

CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California 93407
ACADEMIC SENATE

FILE COPY

Academic Senate Executive Committee Agenda
Tuesday, January 31, 1995
UU 220, 3:00-5:00pm

- I. Minutes:
- II. Communication(s) and Announcement(s):
Resolutions Anticipated for the 1994-1995 Academic Year: (p. 2).
- III. Reports:
 - A. Academic Senate Chair
 - B. President's Office
 - C. Vice President for Academic Affairs' Office
 - D. Statewide Senators
 - E. CFA Campus President
 - F. ASI representatives
 - G. John Culver, Co-chair of the GE&B Committee: new models for GE&B--status report
- IV. Consent Agenda:
- V. Business Item(s):
 - A. Appointments to committee vacancies: (pp. 3-4).
 - B. Selection of PCS representative and Academic Senate representative to the Task Force on Global Awareness.
 - C. Select replacement for T O'Neil on the Enrollment Management & Implementation Committee.
 - D. Resolution on Proposal for a University Honors Program: Harrington-committee chair, (pp. 5-13).
 - E. Resolution on Interim Policy for Change of Grades: Executive Committee (to be distributed).
 - F. Resolution on Promoting Curricular Review: Executive Committee (to be distributed).
- VI. Discussion Item(s):
Academic Senate committee restructuring: The committee structure of the Academic Senate (established over 20 years ago) is in need of review and reconsideration. This process is occurring on various campuses and at the system-wide Academic Senate. Should a special task force be formed to develop recommendations for restructuring? If so, how should this group be selected?
- VII. Adjournment:

RESOLUTIONS ANTICIPATED FOR THE
1994-1995 ACADEMIC YEAR

Academic Senate committees

Exec Com:	grading resolution
Budget:	<ul style="list-style-type: none">- format for budget reporting- meaningful Senate input to budgeting process- guidelines to replace formulas- guidelines for use of discretionary funds
Const & Bylaws:	restructuring of Academic Senate committee structure
Curriculum:	<ul style="list-style-type: none">- distance learning and curriculum review- recommendations on the Visionary Pragmatism report- CENG BS/MS honors program- courses for minor/courses for major
GE&B:	recommendations for restructuring GE&B
Instruction:	the relationship between grading policies, senior projects, graduation ceremonies before course completion, etc.
Long-Rg Plg:	revised Program Discontinuance policy
PPC:	<ul style="list-style-type: none">- vote of no confidence- evaluation of deans/equivalent administrators- Form 109 - recognition for diversity acts- faculty ethics review body
PRAIC:	program findings and recommendations
Research:	indirect costs
St/Women:	<ul style="list-style-type: none">- amorous relationships- sexual harassment policy revision

university-wide committees

ASI:	course evaluations
Enroll Mgt&Imp:	recommendations for student throughput
IACC:	technology-use fee for students
Int'l Educ TF:	recommendations for global outreach

01/31/95

**ACADEMIC SENATE/COMMITTEE VACANCIES
FOR 1994-1995**

ACADEMIC SENATE COMMITTEE VACANCIES

CAGR	Fairness Board
CAED	Constitution & Bylaws Committee Long-Range Planning Committee Personnel Policies Committee Status of Women Committee University Professional Leave Committee
CBUS	Library Committee
CENG	Fairness Board (replc K Brown for '94-95 term)
CLA	Constitution & Bylaws Committee (replc A Forster for '94-95)
CSM	Constitution & Bylaws Committee Long-Range Planning Committee Status of Women Committee
PCS	Budget Committee Status of Women Committee

GE&B SUBCOMMITTEES

Area E: Lifelong Understanding and Self-Development	one vacancy
Area F: Technology	one vacancy

HEALTH SERVICES TASK FORCE

see attached

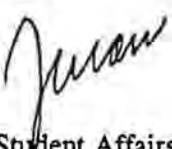
M e m o r a n d u m

NOV 14 1994

To : Jack Wilson
Chair, Academic Senate

Academic Senate Date : November 9, 1994

Doc. No. : HlthSrTF.nom

From : Juan C. Gonzalez 
Vice President for Student Affairs

Copies : Robert Koob
Jim Aiken

Subject : Health Services Task Force – Nomination of Representative

Due to changes in state fiscal procedures and the variety of proposed modifications of the health care delivery system at both the state and national levels, it is appropriate to convene a working task force to assess future campus health services direction and develop a long-term strategic plan. Toward this end, I have requested that Jim Aiken, Interim Director of Health and Psychological Services, chair a broad-based campus group to address these issues. While the working task force will meet toward the end of Fall Quarter, 1994, to formalize an approach and plan for subject review, the bulk of the work will occur during Winter Quarter, 1995, with completed analysis available by quarter's end. A list of task force membership/members is provided below. Your assistance in appointing a representative by November 15, 1994, would be appreciated; please forward the name of your nominee to Vickie Randall in the Office of Student Affairs.

Thank you for your assistance.

Task Force Composition:

1. **Students: (4)**
 - A. SHAC Representatives (2)
 - B. ASI Representatives (2)
2. **Student Affairs: (2)**
 - A. Assistant to the Vice President
 - B. Student Affairs Representative - Carole Schaffer
3. **Academic: (3)**
 - A. Paul Zingg, Dean of Liberal Arts
 - B. Representation of Academic Senate
 - C. Charlie Crabb, Associate Vice President for Academic Resources
4. **Administration and Finance: (1)**
 - A. Vicki Stover, Assoc. Vice President for Administration and Finance
5. **Chair and Staff (Health Services): (2)**
 - A. Jim Aiken, Chair
 - B. Betty Kroeze and other staff as needed
6. **Community Health: (1)**
 - A. Tom Maier, SLO community health services representative

Adopted:

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**AS- -94/
RESOLUTION ON
PROPOSAL FOR A UNIVERSITY HONORS PROGRAM**

RESOLVED: That the Academic Senate of Cal Poly approve the attached "Proposal for a University Honors Programs"; and, be it further

RESOLVED: That the attached "Proposal for a University Honors Program" be forwarded to President Baker and Vice President Koob for approval and implementation.

Proposed by: Ad Hoc Committee to Study a University
Honors Program

Date: January 31, 1995

RECEIVED

JAN 12 1994

To: Jack Wilson, President
Academic Senate

9 January 1995
Academic Senate

From: Nancy Clark, Chair
Curriculum Committee

Subject: Proposal for University Honors Program

The Academic Senate Curriculum Committee has considered and approved the attached proposal for a University Honors Program. I hereby forward it to the Executive Committee for consideration.

The committee will review specific course proposals before initiation of the program.

cc: John Harrington
Academic Senate Curriculum Committee

RECEIVED



Department of Political Science

JAN 12 1994
CAL POLY
Academic Senate

Memorandum

January 11, 1995

To: Jack Wilson, Chair
Academic Senate

From:  John Culver and  James Vilkitis
CoChairs, GE&B Committee

cc: John Harrington

Subj: Proposed Honors Program

Early last quarter, John Harrington spoke to the GE Committee about his honors program proposal. At our December 1, 1994, meeting, we unanimously approved this proposal.

We believe that an Honors Program will strengthen the University's GE&B program. While most students will follow the approved program, others will chose the innovative courses initiated by an Honors Program. An Honors Program will also allow faculty an opportunity to experiment with courses which they can then place in the larger GE&B curriculum.

Obviously, many of the details of the Honors Program need to be fleshed out. This will happen once approval is given to go-ahead. We told John that we would be glad to work with him, or others, as they develop the Honors Program.

We request that the Honors Program proposal be placed on the agenda for the next Executive Committee meeting.

Proposal for a
University Honors Program

The following proposal for a University Honors Program developed from the work of an ad hoc committee¹ appointed beginning spring quarter 1992 by Vice President Koob to consider establishing an honors program at Cal Poly. After reviewing the major literature relevant to honors programs, the committee met regularly to design a program which would fit the needs of students and faculty within the terms of Cal Poly's Strategic Plan.

Description

Objectives

A University Honors Program will provide intellectually challenging opportunities for bright and motivated undergraduate students to enrich and broaden their academic experiences. In addition, Honors courses will stimulate promising students to develop their abilities as fully as possible, encouraging them to develop high intellectual standards, independent thought, logical analysis, and insight into the nature of knowledge.

The Honors Program is additionally designed to help Cal Poly attract and retain diverse and talented students. This core of students will, in turn, contribute to the learning climate at Cal Poly. Faculty will have the opportunity to work with these students in a pedagogically creative environment encouraging close faculty-student interaction. The program will also provide an alternative to current GE&B requirements, setting an example of academic excellence and providing an opportunity for curricular experimentation which, when successful, can be incorporated into the broader GE&B curriculum.

Students in the University Honors Program will elect Honors sections of General Education and Breadth courses as freshmen and sophomores, and participate in Honors Colloquia as juniors and seniors. The program, designed primarily at its inception for entering freshmen, will provide a coherent program of instruction for its students. Once initiated, the program will make efforts to accommodate transfer students.

¹The committee included Linda Dalton (City & Regional Planning), Gary Field (Graphic Communication), Ed Garner (Mechanical Engineering), George Lewis (Mathematics), Ed Mayo (History), Diane Michelfelder (Philosophy), Walt Perlick (Business Administration), Bill Rife (Chemistry), Dave Schaffner (Agribusiness), and John Harrington, Chair (English).

Experience at other universities suggests that about 25 percent of those eligible will enroll in an Honors Program. The program would begin with approximately 100-125 students. Once the program is fully established, the graduates will number about 100 per year. Students would be admitted independently of their selection of a major at Cal Poly. Some students would enter the major in the traditional way as freshman, also entering the Honors Program, while others could elect to enter as undeclared majors. Those undeclared majors who maintain the standards of the program and who have met lower-division requirements for a chosen major would be guaranteed admission to the major of their choice by the beginning of their junior year.

Catalogue Description

Cal Poly's undergraduate Honors Program combines special educational opportunities for talented students with a coherent General Education and Breadth option integrating lower-division course work and upper-division colloquia. Honors courses challenge and stimulate students to develop their intellectual abilities to the fullest. Students may enter the program as freshmen with declared majors or as undeclared majors with admission to the major of choice by the beginning the junior year.* Successful completion of the program will be noted on the student's transcript.

*Students seeking admission to majors with special portfolio admissions will need to follow regular procedures for those majors.

Publicity

A brochure fully describing the Honors Program will be prepared by the Director of Honors to inform prospective students of the various features of Honors at Cal Poly. Additional information about the Program will appear in the expected places such as the catalogue, advisory mailings, and the class schedule.

Program Requirements

The curriculum for entering freshmen and sophomores will emphasize integration of coursework for GE&B. During the junior and senior years various colloquia will encourage application of the fundamentals learned during lower-division coursework. Upon entering the program, students must take at least one Honors course or sequence in two of every three quarters during the freshman and sophomore years. Fifty or more quarter units of designated Honors coursework must be completed to earn an Honors diploma. Faculty from each college will cooperatively design courses, and courses linking technology to the liberal arts and sciences will be encouraged in formulating curriculum. Flexibility and innovation will be major premises in developing

the program, including the possibility of traditional tutorial arrangements if appropriate.

Freshman and Sophomore Years

Cal Poly's current GE&B program requires 79 units of coursework, including 12-units at the upper-division level. Because the honors curriculum will emphasize writing, speaking, and critical thinking in small classes, students will receive one unit of additional Area A credit in each of the subject-matter courses of other area courses. Consequently, the 14 units of Area A may, in effect, be exempted from these students' GE&B requirements. All Honors courses will focus on subject matter and, where possible, courses will link various areas of knowledge. All courses are expected to be intellectually rigorous. Also, the program will encourage courses incorporating field trips (to museums, sites, or performances, for example), activities, and liaison with the community. All honors coursework will apply to designated GE&B requirements should students leave the program.

Junior and Senior Years

Students will earn at least 12 units of flexible upper-division GE&B colloquia credit during four or more separate quarters during the junior and senior years. Each colloquium will be designed to earn up to four units of credit, and each will focus on a theme or issue developed by participating faculty. Efforts will be made to link colloquia with ongoing series involving speakers, public performances, or other activities sponsored by various campus programs.

Implementation

The Honors Director, with consultation and approval of the Honors Council and the department chairs, will solicit ideas for new courses from the faculty. These new courses shall fulfill the goals of GE&B but will be given flexibility in achieving these goals. Linked courses will particularly be encouraged to demonstrate the interconnectedness of knowledge. Some sample suggestions from the committee: The Nature and Implications of Darwinism (taught by faculty from the humanities, the sciences, and the social sciences); A Comparison of the Uses of Language in the Humanities, in the Sciences, and in the Technological Disciplines (taught by faculty from the respective areas); Great Traditions of the World (studying the art, music, literature science, and technology from a specific time period).

Proposals for Honors courses will be approved by the Honors Council. A special liaison with the University Curriculum Committee will be established to allow the flexibility and timeliness needed to develop and implement honors curriculum.

Honors courses will usually be limited to 18 students. Each Honors course will have an Honors designation (listed in the course catalogue), and course descriptions will indicate which areas of GE&B each course fulfills. Extensive writing will be expected in all courses, and major papers for each course will be kept in the student's file in the Honors office.

With the concurrence of their department chairs, Honors students may elect to complete an Honors Thesis in lieu of a Senior Project. Such projects may involve joint supervision of departmental and honors faculty.

Eligibility

Admission

To be eligible for the program, a student must meet at least two of the following criteria:

- a. SAT (combined Math & Verbal) of 1200 or higher.
- b. Upper 10 percent of high school graduating class.
- c. 3.5 grade point average at Cal Poly for at least 15 units of coursework.
- d. Two or more Advance Placement scores of 4 or 5.
- e. Permission of the Director of the Honors Program.

Maintaining Eligibility

Students will be expected to maintain an overall GPA of 3.0. Participants will be reviewed annually to ascertain that their academic work shows satisfactory quality and progress. After talking with students deemed deficient, the Director will make retention recommendations to the Honors Council. Students disqualified from the program may petition for readmittance when they meet appropriate criteria.

Transcript Notations

Honors students will have "Honors Program" noted on their transcripts. Graduation from the program will be noted on the student's diploma. (Currently, graduates earning honors for academic excellence have the following notations on their diploma: Summa cum laude (3.85 gpa); Magna cum laude (3.70 gpa); and Cum laude (3.50 gpa). Consequently, as in most universities distinguishing graduation in an Honors Program from graduation with academic distinction, we can maintain the distinction with the current language. A student may graduate Summa cum laude, with Honors.)

Honors Dormitory

An effort will be made to provide identified housing for the

Honors Program. Freshmen Honors students would be invited to live in a designated dormitory complex in a space sequestered for the program. Such an arrangement would enhance intellectual exchange and provide a sense of identity to Honors students. In addition, the space within the dormitory would allow speakers, and perhaps colloquia, in a familiar and comfortable setting.

Program Administration

Program Director

The Director of the Honors Program will oversee the program and will be the principal advisor for Honors students with undeclared majors. Based upon a recommendation forwarded by the Honors Council, the Vice President for Academic Affairs will appoint the Director to a three-year renewable term. The Director will report to the Vice President for Academic Affairs.

Honors Council

The Honors Council will provide oversight and will be the source of university policy governing the program. The Council will consist of the Director of the Honors Program (ex officio), one faculty member from each College (serving three-year, staggered terms) including one representative from the Curriculum Committee and one from the GE&B Committee, three Honors students (serving one year, renewable terms), representatives from SAS, from Admissions, from Academic Records (all three ex officio), and from the Vice President for Academic Affairs (usually the Associate Vice President). Faculty members will be appointed by the individual Deans in consultation with the Honors Director. Students members will be elected by Honors Students.

The Honors Council will approve Honors courses and colloquia, evaluate the program periodically, and advise on matters important to the program.

Honors Faculty

Honors Faculty will be selected jointly by the Director of Honors and the chairperson of the department offering appropriate courses. Faculty will be selected on the basis of their ability to work collectively with faculty in other disciplines, to foster intellectual growth, and to work individually with students. Faculty will be provided with a supportive environment for working with students and will be encouraged to involve themselves at various stages of the development of students. The Honors Faculty will develop curriculum and propose colloquia. Participation in Honors should be viewed as a positive factor in RPT decisions.

NATIONAL COLLEGIATE HONORS COUNCIL

BASIC CHARACTERISTICS OF A FULLY-DEVELOPED HONORS PROGRAM

(Approved by the Executive Committee on March 4, 1994)

No one model of an honors program can be superimposed on all types of institutions. However, there are characteristics which are common to successful, fully-developed honors programs. Listed below are those characteristics, although not all characteristics are necessary for an program to be considered a successful and/or fully-developed honors program.

1. A fully-developed honors program should be carefully set up to accommodate the special needs and abilities of the undergraduate students it is designed to serve. This entails identifying the targeted student population by some clearly articulated set of criteria (e.g., GPA, SAT score, written essay). A program with open admission needs to spell out expectations for retention in the program and for satisfactory completion of program requirements.
2. The program should have a clear mandate from the institutional administration ideally in the form of a mission statement clearly stating the objectives and responsibilities of the program and defining its place in both the administrative and academic structure of the institution. The mandate or mission statement should be such as to assure the permanence and stability of the program by guaranteeing an adequate budget and by avoiding any tendency to force the program to depend on temporary or spasmodic dedication of particular faculty members of administration. In other words, the program should be fully institutionalized so as to build thereby a genuine tradition of excellence.
3. The honors director should report to the chief academic officer of the institution.
4. There should be an honors curriculum featuring special courses, seminars, colloquia, and independent study established in harmony with the mission statement and in response to the needs of the program.
5. The program requirements themselves should include a substantial portion of the participants' undergraduate work, usually in the vicinity of 20% to 25% of their total course work and certainly no less than 15%.
6. The program should be so formulated that it relates effectively both to all the college work for the degree (e.g., by satisfying general education requirements) and to the area of concentration, departmental specialization, pre-professional or professional training.
7. The program should be both visible and highly reputed throughout the institution so that it is perceived as providing standards and models of excellence for students and faculty across the campus.
8. Faculty participating in the program should be fully identified with the aims of the program. They should be carefully selected on the basis of exceptional teaching skills and the ability to provide intellectual leadership to able students.
9. The program should occupy suitable quarters constituting an honors center with such facilities as an honors library, lounge, reading room, personal computers and other appropriate decor.
10. The director or other administrative officer charged with administering the program should work in close collaboration with a committee or council of faculty members representing the colleges and/or departments served by the program.
11. The program should have in place a committee of honors students to serve as liaison with the honors faculty committee or council and must keep them fully informed on the program and elicit their cooperation in evaluation and development. This student group should enjoy as much autonomy as possible conducting the business of the committee in representing the needs and concerns of all honors students to the administration, and it should also be included in governance, serving on the advisory/policy committee as well as constituting the group that governs the student association.
12. There should be provisions for special academic counseling of honors students by uniquely qualified faculty and/or staff personnel.
13. The honors program, in distinguishing itself from the rest of the institution, serves as a kind of laboratory within which faculty can do things they have always wanted to try but for which they could find no suitable outlet. When such efforts are demonstrated to be successful, they may well become institutionalized thereby raising the general level of education within the college or university for all students. In this connection, the honors curriculum should serve as a prototype for things that can work campus-wide in the future.
14. The fully-developed honors program must be open to continuous and critical review and be prepared to change in order to maintain its distinctive position of offering distinguished education to the best students in the institution.
15. A fully-developed program will emphasize the participatory nature of the honors educational process by adopting such measures as offering opportunities for students to participate in regional and national conferences, honors seminars, international programs, community service, and other types of experiential education.
16. Fully-developed two-year and four-year honors programs will have articulation agreements by which honors graduates from colleges are accepted into four-year honors programs when they meet previously agreed-upon requirements.

DRAFT COPY

PRE-COLLEGIATE INSTRUCTION
ROUND TABLE FORUM

March 11, 1995

4:00pm to 7:30 University Center

EX-10
VARCHIB

ISSUES

1. How is responsibility divided between CSU & K-12
2. Will there be a funding impact passed on to the Community Colleges
3. Role that the CSU plays in educating the future teachers of K-12.
4. The K-12 education being consistent in curriculum in all social geographic areas.
5. How does pre-collegiate education effect re-entry students, English as a second language students and students of color.
6. How does tracking work into the equation.
7. Question the reliability of standardized test.
8. What is the graduation rate, retention, and attrition for students that take PC classes and by ethnic demographics.
9. Is this a issue of race.
10. Is the faculty in PC classes culturally sensitive.

Questions raised

- A. Strategy for presentation and advocacy.

Minutes - Exec
1/31/95

Adopted:

ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California

AS- -94/
RESOLUTION ON
INTERIM POLICY FOR CHANGE OF GRADES

- WHEREAS, The current policy for change of grades, enacted by the Academic Senate in 1992, does not permit any change in a course grade after one year following the time the initial grade was given; and
- WHEREAS, There are documented cases where grade changes after the one year deadline are eminently justified because of faculty and other administrative error; therefore, be it
- ~~WHEREAS, One year is not enough time in some cases, such as senior project, for the instructor to make the necessary evaluation required to change an "I" or "SP" grade into another letter grade and the "I"/"SP" automatically turns into an "F" after one year; and~~
- ~~WHEREAS, There are cases other than those involved with administrative error or "I"/"SP" grades where grade changes may be necessary; therefore, be it~~
- ~~RESOLVED: That an administrative error in originally assigning a grade may be changed regardless of the time that has elapsed since its assignment and that an explanation be required with approval by the department chair and dean if more than seven weeks has elapsed since the original grade assignment; and, be it further~~
- ~~RESOLVED: That grades of "I" or "SP" issued by an instructor in a supervisory course that will automatically change to "F" after one year may be changed back to an "I" or "SP" with only the signature of the instructor required; and, be it further~~
- ~~RESOLVED: That changes of grades not involving administrative error, or "I"/"SP" grades which become "F" after a year, require a brief but clear explanation by the instructor of the reason for the grade change, which must be then approved by the department chair/head and dean. Then after its submittal to the Registrar, the grade change request be considered by a faculty subcommittee of three--selected from a larger faculty committee of six--to determine if the grade change is appropriate; and, be it further~~
- ~~RESOLVED: That the faculty committee be charged with developing a set of guidelines to assist in these determinations, and that these guidelines be submitted to the Academic Senate for its approval and then disseminated to the faculty.~~
- RESOLVED: That the following interim policy concerning grade changes shall be established:
- I. For changes of grade involving administrative error, I or SP grades:
 - a. If the change of grade is submitted within the first seven weeks of the following quarter, the signature of the instructor is required.
 - b. If the change of grade is submitted after the first seven weeks of

the next quarter but within two years, the signatures of the instructor, department head, and dean are required.

- c. If a change of grade is submitted after two years, the signatures of the instructor, department head, and dean are required as well as the approval of the committee described in 3 below.

2. All requests for change of grade shall include written justification.

3. A faculty committee shall be appointed by the Executive Committee of the Academic Senate and shall have authority concerning grade changes submitted after two years as well as grade changes involving issues other than error, I grades, or SP grades.

Proposed by the Academic Senate
Executive Committee
November 8, 1994
Revised January 31, 1995

Min - Exec 1/31/95

Adopted:

**ACADEMIC SENATE
OF
CALIFORNIA POLYTECHNIC STATE UNIVERSITY
San Luis Obispo, California**

**AS- -94/
RESOLUTION ON
PROMOTING CURRICULAR REVIEW**

- WHEREAS, Access to higher education by all qualified people wishing to obtain a college education is being threatened in California for the first time since the end of World War II; and
- WHEREAS, Student progress to timely graduation is an important issue as evidenced by the legislative requirement that each campus of the CSU have in place a plan to guarantee graduation in four years for those students wishing to do so; and
- WHEREAS, Globalization, the euphemism used to explain and justify the profound changes taking place in the working world outside academia, holds the promise of impacting academia in substantial and perhaps equally profound ways; and
- WHEREAS, The severe budget reductions of the past five years have produced substantial increases in the demands on faculty and staff time; and
- WHEREAS, The curriculum is impacted by or impacts all the above; and
- WHEREAS, The greatest impediment to campus wide curricular review is the threat imposed by the possible loss of resources resulting from such review; therefore, be it
- RESOLVED: That the Academic Senate support the policy that the State resources received by a department or college not be reduced as a result of curricular change; and, be it further
- RESOLVED: That there be a reasonable period for this policy to remain in place, and that this time be determined by the deans working with the Vice President for Academic Affairs.

Proposed by the Academic Senate Executive
Committee
January 31, 1995

Course Evaluation

I. Student Characteristics Please check the appropriate box.

Year in school

- ☐ Freshman
☐ Sophomore
☐ Junior
☐ Senior
☐ Graduate

College

- ☐ Agriculture
☐ Arch. & Env.
☐ Business
☐ Engineering
☐ Liberal Arts
☐ Science & Math

Transfer student

- ☐ yes
☐ no

This course is

- ☐ required
☐ elective

Instructional Style

In a typical week of this course, what percent of time is spent on each of these activities (total should equal 100%):

Lecture _____
 Small group work _____
 Class discussion _____
 Other (please specify) _____

II. Workload, Tests, Grading

- | | Too Little | | Just Right | | Too Much |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Given the course goals, how appropriate was the amount of work assigned? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 2. The tests were fair. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. The tests were graded fairly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Grading standards were clear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Course Objectives/Lectures

- | | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|------------------------------|-----------------------------|--------------------------|--------------------------|--------------------------|
| 5. The instructor's lectures were clear and well-organized. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Lectures and texts clearly focused on the course objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Lectures were useful, rather than a repetition of the assigned text(s). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Were you provided with a clear set of course objectives? | <input type="checkbox"/> yes | <input type="checkbox"/> no | | | |

Course Evaluation

III. Overall Evaluation of the Course and Instructor:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
9. The instructor made me feel comfortable about participating in class (e.g. asking questions or expressing your viewpoint).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The instructor made me feel comfortable about talking to him/her outside of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. The instructor was enthusiastic about his/her subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The class generally held my interest.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. This course increased my interest in the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. This course improved my thinking skills/problem solving abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. This course was intellectually stimulating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Did the teacher keep office hours and appointments?	<input type="checkbox"/> yes	<input type="checkbox"/> no			
17. How would you rate the instructor as an instructor?	Very Poor <input type="checkbox"/>	Poor <input type="checkbox"/>	Adequate <input type="checkbox"/>	Good <input type="checkbox"/>	Excellent <input type="checkbox"/>



Please make additional comments below about the issues raised in the survey, or any other relevant information about this course. In addition, because this is a pilot survey form, we would appreciate your comments about it so that we can improve it to serve you better.
