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

**IMPORTANT!**

<table>
<thead>
<tr>
<th>Institution:</th>
<th>Instructor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>Time and Days Class Meets:</td>
</tr>
</tbody>
</table>

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. Displayed a personal interest in students and their learning
- 2. Found ways to help students answer their own questions
- 3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
- 4. Demonstrated the importance and significance of the subject matter
- 5. Formed "teams" or "discussion groups" to facilitate learning
- 6. Made it clear how each topic fit into the course
- 7. Explained the reasons for criticisms of students' academic performance
- 8. Stimulated students to intellectual effort beyond that required by most courses
- 9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- 10. Explained course material clearly and concisely
- 11. Related course material to real life situations
- 12. Gave tests, projects, etc. that covered the most important points of the course
- 13. Introduced stimulating ideas about the subject
- 14. Involved students in "hands on" projects such as research, case studies, or "real life" activities
- 15. Inspired students to set and achieve goals which really challenged them
- 16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- 17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
- 18. Asked students to help each other understand ideas or concepts
- 19. Gave projects, tests, or assignments that required original or creative thinking
- 20. 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. Gaining factual knowledge (terminology, classifications, methods, trends)
- 22. Learning fundamental principles, generalizations, or theories
- 23. Learning to apply course material (to improve thinking, problem solving, and decisions)
- 24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 25. Acquiring skills in working with others as a member of a team
- 26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 28. Developing skill in expressing myself orally or in writing
- 29. Learning how to find and use resources for answering questions or solving problems
- 30. Developing a clear understanding of, and commitment to, personal values
- 31. Learning to analyze and critically evaluate ideas, arguments, and points of view
- 32. Acquiring an interest in learning more by asking my own questions and seeking answers

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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. [ ] [ ] [ ] [ ] [ ] Amount of reading
34. [ ] [ ] [ ] [ ] Amount of work in other (non-reading) assignments
35. [ ] [ ] [ ] [ ] 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. [ ] [ ] [ ] [ ] I had a strong desire to take this course.
37. [ ] [ ] [ ] [ ] I worked harder on this course than on most courses I have taken.
38. [ ] [ ] [ ] [ ] I really wanted to take a course from this instructor.
39. [ ] [ ] [ ] [ ] I really wanted to take this course regardless of who taught it.
40. [ ] [ ] [ ] [ ] As a result of taking this course, I have more positive feelings toward this field of study.
41. [ ] [ ] [ ] [ ] Overall, I rate this instructor an excellent teacher.
42. [ ] [ ] [ ] [ ] 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. [ ] [ ] [ ] [ ] As a rule, I put forth more effort than other students on academic work.
44. [ ] [ ] [ ] [ ] The instructor used a variety of methods—not only tests—to evaluate student progress on course objectives.
45. [ ] [ ] [ ] [ ] The instructor expected students to take their share of responsibility for learning.
46. [ ] [ ] [ ] [ ] The instructor had high achievement standards in this class.
47. [ ] [ ] [ ] [ ] The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multimedia presentations, etc.) to promote learning.

EXTRA QUESTIONS

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

48. [ ] [ ] [ ] [ ] 58. [ ] [ ] [ ] [ ] Use the space below for comments (unless otherwise directed).
49. [ ] [ ] [ ] [ ] 59. [ ] [ ] [ ] [ ] Note: Your written comments may be returned to the instructor. You may want to PRINT to protect your anonymity.
50. [ ] [ ] [ ] [ ] 60. [ ] [ ] [ ] [ ]
51. [ ] [ ] [ ] [ ] 61. [ ] [ ] [ ] [ ]
52. [ ] [ ] [ ] [ ] 62. [ ] [ ] [ ] [ ]
53. [ ] [ ] [ ] [ ] 63. [ ] [ ] [ ] [ ]
54. [ ] [ ] [ ] [ ] 64. [ ] [ ] [ ] [ ]
55. [ ] [ ] [ ] [ ] 65. [ ] [ ] [ ] [ ]
56. [ ] [ ] [ ] [ ] 66. [ ] [ ] [ ] [ ]
57. [ ] [ ] [ ] [ ] 67. [ ] [ ] [ ] [ ]

Comments:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
### Faculty Information Form

**Institution:**

**Instructor:**

**Course Number:**

**Time and Days Class Meets:**

#### 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."

**M I E**

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

#### Contextual Questions (Research Purposes):

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

<table>
<thead>
<tr>
<th>Days Class Meets</th>
<th>Department/Discipline Code</th>
<th>Time Class Begins</th>
<th>Course Number</th>
<th>Number Enrolled</th>
<th>Local Code</th>
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<tbody>
<tr>
<td>Mon</td>
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<tr>
<td>Sat</td>
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<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
<td>0 0 0 0</td>
</tr>
</tbody>
</table>

1. Which of the following represents the primary approach to this course? (Mark only one)
   - [ ] Lecture
   - [ ] Discussion/recitation
   - [ ] Seminar
   - [ ] Laboratory
   - [ ] Field Experience
   - [ ] Studio
   - [ ] Multi-Media
   - [ ] Practicum/clinical
   - [ ] Other

2. If multiple approaches are used, which one represents the secondary approach?
   - [ ] Lecture
   - [ ] Discussion/recitation
   - [ ] Seminar
   - [ ] Laboratory
   - [ ] Field Experience
   - [ ] Studio
   - [ ] Multi-Media
   - [ ] Practicum/clinical
   - [ ] 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
   - A. Writing
   - B. Oral communication
   - C. Computer applications
   - D. Group work
   - E. Mathematical/quantitative work
   - F. Critical thinking
   - G. Creative/artistic/design endeavor

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Mark Reflex® forms by Pearson MM75682-8

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Had a positive impact on learning</td>
</tr>
<tr>
<td>I</td>
<td>Neither a positive nor a negative impact</td>
</tr>
<tr>
<td>N</td>
<td>Had a negative impact on learning</td>
</tr>
<tr>
<td>?</td>
<td>Can’t judge</td>
</tr>
</tbody>
</table>

- 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. Adequacy of students' background and preparation for the course
- G. Student enthusiasm for the course
- H. Student effort to learn
- I. Technical/instructional support

5. Please identify the principal type of student enrolling in this course

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Freshmen/sophomores seeking to meet a &quot;general education&quot; or &quot;distribution&quot; requirement</td>
</tr>
<tr>
<td>2</td>
<td>Freshmen/sophomores seeking to develop background needed for their intended specialization</td>
</tr>
<tr>
<td>3</td>
<td>Upperclassmen non-majors taking the course as a &quot;general education&quot; or &quot;distribution&quot; requirement</td>
</tr>
<tr>
<td>4</td>
<td>Upperclassmen majors (in this or a related field of study) seeking competence or expertise in their academic/professional specialty</td>
</tr>
<tr>
<td>5</td>
<td>Graduate or professional school students</td>
</tr>
<tr>
<td>6</td>
<td>Combination of two or more of the above types</td>
</tr>
</tbody>
</table>

6. Is this class:

a. Team taught?  
   - Yes  
   - No

b. Taught through distance learning?  
   - Yes  
   - No

Department/Discipline Codes (Modified CIP Codes)

<table>
<thead>
<tr>
<th>Code</th>
<th>Program Name</th>
<th>Code</th>
<th>Program Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>0100</td>
<td>Agricultural Business and Production</td>
<td>9902</td>
<td>Developmental Reading</td>
</tr>
<tr>
<td>0200</td>
<td>Agricultural Sciences</td>
<td>9903</td>
<td>Developmental Writing</td>
</tr>
<tr>
<td>0300</td>
<td>Conservation and Renewable Natural Resources</td>
<td>4506</td>
<td>Economics</td>
</tr>
<tr>
<td>0400</td>
<td>Architecture and Related Programs</td>
<td>1300</td>
<td>Education</td>
</tr>
<tr>
<td>0500</td>
<td>Area Ethnic and Cultural Studies</td>
<td>1400</td>
<td>Engineering</td>
</tr>
<tr>
<td>2600</td>
<td>Biological Sciences/Life Sciences</td>
<td>1500</td>
<td>Engineering-Related Technologies</td>
</tr>
<tr>
<td>5201</td>
<td>Business, General</td>
<td>9910</td>
<td>English as Second Language</td>
</tr>
<tr>
<td>5202</td>
<td>Business Administration and Management</td>
<td>2301</td>
<td>English Language and Literature</td>
</tr>
<tr>
<td>5203</td>
<td>Business - Accounting</td>
<td>5000</td>
<td>Fine and Applied Arts (EXCEPT Art, Music, and Design and Applied Arts)</td>
</tr>
<tr>
<td>5208</td>
<td>Business - Finance</td>
<td>1600</td>
<td>Foreign Languages and Literatures</td>
</tr>
<tr>
<td>5212</td>
<td>Business Information and Data Processing Services</td>
<td>3105</td>
<td>Health and Physical Education/Fitness</td>
</tr>
<tr>
<td>5214</td>
<td>Business - Marketing</td>
<td>5100</td>
<td>Health Professions and Related Sciences (EXCEPT Nursing)</td>
</tr>
<tr>
<td>4005</td>
<td>Chemistry</td>
<td>5199</td>
<td>Health Professions and Related Sciences (2-year program)</td>
</tr>
<tr>
<td>0900</td>
<td>Communications</td>
<td>4508</td>
<td>History</td>
</tr>
<tr>
<td>1100</td>
<td>Computer and Information Sciences</td>
<td>1900</td>
<td>Human Sciences/Family and Consumer Sciences</td>
</tr>
<tr>
<td>4301</td>
<td>Criminal Justice and Corrections</td>
<td>4302</td>
<td>Human Sciences/Family and Consumer Sciences</td>
</tr>
<tr>
<td>1205</td>
<td>Culinary Arts and Related Services</td>
<td>2400</td>
<td>Liberal Arts &amp; Sciences, General Studies and Humanities</td>
</tr>
<tr>
<td>1103</td>
<td>Data Processing Technology (2-year program)</td>
<td>2200</td>
<td>General Legal Studies (Undergraduate)</td>
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<tr>
<td>5004</td>
<td>Design and Applied Arts</td>
<td>2500</td>
<td>Library Science</td>
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<tr>
<td>9901</td>
<td>Developmental Math</td>
<td>2700</td>
<td>Mathematics and Statistics</td>
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<tr>
<td></td>
<td></td>
<td>5009</td>
<td>Music (Performing, Composing, Theory)</td>
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<tr>
<td></td>
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<td>5116</td>
<td>Nursing</td>
</tr>
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<td></td>
<td>3100</td>
<td>Parks, Recreation, Leisure, and Fitness Studies</td>
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<td>3801</td>
<td>Philosophy</td>
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<td></td>
<td>4000</td>
<td>Physical Sciences (EXCEPT Physics and Chemistry)</td>
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<td>4200</td>
<td>Psychology</td>
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<td>4400</td>
<td>Public Administration and Services (EXCEPT Social Work)</td>
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<td>3900</td>
<td>Religion and Theological Studies</td>
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<td>4500</td>
<td>Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)</td>
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<td></td>
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<td>4407</td>
<td>Social Work and Service</td>
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<td>4511</td>
<td>Sociology</td>
</tr>
<tr>
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<td></td>
<td>2310</td>
<td>Speech and Rhetorical Studies</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Vocational/Technical Programs (see Website: Department codes 4600-4900)</td>
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</tbody>
</table>

To see an expanded list of department/discipline codes go to: [www.theideacenter.org/StudentRatings/deptcodes.html](http://www.theideacenter.org/StudentRatings/deptcodes.html)