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E&E teaching questionnaires contain four University-wide questions to which students respond on a five-point scale of agreement-disagreement. Questionnaires may also contain up to 26 additional agree-disagree questions and up to five open-ended questions.

University-Wide Questions

These questions ask for an overall evaluation of a course and instructor. Unless special arrangements are made, these four questions will appear automatically on your questionnaire.

1. Overall, this was an excellent course.
2. Overall, the instructor was an excellent teacher.
3. I learned a great deal in this course.
4. I had a strong desire to take this course.

Student Course-Guide Questions

These questions help students obtain information about University courses. If you include these eight questions on your teaching questionnaire, results from these questions and the University-wide questions will be released to the Michigan Student Assembly (MSA) for publication in the on-line course evaluation guide Advice.

891. The workload for this course was (SA=LIGHT...SD=HEAVY)
892. Students felt comfortable asking questions.
893. Graded assignments reflected the material covered.
894. The grades in this course were fairly determined.
895. Students' difficulty with the material was recognized.
896. My expected grade in this course is (5=SA ... 1=SD).
897. The course requirements were clearly defined.
898. The instructor presented material clearly in lectures/discussions.

Teaching Improvement Questions

Student responses to these questions can help teachers find strengths and weaknesses in their teaching. Questionnaires that include Student Course-Guide Questions may include up to 18 Teaching Improvement questions. Questionnaires that do not include Course-Guide questions may include up to 26 Teaching Improvement questions.

STUDENT DEVELOPMENT

Knowledge

120. I learned a good deal of factual material in this course.
121. I gained a good understanding of concepts/principles in this field.
122. I learned to apply principles from this course to new situations.
123. I learned to identify main points and central issues in this field.
124. I learned to identify formal characteristics of works of art.
125. I developed the ability to solve real problems in this field.
126. I developed creative ability in this field.
127. I developed the ability to communicate clearly about this subject.
128. I developed ability to carry out original research in this area.
129. I developed an ability to evaluate new work in this field.

130. I learned to recognize the quality of works of art in this field.
131. I became more aware of multiple perspectives on issues of diversity.
132. I learned to think critically about difficult issues of diversity.

Interests and Values

140. I deepened my interest in the subject matter of this course.
141. I developed enthusiasm about the course material.
142. I was stimulated to do outside reading about the course material.
143. I was stimulated to discuss related topics outside of class.
144. I developed plans to take additional related courses.
145. I developed a set of overall values in this field.

Participation

160. I participated actively in class discussion.
161. I developed leadership skills in this class.
162. I developed new friendships in this class.

Social Awareness

163. I developed greater awareness of societal problems.
164. I became interested in community projects related to the course.
165. I learned to value new viewpoints.
166. I reconsidered many of my former attitudes.
167. I increased my appreciation of other students in this class.

Self-concept

170. I gained a better understanding of myself through this course.
171. I gained an understanding of some of my personal problems.
172. I developed a greater sense of personal responsibility.
173. I increased my awareness of my own interests and talents.
174. I developed more confidence in myself

Vocational Skills and Attitudes

180. I developed skills needed by professionals in this field.
181. I learned about career opportunities.
182. I developed a clearer sense of professional identity.

INSTRUCTOR EFFECTIVENESS

Instructor Skill

198. I was very satisfied with the educational experience this instructor provided.
199. The instructor explained material clearly and understandably.
200. The instructor handled questions well.
201. The instructor gave clear explanations.
202. The instructor made good use of examples and illustrations.
203. The instructor stressed important points in lectures/discussions.
204. The instructor was enthusiastic.
205. The instructor put material across in an interesting way.
206. The instructor seemed to enjoy teaching.
207. The instructor appeared to have a thorough knowledge of the subject.

- 208. The instructor seemed knowledgeable in many areas.
- 209. The instructor was not confused by unexpected questions.
- 210. The instructor was skillful in observing student reactions.
- 211. The instructor was sensitive to student difficulty with course work.
- 212. The instructor taught near the class level.
- 213. The instructor used examples that had relevance for me.
- 214. The instructor taught in a manner that served my needs as a student.
- 215. The instructor was sensitive to multicultural issues in the classroom.
- 216. The instructor was effective in handling multicultural issues and content.
- 217. The instructor promoted meaningful discussions of issues of diversity.
- 218. The instructor handled controversy in the classroom productively.
- 219. The instructor challenged stereotypic assumptions in discussions.
- 220. The instructor accommodated students with various learning needs.
- 221. The instructor accommodated the needs of students with disabilities.
- 222. The instructor tried to accommodate individual rates of learning.
- 223. The instructor tried to accommodate individual styles of learning.
- 224. The instructor responded to the different language needs of students.

Instructional Climate

- 225. The instructor was friendly.
- 226. The instructor was permissive and flexible.
- 227. The instructor maintained an atmosphere of good feeling in class.
- 228. The instructor acknowledged all questions insofar as possible.
- 229. The instructor treated students with respect.
- 230. The instructor encouraged constructive criticism.
- 231. The instructor was willing to meet and help students outside class.
- 232. The instructor gave individual attention to students in the class.
- 233. The instructor treated all students fairly.
- 234. The instructor encouraged student participation in an equitable way.
- 235. The instructor valued the diversity of life experiences among students.
- 236. The instructor tried to learn the names of all students.
- 237. The instructor made me feel known as an individual in this class.
- 238. The classroom's physical environment was conducive to learning.
- 239. The instructor appeared open to viewpoints besides her or his own.
- 240. The instructor was open to contributions from all class members.
- 241. The instructor saw cultural and personal differences as assets.

Interaction

- 242. Students frequently volunteered their own opinions.
- 243. One real strength of this course was the classroom discussion.
- 244. Students in this course were free to disagree and ask questions.
- 245. The instructor made me feel valued in this class.
- 246. I felt included and valued when working with other students.
- 247. Group activities in this class contributed to my learning.
- 248. Collaborative group activities helped me learn the material.
- 249. Working with other students helped me learn more effectively.

Feedback

- 250. The instructor suggested specific ways students could improve.
- 251. The instructor told students when they had done especially well.
- 252. The instructor kept students informed of their progress.

Organization

- 253. The instructor had everything going according to schedule.
- 254. The instructor followed an outline closely.
- 255. The instructor used class time well.
- 256. The instructor seemed well prepared for each class.
- 257. The objectives of the course were clearly explained.
- 258. Work requirements and grading system were clear from the beginning.

Difficulty

- 259. The amount of work required was appropriate for the credit received.
- 260. The amount of material covered in the course was reasonable.
- 261. The instructor set high standards for students.
- 262. The instructor made the course difficult enough to be stimulating.

ASSIGNMENTS

- 318. Writing assignments seemed carefully chosen.
- 319. Writing assignments were interesting and stimulating.
- 320. Writing assignments made students think.
- 321. Directions for writing assignments were clear and specific.
- 322. Writing assignments required a reasonable amount of time and effort.
- 323. Writing assignments were relevant to what was presented in class.
- 324. Writing assignments were graded fairly.
- 325. Writing assignments were returned promptly.
- 257. Writing assignments encouraged the inclusion of diverse perspectives.

READING ASSIGNMENTS

- 326. Reading assignments seemed carefully chosen.
- 327. Reading assignments were interesting and stimulating.
- 328. Reading assignments made students think.
- 329. Reading assignments required a reasonable amount of time and effort.
- 330. Reading assignments were relevant to what was presented in class.
- 258. Reading assignments covered material from diverse perspectives.
- 259. The course pack covered material from diverse perspectives.

LABORATORY ASSIGNMENTS

- 331. The laboratory was a valuable part of this course.
- 332. Laboratory assignments seemed carefully chosen.
- 333. Laboratory assignments were interesting and stimulating.
- 334. Laboratory assignments made students think.
- 335. Directions for laboratory assignments were clear and specific.
- 336. Laboratory assignments required a reasonable amount of time and effort.
- 337. Laboratory assignments were relevant to what was presented in class.
- 338. Laboratory reports were graded fairly.
- 339. Laboratory reports were returned promptly.

OTHER ASSIGNMENTS

- 260. Group assignments helped me to learn the material.
- 261. The term project was very useful in learning the material.

TEXTBOOK

- 340. The textbook made a valuable contribution to the course.
- 341. The textbook was easy to read and understand.
- 342. The textbook presented various sides of issues.
- 343. A textbook would be a useful addition to this course.

AUDIOVISUAL MATERIALS

- 344. Films were a valuable part of this course.
- 345. Audio materials were a valuable part of this course.
- 346. Films used in this course were a great help to learning.
- 347. Multimedia materials were a valuable part of this course.
- 348. Audiovisual materials were a valuable part of this course.
- 349. Videotapes used in this course were a great help to learning.
- 350. Slides/overheads were a valuable part of this course.

INSTRUCTIONAL COMPUTING

- 351. Electronic presentations were a valuable part of this course.
- 352. E-mail discussions were a valuable part of this course.
- 353. Use of the World Wide Web was a valuable part of this course.
- 354. Computer labs were a valuable part of this course.
- 355. Computer tutorials were a valuable part of this course.

EXAMS

- 356. Examinations covered the important aspects of the course.
- 357. The exams covered the reading assignments well.
- 358. The exams covered the lecture material well.
- 359. Exams were creative and required original thought.

- 360. Exams were reasonable in length and difficulty.
- 361. Examination items were clearly worded.
- 362. The exams were returned in a reasonable amount of time.
- 363. The examinations were graded very carefully and fairly.
- 364. The test items were adequately explained after a test was given.

GRADING

- 365. Grades were assigned fairly and impartially.
- 366. The grading system was clearly explained.
- 367. The instructor had a realistic definition of good performance.

STUDENT RESPONSIBILITY

- 369. I tried to relate what I learned in this course to my own experience.
- 370. I attended class regularly.
- 371. I utilized all the learning opportunities provided in this course.
- 372. I created my own learning experiences in connection with the course.
- 373. I helped classmates learn.

Open-ended Questions

These questions ask students to write short answers. You may select up to five questions from the group below for inclusion on your questionnaire.

- 900. Comment on the quality of instruction in this course.
- 901. How can the instructor improve the teaching of this course?
- 902. Which aspects of this course did you like best?
- 903. Which aspects of this course did you like least?
- 904. What changes would you make in the lectures?
- 905. What changes would you make in the readings?
- 906. What changes would you make in the examinations?
- 907. How would you change this course?
- 908. Which aspects of this course were most valuable?
- 909. Which aspects of this course were least valuable?
- 910. How might the class climate be made more inclusive of diverse students?
- 911. Please comment on the quality of the course as a whole.
- 912. Please comment on the effectiveness of this instructor.
- 913. How might the teaching methods used be more sensitive to diverse needs?
- 914. How might working in groups be made more inclusive for diverse students?