**Student Perceptions of Learning Survey**

**Institution-Level Questions**

*Revised February 20, 2023*

The following list represents a revised set of institution-level questions for the Student Perceptions of Learning Survey based upon discussion of the feedback submitted from across the university.

**Priorities** addressed:

* Expectations are clear
* Course is organized
* Atmosphere promotes learning
* Students have an opportunity to demonstrate understanding
* Students gain knowledge
* Students are engaged (course-created engagement)

**Student facing** information that can be *especially* useful when selecting courses:

* Perceived workload
* a selection of other questions can also be useful

**Discriminant validity**- questions included to make it possible to determine the extent to which items meant to capture feedback about the quality of instruction are distinct from factors that are outside of the control of the instructor:

* Prior level of interest
* Perceived workload

**NOTES:**

* Question 4 (“The instructor created an atmosphere…”) will be restated for each instructor of record, including teaching assistants and/or clinical instructors of record.
* Questions 1 and 8 will be set apart by section break to call attention to their unique response scales.

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| --- | --- | --- | --- | --- | --- | --- |
| **1** | At the time of enrollment, my level of interest in this course was: | | | | | |
| Very high | | | High | Neutral | Low | Very low |
| **Priority** | | Prior level of interest | | | | |
|  | | **Purpose(s) best served:** | | | | |
| X | | Instructor feedback | | | | |
| X | | Reappointment, Promotion, Tenure | | | | |
| X | | Student facing | | | | |
| ✓ | | Discriminant validity | | | | |
| **Vetted** | | Vetted as worded by University of Toronto. Also vetted by Rutgers using the wording, “I had a strong prior interest in the subject matter and wanted to take this course.” Although sometimes worded slightly differently, this is a very common question across universities. | | | | |

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| **2** | I understood what was expected of me in this course: | | | | | |
| Strongly agree | | | Agree | Neutral | Disagree | Strongly disagree |
| **Priority** | | Expectations are clear | | | | |
|  | | **Purpose(s) best served:** | | | | |
| ✓ | | Instructor feedback | | | | |
| ✓ | | Reappointment, Promotion, Tenure | | | | |
| ✓ | | Student facing | | | | |
| X | | Discriminant validity | | | | |
| **Vetted** | | Vetted by University of Michigan using the wording, “I knew what was expected of me in this course.” Although sometimes worded slightly differently, this is a very common question across universities. Wording revised based upon feedback. | | | | |

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| **3** | Overall, the course was well organized: | | | | | |
| Strongly agree | | | Agree | Neutral | Disagree | Strongly disagree |
| **Priority** | | Course is organized | | | | |
|  | | **Purpose(s) best served:** | | | | |
| ✓ | | Instructor feedback | | | | |
| ✓ | | Reappointment, Promotion, Tenure | | | | |
| ✓ | | Student facing | | | | |
| X | | Discriminant validity | | | | |
| **Vetted** | | Vetted by University of Wisconsin, Madison using the wording, “The course was well organized.” Although sometimes worded slightly differently, this is a very common question across universities. Wording revised based upon feedback. | | | | |

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| **4** | The instructor created an atmosphere that supported my learning: | | | | | |
| Strongly agree | | | Agree | Neutral | Disagree | Strongly disagree |
| **Priority** | | Atmosphere promotes learning | | | | |
|  | | **Purpose(s) best served:** | | | | |
| ✓ | | Instructor feedback | | | | |
| ✓ | | Reappointment, Promotion, Tenure | | | | |
| ✓ | | Student facing | | | | |
| X | | Discriminant validity | | | | |
| **Vetted** | | Vetted by University of Toronto, including validity/reliability, using the wording, “The instructor created an atmosphere that was conducive to my learning.” Although sometimes worded slightly differently, this is a very common question across universities. Wording revised based upon feedback. | | | | |

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| **5** | The course expanded my understanding of the subject matter: | | | | | |
| Strongly agree | | | Agree | Neutral | Disagree | Strongly disagree |
| **Priority** | | Students gain knowledge | | | | |
|  | | **Purpose(s) best served:** | | | | |
| ✓ | | Instructor feedback | | | | |
| ✓ | | Reappointment, Promotion, Tenure | | | | |
| ✓ | | Student facing | | | | |
| X | | Discriminant validity | | | | |
| **Vetted** | | Vetted by University of Toronto, including validity/reliability, using the wording, “The course provided me with a deeper understanding of the subject matter.” Similar question used by many other universities, including University of Michigan: “This course advanced my understanding of the subject matter.” Wording revised based upon feedback. | | | | |

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| **6** | Course assignments and/or tests provided opportunity for me to demonstrate an understanding of the course material: | | | | | |
| Strongly agree | | | Agree | Neutral | Disagree | Strongly disagree |
| **Priority** | | Students have an opportunity to demonstrate understanding | | | | |
|  | | **Purpose(s) best served:** | | | | |
| ✓ | | Instructor feedback | | | | |
| ✓ | | Reappointment, Promotion, Tenure | | | | |
| ✓ | | Student facing | | | | |
| X | | Discriminant validity | | | | |
| **Vetted** | | Vetted by University of Toronto, including validity/reliability, using the wording, “Course projects, assignments, tests and/or exams provided opportunity for me to demonstrate an understanding of the course material.” Wording revised based upon feedback. | | | | |

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| **7** | My interest in the subject has increased because of this course: | | | | | |
| Strongly agree | | | Agree | Neutral | Disagree | Strongly disagree |
| **Priority** | | Students are engaged (course-created engagement) | | | | |
|  | | **Purpose(s) best served:** | | | | |
| ✓ | | Instructor feedback | | | | |
| ✓ | | Reappointment, Promotion, Tenure | | | | |
| ✓ | | Student facing | | | | |
| X | | Discriminant validity | | | | |
| **Vetted** | | Vetted as worded by University of Michigan. Also vetted by University of Toronto using the wording, “At the time of completing this survey, my level of interest in this course was.” Although sometimes worded slightly differently, this is a very common question across universities. | | | | |

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| **8** | Compared to other courses of equal credit, the workload for this course was: | | | | | |
| Much heavier | | | Heavier | Typical | Lighter | Much lighter |
| **Priority** | | Perceived workload | | | | |
|  | | **Purpose(s) best served:** | | | | |
| X | | Instructor feedback | | | | |
| X | | Reappointment, Promotion, Tenure | | | | |
| ✓ | | Student facing | | | | |
| ✓ | | Discriminant validity | | | | |
| **Vetted** | | Vetted by University of Michigan. Also vetted by University of Toronto using the wording, “Compared to other courses, the workload of this course was.” Although sometimes worded slightly differently, this is a very common question across universities. Wording revised based upon feedback. | | | | |