

Fresno State Student Rating of Instruction (FSSRI) Items

Revisions Approved by Academic Senate on March 15, 2021

Every instrument must include one item from each of these categories, but may include as many as desirable. The yellow highlighted item is the default, meaning that it will appear on the evaluation unless a replacement is selected. Faculty who administer surveys on paper will not be able to customize questions, but will use the twelve yellow highlighted default items.

The items written in blue text are proposed additions for use in Student Teaching classes.

Q1. Design - Objectives

1. The objectives of this course were clear to me.
2. Course objectives were explained at the beginning of the course.
3. LAB: The objectives of the lab activities were clear to me.
4. SITE: The objectives of the site placement were clear to me.
5. STD TCHG: Course objectives were explained at the initial triad meeting.

Q2. Design - Syllabus

6. The syllabus was an accurate guide to course requirements.
7. I understood what was expected of me in this course.
8. Course deadlines were explained in the syllabus.
9. Course procedures were explained in the syllabus.
10. LAB: Expectations about specific lab procedures were stated in advance.
11. LAB: Lab safety regulations were enforced.
12. SITE: The instructor's expectations for site placement activities were clear to me.
13. SITE: Procedures for site placement were explained in the syllabus.
14. STD TCHG: I understood what was expected of me in this clinical practice course.

Q 3. Design - Materials

15. The assigned readings were integral to course content.
16. The course materials (e.g., readings, handouts) were helpful to me.
17. Course materials were integral to course content.
18. Assignments were pertinent to course content.
19. LAB: Lab activities were connected to course content from lecture.
20. SITE: Activities in the site placement were pertinent to course content.
21. STD TCHG: The course materials (e.g., handbook, calendars, clinical practice agreements) were helpful to me.

Q4. Design - Organization

22. The course content was presented in an organized manner.
23. Lectures were consistent with the subject matter in the course outline.
24. Progression in this course was logical from beginning to end.

25. LAB: The lab activities were presented in an organized manner.
26. STD TCHG: Progression of the clinical practice activities was logical from beginning to end.

Q5. Delivery - Environment

27. The atmosphere of the class invited students to seek additional help if needed.
28. Students were encouraged to see the instructor if they were having difficulty.
29. Students were encouraged to ask questions in class.
30. The instructor checked on students' understanding during class.
31. LAB: Assistance was always available during the lab sessions.
32. SITE/STD TCHG: I knew where to get help at my site placement if I needed it.
33. STD TCHG: I was encouraged to see the University Coach/Supervisor if I was having difficulty.
34. STD TCHG: I was encouraged by the University Coach/Supervisor to ask questions at my site placement.
35. STD TCHG: The University Coach/Supervisor checked on my understanding during the semester.

Q6. Delivery - Scaffolding

36. The instructor explained new ideas by relating them to familiar concepts.
37. The instructor explained concepts clearly.
38. The class connected course content to students' other classes.
39. The instructor explained how course content was related to the students' major.
40. The instructor emphasized the relationships between topics in this class.
41. STD TCHG: The University Coach/Supervisor explained concepts clearly.
42. SITE/ STD TCHG: The site placement experience connected course content to my other classes.

Q7. Delivery - Active Learning

43. The class was structured so that students regularly discussed the concepts.
44. The instructor used various activities that involved me in learning.
45. Class discussion was kept on track.
46. In this class, I actively participated in my own learning.
47. LAB: The lab was structured so that students regularly discussed course concepts.
48. SITE: Sharing reflections on the site placement in class helped to clarify what I was learning.
49. SITE / STD TCHG: In this site placement, I actively participated in my own learning.
50. STD TCHG: Sharing reflections on the site placement with my University Coach/Supervisor helped to clarify what I was learning.

Q8. Delivery - Connections

51. The class connected course content to students' future work.
52. The class connected course content to students' lives.
53. This course gave me skills that are applicable to my future career.
54. I see the value of the content of this course.
55. The instructor made the course content relevant to me.
56. LAB: Lab activities helped to illustrate practical applications of course content.
57. SITE: Activities at the site placement helped connect course content to my future work.

- 58. SITE: At my site placement, I felt that I made a worthwhile contribution to my community.
- 59. STD TCHG: The site placement experience under my University Coach/Supervisor connected course content to my future work.
- 60. STD TCHG: This site placement experience under my University Coach/Supervisor gave me skills that are applicable to my future career.

Q9. Assessment - Constructive

- 61. Feedback was provided to help guide students' progress in this course.
- 62. The instructor provided appropriate feedback about my performance throughout the class.
- 63. Returned assignments included helpful comments.
- 64. LAB: Feedback was provided to guide my progress in the lab.
- 65. SITE: The instructor monitored the work that students were doing at the site placement.
- 66. STD TCHG: Feedback was provided by my University Coach/Supervisor to help my progress in this site placement.

Q10. Assessment - Timely

- 67. Graded assignments were returned to me in a timely fashion.
- 68. Exam grades were posted in a timely fashion.
- 69. The instructor returned graded assignments quickly enough to benefit my future performance.
- 70. LAB: Graded lab reports were returned to me in a timely fashion.
- 71. STD TCHG: Feedback was provided by my University Coach/Supervisor in a timely fashion.
- 72. STD TCHG: The University Coach/Supervisor provided feedback quickly enough to benefit my future performance.

Q11. Assessment - Frequent

- 73. The class included multiple graded assignments.
- 74. The class included multiple quizzes and/or exams.
- 75. LAB: I received regular feedback about whether I had completed the labs correctly.
- 76. STD TCHG: I received regular feedback from my University Coach/Supervisor about my performance at the site placement.

Q12. Assessment - Purposeful

- 77. The purpose of assignments was clear to me.
- 78. The instructor had clear standards for grading.
- 79. The instructor explained the purpose of writing assignments.
- 80. Directions for course assignments were specific.
- 81. I understand the methods of evaluation used to grade my work.
- 82. LAB: The instructor explained the purpose of the lab activities.
- 83. SITE: The goal of my work at the site placement was clear to me.
- 84. STD TCHG: I understand the methods of evaluation used to assess my performance.

LAB items are intended for use with labs, or classes that include labs.

SITE items are intended for use with service-learning classes, internships, practica, site supervision classes, and anything else in which students spend time in a site under the supervision of someone other than the instructor of record.

STD TCHG items are intended for use with student teaching classes.

Open-Ended Questions

Please identify what you consider to be the strengths of this course.

Please identify areas where you think this course could be improved.

STD TCHG: What did your University Coach/Supervisor do that was most helpful in your student teaching experience?

STD TCHG: What might your University Coach/Supervisor have done to help you more?

Scoring for the Student Rating Scores

For all questions 1=not at all, 2=minimally, 3=somewhat, 4=mostly, and 5=very much.

The Total Score should include a mean score (mean and standard deviation) of all items (only these items, not any extras that the faculty member makes up). Additionally, scores should include an Instruction Design subscore (mean and standard deviation of all items in Q1, Q2, Q3, and Q4), Instructional Delivery subscore (mean and standard deviation of all items in Q5, Q6, Q7, and Q8) and Assessment subscore (mean and standard deviation of all items in Q9, Q10, Q11, and Q12). Finally, the report should include mean and details for all individual items.