**UNIVERSITY OF THE PHILIPPINES MANILA**
**STUDENT EVALUATION OF TEACHERS**

Instructor: AD CARPIO
Course: CMSC 199 (RM)-MAB                    Date: February 17, 2014, 12:04 am
Sem/AY: 1 / 2013-2014                        No. of Respondents: 3

## PART I. THE STUDENT

| 0 - [No Response]    1 - [Very active]    2 - [Somewhat active]   3 - [Not active]    4 - [Did not participate at all] | | | | | | | |
|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 4 | 5 | AVE |
| 1. How active have you been participating in this class (eg. by way of recitation, reporting, class discussion, other class activities) | 0 | 1 | 0 | 0 | 0 | | 1 |
| 0 - [No Response]    1 - [0]    2 - [1]    3 - [2 to 3]    4 - [4 to 5]    5 - [6 or more] | | | | | | | |
| 2. Since the start of the semester, how many times have you been absent in this class? | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| 3. Since the start of the semester, how many times have you been late in this class? | 0 | 0 | 1 | 0 | 0 | 0 | 2 |

Weighted Average (Part I): 1.3333

## PART II. THE COURSE

| | 2 days | 1 day | > 2 days |
|---|---|---|---|
| 1. How many class days per week do you have? | 0 | 1 | 0 |

| | early morning | mid-morning | early afternoon | late afternoon |
|---|---|---|---|---|
| 2. What time of the day is this class? | 1 | 0 | 0 | 0 |

| | 1.5 hours | 3 hours or more |
|---|---|---|
| 3. How many hours do you spend per class session? | 0 | 1 |

| | lec only | lab only | combined | PE class |
|---|---|---|---|---|
| 4. What is the nature of your class? | 1 | 0 | 0 | 0 |

| | 0 - [No Response]    1 - [Very interesting]    2 - [Quite interesting]   3 - [Quite uninteresting]    4 - [Very uninteresting] |
|---|---|

| | | 0 | 1 | 2 | 3 | 4 | AVE |
|---|---|---|---|---|---|---|---|
| 5. | Before you enrolled in this subject, have you thought of it as... | 0 | 0 | 0 | 0 | 1 | 4 |
| 6. | Now that you are taking this subject, do you regard it as... | 0 | 0 | 0 | 1 | 0 | 3 |

| | 0 - [No Response]    1 - [Very easy]    2 - [Quite easy]   3 - [Quite difficult]    4 - [Very difficult] |
|---|---|

| | | 0 | 1 | 2 | 3 | 4 | AVE |
|---|---|---|---|---|---|---|---|
| 7. | Before you enrolled in this subject, have you thought of it as... | 0 | 0 | 1 | 0 | 0 | 2 |
| 6. | Now that you are taking this subject, do you regard it as... | 0 | 1 | 0 | 0 | 0 | 1 |

Weighted Average (Part II): 2.5

| | | Once | Twice | 3 or more |
|---|---|---|---|---|
| 9. | How many times have you taken this course (either you failed or dropped the course in the past)? | 1 | 0 | 0 |

## PART III. THE TEACHER

| 1 - [Strongly Agree] | 2 - [Moderately Agree] | 3 - [Somewhat Agree] | 4 - [Somewhat Disagree] | 5 - [Moderately Disagree] | 6 - [Strongly Disagree] |
|---|---|---|---|---|---|

Reverse encoding for negatively oriented questions

| | | 1 | 2 | 3 | 4 | 5 | 6 | AVE |
|---|---|---|---|---|---|---|---|---|
| 1. | Shows broad and indepth knowledge of the subject. | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 2. | Provides a well-thought out syllabus or course outline. | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| 3. | Provides up-to-date information about the subject matter. | 0 | 0 | 1 | 0 | 0 | 0 | 3 |
| 4. | Can answer satisfactory questions from the students. | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| 5. | Has adequate knowledge about the about issues related to the subject matter. | 0 | 0 | 0 | 0 | 1 | 0 | 5 |
| 6. | Can explain very well a difficult subject matter to the students. | 0 | 0 | 0 | 0 | 0 | 1 | 6 |
| 7. | Consults students on matters related to the conduct of the course | 0 | 0 | 0 | 0 | 1 | 0 | 5 |
| 8. | Presents subject matter clearly and systematically. | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| 9. | Often comes to class unprepared for the lesson. | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| 10. | Explains again when he/she feels that the concept is not well understood by the students. | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| 11. | Uses evaluation measures or tests adequately sample what was covered in the course. | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 12. | Explains the course objectives, expectations, and requirements. | 0 | 0 | 1 | 0 | 0 | 0 | 3 |
| 13. | Provides immediate feedback on student performance (e.g., giving back results of exams). | 1 | 0 | 0 | 0 | 0 | 0 | 1 |

| # | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 14. | Makes use of other teaching techniques (e.g., film showing, group dynamics, slide/powerpoint presentations, field trips) aside from pure lectures, class reporting, and class discussions. | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 15. | Presents clear rules to be followed by students in class (e.g., on tardiness, absences, use of cellphones, going out during class, etc.). | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 16. | Is firm and consistent, strict but reasonable in disciplining students. | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| 17. | Fosters a stimulating atmosphere which encourages students to participate in class discussions and other class activities. | 1 | 0 | 0 | 0 | 0 | 0 | 1 |
| 18. | Is often not available for consultation. | 0 | 0 | 0 | 0 | 0 | 1 | 6 |
| 19. | Can manage students who are unruly, noisy and inattentive. | 0 | 0 | 1 | 0 | 0 | 0 | 3 |
| 20. | Is often absent in class (i.e., more than 5 absences since start of semester). | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| 21. | Is often late in class (i.e., at least once every week). | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| 22. | Does not respect students' ideas and viewpoints. | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| 23. | Gives constructive criticisms of students' work. | 0 | 0 | 1 | 0 | 0 | 0 | 3 |
| 24. | Is tactful and polite in dealing with students. | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| 25. | Attempts to understand students' needs and issues in life. | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| 26. | Can be easily approached by students. | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| 27. | Plays favoritism among his/her students. | 0 | 0 | 0 | 0 | 1 | 0 | 5 |
| 28. | Is clean, neat and well-groomed. | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| 29. | Often comes to class in proper (presentable, respectable) attire. | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| 30. | Commands respect; behaves properly in class. | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| 31. | Is pleasant, inspiring, and motivating. | 0 | 1 | 0 | 0 | 0 | 0 | 2 |
| 32. | Is psychologically or emotionally unpredictable (e.g., irrational emotional outbursts). | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| 33. | Has a clear and audible voice; fluent in her/his speech. | 0 | 0 | 0 | 0 | 1 | 0 | 5 |
| 34. | Stimulates me to study further. | 0 | 0 | 0 | 0 | 0 | 1 | 6 |
| 35. | Has developed in me a greater sense of responsibility. | 0 | 0 | 0 | 0 | 1 | 0 | 5 |
| 36. | Has developed in me critical and creative thinking. | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| 37. | Has inculcated in me more self-reliance and self-discipline. | 0 | 0 | 0 | 1 | 0 | 0 | 4 |
| 38. | Has helped me understand my own self, other people, society and the physical and biological environment. | 0 | 0 | 1 | 0 | 0 | 0 | 3 |
| 39. | Enlightened me with regard to my goals and direction in life. | 0 | 0 | 1 | 0 | 0 | 0 | 3 |

Weighted Average (Part III): 3.3382

| 40. What are the teacher's strong points? |
| --- |
| |

| 41. What are the teacher's weak points? |
| --- |
| |

| 42. In what areas should the teacher make MUCH improvement? | Knowledge about the subject | 0 |
| --- | --- | --- |
| | Style of teaching | 1 |
| | Class management skills | 0 |
| | Relationship with students | 0 |
| | Personality of the teacher | 0 |
| | Impact of teaching on students | 0 |