

Part II: Administered late in the quarter (i.e., Weeks 9-10)

General Instructions: The following evaluation has four sections. It should take you approximately 8-10 minutes to complete.

A) Course Foundations Check

All of the following provide a framework for learning in this course. These items may be found in the syllabus, on Canvas, and/or in handouts. Are they present in at least one of these places?

1. A clear description of **what you should be able to do or know by the end of the course** (learning outcomes)
Yes/No
2. A clear description of the grading system for this class
Yes/No
3. Information on how to ask for help that was accessible to you (for example: office hours, email, Zoom appointments, etc.)
Yes/No
4. A list of course topics
Yes/No
5. Assignment due dates
Yes/No
6. Guidelines for academic integrity
Yes/No
7. Course materials (may include readings, software, textbooks, recordings, and other resources)
Yes/No
8. Information on how to ask for accommodations/support from the university (for example: Contact information for SDRC, CAPS, ARC, Title IX office, etc.)
Yes/No
9. Were the above items compiled in an accessible location (e.g., a document, a Canvas page, or other format)?
Yes/No
10. Are you enrolled in a lab for this course? IF NO, skip 11.
Yes/No
11. IF YES: have you received instructions for taking appropriate safety measures in lab settings?
Yes/No/ N/A—my lab does not require special safety measures
12. Did the instructor announce changes to the structure of the course (e.g., due dates, dropping assignments, etc.) in a timely manner?
Yes/No/ N/A—No changes were made to the course structure.

Comment Box: What modifications, if any, to the list above would benefit FUTURE STUDENTS?

B) Course Experiences

In the following questions, the phrase “course experiences” refers to things in the course context like lectures, group work, discussions, activities, fieldwork, lab work, guest speakers, videos, emails, office hours, discussion boards, etc., whether synchronous or asynchronous.

1.
 - a. Did the instructor establish a **clear relationship (connection)** between **course experiences** and **what you should be able to do or know by the end of the course** (learning outcomes)?
Always/Most of the time/About half the time/Rarely/Never/Not Sure
 - b. Did the instructor’s use of this practice contribute to your learning?
Definitely Yes/Probably Did/I’m Neutral/Probably Didn’t/Definitely Not/N/A
2.
 - a. Did the instructor provide **opportunities for student engagement** during course experiences?
Always/Most of the time/About half the time/Rarely/Never/Not Sure
 - b. Did the instructor’s use of this practice contribute to your learning?
Definitely Yes/Probably Did/I’m Neutral/Probably Didn’t/Definitely Not/N/A
3.
 - a. Did the instructor create a **respectful learning environment**?
Always/Most of the time/About half the time/Rarely/Never/Not Sure
 - b. Did the instructor’s use of this practice contribute to your learning?
Definitely Yes/Probably Did/I’m Neutral/Probably Didn’t/Definitely Not/N/A
4.
 - a. If you asked for help outside of class, **was the instructor responsive** (for example in office hours, scheduled appointments, emails, etc.)?
Always/Most of the time/About half the time/Rarely/Never/Not applicable—I did not ask for help
 - b. Did the instructor’s use of this practice contribute to your learning?
Definitely Yes/Probably Did/I’m Neutral/Probably Didn’t/Definitely Not/Not applicable—I did not ask for help

Comment Box: If any of these aspects of the instructor’s approach to **class experiences** contributed to your learning, please share why. If any aspects did not contribute to your learning, what could the instructor improve or change about **class experiences** to better support future students’ learning?

C) Graded Work

In the following questions, the phrase “graded work” refers to any graded class component. For example: exams, quizzes, projects, homework assignments, student presentations, performances, papers, etc.

1.
 - a. Did the instructor provide **directions** for how to complete each piece of **graded work**?
Always/Most of the time/About half the time/Rarely/Never/Not Sure
 - b. Did the instructor’s use of this practice contribute to your learning?
Definitely Yes/Probably Did/I’m Neutral/Probably Didn’t/Definitely Not/N/A
2.
 - a. Was the **graded work connected to what you should be able to do or know by the end of the course** (learning outcomes).
Always/Most of the time/About half the time/Rarely/Never/Not Sure
 - b. Did the instructor’s use of this practice contribute to your learning?
Definitely Yes/Probably Did/I’m Neutral/Probably Didn’t/Definitely Not/N/A
3.
 - a. Did the instructor provide **information about grading criteria and/or standards for how work was graded**?
Always/Most of the time/About half the time/Rarely/Never/Not Sure
 - b. Did the instructor’s use of this practice contribute to your learning?
Definitely Yes/Probably Did/I’m Neutral/Probably Didn’t/Definitely Not/N/A
4.
 - a. Did the instructor **return graded work in time for you to monitor your performance throughout the course**?
Always/Most of the time/About half the time/Rarely/Never/Not Sure
 - b. Did the instructor’s use of this practice contribute to your learning?
Definitely Yes/Probably Did/I’m Neutral/Probably Didn’t/Definitely Not/N/A

Comment Box: If any of these aspects of the instructor’s approach to **graded work** contributed to your learning, please share why. If any aspects did not contribute to your learning, what could the instructor improve or change about **graded work** to better support future students’ learning?