Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center** Learning Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

| | Importance Rating | | verage it scale) | | ent of s Rating |
|---|----------------------|-----|---------------------|--------|--------------------|
| _ | 9 | Raw | Adj. | 1 or 2 | 4 or 5 |
| Gaining factual knowledge (terminology, classifications, methods, trends) | Essential | 4.4 | 4.1 | 0% | 80% |
| 22. Learning fundamental principles, generalizations, or theories | Essential | 4.6 | 4.4 | 0% | 100% |
| 23. Learning to apply course material (to improve thinking, problem solving, and decisions) | Essential | 4.6 | 4.1 | 0% | 100% |
| Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course | Important | 4.6 | 4.1 | 0% | 80% |
| 25. Acquiring skills in working with others as a member of a team | Important | 3.6 | 3.1 | 0% | 40% |
| Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) | Important | 4.6 | 3.9 | 0% | 100% |
| 27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | Important | 4.2 | 3.6 | 0% | 80% |
| 28. Developing skill in expressing myself orally or in writing | Important | 3.8 | 3.3 | 0% | 40% |
| 29. Learning how to find and use resources for answering questions or solving problems | Important | 4.2 | 4.0 | 20% | 80% |
| 30. Developing a clearer understanding of, and commitment to, personal values | Minor/None | | | | |
| 31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view | Important | 4.4 | 4.1 | 0% | 80% |
| 32. Acquiring an interest in learning more by asking my own questions and seeking answers | Important | 4.6 | 4.2 | 0% | 100% |
| Progress on Relevant Objectives | | 4.4 | 4.0 | | |

| ¹ The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on |
|---|
| May 1, 2006. Do not compare these results with reports generated prior to this date. |

| IDEAD | | | roup Avera | | 1 |
|----------------------|---------------------|----------------------|---------------------------|---------------|---------------------------|
| 15,500-17,000-17,000 | atabase | | scipline | | titution |
| Raw 58 Higher | 52 Similar | Faw 53 Similar | Adjusted 50 Similar | 54 Similar | Adjusted 51 Similar |
| 64 Much Higher | 59 Higher | 59 Higher | 57 Higher | 58 Higher | 57 Higher |
| 62 | 53 | 57 | 52 | 58 | 54 |
| Higher | Similar | Higher | Similar | Higher | Similar |
| 61 | 51 | 57 | 51 | 57 | 52 |
| Higher | Similar | Higher | Similar | Higher | Similar |
| 45 Similar | 37 Much Lower | 43 Lower | 40 Lower | 41 Lower | 38 Lower |
| 60 | 51 | 59 | 48 | 59 | 52 |
| Higher | Similar | Higher | Similar | Higher | Similar |
| 57 | 49 | 53 | 47 | 53 | 48 |
| Higher | Similar | Similar | Similar | Similar | Similar |
| 50 | 43 | 50 | 46 | 46 | 42 |
| Similar | Lower | Similar | Similar | Similar | Lower |
| 58 | 54 | 54 | 54 | 53 | 52 |
| Higher | Similar | Similar | Similar | Similar | Similar |
| 59 | 55 | 58 | 57 | 56 | 55 |
| Higher | Similar | Higher | Higher | Higher | Similar |
| 64 Much Higher | 57 Higher | 61 Higher | 57 Higher | 58 Higher | 56 Higher |
| 59 | 52 | 55 | 51 | 55 | 51 |

Much Higher = Highest 10% of classes (63 or higher)

Higher Similar

= Next 20% (56-62)

Lower

= Middle 40% (45-55) = Next 20% (38-44)

Much Lower = Next 20% (38–44)

Much Lower = Lowest 10% (37 or lower)

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Your Average

| Course Description | (5-point scale) |
|--|-----------------|
| 33. Amount of reading | 2.5 |
| 34. Amount of work in other (non-reading) assignments | 4.3 |
| 35. Difficulty of subject matter | 3.0 |
| Student Description | |
| 37. I worked harder on this course than on most courses I have taken. | 4.3 |
| 39. I really wanted to take this course regardless of who taught it. | 5.0 |
| 43. As a rule, I put forth more effort than other students on academic work. | 3.5 |

| | | | rted Average o Group Ave | | |
|-----|-------------|-----|-----------------------------|-----|---------------|
| IDE | A Database | IDE | A Discipline | You | r Institution |
| 41 | Lower | 47 | Similar | 43 | Lower |
| 64 | Much Higher | 59 | Higher | 60 | Higher |
| 43 | Lower | 38 | Lower | 40 | Lower |

| 62 | Higher | 57 | Higher | 58 | Higher |
|----|-------------|----|-------------|----|-------------|
| 80 | Much Higher | 79 | Much Higher | 70 | Much Higher |
| 45 | Similar | 36 | Much Lower | 40 | Lower |

Much Higher = Highest 10% of classes (63 or higher)

Higher

= Next 20% (56-62) = Middle 40% (45-55)

Similar Lower

= Next 20% (38-44)

Much Lower = Lowest 10% (37 or lower)

SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



| Ins | stitutio | n: | 111 | AT | ρ | | | Instructo | r: (|) (| RIA | 1 T | 19/21 | | | | |
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| an | iount | or pro | gress | you | made on each (even | those no | or pursu | eu in uns | Class | s) by t | ising | ine ion | owing sca | ie: | | | |
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| ar | oee or | | | | | | | | | | | | | | | | |
| 9" | ess or | 3 | 4 | 0 | Gaining factual knowled | dge (termin | nology, cl | assifications | s, meth | nods, t | rends) | | | | | | |
| 1) | 2 | 3 | 4 | 0 | Learning fundamental p | rinciples, | generaliz | ations, or th | eories | | | | | | | | |
| 0 | 2 | 3 | 4 | | Learning to apply cours | e materia | (to impre | ove thinking | , probl | em so | lving, a | nd decis | sions) | | | | |
|) | 2 | 3 | 4 | | Developing specific skill | ls, compe | tencies, a | nd points of | f view | neede | d by pr | ofession | als in the fi | eld mos | st close | ely | |
| | | | | | related to this course | | | | | | | | | | | | |
| | 2 | 3 | 4 | 0 | Acquiring skills in worki | ng with ot | hers as a | member of | a tea | m | | | | | | | |
| 0 | 2 | 3 | 4 | | Developing creative cap | | | | | | | | | | | | |
|) | 2 | 3 | 4 | | Gaining a broader under | | | | | ctual/cu | ıltural a | activity (r | nusic, scien | ce, lite | rature, | etc.) | |
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- SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



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| | | 4-Sub | stantia | progress; I m | ade la | rge ga | ins o | n this o | bjective. | | | | | | | | | |
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| roar | ess or | 15 | | | | | | | | | | | | | | | | |
| .1 | 2 | 3 | 4 | Gaining fact | ual knov | wledge | (termin | ology, c | lassification | s, meth | nods, tr | ends) | | | | | | |
| 2.1 | 2 | 3 | 4 | Learning fur | | | | | | | | 70 | | | | | | |
| 3.1 | 2 | 3 | 4 | Learning to | apply co | ourse n | naterial | (to impr | ove thinking | , probl | em sol | ving, a | nd decis | sions) | | | | |
| .1 | 2 | 3 | 4 | Developing : | | | compet | encies, a | and points o | f view | neede | d by pr | ofessior | nals in the fie | eld mos | st close | ely | |
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| 3.1) | 2 | 3 | | My backgrou | | | | | | | | | | | | | | |
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Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- > Review page 2 to identify the objective(s) where improvements are most desirable.
- > Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- > Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- > Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- > Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. Consider increasing use means you employed the method less frequently than those teaching similar classes. Retain current use or consider increasing means you employed the method with typical frequency. Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the Interpretive Guide (www.theideacenter.org/diagnosticguide.pdf), POD-IDEA Center Notes (www.theideacenter.org/podidea), and POD-IDEA Center Learning Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

| Teaching Methods and Styles | | | | |
|---|---|---------------------------------|---|--|
| | Relevant to Objectives: (see page 2) | Your Average (5-point scale) | Percent of Students Rating 4 or 5 | Suggested Action |
| Stimulating Student Interest | | | | |
| 8. Stimulated students to intellectual effort beyond that required by most courses | 21, 22, 23, 24, 26, 27, 28, 29, 31, 32 | 3.8 | 60% | Consider increasing use |
| 13. Introduced stimulating ideas about the subject | 21, 22, 23, 24, 26, 27, 28, 29, 31, 32 | 4.0 | 80% | Consider increasing use |
| Demonstrated the importance and significance of the subject matter | 21, 22, 23, 24, 32 | 4.2 | 80% | Consider increasing use |
| 15. Inspired students to set and achieve goals which really challenged them | All selected objectives | 4.0 | 60% | Retain current use or consider increasing |
| Fostering Student Collaboration | | | | |
| 16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own | 26, 28, 31 | 3.4 | 60% | Consider increasing use |
| 5. Formed "teams" or "discussion groups" to facilitate learning | 25 | 3.4 | 40% | Consider increasing use |
| 18. Asked students to help each other understand ideas or concepts | 25, 26, 28, 29, 31, 32 | 4.2 | 60% | Retain current use or consider increasing |
| Establishing Rapport | | 2 0 | 79 | |
| 2. Found ways to help students answer their own questions | All selected objectives | 4.0 | 60% | Consider increasing use |
| 7. Explained the reasons for criticisms of students' academic performance | 24, 25, 26, 27, 28, 29, 31, 32 | 4.4 | 80% | Retain current use or consider increasing |
| 1. Displayed a personal interest in students and their learning | 23, 24, 26, 27, 32 | 4.4 | 100% | Strength to retain |
| Encouraged student–faculty interaction outside of class (office visits, phone calls, e–mails, etc.) | Not relevant to objectives selected | 4.0 | 80% | |
| Encouraging Student Involvement | | | | |
| 14. Involved students in "hands on" projects such as research, case studies, or "real life" activities | 25, 26, 29 | 3.6 | 40% | Consider increasing use |
| Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding | 29 | 3.6 | 60% | Consider increasing use |
| 11. Related course material to real life situations | 23 | 4.0 | 60% | Consider increasing use |
| Gave projects, tests, or assignments that required original or creative thinking | 26, 27, 28, 29, 31 | 4.8 | 100% | Strength to retain |
| Structuring Classroom Experiences | _ | | | |
| 12. Gave tests, projects, etc. that covered the most important points of the course | 21, 22 | 4.2 | 80% | Retain current use or consider increasing |
| 6. Made it clear how each topic fit into the course | 21, 22, 23, 24, 25, 27, 32 | 4.6 | 100% | Strength to retain |
| 10. Explained course material clearly and concisely | 21, 22, 23, 24, 32 | 4.8 | 100% | Strength to retain |
| Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work | 21, 23 | 5.0 | 100% | Strength to retain |
| Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve | Not relevant to objectives selected | 4.4 | 100% | |

| Statistical Detail | | Num | ber R | espon | ding | | | |
|---|---|-----|-------|-------|------|------|------|------|
| | 1 | 2 | 3 | 4 | 5 | Omit | Avg. | s.d. |
| Displayed a personal interest in students and their learning | 0 | 0 | 0 | 3 | 2 | 0 | 4.4 | 0.5 |
| 2. Found ways to help students answer their own questions | 0 | 0 | 2 | 1 | 2 | 0 | 4.0 | 1.0 |
| 3. Scheduled course work (class activities, tests, projects) in ways | 0 | 0 | 0 | 0 | 5 | 0 | 5.0 | 0.0 |
| 4. Demonstrated the importance and significance of the subject matter | 0 | 0 | 1 | 2 | 2 | 0 | 4.2 | 0.8 |
| 5. Formed "teams" or "discussion groups" to facilitate learning | 0 | 1 | 2 | 1 | 1 | 0 | 3.4 | 1.1 |
| 6. Made it clear how each topic fit into the course | 0 | 0 | 0 | 2 | 3 | 0 | 4.6 | 0.5 |
| 7. Explained the reasons for criticisms of students' academic | 0 | 0 | 1 | 1 | 3 | 0 | 4.4 | 0.9 |
| 8. Stimulated students to intellectual effort beyond that required by | 0 | 0 | 2 | 2 | 1 | 0 | 3.8 | 0.8 |
| 9. Encouraged students to use multiple resources (e.g. data banks, | 0 | 2 | 0 | 1 | 2 | 0 | 3.6 | 1.5 |
| 10. Explained course material clearly and concisely | 0 | 0 | 0 | 1 | 4 | 0 | 4.8 | 0.4 |
| 11. Related course material to real life situations | 0 | 0 | 2 | 1 | 2 | 0 | 4.0 | 1.0 |
| 12. Gave tests, projects, etc. that covered the most important points | 0 | 1 | 0 | 1 | 3 | 0 | 4.2 | 1.3 |
| 13. Introduced stimulating ideas about the subject | 0 | 0 | 1 | 3 | 1 | 0 | 4.0 | 0.7 |
| 14. Involved students in "hands on" projects such as research, case | 0 | 0 | 3 | 1 | 1 | 0 | 3.6 | 0.9 |
| 15. Inspired students to set and achieve goals which really | 0 | 0 | 2 | 1 | 2 | 0 | 4.0 | 1.0 |
| 16. Asked students to share ideas and experiences with others | 1 | 0 | 1 | 2 | 1 | 0 | 3.4 | 1.5 |
| 17. Provided timely and frequent feedback on tests, reports, | 0 | 0 | 0 | 3 | 2 | 0 | 4.4 | 0.5 |
| 18. Asked students to help each other understand ideas or concepts | 0 | 0 | 2 | 0 | 3 | 0 | 4.2 | 1.1 |
| 19. Gave projects, tests, or assignments that required original or | 0 | 0 | 0 | 1 | 4 | 0 | 4.8 | 0.4 |
| 20. Encouraged student-faculty interaction outside of class (office | 0 | 1 | 0 | 2 | 2 | 0 | 4.0 | 1.2 |

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1–3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

Notes:

Consider selecting fewer objectives as "Important" or "Essential."

Discipline code selected on FIF: 5004 Discipline code used for comparison: 5004

| | | | | | | | | | Convert | od Ava | Comp | arison Group | Avorago |
|---|------|-------|---------|--------|-------|------|----------|--------|---------|--------|------|--------------|-------------|
| | | | | | | | | | Raw | Adj. | IDEA | Discipline | Institution |
| 21. Gaining factual knowledge (terminology, | 0 | 0 | 1 | 1 | 3 | 0 | 4.4 | 0.9 | 58 | 52 | 4.0 | 4.3 | 4.2 |
| 22. Learning fundamental principles, generalizations, or | 0 | 0 | 0 | 2 | 3 | 0 | 4.6 | 0.5 | 64 | 59 | 3.9 | 4.2 | 4.2 |
| 23. Learning to apply course material (to improve thinking, | 0 | 0 | 0 | 2 | 3 | 0 | 4.6 | 0.5 | 62 | 53 | 4.0 | 4.3 | 4.2 |
| 24. Developing specific skills, competencies, and points of | 0 | 0 | 1 | 0 | 4 | 0 | 4.6 | 0.9 | 61 | 51 | 4.0 | 4.3 | 4.3 |
| 25. Acquiring skills in working with others as a member of | 0 | 0 | 3 | 1 | 1 | 0 | 3.6 | 0.9 | 45 | 37 | 3.9 | 4.0 | 4.1 |
| 26. Developing creative capacities (writing, inventing, | 0 | 0 | 0 | 2 | 3 | 0 | 4.6 | 0.5 | 60 | 51 | 3.9 | 4.2 | 4.1 |
| 27. Gaining a broader understanding and appreciation of | 0 | 0 | 1 | 2 | 2 | 0 | 4.2 | 0.8 | 57 | 49 | 3.7 | 4.1 | 4.0 |
| 28. Developing skill in expressing myself orally or in writing | 0 | 0 | 3 | 0 | 2 | 0 | 3.8 | 1.1 | 50 | 43 | 3.8 | 3.8 | 4.0 |
| 29. Learning how to find and use resources for answering | 0 | 1 | 0 | 1 | 3 | 0 | 4.2 | 1.3 | 58 | 54 | 3.7 | 4.0 | 4.0 |
| 30. Developing a clearer understanding of, and commitment to, | 0 | 1 | 0 | 2 | 2 | 0 | 4.0 | 1.2 | NA | NA | 3.8 | 3.9 | 4.0 |
| 31. Learning to analyze and critically evaluate ideas, | 0 | 0 | 1 | 1 | 3 | 0 | 4.4 | 0.9 | 59 | 55 | 3.8 | 4.0 | 4.1 |
| 32. Acquiring an interest in learning more by asking my | 0 | 0 | 0 | 2 | 3 | 0 | 4.6 | 0.5 | 64 | 57 | 3.8 | 4.1 | 4.2 |
| 33. Amount of reading | 1 | 0 | 3 | 0 | 0 | 1 | 2.5 | 1.0 | 41 | NA | 3.2 | 2.7 | 3.0 |
| 34. Amount of work in other (non-reading) assignments | 0 | 0 | 1 | 1 | 2 | 1 | 4.3 | 1.0 | 64 | NA | 3.4 | 3.9 | 3.8 |
| 35. Difficulty of subject matter | 0 | 0 | 4 | 0 | 0 | 1 | 3.0 | 0.0 | 43 | NA | 3.4 | 3.5 | 3.5 |
| Key: 1 = Much Less than Most 2 = Less than Most 3 = About Ave | rage | 4 = N | lore th | an Mos | it 5: | Much | More tha | n Most | | | C: | | |
| 36. I had a strong desire to take this course. | 0 | 0 | 0 | 1 | 3 | 1 | 4.8 | 0.5 | NA | NA | 3.7 | 4.0 | 3.9 |
| 37. I worked harder on this course than on most courses I have taken. | 0 | 0 | 0 | 3 | 1 | 1 | 4.3 | 0.5 | 62 | NA | 3.6 | 3.9 | 3.8 |
| 38. I really wanted to take a course from this instructor. | 0 | 0 | 3 | 1 | 0 | 1 | 3.3 | 0.5 | NA | NA | 3.4 | 3.8 | 3.8 |
| 39. I really wanted to take this course regardless of who taught it. | 0 | 0 | 0 | 0 | 4 | 1 | 5.0 | 0.0 | 80 | NA | 3.3 | 3.6 | 3.7 |
| 40. As a result of taking this course, I have more positive feelings | 0 | 0 | 0 | 1 | 3 | 1 | 4.8 | 0.5 | 65 | 47 | 3.9 | 4.2 | 4.1 |
| 41. Overall, I rate this instructor an excellent teacher. | 0 | 0 | 0 | 1 | 3 | 1 | 4.8 | 0.5 | 59 | 52 | 4.2 | 4.3 | 4.3 |
| | 1420 | | 0 | 1 | 3 | 1 | 4.8 | 0.5 | 64 | 48 | 3.9 | 4.2 | 4.2 |
| 42. Overall, I rate this course as excellent. | 0 | 0 | 0 | - 3 | 3 | 18 1 | 4.0 | 0.5 | 04 | 40 | 3.9 | 4.2 | 4.2 |

Additional Questions:

| | 1 | 2 | 3 | 4 | 5 | Omit | Avg. | s.d. |
|-----|---|---|---|---|---|-------------|------|------|
| 48. | 0 | 0 | 1 | 2 | 2 | 0 | 4.2 | 0.8 |
| 49. | 0 | 0 | 0 | 2 | 3 | 0 | 4.6 | 0.5 |
| 50. | | | | | | 5 | | |
| 51. | | | | | | 5 | | |
| 52. | | | 1 | | | 5 5 | | |
| 53. | | | | | | 5 | | Š. |
| 54. | | | | | | 5 | | i i |
| 55. | | | | | | 5 5 5 | | |
| 56. | | | | 1 | | 5 | 1.0 | ř. |
| 57. | | | | | | 5 | | |

| | 1 | 2 | 3 | 4 | 5 | Omit | Avg. | s.d. |
|-----|---|---|---|---|---|--------|------|------|
| 58. | | | | | | 5 | | |
| 59. | | | | | | 5 | | |
| 60. | | | | | 1 | 5 | | |
| 61. | | | | | | 5 | | |
| 62. | | | | | | 5 5 | | |
| 63. | | | | | | 5 | | |
| 64. | | | | | l | 5 | | l |
| 65. | | | | | | 5 | | |
| 66. | | | | | | 5 | | |
| 67. | | | | | | 5 | | |



Faculty Information Form

| Proper | Marks |
|---------|---------|
| Imprope | r Marks |

See Directions to Faculty: www.theideacenter.org/directions

1 1 - Ha

Park

Instructor:

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| | Course Number: ATTIIO C | you through | | Time and | Days Class Meets: | M÷M | 8. | w | -1(| λ, Ζ | 0 0 | , Wh |
|-----|---|---|--|--|---|--|--|--|-------------------------|---|---|---|
| | Last Name (Up to 11 letters) Init. | course. As objectives weighs Es | a general as either Ir sential obje | rule, prioritize wh nportant or Esse ctives "2," Impor | identify the relevance nat you want students to ntial. The weighting sys- tant objectives "1," and e, I = Important, E = E | to learn by sell stem used to I Minor objecti | ecting gener | no ate t | more | tha | n 3- | 5 |
| | 1 | M I 1. | Gaining Learning Learning Develop the field Acquirin Develop drama, Gaining science, Develop Learning Learning | factual knowledge fundamental prigger of apply course ing specific skills most closely religger skills in working creative capatetc.) a broader under literature, etc.) ing skill in express how to find ancing a clearer under to analyze and | ge (terminology, classif- inciples, generalization material (to improve to s, competencies, and p ated to this course g with others as a mer- acities (writing, inventing standing and apprecial ssing oneself orally or d use resources for ansiderstanding of, and cor- critically evaluate ideal earning more by asking | ications, meth s, or theories hinking, proble oints of view r nber of a tean g, designing, ion of intellect in writing swering questi mmitment to, p s, arguments, | em soneeden perfor tual/cr ons onersor and r | living d by mino r sol nal vi | ying in a ving is alues | ession ort, m ivity prob | onals onusio | s in |
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| | The IDEA Center will conduct research o | | | | | | | | | | | |
| | Which of the following 2. | If multiple approa | ches | 3. Descr | ibe this course in ter | ms of its req | uirem | ents | with | res | pec | t to |

represents the primary approach to this course? (Mark only one)

= Lecture

(2) = Discussion/recitation

③ = Seminar

(4) = Skill/activity

(5) = Laboratory

6 = Field Experience

7 = Studio

8 = Multi-Media

(9) = Practicum/clinic

TF5901 (08/11) 0 9 8 7 6 5 4 3 2 1

0 = Other

are used, which one represents the secondary approach? (Mark only one)

1) = Lecture

(2) = Discussion/recitation

3 = Seminar

(4) = Skill/activity

(5) = Laboratory 6 = Field Experience

Studio

8 = Multi-Media

(9) = Practicum/clinic

0 = Other

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the features listed below. Use the following code to make your responses:

N = None (or little) required

S = Some required M = Much required

N S M

A. Writing

○ B. Oral communication

C. Computer applications

O D. Group work

E. Mathematical/quantitative work

○ ● ○ F. Critical thinking

○ ○ ● G. Creative/artistic/design endeavor

○ M H. Reading

O I. Memorization

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Continue on back page

Contextual Questions Continued:

| Rate each of the circumstances listed below, using the following code to respond: | |
|--|--|
| P = Had a positive impact on learning I = Neither a positive nor a negative impact N = Had a negative impact on learning ? = Can't judge | |
| PIN? | |
| A. Physical facilities and/or equipment | |
| B. Your previous experience in teaching this course | |
| C. Substantial changes in teaching approach, course | |
| assignments, content, etc. | |
| D. Your desire to teach this course | |
| ■ ○ ○ E. Your control over course management decisions | |
| (objectives, texts, exams, etc.) | |
| F. Students' level of preparation for taking | |
| the course | |
| G. Students' level of enthusiasm for the course | |
| H. Students' level of effort to learn | |
| | |

Yes

O Yes

Is this class:

a. Team taught?

9901 Developmental Math

b. Taught through distance learning?

- Please identify the <u>principal</u> type of student enrolling in this course (Mark only one)
 - First-year students/sophomores seeking to meet a "general education" or "distribution" requirement
 - = First-year students/sophomores seeking to develop background needed for their intended specialization
 - (3) = Upper level non-majors taking the course as a "general education" or "distribution" requirement
 - (4) = Upper level majors (in this or a related field of study) seeking competence or expertise in their academic/professional specialty
 - (5) = Graduate or professional school students
 - (6) = Combination of two or more of the above types

| Discipline | Codes | (Modified | CIP | Codes) | ١ |
|------------|-------|-----------|-----|--------|---|

O No

No No

| | Disc | | Codes (Modified CIP Codes) | | |
|------|--|---------------|--|------|---|
| 0100 | Agricultural Business and Production | 9902 | Developmental Reading | 2700 | Mathematics and Statistics |
| 0200 | Agricultural Sciences | 9903 | Developmental Writing | 5009 | Music (Performing, Composing, |
| 0300 | NATIONAL CONTRACTOR OF THE CON | 9904 | Developmental Natural Sciences | E440 | Theory) |
| | Resources | 4506 | Economics | 5116 | Nursing |
| 0400 | Architecture and Related Programs | 1300 | Education | 3100 | Parks, Recreation, Leisure, and Fitness Studies |
| 0500 | Area Ethnic and Cultural Studies | 1400 | Engineering | 3801 | Philosophy |
| 5007 | Art (Painting, Drawing, Sculpture) | 1500 | Engineering-Related Technologies | | 8, 4, |
| 3201 | Basic Skills | 9910 | | 4000 | Physical Science (EXCEPT Physics and Chemistry) |
| 2600 | Biological Sciences/Life Sciences | 77.7527375456 | | 4008 | Physics |
| 5201 | Business, General | 2301 | English Language and Literature | 4510 | Political Science and Government |
| 5202 | Business Administration and Management | 5000 | Fine and Applied Arts (EXCEPT Art, Music, and Design and Applied | 4200 | Psychology |
| 5203 | Business - Accounting | | Arts) | | Public Administration and Services |
| 5208 | | 1600 | Foreign Languages and Literatures | 4400 | (EXCEPT Social Work) |
| | Business Information and Data | 3105 | Health and Physical | 3900 | Religion and Theological Studies |
| JEIL | Processing Services | 1,000,000,000 | Education/Fitness | 4500 | Social Sciences (EXCEPT |
| 5214 | Business - Marketing | 5100 | Health Professions and Related Sciences (EXCEPT Nursing) | | Economics, History, Political Science, and Sociology) |
| 4005 | Chemistry | 5199 | Health Professions and Related | 4407 | Social Work and Service |
| 0900 | Communications | | Sciences (2-year program) | 4511 | Sociology |
| 1100 | Computer and Information Sciences | 4508 | History | | Speech and Rhetorical Studies |
| 4301 | Criminal Justice and Corrections | 1900 | Human Sciences/Family and Consumer Sciences | 2010 | Vocational/Technical Programs |
| 1205 | Culinary Arts and Related Services | 2400 | | | (see Website: Department codes 4600-4900) |
| 1103 | Data Processing Technology (2-year program) | 2200 | Studies and Humanities General Legal Studies | 9900 | Other (to be used when none of the above codes apply) |
| 5004 | Design and Applied Arts | 1000000000 | (Undergraduate) | | above codes apply) |
| | | | | | |

To see an expanded list of discipline codes go to: www.theideacenter.org/DisciplineCodes

2500 Library Science

SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Continue on back page

| | stitutio | n: <u>T</u> | LF | + | P | | | | | Instructo | or: A | lica |) ti | eri | | | | |
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| 1 | 2 | 3 | 4 | | Developing c | | | | | | | | ming ir | art, mu | isic, drama, | etc.) | | |
| 1 | 2 | 3 | 4 | 0 | Gaining a bro | ader u | ınderst | anding | and app | reciation of | intelle | ctual/cı | ultural a | activity (r | music, scien | nce, lite | rature, | etc.) |
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Comments:

NO comments He is a really good teacher.

DO NOT

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SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



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Comments:

This Class is pretty

Cool I've loom a ten

New things them me time

But some off me

Work was a little

Horp for first time

Takey on ant Class

But over all good Jobs

DO NOT

WRITE

IN THE

SHADED

AREA

TIERI, A

Illinois Institute of Art - Tinley Park

Design & Applied Arts 303 TU 8:00 Spring 2013



IDEA Diagnostic Form Report

To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

Of the 6 students enrolled, 5 responded (83%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: A. Progress on Relevant Objectives, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and B. Overall Ratings, the average student agreement with statements that the teacher and the course were excellent. The SUMMARY EVALUATION is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad discipline as this class and/or with all classes that used IDEA at your institution. The Interpretive Guide offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

Both <u>unadjusted</u> (raw) and <u>adjusted</u> averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

| | Your A (5–poin | |
|---|---|------|
| | Raw | Adj. |
| A. Progress on Relevant Objectives 1 | = 1 | |
| Eleven objectives were selected as | | |
| relevant (Important or Essential –see page 2) | 4.4 | 4.0 |
| Overall Ratings | - Contraction - | |
| B. Excellent Teacher | 4.8 | 4.3 |
| C. Excellent Course | 4.8 | 3.8 |
| | | |

| Summary Evaluation | | |
|----------------------|-----|-----|
| (Average of A & D) 1 | 4.6 | 4.1 |

4.8

4.1

D. Average of B & C

Your Converted Average When Compared to All Classes in the IDEA Database

| | A Dro | gress | | | Overall | Ratings | 3 | | Sum | mary |
|--|-------|------------------|-------------------------|---|------------------------|---------|------------------------|------|----------------|-----------------------|
| Comparison Category | on Re | levant ctives | B. Excellent Teacher | | C. Excellent Course | | D. Average of B & C | | Evalu (Aver | ation age of D) |
| | Raw | Adj. | Raw | Adj. | Raw | Adj. | Raw | Adj. | Raw | Adj. |
| Much Higher Highest 10% (63 or higher) | | | | *************************************** | 64 | | | | | |
| Higher Next 20% (56–62) | 59 | | 59 | | | | 62 | | 61 | |
| Similar Middle 40% (45–55) | | 52 | | 52 | | 48 | | 50 | | 51 |
| Lower Next 20% (38–44) | | | | | | | | | | |
| Much Lower Lowest 10% (37 or lower) | | | | 1 | | | | | | |

Your Converted Average When Compared to Your:2

| Discipline (IDEA Data) | 55 | 51 | 57 | 53 | 61 | 47 | 59 | 50 | 57 | 51 |
|---------------------------|----|----|----|----|----|----|----|----|----|----|
| Institution | 55 | 51 | 57 | 53 | 60 | 49 | 59 | 51 | 57 | 51 |

IDEA Discipline used for comparison:

Design & Applied Arts

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.