

CIES FORMATIVE QUESTIONS – May, 2020 Edition

Organized by Question Number

Q #	Category	Subcategory	Question	Left prompt	Right prompt
1	Course Structure and Organization	Objectives and Structure	The course objectives were	Very clear	Very unclear
2	Course Structure and Organization	Objectives and Structure	The instructor stated clearly what was expected of students.	Almost always	Almost never
3	Course Structure and Organization	Objectives and Structure	Did the instructor follow a course outline?	Very much	Not at all
4	Course Structure and Organization	Objectives and Structure	Was class time spent on unimportant and irrelevant material?	Yes, often	No, never
5	Course Structure and Organization	Objectives and Structure	The instructor needs to organize class time better.	Strongly agree	Strongly disagree
6	Course Structure and Organization	Objectives and Structure	How well did readings, lectures, and discussion cover course objectives?	Very well	Very poorly
7	Course Structure and Organization	Objectives and Structure	The scope of this course was	Too broad	Too narrow
8	Course Structure and Organization	Objectives and Structure	The content of this course was	Too advanced	Too elementary
9	Course Structure and Organization	Objectives and Structure	The content of this course was	Too theoretical	Too applied
10	Course Structure and Organization	Objectives and Structure	Did lectures repeat material covered by the readings?	Yes, but too often	No, too seldom
11	Course Structure and Organization	Objectives and Structure	Relative to discussion time, the amount of lecturing was	Too much	Too little
12	Course Structure and Organization	Objectives and Structure	Should more/less time be provided to review course material?	Much more time	Much less time
13	Course Structure and Organization	Objectives and Structure	I needed more direction.	Agree	Disagree
14	Course Structure and Organization	Objectives and Structure	The instructor defined the objectives of the discussion.	Almost always	Almost never
15	Course Structure and Organization	Objectives and Structure	The instructor outlined the scope of the lectures.	Almost always	Almost never
16	Course Structure and Organization	Objectives and Structure	Class discussions seemed to lack direction and purpose.	Almost always	Almost never
17	Course Structure and Organization	Objectives and Structure	How much time was allotted to classroom questions and discussion?	Too much	Too little
18	Course Structure and Organization	Objectives and Structure	One real strength of this course was class discussion.	Strongly agree	Strongly disagree
19	Course Structure and Organization	Readings and Assignments	Rate the text(s) used in this course.	Excellent	Very poor
20	Course Structure and Organization	Instructional Materials	How would you rate instructional materials used in this course?	Excellent	Very poor
21	Course Structure and Organization	Readings and Assignments	The assignments given were useful for learning the subject matter.	Almost always	Almost never
22	Course Structure and Organization	Readings and Assignments	Please describe the course reading assignments.	Interesting stimulating	Boring, unexciting
23	Course Structure and Organization	Readings and Assignments	Did assigned readings require a reasonable amount of time?	No, too demanding	No, too simple
24	Course Structure and Organization	Readings and Assignments	The amount of reading homework assigned by the instructor was	Excessive	Not enough
25	Course Structure and Organization	Readings and Assignments	The readings for this class were	Extremely difficult	Extremely easy
26	Course Structure and Organization	Readings and Assignments	Were reading assignments relevant to class presentations?	Yes, almost always	No, almost never
27	Course Structure and Organization	Readings and Assignments	Appropriate reading assignments were given for each part of the course.	Strongly agree	Strongly disagree
28	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
29	Course Structure and Organization	Readings and Assignments	Adequate time was provided for completing assignments.	Always	Seldom

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30	Course Structure and Organization	Readings and Assignments	Were written assignments (papers, problems, etc.) well chosen?	Yes, well chosen	No, poorly chosen
31	Course Structure and Organization	Readings and Assignments	Describe your writing assignments.	Interesting stimulating	Dull, uninspiring
32	Course Structure and Organization	Readings and Assignments	Were directions for written assignments clear and specific?	Yes, always	No, never
33	Course Structure and Organization	Readings and Assignments	Completing written assignments was a good use of my time and effort.	Strongly agree	Strongly disagree
34	Course Structure and Organization	Readings and Assignments	How much time and effort were required for written assignments?	A great deal	Very little
35	Course Structure and Organization	Readings and Assignments	I was given sufficient creative freedom in writing papers/reports.	Strongly agree	Strongly disagree
36	Course Structure and Organization	Readings and Assignments	The instructor permitted enough freedom in choosing paper topics.	Sufficient freedom	Much too strict
37	Course Structure and Organization	Readings and Assignments	Were written assignments relevant to class presentations?	Yes, quite relevant	No, very irrelevant
38	Course Structure and Organization	Examinations and Grading	Were written assignments graded fairly?	Yes, very fairly	No, very unfairly
39	Course Structure and Organization	Examinations and Grading	Were written assignments graded and returned promptly?	Yes, almost always	No, almost never
40	Course Structure and Organization	Instructional Materials	Has your ability to express ideas in writing been strengthened?	Yes, definitely	No, definitely not
41	Course Structure and Organization	Instructional Materials	Were the term papers valuable in relation to course objectives?	Yes, of high value	No, of little value
42	Course Structure and Organization	Instructional Materials	How beneficial were the homework assignments?	Very beneficial	Just busy work
43	Course Structure and Organization	Readings and Assignments	Should more or less homework have been assigned for this course?	Much more	Much less
44	Course Structure and Organization	Readings and Assignments	The homework assignments were	Excessively difficult	Much too easy
45	Course Structure and Organization	Readings and Assignments	The homework assignments were	Excessively long	Extremely short
46	Course Structure and Organization	Instructional Materials	Instructional materials for this course were	Too elementary	Too advanced
47	Course Structure and Organization	Instructional Materials	Were the videotapes/films interesting and stimulating?	Yes, almost always	No, almost never
48	Course Structure and Organization	Instructional Materials	Were slide presentations interesting and stimulating?	Yes, almost always	No, almost never
49	Course Structure and Organization	Instructional Materials	Were handouts, problem sets, etc. valuable as learning aids?	Yes, almost always	No, almost never
50	Course Structure and Organization	Instructional Materials	Audiovisual material was well integrated with the rest of the course.	Strongly agree	Strongly disagree
51	Course Structure and Organization	Instructional Materials	How much explanation was provided when discussing films, etc.?	Too much	Too little
52	Course Structure and Organization	Instructional Materials	How relevant were films and audiovisuals to course objectives?	Very relevant	Very irrelevant
53	Course Structure and Organization	Instructional Materials	The instructor's use of audiovisual materials was excessive.	Strongly agree	Strongly disagree
54	Course Structure and Organization	Examinations and Grading	How effective was the instructor in preparing students for exams?	Very effective	Very ineffective
55	Course Structure and Organization	Examinations and Grading	How would rate the quality of the instructor's examination questions?	Excellent	Very poor
56	Course Structure and Organization	Examinations and Grading	Was the grading system for the course explained?	Yes, very well	No, not at all
57	Course Structure and Organization	Examinations and Grading	Did the instructor set too high/too low grading standards for students?	Too high	Too low
58	Course Structure and Organization	Examinations and Grading	How would you characterize the instructor's grading system?	Very objective	Very subjective

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59	Course Structure and Organization	Examinations and Grading	Were exams, papers, or reports returned with errors explained?	Almost always	Almost never
60	Course Structure and Organization	Examinations and Grading	Did you understand why you received the grades you did on projects?	Always	Never
61	Course Structure and Organization	Examinations and Grading	Exams were promptly graded.	Yes, always	No, never
62	Course Structure and Organization	Examinations and Grading	The exams reflected important points in the reading assignments.	Strongly agree	Strongly disagree
63	Course Structure and Organization	Examinations and Grading	Were the instructor's test questions thought provoking?	Yes, definitely	No, definitely not
64	Course Structure and Organization	Examinations and Grading	Examinations tested mainly trivia.	Strongly agree	Strongly disagree
65	Course Structure and Organization	Examinations and Grading	Were there "trick" or trite questions on tests?	Lots of them	Few if any
66	Course Structure and Organization	Examinations and Grading	Were questions on exams worded clearly?	Yes, very clearly	No, very unclearly
67	Course Structure and Organization	Examinations and Grading	How many examinations were given?	Too many	Too few
68	Course Structure and Organization	Examinations and Grading	How was the length of exams given the time allotted?	Too long	Too short
69	Course Structure and Organization	Examinations and Grading	How difficult were the examinations?	Too difficult	Too easy
70	Course Structure and Organization	Examinations and Grading	I found that I could score reasonably well on exams just by cramming.	Strongly agree	Strongly disagree
71	Specific Instructional Settings	Academic Integrity	Tests were probably available to some students before being given.	Agree	Disagree
72	Course Structure and Organization	Examinations and Grading	Were exams adequately discussed or reviewed when returned?	Yes, adequately	No, not adequately
73	Course Structure and Organization	Course Difficulty and Workload	How much work did this course require?	Excessive amount	Not enough
74	Course Structure and Organization	Objectives and Structure	The instructor attempted to cover too much material.	Strongly agree	Strongly disagree
75	Course Structure and Organization	Course Difficulty and Workload	How demanding was the instructor for assignment length, due dates, etc.?	Very reasonable	Overly demanding
76	Course Structure and Organization	Readings and Assignments	The amount of preparation outside class required for this course was	Quite great	Quite small
77	Course Structure and Organization	Course Difficulty and Workload	The instructor emphasized quality of work more than quantity.	Strongly agree	Strongly disagree
78	Course Structure and Organization	Course Difficulty and Workload	The instructor's assumption that I could master techniques was correct.	Strongly agree	Strongly disagree
79	Course Structure and Organization	Course Difficulty and Workload	The instructor's assumption that I could use the equipment was correct.	Strongly agree	Strongly disagree
80	Course Structure and Organization	Course Difficulty and Workload	How difficult was the course material	Too difficult	Rather easy
81	Course Structure and Organization	Course Difficulty and Workload	This course was	Overly demanding	Too easy
82	Course Structure and Organization	Course Difficulty and Workload	The difficulty level of the course material was appropriate for me.	Agree	Disagree
83	Course Structure and Organization	Course Difficulty and Workload	Describe the pace of the course.	Too fast	Too slow
84	Course Structure and Organization	Course Difficulty and Workload	What pace did the instructor set in presenting the material?	Too fast	Too slow
85	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
86	Course Structure and Organization	Course Difficulty and Workload	Other students were more advanced, so I had trouble keeping up.	Strongly agree	Strongly disagree
87	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

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88	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
89	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	In this course, I learned	A great deal	Very little
90	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
91	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
92	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	How much factual material did you learn in this course?	A great deal	Very little
93	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
94	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
95	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
96	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	I developed the ability to recognize good arguments in this field.	Strongly agree	Strongly disagree
97	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
98	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Was your ability to communicate about this subject improved?	Yes, significantly	No, not much
99	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
100	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	The instructor helped improve my problem solving ability.	Strongly agree	Strongly disagree
101	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
102	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
103	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	How much has this course improved your aesthetic judgment?	A great deal	Very little
104	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	How valuable was this course for your technical development?	Extremely valuable	Not valuable
105	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	The course gave me skills and techniques applicable to my career.	Strongly agree	Strongly disagree
106	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
107	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Did you learn much about career opportunities?	Yes, quite a lot	No, not much
108	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Did projects increase your understanding of concepts and principles?	A great deal	Very little
109	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
110	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
111	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I enjoyed learning about this subject matter.	To a great extent	Not at all
112	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I looked forward to attending class.	Almost always	Almost never
113	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Did this course maintain your attention throughout the semester?	Always	Never
114	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Did your interest in the course change as the semester progressed?	Interest increased	Interest decreased
115	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
116	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	The subject matter was intrinsically boring.	Strongly agree	Strongly disagree

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117	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
118	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
119	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
120	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	This course helped me to fulfill some of my personal goals.	Strongly agree	Strongly disagree
121	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
122	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I felt this course had value for me as a person.	Strongly agree	Strongly disagree
123	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I developed a more positive self-concept because of this course.	Strongly agree	Strongly disagree
124	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
125	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
126	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Did you develop a set of overall values in this field?	Yes, definitely	No, definitely
127	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	Did you become interested in course-related community projects?	Yes, very much	No, not really
128	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I developed some leadership skills because of this course.	Strongly agree	Strongly disagree
129	Student Outcomes of Instruction	Participation and Effort	Compared to other courses, how much effort did you put into this course?	Much more	Much less
130	Student Outcomes of Instruction	Participation and Effort	I prepared before coming to class.	Almost always	Almost never
131	Student Outcomes of Instruction	Participation and Effort	How often did you put off studying for this course?	Very often	Never
132	Student Outcomes of Instruction	Participation and Effort	How often had you completed assigned reading before coming to class?	Almost always	Almost never
133	Student Outcomes of Instruction	Participation and Effort	I kept up with the work in this course.	Strongly agree	Strongly disagree
134	Student Outcomes of Instruction	Participation and Effort	I sought help when I didn't understand the material.	Almost always	Almost never
135	Student Outcomes of Instruction	Participation and Effort	I actively participated in course-related group activities.	Often	Seldom
136	Student Outcomes of Instruction	Participation and Effort	Did you actively participate in class discussions?	Yes, often	No, never
137	Course Structure and Organization	Readings and Assignments	Did you read additional books or other materials as suggested?	Yes, all	No, none
138	Specific Instructional Settings	Miscellaneous/Items for GST Courses	I had the appropriate prerequisites and skills for this course.	Agree	Disagree
139	Course Structure and Organization	Readings and Assignments	I learned more from readings than I did from lectures and discussions.	Strongly agree	Strongly disagree
140	Course Structure and Organization	Objectives and Structure	The lecture-discussion method used in this class left me bored.	Almost always	Almost never
141	Specific Instructional Settings	Physical Education Activities	There wasn't enough student participation for this type of course.	Strongly agree	Strongly disagree
142	Instructor Style	Communication Skills	The instructor was a dynamic teacher.	Yes, very dynamic	No, very dull
143	Instructor Style	Communication Skills	Was the instructor a good speaker?	Yes, very good	No, rather poor
144	Instructor Style	Communication Skills	How would you characterize the instructor's ability to explain?	Excellent	Very poor
145	Instructor Style	Leadership	The instructor was a good leader.	Strongly agree	Strongly disagree
146	Instructor Style	Organizational Skills	The instructor seemed well-prepared for class.	Yes, always	No, seldom

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147	Instructor Style	Communication Skills	The instructor was a creative teacher.	Strongly agree	Strongly disagree
148	Instructor Style	Communication Skills	How interesting were the instructor's presentations?	Very interesting	Rather boring
149	Instructor Style	Communication Skills	Did the instructor make good use of examples and illustrations?	Yes, often	No, seldom
150	Instructor Style	Communication Skills	The instructor emphasized important points by inflection or repetition.	Almost always	Almost never
151	Instructor Style	Communication Skills	It was easy to hear and understand the instructor.	Strongly agree	Strongly disagree
152	Instructor Style	Organizational Skills	The instructor's lectures seemed to ramble.	Almost always	Almost never
153	Instructor Style	Communication Skills	How effective was the instructor in presenting materials in lectures?	Very Effective	Not at all effective
154	Instructor Style	Leadership	The instructor's classroom leadership ability was	Very effective	Rather ineffective
155	Instructor Style	Communication Skills	The instructor spent a great deal of time making a few small points.	Almost always	Almost never
156	Instructor Style	Communication Skills	The instructor made use of alternative explanations when needed.	Almost always	Almost never
157	Instructor Style	Organizational Skills	Was the instructor able to give references for additional reading?	Yes, very able	No, not able
158	Instructor Style	Organizational Skills	Were relationships of course content to recent developments indicated?	Yes, quite often	No, hardly ever
159	Instructor Style	Organizational Skills	The instructor's presentations allowed for easy note taking.	Strongly agree	Strongly disagree
160	Instructor Style	Communication Skills	The instructor presented material at a level appropriate for me.	Almost always	Almost never
161	Instructor Style	Organizational Skills	Was the instructor's use of the blackboard and handouts effective?	Very effective	Confusing, inadequate
162	Instructor Style	Organizational Skills	The instructor followed an outline during classroom presentations.	Almost always	Almost never
163	Instructor Style	Organizational Skills	The instructor summarized material presented in each class.	Almost always	Almost never
164	Instructor Style	Communication Skills	The instructor's presentation of abstract concepts and theories was	Very clear	Very unclear
165	Instructor Style	Communication Skills	Classroom problems were clearly presented.	Strongly agree	Strongly disagree
166	Instructor Style	Communication Skills	The instructor generally talked	Much too fast	Much too slow
167	Instructor Style	Communication Skills	Was the instructor able to explain difficult material satisfactorily?	Almost always	Almost never
168	Instructor Style	Communication Skills	The instructor gave explanations that were clearly to the point.	Strongly agree	Strongly disagree
169	Instructor Style	Communication Skills	I clearly understood the main points of the lectures.	Almost always	Almost never
170	Instructor Style	Communication Skills	The instructor explained ideas by relating them to familiar concepts.	Often enough	Too seldom
171	Instructor Style	Communication Skills	The instructor broke down complex topics for easier explanation.	Very often	Too seldom
172	Instructor Style	Communication Skills	The instructor was able to answer questions clearly and concisely.	Almost always	Almost never
173	Instructor Style	Communication Skills	The instructor explained the underlying rationale for techniques.	Almost always	Almost never
174	Instructor Style	Communication Skills	How much detail did the instructor provide in his/her explanations?	Too much	Too little
175	Instructor Style	Organizational Skills	To what extent did the instructor review material?	Too much	Too little
176	Instructor Style	Organizational Skills	The instructor did not synthesize, integrate, or summarize effectively.	Strongly agree	Strongly disagree
177	Instructor Style	Communication Skills	The instructor spoke in a monotone, rarely showing expression in voice.	Almost always	Almost never

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178	Instructor Style	Communication Skills	The instructor looked at the class while speaking.	Almost always	Almost never
179	Instructor Style	General/Miscellaneous	Did the instructor arrive on time?	Yes, always	No, seldom
180	Instructor Style	General/Miscellaneous	How much self-confidence did the instructor display?	A great deal	Very little
181	Instructor Style	Standards	The instructor was demanding of students.	Strongly agree	Strongly disagree
182	Instructor Style	Standards	The instructor had high academic standards.	Strongly agree	Strongly disagree
183	Instructor Style	Communication Skills	Was the instructor's voice pleasant or irritating to listen to?	Very pleasant	Very irritating
184	Instructor Style	Communication Skills	The instructor's lack of facility with English hindered communication.	Strongly agree	Strongly disagree
185	Instructor Style	Communication Skills	The instructor stuttered or hesitated during lectures.	Almost always	Almost never
186	Instructor Style	Open-Mindedness	The instructor was open-minded.	Strongly agree	Strongly disagree
187	Instructor Style	Warmth and Concern for Students	The instructor was too overbearing.	Strongly agree	Strongly disagree
188	Instructor Style	General/Miscellaneous	The instructor exhibited professional dignity and bearing.	Almost always	Almost never
189	Instructor Style	Stimulation of Thinking/Effort	The instructor motivated me to do my best work.	Almost always	Almost never
190	Instructor Style	Stimulation of Thinking/Effort	The instructor stimulated my intellectual curiosity.	Almost always	Almost never
191	Instructor Style	Assistance	The instructor gave advice on how to study for the course.	Yes, often	No, never
192	Instructor Style	Stimulation of Thinking/Effort	Did the instructor raise challenging questions in class?	Yes, often	No, seldom
193	Instructor Style	Discussions	Questions presented to the class to generate discussion were generally	Too specific	Too vague
194	Instructor Style	Discussions	The instructor initiated fruitful and relevant discussions.	Almost always	Almost never
195	Instructor Style	Discussions	The instructor asked open-ended questions.	Almost always	Almost never
196	Instructor Style	Discussions	The instructor encouraged development of new viewpoints and ideas.	Strongly agree	Strongly disagree
197	Instructor Style	Discussions	The instructor was receptive to differing viewpoints or opinions.	Yes, quite open	No, didn't want them
198	Instructor Style	Discussions	The instructor encouraged me to express my opinion or experience.	Yes, always	No, never
199	Instructor Style	Discussions	Did the instructor encourage you to develop your approaches to problems?	Definitely yes	Definitely no
200	Instructor Style	Stimulation of Thinking/Effort	The instructor encouraged me to think for myself.	Strongly agree	Strongly disagree
201	Instructor Style	Stimulation of Thinking/Effort	This course enhanced my creative abilities.	To a great extent	Not at all
202	Instructor Style	Organizational Skills	The instructor pointed out what was important to learn in each class.	Almost always	Almost never
203	Instructor Style	General/Miscellaneous	Did the instructor suggest specific ways students could improve?	Yes, frequently	No, almost never
204	Instructor Style	Warmth and Concern for Students	Did the instructor check on student's understanding of lectures.	Frequently	Rarely
205	Instructor Style	General/Miscellaneous	Ungraded feedback (short quizzes, question periods, etc.) was used	Much too frequently	Much too infrequently
206	Instructor Style	General/Miscellaneous	The instructor emphasized learning rather than tests or grades.	Almost always	Almost never
207	Instructor Style	Warmth and Concern for Students	My impression was that the instructor was sensitive to student needs.	Almost always	Almost never
208	Instructor Style	Warmth and Concern for Students	How patient was the instructor in working with you?	Very patient	Rather impatient

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209	Instructor Style	Warmth and Concern for Students	Did the instructor treat you with respect?	Yes, always	No, seldom
210	Instructor Style	Warmth and Concern for Students	The instructor listened attentively to what class members had to say.	Always	Seldom
211	Instructor Style	Warmth and Concern for Students	The instructor was fair to students.	Often	Seldom
212	Instructor Style	Standards	The instructor seemed	Lenient	Strict
213	Instructor Style	Warmth and Concern for Students	The instructor could sense when an idea had not been clear to me.	Strongly agree	Strongly disagree
214	Instructor Style	Warmth and Concern for Students	How often did the instructor understand your comments or questions?	Almost always	Almost never
215	Instructor Style	Assistance	Was the instructor willing to spend extra time with you?	Very willing	Very unwilling
216	Instructor Style	Assistance	How accessible was the instructor for meetings with students?	Available regularly	Never available
217	Instructor Style	Warmth and Concern for Students	The instructor seemed to sense when a student didn't understand.	Strongly agree	Strongly disagree
218	Instructor Style	Warmth and Concern for Students	The instructor corrected student statements without discussion.	Almost always	Almost never
219	Instructor Style	Assistance	The instructor recognized students' difficulties understanding material.	Almost always	Almost never
220	Instructor Style	Assistance	The instructor thoroughly answered students' questions.	Almost always	Almost never
221	Instructor Style	Assistance	The instructor praised me when I had done particularly well.	Yes, always	No, almost never
222	Course Structure and Organization	Examinations and Grading	Evaluations of my work were done in a constructive manner.	Almost always	Almost never
223	Course Structure and Organization	Examinations and Grading	Were the instructor's criticisms and comments about your work helpful?	Almost always	Almost never
224	Instructor Style	Open-Mindedness	The instructor accepted criticisms and suggestions	Very well	Rather poorly
225	Instructor Style	Warmth and Concern for Students	The instructor made me afraid to make mistakes.	Strongly agree	Strongly disagree
226	Instructor Style	Warmth and Concern for Students	How much confidence did the instructor have in you as a student?	A great deal	Very little
227	Instructor Style	Warmth and Concern for Students	The instructor recognized my problems performing difficult material.	Almost always	Almost never
228	Instructor Style	Warmth and Concern for Students	Did the instructor intimidate the students?	Yes, frequently	No, never
229	Instructor Style	Warmth and Concern for Students	Was the instructor cynical and sarcastic?	Very cynical	Not at all cynical
230	Instructor Style	Warmth and Concern for Students	The instructor was condescending toward students.	Strongly agree	Strongly disagree
231	Course Structure and Organization	Objectives and Structure	In terms of directions and structure of the course, the instructor was	Very flexible	Too rigid
232	Course Structure and Organization	Objectives and Structure	Was a good balance of student and instructor contribution achieved?	Almost always	Almost never
233	Instructional Climate	Professor	There was a positive interaction between students and instructor.	Almost always	Almost never
234	Instructional Climate	Classroom Climate	The atmosphere in the classroom seemed	Relaxed and friendly	Tense and unfriendly
235	Instructional Climate	Professor	The instructor promoted an atmosphere conducive to work & learning.	Strongly agree	Strongly disagree
236	Instructor Style	Warmth and Concern for Students	Describe your instructor's attitude toward students.	Friendly	Unfriendly
237	Instructor Style	Warmth and Concern for Students	The instructor acted professionally in creating rapport with students.	Strongly agree	Strongly disagree
238	Instructor Style	Warmth and Concern for Students	How often did the instructor display favoritism toward certain students?	Too often	Seldom/never

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239	Instructor Style	Discussions	The instructor attempted to involve students in classroom activities.	Strongly agree	Strongly disagree
240	Instructor Style	Discussions	Students were free to ask questions if points needed clarification.	Strongly agree	Strongly disagree
241	Instructor Style	Discussions	The instructor asked students to help decide what was discussed.	Almost always	Almost never
242	Instructor Style	Discussions	The instructor asked students to help decide discussion objectives.	Almost always	Almost never
243	Instructor Style	Discussions	The direction of discussion was controlled by the instructor.	Always	Never
244	Instructional Climate	Classroom Climate	How much did other students influence your interest in the course?	A great deal	Not at all
245	Instructional Climate	Professor	The atmosphere for debate among students or with the instructor was	Rather threatening	Non-threatening
246	Instructional Climate	Classroom Climate	How often was class or group discussion monopolized by a few students?	Almost always	Almost never
247	Instructional Climate	Physical Setting	Classroom facilities were	Very adequate	Very poor
248	Instructional Climate	Classroom Climate	For me, the number of students in the class was	Too large	Too small
249	Instructional Climate	Physical Setting	The size of the classroom was	Too small	Too large
250	Course Structure and Organization	Instructional Materials	Cost of instructional supplies for this course was	Too high	Quite reasonable
251	Instructional Climate	Physical Setting	The classroom space provided a suitable environment.	Strongly agree	Strongly disagree
252	Instructional Climate	Physical Setting	How adequate was the lighting of the classroom?	Very adequate	Very inadequate
253	Instructional Climate	Physical Setting	Did the equipment detract from the quality of your work?	A great deal	Not at all
254	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	How valuable do you consider this course?	Extremely valuable	Not valuable
255	Student Preferences for Instruction	Preferred Formats	I like a traditional course format with lecture.	Strongly agree	Strongly disagree
256	Student Preferences for Instruction	Preferred Formats	I like student-centered classes with lots of discussion.	Strongly agree	Strongly disagree
257	Student Preferences for Instruction	Preferred Formats	I like self-paced courses with flexible scheduling.	Strongly agree	Strongly disagree
258	Student Outcomes of Instruction	Participation and Effort	I prepare assigned lessons before coming to class.	Always	Never
259	Student Outcomes of Instruction	Participation and Effort	I skipped this class quite often.	Very often	Seldom
260	Course Structure and Organization	Readings and Assignments	I learn more from readings than from lectures and class discussions.	Strongly agree	Strongly disagree
261	Student Preferences for Instruction	Preferred Formats	I prefer well-organized lectures to class discussions.	Strongly agree	Strongly disagree
262	Student Preferences for Instruction	Preferred Formats	Class discussions tend to be more stimulating than lectures.	Strongly agree	Strongly disagree
263	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I took this class on the advice of other students.	Strongly agree	Strongly disagree
264	Course Structure and Organization	Objectives and Structure	This subject matter is intrinsically boring.	Strongly agree	Strongly disagree
265	Student Outcomes of Instruction	Participation and Effort	I actively participated in class.	Yes, often	No, seldom
266	Course Structure and Organization	Readings and Assignments	How much non-required reading did you do for a course like this?	All	None
267	Student Outcomes of Instruction	Participation and Effort	Student participation is a necessary component for this course.	Strongly agree	Strongly disagree
268	Student Preferences for Instruction	Preferred Formats	I prefer a variety of teaching methods vs. a single method.	Strongly agree	Strongly disagree
269	Student Preferences for Instruction	Preferred Formats	A major facet of this course should be developing original ideas.	Strongly agree	Strongly disagree

Q #	Category	Subcategory	Question	Left prompt	Right prompt
270	Student Preferences for Instruction	Preferred Formats	I wanted to work on more real problems in the field during the course.	Strongly agree	Strongly disagree
271	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I chose this course for educational reasons (interest, goals, etc.)	Strongly agree	Strongly disagree
272	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	I chose this course for non-educational reasons (convenient time).	Strongly agree	Strongly disagree
273	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of organized presentations.	Very important	Not important
274	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of stimulation of thinking.	Very important	Not important
275	Student Preferences for Instruction	Importance Rating Items	Rate the importance of instructor accessibility outside of class.	Very important	Not important
276	Student Preferences for Instruction	Importance Rating Items	Rate the importance of effective communication by the instructor.	Very important	Not important
277	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of student class participation.	Very important	Not important
278	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of early feedback on progress.	Very important	Not important
279	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of gaining knowledge of subject.	Very important	Not important
280	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of gaining first hand applications.	Very important	Not important
281	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of enjoyable class sessions.	Very important	Not important
282	Student Preferences for Instruction	Importance Rating Items	For this course rate the importance of doing independent research.	Very important	Not important
283	Specific Instructional Settings	Laboratories	Were lab assignments interesting and stimulating?	Yes, very interesting	No, not very interesting
284	Specific Instructional Settings	Laboratories	Were labs important to learning in this course?	Yes, very important	No, very unimportant
285	Specific Instructional Settings	Laboratories	Did lab assignments require a reasonable amount of time and effort?	No, too demanding	No, too simple
286	Specific Instructional Settings	Laboratories	The length of the lab sessions was	Too long	Too short
287	Specific Instructional Settings	Laboratories	I had adequate time to complete the lab exercises.	Yes, always	No, seldom
288	Specific Instructional Settings	Laboratories	Lab experiments were	Too difficult	Too easy
289	Specific Instructional Settings	Laboratories	The lab was too advanced and specialized for my purposes.	Strongly agree	Strongly disagree
290	Specific Instructional Settings	Laboratories	Were labs coordinated with class work?	Yes, always	No, almost never
291	Specific Instructional Settings	Laboratories	Did the instructor relate lab exercises to classroom information?	Yes, often	No, seldom
292	Specific Instructional Settings	Laboratories	Were you provided adequate instructions for doing lab exercises?	Yes, always	No, seldom
293	Specific Instructional Settings	Laboratories	Describe laboratory textbook or manual assigned for this course.	Excellent	Very poor
294	Specific Instructional Settings	Laboratories	How suitable was the pace of the lab (# experiments, time for each)	Too slow	Too fast
295	Specific Instructional Settings	Laboratories	How much background and detail was demanded in the laboratory reports?	Nothing but the results	Excessive amounts
296	Specific Instructional Settings	Laboratories	Lab equipment was often inoperable.	Strongly agree	Strongly disagree
297	Specific Instructional Settings	Laboratories	Lab reports helped me learn about theory and experimental methods.	Strongly agree	Strongly disagree
298	Specific Instructional Settings	Laboratories	I would like to work individually in lab, rather than with a partner.	Strongly agree	Strongly disagree

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

Q #	Category	Subcategory	Question	Left prompt	Right prompt
328	Specific Instructional Settings	Studio Art	Have you developed confidence in the studio?	Yes, very much	No, not at all
329	Specific Instructional Settings	Studio Art	The instructor had a strong influence upon my work.	Yes, very positive	No, very negative
330	Specific Instructional Settings	Studio Art	The instructor was instrumental in raising my artistic values.	Strongly agree	Strongly disagree
331	Specific Instructional Settings	Studio Art	The instructor made me think about different ways to approach projects.	Strongly agree	Strongly disagree
332	Specific Instructional Settings	Studio Art	How much do you feel you have accomplished in this course.	A great deal	Very little
333	Specific Instructional Settings	Studio Art	How difficult was it to get access to equipment?	Very difficult	Not difficult at all
334	Specific Instructional Settings	Team Teaching	How effectively was team teaching used in this course?	Very effectively	Very ineffectively
335	Specific Instructional Settings	Team Teaching	My impression is that the teachers coordinated their instruction well.	Always	Never
336	Specific Instructional Settings	Team Teaching	Course material was more effectively presented with team teaching.	Strongly agree	Strongly disagree
337	Specific Instructional Settings	Team Teaching	Team teaching was a very effective method for learning.	Strongly agree	Strongly disagree
338	Specific Instructional Settings	Team Teaching	One instructor dominated the team teaching in this course.	Almost always	Almost never
339	Specific Instructional Settings	Team Teaching	The team teachers were compatible in this course.	To a great extent	Not at all
340	Specific Instructional Settings	Field Trips	Rate the organization and the conduct of the field trip(s).	Excellent	Very poor
341	Specific Instructional Settings	Field Trips	Rate the field trip(s) as a learning experience.	Very effective	Very ineffective
342	Specific Instructional Settings	Clinical Settings	Were you exposed to a variety of clinical problems?	Yes, a great deal	No, very little deal
343	Specific Instructional Settings	Clinical Settings	The instructor's clinical demonstrations were clear and concise.	Strongly agree	Strongly disagree
344	Specific Instructional Settings	Clinical Settings	Considering client availability, the clinical experiences were realistic.	Strongly agree	Strongly disagree
345	Specific Instructional Settings	Clinical Settings	Were clinical techniques explained and discussed thoroughly?	Yes, always	No, seldom
346	Specific Instructional Settings	Clinical Settings	How much observation and supervision was provided?	Too much	Too little
347	Specific Instructional Settings	Clinical Settings	Prior course work prepared me to handle the clinical tasks.	Strongly agree	Strongly disagree
348	Specific Instructional Settings	Clinical Settings	How clearly did the instructor state the clinical problems?	Very clearly	Very unclearly
349	Specific Instructional Settings	Clinical Settings	Was the instructor able to thoroughly answer your clinical questions?	Yes, always	No, seldom
350	Specific Instructional Settings	Clinical Settings	Performance exams allowed me to demonstrate my clinical competencies.	Strongly agree	Strongly disagree
351	Specific Instructional Settings	Clinical Settings	How consistent were the evaluations of your clinical work?	Consistent	Inconsistent
352	Specific Instructional Settings	Clinical Settings	How helpful was the instructor in developing your clinical techniques?	Helpful	Unhelpful
353	Specific Instructional Settings	Clinical Settings	How helpful was the instructor's feedback about your clinical work?	Very constructive	Not at all constructive
354	Specific Instructional Settings	Clinical Settings	Appropriate and inappropriate clinical methods were clearly identified.	Strongly agree	Strongly disagree
355	Specific Instructional Settings	Clinical Settings	The instructor was overly demanding of the clinical students.	Strongly agree	Strongly disagree
356	Specific Instructional Settings	Clinical Settings	The instructor sensed when you did not know what you were doing.	Strongly agree	Strongly disagree

Q #	Category	Subcategory	Question	Left prompt	Right prompt
357	Specific Instructional Settings	Clinical Settings	How helpful was the supervising teacher in developing techniques?	Very helpful	Not at all helpful
358	Specific Instructional Settings	Clinical Settings	How constructive was the supervising teacher's feedback?	Very constructive	Not at all constructive
359	Specific Instructional Settings	Clinical Settings	The supervising teacher was overly demanding of the clinical students.	Strongly agree	Strongly disagree
360	Specific Instructional Settings	Clinical Settings	The supervising teacher sensed when you didn't know what you were doing.	Strongly agree	Strongly disagree
361	Specific Instructional Settings	Physical Education Activities	The instructor presented the skills and drills in a logical progression.	Strongly agree	Strongly disagree
362	Specific Instructional Settings	Physical Education Activities	The instructor was available for individual help during class.	Strongly agree	Strongly disagree
363	Specific Instructional Settings	Physical Education Activities	The instructor encouraged me to work to my potential.	Strongly agree	Strongly disagree
364	Specific Instructional Settings	Physical Education Activities	The skills test appropriately assessed student motor performance.	Strongly agree	Strongly disagree
365	Specific Instructional Settings	Physical Education Activities	The skills test truly assessed my skill in the activity.	Strongly agree	Strongly disagree
366	Specific Instructional Settings	Physical Education Activities	Since my competence has improved, I will engage in this activity more.	Very likely	Very unlikely
367	Specific Instructional Settings	Physical Education Activities	The instructor stressed the development of good mechanical skills.	Strongly agree	Strongly disagree
368	Specific Instructional Settings	Physical Education Activities	Enough time was provided to use skills in game situations.	Strongly agree	Strongly disagree
369	Specific Instructional Settings	Physical Education Activities	The instructor provided sufficient practice time.	Strongly agree	Strongly disagree
370	Specific Instructional Settings	Physical Education Activities	The written test appropriately assessed the course content.	Strongly agree	Strongly disagree
371	Specific Instructional Settings	Physical Education Activities	The instructor seemed concerned with our progress in developing skills.	Strongly agree	Strongly disagree
372	Specific Instructional Settings	Academic Integrity	I personally observed violations of academic integrity in this course.	No, never	Yes, many
373	Student Outcomes of Instruction	Participation and Effort	I asked the instructor course-related questions outside of class.	Almost every day	Almost never
374	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
375	Instructor Style	Guest Speakers	Guest speakers were well integrated with the rest of the course.	Strongly Agree	Strongly Disagree
376	Instructor Style	Guest Speakers	Were guest speakers interesting?	No, not at all	Yes, very interesting
377	Course Structure and Organization	Instructional Materials	Workshops on assignments were beneficial.	Strongly Agree	Strongly Disagree
378	Specific Instructional Settings	Education Classes	There should be more emphasis on teaching methods & less on content.	Strongly Agree	Strongly Disagree
379	Specific Instructional Settings	Education Classes	There should be more emphasis on math content and less on methods.	Strongly Agree	Strongly Disagree
380	Specific Instructional Settings	Academic Integrity	I was aware of cheating on tests and quizzes.	Often	Never
381	Specific Instructional Settings	Academic Integrity	I was aware of unauthorized cooperation on homework assignments.	Often	Never
382	Specific Instructional Settings	Academic Integrity	I was aware of unauthorized cooperation on laboratory assignments.	Often	Never
383	Specific Instructional Settings	Miscellaneous/Items for GST Courses	This course is an important part of a liberal arts education.	Strongly agree	Strongly disagree
384	Specific Instructional Settings	Miscellaneous/Items for GST Courses	The instructor tried to cover all fields (history, theater, art, etc.).	Strongly agree	Strongly disagree
385	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

Q #	Category	Subcategory	Question	Left prompt	Right prompt
386	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
387	Specific Instructional Settings	Miscellaneous/Items for GST Courses	I have a better understanding of values different from mine.	Strongly agree	Strongly disagree
388	Course Structure and Organization	Readings and Assignments	Do you feel that the book provided good explanations of the material?	Yes	No
389	Course Structure and Organization	Readings and Assignments	Please rate the textbook.	Poor	Excellent
390	Specific Instructional Settings	Language Lab	Language lab exercises provided a good preparation for quizzes/tests.	Strongly agree	Strongly disagree
391	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
392	Specific Instructional Settings	Office of Academic Services	I utilized the free peer tutoring available at the Learning Center.	Never	Frequently
393	Specific Instructional Settings	Office of Academic Services	How would you rate the help you received from the Learning Center?	Poor	Excellent
394	Student Outcomes of Instruction	Participation and Effort	Did you read the assigned chapters and prepare for class?	Never	Always
395	Student Outcomes of Instruction	Participation and Effort	Did you take advantage of the instructor's office hours?	Never	Very often
396	Course Structure and Organization	Readings and Assignments	Did the text provide good examples and explanations of the material?	Yes	No
397	Specific Instructional Settings	Office of Academic Services	If you received help from a peer tutor, how would you rate the help?	Poor	Excellent
398	Specific Instructional Settings	Language Lab	Did you utilize the language lab?	Never	Always
399	Course Structure and Organization	Examinations and Grading	The exams reflected important points in the course material.	Strongly agree	Strongly disagree
400	Student Outcomes of Instruction	Enjoyment and Other Affective Outcomes	How much did you enjoy this course?	Very much	Not at all
401	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	My ability to read scientific papers improved during this course.	Strongly agree	Strongly disagree
402	Specific Instructional Settings	Lectureless Format with Group Work	I enjoyed working with the people in my group.	Strongly agree	Strongly disagree
403	Specific Instructional Settings	Lectureless Format with Group Work	I prefer to work in groups.	Strongly agree	Strongly disagree
404	Specific Instructional Settings	Lectureless Format with Group Work	I learn better in the lectureless format than in the lecture format.	Strongly agree	Strongly disagree
405	Specific Instructional Settings	Lectureless Format with Group Work	Most students retain more and learn better in the lectureless format.	Strongly agree	Strongly disagree
406	Specific Instructional Settings	Lectureless Format with Group Work	I have more interaction with the instructor in the lectureless format	Strongly agree	Strongly disagree
407	Specific Instructional Settings	Lectureless Format with Group Work	I did my assigned group jobs well.	Strongly agree	Strongly disagree
408	Specific Instructional Settings	Lectureless Format with Group Work	Group work allowed me to develop better relationships with classmates	Strongly agree	Strongly disagree
409	Specific Instructional Settings	Lectureless Format with Group Work	I enjoy doing class work in groups.	Strongly agree	Strongly disagree
410	Specific Instructional Settings	Lectureless Format with Group Work	I prefer the lectureless format to the traditional lecture format.	Strongly agree	Strongly disagree
411	Specific Instructional Settings	Lectureless Format with Group Work	The Chem Activities were well-written and helpful.	Strongly agree	Strongly disagree
412	Specific Instructional Settings	Lectureless Format with Group Work	I prefer working with the same group rather than switching often.	Strongly agree	Strongly disagree
413	Specific Instructional Settings	Lectureless Format with Group Work	Group quizzes are a good idea.	Strongly agree	Strongly disagree
414	Specific Instructional Settings	Laboratories	Lab exercises helped me develop critical thinking skills.	Strongly agree	Strongly disagree

Q #	Category	Subcategory	Question	Left prompt	Right prompt
415	Specific Instructional Settings	Laboratories	Lab exercises served to reinforce principles from lecture.	Strongly agree	Strongly disagree
416	Specific Instructional Settings	Laboratories	After taking this lab I feel I could design my own basic experiments.	Strongly agree	Strongly disagree
417	Specific Instructional Settings	Laboratories	I am now better at calculating concentrations and making solutions.	Strongly agree	Strongly disagree
418	Specific Instructional Settings	Laboratories	I am now better at using a computer to analyze and present data.	Strongly agree	Strongly disagree
419	Specific Instructional Settings	Laboratories	I am comfortable with operating the lab eqpt. we used in this course.	Strongly agree	Strongly disagree
420	Specific Instructional Settings	Laboratories	I could now adapt other experimental procedures to my own research.	Strongly agree	Strongly disagree
421	Specific Instructional Settings	Laboratories	The complexity/quality of my report writing has improved in this course.	Strongly agree	Strongly disagree
422	Specific Instructional Settings	May Intensive Learning Courses	Activities and assignments differed from those during regular semesters.	Strongly agree	Strongly disagree
423	Specific Instructional Settings	May Intensive Learning Courses	The instructor made connections between the topic & broader themes.	Strongly agree	Strongly disagree
424	Specific Instructional Settings	May Intensive Learning Courses	The course allowed me to participate actively in hands-on experiences.	Strongly agree	Strongly disagree
425	Specific Instructional Settings	May Intensive Learning Courses	By taking this course, I can now speak knowledgeably about the topic.	Strongly agree	Strongly disagree
426	Specific Instructional Settings	May Intensive Learning Courses	It was important to take a single course in May with no distractions.	Strongly agree	Strongly disagree
427	Course Structure and Organization	Instructional Materials	How helpful was Inquire?	It helped greatly	It didn't help at all
428	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
429	Instructor Style	Assistance	Did the instructor respond to your e-mail messages in a timely manner?	Almost always	Almost never
430	Specific Instructional Settings	Miscellaneous/Items for GST Courses	Humanities I helped me understand artistic, literary, and other cultural works.	Strongly agree	Strongly disagree
431	Specific Instructional Settings	Miscellaneous/Items for GST Courses	Humanities II helped me understand historical changes and trends.	Strongly agree	Strongly disagree
432	Course Structure and Organization	Objectives and Structure	Student workshops were helpful.	Strongly agree	Strongly disagree
433	Course Structure and Organization	Examinations and Grading	Written response to my writing was helpful.	Strongly agree	Strongly disagree
434	Course Structure and Organization	Readings and Assignments	I enjoyed the simulation of the congressional committee.	Strongly agree	Strongly disagree
435	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
436	Course Structure and Organization	Objectives and Structure	Integrating lecture and lab facilitated my understanding of course material.	Strongly agree	Strongly disagree
437	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	My (oral) presentation helped me to apply course concepts.	Strongly agree	Strongly disagree
438	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
439	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
440	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
441	Specific Instructional Settings	Physical Education Activities	This course connects well with the overall mission of Roanoke College.	Strongly agree	Strongly disagree
442	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

Q #	Category	Subcategory	Question	Left prompt	Right prompt
443	Course Structure and Organization	Readings and Assignments	The service requirement was relevant to this course.	Strongly agree	Strongly disagree
444	Course Structure and Organization	Readings and Assignments	Students should be required to perform community service.	Strongly agree	Strongly disagree
445	Instructor Style	General/Miscellaneous	I benefited from interaction with the student associate.	Strongly agree	Strongly disagree
469	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
470	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	More than memorization is required to do well in this course.	Strongly agree	Strongly disagree
471	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
484	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
485	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
486	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
487	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
488	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
489	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
490	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
491	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
492	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
493	EDUC Assessment Questions		Compared to courses outside of education, how much meaningful time and effort were required for this course?	Much more	Much less
494	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
495	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
496	EDUC Assessment Questions		Compared to courses outside of education, more than memorization is required to do well in this class.	Strongly agree	Strongly disagree
499	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
500	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
501	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
502	EDUC Assessment Questions		Compared to courses outside of education, how much meaningful time and effort were required for this course?	Much more	Much less

Q #	Category	Subcategory	Question	Left prompt	Right prompt
503	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
504	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
505	EDUC Assessment Questions		Compared to courses outside of education, more than memorization is required to do well in this class.	Strongly agree	Strongly disagree
506	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
507	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
508	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
509	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
510	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
511	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
512	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
513	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
514	HHP Assessment Questions		The lecture portion of this class was a valuable addition to my understanding of wellness.	Strongly agree	Strongly disagree
515	HHP Assessment Questions		This class was a valuable addition to my understanding of fitness.	Strongly agree	Strongly disagree
516	HHP Assessment Questions		This class was a valuable addition to my understanding of good nutrition.	Strongly agree	Strongly disagree
517	HHP Assessment Questions		After taking this class I am more committed to a lifestyle that includes physical activity.	Strongly agree	Strongly disagree
518	HHP Assessment Questions		This class was a valuable addition to my understanding of wellness.	Strongly agree	Strongly disagree
519	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
520	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	This course helped me improve my note taking skills.	Strongly agree	Strongly disagree
521	Student Outcomes of Instruction	Learning and Other Cognitive Outcomes	Using "Connect" self-assessments and/or instruction material was helpful in learning the course concepts.	Strongly agree	Strongly disagree
522	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
523	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
524	Student Preferences for Instruction	Preferred Formats	I enjoy reflection writing assignments.	Strongly agree	Strongly disagree
540	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
541	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

Q #	Category	Subcategory	Question	Left prompt	Right prompt
542	Service Learning		The service-learning portion of this course helped me develop skills in problem solving.	Strongly agree	Strongly disagree
543	Service Learning		The service-learning portion of this course helped me develop effective written communication skills.	Strongly agree	Strongly disagree
544	Service Learning		The service-learning portion of this course helped me develop effective oral communication skills.	Strongly agree	Strongly disagree
545	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
546	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
548	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
549	HNRS Assessment Questions		The community engagement portion of the course led me to have an improved understanding of course concepts.	Strongly agree	Strongly disagree
550	HNRS Assessment Questions		Please share any suggestions you have for the community engagement portion of the course.		
552	Online Instruction		What is the primary reason you are taking this online course?	Response options vary	Response options vary
553	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
554	Online Instruction		How effective were recorded materials at helping you learn (video lectures, narrated PowerPoints, etc.)?	Very effective	Very ineffective
555	Online Instruction		How effective were live sessions at helping you learn (Zoom meetings or similar video conferencing tools, etc.)	Very effective	Very ineffective
556	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
558	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
559	Online Instruction		How well did the instructional methods used in this online course match your personal learning style?	Very well	Very poorly
560	Online Instruction		How many technical issues did you have during the online course (internet connections, software tools, etc.)?	A huge number	Almost none
561	Online Instruction		Rate your agreement: I had sufficient personal attention and assistance from the instructor.	Strongly agree	Strongly disagree
562	Online Instruction		Rate your agreement: The instructor developed a personal rapport with the class that helped us learn.	Strongly agree	Strongly disagree
563	Online Instruction		I learned as much in this online course as I would have in an in-person course.	Strongly agree	Strongly disagree
564	Online Instruction		Based on my experience in this course, I would take another online course.	Strongly agree	Strongly disagree
566	Online Instruction		I was able to maintain my self-motivation throughout this course.	Strongly agree	Strongly disagree
567	Online Instruction		The structure of this online course protected well against possible Academic Integrity violations.	Strongly agree	Strongly disagree