

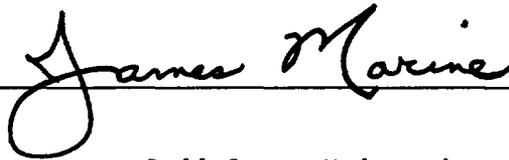
A Manual for Producing the "Guide to Classes"

An Honors Project (ID 499)

By

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Thesis Director

A handwritten signature in cursive script that reads "James Marine". The signature is written in black ink and is positioned above a solid horizontal line that spans the width of the signature.

Ball State University

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1. Rationale and Introduction

For several years the Ball State Student Association has considered initiating a course guide based on student opinion. In 1976, a publication "Beneficence" which contained a listing of approximately 60 courses offered and a brief description of each was distributed. The publication was lacking in that student opinion of the classes was not included. To remedy this deficiency, the "Guide to Classes" project was started in May of 1979.

It has long been one of the goals of Student Association to provide tangible services to students. The development of the guide along with the growth in the bureaus of Student Services illustrates movement towards fulfillment of this goal.

This manual provides a detailed explanation of how to conduct the guide program from initial supply orders to finalized printing and distribution. The manual is tailored to Ball State University; however it should be representative and general enough to be of use at any college or university. The names of offices and departments involved in the project may vary from campus to campus; however their functions are common to all institutions of higher education. Therefore, the technical assistance should be available on any campus.

It is understood that, as time passes, less expensive innovations for carrying out such a project will be developed. Therefore, this manual should not be used as a strict procedural outline, but rather as a resource for the production of a student course guide.

II. Budget/Staff/Supplies

A. Budget

Due to inflationary factors any specific supply costs would easily be out of date by the time that the supplies would be necessary. Because of this, detailed cost figures are not given in this manual. However some cost approximations are in order and are included. These approximations can be used as a rough estimate of the necessary appropriation. It is assumed that a special computer form has been adopted so that general forms will not have to be developed by a local printer each quarter. It is also assumed that the sample size will remain constant at 3000 students per quarter.

Approximate Costs (Supplies are for 3 Quarters of Evaluations)

<u>ITEM</u>	
36,000 Computer Survey Forms	\$2000.00
9,000 Cover Letters	160.00
9,000 Department Identification Sheets	110.00
Approx. 4500 9 X 12 Plain Kraft Envelopes	110.00
Approx. 4500 10 X 13 Plain Kraft Envelopes	165.00
Printing of Final Product	1500.00 - 2000.00
Staff Wages	Optional and Variable
Bulk Mailing Costs	140.00 (3.1¢ per piece)
Returned Mailing Cost	Variable (depending on number of pieces returned)
Return Envelope Printing	---

B. Staff

One person is all that is needed to place the necessary supply orders and make sure all supplies are delivered on time. The only time additional staffing is required is for approximately three weeks before

mailing date. Mailing date should be no later than the beginning of the ninth week of the quarter. The staff personnel are used to stuff envelopes with the computer forms, a cover letter, and a department identification sheet. Normally some assistance will be provided by the Student Association secretaries, but they should not be depended upon to do all of the work required for the mailing. Although a larger staff would be better, a minimum of three people other than the project director is advisable. Volunteers should be utilized if possible; if this is not feasible then a paid staff may be necessary. This three-week period is the only time that a staff is needed. The staff's job is completed when materials are ready to be mailed.

C. Supplies

The cost of supplies was covered in part A of this section. The following is an explanation of where and how to order supplies.

<u>Item</u>	<u>Where to Order</u>	<u>How to Order</u>
Cover letters	Copy Center	Take a sample letter to Copy Center and place order. Explain that it must be placed on the letter head of the Student Association.
Department Identification Sheet	Copy Center	Same as above except have it printed on plain white paper, not letter head.
Envelopes: 25-11350 9 X 12 25-11375 10 X 13	Institutional Services	Order as many of both envelopes as there are off campus students on the list. The order is processed on a Reproduction Center Requisition. (Example included in appendix.) On the 10 X 13 envelopes, have the Student Association return address placed in the upper left hand corner. For the 9 X 12 envelopes have the fronts printed as Business reply. Student Association should also be included as an ultimate destination. Examples

		are included in the appendix.
Computer Forms	Examination and Testing Services	These forms are ordered from National Computer System. ETS orders them and Student Association pays for them through ETS. These should be ordered in the summer for the entire year.
Label List	Office of Student Affairs Research	This is the list of 3000 student names and local addresses. This list should be applied for during the third week of classes each quarter. The labels should be sorted by Zip Code not by name.
Campus Mail Envelopes	Central Stores	Process a Stores Requisition (B-139) and order as many as there are on-campus students in the sample. These are free. An example of a B-139 is included in the appendix.

When ordering supplies, do so early. There is always the chance for delays, and early ordering helps avoid this. Order the envelopes as soon as it is known how many students of each type are on the quarter list; or, at the beginning of the year, approximately 4500 printed envelopes may be ordered because at least half of the 9000 students sampled in a year will be from off campus. The latter avoids many delays later. The label list can be obtained by explaining to Dr. Mikesell what is needed. The campus envelopes are obtained by simply going to the Service and Stores building on West McGalliard. There is no need to advance order them as there is always a large stock of them, and they can be picked up immediately. A B-139 Stores Requisition must still be completed and signed by the Association Advisor in order to obtain the campus mail envelopes.

III. Forms/Cover Letter

The actual mailing consists of one cover letter, one department identification sheet, and four computer survey forms. The reason for sending four forms is that the average load (not counting physical education classes) is four classes per quarter. Each of the components of the mailing is described in the following, and examples of each follow in the appendix.

A. Department Identification Sheet

As the example in the appendix illustrates, each academic department on campus is listed along with its three digit identification code. The departments are listed in alphabetical order. The identification codes are used on the computer survey form. How this is used is more clear if the computer survey form itself is examined.

B. Cover Letter

The content of the cover letter is left to the discretion of the project coordinator. It is very important that the cover letter be exact, short, and fully explanatory. For this reason it is strongly recommended that the cover letter included in the appendix be used. It is the product of many drafts and suggestions.

C. Computer Survey Forms

The computer survey forms are standard and should remain standard each year. One of the forms is included in the appendix. Since the forms are ordered pre-printed each year through Examination and Testing Services, it is not necessary to go into great detail about them.

IV. Survey Preparation and Mailing

Campus and off-campus mailings should be ready for distribution at the beginning of the ninth (9) week of classes of the quarter. This allows two weeks for them to be delivered, completed, and returned before finals week begins.

The remainder of this section is divided into two parts. The first page explains on-campus mailings. The second part includes details on off-campus mailings.

A. On-campus Mailing.

When labels are sorted by zip code all on-campus labels will be together under the 47306 zip code number. Place these labels and these labels only on campus mail envelopes. Within each envelope place one department identification sheet, one cover letter, and four computer survey forms. The easiest procedure discovered to date for stuffing the envelopes is to place the materials on a long table in the following order: campus mail envelopes, labels, cover letters, department identification sheets, computer survey forms. Then, using three people in assembly line fashion, the first person places the label on the envelope, the second places the cover letter, department identification sheet, and four computer survey forms in the envelope, the third person then seals the envelope and places it in a box. Using this system reduces the amount of time necessary to prepare the mailing.

B. Off-campus Mailing.

The envelope stuffing procedure for the off-campus mailing is similar to that for on-campus. However, there are a few significant changes. They are:

1. A business reply envelope (9 X 12), which has had Student

Association printed on it as a final destination, is placed in the mailing envelope along with the forms and letter. The mailing envelope should have the return address for Student Association printed in the upper left hand corner. Both these envelopes are printed for Student Association by Institutional Services.

2. The off-campus mailing labels are sorted by zip code. If they are not, then it takes a considerable time before they can be mailed because they would have to be sorted by Central Mailing. Since the labels are in zip code order, it should not be difficult to keep the sorted order once the envelopes have been stuffed.

3. The envelopes do not have to be sealed. Central Mailing has a machine that will seal the envelopes. You must be sure to tell Central Mailing that the envelopes need to be sealed and that they are filled and that they are not to be metered. They are sent bulk rate.

4. The off-campus mailing envelopes must be stamped bulk rate. This can be done two ways. First of all, Central Mailing can stamp the envelopes once they are filled and ready to mail, or the staff can borrow the bulk mail rubber stamp from Central Mailing and stamp the envelopes. The second method is often faster.

Once both on and off-campus mailings have been stuffed and are ready for mailing they must be taken to Central Mailing to be processed. The project director should call Central Mailing approximately one week ahead of time and inform them that within a week approximately 1500 pieces of campus mail and approximately 1500 pieces of off-campus mail will be brought to the Mail Room. Then, either take the mail to Central Mailing or call Institutional Services and have a courier come and deliver it. If a courier is called, it must be explained where to pick up the mail and where to deliver it.

After the mailings have been sent out, call the Business Affairs general office and explain that there will be business reply envelopes marked Student Association returned by students. Request that these be forwarded to the Student Association Office. When forms are returned, place them in a large box. Forms may come in as late as the second week of the quarter after they are distributed. At the end of the second week of the new quarter forms can be processed for the computer. This is the cutoff date, after which time no new forms that come in will be included in the evaluation. This date may be extended, but the later the acceptance date, the later the forms will be processed. Processing the forms on the computer will be explained in the next section.

V. Computer Processing

After the deadline for returning mailings has expired it is necessary to place the data on the computer. The following is a detailed step-by-step explanation of using the computer.

STEP 1. Placing the data on file.

The returned computer sheets are scanned and placed on tape by Examination and Testing Services. They should be contacted at the beginning of the new quarter and arrangements made as to when the data will be brought over to be scanned. Also, the computer sheets may need to be placed in a special position (front down, front up, etc.). This should be discussed with Examination and Testing Services so that the data will be placed in the proper position to be scanned. Once this has been done, the data can be taken to the Examination and Testing Services office where they will scan the data and place it on a magnetic DEC tape. A number is located on the tape; the number is six digits long and the first four digits are 8009. A deck of IBM punch cards must also be submitted, a copy of which is shown below. Keypunches are located in EQ 111, where the cards must be punched before taking them and the tape to the Control Window in the Computer Center.

The cards (all punches begin column one and the symbol \emptyset signifies a blank space) read as follows:

```

CARD 1. //SATAPE $\emptyset$ JOB $\emptyset$ (10070,1),SA,MSGLEVEL=1,CLASS=U
CARD 2. //STEP1 $\emptyset$ EXEC $\emptyset$ TAPESCAN,PARM=COPY
CARD 3. //INPUT $\emptyset$ DO $\emptyset$ UNIT=TAPE,DISP=OLD,LABEL=(,NL,,EXPDT=98000),
CARD 4. //#####VOL=SER=8009##
CARD 5. //OUTPUT $\emptyset$ OO $\emptyset$ UNIT=DUAL,DISP=OLD,DCB=DEN=2,LABEL=(1,NL,,EXPOT=9800),
CARD 6. //#####VOL=SER=
CARD 7. //

```

The number on card 4 must be the same as the number on the magnetic tape. The two pound signs (##) represent the last two digits of the numbers on the tape. Do not place any blank spaces anywhere except where blanks (Ø) are shown. A typed example of the cards is shown in the appendix.

A job request receipt must be submitted to the Control Window at the time the IBM punched card deck and the magnetic tape are submitted. The job request receipts are available at the Control Window. An example of one that has been completed is included in the appendix. Except for using the number on the tape in the location marked 'TAPE/DISK Requirement', no other changes need to be made. Do not sign the receipt at this time. Be sure to record the number of the tape and keep it for later use. After the IBM punched card deck, the magnetic tape, and a listing have been returned by Computer Center, return the tape to Examination and Testing Services.

STEP 2. Terminal Work

Now it is time to work on a terminal. Before going to a terminal, get the Student Association PPN number and password from the Student Programs office. You will need this to log onto the computer. When access to a terminal is acquired, complete the following steps: (Ø denotes a blank.)

1. Make sure the terminal is on.
2. Type the following: LOGØPPN#

PPN# represents the number (five digits, a comma, then another digit) obtained from Student Programs. The computer will respond with: 'Password:' Then you type in the password. It will not be displayed on the screen.

3. When the computer responds with a period type in the following: ~~DO~~ADJUST~~F~~#.DAT The F# represents a digit (1,2,3) designating which quarter it is. When this line is typed replace the # with the appropriate digit for the quarter which the data represents. (Example, for Autumn Quarter: DO ADJUST F1.DAT)¹ This initiates a series of programs which will transfer the information to a file on disk. A copy of the data will be sent to the Control Window where it should be picked up the next day. Ask the person at the window if they are holding anything for Student Association. At times it may seem like the computer is taking a long time. This is normal. Stay at the terminal until the computer types '.K/F' on the terminal screen. This signifies the end of job. At this time you can turn the terminal off and leave. The data for the quarter has been recorded.

STEP 3. Data Interpretation

This step is completed only when the data for all three quarters has been placed on the computer using the preceding procedures. Log onto the computer, using the previously mentioned procedure for typing in the PPN# and password. This time, when the computer responds with a period, type in the following: ~~DO~~EVAL~~E~~YEAR Year represents the current school year. For example, 79-80 would type in as: .DO EVAL 1980 When the computer is finished it will again type '.K/F'; and at this time all the evaluations are completed. The completed evaluation may be picked up at the Control Window the next day, the same as before.

¹Winter = 2, Spring = 3

All results are stored on tape for late referral. The name of the file on tape will always be YEAR.DAT where year represents the year, as previously explained.

This completes the necessary work that must be done on computer. Copies of all the programs used can be found in the Student Association disk space. Their extensions will either be .MIC or .FOR. If any problems develop, contact Research Computing and they will be able to help.

VI. Publishing

It is now time to publish the data. The easiest way to accomplish this is to contact the Daily News Printing Service and talk to the Production Superintendent. They can do the necessary typesetting and have the "Course Guide" printed and inserted in the Daily News. Even if it is decided not to use inserts as the distribution means, the DN Printing Service can still do the typesetting and printing. The cover page design is not standard and therefore may be any design. The production superintendent will need to know that the Guide is to be printed tab size. The number of pages in the tab must be multiples of 4 and is determined by counting the number of courses evaluated and dividing by 12 (12 courses to a page, add 1 for any fraction). Add 3 pages to that number (cover page, table of contents page, and explanation/greeting page). If this number is not a multiple of 4, add pages to it until it becomes one. Extra pages can be used for advertising the Student Association services. The following sections detail how to prepare the data for the printers.

A. Cover Page

The cover page design is optional and left to the discretion of the project director.

B. Table of contents.

The table of contents should include a list of all departments which have courses listed in the "Guide" and the page on which the evaluations begin. How to determine the page upon which they begin will be shown in Section D. The computer printout of finished evaluations will have the department code number above the first course that was evaluated in that department. More information on the location of

the number can be found in Section D. By comparing the code number on the computer printout to the code number on the Department Identification Sheet, the correct department can be identified and its numbers marked through and replaced by its name on the computer printout. The department name is then used in the Table of Contents. This should be located on page 2 of the "Guide."

C. Greeting/Explanation

An example of a greeting letter is provided in the appendix; however the content of the greeting letter is left to the discretion of the project coordinator. An example of the explanation on how to use the "Guide" is also included in the appendix. Its content is also left to the discretion of the project coordinator; however it is highly suggested that the included explanation, which should be located on page three of the "Guide," be used.

D. Data Format

Since, the evaluations on the computer printout are sorted in order by department code number, they have to be resorted so that they are in alphabetical order. The evaluations are already sorted into alphabetical order within the departments. In order to alphabetize the evaluations by department, find the code number on the Department Identification Sheet that matches the code number on the computer printout then write in the name of the department to which that code number is assigned. The code number is listed on the printout above the first course evaluated in that department. It is preceded by the words 'code#'. The 'code#' should also be crossed out when writing in the department name. An example of the printout is included in the appendix.

After all code numbers have been translated into names, cut the tabulated evaluations of individual courses out of the printout. Be very careful that the evaluations do not get mixed up and that they stay in alphabetical order by professors' last names within the departments. Also, be sure that the evaluations of the various courses in each department are kept together.

After this has been done, begin separating the evaluations into stacks of twelve, because there are twelve evaluations to a printed page. (Example in Appendix.) It does not matter that courses of departments are split between pages as long as the departments are kept in alphabetical order throughout the "Guide." Since there will be three pages prior to the page where the evaluations begin (cover page, table of contents, greeting/explanation) the evaluations will begin on page four. Use this to place the appropriate page number in the table of contents page for each department.

When the data has been placed in groups of twelve and the cover, table of contents, and greeting/explanation pages have been completed, the material is ready to be taken to the Daily News Printing Service. After the "Guide to Classes" has been delivered to them and the appropriate requisition signed, the Daily News Printing Service will typeset it, print it, and it included as an insert. The project coordinator should approve the layouts when the typesetting is completed and before the "Guide" goes to print.

A section containing suggestions for alternate printers is included in the Appendix.

VII. Distribution

Distribution of the finished product can be achieved in several ways. One of the primary reasons that the Daily News was chosen as printer was due to the fact that the "Guide" could be inserted into the paper which is distributed free to students. It is possible that the "Guide" could be printed by a different firm and taken to the Daily News for insertion into the paper. Unless the cost advantages are significant I would advise against this because it means transporting approximately 13,000 printed copies of the "Guide."

Another distribution method is to make the "Guide" available at several strategic locations on campus. The Daily News newspaper delivery areas would be ideal. If they are used, authorization must first be obtained from the editor of the Daily News.

These distribution methods assume the "Guide" is to be distributed free. If they are to be sold then one or two locations would have to be established on campus where students could buy them. Locations could be the Student Center Arcade, LaFollette Concourse, and the Dugout in Studebaker Complex.

One important distribution system that should be kept in mind is the orientation program for freshmen. "Guides" could be placed with the Student Association display so that incoming freshmen would have a chance to see an example of Student Association work.

VIII. Conclusion

This manual provides a guide to conducting the Course Evaluation Project based on the procedures used to successfully complete the 1979 - 80 "Guide to Classes." Suggestions and alternatives have also been presented so that a great deal of flexibility is given to the project director.

The project has been simplified as much as possible. Because of this the project director is capable of running the project with a very minimal amount of staff.

The Course Evaluation Project holds great potential for Student Association. It provides a visible, needed service to the students of Ball State. It also serves as incentive for the Administration to develop a mandatory campus-wide evaluation program with published results. There exists a great deal of support from students, many administrators, and surprisingly enough, quite a few faculty members. This support must be utilized and built upon for the project to succeed.

Appendix

This appendix contains examples of the various forms and letters mentioned in the manual. The following page is a content page which identifies all examples and gives their appendix page number. The last page of the example contains information on alternate printers.

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ITEM

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BALL STATE UNIVERSITY MUNCIE, INDIANA 47306

Student Association
L. A. Pittenger Student Center



Dear Fellow Students:

The Student Association needs your help!

Each quarter students enroll in classes with little or no information about the classes. With your help, the Student Association can provide some useful information about these classes.

We are once again preparing a Guide to Classes. This guide will include student opinions about various courses here at Ball State. We are hoping that these opinions will help other students select their courses.

Will you please help us complete the Guide? It will take you only a few minutes to fill out the enclosed questionnaire. Note that places have been provided on the left side of the questionnaire for the professors last name, the course number, and the department number. The department number can be found on the Department Identification Sheet. You must use a number 2 pencil!! Let us assure you that the information in the Guide will be in summary form and your particular responses will be completely confidential. So be as honest and fair as you can.

Please return all the completed questionnaires to us and please don't fold them.

If you live on-campus, simply (1) place the completed questionnaires in a campus mailer (you may use the mailer in which you received the questionnaires), (2) address the envelope to: Student Association, and (3) drop the envelope in the nearest campus mailbox (or you may want to turn it in at your residence hall desk).

If you live off-campus, simply (1) place the completed questionnaires in the envelope provided and (2) mail it (or you may want to return it to Room 223, L. A. Pittenger Student Center).

Please let us have your help. The more Students like yourself help, the better the Guide to Classes will be. The Guide will combine information from each quarter and will be published at the beginning of each fall quarter.

Sincerely,

Student Association President

Course Evaluation Coordinator

DEPARTMENT IDENTIFICATION SHEET

002	Accounting	103	Home Economics
011	Anatomy	043	Home Ec: Education
012	Anthroplogy	044	Home Ec: Food and Nutrition
108	Applied Physics	046	Home Ec: Home and Family
010	Architecture	049	Home Economics Textiles and Clothing
003	Art: Crafts	104	Housing and Management
004	Art: Design	052	Industrial Education
006	Art: Education	053	Industrial Technology
008	Art: Fine Arts	109	Insurance
009	Art: History	051	Interdepartmental
082	Astronomy	027	Italian
014	Biology	054	Journalism
016	Botany	055	Landscape Architecture
013	Business Ed. and Office Administration	056	Latin
110	Business Law	057	Library Science
017	Chemistry	059	Management
026	Classical Culture	112	Management Science
050	Computer Science	061	Marketing
015	Counseling Psychology	058	Mathematics
105	Criminal Justice and Corrections	115	Military Science
005	Dissertation	062	Music Education
018	Economics	065	Music History and Musicology
019	Education: Administration	060	Music: School of
020	Education: Adult and Community	066	Music Theory and Composition
021	Education: Curriculum	064	Musical Performance
022	Education: Elementary	070	Natural Resources
023	Education: Foundations	067	Nursing
024	Education: General	072	Philosophy
101	Education: Gerontology	113	Physical Education, General
025	Education: Higher	114	Physical Education, Professional
107	Education: Jr. High/Middle	073	Physics
028	Education: Reading	074	Physiology
102	Education: Reading/Middle	076	Political Science
007	Education: Reading/Secondary	083	Radio, Television, and Motion Pictures
029	Education: Secondary	111	Real Estate
045	Education: Supervision	085	Religious Studies
030	Educational Psychology	088	Research Paper
031	English	086	Science
032	Finance	090	Social Psychology
033	Foreign Language	097	Social Studies
034	French	080	Social Work
036	General Business Administration	092	Sociology
040	General and Experimental Psychology	093	Spanish
035	General Studies Education	094	Special Education
038	Geography	095	Speech
037	Geography and Geology	096	Speech Pathology and Audiology
039	Geology	098	Theatre
041	German	089	Thesis
042	Greek	087	Urban and Regional Planning
048	Health Science	091	Urban and Regional Studies
047	History	099	Zoology

6

Educational psychology

Lashari 116

Number of Responses: 4
Fresh Soph Junior Senior
2 1 0 0

Grade Expected:
A B C D F
1 2 0 0 0

Text Required: 1

Portion of Classes Attended:
0-20% 21-40% 41-60% 61-80% 81-100%
0 0 0 1 3

Lab or Discussion Section: No
Term project or Paper: No
Exam Questions: Objective
Instructor speaks easily understandable English: Yes

Course objectives easily understandable: 2.5
Course objectives met: 2.3
Grading system clearly explained: 2
Grading was fair: 1.8
Exams covered important material: 1.3
Able to see a relationship between various topics or activities: 2.5
Lectures presented in organized and coherent manner: 1.5
Lectures relevant to the course content: 2
Lectures not a repeat of text material: 2.8
Pace of learning appropriate: 2.3
Instructor kept available office hours: 2.5
Instructor interacted well with students: 2.3
Instructor encouraged questions and discussion: 1.8
Instructor knowledgeable in the area: 2
Use of text sufficient: 2
Text was worthwhile: 2
I found this course to be worthwhile: 2

Lynch 201

Number of Responses: 11
Fresh Soph Junior Senior
0 11 0 0

Grade Expected:
A B C D F
3 2 8 0 1

Text Required: 1

Portion of Classes Attended:
0-20% 21-40% 41-60% 61-80% 81-100%
0 0 0 0 11

Lab or Discussion Section: No
Term project or Paper: No
Exam Questions: Essay and Objective
Instructor speaks easily understandable English: Yes

Course objectives easily understandable: 1.6
Course objectives met: 1.8
Grading system clearly explained: 1.5
Grading was fair: 1.6
Exams covered important material: 1.6
Able to see a relationship between various topics or activities: 1.8
Lectures presented in organized and coherent manner: 1.4
Lectures relevant to the course content: 1.4
Lectures not a repeat of text material: 2.2
Pace of learning appropriate: 2.2
Instructor kept available office hours: 2.2
Instructor interacted well with students: 1.6
Instructor encouraged questions and discussion: 1.8
Instructor knowledgeable in the area: 2.1
Use of text sufficient: 2.1
Text was worthwhile: 2.6
I found this course to be worthwhile: 2.1

Zegrys 201

Number of Responses: 4
Fresh Soph Junior Senior
0 4 0 0

Grade Expected:
A B C D F
1 2 1 0 0

Text Required: 1

Portion of Classes Attended:
0-20% 21-40% 41-60% 61-80% 81-100%
0 0 0 0 4

Lab or Discussion Section: No
Term project or Paper: No
Exam Questions: Objective
Instructor speaks easily understandable English: No

Course objectives easily understandable: 3.5
Course objectives met: 3
Grading system clearly explained: 3
Grading was fair: 3
Exams covered important material: 3.5
Able to see a relationship between various topics or activities: 3.5
Lectures presented in organized and coherent manner: 3
Lectures relevant to the course content: 2.8
Lectures not a repeat of text material: 2.3
Pace of learning appropriate: 3.8
Instructor kept available office hours: 3
Instructor interacted well with students: 4.5
Instructor encouraged questions and discussion: 3.5
Instructor knowledgeable in the area: 2.5
Use of text sufficient: 1.8
Text was worthwhile: 2.5
I found this course to be worthwhile: 3.3

Hairshberger 200

Number of Responses: 4
Fresh Soph Junior Senior
2 2 0 0

Grade Expected:
A B C D F
2 2 0 0 0

Text Required: Unknown

Portion of Classes Attended:
0-20% 21-40% 41-60% 61-80% 81-100%
0 0 0 0 2 2

Lab or Discussion Section: No
Term project or Paper: No
Exam Questions: Objective
Instructor speaks easily understandable English: Yes

Course objectives easily understandable: 1.8
Course objectives met: 2
Grading system clearly explained: 2.3
Grading was fair: 2.3
Exams covered important material: 2.3
Able to see a relationship between various topics or activities: 1.8
Lectures presented in organized and coherent manner: 2.5
Lectures relevant to the course content: 2.5
Lectures not a repeat of text material: 3.0
Pace of learning appropriate: 3.3
Instructor kept available office hours: 2.0
Instructor interacted well with students: 2.0
Instructor encouraged questions and discussion: 2.0
Instructor knowledgeable in the area: 1.5
Use of text sufficient: 1.8
Text was worthwhile: 1.8
I found this course to be worthwhile: 2.0

Educator: secondary

English

Irving 200

Number of Responses: 4
Fresh Soph Junior Senior
1 2 1 0

Grade Expected:
A B C D F
3 1 0 0 0

Text Required: 1

Portion of Classes Attended:
0-20% 21-40% 41-60% 61-80% 81-100%
0 0 0 0 4

Lab or Discussion Section: No
Term project or Paper: Yes
Exam Questions: Objective
Instructor speaks easily understandable English: Yes

Course objectives easily understandable: 2.3
Course objectives met: 2.3
Grading system clearly explained: 2.5
Grading was fair: 2.0
Exams covered important material: 1.8
Able to see a relationship between various topics or activities: 1.8
Lectures presented in organized and coherent manner: 3.0
Lectures relevant to the course content: 2.3
Lectures not a repeat of text material: 1.8
Pace of learning appropriate: 2.0
Instructor kept available office hours: 1.5
Instructor interacted well with students: 1.8
Instructor encouraged questions and discussion: 1.8
Instructor knowledgeable in the area: 1.8
Use of text sufficient: 2.0
Text was worthwhile: 2.0
I found this course to be worthwhile: 1.8

Dout 200

Number of Responses: 4
Fresh Soph Junior Senior
3 1 0 0

Grade Expected:
A B C D F
1 3 0 0 0

Text Required: 1

Portion of Classes Attended:
0-20% 21-40% 41-60% 61-80% 81-100%
0 0 0 0 4

Lab or Discussion Section: Yes
Term project or Paper: No
Exam Questions: Objective
Instructor speaks easily understandable English: Yes

Course objectives easily understandable: 2.0
Course objectives met: 2.3
Grading system clearly explained: 1.8
Grading was fair: 2.0
Exams covered important material: 2.3
Able to see a relationship between various topics or activities: 2.3
Lectures presented in organized and coherent manner: 2.8
Lectures relevant to the course content: 1.8
Lectures not a repeat of text material: 2.8
Pace of learning appropriate: 2.3
Instructor kept available office hours: 1.8
Instructor interacted well with students: 1.8
Instructor encouraged questions and discussion: 1.8
Instructor knowledgeable in the area: 3.3
Use of text sufficient: 2.8
Text was worthwhile: 3.8
I found this course to be worthwhile: 2.0

Lopez 200

Number of Responses: 6
Fresh Soph Junior Senior
0 0 0 0

Grade Expected:
A B C D F
6 0 0 0 0

Text Required: Unknown

Portion of Classes Attended:
0-20% 21-40% 41-60% 61-80% 81-100%
0 0 0 0 6

Lab or Discussion Section: No
Term project or Paper: Yes
Exam Questions: Essay
Instructor speaks easily understandable English: Yes

Course objectives easily understandable: 2.3
Course objectives met: 2.3
Grading system clearly explained: 1.2
Grading was fair: 2.0
Exams covered important material: 1.8
Able to see a relationship between various topics or activities: 1.8
Lectures presented in organized and coherent manner: 2
Lectures relevant to the course content: 1.8
Lectures not a repeat of text material: 1.8
Pace of learning appropriate: 1.8
Instructor kept available office hours: 2
Instructor interacted well with students: 1
Instructor encouraged questions and discussion: 1
Instructor knowledgeable in the area: 1
Use of text sufficient: 1
Text was worthwhile: 1
I found this course to be worthwhile: 1.2

Adams, R 200

Number of Responses: 5
Fresh Soph Junior Senior
0 0 0 0

Grade Expected:
A B C D F
0 2 2 0 0

Text Required: Unknown

Portion of Classes Attended:
0-20% 21-40% 41-60% 61-80% 81-100%
0 0 0 0 5

Lab or Discussion Section: No
Term project or Paper: No
Exam Questions: Essay
Instructor speaks easily understandable English: Yes

Course objectives easily understandable: 2
Course objectives met: 2.8
Grading system clearly explained: 2.8
Grading was fair: 2.8
Exams covered important material: 2.2
Able to see a relationship between various topics or activities: 2
Lectures presented in organized and coherent manner: 2.8
Lectures relevant to the course content: 2.8
Lectures not a repeat of text material: 2.8
Pace of learning appropriate: 2
Instructor kept available office hours: 1.8
Instructor interacted well with students: 1.8
Instructor encouraged questions and discussion: 2
Instructor knowledgeable in the area: 1.8
Use of text sufficient: 3.4
Text was worthwhile: 2.4
I found this course to be worthwhile: 2.2

Clib 200

Number of Responses: 4
Fresh Soph Junior Senior
4 0 0 0

Grade Expected:
A B C D F
1 3 0 0 0

Text Required: 3

Portion of Classes Attended:
0-20% 21-40% 41-60% 61-80% 81-100%
0 0 0 0 4

Lab or Discussion Section: No
Term project or Paper: No
Exam Questions: Objective
Instructor speaks easily understandable English: Yes

Course objectives easily understandable: 1.8
Course objectives met: 1.8
Grading system clearly explained: 1.8
Grading was fair: 1.8
Exams covered important material: 1.8
Able to see a relationship between various topics or activities: 1.8
Lectures presented in organized and coherent manner: 1.8
Lectures relevant to the course content: 1.8
Lectures not a repeat of text material: 2.8
Pace of learning appropriate: 1.8
Instructor kept available office hours: 1.8
Instructor interacted well with students: 1.8
Instructor encouraged questions and discussion: 1.8
Instructor knowledgeable in the area: 1.8
Use of text sufficient: 2.2
Text was worthwhile: 2.2
I found this course to be worthwhile: 1.8

Coghil 200

Number of Responses: 4
Fresh Soph Junior Senior
4 0 0 0

Grade Expected:
A B C D F
0 4 0 0 0

Text Required: Unknown

Portion of Classes Attended:
0-20% 21-40% 41-60% 61-80% 81-100%
0 0 0 0 4

Lab or Discussion Section: No
Term project or Paper: Yes
Exam Questions: Objective
Instructor speaks easily understandable English: Yes

Course objectives easily understandable: 1.8
Course objectives met: 2
Grading system clearly explained: 2
Grading was fair: 1.8
Exams covered important material: 2
Able to see a relationship between various topics or activities: 1.8
Lectures presented in organized and coherent manner: 1.8
Lectures relevant to the course content: 1.8
Lectures not a repeat of text material: 1.8
Pace of learning appropriate: 2
Instructor kept available office hours: 1.8
Instructor interacted well with students: 1.8
Instructor encouraged questions and discussion: 1
Instructor knowledgeable in the area: 1
Use of text sufficient: 1.8
Text was worthwhile: 1.8
I found this course to be worthwhile: 1.8

Dolan 200

Number of Responses: 5
Fresh Soph Junior Senior
4 0 0 0

Grade Expected:
A B C D F
1 2 1 1 0

Text Required: 2

Portion of Classes Attended:
0-20% 21-40% 41-60% 61-80% 81-100%
0 0 0 0 5

Lab or Discussion Section: No
Term project or Paper: No
Exam Questions: Essay and Objective
Instructor speaks easily understandable English: Yes

Course objectives easily understandable: 2.2
Course objectives met: 2.8
Grading system clearly explained: 2.8
Grading was fair: 2.4
Exams covered important material: 2.8
Able to see a relationship between various topics or activities: 2.8
Lectures presented in organized and coherent manner: 2.8
Lectures relevant to the course content: 2.8
Lectures not a repeat of text material: 2.8
Pace of learning appropriate: 2.4
Instructor kept available office hours: 1.8
Instructor interacted well with students: 1.8
Instructor encouraged questions and discussion: 1.8
Instructor knowledgeable in the area: 1.8
Use of text sufficient: 2.2
Text was worthwhile: 2.2
I found this course to be worthwhile: 2.8

Malter 200

Number of Responses: 4
Fresh Soph Junior Senior
2 1 0 0

Grade Expected:
A B C D F
0 4 0 0 0

Text Required: 3

Portion of Classes Attended:
0-20% 21-40% 41-60% 61-80% 81-100%
0 0 0 0 4

Lab or Discussion Section: No
Term project or Paper: Yes
Exam Questions: No Tests
Instructor speaks easily understandable English: Yes

Course objectives easily understandable: 2.8
Course objectives met: 2.8
Grading system clearly explained: 2.8
Grading was fair: 2.8
Exams covered important material: 2.8
Able to see a relationship between various topics or activities: 2.8
Lectures presented in organized and coherent manner: 2.8
Lectures relevant to the course content: 2.8
Lectures not a repeat of text material: 2.8
Pace of learning appropriate: 2.8
Instructor kept available office hours: 2.8
Instructor interacted well with students: 2.8
Instructor encouraged questions and discussion: 2.8
Instructor knowledgeable in the area: 2.8
Use of text sufficient: 3.8
Text was worthwhile: 3.8
I found this course to be worthwhile: 3.8

BALL STATE STUDENT ASSOCIATION
Room 223
L.A. Pittenger Student Center
Muncie, Indiana 47306

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MUNCIE, INDIANA 47306

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Student Association
L. A. Pittenger Student Center



Fellow Students,

After a year of planning and work, the 1980-81 "Guide to Classes" is ready for use. For many years Ball State students have needed this kind of information. As members of the Executive Branch of Student Association we made it our responsibility to collect and distribute the information. We are sorry that problems with printing and mailing caused the "Guide to Classes" to be delayed in being published. We realize that the late publication date means that the "Guide" will not be that helpful for Fall Quarter registration. However, if you keep the "Guide" it will be a useful tool when registering for classes next year. We hope the information will be profitable to you.

Gregory S. Fehribach
President, Student Association

Jeff Thompson
Project Coordinator

We would like to thank the following people for their time, patience, and assistance. Without them, this project would never have been completed.

Dr. Frank Sparzo	(Survey Format)
Dr. Don Mikesell	(Data Interpretation)
Jeanine Estell	(Data Input Scanning)
Matthew Kincaid	Dawn Johnston
Mark Richardson	Dwight Vigna
Gregory D. Cox	Elizabeth Blume
John Bartlett	
Third Floor Brady Hall	
The Student Association Staff	
but most of all, the Students of this campus who	
supplied us with this information.	

HOW TO USE THIS GUIDE

The "Guide to Classes" is exactly what its name implies--a guide. It is not an evaluation of professors or courses. The "Guide" merely presents information about courses. This information was obtained from a random sample of 3,000 students Fall Quarter, 3,000 students Winter Quarter, and 3,000 students Spring Quarter. The data for all quarters was combined to form an average.

The information on each course is divided into two sections. The first section includes the following information:

Professor's last name	Course Number
Number of responses	Total number in class
The class of students responding	
The expected final grade of the students responding	
The number of texts required	
The percentage of classes attended by the students responding	
If the course had a lab or discussion section	
If the course had a term project or paper	
The type of exam questions used	
Did the professor speak understandable English	

There are no courses listed in the "Guide" unless they received a minimum of five responses. Obviously, the higher the number of responses the more statistically accurate the information.

The second section for each course presents information on student opinions of various aspects of the course and professor. The following code was used:

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

The numbers presented are the statistical average (mean) of the responses to each statement. The closer the average is to one, the more strongly the responses agreed with the statement. The closer to five the average is, the more strongly the responses disagreed. If the average is close to three, the responses were relatively neutral towards the statement.

Each course and professor that appears in the "Guide" has been placed within its respective Department. The total number of students taking the class has been presented in order to show a comparison to the sample size.

Remember that the "Guide" is only a guide--not an evaluation. Good hunting!

Code # 629

Daunt 150
 Number of Responses: Class size: 150
 Fresh Soph Junior Senior
 3 1 0 0

Grade Expected:

A B C D F
 1 3 0 0 0

Texts Required: 1

Portion of Classes Attended:

0-20% 21-40% 41-60% 61-80% 81-100%
 0 0 0 0 4

Lab or Discussion Section: Yes

Term Project or Paper: No

Exam Questions: Objective

Instructor spoke easily understandable

Enlight: Yes

Course objectives easily understandable	2.0
Course objectives met	2.3
Grading system clearly explained	1.8
Grading was fair	2.0
Exams covered important material	2.3
Able to see a relationship between the various topics or activities	2.3
Lectures presented in an organized and coherent manner	2.5
Lectures relevant to the course content	1.5
Lectures not a repeat of the text material	2.8
Pace of lecture appropriate	2.3
Instructor kept available office hours	1.8
Instructor interacted well with students	1.5
Instructor encouraged questions and discussion	1.5
Instructor knowledgeable in the area	1.3
Use of text sufficient	2.8
Text was worthwhile	3.5
I found this course to be worthwhile	2.0

Lopez
 Number of Responses: 5 Class size: 150
 Fresh Soph Junior Senior
 5 0 0 0

Grade Expected:

A B C D F
 5 0 0 0 0

Texts Required: Unknown

Portion of Classes Attended:

0-20% 21-40% 41-60% 61-80% 81-100%
 0 0 0 0 0

Lab or Discussion Section: No

Term Project or Paper: Yes

Exam Questions: Essay

Instructor spoke easily understandable

Enlight: Yes

Course objectives easily understandable	2.2
Course objectives met	2.0
Grading system clearly explained	1.0
Grading was fair	1.0
Exams covered important material	1.0
Able to see a relationship between the various topics or activities	1.0
Lectures presented in an organized and coherent manner	2.0
Lectures relevant to the course content	1.0
Lectures not a repeat of the text material	1.0
Pace of lecture appropriate	1.0
Instructor kept available office hours	2.0
Instructor interacted well with students	1.0
Instructor encouraged questions and discussion	1.0
Instructor knowledgeable in the area	1.0
Use of text sufficient	1.0
Text was worthwhile	1.0
I found this course to be worthwhile	1.0

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Alternate Printers

The cheapest form of printing for the "Guide" due to its large size is tabloid. There are several printers in the area that can do tabloid printing. The criteria for choosing a printer is primarily based on cost. Quality is not a factor as tabloid printing is standard and will not vary among the printers. Below is a list of several printers who will do the typesetting and printing. Examine the comparative costs before deciding which to use if the Daily News is not to do the printing.

Townsend's Rubber Stamp 2203 Godman Avenue Muncie, IN 47304	288-7864
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Precision Printing 424 South Monroe Muncie, IN 47305	289-0477
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The American Press 1415 Meeker Avenue Muncie, IN 47302	284-5662
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