

Carolina Course Evaluation Item Bank

Last Revised Fall 2009

Items Appearing on the Standard Carolina Course Evaluation Instrument

Core Items -- Instructor and Course Characteristics

Results are intended for use by the instructor to improve his/her teaching performance and by administrators for making personnel decisions. Not for public release.

This course challenged me to think deeply about the subject matter. (1)
The instructor clearly communicated what was expected of me in this class. (2)
I was able to get individual help when I needed it. (3)
The course materials (e.g., coursepack, website, texts) helped me better understand the subject matter. (4)
The course assignments helped me better understand the subject matter. (5)
The instructor evaluated my work fairly. (6)
The instructor showed concern about whether students learned the material. (7)
The instructor expressed ideas clearly. (8)
The instructor showed enthusiasm for the subject matter. (9)
The instructor showed enthusiasm for teaching this class. (10)
The instructor treated all students with respect. (11)
The instructional techniques engaged me with the subject matter. (12)
The instructor provided me with helpful feedback on my performance. (13)
This course was very exciting to me intellectually. (14)

Feedback for Students

These items were designed by the Student Government Association. Results are intended to be released to students for their use in making course selections and may be released publicly according to University Counsel.

The instructor handled questions well. (15)
The instructor used examples that had relevance for me. (16)
The instructor used class time well. (17)
The instructor encouraged students to participate in this class. (18)
This course was designed to keep me engaged in learning. (19)
The workload was appropriate for what I gained from this class. (20)

Overall Evaluation Items

Results are intended for use by the instructor to improve his/her teaching performance and by administrators for making personnel decisions. Not for public release.

Overall, this course was excellent. (21)
Overall, this instructor was an effective teacher. (22)
Overall, I learned a great deal from this course. (23)

Teaching Award Recommendation

Results are intended for use by the instructor to improve his/her teaching performance and by administrators for making nominations for teaching awards. Not for public release.

The instructor was one of the best I have had at UNC, fully deserving of a teaching award. (24)

Items that May Be Added to the Standard Carolina Course Evaluation Instrument or Other Instruments

+ STUDENT DEVELOPMENT

+ KNOWLEDGE

I learned a good deal of factual material in this course. (25)
I gained a good understanding of concepts/principles in this field. (26)
I learned to apply principles from this course to new situations. (27)
I learned to identify main points and central issues in this field. (28)
I learned to identify formal characteristics of works of art. (29)
I developed the ability to solve real problems in this field. (30)
I developed creative ability in this field. (31)
I developed the ability to communicate clearly about this subject. (32)
I developed ability to carry out original research in this area. (33)
I developed an ability to evaluate new work in this field. (34)
My skills in finding and judging the quality of online information have improved because of this course. (35)
This course helped me to improve my information literacy skills. (36)
I learned to recognize the quality of works of art in this area. (37)
I became more aware of multiple perspectives on issues of diversity. (38)
I learned to think critically about difficult issues of diversity. (39)
I learned more in this course than I have in similar courses. (40)
I learned more in this course than I expected to learn. (41)
I was very satisfied with the educational experience this instructor provided. (42)

+ INTELLECTUAL DEVELOPMENT

As a result of this course, I am better able to differentiate between fact and opinion. (43)
I learned to gather and use evidence to support my argument or position. (44)
In this course, I learned that making mistakes is part of the learning process. (45)
In this course, I began to question some of my long-standing assumptions. (46)
I learned to challenge the opinions of others in an appropriate way. (47)
I feel better able to defend my argument or position. (48)
I gained analytical skills in this course that I use in other courses. (49)

+ INTERESTS AND VALUES

I was interested in learning the course material. (50)
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This course has given me an enduring interest in the topic. (51)
This course has stimulated me to do outside reading on my own. (52)
I deepened my interest in the subject matter of this course. (53)
I feel more confident about my understanding of the subject matter taught in this course. (54)
I developed a set of overall values in this field. (55)
I developed enthusiasm about the course material. (56)
The time spent in the class was well worthwhile. (57)
My attendance for this course has been better than for other courses. (58)
I would have taken this course even if it were not required. (59)
I plan to take additional courses in this field. (60)
Based on this my experience in this course, I would consider taking another like it in the future. (61)
Based on this my experience in this course, I would recommend it to my friends. (62)
I looked forward to this class. (63)
I was stimulated to discuss related topics outside of class. (64)
This course helped me feel like a member of the UNC community. (65)
I learned to value the perspectives, concerns and diversity of my classmates in this course. (66)
I learned to value new viewpoints. (67)

[+ PARTICIPATION](#)

I participated actively in class discussion. (68)
I developed leadership skills in this class. (69)

[+ SOCIAL AWARENESS](#)

I developed greater awareness of societal problems. (70)
I became interested in community projects related to the course. (71)
I reconsidered many of my former attitudes. (72)
I increased my appreciation of other students in this class. (73)
I developed an understanding of people of other economic, social, racial or ethnic backgrounds. (74)
I learned to discuss controversial topics in a composed and respectful manner. (75)

[+ SELF-CONCEPT](#)

I gained a better understanding of myself through this course. (76)
I gained an understanding of some of my personal problems. (77)
I developed a greater sense of personal responsibility. (78)
I increased my awareness of my own interests and talents. (79)
I developed more confidence in myself. (80)

+ VOCATIONAL SKILLS

I developed skills needed by professionals in this field. (81)
I learned about career opportunities. (82)
I developed a clearer sense of professional identity. (83)
This course improved my communication and team-leadership skills. (84)
The instructor in this course was a good role model for my development as a teacher. (85)
This course helped me to develop valuable skills in planning and teaching college courses. (86)

+ STUDENT RESPONSIBILITY

I tried to relate what I learned in this course to my own experience. (87)
I attended class regularly. (88)
I utilized all the learning opportunities provided in this course. (89)
I created my own learning experiences in connection with the course concepts. (90)

+ CLASS COMMUNITY

I benefited from sharing personal experiences with classmates in this course. (91)
I was comfortable with the level of sharing life or work experiences that this course required. (92)
I developed a sense of community with my classmates. (93)
The use of student biographies helped me develop a sense of community with classmates. (94)
The opportunity to interact with diverse classmates was a valuable part of my learning experience in this course. (95)
This course helped me realize the importance of social interactions with classmates. (96)
The instructor designed exercises to help students overcome isolation from their distant classmates. (97)
The instructor encouraged students to have social as well as academic interactions to build class collegiality. (98)
I discussed course assignments, grades, etc. and my experiences with a classmate online. (99)
I established a friendship with an online classmate who shares similar concerns in his/her work or career. (100)
I developed the ability to work easily with classmates I had not met face-to-face. (101)
I learned to value the perspectives, concerns and diversity of my off-campus classmates. (102)

+ INSTRUCTOR EFFECTIVENESS

+ TEACHING SKILLS

The instructor taught in a manner that served my needs as a student. (103)
The instructor accommodated students with various learning needs. (104)
The instructor accommodated the needs of students with disabilities. (105)

The instructor tried to accommodate individual rates of learning. (106)
The instructor tried to accommodate individual styles of learning. (107)
The instructor responded to the different language needs of students. (108)
The instructor explained material clearly and understandably. (109)
The instructor stressed important points in lectures and discussions. (110)
The instructor was skillful in observing student reactions. (111)
The instructor was sensitive to student difficulty with course work. (112)
The instructor's work in class built upon what I learned from the reading assignments. (113)
The instructor related the course to students' experiences and backgrounds. (114)
The instructor integrated the course material with concepts I had previously learned. (115)
The instructor related theories and concepts to practical issues. (116)
The instructor effectively used examples to teach key points. (117)
The instructor clarified complex sections of the text. (118)
The instructor effectively used examples from other disciplines to help me understand course concepts. (119)
The instructor helped me synthesize the material. (120)
The instructor made good use of examples and illustrations. (121)
The instructor put material across in an interesting way. (122)
The instructor appeared to have a thorough knowledge of the subject. (123)
The instructor seemed knowledgeable in many areas. (124)
The instructor was not confused by unexpected questions. (125)
The instructor inspired me to be critical of ideas and assumptions. (126)
The instructor helped me develop an interest in the material. (127)
When appropriate, the instructor presented divergent viewpoints. (128)
The instructor made me aware of current problems in his field. (129)
The instructor presented diverse approaches to problems and their solutions. (130)
I learned more from this instructor than I would have through independent study. (131)
The instructor used a scholarly approach in presenting content (referring to theory, research, and debates in the field. (132)
The instructor made me feel that the course material is worthwhile. (133)
The instructor was sensitive to multicultural issues in the classroom. (134)
The instructor was effective in handling multicultural issues and content. (135)
The instructor promoted meaningful discussions of issues of diversity. (136)
The instructor managed controversy in the classroom productively. (137)
The instructor challenged stereotypic assumptions in discussions. (138)
The instructor accepted viewpoints other than his/her own as valid. (139)

[+ COURSE DESIGN](#)

The syllabus, learning objectives, schedule and grading scheme were clear to me in this course. (140)
The instructor's class sessions rarely deviated from the course structure in the syllabus. (141)

The design of this course encouraged me to take an active role in the learning process. (142)
This course emphasized the application of knowledge and decision-making. (143)
This course was designed to help students develop their skills for life-long learning. (144)
Emphasis on individual learning and group learning were appropriately balanced in this course. (145)
I could attain course objectives using the resources available to me in this course. (146)
I was able to meet the deadlines in this course without significant difficulty. (147)
The instructor appropriately balanced teacher-centered and learner-centered activities in this course. (148)
The instructor employed several different strategies to help all students learn. (149)
The resources necessary to complete course assignments were available when I needed them. (150)
This course was designed to be rigorous. (151)
This course was designed to improve my analytical and problem-solving skills. (152)
This course was designed to improve my critical thinking skills. (153)
This course was designed to improve my quantitative skills. (154)

[+ COMMUNICATION SKILLS](#)

The instructor defined new terms, concepts, and principles. (155)
The instructor facilitated student involvement in the class. (156)
The instructor provided examples or illustrations to clarify abstract concepts. (157)
The instructor slowed down when discussing complex and difficult topics. (158)
The instructor spoke at an appropriate pace during lecture. (159)
The instructor's lectures were at an appropriate level for me. (160)
The instructor's vocabulary was appropriate for my level of understanding of the material. (161)
The instructor's voice was clear and understandable. (162)
The instructor handled challenging questions well. (163)

[+ CLASS CLIMATE](#)

The instructor was friendly. (164)
The instructor was flexible. (165)
The instructor maintained an atmosphere of good feeling in class. (166)
I was comfortable asking questions in this course. (167)
The instructor acknowledged all questions insofar as possible. (168)
The instructor treated students with respect. (169)
The instructor encouraged constructive criticism. (170)
The instructor was willing to meet and help students outside class. (171)
The instructor gave individual attention to students in the class. (172)
The instructor encouraged student participation in an equitable way. (173)
The instructor was respectful of students even when it was necessary to disagree. (174)
The instructor encouraged students to be respectful of one another. (175)

The instructor valued the diversity of life experiences among students. (176)
The instructor took into account gender, ethnic and cultural issues in classroom interactions. (177)
The instructor made me feel known as an individual in this class. (178)
The class environment was conducive to learning. (179)
The instructor appeared open to viewpoints besides her or his own. (180)
The instructor seemed to be aware of the needs of students. (181)
The instructor encouraged students to express their opinion. (182)
The instructor was open to contributions from all class members. (183)
The instructor encouraged autonomy and independent thinking in student. (184)
The instructor saw cultural and personal differences as assets. (185)
The instructor made me feel valued in this class. (186)
The instructor tried to learn the names of all students. (187)
The instructor recognized individual differences in students' abilities. (188)
The instructor showed interest in students. (189)
My opinions about some topics changed because of this course. (190)

[+ CLASS INTERACTION](#)

Students frequently volunteered their own opinions. (191)
Students in this course were free to disagree and ask questions. (192)
I had an opportunity to participate in discussions with other students. (193)
The instructor stimulated class discussion. (194)
I felt that my participation in class discussions was welcomed. (195)
I participated in class discussion more in this course than in similar ones. (196)
The instructor allocated sufficient time for class discussions. (197)
The instructor allowed enough time for answering questions in class. (198)
My questions were answered satisfactorily by the instructor. (199)
The instructor provided a good mixture of lecture and discussion. (200)
The instructor asked questions to gauge whether students understood the material. (201)
The instructor noted and responded to signs of student puzzlement or boredom. (202)

[+ CRITICAL THINKING](#)

This course helped me develop skills in gathering and using evidence to support an argument or a position. (203)
The instructor promoted critical thinking about course concepts. (204)
The instructor promoted critical thinking about issues raised in this course. (205)
The instructor encouraged students to question their assumptions. (206)
In this course, I learned to evaluate the quality of the arguments and positions of others. (207)
The instructor helped me learn to analyze and challenge the opinions of others. (208)
The instructor helped me improve my ability to defend an argument or a position in the class. (209)

The instructor adequately prepared me for the problem-solving skills needed to complete course assignments. (210)

In this course, I learned to identify problems and identify issues to explore to develop solutions to them. (211)

The instructor demonstrated an open and analytic approach to issues in the field. (212)

As a result of this course, I feel better able to challenge current practice(s) in the field. (213)

[+ FEEDBACK TO STUDENTS](#)

The instructor suggested specific ways students could improve. (214)

The instructor told students when they had done especially well. (215)

The instructor kept students informed of their progress. (216)

The instructor had a realistic definition of good performance. (217)

[+ ORGANIZATION AND PREPARATION](#)

The instructor's description of the course matched the way it was taught. (218)

The instructor's presentation style made note-taking easy. (219)

The instructor presented material clearly. (220)

Course material was presented in logical units. (221)

Each lesson was clearly connected to previous and subsequent lessons. (222)

The instructor's presentations were well organized. (223)

The instructor was prepared for class. (224)

The instructor rarely digressed from the subject matter. (225)

The instructor summarized key points. (226)

[+ EXPECTATIONS AND OBJECTIVES](#)

The instructor clearly described the direction the course was to take. (227)

The objectives of the course were adequately explained. (228)

The instructor clearly defined my responsibilities in this course. (229)

This course met my educational expectations. (230)

[+ INTEREST IN TEACHING](#)

The instructor was enthusiastic in presenting course material. (231)

The instructor seemed friendly and relaxed in front of the class. (232)

The instructor seemed genuinely interested in the course material. (233)

The instructor seemed to enjoy teaching. (234)

The instructor communicated enthusiasm about teaching in this environment. (235)

[+ ACCESSIBILITY](#)

Talking to the instructor during office hours was helpful. (236)

The instructor encouraged out-of-class consultations. (237)
The instructor was available during posted office hours. (238)
The instructor was readily available for consultation with students. (239)
The office hours were scheduled at convenient times. (240)

[+ PRESENTATION STYLE](#)

The instructor varied class activities over the course of the semester. (241)
The instructor provided a wide variety of teaching and learning activities for students. (242)
The instructor made the subject matter interesting. (243)
The instructor's presentations were generally thought provoking. (244)
The instructor's classroom sessions stimulated my interest in the subject. (245)
I was generally attentive in class. (246)
Posting the instructor's digital presentations (e.g. PowerPoint) on the course website was valuable to my learning experience. (247)
Reviewing the instructor's digital presentations (e.g. PowerPoint) improved my performance in this course. (248)
The instructor used digital presentations (e.g. PowerPoint) interactively to stimulate student participation in this course. (249)
The instructor's use of digital presentation software (e.g. PowerPoint) was valuable in this course. (250)
I could easily read or interpret the instructor's digital presentations on the computer or projection screen. (251)

[+ PACE AND DEPTH OF COVERAGE](#)

The instructor covered an appropriate amount of material in this course. (252)
Prerequisites for this course adequately prepared me for taking it. (253)
The instructor covered the content in sufficient depth. (254)
The instructor presented the material at an appropriate pace. (255)
The instructor made sure that students understood material before moving on to new topics. (256)

[+ DIFFICULTY AND RIGOR](#)

The amount of work required was appropriate for the credit received. (257)
The amount of material covered in the course was reasonable. (258)
The instructor set high standards for students. (259)
The instructor required students to be prepared for class. (260)
The instructor made the course difficult enough to be stimulating. (261)
This course challenged me intellectually. (262)

[+ USE OF VISUAL MEDIA \(E.G. 35MM SLIDES\)](#)

The instructor used media (e.g. overheads, slides, videos) effectively in this course. (263)
The media (e.g. overheads, slides, videos) used in this course contributed to my learning. (264)
The media (e.g. overheads, slides, videos) used class sessions were appropriate to the learning objectives. (265)
The visual media (e.g. overheads, slides) were readable and facilitated note-taking in this course. (266)
The instructor effectively used media (e.g. overheads, slides, videos) to stimulate student participation in this course. (267)
My review of tapes of class sessions improved my performance in this course. (268)
The visual media (e.g. overheads, slides) were well-designed to promote learning in the course. (269)
The visual media (e.g. overheads, slides, videos) stimulated my interest in class sessions. (270)

[+ USE OF INSTRUCTIONAL TECHNOLOGIES \(GENERAL\)](#)

The use of instructional and information technologies enriched my learning experiences in this class. (271)
Instructional and information technologies stimulated my interest in class sessions. (272)
My previous experiences with using instructional and information technologies gave me an advantage in completing coursework. (273)
The instructor effectively used instructional and information technologies to stimulate student participation in this course. (274)
The instructor was flexible in changing technologies that did not support learning effectively. (275)
The instructor was well-prepared to use instructional and information technologies effectively in this course. (276)
The instructional and information technology screens were readable and facilitated note-taking in this course. (277)
I was able to learn effectively because of the mix of instructional and information technologies used in this course. (278)
The instructional and information technologies used in this course were appropriate for teaching course material. (279)
The instructional and information technologies used in this course were well chosen. (280)

[+ ONLINE COURSE RESOURCES](#)

The course Web pages provided me with valuable resources for this course. (281)
The course Web pages were accessible to me when I needed them. (282)
Resources on the course Web pages were relevant to the coursework. (283)
The course Web pages were well-organized and easy to navigate. (284)
The instructor clearly explained the function of course Web pages. (285)

The instructor's links to Internet resources were valuable to my learning in this course. (286)

Links to online resources for this course were up-to-date. (287)

[+ EXAMS AND TESTS](#)

The instructor gave an appropriate number of tests and exams. (288)

Exams and tests were clearly worded. (289)

Exams and tests gave students an opportunity to demonstrate what they had learned. (290)

Exams and tests adequately covered the reading assignments. (291)

Exams and tests adequately covered the material presented in class. (292)

I had enough time to complete tests and exams. (293)

Exams concentrated on reasoning and applying concepts. (294)

The exams and tests concentrated on factual material. (295)

Exams were creative and required original thought. (296)

Exams concentrated on the important aspects of the course. (297)

Exams and assignments in this course were challenging. (298)

Exams were fair. (299)

Exams were graded fairly. (300)

The instructor took reasonable precautions to prevent cheating during testing. (301)

Exams reflected the objectives of the course. (302)

Exams were returned within a reasonable period of time. (303)

Answers to the exam and test questions were adequately explained after grading. (304)

The type of examination used in this course was congruent with the course objectives. (305)

I was able to complete the online tests to my satisfaction in the time allowed. (306)

Taking online practice exams helped me better prepare for graded exams in this course. (307)

The instructor used effective methods to evaluate the growth of my knowledge. (308)

The instructor used effective methods to evaluate the growth of my skills and abilities. (309)

The online exams effectively tested the knowledge and skills that I acquired in this course. (310)

[+ GRADING](#)

My grades accurately represent my performance in the course. (311)

I know my relative standing in the class. (312)

The grading system was adequately explained. (313)

The instructor was fair in assigning grades. (314)

The instructor was willing to discuss my questions about my grade. (315)

The instructor's method of grading encouraged me to work harder. (316)

Being able to see my grades in an online grade book was valuable to me. (317)

I think that the course grading scheme appropriately allocated credit across all course assignments. (318)

The effort it took to create a digital presentation was appropriate for the credit I received. (319)

The effort it took to participate in online discussion was appropriate for the credit I received. (320)

The effort it took to complete group work online was appropriate for the credit I received. (321)

[+ ASSIGNMENTS](#)

[+ COLLABORATIVE/COOPERATIVE LEARNING GROUPS](#)

Working in small groups improved the learning environment for the class. (322)

Collaborative/cooperative learning was interesting and stimulating. (323)

Collaborative/cooperative learning in this course contributed to my learning. (324)

Small-group activities were an appropriate way to accomplish the tasks assigned. (325)

Directions for group work were clear. (326)

I understand why group work was used in this class. (327)

The instructor helped groups work effectively. (328)

The instructor gave helpful suggestions on how to make small-group work more beneficial. (329)

Using communication tools to complete group assignments was valuable to me. (330)

I actively participated in group work. (331)

Small-group activities helped build improved social support for group members. (332)

I helped classmates learn. (333)

I felt included and valued when working with other students. (334)

Outside of class, fellow group members served as sources for assistance and support for subject mastery. (335)

My contribution to the group was assessed fairly. (336)

The group's efforts were assessed fairly. (337)

The credit given for the group project was appropriate for the effort required. (338)

The instructor provided credit and/or showed appreciation for contributions of the groups to the class. (339)

I can use what I learned about teamwork in this course to improve my performance at work. (340)

I learned more through the small group assignments than I could have on my own. (341)

My contribution to the group work in this course was graded fairly. (342)

Small group activities enabled me to learn more at greater depth than I could have on my own. (343)

Small group assignments helped me examine assumptions I make in professional practice. (344)

Small group assignments taught me to take responsibility for helping my classmates learn. (345)

The instructor's attentiveness to group dynamics insured that I learned a lot from group work. (346)

The social dynamics in our group promoted successful group activities. (347)

The use of group assignments clearly illustrated the importance of collaborative teamwork to me. (348)

+ READING ASSIGNMENTS

Reading assignments were carefully chosen. (349)

Reading assignments made students think. (350)

The reading assignments were interesting. (351)

Reading assignments required a reasonable amount of time and effort. (352)

Reading assignments covered material from diverse perspectives. (353)

Assigned readings in this class were at an appropriate reading level. (354)

The textbook was a useful addition to this course. (355)

A textbook would be a useful addition to this course. (356)

The text(s) required for this course were easy for me to obtain. (357)

The instructor clearly explained the purpose of outside reading assignments. (358)

The course-pack was well-organized. (359)

The course-pack was of an appropriate length. (360)

The course-pack contents were relevant to the course. (361)

The purpose of the course-pack was clear to me. (362)

+ WRITING ASSIGNMENTS

The instructor provided regular opportunities to write in class. (363)

Writing assignments were interesting and stimulating. (364)

The writing assignments were well designed. (365)

Directions for writing assignments were clear and specific. (366)

Writing assignments required a reasonable amount of time and effort. (367)

Writing assignments were returned promptly. (368)

The writing assignments were graded fairly. (369)

The criteria for grading the writing assignments were clear. (370)

The writing assignments were connected to the course material. (371)

The writing assignments helped me become a better writer. (372)

The writing assignments prepared me for the writing demands in other courses. (373)

The instructor's comments on my writing helped improve my writing. (374)

The instructor was available to work on writing with students individually. (375)

The instructor communicated a sense of enthusiasm about writing. (376)

The instructor helped me understand what makes writing effective. (377)

The instructor increased my confidence about writing. (378)

+ STUDENT PRESENTATIONS

Student presentations were interesting and stimulating. (379)

Student presentations made students think. (380)

Directions for the student presentations were clear and specific. (381)

Student presentations required a reasonable amount of time and effort. (382)
My class presentation helped me become a better public speaker. (383)
My class presentation increased my confidence about public speaking. (384)
Student presentations helped me understand what makes public speaking effective. (385)
Giving an oral presentation prepared me for presentations required in other courses. (386)
The instructor's comments on my presentation helped improve my speaking skills. (387)
My oral presentation was graded fairly. (388)
I had sufficient access to the resources I needed to support my presentation. (389)
Creating a digital presentation (e.g. in PowerPoint) of my work was an appropriate way to show what I learned. (390)
Creating a digital presentation (e.g. in PowerPoint) helped me learn more about course concepts. (391)
I acquired presentation skills in this course that will be valuable in other venues, e.g. other courses, my career, etc. (392)
I had sufficient access to all the resources I needed to create a digital presentation. (393)
The time I spent developing my digital presentation was appropriate for what I learned from the assignment. (394)
I was easily able to upload my digital presentation (e.g. in PowerPoint) to the course webspace. (395)
Learning to use presentation software for my assignment in this course was valuable to me. (396)
The instructor clearly explained the criteria for grading students' digital presentations. (397)
My digital presentation (e.g. in PowerPoint) was graded fairly. (398)
Students' digital presentations (e.g. in PowerPoint) made me think about new applications of course concepts. (399)
The time and effort required to create the a digital presentation (e.g. in PowerPoint) was reasonable for what I learned. (400)
Learning to create a Web Page to complete my assignment in this class was valuable to me. (401)

[+ TERM PROJECTS](#)

The term project deepened my knowledge of the subject matter. (402)
The term project helped me integrate course concepts and issues. (403)
Directions for the term project were clear and specific. (404)
The term project was graded fairly. (405)
The credit given for the term project was appropriate for the effort required. (406)

[+ HOMEWORK](#)

The homework assignments were challenging. (407)
The homework assignments were relevant to what was presented in class. (408)
Homework assignments helped me master the course concepts. (409)
Homework assignments helped me prepare for exams. (410)

The instructor made useful comments on the homework assignments I turned in. (411)

[+ ASSIGNMENTS USING INSTRUCTIONAL AND INFORMATION TECHNOLOGIES \(IT\)](#)

[+ ACCESSIBILITY OF IT, RESOURCES AND HELP](#)

Access to a portable personal computer was important to completing assignments in this course. (412)

Access to the Internet at my workplace enabled me to complete assignments this course. (413)

Access to technology resources in my community enabled me to complete assignments this course. (414)

Access to library resources online enabled me to complete assignments in this course. (415)

Online access to learning and study skills resources enabled me to complete assignments in this course. (416)

Online access to writing resources improved my written assignments in this course. (417)

I acquired computer skills in this course that I will enable me to succeed in other courses. (418)

I could easily access the computer-based assignments for this course. (419)

I was able to take this computer-intensive course without significant difficulty. (420)

The instructor helped me solve problems with accessing the computer assignments in this course. (421)

Having online access to computer-based training (CBT) helped me to complete assignments in this course. (422)

I could easily get help online when I needed it to access assignments or the course website. (423)

[+ COMPUTER-BASED ASSIGNMENTS \(GENERAL\)](#)

I had no difficulty accessing the computer-based assignments. (424)

My instructor provided me with the necessary instructions to complete each assignment. (425)

I could easily use the tools associated with the computer-based assignments. (426)

I could easily complete the computer-based assignments in the time allowed. (427)

The instructor clearly explained the various aspects of each computer-based assignment. (428)

The instructor knew exactly what each computer-based assignment required me to do. (429)

The instructor helped me gain the skills that I needed to complete computer-based assignments. (430)

The credit given to computer-based assignments was appropriate for what I learned. (431)

The instructor helped me solve problems with using the tools required for computer-based assignments. (432)

[+ COMMUNICATION TOOLS](#)

Clear ground rules for online communication satisfied my concerns about sharing my experiences in this course. (433)

I acquired the communication skills necessary to express my perspectives and feelings accurately online. (434)

Emphasis on communication tools and skills prompted me to interact with classmates frequently in this course. (435)

The use of communication technologies in this course helped me learn a lot about the importance of written communication. (436)

[+ CD, DVD, AND OTHER DIGITAL MEDIA](#)

The reading level of the CD or digital media for this course was appropriate for me. (437)

Navigation tools in the CD or digital media made it easy for me to use. (438)

The organizational structure of the CD or digital media made it easy to use. (439)

The search function in the CD or digital media made it useful in answering questions that I had. (440)

The images on the CD or digital media were easy for me to understand. (441)

I could easily obtain the CD or digital media for this course. (442)

The ability to highlight or bookmark sections of the CD or digital media made it a valuable learning tool for me. (443)

My ability to update the CD or digital media online makes it a valuable lasting reference work for me. (444)

The CD or digital media used in this course was well integrated with course topics. (445)

The CD or digital media was a valuable learning resource for me. (446)

The integration of text, graphics and multimedia in the CD or digital media made it an effective learning tool for me. (447)

The CD or digital media helped me to meet course assignments to my satisfaction. (448)

The CD or digital media provided the information I needed to participate effectively and efficiently in the course. (449)

The CD or digital media was more fun for me to use than textbooks. (450)

Use of the CD or digital media stimulated my interest in this course. (451)

The cost of the CD or digital media was reasonable for what I learned from it. (452)

The instructor made effective use of the CD or digital media in this course. (453)

Supplemental activities on the CD or digital media were useful in clarifying lectures and class discussions for me. (454)

Text on the CD or digital media was readable/accessible from the computer. (455)

I could access the online reserves when I needed to use them. (456)

Online reserve materials were easy for me to read/use on the computer. (457)

I was easily able to download the digital resources for this course to my computer. (458)

I could easily obtain the DVD(s) required for this course. (459)

The DVD(s) were valuable learning tools for me. (460)

[+ ONLINE AND WEB ASSIGNMENTS](#)

Creating a Web page to present my work was a good way to show what I have learned. (461)

Creating a Web page helped me reflect on what I learned from course assignments. (462)

Learning to create a Web page as part of an assignment in this class was valuable to me. (463)

Developing an e-learning portfolio was a very good way for me to show what I learned. (464)

I had no difficulty accessing the resources for online assignments. (465)

I had no difficulty completing the online assignment(s) in the time allowed. (466)

I benefited from being able to complete online course assignments at my own pace. (467)

Online assignments were relevant and well-chosen for this course. (468)

The instructor clearly explained important aspects of each online assignment. (469)

The instructor made useful comments on the writing assignments I posted to the course website. (470)

My classmates made useful comments on the writing assignments I posted to the course website. (471)

[+ SIMULATIONS](#)

I was able to get help with using the simulation when I needed it. (472)

Navigation tools in the simulation enabled me to use it effectively. (473)

The simulation helped me achieve the objectives satisfactorily. (474)

The instructor provided a clear explanation of what the simulation(s) would require me to do. (475)

Use of the simulation helped me to develop critical thinking skills. (476)

The simulation help me to integrate course concepts. (477)

The simulation provided a valuable opportunity to apply course concepts to situations I might encounter. (478)

The simulation made learning more interesting and fun for me. (479)

[+ DIGITAL VIDEO AND AUDIO](#)

The use of digital video/audio presented important learning opportunities for me in this course. (480)

The use of digital video/audio was crucial to enabling me to achieve the course objectives. (481)

The use of digital video/audio in this course made learning interesting and fun for me. (482)

Copies of the digital video/audio files were available to me when I needed to review them. (483)

I was able to access the telecast on my computer without difficulty. (484)

The telecast provided valuable connections between the course content and current information. (485)

[+ CHATWARE](#)

The instructor clearly explained expectations for the use of chat in this course. (486)
The instructor provided clear ground rules for the use of chat in this course. (487)
I was able to use chat as an effective learning tool. (488)
Chatware was an effective tool for communication on group assignments. (489)
Chatware was a valuable tool for my interaction with classmates and the instructor in this course. (490)
Chatware functioned as I expected. (491)
Chatware helped me develop sense of community with my classmates. (492)
Chatware enabled me to complete course assignments on time. (493)
Chatware was accessible to me when I needed to use it. (494)
Chatware was more fun for me to use than other online communication tools. (495)
I easily mastered the chat technology. (496)
I had ample opportunity to participate in online chat sessions in this course. (497)
I was able to obtain help with using chat technology. (498)
I was able to participate meaningfully in the class chat sessions. (499)
Online chat sessions were valuable learning experiences for me in this course. (500)

[+ ONLINE DISCUSSION](#)

Feedback from classmates on my postings to the online discussion improved my performance in this course. (501)
Students in the course gave thoughtful responses to my discussion postings. (502)
I felt that my contributions to the online discussion were valued by my classmates. (503)
The instructor clearly explained the criteria for grading students' postings to the online discussion. (504)
The instructor graded my contributions to the online discussion fairly. (505)
My classmates' postings to the online discussion contributed substantially to my understanding of course concepts. (506)
My contributions to the online discussion enabled me to show what I learned. (507)
I enjoyed using online discussion because I like having the time to compose a thoughtful posting. (508)
I like using online discussion because I feel I have more freedom to vary my position on issues raised. (509)
I contributed more to the online discussion in this class more often than required by the instructor. (510)
I was comfortable with taking a position and defending it in online discussion. (511)
I appreciated the opportunity to participate anonymously in some of the online discussions. (512)
Class use of online discussion helped me reach greater depth on issues in this course than in other courses I have taken. (513)
The participation of experts in the field on online discussion was valuable to me in this course. (514)
The instructor provided clear ground rules for use of online discussion. (515)

Use of online discussion helped students apply course concepts to situations encountered at work. (516)

The instructor effectively used online discussion to continue discussions that began in the classroom. (517)

The instructor skillfully guided use of online discussion to raise issues that students had not considered. (518)

The instructor effectively used online discussion to engage me and my classmates with course material. (519)

Class contributions to online discussion were important in helping me learn course concepts. (520)

Using online discussion in this course was valuable to me. (521)

[+ EMAIL AND LISTSERVS](#)

The instructor clearly explained expectations for use of email among classmates in this course. (522)

Email was an effective tool for communication with my group in this course. (523)

An Instructional Assistant or TA responded to my email(s) about coursework in a timely manner. (524)

The instructor responded to my email(s) about coursework in a timely manner. (525)

The use of email among students contributed to my learning in this course. (526)

The use of email with the instructor contributed to my learning in this course. (527)

Communication through the course listserv contributed to my learning in this course. (528)

The instructor clearly explained expectations for student use of the course listserv. (529)

The instructor effectively used a class listserv to inform students of important changes in this course. (530)

[+ GROUPWARE](#)

Groupware facilitated students ability to work together on group assignments. (531)

Groupware functioned as I expected. (532)

Groupware helped me develop a sense of community with my classmates. (533)

Groupware tools allowed me to participate effectively in class discussions and other group work. (534)

Groupware tools were valuable to my interaction with classmates in this course. (535)

Groupware tools were valuable for my interaction with the instructor in this course. (536)

Groupware was accessible to me when I needed to use it. (537)

Groupware was valuable in this course because it enabled me to work on the group projects at my convenience. (538)

The ability to review online group interactions was useful when I studied for my tests or wrote my papers. (539)

The combination of tools in groupware made it easy for me to use. (540)

The combination of tools in groupware were fun for me to use. (541)

The use of groupware enabled me to meet specific course objectives to my satisfaction. (542)

The use of groupware helped me complete course assignments on time. (543)

[+ INSTANT MESSAGING](#)

Instant Messaging (IM) allowed me to participate effectively and efficiently in this course. (544)

Instant Messaging (IM) functioned as I expected. (545)

Instant Messaging (IM) helped me build a sense of community with classmates. (546)

Instant Messaging (IM) helped me complete course assignments more quickly. (547)

Instant Messaging (IM) was an effective tool for communication with group members as we worked on course assignments. (548)

Instant Messaging (IM) was an effective tool for interaction with my classmates in this course. (549)

Instant Messaging (IM) was an effective tool for interaction with the instructor in this course. (550)

Instant Messaging (IM) was available when I needed to use it in this course. (551)

Instant Messaging (IM) was easy for me to use in this course. (552)

Instant Messaging (IM) was fun for me to use in this course. (553)

[+ PERSONAL DIGITAL ASSISTANTS \(PDAS\)](#)

Course resources on the PDA functioned as I expected. (554)

I easily mastered the use of a PDA for this course. (555)

Reading/browsing course materials and resources on the PDA was easy for me. (556)

The ability to highlight text resources on the PDA was valuable to my learning. (557)

The instructor effectively used PDAs to engage me in learning. (558)

The PDA allowed me to participate effectively in class sessions. (559)

The PDA provided easy access to the references resources I needed for this course. (560)

The PDA resources were available when I needed to use them in this course. (561)

The resources on the PDA helped me complete course assignments in a timely manner. (562)

The use of a PDA in this course was fun for me. (563)

[+ COURSE DELIVERY TECHNOLOGIES](#)

[+ COURSE WEBSITES AND COURSE MANAGEMENT SYSTEMS \(E.G. BLACKBOARD\)](#)

I was very satisfied with the ease of use of this course management system (e.g. Blackboard). (564)

I preferred this course management system (e.g. Blackboard) over other systems I have used. (565)

The instructor was skilled with the use of the course management system (e.g. Blackboard) for teaching this course. (566)

The time I spent learning to use the course management system (e.g. Blackboard) was appropriate for what I gained from this course. (567)

The mix of tools in this course management system (e.g. Blackboard) helped me learn. (568)

I learned to use all of the tools and resources available in the course management system (e.g. Blackboard). (569)

The course management system (e.g. Blackboard) was a valuable learning tool in this course. (570)

I was able to get help with the course management system (e.g. Blackboard) when I needed it. (571)

The instructor posted assignments on the course website to free class time for discussion. (572)

The course website was designed to be a comprehensive course guide for student learning. (573)

The instructor's updates to the online syllabus were helpful for students in this course. (574)

[+ TELECLASSES](#)

The instructor appeared comfortable with teaching in the teleclass environment. (575)

The instructor was well-prepared for using the teaching materials in the teleclass environment. (576)

The visuals used in this teleclass were readable and helped me take good notes. (577)

The instructor skillfully engaged students at all teleclass sites in class discussion. (578)

The site coordinator provided prompt and efficient support for this teleclass. (579)

Being able to speak to the instructor(s) at the distant teleclass site(s) was important to me. (580)

Being able to talk to classmates at the distant teleclass site(s) was important to me. (581)

The teleclass technology was very reliable at my site. (582)

I was comfortable with the unique characteristics (cameras, microphones, screens) of the teleclass environment. (583)

I felt as connected with students at the distant teleclass site(s) as with students at my own site. (584)

I think that students participated more in this class than in other teleclasses I have taken. (585)

I learned to use the teleclass talk-response system to participate effectively in class. (586)

Reviewing backup copies of tapes of teleclass sessions improved my performance in this course. (587)

My assignments in this teleclass were graded and returned quickly. (588)

I would gladly enroll in other teleclasses to have access to instructors on other campuses. (589)

[+ DESK-TOP TELECONFERENCING](#)

Desk-top teleconferencing was an effective tool for communication on group assignments. (590)

Desk-top teleconferencing enabled me to meet the objectives satisfactorily. (591)

I was able to get help with desk-top teleconferencing when I needed it. (592)
Desk-top teleconferencing helped to support a sense of community with my classmates. (593)
Desk-top teleconferencing was a valuable tool for interaction in this course. (594)
Desk-top teleconferencing was available when I needed to use it. (595)
Desk-top teleconferencing with a practicing professional in the field was a valuable learning experience for me. (596)
Desk-top teleconferencing with an outside expert was a valuable learning experience for me. (597)
I enjoyed the desk-top teleconferencing sessions in this course. (598)

[+ LABORATORY INSTRUCTION](#)

The laboratory instructor was concerned with safety. (599)
The laboratory sessions made an important contribution to my mastery of course material. (600)
The laboratory instructor clarified lecture material. (601)
The laboratory instructor presented material over and above the lecture material. (602)
The laboratory instructor provided adequate individual attention. (603)
The laboratory instructor helped me to find supplementary references. (604)
The laboratory instructor was available during office hours. (605)
The questions on the lab quizzes were a good sample of what I was expected to know. (606)
Lab sessions increased my competence in using lab equipment and materials. (607)
On most occasions, the lab equipment was effectively set up. (608)
Laboratory sessions were well integrated with the lecture. (609)
The laboratory sessions were well organized. (610)
My laboratory instructor thoroughly understood the laboratory experiments and equipment. (611)
The laboratory assignments were clear. (612)
The use of laboratory equipment was adequately explained. (613)
Laboratory assignments were relevant to what was presented in class. (614)
The laboratories used for this course had adequate facilities. (615)
I had sufficient access to the laboratory facilities to complete course assignments. (616)
Laboratory assignments required an appropriate amount of time and effort. (617)
Laboratory assignments were interesting and stimulating. (618)
Laboratory assignments were reasonable in length and complexity. (619)
Assistance was available throughout laboratory sessions. (620)
Laboratory reports were graded fairly and impartially. (621)
Laboratory reports were returned promptly. (622)

[+ FINE AND PERFORMING ARTS](#)

[+ STUDIO ART](#)

The studio projects were valuable for mastering the course goals. (623)

The studio facilities were adequate. (624)
I had sufficient opportunities to use the studio facilities to complete my projects. (625)
I had sufficient access to the resources I needed to support my studio project. (626)
The assigned studio projects were appropriate to the level of the course. (627)
Studio assignments were interesting and stimulating. (628)
The assigned studio projects challenged me to think. (629)
The instructor required an appropriate amount of studio work. (630)
The instructor's examples and demonstrations in studio were clear and concise. (631)
The instructor carefully explained each step of new processes and techniques in class. (632)
Directions for the studio projects were clear and specific. (633)
The instructor's expectations for studio projects were reasonable given the level of the class. (634)
The instructor's comments on my studio project helped improve my technique. (635)
The instructor explained the underlying rationale for techniques or styles in class. (636)
The instructor made effective connections between theory and practice in studio class. (637)
The instructor effectively used examples of other artists' work when teaching. (638)
The use of 35 mm slides was a valuable component of this course. (639)
Original paintings, prints and sculpture available to students were valuable assets for this course. (640)
Course assignments helped me master a broader range of techniques and styles. (641)
The skills I acquired in this studio course prepared me for work required in other courses. (642)
The instructor's critiques increased my confidence in my work. (643)
My studio pieces were graded fairly. (644)
My portfolio was graded fairly. (645)
Desk critiques were effective in studio class. (646)
The studio projects I completed in this course enhanced my portfolio. (647)

[+ DRAMATIC ART](#)

The instructor assigned exercises appropriate and sufficiently challenging to my skill level and development. (648)
The instructor assigned plays that expanded my previous knowledge of performance. (649)
The instructor assigned exercises to broaden or strengthen my performances. (650)
The instructor was sensitive to my unique physical capacity for expression. (651)
The instructor was sensitive to how I feel physically while playing physically demanding roles. (652)
The instructor was able to offer beneficial advice on my technique in performance. (653)
The available props were suitable to the students' needs. (654)
The available rehearsal space was sufficient to meet class needs. (655)
My performances were graded fairly. (656)

The instructor recommended good recordings of performances and productions to enhance my study. (657)
The skills I acquired through this semester of performance enable me to continue my development at a higher level. (658)
I feel more comfortable with my ability to perform as a result of the instructor's technical advice. (659)
The instructor's critique increased my confidence in my ability to play different roles. (660)
The instructor's critique increased my confidence to perform in public. (661)
My performance on stage was an accurate reflection of my abilities to perform. (662)
My performances were assessed fairly. (663)
The instructor's demonstrations of techniques helped me understand new techniques I should apply in my own performance. (664)
The instructor phrased his/her critique of my performance in positive terms. (665)
The instructor was sympathetic to the emotional needs of actors. (666)
The instructor was supportive of his/her student actors. (667)
My instructor's teaching has enabled me to become a better actor. (668)
My applied lessons have heightened my understanding of the history and style of performance theater. (669)
I can better realize in performance the structures of a theatrical work as a result of my applied lessons. (670)
My applied lessons this semester have increased my general performance range. (671)
My applied lessons have made me a more intelligent actor. (672)

[+ APPLIED MUSIC INSTRUCTION](#)

The instructor assigned repertory appropriate or sufficiently challenging to my needs and skill level. (673)
The instructor assigned repertory that expanded my previous knowledge of music. (674)
The instructor assigned technical exercises or studies appropriate or sufficiently challenging to my needs. (675)
The instructor was sensitive to my unique physical capacity for the instrument. (676)
The instructor was sensitive to how I feel physically while playing the instrument. (677)
The instructor was able to offer beneficial technical advice. (678)
The available practice instruments were suitable to the students' needs. (679)
Practice and rehearsal spaces were adequate to meet students' needs. (680)
The instructor enriched my applied study by recommending good commercial audio, video or other recordings. (681)
The skills I acquired through this semester of applied study enable me to continue my applied musical studies at a higher level. (682)
I feel more comfortable with the instrument as a result of the instructor's technical advice. (683)
The instructor's critique increased my confidence in my ability to play my instrument. (684)

The instructor's critique increased my confidence to perform in public on my instrument. (685)
My jury/recital was an accurate reflection of my abilities to perform. (686)
My jury/recital was assessed fairly. (687)
The instructor's demonstrations of techniques on the instrument helped me understand new techniques I should apply in my own playing. (688)
The instructor phrased his/her critique of my playing in positive terms. (689)
The instructor was sympathetic to the emotional needs of musicians. (690)
The instructor was supportive of his/her student musicians. (691)
My instructor's teaching has enabled me to become a better teacher on my instrument. (692)
My applied lessons have heightened my understanding of music history and musical style. (693)
I can better realize in performance the structures of a musical work as a result of my applied lessons. (694)
My applied lessons this semester have increased my general musicianship. (695)
My applied lessons have made me a more intelligent musician. (696)
The use of original sound recordings/music scores were a valuable part of this course. (697)

[+ MUSIC ENSEMBLES](#)

The conductor/director was respectful to the members of the ensemble. (698)
The conductor/director led rehearsals efficiently. (699)
The conductor/director paced rehearsals effectively. (700)
The conductor was able to identify and correct problems of ensemble intonation and balance. (701)
The conductor/director inspired musicians to perform at their best during rehearsals and performances. (702)
The conductor/director encouraged a team spirit among the individual performers in the ensemble. (703)
The conductor/director made efforts to instruct the individual performers in subtleties of ensemble performance. (704)
The level of the performance(s) of this ensemble were acceptably high. (705)
I felt comfortable performing in this ensemble. (706)
The repertory selected for performance was appropriately challenging for the skill levels of the ensemble's individual performers. (707)
I have learned more about the ensemble rehearsal process by playing/singing in this ensemble. (708)
I have grown as a musician from playing/singing in this ensemble. (709)
This ensemble experience has been valuable to my education as a performer. (710)
From playing in this ensemble I now have a better idea of the demands of a career as a professional ensemble musician. (711)
The individual members of the ensemble were adequately prepared for each rehearsal to make the rehearsals productive. (712)

[+ COMMUNITY-BASED AND SERVICE LEARNING](#)

I received an adequate introduction to the community site. (713)
I received adequate supervision at the community site. (714)
I had adequate access to resources at the community site to complete my assignments. (715)
The instructor clearly explained his/her expectations for the community-based learning experience. (716)
The instructor provided an effective method for dealing with conflicts and problems at the community site. (717)
I participated in the community-based experience for at least the minimum amount of time required by the instructor. (718)
The instructor provided a meaningful connection between course concepts and issues and the community-based learning experience. (719)
The instructor introduced some of the important ethical issues of working in the community. (720)
The instructor provided opportunities for the class to reflect in meaningful ways on the community-based learning experience. (721)
The instructor often referred to and drew on the class members' community experiences in class. (722)
The community-based experience taught me things that I could not have learned in the classroom alone. (723)
My community placement/project was an excellent place to apply course concepts and issues. (724)

[+ FIELD TRIPS](#)

The field trips were useful learning experiences. (725)
The field trips were conducted with a high level of expertise. (726)
The logistics of the field trips were well planned. (727)

[+ TEAM TEACHING](#)

Team-teaching was effectively used in this course. (728)
The teachers were compatible in this course. (729)
Course materials were effectively presented with the team-teaching approach. (730)
Instruction was well coordinated among the teachers in this course. (731)
Members of the teaching team were well prepared to teach in this environment. (732)
The use of a teaching team was valuable to my learning in this course. (733)

[+ GUEST SPEAKERS AND OUTSIDE EXPERTS](#)

[+ GUEST SPEAKERS](#)

The guest speaker(s) addressed issues relevant to the course. (734)

The guest speaker(s) contributed significantly to this course. (735)
The guest speaker(s) was/were effective presenters. (736)
The guest speaker(s) was/were interesting and stimulating. (737)
The guest speaker(s) presented concepts in a clear and organized way in this course. (738)
The guest speaker(s) in this course was/were knowledgeable and well-chosen. (739)
Guest speaker(s) was/were well prepared to participate in this course. (740)

[+ OUTSIDE EXPERTS](#)

The inclusion of an outside expert was appropriate to help students attain some of the objectives of this course. (741)
The outside expert(s) made valuable connections between course content and its application in the field. (742)
The participation of outside expert was interesting and stimulating to me. (743)
The outside expert provided me with a good role model for practice in the field. (744)

[+ ACADEMIC INTEGRITY AND HONOR](#)

[+ INTEGRITY](#)

The instructor clearly explained his/her expectations for integrity in class discussion. (745)
My classmates effectively maintained the integrity of class discussions in this course. (746)
I maintained the integrity of my comments in class discussions. (747)
Clear ground rules for online communication satisfied my concerns about taking risks in this course. (748)
I liked class discussion in this course because I had the opportunity to express my ideas freely. (749)
I liked class discussion in this course because I could vary my position on issues raised. (750)
Clear ground rules for online discussion satisfied my concerns about taking risks in this course. (751)
The classroom confidentiality pledge made me more comfortable sharing my experiences with my classmates. (752)
The instructor fully explained the meaning of integrity and honor to students in this course. (753)
The instructor effectively maintained the integrity of discussion in this course. (754)
This course has helped me learn a great deal about the meaning of integrity in the discipline. (755)
The course syllabus contained direct references to University policies about student integrity and honor. (756)
The instructor covered important issues of integrity in research in the discipline. (757)

[+ HONOR](#)

The instructor clearly communicated his/her expectations for individual versus group work on assignments. (758)

The instructor clearly explained if or when group work could be used in other course assignments. (759)

I understood when I could use computer resources during a pop quiz, midterm, exam or similar graded assignment. (760)

The instructor clearly explained how cheating would be handled in this course. (761)

The instructor effectively took steps to prevent cheating on midterms and exams in this course. (762)

The criteria for use and attribution of online sources in student work were clear and specific. (763)

The instructor clearly explained how plagiarism would be handled in this course. (764)

The instructor's criteria for use and citation of sources in student work were clear and specific. (765)

[+ CLINICAL PRACTICE AND FIELD PLACEMENTS](#)

[+ CLINICAL PRACTICE](#)

I encountered a wide variety of clinical problems in my placement. (766)

The instructor's clinical demonstrations were clear and concise. (767)

Clinical techniques were thoroughly explained and discussed. (768)

The instructor helped me acquire the technical skills needed for the clinical rotation or practicum. (769)

Sufficient observation and supervision were provided in clinical work. (770)

Prior course work adequately prepared me to handle the clinical tasks. (771)

The instructor satisfactorily answered my clinical questions. (772)

The instructor evaluated my clinical work consistently. (773)

The instructor evaluated my clinical work fairly. (774)

The instructor helped me develop good clinical techniques. (775)

Appropriate and inappropriate clinical procedures were clearly identified. (776)

The instructor made reasonable demands of the students in clinical work. (777)

The instructor provided an effective orientation to the clinical site. (778)

The instructor provided several strategies to enable me to reflect on the clinical experience. (779)

I worked at the clinical site for at least the minimum amount of time required by the instructor. (780)

The clinical experience offered me adequate opportunities to achieve the learning outcomes set at the beginning of the experience. (781)

I received adequate supervision during the clinical experience. (782)

The clinical experience provided an adequate number of opportunities for me to gain and practice problem-solving skills. (783)

During the clinical experience I was able to gain valuable information about community resources. (784)

As a result of the clinical experience I have a better understanding of the community perspective on health issues. (785)

The instructor and I collaborated effectively on the evaluation of my work during the clinical rotation or practicum. (786)

The instructor's evaluation covered most of the learning outcomes that I achieved during the clinical experience. (787)

The instructor's evaluation and my self-evaluation of the clinical experience were similar. (788)

[+ CLINICAL OR FIELD EXPERIENCES](#)

The instructor was very knowledgeable about the clinical or field placement. (789)

My clinical or field supervisor helped me to understand my role in the organization at my placement site. (790)

My clinical or field supervisor helped me understand the organizational culture of my placement site. (791)

My supervisor helped me understand ""how to get things done"" in the clinic or field placement. (792)

My clinical or field supervisor was available and willing to spend time with me, giving appropriate guidance and feedback. (793)

My clinical or field placement supervisor provided just the right help to me at just the right time. (794)

The clinical or field placement was valuable to my professional development. (795)

The clinical or field placement assignments helped me apply knowledge from other courses. (796)

The instructor adequately prepared me for the professional conduct expected during the clinical or field placement. (797)

The instructor helped me acquire the problem-solving skills necessary for the clinical or field placement. (798)

The instructor adequately prepared me to deal with conflicts or problems during the clinical or field placement. (799)

The instructor clearly explained the goals and purposes of the clinical or field placement. (800)

The instructor helped me develop appropriate learning outcomes for the clinical or field placement. (801)

The instructor helped me develop effective methods to assess my own progress during the clinical or field placement. (802)

The instructor encouraged critical thinking with regard to my clinical or field placement. (803)

The instructor was open to different points of view about issues raised by the clinical or field placement. (804)

My clinical or field supervisor helped me discover new ways of thinking about situations I encountered in my placement. (805)

The instructor provided timely and constructive feedback about my performance during the clinical or field placement. (806)

My clinical or field supervisor stimulated me to reflect on my experiences in the organization at the placement site. (807)

My clinical or field supervisor was honest in pointing out my strengths and areas for development. (808)

My clinical or field supervisor helped me to establish markers for progress with my growth and development. (809)

The instructor stimulated thinking about issues of cultural diversity encountered during the clinical or field placement. (810)

The instructor raised my awareness of ethical aspects of my clinical or field placement experience. (811)

[+ RESEARCH AND FIELD PROJECTS](#)

I was able to participate in the research process in meaningful ways. (812)

I clearly understood the direction that the research seminar was to take over the semester. (813)

The field research challenged me to think deeply about the subject matter. (814)

The instructor carefully explained each step of new techniques in the field research. (815)

The instructor clearly communicated expectations for research reports that students were to produce. (816)

The field experience enabled me to develop a better understanding of the research process. (817)

The field experience gave me insight into the application of research in current practice or policy. (818)

The instructor adequately prepared me for the living and learning experience that I encountered in the field. (819)

My field project was an excellent opportunity to learn about or apply course concepts and issues. (820)

The field project that I completed provided opportunities for learning that closely matched my interests. (821)

The field project was valuable to my professional development. (822)

I developed a clearer understanding of how faculty research is expressed in teaching. (823)

[+ SEMINARS \(GRADUATE AND UNDERGRADUATE\)](#)

The instructor in this research seminar provided constructive feedback on my experimental designs. (824)

The instructor in this research seminar provided thoughtful advice on my research. (825)

The instructor in this research seminar taught me how to do original research. (826)

The instructor in this research seminar took steps to improve my ability to conceive explanatory hypotheses and design critical tests of such hypotheses. (827)

The instructor in this research seminar took steps to improve my observation of natural, technical, or social phenomena. (828)

This research seminar stimulated my imagination and creativity. (829)

This seminar challenged me intellectually. (830)

The instructor encouraged me to be critical of ideas. (831)

The instructor presented divergent viewpoints when appropriate. (832)

The instructor accepted interpretations of materials or data that differed from his/her own as valid. (833)

The instructor used a scholarly approach in presenting content (e.g. presenting competing theories, research, and debates in the field). (834)

The instructor encouraged students to express their opinions. (835)

The instructor was receptive to new ideas and others' viewpoints. (836)

The instructor skillfully facilitated student involvement in the seminar. (837)

The readings selected for the seminar provided an appropriately deep treatment of the subject. (838)

The instructor was available for consultation with students. (839)

The instructor stimulated productive class discussion. (840)

The instructor incorporated recent research and methods in the seminar. (841)

[+ RESEARCH AND LAB SUPERVISION \(UNDERGRADUATE AND GRADUATE STUDIES\)](#)

[+ ADVISING](#)

My research advisor was knowledgeable about the research process. (842)

My research advisor demonstrated an open and analytical approach to different points of view about the problem being studied. (843)

My research advisor stimulated my intellectual curiosity about the topic. (844)

My research advisor served as a sounding board for my research ideas and guided the development of my research. (845)

My research advisor was knowledgeable about School and University research requirements. (846)

My research advisor was clear about accepted outcomes at each stage of the process. (847)

My research advisor taught me about scientific integrity in research. (848)

My research advisor facilitated my understanding of ethical aspects of the research process. (849)

My research advisor facilitated timely completion of my study. (850)

[+ SUPERVISION](#)

My research or lab supervisor facilitated my research project by helping to obtain necessary reagents, collaborations, etc.. (851)

My research or lab supervisor created mechanisms to foster communication between individuals within a lab. (852)

My research or lab supervisor fostered a cooperative environment within the lab. (853)

My research or lab supervisor encouraged the development of new apparatus and patentable inventions. (854)

My research or lab supervisor encouraged my inventiveness including the identification of new research topics and the discovery of new techniques. (855)

My research or lab supervisor helped to improve my ability to conceive of hypotheses and design experiments to test them. (856)

My research or lab supervisor worked to develop my independent research thinking. (857)

My research or lab supervisor provided trouble-shooting and ideas on how to overcome barriers. (858)

My research or lab supervisor kept in touch with my progress. (859)

My research or lab supervisor helped me focus on the ""Big Picture."" (860)

My research or lab supervisor guided me around predictable pitfalls. (861)

My research or lab supervisor encouraged rigor in experimentation and preparing publications. (862)

My research or lab supervisor addressed my strengths and weaknesses. (863)

My research or lab supervisor provided constructive feedback on the design and interpretation of my experiments. (864)

This research or lab experience stimulated my imagination and creativity. (865)

My research or lab supervisor took steps to improve my observation of natural, technical, or social phenomena. (866)

My research or lab supervisor taught me how to do original research. (867)

My research or lab supervisor provided thoughtful advice on my research. (868)

My research or lab supervisor provided constructive feedback on my experimental designs. (869)

My research supervisor was instrumental in building my professional networks. (870)

My research supervisor treated me with respect and fairness. (871)

My research supervisor provided opportunities to participate in professional activities other than research (e.g. review of papers, grant applications, department committee service). (872)

My research supervisor provided opportunities for me to train more junior individuals. (873)

My research supervisor provided guidance on professional ethics in scientific integrity in research. (874)

My research supervisor provided guidance on finding a job or postdoctoral appointment. (875)

My research supervisor provided constructive feedback on research writing skills. (876)

My research supervisor provided constructive feedback on my research presentation skills. (877)

My research supervisor taught me to be critical and objective concerning my own results and ideas. (878)

My research supervisor helped in building my professional networks (e.g. provided an opportunity to present work at national meeting, meet or have dinner with seminar speakers, etc). (879)

My research supervisor helped me to draw logical inferences from observational and experimental data. (880)

My research supervisor helped me develop my capacity for logical reasoning including abstract and theoretical reasoning. (881)

My research supervisor facilitated my ability to obtain independent funding, e.g. a fellowship or travel funds to meetings. (882)

[+ ENROLLMENT PROCESS](#)

I was able to enroll in this program without significant difficulty. (883)
I was prepared for the degree of independent learning required by this program. (884)
I was prepared for the rigor of this program prior to enrollment. (885)
The program staff effectively advised me on how to meet the enrollment requirements for this program. (886)
The application process for this program was clear and easy to complete. (887)
Program staff clearly explained the requirements for participating in this program. (888)
I would gladly enroll in another course in this program to have a similar educational experience. (889)

[+ PROGRAM RESOURCES](#)

The instructors are well-prepared to teach in this program. (890)
The program staff helped me to gain the skills that I needed to participate fully in this program. (891)
The program staff effectively helped me solve problems with accessing coursework online. (892)
Program staff provided sound advice in planning my courses and curriculum relative to my career goals. (893)
The online HELP provided in this program enabled me to solve technology problems very efficiently. (894)
The FAQ's provided by this program were useful in answering my questions. (895)
The technologies used in this program are appropriate and well chosen. (896)
Overall, the course in this program used teaching and learning technologies very effectively. (897)

[+ PROGRAM QUALITY](#)

I understand how the goals and objectives of this course fit with other courses in this program. (898)
The courses I have taken fit together well to meet the curricular goals of this program. (899)
This program meets my educational goals and needs very well. (900)
Overall, the instructional quality of this learning experience was very high. (901)
Overall, I am very satisfied with the quality of my program. (902)

[+ STUDENT SATISFACTION](#)

I have already applied what I learned in this course to a situation at work. (903)
This program will enable me to meet my professional objectives. (904)
This program is very exciting to me intellectually. (905)
My initial anxiety about succeeding in this program (e.g. having enough time or resources), decreased because of this course. (906)

I hope to maintain a collegial relationship with one or more classmates in this program after we complete it. (907)

Because of my learning experiences in this class, I plan to take more courses in this program. (908)

[+ PROGRAM EVALUATION](#)

This program has helped me make contacts with other professionals that will be beneficial to my career. (909)

The quality of my writing has improved because of this program. (910)

My analytical and critical thinking skills have improved because of this program. (911)

My ability to evaluate current and pressing issues in the field has improved because of this program. (912)

I am more well prepared to evaluate professional practices because of this program. (913)

Overall, this course effectively combined good teaching and relevant content with attention to the learning community. (914)

Items Added by the School of Public Health

These items may be used by any academic units.

[+ SPH](#)

The course objectives were met. (934)

I am confident I can apply the information I learned in this course. (935)

I would recommend this course to other students. (936)

The teaching assistant was helpful and knowledgeable when students had difficulty with the course material. (937)

The Course Objectives were met. (938)

[+ PUBH OVERALL](#)

The Course Objectives were met. (938)

The course content covered the most important issues. (940)

Overall, I was satisfied with this course. (941)

[+ PUBH INSTRUCTOR](#)

The instructor(s) effectively presented course material clearly and in an organized way. (942)

The instructor(s) demonstrated competence in the subject matter. (943)

The instructor(s) provided opportunities for active learning (e.g., discussions, questions, small group activities). (944)

The instructor(s) provided useful feedback on assignments/cases/projects/exams. (945)

The instructor(s) provided feedback on assignments/cases/projects/exams promptly enough to benefit me. (946)

The instructor(s) communicated changes to the course (e.g., assignments, class schedule) in a timely way. (947)
The instructor(s) recognized others' viewpoints as valid. (948)
The instructor(s) conveyed a sense of excitement/importance about the material. (949)
The instructor(s) created a positive learning environment. (950)
The pace at which we worked was appropriate. (951)
The activities, readings, and assignments fit well together. (952)
The instructor(s) used the online instructional environment to facilitate interaction among the students in the course (discussion forum, teleconference calls, e-mail, etc). (953)
I am satisfied with the amount of interaction I had with the instructor. (954)
The instructor was available outside of regular course activities. (955)
Overall, the instructor is an effective teacher. (956)
The instructor(s) demonstrated concern about student learning. (957)
The instructor(s) were well prepared for class. (958)
The instructor(s) made good use of examples and illustrations. (959)
The instructor(s) effectively clarified points made in readings or assignments. (960)

[+ PUBH TEACHING ASSISTANT](#)

The teaching assistant was knowledgeable about the course material. (961)
The teaching assistant was helpful when students had difficulty. (962)
The teaching assistant was available outside of class. (963)
Overall, the teaching assistant was effective. (964)

[+ PUBH STUDENT LEARNING](#)

My interaction with fellow students contributed to my learning. (965)
The peer evaluation process was an effective method of measuring team member. (966)

[+ PUBH LEARNING RESOURCES](#)

Lectures contributed to my ability to learn the course material. (967)
Guest speakers contributed to my ability to learn the course material. (968)
Oral presentations contributed to my ability to learn the course material. (969)
Exams contributed to my ability to learn the course material. (970)
Textbooks contributed to my ability to learn the course material. (971)
Articles, required readings contributed to my ability to learn the course material. (972)
Class discussion forum contributed to my ability to learn the course material. (973)
Group discussion forum contributed to my ability to learn the course material. (974)
Group assignments contributed to my ability to learn the course material. (975)
Individual assignments contributed to my ability to learn the course material. (976)
Projects and papers contributed to my ability to learn the course material. (977)
Cases contributed to my ability to learn the course material. (978)
Course web page contributed to my ability to learn the course material. (979)

[+ PUBH COURSE TECHNOLOGY RESOURCES](#)

I was able to access the materials on the Blackboard site. (980)
I was able to easily navigate the Blackboard site. (981)
I am satisfied with the technical support I received during the course. (982)

[+ PUBH 730 COURSE OBJECTIVES](#)

I can describe the concepts of quality improvement and performance excellence. (983)
I understand how to use quality improvement tools in an organizational setting. (984)
I am aware of management and organizational issues that influence promoting and implementing quality efforts in health services and public health organizations. (985)
I can articulate the relationship of measurement to quality. (986)
I can apply quality tools and systems tools to improve an actual performance gap in my own organization. (987)
I have acquired a foundation for ongoing inquiry into quality issues in health services and public health organizations. (988)

[+ PUBH 731 COURSE OBJECTIVES](#)

I can describe the rationale for integrating market-based strategies into traditional public health program planning, implementation and evaluation . (989)
I can identify the fundamental principles of the marketing approach. (990)
I can apply models of commercial marketing to public health programming and identify public health correlates of commercial marketing tenets (i.e., product, price, promotion, place, etc.). (991)
I can identify assess and integrate marketing data into traditional models of public health programming (992)
I can discuss the image of public health and its significance for developing and sustaining adequate public health capacity. (993)
I can assess a public health marketing program. (994)

[+ PUBH 735 COURSE OBJECTIVES](#)

I can define policy and policy development. (995)
I can describe theories of the policy process and policy change. (996)
I can discuss the policymaking process in the U.S. including regulatory and legislative aspects. (997)
I can identify and illustrate features of the policy environment. (998)
I can identify and categorize key stakeholders in the policymaking process. (999)
I have an understanding of the role of the media in the policymaking process. (1000)
I can identify and apply the stages of policy development. (1001)
I can employ principles of policy analysis to better understand factors that influence the shape, pace and direction of policymaking processes. (1002)

I can identify strategies for moving policies in the desired direction using commonly applied tools. (1003)

I can discuss and evaluate the role of community partnerships in policymaking and appropriate measures for ensuring community participation in the process. (1004)

+ PUBH 745 COURSE OBJECTIVES

I have constructed a systems thinking framework to conduct community health improvement and assessments. (1005)

I can define health and its determinants. (1006)

I can articulate the different models of community health improvement. (1007)

I can identify the components of a community health improvement process. (1008)

I can describe surveillance systems for monitoring health status to identify community problems. (1009)

I can apply skills associated with diagnosing and investigating health problems and health hazards in the community. (1010)

I can recognize measurement tools for a community health improvement process. (1011)

I can apply major assessment strategies in public health. (1012)

I have developed skills to mobilize communities and build capacity to improve community health status. (1013)

I can discuss ethics and social justice in conducting community health analyses. (1014)

+ PUBH 747 COURSE OBJECTIVES

I can apply management and leadership techniques that are specifically applicable to team-based organizations in health care settings (e.g., managerial leverage, decision making and planning). (1015)

I understand the advantages and disadvantages of organizational structures that are most suitable for team/project based organizations. (1016)

I can apply Continuous Quality Improvement tools to improve health care organizations. (1017)

I can describe the life cycle of a project. (1018)

I can manage and lead a project team using the principles of team management and leadership, including communication, team building, and team motivation. (1019)

I understand processes for organizing and empowering project teams. (1020)

I can implement project management tools and techniques in my organization. (1021)

+ PUBH 785 COURSE OBJECTIVES

I understand workforce, workplace, and work-related epidemiologic injury and illness trends, issues, and impacts. (1022)

I understand major legislative/regulatory, labor, and related issues that impact occupational health and the importance of program evaluation. (1023)

I understand the interdisciplinary nature and role of the occupational health team in the recognition, management, control, and prevention of occupational health hazards and related ethical issues. (1024)

I understand risk assessment, risk management, and risk communication approaches including screening, surveillance, and control/abatement measures in dealing with occupational health problems. (1025)

I understand health protection and health promotion strategies (primary, secondary, and tertiary levels) to effectively reduce work-related health risks and improve quality of life. (1026)

[+ PUBH 763 COURSE OBJECTIVES](#)

I understand the origins, definitions, concepts, lexicons, theoretical foundations, and principal methods of quality of care and outcomes measurement and research. (1027)

I understand the history and evolution of quality of care measurement and improvement and their influence on contemporary methods for assuring high quality care in the United States. (1028)

I understand approaches to and challenges of assessing patient outcomes, especially self-reported outcomes. (1029)

I understand the role of patient reports of satisfaction and consumer assessments of the performance of health care providers, facilities, or health plans. (1030)

I understand the basic relationships and tensions between quality of care and bioethical principles. (1031)

[+ PUBH 690 COURSE OBJECTIVES](#)

I can develop a focused question that takes a population perspective on a health-related problem. (1032)

I can gather and critically analyze important background evidence on the question, and be able to do a limited systematic review of the key literature. (1033)

I understand the key components of each section of the paper, including Background, Methods, Results, and Discussion. (1034)

I can develop an outline of the paper, showing a logical progression from the question and background to the discussion and conclusion. (1035)

I can write the sections of the paper clearly, using organized paragraphs and subsections. (1036)

I can demonstrate a critical approach throughout the paper, including the limitations and problems of their approach. (1037)

[+ FALL 2009](#)

The instructor has provided clear guidance about the competencies to be addressed by this course. (1039)

The course/instructor has done a good job in addressing these competencies. (1040)

I feel that I have improved in one or more of the identified competencies. (1041)

I feel that I have not improved in one or more of the identified competencies. (1042)