

# IDEA Student Opinion Surveys SUMMARY

Prepared for the University Chairs Council Student Opinion Survey Work Group  
Distributed to this work group on 28 Oct 2011

IDEA = Individual Development and Education Assessment

*The IDEA Center's Mission is to serve colleges and universities committed to improving learning, teaching, and leadership performance.*

Website: <http://www.theideacenter.org/node/5>

Please contact us if you have questions or would like additional information.

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On-line form to submit requests for information: <http://www.theideacenter.org/content/contact-us>

A Brief History of the IDEA Center

*The IDEA Student Ratings System originated at Kansas State University during the 1968-69 school year. Its emphasis was unique, as it provided constructive feedback aimed at improving the quality of instruction and student learning. During the next seven years, the system was perfected and refined to assist in the improvement of instruction at Kansas State University. With help from the W. K. Kellogg Foundation, The IDEA Center was established in 1975 and the IDEA Student Ratings system was made available to other colleges and universities. Since that time, other systems have been added to assist institutions in the assessment and improvement of administrator performance. IDEA Feedback for Department Chairs, IDEA Feedback for Deans, and IDEA Feedback for Administrators serve to provide information to assist higher education leaders to become more effective.*

## **A "free" pilot program** (Website includes supporting materials for this "free" pilot program including an FAQ)

- Allows campuses to gain firsthand experience with the system to assess its fit with the campus culture and needs
- In order to facilitate faculty and administrator trust, we recommend piloting the IDEA instrument prior to adopting its use
- Survey 25 classes free using paper forms or IDEA Online. *An additional 275 classes can be included for a reduced fee.*
  - Survey materials include
    - i. 25 Faculty Information Forms, 25 Directions to Faculty, 500 forms
    - ii. Student Survey Forms (paper or online) needed to survey 25 classes (Diagnostic, Short, or a combination)
  - Processed Materials include
    - i. 2 copies of each class report
    - ii. A CD with a PDF copy of each class report
    - iii. A Group Summary Report including results from all classes in the pilot
    - iv. An Aggregate Data File in an Excel spreadsheet format

## **Delivery Method:** Paper or On-line

- On-line implementation would be on the IDEA server but data entry and monitoring are done by someone at the institution
- Email-based with customizable reminders OR Url delivery System secured with an identifier (unique to the student)

## **Forms Available:** Short Form (18 questions), Diagnostic Form (47 questions), Faculty Information Form (FIF).

- Up to twenty additional questions (Lickert or open-ended) can be added at institutional, department, individual at no expense
- Report summary: The "fee" includes two paper copies and a pdf file of the Diagnostic Form or Short Form summary
- Training is "free" if taken via webinar, but at least \$750 if you want the IDEA person physically present on campus.

## **Features**

- Primarily focused on faculty development in the area of teaching; making instruction better
- IDEA Center offers support for
  - Best Practices for Getting Student Support
  - Best Practices for Getting Faculty Support
  - Documented Reliability and Validity (documented in a series of technical reports)
  - National Comparative Data: 3,000,000 forms annually (200,000 classes, 400 institutions) providing comparison information at the instructor, department, and institutional level.
  - Diagnostic Reports for Faculty to Identify Strengths and Guide Improvement Efforts
  - Adjusting survey data for up to five factors: student motivation, student work habits, class size, student effort not attributable to the instructor, course difficulty not attributable to the instructor
  - Training: Creating Local Campus Experts, Understanding Reports, Faculty, Department Chairs
    - Papers on each "Learning Outcome" and "Teaching Technique" on IDEA website as POD-IDEA Papers
    - POD = Professional and Organizational Development Network [<http://www.podnetwork.org/>] (faculty/CETL leaders)
    - IDEA Papers also develop various aspects of teaching, learning, and assessment.

## **Cost:** There is a graduated fee structure on enrollment (14 to 30 cents per student enrolled) and use (\$4.50-\$7.00 per class)

- Fee structure is based on the number of students enrolled (having the opportunity to complete the survey) NOT the number that participate and actually complete the survey (In other words, if for a class of 25, 17 complete the survey, charged for 25 surveys)
- Using 300 faculty at 4 courses each and 25 per class as average size  
(1200 classes) \*(\$7 processing of reports/class) + (30000 students)\*(\$0.14 per student) = \$8400 + \$4200 = **\$12,600 per semester**
- Ordinarily fees are semester by semester, although it is possible to *explore* a "contract" arrangement with The IDEA Center

# IDEA/POD PAPERS

POD = Professional and Organizational Development Network [<http://www.podnetwork.org/>] (faculty/CETL leaders)

## Teaching Techniques used in IDEA Student Opinion Surveys..... <http://www.theideacenter.org/node/64>

IDEA Item 1	"Displayed a personal interest in students and their learning," Virginia S. Lee
IDEA Item 2	"Found ways to help students answer their own questions," Nancy McClure
IDEA Item 3	"Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work," Michael Theall
IDEA Item 4	"Demonstrated the importance and significance of the subject matter," Nancy McClure
IDEA Item 5	"Formed 'teams' or 'discussion groups' to facilitate learning," Todd Zakrajsek
IDEA Item 6	"Made it clear how each topic fit into the course," Michael Theall
IDEA Item 7	"Explained the reasons for criticisms of students' academic performance," Barbara E. Walvoord
IDEA Item 8	"Stimulated students to intellectual effort beyond that required by most courses," Nancy McClure
IDEA Item 9	"Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding," Leora Baron
IDEA Item 10	"Explained course material clearly and concisely," Mary Deane Sorcinelli
IDEA Item 11	"Related course material to real life situations," Michael Theall
IDEA Item 12	"Gave tests, projects, etc. that covered the most important parts of the course," Barbara E. Walvoord
IDEA Item 13	"Introduced stimulating ideas about the subject," Michael Theall
IDEA Item 14	"Involved students in 'hands-on' projects such as research, case studies, or 'real life' activities," Virginia S. Lee
IDEA Item 15	"Inspired students to set and achieve goals which really challenged them," Todd Zakrajsek
IDEA Item 16	"Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own," Jeff King
IDEA Item 17	"Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve," Cynthia Desrochers
IDEA Item 18	"Asked students to help each other understand ideas or concepts," Jeff King
IDEA Item 19	"Gave projects, tests, or assignments that required original or creative thinking," Cynthia Desrochers
IDEA Item 20	"Encouraged student-faculty interaction outside of class," Allison Pingree

## Learning Objectives used in IDEA Student Opinion Surveys ..... <http://www.theideacenter.org/PODNotesLearning>

IDEA Objective 1	"Gaining factual knowledge (terminology, classifications, methods, trends)," Michael Theall
IDEA Objective 2	"Learning fundamental principles, generalizations, or theories," Walt Wager and Marilla Svinicki
IDEA Objective 3	"Learning to Apply Course Material (to improve thinking, problem solving, and decisions)," Todd Zakrajsek and Tamara Rosier
IDEA Objective 4	"Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course," Nancy McClure
IDEA Objective 5	"Acquiring skills in working with others as a member of a team," Donna M. Qualters
IDEA Objective 6	"Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)," Jennifer Franklin and Michael Theall
IDEA Objective 7	"Gaining a broader understanding and appreciation of intellectual/cultural activity," Pamela E. Barnett and Jodi Cressman
IDEA Objective 8	"Developing skill in expressing myself orally or in writing," Frances Johnson
IDEA Objective 9	"Learning how to find and use resources for answering questions or solving problems," Gail MacKay, Barbara Millis, and Rebecca Brent
IDEA Objective 10	"Developing a clearer understanding of, and commitment to, personal values," Victoria Bhavsar, Jeff King, and Karen Becker
IDEA Objective 11	"Learning to analyze and critically evaluate ideas, arguments, and points of view," Patricia Armstrong, Sonja Moyer, and Katherine Stanton
IDEA Objective 12	"Acquiring an interest in learning more by asking questions and seeking answers," Virginia S. Lee, Patricia Shaw, and Leone Snyder

## POD/IDEA PAPERS for Faculty Development..... <http://www.theideacenter.org/category/helpful-resources/knowledge-base/idea-papers>

• IDEA Paper No. 49	Effective Classroom Discussions, Cashin
• IDEA Paper No. 48	Strategies to Improve Student Writing, Smit
• IDEA Paper No. 47	Promoting Deep Learning, Millis
• IDEA Paper No. 46	Effective Lecturing, Cashin
• IDEA Paper No. 45	Assessing Your Program-Level Assessment Plan, Hatfield
• IDEA Paper No. 44	The Learning Portfolio: A Powerful Idea for Significant Learning, Zubizarreta
• IDEA Paper No. 43	The Technology Literate Professoriate: Are We There Yet?, Madigan; Online Resources
• IDEA Paper No. 42	Integrated Course Design, Fink- For additional information on this topic see Dee Fink's book "Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses" available from Jossey-Bass at <a href="http://www.wiley.com">www.wiley.com</a> or <a href="http://www.amazon.com">www.amazon.com</a>
• IDEA Paper No. 41	Student Goal Orientation, Motivation, and Learning, Svinicki
• IDEA Paper No. 40	Getting Students to Read: Fourteen Tips, Hobson
• IDEA Paper No. 39	Establishing Rapport Personal Interaction and Learning, Fleming
• IDEA Paper No. 38	Enhancing Learning-and More! - Through Cooperative Learning, Millis
• IDEA Paper No. 37	Helping Your Students Develop Critical Thinking Skills, Lynch and Wolcott
• IDEA Paper No. 36	Appraising Teaching Effectiveness: Beyond Student Ratings, Hoyt and Pallott
• IDEA Paper No. 34	Focusing On Active, Meaningful Learning, Stalheim-Smith
• IDEA Paper No. 33	Developing an Effective Faculty Evaluation System, Cashin
• IDEA Paper No. 32	Student Ratings of Teaching: The Research Revisited, Cashin
• IDEA Paper No. 31	Answering and Asking Questions, Cashin
• IDEA Paper No. 30	Readings to Improve Selected Teaching Methods, Cashin
• IDEA Paper No. 29	Teaching Adult Students, Polson
• IDEA Paper No. 28	Periodicals Related to College Teaching, Cashin and Clegg
• IDEA Paper No. 27	Writing a Syllabus, Altman and Cashin
• IDEA Paper No. 26	Improving Student Reading, Maleki and Heerman
• This paper is not available for download. Please contact The IDEA Center to request a hard copy.	
• IDEA Paper No. 25	IDEA Paper 25, Improving Student
• Writing by David Smit has been updated. Please see IDEA Paper 48, Strategies to Improve Student Writing.	
• IDEA Paper No. 24	Improving Instructors' Speaking Skills, Goulden
• IDEA Paper No. 22	Student Ratings of Teaching: Recommendations for Use, Cashin
• IDEA Paper No. 21	Defining and Evaluating College Teaching, Cashin
• IDEA Paper No. 20	Student Ratings of Teaching: A Summary of the Research, Cashin
• IDEA Paper No. 19	Improving College Grading, Hanna and Cashin
• IDEA Paper No. 18	Matching Instructional Objectives, Subject Matter, Tests, and Score Interpretations, Hanna and Cashin
• IDEA Paper No. 17	Improving Essay Tests, Cashin
• IDEA Paper No. 16	Improving Multiple-Choice Tests, Clegg and Cashin
• IDEA Paper No. 15	IDEA Paper 15, Improving Discussions by Bill Cashin and Philip McKnight has been updated. Please see IDEA Paper 49, Effective Classroom Discussions.
• IDEA Paper No. 14	IDEA Paper 14, Improving Lectures by Bill Cashin has been updated. Please see IDEA Paper 46, Effective Lecturing.
• IDEA Paper No. 12	Court Challenges to Tenure, Promotion, and Retention Decisions, Seldin
• IDEA Paper No. 8	Questioning in the College Classroom, Hyman
• This paper is not available for download. Please contact The IDEA Center to request a hard copy.	
• IDEA Paper No. 7	A Guide to Clinical Performance Testing, Whitman
• IDEA Paper No. 4	Classroom Observation Techniques, Acheson
• This paper is not available for download. Please contact The IDEA Center to request a hard copy.	
• IDEA Paper No. 3	Improving Academic Advising, Grites
• IDEA Paper No. 1	Motivating Students, Cashin

# Getting Faculty Support - Best Practices (Copied from the IDEA Website)

## **Pilot**

Beginning with a pilot (either with a smaller group of faculty or all faculty surveying just one class) builds some trust and confidence in the process, as faculty can have some experience with the process without the results being used for administrative decisions.

## **Flexibility**

While faculty members are required to survey one major course and one general education course, they may choose which specific courses are surveyed.

## **Faculty Control**

Faculty members are responsible for providing a holistic summary of IDEA results for their review materials. The evaluation process does not focus on the numbers but on the faculty member's interpretation of the results.

## **Faculty Decision**

Three different instruments were piloted and the faculty voted to use IDEA campus wide. Faculty also determined the purpose and scope of its use.

## **Provide Guidance**

New faculty members are evaluated in every course prior to applying for tenure. In the first semester, the Dean of Faculty Growth and Assessment will meet with new faculty to discuss the process of course evaluation and the IDEA form.

## **Recognize Strong Performance**

A memorandum of commendation is sent from the Dean to all faculty members showing student learning (Progress on Relevant Objectives) at the 90th percentile or higher.

## **Communicate Results of Institutional Performance**

Within a week after the forms are returned to instructors, the Dean provides an interpretation of the Institutional Group Summary Report, focusing on institutional norms for learning objectives, types of instruction emphasized, and observations on the aggregated student reports, identifying any concerns suggested by the data.

## **Provide Faculty Training Opportunities**

The resident IDEA expert provides an IDEA overview at department meetings or at new faculty orientation meetings. Individual sessions are available as requested.

## **Provide Administrator Training**

This facilitates buy-in as faculty members have confidence that those making decisions are doing so in an informed manner.

## **Ongoing Communication and Feedback**

The Institutional Research director continually communicates with faculty and administrators about processes, policies, individual problems or questions and invites others to share information with their colleagues as appropriate. This improves internal processes and policies related to the use of IDEA. Some campuses use workshops, meetings, campus publications and listserves to communicate about proper administration of IDEA, internal deadlines, and role of the coordinating office.

## **Resident Expert**

Having an individual or group of individuals who are available as "experts" in IDEA and faculty evaluation provide assistance to interpreting scores and directing individuals to additional sources of information related to teaching improvement.

## **Focus on Teaching Improvement**

IDEA is used primarily to guide improvement efforts. Faculty members can include results in the review process at their own discretion.

## **Consistency**

Use IDEA results consistently and as intended through documented policies.

# **Getting Student Support - Best Practices (Copied from the IDEA Website)**

## **Communication**

Use faculty representatives or IDEA Coordinators to visit student senate meetings, ask student leaders to visit school organizations, and sponsor school newspaper articles or advertisements that communicate to students the importance of the rating process and how their input is used.

## **Solicit Student Input**

Established a themed display in the University Center that communicates the purpose and role of the IDEA coordinating office. Our slogan for students is "We count on your opinion." A guest book next to the display allows students to provide feedback.

## **Course Module**

A section is included in the College Life Skills course that introduces first-time students to the IDEA system, its use, and the importance of thoughtful student responses.

## **Instructions to Students**

Prior to the administration of the forms, review the importance of the process and demonstrate the importance of responding thoughtfully. Discuss a specific objective that was not relevant to the course (i.e., of minor or no importance) and instruct students that if they rate this item "5" because they "liked" the instructor or the course, they are not completing the survey appropriately. Similarly, point out a relevant ("important" or "essential") objective and suggest that if students indicate making no progress on that objective because they "didn't like" the instructor or the course, they are probably not completing the survey appropriately. This process emphasizes to students that the IDEA system is not assessing how much they "like" or "dislike" the instructor or the course, but encourages them to carefully read and discriminate between the items.

## **Demonstrating Results to Students**

In introducing the IDEA process, encourage faculty to show students a sample Diagnostic Form Report so students get a chance to see the wealth of information the ratings provide. When students can see the results, it motivates them to be more engaged in providing the data, and it underscores the anonymity of the data they enter.

**IDEA Student Ratings of Instruction  
Disciplines Provided with Comparisons  
September 2011 – August 2012**

IDEA  
Department/  
Discipline  
Code  
**Discipline**  
IDEA  
Department/  
Discipline  
Code  
**Discipline**

100 Ag Business & Production	4000 Physical Sciences
200 Agricultural Sciences	4005 Chemistry
400 Architecture & Related Programs	4006 Geological & Related Sciences
500 Area, Ethnic & Cultural Studies	4008 Physics
800 Marketing Operations/Marketing & Distribution	4200 Psychology
801 Apparel & Accessories Marketing Operations	4300 Protective Services
900 Communication	4301 Criminal Justice/Corrections
904 Journalism & Mass Communications	4400 Public Administration & Services
1000 Communication Technologies	4407 Social Work
1002 Audiovisual Communication Technologies	4500 Social Science
1003 Graphic Communications	4502 Anthropology
1100 Computer & Information Sciences	4506 Economics
1107 Computer Science	4507 Geography
1108 Computer Software & Media Applications	4508 History
1205 Culinary Arts & Related Services	4510 Political Science & Government
1300 Education (except Physical Education and Vocational-Technical Education)	4511 Sociology
1303 Curriculum & Instruction	4700 Mechanics & Repairers
1310 Special Education	5000 Fine & Applied Arts
1311 Student Counseling & Personnel Services	5004 Design & Applied Arts
1312 General Teacher Education	5005 Dramatic/Theater Arts & Stagecraft
1313 Teacher Education, Specific Academic & Vocational Programs	5006 Film/Video & Photographic Arts
	5007 Art (Painting, Drawing, Sculpture)
	5009 Music
1332 Physical Education & Health Safety Education	5100 Health Professions and Related Sciences (except Nursing)
1400 Engineering	5107 Health & Medical Administrative Services
1500 Engineering-Related Technologies	5108 Health & Medical Assistants
1600 Foreign Languages & Literature	5109 Health & Medical Diagnostic & Treatment
1609 Romance Languages Literatures Services	
1900 Human/Family & Consumer Science	5116 Nursing
1905 Foods & Nutrition Studies	5120 Pharmacy
2200 Law 5123 Rehabilitation/Therapeutic Services	
2301 English Language & Literature	5199 Health Professions & Related Sciences
2304 English Composition (2-year program)	
2307 American Literature	5200 Business Management & Administrative
2310 Speech & Rhetorical Studies Services	
2311 English Technical & Business Writing	5201 Business, General
2400 Liberal Arts & Sciences	5202 Business Administration & Management
2600 Biological Science/Life Science	5203 Business - Accounting
2601 Biology, General	5208 Business - Finance
2606 Miscellaneous Biological Specializations	5210 Human Resources Management
2700 Mathematics & Statistics	5212 Business Information & Data Processing
2701 Mathematics Services	
3000 Multi/Interdisciplinary Studies	5213 Business Quantitative Methods &
3100 Park/Recreation/Leisure/Fitness Studies Management Science	
3105 Health & Physical Education/Fitness	5214 Business – Marketing
3801 Philosophy 9901 Developmental Math	
3900 Religion/Theological Studies	9902 Developmental Reading
3902 Bible/Biblical Studies	9903 Developmental Writing



## Guide to Administering IDEA Student Ratings of Instruction Online

The following suggestions are made to help you and your faculty use the IDEA Online Student Ratings of Instruction system effectively.

The IDEA Student Ratings of Instruction system uses the following: **Faculty Information Forms**, and **Student Reactions to Instruction and Courses** forms. There are two different types of *Student Reactions* forms: the **Diagnostic Form**, and the **Short Form**. The *Diagnostic Form* contains extensive diagnostic information and is most appropriately used for instructional improvement and development. The *Short Form* can be used for administrative evaluation purposes; it is not designed to identify ways to improve teaching effectiveness. To ensure the most accurate and reliable results in these areas, it is strongly recommended NOT to use the system with fewer than five students.

### Required Information

The following information is required in order to use the system:

- **Course Information.** Course number and title are required at a minimum. Other helpful information includes discipline code, course type, and (if applicable), days class meets, time of class, and local code.
- **Faculty Information.** *Faculty Information*, such as name and email, must be uploaded for each class that is rated.
- **Student Information.** Required student information is dependant on the chosen delivery method. Student name, email address, and/or unique identifier (i.e. User ID, Student ID) can be uploaded into the IDEA Online system for students enrolled in the class to be rated. An entire class must be rated using the same form type, either diagnostic or short.
- **Directions to Faculty.** This set of instructions provides essential information to the faculty member for proper completion of the *FIF* and effective use of the instrument. Faculty may also want to consult *Directions to Faculty for Online Administration* and *Managing Additional Questions* for additional help.

Training can be scheduled by contacting the Center at [support@theideacenter.org](mailto:support@theideacenter.org) or 800-255-2757.

### Survey Administration

The following are important instructions to follow when administering the surveys:

- **Faculty Information Form**
  1. Instructors will receive an email with a link to the Faculty Information Form for each class being rated.
  2. These emails should be scheduled with time allowed for instructors to select course objectives.
  3. Instructors should have a copy of *Directions to Faculty for Online Administration* to help them complete the *Faculty Information Form* appropriately.
  4. For a more thorough discussion of selecting objectives, direct the instructor to *Some Thoughts on Selecting IDEA Objectives*, and to the *Completing to Faculty Information Form* video.

- **Student Reactions to Instruction and Courses Form**

1. Students will receive either an email with a URL link directing them to the survey, and/or they will be provided a URL within a course website to complete the form.
2. The evaluations should be administered near the end of the course (about the second to the last week) so the students' ratings of their progress can accurately reflect their learning for the entire course. The evaluation should NOT be administered on either the last day of class, the day before the final exam, or on the day of the exam.

### **Questions**

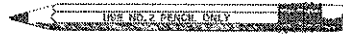
If you have any questions concerning the administration or interpretation of the IDEA system, please feel free to contact the Center. Our toll free number is 800-255-2757.

SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Institution:	Instructor:
Course Number:	Time and Days Class Meets:

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

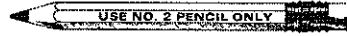


Comments:

**DO NOT  
WRITE  
IN THE  
SHADED  
AREA**



**SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES**  
**IMPORTANT!**



Institution:

Instructor:

Course Number:

Time and Days Class Meets:

Your thoughtful answers to these questions will provide helpful information to your instructor.

Describe the frequency of your instructor's teaching procedures, using the following code:

1=Hardly Ever

2=Occasionally

3=Sometimes

4=Frequently

5=Almost Always

**The Instructor:**

- 1. ① ② ③ ④ ⑤ Displayed a personal interest in students and their learning
- 2. ① ② ③ ④ ⑤ Found ways to help students answer their own questions
- 3. ① ② ③ ④ ⑤ Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
- 4. ① ② ③ ④ ⑤ Demonstrated the importance and significance of the subject matter
- 5. ① ② ③ ④ ⑤ Formed "teams" or "discussion groups" to facilitate learning
- 6. ① ② ③ ④ ⑤ Made it clear how each topic fit into the course
- 7. ① ② ③ ④ ⑤ Explained the reasons for criticisms of students' academic performance
- 8. ① ② ③ ④ ⑤ Stimulated students to intellectual effort beyond that required by most courses
- 9. ① ② ③ ④ ⑤ Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- 10. ① ② ③ ④ ⑤ Explained course material clearly and concisely
- 11. ① ② ③ ④ ⑤ Related course material to real life situations
- 12. ① ② ③ ④ ⑤ Gave tests, projects, etc. that covered the most important points of the course
- 13. ① ② ③ ④ ⑤ Introduced stimulating ideas about the subject
- 14. ① ② ③ ④ ⑤ Involved students in "hands on" projects such as research, case studies, or "real life" activities
- 15. ① ② ③ ④ ⑤ Inspired students to set and achieve goals which really challenged them
- 16. ① ② ③ ④ ⑤ Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- 17. ① ② ③ ④ ⑤ Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
- 18. ① ② ③ ④ ⑤ Asked students to help each other understand ideas or concepts
- 19. ① ② ③ ④ ⑤ Gave projects, tests, or assignments that required original or creative thinking
- 20. ① ② ③ ④ ⑤ Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

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:**

- 21. ① ② ③ ④ ⑤ Gaining factual knowledge (terminology, classifications, methods, trends)
- 22. ① ② ③ ④ ⑤ Learning fundamental principles, generalizations, or theories
- 23. ① ② ③ ④ ⑤ Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- 24. 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
- 25. ① ② ③ ④ ⑤ Acquiring skills in working with others as a member of a team
- 26. ① ② ③ ④ ⑤ Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 27. ① ② ③ ④ ⑤ Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 28. ① ② ③ ④ ⑤ Developing skill in expressing myself orally or in writing
- 29. ① ② ③ ④ ⑤ Learning how to find and use resources for answering questions or solving problems
- 30. ① ② ③ ④ ⑤ Developing a clearer understanding of, and commitment to, personal values
- 31. ① ② ③ ④ ⑤ Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- 32. ① ② ③ ④ ⑤ Acquiring an interest in learning more by asking my own questions and seeking answers

On the next three items, compare this course with others you have taken at this institution, using the following code:

- 1=Much Less than Most Courses
- 2=Less than Most Courses
- 3=About Average
- 4=More than Most Courses
- 5=Much More than Most Courses

The Course:

- 33. (1) (2) (3) (4) (5) Amount of reading
- 34. (1) (2) (3) (4) (5) Amount of work in other (non-reading) assignments
- 35. (1) (2) (3) (4) (5) Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

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

- 36. (1) (2) (3) (4) (5) I had a strong desire to take this course.
- 37. (1) (2) (3) (4) (5) I worked harder on this course than on most courses I have taken.
- 38. (1) (2) (3) (4) (5) I really wanted to take a course from this instructor.
- 39. (1) (2) (3) (4) (5) I really wanted to take this course regardless of who taught it.
- 40. (1) (2) (3) (4) (5) As a result of taking this course, I have more positive feelings toward this field of study.
- 41. (1) (2) (3) (4) (5) Overall, I rate this instructor an excellent teacher.
- 42. (1) (2) (3) (4) (5) Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

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

- 43. (1) (2) (3) (4) (5) As a rule, I put forth more effort than other students on academic work.
- 44. (1) (2) (3) (4) (5) The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
- 45. (1) (2) (3) (4) (5) The instructor expected students to take their share of responsibility for learning.
- 46. (1) (2) (3) (4) (5) The instructor had high achievement standards in this class.
- 47. (1) (2) (3) (4) (5) The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

- 48. (1) (2) (3) (4) (5)
- 49. (1) (2) (3) (4) (5)
- 50. (1) (2) (3) (4) (5)
- 51. (1) (2) (3) (4) (5)
- 52. (1) (2) (3) (4) (5)
- 53. (1) (2) (3) (4) (5)
- 54. (1) (2) (3) (4) (5)
- 55. (1) (2) (3) (4) (5)
- 56. (1) (2) (3) (4) (5)
- 57. (1) (2) (3) (4) (5)
- 58. (1) (2) (3) (4) (5)
- 59. (1) (2) (3) (4) (5)
- 60. (1) (2) (3) (4) (5)
- 61. (1) (2) (3) (4) (5)
- 62. (1) (2) (3) (4) (5)
- 63. (1) (2) (3) (4) (5)
- 64. (1) (2) (3) (4) (5)
- 65. (1) (2) (3) (4) (5)
- 66. (1) (2) (3) (4) (5)
- 67. (1) (2) (3) (4) (5)

Use the space below for comments (unless otherwise directed).  
*Note: Your written comments may be returned to the instructor, You may want to PRINT to protect your anonymity.*

Comments:

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# FACULTY INFORMATION FORM



## Faculty Information Form

See Directions to Faculty:  
[www.theideacenter.org/directions](http://www.theideacenter.org/directions)

**IMPORTANT!**



Institution: \_\_\_\_\_ Instructor: \_\_\_\_\_

Course Number: \_\_\_\_\_ Time and Days Class Meets: \_\_\_\_\_

**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.	
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
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
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
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
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
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
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
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
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
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
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
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
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

- 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 type="radio"/> Mon	0 0 0 0	0 0 0 0	0 0 0 0 0 0	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 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)

① = Lecture  
 ② = Discussion/recitation  
 ③ = Seminar  
 ④ = Skill/activity  
 ⑤ = Laboratory  
 ⑥ = Field Experience  
 ⑦ = Studio  
 ⑧ = Multi-Media  
 ⑨ = Practicum/clinic  
 ⑩ = 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  
 ⑩ = 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. Adequacy of students' background and preparation for the course

G. Student enthusiasm for the course

H. Student 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 Agricultural 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)

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

There were 30 students enrolled in the course and 25 students responded. Your results are considered **reliable**. The 83% response rate indicates that results are **representative** of the class as a whole.

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

	Your Average (5-point scale)	
	Raw	Adj.
<b>A. Progress on Relevant Objectives</b> <sup>1</sup> Four objectives were selected as relevant (Important or Essential -see page 2)	4.2	4.2
<b>Overall Ratings</b>		
B. Excellent Teacher	4.4	4.6
C. Excellent Course	4.0	4.3
D. Average of B & C	4.2	4.4
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	4.2	4.3

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.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56-62)		56		57		57		57		57
Similar Middle 40% (45-55)	55		54		51		53		54	
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

<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 Your:<sup>2</sup>

	56	57	56	58	55	59	56	59	56	58
Discipline (IDEA Data)										
Institution	50	52	52	57	47	55	50	56	50	54

IDEA Discipline used for comparison:  
Physics

## 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	4.5	4.4	0%	92%
22. Learning fundamental principles, generalizations, or theories	Essential	4.4	4.4	0%	92%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.2	4.3	4%	88%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Important	3.2	3.2	29%	42%
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	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
<b>Progress on Relevant Objectives</b>		<b>4.2</b>	<b>4.2</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
60	59	61	61	55	56
Higher	Higher	Higher	Higher	Similar	Higher
60	59	59	59	55	56
Higher	Higher	Higher	Higher	Similar	Higher
53	56	55	57	48	54
Similar	Higher	Similar	Higher	Similar	Similar
40	41	44	44	31	34
Lower	Lower	Lower	Lower	Much Lower	Much Lower
<b>55</b>	<b>56</b>	<b>56</b>	<b>57</b>	<b>50</b>	<b>52</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	3.1
34. Amount of work in other (non-reading) assignments	3.5
35. Difficulty of subject matter	4.4

### Student Description

37. I worked harder on this course than on most courses I have taken.	3.8
39. I really wanted to take this course regardless of who taught it.	2.9
43. As a rule, I put forth more effort than other students on academic work.	4.0

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
49	Similar	52	Similar	46	Similar
51	Similar	49	Similar	48	Similar
66	Much Higher	60	Higher	64	Much Higher

53	Similar	54	Similar	50	Similar
43	Lower	45	Similar	41	Lower
60	Higher	57	Higher	53	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)



## Improving Teaching Effectiveness

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

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

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

### Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
<b>Stimulating Student Interest</b>				
13. Introduced stimulating ideas about the subject	All selected objectives	4.0	76%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.6	52%	Retain current use or consider increasing
<b>8. Stimulated students to intellectual effort beyond that required by most courses</b>	<b>All selected objectives</b>	<b>4.2</b>	<b>88%</b>	<b>Strength to retain</b>
<b>4. Demonstrated the importance and significance of the subject matter</b>	<b>21, 22, 23</b>	<b>4.5</b>	<b>96%</b>	<b>Strength to retain</b>

### Fostering Student Collaboration

<b>18. Asked students to help each other understand ideas or concepts</b>	<b>29</b>	<b>3.3</b>	<b>44%</b>	<b>Consider increasing use</b>
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	2.3	20%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	2.2	0%	

### Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.0	80%	Retain current use or consider increasing
7. Explained the reasons for criticisms of students' academic performance	23, 29	3.6	52%	Retain current use or consider increasing
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	3.7	56%	Retain current use or consider increasing
<b>1. Displayed a personal interest in students and their learning</b>	<b>23</b>	<b>4.6</b>	<b>96%</b>	<b>Strength to retain</b>

### Encouraging Student Involvement

<b>9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding</b>	<b>29</b>	<b>2.3</b>	<b>4%</b>	<b>Consider increasing use</b>
<b>14. Involved students in "hands on" projects such as research, case studies, or "real life" activities</b>	<b>29</b>	<b>2.8</b>	<b>32%</b>	<b>Consider increasing use</b>
<b>19. Gave projects, tests, or assignments that required original or creative thinking</b>	<b>29</b>	<b>3.3</b>	<b>48%</b>	<b>Consider increasing use</b>
<b>11. Related course material to real life situations</b>	<b>23</b>	<b>4.5</b>	<b>92%</b>	<b>Strength to retain</b>

### Structuring Classroom Experiences

10. Explained course material clearly and concisely	21, 22, 23	4.0	80%	Retain current use or consider increasing
<b>6. Made it clear how each topic fit into the course</b>	<b>21, 22, 23</b>	<b>4.3</b>	<b>92%</b>	<b>Strength to retain</b>
<b>12. Gave tests, projects, etc. that covered the most important points of the course</b>	<b>21, 22</b>	<b>4.6</b>	<b>92%</b>	<b>Strength to retain</b>
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.2	84%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.6	84%	

**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	1	8	16	0	4.6	0.6
2. Found ways to help students answer their own questions	0	0	5	14	6	0	4.0	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	1	0	3	9	12	0	4.2	1.0
4. Demonstrated the importance and significance of the subject matter	0	0	1	11	13	0	4.5	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	10	4	6	3	2	0	2.3	1.3
6. Made it clear how each topic fit into the course	0	0	2	14	9	0	4.3	0.6
7. Explained the reasons for criticisms of students' academic...	1	0	11	9	4	0	3.6	0.9
8. Stimulated students to intellectual effort beyond that required by...	0	0	3	13	9	0	4.2	0.7
9. Encouraged students to use multiple resources (e.g. data banks,...	6	7	11	1	0	0	2.3	0.9
10. Explained course material clearly and concisely	0	0	5	14	6	0	4.0	0.7
11. Related course material to real life situations	0	0	2	9	14	0	4.5	0.7
12. Gave tests, projects, etc. that covered the most important points...	0	0	2	7	16	0	4.6	0.7
13. Introduced stimulating ideas about the subject	0	0	6	14	5	0	4.0	0.7
14. Involved students in "hands on" projects such as research, case...	6	3	8	7	1	0	2.8	1.2
15. Inspired students to set and achieve goals which really...	1	1	10	8	5	0	3.6	1.0
16. Asked students to share ideas and experiences with others...	7	6	12	0	0	0	2.2	0.9
17. Provided timely and frequent feedback on tests, reports,...	0	0	4	3	18	0	4.6	0.8
18. Asked students to help each other understand ideas or concepts	1	4	9	9	2	0	3.3	1.0
19. Gave projects, tests, or assignments that required original or...	3	3	7	8	4	0	3.3	1.2
20. Encouraged student-faculty interaction outside of class (office...	0	2	9	9	5	0	3.7	0.9

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:  
Dept code selected on FIF: 4008  
Dept code used for discipline comparison: 4008

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	0	0	2	9	14	0	4.5	0.7	60	59	4.0	4.0	4.3
22. Learning fundamental principles, generalizations, or...	0	0	2	10	13	0	4.4	0.7	60	59	3.9	4.0	4.2
23. Learning to apply course material (to improve thinking,...	0	1	2	14	8	0	4.2	0.7	53	56	4.0	3.9	4.2
24. Developing specific skills, competencies, and points of view...	0	1	6	13	5	0	3.9	0.8	NA	NA	4.0	3.7	4.3
25. Acquiring skills in working with others as a member of a team	7	5	5	5	3	0	2.7	1.4	NA	NA	3.9	3.8	4.2
26. Developing creative capacities (writing, inventing, designing,...	15	1	5	4	0	0	1.9	1.2	NA	NA	3.9	3.2	4.2
27. Gaining a broader understanding and appreciation of...	4	4	9	3	5	0	3.0	1.3	NA	NA	3.7	3.1	4.1
28. Developing skill in expressing myself orally or in writing	15	2	6	2	0	0	1.8	1.1	NA	NA	3.8	3.1	4.1
29. Learning how to find and use resources for answering...	1	6	7	8	2	1	3.2	1.0	40	41	3.7	3.5	4.1
30. Developing a clearer understanding of, and commitment to,...	2	2	6	10	5	0	3.6	1.2	NA	NA	3.8	3.4	4.0
31. Learning to analyze and critically evaluate ideas, arguments,...	1	4	6	11	3	0	3.4	1.0	NA	NA	3.8	3.3	4.1
32. Acquiring an interest in learning more by asking my own...	1	1	4	13	6	0	3.9	1.0	NA	NA	3.8	3.5	4.1

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	4	11	9	0	0	3.1	0.8	49	NA	3.2	3.0	3.4
34. Amount of work in other (non-reading) assignments	0	0	15	8	2	0	3.5	0.7	51	NA	3.4	3.6	3.6
35. Difficulty of subject matter	0	0	0	16	9	0	4.4	0.5	66	NA	3.4	3.9	3.6

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.	5	1	12	3	4	0	3.0	1.3	NA	NA	3.7	3.4	3.7
37. I worked harder on this course than on most courses I have taken.	0	2	5	15	3	0	3.8	0.8	53	NA	3.6	3.6	3.8
38. I really wanted to take a course from this instructor.	1	0	11	4	9	0	3.8	1.1	NA	NA	3.4	3.2	3.7
39. I really wanted to take this course regardless of who taught it.	6	3	8	3	5	0	2.9	1.4	43	NA	3.3	3.2	3.5
40. As a result of taking this course, I have more positive feelings...	2	1	7	9	6	0	3.6	1.2	46	51	3.9	3.5	4.0
41. Overall, I rate this instructor an excellent teacher.	0	1	1	9	14	0	4.4	0.8	54	57	4.2	4.0	4.4
42. Overall, I rate this course as excellent.	1	1	4	11	8	0	4.0	1.0	51	57	3.9	3.7	4.2
43. As a rule, I put forth more effort than other students on...	0	1	6	11	7	0	4.0	0.8	60	NA	3.6	3.7	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	1	0	13	11	0	4.4	0.7
49.	0	2	1	14	8	0	4.1	0.8
50.	0	3	2	7	13	0	4.2	1.0
51.						25		
52.						25		
53.						25		
54.						25		
55.						25		
56.						25		
57.						25		

	1	2	3	4	5	Omit	Avg.	s.d.
58.						25		
59.						25		
60.						25		
61.						25		
62.						25		
63.						25		
64.						25		
65.						25		
66.						25		
67.						25		

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

There were 39 students enrolled in the course and 34 students responded. Your results are considered **reliable**. The 87% response rate indicates that results are **representative** of the class as a whole.

### 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> Three objectives were selected as relevant (Important or Essential –see page 2)	4.4	4.5
<b>Overall Ratings</b>		
B. Excellent Teacher	4.4	4.5
C. Excellent Course	3.9	4.0
<b>D. Average of B &amp; C</b>	4.2	4.3
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	4.3	4.4

<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.			
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	58	60							57	
Similar Middle 40% (45–55)			54	55		49	52	52	54	55
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

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

	Discipline (IDEA Data)	Institution
Raw	57	53
Adj.	60	58
B. Excellent Teacher	55	52
C. Excellent Course	56	55
D. Average of B & C	50	45
Summary Evaluation	53	50
Raw	53	49
Adj.	55	53
Raw	55	51
Adj.	58	56

IDEA Discipline used for comparison:  
Business –Accounting

## 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	4.4	4.5	6%	82%
2. Learning fundamental principles, generalizations, or theories	Essential	4.4	4.4	9%	79%
3. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.4	4.6	3%	85%
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
5. Acquiring skills in working with others as a member of a team	Minor/None				
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
8. Developing skill in expressing myself orally or in writing	Minor/None				
9. Learning how to find and use resources for answering questions or solving problems	Minor/None				
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	Minor/None				
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
<b>Progress on Relevant Objectives</b>		<b>4.4</b>	<b>4.5</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	Adj.	Raw	Adj.	Raw	Adj.
58	60	57	60	53	58
Higher	Higher	Higher	Higher	Similar	Higher
58	60	57	59	53	57
Higher	Higher	Higher	Higher	Similar	Higher
59	62	59	62	54	60
Higher	Higher	Higher	Higher	Similar	Higher
<b>58</b>	<b>60</b>	<b>57</b>	<b>60</b>	<b>53</b>	<b>58</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 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.	3.8
15. I really wanted to take this course regardless of who taught it.	2.9

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
56	Higher	52	Similar	49	Similar
43	Lower	40	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)

## 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	2	4	6	22	0	4.4	0.9	58	60	4.0	4.1	4.3
2. Learning fundamental principles, generalizations, or...	0	3	4	5	22	0	4.4	1.0	58	60	3.9	4.1	4.2
3. Learning to <i>apply</i> course material (to improve thinking,...	0	1	4	8	21	0	4.4	0.8	59	62	4.0	4.0	4.2
4. Developing specific skills, competencies, and points of view...	1	2	9	6	16	0	4.0	1.1	NA	NA	4.0	4.1	4.3
5. Acquiring skills in working with others as a member of a team	23	5	4	0	2	0	1.6	1.1	NA	NA	3.9	3.7	4.2
6. Developing creative capacities (writing, inventing, designing,...	24	6	2	0	2	0	1.5	1.1	NA	NA	3.9	3.1	4.2
7. Gaining a broader understanding and appreciation of...	27	2	3	0	2	0	1.5	1.1	NA	NA	3.7	2.9	4.1
8. Developing skill in expressing myself orally or in writing	25	3	2	0	4	0	1.7	1.3	NA	NA	3.8	3.2	4.1
9. Learning how to find and use resources for answering...	16	2	8	6	2	0	2.3	1.4	NA	NA	3.7	3.7	4.1
10. Developing a clearer understanding of, and commitment to,...	22	4	3	1	4	0	1.9	1.4	NA	NA	3.8	3.5	4.0
11. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments,...	21	5	5	1	2	0	1.8	1.2	NA	NA	3.8	3.6	4.1
12. Acquiring an interest in learning more by asking my own...	18	2	6	3	5	0	2.3	1.5	NA	NA	3.8	3.7	4.1

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	4	5	18	7	0	3.8	0.9	56	NA	3.6	3.8	3.9
14. My background prepared me well for this course's requirements.	4	3	10	11	6	0	3.4	1.2	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	10	1	8	12	3	0	2.9	1.4	43	NA	3.3	3.3	3.5
16. As a result of taking this course, I have more positive feelings...	5	3	7	6	13	0	3.6	1.5	45	47	3.9	3.8	4.0
17. Overall, I rate this instructor an excellent teacher.	0	0	5	9	20	0	4.4	0.7	54	55	4.2	4.1	4.4
18. Overall, I rate this course as excellent.	3	2	8	5	16	0	3.9	1.3	49	52	3.9	3.9	4.2

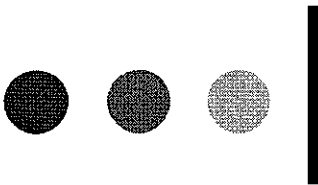
Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

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

No Additional Questions.

Notes
Dept code selected on FIF: 5203 Dept code used for discipline comparison: 5203





IDEA Student Ratings of Instruction

# Group Summary Report

Sample English Department  
IDEA University  
Spring 2007

<b>Page</b>	<b>Section</b>
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5-6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self-ratings and Ratings of Course Characteristics
9	VII: Faculty Self-report of the Institutional Context
10	VIII: Additional Questions

**Note:** Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

**Description of Courses Included in This Report**

<b>Number of Classes Included</b>	
Diagnostic Form	42
Short Form	27
<b>Total</b>	<b>69</b>
Number of Excluded Classes	0
<b>Response Rate</b>	
Classes below 65% Response Rate	2
Average Response Rate	85%
<b>Class Size</b>	
Average Class Size	20

**Number of Classes:** The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

**Response Rate:** A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=69)	Institution (n=5,672)	IDEA System (n=44,455)
<b>Objective 1:</b> Gaining factual knowledge (terminology, classifications, methods, trends)	16%	70%	78%
<b>Objective 2:</b> Learning fundamental principles, generalizations, or theories	13%	59%	75%
<b>Objective 3:</b> Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	41%	58%	75%
<b>Objective 4:</b> Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	32%	35%	55%
<b>Objective 5:</b> Acquiring skills in working with others as a member of a team	23%	19%	32%
<b>Objective 6:</b> Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	32%	14%	25%
<b>Objective 7:</b> Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	22%	27%	27%
<b>Objective 8:</b> Developing skill in expressing myself orally or in writing	78%	42%	47%
<b>Objective 9:</b> Learning how to find and use resources for answering questions or solving problems	19%	23%	41%
<b>Objective 10:</b> Developing a clearer understanding of, and commitment to, personal values	7%	11%	23%
<b>Objective 11:</b> Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	68%	42%	49%
<b>Objective 12:</b> Acquiring an interest in learning more by asking my own questions and seeking answers	20%	23%	41%
<b>Average Number of Objectives Selected As Important or Essential</b>	3.7	4.2	5.7



The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

**Part 1: Distribution of Converted Scores Compared to the IDEA Database**

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) <sup>1</sup>	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
<b>Much Higher</b> (63 or higher)	10%	10%	7%	1%	1%	3%	4%	4%	7%
<b>Higher</b> (56-62)	20%	48%	35%	32%	29%	28%	14%	36%	25%
<b>Similar</b> (45-55)	40%	33%	48%	51%	51%	48%	55%	51%	52%
<b>Lower</b> (38-44)	20%	4%	4%	14%	10%	13%	13%	4%	10%
<b>Much Lower</b> (37 or lower)	10%	4%	6%	1%	9%	9%	13%	4%	6%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

**Part 2: Average Scores**

Converted Score	55	53	52	50	50	48	53	52
This Summary Report	55	53	52	50	50	48	53	52
IDEA System	51 <sup>2</sup>	51 <sup>2</sup>	50	50	50	50	50	51
5-point Scale	4.2	4.1	4.3	4.2	3.9	3.8	4.2	4.1
This Summary Report	4.2	4.1	4.3	4.2	3.9	3.8	4.2	4.1
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

<sup>1</sup>Progress on Relevant Objectives is double weighted in the Summary Evaluation.

<sup>2</sup>The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

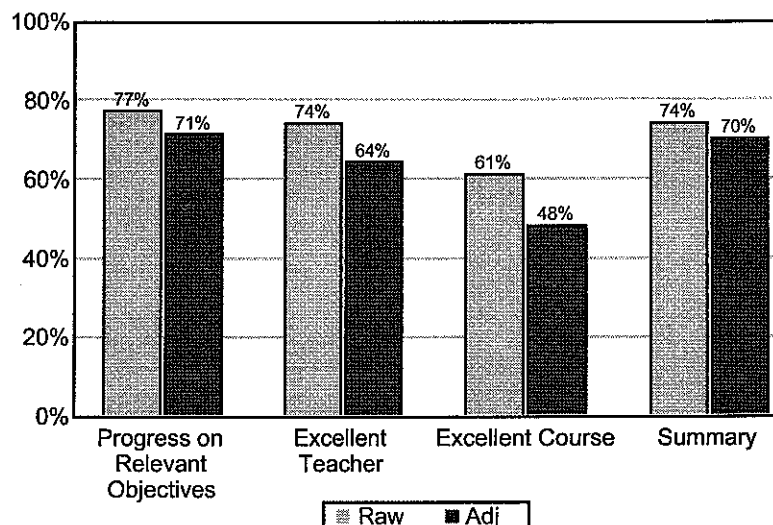
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

**Part 3: Percent of Classes at or Above the IDEA Database Average**



**Part 1: Distribution of Converted Scores Compared to This Institution**

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the percentage of classes in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the averages for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) <sup>1</sup>	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
<b>Much Higher</b> (63 or higher)	10%	7%	7%	0%	0%	3%	4%	3%	4%
<b>Higher</b> (56–62)	20%	35%	28%	25%	20%	28%	14%	30%	17%
<b>Similar</b> (45–55)	40%	49%	55%	54%	59%	45%	55%	54%	62%
<b>Lower</b> (38–44)	20%	3%	4%	12%	9%	16%	13%	7%	10%
<b>Much Lower</b> (37 or lower)	10%	6%	6%	10%	12%	9%	13%	6%	6%

**Part 2: Average Scores**

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	54	52	50	49	50	48	52	51
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	53	53	52	52	51	50	52	52
5-point Scale	This Summary Report		This Institution		This Summary Report		This Institution	
	4.2	4.1	4.3	4.2	3.9	3.8	4.2	4.1
	4.1	4.1	4.3	4.3	4.0	3.9	4.1	4.1

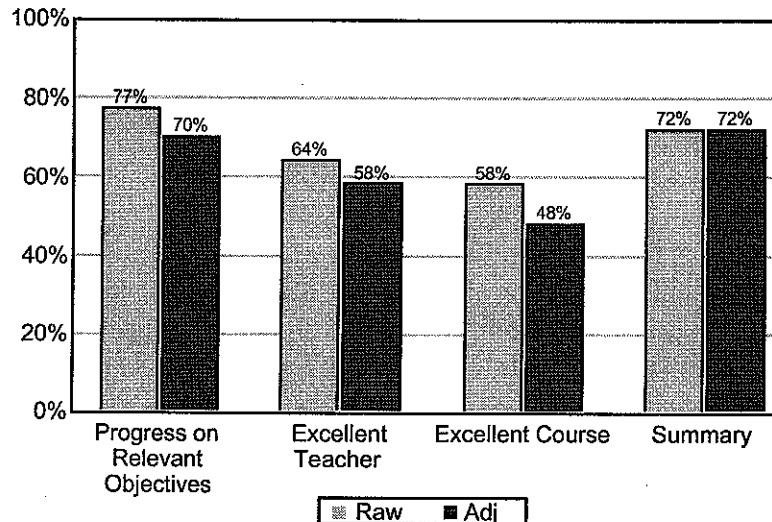
<sup>1</sup>Progress on Relevant Objectives is double weighted in the Summary Evaluation.

**Part 3: Percent of Classes at or Above This Institution's Average**

Part 3 shows the percentage of classes with ratings at or above the converted score of This Institution. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

**Raw Average:** Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

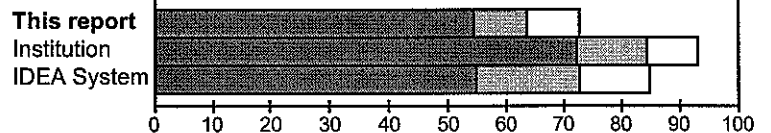
**Adjusted Average:** Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

**Bar Graphs:** Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the institution, you can also make inferences about the rigor of the standards you have established for the Group.

**Percent of classes where Raw Average was at least:**  
 4.00     3.75     3.50

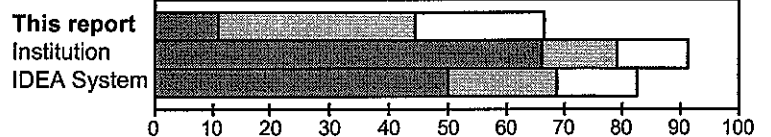
**Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)**

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	3.9	3.9	11
Institution	4.2	4.2	3,963
IDEA System	4.0	4.0	31,991



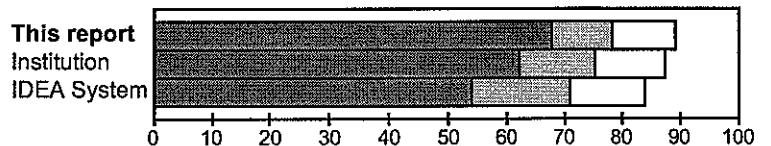
**Objective 2: Learning fundamental principles, generalizations, or theories**

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	3.5	3.4	9
Institution	4.1	4.1	3,373
IDEA System	3.9	3.9	30,398



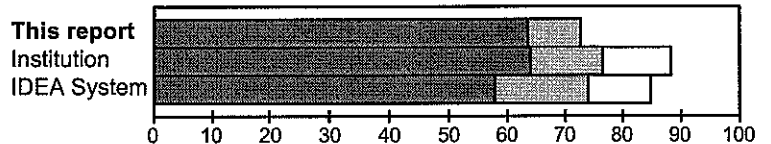
**Objective 3: Learning to apply course material (to improve thinking, problem solving, and decisions)**

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.0	3.8	28
Institution	4.0	4.0	3,296
IDEA System	4.0	4.0	30,442



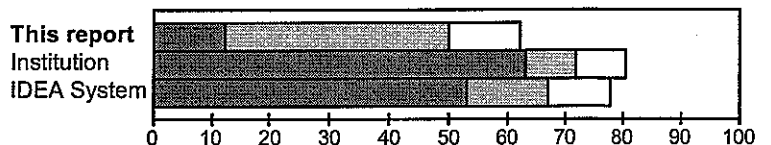
**Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	3.9	3.8	22
Institution	4.1	4.0	1,961
IDEA System	4.0	4.0	21,568



**Objective 5: Acquiring skills in working with others as a member of a team**

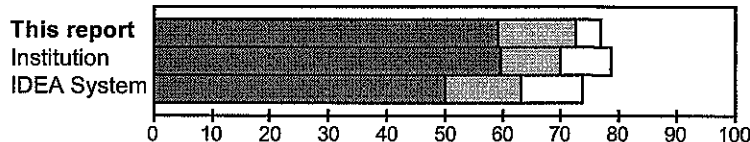
	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	3.5	3.4	16
Institution	4.0	4.0	1,066
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:  
 4.00 ■ 3.75 ■ 3.50 □

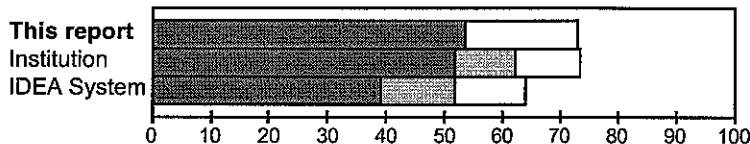
**Objective 6:** Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.0	3.8	22
Institution	4.0	4.0	817
IDEA System	3.9	3.9	9,290



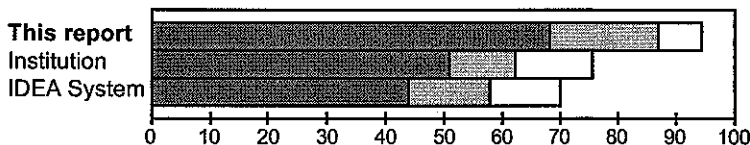
**Objective 7:** Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	3.8	3.7	15
Institution	3.9	3.9	1,510
IDEA System	3.7	3.7	10,256



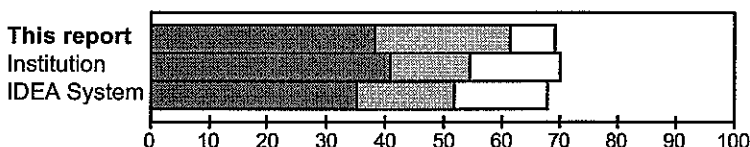
**Objective 8:** Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.2	4.1	54
Institution	3.9	3.9	2,384
IDEA System	3.8	3.8	18,174



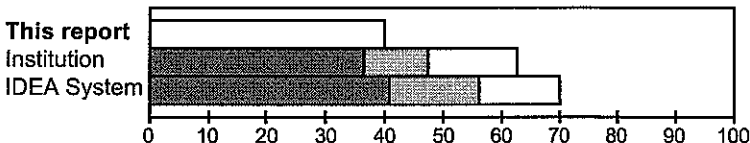
**Objective 9:** Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	3.7	3.6	13
Institution	3.8	3.8	1,306
IDEA System	3.7	3.7	15,656



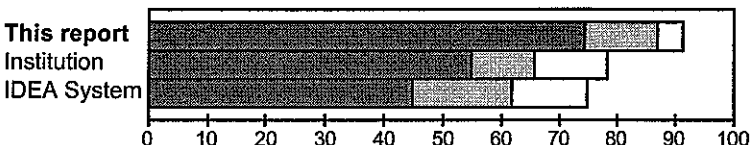
**Objective 10:** Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	3.0	2.9	5
Institution	3.7	3.6	632
IDEA System	3.8	3.8	8,715



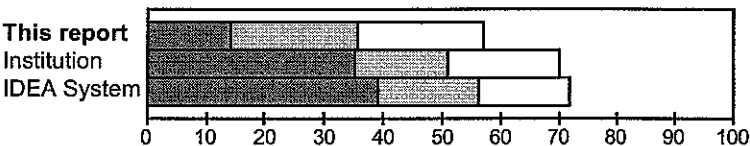
**Objective 11:** Learning to analyze and critically evaluate ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	4.2	4.1	47
Institution	3.9	3.9	2,382
IDEA System	3.8	3.8	18,909



**Objective 12:** Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
<b>This report</b>	3.5	3.4	14
Institution	3.7	3.7	1,331
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

42 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. <sup>1</sup>	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
<b>A. Stimulating Student Interest</b>				
4. Demonstrated the importance and significance of the subject matter	30	4.2	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	42	3.9	0.5	
13. Introduced stimulating ideas about the subject	42	4.1	0.5	
15. Inspired students to set and achieve goals which really challenged them	42	3.8	0.5	
<b>B. Fostering Student Collaboration</b>				
5. Formed "teams" or "discussion groups" to facilitate learning	14	4.0	0.5	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	38	4.1	0.5	
18. Asked students to help each other understand ideas or concepts	38	4.0	0.5	
<b>C. Establishing Rapport</b>				
1. Displayed a personal interest in students and their learning	40	4.5	0.3	
2. Found ways to help students answer their own questions	42	4.2	0.4	
7. Explained the reasons for criticisms of students' academic performance	42	4.0	0.4	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	10	3.8	0.7	
<b>D. Encouraging Student Involvement</b>				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	10	4.0	0.7	
11. Related course material to real life situations	25	4.1	0.6	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	16	3.5	0.8	
19. Gave projects, tests, or assignments that required original or creative thinking	38	4.2	0.5	
<b>E. Structuring Classroom Experiences</b>				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	0	NA	NA	
6. Made it clear how each topic fit into the course	32	4.2	0.6	
10. Explained course material clearly and concisely	29	4.1	0.6	
12. Gave tests, projects, etc. that covered the most important points of the course	9	3.8	0.8	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

<sup>1</sup> Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within  $\pm .3$  of the Institution or the IDEA average, respectively.

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within  $\pm .3$  of the Institution or the IDEA average, respectively.

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	3.5	19%	17%
	Institution	3.7	14%	35%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.5	7%	14%
	Institution	3.6	12%	22%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.2	31%	5%
	Institution	3.5	22%	28%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.4	16%	10%
	Institution	3.4	23%	13%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	3.8	1%	17%
	Institution	3.7	1%	18%
	IDEA System	3.6	1%	15%

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.4	21%	24%
	Institution	3.3	31%	19%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.3	24%	10%
	Institution	3.4	23%	20%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.2	19%	0%
	Institution	3.5	13%	19%
	IDEA System	3.4	20%	18%

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	3.8	3.7	49	46
Institution	3.9	3.8		
IDEA System	3.9	3.9		

**A. Primary and Secondary Instructional Approaches**

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 69	Percent indicating instructional approach as:	
		Primary	Secondary
Lecture		30%	41%
Discussion/Recitation		33%	35%
Seminar		28%	3%
Skill/Activity		4%	10%
Laboratory		0%	0%
Field Experience		0%	1%
Studio		0%	0%
Multi-Media		0%	0%
Practicum/Clinic		0%	3%
Other/Not Indicated		4%	7%

**B. Course Emphases**

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	66	2%	17%	82%
Oral communication	66	6%	42%	52%
Computer application	66	50%	44%	6%
Group work	66	27%	59%	14%
Mathematical/quantitative work	65	97%	3%	0%
Critical thinking	66	0%	30%	70%
Creative/artistic/design	66	61%	33%	6%

**C. "Circumstances" Impact on Learning**

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

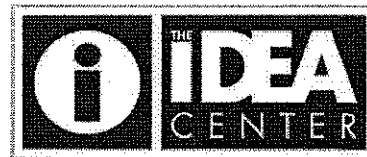
	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	61	46%	28%	26%
Experience teaching course	52	8%	42%	50%
Changes in approach	48	10%	75%	15%
Desire to teach the course	63	5%	22%	73%
Control over course management decisions	62	10%	39%	52%
Student background	62	42%	34%	24%
Student enthusiasm	60	37%	40%	23%
Student effort to learn	60	32%	30%	38%
Technical/instructional support	59	31%	63%	7%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.



# Institutions Using IDEA Student Ratings



October 2011

The institutions listed have varying levels of IDEA usage and implementation. We request that this list not be copied or distributed without prior permission from The IDEA Center. Please contact The IDEA Center for more information.

## State Institution

AK UNIVERSITY OF ALASKA -- ANCHORAGE

AL HUNTINGDON COLLEGE

AL JACKSONVILLE STATE UNIVERSITY

AL SAMFORD UNIVERSITY

AL UNIVERSITY OF ALABAMA -- BIRMINGHAM

AR UNIVERSITY OF ARKANSAS-LITTLE ROCK

AZ COCONINO COMMUNITY COLLEGE

AZ NORTHERN ARIZONA UNIVERSITY

CA AZUSA PACIFIC UNIVERSITY

CA BIOLA UNIVERSITY

CA CALIFORNIA STATE UNIVERSITY-FRESNO

CA CALIFORNIA STATE UNIVERSITY-STANISLAUS

CA LA SIERRA UNIVERSITY

CA POINT LOMA NAZARENE UNIVERSITY

CA SAMUEL MERRITT UNIVERSITY

CA SHEPHERD UNIVERSITY

CA SOKA UNIVERSITY OF AMERICA

CA UNIVERSITY OF THE PACIFIC

CA WESTMONT COLLEGE

CO COLORADO COLLEGE

CO COLORADO MOUNTAIN COLLEGE

CO ILIFF SCHOOL OF THEOLOGY

CO LAMAR COMMUNITY COLLEGE - PILOT

CO WESTERN STATE COLLEGE

CT FAIRFIELD UNIVERSITY

CT RENSSELAER POLYTECHNIC INSTITUTE -- HARTFORD

DC HOWARD UNIVERSITY

DE WILMINGTON UNIVERSITY

## State Institution

FL FLAGLER COLLEGE  
FL GULF COAST STATE COLLEGE  
FL PALM BEACH ATLANTIC UNIVERSITY  
FL ROLLINS COLLEGE  
FL TRINITY COLLEGE OF FLORIDA

GA ARMSTRONG ATLANTIC STATE UNIVERSITY  
GA COVENANT COLLEGE - PILOT  
GA OXFORD COLLEGE OF EMORY UNIVERSITY  
GA TOCCOA FALLS COLLEGE

IA COE COLLEGE - PILOT  
IA DORDT COLLEGE  
IA DRAKE UNIVERSITY  
IA GRACELAND UNIVERSITY  
IA GRAND VIEW UNIVERSITY  
IA KIRKWOOD COMMUNITY COLLEGE  
IA LORAS COLLEGE  
IA LUTHER COLLEGE  
IA MERCY COLLEGE OF HEALTH SCIENCES  
IA MORNINGSIDE COLLEGE  
IA NORTHWESTERN COLLEGE  
IA UNIVERSITY OF DUBUQUE

IL AUGUSTANA COLLEGE  
IL BENEDICTINE UNIVERSITY  
IL ELMHURST COLLEGE  
IL GREENVILLE COLLEGE  
IL ILLINOIS STATE UNIVERSITY  
IL LOYOLA UNIVERSITY OF CHICAGO - PILOT  
IL NORTH PARK UNIVERSITY  
IL PRINCIPIA COLLEGE  
IL REND LAKE COLLEGE  
IL RUSH UNIVERSITY MEDICAL CENTER

IN ANDERSON UNIVERSITY - PILOT  
IN BUTLER UNIVERSITY  
IN HUNTINGTON UNIVERSITY  
IN INDIANA WESLEYAN UNIVERSITY  
IN INDIANA-PURDUE UNIVERSITY - FORT WAYNE  
IN MARTIN UNIVERSITY  
IN PURDUE UNIVERSITY-CALUMET - PILOT  
IN UNIVERSITY OF EVANSVILLE  
IN UNIVERSITY OF INDIANAPOLIS  
IN UNIVERSITY OF SAINT FRANCIS

## State Institution

KS BAKER UNIVERSITY  
KS BENEDICTINE COLLEGE  
KS BUTLER COMMUNITY COLLEGE  
KS EMPORIA STATE UNIVERSITY  
KS FRIENDS UNIVERSITY  
KS HESSTON COLLEGE  
KS HIGHLAND COMMUNITY COLLEGE  
KS KANSAS STATE UNIVERSITY  
KS MANHATTAN AREA TECHNICAL COLLEGE  
KS MCPHERSON COLLEGE  
KS OTTAWA UNIVERSITY  
KS SEWARD COUNTY COMMUNITY COLLEGE - PILOT  
KS SOUTHWESTERN COLLEGE  
KS STERLING COLLEGE  
KS WASHBURN UNIVERSITY  
KS WICHITA STATE UNIVERSITY

KY BLUEGRASS COMMUNITY & TECHNICAL COLLEGE  
KY EASTERN KENTUCKY UNIVERSITY  
KY MOREHEAD STATE UNIVERSITY  
KY NORTHERN KENTUCKY UNIVERSITY

LA CENTENARY COLLEGE OF LOUISIANA  
LA LOUISIANA STATE UNIVERSITY - ALEXANDRIA

MA EASTERN NAZARENE COLLEGE  
MA STONEHILL COLLEGE  
MA THE BOSTON CONSERVATORY - PILOT

MD COLLEGE OF SOUTHERN MARYLAND - PILOT  
MD HOWARD COUNTY DEPARTMENT OF FIRE & RESCUE SERVICES  
MD HOWARD COMMUNITY COLLEGE  
MD JOHNS HOPKINS UNIVERSITY  
MD MORGAN STATE UNIVERSITY - PILOT  
MD TAI SOPHIA INSTITUTE - PILOT

MI FERRIS STATE UNIVERSITY  
MI GRAND RAPIDS THEOLOGICAL SEMINARY OF CORNERSTONE UNIVERSITY  
MI GRAND VALLEY STATE UNIVERSITY  
MI KALAMAZOO VALLEY COMMUNITY COLLEGE  
MI KETTERING UNIVERSITY - PILOT  
MI KUYPER COLLEGE  
MI LANSING COMMUNITY COLLEGE  
MI SCHOOLCRAFT COLLEGE

## State Institution

MN BETHEL UNIVERSITY  
MN CROWN COLLEGE  
MN HAMLINE UNIVERSITY - PILOT  
MN LUTHER SEMINARY  
MN MACALESTER COLLEGE  
MN MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE  
MN NORTHWESTERN COLLEGE  
MN ROCHESTER COMMUNITY & TECHNICAL COLLEGE  
MN UNIVERSITY OF SAINT THOMAS

MO CENTRAL CHRISTIAN COLLEGE OF THE BIBLE  
MO CULVER-STOCKTON COLLEGE  
MO DRURY UNIVERSITY  
MO HARRIS-STOWE STATE UNIVERSITY  
MO MISSOURI SOUTHERN STATE UNIVERSITY  
MO SAINT CHARLES COMMUNITY COLLEGE  
MO SAINT LOUIS COLLEGE OF PHARMACY  
MO SAINT LOUIS UNIVERSITY  
MO SOUTHEAST MISSOURI STATE UNIVERSITY  
MO TRUMAN STATE UNIVERSITY  
MO UNIVERSITY OF MISSOURI-KANSAS CITY  
MO URSHAN GRADUATE SCHOOL OF THEOLOGY  
MO WESTMINSTER COLLEGE  
MO WILLIAM JEWELL COLLEGE

MT ROCKY MOUNTAIN COLLEGE

NC APPALACHIAN STATE UNIVERSITY  
NC BARTON COLLEGE  
NC CHOWAN UNIVERSITY - PILOT  
NC PFEIFFER UNIVERSITY

NE CREIGHTON UNIVERSITY  
NE HASTINGS COLLEGE  
NE NEBRASKA METHODIST COLLEGE  
NE NEBRASKA WESLEYAN UNIVERSITY

NJ GLOUCESTER COUNTY COLLEGE  
NJ NEW JERSEY CITY UNIVERSITY  
NJ RARITAN VALLEY COMMUNITY COLLEGE  
NJ THE RICHARD STOCKTON COLLEGE OF NEW JERSEY

NM EASTERN NEW MEXICO UNIVERSITY  
NM NEW MEXICO STATE UNIVERSITY  
NM SANTA FE COMMUNITY COLLEGE - PILOT  
NM UNIVERSITY OF NEW MEXICO

## State Institution

NV GREAT BASIN COLLEGE

NY DAEMON COLLEGE - PILOT

NY HOUGHTON COLLEGE

NY ITHACA COLLEGE

NY JEFFERSON COMMUNITY COLLEGE

NY MERCY COLLEGE

NY NAZARETH COLLEGE OF ROCHESTER

NY NIAGARA COUNTY COMMUNITY COLLEGE

NY RENSSELAER POLYTECHNIC INSTITUTE

NY SUNY INSTITUTE OF TECHNOLOGY AT UTICA/ROME

NY THE NEW SCHOOL

OH BALDWIN-WALLACE COLLEGE

OH BOWLING GREEN STATE UNIVERSITY

OH CAPITAL UNIVERSITY

OH CEDARVILLE UNIVERSITY

OH CINCINNATI CHRISTIAN UNIVERSITY

OH FRANCISCAN UNIVERSITY OF STEUBENVILLE

OH NOTRE DAME COLLEGE

OH OHIO DOMINICAN UNIVERSITY

OH SINCLAIR COMMUNITY COLLEGE

OH UNIVERSITY OF AKRON

OH UNIVERSITY OF CINCINNATI

OH UNIVERSITY OF NORTHWESTERN OHIO

OH WALSH UNIVERSITY

OH WITTENBERG UNIVERSITY

OK CAMERON UNIVERSITY

OK OKLAHOMA BAPTIST UNIVERSITY

OK OKLAHOMA CITY UNIVERSITY

OK ROGERS STATE UNIVERSITY

OK SAINT GREGORY'S UNIVERISTY - PILOT

OK UNIVERSITY OF OKLAHOMA - NORMAN

OR OREGON INSTITUTE OF TECHNOLOGY