

Resolution¹

Whereas Student Evaluation of Instruction (SEI) is a widely used method of both evaluation of faculty instructional ability and as an important part of overall faculty evaluation,

And

Acknowledging that there are inherent limitations to any SEI instrument,

And

Recognizing that SEI question selection is a critical part of the SEI process to provide faculty with actionable feedback,

And

Understanding that successful SEI must have incentives for thoughtful completion,

The Faculty Council therefore makes the following recommendations:

- 1) SEI for all courses offered by Collin College will be delivered through Canvas using EvaluationKit or a similar system. All stakeholders, including Council on Excellence and the Office of Institutional Research, will have a role in determining the logistics of the SEI process including deployment of the instrument as well as reporting and dissemination of results.
- 2) The Office of Institutional Research and the e-Learning Center will coordinate their efforts to ensure that only actively enrolled students have access to the course's SEI.
- 3) The SEI instrument will use a mix of open-ended questions and scaled response questions, with special care taken to ensure that included questions capture meaningful information, without asking the students to assess facets of instruction that they are not well equipped to assess.
- 4) The SEI should be primarily used to assist faculty in improving teaching skills and the student experience in class.
- 5) The SEI is a snapshot of what occurred in one particular section of one particular course, and should be contextualized accordingly. When used in the faculty evaluation process, care should be taken to focus on results over time rather than one-time occurrences or outliers.
- 6) A robust combination of incentives and reminders at the institutional level coupled with faculty participation will be needed to increase the completion rate of the SEI.

¹ Adopted by the Faculty Council on 2/23/2018

Faculty Council Report on Student Evaluation of Instruction

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Faculty Council Report on Student Evaluation of Instruction

Charge and Process

Faculty Council was asked to review the student evaluation of instruction (SEI) process used throughout the District. The purpose of this review is to provide information to guide the creation and development of a new evaluation system (in terms of both the instrument used and the delivery system). In order to complete this task, an Ad Hoc Committee was formed. This committee was comprised of 18 faculty, representing all three primary campuses and a multitude of disciplines. The committee decided to divide up this task into four different component parts, with a separate working group dedicated to each part: 1) what method or methods should be used to conduct the student evaluations of instruction; 2) what questions should be used in these evaluations; 3) how are student evaluations of instruction used in the faculty evaluation process; and 4) how should we get students to complete the evaluations.

Summary of Findings

One of the most challenging questions addressed by the committee was the method of delivery for the SEI instrument. Currently, Collin College uses two different methods, depending on the modality of the course. Classes where the instructor meets with the students in a physical classroom utilize paper and pencil SEI instruments. Courses that are conducted fully online utilize a digital SEI that is administered through Canvas. This bifurcated evaluation process makes comparing results difficult, and undermines one of the primary purposes of the SEI. The committee recommends that all courses utilize the digital SEI platform deployed through Canvas.

With respect to the questions used on the SEI instrument, the committee reviewed numerous SEI instruments from a diverse set of colleges and universities.¹ As a result of this review, the committee recommends using the questions from the University of California at Berkeley (Berkeley). The Berkeley questions were selected because they capture meaningful information, without asking the students to assess facets of instruction that they are not well equipped to assess. The Berkeley questions include both scaled response questions (using a Likert scale) and open-ended questions. The recommended questions are:

Scaled responses:

- The instructor presented content in an organized manner
- The instructor explained concepts clearly
- The instructor was helpful when I had difficulties or questions
- The instructor provided clear constructive feedback
- The instructor encouraged student questions and participation
- Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this instructor?
- The course developed my abilities and skills for the subject
- The course developed my ability to think critically about the subject
- Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course?
- How many class sessions did you attend?
- On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers, and any other course-related work?

¹ Appendix A contains sets of questions from other institutions that were reviewed in this study.

- How satisfied were you with your effort in this course?

Open-Ended questions:

- Please identify what you consider to be the strengths of the course.
- Please identify area(s) where you think the course could be improved.
- Feedback for other students: What advice would you give to another student who is considering taking this course?

It is also critical to remember that the structure of the SEI is only one part of the process. We must also consider how SEI are used by faculty and administration. First and foremost, it must be stressed that the primary purpose of the SEI is to allow faculty to improve their teaching. By getting feedback from students about what worked (or did not work) in any particular course, faculty will be able to develop their teaching and improve the quality of instruction. This component ties into the types of questions asked on the SEI. In order for the SEI to be meaningful for faculty vis-à-vis continuous improvement of teaching, the students must be asked appropriate questions. The Berkeley questions are well placed for this usage of the SEI information. At the same time, results of SEI are also used in personnel decisions, such as in the annual appraisal and the multiyear contract process. Since the SEI do play a role in personnel decisions, it is important that we have a valid measure that can provide meaningful information for this process. The results from the SEI should be viewed as one component of the faculty evaluation process, but only one part. Evaluation of faculty should be conducted in a holistic manner, taking into consideration the various facets of the role of faculty.

The final component to take into consideration is how we can ensure that students are completing the SEI. If the SEI are going to be deployed fully electronically, careful attention must be paid to how students can be encouraged to complete the SEI. In this respect, the instructions on the SEI should be clear, concise, and informative for the student as to the purpose of the SEI. Students are more likely to complete the SEI if they understand what they are being asked to do and why they are being asked to do it.

Detailed Findings

1. *Methods used in the evaluation process*

Traditionally, student evaluations of instruction have been conducted during class using paper forms. With the advent of distance learning and fully online courses, many schools began administering these evaluations electronically, either through the LMS or another web-based application.

Disadvantages of Online Evaluations

Switching to online only evaluations does decrease response rates. These range from 0-47% decrease, average 24.75% decrease (Dommeyer et al., 2004; Nulty, 2008; Rientes, 2014; Stowell et al., 2011); another study found that online evaluation completion averaged in the 50s instead of 70s-80s for paper evaluations (Benton et al. 2010). Factors that contribute to nonresponse include courses outside the student's major or field of study, cases when the student expects a D or F grade, or circumstances when students may experience "survey fatigue" from doing too many at once (Adams & Umbach, 2012; Benton & Cashin, 2014).

The ratings themselves are not lower in online vs. paper evaluations (Adams & Umbach, 2012; Benton & Cashin, 2014; Benton et al., 2010; Burton, Civitano, & Steiner-Grossman, 2012; Kherfi, 2011; Spooran, Brockx, & Mortelmans, 2013; Venette, Sellnow, & McIntyre, 2010). The online responses can be more varied, though, with more outliers (Venette et al., 2010).

Decreased response rates do increase the potential for statistical errors (Berk, 2012). A minimum of 58% response rate is required for courses with under 20 students, for example (Berk, 2012). Some studies have also demonstrated that “nonrespondents’ opinions differ from respondents,” which can negatively impact annual review and other administrative decisions about instructors (Adams & Umbach, 2012, p. 577).

Benefits of Online Evaluations

Online student evaluations allow for faster turnaround and more immediate feedback to faculty (Bennett & De Bellis, 2010; Crews & Curtis, 2011; Nulty, 2008; Stowell et al., 2011; Venette et al., 2010). They also result in lengthier and more descriptive responses to open-ended questions (Bennett & De Bellis, 2010; Hativa, 2013; Stowell et al., 2011; Venette et al., 2010).

Online evaluations can save instructors valuable in-class time (Nulty, 2008). They are also typically less expensive (Sporan et al., 2013). Online evaluations are less susceptible to day-of-evaluation variables or faculty influence (Benton & Cashin, 2014; Dommeyer et al., 2004; Stowell et al., 2011). Finally, online evaluations increase student anonymity, as they do not involve student handwriting (Sporan et al., 2013).

Conclusion: Delivery Methods

Online delivery of SEI provides faster turnaround and more immediate feedback to faculty and administration. Online SEI saves faculty in-class time and lessens the impact of day-of-evaluation variables or faculty influence. While there has been issues with lower response rates for online SEI, these effects can be mitigated with proactive reminders from both the faculty and institution. Collin currently uses EvaluationKit delivered through Canvas for online course. This program could be extended to all courses.

2. Questions used in the evaluation process

While most colleges and universities conduct student evaluations of instruction at the conclusion of a course, there is significant diversity in the questions included. Ideally, these evaluations of instruction should not only “ask students to rate the overall quality of the course and the instruction,” but also drill down “into the specific areas of course organization and content; clarity of presentation; the instructor’s ability to engage, evaluate, and interact with students and, frequently, how well the section or lab was integrated into the course” (CFTL, 1997).

The majority of the instruments examined included a combination of both scaled and free response questions. To be sure, there are positives and negatives associated with each type of question. However, both types capture unique types of information that are important to creating a holistic assessment instrument, and it is essential that any evaluation instrument include both types of questions.

There was widespread diversity in terms of the number of questions that students were asked to answer. Many institutions had a core set of questions that were required to be asked of all students while also allowing individual faculty members or departments to add additional questions. Several institutions provide a bank of questions that can be used to personalize the instrument. The ability to customize the instrument beyond the core questions is an acknowledgment that the “one size fits all” model may not apply to the multitude of different types of courses offered by colleges and universities.

The final element to take into consideration when determining what questions will be included is whether or not the students are able to actually answer the question. Lafayette College offers a “Best Practices For Departmental and Institutional Interpretation of Student Evaluations,” and notes that:

Students should be asked to evaluate only what they are qualified to evaluate: their general satisfaction with a course, classroom atmosphere, pace of instruction, and an instructor’s influence on their attitude towards a subject matter and their motivation to learn. The responses to such global evaluative questions have proved to be the most reliable and tend to have a positive correlation with students’ learning. Conversely, students are not well-equipped to evaluate the professor’s knowledge and disciplinary expertise, educational use of technology, grading practices, and appropriateness of course materials for the achievement of course goals.

Conclusion. The majority of SEI surveyed incorporate a mix of open-ended questions and Likert scaled questions. Questions should focus on the elements of the course students are qualified to evaluate such as general satisfaction with the course, course management and instructor’s influence on their motivation to learn. Of the institutions reviewed, this research found that the Stanford University list of questions provided a well-rounded set of both question construction options and student centered response opportunities.

Appendix A contains example instruments, question lists, and question banks found for other institutions.

3. Student Classroom Evaluations in the Faculty Evaluation Process

Introduction

Faculty evaluation has been defined as either (1) a process designed to improve faculty performance (a development process), or (2) a procedure that assists in making personnel decisions (a reviewing process). Miller (1987) concedes that a dual system is ideal, but observes that limitations of time, money, and personnel render it impractical for most institutions.

Many factors influence how students evaluate their instructors. These factors may generally be broken down into three components: student individualities, instructor characteristics and institutional and classroom settings. Past research has shown that some of the most important student characteristics that contribute to predicting student evaluations include expected grades, individual grade point average and student major (Nowell 2007). Classroom characteristics include time of day, class size, subject matter and class level (Millea and Grimes 2002). Of course, instructor organization, clarity, availability and knowledge of subject (Marsh and Roche 1999) have also been shown to be important. The difficulty in using student ratings to evaluate instructor performance is that instructors control only a few of these items. When conducting faculty evaluations, it would be appropriate for administrators to control for differences not directly under faculty members’ direct influence. Centra (1977) suggests that faculty data should be collected from a wide variety of sources, including self-evaluations or self-reports, student ratings, colleague ratings, videotapes of classroom performance, and student achievement. These sources can help institutions make decisions on promotion, salary, or tenure, as well as assist in designing faculty development activities.

Student ratings have never been intended to serve as a proxy for learning. Confusion over this may result from student ratings research that has demonstrated a low to moderate positive correlation between students’ ratings and their grades or expected grades (Abrami, 2001; Benton, S. L., et al. 2015). Even though grades are supposed to reflect student learning, a simple correlation between grades and student ratings does not demonstrate causality, i.e., that high grades result in high ratings. Faculty who teach well, have grading

practices that are accurate reflections of students' learning, and have grade distributions with a peak near the high end of the grading scale, may receive higher ratings—and deservedly so.

An enthusiastic professor believes in exceptional teaching and the significance of a learning setting that allows one to grow by supporting the uninterrupted improvement of the teaching skills. Ideally, the student evaluations of the classroom should reinforce this approach.

How are student evaluations used in the faculty evaluation process?

Providing an answer to that question is not necessarily straight forward as there are several guiding principles and assumptions embedded in the question. First, the assumption is that students are able to discern effective teaching from ineffective teaching. Second, the assumption is that student responses are free from bias. Thus, before exploring how student evaluations are used or should be used in the faculty evaluation process, it's worth discussing these assumptions.

Students Evaluation of Effective / Ineffective Teaching

A faculty member's responsibility is to effectively teach the student learning outcomes in a given course. The purpose of student evaluations is to measure whether the faculty effectively taught said curriculum. Studies conducted reveal contradictory findings. A meta-analysis completed by Cohen (1981) revealed that student learning was positively correlated to faculty evaluations. Linse (2017) reported that student evaluations provide valid insight on faculty teaching. Although student evaluations should not be used as a measure of learning, Linse argued that they do provide critical information on faculty effectiveness and ways to improve teaching. However, some studies (Uttl, White, & Gonzalez, 2017) are finding that students do not rate faculty based on learning or effective teaching, but rather, students rate faculty based on other factors. Current studies (e.g. Carrell & West, 2010; Kornell, 2013; McCabe & Layne, 2012; Stark, 2013; Worthington, 2002) suggested that students consider effective teachers as entertaining, relatable, easy, and charismatic. Stark's study suggested that students are more likely to rank a professor with high scores when the course meets their grade expectations or when they enjoyed the class. Patton (2015) reported that students' comments do not provide constructive critique, but rather the comments are generalized, typically to the professor's personal characteristics such as appearance or likeability. These studies may make the case that evaluations do not answer the question about learning but personality preferences.

Students Evaluation Bias

Student evaluations should be an unbiased, objective tool used to rate faculty effectiveness. Yet, some studies (Boring et al., 2016; Lilienfeld, 2016; MacNell, Driscoll, & Hunt, 2014) argued that student evaluations are biased against women and minorities. More often, women and minorities are rated lower than their white, male counterparts in several dimensions of teaching. Sprague and Massoni (2005) found that students give higher ratings when the faculty meet gender expectations. For example, the researchers found that females who were more nurturing and males who were more amusing received higher ratings. MacNell et al. (2014) found that students' ratings of prompt responses, fairness, and praise were higher for males than females.

Use of Student Evaluations in the Faculty Evaluation Process

The American Association of University Professors' Committee on Teaching, Research and Publication conducted a study on how student evaluations are used in the faculty evaluation process. Vasey and Carroll (2016) surveyed 9,314 faculty members about the process and the instruments used in the process. Of the faculty reporting, 51%-52% stated that online or paper student evaluations were required for teaching evaluation. Only 4% of faculty members reported that student evaluations were not required. Miller and Seldin (2014) reported that 94.2% of universities "always used" systematic student ratings to evaluate faculty;

however, student ratings were only a part of the evaluation process. Other measures frequently used were: chair evaluations, self-evaluations, dean evaluations, classroom observations, committee evaluation, and peer reviews (Barre, 2005; Miller & Seldin, 2014; Perlmutter, 2015). Perlmutter (2015), Professor and Dean at Texas Tech University, also suggested that student evaluations are not reviewed in a “vacuum” but in comparison to the discipline and the course. For example, in Psychology department, how do the evaluations compare from instructor to instructor? Or from course to course? Are junior and senior level courses more challenging, thereby influencing the evaluations for every instructor?

Recognizing that student evaluations may not effectively determine a faculty member’s teaching ability, then what role should the student evaluations play in the faculty evaluation process? The answer can be summed up by Barre (2005, para.13), “...student evaluations of teaching effectiveness are a useful, but ultimately imperfect, measure of teaching effectiveness.” Barre argued that even though student evaluations may be flawed, they should be used in the faculty evaluation process. Some studies (Linse, 2017; Vasey & Carroll, 2016) argued that student evaluations should be used as opportunities to improve instruction rather than as a tool for promotion or salary considerations. Linse suggested that administrators look at evaluation averages across measured descriptors. Based on those averages, administrators should then look for patterns of behaviors. If the patterns suggest areas for improvement, then the administrator works with the instructor to improve.

If student evaluations are used in the faculty evaluation process, then Sprague (2016) suggested that evaluations only ask students what they are equipped to objectively answer. For example, Sprague asserted that students cannot comment on responsiveness to grading or emails because administrators and faculty do not know the students’ perspective on the topics. For example, what is considered “prompt”? One day? Two days? Alternatively, Sprague (2016, para. 7) offered that evaluations should “focus on concrete behaviors and practices about which students have direct knowledge and provide guidance about a reasonable standard.” For the question about prompt grading, Sprague proposed using a specific statement such as graded assignments within two weeks of the due date.

In regards to how associate deans or deans at Collin use the student evaluations in the annual performance appraisals, we cannot make any conclusive statements. Different people interpret guidelines and instructions for the use of the student evaluations differently. For example, one of Collin’s former deans mentioned that he did not use them much; just a glance to find talking points in the annual review. Moreover, that was only if something jumped off the page and seemed odd, good, or not good. At the same time, other associate deans and deans undertake a much more nuanced approach and meticulously read through the entirety of the student evaluations and note specific student comments in the annual appraisals of faculty members.

Conclusion

Based on the review of literature, student evaluations, although flawed, can provide valuable information to improve programs, courses, and instruction. Faculty sometimes fear student evaluations because of their connection to promotion, tenure, salary, and contract renewals. Rather than use student evaluations to make hiring / firing, promotion, or salary decisions, they should be used as a formative tool. Student evaluations can identify areas in programs, courses, and instructors that need further consideration or improvement. But, in order to find strengths or areas in need of improvement, the questions must be more specifically written with concrete, observable behaviors that are reasonable and realistic to the teaching process.

4. Strategies to encourage student completion of the evaluations

Low response rates are a perennial issue for SEI across institutions. There are various strategies that can be employed to encourage students to complete the SEI and provide meaningful and thoughtful responses. The committee identified strategies that can be used by both administration and faculty in this process.

Suggestions for Administration

Reminders of online evaluations should be sent out a week or two before the window opens, and then frequently again only to students who have not yet responded (Berk, 2012; Tobin et al. 2015). Student anxiety over tests can influence ratings; online evaluations should end before the final examination period for this reason (Benton & Cashin, 2014; Spooren et al., 2013). Emails to students verifying submission of evaluations may also be a positive factor (Nulty, 2008).

To limit “survey fatigue,” the institution can consider sampling students instead of conducting surveys for all students in all sections (Adams & Umbach, 2012, p. 587). The uses of the evaluation (for faculty evaluation, etc.) should be listed directly on the evaluation instrument itself (Chen & Hoshower, 2003; Tobin et al., 2015). The administration can acknowledge/reward instructors with high response rates to encourage instructors to adequately prepare and follow up with students (Benton & Cashin, 2014; Berk, 2012). Chen and Hoshower (2003) additionally suggest that faculty be required to add to all syllabi “one recent example of how student evaluations have helped improve this particular course or have helped the instructor to improve his or her teaching” (p. 84).

The College of Agriculture and Life Sciences at the University of Vermont (Appendix A) includes the following on the student evaluation of instruction form:

Please give honest and thoughtful answers to the following questions. Responsible student ratings can help instructors improve and helps department heads make more valid judgments about teaching effectiveness when making recommendations about salary, promotion, and tenure. Comments and suggestions are to be made on the data sheet in the space provided.

The evaluation of instruction used by the University of Missouri (Appendix A) instructs students that “By thoughtfully answering this survey, you will provide information to help improve teaching effectiveness.” Lane Community College (Appendix A) includes the following:

The college through the Faculty Council has created this Student Evaluation of Instruction to provide one method for evaluating the quality of teaching. Results of the Student Evaluation of Instruction are for faculty to use for their own improvement and will contribute to decisions about the instructors employment.

Ohio State University (Appendix A) also provides a description of how the evaluations will be used:

Please evaluate the instructor above and the part of the course taught by that instructor. ***The results of the SEIs are reported back to the instructors and their departments as important tools for giving feedback. They are also taken seriously in determining promotions, teaching awards, pay raises, and tenure decisions. Please give thoughtful responses to the items on the form, as well as any additional items requested by the instructor.*** Use a No. 2 pencil to fill in the appropriate circles completely. (emphasis in original)

School-wide incentives can help, such as lotteries for large technical items or for book store vouchers (Berk, 2012). Early access to final course grades, immediately after final exams, was the most effective incentive – but this is not relevant if the registrar already posts grades within a week of the end of final exams, which Collin already does (Berk, 2012).

Suggestions for Faculty

Instructors need to prepare students and let them know that evaluations are used to make important decisions (Berk, 2012; Spooran et al., 2013, Spoooren & Christiaens, 2016; Tobin et al., 2015); this is most effective if instructors provide students with examples of how previous evaluations have impacted their teaching (Tobin et al., 2015).

Instructors should also demonstrate exactly where to find the surveys and how to fill them out (Spooran et al., 2013; Tobin et al., 2015); one study reported a 24% higher response rate when instructors did this (Dommeyer et al., 2004). They also need to make sure the evaluations are administered “when students are alert, engaged, and have adequate time to complete the process” (Benton and Cashin, 2014).

Some incentives that can help on a class-by-class basis include setting a target response rate (such as 80%) and then offering a class-wide reward if that rate was reached (Goodman, Anson, & Belcheir, 2015). Collin’s existing digital SEI could easily allow faculty to access completion rates for each section without letting faculty see any other aspect of the evaluations until the course is over.

Conclusion

Early in a semester, faculty should be encouraged to communicate with students the importance of completing the SEI. This encouragement should include preparing the students for the arrival of the instrument later in the school term. Once the SEI is made available, the institution should then begin a series of reminders to the students and faculty. The reminder should highlight not only the availability dates of the SEI, but also explain what the SEI is and why it is important. The research of other institutions indicates a more favorable rate of response is found when using positive school-wide incentives rather than punitive measures for non-compliance.

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Appendix A: Questions used by other institutions

Student Evaluation of Instruction questions are included for the following colleges and universities:

- University of California, Berkeley
- Southwest Texas Junior College
- University of Missouri, Columbia
- American University
- Roanoke College
- Central Washington University
- Lane Community College
- West Virginia University
- Ohio State University
- State University of New York, New Paltz
- Governors State University
- Indiana University of Pennsylvania
- University of Vermont
- College of Wooster

Center for Teaching & Learning

Home » Course Evaluations Question Bank

Course Evaluations Question Bank

Suggested Questions & Categories for Course Evaluations

The adoption of end-of-term evaluation question items listed on this page helps to ensure that you will solicit informative feedback - feedback that can be used for teaching improvement and evaluation. When adoption occurs across a department, it allows for robust analysis and reporting that can further inform both course-level pedagogy and program-level curriculum.

The question items contained on this page were developed by faculty focus groups stemming from the Taskforce on Teaching Evaluation in 2009, with additional input and revisions provided from the Academic Senate's Committee on Teaching. These question items are being implemented as part of the electronic [Course Evaluations](#) service. Questions items are being made available to all academic departments who might be interested in revising end-of-term evaluations.

If your department wishes to adopt these questions, and/or move to the electronic Course Evaluations service:

- For consultations on question adoption, email teaching@berkeley.edu
- For pursuing electronic Course Evaluations, email course-evaluations@berkeley.edu

*Based on faculty feedback, **bolded** questions reflect the default within each category. However, departments may choose any item(s) that they prefer within a category.*

CATEGORIES

1. [Instructor/GSI-Specific Question Themes](#)
2. [Course-Specific Question Themes](#)
3. [Student Self-Evaluation Questions](#)
4. [Open-Ended Questions](#)

CATEGORY 1: Instructor/GSI-Specific Question Themes

Presentation of Content

1. The instructor (or GSI) clearly presented the skills to be learned
2. The instructor (or GSI) effectively presented the tools (e.g. materials, skills, and techniques) needed
3. The instructor (or GSI) effectively presented concepts and techniques
4. **The instructor (or GSI) presented content in an organized manner**

Clarity of Expectations or Directions

1. **The instructor (or GSI) explained concepts clearly**
2. The instructor (or GSI) made the elements of good writing clear

3. The instructor (or GSI) clearly articulated the standards of performance for the course
4. The instructor (or GSI) provided guidance for understanding course exercises
5. The instructor (or GSI) increased my understanding of course material

Helpfulness/Availability

1. The instructor (or GSI) helped me achieve my goals
2. The instructor (or GSI) helped me define the goals and scope of the project
3. The instructor (or GSI) helped me identify resources I needed to carry out the project
4. The instructor (or GSI) was helpful when I had difficulty performing activities
5. The instructor (or GSI) was helpful to me individually (in conferences, email exchanges, etc.)
6. The instructor (or GSI) was readily available during the class
7. The instructor (or GSI) provided help when I had difficulties
8. **The instructor (or GSI) was helpful when I had difficulties or questions**

Useful/Clear Feedback on Performance

1. **The instructor (or GSI) provided clear constructive feedback**
2. The instructor (or GSI) provided useful feedback on my writing
3. The instructor (or GSI) provided meaningful feedback on my work
4. The instructor (or GSI) provided meaningful guidance on my progress/work
5. The instructor (or GSI) provided constructive feedback in response to difficulties with the language
6. The instructor (or GSI) gave me constructive feedback
7. The instructor (or GSI) gave me constructive feedback on assignments
8. The instructor (or GSI) clearly articulated the standards of performance

Encouraging of Participation/Discussion

1. The instructor (or GSI) engaged the class in productive discussions
2. The instructor (or GSI) guided the discussion well
3. The instructor (or GSI) encouraged student contributions
4. The instructor (or GSI) provided opportunities for class participation
5. The instructor (or GSI) encouraged critical engagement with the material
6. **The instructor (or GSI) encouraged student questions and participation**
7. The instructor (or GSI) encouraged participation

Overall Teaching Effectiveness

1. How successful was the instructor (or GSI) in creating an environment that was conducive to learning?
2. How would you rate the overall effectiveness of the instructor's (or GSI's) teaching?
3. **MANDATORY: Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this (graduate student) instructor?**

CATEGORY 2: Course-Specific Question Themes

Course Content (Organization, Clarity of Expectations/Directions, Balance/Appropriateness)

1. The course (or section) presented skills in a helpful sequence
2. The course (or section) provided an appropriate balance between instruction and practice
3. The course (or section) was appropriate for the stated level of the class
4. The course (or section) was organized in a way that helped me learn
5. The course (or section) provided a mixture of explanation and practice
6. **The course (or section) was effectively organized**
7. The course (or section) assignments and lectures usefully complemented each other
8. The course (or section) instructions (including, manuals, handouts, etc.) were clear
9. The course (or section) work helped me understand concepts more clearly

10. Instructions for course (or section) materials (including manuals, handouts, etc.) were clear
11. The lab complemented my understanding of the lectures
12. The section helped to complement the lectures
13. Increased or Developed Skills/Knowledge (Thinking, Writing, Application, Knowledge, Communication, Ethics): General/overall learning & content-specific learning are possible sub-categories within this set (see i and ii below). perhaps we need one question from each.

Application & Specific Skill Development

1. The course (or section) developed my ability to interact with diverse groups of people
2. The course (or section) provided guidance on how to become a competent professional
3. The course developed my ability to read and think critically
4. The course (or section) helped me improve my writing
5. The course (or section) developed my ability to provide constructive critiques to others
6. The course (or section) helped me make progress in my acquisition of the language
7. The course (or section) helped me conceptualize and present my ideas in my artistic medium
8. The course (or section) helped me understand ethical issues involved
9. The course (or section) developed my communication/presentation skills
10. **The course (or section) developed my abilities and skills for the subject**

Theory/Content Knowledge

1. The course (or section) developed my ability to apply theory to practice
2. The course (or section) provided the opportunity to practice the skills required in the course
3. The course (or section) allowed me to synthesize fundamental knowledge and skills
4. The course (or section) gave me a deeper insight into the topic
5. In this course (or section), I learned a great deal
6. The course (or section) improved my problem-solving skills
7. **The course (or section) developed my ability to think critically about the subject**

Course Overall

1. How satisfied were you with this course (or section)?
2. **Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course? (ALL formats except: Discussion & Problem)**

CATEGORY 3: Student Self-Evaluation Questions

1. How many class (or section) sessions did you attend?
2. On average, how many hours per week have you spent on this course (or section), including attending classes, doing readings, reviewing notes, writing papers, and any other course-related work?
3. How satisfied were you with your effort in this course (or section)?

CATEGORY 4: Open-Ended Questions

1. Please identify what you consider to be the strengths of the course (or section).
2. Please identify area(s) where you think the course (or section) could be improved.
3. Feedback for other students: What advice would you give to another student who is considering taking this course (or section)? [\[1\]](#)

[\[1\]](#) A department may participate in electronic Course Evaluations without offering the student-to-student question.

Date of Completion	
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Student Evaluation of Instruction

Instructor _____ Semester _____

Date _____ Class _____

Instruction: Think through each statement and give your fair and honest judgement. Please note: Online students will answer n/a for question 5.

1. Strongly Agree
2. Agree
3. Neither Agree or Disagree
4. Disagree
5. Strongly Disagree
- n/a Does not apply

The Instructor

- _____ 1. Provides students with a course syllabus that contains:
 - a) a clearly stated grading policy
 - b) an attendance policy
- _____ 2. Clearly explains the goals and objectives of the class.
- _____ 3. Demonstrate expertise of his/her subject.
- _____ 4. Is prepared and organized.
- _____ 5. As a rule keeps the class the entire period.
- _____ 6. Stay focused on the subject matter.
- _____ 7. In reasonably prompt in returning:
 - a) _____ test
 - b) _____ Assignments
- _____ 8. Gives a sufficient number of test and assignments to ensure fair evaluation.
- _____ 9. Gives adequate advance notice for major examination.

- _____ 10. Examination and other graded work are based on material stressed in lecture and/or assigned readings.
- _____ 11. Presents the material in a clear and understandable manner.
- _____ 12. Communicate clearly and distinctly.
- _____ 13. Present material in a way that permits note taking.
- _____ 14. Relates classroom material to the real world.

- _____ 15. Exhibits a positive attitude toward learning and students by:
 - a. ___ Encouraging student participation.
 - b. ___ Encouraging student expression of ideas.
 - c. ___ Respecting student viewpoints.
 - d. ___ Willingly admitting his/her errors.
- _____ 16. Is usually available for conference during office hours.
- _____ 17. As a result of this instructor, my interest in the subject has increased.

I.

Please check:

A. I am taking this course for the following reason

- 1. ___ It was required course.
- 2. ___ I took it as an elective
- 3. ___ I am interested in this subject.
- 4. ___ Other (Specify) _____

B. Would you recommend this course to another student?

- 1. ___ Yes
- 2. ___ No
- 3. ___ Maybe

C. Would you recommend this instructor?

- 1. ___ Yes
- 2. ___ No
- 3. ___ Maybe

D. Would you take another class with this instructor?

- 1. ___ Yes

2. ____ No
3. ____ Maybe.

II. What did you like most about the instructor's teaching methods?

III. What did you like least about the instructor's teaching method?

EVALUATION OF INSTRUCTION AND COURSE

University of Missouri

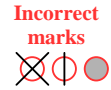
FORM SB 389

Instructor: _____

Course No.: _____ Section: _____ Date: _____

By thoughtfully answering this survey, you will provide information to help improve teaching effectiveness.

Please use a #2 pencil to darken the circle that most closely corresponds to your observation. Please completely erase any changes in your answers.



Section I: Student Information

For me this course is a(n) . . .

- requirement
- elective
- other

In this course, I expect my grade to be . . .

- A
- B
- C
- D
- F
- S
- U
- None

I am a . . .

- freshman
- sophomore
- junior
- senior
- graduate
- other

Section II: This Instructor

Thinking about your experience in this course, please select your level of agreement with this statement.

This instructor taught effectively considering both the possibilities and limitations of the subject matter and the course (including class size and facilities).

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Section III: Feedback for Other Students (For SB 389 compliance)

The MU campus collects evaluations of faculty responsibility for delivery of instruction in all or part of a course. Your answers to the following questions will be combined with those of other students and posted in the schedule of courses the next time this instructor teaches this course. Thank you for providing your best input.

Would you recommend this class to other students regarding. . . ?

	Yes	No	I don't know
class content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
class structure (e.g., organization, pacing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
positive learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
instructor's teaching skill/style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fairness of grading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section IV: Your Comments are Valued

Your comments will be used to improve this course. Please be as thoughtful and constructive as possible. Please keep your comments within the box. Your comments will not be seen by your instructor until after class grades have been turned in.

What comments do you have regarding the teaching or content of this course?

EVALUATION OF INSTRUCTION AND COURSE

University of Missouri

STANDARD FORM
Includes SB 389

Instructor: _____

Course No.: _____ Section: _____ Date: _____

By thoughtfully answering this survey, you will provide information to help improve teaching effectiveness.

Please use a #2 pencil to darken the circle that most closely corresponds to your observation. Please completely erase any changes in your answers.

Incorrect marks

Correct mark

Section I: Student Information

For me this course is a(n) . . .

- requirement
- elective
- other

In this course, I expect my grade to be . . .

- A
- B
- C
- D
- F
- S
- U
- None

I am a . . .

- freshman
- sophomore
- junior
- senior
- graduate
- other

Instructions: Thinking about your experience in this course, please select your level of agreement with each of the following statements. For any item that does not pertain to this class, please select NA for "not applicable."

Section II: This Course

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
The syllabus clearly explained the course objectives, requirements, and grading system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course content was relevant & useful(e.g., readings, online media, classwork, assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources (e.g., articles, literature, textbooks, class websites, online resources) were easy to access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course challenged me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was well-informed about my performance in this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments/projects/exams were graded fairly based on clearly communicated criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section III: This Instructor

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
This instructor. . .						
was consistently well-prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was audible and clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was knowledgeable and enthusiastic about the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively used examples/illustrations to promote learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fostered questions and/or class participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clearly explained important information/ideas/concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively used teaching methods appropriate to this class (e.g., critiques, discussions, demonstrations, group work).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This instructor. . .						
responded appropriately to questions and comments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stimulated student thinking and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promoted an atmosphere of mutual respect regarding diversity in student demographics and viewpoints, such as race, gender, or politics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was approachable and available for extra help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
used class time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped students to be independent learners, responsible for their own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provided feedback that helped me improve my skills in this subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
taught effectively considering both the possibilities and limitations of the subject matter and the course (including class size and facilities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section IV: Engagement

What percentage of classes did you attend?

- 0—25%
- 26—50%
- 51—75%
- 76—90%
- 91—100%
- Not applicable

To what extent did you use the online part of this class?

- Not at all
- To a little extent
- To some extent
- To a moderate extent
- To a large extent
- Not applicable

On average, how many **hours** per week did you spend doing work for this course outside of class time?

- 0—3 hours
- 4—7 hours
- 8—11 hours
- 12—15 hours
- More than 15 hours
- Not applicable

For what percentage of classes did you complete the required readings or assignments?

- 0—25%
- 26—50%
- 51—75%
- 76—90%
- 91—100%
- Not applicable

Section V: Feedback for Other Students (For SB-389 Compliance)

The MU campus collects evaluations of faculty responsible for the delivery of instruction in all or part of a course. Your answers to the following questions will be combined with those of other students and posted in the schedule of courses the next time this instructor teaches this course. Thank you for providing honest input.

Would you recommend this class to other students regarding. . . ?

- class content
- class structure (e.g., e-learning, class pacing)
- positive learning environment
- instructor's teaching skill/style
- fairness of grading

Yes	No	I don't know
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section VI: Your Comments are Valued

Your comments will be used to improve this course. Please be as thoughtful and constructive as possible. Please keep your comments within the box. Your comments will not be seen by your instructor until after class grades have been turned in.

What aspects of the teaching or content of this course were especially good?

What changes could be made to improve the teaching or the content of this course?

EVALUATION OF INSTRUCTION AND COURSE

University of Missouri

EXPANDED STANDARD FORM
Includes SB 389

Instructor: _____

Course No.: _____ Section: _____ Date: _____

By thoughtfully answering this survey, you will provide information to help improve teaching effectiveness.

Please use a #2 pencil to darken the circle that most closely corresponds to your observation. Please completely erase any changes in your answers.

Incorrect marks

Correct mark

Section I: Student Information

For me this course is a(n) . . .

- requirement
- elective
- other

In this course, I expect my grade to be . . .

- A
- B
- C
- D
- F
- S
- U
- None

I am a . . .

- freshman
- sophomore
- junior
- senior
- graduate
- other

Instructions: Thinking about your experience in this course, please select your level of agreement with each of the following statements. For any item that does not pertain to this class, please select NA for "not applicable."

Section II: This Course

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
The syllabus clearly explained the course objectives, requirements, and grading system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course content was relevant & useful (e.g., readings, online media, classwork, assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources (e.g., articles, literature, textbooks, class notes, online resources) were easy to access.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course challenged me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was well-informed about my performance during the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments/projects/exams were graded fairly based on clearly communicated criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section III: This Instructor

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
This instructor . . .						
was consistently well-prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was audible and clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was knowledgeable and enthusiastic about the topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively used examples/illustrations to promote learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fostered questions and/or class participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
clearly explained important information/ideas/concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
effectively used teaching methods appropriate to this class (e.g., critiques, discussions, demonstrations, group work).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This instructor . . .						
responded appropriately to questions and comments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
stimulated student thinking and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
promoted an atmosphere of mutual respect regarding diversity in student demographics and viewpoints, such as race, gender, or politics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
was approachable and available for extra help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
used class time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
helped students to be independent learners, responsible for their own learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
provided feedback that helped me improve my skills in this subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
taught effectively considering both the possibilities and limitations of the subject matter and the course (including class size and facilities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section IV: Engagement

What percentage of classes did you attend?

- 0—25%
- 26—50%
- 51—75%
- 76—90%
- 91—100%
- Not applicable

To what extent did you use the online part of this class?

- Not at all
- To a little extent
- To some extent
- To a moderate extent
- To a large extent
- Not applicable

On average, how many **hours** per week did you spend doing work for this course outside of class time?

- 0—3 hours
- 4—7 hours
- 8—11 hours
- 12—15 hours
- More than 15 hours
- Not applicable

For what percentage of classes did you complete the required readings or assignments?

- 0—25%
- 26—50%
- 51—75%
- 76—90%
- 91—100%
- Not applicable

Section V: Feedback for Other Students (For MO SB389 Compliance)

The MU campus collects evaluations of faculty responsible for the delivery of instruction in all or part of a course. Your answers to the following questions will be combined with those of other students and posted in the schedule of courses the next time this instructor teaches this course. Thank you for providing honest input.

Would you recommend this class to other students regarding...?

- class content
- class structure (e.g., organization, pacing)
- positive learning environment
- instructor's teaching skill/style
- fairness of grading

	Yes	No	I don't know
class content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
class structure (e.g., organization, pacing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
positive learning environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
instructor's teaching skill/style	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
fairness of grading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section VI: Instructor's Questions

Your instructor may have additional questions that are applicable to this class written on the board or on an additional hand-out. You do not need to write the question here. Please select the letter that represents your response.

- 1. A B C D E
- 2. A B C D E
- 3. A B C D E
- 4. A B C D E
- 5. A B C D E
- 6. A B C D E
- 7. A B C D E
- 8. A B C D E
- 9. A B C D E
- 10. A B C D E
- 11. A B C D E
- 12. A B C D E
- 13. A B C D E
- 14. A B C D E
- 15. A B C D E
- 16. A B C D E
- 17. A B C D E
- 18. A B C D E
- 19. A B C D E
- 20. A B C D E

Section VII: Course-Specific Questions

Your instructor will ask you to answer the groups of questions that are applicable to this class.

Group A: Technology

For any item that does not pertain to this class, please select **NA** for "not applicable."

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
The instructor adequately prepared the class to use the required technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The required technologies were well integrated into the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online part of this course was well-organized and easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The online part of the class added to classroom learning in a positive way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Group B: Writing / Media

For any item that does not pertain to this class, please select **NA** for "not applicable."

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
Directions for writing/media assignments were clear and specific.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing/media assignments were interesting and stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing/media assignments contributed to understanding the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor/peer feedback helped me improve my writing/media skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Editing and revising helped me improve my writing/media skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Group C: Seminar / Discussion

For any item that does not pertain to this class, please select **NA** for "not applicable."

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
The instructor effectively facilitated class discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class discussions were useful in helping me understand course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class discussions helped me discover new ways of thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor encouraged me to develop and express my own ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor held students to a high standard of performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course helped me develop intellectual skills (e.g., critical thinking, problem solving).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Group D: Creative / Applied Practice

For any item that does not pertain to this class, please select **NA** for "not applicable."

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
The instructor adequately demonstrated the skills I was expected to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor gave me the opportunity to practice key skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor encouraged me to develop and improve my skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor encouraged me to develop and use my creativity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Group E: Labs / Focused Practice

For any item that does not pertain to this class, please select **NA** for "not applicable."

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
This lab class enhanced my understanding of the key concepts from the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor encouraged group collaboration/peer-to-peer learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor adequately taught skills necessary to complete assignments/projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor effectively managed unexpected problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor explained and enforced lab/safety procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Group F: Multiple Instructors

Use **NA** if only one instructor.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	NA
Multiple instructors enhanced the course because of the variety of approaches and expertise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The use of team teaching improved my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teaching assistant (TA) or peer-learning assistant was helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please turn the page to add your comments.

Section VIII: Your Comments Are Valued

Your comments will be used to improve this course. Please be as thoughtful and constructive as possible. Please keep your comments within the box. Your comments will not be seen by your instructor until after class grades have been turned in.

What aspects of the teaching or content of this course were especially good?

SAMPLE

What changes could be made to improve the teaching or the content of this course?

Bank of Questions | American University, Washington, D.C.

 american.edu/provost/registrar/facultystaff/set.cfm

Syllabus

- 301 The course syllabus accurately describes the course.
- 302 The course objectives/learning goals are clearly explained.
- 303 The work required for the course is accurately described.
- 304 The grading system is clearly defined.
- 305 There was a clear distinction between requirements and expectations for undergraduate and graduate students.

Reading Assignments

- 311 Reading assignments seem designed to promote the goals of the course.
- 312 Reading assignments are interesting and stimulating.
- 313 Reading assignments make students think.
- 314 Reading assignments require a reasonable amount of time and effort.
- 315 Reading assignments are relevant to what is presented in class.
- 316 Reserve reading assignments are reasonable; the materials are on reserve.

Textbook

- 321 The textbook makes a valuable contribution to this course.
- 322 The textbook is easy to read and understand.
- 323 The textbook presents various sides of issues.
- 324 A textbook would be a useful addition to this course.
- 325 A copy of the textbook is available on reserve.

Written Assignments (papers, problem sets, etc.)

- 331 Written assignments seem designed to promote the goals of this course.

332 Written assignments are interesting and stimulating.

333 Written assignments make students think.

334 Directions for written assignments are clear and specific.

335 Written assignments require a reasonable amount of time and effort.

336 Written assignments are relevant to what is presented in class.

337 Written assignments are graded fairly.

338 Written assignments are returned promptly.

339 Comments on written assignments are helpful in suggesting how to improve.

Laboratory Assignments (for science and other comparable courses)

341 The laboratory was a valuable part of this course.

342 Laboratory assignments seem carefully chosen.

343 Laboratory assignments are interesting and stimulating.

344 Laboratory assignments make students think.

345 Directions for laboratory assignments are clear and specific.

346 Laboratory assignments require a reasonable amount of time and effort.

347 Laboratory assignments are relevant to what is presented in class.

348 Laboratory reports are graded fairly.

349 Laboratory reports are returned promptly.

Experiential Learning Activities (for studio work, site visits, field work and observation, film-making, photography, interviews, etc.)

351 The experiential learning is a valuable part of this course.

352 The experiential learning activities seem carefully chosen.

353 The experiential learning activities are interesting and stimulating.

354 The experiential learning activities make students think.

355 Directions for the experiential learning activities are clear and specific.

356 The experiential learning activities require a reasonable amount of time and effort.

357 The experiential learning activities are relevant to what is presented in class.

358 The experiential learning activities are graded fairly.

359 The opportunity for group discussion of experiential learning is valuable.

Discussion Sections

361 The discussion section is a valuable part of this course.

362 The discussion section is a great help to learning.

363 There is ample opportunity to ask questions in this discussion section.

364 The discussion section clarifies lecture material.

365 The discussion section extends coverage of lecture topics.

366 Students get individual attention in the discussion section.

Teaching Assistants

371 My TA plans class activities in detail.

372 My TA appears to have a thorough knowledge of the subject of the course.

373 My TA gives clear and understandable explanations.

374 My TA is skillful in observing and responding to students' reactions.

375 My TA tells students when they have done a particularly good job.

376 In my TA's section, students volunteer their own opinions.

377 My TA asks for more than students can get done in the time available.

378 My TA sets high standards for students.

379 My TA consistently adheres to the standards set by the instructor.

380 My TA grades student work (papers, exams, homework) fairly.

381 My TA is readily available during scheduled office hours.

382 My TA has a positive attitude towards students.

383 My TA is enthusiastic.

384 My TA cooperates with and complements the instructor.

385 My TA is an integral part of this course.

386 My TA is a valuable part of this course.

Media (films, videos, slides, audiotapes, etc.)

391 Media are a valuable part of this course.

392 Media used in this course are interesting and stimulating.

393 Media used in this course are a great help to learning.

394 There is an appropriate balance between media used in the classroom and media students are expected to use outside of class.

395 Appropriate media would be a valuable addition to this course.

396 There is adequate opportunity to discuss the media used in this class.

Computer-Assisted Instruction and Learning

401 The course introduced me to computer applications in the field.

402 The course developed my programming skills.

403 The course developed my data analysis skills.

404 The course developed my word processing skills.

405 The course introduced me to ethical issues related to uses of computers.

406 The computer-aided instruction helps to individualize learning for me.

407 The computer-aided instruction makes students think critically.

408 The computer-aided instruction is a valuable part of this course.

409 There is adequate opportunity to get help with computer assignments.

Examinations

411 Examinations cover the important aspects of this course.

412 Examinations cover the reading assignments well.

413 Examinations cover the lecture material well.

414 Examinations are creative and require original thought.

415 Examinations are reasonable in length and difficulty.

416 Examination items are clearly worded.

417 Examinations are returned in a reasonable amount of time.

418 Examinations are graded carefully and fairly.

419 Test items are adequately explained after a test is given.

Difficulty

421 My background knowledge provided adequate preparation for this course.

422 The amount of work required is appropriate for the credit received.

423 The amount of work required is appropriate for the level of the course.

424 The amount of material covered in the course is reasonable.

425 The difficulty of the material is appropriate for the level of the course.

426 The instructor sets high standards for students.

427 The instructor has made the course difficult enough to be interesting.

428 This course challenged my abilities.

Grading

441 Grades are assigned fairly and impartially.

442 The grading system was clearly explained.

443 Clear standards of evaluation were set for class participation.

444 Clear standards of evaluation were set for group projects.

445 The instructor's willingness to consider improvement over the semester helped me to learn more in this class.

446 The opportunity to revise/rewrite helped me to learn more in this class.

447 The instructor has a realistic definition of good performance.

448 Students who have done truly superior work in this course earn appreciably higher grades than those who have done satisfactory work.

Classroom Facilities

501 The classroom was the right size for the course.

502 The classroom was comfortable.

503 The classroom was well-equipped for this course.

504 The classroom was conducive to class discussion.

505 The classroom was suitable for taking tests and examinations.

506 The equipment needed for the classroom was in good working order.

Roanoke College Student Evaluation of Instruction

Core/Summative Items

Question 1

The course itself was well-organized.

Were class sessions well-organized? Did the syllabus accurately and clearly describe assignments, test dates, deadlines, and policies? Did the arrangement and sequencing of topics make sense?

Strongly Agree Strongly Disagree

Comments:

Reset Response

Question 2

The instructor implemented the course syllabus faithfully (while being adaptable if necessary).

Did the instructor follow the syllabus that was provided? If changes were made to the syllabus, were the reasons explained? If a test or assignment date had to be changed, was there ample notice?

Strongly Agree Strongly Disagree

Comments:

Reset Response

Question 3

The instructor was responsive to students' questions.

Did you feel comfortable asking questions of the instructor? Did he or she welcome questions from students in the class? Were you satisfied with your instructor's responses to questions?

Strongly Agree Strongly Disagree

Comments:

Reset Response

Question 4

In the classroom, the instructor communicated clearly and effectively.

Were the instructor's presentations well-prepared, organized, and intellectually engaging? Was he or she able to present or explain material in a way that you could understand?

Strongly Agree Strongly Disagree

Comments:

Reset Response

Question 5

The instructor challenged students to achieve academically.

Did the instructor and/or the readings, tasks, and assignments in the course encourage you to work hard and give your best effort? Did the instructor require enough of students?

Strongly Agree Strongly Disagree

Comments:

Reset Response

Question 6

The instructor was fair and consistent in dealing with students.

Did the instructor grade in a consistent manner? Were the grading policies or the bases for grades clearly stated?

Strongly Agree Strongly Disagree

Comments:

Reset Response

Question 7

The instructor encouraged students to think critically.

Did the course help you to better evaluate information and evidence? Were you required to apply skills and knowledge to new problems? Were you challenged to question assumptions, make connections, or draw conclusions? Did the instructor try to get students to think beyond the level of personal experience?

Strongly Agree Strongly Disagree

Comments:

Reset Response

Question 8

The instructor conveyed a positive feeling about the subject matter.

Did the instructor display an interest in teaching the material? Did he or she convey the importance or relevance of the subject matter in this course?

Strongly Agree Strongly Disagree

Comments:

Reset Response

Question 9

The instructor provided sufficient feedback that clearly communicated the quality of my work.

Did you receive accurate and prompt feedback for tests and other graded assignments? Did the instructor, directly or via the grading, let you know where you needed to improve? Given the course level, were there enough tests or graded assignments? Did they adequately and fairly cover the course material?

Strongly Agree Strongly Disagree

Comments:

Reset Response

Open-Ended Questions

Question 10

What aspects of this course were the most helpful to you?

Reset Response

Question 11

What aspects of this course were the least helpful to you?

Reset Response

Question 12

How did your experience in the course differ from your expectations before it started?

You may, for example, have had expectations about the subject matter, how difficult the course would be, whether you would like the course, and so forth.

Reset Response

Question 13

What specific suggestions do you have to improve this course?

Reset Response

Background Questions

Question 14

How many hours per week outside class did you spend for this course?

- Less than 1 hour per week
- 1-2 hours a week
- 3-4 hours a week
- 5-6 hours a week
- 7-8 hours a week
- 9-10 hours a week
- 11-15 hours a week
- More than 15 hours a week

Reset Response

Question 15

Estimate the amount of writing you did on assignments in this course.

- 0-4 pages
- 5-9 pages
- 10-14 pages
- 15-19 pages
- 20-24 pages
- 25-29 pages
- 30-34 pages
- 35-39 pages
- 40-44 pages
- 45-49 pages
- 50+ pages

Reset Response

Question 16

I found the level of difficulty of this course to be ...

- Very easy
- Easy
- Average/typical
- Challenging
- Very challenging

Reset Response

Question 17

Compared to other courses, the effort I put forth in this course was ...

- Much less
- Less
- About the same
- More
- Much more

Reset Response

Question 18

Number of class meetings that you have missed:

- | | | | |
|----------------------------|-------------------------|-------------------------|---------------------------|
| <input type="radio"/> None | <input type="radio"/> 3 | <input type="radio"/> 6 | <input type="radio"/> 9 |
| <input type="radio"/> 1 | <input type="radio"/> 4 | <input type="radio"/> 7 | <input type="radio"/> 10 |
| <input type="radio"/> 2 | <input type="radio"/> 5 | <input type="radio"/> 8 | <input type="radio"/> 11+ |

Reset Response

Question 19

The grade I expect to receive in this course is ...

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> P |
| <input type="radio"/> A- | <input type="radio"/> B- | <input type="radio"/> C- | <input type="radio"/> D- | <input type="radio"/> AU |
| <input type="radio"/> B+ | <input type="radio"/> C+ | <input type="radio"/> D+ | <input type="radio"/> F | <input type="radio"/> Other |

Reset Response

Question 20

The grade I think I deserve in this course is ...

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> P |
| <input type="radio"/> A- | <input type="radio"/> B- | <input type="radio"/> C- | <input type="radio"/> D- | <input type="radio"/> AU |
| <input type="radio"/> B+ | <input type="radio"/> C+ | <input type="radio"/> D+ | <input type="radio"/> F | <input type="radio"/> Other |

Reset Response

INQ Assessment Items

I often find myself questioning things I hear or read in this course to decide if I find them convincing.

When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence.

I treat the course material as a starting point and try to develop my own ideas about it.

I try to play around with ideas of my own related to what I am learning in this course.

Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives.

How often during this course did you learn something from discussing questions that have no clear answers?

How often during this course did you examine the strengths and weaknesses of your own views on a topic or issue?

How often during this course did you try to better understand someone else's views by imagining how an issue looks from his or her perspective?

CIES FORMATIVE QUESTIONS – 2015 Edition v.2

Organized by Question Number

Q #	Category	Subcategory	Question	Left prompt	Right prompt
1	Course Structure and Organization	Objectives and Structure	The course objectives were	Very clear	Very unclear
2	Course Structure and Organization	Objectives and Structure	The instructor stated clearly what was expected of students.	Almost always	Almost never
3	Course Structure and Organization	Objectives and Structure	Did the instructor follow a course outline?	Very much	Not at all
4	Course Structure and Organization	Objectives and Structure	Was class time spent on unimportant and irrelevant material?	Yes, often	No, never
5	Course Structure and Organization	Objectives and Structure	The instructor needs to organize class time better.	Strongly agree	Strongly disagree
6	Course Structure and Organization	Objectives and Structure	How well did readings, lectures, and discussion cover course objectives?	Very well	Very poorly
7	Course Structure and Organization	Objectives and Structure	The scope of this course was	Too broad	Too narrow
8	Course Structure and Organization	Objectives and Structure	The content of this course was	Too advanced	Too elementary
9	Course Structure and Organization	Objectives and Structure	The content of this course was	Too theoretical	Too applied
10	Course Structure and Organization	Objectives and Structure	Did lectures repeat material covered by the readings?	Yes, but too often	No, too seldom
11	Course Structure and Organization	Objectives and Structure	Relative to discussion time, the amount of lecturing was	Too much	Too little
12	Course Structure and Organization	Objectives and Structure	Should more/less time be provided to review course material?	Much more time	Much less time
13	Course Structure and Organization	Objectives and Structure	I needed more direction.	Agree	Disagree
14	Course Structure and Organization	Objectives and Structure	The instructor defined the objectives of the discussion.	Almost always	Almost never
15	Course Structure and Organization	Objectives and Structure	The instructor outlined the scope of the lectures.	Almost always	Almost never
16	Course Structure and Organization	Objectives and Structure	Class discussions seemed to lack direction and purpose.	Almost always	Almost never
17	Course Structure and Organization	Objectives and Structure	How much time was allotted to classroom questions and discussion?	Too much	Too little
18	Course Structure and Organization	Objectives and Structure	One real strength of this course was class discussion.	Strongly agree	Strongly disagree
19	Course Structure and Organization	Readings and Assignments	Rate the text(s) used in this course.	Excellent	Very poor
20	Course Structure and Organization	Instructional Materials	How would you rate instructional materials used in this course?	Excellent	Very poor
21	Course Structure and Organization	Readings and Assignments	The assignments given were useful for learning the subject matter.	Almost always	Almost never
22	Course Structure and Organization	Readings and Assignments	Please describe the course reading assignments.	Interesting stimulating	Boring, unexciting
23	Course Structure and Organization	Readings and Assignments	Did assigned readings require a reasonable amount of time?	No, too demanding	No, too simple
24	Course Structure and Organization	Readings and Assignments	The amount of reading homework assigned by the instructor was	Excessive	Not enough
25	Course Structure and Organization	Readings and Assignments	The readings for this class were	Extremely difficult	Extremely easy
26	Course Structure and Organization	Readings and Assignments	Were reading assignments relevant to class presentations?	Yes, almost always	No, almost never
27	Course Structure and Organization	Readings and Assignments	Appropriate reading assignments were given for each part of the course.	Strongly agree	Strongly disagree
28	Course Structure and Organization	Readings and Assignments	Did supplementary text(s) help expand your knowledge of the material?	To a great extent	Not at all
29	Course Structure and Organization	Readings and Assignments	Adequate time was provided for completing assignments.	Always	Seldom

Q #	Category	Subcategory	Question	Left prompt	Right prompt
30	Course Structure and Organization	Readings and Assignments	Were written assignments (papers, problems, etc.) well chosen?	Yes, well chosen	No, poorly chosen
31	Course Structure and Organization	Readings and Assignments	Describe your writing assignments.	Interesting stimulating	Dull, uninspiring
32	Course Structure and Organization	Readings and Assignments	Were directions for written assignments clear and specific?	Yes, always	No, never
33	Course Structure and Organization	Readings and Assignments	Completing written assignments was a good use of my time and effort.	Strongly agree	Strongly disagree
34	Course Structure and Organization	Readings and Assignments	How much time and effort were required for written assignments?	A great deal	Very little
35	Course Structure and Organization	Readings and Assignments	I was given sufficient creative freedom in writing papers/reports.	Strongly agree	Strongly disagree
36	Course Structure and Organization	Readings and Assignments	The instructor permitted enough freedom in choosing paper topics.	Sufficient freedom	Much too strict
37	Course Structure and Organization	Readings and Assignments	Were written assignments relevant to class presentations?	Yes, quite relevant	No, very irrelevant
38	Course Structure and Organization	Examinations and Grading	Were written assignments graded fairly?	Yes, very fairly	No, very unfairly
39	Course Structure and Organization	Examinations and Grading	Were written assignments graded and returned promptly?	Yes, almost always	No, almost never
40	Course Structure and Organization	Instructional Materials	Has your ability to express ideas in writing been strengthened?	Yes, definitely	No, definitely not
41	Course Structure and Organization	Instructional Materials	Were the term papers valuable in relation to course objectives?	Yes, of high value	No, of little value
42	Course Structure and Organization	Instructional Materials	How beneficial were the homework assignments?	Very beneficial	Just busy work
43	Course Structure and Organization	Readings and Assignments	Should more or less homework have been assigned for this course?	Much more	Much less
44	Course Structure and Organization	Readings and Assignments	The homework assignments were	Excessively difficult	Much too easy
45	Course Structure and Organization	Readings and Assignments	The homework assignments were	Excessively long	Extremely short
46	Course Structure and Organization	Instructional Materials	Instructional materials for this course were	Too elementary	Too advanced
47	Course Structure and Organization	Instructional Materials	Were the videotapes/films interesting and stimulating?	Yes, almost always	No, almost never
48	Course Structure and Organization	Instructional Materials	Were slide presentations interesting and stimulating?	Yes, almost always	No, almost never
49	Course Structure and Organization	Instructional Materials	Were handouts, problem sets, etc. valuable as learning aids?	Yes, almost always	No, almost never
50	Course Structure and Organization	Instructional Materials	Audiovisual material was well integrated with the rest of the course.	Strongly agree	Strongly disagree
51	Course Structure and Organization	Instructional Materials	How much explanation was provided when discussing films, etc.?	Too much	Too little
52	Course Structure and Organization	Instructional Materials	How relevant were films and audiovisuals to course objectives?	Very relevant	Very irrelevant
53	Course Structure and Organization	Instructional Materials	The instructor's use of audiovisual materials was excessive.	Strongly agree	Strongly disagree
54	Course Structure and Organization	Examinations and Grading	How effective was the instructor in preparing students for exams?	Very effective	Very ineffective
55	Course Structure and Organization	Examinations and Grading	How would rate the quality of the instructor's examination questions?	Excellent	Very poor
56	Course Structure and Organization	Examinations and Grading	Was the grading system for the course explained?	Yes, very well	No, not at all
57	Course Structure and Organization	Examinations and Grading	Did the instructor set too high/too low grading standards for students?	Too high	Too low
58	Course Structure and Organization	Examinations and Grading	How would you characterize the instructor's grading system?	Very objective	Very subjective

Q #	Category	Subcategory	Question	Left prompt	Right prompt
59	Course Structure and Organization	Examinations and Grading	Were exams, papers, or reports returned with errors explained?	Almost always	Almost never
60	Course Structure and Organization	Examinations and Grading	Did you understand why you received the grades you did on projects?	Always	Never
61	Course Structure and Organization	Examinations and Grading	Exams were promptly graded.	Yes, always	No, never
62	Course Structure and Organization	Examinations and Grading	The exams reflected important points in the reading assignments.	Strongly agree	Strongly disagree
63	Course Structure and Organization	Examinations and Grading	Were the instructor's test questions thought provoking?	Yes, definitely	No, definitely not
64	Course Structure and Organization	Examinations and Grading	Examinations tested mainly trivia.	Strongly agree	Strongly disagree
65	Course Structure and Organization	Examinations and Grading	Were there "trick" or trite questions on tests?	Lots of them	Few if any
66	Course Structure and Organization	Examinations and Grading	Were questions on exams worded clearly?	Yes, very clearly	No, very unclearly
67	Course Structure and Organization	Examinations and Grading	How many examinations were given?	Too many	Too few
68	Course Structure and Organization	Examinations and Grading	How was the length of exams given the time allotted?	Too long	Too short
69	Course Structure and Organization	Examinations and Grading	How difficult were the examinations?	Too difficult	Too easy
70	Course Structure and Organization	Examinations and Grading	I found that I could score reasonably well on exams just by cramming.	Strongly agree	Strongly disagree
71	Specific Instructional Settings	Academic Integrity	Tests were probably available to some students before being given.	Agree	Disagree
72	Course Structure and Organization	Examinations and Grading	Were exams adequately discussed or reviewed when returned?	Yes, adequately	No, not adequately
73	Course Structure and Organization	Course Difficulty and Workload	How much work did this course require?	Excessive amount	Not enough
74	Course Structure and Organization	Objectives and Structure	The instructor attempted to cover too much material.	Strongly agree	Strongly disagree
75	Course Structure and Organization	Course Difficulty and Workload	How demanding was the instructor for assignment length, due dates, etc.?	Very reasonable	Overly demanding
76	Course Structure and Organization	Readings and Assignments	The amount of preparation outside class required for this course was	Quite great	Quite small
77	Course Structure and Organization	Course Difficulty and Workload	The instructor emphasized quality of work more than quantity.	Strongly agree	Strongly disagree
78	Course Structure and Organization	Course Difficulty and Workload	The instructor's assumption that I could master techniques was correct.	Strongly agree	Strongly disagree
79	Course Structure and Organization	Course Difficulty and Workload	The instructor's assumption that I could use the equipment was correct.	Strongly agree	Strongly disagree
80	Course Structure and Organization	Course Difficulty and Workload	How difficult was the course material	Too difficult	Rather easy
81	Course Structure and Organization	Course Difficulty and Workload	This course was	Overly demanding	Too easy
82	Course Structure and Organization	Course Difficulty and Workload	The difficulty level of the course material was appropriate for me.	Agree	Disagree
83	Course Structure and Organization	Course Difficulty and Workload	Describe the pace of the course.	Too fast	Too slow
84	Course Structure and Organization	Course Difficulty and Workload	What pace did the instructor set in presenting the material?	Too fast	Too slow
85	Course Structure and Organization	Course Difficulty and Workload	Describe the pace of the course (no. of topics, depth of coverage, etc.)	Too slow, too little	Too fast, too much
86	Course Structure and Organization	Course Difficulty and Workload	Other students were more advanced, so I had trouble keeping up.	Strongly agree	Strongly disagree
87	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	How much do you feel you have accomplished in this course?	A great deal	Very little

Q #	Category	Subcategory	Question	Left prompt	Right prompt
88	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Compared to other courses, how much did you learn in this course?	Much more	Much less
89	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	In this course, I learned	A great deal	Very little
90	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	I am more competent in the subject matter because of this course.	Strongly agree	Strongly disagree
91	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Can anyone benefit from this course or only those with special goals?	Students in general	Specialized only
92	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	How much factual material did you learn in this course?	A great deal	Very little
93	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Did this course improve your understanding of concepts and principles?	Yes, significantly	No, not very much
94	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Can you now identify main points and central issues in this field?	Yes, clearly	No, not very well
95	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	I obtained knowledge on how to locate appropriate information.	To a great extent	Not at all
96	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	I developed the ability to recognize good arguments in this field.	Strongly agree	Strongly disagree
97	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Did you improve your ability to apply principles in new situations?	Yes, significantly	No, not much
98	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Was your ability to communicate about this subject improved?	Yes, significantly	No, not much
99	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Did you improve your ability to solve real problems in this field?	Yes, significantly	No, not much
100	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	The instructor helped improve my problem solving ability.	Strongly agree	Strongly disagree
101	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	This course gave me the opportunity to develop some original ideas.	To a great extent	Not at all
102	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Did you improve your ability to conduct original research in the field?	Yes, significantly	No, not at all
103	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	How much has this course improved your aesthetic judgment?	A great deal	Very little
104	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	How valuable was this course for your technical development?	Extremely valuable	Not valuable
105	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	The course gave me skills and techniques applicable to my career.	Strongly agree	Strongly disagree
106	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Was this course worthwhile in terms of your career objectives?	Very worthwhile	Not at all worthwhile
107	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Did you learn much about career opportunities?	Yes, quite a lot	No, not much
108	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Did projects increase your understanding of concepts and principles?	A great deal	Very little
109	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	As a result of this course, I want to take more courses in this area.	Yes, definitely	No, definitely not
110	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Did the course increase your interest in the subject matter?	Yes, greatly	No, not at all
111	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I enjoyed learning about this subject matter.	To a great extent	Not at all
112	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I looked forward to attending class.	Almost always	Almost never
113	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Did this course maintain your attention throughout the semester?	Always	Never
114	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Did your interest in the course change as the semester progressed?	Interest increased	Interest decreased
115	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Do you feel your efforts in this course have been worthwhile?	Yes, very worthwhile	No, not worthwhile
116	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	The subject matter was intrinsically boring.	Strongly agree	Strongly disagree

Q #	Category	Subcategory	Question	Left prompt	Right prompt
117	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Did you learn to value new viewpoints because of this course?	Yes, definitely	No, not really
118	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Were you stimulated to do extra reading because of this course?	Yes, very much	No, not really
119	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Were you stimulated to discuss class topics with friends outside class?	Yes, quite often	No, hardly ever
120	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	This course helped me to fulfill some of my personal goals.	Strongly agree	Strongly disagree
121	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Did the course give you a clearer idea of professional responsibility?	Yes, much clearer	No, not really
122	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I felt this course had value for me as a person.	Strongly agree	Strongly disagree
123	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I developed a more positive self-concept because of this course.	Strongly agree	Strongly disagree
124	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Did this course help you understand yourself better?	It helped greatly	It didn't help at all
125	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	This course made me more aware of my interests and talents.	Yes, much more aware	No, not really
126	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Did you develop a set of overall values in this field?	Yes, definitely	No, definitely
127	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Did you become interested in course-related community projects?	Yes, very much	No, not really
128	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I developed some leadership skills because of this course.	Strongly agree	Strongly disagree
129	Student Outcomes of Instruction	Participation and Effort	Compared to other courses, how much effort did you put into this course?	Much more	Much less
130	Student Outcomes of Instruction	Participation and Effort	I prepared before coming to class.	Almost always	Almost never
131	Student Outcomes of Instruction	Participation and Effort	How often did you put off studying for this course?	Very often	Never
132	Student Outcomes of Instruction	Participation and Effort	How often had you completed assigned reading before coming to class?	Almost always	Almost never
133	Student Outcomes of Instruction	Participation and Effort	I kept up with the work in this course.	Strongly agree	Strongly disagree
134	Student Outcomes of Instruction	Participation and Effort	I sought help when I didn't understand the material.	Almost always	Almost never
135	Student Outcomes of Instruction	Participation and Effort	I actively participated in course-related group activities.	Often	Seldom
136	Student Outcomes of Instruction	Participation and Effort	Did you actively participate in class discussions?	Yes, often	No, never
137	Course Structure and Organization	Readings and Assignments	Did you read additional books or other materials as suggested?	Yes, all	No, none
138	Specific Instructional Settings	Miscellaneous/Items for GST Courses	I had the appropriate prerequisites and skills for this course.	Agree	Disagree
139	Course Structure and Organization	Readings and Assignments	I learned more from readings than I did from lectures and discussions.	Strongly agree	Strongly disagree
140	Course Structure and Organization	Objectives and Structure	The lecture-discussion method used in this class left me bored.	Almost always	Almost never
141	Specific Instructional Settings	Physical Education Activities	There wasn't enough student participation for this type of course.	Strongly agree	Strongly disagree
142	Instructor Style	Communication Skills	The instructor was a dynamic teacher.	Yes, very dynamic	No, very dull
143	Instructor Style	Communication Skills	Was the instructor a good speaker?	Yes, very good	No, rather poor
144	Instructor Style	Communication Skills	How would you characterize the instructor's ability to explain?	Excellent	Very poor
145	Instructor Style	Leadership	The instructor was a good leader.	Strongly agree	Strongly disagree
146	Instructor Style	Organizational Skills	The instructor seemed well-prepared for class.	Yes, always	No, seldom

Q #	Category	Subcategory	Question	Left prompt	Right prompt
147	Instructor Style	Communication Skills	The instructor was a creative teacher.	Strongly agree	Strongly disagree
148	Instructor Style	Communication Skills	How interesting were the instructor's presentations?	Very interesting	Rather boring
149	Instructor Style	Communication Skills	Did the instructor make good use of examples and illustrations?	Yes, often	No, seldom
150	Instructor Style	Communication Skills	The instructor emphasized important points by inflection or repetition.	Almost always	Almost never
151	Instructor Style	Communication Skills	It was easy to hear and understand the instructor.	Strongly agree	Strongly disagree
152	Instructor Style	Organizational Skills	The instructor's lectures seemed to ramble.	Almost always	Almost never
153	Instructor Style	Communication Skills	How effective was the instructor in presenting materials in lectures?	Very Effective	Not at all effective
154	Instructor Style	Leadership	The instructor's classroom leadership ability was	Very effective	Rather ineffective
155	Instructor Style	Communication Skills	The instructor spent a great deal of time making a few small points.	Almost always	Almost never
156	Instructor Style	Communication Skills	The instructor made use of alternative explanations when needed.	Almost always	Almost never
157	Instructor Style	Organizational Skills	Was the instructor able to give references for additional reading?	Yes, very able	No, not able
158	Instructor Style	Organizational Skills	Were relationships of course content to recent developments indicated?	Yes, quite often	No, hardly ever
159	Instructor Style	Organizational Skills	The instructor's presentations allowed for easy note taking.	Strongly agree	Strongly disagree
160	Instructor Style	Communication Skills	The instructor presented material at a level appropriate for me.	Almost always	Almost never
161	Instructor Style	Organizational Skills	Was the instructor's use of the blackboard and handouts effective?	Very effective	Confusing, inadequate
162	Instructor Style	Organizational Skills	The instructor followed an outline during classroom presentations.	Almost always	Almost never
163	Instructor Style	Organizational Skills	The instructor summarized material presented in each class.	Almost always	Almost never
164	Instructor Style	Communication Skills	The instructor's presentation of abstract concepts and theories was	Very clear	Very unclear
165	Instructor Style	Communication Skills	Classroom problems were clearly presented.	Strongly agree	Strongly disagree
166	Instructor Style	Communication Skills	The instructor generally talked	Much too fast	Much too slow
167	Instructor Style	Communication Skills	Was the instructor able to explain difficult material satisfactorily?	Almost always	Almost never
168	Instructor Style	Communication Skills	The instructor gave explanations that were clearly to the point.	Strongly agree	Strongly disagree
169	Instructor Style	Communication Skills	I clearly understood the main points of the lectures.	Almost always	Almost never
170	Instructor Style	Communication Skills	The instructor explained ideas by relating them to familiar concepts.	Often enough	Too seldom
171	Instructor Style	Communication Skills	The instructor broke down complex topics for easier explanation.	Very often	Too seldom
172	Instructor Style	Communication Skills	The instructor was able to answer questions clearly and concisely.	Almost always	Almost never
173	Instructor Style	Communication Skills	The instructor explained the underlying rationale for techniques.	Almost always	Almost never
174	Instructor Style	Communication Skills	How much detail did the instructor provide in his/her explanations?	Too much	Too little
175	Instructor Style	Organizational Skills	To what extent did the instructor review material?	Too much	Too little
176	Instructor Style	Organizational Skills	The instructor did not synthesize, integrate, or summarize effectively.	Strongly agree	Strongly disagree
177	Instructor Style	Communication Skills	The instructor spoke in a monotone, rarely showing expression in voice.	Almost always	Almost never

Q #	Category	Subcategory	Question	Left prompt	Right prompt
178	Instructor Style	Communication Skills	The instructor looked at the class while speaking.	Almost always	Almost never
179	Instructor Style	General/Miscellaneous	Did the instructor arrive on time?	Yes, always	No, seldom
180	Instructor Style	General/Miscellaneous	How much self-confidence did the instructor display?	A great deal	Very little
181	Instructor Style	Standards	The instructor was demanding of students.	Strongly agree	Strongly disagree
182	Instructor Style	Standards	The instructor had high academic standards.	Strongly agree	Strongly disagree
183	Instructor Style	Communication Skills	Was the instructor's voice pleasant or irritating to listen to?	Very pleasant	Very irritating
184	Instructor Style	Communication Skills	The instructor's lack of facility with English hindered communication.	Strongly agree	Strongly disagree
185	Instructor Style	Communication Skills	The instructor stuttered or hesitated during lectures.	Almost always	Almost never
186	Instructor Style	Open-Mindedness	The instructor was open-minded.	Strongly agree	Strongly disagree
187	Instructor Style	Warmth and Concern for Students	The instructor was too overbearing.	Strongly agree	Strongly disagree
188	Instructor Style	General/Miscellaneous	The instructor exhibited professional dignity and bearing.	Almost always	Almost never
189	Instructor Style	Stimulation of Thinking/Effort	The instructor motivated me to do my best work.	Almost always	Almost never
190	Instructor Style	Stimulation of Thinking/Effort	The instructor stimulated my intellectual curiosity.	Almost always	Almost never
191	Instructor Style	Assistance	The instructor gave advice on how to study for the course.	Yes, often	No, never
192	Instructor Style	Stimulation of Thinking/Effort	Did the instructor raise challenging questions in class?	Yes, often	No, seldom
193	Instructor Style	Discussions	Questions presented to the class to generate discussion were generally	Too specific	Too vague
194	Instructor Style	Discussions	The instructor initiated fruitful and relevant discussions.	Almost always	Almost never
195	Instructor Style	Discussions	The instructor asked open-ended questions.	Almost always	Almost never
196	Instructor Style	Discussions	The instructor encouraged development of new viewpoints and ideas.	Strongly agree	Strongly disagree
197	Instructor Style	Discussions	The instructor was receptive to differing viewpoints or opinions.	Yes, quite open	No, didn't want them
198	Instructor Style	Discussions	The instructor encouraged me to express my opinion or experience.	Yes, always	No, never
199	Instructor Style	Discussions	Did the instructor encourage you to develop your approaches to problems?	Definitely yes	Definitely no
200	Instructor Style	Stimulation of Thinking/Effort	The instructor encouraged me to think for myself.	Strongly agree	Strongly disagree
201	Instructor Style	Stimulation of Thinking/Effort	This course enhanced my creative abilities.	To a great extent	Not at all
202	Instructor Style	Organizational Skills	The instructor pointed out what was important to learn in each class.	Almost always	Almost never
203	Instructor Style	General/Miscellaneous	Did the instructor suggest specific ways students could improve?	Yes, frequently	No, almost never
204	Instructor Style	Warmth and Concern for Students	Did the instructor check on student's understanding of lectures.	Frequently	Rarely
205	Instructor Style	General/Miscellaneous	Ungraded feedback (short quizzes, question periods, etc.) was used	Much too frequently	Much too infrequently
206	Instructor Style	General/Miscellaneous	The instructor emphasized learning rather than tests or grades.	Almost always	Almost never
207	Instructor Style	Warmth and Concern for Students	My impression was that the instructor was sensitive to student needs.	Almost always	Almost never
208	Instructor Style	Warmth and Concern for Students	How patient was the instructor in working with you?	Very patient	Rather impatient

Q #	Category	Subcategory	Question	Left prompt	Right prompt
209	Instructor Style	Warmth and Concern for Students	Did the instructor treat you with respect?	Yes, always	No, seldom
210	Instructor Style	Warmth and Concern for Students	The instructor listened attentively to what class members had to say.	Always	Seldom
211	Instructor Style	Warmth and Concern for Students	The instructor was fair to students.	Often	Seldom
212	Instructor Style	Standards	The instructor seemed	Lenient	Strict
213	Instructor Style	Warmth and Concern for Students	The instructor could sense when an idea had not been clear to me.	Strongly agree	Strongly disagree
214	Instructor Style	Warmth and Concern for Students	How often did the instructor understand your comments or questions?	Almost always	Almost never
215	Instructor Style	Assistance	Was the instructor willing to spend extra time with you?	Very willing	Very unwilling
216	Instructor Style	Assistance	How accessible was the instructor for meetings with students?	Available regularly	Never available
217	Instructor Style	Warmth and Concern for Students	The instructor seemed to sense when a student didn't understand.	Strongly agree	Strongly disagree
218	Instructor Style	Warmth and Concern for Students	The instructor corrected student statements without discussion.	Almost always	Almost never
219	Instructor Style	Assistance	The instructor recognized students' difficulties understanding material.	Almost always	Almost never
220	Instructor Style	Assistance	The instructor thoroughly answered students' questions.	Almost always	Almost never
221	Instructor Style	Assistance	The instructor praised me when I had done particularly well.	Yes, always	No, almost never
222	Course Structure and Organization	Examinations and Grading	Evaluations of my work were done in a constructive manner.	Almost always	Almost never
223	Course Structure and Organization	Examinations and Grading	Were the instructor's criticisms and comments about your work helpful?	Almost always	Almost never
224	Instructor Style	Open-Mindedness	The instructor accepted criticisms and suggestions	Very well	Rather poorly
225	Instructor Style	Warmth and Concern for Students	The instructor made me afraid to make mistakes.	Strongly agree	Strongly disagree
226	Instructor Style	Warmth and Concern for Students	How much confidence did the instructor have in you as a student?	A great deal	Very little
227	Instructor Style	Warmth and Concern for Students	The instructor recognized my problems performing difficult material.	Almost always	Almost never
228	Instructor Style	Warmth and Concern for Students	Did the instructor intimidate the students?	Yes, frequently	No, never
229	Instructor Style	Warmth and Concern for Students	Was the instructor cynical and sarcastic?	Very cynical	Not at all cynical
230	Instructor Style	Warmth and Concern for Students	The instructor was condescending toward students.	Strongly agree	Strongly disagree
231	Course Structure and Organization	Objectives and Structure	In terms of directions and structure of the course, the instructor was	Very flexible	Too rigid
232	Course Structure and Organization	Objectives and Structure	Was a good balance of student and instructor contribution achieved?	Almost always	Almost never
233	Instructional Climate	Professor	There was a positive interaction between students and instructor.	Almost always	Almost never
234	Instructional Climate	Classroom Climate	The atmosphere in the classroom seemed	Relaxed and friendly	Tense and unfriendly
235	Instructional Climate	Professor	The instructor promoted an atmosphere conducive to work & learning.	Strongly agree	Strongly disagree
236	Instructor Style	Warmth and Concern for Students	Describe your instructor's attitude toward students.	Friendly	Unfriendly
237	Instructor Style	Warmth and Concern for Students	The instructor acted professionally in creating rapport with students.	Strongly agree	Strongly disagree
238	Instructor Style	Warmth and Concern for Students	How often did the instructor display favoritism toward certain students?	Too often	Seldom/never

Q #	Category	Subcategory	Question	Left prompt	Right prompt
239	Instructor Style	Discussions	The instructor attempted to involve students in classroom activities.	Strongly agree	Strongly disagree
240	Instructor Style	Discussions	Students were free to ask questions if points needed clarification.	Strongly agree	Strongly disagree
241	Instructor Style	Discussions	The instructor asked students to help decide what was discussed.	Almost always	Almost never
242	Instructor Style	Discussions	The instructor asked students to help decide discussion objectives.	Almost always	Almost never
243	Instructor Style	Discussions	The direction of discussion was controlled by the instructor.	Always	Never
244	Instructional Climate	Classroom Climate	How much did other students influence your interest in the course?	A great deal	Not at all
245	Instructional Climate	Professor	The atmosphere for debate among students or with the instructor was	Rather threatening	Non-threatening
246	Instructional Climate	Classroom Climate	How often was class or group discussion monopolized by a few students?	Almost always	Almost never
247	Instructional Climate	Physical Setting	Classroom facilities were	Very adequate	Very poor
248	Instructional Climate	Classroom Climate	For me, the number of students in the class was	Too large	Too small
249	Instructional Climate	Physical Setting	The size of the classroom was	Too small	Too large
250	Course Structure and Organization	Instructional Materials	Cost of instructional supplies for this course was	Too high	Quite reasonable
251	Instructional Climate	Physical Setting	The classroom space provided a suitable environment.	Strongly agree	Strongly disagree
252	Instructional Climate	Physical Setting	How adequate was the lighting of the classroom?	Very adequate	Very inadequate
253	Instructional Climate	Physical Setting	Did the equipment detract from the quality of your work?	A great deal	Not at all
254	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	How valuable do you consider this course?	Extremely valuable	Not valuable
255	Student Preferences for Instruction	Preferred Formats	I like a traditional course format with lecture.	Strongly agree	Strongly disagree
256	Student Preferences for Instruction	Preferred Formats	I like student-centered classes with lots of discussion.	Strongly agree	Strongly disagree
257	Student Preferences for Instruction	Preferred Formats	I like self-paced courses with flexible scheduling.	Strongly agree	Strongly disagree
258	Student Outcomes of Instruction	Participation and Effort	I prepare assigned lessons before coming to class.	Always	Never
259	Student Outcomes of Instruction	Participation and Effort	I skipped this class quite often.	Very often	Seldom
260	Course Structure and Organization	Readings and Assignments	I learn more from readings than from lectures and class discussions.	Strongly agree	Strongly disagree
261	Student Preferences for Instruction	Preferred Formats	I prefer well-organized lectures to class discussions.	Strongly agree	Strongly disagree
262	Student Preferences for Instruction	Preferred Formats	Class discussions tend to be more stimulating than lectures.	Strongly agree	Strongly disagree
263	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I took this class on the advice of other students.	Strongly agree	Strongly disagree
264	Course Structure and Organization	Objectives and Structure	This subject matter is intrinsically boring.	Strongly agree	Strongly disagree
265	Student Outcomes of Instruction	Participation and Effort	I actively participated in class.	Yes, often	No, seldom
266	Course Structure and Organization	Readings and Assignments	How much non-required reading did you do for a course like this?	All	None
267	Student Outcomes of Instruction	Participation and Effort	Student participation is a necessary component for this course.	Strongly agree	Strongly disagree
268	Student Preferences for Instruction	Preferred Formats	I prefer a variety of teaching methods vs. a single method.	Strongly agree	Strongly disagree
269	Student Preferences for Instruction	Preferred Formats	A major facet of this course should be developing original ideas.	Strongly agree	Strongly disagree

Q #	Category	Subcategory	Question	Left prompt	Right prompt
270	Student Preferences for Instruction	Preferred Formats	I wanted to work on more real problems in the field during the course.	Strongly agree	Strongly disagree
271	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I chose this course for educational reasons (interest, goals, etc.)	Strongly agree	Strongly disagree
272	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I chose this course for non-educational reasons (convenient time).	Strongly agree	Strongly disagree
273	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of organized presentations.	Very important	Not important
274	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of stimulation of thinking.	Very important	Not important
275	Student Preferences for Instruction	Importance Rating Items	Rate the importance of instructor accessibility outside of class.	Very important	Not important
276	Student Preferences for Instruction	Importance Rating Items	Rate the importance of effective communication by the instructor.	Very important	Not important
277	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of student class participation.	Very important	Not important
278	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of early feedback on progress.	Very important	Not important
279	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of gaining knowledge of subject.	Very important	Not important
280	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of gaining first hand applications.	Very important	Not important
281	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of enjoyable class sessions.	Very important	Not important
282	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of doing independent research.	Very important	Not important
283	Specific Instructional Settings	Laboratories	Were lab assignments interesting and stimulating?	Yes, very interesting	No, not very interesting
284	Specific Instructional Settings	Laboratories	Were labs important to learning in this course?	Yes, very important	No, very unimportant
285	Specific Instructional Settings	Laboratories	Did lab assignments require a reasonable amount of time and effort?	No, too demanding	No, too simple
286	Specific Instructional Settings	Laboratories	The length of the lab sessions was	Too long	Too short
287	Specific Instructional Settings	Laboratories	I had adequate time to complete the lab exercises.	Yes, always	No, seldom
288	Specific Instructional Settings	Laboratories	Lab experiments were	Too difficult	Too easy
289	Specific Instructional Settings	Laboratories	The lab was too advanced and specialized for my purposes.	Strongly agree	Strongly disagree
290	Specific Instructional Settings	Laboratories	Were labs coordinated with class work?	Yes, always	No, almost never
291	Specific Instructional Settings	Laboratories	Did the instructor relate lab exercises to classroom information?	Yes, often	No, seldom
292	Specific Instructional Settings	Laboratories	Were you provided adequate instructions for doing lab exercises?	Yes, always	No, seldom
293	Specific Instructional Settings	Laboratories	Describe laboratory textbook or manual assigned for this course.	Excellent	Very poor
294	Specific Instructional Settings	Laboratories	How suitable was the pace of the lab (# experiments, time for each)	Too slow	Too fast
295	Specific Instructional Settings	Laboratories	How much background and detail was demanded in the laboratory reports?	Nothing but the results	Excessive amounts
296	Specific Instructional Settings	Laboratories	Lab equipment was often inoperable.	Strongly agree	Strongly disagree
297	Specific Instructional Settings	Laboratories	Lab reports helped me learn about theory and experimental methods.	Strongly agree	Strongly disagree
298	Specific Instructional Settings	Laboratories	I would like to work individually in lab, rather than with a partner.	Strongly agree	Strongly disagree

Q #	Category	Subcategory	Question	Left prompt	Right prompt
299	Specific Instructional Settings	Studio Art	Too much emphasis was placed on developing only technical skills.	Strongly agree	Strongly disagree
300	Specific Instructional Settings	Studio Art	Were you exposed to a variety of techniques and/or processes?	Yes, a great deal	No, very little
301	Specific Instructional Settings	Studio Art	The instructor placed too much emphasis on one style or method.	Strongly agree	Strongly disagree
302	Specific Instructional Settings	Studio Art	The instructor presented too much technical information.	Strongly agree	Strongly disagree
303	Specific Instructional Settings	Studio Art	The instructor presented a diversity of material, techniques, & content.	Strongly agree	Strongly disagree
304	Specific Instructional Settings	Studio Art	The projects were extremely valuable in understanding the course.	Strongly agree	Strongly disagree
305	Specific Instructional Settings	Studio Art	Should there be more/fewer projects in this course?	Many more	Fewer
306	Specific Instructional Settings	Studio Art	How much pressure was there to get your projects done on time?	A great deal	Very little
307	Specific Instructional Settings	Studio Art	The projects were appropriate to the level of the course.	Strongly agree	Strongly disagree
308	Specific Instructional Settings	Studio Art	How demanding was the instructor in terms of course requirements?	Very demanding	Very lenient
309	Specific Instructional Settings	Studio Art	The instructor's examples/demonstrations were clear and concise.	Strongly agree	Strongly disagree
310	Specific Instructional Settings	Studio Art	Each concept was explained and discussed thoroughly.	Strongly agree	Strongly disagree
311	Specific Instructional Settings	Studio Art	Each step of processes/techniques was explained carefully.	Almost always	Almost never
312	Specific Instructional Settings	Studio Art	The instructor spent too much time explaining each project.	Strongly agree	Strongly disagree
313	Specific Instructional Settings	Studio Art	The instructor did not place enough emphasis on developing skills.	Strongly agree	Strongly disagree
314	Specific Instructional Settings	Studio Art	Instructor explained the underlying rationale for techniques or styles.	Almost always	Almost never
315	Specific Instructional Settings	Studio Art	How helpful were the instructor's examples or experiences?	Very helpful	Not at all helpful
316	Specific Instructional Settings	Studio Art	The instructor lacked objectivity in evaluating students' work.	Strongly agree	Strongly disagree
317	Specific Instructional Settings	Studio Art	The instructor's critiques provided a basis for further learning.	Strongly agree	Strongly disagree
318	Specific Instructional Settings	Studio Art	The instructor should provide more/ fewer critiques of students' work.	Many more critiques	Fewer critiques
319	Specific Instructional Settings	Studio Art	Was the instructor able to separate your work from you as a person?	Definitely, yes	Definitely, no
320	Specific Instructional Settings	Studio Art	The instructor seemed really concerned about students' progress.	Strongly agree	Strongly disagree
321	Specific Instructional Settings	Studio Art	Instructor tried to provide a creative atmosphere in class.	Strongly agree	Strongly disagree
322	Specific Instructional Settings	Studio Art	The instructor was sensitive to my responses when giving criticisms.	Strongly agree	Strongly disagree
323	Specific Instructional Settings	Studio Art	The instructor realized when we were experiencing difficulties.	Strongly agree	Strongly disagree
324	Specific Instructional Settings	Studio Art	The instructor provided me with personal help when asked.	Strongly agree	Strongly disagree
325	Specific Instructional Settings	Studio Art	The instructor seemed to show favoritism toward certain students.	Strongly agree	Strongly disagree
326	Specific Instructional Settings	Studio Art	Did the course & instructor help you understand your professional goals	Yes, a great deal	No, very little
327	Specific Instructional Settings	Studio Art	Has the instructor increased your ability to organize ideas visually?	A great deal	Very little

Q #	Category	Subcategory	Question	Left prompt	Right prompt
328	Specific Instructional Settings	Studio Art	Have you developed confidence in the studio?	Yes, very much	No, not at all
329	Specific Instructional Settings	Studio Art	The instructor had a strong influence upon my work.	Yes, very positive	No, very negative
330	Specific Instructional Settings	Studio Art	The instructor was instrumental in raising my artistic values.	Strongly agree	Strongly disagree
331	Specific Instructional Settings	Studio Art	The instructor made me think about different ways to approach projects.	Strongly agree	Strongly disagree
332	Specific Instructional Settings	Studio Art	How much do you feel you have accomplished in this course.	A great deal	Very little
333	Specific Instructional Settings	Studio Art	How difficult was it to get access to equipment?	Very difficult	Not difficult at all
334	Specific Instructional Settings	Team Teaching	How effectively was team teaching used in this course?	Very effectively	Very ineffectively
335	Specific Instructional Settings	Team Teaching	My impression is that the teachers coordinated their instruction well.	Always	Never
336	Specific Instructional Settings	Team Teaching	Course material was more effectively presented with team teaching.	Strongly agree	Strongly disagree
337	Specific Instructional Settings	Team Teaching	Team teaching was a very effective method for learning.	Strongly agree	Strongly disagree
338	Specific Instructional Settings	Team Teaching	One instructor dominated the team teaching in this course.	Almost always	Almost never
339	Specific Instructional Settings	Team Teaching	The team teachers were compatible in this course.	To a great extent	Not at all
340	Specific Instructional Settings	Field Trips	Rate the organization and the conduct of the field trip(s).	Excellent	Very poor
341	Specific Instructional Settings	Field Trips	Rate the field trip(s) as a learning experience.	Very effective	Very ineffective
342	Specific Instructional Settings	Clinical Settings	Were you exposed to a variety of clinical problems?	Yes, a great deal	No, very little deal
343	Specific Instructional Settings	Clinical Settings	The instructor's clinical demonstrations were clear and concise.	Strongly agree	Strongly disagree
344	Specific Instructional Settings	Clinical Settings	Considering client availability, the clinical experiences were realistic.	Strongly agree	Strongly disagree
345	Specific Instructional Settings	Clinical Settings	Were clinical techniques explained and discussed thoroughly?	Yes, always	No, seldom
346	Specific Instructional Settings	Clinical Settings	How much observation and supervision was provided?	Too much	Too little
347	Specific Instructional Settings	Clinical Settings	Prior course work prepared me to handle the clinical tasks.	Strongly agree	Strongly disagree
348	Specific Instructional Settings	Clinical Settings	How clearly did the instructor state the clinical problems?	Very clearly	Very unclearly
349	Specific Instructional Settings	Clinical Settings	Was the instructor able to thoroughly answer your clinical questions?	Yes, always	No, seldom
350	Specific Instructional Settings	Clinical Settings	Performance exams allowed me to demonstrate my clinical competencies.	Strongly agree	Strongly disagree
351	Specific Instructional Settings	Clinical Settings	How consistent were the evaluations of your clinical work?	Consistent	Inconsistent
352	Specific Instructional Settings	Clinical Settings	How helpful was the instructor in developing your clinical techniques?	Helpful	Unhelpful
353	Specific Instructional Settings	Clinical Settings	How helpful was the instructor's feedback about your clinical work?	Very constructive	Not at all constructive
354	Specific Instructional Settings	Clinical Settings	Appropriate and inappropriate clinical methods were clearly identified.	Strongly agree	Strongly disagree
355	Specific Instructional Settings	Clinical Settings	The instructor was overly demanding of the clinical students.	Strongly agree	Strongly disagree
356	Specific Instructional Settings	Clinical Settings	The instructor sensed when you did not know what you were doing.	Strongly agree	Strongly disagree

Q #	Category	Subcategory	Question	Left prompt	Right prompt
357	Specific Instructional Settings	Clinical Settings	How helpful was the supervising teacher in developing techniques?	Very helpful	Not at all helpful
358	Specific Instructional Settings	Clinical Settings	How constructive was the supervising teacher's feedback?	Very constructive	Not at all constructive
359	Specific Instructional Settings	Clinical Settings	The supervising teacher was overly demanding of the clinical students.	Strongly agree	Strongly disagree
360	Specific Instructional Settings	Clinical Settings	The supervising teacher sensed when you didn't know what you were doing.	Strongly agree	Strongly disagree
361	Specific Instructional Settings	Physical Education Activities	The instructor presented the skills and drills in a logical progression.	Strongly agree	Strongly disagree
362	Specific Instructional Settings	Physical Education Activities	The instructor was available for individual help during class.	Strongly agree	Strongly disagree
363	Specific Instructional Settings	Physical Education Activities	The instructor encouraged me to work to my potential.	Strongly agree	Strongly disagree
364	Specific Instructional Settings	Physical Education Activities	The skills test appropriately assessed student motor performance.	Strongly agree	Strongly disagree
365	Specific Instructional Settings	Physical Education Activities	The skills test truly assessed my skill in the activity.	Strongly agree	Strongly disagree
366	Specific Instructional Settings	Physical Education Activities	Since my competence has improved, I will engage in this activity more.	Very likely	Very unlikely
367	Specific Instructional Settings	Physical Education Activities	The instructor stressed the development of good mechanical skills.	Strongly agree	Strongly disagree
368	Specific Instructional Settings	Physical Education Activities	Enough time was provided to use skills in game situations.	Strongly agree	Strongly disagree
369	Specific Instructional Settings	Physical Education Activities	The instructor provided sufficient practice time.	Strongly agree	Strongly disagree
370	Specific Instructional Settings	Physical Education Activities	The written test appropriately assessed the course content.	Strongly agree	Strongly disagree
371	Specific Instructional Settings	Physical Education Activities	The instructor seemed concerned with our progress in developing skills.	Strongly agree	Strongly disagree
372	Specific Instructional Settings	Academic Integrity	I personally observed violations of academic integrity in this course.	No, never	Yes, many
373	Student Outcomes of Instruction	Participation and Effort	I asked the instructor course-related questions outside of class.	Almost every day	Almost never
374	Specific Instructional Settings	Miscellaneous/Items for GST Courses	I do not think that this course should be required in my major.	Strongly agree	Strongly disagree
375	Instructor Style	Guest Speakers	Guest speakers were well integrated with the rest of the course.	Strongly Agree	Strongly Disagree
376	Instructor Style	Guest Speakers	Were guest speakers interesting?	No, not at all	Yes, very interesting
377	Course Structure and Organization	Instructional Materials	Workshops on assignments were beneficial.	Strongly Agree	Strongly Disagree
378	Specific Instructional Settings	Education Classes	There should be more emphasis on teaching methods & less on content.	Strongly Agree	Strongly Disagree
379	Specific Instructional Settings	Education Classes	There should be more emphasis on math content and less on methods.	Strongly Agree	Strongly Disagree
380	Specific Instructional Settings	Academic Integrity	I was aware of cheating on tests and quizzes.	Often	Never
381	Specific Instructional Settings	Academic Integrity	I was aware of unauthorized cooperation on homework assignments.	Often	Never
382	Specific Instructional Settings	Academic Integrity	I was aware of unauthorized cooperation on laboratory assignments.	Often	Never
383	Specific Instructional Settings	Miscellaneous/Items for GST Courses	This course is an important part of a liberal arts education.	Strongly agree	Strongly disagree
384	Specific Instructional Settings	Miscellaneous/Items for GST Courses	The instructor tried to cover all fields (history, theater, art, etc.).	Strongly agree	Strongly disagree
385	Specific Instructional Settings	Miscellaneous/Items for GST Courses	This course helped me to understand my own culture as well as others.	Strongly agree	Strongly disagree

Q #	Category	Subcategory	Question	Left prompt	Right prompt
386	Specific Instructional Settings	Miscellaneous/Items for GST Courses	Compared to other GST courses, how much did you learn in this course?	Much more	Much less
387	Specific Instructional Settings	Miscellaneous/Items for GST Courses	I have a better understanding of values different from mine.	Strongly agree	Strongly disagree
388	Course Structure and Organization	Readings and Assignments	Do you feel that the book provided good explanations of the material?	Yes	No
389	Course Structure and Organization	Readings and Assignments	Please rate the textbook.	Poor	Excellent
390	Specific Instructional Settings	Language Lab	Language lab exercises provided a good preparation for quizzes/tests.	Strongly agree	Strongly disagree
391	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	What I learned in this course will benefit me in the future.	Strongly agree	Strongly disagree
392	Specific Instructional Settings	Office of Academic Services	I utilized the free peer tutoring available at the Learning Center.	Never	Frequently
393	Specific Instructional Settings	Office of Academic Services	How would you rate the help you received from the Learning Center?	Poor	Excellent
394	Student Outcomes of Instruction	Participation and Effort	Did you read the assigned chapters and prepare for class?	Never	Always
395	Student Outcomes of Instruction	Participation and Effort	Did you take advantage of the instructor's office hours?	Never	Very often
396	Course Structure and Organization	Readings and Assignments	Did the text provide good examples and explanations of the material?	Yes	No
397	Specific Instructional Settings	Office of Academic Services	If you received help from a peer tutor, how would you rate the help?	Poor	Excellent
398	Specific Instructional Settings	Language Lab	Did you utilize the language lab?	Never	Always
399	Course Structure and Organization	Examinations and Grading	The exams reflected important points in the course material.	Strongly agree	Strongly disagree
400	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	How much did you enjoy this course?	Very much	Not at all
401	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	My ability to read scientific papers improved during this course.	Strongly agree	Strongly disagree
402	Specific Instructional Settings	Lectureless Format with Group Work	I enjoyed working with the people in my group.	Strongly agree	Strongly disagree
403	Specific Instructional Settings	Lectureless Format with Group Work	I prefer to work in groups.	Strongly agree	Strongly disagree
404	Specific Instructional Settings	Lectureless Format with Group Work	I learn better in the lectureless format than in the lecture format.	Strongly agree	Strongly disagree
405	Specific Instructional Settings	Lectureless Format with Group Work	Most students retain more and learn better in the lectureless format.	Strongly agree	Strongly disagree
406	Specific Instructional Settings	Lectureless Format with Group Work	I have more interaction with the instructor in the lectureless format	Strongly agree	Strongly disagree
407	Specific Instructional Settings	Lectureless Format with Group Work	I did my assigned group jobs well.	Strongly agree	Strongly disagree
408	Specific Instructional Settings	Lectureless Format with Group Work	Group work allowed me to develop better relationships with classmates	Strongly agree	Strongly disagree
409	Specific Instructional Settings	Lectureless Format with Group Work	I enjoy doing class work in groups.	Strongly agree	Strongly disagree
410	Specific Instructional Settings	Lectureless Format with Group Work	I prefer the lectureless format to the traditional lecture format.	Strongly agree	Strongly disagree
411	Specific Instructional Settings	Lectureless Format with Group Work	The Chem Activities were well-written and helpful.	Strongly agree	Strongly disagree
412	Specific Instructional Settings	Lectureless Format with Group Work	I prefer working with the same group rather than switching often.	Strongly agree	Strongly disagree
413	Specific Instructional Settings	Lectureless Format with Group Work	Group quizzes are a good idea.	Strongly agree	Strongly disagree
414	Specific Instructional Settings	Laboratories	Lab exercises helped me develop critical thinking skills.	Strongly agree	Strongly disagree

Q #	Category	Subcategory	Question	Left prompt	Right prompt
415	Specific Instructional Settings	Laboratories	Lab exercises served to reinforce principles from lecture.	Strongly agree	Strongly disagree
416	Specific Instructional Settings	Laboratories	After taking this lab I feel I could design my own basic experiments.	Strongly agree	Strongly disagree
417	Specific Instructional Settings	Laboratories	I am now better at calculating concentrations and making solutions.	Strongly agree	Strongly disagree
418	Specific Instructional Settings	Laboratories	I am now better at using a computer to analyze and present data.	Strongly agree	Strongly disagree
419	Specific Instructional Settings	Laboratories	I am comfortable with operating the lab eqpt. we used in this course.	Strongly agree	Strongly disagree
420	Specific Instructional Settings	Laboratories	I could now adapt other experimental procedures to my own research.	Strongly agree	Strongly disagree
421	Specific Instructional Settings	Laboratories	The complexity/quality of my report writing has improved in this course.	Strongly agree	Strongly disagree
422	Specific Instructional Settings	May Intensive Learning Courses	Activities and assignments differed from those during regular semesters.	Strongly agree	Strongly disagree
423	Specific Instructional Settings	May Intensive Learning Courses	The instructor made connections between the topic & broader themes.	Strongly agree	Strongly disagree
424	Specific Instructional Settings	May Intensive Learning Courses	The course allowed me to participate actively in hands-on experiences.	Strongly agree	Strongly disagree
425	Specific Instructional Settings	May Intensive Learning Courses	By taking this course, I can now speak knowledgeably about the topic.	Strongly agree	Strongly disagree
426	Specific Instructional Settings	May Intensive Learning Courses	It was important to take a single course in May with no distractions.	Strongly agree	Strongly disagree
427	Course Structure and Organization	Instructional Materials	How helpful was Inquire?	It helped greatly	It didn't help at all
428	Course Structure and Organization	Readings and Assignments	Did you like using the Assignment Manager to submit assignments?	Yes, a great deal	No, not at all
429	Instructor Style	Assistance	Did the instructor respond to your e-mail messages in a timely manner?	Almost always	Almost never
430	Specific Instructional Settings	Miscellaneous/Items for GST Courses	Humanities I helped me understand artistic, literary, and other cultural works.	Strongly agree	Strongly disagree
431	Specific Instructional Settings	Miscellaneous/Items for GST Courses	Humanities II helped me understand historical changes and trends.	Strongly agree	Strongly disagree
432	Course Structure and Organization	Objectives and Structure	Student workshops were helpful.	Strongly agree	Strongly disagree
433	Course Structure and Organization	Examinations and Grading	Written response to my writing was helpful.	Strongly agree	Strongly disagree
434	Course Structure and Organization	Readings and Assignments	I enjoyed the simulation of the congressional committee.	Strongly agree	Strongly disagree
435	Course Structure and Organization	Readings and Assignments	The simulation of the congressional committee was a useful way to learn about this process.	Strongly agree	Strongly disagree
436	Course Structure and Organization	Objectives and Structure	Integrating lecture and lab facilitated my understanding of course material.	Strongly agree	Strongly disagree
437	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	My (oral) presentation helped me to apply course concepts.	Strongly agree	Strongly disagree
438	Specific Instructional Settings	Physical Education Activities	This course developed or confirmed a commitment to regular physical fitness and wellness throughout life.	Strongly agree	Strongly disagree
439	Specific Instructional Settings	Physical Education Activities	This course enhanced or developed a desire to participate in regular physical activity for at least the next 6 months.	Strongly agree	Strongly disagree
440	Specific Instructional Settings	Physical Education Activities	This course enhanced my appreciation for the value of physical activity in developing a healthy body and mind.	Strongly agree	Strongly disagree
441	Specific Instructional Settings	Physical Education Activities	This course connects well with the overall mission of Roanoke College.	Strongly agree	Strongly disagree
442	Specific Instructional Settings	Physical Education Activities	The non-exercise portions of this class were a valuable addition to my understanding of wellness.	Strongly agree	Strongly disagree

Q #	Category	Subcategory	Question	Left prompt	Right prompt
443	Course Structure and Organization	Readings and Assignments	The service requirement was relevant to this course.	Strongly agree	Strongly disagree
444	Course Structure and Organization	Readings and Assignments	Students should be required to perform community service.	Strongly agree	Strongly disagree
445	Instructor Style	General/Miscellaneous	I benefited from interaction with the student associate.	Strongly agree	Strongly disagree
469	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	How much time outside class did you spend thinking about ideas related to this field of study?	A great deal	Very little
470	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	More than memorization is required to do well in this course.	Strongly agree	Strongly disagree
471	Student Outcomes of Instruction	Participation and Effort	Compared to courses outside of EDUC, how much work is required for this course?	Much more	Much less
484	Specific Instructional Settings	Miscellaneous/Items for GST Courses	I thought working in groups added to my understanding of the course material.	Strongly Agree	Strongly Disagree
485	INQ Assessment Questions	Critical Thinking	I often find myself questioning things I hear or read in this course to decide if I find them convincing.	Not at all true of me	Very true of me
486	INQ Assessment Questions	Critical Thinking	When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence.	Not at all true of me	Very true of me
487	INQ Assessment Questions	Critical Thinking	I treat the course material as a starting point and try to develop my own ideas about it.	Not at all true of me	Very true of me
488	INQ Assessment Questions	Critical Thinking	I try to play around with ideas of my own related to what I am learning in this course.	Not at all true of me	Very true of me
489	INQ Assessment Questions	Critical Thinking	Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives.	Not at all true of me	Very true of me
490	INQ Assessment Questions	Reflective Learning	How often during this course did you learn something from discussing questions that have no clear answers?	Never	Very often
491	INQ Assessment Questions	Reflective Learning	How often during this course did you examine the strengths and weaknesses of your own views on a topic or issue?	Never	Very often
492	INQ Assessment Questions	Reflective Learning	How often during this course did you try to better understand someone else's views by imagining how an issue looks from his or her perspective?	Never	Very often
493	EDUC Assessment Questions		Compared to courses outside of education, how much meaningful time and effort were required for this course?	Much more	Much less
494	EDUC Assessment Questions		Compared to courses outside of education, how much of what you learned in this course will benefit your future?	Much more	Much less
495	EDUC Assessment Questions		Compared to courses outside of education, I spent more time outside of class thinking about ideas that relate to this field of study.	Strongly agree	Strongly disagree
496	EDUC Assessment Questions		Compared to courses outside of education, more than memorization is required to do well in this class.	Strongly agree	Strongly disagree
499	HIST Assessment Questions		As a result of this class, I can articulate the significance of events, individuals, ideas, practices, and processes in particular historical contexts across a temporal and geographic range.	Strongly Agree	Strongly Disagree
500	HIST Assessment Questions		As a result of this class, I am able to comprehend and criticize the approaches used by historians in investigating and interpreting the past.	Strongly Agree	Strongly Disagree
501	HIST Assessment Questions		As a result of this class, I am able to conduct original historical research, craft a compelling argument, and effectively communicate it to others in writing and in speaking.	Strongly Agree	Strongly Disagree
502	EDUC Assessment Questions		Compared to courses outside of education, how much meaningful time and effort were required for this course?	Much more	Much less

Q #	Category	Subcategory	Question	Left prompt	Right prompt
503	EDUC Assessment Questions		Compared to courses outside of education, how much of what you learned in this course will benefit your future?	Much more	Much less
504	EDUC Assessment Questions		Compared to courses outside of education, I spent more time outside of class thinking about ideas that relate to this field of study.	Strongly agree	Strongly disagree
505	EDUC Assessment Questions		Compared to courses outside of education, more than memorization is required to do well in this class.	Strongly agree	Strongly disagree
506	INQ Assessment Questions	Critical Thinking	I often find myself questioning things I hear or read in this course to decide if I find them convincing.	Very true of me	Not at all true of me
507	INQ Assessment Questions	Critical Thinking	When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence.	Very true of me	Not at all true of me
508	INQ Assessment Questions	Critical Thinking	I treat the course material as a starting point and try to develop my own ideas about it.	Very true of me	Not at all true of me
509	INQ Assessment Questions	Critical Thinking	I try to play around with ideas of my own related to what I am learning in this class.	Very true of me	Not at all true of me
510	INQ Assessment Questions	Critical Thinking	Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives.	Very true of me	Not at all true of me
511	INQ Assessment Questions	Reflective Learning	How often during this course did you learn something from discussing questions that have no clear answers?	Very often	Never
512	INQ Assessment Questions	Reflective Learning	How often during this course did you examine the strengths and weaknesses of your own views on a topic or issue?	Very often	Never
513	INQ Assessment Questions	Reflective Learning	How often during this course did you try to better understand someone else's views by imagining how an issue looks from his or her perspective?	Very often	Never
514	HHP Assessment Questions		The lecture portion of this class was a valuable addition to my understanding of wellness.	Strongly agree	Strongly disagree
515	HHP Assessment Questions		This class was a valuable addition to my understanding of fitness.	Strongly agree	Strongly disagree
516	HHP Assessment Questions		This class was a valuable addition to my understanding of good nutrition.	Strongly agree	Strongly disagree
517	HHP Assessment Questions		After taking this class I am more committed to a lifestyle that includes physical activity.	Strongly agree	Strongly disagree
518	HHP Assessment Questions		This class was a valuable addition to my understanding of wellness.	Strongly agree	Strongly disagree
519	HHP Assessment Questions		This class enhanced my appreciation for the value of physical activity in developing a healthy body and mind.	Strongly agree	Strongly disagree
520	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	This course helped me improve my note taking skills.	Strongly agree	Strongly disagree
521	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Using "Connect" self-assessments and/or instruction material was helpful in learning the course concepts.	Strongly agree	Strongly disagree
522	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Reflection assignments helped me to understand and apply the course concepts to my own life. They made an impact on me personally.	Strongly agree	Strongly disagree
523	Student Preferences for Instruction	Preferred Formats	I enjoyed learning more about myself as it relates to course content with the "Connect" self-assessments.	Strongly agree	Strongly disagree
524	Student Preferences for Instruction	Preferred Formats	I enjoy reflection writing assignments.	Strongly agree	Strongly disagree

CENTRAL WASHINGTON UNIVERSITY	STUDENT EVALUATION OF INSTRUCTION	Form A Lecture
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Course: _____ Instructor: _____
 Time of day: _____

STUDENT LEARNING ENVIRONMENT					
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1- To what extent do you agree or disagree that [InstructorName]...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. fostered a fair and respectful learning environment?	○	○	○	○	○
b. seemed genuinely concerned with whether you learned?	○	○	○	○	○
c. clearly communicated and enforced standards of behavior?	○	○	○	○	○
d. met class at scheduled times unless otherwise arranged?	○	○	○	○	○

	Yes	No			
2- Did you seek help from [InstructorName] outside of class during the course?	○	○			
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3- If YES, was [InstructorName] available to provide help?	○	○	○	○	○

Teaching for Student Learning					
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4- To what extent do you agree or disagree that the...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. course objectives were clearly communicated?	○	○	○	○	○
b. overall course content was presented in an understandable sequence?	○	○	○	○	○
c. instructor used a variety of methods, as needed, to make content clear?	○	○	○	○	○
d. assignments and tests were connected to course content?	○	○	○	○	○
e. evaluation and grading techniques were clearly explained?	○	○	○	○	○
f. instructions for class activities were clearly communicated?	○	○	○	○	○
g. instructor provided useful feedback on student work?	○	○	○	○	○
h. instructor provided timely feedback on student progress?	○	○	○	○	○
i. class sessions were well organized?	○	○	○	○	○
j. out-of-class work was useful in understanding course content?	○	○	○	○	○
k. instructor encouraged students to connect course content to issues beyond the university classroom?	○	○	○	○	○
l. course activities challenged students to think critically?	○	○	○	○	○

GENERAL INFORMATION					
5- How would you compare this course with other courses of similar credits at this level (i.e., 100, 200, 300, etc.) taken at CWU? Was the...	Much more than most courses?	More than most courses?	About average?	Less than most courses?	Much less than most courses?
a. amount of work OUTSIDE of class	○	○	○	○	○
b. level of engagement/active learning IN class	○	○	○	○	○
c. intellectual challenge presented to you	○	○	○	○	○

6- For this class, about how many hours outside of class did you spend in a typical 7-day week studying, reading, conducting research, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities?

- 0 hours per week
- 1-3 hours per week
- 4-6 hours per week
- 7-10 hours per week
- 11-15 hours per week
- 16-20 hours per week
- 21+ hours per week

7- Why did you take this course?

- Major requirement
- Minor requirement
- Certificate requirement
- Fulfills General Education requirement
- Reputation of instructor
- Time of day
- General interest
- Other

8. What is your class standing?

- Freshman (0 – 44 credits)
- Sophomore (45 -89 credits)
- Junior (90 -134 credits)
- Senior (135 or more credits)
- Graduate Student
- Other (e.g. post -baccalaureate)

9. What grade do you expect to earn in this class?

- A
- B
- C
- D
- F
- Other (Pass/Fail, etc.)

10. What aspects of the teaching or content in this course do you feel were especially good?

11. What changes could be made to improve learning in this course?

CENTRAL WASHINGTON UNIVERSITY	STUDENT EVALUATION OF INSTRUCTION	Form C Skills Acquisition
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Course: _____ Instructor: _____
 Time of day: _____

STUDENT LEARNING ENVIRONMENT

1- To what extent do you agree or disagree that [InstructorName]...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. fostered a a fair and respectful learning environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. seemed genuinely concerned with whether students learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. clearly communicated and enforced standards of classroom behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. met class at scheduled times unless otherwise arranged?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No			
2- Did you seek help from [InstructorName] outside of class during the course?	<input type="radio"/>	<input type="radio"/>			
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3- If YES, was [InstructorName] available to provide help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching for Student Learning

4- To what extent do you agree or disagree that the...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. course objectives were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. instructor made clear the specific skills I needed to acquire?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. instructor explained rationales for the skills I was expected to acquire?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. the required skills were presented in a way that allowed me to learn?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. instructor used a variety of methods, as needed, to make content clear?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. evaluation and grading techniques were clearly explained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. instructions for class activities were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. tests were connected to course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. instructor provided useful feedback on student work (e.g., identifying strengths or deficiencies in skill acquisition)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. instructor provided timely feedback on student progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. class sessions were well organized?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. coursework was useful in understanding course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. opportunities to practice what was learned were adequate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. instructor encouraged students to connect course content to issues beyond the university classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. course activities challenged students to think critically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GENERAL INFORMATION					
5- How would you compare this course with other courses of similar credits at this level (i.e., 100, 200, 300, etc.) taken at CWU? Was the...	Much more than most courses?	More than most courses?	About average?	Less than most courses?	Much less than most courses?
a. amount of work OUTSIDE of class	○	○	○	○	○
b. level of engagement/active learning IN class	○	○	○	○	○
c. intellectual challenge presented to you	○	○	○	○	○

6- For this class, about how many hours outside of class did you spend in a typical 7-day week studying, reading, conducting research, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities?

- 0 hours per week
- 1-3 hours per week
- 4-6 hours per week
- 7-10 hours per week
- 11-15 hours per week
- 16-20 hours per week
- 21+ hours per week

7- Why did you take this course?

- Major requirement
- Minor requirement
- Certificate requirement
- Fulfills General Education requirement
- Reputation of instructor
- Time of day
- General interest
- Other

8. What is your class standing?

- Freshman (0 – 44 credits)
- Sophomore (45 -89 credits)
- Junior (90 -134 credits)
- Senior (135 or more credits)
- Graduate Student
- Other (e.g. post -baccalaureate)

9. What grade do you expect to earn in this class?

- A
- B
- C
- D
- F
- Other (Pass/Fail, etc.)

10. What aspects of the teaching or content in this course do you feel were especially good?

11. What changes could be made to improve learning in this course?

CENTRAL WASHINGTON UNIVERSITY	STUDENT EVALUATION OF INSTRUCTION	Form D Lab
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Course: _____ Instructor: _____
 Time of day: _____

STUDENT LEARNING ENVIRONMENT

1- To what extent do you agree or disagree that [InstructorName]...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. fostered a fair and respectful learning environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. seemed genuinely concerned with whether students learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. clearly communicated and enforced standards of classroom behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. met class at scheduled times unless otherwise arranged?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No			
2- Did you seek help from [InstructorName] outside of class during the course?	<input type="radio"/>	<input type="radio"/>			
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3- If YES, was [InstructorName] available to provide help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching for Student Learning

4- To what extent do you agree or disagree that the...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. course objectives were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. objectives for each lab were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. lab instructor used a variety of methods, as needed, to make content clear?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. lab instructor was prepared for lab sessions?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. evaluation and grading techniques were clearly explained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. answers to student questions were meaningful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. lab instructor provided useful feedback on student work?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. lab instructor provided timely feedback on student progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. lab sessions applied material taught in lecture(when applicable)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. equipment and supplies were appropriate for assigned laboratory exercises?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. safety procedures were communicated and enforced (when appropriate)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. out-of-class work was useful in understanding course content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. instructor encouraged students to connect lab content to issues beyond the university classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. lab activities challenged students to think critically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GENERAL INFORMATION					
5- How would you compare this course with other courses of similar credits at this level (i.e., 100, 200, 300, etc.) taken at CWU? Was the...	Much more than most courses?	More than most courses?	About average?	Less than most courses?	Much less than most courses?
a. amount of work OUTSIDE of class	○	○	○	○	○
b. level of engagement/active learning IN class	○	○	○	○	○
c. intellectual challenge presented to you	○	○	○	○	○

6- For this class, about how many hours outside of class did you spend in a typical 7-day week studying, reading, conducting research, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities?

- 0 hours per week
- 1-3 hours per week
- 4-6 hours per week
- 7-10 hours per week
- 11-15 hours per week
- 16-20 hours per week
- 21+ hours per week

7- Why did you take this course?

- Major requirement
- Minor requirement
- Certificate requirement
- Fulfills General Education requirement
- Reputation of instructor
- Time of day
- General interest
- Other

8. What is your class standing?

- Freshman (0 – 44 credits)
- Sophomore (45 -89 credits)
- Junior (90 -134 credits)
- Senior (135 or more credits)
- Graduate Student
- Other (e.g. post -baccalaureate)

9. What grade do you expect to earn in this class?

- A
- B
- C
- D
- F
- Other (Pass/Fail, etc.)

10. What aspects of the teaching or content in this course do you feel were especially good?

11. What changes could be made to improve learning in this course?

CENTRAL WASHINGTON UNIVERSITY	STUDENT EVALUATION OF INSTRUCTION	Form E Visual & Performing Arts
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Course: _____ Instructor: _____
 Time of day: _____

STUDENT LEARNING ENVIRONMENT

1- To what extent do you agree or disagree that [InstructorName]...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. fostered a fair and respectful learning environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. seemed genuinely concerned with whether students learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. clearly communicated and enforced standards of classroom behavior?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. met class at scheduled times unless otherwise arranged?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No			
2- Did you seek help from [InstructorName] outside of class during the course?	<input type="radio"/>	<input type="radio"/>			
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3- If YES, was [InstructorName] available to provide help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching for Student Learning

4- To what extent do you agree or disagree that the...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. course objectives were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. overall course content/rehearsal schedule followed an understandable sequence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. instructor used a variety of methods, as needed, to satisfy course objectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. student responsibilities for practice/studio/rehearsals were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. evaluation and grading techniques were clearly explained?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. instructor made efficient use of studio/rehearsal time?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. instructor provided useful feedback on student performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. instructor provided timely feedback on student progress?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. instructor assisted your artistic development?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. instructor encouraged students to connect course content to issues beyond the university classroom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. course activities challenged students to think critically?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GENERAL INFORMATION					
5- How would you compare this course with other courses of similar credits at this level (i.e., 100, 200, 300, etc.) taken at CWU? Was the...	Much more than most courses?	More than most courses?	About average?	Less than most courses?	Much less than most courses?
a. amount of work OUTSIDE of class	○	○	○	○	○
b. level of engagement/active learning IN class	○	○	○	○	○
c. intellectual challenge presented to you	○	○	○	○	○

6- For this class, about how many hours outside of class did you spend in a typical 7-day week studying, reading, conducting research, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities?

- 0 hours per week
- 1-3 hours per week
- 4-6 hours per week
- 7-10 hours per week
- 11-15 hours per week
- 16-20 hours per week
- 21+ hours per week

7- Why did you take this course?

- Major requirement
- Minor requirement
- Certificate requirement
- Fulfills General Education requirement
- Reputation of instructor
- Time of day
- General interest
- Other

8. What is your class standing?

- Freshman (0 – 44 credits)
- Sophomore (45 -89 credits)
- Junior (90 -134 credits)
- Senior (135 or more credits)
- Graduate Student
- Other (e.g. post -baccalaureate)

9. What grade do you expect to earn in this class?

- A
- B
- C
- D
- F
- Other (Pass/Fail, etc.)

10. What aspects of the teaching or content in this course do you feel were especially good?

11. What changes could be made to improve learning in this course?

CENTRAL WASHINGTON UNIVERSITY	STUDENT EVALUATION OF INSTRUCTION	Form F Field Experience
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Course: _____ Instructor: _____
 Time of day: _____

STUDENT LEARNING ENVIRONMENT

1- To what extent do you agree or disagree that [InstructorName]...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. fostered a fair and respectful learning environment?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. seemed genuinely concerned with whether you learned?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. met appointments, observations, and seminars at scheduled times, unless otherwise arranged?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. maintained confidentiality and professionalism?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes	No			
2- Did you seek help from [InstructorName]?	<input type="radio"/>	<input type="radio"/>			
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3- If YES, to what extent do you agree or disagree that [InstructorName] provided help?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Teaching for Student Learning

4- To what extent do you agree or disagree that the...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. field supervisor clearly communicated expectations for the field experience, including standards of behavior for the teacher candidate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. assignments and assessments were related to the expectations?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. evaluation methods were clearly communicated?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. field supervisor provided useful feedback?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. field supervisor provided timely feedback?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. conferences with your field supervisor were efficient and well organized?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. field supervisor interpreted and explained observation data and evaluations clearly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. seminars were useful in understanding the responsibilities and developing the skills required of a teacher?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. course handbook and other materials were applicable to the field experience?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. field supervisor encouraged reflection and self-analysis?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GENERAL INFORMATION					
5- Considering the number of credits given, how would you compare this course to all other courses you have taken at CWU? Was...	Much more than most courses?	More than most courses?	About average?	Less than most courses?	Much less than most courses?
a. the amount of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. your level of engagement/active learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. the intellectual challenge presented to you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6- About how many hours did you spend in a typical 7-day week preparing for field experience responsibilities (studying, reading, conducting research, writing, lesson plans, preparing materials, writing your responses for the edTPA, etc.)?

- 1-3
- 4-6
- 7-10
- 11-15
- 16-20
- 20 or more

7. What is your class standing?

- Sophomore (45 -89 credits)
- Junior (90 -134 credits)
- Senior (135 or more credits)
- Graduate Student
- Other (e.g. post -baccalaureate)

8. What grade do you expect to earn in this class?

- S
- U

9. What aspects of the teaching or content in this course do you feel were especially good?

10. What changes could be made to improve learning in this course?

CENTRAL WASHINGTON UNIVERSITY	STUDENT EVALUATION OF INSTRUCTION	Form W Online
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Course: _____ Instructor: _____
 Time of day: _____

STUDENT LEARNING ENVIRONMENT					
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1- To what extent do you agree or disagree that [InstructorName]...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. fostered a fair and respectful learning environment?	0	0	0	0	0
b. seemed genuinely concerned with whether students learned?	0	0	0	0	0
c. clearly communicated and enforced standards of online behavior?	0	0	0	0	0
d. organized and designed the online environment in such a way that it was conducive to learning?	0	0	0	0	0
e. was actively engaged in class?	0	0	0	0	0

	Yes	No			
2- Did you seek help from [InstructorName] during the course?	0	0			
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
3- If YES, did [InstructorName] provide help?	0	0	0	0	0

Teaching for Student Learning					
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4- To what extent do you agree or disagree that the...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
a. course objectives were clearly communicated?	0	0	0	0	0
b. overall course content was presented in an understandable sequence?	0	0	0	0	0
c. instructor used a variety of methods, as needed, to make content clear?	0	0	0	0	0
d. instructor used online technologies to facilitate interaction among students and with instructor?	0	0	0	0	0
e. assignments and tests were connected to course content?	0	0	0	0	0
f. evaluation and grading techniques were clearly explained?	0	0	0	0	0
g. instructions for class activities were clearly communicated?	0	0	0	0	0
h. instructor provided useful feedback on student work?	0	0	0	0	0
i. instructor provided timely feedback on student progress?	0	0	0	0	0
j. online activities were well organized?	0	0	0	0	0
k. work completed offline was useful in understanding course content?	0	0	0	0	0
l. instructor encouraged students to connect course content to issues beyond the university classroom?	0	0	0	0	0
m. course activities challenged students to think critically?	0	0	0	0	0

Information on Online Class Technology

5- How many online courses have you taken before this course?

- None
- 1 to 2
- 3 to 4
- More than 4

6- How strongly do you agree that the technologies used in this course were reliable?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7. Which online technologies used in this course were most useful for your learning?

GENERAL INFORMATION

8- How would you compare this course with other courses of similar credits at this level (i.e., 100, 200, 300, etc.) taken at CWU? Was the...	Much more than most courses?	More than most courses?	About average?	Less than most courses?	Much less than most courses?
a. amount of work OUTSIDE of class	○	○	○	○	○
b. level of engagement/active learning IN class	○	○	○	○	○
c. intellectual challenge presented to you	○	○	○	○	○

9- For this class, about how many hours outside of the class did you spend in a typical 7-day week studying, reading, conducting research, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities and participating online?

- 0 hours per week
- 1-3 hours per week
- 4-6 hours per week
- 7-10 hours per week
- 11-15 hours per week
- 16-20 hours per week
- 21+ hours per week

10- Why did you take this course? Please mark all that apply.

- Major requirement
- Minor requirement
- Certificate requirement
- Fulfills General Education requirement
- Reputation of instructor
- Time of day
- General interest
- Other

11. What is your class standing?

- Freshman (0 – 44 credits)
- Sophomore (45 -89 credits)
- Junior (90 -134 credits)
- Senior (135 or more credits)
- Graduate Student
- Other (e.g. post -baccalaureate)

12. What grade do you expect to earn in this class?

- A
- B
- C
- D
- F
- Other (Pass/Fail, etc.)

13. What aspects of the teaching or content in this course do you feel were especially good?

14. What changes could be made to improve learning in this course?

Student Evaluation of Instruction Form

 lanecc.edu/copps/student-evaluation-instruction-form

Faculty Council & Office of Instruction

Student Evaluation of Instruction Adopted Spring, 2001

The college through the Faculty Council has created this Student Evaluation of Instruction to provide one method for evaluating the quality of teaching. Results of the Student Evaluation of Instruction are for faculty to use for their own improvement and will contribute to decisions about the instructors employment.

INSTRUCTIONS: For each of the statements below, choose from these options:

1. Strongly agree
2. Agree
3. Disagree
4. Strongly disagree
5. Does not apply

Put your answers on an NCS form. Use only a #2 pencil. Make a dark mark that completely fills the circle. If you must erase a mark, erase completely.

1. What was taught agreed with the objectives stated in the catalog or course outline.
2. The instructor exhibited an enthusiasm and interest in the subject.
3. The instructor was knowledgeable in the subject.
4. The instructor used class time effectively.
5. The instructor respected people including those of different genders, religions, ethnic backgrounds, class status, abilities, and lifestyles.
6. The instructor encouraged students to think.
7. The instructor's teaching methods were effective in helping me learn the material.
8. The instructor made an effort to be available to students.
9. The instructor helped students understand the course material and find answers to relevant questions.
10. The instructor treated students fairly and reasonably.
11. The instructor encouraged students.
12. Overall, the instructor was effective. Consider both the limitations and possibilities inherent in the subject matter and course.

WRITTEN RESPONSE

INSTRUCTIONS: Write your responses to these questions and put the completed form in the marked envelope. If you are concerned about confidentiality of these remarks, your comments will be typed before they are given to the instructor. Put an "X" on this line _____ to have your

answers typed. You may use the back of this sheet.

1. What did you like about the class?
2. How could this class be improved? Add any comments about the class and/or the instructor that you feel might be helpful or useful.

[Return to Student Evaluation of Instruction procedure](#)

Information Technology Services

 it.wvu.edu/services/evaluation/sei-surveys

SEI Surveys

SEI Basic Structure and Senate-Approved Questions

Mandatory Questions

1) The overall quality of the course was: a. Course content was related to graded assignments. b. Course content was thought-provoking. c. The course materials were useful to course objectives.

2) The instructors overall teaching effectiveness was: a. The instructor fostered a positive learning environment. b. The instructor was well organized. c. The instructor provided helpful feedback.

3) Overall my learning in the course was: a. I would rate my learning in this course as b. I met my objectives for taking this course

Create custom-worded questions

1) [Please enter your 1st Likert question.]

2) [Please enter your 2nd Likert question.]

3) [Please enter your 3rd Likert question.]

4) [Please enter your open-ended question.]

Qualitative (Comment) Questions:

1) What helped you learn in this course?

2) What recommendations do you have for changes?

Instructor Selectable Questions

Information Technology Services

 it.wvu.edu/services/evaluation/sei-question-bank

SEI Question Bank

Select your questions from the question bank

1) Former Mandatory Questions a. The instructor set out and met clear objectives for the course. b. The instructor explained concepts and materials clearly and at an appropriate pace. c. The instructor presented course topics in a coherent fashion. d. The instructor returned assignments in a timely manner. e. The instructor emphasized conceptual understanding and critical thinking. f. The instructor related course topics to one another. g. The instructor demonstrated concern about whether students were learning. h. The instructor inspired and motivated student interest in the course content. i. The instructor was available outside of class. j. The course content was worth learning. k. The assignments solidified my understanding. l. Evaluation of the students was explained clearly. m. Grading procedures were fair. n. The textbook and/or supplemental materials were helpful.

2) Former Test Bank Questions a. The instructor provided constructive feedback on student work. b. The instructor provided appropriate supervision of student work. c. The instructor helped me apply theory to solving practical problems. d. The instructor helped demonstrate applications of the course material. e. The instructor facilitated my interactions with classmates. f. The instructor was available to provide individual attention. g. The instructor facilitated class discussion. h. Daily class activities were well organized. i. The instructor's use of technology supported the goals of the course. j. The instructor facilitated understanding of difficult concepts. k. The supplemental materials enabled the face-to-face components of the course to better meet intended student outcomes. l. Activities outside the classroom prepared students for those inside it. m. Clear instructions or objectives were provided for each exercise. n. The instructor encouraged students to lead discussion. o. The instructor treated students with respect. p. The instructor was approachable.

3) Student Engagement a. I took this course because: b. What grade do you anticipate receiving in the course? c. How many hours a week did you spend on out-of-class activities, such as studying, homework, etc.? d. What percentage of time spent on out-of-class activities do you consider to be valuable to the course?

INSTRUCTIONS:<https://registrar.osu.edu/faculty/sei/seiitems.pdf>

Please evaluate the instructor named above and the part of the course taught by that instructor. **The results of the SEIs are reported back to instructors and their departments as important tools for giving feedback. They are also taken seriously in determining promotions, teaching awards, pay raises, and tenure decisions. Please give thoughtful responses to the items on the form, as well as any additional items requested by the instructor.** Use a No. 2 pencil to fill in the appropriate circles completely.

CLASS	CUMULATIVE GRADE POINT AVG.	I ENROLLED IN THIS CLASS BECAUSE...
<input type="radio"/> Rank 1 (Freshman)	<input type="radio"/> 3.70 -PLUS	<input type="radio"/> It was specifically required in my major/minor.
<input type="radio"/> Rank 2 (Sophomore)	<input type="radio"/> 3.30 - 3.69	<input type="radio"/> It was one of several choices to meet a requirement in my major.
<input type="radio"/> Rank 3 (Junior)	<input type="radio"/> 3.00 - 3.29	<input type="radio"/> It fulfills a GEC/BER requirement.
<input type="radio"/> Rank 4 (Senior)	<input type="radio"/> 2.70 - 2.99	<input type="radio"/> It was a free elective choice.
<input type="radio"/> Graduate	<input type="radio"/> 2.30 - 2.69	
<input type="radio"/> Graduate Professional	<input type="radio"/> 2.00 - 2.29	
<input type="radio"/> Other	<input type="radio"/> Below 2.00	

Evaluate items 1-9 using a scale where the range is from: Agree Strongly to Disagree Strongly. Fill in "Not Applicable" to indicate an item that does not apply to this instructional setting. Evaluate item 10 using a scale where the range is from: Excellent to Poor.

Not Applicable	Agree Strongly	Neutral	Disagree Strongly	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. The subject matter of this course was well organized.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. This course was intellectually stimulating.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. The instructor was genuinely interested in teaching.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. The instructor encouraged students to think for themselves.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. The instructor was well prepared.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. The instructor was genuinely interested in helping students.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. I learned a great deal from this instructor.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. The instructor created an atmosphere conducive to learning.
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. The instructor communicated the subject matter clearly.
	Excellent		Poor	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. Overall, I would rate this instructor as . . .

1. This course is part of my (check the appropriate categories):

- Major, required
- Major, elective
- Minor/concentration, required
- Minor/concentration, elective
- General Education
- Other

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not applicable
1. This course covered the material described on the syllabus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor's teaching methods engaged my interest in the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor informed me about how I would be evaluated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor's presentations of material were <u>well</u> organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor's assignments and/or exams were <u>well aligned</u> with the course material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor returned students' assignments within a reasonable time frame as stated by the professor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor provided useful feedback for improvement throughout the semester.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. If I chose to visit the instructor during office hours, the instructor was helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor provided opportunities for students to ask questions in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor, overall, was an effective teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Based on your performance, estimate your grade in this course.

- A
- B
- C
- D
- F

1. Please offer suggestions that would improve future versions of this course. For instance, you might comment on use of class time, homework assignments, course materials, content delivery, or any other academic components of the course.

1. Please reflect on your experience in this course. Did the instructor foster a productive learning environment?

Policies of the course on such matters as grading, absence from class, schedule of assignments, etc., were stated at the beginning of the trimester (included in the syllabus or communicated through some other communication method.)

Course materials and presentations were consistent with stated objectives.

The course content and the amount of work were challenging.

There were sufficient examination and/or other evaluations to provide me with adequate feedback on my academic standing during the trimester.

Examinations and/or other evaluations reflected materials assigned.

Overall, I considered this to be an excellent course.

The instructor was prepared for the course.

As appropriate to the delivery method, the instructor was

available for class sessions as scheduled.

The instructor's communication was clear and expressive (e.g. instructor provided clear examples)

Strongly Agree **Agree** **Neutral** **Disagree** **Not Applicable** **Strongly Disagree**

The instructor encouraged me to offer replies and contribute to discussions.

The instructor seemed concerned about my learning the material in the course.

The instructor was available for individual consultation (e.g. during scheduled office hours, by appointment, through voice mail or e-mail, etc).

Overall, I was satisfied with the efforts of the instructor in this course.

Undergraduate

Graduate

Please indicate your level:

	Degree-Seeking	Undeclared/Undecided	Nondegree-Seeking
Please indicate your status:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Prerequisite Required	Elective in Major	General Elective
I took this course as:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

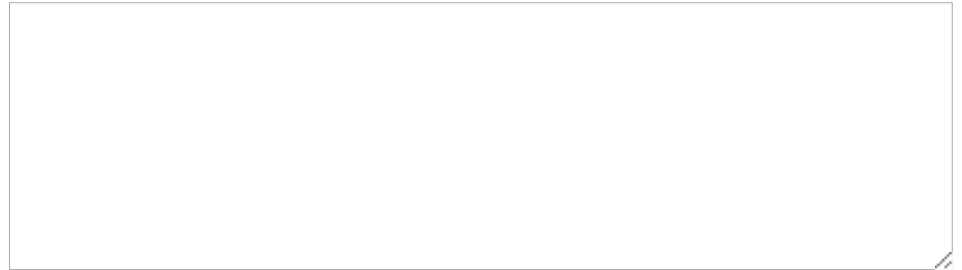
	3.50-4.00	3.00-3.49	2.50-2.99	2.00-2.49	Under 2.00
Please indicate your overall GPA range:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	All Classes	Missed 1 Class	Missed 2 or More Classes	Does Not Apply
In this course, I attended all sessions as scheduled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

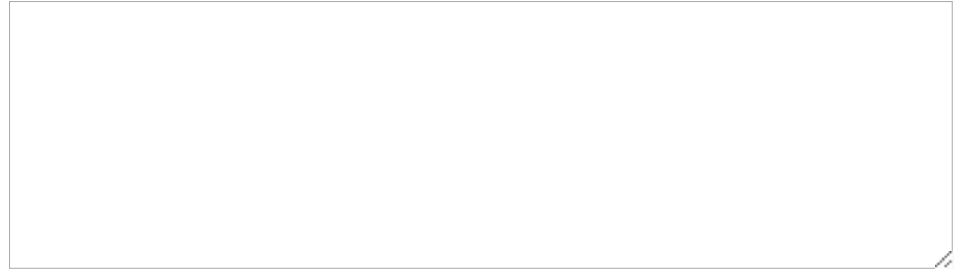
	Increased	Stayed the Same	Decreased
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As a result of taking this course, my interest in the field:

Please make any comments you wish about the course:



Please make any comments you wish about the instructor:



Student Evaluation Instrument

Side One

SUMMER 2015

Course: _____ Instructor: _____
 Dept. Number Section

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Judge
1. The instructor clearly communicated the expected learning outcomes of the course.	(A)	(B)	(C)	(D)	(NA)
2. The instructor followed course requirements and policies.	(A)	(B)	(C)	(D)	(NA)
3. The instructor's teaching methods helped to achieve course objectives.	(A)	(B)	(C)	(D)	(NA)
4. The instructor's use of technology was appropriate.	(A)	(B)	(C)	(D)	(NA)
5. The instructor's use of class time was effective in achieving course objectives.	(A)	(B)	(C)	(D)	(NA)
6. The instructor created and fostered a positive learning environment.	(A)	(B)	(C)	(D)	(NA)
7. The instructor encouraged questions and discussion.	(A)	(B)	(C)	(D)	(NA)
8. The instructor demonstrated interest in, and concern for, my learning.	(A)	(B)	(C)	(D)	(NA)
9. The instructor challenged me to think critically.	(A)	(B)	(C)	(D)	(NA)
10. The instructor spent sufficient time on topics to achieve the course objectives.	(A)	(B)	(C)	(D)	(NA)
11. The instructor was available to assist me (e.g., office hours, email, appointments).	(A)	(B)	(C)	(D)	(NA)
12. The instructor spoke audibly and clearly and at a pace I could understand.	(A)	(B)	(C)	(D)	(NA)
13. Written comments and handouts regarding content, course policies, and expectations were clear and understandable.	(A)	(B)	(C)	(D)	(NA)
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Judge
14. The instructor used examples and illustrations to clarify subject matter.	(A)	(B)	(C)	(D)	(NA)
15. The instructor demonstrated enthusiasm for the course material.	(A)	(B)	(C)	(D)	(NA)
16. The instructor covered content that was consistent with the syllabus.	(A)	(B)	(C)	(D)	(NA)
17. The instructor explained the grading criteria clearly.	(A)	(B)	(C)	(D)	(NA)
18. The instructor followed the announced grading criteria in a fair and impartial manner.	(A)	(B)	(C)	(D)	(NA)
19. The exams and assignments accurately reflected what I have learned in this course.	(A)	(B)	(C)	(D)	(NA)
20. The instructor provided an assessment of my performance in a timely manner (e.g., mid-term grades).	(A)	(B)	(C)	(D)	(NA)
21. The feedback I have received on my exams and assignments has enhanced my learning.	(A)	(B)	(C)	(D)	(NA)
22. The instructor made it possible for me to increase my knowledge, skills, and understanding of the subject.	(A)	(B)	(C)	(D)	(NA)
23. The course increased my interest in this field of study.	(A)	(B)	(C)	(D)	(NA)
24. This course actively involved me in what I was learning.	(A)	(B)	(C)	(D)	(NA)
	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Judge
25. I attend most class sessions.	(A)	(B)	(C)	(D)	(NA)
26. I usually read or view assigned materials before class sessions.	(A)	(B)	(C)	(D)	(NA)
27. I actively participated in class discussion and projects.	(A)	(B)	(C)	(D)	(NA)

Student Evaluation Instrument

28. Primary reason for taking this course:

- A Required for major B Elective for major C Minor/Related field D Liberal studies E Personal Interest

29. My expected grade in this course:

- A B C D F

Print ONLY within the area provided.

30. List things the instructor did in this course that contributed to your learning and should be retained.

Print ONLY within the area provided.

31. List things the instructor should change about this course to enhance student learning.

COLLEGE OF AGRICULTURE AND LIFE SCIENCES

STUDENT EVALUATION OF INSTRUCTION

Please give honest and thoughtful answers to the following questions. Responsible student ratings can help instructors improve and helps department heads make more valid judgments about teaching effectiveness when making recommendations about salary, promotion, and tenure. Comments and suggestions are to be made on the data sheet in the space provided.

Please mark your responses on the General Purpose Data Sheet provided. Please describe your instructor's teaching using the following rating scale:

A. Almost Always B. Frequently C. Sometimes D. Seldom E. Never

Not Applicable – Leave Blank

The Instructor...

1. is enthusiastic about the subject
2. is prepared for class
3. explains unfamiliar concepts in ways that aid student understanding
4. encourages questions and discussion in the classroom
5. defines course objectives
6. clearly defines criteria for grading
7. stimulates students to think about the subject matter
8. emphasizes important topics in the course
9. selects readings and assignments appropriate to course objectives
10. gives exams that are fair tests of students knowledge of course material
11. is willing to help students outside the classroom
12. is sensitive to issues such as gender, race, religion, and sexual orientation

Describe your general evaluation using the following rating scale:

A. Among the best B. Above Average C. Average
D. Below Average E. Among the worst

13. In terms of overall effectiveness as a teacher, this instructor is
14. As compared to other courses taken at UVM, this course is

Thank you very much for your help!

TEACHING AND LEARNING

@ The College of Wooster

Teaching Resources

Research & Grant Support

Evaluation Question Bank

The following questions are available as extra questions on surveys. Please send me additional questions that you think should be available.

How do I add extra questions? Instructions can be found at this link: [Adding Extra Questions](#)

[General Course Characteristics](#)

[Student Performance and Background](#)

[Assignments and Readings](#)

[Grading](#)

[Course Content](#)

[Instructor Questions](#)

General Course Characteristics

1)	Are the objectives of the course clear? Unclear <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Clear
2)	Evaluate the course in terms of its ability to challenge you, to push you, to strengthen your ability to think and learn, and to contribute to your education. Comment:
3)	Evaluate the syllabus for the course, including its organization, its pacing, and its specific assignments. What texts did you find more or less useful or interesting? Were the assignments (e.g. preparation assignments, short or long papers, group discussions, exams) useful in improving your skills with respect to the goals of the course? Comment:
	Evaluate the course in terms of the

	<p>4) appropriateness and fairness of the criteria for grading, the assignment of grades, and the instructor's comments on your writing.</p> <p>Comment:</p>
	<p>5) Is the amount of work required appropriate for the credit received?</p> <p>Too Much <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Too Little</p>
	<p>6) Given the amount of credit received for this course, the work required was:</p> <p>Much too light <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Much too heavy</p>
	<p>7) This course fostered intellectual growth.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
	<p>8) This course helped me improve my skills in writing.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
	<p>9) How has this course improved your writing?</p> <p>Comment:</p>
	<p>10) This course helped me improve my skills in oral communication.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
	<p>11) This course helped me improve my skills in understanding data.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
	<p>12) The goals and expectations of the course were made clear.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
	<p>13) What did you like best about this course?</p> <p>Comment:</p>
	<p>14) The course challenged me in new ways.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
	<p>15) What advice would you give to future students</p>

	in this course? Comment:
16)	What would you change about this course? Are there any topics, readings, or assignments you would like to add or drop? Comment:
17)	In what ways could the course improve? Comment:
18)	This course helped me to improve my skills in communicating effectively. Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree
19)	I would recommend this course to others. Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree
20)	This course helped me improve my skills in research. Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree
21)	What material or skills did you learn the most effectively in this class? Comment:
22)	Additional comments regarding this course? Comment:

Student Performance and Background

1)	For what reason did you think that it was important to you to register for this course? (Check as many answers as apply) <input type="radio"/> Graduation requirements <input type="radio"/> To maintain grade point average <input type="radio"/> Required for major or prospective major
----	--

	<input type="radio"/> Course recommended <input type="radio"/> Professor recommended <input type="radio"/> Personal interest <input type="radio"/> To fill a time slot <input type="radio"/> Other	
2)	<p>I did my best to participate fully in this class.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> Strongly Disagree</p>	
3)	<p>I put forth sufficient time outside of class to succeed.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> Strongly Disagree</p>	
5)	<p>Evaluate your performance in this course. Do you think that you made a reasonable contribution through attendance, preparation for class, and participation in discussions? What might have improved your performance?</p> <p>Comment:</p>	
6)	<p>What grade do you anticipate earning in this course?</p>	
7)	<p>I attended the exam review sessions and found them helpful.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p> <p><input type="radio"/> Strongly Disagree <input checked="" type="checkbox"/> Not App</p>	
8)	<p>Approximately how many hours per week outside of class time did you devote to this course?</p>	

	<input type="radio"/> 1-3 <input type="radio"/> 3-5 <input type="radio"/> 5-10 <input type="radio"/> 10-15 <input type="radio"/> >15
9)	Did you come to class fully prepared (i.e., completing reading, etc.)? Always <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Never
10)	How actively did you seek help from the instructor when needed? Weekly <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Never

Assignments and Readings

1)	Course exams and assignments were effective tests of student learning and understanding. Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree
2)	How effective were the group projects in meeting the goals of this course? Comment:
3)	How effective were the writing assignments in meeting the goals of this course? Comment:
4)	Do you have any suggestions for improving the writing component of this course? Comment:
5)	Was the assigned reading difficult? Too Easy <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Too Difficult
6)	Are the tests fair? Unfair <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Fair
7)	How effective were the labs in meeting the goals of this course? Comment:
8)	How would you rate the contribution of the textbook to the course?

	Poor <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Excellent
9)	Evaluate the lab in terms of its relationship to the lecture portion of the course. Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree
10)	What course activities or assignments were most useful and why? Comment:
11)	What did you learn as a result of your field placement? Comment:
12)	What was helpful about the field observations/feedback you received from your professor? Comment:
13)	In what ways could the professor improve the field observation/feedback? Comment:
14)	Laboratory materials and equipment required for the course are available and I could use them effectively. Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree
15)	Which readings did you find helpful, or most helpful? Which, if any, readings would you prefer to see dropped? Comment:
16)	Do you think that the class we spent in the Science Library was valuable? Why or why not? Comment:

Grading

1)	Exams and assignments were returned promptly. Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree
----	---

	2) Grading appeared to be fair and unbiased. Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree
	3) Are the grades assigned fairly? Unfair <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Fair

Course Content

	1) Are there any lecture topics that you would like to have seen added or dropped? Comment:
	2) Which of the modules of the course would you rate most highly in terms of its effectiveness? Comment:
	3) What material or skills could have been taught differently or taught better? Comment:

Instructor Questions

	1) Is she/he actively helpful when students have difficulty? Not Helpful <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Actively Helpful
	2) In what ways was the professor helpful? Comment:
	3) The instructor creates an atmosphere in class such that students feel free to ask questions, disagree and express their ideas. Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree
	4) The instructor respects students,

	<p>recognizing their dignity and integrity.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
5)	<p>Does she/he appear sensitive to students' feelings and problems?</p> <p>Unaware <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Responsive</p>
6)	<p>Does she/he demonstrate originality and introduce interesting ideas?</p> <p>Dwells on Obvious <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Introduces Interesting Ideas</p>
7)	<p>Does she/he put the material across in an interesting way?</p> <p>Dull <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Very Interesting</p>
8)	<p>Is she/he fair and impartial in her/his dealings with the students?</p> <p>Unfair <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Fair</p>
9)	<p>The instructor stimulated thought and/or discussion about the topic.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
10)	<p>This instructor encouraged class participation.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
11)	<p>Was she/he flexible?</p> <p>Rigid <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Flexible</p>
12)	<p>The instructor was available outside of class.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
13)	<p>The instructor appeared knowledgeable.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
14)	<p>The instructor provided appropriate feedback on course assignments.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>

15)	<p>Does she/he tell students when they have done particularly well?</p> <p>Never <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Always</p>
16)	<p>The instructor was enthusiastic about the subject matter.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
17)	<p>The presentation of information was clear and organized.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
18)	<p>Is she/he interested in the subject?</p> <p>Seems Uninterested <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Seems Interested</p>
19)	<p>Does she/he use enough examples or illustrations to clarify the material?</p> <p>None <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Many</p>
20)	<p>Does she/he present material in a well-organized fashion?</p> <p>Disorganized <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Well-Organized</p>
21)	<p>Did she/he follow an outline?</p> <p>Not at all <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Very Closely</p>
22)	<p>The instructor was prepared for class.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>
23)	<p>The instructor made effective use of class time.</p> <p>Strongly Agree <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> Strongly Disagree</p>