

“Successful Online Implementation Depends on a Culture of Trust”

1. Normal use of IDEA at Bethel in the context of faculty evaluation
 - a. History of use at Bethel
 - b. General policies for use by faculty; ongoing processes for administration, security, and reporting.*
 - c. In the context of many voices speaking on this issue.*
2. Faculty Development and IDEA
 - a. New Faculty Orientation*
 - b. Guidance to faculty on interpretation and application
 - c. Approaches by personnel committees to interpretation*
 - d. Follow up with Chair, Faculty Development Coordinator, or Dean
3. Faculty concerns about ratings
 - a. Earlier research repeatedly cited
 - b. IDEA’s approach and “comparison”
 - c. Student ratings of instruction and the “amenity” culture
 - d. “One bad course”
 - e. Time invested
 - f. Ceiling effect
4. Initial pilot approach to IDEA online; growing acceptance.
 - a. The context for IDEA Online: reasonably robust technology
 - b. Recruiting pilot cases
 - c. Reasonable lead time
 - d. Successful reporting
 - e. Massive followup
5. Engagement with faculty on concerns.*
 - a. Response rates
 - b. Ratings differences
 - c. “Unsupervised” evaluations
 - d. “Ganging up”
 - e. Exploring a new course and “grace”
6. Ongoing process development as responsive to technology and faculty.
 - a. Improvements in our processes
 - b. Customizing group reports
 - c. Customizing central questions
7. A case of failure, and an anatomy

Resources attached

1b. Schedule for Course Evaluation

Evaluation Schedule:

Faculty currently evaluate their courses according to the following schedule:

- Non-tenured:** Administer short or long form IDEA (or Flashlight-based) in **all classes** every term
- Tenured:** Administer short or long form IDEA (or Flashlight-based) in **one class** every term
- Tenure Renewal:** Evaluate **all courses (long form) in the year preceding the tenure renewal decision**, and in the **fall term of the decision year**
(Committee reviews files in fall)
- Promotion:** Evaluate **all courses (long form) in the year preceding the promotion decision**, and in the **fall term of the decision year**
(Committee reviews files in spring; participants must declare by November.)

1c. Who Speaks?

Annual Reappointment Information on Teaching

- Faculty self-assessment
- Department chair observation and evaluation
- All course evaluations

Promotion, Tenure, Tenure Renewal Information on Teaching

- Faculty self-assessment
- Department chair observation and evaluation
- All course evaluations
- Three peer observers (nominated by faculty)
- Six alumni evaluations (specific comments requested on teaching; no observation required)

2a. New Faculty Orientation

New Faculty Orientation (October-November)

I'd like to talk about several issues related to the IDEA forms:

- Using and interpreting IDEA evaluations
- Customizing IDEA
- Gaining student feedback

All of those are important.

Let's look at the IDEA evaluation forms, first. Whether these are "on-line," or whether they're paper, it's the same thing.

Forms: There are four separate forms involved with the IDEA system. First, when you get the package from Mary or an on-line notice, you'll complete a "Faculty Information Form." This provides us with several pieces of important information. You'll have complete directions.

1. **The Faculty Information Form**

We supply forms "pre-printed" to you with some information—but you have to supply other information.

- Selecting objectives (**3-5, no more than 2-3 essential**)
- Note that you actually have a significant role in determining how the evaluation form will be read. First, you specify what your chief objectives for the course are, and how they ought to be weighted. You should plan to choose 3-5 of these, but never specifying more than 3 as essential. See: <http://www.idea.ksu.edu/StudentRatings/index.html>, especially on selecting objectives and objectives frequently used by different academic disciplines. (See added pages following.)

2. **Student Survey Forms**

Second, you have a choice of either the "short" or "long" form. I'd suggest to you that you use the "long form" throughout this year, and perhaps continue with it in the future. The short form asks students to rate their sense of progress in the course with regard to the objectives--1-12--and then asks six questions about three areas:

- a. their initial level of motivation and interest in the course
- b. their sense of improved attitude about the discipline or field of study
- c. their evaluation of the excellence of the teacher and value of the course.

The "long" form asks students questions about the frequency of the kinds of things you typically do in the classroom—"teacher behaviors," if you will. This is critically important for improving instruction, as discussed below.

Let's spend a little time with those "progress on objectives."

(Note IDEA paper—Research report #1) One thing to note about them is that they're linked to particular types of learning—not all of which may be relevant in particular courses.

Another thing to note is that some of them demand more sophistication than others, and are

thus appropriate for particular kinds of courses or some levels but not others. Look at the handout on learning theory which is part of this package.

IDEA Objective	Domain of Knowledge
1. Gaining factual knowledge (terminology, classifications, methods, trends)	Cognitive: Knowledge
2. Learning fundamental principles, generalizations, or theories	Cognitive: Knowledge
3. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Cognitive: Application
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.	Psycho-motor: Precision <i>or</i> Cognitive: Comprehension
5. Acquiring skills in working with others as a member of a team	Psycho-motor: Precision <i>or</i> Affective: Valuing
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Cognitive: Synthesis <i>or</i> Psychomotor: Articulation <i>or</i> Affective: Valuing, Organizing
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Cognitive: Comprehension <i>or</i> Affective: Receiving, Responding
8. Developing skill in expressing myself orally or in writing	Cognitive: Synthesis, Evaluation
9. Learning how to find and use resources for answering questions or solving problems	Cognitive: Application, Analysis, Synthesis
10. Developing a clearer understanding of, and commitment to, personal values	Affective: Valuing, Organizing, Characterizing
11. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view.	Cognitive: Analysis, Evaluation
12. Acquiring an interest in learning more by asking my own questions and seeking answers.	Cognitive: Application (experiment, discover) <i>or</i> Affective: Organizing

Let's discuss other sections of the form for a few minutes. On both forms (Question 13/36) you have questions about a student's initial desire to take the course. This is one of two elements used to determine the comparison group with which your results will be linked. The IDEA system depends on establishing "similar courses," on the basis of size and student motivation level.

Question 16/40--interest in the field--is valuable in assessing students' interest in a general education course or in a course in the major.

Added questions. You'll notice that you can add as many as 10 extra questions on the short form, if you'd like to evaluate certain features of the course of interest to you. On the long form, you can add 19. Andy Johnson in psychology has used these in the past to ask his students about faith-learning integration issues which have been important in his senior seminar.

Differences between the forms:

The long form: This provides a great deal more information.

You'll note that the **second** section of the survey duplicates the first section on the short form--students' sense of progress on objectives of the course.

The **first** section, however, asks students to comment on the frequency of your use of 20 different pedagogical approaches. This is, of course, from their perspective, and has to be taken that way. You'll note that a wide range of teaching behaviors are considered here.

Notice how these questions are clustered around Gamson and Chickering's *Principles of Good Practice*. Look at report, page 4, Section III.

Good Practice	Learning Objectives
a. encourages student-faculty contact	1 Displayed a personal interest in me and my learning 2 Found ways to help students answer their own questions 20 Encouraged student-faculty interaction outside of class
b. encourages cooperative ventures among students	5 formed teams or discussion groups to facilitate learning 16 asked students to share ideas and experiences with others 18 asked students to help each other understand ideas or concepts
c. encourages active learning	9 encouraged students to use multiple resources to improve 14 involved students in hands on projects such as research, case studies. . .
d. gives prompt feedback	7 explained the reasons for criticism of students academic performance 12 gave tests, projects, etc., that covered the most important points of the course 17 provided timely and frequent feedback on tests, reports, projects, to help students 19 tests, projects required originality
e. emphasizes time on task	3 scheduled course work in ways which encouraged students to stay up to date
f. communicates high expectations	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
g. respects diverse talents and ways of learning	9 encouraged students to use multiple resources to improve 14 involved students in hands on projects. . . 11 related course material to real life situations

Other issues: In 3 questions, 33-35, students are asked to evaluate the degree of difficulty of the course, in terms of comparative amounts of reading, outside work, and difficulty of subject matter. Since few faculty members have a sense of how comparatively difficult their course is, this can be quite useful. Students' perceptions of these areas will, of course, vary a lot, depending on the ability of the students.

The "self-rating" section duplicates several of the questions on the short form, but adds one, "I worked harder on this course than on most courses I have taken." Again, this gets at some comparative information.

The final section is a "miscellaneous" category, but addresses at least three issues of "good practice."

- 44. Good practice encourages active learning
- 45, 46. Good practice communicates high expectations
- 47. Good practice respects diverse talents and ways of learning

3. Reports to Faculty

The report to faculty is easier to read than it has been in the past, but it still requires some patience. It is full of information, particularly if reporting on the "long form." Some features of the form:

- Your Average Score on key ratings: students' sense of learning, their opinion of you as an excellent instructor, and their opinion of the class itself.
- Your Converted Average on these items when compared to all classes
- Your Converted average, by discipline and institution

IDEA measures Teaching Effectiveness in three ways:

Page 1: **Overall Measures of Teaching Effectiveness.**

The IDEA center considers teaching effectiveness--from the students' perspective--to consist in three areas:

- a. their sense of progress on the learning objectives for the course. Since you select these for evaluation, again, this is an area of great importance.
- b. the students' sense of the "overall excellence of the instructor." While an entertainer or performer may score well here, this is usually balanced by the students' sense of the difficulty of the class or sense of progress.
- c. "overall excellence of course"--which may take course grades into account, but elements such as organization, as well.

Page 2: **Learning on particular objectives:** Second, the report will let you know how your students' sensed their progress on the *particular* course objectives you chose. Note that you'll get a graphic and statistical picture of how the students' responses compare with similar courses in the database.

Page 3: **Teaching Methods or Style.** This takes the students' observations on your teaching style and categorizes them into 5 groups, again related to some of the "principles of good practice":

Stimulating Student Interest
Fostering Student Collaboration
Establishing Rapport

Encouraging Student Involvement
Structuring Classroom Experiences

You get two sorts of information from this: first, the average score, together with the percentage of students rating you high on that item (4 or 5).

The second sort of information is actually more helpful. The column “relevant to objectives” highlights what sort of pedagogy is reported to be most helpful at accomplishing certain kinds of objectives. If, for instance, you want students to grow in problem solving skills, then you will want to provide opportunities for students to engage in activities that foster this. Note the far right column—it suggests “strengths to retain,” which is another way of saying, “Students say you do this frequently, and it’s been shown to be linked to high levels of learning in this area.” You might have a “consider increasing use,” which is a way of saying “this approach fosters high levels of learning on the objectives you’ve chosen, and students report you don’t use it very often.”

Customizing IDEA

Whether you use the online or the paper forms, you can supply a range of additional questions to students on which you want a response. Some departments are asking traditional questions about faith and learning (in use at Bethel in the 1980’s), or are asking students course-specific questions about their learning or reading. These aren’t “high-stakes” questions that demand a proctor be in the room--they’re not about “testing,” but about gaining information an instructor cares about. For instance, you can ask students about books to retain, or to drop. The Bethel faith and learning questions once in use are:

- a. Instructor related the Christian faith to the subject matter.
- b. The reality of the instructor’s Christian commitment was evident in this course.
- c. A Christian view of life and world was evident.

We’re now adding:

1. How has this course helped you connect this area of study to a Christian perspective?
2. How has this course contributed to your development as a thinking Christian?
3. How do you feel this course is influencing your life as a believer?

For other possible questions, see: “Using Additional Questions,” a pdf provided in this package.

Seven Principles of Good Practice in Undergraduate Education (Gamson and Chickering, 1989)

Good Practice:

1. encourages student-faculty contact
2. encourages cooperative ventures among students
3. encourages active learning gives prompt feedback
4. emphasizes time on task: a scholarly agenda
5. communicates high expectations
6. respects diverse talents and ways of learning

Bloom's Taxonomy of Educational Objectives: Cognitive Domain

Competence	Skills Demonstrated
Knowledge	observation and recall of information knowledge of dates, events, places knowledge of major ideas mastery of subject matter <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	understanding information grasp meaning translate knowledge into new context interpret facts, compare, contrast order, group, infer causes predict consequences <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	use information use methods, concepts, theories in new situations solve problems using required skills or knowledge <i>Questions Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	seeing patterns organization of parts recognition of hidden meanings identification of components <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	use old ideas to create new ones generalize from given facts relate knowledge from several areas predict, draw conclusions <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	compare and discriminate between ideas assess value of theories, presentations make choices based on reasoned argument verify value of evidence recognize subjectivity <i>Question Cues:</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

Source: <http://www.coun.uvic.ca/learn/program/hndouts/bloom.html>

Affective domain:

Aspect of Behavior Analyzed: Reliability and persistence of response patterns which are accepted as indicators of feelings and/or attitudes.

Receiving	aware of; passively attending to certain phenomena and stimuli; e.g., listening.
Responding	complies to given expectations by attending or reacting to stimuli or phenomena; e.g., interests.
Valuing	displays behavior consistent with a single belief or attitude in situations where the student is not forced to comply or obey.
Organizing	committed to a set of values as displayed by behavior.
Characterizing	total behavior is consistent with values internalized

Psycho-motor domain

Aspect of Behavior Analyzed: Quantity, quality, sequence and coordination of physical tasks

Imitation	observes skill and attempts to repeat it.
Manipulation	performs skill according to instruction rather than observation.
Precision	reproduces a skill with accuracy, proportion and exactness; usually performed independently of original source.
Articulation.	combines more than one skill in sequence with harmony and consistency
Naturalization	completes one or more skills with ease and becomes automatic with limited physical or mental exertion.

Source: <http://gfb.cas.psu.edu/EdTech/affective.htm>

Disciplinary Selection of Learning Objectives
Percent of Classes Selecting Objectives as *Essential* or *Important*

Discipline	Objective Number											
	1	2	3	4	5	6	7	8	9	10	11	12
Accounting	96	91	83	75	26	6	3	25	28	10	29	26
Adm/Management	80	82	87	67	47	15	9	49	39	22	46	38
Art	63	61	57	68	17	83	60	29	32	20	36	37
Biology/Life Science	93	90	64	47	29	7	27	27	33	9	30	32
Business	85	80	83	65	41	16	9	51	45	21	48	39
Chemistry	91	89	81	52	22	6	20	21	30	5	27	25
Communications	62	66	74	62	42	42	24	76	45	22	56	39
Computer Science	93	77	80	83	25	20	8	20	50	6	24	36
Design/Applied Art	82	80	83	86	26	69	25	27	50	18	40	50
Economics	91	96	84	33	10	6	11	19	23	9	46	27
Education	78	76	83	84	45	25	18	47	49	33	46	43
Engineering	83	82	88	73	40	20	8	32	34	11	26	31
English Lit	36	35	48	28	28	46	54	89	43	21	72	38
Fine/Applied Arts	75	75	69	74	36	69	39	30	35	21	39	47
Foreign Lang	77	50	38	39	29	27	66	86	22	12	25	38
History	94	56	43	25	10	18	43	67	34	22	69	43
Health Professions and Related Sciences	83	75	82	74	38	9	9	36	40	21	32	33
Liberal Arts/Science	62	61	66	23	27	29	56	63	44	39	68	49
Math/Statistics	94	94	92	46	18	6	11	16	20	4	23	27
Music	70	57	45	66	30	64	72	23	15	15	20	29
Nursing	77	75	88	77	38	8	6	38	43	19	42	33
Philosophy	52	82	62	15	15	16	35	46	21	55	93	55
Physical/Health/Safety Education	89	76	77	60	43	14	14	29	31	46	30	44
Physics	89	96	83	41	35	7	40	14	21	5	36	36
Political Science	84	83	62	28	19	16	19	59	35	24	74	44
Psychology	87	87	75	43	19	8	13	39	29	23	54	34
Religion	81	79	55	29	10	14	30	42	29	66	60	49
Sociology	87	82	70	35	25	14	23	48	32	41	65	47

21. Gaining factual knowledge (terminology, classifications, methods, trends)

22. Learning fundamental principles, generalizations, and theories

23. Learning to apply course material (to improve thinking, problem solving, and decisions)

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

25. Acquiring skills in working with others as a member of a team

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

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

28. Developing skill in expressing myself orally or in writing

29. Learning how to find and use resources for answering questions or solving problems

30. Developing a clearer understanding of, and commitment to, personal values

31. Learning to analyze and critically evaluate ideas, arguments, and points of view

32. Acquiring an interest in learning more by asking my own questions and seeking answers

Reading IDEA Evaluations

Some years ago, our office prepared a document describing the use of IDEA evaluations. Several points from that paper are worth repeating.

1. What does it mean if ratings comparing one's class and the idea database are "Similar" or "Much Higher," or "Lower" or "Much Lower"?

It is important to remember that one semester of student ratings does not really serve any useful long term evaluation purpose. Almost all studies indicate that 4-5 evaluations spread over about 2 years are needed in order to draw long-term evaluation implications. The IDEA system certainly needs to be seen in this light.

"Similar" means that this is where most instruction on a specified item is on the rating scale. It does not mean a person is doing "just average" in the ordinary sense of that term. Higher or Much Higher would mean that students rate that item higher than similar courses, which suggests a measure of exceptional performance. Certainly, no change would be called for in improvement of instruction, although many instructors who are in these categories are constantly experimenting on how to make an excellent course even better. A "Lower" or "Much Lower" rating in "Overall Ratings" would mean that one should attempt to improve course instruction.

2. What do the ratings (Much lower, lower, similar, etc.) mean? If a student marks a course "much lower" in a particular area, it means "in the lowest 10% of classes taken at this college." The other terms mean:

Category	Score	
Much Higher	63+	= highest 10 percent of courses
Higher	56-62	= next 20 percent of courses (71-90%)
Similar	45-55	= middle 40 percent of courses (31-70%)
Lower	38-44	= next 20 percent of courses (11-30%)
Much Lower	=/< 37	= lowest ten percent of courses taken here (0-10%)

The "converted scores" are suggestive, but as the reports note, have a reliability of +/- 3 points.

3. The IDEA staff themselves note:

In our judgment ratings interpreted as 'Average' are acceptable, satisfactory, i.e., do *not* imply a deficiency. Consider it like a 'C' grade, pre-grade inflation. We realize that many—probably most—faculty eschew 'C's, and even 'B's. One survey found that 68% of the faculty considered themselves in the top quarter of the faculty! Because IDEA uses a national database, it is theoretically possible for all campuses to have 60% of the ratings in the top 30%, but the odds are very much against it. You are being compared to a very broad sample of college teachers, which means a select group both educationally and intellectually. We believe that making the top 70%-- 'Average' or above--represents a real achievement. . . (*Center Communique 1993 #2, 8/9/93*)

4. What should I consider in reading IDEA evaluations?

1. *Consider the faculty member's teaching over time*, rather than just a 'snapshot,' if at all possible. One way to do this is to lay out the evaluations so comparison of progress in the same course over several semesters is possible.
2. *Consider the type of course being evaluated*. A lower-division course with a large number of students will lend itself to certain kinds of interaction and instruction. An undergraduate course with nontraditional students will be different from upper-division classes taught to traditional-age students. You may wish to categorize the evaluations by kind or size of course in order to judge the faculty member's performance in different teaching settings.
3. *Consider the number of students responding, and the percentage of students responding from a given class*. Response rates are provided on the individual reports as one of the first items. Small numbers of students in a given class may sway percentages dramatically, either positively or negatively. A large class in which relatively few respond may indicate that a vocal minority are providing the ratings, and this may either favor or disadvantage the instructor. On the statistical detail page at the end of the report, in a class with 33 students, if 3 students provide a 10% 'Low' rating means 10% of the students assigned that level of performance. Always look at the distribution of responses when scores appear unusually low.
4. *Consider whether this is a general education course, or one in the major*. In evaluating teaching evaluations, it is valuable to separate the two. General education courses, particularly if taught in large lecture sessions, may well receive lower evaluations, and are generally regarded as more difficult to teach (Centra, *Reflective Faculty Evaluation*, 70). Since they are required of all students, rather than just those in the major, student attitudes may be more negative. Courses in the major are, in some respects, more significant indicators of the instructor's performance with highly motivated students. Such courses will give the instructor more room to demonstrate professionalism and the standards of the profession. For this reason, an evaluation of a course in the major which shows a low score in 'more positive feelings toward the field' may be significant. Since, however, instructors generally must teach a range of both general education and major courses, both must be a concern in evaluation.
5. *Look for key indicators in evaluation*. In particular, the *summary profile* is important: these three items show
 - a. the overall evaluation of students' rating of their progress on course objectives (that is, their sense of learning)
 - b. the students' sense of whether the instructor is an excellent teacher
 - c. whether the students regard the course as an excellent course
 Second, look at the *evaluation of the specific objectives* which the instructor has chosen as appropriate. Consider both the *mean*, or average on the 1-5 scale, and the *distribution*, shown by the percentage of students who ranked the instructor "low" with a 1-2, or "high" with a 4 or 5.. A consistent distribution in which one or two students always rate an instructor low and others are much more favorable may reflect a conflict with the instructor.
6. *Be sure to read written student comments, as well as the statistical summaries*. Frequently, the most helpful information in understanding why an evaluation is low or high is found in written comments.
7. *Consider the number, kind, and difficulty of learning objectives selected*. Instructors, despite advice, may select more objectives for evaluation than are realistically emphasized in the course. Consequently, students may indicate lower levels of progress on those

objectives—an accurate judgement, but one which affects the overall ratings. Secondly, students may rate their experience lower on an objective that the instructor has selected but for which the instructor has provided no real content. The presence of a large writing project in a course does not necessarily mean that the instructor has actually taught the students anything about writing, and students may rate their progress low in this area.

5a. Responding to faculty concerns

DATE: October 10, 2005

RE: IDEA On-line Evaluations

IDEA on-line evaluations will again be available on an optional basis for fall 2005. Approximately 50% of the classes used IDEA on-line evaluations last spring with great success. Bethel students had a participation rate of 86% which is about the same rate of completion as for pencil and paper evaluations.

New this year to on-line evaluations is the opportunity for faculty to add optional questions and one open-ended question to the form. We also have the ability to add optional questions to whole groups (i.e. Freshman Seminar) which Mary Guthrie can implement when she sets up the files. (Call Mary at x8542 if you have a group that is interested in this option.)

Advantages:

1. You don't have to use valuable class time to fill out the forms.
2. Feedback is likely to be more relaxed and thoughtful because students have more time.
3. No more paper and pencils.
4. The Academic Affairs Office does not have to handle the forms or type the student comments.

Disadvantages:

1. Students have to fill out the form on their own time.

Suggestion to offset this: Consider making it a class assignment and building in a few extra credit points for completing the task.

On-line evaluations work as follows:

1. Faculty members choose either the Diagnostic or Short Form just like the current process. (The on-line forms are identical to current forms. They also provide a place for student comments.)
2. Mary Guthrie, Evaluation Coordinator in Academic Affairs, will load your class list and student email addresses into an on-line program provided by IDEA.
3. A window of time will be designated for you as instructor to fill out the Faculty Information Form and the students to fill out their form.
4. IDEA will send you and the students an email message with the link to the form. You then open the link and fill out your respective form on-line.
5. Reminder messages will be sent out every few days until the form is completed.
6. If you desire, you can also post a link to the on-line site on Blackboard. If you choose to do that, you will need to call Mary (x8542) for the link information. This is OPTIONAL.
7. IDEA will process and return the on-line evaluations at the same time the traditional paper copies are processed.

You will choose either the on-line evaluation or the traditional method of paper and pencil when you receive the usual gray fall 2005 IDEA memo which comes from Rich later this week. (On-line evaluations are not available for those classes that end mid-term.)

QUESTIONS: Call Rich Sherry x6071 or Mary Guthrie x8542