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,

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 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 1: Distribution of Converted Scores Compared to the <u>IDEA Database</u>

Converted Score Category	Expected Distribution

A. Progress on

This section

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
This report	4.2	4.1	1,311
Institution	4.2	4.1	2,865
IDEA System	4.0	4.0	31,991
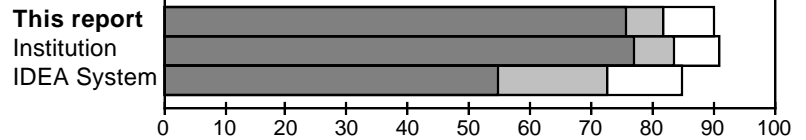
Objective 2: Learning fundamental principles, generalizations, or theories

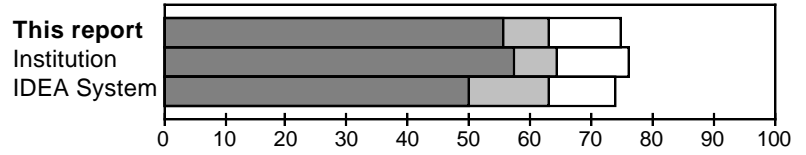|	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.1	1,261
Institution	4.2	4.1	2,843
IDEA System	3.9	3.9	30,398
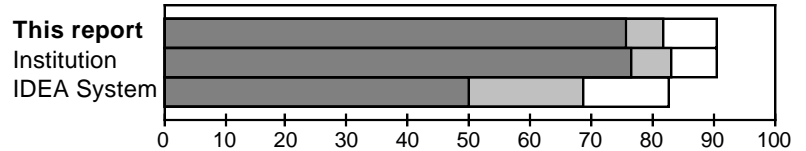
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.0	1,381
Institution	4.2	4.0	3,104
IDEA System	4.0	4.0	30,442

32 q165

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
This report	3.9	3.7	434
Institution	3.9	3.7	1,076
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
This report	3.9	3.7	562300 l 1442.5 6410 l 19 Td (Objective)Tj 0302.5 6187.5 l 302.5 6302.5 l 297.54l 2437.5 63o0.06380 g 1937.

This section is intended to support teaching

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 ± .3 of the Institution or the IDEA average, respectively.

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	4.0	8%	58%
	Institution	4.0	8%	58%

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,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.

Classes Included in this Report:
Report includes classes with the following class IDs:
10591–10597, 10599, 10601, 10602, 10609, 10611, 10612, 10615–10618, 10620, 10622, 10623, 10625, 10626, 10632, 10634, 10636, 10637, 10639–10641, 10645, 10654, 10655, 10659, 10662, 10669, 10672, 10673, 10678, 10679, 10681, 10688, 10691, 10699, 10712, 10716, 10717, 10719, 10721, 10723,