

Course-Instructor Survey - Basic Form + Discussion Supplement

The major objective of this survey is to aid in improving teaching effectiveness. Your responses provide valuable feedback to instructors, administrators, and other students. The results are used by administrators to make promotion and salary decisions, and responses to some of the items are also made available on the Web for students to use in selecting classes. Your responses to the questions are extremely important, so please respond honestly and fairly. Consider the semester as a whole and try not to focus on isolated incidents.

Instructions:

Please complete this form using a #2 pencil.
 Complete the course information in the box to the right.
 Make sure your marks are complete, as in the example.
 Make sure any erasures are complete.



Discussion Leader's Name: _____

Course Abbreviation and Number: _____

Course Unique Number: _____

Semester and Year: _____

Questions 1-6 use the same response scale.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

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|--------------------------|-------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="checkbox"/> | 1. The course was well organized. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 2. The instructor communicated information effectively. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 3. The instructor showed interest in the progress of students. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 4. The tests/assignments were usually graded and returned promptly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 5. The instructor made me feel free to ask questions, disagree, and express my ideas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 6. At this point in time, I feel that this course will be (or has already been) of value to me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

For questions 7-11, choose the appropriate response from those given for each question.

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|----------------------------------------------------------------------------|-------------------------------------------|--------------------------------------|------------------------------------|-----------------------------------|------------------------------------|
| <input type="checkbox"/> 7. Overall, this instructor was | <input type="radio"/> Very Unsatisfactory | <input type="radio"/> Unsatisfactory | <input type="radio"/> Satisfactory | <input type="radio"/> Very Good | <input type="radio"/> Excellent |
| <input type="checkbox"/> 8. Overall, this course was | <input type="radio"/> Very Unsatisfactory | <input type="radio"/> Unsatisfactory | <input type="radio"/> Satisfactory | <input type="radio"/> Very Good | <input type="radio"/> Excellent |
| <input type="checkbox"/> 9. In my opinion, the workload in this course was | <input type="radio"/> Excessive | <input type="radio"/> High | <input type="radio"/> Average | <input type="radio"/> Light | <input type="radio"/> Insufficient |
| <input type="checkbox"/> 10. My overall G.P.A. to date at UT is | <input type="radio"/> Less than 2.00 | <input type="radio"/> 2.00 - 2.49 | <input type="radio"/> 2.50 - 2.99 | <input type="radio"/> 3.00 - 3.49 | <input type="radio"/> 3.50 - 4.00 |
| <input type="checkbox"/> 11. My probable grade to date in this course is | <input type="radio"/> A | <input type="radio"/> B | <input type="radio"/> C | <input type="radio"/> D | <input type="radio"/> F |

Questions 12-26 use the same response scale.

Strongly Disagree **Disagree** **Neutral** **Agree** **Strongly Agree**

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|--------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="checkbox"/> | 12. The discussion sessions were relevant to and supplemented the lecture part of the course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 13. The discussion sessions were interesting to me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 14. The discussion sessions were helpful to me in understanding the lecture content. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 15. There was enough time devoted to discussing the lecture content in the discussion sessions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 16. The discussion sessions helped clarify the readings and lectures. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 17. The discussion leader carried out the objectives of the discussion sessions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 18. The discussion leader was usually able to handle effectively the problems and questions that arose in the discussion sessions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 19. The discussion leader raised challenging questions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 20. The discussion leader guided the discussion rather than lectured. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 21. The discussion leader spoke as much as he/she should have in the discussion sessions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 22. The discussion leader was helpful to me when I talked with him/her outside of class. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 23. The discussion leader was able to encourage broad student participation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 24. The discussion leader demonstrated the ability to conduct discussions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 25. The discussion leader provided the right amount of structure and guidance. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| <input type="checkbox"/> | 26. Tests and papers were adequately discussed in discussion section. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

