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), and POD-IDEA Center Learning Notes (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating		verage at scale)	Perce Student	ent of s Rating
		Raw	Adj.	1 or 2	4 or 5
 Gaining factual knowledge (terminology, classifications, methods, trends) 	Important	4.1	3.8	18%	82%
Learning fundamental principles, generalizations, or theories	Essential	4.3	4.0	18%	82%
Learning to apply course material (to improve thinking, problem solving, and decisions)	Essential	4.3	3.9	18%	82%
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.3	3.9	9%	82%
Acquiring skills in working with others as a member of a team	Minor/None				
 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) 	Important	4.3	4.0	18%	73%
 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) 	Minor/None				
Developing skill in expressing myself orally or in writing	Minor/None			000000000000000000000000000000000000000	
Learning how to find and use resources for answering questions or solving problems	Important	4.2	4.0	9%	73%
Developing a clearer understanding of, and commitment to, personal values	Minor/None				
 Learning to analyze and critically evaluate ideas, arguments, and points of view 	Minor/None				
 Acquiring an interest in learning more by asking my own questions and seeking answers 	Minor/None				
Progress on Relevant Objectives		4.3	3.9	1	

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

IDEAD	Com		roup Aver		ete et 1		
Raw	Adj.	Raw	scipline		stitution ¹		
52 Similar	45 Similar	45 Similar	Adj. 43 Lower	46 Similar	Adj. 44 Lower		
57	52	51	50	51	50		
Higher	Similar	Similar	Similar	Similar	Similar		
55	49	49	48	50	49		
Similar	Similar	Similar	Similar	Similar	Similar		
54	48	49	47	49	49		
Similar	Similar	Similar	Similar	Similar	Similar		
56	52	51	50	51	53		
Higher	Similar	Similar	Similar	Similar	Similar		
58	56	53	55	51	53		
Higher	Higher	Similar	Similar	Similar	Similar		
55	50	50	49	50	50		

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.	3.7
15. I really wanted to take this course regardless of who taught it.	4.3

			erted Average to Group Ave					
IDEA Database		IDE	A Discipline	Your Institution				
53	Similar	42	Lower	45	Similar			
67	Much Higher	63	Much Higher	58	Higher			

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

Higher

= Next 20% (56-62)

Similar Lower

= Middle 40% (45-55) = 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 Res		Respo	esponding				Converted Avg.		Comparison Group A			
1.0-1-1	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
Gaining factual knowledge (terminology,	0	2	0	4	5	0	4.1	1.1	52	45	4.0	4.3	4.3
2. Learning fundamental principles, generalizations, or	1	1	0	1	8	0	4.3	1.4	57	52	3.9	4.2	4.2
3. Learning to apply course material (to improve thinking,	0	2	0	2	7	0	4.3	1.2	55	49	4.0	4.3	4.2
4. Developing specific skills, competencies, and points	1	0	1	2	7	0	4.3	1.3	54	48	4.0	100000	
Acquiring skills in working with others as a member of a team	1	0	4	3	3	0	3.6	1.2	NA NA	NA NA	3.9	4.3	4.3
6. Developing creative capacities (writing, inventing	0	2	1	n	8	0	4.3	1.3	30,000,000	300000	100000000	4.1	4.2
7. Gaining a broader understanding and appreciation of	1	0	2	1	255	"	33,77	17,530,500	56	52	3.9	4.2	4.2
Developing skill in expressing myself orally or in writing		"	1777		6	1 1	4.1	1.4	NA	NA	3.7	4.1	4.1
9. Learning how to find and was a find	1	1 1	2	4	3	0	3.6	1.3	NA	NA	3.8	3.9	4.1
9. Learning how to find and use resources for answering	0	1	2	2	6	0	4.2	1.1	58	56	3.7	4.0	4.1
Developing a clearer understanding of, and commitment to,	0	1	2	1	7	0	4.3	1.1	NA	NA	3.8	4.0	4.1
Learning to analyze and critically evaluate ideas, arguments,	0	1	2	2	6	0	4.2	1.1	NA	NA	3.8	4.1	4.1
Acquiring an interest in learning more by asking my own	0	1	2	2	6	0	4.2	1.1	NA	NA	3.8	4.1	4.2
Key: 1=No apparent progress 2=Slight progress 3=Moderate progres	s 4=	Substa	ntial p	ogress	5=I	Exceptio		gress	10.0000000	tone and	07.00	ant or Essentia	

Key: 1 = Definitely False 2 = More False than True 3 = In Bet	ween	4 = N	Nore Tr	ue tha	n False	5	= Defin	itely Tru	Э			erimental item. mation is availa	Therefore, no
Let a mental and a	1 0	1 1	1 1	2	7	0	4.4	1.0	57	48	3.9	4.3	4.2
18. Overall, I rate this course as excellent.	'	3	1	2		0	4.3	1.3	51	47	4.2	4.4	4.4
17. Overall, I rate this instructor an excellent teacher.	1	0	4	0	-	0	0.5800	100000	9000	1 100000 1	3.9	4.2	4.2
16. As a result of taking this course, I have more positive feelings	0	1	1	3	6	0	4.3	1.0	57	46	97000	1000000	
15. I really wanted to take this course regardless of who taught it.	0	2	0	2	7	0	4.3	1.2	67	NA	3.3	3.7	3.7
15. I really wanted to take this source recording to the	0	1	3	2	5	0	4.0	1.1	NA	NA	NA	NA	NA
14. My background prepared me well for this course's requirements.		1 1	3	1	5	U	3.7	1.4	53	NA	3.6	4.0	4.0
13. As a rule, I put forth more effort than other students on	1	1	0		- 1	_			114.17				

No Additional Questions.

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



Institution:

Faculty Information Form

00000
Improper Marks

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

USE NO 2 PENGIL ONLY

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Instructor:

00000

Course Number: MAA 278		Time and	Days Class Meets:	3-550 pi	n	MY	-W			-
Last Name (Up to 11 letters) Init.	course. As a ge objectives as ei weighs Essentia	neral rule, prioritize which ther Important or Esse al objectives "2," Impor	identify the relevance hat you want students to ntial. The weighting systant objectives "1," and e, I = Important, E = E	learn by selection used to ge Minor objective	ting n	o mo	re th	an 3	3-5	
-	2.	parning fundamental preserving to apply course exeloping specific skills are field most closely relequiring skills in working eveloping creative capama, etc.) anning a broader under index, literature, etc.) eveloping skill in expreserving how to find and eveloping a clearer under index of anning to analyze and	ge (terminology, classifications, generalizations, material (to improve the competencies, and posted to this course gowith others as a memoracities (writing, inventing estanding and appreciations of the course of	s, or theories hinking, problem hints of view new hiber of a team g, designing, pe on of intellectual h writing wering question hintment to, per s, arguments, ar	solvireded I	ng, a by pring ing ingural a solving value into o	n art, activit g pro	mus y (m oblen	als ir	n
■	Days Discipli Code		Course Number	Number Enrolled	A B	10.0000	al Co	A		Н
■	on these optional question	1 1 1 1 1 2 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 4 4 4 4			0 1 2 3 4 6 6 7 8 9)(1)(2)(3)(3)(4)(4)(5)(6)(6)(6)(6)(6)(6)(6)(6)(6)(6)(6)(6)(6)	1 (1 2 (2 3 (3) (3) (4) (4) (5) (5) (5) (6) (6) (7) (7) (8) (9) (9) (9) (9) (9) (9) (9) (9) (9) (9) (1) (2) (3) (3) (4) (5) (6) (7) (6) (7) (7) (7) (7) (7) (7) (7) (7) (7) (7	(1) (2) (3) (4) (5) (6) (7) (8) (9)	(1) (2) (3) (4) (5) (6) (7) (8) (9)
Which of the following represents the <u>primary</u> approach to this course?	If multiple approaches are used, which one represents the	the fe	tibe this course in terratures listed below. Unses:							0

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

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

	are used, which <u>one</u> represents the <u>secondary approach?</u> (Mark only one)
1	= Lecture
ı	② = Discussion/recitation
ı	③ = Seminar
١	4 = Skill/activity
ı	5 = Laboratory
ı	6 = Field Experience
ı	7 = Studio
ı	8 = Multi-Media
1	
	(i) = Other
F	Printed in U.S.A.

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
○ ⑥ ○ E. Mathematical/quantitative work
F. Critical thinking
○ ○ ⑥ G. Creative/artistic/design endeavor
⊕
O O I. Memorization

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Continue on back page

Contextual Questions Continued:

4.	Rate each of the code to respon	e circumstances listed below, using the following d:	е	lease id nrolling Mark or
	I = Neither a p	tive impact on learning positive nor a negative impact ative impact on learning e	1	= First mee
	PIN?			= First
1	○ ○ ● ○ A. F	hysical facilities and/or equipment		deve
1 8		our previous experience in teaching this course		inter
	○ ○ ○ ⑥ C. S	substantial changes in teaching approach, course	3	= Upp
	а	ssignments, content, etc.		as a
1	O O D. Y	our desire to teach this course		requ
	● ○ ○ ○ E. Y	our control over course management decisions	4	= Upp
	(6	objectives, texts, exams, etc.)		field
1 3	○ ● ○ ○ F. S	tudents' level of preparation for taking		expe
	ti	ne course		spec
1	● ○ ○ ○ G. S	tudents' level of enthusiasm for the course	(5)	= Grad
1	○ ● ○ ○ H. S	tudents' level of effort to learn	6	= Com
	● OO I. T	echnical/instructional support		type

O Yes

O Yes

a. Team taught?

5004 Design and Applied Arts

9901 Developmental Math

b. Taught through distance learning?

5.	Please identify the principal 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

	Dis	cipline	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	Conservation and Renewable Natural	9904	Developmental Natural Sciences		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	AND THE PROPERTY AND
5007	Art (Painting, Drawing, Sculpture)	1500	Engineering-Related Technologies	4000	
3201	Basic Skills	9910	English as Second Language	4000	Physical Science (EXCEPT Physics and Chemistry)
2600	Biological Sciences/Life Sciences	2301		4008	Physics
5201	Business, General		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	Business - Finance	1600	Foreign Languages and Literatures		(EXCEPT Social Work)
5212	Business Information and Data	3105	Health and Physical Education/Fitness	3900	Religion and Theological Studies
	Processing Services	E100	Health Professions and Related	4500	Social Sciences (EXCEPT
5214	Business - Marketing	5100	Sciences (EXCEPT Nursing)		Economics, History, Political Science, and Sociology)
4005	Chemistry	5199	Transfer of the control of the contr	4407	Social Work and Service
0900	Communications		Sciences (2-year program)	4511	
1100	Computer and Information Sciences	4508	History		Speech and Rhetorical Studies
4301	Criminal Justice and Corrections	1900	Human Sciences/Family and Consumer Sciences	2310	₹:
1205	Culinary Arts and Related Services	0.400			Vocational/Technical Programs (see Website: Department codes
	Data Processing Technology (2-year	2400	Liberal Arts & Sciences, General Studies and Humanities		4600-4900)
	program)	2200	General Legal Studies	9900	Other (to be used when none of the above codes apply)
E004	Design and Applied Arts		(Undergraduate)		above codes apply)

No No

No No

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

(Undergraduate)

2500 Library Science

SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



					ctor: Tem	
Co	ourse l	Numbe	er: M	4A228 Time	and Days Class Meets	s: Tue-Thurg
<u>IM</u>	POI	RTA	NT!	USE NO. 2 PENCIL ONLY		Improper Marks ○ Ø ⊗ ⊙ ⊕ ⊕
				ng objectives are listed below, not all of whi		
an		77. E	75 750	u made on each (even those not pursued in	nis class) by using the	e following scale:
		2-Slig	ht prog	t progress ess; I made small gains on this objective.		
				ogress; I made some gains on this objective progress; I made large gains on this objecti		
				progress; I made outstanding gains on this		
rogr .①	ess or	3	4	Gaining factual knowledge (terminology, classific	tions, methods, trends)	
.①	2	3	4	Learning fundamental principles, generalizations	or theories	
.①	2	3		Learning to apply course material (to improve thi	of transford becoming the professional flavorer and the	
.1	2	3	4	Developing specific skills, competencies, and po- related to this course	ts of view needed by profe	essionals in the field most closely
.1	2	3		Acquiring skills in working with others as a mem	er of a team	
.①	2	3		Developing creative capacities (writing, inventing		rt, music, drama, etc.)
.1	2	(3)	4	Gaining a broader understanding and appreciation	of intellectual/cultural act	ivity (music, science, literature, etc.)
.0	2	3		Developing skill in expressing myself orally or in	The second secon	
.①	2	3		Learning how to find and use resources for answ Developing a clearer understanding of, and com		
(T)	2	3		Learning to analyze and critically evaluate ideas	personal and control of the second of the se	
.①	2	3	_	Acquiring an interest in learning more by asking	er a monte o constituencia de la constitue de	
		rema		estions, use the following code: 2=More False 3=In Between	4=More True	5=Definitely
F			11/			3-Definitely
F	1=D	efinite alse	ly	Than True	Than False	True
	1=D F	efinite alse		Than True		
. ₍₁₎	1=D F	efinite alse		Than True As a rule, I put forth more effort than other stude	ats on academic work.	
3. ① I. ①	1=D Fi	efinite alse	4	Than True As a rule, I put forth more effort than other stude My background prepared me well for this course	ats on academic work.	
	1=D F	efinite alse	4	Than True As a rule, I put forth more effort than other stude	nts on academic work. requirements. tho taught it.	True
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Comments: Makes Assignments

DO NOT

WRITE

IN THE

SHADED

AREA

SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Ins	titutio	n: T	117	TR	Instructor: Alan	liceri					
Co	urse N	Numbe	er: M	A A 278	Time and Days Class		re-th	115	3-	. 5	C
	POF			USE NO. 2 PENCIL ONLY	Proper Marks	Impi	oper Marks				made
Γw	elve p	ossib	le learni	ng objectives are listed below, not al	l of which will be relevant	in this cl	ass. Descr	ibe the	е		
am	ount o	of pro	gress ye	ou made on each (even those not pur	sued in this class) by usi	ng the foll	lowing sca	le:			
				t progress	Ca.						
				ess; I made small gains on this obje- rogress; I made some gains on this o							
				progress; I made large gains on this							
				progress; I made outstanding gains							
		200									_
gre	ess on	3	4	Gaining factual knowledge (terminology,	classifications, methods, tren	ds)					
)	2	3	4 (Learning fundamental principles, general	lizations, or theories						
	2	3	4 (Learning to apply course material (to im		and the state of t	Shedhard .				
	(2)	3	4	Developing specific skills, competencies	, and points of view needed b	y professio	nals in the fi	eld mos	st close	ely	
1	0	0	0	related to this course							
	2	3	4	 Acquiring skills in working with others as Developing creative capacities (writing, 		a in art m	ieio drama	oto)			
	2	3		Gaining a broader understanding and a					rature	etc.)	
)	2	3		Developing skill in expressing myself or				00, 1110	oliul o,	0.0.7	
)	2	3	_	Learning how to find and use resources	and the same of th	olving proble	ems				
)	2	3	_	Developing a clearer understanding of,	and commitment to, personal	values					
0	2	3	4 (Learning to analyze and critically evalua	en e						
	2	3	4	Acquiring an interest in learning more b	y asking my own questions an	d seeking a	answers				
F	or the	rema	ining qu	estions, use the following code:							
		efinite alse	ly	2=More False 3=In Bet Than True	ween 4=More True Than Fals	-	5=Definit	ely			
				N MI	It to the experience of the second	v:					
0	(2)			5) As a rule, I put forth more effort than ot		k.					
	2	3		 My background prepared me well for the I really wanted to take this course regar 							
	2	3		As a result of taking this course, I have	STATE OF THE PARTY	this field of	study.				
311	2	3	4	Overall, I rate this instructor an excellen							
	2	3	4	Overall, I rate this course as excellent.							
	0										_
		QUES	STIONS) (2 SE	the space designated belo	ow (quest	ions 19-38)				
	XTRA			nas extra questions, answer them in							
E	XTRA If yo	ur ins	tructor		29.1 2 3 (4) (5)	34.①	2	(3)	(4)	
E	EXTRA If yo	ur ins	tructor	5 24.1 2 3 4 5		4) (5) 4) (5)	34. ① 35. ①	2	3	4	
	XTRA If yo	ur ins	tructor (4) (4)		30.1 2 3 (4 5 4 5 4 5	34. ① 35. ① 36. ①	2 2	3 3	4	
	EXTRA If yo	ur ins	(4) (4) (4) (4) (4) (4) (4) (4) (4) (4)	5 24. ① ② ③ ④ ⑤ 5 25. ① ② ③ ④ ⑤	30. ① ② ③ (31. ① ② ③ (32. ① ② ③ (4 5	35. 1	2	3	4	

SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Ins	stitutio	on: \[LIAT	P Instructor: Tieri
Co	urse l	Numbe	er: M	AA 228 Time and Days Class Meets: MW: 3-6pm
<u>IM</u>	POF	RTA	NT!	Proper Marks USE NO. 2 PENCIL ONLY Proper Marks O O O O O
				ng objectives are listed below, not all of which will be relevant in this class. Describe the
am	iount c	or pro	gress yo	ou made on each (even those not pursued in this class) by using the following scale:
				t progress
				ress; I made small gains on this objective. rogress; I made some gains on this objective.
			710	progress; I made large gains on this objective.
	3	5-Exc	eptional	progress; I made outstanding gains on this objective.
	ess on		0	
.①	2	3	4	Gaining factual knowledge (terminology, classifications, methods, trends)
1	2	3	4	Learning fundamental principles, generalizations, or theories
.1	2	3	4	Learning to apply course material (to improve thinking, problem solving, and decisions)
.0	(2)	(3)	4	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
1	2	3	4	Acquiring skills in working with others as a member of a team
1	2	3	4	Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
1	2	3	4	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
1	2	3	4	Developing skill in expressing myself orally or in writing
1	2	3	4	Learning how to find and use resources for answering questions or solving problems
1	2	3	4	Developing a clearer understanding of, and commitment to, personal values
1	2	3	4	Learning to analyze and critically evaluate ideas, arguments, and points of view
1	2	3	4	Acquiring an interest in learning more by asking my own questions and seeking answers
	· a a a lo a	~~12010-0		CONTOUR TO A ROTATION OF THE CONTOUR C
"		rema efinite		estions, use the following code: 2=More False 3=In Between 4=More True 5=Definitely
		alse	.,	Than True Than False True
.1	2	3	4	As a rule, I put forth more effort than other students on academic work.
.①	2	3	4	My background prepared me well for this course's requirements.
(1)	2	3	4	I really wanted to take this course regardless of who taught it.
	2	3	4	As a result of taking this course, I have more positive feelings toward this field of study.
.①	(-)	3	4	Overall, I rate this instructor an excellent teacher.
1	2			
1	2	3	4	Overall, I rate this course as excellent.
.1	2	3		Overall, I rate this course as excellent.
.1	② EXTRA	3 QUES	STIONS	
.1	② EXTRA	3 QUES	STIONS	has extra questions, answer them in the space designated below (questions 19-38).
.1	② XTRA If yo	③ QUES our ins	STIONS tructor l	has extra questions, answer them in the space designated below (questions 19-38).
	② EXTRA If yo	③ QUES	STIONS tructor I	has extra questions, answer them in the space designated below (questions 19-38). 5 24. 1 2 3 4 5 29. 1 2 3 4 5 34. 1 2 3 4
.1	② EXTRA If yo ② ② ②	3 QUES	STIONS tructor I	has extra questions, answer them in the space designated below (questions 19-38). 5 24. 1 2 3 4 5 29. 1 2 3 4 5 34. 1 2 3 4 5 25. 1 2 3 4 5 35. 1 2 3 4
.1	② EXTRA If yo	③ QUES	STIONS tructor I	has extra questions, answer them in the space designated below (questions 19-38). 5 24. 1 2 3 4 5 29. 1 2 3 4 5 34. 1 2 3 4 5 25. 1 2 3 4 5 35. 1 2 3 4 5 26. 1 2 3 4 5 31. 1 2 3 4 5 36. 1 2 3 4
	② EXTRA If yo ② ② ② ② ②	3 QUES	STIONS tructor I	has extra questions, answer them in the space designated below (questions 19-38). 5 24. 1 2 3 4 5 29. 1 2 3 4 5 34. 1 2 3 4

- SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



												11-				-			
Ins	titutio	n: .	Z		A-Ti					Instructo	r:	Tie	Ri						
Co	urse l	Numb	er:		MAAR	28				Time and	d Day	s Clas	ss Me	ets:	monte	red	3.	-5.	:50
<u>IM</u>	POF	RTA	NT	<u>!</u>		USE NO	. 2 PENC	IL ONLY		9	oper M			274-05-0	oper Marks				
	ount	of pro	gress	you	objectives a												е		ia.
					orogress ss; I made si	nall g	ains c	n this	object	tive.									
					gress; I mad ogress; I ma														
					rogress; I m						ective								
Progra	ess or																		
1.①	2	3		6	Gaining factu	al know	wledge	(termi	nology, o	classification	s, metl	hods, t	rends)						
2.①	2	3	4		Learning fund	dament	al prin	ciples,	generali	zations, or t	neories	;							
3.①	2	3	4	0	Learning to a								The state of the s						
4.1	2	3	4		Developing s			compe	tencies,	and points of	f view	neede	d by pi	ofession	nals in the fie	eld mo	st close	ely	
5.①	(3)			(5)	related to this			with of	hore as	a mombor o	f a toa	m							
6.1	2	3	4		Acquiring skill Developing c								mina ir	art mi	isic drama	etc.)			
7.①	2	3	4	0	Gaining a bro												rature.	etc.)	
8.1	2	0	4	(5)	Developing s			-						,			i i	111	
9.1	2	3	4	0	Learning how	to find	d and u	use res	ources f	or answering	g ques	tions o	r solvin	g proble	ems				
0.1	2	3	4	0	Developing a	cleare	r unde	rstandi	ng of, a	nd commitm	ent to,	persor	al valu	es					
1.①	2	3	4	0	Learning to a	nalyze	and c	ritically	evaluat	e ideas, argu	uments	, and p	oints o	of view					
2.①	2	3		(5)	Acquiring an	interes	t in lea	irning i	more by	asking my o	wn qu	estions	and s	eeking a	answers				
F			1057	ques	tions, use th		owing	code	:										
		efinite alse	ely		2=More I Than			3=1	n Betw	een	la la	lore Than F	200		5=Definite	ely			
3.1	2	3	4		As a rule, I p	ut forth	moro	offort !	han oth	or etudonte	n 200	domio	work						
4.1	2	3	4	-	My backgrou								WOIK.						
5.①	2	3	4		I really wante														
6.1	2	3	4	0	As a result of								ard this	field of	study.				
7.①	2	3	4	9	Overall, I rate														
8.1	2	3	4		Overall, I rate	e this c	ourse	as exc	ellent.										
-	VTD *	OUE	OTION	10															
			STION		s extra ques	tions,	answ	er the	m in th	ne space d	esign	ated b	elow	(questi	ons 19-38)				
9.1	2	3	4	(5)	24. ①	2	3	4	(5)	29. 1	2	3	4	(5)	34. 1	2	3	4	(5)
0.①	2	3	4	(5)	25. ①	2	3	4	(5)	30. ①	2	3	4	(5)	35. ①	2	3	4	(5)
1.①	2	3	4	(5)	26. ①	2	3	4	(5)	31.①	2	3	4	5	36. 1	2	3	4	(5)
2.①	2	3	4	(5)	27. ①	2	3	4	(5)	32. 1	2	3	4	(5)	37. ①	2	3	4	(5)
3.1	2	3	4	(5)	28. 1	2	3	4	(5)	33. 1	2	3	4	(5)	38. 1	2	3	4	(5)

TIERI, R Illinois Institute of Art – Tinley Park



Design & Applied Arts 000228 MW 03:00 Fall 2014

To learn more, see the Interpretive Guide: 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).

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 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 A (5-point			
	Raw	Adj.		
A. Progress on Relevant Objectives Six objectives were selected as relevant (Important or Essential –see	4.3	3.9		
page 2)	4.0	0.0		
Overall Ratings				
B. Excellent Teacher	4.3	4.0		
C. Excellent Course	4.4	3.8		
D. Average of B & C	4.4	3.9		
Summary Evaluation (Average of A & D) ¹	4.4	3.9		

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

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

	A Dro	aracc		Summary							
Comparison Category	on Re	gress levant ctives	B. Excellent Teacher			cellent irse	D. Av		Evaluation (Average of A & D)		
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	
Much Higher Highest 10% (63 or higher)						,					
Higher Next 20% (56–62)					57						
Similar Middle 40% (45–55)	55	50	51	47		48	54	48	55	49	
Lower Next 20% (38–44)		and designation of the second						A CANADA A			
Much Lower Lowest 10% (37 or lower)						nand deconomination of the contract of the con		Para di Cara d			

Your Converted Average When Compared to Your:2 Discipline 50 49 48 47 52 47 50 (IDEA Data) 50 47 52 49 50 48 49 50 Institution

IDEA Discipline used for comparison:

²The 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.