



Fill in bubbles darkly and completely.  
Erase errors cleanly.

Instructor \_\_\_\_\_ Course \_\_\_\_\_ Section \_\_\_\_\_ Date \_\_\_\_\_

Completion of this questionnaire is voluntary. You are free to leave some or all questions unanswered.

|                                                                          | Excel-<br>lent        | Very<br>Good          | Good                  | Fair                  | Poor                  | Very<br>Poor          |
|--------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. The quiz section as a whole was:                                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. The content of the quiz section was:                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. The quiz section instructor's (QSI's) contribution to the course was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. The QSI's effectiveness in teaching the subject matter was:           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Explanations by the QSI were:                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. QSI's use of examples and illustrations was:                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Quality of questions or problems raised by QSI was:                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. QSI's enthusiasm was:                                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. Student confidence in QSI's knowledge was:                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Encouragement given students to express themselves was:              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. Answers to student questions were:                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. Interest level of quiz sections was:                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. QSI's openness to student views was:                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. QSI's ability to deal with student difficulties was:                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Availability of extra help when needed was:                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Use of quiz section time was:                                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. QSI's interest in whether students learned was:                      | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 18. Amount you learned in the quiz sections was:                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. Relevance and usefulness of quiz section content were:               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Coordination between lectures and quiz sections was:                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Reasonableness of assigned work for quiz sections was:               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Clarity of student responsibilities and requirements was:            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

**Relative to other college courses you have taken:**

|                                                                                       | Much<br>Higher        | Average               | Much<br>Lower         |
|---------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|
| 23. Do you expect your grade in this course to be:                                    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 24. The intellectual challenge presented was:                                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 25. The amount of effort you put into this course was:                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 26. The amount of effort to succeed in this course was:                               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 27. Your involvement in this course (doing assignments, attending classes, etc.) was: | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

|                                                                                                                                                                                        |                               |                               |                               |                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------|-------------------------------|----------------------------------|
| 28. On average, how many hours per week have you spent on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work? | <input type="radio"/> Under 2 | <input type="radio"/> 6 - 7   | <input type="radio"/> 12 - 13 | <input type="radio"/> 18 - 19    |
|                                                                                                                                                                                        | <input type="radio"/> 2 - 3   | <input type="radio"/> 8 - 9   | <input type="radio"/> 14 - 15 | <input type="radio"/> 20 - 21    |
|                                                                                                                                                                                        | <input type="radio"/> 4 - 5   | <input type="radio"/> 10 - 11 | <input type="radio"/> 16 - 17 | <input type="radio"/> 22 or more |

|                                                                                                             |                               |                               |                               |                                  |
|-------------------------------------------------------------------------------------------------------------|-------------------------------|-------------------------------|-------------------------------|----------------------------------|
| 29. From the total average hours above, how many do you consider were valuable in advancing your education? | <input type="radio"/> Under 2 | <input type="radio"/> 6 - 7   | <input type="radio"/> 12 - 13 | <input type="radio"/> 18 - 19    |
|                                                                                                             | <input type="radio"/> 2 - 3   | <input type="radio"/> 8 - 9   | <input type="radio"/> 14 - 15 | <input type="radio"/> 20 - 21    |
|                                                                                                             | <input type="radio"/> 4 - 5   | <input type="radio"/> 10 - 11 | <input type="radio"/> 16 - 17 | <input type="radio"/> 22 or more |

|                                              |                                    |                                    |                                    |                                    |                                 |
|----------------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|---------------------------------|
| 30. What grade do you expect in this course? | <input type="radio"/> A (3.9-4.0)  | <input type="radio"/> B (2.9-3.1)  | <input type="radio"/> C (1.9-2.1)  | <input type="radio"/> D (0.9-1.1)  | <input type="radio"/> Pass      |
|                                              | <input type="radio"/> A- (3.5-3.8) | <input type="radio"/> B- (2.5-2.8) | <input type="radio"/> C- (1.5-1.8) | <input type="radio"/> D- (0.7-0.8) | <input type="radio"/> Credit    |
|                                              | <input type="radio"/> B+ (3.2-3.4) | <input type="radio"/> C+ (2.2-2.4) | <input type="radio"/> D+ (1.2-1.4) | <input type="radio"/> E (0.0)      | <input type="radio"/> No Credit |

|                                                                                  |                                      |                                                   |                                    |
|----------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------|------------------------------------|
| 31. In regard to your academic program, is this course <u>best</u> described as: | <input type="radio"/> In your major? | <input type="radio"/> A distribution requirement? | <input type="radio"/> An elective? |
|                                                                                  | <input type="radio"/> In your minor? | <input type="radio"/> A program requirement?      | <input type="radio"/> Other?       |

