

Office of Institutional  
Research and Effectiveness

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**RESOURCE MANUAL**



**METHODIST**  
UNIVERSITY

**2009-2010**

*August 2009*

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## Our Mission

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The mission of the Office of Institutional Research and Effectiveness at Methodist University is to provide information, system support, and assessment services to all educational and administrative units within the university community. We accomplish this mission by facilitating the collection, analysis, and interpretation of institutional data.

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### On-Campus Website

<http://ir/>

### External Website

<http://www.methodist.edu/ir/>

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### *Available Information*

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Various faculty, departmental, and school information is available to department chairs and school deans through their SACS **Q drive**.

To submit an **Information Request**, please complete and submit our electronic Request Form found on MCNet at <http://ir/requestreports/index.htm> or on the university website at <http://www.methodist.edu/ir/request.pdf>.

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### *Resource Manual & Fact Book*

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For your convenience, this manual can also be found on our campus intranet website at <http://ir/Reports.htm>. We also encourage you to look at our **2008-2009 Methodist University Fact Book** available in the fall, which provides a wealth of information about our institution. The online version of the Fact Book is located at <http://www.methodist.edu/ir/report.htm>.

## **2009-2010 INSTITUTIONAL RESEARCH & EFFECTIVENESS CALENDAR - FALL**

### **August 2009**

August 10	New Faculty Orientation
August 12	Full Time Day Faculty Self-Evaluation Part I opens
August 12	Faculty Meeting
August 13	Day Adjunct Faculty Self-Evaluation Part I opens
August 13	Evening Term I Adjunct Faculty Self-Evaluation Part I opens
August 17	Evening Term I begins
August 18	Day and Online classes begin
August 25	Last day to drop/add

### **September 2009**

September 4	Day Adjunct Faculty Self-Evaluation Part I closes
September 4	Evening Term I Adjunct Faculty Self-Evaluation Part I closes
September 7	Full Time Day Faculty Self-Evaluation Part I closes
September 24	Distribute Evening Term I Course Evaluations
September 24	Distribute Evening Term I Student Course Evaluations
September 28	Evening Term I Adjunct Faculty Self-Evaluation Part II opens

### **October 2009**

October 12-13	Fall Break
October 15	Evening Term II Adjunct Faculty Self-Evaluation Part I opens
October 16	Evening Term I Adjunct Faculty Self-Evaluation Part II closes
October 26-29	Spring Registration
October 30	Evening Term II Adjunct Faculty Self-Evaluation Part I closes

### **November 2009**

November 19	Distribute Day Course Evaluations
November 19	Distribute Evening Term II Course Evaluations
November 30	Day Adjunct Faculty Self-Evaluation Part II opens
November 30	Evening Term II Adjunct Faculty Self-Evaluation Part II opens

### **December 2009**

December 18	Day Adjunct Faculty Self-Evaluation Part II closes
December 18	Evening Term II Adjunct Faculty Self-Evaluation Part II closes
December 19	Graduation

## **2009-2010 INSTITUTIONAL RESEARCH & EFFECTIVENESS CALENDAR - SPRING**

### **January 2010**

January 4 Day Adjunct Faculty Evaluation Part III opens  
January 4 Evening Term I Adjunct Faculty Evaluation Part III opens  
January 4 Evening Term II Adjunct Faculty Evaluation Part III opens  
January 12 Day and Online Classes begin  
January 15 Day Adjunct Faculty Self-Evaluation Part I opens  
January 15 Evening Term I Adjunct Faculty Self-Evaluation Part I opens  
January 19 Last day to drop/add  
January 22 Day Adjunct Faculty Evaluation Part III closes  
January 22 Evening Term I Adjunct Faculty Evaluation Part III closes  
January 22 Evening Term II Adjunct Faculty Evaluation Part III closes  
January 29 Day Adjunct Faculty Self-Evaluation Part I closes  
January 29 Evening Term I Adjunct Faculty Self-Evaluation Part I closes

### **February 2010**

February 15 Evening Term I Adjunct Faculty Self-Evaluation Part II opens  
February 18 Distribute Evening Term I Course Evaluations

### **March 2010**

March 4 Full Time Day Faculty Self-Evaluation Part II opens  
March 11 Evening Term II Adjunct Faculty Self-Evaluation Part I opens  
March 12 Evening Term I Adjunct Faculty Self-Evaluation Part II closes  
March 26 Evening Term II Adjunct Faculty Self-Evaluation Part I closes

### **April 2010**

April 12 Full Time Day Faculty Self-Evaluation Part II closes  
April 15 Distribute Day Course Evaluations  
April 15 Distribute Evening Term II Course Evaluations  
April 15 Full Time Day Faculty Self-Evaluation Part III opens  
April 22 Day Adjunct Faculty Self-Evaluation Part II opens  
April 22 Evening Term II Adjunct Faculty Self-Evaluation Part II opens

### **May 2010**

May 14 Day Adjunct Faculty Self-Evaluation Part II closes  
May 14 Evening Term II Adjunct Faculty Self-Evaluation Part II closes  
May 17 Full Time Day Faculty Self-Evaluation Part III closes  
May 17 Day Adjunct Faculty Evaluation Part III opens  
May 17 Evening Term I Adjunct Faculty Evaluation Part III opens  
May 17 Evening Term II Adjunct Faculty Evaluation Part III opens

### **June 2010**

June 4 Day Adjunct Faculty Evaluation Part III closes  
June 4 Evening Term I Adjunct Faculty Evaluation Part III closes  
June 4 Evening Term II Adjunct Faculty Evaluation Part III closes

## EVALUATION

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The Office of Institutional Research and Effectiveness administers the Methodist University evaluation system. The University evaluation system includes evaluation of adjunct faculty, full-time faculty, administrators/supervisors, contract staff, and hourly staff. The purpose of the faculty and staff evaluations at Methodist University is to insure excellence and to serve as an indicator for professional development and progress. Faculty and Staff are evaluated by their immediate supervisor. Faculty and Staff also evaluate their supervisors.

### **Adjunct Faculty Self-Evaluation**

Adjunct faculty are evaluated during the first semester they teach each academic year. The Adjunct Faculty Self-Evaluation consists of three parts: Part I-Adjunct Faculty Self-Evaluation Teaching Goals, Part II-Adjunct Faculty Self-Evaluation, and Part III-Adjunct Faculty Supervisor Evaluation.

- **Part-Adjunct Faculty Self-Evaluation**

Go to <http://ir/Forms/AdjunctEvaluationPartI.htm>

By the second week of the term, adjunct faculty will be emailed a link for downloading a template for Part I. Adjunct faculty members will set goals for teaching for that semester. The form should be emailed to the Department Chair and the Office of Institutional Research and Effectiveness by the end of the fourth week of the course.

- **Part II-Adjunct Faculty Self-Evaluation**

Go to <http://ir/Forms/AdjunctEvaluationPartII.htm>

By the fifth week of the term, each adjunct faculty member will be emailed a link for downloading a template for Part II. Each adjunct faculty member will self-evaluate his or her progress regarding the teaching goals he or she set for that semester. The adjunct faculty member should include in this form any additional information he or she feels the Department Chair should have to effectively evaluate his or her teaching. The adjunct faculty member will submit Part II to the Department Chair and the Office of Institutional Research and Effectiveness by the end of that term.

- **Part III-Adjunct Faculty Supervisor Evaluation**

Go to <http://ir/Forms/AdjunctEvaluationPartIII.htm>

By the fourteenth week of the semester, Department Chairs will be emailed a link for the Adjunct Faculty Supervisor Evaluation (including Day adjuncts and Evening I and II). The Department Chair will complete the evaluation of the adjunct faculty member regarding teaching and provide feedback to that instructor. The form should be completed and a feedback session should be conducted within two weeks after the academic semester has ended (fall and spring). The feedback session can be by telephone, email, or in person and should center on both positive areas of the instructor's performance as well as areas needing improvement.

### **Full-Time Faculty Evaluation Overview**

The Faculty Evaluation process is designed to aid faculty in improving and developing their effectiveness in the areas of teaching, professional development and scholarship, service to the college, and service to the community.

The process has three steps. Those three steps are goal setting, self-evaluation, and evaluation by their supervisor (Department Chair or School Dean). A copy of the evaluation can be found on the campus intranet at <http://ir/forms.htm>.

- **Part I: Planning and Goal Setting**

Go to <http://ir/Forms/SelfEvaluationPartI-V2.htm>

In the first step, individual faculty make plans and set goals for the evaluation period (academic year) in consultation with her/his supervisor (usually the Department Chair or, for Department Chairs, the School Dean). This form is to be completed and delivered to the Department Chair by September 7<sup>th</sup> by all faculty. Some of the goals will be one-year goals, while others may be long-term goals which would not be expected to be completed during the evaluation period. In such cases, the faculty member should give a timeline for expected completion and also expected progress to be made during the current evaluation cycle.

- **Part II: Faculty Self-Evaluation**

Go to <http://ir/Forms/SelfEvaluationPartII.htm>

The second step is the execution of the plan during the following academic year, or evaluation period, and the subsequent review and evaluation of the faculty member's performance toward the end of the evaluation cycle. The faculty member reports the results and delivers them to the department chair or supervisor on or before April 12<sup>th</sup> of the year in which the evaluation takes place. The faculty member should indicate where goals have not been completed but progress made, or where plans were changed for exigent circumstances.

- **Part III: Evaluator's Response**

Go to <http://ir/Forms/FacultyEvaluationPartIII.htm>

In the third step, the department chair or supervisor will evaluate individual faculty regarding his or her teaching, professional development and scholarship, service to the University, and service to the community for the academic year. Department Chairs should review with their School Dean their faculty members' evaluations before the individual feedback session. This response must be completed and returned to the faculty member on or before May 17<sup>th</sup>.

## **EVALUATION - CONTINUED**

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### **Administrator/Supervisor Evaluation**

Go to <http://ir/Forms/AdmEvalForm.htm>

This form is used by faculty and staff to evaluate their immediate supervisor and is administered March 1- March 29. Administrators and Supervisors include Vice Presidents, Deans, Department Chairs, and Directors. The summary report includes the mean and standard deviation for each question according to the following categories: the individual administrator/supervisor, his or her area, and the institution. Also included in the summary report is a copy of the comments made by the respondents. A copy of the summary report is sent to the administrator's supervisors being evaluated, their supervisor, and their area Vice President where appropriate.

### **Contract Staff Evaluation**

Go to <http://ir/Forms/ContractStaffEvaluation1.pdf>

Contract staff who have worked at least three months at Methodist University are annually evaluated by their supervisor by mid June. A copy of the form(s) can be found on the campus intranet at <http://ir/Forms/ContractStaffEvaluation1.pdf>.

### **Hourly Staff Evaluation**

Go to <http://ir/Forms/Hourly%20Staff%20Evaluation.pdf>

Hourly staff who have worked at least three months at Methodist University are annually evaluated by their supervisor by mid July. Some areas may elect to evaluate their hourly staff using the Contract Staff Evaluation form. A copy of the evaluation is placed in the employee's personnel file located in the Human Resources Office.

## REPORTS

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The Office of Institutional Research and Effectiveness provides units and academic departments with the following reports: Academic Department Information Report, Grade Distribution Report, and Student Profile Report. The office also provides more specialized information upon request. A collection of past reports can be found at <http://ir/Reports.htm>.

The **Academic Department Information Report** includes degrees awarded for the last 5 years, number of majors for the last 5 years, credit hour production for the last 5 years, and staffing for the last two years. School Deans, Department Chairs and Program Coordinators can assess the report via the network SACS Q:\OIRE INFORMATION (folder).

The **Grade Distribution Report** includes Course by Year and Academic Semester. School Deans, Department Chairs and Program Coordinators can assess the report via the network SACS Q:\Grade Distribution (folder).

The **Student Profile Report** includes enrollment trends for the last 5 years, demographic breakdown (enrollment status, admission status, residence status, residence, class, ethnicity, gender, age and major) for the semester and a further breakdown by day, evening, online, resident and commuter. This report is distributed each Fall and Spring and is also available by request.

For more specific information requests, academic units, administrative units, and individuals can make their request at our intranet website: <http://ir/Reports.htm>.

## RUBRICS

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Rubrics can be a useful assessment tool. A rubric formalizes a set of criteria and standards tied to student learning objectives to evaluate student performance on papers, projects, essay, etc. A helpful website for developing a rubric is: [http://www.teachnology.com/web\\_tools/rubrics/](http://www.teachnology.com/web_tools/rubrics/). Once you have the basic idea for your rubric, we can work with you and develop a customized bubble form for scanning your rubric data. We can create bubble forms with your student's name and student ID. We can also coordinate with you the printing of the bubble forms and then a time for scanning those forms with the rubric data. From the scanned form we will provide you with an Excel file with your rubric data which you can then analyze for your specific needs.

## SURVEY RESEARCH

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The Office of Institutional Research and Effectiveness annually engages in the following research projects:

**Alumni Survey** is sent to Methodist University graduates 2 years after graduation and 5 years after graduation. The survey instrument solicits their current address, has 10 questions regarding professional preparation, 6 questions regarding their general education curriculum, 13 questions regarding their major, 13 questions regarding their current activities, and 4 general questions about their overall experience. Academic units are encouraged to provide the Office of Institutional Research and Effectiveness with supplemental major specific questions.

**Entering Student Survey** is given to incoming freshmen and transfer students to learn about their plans, attitudes, and needs. The survey instrument has 11 general information questions, 4 questions about what factored in their decision to come to Methodist, 1 question with 18 items regarding academic skills and needs, and 6 questions regarding their impressions of the University.

**Entering Graduate Student Survey** is given to incoming graduate students to learn about their satisfaction with the admission and enrollment process at the University. The survey instrument has 9 to 11 likert scaled questions about the admission/recruiting process and campus services such as financial aid and 3 open-ended questions about their impressions of the admission/recruiting process and their academic program. There are three versions of this survey, one for the MBA program, one for the MJA program and one for the PA program.

**Graduating Senior Survey** is given to all graduating Methodist University seniors to assess their input regarding academic programs and services. The survey includes 9 demographic questions, 5 questions regarding campus services, 2 questions regarding their general education core, 4 questions regarding their major, and 3 regarding their overall experience. Academic units are encouraged to provide the Office of Institutional Research and Effectiveness with supplemental major specific questions.

**Graduate Exit Survey** is given to all graduate students graduating from Methodist University to assess their input regarding academic programs and services. The survey includes: 4 demographic questions, 5 questions regarding campus services, 2 questions regarding their general education core, 3 regarding their overall experience, and solicits their contact information for further follow-up.

**MU Employer Survey** is available for academic units to use or to customize. It has 15 questions in which the employer rates the importance for each item and rates the level of preparation of the Methodist University graduate, 6 questions about the background of the employee and 4 questions about the background of the employer. We have two versions of this survey – a regular version and a shorter version. The shorter version is used by the PGM program.

## **SURVEY RESEARCH - CONTINUED**

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**National Survey of Student Engagement (NSSE)** asks undergraduates how they spend their time, what they feel they have gained from classes, their assessment of the quality of their interactions with faculty and students, and other educationally important activities. Methodist University participated in the NSSE in the Spring of 2006 and Spring 2009. The survey will be distributed on a yearly basis.

**Noelle-Levitz Student Satisfaction Inventory** gives you a powerful tool to improve the quality of student life and learning. It measures student satisfaction and priorities, showing you how satisfied students are as well as what issues are important to them. Use this data to:

- Guide strategic action planning;
- Strengthen student retention initiatives;
- Meet accreditation requirements;
- Identify areas of strength for institutional marketing; and
- Chart your progress toward campus goals.

Methodist University distributed the Student Satisfaction Inventory in Spring of 2005 and Spring of 2007. The survey will be given to students every two years beginning in Spring of 2010.

### **Student Evaluation of Instruction**

By the last 2 weeks of the academic semester or term, faculty are sent the Student Evaluation of Instruction forms for each of their classes. Faculty are asked to identify a student volunteer in the class to administer the evaluations. The student volunteer is to hand deliver the packet of completed forms to the department secretary in the building or to the Assistant Director of MU at Night (for evening courses). The results are distributed to individual faculty, the Department Chair, and the School Dean, the Dean of the Graduate School (for graduate level courses), the Assistant Dean for MU at Night and Summer School (for evening courses), and the Vice President of Academic Affairs and Dean of the College. Questions concerning the Student Evaluation of Instruction should be directed to the Office of Institutional Research and Effectiveness.

## **TEST ANALYSIS**

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The Office of Institutional Research and Effectiveness assists academic departments in analyzing their test data in support of their assessment efforts. The office can generate bubble form answer sheets and keys which can be scanned and converted to an Excel data file. We provide the following information: a Test Score Roster, Item Analysis-Frequency Correct by Question and Item Analysis-Question Responses. If you are not currently using our test analysis services, schedule a meeting with us. We will discuss your needs with you and then develop your customized bubble form.

### **CURRENT TESTING BEING SUPPORTED**

- English Assessment Pre-Test and Post-Test
- (ENG 100, ENG 101, ENG 207 and ENG 102)
- Library Competency Test
- Mathematics 105 (Pre-Test and Post-Test)
- Organizational Communication and Leadership 151 (Pre-Test and Post-Test)
- Psychology 101
- Political Science 151 (Pre-Test and Post-Test)
- Sociology 151 (Pre-Test and Post-Test)
- Physician Assistant Program (various courses)

### **COLLEGE BASE**

The College Base test is administered as part of the University's General Education Assessment and has four subject areas: English, Mathematics, Science, and Social Science. Incoming students are tested in their IDS 110 course and seniors are tested in the spring semester.

### **NELSON-DENNY READING TEST**

The Nelson-Denny Reading Test is administered as part of the Quality Enhancement Plan Assessment to incoming students and graduating seniors. The test is composed of two sub-tests, Vocabulary and Comprehension. The test will be administered every year.

# **APPENDIX** **SURVEY FORMS**

**ALUMNI SURVEY**

**ENTERING STUDENT SURVEY**

**GRADUATE ADMISSION SURVEY -MBA**

**GRADUATE ADMISSION SURVEY -MJA**

**GRADUATE ADMISSION SURVEY -PA**

**GRADUATING SENIOR SURVEY**

**GRADUATE EXIT SURVEY**

**METHODIST UNIVERSITY EMPLOYER SURVEY**

**NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE)**

**NOEL-LEVITZ STUDENT SATISFACTION INVENTORY**

**STUDENT EVALUATION OF INSTRUCTION**

# ALUMNI SURVEY



Office of Institutional Research and Effectiveness

## PERSONAL INFORMATION

Name	Degree Major
SSN	Minor/Concentration
	Class Year

MAILING ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP CODE: \_\_\_\_\_

TELEPHONE NUMBER: \_\_\_\_\_ EMAIL ADDRESS: \_\_\_\_\_

## PROFESSIONAL PREPARATION

<p><i>Importance to your current work or graduate studies?</i>                      5 = Very Important                      4 = Important                      3 = Moderately Important                      2 = Of Limited Importance                      1 = Not Important                      0 = Not Applicable</p>	<p><i>Please rate the following items:</i>                      On the left-hand column rate how important each item is to your current work or graduate studies. On the right column rate your preparation through your program of study at Methodist University.</p>	<p><i>How would you rate your preparation by Methodist University?</i>                      5 = Excellent                      4 = Good                      3 = Average                      2 = Fair                      1 = Poor                      0 = Not Applicable</p>
5 4 3 2 1 0	<b>1. Communication skills overall</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>a. Written communication skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>b. Public speaking skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>c. Reading skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>d. Listening skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>2. Overall computer literacy</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>3. Ability to apply scientific principles</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>4. Ability to apply mathematical skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>5. Foreign language skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>6. Critical/Analytical thinking skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>7. Leadership and management skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>8. Conducting work activities in an ethical manner</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>9. Ability to work with persons from diverse ethnic and cultural backgrounds</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>10. Ability to learn independently</b>	5 4 3 2 1 0

(Continue on back)

**GENERAL EDUCATION**

Please rate your level of satisfaction with the following item in your General Education (Non-major courses) at Methodist University.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
11. The quality of instruction	5	4	3	2	1
12. The quality of faculty	5	4	3	2	1
13. The quality of the classrooms	5	4	3	2	1
14. The academic advisement	5	4	3	2	1
15. Contribution toward your academic experience	5	4	3	2	1

**MAJORS**

Please indicate your level of satisfaction with the following:

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
16. Instruction in your major	5	4	3	2	1
17. Courses offered in your major	5	4	3	2	1
18. Faculty in your major	5	4	3	2	1
19. Library resources in your major	5	4	3	2	1
20. Physical facilities for your major	5	4	3	2	1
21. Equipment available in your major	5	4	3	2	1
22. Career advice provided by major faculty	5	4	3	2	1
23. The academic advisement you received in your major	5	4	3	2	1
24. Overall academic experience	5	4	3	2	1

Please indicate your level of agreement with the following statements:	5=Strongly Agree			2=Disagree		
	4=Agree	3=Neutral		1=Strongly Disagree	0=Not Applicable	
25. Career/degree advancement has been satisfactory.	5	4	3	2	1	0
26. Current job is directly related to major.	5	4	3	2	1	0
27. My major adequately prepared me for graduate school.	5	4	3	2	1	0
28. My major adequately prepared me for my current job.	5	4	3	2	1	0
29. My general education courses were instrumental to my academic development.	5	4	3	2	1	0
30. Methodist University helped in my spiritual development.	5	4	3	2	1	0
31. The faculty in my major showed an interest in my academic development.	5	4	3	2	1	0
32. I am glad I attended Methodist University.	5	4	3	2	1	0

37. How often did you use the Office of Career Services?

- Never
  1-2 times
  3-5 times
  More than 6 times

(Continue on Next Page)

**CURRENT ACTIVITIES**

**33. Indicate additional educational activities you have engaged in after graduation**

	<b>Educational Activity</b>	<b>Institution Attended</b>	<b>Date of Completion</b>
<input type="radio"/> None			
<input type="radio"/> Seminar/Training classes			
<input type="radio"/> Professional Certification			
<input type="radio"/> Some graduate level coursework			
<input type="radio"/> Completed the following professional degree			
<input type="radio"/> Completed the following master's degree			
<input type="radio"/> Completed the following doctorate			
<input type="radio"/> Other			

**34. Current occupation:** \_\_\_\_\_

**35. As part of our continuous improvement efforts, we would like to survey some of the employers of graduates. Can we contact your employer?**  Yes  No

**Employer:** \_\_\_\_\_

**Employer's address:** \_\_\_\_\_

**36. Annual salary (check one, this information will remain confidential)**

- Less than \$20,000       \$20,000-\$29,999       \$30,000-\$39,000  
 \$40,000-\$49,999       \$50,000-\$59,999       \$60,000 or higher

**38. When did you last visit Methodist University?**

- In the past 5 months       1-2 years ago       3-5 years ago       More than 6 years ago

**39. Why did you visit Methodist University? (please check all that apply)**

- To see friends       To see faculty       Homecoming       Athletic event(s)  
 Cultural event(s)       Alumni event (please indicate team/organization)  
 Service project \_\_\_\_\_ (please describe)       Other \_\_\_\_\_

*(Continue on back)*

**40. What is your major source of information about Methodist University since graduation?**

- MU Today       Alumni e-newsletter       Alumni Affairs webpage  
 Other Alumni       Public Media       Other\_\_\_\_\_

**41. Is the information you receive about Methodist University adequate and timely?**

- Yes       No

**42. Have you ever given a Greatest Gift Scholarship to an incoming first-time freshman or new transfer student?**       Yes       No

**43. Have you logged in to *Monarch Connections*, the online MU alumni directory, found on the Alumni Affairs website?**       Yes       No

**If yes, do you have comments and suggestions?**

**44. Would you be interested in hosting and/or helping with an alumni event in your area?**       Yes       No

**45. Are you a contributor to the University's Annual Fund?**  Yes  No  
**If no, why not?**

**46. Would you consider making a gift to a future capital campaign at the University?**  
 Yes       No

**47. What do you like most about Methodist University?**

**48. What would you like to see improved or changed at Methodist University?**

*Thank you for your time and input into Methodist University's future.*

# METHODIST UNIVERSITY

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## Entering Student Survey



Methodist University wants to learn about the plans, attitudes, and needs of new students. This survey will provide us with valuable feedback. All information you give will be reported in summary form only. If you have any concerns about the use of this survey, please contact the Office of Institutional Research and Effectiveness at (910) 630-7550.

### GENERAL INFORMATION

*Please read each question/statement carefully and clearly mark each answer in the provided space.*

**1. Choose the item below that best fits your status:**

- First-time Freshman - Methodist University is the first college you have attended.
- First-time Transfer - You have attended another college and this is your first semester at Methodist University.

**First-time Freshmen answer (2-3)**

**First-time Transfers answer (4-5)**

**2. How many colleges did you apply to this year, including Methodist University?**

- 1    2    3    4    5    5 or more

**3. Methodist University was my \_\_\_\_\_.**

- first choice                       fourth choice
- second choice                     fifth or lower choice
- third choice

**4. What is the number of colleges you attended before enrolling at Methodist University?**

- 1    2    3    4    4 or more

**5. What was the last college you attended before coming to Methodist University?**

**6. Will you be receiving financial aid this semester?**

- Yes
- No

**7. What is your intended area of study?**

**8. Where are you currently living?**

- On-Campus       Off-Campus

9. My parent's/ guardian's highest level of formal education is:	Father	Mother	Guardian
<b>High School</b>			
<b>Community or Technical College</b>			
<b>Some College</b>			
<b>Undergraduate Degree</b>			
<b>Some Graduate School</b>			
<b>Graduate Degree</b>			

**10. What degree are you currently working toward at Methodist University?**

- Associate's Degree.
- Bachelor's Degree.
- Master's Degree.
- I plan to transfer to another college.

**11. What degree do you ultimately plan to earn?**

- Associate's Degree.
- Bachelor's Degree.
- Master's Degree.
- Professional (Medicine, Law, Theology, etc).
- Doctorate.

(Continue on Next Page)

<b>12. How did each of the following factors influence your decision to attend Methodist University?</b>	<b>Very Strong Influence</b>	<b>Strong Influence</b>	<b>Moderate Influence</b>	<b>Weak Influence</b>	<b>Very Weak Influence</b>	<b>Not Applicable</b>
<b>a. Academic Reputation</b>	5	4	3	2	1	0
<b>b. Academic Programs</b>	5	4	3	2	1	0
<b>c. Cost</b>	5	4	3	2	1	0
<b>d. Location</b>	5	4	3	2	1	0
<b>e. Size</b>	5	4	3	2	1	0
<b>f. Appearance and Facilities</b>	5	4	3	2	1	0
<b>g. Athletic Recruiting</b>	5	4	3	2	1	0
<b>h. My Campus Visit</b>	5	4	3	2	1	0
<b>i. Financial Assistance</b>	5	4	3	2	1	0
<b>j. Recommended by a Friend, Family Member, Teacher, Counselor, etc.</b>	5	4	3	2	1	0
<b>k. Reputation for Social Activities</b>	5	4	3	2	1	0
<b>l. Friends Already Attending</b>	5	4	3	2	1	0
<b>m. The University is Close to Home</b>	5	4	3	2	1	0
<b>n. Religious Affiliation or Minister Recommendation</b>	5	4	3	2	1	0
<b>o. Other (Please Explain)</b>	5	4	3	2	1	0

13. Of the items listed in Question 12, which was the single most influential factor in your decision to attend Methodist University (a-o) \_\_\_\_\_.

<b>14. Rate the following items by importance as to how they factored in your decision to attend college:</b>	<b>Very Important</b>	<b>Important</b>	<b>Moderately Important</b>	<b>Of Limited Importance</b>	<b>Not Important</b>	<b>Don't Know</b>
<b>a. To Get a Better Job</b>	5	4	3	2	1	0
<b>b. To Learn About Things That Interest Me</b>	5	4	3	2	1	0
<b>c. To Prepare for Graduate or Professional School</b>	5	4	3	2	1	0
<b>d. To be Able to Make More Money</b>	5	4	3	2	1	0
<b>e. To Get Away from Home</b>	5	4	3	2	1	0
<b>f. My Parents or Relatives Wanted Me to Go</b>	5	4	3	2	1	0

(Continue on Next Page)

14. Rate the following items by importance as to how they factored in your decision to attend college:	Very Important	Important	Moderately Important	Of Limited Importance	Not Important	Don't Know
g. To Discover My Career Interests	5	4	3	2	1	0
h. To Develop Long-Term Career Plans and/or Goals	5	4	3	2	1	0
i. To Meet People from Different Backgrounds	5	4	3	2	1	0
j. To Develop/Enhance My Leadership Skills.	5	4	3	2	1	0
k. To Improve My Ability to Work with Others	5	4	3	2	1	0

ACADEMIC SKILLS AND NEEDS		
Current Level of Development 5=Very High 4=High 3=Average 2=Low 1=Very Low 0=Don't know	15. Please rate the following items:  <i>In the left-hand column indicate your current level of development. In the right-hand column, please indicate how important this goal is to you.</i>	Importance 5= Very Important 4= Important 3= Moderately Important 2= Of Limited Importance 1= Not Important 0= Don't know
5 4 3 2 1 0	a. Writing Skills	5 4 3 2 1 0
5 4 3 2 1 0	b. Public Speaking	5 4 3 2 1 0
5 4 3 2 1 0	c. Listening Skills	5 4 3 2 1 0
5 4 3 2 1 0	d. Reading Comprehension Skills	5 4 3 2 1 0
5 4 3 2 1 0	e. Basic Mathematical Skills	5 4 3 2 1 0
5 4 3 2 1 0	f. Basic Computer Skills	5 4 3 2 1 0
5 4 3 2 1 0	g. Critical and Analytical Thinking Skills	5 4 3 2 1 0
5 4 3 2 1 0	h. Recognizing and Applying Ethical Principles	5 4 3 2 1 0
5 4 3 2 1 0	i. Working Well with Others in a Team	5 4 3 2 1 0
5 4 3 2 1 0	j. Leadership Skills	5 4 3 2 1 0
5 4 3 2 1 0	k. Spiritual Development	5 4 3 2 1 0
5 4 3 2 1 0	l. Community Services	5 4 3 2 1 0
5 4 3 2 1 0	m. Personal Health and Fitness	5 4 3 2 1 0
5 4 3 2 1 0	n. Time Management	5 4 3 2 1 0
5 4 3 2 1 0	o. Note-Taking	5 4 3 2 1 0
5 4 3 2 1 0	p. Test-Taking Skills	5 4 3 2 1 0
5 4 3 2 1 0	q. Essay Writing	5 4 3 2 1 0
5 4 3 2 1 0	r. Stress Management	5 4 3 2 1 0

(Continue on Next Page)

## IMPRESSIONS OF METHODIST UNIVERSITY

### 16. How did you learn about Methodist University (mark all that apply)?

- From my high school counselor.
- From friends or relatives in my hometown.
- From a visit by a Methodist University Admissions Counselor.
- From a visit by an Athletic Recruiter from Methodist University.
- From a newspaper, radio, or TV announcement.
- From a college guide such as Baron's, U.S. News and World Report, Kaplan, Peterson's guide, etc.).
- From an information display at an education/college fair.
- Other

### 17. There are many opportunities at Methodist University for me to get involved in extracurricular activities.

- 5-Strongly Agree    4-Agree    3-Neutral    2-Disagree    1-Strongly Disagree

### 18. The faculty and staff are generally supportive and helpful.

- 5-Strongly Agree    4-Agree    3-Neutral    2-Disagree    1-Strongly Disagree

19. Please rate your level of satisfaction with the following items at Methodist University:	<i>5-Very Satisfied 4-Satisfied</i>	<i>3-Neutral 2-Dissatisfied</i>	<i>1-Very Dissatisfied</i>
<b>a. The Admissions Process</b>	5	4	3
<b>b. The Financial Aid Process</b>	5	4	3
<b>c. Orientation</b>	5	4	3
<b>d. Campus Housing</b>	5	4	3
<b>e. Academic Advisement</b>	5	4	3
<b>f. Registering for Courses</b>	5	4	3
<b>g. Academic Services</b>	5	4	3
<b>h. Campus Tutoring Services</b>	5	4	3
<b>i. The Writing Center</b>	5	4	3
<b>j. The Variety of Campus Activities</b>	5	4	3
<b>k. The Quality of Campus Activities</b>	5	4	3
<b>l. Your Overall Experience So Far at Methodist University</b>	5	4	3

### 20. Do you plan to remain at Methodist University next semester?

- Definitely Yes    Probably Yes    Probably No    Definitely No

### 21. Why did you choose to attend Methodist University?

*Thank you for your time and input into Methodist University's future.*

## MBA ADMISSIONS SURVEY



**Instructions:** Based on your overall experience with the enrollment/admissions process into the Professional MBA at Pinehurst Program, please complete the following survey. By using your suggestions we hope to improve our process and better serve our incoming students in future classes.

**Please select the numbered response that best describes your experience thus far with your graduate program.**

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. As a result of my experience with the MBA admission process, I would recommend interested applicants to this program.					
Comments:					
2. The interview process was well organized.					
Comments:					
3. The program's response to me (response to my phone calls, application notifications, emails, concerns, etc) was timely and efficient.					
Comments:					
4. Once I was accepted, the program supplied me with enough information about housing, financial aid, books, etc.					
Comments:					
5. Other campus services (for example the Business Office, and Financial Aid Department) were informative and helpful.					
Comments:					
6. Information on the MBA program website provided me up to date program news ("needs to knows", "things to do," etc.) in preparation for my entry into the program and the start of the first semester classes.					
Comments:					

(Continue on Next Page)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7. I visited the program's website frequently.					
Comments:					
8. The overall friendliness of the program's faculty and staff ranks number one for me.					
Comments:					

**9. How did you learn about the graduate program at Methodist University (mark all that apply)?**

- From other people in my profession.
- From an information display at trade show.
- From a newspaper, radio, or TV announcement.
- From an information display at an education/college fair.

Other

**10. If you were accepted or applied to another graduate program, what was your draw to this program versus the other program?**

**11. What has influenced your decision most to enroll in this graduate program?**

**12. Please feel free to list any other comments/suggestions.**

*Thank you for your time and input into Methodist University's future.*

## MJA ADMISSIONS SURVEY



**Instructions:** Based on your overall experience with the enrollment/admissions process into the Masters of Justice Administration, please complete the following survey. By using your suggestions we hope to improve our process and better serve our incoming students in future classes.

Please select the numbered response that best describes your experience thus far with your graduate program.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>1. As a result of my experience with the MJA admission process, I would recommend interested applicants to this program.</b>					
Comments:					
<b>2. The interview process was well organized.</b>					
Comments:					
<b>3. The program's response to me (response to my phone calls, application notifications, emails, concerns, etc.) was timely and efficient.</b>					
Comments:					
<b>4. Once I accepted my seat, the program supplied me with enough information about housing, financial aid, books, etc.</b>					
Comments:					
<b>5. Other campus services (for example the Business Office, and Financial Aid Department) were informative and helpful.</b>					
Comments:					
<b>6. Information on the Masters in Justice Administration website provided me up to date program news ("need to knows", "things to do," etc.) in preparation for my entry into the program and the start of the first semester classes.</b>					
Comments:					

(Continue on Next Page)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>7. I visited the program's website frequently.</b>					
Comments:					
<b>8. The overall friendliness of the program's faculty and staff ranks number one for me.</b>					
Comments:					

**9. How did you learn about the graduate program at Methodist University (mark all that apply)?**

- From other people in my profession.
- From an information display at a trade show.
- From a newspaper, radio, or TV announcement.
- From an information display at an education/college fair.

Other

**10. If you were accepted or applied to another graduate program, what was your draw to this program versus the other program?**

**11. What has influenced your decision most to enroll in this graduate program?**

**12. Please feel free to list any other comments/suggestions.**

*Thank you for your time and input into Methodist University's future.*

# Admissions Survey

**Instructions:** Based on your overall experience with the enrollment/admissions process into the MUPAP, please complete the following survey. By using your suggestions we hope to improve our process and better serve our incoming students in future classes.

*Thank you for your contribution.*

**Section I: Questions 1 – 10.** Please select the numbered response that best describes your experience thus far with the MUPAP. Please use the following scale:

(1) Strongly Agree ⇒ (2) Agree ⇒ (3) Neutral ⇒ (4) Disagree ⇒ (5) Strongly Disagree

	1	2	3	4	5
<b>1. As a result of my experience with the MUPAP admission process, I would recommend interested applicants to this program.</b>					
<b>Comments:</b>					
<b>2. The interview process was well organized.</b>					
<b>Comments:</b>					
<b>3. The program's response to me (response to my phone calls, application notifications, emails, concerns, etc) was timely and efficient.</b>					
<b>Comments:</b>					
<b>4. Once I accepted my seat, the program supplied me with enough information about housing, financial aid, books, etc.</b>					
<b>Comments:</b>					
<b>5. Other campus services (for example the Business Office, and Financial Aid Department) were informative and helpful.</b>					
<b>Comments:</b>					
<b>6. Information on the MUPAP website provided me up to date program news ("needs to knows", "things to do," etc.) in preparation for my entry into the program and the start of the first semester classes.</b>					
<b>Comments:</b>					

<b>7. I visited the program's website frequently.</b>					
Comments:					
<b>8. Overall, the Fayetteville community has sufficient resources to assist me with my acclamation to the area.</b>					
Comments:					
<b>9. Overall, my interaction with my PA "buddy" was useful.</b>					
Comments:					
<b>10. The overall friendliness of the program's faculty and staff ranks number one for me.</b>					
Comments:					

**Section II: Questions 11 – 13. In the spaces provided, please supply your comments, *freely*.**

**11. If you were accepted or applied to another PA program, what was your draw to the MUPA program versus the other program?**

**12. What has influenced your decision most to enroll in the MUPA program?**

**13. Please feel free to list any other comments/suggestions you feel the program may benefit from.**



**DIRECTIONS:** Please read each question/statement carefully and clearly mark each answer in the provided space.

This 23-item survey should only take about 5-10 minutes to complete. The information that you provide will help us improve upon our academic programs and services. If you have any concerns about the use of this survey, please contact the Office of Institutional Research and Effectiveness (630-7550).

## DEMOGRAPHIC INFORMATION

### 1. Social Security Number :

			-			-				
--	--	--	---	--	--	---	--	--	--	--

(All of your responses will be kept confidential.)

### 2. At which time during this semester do you take your classes?

- ALL day classes.
- MOST day classes and some evening classes.
- ALL evening classes.
- MOST evening classes and some day classes.
- BOTH half in day and half in evening.

### 3. What is your current living status?

- Residential
- Commuter

### 4. Where did you begin your college education?

- I began my education at Methodist and have remained here for my entire college education.
- I began my education at another institution before transferring to Methodist University.

### 5. How long have you attended Methodist University?

- 1-year
- 2-years
- 3-years
- 4-years
- 5-years
- 6 or more years

### 6. I expect to finish with a GPA of:

- 2.00 or below
- 2.01-2.50
- 2.51-3.00
- 3.01-3.50
- 3.51 or higher

### 7. How many hours (on average) do you work per week?

- 0-10 Hours
- 11-20 Hours
- 21-30 Hours
- 31-40 Hours
- More than 40 Hours
- I do Not Work

### 8. Your Plans for Next Year:

Please indicate the best description of your plans following graduation (choose all that apply)

- Don't know.
- I have accepted a job.
- I plan to continue in my current position.
- I will be going to a graduate or professional school full-time next year.
- I will be going to a graduate or professional school part-time next year.
- I will take more undergraduate courses.
- I am still seeking employment.
- I am not seeking employment and do not plan to attend school next year.
- I am entering military service.

9a. Major: \_\_\_\_\_

9b. Minor: \_\_\_\_\_

### 9c. Degree Awarded:

- A.A.
- A.S.
- B.A.
- B.A.S.
- B.M.
- B.S.
- B.S.W

(Continue on Back)

## CAMPUS SERVICES

Level of Usage 5= Very High 4= High 3= Average 2= Low 1= Never	10. Please circle the corresponding number to indicate the extent to which you used the following services and your level of satisfaction.	Level of Satisfaction 5= Very Satisfied 4= Satisfied 3= Neutral 2= Dissatisfied 1= Very Dissatisfied
5 4 3 2 1	a. Academic Services	5 4 3 2 1
5 4 3 2 1	b. Academic Advising	5 4 3 2 1
5 4 3 2 1	c. Berns Student Center	5 4 3 2 1
5 4 3 2 1	d. Business Office	5 4 3 2 1
5 4 3 2 1	e. Campus Bookstore	5 4 3 2 1
5 4 3 2 1	f. Campus Security	5 4 3 2 1
5 4 3 2 1	g. Career Services	5 4 3 2 1
5 4 3 2 1	h. Computer Labs	5 4 3 2 1
5 4 3 2 1	i. Counseling Services	5 4 3 2 1
5 4 3 2 1	j. Dining Hall Services	5 4 3 2 1
5 4 3 2 1	k. Evening College	5 4 3 2 1
5 4 3 2 1	l. Financial Aid	5 4 3 2 1
5 4 3 2 1	m. Fitness Center	5 4 3 2 1
5 4 3 2 1	n. Health Services	5 4 3 2 1
5 4 3 2 1	o. Honor's Program	5 4 3 2 1
5 4 3 2 1	p. International Programs	5 4 3 2 1
5 4 3 2 1	q. Library Services	5 4 3 2 1
5 4 3 2 1	r. Registration	5 4 3 2 1
5 4 3 2 1	s. Registrar's Office	5 4 3 2 1
5 4 3 2 1	t. Religious Services	5 4 3 2 1
5 4 3 2 1	u. Residence Life Office	5 4 3 2 1
5 4 3 2 1	v. Student Activities	5 4 3 2 1
5 4 3 2 1	w. Tutoring Services	5 4 3 2 1
5 4 3 2 1	x. Writing Center	5 4 3 2 1

Please circle the number that best indicates your level of satisfaction.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<b>11. Academic advising in your major</b>					
a. access to advisor	5	4	3	2	1
b. sufficient time with advisor	5	4	3	2	1
c. accurate information about degree requirements and course sequencing	5	4	3	2	1
d. knowledge of campus policies and procedures	5	4	3	2	1
e. academic advising overall	5	4	3	2	1
<b>12. The Registrar's Office</b>					
a. registered me for class with few conflicts	5	4	3	2	1
b. provides useful and efficient services	5	4	3	2	1
c. is friendly and helpful	5	4	3	2	1

(Continued on Next Page)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<b>13. Library Services</b>					
a. hours of operation	5	4	3	2	1
b. staff responsiveness	5	4	3	2	1
c. access to databases and collections	5	4	3	2	1
d. training to use library	5	4	3	2	1
e. library services overall	5	4	3	2	1
<b>14. Career Services</b>					
a. opportunity for career assistance	5	4	3	2	1
b. information on internships, co-op, or other career-related experiences	5	4	3	2	1
c. workshops	5	4	3	2	1
d. job fair	5	4	3	2	1
e. online services	5	4	3	2	1
f. career services overall	5	4	3	2	1

## GENERAL EDUCATION

**15. Please circle the number that best indicates the extent to which you think your general education requirements contributed to your knowledge, skill, and personal development in each of the following areas?**

	Very Much	Somewhat	Very Little	Not At All	No Opinion
a. Reading Comprehension	4	3	2	1	0
b. Writing Skills	4	3	2	1	0
c. Public Speaking Skills	4	3	2	1	0
d. Basic Mathematical Skills	4	3	2	1	0
e. Basic Computer Skills	4	3	2	1	0
f. Critical/Analytical Thinking	4	3	2	1	0
g. Recognizing and Applying Ethical Principles	4	3	2	1	0
h. Working Well with Others in a Team	4	3	2	1	0
i. Working with People from Diverse Backgrounds	4	3	2	1	0
j. Leadership Skills	4	3	2	1	0

**Please circle the number that best indicates your level of satisfaction.**

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<b>16. General Education "Core Courses"</b>					
a. the overall quality of the courses	5	4	3	2	1
b. the overall quality of the faculty	5	4	3	2	1
c. the overall quality of the classrooms	5	4	3	2	1

*(Continue on Back)*

## MAJOR

Please circle the number that best indicates your level of satisfaction.

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
17. The quality of the courses in your major.	5	4	3	2	1
18. The quality of the faculty in your major.	5	4	3	2	1
19. The quality of the classrooms in your major.	5	4	3	2	1
20. The quality of the textbooks in your major.	5	4	3	2	1

## METHODIST UNIVERSITY OVERALL

21. If you could start over again, would you still choose to attend Methodist University?

- Definitely Yes       Probably Yes       Probably No       Definitely No

22. What did you like most about your experience here at Methodist University?

23. What would you like to see improved or changed at Methodist University?

*Thank you for your time and input into Methodist University's future.*

# METHODIST UNIVERSITY GRADUATE EXIT SURVEY

**DIRECTIONS:** Please take a few moments and read each question/statement carefully and clearly mark each answer in the provided space. The information that you provide will help us improve upon our academic programs and services. If you have any concerns about the use of this survey, please contact the Office of Institutional Research and Effectiveness (630-7550).

## GENERAL INFORMATION

**1. Social Security Number:** *(All of your responses will be kept confidential..)*

			-			-				
--	--	--	---	--	--	---	--	--	--	--

- 2. Program:**
- Physician Assistant-Master of Medical Science
  - Master of Business Administration
  - Master of Justice Administration

**3. Where did you receive your undergraduate education?**

- Methodist University
- Another North Carolina University or university.
- A University or University outside of North Carolina.

**4. Your Plans for Next Year:**

*Please indicate the best description of your plans following graduation (choose all that apply).*

- |                                                                           |                                                       |
|---------------------------------------------------------------------------|-------------------------------------------------------|
| <input type="radio"/> I have accepted a job.                              | <input type="radio"/> I am still seeking employment.  |
| <input type="radio"/> I will pursue an advanced degree (PhD or MD, etc.). | <input type="radio"/> I am entering military service. |
| <input type="radio"/> I plan to continue in my current position.          | <input type="radio"/> I don't know.                   |

ACADEMIC PROGRAM	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<b>5. The quality of the courses in your major.</b>	5	4	3	2	1
<b>6. The quality of the faculty in your major.</b>	5	4	3	2	1
<b>7. The quality of the classrooms in your major.</b>	5	4	3	2	1
<b>8. The quality of the textbooks in your major.</b>	5	4	3	2	1

CAMPUS SERVICES	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<b>9. Library Services</b>					
a. hours of operation	5	4	3	2	1
b. staff responsiveness	5	4	3	2	1
c. access to databases and collections	5	4	3	2	1
d. training to use library	5	4	3	2	1
e. library services overall	5	4	3	2	1

*(Continued on Back)*

## METHODIST UNIVERSITY GRADUATE EXIT SURVEY

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
<b>10. Computer Services</b>					
a. Methodist University Network (MCNET)	5	4	3	2	1
b. Blackboard	5	4	3	2	1
c. the hardware provided (computers, printers, etc)	5	4	3	2	1
d. the software provided	5	4	3	2	1
e. the technology used in the classroom	5	4	3	2	1
<b>11. Financial Aid (scholarships, loans, award letter, etc.)</b>					
a. hours of operation	5	4	3	2	1
b. aid offered	5	4	3	2	1
c. friendliness of staff	5	4	3	2	1
d. staff responsiveness	5	4	3	2	1
<b>12. Business Office (Billing, Refunds, Promise Notes, etc)</b>					
a. hours of operation	5	4	3	2	1
b. friendliness of staff	5	4	3	2	1
c. staff responsiveness	5	4	3	2	1
d. job fair	5	4	3	2	1

### METHODIST UNIVERSITY OVERALL

**13. If you could start over again, would you still choose to attend Methodist University?**

- Definitely Yes     
  Probably Yes     
  Probably No     
  Definitely No

**14. What did you like most about your experience here at Methodist University?**

*(Continue on Next Page)*

**METHODIST UNIVERSITY  
GRADUATE EXIT SURVEY**

**15. What would you like to see improved or changed at Methodist University?**

**CONTACT INFORMATION**

**Methodist University wants to keep in contact with its graduates. To facilitate future contact with the University, please complete the following information.**

**MAILING ADDRESS:** \_\_\_\_\_

**CITY:** \_\_\_\_\_ **STATE:** \_\_\_\_\_ **ZIP CODE:** \_\_\_\_\_

**TELEPHONE NUMBER:** \_\_\_\_\_ **EMAIL ADDRESS:** \_\_\_\_\_

*Thank you for your time and input into Methodist University's future.*

# Methodist University Employer Survey



METHODIST UNIVERSITY

Office of Institutional Research and Effectiveness

In the *first* column, please indicate the importance of each of the following items to the identified Methodist University graduate. Use the scale provided (5=very important, 4= important, 3=moderately important, 2=of limited importance, 1=not important, 0=not applicable).

In the *second* column, please indicate how well you would rate this Methodist University graduate compared to other employees at the same level and in the same capacity. Use the scale provided (5=excellent preparation, 4= good preparation, 3=average preparation, 2=fair preparation, 1=poor preparation, 0=not applicable).

Please fill in the bubble closest to your opinion.

<b>Level of Importance</b> 5= Very Important 4= Important 3= Moderately Important 2= of Limited Importance 1= Not Important 0= Not Applicable	<b>Please rate the following items:</b> On the left-hand column, rate the importance for each item. On the right column, rate the level of preparation of the Methodist University graduate working at your organization.	<b>Level of Preparation</b> 5= Excellent Preparation 4= Good Preparation 3= Average Preparation 2= Fair Preparation 1= Poor Preparation 0= Not Applicable
5 4 3 2 1 0	<b>1. Communication Skills Overall</b>	5 4 3 2 1 0
5 4 3 2 1 0	a) <b>Written Communication Skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	b) <b>Public Speaking &amp; Presentation Skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	c) <b>Reading Skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	d) <b>Listening Skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>2. Overall Technical Knowledge</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>3. Overall Knowledge of Computer Applications</b>	5 4 3 2 1 0
5 4 3 2 1 0	a) <b>Basic Computer Skills (Word Processing, etc.)</b>	5 4 3 2 1 0
5 4 3 2 1 0	b) <b>Technical Computer Skills (Programming, etc.)</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>4. Ability to Apply Scientific Principles</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>5. Ability to Apply Mathematical Skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>6. Foreign Language Skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>7. Ability to Work in Teams</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>8. Leadership and Management Skills</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>9. Using Knowledge to Solve Problems Overall</b>	5 4 3 2 1 0
5 4 3 2 1 0	a) <b>Thinking Creatively</b>	5 4 3 2 1 0
5 4 3 2 1 0	b) <b>Planning Objects</b>	5 4 3 2 1 0
5 4 3 2 1 0	c) <b>Defining Problems</b>	5 4 3 2 1 0
5 4 3 2 1 0	d) <b>Solving Problems</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>10. Conceptual Ability Overall</b>	5 4 3 2 1 0
5 4 3 2 1 0	a. <b>Understanding how Organizational Systems Interact</b>	5 4 3 2 1 0
5 4 3 2 1 0	b. <b>Bringing Information/Ideas Together from Different Areas</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>11. Traits Overall</b>	5 4 3 2 1 0
5 4 3 2 1 0	a. <b>Professionalism</b>	5 4 3 2 1 0
5 4 3 2 1 0	b. <b>Conducting Work Activities in an Ethical Manner</b>	5 4 3 2 1 0
5 4 3 2 1 0	c. <b>Resourcefulness</b>	5 4 3 2 1 0
5 4 3 2 1 0	d. <b>Confidence in Your Ability to Perform Well</b>	5 4 3 2 1 0

(Continued on Back)

<b>Level of Importance</b> 5= Very Important 4= Important 3= Moderately Important 2= of Limited Importance 1= Not Important 0= Not Applicable	<i>Please rate the following items:</i> On the left-hand column, rate the importance for each item. On the right column, rate the level of preparation of the Methodist University graduate working at your organization.	<b>Level of Preparation</b> 5= Excellent Preparation 4= Good Preparation 3= Average Preparation 2= Fair Preparation 1= Poor Preparation 0= Not Applicable
5 4 3 2 1 0	<b>12. Work Attitudes and Skills Overall</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>a. Attitude Toward Work</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>b. Ability to Adjust to New Job Demands</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>c. Working Under Pressure</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>d. Making Decisions Under Pressure</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>e. Ability to Work Independently</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>f. Understanding and Carrying Out Assignments</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>g. Ability to Work With Persons from Diverse Ethnic and Cultural Backgrounds</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>h. Being Dependable and Punctual</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>13. Professional Development Overall</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>a. Ability to Learn Independently</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>b. Ability to Grow on the Job</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>c. Willingness to Accept New Responsibilities</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>14. Previous Work, Volunteer or Internship Experience</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>15. Academic Background</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>a) GPA</b>	5 4 3 2 1 0
5 4 3 2 1 0	<b>b) Relevant Coursework</b>	5 4 3 2 1 0

**Employee Background Information**

**16. On average, how frequently do you have contact with this employee?**

- Daily
- Several Times per Week
- Several Times per Month
- Rarely
- Never

**17. How long have you know this employee?**

- Less Than 1 Year
- 1-1.9 Years
- 2-2.9 Years
- 3-3.9 Years
- 4-4.9 Years
- 5-5.9 Years
- 10 or More Years

**18. Has this person been promoted since joining your organization?**

- Yes
- No
- Don't Know

**19. Has your organization hired other Methodist University graduates?**

- Yes
- No
- Don't Know

*Continued on Next Page*

**20. What are the minimum educational requirements for this employee's position?**

- High School Diploma
- Certificate Program or One Year of College
- Associates Degree or Two Years of College
- Bachelor's Degree
- Graduate Degree

**21. Relative to other employees, what is your overall evaluation of the educational preparation of your employee(s) who graduated from Methodist University?**

- Much Better Preparation
- Somewhat Better Preparation
- About the Same Preparation
- Somewhat Poorer Preparation
- Much Poorer Preparation
- Not Applicable
- Unable to Evaluate

**Employer Background Information**

**22. Type of organization:**

- Industry
- Government
- Academic
- Professional Service Firm
- Religious/Non-Profit
- Other (Please Specify) \_\_\_\_\_

**23. Approximately how many people are employed in your organization?**

- Less Than 10
- 10-19
- 20-49
- 50-99
- 100-199
- 200-499
- 500-999
- 1,000-9,999
- 10,000 or More

**24. How many people hold the same job title or position as this Methodist University graduate?**

- No Others
- 1-9
- 10-19
- 20-49
- 50-99
- 100-199
- 200-499
- 500 or More

**25. How many Methodist University graduates are employed in your organization?**

- This Graduate Only
- 2-4
- 5-9
- 10-19
- 20-99
- 100 or More



# National Survey of Student Engagement 2008

## The College Student Report

**1** In your experience at your institution during the current school year, about how often have you done each of the following? Mark your answers in the boxes. Examples:  or

	Very often	Often	Some-times	Never
	▼	▼	▼	▼
a. Asked questions in class or contributed to class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Made a class presentation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Prepared two or more drafts of a paper or assignment before turning it in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Worked on a paper or project that required integrating ideas or information from various sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Come to class without completing readings or assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Worked with other students on projects <b>during class</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Worked with classmates <b>outside of class</b> to prepare class assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Put together ideas or concepts from different courses when completing assignments or during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Tutored or taught other students (paid or voluntary)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Participated in a community-based project (e.g., service learning) as part of a regular course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Used an electronic medium (listserv, chat group, Internet, instant messaging, etc.) to discuss or complete an assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Used e-mail to communicate with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Discussed grades or assignments with an instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Talked about career plans with a faculty member or advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Discussed ideas from your readings or classes with faculty members outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. Received prompt written or oral feedback from faculty on your academic performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very often	Often	Some-times	Never
	▼	▼	▼	▼
r. Worked harder than you thought you could to meet an instructor's standards or expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. Had serious conversations with students of a different race or ethnicity than your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**2** During the current school year, how much has your coursework emphasized the following mental activities?

	Very much	Quite a bit	Some	Very little
	▼	▼	▼	▼
a. <b>Memorizing</b> facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. <b>Analyzing</b> the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. <b>Synthesizing</b> and organizing ideas, information, or experiences into new, more complex interpretations and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. <b>Making judgments</b> about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. <b>Applying</b> theories or concepts to practical problems or in new situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**3** During the current *school year*, about how much reading and writing have you done?

- a. Number of assigned textbooks, books, or book-length packs of course readings
- None     1-4     5-10     11-20     More than 20
- b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment
- None     1-4     5-10     11-20     More than 20
- c. Number of written papers or reports of **20 pages or more**
- None     1-4     5-10     11-20     More than 20
- d. Number of written papers or reports **between 5 and 19 pages**
- None     1-4     5-10     11-20     More than 20
- e. Number of written papers or reports of **fewer than 5 pages**
- None     1-4     5-10     11-20     More than 20

**4** In a *typical week*, how many homework problem sets do you complete?

- None    1-2    3-4    5-6    More than 6
- a. Number of problem sets that take you **more** than an hour to complete
- 
- b. Number of problem sets that take you **less** than an hour to complete
- 

**5** Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work.

- Very little    Very much
- 1     2     3     4     5     6     7

**6** During the current school year, about how often have you done each of the following?

- Very often    Often    Some-times    Never
- a. Attended an art exhibit, play, dance, music, theater, or other performance
- 
- b. Exercised or participated in physical fitness activities
- 
- c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
- 
- d. Examined the strengths and weaknesses of your own views on a topic or issue
- 
- e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- 
- f. Learned something that changed the way you understand an issue or concept
- 

**7** Which of the following have you done or do you plan to do before you graduate from your institution?

- |                                                                                                                                | Done                     | Plan to do               | Do not plan to do        | Have not decided         |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a. Practicum, internship, field experience, co-op experience, or clinical assignment                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Community service or volunteer work                                                                                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Participate in a learning community or some other formal program where groups of students take two or more classes together | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Work on a research project with a faculty member outside of course or program requirements                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Foreign language coursework                                                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Study abroad                                                                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Independent study or self-designed major                                                                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**8** Mark the box that best represents the quality of your relationships with people at your institution.

- a. Relationships with **other students**
- Unfriendly, Unsupportive, Sense of alienation    Friendly, Supportive, Sense of belonging
- 1     2     3     4     5     6     7
- b. Relationships with **faculty members**
- Unavailable, Unhelpful, Unsympathetic    Available, Helpful, Sympathetic
- 1     2     3     4     5     6     7
- c. Relationships with **administrative personnel and offices**
- Unhelpful, Inconsiderate, Rigid    Helpful, Considerate, Flexible
- 1     2     3     4     5     6     7

**9 About how many hours do you spend in a typical 7-day week doing each of the following?**

a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

---

b. Working for pay **on campus**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

---

c. Working for pay **off campus**

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

---

d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

---

e. Relaxing and socializing (watching TV, partying, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

---

f. Providing care for dependents living with you (parents, children, spouse, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

---

g. Commuting to class (driving, walking, etc.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1-5	6-10	11-15	16-20	21-25	26-30	More than 30
Hours per week							

**10 To what extent does your institution emphasize each of the following?**

	Very much	Quite a bit	Some	Very little
a. Spending significant amounts of time studying and on academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing the support you need to help you succeed academically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing the support you need to thrive socially	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computers in academic work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**11 To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?**

	Very much	Quite a bit	Some	Very little
a. Acquiring a broad general education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Acquiring job or work-related knowledge and skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Writing clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Speaking clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Thinking critically and analytically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Analyzing quantitative problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Using computing and information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Working effectively with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Voting in local, state, or national elections	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Learning effectively on your own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Understanding yourself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Understanding people of other racial and ethnic backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Solving complex real-world problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Developing a personal code of values and ethics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Contributing to the welfare of your community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Developing a deepened sense of spirituality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**12 Overall, how would you evaluate the quality of academic advising you have received at your institution?**

- Excellent
- Good
- Fair
- Poor

**13 How would you evaluate your entire educational experience at this institution?**

- Excellent
- Good
- Fair
- Poor

**14 If you could start over again, would you go to the same institution you are now attending?**

- Definitely yes
- Probably yes
- Probably no
- Definitely no

15 Write in your year of birth: 

1	9		
---	---	--	--

16 Your sex:  
 Male  Female

17 Are you an international student or foreign national?  
 Yes  No

18 What is your racial or ethnic identification? (Mark only one.)

- American Indian or other Native American
- Asian, Asian American, or Pacific Islander
- Black or African American
- White (non-Hispanic)
- Mexican or Mexican American
- Puerto Rican
- Other Hispanic or Latino
- Multiracial
- Other
- I prefer not to respond

19 What is your current classification in college?

- Freshman/first-year  Senior
- Sophomore  Unclassified
- Junior

20 Did you begin college at your current institution or elsewhere?  
 Started here  Started elsewhere

21 Since graduating from high school, which of the following types of schools have you attended other than the one you are attending now? (Mark all that apply.)

- Vocational or technical school
- Community or junior college
- 4-year college other than this one
- None
- Other

22 Thinking about this current academic term, how would you characterize your enrollment?  
 Full-time  Less than full-time

23 Are you a member of a social fraternity or sorority?  
 Yes  No

24 Are you a student-athlete on a team sponsored by your institution's athletics department?  
 Yes  No (Go to question 25.)

↓

On what team(s) are you an athlete (e.g., football, swimming)? Please answer below:

25 What have most of your grades been up to now at this institution?

- A  B+  C+
- A-  B  C
- B-  C- or lower

26 Which of the following best describes where you are living now while attending college?

- Dormitory or other campus housing (not fraternity/sorority house)
- Residence (house, apartment, etc.) within walking distance of the institution
- Residence (house, apartment, etc.) within driving distance of the institution
- Fraternity or sorority house

27 What is the highest level of education that your parent(s) completed? (Mark one box per column.)

Father	Mother	
▼	▼	
<input type="checkbox"/>	<input type="checkbox"/>	Did not finish high school
<input type="checkbox"/>	<input type="checkbox"/>	Graduated from high school
<input type="checkbox"/>	<input type="checkbox"/>	Attended college but did not complete degree
<input type="checkbox"/>	<input type="checkbox"/>	Completed an associate's degree (A.A., A.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a bachelor's degree (B.A., B.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a master's degree (M.A., M.S., etc.)
<input type="checkbox"/>	<input type="checkbox"/>	Completed a doctoral degree (Ph.D., J.D., M.D., etc.)

28 Please print your major(s) or your expected major(s).

a. Primary major (Print only one.):

b. If applicable, second major (not minor, concentration, etc.):

## THANKS FOR SHARING YOUR RESPONSES!

After completing the survey, please put it in the enclosed postage-paid envelope and deposit it in any U.S. Postal Service mailbox. Questions or comments? Contact the National Survey of Student Engagement, Indiana University, 1900 East Tenth Street, Eigenmann Hall Suite 419, Bloomington IN 47406-7512 or nsse@indiana.edu or www.nsse.iub.edu. Copyright © 2007 Indiana University.



Importance to me . . .

- 1 - not important at all
- 2 - not very important
- 3 - somewhat unimportant
- 4 - neutral
- 5 - somewhat important
- 6 - important
- 7 - very important

does not apply

. . . My level of satisfaction

not available/not used

- very satisfied - 7
- satisfied - 6
- somewhat satisfied - 5
- neutral - 4
- somewhat dissatisfied - 3
- not very satisfied - 2
- not satisfied at all - 1

1 2 3 4 5 6 7	21. The amount of student parking space on campus is adequate.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	22. Counseling staff care about students as individuals.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	25. Faculty are fair and unbiased in their treatment of individual students.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	26. Computer labs are adequate and accessible.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	27. The personnel involved in registration are helpful.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	28. Parking lots are well-lighted and secure.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	29. It is an enjoyable experience to be a student on this campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	30. Residence hall staff are concerned about me as an individual.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	31. Males and females have equal opportunities to participate in intercollegiate athletics.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	32. Tutoring services are readily available.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	33. My academic advisor is knowledgeable about requirements in my major.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	34. I am able to register for classes I need with few conflicts.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	35. The assessment and course placement procedures are reasonable.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	36. Security staff respond quickly in emergencies.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	37. I feel a sense of pride about my campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	38. There is an adequate selection of food available in the cafeteria.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	39. I am able to experience intellectual growth here.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	40. Residence hall regulations are reasonable.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	41. There is a commitment to academic excellence on this campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	42. There are a sufficient number of work-study activities for students.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	43. Admissions counselors respond to respective students' unique needs and requests.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	44. Academic support services adequately meet the needs of students.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	45. Students are made to feel welcome on this campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	46. I can easily get involved in campus organizations.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	47. Faculty provide timely feedback about student progress in a course.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	48. Admissions counselors accurately portray the campus in their recruiting practices.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	49. There are adequate services to help me decide upon a career.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	50. Class change (drop/add) policies are reasonable.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	51. This institution has a good reputation within the community.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	52. The student center is a comfortable place for students to spend their leisure time.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	53. Faculty take into consideration student differences as they teach a course.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	54. Bookstore staff are helpful.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	55. Major requirements are clear and reasonable.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	56. The student handbook provides helpful information about campus life.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	57. I seldom get the "run-around" when seeking information on this campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	58. The quality of instruction I receive in most of my classes is excellent.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	59. This institution shows concern for students as individuals.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	60. I generally know what's happening on campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	61. Adjunct faculty are competent as classroom instructors.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	62. There is a strong commitment to racial harmony on this campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	63. Student disciplinary procedures are fair.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	64. New student orientation services help students adjust to college.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	65. Faculty are usually available after class and during office hours.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	66. Tuition paid is a worthwhile investment.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	67. Freedom of expression is protected on campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	68. Nearly all of the faculty are knowledgeable in their field.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	69. There is a good variety of courses provided on this campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	70. Graduate teaching assistants are competent as classroom instructors.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	71. Channels for expressing student complaints are readily available.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	72. On the whole, the campus is well-maintained.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	73. Student activities fees are put to good use.	1 2 3 4 5 6 7	<input type="radio"/>

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Your institution may choose to provide you with additional questions on a separate sheet. The section below numbered 74 - 83 is provided as a response area for those additional questions. Continue on to item 84 when you have completed this section.

Importance to me ...				... My level of satisfaction	
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important does not apply				not available/not used very satisfied - 7 satisfied - 6 somewhat satisfied - 5 neutral - 4 somewhat dissatisfied - 3 not very satisfied - 2 not satisfied at all - 1	
<b>(If items 74-83 not available, skip to item 84.)</b>					
1 2 3 4 5 6 7	74.	74.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	75.	75.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	76.	76.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	77.	77.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	78.	78.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	79.	79.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	80.	80.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	81.	81.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	82.	82.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	83.	83.	1 2 3 4 5 6 7		
<b>How satisfied are you that this campus demonstrates a commitment to meeting the needs of:</b>					
1 2 3 4 5 6 7	84. Part-time students?	84.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	85. Evening students?	85.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	86. Older, returning learners?	86.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	87. Under-represented populations?	87.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	88. Commuters?	88.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	89. Students with disabilities?	89.	1 2 3 4 5 6 7		
<b>How important is each of the following factors in your decision to enroll here?</b>					
1 2 3 4 5 6 7	90. Cost				
1 2 3 4 5 6 7	91. Financial aid				
1 2 3 4 5 6 7	92. Academic reputation				
1 2 3 4 5 6 7	93. Size of institution				
1 2 3 4 5 6 7	94. Opportunity to play sports				
1 2 3 4 5 6 7	95. Recommendations from family/friends				
1 2 3 4 5 6 7	96. Geographic setting				
1 2 3 4 5 6 7	97. Campus appearance				
1 2 3 4 5 6 7	98. Personalized attention prior to enrollment				

Choose the one response that best applies to you and darken the corresponding oval for each of the questions below.

- |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>99. So far, how has your college experience met your expectations?</p> <p>① Much worse than I expected<br/>                 ② Quite a bit worse than I expected<br/>                 ③ Worse than I expected<br/>                 ④ About what I expected<br/>                 ⑤ Better than I expected<br/>                 ⑥ Quite a bit better than I expected<br/>                 ⑦ Much better than I expected</p> | <p>100. Rate your overall satisfaction with your experience here thus far.</p> <p>① Not satisfied at all<br/>                 ② Not very satisfied<br/>                 ③ Somewhat dissatisfied<br/>                 ④ Neutral<br/>                 ⑤ Somewhat satisfied<br/>                 ⑥ Satisfied<br/>                 ⑦ Very satisfied</p> | <p>101. All in all, if you had it to do over again, would you enroll here?</p> <p>① Definitely not<br/>                 ② Probably not<br/>                 ③ Maybe not<br/>                 ④ I don't know<br/>                 ⑤ Maybe yes<br/>                 ⑥ Probably yes<br/>                 ⑦ Definitely yes</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**CONTINUE TO THE NEXT PAGE**

Choose the one response that best describes you and darken the corresponding oval for each of the items below.

**102. Gender:**

- ① Female
- ② Male

**103. Age:**

- ① 18 and under
- ② 19 to 24
- ③ 25 to 34
- ④ 35 to 44
- ⑤ 45 and over

**104. Ethnicity/Race:**

- ① African-American
- ② American Indian or Alaskan Native
- ③ Asian or Pacific Islander
- ④ Caucasian/White
- ⑤ Hispanic
- ⑥ Other
- ⑦ Prefer not to respond

**105. Current Enrollment Status:**

- ① Day
- ② Evening
- ③ Weekend

**106. Current Class Load:**

- ① Full-time
- ② Part-time

**107. Class Level:**

- ① Freshman
- ② Sophomore
- ③ Junior
- ④ Senior
- ⑤ Special Student
- ⑥ Graduate/Professional
- ⑦ Other

**108. Current GPA:**

- ① No credits earned
- ② 1.99 or below
- ③ 2.0 - 2.49
- ④ 2.5 - 2.99
- ⑤ 3.0 - 3.49
- ⑥ 3.5 or above

**109. Educational Goal:**

- ① Associate degree
- ② Bachelor's degree
- ③ Master's degree
- ④ Doctorate or professional degree
- ⑤ Certification (initial or renewal)
- ⑥ Self-improvement/pleasure
- ⑦ Job-related training
- ⑧ Other

**110. Employment:**

- ① Full-time off campus
- ② Part-time off campus
- ③ Full-time on campus
- ④ Part-time on campus
- ⑤ Not employed

**111. Current Residence:**

- ① Residence hall
- ② Fraternity / Sorority
- ③ Own house
- ④ Rent room or apartment off campus
- ⑤ Parent's home
- ⑥ Other

**112. Residence Classification:**

- ① In-state
- ② Out-of-state
- ③ International (not U.S. citizen)

**113. Disabilities:**

- Physical disability or a diagnosed learning disability?
- ① Yes
  - ② No

**114. When I entered this institution, it was my:**

- ① 1st choice
- ② 2nd choice
- ③ 3rd choice or lower

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Your Social Security Number is requested for research purposes and will not appear on any report.

**Social Security Number:**

Write your Social Security number in the nine spaces of the box provided. Completely darken the corresponding oval.

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

**115. Major:**

Fill in major code from list provided by your institution.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**116. Item requested by your institution:**

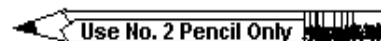
- ①
- ②
- ③
- ④
- ⑤
- ⑥

Thank you for taking the time to complete this inventory.  
Please do not fold.



1443863

# STUDENT EVALUATION OF INSTRUCTION



This form provides an important source of information about the institutional effectiveness of the course and the instructor. The results are used by faculty to make improvements in their own courses and by departments in faculty performance evaluations. Some questions on this form will be used for institutional assessment only.

## Form Directions:

- Read each question carefully
- Mark only one response per statement
- Use a No. 2 pencil
- Fill in bubble completely
- Erase all stray marks completely

**FILL IN COMPLETELY ONE OF THE CIRCLES AT THE APPROPRIATE POINT USING THE SCALE INDICATED.**

### Questions About Yourself

1. I asked the instructor for feedback when I needed it.
2. I participated when appropriate.
3. I did not complete all of my homework and reading assignments to prepare for class.
4. I attended all class sessions and related, required meetings, unless excused.

### Questions About the Course

5. The course was poorly organized.
6. The required textbook and/or materials were helpful and added to the learning experience.
7. The readings and assignments contributed to my learning.
8. The work required for this course was less than what is required for other Methodist University courses at the same level (100 level, 200 level, etc.).
9. The course improved my oral and/or written communication skills.
10. The course improved my ability to think critically.
11. The course improved my ability to think creatively.
12. The course helped me appreciate how conclusions are reached in the natural sciences, social sciences or arts and humanities.
13. The course helped me recognize or conceptualize connections between ideas, events or knowledge areas.
14. The course improved my familiarity with cultures other than my own.
15. The course increased my understanding of or commitment to values and ethics.

### Questions About the Instructor

16. The instructor communicated ideas and information clearly and effectively.
17. The instructor connected activities, assignments and assessments to the course goals and objectives.
18. The instructor encouraged me to connect real world situations to the course when appropriate.
19. The instructor found ways to keep students interested and engaged.
20. The instructor was available during posted office hours and/or by appointment.
21. The instructor provided clear, useful and timely feedback.
22. The instructor treated students and their ideas and opinions with respect.
23. The instructor explained grading criteria clearly.
24. The instructor was inconsistent in applying grading criteria.

### Summary Questions

25. Overall, I did not put forth a full effort for this course.
26. Overall, the instructor was effective in promoting my learning in this course.
27. Overall, this course has been a worthwhile addition to my college experience.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I asked the instructor for feedback when I needed it.	5	4	3	2	1
2. I participated when appropriate.	5	4	3	2	1
3. I did not complete all of my homework and reading assignments to prepare for class.	5	4	3	2	1
4. I attended all class sessions and related, required meetings, unless excused.	5	4	3	2	1
<b>Questions About the Course</b>					
5. The course was poorly organized.	5	4	3	2	1
6. The required textbook and/or materials were helpful and added to the learning experience.	5	4	3	2	1
7. The readings and assignments contributed to my learning.	5	4	3	2	1
8. The work required for this course was less than what is required for other Methodist University courses at the same level (100 level, 200 level, etc.).	5	4	3	2	1
9. The course improved my oral and/or written communication skills.	5	4	3	2	1
10. The course improved my ability to think critically.	5	4	3	2	1
11. The course improved my ability to think creatively.	5	4	3	2	1
12. The course helped me appreciate how conclusions are reached in the natural sciences, social sciences or arts and humanities.	5	4	3	2	1
13. The course helped me recognize or conceptualize connections between ideas, events or knowledge areas.	5	4	3	2	1
14. The course improved my familiarity with cultures other than my own.	5	4	3	2	1
15. The course increased my understanding of or commitment to values and ethics.	5	4	3	2	1
<b>Questions About the Instructor</b>					
16. The instructor communicated ideas and information clearly and effectively.	5	4	3	2	1
17. The instructor connected activities, assignments and assessments to the course goals and objectives.	5	4	3	2	1
18. The instructor encouraged me to connect real world situations to the course when appropriate.	5	4	3	2	1
19. The instructor found ways to keep students interested and engaged.	5	4	3	2	1
20. The instructor was available during posted office hours and/or by appointment.	5	4	3	2	1
21. The instructor provided clear, useful and timely feedback.	5	4	3	2	1
22. The instructor treated students and their ideas and opinions with respect.	5	4	3	2	1
23. The instructor explained grading criteria clearly.	5	4	3	2	1
24. The instructor was inconsistent in applying grading criteria.	5	4	3	2	1
<b>Summary Questions</b>					
25. Overall, I did not put forth a full effort for this course.	5	4	3	2	1
26. Overall, the instructor was effective in promoting my learning in this course.	5	4	3	2	1
27. Overall, this course has been a worthwhile addition to my college experience.	5	4	3	2	1

(Continue on back)

**Directions: Please respond candidly to the following questions. You may request a blue sheet from the student volunteer if you need to make additional comments.**

28. Describe some aspects of this course that promoted your learning.

29. What specific, practical changes can you suggest that may improve learning in this course?

30. Would you recommend this course from this instructor, why or why not?

**INDICATE THE APPROPRIATE BUBBLE FOR THE FOLLOWING QUESTIONS.**

31. Did your instructor arrange for adequate instruction in using the information resources of Davis Library (electronic databases and other information resources) relevant to class assignments?

- Y Yes
- N No
- X Not Applicable

32. Did your instructor follow the proper procedures for administering this form?

- Y Yes
- N No

TERM			DEPT			COURSE				
7	7	1	E	N	G	1	0	1	0	1
<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> A	<input type="radio"/> 0	<input checked="" type="radio"/> 0	<input checked="" type="radio"/> 0	<input checked="" type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1	<input checked="" type="radio"/> 1	<input type="radio"/> B	<input type="radio"/> B	<input type="radio"/> B	<input checked="" type="radio"/> 1	<input type="radio"/> 1	<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 1	<input checked="" type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> C	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input checked="" type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> F	<input type="radio"/> F	<input type="radio"/> F	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> G	<input type="radio"/> G	<input checked="" type="radio"/> G	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6
<input checked="" type="radio"/> 7	<input checked="" type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> H	<input type="radio"/> H	<input type="radio"/> H	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> I	<input type="radio"/> I	<input type="radio"/> I	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> J	<input type="radio"/> J	<input type="radio"/> J	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9
			<input type="radio"/> K	<input type="radio"/> K	<input type="radio"/> K	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D	<input type="radio"/> D
			<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> L	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E	<input type="radio"/> E
			<input type="radio"/> M	<input type="radio"/> M	<input type="radio"/> M	<input type="radio"/> I	<input type="radio"/> I	<input type="radio"/> I	<input type="radio"/> I	<input type="radio"/> I
			<input type="radio"/> N	<input checked="" type="radio"/> N	<input type="radio"/> N	<input type="radio"/> S	<input type="radio"/> S	<input type="radio"/> S	<input type="radio"/> S	<input type="radio"/> S
			<input type="radio"/> O	<input type="radio"/> O	<input type="radio"/> O					
			<input type="radio"/> P	<input type="radio"/> P	<input type="radio"/> P					
			<input type="radio"/> Q	<input type="radio"/> Q	<input type="radio"/> Q					
			<input type="radio"/> R	<input type="radio"/> R	<input type="radio"/> R					
			<input type="radio"/> S	<input type="radio"/> S	<input type="radio"/> S					
			<input type="radio"/> T	<input type="radio"/> T	<input type="radio"/> T					
			<input type="radio"/> U	<input type="radio"/> U	<input type="radio"/> U					
			<input type="radio"/> V	<input type="radio"/> V	<input type="radio"/> V					
			<input type="radio"/> W	<input type="radio"/> W	<input type="radio"/> W					
			<input type="radio"/> X	<input type="radio"/> X	<input type="radio"/> X					
			<input type="radio"/> Y	<input type="radio"/> Y	<input type="radio"/> Y					
			<input type="radio"/> Z	<input type="radio"/> Z	<input type="radio"/> Z					

**Demographic Information**

**Year**

- 1 Freshman
- 2 Sophomore
- 3 Junior
- 4 Senior
- 5 Graduate

**Reason for Taking Course**

- 1 Interest
- 2 Major/minor requirement
- 3 General Education requirement
- 4 Reputation of course
- 5 Reputation of instructor
- 6 Other (don't know)

**Grade Expected**

- A A
- B B
- C C
- D D
- F F
- I I

*Thank you for your time and input into Methodist University's future.*

**APPENDIX**  
**REQUEST FORM**

# Request Form

Office of Institutional Research and Effectiveness

**Request**

**Name of Person Requesting Information**

**Department / Committee**

**Contact Information**

**Description and Details of Request**

*All requests have a standard turn-around time of 14 days.*

**Date Request Submitted**

**Preferred Completion Date**

## **FOR OFFICE USE ONLY**

*Please do not write in this area.*

**Due Date of Request**

**Work Time**

**PR**

**Completed**

**Date Completed**