



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 eight complete forms for your use.

GENERAL OPERATION OF ICES

Each ICES questionnaire contains space for 26 items. The following three global items appear on every questionnaire:

- | | |
|--|--|
| 1. Rate the instructor's overall teaching effectiveness. | Exceptionally Low – Exceptionally High |
| 2. Rate the overall quality of this course. | Exceptionally Low – Exceptionally High |
| 3. How much have you learned in this course? | Very Little – A Great Deal |

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 four options described below. The three global items above and all other items contain five response positions. All forms also include several demographic items and the following three open-ended items:

- What are the major strengths of the instructor/course?
- What do you suggest to improve the course?
- Please comment on the grading procedures in the course.

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 departmental core items included as part of the 23 items added to 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 items plus instructor-selected items 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, several of which have been designed for specific instructional settings such as lectures, discussions, and online courses. Short descriptions of each form are given on page 42 of this catalog followed by lists of the items on each form. If you choose this option, you cannot also use instructor-selected items.

Option 4: Global Items Only

If your department does not have a set of core items and you do not wish to use any instructor-selected items or a complete form, you may choose to administer a form with just the three global items.

HOW TO USE ICES

If you're teaching a section that uses ICES Online, you'll receive an email from the ICES Online system when your forms are available to be created. Within that email will be a link that will take you directly to [ICES Online](#).

Note: Some departments are centrally prepared, meaning that the department's Forms Preparer will create all the forms on behalf of the department's instructors. If that's your situation, then you do not need to take any action to create your forms and the following steps do not apply to you.

STEPS TO FOLLOW TO COMPLETE EVALUATION FORMS IN ICES ONLINE

1. Log in to ICES Online (<https://go.illinois.edu/ices-online>), choose your role if prompted, and then select a section to begin creating its form. Please note that you need to create a form for each section in ICES Online before the evaluation period begins. If no form is created by three days before the evaluation period's start date, then a default form will automatically be created. A default form only includes the demographic items, the three Global items, the three default open-ended items. It also sets all release options to "No."
2. After selecting a section in ICES Online, you will initially be presented with the Release Options page.
 - a. Selecting "Yes" to release your results to your home department will release the Global Items, Departmental Core Items, and any Pre-Designed Complete Form to your department head(s). This option can be updated before and after, but not during, the evaluation period.
 - b. Selecting "Yes" to release your results to the Illinois Student Council will add six Student Council Core items to your form. The Illinois Student Council will receive the results from these six items and the three Global Items.
 - c. Selecting "Yes" to release your results to the List of Teachers Ranked as Excellent by Their Students will place your name and course on the List if you qualify. This release option cannot be updated after the evaluation period begins.
 - d. You may also release your results to other individuals at UIUC by entering their NetIDs in the text boxes near the bottom of the Release Options page.
3. The Form Editor page will appear after the release options are saved. On this page, you can select items for your form.
 - a. **Option 1 (Departmental Core plus Instructor-Selected Items)**
ICES Online automatically attempts to assign the correct department core for your section. You can view the selected department core in the Form Editor page to check that it is the most appropriate one. To add instructor-selected items, click "Add" next to "Your ICES Catalog Items."
 - b. **Option 2 (Instructor-Selected Items Only)**
As in Option 1, you can select items from the ICES Catalog by clicking "Add" next to "Your ICES Catalog Items." You can also create up to three open-ended items in the "Your Open-Ended Items" section.
 - c. **Option 3 (Complete Form)**
You can select a Complete Form in the "Pre-Designed Complete Forms" section. The Complete Form will replace any items that you have previously selected.
 - d. **Option 4 (Global Items Only)**
You can opt not to use any instructor-selected items, department core, or complete form. This will leave you with a form consisting only of the demographic items, the three global rated items, and the three open-ended items.
4. Click "Done" when you are finished creating your form. This will bring you back to the Course Evaluations page where your newly created form's status should be "Ready For Students."

For an in-depth tutorial on the form creation process, please watch our [Form Creation Video](#).

SUGGESTIONS FOR CHOOSING INSTRUCTOR-SELECTED ITEMS

Content Classification of 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 includes items that indicate student preferences for instructional methods and for studying and learning styles. Section VI items can be used in specific instructional settings while Section VII items are most suitable for online courses. Section VIII items relate to diversity.

Classification of Item Generality – Specificity

Sections I-V are further divided into “General” or “Specific” items. Many of the General items indicate student satisfaction with the course and their evaluation of the instructor's approach to teaching. General items can be used to identify general areas of instructional strengths and weaknesses. They are applicable to assessing instructional effectiveness in most types of courses. The use of these items relies on the ability of students to recognize instructional problem areas and areas of success. General items are most appropriate if you plan to use student ratings for promotion, salary, and tenure decisions. General items selected from the various content areas should provide you with more comprehensive information about your instructional efforts than a set of Specific items.

Items related to some specific instructional technique or instructor behavior should provide better diagnostic information for taking a careful look at how successful you are in certain areas of instruction. These items focus on behaviors of the instructor and particular instructional techniques. Specific item results are primarily meant to be used by the instructor only.

Suggested Items

The following items from the ICES Catalog may be used if you are interested in student ratings of the major components of a course but do not wish to study any one area in detail: Course Organization (4, 5, 19); Instructional Assignments (45, 51); Grading (101, 102); Workload (140, 144); Student Outcomes (160, 161, 169, 191, 192, 220, 224); Communication Skills (240, 241, 242); Stimulation of Thinking (325, 335); Warmth (351, 354). Our research has shown that these items are identified with general student judgments of the major dimensions of a course; however, they do not probe specific instructor behaviors or student learning outcomes.

Comparisons of an Instructor with Other Instructors

All ICES forms include the three global rated items. Your students' responses to these items will be compared with all sections that used ICES across campus.

If you select Option 1 (department core plus instructor-selected items), your students' responses to the items in the departmental core will be compared with students in classes taught by other faculty in your department who also use ICES.

If you select Option 2 (Instructor-Selected Items), the responses of students in your class will not be compared with responses of students in other classes except for the two Global items pre-printed on every student ICES questionnaire.

If you select Option 3 (Complete form), you will be compared on each item of the form you selected with other instructors who also selected that form.

Using ICES for the First Time

Initially, you may want to ensure a wide coverage of student feedback by using some or all of the suggested items listed above or select one or two items from each of Sections I through IV and Section VIII. An analysis of student responses to these items and the open-ended items may assist you in identifying areas for study. In subsequent administrations of the ICES questionnaire, you may wish to concentrate on one or two dimensions and select more specific items.

Using ICES in Regularly Offered Courses

You may wish to select a few General items for repeated use in examining ratings over time. The remaining items can be Specific items, selected each semester to provide diagnostic information about possible changes you made in your course or about a component of the course not studied in detail previously.

Using ICES in Specific Instructional Settings

Rather than selecting all items from one of the instructional settings included in Section VI, you may want to include a few General items so that you will have the major dimensions of the course evaluated by the students.

Other Approaches to Selecting Items

There are a number of strategies to select items from the catalog. A few of them are listed here for your information.

1. Choose a dimension or two of instruction you wish to study in detail, select one or two General items, and then select the remaining from the Specific items. You may select different dimensions each semester.
2. Do you have certain ideas about what characterizes effective instruction? Does your department? Choose items that are consistent with them.
3. Appoint a committee of students in your class to choose three or four items exclusive of those items you have selected.
4. If you are one of a number of instructors teaching separate sections of the same course, all of you may want to decide on a common set of items (six or seven). The remaining items can then be selected by each of you individually.
5. What are students expected to learn, acquire, and appreciate from this course? Select items that reflect these student outcomes.
6. If you are working with a senior faculty member, or some other person who has shown interest in helping you with your instruction, you may want to discuss item selection with that person.

Selecting Open-Ended Items

Despite the specificity of many of the items, they will not always uniquely and completely describe your class. Therefore, you may also wish to create your own open-ended items. ICES Online allows you to create up to three open-ended items in the “Your Open-Ended Items” section. A list of suggested open-ended items is included at the end of the catalog.

Using Measurement and Evaluation (M&E) Services

If you have a question or an idea about selecting items, please call Measurement and Evaluation (217-244-3846) and a staff member will be available to assist you.

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I. Course Management

The instructor's ability to organize the course, establish a logical sequence of topics, and integrate the various components of the course.

A. Course Organization/Structure

Course objectives, course integration and congruency between course goals and course requirements, class discussion.

General

<i>#</i>	<i>Item</i>	<i>Left Anchor</i>	<i>Right Anchor</i>
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

<i>#</i>	<i>Item</i>	<i>Left Anchor</i>	<i>Right Anchor</i>
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 OUTLINES?	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	5-4-3-2-1	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

Materials used in the course divided into readings, writing, homework, and audio-visual.

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

Grading standards and instructor fairness as well as specific aspects of examinations.

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 THE 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 JUST BY 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

Student perceptions of the amount of work required, the pace of the course, and difficulty of material.

1. Work Requirements

General

#	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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

#	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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

#	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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

#	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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

Student opinions about the worth of a course, and self-ratings of the amount students learn, acquire skills, increase level of interest and gain from a course.

A. Cognitive

The academic value of the course and the skills, competencies, and amount of content learned.

General

<i>#</i>	<i>Item</i>	<i>Left Anchor</i>	<i>Right Anchor</i>
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

<i>#</i>	<i>Item</i>	<i>Left Anchor</i>	<i>Right Anchor</i>
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 PERSPECTIVE OF WORKING IN A GLOBAL/SOCIETAL CONTEXT.	STRONGLY AGREE	5-4-3-2-1	STRONGLY DISAGREE

B. Affective

Student interest in the course and achievement of personal and social goals.

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	THE 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 AGREE
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

The effort students put into the course and the behaviors of students in meeting course requirements.

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.	HIGH 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

The instructor as a teacher and a person relating to the students.

A. Communication Skills

The effectiveness of the instructor in presenting the course material. Items are divided into four areas—enthusiasm/dynamism, knowledgeability, clarity, and personality.

General

<i>#</i>	<i>Item</i>	<i>Left Anchor</i>	<i>Right Anchor</i>
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

<i>#</i>	<i>Item</i>	<i>Left Anchor</i>	<i>Right Anchor</i>
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

Instructor's motivation of students and the approaches used to stimulate discussions and intellectual curiosity.

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 OF OPINIONS.	YES, QUITE OFTEN	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 RATER THAN TESTS OR GRADES.	ALMOST ALWAYS	5-4-3-2-1	ALMOST NEVER

C. Warmth and Concern for Students

The instructional relationship between the instructor and the student focusing on the sensitivity and support of the instructor to student problems with the course.

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

Aspects of the instructor–student and student–student interrelationships and the social atmosphere created in the classroom.

1. Instructor–Student Interaction

General

<i>#</i>	<i>Item</i>	<i>Left Anchor</i>	<i>Right Anchor</i>
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

<i>#</i>	<i>Item</i>	<i>Left Anchor</i>	<i>Right Anchor</i>
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
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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

#	Item	Left Anchor		Right Anchor
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

Class size, materials, equipment, and facilities.

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

#	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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

#	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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

VI. Specific Instructional Settings

A. Laboratory

#	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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

<i>#</i>	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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

<i>#</i>	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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

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

4. Explanations/Presentations

<i>#</i>	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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/EXPLANATIONS.	VERY HELPFUL	5-4-3-2-1	NOT AT ALL HELPFUL

5. Criticisms

#	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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

#	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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

#	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
540	THE INSTRUCTOR DEMONSTRATED THEIR 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

#	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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

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

C. Technology Utilization

#	Item	Left Anchor		Right Anchor
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	THE 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

#	Item	Left Anchor		Right Anchor
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

<i>#</i>	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
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. Online Courses and the Use of Technology

A. Online Instructional Settings

<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
DID YOU ACTIVELY PARTICIPATE IN ONLINE DISCUSSIONS?	NO, NEVER	1-2-3-4-5	YES, OFTEN
THE INSTRUCTOR'S PARTICIPATION IN ONLINE DISCUSSIONS WAS:	NOT ADEQUATE AT ALL	1-2-3-4-5	QUITE ADEQUATE
HOW WELL DID THE INSTRUCTOR FACILITATE INTERACTION AMONG STUDENTS IN ONLINE DISCUSSIONS?	EXTREMELY POORLY	1-2-3-4-5	EXTREMELY WELL
THE TEACHING ASSISTANT'S PARTICIPATION IN ONLINE DISCUSSIONS WAS:	NOT ADEQUATE AT ALL	1-2-3-4-5	QUITE ADEQUATE
HOW WELL DID THE T.A. FACILITATE INTERACTION AMONG STUDENTS IN ONLINE DISCUSSIONS?	EXTREMELY POORLY	1-2-3-4-5	EXTREMELY WELL
HOW USEFUL WERE ONLINE DISCUSSIONS FOR LEARNING THE SUBJECT MATTER?	NOT USEFUL AT ALL	1-2-3-4-5	EXTREMELY USEFUL
ONLINE DISCUSSIONS STIMULATED CRITICAL THINKING ABOUT COURSE MATERIAL.	NOT AT ALL	1-2-3-4-5	TO A GREAT EXTENT
ONLINE DISCUSSIONS HELPED IN THE DEVELOPMENT OF NEW VIEWPOINTS.	NOT AT ALL	1-2-3-4-5	TO A GREAT EXTENT
RULES FOR CONTRIBUTING TO ONLINE DISCUSSIONS WERE:	NOT CLEAR AT ALL	1-2-3-4-5	VERY CLEAR
GRADING CRITERIA FOR PARTICIPATION IN ONLINE DISCUSSIONS WERE:	NOT CLEAR AT ALL	1-2-3-4-5	VERY CLEAR
HOW WELL WERE THE ONLINE DISCUSSIONS MODERATED?	EXTREMELY POORLY	1-2-3-4-5	EXTREMELY WELL
HOW USEFUL WERE SYNCHRONOUS ONLINE SESSIONS FOR LEARNING THE SUBJECT MATTER?	NOT USEFUL AT ALL	1-2-3-4-5	EXTREMELY USEFUL
HOW USEFUL WERE THE ONLINE LEARNING ACTIVITIES FOR LEARNING THE SUBJECT MATTER?	NOT USEFUL AT ALL	1-2-3-4-5	EXTREMELY USEFUL
ONLINE LEARNING ACTIVITIES STIMULATED CRITICAL THINKING ABOUT COURSE MATERIAL.	NOT AT ALL	1-2-3-4-5	TO A GREAT EXTENT
THE INSTRUCTOR ATTEMPTED TO INVOLVE ALL STUDENTS IN ONLINE LEARNING ACTIVITIES.	NOT AT ALL	1-2-3-4-5	TO A GREAT EXTENT

B. Social Climate

1. Instructor–Student Interaction

<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
OPPORTUNITIES TO INTERACT WITH THE INSTRUCTOR WERE:	NOT ADEQUATE AT ALL	1-2-3-4-5	QUITE ADEQUATE
HOW EASY WAS IT TO INTERACT WITH THE INSTRUCTOR?	EXTREMELY DIFFICULT	1-2-3-4-5	EXTREMELY EASY

OPPORTUNITIES TO INTERACT WITH THE T.A. WERE:	NOT ADEQUATE AT ALL	1-2-3-4-5	QUITE ADEQUATE
HOW EASY WAS IT TO INTERACT WITH THE T.A.?	EXTREMELY DIFFICULT	1-2-3-4-5	EXTREMELY EASY

2. Student–Student Interaction

<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
OPPORTUNITIES TO INTERACT WITH OTHER STUDENTS WERE:	NOT ADEQUATE AT ALL	1-2-3-4-5	QUITE ADEQUATE
HOW EASY WAS IT TO INTERACT WITH OTHER STUDENTS?	EXTREMELY DIFFICULT	1-2-3-4-5	EXTREMELY EASY

3. Active Learning

<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
HOW USEFUL WERE COLLABORATIVE EXERCISES FOR LEARNING THE SUBJECT MATTER?	NOT USEFUL AT ALL	1-2-3-4-5	EXTREMELY USEFUL

C. Technology Utilization

1. General

<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
HOW WELL DID THE TECHNOLOGY FACILITATE COLLABORATION ON WORK WITH OTHER STUDENTS?	EXTREMELY POORLY	1-2-3-4-5	EXTREMELY WELL
HOW WELL WAS THE ONLINE COURSE CONTENT ORGANIZED?	EXTREMELY POORLY	1-2-3-4-5	EXTREMELY WELL

2. Adequacy of Technical Support

<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
I RECEIVED TIMELY TECHNICAL SUPPORT IN THIS COURSE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
I RECEIVED ADEQUATE TECHNICAL SUPPORT IN THIS COURSE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
INFORMATION ON GETTING SUPPORT FOR TECHNICAL PROBLEMS ENCOUNTERED IN THIS COURSE WAS:	NOT CLEAR AT ALL	1-2-3-4-5	VERY CLEAR

3. Appropriateness of Technology

<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
I HAD THE APPROPRIATE TECHNICAL SKILLS FOR THIS COURSE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
THE TECHNOLOGY FACILITATED MY INTERACTIONS WITH CLASSMATES.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
HOW OFTEN DID YOU EXPERIENCE TECHNICAL PROBLEMS WITH ACCESSING THE COURSE CONTENT?	FREQUENTLY	1-2-3-4-5	RARELY
DID TECHNICAL PROBLEMS WITH ACCESSING THE COURSE CONTENT HINDER YOUR LEARNING?	YES, TO A GREAT EXTENT	1-2-3-4-5	NO, NOT AT ALL

DID TECHNICAL PROBLEMS WITH ACCESSING THE COURSE CONTENT HINDER YOUR PARTICIPATION IN THE COURSE?	YES, TO A GREAT EXTENT	1-2-3-4-5	NO, NOT AT ALL
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D. Audio/Visual

<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
HOW USEFUL WERE INSTRUCTIONAL VIDEOS FOR LEARNING THE SUBJECT MATTER?	NOT USEFUL AT ALL	1-2-3-4-5	EXTREMELY USEFUL
RATE THE PRODUCTION QUALITY OF INSTRUCTIONAL VIDEOS.	EXCEPTIONALLY LOW	1-2-3-4-5	EXCEPTIONALLY HIGH

E. Cheating

<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
POLICIES RELATED TO ACADEMIC HONESTY WERE:	NOT CLEAR AT ALL	1-2-3-4-5	VERY CLEAR
DID THE INSTRUCTOR MAKE AN EFFORT TO ENFORCE POLICIES RELATED TO ACADEMIC HONESTY?	NOT, NOT AT ALL	1-2-3-4-5	YES, TO A GREAT EXTENT

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

IX. 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

OPEN-ENDED ITEM IDEAS

ICES Online allows you to write up to three open-ended items in the “Your Open-Ended Items” section. This section can be found on the Form Editor page. Below is a list of ideas for topics. You may wish to ask students to comment on certain aspects of the topics (e.g., changes needed, strengths and weaknesses, suggested improvements, the helpfulness of the topic, etc.).

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

COMPLETE FORM DESCRIPTIVE SUMMARIES

Note: The CEQ2, Lecture, Discussion, and Online forms have recently been designed. These new forms will likely be the most suitable complete forms for your course.

- Course Evaluation Questionnaire 2 (CEQ2): Consists of twelve items that are applicable to most courses. The CEQ2 is a new and improved version of the CEQ.
- Lecture: A new and improved version of the CLQ. Contains twelve items best suited for use in lecture sections.
- Discussion: Contains nine items best suited for use in discussion sections.
- Online: Contains fifteen items best suited for online instruction.
- Curriculum, Technology, & Educational Reform (CTER): Contains 22 general items best suited for online sections.
- Course Lecture Questionnaire (CLQ): Contains 23 items primarily applicable to large lecture sections.
- Course Evaluation Questionnaire (CEQ): Consists of 21 general items with 5 subscores and a total score with norms on all the above. Uses a 5-point Strongly Disagree to Strongly Agree response format.
- General Questionnaire: Contains nine items designed to be used in a broad array of course types.

COMPLETE FORM ITEMS

Below are lists of the items that appear on each of the complete forms.

Course Evaluation Questionnaire 2 (CEQ2)

<i>Position</i>	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
1	DID YOU IMPROVE YOUR ABILITY TO APPLY PRINCIPLES IN NEW SITUATIONS?	NO, NOT MUCH	1-2-3-4-5	YES, SIGNIFICANTLY
2	DID YOU IMPROVE YOUR ABILITY TO SOLVE REAL PROBLEMS IN THIS FIELD?	NO, NOT REALLY	1-2-3-4-5	YES, SIGNIFICANTLY
3	THIS COURSE WAS INTELLECTUALLY STIMULATING.	NOT AT ALL	1-2-3-4-5	TO A GREAT EXTENT
4	DID THIS COURSE MAINTAIN YOUR ATTENTION THROUGHOUT THE SEMESTER?	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
5	WAS THE PROGRESSION OF THE COURSE LOGICAL AND COHERENT FROM BEGINNING TO END?	NO, SELDOM	1-2-3-4-5	YES, ALWAYS
6	COURSE CONTENT WAS EXPLAINED CLEARLY.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
7	THE INSTRUCTOR INITIATED FRUITFUL DISCUSSIONS IN CLASS.	NEVER	1-2-3-4-5	VERY OFTEN
8	IN-CLASS LEARNING ACTIVITIES STIMULATED CRITICAL THINKING ABOUT COURSE MATERIAL.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
9	HOW USEFUL WERE OUT-OF-CLASS ASSIGNMENTS FOR LEARNING COURSE CONTENT?	NOT USEFUL AT ALL	1-2-3-4-5	EXTREMELY USEFUL
10	THE RELEVANCE BETWEEN THE SUBJECT MATTER AND REAL LIFE SITUATIONS WAS EMPHASIZED.	NOT AT ALL	1-2-3-4-5	TO A GREAT EXTENT
11	THE INSTRUCTOR CHALLENGED STUDENTS TO THINK BROADLY ABOUT ACADEMIC TOPICS.	NEVER	1-2-3-4-5	VERY OFTEN
12	THE INSTRUCTOR ENCOURAGED STUDENTS TO UNDERSTAND MULTIPLE PERSPECTIVES.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE

Lecture

<i>Position</i>	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
1	THE COURSE OBJECTIVES WERE ACCOMPLISHED.	NOT AT ALL	1-2-3-4-5	TO A GREAT EXTENT
2	DID THE INSTRUCTOR PRESENT TOPICS IN A LOGICAL SEQUENCE?	NO, ALMOST NEVER	1-2-3-4-5	YES, ALMOST ALWAYS
3	HOW WOULD YOU CHARACTERIZE THE INSTRUCTOR'S ABILITY TO EXPLAIN?	VERY POOR	1-2-3-4-5	EXCELLENT
4	WAS THE INSTRUCTOR ABLE TO EXPLAIN DIFFICULT MATERIAL TO YOUR SATISFACTION?	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
5	LECTURES WERE USEFUL FOR LEARNING THE SUBJECT MATTER.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE

6	HOW ENGAGING WERE THE INSTRUCTOR'S LECTURES?	NOT ENGAGING AT ALL	1-2-3-4-5	VERY ENGAGING
7	LECTURES STIMULATED CRITICAL THINKING ABOUT COURSE MATERIAL.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
8	THE RELEVANCE BETWEEN THE SUBJECT MATTER AND REAL LIFE SITUATIONS WAS EMPHASIZED.	NOT AT ALL	1-2-3-4-5	TO A GREAT EXTENT
9	DID THE INSTRUCTOR ENCOURAGE STUDENTS TO ASK QUESTIONS IN CLASS?	NO, SELDOM	1-2-3-4-5	YES, OFTEN
10	THE INSTRUCTOR EFFECTIVELY ANSWERED QUESTIONS ON THE COURSE MATERIAL.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
11	DID THE INSTRUCTOR RAISE CHALLENGING QUESTIONS IN CLASS?	NO, SELDOM	1-2-3-4-5	YES, OFTEN
12	OPPORTUNITIES TO INTERACT WITH THE INSTRUCTOR WERE:	NOT ADEQUATE AT ALL	1-2-3-4-5	QUITE ADEQUATE

Discussion

<i>Position</i>	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
1	THE INSTRUCTOR EXPLAINED MATERIAL CLEARLY.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
2	WAS THE INSTRUCTOR ABLE TO EXPLAIN DIFFICULT MATERIAL TO YOUR SATISFACTION?	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
3	THE INSTRUCTOR EFFECTIVELY ANSWERED QUESTIONS ON THE COURSE MATERIAL.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
4	THE INSTRUCTOR INITIATED FRUITFUL DISCUSSIONS IN CLASS.	NEVER	1-2-3-4-5	VERY OFTEN
5	THE DISCUSSION TOPICS WERE:	VERY POORLY CHOSEN	1-2-3-4-5	VERY WELL CHOSEN
6	DID THE INSTRUCTOR PRESENT TOPICS IN A LOGICAL SEQUENCE?	NO, ALMOST NEVER	1-2-3-4-5	YES, ALMOST ALWAYS
7	THE INSTRUCTOR STIMULATED MY INTELLECTUAL CURIOSITY.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
8	THE RELEVANCE BETWEEN THE SUBJECT MATTER AND REAL LIFE SITUATIONS WAS EMPHASIZED.	NOT AT ALL	1-2-3-4-5	TO A GREAT EXTENT
9	OPPORTUNITIES TO INTERACT WITH THE INSTRUCTOR WERE:	NOT ADEQUATE AT ALL	1-2-3-4-5	QUITE ADEQUATE

Online

<i>Position</i>	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
1	DID YOU IMPROVE YOUR ABILITY TO APPLY PRINCIPLES IN NEW SITUATIONS?	NO, NOT MUCH	1-2-3-4-5	YES, SIGNIFICANTLY
2	DID YOU IMPROVE YOUR ABILITY TO SOLVE REAL PROBLEMS IN THIS FIELD?	NO, NOT REALLY	1-2-3-4-5	YES, SIGNIFICANTLY

3	THIS COURSE WAS INTELLECTUALLY STIMULATING.	NOT AT ALL	1-2-3-4-5	TO A GREAT EXTENT
4	DID THIS COURSE MAINTAIN YOUR ATTENTION THROUGHOUT THE SEMESTER?	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
5	WAS THE PROGRESSION OF THE COURSE LOGICAL AND COHERENT FROM BEGINNING TO END?	NO, SELDOM	1-2-3-4-5	YES, ALWAYS
6	COURSE CONTENT WAS EXPLAINED CLEARLY.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
7	HOW WELL WAS THE ONLINE COURSE CONTENT ORGANIZED?	EXTREMELY POORLY	1-2-3-4-5	EXTREMELY WELL
8	THE RELEVANCE BETWEEN THE SUBJECT MATTER AND REAL LIFE SITUATIONS WAS EMPHASIZED.	NOT AT ALL	1-2-3-4-5	TO A GREAT EXTENT
9	THE INSTRUCTOR CHALLENGED STUDENTS TO THINK BROADLY ABOUT ACADEMIC TOPICS.	NEVER	1-2-3-4-5	VERY OFTEN
10	THE INSTRUCTOR GAVE ASSIGNMENTS THAT WERE USEFUL FOR LEARNING THE SUBJECT MATTER.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
11	HOW USEFUL WERE ONLINE DISCUSSIONS FOR LEARNING THE SUBJECT MATTER?	NOT USEFUL AT ALL	1-2-3-4-5	EXTREMELY USEFUL
12	ONLINE DISCUSSIONS HELPED IN THE DEVELOPMENT OF NEW VIEWPOINTS.	NOT AT ALL	1-2-3-4-5	TO A GREAT EXTENT
13	OPPORTUNITIES TO INTERACT WITH OTHER STUDENTS WERE:	NOT ADEQUATE AT ALL	1-2-3-4-5	QUITE ADEQUATE
14	OPPORTUNITIES TO INTERACT WITH THE INSTRUCTOR WERE:	NOT ADEQUATE AT ALL	1-2-3-4-5	QUITE ADEQUATE
15	HOW USEFUL WERE ONLINE LEARNING ACTIVITIES FOR LEARNING THE SUBJECT MATTER?	NOT USEFUL AT ALL	1-2-3-4-5	EXTREMELY USEFUL

Curriculum, Technology, & Educational Reform (CTER)

<i>Position</i>	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
1	THE TECHNOLOGIES IN THIS COURSE WERE USED EFFECTIVELY.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
2	THE TECHNOLOGY FACILITATED MY INTERACTIONS WITH CLASSMATES.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
3	THE TECHNOLOGY USED IN THIS COURSE SUPPORTED THE GOALS OF THE CLASS.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
4	THE TECHNOLOGIES USED IN THIS COURSE WERE APPROPRIATE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
5	IT WAS EASY TO USE THE TECHNOLOGY IN THIS COURSE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
6	I RECEIVED ADEQUATE TECHNICAL SUPPORT IN THIS COURSE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
7	I RECEIVED TIMELY TECHNICAL SUPPORT IN THIS COURSE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE

8	THERE WERE FEW DIFFICULTIES IN ACCESSING THE TECHNOLOGY USED IN THIS COURSE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
9	I RECEIVED THE TRAINING NEEDED TO USE THE TECHNOLOGY IN THIS COURSE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
10	I RECEIVED CONSTRUCTIVE FEEDBACK ON ASSIGNMENTS AND TESTS.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
11	THE INSTRUCTOR HAD A STRONG COMMAND OF THE SUBJECT MATTER.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
12	THE INSTRUCTOR EFFECTIVELY USED TECHNOLOGY TO FACILITATE COURSE DISCUSSIONS.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
13	THE INSTRUCTOR RESPONDED QUICKLY TO MY INQUIRIES.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
14	THE COURSE OBJECTIVES WERE CLEAR.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
15	THE AMOUNT OF WORK REQUIRED WAS REASONABLE FOR THE CREDIT EARNED.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
16	THERE WERE POSITIVE INTERACTIONS BETWEEN INSTRUCTORS AND STUDENTS.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
17	THERE WERE POSITIVE INTERACTIONS AMONG STUDENTS.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
18	THE COURSE WAS WELL ORGANIZED.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
19	I ACCOMPLISHED A LOT IN THIS COURSE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
20	I AM MORE INTERESTED IN THE SUBJECT AREA AS A RESULT OF THIS COURSE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
21	THE COURSE HELPED ME UNDERSTAND KEY PRINCIPLES IN THE FIELD.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
22	THE TECHNOLOGIES USED IN THIS COURSE SUPPORTED MY LEARNING.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE

Course Lecture Questionnaire (CLQ)

<i>Position</i>	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
1	THE INSTRUCTOR ACTED INTERESTED IN THE MATERIAL.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
2	THE INSTRUCTOR WAS WELL PREPARED.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
3	THE INSTRUCTOR ACTED RELAXED.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
4	THE INSTRUCTOR LOOKED AT THE CLASS WHILE SPEAKING.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
5	THE INSTRUCTOR ENUNCIATED WELL.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS

6	THE INSTRUCTOR'S LECTURES SEEMED TO GO SMOOTHLY, FOLLOWING A LOGICAL SEQUENCE OF THOUGHT.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
7	THE INSTRUCTOR USED RELEVANT EXAMPLES.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
8	THE INSTRUCTOR EXPLAINED CLEARLY AND EXPLANATIONS WERE TO THE POINT.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
9	THE INSTRUCTOR EMPHASIZED IMPORTANT POINTS BY RAISING VOICE, REPEATING, ETC.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
10	THE INSTRUCTOR MADE YOU INTERESTED IN THE MATERIAL.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
11	THE INSTRUCTOR'S LECTURES WERE RELATED TO THE READING ASSIGNMENTS.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
12	THE INSTRUCTOR GAVE CLEAR EXPLANATIONS OF ABSTRACT IDEAS.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
13	THE INSTRUCTOR MADE CLEAR THE OBJECTIVES FOR EACH LECTURE OR SERIES OF LECTURES.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
14	THE INSTRUCTOR FOLLOWED AN OUTLINE.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
15	THE INSTRUCTOR STIMULATED YOUR INTELLECTUAL CURIOSITY.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
16	THE INSTRUCTOR SEEMED TO HAVE VERY RECENT INFORMATION ON THE SUBJECT.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
17	THE INSTRUCTOR'S ANSWERS TO QUESTIONS WERE RELEVANT.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
18	THE INSTRUCTOR VARIED PACE OF LECTURING.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
19	THE INSTRUCTOR PRESENTED MATERIAL NOT IN THE READING ASSIGNMENTS.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
20	THE INSTRUCTOR'S VOICE WAS ANIMATED.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
21	THE INSTRUCTOR USED HUMOR EFFECTIVELY.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
22	THE INSTRUCTOR ANSWERED ALL QUESTIONS (OR ADMITTED DIDN'T KNOW THE ANSWER).	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
23	THE INSTRUCTOR ENCOURAGED QUESTIONS DURING THE LECTURE.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS

Course Evaluation Questionnaire (CEQ)

<i>Position</i>	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
1	I WOULD TAKE ANOTHER COURSE THAT WAS TAUGHT THIS WAY.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
2	THE INSTRUCTOR SEEMED TO BE INTERESTED IN STUDENTS AS PERSONS.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
3	I WOULD HAVE PREFERRED ANOTHER METHOD OF TEACHING THIS COURSE.	STRONGLY AGREE	1-2-3-4-5	STRONGLY DISAGREE

4	IT WAS EASY TO REMAIN ATTENTIVE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
5	THE INSTRUCTOR DID NOT SYNTHESIZE, INTEGRATE, OR SUMMARIZE EFFECTIVELY.	STRONGLY AGREE	1-2-3-4-5	STRONGLY DISAGREE
6	NOT MUCH WAS GAINED BY TAKING THIS COURSE.	STRONGLY AGREE	1-2-3-4-5	STRONGLY DISAGREE
7	THE INSTRUCTOR ENCOURAGED DEVELOPMENT OF NEW VIEWPOINTS AND APPRECIATIONS.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
8	I LEARN MORE WHEN OTHER TEACHING METHODS ARE USED.	STRONGLY AGREE	1-2-3-4-5	STRONGLY DISAGREE
9	THE COURSE MATERIAL SEEMED WORTHWHILE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
10	THE INSTRUCTOR DEMONSTRATED A THOROUGH KNOWLEDGE OF THE SUBJECT MATTER.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
11	IT WAS A VERY WORTHWHILE COURSE.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
12	SOME THINGS WERE NOT EXPLAINED VERY WELL.	STRONGLY AGREE	1-2-3-4-5	STRONGLY DISAGREE
13	THE COURSE MATERIAL WAS TOO DIFFICULT.	STRONGLY AGREE	1-2-3-4-5	STRONGLY DISAGREE
14	THIS WAS ONE OF MY POOREST COURSES.	STRONGLY AGREE	1-2-3-4-5	STRONGLY DISAGREE
15	THE INSTRUCTOR SEEMED TO CONSIDER TEACHING AS A CHORE OR ROUTINE ACTIVITY.	STRONGLY AGREE	1-2-3-4-5	STRONGLY DISAGREE
16	IT WAS QUITE INTERESTING.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
17	I THINK THE COURSE WAS TAUGHT QUITE WELL.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
18	THE COURSE CONTENT WAS EXCELLENT.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
19	SOME DAYS I WAS NOT VERY INTERESTED IN THIS COURSE.	STRONGLY AGREE	1-2-3-4-5	STRONGLY DISAGREE
20	IT WAS QUITE BORING.	STRONGLY AGREE	1-2-3-4-5	STRONGLY DISAGREE
21	OVERALL, THE COURSE WAS GOOD.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE

General Questionnaire

<i>Position</i>	<i>Item</i>	<i>Left Anchor</i>		<i>Right Anchor</i>
1	THE INSTRUCTOR WAS CONSCIENTIOUS ABOUT THEIR INSTRUCTIONAL RESPONSIBILITIES.	STRONGLY DISAGREE	1-2-3-4-5	STRONGLY AGREE
2	THE COURSE WAS:	DISORGANIZED	1-2-3-4-5	ORGANIZED

3	HOW DIFFICULT WAS THE COURSE MATERIAL?	TOO DIFFICULT	1-3-5-3-1	RATHER EASY
4	THE GRADING PROCEDURES FOR THE COURSE WERE:	VERY UNFAIR	1-2-3-4-5	VERY FAIR
5	HOW WELL DID THE EXAMINATION QUESTIONS REFLECT THE CONTENT AND EMPHASIS OF THE COURSE?	POORLY RELATED	1-2-3-4-5	WELL RELATED
6	HOW WOULD YOU CHARACTERIZE THE INSTRUCTOR'S ABILITY TO EXPLAIN?	VERY POOR	1-2-3-4-5	EXCELLENT
7	THE INSTRUCTOR WAS SENSITIVE TO STUDENT NEEDS.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
8	THE INSTRUCTOR MOTIVATED ME TO DO MY BEST WORK.	ALMOST NEVER	1-2-3-4-5	ALMOST ALWAYS
9	COMPARED TO OTHER COURSES, HOW MUCH DID YOU LEARN IN THIS COURSE?	MUCH LESS	1-2-3-4-5	MUCH MORE