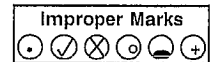
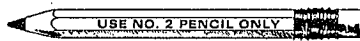




SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution:	Instructor:
Course Number:	Time and Days Class Meets:
Your thoughtful answers to these questions will provide helpful information to your instructor.	
Describe the frequency of your instructor's teaching procedures, using the following code:	
1=Hardly Ever	2=Occasionally
3=Sometimes	4=Frequently
5=Almost Always	

The Instructor:

1. 1 2 3 4 5 Displayed a personal interest in students and their learning
2. 1 2 3 4 5 Found ways to help students answer their own questions
3. 1 2 3 4 5 Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
4. 1 2 3 4 5 Demonstrated the importance and significance of the subject matter
5. 1 2 3 4 5 Formed "teams" or "discussion groups" to facilitate learning
6. 1 2 3 4 5 Made it clear how each topic fit into the course
7. 1 2 3 4 5 Explained the reasons for criticisms of students' academic performance
8. 1 2 3 4 5 Stimulated students to intellectual effort beyond that required by most courses
9. 1 2 3 4 5 Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
10. 1 2 3 4 5 Explained course material clearly and concisely
11. 1 2 3 4 5 Related course material to real life situations
12. 1 2 3 4 5 Gave tests, projects, etc. that covered the most important points of the course
13. 1 2 3 4 5 Introduced stimulating ideas about the subject
14. 1 2 3 4 5 Involved students in "hands on" projects such as research, case studies, or "real life" activities
15. 1 2 3 4 5 Inspired students to set and achieve goals which really challenged them
16. 1 2 3 4 5 Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
17. 1 2 3 4 5 Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
18. 1 2 3 4 5 Asked students to help each other understand ideas or concepts
19. 1 2 3 4 5 Gave projects, tests, or assignments that required original or creative thinking
20. 1 2 3 4 5 Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

- 1 - No apparent progress
- 2 - Slight progress; I made small gains on this objective.
- 3 - Moderate progress; I made some gains on this objective.
- 4 - Substantial progress; I made large gains on this objective.
- 5 - Exceptional progress; I made outstanding gains on this objective.

Progress on:

21. 1 2 3 4 5 Gaining factual knowledge (terminology, classifications, methods, trends)
22. 1 2 3 4 5 Learning fundamental principles, generalizations, or theories
23. 1 2 3 4 5 Learning to *apply* course material (to improve thinking, problem solving, and decisions)
24. 1 2 3 4 5 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
25. 1 2 3 4 5 Acquiring skills in working with others as a member of a team
26. 1 2 3 4 5 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
27. 1 2 3 4 5 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
28. 1 2 3 4 5 Developing skill in expressing myself orally or in writing
29. 1 2 3 4 5 Learning how to find and use resources for answering questions or solving problems
30. 1 2 3 4 5 Developing a clearer understanding of, and commitment to, personal values
31. 1 2 3 4 5 Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
32. 1 2 3 4 5 Acquiring an interest in learning more by asking my own questions and seeking answers

On the next three items, compare this course with others you have taken at this institution, using the following code:

1=Much Less than Most Courses

2=Less than Most Courses

3=About Average

4=More than Most Courses

5=Much More than Most Courses

The Course:

33. ① ② ③ ④ ⑤ Amount of reading
 34. ① ② ③ ④ ⑤ Amount of work in other (non-reading) assignments
 35. ① ② ③ ④ ⑤ Difficulty of subject matter

Describe your attitudes and behavior in this course, using the following code:

1=Definitely False

2=More False Than True

3=In Between

4=More True Than False

5=Definitely True

36. ① ② ③ ④ ⑤ I had a strong desire to take this course.
 37. ① ② ③ ④ ⑤ I worked harder on this course than on most courses I have taken.
 38. ① ② ③ ④ ⑤ I really wanted to take a course from this instructor.
 39. ① ② ③ ④ ⑤ I really wanted to take this course regardless of who taught it.
 40. ① ② ③ ④ ⑤ As a result of taking this course, I have more positive feelings toward this field of study.
 41. ① ② ③ ④ ⑤ Overall, I rate this instructor an excellent teacher.
 42. ① ② ③ ④ ⑤ Overall, I rate this course as excellent.

For the following items, blacken the space which best corresponds to your judgment:

1=Definitely False

2=More False Than True

3=In Between

4=More True Than False

5=Definitely True

43. ① ② ③ ④ ⑤ As a rule, I put forth more effort than other students on academic work.
 44. ① ② ③ ④ ⑤ The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.
 45. ① ② ③ ④ ⑤ The instructor expected students to take their share of responsibility for learning.
 46. ① ② ③ ④ ⑤ The instructor had high achievement standards in this class.
 47. ① ② ③ ④ ⑤ The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

EXTRA QUESTIONS

If your instructor has extra questions, answer them in the space designated below (questions 48-67):

- | | |
|---------------|---------------|
| 48. ① ② ③ ④ ⑤ | 58. ① ② ③ ④ ⑤ |
| 49. ① ② ③ ④ ⑤ | 59. ① ② ③ ④ ⑤ |
| 50. ① ② ③ ④ ⑤ | 60. ① ② ③ ④ ⑤ |
| 51. ① ② ③ ④ ⑤ | 61. ① ② ③ ④ ⑤ |
| 52. ① ② ③ ④ ⑤ | 62. ① ② ③ ④ ⑤ |
| 53. ① ② ③ ④ ⑤ | 63. ① ② ③ ④ ⑤ |
| 54. ① ② ③ ④ ⑤ | 64. ① ② ③ ④ ⑤ |
| 55. ① ② ③ ④ ⑤ | 65. ① ② ③ ④ ⑤ |
| 56. ① ② ③ ④ ⑤ | 66. ① ② ③ ④ ⑤ |
| 57. ① ② ③ ④ ⑤ | 67. ① ② ③ ④ ⑤ |

Use the space below for comments (unless otherwise directed).
 Note: Your written comments may be returned to the instructor. You may want to PRINT to protect your anonymity.

Comments: _____

Sample, DF

IDEA University

Physics 0220
MWF 08:00
Spring 2007
Local code: 2410



To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

There were **30** students enrolled in the course and **25** students responded. Your results are considered **reliable**. The **83%** response rate indicates that results are **representative** of the class as a whole.

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Four objectives were selected as relevant (Important or Essential –see page 2)	4.2	4.2
Overall Ratings		
B. Excellent Teacher	4.4	4.6
C. Excellent Course	4.0	4.3
D. Average of B & C	4.2	4.4
Summary Evaluation (Average of A & D) ¹	4.2	4.3

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)		56		57		57		57		57
Similar Middle 40% (45–55)	55		54		51		53		54	
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	56	57	56	58	55	59	56	59	56	58
Institution	50	52	52	57	47	55	50	56	50	54

IDEA Discipline used for comparison:

Physics

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.5	4.4	0%	92%
22. Learning fundamental principles, generalizations, or theories	Essential	4.4	4.4	0%	92%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.2	4.3	4%	88%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Important	3.2	3.2	29%	42%
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.2	4.2		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
60 Higher	59 Higher	61 Higher	61 Higher	55 Similar	56 Higher
60 Higher	59 Higher	59 Higher	59 Higher	55 Similar	56 Higher
53 Similar	56 Higher	55 Similar	57 Higher	48 Similar	54 Similar
40 Lower	41 Lower	44 Lower	44 Lower	31 Much Lower	34 Much Lower
55	56	56	57	50	52

¹The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56-62)
 Similar = Middle 40% (45-55)
 Lower = Next 20% (38-44)
 Much Lower = Lowest 10% (37 or lower)

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	3.1
34. Amount of work in other (non-reading) assignments	3.5
35. Difficulty of subject matter	4.4

Student Description

37. I worked harder on this course than on most courses I have taken.	3.8
39. I really wanted to take this course regardless of who taught it.	2.9
43. As a rule, I put forth more effort than other students on academic work.	4.0

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
49	Similar	52	Similar	46	Similar
51	Similar	49	Similar	48	Similar
66	Much Higher	60	Higher	64	Much Higher

53	Similar	54	Similar	50	Similar
43	Lower	45	Similar	41	Lower
60	Higher	57	Higher	53	Similar

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56-62)
 Similar = Middle 40% (45-55)
 Lower = Next 20% (38-44)
 Much Lower = Lowest 10% (37 or lower)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD-IDEA Center Notes** (www.theideacenter.org/podidea), and **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
13. Introduced stimulating ideas about the subject	All selected objectives	4.0	76%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.6	52%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.2	88%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23	4.5	96%	Strength to retain

Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	29	3.3	44%	Consider increasing use
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	2.3	20%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	2.2	0%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.0	80%	Retain current use or consider increasing
7. Explained the reasons for criticisms of students' academic performance	23, 29	3.6	52%	Retain current use or consider increasing
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	3.7	56%	Retain current use or consider increasing
1. Displayed a personal interest in students and their learning	23	4.6	96%	Strength to retain

Encouraging Student Involvement

9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	2.3	4%	Consider increasing use
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	29	2.8	32%	Consider increasing use
19. Gave projects, tests, or assignments that required original or creative thinking	29	3.3	48%	Consider increasing use
11. Related course material to real life situations	23	4.5	92%	Strength to retain

Structuring Classroom Experiences

10. Explained course material clearly and concisely	21, 22, 23	4.0	80%	Retain current use or consider increasing
6. Made it clear how each topic fit into the course	21, 22, 23	4.3	92%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.6	92%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.2	84%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.6	84%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	1	8	16	0	4.6	0.6
2. Found ways to help students answer their own questions	0	0	5	14	6	0	4.0	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	1	0	3	9	12	0	4.2	1.0
4. Demonstrated the importance and significance of the subject matter	0	0	1	11	13	0	4.5	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	10	4	6	3	2	0	2.3	1.3
6. Made it clear how each topic fit into the course	0	0	2	14	9	0	4.3	0.6
7. Explained the reasons for criticisms of students' academic...	1	0	11	9	4	0	3.6	0.9
8. Stimulated students to intellectual effort beyond that required by...	0	0	3	13	9	0	4.2	0.7
9. Encouraged students to use multiple resources (e.g. data banks,...	6	7	11	1	0	0	2.3	0.9
10. Explained course material clearly and concisely	0	0	5	14	6	0	4.0	0.7
11. Related course material to real life situations	0	0	2	9	14	0	4.5	0.7
12. Gave tests, projects, etc. that covered the most important points...	0	0	2	7	16	0	4.6	0.7
13. Introduced stimulating ideas about the subject	0	0	6	14	5	0	4.0	0.7
14. Involved students in "hands on" projects such as research, case...	6	3	8	7	1	0	2.8	1.2
15. Inspired students to set and achieve goals which really...	1	1	10	8	5	0	3.6	1.0
16. Asked students to share ideas and experiences with others...	7	6	12	0	0	0	2.2	0.9
17. Provided timely and frequent feedback on tests, reports,...	0	0	4	3	18	0	4.6	0.8
18. Asked students to help each other understand ideas or concepts	1	4	9	9	2	0	3.3	1.0
19. Gave projects, tests, or assignments that required original or...	3	3	7	8	4	0	3.3	1.2
20. Encouraged student-faculty interaction outside of class (office...	0	2	9	9	5	0	3.7	0.9

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential -see page 2) and other items for which comparisons were provided.

Notes:

Dept code selected on FIF: 4008

Dept code used for discipline comparison: 4008

							Converted Avg.		Comparison Group Average				
							Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	2	9	14	0	4.5	0.7	60	59	4.0	4.0	4.3
22. Learning fundamental principles, generalizations, or...	0	0	2	10	13	0	4.4	0.7	60	59	3.9	4.0	4.2
23. Learning to apply course material (to improve thinking,...	0	1	2	14	8	0	4.2	0.7	53	56	4.0	3.9	4.2
24. Developing specific skills, competencies, and points of view...	0	1	6	13	5	0	3.9	0.8	NA	NA	4.0	3.7	4.3
25. Acquiring skills in working with others as a member of a team	7	5	5	5	3	0	2.7	1.4	NA	NA	3.9	3.8	4.2
26. Developing creative capacities (writing, inventing, designing,...	15	1	5	4	0	0	1.9	1.2	NA	NA	3.9	3.2	4.2
27. Gaining a broader understanding and appreciation of...	4	4	9	3	5	0	3.0	1.3	NA	NA	3.7	3.1	4.1
28. Developing skill in expressing myself orally or in writing	15	2	6	2	0	0	1.8	1.1	NA	NA	3.8	3.1	4.1
29. Learning how to find and use resources for answering...	1	6	7	8	2	1	3.2	1.0	40	41	3.7	3.5	4.1
30. Developing a clearer understanding of, and commitment to,...	2	2	6	10	5	0	3.6	1.2	NA	NA	3.8	3.4	4.0
31. Learning to analyze and critically evaluate ideas, arguments,...	1	4	6	11	3	0	3.4	1.0	NA	NA	3.8	3.3	4.1
32. Acquiring an interest in learning more by asking my own...	1	1	4	13	6	0	3.9	1.0	NA	NA	3.8	3.5	4.1

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress **Bold = Selected as Important or Essential**

33. Amount of reading	1	4	11	9	0	0	3.1	0.8	49	NA	3.2	3.0	3.4
34. Amount of work in other (non-reading) assignments	0	0	15	8	2	0	3.5	0.7	51	NA	3.4	3.6	3.6
35. Difficulty of subject matter	0	0	0	16	9	0	4.4	0.5	66	NA	3.4	3.9	3.6

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

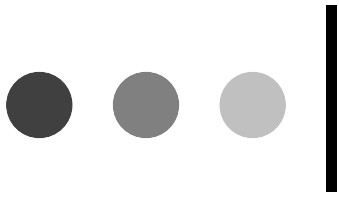
36. I had a strong desire to take this course.	5	1	12	3	4	0	3.0	1.3	NA	NA	3.7	3.4	3.7
37. I worked harder on this course than on most courses I have taken.	0	2	5	15	3	0	3.8	0.8	53	NA	3.6	3.6	3.8
38. I really wanted to take a course from this instructor.	1	0	11	4	9	0	3.8	1.1	NA	NA	3.4	3.2	3.7
39. I really wanted to take this course regardless of who taught it.	6	3	8	3	5	0	2.9	1.4	43	NA	3.3	3.2	3.5
40. As a result of taking this course, I have more positive feelings...	2	1	7	9	6	0	3.6	1.2	46	51	3.9	3.5	4.0
41. Overall, I rate this instructor an excellent teacher.	0	1	1	9	14	0	4.4	0.8	54	57	4.2	4.0	4.4
42. Overall, I rate this course as excellent.	1	1	4	11	8	0	4.0	1.0	51	57	3.9	3.7	4.2
43. As a rule, I put forth more effort than other students on...	0	1	6	11	7	0	4.0	0.8	60	NA	3.6	3.7	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Additional Questions:

	1	2	3	4	5	Omit	Avg.	s.d.
48.	0	1	0	13	11	0	4.4	0.7
49.	0	2	1	14	8	0	4.1	0.8
50.	0	3	2	7	13	0	4.2	1.0
51.						25		
52.						25		
53.						25		
54.						25		
55.						25		
56.						25		
57.						25		

	1	2	3	4	5	Omit	Avg.	s.d.
58.						25		
59.						25		
60.						25		
61.						25		
62.						25		
63.						25		
64.						25		
65.						25		
66.						25		
67.						25		



IDEA Student Ratings of Instruction

Group Summary Report

Sample English Department
IDEA University
Spring 2007

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

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

Number of Classes Included	
Diagnostic Form	42
Short Form	27
Total	69
Number of Excluded Classes	0
Response Rate	
Classes below 65% Response Rate	2
Average Response Rate	85%
Class Size	
Average Class Size	20

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

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, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

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

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=69)	Institution (n=5,672)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	16%	70%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	13%	59%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	41%	58%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	32%	35%	55%
Objective 5: Acquiring skills in working with others as a member of a team	23%	19%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	32%	14%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	22%	27%	27%
Objective 8: Developing skill in expressing myself orally or in writing	78%	42%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	19%	23%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	7%	11%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	68%	42%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	20%	23%	41%
Average Number of Objectives Selected As Important or Essential	3.7	4.2	5.7

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: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	10%	7%	1%	1%	3%	4%	4%	7%
Higher (56–62)	20%	48%	35%	32%	29%	28%	14%	36%	25%
Similar (45–55)	40%	33%	48%	51%	51%	48%	55%	51%	52%
Lower (38–44)	20%	4%	4%	14%	10%	13%	13%	4%	10%
Much Lower (37 or lower)	10%	4%	6%	1%	9%	9%	13%	4%	6%

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 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	55	53	52	50	50	48	53	52
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.2	4.1	4.3	4.2	3.9	3.8	4.2	4.1
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

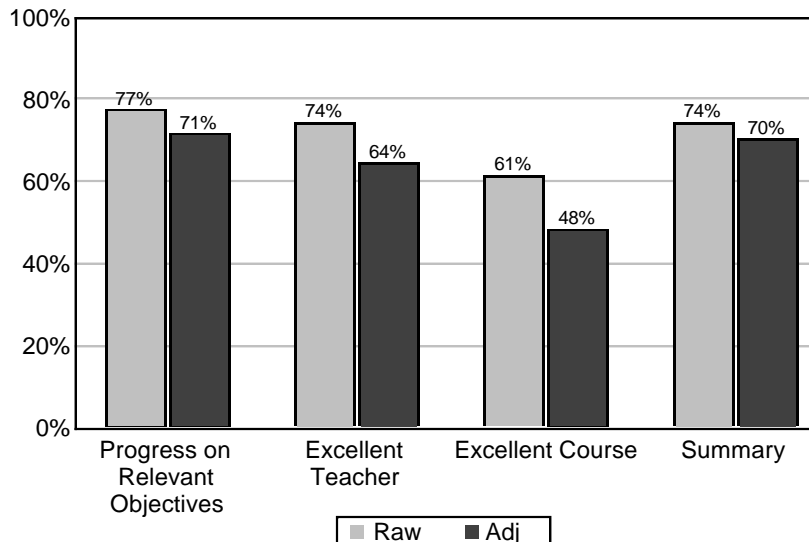
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	7%	7%	0%	0%	3%	4%	3%	4%
Higher (56–62)	20%	35%	28%	25%	20%	28%	14%	30%	17%
Similar (45–55)	40%	49%	55%	54%	59%	45%	55%	54%	62%
Lower (38–44)	20%	3%	4%	12%	9%	16%	13%	7%	10%
Much Lower (37 or lower)	10%	6%	6%	10%	12%	9%	13%	6%	6%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	54	52	50	49	50	48	52	51
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	53	53	52	52	51	50	52	52
This Summary Report	4.2	4.1	4.3	4.2	3.9	3.8	4.2	4.1
This Institution	4.1	4.1	4.3	4.3	4.0	3.9	4.1	4.1

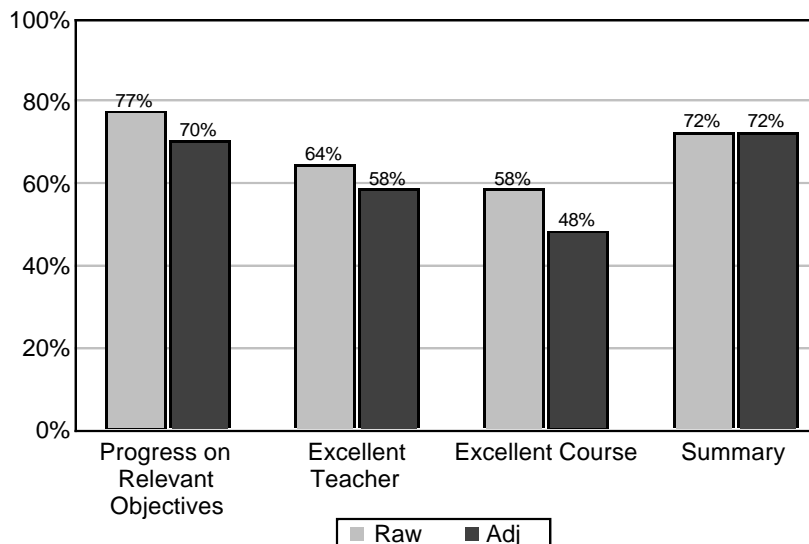
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



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.

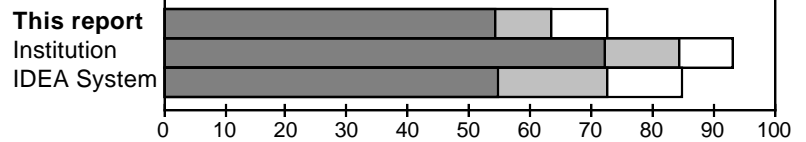
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

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.

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

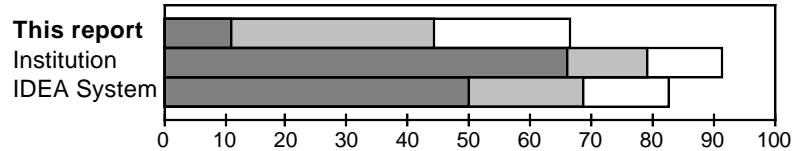
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.9	11
Institution	4.2	4.2	3,963
IDEA System	4.0	4.0	31,991

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



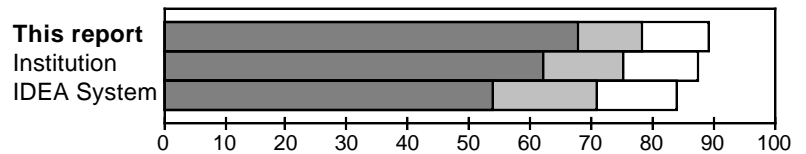
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.5	3.4	9
Institution	4.1	4.1	3,373
IDEA System	3.9	3.9	30,398



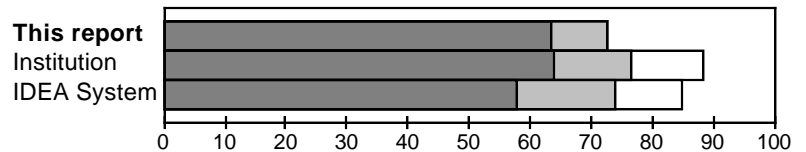
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.8	28
Institution	4.0	4.0	3,296
IDEA System	4.0	4.0	30,442



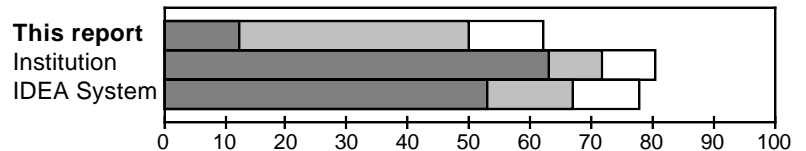
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.8	22
Institution	4.1	4.0	1,961
IDEA System	4.0	4.0	21,568



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

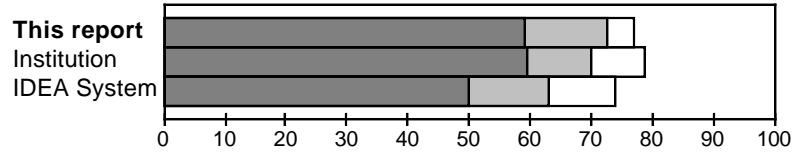
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.5	3.4	16
Institution	4.0	4.0	1,066
IDEA System	3.9	3.9	12,088



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

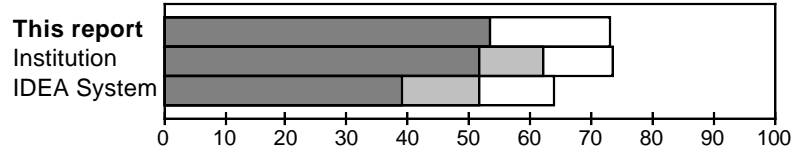
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.8	22
Institution	4.0	4.0	817
IDEA System	3.9	3.9	9,290



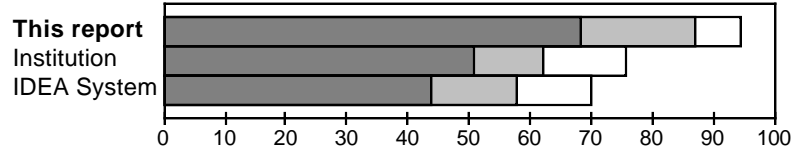
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.8	3.7	15
Institution	3.9	3.9	1,510
IDEA System	3.7	3.7	10,256



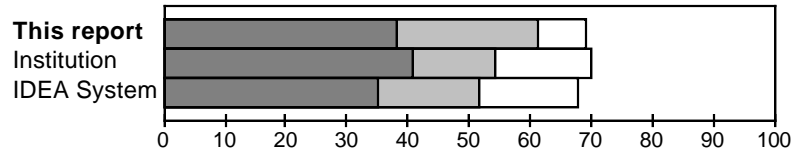
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.1	54
Institution	3.9	3.9	2,384
IDEA System	3.8	3.8	18,174



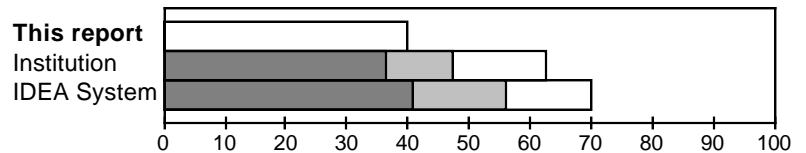
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.7	3.6	13
Institution	3.8	3.8	1,306
IDEA System	3.7	3.7	15,656



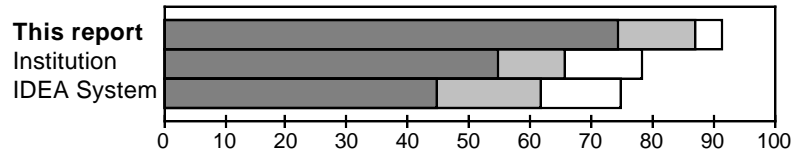
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.0	2.9	5
Institution	3.7	3.6	632
IDEA System	3.8	3.8	8,715



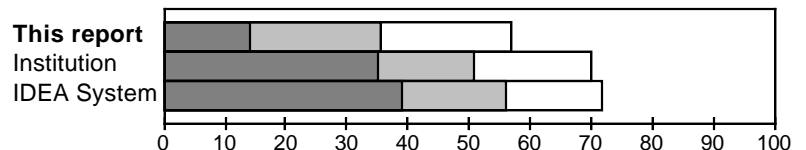
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.1	47
Institution	3.9	3.9	2,382
IDEA System	3.8	3.8	18,909



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

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.5	3.4	14
Institution	3.7	3.7	1,331
IDEA System	3.8	3.8	15,616



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).

42 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	30	4.2	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	42	3.9	0.5	
13. Introduced stimulating ideas about the subject	42	4.1	0.5	
15. Inspired students to set and achieve goals which really challenged them	42	3.8	0.5	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	14	4.0	0.5	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	38	4.1	0.5	
18. Asked students to help each other understand ideas or concepts	38	4.0	0.5	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	40	4.5	0.3	
2. Found ways to help students answer their own questions	42	4.2	0.4	
7. Explained the reasons for criticisms of students' academic performance	42	4.0	0.4	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	10	3.8	0.7	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	10	4.0	0.7	
11. Related course material to real life situations	25	4.1	0.6	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	16	3.5	0.8	
19. Gave projects, tests, or assignments that required original or creative thinking	38	4.2	0.5	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	0	NA	NA	
6. Made it clear how each topic fit into the course	32	4.2	0.6	
10. Explained course material clearly and concisely	29	4.1	0.6	
12. Gave tests, projects, etc. that covered the most important points of the course	9	3.8	0.8	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

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 $\pm .3$ 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	3.5	19%	17%
	Institution	3.7	14%	35%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.5	7%	14%
	Institution	3.6	12%	22%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.2	31%	5%
	Institution	3.5	22%	28%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.4	16%	10%
	Institution	3.4	23%	13%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	3.8	1%	17%
	Institution	3.7	1%	18%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- 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 $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.4	21%	24%
	Institution	3.3	31%	19%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.3	24%	10%
	Institution	3.4	23%	20%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.2	19%	0%
	Institution	3.5	13%	19%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	3.8	3.7	49	46
Institution	3.9	3.8		
IDEA System	3.9	3.9		

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, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	30%	41%
Discussion/Recitation	33%	35%
Seminar	28%	3%
Skill/Activity	4%	10%
Laboratory	0%	0%
Field Experience	0%	1%
Studio	0%	0%
Multi-Media	0%	0%
Practicum/Clinic	0%	3%
Other/Not Indicated	4%	7%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	66	2%	17%	82%
Oral communication	66	6%	42%	52%
Computer application	66	50%	44%	6%
Group work	66	27%	59%	14%
Mathematical/quantitative work	65	97%	3%	0%
Critical thinking	66	0%	30%	70%
Creative/artistic/design	66	61%	33%	6%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	61	46%	28%	26%
Experience teaching course	52	8%	42%	50%
Changes in approach	48	10%	75%	15%
Desire to teach the course	63	5%	22%	73%
Control over course management decisions	62	10%	39%	52%
Student background	62	42%	34%	24%
Student enthusiasm	60	37%	40%	23%
Student effort to learn	60	32%	30%	38%
Technical/instructional support	59	31%	63%	7%

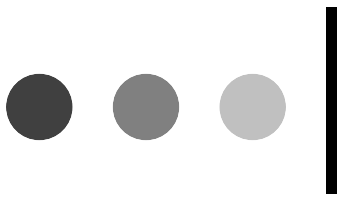
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

3090–3131, 3674–3700



IDEA Student Ratings of Instruction

Group Summary Report

Institutional Summary
Utah State University
Fall 2009

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

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

Number of Classes Included	
Diagnostic Form	35
Short Form	0
Total	35
Number of Excluded Classes	2
Response Rate	
Classes below 65% Response Rate	11
Average Response Rate	71%
Class Size	
Average Class Size	79

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

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, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

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

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=35)	Institution (n=NA)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	83%	NA%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	83%	NA%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	80%	NA%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	63%	NA%	55%
Objective 5: Acquiring skills in working with others as a member of a team	17%	NA%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	17%	NA%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	34%	NA%	27%
Objective 8: Developing skill in expressing myself orally or in writing	40%	NA%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	37%	NA%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	23%	NA%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	49%	NA%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	43%	NA%	41%
Average Number of Objectives Selected As Important or Essential	5.7	NA	5.7

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: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	0%	9%	3%	9%	11%	29%	0%	14%
Higher (56–62)	20%	11%	20%	31%	40%	29%	20%	26%	26%
Similar (45–55)	40%	63%	54%	46%	37%	37%	29%	51%	43%
Lower (38–44)	20%	11%	6%	6%	3%	11%	6%	11%	6%
Much Lower (37 or lower)	10%	14%	11%	14%	11%	11%	17%	11%	11%

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 2: Average Scores

Converted Score	This Summary Report		IDEA System	
This Summary Report	47	50	51	52
IDEA System	51 ²	51 ²	50	50
5-point Scale	This Summary Report		IDEA System	
This Summary Report	3.8	3.9	4.2	4.3
IDEA System	3.8	3.8	4.2	4.2

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

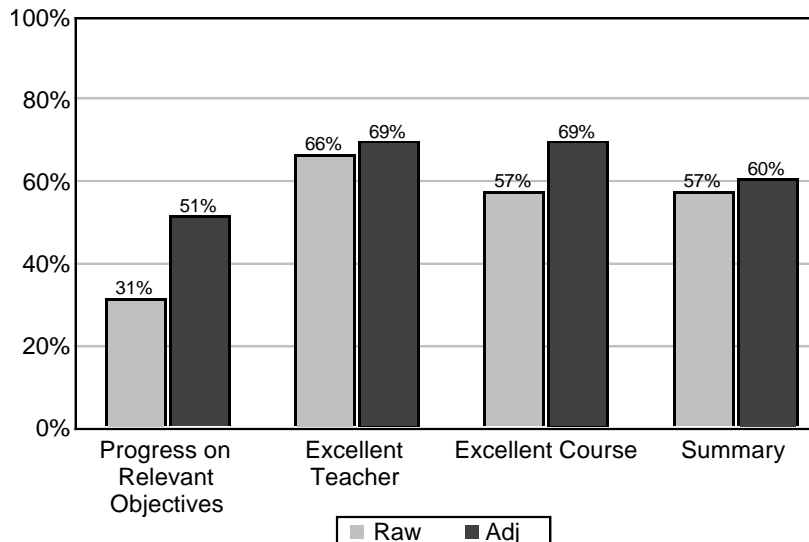
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	0%	0%	0%	0%	0%	0%	0%	0%
Higher (56–62)	20%	0%	0%	0%	0%	0%	0%	0%	0%
Similar (45–55)	40%	0%	0%	0%	0%	0%	0%	0%	0%
Lower (38–44)	20%	0%	0%	0%	0%	0%	0%	0%	0%
Much Lower (37 or lower)	10%	0%	0%	0%	0%	0%	0%	0%	0%

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	NA	NA	NA	NA	NA	NA	NA	NA
This Institution	NA	NA	NA	NA	NA	NA	NA	NA
This Institution (compared to IDEA)	NA	NA	NA	NA	NA	NA	NA	NA
5-point Scale								
This Summary Report	3.8	3.9	4.2	4.3	4.0	4.2	4.0	4.1
This Institution	NA	NA	NA	NA	NA	NA	NA	NA

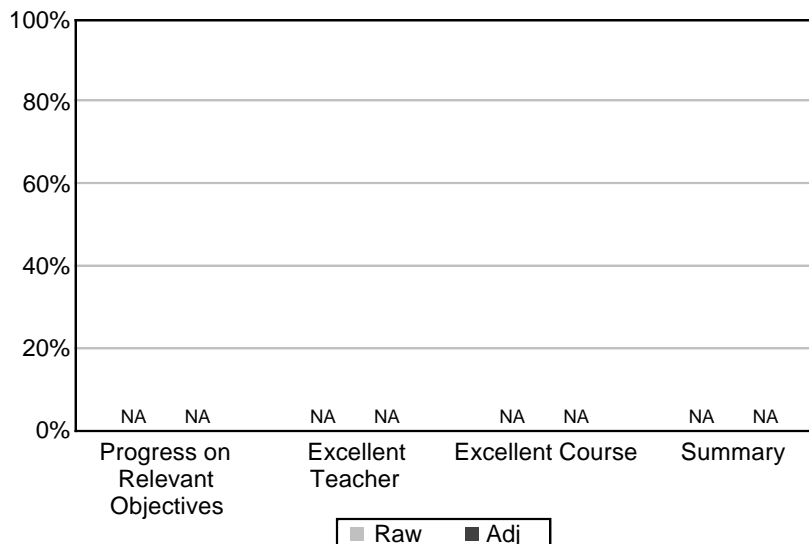
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



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.

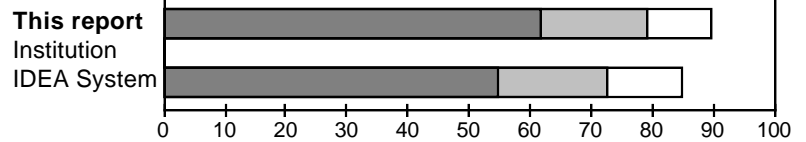
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

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.

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

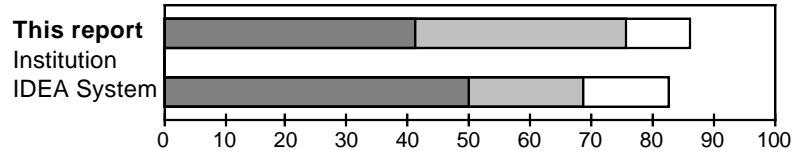
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	4.0	29
Institution	NA	NA	NA
IDEA System	4.0	4.0	31,991

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



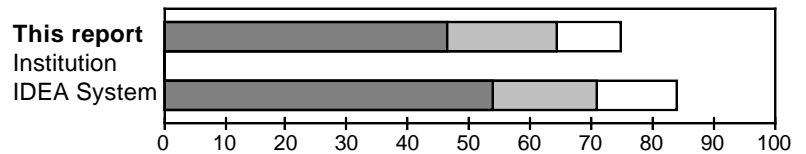
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	4.0	29
Institution	NA	NA	NA
IDEA System	3.9	3.9	30,398



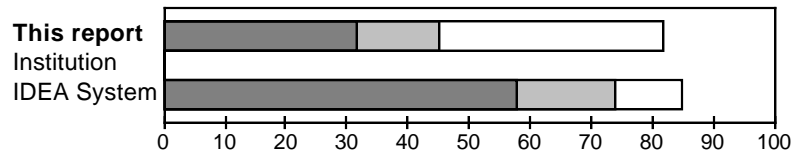
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	4.0	28
Institution	NA	NA	NA
IDEA System	4.0	4.0	30,442



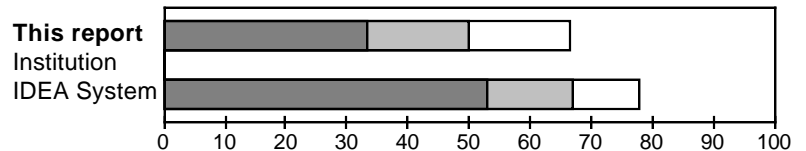
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.7	3.9	22
Institution	NA	NA	NA
IDEA System	4.0	4.0	21,568



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

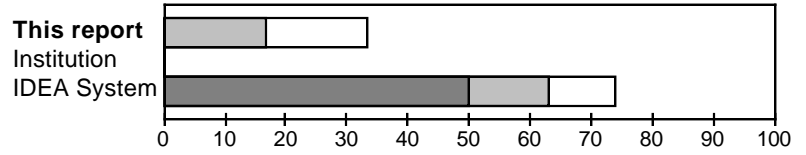
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.4	3.4	6
Institution	NA	NA	NA
IDEA System	3.9	3.9	12,088



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

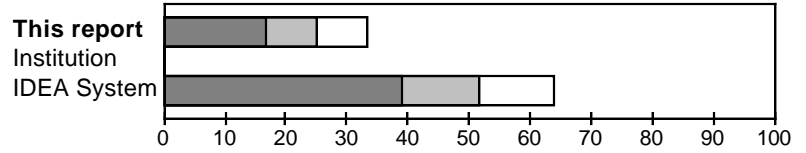
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.1	3.0	6
Institution	NA	NA	NA
IDEA System	3.9	3.9	9,290



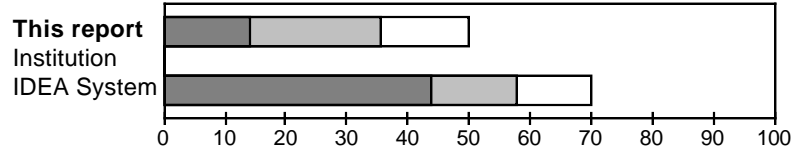
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.3	3.8	12
Institution	NA	NA	NA
IDEA System	3.7	3.7	10,256



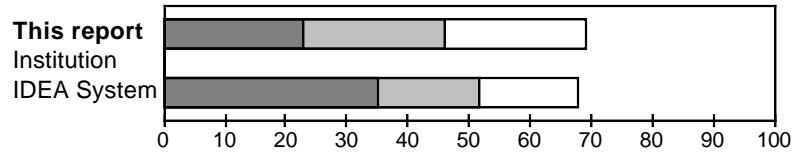
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.4	3.5	14
Institution	NA	NA	NA
IDEA System	3.8	3.8	18,174



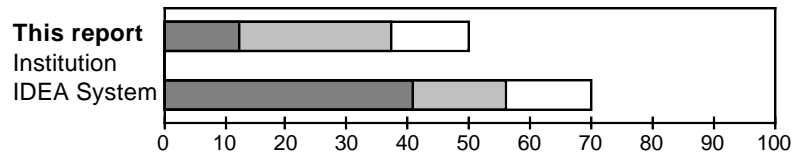
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.6	3.7	13
Institution	NA	NA	NA
IDEA System	3.7	3.7	15,656



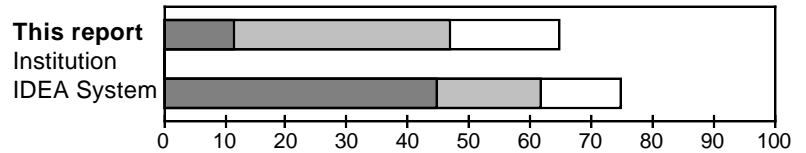
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.4	3.5	8
Institution	NA	NA	NA
IDEA System	3.8	3.8	8,715



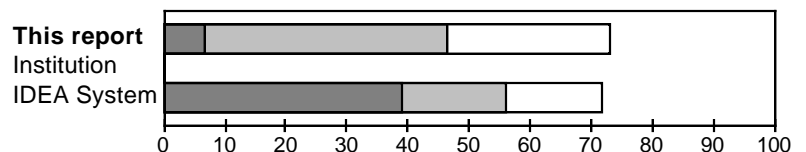
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.5	3.8	17
Institution	NA	NA	NA
IDEA System	3.8	3.8	18,909



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

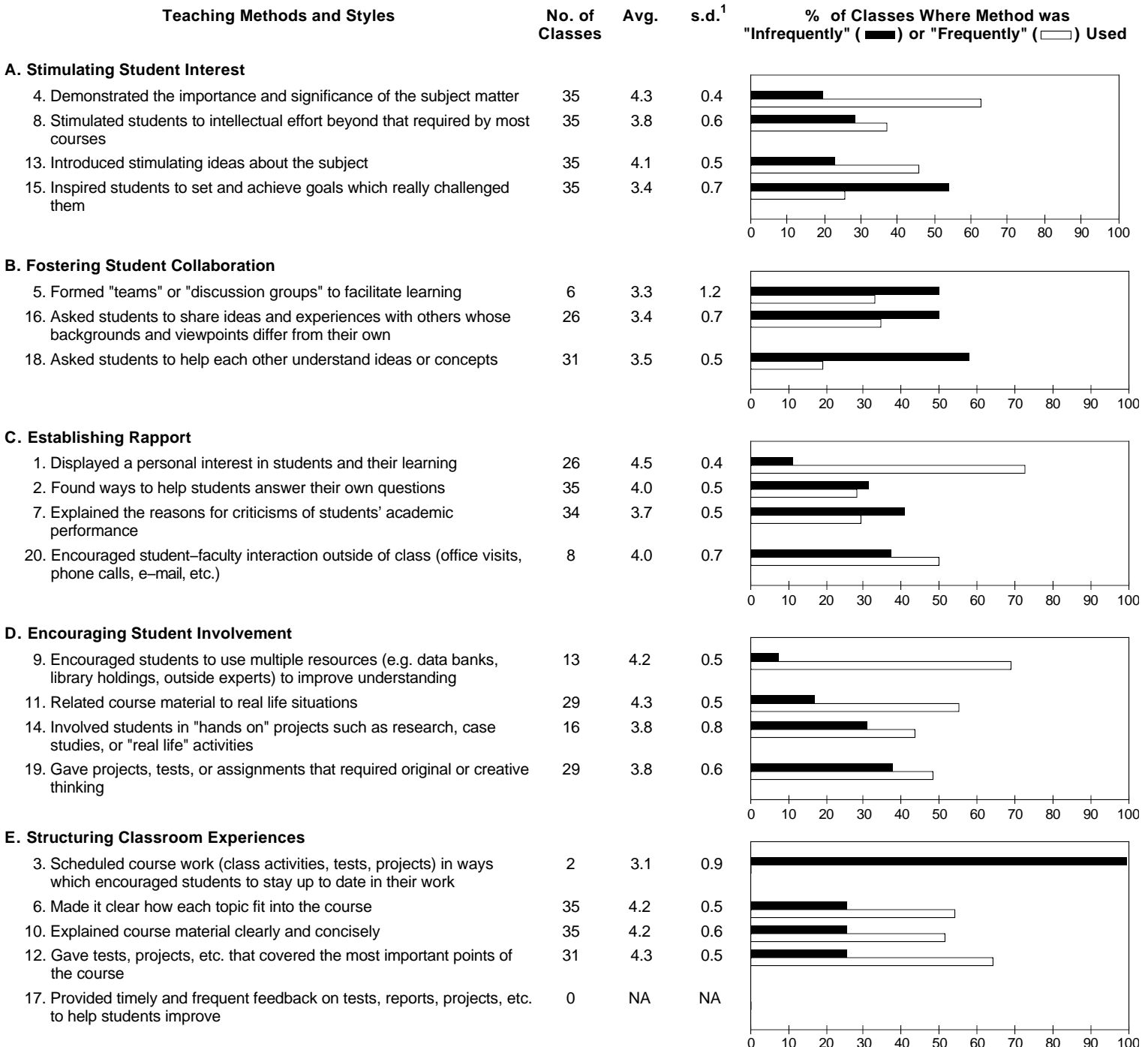
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.6	3.8	15
Institution	NA	NA	NA
IDEA System	3.8	3.8	15,616



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).

35 classes in this Group used the Diagnostic Form.



Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

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 $\pm .3$ 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	3.8	11%	40%
	Institution	NA	NA%	NA%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.4	31%	20%
	Institution	NA	NA%	NA%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.3	26%	23%
	Institution	NA	NA%	NA%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.3	14%	11%
	Institution	NA	NA%	NA%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	3.5	0%	3%
	Institution	NA	NA%	NA%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- 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 $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.3	23%	11%
	Institution	NA	NA%	NA%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.2	43%	11%
	Institution	NA	NA%	NA%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.4	23%	23%
	Institution	NA	NA%	NA%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	3.9	4.0	50	52
Institution	NA	NA		
IDEA System	3.9	3.9		

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, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	74%	11%
Discussion/Recitation	6%	23%
Seminar	3%	0%
Skill/Activity	0%	11%
Laboratory	3%	26%
Field Experience	3%	3%
Studio	0%	0%
Multi-Media	0%	0%
Practicum/Clinic	0%	0%
Other/Not Indicated	11%	26%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	33	21%	48%	30%
Oral communication	33	36%	58%	6%
Computer application	33	42%	48%	9%
Group work	33	42%	42%	15%
Mathematical/quantitative work	34	62%	26%	12%
Critical thinking	33	3%	52%	45%
Creative/artistic/design	33	82%	18%	0%
Reading	33	0%	36%	64%
Memorization	33	21%	45%	33%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	29	24%	34%	41%
Experience teaching course	31	0%	10%	90%
Changes in approach	28	7%	64%	29%
Desire to teach the course	32	0%	9%	91%
Control over course management decisions	32	3%	16%	81%
Student background	29	14%	52%	34%
Student enthusiasm	31	10%	39%	52%
Student effort to learn	31	6%	42%	52%
Technical/instructional support	30	7%	67%	27%

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:

1-29, 31, 33-37

College	Course
Agriculture	USU 1350 Soils 3000 APEC 3012 PLSC 4320 SOIL 5130/6130
Business	USU 1350 ECON 1500 ECON 4020 MGT 4890 MGT 6520
Education	FCHD 2400 PEP 3250 Psy 3400 PEP 6400 FCHD 6520/7520
Engineering	ETE 2210 ENGR 1000 MAE 3420 ECE 6930 ECE 5780
HAAS	Sociology 1010 History 2710 Political Science 3400 English 2170 Theater 3570 Sociology 6100
Nat. Res.	Geog 1000 WILD 2000 WATS 3100 WILD 4880 WATS 6170
RCDE	Hist 3760 Biol 1610 FCHD 4230 MIS 2100
Science	Geol 1110 Biol 1610

Biol 5210
Chem 5700
CS 7350

Faculty IDEA Pilot Questionnaire Results

Frequency Table - Questions 1 - 14

The instructions provided for the IDEA Faculty Information Form enabled me to correctly complete the form:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More True and False	16	94.1	100.0	100.0
Missing	System	1	5.9		
Total		17	100.0		

I understood the information provided in the IDEA Class Diagnostic Report:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More False Than True	1	5.9	5.9	5.9
	In Between	5	29.4	29.4	35.3
	More True and False	11	64.7	64.7	100.0
	Total	17	100.0	100.0	

I understood the basis for adjusting my raw scores:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More False Than True	3	17.6	17.6	17.6
	In Between	5	29.4	29.4	47.1
	More True and False	9	52.9	52.9	100.0
	Total	17	100.0	100.0	

The adjusted scores were:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Valuable	1	5.9	5.9	5.9
	Somewhat Valuable	5	29.4	29.4	35.3
	Valuable	6	35.3	35.3	70.6
	Quite Valuable	5	29.4	29.4	100.0
	Total	17	100.0	100.0	

The evaluation of relevant (important and essential) objectives for my class was:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Valuable	5	29.4	29.4	29.4
	Valuable	5	29.4	29.4	58.8
	Quite Valuable	7	41.2	41.2	100.0
	Total	17	100.0	100.0	

The relevant (important and essential) objectives matched my course objectives:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly Matched	3	17.6	17.6	17.6
	Moderately Matched	7	41.2	41.2	58.8
	Highly Matched	7	41.2	41.2	100.0
	Total	17	100.0	100.0	

The student's evaluation of "level of academic challenge" and motivation and effort was:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Valuable	2	11.8	12.5	12.5
	Somewhat Valuable	4	23.5	25.0	37.5
	Valuable	7	41.2	43.8	81.3
	Quite Valuable	3	17.6	18.8	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

The student's evaluation of "level of academic challenge" and motivation and effort matched my evaluation of course difficulty:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly Matched	4	23.5	23.5	23.5
	Moderately Matched	8	47.1	47.1	70.6
	Highly Matched	5	29.4	29.4	100.0
	Total	17	100.0	100.0	

Comparison of my ratings with those of similar courses in the IDEA data base was:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Valuable	5	29.4	29.4	29.4
	Somewhat Valuable	3	17.6	17.6	47.1
	Valuable	6	35.3	35.3	82.4
	Quite Valuable	3	17.6	17.6	100.0
	Total	17	100.0	100.0	

The improving teaching methods and styles information was:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Valuable	2	11.8	11.8	11.8
	Somewhat Valuable	5	29.4	29.4	41.2
	Valuable	3	17.6	17.6	58.8
	Quite Valuable	7	41.2	41.2	100.0
	Total	17	100.0	100.0	

The teaching methods and styles matched my teaching methods and styles:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly Matched	2	11.8	11.8	11.8
	Moderately Matched	8	47.1	47.1	58.8
	Highly Matched	7	41.2	41.2	100.0
	Total	17	100.0	100.0	

The information provided in the "Statistical Detail" section was:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Valuable	1	5.9	6.3	6.3
	Somewhat Valuable	4	23.5	25.0	31.3
	Valuable	7	41.2	43.8	75.0
	Quite Valuable	4	23.5	25.0	100.0
	Total	16	94.1	100.0	
Missing	System	1	5.9		
Total		17	100.0		

Overall, the IDEA Class Diagnostic Report was:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Valuable	1	5.9	5.9	5.9
	Somewhat Valuable	3	17.6	17.6	23.5
	Valuable	8	47.1	47.1	70.6
	Quite Valuable	5	29.4	29.4	100.0
	Total	17	100.0	100.0	

Compared to USU's existing Teacher/Course Evaluation Report the IDEA Class Diagnostic Report was:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Valuable	1	5.9	5.9	5.9
	Somewhat Valuable	3	17.6	17.6	23.5
	Valuable	7	41.2	41.2	64.7
	Quite Valuable	6	35.3	35.3	100.0
	Total	17	100.0	100.0	

Descriptives - Means Report Questions 15

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Your Average Score	17	1	5	3.59	1.372
Progress of Relevant (Important and Essential) Objectives	17	1	5	2.82	1.131
Description of Course and Students	17	1	5	2.65	1.367
Teaching Methods and Styles (Section on Teaching Effectiveness)	17	1	5	3.24	1.200
Statistical Detail	17	1	4	2.47	1.179
Valid N (listwise)	17				

Frequency Table - Questions 16 - 18

The IDEA Class Diagnostic Report will influence my teaching content and methods:

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Not at All	1	5.9	5.9	5.9
A Little	5	29.4	29.4	35.3
Somewhat	9	52.9	52.9	88.2
Considerably	2	11.8	11.8	100.0
Total	17	100.0	100.0	

USU's current teaching evaluation reports influence my teaching content and methods:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at All	2	11.8	11.8	11.8
	A Little	6	35.3	35.3	47.1
	Somewhat	6	35.3	35.3	82.4
	Considerably	3	17.6	17.6	100.0
	Total	17	100.0	100.0	

Do you have any comments or concerns on your experience with the IDEA Survey and results that you would like to share?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		6	35.3	35.3	35.3
	I am especially fond of the "description of course and students" section because it puts teh course in perspective. I also really like that the instructor can identify the essential and important learning goals for a course. All of these objectives are re	1	5.9	5.9	41.2
	I appreciated the ability to add questions of my own and have the results summarized. I was puzzled about why there were no comparative data in the IDEA Discipline column on page 2.	1	5.9	5.9	47.1

I believe that some of the assumptions that they are making to derive the adjusted ratings are not valid. For example, they relate item 39 ("I really wanted to take this course regardless of who taught it") to being highly motivated and having good work

1 5.9 5.9 52.9

I found the form to be much too complex and much too general to apply significantly to my course. The students did not like the survey one bit. I believe their attitude towards any course evaluation form is an important consideration.

1 5.9 5.9 58.8

I liked the survey and the idea of focusing on key goals. I am glad I did this. I did not like the 5 limit on this too much. I also think (and some students said this to me) that 48 questions may be too long. I am curious about the short form. Having stud

1 5.9 5.9 64.7

I was not sure what the 'comparison' courses are in the IDEA database - particularly when I looked on their website for the institutions that utilize this instrument (few of which are reasonably similar to USU.. e.g., mid-sized state university land gran

1 5.9 5.9 70.6

In my opinion, and in the opinion of many of the students, not a useful exercise. Simply takes the students longer to fill out than the old form. The only useful information I get from evaluations (new or old format) comes from the student comments. My sample size was so small (because mailing out the forms to the different sites I taught to was unsuccessful -- most were received late) as to make the results of the IDEA form useless to me. I received feedback from a merely five students. I think this

The form was long - students complained. I think this only provides a slightly clearer picture of my teaching than does the current system. I'm not sure that it is worth the investment of time or money to switch over to this form. If it is too long, will

The process is more complicated than it needs to be.

1	5.9	5.9	76.5
1	5.9	5.9	82.4
1	5.9	5.9	88.2
1	5.9	5.9	94.1

<p>The report is far too complex and will be essentially disregarded by faculty, except for one or two numbers. The problems with this form are: 1. Survey is too long 2. Results are too involved, especially for use in P&T 3. Especially--lack of subjective</p>	1	5.9	5.9	100.0
Total	17	100.0	100.0	

Summary: Survey Responses from Faculty Participants in the IDEA Long-Form Pilot

We received 17 responses to our survey of faculty participants. This represents 53% of the 32 faculty who participated in the faculty pilot.

- 65% of faculty participants (n=11) said the adjusted IDEA scores were “valuable or quite valuable,” with 29% saying “somewhat valuable” and 6% “not valuable.”
- 71% of faculty participants (n=12) said the evaluation of relevant objectives for their class was “valuable or quite valuable,” and 29% said it was “somewhat valuable.”
- 82% of survey faculty participants (n=14) said the relevant objectives “highly or moderately matched” their course objectives, and 18% said they “slightly matched.”
- 77% of faculty participants (n=13) said that overall, the IDEA class diagnostic report was: “valuable or quite valuable,” with 18% saying “somewhat valuable” and 6% “not valuable.”
- 77% of faculty participants (n=13) said that compared to USU’s existing evaluation report, the IDEA class diagnostic report was “valuable or quite valuable,” and 18% saying “somewhat valuable” and 6% saying “not valuable.” More respondents said that the IDEA report was “quite valuable” when compared to USU’s current report, than when comparing it in isolation.
- In terms of influencing teaching content and methods, the following tables summarize the impact of USU’s current report, and the potential impact of the IDEA report:

USU’s current teaching evaluation reports influence my teaching content and methods:

	Frequency	Percent
Not at All	2	11.8
A Little	6	35.3
Somewhat	6	35.3
Considerably	3	17.6
TOTAL		100.0

The IDEA Class Diagnostic Report will influence my teaching content and methods:

	Frequency	Percent
Not at All	1	5.9
A Little	5	29.4
Somewhat	9	52.9
Considerably	2	11.8
TOTAL		100.0

In the 17 faculty participant responses, we received 10 qualitative comments. The summary of those qualitative comments is as follows:

- 7 comments were primarily negative, with three primary critiques:
 - The IDEA instrument is too long
 - The IDEA form (and report) is too complex/complicated
 - The IDEA form discourages/lacks the feedback provided through student comments
- 3 comments were primarily positive, with the following major points:
 - The IDEA form has the ability to add customized questions (if desired)
 - The IDEA instrument includes a focus on key course objectives
 - The IDEA instrument can be administered on-line

Department Heads IDEA Pilot Questionnaire Results

Frequency Table - Questions 1 - 4

Overall, the IDEA Class Diagnostic Reports are:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Valuable	1	9.1	9.1	9.1
	Valuable	2	18.2	18.2	27.3
	Quite Valuable	8	72.7	72.7	100.0
	Total	11	100.0	100.0	

Compared to USU's existing Teacher/Course Evaluation Report the IDEA's Class Diagnostic Reports are:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Valuable	2	18.2	18.2	18.2
	Valuable	3	27.3	27.3	45.5
	Quite Valuable	6	54.5	54.5	100.0
	Total	11	100.0	100.0	

IDEA's Interpretive Instructions for the Class Diagnostic Reports were:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Difficult to Understand	3	27.3	27.3	27.3
	Understandable	5	45.5	45.5	72.7
	Easy to Understand	3	27.3	27.3	100.0
	Total	11	100.0	100.0	

I needed to read the Interpretative Guide to understand the results of the IDEA Class Diagnostic Report:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	72.7	72.7	72.7
	No	3	27.3	27.3	100.0
	Total	11	100.0	100.0	

Descriptives - Means Report Question 5

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Rate the elements on the IDEA's Class Diagnostic Reports found to be most valuable from Low (1) to High (5)	11	1	5	3.27	1.679
Progress of Relevant (Important and Essential) Objectives	11	3	5	3.82	.603
Description of Course and Students	11	2	4	2.91	.701
Teaching Methods and Styles (Section on Teaching Effectiveness)	11	1	5	3.09	1.300
Statistical Detail	11	1	5	3.55	1.214
Valid N (listwise)	11				

Frequency Table - Questions 6 thru end

The evaluation of relevant objectives (important and essential) selected by instructors is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Valuable	1	9.1	9.1	9.1
	Valuable	3	27.3	27.3	36.4
	Quite Valuable	7	63.6	63.6	100.0
	Total	11	100.0	100.0	

The relevant objectives (important and essential) matched my department's learning objectives:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Slightly Matched	1	9.1	9.1	9.1
	Moderately Matched	8	72.7	72.7	81.8
	Highly Matched	2	18.2	18.2	100.0
	Total	11	100.0	100.0	

The Teaching Methods and Styles section accurately covered:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some aspects of course design and delivery	2	18.2	18.2	18.2
	Sufficient aspects of course design and delivery	4	36.4	36.4	54.5
	Many aspects of course design and delivery	5	45.5	45.5	100.0
	Total	11	100.0	100.0	

The raw data provided in the "Statistical Detail" on the IDEA Class Diagnostic Report is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Valuable	5	45.5	50.0	50.0
	Valuable	2	18.2	20.0	70.0
	Quite Valuable	3	27.3	30.0	100.0
	Total	10	90.9	100.0	
Missing	System	1	9.1		
Total		11	100.0		

As a resource for guidance on teaching improvement the IDEA Class Diagnostic Report is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Valuable	2	18.2	18.2	18.2
	Valuable	2	18.2	18.2	36.4
	Quite Valuable	7	63.6	63.6	100.0
	Total	11	100.0	100.0	

As a resource for departmental discussion and decision making the IDEA Class Diagnostic Report is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Valuable	1	9.1	9.1	9.1
	Valuable	3	27.3	27.3	36.4
	Quite Valuable	7	63.6	63.6	100.0
	Total	11	100.0	100.0	

As a resource for departmental discussion and decision making the IDEA Group Summary Report is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Valuable	1	9.1	9.1	9.1
	Valuable	5	45.5	45.5	54.5
	Quite Valuable	5	45.5	45.5	100.0
	Total	11	100.0	100.0	

As a resource for College and University discussion and decision making the IDEA Class Diagnostic Reports and the IDEA Group Summary Report are:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Valuable	3	27.3	27.3	27.3
	Valuable	4	36.4	36.4	63.6
	Quite Valuable	4	36.4	36.4	100.0
	Total	11	100.0	100.0	

The information provided by the IDEA Class Diagnostic Report and the IDEA Group Summary Report on Teaching Methods and Styles is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Valuable	1	9.1	10.0	10.0
	Valuable	6	54.5	60.0	70.0
	Quite Valuable	3	27.3	30.0	100.0
	Total	10	90.9	100.0	
Missing	System	1	9.1		
Total		11	100.0		

Comparison of individual class results to those in the IDEA Database is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Valuable	1	9.1	9.1	9.1
	Somewhat Valuable	1	9.1	9.1	18.2
	Valuable	4	36.4	36.4	54.5
	Quite Valuable	5	45.5	45.5	100.0
	Total	11	100.0	100.0	

Comparison of USU-wide results to the IDEA Database is:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Valuable	4	36.4	36.4	36.4
	Valuable	3	27.3	27.3	63.6
	Quite Valuable	4	36.4	36.4	100.0
	Total	11	100.0	100.0	

Do you have any comments or concerns on your experience with the IDEA Survey and results that you would like to share?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	36.4	36.4	36.4
	The length of time required for student completion is too long.	1	9.1	9.1	45.5
	I am not sure that comparing classes to national norms adds much value to the process. Also I don't know that it makes much difference in the overall evaluation of a faculty member's performance to adjust scores for external factors. Typically faculty fa	1	9.1	9.1	54.5

<p>It will take me a lot more time to really understand how this report is devised and what it can do for me as an administrator to enhance the teaching performance of my faculty. On first reading it is not intuitively laid out; the immediate information I</p>	1	9.1	9.1	63.6
<p>It will take some time to see the full utility of the IDEA survey, but I like many aspects of the tools.</p>	1	9.1	9.1	72.7
<p>Let's eliminate the USU instrument as soon as possible and replace it with this or some other normed instrument that allows real comparisons.</p>	1	9.1	9.1	81.8
<p>The major drawback was the amount of time it took students to complete the evaluation. If the survey could be reduced somewhat, that would improve the response rate. It would be best if students had to take the survey on-line in order to see their grade</p>	1	9.1	9.1	90.9
<p>This could be a very useful tool for us to use with all evaluations in the future.</p>	1	9.1	9.1	100.0
<p>Total</p>	11	100.0	100.0	

Summary: Survey Responses from Department Head Participants in the IDEA Long-Form Pilot

We received 11 responses to our survey of department heads who participated in the course evaluation pilot. This represents 52% of the 21 department heads who participated.

- 91% of department head respondents (n=10) said that overall, the IDEA class diagnostic reports are: “valuable or quite valuable,” and 9% said “somewhat valuable.”
- 82% of department head respondents (n=9) said that compared to USU’s existing report, the IDEA reports are: “valuable or quite valuable,” and 18% said “somewhat valuable.”
- 91% of department head respondents (n=10) said that the evaluation of relevant objectives selected by instructors is “quite valuable or valuable,” and 9% said “somewhat valuable.”
- 91% of department heads (n=10) said relevant objectives “highly matched or moderately matched” their department’s learning objectives, and 9% said they “slightly matched.”
- 82% of department head respondents (n=9) said that as a resource for guidance on teaching improvement, the IDEA reports are “quite valuable or valuable,” and 18% said “somewhat valuable.”
- 91% of department head respondents (n=10) said that as a resource for departmental discussion and decision making, the IDEA reports are “quite valuable or valuable,” and 9% said “somewhat valuable.”
- 82% of department head respondents (n=9) said that the information provided by the IDEA report on teaching methods and styles is “valuable or quite valuable” and 9% said “somewhat valuable,” and 9% no response.

Of the 11 department head survey respondents, we received 7 qualitative comments. The summary of those qualitative comments is as follows:

- 4 comments were primarily negative, with three primary critiques:
 - The form is too long/the length of time required for student completion is too long
 - The IDEA instrument (form/report) is too complex/complicated
 - Not sure IDEA instrument adds much value to USU’s current process
- 4 comments were primarily positive, with the following major points:
 - The IDEA instrument is normed and allows for real comparisons
 - The IDEA instrument can be administered on-line
 - The IDEA instrument includes useful results and tools

How are Course Evaluations are used?

- To get feedback from the students so that the instructor can improve the class
- To provide a comparison between instructors (across department, college, University)
- Comments provide ideas for how to adjust or change the course
- Used for tenure and promotion (just the top two numbers); numbers must be at or above the mean; show a pattern of improvement over the review period
- Some faculty instruct students that they want specific feedback in the comments (on the textbook, lectures, etc.)
- Numbers (excellent course, excellent instructor) are used for P&T to compare/evaluate faculty; comments are used by the instructors themselves to improve

Which of the two instruments, current and IDEA, best meets these goals (from above)?

- IDEA form: for comparison/evaluation; it is reliable and validated, it averages and adjusts scores, and you can get more feedback; it provides opportunity to compare USU to other schools
- Current form: for improving teaching, because it provides opportunity for extensive directed comments; IDEA form has little space and discourages comments
- IDEA form: for improving teaching and comparing instructors - opportunity to select learning objectives and be judged on those is good, because classes are so different in content and style
- Current form: for all uses, because it is simple, short, the students know what to do and faculty and administration know what the results mean

Positive aspects of the IDEA form:

- Averages and adjusts scores
- Researched and validated
- Makes you select relevant objectives
- Results “make you think about teaching”
- Can be administered on line

Positive aspects of the current form:

- Brevity (it’s short)
- Comments section
- Breakout by expected grade
- Simplicity

Negative aspects of the IDEA form:

- Too long
- Too complex/complicated
- Not all questions asked are relevant
- Lacks opportunity for good comments
- Steep initial learning curve (for faculty)

Negative aspects of the current form:

- No external validity/research
- No link between quantitative elements
- Lack of confidence in “top 2” numbers
- No opportunity for adding customized questions

Would the new IDEA form be used differently than the current form?

- Summary evaluation scores (“top 3 numbers”) would probably be used the same way
- IDEA form might provide opportunity for departments or colleges to have discussions around course/learning objectives, and give some qualitative feedback on teaching styles, etc.

What could be done to improve the current form/system?

- Reorder the questions to put the “top 2” questions at the bottom, after the detailed ones
- Come up with an average from several questions vs. using the “top 2” for all comparisons

What could be done to improve the IDEA form/system?

- Make it shorter and less complicated
- Provide opportunity for directed comments
- Provide option for student to select N/A
- Better feedback (e.g. not just “consider increasing use,” but ideas for how to do this)

IDEA Pilot Study (Long-Form)
Brief Summary of Department Heads Focus Group

How they use Course Evaluations (rating forms).

- Use as measure to see if teacher is connecting with the class.
- Look for differences that seem significant between instructors and use it as a way to start a dialogue with the instructors about how they are doing.
- Look at the results over time to see if teachers seem to be improving their teaching, are they on the right trajectory.
- Used in promotion and tenure decisions.
- Currently use only the two summary questions on the current form for Promotion & Tenure data.
- Potential to use of more data from the IDEA for Promotion & Tenure data because of better confidence in the data presented.

Positive statements/aspects of IDEA Rating Form:

- Better psychometric properties.
- Valuable to have national norms.
- Instructor's ability to select important teaching objectives.
- It has better potential because it will give new faculty more data.
- Gives more detail about what is actually being done in the class.

Negative statements/aspects of IDEA Rating Form:

- Too long.
- Report too complicated and there are too many variables.
- Want IDEA to use more defined CIP codes to identify courses.
- No question to focus the students written comments.
- Felt some questions were irrelevant to certain disciplines (was referring to the questions students answer describing the course objectives).

Biology 3060 (Genetics)
IDEA STUDENT FOCUS GROUP
December 1, 2009
(7 participants)

1. What is your perception of what Faculty/Course Ratings (evaluations) are supposed to accomplish?

- Helps professors improve their teaching
- Helps administrators weed out bad teachers
- Needed to inform tenure and promotion decisions

2. What do you want to have accomplished as a result of filling out a faculty/course rating form? Is that happening? Explain!

- Professors get the message and make necessary changes in teaching
- Hard to say because you don't see the same class again – although when you see such awful teaching in someone who's been doing it for many years, you have to think the answer is no
- (off topic but interesting – “Many students don't take filling in the forms any more seriously than professors respond to the evaluations”)

3. Which Form, the IDEA or the Current Form, do you think would accomplish your goals the best? Why?

- New form is by far better because of the specificity of the questions – old form's questions are too vague
- New form is better because of the types of questions – they ask about specific “applications”
- The option for additional instructor- or department-generated questions is a big plus
- An advantage of the current form is that there's more space to comments and questions to focus what to write about
- I like the lines for writing comments (instead of a blank space) on the new form
- I like the scale of the new form (occasionally, almost never, etc.) instead of the good, very good categories of the current form

4. If improving teaching is a major reason for the use of Faculty/Course Ratings, which form do you perceive would do the best job of giving faculty feedback on their teaching and why?

- The new form because of the specificity of the questions

5. If the IDEA form provided a detailed list of instructional strengths, and shortcomings, and ways to address instructional problems, do you think this would be more useful information to instructors than provided by our current form? Explain your thoughts on this!

- Yes – obviously

6. What are your overall perceptions of the IDEA rating form?

- It's good but long
- The specific questions are much better

7. How long did it take you to fill out the IDEA form?

- 10 to 15 minutes(midrange) with extremes at 5 and 20 minutes

8. What did you think about the length of the IDEA form? How might (could) this deter students from taking the rating process seriously?

- Too long
- It's long but it would be ok if instructors gave enough time
- Having a form with 30 or fewer questions would be best
- It's long but would be ok if instructors gave it at the beginning of class and gave enough time for everyone to finish
- If students are motivated, length doesn't matter

Other feedback from the students:

- Open-ended questions are really important – get some good one and put them into the form
- Fewer multiple choice questions and more fill-in-the-blank would be better
- Run a multiple choice survey and survey with open-ended questions only in alternate years

SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Institution:	Instructor:
Course Number:	Time and Days Class Meets:

IMPORTANT!



Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

1-No apparent progress
2-Slight progress; I made small gains on this objective.
3-Moderate progress; I made some gains on this objective.
4-Substantial progress; I made large gains on this objective.
5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

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

For the remaining questions, use the following code:

1=Definitely False	2=More False Than True	3=In Between	4=More True Than False	5=Definitely True
--------------------	------------------------	--------------	------------------------	-------------------

- | | | | | | | |
|-----|---|---|---|---|---|--|
| 13. | ① | ② | ③ | ④ | ⑤ | As a rule, I put forth more effort than other students on academic work. |
| 14. | ① | ② | ③ | ④ | ⑤ | My background prepared me well for this course's requirements. |
| 15. | ① | ② | ③ | ④ | ⑤ | I really wanted to take this course regardless of who taught it. |
| 16. | ① | ② | ③ | ④ | ⑤ | As a result of taking this course, I have more positive feelings toward this field of study. |
| 17. | ① | ② | ③ | ④ | ⑤ | Overall, I rate this instructor an excellent teacher. |
| 18. | ① | ② | ③ | ④ | ⑤ | Overall, I rate this course as excellent. |

EXTRA QUESTIONS
 If your instructor has extra questions, answer them in the space designated below (questions 19-38).

- | | | | | | | | | | | | | | | | | | | | | | | | |
|-----|---|---|---|---|---|-----|---|---|---|---|---|-----|---|---|---|---|---|-----|---|---|---|---|---|
| 19. | ① | ② | ③ | ④ | ⑤ | 24. | ① | ② | ③ | ④ | ⑤ | 29. | ① | ② | ③ | ④ | ⑤ | 34. | ① | ② | ③ | ④ | ⑤ |
| 20. | ① | ② | ③ | ④ | ⑤ | 25. | ① | ② | ③ | ④ | ⑤ | 30. | ① | ② | ③ | ④ | ⑤ | 35. | ① | ② | ③ | ④ | ⑤ |
| 21. | ① | ② | ③ | ④ | ⑤ | 26. | ① | ② | ③ | ④ | ⑤ | 31. | ① | ② | ③ | ④ | ⑤ | 36. | ① | ② | ③ | ④ | ⑤ |
| 22. | ① | ② | ③ | ④ | ⑤ | 27. | ① | ② | ③ | ④ | ⑤ | 32. | ① | ② | ③ | ④ | ⑤ | 37. | ① | ② | ③ | ④ | ⑤ |
| 23. | ① | ② | ③ | ④ | ⑤ | 28. | ① | ② | ③ | ④ | ⑤ | 33. | ① | ② | ③ | ④ | ⑤ | 38. | ① | ② | ③ | ④ | ⑤ |

Comments:

**DO NOT
WRITE
IN THE
SHADED
AREA**

To learn more, see the Interpretive Guide: www.theideacenter.org/shortguide.pdf

There were **39** students enrolled in the course and **34** students responded. Your results are considered **reliable**. The **87%** response rate indicates that results are **representative** of the class as a whole.

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both **unadjusted** (raw) and **adjusted** averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Three objectives were selected as relevant (Important or Essential –see page 2)	4.4	4.5
Overall Ratings		
B. Excellent Teacher	4.4	4.5
C. Excellent Course	3.9	4.0
D. Average of B & C	4.2	4.3
Summary Evaluation (Average of A & D) ¹	4.3	4.4

¹ If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

² The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	58	60								57
Similar Middle 40% (45–55)			54	55		52	52	54		55
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	57	60	55	56	50	53	53	55	55	58
Institution	53	58	52	55	45	50	49	53	51	56

IDEA Discipline used for comparison:
Business –Accounting

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. For resources on improving learning and teaching, please refer to the **POD-IDEA Center Notes** (www.theideacenter.org/podidea), and **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
1. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.4	4.5	6%	82%
2. Learning fundamental principles, generalizations, or theories	Essential	4.4	4.4	9%	79%
3. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.4	4.6	3%	85%
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
5. Acquiring skills in working with others as a member of a team	Minor/None				
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
8. Developing skill in expressing myself orally or in writing	Minor/None				
9. Learning how to find and use resources for answering questions or solving problems	Minor/None				
10. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
11. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.4	4.5		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adj.	Raw	Adj.	Raw	Adj.
58	60	57	60	53	58
Higher	Higher	Higher	Higher	Similar	Higher
58	60	57	59	53	57
Higher	Higher	Higher	Higher	Similar	Higher
59	62	59	62	54	60
Higher	Higher	Higher	Higher	Similar	Higher
58	60	57	60	53	58

¹ The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56-62)
 Similar = Middle 40% (45-55)
 Lower = Next 20% (38-44)
 Much Lower = Lowest 10% (37 or lower)

Description of Students

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5-point scale)
13. As a rule, I put forth more effort than other students on academic work.	3.8
15. I really wanted to take this course regardless of who taught it.	2.9

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
56	Higher	52	Similar	49	Similar
43	Lower	40	Lower	40	Lower

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56-62)
 Similar = Middle 40% (45-55)
 Lower = Next 20% (38-44)
 Much Lower = Lowest 10% (37 or lower)

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant learning objectives (Important or Essential –see page 2) and other items for which comparisons were provided.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
1. Gaining factual knowledge (terminology,...	0	2	4	6	22	0	4.4	0.9	58	60	4.0	4.1	4.3
2. Learning fundamental principles, generalizations, or...	0	3	4	5	22	0	4.4	1.0	58	60	3.9	4.1	4.2
3. Learning to apply course material (to improve thinking,...	0	1	4	8	21	0	4.4	0.8	59	62	4.0	4.0	4.2
4. Developing specific skills, competencies, and points of view...	1	2	9	6	16	0	4.0	1.1	NA	NA	4.0	4.1	4.3
5. Acquiring skills in working with others as a member of a team	23	5	4	0	2	0	1.6	1.1	NA	NA	3.9	3.7	4.2
6. Developing creative capacities (writing, inventing, designing,...	24	6	2	0	2	0	1.5	1.1	NA	NA	3.9	3.1	4.2
7. Gaining a broader understanding and appreciation of...	27	2	3	0	2	0	1.5	1.1	NA	NA	3.7	2.9	4.1
8. Developing skill in expressing myself orally or in writing	25	3	2	0	4	0	1.7	1.3	NA	NA	3.8	3.2	4.1
9. Learning how to find and use resources for answering...	16	2	8	6	2	0	2.3	1.4	NA	NA	3.7	3.7	4.1
10. Developing a clearer understanding of, and commitment to,...	22	4	3	1	4	0	1.9	1.4	NA	NA	3.8	3.5	4.0
11. Learning to analyze and critically evaluate ideas, arguments,...	21	5	5	1	2	0	1.8	1.2	NA	NA	3.8	3.6	4.1
12. Acquiring an interest in learning more by asking my own...	18	2	6	3	5	0	2.3	1.5	NA	NA	3.8	3.7	4.1

Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress Bold=Selected as Important or Essential

13. As a rule, I put forth more effort than other students on...	0	4	5	18	7	0	3.8	0.9	56	NA	3.6	3.8	3.9
14. My background prepared me well for this course's requirements.	4	3	10	11	6	0	3.4	1.2	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	10	1	8	12	3	0	2.9	1.4	43	NA	3.3	3.3	3.5
16. As a result of taking this course, I have more positive feelings...	5	3	7	6	13	0	3.6	1.5	45	47	3.9	3.8	4.0
17. Overall, I rate this instructor an excellent teacher.	0	0	5	9	20	0	4.4	0.7	54	55	4.2	4.1	4.4
18. Overall, I rate this course as excellent.	3	2	8	5	16	0	3.9	1.3	49	52	3.9	3.9	4.2

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Item 14 is an experimental item. Therefore, no comparative information is available.

No Additional Questions.

Notes
Dept code selected on FIF: 5203 Dept code used for discipline comparison: 5203