



Instructor and Course Evaluation System  
Center for Teaching Excellence  
Measurement and Evaluation  
University of Illinois at Urbana-Champaign

## ICES ITEM CATALOG

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

### GENERAL OPERATION OF ICES

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

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

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

#### Option 1: Departmental Core Plus Instructor Selected Items

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

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

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

#### Option 3: Complete Form

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

## HOW TO USE ICES

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

### Steps to follow in Completing a Faculty Request Form

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

## **SOME SUGGESTIONS FOR CHOOSING "INSTRUCTOR SELECTED ITEMS"**

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

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

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

## TABLE OF CONTENTS

INSTRUCTOR SELECTED ITEMS	PAGE
I. Course Management .....	4
A. Course Organization/Structure.....	4
B. Instructional Assignments and Materials .....	5
1. Readings.....	5
2. Writing.....	6
3. Homework.....	6
4. Audio Visual.....	7
C. Grading and Exams.....	7
D. Workload .....	8
1. Work Requirements.....	8
2. Difficulty.....	8
II. Student Outcomes of Instruction .....	9
A. Cognitive .....	9
B. Affective.....	10
C. Participation and Effort .....	11
III. Instructor Characteristics and Style .....	12
A. Communication Skills.....	12
1. Enthusiastic/Dynamic.....	13
2. Knowledgeable.....	13
3. Clarity of Presentation.....	14
4. Personality.....	14
B. Stimulation of Thinking.....	15
C. Warmth and Concern for Students.....	16
IV. Instructional Environment .....	17
A. Social Climate.....	17
1. Instructor-Student Interaction.....	17
2. Student-Student Interaction.....	18
3. Active Learning .....	18
B. Physical Setting.....	19
V. Student Preferences for Instruction/Learning Style.....	20
VI. Specific Instructional Settings.....	21
A. Laboratory.....	21
B. Studio Art.....	22
1. Organizational Structure.....	22
2. Course Demands.....	22
3. Examples/Demonstrations.....	22
4. Explanations/Presentations.....	22
5. Criticisms.....	23
6. Student-Instructor Relations.....	23
7. Instructor Characteristics.....	23
8. Outcomes.....	23
9. Facilities.....	24
C. Technology Utilization.....	24
D. Team Teaching.....	24
E. Clinical.....	25
F. Field Trips.....	25
VII. Cheating.....	26
COMPLETE FORM DESCRIPTIVE SUMMARIES .....	27
ESSAY ITEM IDEAS .....	27

# I. Course Management

## A. Course Organization/Structure

### General

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

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

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

## B. Instructional Assignments and Materials

### General

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

### Specific

#### 1. Readings

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

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

## 2. Writing

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

## 3. Homework

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

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

### C. Grading and Exams

#### General

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

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

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

## D. Workload

### 1. Work Requirements

#### General

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

#### Specific

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

### 2. Difficulty

#### General

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



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

Specific

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

## II. Student Outcomes of Instruction

### A. Cognitive

General

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

Specific

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

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

## B. Affective

### General

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

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

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

**C. Participation and Effort**

General

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

### Specific

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

## ***III. Instructor Characteristics and Style***

### **A. Communication Skills**

#### General

<b>#</b>	<b>Item</b>	<b>Left Anchor</b>		<b>Right Anchor</b>
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*

<b>#</b>	<b>Item</b>	<b>Left Anchor</b>		<b>Right Anchor</b>
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*

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

### 3. Clarity of Presentation

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

### 4. Personality

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

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

## B. Stimulation of Thinking

### General

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

### Specific

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

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

### C. Warmth and Concern for Students

#### General

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

#### Specific

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



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

## *IV. Instructional Environment*

### **A. Social Climate**

#### *1. Instructor-Student Interaction*

##### General

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

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

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

## 2. Student-Student Interaction

### General

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

### Specific

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

## 3. Active Learning

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

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

## B. Physical Setting

### General

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

### Specific

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

## *V. Student Preferences for Instruction/Learning Style*

### General

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

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

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

## *VI. Specific Instructional Settings*

### **A. Laboratory**

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

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

## B. Studio Art

### 1. Organizational Structure

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

### 2. Course Demands

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

### 3. Examples/Demonstrations

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

### 4. Explanations/Presentations

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

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

### 5. Criticisms

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

### 6. Student-Instructor Relations

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

### 7. Instructor Characteristics

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

### 8. Outcomes

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

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

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

**C. Technology Utilization**

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

**D. Team Teaching**

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



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

### E. Clinical

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

### F. Field Trips

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

## ***VII. Cheating***

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

## COMPLETE FORM DESCRIPTIVE SUMMARIES

Form Number	Code	Description
1	CEQ	<u>Course Evaluation Questionnaire</u> : Consists of 21 General items with 5 subscores and a total score with norms on all the above. Uses a 5 point Strongly Agree to Strongly Disagree response format. Developed by Office of Instructional Resources.
7	CLQ	<u>Costin's Lecturing Questionnaire</u> : Contains 23 General items primarily applicable to large lecture sections. Uses a 5 point frequency of occurrence response scheme. Four subscale scores are available. Developed by Frank Costin.
8	CDQ	<u>Costin's Discussion Questionnaire</u> : Contains 23 General to diagnostic items primarily applicable to discussion sections or seminars. Uses a 5 point frequency of occurrence response scheme. Five subscale scores are available. Developed by Frank Costin.
9	AVIA	<u>Aviation</u> : Developed by the Institute of Aviation for evaluation of aviation training.

## ESSAY ITEM IDEAS

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

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

