

McHenry County College

Teaching Analysis by Students

SECTION I: This section includes statements describing a variety of teaching skills. Please read each statement carefully and decide the extent to which you feel your instructor does not or does need improvement. Please make your decision about the need for improvement on the basis of what you think would be best for this particular course and your personal learning style. Rather than let your overall feelings for the instructor determine all of your responses, try to consider each statement separately.

INSTRUCTIONS: Place an X in the appropriate box, making one choice for each statement.

RESPONSE CHOICES FOR IMPROVEMENT NEEDED

None = No improvement needed (very good or excellent performance)

Little = Little improvement needed (generally good performance)

Some = Improvement needed (generally mediocre performance)

Much = Considerable improvement needed (generally poor performance)

Not Necessary = Not a necessary skill for this course

	None	Little	Some	Much	Not Necc.
1. Making effective use of time and space					
2. Making clear the purpose of the unit and each learning activity					
3. Integrating the various topics treated in this course					
4. Making clear the distinction between major and minor topics					
5. Adjusting the rate at which ideas are covered so that I can follow and understand them					
6. Clarifying material which needs explanation					
7. Wrapping things up before moving on to a new topic					
8. Assigning useful readings and homework					
9. Maintaining an activity which actively encourages learning					
10. Responding to questions raised by students					
11. Inspiring excitement or interest in the content of the course					
12. Using a variety of teaching techniques					
13. Taking appropriate actions if students appeared bored					
14. Asking thought-provoking questions					
15. Getting students to participate in class discussions or activities					
16. Relating to students in ways which promote mutual respect					
17. Explaining what is expected from each student					
18. Making clear precisely how my performance will be evaluated					
19. Designing evaluation procedures which are consistent with course goals					
20. Keeping me informed about how well I am doing					

SECTION II: Select one choice for each question.

21. How much do you think that you are learning so far in this course?

<input type="radio"/>	A great deal	<input type="radio"/>	A fair amount	<input type="radio"/>	Very little	<input type="radio"/>	Nothing
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22. In your judgement, how important is what you are being asked to learn in this course?

<input type="radio"/>	Very important	<input type="radio"/>	Somewhat important	<input type="radio"/>	Not very important	<input type="radio"/>	Not at all important
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23. In comparison to other instructors you have had (in high school and in college), how do you rate the effectiveness of this instructor?

<input type="radio"/>	One of the most effective (top 10%)	<input type="radio"/>	More effective than most (top 30%)	<input type="radio"/>	About average (middle 40%)	<input type="radio"/>	Not as effective as most (lower 30%)	<input type="radio"/>	One of the least effective (lowest 10%)
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24. So far, what is your overall rating of the course?

<input type="radio"/>	Excellent	<input type="radio"/>	Good	<input type="radio"/>	Satisfactory	<input type="radio"/>	Fair	<input type="radio"/>	Poor
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25. In answering question 24, what made you rate the course as high as you did and/or what kept you from rating it any higher? (type answer below)

26. You are invited to make written comments about this course. Your statements will be read in conjunction with the results from the survey part of this questionnaire. (type comments below)

Thank you for helping us with this survey!