

## 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](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. 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 <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.6	4.1	0%	100%
24. 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%
26. 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%
<b>Progress on Relevant Objectives</b>		<b>4.4</b>	<b>4.0</b>		

<sup>1</sup> 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.

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline <sup>1</sup>		Your Institution <sup>1</sup>	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
58 Higher	52 Similar	53 Similar	50 Similar	54 Similar	51 Similar
64 Much Higher	59 Higher	59 Higher	57 Higher	58 Higher	57 Higher
62 Higher	53 Similar	57 Higher	52 Similar	58 Higher	54 Similar
61 Higher	51 Similar	57 Higher	51 Similar	57 Higher	52 Similar
45 Similar	37 Much Lower	43 Lower	40 Lower	41 Lower	38 Lower
60 Higher	51 Similar	59 Higher	48 Similar	59 Higher	52 Similar
57 Higher	49 Similar	53 Similar	47 Similar	53 Similar	48 Similar
50 Similar	43 Lower	50 Similar	46 Similar	46 Similar	42 Lower
58 Higher	54 Similar	54 Similar	54 Similar	53 Similar	52 Similar
59 Higher	55 Similar	58 Higher	57 Higher	56 Higher	55 Similar
64 Much Higher	57 Higher	61 Higher	57 Higher	58 Higher	56 Higher
<b>59</b>	<b>52</b>	<b>55</b>	<b>51</b>	<b>55</b>	<b>51</b>

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

Higher = Next 20% (56-62)

Similar = Middle 40% (45-55)

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.

Course Description	Your Average (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

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your 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)

Similar = Middle 40% (45-55)

Lower = Next 20% (38-44)

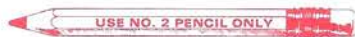
Much Lower = Lowest 10% (37 or lower)

# SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Institution: MILHATP Instructor: Allen THERI  
 Course Number: ART100 Time and Days Class Meets: M/W 8:00

## IMPORTANT!



Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

### Progress on:

- 1.  1  2  3  4   Gaining factual knowledge (terminology, classifications, methods, trends)
- 2.  1  2  3  4   Learning fundamental principles, generalizations, or theories
- 3.  1  2  3  4   Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- 4.  1  2  3  4   Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 5.  1  2  3  4   Acquiring skills in working with others as a member of a team
- 6.  1  2  3  4   Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 7.  1  2  3  4   Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 8.  1  2  3  4   Developing skill in expressing myself orally or in writing
- 9.  1  2  3  4   Learning how to find and use resources for answering questions or solving problems
- 10.  1  2  3  4   Developing a clearer understanding of, and commitment to, personal values
- 11.  1  2  3  4   Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- 12.  1  2  3  4   Acquiring an interest in learning more by asking my own questions and seeking answers

For the remaining questions, use the following code:

- 1=Definitely False
- 2=More False Than True
- 3=In Between
- 4=More True Than False
- 5=Definitely True

- 13.  1  2  3  4   As a rule, I put forth more effort than other students on academic work.
- 14.  1  2  3  4   My background prepared me well for this course's requirements.
- 15.  1  2  3  4   I really wanted to take this course regardless of who taught it.
- 16.  1  2  3  4   As a result of taking this course, I have more positive feelings toward this field of study.
- 17.  1  2  3  4   Overall, I rate this instructor an excellent teacher.
- 18.  1  2  3  4   Overall, I rate this course as excellent.

### EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 19-38).

- 19.  1  2  3  4  5
- 20.  1  2  3  4  5
- 21.  1  2  3  4  5
- 22.  1  2  3  4  5
- 23.  1  2  3  4  5
- 24.  1  2  3  4  5
- 25.  1  2  3  4  5
- 26.  1  2  3  4  5
- 27.  1  2  3  4  5
- 28.  1  2  3  4  5
- 29.  1  2  3  4  5
- 30.  1  2  3  4  5
- 31.  1  2  3  4  5
- 32.  1  2  3  4  5
- 33.  1  2  3  4  5
- 34.  1  2  3  4  5
- 35.  1  2  3  4  5
- 36.  1  2  3  4  5
- 37.  1  2  3  4  5
- 38.  1  2  3  4  5

# SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Institution: ILIATP Instructor: Allen Tieri  
 Course Number: Art 110: Color Theory Time and Days Class Meets: 8:00-10:50 Tues/Thurs

## IMPORTANT!



Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

### Progress on:

- 1.  1  2  3  4  5 Gaining factual knowledge (terminology, classifications, methods, trends)
- 2.  1  2  3  4  5 Learning fundamental principles, generalizations, or theories
- 3.  1  2  3  4  5 Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- 4.  1  2  3  4  5 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 5.  1  2  3  4  5 Acquiring skills in working with others as a member of a team
- 6.  1  2  3  4  5 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 7.  1  2  3  4  5 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 8.  1  2  3  4  5 Developing skill in expressing myself orally or in writing
- 9.  1  2  3  4  5 Learning how to find and use resources for answering questions or solving problems
- 10.  1  2  3  4  5 Developing a clearer understanding of, and commitment to, personal values
- 11.  1  2  3  4  5 Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- 12.  1  2  3  4  5 Acquiring an interest in learning more by asking my own questions and seeking answers

For the remaining questions, use the following code:

- 1=Definitely False
- 2=More False Than True
- 3=In Between
- 4=More True Than False
- 5=Definitely True

- 13.  1  2  3  4  5 As a rule, I put forth more effort than other students on academic work.
- 14.  1  2  3  4  5 My background prepared me well for this course's requirements.
- 15.  1  2  3  4  5 I really wanted to take this course regardless of who taught it.
- 16.  1  2  3  4  5 As a result of taking this course, I have more positive feelings toward this field of study.
- 17.  1  2  3  4  5 Overall, I rate this instructor an excellent teacher.
- 18.  1  2  3  4  5 Overall, I rate this course as excellent.

### EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 19-38).

- 19.  1  2  3  4  5
- 20.  1  2  3  4  5
- 21.  1  2  3  4  5
- 22.  1  2  3  4  5
- 23.  1  2  3  4  5
- 24.  1  2  3  4  5
- 25.  1  2  3  4  5
- 26.  1  2  3  4  5
- 27.  1  2  3  4  5
- 28.  1  2  3  4  5
- 29.  1  2  3  4  5
- 30.  1  2  3  4  5
- 31.  1  2  3  4  5
- 32.  1  2  3  4  5
- 33.  1  2  3  4  5
- 34.  1  2  3  4  5
- 35.  1  2  3  4  5
- 36.  1  2  3  4  5
- 37.  1  2  3  4  5
- 38.  1  2  3  4  5

## 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](http://www.theideacenter.org/diagnosticguide.pdf)), **POD-IDEA Center Notes** ([www.theideacenter.org/podidea](http://www.theideacenter.org/podidea)), and **POD-IDEA Center Learning Notes** ([www.theideacenter.org/podidea/PODNotesLearning.html](http://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
<b>Stimulating Student Interest</b>				
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
4. 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. 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
20. 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
9. 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
19. 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
3. 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
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.4	100%	

**5-point Scale:** 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

**Statistical Detail**

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. 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

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

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

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	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

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress **Bold = Selected as Important or Essential**

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 Average 4 = More than Most 5 = Much More than Most

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
42. Overall, I rate this course as excellent.	0	0	0	1	3	1	4.8	0.5	64	48	3.9	4.2	4.2
43. As a rule, I put forth more effort than other students on...	0	0	2	2	0	1	3.5	0.6	45	NA	3.6	4.0	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

**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.						5		
53.						5		
54.						5		
55.						5		
56.						5		
57.						5		

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



# Faculty Information Form

**IMPORTANT!**

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



Institution: ART Institute Tinley Park  
Course Number: ART110 Color theory

Instructor: Allen Tisci  
Time and Days Class Meets: M & W 8am - 10:50am

**Objectives:** Using the scale provided, identify the relevance of each of the twelve objectives to this course. As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as either Important or Essential. The weighting system used to generate the IDEA report weighs Essential objectives "2," Important objectives "1," and Minor objectives "0."  
(Scale - M = Minor or No Importance, I = Important, E = Essential)

Last Name (Up to 11 letters)											Init.
T	i	s	c	i							A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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- M I E
- Gaining factual knowledge (terminology, classifications, methods, trends)
  - Learning fundamental principles, generalizations, or theories
  - Learning to *apply* course material (to improve thinking, problem solving, and decisions)
  - Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
  - Acquiring skills in working with others as a member of a team
  - Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
  - Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
  - Developing skill in expressing oneself orally or in writing
  - Learning how to find and use resources for answering questions or solving problems
  - Developing a clearer understanding of, and commitment to, personal values
  - Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
  - Acquiring an interest in learning more by asking questions and seeking answers

Days Class Meets	Discipline Code	Time Class Begins	Course Number	Number Enrolled	Local Codes:										
					A	B	C	D	E	F	G	H			
<input checked="" type="radio"/> Mon <input type="radio"/> Tues <input checked="" type="radio"/> Wed <input type="radio"/> Thu <input type="radio"/> Fri <input type="radio"/> Sat <input type="radio"/> Sun	5007	800	10110	024											
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**Contextual Questions (Research Purposes):**

The IDEA Center will conduct research on these optional questions in order to improve the interpretation of student ratings.

1. Which of the following represents the **primary** approach to this course? (Mark only one)

- 1 = Lecture
- 2 = Discussion/recitation
- 3 = Seminar
- 4 = Skill/activity
- 5 = Laboratory
- 6 = Field Experience
- 7 = Studio
- 8 = Multi-Media
- 9 = Practicum/clinic
- 0 = Other

2. If multiple approaches 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
- 7 = Studio
- 8 = Multi-Media
- 9 = Practicum/clinic
- 0 = Other

3. Describe this course in terms of its requirements with respect to 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
  - D. Group work
  - E. Mathematical/quantitative work
  - F. Critical thinking
  - G. Creative/artistic/design endeavor
  - H. Reading
  - I. Memorization

## Contextual Questions Continued:

4. 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

P I N ?

- 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
- I. Technical/instructional support

5. Please identify the principal type of student enrolling in this course (Mark only one)

- ① = 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

6. Is this class:

- a. Team taught?  Yes  No
- b. Taught through distance learning?  Yes  No

### Discipline 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, Theory)
0300 Conservation and Renewable Natural Resources	9904 Developmental Natural Sciences	5116 Nursing
0400 Architecture and Related Programs	4506 Economics	3100 Parks, Recreation, Leisure, and Fitness Studies
0500 Area Ethnic and Cultural Studies	1300 Education	3801 Philosophy
5007 Art (Painting, Drawing, Sculpture)	1400 Engineering	4000 Physical Science (EXCEPT Physics and Chemistry)
3201 Basic Skills	1500 Engineering-Related Technologies	4008 Physics
2600 Biological Sciences/Life Sciences	9910 English as Second Language	4510 Political Science and Government
5201 Business, General	2301 English Language and Literature	4200 Psychology
5202 Business Administration and Management	5000 Fine and Applied Arts (EXCEPT Art, Music, and Design and Applied Arts)	4400 Public Administration and Services (EXCEPT Social Work)
5203 Business - Accounting	1600 Foreign Languages and Literatures	3900 Religion and Theological Studies
5208 Business - Finance	3105 Health and Physical Education/Fitness	4500 Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)
5212 Business Information and Data Processing Services	5100 Health Professions and Related Sciences (EXCEPT Nursing)	4407 Social Work and Service
5214 Business - Marketing	5199 Health Professions and Related Sciences (2-year program)	4511 Sociology
4005 Chemistry	4508 History	2310 Speech and Rhetorical Studies
0900 Communications	1900 Human Sciences/Family and Consumer Sciences	<b>Vocational/Technical Programs</b> (see Website: Department codes 4600-4900)
1100 Computer and Information Sciences	2400 Liberal Arts & Sciences, General Studies and Humanities	9900 Other (to be used when none of the above codes apply)
4301 Criminal Justice and Corrections	2200 General Legal Studies (Undergraduate)	
1205 Culinary Arts and Related Services	2500 Library Science	
1103 Data Processing Technology (2-year program)		
5004 Design and Applied Arts		
9901 Developmental Math		

To see an expanded list of discipline codes go to: [www.theideacenter.org/DisciplineCodes](http://www.theideacenter.org/DisciplineCodes)

# SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Institution: ILATP Instructor: Allen tieri  
 Course Number: ANT 110 Time and Days Class Meets: MON-WED 8-10:50

## IMPORTANT!



Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

### Progress on:

- 1.  1  2  3  4  5 Gaining factual knowledge (terminology, classifications, methods, trends)
- 2.  1  2  3  4  5 Learning fundamental principles, generalizations, or theories
- 3.  1  2  3  4  5 Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- 4.  1  2  3  4  5 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 5.  1  2  3  4  5 Acquiring skills in working with others as a member of a team
- 6.  1  2  3  4  5 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 7.  1  2  3  4  5 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 8.  1  2  3  4  5 Developing skill in expressing myself orally or in writing
- 9.  1  2  3  4  5 Learning how to find and use resources for answering questions or solving problems
- 10.  1  2  3  4  5 Developing a clearer understanding of, and commitment to, personal values
- 11.  1  2  3  4  5 Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- 12.  1  2  3  4  5 Acquiring an interest in learning more by asking my own questions and seeking answers

For the remaining questions, use the following code:

- 1=Definitely False
- 2=More False Than True
- 3=In Between
- 4=More True Than False
- 5=Definitely True

- 13.  1  2  3  4  5 As a rule, I put forth more effort than other students on academic work.
- 14.  1  2  3  4  5 My background prepared me well for this course's requirements.
- 15.  1  2  3  4  5 I really wanted to take this course regardless of who taught it.
- 16.  1  2  3  4  5 As a result of taking this course, I have more positive feelings toward this field of study.
- 17.  1  2  3  4  5 Overall, I rate this instructor an excellent teacher.
- 18.  1  2  3  4  5 Overall, I rate this course as excellent.

### EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 19-38).

- 19.  1  2  3  4  5
- 20.  1  2  3  4  5
- 21.  1  2  3  4  5
- 22.  1  2  3  4  5
- 23.  1  2  3  4  5
- 24.  1  2  3  4  5
- 25.  1  2  3  4  5
- 26.  1  2  3  4  5
- 27.  1  2  3  4  5
- 28.  1  2  3  4  5
- 29.  1  2  3  4  5
- 30.  1  2  3  4  5
- 31.  1  2  3  4  5
- 32.  1  2  3  4  5
- 33.  1  2  3  4  5
- 34.  1  2  3  4  5
- 35.  1  2  3  4  5
- 36.  1  2  3  4  5
- 37.  1  2  3  4  5
- 38.  1  2  3  4  5



**Comments:**

NO COMMENTS He is a really good teacher.

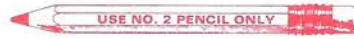
**DO NOT  
WRITE  
IN THE  
SHADED  
AREA**

# SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Institution: ILIA HP Instructor: Allen Fieri  
 Course Number: ART 110 color theory Time and Days Class Meets: M-W 8-1050

## IMPORTANT!



Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1-No apparent progress
- 2-Slight progress; I made small gains on this objective.
- 3-Moderate progress; I made some gains on this objective.
- 4-Substantial progress; I made large gains on this objective.
- 5-Exceptional progress; I made outstanding gains on this objective.

### Progress on:

- 1.  1  2  3  4  5 Gaining factual knowledge (terminology, classifications, methods, trends)
- 2.  1  2  3  4  5 Learning fundamental principles, generalizations, or theories
- 3.  1  2  3  4  5 Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- 4.  1  2  3  4  5 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 5.  1  2  3  4  5 Acquiring skills in working with others as a member of a team
- 6.  1  2  3  4  5 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 7.  1  2  3  4  5 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 8.  1  2  3  4  5 Developing skill in expressing myself orally or in writing
- 9.  1  2  3  4  5 Learning how to find and use resources for answering questions or solving problems
- 10.  1  2  3  4  5 Developing a clearer understanding of, and commitment to, personal values
- 11.  1  2  3  4  5 Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- 12.  1  2  3  4  5 Acquiring an interest in learning more by asking my own questions and seeking answers

For the remaining questions, use the following code:

- 1=Definitely False
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- 3=In Between
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- 5=Definitely True

- 13.  1  2  3  4  5 As a rule, I put forth more effort than other students on academic work.
- 14.  1  2  3  4  5 My background prepared me well for this course's requirements.
- 15.  1  2  3  4  5 I really wanted to take this course regardless of who taught it.
- 16.  1  2  3  4  5 As a result of taking this course, I have more positive feelings toward this field of study.
- 17.  1  2  3  4  5 Overall, I rate this instructor an excellent teacher.
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### EXTRA QUESTIONS

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- 21.  1  2  3  4  5
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- 23.  1  2  3  4  5
- 24.  1  2  3  4  5
- 25.  1  2  3  4  5
- 26.  1  2  3  4  5
- 27.  1  2  3  4  5
- 28.  1  2  3  4  5
- 29.  1  2  3  4  5
- 30.  1  2  3  4  5
- 31.  1  2  3  4  5
- 32.  1  2  3  4  5
- 33.  1  2  3  4  5
- 34.  1  2  3  4  5
- 35.  1  2  3  4  5
- 36.  1  2  3  4  5
- 37.  1  2  3  4  5
- 38.  1  2  3  4  5

Comments:

This class is pretty  
cool I've learn a few  
new things from MR tina  
But some off the  
work was a little  
Hard for first time  
Taking an art class  
But overall good JOB

**DO NOT  
WRITE  
IN THE  
SHADED  
AREA**



To learn more, see the Interpretive Guide: [www.theideacenter.org/diagnosticguide.pdf](http://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](http://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 unadjusted (raw) and adjusted 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 Average (5-point scale)	
	Raw	Adj.
<b>A. Progress on Relevant Objectives</b> <sup>1</sup> Eleven objectives were selected as relevant (Important or Essential –see page 2)	4.4	4.0
<b>Overall Ratings</b>		
B. Excellent Teacher	4.8	4.3
C. Excellent Course	4.8	3.8
<b>D. Average of B &amp; C</b>	4.8	4.1
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	4.6	4.1

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

<sup>2</sup> 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.

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

Comparison Category	A. Progress on Relevant Objectives	Overall Ratings						Summary Evaluation (Average of A & D)	
		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Raw	Adj.
		Raw	Adj.	Raw	Adj.	Raw	Adj.		
<b>Much Higher</b> Highest 10% (63 or higher)				64					
<b>Higher</b> Next 20% (56–62)	59		59			62		61	
<b>Similar</b> Middle 40% (45–55)		52		52		48		50	51
<b>Lower</b> Next 20% (38–44)									
<b>Much Lower</b> Lowest 10% (37 or lower)				1					

**Your Converted Average When Compared to Your:**<sup>2</sup>

Discipline (IDEA Data)	55	51	57	53	61	47	59	50	57	51
<b>Institution</b>	55	51	57	53	60	49	59	51	57	51

**IDEA Discipline used for comparison:**  
Design & Applied Arts