

To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

Of the 7 students enrolled, 7 responded (100%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both **unadjusted** (raw) and **adjusted** averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Four objectives were selected as relevant (Important or Essential – see page 2)	5.0	4.3
Overall Ratings		
B. Excellent Teacher	4.9	4.4
C. Excellent Course	4.7	4.0
D. Average of B & C	4.8	4.2
Summary Evaluation (Average of A & D) ¹	4.9	4.3

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	69				63				66	
Higher Next 20% (56–62)		57	61				62			
Similar Middle 40% (45–55)				54		51		53		55
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	71	58	60	52	62	48	61	50	66	54
Institution	65	56	58	53	58	51	58	52	62	54

IDEA Discipline used for comparison:
 History

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	0	7	0	5.0	0.0
2. Found ways to help students answer their own questions	0	0	0	0	7	0	5.0	0.0
3. Scheduled course work (class activities, tests, projects) in ways...	0	1	1	2	3	0	4.0	1.2
4. Demonstrated the importance and significance of the subject matter	0	0	0	0	7	0	5.0	0.0
5. Formed "teams" or "discussion groups" to facilitate learning	0	1	1	0	4	1	4.2	1.3
6. Made it clear how each topic fit into the course	0	0	0	1	6	0	4.9	0.4
7. Explained the reasons for criticisms of students' academic...	0	0	0	0	5	2	5.0	0.0
8. Stimulated students to intellectual effort beyond that required by...	0	0	0	0	7	0	5.0	0.0
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	0	2	5	0	4.7	0.5
10. Explained course material clearly and concisely	0	0	1	0	6	0	4.7	0.8
11. Related course material to real life situations	0	0	1	0	6	0	4.7	0.8
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	1	5	1	4.8	0.4
13. Introduced stimulating ideas about the subject	0	0	0	0	6	1	5.0	0.0
14. Involved students in "hands on" projects such as research, case...	0	0	0	0	6	1	5.0	0.0
15. Inspired students to set and achieve goals which really...	0	0	0	1	6	0	4.9	0.4
16. Asked students to share ideas and experiences with others...	0	0	0	0	7	0	5.0	0.0
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	0	6	1	5.0	0.0
18. Asked students to help each other understand ideas or concepts	0	0	0	1	6	0	4.9	0.4
19. Gave projects, tests, or assignments that required original or...	0	0	0	1	5	1	4.8	0.4
20. Encouraged student-faculty interaction outside of class (office...	0	0	0	0	7	0	5.0	0.0

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

Notes:

Discipline code selected on FIF: 4508

Discipline code used for comparison: 4508

									Converted Avg.		Comparison Group Average		
									Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology, classifications,...	0	0	0	1	6	0	4.9	0.4	NA	NA	4.0	4.3	4.3
22. Learning fundamental principles, generalizations, or...	0	0	0	1	6	0	4.9	0.4	69	57	3.9	4.1	4.3
23. Learning to <i>apply</i> course material (to improve thinking,...	0	0	0	0	7	0	5.0	0.0	70	56	4.0	4.0	4.3
24. Developing specific skills, competencies, and points of...	0	0	0	0	7	0	5.0	0.0	68	55	4.0	4.0	4.3
25. Acquiring skills in working with others as a member of a team	0	0	2	0	4	1	4.3	1.0	NA	NA	3.9	3.8	4.1
26. Developing creative capacities (writing, inventing, designing,...	0	0	0	0	7	0	5.0	0.0	NA	NA	3.9	3.8	4.1
27. Gaining a broader understanding and appreciation of...	0	0	0	0	6	1	5.0	0.0	NA	NA	3.7	4.0	4.1
28. Developing skill in expressing myself orally or in writing	0	0	0	0	7	0	5.0	0.0	NA	NA	3.8	3.9	4.0
29. Learning how to find and use resources for answering questions...	0	0	0	0	7	0	5.0	0.0	NA	NA	3.7	4.0	4.1
30. Developing a clearer understanding of, and commitment to,...	0	0	0	0	6	1	5.0	0.0	NA	NA	3.8	3.9	4.1
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas,...	0	0	0	0	7	0	5.0	0.0	70	60	3.8	4.1	4.1
32. Acquiring an interest in learning more by asking my own...	0	0	0	1	6	0	4.9	0.4	NA	NA	3.8	4.0	4.1
Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress									Bold = Selected as Important or Essential				

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress

Bold = Selected as Important or Essential

33. Amount of reading	0	2	3	0	1	1	3.0	1.1	47	NA	3.2	3.8	3.4
34. Amount of work in other (non-reading) assignments	0	0	2	1	3	1	4.2	1.0	63	NA	3.4	3.3	3.6
35. Difficulty of subject matter	0	0	3	1	2	1	3.8	1.0	57	NA	3.4	3.5	3.6

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	1	0	2	2	2	0	3.6	1.4	NA	NA	3.7	3.6	4.0
37. I worked harder on this course than on most courses I have taken.	0	0	1	2	4	0	4.4	0.8	65	NA	3.6	3.6	3.8
38. I really wanted to take a course from this instructor.	0	0	3	1	3	0	4.0	1.0	NA	NA	3.4	3.6	3.5
39. I really wanted to take this course regardless of who taught it.	0	1	1	1	4	0	4.1	1.2	64	NA	3.3	3.3	3.8
40. As a result of taking this course, I have more positive feelings...	0	0	0	1	6	0	4.9	0.4	67	54	3.9	4.0	4.2
41. Overall, I rate this instructor an excellent teacher.	0	0	0	1	6	0	4.9	0.4	61	54	4.2	4.3	4.4
42. Overall, I rate this course as excellent.	0	0	0	2	5	0	4.7	0.5	63	51	3.9	4.1	4.3
43. As a rule, I put forth more effort than other students on...	0	0	0	2	5	0	4.7	0.5	85	NA	3.6	3.8	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.

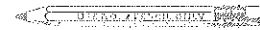


Faculty Information Form

IMPORTANT!



See Directions to Faculty:
www.theideacenter.org/directions



Mailing Address (use MSC, if possible):

XXXXXXXXXX MSC 06 3760

Instructor: GIBBS, F

*Dept/Course#/Section:

XXXXXXXXXXXXX HIST 6666-002

Dept. IDEA Admin & Phone Number:

XXXXXXXXXXXXXXXXXXXXX Emily 7-2451

*for ASM, use same codes as ICES, for all others, use the subject abbreviation from the schedule of classes

Mark One:

Campus: MAIN

☒ Long Form
☐ Short Form

Semester: Fall 2013

Objectives: Using the scale provided, identify the relevance of each of the twelve objectives to this course. As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as either Important or Essential. The weighting system used to generate the IDEA report weighs Essential objectives "2," Important objectives "1," and Minor objectives "0."
(Scale - M = Minor or No Importance, I = Important, E = Essential)

M I E

- ☐ ☐ ☐ Gaining factual knowledge (terminology, classifications, methods, trends)
- ☐ ☐ ☒ Learning fundamental principles, generalizations, or theories
- ☐ ☐ ☒ Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- ☐ ☒ ☐ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- ☐ ☐ ☐ Acquiring skills in working with others as a member of a team
- ☐ ☐ ☐ Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- ☐ ☐ ☐ Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- ☐ ☐ ☐ Developing skill in expressing oneself orally or in writing
- ☐ ☐ ☐ Learning how to find and use resources for answering questions or solving problems
- ☐ ☐ ☐ Developing a clearer understanding of, and commitment to, personal values
- ☐ ☐ ☒ Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- ☐ ☐ ☐ Acquiring an interest in learning more by asking questions and seeking answers

Last Name (Up to 11 letters)	Init.
GIBBS	F
A	A
B	B
C	C
D	D
E	E
F	F
G	G
H	H
I	I
J	J
K	K
L	L
M	M
N	N
O	O
P	P
Q	Q
R	R
S	S
T	T
U	U
V	V
W	W
X	X
Y	Y
Z	Z

Days Class Meets
<input type="radio"/> Mon
<input checked="" type="radio"/> Tues
<input type="radio"/> Wed
<input type="radio"/> Thu
<input type="radio"/> Fri
<input type="radio"/> Sat
<input type="radio"/> Sun

Discipline Code
4508
5
6
7
8
9

Time Class Begins
1600
0
1
2
3
4
5
6
7
8
9

Course Number
666002
0
1
2
3
4
5
6
7
8
9

Number Enrolled
007
0
1
2
3
4
5
6
7
8
9

Local Codes:							
A	B	C	D	E	F	G	H
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

Contextual Questions (Research Purposes):

The IDEA Center will conduct research on these optional questions in order to improve the interpretation of student ratings.

1. Which of the following represents the primary approach to this course? (Mark only one)

- ☐ Lecture
- ☐ Discussion/recitation
- ☒ Seminar
- ☐ Skill/activity
- ☐ Laboratory
- ☐ Field Experience
- ☐ Studio
- ☐ Multi-Media
- ☐ Practicum/clinic
- ☐ Other

2. If multiple approaches are used, which one represents the secondary approach? (Mark only one)

- ☐ Lecture
- ☐ Discussion/recitation
- ☐ Seminar
- ☐ Skill/activity
- ☐ Laboratory
- ☐ Field Experience
- ☐ Studio
- ☐ Multi-Media
- ☐ Practicum/clinic
- ☐ Other

3. Describe this course in terms of its requirements with respect to the features listed below. Use the following code to make your responses:
N = None (or little) required
S = Some required
M = Much required

N S M

- ☐ ☐ ☐ A. Writing
- ☐ ☐ ☐ B. Oral communication
- ☐ ☐ ☐ C. Computer applications
- ☐ ☐ ☐ D. Group work
- ☐ ☐ ☐ E. Mathematical/quantitative work
- ☐ ☐ ☒ F. Critical thinking
- ☐ ☐ ☐ G. Creative/artistic/design endeavor
- ☐ ☐ ☐ H. Reading
- ☐ ☐ ☐ I. Memorization

Contextual Questions Continued:

4. Rate each of the circumstances listed below, using the following code to respond:

P = Had a positive impact on learning
I = Neither a positive nor a negative impact
N = Had a negative impact on learning
? = Can't judge

P I N ?

- ☐ ☒ ☐ ☐ A. Physical facilities and/or equipment
- ☒ ☐ ☐ ☐ B. Your previous experience in teaching this course
- ☒ ☐ ☐ ☐ C. Substantial changes in teaching approach, course assignments, content, etc.
- ☒ ☐ ☐ ☐ D. Your desire to teach this course
- ☒ ☐ ☐ ☐ E. Your control over course management decisions (objectives, texts, exams, etc.)
- ☐ ☒ ☐ ☐ F. Students' level of preparation for taking the course
- ☒ ☐ ☐ ☐ G. Students' level of enthusiasm for the course
- ☐ ☒ ☐ ☐ H. Students' level of effort to learn
- ☐ ☐ ☒ ☐ I. Technical/Instructional support

5. Please identify the principal type of student enrolling in this course (Mark only one)

- ① = First-year students/sophomores seeking to meet a "general education" or "distribution" requirement
- ② = First-year students/sophomores seeking to develop background needed for their intended specialization
- ③ = Upper level non-majors taking the course as a "general education" or "distribution" requirement
- ④ = Upper level majors (in this or a related field of study) seeking competence or expertise in their academic/professional specialty
- ⑤ = Graduate or professional school students
- ⑥ = Combination of two or more of the above types

6. Is this class:

- a. Team taught? ☐ Yes ☒ No
- b. Taught through distance learning? ☐ Yes ☒ No

Discipline Codes (Modified CIP Codes)

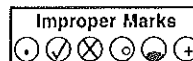
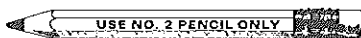
0100 Agricultural Business and Production	9902 Developmental Reading	2700 Mathematics and Statistics
0200 Agricultural Sciences	9903 Developmental Writing	5008 Music (Performing, Composing, Theory)
0300 Conservation and Renewable Natural Resources	9904 Developmental Natural Sciences	5116 Nursing
0400 Architecture and Related Programs	4500 Economics	3100 Parks, Recreation, Leisure, and Fitness Studies
0500 Area Ethnic and Cultural Studies	1300 Education	3801 Philosophy
5007 Art (Painting, Drawing, Sculpture)	1400 Engineering	4000 Physical Science (EXCEPT Physics and Chemistry)
3201 Basic Skills	1500 Engineering-Related Technologies	4008 Physics
2600 Biological Sciences/Life Sciences	9910 English as Second Language	4510 Political Science and Government
5201 Business, General	2301 English Language and Literature	4200 Psychology
5202 Business Administration and Management	5000 Fine and Applied Arts (EXCEPT Art, Music, and Design and Applied Arts)	4400 Public Administration and Services (EXCEPT Social Work)
5203 Business - Accounting	1600 Foreign Languages and Literatures	3900 Religion and Theological Studies
5208 Business - Finance	3105 Health and Physical Education/Fitness	4500 Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)
5212 Business Information and Data Processing Services	5100 Health Professions and Related Sciences (EXCEPT Nursing)	4407 Social Work and Service
5214 Business - Marketing	5199 Health Professions and Related Sciences (2-year program)	4511 Sociology
4005 Chemistry	4508 History	2310 Speech and Rhetorical Studies
0900 Communications	1900 Human Sciences/Family and Consumer Sciences	Vocational/Technical Programs (see Website: Department codes 4800-4900)
1100 Computer and Information Sciences	2400 Liberal Arts & Sciences, General Studies and Humanities	9900 Other (to be used when none of the above codes apply)
4301 Criminal Justice and Corrections	2200 General Legal Studies (Undergraduate)	
1205 Culinary Arts and Related Services	2500 Library Science	
1103 Data Processing Technology (2-year program)		
5004 Design and Applied Arts		
9901 Developmental Math		

To see an expanded list of discipline codes go to: www.theideacenter.org/DisciplineCodes



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM

Instructor: Fred Gibbos

Course Number: 6666-002

Time and Days Class Meets: T: 2-4

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

Describe the frequency of your instructor's teaching procedures, using the following code:

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

- | | | | | | | |
|-----|---|---|---|---|---|--|
| 1. | ① | ② | ③ | ④ | Ⓐ | Displayed a personal interest in students and their learning |
| 2. | ① | ② | ③ | ④ | Ⓐ | Found ways to help students answer their own questions |
| 3. | ① | ② | ③ | ④ | Ⓐ | Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work |
| 4. | ① | ② | ③ | ④ | Ⓐ | Demonstrated the importance and significance of the subject matter |
| 5. | ① | ② | ③ | ④ | Ⓐ | Formed "teams" or "discussion groups" to facilitate learning |
| 6. | ① | ② | ③ | ④ | Ⓐ | Made it clear how each topic fit into the course |
| 7. | ① | ② | ③ | ④ | Ⓐ | Explained the reasons for criticisms of students' academic performance |
| 8. | ① | ② | ③ | ④ | Ⓐ | Stimulated students to intellectual effort beyond that required by most courses |
| 9. | ① | ② | ③ | ④ | Ⓐ | Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding |
| 10. | ① | ② | ③ | ④ | Ⓐ | Explained course material clearly and concisely |
| 11. | ① | ② | ③ | ④ | Ⓐ | Related course material to real life situations |
| 12. | ① | ② | ③ | ④ | Ⓐ | Gave tests, projects, etc. that covered the most important points of the course |
| 13. | ① | ② | ③ | ④ | Ⓐ | Introduced stimulating ideas about the subject |
| 14. | ① | ② | ③ | ④ | Ⓐ | Involved students in "hands on" projects such as research, case studies, or "real life" activities |
| 15. | ① | ② | ③ | ④ | Ⓐ | Inspired students to set and achieve goals which really challenged them |
| 16. | ① | ② | ③ | ④ | Ⓐ | Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own |
| 17. | ① | ② | ③ | ④ | Ⓐ | Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve |
| 18. | ① | ② | ③ | ④ | Ⓐ | Asked students to help each other understand ideas or concepts |
| 19. | ① | ② | ③ | ④ | Ⓐ | Gave projects, tests, or assignments that required original or creative thinking |
| 20. | ① | ② | ③ | ④ | Ⓐ | Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) |

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 21. | ① | ② | ③ | ④ | Ⓐ | Gaining factual knowledge (terminology, classifications, methods, trends) |
| 22. | ① | ② | ③ | ④ | Ⓐ | Learning fundamental principles, generalizations, or theories |
| 23. | ① | ② | ③ | ④ | Ⓐ | Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) |
| 24. | ① | ② | ③ | ④ | Ⓐ | Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course |
| 25. | ① | ② | Ⓐ | ④ | ⑤ | Acquiring skills in working with others as a member of a team |
| 26. | ① | ② | ③ | ④ | Ⓐ | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) |
| 27. | ① | ② | ③ | ④ | Ⓐ | Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) |
| 28. | ① | ② | ③ | ④ | Ⓐ | Developing skill in expressing myself orally or in writing |
| 29. | ① | ② | ③ | ④ | Ⓐ | Learning how to find and use resources for answering questions or solving problems |
| 30. | ① | ② | ③ | ④ | Ⓐ | Developing a clearer understanding of, and commitment to, personal values |
| 31. | ① | ② | ③ | ④ | Ⓐ | Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view |
| 32. | ① | ② | ③ | ④ | Ⓐ | Acquiring an interest in learning more by asking my own questions and seeking answers |

On the next three items, compare this course with others you have taken at this institution, using the following code:

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

33. ① ☒ ② ☐ ③ ☐ ④ ☐ ⑤ Amount of reading
34. ① ☐ ② ☐ ③ ☐ ④ ☒ ⑤ Amount of work in other (non-reading) assignments
35. ① ☐ ② ☐ ③ ☐ ④ ☒ ⑤ Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

36. ① ☐ ② ☐ ③ ☐ ④ ☒ ⑤ I had a strong desire to take this course.
37. ① ☐ ② ☐ ③ ☐ ④ ☒ ⑤ I worked harder on this course than on most courses I have taken.
38. ① ☐ ② ☐ ③ ☒ ④ ☐ ⑤ I really wanted to take a course from this instructor.
39. ① ☐ ② ☐ ③ ☐ ④ ☒ ⑤ I really wanted to take this course regardless of who taught it.
40. ① ☐ ② ☐ ③ ☐ ④ ☒ ⑤ As a result of taking this course, I have more positive feelings toward this field of study.
41. ① ☐ ② ☐ ③ ☐ ④ ☒ ⑤ Overall, I rate this instructor an excellent teacher.
42. ① ☐ ② ☐ ③ ☐ ④ ☒ ⑤ Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

43. ① ☐ ② ☐ ③ ☐ ④ ☒ ⑤ As a rule, I put forth more effort than other students on academic work.
44. ① ☐ ② ☐ ③ ☐ ④ ☒ ⑤ The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
45. ① ☐ ② ☐ ③ ☐ ④ ☒ ⑤ The instructor expected students to take their share of responsibility for learning.
46. ① ☐ ② ☐ ③ ☐ ④ ☒ ⑤ The instructor had high achievement standards in this class.
47. ① ☐ ② ☐ ③ ☐ ④ ☒ ⑤ The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

48. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
49. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
50. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
51. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
52. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
53. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
54. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
55. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
56. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
57. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
58. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
59. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
60. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
61. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
62. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
63. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
64. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
65. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
66. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤
67. ① ☐ ② ☐ ③ ☐ ④ ☐ ⑤

Use the space below for comments
(unless otherwise directed).

Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

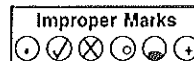
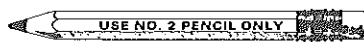
Comments:

See blog



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: <u>UNM</u>	Instructor: <u>FRED GIBBS</u>
Course Number: <u>HIST 6666-002</u>	Time and Days Class Meets: <u>M 4-6:30</u>
Your thoughtful answers to these questions will provide helpful information to your instructor.	
Describe the frequency of your instructor's teaching procedures, using the following code:	
1=Hardly Ever	2=Occasionally
3=Sometimes	4=Frequently
5=Almost Always	

The Instructor:

- | | | | | | | |
|-----|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|--|
| 1. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Displayed a personal interest in students and their learning |
| 2. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Found ways to help students answer their own questions |
| 3. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work |
| 4. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Demonstrated the importance and significance of the subject matter |
| 5. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Formed "teams" or "discussion groups" to facilitate learning |
| 6. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Made it clear how each topic fit into the course |
| 7. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Explained the reasons for criticisms of students' academic performance |
| 8. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Stimulated students to intellectual effort beyond that required by most courses |
| 9. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding |
| 10. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Explained course material clearly and concisely |
| 11. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Related course material to real life situations |
| 12. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Gave tests, projects, etc. that covered the most important points of the course |
| 13. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Introduced stimulating ideas about the subject |
| 14. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Involved students in "hands on" projects such as research, case studies, or "real life" activities |
| 15. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Inspired students to set and achieve goals which really challenged them |
| 16. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own |
| 17. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve |
| 18. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Asked students to help each other understand ideas or concepts |
| 19. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Gave projects, tests, or assignments that required original or creative thinking |
| 20. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) |

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- | | | | | | | |
|-----|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|---|
| 21. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Gaining factual knowledge (terminology, classifications, methods, trends) |
| 22. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Learning fundamental principles, generalizations, or theories |
| 23. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) |
| 24. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course |
| 25. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Acquiring skills in working with others as a member of a team |
| 26. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) |
| 27. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) |
| 28. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Developing skill in expressing myself orally or in writing |
| 29. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Learning how to find and use resources for answering questions or solving problems |
| 30. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Developing a clearer understanding of, and commitment to, personal values |
| 31. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view |
| 32. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Acquiring an interest in learning more by asking my own questions and seeking answers |

On the next three items, compare this course with others you have taken at this institution, using the following code:

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

33. ① ② ☒ ④ ⑤ Amount of reading
34. ① ② ☒ ③ ⑤ Amount of work in other (non-reading) assignments
35. ① ② ☒ ④ ⑤ Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

36. ① ② ☒ ④ ⑤ I had a strong desire to take this course.
37. ① ② ☒ ④ ⑤ I worked harder on this course than on most courses I have taken.
38. ① ② ☒ ④ ⑤ I really wanted to take a course from this instructor.
39. ① ② ☒ ④ ⑤ I really wanted to take this course regardless of who taught it.
40. ① ② ③ ④ ☒ ⑤ As a result of taking this course, I have more positive feelings toward this field of study.
41. ① ② ③ ④ ☒ ⑤ Overall, I rate this instructor an excellent teacher.
42. ① ② ③ ④ ☒ ⑤ Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

43. ① ② ③ ☒ ④ ⑤ As a rule, I put forth more effort than other students on academic work.
44. ① ② ③ ☒ ④ ⑤ The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
45. ① ② ③ ④ ☒ ⑤ The instructor expected students to take their share of responsibility for learning.
46. ① ② ③ ④ ☒ ⑤ The instructor had high achievement standards in this class.
47. ① ② ③ ④ ☒ ⑤ The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

48. ① ② ③ ④ ⑤
49. ① ② ③ ④ ⑤
50. ① ② ③ ④ ⑤
51. ① ② ③ ④ ⑤
52. ① ② ③ ④ ⑤
53. ① ② ③ ④ ⑤
54. ① ② ③ ④ ⑤
55. ① ② ③ ④ ⑤
56. ① ② ③ ④ ⑤
57. ① ② ③ ④ ⑤
58. ① ② ③ ④ ⑤
59. ① ② ③ ④ ⑤
60. ① ② ③ ④ ⑤
61. ① ② ③ ④ ⑤
62. ① ② ③ ④ ⑤
63. ① ② ③ ④ ⑤
64. ① ② ③ ④ ⑤
65. ① ② ③ ④ ⑤
66. ① ② ③ ④ ⑤
67. ① ② ③ ④ ⑤

Use the space below for comments
(unless otherwise directed).

Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

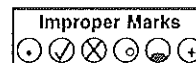
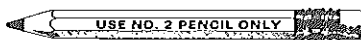
Comments:

This was an incredibly useful & informative class



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM

Instructor: Gibbs

Course Number: 6666-002

Time and Days Class Meets: T 4-6:30

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

Describe the frequency of your instructor's teaching procedures, using the following code:

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

- | | | | | | | |
|-----|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|--|
| 1. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Displayed a personal interest in students and their learning |
| 2. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Found ways to help students answer their own questions |
| 3. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work |
| 4. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Demonstrated the importance and significance of the subject matter |
| 5. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Formed "teams" or "discussion groups" to facilitate learning |
| 6. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Made it clear how each topic fit into the course |
| 7. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Explained the reasons for criticisms of students' academic performance |
| 8. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Stimulated students to intellectual effort beyond that required by most courses |
| 9. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding |
| 10. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Explained course material clearly and concisely |
| 11. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Related course material to real life situations |
| 12. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Gave tests, projects, etc. that covered the most important points of the course |
| 13. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Introduced stimulating ideas about the subject |
| 14. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Involved students in "hands on" projects such as research, case studies, or "real life" activities |
| 15. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Inspired students to set and achieve goals which really challenged them |
| 16. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own |
| 17. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve |
| 18. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Asked students to help each other understand ideas or concepts |
| 19. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Gave projects, tests, or assignments that required original or creative thinking |
| 20. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) |

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- | | | | | | | |
|-----|-------------------------|-------------------------|-------------------------|-------------------------|------------------------------------|---|
| 21. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Gaining factual knowledge (terminology, classifications, methods, trends) |
| 22. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Learning fundamental principles, generalizations, or theories |
| 23. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) |
| 24. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course |
| 25. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Acquiring skills in working with others as a member of a team |
| 26. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) |
| 27. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) |
| 28. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Developing skill in expressing myself orally or in writing |
| 29. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Learning how to find and use resources for answering questions or solving problems |
| 30. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Developing a clearer understanding of, and commitment to, personal values |
| 31. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view |
| 32. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Acquiring an interest in learning more by asking my own questions and seeking answers |

On the next three items, compare this course with others you have taken at this institution, using the following code:

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

33. ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Amount of reading
34. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Amount of work in other (non-reading) assignments
35. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

36. ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 I had a strong desire to take this course.
37. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 I worked harder on this course than on most courses I have taken.
38. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 I really wanted to take a course from this instructor.
39. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 I really wanted to take this course regardless of who taught it.
40. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 As a result of taking this course, I have more positive feelings toward this field of study.
41. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Overall, I rate this instructor an excellent teacher.
42. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

43. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 As a rule, I put forth more effort than other students on academic work.
44. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
45. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 The instructor expected students to take their share of responsibility for learning.
46. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 The instructor had high achievement standards in this class.
47. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

48. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
49. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
50. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
51. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
52. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
53. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
54. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
55. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
56. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
57. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
58. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
59. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
60. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
61. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
62. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
63. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
64. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
65. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
66. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
67. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Use the space below for comments
(unless otherwise directed).

Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

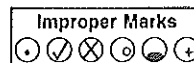
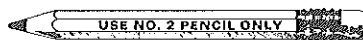
Comments:

Needs to keep overeager, arrogant students
under control - destroyed class community



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM

Instructor: F. Gibbs

Course Number: HIST-666-002

Time and Days Class Meets: T 4-6:30

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

Describe the frequency of your instructor's teaching procedures, using the following code:

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

- | | | | | | | |
|-----|---|---|---|---|---|--|
| 1. | ① | ② | ③ | ④ | ⑤ | Displayed a personal interest in students and their learning |
| 2. | ① | ② | ③ | ④ | ⑤ | Found ways to help students answer their own questions |
| 3. | ① | ② | ③ | ④ | ⑤ | Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work |
| 4. | ① | ② | ③ | ④ | ⑤ | Demonstrated the importance and significance of the subject matter |
| 5. | ① | ② | ③ | ④ | ⑤ | Formed "teams" or "discussion groups" to facilitate learning |
| 6. | ① | ② | ③ | ④ | ⑤ | Made it clear how each topic fit into the course |
| 7. | ① | ② | ③ | ④ | ⑤ | Explained the reasons for criticisms of students' academic performance |
| 8. | ① | ② | ③ | ④ | ⑤ | Stimulated students to intellectual effort beyond that required by most courses |
| 9. | ① | ② | ③ | ④ | ⑤ | Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding |
| 10. | ① | ② | ③ | ④ | ⑤ | Explained course material clearly and concisely |
| 11. | ① | ② | ③ | ④ | ⑤ | Related course material to real life situations |
| 12. | ① | ② | ③ | ④ | ⑤ | Gave tests, projects, etc. that covered the most important points of the course |
| 13. | ① | ② | ③ | ④ | ⑤ | Introduced stimulating ideas about the subject |
| 14. | ① | ② | ③ | ④ | ⑤ | Involved students in "hands on" projects such as research, case studies, or "real life" activities |
| 15. | ① | ② | ③ | ④ | ⑤ | Inspired students to set and achieve goals which really challenged them |
| 16. | ① | ② | ③ | ④ | ⑤ | Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own |
| 17. | ① | ② | ③ | ④ | ⑤ | Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve |
| 18. | ① | ② | ③ | ④ | ⑤ | Asked students to help each other understand ideas or concepts |
| 19. | ① | ② | ③ | ④ | ⑤ | Gave projects, tests, or assignments that required original or creative thinking |
| 20. | ① | ② | ③ | ④ | ⑤ | Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) |

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 21. | ① | ② | ③ | ④ | ⑤ | Gaining factual knowledge (terminology, classifications, methods, trends) |
| 22. | ① | ② | ③ | ④ | ⑤ | Learning fundamental principles, generalizations, or theories |
| 23. | ① | ② | ③ | ④ | ⑤ | Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) |
| 24. | ① | ② | ③ | ④ | ⑤ | Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course |
| 25. | ① | ② | ③ | ④ | ⑤ | Acquiring skills in working with others as a member of a team |
| 26. | ① | ② | ③ | ④ | ⑤ | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) |
| 27. | ① | ② | ③ | ④ | ⑤ | Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) |
| 28. | ① | ② | ③ | ④ | ⑤ | Developing skill in expressing myself orally or in writing |
| 29. | ① | ② | ③ | ④ | ⑤ | Learning how to find and use resources for answering questions or solving problems |
| 30. | ① | ② | ③ | ④ | ⑤ | Developing a clearer understanding of, and commitment to, personal values |
| 31. | ① | ② | ③ | ④ | ⑤ | Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view |
| 32. | ① | ② | ③ | ④ | ⑤ | Acquiring an interest in learning more by asking my own questions and seeking answers |

On the next three items, compare this course with others you have taken at this institution, using the following code:

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

33. ① ② ③ ④ ⑤ Amount of reading
34. ① ② ③ ④ ⑤ Amount of work in other (non-reading) assignments
35. ① ② ③ ④ ⑤ Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

36. ① ② ③ ④ ⑤ I had a strong desire to take this course.
37. ① ② ③ ④ ⑤ I worked harder on this course than on most courses I have taken.
38. ① ② ③ ④ ⑤ I really wanted to take a course from this instructor.
39. ① ② ③ ④ ⑤ I really wanted to take this course regardless of who taught it.
40. ① ② ③ ④ ⑤ As a result of taking this course, I have more positive feelings toward this field of study.
41. ① ② ③ ④ ⑤ Overall, I rate this instructor an excellent teacher.
42. ① ② ③ ④ ⑤ Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

43. ① ② ③ ④ ⑤ As a rule, I put forth more effort than other students on academic work.
44. ① ② ③ ④ ⑤ The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
45. ① ② ③ ④ ⑤ The instructor expected students to take their share of responsibility for learning.
46. ① ② ③ ④ ⑤ The instructor had high achievement standards in this class.
47. ① ② ③ ④ ⑤ The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

48. ① ② ③ ④ ⑤
49. ① ② ③ ④ ⑤
50. ① ② ③ ④ ⑤
51. ① ② ③ ④ ⑤
52. ① ② ③ ④ ⑤
53. ① ② ③ ④ ⑤
54. ① ② ③ ④ ⑤
55. ① ② ③ ④ ⑤
56. ① ② ③ ④ ⑤
57. ① ② ③ ④ ⑤
58. ① ② ③ ④ ⑤
59. ① ② ③ ④ ⑤
60. ① ② ③ ④ ⑤
61. ① ② ③ ④ ⑤
62. ① ② ③ ④ ⑤
63. ① ② ③ ④ ⑤
64. ① ② ③ ④ ⑤
65. ① ② ③ ④ ⑤
66. ① ② ③ ④ ⑤
67. ① ② ③ ④ ⑤

Use the space below for comments
(unless otherwise directed).

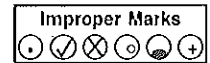
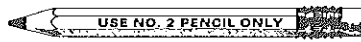
Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

Comments: _____



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution:

UNA

Instructor:

Gibbs

Course Number:

666-602

Time and Days Class Meets:

T 4-6:30

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

Describe the frequency of your instructor's teaching procedures, using the following code:

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

- | | | | | | | |
|-----|-------------------------|-------------------------|------------------------------------|-------------------------|------------------------------------|--|
| 1. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Displayed a personal interest in students and their learning |
| 2. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Found ways to help students answer their own questions |
| 3. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work |
| 4. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Demonstrated the importance and significance of the subject matter |
| 5. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Formed "teams" or "discussion groups" to facilitate learning |
| 6. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Made it clear how each topic fit into the course |
| 7. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Explained the reasons for criticisms of students' academic performance |
| 8. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Stimulated students to intellectual effort beyond that required by most courses |
| 9. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding |
| 10. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Explained course material clearly and concisely |
| 11. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Related course material to real life situations |
| 12. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Gave tests, projects, etc. that covered the most important points of the course |
| 13. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Introduced stimulating ideas about the subject |
| 14. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Involved students in "hands on" projects such as research, case studies, or "real life" activities |
| 15. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Inspired students to set and achieve goals which really challenged them |
| 16. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own |
| 17. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve |
| 18. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Asked students to help each other understand ideas or concepts |
| 19. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Gave projects, tests, or assignments that required original or creative thinking |
| 20. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) |

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- | | | | | | | |
|-----|-------------------------|-------------------------|-------------------------|-------------------------|------------------------------------|---|
| 21. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Gaining factual knowledge (terminology, classifications, methods, trends) |
| 22. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Learning fundamental principles, generalizations, or theories |
| 23. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) |
| 24. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course |
| 25. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Acquiring skills in working with others as a member of a team |
| 26. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) |
| 27. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) |
| 28. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Developing skill in expressing myself orally or in writing |
| 29. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Learning how to find and use resources for answering questions or solving problems |
| 30. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Developing a clearer understanding of, and commitment to, personal values |
| 31. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view |
| 32. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Acquiring an interest in learning more by asking my own questions and seeking answers |

On the next three items, compare this course with others you have taken at this institution, using the following code:

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

33. ① ② ③ ④ ⑤ Amount of reading
34. ① ② ③ ④ ⑤ Amount of work in other (non-reading) assignments
35. ① ② ③ ④ ⑤ Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

36. ① ② ③ ④ ⑤ I had a strong desire to take this course.
37. ① ② ③ ④ ⑤ I worked harder on this course than on most courses I have taken.
38. ① ② ③ ④ ⑤ I really wanted to take a course from this instructor.
39. ① ② ③ ④ ⑤ I really wanted to take this course regardless of who taught it.
40. ① ② ③ ④ ⑤ As a result of taking this course, I have more positive feelings toward this field of study.
41. ① ② ③ ④ ⑤ Overall, I rate this instructor an excellent teacher.
42. ① ② ③ ④ ⑤ Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

43. ① ② ③ ④ ⑤ As a rule, I put forth more effort than other students on academic work.
44. ① ② ③ ④ ⑤ The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
45. ① ② ③ ④ ⑤ The instructor expected students to take their share of responsibility for learning.
46. ① ② ③ ④ ⑤ The instructor had high achievement standards in this class.
47. ① ② ③ ④ ⑤ The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

48. ① ② ③ ④ ⑤
49. ① ② ③ ④ ⑤
50. ① ② ③ ④ ⑤
51. ① ② ③ ④ ⑤
52. ① ② ③ ④ ⑤
53. ① ② ③ ④ ⑤
54. ① ② ③ ④ ⑤
55. ① ② ③ ④ ⑤
56. ① ② ③ ④ ⑤
57. ① ② ③ ④ ⑤
58. ① ② ③ ④ ⑤
59. ① ② ③ ④ ⑤
60. ① ② ③ ④ ⑤
61. ① ② ③ ④ ⑤
62. ① ② ③ ④ ⑤
63. ① ② ③ ④ ⑤
64. ① ② ③ ④ ⑤
65. ① ② ③ ④ ⑤
66. ① ② ③ ④ ⑤
67. ① ② ③ ④ ⑤

Use the space below for comments
(unless otherwise directed).

Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

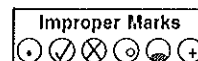
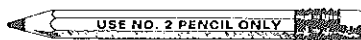
Comments:

See Blog!



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM Hlth.

Instructor: GIBBS

Course Number: 666-662

Time and Days Class Meets:

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

Describe the frequency of your instructor's teaching procedures, using the following code:

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

- | | | | | | |
|-----|---|---|---|---|---|
| 1. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Displayed a personal interest in students and their learning |
| 2. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Found ways to help students answer their own questions |
| 3. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work |
| 4. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Demonstrated the importance and significance of the subject matter |
| 5. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Formed "teams" or "discussion groups" to facilitate learning |
| 6. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Made it clear how each topic fit into the course |
| 7. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Explained the reasons for criticisms of students' academic performance |
| 8. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Stimulated students to intellectual effort beyond that required by most courses |
| 9. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding |
| 10. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Explained course material clearly and concisely |
| 11. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Related course material to real life situations |
| 12. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Gave tests, projects, etc. that covered the most important points of the course |
| 13. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Introduced stimulating ideas about the subject |
| 14. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Involved students in "hands on" projects such as research, case studies, or "real life" activities |
| 15. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Inspired students to set and achieve goals which really challenged them |
| 16. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own |
| 17. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve |
| 18. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Asked students to help each other understand ideas or concepts |
| 19. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Gave projects, tests, or assignments that required original or creative thinking |
| 20. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) |

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- | | | | | | |
|-----|---|---|---|---|--|
| 21. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Gaining factual knowledge (terminology, classifications, methods, trends) |
| 22. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Learning fundamental principles, generalizations, or theories |
| 23. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) |
| 24. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course |
| 25. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Acquiring skills in working with others as a member of a team |
| 26. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) |
| 27. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) |
| 28. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Developing skill in expressing myself orally or in writing |
| 29. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Learning how to find and use resources for answering questions or solving problems |
| 30. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Developing a clearer understanding of, and commitment to, personal values |
| 31. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view |
| 32. | ① | ② | ③ | ④ | <input checked="" type="radio"/> Acquiring an interest in learning more by asking my own questions and seeking answers |

On the next three items, compare this course with others you have taken at this institution, using the following code:

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

33. ① ② ③ ④ ⑤ Amount of reading
34. ① ② ③ ④ ⑤ Amount of work in other (non-reading) assignments
35. ① ② ③ ④ ⑤ Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

36. ① ② ③ ④ ⑤ I had a strong desire to take this course.
37. ① ② ③ ④ ⑤ I worked harder on this course than on most courses I have taken.
38. ① ② ③ ④ ⑤ I really wanted to take a course from this instructor.
39. ① ② ③ ④ ⑤ I really wanted to take this course regardless of who taught it.
40. ① ② ③ ④ ⑤ As a result of taking this course, I have more positive feelings toward this field of study.
41. ① ② ③ ④ ⑤ Overall, I rate this instructor an excellent teacher.
42. ① ② ③ ④ ⑤ Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

43. ① ② ③ ④ ⑤ As a rule, I put forth more effort than other students on academic work.
44. ① ② ③ ④ ⑤ The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
45. ① ② ③ ④ ⑤ The instructor expected students to take their share of responsibility for learning.
46. ① ② ③ ④ ⑤ The instructor had high achievement standards in this class.
47. ① ② ③ ④ ⑤ The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

48. ① ② ③ ④ ⑤
49. ① ② ③ ④ ⑤
50. ① ② ③ ④ ⑤
51. ① ② ③ ④ ⑤
52. ① ② ③ ④ ⑤
53. ① ② ③ ④ ⑤
54. ① ② ③ ④ ⑤
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57. ① ② ③ ④ ⑤
58. ① ② ③ ④ ⑤
59. ① ② ③ ④ ⑤
60. ① ② ③ ④ ⑤
61. ① ② ③ ④ ⑤
62. ① ② ③ ④ ⑤
63. ① ② ③ ④ ⑤
64. ① ② ③ ④ ⑤
65. ① ② ③ ④ ⑤
66. ① ② ③ ④ ⑤
67. ① ② ③ ④ ⑤

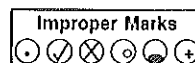
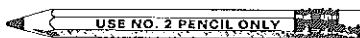
Use the space below for comments
(unless otherwise directed).
Note: Your written comments may be
returned to the instructor. You may want
to *PRINT* to protect your anonymity.

Comments: _____



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: VNM

Instructor: Gibbs

Course Number: HIST 666-002

Time and Days Class Meets: T / 4⁰⁰-6³⁰

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

Describe the frequency of your instructor's teaching procedures, using the following code:

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

- | | | | | | | |
|-----|---|---|---|---|---|--|
| 1. | 1 | 2 | 3 | 4 | 5 | Displayed a personal interest in students and their learning |
| 2. | 1 | 2 | 3 | 4 | 5 | Found ways to help students answer their own questions |
| 3. | 1 | 2 | 3 | 4 | 5 | Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work |
| 4. | 1 | 2 | 3 | 4 | 5 | Demonstrated the importance and significance of the subject matter |
| 5. | 1 | 2 | 3 | 4 | 5 | Formed "teams" or "discussion groups" to facilitate learning |
| 6. | 1 | 2 | 3 | 4 | 5 | Made it clear how each topic fit into the course |
| 7. | 1 | 2 | 3 | 4 | 5 | Explained the reasons for criticisms of students' academic performance |
| 8. | 1 | 2 | 3 | 4 | 5 | Stimulated students to intellectual effort beyond that required by most courses |
| 9. | 1 | 2 | 3 | 4 | 5 | Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding |
| 10. | 1 | 2 | 3 | 4 | 5 | Explained course material clearly and concisely |
| 11. | 1 | 2 | 3 | 4 | 5 | Related course material to real life situations |
| 12. | 1 | 2 | 3 | 4 | 5 | Gave tests, projects, etc. that covered the most important points of the course |
| 13. | 1 | 2 | 3 | 4 | 5 | Introduced stimulating ideas about the subject |
| 14. | 1 | 2 | 3 | 4 | 5 | Involved students in "hands on" projects such as research, case studies, or "real life" activities |
| 15. | 1 | 2 | 3 | 4 | 5 | Inspired students to set and achieve goals which really challenged them |
| 16. | 1 | 2 | 3 | 4 | 5 | Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own |
| 17. | 1 | 2 | 3 | 4 | 5 | Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve |
| 18. | 1 | 2 | 3 | 4 | 5 | Asked students to help each other understand ideas or concepts |
| 19. | 1 | 2 | 3 | 4 | 5 | Gave projects, tests, or assignments that required original or creative thinking |
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Progress on:

- | | | | | | | |
|-----|---|---|---|---|---|---|
| 21. | 1 | 2 | 3 | 4 | 5 | Gaining factual knowledge (terminology, classifications, methods, trends) |
| 22. | 1 | 2 | 3 | 4 | 5 | Learning fundamental principles, generalizations, or theories |
| 23. | 1 | 2 | 3 | 4 | 5 | Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) |
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| 25. | 1 | 2 | 3 | 4 | 5 | Acquiring skills in working with others as a member of a team |
| 26. | 1 | 2 | 3 | 4 | 5 | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) |
| 27. | 1 | 2 | 3 | 4 | 5 | Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) |
| 28. | 1 | 2 | 3 | 4 | 5 | Developing skill in expressing myself orally or in writing |
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33. ① ☒ ③ ④ ⑤ Amount of reading
34. ① ② ③ ④ ☒ Amount of work in other (non-reading) assignments
35. ① ② ☒ ④ ⑤ Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

36. ① ② ③ ④ ☒ I had a strong desire to take this course.
37. ① ② ③ ☒ ⑤ I worked harder on this course than on most courses I have taken.
38. ① ② ☒ ④ ⑤ I really wanted to take a course from this instructor.
39. ① ② ③ ④ ☒ I really wanted to take this course regardless of who taught it.
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41. ① ② ③ ④ ☒ Overall, I rate this instructor an excellent teacher.
42. ① ② ③ ☒ ⑤ Overall, I rate this course as excellent.

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Than True

3=In Between

4=More True
Than False

5=Definitely
True

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65. ① ② ③ ④ ⑤
66. ① ② ③ ④ ⑤
67. ① ② ③ ④ ⑤

Use the space below for comments
(unless otherwise directed).

Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

Comments:

Really enjoyed the class + learned a lot
about DH & what it means to be a historian
in the 21st century. Excited to continue working
in DH!