GIBBS, F

University of New Mexico Main Campus

History 666002 T 16:00 Fall 2013



IDEA Diagnostic Form Report

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 <u>unadjusted</u> (raw) and <u>adjusted</u> 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

A. Progress on Relevant Objectives Four objectives were selected as relevant (Important or Essential –see page 2) Your Average (5–point scale) Raw Adj. Adj. 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
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¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

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

	A D				Overall	Ratings	•		Sum	mary
Comparison Category	on Re	ogress levant ctives		cellent cher		cellent urse		erage & C	Evalu (Aver	ation age of (D)
	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)			61				62			
(33 32)		57								
Similar Middle 40% (45–55)				54		51		53		55
Lower Next 20% (38–44)		a de la desta de la composição de la compo								
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:2

		<u> </u>		P						
Disciptine (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

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.

Statistical Detail		Num	ber R	espon	ding			
otatiotioa sotati	1	2	3	4	5	Omit	Avg.	s.d.
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	8.0
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 1	4.8	0.4
13. Introduced stimulating ideas about the subject	0	0	0	0	6	1 1	5.0	0.0
14. Involved students in "hands on" projects such as research, case	0	0	0	0	6	1 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 = Fre	aventiv	7 5 =	- Almo	st Alwa	ys			

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

Rey. 12 Hardly Ever 2 = Occasionally 0 = contained									Convert	ed Ava.	Compa	rison 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 apply 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
· - · · ·	0	0	0	0	6	1	5.0	0.0	NA NA	NA	3.7	4.0	4.1
27. Gaining a broader understanding and appreciation of			ľ	0	7	0	5.0	0.0	NA	NA	3.8	3.9	4.0
28. Developing skill in expressing myself orally or in writing	0	0	ő	0	7	0	5.0	0.0	NA	NA	3.7	4.0	4.1
29. Learning how to find and use resources for answering questions	0	0	ő	0	6	1	5.0	0.0	NA	NA	3.8	3.9	4.1
30. Developing a clearer understanding of, and commitment to,	0	0	0	٥	,	0	5.0	0.0	70	60	3.8	4.1	4.1
31. Learning to analyze and critically evaluate ideas,		0	l o	"	6	0	4.9	0.4	NA NA	NA.	3.8	4.0	4.1
32. Acquiring an interest in learning more by asking my own	0			j '				,	,	,	1	t or Essential	
Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate prog	ress	4 = 5uc	ostantii	ar broge	1885 3	= EXC	epuonai p	ilogress	- Doid	- Coluctor	uo importan		
	0	2	3	0	1	1	3.0	1.1	47	NA	3.2	3.8	3.4
33. Amount of reading	0	0	2	1	3	1	4.2	1.0	63	NA	3.4	3.3	3.6
34. Amount of work in other (non-reading) assignments			l	1	1		3.8	1.0	57	NA.	3.4	3.5	3.6
35. Difficulty of subject matter	0	0	3	1	2		1 -	1	37	I IV	1 0.4	1 0.0	1 0.0
Key: 1 = Much Less than Most 2 = Less than Most 3 = About Ave	erage	4 = N	lore th	an Mos	it 5:	= Mucr	More tha	in Most					
CC. I had a strong degice to take this govern	1	0	2	2	2	0	3.6	1.4	NA	NA	3.7	3.6	4.0
36. I had a strong desire to take this course.	i	0	1	2	4	o	4.4	0.8	65	NA	3.6	3.6	3.8
37. I worked harder on this course than on most courses I have taken.	0	0	3	1	3	ő	4.0	1.0	NA	NA	3.4	3.6	3.5
38. I really wanted to take a course from this instructor.	٦	1	1	;	4	0	4.1	1.2	64	NA	3.3	3.3	3.8
39. I really wanted to take this course regardless of who taught it.	I -	1	1	;	1 '	0	4.9	0.4	67	54	3.9	4.0	4.2
40. As a result of taking this course, I have more positive feelings	0	0	0		6	1	1	1	61	54	4.2	4.3	4.4
41. Overall, I rate this instructor an excellent teacher.	0	0	0	1	6	0	4.9	0.4	1		3.9	4.1	4.3
42. Overall, I rate this course as excellent.	0	0	0	2	5	0	4.7	0.5	63	51	1	ŀ	3.9
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	1 3.8
Key: 1 = Definitely False 2 = More False than True 3 = In Between	en 4	= Mor	e True	than Fa	alse	5 = De	finitely Tr	rue					

No Additional Questions.



Faculty Information Form

Proper Marks 00000

See Directions to Faculty:

Improper Liarks

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Mailing Address (use MSC, if poss		Instructor	O()		
*Dept/Course#/Section: **XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX	ele (- 00)	XXXXXXXX	Admin&Phone N	lumber: 👔	1-2451
Mark One: Campus: MPIN	p				
Long Form Samester:	Course. As a deneral		- Klenidy the relevance (rai you want students k		welve objectives to this - ting comore than 3-5
Long Form Semester: □ Short Form <u>Fall 201</u> ?) objectives as either	Important or Essei	ntial. The vieighting sys	tem used to ge	nerate the IDEA report
Last Name (Up to 11 letters) Init.	Translator monorman oraș	ectives "2," Import or No Importance	lant objectives "t," and a, t ≈ Important, £ ≈ E	Minor objective	es "0."
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			inciples, generalizations		.,,
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	L 12. OO Acquir	ng an misrast in le	saming more by asking	questions and	sseking answers
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•0000000000000000 •00000000000000000	Days Discipline Class Code	Time Class Begins	Course Number	Number Enrolled	Local Codes: ABCDEFG!
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Contextual Questions (Research Purposes) 4	200		***************************************	1
The IDEA Center will conduct research on	these optional questions in	order to improve t	he interpretation of stud	dent ratings.	
represents the <u>primary</u> approach to this course? (Mark only one)	f multiple approaches are used, which <u>ons</u> represents the secondary approach? Mark only one)	the fer respoi N = No	stures listed below. U		rements with respect to ng code to make your

(2) = Discussion/recitation ○ (a) Writing O 6 B. Oral communication (3) = Seminar (4) = Skill/activity () () G. Computer applications (5) = Laboratory OOO D. Group work ○○○ E. Mathematical/quantitative work (a) = Fleld Experience OO F. Critical thinking (7) = Studio ○○○ G. Creative/artistic/design endeavor (a) = Mulli-Media (9) = Practicum/clinic () (A) H. Heading (0) = OtherOOl. Memorization

N S M

(9) = Practicum/clinic

(i) = Lacture

Seminar

(4) = Skill/activity

(a) = Laboratory

(8) = Multi-Media

(7) = Studio

(ii) = Other

(6) = Field Experience

(2) = Discussion/recitation

(i) = Lecture

Contextual Questions Continued:

į.	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 N ?
	○ 🍘 🕘 ○ A. Physical facilities and/or equipment
	🐞 🔾 🔾 B. Your previous experience in teaching this course
	② ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ ○
	(a) () () D. Your desire to teach this course
	(objectives, texts, exams, etc.)
	○�○○ F. Students' level of preparation for taking
	the course
	🗑 🔾 🔾 G. Students' level of enthusiasm for the course
	OOOH. Students' level of effort to learn
	() () (a) I. Technical/instructional support

- Please identity the <u>principal</u> type of student enrolling in this course (Mark only one)
 - First-year students/sophomores seeking to meet a "general education" or "distribution" requirement
 - (2) = First-year students/sophomores seaking to develop background needed for their intended specialization
 - (3) = Upper level non-majors taking the course as a "general education" or "distribution" requirement
 - Upper level majors (in this or a related field of study) seeking competence or expertise in their academic/professional specially
 - G = Graduate or professional school students
 - (6) = Combination of two or more of the above types

a	, Team laught?	() Yes	No
10	. Taught through distance learning?	Yes	(6) No

5004 Dasign and Applied Arts

9901 Developmental Matin

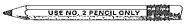
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0100	j Agricultural Business and Production	*	Codes (Modified CIP Codes) Developmental Reading	2700	Mathematics and Statistics
0200	Agricultural Sciences	9903	Davelopmental Writing	5009	Music (Performing, Composing,
0300	Conservation and Renewable Natural	9804	Developmental Natural Sciences		Theory)
	Resources	4508	Economics	5116	Mursing
0400	Architecture and Related Programs	1300	Education	3100	Parks, Recreation, Leisure, and Filmess Studies
0500	Area Ethnic and Cultural Studies	1400	Engliseering	2801	Philosophy
5007	Art (Painting, Orawing, Sculpture)		Engineering Related Technologies		
3201	Basic Skills		English as Second Language	4000	Physics and Chemistry)
2600	Biological Sciences/Life Sciences		English Language and Literature	4008	Physics
5201	Business, General		Fine and Applied Arts (EXCEPT	4510	Political Science and Government
5202	Business Administration and Manageme		Art, Music, and Design and Applied	4200	Psychology
5203	Business - Accounting		Arts)	44C0	Public Administration and Services
5208	Business - Finance		Foreign Languages and Literatures		(EXCEPT Social Work)
5212	Susiness Information and Data	3105	Health and Physical Education/Filmess	3900	Religion and Theological Studies
	Precessing Services	5100	Health Professions and Related	4500	Social Sciences (EXCEPT Economics, History, Political
5214	Business - Marketing	,,,,,	Sciences (EXCEPT Nursing)		Science, and Sociology)
4005	Chemistry	5199	Health Professions and Related	4407	Social Work and Service
0900	Communications	troo	Sciences (2-year program)	4511	Sociology
1100	Computer and Information Sciences		History	2310	Speech and Rhetorical Studies
4301	Oriminal Justice and Corrections	3900	Human Sciences/Family and Consumer Sciences		Vocational/Technical Programs
1205	Culinary Arts and Related Services	2400	Liberal Arts & Sciences, General		(see Website: Department codes 4600-4900)
1103	Oata Processing Technology (2-year		Studies and Humanities	9900	Other (to be used when none of the
m 4 5 1	program)	2200	General Legal Studies		above codes apply)

(Undergraduate)

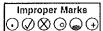
2500 Library Science



IMPORTANT!







nstitution:	UN	ľΛ	Instructor:	Fred	Gilolo

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

Course Number: 6(00 - 002

3=Sometimes

4=Frequently

Time and Days Class Meets:

5=Almost Always

The Instructor:

- 1.(1) (2) (4) (3) Displayed a personal interest in students and their learning 4 2.1 (2) 3 Found ways to help students answer their own questions (4) 3.(1) 2 (3) 🚯 Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work 2 (3) 4 Demonstrated the importance and significance of the subject matter 4.(1)
- (3) 5.(1) (2) (4) Somed "teams" or "discussion groups" to facilitate learning
- 2 3 4 6.(1) Made it clear how each topic fit into the course
- 3 7.(1) 2 (4) B Explained the reasons for criticisms of students' academic performance
- 3 (4) 8.(1) (2) 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
- (3) 4 2 10.① Explained course material clearly and concisely
- (2) 3 4 ■ **11.**(1) 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
- 3 4 **23.** (1) 2 Introduced stimulating ideas about the subject
- (2) (3) (4) 🚷 Involved students in "hands on" projects such as research, case studies, or "real life" activities **⊠ 14.**(1)
- (2) (3) (4) Inspired students to set and achieve goals which really challenged them **1**5,(1)
- (3) **16.**(1) 2 **(4)** Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- 2 (3) (4) **17.**(1) 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) (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:

2

(3)

26.1

- **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 apply course material (to improve thinking, problem solving, and decisions)
- (3) **24**.(1) (2) **(**4) 🚷 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 25.(1) (4) (2) (5) Acquiring skills in working with others as a member of a team
 - (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.)
- 3 (4) 28.(1) (2) Developing skill in expressing myself orally or in writing
- Learning how to find and use resources for answering questions or solving problems (3) (4) 29.(1) 2
- **≖** 30.⑴ (2) (3) (4) Developing a clearer understanding of, and commitment to, personal values
- Learning to analyze and critically evaluate ideas, arguments, and points of view 31.① (2) (3) 4
- 32,(1) (2) **(4)** Acquiring an interest in learning more by asking my own questions and seeking answers

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<u> </u>	_	(3)	111									n salah kati terbe	
①	(2)			_	Amount of reading							A Proposition of the Company of the	11 %
\cdot		3	4		Amount of work in other	-	g) assi	gnmen	ts			en e	
	2	3	4	(2)	Difficulty of subject matter	er 					· ·		
	1=D	e you efinite alse		udes	and behavior in this 2=More False Than True	course, us 3=In E	-		-	code: l=More Tre Than Fa		5=Definitely True	
.(1)	2	3	(B)	(5)	I had a strong desire to	take this cou	ırse.					en e	44
Õ	<u>②</u>	<u>③</u>	<u>(4)</u>		I worked harder on this	course than	on mos	st cour	ses I h	ave taken.			
①	2		4	(5)	I really wanted to take a	course from	this in	structo	r.				. 1
①	2	3	(1)	(5)	I really wanted to take th	nis course re	gardle	ss of w	ho tau	ght it.			
(1)	(3)	3	4		As a result of taking this	course, I ha	ve mo	re posi	tive fe	elings towar	d this field	l of study.	
.①	2	(3)	4	(8)	Overall, I rate this instru-	ctor an excel	llent te	acher.					
.①	2	3	4		Overall, I rate this cours	e as exceller	nt.				**.		
	1=D	follov efinite ilse	_	tems,	, blacken the space w 2=More False Than True	/hich best o 3=In B				our judgm l=More Tri Than Fa	ue	5=Definitely True	
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1			STION		s extra questions, ans	wer them i	in the	space	e desi	gnated be	low (que	estions 48-67):	
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MMU Institution:

Instructor:

GIBBS

HIST lolala - 002_ Course Number:

Time and Days Class Meets:

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) ()Displayed a personal interest in students and their learning (5) 3 4 2.(1) Found ways to help students answer their own questions
- 4 3 3.(1) 2 Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
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- 5.(1) (2) (4) (5) Formed "teams" or "discussion groups" to facilitate learning
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- 2 (3) (4) 7.(1) (5) Explained the reasons for criticisms of students' academic performance
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- 9.(1) (2) (3) 9 (5) 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
- ❸ 2 (4) a 11.(1) (5) Related course material to real life situations
- **= 12.**(1) 2 3 (5) Gave tests, projects, etc. that covered the most important points of the course enger ang kangang beberak bang bah bahat ban ni bahat
- 2 (3) 4 **∞ 13**.⑴ (5) Introduced stimulating ideas about the subject
- 3 **14.**(1) (2) (4) (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities
- 2 3 Inspired students to set and achieve goals which really challenged them 15.(1) (4)
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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:

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Progress on:

2

(3)

26,(1)

- (5) Gaining factual knowledge (terminology, classifications, methods, trends) 21.(1) 2 (3) **6**
- 22.(1) 2 3 ((5) Learning fundamental principles, generalizations, or theories
- **23**.(1) (2) (3) 4 Learning to apply course material (to improve thinking, problem solving, and decisions)
- (3) 4 24.(1) 2 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- **25.**(1) 2 0 (4) (5) Acquiring skills in working with others as a member of a team
 - 4 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 3 4 27.(1) (3) (a) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- (3) 28.(1) (2) 4 Developing skill in expressing myself orally or in writing
- 29.(1) (2) (3) (4) (a) 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
- (2) (3) (4) 31.(1) Learning to analyze and critically evaluate ideas, arguments, and points of view
- 32.(1) (5) Acquiring an interest in learning more by asking my own questions and seeking answers

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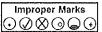
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Institution: (IN M

Gibbs Instructor:

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Time and Davs Class Meets:

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

Displayed a personal interest in students and their learning

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1.(1)

- (2) (3) ④ 2.(1) 2 (3) (4) Found ways to help students answer their own questions 2 (3) 0 3.(1) (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work (3) 4.(1) (2) 4 Demonstrated the importance and significance of the subject matter
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- **21.**(1) (2) (3) (4) Gaining factual knowledge (terminology, classifications, methods, trends) **22**,(1) 2 3 (4) Learning fundamental principles, generalizations, or theories
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- 26.(1) 2 3 4 27.(1) 2 (3) (4) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
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- **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
- **1.** 31. (1) (2) (3) (4) Dearning to analyze and critically evaluate ideas, arguments, and points of view
- 32.(1) Acquiring an interest in learning more by asking my own questions and seeking answers

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Instructor:

<u>IMPORTANT!</u>







Institution: (Λ	1	\cap	
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Gibbs

Course Number: HTST- UUG - 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 4 (3) Displayed a personal interest in students and their learning 2.(1) (2) (3) (4) Found ways to help students answer their own questions 2 (3) (4) 3.(1) (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work 3 4.(1) 2 (4) Demonstrated the importance and significance of the subject matter
- 6.1) ② ③ ⑤ 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) (6) 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 Ø Introduced stimulating ideas about the subject
- 14.① ② ③ ④ Molved 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.
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Progress on:

- 21. 1 (2) (3) (4) (6) Gaining factual knowledge (terminology, classifications, methods, trends)
- 🚥 22. 🕦 🔞 🔇 🤇 🎱 Learning fundamental principles, generalizations, or theories
- 23.(1) (2) (3) (4) (6) Learning to apply course material (to improve thinking, problem solving, and decisions)
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- **28.**(1) (2) (3) (4) (5) 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 Ø Developing a clearer understanding of, and commitment to, personal values
- **31.**(1) (2) (3) (4) (5) Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- 32.(1) (2) (3) (4) (A) Acquiring an interest in learning more by asking my own questions and seeking answers

Most Courses If A mount of reading Amount of readin	gar Wasyar Parada
1 2 4 5 Amount of reading 1 2 6 4 5 Amount of work in other (non-reading) assignments 1 2 3 6 5 Difficulty of subject matter Describe your attitudes and behavior in this course, using the following code: 1=Definitely	efinitely rue The man in the second recommendation of the second recommen
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Describe your attitudes and behavior in this course, using the following code: 1=Definitely	efinitely rue The solution of the sales and the sales are
1=Definitely False Than True 2=More False 3=In Between Than False T 1 2 3 4 5 I had a strong desire to take this course. 1 2 3 5 I worked harder on this course than on most courses I have taken. 1 2 3 6 I really wanted to take a course from this instructor. 1 2 3 6 As a result of taking this course, I have more positive feelings toward this field of study. 1 2 3 6 Overall, I rate this instructor an excellent teacher. 1 2 3 6 Overall, I rate this course as excellent. For the following items, blacken the space which best corresponds to your judgment: 1=Definitely 2=More False 3=In Between 4=More True 5=D	
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1 2 3 6 I worked harder on this course than on most courses I have taken. 1 2 3 6 I really wanted to take a course from this instructor. 1 3 4 6 I really wanted to take this course regardless of who taught it. 1 2 3 6 As a result of taking this course, I have more positive feelings toward this field of study 1 2 3 6 Overall, I rate this instructor an excellent teacher. 1 2 3 6 Overall, I rate this course as excellent. For the following items, blacken the space which best corresponds to your judgment: 1=Definitely 2=More False 3=In Between 4=More True 5=D	taga oran dan yan katar Ligan da kayar taraki
5 I worked harder on this course than on most courses I have taken. 1 2 3 6 1 really wanted to take a course from this instructor. 1 2 3 6 5 I really wanted to take this course regardless of who taught it. 1 2 3 6 5 As a result of taking this course, I have more positive feelings toward this field of study. 1 2 3 6 5 Overall, I rate this instructor an excellent teacher. 1 2 3 6 Overall, I rate this course as excellent. For the following items, blacken the space which best corresponds to your judgment: 1 = Definitely 2 = More False 3 = In Between 4 = More True 5 = D	gar Wasyar Parada
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② ③ ④ ⑤ The instructor used educational technology (e.g., Internet, e-mail, computer exercises, presentations, etc.) to promote learning. EXTRA QUESTIONS	nulti-media
If your instructor has extra questions, answer them in the space designated below (questions 4	8-67):
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Institution:

666-602 Course Number:

Instructor:

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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:

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2=Occasionally

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Time and Days Class Meets:

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#### ■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 2 (4) 3.(1) (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) Demonstrated the importance and significance of the subject matter 5.(1) (3) (2) (4) Formed "teams" or "discussion groups" to facilitate tearning 2 3 6.(1)4 Made it clear how each topic fit into the course (2) (3) (4) 7.(1) 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 3 (4) (2) (6) Explained course material clearly and concisely **= 11.**(1) (2) (3) (4) Related course material to real life situations
- (3) **2.**(1) (2) (4) Gave tests, projects, etc. that covered the most important points of the course
- 2 3 (4) Introduced stimulating ideas about the subject **3**,(1) (3) 4 **= 1**4.(1) 2 p Involved students in "hands on" projects such as research, case studies, or "real life" activities
- Inspired students to set and achieve goals which really challenged them (3) (4) **1**5.(1) 2
- 🚷 Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own (3) (4) **■**■ 16.(1) (2)
- **17.**(1) (2) (3) (4) Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve (2) (3) (4) **■ 18**.⑴ 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
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## Progress on:

2

(3)

**26.**(1)

- Gaining factual knowledge (terminology, classifications, methods, trends) **21.**(1) 2 (3) (4) 22.(1) Learning fundamental principles, generalizations, or theories
- 2 (3) 4 (3) 4 **23.**① 2 Learning to apply course material (to improve thinking, problem solving, and decisions)
- (3) (4) 24.(1) 2 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
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  - 4 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 3 4 27.(1) (2) Signification of the contract of the contra
- (3) 4 **28.**(1) 2 Developing skill in expressing myself orally or in writing
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- 31.① 2 (3) (4) Learning to analyze and critically evaluate ideas, arguments, and points of view
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IMPORTANT!







Institution:

Instructor:

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) Displayed a personal interest in students and their learning 2.1 (5) 3 4 Found ways to help students answer their own questions 4 2 (3) 3.(1) 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
- (2) (3) (4) 7.(1) 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) Big Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- (2) (3) (4) 10.(1) 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) (3) 4 Introduced stimulating ideas about the subject 2
- 14.(1) (2) (3) 4 Involved students in "hands on" projects such as research, case studies, or "real life" activities
- (3) **15.**(1) 2 (4) Inspired students to set and achieve goals which really challenged them
- **16**.(1) (3) (2) (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.
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#### Progress on:

26.(1)

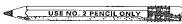
- **21.**(1) (2) (3) **(1)** Gaining factual knowledge (terminology, classifications, methods, trends)
- 22.(1) 2 (3) 4 Dearning fundamental principles, generalizations, or theories
- 23.(1) (3) 4 (2) Learning to apply course material (to improve thinking, problem solving, and decisions)
- (3) (2) 4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

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<u>IMPORTANT!</u>



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Improper Marks

Institution:	/N	M	ı
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Course Number: HST (IUU-002

Instructor: GIDDS

Time and Days Class Meets:

HOU-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:

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- 29.① ② ③ ④ & 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 Dearning to *analyze* and *critically evaluate* 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

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