

## 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. For resources on improving learning and teaching, please refer to the **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)).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.0	3.8	0%	67%
2. Learning fundamental principles, generalizations, or theories	Important	4.0	3.8	11%	67%
3. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	3.9	3.6	11%	78%
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.1	3.9	0%	78%
5. Acquiring skills in working with others as a member of a team	Important	3.3	3.0	33%	56%
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	4.2	4.0	0%	78%
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	3.8	3.5	11%	67%
8. Developing skill in expressing myself orally or in writing	Important	4.2	4.0	0%	78%
9. Learning how to find and use resources for answering questions or solving problems	Important	3.4	3.1	22%	44%
10. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
11. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	3.9	3.7	0%	56%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	3.8	3.5	22%	78%
<b>Progress on Relevant Objectives</b>		<b>3.9</b>	<b>3.7</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		Your Institution <sup>1</sup>	
Raw	Adj.	Raw	Adj.	Raw	Adj.
50	46	43	44	45	45
Similar	Similar	Lower	Lower	Similar	Similar
51	47	45	45	46	46
Similar	Similar	Similar	Similar	Similar	Similar
48	42	40	40	43	44
Similar	Lower	Lower	Lower	Lower	Lower
51	47	45	46	46	48
Similar	Similar	Similar	Similar	Similar	Similar
41	36	38	38	36	36
Lower	Much Lower	Lower	Lower	Much Lower	Much Lower
55	51	50	49	51	52
Similar	Similar	Similar	Similar	Similar	Similar
51	47	44	43	46	45
Similar	Similar	Lower	Lower	Similar	Similar
56	53	56	55	53	53
Higher	Similar	Higher	Similar	Similar	Similar
45	39	39	37	39	38
Similar	Lower	Lower	Much Lower	Lower	Lower
51	47	47	47	46	46
Similar	Similar	Similar	Similar	Similar	Similar
50	44	44	43	43	42
Similar	Lower	Lower	Lower	Lower	Lower
50	46	44	44	45	45

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 Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5-point scale)
13. As a rule, I put forth more effort than other students on academic work.	4.0
15. I really wanted to take this course regardless of who taught it.	3.4

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
62	Higher	50	Similar	51	Similar
52	Similar	46	Similar	46	Similar

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)

## Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 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.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s. d.	Raw	Adj.	IDEA	Discipline	Institution
	1. Gaining factual knowledge (terminology,...)	0	0	3	3	3	0	4.0	0.9	50	46	4.0	4.3
2. Learning fundamental principles, generalizations, or...	0	1	2	2	4	0	4.0	1.1	51	47	3.9	4.2	4.2
3. Learning to <i>apply</i> course material (to improve thinking,...)	0	1	1	5	2	0	3.9	0.9	48	42	4.0	4.3	4.2
4. Developing specific skills, competencies, and points...	0	0	2	4	3	0	4.1	0.8	51	47	4.0	4.3	4.3
5. Acquiring skills in working with others as a member of...	1	2	1	3	2	0	3.3	1.4	41	36	3.9	4.1	4.2
6. Developing creative capacities (writing, inventing,...)	0	0	2	3	4	0	4.2	0.8	55	51	3.9	4.2	4.2
7. Gaining a broader understanding and appreciation of...	1	0	2	3	3	0	3.8	1.3	51	47	3.7	4.1	4.1
8. Developing skill in expressing myself orally or in writing	0	0	2	3	4	0	4.2	0.8	56	53	3.8	3.9	4.1
9. Learning how to find and use resources for answering...	0	2	3	2	2	0	3.4	1.1	45	39	3.7	4.0	4.1
10. Developing a clearer understanding of, and commitment to,...	0	1	3	2	3	0	3.8	1.1	NA	NA	3.8	4.0	4.1
11. Learning to <i>analyze and critically evaluate ideas</i> ,...	0	0	4	2	3	0	3.9	0.9	51	47	3.8	4.0	4.1
12. Acquiring an interest in learning more by asking my...	0	2	0	5	2	0	3.8	1.1	50	44	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

13. As a rule, I put forth more effort than other students on...	0	0	4	1	4	0	4.0	1.0	62	NA	3.6	4.0	3.9
14. My background prepared me well for this course's requirements.	0	0	3	2	4	0	4.1	0.9	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	1	1	2	3	2	0	3.4	1.3	52	NA	3.3	3.7	3.7
16. As a result of taking this course, I have more positive feelings...	0	1	0	4	4	0	4.2	1.0	56	53	3.9	4.2	4.1
17. Overall, I rate this instructor an excellent teacher.	0	0	3	2	4	0	4.1	0.9	49	47	4.2	4.4	4.4
18. Overall, I rate this course as excellent.	0	1	2	2	4	0	4.0	1.1	51	48	3.9	4.2	4.2

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

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes
Consider selecting fewer objectives as "Important" or "Essential." Discipline code selected on FIF: 5004 Discipline code used for comparison: 5004



# Faculty Information Form

## IMPORTANT!

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



Institution: ART Institute Tinley Park

Instructor: Allan Tieri

Course Number: GDA07 A Corp ID

Time and Days Class Meets: M/W 6:00pm - 8:50pm

**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 E R I	A
A A A A A A A A A A A A	A A
B B B B B B B B B B B B	B B
C C C C C C C C C C C C	C C
D D D D D D D D D D D D	D D
E E E E E E E E E E E E	E E
F F F F F F F F F F F F	F F
G G G G G G G G G G G G	G G
H H H H H H H H H H H H	H H
I I I I I I I I I I I I	I I
J J J J J J J J J J J J	J J
K K K K K K K K K K K K	K K
L L L L L L L L L L L L	L L
M M M M M M M M M M M M	M M
N N N N N N N N N N N N	N N
O O O O O O O O O O O O	O O
P P P P P P P P P P P P	P P
Q Q Q Q Q Q Q Q Q Q Q Q	Q Q
R R R R R R R R R R R R	R R
S S S S S S S S S S S S	S S
T T T T T T T T T T T T	T T
U U U U U U U U U U U U	U U
V V V V V V V V V V V V	V V
W W W W W W W W W W W W	W W
X X X X X X X X X X X X	X X
Y Y Y Y Y Y Y Y Y Y Y Y	Y Y
Z Z Z Z Z Z Z Z Z Z Z Z	Z Z

- 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	0 0 0 0	0 0 0 0	000207	0 0 0	0	0	0	0	0	0	0	0	0
<input type="radio"/> Tues	1 1 1 1	1 1 1 1	1 1 1 1 1 1	1 1 1	1	1	1	1	1	1	1	1	1
<input checked="" type="radio"/> Wed	2 2 2 2	2 2 2 2	2 2 2 2 2 2	2 2 2	2	2	2	2	2	2	2	2	2
<input type="radio"/> Thu	3 3 3 3	3 3 3 3	3 3 3 3 3 3	3 3 3	3	3	3	3	3	3	3	3	3
<input type="radio"/> Fri	4 4 4 4	4 4 4 4	4 4 4 4 4 4	4 4 4	4	4	4	4	4	4	4	4	4
<input type="radio"/> Sat	5 5 5 5	5 5 5 5	5 5 5 5 5 5	5 5 5	5	5	5	5	5	5	5	5	5
<input type="radio"/> Sun	6 6 6 6	6 6 6 6	6 6 6 6 6 6	6 6 6	6	6	6	6	6	6	6	6	6
	7 7 7 7	7 7 7 7	7 7 7 7 7 7	7 7 7	7	7	7	7	7	7	7	7	7
	8 8 8 8	8 8 8 8	8 8 8 8 8 8	8 8 8	8	8	8	8	8	8	8	8	8
	9 9 9 9	9 9 9 9	9 9 9 9 9 9	9 9 9	9	9	9	9	9	9	9	9	9

### 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)

= Lecture  
 = Discussion/recitation  
 = Seminar  
 = Skill/activity  
 = Laboratory  
 = Field Experience  
 = Studio  
 = Multi-Media  
 = Practicum/clinic  
 = Other

2. If multiple approaches are used, which one represents the secondary approach? (Mark only one)

= Lecture  
 = Discussion/recitation  
 = Seminar  
 = Skill/activity  
 = Laboratory  
 = Field Experience  
 = Studio  
 = Multi-Media  
 = Practicum/clinic  
 = 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
- ② = 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



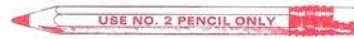
Institution: ILITD

Instructor: Allen Terri

Course Number: G0207

Time and Days Class Meets: 6-850 Monday & Wednesday

## 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

# SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Institution: ILITP

Instructor: Allen Tieri

Course Number: GD207

Time and Days Class Meets: M+W 6-9:50pm

## 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
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For the remaining questions, use the following code:

- 1=Definitely False
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- 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).

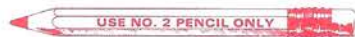
- 19.  1  2  3  4  5
- 20.  1  2  3  4  5
- 21.  1  2  3  4  5
- 22.  1  2  3  4  5
- 23.  1  2  3  4  5
- 24.  1  2  3  4  5
- 25.  1  2  3  4  5
- 26.  1  2  3  4  5
- 27.  1  2  3  4  5
- 28.  1  2  3  4  5
- 29.  1  2  3  4  5
- 30.  1  2  3  4  5
- 31.  1  2  3  4  5
- 32.  1  2  3  4  5
- 33. 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

# SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Institution: ILITP Instructor: Allen Tieri  
 Course Number: GD207 Time and Days Class Meets: M-W 6-9

## 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
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- 3 - Moderate progress; I made some gains on this objective.
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- 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

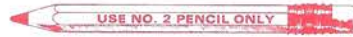
# SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Institution: Tinley Park Instructor: Allen Tieri  
 Course Number: 60207 Time and Days Class Meets: 6:00 PM - 8:50 PM

Nov. 20<sup>th</sup> 2013

## 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
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- 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
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- 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**  
 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





To learn more, see the Interpretive Guide: [www.theideacenter.org/shortguide.pdf](http://www.theideacenter.org/shortguide.pdf)

Of the 13 students enrolled, 9 responded (69%). 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 work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

**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)	3.9	3.7
<b>Overall Ratings</b>		
B. Excellent Teacher	4.1	4.0
C. Excellent Course	4.0	3.8
<b>D. Average of B &amp; C</b>	4.1	3.9
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	4.0	3.8

<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)									
<b>Higher</b> Next 20% (56–62)									
<b>Similar</b> Middle 40% (45–55)	50	46	49	47	51	48	50	48	50
<b>Lower</b> Next 20% (38–44)									
<b>Much Lower</b> Lowest 10% (37 or lower)									

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

	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
<b>Discipline (IDEA Data)</b>	44	44	46	46	45	47	46	47	45	46
<b>Institution</b>	45	45	46	46	47	48	47	47	46	46

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



Design & Applied Arts 000228  
 MW 03:00  
 Fall 2014

To learn more, see the Interpretive Guide: [www.theideacenter.org/shortguide.pdf](http://www.theideacenter.org/shortguide.pdf)

Of the 19 students enrolled, 11 responded (58%). 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 work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

**Your Average Scores**

	Your Average (5-point scale)	
	Raw	Adj.
<b>A. Progress on Relevant Objectives</b> <sup>1</sup> Six objectives were selected as relevant (Important or Essential –see page 2)	4.3	3.9
<b>Overall Ratings</b>		
B. Excellent Teacher	4.3	4.0
C. Excellent Course	4.4	3.8
<b>D. Average of B &amp; C</b>	4.4	3.9
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	4.4	3.9

<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.	Raw	Adj.
<b>Much Higher</b> Highest 10% (63 or higher)											
<b>Higher</b> Next 20% (56–62)					57						
<b>Similar</b> Middle 40% (45–55)	55		51				54		55		
		50		47		48		48		49	
<b>Lower</b> Next 20% (38–44)											
<b>Much Lower</b> Lowest 10% (37 or lower)											

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

	Discipline (IDEA Data)	Institution
Raw	50	50
Adj.	49	50
B. Excellent Teacher	48	48
C. Excellent Course	47	47
D. Average of B & C	52	52
Raw	47	49
Adj.	50	48
Summary Evaluation (Average of A & D)	50	50
Raw	48	48
Adj.	49	49

IDEA Discipline used for comparison: