

Rationale for each item on the spring, 2012 OCQ*

1. How clearly were course learning goals and objectives communicated to you?

Not at all clearly

Somewhat clearly

Clearly

Very clearly

Rationale: Effective educational practice requires **CLARITY AND ORGANIZATION**.

A course syllabus is prepared; course goals, objectives, and requirements are communicated to students; and expectations are established. The syllabus is one indicator of how well a course is organized. Anecdotal evidence and results of the focus groups indicate that some but not all units require a syllabus, that not all course syllabi describe course goals and objectives, or that these are communicated to students. This question is designed to anticipate what will become a campus-wide requirement that the instructor prepare and distribute a syllabus and communicate the instructor's expectations for the course.

2. How effectively was class time used to help you learn?

Not at all effectively

Somewhat effectively

Effectively

Very effectively

Rationale: Effective instructional practice requires **TEACHING CLARITY AND ORGANIZATION**.

Elements of good classroom management practice include: clear explanation, good use of examples and illustrations to explain difficult points, materials presented in a well-organized way, instructor comes to class well prepared, class time used effectively. (See *Wabash National Study of Liberal Arts Education* [<http://tinyurl.com/9vlqa5j>] for a list of the practices that constitute effective classroom instruction and findings that cognitive learning is the best predictor of "high impact teaching.")

3. How effectively did out-of-class work (assignments, readings, practice, rehearsing, etc.) help you learn?

Not at all effectively

Somewhat effectively

Effectively

Very effectively

Rationale: Good instructional practice requires **PLANNING AND REINFORCEMENT OF WHAT IS LEARNED DURING CLASS TIME**.

Out-of-class experiences help connect learning in the classroom to outside experiences, integrate ideas or information from various sources, synthesize and organize ideas, information, or experience into new and more complex interpretations and relationships. (See *Wabash National Study of Liberal Arts Education* [<http://tinyurl.com/9vlqa5j>] for a list of the practices that constitute effective outside-the-classroom instruction.)

4. How effectively did graded work allow you to demonstrate what you learned?

Not at all effectively

Somewhat effectively

Effectively

Very effectively

Rationale: Good instructional practice requires **THE STUDENT TO DEMONSTRATE WHAT HAS BEEN LEARNED IN THE COURSE**.

Graded work constitutes one form of feedback provided by the instructor. The question ties into campus-wide assessment and is consistent with P&T language for what constitutes an "effective teacher."

5. How much did the course challenge you to do your best work?

Not at all

Very little

Some

Very much

6. How much did the instructor motivate you to do your best work?

Not at all

Very little

Some

Very much

Rationale: Good instructional practice requires **ACADEMIC CHALLENGE AND HIGH EXPECTATIONS**.

This item measures the quality of effort made by students, that is, the extent to which the course made them want to do well and engaged them. This question reflects the philosophy that higher education should be challenging.

7. How available was your instructor to provide help when needed (in person, by email, etc.)?

Not at all available

Somewhat available

Available

Very available

Rationale: Good instructional practice requires **HIGH QUALITY INTERACTIONS WITH FACULTY**.

Instructors demonstrate their interest in teaching and student development by being accessible and providing feedback. Accessibility is a measure of the quality of non-classroom interaction with the instructor.

8. What did you like most about this course?

9. What did you like least about this course?

Rationale: Students want an opportunity to comment on the course.

Instructors often find these questions very helpful for revising course content and improving their instructional practice.

*The information in this document is copied from an Executive Summary created in October, 2011 by the OCQ Task Force Ad Hoc Item Subcommittee (commissioned by the VPFAA and VPUE).