

QC Course Evaluations: Question Bank of Optional Add-on Items for Instructors

Starting Fall 2025, instructors may add up to three (3) items from the question bank below to each of their course evaluations. Instructors are encouraged to review the items below prior to the selection period.

Except as noted, response options are: Strongly disagree; Somewhat disagree; Neither; Somewhat agree; Strongly agree; Not applicable.

THEME	AREA		ITEM
STUDENT EFFORT AND INTEREST	REASONS FOR TAKING	1	Which best describes the reason why you took this course? [To satisfy a requirement for my major or minor; To satisfy a General Education (Pathways) requirement; To explore a new topic or skill; To learn more about a subject that interests me; I needed a course that fits my schedule]
	SELF-REPORTED EFFORT	2	How would you rate the level of effort you put into this course? [1=Minimal effort, 5=Maximum effort]
	SELF-REPORTED PERFORMANCE	3	How much progress did you make towards the learning goals of this course? [No progress; Little progress; Some progress; Significant progress; Complete progress]
STUDENT FEEDBACK FOR NEW COURSES	CHALLENGES to SUCCESS	1	What aspects of the course did you find most challenging, and why? [open-ended]
	NEEDED INFORMATION	2	Is there anything you wish you had known about the course at the beginning of the term? [open-ended]
STUDENT PLANNING and PERFORMANCE MONITORING	ADVANCE DEADLINES	1	Deadlines for major graded assessments (exams, papers, projects, etc.) were stated in advance.
	PERFORMANCE UPDATES	2	I was regularly informed about how I was performing in this class (such as test or assignment scores, evaluations, current course averages, etc.).
STUDENT PROFESSIONAL and PERSONAL DEVELOPMENT	CIVIC LEARNING	1	I gained a deeper understanding of social interdependence, civic purpose, or responsible citizenship.
	COMMUNICATION	2	I had opportunities to develop my ability to communicate effectively.
	CROSS-CULTURAL UNDERSTANDING	3	This course encouraged empathetic understandings of cross-cultural differences.
	ETHICAL UNDERSTANDING	4	I explored ethical issues or societal challenges in ways that deepened my understanding of my own moral perspectives.
	LEADERSHIP	5	I led a discussion, task, or team-based project that helped me develop my leadership skills.
	MENTORSHIP	6	I had regular opportunities to meet with the instructor to discuss my progress, challenges, or goals.
	PERSONAL RELEVANCE	7	What I learned in this course is relevant to my academic or career goals.
	SELF-EFFICACY	8	I can see myself as a successful professional in this field.
	SELF-KNOWLEDGE	9	I reflected on my own personal attitudes, values, beliefs, or life goals.
	TEAMWORK	10	I had opportunities to work collaboratively with others towards a shared goal.

ARTISTIC DEVELOPMENT	ARTISTIC GROWTH	1	The course encourages creativity or experimentation that supports artistic growth.
	ARTISTIC RANGE	2	I had opportunities to explore a range of styles, techniques, or traditions.
	ARTISTIC RISK-TAKING	3	I was encouraged to push the boundaries of my artistic practice, or to challenge existing norms within the field.
	ARTISTIC SHOWCASING	4	The course provides opportunities to present or showcase my work (e.g., exhibitions, performances, recitals)
	ARTISTIC TECHNIQUE-THEORY	5	The course has a good balance between technique/skill-building and creative exploration.
	CAREER READINESS in ARTS	6	I learned about industry practices that will help me prepare for an artistic career (e.g., preparing a portfolio, preparing for a live performance or showing, etc.)
CLOSE READING	ACTIVE READING	1	Reading assignments included marking our texts with notes or observations.
	LITERARY ANALYSIS	2	Discussion of texts included the unpacking of language, tone, or structure.
	SLOW READING	3	Assignments included reading a text slowly, or multiple times, to uncover layers of meaning.
CRITICAL THINKING	ACTIVE REFLECTION	1	I had opportunities to actively challenge my own ideas and assumptions.
	ARGUMENT ANALYSIS	2	Assignments included identifying the reasons and conclusions of arguments.
	ARGUMENT EVALUATION	3	I had opportunities to distinguish between good reasoning and poor reasoning.
	ARGUMENT VALIDITY	4	I developed my ability to justify my own conclusions with reason and evidence.
	INDEPENDENT THINKING	5	The course encouraged free, independent thinking.
	INQUIRY-BASED LEARNING	6	The course explores open-ended problems, issues, or questions without straightforward answers.
	MODELED ANALYSIS	7	Course materials or activities demonstrated step-by-step reasoning or analysis.
	WEIGHING EVIDENCE	8	I had opportunities to distinguish between strong and weak evidence.
DEEP LEARNING and INTELLECTUAL ENGAGEMENT	CAPSTONE EXPERIENCE	1	I worked on a final project, paper, presentation, assignment, or exam that allowed me to synthesize what I learned in a comprehensive way.
	CONTEXT	2	Assignments helped me understand the historical or cultural context of course topics.
	CRITICAL ANALYSIS	3	Assignments encouraged the critical analysis of texts, events, or concepts.
	CURIOSITY	4	This course made me want to pursue questions or topics beyond the assigned materials.
	DISCUSSION AND DEBATE	5	Discussions or debates were a regular and meaningful part of the course experience.
	KNOWLEDGE-BUILDING	6	The assignments helped deepen my understanding of the subject matter.
	REAL-WORLD APPLICATION	7	I had opportunities to connect theory to practice in real-world situations.
	ACCESSIBILITY*	1	Course materials are easy to find and navigate. (Included in All Online Asynchronous Courses)

DIVERSITY, EQUITY and INCLUSION	CULTURAL RESPONSIVENESS	2	The course content reflects aspects of my own interests, experiences, identities, or culture.
	DIVERSE PERSPECTIVES	3	The course integrates diverse perspectives and viewpoints into discussions or assignments.
	EQUITY	4	I had the same opportunities to do well in this class as my peers.
	FAIRNESS	5	The methods for evaluating my work were fair.
	PEER-BASED LEARNING	6	I had regular interaction with my classmates (such as group work, discussions, peer reviews, or collaborative projects).
	UNIVERSAL DESIGN*	7	Course materials are available in a variety of formats (e.g., lecture, text, graphics, video, etc.). (Included in All Online Asynchronous Courses)
LANGUAGE ACQUISITION and IMMERSION	CULTURAL NORMS	1	I learned about important cultural norms alongside new vocabulary and grammar.
	FLUENCY	2	The course emphasizes practice in communication to foster language fluency.
	IMMERSIVE EXPOSURE	3	I had opportunities to become immersed in a new language.
	LOSS AND GAINS	4	I had opportunities to consider what is lost and gained in translations among languages.
LEARNING PROGRESSION and SKILL-DEVELOPMENT	APPLICATION	1	The course provides ample opportunities to practice and develop needed skills.
	COMPLEX TOPICS	2	Challenging concepts or methods were made accessible by breaking them down into more manageable parts.
	PROBLEM SOLVING	3	The course demonstrated how to approach complex problems using step-by-step processes.
	SCAFFOLDING	4	Assignments build on one another to develop skills incrementally over time.
	STUDENT FUTURE READINESS	5	I feel prepared for more advanced topics in this subject because of my experience in this course.
	STUDENT PRIOR LEARNING	6	My prior learning experiences prepared me to meet the requirements in this course.
RESEARCH ENGAGEMENT	RESEARCH GOALS	1	I developed my own research questions, gaining a better understanding of my own goals as a researcher.
	SCIENTIFIC INQUIRY	2	The course encouraged me to design or propose investigations to explore a scientific question.
	PRIMARY RESEARCH	3	I had opportunities conduct original research (e.g., collect and analyze data, and report on findings).
	SECONDARY RESEARCH	4	I had opportunities to synthesize or critically evaluate research (e.g., articles, studies, literature).
TEACHER EDUCATION	CLASSROOM MANAGEMENT	1	I had opportunities to apply classroom management techniques.
	INSTRUCTIONAL STRATEGIES	2	I had opportunities to apply evidence-based instructional strategies.
	MICROTEACHING	3	I had opportunities to practice delivering lessons.
	TEACHING EFFICACY	4	I gained greater confidence in my ability to guide students to success.