

Faculty Information Form (FIF)

Copy Previously Selected Course Objectives

You can copy the previously selected objectives from the following Faculty Information Forms. Select a FIF from the drop-down list, click "Copy Objectives" button, complete the contextual question at the end of the survey, and submit the form.

(Group | Course Number | Course Title | Instructor)

Select a survey ...

Copy Objective

Verify or Select Discipline Code

This code is used to provide the disciplinary comparisons in the course report.

Please confirm or select the Discipline Code for this course.

2701 Mathematics

[Browse the full catalog of discipline codes.](#)

OBJECTIVES

Using the scale provided, identify the relevance of each of the twelve objectives to this course. Your weighting of the objectives is very important because it describes the uniqueness of your course by defining its purposes and what students are supposed to learn. As a general rule, we recommend that you select no more than 3-5 objectives either as "Essential" or "Important," prioritizing what you want students to learn. The weighting system used to generate summary results in the IDEA report weights Essential objectives "2," Important objectives "1," and Minor objectives "0."

M = Minor or No Importance

I = Important

E = Essential

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

Contextual Questions (Research Purposes):

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

13. Which of the following represents the primary approach to this course?

- Lecture
- Discussion/recitation
- Seminar
- Skill/activity
- Laboratory
- Field Experience
- Studio
- Multi-Media
- Practicum/clinic
- Other

14. If multiple approaches are used, which one represents the secondary approach?

- Lecture
- Discussion/recitation
- Seminar
- Skill/activity
- Laboratory
- Field Experience
- Studio
- Multi-Media
- Practicum/clinic
- Other

Describe this course in terms of its requirements with respect to the features listed below. Use the following code to make your responses:

N = None (or little) required

S = Some required

M = Much required

- | | N | S | M | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------------------|
| 15. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Writing |
| 16. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Oral communication |
| 17. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Computer applications |
| 18. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Group work |
| 19. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Mathematical/quantitative work |
| 20. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Critical thinking |
| 21. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Creative/artistic/design endeavor |
| 22. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Reading |
| 23. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Memorization |

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 | ? | |
|-----|-----------------------|-----------------------|-----------------------|-----------------------|---|
| 24. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Physical facilities and/or equipment |
| 25. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Your previous experience in teaching this course |
| 26. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Substantial changes in teaching approach, course assignments, content, etc. |
| 27. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Your desire to teach this course |
| 28. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Your control over course management decisions (objectives, test, exams, etc.) |
| 29. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Adequacy of students' background and preparation for the course |
| 30. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Student enthusiasm for the course |
| 31. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Student effort to learn |
| 32. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Technical/instructional support |

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

- First-year students/sophomores seeking to meet a "general education" or "distribution" requirement
- First-year students/sophomores seeking to develop background needed for their intended specialization
- 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 s
- Graduate or professional school students
- Combination of two or more of the above types

34. Is this class team taught?

- Yes
- No

35. Is this class taught through distance learning?

- Yes
- No

Submit