Insight. Improvement. Impact. ®

IDEA Benchmarking for Learning: Five-Year Trend Report

Summary for:

IDEA College

Report date: 10/12/2011

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1: How to Use This Report

The *IDEA Benchmarking for Learning: Five-Year Trend Report* allows campuses to compare their student ratings results to a group of peers they have selected, institutions in their Carnegie classification, and all other institutions in the IDEA benchmarking database.[1] In order to analyze trends, data are provided for five academic years.

This report is different from other IDEA summary reports because it summarizes the learning of individual students rather than summarizing class results.[2] The percentages of students or faculty offering positive ratings (usually the two highest categories of each response scale) are used to provide comparative data, rather than using the average response to items.

Other Considerations

Comparative information, while useful, needs to be interpreted with caution. Important things to consider that may impact results:

- Response rate. It is important to review the response rates for your institution and for all of the comparison groups to see if differences exist. One advantage of using IDEA data is response rates to student ratings are typically higher than other on-campus surveys. Nonetheless, response rate differences may still exist.
- Representativeness. Differences may exist between how institutions use IDEA. Some campuses may administer IDEA to all classes every semester while others may administer to a subset of classes. Consequently, the relative influence of each institution may vary within the comparison group. In an effort to maintain confidentiality, the percentage of ratings contributed by each institution is not provided.

Using the Information

The large number of cases included in a benchmarking report make finding statistical significance a frequent occurrence. However, these differences may not be of practical significance. Differences of 5% or less are likely of little importance. Differences between 5% and 10% may merit closer investigation. Differences of more than 10% are relatively rare and should be further examined.

It is always important to review findings from the IDEA benchmarking service with other sources of information that address the same or similar topics (local surveys, National [or Community College] Survey of Student Engagement, etc.). If similar differences are found from multiple sources of information, confidence of it being a meaningful finding is substantially increased. If findings in this report are unique, taking the time to develop possible explanations is warranted.

[1] When comparisons are calculated, each institution's results are calculated using the student as the unit of analysis. Then the results from each institution are averaged together giving each institution equal weight.

[2] By using the student as the unit of analysis, every student response counts equally. In contrast, when the class is the unit of analysis, a class with 100 students responding, and a class of 10 have equal weight. This report focuses on individual student learning and therefore it was viewed to be more appropriate to consider individual student responses.

2: Report Summary

The peer institutions you have selected to be included in this report are:
Note: Your institution has agreed not to identify any of the names of selected peers in any marketing or public relations material.

Peer College 1
Peer College 2
Peer College 3
Peer College 4
Peer College 5
Peer College 6
Peer College 7

Your Carnegie Group: Masters

Number of classes included:

Your institution	6,202
Peers	29,526
Carnegie Group	248,632
National	691,169

Number of ratings provided by students:

Your institution	96,007
Peers	450,196
Carnegie Group	4,117,711
National	10,814,737

Response rate:

Your institution	80.8%
Peers	84.7%
Carnegie Group	75.9%
National	75.2%

Average number of objectives selected per class:

Your institution	4.5
Peers	4.7
Carnegie Group	5.4
National	5.5

3: Overall Progress on Learning

This section addresses the amount of overall progress on learning students believed they made in their classes and allows you to compare your institution's results to the three comparison groups. The percent of students reporting "Exceptional" or "Substantial" progress on learning objectives that were selected as "Essential" or "Important" by their instructors is provided.

Graph 3.1 summarizes the results for all classes at all levels over time. Graphs 3.2-3.6 summarize results by course level and purpose (e.g., general education, major/certificate) as reported on the Faculty Information Form.

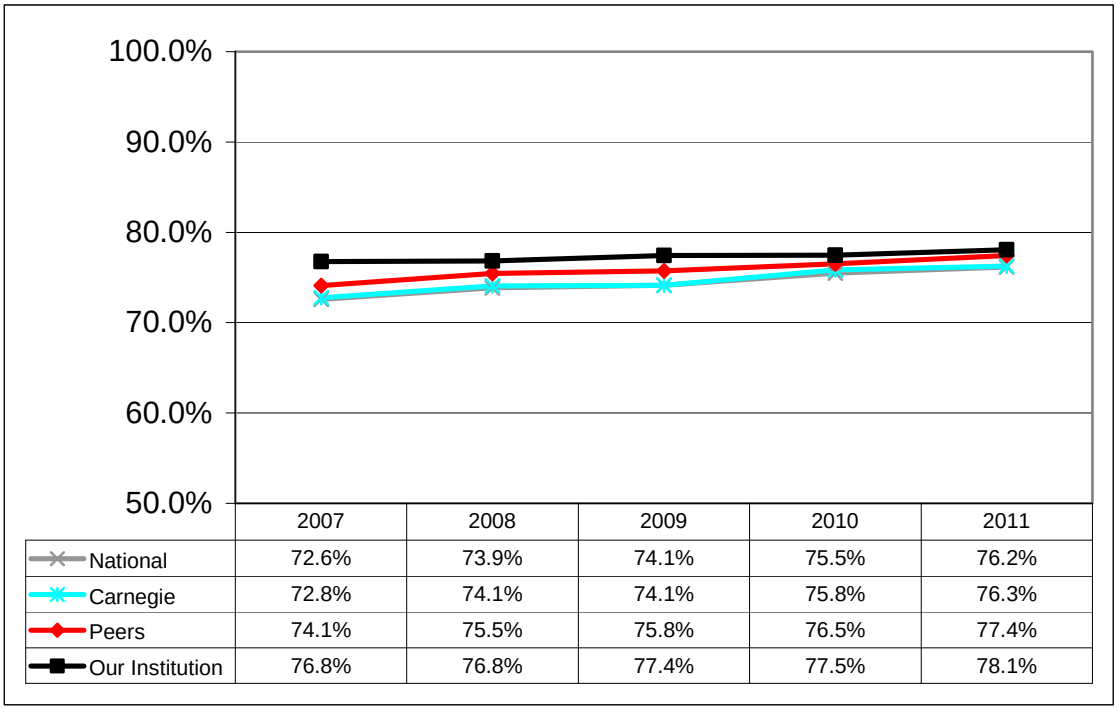
The information in this section can be used to explore such questions as:

- How do my institution's results compare to my peers?
- Have there been changes over time?
- Are results for certain levels and purposes different from the overall results?
- When comparing my institution's results to the comparison groups', is the pattern similar regardless of course level and purpose?

Graph 3.1

Progress on Relevant Objectives

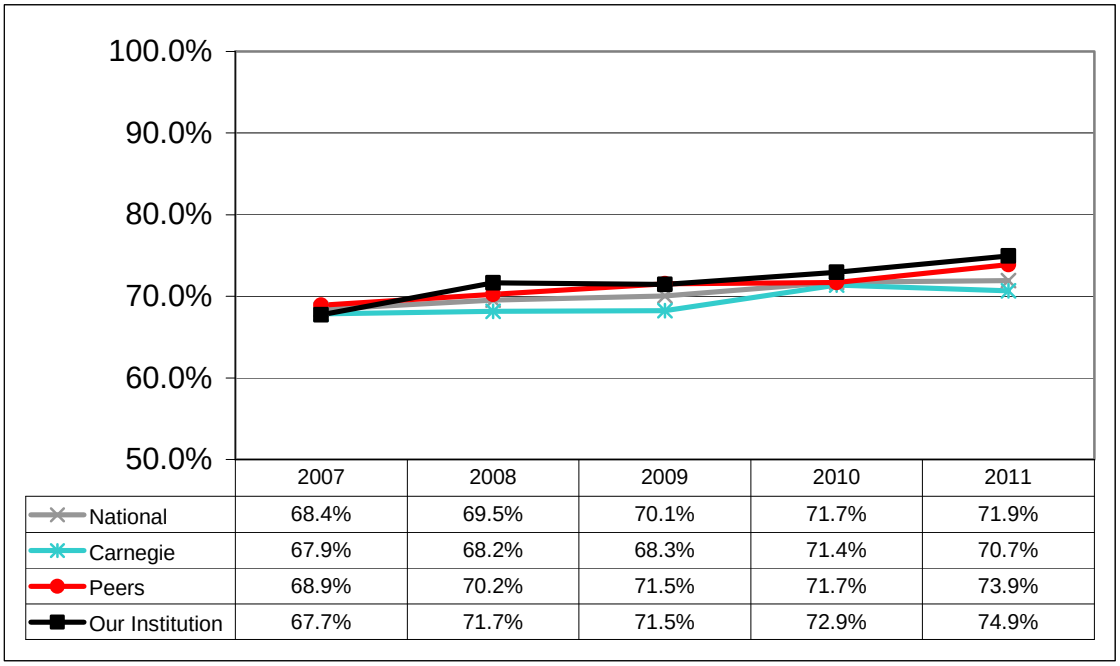
% responding "Exceptional" or "Substantial" progress



	2007	2008	2009	2010	2011
National	72.6%	73.9%	74.1%	75.5%	76.2%
Carnegie	72.8%	74.1%	74.1%	75.8%	76.3%
Peers	74.1%	75.5%	75.8%	76.5%	77.4%
Our Institution	76.8%	76.8%	77.4%	77.5%	78.1%

Graph 3.2
Progress on Relevant Objectives:
First-year students/sophomores seeking to meet a "general education" or "distribution" requirement

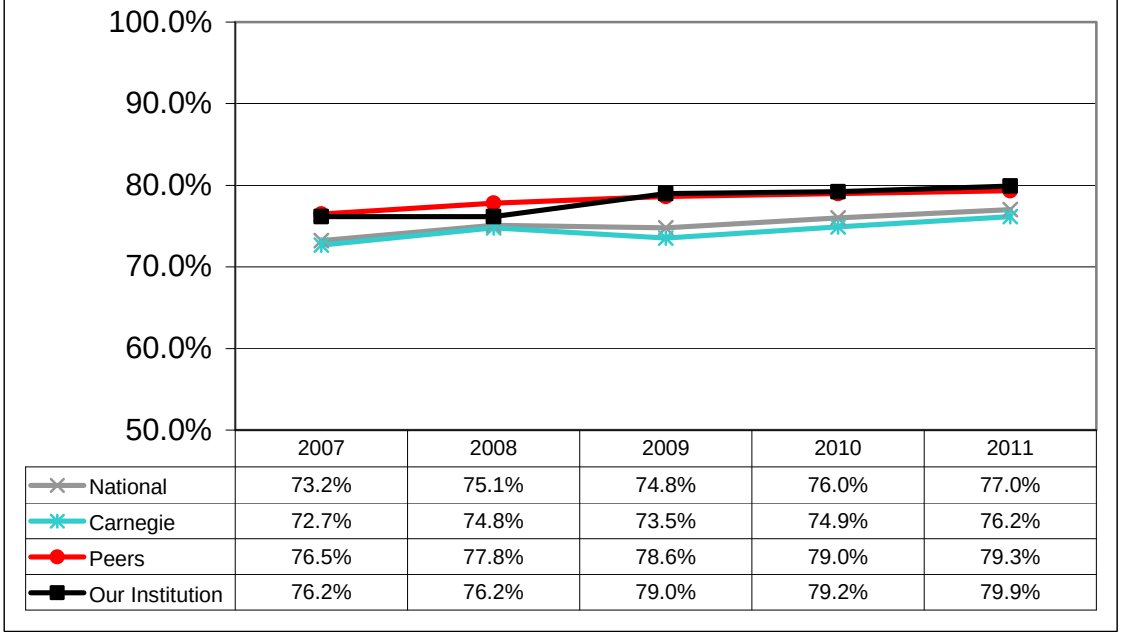
% responding "Exceptional" or "Substantial" progress



	2007	2008	2009	2010	2011
National	68.4%	69.5%	70.1%	71.7%	71.9%
Carnegie	67.9%	68.2%	68.3%	71.4%	70.7%
Peers	68.9%	70.2%	71.5%	71.7%	73.9%
Our Institution	67.7%	71.7%	71.5%	72.9%	74.9%

Graph 3.3
Progress on Relevant Objectives:
First-year students/sophomores seeking to develop background needed for their intended specialization

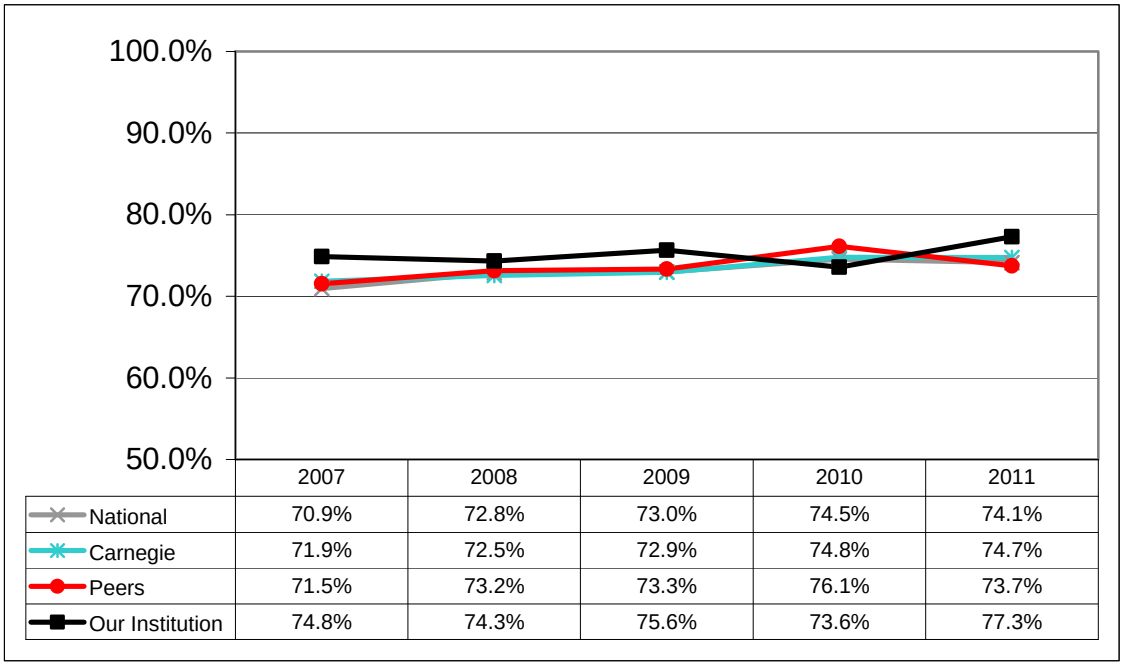
% responding "Exceptional" or "Substantial" progress



	2007	2008	2009	2010	2011
National	73.2%	75.1%	74.8%	76.0%	77.0%
Carnegie	72.7%	74.8%	73.5%	74.9%	76.2%
Peers	76.5%	77.8%	78.6%	79.0%	79.3%
Our Institution	76.2%	76.2%	79.0%	79.2%	79.9%

Graph 3.4
Progress on Relevant Objectives:
Upper level non-majors taking the course as a "general education" or "distribution" requirement

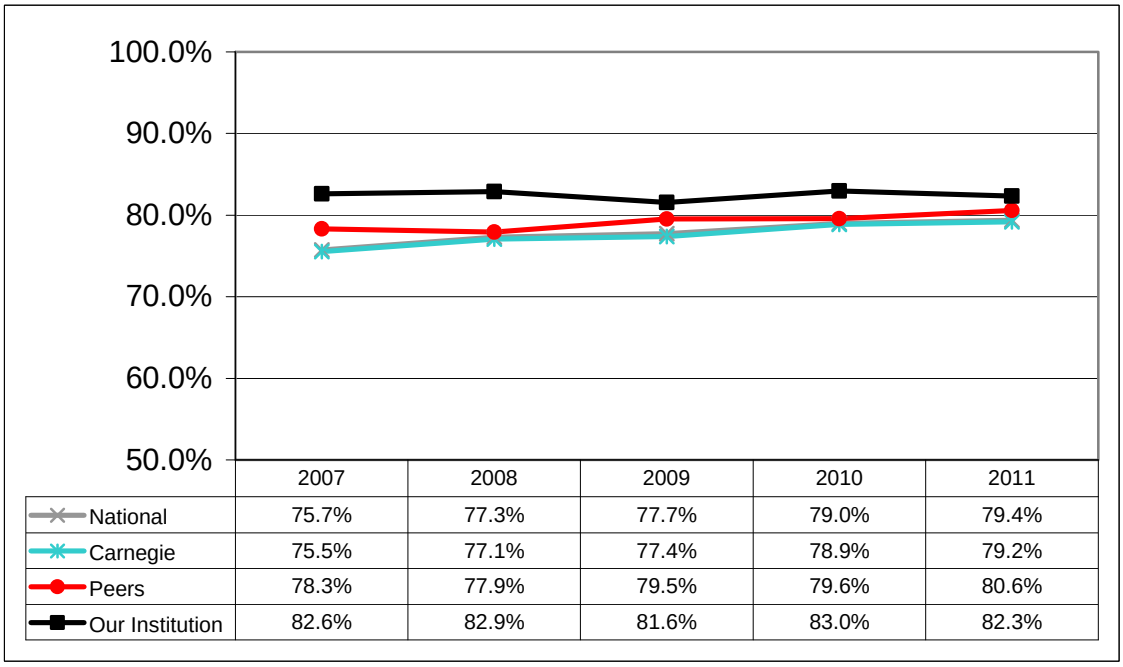
% responding "Exceptional" or "Substantial" progress



	2007	2008	2009	2010	2011
National	70.9%	72.8%	73.0%	74.5%	74.1%
Carnegie	71.9%	72.5%	72.9%	74.8%	74.7%
Peers	71.5%	73.2%	73.3%	76.1%	73.7%
Our Institution	74.8%	74.3%	75.6%	73.6%	77.3%

Graph 3.5
Progress on Relevant Objectives:
Upper level majors (in this or a related field of study) seeking competence or expertise in their academic/professional specialty

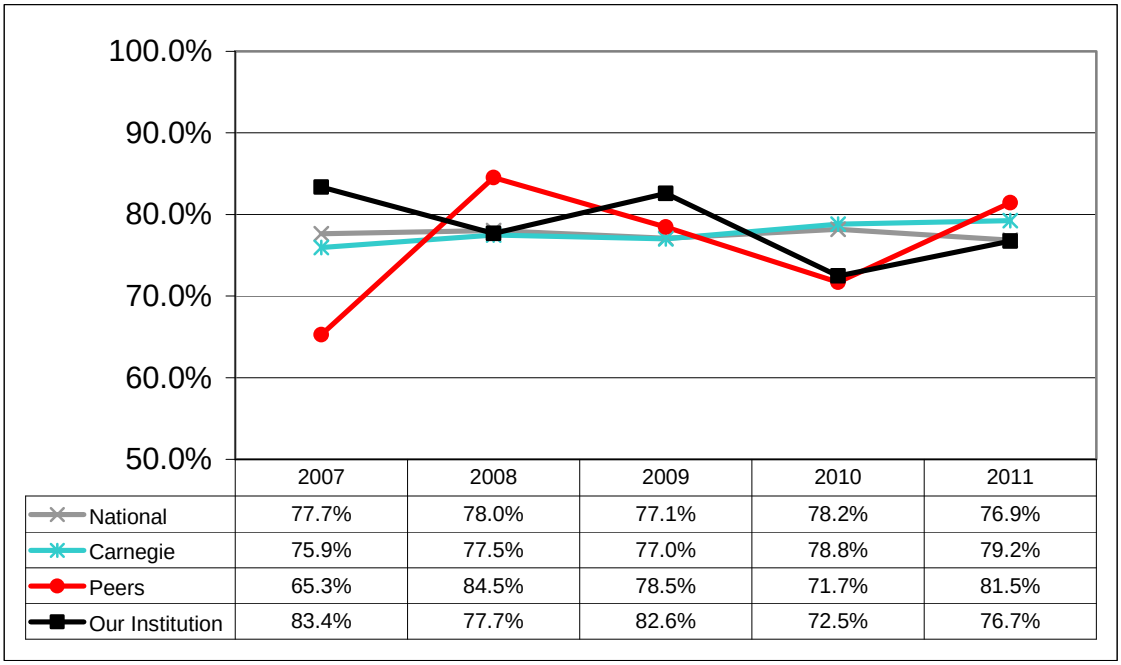
% responding "Exceptional" or "Substantial" progress



	2007	2008	2009	2010	2011
National	75.7%	77.3%	77.7%	79.0%	79.4%
Carnegie	75.5%	77.1%	77.4%	78.9%	79.2%
Peers	78.3%	77.9%	79.5%	79.6%	80.6%
Our Institution	82.6%	82.9%	81.6%	83.0%	82.3%

Graph 3.6
Progress on Relevant Objectives:
Graduate or professional school students

% responding "Exceptional" or "Substantial" progress



	2007	2008	2009	2010	2011
National	77.7%	78.0%	77.1%	78.2%	76.9%
Carnegie	75.9%	77.5%	77.0%	78.8%	79.2%
Peers	65.3%	84.5%	78.5%	71.7%	81.5%
Our Institution	83.4%	77.7%	82.6%	72.5%	76.7%

4: Frequency of Learning Objective Selection

The graph (4.1) below describes how frequently instructors selected each objective for classes at your institution and how those results compare to your peers and other comparison groups.

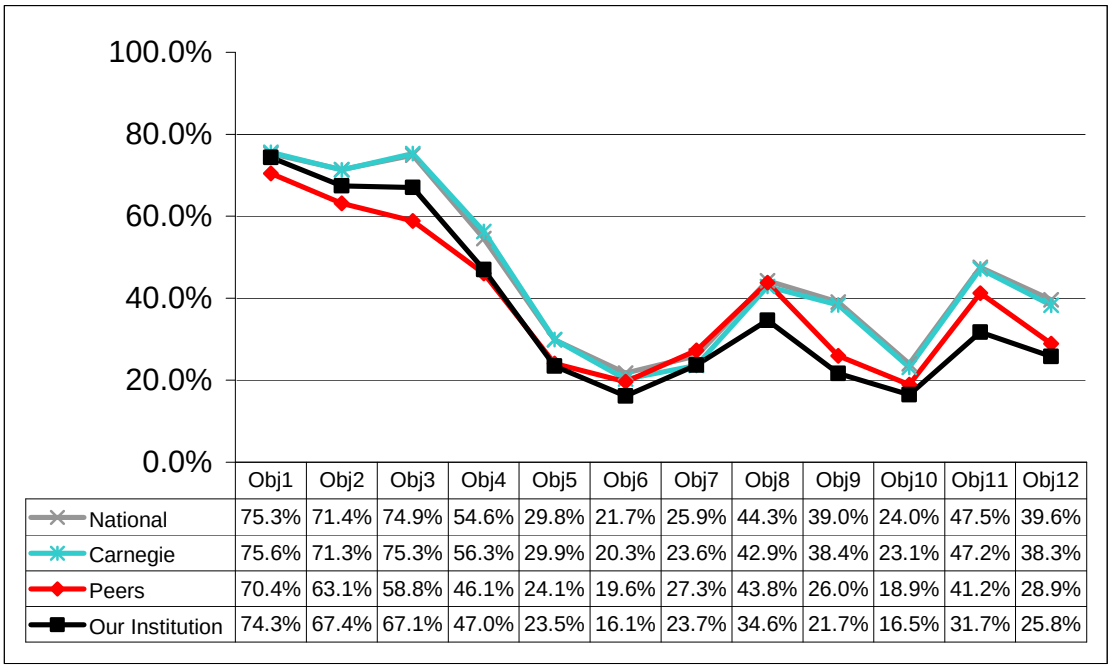
This graph explores the questions:

- Does our institution emphasize certain kinds of learning more or less frequently than our peers?
- Are there objectives that are not selected as frequently as desired?
- Is the learning emphasis consistent with our institutional mission?

Graph 4.1

Objectives Selected vs. Comparison Groups

% of total classes where instructor selected objective as "Essential" or "Important"



	Obj1	Obj2	Obj3	Obj4	Obj5	Obj6	Obj7	Obj8	Obj9	Obj10	Obj11	Obj12
National	75.3%	71.4%	74.9%	54.6%	29.8%	21.7%	25.9%	44.3%	39.0%	24.0%	47.5%	39.6%
Carnegie	75.6%	71.3%	75.3%	56.3%	29.9%	20.3%	23.6%	42.9%	38.4%	23.1%	47.2%	38.3%
Peers	70.4%	63.1%	58.8%	46.1%	24.1%	19.6%	27.3%	43.8%	26.0%	18.9%	41.2%	28.9%
Our Institution	74.3%	67.4%	67.1%	47.0%	23.5%	16.1%	23.7%	34.6%	21.7%	16.5%	31.7%	25.8%

Objectives are identified in Table 4.1 on the following page.

Table 4.1	IDEA Learning Objectives	See Detail…
Obj1	Gaining factual knowledge (terminology, classifications, methods, trends)	Page 23
Obj2	Learning fundamental principles, generalizations, or theories	Page 24
Obj3	Learning to apply course material (to improve thinking, problem solving, and decisions)	Page 25
Obj4	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Page 26
Obj5	Acquiring skills in working with others as a member of a team	Page 27
Obj6	Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Page 28
Obj7	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Page 29
Obj8	Developing skill in expressing oneself orally or in writing	Page 30
Obj9	Learning how to find and use resources for answering questions or solving problems	Page 31
Obj10	Developing a clearer understanding of, and commitment to, personal values	Page 32
Obj11	Learning to analyze and critically evaluate ideas, arguments, and points of view	Page 33
Obj12	Acquiring an interest in learning more by asking questions and seeking answers	Page 34

Appendix A (pages 22-34) allows you to explore more detailed information about the objectives selected. It provides longitudinal data and comparative data for your Carnegie group and the IDEA national data base as well.

The following questions may be explored using Appendix A:

- Have there been changes in the kinds of learning our institution is emphasizing?
- Has our relative standing when compared to peers and other groups changed over time?
- If there are changes in our institutional data, are they expected because of curricular or program initiatives that have been instituted?

5: Progress on Learning

The graph (5.1) below reports the percentage of students who report making "Exceptional" or "Substantial" progress on each of the 12 IDEA Learning Objectives when an instructor identified them as "Essential" or "Important" to the course. The results are aggregated over time.

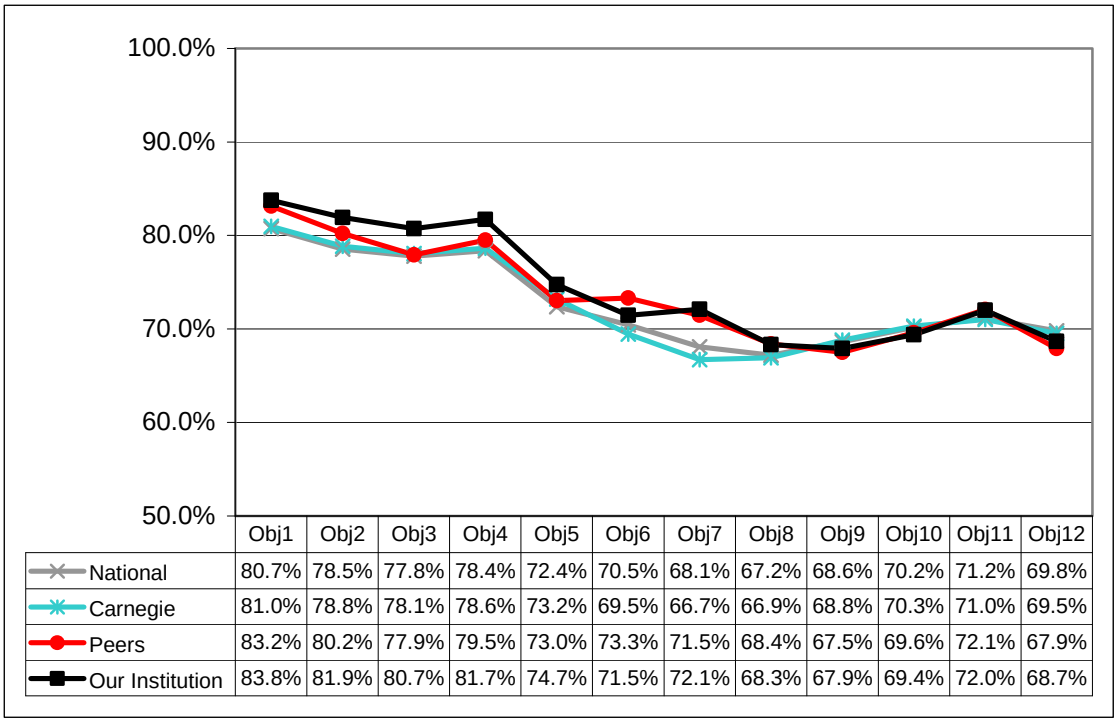
Questions that may be addressed include:

- Are we more successful in addressing certain kinds of learning than others?
- Are student self-reported outcomes similar to our peers and other comparison groups?
- Is there a learning objective where improvement efforts might be focused?

Graph 5.1

Progress on Relevant Objectives

% responding "Exceptional" or "Substantial" progress



	Obj1	Obj2	Obj3	Obj4	Obj5	Obj6	Obj7	Obj8	Obj9	Obj10	Obj11	Obj12
National	80.7%	78.5%	77.8%	78.4%	72.4%	70.5%	68.1%	67.2%	68.6%	70.2%	71.2%	69.8%
Carnegie	81.0%	78.8%	78.1%	78.6%	73.2%	69.5%	66.7%	66.9%	68.8%	70.3%	71.0%	69.5%
Peers	83.2%	80.2%	77.9%	79.5%	73.0%	73.3%	71.5%	68.4%	67.5%	69.6%	72.1%	67.9%
Our Institution	83.8%	81.9%	80.7%	81.7%	74.7%	71.5%	72.1%	68.3%	67.9%	69.4%	72.0%	68.7%

Objectives are identified in Table 4.1.

With Appendix A (pages 22-34) you may explore changes for each objective over time, allowing questions to be addressed such as:

- Has self-reported learning at our institution changed for one or more objectives?
- Are our results becoming more or less favorable when compared to our peers or other groups for one or more of the objectives?
- Do the results for our institution reflect changes we have made in curricular or teaching initiatives?

6: Teaching Method Emphasis

The graph (6.1) below provides comparisons between your institution and your peers for each of the five teaching style scales, aggregated over time. Each scale contains three to five of the teaching methods listed on the IDEA Diagnostic Form (see Appendix B). The IDEA Center recognizes that the importance of any particular method is dependent upon the kind of learning you wish to accomplish. However when the data are aggregated the results serve as an indicator of how frequently your campus employs important teaching methods compared to your peer institutions and other groups. The IDEA model suggests that the more frequently relevant teaching methods are employed, the more learning will occur.

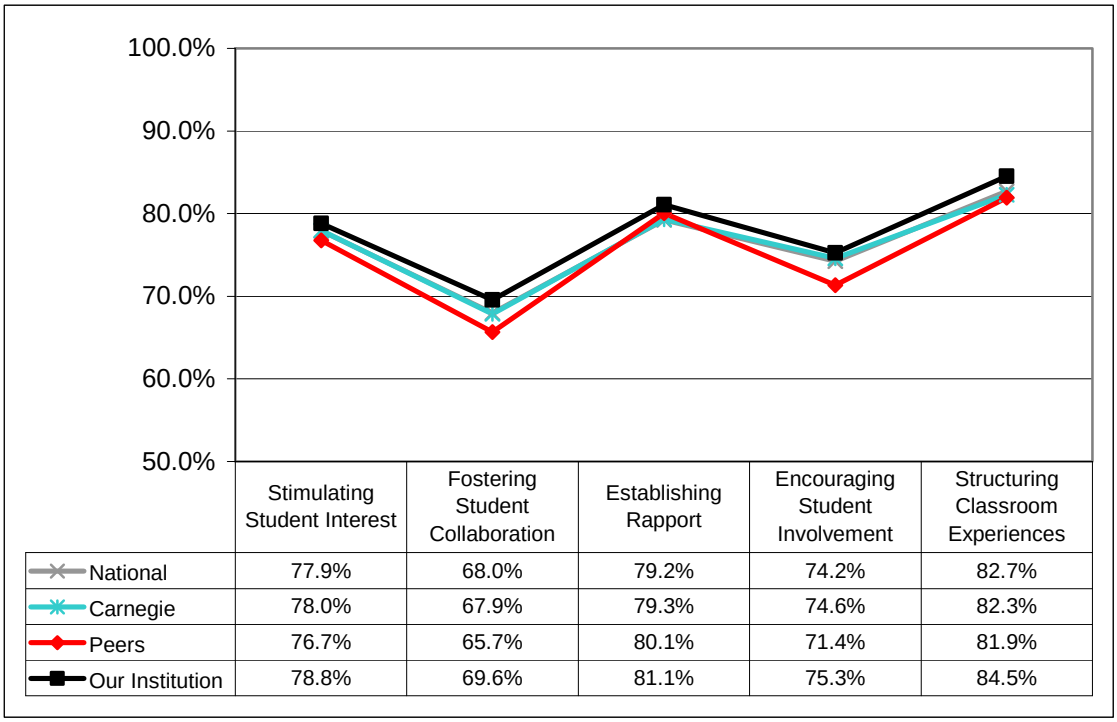
Questions this graph may address include:

- Do we employ all types of methods similarly?
- Do we employ methods more or less frequently than our peers, or other groups?

Graph 6.1

Teaching Methods and Styles

% responding that instructor employed methods "Almost Always" or "Frequently"



	Stimulating Student Interest	Fostering Student Collaboration	Establishing Rapport	Encouraging Student Involvement	Structuring Classroom Experiences
National	77.9%	68.0%	79.2%	74.2%	82.7%
Carnegie	78.0%	67.9%	79.3%	74.6%	82.3%
Peers	76.7%	65.7%	80.1%	71.4%	81.9%
Our Institution	78.8%	69.6%	81.1%	75.3%	84.5%

Appendix B (pages 35-39) again allows you to examine changes over time for your institution and the comparison groups.

- Are our results becoming more or less favorable when compared to our peers or other groups for one or more of the teaching methods and styles?
- Do the results for our institution reflect changes we have made in curricular or teaching initiatives?

7: Student Characteristics

The IDEA Center's research suggests that student characteristics such as motivation, work habits, and academic effort influence student learning. This section contains four graphs that examine these three areas.

The first two graphs (7.1 and 7.2) deal with student motivation and address slightly different questions. The first examines student desire to take a course based on its content. The second examines student desire to take a course because of who was teaching it.

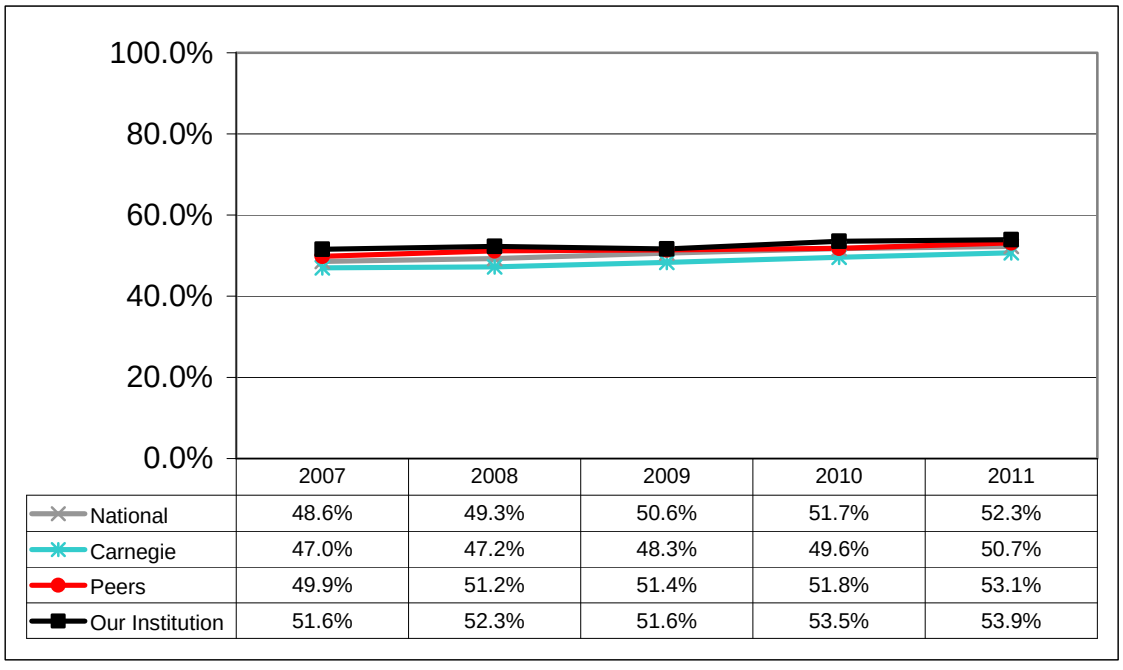
The first graph (7.1) is intended to address questions such as:

- How motivated are our students to take the courses in which they are enrolled?
- How similar is the motivation of our students compared to our peers or other comparison groups?
- Has motivation for our students changed over time and, if so, are they similar or different from our peers or other comparison groups?

Graph 7.1

I really wanted to take this course regardless of who taught it

% responding "Definitely True" or "More True than False"



	2007	2008	2009	2010	2011
National	48.6%	49.3%	50.6%	51.7%	52.3%
Carnegie	47.0%	47.2%	48.3%	49.6%	50.7%
Peers	49.9%	51.2%	51.4%	51.8%	53.1%
Our Institution	51.6%	52.3%	51.6%	53.5%	53.9%

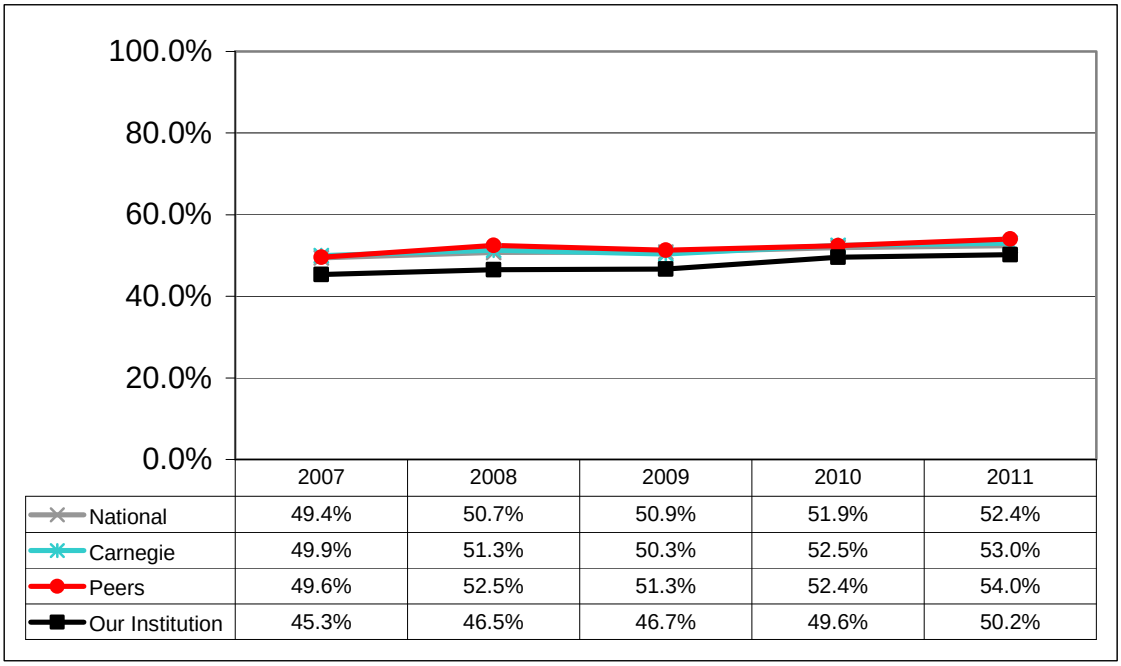
The second graph (7.2) examines questions about instructor popularity:

- Is instructor popularity different at our institution than at our peers or other groups?
- Has instructor popularity changed at our institution over time?

Graph 7.2

I really wanted to take a course from this instructor

% responding "Definitely True" or "More True than False"



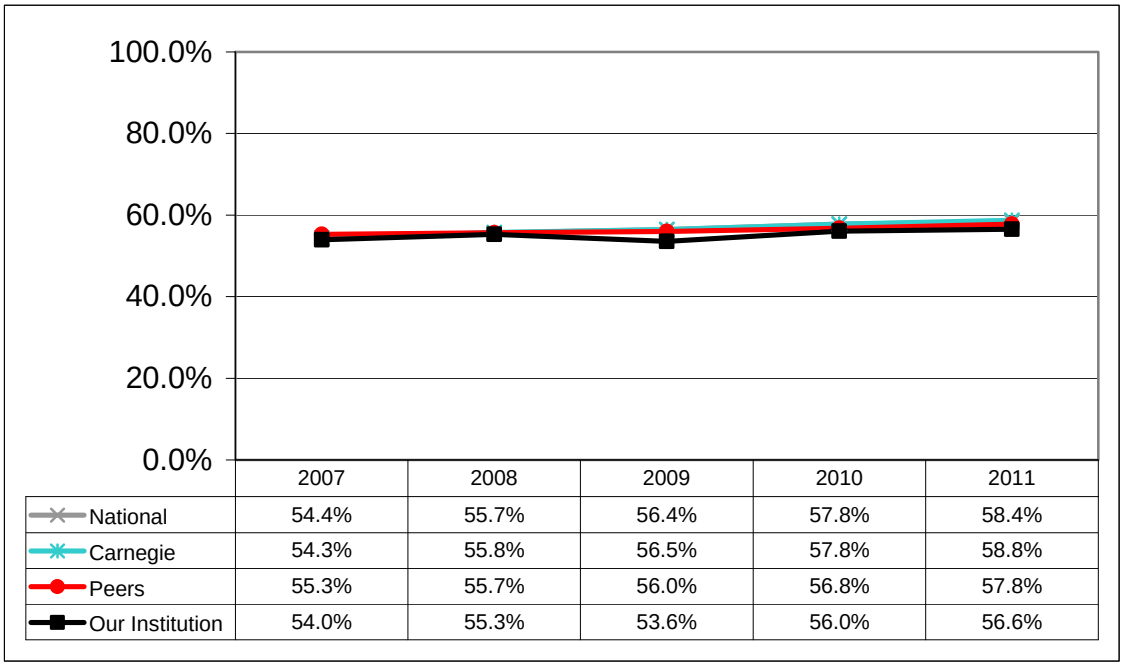
	2007	2008	2009	2010	2011
National	49.4%	50.7%	50.9%	51.9%	52.4%
Carnegie	49.9%	51.3%	50.3%	52.5%	53.0%
Peers	49.6%	52.5%	51.3%	52.4%	54.0%
Our Institution	45.3%	46.5%	46.7%	49.6%	50.2%

The following graph (7.3) addresses work habits by summarizing responses to how hard students worked in their classes and allows you to assess student perceptions of their course related effort. Again, comparisons with peers and other groups can be made as well as your institution's change over time.

Graph 7.3

I worked harder on this course than on most courses I have taken

% responding "Definitely True" or "More True than False"



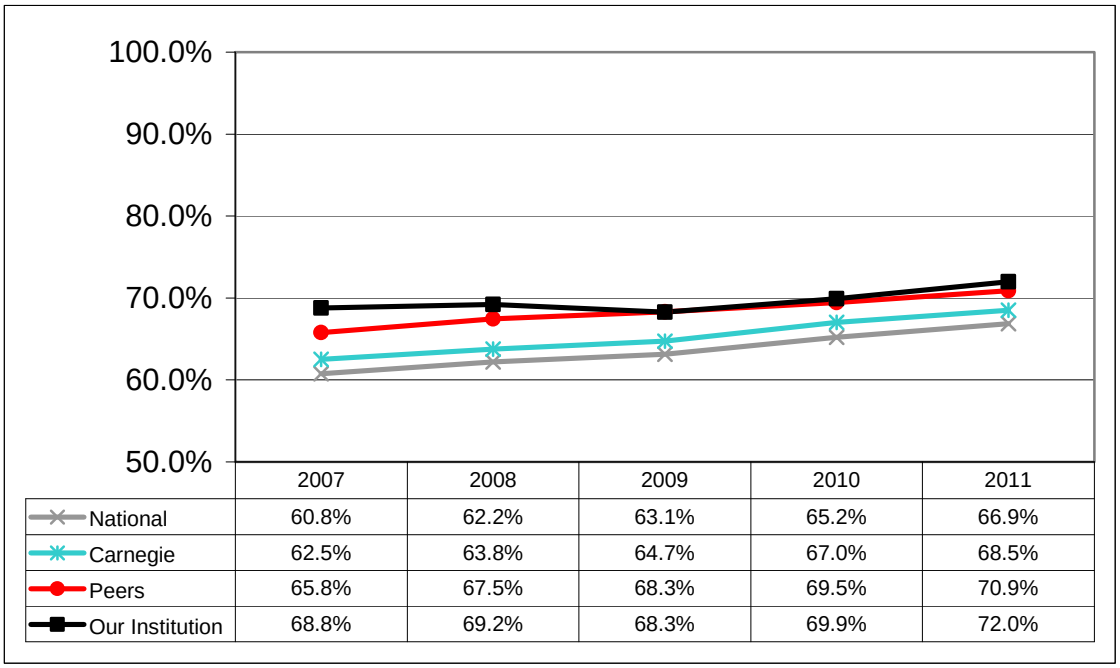
	2007	2008	2009	2010	2011
National	54.4%	55.7%	56.4%	57.8%	58.4%
Carnegie	54.3%	55.8%	56.5%	57.8%	58.8%
Peers	55.3%	55.7%	56.0%	56.8%	57.8%
Our Institution	54.0%	55.3%	53.6%	56.0%	56.6%

The final graph (7.4) in this section addresses academic effort by examining how students rate their typical work habits as compared to others. Student perceptions of effort at your institution may be compared to self-reported effort by students at other institutions over time.

Graph 7.4

As a rule, I put forth more effort than other students on academic work

% responding "Definitely True" or "More True than False"



	2007	2008	2009	2010	2011
National	60.8%	62.2%	63.1%	65.2%	66.9%
Carnegie	62.5%	63.8%	64.7%	67.0%	68.5%
Peers	65.8%	67.5%	68.3%	69.5%	70.9%
Our Institution	68.8%	69.2%	68.3%	69.9%	72.0%

8: Summary Ratings of Effectiveness

The IDEA Student Ratings of Instruction system contains three global summary evaluation items:

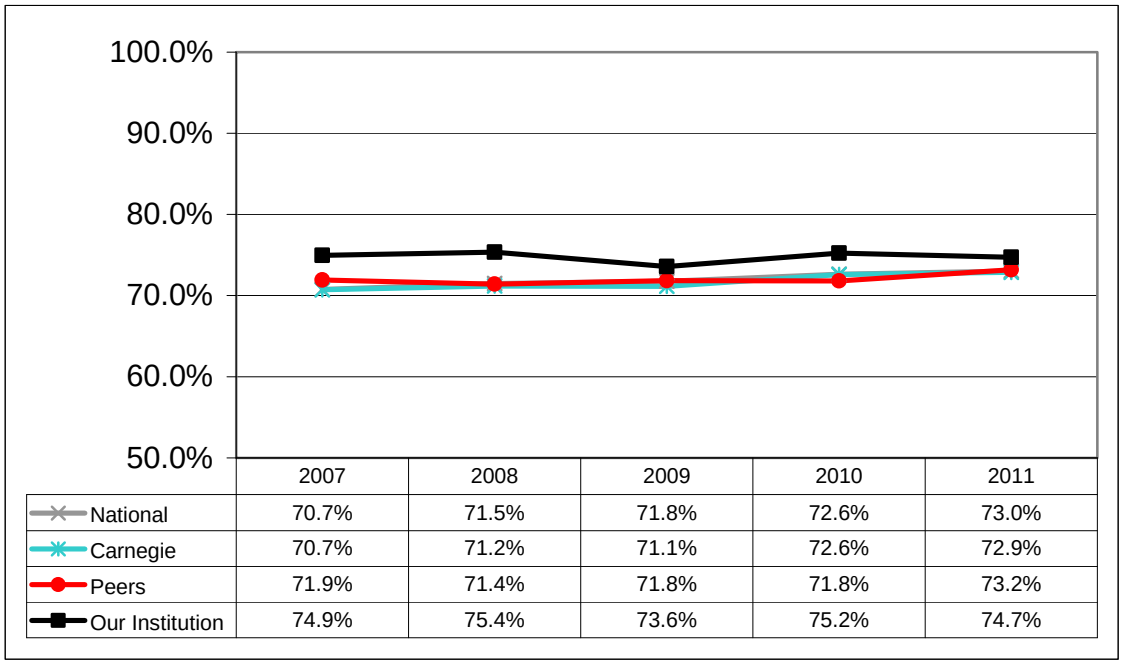
- *As a result of taking this course, I have more positive feelings toward this field of study.*
- *Overall, I rate this instructor an excellent teacher.*
- *Overall, I rate this course as excellent.*

The following three graphs (8.1 – 8.3) summarize responses to those items over time for your institution, your peers, and other comparison groups.

Graph 8.1

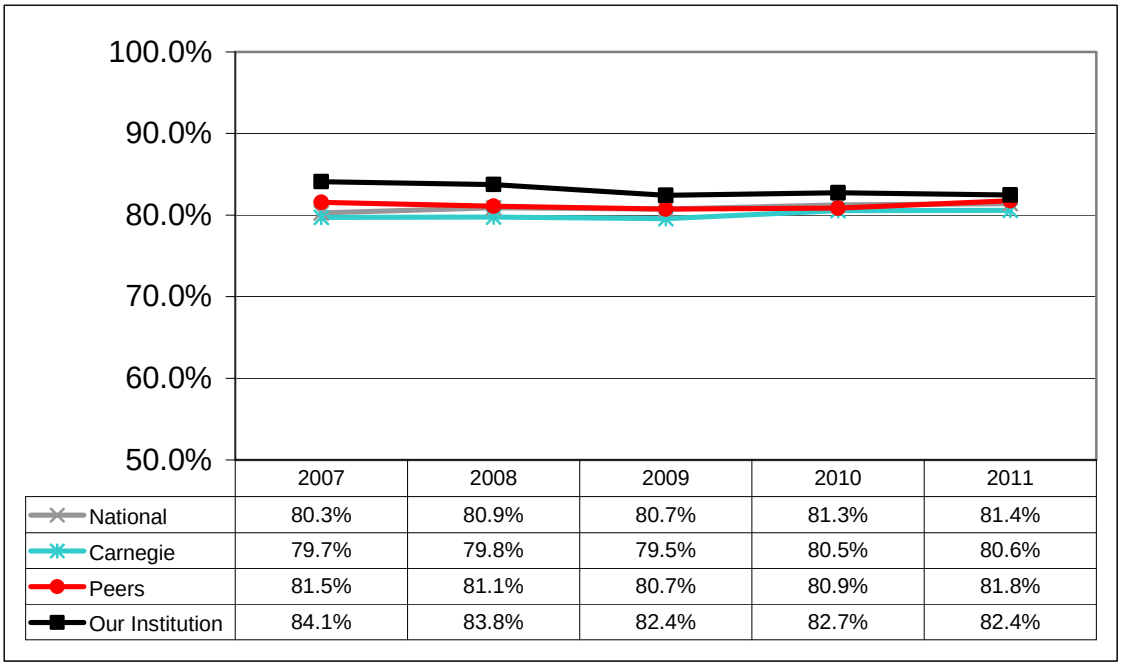
As a result of taking this course, I have more positive feelings toward this field of study

% responding "Definitely True" or "More True than False"



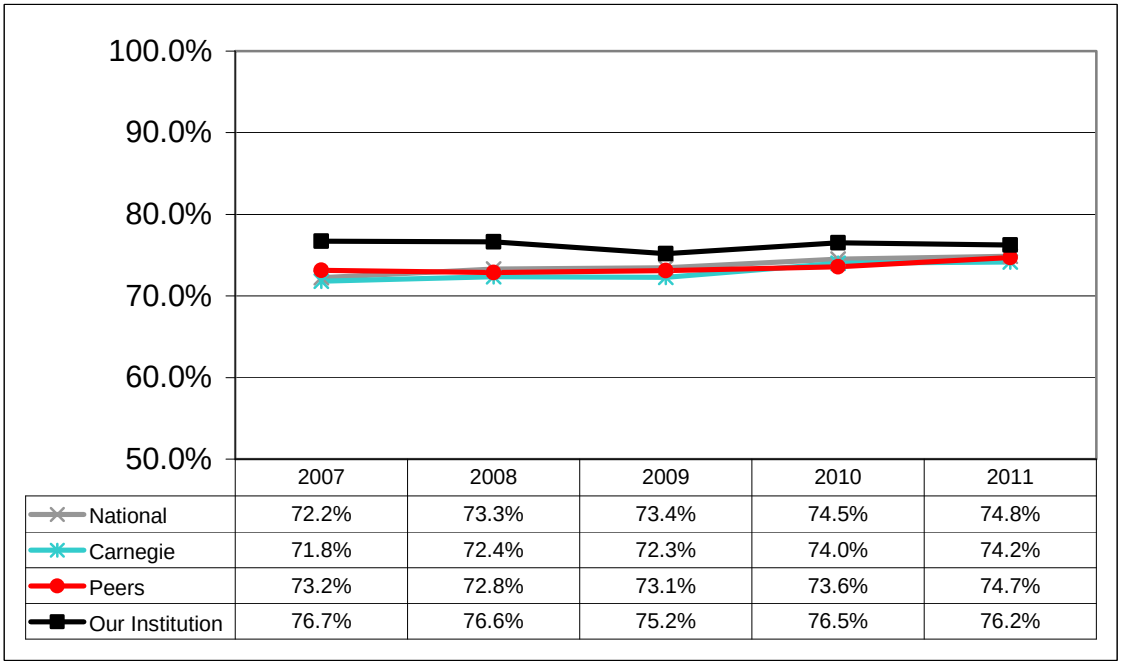
	2007	2008	2009	2010	2011
National	70.7%	71.5%	71.8%	72.6%	73.0%
Carnegie	70.7%	71.2%	71.1%	72.6%	72.9%
Peers	71.9%	71.4%	71.8%	71.8%	73.2%
Our Institution	74.9%	75.4%	73.6%	75.2%	74.7%

Graph 8.2
Overall, I rate this instructor an excellent teacher
% responding "Definitely True" or "More True than False"



	2007	2008	2009	2010	2011
National	80.3%	80.9%	80.7%	81.3%	81.4%
Carnegie	79.7%	79.8%	79.5%	80.5%	80.6%
Peers	81.5%	81.1%	80.7%	80.9%	81.8%
Our Institution	84.1%	83.8%	82.4%	82.7%	82.4%

Graph 8.3
Overall, I rate this course as excellent
% responding "Definitely True" or "More True than False"



	2007	2008	2009	2010	2011
National	72.2%	73.3%	73.4%	74.5%	74.8%
Carnegie	71.8%	72.4%	72.3%	74.0%	74.2%
Peers	73.2%	72.8%	73.1%	73.6%	74.7%
Our Institution	76.7%	76.6%	75.2%	76.5%	76.2%

9: Faculty Ratings of Other Impacts on Learning

The IDEA Student Ratings of Instruction system asks faculty to rate the impact (positive, negative, or neutral) that various circumstances had on learning in their classes.

Five of those circumstances are summarized in this section. They are:

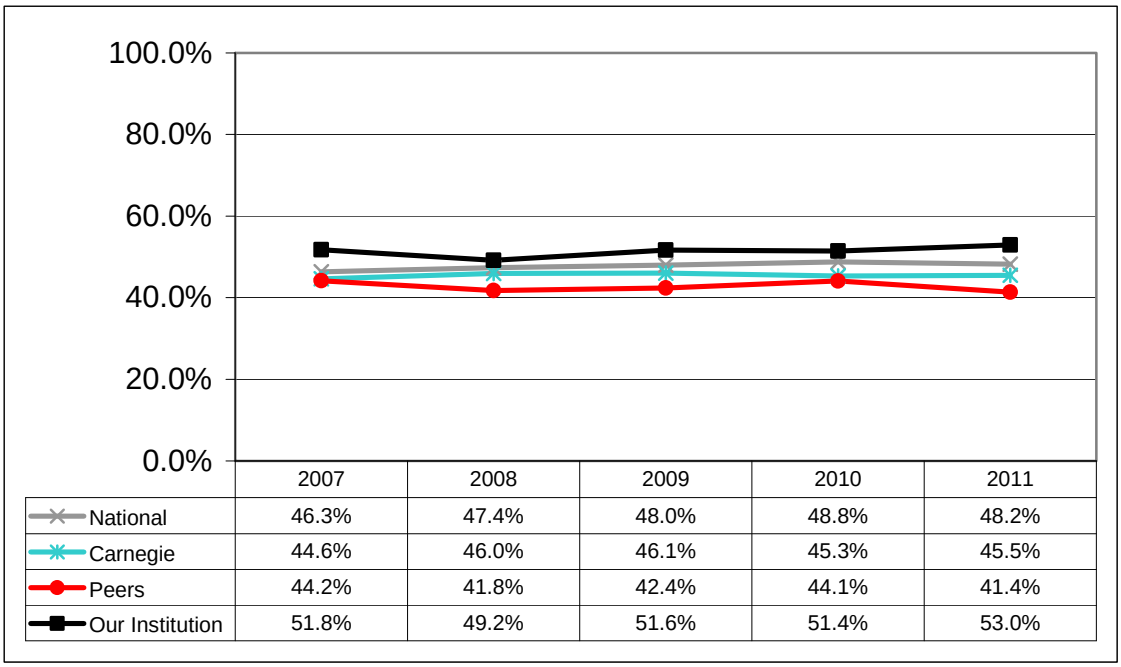
- Physical facilities and/or equipment
- Technical/instructional support
- Adequacy of students' background and preparation for the course
- Student enthusiasm for the course
- Student effort to learn

This information is useful in assessing faculty perceptions of instructional support (facilities, equipment, technology) and student characteristics. It allows you to address questions such as:

- Have faculty views about students at our institution changed over time?
- Are our facilities and technology viewed to positively support student learning?
- How do our results compare to those of our peers and other comparison groups?

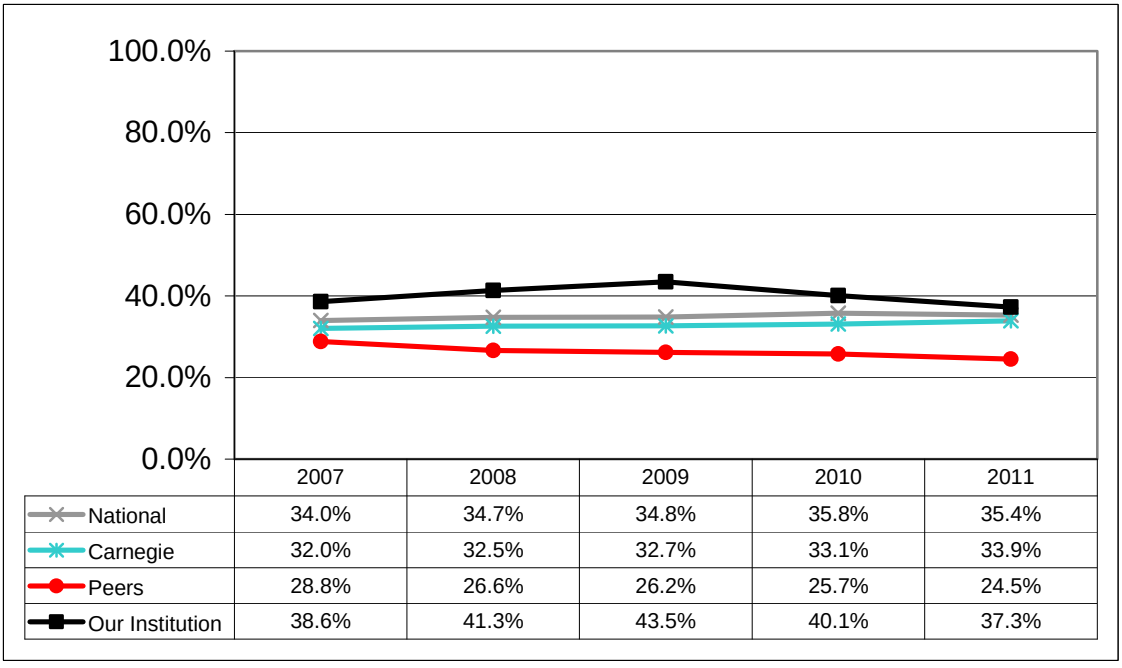
Note: Instructors are not required to respond to these items on the Faculty Information Form; the percent of faculty who opt to complete them may vary substantially across institutions. This needs to be taken into consideration when you review the following five "circumstance" graphs (9.1 – 9.5).

Graph 9.1
Physical facilities and/or equipment
% responding "Had a positive impact on learning"



	2007	2008	2009	2010	2011
National	46.3%	47.4%	48.0%	48.8%	48.2%
Carnegie	44.6%	46.0%	46.1%	45.3%	45.5%
Peers	44.2%	41.8%	42.4%	44.1%	41.4%
Our Institution	51.8%	49.2%	51.6%	51.4%	53.0%

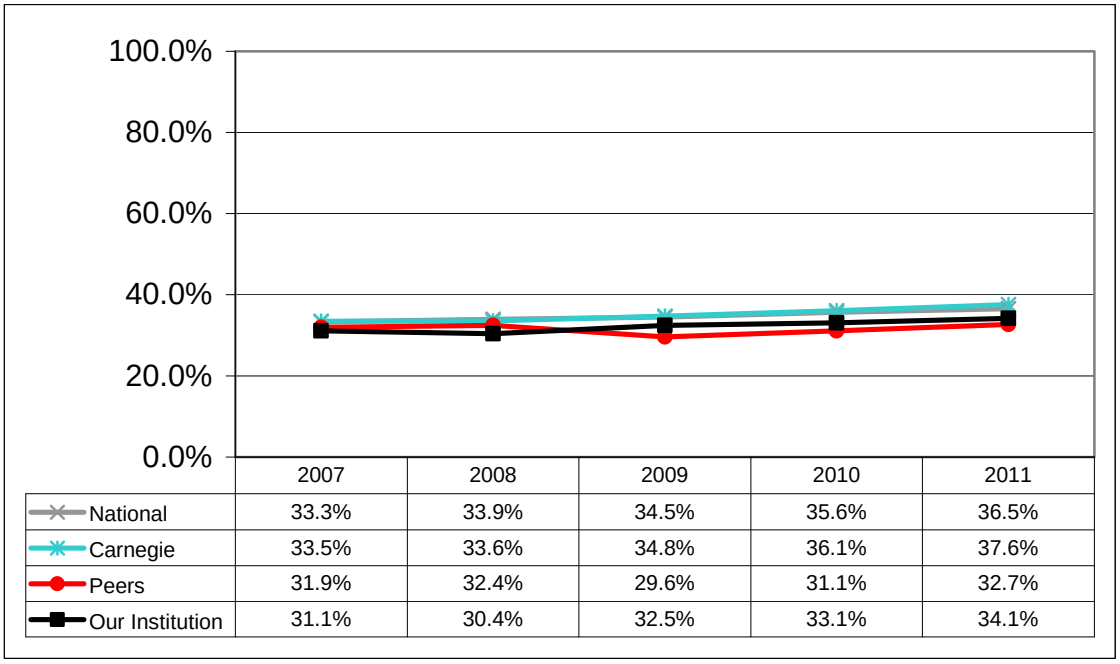
Graph 9.2
Technical/instructional support
% responding "Had a positive impact on learning"



	2007	2008	2009	2010	2011
National	34.0%	34.7%	34.8%	35.8%	35.4%
Carnegie	32.0%	32.5%	32.7%	33.1%	33.9%
Peers	28.8%	26.6%	26.2%	25.7%	24.5%
Our Institution	38.6%	41.3%	43.5%	40.1%	37.3%

Graph 9.3
Adequacy of students' background and preparation for the course

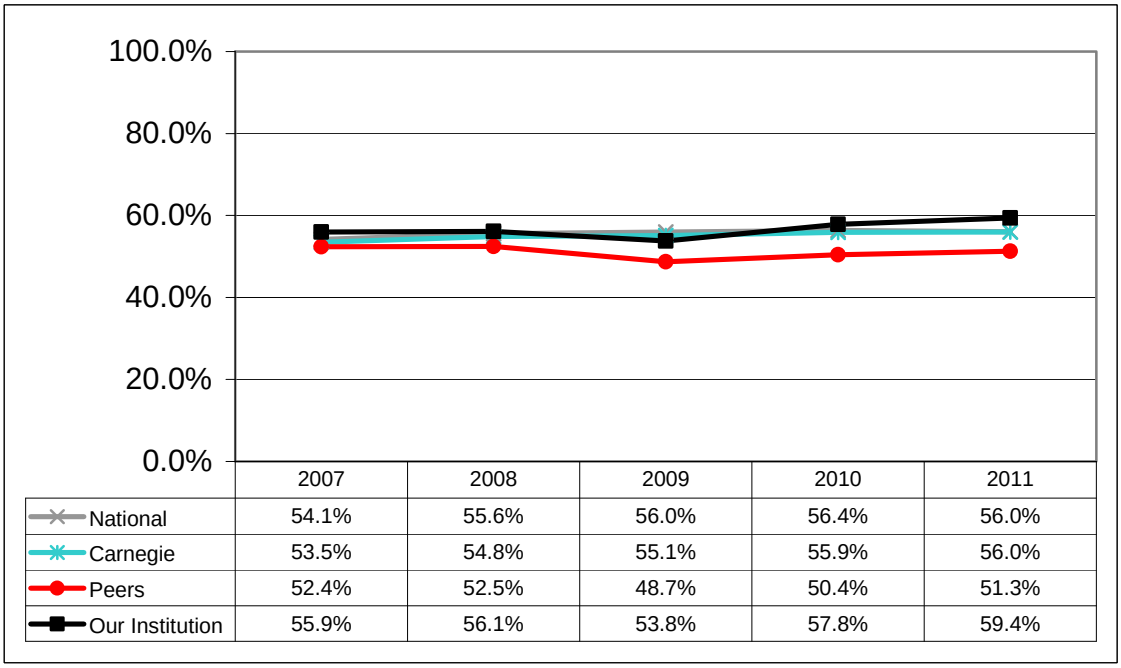
% responding "Had a positive impact on learning"



	2007	2008	2009	2010	2011
National	33.3%	33.9%	34.5%	35.6%	36.5%
Carnegie	33.5%	33.6%	34.8%	36.1%	37.6%
Peers	31.9%	32.4%	29.6%	31.1%	32.7%
Our Institution	31.1%	30.4%	32.5%	33.1%	34.1%

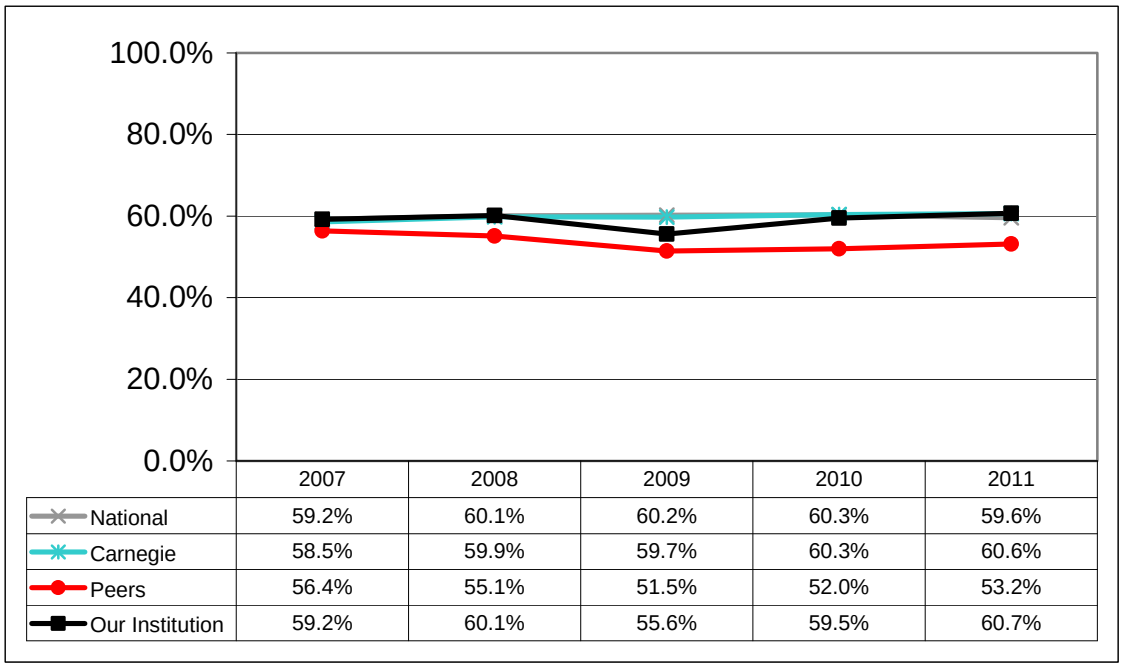
Graph 9.4
Student enthusiasm for the course

% responding "Had a positive impact on learning"



	2007	2008	2009	2010	2011
National	54.1%	55.6%	56.0%	56.4%	56.0%
Carnegie	53.5%	54.8%	55.1%	55.9%	56.0%
Peers	52.4%	52.5%	48.7%	50.4%	51.3%
Our Institution	55.9%	56.1%	53.8%	57.8%	59.4%

Graph 9.5
Student effort to learn
% responding "Had a positive impact on learning"



	2007	2008	2009	2010	2011
National	59.2%	60.1%	60.2%	60.3%	59.6%
Carnegie	58.5%	59.9%	59.7%	60.3%	60.6%
Peers	56.4%	55.1%	51.5%	52.0%	53.2%
Our Institution	59.2%	60.1%	55.6%	59.5%	60.7%

Appendix A: Learning Objective Selection and Progress Over Time

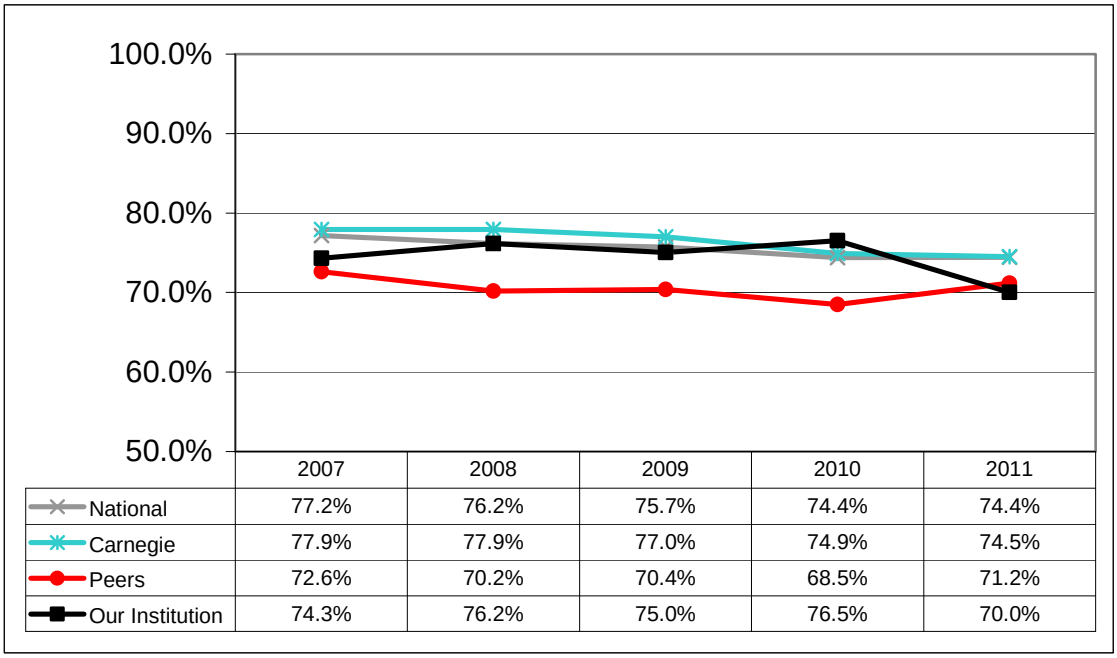
- Have there been changes in the kinds of learning our institution is emphasizing?
- Has our relative standing when compared to peers and other groups changed over time?
- If there are changes in our institutional data, are they expected because of curricular or program initiatives that have been instituted?
- Has self-reported learning at our institution changed over time for one or more objectives?
- Are our results becoming more or less favorable when compared to our peers or other groups for one or more of the objectives over time?
- Do the results for our institution reflect changes we have made in curricular or teaching initiatives?

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

Graph A.1

Faculty Rating of Importance

% of total classes where instructor selected objective as "Essential" or "Important"

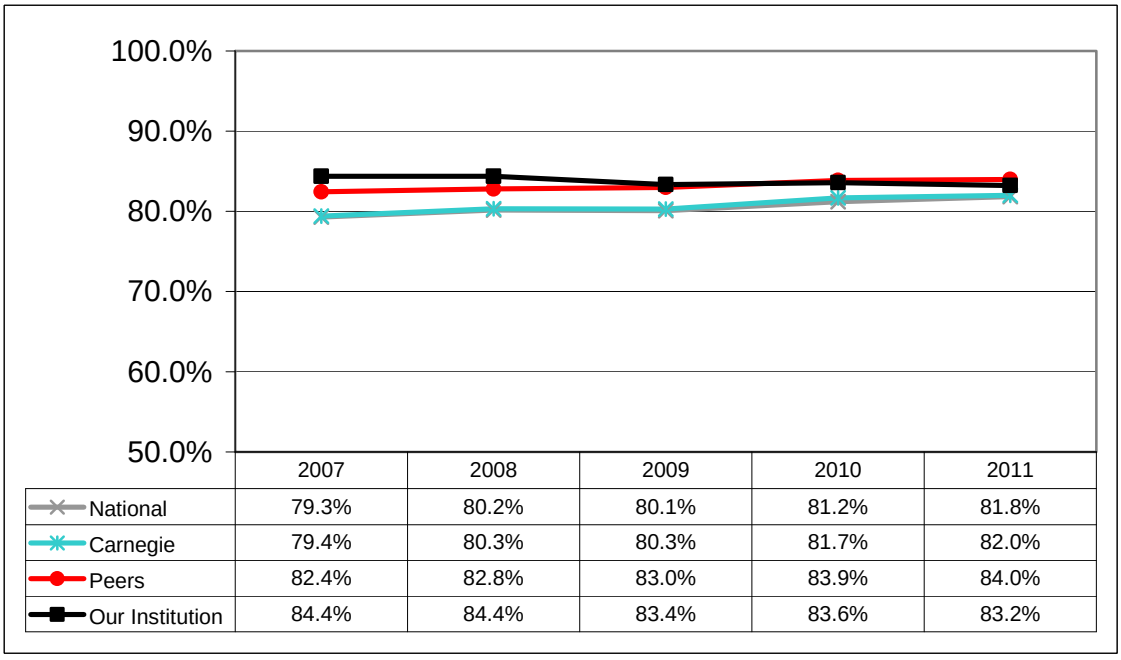


	2007	2008	2009	2010	2011
National	77.2%	76.2%	75.7%	74.4%	74.4%
Carnegie	77.9%	77.9%	77.0%	74.9%	74.5%
Peers	72.6%	70.2%	70.4%	68.5%	71.2%
Our Institution	74.3%	76.2%	75.0%	76.5%	70.0%

Graph A.2

Student Rating of Progress

% responding "Exceptional" or "Substantial" progress



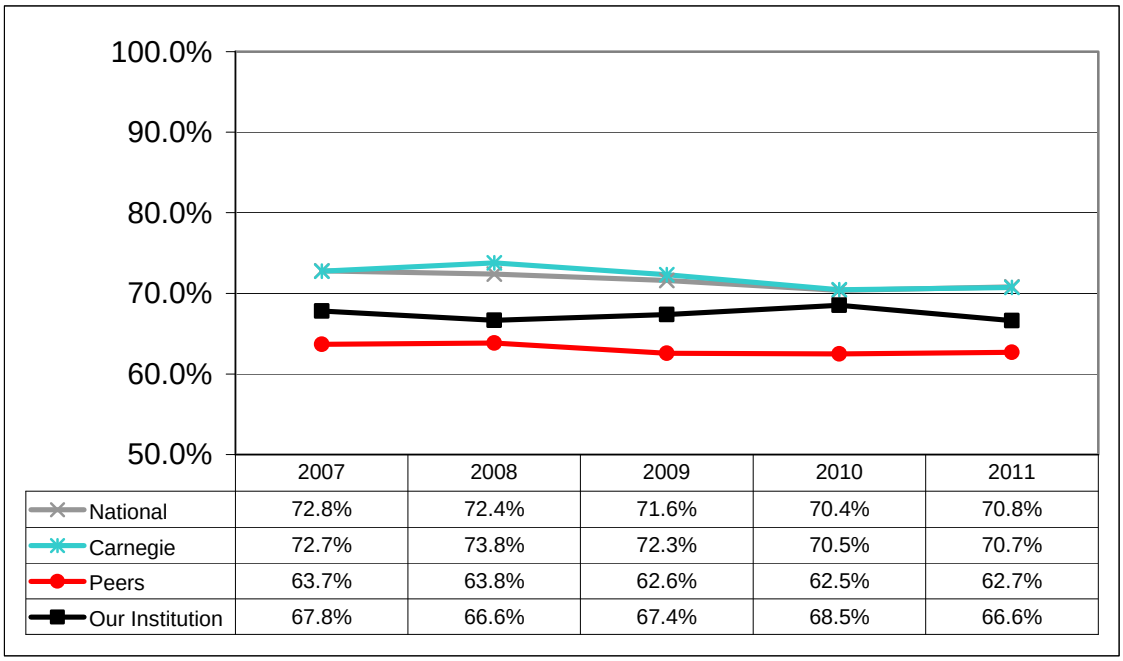
	2007	2008	2009	2010	2011
National	79.3%	80.2%	80.1%	81.2%	81.8%
Carnegie	79.4%	80.3%	80.3%	81.7%	82.0%
Peers	82.4%	82.8%	83.0%	83.9%	84.0%
Our Institution	84.4%	84.4%	83.4%	83.6%	83.2%

Objective 2: Learning fundamental principles, generalizations, or theories

Graph A.3

Faculty Rating of Importance

% of total classes where instructor selected objective as "Essential" or "Important"

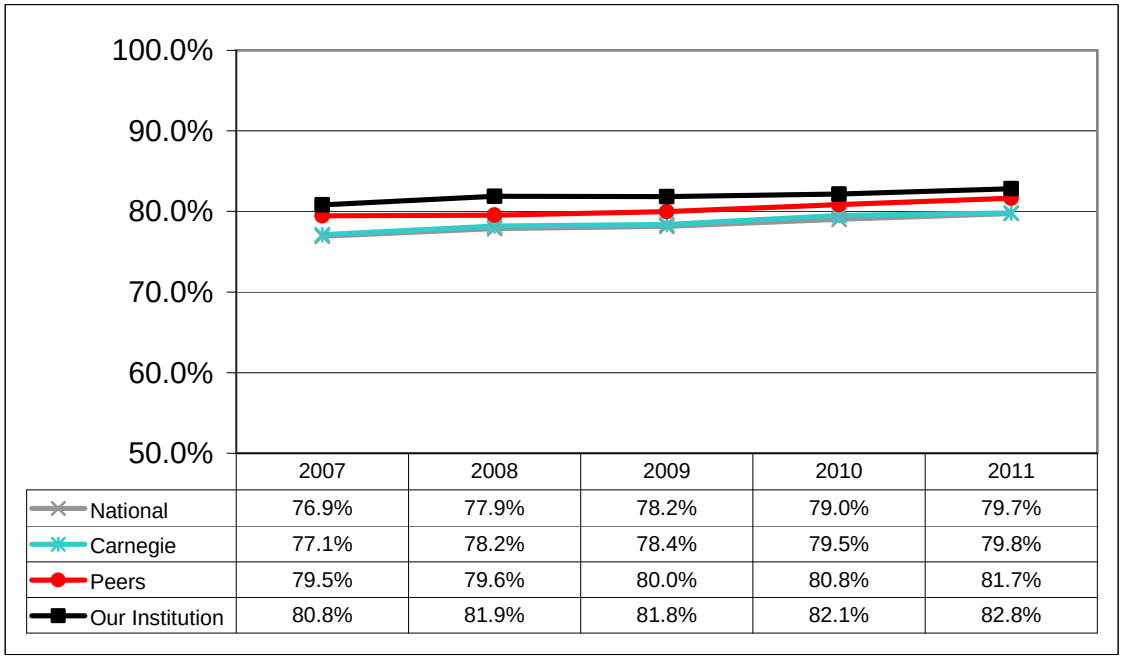


	2007	2008	2009	2010	2011
National	72.8%	72.4%	71.6%	70.4%	70.8%
Carnegie	72.7%	73.8%	72.3%	70.5%	70.7%
Peers	63.7%	63.8%	62.6%	62.5%	62.7%
Our Institution	67.8%	66.6%	67.4%	68.5%	66.6%

Graph A.4

Student Rating of Progress

% responding "Exceptional" or "Substantial" progress



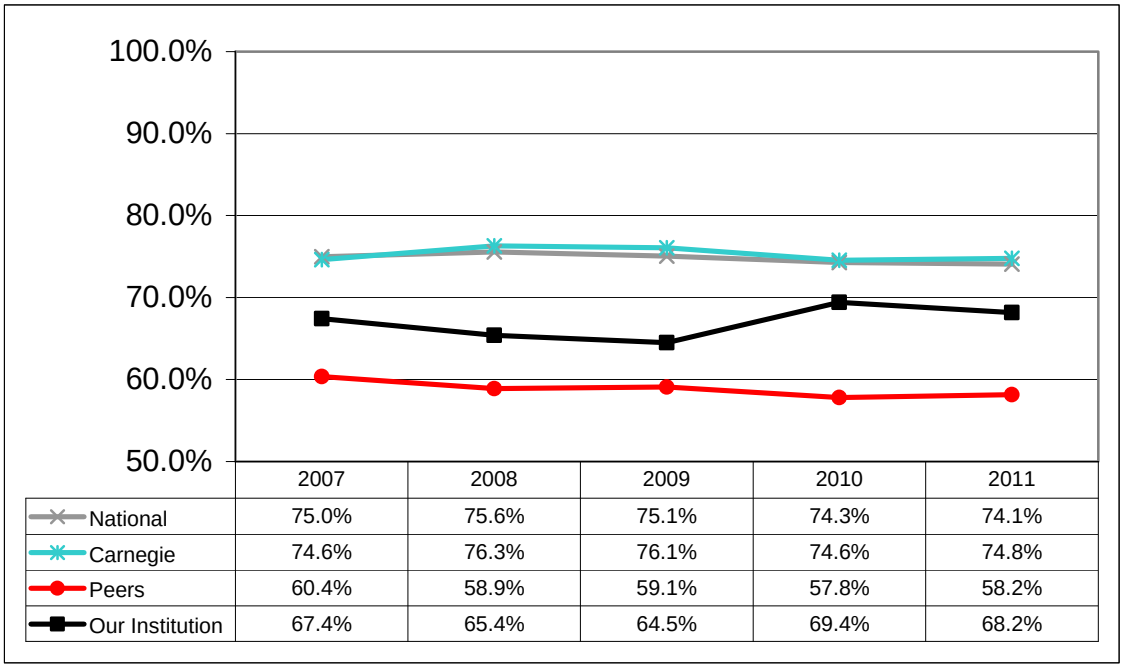
	2007	2008	2009	2010	2011
National	76.9%	77.9%	78.2%	79.0%	79.7%
Carnegie	77.1%	78.2%	78.4%	79.5%	79.8%
Peers	79.5%	79.6%	80.0%	80.8%	81.7%
Our Institution	80.8%	81.9%	81.8%	82.1%	82.8%

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

Graph A.5

Faculty Rating of Importance

% of total classes where instructor selected objective as "Essential" or "Important"

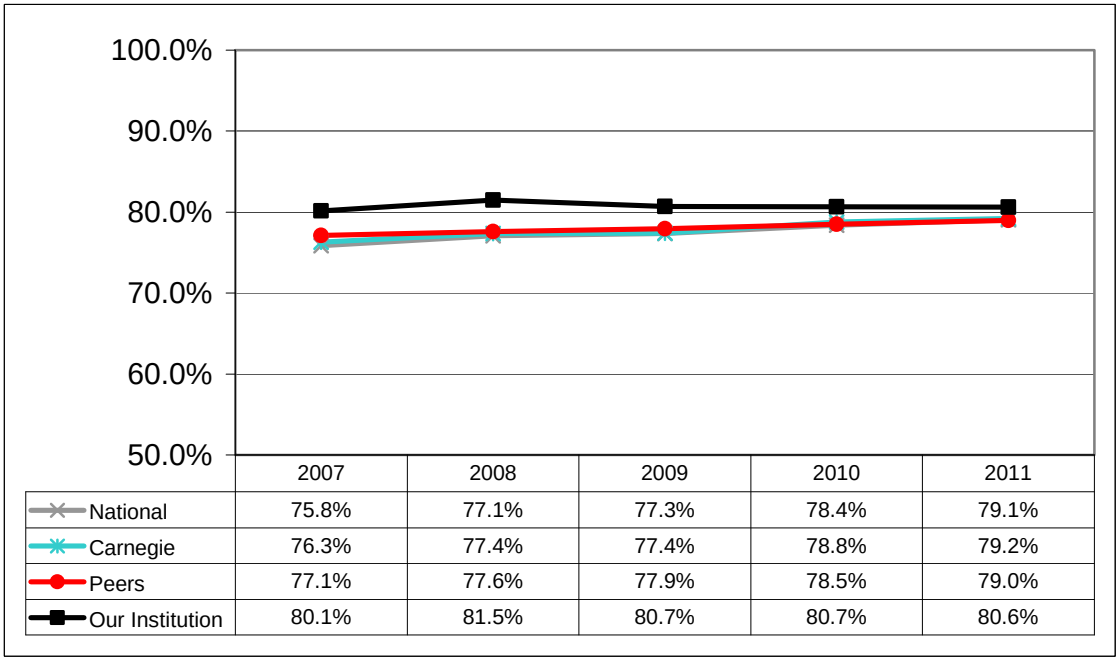


	2007	2008	2009	2010	2011
National	75.0%	75.6%	75.1%	74.3%	74.1%
Carnegie	74.6%	76.3%	76.1%	74.6%	74.8%
Peers	60.4%	58.9%	59.1%	57.8%	58.2%
Our Institution	67.4%	65.4%	64.5%	69.4%	68.2%

Graph A.6

Student Rating of Progress

% responding "Exceptional" or "Substantial" progress



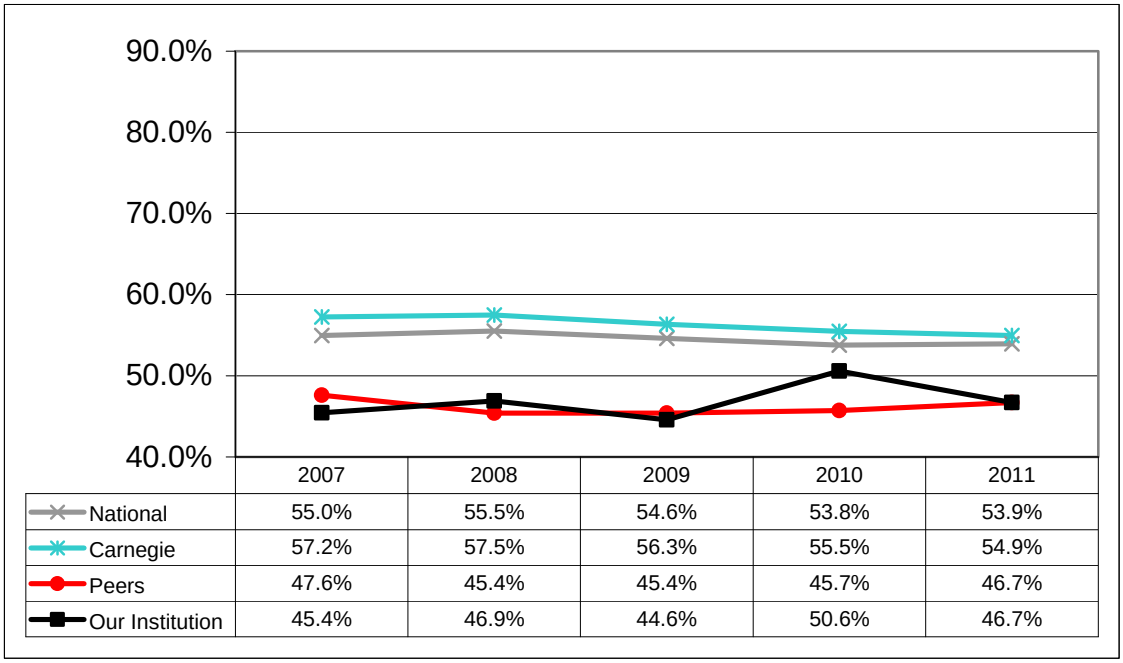
	2007	2008	2009	2010	2011
National	75.8%	77.1%	77.3%	78.4%	79.1%
Carnegie	76.3%	77.4%	77.4%	78.8%	79.2%
Peers	77.1%	77.6%	77.9%	78.5%	79.0%
Our Institution	80.1%	81.5%	80.7%	80.7%	80.6%

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

Graph A.7

Faculty Rating of Importance

% of total classes where instructor selected objective as "Essential" or "Important"

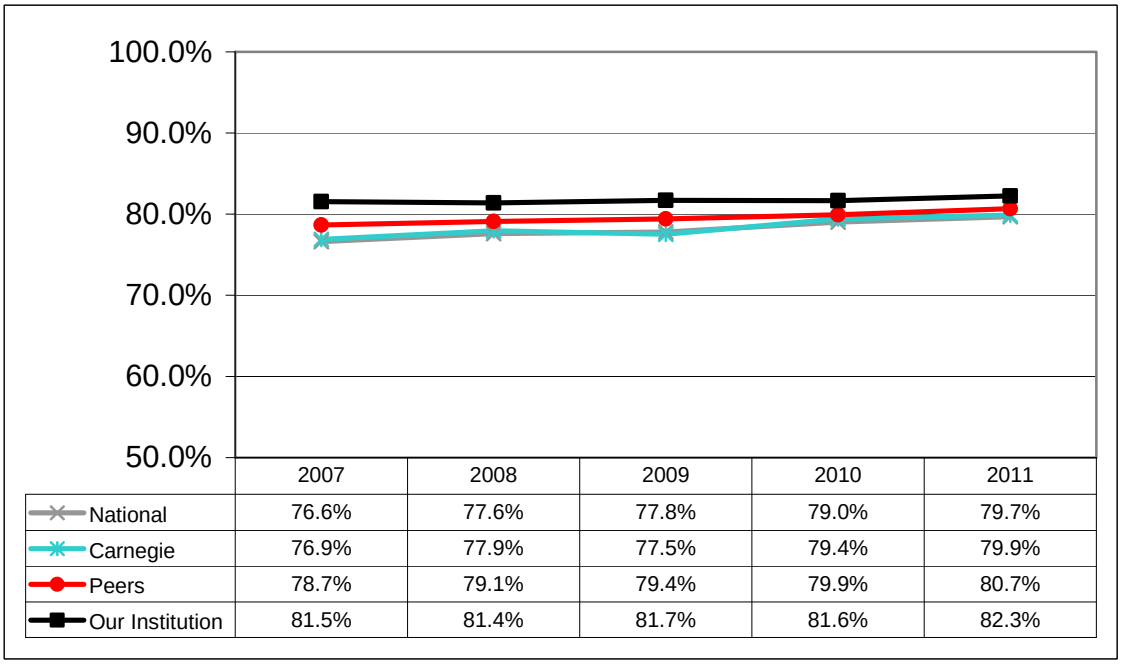


	2007	2008	2009	2010	2011
National	55.0%	55.5%	54.6%	53.8%	53.9%
Carnegie	57.2%	57.5%	56.3%	55.5%	54.9%
Peers	47.6%	45.4%	45.4%	45.7%	46.7%
Our Institution	45.4%	46.9%	44.6%	50.6%	46.7%

Graph A.8

Student Rating of Progress

% responding "Exceptional" or "Substantial" progress



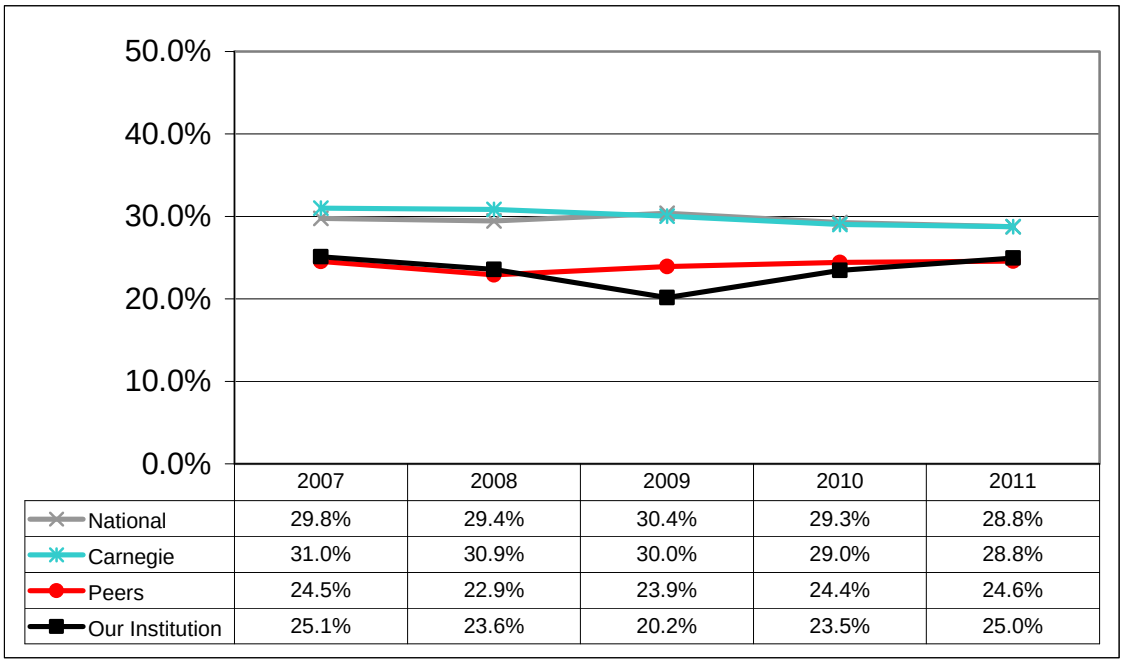
	2007	2008	2009	2010	2011
National	76.6%	77.6%	77.8%	79.0%	79.7%
Carnegie	76.9%	77.9%	77.5%	79.4%	79.9%
Peers	78.7%	79.1%	79.4%	79.9%	80.7%
Our Institution	81.5%	81.4%	81.7%	81.6%	82.3%

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

Graph A.9

Faculty Rating of Importance

% of total classes where instructor selected objective as "Essential" or "Important"

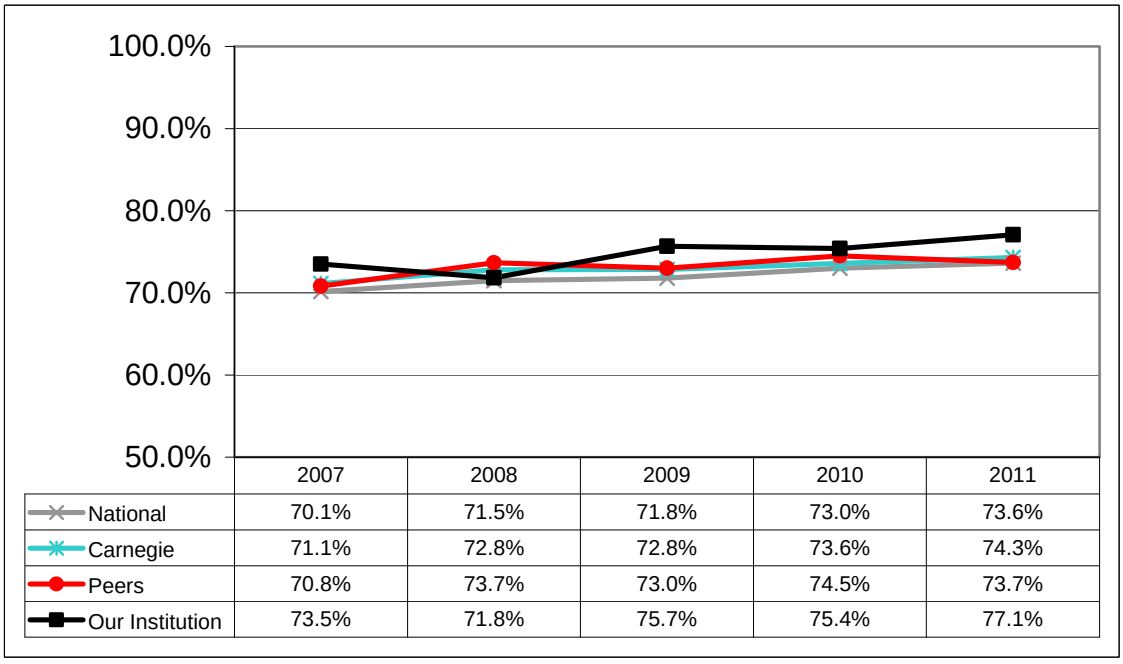


	2007	2008	2009	2010	2011
National	29.8%	29.4%	30.4%	29.3%	28.8%
Carnegie	31.0%	30.9%	30.0%	29.0%	28.8%
Peers	24.5%	22.9%	23.9%	24.4%	24.6%
Our Institution	25.1%	23.6%	20.2%	23.5%	25.0%

Graph A.10

Student Rating of Progress

% responding "Exceptional" or "Substantial" progress



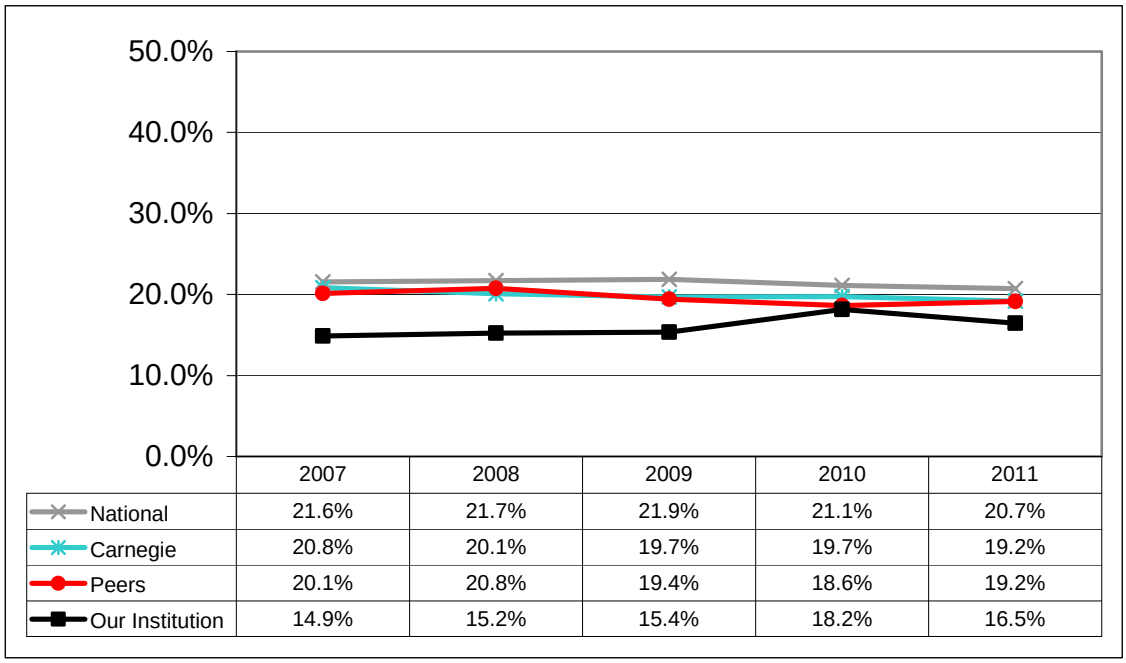
	2007	2008	2009	2010	2011
National	70.1%	71.5%	71.8%	73.0%	73.6%
Carnegie	71.1%	72.8%	72.8%	73.6%	74.3%
Peers	70.8%	73.7%	73.0%	74.5%	73.7%
Our Institution	73.5%	71.8%	75.7%	75.4%	77.1%

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

Graph A.11

Faculty Rating of Importance

% of total classes where instructor selected objective as "Essential" or "Important"

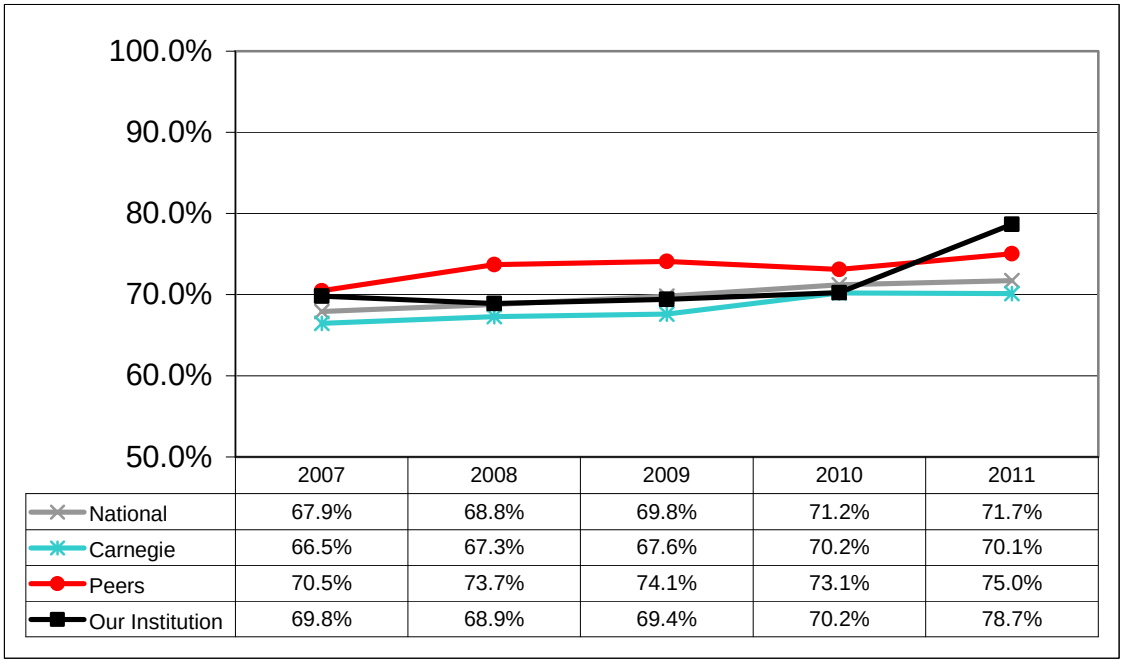


	2007	2008	2009	2010	2011
National	21.6%	21.7%	21.9%	21.1%	20.7%
Carnegie	20.8%	20.1%	19.7%	19.7%	19.2%
Peers	20.1%	20.8%	19.4%	18.6%	19.2%
Our Institution	14.9%	15.2%	15.4%	18.2%	16.5%

Graph A.12

Student Rating of Progress

% responding "Exceptional" or "Substantial" progress



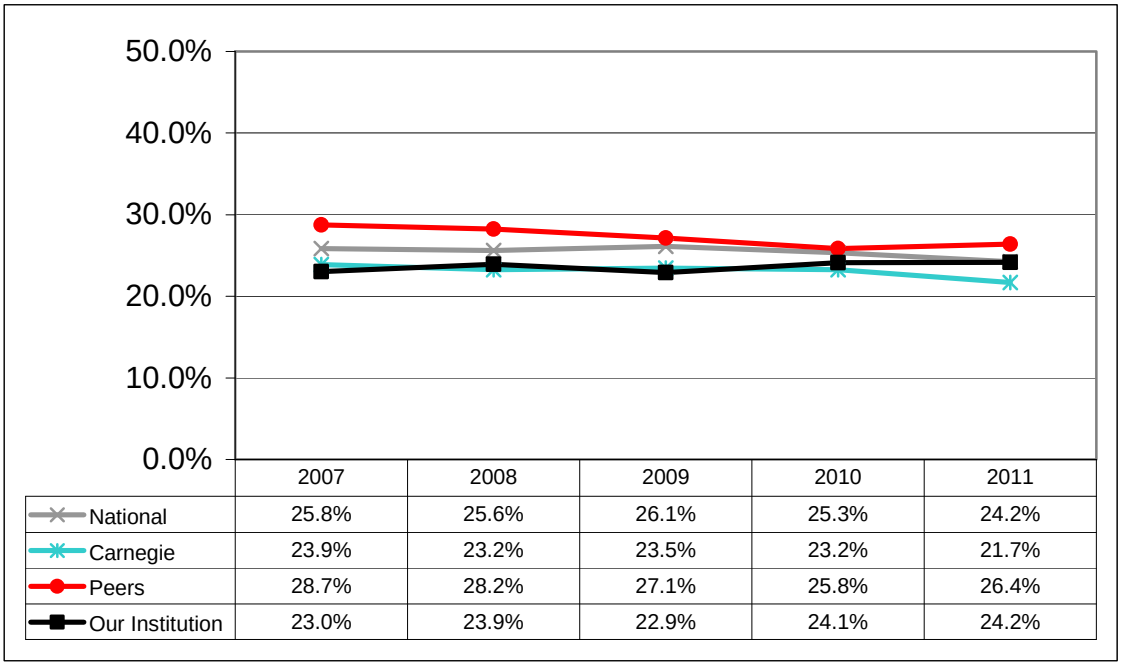
	2007	2008	2009	2010	2011
National	67.9%	68.8%	69.8%	71.2%	71.7%
Carnegie	66.5%	67.3%	67.6%	70.2%	70.1%
Peers	70.5%	73.7%	74.1%	73.1%	75.0%
Our Institution	69.8%	68.9%	69.4%	70.2%	78.7%

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

Graph A.13

Faculty Rating of Importance

% of total classes where instructor selected objective as "Essential" or "Important"

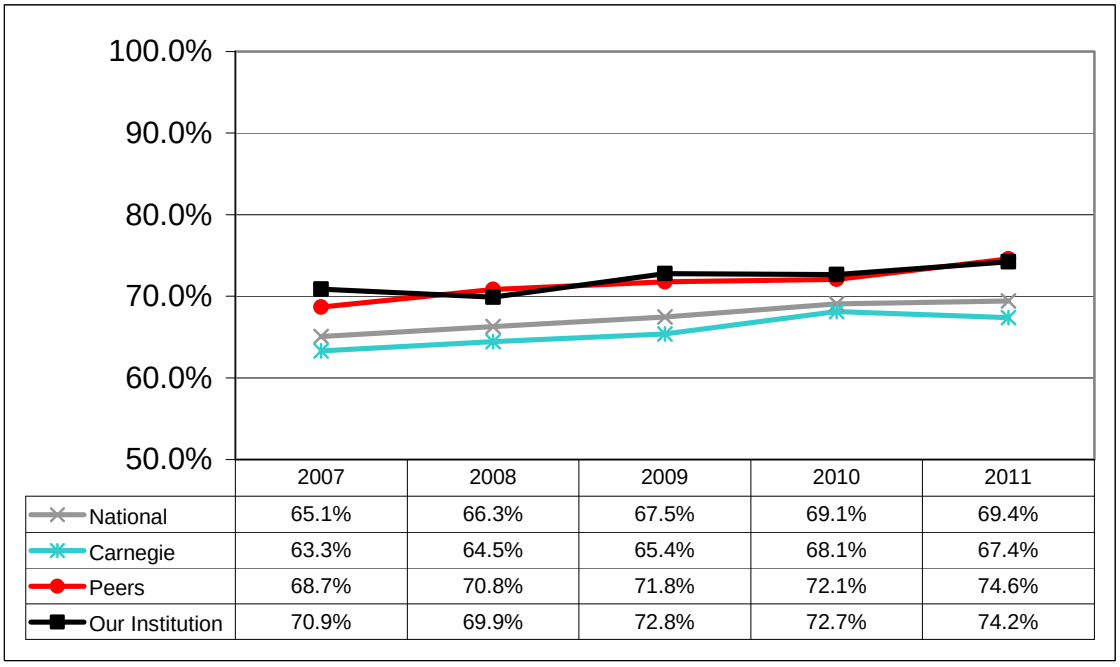


	2007	2008	2009	2010	2011
National	25.8%	25.6%	26.1%	25.3%	24.2%
Carnegie	23.9%	23.2%	23.5%	23.2%	21.7%
Peers	28.7%	28.2%	27.1%	25.8%	26.4%
Our Institution	23.0%	23.9%	22.9%	24.1%	24.2%

Graph A.14

Student Rating of Progress

% responding "Exceptional" or "Substantial" progress



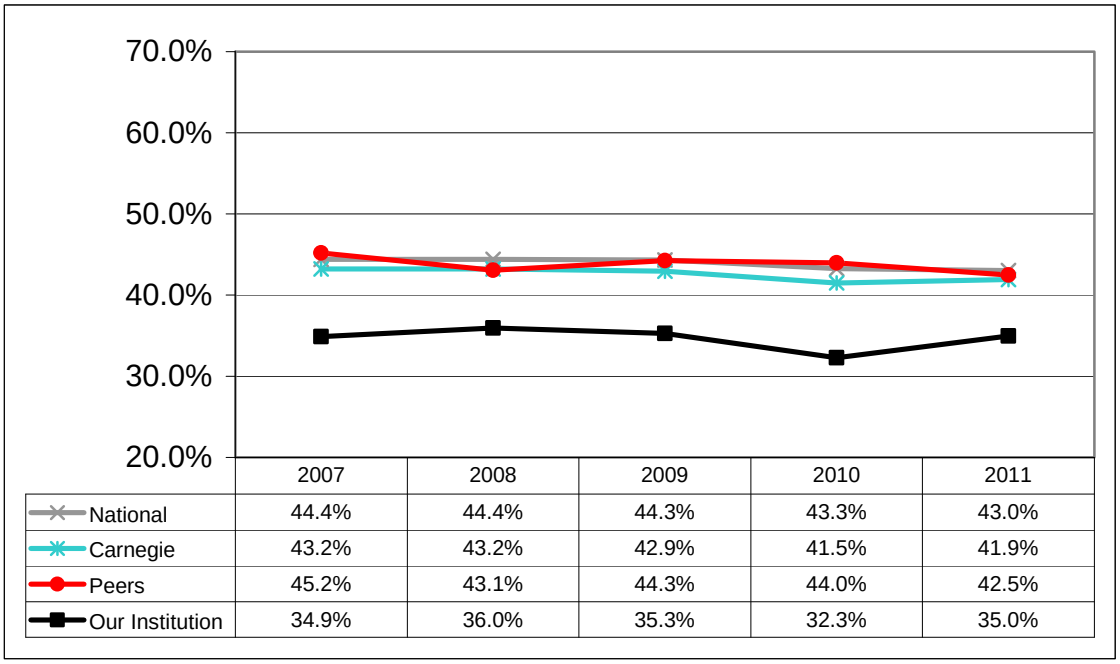
	2007	2008	2009	2010	2011
National	65.1%	66.3%	67.5%	69.1%	69.4%
Carnegie	63.3%	64.5%	65.4%	68.1%	67.4%
Peers	68.7%	70.8%	71.8%	72.1%	74.6%
Our Institution	70.9%	69.9%	72.8%	72.7%	74.2%

Objective 8: Developing skill in expressing oneself orally or in writing

Graph A.15

Faculty Rating of Importance

% of total classes where instructor selected objective as "Essential" or "Important"

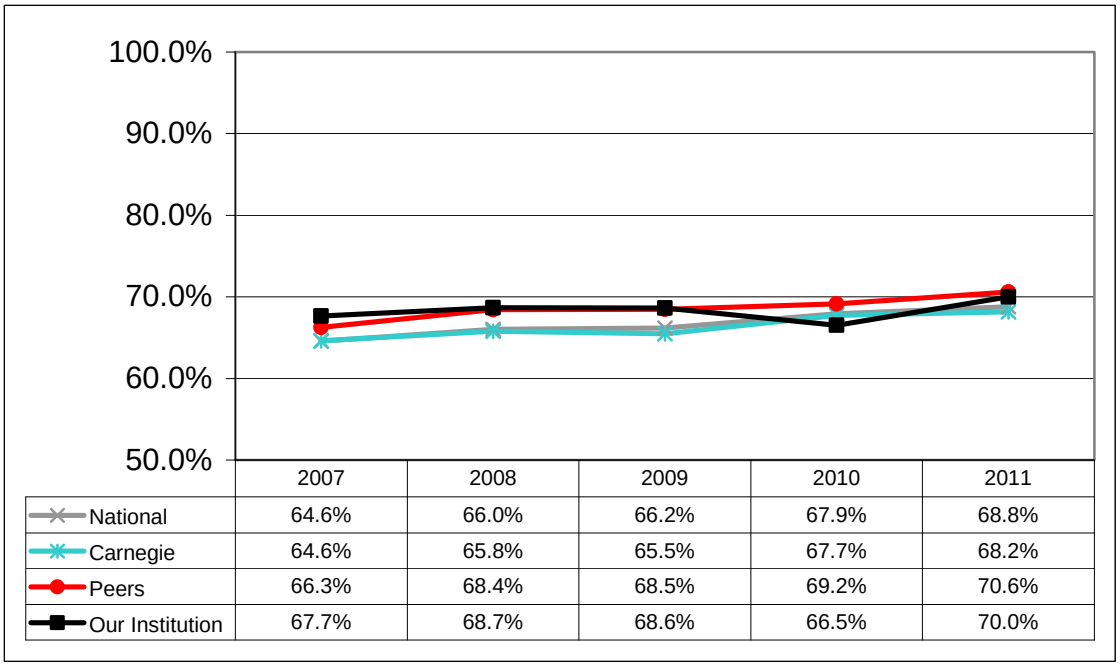


	2007	2008	2009	2010	2011
National	44.4%	44.4%	44.3%	43.3%	43.0%
Carnegie	43.2%	43.2%	42.9%	41.5%	41.9%
Peers	45.2%	43.1%	44.3%	44.0%	42.5%
Our Institution	34.9%	36.0%	35.3%	32.3%	35.0%

Graph A.16

Student Rating of Progress

% responding "Exceptional" or "Substantial" progress



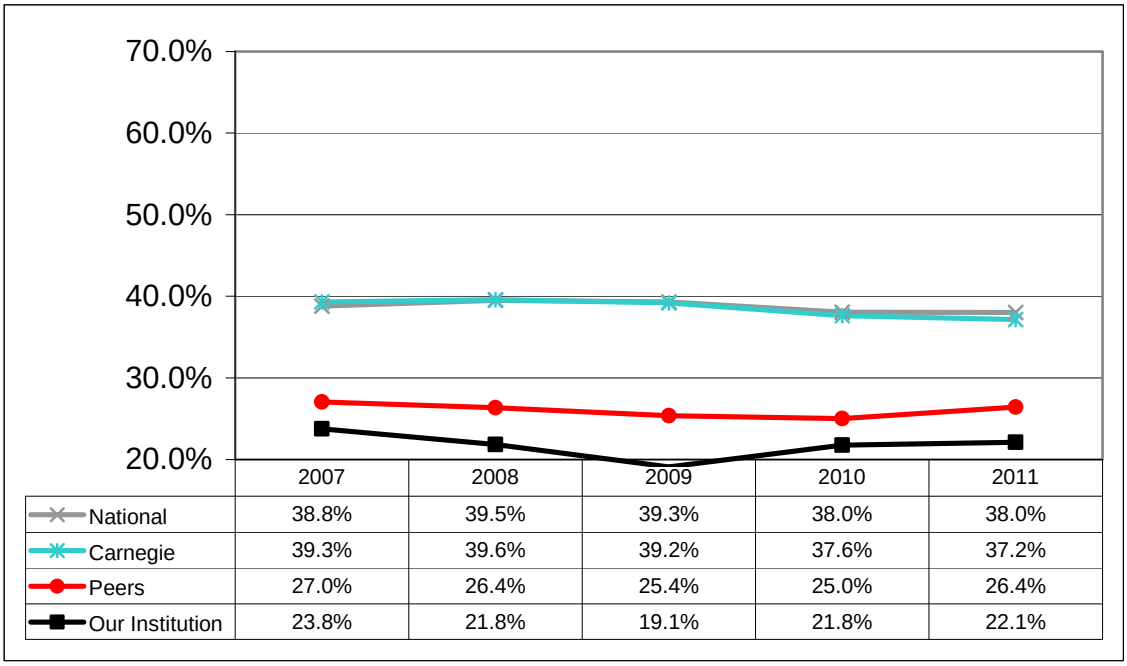
	2007	2008	2009	2010	2011
National	64.6%	66.0%	66.2%	67.9%	68.8%
Carnegie	64.6%	65.8%	65.5%	67.7%	68.2%
Peers	66.3%	68.4%	68.5%	69.2%	70.6%
Our Institution	67.7%	68.7%	68.6%	66.5%	70.0%

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

Graph A.17

Faculty Rating of Importance

% of total classes where instructor selected objective as "Essential" or "Important"

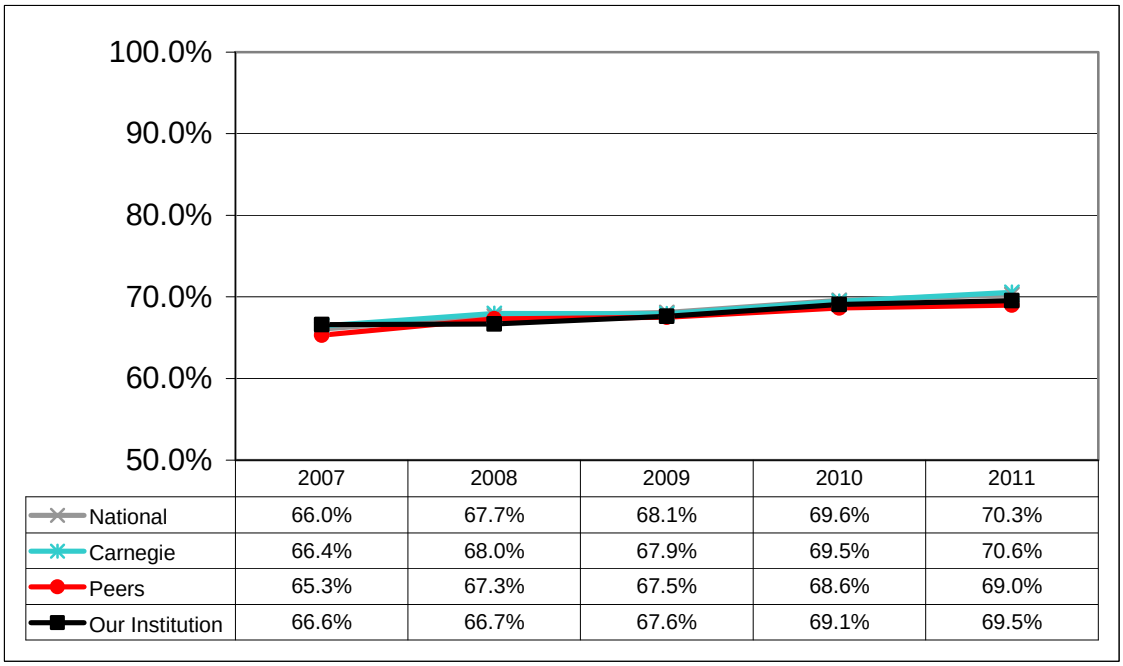


	2007	2008	2009	2010	2011
National	38.8%	39.5%	39.3%	38.0%	38.0%
Carnegie	39.3%	39.6%	39.2%	37.6%	37.2%
Peers	27.0%	26.4%	25.4%	25.0%	26.4%
Our Institution	23.8%	21.8%	19.1%	21.8%	22.1%

Graph A.18

Student Rating of Progress

% responding "Exceptional" or "Substantial" progress



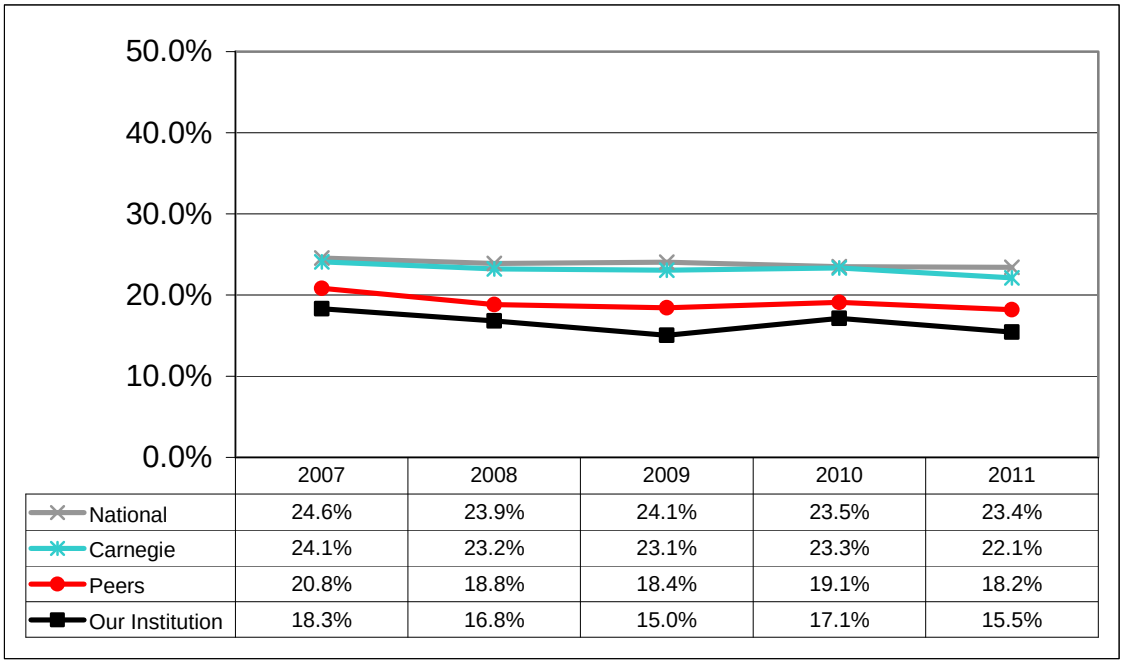
	2007	2008	2009	2010	2011
National	66.0%	67.7%	68.1%	69.6%	70.3%
Carnegie	66.4%	68.0%	67.9%	69.5%	70.6%
Peers	65.3%	67.3%	67.5%	68.6%	69.0%
Our Institution	66.6%	66.7%	67.6%	69.1%	69.5%

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

Graph A.19

Faculty Rating of Importance

% of total classes where instructor selected objective as "Essential" or "Important"

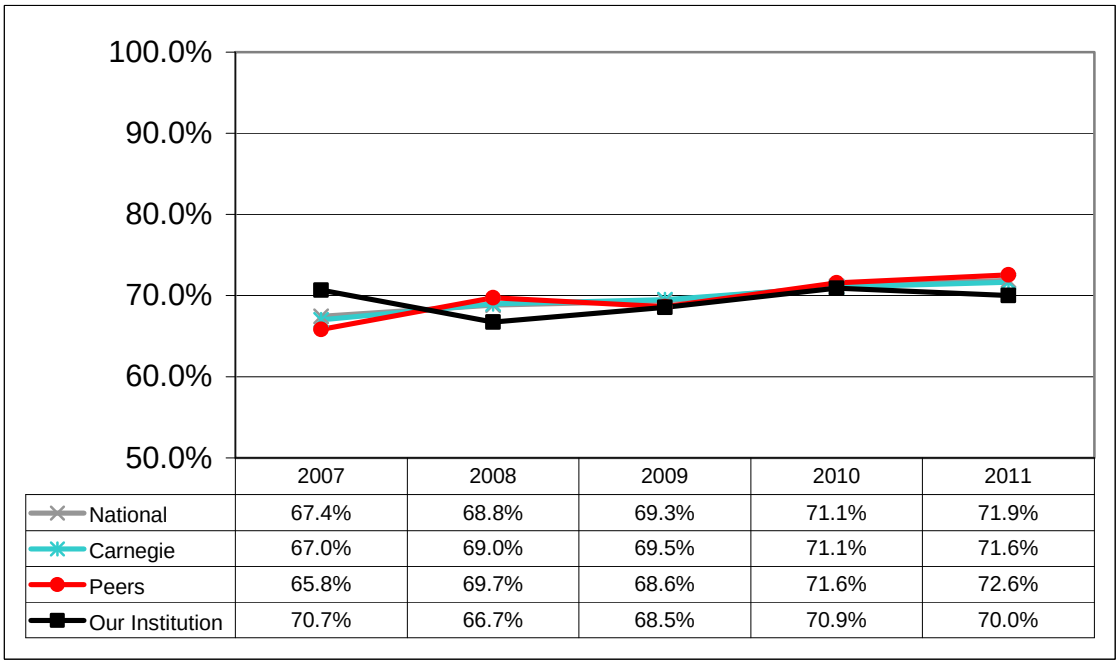


	2007	2008	2009	2010	2011
National	24.6%	23.9%	24.1%	23.5%	23.4%
Carnegie	24.1%	23.2%	23.1%	23.3%	22.1%
Peers	20.8%	18.8%	18.4%	19.1%	18.2%
Our Institution	18.3%	16.8%	15.0%	17.1%	15.5%

Graph A.20

Student Rating of Progress

% responding "Exceptional" or "Substantial" progress

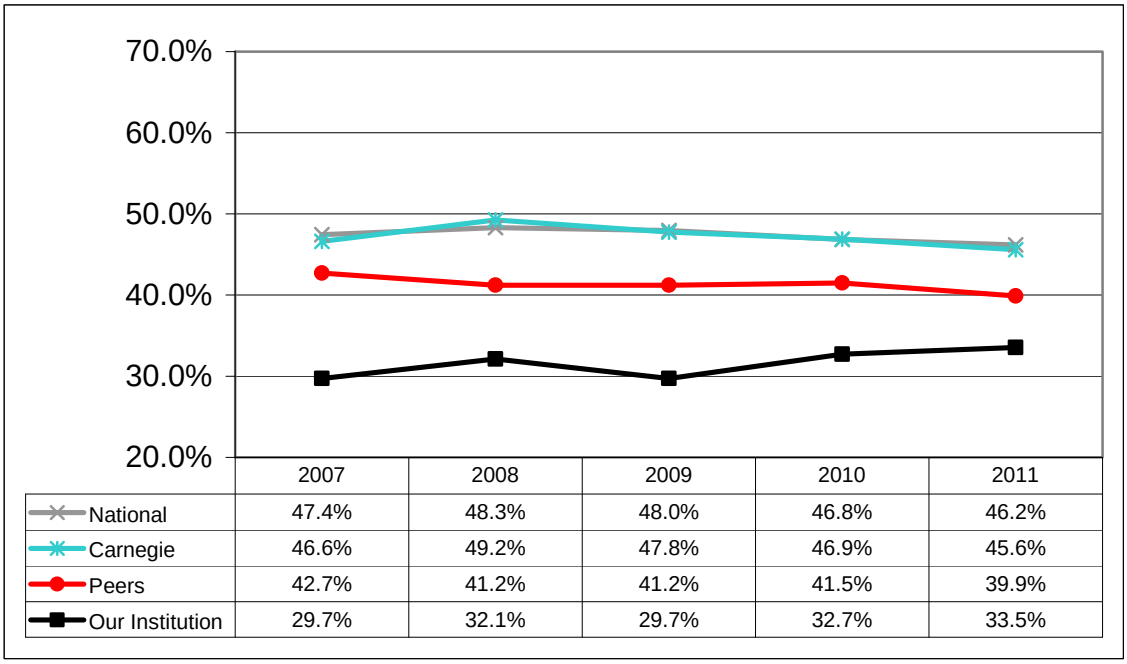


	2007	2008	2009	2010	2011
National	67.4%	68.8%	69.3%	71.1%	71.9%
Carnegie	67.0%	69.0%	69.5%	71.1%	71.6%
Peers	65.8%	69.7%	68.6%	71.6%	72.6%
Our Institution	70.7%	66.7%	68.5%	70.9%	70.0%

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

Graph A.21
Faculty Rating of Importance

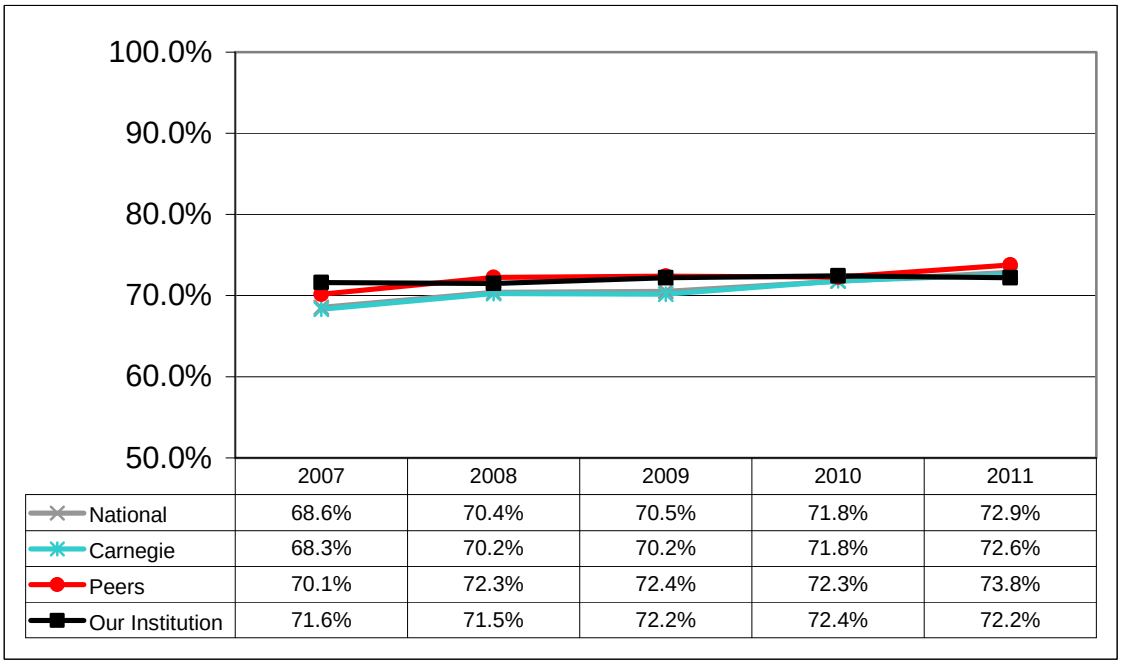
% of total classes where instructor selected objective as "Essential" or "Important"



	2007	2008	2009	2010	2011
National	47.4%	48.3%	48.0%	46.8%	46.2%
Carnegie	46.6%	49.2%	47.8%	46.9%	45.6%
Peers	42.7%	41.2%	41.2%	41.5%	39.9%
Our Institution	29.7%	32.1%	29.7%	32.7%	33.5%

Graph A.22
Student Rating of Progress

% responding "Exceptional" or "Substantial" progress



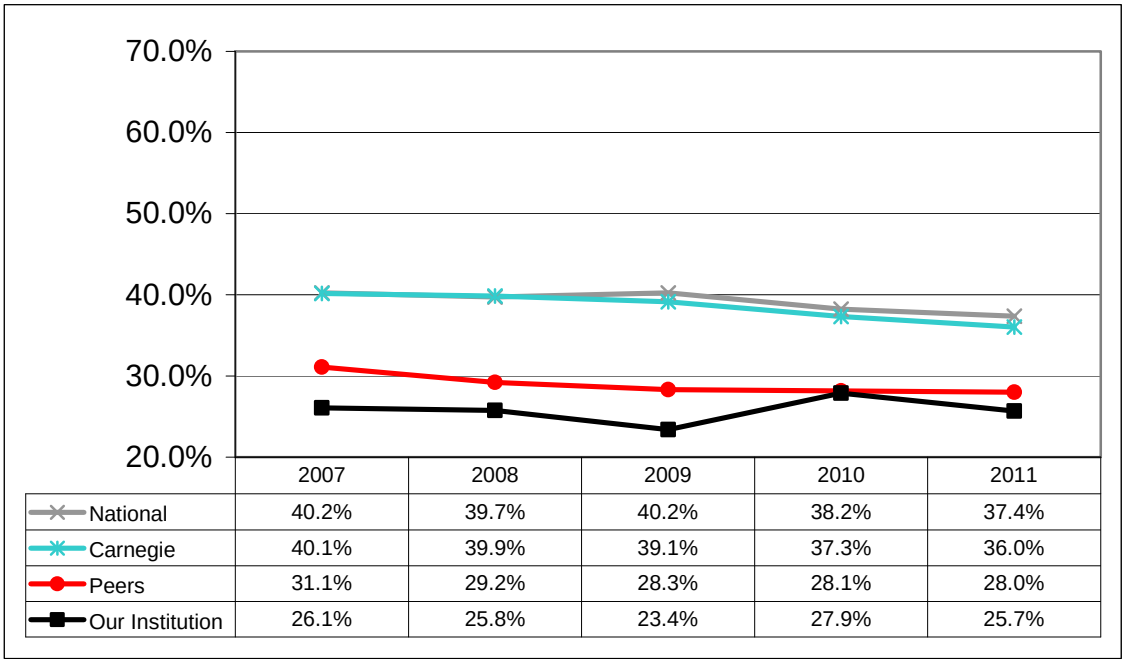
	2007	2008	2009	2010	2011
National	68.6%	70.4%	70.5%	71.8%	72.9%
Carnegie	68.3%	70.2%	70.2%	71.8%	72.6%
Peers	70.1%	72.3%	72.4%	72.3%	73.8%
Our Institution	71.6%	71.5%	72.2%	72.4%	72.2%

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

Graph A.23

Faculty Rating of Importance

% of total classes where instructor selected objective as "Essential" or "Important"

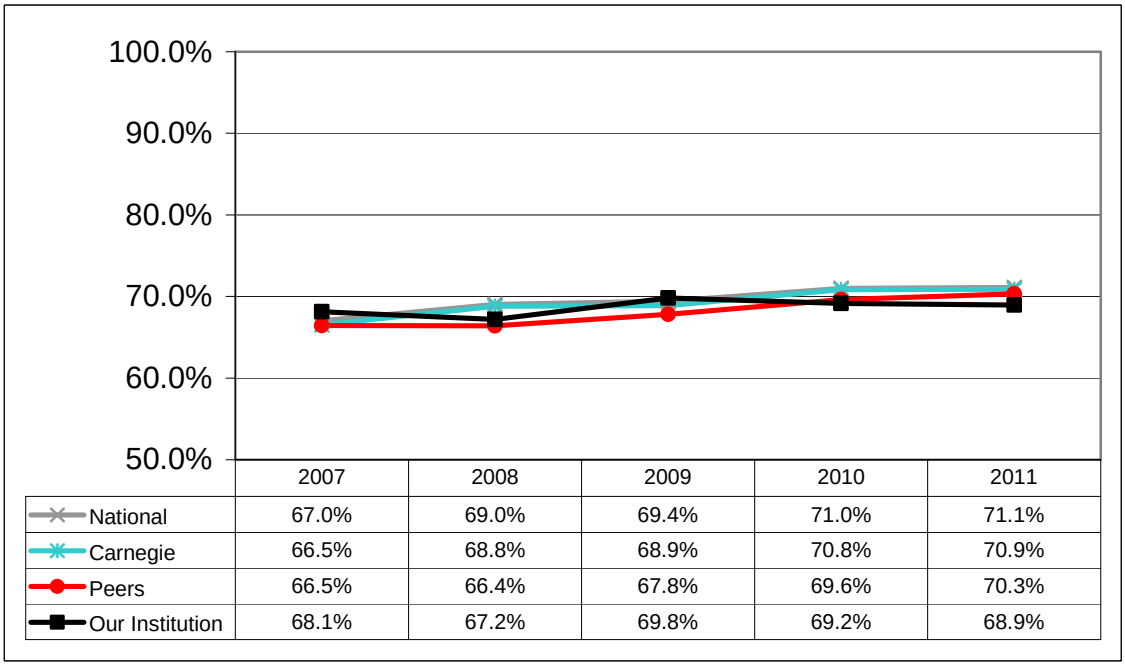


	2007	2008	2009	2010	2011
National	40.2%	39.7%	40.2%	38.2%	37.4%
Carnegie	40.1%	39.9%	39.1%	37.3%	36.0%
Peers	31.1%	29.2%	28.3%	28.1%	28.0%
Our Institution	26.1%	25.8%	23.4%	27.9%	25.7%

Graph A.24

Student Rating of Progress

% responding "Exceptional" or "Substantial" progress



	2007	2008	2009	2010	2011
National	67.0%	69.0%	69.4%	71.0%	71.1%
Carnegie	66.5%	68.8%	68.9%	70.8%	70.9%
Peers	66.5%	66.4%	67.8%	69.6%	70.3%
Our Institution	68.1%	67.2%	69.8%	69.2%	68.9%

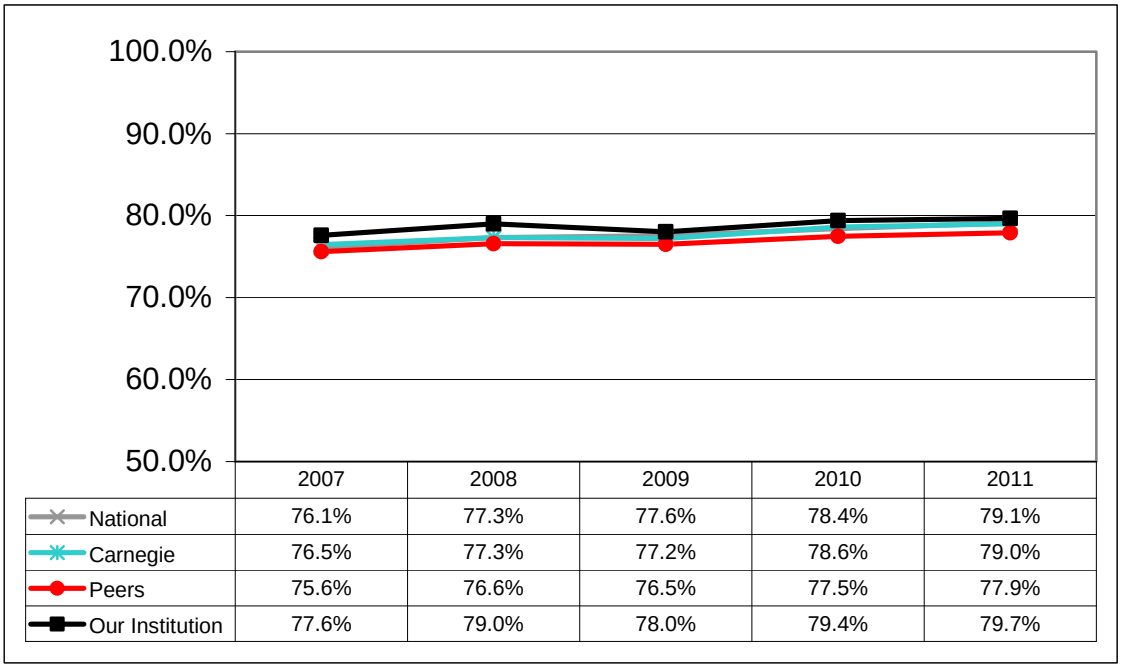
Appendix B: Teaching Methods Emphasis Over Time

- Are our results becoming more or less favorable when compared to our peers or other groups for one or more of the objectives over time?
- Do the results for our institution reflect changes we have made in curricular or teaching initiatives?

Graph B.1

Stimulating Student Interest

% responding that instructor employed methods "Almost Always" or "Frequently"



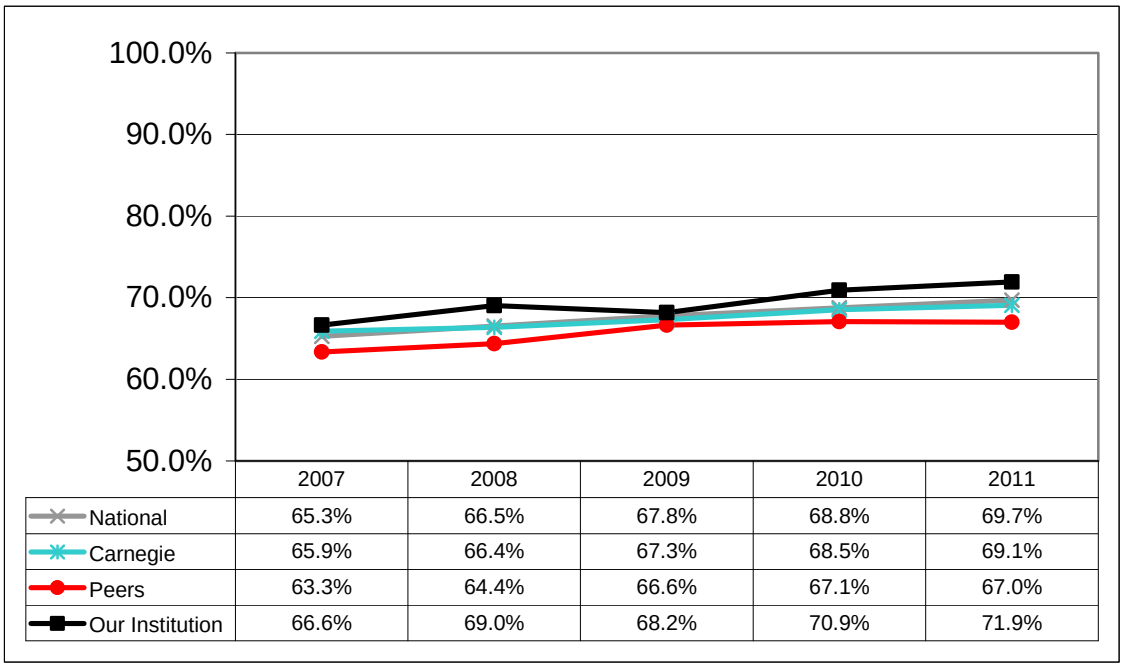
	2007	2008	2009	2010	2011
National	76.1%	77.3%	77.6%	78.4%	79.1%
Carnegie	76.5%	77.3%	77.2%	78.6%	79.0%
Peers	75.6%	76.6%	76.5%	77.5%	77.9%
Our Institution	77.6%	79.0%	78.0%	79.4%	79.7%

Teaching Methods and Styles - Stimulating Student Interest
4. Demonstrated the importance and significance of the subject matter
8. Stimulated students to intellectual effort beyond that required by most courses
13. Introduced stimulating ideas about the subject
15. Inspired students to set and achieve goals which really challenged them

Graph B.2

Fostering Student Collaboration

% responding that instructor employed methods "Almost Always" or "Frequently"



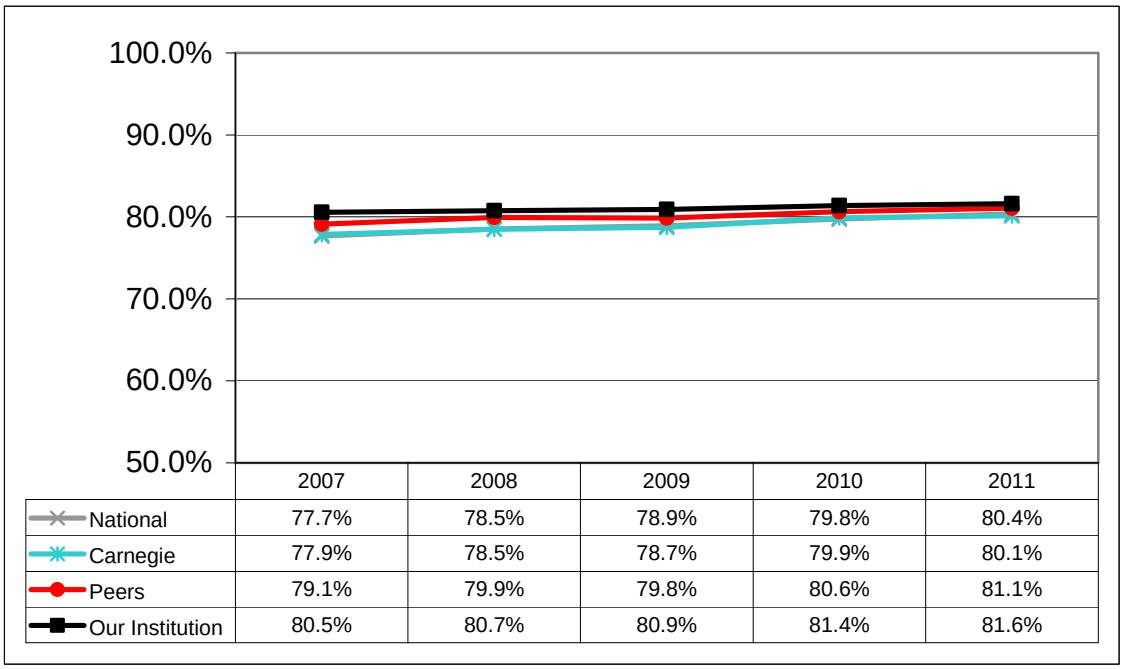
	2007	2008	2009	2010	2011
National	65.3%	66.5%	67.8%	68.8%	69.7%
Carnegie	65.9%	66.4%	67.3%	68.5%	69.1%
Peers	63.3%	64.4%	66.6%	67.1%	67.0%
Our Institution	66.6%	69.0%	68.2%	70.9%	71.9%

Teaching Methods and Styles - Fostering Student Collaboration
5. Formed "teams" or "discussion groups" to facilitate learning
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
18. Asked students to help each other understand ideas or concepts

Graph B.3

Establishing Rapport

% responding that instructor employed methods "Almost Always" or "Frequently"



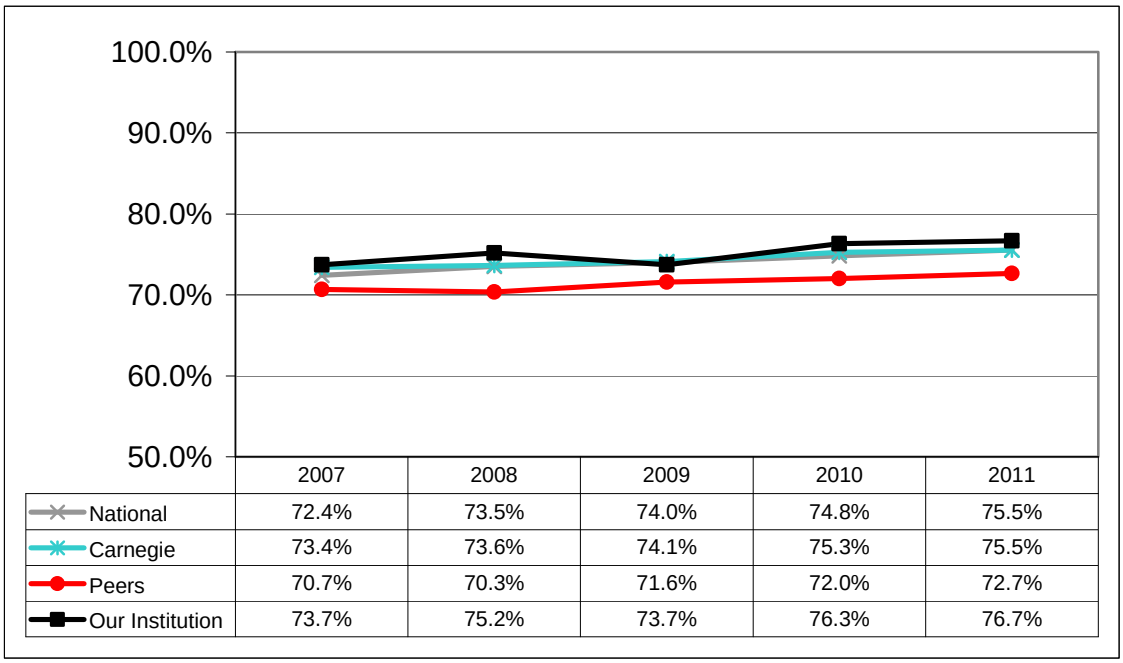
	2007	2008	2009	2010	2011
National	77.7%	78.5%	78.9%	79.8%	80.4%
Carnegie	77.9%	78.5%	78.7%	79.9%	80.1%
Peers	79.1%	79.9%	79.8%	80.6%	81.1%
Our Institution	80.5%	80.7%	80.9%	81.4%	81.6%

Teaching Methods and Styles - Establishing Rapport
1. Displayed a personal interest in students and their learning
2. Found ways to help students answer their own questions
7. Explained the reasons for criticisms of students' academic performance
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

Graph B.4

Encouraging Student Involvement

% responding that instructor employed methods "Almost Always" or "Frequently"



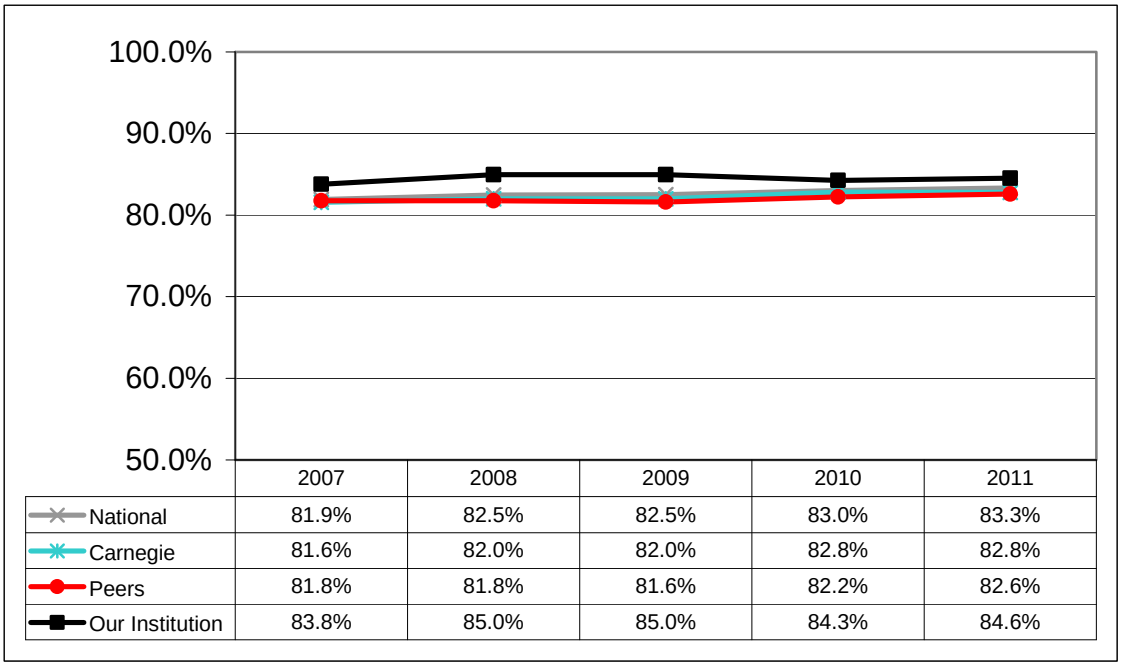
	2007	2008	2009	2010	2011
National	72.4%	73.5%	74.0%	74.8%	75.5%
Carnegie	73.4%	73.6%	74.1%	75.3%	75.5%
Peers	70.7%	70.3%	71.6%	72.0%	72.7%
Our Institution	73.7%	75.2%	73.7%	76.3%	76.7%

Teaching Methods and Styles - Encouraging Student Involvement
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
11. Related course material to real life situations
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities
19. Gave projects, tests, or assignments that required original or creative thinking

Graph B.5

Structuring Classroom Experiences

% responding that instructor employed methods "Almost Always" or "Frequently"



	2007	2008	2009	2010	2011
National	81.9%	82.5%	82.5%	83.0%	83.3%
Carnegie	81.6%	82.0%	82.0%	82.8%	82.8%
Peers	81.8%	81.8%	81.6%	82.2%	82.6%
Our Institution	83.8%	85.0%	85.0%	84.3%	84.6%

Teaching Methods and Styles - Structuring Classroom Experiences
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work
6. Made it clear how each topic fit into the course
10. Explained course material clearly and concisely
12. Gave tests, projects, etc. that covered the most important points of the course
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve