

Department of Chemistry
Division of General Chemistry

QUESTIONNAIRE
for
STUDENT EVALUATION OF COURSE

(Revised 2-2-95)

1. DO NOT PUT YOUR NAME or student number on either the question booklet or the answer sheet.
2. Use only **PENCIL** - ink will not record.
3. BE CERTAIN TO PLACE THE TWO-DIGIT SECTION NUMBER - as announced in class - IN THE COLUMNS "K" and "L", so that your recitation and laboratory instructors can be identified.
4. Leave blank any questions which are not applicable or for which you have insufficient data to make a sound judgment.
5. Since you have not placed your name on either the question booklet or the answer sheet, it will be impossible for your responses to affect your final grade, nor do we intend to try to identify any student with the specific answers on this questionnaire.
6. Questions 1 through 9 refer to your laboratory instructor ONLY.
Questions 10 through 20 refer to your recitation instructor ONLY.
Questions 21 through 32 refer to your lecturer ONLY.
Questions 33 through 50 refer to the course as a whole.
7. Be honest in your answers.
8. Hand in the questionnaire with the answer sheet.

Questions 1 - 9 refer to your Laboratory Instructor ONLY.

1. Knowledge of Subject:
 1. Seems highly expert
 2. Very knowledgeable
 3. Reasonably knowledgeable
 4. Poor
 5. Inadequate
2. Presentation of Material:
 1. Excellent
 2. Very good
 3. Reasonably good
 4. Somewhat poor
 5. Very poor
3. Voice Clarity and Volume:
 1. Excellent
 2. Very good
 3. Reasonably good
 4. Somewhat poor
 5. Very poor
4. Instructor's Level of Enthusiasm for Subject:
 1. Displays contagious enthusiasm
 2. Enthusiastic
 3. Reasonably interested
 4. Mildly interested
 5. Shows no enthusiasm
5. Fairness in Grading:
 1. Completely fair and impartial
 2. Very fair
 3. Reasonably fair
 4. Somewhat unfair
 5. Partial and prejudiced
6. Attitude towards Student:
 1. Extremely sympathetic and understanding
 2. Very good
 3. Reasonably good
 4. Somewhat unsympathetic and intolerant
 5. Unsympathetic and intolerant
7. Willingness and Ability to Offer Help Outside of Class:
 1. Excellent
 2. Very good
 3. Reasonably good
 4. Somewhat poor
 5. Very poor
8. Overall Summary as a Teacher:
 1. Excellent
 2. Very good
 3. Reasonably good
 4. Somewhat poor
 5. Very poor
9. Instructor's level of sensitivity and impartiality to all students regardless of cultural backgrounds, gender, age, physical abilities, etc:
 1. Extremely sensitive and impartial; consistently uses inclusive language and materials
 2. Very sensitive
 3. Neutral
 4. Exhibits biased treatment
 5. Exhibits biased treatment and uses offensive language and/or materials

Questions 10 - 20 refer to you Recitation Instructor ONLY.

10. Knowledge of Subject:
1. Seems highly expert
 2. Very knowledgeable
 3. Reasonably knowledgeable
 4. Poor
 5. Inadequate
11. Presentation of Material:
1. Excellent
 2. Very good
 3. Reasonably good
 4. Somewhat poor
 5. Very poor
12. Voice Clarity and Volume:
1. Excellent
 2. Very good
 3. Reasonably good
 4. Somewhat poor
 5. Very poor
13. Balance of Breadth and Detail:
1. Excellent
 2. Good balance
 3. Reasonable balance
 4. Mildly interested
 5. Shows no enthusiasm
14. Instructor's Level of Enthusiasm for Subject:
1. Displays contagious enthusiasm
 2. Enthusiastic
 3. Reasonably interested
 4. Mildly interested
 5. Shows no enthusiasm
15. Fairness in Grading:
1. Completely fair and impartial
 2. Very fair
 3. Reasonably fair
 4. Somewhat unfair
 5. Partial and prejudiced
16. Attitude Towards Student:
1. Extremely sympathetic and understanding
 2. Very good
 3. Reasonably good
 4. Somewhat unsympathetic and intolerant
 5. Unsympathetic and intolerant
17. Willingness and Ability to Offer Help Outside of Class:
1. Excellent
 2. Very good
 3. Reasonably good
 4. Somewhat poor
 5. Very poor
18. Preparation:
1. Gives evidence of thorough planning and preparation for the recitation
 2. Usually has prepared a set of questions and problems to start class discussion
 3. Answers the class's questions
 4. Sometimes cannot solve assigned problems correctly
 5. Usually comes to class unprepared
19. Overall Summary as a Teacher:
1. Excellent
 2. Very good
 3. Reasonably good
 4. Somewhat poor
 5. Very poor
20. Instructor's level of sensitivity and impartiality to all students regardless of cultural backgrounds, gender, age, physical abilities, etc:
1. Extremely sensitive and impartial; consistently uses inclusive language and materials
 2. Very sensitive and impartial
 3. Neutral
 4. Exhibits biased treatment
 5. Exhibits biased treatment and uses offensive language and/or materials

Questions 21 - 32 refer to the Lecturer ONLY.

21. Knowledge of Subject:
1. Seems highly expert
 2. Very knowledgeable
 3. Reasonably knowledgeable
 4. Poor
 5. Inadequate
22. Presentation of Material:
1. Lectures spontaneously without notes
 2. Refers to lecture notes only to verify numerical data
 3. Refers frequently to lecture notes
 4. Reads lecture notes to the class
 5. Reads the textbook to the class
23. Voice Clarity and Volume:
1. Excellent
 2. Very good
 3. Reasonably good
 4. Somewhat poor
 5. Very poor
24. Choice of Material:
1. Lectures are gems presenting the assigned topics in a new light
 2. Uses well-chosen examples and analogues not in the book
 3. Selects portions of the textbook
 4. Sticks closely to the textbook
 5. Introduces extraneous material
25. Organization of Material:
1. Excellent
 2. Very good
 3. Reasonably good
 4. Somewhat poor
 5. Very poor
26. Balance of Breadth and Detail:
1. Excellent
 2. Good balance
 3. Reasonable balance
 4. Somewhat too detailed and technical
 5. Gets bogged down in trivia
27. Instructor's Level of Enthusiasm for Subject:
1. Displays contagious enthusiasm
 2. Enthusiastic
 3. Reasonably interested
 4. Mildly interested
 5. Shows no interest
28. Fairness in Grading:
1. Completely fair and impartial
 2. Very fair
 3. Reasonably fair
 4. Somewhat unfair
 5. Partial and prejudiced
29. Attitude Towards Student:
1. Extremely sympathetic and understanding
 2. Very good
 3. Reasonably good
 4. Somewhat unsympathetic and intolerant
 5. Unsympathetic and intolerant
30. Willingness and Ability to Offer Help Outside of Class:
1. Excellent
 2. Very good
 3. Reasonably good
 4. Somewhat poor
 5. Very poor
31. Instructor's level of sensitivity and impartiality to all students regardless of cultural backgrounds, gender, age, physical abilities, etc:
1. Extremely sensitive and impartial; consistently uses inclusive language and materials
 2. Very sensitive and impartial
 3. Neutral
 4. Exhibits biased treatment
 5. Exhibits biased treatment and uses offensive language and/or materials
32. Overall Summary as a Teacher:
1. Excellent
 2. Very good
 3. Reasonably good
 4. Somewhat poor
 5. Very poor

The remaining questions refer to the course as a whole.

33. Preparation: When I entered the course, I felt I was:
1. Over prepared
 2. Very well prepared
 3. Fairly well prepared
 4. Somewhat poorly prepared
 5. Very poorly prepared
34. Pace: As the course developed, I found the pace:
1. Much too fast
 2. Somewhat too fast
 3. Just right
 4. Somewhat too slow
 5. Much too slow
35. Effort (comparative): Relative to other courses I have taken, I worked:
1. Not at all
 2. Less than usual
 3. Fairly hard
 4. Very hard
 5. Harder than ever before
36. Effort (Faculty): In helping me to learn the material, I thought that the instructors in the course:
1. Put in an extraordinary amount of effort
 2. Put in more effort than in most other courses I have taken
 3. Put in a reasonable amount of effort
 4. Put in a minimum of effort
 5. Just went through the motions
37. Effort (Department): I think that the Chemistry Dept. should expend its efforts toward improving the quality of its:
1. Lecturers
 2. Laboratory teachers
 3. Recitation teachers
 4. Laboratory videos
 5. Laboratory experiments
38. Text Level: I found the text:
1. Much too elementary
 2. Somewhat too elementary
 3. Just right
 4. Somewhat too hard
 5. Much too hard
39. Text Clarity: I found the text:
1. Crystal clear
 2. Very clear
 3. Reasonably clear
 4. Somewhat confusing
 5. Impossible to follow
40. Mathematics: I found the mathematics required for success in this course:
1. Simplicity itself
 2. Easy
 3. No problem
 4. Difficult
 5. Very difficult
41. Laboratory: I found the laboratory, in overall quality and usefulness:
1. Extremely valuable
 2. Very useful
 3. All right
 4. Not useful
 5. A waste of time
42. Laboratory Videotapes: I found listening and watching the video tapes:
1. Extremely helpful and informative
 2. Very helpful and informative
 3. Somewhat helpful and informative
 4. Not helpful
 5. A waste of time
43. Lectures: I found the lectures, in overall usefulness:
1. Extremely helpful
 2. Very helpful
 3. Somewhat helpful
 4. Not helpful
 5. A waste of time
44. Recitation Sections: I found the recitation sections, in overall quality and usefulness:
1. Extremely helpful
 2. Very helpful
 3. Somewhat helpful
 4. Not helpful
 5. A waste of time
45. I found the quizzes and examinations in the course:
1. Extremely fair
 2. Very fair
 3. Reasonably fair
 4. Unfair
 5. Very unfair

46. From the point of view of helping me understand the subject matter of the course, I found the quizzes and examinations:
1. Extremely helpful
 2. Very helpful
 3. Somewhat helpful
 4. Not helpful
 5. A waste of time
47. From the point of view of helping me understand the subject matter of the course, I found the teaching assistants in the Aid Room (160 NC):
1. Extremely helpful
 2. Very helpful
 3. Somewhat helpful
 4. Not helpful
 5. A waste of time
48. From the point of view of helping me understand the subject, I found the computers in the Aid Room (160 NC):
1. Extremely helpful
 2. Very helpful
 3. Somewhat helpful
 4. Not helpful
 5. A waste of time
49. I learned most from this course by:
1. Listening to lectures and studying class notes
 2. The computers
 3. Reading texts
 4. Participating in recitation
 5. Working homework problems
50. Overall Attitude Toward Course: I thought this course was:
1. Outstanding, one of the two or three best I've taken
 2. Very good, among the top 30% I've taken
 3. Adequate
 4. Borderline
 5. A waste of time
51. Indicate the grade you received in your previous chemistry course at OSU, if any: that is, the grade in Chemistry 101 if you are now in 102, the grade in 121 if you are now in 122 or 125, the grade in 122 if you are now in 123. If you are now enrolled in Chemistry 121 after having taken 101, indicate the grade in 101.
1. - A -
 2. - B -
 3. - C -
 4. - D -
 5. No previous chemistry course at OSU
52. I would prefer the following policy for use of calculators in quizzes and exams:
1. No calculators permitted.
 2. Only one kind of calculator permitted (i.e. required).
 3. A limited list of calculators, as at present.
 4. Any calculator/computer permitted.

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THE BREAKDOWN BY GRADE table printed to the right of each question analysis is generated from student responses to question 51 (copy below):

51. Indicate the grade you received in your previous chemistry course at OSU, if any: that is, the grade in Chemistry 101 if you are now in 102, the grade in 121 if you are now in 122 or 125, the grade in 122 if you are now in 123. If you are now enrolled in Chemistry 121 after having taken Chemistry 101, indicate the grade in 101.

1. - A -
2. - B -
3. - C -
4. - D -
5. No previous chemistry course at OSU