

QUESTION		ASPECT	ITEM	
COURSE STRUCTURE DO MY STUDENTS KNOW WHAT TO EXPECT?	1	RELIABILITY	The instructor followed the course syllabus, or clearly explained any changes.	✓
	2	ORGANIZATION	The course is organized such that it is easy to understand how topics, assignments, and activities fit together.	✓
	3	ALIGNMENT	The graded assessments (exams, papers, projects, etc.) directly reflect course topics and assignments (lectures, readings, exercises, etc.)	✓
STUDENT ENGAGEMENT: ARE MY STUDENTS ENCOURAGED TO BE ENGAGED?	4	INCLUSION	I felt welcome in this class.	✓
	5	ACTIVE LEARNING	I had opportunities to be actively engaged in this class (such as interactive lectures, exercises, discussions, group work, peer review, hands-on experiences, collaborative projects, or other interactive activities).	✓
STUDENT SUPPORT: DO MY STUDENTS HAVE THE SUPPORT THEY NEED TO SUCCEED?	6	ASSESSMENT CRITERIA	I received guidance on how to do well on graded assessments (such as course grading criteria, study guides, rubrics, etc.).	
	7	COMMUNICATION	There are multiple, open channels for communication (such as office hours, email, before/after class, or discussion forums) where students can ask questions and seek help.	
	8	FEEDBACK	I received regular feedback about how to best meet my instructor's expectations (e.g., through comments, exam reviews, informal feedback inside/outside of class).	✓
LEVEL OF RIGOR HOW CHALLENGING AND TIME INTENSIVE IS MY CLASS?	9	CHALLENGE	How would you rate the level of challenge in this course (e.g., topics or materials, assignments, activities, etc.)? -- Much too difficult -- A bit too difficult -- About right -- A bit too easy -- Much too easy	
	10	TIME	In an average week, how many hours per week did you spend on this course (or section), including: attending class, doing homework, attending rehearsals, doing readings, reviewing notes, writing papers, attending study groups, doing lab work (unless the lab is a separate section), and any other course related work? -- 2 hours or less (Less than regular attendance/class engagement for a 3- or 4- credit class) -- 3-4 hours (0-1 hours outside of a 3-credit class / 0 hours outside of a 4-credit class) -- 5-6 hours (2-3 hours outside of a 3-credit class / 1-2 hours outside of a 4-credit class) -- 7-8 hours (4-5 hours outside of a 3-credit class / 3-4 hours outside of a 4-credit class) -- 9-11 hours (6-8 hours outside of a 3-credit class / 5-7 hours outside of a 4-credit class) -- 12 hours or more (9+ hours outside of a 3-credit class / 8+ hours outside of a 4-credit class)	

			COMMENTS	
FEEDBACK ON THE STUDENT EXPERIENCE <i>WHAT WORKED WELL FOR STUDENTS?</i> <i>WHAT SUGGESTIONS DO STUDENTS OFFER FOR IMPROVEMENT?</i>	11	STRENGTHS	What aspects of the course enhanced your learning the most? [open-ended]	✓
	12	RECOMMENDATIONS	What aspects of the course could be improved to better support students to succeed? [Check all] -- clarity of instructions for assignments -- helpfulness of feedback on my work -- time spent on clearing up points of confusion -- accessibility of course materials -- relevance of course materials -- frequency of updates on my performance -- timeliness of response to student inquiries -- timeliness of notices of deadlines -- Other aspects	✓
	13	OPEN-ENDED	Is there anything else that you would like to share about this course? [open-ended]	
			SUMMARY: 11 closed items + 2 open-ended	
WRITING INTENSIVE (W) COURSES	14	WRITING INSTRUCTION	The instructor devoted class time to writing instruction (such as revision strategies, disciplinary concerns, proper attribution, the writing process, research, rhetorical strategies, or writing in online environments).	
	15	WRITING STAGES	Writing assignments were broken up into stages (e.g., prewriting, outlining, drafting, etc.).	
	16	WRITING REVISION	I had opportunities to revise and improve my writing.	