IDIS Standard Survey   **Purdue University**
SP13 2013   **West Lafayette**

Course: CMPL26700 001-XLIST - World Lit 1700 To Now   **Department:** CMPL

Responses / Expected: 11 / 12

CMPL26700 - 001-XLIST

1a - Demographics							Responses						Course			
	[F]	[S]	[J]	[S]	[G]	[O]	Grp. Med.	Mode	S.D.	N	Mean
Q1 YOUR CLASS	1	4	3	3	0	0	**2.7**	2	.96	**11**	**2.7**

Responses: [**F**] Fresh=1 [**S**] Soph=2 [**J**] Jr=3 [**S**] Sr=4 [**G**] Grad=5 [**O**] Other=6

CMPL26700 - 001-XLIST

1a - Demographics								Responses					Course			
	[A]	[B]	[C]	[D]	[F]	[P]	[F]	Grp. Med.	Mode	S.D.	N	Mean
Q2 EXPECTED GRADE	4	5	2	0	0	0	0	**6.2**	6	.72	**11**	**6.2**

Responses: [**A**] A=7 [**B**] B=6 [**C**] C=5 [**D**] D=4 [**F**] F=3 [**P**] Pass=2 [**F**] Fail=1

CMPL26700 - 001-XLIST

1a - Demographics				Responses		Course			
	[RF]	[RB]	[E]	Grp. Med.	Mode	S.D.	N	Mean
Q3 COURSE REQUIRED	5	1	5	**2**	1,3	.95	**11**	**2**

Responses:
[**RF**] Required for your major/minor=1
[**RB**] Required by school/University=2
[**E**] Elective=3

CMPL26700 - 001-XLIST

1a - Demographics											Responses		Course			
	[A]	[E]	[E]	[H]	[L]	[M]	[P]	[S]	[T]	[VM]	[U]	Grp. Med.	Mode	S.D.	N	Mean
Q4 YOUR SCHOOL	4	0	0	4	2	0	0	1	0	0	0	**9.1**	8,11	2.15	**11**	**8.5**

Responses:
[**A**] AG=11 [**E**] ED=10 [**E**] ENGR=9 [**H**] HHS=8 [**L**] LA=7 [**M**] MGMT=6 [**P**] PHARM=5 [**S**] SCI=4 [**T**] TECH=3 [**VM**] VET MED=2 [**U**] UNDECLARED=1

CMPL26700 - 001-XLIST

2a - University questions about your course						Responses		Course			
	[E]	[G]	[F]	[P]	[VP]	Grp. Med.	Mode	S.D.	N	Mean
Q5 Overall, I would rate this course as:	6	4	1	0	0	**4.6**	5	.66	**11**	**4.5**

Responses: [**E**] Excellent=5 [**G**] Good=4 [**F**] Fair=3 [**P**] Poor=2 [**VP**] Very Poor=1

Koppy, Kate C

2b - University questions about your instructor	Responses	Individual

	[E]	[G]	[F]	[P]	[VP]	Grp. Med.	Mode	S.D.	N	Mean
Q6 Overall, I would rate this instructor as:	6	4	1	0	0	**4.6**	5	.66	**11**	**4.5**

Responses: [**E**] Excellent=5 [**G**] Good=4 [**F**] Fair=3 [**P**] Poor=2 [**VP**] Very Poor=1

CMPL26700 - 001-XLIST

3b - PICES course based questions

		Responses					Course			
	[SA]	[A]	[U]	[D]	[SD]	Grp. Med.	Mode	S.D.	N	Mean
Q7 The stated goals of this course are consistently pursued.	4	6	1	0	0	**4.3**	4	.62	**11**	**4.3**
Q8 This course builds understanding of concepts and principles.	4	6	1	0	0	**4.3**	4	.62	**11**	**4.3**
Q9 This course gives me an excellent background for further study.	5	4	2	0	0	**4.4**	5	.75	**11**	**4.3**
Q10 Course topics are dealt with in sufficient depth.	4	5	1	1	0	**4.2**	4	.90	**11**	**4.1**
Q11 The subject matter of this course is well organized.	5	5	1	0	0	**4.4**	4,5	.64	**11**	**4.4**
Q12 The format of this course is appropriate to course purposes.	7	3	1	0	0	**4.7**	5	.66	**11**	**4.5**
Q13 Course materials are a helpful guide to key concepts covered during class time.	6	3	0	0	0	**4.8**	5	.47	**9**	**4.7**
Q14 The assigned reading is well integrated into this course.	8	2	1	0	0	**4.8**	5	.64	**11**	**4.6**
Q15 The grading system was clearly explained.	8	1	2	0	0	**4.8**	5	.78	**11**	**4.5**
Q16 Evaluation of my work is expressed in a constructive manner.	6	3	1	0	0	**4.7**	5	.67	**10**	**4.5**
Q17 The workload is appropriate for the goals of this course.	5	5	1	0	0	**4.4**	4,5	.64	**11**	**4.4**
Q18 Overall, the instruction is effective.	7	3	1	0	0	**4.7**	5	.66	**11**	**4.5**

Responses: [**SA**] Strongly Agree=5 [**A**] Agree=4 [**U**] Undecided=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1

Koppy, Kate C

3c - PICES instructor based questions

		Responses					Individual			
	[SA]	[A]	[U]	[D]	[SD]	Grp. Med.	Mode	S.D.	N	Mean
Q19 My instructor explains material clearly.	6	4	1	0	0	**4.6**	5	.66	**11**	**4.5**
Q20 My instructor encourages questions and expression of ideas.	7	3	1	0	0	**4.7**	5	.66	**11**	**4.5**
Q21 My instructor provides adequate opportunity for individual assistance.	6	4	1	0	0	**4.6**	5	.66	**11**	**4.5**
Q22 My instructor provides useful feedback throughout the semester.	5	5	1	0	0	**4.4**	4,5	.64	**11**	**4.4**
Q23 My instructor shows respect for diverse groups of people.	7	3	1	0	0	**4.7**	5	.66	**11**	**4.5**
Q24 My instructor is fair and impartial when dealing with students.	8	2	1	0	0	**4.8**	5	.64	**11**	**4.6**
Q25 My instructor seems concerned that students learn.	7	2	1	1	0	**4.7**	5	.98	**11**	**4.4**
Q26 My instructor provides many challenging new viewpoints.	4	3	2	1	0	**4.2**	5	1	**10**	**4**

Responses: [**SA**] Strongly Agree=5 [**A**] Agree=4 [**U**] Undecided=3 [**D**] Disagree=2 [**SD**] Strongly Disagree=1

Q27 - We welcome your written comments below. What is something/are some things that the instructor does well, e.g., something you hope that the instructor will continue to do in the class in the future?

Faculty: Koppy, Kate C

Response Rate: 63.64% (**7** of **11**)

- Kate does a great job at explaining the literature that we read in class. She helps us to consider the literature from outside our own perspectives.

- My instructor gives consistent reminders of due dates in advance so the students are always aware of what is due. The students can always go to her with a question or ask for help. She is always open to new ideas.

- Being enthusiastic and helpful

- Splitting up groups of readings so we don't have to read all of them but still get an understanding of them from the student who did.

- I liked having pop quizzes as the regulatory system for checking that we were reading the texts. They didn't suck too much class-time away from discussion but they still forced people to read.

- I really enjoyed this class. The instructor was great at teaching and getting the students involved in class.

- I really like how Kate allowed the class to have their own type of discussion and when we were having trouble starting the conversation she would give us a little push.

Q28 - Make a suggestion(s) for improving the course (a criticism alone is not helpful; tell your instructor how you would fix any problem).

Faculty: Koppy, Kate C

Response Rate: 36.36% (**4** of **11**)

- The Poetry sections did nothing to help me learn. I understand that you have to teach it, but I get nothing out of those sections. The poetry presentations were a good attempt to help with this issue, but it didn't work for me.

- I would change the setup of the poetry readings. Perhaps, we could make a powerpoint or something that is more entertaining.

  I did not feel like I took much from the days that we talked to people who read different texts. It was really boring to hear a summary of the text without reading it or experiencing it myself. I think we were supposed to be looking for common threads that tied all the stories in the set together (clash of cultures, free will), but sometimes that felt like a superficial, strained connection. I would prefer to read more texts as a whole class and discuss as a whole class.

- Discussing as a whole class would also prevent the too-often occurrence of being the only one in the group who had read it, since three other people are more likely to not read it than the whole class having not read it.

  Nit-picky side note: please verify some of the historical comments in your lecture. The 1919 flu pandemic did not kill one-third of the world population and India gained its independence shortly after World War II, not in the 60s. Obviously, these didn't prevent us from understanding literature, but in general misinformation from a professor is a bad thing.

- require less reading for class. most of the students taking that course are busy with courses in their major. so it is hard to find time to do extra work for a course not in their major.