



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 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 section 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"/>
24. The intellectual challenge presented was:	<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"/>
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"/>
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"/>

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?

