayitiaal                        |   | The course provided information on                                    | Cooley Not at all                           |
| Pharmaceutical<br>Chemistry           | 2 | important issues in the subject                                       | Scale: Not at all,<br>Somewhat, Moderately, |
| (Undergraduate)                       |   | matter.   | Mostly, A Great Deal                        |
| (Ondergraduate)                       |   | The course instructor related course                                  | Wostry, A Great Bear                        |
|                                       | 3 | concepts to current issues or real-                                   |   |
|                                       |   | life situations.  |   |
|                                       |   | The course provided instruction on                                    |   |
|                                       | 1 | how to read text, research and other                                  |   |
| Pharmacology &                        |   | material critically.  | Scale: Not at all,<br>Somewhat, Moderately, |
| Toxicology                            | 2 | The course provided an opportunity                                    |   |
| (Undergraduate)                       |   | for me to enhance my problem-   | Mostly, A Great Deal                        |
| , ,                                   |   | solving skills.   | -   |
|                                       | 3 | The course inspired me to learn more about the subject matter.        |   |
|                                       |   | more about the subject matter.  | 1   |

| Philosophy<br>(Undergraduate)        | 1                          | The course instructor was enthusiastic about the course material.   | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|--------------------------------------|----------------------------|---|---|
|                                      | 2                          | The course instructor explained concepts clearly.   | Wostry, A Great Dear  |
|                                      | 3                          | The course material inspired me to learn more about the subject matter.   | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|                                      | 4                          | Overall, the quality of instruction provided by the instructor in this course was:                                    | Scale: Poor, Fair,<br>Good, Very Good,<br>Excellent                 |
| Physics<br>(Undergraduate)           | 1                          | The course instructor was enthusiastic about the course material.   |   |
|                                      | 2                          | The course instructor moved through course concepts at a comfortable pace.  | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|                                      | 3                          | The course instructor had reasonable learning expectations for students in the course.                                |   |
| Physiology                           | 1                          | The course instructor was enthusiastic about the course material.   | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|                                      | 2                          | The course instructor explained concepts clearly.   |   |
| (Undergraduate)                      | 3                          | The course instructor organized lectures in a logical manner.   |   |
|                                      | 4                          | Overall, the quality of instruction provided by the instructor in this course was:                                    | Scale: Poor, Fair,<br>Good, Very Good,<br>Excellent                 |
|                                      | 1 (Lecture)                | The course drew attention to ethical and social issues related to the field of study.                                 | Ocale National  |
|                                      | 2 (Lecture)                | Course lectures improved my understanding of the course material.   | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|                                      | 3 (Lecture)                | The course stimulated new ways for me to think about the world.   |   |
| Political Science<br>(Undergraduate) | 4 (Lecture)                | Overall, the quality of instruction provided by the instructor in this course was:                                    | Scale: Poor, Fair,<br>Good, Very Good,<br>Excellent                 |
|                                      | 1 (Quantitative<br>Method) | The course provided instruction on how to interpret quantitative information (e.g. statistics, statistical analyses). | Scale: Not at all,  |
|                                      | 2 (Quantitative<br>Method) | Course lectures improved my understanding of the course material.   | Somewhat, Moderately,<br>Mostly, A Great Deal                       |
|                                      | 3 (Quantitative Method)    | The course stimulated new ways for me to think about the world.   |   |
|                                      | 4 (Quantitative<br>Method) | Overall, the quality of instruction provided by the instructor in this course was:                                    | Scale: Poor, Fair,<br>Good, Very Good,<br>Excellent                 |

|  |             | The course drew attention to ethical   |   |
|--|-------------|--|---|
|  | 1 (Seminar) | and social issues related to the field of study.   |   |
|  | 2 (Seminar) | The course provided opportunity to develop my interpersonal communication skills (i.e. sharing ideas with others). | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|  | 3 (Seminar) | Classroom discussions improved my understanding of the course material.  |   |
|  | 4 (Seminar) | Overall, the quality of instruction provided by the instructor in this course was:                                 | Scale: Poor, Fair,<br>Good, Very Good,<br>Excellent                 |
|  | 1           | The course instructor was receptive to different perspectives in class.  |   |
| Political Science<br>(Graduate)  | 2           | Classroom discussions improved my understanding of the course material.  | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|  | 3           | The course provided opportunity to apply course material to current issues in the field.                           |   |
| Psychology<br>(Undergraduate)  | 1           | The course instructor was enthusiastic about the course material.  | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|  | 2           | The course instructor expressed an interest in student understanding when explaining course concepts.              |   |
|  | 3           | The course material inspired me to learn more about the subject matter.  |   |
|  | 1           | The course encouraged me to think critically about the subject, develop new ideas, and think more broadly.         | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
| Psychology<br>(Graduate)   | 2           | The course atmosphere was respectful and encouraging.  |   |
|  | 3           | The professor was open to students' questions and concerns.  |   |
| Public Policy and<br>Governance, School<br>of (Undergraduate/<br>Graduate) | 1           | Overall, the quality of instruction provided by the instructor in this course was:                                 | Scale: Poor, Fair,<br>Good, Very Good,<br>Excellent                 |
| Religion<br>(Undergraduate/<br>Graduate)                                   | 1           | Course assignments or project descriptions, including information about requirements, were clear.                  | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|  | 2           | The course provided instruction on how to critically evaluate ideas.   |   |
|  | 3           | The course instructor was receptive to different perspectives in class.  |   |
| Rotman Commerce<br>(Undergraduate)   | 1           | The course instructor encouraged respect for different opinions and experiences in the classroom.                  | Scale: Not at all,  |
|  | 2           | The course provided opportunities for me to use and develop my communication skills.                               | Somewhat, Moderately,<br>Mostly, A Great Deal                       |

|  |                            | Overall the avality of instruction   | Carla: Dana Fain  |
|--|----------------------------|--------------------------------------|---|
|  | 0                          | Overall, the quality of instruction  | Scale: Poor, Fair,  |
|  | 3                          | provided by the instructor in this   | Good, Very Good,  |
|  |                            | course was:                          | Excellent   |
|  | _                          | The course instructor related course |   |
| Constant                                 | 1                          | concepts to current issues or real-  | Caala: Nat at all   |
| Sexual Diversity                         |                            | life situations.                     | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
| Studies                                  | 2                          | The course material inspired me to   |   |
| (Undergraduate)                          |                            | learn more about the subject matter. |   |
|  | 3                          | The course provided instruction on   |   |
|  |                            | how to critically evaluate ideas.    |   |
|  | 1                          | The course material inspired me to   |   |
|  | '                          | learn more about the subject matter. |   |
| Sexual Diversity                         |                            | The course provided instruction on   | Scale: Not at all,<br>Somewhat, Moderately,                         |
| Studies (Graduate)                       | 2                          | how to critically evaluate ideas.    |   |
| Cidalos (Cidadais)                       |                            | •                                    | Mostly, A Great Deal  |
|  | 3                          | The course provided instruction on   |   |
|  | J                          | how to write a research proposal.    |   |
|  |                            | During the course, the course        |   |
|  | 1                          | instructor was approachable when     |   |
| Slavic Languages &                       |                            | students sought guidance.            | Scale: Not at all,  |
| Literatures                              |                            | The instructor's course outline,     | Somewhat, Moderately,   |
| (Undergraduate/                          | 2                          | including information about tests,   |   |
| Graduate)                                |                            | assignments, or projects, was clear. | Mostly, A Great Deal  |
|  | 3                          | The course instructor explained      |   |
|  | 3                          | concepts clearly.                    |   |
| Sociology                                | 1                          | Overall, the quality of instruction  | Scale: Poor, Fair,  |
| (Undergraduate)                          |                            | provided by the instructor in this   | Good, Very Good,<br>Excellent                                       |
| (Ondergraduate)                          |                            | course was:                          |   |
| Statistics                               |                            | Overall, the quality of instruction  | Scale: Poor, Fair,<br>Good, Very Good,<br>Excellent                 |
| (Undergraduate)                          | 1                          | provided by the instructor in this   |   |
| (Chacigiadate)                           |                            | course was:                          |   |
|  | 1 (Lecture)                | The course instructor organized      |   |
|  | i (Lecture)                | lectures in a logical manner.        |   |
|  | 2 (Lecture)                | The course instructor encouraged     |   |
|  |                            | respect for different opinions and   |   |
|  |                            | experiences in the classroom.        |   |
|  | 3 (Lecture)                | The course instructor's feedback on  | Scale: Not at all, Somewhat, Moderately, Mostly, A Great Deal       |
|  |                            | course assignments, projects, tests, |   |
|  |                            | and/or papers provided guidance on   |   |
|  |                            | how to improve my performance in     |   |
| St. Michael's College<br>(Undergraduate) |                            | the course.                          |   |
|  | 1 (Practical &<br>Lecture) | The service placement provided       |   |
|  |                            | hands-on experience related to       |   |
|  |                            | course material.                     |   |
|  | 2 (Practical &<br>Lecture) | The service placement provided       |   |
|  |                            | opportunity for me to reflect on the |   |
|  |                            | study of social justice.             |   |
|  | 3 (Practical & Lecture)    | The course provided instruction on   |   |
|  |                            | how to reflect critically on the     |   |
|  |                            | relationship between theory and      |   |
| 1  |                            | practice.                            |   |

|                                       | 1 (Tutorial &             | During the course, the course   |   |
|---------------------------------------|---------------------------|---|---|
|                                       | Lecture)                  | instructor was approachable when students sought guidance.  |   |
|                                       | 2 (Tutorial &<br>Lecture) | The course instructor encouraged students to raise critical questions about course material in lectures and tutorial discussions. |   |
|                                       | 3 (Tutorial &<br>Lecture) | The course provided opportunity for me to develop my paper writing skills.  |   |
| Trinity College<br>(Undergraduate)    | 1                         | Course assignment or project descriptions, including information about requirements, were clear.                                  | Scale: Not at all, Somewhat, Moderately, Mostly, A Great Deal       |
|                                       | 2                         | The course instructor encouraged students to express their own ideas in the class.  |   |
|                                       | 3                         | Opportunities for reflection and analysis in the course were:   | Scale: Poor, Fair,<br>Good, Very Good,<br>Excellent                 |
|                                       | 1 (TRN410)                | Course assignment or project descriptions, including information about requirements, were clear.                                  | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|                                       | 2 (TRN410)                | The course provided instruction on how to extract important information from texts, articles, or other sources.                   |   |
|                                       | 3 (TRN410)                | Opportunities for critical reflection and analysis in the course were:  | Scale: Poor, Fair,<br>Good, Very Good,<br>Excellent                 |
|                                       | 1 (Canadian<br>Studies)   | The course instructor expressed an interest in student understanding when explaining course concepts.                             | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|                                       | 2 (Canadian<br>Studies)   | The course instructor related course concepts to current issues or reallife situations.   |   |
|                                       | 3 (Canadian Studies)      | The course provided instruction on how to critically evaluate ideas.  |   |
| University College<br>(Undergraduate) | 1 (Health<br>Studies)     | The course provided information on important issues in the subject matter.  |   |
|                                       | 2 (Health<br>Studies)     | The course provided instruction on how to critically evaluate ideas.  |   |
|                                       | 3 (Health<br>Studies)     | The course provided instruction on how to read text, research, and other material critically.                                     |   |
|                                       | 1 (uc-ONE)                | The course instructor related course concepts to current issues or real-life situations.  |   |
|                                       | 2 (uc-ONE)                | The course provided instruction on how to critically evaluate ideas.  |   |
|                                       | 3 (uc-ONE)                | Course assignments, projects, tests, and/or papers helped me to develop skills I can use in other courses.                        | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |

| Victoria College<br>(Undergraduate)            | 1         | The instructor's course outline, including information about tests, assignments, or projects, was clear.   |   |
|--|-----------|--|---|
|  | 2         | The course instructor explained concepts clearly.  |   |
|  | 3         | The course instructor was enthusiastic about the course material.  | Scale: Not at all,<br>Somewhat, Moderately,<br>Mostly, A Great Deal |
|  | 4         | The course instructor's feedback on course assignments, projects, tests, and/or papers provided guidance on how to improve my performance in the course. |   |
| Woodsworth College<br>(Undergraduate)          | 1         | The course instructor highlighted the connections between theory, practice, and research in the course.  |   |
|  | 2         | Course lectures inspired me to discuss the subject matter outside of class.  |   |
|  | 3         | The course provided instruction on how to logically and critically evaluate ideas/information.   | Scale: Not at all,  |
|  | 1 (TESOL) | The course instructor related course concepts to current issues or reallife situations.  | Somewhat, Moderately,<br>Mostly, A Great Deal                       |
|  | 2 (TESOL) | The course instructor encouraged a collaborative atmosphere in the classroom.  |   |
|  | 3 (TESOL) | The course instructor encouraged students to be actively aware of how they think about the course material.  |   |
| Women and Gender<br>Studies<br>(Undergraduate) | 1         | The course instructor presented information on new perspectives, theory, and/or research on the course subject matter.                                   | Scale: Not at all,<br>Somewhat, Moderately,                         |
|  | 2         | The course provided instruction on how to read text, research, and other material critically.  | Mostly, A Great Deal  |

Updated: September 25, 2019