



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

Of the 17 students enrolled, 15 responded (88%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

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 Five objectives were selected as relevant (Important or Essential –see page 2) | 4.7 | 4.6 |
| Overall Ratings | | |
| B. Excellent Teacher | 4.8 | 4.7 |
| C. Excellent Course | 4.7 | 4.6 |
| D. Average of B & C | 4.8 | 4.7 |
| Summary Evaluation (Average of A & D) ¹ | 4.8 | 4.7 |

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) | 64 | 62 | | | 63 | | | | | 63 | |
| Higher Next 20% (56–62) | | | 60 | 58 | | 61 | 62 | 60 | | | 61 |
| Similar Middle 40% (45–55) | | | | | | | | | | | |
| Lower Next 20% (38–44) | | | | | | | | | | | |
| Much Lower Lowest 10% (37 or lower) | | | | | | | | | | | |

Your Converted Average When Compared to Your:²

| Discipline (IDEA Data) | 60 | 60 | 57 | 57 | 59 | 59 | 58 | 58 | 59 | 59 |
|------------------------|----|----|----|----|----|----|----|----|----|----|
| Institution | 58 | 60 | 56 | 57 | 58 | 60 | 57 | 59 | 58 | 60 |

IDEA Discipline used for comparison:
Music

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) | Important | 4.7 | 4.7 | 7% | 93% |
| 2. Learning fundamental principles, generalizations, or theories | Important | 4.9 | 4.8 | 0% | 100% |
| 3. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) | Important | 4.5 | 4.4 | 0% | 87% |
| 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.) | Important | 4.6 | 4.5 | 7% | 93% |
| 7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | Important | 4.8 | 4.7 | 7% | 93% |
| 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 | | 4.7 | 4.6 | | |

| Your Converted Average When Compared to Group Averages | | | | | |
|--|-------------------|------------------------------|-------------------|-------------------------------|-------------------|
| IDEA Database | | IDEA Discipline ¹ | | Your Institution ¹ | |
| Raw | Adj. | Raw | Adj. | Raw | Adj. |
| 65 Much Higher | 63 Much Higher | 60 Higher | 61 Higher | 58 Higher | 60 Higher |
| 69 Much Higher | 68 Much Higher | 64 Much Higher | 66 Much Higher | 61 Higher | 64 Much Higher |
| 61 Higher | 58 Higher | 57 Higher | 58 Higher | 53 Similar | 56 Higher |
| | | | | | |
| | | | | | |
| 60 Higher | 59 Higher | 57 Higher | 55 Similar | 57 Higher | 59 Higher |
| 65 Much Higher | 63 Much Higher | 60 Higher | 60 Higher | 61 Higher | 63 Much Higher |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| 64 | 62 | 60 | 60 | 58 | 60 |

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)

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.

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. | 3.7 |
| 15. I really wanted to take this course regardless of who taught it. | 3.8 |

| Your Converted Average When Compared to Group Averages | | | | | |
|--|---------|-----------------|---------|------------------|---------|
| IDEA Database | | IDEA Discipline | | Your Institution | |
| 53 | Similar | 45 | Similar | 43 | Lower |
| 58 | Higher | 53 | Similar | 51 | 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)

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 | 1 | 0 | 1 | 13 | 0 | 4.7 | 0.8 | 65 | 63 | 4.0 | 4.3 | 4.4 |
| 2. Learning fundamental principles, generalizations, or... | 0 | 0 | 0 | 2 | 13 | 0 | 4.9 | 0.4 | 69 | 68 | 3.9 | 4.2 | 4.4 |
| 3. Learning to apply course material (to improve thinking,... | 0 | 0 | 2 | 3 | 10 | 0 | 4.5 | 0.7 | 61 | 58 | 4.0 | 4.2 | 4.4 |
| 4. Developing specific skills, competencies, and points of view... | 0 | 0 | 1 | 1 | 13 | 0 | 4.8 | 0.6 | NA | NA | 4.0 | 4.3 | 4.4 |
| 5. Acquiring skills in working with others as a member of a team | 0 | 1 | 4 | 3 | 7 | 0 | 4.1 | 1.0 | NA | NA | 3.9 | 4.2 | 4.2 |
| 6. Developing creative capacities (writing, inventing,... | 0 | 1 | 0 | 3 | 11 | 0 | 4.6 | 0.8 | 60 | 59 | 3.9 | 4.3 | 4.2 |
| 7. Gaining a broader understanding and appreciation of... | 0 | 1 | 0 | 0 | 14 | 0 | 4.8 | 0.8 | 65 | 63 | 3.7 | 4.4 | 4.2 |
| 8. Developing skill in expressing myself orally or in writing | 1 | 2 | 2 | 3 | 7 | 0 | 3.9 | 1.4 | NA | NA | 3.8 | 3.8 | 4.2 |
| 9. Learning how to find and use resources for answering... | 1 | 3 | 2 | 2 | 7 | 0 | 3.7 | 1.4 | NA | NA | 3.7 | 3.9 | 4.2 |
| 10. Developing a clearer understanding of, and commitment to,... | 1 | 2 | 3 | 2 | 7 | 0 | 3.8 | 1.4 | NA | NA | 3.8 | 3.9 | 4.3 |
| 11. Learning to analyze and critically evaluate ideas, arguments,... | 1 | 2 | 5 | 0 | 7 | 0 | 3.7 | 1.4 | NA | NA | 3.8 | 3.8 | 4.3 |
| 12. Acquiring an interest in learning more by asking my own... | 0 | 1 | 2 | 5 | 7 | 0 | 4.2 | 0.9 | NA | NA | 3.8 | 3.9 | 4.3 |

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 | 1 | 3 | 10 | 1 | 0 | 3.7 | 0.7 | 53 | NA | 3.6 | 3.9 | 4.0 |
| 14. My background prepared me well for this course's requirements. | 2 | 1 | 5 | 3 | 4 | 0 | 3.4 | 1.4 | NA | NA | NA | NA | NA |
| 15. I really wanted to take this course regardless of who taught it. | 0 | 1 | 5 | 5 | 4 | 0 | 3.8 | 0.9 | 58 | NA | 3.3 | 3.6 | 3.7 |
| 16. As a result of taking this course, I have more positive feelings... | 0 | 2 | 1 | 4 | 8 | 0 | 4.2 | 1.1 | 56 | 50 | 3.9 | 4.2 | 4.3 |
| 17. Overall, I rate this instructor an excellent teacher. | 0 | 0 | 0 | 3 | 12 | 0 | 4.8 | 0.4 | 60 | 58 | 4.2 | 4.4 | 4.4 |
| 18. Overall, I rate this course as excellent. | 0 | 0 | 0 | 4 | 11 | 0 | 4.7 | 0.5 | 63 | 61 | 3.9 | 4.2 | 4.3 |

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.

Additional Questions:

| | 1 | 2 | 3 | 4 | 5 | Omit | Avg. | s.d. |
|-----|---|---|---|---|---|------|------|------|
| 19. | 2 | 1 | 6 | 4 | 2 | 0 | 3.2 | 1.2 |
| 20. | 0 | 0 | 4 | 5 | 6 | 0 | 4.1 | 0.8 |
| 21. | 1 | 0 | 6 | 6 | 2 | 0 | 3.5 | 1.0 |
| 22. | | | | | | 15 | | |
| 23. | | | | | | 15 | | |
| 24. | | | | | | 15 | | |
| 25. | | | | | | 15 | | |
| 26. | | | | | | 15 | | |
| 27. | | | | | | 15 | | |
| 28. | | | | | | 15 | | |
| 29. | | | | | | 15 | | |
| 30. | | | | | | 15 | | |
| 31. | | | | | | 15 | | |
| 32. | | | | | | 15 | | |
| 33. | | | | | | 15 | | |
| 34. | | | | | | 15 | | |
| 35. | | | | | | 15 | | |
| 36. | | | | | | 15 | | |
| 37. | | | | | | 15 | | |
| 38. | | | | | | 15 | | |

Notes

Discipline code selected on FIF: 5009
Discipline code used for comparison: 5009

