Student Ratings of Teaching Effectiveness: Using the OIRA Item Bank to Create Your Own Form



400 Ostrom Avenue
Syracuse, New York 13244
315-443-8700
http://oira.syr.edu

Student Ratings of Teaching Effectiveness:
Using the OIRA Item Bank to Create Your Own Form

Student ratings of teaching effectiveness have been researched for over 50 years and are the subject of over 2,500 books and articles. They are the most widely studied of all forms of teaching evaluation and the most supported by empirical research. This extensive work clearly demonstrates that properly designed student rating instruments can provide feedback that is valid and reliable, relatively free from bias, correlates well with external measures of student learning, and serves multiple purposes.

Student ratings of teaching effectiveness are a valuable source of information and can guide efforts for improving teaching. They are, however, only one source of data for assessing teaching effectiveness and most useful in conjunction with a more comprehensive evaluation process. Evaluation specialists recommend considering multiple sources of data (e.g., student ratings, self-assessment, classroom observations, peer review of materials, teaching portfolios, alumni ratings) for both improvement purposes and personnel decisions.

What Is Effective Teaching?

The development of the OIRA item bank began with a review of the literature from several areas related to student ratings of teaching effectiveness. This encompassed research on effective teaching, learning, principles of good teaching practice, evaluation, and student ratings. The culmination of this analysis resulted in the creation of the OIRA item bank that is broad based and reflects the currents ideas and work of leading researchers in these fields.

Teaching and Learning Literature

The extensive literature in the areas of teaching and learning provided the framework for *The Seven Principles of Good Practice in Undergraduate Education* (Chickering and Gamson). Originally published in 1987, the principles were developed by a distinguished group of researchers and commentators on higher education. The principles assert that several common features characterize good practice in undergraduate teaching.

1. *Encourages student-faculty contact* is evident through interaction and rapport with students, acceptance of students' view and discussions, concern with student progress, and willingness to help students with problems.

2. *Encourages cooperation among students* occurs through the active involvement of students in small groups activities.

3. *Encourages active learning* is addressed through talking and writing about learning, relating learning to past experiences, applying learning to present events, and projecting learning into the future.

4. *Gives prompt feedback* is accomplished by providing timely feedback that is supportive and appropriate for enhancing improvement. The quality of the assessment tool (e.g., exam, paper, oral presentation) and the frequency of feedback are also important components.

5. *Emphasizes time on task* is evident through effective use of class time, appropriate time allocation for course components, enhancement of students' time management skills, and course pacing.

6. *Communicates high expectations* is reflected in setting high but attainable goals for students' academic performance, difficulty of coursework, and course workload.

7. *Respects diverse talents and ways of learning* encompasses recognizing different talents and learning styles of students, being sensitive to differences among students, and recognizing unique interests and talents of students.

Evaluation and Student Ratings Literature

Several meta-analysis studies from the evaluation and student ratings literature reviewed research in which students, faculty, administrators, and alumni identified components of effective teaching (Feldman). Results showed considerable overlap between the qualities selected by each group. The studies defined common characteristics of effective teaching.

1. *Appropriate student learning outcomes* place the focus on the outcomes of effective teaching. They can be classified by a variety of schemes including cognitive vs. affective, or low-level (i.e., acquisition of knowledge) vs. high-level (i.e., analysis). It is important to ensure that student learning is consistent with course objectives.

2. *Flexibility in teaching approaches* permits faculty to enhance student learning by responding to diverse student backgrounds and learning styles. Research indicates that engaging students in the learning process contributes to their cognitive development. It has also been documented that faculty who implement a variety of appropriate instructional approaches are more enthusiastic in their teaching.

3. *Good organization and preparation of course* is reflected in the level of preparation, use of class time, and in the course objectives, syllabus, assignments, activities, and evaluation methods of student performance. Organizational strategies are important as research indicates they are related to how much students learn.

4. *Knowledge of and enthusiasm for the subject matter and teaching* should be evident. Faculty must be knowledgeable in their subject matter in order to organize it in a meaningful way for students. They should be able to communicate their knowledge at a level students can comprehend. An infectious enthusiasm comes with confidence and excitement for the subject and teaching.

5. *Effective communication* is important in all types of educational settings from large lectures to one-on-one conversations. It is manifested through good speaking, writing, and listening skills. Communication also occurs in a variety of other ways including a course syllabus, presentation, explanation, or course activities.

6. *Positive attitude toward students* is evident in a teaching environment that supports student learning and provides a positive self-image for students. It is reflected in mutual respect and rapport, concern for students' learning, availability to students outside of class, and encouragement of students to participate in discussion and express their opinions.

7. *Fairness in evaluation and grading* is reflected in the consistency between course objectives, course content, assignments, and evaluation strategies. The standards of grading should be clear and consistent, feedback timely and useful, and the equity of the workload appropriate for the credits received.

Organization of the OIRA Item Bank

Research indicates that effective teaching is a complex, multidimensional process that should be reflected in the design of student rating instruments. Consequently, most published student rating forms have a well-defined factor structure and provide measures of distinctive components of teaching effectiveness. The organizational scheme of the OIRA item bank was modeled on this work.

The item bank was developed to guide faculty in designing student rating forms that reflect the questions they would like to have answered with respect to their own teaching. With this collection of items, faculty, departments, and schools/colleges can customize their forms in the areas of student learning, teaching practice, and course elements.

The item bank contains questions organized around various dimensions of effective teaching and special instructional settings. The items were categorized on the basis of their apparent content. The dimensions include:

Student Learning

- student outcomes (cognitive, critical thinking, interests and values, social awareness, self-concept)
- collaborative/cooperative learning
- student effort and involvement

Teaching Practice

- organization and preparation
- communication
- faculty/student interaction

Course Elements

- grading
- examinations
- textbook
- assignments (reading, writing, oral presentation, computer-based, other)
- audiovisual aids
- technology usage
- course difficulty, pace, and work load

Overall (Global) Questions

Student Demographic Information

Open-ended Questions

Specific Activities

- guest speakers
- field trips
- research and field projects

Special Instructional Settings

- team teaching
- laboratory sessions
- discussion/recitation sections
- studio work
- community-based and service learning
- clinical/field placements
- graduate seminar
- research supervision

The selection of a student response scale for items within the OIRA item bank is based on a review of the research and examination of nationally published instruments. Items are written so student responses are recorded on a 5-point agreement scale with:

1 = strongly disagree
2 = disagree
3 = neutral (neither disagree nor agree)
4 = agree
5 = strongly agree

Open-ended questions asking for written responses from students are also included in the item bank.

Creating Your Student Rating Form

Step 1: Determine the purpose of the instrument

Historically, student ratings of college teaching were designed for purposes of improving teaching practice or performance (i.e., formative evaluation). Over time, however, student ratings have increasingly been used to assist in personnel decisions (i.e., summative evaluation). In too many cases, this has become their exclusive purpose. Evaluation that serves both purposes is possible, however, research suggests that it is preferable to separate formative and summative evaluation – both conceptually and in practice. Furthermore, guidance for those who use student ratings of instruction is important in order to avoid misuse and misinterpretation of the results.

Step 2: Select the appropriate teaching dimensions

National studies suggest that the areas of student learning, teaching practice, and course elements be included on student rating forms. A comprehensive instrument would reflect the following:

- student outcomes
- student effort and involvement
- organization and preparation
- communication
- faculty/student interaction
- assignments, exams, and grading
- course difficulty, pace, and work load
- overall (global) questions
- student demographic information

Step 3: Choose the specific questions

The number of questions you select from each of the areas you identified in step two will determine the length of your form. Three of the leading national surveys (SIR II, SEEQ, IDEA) contain 40 to 45 questions, but you may choose the number of questions that you find appropriate for your purposes. You may also want to make selections from the more specialized sets of questions within the item bank. These may be appropriate if you have specific activities or instructional settings that you would like to assess. Open-ended response items are a final option for your student rating form. Generally, two or three open-ended questions are appropriate. Possible selections are available in the item bank.

Step 4: Organize the selected items

Consideration should be given to: How will the items be grouped (e.g., clustered by teaching dimension, chronologically)? Will labels be used to identify the subtitles (e.g., student outcomes, communication)? How will the items be arranged for ease of reading and answering?

For more information on creating your own student rating form, contact the Office of Institutional Research and Assessment, 443-8700.

Dimension Page

I. Student Learning 9
A. Student Outcomes 9
B. Collaborative/Cooperative Learning 10
C. Student Effort and Involvement 11
II. Teaching Practice 11
D. Organization and Preparation 11
E. Communication 11
F. Faculty/Student Interaction 12
III. Course Elements 14
G. Grading 14
H. Examinations 14
I. Textbook 15
J. Assignments 15
K. Audiovisual Aids 17
L. Technology Usage 18
M. Course Difficulty, Pace, and Work Load 18
IV. Overall (Global) Questions 19
V. Student Demographic Information 19
VI. Open-Ended Questions 19
VII. Specific Activities 20
N. Guest Speakers 20
O. Field Trips 20
P. Research and Field Projects 20
VIII. Special Instructional Settings 21
Q. Team Teaching 21
R. Laboratory Sessions 21
S. Discussion/Recitation Sections 22
T. Studio Work 22
U. Community-Based and Service Learning 23
V. Clinical/Field Placements 23
W. Graduate Seminar 25
X. Research Supervision 25

I. Student Learning

A. Student Outcomes

Cognitive

1. I gained an understanding of major concepts in this field.
2. I learned to apply principles from this course to new situations.
3. I learned to identify central issues in this field.
4. I improved my ability to problem solve.
5. I improved my ability to think creatively.
6. I developed the ability to communicate clearly about this subject.
7. I developed the ability to carry out original research in this field.
8. I developed the ability to evaluate new work in this field.
9. I developed skills necessary for professionals in this field.
10. I learned to think critically about issues in this field.
11. This course helped me think independently about the subject matter.
12. I became more aware of multiple perspectives on issues in this field.
13. I found this class intellectually challenging.
14. My learning increased in this course.
15. I made progress toward achieving course objectives.
16. I learned more in this course than I had expected.

Critical Thinking

17. This course helped me develop skills in gathering and using evidence to support an argument or position.
18. In this course, I learned to identify problems and explore different solutions.
19. As a result of this course, I am better able to differentiate between fact and opinion.
20. I learned to evaluate the quality of others' arguments and positions by taking this course.
21. As a result of this course, I began to challenge the opinions of others.
22. I feel better able to defend an argument or a position as a result of taking this course.
23. As a result of this course, I began to question some of my long-standing assumptions.
24. I gained analytical skills in this course that I can apply to other courses.
25. As a result of this course, I feel better able to challenge current practices in the field.

Interests and Values

26. My interest in this subject area has increased.
27. The time spent in class was worthwhile.
28. I looked forward to coming to class.

29. I discussed related topics outside of class.
30. I voluntarily read outside material on the course content.
31. I would have taken this course even if it was not required.
32. I plan to take additional related courses.
33. I developed a set of overall values in this field.
34. I learned about career opportunities in this field.

Social Awareness

35. I developed a greater awareness of societal problems.
36. I became interested in community projects related to this course.
37. I learned to value different viewpoints.
38. I reconsidered some of my former attitudes.
39. I increased my appreciation of other students in the class.
40. I developed an understanding of people of other economic, social, racial, or ethnic backgrounds.

Self-Concept

41. I gained a better understanding of myself through this course.
42. I developed a greater sense of personal responsibility through this course.
43. This course increased my awareness of my own interests and talents.
44. This course helped me develop more confidence in myself.
45. I developed a clearer sense of my professional identity.

B. Collaborative/Cooperative Learning

46. I understood the objectives of the group work.
47. The directions for group work were clear.
48. I actively participated in group work.
49. I learned from the contributions of other students.
50. I felt included when working with other students.
51. My contribution to the group was valued.
52. I helped other students learn.
53. The instructor helped groups work effectively.
54. My contribution to the group was fairly assessed.
55. The methods of evaluating group work were fair.
56. The credit given for the group project was appropriate for the effort required.
57. Group work contributed to my learning.

C. Student Effort and Involvement

58. I attended class regularly.
59. I studied and put effort into this course.
60. I was prepared for each class.
61. I participated actively in class discussions.
62. I utilized all the learning opportunities provided in this course.
63. I tried to relate what I learned in this course to my own experiences.
64. I worked hard in this course.
65. I feel that I performed up to my potential in this class.

II. Teaching Practice

D. Organization and Preparation

66. The objectives of the course were clearly explained.
67. The instructor followed the course syllabus.
68. The instructor seemed well prepared for each class.
69. The instructor used class time well.
70. The instructor presented course material clearly.
71. The instructor's presentations were well organized.
72. The instructor's presentations were designed for easy note taking.
73. Class discussions were well organized.
74. Class sessions were clearly connected to previous and subsequent sessions.
75. The instructor appeared to have a thorough knowledge of the subject.
76. The instructor clearly defined the students' responsibilities in this course.
77. The instructor discussed the University's academic integrity policies and procedures with the class.

E. Communication

78. The instructor's presentations were clear and understandable.
79. The instructor spoke at an appropriate pace.
80. The instructor spoke with expressiveness and variety in tone of voice.
81. The instructor had a good command of spoken English (or the language used in the course).
82. The instructor was dynamic and energetic in conducting the class.
83. My interest in the subject matter was enhanced by the instructor's enthusiasm.

84. The instructor's style of presentation held my interest.
85. The instructor was enthusiastic in presenting course content.
86. The instructor enhanced presentations with the use of humor.
87. The instructor seemed genuinely interested in the course material.
88. The instructor seemed to enjoy teaching.
89. The instructor provided examples of acceptable and unacceptable academic behavior.
90. I understood when collaboration with other students on class work was acceptable.
91. The instructor defined new terms, concepts, and principles.
92. The instructor slowed down when discussing complex or difficult topics.
93. The instructor made good use of examples and illustrations.
94. The examples used to explain course concepts had relevance for me.
95. The instructor summarized or emphasized important points in class.
96. The instructor related the course to students' experiences and backgrounds.
97. Course concepts, principles, and ideas related to my experiences and background.
98. The instructor helped students develop an interest in the material.
99. The instructor related theories and concepts to practical issues.
100. Course ideas were integrated with concepts I had previously learned.
101. The instructor presented diverse approaches to problems and their solutions.
102. When appropriate, the instructor presented divergent viewpoints.
103. The instructor used a scholarly approach in presenting content (referring to theory, research, and debates in the field).
104. The instructor made students aware of current problems in this field.

F. Faculty/Student Interaction

105. The instructor treated students with respect.
106. The instructor treated all students fairly.
107. The instructor did not tolerate academic dishonesty.
108. The instructor promoted a commitment to academic honesty among class members.
109. The instructor maintained an atmosphere of good feeling in the class.
110. I was comfortable asking questions in this class.
111. The instructor promoted meaningful class discussions.
112. The instructor effectively encouraged students to participate in class discussions.
113. I had the opportunity to participate in class discussions.
114. The instructor encouraged students to express their opinion.
115. The instructor was open to contributions from all class members.

116. I felt my participation in class discussions was welcome.
117. The instructor valued the diversity of life experiences among students.
118. The instructor saw cultural and personal differences as assets.
119. The instructor challenged stereotypic assumptions in class discussions.
120. The instructor accepted viewpoints other than her/his own as valid.
121. The instructor answered questions satisfactorily.
122. My questions were satisfactorily answered by the instructor.
123. The instructor recognized individual differences in students' abilities.
124. The instructor was flexible in dealing with students.
125. The instructor seemed concerned about whether students learned the material.
126. The instructor promoted a feeling of self-worth in students.
127. The instructor developed a good rapport with me.
128. The instructor seemed genuinely interested in me as a person.
129. The instructor related to students as individuals.
130. The instructor made me feel that I am an important member of this class.
131. The instructor told students when they had done particularly well.
132. The instructor motivated me to do my best work.
133. The instructor provided me with an effective range of challenges.
134. The instructor offered specific suggestions for improving my weaknesses.
135. The instructor helped me realize my full ability.
136. My learning and success in this course were important to my instructor.
137. I felt confident that I could achieve in this course.
138. I felt that I could succeed in this class without being academically dishonest.
139. The instructor was skillful in observing student reactions.
140. The instructor was sensitive to student difficulty with course work.
141. The instructor accommodated students with various learning needs.
142. The instructor accommodated the needs of students with disabilities.
143. The instructor was willing to meet with students outside of class.
144. I was able to meet with my instructor during office hours.
145. The instructor was available during office hours.
146. The instructor was accessible to students via email.
147. I was able to communicate with my instructor via email.
148. The instructor responded to students' emails in a timely manner.

III. Course Elements

G. Grading

149. The grading system was clearly explained.
150. I understood how my grade was determined for this course.
151. The instructor had a realistic definition of good performance.
152. The type of assessment used in this course was appropriate for the course objectives.
153. I had many opportunities to demonstrate what I learned in this course.
154. My final grade in this course was based on a variety of assignments and other assessments.
155. The instructor evaluated my work fairly.
156. The instructor adequately assessed how well students mastered the material.
157. The instructor provided helpful feedback on my work.
158. The instructor provided prompt feedback on my work.
159. The instructor kept students informed of their progress.
160. I was aware of my academic progress throughout the course.
161. I was encouraged to learn from my mistakes in this course.
162. My grades accurately reflect my performance in the course.
163. I was encouraged to assess my own work in this course.

H. Examinations

164. I knew which content topics were to be included on the exams.
165. The class activities prepared me for the exams.
166. I was not surprised by the content covered on the exams.
167. The exam questions were worded clearly.
168. I understood the exam questions.
169. The exams gave students an opportunity to demonstrate what they had learned.
170. The exams covered the important aspects of the course.
171. The exams reflected the objectives of the course.
172. Emphasis on memorizing for exams should be reduced.
173. Exams emphasized understanding rather than memorization.
174. The exams were evaluated fairly.
175. Exams were returned within a reasonable period of time.
176. Timely return of the exams permitted me to clarify course content before further assessment.
177. The instructor provided helpful feedback on my exams.

178. I was able to benefit from the feedback on my exams.
179. Answers to the exam questions were adequately explained after the exam.
180. I learned from the mistakes I made on the exams.
181. Exams were reasonable in length.
182. Exams were reasonable in difficulty.
183. The instructor took reasonable precautions to prevent cheating on exams.
184. Enough time was provided to complete the exams.

I. Textbook

185. The textbook helped me understand course concepts.
186. The textbook made a valuable contribution to my learning.
187. The textbook was easy to understand.
188. The textbook presented various perspectives on issues.
189. A textbook would be a useful addition to this course.

J. Assignments

Reading Assignments

190. The purpose of the reading assignments was clear.
191. The assigned readings were at an appropriate level for me.
192. The reading assignments were relevant to the course objectives.
193. The reading assignments covered material from diverse perspectives.
194. The reading assignments were interesting.
195. The reading assignments made students think.
196. The assigned readings were well integrated with course topics.
197. The reading assignments required a reasonable amount of time and effort.
198. I spent an appropriate amount of time completing reading assignments for this course.

Writing Assignments

199. Writing assignments were relevant to course objectives.
200. Directions for writing assignments were clear.
201. I was able to select interesting topics for my writing assignments.
202. Writing assignments were interesting.
203. Writing assignments were challenging.
204. Writing assignments encouraged the inclusion of diverse perspectives.
205. I enjoyed incorporating various perspectives into my writing assignments.
206. The instructor designed writing assignments to minimize the opportunity for plagiarism.
207. The instructor provided guidance/resources on proper citing.

208. The instructor was available to work with students individually on their writing.
209. Writing assignments required a reasonable amount of time and effort.
210. I spent an appropriate amount of time on the writing assignments for this course.
211. The criteria for grading the writing assignments were clear.
212. I understood the criteria used in evaluating my writing assignments.
213. Writing assignments were evaluated fairly.
214. Writing assignments were returned promptly.
215. I was able to use my instructor's comments to improve my writing.
216. The writing assignments helped me improve my writing ability.
217. My confidence in writing has increased.
218. The instructor communicated a sense of enthusiasm about writing.

Oral Presentation Assignments

219. I understood the directions for the presentation assignments.
220. Directions for presentation assignments were clear.
221. Oral presentation assignments were relevant to course objectives.
222. Student presentation assignments were interesting.
223. I was able to select interesting topics for my presentation assignments.
224. I was challenged by the presentation assignments.
225. I had sufficient access to the resources I needed to complete my presentation assignments.
226. Student presentation assignments required a reasonable amount of time and effort.
227. I spent an appropriate amount of time preparing my presentation assignments.
228. My oral presentations were evaluated fairly.
229. The instructor's comments helped improve my speaking skills.
230. I used the instructor's comments to improve my speaking skills.
231. The presentation assignments helped me become a better public speaker.
232. The presentation assignments increased my confidence in public speaking.

Computer-Based Assignments

233. I had no difficulty accessing the computer-based assignments.
234. I understood the objectives for the computer-based assignments.
235. The instructor provided the necessary instructions to complete each computer-based assignment.
236. I understood the directions for the computer-based assignments.
237. The instructor clearly explained the various aspects of each computer-based assignment.

238. The instructor helped me gain the skills that I needed to complete the computer-based assignments.
239. I developed the skills necessary to complete the computer-based assignments.
240. I found the computer-based assignments interesting.
241. I was challenged by the computer-based assignments.
242. I had enough time to complete the computer-based assignments satisfactorily.
243. My computer-based assignments were evaluated fairly.
244. The instructor provided helpful feedback on my computer-based assignments.
245. I used the instructor's feedback to improve the quality of my work.
246. The credit given to computer-based assignments was appropriate for the effort required.
247. Learning to use presentation software for assignments in this class contributed to my learning.
248. Learning to create a web page to complete assignments in this class contributed to my learning.

Other Assignments (fill the parenthesis with the appropriate assignment name)

249. Directions for the ( ) were clear.
250. I understood the directions for the ( ).
251. The ( ) was relevant to course objectives.
252. I was challenged by the ( ).
253. I was able to select an interesting topic for my ( ).
254. I spent an appropriate amount of time on the ( ).
255. I understood the criteria for evaluating my ( ).
256. My ( ) was evaluated fairly.
257. The instructor provided useful comments on the ( ).
258. The credit given for the ( ) was appropriate for the effort required.
259. The ( ) deepened my knowledge of the subject matter.
260. The ( ) helped me integrate course concepts and issues.
261. The ( ) helped me master the course concepts.

K. Audiovisual Aids (charts, movies, videos, slides, models, etc.)

262. Audiovisual aids used in this course were stimulating.
263. The instructor generally used the audiovisual aids effectively.
264. The audiovisual aids were a valuable part of this course.
265. The audiovisual aids used in this course were effective in helping me learn.

L. Technology Usage

266. The use of the computer enriched my learning experience in this class.
267. The instructor clearly explained expectations for use of electronic communication tools in this course.
268. The instructor effectively used electronic presentations as a basis for student participation in class.
269. The instructor effectively used a discussion board/listserv in this class to engage students in class participation.
270. I was able to actively participate in the class due to the use of computer technology.
271. The instructor effectively used instructional technology as a basis for group work in class.
272. Instructional technology used in this course was well integrated with course topics.
273. Instructional technology used in this course contributed to my learning.
274. The instructor clearly explained the purpose of the course web pages.
275. The course web pages were well organized.
276. I found the instructor's updates to the on-line syllabus helpful.
277. The course web pages were relevant to the course objectives.
278. Computer labs were a valuable part of this course.
279. Computer tutorials were a valuable part of this course.

M. Course Difficulty, Pace, and Work Load

280. The amount of information covered in this course was reasonable.
281. The instructor set reasonable standards for students.
282. The instructor covered the content in sufficient depth.
283. The course content was presented at a satisfactory level of difficulty.
284. I found the course challenging enough to be stimulating.
285. Prerequisite courses adequately prepared me for taking this class.
286. The instructor presented the material at an appropriate pace.
287. The instructor made sure that students understood the current topics before moving onto new concepts.
288. I understood the current topics before we moved onto new concepts.
289. The amount of work required for this course was appropriate for the credit received.
290. The intensity of the instruction was appropriate for my level of understanding.

IV. Overall (Global) Questions

291. I was very satisfied with the educational experience this instructor provided.
292. Overall, I learned a great deal from this course.
293. Overall, I rate this instructor an excellent teacher.
294. Overall, I rate this an excellent course.

V. Student Demographic Information

295. What is your overall cumulative GPA? (4.0-3.5, 3.4-3.0, 2.9-2.5, 2.4-2.0, below 2.0)
296. Is this a required course for you? (yes, no)
297. Which one of the following best describes this course for you? (major/minor requirement, college requirement, elective, interest only, other)
298. What is your class level? (freshman, sophomore, junior, senior, graduate, other)
299. Do you communicate better in English or in another language? (better in English, better in another language, equally well in English and another language)
300. Gender (female, male)
301. What grade do you expect in this course? (A, A-, B+, B, B-, C+, C, below C)
302. What was your level of interest in the subject area before the beginning of the course? (very low, low, medium, high, very high)

VI. Open-Ended Questions

303. Which aspects of this course were most valuable to your overall learning experience?
304. Which aspects of this course were least valuable to your overall learning experience?
305. Which aspects of this course did you like best?
306. Which aspects of this course did you like least?
307. Which aspects of this course would you suggest changing?
308. What changes would you make in the lectures?
309. What changes would you make in the readings?
310. What changes would you make in the assignments?
311. What changes would you make in the examinations?
312. How might this course be more inclusive of diverse groups?
313. How might the teaching methods used be more sensitive to your learning needs?
314. Comment on the quality of instruction in this course.
315. Comment on your experience as a learner in this course.

316. Comment on your learning in this course.
317. Describe the times in this course when you were most engaged, excited, and involved as a learner.
318. Describe the times in this course when you were most distanced, disengaged, and uninvolved as a learner.

VII. Specific Activities

N. Guest Speakers

319. The guest speakers addressed issues relevant to the course objectives.
320. The guest speakers contributed to my understanding of the course objectives.
321. The presentations by the guest speakers were interesting.
322. The guest speakers were effective presenters.
323. I was able to apply the guest speakers' presentations to course content.
324. The guest speakers contributed to my learning.

O. Field Trips

325. The field trips were relevant to the course objectives.
326. I was able to relate the field trip experiences to the course content.
327. The field trips were of instructional value.
328. The field trips were well planned.
329. The field trips were useful learning experiences.
330. The field trips made a valuable contribution to my learning.

P. Research and Field Projects

331. I clearly understood the goals of the research/field project.
332. The field experience enabled me to develop a better understanding of the research process.
333. The instructor explained new research techniques.
334. The instructor adequately prepared me for the experience that I encountered in the field.
335. My research/field project was an excellent opportunity to apply course concepts.
336. The instructor clearly communicated expectations for the research reports.
337. My research/field project provided opportunities for learning that closely matched my interests.
338. I was challenged by the research/field project.
339. The research/field experience gave me insight into the application of research in current practice or policy.

340. The research/field project was valuable to my professional development.

VIII. Special Instructional Settings

Q. Team Teaching

341. The team teaching approach was effectively used in this course.
342. Instruction was well coordinated among the teachers.
343. The teachers involved in team teaching were compatible.
344. Course content was effectively presented within the team teaching approach.
345. The team teaching approach met my learning needs.
346. Team teaching provided me with diverse insights into the course content.
347. The team teaching method provided me with a valuable learning experience.

R. Laboratory Sessions

348. The laboratory instructor was concerned with safety.
349. The laboratory sessions were well organized.
350. The use of laboratory equipment was adequately explained.
351. The laboratory equipment was effectively set up.
352. I had appropriate and working equipment available to conduct the laboratory exercises.
353. The laboratory room used for this course had adequate facilities.
354. I had sufficient access to the laboratory facilities to complete the laboratory assignments.
355. The laboratory instructor was available throughout the laboratory sessions.
356. Students received individual attention during the laboratory sessions.
357. Directions for laboratory assignments were clear.
358. Laboratory assignments were interesting.
359. I was challenged by the laboratory exercises.
360. Laboratory assignments required an appropriate amount of time and effort.
361. Laboratory assignments were reasonable in length.
362. Laboratory assignments were relevant to course objectives.
363. The laboratory exercises clarified lecture content.
364. Laboratory sessions were integrated with lecture topics.
365. The laboratory instructor thoroughly understood the laboratory experiments.
366. The laboratory instructor was available during office hours.
367. I understood the appropriate write-up format for laboratory reports.
368. Laboratory reports were evaluated fairly.

369. Instructor feedback on laboratory reports was helpful.
370. I used feedback on my laboratory reports to improve the quality of my work.
371. Laboratory reports were returned promptly.
372. The questions on the laboratory quizzes were a good representation of the material covered in laboratory sessions.
373. My laboratory techniques have improved.
374. Laboratory sessions increased my competence in using lab equipment and materials.
375. The laboratory sessions made an important contribution to my mastery of course content.
376. The laboratory was a valuable part of this course.

S. Discussion/Recitation Sections

377. I found the discussion section helpful to my learning.
378. The discussion section clarified lecture material.
379. The instructor raised challenging questions for discussion.
380. There was ample opportunity to ask questions in the discussion section.
381. The discussion instructor treated students fairly.
382. The discussion instructor demonstrated knowledge of the content.
383. The discussion instructor was available during office hours.
384. The questions on the discussion quizzes reflected what I was expected to know.
385. The discussion section prepared me for the examinations.
386. The discussion section was well integrated with the lecture.
387. The discussion section was a valuable part of this course.

T. Studio Work

388. Studio assignments were interesting.
389. Directions for the studio projects were clear.
390. I understood the objectives of the assigned studio work.
391. The instructor's examples and demonstrations in studio were clear.
392. The instructor carefully explained new processes and techniques in studio.
393. The instructor made connections between theory and practice in studio.
394. I was able to be creative with my studio assignments.
395. I was challenged by the studio work.
396. The instructor required an appropriate amount of studio work.
397. The instructor's expectations for student performance were reasonable for the level of the studio course.

398. I proceeded through the studio work in an appropriate amount of time.
399. The studio facilities were adequate.
400. I had sufficient access to the resources I needed to complete my studio work.
401. I had sufficient opportunities to use the studio facilities to complete my projects.
402. I had sufficient guidance during studio.
403. My studio work was evaluated fairly.
404. The instructor's comments on my studio work helped improve my technique.
405. Studio assignments helped broaden my range of abilities.
406. The instructor's critiques increased my confidence in studio work.
407. The studio projects completed in this course enhanced my portfolio.
408. The studio projects were valuable for mastering the course objectives.

U. Community-Based and Service Learning

409. I participated in the community-based experience for at least the minimum amount of time required by the instructor.
410. The instructor clearly explained her/his expectations for the community-based learning experience.
411. I received an adequate introduction to the community site.
412. I received appropriate supervision at the community site.
413. I had sufficient access to resources at the community site to complete my assignments.
414. The instructor provided a meaningful connection between course concepts and the community-based learning experience.
415. The community-based experience was an excellent opportunity for me to apply course concepts.
416. The instructor discussed important ethical issues of working in the community.
417. I learned effective methods for dealing with conflicts and problems at the community site.
418. The instructor often referred to and drew on the students' community experiences in class.
419. The instructor provided opportunities for the class to reflect in meaningful ways on the community-based learning experience.
420. The community-based experience taught me things that I could not have learned in the classroom alone.

V. Clinical/Field Placements

421. I worked at the clinical/field site for at least the minimum amount of time required by the instructor.

422. The instructor provided an effective orientation to the clinical/field site.
423. The orientation to the clinical/field site was appropriate for my needs.
424. The instructor was knowledgeable about the clinical/field placement.
425. The instructor clearly communicated expectations for the clinical/field placement.
426. I was involved in developing appropriate learning outcomes for my clinical/field placement.
427. The instructor's clinical/field demonstrations were clear.
428. I developed good clinical/field techniques.
429. I learned to identify appropriate and inappropriate clinical/field procedures.
430. The instructor satisfactorily answered my clinical/field questions.
431. The instructor made reasonable demands of the students in clinical/field work.
432. The instructor adequately prepared me to deal with conflicts or problems that arose during the clinical/field placement.
433. The clinical/field experience provided an adequate number of opportunities for me to gain and practice problem-solving skills.
434. The instructor encouraged critical thinking with regard to my clinical/field placement.
435. The instructor was open to different points of view about issues raised by the clinical/field placement.
436. The instructor was sensitive to issues of diversity encountered during the clinical/field placement.
437. The instructor stimulated thinking about issues of diversity encountered during the clinical/field placement.
438. The instructor raised my awareness of ethical aspects associated with my clinical/field placement.
439. The instructor adequately prepared me for the professional conduct expected during the clinical/field placement.
440. The instructor was sufficiently available for consultation during the clinical/field placement.
441. The instructor evaluated my clinical/field work consistently.
442. The instructor evaluated my clinical/field work fairly.
443. The instructor provided timely feedback about my performance during the clinical/field placement.
444. The instructor provided constructive feedback about my performance during the clinical/field placement.

445. The instructor helped me develop effective methods to assess my own progress during the clinical/field placement.
446. The clinical/field placement offered me adequate opportunities to achieve the learning outcomes set at the beginning of the experience.
447. The instructor and I collaborated effectively on the evaluation of my work during the clinical/field placement.
448. During the clinical/field experience I was able to gain valuable information about community resources.
449. As a result of the clinical/field experience, I have a better understanding of the community perspective on health issues.
450. Prior course work adequately prepared me to handle the clinical/field tasks.
451. The clinical/field placement assignments helped me apply knowledge from other courses.
452. The clinical/field placement was valuable to my professional development.

W. Graduate Seminar

453. The instructor facilitated student involvement in the seminar.
454. The instructor stimulated productive class discussions.
455. I was actively engaged in the discussion process.
456. The instructor encouraged students to express their opinions.
457. I was comfortable expressing my opinion during discussions.
458. The seminar allowed me to learn from other students.
459. The class discussions contributed to my learning.
460. The instructor presented divergent viewpoints when appropriate.
461. The instructor was receptive to new ideas and others' viewpoints.
462. Divergent viewpoints helped me to understand issues from different perspectives.
463. I was encouraged to think critically about ideas and issues presented during the seminar.
464. The instructor used a scholarly approach in presenting course content (presenting competing theories, research, and debates in the field).
465. I was exposed to current research and methods during the seminar.
466. I was intellectually challenged by the seminar.
467. The instructor was available for consultation with students.

X. Research Supervision (honors projects, masters' theses, and doctoral dissertations)

468. My research advisor was knowledgeable about the research process.
469. My research advisor helped me refine my research ideas.

470. My research advisor guided the development of my research.
471. My research advisor was clear about expected outcomes at each stage of the process.
472. My research advisor demonstrated an open approach to different points of view regarding the problem being studied.
473. My intellectual curiosity about the research topic has increased.
474. My research skills were enhanced during the project.
475. I was encouraged to think critically throughout the research process.
476. I was able to consult with my research advisor when necessary.
477. I received timely feedback from my research advisor.
478. I received helpful feedback from my research advisor.
479. My research advisor was knowledgeable about the school/college and university research requirements.
480. My research advisor taught me scientific integrity.
481. My research advisor facilitated my understanding of ethical aspects of the research process.
482. My research advisor facilitated timely completion of my study.