

Survey of Items for the Student Perception of Instruction

Place a check mark before each item you recommend for use. Leave a blank before each item you do not recommend for use. Recommend additional items at the end of each section or at the end of the form.

I. Organization of the Student Evaluation Process

Some institutions choose to implement two versions of their course evaluations – one that provides focused information on the instruction as the students see it and one that provides other information to provide more information on the respondents. The results of the latter items can be used for informative correlations with the evaluation items.

	A short form (10-14 items) will be administered most semesters.
	A long form (30-40 items) will be administered once every 2-3 years. This form would include the short form items and additional items that would provide information to aid instructional effectiveness, though these items would not be used for instructor evaluation. Most of these “extra” results would be sent only to the individual faculty members.
Additional item(s) you recommend for use:	

II. Student Motivation and Effort Items

The following items are being considered for use in providing additional information. Comparing these results to evaluation items could provide a useful contexts. These would be included in both long & short forms referred to above.

	In regard to your academic program, this course was: a. a program requirement b. a program elective c. a general education (GEP) requirement d. a general education (GEP) elective e. my choice to take (a free elective)
	I had a strong desire to take this course. a. absolutely true b. mostly true c. mostly false d. absolutely false
	I had a strong desire to take a course with this instructor. a. absolutely true b. mostly true c. mostly false d. absolutely false e. not applicable
	I used most of the required course materials (texts, articles, online resources). a. absolutely true b. mostly true c. mostly false d. absolutely false

	The grade I expect to receive in this class is a(n): a. A/A- b. B+/B/B- c. C+/C/C- d. D+/D/D- e. F
Additional item(s) you recommend for use:	

Face-to-face class

	I spent _____ hours per week outside of class on this course. a. less than 1 hour b. between 1 and 3 hours c. more than 3 hours
	I missed class _____ times this semester. a. 0 b. 1 – 2 c. 3 – 5 d. more than 5
	I was late to class or left early _____ times this semester. a. 0 b. 1 – 2 c. 3 – 5 d. more than 5
Additional item(s) you recommend for use.	

ITV class

	I spent _____ hours per week outside of class on this course. a. less than 1 hour b. between 1 and 3 hours c. more than 3 hours
	I missed class _____ times this semester. a. 0 b. 1 – 2 c. 3 – 5 d. more than 5
	I was late to class or left early _____ times this semester. a. 0 b. 1 – 2 c. 3 – 5 d. more than 5
Additional item(s) you recommend for use.	

Fully online class (W)

	I completed all the online requirements including discussions as assigned. a. absolutely true b. mostly true c. mostly false d. absolutely false
	I spent a total of _____ hours per week on this class. a. 3 or less b. 4 - 6 c. 7 – 9 d. more than 9
Additional item(s) you recommend for use.	

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Mediated Class (M)

	I completed all the online requirements including discussions as assigned. a. absolutely true b. mostly true c. mostly false d. absolutely false
	I spent a total of _____ hours per week on this class. a. 3 or less b. 4 - 6 c. 7 – 9 d. more than 9
	Additional item(s) you recommend for use.

III. Instruction Evaluation (Used as part of an every-semester/every-class short form as well as part of the long form.)

	The instructor provided a syllabus. a. yes b. no
	The syllabus included grading information. a. yes b. no
	The instructor provided a schedule. a. yes b. no
	The instructor provided grading information. a. yes b. no
	The instructor was available to help. a. absolutely true b. mostly true c. mostly false e. absolutely false
	The instructor was well organized. a. absolutely true b. mostly true c. mostly false e. absolutely false
	The instructor displayed enthusiasm for teaching this class. a. absolutely true b. mostly true c. mostly false e. absolutely false
	The instructor demonstrated the importance and significance of the subject matter. a. absolutely true b. mostly true c. mostly false e. absolutely false
	The instructor communicated ideas and/or information clearly. a. absolutely true b. mostly true c. mostly false e. absolutely false

	The coursework helped me to learn the material. a. absolutely true b. mostly true c. mostly false e. absolutely false
	Responded well to student questions. a. absolutely true b. mostly true c. mostly false e. absolutely false
	Created an environment that encouraged students to express their ideas. a. absolutely true b. mostly true c. mostly false e. absolutely false
	Created an environment that encouraged students to ask questions. a. absolutely true b. mostly true c. mostly false e. absolutely false
	On average, I received feedback on the class assignments from the instructor within: a. Two weeks b. Three weeks c. Seven weeks d. By the end of the semester
	Overall, this faculty member was an effective instructor. a. absolutely true b. mostly true c. mostly false e. absolutely false
Additional item(s) you recommend for use.	

IV. Student Experiences (Long form only – administered every 2-3 years; to be compared with what the instructor reports happened in the class. Used for program evaluation.)

Below are some learning statements that may or may not apply to your class. Identify the emphasis placed on each of the following general learning objectives for this class:

	Gaining factual knowledge a = primary b = secondary c = minor d = does not apply
	Understanding fundamental theories and concepts a = primary b = secondary c = minor d = does not apply
	Applying course content to solving problems and/or making decisions a = primary b = secondary c = minor d = does not apply
	Analyzing complex problems or concepts a = primary b = secondary c = minor d = does not apply
	Finding, evaluating, and using resources to solve problems

Comment [b1]: Dawn and Diane suggested asking the faculty/reviewers to specify, for each of these items, whether the item should be "kept," "dropped," or "changed." If "changed" is selected, they were hoping we could have a 'fill in the blank' section for the reviewer to provide his/her comments. Would Ed be able to build that into the online to-be-reviewed version?

	a = primary b = secondary c = minor d = does not apply
	Synthesizing ideas to build something new
	a = primary b = secondary c = minor d = does not apply
	Developing skills related to this course
	a = primary b = secondary c = minor d = does not apply
	Developing and expressing creativity related to this course
	a = primary b = secondary c = minor d = does not apply
	Exhibiting values conducive to success in future courses or a career
	a = primary b = secondary c = minor d = does not apply
	Expressing strong oral communication skills
	a = primary b = secondary c = minor d = does not apply
	Expressing strong written communication skills
	a = primary b = secondary c = minor d = does not apply
Additional item(s) you recommend for use.	

How often did you use the following teaching/learning strategies in this class:

	Lecture
	a = often b = sometimes c = rarely, if ever d. does not apply
	Laboratory/Studio
	a = often b = sometimes c = rarely, if ever d. does not apply
	Student Presentations
	a = often b = sometimes c = rarely, if ever d. does not apply
	Essays/writing assignments
	a = often b = sometimes c = rarely, if ever d. does not apply
	Discussions
	a = often b = sometimes c = rarely, if ever d. does not apply
	Field Experiences

	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Group or Team work			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Hands-on activities			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Problem-solving			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Using technology tools: computer, webcasting, clickers, simulators, etc.			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Using simulations or role play			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Debates			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Add others: Case studies			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	One-minute papers			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Discussion Postings			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Clinical experience			
	a = often	b = sometimes	c = rarely, if ever	d. does not apply
	Additional item(s) you recommend for use.			

V. Open-ended Questions

	What did you like best about the way the faculty member taught this course?
	What suggestions do you have for this faculty member to improve this course?

VI. The following items would be included only once every two - three years on a long form. The responses would not be used to evaluate faculty teaching performance but would be aggregated to gather information about the learning environment for administrative use.

Learning Environment (not included in instructor evaluation)

On-campus and Mediated classes

	The classroom was comfortable for learning – temperature, sound, desks/chairs, and lighting were fine. a. absolutely true b. mostly true c. mostly false d. absolutely false
	Parking problems on campus impeded my ability to get to class on time. a. absolutely true b. mostly true c. mostly false d. absolutely false

Online and Mediated classes

	The WebCourses site was easy to navigate and enhanced my learning experience. a. absolutely true b. mostly true c. mostly false d. absolutely false
	Access problems (server down or very slow) with WebCourses were minimal and did not impact my ability to complete assignments. a. absolutely true b. mostly true c. mostly false d. absolutely false

Separate Faculty Survey

To provide additional information regarding the class and to provide the instructor's perspective on the class, the following are offered as items for a separate, instructor survey. The results would be analyzed in comparison with particular items in the Student Perception of Instruction to determine contrasts and correlations. It could be used each semester or as part of the long form administered each 2-3 years.

Below are some learning statements that may or may not apply to your class. Identify the emphasis placed on each of the following general learning objectives for this class:

	Gaining factual knowledge a = primary b = secondary c = minor d = does not apply
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	Understanding fundamental theories and concepts a = primary b = secondary c = minor d = does not apply
	Applying course content to solving problems and/or making decisions a = primary b = secondary c = minor d = does not apply
	Analyzing complex problems or concepts a = primary b = secondary c = minor d = does not apply
	Finding, evaluating, and using resources to solve problems a = primary b = secondary c = minor d = does not apply
	Synthesizing ideas to build something new a = primary b = secondary c = minor d = does not apply
	Developing skills related to this course a = primary b = secondary c = minor d = does not apply
	Developing and expressing creativity related to this course a = primary b = secondary c = minor d = does not apply
	Exhibiting values conducive to success in future courses or a career a = primary b = secondary c = minor d = does not apply
	Expressing strong oral communication skills a = primary b = secondary c = minor d = does not apply
	Expressing strong written communication skills a = primary b = secondary c = minor d = does not apply
	Additional item(s) you recommend for use.

How often did you use the following teaching/learning strategies in this class:

	Lecture a = often b = sometimes c = rarely if ever
	Laboratory/Studio a = often b = sometimes c = rarely if ever
	Student Presentations a = often b = sometimes c = rarely if ever
	Essays/writing assignments

	a = often	b = sometimes	c = rarely if ever
	Discussions		
	a = often	b = sometimes	c = rarely if ever
	Field Experiences		
	a = often	b = sometimes	c = rarely if ever
	Group or Team work		
	a = often	b = sometimes	c = rarely if ever
	Hands-on activities		
	a = often	b = sometimes	c = rarely if ever
	Problem-solving		
	a = often	b = sometimes	c = rarely if ever
	Using technology tools: computer, webcasting, clickers, simulators, etc.		
	a = often	b = sometimes	c = rarely if ever
	Using simulations or role play		
	a = often	b = sometimes	c = rarely if ever
	Debates		
	a = often	b = sometimes	c = rarely if ever
Additional item(s) you recommend for use.			