



**Instructor and Course Evaluation System
Center for Innovation in Teaching and Learning
Measurement and Evaluation
University of Illinois at Urbana-Champaign**

ICES ITEM CATALOG

The Instructor and Course Evaluation System (ICES) is a computer-based system for obtaining student ratings of instructors and courses. With this system you select items or complete rating forms which you consider to be the most appropriate for evaluating your course. This catalog contains over 600 items and 4 complete forms for your use.

GENERAL OPERATION OF ICES

Each ICES questionnaire contains space for 25 items. The first two items are preprinted on each questionnaire. They are:

- | | |
|---|--|
| 1. Rate the Instructor's Overall Teaching Effectiveness | Exceptionally High – Exceptionally Low |
| 2. Rate the Overall Quality of this Course | Exceptionally High – Exceptionally Low |

These global items were selected to permit comparisons of ratings from nearly all teaching situations. The other 23 item spaces may be filled according to one of the three options described below. The two Global items above and all other items contain 5 response positions.

Option 1: Departmental Core Plus Instructor Selected Items

Each department has the option to designate a set of items (not necessarily contained in the catalog) to use as its departmental core. Once a core has been established, all instructors in that department will automatically have the department core items included as part of the 23 items printed by the computer on the ICES questionnaire. The number of items contained in a given core thus limits the number of instructor selected items that may be chosen. The total number of core plus instructor selected may not exceed 23.

Option 2: Instructor Selected Items Only (No Departmental Core)

If your department does not have a core set of items, you have the option of choosing up to 23 items from the catalog. Since you must request ICES questionnaires for each class section, you can select a different set of items for each section to be evaluated.

Option 3: Complete Form

If your department does not have a set of core items and you do not wish to use the catalog of Instructor Selected Items, you may select one of the available complete forms. Complete forms are ready-made questionnaires that either have been used at UIUC or were designed for a special purpose. Short descriptions of each form are given on page 27 of this catalog. If you choose this option, you cannot also use Instructor Selected Items.

HOW TO USE ICES

You will need a copy of this ICES Catalog and, for every class section to be evaluated, a machine-scannable Faculty Request Form. Additional Faculty Request Forms are available in your departmental office. Remember: a separate Faculty Request Form should be completed for each class section.

Steps to follow in Completing a Faculty Request Form

1. Complete Boxes 1-11 on Side 1 as indicated. In the machine-scannable areas, fill in the requested letters or numbers and darken the appropriate circle beneath each letter or number. In other areas, supply the information requested. Please use pencil only.
2. Since norms are partially based on instructor rank, make sure Box 6 is completed.
3. Box 7, Release Information, includes three separate designations
 - a. "Incomplete List of Teachers..." allows your name and course to be published if results qualify – Mark "Yes" for release, no signature required.
 - b. "University Student Publication" allows an additional set of items to be printed on your questionnaire forms and for results to be printed in their publication – Mark "Yes" for release, no signature required. Check your general mailing for the exact number of items added.
 - c. "Department Head..." allows one copy of your results to be sent to a departmental representative – Mark "Yes" for release and designate the person and his/her address and sign your name.
4. On Side 2, determine the appropriate option from the previous page that applies to each request form.
 - a. Option 1 (Department Core Plus Instructor-Selected Items)
Use the catalog to select the items you wish to use (see next section for some suggestions) and record the item numbers on a separate sheet of paper. This separate sheet will allow you to keep a record of the items you requested for each class. Note that the number of items selected, including those in your departmental core, may not exceed 23. Mark the item numbers on Side 2 of the Faculty Request Form by darkening the circle under each catalog item number.
 - b. Option 2 (Instructor-Selected Items Only)
Use the catalog to select the items you wish to use (see next section for some suggestions) and record the item numbers on a separate sheet of paper. This separate sheet will allow you to keep a record of the items you requested for each class. Mark the item numbers on Side 2 of the Faculty Request Form by darkening the circle under each catalog item number
 - c. Option 3 (Complete Form)
Select the form you wish to use from the summaries contained on page 27. Then darken the circle next to form number in the "Complete Forms" section on Side 2 of the Faculty Request Form.
5. Return your completed Faculty Request Forms to ICES, 247 Armory Bldg., MC-528 and keep this catalog for future reference.

SOME SUGGESTIONS FOR CHOOSING "INSTRUCTOR SELECTED ITEMS"

The items in the catalog are initially classified by item content. Roman numeral sections I-IV in the table of contents contain items appropriate for most typical classes. Section V is to be used at the beginning of the semester. Section VI items can be used in Specific Instructional settings. Sections I-V are further divided into "General" or "Specific" items. General items indicate a given area of instruction as a strength or weakness and Specific items provide diagnostic information. The distinction between General and Specific items is primarily a judgmental decision.

In using "Instructor Selected Items" for the first time, you may want to select one or two General items from each of several content areas of special interest to you. As space permits, one or two Specific items from the selected content areas might be added. As you gain experience with ICES, you may wish to explore a given instructional area in more depth by including more Specific items.

More information on choosing items and using ICES may be found in ICES Newsletter No. 3. Please call the ICES staff at 333-3490 for any assistance.

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I. Course Management

A. Course Organization/Structure

General

| # | Item | Left Anchor | | Right Anchor |
|----------|---|--------------------|-----------|---------------------|
| 1 | THE COURSE OBJECTIVES WERE: | VERY CLEAR | 5-4-3-2-1 | VERY UNCLEAR |
| 2 | THE INSTRUCTOR STATED CLEARLY WHAT WAS EXPECTED OF STUDENTS. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 3 | THE COURSE WAS: | ORGANIZED | 5-4-3-2-1 | DISORGANIZED |
| 4 | WAS THERE AGREEMENT BETWEEN ANNOUNCED COURSE OBJECTIVES AND WHAT WAS TAUGHT? | STRONG AGREEMENT | 5-4-3-2-1 | NO AGREEMENT |
| 5 | WAS THE PROGRESSION OF THE COURSE LOGICAL AND COHERENT FROM BEGINNING TO END? | YES, ALWAYS | 5-4-3-2-1 | NO, SELDOM |
| 6 | DID THIS COURSE DUPLICATE OTHER COURSES IN THIS AREA? | CONSIDERABLY | 1-2-3-4-5 | NOT AT ALL |

Specific

| # | Item | Left Anchor | | Right Anchor |
|----------|--|--------------------|-----------|---------------------|
| 7 | DID THE INSTRUCTOR PRESENT TOPICS IN A LOGICAL SEQUENCE? | YES, ALMOST ALWAYS | 5-4-3-2-1 | NO, ALMOST NEVER |
| 8 | DID THE INSTRUCTOR FOLLOW A COURSE OUTLINE? | YES, VERY MUCH | 5-4-3-2-1 | NO, NOT AT ALL |
| 9 | HOW WELL DID THE INSTRUCTOR COORDINATE DIFFERENT ACTIVITIES OF THIS COURSE? | VERY WELL | 5-4-3-2-1 | RATHER POORLY |
| 10 | THIS COURSE WAS CREATIVELY PLANNED. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 11 | WHAT WAS YOUR OPINION ABOUT THE OBJECTIVES FOR THIS COURSE? | WELL CHOSEN | 5-4-3-2-1 | POORLY CHOSEN |
| 12 | I WAS DISAPPOINTED WITH THE TOPICS EMPHASIZED IN THIS COURSE. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 13 | WAS CLASS TIME SPENT ON UNIMPORTANT AND IRRELEVANT MATERIAL? | YES, OFTEN | 1-2-3-4-5 | NO, NEVER |
| 14 | THE INSTRUCTOR NEEDS TO SCHEDULE CLASS TIME BETTER. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 15 | HOW WELL DID THE READING, LECTURES, AND DISCUSSIONS COVER ANNOUNCED OBJECTIVES? | BALANCED COVERAGE | 5-4-3-2-1 | UNBALANCED COVERAGE |
| 16 | THE COURSE STRUCK A GOOD BALANCE AMONG READING, DISCUSSION AND WRITING. | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |
| 17 | DID THE INSTRUCTOR EXPLAIN SEQUENCE OF TOPICS AND THEN KEEP THE COURSE ON TRACK? | KEPT ON THE TRACK | 5-4-3-2-1 | WANDERED AIMLESSLY |
| 18 | THE SCOPE OF THIS COURSE WAS: | TOO BROAD | 1-3-5-3-1 | TOO NARROW |
| 19 | THE COURSE CONTENT WAS: | TOO ADVANCED | 1-3-5-3-1 | TOO ELEMENTARY |
| 20 | THE COURSE CONTENT WAS: | TOO THEORETICAL | 1-3-5-3-1 | TOO APPLIED |
| 21 | DID THE INSTRUCTOR PRESENT MATERIAL THAT WAS NOT COVERED IN OUTSIDE READINGS? | YES, OFTEN | 5-4-3-2-1 | NO, SELDOM |
| 22 | DID LECTURES REPEAT MATERIAL COVERED BY THE READINGS? | YES, BUT TOO OFTEN | 1-3-5-3-1 | NO, TOO SELDOM |

| | | | | |
|----|--|----------------|-----------|-------------------|
| 23 | RELATIVE TO DISCUSSION TIME, THE AMOUNT OF LECTURING WAS: | TOO MUCH | 1-3-5-3-1 | TOO LITTLE |
| 24 | SHOULD MORE/LESS TIME BE PROVIDED TO REVIEW AND SYNTHESIZE COURSE MATERIAL? | MUCH MORE TIME | 1-3-5-3-1 | MUCH LESS TIME |
| 25 | THE INSTRUCTOR CHANGED APPROACHES WHEN THE OCCASION DEMANDED IT. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 26 | I NEEDED MORE DIRECTION. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 27 | THE INSTRUCTOR DESCRIBED AT THE BEGINNING OF CLASS WHAT WAS PLANNED. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 28 | THE DISCUSSION TOPICS WERE: | WELL CHOSEN | 5-4-3-2-1 | POORLY CHOSEN |
| 29 | DID INSTRUCTOR OUTLINE THE PURPOSES AND CONTENT OF CLASSROOM DISCUSSIONS? | YES, ALWAYS | 5-4-3-2-1 | NO, NEVER |
| 30 | THE INSTRUCTOR DEFINED THE OBJECTIVES OF DISCUSSION. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 31 | THE INSTRUCTOR DEFINED THE CONTENT OF DISCUSSION. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 32 | CLASS DISCUSSION SEEMED TO LACK DIRECTION AND PURPOSE. | ALMOST ALWAYS | 1-2-3-4-5 | ALMOST NEVER |
| 33 | HOW MUCH TIME WAS ALLOTTED TO CLASSROOM QUESTIONING AND DISCUSSION? | TOO MUCH | 1-3-5-3-1 | TOO LITTLE |
| 34 | ONE REAL STRENGTH OF THIS COURSE WAS CLASS DISCUSSION. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 36 | IT TOOK TOO LONG FOR THIS COURSE TO GET GOING. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 37 | THE INSTRUCTOR USED STUDENT CONTRIBUTIONS IN DEVELOPING SUBSEQUENT CLASS SESSIONS. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |

B. Instructional Assignments and Materials

General

| # | Item | Left Anchor | | Right Anchor |
|----|---|---------------|-----------|--------------|
| 45 | RATE THE TEXT(S) USED IN THIS COURSE. | EXCELLENT | 5-4-3-2-1 | POOR |
| 46 | HOW WOULD YOU RATE INSTRUCTIONAL MATERIALS USED IN THIS COURSE? | EXCELLENT | 5-4-3-2-1 | POOR |
| 47 | THE INSTRUCTOR GAVE ASSIGNMENTS THAT WERE USEFUL FOR LEARNING SUBJECT MATTER. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 48 | THE INSTRUCTOR PROVIDED PRACTICE FOR STUDENTS TO MASTER COURSE MATERIAL. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |

Specific

1. Readings

| # | Item | Left Anchor | | Right Anchor |
|----|--|--------------------------|-----------|--------------------|
| 50 | WERE READINGS WELL SELECTED? | YES, ALL VERY GOOD | 5-4-3-2-1 | NO, ALL VERY POOR |
| 51 | DESCRIBE THE READING ASSIGNMENTS. | INTERESTING, STIMULATING | 5-4-3-2-1 | BORING, UNEXCITING |
| 52 | DID READINGS REQUIRE A REASONABLE AMOUNT OF TIME AND EFFORT? | NO, TOO DEMANDING | 1-3-5-3-1 | NO, TOO SIMPLE |
| 53 | THE AMOUNT OF READING HOMEWORK ASSIGNED BY THE INSTRUCTOR WAS: | EXCESSIVE | 1-3-5-3-1 | NOT ENOUGH |

| | | | | |
|----|--|---------------------|-----------|------------------|
| 54 | THE READINGS WERE: | EXTREMELY DIFFICULT | 1-3-5-3-1 | EXTREMELY EASY |
| 55 | WERE READING ASSIGNMENTS RELEVANT TO CLASS PRESENTATIONS? | YES, ALWAYS | 5-4-3-2-1 | NO, ALMOST NEVER |
| 56 | APPROPRIATE READING ASSIGNMENTS WERE GIVEN FOR EACH SECTION OF THE COURSE. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 57 | DID SUPPLEMENTARY TEXT(S) HELP YOU EXPAND YOUR KNOWLEDGE OF THE MATERIAL? | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |
| 58 | HOW DIFFICULT WAS IT TO GET ACCESS TO THE REFERENCE MATERIALS FOR THIS COURSE? | VERY EASY | 5-4-3-2-1 | VERY DIFFICULT |

2. Writing

| # | Item | Left Anchor | | Right Anchor |
|----|---|--------------------------|-----------|---------------------|
| 60 | ADEQUATE TIME WAS PROVIDED FOR COMPLETING ASSIGNMENTS. | ALWAYS | 5-4-3-2-1 | SELDOM |
| 61 | DID YOUR INSTRUCTOR RELATE EXERCISES TO INFORMATION GAINED ELSEWHERE? | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 62 | WERE THE WRITTEN ASSIGNMENTS (PAPERS, PROBLEM SETS, ETC.) CAREFULLY CHOSEN? | YES, QUITE CAREFULLY | 5-4-3-2-1 | NO, POORLY CHOSEN |
| 63 | DESCRIBE YOUR WRITTEN ASSIGNMENTS. | INTERESTING, STIMULATING | 5-4-3-2-1 | DULL, UNINSPIRING |
| 64 | WERE DIRECTIONS FOR WRITTEN ASSIGNMENTS CLEAR AND SPECIFIC? | YES, ALWAYS | 5-4-3-2-1 | NO, NEVER |
| 65 | COMPLETING WRITTEN ASSIGNMENTS WAS A GOOD USE OF MY TIME AND EFFORT. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 66 | WHAT WAS THE TIME AND EFFORT REQUIRED FOR WRITTEN ASSIGNMENTS? | TOO LONG | 1-3-5-3-1 | TOO SHORT |
| 67 | I WAS GIVEN SUFFICIENT CREATIVE FREEDOM IN WRITING PAPERS AND REPORTS. | QUITE SUFFICIENT | 5-4-3-2-1 | NOT ENOUGH |
| 68 | THE INSTRUCTOR PERMITTED ENOUGH FREEDOM IN CHOOSING TOPICS FOR PAPERS. | SUFFICIENT FREEDOM | 5-4-3-2-1 | TOO STRICT |
| 69 | WERE WRITTEN ASSIGNMENTS RELEVANT TO CLASS PRESENTATIONS? | YES, QUITE RELEVANT | 5-4-3-2-1 | NO, VERY IRRELEVANT |
| 70 | WERE WRITTEN ASSIGNMENTS GRADED FAIRLY? | YES, QUITE FAIR | 5-4-3-2-1 | NO, VERY UNFAIR |
| 71 | WERE WRITTEN ASSIGNMENTS RETURNED PROMPTLY? | YES, ALWAYS | 5-4-3-2-1 | NO, ALMOST NEVER |
| 72 | HAS YOUR ABILITY TO EXPRESS IDEAS IN WRITING BEEN STRENGTHENED? | YES, DEFINITELY | 5-4-3-2-1 | NO, NOT AT ALL |
| 73 | WERE THE TERM PAPERS VALUABLE IN RELATION TO THE COURSE OBJECTIVES? | HIGH VALUE | 5-4-3-2-1 | NO VALUE |
| 74 | TOO MUCH EMPHASIS WAS PLACED ON THE PROJECT(S). | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |

3. Homework

| # | Item | Left Anchor | | Right Anchor |
|----|---|------------------|-----------|-----------------|
| 80 | HOW BENEFICIAL WERE THE HOMEWORK ASSIGNMENTS? | VERY BENEFICIAL | 5-4-3-2-1 | JUST BUSY WORK |
| 81 | SHOULD MORE OR LESS HOMEWORK BE ASSIGNED FOR THIS COURSE? | MUCH MORE | 1-3-5-3-1 | MUCH LESS |
| 82 | HOMEWORK ASSIGNMENTS WERE: | EXCESSIVELY LONG | 1-3-5-3-1 | EXTREMELY SHORT |

| | | | | |
|------------------------|--|-------------------------|-----------|---------------------|
| 83 | THE HOMEWORK WAS: | EXCESSIVELY DIFFICULT | 1-3-5-3-1 | EXTREMELY EASY |
| 4. Audio/Visual | | | | |
| # | Item | Left Anchor | | Right Anchor |
| 90 | DID INSTRUCTIONAL MATERIALS APPEAR TO BE CONSCIENTIOUSLY PREPARED OR CHOSEN? | YES, ALWAYS | 5-4-3-2-1 | NO, SELDOM |
| 91 | INSTRUCTIONAL MATERIALS FOR THIS COURSE WERE: | TOO ELEMENTARY | 1-3-5-3-1 | TOO ADVANCED |
| 92 | WERE VIDEOTAPES/FILMS INTERESTING AND STIMULATING? | YES, ALWAYS | 5-4-3-2-1 | NO, SELDOM |
| 93 | WERE SLIDE PRESENTATIONS INTERESTING AND STIMULATING? | YES, ALWAYS | 5-4-3-2-1 | NO, NEVER |
| 94 | WERE INSTRUCTORS' SUPPLEMENTARY HANDOUTS, PROBLEM SETS, VALUABLE AS LEARNING AIDS? | YES, EXTREMELY VALUABLE | 5-4-3-2-1 | NO, NEARLY USELESS |
| 95 | AUDIO-VISUAL PROCEDURES WERE LOGICALLY INTEGRATED WITH THE REST OF THE COURSE. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 96 | HOW MUCH EXPLANATION DID THE INSTRUCTOR PROVIDE IN DISCUSSING SLIDES, FILMS, ETC.? | TOO MUCH | 5-4-3-2-1 | TOO LITTLE |
| 97 | HOW RELEVANT WERE FILMS AND AUDIO-VISUAL MATERIALS TO COURSE OBJECTIVES? | VERY RELEVANT | 5-4-3-2-1 | VERY IRRELEVANT |
| 98 | HOW OFTEN DID YOU FALL ASLEEP OR DOZE WHEN AUDIO-VISUAL MATERIAL WAS PRESENTED? | ALMOST ALWAYS | 1-2-3-4-5 | ALMOST NEVER |

C. Grading and Exams

General

| # | Item | Left Anchor | | Right Anchor |
|----------|--|--------------------|-----------|---------------------|
| 100 | HOW EFFECTIVE WAS THE INSTRUCTOR IN PREPARING STUDENTS FOR EXAMS? | VERY EFFECTIVE | 5-4-3-2-1 | VERY INEFFECTIVE |
| 101 | THE GRADING PROCEDURES FOR THE COURSE WERE: | VERY FAIR | 5-4-3-2-1 | VERY UNFAIR |
| 102 | HOW WOULD YOU RATE THE INSTRUCTOR'S EXAMINATION QUESTIONS? | EXCELLENT | 5-4-3-2-1 | POOR |
| 103 | HOW WELL DID EXAMINATION QUESTIONS REFLECT CONTENT AND EMPHASIS OF THE COURSE? | WELL RELATED | 5-4-3-2-1 | POORLY RELATED |
| 104 | WAS THE GRADING SYSTEM FOR THE COURSE EXPLAINED? | YES, VERY WELL | 5-4-3-2-1 | NO, NOT AT ALL |

Specific

| # | Item | Left Anchor | | Right Anchor |
|----------|--|---------------------|-----------|----------------------|
| 105 | DID THE INSTRUCTOR HAVE A REALISTIC DEFINITION OF EXCELLENT PERFORMANCE? | YES, VERY REALISTIC | 5-4-3-2-1 | NO, VERY UNREALISTIC |
| 106 | DID THE INSTRUCTOR SET TOO HIGH/LOW GRADING STANDARDS FOR STUDENTS? | TOO HIGH | 1-3-5-3-1 | TOO LOW |
| 107 | HOW WOULD YOU CHARACTERIZE THE INSTRUCTOR'S GRADING SYSTEM? | VERY OBJECTIVE | 5-4-3-2-1 | VERY SUBJECTIVE |
| 108 | THE AMOUNT OF GRADED FEEDBACK GIVEN TO ME DURING THE COURSE WAS: | QUITE ADEQUATE | 5-4-3-2-1 | NOT ENOUGH |
| 109 | WERE EXAMS, PAPERS, REPORTS RETURNED WITH ERRORS EXPLAINED OR PERSONAL COMMENTS? | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 110 | WERE REQUESTS FOR RE-GRADING OR REVIEW HANDLED FAIRLY? | YES, ALMOST ALWAYS | 5-4-3-2-1 | NO, ALMOST NEVER |
| 111 | THE INSTRUCTOR EVALUATED MY WORK IN A MEANINGFUL AND CONSCIENTIOUS MANNER. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |

| | | | | |
|-----|---|-----------------------|-----------|---------------------|
| 112 | DID YOU UNDERSTAND WHY YOU RECEIVED THE GRADES YOU DID ON PROJECTS? | ALWAYS | 5-4-3-2-1 | NEVER |
| 113 | EXAMS WERE PROMPTLY GRADED. | YES, ALWAYS | 5-4-3-2-1 | NO, NEVER |
| 114 | THE EXAMS REFLECTED IMPORTANT POINTS IN THE READING ASSIGNMENTS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 115 | WERE THE INSTRUCTOR'S TEST QUESTIONS THOUGHT PROVOKING? | DEFINITELY YES | 5-4-3-2-1 | DEFINITELY NO |
| 116 | DID THE EXAMS CHALLENGE YOU TO DO ORIGINAL THINKING? | YES, VERY CHALLENGING | 5-4-3-2-1 | NO, NOT CHALLENGING |
| 118 | WERE THERE "TRICK" OR TRITE QUESTIONS ON TESTS? | LOTS OF THEM | 1-2-3-4-5 | FEW IF ANY |
| 119 | WERE EXAM QUESTIONS WORDED CLEARLY? | YES, VERY CLEAR | 5-4-3-2-1 | NO, VERY UNCLEAR |
| 120 | HOW MANY EXAMINATIONS WERE GIVEN? | TOO MANY | 1-3-5-3-1 | TOO FEW |
| 121 | HOW WAS THE LENGTH OF EXAMS FOR THE TIME ALLOTTED? | TOO LONG | 1-3-5-3-1 | TOO SHORT |
| 122 | HOW DIFFICULT WERE THE EXAMINATIONS? | TOO DIFFICULT | 1-3-5-3-1 | TOO EASY |
| 123 | I FOUND I COULD SCORE REASONABLY WELL ON EXAMS BY JUST CRAMMING. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 125 | WERE EXAMS ADEQUATELY DISCUSSED UPON RETURN? | YES, ADEQUATELY | 5-4-3-2-1 | NO, NOT ENOUGH |

D. Workload

1. Work Requirements

General

| # | Item | Left Anchor | | Right Anchor |
|-----|--|------------------|-----------|---------------|
| 130 | HOW MUCH WORK DID THIS COURSE REQUIRE? | EXCESSIVE AMOUNT | 1-3-5-3-1 | NOT ENOUGH |
| 131 | HOW APPROPRIATE WAS THE AMOUNT OF WORK REQUIRED FOR THE CREDIT EARNED? | VERY APPROPRIATE | 5-4-3-2-1 | INAPPROPRIATE |

Specific

| | | | | |
|-----|--|-----------------|-----------|-------------------|
| 132 | THE INSTRUCTOR ATTEMPTED TO COVER TOO MUCH MATERIAL. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 133 | HOW MUCH PERFECTION DID THE INSTRUCTOR REQUIRE IN YOUR WORK? | TOO MUCH | 1-3-5-3-1 | TOO LITTLE |
| 134 | HOW DEMANDING WAS THE INSTRUCTOR FOR WRITTEN ASSIGNMENT LENGTH, DUE DATES, ETC.? | VERY REASONABLE | 5-4-3-2-1 | OVERLY DEMANDING |
| 135 | THE AMOUNT OF OUTSIDE PREPARATION REQUIRED FOR THIS COURSE WAS: | QUITE GREAT | 1-3-5-3-1 | QUITE SMALL |
| 136 | QUALITY OF WORK WAS EMPHASIZED MORE THAN QUANTITY. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 137 | THE INSTRUCTOR'S ASSUMPTION THAT STUDENTS COULD MASTER TECHNIQUES WAS CORRECT. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |

2. Difficulty

General

| # | Item | Left Anchor | | Right Anchor |
|-----|--|---------------|-----------|--------------|
| 140 | HOW DIFFICULT WAS THE COURSE MATERIAL? | TOO DIFFICULT | 1-3-5-3-1 | RATHER EASY |

| | | | | |
|-----|--|------------------|-----------|-------------------|
| 141 | THE COURSE WAS: | OVERLY DEMANDING | 1-3-5-3-1 | TOO EASY |
| 142 | THE LEVEL OF DIFFICULTY OF THE COURSE MATERIAL WAS APPROPRIATE FOR ME. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |

Specific

| # | Item | Left Anchor | | Right Anchor |
|-----|---|----------------------|-----------|------------------------|
| 143 | WAS THE COURSE APPROPRIATE FOR YOUR BACKGROUND (EXPERIENCE)? | VERY APPROPRIATE | 5-4-3-2-1 | NOT AT ALL APPROPRIATE |
| 144 | DESCRIBE THE PACE OF THE COURSE. | TOO FAST | 1-3-5-3-1 | TOO SLOW |
| 145 | WHAT PACE DID THE INSTRUCTOR SET IN PRESENTING THE MATERIAL? | TOO FAST | 1-3-5-3-1 | TOO SLOW |
| 146 | HOW SUITABLE WAS THE PACE OF THE COURSE (NUMBER OF TOPICS, DEPTH OF COVERAGE)? | TOO SLOW, TOO LITTLE | 1-3-5-3-1 | TOO FAST, TOO MUCH |
| 147 | HOW SUITABLE WAS THE LEVEL OF THE COURSE (SOPHISTICATION OF TOPICS AND/OR METHODS)? | TOO SLOW, TOO EASY | 1-3-5-3-1 | TOO FAST, TOO MUCH |
| 148 | OTHER STUDENTS WERE MORE ADVANCED, SO I HAD TROUBLE KEEPING UP. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |

II. Student Outcomes of Instruction

A. Cognitive

General

| # | Item | Left Anchor | | Right Anchor |
|-----|--|------------------------|-----------|----------------|
| 157 | COURSE SERVED TO BROADEN MY UNDERSTANDING OF HUMAN THOUGHT AND ACHIEVEMENT. | YES, DEFINITELY | 5-4-3-2-1 | NO, NOT AT ALL |
| 159 | COURSE APPROPRIATELY RECOGNIZES SCHOLARSHIP ON THE SIGNIFICANCE OF WOMEN AND GENDER. | YES, DEFINITELY | 5-4-3-2-1 | NO, NOT AT ALL |
| 160 | HOW MUCH DO YOU FEEL YOU HAVE ACCOMPLISHED IN THIS COURSE? | A GREAT DEAL | 5-4-3-2-1 | VERY LITTLE |
| 161 | COMPARED TO OTHER COURSES, HOW MUCH DID YOU LEARN IN THIS COURSE? | MUCH MORE | 5-4-3-2-1 | MUCH LESS |
| 162 | HOW MUCH HAVE YOU LEARNED IN THIS COURSE? | A GREAT DEAL | 5-4-3-2-1 | VERY LITTLE |
| 163 | I HAVE BECOME MORE COMPETENT IN THIS AREA DUE TO THIS COURSE. | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |
| 164 | DO YOU FEEL COURSE OBJECTIVES WERE ACCOMPLISHED? | YES, TO A GREAT EXTENT | 5-4-3-2-1 | NO, NOT AT ALL |
| 165 | WOULD YOU RECOMMEND THIS COURSE TO OTHER STUDENTS? | HIGHLY RECOMMEND | 5-4-3-2-1 | NOT RECOMMEND |

Specific

| # | Item | Left Anchor | | Right Anchor |
|-----|--|---------------------|-----------|-----------------------|
| 166 | WAS THE COURSE WORTHWHILE IN TERMS OF OBTAINING GENERAL KNOWLEDGE IN THE FIELD? | VERY WORTHWHILE | 5-4-3-2-1 | NOT AT ALL WORTHWHILE |
| 167 | CAN ALL STUDENTS BENEFIT FROM THIS COURSE OR ONLY THOSE WITH SPECIALIZED GOALS? | STUDENTS IN GENERAL | 5-4-3-2-1 | SPECIALIZED ONLY |
| 168 | HOW MUCH FACTUAL MATERIAL DID YOU LEARN IN THIS COURSE? | A GREAT DEAL | 5-4-3-2-1 | VERY LITTLE |
| 169 | DID THIS COURSE IMPROVE YOUR UNDERSTANDING OF CONCEPTS AND PRINCIPLES IN THIS FIELD? | YES, SIGNIFICANTLY | 5-4-3-2-1 | NO, NOT MUCH |

| | | | | |
|------|---|--------------------|-----------|-----------------------|
| 170 | CAN YOU NOW IDENTIFY MAIN POINTS AND CENTRAL ISSUES IN THIS FIELD? | YES, CLEARLY | 5-4-3-2-1 | NOT VERY WELL |
| 171 | I OBTAINED KNOWLEDGE ON HOW TO LOCATE APPROPRIATE INFORMATION. | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |
| 172 | I DEVELOPED THE ABILITY TO RECOGNIZE GOOD ARGUMENTS IN THIS FIELD. | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |
| 173 | THE COURSE MATERIAL WAS TOO SUPERFICIAL TO BE OF MUCH USE TO ME. | TO A GREAT EXTENT | 1-2-3-4-5 | NOT AT ALL |
| 174 | DID YOU IMPROVE YOUR ABILITY TO APPLY PRINCIPLES IN NEW SITUATIONS? | YES, SIGNIFICANTLY | 5-4-3-2-1 | NO, NOT MUCH |
| 175 | DID YOU IMPROVE YOUR ABILITY TO COMMUNICATE CLEARLY ABOUT THIS SUBJECT? | YES, SIGNIFICANTLY | 5-4-3-2-1 | NO, NOT REALLY |
| 176 | DID YOU IMPROVE YOUR ABILITY TO SOLVE REAL PROBLEMS IN THIS FIELD? | YES, SIGNIFICANTLY | 5-4-3-2-1 | NO, NOT REALLY |
| 177 | THE INSTRUCTOR HELPED IMPROVE MY PROBLEM SOLVING ABILITIES. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 178 | DID YOU IMPROVE YOUR ABILITY TO EVALUATE NEW WORKS IN THIS FIELD? | YES, GREATLY | 5-4-3-2-1 | NO, NOT REALLY |
| 179 | THIS COURSE GAVE ME THE OPPORTUNITY TO DEVELOP SOME ORIGINAL IDEAS. | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |
| 180 | DID YOU IMPROVE YOUR ABILITY TO CARRY OUT ORIGINAL RESEARCH IN THIS FIELD? | YES, SIGNIFICANTLY | 5-4-3-2-1 | NO, NOT REALLY |
| 181 | HOW MUCH HAS THIS COURSE IMPROVED YOUR AESTHETIC JUDGMENT? | A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |
| 182 | HOW VALUABLE WAS THIS COURSE IN TERMS OF YOUR TECHNICAL DEVELOPMENT? | EXTREMELY VALUABLE | 5-4-3-2-1 | NOT VALUABLE |
| 183 | THE COURSE GAVE ME SKILLS AND TECHNIQUES DIRECTLY APPLICABLE TO MY CAREER. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 184 | WAS THE COURSE, AS IT WAS GIVEN, WORTHWHILE IN TERMS OF YOUR CAREER OBJECTIVES? | VERY WORTHWHILE | 5-4-3-2-1 | NOT AT ALL WORTHWHILE |
| 185 | DID YOU LEARN MUCH ABOUT CAREER OPPORTUNITIES? | YES, QUITE A LOT | 5-4-3-2-1 | NO, NOT MUCH |
| 186 | HOW MUCH HAVE THE PROJECTS INCREASED YOUR UNDERSTANDING OF CONCEPTS AND PRINCIPLES? | A GREAT DEAL | 5-4-3-2-1 | VERY LITTLE |
| 187 | THIS COURSE INCREASED MY ABILITY TO SPEAK IN PUBLIC EFFECTIVELY. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 188. | I GAINED SKILL DURING THIS COURSE TO HELP ME LEARN INDEPENDENTLY. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 189. | THIS COURSE BROADENED MY PERSEPCTIVE OF WORKING IN A GLOBAL/SOCIETAL CONTEXT. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |

B. Affective

General

| # | Item | Left Anchor | | Right Anchor |
|-----|---|-------------------|-----------|--------------------|
| 190 | AS A RESULT OF THIS COURSE, I WANT TO TAKE MORE COURSES IN THIS AREA. | YES, DEFINITELY | 5-4-3-2-1 | NO, DEFINITELY NOT |
| 191 | DID THIS COURSE INCREASE YOUR INTEREST IN THE SUBJECT MATTER? | YES, GREATLY | 5-4-3-2-1 | NO, NOT MUCH |
| 192 | I ENJOYED LEARNING ABOUT THIS SUBJECT MATTER. | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |
| 193 | I LOOKED FORWARD TO ATTENDING CLASS. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |

| | | | | |
|-----|--|---------------|-----------|--------------|
| 194 | DID THIS COURSE MAINTAIN YOUR ATTENTION THROUGHOUT THE SEMESTER? | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
|-----|--|---------------|-----------|--------------|

Specific

| # | Item | Left Anchor | | Right Anchor |
|------|---|----------------------|-----------|----------------------|
| 195 | DID YOUR INTEREST IN THIS COURSE INCREASE OR DECREASE AS THE SEMESTER PROGRESSED? | GREATLY INCREASED | 5-4-3-2-1 | GREATLY DECREASED |
| 196 | DO YOU FEEL YOUR EFFORTS IN THIS COURSE HAVE BEEN WORTHWHILE? | YES, VERY WORTHWHILE | 5-4-3-2-1 | NO, NOT WORTHWHILE |
| 197 | THIS SUBJECT MATTER WAS INTRINSICALLY BORING. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 198 | DID YOU LEARN TO VALUE NEW VIEWPOINTS BECAUSE OF THIS COURSE? | YES, DEFINITELY | 5-4-3-2-1 | NO, NOT REALLY |
| 199 | WERE YOU STIMULATED TO DO EXTRA READING ABOUT THE COURSE MATERIAL? | YES, VERY MUCH | 5-4-3-2-1 | NO, NOT REALLY |
| 200 | WERE YOU STIMULATED TO DISCUSS RELATED TOPICS WITH FRIENDS OUTSIDE OF CLASS? | YES, OFTEN | 5-4-3-2-1 | NO, NEVER |
| 201 | THIS COURSE HELPED ME TO FULFILL SOME OF MY PERSONAL GOALS. | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |
| 202 | DID YOU DEVELOP A CLEARER SENSE OF PROFESSIONAL RESPONSIBILITY FROM THIS COURSE? | YES, MUCH CLEARER | 5-4-3-2-1 | NO, NOT REALLY |
| 203 | I FELT THIS COURSE HAD VALUE FOR ME AS A PERSON. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 204 | I DEVELOPED A MORE POSITIVE SELF-CONCEPT BECAUSE OF THIS COURSE. | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |
| 205 | DID THIS COURSE HELP YOU UNDERSTAND YOURSELF BETTER? | YES, HELPED GREATLY | 5-4-3-2-1 | NO, NOT PARTICULARLY |
| 206 | THIS COURSE MADE ME MORE AWARE OF MY INTERESTS AND TALENTS. | YES, MUCH MORE AWARE | 5-4-3-2-1 | NO, NOT REALLY |
| 207 | DID YOU DEVELOP A SET OF OVERALL VALUES IN THIS FIELD? | DEFINITELY YES | 5-4-3-2-1 | NO, NOT REALLY |
| 208 | DID YOU BECOME INTERESTED IN COURSE-RELATED COMMUNITY PROJECTS? | YES, VERY MUCH | 5-4-3-2-1 | NO, NOT REALLY |
| 209 | I DEVELOPED SOME LEADERSHIP SKILLS BECAUSE OF THIS COURSE. | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |
| 211. | DID YOU LEARN TO VALUE NEW VIEWPOINTS BECAUSE OF THIS COURSE? | YES, DEFINITELY | 5-4-3-2-1 | NO, NOT AT ALL |
| 212. | THIS COURSE INCREASED MY APPRECIATION OF CULTURAL AND ETHNIC DIFFERENCES. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 213. | THIS COURSE INCREASED MY ABILITY TO UNDERSTAND VALUES AND ETHICAL STANDARDS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |

C. Participation and Effort

General

| # | Item | Left Anchor | | Right Anchor |
|-----|--|--------------------|-----------|--------------|
| 220 | COMPARED TO OTHER COURSES, HOW MUCH EFFORT DID YOU PUT INTO THIS COURSE? | MUCH MORE | 5-4-3-2-1 | MUCH LESS |
| 221 | I PREPARED BEFORE COMING TO CLASS. | ALWAYS | 5-4-3-2-1 | NEVER |
| 222 | HOW VALUABLE DO YOU CONSIDER THIS COURSE? | EXTREMELY VALUABLE | 5-4-3-2-1 | NOT VALUABLE |
| 223 | RATE THE RELEVANCE OF COURSE CONTENT TO YOUR MAJOR FIELD. | HIGHLY RELEVANT | 5-4-3-2-1 | NOT RELEVANT |

Specific

| # | Item | Left Anchor | | Right Anchor |
|----------|--|--------------------|-----------|---------------------|
| 224 | HOW OFTEN DID YOU DELAY STUDYING FOR THIS COURSE? | VERY OFTEN | 1-2-3-4-5 | NEVER |
| 225 | HOW OFTEN HAD YOU COMPLETED ASSIGNED READING BEFORE DISCUSSION IN CLASS? | ALWAYS | 5-4-3-2-1 | NEVER |
| 226 | I SKIPPED CLASS: | VERY OFTEN | 1-2-3-4-5 | NEVER |
| 227 | I COULDN'T GET INTO THIS COURSE BECAUSE OTHER THINGS KEPT ME BUSY. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 228 | I WENT TO SLEEP IN CLASS: | VERY OFTEN | 1-2-3-4-5 | NEVER |
| 229 | I KEPT UP WITH THE WORK IN THIS COURSE. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 230 | I SOUGHT HELP WHEN I DIDN'T UNDERSTAND THE MATERIAL. | ALWAYS | 5-4-3-2-1 | NEVER |
| 231 | I ACTIVELY PARTICIPATED IN COURSE-RELATED GROUP ACTIVITIES. | OFTEN | 5-4-3-2-1 | SELDOM |
| 232 | DID YOU ACTIVELY PARTICIPATE IN CLASS DISCUSSIONS? | YES, OFTEN | 5-4-3-2-1 | NO, NEVER |
| 233 | DID YOU READ NON-REQUIRED BOOKS OR OTHER MATERIALS SUGGESTED IN THE COURSE? | YES, ALL | 5-4-3-2-1 | NO, NONE |
| 235 | I HAD THE APPROPRIATE PREREQUISITE AND TECHNICAL SKILLS FOR THIS COURSE. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 236 | I LEARNED MORE FROM THE READINGS THAN I DID FROM LECTURES AND CLASS DISCUSSIONS. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 237 | THE LECTURE-DISCUSSION METHOD USED IN THIS CLASS LEFT ME BORED. | ALMOST ALWAYS | 1-2-3-4-5 | ALMOST NEVER |
| 238 | THERE WAS NOT ENOUGH STUDENT PARTICIPATION FOR THIS TYPE OF COURSE. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |

III. Instructor Characteristics and Style

A. Communication Skills

General

| # | Item | Left Anchor | | Right Anchor |
|----------|---|--------------------|-----------|-----------------------|
| 240 | THE INSTRUCTOR WAS A DYNAMIC TEACHER. | YES, VERY DYNAMIC | 5-4-3-2-1 | NO, VERY DULL |
| 241 | WAS THE INSTRUCTOR A GOOD SPEAKER? | YES, VERY GOOD | 5-4-3-2-1 | NO, RATHER POOR |
| 242 | THE INSTRUCTOR'S KNOWLEDGE OF SUBJECT WAS: | EXCELLENT | 5-4-3-2-1 | POOR |
| 243 | WAS THE INSTRUCTOR ENTHUSIASTIC ABOUT TEACHING? | VERY ENTHUSIASTIC | 5-4-3-2-1 | VERY UNENTHUSIASTIC |
| 244 | HOW WOULD YOU CHARACTERIZE THE INSTRUCTOR'S ABILITY TO EXPLAIN? | EXCELLENT | 5-4-3-2-1 | VERY POOR |
| 245 | THE INSTRUCTOR WAS A GOOD CLASSROOM LEADER. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 246 | DID THE INSTRUCTOR SEEM TO ENJOY TEACHING? | YES, VERY MUCH | 5-4-3-2-1 | NO, ENJOYED IT LITTLE |
| 247 | HOW WOULD YOU CHARACTERIZE THE INSTRUCTOR'S COMMAND OF THE SUBJECT? | BROAD AND ACCURATE | 5-4-3-2-1 | PLAINLY DEFICIENT |

| | | | | |
|-----|--|----------------|-----------|-------------------|
| 248 | THE INSTRUCTOR SEEMED WELL PREPARED FOR CLASSES. | YES, ALWAYS | 5-4-3-2-1 | NO, SELDOM |
| 249 | THE INSTRUCTOR WAS A MODEL TEACHER. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 250 | THE INSTRUCTOR WAS A CREATIVE TEACHER. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |

Specific

1. Enthusiastic/Dynamic

| # | Item | Left Anchor | | Right Anchor |
|----------|--|--------------------|-----------|----------------------|
| 255 | HOW INTERESTING WERE THE INSTRUCTOR'S PRESENTATIONS? | VERY INTERESTING | 5-4-3-2-1 | RATHER BORING |
| 256 | DID THE INSTRUCTOR MAKE GOOD USE OF EXAMPLES AND ILLUSTRATIONS? | YES, VERY OFTEN | 5-4-3-2-1 | NO, SELDOM |
| 257 | THE INSTRUCTOR EMPHASIZED IMPORTANT POINTS BY RAISING VOICE, REPEATING, ETC. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 258 | THE INSTRUCTOR MADE EFFORTS TO SHOW THE INTERESTING NATURE OF THE TOPICS. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 259 | IT WAS EASY TO HEAR AND UNDERSTAND THE INSTRUCTOR. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 260 | THE INSTRUCTOR'S LECTURES SEEMED TO RAMBLE. | ALMOST ALWAYS | 1-2-3-4-5 | ALMOST NEVER |
| 261 | THE INSTRUCTOR USED GESTURES WHILE TEACHING. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 262 | HOW EFFECTIVE WAS THE INSTRUCTOR IN PRESENTING MATERIAL IN LECTURES/DISCUSSIONS? | VERY EFFECTIVE | 5-4-3-2-1 | NOT AT ALL EFFECTIVE |
| 263 | THE INSTRUCTOR'S CLASSROOM LEADERSHIP ABILITY WAS: | VERY EFFECTIVE | 5-4-3-2-1 | RATHER INEFFECTIVE |
| 264 | THE INSTRUCTOR SPENT A GREAT DEAL OF TIME MAKING A SMALL NUMBER OF POINTS. | ALMOST ALWAYS | 1-2-3-4-5 | ALMOST NEVER |
| 265 | THE INSTRUCTOR MADE USE OF ALTERNATIVE EXPLANATIONS WHEN NEEDED. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 266 | I WOULD LIKE TO ADOPT THIS INSTRUCTOR'S TEACHING STYLE. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 267 | THE INSTRUCTOR USED HUMOR EFFECTIVELY. | YES, OFTEN | 5-4-3-2-1 | NO, SELDOM |
| 268 | WAS THE INSTRUCTOR EASILY FRUSTRATED? | YES, VERY OFTEN | 1-2-3-4-5 | NO, HARDLY EVER |

2. Knowledgeable

| # | Item | Left Anchor | | Right Anchor |
|----------|---|--------------------|-----------|---------------------|
| 275 | THE INSTRUCTOR WAS KNOWLEDGEABLE ABOUT ORIGINS OF CONCEPTS AND IDEAS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 276 | WAS THE INSTRUCTOR ABLE TO GIVE REFERENCES FOR ADDITIONAL READING OR RESEARCH? | YES, VERY ABLE | 5-4-3-2-1 | NO, NOT ABLE |
| 277 | DID THE INSTRUCTOR INDICATE RELATIONSHIPS OF COURSE CONTENT TO RECENT DEVELOPMENTS? | YES, QUITE OFTEN | 5-4-3-2-1 | NO, HARDLY EVER |
| 278 | THE INSTRUCTOR WAS CONSCIENTIOUS ABOUT HIS/HER INSTRUCTIONAL RESPONSIBILITIES. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 670 | HOW HELPFUL DID YOU FIND THE T.A.? | VERY HELPFUL | 5-4-3-2-1 | NOT VERY HELPFUL |

3. Clarity of Presentation

| # | Item | Left Anchor | | Right Anchor |
|-----|--|----------------|-----------|-----------------------|
| 280 | THE INSTRUCTOR'S PRESENTATIONS ALLOWED FOR EASY NOTE TAKING. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 281 | THE INSTRUCTOR PRESENTED MATERIAL AT A LEVEL APPROPRIATE FOR ME. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 282 | HOW OFTEN DID THE INSTRUCTOR DIGRESS DURING THE LECTURES? | QUITE OFTEN | 1-2-3-4-5 | ALMOST NEVER |
| 283 | WAS THE INSTRUCTOR'S USE OF BLACKBOARD AND OTHER MATERIALS (HANDOUTS, ETC.) EFFECTIVE? | VERY HELPFUL | 5-4-3-2-1 | CONFUSING, INADEQUATE |
| 284 | THE INSTRUCTOR FOLLOWED AN OUTLINE DURING CLASSROOM PRESENTATIONS. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 285 | THE INSTRUCTOR SUMMARIZED MATERIAL PRESENTED IN EACH CLASS. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 286 | THE INSTRUCTOR'S PRESENTATION OF ABSTRACT IDEAS, CONCEPTS, AND THEORIES WAS: | VERY CLEAR | 5-4-3-2-1 | VERY UNCLEAR |
| 287 | THE CLASSROOM PROBLEMS WERE CLEARLY PRESENTED. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 288 | HOW DIFFICULT WAS IT TO COPY WHAT THE INSTRUCTOR PUT ON THE BOARD? | VERY DIFFICULT | 1-2-3-4-5 | VERY EASY |
| 289 | THE INSTRUCTOR GENERALLY TALKED: | TOO FAST | 1-3-5-3-1 | TOO SLOW |
| 290 | WAS THE INSTRUCTOR ABLE TO EXPLAIN DIFFICULT MATERIAL TO YOUR SATISFACTION? | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 291 | THE INSTRUCTOR GAVE EXPLANATIONS/EXAMPLES THAT WERE CLEARLY TO THE POINT. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 292 | THE MAIN POINTS OF LECTURES WERE CLEARLY UNDERSTOOD. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 293 | THE INSTRUCTOR EXPLAINED NEW IDEAS BY RELATING THEM TO FAMILIAR CONCEPTS. | OFTEN | 5-4-3-2-1 | SELDOM |
| 294 | THE INSTRUCTOR BROKE DOWN COMPLEX TOPICS FOR EASIER EXPLANATION. | OFTEN | 5-4-3-2-1 | SELDOM |
| 295 | THE INSTRUCTOR WAS ABLE TO ANSWER QUESTIONS CLEARLY AND CONCISELY. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 296 | THE INSTRUCTOR EXPLAINED THE UNDERLYING RATIONALE FOR PARTICULAR TECHNIQUES. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 297 | HOW MUCH DETAIL DID THE INSTRUCTOR PROVIDE IN HIS/HER EXPLANATIONS? | TOO MUCH | 1-3-5-3-1 | TOO LITTLE |
| 298 | HOW OFTEN DID THE INSTRUCTOR REVIEW MATERIAL? | TOO MUCH | 1-3-5-3-1 | NOT ENOUGH |
| 299 | THE INSTRUCTOR DID NOT SYNTHESIZE, INTEGRATE, OR SUMMARIZE EFFECTIVELY. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 300 | THE INSTRUCTOR SPOKE IN A MONOTONE, RARELY SHOWING EXPRESSION IN VOICE. | ALMOST ALWAYS | 1-2-3-4-5 | ALMOST NEVER |

4. Personality

| # | Item | Left Anchor | | Right Anchor |
|-----|--|---------------|-----------|--------------|
| 305 | THE INSTRUCTOR LOOKED AT THE CLASS WHILE SPEAKING. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 306 | DID THE INSTRUCTOR ARRIVE ON TIME? | YES, ALWAYS | 5-4-3-2-1 | NO, SELDOM |
| 307 | HOW OFTEN DID THE INSTRUCTOR'S PERSONALITY INTERFERE WITH INSTRUCTION? | ALMOST ALWAYS | 1-2-3-4-5 | ALMOST NEVER |

| | | | | |
|-----|---|------------------|-----------|-------------------|
| 308 | HOW MUCH SELF-CONFIDENCE DID THE INSTRUCTOR DISPLAY? | A GREAT DEAL | 5-4-3-2-1 | VERY LITTLE |
| 309 | THE INSTRUCTOR WAS DEMANDING OF STUDENTS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 310 | THE INSTRUCTOR TALKS TOO MUCH ABOUT HIMSELF/HERSELF. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 311 | THE INSTRUCTOR HAD HIGH ACADEMIC STANDARDS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 312 | WAS THE INSTRUCTOR'S VOICE PLEASANT OR IRRITATING TO LISTEN TO? | VERY PLEASANT | 5-4-3-2-1 | VERY IRRITATING |
| 313 | THE INSTRUCTOR'S LACK OF FACILITY WITH ENGLISH HINDERED COMMUNICATION OF IDEAS. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 315 | THE INSTRUCTOR WAS OPEN-MINDED. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 317 | THE INSTRUCTOR EXHIBITED PROFESSIONAL DIGNITY AND BEARING IN THE CLASSROOM. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 318 | THE INSTRUCTOR MISSED CLASS OFTEN DUE TO NON-TEACHING RESPONSIBILITIES. | YES, QUITE OFTEN | 1-2-3-4-5 | NO, NEVER |

B. Stimulation of Thinking

General

| # | Item | Left Anchor | | Right Anchor |
|-----|--|---------------|-----------|--------------|
| 325 | THE INSTRUCTOR MOTIVATED ME TO DO MY BEST WORK. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 326 | THE INSTRUCTOR STIMULATED MY INTELLECTUAL CURIOSITY. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 327 | THE INSTRUCTOR GAVE ADVICE ON HOW TO STUDY FOR THE COURSE. | YES, OFTEN | 5-4-3-2-1 | NO, NEVER |

Specific

| # | Item | Left Anchor | | Right Anchor |
|-----|--|-------------------|-----------|----------------------|
| 328 | DID THE INSTRUCTOR RAISE CHALLENGING QUESTIONS IN CLASS? | YES, OFTEN | 5-4-3-2-1 | NO, SELDOM |
| 329 | QUESTIONS PRESENTED TO THE CLASS TO GENERATE DISCUSSION WERE GENERALLY: | TOO SPECIFIC | 1-3-5-3-1 | TOO VAGUE |
| 330 | THE INSTRUCTOR INITIATED FRUITFUL AND RELEVANT DISCUSSIONS. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 331 | THE INSTRUCTOR ASKED OPEN-ENDED QUESTIONS. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 332 | THE INSTRUCTOR ENCOURAGED DEVELOPMENT OF NEW VIEWPOINTS AND APPRECIATIONS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 333 | THE INSTRUCTOR WAS RECEPTIVE TO DIFFERING VIEWPOINTS OR OPINIONS. | YES, QUITE OPEN | 5-4-3-2-1 | NO, DIDN'T WANT THEM |
| 334 | THE INSTRUCTOR ENCOURAGED ME TO EXPRESS MY OPINION OR EXPERIENCE. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 335 | DID THE INSTRUCTOR ENCOURAGE YOU TO DEVELOP YOUR IDEAS AND APPROACHES TO PROBLEMS? | DEFINITELY YES | 5-4-3-2-1 | DEFINITELY NO |
| 337 | THE INSTRUCTOR ENCOURAGED ME TO THINK FOR MYSELF. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 338 | THIS COURSE ENHANCED MY CREATIVE ABILITIES. | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |

| | | | | |
|-----|--|-----------------|-----------|------------------|
| 339 | THE INSTRUCTOR POINTED OUT WHAT WAS IMPORTANT TO LEARN IN EACH CLASS SESSION. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 340 | DID THE INSTRUCTOR SUGGEST SPECIFIC WAYS STUDENTS COULD IMPROVE? | YES, FREQUENTLY | 5-4-3-2-1 | NO, ALMOST NEVER |
| 341 | DURING PRESENTATIONS, DID THE INSTRUCTOR CHECK ON STUDENTS' UNDERSTANDING? | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 342 | HOW MUCH UNGRADED FEEDBACK (QUESTION PERIODS, SHORT QUIZZES) SHOULD HAVE BEEN GIVEN? | MUCH MORE | 1-3-5-3-1 | MUCH LESS |
| 343 | THE INSTRUCTOR EMPHASIZED LEARNING RATHER THAN TESTS OR GRADES. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |

C. Warmth and Concern for Students

General

| # | Item | Left Anchor | | Right Anchor |
|-----|---|--------------------|-----------|--------------------|
| 350 | THE INSTRUCTOR WAS SENSITIVE TO STUDENT NEEDS. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 351 | HOW PATIENT WAS THE INSTRUCTOR IN WORKING WITH YOU? | VERY PATIENT | 5-4-3-2-1 | RATHER IMPATIENT |
| 352 | DID THE INSTRUCTOR TREAT YOU WITH RESPECT? | YES, ALWAYS | 5-4-3-2-1 | NO, SELDOM |
| 353 | WHAT WAS THE INSTRUCTOR'S ATTITUDE; HOW DID THE INSTRUCTOR DEAL WITH YOU? | FAIR AND IMPARTIAL | 5-4-3-2-1 | UNFAIR, DISDAINFUL |
| 354 | THE INSTRUCTOR LISTENED ATTENTIVELY TO WHAT CLASS MEMBERS HAD TO SAY. | ALWAYS | 5-4-3-2-1 | SELDOM |
| 355 | THE INSTRUCTOR WAS SKILLFUL IN OBSERVING STUDENT REACTIONS. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 356 | THE INSTRUCTOR WAS FAIR TO STUDENTS. | OFTEN | 5-4-3-2-1 | SELDOM |
| 357 | THE INSTRUCTOR SEEMED: | LENIENT | 1-3-5-3-1 | STRICT |

Specific

| # | Item | Left Anchor | | Right Anchor |
|-----|---|---------------------|-----------|-------------------|
| 358 | THE INSTRUCTOR COULD SENSE WHEN AN IDEA HAD NOT BEEN CLEAR TO ME. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 359 | HOW OFTEN DID THE INSTRUCTOR UNDERSTAND YOUR COMMENTS OR QUESTIONS? | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 360 | WAS THE INSTRUCTOR WILLING TO SPEND EXTRA TIME WITH YOU? | VERY WILLING | 5-4-3-2-1 | VERY UNWILLING |
| 361 | HOW ACCESSIBLE WAS THE INSTRUCTOR FOR STUDENT CONFERENCES ABOUT THE COURSE? | AVAILABLE REGULARLY | 5-4-3-2-1 | NEVER AVAILABLE |
| 362 | THE INSTRUCTOR SEEMED TO SENSE WHEN STUDENTS DID NOT UNDERSTAND. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 363 | THE INSTRUCTOR CORRECTED STUDENT STATEMENTS WITHOUT FURTHER DISCUSSION. | ALMOST ALWAYS | 1-2-3-4-5 | ALMOST NEVER |
| 364 | DISCUSSION OF STUDENT ERRONEOUS STATEMENTS WAS ENCOURAGED TO CORRECT THEM. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 365 | THE INSTRUCTOR RECOGNIZED STUDENTS' DIFFICULTIES IN UNDERSTANDING NEW MATERIAL. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 366 | THE INSTRUCTOR THOROUGHLY ANSWERED STUDENTS' QUESTIONS. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 367 | HOW OFTEN DID THE INSTRUCTOR GIVE UP ON STUDENTS WHEN THEY DIDN'T UNDERSTAND? | VERY OFTEN | 1-2-3-4-5 | SELDOM |

| | | | | |
|-----|---|-----------------|-----------|--------------------|
| 368 | HOW OFTEN DID THE INSTRUCTOR SUBTLY DECLINE TO HELP YOU ON YOUR PROBLEMS? | VERY OFTEN | 1-2-3-4-5 | SELDOM |
| 369 | THE INSTRUCTOR PRAISED STUDENT BEHAVIOR. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 370 | THE INSTRUCTOR PRAISED ME WHEN I HAD DONE PARTICULARLY WELL. | YES, ALWAYS | 5-4-3-2-1 | NO, ALMOST NEVER |
| 371 | EVALUATIONS OF MY WORK WERE MADE IN A CONSTRUCTIVE MANNER. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 372 | WERE THE INSTRUCTOR'S CRITICISMS AND COMMENTS ABOUT YOUR WORK HELPFUL? | VERY HELPFUL | 5-4-3-2-1 | NOT HELPFUL AT ALL |
| 373 | THE INSTRUCTOR ACCEPTED CRITICISM AND SUGGESTIONS: | VERY WELL | 5-4-3-2-1 | RATHER POORLY |
| 374 | THE INSTRUCTOR MADE ME AFRAID TO MAKE MISTAKES. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 375 | HOW MUCH CONFIDENCE DID THE INSTRUCTOR HAVE IN YOU AS A STUDENT? | A GREAT DEAL | 5-4-3-2-1 | VERY LITTLE |
| 376 | THE INSTRUCTOR RECOGNIZED STUDENTS' PROBLEMS IN PERFORMING DIFFICULT MATERIAL. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 377 | DID THE INSTRUCTOR INTIMIDATE THE STUDENTS? | YES, FREQUENTLY | 1-2-3-4-5 | NO, NEVER |
| 378 | WAS THE INSTRUCTOR CYNICAL AND SARCASTIC? | VERY CYNICAL | 1-2-3-4-5 | NOT AT ALL CYNICAL |
| 379 | THE INSTRUCTOR WAS CONDESCENDING TOWARD STUDENTS. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 380 | THE INSTRUCTOR VARIED THE TEMPO OF THE CLASS TO SUIT CONTENT AND STUDENTS' NEEDS. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 381 | IN TERMS OF DIRECTION AND STRUCTURE OF THE COURSE, THE INSTRUCTOR WAS: | FLEXIBLE | 5-4-3-2-1 | RIGID |
| 382 | WAS A GOOD BALANCE OF STUDENT PARTICIPATION AND INSTRUCTOR CONTRIBUTION ACHIEVED? | ALWAYS | 5-4-3-2-1 | NEVER |
| 383 | THE INSTRUCTOR ASKED STUDENTS TO HELP IN EVALUATING THEIR ACHIEVEMENT. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |

IV. Instructional Environment

A. Social Climate

1. Instructor-Student Interaction

General

| # | Item | Left Anchor | | Right Anchor |
|----------|---|----------------------|-----------|----------------------|
| 390 | THERE WAS A POSITIVE INTERACTION BETWEEN STUDENTS AND INSTRUCTOR. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 391 | THE ATMOSPHERE IN THE CLASSROOM SEEMED: | RELAXED AND FRIENDLY | 5-4-3-2-1 | TENSE AND UNFRIENDLY |
| 392 | THE INSTRUCTOR PROMOTED AN ATMOSPHERE CONDUCIVE TO WORK AND LEARNING. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 393 | DESCRIBE YOUR INSTRUCTOR'S ATTITUDE TOWARD STUDENTS. | FRIENDLY | 5-4-3-2-1 | UNFRIENDLY |

Specific

| # | Item | Left Anchor | | Right Anchor |
|----------|--|--------------------|-----------|---------------------|
| 394 | HOW OFTEN DID THE INSTRUCTOR ALLOW INTERACTION AMONG STUDENTS? | TOO OFTEN | 1-3-5-3-1 | NOT ENOUGH |

| | | | | |
|-----|---|---------------------|-----------|-------------------|
| 395 | INSTRUCTOR MAINTAINED PROFESSIONAL STANDARDS IN CREATING RAPPORT WITH STUDENTS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 396 | HOW OFTEN DID THE INSTRUCTOR DISPLAY FAVORITISM TOWARD CERTAIN STUDENTS? | OFTEN | 1-2-3-4-5 | SELDOM |
| 397 | HOW OFTEN DID THE INSTRUCTOR ENCOURAGE CLASS MEMBERS TO WORK AS A TEAM? | VERY OFTEN | 5-4-3-2-1 | SELDOM |
| 398 | THE INSTRUCTOR ATTEMPTED TO INVOLVE ALL STUDENTS IN CLASSROOM ACTIVITIES. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 399 | STUDENTS TALKED MORE THAN INSTRUCTOR. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 401 | STUDENTS WERE FREE TO INTERRUPT PRESENTATIONS IF POINTS NEEDED CLARIFICATION. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 402 | THE INSTRUCTOR ASKED STUDENTS TO HELP DETERMINE CONTENT OF DISCUSSION. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 403 | THE INSTRUCTOR ASKED STUDENTS TO HELP DETERMINE OBJECTIVES OF DISCUSSION. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 404 | DIRECTION OF DISCUSSION WAS CONTROLLED BY THE INSTRUCTOR. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 406 | STUDENTS FAILED TO LAUGH, JOKE, SMILE, OR SHOW OTHER SIGNS OF HUMOR. | ALMOST ALWAYS | 1-2-3-4-5 | ALMOST NEVER |
| 419 | THE T.A. EFFECTIVELY ANSWERED IN-CLASS QUESTIONS ON THE COURSE MATERIAL. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 555 | HOW ACCESSIBLE WAS THE TEACHING ASSISTANT FOR STUDENT CONFERENCES ABOUT THE COURSE? | AVAILABLE REGULARLY | 5-4-3-2-1 | NEVER AVAILABLE |

2. Student-Student Interaction

General

| # | Item | Left Anchor | | Right Anchor |
|-----|--|------------------|-----------|-------------------|
| 410 | HOW FRIENDLY WERE THE STUDENTS IN THIS CLASS? | VERY FRIENDLY | 5-4-3-2-1 | RATHER UNFRIENDLY |
| 411 | THE TYPE OF INTERACTION AMONG MEMBERS IN THE DISCUSSION GROUPS WAS ONE OF: | COMMUNITY SPIRIT | 5-4-3-2-1 | ISOLATION |

Specific

| | | | | |
|-----|--|---------------|-----------|--------------|
| 412 | HOW MUCH DID OTHER STUDENTS INFLUENCE YOUR INTEREST IN THE COURSE? | A GREAT DEAL | 5-4-3-2-1 | NOT AT ALL |
| 413 | STUDENTS VOLUNTEERED KNOWLEDGE, OPINIONS, OR PERSONAL EXPERIENCE IN CLASS. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 414 | STUDENTS DEBATED WITH ONE ANOTHER OR INSTRUCTOR IN A NON-THREATENING ATMOSPHERE. | VERY OFTEN | 5-4-3-2-1 | SELDOM |
| 415 | DID YOU DEVELOP NEW FRIENDSHIPS IN THIS CLASS? | YES, MANY | 5-4-3-2-1 | NO, NONE |
| 416 | HOW OFTEN WAS CLASS OR GROUP DISCUSSION MONOPOLIZED BY ONLY ONE OR A FEW STUDENTS? | ALMOST ALWAYS | 1-2-3-4-5 | ALMOST NEVER |
| 417 | I BECAME IRRITATED WITH THE SAME STUDENTS MONOPOLIZING CLASS DISCUSSION. | VERY OFTEN | 1-2-3-4-5 | ALMOST NEVER |

3. Active Learning

| # | Item | Left Anchor | | Right Anchor |
|----|--|----------------|-----------|-------------------|
| 59 | SMALL GROUP ACTIVITIES HELPED ME LEARN MORE THAN I WOULD HAVE BY MYSELF. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 85 | IN-CLASS LEARNING ACTIVITIES STIMULATED CRITICAL THINKING ABOUT COURSE MATERIAL. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |

| | | | | |
|-----|---|----------------|-----------|----------------------|
| 153 | HOW EFFECTIVE WERE SMALL GROUP EXERCISES FOR IMPROVING UNDERSTANDING OF MATERIAL? | VERY EFFECTIVE | 5-4-3-2-1 | NOT AT ALL EFFECTIVE |
| 154 | THE 'ONE MINUTE' PAPERS IMPROVED MY UNDERSTANDING OF DIFFICULT MATERIAL. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 155 | THE IN-CLASS ACTIVITIES KEPT ME INTERESTED IN THE COURSE CONTENT. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 158 | THE GROUP PROJECTS TAUGHT ME VALUABLE SKILLS BEYOND JUST LEARNING COURSE CONTENT. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 210 | MY SMALL GROUP NEEDED MORE INSTRUCTOR GUIDANCE TO WORK EFFECTIVELY. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 319 | IT WAS WORTHWHILE TO SPEND CLASS TIME WORKING IN SMALL GROUPS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 214 | I HAVE LEARNED HOW TO WORK BETTER IN GROUPS AS A RESULT OF THIS COURSE. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 234 | THE ROLE-PLAY SITUATIONS HELPED ME UNDERSTAND COURSE CONCEPTS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 254 | THE SIMULATIONS WERE USEFUL AIDS TO UNDERSTANDING THE MATERIAL. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 269 | THE DEMONSTRATIONS USED IN CLASS WERE VALUABLE LEARNING TOOLS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 270 | CASE STUDIES INCREASED MY UNDERSTANDING OF COURSE MATERIAL. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 272 | THE SHORT IN-CLASS WRITING ASSIGNMENTS HELPED ME UNDERSTAND COURSE CONCEPTS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 274 | THE PURPOSE OF THE IN-CLASS ACTIVITIES WAS EXPLAINED: | VERY WELL | 5-4-3-2-1 | NOT WELL |
| 314 | WOULD YOU LIKE TO SEE MORE OR LESS SMALL GROUP WORK IN CLASS? | MUCH MORE | 1-3-5-3-1 | MUCH LESS |
| 316 | WAS THE GRADING OF THE GROUP ASSIGNMENTS FAIR? | VERY FAIR | 5-4-3-2-1 | VERY UNFAIR |

B. Physical Setting

General

| # | Item | Left Anchor | | Right Anchor |
|-----|----------------------------|---------------|-----------|--------------|
| 425 | CLASSROOM FACILITIES WERE: | VERY ADEQUATE | 5-4-3-2-1 | VERY POOR |

Specific

| # | Item | Left Anchor | | Right Anchor |
|-----|---|----------------|-----------|-------------------|
| 426 | THE NUMBER OF STUDENTS IN CLASS WAS: | TOO LARGE | 1-3-5-3-1 | TOO SMALL |
| 427 | THE CLASSROOM WAS: | TOO SMALL | 1-3-5-3-1 | TOO LARGE |
| 428 | COST OF INSTRUCTIONAL SUPPLIES WAS: | TOO HIGH | 1-2-3-4-5 | QUITE REASONABLE |
| 429 | THE CLASSROOM SPACE PROVIDED A SUITABLE ENVIRONMENT. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 430 | HOW ADEQUATE WAS THE LIGHTING OF THE CLASSROOM? | VERY ADEQUATE | 5-4-3-2-1 | VERY INADEQUATE |
| 431 | TO WHAT EXTENT DID THE EQUIPMENT DETRACT FROM THE QUALITY OF YOUR WORK? | A GREAT EXTENT | 1-2-3-4-5 | NOT AT ALL |

V. Student Preferences for Instruction/Learning Style

General

| # | Item | Left Anchor | | Right Anchor |
|----------|--|--------------------|-----------|---------------------|
| 440 | HOW VALUABLE DO YOU CONSIDER THIS COURSE? | EXTREMELY VALUABLE | 5-4-3-2-1 | NOT VALUABLE |
| 441 | I LIKE A TRADITIONAL COURSE FORMAT WITH LECTURE. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 442 | I LIKE STUDENT-CENTERED CLASSES WITH LOTS OF DISCUSSION. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 443 | I LIKE SELF-PACED COURSES WITH FLEXIBLE SCHEDULING. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |

Specific

| # | Item | Left Anchor | | Right Anchor |
|----------|---|--------------------|-----------|---------------------|
| 444 | I PREPARE ASSIGNED LESSONS BEFORE COMING TO CLASS. | ALWAYS | 5-4-3-2-1 | NEVER |
| 446 | I LEARN MORE FROM READINGS THAN FROM LECTURES AND CLASS DISCUSSIONS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 447 | I PREFER WELL-ORGANIZED LECTURES TO CLASS DISCUSSIONS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 448 | CLASS DISCUSSIONS TEND TO BE MORE STIMULATING THAN LECTURES. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 451 | I ACTIVELY PARTICIPATE IN CLASS ACTIVITIES. | YES, OFTEN | 5-4-3-2-1 | NO, SELDOM |
| 452 | HOW MUCH NON-REQUIRED READING DO YOU DO FOR A COURSE LIKE THIS? | ALL SUGGESTED | 5-4-3-2-1 | GENERALLY NONE |
| 453 | I PREFER TO HAVE STUDENTS TALK MORE THAN THE INSTRUCTOR IN THIS TYPE OF CLASS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 454 | STUDENT PARTICIPATION IS A NECESSARY COMPONENT FOR THIS COURSE. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 455 | HOW MUCH FREEDOM DO YOU PREFER IN ASSIGNED TOPICS FOR PAPERS/REPORTS. | A GREAT DEAL | 5-4-3-2-1 | VERY LITTLE |
| 456 | WHAT TYPE OF INSTRUCTION SUITS YOU BEST? | STRUCTURED | 1-3-5-3-1 | UNSTRUCTURED |
| 457 | I PREFER THE INSTRUCTOR TO USE A VARIETY OF TEACHING METHODS VS. A SINGLE METHOD. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 458 | A MAJOR FACET OF THIS COURSE SHOULD BE THE DEVELOPMENT OF ORIGINAL IDEAS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 459 | I EXPECT TO BE ABLE TO WORK ON REAL PROBLEMS IN THE FIELD DURING THIS COURSE. | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |
| 460 | I CHOSE THIS COURSE FOR EDUCATIONAL REASONS (INTERESTS, GOALS, CURIOSITY). | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 461 | I CHOSE THIS COURSE FOR NON-EDUCATIONAL REASONS (CONVENIENT TIME, PLACE, ETC.). | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 462 | FOR THIS COURSE RATE THE IMPORTANCE OF INSTRUCTOR KNOWLEDGE OF SUBJECT. | VERY IMPORTANT | 5-4-3-2-1 | NOT IMPORTANT |
| 463 | FOR THIS COURSE RATE THE IMPORTANCE OF ORGANIZED PRESENTATIONS. | VERY IMPORTANT | 5-4-3-2-1 | NOT IMPORTANT |
| 464 | FOR THIS COURSE RATE THE IMPORTANCE OF STIMULATION OF THINKING. | VERY IMPORTANT | 5-4-3-2-1 | NOT IMPORTANT |
| 465 | FOR THIS COURSE RATE THE IMPORTANCE OF INSTRUCTOR ACCESSIBILITY OUTSIDE OF CLASS. | VERY IMPORTANT | 5-4-3-2-1 | NOT IMPORTANT |

| | | | | |
|-----|---|----------------|-----------|---------------|
| 466 | FOR THIS COURSE RATE THE IMPORTANCE OF EFFECTIVE COMMUNICATION BY INSTRUCTOR. | VERY IMPORTANT | 5-4-3-2-1 | NOT IMPORTANT |
| 467 | FOR THIS COURSE RATE THE IMPORTANCE OF STUDENT CLASS PARTICIPATION. | VERY IMPORTANT | 5-4-3-2-1 | NOT IMPORTANT |
| 468 | FOR THIS COURSE RATE THE IMPORTANCE OF EARLY FEEDBACK ON COURSE PROGRESS. | VERY IMPORTANT | 5-4-3-2-1 | NOT IMPORTANT |
| 469 | FOR THIS COURSE RATE THE IMPORTANCE OF THE NECESSITY FOR AN "A". | VERY IMPORTANT | 5-4-3-2-1 | NOT IMPORTANT |
| 470 | FOR THIS COURSE RATE THE IMPORTANCE OF GAINING GENERAL KNOWLEDGE OF SUBJECT. | VERY IMPORTANT | 5-4-3-2-1 | NOT IMPORTANT |
| 471 | FOR THIS COURSE RATE THE IMPORTANCE OF GAINING FIRST HAND APPLICATIONS. | VERY IMPORTANT | 5-4-3-2-1 | NOT IMPORTANT |
| 472 | FOR THIS COURSE RATE THE IMPORTANCE OF ENJOYABLE CLASS SESSIONS. | VERY IMPORTANT | 5-4-3-2-1 | NOT IMPORTANT |
| 473 | FOR THIS COURSE RATE THE IMPORTANCE OF DOING INDEPENDENT RESEARCH. | VERY IMPORTANT | 5-4-3-2-1 | NOT IMPORTANT |

VI. Specific Instructional Settings

A. Laboratory

| # | Item | Left Anchor | | Right Anchor |
|----------|--|-----------------------|-----------|-----------------------|
| 480 | WERE LAB ASSIGNMENTS INTERESTING AND STIMULATING? | YES, VERY INTERESTING | 5-4-3-2-1 | NO, QUITE BORING |
| 481 | WERE LABS IMPORTANT TO LEARNING IN THIS COURSE? | YES, VERY IMPORTANT | 5-4-3-2-1 | NO, VERY UNIMPORTANT |
| 482 | DID LAB ASSIGNMENTS SEEM CAREFULLY CHOSEN? | YES, VERY CAREFULLY | 5-4-3-2-1 | NO, CHOSEN CARELESSLY |
| 483 | DID LAB ASSIGNMENTS REQUIRE A REASONABLE AMOUNT OF TIME AND EFFORT? | NO, TOO DEMANDING | 1-3-5-3-1 | NO, TOO SIMPLE |
| 484 | THE LENGTH OF THE LAB SESSIONS WERE: | TOO LONG | 1-3-5-3-1 | TOO SHORT |
| 485 | I HAD ADEQUATE TIME TO COMPLETE THE LAB EXERCISES. | YES, ALWAYS | 5-4-3-2-1 | NO, SELDOM |
| 486 | LAB EXPERIMENTS WERE: | TOO DIFFICULT | 1-3-5-3-1 | TOO EASY |
| 487 | THE LAB WAS TOO ADVANCED AND SPECIALIZED FOR MY PURPOSES. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 488 | WERE LABS COORDINATED WITH CLASS WORK? | YES, ALWAYS | 5-4-3-2-1 | NO, ALMOST NEVER |
| 489 | DID THE INSTRUCTOR RELATE LAB EXERCISES TO INFORMATION FROM READINGS AND LECTURES? | YES, OFTEN | 5-4-3-2-1 | NO, SELDOM |
| 490 | WAS THE INSTRUCTOR PREPARED FOR LABORATORY LECTURES AND PRE-LAB DISCUSSIONS? | WELL PREPARED | 5-4-3-2-1 | POORLY ORGANIZED |
| 491 | WAS THE TA WELL PREPARED TO ANSWER QUESTIONS ABOUT LABS? | YES, ALWAYS | 5-4-3-2-1 | NO, ALMOST NEVER |
| 492 | DID TA ARRIVE IN TIME TO GET LAB STARTED ON SCHEDULE? | YES, ALWAYS | 5-4-3-2-1 | NO, ALMOST NEVER |
| 493 | WERE YOU PROVIDED ADEQUATE INSTRUCTIONS FOR PROCEEDING WITH LAB EXERCISES? | YES, ALWAYS | 5-4-3-2-1 | NO, SELDOM |
| 494 | DESCRIBE LABORATORY TEXTBOOK OR MANUAL ASSIGNED FOR THIS COURSE. | EXCELLENT | 5-4-3-2-1 | VERY POOR |
| 495 | HOW SUITABLE WAS THE PACE OF THE LAB (NUMBER OF EXPERIMENTS, TIME FOR EACH)? | TOO SLOW, TOO LITTLE | 1-3-5-3-1 | TOO FAST, TOO MUCH |

| | | | | |
|-----|---|----------------|-----------|-------------------|
| 497 | LAB EQUIPMENT WAS OFTEN INOPERABLE. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 498 | DID THE LABORATORY REPORTS ASSIST YOU TO LEARN ABOUT THEORY & EXPERIMENTAL METHODS? | FREQUENTLY | 5-4-3-2-1 | RARELY |
| 499 | I WOULD HAVE PREFERRED TO WORK INDIVIDUALLY IN THE LAB THAN WITH A PARTNER. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |

B. Studio Art

1. Organizational Structure

| # | Item | Left Anchor | | Right Anchor |
|-----|---|-------------------|-----------|-------------------|
| 510 | TOO MUCH EMPHASIS WAS PLACED ON DEVELOPING ONLY TECHNICAL SKILLS. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 511 | WERE YOU EXPOSED TO A VARIETY OF TECHNIQUES AND/OR PROCESSES? | YES, A GREAT DEAL | 5-4-3-2-1 | NO, VERY LITTLE |
| 512 | THE INSTRUCTOR PLACED TOO MUCH EMPHASIS ON A PARTICULAR STYLE OR METHOD. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 513 | THE INSTRUCTOR PRESENTED TOO MUCH TECHNICAL INFORMATION. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 514 | THE INSTRUCTOR PROVIDED A DIVERSITY OF MATERIAL, TECHNIQUES, AND CONTENT. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 515 | THE PROJECTS WERE EXTREMELY VALUABLE IN UNDERSTANDING THE COURSE. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 516 | SHOULD THERE BE MORE/FEWER PROJECTS IN THIS COURSE? | MUCH MORE | 1-3-5-3-1 | FEWER |
| 517 | WAS THE COURSE ORGANIZED? | YES, VERY MUCH | 5-4-3-2-1 | NO, VERY LITTLE |

2. Course Demands

| # | Item | Left Anchor | | Right Anchor |
|-----|---|----------------|-----------|-------------------|
| 518 | HOW MUCH PRESSURE WAS THERE TO GET THINGS DONE ON TIME? | A GREAT DEAL | 5-4-3-2-1 | VERY LITTLE |
| 519 | THE PROJECTS WERE APPROPRIATE TO THE LEVEL OF THE COURSE. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 520 | THE INSTRUCTOR REQUIRED TOO MUCH WORK TO BE DONE IN CLASS. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 521 | HOW DEMANDING WAS THE INSTRUCTOR IN TERMS OF COURSE REQUIREMENTS? | VERY DEMANDING | 1-3-5-3-1 | VERY LENIENT |

3. Examples/Demonstrations

| # | Item | Left Anchor | | Right Anchor |
|-----|--|----------------|-----------|-------------------|
| 522 | THE INSTRUCTOR'S EXAMPLES/DEMONSTRATIONS WERE CLEAR AND CONCISE. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |

4. Explanations/Presentations

| # | Item | Left Anchor | | Right Anchor |
|-----|--|----------------|-----------|-------------------|
| 523 | EACH CONCEPT WAS EXPLAINED AND DISCUSSED THOROUGHLY. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 524 | INSTRUCTOR EXPLAINED EACH STEP CAREFULLY WHEN DISCUSSING PROCESSES/TECHNIQUES. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 525 | THE INSTRUCTOR SPENT TOO MUCH TIME EXPLAINING EACH PROJECT. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 526 | INSTRUCTOR DID NOT PLACE ENOUGH EMPHASIS ON THE IMPORTANCE OF DEVELOPING SKILLS. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |

| | | | | |
|-----|---|---------------|-----------|--------------------|
| 527 | INSTRUCTOR EXPLAINED THE UNDERLYING RATIONALE FOR TECHNIQUES OR STYLES. | ALMOST ALWAYS | 5-4-3-2-1 | ALMOST NEVER |
| 528 | HOW HELPFUL WERE THE INSTRUCTOR'S EXAMPLES/EXPERIENCES. | VERY HELPFUL | 5-4-3-2-1 | NOT AT ALL HELPFUL |

5. Criticisms

| # | Item | Left Anchor | | Right Anchor |
|-----|--|----------------|-----------|-------------------|
| 529 | THE INSTRUCTOR LACKED OBJECTIVITY IN EVALUATING STUDENTS' WORK. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 530 | THE INSTRUCTOR'S CRITIQUES PROVIDED A BASE FOR FURTHER LEARNING. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 531 | INSTRUCTOR SHOULD PROVIDE MORE/FEWER INDIVIDUAL CRITIQUES OF STUDENTS' WORK. | MUCH MORE | 1-3-5-3-1 | FEWER |
| 532 | WAS THE INSTRUCTOR ABLE TO SEPARATE YOUR WORK FROM YOU AS A PERSON? | DEFINITELY YES | 5-4-3-2-1 | DEFINITELY NO |

6. Student-Instructor Relations

| # | Item | Left Anchor | | Right Anchor |
|-----|--|----------------|-----------|-------------------|
| 533 | INSTRUCTOR WAS REALLY CONCERNED ABOUT STUDENTS' PROGRESS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 534 | INSTRUCTOR TRIED TO PROVIDE A CREATIVE ATMOSPHERE IN CLASS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 535 | INSTRUCTOR WAS SENSITIVE TO STUDENTS' RESPONSES WHEN GIVING CRITIQUES. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 536 | INSTRUCTOR REALIZED WHEN STUDENTS WERE EXPERIENCING DIFFICULTIES. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 537 | INSTRUCTOR PROVIDED PERSONAL HELP ONLY WHEN ASKED. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 538 | INSTRUCTOR SHOWED FAVORITISM TOWARD CERTAIN STUDENTS. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |

7. Instructor Characteristics

| # | Item | Left Anchor | | Right Anchor |
|-----|--|----------------|-----------|-------------------|
| 540 | THE INSTRUCTOR DEMONSTRATED HIS AUTHORITY AS AN ARTIST. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 541 | HOW OFTEN DID THE INSTRUCTOR'S PERSONALITY INTERFERE WITH CLASSROOM INSTRUCTION? | ALMOST ALWAYS | 1-2-3-4-5 | ALMOST NEVER |

8. Outcomes

| # | Item | Left Anchor | | Right Anchor |
|-----|---|--------------------|-----------|-------------------|
| 542 | DID THE COURSE AND INSTRUCTOR HELP YOU BETTER UNDERSTAND YOUR PROFESSIONAL GOALS? | YES, A GREAT DEAL | 5-4-3-2-1 | NO, VERY LITTLE |
| 543 | HAS THE INSTRUCTOR INCREASED YOUR ABILITY TO ORGANIZE IDEAS VISUALLY? | A GREAT DEAL | 5-4-3-2-1 | VERY LITTLE |
| 544 | HAVE YOU DEVELOPED CONFIDENCE IN THE STUDIO? | YES, VERY MUCH | 5-4-3-2-1 | NO, NOT AT ALL |
| 545 | THE INSTRUCTOR HAD A STRONG INFLUENCE UPON MY WORK. | YES, VERY POSITIVE | 5-4-3-2-1 | NO, VERY NEGATIVE |
| 546 | THE INSTRUCTOR WAS INSTRUMENTAL IN RAISING MY ARTISTIC VALUES. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 547 | INSTRUCTOR MADE ME THINK ABOUT DIFFERENT WAYS TO APPROACH PROJECTS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |

| | | | | |
|-----|--|--------------|-----------|-------------|
| 548 | HOW MUCH DO YOU FEEL YOU HAVE ACCOMPLISHED IN THIS COURSE? | A GREAT DEAL | 5-4-3-2-1 | VERY LITTLE |
|-----|--|--------------|-----------|-------------|

9. Facilities

| <i># Item</i> | <i>Left Anchor</i> | | <i>Right Anchor</i> |
|---------------|--|----------------|-------------------------|
| 549 | HOW DIFFICULT WAS IT TO GET ACCESS TO EQUIPMENT? | VERY DIFFICULT | 1-2-3-4-5 NOT DIFFICULT |

C. Technology Utilization

| <i># Item</i> | <i>Left Anchor</i> | | <i>Right Anchor</i> |
|---------------|---|------------------------|----------------------------------|
| 561 | RATE THE INSTRUCTOR'S USE OF INSTRUCTIONAL TECHNOLOGY IN THIS COURSE: | EXCELLENT | 5-4-3-2-1 POOR |
| 562 | THE USE OF TECHNOLOGY IN THE CLASSROOM AIDED UNDERSTANDING OF DIFFICULT CONCEPTS: | A GREAT DEAL | 5-4-3-2-1 NOT AT ALL |
| 563 | OVERALL, TECHNOLOGY USAGE IN THE COURSE WAS | TOO LITTLE | 1-3-5-3-1 TOO MUCH |
| 564 | THE QUALITY OF THE INSTRUCTIONAL TECHNOLOGY IN THE CLASSROOM WAS: | EXCELLENT | 5-4-3-2-1 POOR |
| 565 | HOW WELL DID THE TECHNOLOGY FACILITATE INTERACTION BETWEEN STUDENTS & INSTRUCTOR? | INTERACTION WAS EASIER | 5-4-3-2-1 INTERACTION WAS HARDER |
| 566 | HOW WELL DID THE TECHNOLOGY FACILITATE INTERACTION BETWEEN STUDENT AND PEERS? | INTERACTION WAS EASIER | 5-4-3-2-1 INTERACTION WAS HARDER |
| 567 | THE TIMELINESS OF FEEDBACK TO STUDENTS FOR WORK COMPLETED ONLINE WAS: | VERY TIMELY | 5-4-3-2-1 NOT TIMELY AT ALL |
| 568 | HOW EASY WAS IT TO PARTICIPATE IN THE COURSE (UPLOAD WORK, ADD TO DISC., ETC)? | VERY EASY | 5-4-3-2-1 VERY DIFFICULT |
| 569 | I FELT MORE COMFORTABLE CONTRIBUTING TO THE CLASS DUE TO THE TECHNOLOGY. | MUCH MORE COMFORTABLE | 5-4-3-2-1 MUCH LESS COMFORTABLE |
| 570 | HOW EASY WAS IT TO ACCESS THE ONLINE COURSE CONTENT (LOGIN, NAVIGATE, ETC)? | VERY EASY | 5-4-3-2-1 VERY DIFFICULT |
| 571 | HOW ORGANIZED WERE THE ONLINE MATERIALS (SEQUENCE, FLOW, ETC)? | WELL ORGANIZED | 5-4-3-2-1 UNORGANIZED |
| 572 | THIS COURSE WOULD BE EQUALLY STRONG WITHOUT THE TECHNOLOGY. | STRONGLY AGREE | 5-4-3-2-1 STRONGLY DISAGREE |
| 573 | HOW USABLE WAS THE TECHNOLOGY FOR INDIVIDUALS WITH DISABILITIES? | VERY EASY | 5-4-3-2-1 VERY DIFFICULT |
| 574 | HOW WAS THE TRANSITION TIME BETWEEN SETUP & USAGE OF ONE TECHNOLOGY TO ANOTHER? | VERY EFFECTIVE | 5-4-3-2-1 VERY INEFFECTIVE |
| 575 | TECHNOLOGY SUPPORT LEVELS/QUALITY WERE: | EXCELLENT | 5-4-3-2-1 POOR |
| 576 | THE COMPUTER LAB FACILITIES FOR THIS CLASS WERE: | EXCELLENT | 5-4-3-2-1 POOR |

D. Team Teaching

| <i># Item</i> | <i>Left Anchor</i> | | <i>Right Anchor</i> |
|---------------|---|------------------|------------------------------|
| 590 | HOW EFFECTIVELY WAS TEAM TEACHING USED IN THIS COURSE? | VERY EFFECTIVELY | 5-4-3-2-1 VERY INEFFECTIVELY |
| 591 | TEAM TEACHERS COORDINATED THEIR INSTRUCTION VERY WELL. | ALWAYS | 5-4-3-2-1 NEVER |
| 592 | THE TEAM TEACHING APPROACH PROVIDED INSIGHTS A SINGLE INSTRUCTOR COULD NOT. | STRONGLY AGREE | 5-4-3-2-1 STRONGLY DISAGREE |
| 593 | TEAM TEACHING MET MY EXPECTATIONS AND INTERESTS. | VERY WELL | 5-4-3-2-1 NOT AT ALL |
| 594 | COURSE MATERIAL WAS MORE EFFECTIVELY PRESENTED WITH THE TEAM TEACHING APPROACH. | STRONGLY AGREE | 5-4-3-2-1 STRONGLY DISAGREE |

| | | | | |
|-----|---|-------------------|-----------|-------------------|
| 595 | TEAM TEACHING WAS A VERY EFFECTIVE METHOD FOR LEARNING. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 596 | ONE INSTRUCTOR OVER-DOMINATED THE TEAM TEACHING IN THIS COURSE. | ALMOST ALWAYS | 1-2-3-4-5 | ALMOST NEVER |
| 597 | THE TEAM TEACHERS WERE COMPATIBLE IN THIS COURSE. | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |

E. Clinical

| # | Item | Left Anchor | | Right Anchor |
|-----|--|-------------------|-----------|-------------------------|
| 600 | WERE YOU EXPOSED TO A VARIETY OF CLINICAL PROBLEMS? | YES, A GREAT DEAL | 5-4-3-2-1 | NO, VERY LITTLE |
| 601 | THE INSTRUCTOR'S CLINICAL DEMONSTRATIONS WERE CLEAR AND CONCISE. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 602 | CONSIDERING CLIENT AVAILABILITY, THE CLINICAL EXPERIENCES WERE REALISTIC. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 603 | WERE CLINICAL TECHNIQUES EXPLAINED AND DISCUSSED THOROUGHLY? | YES, ALWAYS | 5-4-3-2-1 | NO, SELDOM |
| 604 | HOW MUCH OBSERVATION AND SUPERVISION WAS PROVIDED? | TOO MUCH | 1-3-5-3-1 | TOO LITTLE |
| 605 | PRIOR COURSE WORK ADEQUATELY PREPARED ME TO HANDLE THE CLINICAL TASKS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 606 | HOW CLEARLY DID THE INSTRUCTOR STATE THE CLINICAL PROBLEMS? | VERY CLEARLY | 5-4-3-2-1 | VERY UNCLEARLY |
| 607 | WAS THE INSTRUCTOR ABLE TO THOROUGHLY ANSWER YOUR CLINICAL QUESTIONS? | YES, ALWAYS | 5-4-3-2-1 | NO, SELDOM |
| 608 | PERFORMANCE EXAMS ALLOWED ME TO SUFFICIENTLY DEMONSTRATE MY CLINICAL COMPETENCIES. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 609 | HOW CONSISTENT WERE THE EVALUATIONS OF YOUR CLINICAL WORK? | VERY CONSISTENT | 5-4-3-2-1 | VERY INCONSISTENT |
| 610 | HOW HELPFUL WAS THE INSTRUCTOR IN DEVELOPING YOUR CLINICAL TECHNIQUES? | VERY HELPFUL | 5-4-3-2-1 | NOT AT ALL HELPFUL |
| 611 | HOW CONSTRUCTIVE WAS THE INSTRUCTOR'S FEEDBACK ABOUT YOUR CLINICAL PERFORMANCE? | VERY CONSTRUCTIVE | 5-4-3-2-1 | NOT AT ALL CONSTRUCTIVE |
| 612 | APPROPRIATE AND INAPPROPRIATE CLINICAL PROCEDURES WERE CLEARLY IDENTIFIED. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 613 | THE INSTRUCTOR WAS OVERLY DEMANDING OF THE CLINICAL STUDENTS. | STRONGLY AGREE | 1-2-3-4-5 | STRONGLY DISAGREE |
| 614 | THE INSTRUCTOR SEEMED TO SENSE WHEN YOU DID NOT KNOW WHAT YOU WERE DOING. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |

F. Field Trips

| # | Item | Left Anchor | | Right Anchor |
|-----|--|-------------------|-----------|------------------|
| 620 | RATE THE CONTENT OF THE FIELD TRIP(S). | VERY VALUABLE | 5-4-3-2-1 | NO VALUE |
| 621 | RATE THE FIELD TRIP(S) AS A LEARNING EXPERIENCE. | VERY EFFECTIVE | 5-4-3-2-1 | VERY INEFFECTIVE |
| 622 | I HAD A CHANCE TO GET TO KNOW THE INSTRUCTOR DURING THE FIELD TRIP(S). | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |
| 623 | I HAD A CHANCE TO GET TO KNOW OTHER STUDENTS DURING THE FIELD TRIP(S). | TO A GREAT EXTENT | 5-4-3-2-1 | NOT AT ALL |

VII. Cheating

| <i>#</i> | <i>Item</i> | <i>Left Anchor</i> | | <i>Right Anchor</i> |
|-----------------|---|---------------------------|-----------|----------------------------|
| 666 | HOW MANY STUDENTS DO YOU THINK HAVE CHEATED IN ANY WAY IN THIS CLASS? | MORE THAN HALF | 1-2-3-4-5 | NONE |
| 667 | HOW MANY STUDENTS CHEATED DURING EXAMS IN THIS CLASS? | MORE THAN HALF | 1-2-3-4-5 | NONE |
| 668 | HOW MANY STUDENTS CHEATED ON THEIR WRITTEN ASSIGNMENTS IN THIS CLASS? | MORE THAN HALF | 1-2-3-4-5 | NONE |

VIII. Diversity

A. Promoting collaboration among diverse students

| <i>#</i> | <i>Item</i> | <i>Left Anchor</i> | | <i>Right Anchor</i> |
|----------|---|--------------------|-----------|---------------------|
| 577 | THE INSTRUCTOR ENCOURAGED STUDENTS FROM DIVERSE BACKGROUNDS TO COLLABORATE ON WORK. | VERY OFTEN | 5-4-3-2-1 | NEVER |
| 578 | THE INSTRUCTOR ENCOURAGED STUDENTS WITH DIFFERENT BELIEFS TO COLLABORATE ON WORK. | VERY OFTEN | 5-4-3-2-1 | NEVER |
| 589 | THE INSTRUCTOR ENCOURAGED STUDENTS OF VARYING ABILITIES TO COLLABORATE ON WORK. | VERY OFTEN | 5-4-3-2-1 | NEVER |

B. Promoting discussion among diverse students

| <i>#</i> | <i>Item</i> | <i>Left Anchor</i> | | <i>Right Anchor</i> |
|----------|---|--------------------|-----------|---------------------|
| 599 | THE INSTRUCTOR ENCOURAGED DISCUSSION AMONG STUDENTS FROM DIVERSE BACKGROUNDS. | VERY OFTEN | 5-4-3-2-1 | NEVER |
| 628 | THE INSTRUCTOR ENCOURAGED DISCUSSION AMONG STUDENTS WITH DIFFERENT BELIEFS. | VERY OFTEN | 5-4-3-2-1 | NEVER |
| 629 | THE INSTRUCTOR ENCOURAGED DISCUSSION AMONG STUDENTS OF VARYING ABILITIES. | VERY OFTEN | 5-4-3-2-1 | NEVER |

C. Instructor's behavior sensitive to diversity

| <i>#</i> | <i>Item</i> | <i>Left Anchor</i> | | <i>Right Anchor</i> |
|----------|---|--------------------|-----------|---------------------|
| 630 | THE INSTRUCTOR TREATED ALL STUDENTS WITH RESPECT. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |

D. Promoting understanding of diverse perspectives

| <i>#</i> | <i>Item</i> | <i>Left Anchor</i> | | <i>Right Anchor</i> |
|----------|---|--------------------|-----------|---------------------|
| 631 | THE INSTRUCTOR ENCOURAGED STUDENTS TO UNDERSTAND MULTIPLE PERSPECTIVES. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 632 | THE INSTRUCTOR CHALLENGED STUDENTS TO THINK BROADLY ABOUT ACADEMIC TOPICS. | VERY OFTEN | 5-4-3-2-1 | NEVER |
| 332 | THE INSTRUCTOR ENCOURAGED DEVELOPMENT OF NEW VIEWPOINTS AND APPRECIATIONS. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 633 | THE INSTRUCTOR ENCOURAGED DISCUSSION ON CONTROVERSIAL TOPICS RELATED TO THE COURSE. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |
| 634 | THE INSTRUCTOR ENCOURAGED DISCUSSION OF VIEWPOINTS CONTRARY TO ONE'S OWN. | STRONGLY AGREE | 5-4-3-2-1 | STRONGLY DISAGREE |

COMPLETE FORM DESCRIPTIVE SUMMARIES

| Form Number | Code | Description |
|-------------|------|--|
| 1 | CEQ | <u>Course Evaluation Questionnaire</u> : Consists of 21 General items with 5 subscores and a total score with norms on all the above. Uses a 5 point Strongly Agree to Strongly Disagree response format. Developed by Office of Instructional Resources. |
| 7 | CLQ | <u>Costin's Lecturing Questionnaire</u> : Contains 23 General items primarily applicable to large lecture sections. Uses a 5 point frequency of occurrence response scheme. Four subscale scores are available. Developed by Frank Costin. <u>General Questionnaire</u> : Contains nine items designed to be used in a broad array of course types. <u>Student Core</u> : Contains six items which are released, along with the two global items, to the Illinois Student Senate. <u>General Questionnaire plus student core</u> : Combines the previous two forms into one form. The results of the six student items will be released (and two global items) to the Illinois Student Senate. <u>Form global</u> : This form contains only the two general preprinted questions, Rate the Instructor and Rate the Course. |
| 9 | AVIA | <u>Aviation</u> : Developed by the Institute of Aviation for evaluation of aviation training. |

ESSAY ITEM IDEAS

Note that spaces E and F on the back of the ICES form are blank to provide space for course specific questions. Items for these spaces may be chosen from the list below or personally generated. Write the selected items on the board and begin by stating "In Space E (or F), please comment on (...the helpfulness of, changes needed, strengths and weaknesses, or suggested improvements, etc.):

- | | |
|---|--|
| 1 – The organization/structure of course. | 25 – The contribution of other students. |
| 2 – The depth and breadth of the course material. | 26 – The physical environment of the classroom. |
| 3 – The discussion sections. | 27 – The classroom atmosphere. |
| 4 – The teaching assistant. | 28 – The aspects of the course which you found most valuable. |
| 5 – One or two principal topics which you thought were especially interesting. | 29 – The aspects of the course which you found least valuable. |
| 6 – The effectiveness of the special features of this course (online format, help sessions, oral exams, contract grading, computer projects, labs, etc.). | 30 – One or two principal topics which you thought were of no value to the course. |
| 7 – The assignments. | 31 – How well you learned the course material. |
| 8 – The handouts. | 32 – How well you learned what you wanted to. |
| 9 – The films, slides, or other audio-visual aids. | 33 – What this course contributed to your education. |
| 10 – The readings. | 34 – In this course I hoped to learn ... |
| 11 – The exams. | 35 – I wish I would have learned ... |
| 12 – The grading procedures. | 36 – Ten years from now I'll probably remember this course most by ... |
| 13 – How stimulating you found class sessions. | 37 – Things you got out of this course which will be of benefit to you personally. |
| 14 – What you found most and least stimulating about this course. | 38 – Ways, if any, in which your background for this course was inadequate. |
| 15 – The difficulty of course material. | 39 – Your own interest in the subject areas of this course. |
| 16 – The lectures. | 40 – My motivation to do well in this course. |
| 17 – The instructor's grasp of the material. | 41 – The reasons you selected this course. |
| 18 – The instructor's communication skills. | 42 – Your effort in this course. |
| 19 – This instructor in comparison to an ideal instructor. | 43 – Your educational and vocational plans. |
| 20 – The instructor's professional attitude and behavior. | 44 – This course in comparison to other courses of this kind. |
| 21 – The instructor's concern for students. | 45 – This course in comparison to an ideal course. |
| 22 – The instructor's personal characteristics. | 46 – The type of instruction which would be most beneficial for this course. |
| 23 – Any especially helpful aspect of this instructor's work with the class or you individually. | |
| 24 – Any aspect of this instructor's work which you felt impeded your learning. | |

NOTES