



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- lent	Very Good	Good	Fair	Poor	Very Poor
1. The distance learning course as a whole was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor'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 effectiveness of the distance learning format was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The helpfulness of the distance learning staff overall was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Student confidence in instructor's knowledge was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Timeliness of instructor response to assignments was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Quality/helpfulness of instructor feedback was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Tailoring of instruction to varying student skill levels was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Clarity of course objectives was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The organization of the study guide was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Content of the study guide was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Relevance of textbook for self-study was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Usefulness of reading assignments in understanding course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Usefulness of written assignments in understanding course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Usefulness of video media in understanding course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Usefulness of computer (on-line) resources in understanding content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Usefulness of audio media in understanding course content was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Relevance and usefulness of course content were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Evaluative and grading techniques (test, papers, projects, etc.) were:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Reasonableness of assigned work 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 Higher		Average			Much Lower	
23. Do you expect your grade in this course to be:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. The intellectual challenge presented was:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<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?

