IDEA Short Form Report

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

Of the 11 students enrolled, 10 responded (91%). 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.

<u>Converted Averages</u> 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 <u>unadjusted</u> (raw) and <u>adjusted</u> 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)	4.7	4.3
Overall Ratings		
B. Excellent Teacher	5.0	4.7
C. Excellent Course	5.0	4.6
D. Average of B & C	5.0	4.7
Summary Evaluation (Average of A & D) [1]	4.9	4.5

[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)	63		63		68		66		65	
Higher Next 20% (56–62)		58		59		61		60		59
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]

	Raw	Adj	Raw	Adj	Raw	Adj	Raw	Adj	Raw	Adj
Discipline (IDEA Data)	62	57	63	59	67	61	65	60	64	59
Institution	60	56	61	58	64	59	63	59	62	58

IDEA Discipline used for comparison:
Liberal Arts & Sciences, General Studies & Humanities

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		Your Converted Average When Compared to Group Averages					
						IDEA Database		IDEA Discipline[1]		Your Institution[1]	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
1. Gaining factual knowledge (terminology, classifications, methods, trends)	Minor/None										
2. Learning fundamental principles, generalizations, or theories	Minor/None										
3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Minor/None										
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.)	**Essential**	4.5	4.1	0%	100%	61 Higher	55 Similar	59 Higher	52 Similar	56 Higher	52 Similar
8. Developing skill in expressing myself orally or in writing	Important	4.7	4.5	0%	100%	63 Much Higher	60 Higher	63 Much Higher	61 Higher	62 Higher	60 Higher
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 *analyze* and *critically evaluate* ideas, arguments, and points of view	Important	4.9	4.6	0%	100%	68 Much Higher	63 Much Higher	67 Much Higher	64 Much Higher	64 Much Higher	61 Higher
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None										
Progress on Relevant Objectives		4.7	4.3			63	58	62	57	60	56

[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)	Your Converted Average When Compared to Group Averages					
		IDEA Database		IDEA Discipline		Your Institution	
13. As a rule, I put forth more effort than other students on academic work.	4.0	62	Higher	56	Higher	58	Higher
15. I really wanted to take this course regardless of who taught it.	4.2	66	Much Higher	69	Much Higher	59	Higher

Much Higher = Highest 10% of classes (63 or higher)
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