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**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

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### Number of Classes Included

Diagnostic Form  
 Group 18] 0.045429 Total Tf 29.7602 0 Td ( )Tj 0.0002138 Tc –526.56 –12 (1472 )Tj 04 –23966 Tc –165 –12 Td 1d  
 Short Form 1472

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,





Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at ~~classes~~

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

**Objective 6:** Developing creative capacities (writing, inventing, designing, performing)

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).

**1472 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	1462	4.4	0.6	
8. Stimulated students to intellectual effort beyond that required by most courses	1472	4.2	0.7	
13. Introduced stimulating ideas about the subject	1472	4.3	0.7	
15. Inspired students to set and achieve goals which really	1471	4.1	0.8	



**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,

A. Primary and 9

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.

