

Project Title: **University of Florida GatorEvals – Fall 2025 Main Project****Courses Audience: 16**
Responses Received: 8
Response Ratio: 50.0 %**Instructors Audience: 16**
Responses Received: 8
Response Ratio: 50.0 %

Report Comments

INTRODUCTION

Teaching is a fundamental purpose of the University of Florida and the dissemination of new knowledge in our classrooms, studios, and clinics enables our students and trainees to fully explore their intellectual boundaries. Assessment and evaluation of our courses are designed to enhance instruction and maximize learning to meet the mission of the university. This report contains the results gathered through the new GatorEvals system. Students were invited to share their feedback on the teaching and course material. We invite every faculty member to examine the analysis in the report and utilize the resources provided in the report. Thank you for your continued great work!

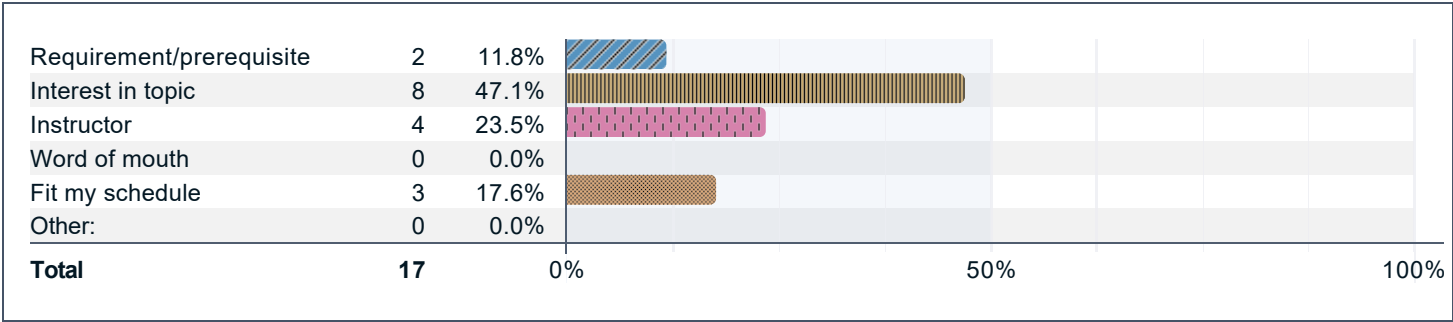
Chris Hass, Ph.D.
Associate Provost for Academic and Faculty Affairs

Resources to help you with this report:

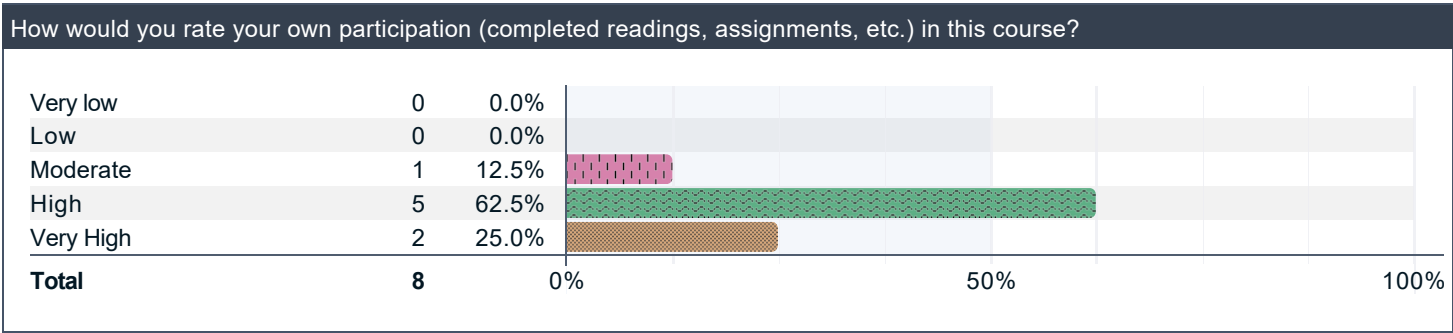
1. Consult our [GatorEvals Guide](#) for interpreting and using teaching survey results.
2. [Register for Elevate](#), a new Center for Teaching Excellence (CTE) initiative to help you create a customized trajectory for professional development, focusing on growth in areas you have identified through self-reflection.
3. GatorEvals offers the ability to [opt-in to a midterm](#) evaluation. This formative feedback offers you a chance to address student insights and adjust the course before the term concludes. Reports are only available to you and are not considered part of the T&P process.
4. Register and attend a [CTE workshop](#).
5. Schedule a [consultation](#) with a CTE staff member or your internal unit to help you interpret your results and develop a course of action.
6. Visit the [CTE Resource Library](#) for additional support.

Student Self-Evaluation Questions

Why did you take this course?



How would you rate your own participation (completed readings, assignments, etc.) in this course?



How would you rate your own participation (completed readings, assignments, etc.) in this course?

Response Count	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM
8	50.0%	4.13	4.10	4.01	4.07	4.13	4.20

University Core Instructor Evaluation Questions

	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM
The instructor was enthusiastic about the course.	50.0%	5.00	5.00	4.73	4.86	4.52	4.75
The instructor explained material clearly and in a way that enhanced my understanding.	50.0%	5.00	5.00	4.49	4.74	4.26	4.61
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	50.0%	5.00	5.00	4.56	4.78	4.47	4.71
The instructor fostered a positive learning environment that engaged students.	50.0%	5.00	5.00	4.57	4.78	4.40	4.69
The instructor provided prompt and meaningful feedback on my work and performance in the course.	50.0%	5.00	5.00	4.38	4.71	4.20	4.57
The instructor was instrumental to my learning in the course.	50.0%	5.00	5.00	4.42	4.73	4.14	4.57
Overall	50.0%	5.00	-	4.53	-	4.33	-

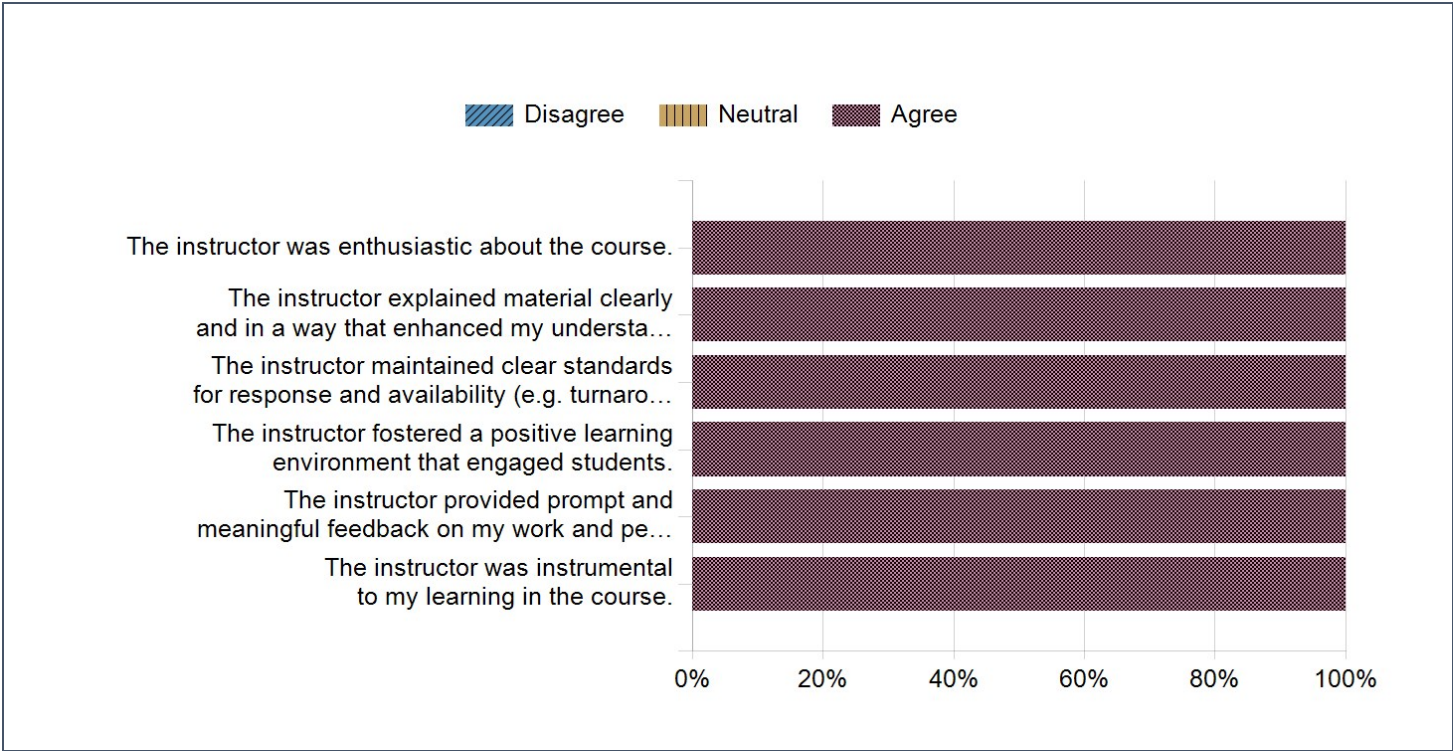
University Core Course Evaluation Questions

	Response Rate	Mean	IM	DPT Mean	DPT IM	College Mean	College IM
Course content (e.g., readings, activities, assignments) was relevant & useful.	50.0%	4.75	4.83	4.30	4.44	4.22	4.33
The course fostered regular interaction between student and instructor.	50.0%	4.88	4.93	4.29	4.52	3.95	4.16
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	50.0%	4.75	4.83	4.31	4.51	4.18	4.32
Overall, this course was a valuable educational experience.	50.0%	4.50	4.70	4.31	4.51	4.22	4.39
Overall	50.0%	4.72	-	4.30	-	4.14	-

Aggregate Evaluation Results

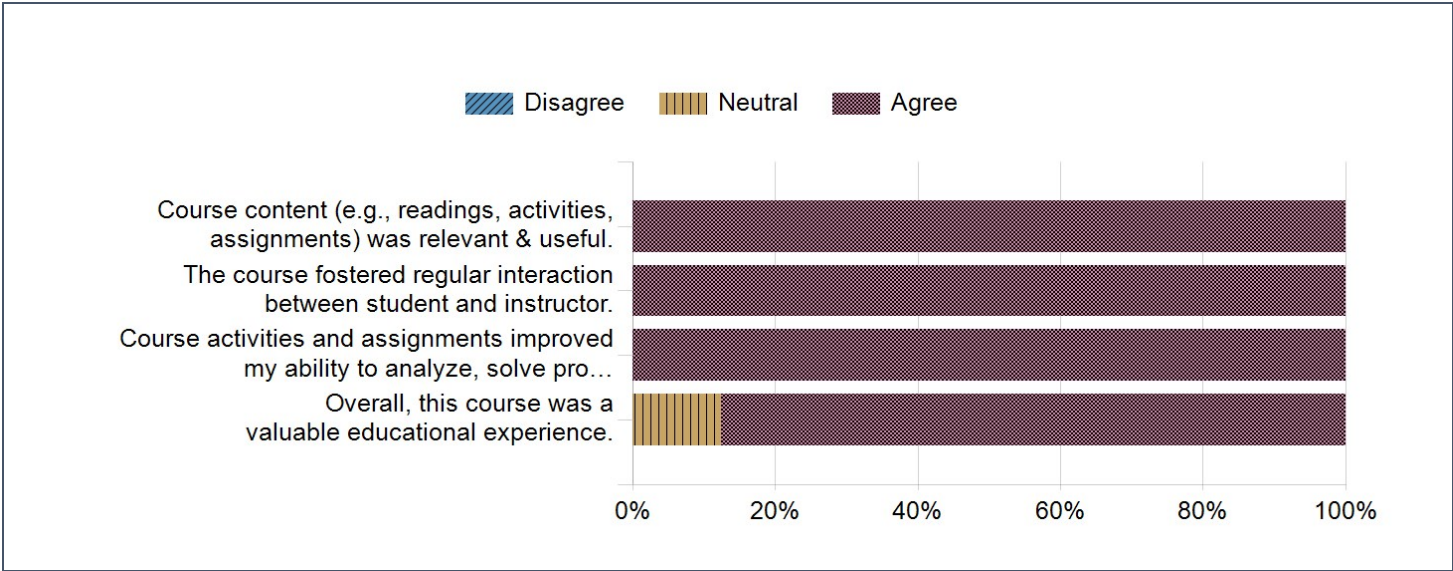
University Core Instructor Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



University Core Course Evaluation Questions - Aggregate Chart

Note that in the following aggregate chart "Strongly Agree" and "Agree" have been grouped together as "Agree" while "Strongly Disagree" and "Disagree" have been grouped together as "Disagree".



Percentages Evaluation Results

University Core Instructor Evaluation Questions

	%(1)	%(2)	%(3)	%(4)	%(5)	Count	Mean	Median	SD
The instructor was enthusiastic about the course.	0.0%	0.0%	0.0%	0.0%	100.0%	8	5.00	5.00	0.00
The instructor explained material clearly and in a way that enhanced my understanding.	0.0%	0.0%	0.0%	0.0%	100.0%	8	5.00	5.00	0.00
The instructor maintained clear standards for response and availability (e.g. turnaround time for email, office hours, etc.)	0.0%	0.0%	0.0%	0.0%	100.0%	8	5.00	5.00	0.00
The instructor fostered a positive learning environment that engaged students.	0.0%	0.0%	0.0%	0.0%	100.0%	8	5.00	5.00	0.00
The instructor provided prompt and meaningful feedback on my work and performance in the course.	0.0%	0.0%	0.0%	0.0%	100.0%	8	5.00	5.00	0.00
The instructor was instrumental to my learning in the course.	0.0%	0.0%	0.0%	0.0%	100.0%	8	5.00	5.00	0.00

University Core Course Evaluation Questions

	%(1)	%(2)	%(3)	%(4)	%(5)	Count	Mean	Median	SD
Course content (e.g., readings, activities, assignments) was relevant & useful.	0.0%	0.0%	0.0%	25.0%	75.0%	8	4.75	5.00	0.46
The course fostered regular interaction between student and instructor.	0.0%	0.0%	0.0%	12.5%	87.5%	8	4.88	5.00	0.35
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	0.0%	0.0%	0.0%	25.0%	75.0%	8	4.75	5.00	0.46
Overall, this course was a valuable educational experience.	0.0%	0.0%	12.5%	25.0%	62.5%	8	4.50	5.00	0.76

For additional information and resources in each of these question areas, please visit the GatorEvals Website at <https://gatorevals.ua.ufl.edu/resources--policies/question-set/>

Free Response Section

Please identify the instructor's strengths that contributed to your learning in the course.

Comment
Prof. Dorst really cares about his students and loves discussing the themes of the course during office hours and after class. He has a very clear style of communication which is incredibly helpful in such a difficult class content-wise.
The professor was highly knowledgeable on the subject matter and made sure that every student understood the course content. He checked in during lecture to see how people were comprehending the content alongside answering questions posed in class.
I'm afraid I can't quite do you justice because I'm not very good at positive reviews, but you were one of the best professors I've had. Thank you very much. (Also: you explain quantum mechanics several orders of magnitude better than the vast majority of science journalists. After taking this course I have realized that none of them have the slightest idea what they're talking about when they discuss interpretations of quantum mechanics.)
Knowledge on this complex subject delivered in an understandable way. Patience with students like myself who did not understand at times.
He is a great lecturer, was always willing to answer my dumb questions
Professor is super cool and charismatic—clearly very intelligent, knowledgeable, and passionate about the subject. Very kind and includes a lot of student interaction and will answer any question.
He is extremely knowledgeable and brought excitement to the course which kept me interested.

What additional constructive feedback can you offer the instructor that might help improve the course?

Comment
N/A; he is great.
N/A. Teaching methods good.
none
There were many classes that were completely derailed by ridiculous questions—prof let people with poor understanding of the material argue with him for so long about how they didn't accept the premises of the theory or whatever personal observations they wanted to make. I think prof has to put his foot down and find a way to stay on task and not get caught up in answering bad questions. Obviously a part of that is the students that happened to be in the class. Also the discussion questions were generously graded but often not very helpful. I think quizzes on the material with T/F and FRQ might encourage reading and learning, and prof could find other ways to give participation points.
He should be more confident about his own papers and opinions in the topic.

What constructive suggestion(s) do you have for improving the course materials, organization, and assignments?

Comment
Albert's book is a tough read, but I imagine that is the nature of the topic. I can't really suggest alternatives since I haven't read much of any. I do wish we had spent just a touch more time digesting the mathematical formalism, only because this is the area that is foundational to the rest of the discussion and I wasn't positive I was understanding the tougher side of the linear algebra the right way.
I think that giving a clearer note on what is expected for assignments such as the take-home exams and essays would be useful.
It might have made sense to spend less time on the many-minds interpretation, since while Albert does take it kind of seriously, he is literally the only sane person in the world who does so. It's both very difficult to understand and so obviously terrible that it doesn't seem worth understanding. (I suppose this is more of a destructive suggestion than a constructive one. I've used this joke before (you do not want to see the GatorEval I used it in if you have any sympathy for the chemistry department) but I quite like it so I'm going to use it again.)
Having PowerPoint slides or material to refer to, that's not the assigned readings, to better understand key points in the case that someone misses class or is otherwise struggling.
we spent a lot of time on Many Minds, which while interesting, I do wish we focused less on that interpretation.
Some quizzes might be helpful just to supplement the papers.

Please identify the topics and/or skills you learned in the course that you believe will have the highest application for future courses or professional growth.

Comment
critical reasoning, thinking out difficult concepts to their deepest implications and drawing conclusions from them.
Learning how to parse through difficult texts was beneficial to my comprehension skills alongside learning different ways the mathematical formalism for quantum mechanics could be connected to physical reality.
I doubt I'll actually apply this to anything, but I now have a much, much clearer view of quantum mechanics' interpretive issues, and I think I can actually come up with an informed and justified opinion about which interpretation is best. Really the clarity of this course and the readings was incredible.
I learned how to interpret extremely complex texts on subject material that I am not accustomed to.
It was an interesting class and definitely helped satisfy some of my own curiosity about the world.
Critical thinking, reading comprehension.