## GIBBS, F

## University of New Mexico Main Campus

History 300009 MWF 09:00 Fall 2013



**IDEA Diagnostic Form Report** 

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

Of the 29 students enrolled, 19 responded (66%). 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

		verage t scale)
	Raw	Adj.
A. Progress on Relevant Objectives 1		
Five objectives were selected as relevant (Important or Essentialsee page 2)	4.3	4.0

Overall Ratings		-
B. Excellent Teacher	4.7	4.6
C. Excellent Course	4.6	4.4
D. Average of B & C	4.7	4.5

Summary Evaluation (Average of A & D) <sup>1</sup>	4.5	4.3
(Tronago of A & D)		

<sup>&</sup>lt;sup>1</sup> 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

	4 5			(	Overall	Ratings	 S		Summ				
Comparison Category	on Re	ogress levant ctives	B. Excellent Teacher		C. Excellent Course		D. Av	erage & C	age Evalu				
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.			
Much Higher Highest 10% (63 or higher)													
Higher Next 20%			59		61		60		59				
(56–62)	57			56		58		57					
Similar Middle 40% (45–55)		<b>63</b>											
Lower Next 20% (38-44)													
Much Lower Lowest 10% (37 or lower)													

Your Converted Average When Compared to Your:2

TOUT CONTOUR	, w , , , , , , , , , , , , , , , , , ,	ugo IIII	<u> </u>	Paica	o ioui	,				
Discipline (IDEA Data)	56	52	58	56	59	55	59	56	58	54
Institution	52	51	56	56	55	57	56	57	54	54

IDEA Discipline used for comparison:

History

<sup>&</sup>lt;sup>2</sup> 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	Number Responding							
	1	2	3	4	5	Omit	Avg.	ş.d.
Displayed a personal interest in students and their learning	0	0	0	6	13	0	4.7	0.5
2. Found ways to help students answer their own questions	0	0	2	5	12	0	4.5	0.7
3. Scheduled course work (class activities, tests, projects) in ways	1	0	3	7	8	0	4.1	1.0
4. Demonstrated the importance and significance of the subject matter	0	0	0	4	14	1	4.8	0.4
5. Formed "teams" or "discussion groups" to facilitate learning	0	6	3	6	4	0	3.4	1.2
6. Made it clear how each topic fit into the course	0	0	1	8	10	0	4.5	0.6
7. Explained the reasons for criticisms of students' academic	1	0	1	7	10	0	4.3	1.0
8. Stimulated students to intellectual effort beyond that required by	0	0	2	1	16	0	4.7	0.7
9. Encouraged students to use multiple resources (e.g. data banks,	2	1	3	8	5	0	3.7	1.2
10. Explained course material clearly and concisely	0	0	1	12	6	0	4.3	0.6
11. Related course material to real life situations	0	0	5	6	8	0	4.2	0.8
12. Gave tests, projects, etc. that covered the most important points	0	3	3	7	6	0	3.8	1.1
13. Introduced stimulating ideas about the subject	0	0	0	5	14	0	4.7	0.5
14. Involved students in "hands on" projects such as research, case	1	3	7	3	5	0	3.4	1.2
15. Inspired students to set and achieve goals which really	0	1	4	4	10	0	4.2	1.0
16. Asked students to share ideas and experiences with others	3	0	0	7	9	0	4.0	1.4
17. Provided timely and frequent feedback on tests, reports,	0	1	2	5	11	0	4.4	0.9
18. Asked students to help each other understand ideas or concepts	0	3	3	7	6	0	3.8	1.1
19. Gave projects, tests, or assignments that required original or	1	0	5	3	10	0	4.1	1.1
20. Encouraged student-faculty interaction outside of class (office	0	1	3	8	7	0	4.1	0.9
Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Free	quently	5 =	Almos	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

•									Convert	ed Avg.	Compa	rison Group	Average
									Raw	Adj.	IDEA	Discipline	institution
21. Gaining factual knowledge (terminology,	0	0	2	8	9	0	4.4	0.7	57	51	4.0	4.3	4.3
22. Learning fundamental principles, generalizations, or theories	1	0	3	6	9	0	4.2	1.1	NA	NA	3.9	4.1	4.3
23. Learning to <i>apply</i> course material (to improve thinking,	0	0	3	8	8	0	4.3	0.7	55	49	4.0	4.0	4.3
24. Developing specific skills, competencies, and points of view	0	0	7	6	6	0	3.9	0.8	NA	NA	4.0	4.0	4.3
25. Acquiring skills in working with others as a member of a team	4	5	4	4	2	0	2.7	1.3	NA	NΑ	3.9	3.8	4.1
26. Developing creative capacities (writing, inventing, designing,	1	2	3	6	7	0	3.8	1.2	NA	NA	3.9	3.8	4.1
27. Gaining a broader understanding and appreciation of	2	1	0	6	10	0	4.1	1.3	56	52	3.7	4.0	4.1
28. Developing skill in expressing myself orally or in writing	1	0	0	8	10	0	4.4	1.0	59	60	3.8	3.9	4.0
29. Learning how to find and use resources for answering questions	0	3	4	8	4	0	3.7	1.0	NA	NA	3.7	4.0	4,1
30. Developing a clearer understanding of, and commitment to,	2	3	5	6	3	0	3.3	1.2	NA	NA	3.8	3.9	4.1
31. Learning to analyze and critically evaluate ideas,	0	0	3	6	10	0	4.4	0.8	59	56	3.8	4.1	4.1
32. Acquiring an interest in learning more by asking my own	0	1	1	10	7	0	4.2	0.8	NA	NA	3.8	4.0	4.1
Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate prog	ress	4 = Sul	stantia	al prog	ress 5	= Exc	eptional p	rogress	Bold :	= Selected	as Importan	t or Essential	
33. Amount of reading	0	T .	7	7	4	0	3.7	0.9	57	NA	3.2	3.8	3.4
34. Amount of work in other (non-reading) assignments	0	7	7	3	2	0	3.0	1.0	43	NA	3.4	3.3	3.6
35. Difficulty of subject matter	0	2	5	9	3	0	3.7	0.9	54	NA	3.4	3.5	3.6
Key: 1 = Much Less than Most 2 = Less than Most 3 = About Ave			l Iore th	•		1	More tha	,	, •	1	1 021	1 0.0	1 0.0
1 2 mach 1000 than most 2 2 1000 than most 0 - Avout Att	, ago	4-1	1010 111	J. 11103		- 11001	i more the						
36. I had a strong desire to take this course.	0	0	2	10	7	0	4.3	0.7	NA	NA	3.7	3.6	4.0
37. I worked harder on this course than on most courses I have taken:	0	2	5	8	4	0	3.7	0.9	53	NA	3.6	3.6	3.8
38. I really wanted to take a course from this instructor.	0	0	12	4	3	0	3.5	0.8	NA	NA	3.4	3.6	3.5
39. I really wanted to take this course regardless of who taught it.	1	1	6	6	5	0	3.7	1.1	56	NA	3.3	3.3	3.8
40. As a result of taking this course, I have more positive feelings	0	0	2	9	8	0	4.3	0.7	58	53	3.9	4.0	4.2
41. Overall, I rate this instructor an excellent teacher.	0	0	0	5	14	0	4.7	0.5	59	56	4.2	4.3	4.4
42. Overall, I rate this course as excellent.	0	0	2	4	13	0	4.6	0.7	61	58	3.9	4.1	4.3
43. As a rule, I put forth more effort than other students on	0	0	4	7	7	1	4.2	0.8	67	NA	3.6	3.8	3.9
Key: 1 = Definitely False 2 = More False than True 3 = in Betwee	n 4	= More	True	han Fa	esla	5 = De	finitely Tr	ue					

No Additional Questions.



## Faculty Information Form

IMPORTANT!

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Sea Directions to Faculty:

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*Dept/Course#/Section:	200-000	y Dept.ide	A Admin&Phone I	Yumber:	7-2451			
* for ASM, use same codes as ICES, for all o	thers, use the subject abbreviat	on from the schedule	of classes					
Mark One: Campus:	Objectives: Using	line scale provided.	idantily the relevance	of each of the	s twelve objectives to this			
☐ Long Form Semester:	course. As a gene	ral rule, prioritize wh	at you want students t	o learn by se	lecting no more than 3-5			
□ Short Form			dial. The weighling sys ant objectives "1," and		generate the IDEA report			
Last Name (Up to 11 letters)   Init.			$s_i$ , $l = important$ , $E = E$		755 O.			
	MIE							
-auggs F	1. O 🕲 O Gain	ng factual knowledg	e (terminology, classifi	callons, melh	ods, trends)			
<b>-</b> 000000000000000000000000000000000000	2. ○○○ Lean	ing fundamental pri	ncipios, generalization	s, or theories				
	3. ( ) ( Lean	ring to <i>apply</i> course	material (to improve the	iinking, proble	em solving, and decisions)			
<b>■</b> ③® <b>♥</b> ������������������������������������	4. OOO Deve	lop)ng specific skills	, compelencies, and p	oints of view i	needed by professionals in			
lacksquare	line ii	eld most closely rela	ited to this course					
lacksquare		lring skills in working	y with others as a men	nber of a tean	A .			
<b>■</b> 80888888€€€	3 San	loping creative capa	cities (writing, Inventin	g, designing,	pedorming in art, music,			
<b>■</b> Ø®®®®®®®®®®®	1	a, etc.)						
<b>=0</b> 00000000000000000000000000000000000	1 1		standing and appreciat	ion of intellec	tuaVouttural activity (music,			
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Contextual Questions (Research Purpos	townsomerand between the control of	- Company - Comp	La and the state of the state o	\$,;	The state of the s			
The tOEA Center will conduct research	,	n order to improve t	he interpretation of stu	dent ratings.				
			,	**				
1. Which of the following 2.	If multiple approaches	3. Descri	be this course in terr	ns of its requ	ulrements with respect to Ving code to make your			
represents the <u>primary</u> approach to this course?	are used, which <u>one</u> represents the	respor	1868!		and cone to music hom			
(Mark only one)	secondary approach? N = None (or little) required							
	(Mark only one) S = Some required M = Much required							
	① = Lecture	NSM						
■ Ø ≈ Discussion/recitation	(g) = Discussion/recitation		) A. Writing					
■ (3) = Seminar	③ = Seminar ○ ○ 🙆 8. Oral communication							

(4) = Skill/activity (s) = Laboratory

sibeM-BluM = (8)

(9) = Practicum/clinic

185301 (10/03) 0 9 8 7 6 5 4 3

(7) = Studio

(i) = Other

(a) = Field Experience

(a) = Skill/activity

(6) = Laboratory

(a) = Multi-Media

(9) = Practicum/clinic

(7) = Studio

(0) = Other

(a) = Field Experience

() (A) H. Reading

OOO C. Computer applications

○○○ E. Mathematical/quantitative work

○○○ G. Creative/artistic/design endeavor

OOO D. Group work

OOØ F. Critical thinking

## Contextual Questions Continued:

<ol> <li>Rate each of the circumstances listed below, using code to respond:</li> </ol>	the following
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 1 N ?	
- 🏈 () () () 8. Your previous experience in teaching thi	s course
O C. Substantial changes in teaching approace assignments, centent, etc.	h, course
() (a) (b) D. Your desire to leach this course	
Sales	ecisions
(objectives, texts, exams, etc.)	
( ) ( ) F. Students' level of preparation for taking	
the course	
()()()()()()()()()()()()()()()()()()()	use
The time that were	
COO & L. Technical/instructional support	
is this class:	
	P = Had a positive impact on learning I = Neither a positive nor a negative impact N = Had a negative impact on learning P = Can't judge P = I N P O

a. Team laught?

9901 Developmental Math

() Yes

- Please identify the principal type of student enrolling in this course (Mark only one)
  - (i) = First-year students/sephemores seeking to meet a "general education" or "distribution" requirement
  - (2) = First-year students/sophomores seeking to develop background needed for their intended specialization
  - 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
  - (5) = Graduate or professional school students
  - (a) = Combination of two or more of the above

ì	p. Taught through distance learning?	Ŏ Yes	<b>(⊘</b> No		
		Discipline	Codes (Modified CIP Codes)		
0100	Agricultural Business and Production	9902	Developmental Reading	2700	Mathematics and Statistics
0200	Agricultural Sciences	9903	Developmental Writing	5009	Music (Performing, Composing, Theory)
0300	Conservation and Renewable Natural	9904	Developmental Natural Sciences	er 6 8 69	<i>3</i> /
	Resources	4506	Economics		Nursing
	Architecture and Related Programs	1300	Education	3100	Parks, Recreation, Leisure, and Filness Studies
0500	Area Ethnic and Gultural Studies	1400	Englneering	3801	Philosophy
5007	Art (Painting, Orawing, Sculpture)	1500	Engineering-Related Technologies	4000	
3201	Basic Skilis	9910	English as Second Language		Physics and Chemistry)
2600	8felegical Sciences/Life Sciences	2301	English Language and Literature	4008	Physics
5201	Business, General	5000	Fine and Apolled Arts (EXCEPT	4510	Political Science and Government
5202	Business Administration and Managem		Art, Music, and Design and Applied Arts)	4200	Psychology
	Business - Accounting Business - Finance	1600	Foreign Languages and Literatures	4400	Public Administration and Services (EXCEPT Social Work)
	Business Information and Data	3105	Healih and Physical	3900	Religion and Theological Studies
9616	Processing Services		Education/Fitness	4500	
5214	Business - Marketing	5100	Health Professions and Related Sciences (EXCEPT Nursing)		Economics, History, Political Science, and Sociology)
4005	Chemistry	5199	Health Professions and Related	4407	Social Work and Service
0900	Communications		Sciences (2-year program)	4511	Seciology
1100	Computer and Information Sciences	4508	History	2310	Speech and Rhetorical Studies
430 f	Oriminal Justice and Corrections	1900	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	Data Processing Technology (2-year		Studies and Humanities	androis.	Olher (to be used when none of the
	program)	2200	General Legal Studies (Undergraduate)	539,67	spoke codes sibblh)
5004	Design and Applied Arts		(Ourasivamena)		

2500 Library Science

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

🔞 No



**IMPORTANT!** 

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Institution: UNN

Course Number: Hist 300 - 009

Instructor: F. Gibbs

Time and Days Class Meets: MI

MWF 9:00-9:50

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) (5) Displayed a personal interest in students and their learning
- 2.1 ② ③ ⑤ Found ways to help students answer their own questions
- 3.0 ② Ø 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 ⑤ Demonstrated the importance and significance of the subject matter
- 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) (a) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- 10.1 (2) (3) (6) Explained course material clearly and concisely
- 11.(1) (2) (3) (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) (6) Introduced stimulating ideas about the subject
- 💌 14.(1) (2) 🚳 (4) (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities
- 💌 16. 🚳 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 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 Gave projects, tests, or assignments that required original or creative thinking
- 🚥 20.(1) (2) (3) 🐞 (6) 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) (4) (5) Gaining factual knowledge (terminology, classifications, methods, trends)
- **22.** (1) (2) (3) (5) Learning fundamental principles, generalizations, or theories
- 23.(1) (2) (3) (5) Learning to apply course material (to improve thinking, problem solving, and decisions)
- 24.1) ② ③ ⑥ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- **25.** (2) (3) (4) (5) Acquiring skills in working with others as a member of a team
  - (5) 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 ⑥ ⑤ Developing skill in expressing myself orally or in writing
- 29.1 2 3 6 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) 🚳 (5) Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- 32.(1) (2) (3) 🚯 (5) Acquiring an Interest in learning more by asking my own questions and seeking answers

	1=M	luch L	ess th	an	2=Less than	vith othe 3=Abo				=More tha	an	, using the following code: 5=Much More
^ -		lost C	ourses	3	Most Courses					Most Co	urses	than Most Courses
ი ე	urse:	0	e e	<b>6</b>	Assessment and assessment							a thaigh i it an ann an an an
ע (נ	② ②	③ <b>@</b>	4		Amount of reading  Amount of work in other (n	on-roadin	a) accid	ramant				Mark A. Commission of the Comm
D	0	3	4	-	Difficulty of subject matter	on-reading	y) assit	Aumoni	J			A the standard of
	escril	oe you	ır attit	udes	and behavior in this co	urse, us	ing th	e folic	wing	code:		
		efinite alse	ly		2=More False Than True	3≖In E	Betwee	n		l=More Tr Than Fa		5=Definitely True
D	2	3	<b>(</b>	(5)	I had a strong desire to take	e this cou	ırse.					14 de 14
D	2		4	(5)	I worked harder on this cou	ırse than	on mos	at cours	es I h	ave taken.		
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**IMPORTANT!** 

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Institution:

Instructor:

Course Number:

Time and Days Class Meets:

9:00-9:50

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 4 (2) (3) Displayed a personal interest in students and their learning 2.(1) (2) (3) 4 Found ways to help students answer their own questions (3) 4 3.(1) 2 🌑 Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work (3) (4) 4.(1) 2 Demonstrated the importance and significance of the subject matter
- 5.(1) (2) (3) (5) Formed "teams" or "discussion groups" to facilitate learning
- 6.(1) (3) (2) (5) Made it clear how each topic fit into the course
- 2 (3) 7.(1) (5) 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
- 2 (3) 4  $9. \bigcirc$ Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- **■** 10.(1) 2 (3) (5) Explained course material clearly and concisely
- **11.**(1) (2) (3) (4) Related course material to real life situations
- (2) (3) **(4) 12.**(1) Gave tests, projects, etc. that covered the most important points of the course
- (3) 4 **13.**(1) 2 Introduced stimulating ideas about the subject
- 0 **14.**(1) 2 (4) (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities
- (3) (4) 15.(1) (2) Inspired students to set and achieve goals which really challenged them
- **16.**(1) (5) 3 4 Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- (3) **17.**(1) (2) (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) (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

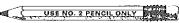
**26.**(1)

- 21.1 (3) (2) (5) 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)
- **24**,(i) (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) (3) (5) Acquiring skills in working with others as a member of a team.
  - (5) Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- (3) **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
- (3) 29.(1) (2) (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 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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**IMPORTANT!** 





Improper Marks  $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$ 

Institution: UNM

Instructor:

Fred Gibbs

Course Number: Hist 300 - 009

Time and Days Class Meets: MWF 9,00 - 9:50

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		4	(5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	· i
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	5.5 <sub>5</sub>
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.	(2)	3	4	(5) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	g
<b>10.</b> ①	2	3		(5) Explained course material clearly and concisely	
11.①	2	3	4	Related course material to real life situations	
<b>12.</b> ①	2		4	(5) Gave tests, projects, etc. that covered the most important points of the course	
<b>13.</b> ①	2	3	4	Introduced stimulating ideas about the subject	
<b>14.</b> ①	2		4	(5) 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	, iki
<b>16.</b> ①	2	3	4	Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	

Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve

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:

Gave projects, tests, or assignments that required original or creative thinking

Asked students to help each other understand ideas or concepts

- 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

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**■ 19.**(1)

20.(1)

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(3)

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(4)

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(4)

<b>21.</b> 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)
24.①	2	3	4	Developing specific skills, competencies, and points of view needed by professionals in the field most closely
NO.				related to this course
25.(1)	2	3	4	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

(a) Learning to analyze and critically evaluate ideas, arguments, and points of view

Acquiring an interest in learning more by asking my own questions and seeking answers

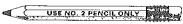
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<u>IMPORTANT!</u>







Institution: UNM

Instructor:

Fred

Gibbs

Course Number:

HIST 300 -009

Time and Days Class Meets:

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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:

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 Ø 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 ⑤ Made it clear how each topic fit into the course
- 6.1 ② ③ ⑤ Made it clear how each topic fit into the course
  7.1 ② ③ ⑥ 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 6 Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- 10.1 ② ③ ⑤ Explained course material clearly and concisely 11.1 ② ⑥ ④ ④ ⑤ Related course material to real life situations
- 11.① ② ⑥ ④ ⑤ Related course material to real life situations
   12.① ② ③ ④ ⑥ Gave tests, projects, etc. that covered the most important points of the course
- 13.① ② ③ ⑥ ⑤ Introduced stimulating ideas about the subject
- 💌 14.① ② ③ 🚱 ⑤ Involved students in "hands on" projects such as research, case studies, or "real life" activities
- 15.① ② ◎ ④ ⑤ Inspired students to set and achieve goals which really challenged them 16.⑥ ② ③ ④ ⑥ 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
- 19.1) ② ③ ④ Gave projects, tests, or assignments that required original or creative thinking
- 20.1 ② 3 4 Sencouraged 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 ⑤ Learning fundamental principles, generalizations, or theories
- 23.① ② ③ ④ Learning to *apply* 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) (3) (4) (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.)
- 💌 27.① ② ③ ④ 🥝 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- **28.**① ② ③ ④ **②** Developing skill in expressing myself orally or in writing
- 29.1 ② ③ ④ Dearning 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 S Learning 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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**IMPORTANT!** 

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of New Mexico Instructor: Institution:

300-00 Course Number:

9:00am = 9:50a. 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:

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- 1.① 2 (3) (5) Displayed a personal interest in students and their learning (3) 2.(1)(2) (5) Found ways to help students answer their own questions 3.(1) (2) (4) (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work 2 3 4.(1)(5) Demonstrated the importance and significance of the subject matter 5.(1) (2) (3) (5) Formed "teams" or "discussion groups" to facilitate learning (3) 6.(1)(2) (5) 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
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- 10.① 2 (3) 4 Explained course material clearly and concisely (2) (3) (4) Related course material to real life situations 11.(1)
- (2) (3) **■ 12.**⑴ (5) Gave tests, projects, etc. that covered the most important points of the course
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- 2 (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities **(4) 15.**(1) (2) (3) Inspired students to set and achieve goals which really challenged them
- 🚥 16.(1) 2 (3) (5) Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- (3) **558 17.**(1) 2 (4) 🝘 Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
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### Progress on:

**26**.(1)

- 21.(1) (3) (2) (5) Gaining factual knowledge (terminology, classifications, methods, trends) **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)
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- (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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	- uoto	or has	extra questions, answ	er them	in the	space	e desi	gnated	below (qu	estions 48-67):
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3	4	<b>(5)</b>		59.①	2	3	4	(5)		s otherwise directed).
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TF5903 (08/08) 0 9 8 7 6 5 4



<u>IMPORTANT!</u>







9:50

Institution: ////	Instructor: Frederick Gibbs	
Course Number: 300-009	Time and Days Class Meets: M(A)	9:00 -

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

Displayed a personal interest in students and their learning

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

1=Hardly Ever

(4)

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

#### The Instructor:

(2)

**1**(1)

■ 2.①	2	3		5 Found ways to help students answer their own questions	
<b>3.</b>	(2)	3	4	(5) Scheduled course work (class activities, tests, projects) in ways which encourage	d students to stay up-to-date in their work
4.1	2	3	4	Demonstrated the importance and significance of the subject matter	
<b>5.</b> ①		(3)	4	(5) Formed "teams" or "discussion groups" to facilitate learning	
<b>6.</b> ①	(2)	3	0	(5) Made it clear how each topic fit into the course	
<b>a</b> 7.	2	(3)	4	(5) Explained the reasons for criticisms of students' academic performance	

- 9.① ② ④ ④ ⑤ Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- 10.1 ② ③ ⑤ Explained course material clearly and concisely 11.1 ② ⑥ ④ ⑤ Related course material to real life situations
- 12.1 (3) (4) (5) Gave tests, projects, etc. that covered the most important points of the course
- 12.(1) (3) (4) (5) Gave tests, projects, etc. that covered the most important points of the course 13.(1) (2) (3) (6) Introduced stimulating ideas about the subject
- 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 ⑥ ④ ⑤ Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
- 18.① ② ③ ⑤ Asked students to help each other understand ideas or concepts
   19.⑥ ② ③ ④ ⑤ Gave projects, tests, or assignments that required original or creative thinking
- 20.1 2 3 © 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.

_ 1 10910	00 OII.			
21.①	2	3		(5) Gaining factual knowledge (terminology, classifications, methods, trends)
22.①	2	3	4	Learning fundamental principles, generalizations, or theories
23.①	2	3	<b>@</b>	(5) Learning to apply course material (to improve thinking, problem solving, and decisions)
<b>24</b> .①	2		4	(5) Developing specific skills, competencies, and points of view needed by professionals in the field most closely
288				related to this course
<b>25.</b> ①		3	4	(5) Acquiring skills in working with others as a member of a team
<b>26</b> .①	2	3		5 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
<b>27</b> .①	2	3		(5) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
<b>28.</b> ①	2	3	· 🍘	(5) Developing skill in expressing myself orally or in writing

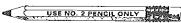
- 30.① ② ③ ④ ⑤ Developing a clearer understanding of, and commitment to, personal values
- 31.① ② ③ ④ Learning to analyze and critically evaluate ideas, arguments, and points of view
- 32.1) ② ③ ⑥ ⑥ Acquiring an interest in learning more by asking my own questions and seeking answers

	1=M M	uch L	ess th ourses		e, compare this course 2=Less than Most Courses	3=Abo	out Ave	erage		l=More th Most Co	an	5=Much More than Most Courses
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TF5903 (08/08) 0 9 8 7 6 5 4



**IMPORTANT!** 







Institution:

Course Number:

Instructor:

Time and Days Class Meets:

MWF 9-9:50

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.(i) (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
- 2 3 **(a)** 5.(1) (5) Formed "teams" or "discussion groups" to facilitate learning
- (2) 6.(1) (3) (4) Made it clear how each topic fit into the course
- 7.(1)(2) (3) (1) (5) 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 (3) (2) (5) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding **■ 10**.(1)
  - 2 (3) (5) Explained course material clearly and concisely
- 11.(1) 2 3 Related course material to real life situations (4)
- **12**.① (3) (2) (5) 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 **5.**(1) (2) (3) (4) Inspired students to set and achieve goals which really challenged them
- **16.**(1) (2) (3) (1) (5) 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) (4) (3) (5) 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
- **2**0.① Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) (2) (3) (4)

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.

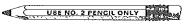
- 21.(1) (4) (2) (3) Gaining factual knowledge (terminology, classifications, methods, trends)
- **22.**(1) (2) (3) (4) Learning fundamental principles, generalizations, or theories
- **23.**(1) 2 (3) 4 Learning to apply course material (to improve thinking, problem solving, and decisions)
- 24.① (3) (2) (4) 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) (3) Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- (2) **27.**(1) (3) 1 (5) 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) (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.⑴ ② ③ 4 Learning to analyze and critically evaluate ideas, arguments, and points of view
- 32.(1) (4)
- Acquiring an interest in learning more by asking my own questions and seeking answers

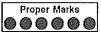
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TF5903 (08/08) 0 9 8 7 6 5 4



<u>IMPORTANT!</u>





Improper Marks

Institution: 1 )NM

Instructor:

Freal Gildos

Course Number: 🏏

300-009

Time and Days Class Meets: MWF9-950

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 B Related course material to real life situations
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- ■13.① ② ③ ④ Ø 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 finspired students to set and achieve goals which really challenged them
- ■16.① ② ③ ④ Ø 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.

- **21.** (3) (6) Gaining factual knowledge (terminology, classifications, methods, trends)
- 22.1 (2) (3) (3) (5) Learning fundamental principles, generalizations, or theories
   23.1 (2) (3) (6) (5) Learning to apply course material (to improve thinking, problem solving, and decirent.
- 23.① ② ③ ⑥ ⑤ Learning to apply course material (to improve thinking, problem solving, and decisions)
   24.① ② ③ ⑥ 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) (6) (5) Acquiring skills in working with others as a member of a team
- 26.1 2 3 6 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 💌 27.① ② ③ 🎉 ⑤ Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 28.1 2 3 6 Developing skill in expressing myself orally or in writing
- 29.1) ② ③ ⑤ Learning how to find and use resources for answering questions or solving problems
- 30.1 ② ③ ⑤ Developing a clearer understanding of, and commitment to, personal values
- 31.① ② ③ ⑥ ⑤ Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- 📨 32.(1) (2) (3) 🚯 (5) Acquiring an interest in learning more by asking my own questions and seeking answers

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1:00 am

Gibbs Institution: Instructor:

300-009 Course Number:

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:

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MWF

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- 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
- (2) 3 4.(1) 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
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- **¤** 10.ᠿ 2 3 (4) Explained course material clearly and concisely (2) (3) **a 11.**(1)
- (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
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### Progress on:

(2)

(3)

26,(1)

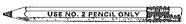
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	scrib	e your	r attit	udes	and behavior in this c	ourse, us	ing the follo	owing	code:		
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	2	3		_	I really wanted to take a						
	2	3		_	I really wanted to take thi		•		-		
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IMPORTANT!







MIVERSIN OF NEW MEXICO Instructor: Fred

Course Number: HIST 300 179

Time and Days Class Meets: MNF9-950

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

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### Progress on:

**26**,(1)

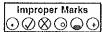
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Institution:

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P00-009 Course Number:

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- 27. 2 (3) (4) (5) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 28.(1) (3) (3) (2) (5) Developing skill in expressing myself orally or in writing
- **29.**(1) (2) (3) **(**() (5) Learning how to find and use resources for answering questions or solving problems
- (3) 30.(1) 2 (5) Developing a clearer understanding of, and commitment to, personal values
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- 32.(1) (2) (5) Acquiring an interest in learning more by asking my own questions and seeking answers

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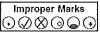
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Institution: UNM

Instructor: Fred Gibbs

Course Number: HIST 300-009

Time and Days Class Meets: MWF, 9:00 AIN-9:60

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 @ 4 ⑤ Formed "teams" or "discussion groups" to facilitate learning
- 6.1) 2 3 6 Made it clear how each topic fit into the course
- 7.(1) (2) (3) (5) 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 6 Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- 10.(1) (2) (3) (5) Explained course material clearly and concisely
- 11.1) ② ③ ⑥ Related course material to real life situations
- 12.() ② 🚳 ④ ⑤ Gave tests, projects, etc. that covered the most important points of the course
- 13. (1) (2) (3) (6) Introduced stimulating ideas about the subject
- 14. ② ③ ④ ⑤ Involved students in "hands on" projects such as research, case studies, or "real life" activities
- 🚥 16.(1) ② ③ 🚯 ⑤ Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- 🚥 17. 🕦 🔞 🔞 🔞 🄞 Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
- 18.① ② ④ ④ ⑤ Asked students to help each other understand ideas or concepts
- 19.1 2 6 Gave projects, tests, or assignments that required original or creative thinking
- 🚥 20.① (2) 🍓 (4) (6) 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.

- 22.(1) (2) (3) (4) (5) Learning fundamental principles, generalizations, or theories
- **23.**① ② ③ ⑥ Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- 24.① ② ④ ④ ⑤ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- ===25.(1) 🌑 (3) (4) (5) Acquiring skills in working with others as a member of a team
- 26.() 📦 ③ (4) (5) 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) (3) (4) (5) Learning how to find and use resources for answering questions or solving problems
- 30.1 6 3 4 5 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) (2) (3) (4) 🌑 Acquiring an interest in learning more by asking my own questions and seeking answers

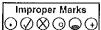
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7.①		<u>③</u>	<u>(4)</u>	⑤ Provided timely and frequency				
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	②	0	4	⑤ Gave projects, tests, or a			e thinking	
9.①								

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.
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### Progress on:

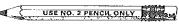
- **21.**(1) (2) (3) (4) Gaining factual knowledge (terminology, classifications, methods, trends) Learning fundamental principles, generalizations, or theories 22,(1) (2) 3 (4) 23.1 (2) (3) (4) Learning to apply course material (to improve thinking, problem solving, and decisions) 24.(1) (2) (3) 4 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course 25. 🚳 2 3 4 6 Acquiring skills in working with others as a member of a team 26.1 (3) Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) (2) 4 **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 (4) (5) Developing a clearer understanding of, and commitment to, personal values
- 31.① 2 (4) (3) 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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IMPORTANT!







Institution: (人)) M

Course Number: HIST300 - 009

Instructor: Fred Gibbs

Time and Days Class Meets: MWF 9-9:50 AM

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 4 (2) (3) Displayed a personal interest in students and their learning. (4) 2.(1) (2) 3 Found ways to help students answer their own questions 3.(1) (2)
- 3 (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
- 2 5.(1) 3 (5) 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) (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 **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) (2) Introduced stimulating ideas about the subject
- 2 3 **4**(1) (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities **15.**(1) (3) (2) 4 nspired 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) (3) (2) (4) 🚱 Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
- **18**.(1) (2) (3) (5) 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) (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.

- **21.**(1) (3) (4) (2) Gaining factual knowledge (terminology, classifications, methods, trends)
- **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)
- 24.(1) (2) (3) (5) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- **25.**(1) (3) (2) (5) Acquiring skills in working with others as a member of a team
- 26.1 (3) (5) Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) (2)
- **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) (5) Learning how to find and use resources for answering questions or solving problems
- **3**0.(1) 2 (3) (5) 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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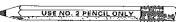
1=Hardly Ever

# **SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES**

4=Frequently

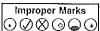
IMP	OR	TA	NT
	- E		

2=Occasionally





5=Almost Always



		THE RESERVE OF THE PERSON OF T
Institution:	UNM	Instructor: Fred Gibbs
Course Number:	300-009	Time and Days Class Meets:
Your thoughtful ans	wers to these questions will pro	ovide helpful information to your instructor.
Describe the frequen	ncy of your instructor's teaching	a procedures, using the following code:

3=Sometimes

The Instructor:

		<i>-</i>		
1.①	2	3	<b>(2)</b>	5 Displayed a personal interest in students and their learning
2.①	2	3	<b>(4)</b>	5 Found ways to help students answer their own questions
3.①	2	3		(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	<b>Ø</b>	5 Demonstrated the importance and significance of the subject matter
5.①	(2)	3		5 Formed "teams" or "discussion groups" to facilitate learning
6.①	2	3	1	(5) Made it clear how each topic fit into the course
□ <b>7.</b> 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		(5) Explained course material clearly and concisely
11.①	2	3	<b>(4)</b>	(5) Related course material to real life situations
12.①	2	3	80	(5) Gave tests, projects, etc. that covered the most important points of the course
13.①	2	3		Introduced stimulating ideas about the subject
14.①	2	3	<b>(4)</b>	⑤ Involved students in "hands on" projects such as research, case studies, or "real life" activities
15.①	(2)	(3)	4	nspired students to set and achieve goals which really challenged them
16.①	2	3	<b>(3)</b>	(5) Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
17.①	2	③		(5) Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
18.①	2		4	(5) Asked students to help each other understand ideas or concepts
19.①	②	③		(5) Gave projects, tests, or assignments that required original or creative thinking
20.①	2	3		(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:

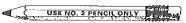
- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

3	~~ ~			
21.(1)	2		4	5 Gaining factual knowledge (terminology, classifications, methods, trends)
22.(1)	2		4	5 Learning fundamental principles, generalizations, or theories
23.①	2		4	(5) Learning to apply course material (to improve thinking, problem solving, and decisions)
24.①	2		4	5 Developing specific skills, competencies, and points of view needed by professionals in the field most closely
8665				related to this course
25.1	2		4	Acquiring skills in working with others as a member of a team
26.1	2		4	6 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
27. 1	2	3	(3)	6 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
28.①	2	3	<b>(4)</b>	Developing skill in expressing myself orally or in writing
<b>29</b> .①	2	<b>(3)</b>	4	(5) Learning how to find and use resources for answering questions or solving problems
<b>30.</b> ①	2	<b>(3)</b>	4	5 Developing a clearer understanding of, and commitment to, personal values
31.①	2	<b>(3)</b>	4	(5) Learning to analyze and critically evaluate 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

① ① ①	urse: ② ② ②	(a) (b) (c)	(4) (4)		Amount of reading							
① ①	2	<b>Ø</b>			Amount of reading							
1)	2		(4)	_	3							
		(3)	$\cdot$	(5)	Amount of work in other (	non-reading	g) assi	gnment	s			
D	aearik	0	<b>(1)</b>	(5)	Difficulty of subject matter	•						
	Caciii	e you	ır attit	udes	and behavior in this c	ourse, us	ing th	e follo	wing	code:		
		efinite alse	ly		2=More False Than True	3=In E	Betwee	en	4	=More T Than F		5=Definitely True
Ð	2	3	4	<b>3</b>	I had a strong desire to ta	ıke this cou	ırse.					
0	2	3	(4)	(5)	I worked harder on this co	ourse than	on mos	st cours	ses I h	ave taken.		
D .	2	3	<b>(4)</b>	(5)	I really wanted to take a c	ourse from	this in	structo	r.			
Ð	2	3	4		I really wanted to take this	s course re	gardles	ss of w	ho tau	ght it.		
Đ	2	3	4	<b>(3)</b>	As a result of taking this of	course, I ha	ve mo	re posi	tive fee	elings towa	ard this field	of study.
Ď	2	<u>③</u>	<u>(4)</u>	<b>(</b>	Overall, I rate this instruct							
Đ	2	<u>3</u>	<u>(4)</u>	<b>③</b> /	Overall, I rate this course	as exceller	nt.					
F	1=D	follov efinite alse		tems,	, blacken the space wh 2=More False Than True	ich best ( 3=In E				our judgr -More T Than F	rue	5=Definitely True
D	2	<b>(3)</b>	4)	(5)	As a rule, I put forth more	elfort than	other	studen	ts on s	academic s	vork.	
)	2	3	<b>(</b>	(5)	· •							ogress on course objectives.
)	2	3	<b>©</b>	(5)	The instructor expected st	_						
				_	The instructor had high ac						y lor loanin	9.
D D	② ②	(3) (3)	<b>@</b>	(5) (5)	The instructor used educa						omouter ev	arcieae multi-madia
			•		presentations, etc.) to pro					. ,	·	
E.			STION		s extra questions, ansv	ver them	in the	space	e desi	gnated b	elow (que	stions 48-67):
1)	2	3	4	(5)		58.①	2	3	4	<b>(5)</b>	24 11	
<u>.</u>	<u>(2)</u>	<u>3</u>	<u>(4)</u>	(5)		59.①	2	3	4	<u></u>		space below for comments
<u>1</u>	2	3	<u>4</u>	<u>(5)</u>		60.①	<u>②</u>	<u>③</u>	4	<u>(5)</u>	-	otherwise directed).
<u>)</u>	2	3	4	<u>(5)</u>		61.①	2	3	<u>(4)</u>	<u>Š</u>		our written comments may be
9	2	3	<u>(4)</u>	<u>(5)</u>		62.(1)	2	<u>③</u>	<u>(4)</u>	<u>(5)</u>		I to the instructor, You may war
0	2	3	4	(5)		63.①	2	3	<u>(4)</u>	<u>(5)</u>	to PRIN	T to protect your anonymity.
5	2	3	4	(5)		64.①	2	3	<b>(4)</b>	<u>(5)</u>		
Ď	@	3	4	( <u>5</u> )		65.(1)	2	3	4	<u>(5)</u>		
)	② ②	3	4	(5)		66.①	2	3	4	<u>(5)</u>		
)	(2)	3	4)	(5)		67.①	2	3	4	<u>(5)</u>		
C	omme	ents: _	4	ve ve	se wa Dhink	is (		alk	<u> </u>	Ger V		Mede



<u>IMPORTANT!</u>





Improper Marks

Institution: \/////)

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Instructor: 6:665

Course Number: HiSt 300 - 009

Time and Days Class Meets: MWF 9-950

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 ⑤ Displayed a personal interest in students and their learning
  2.1 ② ⑥ ④ ⑤ Found ways to help students answer their own questions
- 3.1 2 3 6 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) (4) (5) Formed "teams" or "discussion groups" to facilitate learning
- 6. 1 2 3 6 Made it clear how each topic fit into the course
- 7.1 ② ③ ⑤ 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 ⑤ Explained course material clearly and concisely 11.① ② ③ ⑥ ⑤ Related course material to real life situations

- 14.① ② ③ ④ Involved students in "hands on" projects such as research, case studies, or "real life" activities
- 15.① ② ⑥ ④ ⑤ Inspired students to set and achieve goals which really challenged them
- 🚥 16. 🚳 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 🍪 ⑤ Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
- 18.(1) 🌘 (3) (4) (5) 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 🍪 ⑤ Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

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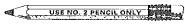
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- 💶 21.① ② ③ 🐧 ⑤ Gaining factual knowledge (terminology, classifications, methods, trends)
- 22.1) ② ③ ④ Learning fundamental principles, generalizations, or theories 23.1) ② ③ ⑥ ⑤ Learning to apply course material (to improve thinking, problem solving, and decisions)
- 24.① ② ③ ⑤ Developing specific skills, competencies, and points of view needed by professionals in the field most closely
- related to this course
  25. 2 3 4 5 Acquiring skills in working with others as a member of a team
- 26.1 (2) (5) Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 27.1 🖢 3 4 5 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- **28.**① ② ③ **⑥** ⑤ Developing skill in expressing myself orally or in writing
- 30. ② ③ ④ ⑤ Developing a clearer understanding of, and commitment to, personal values 31. ① ② ③ ⑥ Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- **32.** ① ③ ④ ⑤ Acquiring an interest in learning more by asking my own questions and seeking answers

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.① 		<b>6</b>	4	$\sim$	Amount of reading						a in a said and a said in the
		3	4	(5)	Amount of work in other (r		g) assign	rments			
Dε	2	3		(5)	Difficulty of subject matter					CONTRACT CON	
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		efinite alse	ly	n-m2	2=More False Than True	3=In E	Between	) ~~~~~~	4=More Than	True False	5=Definitely True
①	2	3	<b>6</b>	(5)	I had a strong desire to ta	ke this cou	ırse.				4.000
Ō	<b>②</b>	3		<u>(5)</u>	I worked harder on this co	urse than	on most	courses	l have take	ın.	
①	2		4	(5)	I really wanted to take a c	ourse from	this inst	tructor.			
①	(2)		4	(5)	I really wanted to take this	course re	gardless	of who t	aught it.		
①	2	3	4		As a result of taking this c	ourse, I ha	ave more	positive	feelings to	ward this field	d of study.
①	2	3		(5)	Overall, I rate this instructe	or an exce	llent teac	cher.			
Ũ	2	<u>3</u>	4	0	Overall, I rate this course	as excelle	nt.			\$ ,	e englació del treperte tactoria. Il
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<u>IMPORTANT!</u>







Institution: UNM-MG20

Instructor: Fred Caibbs

Course Number: 日本の 300、009

Time and Days Class Meets: MWF 9:00-9:50

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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#### ■The Instructor:

- 1.(1) (2) (4) (3) Displayed a personal interest in students and their learning 2.(1)2 4 (5) Found ways to help students answer their own questions 3.(1) (2) (3) (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 4 (3) 5.(1)(5) Formed "teams" or "discussion groups" to facilitate learning
- 6.1) ② ③ ④ Made it clear how each topic fit into the course
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- 8.1 2 6 Stimulated students to intellectual effort beyond that required by most courses
- 9. 2 3 4 5 Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
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  12.① ② ③ ④ ⑥ Gave tests, projects, etc. that covered the most important points of the course
- 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 ⑤ Inspired students to set and achieve goals which really challenged them
- == 16.1) 2 3 4 Sked 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 ⑥ ⑤ Asked students to help each other understand ideas or concepts
- 19.① ② ⑥ ④ ⑤ Gave projects, tests, or assignments that required original or creative thinking 20.① ② ③ ④ ⑥ 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:

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- 21.① ② ③ ④ Gaining factual knowledge (terminology, classifications, methods, trends)
- 24.1 ② 4 ⑤ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- **25.** ② ③ ④ ⑤ Acquiring skills in working with others as a member of a team
- 26. 🛈 🧶 ③ ④ ⑤ Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 27. 2 3 4 5 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) 2 3 4 5 Developing skill in expressing myself orally or in writing
  - 128.(1) (2) (3) (4) (5) Developing skill in expressing myself orally or in writing
- **29.**(1) (2) (8) (4) (5) Learning how to find and use resources for answering questions or solving problems **29.**(1) (2) (3) (4) (5) Developing a clearer understanding of, and commitment to, personal values
- 31.1 2 6 4 5 Learning to analyze and critically evaluate ideas, arguments, and points of view
- 32.(1) 2 3 (8) (5) Acquiring an interest in learning more by asking my own questions and seeking answers

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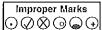
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Institution: \\\M

Instructor:

Tibbs

Course Number: HIST 300 009

Time and Days Class Meets: MWF

9:00-9:50

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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### Progress on:

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(3)

**26**.(1)

- = 21.(1) (2) (3) (6) Gaining factual knowledge (terminology, classifications, methods, trends)
- **22.**(1) (2) (3) (4) Dearning fundamental principles, generalizations, or theories
- = 23.(1) (2) (3) (4) (6) Learning to apply 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
  - 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) (4) Developing skill in expressing myself orally or in writing
- 🚥 29.(1) ② ③ 🌒 ⑤ Learning how to find and use resources for answering questions or solving problems
- 💌 30.(1) (2) (3) 🍪 (5) Developing a clearer understanding of, and commitment to, personal values
- 31.(1) (2) (3) 🌑 (5) Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- 32.(1) (2) (3) (5) Acquiring an interest in learning more by asking my own questions and seeking answers

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	(5)	I really wanted to take this	s course reg	gardless	of wh	o tauç	ght it.		
3 4		As a result of taking this of	course, I ha	ve more	e positir	ve fee	elings towa	rd this field	l of study.
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<u>3</u> <u>4</u>		Overall, I rate this course	as exceller	ıt.					
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ur instruct  ③ ④	or has	presentations, etc.) to pro	ver them i	nology ( ng. n the s	rds in the e.g., In space	desi	ass. t, e-mail, or gnated be	omputer ex	ercises, multi-media
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**IMPORTANT!** 

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Institution: (

Instructor: Lee

300-009 Course Number:

Time and Days Class Meets:

9:00-9:50

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 Alwavs

#### The Instructor:

- 1.① (2) (3) (4) Displayed a personal interest in students and their learning 2.① (3) (4) (2) Found ways to help students answer their own questions 3.(1) (2) (3)
  - (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work Demonstrated the importance and significance of the subject matter 4.(1)2 (3) (4)
- 5.(1) 2 3 (5) 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) Explained the reasons for criticisms of students' academic performance 7.(1)
- 8.(1) 2 3 (4) Stimulated students to intellectual effort beyond that required by most courses
- (2) (3) 9.(1)0 (f) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- **10**.(1) 2 3 0 (5) Explained course material clearly and concisely (3) 2 **2** 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
- **13**.(1) (2) (3) 4 Introduced stimulating ideas about the subject
- **14**,(1) 2 (4) (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities **15.**(1) (2) (3) (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) (5) Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
- **18**. 🕦 (2) (3) (4) Asked students to help each other understand ideas or concepts
- 19.(1) (2) (3) 5 Gave projects, tests, or assignments that required original or creative thinking **20.**(1) (2) (5) Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) (4)

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.

- 21.(1) (2) (3) (4) Gaining factual knowledge (terminology, classifications, methods, trends)
- 22.(1) (2) (3) (4) Dearning fundamental principles, generalizations, or theories **23.**(1) (2) (3) (5) Learning to apply course material (to improve thinking, problem solving, and decisions)
- 24.(1) (2) (4) (5) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 25.(1) (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 3 (2) (5) Developing skill in expressing myself orally or in writing
- (3) **29.**(1) (2) (5) Learning how to find and use resources for answering questions or solving problems 30.(1) (3) 4 5 Developing a clearer understanding of, and commitment to, personal values
- **31.**(1) Learning to analyze and critically evaluate ideas, arguments, and points of view (2) (3) (4)
- 32.(1) (4) Acquiring an interest in learning more by asking my own questions and seeking answers

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