You have been chosen to participate in Agents of Change, an architecture curricular reform initiative in the United States. We are interested in your learning style and in your views about your program’s curriculum. Please join your colleagues and peers from across the country. Your input is essential to our developing the most complete picture possible.

All your responses are completely confidential and voluntary. Your answers will be sent directly and anonymously to the project evaluators, Institute at Indian Hill (IIH). The personal information requested in this survey is used solely to identify what universities and classes have responded and to better assess what learning has taken place and how. IIH assures the privacy and confidentiality of your responses.

Thank you for your time and contributions to Agents of Change. If you would like to learn more, please visit our web site at the University of Oregon: http://aoc.uoregon.edu. If you have any questions about this survey or the project’s evaluation process, please email Gwen Garrison <gegarrison@verizon.net>.

Section I. Please answer the following questions about your attitudes and approaches to architectural design.

1. Rank order the issues in addition to historical precedents and structural systems that you consider most critical when you first begin a design project or problem:

   1 = least critical . . . . . 5 = most critical
   _____ Aesthetics and parti
   _____ Building performance
   _____ Impact of building on the environment
   _____ Required building functions
   _____ Site conditions (climate, topography, context)

2. Rank order the usefulness of each of the following design precedent information sources about existing buildings.

   1 = least useful source . . . . . 5 = most useful source
   _____ Architectural magazines
   _____ Architectural presentations (lectures, faculty descriptions, experiences)
   _____ Building performance data gathered on-site
   _____ Building walk-throughs
   _____ Media (videos, CDs, WWW)

The activities of this project are developed under a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), U.S. Department of Education. However these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.
3. Briefly describe your agreement or disagreement with the statement: “A strong design concept should thoroughly integrate concern for environmental strategies (passive and/or active strategies for indoor air quality, thermal control, lighting, acoustics).”

4. Please indicate how important each of these actions is to integrating environmental strategies in your design process. *(Check one box for each action.)*

<table>
<thead>
<tr>
<th>Action</th>
<th>Unimportant</th>
<th>Somewhat unimportant</th>
<th>Somewhat important</th>
<th>Very important</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Devise and apply an appropriate investigative procedure to your design process</td>
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<tr>
<td>b. Visit a variety of buildings to learn how they work</td>
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<tr>
<td>c. Conduct an in-depth study of an exemplar building to learn about the successes and failures of that particular building</td>
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<tr>
<td>d. Interview building users to learn how well they think their building works</td>
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<tr>
<td>e. Design buildings that provide for occupant well-being</td>
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</tbody>
</table>

5. Please rank order the importance of each of the following types of building performance evaluation methodologies to your design process.

   *1 = least important . . . . . 5 = most important*

   _____ Computer modeling, simulation, or rendering
   _____ Drawing, sketching, or photographing
   _____ Mental visualization
   _____ On-site data gathering and analysis
   _____ Physical modeling
Section II. These questions are about environmental technology and AoC case study experiences.

6. Your coursework has included on-site investigations of a building’s performance—the Agents of Change case study method. Based on the activities of this type of case study (Column B), please indicate both the importance of that experience to your UNDERSTANDING of environmental technology and buildings (Column A) AND your satisfaction with your CAPABILITIES to successfully accomplish those activities (Column C). *(Check one box in Column A and one box in Column C for each activity in Column B.)*

<table>
<thead>
<tr>
<th>Column A importance to UNDERSTANDING</th>
<th>Column B AoC CASE STUDY ACTIVITY</th>
<th>Column C satisfaction with CAPABILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unimportant</td>
<td>Articulate a clear, testable study hypothesis</td>
<td>Unsatisfied</td>
</tr>
<tr>
<td>Somewhat unimportant</td>
<td>Develop appropriate investigative methodologies</td>
<td>Somewhat unsatisfied</td>
</tr>
<tr>
<td>Somewhat important</td>
<td>Use tools to evaluate on-site building performance</td>
<td>Somewhat satisfied</td>
</tr>
<tr>
<td>Very important</td>
<td>Understand successes and failures of design</td>
<td>Very satisfied</td>
</tr>
<tr>
<td></td>
<td>Present findings clearly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work collaboratively</td>
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</tr>
</tbody>
</table>

7. Comparing your traditional lecture class experiences to your Agents of Change case study experiences, please indicate the strength of your preference for one of these approaches. *(Circle your preference.)*

Greatly prefer traditional class

Slight preference for traditional class

Indifferent

Slight preference for case study

Greatly prefer case study

8. As a result of conducting Agents of Change case studies, your confidence in understanding concepts and principles of environmental technology has … *(Place an “X” on the scale.)*

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>decreased greatly</td>
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<td></td>
<td>increased greatly</td>
</tr>
</tbody>
</table>

9. As a result of conducting Agents of Change case studies, confidence in your ability to integrate environmental strategies into design projects has … *(Place an “X” on the scale.)*

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
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<td></td>
<td></td>
<td>increased greatly</td>
</tr>
</tbody>
</table>
Section III. The final questions are about your educational context.

10. Did a Teaching Assistant provide case study instruction in your environmental technology class? (Check the appropriate box.)
   - No
   - Yes

If Yes, how effectively did the Teaching Assistant convey the principles of conducting a case study? (Circle your preference.)
   - Ineffectively
   - Somewhat ineffectively
   - Somewhat effectively
   - Very effectively

11. What degree are you seeking? (Check the appropriate box.)
   - Bachelor’s degree
   - Master’s degree
   - Ph.D.
   - Other (please specify) __________________________________________________________

   In which discipline(s)? __________________________________________________________

12. What’s your current status? (Circle your academic standing.)

   Undergraduate
   - Year 1
   - Year 2
   - Year 3
   - Year 4
   - Year 5+

   Graduate
   - Year 1
   - Year 2
   - Year 3
   - Year 4
   - Year 5+

13. What is your gender? (Check the appropriate box.)
   - Female
   - Male

14. To enable us to compare your responses from this survey to those of the initial survey, what are the last four digits of your social security number? (Fill in the blanks.)
   ____________________________

Date: ____________________________

Class Number and Title: ____________________________

Professor: ____________________________

Teaching Assistant: ____________________________

Department: ____________________________

Institution: ____________________________

Safeguarding your privacy is very important to the staff of the Agents of Change project. All your responses are completely confidential and voluntary. These surveys will be analyzed by an independent evaluator who, based on experience with FIPSE project evaluations, knows how our grantors, FIPSE, will scrutinize our evaluation analyses. FIPSE will want to see analyses of changes in your attitudes, perceptions, and learning styles. Thus by requesting the last four digits of your social security number in question 14, we seek solely to match your responses of this survey with your responses to the initial survey. You and your responses will be aggregated to protect your privacy and confidentiality. We greatly appreciate your willingness, effort, and time to complete these surveys and hope you will facilitate our comparative analyses.

PLEASE RETURN YOUR COMPLETED QUESTIONNAIRE TO YOUR INSTRUCTOR’S MONITOR OR TA. THANK YOU.