



# Faculty Information Form

## IMPORTANT!

See Directions to Faculty:  
[www.idea.ksu.edu/Directions.html](http://www.idea.ksu.edu/Directions.html)



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."  
**(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.
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	Department Code	Time Class Begins	Course Number	Number Enrolled	Local Code
<input type="radio"/> Mon	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0	0 0 0 0
<input type="radio"/> Tues	1 1 1 1	1 1 1 1	1 1 1 1	1 1 1	1 1 1 1
<input type="radio"/> Wed	2 2 2 2	2 2 2 2	2 2 2 2	2 2 2	2 2 2 2
<input type="radio"/> Thu	3 3 3 3	3 3 3 3	3 3 3 3	3 3 3	3 3 3 3
<input type="radio"/> Fri	4 4 4 4	4 4 4 4	4 4 4 4	4 4 4	4 4 4 4
<input type="radio"/> Sat	5 5 5 5	5 5 5 5	5 5 5 5	5 5 5	5 5 5 5
<input type="radio"/> Sun	6 6 6 6	6 6 6 6	6 6 6 6	6 6 6	6 6 6 6
	7 7 7 7	7 7 7 7	7 7 7 7	7 7 7	7 7 7 7
	8 8 8 8	8 8 8 8	8 8 8 8	8 8 8	8 8 8 8
	9 9 9 9	9 9 9 9	9 9 9 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.

<p><b>1. Which of the following represents the <u>primary</u> approach to this course? (Mark only one)</b></p> <p>① = Lecture          ② = Discussion/recitation          ③ = Seminar          ④ = Skill/activity          ⑤ = Laboratory          ⑥ = Field Experience          ⑦ = Studio          ⑧ = Multi-Media          ⑨ = Practicum/clinic          ⑩ = Other</p>	<p><b>2. If multiple approaches are used, which <u>one</u> represents the <u>secondary</u> approach?</b></p> <p>① = Lecture          ② = Discussion/recitation          ③ = Seminar          ④ = Skill/activity          ⑤ = Laboratory          ⑥ = Field Experience          ⑦ = Studio          ⑧ = Multi-Media          ⑨ = Practicum/clinic          ⑩ = Other</p>	<p><b>3. Describe this course in terms of its requirements with respect to the features listed below. Use the following code to make your responses:</b>  <b>N = None (or little) required</b>  <b>S = Some required</b>  <b>M = Much required</b></p> <p><b>N S M</b></p> <p><input type="radio"/> <input type="radio"/> <input type="radio"/> A. Writing  <input type="radio"/> <input type="radio"/> <input type="radio"/> B. Oral communication  <input type="radio"/> <input type="radio"/> <input type="radio"/> C. Computer applications  <input type="radio"/> <input type="radio"/> <input type="radio"/> D. Group work  <input type="radio"/> <input type="radio"/> <input type="radio"/> E. Mathematical/quantitative work  <input type="radio"/> <input type="radio"/> <input type="radio"/> F. Critical thinking  <input type="radio"/> <input type="radio"/> <input type="radio"/> G. Creative/artistic/design endeavor</p>
---	---	---

## 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. 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

- ① = Freshmen/sophomores seeking to meet a "general education" or "distribution" requirement
- ② = Freshmen/sophomores seeking to develop background needed for their intended specialization
- ③ = Upperclassmen non-majors taking the course as a "general education" or "distribution" requirement
- ④ = Upperclassmen 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

### Department Codes (Modified CIP Codes)

0100 Agricultural Business and Production	9902 Developmental Reading	2700 Mathematics and Statistics
0200 Agricultural Sciences	9903 Developmental Writing	5009 Music (Performing, Composing, Theory)
0300 Conservation and Renewable Natural 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	4000 Physical Sciences (EXCEPT Physics and Chemistry)
2600 Biological Sciences/Life Sciences	9910 English as Second Language	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 Arts)	4200 Psychology
5203 Business - Accounting	1600 Foreign Languages and Literatures	4400 Public Administration and Services (EXCEPT Social Work)
5208 Business - Finance	3105 Health and Physical Education/Fitness	3900 Religion and Theological Studies
5212 Business Information and Data Processing Services	5100 Health Professions and Related Sciences (EXCEPT Nursing)	4500 Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)
5214 Business - Marketing	5199 Health Professions and Related Sciences (2-year program)	4407 Social Work and Service
4005 Chemistry	4508 History	4511 Sociology
0900 Communications	1900 Human Sciences/Family and Consumer Sciences	2310 Speech and Rhetorical Studies
1100 Computer and Information Sciences	2400 Liberal Arts & Sciences, General Studies and Humanities	<b>Vocational/Technical Programs</b> (see Website: Department codes 4600-4900)
4301 Criminal Justice and Corrections	2200 General Legal Studies (Undergraduate)	9900 Other (to be used when none of the above codes apply)
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 department codes go to: [www.idea.ksu.edu/StudentRatings/deptcodes.html](http://www.idea.ksu.edu/StudentRatings/deptcodes.html)



# SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

**IMPORTANT!**



Institution: \_\_\_\_\_

Instructor: \_\_\_\_\_

Course Number: \_\_\_\_\_

Time and Days Class Meets: \_\_\_\_\_

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

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

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 *apply* 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 *analyze* and *critically evaluate* ideas, arguments, and points of view
- 32. ① ② ③ ④ ⑤ Acquiring an interest in learning more by asking my own questions and seeking answers

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: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_