

**FEP  
APPENDIX D:**

**Questionnaire Information**

In completing the FEP requirement to assess the responses of students (or other service area recipients for non-teaching faculty), a faculty member may select from the following options:

1. an existing student questionnaire already being utilized at the college or district

**-- or --**

2. to either customize a questionnaire by utilizing the suggested questions from those listed in Appendix D or select another appropriate instrument they are aware of which is not presently being used by the college/district.

If a faculty member chooses to design a questionnaire, he/she should select sufficient questions to cover the full range of their professional roles.

The types of questions listed in Appendix D are “closed-ended” questions and are designed to elicit specific information by having respondents rate the items as follows:

- A = Excellent
- B = Above Average
- C = Average
- D = Needs Improvement
- E = Poor
- N/A Item does not apply

In addition, faculty may also develop “open-ended” questions of their own design to allow respondents to write their replies in sentences.

Faculty should utilize proctors (from among respondents) to administer the questionnaire and should not be present while it is being conducted.

Proctors will seal the questionnaires and answer sheets in envelopes and deliver them directly to the department/division secretary for processing.

To protect the anonymity of respondents, original answer sheets and item analysis data will be delivered to the faculty member, after final grades are submitted.

## Item Categories

- |  |   |
|--|---|
| A. Contributions by Instructor/Teaching Assistants<br>(in lecture, laboratory, discussion) | N. Out of class   |
| B. Attitude toward students  | O. Examinations   |
| C. Student Outcomes  | P. Visual Aids  |
| D. Relevance of course   | Q. Grading  |
| E. Use of class time   | R. Assignments (homework,<br>reading, written, textbook,<br>laboratory, etc.) |
| F. Organization and preparation  | S. Laboratory and discussion  |
| G. Clarity of presentation   | T. Clinical   |
| H. Instructor characteristics  | U. Student-instructor interaction   |
| I. Interest of presentation  | V. Seminars   |
| J. Expectations and objectives   | W. Team teaching  |
| K. Behavioral indications of course attitude   | X. Field trips  |
| L. General attitude toward instructor  | Chapter References  |
| M. Speed and depth of coverage   |   |

### **A. Contributions by the Instructor and Teaching Assistants (in the lecture, laboratory, discussion)**

1. The *instructor used* case studies (or illustrations) to clarify concepts.
2. The *instructor's lectures* broadened my knowledge of the area beyond the information presented in the readings.
3. The *instructor* demonstrated how the course was related to practical situations.
4. The *instructor* demonstrated that the course material was worthwhile.
5. The *instructor* related the course material to my previous learning experiences.
6. The *instructor* incorporated current material into the course.
7. The *instructor's made* me aware of the current problems in this field.
8. The *instructor's use* of examples helped to get points across in class.
9. The *instructor's use* of personal experiences helped to get points across in class.
10. The *instructor* clarified complex sections of the text.
11. The *instructor* adapted the course to a reasonable level of comprehension.
12. The *instructor* exposed students to diverse approaches to problem solutions.
13. The *instructor accepted* other viewpoints that could possibly be valid.
14. The *instructor provided* information that supplemented assigned material.
15. The *instructor provided* essential material that was not in the text.

16. The *instructor used* his/her knowledge of other fields to help my understanding of the field being studied.
17. The *instructor's explanations* were clear.
18. The *instructor* encouraged independent thought.
19. The *instructor's methods* of evaluating me were fair.
20. The *instructor* guided the preparation of student reports.
21. The *instructor* stressed important points in lectures.
22. The *instructor* taught near the class level.
23. The *instructor provided* opportunities for self-directed learning.
24. The *instructor* did NOT appear receptive to new ideas.
25. The *instructor* did NOT provide a sufficient variety of topics.
26. The *instructor* required that students employ concepts to demonstrate comprehension.
27. The *instructor* provided discussion material that supplemented lecture content.
28. The *instructor* did NOT provide for students' self-evaluation of their learning.
29. The *instructor* was an excellent resource person.
30. The *instructor's evaluation* of students' performances was constructive.
31. The instructor did NOT invite questions.
32. The *instructor* presented contrasting points of view.
33. The *instructor* related topics to other areas of knowledge.
34. The *instructor* did NOT combine theory and practical application.
35. The *instructor did* NOT encourage discussion of a topic.
36. The *instructor* answered all questions to the best of his/her ability.
37. The *instructor carefully* answered questions raised by students.
38. The *instructor stimulated* class discussion.
39. The *instructor* did NOT cover the reading assignments in sufficient depth in class.
40. The *instructor* was too involved with lecturing to be aware of the class.
41. The *instructor* provided very helpful critiques of student papers.
42. The *instructor* adequately prepared me for the material covered in his/her section.
43. The *instructor clarified* lecture material.
44. The *instructor* provided adequate individual remedial attention.
45. The *instructor* stressed important points in discussion.
46. The *instructor overemphasized* minor points.

47. The *instructor* showed mastery of the subject matter.
48. The *instructor* gave me a great deal which I would not get by independent study.
49. The *instructor's* lack of facility with the English language was a hindrance to the communication of ideas.
50. The *instructor* seems to keep current with developments in the field.
51. The *instructor's* teaching methods are effective.
52. The *instructor* uses novel teaching methods to help students learn.
53. The *instructor* uses teaching methods to help students learn.
54. The *instructor* allows students to proceed at their own pace.
55. The *instructor provides* extra discussion sessions for interested students.
56. The *instructor adequately* helped me prepare for exams.
57. The *instructor* is careful and precise when answering questions.
58. The *instructor* is available during office hours.
59. The *instructor's quizzes* stress important points.
60. The *instructor* helps me apply theory for solving homework problems.
61. The *instructor* demonstrated formal knowledge of the topic.
62. The *instructor* accepts suggestions from students.
63. The *instructor* shows enthusiasm when teaching.
64. The *instructor* offers specific suggestions for improving my weaknesses.
65. The *instructor* returns assignments quickly enough to benefit me.

## B. Attitude toward Students

66. The *instructor* was receptive to the expression of student's views.
67. The *instructor* was concerned with whether or not the students learned the material.
68. The *instructor* intimidated the students.
69. The *instructor* embarrassed the students.
70. The *instructor* developed a good rapport with me.
71. A warm atmosphere was maintained in this class.
72. The *instructor* recognized individual differences in students' abilities.
73. The *instructor* seemed to dislike students.
74. The *instructor* often made me feel as if I were wasting his/her time.
75. The *instructor* treated students as inferiors.
76. The *instructor* seemed genuinely interested in me as a person.
77. The *instructor* maintained an atmosphere of good feeling in the class.
78. The *instructor* treated students with respect.
79. Students in this course were free to disagree.
80. The *instructor* could be relied upon for support in stressful situations.
81. The *instructor* criticized students in the presence of others.
82. The *instructor* promoted a feeling of self-worth in students.
83. Students were encouraged to express their own opinions.
84. The *instructor* helped students to feel free to ask questions.
85. The *instructor* was skillful in observing student reactions.
86. The *instructor* was permissive.
87. The *instructor* was friendly.
88. The *instructor* gave individual attention to students in this course.
89. The *instructor* demonstrated sensitivity to students' needs.
90. The *instructor* was aloof rather than sociable.
91. The *instructor* was flexible in dealing with students.
92. The *instructor* encourages students to talk about their problems.
93. The *instructor* meets informally with students out of class.
94. The *instructor* stimulates my thinking.
95. The *instructor* deals fairly and impartially with students.
96. The *instructor* makes me feel I am an important member of this class.
97. The *instructor* relates to students as individuals.
98. The *instructor* tells students when they have done particularly well.

99. The *instructor* motivates me to do my best work.
100. The *instructor* provided me with an effective range of challenges.
101. The *instructor* stimulates intellectual curiosity.
102. The *instructor* offers specific suggestions for improving my weaknesses.
103. The *instructor* helps me realize my full ability.
104. The *instructor* provides me with incentives for learning.
105. The *instructor* rewards success.

### **C. Student Outcomes**

106. I now feel able to communicate course material to others.
107. This course has increased my capacity for analytic thinking.
108. This course was helpful in developing new skills.
109. I learned more in this course than in similar courses.
110. I understood the material presented in this course.
111. This course challenged me intellectually.
112. I have become more competent in this area because of this course.
113. My opinions about some of the course topics changed because of taking this course.
114. I learned more in this course than I expected to learn.
115. Some of the ideas discussed really made me think.
116. I am a better person because of taking this course.
117. The course helped me to become a more critical thinker.
118. The course helped me become a more creative thinker.
119. The course was intellectually exciting.
120. I learned a great deal of factual material in this course.
121. I developed the ability to communicate clearly about the subject.
122. I developed creative ability in this field.
123. I developed the ability to solve real problems in this field.
124. I learned how to identify formal characteristics of works of art.
125. I learned how to identify main points and central issues in this field.
126. I developed the ability to carry out original research in this field.
127. I developed an ability to evaluate new work in this field.
128. I was stimulated to discuss related topics outside of class.
129. I participated actively in class discussion.
130. I developed leadership skills in this class.

131. I developed greater awareness of societal problems.
132. I became interested in community projects related to the course.
133. I learned to value new viewpoints.
134. I gained a better understanding of myself through this course.
135. I gained an understanding of some of my personal problems.
136. I developed a greater sense of personal responsibility.
137. I increased my awareness of my own interests.
138. I increased my awareness of my own talents.
139. I feel that I performed up to my potential.
140. I read independently beyond the required readings in this course.
141. The course significantly changed my outlook on personal issues.
142. I felt free to ask for extra help from the instructor.

**D. Relevance of Course**

143. This course material will be useful in future courses.
144. The course provided me with a general background in the area.
145. The course material was of personal interest to me aside from its professional application.
146. I have learned the basic concepts from this course which I will be able to relate to other situations.
147. This course has stimulated me to take additional courses in this field.
148. The material covered in this course will be directly relevant to my future occupation.
149. The course gave me skills that will be directly applicable to my career.
150. The concepts in this course were pertinent to my major field.
151. The course was valuable only to majors in this field.
152. This course should be required for a major in this area.
153. The course was related to my personal goals.
154. The course did NOT prepare me to reach my personal goals.
155. The course had NO relevance outside of a grade and credit hours.
156. I was interested in the subject before I took this course.
157. The course stimulated me to read further in the area.
158. The course content was valuable.
159. I gained an excellent understanding of concepts in this field.
160. I learned to apply principles from this course to other situations.

161. I deepened my interest in the subject matter of this course
162. I developed enthusiasm about the course material.
163. I developed skills needed by professionals in this field.
164. I learned about career opportunities.
165. I developed a clearer sense of professional identity.
166. I would take this course if it were not required.
167. This course has changed my behavior (instructor should specify a behavior here).
168. The class demonstrations were effective in helping me learn.
169. The course content was up-to-date.
170. The catalog description of this course gave an accurate description of its content.
171. The course content included information from related fields.

**E. Use of Class Time**

172. The *instructor* should do more to restrain students who monopolize class time.
173. I participated more in class discussions in this course than in similar courses.
174. The *instructor* should spend less time in class discussions.
175. The *instructor* should encourage students to participate more actively in class discussions.
176. The class discussions broadened by knowledge of the area beyond what I learned from the readings.
177. More opportunity should be allowed for answering questions in class.
178. Students had an opportunity to ask questions.
179. The amount of time allotted for this class should be reduced.
180. The *instructor* used student questions as a source of discovering points of confusion.
181. The *instructor* overemphasized minor points.
182. The *instructor* was NOT willing to deviate from his/her course plans to meet the needs of the students.
183. Regular class attendance was necessary for understanding course material.
184. The *instructor* used class time well.
185. The *instructor* provided time for discussion.
186. The *instructor* encourages students to ask questions.
187. The *instructor* encourages class participation.
188. The *instructor* encourages contributions concerning the conduct of this class.

189. The *instructor* makes me feel free to ask questions.

#### **F. Organization and Preparation**

190. The *instructor* followed his/her stated course outline.
191. The *instructor's* class presentation was designed for easy note-taking.
192. The *instructor* presented material in a clear manner.
193. The course was well organized.
194. The course material appeared to be presented in logical content units.
195. There was continuity from one class to the next.
196. The *instructor* presented a systematic approach to the course material.
197. *Instructor* presentations were well organized.
198. Course concepts were related in a systematic manner.
199. The *instructor* was well prepared for each class.
200. The *instructor* was well prepared for lectures.
201. The *instructor* rarely digressed too far from the subject matter of the course.
202. The *instructor* rarely digressed from a given topic to the detriment of the course.
203. Lectures often seemed disjointed and fragmented.
204. Class discussions were well organized.
205. The *instructor* was prepared for topics brought up during impromptu class discussions.
206. The *instructor* provided a good mixture of lecture and discussion.
207. The *instructor* wrote legibly on the blackboard, papers, etc.

#### **G. Clarity of Presentation**

208. The *instructor's* voice was audible.
209. The *instructor's* voice was understandable.
210. The *instructor's* vocabulary made understanding of the material difficult.
211. At times it was difficult to hear what the instructor was saying.
212. The *instructor* expressed ideas clearly.
213. The *instructor* could communicate his/her subject matter to the students.
214. The *instructor* should define the words he/she uses.
215. The *instructor's* tendency to stammer or stutter was annoying.
216. The *instructor* often mumbled.
217. The *instructor* often talked with his/her back to the students.

- 218. The *instructor* recognizes when some students fail to comprehend course material.
- 219. The *instructor* emphasizes conceptual understanding of course material.
- 220. The *instructor* lectures at a pace suitable for students' comprehension.

#### **H. Instructor Characteristics**

- 221. The *instructor* should improve his/her personal appearance.
- 222. The *instructor* flustered easily.
- 223. The *instructor* seemed to be interested in teaching.
- 224. The *instructor* was enthusiastic when presenting course material.
- 225. The *instructor* was relaxed in front of class.
- 226. At times, the *instructor* displayed only a shallow knowledge of course materials.
- 227. The *instructor* seemed genuinely interested in what he/she was teaching.
- 228. At times the *instructor* seemed tense.
- 229. The *instructor* exhibited self-confidence.
- 230. The *instructor* displayed a know-it-all attitude.
- 231. The *instructor* was too cynical or sarcastic.
- 232. The *instructor* often appeared too arrogant.
- 233. The *instructor* was very entertaining.
- 234. The *instructor's* jokes sometimes interfered with learning.
- 235. The *instructor* demonstrated role model qualities that were of use to me.
- 236. The *instructor* demonstrated an appropriate sense of humor.
- 237. The *instructor* seemed to enjoy teaching.
- 238. The *instructor* was confused by unexpected questions.
- 239. The *instructor* encouraged constructive criticism.
- 240. The *instructor* has an interesting style of presentation.
- 241. When lecturing, the *instructor* holds the attention of class.
- 242. The *instructor* senses when students are bored.
- 243. The *instructor* is a dynamic and energetic person.
- 244. The *instructor* seems to have a well rounded education.
- 245. The *instructor* appears to grasp quickly what a student is saying.
- 246. The *instructor* knows about developments in other fields.
- 247. The *instructor* shows enthusiasm when teaching.
- 248. The *instructor* exhibited distracting mannerisms.
- 249. The *instructor's* accent prevented me from understanding what was being said.

## **I. Interest of Presentation**

- 250. The *instructor* should reduce the monotony of his/her speech.
- 251. The *instructor* made the subject matter interesting.
- 252. The *instructor* was boring.
- 253. The *instructor's* presentations were thought-provoking.
- 254. The *instructor's* classroom sessions stimulated my interest in the subject.
- 255. It was easy to remain attentive in class.
- 256. The *instructor* was quite interesting.
- 257. Remaining attentive in class was often quite difficult.
- 258. The course was quite interesting.
- 259. The *instructor* was an effective speaker.
- 260. The class presentations were too formal.

## **J. Expectations and Objectives**

- 261. The course assignments were clearly specified.
- 262. I was informed of the direction the course was to take.
- 263. The objectives of the course were well explained.
- 264. The objectives of this course should be modified.
- 265. The content of this course was appropriate to the aims and objectives of the course.
- 266. Student responsibilities in this course were defined.
- 267. The *instructor* should rewrite the description of the course in the catalog.
- 268. It was not clear why I was being taught some things.
- 269. The *instructor's* expectations were NOT clearly defined.
- 270. The *instructor* informed students of their progress.
- 271. The *instructor* defined realistic objectives for the students.
- 272. I have made careful preparations for this course.
- 273. I really had to think about some of the ideas discussed.
- 274. Objectives were stated for each unit in the course.
- 275. The course objectives were clear.
- 276. I understood what was expected of me in this course.
- 277. The course objectives allowed me to know when I was making progress.
- 278. In general, too little work was required in this class.
- 279. In general, too much work was required in this class.
- 280. I have made careful preparations for this course.

281. I really had to think about some of the ideas discussed.

**K. Behavioral Indications of Course Attitude**

282. The time spent in this course was worthwhile.

283. My attendance in this course was better than for most other courses.

284. I usually delayed studying for this course as long as possible.

285. I spent more time than usual complaining about his course to others.

286. I would take this course again even if it were not required.

287. I would recommend this course to a fellow student.

288. I looked forward to this class.

289. I cut this class more frequently than I cut other classes.

290. This was a good course.

291. Students frequently than I cut other classes.

292. One real strength of this course was the classroom discussion.

293. I had a strong desire to take this course.

294. I enjoyed going to class.

295. In this course I used my study time effectively.

296. I spent more time studying for this course than for other courses with the same amount of credit.

**L. General Attitude toward Instructor**

297. I would rather NOT take another course from this *instructor*.

298. In comparison to all the other *instructors* I have had, he/she was one of the best.

299. I would recommend this *instructor* to a fellow student.

300. I would avoid courses taught by this *instructor*.

301. The *instructor* was excellent.

302. The *instructor* was inadequate.

**M. Speed and Depth of Coverage**

303. Too much material was covered in this course.

304. Prerequisites in addition to those stated in the catalog are necessary for understanding the material in this course.

305. Within the time limitations, the *instructor* covered the course content in sufficient depth.

306. For the time allotted, topic coverage was exhaustive enough.
307. The course material was presented at a satisfactory level of difficulty.
308. The *instructor* attempted to cover too much material.
309. The *instructor* presented the material too readily.
310. The *instructor* should present the material more slowly.
311. The *instructor* moved to new topics before students understood the previous topic.
312. The course seemed to drag at times.
313. The course was too easy for me.
314. The course was too difficult for me.
315. The amount of material covered in the course was reasonable.
316. The *instructor* used appropriate amounts of information to teach new concepts.

#### **N. Out of Class**

317. Assistance from the *instructor* outside of class was readily available.
318. Talking to the *instructor* in his/her office was helpful.
319. I was able to get personal help in this course if I needed it.
320. The office hours were scheduled at times that were convenient for me to attend.
321. The *instructor* was readily available for consultation with students.
322. The *instructor* encouraged out-of-class consultations.
323. The *instructor* made it clear that he/she did not want to be bothered by students at times other than when the class met.

#### **O. Examinations**

324. The types of test questions used were good.
325. The *instructor* should give more examinations.
326. Emphasis on memorizing for examinations should be reduced.
327. The *instructor* should cover the course material more adequately in the examinations.
328. The exams were worded clearly.
329. Examinations were given often enough to give the *instructor* a comprehensive picture of my understanding of the course material.
330. The exams covered the reading assignments well.
331. The exams concentrated on factual material.
332. The exams concentrated on reasoning ability.
333. The exams concentrated on important aspects of the course.
334. The exams and quizzes were given too frequently.

335. The exams were fair.
336. The *instructor* took reasonable precautions to prevent cheating.
337. Course objectives were reflected in the exams.
338. Exams adequately covered the text material.
339. Exams were mainly comprised of material presented in class.
340. The answers to exam questions were adequately explained after the exam was given.
341. Enough time was provided to complete the examinations.
342. Too much emphasis was placed on the final exam.
343. Examinations were not too difficult.
344. The exams did not challenge me enough.
345. The *instructor* should use essay examinations rather than multiple-choice.
346. The *instructor* should use multiple-choice rather than essay.
347. Examinations should contain a better mixture of multiple-choice and essay questions.
348. The exams covered the lecture material well.
349. The exams were creative.
350. The exams required original thought.
351. The exams were too long.
352. The exams were returned promptly.
353. The exams were graded carefully.
354. The exams were graded fairly.
355. The exams were used to improve instruction as well as to assign grades.
356. The exams were used to help students find their strengths and weaknesses.
357. The exams were of instructional value.
358. The exams stressed the important points of the lectures.
359. The exams required conceptual understanding of the material in order to be able to get a high score.
360. Feedback on the exams indicated my relative standing within the class.
361. Exams emphasized understanding rather than memorization.

**P. Visual Aids**

362. The *instructor* should use more audiovisual aids (charts, movies, models, etc.)
363. The audiovisual aids were a valuable part of this course.
364. The audiovisual aids confused me more than they aided my learning.
365. Some of the audiovisual aids did not seem relevant.

- 366. Audiovisual aids were used too much in this class.
- 367. Audiovisual aids used in this course were stimulating.
- 368. The audiovisual aids generally contained material different from the *instructor's* material.
- 369. The *instructor* generally used the audiovisual aids effectively.
- 370. The audiovisual aids presented material or situations which could not normally be seen in real life.
- 371. The audiovisual aids were generally effective.
- 372. Certain ideas were presented effectively through the use of audiovisual aids than otherwise could have been presented.
- 373. The audiovisual aids (charts, movies, slides, etc.) used were effective in helping me learn.

**Q. Grading**

- 374. Relative to other courses, the grading in this course was harder.
- 375. I expected to get a higher grade in this course than I received.
- 376. My field work was given appropriate weight in the formulation of the final grade.
- 377. My grades accurately reflected my performance in the course.
- 378. I knew my relative standing in the course.
- 379. The *instructor* adequately explained the grading system.
- 380. The *instructor* adequately assessed how well students mastered the material.
- 381. The procedure for grading was fair.
- 382. I do not feel that my grades reflected how much I have learned.
- 383. The method of assigning grades seemed very arbitrary.
- 384. It was easy to get a realistic definition of good performance.
- 386. My papers had adequate comments on them.
- 387. The grades reflected an accurate assessment of my knowledge.
- 388. The exam accurately reflected my performance on the tests.

**R. Assignments (homework, reading, written, textbook, laboratory, etc.)**

- 389. The assignments were challenging.
- 390. The nontext assignments were helpful in acquiring a better understanding of course materials.
- 391. I found the coverage of topics in the assigned readings too difficult.
- 392. The course required a reasonable amount of outside reading.

393. The *instructor* should have required more outside reading.
394. The text used in this course was helpful.
395. The *instructor* helped the students avoid duplication of content in selecting topics.
396. The *instructor* supplemented student summaries with additional material when necessary.
397. The amount of work was appropriate for the credit received.
398. The textbook was easy to understand.
399. The textbook presented various sides of issues.
400. The \_\_\_\_\_ assignments were relevant to what was presented in class.
401. The \_\_\_\_\_ assignments provided background for the lectures.
402. The \_\_\_\_\_ assignments were too time consuming relative to their contribution to my understanding of the course material.
403. The \_\_\_\_\_ assignments were interesting.
404. The \_\_\_\_\_ assignments appeared to be chosen carefully.
405. The \_\_\_\_\_ assignments were stimulating.
406. The \_\_\_\_\_ assignments made students think.
407. More \_\_\_\_\_ should have been assigned.
408. There was too much \_\_\_\_\_ required for this course.
409. Directions for \_\_\_\_\_ assignments were clear.
410. Directions for \_\_\_\_\_ assignments were specific.
411. \_\_\_\_\_ assignments were helpful in understanding the course.
412. \_\_\_\_\_ assignments covered both sides of issues.
413. \_\_\_\_\_ assignments required a reasonable amount of effort.
414. \_\_\_\_\_ assignments were graded fairly.
415. \_\_\_\_\_ assignments were returned promptly.
416. The *instructor* did not cover reading assignments in sufficient depth in class.
417. The *instructor* should have given additional sources where supplementary information might be found.
418. The course assignments required too much time.
419. The assignments were related to the goals of the course.
420. The assignments were of definite instructional value.
421. Homework assignments were given too frequently.
422. The assigned readings were well integrated into the course.

## S. Laboratory and Discussion

423. I found the laboratory/discussion section interesting.
424. The laboratory/discussion *instructor* adequately prepared me for the material covered in his/her section.
425. The laboratory/discussion *instructor* clarified lecture material.
426. The laboratory/discussion *instructor* carried on meaningful dialogue with the students.
427. The laboratory/discussion *instructor* provided adequate individual remedial attention.
428. The laboratory/discussion *instructor* knew my name.
429. The laboratory/discussion *instructor* discovered my trouble areas.
430. The laboratory/discussion *instructor* helped me find supplemental references.
431. The laboratory/discussion *instructor* was available during office hours.
432. The questions on the laboratory/discussion quizzes were a good sample of what I was expected to know.
433. The laboratory increased my competence in manipulating laboratory materials.
434. The laboratory equipment was, on most occasions, effectively set up.
435. The laboratory/discussion *instructor* presented materials supplemental to the lecture material.
436. The laboratory/discussion *instructor* has the potential for being a competent teacher.
437. The laboratory/discussion *instructor* graded my papers (exams, homework, etc.) fairly.
438. The laboratory/discussion *instructor* extended the coverage of topics presented in lecture.
439. The laboratory/discussion section appeared well integrated with the lecture.
440. My laboratory/discussion work was beneficial in terms of the goals of this course.
441. My laboratory/discussion work was beneficial in terms of my personal goals.
442. My laboratory/discussion work was given appropriate weight in the formulation of final grades.
443. The use of laboratory equipment was satisfactorily explained.
444. The laboratory/discussion section was a valuable part of this course.
445. The laboratory/discussion section was a great help in learning.
446. There was ample opportunity to ask questions I the laboratory/discussion section.

447. The laboratory/discussion section clarified lecture material.
448. Students received individual attention in the laboratory/discussion section.
449. The *instructor* gave every student a chance to practice.
450. The laboratories covered too much material to be absorbed in only one period.
451. The material in the laboratories was too easy.
452. I generally found the laboratory (recitations, clinical) sessions valuable.
453. The laboratory (recitations, clinical) instructor related lecture material to real life situations.
454. The laboratory/discussion *instructor* explained experiments and/or assignments.
455. The laboratory/discussion *instructor* adequately helps me prepare for examinations.
456. The laboratory/discussion *instructor* is precise when answering questions.
457. The laboratory/discussion *instructor* deals fairly with students.
458. The laboratory/discussion *instructor* is available through the lab/discussion period.
459. The laboratory/discussion *instructor's* quizzes stress important points.
460. The laboratory/discussion *instructor* helps me apply theory for solving problems.
461. The laboratory/discussion *instructor* demonstrates formal knowledge of the topic.
462. The laboratory/discussion *instructor* makes me feel I am an important member of the class.
463. The laboratory/discussion *instructor* accepts criticism from students well.
464. The laboratory/discussion *instructor* accepts suggestions from students well.
465. The laboratory/discussion *instructor* shows enthusiasm when teaching.
466. The laboratory/discussion *instructor* offers specific suggestions for improving my weakness.
467. The laboratory/discussion *instructor* evaluates my work quickly enough to benefit me.
468. The laboratory/discussion *instructor* plans the lab/discussion time effectively.
469. The laboratory/discussion *instructor* thoroughly understands the experiments and assignments.
470. The course would be improved by adding a laboratory/discussion section.
471. The lab had adequate facilities.
472. There was opportunity to do imaginative work in the labs.
473. Generally, the equipment used in the lab was adequate and reliable.
474. Most of the lab work was simply routine.
475. The course should require more time in the lab.

## **T. Clinical**

- 476. The teaching is done in clinical settings increased my learning.
- 477. The *instructor* provided relevant clinical experiences.
- 478. The *instructor* was NOT helpful when students had questions concerning patient care.
- 479. The *instructor's* questions in clinical discussions were thought-provoking.
- 480. The *instructor* observed students' techniques of interviewing.
- 481. The *instructor* observed students' techniques of physical examination.

## **U. Student-Instructor Interaction**

- 482. Questions were answered satisfactorily by the *instructor*.
- 483. The *instructor* had a tight rein on the conduct of the class.
- 484. I participated more in class discussion in this course than in similar courses.
- 485. I had an opportunity to participate in discussions with the *instructor*.
- 486. I was hesitant to ask questions in this course.
- 487. The *instructor* knew the names of the students.

## **V. Seminars**

- 488. The seminar approach was effectively implemented in the course.
- 489. The seminar method met my needs.
- 490. The seminar provided me with diverse insights into the course materials.
- 491. The seminar leader effectively included everyone's views into the discussion.
- 492. The seminar allowed me to learn from other students.

## **W. Team Teaching**

- 493. The team teaching method provided me with a valuable learning experience.
- 494. Instruction was well coordinated among the team members.
- 495. The team teaching approach was effectively implemented in this course.
- 496. The team teaching approach met my needs.
- 497. Team teaching provided me with diverse insights into course materials.
- 498. Team teaching provided insights that a single instructor could not.

## **X. Field Trips**

- 499. The field trips were of instructional value.
- 500. The field trips were well planned.
- 501. The course should include a field trip.
- 502. The field trips fit in with the course objectives.
- 503. The timing of the field trips was well planned relative to the progress of the course.
- 504. The field trips offered insights that the lectures and/or readings could not provide.

## **Reference**

- Aleamoni, L.M. & Carynnk, D.B. (1977). *Optional Item Catalog (Revised)*. (Information Memorandum No. 6) Tucson, Arizona: University of Arizona, Office of Instructional Research and Development.
- Arreola, R.A. Developing a comprehensive faculty evaluation system. Memphis: Center for Educational Development and Assessment.