

STUDENT COURSE INFORMATION PROJECT

Report of a project of Student Government and the Offices of the Vice Presidents for Academic and Student Affairs

University of Minnesota, Twin Cities Campus

For Use During 1980-81

SCIP course profiles help students, advisers plan programs for 1980-81

Twin Cities campus students selecting courses for the coming year can make use of detailed course information—the most extensive available to date through any single source—provided by the Student Course Information Project (SCIP). Course descriptions and student opinions have been compiled for more than 750 courses or sections of courses offered during the past year by 69 departments in 11 colleges of the University.

The project is designed to provide information to help students and their academic advisers with program planning and course selection. A joint effort between student government and the Offices of the Vice Presidents for Academic Affairs and Student Affairs, SCIP was initiated by action of the University Senate in 1979. A pilot project gathered data on 306 courses or course sections offered in spring 1979. This is the first year in which information was collected fall, winter, and spring quarters.

Comprehensive report available

Course information collected through the project is being distributed to students and advisers in two ways.

Selected information for each course included in the project appears in an abridged format on the following pages of this report; 80,000 copies are being printed for distribution at registration centers and other campus locations in time for fall, winter, and spring registrations.

More complete information about particular courses will be found in the "bluebooks" available for perusal in

participating college and department offices, student unions, libraries, and other locations (see story below). The books contain all the information gathered for each course, displayed in more expansive format than in this report. A sample page appears on page 2.

Information, opinions gathered

Two kinds of information have been assembled by SCIP:

- *Course descriptions*, including course emphasis, types of learning activities, number and type of exams, basis of final grade, cost of required materials and texts, and amount of expected out-of-class effort. Faculty members provided this information midway through the quarter by means of a questionnaire known as the Course Information Pro-

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More complete course info available at many locations

Bound reports containing full information about each course surveyed as part of the 1979-80 Student Course Information Project are available for reference in dozens of locations on the Twin Cities campus.

The SCIP "bluebooks" include one 8½ by 11 inch page for each course. A sample page is shown on page 2 of this report.

Unlike the abridged course descriptions included on pages 4-21 of this report, the one-page course description includes responses to all questions that appeared on the original questionnaires. The upper portion of the page contains information from the Course Information Profile completed by faculty members; the lower portion from the Course Opinion Profile completed by students.

In addition, student opinions are displayed according to three student characteristics. Thus a student using the report

may look up opinions shared by all students in a course, or only those opinions of students in the same student status category (lower division, upper division, or graduate student), reporting similar cumulative grades, or with similar reasons for taking the course. In short, the breakdowns allow students to pay most attention to opinions of students most like themselves.

Copies of the bound report are available for reference in offices of each participating department, in college offices and most collegiate advising and registration offices, at information desks in student unions at St. Paul, Minneapolis East Bank, and Minneapolis West Bank, at the booth outside 248 Williamson Hall, and in reference rooms at Walter, Wilson, Biomedical, Engineering, and St. Paul Campus Libraries.

Course Title: Advanced Course Description

PURPOSE OF COURSE:

This course introduces students to theory and research in the field. Students are asked to analyze, synthesize, and evaluate information in a problem-solving approach.

INTENDED STUDENT AUDIENCE: (Rank in priority order, 1=first priority)
1 Dept. majors/pre-majors/minors
3 Majors in related fields
2 Other students, for general education
 Other: _____

COURSE EMPHASIS-Percent on each:
50 % Basic knowledge and principles
20 % Application of knowledge/principles
30 % Analysis, synthesis, evaluation
 ___ % Skill, manipulation, practice
 ___ % Attitudes, values, self-awareness
 ___ % Other: _____

EXAMINATIONS
 NUMBER of Exams
1 Final Exam
1 Mid-quarter exam(s)
 ___ Quizzes

COST OF REQUIRED MATERIALS, TEXT(S):
 About \$ 15

METHODS OF INSTRUCTION

INSTRUCTION TIME-Scheduled hours per week
3 Lecture
 ___ Demonstration
 ___ Lecture/demonstration via closed-circuit TV or film
 ___ Recitation/discussion
 ___ Lab
 ___ Student presentations
 ___ Individual student conferences

INSTRUCTIONAL AIDS Used Extensively: (check as many as apply)
 Demonstrations
 Films, slides, prints, etc.
 Closed-circuit TV
 Computers
 Guest Lecturers
 Other: _____

TYPE of Final and Mid-Quarter Exams: (check as many as apply)
 Closed-book
 Open-book
 Take-home
 Oral
 Presentation or performance
 Other: _____

CLASS SIZE-Number for each:
20 Lecture/demonstration/discussion
 ___ Recitation/discussion section
 ___ Lab section

OUT-OF-CLASS LEARNING ACTIVITIES

REQUIRED READING:
375 Pages-Textbooks
 ___ Pages-Library materials (books, articles)

FORMAT of Exam Questions: (check as many as apply)
 Multiple-option, true/false
 Short answer, fill-in-the-blank
 Short essay
 Long essay
 Problems
 Other: _____

RESPONSIBILITY OF TAs, if any: (check as many as apply)
 No TA
 Full course
 Lecture
 Recitation/discussion section
 Lab section
 Individual student conferences
 Correcting papers, reports, exams
 Assigning grades
 Extra help (e.g., office hours)
 Other: _____

REQUIRED PAPERS AND REPORTS (number of each)
 ___ Major research reports/term papers
3 Brief written reports or papers
 ___ Oral reports
 ___ Problem-solving assignments
 ___ Special projects (e.g., field work)
 ___ Computer assignments

GRADING
 BASIS OF GRADE-Percent of final grade
40 % Final exam
25 % Mid-quarter exam(s)
 ___ % Quizzes
 ___ % Lab activities or reports
 ___ % Problem-solving assignments
35 % Written reports or papers
 ___ % Class presentation/performance
 ___ % Class participation
 ___ % Other: please specify _____

EXPECTED out-of-class EFFORT:
6 Hours per week
 EXTRA HELP available-Hours per week
6 Scheduled (e.g., office hours)
 Available for unscheduled extra help

Course Opinion Profile
 Respondents: 38
 Second Week
 Enrollment: 52

	1=Poor, 2=Fair, 3=Good, 4=Very Good, 5=Excellent															1=Little or None, 2=Some, 3=Much, 4=Very Much, 5=An Exceptional Amount														
	GETTING YOU INTERESTED					CLARITY AND ORGANIZATION					TEACHING OVERALL					COURSE OVERALL					LEARNED					EFFORT				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
TOTAL																														
Number	0	2	8	18	10	0	2	5	14	17	0	1	6	15	16	0	2	7	17	12	0	1	6	19	12	1	5	14	14	3
Percent	0%	5%	21%	47%	26%	0%	5%	13%	37%	45%	0%	3%	16%	39%	42%	0%	5%	18%	45%	32%	0%	3%	16%	50%	32%	3%	14%	38%	38%	8%
STUDENT STATUS																														
Lower-Div	0	2	5	11	8	0	2	2	9	13	0	1	2	10	13	0	2	3	13	8	0	1	4	12	9	1	3	9	10	2
Upper-Div	0	0	3	7	2	0	0	3	5	4	0	0	4	5	3	0	0	4	4	4	0	0	2	7	3	0	2	5	4	1
Post-Bacc	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	0	2	8	18	10	0	2	5	14	17	0	1	6	15	16	0	2	7	17	12	0	1	6	19	12	1	5	14	14	3
REASONS FOR TAKING THIS COURSE																														
Required	0	2	6	13	7	0	2	3	11	12	0	1	4	12	11	0	2	4	14	8	0	1	4	14	9	1	4	8	12	2
Liberal Ed	0	0	2	5	1	0	0	1	3	4	0	0	0	6	2	0	0	1	2	5	0	0	1	3	4	0	1	2	5	0
Interest	0	1	6	15	7	0	1	4	10	14	0	1	3	12	13	0	1	6	12	10	0	1	4	15	9	0	4	12	10	2
GRADES PRIOR TO TAKING THIS COURSE																														
Undergrad:																														
As & Ss	0	0	2	9	2	0	0	1	6	6	0	0	1	6	6	0	0	3	7	3	0	0	3	6	4	0	1	5	6	0
B/C/Lower	0	2	6	9	8	0	2	4	8	11	0	1	5	9	10	0	2	4	10	9	0	1	3	13	8	1	4	9	8	3
Post-Bacc:																														
As	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bs	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	0	2	8	18	10	0	2	5	14	17	0	1	6	15	16	0	2	7	17	12	0	1	6	19	12	1	5	14	14	3

Students, administration share costs

(Continued from p. 1)

file. A sample appears as the top half of the full-page report on page 2.

• *Student opinion* concerning the instructor's teaching performance and the course overall, plus opinions about amount learned, effort required, instructor's clarity and organization, and instructor's ability to generate interest in the subject. Students were asked their opinions near the end of the quarter through the Course Opinion Profile, a sample of which appears on page 27.

Planners urge cautious use

SCIP information goes beyond what has previously been compiled to aid in course selection. Nevertheless, those associated with SCIP offer several cautions. The profiles describe each course as it was offered during a particular quarter; most courses change from one offering to the next, sometimes substantially, even when taught by the same instructor.

In addition, the student opinions apply to the performance of an instructor in a given course in a given quarter. On another occasion the same instructor, even if teaching the same course, might elicit different responses on the student opinion questionnaire. The instructor might use a different teaching approach, for example, or students may have different characteristics and expectations.

Those using the information are also cautioned that the smaller the percentage of students in a given course responding to the survey, the more careful one

'Bluebooks' give full report

Comprehensive information about each course surveyed in the current SCIP project is displayed in bound volumes available for reference in dozens of campus locations (see story on page 1). At left is a facsimile illustrating the format used in the blue-covered volumes.

should be about assuming that the opinions represent those of the entire class.

Project is cooperative effort

SCIP grew out of study and discussion among students, faculty members, and University administrators, and was authorized by the University Senate in 1979. It is believed to be the first such project in the nation to be conceived and carried out through active student-faculty-administration cooperation.

The pilot phase carried out during spring 1979 was designed and governed by an *ad hoc* faculty-student task force appointed by the Vice President for Academic Affairs in consultation with student government. Chairing the task force in a non-voting capacity was *James H. Wertz*, director of the Center for Educational Development, who has continued to oversee the project. *Kenneth O. Doyle*, research associate with the Measurement Services Center, has managed the project, with *Gisele Nelson* in charge of day-to-day operations. A new faculty-student committee is being appointed to serve as the advisory and policy-making body for the continuing project and to oversee its operations.

Direct costs are shared

The contours of this year's project are a result of recommendations made by the *ad hoc* task force and approved by the Senate Committee on Educational Policy and the University Senate. Key recommendations included continuation of the project for 1979-80 on as large a scale as funding would permit, extension of the project to the coordinate campuses as soon as procedures can be developed and resources assembled, and a continued decision-making role for participating departments.

Resources available for 1979-80 consisted of \$25,000 contributed by the Office of the Vice President for Academic Affairs and \$6,000 contributed by student government. The funds are expended for direct costs such as computer programming, keypunching, and printing. For 1980-81, the project will be conducted on the Twin Cities campus at a budget not to exceed \$50,000; costs will again be shared between student government and Academic Affairs.

Expanded participation sought

While participation in SCIP is currently open to all academic departments on the Twin Cities campus, the project is more appropriate to some units than to others, according to project manager Ken Doyle. Priority is placed on securing information about courses for which students have a degree of choice in selection, and courses about which reliable descriptive and evaluative information is not readily available. Courses offered at the 1000 and 3000 levels tend to be those about which there is both the greatest need and the greatest lack of information, he said.

"This year we have at least some participation in 69 of the 85 to 90 Twin Cities campus departments for which the project seems appropriate," Doyle said. "Many of the participating departments had an excellent rate of coverage, with all or nearly all of their courses included. In the future we hope to be able to secure participation by all the appropriate units and to expand the coverage within units in which it is low."

Each participating department determines which of its courses are appropriate for inclusion, arranges for questionnaire distribution, and communicates with its faculty members about the project. Under terms of the Senate authorization, participation in the collection of student opinions is at the discretion of the faculty member responsible for the course.

This report is published by the Student Course Information Project, a joint project of student government and the Offices of the Vice Presidents for Academic Affairs and Student Affairs on the Twin Cities campus of the University of Minnesota, August 1980. Nancy A. Peterson, editor. Address inquiries to Student Course Information Project, 3300 University Avenue S.E., Minneapolis, MN 55414 (campus mail).

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Report features info on courses in 11 colleges

Each coded line on these pages represents a course or a course section for which information was received through the Student Course Information Project.

When an instructor taught several sections of the same course during a particular quarter, responses for all sections are usually combined in a single line. When sections of the same course were taught by different instructors, the sections are treated separately.

Because of limited space, only selected information on each course or section is presented here; students interested in one or more of these courses are encouraged to look up the full report for that course in the bound volumes located at various Twin Cities campus locations (see page 1).

Information was collected from instructors and students during fall 1979 and winter and spring 1980. As with any survey of this type, specific information may not necessarily apply to subsequent offerings of the course. Overall, however, the information should prove useful in course selection.

In the lines below, **COURSE NUMBER** and **INSTRUCTOR** are followed by an indication of which **QUARTER** the data was

collected. Next is a group of descriptive items taken from the Course Information Profile (*CIP*) and finally student information taken from the Course Opinion Profile (*COP*).

CIP information includes the following:
COST OF MATERIALS, TEXTS (in dollars).

EXPECTED OUT-OF-CLASS EFFORT (hours per week).

NUMBER OF EXAMS (excluding final). (X means instructor uses this exam format but provided no numbers.)

BASIS OF GRADE. The instructor has estimated what percent of the final grade is based on each type of exam, assignment, or learning activity. (X means some weight is given but no numbers were provided; **means 100 percent.)

COURSE EMPHASIS. The instructor has indicated with percentages the degree of emphasis placed on various types of learning. (X means some emphasis is placed on this type of learning but no figures were provided; **means 100 percent.)

COP information includes the following:
STUDENT STATUS. (**means 100 percent.)

WHY ENROLLED. Students indicated their reasons for taking the course, checking more than one response if appropriate.

PERCENT STUDENTS RESPONDING. The number of students responding to *COP* is expressed as a percent of second-week enrollment in the course. (**means 100 percent or more of reported second-week enrollment. NA means enrollment not reported, so the percent cannot be calculated.) The smaller the percentage, the more cautious the reader should be about assuming that the opinions represent those of the entire class.

OPINION ABOUT INSTRUCTOR. Students were asked to respond to this question: "All things considered, how would you rate the instructor's teaching in this course?" Response categories range from 1 to 5 (poor, fair, good, very good, excellent). The numbers given here are the numbers of students responding in each category. Ratings 1 and 2 (poor and fair) have been combined to save space.

OPINION ABOUT COURSE. Students responded to the question: "All things considered, how would you rate this course?" Response categories are the same as for opinion about instructor.

COURSE NUMBER	INSTRUCTOR	QUARTER DATA COLLECTED	COST OF MATERIALS, TEXTS (\$)	EXPECTED OUT-OF-CLASS EFFORT (HRS/WK)	NO. OF EXAMS	BASIS OF GRADE—%	COURSE EMPHASIS—%	STUDENT STATUS—%	WHY ENROLLED—%	PERCENT STUDENTS RESPONDING																		
										Midquarter exams	Final exam	Midquarter exams	Quizzes	Lab activities, reports	Problem-solving assignments	Written reports, papers	Presentations, performances	Class participation	Basic knowledge, principles	Applications	Analysis, synthesis, evaluation	Skill, manipulation, practice	Attitudes, values, self awareness	Lower division	Upper division	Post-baccalaureate	Required for major, minor	Liberal education
Agriculture, College of, 277 Coffey, StP																												
Agricultural & Applied Economics (AgEc), 231 Classroom Office Bldg, StP																												
1-020	HELMBERGER/J	F	25	10	2	50	40	10	50	20	15	10	5	59	39	1	54	26	19	71	4	24	41	10	5	37	25	11
1-020	PETERSON WIL	W	15	5	2	50	50		50	25	25		59	39	1	58	23	19	**	18	52	81	56	26	69	93	18	
1-030	PETERSON WIL	S	11	8	2	50	50		60	40			58	41	1	58	22	20	63	30	44	68	32	46	72	54	4	
Agricultural Engineering (AgEn), 213 Agricultural Engineering, StP																												
1-030	THOMPSON DAV	W	14	7	2	3	22	26	7	45	20	40	40	47	53	67	12	22	66	17	21	11	6	35	12	7	1	
3-410	LARSON CURTI	W	6	6	1	8	17	17	50	16	50	40		10	5	84	11	50	5	45	98	16	16	7	3	8	22	6
Agricultural Journalism (AgJo), 433 Coffey, StP																												
3-111	MCCLURE GAIL	W	12	4	1	3	40	25	15	20	30	20	50	11	89	36	9	55	75		2	6	1		2	7		
3-159	MCCLURE GAIL	S	28	5	2	4	40	20	15	10	20	20	25	10	77	23	27	16	57	93	1	3	4	5	1	1	4	7
3-230	LILLEY KAREN	W	35	7	1	20	10	20	20	40	20	20	20	7	80	13	24	14	62	**	1	3	11	1	1	5	9	
3-530	SWANSON/HARO	F	8	8	3	10	10	90	10	10	25	50	5	22	72	6	33	30	37	82	1	1		1	6	8	3	
3-530	SWANSON HARO	S	8	8	3	10	10	90	10	10	25	50	5	33	67	34	21	45	72					4	15	2		
Agronomy & Plant Genetics (Agro), 303 Agronomy, StP																												
1-010	SMITH/L/H	F	3	5	3	25	60	15	50	25	20		5	66	31	3	41	19	39	NA	6	19	23	9	5	25	23	4
1-010	SMITH L H	W	20	3	3				50	25	15	10		56	42	2	36	27	37	62	13	32	15	8	8	34	21	4
1-010	CARDWELL VER	S	18	5	3	30	50	20	30	25	25	10	10	50	50	39	19	42	68	3	8	27	13	5	17	25	5	

In the lines below, **COURSE NUMBER** and **INSTRUCTOR** are followed by an indication of which **QUARTER** the data was collected. Next is a group of descriptive items taken from the Course Information Profile (CIP) and finally student information taken from the Course Opinion Profile (COP).

CIP information includes the following:

COST OF MATERIALS, TEXTS (in dollars).

EXPECTED OUT-OF-CLASS EFFORT (hours per week).

NUMBER OF EXAMS (excluding final). (X means instructor uses this exam format but provided no numbers.)

BASIS OF GRADE. The instructor has estimated what percent of the final grade is based on each type of exam, assignment, or

learning activity. (X means some weight is given but no numbers were provided; **means 100 percent.)

COURSE EMPHASIS. The instructor has indicated with percentages the degree of emphasis placed on various types of learning. (X means some emphasis is placed on this type of learning but no figures were provided; **means 100 percent.)

COP information includes the following:

COURSE NUMBER	INSTRUCTOR	QUARTER DATA COLLECTED	COST OF MATERIALS, TEXTS (\$)		EXPECTED OUT-OF-CLASS EFFORT (HRS/WK)		Final exam	Midquarter exams	Quizzes	Lab activities, reports	Problem-solving assignments	Written reports, papers	Presentations, performances	Class participation	Basic knowledge, principles	Applications	Analysis, synthesis, evaluation	Skill, manipulation, practice	Attitudes, values, self awareness	Lower division	Upper division	Post-baccalaureate	Required for major, minor	Liberal education	Interest in subject, instructor	PERCENT STUDENTS RESPONDING				PERCENT STUDENTS RESPONDING				
			NO. OF EXAMS	BASIS OF GRADE—%	COURSE EMPHASIS—%	STUDENT STATUS—%																				WHY ENROLLED—%	OPINION ABOUT INSTRUCTOR	OPINION ABOUT COURSE						
3-403	MEISKE/DONNA	F	19	4	2	40	40	20							50	50				**	68	3	29	**	3	11	5	2	2	7	6	6		
3-740	SNYDER OSCAR	W	10	8	1	30	20		20					20	20	25	25	20	10	17	67	17	50	13	38	35	1	3	2		1	4	1	
3-752	SNYDER OSCAR	S	13	6	1	25	25		50						25	25	25	25		77	23	85		15	87	8	5			6	7			
5-120	BUSTA F F	W	45	8	2	6	24	24	12	15		10	5		25	30	20	20	5	4	61	35	58	11	31	50	12	5	6		11	7	5	
5-136	BAKSHI AMAR J	W	20	6	2	7	25	40	10	10	15				25	50	10	15		78	22	70	13	17	91	14	7	9	1	13	9	9		
5-310	CSALLANY A S	S	8	1	1	30	25	10				25	10		60	40				8	69	23	40	20	40	93	6	5	2		8	5		
5-540	CSALLANY/A/S	F	30	8	x	x	30	25	5	25		10	5		50	25	25			75	25	56	11	33	**	2	4	6		1	7	4		
Horticultural Science (Hort), 305 Alderman, StP																																		
1-022	MULLIN ROBER	S		9	3				80	20					5	10	10	65	10	37	59	3	50	9	41	75	10	16	28	5	5	23	29	2
1-036	READ PAUL E	W	27	6	1	6									40	20	20	20		48	50	3	49	7	44	75	1	13	16	10	2	9	24	5
3-099	DESBOROUGH S	W	25	1											75					**	80	4	16	90		6	3	2	1	8	7	3		
Rhetoric (Rhet), 202 Haecker, StP																																		
1-147	BENNETT/J/M	F	17	3		8	40	20			10	10			20	50	10	10	10	53	43	4	3	23	74	91		3	20	65	1	6	40	44
1-222	GORE/WARREN	F	10	4		2	10	5		5	80				15	20	15	40	10	56	44		55	13	32	90	1	6	7	4	1	5	8	4
1-301	MARCHAND/WIL	F	9	6	1	6	40	35	20						60	20	10		10	47	53		33	43	24	89	1	4	12	15	2	8	16	6
1-302	WALZER/ARTHU	F	10	8	1	4	30	20	30		20				35	35	35	27	69	4	20	43	37	93	1	4	7	14	1	4	13	8		
1-302	WALZER ARTHU	W	12		1	6									50	10	40			33	67		26	57	17	86		6	8	10	2	5	13	4
3-471	SCANLAN TOM	W	18	7	1	10	40	30	30							50	25	25	36	64		15	54	31	74	2	10	8	5	4	10	10	1	
3-551	WALZER/ARTHU	F	7	8		5		10		85					20	40	40			**	52	24	24	73		3	8	8	1	4	9	5		
3-551	GRIFFIN/JOHN	F	7	12					10	75					20	30	30	10	10	7	88	5	69	18	13	90	8	12	19	4	8	18	14	3
3-551	WRIGHT/EUGEN	F	7	12						**					20	30	30	10	10	**	77	12	11	93	7	16	18	10	10	15	21	5		
3-551	MULLER JOHN	W		8					90		10	10	60	5	20	5			**	54	19	27	92	1	3	9	9	1	3	14	3			
3-551	SCANLAN TOM	W	5	8					**						25	25	25	25		**	79	7	14	85		6	14	3	3	8	10	2		
3-562	MULLER/JOHN	F	12	5		5			90		10	10	20	5	60	5	4	83	13	64	8	28	96		3	12	9		6	12	6			
3-562	FERGUSON RIC	W	11	9		5		10	80		10	10	50	10	10	10	10	85	5	65	10	24	77		4	11	5		7	6	6			
3-562	MULLER JOHN	W	12	8					90		10	10	60	5	20	5	**	70	9	22	73						8	8		5	7	4		
Soil Science (Soil), 125 Soils, StP																																		
3-220	HALSEY CLIFT	S	16	9	2	3	50	40	5	5					70	30				92	8	50	5	45	74	22	2		1	12	8	3	2	
Biological Sciences, College of, 123 Snyder, StP																																		
Biochemistry (BioC), 140 Gortner, StP																																		
1-301	JENNESS/ROBE	F	30	5	4		40	60						**						17	78	5	77	9	14	75	17	35	33	14	22	40	31	5
1-301	GLASS ROBERT	W	30	14	4		40	60						80	20					17	81	2	75	10	15	73	9	25	60	27	23	43	46	8
1-302	HENDERSON L	W	15	6	2	3	40	50	10					60	30	10				10	90	7	4	16	56	31	4	3		26	10	3		
1-302	GLASS ROBERT	S	10	8	3		40	60						**						16	77	7	66	7	27	88	2	18	46	26	8	29	46	9
1-303	BROWN TERRY	W		4	1	2	35	30	5	15	15			40	30	30				9	91		82	11	7	48	4	6	7	6	5	9	9	

STUDENT STATUS. (**means 100 percent.)

WHY ENROLLED. Students indicated their reasons for taking the course, checking more than one response if appropriate.

PERCENT STUDENTS RESPONDING. The number of students responding to COP is expressed as a percent of second-week enrollment in the course. (**means 100 percent or more of reported second-week enrollment.)

ment. NA means enrollment not reported, so the percent cannot be calculated.) The smaller the percentage, the more cautious the reader should be about assuming that the opinions represent those of the entire class.

OPINION ABOUT INSTRUCTOR. Students were asked to respond to this question: "All things considered, how would you rate the instructor's teaching in this course?" Response categories range from 1 to 5 (poor,

fair, good, very good, excellent). The numbers given here are the numbers of students responding in each category. Ratings 1 and 2 (poor and fair) have been combined to save space.

OPINION ABOUT COURSE. Students responded to the question: "All things considered, how would you rate this course?" Response categories are the same as for opinion about instructor.

COURSE NUMBER	INSTRUCTOR	QUARTER DATA COLLECTED	COST OF MATERIALS, TEXTS (\$)	EXPECTED OUT-OF-CLASS EFFORT (HRS/WK)		BASIS OF GRADE—%						COURSE EMPHASIS—%					STUDENT STATUS—%			WHY ENROLLED—%				PERCENT STUDENTS RESPONDING				OPINION ABOUT INSTRUCTOR				OPINION ABOUT COURSE			
				Midquarter exams	Quizzes	Final exam	Midquarter exams	Quizzes	Lab activities, reports	Problem-solving assignments	Written reports, papers	Presentations, performances	Class participation	Basic knowledge, principles	Applications	Analysis, synthesis, evaluation	Skill, manipulation, practice	Attitudes, values, self awareness	Lower division	Upper division	Post-baccalaureate	Required for major, minor	Liberal education	Interest in subject, instructor	Poor or fair	Good	Very good	Excellent	Poor or fair	Good	Very good	Excellent			
1-301	GUNNAR MEGAN S		19	1	40	40			20			50	20	20	10	65	35		39	23	39	44	16	19	14	3	14	20	14	3					
3-302	SALAPATEK PH S		15	4	40	40			10			60	10	20	5	14	84	1	36	19	44	68	36	16	16		30	20	14	4					
3-304	PERLMUTTER M W		15	3		**			25			50	40		10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA					
3-311	LORD/CATHERI F		20	x	60	20	10	10				40	20	20	20	11	84	5	34	13	53	68	22	34	24	1	28	33	19						
3/5-303	KEATING/DANI F		22	8	50	50						60	20		20	23	71	6	27	27	46	70	21	36	52	39	13	53	59	23					
5-310	HARTUP WILLA S			8	30				40	30		60	10	30		33	67		**	75		2	1					1	2						
5-311	LORD/CATHERI F		20	x	35	20	10	35				40	20	20	20	37	63	32	12	56	73	1	5	7	6	2	6	7	4						
5-315	TURNURE/JAME F		15	12	30	30		30				40	20	20	20	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA					
5-315	BRUININKS RO S		15	6	65	35						45	5	15	35	4	54	43	39	13	47	**					6	11	10						
5-319	GROSS SEYMOU W		4		33			67				30	30		40	3	44	53	45	10	44	52	2	19	15		5	19	11						
3/5-331	GUNNAR/MEGAN F		17	6	60	40						70	20		10	11	74	15	40	14	46	64	15	26	34	21	17	41	33	8					
5-333	MCADAMS/DAN/ F		25	7	40	20		40				50	50			86	14	46	11	43	80	5	5	12	5	3	8	15	2						
5-335	MOORE SHIRLE W		15	7	60	40						80	20		80	20	39	6	55	NA	NA	11	17	16	2	13	12	20	1						
5-341	YONAS ALBERT W		25	6	40	40	20	10				50	20	30		55	45	37	17	47	95	8	8	4		2	8	7	3						
5-343	PICK ANNE D S			1	40	30		30				50	50		9	45	45	46	9	45	73	7	8	6		2	5	10	4						
5-345	MARATSOS MIC S		10	1	55	35		10				50	5	15	10	8	50	42	39	13	47	86	7	8	5	4	4	7	11	1					
8-605	SROUPE/L/A F		40	8	70		20	10				80	10			**	28		72	86		4	1	5	1	3	3	5							
Industrial Education (Ind), 125 Peik, Mpls East Bank																																			
1-600	GOW GEORGE W		30		20	80						20	40	10	20	10	57	43	52	4	43	**	7	4	3		4	7	3						
1-602	GOW GEORGE W				10	10	30	30	10	10		20	40	10	20	10	36	55	9	50	11	39	92	2	3	6		2	6	3					
Music Education (MuEd), 104 Scott, Mpls East Bank																																			
5-663	JELLISON JUD W		15	2			10	50	30	10		25	25	25	25	14	5	82	27	9	64	79		10	12		2	11	9						
Physical Education (PE), 224 Cooke, Mpls East Bank																																			
3-111	STONER LELA S		15	6	4	33	67					40	40	20		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA					
5-120	STONER/LELA/ F		14	8	1	25	25	7	7	35		25	50	25		10	90	43	57	**		3	4	3			3	6	1						
5-122	SERFASS/ROBE F		23	5	1	40	40	20				30	50	20		8	92	26	3	71	96	3	4	12	6	3	4	12	7						
5-130	JOHNSON/ROBE F		15	6	1	40	45	5	10			50	20	30		**	40	10	50	83		2	3	2	3		7	2	1						
Psychological Foundations of Education (PsyF), Social, Psychological, & Philosophical Foundations of Education, 330 Burton, Mpls East Bank																																			
3-380	ODEN C W AND S		12	8	4	44	22	22	11			25	5	15	5	4	94	1	73	13	14	NA	73	47	11	11	86	38	10	1					
5-110	STECKLEIN/JO F		18	8	2	50	50					15	50	15	5	2	7	91	73	13	14	86	2	8	14	20	3	17	16	8					
5-110	TERWILLIGER/ F		18	8	1	4	50	50	x			30	30	30	10		26	74	64	12	25	81	4	2	15	17	4	11	16	6					
5-120	DAVISON MARK S		18	6	1	32	27		41			30	30	10	30	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA					
5-121	DOYLE KEN S		23	10	2	60	40					40	30	30		**	48	7	44	90		1	3	12	2	3	4	10	1						
5-125	MERWIN JACK S		25	10	1	27	13		60			30	40	10	10	10	**	31	69	93		1	3	6	3	2	1	7	3						
5-162	REST/JAMES F		15	6	1	32	32		36			40	10	40	10		6	94	39	16	45	77	3	5	7	2	4	3	8	2					
5-163	NOREM-HEBELS S		10	6	1	25	15	15	45			35	30	25	5	5	11	89	13	22	65	75	2	8	6	2	2	10	5	1					
5-173	MARUYAMA G S		30	10				60	30	10		40	25	30	5		20	80	13	38	50	83	1	3	1		2	2	1						
5-182	BART WILLIAM S		25	6	1	25	25	50				50	50			3	26	72	50	17	33	95	3	9	17	10	5	9	14	11					

In the lines below, **COURSE NUMBER** and **INSTRUCTOR** are followed by an indication of which **QUARTER** the data was collected. Next is a group of descriptive items taken from the Course Information Profile (CIP) and finally student information taken from the Course Opinion Profile (COP).

COST OF MATERIALS, TEXTS (in dollars).

EXPECTED OUT-OF-CLASS EFFORT (hours per week).

NUMBER OF EXAMS (excluding final). (X means instructor uses this exam format but provided no numbers.)

BASIS OF GRADE. The instructor has estimated what percent of the final grade is based on each type of exam, assignment, or

learning activity. (X means some weight is given but no numbers were provided; **means 100 percent.)

COURSE EMPHASIS. The instructor has indicated with percentages the degree of emphasis placed on various types of learning. (X means some emphasis is placed on this type of learning but no figures were provided; **means 100 percent.)

CIP information includes the following:

COP information includes the following:

COURSE NUMBER	INSTRUCTOR	QUARTER DATA COLLECTED		COST OF MATERIALS, TEXTS (\$)	EXPECTED OUT-OF-CLASS EFFORT (HRS/WK)	NO. OF EXAMS	BASIS OF GRADE—%							STUDENT STATUS—%	COURSE EMPHASIS—%	WHY ENROLLED—%	PERCENT STUDENTS RESPONDING				OPINION ABOUT COURSE												
		Final exam	Midquarter exams				Quizzes	Lab activities, reports	Problem-solving assignments	Written reports, papers	Presentations, performances	Class participation	Basic knowledge, processes				Application	Analysis, synthesis, evaluation	Self-direction, creativity	Attitudes, values, self awareness	Lower division	Upper division	Post-baccalaureate	Required for major, minor	Liberal education	Interest in subject, instructor	Poor or fair	Good	Very good	Excellent			
5-183	JOHNSON PAUL S	S	30	5	X	50	25	25						4	96	34	6	59	77	1	12	10	1	4	16	2							
5-570	JOHNSON PAUL S	S	30	5	X	75	25							11	89	12	11	77	93	4	12	12	2	4	14	8							
Psychoeducational Studies (PsyS), 249 Burton, Mpls East Bank																																	
5-110	SPRINTHALL/N F	F	10	6		33	67							69	31	21	24	55	91	1	14	16			2	13	17						
Social & Philosophical Foundations of Education (SPFE), Social, Psychological, & Philosophical Foundations of Education, 204 Burton, Mpls East Bank																																	
3-090	HARKINS ARTH S	S	14	9		**								3	97	74	11	15	NA	7	13	9	6	11	10	11	3						
Forestry, College of, 110 Green, StP																																	
Forest Resources (FR), 110 Green, StP																																	
1-203	VOGT CARL	S	2	2		4	20	20	10	10	35		5	25	25	20	15	10	69	31	2	23	74	62	2	9	17	7	1	16	9	8	
5-240	WHITE/ALAN/S	F	25	6	2	50	50							7	84	9	66	5	29	59	2	15	22	5	3	18	22	1	3	18	22	1	
5-248	REED A S	S	6	5		60	15	15				10	40	20	20	10	10	**	79	21	41	9	1	2	3	6	3						
General College, 106 Nicholson, Mpls East Bank																																	
1-111	JOHNSON ALLE W	W	15	8		9	10	90					40	40	5	5	10	76	22	2	21	31	49	74	3	13	32	3	6	21	20	3	
1-132	DEARDEN/DOUG F	F	10	3		40	60						70	15		15	90	9	1	29	36	36	81		8	31	90	1	20	47	61		
1-132	DEARDEN DOUG W	W	20	10	3	40	60						30	25	25		89	11		24	32	43	60		3	21	42	1	10	42	13		
1-132	JEFFERSON NI S	S	16	10		4	38	63					80	10		10	83	17		37	31	32	43		14	8	9	1	9	13	8		
1-166	UTHE/RICHARD F	F	17	10	1	6	20	20	30	10	20		40	30	10	20		84	16		41	37	25	50		15	14	23	16	14	28	19	6
1-166	UTHE RICHARD S	S	17	10		7	30	50	20				30	30	20	20		83	11	6	41	29	29	45		5	11	22	15	8	16	21	8
1-171	UTHE/RICHARD F	F	21	10		3	44	34	22				30	20	16		86	10	3	25	41	34	48		13	18	21	4	19	23	12	4	
1-211	HATHAWAY WIL S	S	15	10	2	50	50						40	20	30	10	84	16		24	30	46	42		8	8	8	1	6	9	6	2	
1-212	SMITH/NATHAN F	F	15	5	1	50	25	25	25	25	97	3	25	25	25	25	97	3		27	29	45	63		4	10	15	4	5	11	13	4	
1-233	DETZNER/DANI F	F	12	10		5	40	40	20				40	33	10		25	88	10	2	21	39	41	69		6	13	20	20	7	20	22	10
1-233	HATHAWAY WIL S	S	15	10	2	50	50						70	20	10		97	3		21	37	43	48		11	10	4	4	10	9	9	1	
1-234	DETZNER/DANI F	F	12	8		3	60	5	25	10			40	20	10	10	20	41	27	32	25	12	63	**		2	4	27	24	1	7	23	26
1-236	HARRIS/PORRE F	F	15	9	2	40	50	10					25	25	25	10	15	82	18		15	31	34	98		9	13	20	7	4	24	17	4
1-237	HARRIS/PORRE F	F	15	9	2	40	40						25	25	25	10	15	81	19		17	25	57	76		5	8	18	7	10	9	13	5
1-251	JONES DAVID S	S	10	10	1	8	40	20	20				80	15	5		73	18	9	24	18	59	34		1	5	5	4	2	4	5	1	
1-265	KILLEN M B	W	20	6	1	10	12	20	26	30	12		30	25	25		78	22		19	32	49	61		4	4	3	1	5	1	4		
1-272	JONES DAVID S	S	5	10	1	6	40	20	20	20			70	10		20	NA	NA	NA	NA	NA	NA	NA	NA		NA	NA	NA	NA	NA	NA	NA	NA
1-281	BOROW/HENRY F	F	20	8		8	35	45	20				50	25	25		94	4	1	29	32	40	47		5	28	31	6	7	30	25	7	
1-282	WAMBACH S	S	15	10		4	40	45	15				40	50	10		91	9		22	28	50	47		1	4	12	6	1	6	13	3	
1-283	LATTS/SANDER F	F	15	10	1	67	33						60	20	10		10	84	14	2	30	31	39	NA		2	20	24	11	5	21	24	7
1-284	SKOVHOLT THO W	W	15	8	2	25	50	15	10				50	25		25	62	26	13	19	30	69	98		1	7	20	11	1	6	23	9	
1-291	STEINHAUSER/ F	F	7	5	3	40	45			15			50	20	10	40	10	90	10		17	43	51	71		3	11	31	22	7	20	31	9
1-294	KILLEN N B	S	10	3	2								75	15	10		69	31		25	25	50	43		6	6	4	2	4	8	2		

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			Final exam	Midquarter exams	Quizzes	Final exam	Midquarter exams	Quizzes						Poor or fair	Good	Very good	Excellent	Poor or fair	Good	Very good	Excellent	Poor or fair	Good	Very good	Excellent					
1-511	KROLL PATRIC S	S	15	10	2	25	25			50	50	20	10	10	10	85	12	4	28	28	43	53	2	4	16	4	4	10	9	3
1-533	LARSON/ROGER F	F	6	8	7	30	70				35	35	30		58	39	3	24	31	45	94	1	3	17	12	1	5	18	9	
1-534	HOWER/DENNIS F	F	25	10	2	30	60		5		5	40	40	10	10	74	23	3	23	25	52	85			9	26	1	18	16	
1-535	GIESE/DAVID/ F	F	17	7	1	40	30		10	10	40	10	10	30	10	50	41	9	28	17	55	71	5	5	6	5	2	12	5	3
1-536	MACHINES MAR S	S	15	2					**		30	20	50		75	17	8	23	24	53	50	1	5	5		1	7	3	1	
1-540	LARSON ROGER W	W	16	8	2	5	30	50	10		30	30	10	30	37	30	33	41	20	39	77	2	5	13	5	4	9	13	1	
1-551	GRANN/JOYCE F	F	16	10	2	1	30	30	5	15	20	30	20	20	46	54	3	33	22	45	74	1	8	10	16	8	14	13		
1-620	WILSON	S	12	3	2	35	30		20		30	10			20	90	10	17	33	50	71	4	4	1	1	4	4	1	1	
1-701	LATTS/SANDER F	F	15	5	1	50	25		25		25	10	15	10	40	89	11	9	37	54	NA	3	17	8		10	14	4		
1-701	SKOVHOLT THO S	S	10	5	1	25	25		25	25	25	25			92	8		5	30	65	49	5	18	19	7	10	21	15	3	
1-721	LATTS/SANDER F	F	14	5	1	50	25		25		30	30	5	5	30	**		12	35	53	NA	1	5	6		3	8	1		
1-721	THORN GAIL A S	S	25	2		30	30		30		10	40	40	10	5	80	15	5	17	28	55	NA	8	21	13	1	10	23	8	
1-722	THORN/GAIL/A F	F	13	10	2	30	30		30	10	83	18			83	18		16	21	64	63	3	16	14	7	2	16	14	9	
1-733	THORN/GAIL/A F	F	15	10	2	30	30		30	10	73	27			73	27		4	33	63	86	2	5	14	9	1	12	11	6	
1-815	SMITH/NATHAN F	F	15	5	1	50	25		25		33	33	33	80	20			22	33	45	69	3	7	18	8	2	7	13	13	
1-831	LEDINGHAM/JO F	F	14			35			35	15	20	20	20	10	30	86	14		13	88	25				7				7	
3-114	DEARDEN DOUG S	S	7	3	4	20	70		10		55	15	10	10	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
3-132	DEARDEN DOUG W	W	30	10	3	33	67				60	30	10		79	19	2	18	28	54	81	4	15	23		6	20	16		
3-134	JEFFERSON/ F	F	5	5	1	33	33		33		75		25		20	72	8	21	41	38	96	2	5	11	7	6	7	8	3	
3-282	BROTHER W	W	16	4	9	30	30		30	10	33	33	33		3	95	3	36	20	44	81	5	11	14	8	4	16	11	8	
3-342	KURAK/A F	F	20	4	1	30	10	10	30	10	50	50			4	93	4	42	22	36	84	15	11		1	17	7	3		
3-374	YANKKE ROBER W	W	4			25			25	50	20	20	60	16	84			24	43	33	80	4	6	11	11	5	12	8	7	
3-377	MACHINES MAR S	S	20	1		50	30		20		44	50	6	8	25	67	45	13	5	1	1	11	5	1	11	5	3	1		
3-531	COLLINS TERE S	S	16	8					**		20	40	40		56	44		53	21	26	91	7	7	3		2	6	2		
3-531	ADAMSON DEL S	S	20	5	3	30	30		30		20	20	20	20	20	19	65	15	31	24	45	96	4	8	14		6	9	11	
3-571	ROBERTSON DO S	S	15	10		30			70		10	80	10		30	70		32	13	55	57	5	14	1		6	13	1		
3-602	KROLL/PAT F	F	25	11	1	30	30		20	20	50	20	20	10	13	77	10	41	21	38	NA	3	8	16	4	1	12	16	2	
3-602	KROLL PATRIC S	S		1	4	33	33		88	33	50	20	10	10	9	91		36	25	40	58	3	6	11	3	3	10	7	3	
3-605	SKOVHOLT THO S	S	20	6	1	25	25		15	25	50		25	10	70	20	42	28	30	66		8	8	6	2	5	7	8		
3-612	BOROW/HENRY F	F	16	4	1	35	25		20	20	60	20		20	31	69		37	19	44	53	2	4	7	3	2	5	6	3	
3-614	WILSON S	S	2	1	1	35	30		30		40	20	10	20	10	11	80	9	50	15	35	83	10	13	11		12	12	9	2
3-615	SKOVHOLT/T F	F	14	3		15	45		40		50	50			27	73		35	23	42	67	3	9			6	4	2		
3-616	GATES JEROME W	W	6	6		45	25	15			22	22	17	22	17	40	50	10	40	25	35	71	2	5	3		3	4	3	
3-721	LATTS SANDER S	S	15	10	1	50	25		25		40	25	25		10	18	82	29	29	43	65	3	5	3		5	3	3		
3-725	THORN/GAIL F	F	15	10	2	30	30		30	10	35	52	13	8	36	56	58		9	7	6		1	8	7	1	8	7		
3-725	LATTS SANDER W	W	18	12	3	40	40		20	20	60	10	10	20	38	59	3	15	32	53	84	1	6	19	11		9	20	9	
3-821	JEFFERSON-MA F	F	20	10	x	75	25				50	50			13	78	9	22	36	42	73	1	1	1		5	6	5	6	

Home Economics, College of, 32 McNeal, StP

Family Social Science (FSoS), 290 McNeal, StP

1-001	ZUENGLER KAY S	S	15	3		6	30	20	20	30	20	20	20	20	20	80	20		11	42	47	85	4	11	22	4	3	17	17	3
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STUDENT STATUS. (**means 100 percent.)

WHY ENROLLED. Students indicated their reasons for taking the course, checking more than one response if appropriate.

PERCENT STUDENTS RESPONDING. The number of students responding to COP is expressed as a percent of second-week enrollment in the course. (**means 100 percent or more of reported second-week enrollment.)

ment. NA means enrollment not reported, so the percent cannot be calculated.) The smaller the percentage, the more cautious the reader should be about assuming that the opinions represent those of the entire class.

OPINION ABOUT INSTRUCTOR. Students were asked to respond to this question: "All things considered, how would you rate the instructor's teaching in this course?" Response categories range from 1 to 5 (poor,

fair, good, very good, excellent). The numbers given here are the numbers of students responding in each category. Ratings 1 and 2 (poor and fair) have been combined to save space.

OPINION ABOUT COURSE. Students responded to the question: "All things considered, how would you rate this course?" Response categories are the same as for opinion about instructor.

COURSE NUMBER	INSTRUCTOR	QUARTER DATA COLLECTED		EXPECTED OUT-OF-CLASS EFFORT (HRS/WK)	NO. OF EXAMS	BASIS OF GRADE—%	COURSE EMPHASIS—%	STUDENT STATUS—%	NEW ENROLLED—%	PERCENT STUDENTS RESPONDING				OPINION ABOUT INSTRUCTOR		OPINION ABOUT COURSE								
		COST OF MATERIALS, TEXTS (\$)	EXPECTED							Final exam	Midquarter exams	Quizzes	Lab activities, reports	Problem-solving assignments	Written reports, papers	Presentations, performances	Class participation	Basic knowledge, principles	Applications	Analysis, synthesis, evaluation	Skill manipulation, practice	Attitudes, values, self awareness	Lower division	Upper division
1-001	TRIBAULT BOB S	16	6	25		25 25 25	20 20 20 20 20	73 27	9 43 48 72	3 19 26 12	14 11 27 7													
1-003	BUDD LINDA S	10	3			90	50	21 79	53 4 43 86	0 8 10 6	3 7 7 6													
3-001	BUDD LINDA S	15	2 x	50 50			40 60	17 83	28 14 58 86	0 1 3 18	1 4 11 8													
5-200	CLEVELAND/MA F	25		3	60	40	38 38	25 6 79 15	32 21 48 58	2 16 34	2 21 29													
5-202	HAWKINS/JAME F	1	x	25 25		25 25	40 35 10	5 85 15	46 14 40 NA	2 11 23 18	1 10 23 20													
5-220	GAGE M G S	10	10 x	40 40		10	50 40	10 NA NA NA	NA NA NA NA	NA NA NA NA	NA NA NA NA													
5-249	BERRY/PAULA F	11				5 30 30	25 25 15 15 20	8 92	52 40 38 **	1 4 3 4	2 4 2 4													
5-260	BOGAN/W/J F	7	6			20 60 20	50 50	5 29 67	14 28 59 81	1 4 7 9	1 2 15 3													
8-200	ROSENBLATT/P F	20	1	40 20		40	25 25 25 25	** 9 18 73 90		3 6	3 6													
8-214	MADDOCK JAME W	30	6				25 25 25 25	4 96	3 9 87 74	1 2 7 17	4 12 12													
8-251	ROSENBLATT P W	NA	NA	NA NA NA NA NA NA NA NA NA NA NA NA		NA NA NA NA NA	NA NA NA NA NA	** 14 14 71 **		3 2	2 3													
Textiles & Clothing (TexC), 364 McNeal StP																								
1-602	HEISEY FRAN W	30	3	5 25 25		50	50 25 15 10	41 59	38 19 44 49	2 6 6 3	4 3 8 2													
5-661	KICHER JOANN W	15	6 1	33 33		33	33 33 33	3 73 24	50 6 44 60	4 5 13 11	4 6 12 11													
5-664	GRINDERENG M W	13				30 30 10	35 30 35	2 96 2	62 8 30 64	11 20 13	12 24 9													

Liberal Arts, College of, 215 Johnston, Mpls East Bank

Afro-American Studies (Afro), 214 Social Sciences, Mpls West Bank

1-022	HANSEN KAREN W	8	5 1	1 33 33		33	75 25	77 23	16 32 52 76	5 6 1	7 5 1
1-025	BARNER PEARL W	15	6 1	50 25		25	25 25 40	5 76 17 7	12 33 55 71	4 12 10 3	16 7 6
1-102	ISAACS DIANE W	15	6 2	30		40	75 25	57 43	9 50 41 NA	1 1 4 1	4 2 1
1-103	ISAACS DIANE S	5				35 35 30	20 20 20 20	57 43	50 50 **	0 1 3 3	0 1 4 2
1-222	PIKE CHARLES W	8		7 25 60		15	25 75	36 64	10 40 50 85	1 10	1 2 8
3-002	DENZER LARAY W	20	6 1	33 33		33	50 25 25	25 9 73 18	13 31 36 92	2 5 4	1 2 5 3
3-003	DENZER LARAY S	30	8 1	33		33	33 75 25	18 82	30 35 35 **	0 0 4 8	0 1 6 5
3-012	HANSEN KAREN W	10	6 1	20 20		40 10 10	33 33 33	11 89	35 24 41 60	1 4 3 1	1 3 4 1
3-072	BARNER PEARL W	15	7 1	40 20		20	40 30 25	5 25 75	37 27 37 NA	2 4 4 2	1 5 6
3-082	HILL ERIC S	7	1	50 25		25	70 15	15 20 60 20	29 71 50	0 0 3 2	0 1 3 1
3-102	ISAACS DIANE S	6	1	30 30		40	25 25 25	25 50 25 25	14 29 57 80	0 0 3 1	0 0 2 2
3-108	BUCKNER REGI W	25	6	20	40	39	1 70 10 10	10 25 69 6	8 39 53 70	4 4 12 12	1 7 11 13
3-301	SOUTHWALL GEN W	8	8 1	50		50	60 20 20	20 80	14 41 46 83	1 9 10	2 7 11
3-340	DENZER L S	8	x	25 25		25	25 50 25	25 17 50 33	10 30 60 **	0 0 2 4	0 1 1 4
3-401	DENZER LARAY W	40	9 1	25 25		25	25 40 20 40	33 67	25 75 **	3	1 2
3-910	ISAACS DIANE W	20	6 1	30 30		30 10	25 25 25	25 36 57 7	24 20 56 64	2 8 4	2 6 6
5-401	KING GEORGE W	15	4 1	40 30		20	25 25 50	56 44	33 16 51 75	1 3 4 1	2 4 3

American Studies (AmSt), 225 Lind, Mpls East Bank

3-113	MODELL JOHN S	25	9	40		25 15		22 76 3	13 50 37 82	0 7 17 13	6 8 15 8
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In the lines below, **COURSE NUMBER** and **INSTRUCTOR** are followed by an indication of which **QUARTER** the data was collected. Next is a group of descriptive items taken from the Course Information Profile (*CIP*) and finally student information taken from the Course Opinion Profile (*COP*).

CIP information includes the following:

COST OF MATERIALS, TEXTS (in dollars).

EXPECTED OUT-OF-CLASS EFFORT (hours per week).

NUMBER OF EXAMS (excluding final). (X means instructor uses this exam format but provided no numbers.)

BASIS OF GRADE. The instructor has estimated what percent of the final grade is based on each type of exam, assignment, or

learning activity. (X means some weight is given but no numbers were provided; **means 100 percent.)

COURSE EMPHASIS. The instructor has indicated with percentages the degree of emphasis placed on various types of learning. (X means some emphasis is placed on this type of learning but no figures were provided; **means 100 percent.)

COP information includes the following:

COURSE NUMBER	INSTRUCTOR	QUARTER DATA COLLECTED		COST OF MATERIALS, TEXTS (\$)	EXPECTED OUT-OF-CLASS EFFORT (HRS/WK)								Final exam	Midquarter exams	Quizzes	Lab activities, reports	Problem-solving assignments	Written reports, papers	Presentations, performances	Class participation	Basis of grade—%	COURSE EMPHASIS—%	STUDENT STATUS—%	WHY ENROLLED—%	PERCENT STUDENTS RESPONDING				OPINION ABOUT COURSE															
		NO. OF EXAMS	NO. OF ASSIGNMENTS		1	2	3	4	5	6	7	8													9	10	11	12	13	14	15	16	17	18	19	20								
Anthropology (Anth), 215 Ford, Mpls East Bank																																												
1-101	JOHNSON ELDE	W	15	6	2	40	40	20													30	25	20	25	75	25	0	13	43	44	NA	8	30	40	24	8	36	42	16					
1-102	GERLACH/LUTIN	F	18	10	2	40	40														30	30			72	27	1	31	38	31	53	62	68	56	21	62	70	60	16					
1-102	OGAN BUCKING	W	32	10	1	50	25	25													45	10	45	70	30	1	41	34	25	73	18	40	60	14	30	58	37	7						
3-201	FRELL-FOLDES	W	20	8		25															40	30	30	28	63	9	36	16	48	NA	1	6	15	10	1	8	18	5						
5-102	BARSTON/JEAN	F	25																		75	45		0	62	38	19	25	56	NA	0	3	5	5	1	3	6	3						
5-118	BARSTON JEAN	W	NA	NA	2	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	44	56	10	10	80	75	0	0	4	5	0	2	2	5						
Arts, Studio (Arts), 206 Art Building, Mpls East Bank																																												
1-801	MACKENZIE/NA	S	43	4	3	10	10	60													10	10	30	50	42	58		23	34	43	90	1	3	10	3	0	4	9	6					
3-810	MACKENZIE/NA	S	43	4		20		60													10	40	10	40	17	71	13	33	17	50	83	1	4	7	12	0	2	13	9					
5-120	ROMAN/BERMAN	S	70	6																	x	x	x	x	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA					
Classics (Class), 309 Forwell, Mpls East Bank																																												
1-042	SOLOMON JON	S	6	2	1	60	40														20	20	20	20	50	48	3	3	40	57	79	1	4	36	74	2	10	43	62					
3-072	KRAEDEL A T	W	20	8	1	60	20														50	40	10	12	77	12	18	23	59	87	8	11	7	2	7	11	6							
Criminal Justice Studies (CJS), 314 Social Sciences, Mpls West Bank																																												
8-001	TAPP/JUNE/L	F	25																		80	10	10	50	25	25	0	0	**	45	0	75	0	0	2	4	0	0	2	4				
English Composition (Comp), English, 208 Lind, Mpls East Bank																																												
1-111	BROWNE MICHA	W	NA	NA	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	41	59	0	17	26	57	NA	1	2	11	8	0	2	11	9						
5-104	BROWNE/MICHA	F	16																		x	x	x	x	30	20	20	20	20	40	20	40	22	0	78	**	1	0	4	5	1	0	4	6
English Language & Literature (Engl), English, 207 Lind, Mpls East Bank																																												
1-019	LEYASMEYER/A	F	13	6	1	x	x														x	x	x	80	20	0	6	39	55	67	0	2	10	8	2	3	6	9						
1-019	GEFFEN ARTHU	S	11	6		33															30	30	40	71	29		25	42	33	70	2	5	8	6	2	7	8	4						
1-020	DURHAM/M	F	15	8	7	30	5	30	25	10											50	50		69	31	0	23	40	37	55	5	4	5	2	5	5	4	1						
3-111	MCCLORE/BAYM	F	13	8	2	40	25	25													30	30	40	18	80	3	36	33	31	67	3	11	16	9	6	13	15	6						
3-112	MCCLORE BAYM	W	12	8	2	40	20	20													30	30	40	18	82	0	39	26	36	88	4	12	17	11	8	13	16	7						
3-241	GARNER/SHIRL	F	15	12		33															20	20	60	39	56	6	24	26	50	NA	1	3	8	6	1	4	5	8						
3-251	O'BRIEN GORDO	W	NA	NA	1	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	31	68	1	9	36	56	68	18	27	22	13	17	34	21	8						
3-410	PURIA/PHILIP	F	20	8		33															NA	NA	NA	13	87	0	20	25	55	70	3	11	25	30	5	12	31	20						
3-411	GRIFFIN/EDWA	F	8	10		40															25	15	60	30	69	1	23	35	42	77	10	11	27	19	9	23	29	6						
3-412	KARLOW	W	12	10	1	60	40														15	15	15	15	21	76	3	28	30	42	71	3	13	36	19	3	23	35	9					
3-413	GEFFEN ARTHU	S	15	9	x	50	50														40	40	20	16	83	1	20	33	48	81	36	21	23	6	36	28	20	3						
3-718	BALES KENT	S	10	9		25															25	25	25	5	95		50	11	38	74	6	9	4	3	6	14	1	2						
3-910	GARNER SHIRL	S	13	9		33															33	33	33	21	79		17	23	60	90	0	4	6	9	0	3	10	6						
5-651	WRIGHT/G/T	F	14	5		30															30	25	20	4	19	78	15	8	78	82	0	2	7	18	0	2	7	18						
5-851	MACLEISH/AND	F	6	7	1																50	30	20	17	58	25	39	19	42	92	2	5	7	10	5	10	8	1						

STUDENT STATUS. (**means 100 percent.)

WHY ENROLLED. Students indicated their reasons for taking the course, checking more than one response if appropriate.

PERCENT STUDENTS RESPONDING. The number of students responding to COP is expressed as a percent of second-week enrollment in the course. (**means 100 percent or more of reported second-week enroll-

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French (Fran), French & Italian, 200 Folwell, Mpls East Bank																																						
1-101	HOLMES/E/A	S	22 10 1	5 20 20 40		20 20 20 20 20 20	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA		
1-102	POIRIKL/DONI	S	25 10 1	6 25 25 25		25 20 30 10 30 10	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA		
1-103	ALLINDER/NIC	S	10 1	5 20 20 25		10 25 40 30 30	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	
1-104		S	10	4 20 40		20 20 25 25 25 25	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	
1-105	LEARY/KATHY	S	36 10	4 20 40		20 20 25 25 25 25	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	NA NA NA NA NA NA	
3-015	PAGANINI/MAR	S	6 8	9 60		20 20 40 30 20 10	43 43 14 26 18 56 82	9 3 2 3 6 4 1																														
3-016	FRECKSHOT/JU	S	14 9	3 20 20		40 10 10 25 25 50	33 58 8 40 60 80	1 1 6 3 1 1 8 2																														
3-016	ROBINSON/PET	S	15	3 35 25		15 20 25 25 25 25	73 18 9 33 6 61 69	5 3 3 2 4 4 1																														
3-017	WALDAUER/JOS	S	6	6		80 20 25 25 25 25	15 69 15 43 5 52 93	3 4 6 1 1 6 3																														
3-104	ROBINSON/PET	F	10 20			80 20 12 13 75	27 73 39 17 43 79	3 8 1 6 4																														
3-269	SIVERT/EILEE	S	16 15 1	25 25		30 10 10 10 20 50	5 15 19 75 6 45 10 45 89	1 1 7 7																														
3-303	RENAUD/ARMAN	S	12 10 x	33 33		34 20 40 30	10 NA NA NA NA NA NA	NA NA NA NA NA NA																														
3-601	AKEHURST	S	25 15	50		40 10 40 30	30 25 73 2 22 56 22 61	11 21 22 5																														
Geography (Geog), 414 Social Sciences, Mpls West Bank																																						
1-301	HART JOHN FR	W	20 8 1	40 40 20		**	72 28 0 15 48 37 74	28 38 65 16																														
3-101	GERSMEHL/P	F	10 4 2 2	40 20		40 30 20 30	20 31 69 0 14 35 51 84	2 8 38 30																														
3-101	HART JOHN FR	W	20 6 1	50 50		**	24 75 1 9 40 51 38	1 12 27 28																														
3-101	HART JOHN FR	S	15 6 1	45 45		10 80 20	36 64 9 42 49 58	4 17 51 38																														
3-121	WEIL CONNIE	S	12 8 2	35 65		60 30 10 17 81	2 20 49 31 70	5 10 23 9																														
3-421	SKAGGS/R/H	F	15 6 1	60 40		50 25 15 5 5	5 95 0 18 27 55 83	2 1 11 6																														
3-451	GERSMEHL P	S	10 7	3 50 50		25 25 25 25	17 79 4 22 31 47 86	1 5 10 8																														
5-372	ADAMS JOHN S W	20 8 1	20 20			48 12 x 40 40 20	0 66 34 40 9 51 85	2 11 8 8																														
German (Ger), 219 Folwell, Mpls East Bank																																						
1-101	FERRY/LAURIE	F	20 10 1	20 25 20 40		7 7 40	60 14 45 41 17 17 66 85	1 3 10 9																														
1-101	METCALF/EVA	F	20 10 1	20 25 20 40		7 7 40	60 46 54 34 37 29 80	2 4 7 11																														
1-101	FRAKES/JEROL	F	20 10 1	20 25 20 40		7 7 40	60 50 46 4 32 30 39 NA	5 13 6																														
1-302	WAKEFIELD	S	8 9 2 10	15 15 15 10		10 5 25 30 30 10 20 10	56 42 2 26 33 41 87	14 13 18 6																														
3-104	FLUMMER THOM	S	5 6	30 30 20 20		10 20 50 20	7 86 7 46 14 41 70	2 2 8 2																														
3-302	TARABA W F	S	15 10	20		40 40 20 40 20	8 58 33 12 18 71 **	0 0 3 9																														
3-341	TARABA/W/F	F	20 15			70 30 20 30 50	83 17 21 12 67 86	2 2 4																														
3-401	WAKEFIELD/RA	F	30 6	8 40 30		30 70 15 15	88 13 64 9 27 89	2 2 4																														
3-424	JOERES/RUTH	F	15 5 1	40 30		30 60 40	** 50 7 43 **	1 2 4																														
3-601	WAKEFIELD/RA	F	25 5	8 40 60		**	17 83 20 60 21 66	1 2 21 42																														
3-603	HIRSCHBACH F	S	30 7 1	60 40		40 40 20 22 78	17 55 27 67	4 25 30 8																														
3-604	FLUMMER/T	F	23 6 1	33 33		33 50 50	9 90 1 20 47 33 NA	6 19 26 16																														
3-610	WEISS GERHAR	S	15 8 1	60 30		10 25 25 50	14 86 24 55 21 79	1 3 12 21																														
8-453	TARABA W F	S	15	20		40 20 50 50	** 28 11 61 75	0 0 5 7																														

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COURSE EMPHASIS. The instructor has indicated with percentages the degree of emphasis placed on various types of learning. (X means some emphasis is placed on this type of learning but no figures were provided; **means 100 percent.)

COP information includes the following:

COURSE NUMBER	INSTRUCTOR	QUARTER DATA COLLECTED		COST OF MATERIALS, TEXTS (\$)	EXPECTED OUT-OF-CLASS EFFORT (HRS/WK)		Final exam	Midquarter exams	Quizzes	Lab activities, reports	Problem-solving assignments	Written reports, papers	Presentations, performances	Class participation	BASIS OF GRADE—%					STUDENT STATUS—%	WHY ENROLLED—%	PERCENT STUDENTS RESPONDING				OPINION ABOUT INSTRUCTOR	OPINION ABOUT COURSE								
		NO. OF EXAMS	BASIS OF GRADE—%		COURSE EMPHASIS—%	Lower division									Upper division	Post-baccalaureate	Required for major	Local education	Interest in subject			Interest in instructor	Poor or fair	Good	Very good		Excellent	Poor or fair	Good	Very good	Excellent				
Greek (Grk), Classics, 309 Folwell, Mpls East Bank																																			
5-390	KEULS (EVA C W)	8	12		40											30	30	30	30	33	67	25	75	**					1	1	1				
History (Hist), 614 Social Sciences, Mpls West Bank																																			
1-302	SPEAR/	F	20	9	1	60	40									30	30	30	30	73	24	3	27	39	34	68	4	34	40	35	15	49	77	12	
1-310	MURPHY/	F	20	6		50					30	20				75	25			88	12	0	21	38	41	78	0	8	22	13	2	12	22	7	
3-271	METCALF/MICH	F	15	7	1	30	30				40					75	25			18	76	6	13	33	52	72	3	9	17	2	9	16	9	0	
3-348	EVANS SARA M W	F	25	9		40					70					30	40	10	16	84	0	15	39	55	80	0	8	39	51	1	15	25	47	0	
1/3-452	FARMER	W	20	6	1	50	10				40					30	40	10	39	61	0	31	23	47	72	3	2	3	0	8	7	3	0		
1/3-463	MARSHALL-FAR	F	18	4	2	50	20				30	10				30	40	10	35	65	0	24	21	55	NA	1	3	4	0	1	2	11	3	0	
3-472	MARSHALL BYR	W	7	1	0	60	30				10					20	60	20	11	78	11	21	29	30	90	0	4	5	0	1	3	5	0		
3-651	LEHMBERG/S/E	F	25	6	1	0	50	25			25					30	23	25	10	77	13	20	21	59	**	1	4	9	23	2	2	20	15	0	
3-652	LEHMBERG STA	W	25	6	1	50	25				25					30	50	50	19	74	6	28	22	53	82	0	0	10	23	0	1	12	18	0	
3-653	LEHMBERG STA	S	40	6	1	50	25				25					30	50	50	19	71	10	28	19	54	84	0	0	0	29	2	2	11	18	0	
3-748	WRIGHT WILLI	W	0	2		50	45				5					30	50	50	31	46	23	19	23	57	NA	0	6	4	2	0	6	7	0	0	
3-801	HENARD/RUSSE	W	23	8	1	40	20				40					20	40	40	17	78	6	37	23	40	64	0	6	9	0	0	6	9	3	0	
3-804	HOWE/JOHN	F	30	5	1	40					60					30	60	10	21	79	0	30	21	59	81	3	1	11	6	6	2	11	6	0	
3-811	ARSENAULT RA	W	35	9	1	38	19				38	5				40	30	10	10	90	0	34	17	30	71	0	0	4	0	0	0	7	2	0	
3-823	SPEAR/	F	15	9	1	60	40				30					30	50	50	18	80	2	36	21	43	63	3	15	49	49	6	18	53	38	0	
3-834	MURPHY/	F	20	6	1	40	25				35					50	25	25	17	80	2	13	22	63	82	1	2	10	33	2	4	17	21	0	
3-835	MURPHY PAUL	W	18	6	1	40	25				35					75	25	25	12	85	4	20	15	63	85	0	0	11	41	0	2	19	31	0	
3-837	BERMAN/H	F	25	4	1	40	35				10	15				75	25	25	19	79	2	18	31	51	70	0	11	22	9	3	12	23	4	0	
3-837	SPEAR ALLAN	S	27	7	1	50					50					30	50	50	28	66	7	11	29	60	51	1	6	18	4	4	7	10	8	0	
3-844	GREEN GEORGE	W	6	0	0						80	20				10	20	40	0	**	0	11	32	56	54	0	1	10	3	0	6	4	4	4	0
3-851	BERMAN/H	F	30	6	1	40	30				20	10				75	25	25	5	95	0	17	23	39	67	0	3	9	4	0	7	10	3	0	
3-852	BERMAN H	W	45	6	1	50	25				15	10				50	30	30	0	**	0	18	30	52	80	0	3	14	13	0	9	12	7	0	
3-892	ARSENAULT/RA	F	30	9	1	36	18				36	10				50	25	25	15	80	5	11	22	66	80	0	1	10	0	0	1	10	9	0	
3-901	MODELL/JOHN	F	25	9		60					20	20				33	33	33	11	89	0	36	29	36	45	1	2	5	1	0	5	3	1	0	
3-902	MODELL JOHN	W	28	9		50					20	30				20	25	30	12	82	6	25	22	34	77	0	1	8	9	0	2	11	4	0	
5-137	NOONAN/THOMA	F	20	9	0	0					90	10				25	25	50	0	38	63	10	10	80	62	0	0	5	3	0	1	5	2	0	
5-143	SAMAHA JOEL	W	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	0	**	0	28	11	60	88	0	0	9	10	0	2	5	8	0	
5-212	BAMFORD PAUL	S	10			50										50	50	50	4	76	20	13	37	30	NA	1	6	14	6	1	7	10	7	0	
5-349	CHAMBERS/CLA	F	5	8	1	60	25				15					40	10	40	0	24	76	23	22	55	91	0	2	7	20	1	4	9	15	0	
3/5-467	FARMER/EDWAR	F	25	6	1	40	10				40	10				50	40	10	0	73	27	28	16	58	88	1	3	7	4	2	4	6	3	0	
3/5-468	FARMER EDWAR	W	25	6	1	40	10				50					30	50	50	13	75	13	20	30	30	65	1	4	11	5	0	9	8	7	0	
3/5-471	MARSHALL/BYR	F	18	6	1	50	40				10					30	25	25	14	59	27	31	23	46	73	2	2	12	5	1	5	12	4	0	
5-473	MARSHALL BYR	S	20	6	1	55	25				20					40	40	20	17	67	17	32	11	67	**	3	3	3	0	3	3	0	0		
5-474	MARSHALL BYR	W	7	2	0	60	40				20	60				20	60	20	0	79	21	15	25	60	61	1	1	8	4	0	3	9	2	0	
History of Science & Technology (HSci), 428 Physics, Mpls East Bank																																			
1-811	SHAPIRO/ALAN	F	8	1		40	20				40					40	50	10	71	29		7	56	37	66	3	10	23	2	7	13	17	1	0	
1/3-711	LAYTON/EDWIN	F	8	1	3	40	20				20					30	10	30	30	65	33	2	7	52	41	76	1	9	29	15	3	16	33	3	0

STUDENT STATUS. (**means 100 percent.)

WHY ENROLLED. Students indicated their reasons for taking the course, checking more than one response if appropriate.

PERCENT STUDENTS RESPONDING. The number of students responding to COP is expressed as a percent of second-week enrollment in the course. (**means 100 percent or more of reported second-week enrollment.

ment. NA means enrollment not reported, so the percent cannot be calculated.) The smaller the percentage, the more cautious the reader should be about assuming that the opinions represent those of the entire class.

OPINION ABOUT INSTRUCTOR. Students were asked to respond to this question: "All things considered, how would you rate the instructor's teaching in this course?" Response categories range from 1 to 5 (poor,

fair, good, very good, excellent). The numbers given here are the numbers of students responding in each category. Ratings 1 and 2 (poor and fair) have been combined to save space.

OPINION ABOUT COURSE. Students responded to the question: "All things considered, how would you rate this course?" Response categories are the same as for opinion about instructor.

COURSE NUMBER	INSTRUCTOR	QUARTER DATA COLLECTED		EXPECTED OUT-OF-CLASS EFFORT (HRS/WK)	NO OF EXAMS	BASIS OF GRADE—%	COURSE EMPHASIS—%	STUDENT STATUS—%	WHY ENROLLED—%	PERCENT STUDENTS RESPONDING				PERCENT STUDENTS RESPONDING												
		COST OF MATERIALS, TEXTS (\$)	NO OF EXAMS							POOR OR FAIR	GOOD	VERY GOOD	EXCELLENT	POOR OR FAIR	GOOD	VERY GOOD	EXCELLENT									
1/3-712	LAYTON EDWIN W	25	1	3	40	20	50	40	10	55	43	2	7	47	45	45	3	19	15	19	4	19	26	7		
1/3-713	LAYTON EDWIN S	6	1	3	40	20	80	10	10	68	32	2	46	52	61	0	2	18	18	0	3	19	16			
1/3-812	SHAPIRO ALAN W	9	7	1	40	20	40	60	63	35	3	9	43	48	60	6	7	21	5	7	12	17	3			
1/3-813	SHAPIRO ALAN S	15	7			**	30	70	51	47	2	10	44	45	64	3	11	22	9	5	10	22	8			
Humanities (Hum), 314 Ford, Mpls East Bank																										
1-001	ARCHER W J W	17	1	40	30		45	45	10	81	19	15	62	23	63	7	23	35	4	18	30	19	3			
1-001	THOMAS GARY S	25		33	67		25	25	25	25	80	20	16	47	37	80	0	2	18	25	4	10	13	18		
1-002	HIRSCH/GORDO F	15	5	1	40	40	20		63	37		9	56	35	75	5	10	10	4	5	13	10	1			
1-002	YU PAULINE W	12	8	1	50	40	10	60	40	70	30		13	47	40	92	1	8	25	11	2	21	19	2		
1-002	ARCHER J S	16	1	45	40	15	45	45	10	67	33		14	48	38	60	3	4	15	5	6	8	11	2		
1-011	HERSHBELL/J/ F	20	10	1	50	50	70	20	10	27	54	19	29	21	49	70	2	10	9	6	3	13	6	6		
1-011	LINCOLN BRUC W	20	8	60	40		33	67	75	25		2	43	55	56	1	6	9	12	2	8	13	5			
1-012	HERSHBELL JA W	20	8	1	50	50	40	20	20	38	62		3	51	46	88	2	10	9		5	10	6			
1-101	D'ANDREA/PAU F	10	12	60	40		25	25	25	25	70	30	13	46	40	78	2	15	40		11	24	21			
1-101	YU/PAULINE F	14	5	40	60		30	30	30	10	**		16	41	43	**	1	16	10		1	6	12	8		
3-004	LINCOLN BRUC S	25	8	50	50		**		13	87		9	44	47	58	1	3	14	5	1	3	18	1			
3-061	TAPP E B S								38	63		33	16	51	32	4	1	0	3	4	1	0	3			
3-101	BOSHMALD/MOR F	5	1	66	33		60	40	25	74	2	9	49	42	**	9	23	21	8	12	28	16	5			
3-201	YU PAULINE W	23	6	1	33	33	60	30	10	26	72	2	27	26	46	86	12	17	13		18	15	10			
3-301	D'ANDREA PAU S	15	9	1	60	40	33	33	34	22	74	4	12	41	46	78	1	13	27	30	8	15	30	17		
3-755	LINCOLN/BRUC F	20	8			**	33	33	33	10	86	3	19	25	56	45	3	7	9	10	4	5	10	10		
Italian (Ital), French & Italian, 200 Folwell, Mpls East Bank																										
3-201	DI MARIA S	20	4	2	40	30	70	30	30	20		**	33	17	50	**	0	0	3	1	0	0	4	0		
3-303	DI MARIA S	25	4	2	40	30	30	30	30	20		**	34	20	46	88	0	1	2	4	0	1	5	1		
Journalism & Mass Communication (Jour), 111 Murphy, Mpls East Bank																										
1-001	KLINE F G W	7	2	1	70	30	30	20	20	30	68	30	3	40	21	38	46	10	36	47	19	35	41	32	5	
1-001	KLINE GERALD S	7	1	70	30		30	20	20	30	76	24	1	37	25	37	61	17	40	60	23	42	55	36	5	
1-101	SIM/JOHN/C F	15	2	4	10	70	10	10	10	12	82	6	51	14	34	86	4	9	3	1	3	9	4	2		
1-201	MARK JACK G S	20	6	1	50	50	35	10	20	5	30	60	38	2	33	18	50	69	7	21	26	11	8	26	20	11
3-121	DENNIS/ F	15	10	1	2	10	60	40		92	8	44	12	44	87		3	3	7		3	6	4			
3-121	ISHACH ARNOL S									62	38	72	28	81		2	3	5	3	2	4	2	5			
3-155	SIM/JOHN/C F	18	4	5	10	30	25	30	15	20	10		78	22	67	33	82	4	4	1	4	3	2			
3-173	HAGE/GEORGE F	10	7		20	70	60	20	20			10	92	8	36	9	55	57		7	5		1	5	6	
3-776	GILLMOR/DONA F	19	1	1	65	35	50	50		7	76	17	53	15	32	84	3	8	16	15	2	11	17	12		
3-776	GILLMOR DONA S	19	5	x	65	35	60	40		4	88	8	50	17	33	94	2	11	26	34	2	15	32	24		
5-133	TICHENOR P W	20	7	25	75		33	33	33	53	47	42	9	49	85	3	5	6	3	3	7	6	1			
5-171	HAGE/GEORGE/ F	30	7		90	10	30	70		31	69	29	10	62	76	1	6	3	3		6	3	4			
5-274	THOMPSON/WIL F	6	1	40	20	25	50	25	25	**	51	11	37	NA		2	14	3		1	7	10	1			

In the lines below, **COURSE NUMBER** and **INSTRUCTOR** are followed by an indication of which **QUARTER** the data was collected. Next is a group of descriptive items taken from the Course Information Profile (CIP) and finally student information taken from the Course Opinion Profile (COP).

CIP information includes the following:

COST OF MATERIALS, TEXTS (in dollars).

EXPECTED OUT-OF-CLASS EFFORT (hours per week).

NUMBER OF EXAMS (excluding final). (X means instructor uses this exam format but provided no numbers.)

BASIS OF GRADE. The instructor has estimated what percent of the final grade is based on each type of exam, assignment, or

learning activity. (X means some weight is given but no numbers were provided; **means 100 percent.)

COURSE EMPHASIS. The instructor has indicated with percentages the degree of emphasis placed on various types of learning. (X means some emphasis is placed on this type of learning but no figures were provided; **means 100 percent.)

COP information includes the following:

COURSE NUMBER	INSTRUCTOR	QUARTER DATA COLLECTED	COST OF MATERIALS, TEXTS (\$)		EXPECTED OUT-OF-CLASS EFFORT (HRS WK)		NO. OF EXAMS	BASIS OF GRADE—%					COURSE EMPHASIS—%					STUDENT STATUS—%	WHY ENROLLED—%	PERCENT STUDENTS RESPONDING				OPINION ABOUT INSTRUCTOR				OPINION ABOUT COURSE			
			Midquarter exams	Final exam	Midquarter exams	Quizzes		Lab activities, reports	Problem-solving assignments	Written reports, papers	Presentations, performances	Class participation	Basic knowledge, principles	Applications	Analysis, synthesis, evaluation	Skill, manipulation, practice	Attitudes, values, self awareness			Lower division	Upper division	Post-baccalaureate	Required for major, minor	Liberal education	Interest in subject, instructor	Poor or fair	Good	Very good	Excellent	Poor or fair	Good
5-274	THOMPSON WIL	W	7	8	1	40	20	25	15	40	30	30	92	8	55	13	32	89	4	6	10	4	3	9	10	2					
5-274	THOMPSON WIL	S	9	12	1	40	20	25	15	60	15	15	93	7	61	12	27	87	2	8	14	3	5	9	13	0					
5-531	WACKMAN DANI	W	15	7	X	40	30			25	15	25	35	55	65	36	11	54	83		3	10	5	2	6	12					
5-559	THOMPSON WIL	W			X	50		30	X	20	25	50	25	67	33	27	9	63	82		3	6	3	4	4	7	3				
5-721	ISMACH/ARNOL	F	20	5	1	25	25	50		50	25	25	40	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA				
5-777	GILLMOR/DONA	F	19	1		70	30			X	70	10	10	53	47	19	26	55	73		3	9	7	4	9	6					
5-777	GILLMOR DONA	S	19	5	1	30	30	40			60	35	5	27	73	38	19	42	94		0	6	4	0	3	7	5				
8-001	WACKMAN/DANI	F	13	5		50		50			33	33	33	**							4	7	10	6	9	7	3				
Latin (Lat), Classics, 309 Folwell, Mpls East Bank																															
1-122	ERICKSON GER	W	7	15		15	40	40		20	30	20	15	30	5	**	29	43	29	75		1			1		2				
3-052	ERICKSON GER	W	7	15		15	40	40		20	30	20	15	30	5	20	70	10	16	32	53	71		1	3	7	1	3	6		
Linguistics (Ling), 142 Klaeber Court, Mpls East Bank																															
3-001	DOWNING/BRUC	F	10	9	2	40	40	16		4	75	10	10	5	41	57	2	29	29	41	65	20	18	8	3	21	18	10			
3-811	DOWNING/BRUC	S	11	8		40		40	10	10	40	40	10	10	13	63	25	18	9	73	80	0	1	3	4	0	1	4	3		
3/5-001	HUTCHINSON/L	F			1	40	40	20			70	10	20	6	9	86	45	9	45	58	2	8	16	3	3	10	15	7			
5-003	SHELDON/AMY	F	10	10	X	25	25				65	30	5	**	55	3	41	90		5	7	6	1	2	7	10					
5-006	HOULIHAN/KAT	F	20	10				50	50		33	33	33	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA			
5-206	SANDERS/GERA	F	25	10	1	15		70	15		15	30	35	20	**	40	10	50	**		5			2	2	1					
3/5-301	HOULIHAN/KAT	F	10	1		25	25				35	15	50	13	75	13	47	11	42	89		10	6		1	11	4				
5-302	SANDERS/GERA	W	7	7	1	40	30	30			30	40	10	20	58	42	55	10	35	75	4	6	1	1	3	5	3	1			
5-303	HOULIHAN/KAT	S	30	6		40	20	50	50		40	20	40	20	20	80	44	56	50	0	0	1	4	0	1	2	2				
3/5-601	MIRANDA ROCK	W	12	9	1	50	30	20			40	20	20	20	6	56	38	50	5	45	84	4	6	3	1	3	7	5	1		
5-701	STENSON/NANC	S	10	15	1	25		40	10		40	40	20	10	90	63	38	77		3	2	3	2	0	3	7	0				
5-711	STENSON/NANC	F	2	5				80	20		50	50		17	83	50	10	40	**		1	2	2	1	3	2	1				
5-721	TARONE ELAIN	W	25	5	1	25	20	30		15	15	50	30	19	81	39	5	56	90		1	2	14	10	2	4	14	7			
5-722	TARONE/ELAIN	F	10	8				20		60	20	50	30	20	**	74	26	75		3	2	1		3	2	1					
5-723	TARONE ELAIN	W	10	3				70	30		**			**	14	86	**				1	2	3			4	2				
8-500	SANDERS/GERA	F	25	10				70	20	10	10	40	40	10	**	33	67	80		1	1	1	1	1	2	1					
8-510	MIRANDA/ROCK	F		6				50	50		10	40	25	25	**	60	40	**		2	1			3							
Music (Mus), 106 Scott, Mpls East Bank																															
1-051	HILLEY MARTH	W	3	3	1	5					40	30	30	55	45		6	33	61	87	2	5	13	1	5	3	11				
1-052	HILLEY MARTH	W	3	3	1	5					40	30	30	25	65	10	6	40	54	91		8	12	1	9	10					
1-052	HILLEY MARTH	W	3	3	1	5					40	30	30	36	64		4	42	54	64	1	4	9	2	6	6					
1-052	HILLEY MARTH	W	3	3	1	5					40	30	30	42	58		33	67	92		1	3	8	3	4	5					
1-152	HILLEY MARTH	W	5	3	1	6					40	30	30	50	47	3	53	14	32	81	1	10	27	1	2	18	17				
3-021	SUTTON	W	18	8	2	40	40	20			40	30	15	10	5	12	88	5	52	44	72	9	24	16	7	16	17	22	3		
5-635	MCCLARY SUSA	W		6				75	15	10	30	35	35		27	73	27	7	67	92	3	5	3	1	1	5	4				

STUDENT STATUS. (**means 100 percent.)

WHY ENROLLED. Students indicated their reasons for taking the course, checking more than one response if appropriate.

PERCENT STUDENTS RESPONDING. The number of students responding to COP is expressed as a percent of second-week enrollment in the course. (**means 100 percent or more of reported second-week enrollment.)

ment. NA means enrollment not reported, so the percent cannot be calculated.) The smaller the percentage, the more cautious the reader should be about assuming that the opinions represent those of the entire class.

OPINION ABOUT INSTRUCTOR. Students were asked to respond to this question: "All things considered, how would you rate the instructor's teaching in this course?" Response categories range from 1 to 5 (poor,

fair, good, very good, excellent). The numbers given here are the numbers of students responding in each category. Ratings 1 and 2 (poor and fair) have been combined to save space.

OPINION ABOUT COURSE. Students responded to the question: "All things considered, how would you rate this course?" Response categories are the same as for opinion about instructor.

COURSE NUMBER	INSTRUCTOR	QUARTER DATA COLLECTED		NO. OF STUDENTS	BASIS OF GRADE—%	COURSE EMPHASIS—%	STUDENT STATUS—%	WHY ENROLLED—%	PERCENT STUDENTS RESPONDING				OPINION ABOUT COURSE																
		NO. OF STUDENTS	PERCENT						Poor or fair	Good	Very good	Excellent	Poor or fair	Good	Very good	Excellent													
Music, Applied (AMA), 106 Spatt, Mpls East Bank																													
1-410	D'NEIL SARGO W	NA	NA	NA	NA	NA	NA	NA	82	16	2	13	30	34	NA	3	5	22	19	1	7	22	15						
Norwegian (Nor), Scandinavian, 210 Powell, Mpls East Bank																													
3-101	SIMPSON ALLE S								18	73	9	27	23	50	73	1	7	3	0	1	9	0	1						
Philosophy (Phi), 205 Ford, Mpls East Bank																													
1-001	DOLAN JOHN W W	27	3	40	60	25	25	25	80	20	9	45	36	43	6	21	24	5	15	18	20	2							
1-001	LEWIS DOUGLA W	12	10	3	1	36	55	9	25	25	23	23	78	22	13	42	43	53	15	26	28	3	17	28	20	7			
1-001	SCHMAN S	12	6	1	60	40	40	30	74	26	3	50	37	59	3	19	12	6	14	17	9	7	17	27	9	7			
1-002	LEWIS DOUGLA F	18	10	4	20	50	50	86	86	14	3	31	46	77	12	17	12	1	15	18	9	1	15	18	9	1			
1-002	HOOT/RICHARD F	15	15	1	50	50	50	86	86	12	1	7	45	48	58	9	16	32	17	19	23	23	10	19	23	23	10		
1-002	ANDERSON C A W	17	9	2	43	29	29	50	25	25	76	24	6	49	45	79	3	14	13	3	9	18	13	5	9	18	13	5	
1-002	ANDERSON C A S	15	10	1	50	25	25	30	60	10	71	24	5	45	55	78	0	5	11	5	1	9	7	4	1	9	7	4	
1-002	EATON S	20	11	50	50	25	25	25	79	21	14	40	46	49	9	13	13	9	9	18	10	5	9	18	10	5	9		
1-003	PETERSON/IAN F	18	11	22	25	75	20	20	20	20	74	26	3	45	51	63	7	3	4	2	5	7	5	2	5	7	5	2	
1-003	PETERSON IAN W	20	11	22	20	80	20	20	20	20	45	50	5	6	34	39	85	6	6	3	3	1	8	9	3	1	8	9	3
1-003	DOLAN JOHN W W	20	3	40	20	40	33	33	62	38	13	41	46	74	5	6	14	1	8	5	8	5	8	5	8	5	8	5	
1-003	SCHMAN S	30	6	**	**	10	20	30	20	67	33	9	44	47	73	3	7	10	3	4	8	9	2	4	8	9	2	4	
1-003	PETERSON S	20	11	22	20	80	20	20	20	20	70	30	33	47	77	6	10	4	1	11	7	5	0	11	7	5	0	11	
3-001	DAHL/NORMAN F	20	10	33	67	50	50	48	46	7	24	30	45	71	7	12	20	6	11	11	19	4	11	11	19	4	11		
3-003	LEWIS DOUGLA S	17	10	2	50	50	40	40	20	36	62	3	32	28	39	60	11	10	15	3	10	13	11	4	10	13	11	4	
3-004	BUCHANAN/ALL F	30	6	66	34	20	20	60	11	86	3	25	30	45	80	4	3	13	13	5	11	13	8	5	11	13	8	5	
3-302	EATON/ F	15	11	30	30	30	30	30	30	63	2	15	26	38	75	5	13	10	2	12	8	8	2	12	8	8	2		
3-302	SCHMAN S	20	6	**	**	10	20	40	30	6	94	17	26	37	44	3	5	7	1	2	7	6	1	2	7	6	1		
3/5-201	HANSON/WILLI F	9	10	3	40	60	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Psychology (Psy), N-218 Elliot, Mpls East Bank																													
3-604	KENDALL/PHIL F	15	3	66	34	75	5	15	3	38	59	3	17	23	40	73	2	37	135	170	8	95	190	71	8	95	190	71	
3-607	HOLLOW/DIWE F	8	5	67	33	75	25	25	2	93	5	30	16	54	71	3	16	17	21	7	12	26	12	7	12	26	12	7	
5-011	LARSEN/DAVI F	9	6	66	34	50	20	30	9	47	44	39	14	47	NA	4	8	23	12	5	7	23	7	5	7	23	7		
5-061	ROBERTS/M/W F	48	9	67	33	**	**	**	6	62	32	39	10	51	64	13	18	29	8	6	24	27	7	6	24	27	7		
5-202	BORGDA/EDGE S	23	9	33	33	33	50	25	25	7	59	35	45	10	43	NA	0	12	25	10	4	15	22	6	4	15	22	6	
Public Affairs (PA), 200 Social Sciences, Mpls West Bank																													
8-203	BRANDL JOHN W	20	8	75	25	40	60	**	11	89	82	1	1	6	1	1	6	1	1	5	2	1	5	2	1	5	2		
Religious Studies (RelS), B-18 Johnston, Mpls East Bank																													
1-032	MATHEA RICHA S								33	50	17	9	25	67	NA	2	0	3	0	2	9	1	0	2	9	1	0	2	
1-035	KRAABEL A T W	15	7	60	20	20	50	25	25	69	30	1	3	34	63	71	11	7	40	13	9	17	35	10	9	17	35	10	

In the lines below, **COURSE NUMBER** and **INSTRUCTOR** are followed by an indication of which **QUARTER** the data was collected. Next is a group of descriptive items taken from the Course Information Profile (CIP) and finally student information taken from the Course Opinion Profile (COP).

CIP information includes the following:

COST OF MATERIALS, TEXTS (in dollars).

EXPECTED OUT-OF-CLASS EFFORT (hours per week).

NUMBER OF EXAMS (excluding final). (X means instructor uses this exam format but provided no numbers.)

BASIS OF GRADE. The instructor has estimated what percent of the final grade is based on each type of exam, assignment, or

learning activity. (X means some weight is given but no numbers were provided; **means 100 percent.)

COURSE EMPHASIS. The instructor has indicated with percentages the degree of emphasis placed on various types of learning. (X means some emphasis is placed on this type of learning but no figures were provided; **means 100 percent.)

COP information includes the following:

COURSE NUMBER	INSTRUCTOR	QUARTER DATA COLLECTED	COST OF MATERIALS, TEXTS (\$)	EXPECTED OUT-OF-CLASS EFFORT (HRS/WK)	NO. OF EXAMS	BASIS OF GRADE—%										COURSE EMPHASIS—%	STUDENT STATUS—%	WHY ENROLLED—%	PERCENT STUDENTS RESPONDING														
						Final exam	Midquarter exams	Quizzes	Lab activities, reports	Problem-solving assignments	Written reports, papers	Presentations, performances	Class participation	Basic knowledge, principles	Applications				Analysis, synthesis, evaluation	Skill manipulation, practice	Attitudes, values, self awareness	Lower division	Upper division	Post-baccalaureate	Required for major, minor	Liberal education	Interest in subject, instructor	Poor or fair	Good	Very good	Excellent	Poor or fair	Good
1/3-034	ZARAVY/	F	30	12					15	75	10	25	25	30		32	58	10	10	33	57	61	5	7	13	6	9	10	7	5			
3-101	ROSS/ROBERT/	F	9	6	X	35	30				35			90		10	24	71	5	16	29	56	79	3	8	11	16	2	7	22	6		
1/5-001	TAPP/ROBERT	F	15	6	1	45	20				35			30	10	30	10	20	51	43	6	14	28	58	68	24	9	11	5	23	16	7	3
Russian (Russ), Slavic & East European Languages, 253 Elliott, Mpls East Bank																																	
1-102	JAHN GARY R	W		10	1	4	40	20	15		10			15	25	50	25		50	40	10	16	33	51	**	0	3	6	10	0	4	13	3
1-102	PICKREL NATA	W		10	1	4	40	20	15		10		15	25	50	25		25	75	0	8	42	50	73	1	0	6	1	2	3	3	0	
3-601	CORTEN/IRINA	F	18	13	1	30	20				35		13	20	20	40	20	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
5-401	KULESOV CATH	W	15		1	60	40							25	25		10	40	50		28	17	55	91	0	0	5	5	0	0	5	5	
Scandinavian (Scan), 210 Folwell, Mpls East Bank																																	
3-602	MISHLER/WILL	F	15	3	1	30	30				20	20		50	50		26	74	0	19	32	49	61	2	6	7	4	2	9	6	2		
5-502	GRIMSTAD KAA	W	23	8		38					63						0	40	60	17	8	75	**	0	3	5	2	0	3	5	2		
5-616	STOCKENSTROM	W	13	6													0	18	82	15	27	58	77	0	1	10	6	0	2	9	6		
5-704	HASSELMO/NIL	F	30	6	2	60	40							**			0	29	71	27	9	64	70	0	0	4	3	1	0	4	2		
Sociology (Soc), 1114 Social Sciences, Mpls East Bank																																	
3-601	COOPERMAN DA	S	11		1	60	40							25	25	25	25	23	77		25	43	33	68	23	21	27	7	29	29	19	2	
Spanish (Span), Spanish & Portuguese, 4 Folwell, Mpls East Bank																																	
1-101	PINKERTON/SA	F		10		5	20				30	40		75	15	10	70	30		26	44	30	NA		2	8	10		8	10	2		
3-002	SULLIVAN/CON	F	15	7		8					**			20	30	20	30	33	62	5	39	17	44	88	1	1	11	8	1	3	13	4	
Speech-Communication (Spch), 317 Folwell, Mpls East Bank																																	
1-102	PETRONIO SAN	S	15	4	2	50	50							40	30	10	20	64	36	1	30	36	34	53	41	39	33	6	32	38	38	10	
3-204	BANTZ CHARLE	W	30										20	20	40	40	8	92		38	19	42	71	1	2	8	1	2	8	2			
3-204	BART LEONARD	W	34	6		5					15	75		20	15	10	50	5	**	44	11	45	88		3	9	2		4	7	4		
3-625	JENSEN VER	S	12	6	1	30	30				40			25	25	15	10	25	5	89	5	23	23	54	70	1	5	11	1	2	5	9	3
5-231	BROWNE/DONAL	F		3	1	35	35				30			50	25	25		5	86	10	41	20	39	78		4	6	10		5	12	4	
5-261	BANTZ CHARLE	W	30	10		25					75			40	60		82	18	45	18	38	44		4	7	9	2	5	10	5	1		
5-616	JENSEN J V	W	20	8	1	40	25				20			30	10	30	10	20	71	29	36	9	55	**	1		4	2	1	1	5		
Statistics (Stat), 207a Vincent, Mpls East Bank																																	
1-051	GROSHEN/	F	15	8	2	40	40				20			50	50		43	53	4	69	19	13	56	23	14	10	4	20	24	7			
1-051	FILAR JERZY	W	20	9	2	50	18				15			50	50		24	75	2	74	16	11	58	12	22	14	3	24	19	7	1		
3-081	GROSHEN SUSA	S	32	15	2	40	40				20			40	40	20	43	55	2	70	19	10	92	27	16	3	1	26	16	2	1		
5-021	HINKLEY/DAVI	F	20	8	1	50	25				25			35	35	30	1	28	71	52	14	34	78	24	49	61	20	34	61	46	14		
Theatre Arts (Th), 208 Middlebrook, Mpls West Bank																																	
1-504	CRELLIN/GAIL	F	15	8	1	20	20	10	50					20	20	20	20	64	34	2	37	26	38	66	10	28	16	2	13	27	14	3	
3-513	JOSAL-MANUEL	F	30	10		20					40	30	10	20	20	20	20	21	76	3	56	15	29	64	9	16	8	1	9	13	10	2	

STUDENT STATUS. (**means 100 percent.)

WHY ENROLLED. Students indicated their reasons for taking the course, checking more than one response if appropriate.

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		COST OF MATERIALS, TEXTS (\$)								Midquarter exams	Final exam	Midquarter exams	Quizzes	Lab activities, reports	Problem-solving assignments	Written reports, papers	Presentations, performances	Class participation	Basic knowledge, principles	Applications	Analysis, synthesis, evaluation	Skill manipulation, practice	Attitudes, values, self awareness	Lower division	Upper division	Post-baccalaureate	Required for major, minor	Liberal education	Interest in subject, instructor	Poor or fair	Good
Pharmacy, College of, 115 Appleby, Mpls East Bank																															
3-000	CLOUSE-SCOTT F	15	6 x	40	35	25	70 20	10 20 47 33	5 19 76 80	1 4 8 1	2 10 4																				
Public Health, School of, 1360 Mayo, Mpls East Bank																															
5-603	BROWN JUDITH W	10	1	50	30		25 25 25 25	4	96 48 7 45 79	9 9 8	6 15 4																				
5-604	FLEMING PHYL S	20	2 1	50	50		40 10 10 10 20	**	42 6 52 73	1 6 7 8	3 6 10 3																				
5-610	TEN BENSEL/R F	6	3 5	50	50		65 10 25	20 80	39 12 49 73	2 9 15 29	5 10 18 20																				
Technology, Institute of, 105 Lind, Mpls East Bank																															
Architecture (Arch), 110 Architecture, Mpls East Bank																															
1-002	LA VINE LANC W	6	1	50	20	30	20 20 20 20 20	58 42	34 27 39 24	3 4 10 5	9 9 5																				
1-021	WINTEROWD GE W	35	8 1	55	45		20 10 20 10 10	68 25 6	52 19 29 52	55 39 36 13	41 50 44 7																				
1-023	ODEGARD H PE S	10	1	66	33		90 10	NA NA NA NA NA NA NA	NA NA NA NA NA NA NA	NA NA NA NA	NA NA NA NA																				
Astronomy (Ast), 356 Physics, Mpls East Bank																															
1-011	HUMPHREYS/R/ F	14	12 2	50	50		x	80 20	16 46 38 63	8 33 58 16	10 35 50 19																				
1-011	JONES/THOMAS F	18	4 2	50	50		95 5	79 21 1	13 50 36 68	13 65 94 25	30 95 63 9																				
1-011	DAVIDSON/K F	8	2	67	33		52 10 35	3 59 37 4	19 39 42 **	2 16 40 32	6 23 46 14																				
1-011	JONES/BARBAR F	15	5 2	50	50		50 50	80 19 1	15 49 36 55	26 44 35 9	36 45 30 3																				
1-011	BURTON W B W	18	8 2	50	50		90 10	77 22 1	17 47 36 79	14 42 59 40	27 45 65 17																				
1-011	VAN DER HULS W	18	8 2	50	50		75 25	80 20	14 53 33 65	58 90 52 8	44 111 47 6																				
1-011	NEY E P W	18	8 1	50	50		80 5 5 5 5	46 46 7	10 45 45 38	6 15 33 14	11 19 22 15																				
1-021	RUDNICK/L F	20	8 1	67	33		75 25	76 24	5 28 67 76	12 15 9 6	6 21 10 4																				
Chemical Engineering (ChEn), Chemical Engineering & Materials Science, 151 Amundson, Mpls East Bank																															
5-104	RANZ/WILLIAM F	27	7 3	28	42	30	30 30 40	3 93 3 80	1 19 54	39 14 5 2	26 19 13 1																				
5-701	ISBIN/H/S F	15	5	80		20	30 30 30 10	92 8 27	73 92	1 1 5 5	2 6 4																				
5-751	KELLER/R/H F	6	2	50	30	20	50 50	69 31 31	69 NA	5 5 3	1 5 7																				
Civil Engineering (CE), Civil and Mineral Engineering, 112 Mines & Metallurgy, Mpls East Bank																															
3-100	JOHNSON/GERA F	25	6 3	30	45	10 15	30 30 20 20	8 92 0 69	3 28 71	1 16 29 7	7 17 24 4																				
3-100	FANT JESSE E S	25	6 2	40	40	10 10	50 40 10	31 69	65 2 33 75	7 18 32 7	11 27 23 3																				
3-200	HUBER/MATTHE F	25	10 2	50	50		20 50 15 15	9 86 5 83	2 15 81	7 9 20 7	16 18 8 1																				
3-200	HUBER MATTHE S	25	10 2	50	50		20 50 15 15	16 82 2 78	1 21 84	5 14 31 12	16 29 15 2																				
3-300	VARDOULAKIS S	9	6 1	34	33	33	60 20 20	14 86	80 20 78	12 8 8	20 8 1																				
3-400	SILBERMAN/ED F	21	12 0 3	40	40 20		40 30 5 25	15 82 4 84	2 14 87	33 16 4 1	31 18 5 1																				
3-400	FARELL CESAR S	20	2	42	42	16	40 30 10 10 10	30 70	84 16 86	4 16 20 2	12 18 13																				

STUDENT STATUS. (**means 100 percent.)

WHY ENROLLED. Students indicated their reasons for taking the course, checking more than one response if appropriate.

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			Final exam	Midquarter exams	Quizzes	Lab activities, reports					Problem-solving assignments	Written reports, papers	Presentations, performances	Class participation	Basic knowledge, principles	Applications	Analysis, synthesis, evaluation	Self-employment, projects	Attitudes, values, self awareness	Lower division	Upper division	Post-baccalaureate	Required for major, minor	Liberal education	Interest in subject, instructor	Poor or fair	Good	Very good	Excellent	Poor or fair	Good
1-002	SLOAN R E	S	25	10	1	4	50	25	25	30	30	30	10	38	54	8	41	18	41	54	1	4	3	5	1	5	5	2			
1-012	ALEXANDER JR F	F	7	6	x		60	40		75	25			48	50	2	7	32	40	78	2	19	20	11	4	21	23	4			
1-013	SLOAN/ROBERT F	F	20		1		50	25	25	60	15	25		45	50	5	13	43	44	NA		4	11	5	6	4	4	5			
1-111	SHAM/GEORGE/	F	21	10	2		25	40	30	5	60	25	5	10	56	42	2	48	4	48	80	5	15	17	6	4	15	22	2		
3-112	O'CONNOR E	W	28	5	1		50	25	25	50	15	23	10	8	92		58	11	31	69	1	7	12	5	2	8	12	3			
3-401	SODAL TIBOR	W	15	4	4		50	40	10	60	10	30		24	70	6	71	5	24	71	28	16	5	1	25	16	7	2			
5-261	WRIGHT/R/E	F	21	3	1		35	35	25	5	65	15	10	10	31	69	26	4	70	73		2	10	4		1	10	5			
5-351	HANKINS/F	F	6	1			60	20	20	60	20			3	73	25	30	4	46	NA	11	9	11	10	7	10	14	10			
5-601	SHAPIRO/J	F	20	5	1		**			70	20	10		1	79	20	31	13	36	93	15	18	31	17	14	28	27	10			
Geology & Geophysics (Geo), 106 Pillsbury, Mpls East Bank																															
5-437	ST JOHN/C/M	F	8	1	1		20	20	30	30	30	40		3	74	24	65	6	29	**	3	13	13	9	4	13	18	3			
Mathematics (Math), 127 Vincent, Mpls East Bank																															
0-009	EGECIOGLU ON	W	NA	NA	N	NA	NA	NA	NA	NA	NA	NA	NA	NA	91	9	0	62	24	14	54	2	7	7	2	11	7	3	0		
0-009	CHRONOPOULOS	W	14	10	2		50	50		20	30	40		68	23	9	62	31	8	59	9	9	4	0	6	10	5	0			
0-009	NEURKAN MAR	W	14	10	1		40	12	48	65		35		88	8	5	60	25	15	67	6	13	15	6	5	25	7	3			
0-009	EGECIOGLU ON	W	NA	NA	N	NA	NA	NA	NA	NA	NA	NA	NA	NA	**	0	0	51	28	21	52	3	6	10	3	5	11	5	1		
0-009	STACKPOLE ED	S	13	11	2		12	40	40	15	5	20	10	10	80	81	19	46	32	21	62	2	7	11	1	6	11	4			
0-009	STEINBACK NY	S	16		2		8	40	40	20	50	20	20	75	25		40	36	24	47	1		8	7	1	5	7	3			
0-009	MOHD RAZALI	S	16	10	2		2	40	40	10	40	10	30	72	10	17	50	28	23	NA	3	12	8	6	6	12	8	3			
0-009	STACKPOLE ED	S	13	11	2		12	40	40	15	5	20	10	10	60	92	4	4	51	43	6	54	9	7	9	4	10	10			
0-009	BRENT BARRY	S	12	10	3		5	40	45	15	33	33	33	50	17	33	48	26	26	24	2	2	1	1	1	3	1				
1-005	CHEKNAK/A	F	NA	NA	N	NA	NA	NA	NA	NA	NA	NA	NA	NA	47	53	0	82	18	0	72	20	13	3	0	19	16	1	0		
1-005	RICHARDS/IAN	F	10	5	1		50	25	25	10	30	30	10	52	40	8	74	16	10	63	1	7	8	8	10	12	3	0			
1-005	HARPER LAURE	W	NA	NA	N	NA	NA	NA	NA	NA	NA	NA	NA	NA	71	29	0	84	16	0	55	4	10	1	2	4	9	4	0		
1-005	GREEN LEON	W	3	2			50	50		30	30	10	30	64	32	4	81	13	6	58	17	6	1	1	15	8	2	0			
1-006	GREEN LEON	S	3	2			50	50		25	25	25	25	42	58		79	17	4	63	2	6	8	2	4	10	4				
1-006	HARPER LAURE	S												27	73		83	17		63	9	3	3		11	3	1				
1-008	LUI/ROGER	F	8	2			50	20	20	70	30			87	10	3	56	28	17	68	41	28	21	2	35	43	13	0			
1-008	WHITHEAD/KA	F	15	8	2		40	40	20	40	30	30		80	16	4	49	30	21	66	15	19	32	16	22	37	21	1			
1-008	GOODMAN DOUG	W	13	4	2		50	33	17	40	20	20	20	85	15	0	51	28	21	61	22	28	24	7	30	33	18	0			
1-008	WHITHEAD KA	S	15	6	2		40	40	20	40	30	30		73	16	10	54	29	17	NA	7	14	11	16	14	19	11	3			
1-008	GOODMAN DOUG	S	14	5	2		50	30	20	30	40	15	15	88	9	4	51	29	20	50	11	13	24	9	17	26	12	2			
1-111	GAAL/STEVEN/	F	12	4	1		3	40	25	25	10			60		40	81	19	1	62	29	9	56	43	56	41	8	44	73	29	4
1-111	HARPER/L/R	F	NA	NA	N	NA	NA	NA	NA	NA	NA	NA	NA	NA	83	12	5	56	32	12	45	22	26	10	1	19	30	10	1		
1-111	RICHTER/WAYN	F	NA	NA	N	NA	NA	NA	NA	NA	NA	NA	NA	86	12	1	53	37	10	NA	6	19	38	18	19	30	28	4			
1-111	BRUER GEORG	W	10	14	3		50	40	10	20	10	70		79	17	4	54	24	21	24	18	5	1	0	9	12	3	0			
1-111	WIEMAN JOHN	W	17	8	3		5	33	50	17	25	25	10	83	15	2	53	35	13	NA	16	42	40	22	23	67	27	3			
1-111	PRICKY KAREL	W	NA	NA	N	NA	NA	NA	NA	NA	NA	NA	NA	63	29	7	63	29	8	54	21	30	13	3	21	37	8	1			
1-111	ASTON DONALD	S	20	10	3		50	25	25	50	43			50	43	7	63	32	5	48	1	4	9		6	5	3				
1-111	HINRICHS EAR	S	20	6	3		50	17	33	30	10	10	30	81	19		55	26	18	57	3	5	6	2	4	7	3	1			

CIP information includes the following:
COST OF MATERIALS, TEXTS (in dollars).

EXPECTED OUT-OF-CLASS EFFORT (hours per week).

NUMBER OF EXAMS (excluding final). (X means instructor uses this exam format but provided no numbers.)

BASIS OF GRADE. The instructor has estimated what percent of the final grade is based on each type of exam, assignment, or learning activity. (X means some weight is given but no numbers were provided; **means 100 percent.)

COURSE EMPHASIS. The instructor has indicated with percentages the degree of emphasis placed on various types of learning.

(X means some emphasis is placed on this type of learning but no figures were provided; **means 100 percent.)

COP information includes the following: STUDENT STATUS. (**means 100 percent.)

WHY ENROLLED. Students indicated their reasons for taking the course, checking more than one response if appropriate.

PERCENT STUDENTS RESPONDING. The number of students responding to COP is expressed as a percent of second-week enrollment in the course. (**means 100 percent or more of reported second-week enrollment. NA means enrollment not reported, so the percent cannot be calculated.) The smaller the percentage, the more cautious the reader

should be about assuming that the opinions represent those of the entire class.

OPINION ABOUT INSTRUCTOR. Students were asked to respond to this question: "All things considered, how would you rate the instructor's teaching in this course?" Response categories range from 1 to 5 (poor, fair, good, very good, excellent). The numbers given here are the numbers of students responding in each category. Ratings 1 and 2 (poor and fair) have been combined to save space.

OPINION ABOUT COURSE. Students responded to the question: "All things considered, how would you rate this course?" Response categories are the same as for opinion about instructor.

COURSE NUMBER	INSTRUCTOR	QUARTER DATA COLLECTED		EXPECTED OUT-OF-CLASS EFFORT (HRS/WK)	NO. OF EXAMS	BASIS OF GRADE—%	COURSE EMPHASIS—%	STUDENT STATUS—%	WHY ENROLLED—%	PERCENT STUDENTS RESPONDING																											
		COST OF MATERIALS, TEXTS (\$)	Midquarter exams							Quizzes	Final exam	Midquarter exams	Quizzes	Lab activities, reports	Problem-solving assignments	Written reports, papers	Presentations, performances	Class participation	Basic knowledge, principles	Applications	Analysis, synthesis, evaluation	Skill, manipulation, practice	Attitudes, values, self awareness	Lower division	Upper division	Post-baccalaureate	Required for major, minor	Liberal education	Interest in subject, instructor	OPINION ABOUT INSTRUCTOR				OPINION ABOUT COURSE			
																														Poor or fair	Good	Very good	Excellent	Poor or fair	Good	Very good	Excellent

Mechanical Engineering (ME), 125 Mechanical Engineering, Mpls East Bank

3-303	MCURRY PETE S	25	10	3	50	33	17	50	50	98	2	66	34	55	0	2	26	13	1	15	22	3		
5-288	DONATH MAX S									21	79	10	21	69	93	1	4	4	5	0	5	3	6	
8-352	PATANKAR SUH S	10	1	40	20	15	25	30	30	30	10	**	11	11	78	83	0	2	5	8	0	0	7	8

Metallurgy/Materials Science (MatS), Chemical Engineering & Materials Science, 151 Amundson, Mpls East Bank

5-011	TOTH/LOUIS/E F	25	4	2	40	10	10	**		4	92	4	76	1	23	83	28	46	31	18	33	52	24	15
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Mineral Engineering (MinE), Civil & Mineral Engineering, 112 Mines & Metallurgy, Mpls East Bank

5-611	YARDLEY/D/H F	20	5	1	60	30	10	45	30	20	5	4	88	8	72	0	28	70	0	3	11	12	2	5	16	3
5-700	STARFIELD A S	25	10	1	25	25	30	20	30	30	20	20	17	75	8	80	7	13	92	1			2	6	4	

Reserve Officers Training Corps, Army, Mpls East Bank

Aerospace Studies (Air), 3 Army, Mpls East Bank

1-104	MORNEAU/MICH F	2	1	4	25	20	5	20	15	10	85	10	5	**	30	21	50	78	4	22	18	4	5	26	11	5	
1-105	MORNEAU MICH W	3	1	3	20	30	5	30	5	5	85	10	5	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
1-106	MORNEAU MICH S	3	1	5	25	25	5	20	10	10	85	10	5	95	5	41	31	27	85	5	24	8	1	12	17	8	0
1-204	HEGLAND/STEP F	2	1	50	25	5	10	**	50	**	50	**	**	40	20	40	**	**	**	2	1			1	2		
1-205	HEGLAND STEP W	2	1	50	25	20	20	50	50	50	50	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
1-206	HEGLAND STEP S	2	1	50	25	20	3	**	50	50	50	50	50	**	0	0	2	0	0	1	1	0					
3-301	HENKE/ROBERT F	4	1	30	20	25	15	10	20	50	30	5	95	51	26	23	**	2	8	5	5	6	11	4			
3-302	HENKE ROBERT W	15	3	1	40	20	40	50	30	20	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
3-303	HENKE ROBERT S	3				55	35	10	30	30	10	30	92	8	50	23	27	86	1	6	5	0	2	4	6	0	
3-303	HENKE CAPT R S	3				55	35	10	30	30	10	30	**	60	10	30	67	0	1	4	1	0	3	3	0		
3-401	BINISH/ROBER F	6	1	15	15	30	20	20	15	5	30	50	**	55	16	29	**	7	7	3	1	8	7	1			
3-402	BINISH ROBER W	2		60		40	20	40	30	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	
3-403	BINISH ROBER S	9	1	60		40	50	30	20	**	35	17	48	72	0	3	7	3	0	4	7	2					

Military Science (Mil), 108 Army, Mpls East Bank

1-022	BALSTROM JAM W	4	1	40	40	10	10	30	60	10	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		
1-023	MILLER KENT S	4	1	40	40	10	10	80	5	5	5	76	24	33	23	44	89	1	4	7	5	2	6	5	4			
5-132	STARR MICHAEL W	2	1	4	35	25	10	10	20	30	40	10	5	5	71	29	31	11	57	72	1	6	14	17	3	4	18	13
5-133	STARR MICHAEL S	2	1	3	35	30	5	10	5	10	50	25	5	20	68	32	43	12	45	73	1	6	15	16	2	7	17	12
5-143	ESTERGREN ER S	2		50	20	10	20	50	20	20	10	7	87	7	47	17	37	NA	1	3	6	4	1	3	7	4		

Student Course Information Project

COURSE OPINION PROFILE

A summary of this evaluation, along with a detailed course description provided by the instructor, will be made available to students and advisers for use in program planning and course selection. Please be thoughtful, frank, and complete, so your responses will be most useful to other students. Thank you for your cooperation.

Course Number (e.g., GER 1-003): _____ Section Number _____
 Instructor's Name: _____ Quarter & Year _____

1. How would you rate the instructor on GETTING YOU INTERESTED in the subject matter of this course? (circle one)

1 2 3 4 5
 Poor Fair Good Very Good Excellent

2. How would you rate the instructor's CLARITY AND ORGANIZATION in teaching this course? (circle one)

1 2 3 4 5
 Poor Fair Good Very Good Excellent

3. All things considered, how would you rate the INSTRUCTOR'S TEACHING in this course? (circle one)

1 2 3 4 5
 Poor Fair Good Very Good Excellent

4. All things considered, how would you rate this COURSE? (circle one)

1 2 3 4 5
 Poor Fair Good Very Good Excellent

5. How much have you LEARNED in this course thus far? (circle one)

1 2 3 4 5
 Little or None Some Much Very Much An Exceptional Amount

6. How much EFFORT have you put into this course thus far? (circle one)

1 2 3 4 5
 Little or None Some Much Very Much An Exceptional Amount

7. What is your current STUDENT STATUS? (check one)

Lower division undergraduate (fewer than 90 quarter credits completed)
 Upper division undergraduate (90 or more quarter credits completed)
 Post-baccalaureate (graduate, professional, adult special)

- 8A. If you are an UNDERGRADUATE student, which of the following best describes your typical grades? (Check one. First quarter freshmen, please omit this question and go on to question 9; Post-baccalaureate students, please omit this question and go on to question 8B.)

Mostly A's and B's
 Mostly B's and C's or lower

- 8B. If you are a POST-BACCALAUREATE student, which of the following best describes your typical post-baccalaureate grades? (Check one. First quarter graduate students and all undergraduate students, please omit this question and go on to question 9.)

Mostly A's
 Mostly B's or lower

9. What were your REASONS for taking this course? (For each statement, check "yes" if it was one of your reasons for taking this course, check "no" if it was not.)

Yes No

a. This course is among those required by my major or minor program(s) or by my adviser.
 b. This course will help me fulfill a liberal education distribution requirement.
 c. I was especially interested in the subject matter or instructor.

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Questionnaires used

Two forms were used to collect information for the 1979-80 Student Course Information Project. The Course Information Profile (CIP) asked instructors to describe their courses as offered during fall, winter, or spring quarter. A completed facsimile appears at the top of p. 2 of this report. The Course Opinion Profile (COP), above, sought student opinion about the course and the instruc-

tor's performance. COP also asked students to report their current student status, cumulative grades, and reasons for taking the course. Opinion responses are displayed by three types of student category in the full-page course information "bluebooks" available on campus so that students may seek out the opinions of students most like themselves.

STUDENT COURSE INFORMATION PROJECT

University of Minnesota, 3300 University Ave. S.E., Minneapolis, MN 55414