Online Course Evaluations: An Institutional Approach

Committee Executive Summary

Peter Biehl

Krissy Costanzo

Campus-Wide Course Evaluations Committee

March 12, 2014

Executive Summary

As part of the University at Buffalo's commitment to academic excellence and a primary objective of *Realizing UB 2020*, we seek to share a collective focus on improvement by instilling a pervasive culture of assessment, (Realizing UB 2020: Achieving Academic Excellence Oct 7, 2013). Building on the resolution approved by the Faculty Senate more than 30 years ago, UB's course evaluation system ought to evolve to meet the changing standards for teaching effectiveness measured by specific learning outcomes as well as the key student traits we expect to develop in students reflecting the core institutional values inherent in a UB education.

The development and implementation of the university-wide course-evaluation system is phase one in an ongoing process that includes: revisions to the item set; strategies to bolster student response rates and reliability; and technical adjustments to maintain/improve accuracy and ease of data entry, access, and reporting.

Further, the course evaluation system is one piece of a multifaceted strategy of course and instructor evaluation. Foremost, course evaluations should serve as a complement to (a) the ongoing assessment of student learning outcomes (via exams, papers, discussion, etc.) and (b) surveys and questionnaires of course design and pedagogy administered by instructors. Likewise, peer- and/or department chair observation of teaching and assessment of course design, among other processes, is recommended. While the university-wide system serves an administrative role, the overarching aim is to improve the educational experiences and learning outcomes of students.

A university-wide course evaluation system serves a variety of purposes and constituencies. The structure, delivery, analysis, and reporting of campus-wide evaluations need to reflect this multiplicity, while minimizing redundancy. Likewise, the proposed structure seeks to balance the need for flexibility across units/departments/course with the goal of university-wide, cross-course comparisons. As such, the following structure, which builds upon higher education research (particularly that of Herbert Marsh and the SEEQ) is put to forth.

Committee Charge

With the support of Provost Charles F. Zukoski and Senior Vice Provost for Academic Affairs Scott Weber, the Faculty Senate has formed in spring semester 2012 the Committee for University Wide Course Evaluations, to (1) investigate methods and opportunities for a university-wide course evaluation system and (2) creating a computerized campus evaluation system and (3) to implement it across UB's twelve schools. Currently, there are at least five different electronic and three written platforms used across our twelve schools. These diverse methods present numerous challenges by:

- Causing confusion among students, especially undergraduates, who are often using multiple course evaluation platforms throughout a single semester;
- Inhibiting collection of consistent institutional data for university wide assessment of instruction and learning outcomes;
- Providing no common data set for evaluating instructional effectiveness at promotion;
- And preventing efficiencies from both an administrative and cost perspective.

The benefits of adopting a university wide course evaluation system include:

- Uniformity in administration leading to greater efficiency and more reliable results
- Greater transparency for students and one-stop evaluations may encourage greater response rates
- Availability of data and reports for assessment purposes:
  - Faculty review and development
  - Program review
  - Accreditation Reporting
- Electronic platform that is mobile-ready improves accessibility and usability for students

Under the leadership of Professor Peter Biehl, Chair of Anthropology, the Committee for University Wide Course Evaluations is comprised of two subcommittees with faculty and staff membership. The first is the Course Evaluation

Subcommittee which includes the development of the course evaluation content including the types of questions to be asked and how to appropriately structure the instrument. The second subcommittee is the Implementation Subcommittee, whose charge is to develop recommendations regarding the infrastructure needed to effectively administer university wide course evaluations. A complete list of membership can be found in Appendix A.

Research Literature and Peer Practices:

In reviewing the research literature related to student evaluations of teaching, course evaluations tend to serve three primary purposes: (a) formative, providing feedback to faculty for instructional and course improvement; (b) summative, providing an evaluation for purposes such as promotion/tenure decisions and annual performance review; (c) informative, assisting students in selecting future courses (Nevo et al, 2009).

The committee's research revealed success factors and common experiences from institutions as they transitioned from paper to online course evaluations. The success factors for online evaluations from students' point of view are identified in one study as:

- Anonymity
- Ease of use (survey and system)
- Accessibility
- Publication of results
- Subsequent adjustments to the course
- Survey redesign

- System reliability
- Incentives
- Reminders
- Conveying the importance of the course evaluations to students

When transitioning from a paper to online course evaluation system, schools consistently reported a lower response rate, however, students tend to submit more (and often more useful) comments on online evaluations compared to paper evaluations (particularly on short-answer questions). In addition, student and faculty generally view online evaluations more positively than paper evaluations (Anderson et al, 2005; Donovan et al, 2006; Kasiar et al, 2002).

Hierarchy Structure for Online Course Evaluation System

An item bank approach was recommended in the design of the online course evaluation system for two primary reasons. First, by having an item bank of vetted and approved questions, we can ensure comparability of ratings across departments, courses and instructors. Second, a multidimensional system promotes the greatest flexibility possible for units in selecting questions. By doing so, a hierarchy structure was designed at the university, school, department, program, and faculty levels. Additionally, the system will allow up to three unique questions (quantitative or qualitative) to be added to each course evaluation by the instructor.

In shaping the content for the university core questions, the committee recommended the Students' Evaluation of Education Quality (SEEQ); an instrument developed by Dr. Herbert Marsh, University of Western Sydney in 1982. SEEQ comprises items grouped into nine dimensions of teaching (learning, enthusiasm, organization, group interaction, individual rapport, breadth, examinations, assignments, and overall) allowing faculty to pin-point specific areas of teaching quality. SEEQ has been extensively tested and used in more than 50,000 courses with over one million students at both the graduate and undergraduate levels, showing that SEEQ is both valid and reliable (1, 2). Since the SEEQ instrument is a public instrument, it is free of charge. Permission to use the SEEQ item set was granted by the developer.

The UB item catalog (item bank) is comprised of select questions from Purdue's "PICES" item catalog and remaining SEEQ items. After a thorough review of the existing UB course evaluation question sets from across UB, we identified and selected the PICES equivalent for each question to ensure reliability – as these items have been tested and validated. UB has received permission to use Purdue's PICES set free of charge with proper attribution. See Appendix C for the complete Marsh SEEQ and Purdue PICES item sets.

The university core questions incorporate overall assessment of the course and instructor by addressing 8 of the 9 categories put forth by Marsh's SEEQ evaluation. We have rationalized that group interaction may not be an applicable category for all courses at the University at Buffalo and therefore, should not be part of the mandated item set.

1) **Learning/Value**
2) **Enthusiasm**
3) **Organization**
4) **Individual Rapport**
5) Group Interaction (not included in our question set)
6) **Breadth of Coverage**
7) **Grading**
8) **Assignments/Readings**
9) **Workload and Difficulty**

University Core Questions:

Based on the research, the committee elected to use a 4-point Likert scale scored as 1=disagree, 2=somewhat disagree, 3=somewhat agree, 4=agree, to mitigate the likelihood of diminishing returns in terms of reliability from using a 5-point Likert scale. Studies have stated that a midpoint position can lower the mean for an instructor that receives a high score and adds no compensation for an instructor who receives a low score. It is said that nothing can be gained from a neutral response. Berk states in 2006, "For rating scales used to measure teaching effectiveness, it is recommended that the midpoint position be omitted and an even-numbered scale be used such as 4 or 6 points."

In addition, a qualitative section was included to allow the student to give additional feedback about any of the specific categories or give general comments about the course and instructor. As additional schools/colleges add their custom question sets, they may decide to forgo adding additional comment questions as the CORE will already accommodate this option. The committee recommends the following set of 14 questions mandatory across UB:

1. The course was well organized. (Organization)
2. The course was intellectually challenging and stimulating. (Difficulty)
3. The work load in the course was reasonable and appropriate. (Workload)
4. Methods of evaluating student work were fair and appropriate. (Grading)
5. Overall, this was an excellent course. (Overall Course).
6. Please comment on the elements of the course you found particularly effective. (Qualitative)
7. Please comment on course improvements you would suggest. (Qualitative)
8. The instructor clearly presented what students should learn (the expected learning outcomes) for the course. (Breadth of Coverage)
9. The course content (assignments, readings, lectures, etc.) helped me meet the learning expectations set forth by the instructor. (Learning/Value, Assignments/Readings)
10. The instructor was enthusiastic about teaching the course. (Enthusiasm)
11. The instructor made students feel welcome in seeking help/advice in or outside of class. (Individual Rapport)
12. The instructor presented material clearly. (Clarity, Communication, Learning)
13. Overall, this was an excellent instructor. (Overall Instructor)
14. Please comment on how effective the instructor was in teaching this course. (Qualitative)

Cost

As indicated below, UB's decentralized approach to administering course evaluations has led to six different course evaluation systems and a recurring annual OTPS costs exceeding $47,218; this does not include costs of staff time. In some departments, preparation of evaluation forms is cumbersome, the questions varied and antiquated, making it near impossible to draw comparisons between departments when analyzing results.

School	Format	Installed	Recurring Annual OTPS Cost	2010 Fall Credit Hours
Architecture and Planning	Paper			8,928
College of Arts and Sciences	ConnectEdu	2004	$7,986	189,953
Dental Medicine	ConnectEdu	2002	$8,000	8,357
Graduate School of Education	Paper Scantron Excel			15,276
Engineering	In-House System			35,860
Law	Paper			11,514
Management	SmartEvals - Hosted	2003	$10,000	32,450
Medicine	InHouse – UBMobileMed	2001	$3,500	26,859
Nursing	ConnectEdu	2003	$3,328	6,357
Pharmacy (Clinical)	e*Value - Hosted	2010	$9,600	7,575
Pharmacy	IDEA Center	2012		
Public Health	ConnectEdu	2006	$3,630	16,448
Social Work	SmartEvals - Hosted	2006	$5,400	5,439
Athletics	ConnectEdu	2010 – Hosted Trial		2,718
			$51,444	**367,734**

Vendor Solution

In December 2013, three vendors were invited to campus to present their course evaluation solution to the committee. Campus Labs' Course Evaluation Software proved to be superior when considering these criteria: usability by faculty and students, automated reporting, system flexibility, and cost.

1. Usability by faculty and students
   a. Mobile-friendly platform allows students to complete evaluations anywhere
   b. Students are currently using similar interface with the Campus Lab Baseline survey tool
   c. Integrates with UB Learns in Blackboard
   d. Provides real-time response rates for faculty
   e. Ability for faculty to add unique questions to evaluations by course and section

2. Report generation
   a. Provides individual summary reports for faculty
   b. Provides segment comparison reports
   c. Automated email to faculty with reports attached (individual course and summary reports)
   d. Faculty summary reports available for administrators/Chairs
   e. Question Over Mean Analysis
   f. Customizable permissions for reporting

3. System flexibility
   a. Ability to customize evaluations to include items on granular level (university, school, department, program, faculty)

    b.   Ability to customize evaluations to accommodate all types of courses with varying instructor types (TA's, team taught courses, labs, etc.)

    c.   Ability to add branching questions, matrix style, single select, and drop-down, quantitative or qualitative

4.   Cost and Implementation

    a.   Annual License for 2014 is $43,264 + implementation fee $6,490 for a total of $49,754

    b.   Implementation provides hours specified for train-the-trainer and IT

    c.   Existing Shibboleth authentication

    d.   Pending approval by the Faculty Senate, a project timeline can be found in Appendix B.
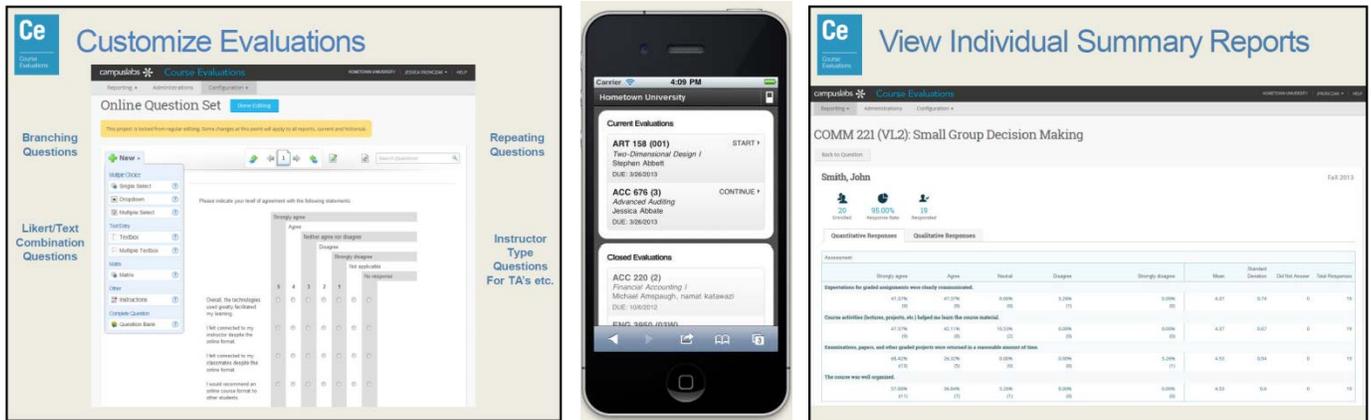
Appendices

Appendix A: University Wide Course Evaluations Committee Membership

Appendix B: Timeline for Online Course Evaluation Project

Appendix C: Marsh SEEQ and Purdue PICES item sets.

References:

Anderson, Heidi M., Jeff Cain, and Eleanora Bird. "Online Student Course Evaluations: Review of Literature and a Pilot Study." *American Journal of Pharmaceutical Education* 69, no. 1, article 5 (2005).

Nevo, D., McClean, R., and Nevo, S. (2010). Harnessing information technology to improve the process of students' evaluations of teaching: An exploration of students' critical success factors of online evaluations. *Journal of information systems education*. 21(1) 99-109. Retrieved from: https://wiki.albany.edu/download/attachments/40871984/Nevo%2C+McClean%2C+and+Nevo+2010.pdf?version=1&modificationDate=1348850300000

Donovan, Judy, Cynthia E. Mader, and John Shinsky. "Constructive Student Feedback: Online vs. Traditional Course Evaluations." *Journal of Interactive Online Learning* 5, no. 3 (2006): 283-296.

Kasiar, Jennifer B., Sara L. Schroeder, and Sheldon G. Holstad. "Comparison of Traditional and Web-Based Course Evaluation Processes in a Required, Team-Taught Pharmacotherapy Course." *American Journal of Pharmaceutical Education* 66 (2002): 268-270.

Marsh, H., & Hocevar, D. (1991). Students' evaluations of teaching effectiveness: The stability of mean ratings of the same teachers over a 13-year period. Teaching & Teacher Education, 7, 303-314.

Marsh, H., & Roche, L. (1997). Making students' evaluations of teaching effectiveness effective: The critical issues of validity, bias, and utility. American Psychologist, 52 (11), 1187-1197.

APPENDIX A: University-Wide Course Evaluation Committee Membership

Committee Chair: Peter F. Biehl, Chair, Department of Anthropology, pbiehl@buffalo.edu
Committee Staff Support: Kristina Costanzo, Assistant Director for Student Success and Retention, kc72@buffalo.edu

Course Evaluation Subcommittee Membership:

- Meg Bragdon, Program Coordinator, University Honors College, Academic Affairs, mbragdon@buffalo.edu
- Ashlee Campbell, Clinical Assistant Professor, Department of Learning and Instruction, GSE, ashleeeb@buffalo.edu
- Fred Doloresco, Clinical Assistant Professor, School of Pharmacy and Pharmaceutical Sciences, frediii@buffalo.edu
- Kimberly Elsener, Coordinator of Assessment and Evaluation, University Life and Services, kmelsene@buffalo.edu
- Chuck Ewing, SUNY Distinguished Service Professor, Vice Dean for Academic Affairs, Law School, cewing@buffalo.edu
- Jerry Koudelka, Chair, Biological Sciences, koudelka@buffalo.edu
- Steve Kurtz, Chair, Visual Studies, sjkurtz@buffalo.edu
- Kristen Schultz Lee, Assistant Professor, Sociology, kslee4@buffalo.edu
- Charles Lindsey, Assistant Professor of Marketing, School of Management, clindsey@buffalo.edu
- Jeffrey Miecznikowski, Associate Dean for Faculty Affairs and Diversity, School of Public Health, jcm38@buffalo.edu
- Philip Perry, Associate Professor of Finance, School of Management, phperry@buffalo.edu
- Adel Sadek, Professor, Civil, Structural & Environmental Engineering, asadek@buffalo.edu
- Frank Schimpfhauser, Assistant Dean, School of Medicine and Biomedical Sciences, fschimpf@buffalo.edu
- Korydon Smith, Associate Professional, School of Architecture and Planning, khsmith@buffalo.edu
- Martin Volker, Associate Professor, Counseling, School and Educational Psychology, mvolker@buffalo.edu
- Hilary Weaver, Associate Dean for Academic Affairs, School of Social Work, hweaver@buffalo.edu
- Bill Wu, Associate Professor, School of Nursing, nurwu@buffalo.edu
- Leslie Ying, Associate Professor, Electrical Engineering, leiying@buffalo.edu

Implementation Subcommittee Membership:

- Jennifer Austin, Online Education Specialist, Graduate School of Education, jhaustin@buffalo.edu
- Rob Cenczyk, Assistant to the Associate Dean for Academic Affairs, School of Nursing, robertce@buffalo.edu
- Dianna Cichocki, Adjunct Assistant Professor, School of Management, diannaci@buffalo.edu
- Leah Feroleto, Academic Information & Enrollment Analyst, School of Social Work, leahfero@buffalo.edu
- Susan Huston, Director, Enterprise Application Services, huston@buffalo.edu
- Joseph Mantione, Assistant Vice Provost, Institutional Analysis, mantione@buffalo.edu
- David Shubert, Assistant Dean of Undergraduate Biomedical Education, Pharmacology & Toxicology, shubert@buffalo.edu
- Ronald Stasio, Academic Information Specialist, School of Engineering and Applied Sciences, stasioro@buffalo.edu
- Rick Su, Associate Professor, Law School, ricksu@buffalo.edu
- Michael Tinsmon, IT Director, Graduate School of Education, tinsmon@buffalo.edu
- John Van Benschoten, Associate Dean, School of Engineering and Applied Sciences, jev@buffalo.edu
- Mary Wurm-Schaar, Assistant Dean, School of Pharmacy and Pharmaceutical Sciences, schaar@buffalo.edu

APPENDIX B: Timeline for University-Wide Course Evaluation Implementation

Course Evaluation System Project Timeline:

- Faculty Senate Executive Committee presentation and request for approval - March 12, 2014
- March – Complete student focus groups and finalize item bank
- April – Enter contract with vendor; begin system setup and testing with Campus Labs in preparation for Pilot in Summer 2014
- May – Testing and departmental training
- June – Pilot during first summer session with College of Arts & Sciences, Graduate School of Education, and School of Nursing.
- July/August: Make any necessary adjustments to system from pilot, campus-wide training and promotion.
- Fall 2014: University wide rollout to include Dental Medicine and SMBS as indicated above.

Student Evaluation of Educational Quality (SEEQ)
Developed by Dr. Herbert W. Marsh
Paper Version

Please read each question very carefully. Make sure you understand what is being asked. Use this scale and circle the number that is closest to your rating for that item:

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	Not applicable

LEARNING
You find the course intellectually challenging and stimulating.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

You have learned something which you consider valuable.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Your interest in the subject has increased as a consequence of this course.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

You have learned and understood the subject materials in this course.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

ENTHUSIASM
Instructor is enthusiastic about teaching the course.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Instructor is dynamic and energetic in conducting the course.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Instructor enhances presentations with the use of humor.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Instructor's style of presentation holds your interest during class.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

ORGANIZATION

Instructor's explanations are clear.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Course materials are well prepared and carefully explained.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Proposed objectives agree with those actually taught so you know where the course is going.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Instructor gives lectures that facilitate taking notes.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

GROUP INTERACTION

Students are encouraged to participate in class discussions.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Students are invited to share their ideas and knowledge.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Students are encouraged to ask questions and are given meaningful answers.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Students are encouraged to express their own ideas and/or question the instructor.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

INDIVIDUAL RAPPORT

Instructor is friendly towards individual students.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Instructor makes students feel welcome in seeking help/advice in or outside of class

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Instructor has a genuine interest in individual students.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Instructor is adequately accessible to students during office hours or after class.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

BREADTH

Instructor contrasts the implications of various theories.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Instructor presents the background or origin of ideas/concepts developed in class.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Instructor presents points of view other than his/her own when appropriate.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Instructor adequately discusses current developments in field.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

EXAMINATIONS

Feedback on examinations/graded materials is valuable.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Methods of evaluating student work are fair and appropriate.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Examinations/graded materials test course content as emphasized by instructor.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

ASSIGNMENTS

Required readings /texts are valuable.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Readings, homeworks, etc., contribute to appreciation and understanding of the subject.

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

OVERALL

How does this course compare with other courses you have had at Mount Allison?

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

How does this instructor compare with other instructors you have had at Mount Allison?

Very Poor	Poor	Moderate	Good	Very Good	N/A
1	2	3	4	5	

Do you have any comments to add about your OVERALL EVALUATION of the course especially with respect to items not mentioned in the above questions?

STUDENT AND COURSE CHARACTERISTICS

Please circle your answer to each question.

Course difficulty, relative to other courses, is:
very easy   easy   medium   hard   very hard

Course workload, relative to other courses, is:
very light   light   medium   heavy   very heavy

Course pace, relative to other courses, is:
too slow   slow   about right   fast   too fast

Hours **per week** required outside of class:
0 to 2 hours   3 to 5 hours   6 to 8 hours   9 to 11 hours   over 11 hours

Your level of interest in the subject prior to this course:
very low   low   medium   high   very high

Your overall grade point average at MtA:
below 2.5   2.5 - 2.9   3.0 - 3.4   3.5 - 3.7   above 3.7

Your expected grade in the course:
A   B   C   D   F

Your reason for taking the course:
Required   distribution credit   elective   personal interest

Your year in school:
1   2   3   4

PICES Item Catalog

Listed on the following pages are the two University-wide core items plus an additional 646 items that departments or instructors may choose from when designing their PICES questionnaires. The core items are pre-printed on all PICES questionnaires. Users do not have to select them. Up to 36 additional items may be selected from the catalog, although specific departments may require the use of particular items. This catalog includes most of the items from the CAFETERIA Item Catalog. For those who want to continue using those items, a conversion chart is available that shows both old and new item numbers.

University Core

CO1 Overall, I would rate this course as: Excellent - Good - Fair - Poor - Very Poor.
CO2 Overall, I would rate this instructor as: Excellent - Good - Fair - Poor - Very Poor.

Course Structure, Goals, and Objectives

001 I understand what is expected of me in this course.
002 This course has clearly stated objectives.
003 The objectives of this course were clearly explained to me.
004 My instructor makes the objective of each class session clear.
005 It is clear what my instructor considers important.
006 My instructor identifies major or important points in the course.
007 Course objectives are helpful in organizing my studying.
008 The syllabus is an accurate guide to course requirements.
009 The course objectives allow me to know when I am making progress.
010 I am able to set and achieve some of my own goals.
011 I have an opportunity to help determine course objectives.
012 The objectives of this course are appropriate.
013 Announced course objectives agree with what is taught.
014 The stated goals of this course are consistently pursued.
015 Course objectives represent outcomes which I can achieve in the time allotted.
016 Lectures are consistent with the subject matter in the course outline.
017 Lecture information is highly relevant to course objectives.
018 The course content is consistent with my prior expectations.
019 The content of this course is consistent with the objectives of the course.
020 Required course activities are consistent with course objectives.
021 Course requirements are clear.
022 I understand the course requirements and grading scale.
023 Course procedures and deadlines are clearly explained.

Teaching/Learning of Relationships and Concepts

024 My instructor emphasizes relationships between and among topics.
025 Relationships among course topics are clearly explained.
026 My instructor explains new ideas by relating them to familiar concepts.
027 My instructor emphasizes conceptual understanding of material.
028 This course builds understanding of concepts and principles.
029 Concepts are presented in a manner that helps me learn.
030 My instructor effectively blends facts with theory.
031 My instructor clarifies topics with developments in other fields.
032 My instructor makes good use of examples and illustrations.
033 Important points are clarified with good examples.
034 My instructor makes good use of analogies, illustrations, and/or case studies.
035 My instructor's examples/demonstrations are clear and concise.
036 My instructor presents sufficient and relevant examples.
037 My instructor indicates relationship of course content to recent developments.

038 My instructor demonstrates how to apply concepts and methodologies.
039 My instructor helps me apply theory to solve problems.
040 Practical applications of course material are discussed.
041 Course projects increase my understanding of concepts and principles.

Relevance of Content

042 This course material is pertinent to my professional training.
043 This course gives me skills and techniques directly applicable to my career.
044 My instructor attempts to relate my present learning to work in my future profession.
045 This course is worthwhile in terms of my career objectives.
046 This course contributes significantly to my professional growth.
047 I developed skills needed by professionals in my field.
048 I can apply the learning in this class to work in my future profession.
049 This course directly contributes to my vocational preparation.
050 My instructor presents an appropriate amount of technical information.
051 My instructor demonstrates the importance and significance of the subject matter.
052 My instructor makes course material relevant to me.
053 The content of this course is relevant to my needs.
054 The relationship of this course to my education is apparent.
055 I can apply information/skills learned in this course.
056 This course gives me an excellent background for further study.
057 This course is of practical benefit to me as a student.
058 The practical application of subject matter is apparent.
059 This course is up-to-date with developments in the field.
060 This course relates course materials to real life situations.
061 My instructor incorporates current developments in the field.
062 This course includes adequate information on career opportunity.
063 This course is a valid requirement for my major.

Organization and Clarity of Presentation

064 My instructor displays a clear understanding of course topics.
065 My instructor has an extensive knowledge of this field.
066 My instructor is knowledgeable about the course topic.
067 My instructor is knowledgeable about origins of concepts and ideas.
068 Course topics are dealt with in sufficient depth.
069 My instructor makes use of alternative explanations when needed.
070 My instructor responds when I indicate that I fail to comprehend.
071 My instructor recognizes when some students fail to comprehend.
072 My instructor checks on students' understanding during presentations.
073 My instructor explains difficult material clearly.
074 My instructor is able to simplify difficult materials.
075 Difficult concepts are explained in a helpful way.

076 Difficult topics are structured in easily understood ways.
077 My instructor explains experiments and/or assignments clearly.
078 My instructor's in-class explanations help clarify course material.
079 I understand easily what my instructor is saying.
080 My instructor explains material clearly.
081 My instructor seems well-prepared for class.
082 My instructor regularly prepares for class.
083 The course appears to be well organized.
084 This course is creatively planned.
085 The subject matter of this course is well organized.
086 Progression of this course is logical from beginning to end.
087 The sequence of course content facilitates my learning.
088 There is continuity from one class to the next.
089 Class presentations are well organized.
090 My instructor appears to be well organized.
091 Material is summarized in a manner that helps me learn.
092 My instructor summarizes major points in lecture or discussion.
093 Sufficient detail is given to make generalizations meaningful.
094 My instructor presents material that was not covered in outside readings.
095 My instructor has an effective style of presentation.
096 My instructor is a very good communicator.
097 My instructor presents information effectively.
098 My instructor is effective in teaching the subject matter of this course.
099 My instructor communicates at a level appropriate to my understanding.
100 My instructor talks at an appropriate pace.
101 My instructor talks at a pace suitable for maximum comprehension.
102 The pace of this course is appropriate.
103 My instructor's presentations allow for easy notetaking.
104 My instructor speaks audibly and clearly.
105 My instructor looks at the class while speaking.
106 My instructor senses when students are bored.
107 My instructor works effectively with drawings and diagrams.
108 My instructor draws and explains diagrams effectively.
109 My instructor uses humor effectively.
110 My instructor has no distracting peculiarities.
111 My instructor's oral communication skills are adequate for the course.
112 My instructor is competent in the language used for instruction.
113 Class time is used efficiently.
114 My instructor uses class time effectively.
115 The class met as scheduled.
116 My instructor is conscientious about his/her class attendance.
117 My instructor starts and stops class on time.
118 My instructor explains policies for attendance.

Instructional Methods

119 Teaching methods used in this course are well chosen.
120 The teaching methods used in this course enable me to learn.
121 The teaching strategy used in this course is appropriate.
122 The format of this course is appropriate to course purposes.
123 My instructor uses various activities that involve me in learning.
124 In this course, many methods are used to involve me in learning.
125 This course emphasizes problem-solving.
126 This course includes a sufficient number of practical exercises.
127 Developing the term project is a good learning experience.
128 Lecture information is adequately supplemented by other work.
129 Class lectures contain information not covered in the textbook.
130 This course strikes a good balance between reading, discussion, and writing.
131 Sufficient time is allowed for notetaking.
132 The guest speakers contribute significantly to this course.
133 An appropriate number of outside lecturers are used.
134 The speakers who addressed us communicated effectively.
135 Field trips offer insights that lectures or readings cannot.

136 Field trips, relative to course objectives, are well planned.
137 Student presentations significantly contribute to this course.
138 Student presentations in class are interesting/stimulating.
139 Collaborative work is a valuable part of this course.
140 My instructor encourages group work for writing projects.
141 The course gives me the opportunity to communicate electronically.
142 My instructor encourages students to use the writing lab.

Team Teaching

143 Team teaching is effectively used in this course.
144 Instruction is well-coordinated among the team teachers.
145 Team teaching provides insights a single instructor cannot.
146 The team teaching approach adequately meets my needs/interests.
147 The team teachers in this course are compatible.

Discussion

148 My instructor develops classroom discussion skillfully.
149 My instructor is good at facilitating group discussion.
150 Class discussion is kept on track and moving forward.
151 My instructor appears to grasp quickly what a student is saying.
152 The discussion sessions are well organized.
153 My instructor defines the objectives of discussion.
154 My instructor defines the content of discussion.
155 One real strength of this course is the classroom discussion.
156 Class discussions are helpful to my learning.
157 This course provides an opportunity to learn from other students.
158 There is an appropriate mix of lecture and discussion in this class.
159 My instructor encourages questions and expression of ideas.
160 My instructor provides opportunity for questions during class.
161 There is sufficient time in class for questions and discussions.
162 My instructor asks questions which challenge me to think.
163 Challenging questions are raised for discussions.
164 My instructor is careful and precise when answering questions.
165 My instructor responds to questions with consideration.
166 My instructor finds ways to help students answer their own questions.
167 My instructor encourages me to participate in class discussions.
168 My instructor encourages students to debate conflicting views.
169 My instructor allows student discussion to proceed uninterrupted.
170 My instructor does not monopolize classroom discussion.

Instructional Technology

171 Instructional technology is well coordinated with course materials.
172 My instructor's use of technology increases my overall learning in this course.
173 My instructor uses technology in ways that helped my learning of concepts and principles.
174 My instructor makes effective use of classroom technology.
175 My instructor uses Internet technology effectively.
176 My instructor uses e-mail effectively.
177 My instructor uses multi-media presentations effectively.
178 My instructor uses computer exercises effectively.
179 Computer presentations are a valuable part of this class.
180 Computer presentations are clear and easily understood.
181 Computer-assisted instruction increases my understanding of course content.
182 Computer assignments are a valuable part of this course.

183 The computer-based learning materials in this class are useful.
184 Computer-based learning materials available outside class are useful.
185 Computer access is adequate for this course.
186 The course web page is a valuable resource.
187 This course makes excellent use of TV.
188 The televised portions of class are a great help to learning.
189 The use of television makes the course very interesting.
190 The video is of good quality.
191 Audio reception is of good quality.
192 Audio-visual presentations are a valuable part of this class.
193 Use of audio-visual materials is good.
194 Audio-visual materials are logically integrated with the rest of the course.
195 Overhead transparencies and slides are a valuable part of this class.
196 Overhead transparencies and slides are clear and easily understood.
197 Media used in this course are well chosen.
198 Media are an asset to this course.
199 Media in this course contribute significantly to my learning.
200 My instructor's writing is legible.

Course Materials

201 I am generally pleased with the text(s) required for this course.
202 The textbook contributes to my understanding of the course.
203 The textbooks are relevant.
204 The syllabus contains adequate information.
205 The study guide or other printed materials are very helpful.
206 Handouts are valuable supplements to this course.
207 Handouts contribute to my understanding of the course.
208 Bibliographies for this course are current and extensive.
209 My instructor's problem sets are valuable as learning aids.
210 Course materials help me with my writing assignments.
211 Course materials are a helpful guide to key concepts covered during class time.

Readings and Assignments

212 The assigned readings significantly contribute to this course.
213 Assignments are related to goals of this course.
214 Assigned readings help me understand concepts discussed in class.
215 The assigned reading is well integrated into this course.
216 My instructor relates reading assignments to writing assignments.
217 The assigned reading is appropriate.
218 Length and difficulty of assigned readings are reasonable.
219 The amount of material covered is reasonable.
220 Assigned readings are interesting and hold my attention.
221 Readings in this course were challenging.
222 Assignments are pertinent to topics presented in class.
223 Assignments are of definite instructional value.
224 Complexity and length of course assignments are reasonable.
225 Assignments are well spaced throughout the course.
226 Adequate time is provided for completing assignments.
227 The number of course assignments is reasonable.
228 Course assignments help me learn on my own.
229 Course assignments are interesting and stimulating.
230 Course activities/assignments are aimed at key learning objectives.
231 Course activities/assignments help me learn the material.
232 Class projects are related to course goals and objectives.
233 The group work contributes significantly to this course.
234 I find the course emphasis on individual projects stimulating.
235 Written assignments are of definite instructional value.
236 The number of required papers is appropriate.
237 My instructor permits enough freedom in choosing topics for paper.

238 I am given sufficient creative freedom in writing papers and reports.
239 My instructor explains the purpose of writing assignments.
240 My instructor provides sufficient tests or assignments.
241 Directions for course assignments are clear and specific.
242 My instructor returns papers quickly enough to benefit me.
243 Course assignments are returned quickly enough to benefit me.
244 Enough time is allotted for programming projects.
245 The documentation for computer assignments is clearly written.
246 Programming projects clarify material presented in class.
247 My instructor explains policies for late assignments.

Providing Help as Needed

248 Everything possible is provided to help me learn.
249 My instructor helps me understand the material.
250 My instructor is friendly and accessible.
251 My instructor is actively helpful when students have problems.
252 My instructor provides adequate opportunity for individual assistance.
253 My instructor provides individual assistance when asked.
254 Conferences with my instructor have been valuable to me.
255 My instructor is readily available for consultation.
256 My instructor is reasonably available for consultation.
257 My instructor is available during office hours.
258 My instructor has enough office hours for individual conferences.
259 My instructor is available outside of class for extra help.
260 Students are encouraged to see the instructor if they are having difficulty.
261 My instructor gives advice on how to study for the course.
262 My instructor suggests references for added reading/research.

Adapting to Individual Differences

263 This course shows a sensitivity to individual interests/abilities.
264 My instructor adjusts to fit individual abilities and interests.
265 My instructor displays a personal interest in students and their learning.
266 The flexibility of this course helps all kinds of students learn.
267 My instructor tailors this course to help many kinds of students.
268 The design of this course lets me learn at my own pace.
269 Students proceed at their own pace in this course.
270 My instructor changes approaches when the occasion demands it.

Providing Feedback to Students

271 My instructor regularly checks and rewards progress in learning.
272 My instructor lets me know how well I am doing in this course.
273 My instructor recognizes and rewards success in this course.
274 My instructor gives appropriate/timely feedback on each student's performance.
275 My instructor provides useful feedback throughout the semester.
276 Adequate feedback is provided to guide my progress in this course.
277 My instructor can gauge what I know and what I should do next.
278 My instructor suggests specific ways I can improve.
279 My instructor's explanations and comments are always helpful.
280 My instructor comments usefully on my written work.
281 My instructor is sensitive to students' responses when giving critiques.
282 Comments on my papers help me improve my writing.
283 Meaningful feedback on tests and other work is provided.
284 I receive appropriate and timely feedback on exams and projects.

285 Test items are adequately explained after an exam.
286 Feedback on exams indicates clearly my standing in the course.
287 Returned papers and exams carry helpful comments.
288 My instructor's responses to assignments are beneficial to me.

Exams/Grades/Evaluation

289 Exams accurately assess what I have learned in this course.
290 My instructor gives exams which accurately reflect the course material.
291 My instructor gives quizzes that accurately assess what I learned in this class.
292 Exams in this course have instructional value.
293 Exams are used to help me find my strengths and weaknesses.
294 Exams are fair.
295 Exams cover a reasonable amount of material.
296 Exams are reasonable in length and difficulty.
297 Adequate time is allowed for exams.
298 Exams stress important points of the lectures/text.
299 Exams are coordinated with major course objectives.
300 Exams reflect what is emphasized in class.
301 Exams cover material on which I expect to be tested.
302 Exams are free from ambiguity.
303 Exams are creative and require original thought.
304 Exams require me to do more than recall facts.
305 Exams stress my ability to apply knowledge in new situations.
306 Exams require a synthesis of various parts of the course.
307 I know how I stand relative to others in the class on exams.
308 My instructor has a realistic definition of good performance.
309 Grading is clear and tied to key learning objectives.
310 Grades are based on a fair weighting of the required course activities.
311 My final grade will accurately reflect my overall performance.
312 Grades are an accurate assessment of my knowledge in this course.
313 My instructor collects enough evidence for valid grading.
314 Grades are assigned fairly and impartially.
315 The grading system was clearly explained.
316 Exams are announced ahead of time and are held as scheduled.
317 I understand the methods of evaluation used to grade my work.
318 The grading system in this course allows me to calculate my grade at any time.
319 My papers are graded fairly.
320 Evaluation of my work is expressed in a constructive manner.
321 My instructor evaluates my work in a meaningful and conscientious manner.
322 My work is evaluated in ways that are helpful to my learning.
323 My instructor evaluates often and provides help where needed.
324 My instructor uses a variety of methods to evaluate student progress on course objectives.
325 My instructor is prompt in returning tests and papers.
326 My instructor returns papers/exams quickly enough to benefit me.
327 I can score reasonably well on exams by just cramming.
328 The contract grading method is used appropriately in this course.
329 Appropriate steps are taken to prevent cheating.
330 Cheating is a problem on exams in this course.

Diversity Issues/Respect/Rapport

331 The climate of this class is conducive to learning.
332 My instructor creates an atmosphere where ideas can be exchanged freely and easily.
333 A student/teacher partnership in learning is encouraged.
334 Each student is encouraged to contribute to class learning.
335 Students volunteer knowledge, opinions, or personal experience in class.
336 My instructor takes my views and comments seriously.
337 I am free to express and explain my own views in class.
338 When I have a question or comment I know it will be respected.
339 I feel free to ask questions in class.
340 My instructor respects constructive criticism.
341 I feel free to challenge my instructor's ideas in class.
342 Mutual respect is a concept practiced in this course.
343 My instructor creates an environment for mutual respect.
344 My instructor treats all students with respect.
345 My instructor shows respect for diverse groups of people.
346 My instructor shows respect for the various points of view represented in this class.
347 My instructor is open to differences in perspective.
348 My instructor respects divergent viewpoints.
349 My instructor encourages divergent thinking.
350 Differing viewpoints and dialogue are encouraged in class.
351 My instructor deals fairly and impartially with me.
352 My instructor is fair and impartial when dealing with students.
353 My instructor readily maintains rapport with this class.
354 My instructor maintains a positive rapport with the class.
355 My instructor relates to me as an individual.
356 My instructor has a good working relationship with students.
357 I feel that I am an important member of this class.
358 My instructor addresses ethics and culture in workplace writing.
359 My instructor shows cultural awareness and sensitivity to students.
360 My instructor takes into consideration ethnic and cultural differences in teaching this course.
361 My instructor does not engage in discrimination in this course.
362 My instructor does not tolerate harassment in this course.

General Student Perceptions

363 The class mixture of Fr., So., Jr., Sr., or Grad is appropriate.
364 The size of this class is appropriate to course objectives.
365 The facilities for this course are excellent.
366 My background is sufficient to enable me to use course material.
367 I have easy access to equipment/tools required in this course.
368 This course is accurately described in the catalog.
369 Standards for student achievement are reasonable.
370 The work required is appropriate for the credit offered.
371 The workload is appropriate for the goals of this course.
372 My instructor presents material at a level appropriate for me.
373 I highly recommend this course.
374 I would recommend this course to other students with career goals similar to mine.
375 I would recommend this recitation instructor to other students who take this or similar courses.
376 I would enjoy taking another course from this instructor.
377 I like the way the instructor conducts this course.
378 Frequent attendance in this class is essential to good learning.
379 I am satisfied with my accomplishments in this course.
380 I feel that I perform up to my potential in this course.
381 I feel that I am doing very well in this course.
382 These items let me appraise this course fully and fairly.
383 My instructor is a model teacher.
384 My instructor has high academic standards.
385 My instructor exhibits professional dignity and bearing in the classroom.
386 My instructor appears interested in teaching.
387 My instructor is a creative teacher.
388 My instructor is a dynamic teacher.
389 My instructor displays enthusiasm when teaching.
390 Course material is presented enthusiastically.
391 I believe my instructor wants everyone to succeed in this course.
392 My instructor seems concerned that students learn.
393 My instructor is concerned with whether I learn course content.
394 My instructor is interested in me as a person as well as a student.
395 My instructor is a good classroom leader.
396 This class provides a meaningful learning experience.
397 Overall, the instruction is effective.
398 Overall, this course is among the best I have taken.

399 Overall, this instructor is among the best teachers I have known.

Student Participation and Effort

400 In this course, I always felt challenged and motivated to learn.
401 This course has been challenging.
402 This course supplies me with an effective range of challenges.
403 My instructor stimulates interest in the course.
404 My instructor makes learning easy and interesting.
405 My instructor makes learning interesting and motivates students to learn.
406 My instructor makes me feel involved with this course.
407 This course maintained my attention throughout the semester.
408 Class sessions were interesting and engaging.
409 My instructor holds the attention of the class.
410 My instructor holds my attention.
411 This course effectively challenges me to think.
412 My instructor challenges me to think.
413 My instructor stimulates my thinking.
414 My instructor encourages students to think for themselves.
415 My instructor encourages student creativity.
416 This course develops the creative ability of students.
417 This course gives me the opportunity to develop some original ideas.
418 I am encouraged to apply new knowledge and skills.
419 My instructor motivates me to do my best work.
420 I have been motivated to do work beyond the minimum requirements.
421 I have been motivated to do additional work in this area.
422 My instructor motivates me to do further independent study.
423 I am motivated to discuss new ideas outside of class.
424 This course motivates me to take additional related courses.
425 I always prepare before coming to class.
426 I keep up with the reading assignments for this course.
427 I am able to keep up with the work load in this course.
428 I actively participate in class activities and discussions.
429 I put much effort into this course.
430 I did my best work in this course.
431 I worked harder on this course than on most courses I have taken.
432 The course requires more time and effort than others at this level.
433 I learned more in this course than in most other college courses I have taken.
434 Course content is interesting to me.
435 I was interested in the content of this course before taking it.
436 I wanted to take this course regardless of who taught it.
437 I really wanted to take this course.
438 I wanted to take a course from this instructor.
439 Successful performance in this course requires that I understand the material.
440 I learned a great deal from my instructor.
441 Interacting with other students in my class helps me learn.
442 Classes are worth attending.
443 I look forward to attending class.
444 I developed a greater appreciation for this subject.
445 This course has been intellectually fulfilling for me.

Broadening Student Outlook/Personal and Social Growth

446 My instructor provides many challenging new viewpoints.
447 I learned new ways to think about the issues dealt with in this course.
448 My instructor teaches one to value the viewpoint of others.
449 In this course, I have learned to value new viewpoints.
450 This course fosters respect for new points of view.
451 This course causes me to reconsider many of my former attitudes.

452 This course stretches and broadens my views greatly.
453 The class meetings helps me see other points of view.
454 I developed awareness of societal problems in this course.
455 This course broadened my understanding of people from different cultural and ethnic backgrounds.
456 I improved my understanding of race/ethnicity in this course.
457 I improved my understanding of sexuality issues in this course.
458 I developed a clear understanding of the moral and/or ethical issues in this area.
459 This course helps me develop confidence in myself.
460 My instructor helps me develop confidence in my own abilities.
461 This course made me more aware of my interests and talents.
462 This course improved my aesthetic judgment.
463 I have reconsidered some former attitudes about women's issues.

Student Outcomes

464 This course improved my writing skills.
465 This course helps me clarify my ideas through writing.
466 I learned to write persuasive documents.
467 I learned to use writing to analyze and address problems.
468 This course helps me understand ways audiences affect my writing.
469 I gained experience writing for specific audiences and purposes.
470 This course helps me plan my writing.
471 This course helps me synthesize information from several sources.
472 This course helps me organize my ideas and information.
473 This course helps me develop a research question or problem.
474 This course helps me state a main idea (thesis, focus).
475 This course helps me support a main idea (thesis, focus).
476 I learned principles of document design.
477 I learned how to manage long- and short-term writing projects.
478 I learned how to conduct a long-term writing/research project.
479 This course helps me write in other courses.
480 This course helps me analyze my own and other students' writing.
481 My critical thinking skills improved because of this course.
482 This course encourages me to think critically.
483 My problem-solving abilities improved because of this course.
484 This course helps me develop my visual thinking abilities.
485 This course improved my oral communication skills.
486 I learned effective oral presentation techniques.
487 Oral presentations help develop my communication skills.
488 This course improved my ability to read critically.
489 This course helps me evaluate what I read.
490 This course helps me understand the nature of group work.
491 I learned to work with others in this course.
492 I have acquired skills in working with others as member of a team.
493 I improved my mathematical skills and understanding.
494 My technical skills were improved as a result of this course.
495 I gained experience using technologies to produce documents.
496 I acquired computer skills in this course that I can apply in other areas.
497 In this course I became more comfortable writing with computers.
498 As a result of this course, I feel more positive about using computers.
499 This course helps me understand how computers affect my writing.
500 This course helps me find information in the library.
501 I learned how to locate appropriate information in this course.
502 This course helps me document sources.
503 This course helps me edit my papers to correct errors.
504 This course improves my understanding of concepts and principles in this field.

Laboratory Courses

505 Lab procedures are clearly explained to me.
506 My instructor is able to explain the procedures involved in the experiments.
507 Expectations about specific lab procedures are clearly stated in advance.
508 My instructor thoroughly understands lab experiments/equipment.
509 My lab instructor is available during office hours.
510 Assistance is always available throughout lab sessions.
511 My lab instructor provides sufficient help in the lab.
512 My instructor is able to answer my questions about what I should be doing in the lab.
513 My instructor almost always speaks to me individually about experiments in progress.
514 The teaching assistant(s) were helpful to me in the lab.
515 The oral communication skills of the teaching assistant(s) are adequate for this lab.
516 My lab instructor is prepared for lab lectures and discussions.
517 The lab sessions are well organized.
518 I am able to complete the lab activities in the time allotted.
519 Prelab lectures are helpful in my understanding of the lab experiments.
520 The relationship between the laboratory and the lecture materials was clear.
521 Lab experiences clarify the lecture material.
522 Lab experiences assist me in learning concepts.
523 Lab assignments have instructional value.
524 Lab assignments are interesting and stimulating.
525 Lab assignments are reasonable in length and complexity.
526 My lab assignments are promptly returned to me.
527 My lab instructor provides helpful feedback on lab reports.
528 My lab reports are graded fairly.
529 The lab in this course has adequate facilities.
530 Lab safety regulations are strictly enforced.
531 The content of the lab is a worthwhile part of this course.
532 I would recommend this lab instructor to a friend planning to take this course.

Clinical Courses

533 The amount of clinical experience offered is adequate.
534 An adequate amount of observation and supervision is provided.
535 My instructor clearly demonstrates the clinical techniques I am expected to develop.
536 Both appropriate and inappropriate clinical behaviors are clearly identified.
537 My instructor helps me correct problems in my clinical technique.
538 My instructor explains the underlying rationale for particular techniques.
539 My instructor explains each step carefully when discussing processes/techniques.
540 The clinic time is adequate to perform the required procedures.
541 Client availability is adequate to achieve course objectives.
542 Clinical cases provide an adequate breadth of experience.
543 Clinical experiences illustrate guidelines for ethical and professional behavior.
544 Prior course work adequately prepared me to handle clinical tasks.
545 I have responsibility for patients commensurate with my abilities.
546 I have improved my ability to present and discuss case problems effectively and concisely.
547 Clinic/field projects are appropriate to the level of the course.
548 Performance exams allow me to sufficiently demonstrate my clinical competencies.
549 Prescribed criteria are used in evaluating my performance.
550 The amount of field experience is adequate.

551 My field experience is well coordinated with my course work.
552 I receive adequate supervision at the field site.
553 University and field site personnel work well together.
554 Group meetings are helpful in increasing my knowledge and skills.
555 I have good rapport with my clinical instructor.

Performing and Studio Arts Courses

556 This course has appropriate balance between artistic philosophy and craft.
557 The performance/art projects are extremely valuable.
558 The performance/art projects are appropriate to the level of the course.
559 I was exposed to a variety of performance/art techniques.
560 My instructor values my creativity and/or originality.
561 My instructor recognizes students' problems in performing difficult material.
562 My instructor demonstrates his/her ability as an artist.
563 The conductor helps me feel confident in performing music new to me.
564 Directions given by the conductor in rehearsal are presented clearly.
565 My instructor's demonstrations of techniques are clear and concise.
566 My instructor has a strong influence upon my work.
567 My instructor is instrumental in raising my artistic values.
568 My individual artistic gifts have developed because of this course.
569 My instructor makes me think about different ways to approach subjects.
570 Performance requirements represent outcomes achievable in the time allotted.
571 Performances provide an opportunity to demonstrate my learning.
572 Rehearsal experiences will be helpful to me in my future profession.
573 Rehearsal time is used effectively.
574 My instructor is able to diagnose technical problems.
575 My instructor is sensitive to students when giving critiques.
576 Evaluations of my performance/artistic products are constructive.
577 The practice room is well equipped.
578 I have sufficient opportunity to use practice room facilities.

Distance Learning Courses

579 The distance learning format is effective.
580 My instructor is always considerate of distant students.
581 My instructor tailors instruction to distant students' varying needs/interests.
582 The distance learning support staff is very helpful.
583 The local site coordinator is helpful.
584 The local facilities for this course are good.
585 Technical requirements are adequately explained.
586 The distance class begins and ends on time.
587 The course makes excellent use of technology.
588 The television component of this course is of good technical quality.
589 The video signal is of good quality.
590 The audio signal is of good quality.
591 Camera is in focus on written material.
592 The camera shot selection allows sufficient time for notetaking.
593 The talkback system works well.
594 Internet interaction between instructor and student is appropriate.
595 Internet interaction between students in the class is appropriate.
596 The design/interactivity of this course is appropriate for Internet delivery.
597 Instructional materials are readily available to distant students.

598 Communication of information (course calendars, fliers) is timely.
599 Delivery of initial course materials is timely.
600 Delivery of course materials is timely.
601 Delivery of exams is timely.
602 My instructor promptly returns graded assignments to distant students.
603 Company registration process is efficient.
604 Registration process is convenient.

Instructor-Supplied Items

605 Instructor-supplied item 1
606 Instructor-supplied item 2
607 Instructor-supplied item 3
608 Instructor-supplied item 4
609 Instructor-supplied item 5
610 Instructor-supplied item 6
611 Instructor-supplied item 7
612 Instructor-supplied item 8
613 Instructor-supplied item 9
614 Instructor-supplied item 10
615 Instructor-supplied item 11
616 Instructor-supplied item 12
617 Instructor-supplied item 13
618 Instructor-supplied item 14
619 Instructor-supplied item 15
620 Instructor-supplied item 16
621 Instructor-supplied item 17
622 Instructor-supplied item 18
623 Instructor-supplied item 19
624 Instructor-supplied item 20
625 Instructor-supplied item 21
626 Instructor-supplied item 22
627 Instructor-supplied item 23
628 Instructor-supplied item 24
629 Instructor-supplied item 25

Service Learning Courses

630 Learning was more meaningful in this class than other classes I have taken.
631 I took more responsibility for my learning in this class than I typically do in other classes.
632 The community service was relevant to the academic course materials and content.
633 I was more motivated to learn in this class than in other classes I have taken.
634 I felt my contributions were appreciated by the community partner.
635 The instructor should use the community partner we worked with for future service-learning projects.
636 The instructor's expectations for the service-learning project were clear to me.
637 The community partner's expectations for the service-learning project were clear to me.
638 In this class I felt I made a worthwhile contribution to the community.
639 This class made me realize that it is very important that I help others throughout my lifetime.
640 I think all students should take a service-learning class while a student here at Purdue.
641 My instructor did a good job of monitoring the projects that students were doing in the community.
642 My instructor helped me work through difficulties I encountered while doing community service.
643 Sharing reflections helped me to clarify what I was learning in this class.
644 This service-learning course has made me more sensitive to diverse populations than ever before.
645 This service-learning course has increased my knowledge about the needs of diverse populations.
646 Working with diverse populations in this course expanded my learning of the course content.