

## SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

Your thoughtful answers to these questions will provide helpful information to your instructor.

Describe the frequency of your instructor's teaching procedures, using the following code:

- 1 = Hardly Ever
- 2 = Occasionally
- 3 = Sometimes
- 4 = Frequently
- 5 = Almost Always

The Instructor:

- |     | 1                     | 2                     | 3                     | 4                     | 5                     |  |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 1.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Displayed a personal interest in students and their learning   |
| 2.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Found ways to help students answer their own questions   |
| 3.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work |
| 4.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Demonstrated the importance and significance of the subject matter   |
| 5.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Formed "teams" or "discussion groups" to facilitate learning   |
| 6.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Made it clear how each topic fit into the course   |
| 7.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Explained the reasons for criticisms of students' academic performance   |
| 8.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Stimulated students to intellectual effort beyond that required by most courses  |
| 9.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding  |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Explained course material clearly and concisely  |

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- |     | 1                     | 2                     | 3                     | 4                     | 5                     |  |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 11. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Related course material to real life situations  |
| 12. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Gave tests, projects, etc. that covered the most important points of the course                                  |
| 13. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Introduced stimulating ideas about the subject   |
| 14. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Involved students in "hands on" projects such as research, case studies, or "real life" activities               |
| 15. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Inspired students to set and achieve goals which really challenged them  |
| 16. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own |
| 17. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve                 |
| 18. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Asked students to help each other understand ideas or concepts   |
| 19. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Gave projects, test, or assignments that required original or creative thinking                                  |
| 20. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)               |

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1 = No apparent progress  
 2 = Slight progress; I made small gains on this objective.  
 3 = Moderate progress; I made some gains on this objective.  
 4 = Substantial progress; I made large gains on this objective.  
 5 = Exceptional progress; I made outstanding gains on this objective.

**Progress on:**

- |     | 1                     | 2                     | 3                     | 4                     | 5                     |   |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 21. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Gaining factual knowledge (terminology, classifications, methods, trends)   |
| 22. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Learning fundamental principles, generalizations, or theories   |
| 23. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)  |
| 24. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course |
| 25. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Acquiring skills in working with others as a member of a team   |
| 26. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)                                 |

- 1 = No apparent progress  
 2 = Slight progress; I made small gains on this objective.  
 3 = Moderate progress; I made some gains on this objective.  
 4 = Substantial progress; I made large gains on this objective.  
 5 = Exceptional progress; I made outstanding gains on this objective.

- |     | 1                     | 2                     | 3                     | 4                     | 5                     |   |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 27. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) |
| 28. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Developing skill in expressing myself orally or in writing  |
| 29. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Learning how to find and use resources for answering questions or solving problems                                    |
| 30. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Developing a clearer understanding of, and commitment to, personal values   |
| 31. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view                        |
| 32. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Acquiring an interest in learning more by asking my own questions and seeking answers                                 |

**On the next three items, compare this course with others you have taken at this institution, using the following code:**

- 1 = Much Less than Most Courses  
 2 = Less than Most Courses  
 3 = About Average  
 4 = More than Most Courses  
 5 = Much More than Most Courses

- |     | 1                     | 2                     | 3                     | 4                     | 5                     |   |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 33. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Amount of reading                                 |
| 34. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Amount of work in other (non-reading) assignments |
| 35. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Difficulty of subject matter                      |

**Describe your attitudes and behavior in this course, using the following code:**

- 1 = Definitely False  
 2 = More False Than True  
 3 = In Between  
 4 = More True Than False  
 5 = Definitely True

- |     | 1                     | 2                     | 3                     | 4                     | 5                     |  |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 36. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I had a strong desire to take this course. |

37.      I worked harder on this course than on most courses I have taken.
38.      I really wanted to take a course from this instructor.
39.      I really wanted to take this course regardless of who taught it.
40.      As a result of taking this course, I have more positive feelings toward this field of study.
41.      Overall, I rate this instructor an excellent teacher.
42.      Overall, I rate this course as excellent.

For the following items, select the response option which best corresponds to your judgment:

- 1 = Definitely False  
 2 = More False Than True  
 3 = In Between  
 4 = More True Than False  
 5 = Definitely True

- |     | 1                     | 2                     | 3                     | 4                     | 5                     |   |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 43. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | As a rule, I put forth more effort than other students on academic work.  |
| 44. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The instructor used a variety of methods -not only tests- to evaluate student progress on course objectives.                                  |
| 45. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The instructor expected students to take their share of responsibility for learning.  |
| 46. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The instructor had high achievement standards in this class.  |
| 47. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning. |

#### Specific to Your Experience

Please indicate the extent to which you agree or disagree with each of the following questions.

- 1 = Strongly disagree  
 2 = Disagree  
 3 = Neither agree or disagree  
 4 = Agree  
 5 = Strongly agree

- |     | 1                     | 2                     | 3                     | 4                     | 5                     |  |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 48. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | In terms of students connecting or interacting, online or web-based courses are no different than traditional classes. |
| 49. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I was comfortable discussing my views or answering questions in this course--whether in class or online.               |
| 50. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I felt like part of a community while online.  |
| 51. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The technologies used in the class helped me learn the material.   |
| 52. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | A blended course is more challenging for me than a traditional one.  |
| 53. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I felt anonymous in this class; I am not sure the instructor knew who I was.   |
| 54. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I actively participated in discussions and activities--whether in class or online.                                     |

- 1 = Strongly disagree  
 2 = Disagree  
 3 = Neither agree or disagree  
 4 = Agree  
 5 = Strongly agree

- |     | 1                     | 2                     | 3                     | 4                     | 5                     |  |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| 55. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I am a good time manager; I get my work done on time.                  |
| 56. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The instructor made good use of our time online.                       |
| 57. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The instructor made good use of our time in class.                     |
| 58. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I expect to use the Internet and other technologies in all my classes. |
| 59. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | I came prepared for class--whether on campus or online.                |

60.      I preferred to review the archives rather than attending the online sessions live.
61.      A large course like this one is more challenging for me than one with fewer people.

62. What did you most enjoy AND most dislike about attending a class held in this 500-seat room?

63. What did you most enjoy AND most dislike about the online portion of this class?

64. Comments: Use the space provided in the text area below for your comments.