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ABSTRACT

This document is a guide for use in self-study by groups of college faculty using the Course Planning Exploration (CPE) survey. The CPE is designed to uncover approaches to course planning and thereby stimulate discussion, collegial learning, and development among faculty members. Section I describes the CPE including the history of its development, the contextual filters model of course planning, and the uses of the CPE for program self-study. Section II covers how to use the CPE, an overview, the parts of the survey, scoring, and reporting and discussing the results. Section III explores how to use the CPE for research including a discussion of cautions and instrument limitations. Appendixes contain a listing of the steps taken in the development of the CPE, a copy of the survey itself, and a data code book. An attachment describes how to obtain the CPE and the user's manual. Eight references are included. (JB)

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COURSE PLANNING EXPLORATION FOR PROGRAM SELF-STUDY

USER'S MANUAL

Preliminary Edition

Preface

Course planning is an important faculty activity. Faculty members must call on content knowledge, pedagogical knowledge, and effective decision-making skills to select among alternative course plans and to choose those appropriate for the subject and students taught. Yet, faculty members seldom spend much time reflecting on the course planning process or discussing the views they bring to it.

There is no "correct" model for course planning. However, because faculty members frequently learn about instructional alternatives from their colleagues, discussing options and planning decisions often can improve the way courses are planned and taught. Therefore, we have constructed this brief survey, the Course Planning Exploration, to stimulate discussion among groups of faculty members.

The Course Planning Exploration (CPE) is based on interviews with many faculty members. A longer version was used in a national survey to help NCRIPTAL researchers understand how faculty plan courses. Subsequently, the version in this manual was created especially for use in self-study by groups of faculty. The new CPE retains the essential parts of the original survey but is briefer and more "user friendly." This User's Manual suggests ways that college administrators, groups of faculty, and researchers may use the CPE.

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Course Planning Exploration for Program Self-Study
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SECTION I. ABOUT THE COURSE PLANNING EXPLORATION

1. Introduction and Background

During the 1980s many college administrators and faculty members directed their attention to strategies for improving teaching and learning. Faculty members were urged in several national reports to increase curricular coherence, set high expectations for students, and foster active student involvement. Response to such exhortations requires that faculty members plan carefully as they select content to include in their courses, establish standards for students to achieve, and choose instructional activities to help students attain these standards.

Developing a course plan that optimizes each aspect of instruction is a challenging faculty activity requiring expertise and informed decision-making. Although they strive to plan and teach courses in ways that help students learn effectively, faculty members seldom have received specific training for these tasks. The individual initiative of instructors and the support provided by small groups of faculty colleagues are the typical routes to improving course planning, and thus, student learning.

Faculty groups who wish to learn more about course planning, however, will find few materials relevant to college teaching. Research on college teaching, by focusing almost entirely on how faculty behave in the classroom and how students perceive and evaluate that behavior, has provided little guidance to assist faculty in improving their course plans. Our studies of course planning have helped to narrow this knowledge gap by identifying assumptions and influences that college faculty actually consider important. These patterns of practice have helped us to suggest ways that college teachers can improve their planning.

Through a series of studies, we have learned that the process of course planning involves three major aspects: (1) the faculty member's attitudes toward planning, (2) the process of creating the plan, and (3) the activities of recording and executing the plan. Since only the recorded plan and its execution can be observed directly, the first two aspects of planning can be understood only if faculty members describe them. In our interviews and seminars with college teachers, we found that talking about course planning heightened faculty awareness of their assumptions, their decision-making processes, and alternatives they had overlooked. To facilitate this type of critical self-evaluation, we altered the design of our protocols to create a self-study device, the CPE. By using the CPE to foster discussion, faculty address aspects of curriculum development and student learning that often are new to them. These new ideas challenge instructors to examine their beliefs and provide support for experimentation with new course plans.

Course planning discussions among college teachers have benefits beyond increasing instructors' awareness of their own assumptions. Recent advances in cognitive psychology indicate that students learn better if teachers clearly communicate course objectives and discipline structure to them. A coherent learning plan, then, helps students to integrate new knowledge with old. This emphasis on how learning occurs as well as what is learned requires faculty members to articulate their thoughts about how they achieve these goals in their courses. In doing so, they help students better understand course objectives and activities.

In developing the CPE, we drew on the work of other curriculum specialists and educational psychologists to construct a tentative model for course planning. Guided by this initial model (Stark and Lowther, 1986), we interviewed 89 faculty members teaching introductory college courses in eight disciplines and a few students of each faculty participant. We then revised the course planning model, drawing on what we heard, and constructed a survey of course planning to systematically test the model (Stark, Lowther, Ryan, Bomotti, Genthon, Haven, and Martens, 1988).

We answered three questions in our nationally representative survey of faculty teaching introductory courses in universities and colleges emphasizing teaching:

- What influences faculty members as they plan courses?
- How strong are the various influences?
- Do course planning influences and processes differ for faculty members teaching various subjects and in different types of colleges?

Based on the survey answers to these questions, we refined the course planning model once more, enhancing its value as a guide for faculty discussions of course planning. In the next section we describe this model briefly as a heuristic for those who wish to use the CPE.

2. The Contextual Filters Model of Course Planning

The "Contextual Filters Model" of course planning we developed from our progressively refined studies is shown in Figure 1. It provides a basic framework relating important elements in course planning. The model illustrates our finding that the "content influences," including the related issues of faculty background (the ovals labeled 1-4 in the content area), perceptions of the discipline as a field (ovals 5-7), and educational beliefs (ovals A-F) are temporally the first, and certainly the strongest, influences on course planning (Stark, Lowther, Bentley, Ryan, Martens, Genthon, Wren, and Shaw, 1990).

To varying degrees, contextual factors, such as college goals, student characteristics, external influences, and available advice and services (labeled C1 to C8 in the model), influence course planning too, but they are perceived by faculty members as less influential than discipline and educational beliefs. Based on these observations, we envision the contextual influences as a series of filters that screen, and modify to different degrees, the instructor's discipline orientation and related educational beliefs.

Finally, the interaction of the two sets of variables--that is, content as modified by context--influences the decisions instructors make in planning courses. Within this set of course decisions (labeled D1 to D4), we include establishing course objectives, selecting and arranging the subject matter, and choosing learning activities. No single pattern or sequence of decision steps characterizes the planning of all college instructors. However, in Figures 1 and 2, the darker arrows represent sequences of steps in planning that seem to be more typical than those represented by the lighter arrows.[1]

[1] The Contextual Filters model was gradually constructed by examining successive iterations of interview and survey data. This process produced some discontinuities between the emerging model and the survey instrument. Thus, in a previous report of survey results (Stark, Lowther, Bentley, Ryan, Martens, Genthon, Wren, and Shaw, 1990), we could not link every element in the model directly to a single section of the survey. As we prepared this new version of the CPE for program self-study, we adjusted both the model and the CPE to make the linkages tighter. Thus, Figure 1, a version of the Contextual Filters Model that incorporates these adjustments, is more accurate than the model presented in our 1990 report, *Planning Introductory College Courses: Influences on Faculty*.

In one major change, under Faculty Background and Characteristics, the model now distinguishes the perceived influence of knowledge gained from teaching experience from that derived through formal pedagogical training. In a second substantial change, the revised CPE incorporates direct responses to seven purposes of education. Finally, we have amplified the Course Decision portion of the model in several ways. We have noted in more detail the possible ways of sequencing a course. Two factor-based indices that describe the rationale for selecting content are placed within the course decision part of the model. We also developed brief new sections of the CPE to provide a better basis for discussing other types of course decisions, such as establishing course objectives, and selecting learning materials. In Figure 2 we show an enhanced diagram of the Course Decision part of the model that portrays these new aspects. As will be noted later, we have no survey data yet from which to create indices for these newly expanded sections.

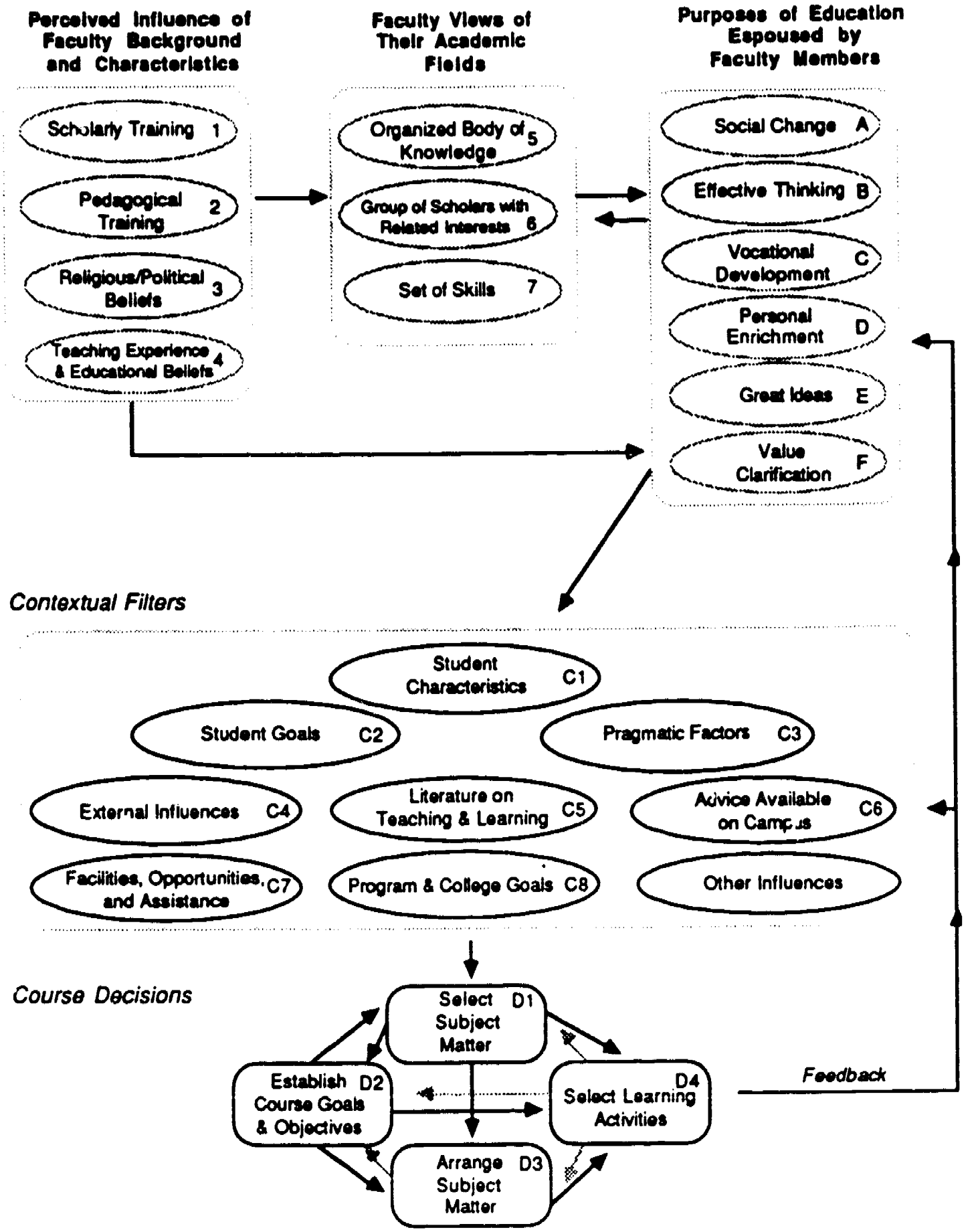

Figure 1. Basic framework of the contextual filters model of course planning.

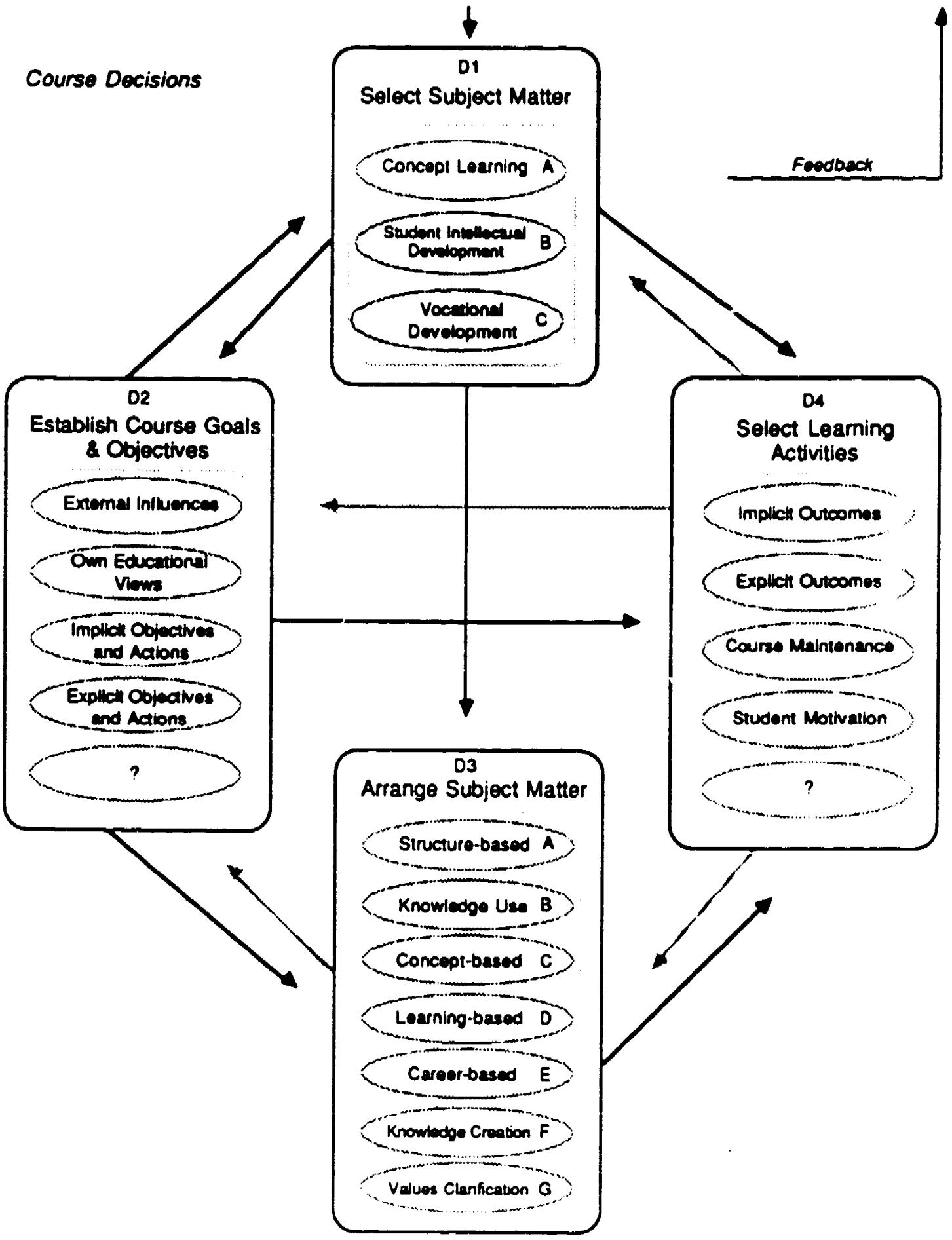

Figure 2. Expansion of course decisions section of the contextual filters model of course planning.

As portrayed in Figures 1 and 2, the Contextual Filters Model is a general framework that identifies the possible influences on course planning for many disciplines and some of the resulting course decisions made by instructors. To focus it on a specific academic field, one must learn how important each influence typically is to faculty members in that field, and what types of decisions they usually make. Of course, not all faculty members teaching in an academic field report exactly the same influence patterns, but our research shows there is strong similarity. Based on the survey data we collected, we have found it possible to illustrate "patterns" of course planning influences for selected disciplines by shading the boxes and ovals in the content and context parts of the diagram (see Stark et. al. 1990).

After presenting the first survey study on course planning in 1988, including these illustrative patterns for selected disciplines, we received many requests for local use of the questionnaire. We believe that the process of faculty group discussion (and debate) about which elements and decisions comprise their own patterns of course planning is the a most effective practical use of the CPE. Thus, we developed the self-study version that is described in this manual.

3. Uses of the Course Planning Exploration for Program Self-Study

Use of the CPE can be initiated and led by any of the following types of educators: program or department faculty, college administrators, or basic researchers. Each of these educators will use the CPE in different ways to help colleagues improve course planning. Whatever the impetus for using the CPE, we strongly suggest that the involved faculty group meet first to discuss its goals in using it. Sending the CPE to faculty as a survey instrument without advance discussion or clear plans for subsequent discussion may result in poor response and misunderstandings. Often it will be most productive for faculty to bring their recently completed surveys to a discussion meeting, or to complete a section at a time while in the meeting, then moving promptly to the discussion.

In our experience, using the CPE with faculty members in similar disciplines may result in patterns of discussion very different from those that occur when using the CPE with faculty members from disparate fields. In the first pattern, faculty members from similar disciplines can likely agree on an influence profile that seems to incorporate their thinking. Such faculty members, typically within a department or program unit, can usually work together to improve specific planning decisions. Another pattern of discussion involves faculty members with conflicting viewpoints, who cannot agree on the purposes of education or on most aspects of planning. Discussions with such heterogeneous groups (for example, those attempting to work together on a curriculum committee or an interdisciplinary program) can widen course planning alternatives substantially. Depending on how tactfully the discussions are handled, they can either increase understanding or promote confrontation.

Table 1 below suggests several types of groups that might use the CPE, based on leadership and group composition.

Table 1

Uses of the CPE Suggested by Type of Leadership and Composition of Faculty Discussion Group.

	Composition of Faculty Discussion Group	
Leadership	Common or Similar Discipline	Different Disciplines
Department or division chair	Department or program faculty	Division faculty
Academic administrator	Department or program faculty	Entire college faculty
Committee chair	Department committee	College-wide committee
Institutional researcher	Selected departments	Entire college
Educational researcher	Any group	Comparable groups in several colleges

In this section we will illustrate some uses of the CPE that can be initiated by each type of leader with faculty groups from both single and multiple departments. Additional suggestions for guiding discussion when using the CPE with heterogeneous and homogeneous faculty groups are included in Section II of this manual. Section III provides more detail about potential use of the CPE by researchers.

Uses by Faculty Groups or Committees

Single Department Use

At the department or program level, the CPE can be used by a few colleagues. It encourages instructors to explore their course planning processes and discuss them with others. In these discussions, since faculty members belong to the same department, they probably will share many educational assumptions and goals covered in the Course Planning Exploration. Thus, the survey can be used to promote consensus and reinforce curricular intentions, or to revise them. The CPE is not designed to indoctrinate participants in "the right way to plan" or to guide them toward predetermined conclusions. Instead, its use should lead to reflection, sharing, and collegial comparisons aimed at professional growth. A basic assumption is that instructors, when presented with thought-provoking situations, will benefit from them.

The CPE can be useful to a department in several specific ways. For example:

- several faculty members who teach different sections of a single course may wish to use the CPE to ensure consistency by discussing the assumptions each brings to that course. Or, they may wish to ensure diversity so that students who enroll may encounter varied perspectives and teaching plans within each section, or choose a particular section congruent with their goals and interests.

- members of a department planning a new course may wish to use the CPE to clarify the assumptions that influence the planning of that course.

- a department may wish to identify which campus offices its members call upon (or do not call upon) for assistance with course planning and to initiate constructive dialog with those offices

- a department may hope to foster a discussion of how certain course designs may help students learn more effectively.

Multiple Department Use

When involving more than one department, and hence potentially diverse points of view on course planning, groups may wish to use the CPE in ways such as:

- a department may use the CPE to explore course planning assumptions that ensure effective cooperation with another department in designing an interdisciplinary course or a college-wide "service" course.

- a curriculum committee that draws representatives from different fields might complete and discuss the CPE early in their work year. The discussion probably will not resolve differing viewpoints, but can help members understand and respect the bases for their different perspectives.

- a general education committee might use the CPE to share perspectives as they decide what courses, or sets of courses, should be required of all students.

Uses by Academic Administrators

When the CPE is used by administrators as a survey, they can provide a forum to discuss the results, or, based on the data, move directly to generate recommendations about how to improve course planning. As is true for faculty groups using the CPE *within* programs, however, we believe that good faculty cooperation *across* programs will hinge on advance consideration of the purposes of the survey and the ways in which the findings will be used. If such consideration is not feasible, administrators should send a carefully worded letter describing the purpose of using the CPE, and providing a timetable for discussing the results.

Below are some specific examples of administrative uses:

- a dean or instructional development leader may wish to plan a workshop on a few aspects of course planning to help faculty better understand factors that influence their planning, or to provide them with information about available assistance on campus. The CPE could help to identify which aspects of the CPE would be most productive for workshop discussions, or to form curricular task forces based on similar or balanced views of educational purpose and course planning.

- a faculty member who supervises graduate teaching assistants might use the CPE with TAs as a springboard for a discussion of course planning. A department chairperson might hold a similar discussion for part-time or new faculty who have little teaching experience.

- academic administrators might use the CPE as a survey to assess the strength of local influences on course planning. For example, how frequently do faculty consult college-wide service offices? Is the college mission clear enough so that faculty feel they can incorporate it in their specific courses? Do some faculty feel frustrated by constraints or lack of autonomy in course planning? Results of such a survey can be used to strengthen services that enhance faculty efforts and reduce barriers that hinder them.

- administrators may wish to examine whether the course planning assumptions of faculty groups change after faculty development experiences are provided. For such longitudinal studies it is necessary to administer the CPE at two points in time, and it may be desirable for faculty members to complete it anonymously by supplying a personal ID number they use on both surveys. Because of the many influences on faculty attitude or behavior changes, administrators should be cautious in attributing changes to any specific development program or faculty service.

Uses by Researchers

In addition to its several self-study uses, the CPE can be used by researchers interested in understanding how faculty in varied classes or programs plan courses. This type of research can be done at a college-wide level or multi-institutional level by those familiar with social science research techniques. The data collected allow explorations of relationships among variables that may influence faculty teaching. For example, one might ask whether faculty members who view their discipline as a set of skills make different course decisions than those who view their field as a set of concepts students should learn. Or, the question of interest might be whether faculty with advanced degrees in their fields plan introductory courses in the same way they plan advanced courses. To supplement these examples and the researcher's own interests, several unresolved research questions about course planning that can be answered wholly or partly by using the CPE are included in our technical report *Planning Introductory College Courses: Influences on Faculty* (1990).

Even when researchers gather faculty responses to explore theoretical relationships such as those mentioned above, we believe they should supply a summary of results to respondents. Ideally, the results should be used to promote professional growth through discussion. Also, when doing such studies, researchers should not imply that there is a single best way to plan courses or allow the CPE results to be used to evaluate faculty members.

SECTION II. USING THE COURSE PLANNING EXPLORATION

1. Overview

In the previous section, we have described possible uses of the Course Planning Exploration in colleges. This section of the manual describes each part of the CPE, links it to the Contextual Filters Model of Course Planning, suggests ways of tallying faculty responses to promote meaningful discussion, and, based on our experience, provides suggestions for topics faculty groups may wish to discuss.

2. Parts of the Course Planning Exploration

The CPE is divided into eleven parts. Three of these parts serve primarily to gather identifying information. Of these, Parts I and II identify the courses and programs under consideration, and Part XI can be used, if appropriate, to gather personal data about respondents. The remaining parts (Parts III through X) are keyed to the elements of the Contextual Filters Model shown previously in Figures 1 and 2. The relation between each CPE section and the corresponding element of the model is described briefly in Table 2 below.

Faculty groups may discuss the parts of the CPE at a single meeting or in several meetings but we suggest that the discussion follow the general framework provided by the Contextual Filters Model. For example, the content sections of the CPE (Parts III, IV, and some of V) should be discussed first because they identify the most basic assumptions and planning influences. The context sections (Parts VI and some of V) may be discussed next, and finally the course decision sections (Parts VII, VIII, IX, and X). This sequence is particularly helpful because it encourages faculty members to consider whether their course planning decisions seem consistent with their own self-reported assumptions and purposes. Each part will be reviewed in greater detail in 4.0, Reporting and Discussing CPE Results.

Since the CPE focuses on faculty self-reports of influences they experience in their course planning, some users may want to relate issues not already included in the CPE to their course planning decisions. If so, it is appropriate to add items to the CPE to assess these views. Several of the items on the CPE were added as a result of suggestions from specific groups. For example, while many faculty do not rate their own religious or political beliefs as important in course planning, instructors in colleges with religious missions may wish to add even more items about educational purposes that include these goals in course plans. Although the CPE is already quite comprehensive, discussion can be enhanced by adding such unique local factors.

Table 2

Correspondence of CPE Sections to Elements of the Contextual Filters Model

Section of CPE	Elements of Contextual Filters Model
IDENTIFIERS:	
Part I. Your Course	Course identifiers and perceptions
Part II. Your Program	Program identifiers, goals, curriculum structure
Part XI. Personal and Professional Data	
CONTENT AND BACKGROUND CONSIDERATIONS:	
Part III. Your Beliefs About Education	Purposes of education (Ovals A-F)
Part IV. Your Teaching Field	Faculty views of their academic field (Ovals 5-7).
Part V. Influences on Your Course Planning (Items 1-11)	Influence of faculty background and characteristics (Ovals 1-4)
CONTEXTUAL FILTERS:	
Part V. Influences on Your Course Planning (Items 12-58)	Contextual filters (Ovals C1 to C8)
Part VI. Sources of Teaching Assistance	Extends information for filters C4 to C6
COURSE DECISIONS:	
Part VII. Selecting Course Content	Selecting subject matter content (Box D1)
Part VIII. Establishing Course Goals and Objectives	Goals and objectives (Box D2)
Part IX. Arranging Course Content	Arrange subject matter (Box D3)
Part X. Selecting Learning Activities	Select activities (Box D4)

3. Scoring the CPE: Indices and Measures

Since the information provided by the CPE is intended primarily to foster discussion within groups, faculty leaders who use the CPE in most of the ways described in this manual need no special expertise in survey administration, research methods, or statistics. The CPE will be most useful if instructors discuss the survey results promptly. Therefore, simple tallies of responses, usually by hand, are appropriate. We will briefly describe various ways of scoring the CPE.

One method, perhaps, the easiest and most familiar way to tabulate responses and "eyeball the data," is to calculate the percentage of faculty members who mark specific items at the extreme ends of the response scales. Such respondents indicate that an influence is either "very strongly" or "not at all" influential. This method will quickly identify items that instructors feel are strongly relevant or irrelevant in course planning.

An alternative method is to calculate the percentage of faculty members who gave *either* of the two highest numbered responses on an item (for example, either "very strongly" *or* "quite strongly," or "very true for me" *or* "quite true for me"). Using these percentages, one can rank the items from those with the highest percentage of strong responses to those with the lowest percentages.

We have no rule of thumb to offer about what percentage of the faculty members *should* believe an influence important; this will depend upon the situation. However, either of these methods will provide substance for discussion. The discussion groups may wish to focus on the most important or least important influences on course planning. Or, they could also focus on those in which faculty opinion is divided.

As we have explained earlier, each part of the CPE is keyed to elements in the Contextual Filters Model. The elements of the model may be measured by indices calculated from the faculty responses. A more systematic discussion results if the group focuses on these indices rather than on responses to specific items. Each index is a single item or a group of items that faculty members in our national survey answered in similar ways. [1]

To discuss these related groups of items, the leader should tally scores on each index. A list of the items on each index included in the Contextual Filters Model is given in Table 3 below. As noted in Table 3, some indices are based on a group of items, others are based on a single item. Scores for the multiple-item indices are obtained by averaging responses on the items noted in Table 3. Thus, all index scores range from 1 to 5.

In the most informal setting, each faculty member may calculate his or her own indices. Alternatively, the leader may save group time by calculating them in advance. We suggest that if a faculty respondent has omitted more than one-fourth of the number of items on any index, no score on that index should be calculated. To obtain the group mean (or a mean for a subgroup) add the scale scores of faculty members in the group and divide by the number of group members. We suggest that the mean score for an index (or item) not be calculated if more than 10% of the group has omitted responses to the item. Instead, during the discussion, find out why the respondents have omitted the item. Note that Part VI, Sources of Teaching Assistance, contains a "not available" option. If a source of assistance is not available on a campus, a mean or percent response is not valid. In this instance, faculty members may wish to discuss whether the assistance *should* be available.

Since responses can vary widely by discipline, the indices and measures should not be viewed as norms or "correct responses" to CPE questions. They merely help to present the CPE data in a parsimonious way. Discussions that might center on the various indices are noted in the next section of this guide.

Readers who are interested in additional information about the development of the indices should refer to our 1990 report *Planning Introductory College Courses: Influences on Faculty* . Those who wish to score the CPE as if it were a traditional survey will find brief instructions in Section III of this manual and a data codebook in Appendix 3. It is also possible to use a locally available machine scoring system.

[1] Note: There were few differences between full-time and part-time faculty in our national sample. Furthermore, a second response from a subsample of the faculty respondents with respect to their teaching advanced courses showed that, within each discipline, influences on planning were similar at the two course levels.

Please note that among the indices presented below, several of those corresponding to the Course Decisions section of the model are labeled "Potential Index" in Table 3 and are theoretically rather than empirically derived. These indices correspond to sections of the CPE (Parts VIII and X) that were added after the national survey to promote discussion about the reasons for specific types of course planning decisions. Consistent with other parts of the CPE, the new items focus on course decisions or teaching behaviors experts deem important, such as active learning and explicit communication of course goals. Faculty groups may either use our theoretical indices as a basis for discussion or determine what groupings of items they think more logical.

Table 3

CPE Indices and Measures

Influence or Decision	Part of CPE	Items
CONTENT AND BACKGROUND INFLUENCES		
Faculty Background and Characteristics		
Index 1 - Scholarly training	Part V	8,9,10,11
Index 2 - Pedagogical training	Part V	6,7
Index 3 - Religious/political beliefs	Part V	2,4
Index 4 - Teaching experience and educational beliefs	Part V	1,3,5
Faculty Views of Their Academic Field		
Index 5 - Organized body of knowledge	Part IV	F,G
Index 6 - Group of scholars	Part IV	A,B,D,E
Index 7 - Set of skills	Part IV	C
Purposes of Education Espoused		
Index A - Social change	Part III	A
Index B - Effective thinking	Part III	B
Index C - Vocational development	Part III	C
Index D - Personal enrichment	Part III	D
Index E - Great ideas	Part III	E
Index F - Value clarification	Part III	F

Table 3 (continued)

Table 3 (continued)

Influence or Decision	Part of CPE	Items
CONTEXTUAL FILTER INDICES		
Index C-1 Student characteristics	Part V	12-18,22
Index C-2 Student goals	Part V	19-21
Index C-3 Pragmatic factors	Part V	53-58
Index C-4 External influences	Part V	30-36
Index C-5 Literature on teaching and learning	Part V	51-52
Index C-6 Advice available on campus	Part V	45-50
Index C-7 Facilities, opportunities assistance	Part V	37-44
Index C-8 Program and college goals	Part V	23-29
COURSE DECISION INDICES		
D1 Select Subject Matter		
Index A - Concept learning	Part VII	1,2,15,17
Index B - Student intellectual development	Part VII	1,6,8,9,12,13,14
Index C - Vocational development	Part VII	3,7,10,16
D2 Establish Course Goals and Objectives*		
Potential Index A - External influences	Part VIII	1,5,6
Potential Index B - Own educational beliefs	Part VIII	2,3,4
Potential Index C - Implicit objectives and actions	Part VIII	8, 9, 16
Potential Index D - Explicit objectives and actions	Part VIII	10-15
Potential Index E - (Local interpretation)	Part VIII	
D3 Arrange Subject Matter		
Index A - Structurally-based	Part IX	A
Index B - Knowledge use	Part IX	B
Index C-Concept-based	Part IX	C
Index D-Learning-based	Part IX	D
Index E-Career-based	Part IX	E
Index F-Knowledge creation	Part IX	F
Index G-Values clarification	Part IX	G

Table 3 (continued)

Table 3 (continued)

Influence or Decision	Part of CPE	Items
D4 Select Learning Activities *	Part X	
Potential Index A - Implicit outcomes	Part X	7, 9, 15
Potential Index B - Explicit outcomes	Part X	6, 8, 16
Potential Index C - Course Maintenance	Part X	1, 10, 12,13
Potential Index D - Student Motivation	Part X	2,3,4,5,11,14
Potential Index E - (Local Interpretation)	Part X	

* No empirically-based indices available for these recently developed items.

4. Reporting and Discussing the CPE Results

The purposes for which the CPE is used determine what parts of the instrument are most important, which ones faculty will want to complete, and how the reporting of results and subsequent discussion should proceed. We envision few formal reports based on self-study use of the CPE because its primary purpose is to improve group discussion in colleges and universities about how faculty plan courses and to explore how this information may be used to improve teaching. Nevertheless, we realize that a written report may be required to document the costs and effort of using the CPE. If so, we suggest the report include a synopsis of faculty discussion, and a list of recommendations that emerged, rather than a report of the CPE results as a survey.

To achieve its goals, the group may wish to discuss each part of the CPE separately, or to focus on a broader picture as conveyed by the Contextual Filters Model. Full and open consideration in a direction comfortable for the group is more important than a rigid adherence to a specific order of discussion. As we mentioned earlier, the CPE indices serve to group related items in a meaningful manner and therefore provide a convenient starting point for interpretation. Instructors tend to answer most items on an index similarly. Thus, if some items on an index are answered differently by a particular group, discussion might focus on the reasons.

If scores on the indices are to be used for discussion, we suggest that profile graphs provide the best display. With modern computer graphic programs, mean scores of the group on selected indices may readily be placed on a grid. An alternative graphic representation uses the Contextual Filters Model (Figure 1) to portray the importance of influences for the faculty group. We suggest that a a successful discussion will result if each group of faculty develops its own profiles by shading in or otherwise marking a blank copy of the model. (To facilitate this process, feel free to copy as many model frameworks (Figures 1 and 2) from this guide as needed.)

In our own sessions with faculty members, we have observed several possible directions that discussions might take. Based on these observations, we now provide some suggestions for interpreting the various parts of the CPE and for tying the discussion to the Contextual Filters Model shown in Figures 1 and 2. These suggestions are arranged in order that the parts of the CPE occur, not in the order of the Contextual Filters Model discussion that we have recommended earlier.

Part I. Your Course

Discussion of Part I of the CPE helps the discussion group be clear about the purposes, levels, and audiences for the course or courses under discussion. Responses to Questions 7 and 8, for example, can provoke a lively discussion about student preparation and effort. It may be useful to connect the answers to these questions with a discussion regarding the influence of Student Characteristics and Student Goals (Contextual Filters Elements C-1 and C-2). Do faculty members who have strong views about student effort and preparedness believe these factors are influential in course planning? How do they accommodate these influences?

Part II. Your Program

This part of the CPE identifies characteristics of the sponsoring program (or other organizational unit) that may influence how a course is planned. Even if all faculty members in a group are from the same program, Questions 2 and 3 may lead to joint consideration of different assumptions about current curricular processes and organization. Divergent views about the same course or courses suggests the need for objective data to supplement opinion. The dimensions in Question 3 represent aspects of autonomy: autonomy (versus prescriptiveness) for students in selecting courses, autonomy (versus coordination) for faculty in planning courses, and autonomy (versus control) for the program in its curricular decisions. The discussion leader may wish to connect this discussion to that concerning the influence of college and program goals on course planning (Contextual Filter C-8). How, more specifically, do these general goals influence faculty members as they plan particular courses? Are these influences direct or indirect?

Part III. Your Beliefs About Education

These brief descriptions encompass major educational orientations that faculty members bring to course planning. Faculty beliefs are strongly linked with disciplines. However, most faculty members will agree that learning to think effectively is an important educational purpose (Statement B). Therefore, the discussion could focus on possible ways to achieve this purpose. To enhance this discussion, we propose that it include not only the generally accepted purpose of cultivating effective thinking, but also the purposes faculty members have rated as next in importance. There will be substantial disciplinary differences among these second-ranked purposes. Some discussion questions might include: What is implied in developing course plans to achieve the various combinations of two purposes? Does the achievement of one purpose support, or hinder, the achievement of the others? Which purposes are most easily combined with the goal of teaching effective thinking?

Faculty members may wish to rewrite these short statements to incorporate the language characteristic of their field. Leaders may link this exercise with analysis of how the instructors characterize their teaching field (Part IV). Does educational purpose influence discipline views, or vice versa?

Part IV. Your Teaching Field

In general, faculty members teaching in the same discipline agree that more than one of the statements in this part of the CPE describes their field. Based on survey data, we have reduced these seven statements to three indices that seem to capture how most faculty members describe their fields: an organized body of knowledge; a group of scholars interested in related issues; and a set of skills to be learned or applied (see Table 3). Discussion may center on whether these views of the field imply different planning decisions for advanced and introductory courses. In our surveys, we found that faculty answered these questions

differently at different course levels for only a few fields, such as foreign languages, where the two course levels differ substantially in purpose and clientele.

Part V. Influences on Your Course Planning

This part of the CPE poses fifty-eight possible influences on course planning. Faculty members are asked to indicate (on a scale of 1 = "not at all" to 5 = "very strongly" influential) how important each factor is to them as they plan the particular course which they are referring to as they answer the CPE.

The first eleven items in this part comprise the four indices capturing faculty background and beliefs, namely, scholarly training, pedagogical training, religious/political beliefs, and educational beliefs (represented in the Contextual Filters Model by ovals 1-4 under "Faculty Background and Characteristics"). These items solicit a rather general declaration from faculty members about what they believe influences them as they plan their courses. Most faculty members will indicate that their own educational beliefs are very strong influences. The specific beliefs they hold have already been probed in greater depth in the earlier discussion of CPE, Part III, entitled Your Beliefs About Education.

We have found that two of these background influences (Index 1, Scholarly Training, and Index 4, Teaching Experience and Educational Beliefs) are viewed as very important by most faculty. The influence of religious and/or political beliefs (Index 3) is less important for faculty generally, but crucial in some settings. Relatively few faculty report as having had specific pedagogical training (Index 2). Among those who have had such training, opinions of its influence are mixed in most groups.

The remaining list of possible influences on course planning (items 12 through 58) is divided into eight sets, confirmed empirically as Contextual Indices C1 through C8. These sets of items, grouped together in the CPE, relate to broad categories of influence; many items within each group were answered in similar ways by faculty members we surveyed. For those influences especially important to the discussion group, it is useful to determine if any single item deviates from the pattern of its index. The influence of available textbooks and the standards of accreditors often are such items. Discussion may reveal why faculty in some fields find these influences extremely important, while faculty in other fields find them largely irrelevant. In our survey, we found that faculty judged certain aspects of their work life, such as promotion and tenure pressures, to be largely irrelevant when planning courses. Since this finding is contrary to common belief, we expect that this item can generate a spirited discussion.

In some cases, faculty may fail to recognize influences because they take for granted constraints or special opportunities in their local situation. A typical example of this pattern we encountered in our interviews is that English instructors who lack access to computers when teaching composition often do not feel equipment or facilities are influential. However, in settings where computers have been introduced, the similar instructors may say that inadequate numbers of computers negatively influence their planning. In encouraging faculty members to express the reasons for each influence, administrators can benefit from understanding which planning influences are *not* important to faculty, as well as which are important.

Faculty responses to the items in CPE, Part V also can stimulate discussions about broad influence categories. For example, What are the college's goals and why are they so influential? Or not influential? What are some barriers to more effective course planning that could readily be eliminated? How do we respond to student characteristics which so many faculty members feel are an important influence?

Part VI. Sources of Teaching Assistance

This set of questions focuses faculty attention more closely on possible sources of help in course planning and teaching [Contextual Filters C-5, C-6, and C-7]. Not all these resources will be available in every setting. Therefore, the discussion raises issues such as: Should more help be available? To what extent do faculty currently use available help? To what extent is more information needed about existing resources? What changes in existing assistance, or in faculty behavior, are needed?

Part VII. Selecting Course Content

Because disciplinary content and perspectives are crucial influences in course planning, Part VII asks instructors to reflect on and discuss some specific beliefs about selecting content to promote student learning. Three indices have been developed, each of which represents a quite different educational reason for selecting content. Faculty in a single discipline tend to agree on the importance of many of these reasons for selecting course content. Thus, in a department or other more or less homogeneous faculty group, discussion about ways of improving student learning can result from sharing the answers to these items. The leader might encourage faculty members to do additional reading and verification in the literature on learning theory.

In a heterogeneous group, the dynamic may be quite different. A spirited discussion may reveal very basic differences that seem, at first, to hamper communication. With tactful leadership, the discussion can develop appreciation for the strong disciplinary socialization that causes one's colleagues to think so differently. (It is useful to examine the relations of these responses to those of the same individuals for Educational Beliefs (Part III) and Views of the Teaching Field (Part IV).)

Part VIII. Establishing Course Goals and Objectives

Items in this part of the CPE are designed to provoke discussion about the articulation and communication of course goals and objectives to oneself and one's students. Responses to the first set of items (Items 1-8) may be compared with responses to the influence items from Part V (Contextual Filters C1-C8). Although the items seem similar, the items answered earlier in Part V focus on how these forces influence one's *planning*. In this part (Part VIII), the items focus on decisions that actually result in parts of the course *plan*, in this case, course objectives. The distinction is important because, for some faculty, the planning process results in fully articulated and specific objectives. For others, the objectives are never articulated very clearly.

These items suggest several issues for discussion.[1] One issue is the balance between course objectives believed to be directed by external forces versus course objectives that arise from an instructor's own sense of educational purpose. A second issue involves whether outcomes should be stated in terms of student achievement, or student experience. This issue is an important current debate, as many state systems ask for demonstration of student achievement through specific outcome measurement. The second item set (Items 8-16) stimulates discussion about the potential value of, and methods for, communicating course objectives and structure to students.

[1] These items are new to the CPE and we lack data to create empirical indices. The suggested dimensions within the course decision section of the Contextual Filters Model are shown in Figure 2.

Part IX. Arranging Course Content

The statements describing different ways of arranging course content were adapted and extended from a similar set developed for K-12 education (Posner and Strike, 1976). In our studies,we have found that they adequately represent the varied ways that college faculty arrange content in their courses. As expected from earlier responses in Part III, faculty members from different fields tend to arrange course content in different ways. Thus, an interesting discussion can result when instructors from two different fields work as a pair, each trying to imagine arranging their course material as their partner does.

Part X. Selecting Learning Activities

This part of the CPE lists reasons why faculty members select particular learning activities in their courses. These items, clustered into "potential" indices, suggest several topics for discussion. For example, our discussions with faculty revealed that most faculty members are quite satisfied with their course structures. They fine-tune them from year to year, but major overhauls are rare. Why is this the case?

For courses where the lecture is the predominant mode of instruction, faculty discussion may contrast the value of active learning with passive learning. To illustrate, how can active learning opportunities be incorporated within large lecture courses?

Several of the items in this part focus on ways of increasing student motivation. Some faculty members will correctly associate these motivational strategies with the active learning questions, as well as with helping students integrate and use information in a meaningful way. Still further discussion may expand the themes discussed in Part VII on selecting course content. Are the reasons for selecting course content similar to, or different from, the reasons for selecting learning activities? Are they consistent with educational beliefs and ways of arranging content?

Part X. Personal and Professional Data

The personal data part of the CPE will be most useful when the survey is administered to a large group of faculty in diverse disciplines, as might be the case in research projects, to be discussed shortly. Within a small department where the members are well-known to each other and the purpose is face-to-face discussion, the personal and professional data may serve little purpose and may be omitted.

SECTION III. Using the CPE for Research

This section of the User's Guide is written for campus researchers, or academic administrators who are responsible for educational studies. Although the primary use of the CPE is to promote discussion, we know that researchers will find many basic and applied research questions to explore with it. Therefore, we mention some advantages of research administration in certain instances, suggest ways to administer the CPE for research purposes, and provide computer scoring procedures to assist in analyzing data.

Those who use the CPE for research should have some experience in administering and analyzing surveys. They should also read Appendix 1 for a summary of how the CPE was developed and seek more information about the technical properties of its indices from our survey report, *Planning Introductory Colleges Courses: Influences on Faculty* (1990).

1. Research Suggestions

The CPE can provide descriptive profiles of faculty course planning, comparisons among faculty groups, and correlation of faculty planning assumptions with other variables. If this information is needed, some advantages of researchers' use of the CPE are:

1. the researcher's neutrality and distance from the faculty may provide more objective reporting of the results.

2. researchers may have more regular access to keypunching and scoring facilities;

3. researchers are accustomed to linking data with other institutional data bases and will be aware of existing data that can be linked with the CPE file;

4. researchers are more likely to have the resources and staff continuity needed to conduct longitudinal studies;

5. analyses for the various disciplines may produce comparisons that provoke fruitful discussion among faculty in different fields.

Although the CPE can be beneficial in college-wide studies, there are some disadvantages of research use. For example:

1. the initiative for understanding course planning and using the information to improve teaching no longer rests with faculty members;

2. the study is less likely to result in direct communication among faculty members;

3. the turn around time for feedback and discussion may increase;

4. instructors may see the researcher's work as an intrusion in their domain.

Administration

In general, a researcher using the CPE will seek either responses from an entire population of interest, or decide to select a random sample. The entire population is appropriate if the researcher is helping faculty members foster discussion within their own program. Random sampling may be chosen when the task is to provide a composite picture of faculty members' views in a variety of programs in a large institution.

The CPE takes about 45 to 60 minutes for faculty members to complete. It could be administered during a faculty or department meeting, but, for research purposes, more typically is sent out by campus mail and returned within a week. Responses to the CPE may be recorded directly on the survey except for any items added locally or, if desired, it can be answered on electronic scoring sheets provided by the researcher.

If mailed surveys are used, at least two postcard follow-ups should be planned. In some cases, the researcher may wish to administer the CPE anonymously. If, under these circumstances, a longitudinal study is planned, some specified five-digit identification number known only to the faculty member may be used to match the two versions. If names or ID numbers are not requested on the CPE, researchers should consider asking the faculty respondents to submit a separate postcard or transmittal slip indicating that they have returned it. This notification can be detached from the CPE and will allow the researcher to follow up only those who have not responded. If possible, it is desirable to examine the characteristics of a set of non-respondents to see if they differ in any systematic way from those who responded. If the date when surveys are returned to a central place is recorded, differences between those who responded early and late also can be examined.

Analysis

Although we have suggested simple hand tallies for prompt departmental discussion, data entry and computer analysis may be appropriate for institution-wide or large-scale research uses of the CPE. In Appendix 3 we suggest a data entry plan. Using this codebook, data entry personnel can work directly from the CPE booklets, creating a comprehensive data base. According to local facilities, the data file can be read by SPSSX, OSIRIS, SAS, SYSTAT, MINITAB, or other statistical analysis programs.

The CPE indices were derived by factor-analysis and can be calculated within the data base as simple summated indices using the designated items (see Table 3). Researchers may wish to use other scale transformation methods for group comparisons, such as summing the items and standardizing the indices to a consistent pre-specified mean and standard deviation.

We advise against writing the data gathered with the CPE into any existing college files. These data are not properly part of a personnel data base. For broad scale research projects where subgrouping by other relevant variables is desired, it is preferable if data from a college-wide data base are "imported" to join with the CPE results in a temporary data set, leaving the college-wide data base unaltered.

We assume that researchers habitually document data bases carefully and include necessary explanations of the limits of the data and the caveats for their use. The CPE file documentation should warn against use of the data in individual personnel matters, stress that the stimulus for answering the questions was a specific course, and indicate that course planning assumptions and influences are known to differ for different courses and disciplines.

A variety of issues concerning course planning might be studied by institutional researchers. For example, a group leader or researcher might be interested in determining whether

responses to specific parts of the CPE are associated with gender or length of teaching experience as well as discipline. Such a researcher might choose to expand the personal and professional information part of the CPE to examine specific relationships. To cite one example of such an expansion, note that the CPE measures only the extent to which a faculty member *perceives* that pedagogical training is influential in course planning. A researcher might want to add specific questions about the type and amount of pedagogical training faculty members actually have had to see how training relates to perception. In another example, most faculty members *perceive* that their teaching experience is very influential. Is this equally true for faculty members who have taught briefly or extensively? In a third example, a researcher might wish to understand how course planning influences vary when faculty members plan general education courses compared with planning courses for students majoring in their discipline.

Multivariate analyses, such as hierarchical regression analysis, can be used to assess the effect of course planning assumptions on other variables or, conversely, the effect of other variables on course planning assumptions. Although the data will vary on a given campus, the general procedure is to regress appropriate control and independent predictor variables on a course planning score. For example, to study whether faculty age is related to course planning, faculty gender and discipline might be held constant as control variables in a regression equation, while faculty age is hypothesized as a predictor variable to be examined for its relationships to several aspects of course planning. Our prior research suggests that regression equations may differ for different disciplines; thus discipline should be controlled by use of dummy variables or, if the sample size is adequate, by executing separate regressions.

Reporting

Institutional researchers will need to tailor reports of studies using the CPE to the study purpose and intended audience. It is convenient to classify the types of potential studies with two levels of complexity: descriptive studies of course planning, and longitudinal studies of groups of faculty. Different reports and different data interpretations are merited in each case.

At the first level, studies simply describe the course planning behavior of faculty members. Also at a descriptive level, studies may compare faculty members in two or more disciplines. Comparative reports of the percent of faculty members who endorsed (or did not endorse) items or indices of interest may be of greatest interest to most audiences. Index scores or percentages can also be ranked to show the sets of items that faculty members in a particular field thought to be most important. Alternatively, descriptive data using either mean index scores or mean item scores can be reported directly on five-point scales corresponding to the metric on which which faculty members marked their responses. This allows direct interpretation of index and item scores. For example, a mean score from 4.5 to 5.0 is viewed a very strong influence; from 3.5 to 4.5 as quite strong; from 2.5 to 3.5 as moderate; and from 1.0 to 2.5 as weak. We suggest that mean scores be graphed, or reported with not more than one digit to the right of the decimal.

Researchers may wish to use t-tests or analysis of variance to compare the index or item scores of groups of faculty members. We caution, however, that what is statistically significant may not be meaningful in a specific context. It may be better for the researcher to estimate what constitutes a "meaningful" difference between groups for faculty or to ask that faculty make this estimate. Of course, all reports should indicate the percentage of the desired faculty population who answered the CPE.

A second level of reporting CPE results involves comparing CPE profiles for a group of instructors at two points in time. For example, one could compare purposes endorsed by faculty members just entering a workshop and after the workshop. The stability of serial

responses to the CPE without specific interventions is not known but, based on our interviews with faculty members, we presume it to be high.

1. To estimate the magnitude of change that has taken place, one can take the absolute value of each change score (subtract, then take the positive value of the difference) and average the resulting scores to show the average magnitude of change. This can be accompanied by a report showing the percent of respondents who changed in each direction.

2. Another method can be used if approximately the same numbers of faculty members change their views in each direction. Tally those changing in each direction separately and report the numbers of instructors and average magnitude of the change for each group. In either of these two cases, we suggest that graphing profiles of the scores at time 1 and at time 2 may be more useful than reporting figures. Unusual perturbations in the profiles can provoke faculty discussion about change within the limits of the accuracy of the change scores.

In these types of studies, reports should include all decision rules and limitations of the study as well as its major findings. An executive summary may be provided for readers unfamiliar with the statistical methods. The audience should understand that, technically, such studies never fully ascribe a source of change or achievement since it is impossible to rule out all of the alternative reasons that the change or achievement may have taken place.

2. Cautions and Limitations

As a concluding point in our discussion of research uses for the CPE, there are some important cautions to note:

1. When interpreting results it must be remembered that faculty members answer the CPE respond for a specific course they teach, not their composite teaching experience. We have found few differences for courses of different levels, but this is not true in all fields. For example, instructors teaching foreign language, English, or mathematics, often see themselves as teaching for quite different purposes at the introductory and advanced course levels.

2. The CPE is intended to help understand course planning behavior of faculty. A relationship with teaching excellence has been assumed, but not empirically demonstrated. Also, scores may not be totally reliable over time. In fact, we encourage change. Therefore CPE responses should not be used for evaluation or made a part of individual records.

3. Faculty members in research universities where teaching assistants frequently teach introductory courses were not included in the original development of the CPE. We presume that their course planning assumptions are still developing. Although teaching assistants can profit from using the CPE in discussions, our research team developed a special booklet for TAs with course planning responsibilities (Ryan and Martens, 1988).

4. There are no "norms" for the CPE since there are no "right" planing behaviors for college teachers. Even for the same types of course, appropriate goals may differ from college to college and from instructor to instructor. Users should also specify any important influences or educational purposes on their campus that are not on the CPE and distribute them on a separate sheet.

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APPENDIXES

Appendix 1. Steps in Developing the CPE: 1986-1990

In developing the Course Planning Exploration, the following steps were taken:

1. A literature review was conducted and a structured interview was constructed using several frameworks from the literature (see *Designing the Learning Plan*, 1986).
2. Interviews were conducted with 89 instructors of ten types of introductory courses at eight colleges (see *Reflections on Course Planning*, 1988).
3. After the interviews, a tentative model was developed that seemed to represent course planning.
4. Based on the interviews, a survey, the Course Planning Exploration, was constructed and administered to a nationally representative sample of faculty members teaching the ten types of courses at 97 colleges.
5. The survey results were analyzed and a report written. (see *Planning Introductory College Courses: Influences on Faculty*, 1990). The tentative Contextual Filters Model was elaborated. Factor analysis was used to derive sets of "scales" or indices.
6. After examining results from the administration of the survey, slight adjustments were made to reduce the number of items in some indices, and to eliminate items primarily of interest to researchers. Instructions were rewritten to facilitate local use. Two sections of the CPE were revised to elaborate the items dealing with course decisions.
7. This preliminary user's manual was constructed to guide collaborators interested in using the CPE.

Derivation of the Indices

By factor analyzing faculty responses in interviews, we gained a sense of the underlying factors that might emerge from each section of the CPE. These factors were confirmed and refined based on the national survey data. The indices thus derived have internal consistency (alpha reliability) and face validity but, because they are primarily to be used for discussion, we have not attempted to ascertain their concurrent validity. For further information on scale derivation and their correlation, please refer to *Planning Introductory Courses: Influences on Faculty*, 1990).

Appendix 2. The Course Planning Exploration for Program Self-Study

Course Planning Exploration for Program Self-Study

The Course Planning Exploration for Program Self-Study (CPE) is designed to help groups of college faculty members examine and discuss the assumptions they bring to course planning. Course planning is an important faculty role requiring expertise and effective decision-making.

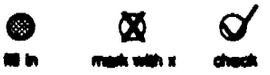
Faculty members within programs and departments who have related disciplinary backgrounds, may already share similar views of the purpose and process of education. Among these groups of faculty, discussing responses to questions in the CPE can promote consensus and reinforce curricular intentions. In contrast, faculty members in diverse groups, including curriculum committees, core general education committees, and some heterogeneous divisions, may have very different beliefs about educational purpose and process. For these groups of faculty, full and candid discussions of planning assumptions, based on sharing responses to the CPE, can promote understanding of each other's views.

College administrators may wish to use the CPE as a way of understanding influences on course planning in order to strengthen the facilitators and reduce the barriers that affect faculty efforts.

The CPE explores issues of course planning among college faculty members who teach in various undergraduate fields by focusing questions on a specific course that an instructor currently teaches. It can be used in many related ways depending upon local context and intent. From your local leaders, you will receive information about the purpose of using the CPE and any special instructions you should observe.

Faculty members who participated in developing the CPE found it useful and thought-provoking to think about the steps they take in planning their courses. Over 2000 instructors who completed an earlier version as part of a national survey made additional suggestions that enhance the potential of the CPE. We hope that you too will enjoy reflecting on your own planning processes and assumptions.

Examples of ways to mark circles (any of the following are acceptable):



The CPE was developed by the Research Program on Curriculum: Influences and Impacts at the National Center for Research to Improve Postsecondary Teaching and Learning, 2400 School of Education Building, University of Michigan, Ann Arbor, Michigan 48109-1259. The Center is funded by the University of Michigan and the U. S. Department of Education's Office of Educational Research and Improvement under OERI grant number G008690010.

Part I. Your Course

Please select a course you teach that meets the criteria specified on your campus for this self-study and ensuing discussion. Identify the course, the students who enroll, and the program that offers the course below. Then keep the course in mind as you answer the questions about course planning.

1. Title of the course on which you will focus:

   _____

2. Year and term last taught:

   _____

3. Number of students last time: _____

4. Number of times you have taught this course: _____

5. Are additional sections offered by other instructors?
   ① Yes ② No

6. In the list below check the statement that best describes the level and purpose of the course.
   ① A developmental (remedial) course
   ② A general education course (or college-wide core course) for students with limited background or interest in the field
   ③ A general education course for both prospective majors and others
   ④ An introductory course primarily for prospective majors
   ⑤ An intermediate course for majors
   ⑥ An advanced course for majors

7. In their background preparation, students who enroll in this course are most typically: (Mark only one.)
   ① Poorly prepared
   ② Somewhat prepared
   ③ Well prepared
   ④ Extremely well prepared

8. In their coursework, students who enroll in this course generally exhibit: (Mark only one.)
   ① Very little effort
   ② Relatively little effort
   ③ Considerable effort
   ④ A great deal of effort

Part II. Your Program

1. What would you say is the primary goal of the organizational unit (program, department, division) that sponsors your course? (Mark only one.)
   ① To offer general education courses to students in the college
   ② To prepare majors in an academic field
   ③ To prepare students for transfer to four-year colleges
   ④ To prepare students for direct career entry
   ⑤ To prepare students for entry to graduate and professional schools
   ⑥ Other (please specify) _____

2. Please mark the appropriate circle on each scale at the right to indicate how true each statement is for the organizational unit (program, department, division) that sponsors your course.

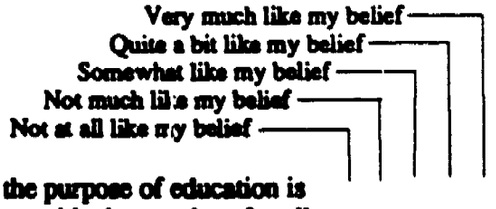
	Not at all true ①	Not quite true ②	Somewhat true ③	Quite true ④	Very true ⑤
A. The mission is distinctive.	①	②	③	④	⑤
B. The mission is clearly understood by faculty.	①	②	③	④	⑤
C. Program goals and objectives are clearly specified.	①	②	③	④	⑤
D. Teaching is a major goal.	①	②	③	④	⑤
E. Research is a major goal.	①	②	③	④	⑤
F. Course content is tightly coordinated.	①	②	③	④	⑤
G. Student programs are largely prescribed.	①	②	③	④	⑤
H. Courses are very much interrelated.	①	②	③	④	⑤
I. Courses are systematically designed to achieve well-understood objectives.	①	②	③	④	⑤
J. The program is very much interrelated with others in the college.	①	②	③	④	⑤

3. Please mark the appropriate circle on the scale at the right of each paragraph below to indicate how well the statement describes the program that sponsors your course.

	Not at all like my program ①	Not much like my program ②	Somewhat like my program ③	Quite a bit like my program ④	Very much like my program ⑤
A. In my program, faculty believe that students learn most effectively when they follow their own interests.	①	②	③	④	⑤
B. In my program, faculty believe that all students should cover similar topics in introductory courses.	①	②	③	④	⑤
C. In my program, faculty feel it is essential for students to enroll in courses in a specific sequence so that each course serves as part of a set of building blocks.	①	②	③	④	⑤
D. In my program, faculty believe it is important to link course content with topics taught in other fields.	①	②	③	④	⑤
E. In my program, most curricular decisions are made by the faculty.	①	②	③	④	⑤
F. For my program, many curricular decisions are made above the program level.	①	②	③	④	⑤

Part III. Your Beliefs About Education

Listed below are statements describing several beliefs about the purpose and process of education. On the scale at the right of each paragraph below mark the appropriate circle to indicate how similar the statement is to the beliefs that underlie your course planning.



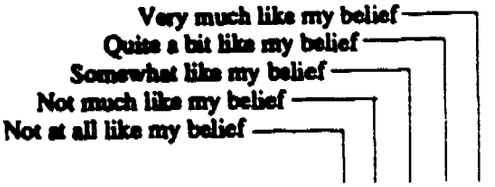
A. In general, the purpose of education is to make the world a better place for all of us. Students must be taught to understand that they play a key role in attaining this goal. To do this, I organize my course to relate its content to contemporary social issues. By studying content that reflects real life situations, students learn to adapt to a changing society and to intervene where necessary. ① ② ③ ④ ⑤

B. The main purpose of education is to teach students how to think effectively. As they interact with course content, students must learn general intellectual skills, such as observing, classifying, analyzing, and synthesizing. Such skills, once acquired, can transfer to other situations. In this way, students gain intellectual autonomy. ① ② ③ ④ ⑤

C. Education should provide students with knowledge and skills that enable them to earn a living and contribute to society's production. I believe a fundamental role for me as an instructor is to help students achieve their vocational goals. ① ② ③ ④ ⑤

D. Education should involve students in a series of personally enriching experiences. To meet this broad objective, I select content that allows students to discover themselves as unique individuals and thus acquire personal autonomy. I discuss appropriate activities and content with students in an effort to individualize the course. ① ② ③ ④ ⑤

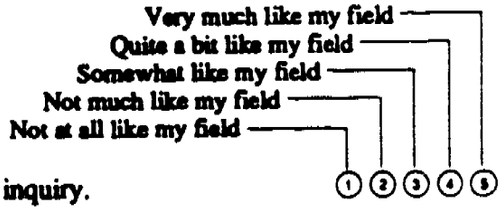
E. In my judgment, education should emphasize the great products and discoveries of the human mind. Thus, I select content from my field to cover the major ideas and concepts that important thinkers in the discipline have illuminated. I consider my teaching successful if students are able to demonstrate both breadth and depth of knowledge in my field. ① ② ③ ④ ⑤



F. Whatever the curriculum, it should help students clarify their beliefs and values and thus achieve commitment and dedication to guide their lives. For me, the development of values is an educational outcome as important as acquisition of subject knowledge in the field I teach. ① ② ③ ④ ⑤

Part IV. Your Teaching Field

Please mark the appropriate circle on the scale at the right of each paragraph below to indicate how well the statement describes the field that you teach.



A. A mode of inquiry. ① ② ③ ④ ⑤

B. An interrelated set of interests and values. ① ② ③ ④ ⑤

C. A set of skills to be mastered and applied. ① ② ③ ④ ⑤

D. A set of phenomena that people have tried to explain. ① ② ③ ④ ⑤

E. A group of individuals who share common interest in trying to understand the world. ① ② ③ ④ ⑤

F. An organized body of knowledge. ① ② ③ ④ ⑤

G. A set of interrelated concepts and operations. ① ② ③ ④ ⑤

Comments:

Part V. Influences on Your Course Planning

Many factors influence faculty members as they plan courses. Use the scale at the right of each statement below to indicate how strongly each item influences you in planning your course. If the item does not seem applicable, mark "Not at all."

Very strongly
Quite a bit
Somewhat
Not very much
Not at all

1. My beliefs about educational purpose. ① ② ③ ④ ⑤
2. My religious beliefs. ① ② ③ ④ ⑤
3. My beliefs about teaching as a process. ① ② ③ ④ ⑤
4. My political beliefs. ① ② ③ ④ ⑤
5. Things I have learned through teaching experience. ① ② ③ ④ ⑤
6. Things I learned in formal education courses. ① ② ③ ④ ⑤
7. Things I learned in instructional workshops. ① ② ③ ④ ⑤
8. Things I learned as a practitioner in the field outside the academic world. ① ② ③ ④ ⑤
9. Things I learned from my own best teachers. ① ② ③ ④ ⑤
10. My preparation as a scholar in the discipline. ① ② ③ ④ ⑤
11. My preparation for practice in the field outside the academic world. ① ② ③ ④ ⑤
12. The preparation of students in my class. ① ② ③ ④ ⑤
13. The degree of effort students typically exhibit. ① ② ③ ④ ⑤
14. The ability of students in my class. ① ② ③ ④ ⑤
15. The interests of students in my class. ① ② ③ ④ ⑤
16. The ethnic backgrounds of students in my class. ① ② ③ ④ ⑤
17. The time pressures on students in my class. ① ② ③ ④ ⑤
18. The gender of students in my class. ① ② ③ ④ ⑤
19. The life goals of students in my class. ① ② ③ ④ ⑤
20. The career goals of students in my class. ① ② ③ ④ ⑤
21. The educational goals of students in my class. ① ② ③ ④ ⑤
22. The successes and failures of students I have taught previously. ① ② ③ ④ ⑤
23. The distinctive goals of my college. ① ② ③ ④ ⑤

Very strongly
Quite a bit
Somewhat
Not very much
Not at all

24. The general education goals of my program or department. ① ② ③ ④ ⑤
25. The specific disciplinary goals of my program or department. ① ② ③ ④ ⑤
26. The general responsibility of my program in contributing to the college. ① ② ③ ④ ⑤
27. The extent to which my program prescribes what I teach. ① ② ③ ④ ⑤
28. The extent to which content is interrelated with other programs. ① ② ③ ④ ⑤
29. The requirements of courses students will take later. ① ② ③ ④ ⑤
30. Accreditation standards. ① ② ③ ④ ⑤
31. Expectations of employers. ① ② ③ ④ ⑤
32. Recommendations of professional associations. ① ② ③ ④ ⑤
33. External examinations (state boards, licensing, etc.) ① ② ③ ④ ⑤
34. College-wide achievement tests. ① ② ③ ④ ⑤
35. Specific tests for entry to next educational level (e.g., MCAT, GRE, etc.). ① ② ③ ④ ⑤
36. Requirements of other colleges in which students may subsequently enroll. ① ② ③ ④ ⑤
37. Availability of appropriate textbooks. ① ② ③ ④ ⑤
38. Availability of facilities (labs, computers, etc.). ① ② ③ ④ ⑤
39. Availability of opportunities (clinics, field trips, etc.). ① ② ③ ④ ⑤
40. Availability of teaching or laboratory assistants. ① ② ③ ④ ⑤
41. Availability of secretarial assistance. ① ② ③ ④ ⑤
42. Availability of supplies. ① ② ③ ④ ⑤
43. Library services. ① ② ③ ④ ⑤
44. Audio-visual services. ① ② ③ ④ ⑤
45. Advising office. ① ② ③ ④ ⑤
46. Instructional development office. ① ② ③ ④ ⑤
47. Student services office. ① ② ③ ④ ⑤
48. Program chairperson. ① ② ③ ④ ⑤
49. Program colleague. ① ② ③ ④ ⑤
50. Non-program colleague. ① ② ③ ④ ⑤
51. Articles or books by teaching and learning experts. ① ② ③ ④ ⑤
52. Articles or books by discipline experts. ① ② ③ ④ ⑤
53. Class size. ① ② ③ ④ ⑤

	Very strongly	Quite a bit	Somewhat	Not very much	Not at all
54. Class schedule (term, week, day, hour).	①	②	③	④	⑤
55. My assigned workload.	①	②	③	④	⑤
56. Promotion or tenure pressures on me.	①	②	③	④	⑤
57. A required mode of instruction.	①	②	③	④	⑤
58. A required textbook or syllabus planned by others.	①	②	③	④	⑤

Notes about other influences on my course planning:

_____

_____

_____

Part VI. Sources of Teaching Assistance

Suppose you wanted to get advice about issues concerning your course planning and teaching. From which source would you expect to get the most useful help? Choose one response for each suggested source of assistance. If a source is not available at your college choose "Not available."

	Extremely helpful	Quite helpful	Somewhat helpful	Not at all helpful	Not available
1. Department or division chairperson.	①	②	③	④	⑤
2. Dean.	①	②	③	④	⑤
3. Department colleague.	①	②	③	④	⑤
4. Non-department colleague at this college.	①	②	③	④	⑤
5. Colleague at another institution.	①	②	③	④	⑤
6. Instructional development center.	①	②	③	④	⑤
7. Audio-visual service center.	①	②	③	④	⑤
8. Computer center.	①	②	③	④	⑤
9. Student assistance (tutoring) center.	①	②	③	④	⑤
10. Test scoring service.	①	②	③	④	⑤
11. My own family members.	①	②	③	④	⑤
12. Disciplinary or professional association.	①	②	③	④	⑤
13. Books or articles on instructional design.	①	②	③	④	⑤
14. Course evaluations from students.	①	②	③	④	⑤

Part VII. Selecting Course Content

Many faculty members say one of the first things they do in course planning is select content or topics. Use the scales at the right of each statement below to indicate how strongly each reason given below influences your selection of particular topics for your course. If the item does not seem applicable, mark "Not at all."

	Very strongly	Quite a bit	Somewhat	Not very much	Not at all
1. Students need to understand important concepts and principles in my field.	①	②	③	④	⑤
2. Students must be introduced to the mode of inquiry in my field.	①	②	③	④	⑤
3. It is important for students to acquire essential skills in my field.	①	②	③	④	⑤
4. I need to help students see the importance of relating my field to other fields.	①	②	③	④	⑤
5. Students need to link concepts in my field to social problems.	①	②	③	④	⑤
6. My field can make an important contribution to students' personal development.	①	②	③	④	⑤
7. Students need to acquire specialized vocabulary in my field at an early stage in their learning.	①	②	③	④	⑤
8. It is important for students to examine diverse views about what is worth studying in my field.	①	②	③	④	⑤
9. Students should be stimulated to search for meaning in life.	①	②	③	④	⑤
10. The topic assists students in their search for a meaningful career.	①	②	③	④	⑤
11. The topic is easy for students to learn.	①	②	③	④	⑤
12. The topic helps students to integrate their ideas into a cumulative knowledge base.	①	②	③	④	⑤
13. The topic is enjoyable for students to learn.	①	②	③	④	⑤
14. The topic encourages students to do more investigation on their own.	①	②	③	④	⑤
15. The topic interrelates fundamental and lower level concepts into broader abstractions and principles.	①	②	③	④	⑤
16. The topic is useful in solving problems, making decisions, or performing on the job.	①	②	③	④	⑤
17. The topic provides important examples of inquiry in my field.	①	②	③	④	⑤

Part VIII. Establishing Course Goals and Objectives

Listed below are statements about establishing and using course goals and objectives. Use the scales at the right to indicate how much each behavior is like your own in this course.

Very much like me
Quite a bit like me
Somewhat like me
Not much like me
Not at all like me

I base my objectives on:

1. Goals external to my course such as the college mission. ① ② ③ ④ ⑤
2. What I feel students need based on their preparation and effort. ① ② ③ ④ ⑤
3. The structure of my discipline. ① ② ③ ④ ⑤
4. My beliefs about purposes of education. ① ② ③ ④ ⑤
5. The requirements of employers or professional associations. ① ② ③ ④ ⑤
6. What students indicate they need to learn. ① ② ③ ④ ⑤
7. Specific outcomes I hope students will demonstrate. ① ② ③ ④ ⑤
8. Experiences I feel it valuable for students to have. ① ② ③ ④ ⑤

After goals and objectives for my course are established:

9. I keep them in mind but seldom write them down. ① ② ③ ④ ⑤
10. I describe them briefly in the course syllabus. ① ② ③ ④ ⑤
11. I describe them in considerable detail in the course syllabus. ① ② ③ ④ ⑤
12. I discuss them with students at the first class session. ① ② ③ ④ ⑤
13. I discuss them with students occasionally throughout the term. ① ② ③ ④ ⑤
14. I discuss how each class assignment relates to them. ① ② ③ ④ ⑤
15. I revise them frequently throughout the term. ① ② ③ ④ ⑤
16. I keep them in mind but don't deliberately share them with students. ① ② ③ ④ ⑤

Part IX. Arranging Course Content

Faculty members in different fields may select different ways of arranging content of a course for presentation. Even within fields, the way faculty arrange course content varies according to the level and purpose of the course.

Keeping in mind your course, how close is each of the seven descriptions below to the way you prefer to arrange content?

Very much like my course
Quite a bit like my course
Somewhat like my course
Not much like my course
Not at all like my course

A. In planning my course, I organize the material so that it is consistent with the way relationships in my field occur or exist in the world. For example, I may use patterns such as: spatial relationships, chronological relationships, physical relationships, or other natural occurrences. ① ② ③ ④ ⑤

B. In planning my course, I organize the material in ways that will help students use it in social, personal, or career settings. Thus, I create problem-solving situations and encourage students to take responsibility for solving real life problems in a logical and organized fashion. Since it is not always possible to know the specific problems students will face, or the skills they will need, I try to select course material so that students encounter broad problem-solving strategies that may be useful in their lives and career. ① ② ③ ④ ⑤

C. In planning my course, I generally organize units around major ideas or concepts of the field so that understanding of these concepts evolves in a manner that represents important relationships. I am likely to organize material in patterns such as one of the following: (1) relationships of classes and groups of objects or phenomena; (2) relationships of theory to application of theory, or rule to example, or evidence to conclusion; (3) relationships that proceed from simplest ideas to ideas of more precision, complexity, and/or abstractness; (4) relationships of logical sequence in which one idea is necessary to comprehend the next. ① ② ③ ④ ⑤

Very much like my course
Quite a bit like my course
Somewhat like my course
Not much like my course
Not at all like my course

D. In planning my course, I generally organize the material according to what I know about how students learn. For example, I may organize material according to one or more principles such as: (1) students should first learn skills that are likely to be useful in later learning; (2) students should encounter familiar ideas and simple phenomena before those that are more unfamiliar and complex; (3) students should understand an idea or concept before attempting to interpret and use it; or (4) students should encounter material geared to their readiness to learn. ① ② ③ ④ ⑤

E. In planning my course, I organize materials in ways that will help students attain knowledge and skills needed in their chosen careers. My familiarity with the practice field and the needs of potential employers provides important guidance in arranging course content. ① ② ③ ④ ⑤

F. In planning my course, I generally organize material according to the way in which knowledge has been created in my field. I tend to structure the course around the processes of generating, discovering, or verifying knowledge. Therefore, I typically include as primary foci of the course topics such as: (1) ways of drawing valid inferences; and (2) ways in which scholars in my field discover relationships. ① ② ③ ④ ⑤

G. In planning my course, I organize materials in ways that will help students clarify and become committed to values and beliefs. I tend to structure the course around issues such as dilemmas, ethical problems, or value dimensions that I know have implications for students as they try to lead a fulfulling and exemplary life. ① ② ③ ④ ⑤

Part X. Selecting Learning Activities

Listed below are some reasons why faculty might select particular learning activities. Use the scales at the right to indicated how frequently each reason is like your own in this course.

Very frequently
Quite frequently
Somewhat frequently
Not very frequently
Never

I select particular learning activities for my class in order to:

1. Coordinate with the best available textbook. ① ② ③ ④ ⑤
2. Try out new teaching methods. ① ② ③ ④ ⑤
3. Keep students' attention in class. ① ② ③ ④ ⑤
4. Encourage class discussion. ① ② ③ ④ ⑤
5. Improve attendance. ① ② ③ ④ ⑤
6. Promote specific observable outcomes. ① ② ③ ④ ⑤
7. Provide role models for students. ① ② ③ ④ ⑤
8. Improve student retention of concepts and ideas. ① ② ③ ④ ⑤
9. Promote specific student outcomes that may not be easily observed. ① ② ③ ④ ⑤
10. Improve my student evaluations. ① ② ③ ④ ⑤
11. Provide students with opportunities to use or practice what they learn. ① ② ③ ④ ⑤
12. Avoid making major changes in the course from term to term. ① ② ③ ④ ⑤
13. Use facilities efficiently. ① ② ③ ④ ⑤
14. Motivate students to do their best work. ① ② ③ ④ ⑤
15. Actively engage students in their learning. ① ② ③ ④ ⑤
16. Help students relate and integrate content. ① ② ③ ④ ⑤
17. Other _____ ① ② ③ ④ ⑤

Comments:

Part XI. Personal Data

If requested on your campus, please fill in the following information to help describe differences within the group of faculty members who have responded to this inventory.

1. Your department: _____

2. Your sex:

   ① Male ② Female

3. Your age: _____

4. Your highest degree: (Check one.)

   ① Bachelor's
   ② Master's
   ③ Two or more master's degrees
   ④ Doctoral degree

5. Your current academic rank: (Check one.)

   ① Not applicable on this campus
   ② Lecturer, adjunct, contract teacher
   ③ Instructor
   ④ Assistant professor
   ⑤ Associate professor
   ⑥ Professor

6. Do you teach full- or part-time? (Check one.)

   ① Full-time faculty
   ② Part-time faculty

7. Are you tenured in your position?

   ① Yes ② No ③ Not applicable

8. How many full years have you worked in each of the following positions? (Complete all that apply.)

   _____ Full-time college teacher
   _____ Graduate teaching assistant in college
   _____ High school teacher
   _____ Teacher in business or industry
   _____ Non-teaching position

9. How many years have you held your present teaching position?

   _____

10. How many courses at each level given below have you taught during the last twelve months? (Complete all that apply.)

    _____ Introductory undergraduate course (lower division, first two years of college, or other course for novices).
    _____ Intermediate or advanced undergraduate course (upper division, third to fifth year of college program, for students with prior background in this or closely related field).
    _____ Graduate course (master's or higher level courses).

Comments:

Appendix 3. Data Codebook

COURSE PLANNING EXPLORATION FOR PROGRAM SELF-STUDY CODEBOOK

Var. No.	Item No.	Variable Name	Variable Label	Permitted Values	Column Number	Form
v1	--	ID	faculty id	00001-99998	L1.1-5	F5.0
I. YOUR COURSE						
v2	1	course	course considered see attached code list	0001-9999	L1.6-9	F4.0
v3	2	yr.term	term and year year (80-99) followed by term (01-04) missing=999	801-994	L1.10-12	F3.0
v4	3	classize	number of students mssng = 999	000-998	L1.13-15	F3.0
v5	4	no.times	number times taught mssng = 999	000-998	L1.16-18	F3.0
v6	5	add.sect	addl sections 1=Yes 2=No 9=mssng	1-2	L1.19	F1.0
v7	6	purpose	level & purpose 1=dvlp 2=genlim 3=genmaj 4=intro 5= inter 6=advan 9=mssng	1-6	L1.20	F1.0
v8	7	prep	student preparation 1=poor 2=smwhat 3=well 4=exwell 9=miss	1-4	L1.21	F1.0
v9	8	effort	student effort 1=vrylit 2=rellit 3=consid 4=great 9=mssng	1-4	L1.22	F1.0
II. YOUR PROGRAM						
v10	1	org.goal	goal of unit 1=gened 2=majors 3=trans 4=career 5= grad 6=other 9=mssng	1-6	L1.23	F1.0
v11	2a	misdis	distinctive mission 1=untrue 2=notqui 3=smwhat 4=quite 5=very 9=mssng	1-5	L1.24	F1.0
v12	2b	misund	fac undrstnd mission 1=untrue 2=notqui 3=smwhat 4=quite 5=very 9=mssng	1-5	L1.25	F1.0
v13	2c	clear	clear program goals 1=untrue 2=notqui 3=smwhat 4=quite 5=very 9=mssng	1-5	L1.26	F1.0
v14	2d	teach	teaching goal 1=untrue 2=notqui 3=smwhat 4=quite 5=very 9=mssng	1-5	L1.27	F1.0
v15	2e	resrch	research goal 1=untrue 2=notqui 3=smwhat 4=quite 5=very 9=mssng	1-5	L1.28	F1.0
v16	2f	coord	content coordinated 1=untrue 2=notqui 3=smwhat 4=quite 5=very 9=mssng	1-5	L1.29	F1.0
v17	2g	prescr	prescribed programs 1=untrue 2=notqui 3=smwhat 4=quite 5=very 9=mssng	1-5	L1.30	F1.0
v18	2h	crsint	interrelated courses 1=untrue 2=notqui 3=smwhat 4=quite 5=very 9=mssng	1-5	L1.31	F1.0

Var. No.	Item No.	Variable Name	Variable Label	Permitted Values	Column Number	Form
v19	2i	system	sytem. design crses	1-5	L1.32	F1.0
			1=untrue 2=notqui 3=smwhat 4=quite 5=very 9=mssng			
v20	2j	prgint	interrelated program	1-5	L1.33	F1.0
			1=untrue 2=notqui 3=smwhat 4=quite 5=very 9=mssng			
v21	3a	stud.aut	student autonomy	1-5	L1.34	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v22	3b	fac.core	little student autonomy	1-5	L1.35	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v23	3c	hierach	hierarchical program	1-5	L1.36	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v24	3d	interdis	interdisciplinary apprch	1-5	L1.37	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v25	3e	prog.aut	program makes decision	1-5	L1.38	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v26	3f	collcore	high level decisions	1-5	L1.39	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			

III. YOUR BELIEFS ABOUT EDUCATION

v27	IIIA	social	purpose-social change	1-5	L1.40	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v28	IIIB	think	purpose-think effectively	1-5	L1.41	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v29	IIIC	practic	purpose-practical	1-5	L1.42	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v30	IIID	personal	purpose-personal enrich	1-5	L1.43	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v31	IIIE	great	purpose-great ideas	1-5	L1.44	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v32	IIIF	values	purpose-clarify values	1-5	L1.45	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			

Var. No.	Item No.	Variable Name	Variable Label	Permitted Values	Column Number	Form
IV. YOUR TEACHING FIELD						
v33	IVA	mode	mode of inquiry	1-5	L1.46	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v34	IVB	interel	interests and values	1-5	L1.47	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v35	IVC	skmas	skills to be mastered	1-5	L1.48	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v36	IVD	phenom	set of phenomena	1-5	L1.49	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v37	IVE	comint	common interest	1-5	L1.50	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v38	IVF	orgbod	body of knowledge	1-5	L1.51	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v39	IVG	concop	concepts and operations	1-5	L1.52	F1.0
			1=not 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
V. INFLUENCES ON YOUR COURSE PLANNING						
v40	1	ed.purp	educational purpose	1-5	L1.53	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v41	2	religbel	religious beliefs	1-5	L1.54	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v42	3	edproces	teaching beliefs	1-5	L1.55	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v43	4	politbel	political beliefs	1-5	L1.56	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v44	5	tch.exp	learned thru teaching	1-5	L1.57	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v45	6	edcourse	education courses	1-5	L1.58	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v46	7	workshop	instruc workshops	1-5	L1.59	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v47	8	practtnr	exp as practitioner	1-5	L1.60	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v48	9	myteach	learned from teachers	1-5	L1.61	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v49	10	prep.sch	prep as scholar	1-5	L1.62	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v50	11	prepprac	prep for practice	1-5	L1.63	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v51	12	studprep	student preparation	1-5	L1.64	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v52	13	stud.eff	student effort	1-5	L1.65	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v53	14	stud.abl	student ability	1-5	L1.66	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v54	15	stud.int	student interest	1-5	L1.67	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v55	16	stu.ethn	student ethnicity	1-5	L1.68	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			

Var. No.	Item No.	Variable Name	Variable Label	Permitted Values	Column Number	Form
v56	17	studtime	student time pressure	1-5	L1.69	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v57	18	stu.sex	student gender	1-5	L1.70	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v58	19	studlife	student life goals	1-5	L1.71	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v59	20	stud.car	student career goals	1-5	L1.72	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v60	21	stud.edu	student educ. goals	1-5	L1.73	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v61	22	prev.rec	prev stu success/failure	1-5	L1.74	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v62	23	colgoals	college goals	1-5	L1.75	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v63	24	gened	general ed goals	1-5	L1.76	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v64	25	progmiss	program mission	1-5	L1.77	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v65	26	prog.res	prog responsibility	1-5	L1.78	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v66	27	prog.pre	program prescription	1-5	L1.79	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v67	28	prog.int	interrelated content	1-5	L1.80	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v68	29	otherreq	other courses' reqs	1-5	L2.1	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v69	30	accredit	accreditation	1-5	L2.2	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v70	31	expect	employers expect	1-5	L2.3	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v71	32	profasc	professional assoc	1-5	L2.4	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v72	33	ext.exam	external exams	1-5	L2.5	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v73	34	ach.test	college achievement tests	1-5	L2.6	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v74	35	gradexam	entry exams	1-5	L2.7	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v75	36	trasreq	transfer requirements	1-5	L2.8	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v76	37	textbook	textbook available	1-5	L2.9	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v77	38	facility	facilities available	1-5	L2.10	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v78	39	opportun	opportunities available	1-5	L2.11	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v79	40	t.assts	TA's available	1-5	L2.12	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v80	41	sec.asst	secretary available	1-5	L2.13	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v81	42	supplies	supplies available	1-5	L2.14	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			

Var. No.	Item No.	Variable Name	Variable Label	Permitted Values	Column Number	Form
v82	43	library	library services	1-5	L2.15	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v83	44	av.svc	a-v services	1-5	L2.16	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v84	45	advising	advising office	1-5	L2.17	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v85	46	instsvc	instructional devt office	1-5	L2.18	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v86	47	stud.svc	student svcs office	1-5	L2.19	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v87	48	prochair	program chair	1-5	L2.20	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v88	49	procolg	program colleague	1-5	L2.21	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v89	50	othrcolg	non-prog colleague	1-5	L2.22	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v90	51	learnexp	arts/bks by T&L experts	1-5	L2.23	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v91	52	disc.exp	arts/bks by discip exps	1-5	L2.24	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v92	53	sizeinfl	class size	1-5	L2.25	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v93	54	classsch	class schedule	1-5	L2.26	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v94	55	workload	faculty workload	1-5	L2.27	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v95	56	tenpress	tenure pressures	1-5	L2.28	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v96	57	req.mode	req instructional mode	1-5	L2.29	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			
v97	58	req.text	req text or syllabus	1-5	L2.30	F1.0
			1=not 2=notvry 3=smwhat 4=quite 5=very 9=mssng			

VI. SOURCES OF TEACHING ASSISTANCE

v98	1	chair	source: chair	1-5	L2.31	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			
v99	2	dean	source: dean	1-5	L2.32	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			
v100	3	deptcoll	source: dept colleague	1-5	L2.33	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			
v101	4	collcoll	source: non-dept colleag	1-5	L2.34	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			
v102	5	instcoll	source: colleague elswhr	1-5	L2.35	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			
v103	6	inst.cen	source: instruc devt ctr	1-5	L2.36	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			
v104	7	av.cen	source: a-v service center	1-5	L2.37	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			
v105	8	comp.cen	source: computer center	1-5	L2.38	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			

Var. No.	Item No.	Variable Name	Variable Label	Permitted Values	Column Number	Form
v106	9	tutorcen	source: stu asst center	1-5	L2.39	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			
v107	10	test.svc	source: test scoring svc	1-5	L2.40	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			
v108	11	family	source: own family	1-5	L2.41	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			
v109	12	prof.ass	source: professional assoc	1-5	L2.42	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			
v110	13	instrdes	source: instruc des rdngs	1-5	L2.43	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			
v111	14	crs.eval	source: stu course evals	1-5	L2.44	F1.0
			1=notavl 2=nohelp 3=smwhat 4=quite 5=extrm 9=mssng			

VII. SELECTING COURSE CONTENT

v112	1	imp.conc	important concepts	1-5	L2.45	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v113	2	mode.inq	mode of inquiry	1-5	L2.46	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v114	3	ess.skll	essential skills	1-5	L2.47	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v115	4	interrel	interrelationships	1-5	L2.48	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v116	5	soc.prob	rel to social problems	1-5	L2.49	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v117	6	pers.dev	stu personal devt	1-5	L2.50	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v118	7	spec.voc	specialized vocab	1-5	L2.51	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v119	8	diverse	diverse views	1-5	L2.52	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v120	9	lifemean	search for meaning	1-5	L2.53	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v121	10	car.srch	career search	1-5	L2.54	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v122	11	easy	easy to learn	1-5	L2.55	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v123	12	integrat	helps integrate	1-5	L2.56	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v124	13	enjoy	enjoyable to learn	1-5	L2.57	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v125	14	investig	further investigations	1-5	L2.58	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v126	15	inter.co	interrelated concepts	1-5	L2.59	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v127	16	solvprob	problem solving	1-5	L2.60	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			
v128	17	ex.inq	inquiry in field	1-5	L2.61	F1.0
			1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng			

Var. No.	Item No.	Variable Name	Variable Label	Permitted Values	Column Number	Form
VIII. ESTABLISHING COURSE GOALS AND OBJECTIVES						
v129	1	ext.goal	external to course	1-5	L2.62	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v130	2	prep.eff	student prep & effort	1-5	L2.63	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v131	3	strucdis	structure of discipline	1-5	L2.64	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v132	4	edu.purp	purposes of educ	1-5	L2.65	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v133	5	rqmts	outside requiremnts	1-5	L2.66	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v134	6	stu.need	student needs	1-5	L2.67	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v135	7	stu.out	student outcomes	1-5	L2.68	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v136	8	experien	valuable experiences	1-5	L2.69	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v137	9	inmind	keep in mind	1-5	L2.70	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v138	10	brief	describe briefly in syllabus	1-5	L2.71	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v139	11	fully	describe fully in syllabus	1-5	L2.72	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v140	12	discfrst	discuss initially	1-5	L2.73	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v141	13	disc.occ	discuss occasionally	1-5	L2.74	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v142	14	discassg	discuss assignments	1-5	L2.75	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v143	15	revise	revise frequently	1-5	L2.76	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v144	16	noshare	don't share goals	1-5	L2.77	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
IX. ARRANGING COURSE CONTENT						
v145	A	structrl	structurally-based	1-5	L2.78	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v146	B	know.utl	knowledge utilization	1-5	L2.79	F1.0
				1 notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v147	C	conceptl	conceptually-based	1-5	L2.80	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v148	D	learnbas	learning-based	1-5	L3.1	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v149	E	vocation	vocationally-based	1-5	L3.2	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v150	F	know.cre	knowledge-creation	1-5	L3.3	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		
v151	G	dev.valu	values-based	1-5	L3.4	F1.0
				1=notall 2=notmch 3=smwhat 4=quite 5=very 9=mssng		

Var. No.	Item No.	Variable Name	Variable Label	Permitted Values	Column Number	Form
X. SELECTING LEARNING ACTIVITIES						
v152	1	withtext	coord with text	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.5	F1.0
v153	2	newteach	new teaching methods	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.6	F1.0
v154	3	attent	students' attention	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.7	F1.0
v155	4	enc.disc	encourage class disc	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.8	F1.0
v156	5	attend	improve attendance	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.9	F1.0
v157	6	obs.out	observable outcomes	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.10	F1.0
v158	7	role	provide role models	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.11	F1.0
v159	8	retain	stus retain concepts	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.12	F1.0
v160	9	nonobsv	nonobserv outcomes	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.13	F1.0
v161	10	stu.eval	student evaluations	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.14	F1.0
v162	11	stu.prac	student practice	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.15	F1.0
v163	12	nochange	avoid changes	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.16	F1.0
v164	13	facilit	use facilities	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.17	F1.0
v165	14	motiv	motivate students	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.18	F1.0
v166	15	active	actively engage students	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.19	F1.0
v167	16	relate	relate & integrate content	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.20	F1.0
v168	17	act.oth	other	1-5 1=never 2=notvry 3=smwhat 4=quite 5=very 9=mssng	L3.21	F1.0

Var. No.	Item No.	Variable Name	Variable Label	Permitted Values	Column Number	Form
XI. PERSONAL DATA						
v169	1	dept	faculty department see attached list of codes	0001-9999	L3.22-25	F4.0
v170	2	gender	faculty gender 1=male 2=female 9=mssng	1-2	L3.26	F1.0
v171	3	age	faculty age 99=mssng	00-98	L3.27-28	F2.0
v172	4	degree	highest degree 1=Bach 2=Master 3=mulMas 4=Doc 9=mssng	1-4	L3.29	F1.0
v173	5	ac.rank	academic rank 1=NotApp 2=Lect 3=Instr 4=Asst 5=Assoc 6=Prof 9=mssng	1-6	L3.30	F1.0
v174	6	fullpart	full or part time 1=full 2=part 9=mssng	0-1	L3.31	F1.0
v175	7	tenure	tenured 1=yes 2=no 9=mssng	0-1	L3.32	F1.0
v176	8a	colteach	full-time yrs	00-98	L3.33-34	F2.0
v177	8b	grad.ta	grad ta yrs	00-98	L3.35-36	F2.0
v178	8c	hs.teach	high school teaching yrs	00-98	L3.37-38	F2.0
v179	8d	industry	business teacher yrs	00-98	L3.39-40	F2.0
v180	8e	noteach	non-teach yrs	00-98	L3.41-42	F2.0
v181	9	yrs.inst	years in position 99=mssng	00-98	L3.43-44	F2.0
v182	10a	no.intro	no intro courses	00-98	L3.45-46	F2.0
v183	10b	no.adv	no interm & adv courses	00-98	L3.47-48	F2.0
v184	10c	no.grad	no grad courses	00-98	L3.49-50	F2.0

Course and Major Codes - Brief Version
(Adapted From HEGIS Categories)

Note: This simplified list should provide sufficient codes for most undergraduate fields. To coordinate with other college data bases, the full HEGIS or IPEDS classification may also be used (not provided in this manual).

Agriculture, Natural Resources, Forestry		0100
Architecture, Environmental Design		0200
Biological Sciences		0400
Business		
	Business and commerce, general	0501
	Accounting	0502
	Banking and Finance	0504
	Business management or administration	0506
	Marketing, Purchasing	0509
	Real Estate	0511
	International Business	0513
	Labor and industrial relations	0516
	Other business	0599
Communications		
	Communications, general	0601
	Journalism	0602
	Media (radio/TV)	0603
	Advertising	0604
	Other communications	0699
Computer science, Information Science		0700
Education		
	Preschool or elementary education	0801
	Secondary teaching other than math, science, or a special subject listed below	0803
	Special education	0808
	Student personnel/counseling/guidance	0826
	Art education	0831
	Music education	0832
	Mathematics or science education	0834
	Physical education	0835
	Health education	0837
	Business education	0838
	Vocational/industrial/technical education	0839
	Other education	0899
Engineering		
	Engineering, general	0901
	Aerospace or aeronautical engineering	0902
	Bioengineering, Biomedical engineering	0905
	Chemical engineering	0906

	Civil engineering	0908
	Electrical, Electronic engineering	0909
	Mechanical engineering	0910
	Geological engineering	0911
	Industrial engineering	0913
	Other engineering	0999
Arts		
	Studio art	1002
	Art history or appreciation	1003
	Music performance	1004
	Music history or appreciation	1006
	Dramatic arts	1007
	Dance	1008
	Film, Photography	1010
	Other fine or applied arts	1099
Languages		
	Romance languages	1102
	Germanic, Slavic languages	1103
	Asian languages	1107
	Classical languages	1110
	Other languages	1199
Health professions		
	Nursing	1203
	Occupational therapy	1208
	Pharmacy	1211
	Physical therapy	1212
	Dental hygiene or dental technology	1213
	Speech pathology, Audiology	1220
	Medical technology	1223
	Other health profession	1299
Home Economics, Consumer Economics or Family Studies		1300
English or Literature		
	English, general	1501
	Literature	1502
	Comparative literature	1503
	Classical literature	1504
	Linguistics, Speech	1505
	Composition or creative writing	1507
	Other literature	1599
Philosophy		1509
Religious Studies (except Theology)		1510
Library Science		1600
Mathematics or Statistics		1700
Military Science		1800

Physical Sciences		
	Physics	1902
	Chemistry	1905
	Astronomy, Astrophysics	1911
	Atmospheric and meteorological sciences	1913
	Geology, Earth sciences	1914
	Other physical science	1999
Psychology		2000
Public Administration		
	Public administration, general	2102
	Parks and recreation	2103
	Social work	2104
	Law Enforcement and Corrections	2105
	Other public affairs and services	2199
Social Sciences and History		
	Anthropology	2202
	Economics	2204
	History	2205
	Geography	2206
	Political Science or Government	2207
	Sociology	2208
	International Relations	2210
	Afro-American or other Minority Studies	2211
	Urban Studies	2214
	Other Social Sciences	2299
	Area Studies (such as Asian studies, African studies, American studies)	0300
Theology		2300
Interdisciplinary Majors		4900
Undecided		9999

Department Codes
(Adapted From HEGIS Categories)

Note: If more appropriate, use codes for Courses and Majors.

CODE	DEPARTMENT
0100	Agriculture, Natural Resources
0200	Architecture, Environmental Design
0400	Biological Sciences
0500	Business and Management
0600	Communications and Journalism
0700	Computer Science, Information Sciences
0800	Education
0900	Engineering
1000	Fine and Applied Arts
1100	Foreign Languages
1201	Health Professions
1203	Nursing
1300	Home Economics
1501	English or Literature
1504	Classics
1505	Linguistics, Speech
1509	Philosophy, Religious Studies (except Theology)
1600	Library Science
1701	Mathematics
1800	Military Sciences
1902	Physics
1905	Chemistry
1911	Astronomy, Astrophysics
1914	Geology, Earth Sciences
2000	Psychology
2100	Public Affairs and Services
2202	Anthropology
2204	Economics
2205	History
2206	Geography
2207	Political Science
2208	Sociology
2210	International Relations
0300	Area Studies
2300	Theology
5999	Other

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The authors appreciate the contributions of Michael P. Ryan and Gretchen G. Martens.

HOW TO OBTAIN
THE COURSE PLANNING EXPLORATION

The Course Planning Exploration (CPE) is available from the National Center for Research to Improve Postsecondary Teaching and Learning (NCRIPTAL). Although conditions are subject to change, we currently offer the following arrangement:

USER'S MANUAL	**$10.00**
FIRST 100 CPE ORDERED (with manual)	**FREE OF CHARGE**
ADDITIONAL CPE	**.50 PER COPY**

The price charged for the CPE covers paper, printing, and handling costs. It does not include a scoring or data entry fee. NCRIPTAL does not have adequate resources to perform these kinds of services. Rather, we have provided a complete scoring codebook in the CPE manual.

If you would like to use the CPE, please fill out the attached order form indicating the number needed. We also ask that you send us a short paragraph describing your project, the type of faculty group you intend to involve, and the results you hope to achieve. We collect this information because we are developing a list of the ways in which the CPE is being used in colleges. This compendium will be made available to potential future CPE users, who can benefit from your experience.

We have included a brief follow-up form, in which we ask you to tell us what your experience using the CPE has been, and a longer outline for a case study if you would like to contribute to an emerging volume of fuller reports. A list of the items that you added to the CPE for local needs would also be helpful.

COURSE PLANNING EXPLORATION
ORDER FORM

I would like to use the Course Planning Exploration at my institution. Please send me:

	QUANTITY	COST
CPE USER'S MANUAL @ $10.00 EACH (100 FREE CPE, WITH MANUAL)	_____	_____
ADDITIONAL CPE @ $0.50 EACH	_____	_____
AMOUNT ENCLOSED		_____

(Make check payable to: THE UNIVERSITY OF MICHIGAN)

Payment must accompany order. Purchase orders without payment will not be accepted.

MAILING ADDRESS: _____

_____

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Please write below (or attach) a short paragraph indicating **your project design, the type of faculty group to be involved,** and **your intended results**. This information will be compiled into a list which will be useful for future CPE users. Thank you.

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SEND TO: NCRIPTAL
2400 SEB
The University of Michigan
Ann Arbor, MI 48109-1259

Elements of Case Study

I. Brief description of college or university

- A. Size of student body
- B. Size of faculty
- C. Brief description or characterization of your college and its mission. (We can supply Carnegie type from published lists.) Include, at least the following types of information:
  - Urban/non-urban
  - Commuter/residential
  - Age of student body
  - Unique features
- D. General description of the curricula offered

II. Purpose of the project

- A. Why was the Course Planning Exploration (CPE) used?
- B. How was the CPE used?
- C. Who provided leadership?

III. Brief description of faculty group involved.

- A. Size of group
- B. Disciplines involved

IV. Results of project

- A. What was achieved?
- B. What was learned?

V. Discussion

- A. Limitations
- B. What do you wish you had known earlier?
- C. What would you do differently?
- D. Surprises or unanticipated outcomes (good and bad)
- E. Suggestions for future utilization of the CPE
- F. How can the impact of using the CPE be strengthened?

Suggestions about style:

1. Use active voice.
2. Use story form.
3. List contact persons for further information.
4. Suggest vignettes for use in CPE manual.