

Fall 2021 Final Student Learning Experience (SLE) Questions.

These questions are aligned with the Quality Teaching Framework, found [here](#). For alignment of the questions, please see the end of the document for a table view.

All questions are posed on a scale of 1-6, without an N/A option. This is the same scale used by many of the Bacc Core assessment questions.

1 = Completely Disagree, 2 = Mostly Disagree, 3 = Slightly Disagree, 4 = Slightly Agree, 5 = Mostly Agree, 6 = Completely Agree

1. My instructor modeled and promoted inclusivity.
2. The course materials were accessible to me.
3. I felt like I belonged in this course.
4. This course was structured so that I could work effectively with others who were different from me.
5. I had the necessary resources to achieve the course learning outcomes.
6. Course learning activities helped me connect to the content.
7. This course was well organized.
8. Course activities gave me the chance to show my progress towards course learning outcomes.
9. Feedback on tests, assignments, and/or graded activities informed my thinking and learning.
10. Directions and expectations for tests, assignments and/or graded activities were clear.
11. Tests, assignments and/or graded activities matched the course learning outcomes.
12. My instructor addressed students' non-academic needs.
13. I had opportunities to develop professional skills.
14. I had opportunities to become a better learner.

Open Ended Questions (text box):

1. Please comment on how the course positively supported your learning.
2. Please comment on how the course could better support your learning.

Questions 1 and 2 from the old eSET remain per Faculty Senate request. These questions are on a scale of 1-6, Very Poor (1) - Excellent (6), without an N/A option

1. The course as a whole was
2. The instructor's contribution to the course was

In addition, all students will be presented with this statement and offered the following questions.

This year the university is developing a tool that attempts to better reflect your learning experience. Please answer the following to provide important feedback about the proposed questions above. Your feedback is highly valued in the eSET/SLE revision process.

1. Did you understand all the questions in today's survey? If not, please explain.
2. Is there anything important about your learning experience that was not captured by these questions? If so, please explain.

 The new SLE questions are aligned with the Quality Teaching Framework, found [here](#).

| Construct & QT element alignment | QT Language | SLE Question |
|---|---|--|
| Champions a culture of Diverse, Equitable, and Inclusive Learning. | | |
| Inclusivity (1.1) | 1.1 Recognizes how their own identity influences the learning environment and intersects with broader cultural, social, and political contexts. | My instructor modeled and promoted inclusivity. |
| Inclusivity (1.2) | 1.2 Mitigates barriers and provides pathways for learners to achieve full participation. | The course materials were accessible. |
| Inclusivity (1.3) | 1.3 Builds a sense of belonging and enables collaboration across difference. | I felt like I belonged in this course. |
| Inclusivity (1.3 & 1.4) AND Teaching as Discipline (2.2) | 1.3 Builds a sense of belonging and enables collaboration across difference. | This course was structured so that I could work effectively with others who were different from me. |
| | 1.4 Ensures each learner has the resources and experiences needed to achieve shared goals | |
| | 2.2 Demonstrates evidence-based and disciplinary facilitation. | |
| Inclusivity (1.4) | 1.4 Ensures each learner has the resources and experiences needed to achieve shared goals | I had the necessary resources to achieve the course learning outcomes. |
| Inclusivity (1.4) AND Teaching as Discipline (2.2) | 1.4 Ensures each learner has the resources and experiences needed to achieve shared goals | Course learning activities helped me connect to the content. |
| | 2.2 Demonstrates evidence-based and disciplinary facilitation. | |
| Practices teaching as a discipline. | | |
| Teaching as Discipline (2.1, 2.2) | 2.1 Demonstrates intentional and effective course design. | This course was well organized. |
| Teaching as Discipline (2.2) | 2.2 Demonstrates evidence-based and disciplinary facilitation. | Course activities gave me the chance to show my progress towards course learning outcomes. |

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| Teaching as Discipline (2.3) | 2.3 Demonstrates intentional and effective assessment. | Feedback on tests, assignments, and/or graded activities informed my thinking and learning. |
| Teaching as Discipline (2.3) | 2.3 Demonstrates intentional and effective assessment. | Directions and expectations for tests, assignments and/or graded activities were clear. |
| Teaching as Discipline (2.3) | 2.3 Demonstrates intentional and effective assessment. | Tests, assignments and/or graded activities matched the course learning outcomes. |
| Mentors and advises learners. | | |
| Mentorship (3.1) | 3.1 Supports learners in their personal growth. | My instructor addressed students' non-academic needs. |
| Mentorship (3.2) | 3.2 Supports learners in their professional growth. | I had opportunities to develop professional skills. |
| Mentorship (3.3) | 3.3 Supports learners in their academic growth. | I had opportunities to become a better learner. |

Note: Not all constructs of the QT Framework are asked of students, as many are not able to be observed by students, nor are students able to appropriately comment on certain aspects of Quality Teaching (ie: QT Framework 2.4: Learns from and contributes to the professional development of teaching.)