

Faculty Information Form

See Directions to Faculty:

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Proper Marks Improper Marks

www.theideacenter.org/directions

USE NO 2 PENCIL ONLY

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Mailing Address (use MS		8005	3060	Instructo	r: ERWIN	1. C.							
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(9) = Practicum/clinic

4 = Skill/activity

(5) = Laboratory

(8) = Multi-Media

(7) = Studio

(0) = Other

(6) = Field Experience

4 = Skill/activity

(5) = Laboratory

(8) = Multi-Media

7 = Studio

0 = Other

(6) = Field Experience

9 = Practicum/clinic

C. Computer applications

○ ■ ○ E. Mathematical/quantitative work

G. Creative/artistic/design endeavor

D. Group work

H. Reading

Memorization

F. Critical thinking

Contextual Questions Continued:

		each of to resp	the circumstances listed below, using the following ond:
	I = N =	Neither a	ositive impact on learning a positive nor a negative impact egative impact on learning dge
Р	1	N ?	
	00	\bigcirc A.	Physical facilities and/or equipment
	00	○ O B.	Your previous experience in teaching this course
	00	O C.	Substantial changes in teaching approach, course
	2 72		assignments, content, etc.
	00	O D.	Your desire to teach this course
Č	00	O E.	Your control over course management decisions
_		0 0	(objectives, texts, exams, etc.)
	00	○ F.	Students' level of preparation for taking
		00	the course
		$\bigcirc \bigcirc$ G.	Students' level of enthusiasm for the course
) () H.	Students' level of effort to learn
lč	Õ	ŎŎI.	Technical/instructional support

- 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
 - = 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

6.	Is this class:	
	a. Team taught?b. Taught through distance learning?	No No

5004 Design and Applied Arts

9901 Developmental Math

Discipline Codes (Modified CIP Codes)

	Disci	hillie	Codes (Modified Cir Codes)		
0100	Agricultural Business and Production	9902	Developmental Reading	2700	Mathematics and Statistics
0200	Agricultural Sciences	9903	Developmental Writing	5009	Music (Performing, Composing,
0300	Conservation and Renewable Natural	9904	Developmental Natural Sciences	=446	Theory)
	Resources	4506	Economics	5116	Nursing
0400	Architecture and Related Programs	1300	Education	3100	Parks, Recreation, Leisure, and Fitness Studies
0500	Area Ethnic and Cultural Studies	1400	Engineering	3801	Philosophy
5007	Art (Painting, Drawing, Sculpture)	1500	Engineering-Related Technologies		Physical Science (EXCEPT
3201	Basic Skills		English as Second Language	4000	Physics and Chemistry)
2600	Biological Sciences/Life Sciences			4008	Physics
5201	Business, General	2301	English Language and Literature	4510	Political Science and Government
5202	Business Administration and Management	5000	Fine and Applied Arts (EXCEPT Art, Music, and Design and Applied		Psychology
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	Business - Accounting	1600	Foreign Languages and Literatures	4400	Public Administration and Services (EXCEPT Social Work)
5208	Business - Finance	3105	Health and Physical	2000	
5212	Business Information and Data	0100	Education/Fitness		Religion and Theological Studies
	Processing Services	5100	Health Professions and Related	4500	Social Sciences (EXCEPT Economics, History, Political
5214	Business - Marketing		Sciences (EXCEPT Nursing)		Science, and Sociology)
4005	Chemistry	5199	Health Professions and Related	4407	Social Work and Service
0900	Communications		Sciences (2-year program)	4511	Sociology
1100	Computer and Information Sciences	4508	History		Speech and Rhetorical Studies
4301	Criminal Justice and Corrections	1900	Human Sciences/Family and	2310	and the second s
			Consumer Sciences		Vocational/Technical Programs (see Website: Department codes
1205	Culinary Arts and Related Services	2400	Liberal Arts & Sciences, General		4600-4900)
1103	Data Processing Technology (2-year		Studies and Humanities	9900	Other (to be used when none of the
	program)	2200	General Legal Studies		above codes apply)

(Undergraduate)

2500 Library Science

ERWIN, C

University of New Mexico Main Campus

Economics 48969 TU 09:30 Fall 2014



IDEA Diagnostic Form Report

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

Of the 32 students enrolled, 22 responded (69%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

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

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

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

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

Your Average Scores

	Your Averag (5-point scale		
	Raw	Adj.	
A. Progress on Relevant Objectives Four objectives were selected as			
relevant (Important or Essential -see page 2)	3.9	3.9	
Overall Ratings			
B. Excellent Teacher	4.0	4.0	
C. Excellent Course	3.6	3.5	
D. Average of B & C	3.8	3.8	

Summary Evaluation	3.8	3.8
(Average of A & D)	0.0	0.0

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

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

	A Dro	gress				Summary				
Comparison Category	on Re	levant ctives	B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)										
Similar Middle 40% (45–55)	51	49	47	47	45		46	45	49	47
Lower Next 20% (38–44)						43		•••		
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:2

Discipline (IDEA Data)	49	48	48	47	46	43	47	45	48	47
Institution	44	48	41	44	38	42	40	43.	42	46

IDEA Discipline used for comparison:

Economics

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.

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." Progress on Relevant Objectives (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the POD-IDEA Center Learning Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5-point scale)			ent of ts Rating
	,	Raw	Adj.	1 or 2	4 or 5
 Gaining factual knowledge (terminology, classifications, methods, trends) 	Important	4.1	4.0	9%	86%
Learning fundamental principles, generalizations, or theories	Essential	4.2	4.1	5%	82%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.0	4.0	9%	77%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				TO THE PERSON OF
25. Acquiring skills in working with others as a member of a team	Minor/None				
 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) 	Minor/None				
 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) 	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	3.5	3.6	23%	59%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		3.9	3.9		

¹ 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.

			d Average \ Group Avera		
IDEA D	atabase	IDEA Di			stitution
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
53	50	50	49	45	48
Similar	Similar	Similar	Similar	Similar	Similar
55	53	51	51	47	51
Similar	Similar	Similar	Similar	Similar	Similar
51 Similar	50 Similar	50 Similar	50 Similar	44 Lower	50 Similar
45 Similar	45 Similar	45 Similar	44 Lower	39 Lower	42 Lower
51	49	49	48	44	48

Much Higher = Highest 10% of classes (63 or higher)

Higher = Next 20% (56–62)

Similar = Middle 40% (45–55)

Lower = Next 20% (38-44)

Much Lower = Lowest 10% (37 or lower)

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.8
34. Amount of work in other (non-reading) assignments	3.5
35. Difficulty of subject matter	3.6

Student Description	
37. I worked harder on this course than on most courses I have taken.	3.5
39. I really wanted to take this course regardless of who taught it.	3.6
43. As a rule, I put forth more effort than other students on academic work.	3.7

			rted Average o Group Ave				
IDE	A Database	IDE/	A Discipline	Your Institutio			
44	Lower	38	Lower	41	Lower		
52	Similar	55	Similar	50	Similar		
54	Similar	47	Similar	52	Similar		

48	Similar	45	Similar	42	Lower
54	Similar	56	Higher	45	Similar
51	Similar	45	Similar	42	Lower

Much Higher = Highest 10% of classes (63 or higher)

Higher

= Next 20% (56-62)

Similar Lower = Middle 40% (45-55) = Next 20% (38-44)

Much Lower = Lowest 10% (37 or lower)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.theideacenter.org/diagnosticguide.pdf), POD-IDEA Center Notes (www.theideacenter.org/podidea), and POD-IDEA Center Learning Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles			T	
Stimulating Student Interest	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
 Stimulated students to intellectual effort beyond that require by most courses 	d All selected objectives	3.5	55%	Consider increasing use
13. Introduced stimulating ideas about the subject	All selected objectives	3.7	59%	Consider increasing use
 Inspired students to set and achieve goals which really challenged them 	All selected objectives	3.6	50%	Consider increasing use
 Demonstrated the importance and significance of the subject matter 	21, 22, 23	4.0	64%	Consider increasing use
Fostering Student Collaboration				
 Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own 	31	3.2	41%	Consider increasing use
18. Asked students to help each other understand ideas or concepts	31	4.1	68%	Retain current use or consider increasing

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	31	3.2	41%	Consi
18. Asked students to help each other understand ideas or concepts	31	4.1	68%	Retain currer
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.6	86%	Social interest

Establishing Rapport			*	
2. Found ways to help students answer their own questions	All selected objectives	4.1	73%	Retain current use or consider increasing
7. Explained the reasons for criticisms of students' academic performance	23, 31	3.7	64%	Retain current use or consider increasing
Displayed a personal interest in students and their learning	23	4.1	73%	Retain current use or consider increasing
Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives	3.9	77%	

	33.00,00			
Encouraging Student Involvement				
11. Related course material to real life situations	23	4.0	64%	Consider increasing use
19. Gave projects, tests, or assignments that required original or creative thinking	31	3.6	64%	Consider increasing use
 Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding 	Not relevant to objectives selected	4.0	73%	
 Involved students in "hands on" projects such as research, case studies, or "real life" activities 	Not relevant to objectives selected	4.2	77%	

selected				
21, 22, 23	3.9	59%	Consider increasing use	
21, 22, 23	3.6	64%	Consider increasing use	
21, 22	4.4	86%	Strength to retai	
Not relevant to objectives selected	4.1	77%		
Not relevant to objectives selected	3.6	59%		
	21, 22, 23 21, 22, 23 21, 22 Not relevant to objectives selected Not relevant to objectives	21, 22, 23	21, 22, 23 21, 22, 23 3.6 4.4 21, 22 Not relevant to objectives selected Not relevant to objectives Not relevant to objectives 3.6 50%	

Statistical Detail		Number Responding						
	1_	2	3	4	5	Omit	Avg.	s.d.
Displayed a personal interest in students and their learning	0	1	5	6	10	0	4.1	0.9
2. Found ways to help students answer their own questions	1	1	4	6	10	0	4.0	1.1
3. Scheduled course work (class activities, tests, projects) in ways	0	1	4	10	7	0	4.0	8.0
4. Demonstrated the importance and significance of the subject matter	0	2	6	5	9	0	4.0	1.0
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	3	4	15	0	4.5	0.7
6. Made it clear how each topic fit into the course	0	2	7	5	8	0	3.9	1.0
7. Explained the reasons for criticisms of students' academic	1	2	5	8	6	0	3.7	1.1
8. Stimulated students to intellectual effort beyond that required by	1	2	7	9	3	0	3.5	1.0
9. Encouraged students to use multiple resources (e.g. data banks,	1	1	4	8	8	0	4.0	1.1
10. Explained course material clearly and concisely	1	2	5	10	4	0	3.6	1.0
11. Related course material to real life situations	0	2	6	5	9	0	4.0	1.0
12. Gave tests, projects, etc. that covered the most important points	0	0	3	8	11	0	4.4	0.7
13. Introduced stimulating ideas about the subject	1	1	7	8	5	0	3.7	1.0
14. Involved students in "hands on" projects such as research, case	0	1	4	7	10	0	4.2	0.9
15. Inspired students to set and achieve goals which really	2	1	8	5	6	0	3.5	1.2
16. Asked students to share ideas and experiences with others	2	2	9	8	1	0	3.2	1.0
17. Provided timely and frequent feedback on tests, reports,	1	4	4	8	5	0	3.5	1.2
18. Asked students to help each other understand ideas or concepts	1	0	6	5	10	0	4.0	1.1
19. Gave projects, tests, or assignments that required original or	2	1	5	10	4	0	3.6	1.1
20. Encouraged student-faculty interaction outside of class (office	1	1	3	11	6	0	3.9	1.0
Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Free	uently	5 =	Almos	t Alway	/s			

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:

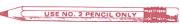
Discipline code selected on FIF: 4506 Discipline code used for comparison: 4506

								Converted Avg.		Compa	Average		
			,			,		,	Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,	0	2	1	11	8	0	4.1	0.9	53	50	4.0	4.2	4.4
22. Learning fundamental principles, generalizations, or	0	1	3	9	9	0	4.2	0.9	55	53	3.9	4.1	4.3
23. Learning to apply course material (to improve thinking,	0	2	3	9	8	0	4.0	1.0	51	50	4.0	4.0	4.3
24. Developing specific skills, competencies, and points of view	0	2	3	9	8	0	4.0	1.0	NA	NA	4.0	4.0	4.3
25. Acquiring skills in working with others as a member of a team	0	- 1	4	5	12	0	4.3	0.9	NA	NA	3.9	3.8	4.1
26. Developing creative capacities (writing, inventing, designing,	3	4	7	3	5	0	3.1	1.4	NA	NA	3.9	3.4	4.1
27. Gaining a broader understanding and appreciation of	6	0	7	7	2	0	3.0	1.4	NA	NA	3.7	3.4	4.1
28. Developing skill in expressing myself orally or in writing	2	3	6	8	3	0	3.3	1.2	NA	NA	3.8	3.6	4.0
29. Learning how to find and use resources for answering questions	0	6	2	6	8	0	3.7	1.2	NA	NA	3.7	3.8	4.1
30. Developing a clearer understanding of, and commitment to,	4	4	5	4	5	0	3.1	1.4	NA	NA	3.8	3.7	4.1
31. Learning to analyze and critically evaluate ideas,	0	5	4	9	4	0	3.5	1.1	45	45	3.8	3.8	4.1
32. Acquiring an interest in learning more by asking my own	0	4	5	10	3	0	3.5	1.0	NA	NA	3.8	3.8	4.1
Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate prog	ress	4 = Sub	stantia	al progr	ress 5	= Exc	eptional p	rogress	Bold :	= Selected	as Importan	t or Essential	
	780.000												(535.8)
33. Amount of reading	1	6	12	3	0	0	2.8	0.8	44	NA	3.2	3.4	3.4
34. Amount of work in other (non-reading) assignments	0	4	5	10	3	0	3.5	1.0	52	NA	3.4	3.3	3.6
35. Difficulty of subject matter	0	1	9	9	3	0	3.6	0.8	54	NA	3.4	3.8	3.6
Key: 1 = Much Less than Most 2 = Less than Most 3 = About Ave	rage	4 = N	lore tha	n Mos	t 5:	= Much	More tha	ın Most	5	•			***
			500 70										
36. I had a strong desire to take this course.	2	1	5	7	7	0	3.7	1.2	NA	NA	3.7	3.5	4.0
37. I worked harder on this course than on most courses I have taken.	1	4	5	8	4	0	3.5	1.1	48	NA	3.6	3.6	3.8
38. I really wanted to take a course from this instructor.	3	2	12	3	2	0	3.0	1.1	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	2	2	4	8	5	1	3.6	1.2	54	NA	3.3	3.3	3.9
40. As a result of taking this course, I have more positive feelings	0	3	4	11	4	0	3.7	0.9	48	45	3.9	3.8	4.2
41. Overall, I rate this instructor an excellent teacher.	2	2	1	6	11	0	4.0	1.3	47	47	4.2	4.1	4.5
42. Overall, I rate this course as excellent.	0	4	6	6	6	0	3.6	1.1	45	43	3.9	3.9	4.3
43. As a rule, I put forth more effort than other students on	0	1	9	8	4	0	3.7	0.8	51	NA	3.6	3.8	4.0
Key: 1 = Definitely False 2 = More False than True 3 = In Betwee	n 4	= More	True t	han Fa	lse	5 = De	finitely Tr	ue		To: 16			

No Additional Questions.



IMPORTANT!





Improper Marks

Institution: University of New Mexico

Instructor: Erwin, C

Course Number: 600307-004

Time and Days Class Meets:

R 930-1045

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:

(2) 1.(1) (3) (4) Displayed a personal interest in students and their learning 2 3 Found ways to help students answer their own questions 2.1 (4) 2 (3) (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work 3.(1) (2) 4.(1) (3) 4 Demonstrated the importance and significance of the subject matter 5.(1) (2) (3) (4) Formed "teams" or "discussion groups" to facilitate learning 6.(1) 2 (3) (4) Made it clear how each topic fit into the course (2) (3) Explained the reasons for criticisms of students' academic performance 7.(1) (5) 2 3 8.1 (5) Stimulated students to intellectual effort beyond that required by most courses (5) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding 9.(1) (2) (3) (3) **10.**(1) (2) (5) Explained course material clearly and concisely (2) 3 (4) 11.(1) Related course material to real life situations 2 (3) (4) Gave tests, projects, etc. that covered the most important points of the course 12.(1) 3 ■13.(1) (2) 5 Introduced stimulating ideas about the subject (3) 2 (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities **■14.**① **■15.**(1) (2) (3) (4) Inspired students to set and achieve goals which really challenged them Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own **16.**(1) (4) (5) (5) Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve **17.**① (2) (3) 2 (3) Asked students to help each other understand ideas or concepts 18.(1) (5) (3) **19.** (1) (2) (5) Gave projects, tests, or assignments that required original or creative thinking ■20.1 m Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) (3) (4)

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

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

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		(5) Learning to apply course material (to improve thinking, problem solving, and decisions)
24 . ①	2	3	4	Developing specific skills, competencies, and points of view needed by professionals in the field most closely
				related to this course
25.①	2	3	4	Acquiring skills in working with others as a member of a team
26 .①	2		4	5 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
27. ①	2	3		(5) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
28. ①	2	3		Developing skill in expressing myself orally or in writing
29.1	2	3	4	Learning how to find and use resources for answering questions or solving problems
30. ①	2		4	5 Developing a clearer understanding of, and commitment to, personal values
31.1	2	3		5 Learning to analyze and critically evaluate ideas, arguments, and points of view

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

alse 3 4 3 4 3 4 3 4 3 4 3 4 3 6 following	(a) (b) (c) (c) (c) (c) (c) (c) (c) (c) (c) (c	I had a strong desire to the strength of the strong desire to the strong desire to the strength of the strong desire to the strength of the strong desire to the strong desired to the s	course, us 3=In E take this course than course from is course re course, I ha otor an exce	ing the setween th	e follo	es I h	1=More Than ave taker ght it.	False	5=Definitely True
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③ ⑥ following	5		as exceller		acher.				
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efinitely		, blacken the space w	hich best	corres	ponds	to y	our judg	ment:	
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alse		Than True					Than	False	True
		The state of the s							
	100								
								ty for learni	ng.
(3) (4)		The instructor used educ	ational tech	nology	(e.g., I	nterne	t, e-mail,	computer e	xercises, multi-media
3 4) (5)	S extra questions, and	58. 1	2	3	4	(5) (5)	Use the	e space below for comments
									otherwise directed).
			61.①		3				Your written comments may be
(3) (4)	(5)		62.①		3	4			d to the instructor, You may wa
			63.①		3		(5)	to PRII	NI to protect your anonymity.
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Institution:

Instructor:

FRWIN.

Course Number:

E CON

Time and Days Class Meets: // /

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

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

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

1.(1) (2) (3) (4) Displayed a personal interest in students and their learning 2.1 2 3 5 Found ways to help students answer their own questions (2) (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work 3.(1) (3) 4.(1) (2) (3) (4) Demonstrated the importance and significance of the subject matter (2) (3) (4) Formed "teams" or "discussion groups" to facilitate learning 5.(1) 2 (3) (4) 6.(1) Made it clear how each topic fit into the course (3) Explained the reasons for criticisms of students' academic performance 7.(1) (4) 8.1 (2) (3) (5) Stimulated students to intellectual effort beyond that required by most courses 9.(1) (3) (5) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding (2) (3) ■10.(1) (5) Explained course material clearly and concisely **11.**(1) 2 3 (5) Related course material to real life situations **12.** 1 Gave tests, projects, etc. that covered the most important points of the course (2) (3) (4) 2 (3) **13.**① 5 Introduced stimulating ideas about the subject **14**.(1) Involved students in "hands on" projects such as research, case studies, or "real life" activities (2) (3) (4) 15.1 (2) (3) (4) Inspired students to set and achieve goals which really challenged them 3 (5) Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own **16.**(1) (2) (3) **17.**(1) (2) (4) Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve Asked students to help each other understand ideas or concepts **18.**(1) 2 3 (4) **19.**(1) (2) 0 (5) Gave projects, tests, or assignments that required original or creative thinking 20.1 (2) (3) (4) Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

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

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

Progress on:

32.(1)

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

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

(3)

(4)

	M		ess thourse		2=Less than Most Courses	U-75000	Average		re than st Courses	5= Much More than Most Courses
	urse:			0	A					
.①	2		(4)	(5)	Amount of reading	(non roading) s	ooianmanta			
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1	2	3	0	(5)	Difficulty of subject matte	3 r				
D		e you efinite		udes	and behavior in this 2=More False	course, using 3=In Betv	98	10 To	e: re True	5= Definitely
		alse	,		Than True				an False	True
1	2	3		(5)	I had a strong desire to	take this course).			
1	2	3	4		I worked harder on this	course than on	most course	s I have ta	aken.	
1	2		4	(5)	I really wanted to take a	course from thi	s instructor.			
1	2	3	4		I really wanted to take th	is course regar	dless of wh	o taught it.		
1	2	(3)		(5)	As a result of taking this	course, I have	more positiv	ve feelings	toward this field	l of study.
1	2	3	4		Overall, I rate this instruc	ctor an excellen	t teacher.			
1	2	3	4		Overall, I rate this course	as excellent.				
F				tems	, blacken the space w					
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	F8	lse			Than True			ına	an False	True
1	2	3		(5)	As a rule, I put forth mor	e effort than oth	ner students	on acade	mic work.	
1	2	3		(5)						rogress on course objectives.
1	2	3	4		The instructor expected					
1	2	3		(5)	The instructor had high a					
1	(2)	(3)	4		The instructor used educ				ail, computer ex	ercises, multi-media
	If yo	ur ins	tructo	r has	s extra questions, ans	wer them in t	he space	designate	ed below (que	stions 48-67):
1	2	3	4	5		58.① ②		4 5	lise the	space below for comments
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	2	3	4	(5)		60.1		4 5		our written comments may be
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UNM Institution: Instructor: CARIS GRWIN

Course Number: E(ON 307-004 Time and Days Class Meets: TR 9:38 -/0:45

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:

- 5 Displayed a personal interest in students and their learning 1.(1)
- 2.1 2 4 5 Found ways to help students answer their own questions
- (2) 3.1 (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
- 4.(1) (2) (3) 5 Demonstrated the importance and significance of the subject matter
- 5.(1) (4) (5) Formed "teams" or "discussion groups" to facilitate learning
- 6.(1) (2) 4 (5) Made it clear how each topic fit into the course
- 7.(1) (2) (4) (5) Explained the reasons for criticisms of students' academic performance
- (2) 8.1 (3) (5) Stimulated students to intellectual effort beyond that required by most courses
- (2) (4) (5) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding 9.(1) 6
- **10.**(1) (2) (3) (5) Explained course material clearly and concisely
- **11.**① 2 3 5 Related course material to real life situations
- (5) Gave tests, projects, etc. that covered the most important points of the course **12.**(1) (2) (3)
- (2) (4) **13.**(1) 5 Introduced stimulating ideas about the subject
- (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities **14.**(1) 2 4
- 15.1 (2) (4) (5) Inspired students to set and achieve goals which really challenged them
- (5) Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own **■16.**(1) (4)
- (3) 4 17.1 (5) Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
- (4) **18.**(1) (2) (5) Asked students to help each other understand ideas or concepts
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- **23.** (1) 2 3 4 Learning to apply course material (to improve thinking, problem solving, and decisions)
- **24.**(1) (3) Developing specific skills, competencies, and points of view needed by professionals in the field most closely (2) (4) related to this course
- (5) Acquiring skills in working with others as a member of a team =25.(1)
- (2) 4 5 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) =26.(1)
- **27.**(1) (4) (5) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 28. 1 (2) (4) (5) Developing skill in expressing myself orally or in writing
- (5) Learning how to find and use resources for answering questions or solving problems **29.**(1) (4)
- **30.**(1) (3) (4) 5 Developing a clearer understanding of, and commitment to, personal values
- 31.(1) (3) (4) (5) Learning to analyze and critically evaluate ideas, arguments, and points of view **32.**(1) (4) (5) Acquiring an interest in learning more by asking my own questions and seeking answers

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.①	2 2 2 2			S	Most Courses	3= AD	out Av	erage		4=More th Most C		5=Much More than Most Courses	
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IMPORTANT







Institution: UNM Instructor: Erwin

Course Number: Econ 307-004 Time and Days Class Meets: TR 9:30-10:45

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The Instructor:

1. (1)	(2)	(3)	(4)		Displayed a personal interest in students and their learning
	_	~	0		
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3.1	2	3	(6)	(5)	Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
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7.1		3	4	(5)	Explained the reasons for criticisms of students' academic performance
8.1	2	3		(5)	Stimulated students to intellectual effort beyond that required by most courses
9.1	2	3	4	0	Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
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(5) Acquiring an interest in learning more by asking my own questions and seeking answers

(1=N	luch l	three Less t	han	, compare this course 2=Less than Most Courses		ers yo out Av			en at this ins 4=More than Most Cou	ı	, using the following code: 5=Much More than Most Courses
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1	2	3	•	(5)	Amount of work in other	(non-readin	ng) assi	gnmen	ts			
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1	2	3		(5)	I worked harder on this c	ourse than	on mo	st cour	ses I	have taken.		
1	2		4	(5)	I really wanted to take a	course fron	n this ir	structo	or.			
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0	2	3	4	(5)		59.①	2	3	4	0		otherwise directed).
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)	2	3	4	5		61.①	2	3	4	(3)		to the instructor, You may war
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Improper Marks $\bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc \bigcirc$

Institution:

Instructor:

Course Number:

Time and Days Class Meets: 7

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- 3.1 (2) 3 (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
- (2) (5) Demonstrated the importance and significance of the subject matter 4.(1) (3)
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- 7.(1) (2) (4) (5) Explained the reasons for criticisms of students' academic performance
- 2 8.(1) (4)
- (5) Stimulated students to intellectual effort beyond that required by most courses
- (5) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding 9.1 2 3
- **10.**(1) 2 (3) (5) 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
- (2) (3) (5) Introduced stimulating ideas about the subject 13.(1)
- 2 3 **14**. ① (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities
- (2) (4) (5) Inspired students to set and achieve goals which really challenged them 15.(1)
- **16.**(1) (2) 3 (5) Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- (5) Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve **17.**(1) (2) (3)
- (2) (3) (5) Asked students to help each other understand ideas or concepts **■18.**(1)
- **19.**(1) 2 (4) (5) Gave projects, tests, or assignments that required original or creative thinking
- (5) Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.) **20.**(1) (3)

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:

30.(1)

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

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Printed in U.S.A.









Institution: UN M Instructor: Erwin Course Number: E(0) 307.000 Time and Days Class Meets: 9.30-1045 Your thoughtful answers to these questions will provide helpful information to your instructor. Describe the frequency of your instructor's teaching procedures, using the following code: 1=Hardly Ever 2=Occasionally 3=Sometimes 4=Frequently 5=Almost Always The Instructor: 1.(1) (2) (3) 5 Displayed a personal interest in students and their learning 2.1 2 3 5 Found ways to help students answer their own questions (2) (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work 3.1 (4) (2) 4.(1) (4) 5 Demonstrated the importance and significance of the subject matter (2) (3) (4) Formed "teams" or "discussion groups" to facilitate learning 5.(1) (2) (3) 6.(1) (5) Made it clear how each topic fit into the course (2) (3) (5) Explained the reasons for criticisms of students' academic performance 7.(1) 8.1 (2) 4 (5) Stimulated students to intellectual effort beyond that required by most courses (5) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding 9.(1) (2) (4) (2) (4) **■10.**(1) (5) Explained course material clearly and concisely

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1-No apparent progress

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Progress on:

11.(1)

2

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21.(1) (2) 3 (5) Gaining factual knowledge (terminology, classifications, methods, trends) (2) (3) (5) Learning fundamental principles, generalizations, or theories 2 3 4 Learning to apply course material (to improve thinking, problem solving, and decisions) = 23. (1)(5) Developing specific skills, competencies, and points of view needed by professionals in the field most closely **24**.(1) (2) (4) related to this course (5) Acquiring skills in working with others as a member of a team (4) 25.(1) (2) 26.1 (3) 4 (5) Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) 27.(1) 2 (4) (5) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) **28.** ① (3) (4) (5) Developing skill in expressing myself orally or in writing **29.**(1) (3) (4)

(5) Learning how to find and use resources for answering questions or solving problems (4) (5) Developing a clearer understanding of, and commitment to, personal values **30.**(1) (2)

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IMPORTANT!







Institution: () // //

NM

Instructor:

hris Erwin

Course Number:

307.004

Time and Days Class Meets:

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

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

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

1.(1) (2) (3) (4) Displayed a personal interest in students and their learning 2.1 2 3 4 Found ways to help students answer their own questions (2) (3) 4 Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work 3.1 (2) (3) 4.(1) 4 Demonstrated the importance and significance of the subject matter (2) (3) (4) Formed "teams" or "discussion groups" to facilitate learning 5.(1) 6.(1) (2) (3) 4 Made it clear how each topic fit into the course (2) (3) (4) Explained the reasons for criticisms of students' academic performance 7.(1) (2) (3) 4 8.1 Stimulated students to intellectual effort beyond that required by most courses (2) (3) 9.(1) (4) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding (2) (3) (4) 10.(1)Explained course material clearly and concisely 11.(1) 2 3 (4) Related course material to real life situations (3) Gave tests, projects, etc. that covered the most important points of the course 12.(1) (2) (4) 2 (3) (4) **■13.** (1) Introduced stimulating ideas about the subject 14.1 Involved students in "hands on" projects such as research, case studies, or "real life" activities 2 (3) 4 (2) (3) (4) Inspired students to set and achieve goals which really challenged them **15.**(1) Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own (2) (3) (4) **■16.**(1) (2) (3) (4) 17.1 Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve Asked students to help each other understand ideas or concepts 4 **■18.**(1) (2) (3)

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:

(5) Gaining factual knowledge (terminology, classifications, methods, trop

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

Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

- 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:

19.(1)

20.(1)

(2)

(2)

(3)

(3)

(4)

(4)

21.0	(2)	(3)		Galling factual knowledge (terminology, classifications, methods, trends)
22. ①	2	3		(5) Learning fundamental principles, generalizations, or theories
23 .①	2	3		(5) Learning to apply course material (to improve thinking, problem solving, and decisions)
24 .①	2	3		5 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
25.①	2	3	6	(5) Acquiring skills in working with others as a member of a team
26. ①	2	3		5 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
27. ①	2	3	0	(5) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
28. ①	2	3		5 Developing skill in expressing myself orally or in writing
29.1	2	3		5 Learning how to find and use resources for answering questions or solving problems
■30.①	2	3		5 Developing a clearer understanding of, and commitment to, personal values
■31.①	2	3	•	5 Learning to analyze and critically evaluate ideas, arguments, and points of view

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

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)		3	4	(5)	Overall, I rate this course	as excelle	nt.					
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UNM Institution:

Instructor:

CHIPIS

Course Number:

+(ON 307, 004

Time and Days Class Meets:

930-1045 THES & THURS

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

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

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

- 1.(1) (2) (4) 5 Displayed a personal interest in students and their learning 2.1 2 4 5 Found ways to help students answer their own questions (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work 3.(1) (2) (4) 4.(1) 2 (4) (5) Demonstrated the importance and significance of the subject matter 0 (2) (4) (5) Formed "teams" or "discussion groups" to facilitate learning 5.(1) 2 (4) 6.(1) 5 Made it clear how each topic fit into the course
- (2) (1) 7.(1) (4) (5) Explained the reasons for criticisms of students' academic performance
- (3) (2) (4) (5) Stimulated students to intellectual effort beyond that required by most courses 8.(1)
- 9.1 2 (4) (5) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding (4) 10.(1) 2 (5) Explained course material clearly and concisely
- 2 (4) (5) Related course material to real life situations **11.**①
- (5) Gave tests, projects, etc. that covered the most important points of the course 2 3 12.(1) 2 4 5 Introduced stimulating ideas about the subject **13**.①
- **14.**(1) 2 (3) (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities
- 15.1 ((4) (2) (5) Inspired students to set and achieve goals which really challenged them 4 (5) Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own **16.**(1) 2
- ((4) Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve 2 (5) **17.**(1)
- **18.**(1) 2 4 (5) Asked students to help each other understand ideas or concepts
- **19.**(1) (2) (4) Gave projects, tests, or assignments that required original or creative thinking
- 20.1 (4) Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

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

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■Progress on:

- 21.(1) 4 (5) Gaining factual knowledge (terminology, classifications, methods, trends) 22.(1)(2) (4) (5) Learning fundamental principles, generalizations, or theories
- 2 4 (5) Learning to apply course material (to improve thinking, problem solving, and decisions) **23.** (1) (5) Developing specific skills, competencies, and points of view needed by professionals in the field most closely (4) **24.**(1)
- (4) (5) Acquiring skills in working with others as a member of a team 25.(1)
- 2 (4) **26.**(1) (5) Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 27.(1) 2 (3) (5) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- **28**.(1) (2) (4) (5) Developing skill in expressing myself orally or in writing

related to this course

- 29.(1) (2) (4) (5) Learning how to find and use resources for answering questions or solving problems
- (4) (5) Developing a clearer understanding of, and commitment to, personal values **■30.**(1) (2) **31.**(1) 3 (4) (5) Learning to analyze and critically evaluate ideas, arguments, and points of view
- **32.**(1) (4) (5) Acquiring an interest in learning more by asking my own questions and seeking answers

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IMPORTANT!







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Instructor: Ewing C

Course Number: 307,004

Time and Days Class Meets:

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

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

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The Instructor:

1.(1) (2) (3) (4) Displayed a personal interest in students and their learning 2.1 2 3 (4) Found ways to help students answer their own questions (2) (3) (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work 3.(1) (2) (3) 4.(1) (5) Demonstrated the importance and significance of the subject matter (2) (3) (5) Formed "teams" or "discussion groups" to facilitate learning 5.(1) 2 6.(1) (4) (5) Made it clear how each topic fit into the course (2) (5) Explained the reasons for criticisms of students' academic performance 7.(1) 3 (3) (2) (5) Stimulated students to intellectual effort beyond that required by most courses 8.(1) 9.(1) (2) (3) (5) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding (2) 10.(1) (4) (5) Explained course material clearly and concisely 11.1 2 (4) 5 Related course material to real life situations (5) Gave tests, projects, etc. that covered the most important points of the course (2) (4) 12.(1) 2 (4) 5 Introduced stimulating ideas about the subject 13. 1 (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities 14.(1) (2) (3) 15.1 (2) (3) (5) Inspired students to set and achieve goals which really challenged them (5) Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own (2) **■16**.(1) (4) (4) (2) (5) Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve **17.**(1) **■ 18.** (1) (2) (4) (5) Asked students to help each other understand ideas or concepts **■ 19.** (1) (3) (4) (5) Gave projects, tests, or assignments that required original or creative thinking 20.1 (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)	-	(5) Gaining factual knowledge (terminology, classifications, methods, trends)
22. ①	2	3		5 Learning fundamental principles, generalizations, or theories
23. 1	2	3	-	(5) Learning to apply course material (to improve thinking, problem solving, and decisions)
24. ①	2	3		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	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		(5) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
28 .①	2	3	0	5 Developing skill in expressing myself orally or in writing
29.1	2	3	0	(5) Learning how to find and use resources for answering questions or solving problems
■30.①	2	3		5 Developing a clearer understanding of, and commitment to, personal values
31. (1)	(2)	(3)		(5) Learning to analyze and critically evaluate ideas, arguments, and points of view

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

Describe your attitudes and behavior in this course, using the following code: 1=Definitely False Than True Solution 1		
Amount of work in other (non-reading) assignments 1 2 4 5 Difficulty of subject matter Describe your attitudes and behavior in this course, using the following code: 1=Definitely		
Describe your attitudes and behavior in this course, using the following code: 1=Definitely False Than True 5=Definitely Than False Than False 5=Definitely Than False True 5=Definitely Than False True 5=Definitely Than False True 5=Definitely Than False True 5=Definitely True		
Describe your attitudes and behavior in this course, using the following code: 1=Definitely False		
1=Definitely False Than True 2=More False Than True Than False Th		
(1) 2 3		
7. 1 2 3 5 I worked harder on this course than on most courses I have taken. 3. 1 2 3 5 I really wanted to take a course from this instructor. 5 I really wanted to take this course regardless of who taught it.		
S.1 2 3		
.1 ② ③ ⑤ I really wanted to take this course regardless of who taught it.		
.1 (2) (3) (5) As a result of taking this course, I have more positive feelings toward this field of study.		
1.1 2 3 4 Overall, I rate this instructor an excellent teacher.		
Overall, I rate this course as excellent.		
For the following items, blacken the space which best corresponds to your judgment: 1=Definitely 2=More False 3=In Between 4=More True 5=Definitely False True		
.① ② ④ ④ ⑤ The instructor used a variety of methodsnot only teststo evaluate student progress on course objective .① ② ③ ⑥ ⑤ The instructor expected students to take their share of responsibility for learning① ② ⑥ ④ ⑤ The instructor had high achievement standards in this class① ② ③ ⑥ ⑤ The instructor had high achievement standards in this class① ② ③ ⑥ ⑥ 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): .① ② ③ ④ ⑤ Use the space below for commet① ② ③ ④ ⑥ Oscillation of the space below for commet① ② ③ ④ ⑥ Oscillation of the space below for commet① ② ③ ④ ⑥ Oscillation of the space below for commet① ② ③ ④ ⑥ Oscillation of the space below for commet① ② ③ ④ ⑥ Oscillation of the space below for commet.	may be	
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61.① ② ③ ④ ⑤ 1 ② ③ ④ ⑤ 1 ② ③ ④ ⑤ 1 ② ③ ④ ⑥ 1 ② ③ ④ ⑥ 1 ② ③ ④ ⑥ 1 ② ③ ④ ⑥ 1 ② ③ ④ ⑥ 1 ② ⑥ ② ④ ⑥ 1 ② ⑥ ② ⑥ ④ ② ⑥ ④ ⑥ 1 ② ⑥ ② ⑥ ④ ⑥ ⑥ 1 ② ⑥ ② ⑥ ④ ⑥ ⑥ ⑥ ⑥ ⑥ ⑥ ⑥ ⑥ ⑥ ⑥ ⑥ ⑥ ⑥ ⑥ ⑥		

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Institution: (),)

Instructor: Erwin C

Course Number: ECON 307 - 004

Time and Days Class Meets: 9:30-1045

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

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

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

The Instructor:

- 1.(1) (2) (3) 5 Displayed a personal interest in students and their learning 2.1 2 4 5 Found ways to help students answer their own questions (2) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work 3.(1) (3) (4) (2) 4.(1) (4) (5) Demonstrated the importance and significance of the subject matter (2) (3) (4) Formed "teams" or "discussion groups" to facilitate learning 5.(1) 2 (3) 6.(1) (5) Made it clear how each topic fit into the course (2) 7.(1) (4) (5) Explained the reasons for criticisms of students' academic performance 8.(1) (2) (5) Stimulated students to intellectual effort beyond that required by most courses (4) 9.(1) 2 (3) (5) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- 2 (3) ■10.(1) (5) Explained course material clearly and concisely
- **11.**(1) 2 3 5 Related course material to real life situations
- Gave tests, projects, etc. that covered the most important points of the course **■ 12**. ① (2) (3) (4)
- (3) (4) **13.** 1 5 Introduced stimulating ideas about the subject
- **14.**(1) Involved students in "hands on" projects such as research, case studies, or "real life" activities (2) (3) (4)
- (2) (4) **15.**(1) (5) Inspired students to set and achieve goals which really challenged them
- (5) Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own (3) (4) **■16.**(1)
- 17.1 (3) (2) (5) Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
- **18.**(1) 2 3 (4) Asked students to help each other understand ideas or concepts
- **= 19.** (2) (3) (4) (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.)

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Progress on:

26.

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