



Teaching Essentials Instrument

Sample Student Survey

The Instructor:

Your thoughtful answers to these questions will provide helpful information to your instructor.

Please answer the following for Sample Instructor:

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always
Displayed a personal interest in students and their learning	<input type="radio"/>				
Found ways to help students answer their own questions	<input type="radio"/>				
Demonstrated the importance and significance of the subject matter	<input type="radio"/>				
Made it clear how each topic fit into the course	<input type="radio"/>				
Explained course material clearly and concisely	<input type="radio"/>				
Introduced stimulating ideas about the subject	<input type="radio"/>				
Inspired students to set and achieve goals which really challenged them	<input type="radio"/>				

Please answer the following for Sample Instructor:

Describe your attitudes and behavior in this course.

	Definitely False	More False than True	In Between	More True than False	Definitely True
As a rule, I put forth more effort than other students on academic work.	<input type="radio"/>				
My background prepared me well for this course's requirements.	<input type="radio"/>				
I really wanted to take this course regardless of who taught it.	<input type="radio"/>				



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Please answer the following for Sample Instructor:

For the following items, choose the option that best corresponds to your judgement.

	Definitely False	More False than True	In Between	More True than False	Definitely True
Overall, I rate this instructor an excellent teacher.	<input type="radio"/>				
Overall, I rate this course as excellent.	<input type="radio"/>				

Please answer the following for Sample Instructor:

Comments

- End of Survey -

Note: A custom question feature is also available and may be used to apply additional questions to individual surveys, across courses, program areas or institution-wide.

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