

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

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives¹ Five objectives were selected as relevant (Important or Essential --see 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)¹	4.5	4.3

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

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

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

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56-62)	57		59		61		60		59	
				56		58		57		
Similar Middle 40% (45-55)		53								55
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	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

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	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 = Frequently 5 = Almost Always

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

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

Notes:

Discipline code selected on FIF: 4508

Discipline code used for comparison: 4508

	Converted Avg.		Comparison Group Average		
	Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	57	51	4.0	4.3	4.3
22. Learning fundamental principles, generalizations, or theories	NA	NA	3.9	4.1	4.3
23. Learning to apply course material (to improve thinking,...	55	49	4.0	4.0	4.3
24. Developing specific skills, competencies, and points of view...	NA	NA	4.0	4.0	4.3
25. Acquiring skills in working with others as a member of a team	NA	NA	3.9	3.8	4.1
26. Developing creative capacities (writing, inventing, designing,...	NA	NA	3.9	3.8	4.1
27. Gaining a broader understanding and appreciation of...	56	52	3.7	4.0	4.1
28. Developing skill in expressing myself orally or in writing	59	60	3.8	3.9	4.0
29. Learning how to find and use resources for answering questions...	NA	NA	3.7	4.0	4.1
30. Developing a clearer understanding of, and commitment to,...	NA	NA	3.8	3.9	4.1
31. Learning to analyze and critically evaluate ideas,...	59	56	3.8	4.1	4.1
32. Acquiring an interest in learning more by asking my own...	NA	NA	3.8	4.0	4.1

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

Bold = Selected as Important or Essential

33. Amount of reading	0	1	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 Average 4 = More than Most 5 = Much More than Most

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 Between 4 = More True than False 5 = Definitely True

No Additional Questions.



Faculty Information Form

IMPORTANT!



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

THIS IS A PENCIL ONLY FORM

Mailing Address (use MSC, if possible):

xxxxxxx

MSC DE 3760

Instructor:

GAIBBS, F

*Dept/Course#/Section:

xxxxxxxxxxx

HST 300-009

Dept. IDEA Admin&Phone Number:

xxxxxxxxxxxxxxxxxxxxxxxx

Emily 7-2451

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

Mark One:

Campus:

- ☐ Long Form
☐ Short Form

Semester:

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

M I E

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

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

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

Discipline Code
4508
0 0 0 0
1 1 1 1
2 2 2 2
3 3 3 3
4 4 4 4
5 5 5 5
6 6 6 6
7 7 7 7
8 8 8 8
9 9 9 9

Time Class Begins
0900
0 0 0 0
1 1 1 1
2 2 2 2
3 3 3 3
4 4 4 4
5 5 5 5
6 6 6 6
7 7 7 7
8 8 8 8
9 9 9 9

Course Number
300009
0 0 0 0 0 0
1 1 1 1 1 1
2 2 2 2 2 2
3 3 3 3 3 3
4 4 4 4 4 4
5 5 5 5 5 5
6 6 6 6 6 6
7 7 7 7 7 7
8 8 8 8 8 8
9 9 9 9 9 9

Number Enrolled
029
0 0 0
1 1 1
2 2 2
3 3 3
4 4 4
5 5 5
6 6 6
7 7 7
8 8 8
9 9 9

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

Contextual Questions (Research Purposes):

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

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

☐ 1 = Lecture
☒ 2 = Discussion/recitation
☐ 3 = Seminar
☐ 4 = Skill/activity
☐ 5 = Laboratory
☐ 6 = Field Experience
☐ 7 = Studio
☐ 8 = Multi-Media
☐ 9 = Practicum/clinic
☐ 0 = Other

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

☐ 1 = Lecture
☐ 2 = Discussion/recitation
☐ 3 = Seminar
☐ 4 = Skill/activity
☐ 5 = Laboratory
☐ 6 = Field Experience
☐ 7 = Studio
☐ 8 = Multi-Media
☐ 9 = Practicum/clinic
☐ 0 = Other

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

N S M

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

Contextual Questions Continued:

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

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

P I N ?

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

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

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

6. Is this class:

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

Discipline Codes (Modified CIP Codes)

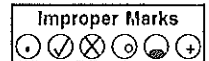
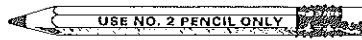
0100 Agricultural Business and Production	9902 Developmental Reading	2703 Mathematics and Statistics
0200 Agricultural Sciences	9903 Developmental Writing	5009 Music (Performing, Composing, Theory)
0300 Conservation and Renewable Natural Resources	9904 Developmental Natural Sciences	5116 Nursing
0400 Architecture and Related Programs	4506 Economics	3100 Parks, Recreation, Leisure, and Fitness Studies
0500 Area Ethnic and Cultural Studies	1300 Education	3801 Philosophy
5007 Art (Painting, Drawing, Sculpture)	1400 Engineering	4000 Physical Science (EXCEPT Physics and Chemistry)
3201 Basic Skills	1500 Engineering-Related Technologies	4008 Physics
2600 Biological Sciences/Life Sciences	9910 English as Second Language	4510 Political Science and Government
5201 Business, General	2301 English Language and Literature	4200 Psychology
5202 Business Administration and Management	5000 Fine and Applied Arts (EXCEPT Art, Music, and Design and Applied Arts)	4400 Public Administration and Services (EXCEPT Social Work)
5203 Business - Accounting	1600 Foreign Languages and Literatures	3300 Religion and Theological Studies
5208 Business - Finance	3105 Health and Physical Education/Fitness	4500 Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)
5212 Business Information and Data Processing Services	5100 Health Professions and Related Sciences (EXCEPT Nursing)	4407 Social Work and Service
5214 Business - Marketing	5199 Health Professions and Related Sciences (2-year program)	4511 Sociology
4005 Chemistry	4508 History	2310 Speech and Rhetorical Studies
0900 Communications	1900 Human Sciences/Family and Consumer Sciences	Vocational/Technical Programs (see Website: Department codes 4600-4900)
1100 Computer and Information Sciences	2400 Liberal Arts & Sciences, General Studies and Humanities	9900 Other (to be used when none of the above codes apply)
4301 Criminal Justice and Corrections	2200 General Legal Studies (Undergraduate)	
1205 Culinary Arts and Related Services	2500 Library Science	
1103 Data Processing Technology (2-year program)		
5004 Design and Applied Arts		
9901 Developmental Math		

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



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM

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

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

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

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

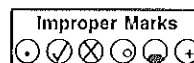
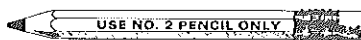
Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

Comments: _____



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM

Instructor: Fred Gibbs

Course Number: 300

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

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

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

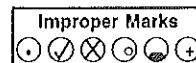
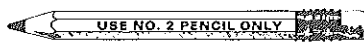
Use the space below for comments
(unless otherwise directed).
Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

Comments: _____



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



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

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

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

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

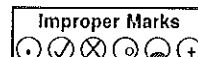
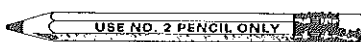
Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

Comments: Professor Gibbs was an excellent professor who helped me have a greater appreciation for history. He was always willing to help students and was very approachable. He showed a strong interest in helping his students learn and helping them to answer their own questions. I would definitely take another class with him.



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: <u>UNM</u>	Instructor: <u>Fred Gibbs</u>
Course Number: <u>HIST 300 - 009</u>	Time and Days Class Meets: <u>M/W/F 9-9:30</u>
Your thoughtful answers to these questions will provide helpful information to your instructor.	
Describe the frequency of your instructor's teaching procedures, using the following code:	
1=Hardly Ever	2=Occasionally
3=Sometimes	4=Frequently
5=Almost Always	

The Instructor:

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

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

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

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

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

Comments:

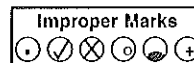
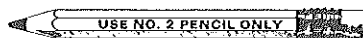
This course was much different than I expected. Prof Gibbs taught w/ broad themes / discussions in mind. It was hard to adjust to at first, but after a little while I understood his teaching style and enjoyed class after that. Great instructor!

I would use more of a variety - not just discussion.



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: University of New Mexico Instructor: Fred Gibbos
Course Number: 300-009 Time and Days Class Meets: MWF : 9:00am-9:50am

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

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

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

The Instructor:

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

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

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

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

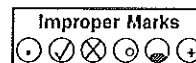
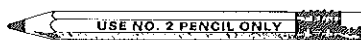
Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

Comments: _____



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UAIM

Instructor: Frederick Gibbs

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

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

48. ① ② ③ ④ ⑤
49. ① ② ③ ④ ⑤
50. ① ② ③ ④ ⑤
51. ① ② ③ ④ ⑤
52. ① ② ③ ④ ⑤
53. ① ② ③ ④ ⑤
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60. ① ② ③ ④ ⑤
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62. ① ② ③ ④ ⑤
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64. ① ② ③ ④ ⑤
65. ① ② ③ ④ ⑤
66. ① ② ③ ④ ⑤
67. ① ② ③ ④ ⑤

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

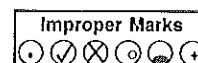
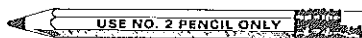
*Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.*

Comments: _____



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM

Instructor: Gibbs

Course Number: High 300-009

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

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

48. ① ② ③ ④ ⑤
49. ① ② ③ ④ ⑤
50. ① ② ③ ④ ⑤
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52. ① ② ③ ④ ⑤
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62. ① ② ③ ④ ⑤
63. ① ② ③ ④ ⑤
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65. ① ② ③ ④ ⑤
66. ① ② ③ ④ ⑤
67. ① ② ③ ④ ⑤

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

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

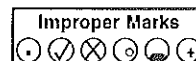
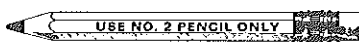
Comments:

great professor, very knowledgeable about subject, very friendly,
made a great improvement in terms of expressing myself in writing



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM

Instructor: Fred Gibbs

Course Number: 300-009

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

- | | | | | | | |
|-----|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| 21. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Gaining factual knowledge (terminology, classifications, methods, trends) |
| 22. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Learning fundamental principles, generalizations, or theories |
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| 24. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course |
| 25. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Acquiring skills in working with others as a member of a team |
| 26. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) |
| 27. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) |
| 28. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Developing skill in expressing myself orally or in writing |
| 29. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Learning how to find and use resources for answering questions or solving problems |
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On the next three items, compare this course with others you have taken at this institution, using the following code:

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Most Courses

2=Less than
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The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

36. ① ② ③ ④ ⑤ I had a strong desire to take this course.
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For the following items, blacken the space which best corresponds to your judgment:

1=Definitely
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44. ① ② ③ ④ ⑤ The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
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EXTRA QUESTIONS

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48. ① ② ③ ④ ⑤
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65. ① ② ③ ④ ⑤
66. ① ② ③ ④ ⑤
67. ① ② ③ ④ ⑤

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

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

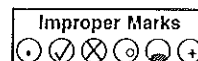
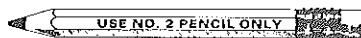
Comments:

Very excellent orator, knew lots about
the subject. Slightly interactive, needs more open-ended
questions.



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM

Instructor: Gibbs, Fred

Course Number: 300-009

Time and Days Class Meets: M W F 9:00am

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

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

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

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

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

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

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

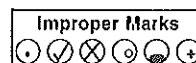
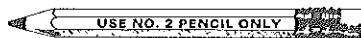
Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

Comments: This course format was unique and I recommend other students
take this class. More classes should be taught like this one.



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: University of New Mexico Instructor: Fred Gibbs

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

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

48. ① ② ③ ④ ⑤
49. ① ② ③ ④ ⑤
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65. ① ② ③ ④ ⑤
66. ① ② ③ ④ ⑤
67. ① ② ③ ④ ⑤

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

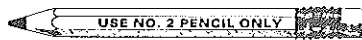
Comments:

this was a new way for me to learn as it was not lectured based. I enjoyed the interaction and class discussions that made people actually think. We did get off topic several times and it pushed our schedule behind. I would highly recommend being very detailed and know exactly what you want from the students when it comes to assignments.



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM

Instructor: Gibbs

Course Number: HIST 360-009

Time and Days Class Meets: MWTF 900-10 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. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Displayed a personal interest in students and their learning |
| 2. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Found ways to help students answer their own questions |
| 3. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work |
| 4. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Demonstrated the importance and significance of the subject matter |
| 5. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Formed "teams" or "discussion groups" to facilitate learning |
| 6. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Made it clear how each topic fit into the course |
| 7. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Explained the reasons for criticisms of students' academic performance |
| 8. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Stimulated students to intellectual effort beyond that required by most courses |
| 9. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding |
| 10. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Explained course material clearly and concisely |
| 11. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Related course material to real life situations |
| 12. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Gave tests, projects, etc. that covered the most important points of the course |
| 13. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Introduced stimulating ideas about the subject |
| 14. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Involved students in "hands on" projects such as research, case studies, or "real life" activities |
| 15. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Inspired students to set and achieve goals which really challenged them |
| 16. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own |
| 17. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve |
| 18. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Asked students to help each other understand ideas or concepts |
| 19. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Gave projects, tests, or assignments that required original or creative thinking |
| 20. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) |

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

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

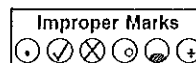
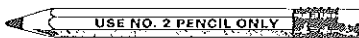
Use the space below for comments
(unless otherwise directed).
Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

Comments: _____



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM

Instructor: Fred Gibbs

Course Number: HIST 300.009

Time and Days Class Meets: MWF, 9:00 AM-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. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Displayed a personal interest in students and their learning |
| 2. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Found ways to help students answer their own questions |
| 3. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work |
| 4. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Demonstrated the importance and significance of the subject matter |
| 5. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Formed "teams" or "discussion groups" to facilitate learning |
| 6. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Made it clear how each topic fit into the course |
| 7. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Explained the reasons for criticisms of students' academic performance |
| 8. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | Stimulated students to intellectual effort beyond that required by most courses |
| 9. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding |
| 10. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Explained course material clearly and concisely |
| 11. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Related course material to real life situations |
| 12. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Gave tests, projects, etc. that covered the most important points of the course |
| 13. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Introduced stimulating ideas about the subject |
| 14. | <input checked="" type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Involved students in "hands on" projects such as research, case studies, or "real life" activities |
| 15. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Inspired students to set and achieve goals which really challenged them |
| 16. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own |
| 17. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve |
| 18. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Asked students to help each other understand ideas or concepts |
| 19. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Gave projects, tests, or assignments that required original or creative thinking |
| 20. | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) |

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

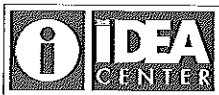
If your instructor has extra questions, answer them in the space designated below (questions 48-67):

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

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

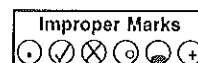
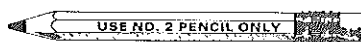
Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

Comments: I thought this class was very enjoyable & interesting. Dr. Gibbs did an excellent job leading discussions & emphasizing the importance of the subject matter.



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: University of New Mexico Instructor: Prof. Fred Gibbs

Course Number: 300-009

Time and Days Class Meets: MWF

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

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

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

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

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

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

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

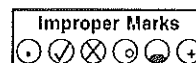
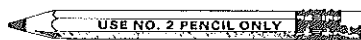
Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

Comments: _____



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM

Instructor: Fred Gibbs

Course Number: HIST300-009

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 | 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 | 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 | ② | ③ | ④ | 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 | ④ | 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 | ② | ③ | ④ | ● | Introduced stimulating ideas about the subject |
| 14. | ① | ② | ③ | ④ | ⑤ | Involved students in "hands on" projects such as research, case studies, or "real life" activities |
| 15. | ① | ② | ③ | ④ | ● | 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 | 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 | ④ | ⑤ | Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) |

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

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

Progress on:

- | | | | | | | |
|-----|---|---|---|---|---|---------------------------------------------------------------------------------------------------------------------------------------|
| 21. | ① | ② | ③ | ④ | ● | 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 <i>apply</i> course material (to improve thinking, problem solving, and decisions) |
| 24. | ① | ② | ③ | ④ | ⑤ | Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course |
| 25. | ① | ② | ③ | ④ | ⑤ | Acquiring skills in working with others as a member of a team |
| 26. | ① | ② | ③ | ④ | ⑤ | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) |
| 27. | ① | ② | ③ | ④ | ● | 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. | ① | ② | ③ | ④ | ● | Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view |
| 32. | ① | ② | ③ | ④ | ● | Acquiring an interest in learning more by asking my own questions and seeking answers |

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

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

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

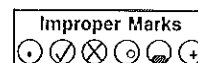
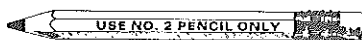
Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

Comments: _____



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM

Instructor: Fred Gibbs

Course Number: 300-009

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

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

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

Progress on:

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

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

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Most Courses

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than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

48. ① ② ③ ④ ⑤
49. ① ② ③ ④ ⑤
50. ① ② ③ ④ ⑤
51. ① ② ③ ④ ⑤
52. ① ② ③ ④ ⑤
53. ① ② ③ ④ ⑤
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62. ① ② ③ ④ ⑤
63. ① ② ③ ④ ⑤
64. ① ② ③ ④ ⑤
65. ① ② ③ ④ ⑤
66. ① ② ③ ④ ⑤
67. ① ② ③ ④ ⑤

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

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

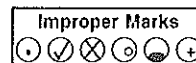
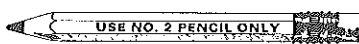
Comments:

Course was Challenging. Made
you think



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: VVM

Instructor: Gibbs

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

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

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

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

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

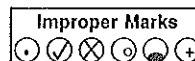
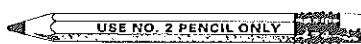
Comments:

Good course overall, the papers need to be earlier to
allow for rewrites to be turned in earlier and more frequently



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM-Main

Instructor: Fred Gibbs

Course Number: HIST 300.009

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

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

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

Progress on:

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

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

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

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

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

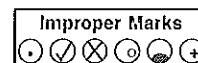
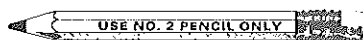
Comments:

The whole discussion based learning was hard for me to get a handle on. This was the first class that I had that was like this. I got the subject content from the get go.



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UNM

Instructor: C. Tibbs

Course Number: HIST 300 009

Time and Days Class Meets: MWF 1:00 - 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 | 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 | ⑤ | 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 | ● | 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 | ● | 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 | ● | ④ | 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 | ④ | ● | 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 |
| 17. | ① | ② | ③ | 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 | ● | 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.

Progress on:

- | | | | | | | |
|-----|---|---|---|---|---|---------------------------------------------------------------------------------------------------------------------------------------|
| 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 | ④ | ● | Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) |
| 24. | ① | ② | ③ | ④ | ● | Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course |
| 25. | ① | ② | ● | ④ | ⑤ | Acquiring skills in working with others as a member of a team |
| 26. | ① | ② | ③ | ④ | ● | Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) |
| 27. | ① | ② | ③ | ④ | ● | Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) |
| 28. | ① | ② | ③ | ④ | ● | Developing skill in expressing myself orally or in writing |
| 29. | ① | ② | ③ | ● | 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 <i>analyze</i> and <i>critically evaluate</i> 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 |

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

1=Much Less than
Most Courses

2=Less than
Most Courses

3=About Average

4=More than
Most Courses

5=Much More
than Most Courses

The Course:

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

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

1=Definitely
False

2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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

EXTRA QUESTIONS

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

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

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

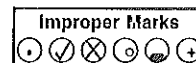
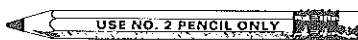
Note: Your written comments may be
returned to the instructor. You may want
to PRINT to protect your anonymity.

Comments: Dr. Gibbs offered a unique and engaging history class. He is very easy going and really seems to care about helping the individual student whenever it was needed. The best part of the class was his question-centered teaching method and helpful paper criticism.



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution: UWM

Instructor: Fred Gibbs

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

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

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

Progress on:

- | | | | | | | |
|-----|---|---|---|---|---|---------------------------------------------------------------------------------------------------------------------------------------|
| 21. | 1 | 2 | 3 | 4 | 5 | Gaining factual knowledge (terminology, classifications, methods, trends) |
| 22. | 1 | 2 | 3 | 4 | 5 | Learning fundamental principles, generalizations, or theories |
| 23. | 1 | 2 | 3 | 4 | 5 | Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) |
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Describe your attitudes and behavior in this course, using the following code:

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2=More False
Than True

3=In Between

4=More True
Than False

5=Definitely
True

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4=More True
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True

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67. ① ② ③ ④ ⑤

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

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

Comments:

This course was fantastic. Teacher was highly critical but inspired students to really think about the subject matter.