

CIES FORMATIVE QUESTIONS – May, 2020 Edition

Organized by Categories

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| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
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| Course Structure and Organization | Course Difficulty and Workload | How much work did this course require? | Excessive amount | Not enough | 73 |
| Course Structure and Organization | Course Difficulty and Workload | How demanding was the instructor for assignment length, due dates, etc.? | Very reasonable | Overly demanding | 75 |
| Course Structure and Organization | Course Difficulty and Workload | The instructor emphasized quality of work more than quantity. | Strongly agree | Strongly disagree | 77 |
| Course Structure and Organization | Course Difficulty and Workload | The instructor's assumption that I could master techniques was correct. | Strongly agree | Strongly disagree | 78 |
| Course Structure and Organization | Course Difficulty and Workload | The instructor's assumption that I could use the equipment was correct. | Strongly agree | Strongly disagree | 79 |
| Course Structure and Organization | Course Difficulty and Workload | How difficult was the course material | Too difficult | Rather easy | 80 |
| Course Structure and Organization | Course Difficulty and Workload | This course was | Overly demanding | Too easy | 81 |
| Course Structure and Organization | Course Difficulty and Workload | The difficulty level of the course material was appropriate for me. | Agree | Disagree | 82 |
| Course Structure and Organization | Course Difficulty and Workload | Describe the pace of the course. | Too fast | Too slow | 83 |
| Course Structure and Organization | Course Difficulty and Workload | What pace did the instructor set in presenting the material? | Too fast | Too slow | 84 |
| Course Structure and Organization | Course Difficulty and Workload | Describe the pace of the course (no. of topics, depth of coverage, etc.) | Too slow, too little | Too fast, too much | 85 |
| Course Structure and Organization | Course Difficulty and Workload | Other students were more advanced, so I had trouble keeping up. | Strongly agree | Strongly disagree | 86 |
| Course Structure and Organization | Examinations and Grading | Were written assignments graded fairly? | Yes, very fairly | No, very unfairly | 38 |
| Course Structure and Organization | Examinations and Grading | Were written assignments graded and returned promptly? | Yes, almost always | No, almost never | 39 |
| Course Structure and Organization | Examinations and Grading | How effective was the instructor in preparing students for exams? | Very effective | Very ineffective | 54 |
| Course Structure and Organization | Examinations and Grading | How would rate the quality of the instructor's examination questions? | Excellent | Very poor | 55 |
| Course Structure and Organization | Examinations and Grading | Was the grading system for the course explained? | Yes, very well | No, not at all | 56 |
| Course Structure and Organization | Examinations and Grading | Did the instructor set too high/too low grading standards for students? | Too high | Too low | 57 |
| Course Structure and Organization | Examinations and Grading | How would you characterize the instructor's grading system? | Very objective | Very subjective | 58 |
| Course Structure and Organization | Examinations and Grading | Were exams, papers, or reports returned with errors explained? | Almost always | Almost never | 59 |
| Course Structure and Organization | Examinations and Grading | Did you understand why you received the grades you did on projects? | Always | Never | 60 |
| Course Structure and Organization | Examinations and Grading | Exams were promptly graded. | Yes, always | No, never | 61 |
| Course Structure and Organization | Examinations and Grading | The exams reflected important points in the reading assignments. | Strongly agree | Strongly disagree | 62 |
| Course Structure and Organization | Examinations and Grading | Were the instructor's test questions thought provoking? | Yes, definitely | No, definitely not | 63 |
| Course Structure and Organization | Examinations and Grading | Examinations tested mainly trivia. | Strongly agree | Strongly disagree | 64 |
| Course Structure and Organization | Examinations and Grading | Were there "trick" or trite questions on tests? | Lots of them | Few if any | 65 |
| Course Structure and Organization | Examinations and Grading | Were questions on exams worded clearly? | Yes, very clearly | No, very unclearly | 66 |
| Course Structure and Organization | Examinations and Grading | How many examinations were given? | Too many | Too few | 67 |
| Course Structure and Organization | Examinations and Grading | How was the length of exams given the time allotted? | Too long | Too short | 68 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|-----------------------------------|--------------------------|--|--------------------|-----------------------|-----|
| Course Structure and Organization | Examinations and Grading | How difficult were the examinations? | Too difficult | Too easy | 69 |
| Course Structure and Organization | Examinations and Grading | I found that I could score reasonably well on exams just by cramming. | Strongly agree | Strongly disagree | 70 |
| Course Structure and Organization | Examinations and Grading | Were exams adequately discussed or reviewed when returned? | Yes, adequately | No, not adequately | 72 |
| Course Structure and Organization | Examinations and Grading | Evaluations of my work were done in a constructive manner. | Almost always | Almost never | 222 |
| Course Structure and Organization | Examinations and Grading | Were the instructor's criticisms and comments about your work helpful? | Almost always | Almost never | 223 |
| Course Structure and Organization | Examinations and Grading | The exams reflected important points in the course material. | Strongly agree | Strongly disagree | 399 |
| Course Structure and Organization | Examinations and Grading | Written response to my writing was helpful. | Strongly agree | Strongly disagree | 433 |
| Course Structure and Organization | Instructional Materials | How would you rate instructional materials used in this course? | Excellent | Very poor | 20 |
| Course Structure and Organization | Instructional Materials | Has your ability to express ideas in writing been strengthened? | Yes, definitely | No, definitely not | 40 |
| Course Structure and Organization | Instructional Materials | Were the term papers valuable in relation to course objectives? | Yes, of high value | No, of little value | 41 |
| Course Structure and Organization | Instructional Materials | How beneficial were the homework assignments? | Very beneficial | Just busy work | 42 |
| Course Structure and Organization | Instructional Materials | Instructional materials for this course were | Too elementary | Too advanced | 46 |
| Course Structure and Organization | Instructional Materials | Were the videotapes/films interesting and stimulating? | Yes, almost always | No, almost never | 47 |
| Course Structure and Organization | Instructional Materials | Were slide presentations interesting and stimulating? | Yes, almost always | No, almost never | 48 |
| Course Structure and Organization | Instructional Materials | Were handouts, problem sets, etc. valuable as learning aids? | Yes, almost always | No, almost never | 49 |
| Course Structure and Organization | Instructional Materials | Audiovisual material was well integrated with the rest of the course. | Strongly agree | Strongly disagree | 50 |
| Course Structure and Organization | Instructional Materials | How much explanation was provided when discussing films, etc.? | Too much | Too little | 51 |
| Course Structure and Organization | Instructional Materials | How relevant were films and audiovisuals to course objectives? | Very relevant | Very irrelevant | 52 |
| Course Structure and Organization | Instructional Materials | The instructor's use of audiovisual materials was excessive. | Strongly agree | Strongly disagree | 53 |
| Course Structure and Organization | Instructional Materials | Cost of instructional supplies for this course was | Too high | Quite reasonable | 250 |
| Course Structure and Organization | Instructional Materials | Workshops on assignments were beneficial. | Strongly Agree | Strongly Disagree | 377 |
| Course Structure and Organization | Instructional Materials | How helpful was Inquire? | It helped greatly | It didn't help at all | 427 |
| Course Structure and Organization | Objectives and Structure | The course objectives were | Very clear | Very unclear | 1 |
| Course Structure and Organization | Objectives and Structure | The instructor stated clearly what was expected of students. | Almost always | Almost never | 2 |
| Course Structure and Organization | Objectives and Structure | Did the instructor follow a course outline? | Very much | Not at all | 3 |
| Course Structure and Organization | Objectives and Structure | Was class time spent on unimportant and irrelevant material? | Yes, often | No, never | 4 |
| Course Structure and Organization | Objectives and Structure | The instructor needs to organize class time better. | Strongly agree | Strongly disagree | 5 |
| Course Structure and Organization | Objectives and Structure | How well did readings, lectures, and discussion cover course objectives? | Very well | Very poorly | 6 |
| Course Structure and Organization | Objectives and Structure | The scope of this course was | Too broad | Too narrow | 7 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|-----------------------------------|--------------------------|--|-------------------------|--------------------|-----|
| Course Structure and Organization | Objectives and Structure | The content of this course was | Too advanced | Too elementary | 8 |
| Course Structure and Organization | Objectives and Structure | The content of this course was | Too theoretical | Too applied | 9 |
| Course Structure and Organization | Objectives and Structure | Did lectures repeat material covered by the readings? | Yes, but too often | No, too seldom | 10 |
| Course Structure and Organization | Objectives and Structure | Relative to discussion time, the amount of lecturing was | Too much | Too little | 11 |
| Course Structure and Organization | Objectives and Structure | Should more/less time be provided to review course material? | Much more time | Much less time | 12 |
| Course Structure and Organization | Objectives and Structure | I needed more direction. | Agree | Disagree | 13 |
| Course Structure and Organization | Objectives and Structure | The instructor defined the objectives of the discussion. | Almost always | Almost never | 14 |
| Course Structure and Organization | Objectives and Structure | The instructor outlined the scope of the lectures. | Almost always | Almost never | 15 |
| Course Structure and Organization | Objectives and Structure | Class discussions seemed to lack direction and purpose. | Almost always | Almost never | 16 |
| Course Structure and Organization | Objectives and Structure | How much time was allotted to classroom questions and discussion? | Too much | Too little | 17 |
| Course Structure and Organization | Objectives and Structure | One real strength of this course was class discussion. | Strongly agree | Strongly disagree | 18 |
| Course Structure and Organization | Objectives and Structure | The instructor attempted to cover too much material. | Strongly agree | Strongly disagree | 74 |
| Course Structure and Organization | Objectives and Structure | The lecture-discussion method used in this class left me bored. | Almost always | Almost never | 140 |
| Course Structure and Organization | Objectives and Structure | In terms of directions and structure of the course, the instructor was | Very flexible | Too rigid | 231 |
| Course Structure and Organization | Objectives and Structure | Was a good balance of student and instructor contribution achieved? | Almost always | Almost never | 232 |
| Course Structure and Organization | Objectives and Structure | This subject matter is intrinsically boring. | Strongly agree | Strongly disagree | 264 |
| Course Structure and Organization | Objectives and Structure | Student workshops were helpful. | Strongly agree | Strongly disagree | 432 |
| Course Structure and Organization | Objectives and Structure | Integrating lecture and lab facilitated my understanding of course material. | Strongly agree | Strongly disagree | 436 |
| Course Structure and Organization | Readings and Assignments | Rate the text(s) used in this course. | Excellent | Very poor | 19 |
| Course Structure and Organization | Readings and Assignments | The assignments given were useful for learning the subject matter. | Almost always | Almost never | 21 |
| Course Structure and Organization | Readings and Assignments | Please describe the course reading assignments. | Interesting stimulating | Boring, unexciting | 22 |
| Course Structure and Organization | Readings and Assignments | Did assigned readings require a reasonable amount of time? | No, too demanding | No, too simple | 23 |
| Course Structure and Organization | Readings and Assignments | The amount of reading homework assigned by the instructor was | Excessive | Not enough | 24 |
| Course Structure and Organization | Readings and Assignments | The readings for this class were | Extremely difficult | Extremely easy | 25 |
| Course Structure and Organization | Readings and Assignments | Were reading assignments relevant to class presentations? | Yes, almost always | No, almost never | 26 |
| Course Structure and Organization | Readings and Assignments | Appropriate reading assignments were given for each part of the course. | Strongly agree | Strongly disagree | 27 |
| Course Structure and Organization | Readings and Assignments | Did supplementary text(s) help expand your knowledge of the material? | To a great extent | Not at all | 28 |
| Course Structure and Organization | Readings and Assignments | Adequate time was provided for completing assignments. | Always | Seldom | 29 |
| Course Structure and Organization | Readings and Assignments | Were written assignments (papers, problems, etc.) well chosen? | Yes, well chosen | No, poorly chosen | 30 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|-----------------------------------|--------------------------|---|-------------------------|---------------------|-----|
| Course Structure and Organization | Readings and Assignments | Describe your writing assignments. | Interesting stimulating | Dull, uninspiring | 31 |
| Course Structure and Organization | Readings and Assignments | Were directions for written assignments clear and specific? | Yes, always | No, never | 32 |
| Course Structure and Organization | Readings and Assignments | Completing written assignments was a good use of my time and effort. | Strongly agree | Strongly disagree | 33 |
| Course Structure and Organization | Readings and Assignments | How much time and effort were required for written assignments? | A great deal | Very little | 34 |
| Course Structure and Organization | Readings and Assignments | I was given sufficient creative freedom in writing papers/reports. | Strongly agree | Strongly disagree | 35 |
| Course Structure and Organization | Readings and Assignments | The instructor permitted enough freedom in choosing paper topics. | Sufficient freedom | Much too strict | 36 |
| Course Structure and Organization | Readings and Assignments | Were written assignments relevant to class presentations? | Yes, quite relevant | No, very irrelevant | 37 |
| Course Structure and Organization | Readings and Assignments | Should more or less homework have been assigned for this course? | Much more | Much less | 43 |
| Course Structure and Organization | Readings and Assignments | The homework assignments were | Excessively difficult | Much too easy | 44 |
| Course Structure and Organization | Readings and Assignments | The homework assignments were | Excessively long | Extremely short | 45 |
| Course Structure and Organization | Readings and Assignments | The amount of preparation outside class required for this course was | Quite great | Quite small | 76 |
| Course Structure and Organization | Readings and Assignments | Did you read additional books or other materials as suggested? | Yes, all | No, none | 137 |
| Course Structure and Organization | Readings and Assignments | I learned more from readings than I did from lectures and discussions. | Strongly agree | Strongly disagree | 139 |
| Course Structure and Organization | Readings and Assignments | I learn more from readings than from lectures and class discussions. | Strongly agree | Strongly disagree | 260 |
| Course Structure and Organization | Readings and Assignments | How much non-required reading did you do for a course like this? | All | None | 266 |
| Course Structure and Organization | Readings and Assignments | Do you feel that the book provided good explanations of the material? | Yes | No | 388 |
| Course Structure and Organization | Readings and Assignments | Please rate the textbook. | Poor | Excellent | 389 |
| Course Structure and Organization | Readings and Assignments | Did the text provide good examples and explanations of the material? | Yes | No | 396 |
| Course Structure and Organization | Readings and Assignments | Did you like using the Assignment Manager to submit assignments? | Yes, a great deal | No, not at all | 428 |
| Course Structure and Organization | Readings and Assignments | I enjoyed the simulation of the congressional committee. | Strongly agree | Strongly disagree | 434 |
| Course Structure and Organization | Readings and Assignments | The simulation of the congressional committee was a useful way to learn about this process. | Strongly agree | Strongly disagree | 435 |
| Course Structure and Organization | Readings and Assignments | The service requirement was relevant to this course. | Strongly agree | Strongly disagree | 443 |
| Course Structure and Organization | Readings and Assignments | Students should be required to perform community service. | Strongly agree | Strongly disagree | 444 |
| EDUC Assessment Questions | | Compared to courses outside of education, how much meaningful time and effort were required for this course? | Much more | Much less | 493 |
| EDUC Assessment Questions | | Compared to courses outside of education, how much of what you learned in this course will benefit your future? | Much more | Much less | 494 |
| EDUC Assessment Questions | | Compared to courses outside of education, I spent more time outside of class thinking about ideas that relate to this field of study. | Strongly agree | Strongly disagree | 495 |
| EDUC Assessment Questions | | Compared to courses outside of education, more than memorization is required to do well in this class. | Strongly agree | Strongly disagree | 496 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|---------------------------|-------------------|---|-----------------------|-------------------|-----|
| EDUC Assessment Questions | | Compared to courses outside of education, how much meaningful time and effort were required for this course? | Much more | Much less | 502 |
| EDUC Assessment Questions | | Compared to courses outside of education, how much of what you learned in this course will benefit your future? | Much more | Much less | 503 |
| EDUC Assessment Questions | | Compared to courses outside of education, I spent more time outside of class thinking about ideas that relate to this field of study. | Strongly agree | Strongly disagree | 504 |
| EDUC Assessment Questions | | Compared to courses outside of education, more than memorization is required to do well in this class. | Strongly agree | Strongly disagree | 505 |
| HHP Assessment Questions | | The lecture portion of this class was a valuable addition to my understanding of wellness. | Strongly agree | Strongly disagree | 514 |
| HHP Assessment Questions | | This class was a valuable addition to my understanding of fitness. | Strongly agree | Strongly disagree | 515 |
| HHP Assessment Questions | | This class was a valuable addition to my understanding of good nutrition. | Strongly agree | Strongly disagree | 516 |
| HHP Assessment Questions | | After taking this class I am more committed to a lifestyle that includes physical activity. | Strongly agree | Strongly disagree | 517 |
| HHP Assessment Questions | | This class was a valuable addition to my understanding of wellness. | Strongly agree | Strongly disagree | 518 |
| HHP Assessment Questions | | This class enhanced my appreciation for the value of physical activity in developing a healthy body and mind. | Strongly agree | Strongly disagree | 519 |
| HIST Assessment Questions | | As a result of this class, I can articulate the significance of events, individuals, ideas, practices, and processes in particular historical contexts across a temporal and geographic range. | Strongly Agree | Strongly Disagree | 499 |
| HIST Assessment Questions | | As a result of this class, I am able to comprehend and criticize the approaches used by historians in investigating and interpreting the past. | Strongly Agree | Strongly Disagree | 500 |
| HIST Assessment Questions | | As a result of this class, I am able to conduct original historical research, craft a compelling argument, and effectively communicate it to others in writing and in speaking. | Strongly Agree | Strongly Disagree | 501 |
| HNRS Assessment Questions | | Each Honors course requires significant engagement with a community beyond the classroom. Please consider the community engagement portion(s) of the course when answering this question and the following question. The community engagement portion of the course led me to have an improved understanding of the perspectives of others. | Strongly agree | Strongly disagree | 548 |
| HNRS Assessment Questions | | The community engagement portion of the course led me to have an improved understanding of course concepts. | Strongly agree | Strongly disagree | 549 |
| HNRS Assessment Questions | | Please share any suggestions you have for the community engagement portion of the course. | | | 550 |
| INQ Assessment Questions | Critical Thinking | I often find myself questioning things I hear or read in this course to decide if I find them convincing. | Not at all true of me | Very true of me | 485 |
| INQ Assessment Questions | Critical Thinking | When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence. | Not at all true of me | Very true of me | 486 |
| INQ Assessment Questions | Critical Thinking | I treat the course material as a starting point and try to develop my own ideas about it. | Not at all true of me | Very true of me | 487 |
| INQ Assessment Questions | Critical Thinking | I try to play around with ideas of my own related to what I am learning in this course. | Not at all true of me | Very true of me | 488 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|--------------------------|---------------------|---|-----------------------|-----------------------|-----|
| INQ Assessment Questions | Critical Thinking | Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives. | Not at all true of me | Very true of me | 489 |
| INQ Assessment Questions | Critical Thinking | I often find myself questioning things I hear or read in this course to decide if I find them convincing. | Very true of me | Not at all true of me | 506 |
| INQ Assessment Questions | Critical Thinking | When a theory, interpretation, or conclusion is presented in class or in the readings, I try to decide if there is good supporting evidence. | Very true of me | Not at all true of me | 507 |
| INQ Assessment Questions | Critical Thinking | I treat the course material as a starting point and try to develop my own ideas about it. | Very true of me | Not at all true of me | 508 |
| INQ Assessment Questions | Critical Thinking | I try to play around with ideas of my own related to what I am learning in this class. | Very true of me | Not at all true of me | 509 |
| INQ Assessment Questions | Critical Thinking | Whenever I read or hear an assertion or conclusion in this class, I think about possible alternatives. | Very true of me | Not at all true of me | 510 |
| INQ Assessment Questions | Reflective Learning | How often during this course did you learn something from discussing questions that have no clear answers? | Never | Very often | 490 |
| INQ Assessment Questions | Reflective Learning | How often during this course did you examine the strengths and weaknesses of your own views on a topic or issue? | Never | Very often | 491 |
| INQ Assessment Questions | Reflective Learning | How often during this course did you try to better understand someone else's views by imagining how an issue looks from his or her perspective? | Never | Very often | 492 |
| INQ Assessment Questions | Reflective Learning | How often during this course did you learn something from discussing questions that have no clear answers? | Very often | Never | 511 |
| INQ Assessment Questions | Reflective Learning | How often during this course did you examine the strengths and weaknesses of your own views on a topic or issue? | Very often | Never | 512 |
| INQ Assessment Questions | Reflective Learning | How often during this course did you try to better understand someone else's views by imagining how an issue looks from his or her perspective? | Very often | Never | 513 |
| Instructional Climate | Classroom Climate | The atmosphere in the classroom seemed | Relaxed and friendly | Tense and unfriendly | 234 |
| Instructional Climate | Classroom Climate | How much did other students influence your interest in the course? | A great deal | Not at all | 244 |
| Instructional Climate | Classroom Climate | How often was class or group discussion monopolized by a few students? | Almost always | Almost never | 246 |
| Instructional Climate | Classroom Climate | For me, the number of students in the class was | Too large | Too small | 248 |
| Instructional Climate | Physical Setting | Classroom facilities were | Very adequate | Very poor | 247 |
| Instructional Climate | Physical Setting | The size of the classroom was | Too small | Too large | 249 |
| Instructional Climate | Physical Setting | The classroom space provided a suitable environment. | Strongly agree | Strongly disagree | 251 |
| Instructional Climate | Physical Setting | How adequate was the lighting of the classroom? | Very adequate | Very inadequate | 252 |
| Instructional Climate | Physical Setting | Did the equipment detract from the quality of your work? | A great deal | Not at all | 253 |
| Instructional Climate | Professor | There was a positive interaction between students and instructor. | Almost always | Almost never | 233 |
| Instructional Climate | Professor | The instructor promoted an atmosphere conducive to work & learning. | Strongly agree | Strongly disagree | 235 |
| Instructional Climate | Professor | The atmosphere for debate among students or with the instructor was | Rather threatening | Non-threatening | 245 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|------------------|----------------------|--|---------------------|----------------------|-----|
| Instructor Style | Assistance | The instructor gave advice on how to study for the course. | Yes, often | No, never | 191 |
| Instructor Style | Assistance | Was the instructor willing to spend extra time with you? | Very willing | Very unwilling | 215 |
| Instructor Style | Assistance | How accessible was the instructor for meetings with students? | Available regularly | Never available | 216 |
| Instructor Style | Assistance | The instructor recognized students' difficulties understanding material. | Almost always | Almost never | 219 |
| Instructor Style | Assistance | The instructor thoroughly answered students' questions. | Almost always | Almost never | 220 |
| Instructor Style | Assistance | The instructor praised me when I had done particularly well. | Yes, always | No, almost never | 221 |
| Instructor Style | Assistance | Did the instructor respond to your e-mail messages in a timely manner? | Almost always | Almost never | 429 |
| Instructor Style | Communication Skills | The instructor was a dynamic teacher. | Yes, very dynamic | No, very dull | 142 |
| Instructor Style | Communication Skills | Was the instructor a good speaker? | Yes, very good | No, rather poor | 143 |
| Instructor Style | Communication Skills | How would you characterize the instructor's ability to explain? | Excellent | Very poor | 144 |
| Instructor Style | Communication Skills | The instructor was a creative teacher. | Strongly agree | Strongly disagree | 147 |
| Instructor Style | Communication Skills | How interesting were the instructor's presentations? | Very interesting | Rather boring | 148 |
| Instructor Style | Communication Skills | Did the instructor make good use of examples and illustrations? | Yes, often | No, seldom | 149 |
| Instructor Style | Communication Skills | The instructor emphasized important points by inflection or repetition. | Almost always | Almost never | 150 |
| Instructor Style | Communication Skills | It was easy to hear and understand the instructor. | Strongly agree | Strongly disagree | 151 |
| Instructor Style | Communication Skills | How effective was the instructor in presenting materials in lectures? | Very Effective | Not at all effective | 153 |
| Instructor Style | Communication Skills | The instructor spent a great deal of time making a few small points. | Almost always | Almost never | 155 |
| Instructor Style | Communication Skills | The instructor made use of alternative explanations when needed. | Almost always | Almost never | 156 |
| Instructor Style | Communication Skills | The instructor presented material at a level appropriate for me. | Almost always | Almost never | 160 |
| Instructor Style | Communication Skills | The instructor's presentation of abstract concepts and theories was | Very clear | Very unclear | 164 |
| Instructor Style | Communication Skills | Classroom problems were clearly presented. | Strongly agree | Strongly disagree | 165 |
| Instructor Style | Communication Skills | The instructor generally talked | Much too fast | Much too slow | 166 |
| Instructor Style | Communication Skills | Was the instructor able to explain difficult material satisfactorily? | Almost always | Almost never | 167 |
| Instructor Style | Communication Skills | The instructor gave explanations that were clearly to the point. | Strongly agree | Strongly disagree | 168 |
| Instructor Style | Communication Skills | I clearly understood the main points of the lectures. | Almost always | Almost never | 169 |
| Instructor Style | Communication Skills | The instructor explained ideas by relating them to familiar concepts. | Often enough | Too seldom | 170 |
| Instructor Style | Communication Skills | The instructor broke down complex topics for easier explanation. | Very often | Too seldom | 171 |
| Instructor Style | Communication Skills | The instructor was able to answer questions clearly and concisely. | Almost always | Almost never | 172 |
| Instructor Style | Communication Skills | The instructor explained the underlying rationale for techniques. | Almost always | Almost never | 173 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|------------------|-----------------------|--|---------------------|-----------------------|-----|
| Instructor Style | Communication Skills | How much detail did the instructor provide in his/her explanations? | Too much | Too little | 174 |
| Instructor Style | Communication Skills | The instructor spoke in a monotone, rarely showing expression in voice. | Almost always | Almost never | 177 |
| Instructor Style | Communication Skills | The instructor looked at the class while speaking. | Almost always | Almost never | 178 |
| Instructor Style | Communication Skills | Was the instructor's voice pleasant or irritating to listen to? | Very pleasant | Very irritating | 183 |
| Instructor Style | Communication Skills | The instructor's lack of facility with English hindered communication. | Strongly agree | Strongly disagree | 184 |
| Instructor Style | Communication Skills | The instructor stuttered or hesitated during lectures. | Almost always | Almost never | 185 |
| Instructor Style | Discussions | Questions presented to the class to generate discussion were generally | Too specific | Too vague | 193 |
| Instructor Style | Discussions | The instructor initiated fruitful and relevant discussions. | Almost always | Almost never | 194 |
| Instructor Style | Discussions | The instructor asked open-ended questions. | Almost always | Almost never | 195 |
| Instructor Style | Discussions | The instructor encouraged development of new viewpoints and ideas. | Strongly agree | Strongly disagree | 196 |
| Instructor Style | Discussions | The instructor was receptive to differing viewpoints or opinions. | Yes, quite open | No, didn't want them | 197 |
| Instructor Style | Discussions | The instructor encouraged me to express my opinion or experience. | Yes, always | No, never | 198 |
| Instructor Style | Discussions | Did the instructor encourage you to develop your approaches to problems? | Definitely yes | Definitely no | 199 |
| Instructor Style | Discussions | The instructor attempted to involve students in classroom activities. | Strongly agree | Strongly disagree | 239 |
| Instructor Style | Discussions | Students were free to ask questions if points needed clarification. | Strongly agree | Strongly disagree | 240 |
| Instructor Style | Discussions | The instructor asked students to help decide what was discussed. | Almost always | Almost never | 241 |
| Instructor Style | Discussions | The instructor asked students to help decide discussion objectives. | Almost always | Almost never | 242 |
| Instructor Style | Discussions | The direction of discussion was controlled by the instructor. | Always | Never | 243 |
| Instructor Style | General/Miscellaneous | Did the instructor arrive on time? | Yes, always | No, seldom | 179 |
| Instructor Style | General/Miscellaneous | How much self-confidence did the instructor display? | A great deal | Very little | 180 |
| Instructor Style | General/Miscellaneous | The instructor exhibited professional dignity and bearing. | Almost always | Almost never | 188 |
| Instructor Style | General/Miscellaneous | Did the instructor suggest specific ways students could improve? | Yes, frequently | No, almost never | 203 |
| Instructor Style | General/Miscellaneous | Ungraded feedback (short quizzes, question periods, etc.) was used | Much too frequently | Much too infrequently | 205 |
| Instructor Style | General/Miscellaneous | The instructor emphasized learning rather than tests or grades. | Almost always | Almost never | 206 |
| Instructor Style | General/Miscellaneous | I benefited from interaction with the student associate. | Strongly agree | Strongly disagree | 445 |
| Instructor Style | Guest Speakers | Guest speakers were well integrated with the rest of the course. | Strongly Agree | Strongly Disagree | 375 |
| Instructor Style | Guest Speakers | Were guest speakers interesting? | No, not at all | Yes, very interesting | 376 |
| Instructor Style | Leadership | The instructor was a good leader. | Strongly agree | Strongly disagree | 145 |
| Instructor Style | Leadership | The instructor's classroom leadership ability was | Very effective | Rather ineffective | 154 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|------------------|---------------------------------|---|-------------------|-----------------------|-----|
| Instructor Style | Open-Mindedness | The instructor was open-minded. | Strongly agree | Strongly disagree | 186 |
| Instructor Style | Open-Mindedness | The instructor accepted criticisms and suggestions | Very well | Rather poorly | 224 |
| Instructor Style | Organizational Skills | The instructor seemed well-prepared for class. | Yes, always | No, seldom | 146 |
| Instructor Style | Organizational Skills | The instructor's lectures seemed to ramble. | Almost always | Almost never | 152 |
| Instructor Style | Organizational Skills | Was the instructor able to give references for additional reading? | Yes, very able | No, not able | 157 |
| Instructor Style | Organizational Skills | Were relationships of course content to recent developments indicated? | Yes, quite often | No, hardly ever | 158 |
| Instructor Style | Organizational Skills | The instructor's presentations allowed for easy note taking. | Strongly agree | Strongly disagree | 159 |
| Instructor Style | Organizational Skills | Was the instructor's use of the blackboard and handouts effective? | Very effective | Confusing, inadequate | 161 |
| Instructor Style | Organizational Skills | The instructor followed an outline during classroom presentations. | Almost always | Almost never | 162 |
| Instructor Style | Organizational Skills | The instructor summarized material presented in each class. | Almost always | Almost never | 163 |
| Instructor Style | Organizational Skills | To what extent did the instructor review material? | Too much | Too little | 175 |
| Instructor Style | Organizational Skills | The instructor did not synthesize, integrate, or summarize effectively. | Strongly agree | Strongly disagree | 176 |
| Instructor Style | Organizational Skills | The instructor pointed out what was important to learn in each class. | Almost always | Almost never | 202 |
| Instructor Style | Standards | The instructor was demanding of students. | Strongly agree | Strongly disagree | 181 |
| Instructor Style | Standards | The instructor had high academic standards. | Strongly agree | Strongly disagree | 182 |
| Instructor Style | Standards | The instructor seemed | Lenient | Strict | 212 |
| Instructor Style | Stimulation of Thinking/Effort | The instructor motivated me to do my best work. | Almost always | Almost never | 189 |
| Instructor Style | Stimulation of Thinking/Effort | The instructor stimulated my intellectual curiosity. | Almost always | Almost never | 190 |
| Instructor Style | Stimulation of Thinking/Effort | Did the instructor raise challenging questions in class? | Yes, often | No, seldom | 192 |
| Instructor Style | Stimulation of Thinking/Effort | The instructor encouraged me to think for myself. | Strongly agree | Strongly disagree | 200 |
| Instructor Style | Stimulation of Thinking/Effort | This course enhanced my creative abilities. | To a great extent | Not at all | 201 |
| Instructor Style | Warmth and Concern for Students | The instructor was too overbearing. | Strongly agree | Strongly disagree | 187 |
| Instructor Style | Warmth and Concern for Students | Did the instructor check on student's understanding of lectures. | Frequently | Rarely | 204 |
| Instructor Style | Warmth and Concern for Students | My impression was that the instructor was sensitive to student needs. | Almost always | Almost never | 207 |
| Instructor Style | Warmth and Concern for Students | How patient was the instructor in working with you? | Very patient | Rather impatient | 208 |
| Instructor Style | Warmth and Concern for Students | Did the instructor treat you with respect? | Yes, always | No, seldom | 209 |
| Instructor Style | Warmth and Concern for Students | The instructor listened attentively to what class members had to say. | Always | Seldom | 210 |
| Instructor Style | Warmth and Concern for Students | The instructor was fair to students. | Often | Seldom | 211 |
| Instructor Style | Warmth and Concern for Students | The instructor could sense when an idea had not been clear to me. | Strongly agree | Strongly disagree | 213 |
| Instructor Style | Warmth and Concern for Students | How often did the instructor understand your comments or questions? | Almost always | Almost never | 214 |
| Instructor Style | Warmth and Concern for Students | The instructor seemed to sense when a student didn't understand. | Strongly agree | Strongly disagree | 217 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|---------------------------------|---------------------------------|---|-------------------|-------------------------|-----|
| Instructor Style | Warmth and Concern for Students | The instructor corrected student statements without discussion. | Almost always | Almost never | 218 |
| Instructor Style | Warmth and Concern for Students | The instructor made me afraid to make mistakes. | Strongly agree | Strongly disagree | 225 |
| Instructor Style | Warmth and Concern for Students | How much confidence did the instructor have in you as a student? | A great deal | Very little | 226 |
| Instructor Style | Warmth and Concern for Students | The instructor recognized my problems performing difficult material. | Almost always | Almost never | 227 |
| Instructor Style | Warmth and Concern for Students | Did the instructor intimidate the students? | Yes, frequently | No, never | 228 |
| Instructor Style | Warmth and Concern for Students | Was the instructor cynical and sarcastic? | Very cynical | Not at all cynical | 229 |
| Instructor Style | Warmth and Concern for Students | The instructor was condescending toward students. | Strongly agree | Strongly disagree | 230 |
| Instructor Style | Warmth and Concern for Students | Describe your instructor's attitude toward students. | Friendly | Unfriendly | 236 |
| Instructor Style | Warmth and Concern for Students | The instructor acted professionally in creating rapport with students. | Strongly agree | Strongly disagree | 237 |
| Instructor Style | Warmth and Concern for Students | How often did the instructor display favoritism toward certain students? | Too often | Seldom/never | 238 |
| Specific Instructional Settings | Academic Integrity | Tests were probably available to some students before being given. | Agree | Disagree | 71 |
| Specific Instructional Settings | Academic Integrity | I personally observed violations of academic integrity in this course. | No, never | Yes, many | 372 |
| Specific Instructional Settings | Academic Integrity | I was aware of cheating on tests and quizzes. | Often | Never | 380 |
| Specific Instructional Settings | Academic Integrity | I was aware of unauthorized cooperation on homework assignments. | Often | Never | 381 |
| Specific Instructional Settings | Academic Integrity | I was aware of unauthorized cooperation on laboratory assignments. | Often | Never | 382 |
| Specific Instructional Settings | Clinical Settings | Were you exposed to a variety of clinical problems? | Yes, a great deal | No, very little | 342 |
| Specific Instructional Settings | Clinical Settings | The instructor's clinical demonstrations were clear and concise. | Strongly agree | Strongly disagree | 343 |
| Specific Instructional Settings | Clinical Settings | Considering client availability, the clinical experiences were realistic. | Strongly agree | Strongly disagree | 344 |
| Specific Instructional Settings | Clinical Settings | Were clinical techniques explained and discussed thoroughly? | Yes, always | No, seldom | 345 |
| Specific Instructional Settings | Clinical Settings | How much observation and supervision was provided? | Too much | Too little | 346 |
| Specific Instructional Settings | Clinical Settings | Prior course work prepared me to handle the clinical tasks. | Strongly agree | Strongly disagree | 347 |
| Specific Instructional Settings | Clinical Settings | How clearly did the instructor state the clinical problems? | Very clearly | Very unclearly | 348 |
| Specific Instructional Settings | Clinical Settings | Was the instructor able to thoroughly answer your clinical questions? | Yes, always | No, seldom | 349 |
| Specific Instructional Settings | Clinical Settings | Performance exams allowed me to demonstrate my clinical competencies. | Strongly agree | Strongly disagree | 350 |
| Specific Instructional Settings | Clinical Settings | How consistent were the evaluations of your clinical work? | Consistent | Inconsistent | 351 |
| Specific Instructional Settings | Clinical Settings | How helpful was the instructor in developing your clinical techniques? | Helpful | Unhelpful | 352 |
| Specific Instructional Settings | Clinical Settings | How helpful was the instructor's feedback about your clinical work? | Very constructive | Not at all constructive | 353 |
| Specific Instructional Settings | Clinical Settings | Appropriate and inappropriate clinical methods were clearly identified. | Strongly agree | Strongly disagree | 354 |
| Specific Instructional Settings | Clinical Settings | The instructor was overly demanding of the clinical students. | Strongly agree | Strongly disagree | 355 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|---------------------------------|-------------------|--|-------------------------|--------------------------|-----|
| Specific Instructional Settings | Clinical Settings | The instructor sensed when you did not know what you were doing. | Strongly agree | Strongly disagree | 356 |
| Specific Instructional Settings | Clinical Settings | How helpful was the supervising teacher in developing techniques? | Very helpful | Not at all helpful | 357 |
| Specific Instructional Settings | Clinical Settings | How constructive was the supervising teacher's feedback? | Very constructive | Not at all constructive | 358 |
| Specific Instructional Settings | Clinical Settings | The supervising teacher was overly demanding of the clinical students. | Strongly agree | Strongly disagree | 359 |
| Specific Instructional Settings | Clinical Settings | The supervising teacher sensed when you didn't know what you were doing. | Strongly agree | Strongly disagree | 360 |
| Specific Instructional Settings | Education Classes | There should be more emphasis on teaching methods & less on content. | Strongly Agree | Strongly Disagree | 378 |
| Specific Instructional Settings | Education Classes | There should be more emphasis on math content and less on methods. | Strongly Agree | Strongly Disagree | 379 |
| Specific Instructional Settings | Field Trips | Rate the organization and the conduct of the field trip(s). | Excellent | Very poor | 340 |
| Specific Instructional Settings | Field Trips | Rate the field trip(s) as a learning experience. | Very effective | Very ineffective | 341 |
| Specific Instructional Settings | Laboratories | Were lab assignments interesting and stimulating? | Yes, very interesting | No, not very interesting | 283 |
| Specific Instructional Settings | Laboratories | Were labs important to learning in this course? | Yes, very important | No, very unimportant | 284 |
| Specific Instructional Settings | Laboratories | Did lab assignments require a reasonable amount of time and effort? | No, too demanding | No, too simple | 285 |
| Specific Instructional Settings | Laboratories | The length of the lab sessions was | Too long | Too short | 286 |
| Specific Instructional Settings | Laboratories | I had adequate time to complete the lab exercises. | Yes, always | No, seldom | 287 |
| Specific Instructional Settings | Laboratories | Lab experiments were | Too difficult | Too easy | 288 |
| Specific Instructional Settings | Laboratories | The lab was too advanced and specialized for my purposes. | Strongly agree | Strongly disagree | 289 |
| Specific Instructional Settings | Laboratories | Were labs coordinated with class work? | Yes, always | No, almost never | 290 |
| Specific Instructional Settings | Laboratories | Did the instructor relate lab exercises to classroom information? | Yes, often | No, seldom | 291 |
| Specific Instructional Settings | Laboratories | Were you provided adequate instructions for doing lab exercises? | Yes, always | No, seldom | 292 |
| Specific Instructional Settings | Laboratories | Describe laboratory textbook or manual assigned for this course. | Excellent | Very poor | 293 |
| Specific Instructional Settings | Laboratories | How suitable was the pace of the lab (# experiments, time for each) | Too slow | Too fast | 294 |
| Specific Instructional Settings | Laboratories | How much background and detail was demanded in the laboratory reports? | Nothing but the results | Excessive amounts | 295 |
| Specific Instructional Settings | Laboratories | Lab equipment was often inoperable. | Strongly agree | Strongly disagree | 296 |
| Specific Instructional Settings | Laboratories | Lab reports helped me learn about theory and experimental methods. | Strongly agree | Strongly disagree | 297 |
| Specific Instructional Settings | Laboratories | I would like to work individually in lab, rather than with a partner. | Strongly agree | Strongly disagree | 298 |
| Specific Instructional Settings | Laboratories | Lab exercises helped me develop critical thinking skills. | Strongly agree | Strongly disagree | 414 |
| Specific Instructional Settings | Laboratories | Lab exercises served to reinforce principles from lecture. | Strongly agree | Strongly disagree | 415 |
| Specific Instructional Settings | Laboratories | After taking this lab I feel I could design my own basic experiments. | Strongly agree | Strongly disagree | 416 |
| Specific Instructional Settings | Laboratories | I am now better at calculating concentrations and making solutions. | Strongly agree | Strongly disagree | 417 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|---------------------------------|-------------------------------------|--|----------------|-------------------|-----|
| Specific Instructional Settings | Laboratories | I am now better at using a computer to analyze and present data. | Strongly agree | Strongly disagree | 418 |
| Specific Instructional Settings | Laboratories | I am comfortable with operating the lab eqpt. we used in this course. | Strongly agree | Strongly disagree | 419 |
| Specific Instructional Settings | Laboratories | I could now adapt other experimental procedures to my own research. | Strongly agree | Strongly disagree | 420 |
| Specific Instructional Settings | Laboratories | The complexity/quality of my report writing has improved in this course. | Strongly agree | Strongly disagree | 421 |
| Specific Instructional Settings | Language Lab | Language lab exercises provided a good preparation for quizzes/tests. | Strongly agree | Strongly disagree | 390 |
| Specific Instructional Settings | Language Lab | Did you utilize the language lab? | Never | Always | 398 |
| Specific Instructional Settings | Lectureless Format with Group Work | I enjoyed working with the people in my group. | Strongly agree | Strongly disagree | 402 |
| Specific Instructional Settings | Lectureless Format with Group Work | I prefer to work in groups. | Strongly agree | Strongly disagree | 403 |
| Specific Instructional Settings | Lectureless Format with Group Work | I learn better in the lectureless format than in the lecture format. | Strongly agree | Strongly disagree | 404 |
| Specific Instructional Settings | Lectureless Format with Group Work | Most students retain more and learn better in the lectureless format. | Strongly agree | Strongly disagree | 405 |
| Specific Instructional Settings | Lectureless Format with Group Work | I have more interaction with the instructor in the lectureless format | Strongly agree | Strongly disagree | 406 |
| Specific Instructional Settings | Lectureless Format with Group Work | I did my assigned group jobs well. | Strongly agree | Strongly disagree | 407 |
| Specific Instructional Settings | Lectureless Format with Group Work | Group work allowed me to develop better relationships with classmates | Strongly agree | Strongly disagree | 408 |
| Specific Instructional Settings | Lectureless Format with Group Work | I enjoy doing class work in groups. | Strongly agree | Strongly disagree | 409 |
| Specific Instructional Settings | Lectureless Format with Group Work | I prefer the lectureless format to the traditional lecture format. | Strongly agree | Strongly disagree | 410 |
| Specific Instructional Settings | Lectureless Format with Group Work | The Chem Activities were well-written and helpful. | Strongly agree | Strongly disagree | 411 |
| Specific Instructional Settings | Lectureless Format with Group Work | I prefer working with the same group rather than switching often. | Strongly agree | Strongly disagree | 412 |
| Specific Instructional Settings | Lectureless Format with Group Work | Group quizzes are a good idea. | Strongly agree | Strongly disagree | 413 |
| Specific Instructional Settings | May Intensive Learning Courses | Activities and assignments differed from those during regular semesters. | Strongly agree | Strongly disagree | 422 |
| Specific Instructional Settings | May Intensive Learning Courses | The instructor made connections between the topic & broader themes. | Strongly agree | Strongly disagree | 423 |
| Specific Instructional Settings | May Intensive Learning Courses | The course allowed me to participate actively in hands-on experiences. | Strongly agree | Strongly disagree | 424 |
| Specific Instructional Settings | May Intensive Learning Courses | By taking this course, I can now speak knowledgeably about the topic. | Strongly agree | Strongly disagree | 425 |
| Specific Instructional Settings | May Intensive Learning Courses | It was important to take a single course in May with no distractions. | Strongly agree | Strongly disagree | 426 |
| Specific Instructional Settings | Miscellaneous/Items for GST Courses | I had the appropriate prerequisites and skills for this course. | Agree | Disagree | 138 |
| Specific Instructional Settings | Miscellaneous/Items for GST Courses | I do not think that this course should be required in my major. | Strongly agree | Strongly disagree | 374 |
| Specific Instructional Settings | Miscellaneous/Items for GST Courses | This course is an important part of a liberal arts education. | Strongly agree | Strongly disagree | 383 |
| Specific Instructional Settings | Miscellaneous/Items for GST Courses | The instructor tried to cover all fields (history, theater, art, etc.). | Strongly agree | Strongly disagree | 384 |
| Specific Instructional Settings | Miscellaneous/Items for GST Courses | This course helped me to understand my own culture as well as others. | Strongly agree | Strongly disagree | 385 |
| Specific Instructional Settings | Miscellaneous/Items for GST Courses | Compared to other GST courses, how much did you learn in this course? | Much more | Much less | 386 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|---------------------------------|-------------------------------------|--|-------------------|-------------------|-----|
| Specific Instructional Settings | Miscellaneous/Items for GST Courses | I have a better understanding of values different from mine. | Strongly agree | Strongly disagree | 387 |
| Specific Instructional Settings | Miscellaneous/Items for GST Courses | Humanities I helped me understand artistic, literary, and other cultural works. | Strongly agree | Strongly disagree | 430 |
| Specific Instructional Settings | Miscellaneous/Items for GST Courses | Humanities II helped me understand historical changes and trends. | Strongly agree | Strongly disagree | 431 |
| Specific Instructional Settings | Miscellaneous/Items for GST Courses | I thought working in groups added to my understanding of the course material. | Strongly Agree | Strongly Disagree | 484 |
| Specific Instructional Settings | Office of Academic Services | I utilized the free peer tutoring available at the Learning Center. | Never | Frequently | 392 |
| Specific Instructional Settings | Office of Academic Services | How would you rate the help you received from the Learning Center? | Poor | Excellent | 393 |
| Specific Instructional Settings | Office of Academic Services | If you received help from a peer tutor, how would you rate the help? | Poor | Excellent | 397 |
| Specific Instructional Settings | Physical Education Activities | There wasn't enough student participation for this type of course. | Strongly agree | Strongly disagree | 141 |
| Specific Instructional Settings | Physical Education Activities | The instructor presented the skills and drills in a logical progression. | Strongly agree | Strongly disagree | 361 |
| Specific Instructional Settings | Physical Education Activities | The instructor was available for individual help during class. | Strongly agree | Strongly disagree | 362 |
| Specific Instructional Settings | Physical Education Activities | The instructor encouraged me to work to my potential. | Strongly agree | Strongly disagree | 363 |
| Specific Instructional Settings | Physical Education Activities | The skills test appropriately assessed student motor performance. | Strongly agree | Strongly disagree | 364 |
| Specific Instructional Settings | Physical Education Activities | The skills test truly assessed my skill in the activity. | Strongly agree | Strongly disagree | 365 |
| Specific Instructional Settings | Physical Education Activities | Since my competence has improved, I will engage in this activity more. | Very likely | Very unlikely | 366 |
| Specific Instructional Settings | Physical Education Activities | The instructor stressed the development of good mechanical skills. | Strongly agree | Strongly disagree | 367 |
| Specific Instructional Settings | Physical Education Activities | Enough time was provided to use skills in game situations. | Strongly agree | Strongly disagree | 368 |
| Specific Instructional Settings | Physical Education Activities | The instructor provided sufficient practice time. | Strongly agree | Strongly disagree | 369 |
| Specific Instructional Settings | Physical Education Activities | The written test appropriately assessed the course content. | Strongly agree | Strongly disagree | 370 |
| Specific Instructional Settings | Physical Education Activities | The instructor seemed concerned with our progress in developing skills. | Strongly agree | Strongly disagree | 371 |
| Specific Instructional Settings | Physical Education Activities | This course developed or confirmed a commitment to regular physical fitness and wellness throughout life. | Strongly agree | Strongly disagree | 438 |
| Specific Instructional Settings | Physical Education Activities | This course enhanced or developed a desire to participate in regular physical activity for at least the next 6 months. | Strongly agree | Strongly disagree | 439 |
| Specific Instructional Settings | Physical Education Activities | This course enhanced my appreciation for the value of physical activity in developing a healthy body and mind. | Strongly agree | Strongly disagree | 440 |
| Specific Instructional Settings | Physical Education Activities | This course connects well with the overall mission of Roanoke College. | Strongly agree | Strongly disagree | 441 |
| Specific Instructional Settings | Physical Education Activities | The non-exercise portions of this class were a valuable addition to my understanding of wellness. | Strongly agree | Strongly disagree | 442 |
| Specific Instructional Settings | Studio Art | Too much emphasis was placed on developing only technical skills. | Strongly agree | Strongly disagree | 299 |
| Specific Instructional Settings | Studio Art | Were you exposed to a variety of techniques and/or processes? | Yes, a great deal | No, very little | 300 |
| Specific Instructional Settings | Studio Art | The instructor placed too much emphasis on one style or method. | Strongly agree | Strongly disagree | 301 |
| Specific Instructional Settings | Studio Art | The instructor presented too much technical information. | Strongly agree | Strongly disagree | 302 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|---------------------------------|-------------|--|---------------------|--------------------|-----|
| Specific Instructional Settings | Studio Art | The instructor presented a diversity of material, techniques, & content. | Strongly agree | Strongly disagree | 303 |
| Specific Instructional Settings | Studio Art | The projects were extremely valuable in understanding the course. | Strongly agree | Strongly disagree | 304 |
| Specific Instructional Settings | Studio Art | Should there be more/fewer projects in this course? | Many more | Fewer | 305 |
| Specific Instructional Settings | Studio Art | How much pressure was there to get your projects done on time? | A great deal | Very little | 306 |
| Specific Instructional Settings | Studio Art | The projects were appropriate to the level of the course. | Strongly agree | Strongly disagree | 307 |
| Specific Instructional Settings | Studio Art | How demanding was the instructor in terms of course requirements? | Very demanding | Very lenient | 308 |
| Specific Instructional Settings | Studio Art | The instructor's examples/demonstrations were clear and concise. | Strongly agree | Strongly disagree | 309 |
| Specific Instructional Settings | Studio Art | Each concept was explained and discussed thoroughly. | Strongly agree | Strongly disagree | 310 |
| Specific Instructional Settings | Studio Art | Each step of processes/techniques was explained carefully. | Almost always | Almost never | 311 |
| Specific Instructional Settings | Studio Art | The instructor spent too much time explaining each project. | Strongly agree | Strongly disagree | 312 |
| Specific Instructional Settings | Studio Art | The instructor did not place enough emphasis on developing skills. | Strongly agree | Strongly disagree | 313 |
| Specific Instructional Settings | Studio Art | Instructor explained the underlying rationale for techniques or styles. | Almost always | Almost never | 314 |
| Specific Instructional Settings | Studio Art | How helpful were the instructor's examples or experiences? | Very helpful | Not at all helpful | 315 |
| Specific Instructional Settings | Studio Art | The instructor lacked objectivity in evaluating students' work. | Strongly agree | Strongly disagree | 316 |
| Specific Instructional Settings | Studio Art | The instructor's critiques provided a basis for further learning. | Strongly agree | Strongly disagree | 317 |
| Specific Instructional Settings | Studio Art | The instructor should provide more/ fewer critiques of students' work. | Many more critiques | Fewer critiques | 318 |
| Specific Instructional Settings | Studio Art | Was the instructor able to separate your work from you as a person? | Definitely, yes | Definitely, no | 319 |
| Specific Instructional Settings | Studio Art | The instructor seemed really concerned about students' progress. | Strongly agree | Strongly disagree | 320 |
| Specific Instructional Settings | Studio Art | Instructor tried to provide a creative atmosphere in class. | Strongly agree | Strongly disagree | 321 |
| Specific Instructional Settings | Studio Art | The instructor was sensitive to my responses when giving criticisms. | Strongly agree | Strongly disagree | 322 |
| Specific Instructional Settings | Studio Art | The instructor realized when we were experiencing difficulties. | Strongly agree | Strongly disagree | 323 |
| Specific Instructional Settings | Studio Art | The instructor provided me with personal help when asked. | Strongly agree | Strongly disagree | 324 |
| Specific Instructional Settings | Studio Art | The instructor seemed to show favoritism toward certain students. | Strongly agree | Strongly disagree | 325 |
| Specific Instructional Settings | Studio Art | Did the course & instructor help you understand your professional goals | Yes, a great deal | No, very little | 326 |
| Specific Instructional Settings | Studio Art | Has the instructor increased your ability to organize ideas visually? | A great deal | Very little | 327 |
| Specific Instructional Settings | Studio Art | Have you developed confidence in the studio? | Yes, very much | No, not at all | 328 |
| Specific Instructional Settings | Studio Art | The instructor had a strong influence upon my work. | Yes, very positive | No, very negative | 329 |
| Specific Instructional Settings | Studio Art | The instructor was instrumental in raising my artistic values. | Strongly agree | Strongly disagree | 330 |
| Specific Instructional Settings | Studio Art | The instructor made me think about different ways to approach projects. | Strongly agree | Strongly disagree | 331 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|---------------------------------|--|---|----------------------|-----------------------|-----|
| Specific Instructional Settings | Studio Art | How much do you feel you have accomplished in this course. | A great deal | Very little | 332 |
| Specific Instructional Settings | Studio Art | How difficult was it to get access to equipment? | Very difficult | Not difficult at all | 333 |
| Specific Instructional Settings | Team Teaching | How effectively was team teaching used in this course? | Very effectively | Very ineffectively | 334 |
| Specific Instructional Settings | Team Teaching | My impression is that the teachers coordinated their instruction well. | Always | Never | 335 |
| Specific Instructional Settings | Team Teaching | Course material was more effectively presented with team teaching. | Strongly agree | Strongly disagree | 336 |
| Specific Instructional Settings | Team Teaching | Team teaching was a very effective method for learning. | Strongly agree | Strongly disagree | 337 |
| Specific Instructional Settings | Team Teaching | One instructor dominated the team teaching in this course. | Almost always | Almost never | 338 |
| Specific Instructional Settings | Team Teaching | The team teachers were compatible in this course. | To a great extent | Not at all | 339 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | As a result of this course, I want to take more courses in this area. | Yes, definitely | No, definitely not | 109 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | Did the course increase your interest in the subject matter? | Yes, greatly | No, not at all | 110 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | I enjoyed learning about this subject matter. | To a great extent | Not at all | 111 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | I looked forward to attending class. | Almost always | Almost never | 112 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | Did this course maintain your attention throughout the semester? | Always | Never | 113 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | Did your interest in the course change as the semester progressed? | Interest increased | Interest decreased | 114 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | Do you feel your efforts in this course have been worthwhile? | Yes, very worthwhile | No, not worthwhile | 115 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | The subject matter was intrinsically boring. | Strongly agree | Strongly disagree | 116 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | Did you learn to value new viewpoints because of this course? | Yes, definitely | No, not really | 117 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | Were you stimulated to do extra reading because of this course? | Yes, very much | No, not really | 118 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | Were you stimulated to discuss class topics with friends outside class? | Yes, quite often | No, hardly ever | 119 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | This course helped me to fulfill some of my personal goals. | Strongly agree | Strongly disagree | 120 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | Did the course give you a clearer idea of professional responsibility? | Yes, much clearer | No, not really | 121 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | I felt this course had value for me as a person. | Strongly agree | Strongly disagree | 122 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | I developed a more positive self-concept because of this course. | Strongly agree | Strongly disagree | 123 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | Did this course help you understand yourself better? | It helped greatly | It didn't help at all | 124 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | This course made me more aware of my interests and talents. | Yes, much more aware | No, not really | 125 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | Did you develop a set of overall values in this field? | Yes, definitely | No, definitely | 126 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | Did you become interested in course-related community projects? | Yes, very much | No, not really | 127 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | I developed some leadership skills because of this course. | Strongly agree | Strongly disagree | 128 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | I took this class on the advice of other students. | Strongly agree | Strongly disagree | 263 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|---------------------------------|--|---|---------------------|-----------------------|-----|
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | I chose this course for educational reasons (interest, goals, etc.) | Strongly agree | Strongly disagree | 271 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | I chose this course for non-educational reasons (convenient time). | Strongly agree | Strongly disagree | 272 |
| Student Outcomes of Instruction | Enjoyment and Other Affective Outcomes | How much did you enjoy this course? | Very much | Not at all | 400 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | How much do you feel you have accomplished in this course? | A great deal | Very little | 87 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | Compared to other courses, how much did you learn in this course? | Much more | Much less | 88 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | In this course, I learned | A great deal | Very little | 89 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | I am more competent in the subject matter because of this course. | Strongly agree | Strongly disagree | 90 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | Can anyone benefit from this course or only those with special goals? | Students in general | Specialized only | 91 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | How much factual material did you learn in this course? | A great deal | Very little | 92 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | Did this course improve your understanding of concepts and principles? | Yes, significantly | No, not very much | 93 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | Can you now identify main points and central issues in this field? | Yes, clearly | No, not very well | 94 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | I obtained knowledge on how to locate appropriate information. | To a great extent | Not at all | 95 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | I developed the ability to recognize good arguments in this field. | Strongly agree | Strongly disagree | 96 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | Did you improve your ability to apply principles in new situations? | Yes, significantly | No, not much | 97 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | Was your ability to communicate about this subject improved? | Yes, significantly | No, not much | 98 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | Did you improve your ability to solve real problems in this field? | Yes, significantly | No, not much | 99 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | The instructor helped improve my problem solving ability. | Strongly agree | Strongly disagree | 100 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | This course gave me the opportunity to develop some original ideas. | To a great extent | Not at all | 101 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | Did you improve your ability to conduct original research in the field? | Yes, significantly | No, not at all | 102 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | How much has this course improved your aesthetic judgment? | A great deal | Very little | 103 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | How valuable was this course for your technical development? | Extremely valuable | Not valuable | 104 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | The course gave me skills and techniques applicable to my career. | Strongly agree | Strongly disagree | 105 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | Was this course worthwhile in terms of your career objectives? | Very worthwhile | Not at all worthwhile | 106 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | Did you learn much about career opportunities? | Yes, quite a lot | No, not much | 107 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | Did projects increase your understanding of concepts and principles? | A great deal | Very little | 108 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | How valuable do you consider this course? | Extremely valuable | Not valuable | 254 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | What I learned in this course will benefit me in the future. | Strongly agree | Strongly disagree | 391 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | My ability to read scientific papers improved during this course. | Strongly agree | Strongly disagree | 401 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | My (oral) presentation helped me to apply course concepts. | Strongly agree | Strongly disagree | 437 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|-------------------------------------|---------------------------------------|--|------------------|-------------------|-----|
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | How much time outside class did you spend thinking about ideas related to this field of study? | A great deal | Very little | 469 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | More than memorization is required to do well in this course. | Strongly agree | Strongly disagree | 470 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | This course helped me improve my note taking skills. | Strongly agree | Strongly disagree | 520 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | Using "Connect" self-assessments and/or instruction materials was helpful in learning the course concepts. | Strongly agree | Strongly disagree | 521 |
| Student Outcomes of Instruction | Learning and Other Cognitive Outcomes | Reflection assignments helped me to understand and apply the course concepts to my own life. They made an impact on me personally. | Strongly agree | Strongly disagree | 522 |
| Student Outcomes of Instruction | Participation and Effort | Compared to other courses, how much effort did you put into this course? | Much more | Much less | 129 |
| Student Outcomes of Instruction | Participation and Effort | I prepared before coming to class. | Almost always | Almost never | 130 |
| Student Outcomes of Instruction | Participation and Effort | How often did you put off studying for this course? | Very often | Never | 131 |
| Student Outcomes of Instruction | Participation and Effort | How often had you completed assigned reading before coming to class? | Almost always | Almost never | 132 |
| Student Outcomes of Instruction | Participation and Effort | I kept up with the work in this course. | Strongly agree | Strongly disagree | 133 |
| Student Outcomes of Instruction | Participation and Effort | I sought help when I didn't understand the material. | Almost always | Almost never | 134 |
| Student Outcomes of Instruction | Participation and Effort | I actively participated in course-related group activities. | Often | Seldom | 135 |
| Student Outcomes of Instruction | Participation and Effort | Did you actively participate in class discussions? | Yes, often | No, never | 136 |
| Student Outcomes of Instruction | Participation and Effort | I prepare assigned lessons before coming to class. | Always | Never | 258 |
| Student Outcomes of Instruction | Participation and Effort | I skipped this class quite often. | Very often | Seldom | 259 |
| Student Outcomes of Instruction | Participation and Effort | I actively participated in class. | Yes, often | No, seldom | 265 |
| Student Outcomes of Instruction | Participation and Effort | Student participation is a necessary component for this course. | Strongly agree | Strongly disagree | 267 |
| Student Outcomes of Instruction | Participation and Effort | I asked the instructor course-related questions outside of class. | Almost every day | Almost never | 373 |
| Student Outcomes of Instruction | Participation and Effort | Did you read the assigned chapters and prepare for class? | Never | Always | 394 |
| Student Outcomes of Instruction | Participation and Effort | Did you take advantage of the instructor's office hours? | Never | Very often | 395 |
| Student Outcomes of Instruction | Participation and Effort | Compared to courses outside of EDUC, how much work is required for this course? | Much more | Much less | 471 |
| Student Preferences for Instruction | Importance Rating Items | For this course rate the importance of organized presentations. | Very important | Not important | 273 |
| Student Preferences for Instruction | Importance Rating Items | For this course rate the importance of stimulation of thinking. | Very important | Not important | 274 |
| Student Preferences for Instruction | Importance Rating Items | Rate the importance of instructor accessibility outside of class. | Very important | Not important | 275 |
| Student Preferences for Instruction | Importance Rating Items | Rate the importance of effective communication by the instructor. | Very important | Not important | 276 |
| Student Preferences for Instruction | Importance Rating Items | For this course rate the importance of student class participation. | Very important | Not important | 277 |
| Student Preferences for Instruction | Importance Rating Items | For this course rate the importance of early feedback on progress. | Very important | Not important | 278 |
| Student Preferences for Instruction | Importance Rating Items | For this course rate the importance of gaining knowledge of subject. | Very important | Not important | 279 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|-------------------------------------|-------------------------|--|-----------------------|-----------------------|-----|
| Student Preferences for Instruction | Importance Rating Items | For this course rate the importance of gaining first hand applications. | Very important | Not important | 280 |
| Student Preferences for Instruction | Importance Rating Items | For this course rate the importance of enjoyable class sessions. | Very important | Not important | 281 |
| Student Preferences for Instruction | Importance Rating Items | For this course rate the importance of doing independent research. | Very important | Not important | 282 |
| Student Preferences for Instruction | Preferred Formats | I like a traditional course format with lecture. | Strongly agree | Strongly disagree | 255 |
| Student Preferences for Instruction | Preferred Formats | I like student-centered classes with lots of discussion. | Strongly agree | Strongly disagree | 256 |
| Student Preferences for Instruction | Preferred Formats | I like self-paced courses with flexible scheduling. | Strongly agree | Strongly disagree | 257 |
| Student Preferences for Instruction | Preferred Formats | I prefer well-organized lectures to class discussions. | Strongly agree | Strongly disagree | 261 |
| Student Preferences for Instruction | Preferred Formats | Class discussions tend to be more stimulating than lectures. | Strongly agree | Strongly disagree | 262 |
| Student Preferences for Instruction | Preferred Formats | I prefer a variety of teaching methods vs. a single method. | Strongly agree | Strongly disagree | 268 |
| Student Preferences for Instruction | Preferred Formats | A major facet of this course should be developing original ideas. | Strongly agree | Strongly disagree | 269 |
| Student Preferences for Instruction | Preferred Formats | I wanted to work on more real problems in the field during the course. | Strongly agree | Strongly disagree | 270 |
| Student Preferences for Instruction | Preferred Formats | I enjoyed learning more about myself as it relates to course content with the "Connect" self-assessments. | Strongly agree | Strongly disagree | 523 |
| Student Preferences for Instruction | Preferred Formats | I enjoy reflection writing assignments. | Strongly agree | Strongly disagree | 524 |
| Service Learning | | The service-learning portion of this course helped me apply the academic knowledge and skills I've gained through this course. | Strongly agree | Strongly disagree | 540 |
| Service Learning | | The service-learning portion of this course helped me understand and appreciate local, national, and/or global social issues. | Strongly agree | Strongly disagree | 541 |
| Service Learning | | The service-learning portion of this course helped me develop skills in problem solving. | Strongly agree | Strongly disagree | 542 |
| Service Learning | | The service-learning portion of this course helped me develop effective written communication skills. | Strongly agree | Strongly disagree | 543 |
| Service Learning | | The service-learning portion of this course helped me develop effective oral communication skills. | Strongly agree | Strongly disagree | 544 |
| Service Learning | | The service-learning portion of this course helped me understand my role as an engaged, informed, and resourceful citizen. | Strongly agree | Strongly disagree | 545 |
| Service Learning | | The service-learning portion of this course helped me learn to work well with others to achieve common goals. | Strongly agree | Strongly disagree | 546 |
| Online Instruction | | What is the primary reason you are taking this online course? | Response options vary | Response options vary | 552 |
| Online Instruction | | How clear was the structure and organization of the online course at the beginning (via syllabus or explanations by the instructor)? | Very clear | Very unclear | 553 |
| Online Instruction | | How effective were recorded materials at helping you learn (video lectures, narrated PowerPoints, etc.)? | Very effective | Very ineffective | 554 |
| Online Instruction | | How effective were live sessions at helping you learn (Zoom meetings or similar video conferencing tools, etc.) | Very effective | Very ineffective | 555 |

| Category | Subcategory | Question | Left Prompt | Right Prompt | Q # |
|--------------------|-------------|---|----------------|-------------------|-----|
| Online Instruction | | How effective were non-recorded materials that you used on your own at helping you learn (assigned readings, books, web research articles, worksheets, problem sets, etc.)? | Very effective | Very ineffective | 556 |
| Online Instruction | | How effective were opportunities to interact with your classmates at helping you learn (live discussions, group projects, discussion boards, etc.)? | Very effective | Very ineffective | 558 |
| Online Instruction | | How well did the instructional methods used in this online course match your personal learning style? | Very well | Very poorly | 559 |
| Online Instruction | | How many technical issues did you have during the online course (internet connections, software tools, etc.)? | A huge number | Almost none | 560 |
| Online Instruction | | Rate your agreement: I had sufficient personal attention and assistance from the instructor. | Strongly agree | Strongly disagree | 561 |
| Online Instruction | | Rate your agreement: The instructor developed a personal rapport with the class that helped us learn. | Strongly agree | Strongly disagree | 562 |
| Online Instruction | | I learned as much in this online course as I would have in an in-person course. | Strongly agree | Strongly disagree | 563 |
| Online Instruction | | Based on my experience in this course, I would take another online course. | Strongly agree | Strongly disagree | 564 |
| Online Instruction | | I was able to maintain my self-motivation throughout this course. | Strongly agree | Strongly disagree | 566 |
| Online Instruction | | The structure of this online course protected well against possible Academic Integrity violations. | Strongly agree | Strongly disagree | 567 |