

# IDEA Student Ratings of Instruction (SRI) System

## Alignment with WASC Standards\*



Standard		Substandard	WASC Substandard #	IDEA Item #	SRI Instruments and Items
1. Defining Institutional Purposes and Ensuring Educational Objectives	Integrity and Transparency	1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative organizational practices.	1.4	2	Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)
				20	Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Achieving Educational Objectives through Core Functions	Teaching and Learning	2.2a Undergraduate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, undergraduate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in culture and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Baccalaureate degrees include some significant in-depth study in a given area of knowledge (typically described in terms of a program major).	2.2a	21	Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
				22	Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)
				23	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
				24	Acquiring skills in working with others as a member of a team
				25	Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
				26	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
				27	Developing skill in expressing myself orally or in writing
				28	Learning how to find, evaluate, and use resources to explore a topic in depth
				29	Developing ethical reasoning and/or ethical decision making
				30	Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view
				31	Learning to apply knowledge and skills to benefit others or serve the public good
32	Learning appropriate methods for collecting, analyzing, and interpreting numerical information				

\* Links to the [WASC Standards](#) and [IDEA](#) instruments

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Standard		Substandard	WASC Substandard #	IDEA Item #	SRI Instruments and Items
2. Achieving Educational Objectives through Core Functions (cont.)	Teaching and Learning (cont.)	2.5 The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.	2.5	3	Encouraged students to reflect on and evaluate what they have learned
				5	Formed teams or groups to facilitate learning
				7	Provided meaningful feedback on students' academic performance
				8	Stimulated students to intellectual effort beyond that required by most courses
				11	Related course material to real life situations
				12	Created opportunities for students to apply course content outside the classroom
				14	Involved students in hands-on projects such as research, case studies, or real life activities
				15	Inspired students to set and achieve goals which really challenged them
				16	Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
				18	Gave projects, tests, or assignments that required original or creative thinking
				22	Learning to apply course material (to improve thinking, problem solving, and decisions)
				38	My background prepared me well for this course's requirements.
		2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.	2.7	SRI	<i>Student Rating of Instructors Assessment</i>

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Standard	Substandard	WASC Substandard #	IDEA Item #	SRI Instruments and Items
2. Achieving Educational Objectives through Core Functions (cont.)	Scholarship and Creativity	2.8	SRI	<i>Student Rating of Instructors Assessment</i>
4. Creating and Organizational Committed to Quality Assurance, Institutional Learning, and Improvement	Quality Assurance Process	4.1	SRI	<i>Student Rating of Instructors Assessment</i>
	Institutional Learning and Improvement	4.3	SRI (FSC/FSA)	<i>Student Rating of Instructors Assessment</i>
		4.4	SRI (FSC/FSA)	<i>Student Rating of Instructors Assessment</i>

# IDEA Administrator and Chair Feedback Systems Alignment with WASC Standards

Standard		Substandard	WASC Substandard #	IDEA Item #	SRI Instruments and Items
1. Defining Institutional Purposes and Ensuring Educational Objectives	Integrity and Transparency	1.4 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative organizational practices.	1.4	FSA/FSC	Feedback System for Administrator/Chairs
2. Achieving Educational Objectives through Core Functions	Teaching and Learning	2.1 The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.	2.1	FSA/FSC	Feedback System for Administrator/Chairs
	Scholarship and Creativity	2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.	2.8	FSA/FSC	Feedback System for Administrator/Chairs
3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability	Faculty and Staff	3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.	3.2	FSA/FSC	Feedback System for Administrator/Chairs

**IDEA Administrator and Chair Feedback Systems Alignment with WASC Standards**

Standard		Substandard	WASC Substandard #	IDEA Item #	SRI Instruments and Items
3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability (cont.)	Faculty and Staff (cont.)	3.3 The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.	3.3	FSA/FSC	Feedback System for Administrator/Chairs
	Organizational Structure and Decision-Making Processes	3.6 The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.	3.6	FSA/FSC	Feedback System for Administrator/Chairs
		3.10 The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.	3.10	FSC	Feedback System for Chairs
4. Creating and Organizational Committed to Quality Assurance, Institutional Learning, and Improvement	Institutional Learning and Improvement	4.3 Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is under-taken, used for improvement, and incorporated into institutional planning processes.	4.3	FSA/FSC (SRI)	Feedback System for Administrator/Chairs
		4.4 The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.	4.4	FSA/FSC (SRI)	Feedback System for Administrator/Chairs