

A Reference Guide for Department Chairs

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SPOT Overview

The Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT. Developed and offered by the University of Washington (*IASystem*®), this proven system offers both online administration options, as well as evaluation forms that support different pedagogical formats (e.g., large lecture, online, studio). This system also offers many benefits to obtain an overall assessment of the course and instructor. Below are just a few of the highlights of the system:

- Offers over 14 different forms to provide feedback on specific aspects of each course type.
- Allows faculty members to add their own questions.
- Allows departments to create custom forms for their specialization.
- Includes FOUR summative global questions to allow cross-class and cross-instructor comparisons.
- Reports are available within three days after grades are posted.
- Intuitive interface which sends students a direct link to their evaluations for each class.

Semester Checklist for Chairs

- ✓ **Have you identified your departmental coordinator?**
The departmental coordinator is responsible for collecting form information from faculty. Please submit any updates regarding the departmental coordinator to SPOT@unt.edu immediately so that individual(s) can receive the necessary training.

- ✓ **Have you identified what form faculty would like to use?**
A major benefit of SPOT is that faculty members can select the evaluation form that aligns with their course delivery format. We have developed an email template for your departmental coordinator to collect this information. You may have other procedures that work better for your department (e.g., all courses use the same form, chairs determine form for adjuncts, TAs).

- ✓ **Have you considered a departmental protocol for administering the online survey?**
The SPOT system allows students to complete the survey on a mobile device. To boost response rates, we strongly encourage your department to conduct SPOT in the same way that you would a paper/pencil evaluation (See Appendix C, Protocol for Administering SPOT Surveys).

- ✓ **Do you have a comprehensive system for evaluating teaching effectiveness?**
Although student evaluations provide insight into a faculty member's teaching performance, SPOT should not be the sole piece of evidence for annual evaluations and tenure/promotion reviews. SPOT should be but one indicator to assess teaching effectiveness ([UNT Policy 6.007](#)). Departments must have in place a comprehensive system for measuring teaching effectiveness.

Frequently Asked Questions

Does my department have to administer SPOT?

Yes, departments may opt to administer additional departmental evaluations, but every department at the university must administer SPOT.

When will the SPOT be administered?

Administration of SPOT will be open the 13th – 15th weeks of the long semester prior to final exams. For the correct summer session dates; check the [summer calendar](#) on the SPOT website. Administration of any other departmental evaluation must be done before or after the SPOT administration.

How do I choose the appropriate form for my course?

Each department will set its own protocol about how forms are chosen. Faculty should check with their departmental coordinator (in most cases, this person will be the department chair's assistant). A list of the different types of forms can be found on the SPOT website <http://vpaa.unt.edu/spot/forms>.

When do I need to decide what form I am using?

This decision will be made at the departmental level. Faculty will need to check with their department chair and/or department coordinator to find out the date. Decisions should be made no later than three weeks prior to the survey launch.

How do I know if an evaluation was set up for my course?

Faculty will receive email notification as soon as an evaluation is created by the departmental coordinator for their course. **PLEASE NOTE:** this email will include the survey link for the students; faculty cannot log in. Please use your faculty portal at (<https://unt.iasystem.org/faculty>) to access your course evaluation.

Can I add my own instructor questions to the survey after it is created?

Yes, instructions to add individual questions can be found in the SPOT faculty user guide here: <http://vpaa.unt.edu/spot/faculty>. When you receive notification that your survey has been created, you will be prompted to add your questions.

How do students access the evaluation survey?

Students will receive an email notification with the link to the course evaluation. Instructors may send students a reminder e-mail with the unique survey link for their course.

Frequently Asked Questions Continued

How can I tell how many students have completed the evaluation?

You can monitor your completion percentage in the faculty portal (<https://unt.iasystem.org/faculty>) once the evaluation is open to students. The department coordinator can also view response rates for individual courses once the survey is open. A response rate report can also be run once the survey administration has ended.

RESPONSES	ACTION
(1/1) 100%	Preview View Report

Will I be able to see the names of students who have completed the survey?

No, but students receive an automated confirmation email immediately upon submission of their completed course evaluation.

How can I preview the evaluation survey?

You can preview the survey by logging into the faculty portal (<https://unt.iasystem.org/faculty>), selecting the term/session of your course and clicking on "Preview" under the "Action" column.

RESPONSES	ACTION
(1/1) 100%	Preview View Report

Why was an evaluation survey set up for my course?

House Bill 2504 mandates that public universities administer end-of-course student evaluation surveys. Although SPOT is administered at UNT to meet this state requirement, the goal is to use the results to improve teaching effectiveness. Classes excluded from evaluation include special problems courses not linked to larger enrollment classes, theses and dissertation enrollment, and classes with only 1-2 students enrolled.

A student has dropped out of my class, will they still be able to complete the survey?

No, the course list is uploaded into the system after the last official drop date, therefore the updated class list should reflect the most current students enrolled in your class at the time of the survey administration. A data refresh of the student enrollment will be done the day before the survey administration is open.

May I have student comments removed from my evaluation?

Students are informed that all comments that contain coarse or violent language and/or content, or derogatory remarks about the person's gender, race, sex, religion, national origin, or other personal characteristics will be removed and not taken into consideration. Faculty shall contact their Department Chair and Provost Office (spot@unt.edu) to have such comments removed.

Frequently Asked Questions Continued

Will I still be able to access my SETE results from previous semesters?

Yes, please contact SPOT at SPOT@unt.edu.

If I am asked to submit student evaluations for teaching performance, will I need to include SPOT results?

When submitting evidence of teaching effectiveness at the University level (tenure and promotion/faculty awards), SPOT evaluations must be submitted. This is not to preclude other measures of teaching effectiveness.

I'm adding a question to the survey, will the chair see the results?

Yes, the response to your additional questions will be incorporated into your final report which is accessible to the chair.

How do I interpret the reports?

IASystem forms include **FOUR** summative global questions to allow cross-class and cross-instructor comparisons. Visit the SPOT website for directions on interpreting reports. (<https://spot.unt.edu>)

My department has specific questions they have been using for years that we would like to use for comparison data, how do we add these?

IASystem has created a template form that each department can utilize. This form includes the four summative global questions for institutional comparisons, but the opportunity exists for departments to create their own specific form. If your department is interested in this option, please contact SPOT@unt.edu at **least** three weeks prior to the beginning of the survey administration.

Creating Evaluations

HOW DO I LOGIN TO CREATE ONLINE EVALUATIONS?

Log into: <https://unt.iasystem.org/>

Sign in using UNT credentials

NAVIGATE TO CREATE ONLINE EVALUATIONS

Select "Evaluations" from Main Menu.

Select "Online Evaluations" from Dropdown. You are now on the Create Evaluations page.

1. Select Term for which you would like to create evaluations (*defaults to current term*).
2. Select College (*defaults to 'All' or User's specific college they are scoped to*).
3. Select Department (*defaults to 'All' of User's specific departments that are scoped to*).
4. You can further refine your selection down to the course level.

When all selections are made, click "Continue." You are now on the Select Courses page.

1. Select all or some of the courses listed for which you would like to setup evaluations by clicking the checkbox to the left of the course abbreviation.
2. Courses listed in **red** already have evaluations and cannot be selected.
 - o These courses will have a computer or paper icon next to the course abbreviation indicating if they are being evaluated online or by paper.

Note: Courses with Multiple Instructors may have a paper/online evaluation icon displayed, but are not listed in red—this means there is still one or more instructors eligible to be evaluated.

3. If selected courses have the "Multiple Instructors" blue dropdown, either select to evaluate the multiple instructors as a **group** (generates a single evaluation for the course) or select all/some of the instructors to evaluate **individually** (generates separate evaluations for each of the instructors selected).
4. If course is **cross listed** (joint) with other course(s), you will see all instances listed on separate rows. Once you select one joint course, you will not be able to select the other instances. The evaluation will cover the entire cross-listed (joint) cluster.
5. Course enrollment is displayed.

Once all course selections are finalized, click "Continue" at the bottom of the page. You are now on the Define Evaluation Parameters.

1. Select evaluation form you wish to use. (Example: A, small lecture/discussion; see Appendix A)
2. All the open/close and reports available dates will be locked, because the administrators for the university will set those dates.

Creating Evaluations Continued

3. Select the applicable Course Type for each course. (Example: face-to-face, online; see table at the end of this document)
4. Click "Submit" to create evaluations.

You are now on the [View Evaluations](#) page.

VIEW, EDIT, OR DELETE ONLINE EVALUATIONS

This page displays information about evaluations that have been created. There are three tabs that display information about course evaluation surveys; **Main**, **URL**, and **Other**.

1. **Main**: displays course ID, open/close dates, evaluation status, response rate, and information on when instructors/students were sent email notifications.
2. **URL**: displays the static URL address of the student course evaluation survey that can be copied and pasted for students to access. The URL page also has a "preview" hyperlink of the course evaluation (not for live use) on the far-right column.

Note: There is a single URL for each evaluation. Access to the evaluation is controlled by the students in the class list. If someone not in the class list tries to access the course evaluation, they will be given a message "Sorry, this isn't your survey."

3. **Other**: displays course enrollment, survey ID, evaluation form type and course type.

If there is missing information for the evaluation(s) you created, you will see a **Red Alert** icon. Hovering over the icon will display a message indicating that either instructor or student information is missing. In order to correct the missing information, click on the hyperlink and you will be taken to the [Edit Instructors and Students](#) page where you can make any corrections.

	Main	URL	Other		
INSTRUCTOR	OPEN	CLOSE	STATUS	RESPONSES	
Unspecified	07/26/2013	08/15/2013	Pending	0 (0%)	

Instructor information is missing. Click on instructor name to update instructor information.

The [View Evaluations](#) page also allows the user to edit or delete existing evaluations based on evaluation status. There are 3 types of evaluation statuses:

1. **Pending**: an evaluation that has been created, but has not yet started
2. **Open**: an evaluation that has started and is in progress
3. **Closed**: an evaluation that has been completed

Note: You can edit close date & course type of Open Evaluations until the day they go live to the students.

Creating Evaluations Continued

To edit or delete an evaluation, or set of evaluations, click the box(es) next to the evaluation(s) to select; then press either the "Edit" or "Delete" button located on the right side of the table.

If you select "Delete," the [Delete Evaluations](#) page will open, and you can either "Cancel" or "Confirm" your deletion.

If you select "Edit," the [Edit Evaluations](#) page will open, and you can modify one or more of the evaluation parameters and click "Submit" to confirm your changes.

COURSE TYPES

SPOT collects data on three primary course types.

When setting up a course evaluation, we request that you specify a course type. The following chart displays information about how we define each course type:

COURSE TYPE	DESCRIPTION
Face-to-Face	"Face-to-Face" courses follow the traditional teaching model in which faculty and students meet in-person, generally in a classroom, lab, or studio. Although some course information (such as a course website, syllabus, or reading materials) may be provided online, these resources do not replace weekly course time.
Hybrid	"Hybrid" courses are a combination of traditional face-to-face instruction and online learning activities. These courses are sometimes referred to as "blended." There is a wide variation in the relative proportions of face-to-face and online learning.
Online	"Online" courses are those in which the vast majority of instruction and student participation is mediated by the internet. Students are not physically present in a traditional classroom setting; although they may meet briefly once or twice, this is not a significant part of the learning experience.
Unknown	If you do not know the course type, you may choose "Unknown." When possible, please try to determine the actual course type. This information is important for analysis and research.

Accessing and Interpreting Reports

HOW DO I LOGIN TO SEE MY DEPARTMENTAL RESULTS?

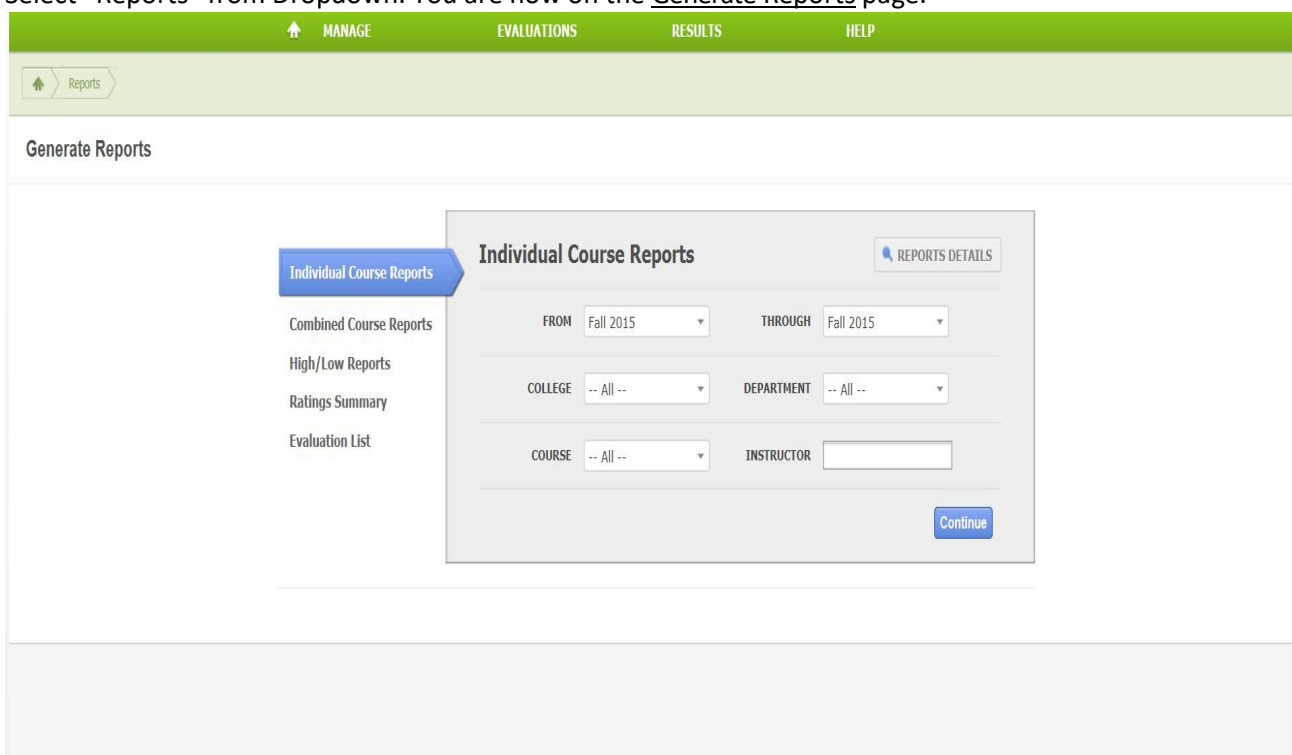
Log into: <https://unt.iasystem.org/>

Sign in using UNT credentials

NAVIGATE TO REPORTS

Select “Results” from Main Menu.

Select “Reports” from Dropdown. You are now on the Generate Reports page.



INDIVIDUAL COURSE REPORTS

The Individual Course Reports show an *overall summative rating* representing the combined responses of students to the four global summative items. The report also shows the *challenge and engagement (CEI)* index which combines student responses to several items relating to how academically challenging students found the course and how engaged they were. Open-ended comments and response rates are also included.

Navigate to Individual Course Reports

1. From the Generate Reports page, select the Individual Course Report.
2. Select Term for which you would like to create a course report (*defaults to current term*).
3. Select College (*defaults to 'All' or User's specific college scoped to*).
4. You may further refine your selections by Department and/or Course.
5. Instructor (*either leave blank or use this to quickly search for reports for a single instructor*).

Accessing and Interpreting Reports Continued

6. When all selections are made, click "Continue."
7. Use checkboxes to select all, or some, of the evaluations listed to generate reports.
8. You may update filter selections in the sidebar to refresh the evaluations list.
9. You may also choose under 'Report Options' at the top of the page whether you would like the report to include numeric results and comments, numeric results only, or comments only. Once all selections are finalized, click "Continue" at the bottom of the page.
10. The course summary reports will open in a new window in PDF format.

Select Evaluations

Report Options
INCLUDE: Numeric Results and Comments **PDF:** Single PDF

<input type="checkbox"/>	COURSE ID	TERM	COURSE	INSTRUCTOR	FORM	TYPE	STATUS
<input type="checkbox"/>	UCRS1100002	Fall 2015	UCRS 1100 002	Garcia, Hope	X	Online	Closed
<input type="checkbox"/>	UCRS1850001	Fall 2015	UCRS 1850 001	Sheffield, Cinnamon	X	Online	Closed
<input type="checkbox"/>	UCRS1850002	Fall 2015	UCRS 1850 002	George, Crystal	X	Online	Closed
<input type="checkbox"/>	UCRS2100001	Fall 2015	UCRS 2100 001	Ringe, Kristin	X	Online	Closed
<input type="checkbox"/>	UCRS2100002	Fall 2015	UCRS 2100 002	Eenigenburg, Melissa	X	Online	Closed
<input type="checkbox"/>	UCRS2100003	Fall 2015	UCRS 2100 003	Oltman, Dawn	X	Online	Closed
<input type="checkbox"/>	UCRS3600001	Fall 2015	UCRS 3600 001	Abner, Patrice	X	Online	Closed
<input type="checkbox"/>	UCRS3610001	Fall 2015	UCRS 3610 001	Rodriguez, Patricia	X	Online	Closed
<input type="checkbox"/>	HIST4750001 UCRS4700001	Fall 2015	HIST 4750 001 UCRS 4700 001	Cobb, Steven	A	Online	Closed
<input type="checkbox"/>	UCRS4800001	Fall 2015	UCRS 4800 001	Garcia, Hope	X	Online	Closed
<input type="checkbox"/>	UCRS4800003	Fall 2015	UCRS 4800 003	Carroll, Laurie	X	Online	Closed

(None Selected) Continue

COMBINED COURSE REPORTS

The combined course reports allow multiple courses/instructors to be combined into one report.

Navigate to Combined Course Reports

1. From the Generate Reports page, select the Combined Course Report.
2. Select Term for which you would like to create a course report (*defaults to current term*).
3. Select College (*defaults to 'All' or User's specific college scoped to*).
4. You may further refine your selections by Department and/or Courses.
5. When all selections are made, click "Continue."
6. Use checkboxes to select all, or some, of the evaluations listed to generate reports.
7. You may update filter selections in the sidebar to refresh the evaluations list.
8. You may also choose under 'Report Options' at the top of the page whether you would like the report to include numeric results and comments, numeric results only, or comments only. Once all selections are finalized, click "Continue" at the bottom of the page.
9. The summary reports will open in a new window as a PDF document.

Accessing and Interpreting Reports Continued

OVERALL SUMMATIVE RATING

Four general items (described below) are included on most evaluation forms to provide a global rating of the class and instructor. They are rated from *Very Poor* to *Excellent* (0-5) and are summarized as a Combined Median. The items are:

The course as a whole was:

The course content was:

The instructor's contribution to the course was:

The instructor's effectiveness in teaching the subject matter was:

The Combined Median of the summative items is computed by first summing the numerical weights of all the responses within each response category across all four items. This provides a response array from which a median (ranging from 0-5) is calculated. Refer to *IASystem's* document for computing medians for further information (www.iasystem.org).

CHALLENGE AND ENGAGEMENT INDEX (CEI)

The Challenge and Engagement Index (CEI) provides an estimate of how challenging students found the class and how engaged they were in it. It is based on the combined response to four items included on most evaluation forms. The items are:

Relative to other college courses you have taken,

The intellectual challenge presented was:

The amount of effort you put into this course was:

The amount of effort to succeed in this course was:

From the total average hours [per week spent on the course], how many do you consider were valuable in advancing your education?

Responses to each of these items are transformed into standard scores and then their average as described under *Computing the CEI* in *IASystem's* documentation on their website (www.iasystem.org). The CEI correlates only modestly ($\sim .25$) with the Combined Median.

ITEM RATINGS

Individual Course Reports provide a rich perspective on student views by reporting responses to three categories of items.

- *Summative Items* are the first four items on most evaluation forms. These items are used to compute the global rating of the course and instructor, described above.
- *Student Involvement Items* are a set of items included on most evaluation forms to support computation of Adjusted Medians and the Challenge and Engagement Index.
- *Formative Items* relate to specific aspects of the course that instructors may want to change prior to the next iteration of the course. Responses to *Standard* and *Instructor-Added Formative Items* are reported separately.

Accessing and Interpreting Reports Continued

Responses to individual items are reported in several ways: as frequency distributions, average (median) ratings, and either a) deciles or b) adjusted medians and relative ranks.

FREQUENCY DISTRIBUTIONS

The total number of students who responded and the percentage of those students who selected each response choice are displayed for each item. Frequency distributions allow faculty to identify unusual patterns of response. Instructors sometimes express the concern that evaluations may be completed primarily by students who feel strongly positive or strongly negative toward a course. When this is the case, the frequency distribution will be bi-modal.

ITEM MEDIANS

Individual Course Reports display average ratings in the form of item medians. Although means are a more familiar type of average than medians, they are less accurate in summarizing student ratings. Distributions of course evaluation item ratings tend to be strongly skewed. That is, most of the ratings are at the high end of the scale and trail off at the low end. The median indicates the point on the rating scale at which half of the students selected higher ratings, and half selected lower.

To interpret median ratings, compare the value of each median to the respective response scale. For example, a median of 4.5 on Items 1-4 means that the average rating is half-way between *Very Good* and *Excellent*. There are several different rating scales utilized on the evaluation forms:

Excellent	Very Good	Good	Fair	Poor	Very Poor
5	4	3	2	1	0
Strongly Agree		Somewhat Agree	Somewhat Disagree		Strongly Disagree
6	5	4	3	2	1
Always, Much Higher, Very Much, Great		About Half, Half of the Time, Average, Moderate, Average			Never, Much Lower, Not at All, None
7	6	5	4	3	2
				2	1

STUDENT COMMENTS

Responses to open-ended questions are provided as a separate report for evaluations conducted online.

Accessing and Interpreting Reports Continued

HIGH LOW REPORTS

The High/Low Report lists all courses in the selected college or department. Courses are grouped into Highest Rated and Lowest Rated based on the Average Adjusted Rating of the four global summative items on all university course evaluations given for the term. Courses evaluated using *Form J* (Studio/Clinical) are not included on the report because the standard summative evaluation terms do not appear on the form. The reported averages are means of course medians and are presented for selected items.

NAVIGATE TO HIGH LOW REPORTS

1. Select "Results" from Main Menu.
2. Select "Reports" from Dropdown. You are now on the Generate Reports page.
3. From the Generate Reports page, select the High/Low Report tab.
4. Select Term for which you would like to create a report (*defaults to current term*).
5. Select College (*defaults to 'All' or User's specific college scoped to*).
6. You may further refine your selection by Department.
7. When all selections are made, click "Continue"
8. The high/low report will open in a new window as a PDF document.

The High and Low Rated Courses and Instructors report supports curricular development by alerting administrators to courses that regularly receive especially high or low ratings. It also assists administrators in identifying faculty whose teaching is particularly strong, as well as instructors who may need additional support in their teaching. This report is especially useful when generated at the end of each academic term.

EVALUATION GROUPINGS

Evaluation results are grouped into four sections: Highest Rated Faculty, Lowest Rated Faculty, Highest Rated TAs (teaching assistants), and Lowest Rated TAs. Grouping is based on the Combined Adjusted Median of the four summative evaluation items. The "highest" evaluations are those with a value greater than or equal to 4.7 (close to *Excellent*). Evaluations classified as "lowest" have a value less than 3.0 (less than *Good*).

RESULTS DISPLAYED

For each course/instructor combination, the report displays the course name and number, and instructor name and rank. Additional information includes course enrollment, evaluation response rate, and whether the evaluation was conducted online or on paper. Four summaries of evaluation results are reported for each course. The Combined Median, Adjusted Combined Median, and CEI have been described above. They are reported for all evaluations. Student response to a fourth item (scaled

Accessing and Interpreting Reports Continued

Excellent to Very Poor, 5-0) is also reported for evaluations using forms that include this item: **Amount you learned in the course was:**

RATINGS SUMMARY REPORTS

Department Ratings Summary Reports summarize student ratings of all courses evaluated during a specified period of time such as an academic term or year. These reports display average ratings for selected evaluation items and show how your department compares with the college and institution. You can also see differences according to upper division, lower division, and graduate level courses, as well as how your Teaching Assistants are rated.

NAVIGATE TO RATINGS SUMMARY REPORTS

1. Select "Results" from Main Menu.
2. Select "Reports" from Dropdown. You are now on the Generate Reports page.
3. From the Generate Reports page, select the Ratings Summary.
4. Select Term for which you would like to create a summary (*defaults to current term*).
5. Select College (*defaults to 'All' or User's specific college scoped to*).
6. You may further refine your selection by Department.
7. When all selections are made, click "Continue".
8. The ratings summary report will open in a new window as a PDF document.

The Ratings Summary report provides an overall view of evaluation results within a particular academic unit (department, college/school, or institution). It has been created to support annual program review but can be generated for any time period.

RESULTS DISPLAYED

The Ratings Summary report summarizes student response to a selected set of items found on all evaluation forms. The combination of the four summative items is reported, along with two of those items and six of the student engagement items. The individual items reported are:

The course as a whole was:

The instructor's effectiveness in teaching the subject matter was:

The Combined Median

Relative to other college courses you have taken,

Do you expect your grade in this course to be:

The amount of effort to succeed in this course was:

On average, how many hours per week have you spent on this course?

What grade do you expect in this course?

Item responses are reported by instructor rank and course level (lower-level course, faculty; lower-level course, TA; upper level course; graduate level course) and total. Specific statistics reported are the number of evaluations in each category, the mean and standard deviation of the Combined Medians, and the mean and standard deviation of the Combined Adjusted Medians.

Accessing and Interpreting Reports Continued

EVALUATION LIST REPORT

The Evaluation List Report itemizes all courses evaluated during a specified period of time. Instructor, Rank, Course, Credit Hours, Evaluations Completed, Enrollments, Response Rates, Form Used, Combined Median, and Method of Class Delivery.

NAVIGATE TO EVALUATION LIST REPORT

1. Select "Results" from Main Menu.
2. Select "Reports" from Dropdown. You are now on the Generate Reports page.
3. From the Generate Reports page, select Evaluation List tab.
4. Select Term for which you would like to create an evaluation list (*defaults to current term*).
5. Select College (*defaults to 'All' or User's specific college scoped to*).
6. You may further refine your selection by Department.
7. When all selections are made, click "Continue".
8. The Evaluation List report will open in a new window as a PDF document.

The Evaluation List report displays all evaluations conducted within a particular academic unit (department, college/school, or institution) during a particular time period. It was designed to accompany the Ratings Summary report but can be used independently as well.

RESULTS DISPLAYED

The Evaluation List report details all evaluations conducted within the specified time period. Entries are listed alphabetically by instructor name and ordered, within instructor, by course name and number. The report shows the academic term of the class, the number of credits, the number of enrolled students, the number of students who responded to the evaluation and the response rate. The evaluation form used and whether the evaluation was conducted online or on paper are also shown. Evaluation results are reported in the form of the Combined Median.

EXPORT EVALUATION DATA

The following export files can be downloaded for further analysis.

Evaluation

- **Evaluation Parameter** files provide information about the evaluations themselves. Parameters are used to identify and possibly classify evaluations of particular inters. Most evaluations have one record in the parameters file, but team-taught or cross-listed courses may have multiple records. Several fields included may be useful for cross referencing with the items and questionnaires file.
 - Course Number
 - Section
 - Instructor ID
 - Last Name
 - First Name

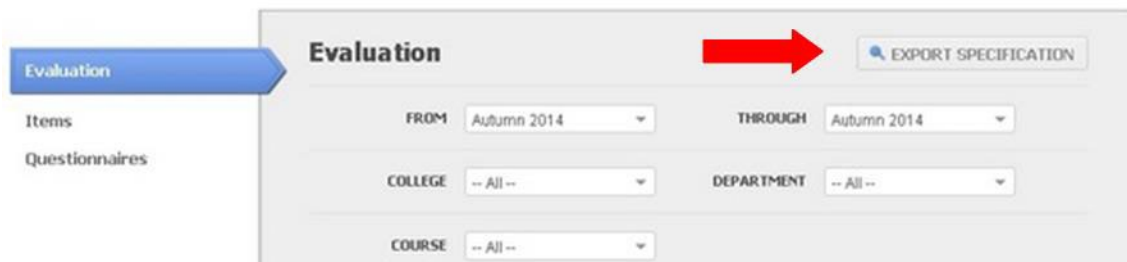
Accessing and Interpreting Reports Continued

- **Medians** files report student ratings of courses. They contain one record per evaluation and support analyses for which *evaluation* is the unit of analysis. An *evaluation* is defined as the set of student ratings relating to a particular combination (defined by the institution) of course, section(s), instructor(s) and term.
- **Item** datafiles contain one record per item per evaluation and support analysis for which term is the unit of analysis. Item data are used to examine the technical functioning (reliability) of the items and evaluation forms.
- **Questionnaires** datafiles contain one record per student per evaluation and support analysis for which student is the unit of analysis. A *questionnaire* is an evaluation form filled out by an individual student.

NAVIGATE TO EVALUATION LIST REPORT

1. Select “Results” from Main Menu.
2. Select “Datafiles” from Dropdown. You are now on the [Datafiles](#) page.
3. Select Type of export (Evaluation, Items, or Questionnaires) and fill out corresponding filters.
4. Click “Download” button and a save File Dialog box will appear.

Note: The gray Export Specifications button opens a PDF document that explains the details of all the data files.



EXPORT EVALUATION DATA

This feature provides the ability to export by aggregate response rate data for closed evaluations by Institution, College, and Department.

NAVIGATE TO RESPONSE RATE DATA

1. Select “Results” from Main Menu.
2. Select “Datafiles” from Dropdown. You are now on the [Datafiles](#) page.
3. Select the blue “Response Rate” tab and fill out the corresponding filters.
4. Click the blue “Download” button and .CSV file will be downloaded with your requested data.

Accessing and Interpreting Reports Continued

Evaluation
Items
Questionnaires
Response Rate

Response Rate Data

FROM	Autumn 2015	THROUGH	Autumn 2015
COLLEGE	-- All --	SUBCOLLEGE	-- All --
DEPARTMENT	-- All --	DELIVERY	Online

[Download](#)

Email Notification Schedule

All online evaluations are equipped with email notifications. Emails will be sent under the following circumstances:

Online Evaluation Created	<ul style="list-style-type: none"> Faculty receive an automated email with information about the evaluation setup details and link to the <i>IASystem™</i> faculty portal. Generally, these are created two weeks prior to the survey launch.
Online Evaluation Opens	<ul style="list-style-type: none"> Faculty receive an automated email notifying them the course evaluation for their class is now open. (Monday of Week 13 of the long semester, 12:00 a.m.) Students receive automated email notifying them the course evaluation for their class is now open and asking them to complete the evaluation. (Monday of Week 13 of the long semester, 12:00 a.m.)
Evaluations Close	<ul style="list-style-type: none"> Faculty receive an automated email when their reports are available. These emails are generated when the evaluation is closed, and the Reports Available date has been met. <ul style="list-style-type: none"> Reports will be available three days after grades are posted.
Reminders & Updates	<ul style="list-style-type: none"> Automated emails are sent to students who have not yet responded based on the length of the semester. Automated email updates are sent to faculty with updated response rate information on the same dates. <ul style="list-style-type: none"> 1st reminder, 8 days prior to close 2nd reminder, 4 days prior to close 3rd reminder, 1 day prior to close Summer sessions' timeframes are listed below. <ul style="list-style-type: none"> 1st reminder/update, 2 days prior to close

An automated confirmation email will be sent to students immediately upon submission of an online course evaluation.

Appendix A

Example of Survey Forms

Description of Forms

Form	Description
A – Small Lecture/Discussion	Designed for lecture courses with the opportunity for discussion.
B – Large Lecture	Designed for traditional lecture course
C – Seminar/Discussion	Designed for classes that include a minimal amount of formal lecturing by the instructor.
D – Problem Solving	Designed for classes teaching problem-solving or heuristic methods.
E – Skill Acquisition	Designed for classes in which students get “hands on” experiences, such as courses in foreign languages.
F – Quiz Section	Designed for discussion sections that are usually taught by graduate teaching assistants, in conjunction with a lecture class taught by a regular faculty member.
G – Lectures/Assignments	Designed for use in large classes (such as those in math) which rely heavily on homework problems and a textbook.
H – Lab	Designed to evaluate lab classes generally taught in conjunction with classes in the physical sciences.
I – Distance Learning	Designed for use in learning environments where students are not physically present in a traditional setting such as a classroom.
J – Clinical/Studio	Designed to evaluate instruction provided through clinical or hands-on experience rather than the traditional academic coursework.
K – Project/Studio	Designed for courses in which students work autonomously or in small groups.
L – English as a Second Language	Designed for use with English language learners.
M – Study Abroad	Designed for use in course taught abroad.
X – Educational Outcomes	Designed to be used across all course types.
X5 – UNT Hybrid/Blended Custom Form	Designed to be used for hybrid/blended courses.

Form A

Small Lecture/Discussion

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor		
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
5. Course organization was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
6. Clarity of instructor's voice was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
7. Explanations by instructor were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
8. Instructor's ability to present alternative explanations when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
9. Instructor's use of examples and illustrations was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
10. Quality of questions or problems raised by instructor was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
11. Student confidence in instructor's knowledge was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
12. Instructor's enthusiasm was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
13. Encouragement given students to express themselves was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
14. Answers to student questions were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
15. Availability of extra help when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
16. Use of class time was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
17. Instructor's interest in whether students learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
18. Amount you learned in the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
19. Relevance and usefulness of course content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
20. Evaluative and grading techniques (tests, papers, projects, etc.) were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
21. Reasonableness of assigned work was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
Relative to other college courses you have taken:								
23. Do you expect your grade in this course to be:		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
24. The intellectual challenge presented was:		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
25. The amount of effort you put into this course was:		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
26. The amount of effort to succeed in this course was:		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
27. Your involvement in this course (doing assignments, attending classes, etc.) was:		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more				■
29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more			■	
30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit		■	
31. In regard to your academic program, is this course best described as:	<input type="radio"/> In your major? <input type="radio"/> In your minor?	<input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement?	<input type="radio"/> An elective? <input type="radio"/> Other?				■	

Form B

Large Lecture

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor		
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
5. Course organization was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
6. Sequential presentation of concepts was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
7. Explanations by instructor were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
8. Instructor's ability to present alternative explanations when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
9. Instructor's use of examples and illustrations was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
10. Instructor's enhancement of student interest in the material was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
11. Student confidence in instructor's knowledge was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
12. Instructor's enthusiasm was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
13. Clarity of course objectives was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
14. Interest level of class sessions was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
15. Availability of extra help when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
16. Use of class time was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
17. Instructor's interest in whether students learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
18. Amount you learned in the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
19. Relevance and usefulness of course content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
20. Evaluative and grading techniques (tests, papers, projects, etc.) were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
21. Reasonableness of assigned work was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
Relative to other college courses you have taken:								
23. Do you expect your grade in this course to be:	Much Higher		Average			Much Lower		
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more				■
29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more				■
30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit			■
31. In regard to your academic program, is this course best described as:	<input type="radio"/> In your major? <input type="radio"/> In your minor?	<input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement?	<input type="radio"/> An elective? <input type="radio"/> Other?				■	

Form C

Seminar/Discussion

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor		
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
5. Course organization was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
6. Instructor's preparation for class was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
7. Instructor as a discussion leader was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
8. Instructor's contribution to discussion was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
9. Conduciveness of class atmosphere to student learning was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
10. Quality of questions or problems raised was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
11. Student confidence in instructor's knowledge was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
12. Instructor's enthusiasm was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
13. Encouragement given students to express themselves was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
14. Instructor's openness to student views was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
15. Interest level of class sessions was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
16. Use of class time was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
17. Instructor's interest in whether students learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
18. Amount you learned in the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
19. Relevance and usefulness of course content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
20. Evaluative and grading techniques (tests, papers, projects, etc.) were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
21. Reasonableness of assigned work was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
Relative to other college courses you have taken:		Much Higher		Average		Much Lower		
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more				■
29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more			■	
30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit		■	
31. In regard to your academic program, is this course <u>best</u> described as:	<input type="radio"/> In your major? <input type="radio"/> In your minor?	<input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement?	<input type="radio"/> An elective? <input type="radio"/> Other?				■	

Form D

Problem Solving

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor		
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
5. Course organization was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
6. Sequential presentation of concepts was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
7. Explanations by instructor were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
8. Instructor's ability to present alternative explanations when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
9. Instructor's use of examples and illustrations was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
10. Quality of questions or problems raised by the instructor was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
11. Contribution of assignments to understanding course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
12. Instructor's enthusiasm was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
13. Instructor's ability to deal with student difficulties was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
14. Answers to student questions were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
15. Availability of extra help when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
16. Use of class time was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
17. Instructor's interest in whether students learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
18. Amount you learned in the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
19. Relevance and usefulness of course content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
20. Evaluative and grading techniques (tests, papers, projects, etc.) were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
21. Reasonableness of assigned work was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
Relative to other college courses you have taken:		Much Higher		Average		Much Lower		
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more				■
29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more			■	
30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit		■	
31. In regard to your academic program, is this course best described as:	<input type="radio"/> In your major? <input type="radio"/> In your minor?	<input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement?	<input type="radio"/> An elective? <input type="radio"/> Other?				■	

Form E

Skill Acquisition

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor	
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
2. The instructor content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
5. Opportunity for practicing what was learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
6. Sequential development of skills was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
7. Explanations of underlying rationales for new techniques or skills were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
8. Demonstrations of expected skills were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
9. Instructor's confidence in students' ability was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
10. Recognition of student progress by instructor was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
11. Student confidence in instructor's knowledge was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
12. Freedom allowed students to develop own skills and ideas was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
13. Instructor's ability to deal with student difficulties was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
14. Tailoring of instruction to varying student skill levels was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
15. Availability of extra help when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
16. Use of class time was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
17. Instructor's interest in whether students learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
18. Amount you learned in the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
19. Relevance and usefulness of course content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
20. Evaluative and grading techniques (tests, papers, projects, etc.) were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
21. Reasonableness of assigned work was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

Relative to other college courses you have taken:

	Much Higher	Average	Much Lower			
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■		
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■		
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■		
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■		
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■		
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more	■ ■ ■	
29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more	■ ■ ■	
30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit	■ ■ ■
31. In regard to your academic program, is this course <u>best</u> described as:	<input type="radio"/> In your major? <input type="radio"/> In your minor?	<input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement?	<input type="radio"/> An elective? <input type="radio"/> Other?	■ ■		

Form F

Quiz Section

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor	
1. The quiz section as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
2. The content of the quiz section was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
3. The quiz section instructor's (QSI's) contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
4. The QSI's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
5. Explanations by the QSI were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
6. QSI's use of examples and illustrations was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
7. Quality of questions or problems raised by QSI was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
8. QSI's enthusiasm was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
9. Student confidence in QSI's knowledge was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
10. Encouragement given students to express themselves was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
11. Answers to student questions were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
12. Interest level of quiz sections was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
13. QSI's openness to student views was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
14. QSI's ability to deal with student difficulties was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
15. Availability of extra help when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
16. Use of quiz section time was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
17. QSI's interest in whether students learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
18. Amount you learned in the quiz sections was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
19. Relevance and usefulness of quiz section content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
20. Coordination between lectures and quiz sections was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
21. Reasonableness of assigned work for quiz section was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

Relative to other college courses you have taken:

	Much Higher	Average	Much Lower			
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■		
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■		
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■		
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■		
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■		
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more	■ ■ ■	
29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more	■ ■ ■	
30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit	■ ■ ■
31. In regard to your academic program, is this course best described as:	<input type="radio"/> In your major? <input type="radio"/> In your minor?	<input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement?	<input type="radio"/> An elective? <input type="radio"/> Other?	■ ■		

Form G

Lectures/Assignments

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor		
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
3. The instructor overall was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
4. The instructor's contribution to your understanding of concepts and ideas:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
5. Course organization was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
6. Opportunity to ask questions was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
7. Explanations by instructor were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
8. Instructor's contribution to your ability to solve problems was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
9. Instructor's use of examples and illustrations was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
10. Length and difficulty of homework assignments were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
11. Contribution of examinations to understanding course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
12. Instructor's enthusiasm was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
13. The textbook overall was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
14. Answers to questions from class were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
15. Relationship between lectures and text was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
16. Availability of extra help when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
17. Instructor's interest in whether students learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
18. Amount you learned in the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
19. Relevance and usefulness of course content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
20. Relevance and usefulness of homework assignments were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
21. Reasonableness of assigned work was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
22. Relationship of examinations to material emphasized in the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
Relative to other college courses you have taken:								
		Much Higher		Average		Much Lower		
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more				■
29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more				■
30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit			■
31. In regard to your academic program, is this course best described as:	<input type="radio"/> In your major? <input type="radio"/> In your minor?	<input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement?	<input type="radio"/> An elective? <input type="radio"/> Other?				■	

Form H

Lab

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor		
1. The lab section as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
2. The content of the lab section was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
3. The lab instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
4. The lab instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
5. Explanations by the lab instructor were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
6. Lab instructor's preparedness for lab sessions was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
7. Quality of questions or problems raised by the lab instructor was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
8. Lab instructor's enthusiasm was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
9. Student confidence in lab instructor's knowledge was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
10. Lab instructor's ability to solve unexpected problems was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
11. Answers to student questions were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
12. Interest level of lab sessions was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
13. Communication and enforcement of safety procedures were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
14. Lab instructor's ability to deal with student difficulties was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
15. Availability of extra help when needed was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
16. Use of lab section time was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
17. Lab instructor's interest in whether students learned was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
18. Amount you learned in the lab sections was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
19. Relevance and usefulness of lab section content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
20. Coordination between lectures and lab activities was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
21. Reasonableness of assigned work for lab section was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
Relative to other college courses you have taken:								
		Much Higher		Average		Much Lower		
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more				■
29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more			■	
30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit		■	
31. In regard to your academic program, is this course best described as:	<input type="radio"/> In your major? <input type="radio"/> In your minor?	<input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement?	<input type="radio"/> An elective? <input type="radio"/> Other?				■	

Form I

Distance Learning

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor	
1. The distance learning course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
4. The effectiveness of the distance learning format was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
5. The helpfulness of the distance learning staff overall was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
6. Student confidence in instructor's knowledge was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
7. Timeliness of instructor response to assignments was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
8. Quality/helpfulness of instructor feedback was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
9. Tailoring of instruction to varying student skill levels was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
10. Clarity of course objectives was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
11. The organization of the study guide was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
12. Content of the study guide was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
13. Relevance of textbook for self-study was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
14. Usefulness of reading assignments in understanding course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
15. Usefulness of written assignments in understanding course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
16. Usefulness of video media in understanding course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
17. Usefulness of computer (on-line) resources in understanding content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
18. Usefulness of audio media in understanding course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
19. Relevance and usefulness of course content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
20. Evaluative and grading techniques (tests, papers, projects, etc.) were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
21. Reasonableness of assigned work was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
22. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
Relative to other college courses you have taken:							
23. Do you expect your grade in this course to be:		Much Higher		Average		Much Lower	■
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more			■
29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10 - 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more			■
30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit		■
31. In regard to your academic program, is this course <u>best</u> described as:	<input type="radio"/> In your major? <input type="radio"/> In your minor?	<input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement?	<input type="radio"/> An elective? <input type="radio"/> Other?				■

Form J Clinical/Studio

Instructor _____ Course _____ Section _____
 Clinical Site (if appropriate) _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor	
1. The rotation/studio as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
2. The procedures/skills taught were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
3. The instructor's contribution to the rotation/studio was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
4. The instructor's effectiveness in teaching was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

Rate your instructor on each of the following:

5. Knowledgeable and analytical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
6. Clear and organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
7. Enthusiastic and stimulating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
8. Challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
9. Established rapport	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
10. Actively involved me in learning experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
11. Provided direction and feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
12. Demonstrated clinical/professional skills and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
13. Accessible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
14. Your involvement with the instructor:	<input type="radio"/> Extensive	<input type="radio"/> Considerable	<input type="radio"/> Moderate	<input type="radio"/> Slight			■
15. On average, how many hours per week have you spent on this rotation/studio?	<input type="radio"/> Under 2	<input type="radio"/> 6 - 7	<input type="radio"/> 12 - 13	<input type="radio"/> 18 - 19			■
	<input type="radio"/> 2 - 3	<input type="radio"/> 8 - 9	<input type="radio"/> 14 - 15	<input type="radio"/> 20 - 21			■
	<input type="radio"/> 4 - 5	<input type="radio"/> 10 - 11	<input type="radio"/> 16 - 17	<input type="radio"/> 22 or more			■
16. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2	<input type="radio"/> 6 - 7	<input type="radio"/> 12 - 13	<input type="radio"/> 18 - 19			■
	<input type="radio"/> 2 - 3	<input type="radio"/> 8 - 9	<input type="radio"/> 14 - 15	<input type="radio"/> 20 - 21			■
	<input type="radio"/> 4 - 5	<input type="radio"/> 10 - 11	<input type="radio"/> 16 - 17	<input type="radio"/> 22 or more			■
17. Year in program:	<input type="radio"/> First	<input type="radio"/> Second	<input type="radio"/> Third	<input type="radio"/> Fourth or more			■
18. Your program (choose one):	<input type="radio"/> Baccalaureate	<input type="radio"/> Professional	<input type="radio"/> Other				■
	<input type="radio"/> Masters	<input type="radio"/> Resident					■
	<input type="radio"/> PhD	<input type="radio"/> Post-doctoral fellow					■

Form K Project/Studio

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor	
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

How frequently was each of the following true of this course?

	Always	About Half	Never	
5. The course was integrated with the rest of the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
6. The instructor created an atmosphere of engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
7. The instructor stimulated me to acquire new skills and approaches.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
8. The instructor encouraged me to think independently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
9. The course was structured to facilitate learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
10. Feedback by the instructor during design/artistic process was valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
11. Feedback from peers was valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
12. Feedback from visitors/outside reviewers was valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

How well did this course help you to:

	Very- Much	Moderate	Not at All	
13. Develop your oral communication/presentation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
14. Develop your ability to express your ideas in artistic/graphic form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
15. Develop and use your creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
16. Develop your ability to work in fluid or ambiguous situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
17. Develop your ability to provide peer critique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
18. Develop your ability for self-critique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
19. Practice design/artistic strategies and processes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
20. Integrate & apply new skills and knowledge in your products	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
21. Apply the principles of past work of others and examples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
22. Work effectively in teams to complete projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

Relative to other college courses you have taken:

	Much- Higher	Average	Much Lower	
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2	<input type="radio"/> 6 - 7	<input type="radio"/> 12 - 13	<input type="radio"/> 18 - 19	■
	<input type="radio"/> 2 - 3	<input type="radio"/> 8 - 9	<input type="radio"/> 14 - 15	<input type="radio"/> 20 - 21	■
	<input type="radio"/> 4 - 5	<input type="radio"/> 10 - 11	<input type="radio"/> 16 - 17	<input type="radio"/> 22 or more	■
29. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2	<input type="radio"/> 6 - 7	<input type="radio"/> 12 - 13	<input type="radio"/> 18 - 19	■
	<input type="radio"/> 2 - 3	<input type="radio"/> 8 - 9	<input type="radio"/> 14 - 15	<input type="radio"/> 20 - 21	■
	<input type="radio"/> 4 - 5	<input type="radio"/> 10 - 11	<input type="radio"/> 16 - 17	<input type="radio"/> 22 or more	■

30. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0)	<input type="radio"/> B (2.9-3.1)	<input type="radio"/> C (1.9-2.1)	<input type="radio"/> D (0.9-1.1)	<input type="radio"/> Pass	■
	<input type="radio"/> A- (3.5-3.8)	<input type="radio"/> B- (2.5-2.8)	<input type="radio"/> C- (1.5-1.8)	<input type="radio"/> D- (0.7-0.8)	<input type="radio"/> Credit	■
	<input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> E (0.0)	<input type="radio"/> No Credit	■

31. In regard to your academic program, is this course In your major? In your minor? A distribution requirement? A program requirement? An elective? Other?

Form L

English as a Second Language

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

The course

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor
1. This course is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The content of this course is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The amount I have learned in this course is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The usefulness of assignments (class projects OR homework, etc.) is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The usefulness of the materials (handouts OR media, etc.) is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The instructor

6. This instructor's teaching is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Explanations by the instructor are:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor's knowledge of the subject is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor's interest in helping students learn is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The feedback the instructor gives me is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The interaction between the instructor and students is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The presentation of the lessons is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The opportunity to ask questions I have in this class is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The organization of the lessons is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The instructor's use of class time is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

About you

	AGREE		DISAGREE	
	Strongly	Somewhat	Somewhat	Strongly
16. I do my work for this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. This course is a good level for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I wanted to take this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Your age: 21 or younger 22-24 25-27 28 or older

20. Your gender: Male Female

21. The level of education you have completed (choose one):

<input type="radio"/> High school	<input type="radio"/> 2-year college degree	<input type="radio"/> PhD degree
<input type="radio"/> Vocational/technical school	<input type="radio"/> 4-year college degree	<input type="radio"/> Professional degree
<input type="radio"/> Currently in college or university	<input type="radio"/> Masters degree	<input type="radio"/> Other

22. How long have you studied English? 0-2 years 3-5 years 6-10 years 11+ years

23. What world region do you come from (choose one)?

<input type="radio"/> Africa	<input type="radio"/> Indian Subcontinent	<input type="radio"/> Pacific Islands
<input type="radio"/> East Asia	<input type="radio"/> Latin America	<input type="radio"/> Southeast Asia
<input type="radio"/> Central Asia	<input type="radio"/> Near and Middle East	<input type="radio"/> Europe

24. What is your native language (choose one)?

<input type="radio"/> Amharic	<input type="radio"/> Hebrew	<input type="radio"/> Polish	<input type="radio"/> Thai
<input type="radio"/> Arabic	<input type="radio"/> Hindi	<input type="radio"/> Portuguese	<input type="radio"/> Tigrina
<input type="radio"/> Bulgarian	<input type="radio"/> Hungarian	<input type="radio"/> Romanian	<input type="radio"/> Turkish
<input type="radio"/> Cambodian	<input type="radio"/> Indonesian	<input type="radio"/> Russian	<input type="radio"/> Urdu
<input type="radio"/> Chinese	<input type="radio"/> Italian	<input type="radio"/> Scandinavian language	<input type="radio"/> Vietnamese
<input type="radio"/> Czech/Slovak	<input type="radio"/> Japanese	<input type="radio"/> Serbian/Croatian	<input type="radio"/> Wolof
<input type="radio"/> English	<input type="radio"/> Korean	<input type="radio"/> Spanish	<input type="radio"/> Zulu
<input type="radio"/> French	<input type="radio"/> Malay	<input type="radio"/> Swahili	<input type="radio"/> Other
<input type="radio"/> German	<input type="radio"/> Pashto	<input type="radio"/> Tagalog	
<input type="radio"/> Greek	<input type="radio"/> Persian	<input type="radio"/> Tamil	

25. How did you learn about this language program?

<input type="radio"/> A friend or relative	<input type="radio"/> The internet	<input type="radio"/> An advertisement	<input type="radio"/> My school	<input type="radio"/> Other
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Form M

Study Abroad

Instructor _____ Course _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor		
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
5. Clarity of course objectives was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
6. Clarity of student responsibilities and requirements was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
7. Content of the syllabus was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
8. Contribution of assignments to understanding course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
9. Reasonableness of assigned work was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
10. Instructor's ability to deal with student difficulties was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
11. Guidance and assistance from program leaders was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
12. Contribution of the field trips to understanding course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
13. Connection between coursework and program location was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
14. Amount you learned in the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
				Always	Half of the Time	Never		
15. The instructor facilitated local engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
16. The course was structured to facilitate learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
17. Class sessions were well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
18. Meaningful feedback on tests and other work was provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
19. Class sessions were interesting and engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
				AGREE	DISAGREE			
20. I felt prepared by the program's pre-departure sessions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
21. I felt that I was a member of a learning community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
22. I developed a better understanding of the country in which I studied.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
23. I have improved my ability to adapt to new/different situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
				Much Higher	Average	Much Lower		
24. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
25. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
26. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
27. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
28. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■	
29. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10- 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more				■
30. From the total average hours above, how many do you consider were valuable in advancing your education?	<input type="radio"/> Under 2 <input type="radio"/> 2 - 3 <input type="radio"/> 4 - 5	<input type="radio"/> 6 - 7 <input type="radio"/> 8 - 9 <input type="radio"/> 10- 11	<input type="radio"/> 12 - 13 <input type="radio"/> 14 - 15 <input type="radio"/> 16 - 17	<input type="radio"/> 18 - 19 <input type="radio"/> 20 - 21 <input type="radio"/> 22 or more			■	
31. What grade do you expect in this course?	<input type="radio"/> A (3.9-4.0) <input type="radio"/> A- (3.5-3.8) <input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> B (2.9-3.1) <input type="radio"/> B- (2.5-2.8) <input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> C (1.9-2.1) <input type="radio"/> C- (1.5-1.8) <input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> D (0.9-1.1) <input type="radio"/> D- (0.7-0.8) <input type="radio"/> E (0.0)	<input type="radio"/> Pass <input type="radio"/> Credit <input type="radio"/> No Credit		■	
32. In regard to your academic program, is this course best described as:	<input type="radio"/> In your major? <input type="radio"/> In your minor?	<input type="radio"/> A distribution requirement? <input type="radio"/> A program requirement?	<input type="radio"/> An elective? <input type="radio"/> Other?				■	

Form X

Educational Outcomes

Instructor _____ Course _____ Section _____ Date _____

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

	Excel- lent	Very Good	Good	Fair	Poor	Very Poor	
1. The course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
3. The instructor's contribution to the course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
4. The instructor's effectiveness in teaching the subject matter was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

How frequently was each of the following a true description of this course?

	Always		About Half		Never	
5. The instructor gave very clear explanations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
6. The instructor successfully rephrased explanations to clear up confusion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
7. Class sessions were interesting and engaging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
8. Class sessions were well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
9. Student participation was encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
10. Students were aware of what was expected of them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
11. Extra help was readily available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
12. Assigned readings and other out-of-class work were valuable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
13. Grades were assigned fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
14. Meaningful feedback on tests and other work was provided.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
15. Evaluation of student performance was related to important course goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

Relative to other college courses you have taken, how would you describe your progress in this course with regard to:

	Great		Average		None	
16. Learning the conceptual and factual knowledge of this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
17. Developing an appreciation for the field in which this course resides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
18. Understanding written material in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
19. Developing an ability to express yourself in writing or orally in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
20. Understanding and solving problems in this field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
21. Applying the course material to real world issues or to other disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
22. General intellectual development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

Relative to other college courses you have taken:

	Much Higher		Average		Much Lower	
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
25. The amount of effort you put into this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
26. The amount of effort to succeed in this course was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
27. Your involvement in this course (doing assignments, attending classes, etc.) was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?

<input type="radio"/> Under 2	<input type="radio"/> 6 - 7	<input type="radio"/> 12 - 13	<input type="radio"/> 18 - 19	■
<input type="radio"/> 2 - 3	<input type="radio"/> 8 - 9	<input type="radio"/> 14 - 15	<input type="radio"/> 20 - 21	■
<input type="radio"/> 4 - 5	<input type="radio"/> 10 - 11	<input type="radio"/> 16 - 17	<input type="radio"/> 22 or more	■

29. From the total average hours above, how many do you consider were valuable in advancing your education?

<input type="radio"/> Under 2	<input type="radio"/> 6 - 7	<input type="radio"/> 12 - 13	<input type="radio"/> 18 - 19	■
<input type="radio"/> 2 - 3	<input type="radio"/> 8 - 9	<input type="radio"/> 14 - 15	<input type="radio"/> 20 - 21	■
<input type="radio"/> 4 - 5	<input type="radio"/> 10 - 11	<input type="radio"/> 16 - 17	<input type="radio"/> 22 or more	■

30. What grade do you expect in this course?

<input type="radio"/> A (3.9-4.0)	<input type="radio"/> B (2.9-3.1)	<input type="radio"/> C (1.9-2.1)	<input type="radio"/> D (0.9-1.1)	<input type="radio"/> Pass	■
<input type="radio"/> A- (3.5-3.8)	<input type="radio"/> B- (2.5-2.8)	<input type="radio"/> C- (1.5-1.8)	<input type="radio"/> D- (0.7-0.8)	<input type="radio"/> Credit	■
<input type="radio"/> B+ (3.2-3.4)	<input type="radio"/> C+ (2.2-2.4)	<input type="radio"/> D+ (1.2-1.4)	<input type="radio"/> E (0.0)	<input type="radio"/> No Credit	■

31. In regard to your academic program, is this course best described as:

<input type="radio"/> In your major?	<input type="radio"/> A distribution requirement?	<input type="radio"/> An elective?	■
<input type="radio"/> In your minor?	<input type="radio"/> A program requirement?	<input type="radio"/> Other?	■

Form X5

UNT Hybrid/Blended Custom Form



SUMMATIVE ITEMS

RATING SCALE	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)
<ol style="list-style-type: none"> The course as a whole was: The course content was: The instructor's contribution to the course was: The instructor's effectiveness in teaching the subject matter was: 						

FORMATIVE ITEMS

RATING SCALE	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Poor (1)	Very Poor (0)
<ol style="list-style-type: none"> The effectiveness of the learning format was Student confidence in instructor's knowledge was: Timeliness of instructor response to assignments was: Quality/helpfulness of instructor feedback was: Tailoring of instruction to varying student skill levels was: Clarity of course objectives was: Usefulness of assignments in understanding the course content was Usefulness of on-line resources in understanding content was: Relevance and usefulness of course content were: Evaluative and grading techniques (tests, papers, projects, etc.) were: Reasonableness of assigned work was: Clarity of student responsibilities and requirements was: 						

RATING SCALE	Always (7)	(6)	(5)	About Half (4)	(3)	(2)	Never (1)
<p>How frequently was each of the following a true description of this course?</p> <ol style="list-style-type: none"> The instructor gave very clear explanations. The instructor successfully rephrased explanations to clear up confusion. Class sessions were interesting and engaging. Class sessions were well organized. Student participation was encouraged. Extra help was readily available. 							

Appendix B

Email Template for Collecting Form Information

Dear Faculty,

As you are aware, UNT adopted the student evaluation instrument offered by the University of Washington (*IASystem*). One of the major advantages of the system, called SPOT (Student Perceptions of Teaching) is that it allows an individual faculty member to select the instrument that captures different instructional formats, supporting both formative and summative decision making. [Name of your departmental assistant] will be setting up your course evaluations for the [fall/spring/summer] semester.

Please indicate the instrument that you would like to use for your course(s) by [insert date, three weeks prior to survey launch] (e.g., Your Name, COUN 5000, Form C). We have attached a PDF version of the example instruments for your review and feel free to visit the *IASystem* website (www.iasystem.org) for additional information. If we do not hear from you, the default instrument for face-to-face courses will be Form X (Educational Outcomes) and the default instrument for online courses will be Form I (Distance Learning).

- A – Small Lecture / Discussion
- B – Large Lecture
- C – Seminar / Discussion
- D – Problem Solving
- E – Skill Acquisition
- F – Quiz Section
- G – Lectures / Assignments
- H – Lab
- I – Distance Learning
- J – Clinical / Studio
- K – Project / Studio
- L – English as a Second Language
- M – Study Abroad
- X – Educational Outcomes
- X5- UNT Hybrid/Blended Custom Form

Student Comments (all forms include the student comments section).

Please let us know if you have any questions or contact SPOT@unt.edu.

Many thanks,
[Your Name]

Appendix C

Protocol for Administering SPOT Surveys

- Faculty should coordinate with a departmental assistant, a colleague or a graduate student to administer the SPOT during class time. They should allow 15 minutes for students to complete the survey either at the beginning or end of class. The average length of time to complete SPOT is less than 8 minutes.
- The individual administering the course survey should read the following statement, “At UNT we value student input and hope that you will provide meaningful feedback to improve instruction.”
- Under no circumstances should a faculty member be in the room when their student evaluations are completed (in a computer lab or during class time on mobile device).

Appendix D

Suggestions for Increasing Student Participation for Online Administration

- Reinforce that student evaluations are important to you and give specific examples of how you use your student feedback to improve teaching from semester to semester.
- Set aside class time for students to complete the survey on a laptop, smartphone, or other electronic device (monitored by another faculty member or graduate assistant).
- Place the survey link (included in the email you received from no-reply@iasystem.org) on your CANVAS site.
- Remind students to complete the evaluation.
- Remind students they will receive an email for your course evaluation, and it will include a direct link to the survey.
- Personally email students and ask them to complete SPOT. The only appropriate reminder to students is one that goes to ALL students, not selected students.
- Provide participation updates at each class meeting.