The IDEA Short Form Report for **SAMPLE, SF**

Design & Applied Arts 0420 (TU 9:30), Fall 2002-2003

IDEA UNIVERSITY
Local Code: 0113

Number Enrolled: 18 Number Responding: 15 83.3 % Responding	Your results are considered fairly reliable; it is unlikely that re-rating by the same students would produce more than a moderate change in your report. The percentage of enrollees who provided ratings is high; results can be considered representative of the class as a whole.

Sections and Purposes of the Report

Page	Section	Purpose
2	I. Overall Measures of Teaching Effectiveness	Provides **global assessment** of teaching effectiveness. Use with pages 3 and 4 for administrative use in making personnel recommendations.
3	II. Student Ratings of Progress on Relevant Objectives	Provides student **self-report of learning** on objectives identified as relevant (*Important* or *Essential*) by the instructor
4	III. Course Description/Context	Primarily to **assist in interpreting** the results by considering the context in which the course was taught
4	IV. Statistical Detail	Primarily to provide details which may help you or your consultants to **understand or interpret** the report accurately

Definitions

Raw Score: Results obtained by using students' numerical ratings, all of which are based on a scale of 1 (low) to 5 (high).

Adjusted Score: Ratings have been statistically adjusted to take into account factors that affect ratings but are not under the instructor's control: student work habits (item #13); student desire to take the course regardless of who taught it (item #15); and instructor reported class size.

T Score: A statistically derived score that makes it easy to compare various measures. Unlike raw scores which have different averages and standard deviations (variabilities), T Scores all have an average of 50 and a standard deviation of 10. This means that 40% of all T Scores will be in the range of 45-55, while less than 2% will be below 30 or above 70.

Understanding the Graphs

Most results are presented on graphs. Unadjusted T Scores are shown by the symbol ×; adjusted T Scores are shown by the symbol ◆. In most cases, we use a line on both sides of a symbol to indicate that ratings have a "margin of error"; the line represents ± one standard error of measurement, a statistical indication of the reliability of the measure.

A Few Words of Caution

1. Normative information was updated using classes rated during the 1998-99, 1999-2000, and 2000-2001 academic years. **Exercise caution when comparing T Scores with those for classes processed prior to December 1, 2001.** The new norms have slightly higher item averages. Therefore, T Scores for a given average will be somewhat lower than those for past years. If results are being summarized with classes processed prior to December 1, 2001, review both T Scores and raw scores to determine if differences are due to a more competitive normative group or if the item averages have actually changed.
2. The process for adjusting scores was updated on October 7, 2002. Use caution when comparing adjusted scores with classes processed prior to that date.
3. Student ratings can make a useful contribution to the appraisal of teaching effectiveness and to the development of improvement strategies. However, they have distinct limitations that need to be acknowledged before appropriate use can be made of them. Please read ***Overview of Student Ratings: Value and Limitations***. (www.idea.ksu.edu)

Section I. Overall Measures of Teaching Effectiveness

This section compares your results with those for other instructors and courses in the national database on four OVERALL MEASURES OF TEACHING EFFECTIVENESS. **The primary value of this information is to aid in making administrative recommendations; if this is the only use you will make of the report, you need to consult only these results along with page 3 and the context provided by Section III, page 4.** Please remember that most of the classes included in the database have been taught in a reasonably successful manner; therefore, a rating which is "below average" does not necessarily mean that the quality of instruction was unacceptable. Additional sources of evidence should always be used to review teaching effectiveness.

Overall Measure of Effectiveness	T Score: Unadj. / **Adj.**	2% of all classes	28% of all classes	40% of all classes (Avg. range)	28% of all classes	2% of all classes	Your Average * (5-Point Scale) Raw	Your Average * (5-Point Scale) Adjusted	IDEA Average
1. Progress on Relevant (Essential and Important) Objectives	50 / **50**						NA_1	NA_1	NA_1
2. Improved Student Attitude	53 / **57**						4.1	4.3	3.9
3. Overall Excellence of Teacher	54 / **55**						4.5	4.5	4.2
4. Overall Excellence of Course	51 / **54**						4.0	4.1	3.9

20 30 40 45 50 55 60 70 80

T Score--Comparison with the IDEA Database **

⊢×⊣ Unadjusted T Score ± one standard error of measurement

⊢◆⊣ Adjusted T Score ± one standard error of measurement: adjusted for student work habits (item #13); student desire to take the course regardless of who taught it (item #15); and instructor reported class size.

You may wish to assign these ratings to categories like those that have been used historically with the IDEA system. Simply assign T Scores to categories as follows: **Low** (lowest 10%)=T Score below 37; **Low Average** (next 20%)=T Score 37-44; **Average** (middle 40%)=T Score 45-55; **High Average** (next 20%)=T Score 56-63; and **High** (highest 10%)=T Score above 63.

1. Progress on Relevant (Essential and Important) Objectives. Because student learning is the central purpose of teaching, and because you chose the objectives considered by this measure, this is probably the most vital measure of effectiveness. A double weight is given to student ratings of progress on objectives you chose as ***Essential***, and a single weight to those chosen as ***Important***; objectives identified as being of ***Minor or No Importance*** were ignored in developing this measure.

2. Improved Student Attitude. The graph shows the average response of students to item 16, "As a result of taking this course, I have more positive feelings toward this field of study." This rating is most meaningful for courses that are taken by many non-majors. Most teachers hope that such students will develop a respect and appreciation for the discipline even if they choose to take no additional courses in it. The IDEA national average for this item is 3.9.

3. Overall Excellence of Teacher. This shows the average response to item 17, "Overall, I rate this instructor an excellent teacher." Overall impressions of a teacher affect student attitudes, effort, and learning. The IDEA national average for this item is 4.2.

4. Overall Excellence of Course. This shows the average response to item 18, "Overall, I rate this course as excellent." This evaluation is likely determined by a number of factors (e.g., teaching style, student satisfaction with course outcomes, and characteristics such as organization, selection of readings and/or other influences). The IDEA national average for this item is 3.9.

NA_1: Based on a combination of ratings where an average on a 5-point scale is not comparable.

* Statistically, adjustments can exceed 5.0 on the 5-point scale. If this occurs, "Your Average," reported in the table above, will be rounded to 5.0. However, the T Score reported will reflect the actual adjusted score, which may exceed 5.0. Therefore, identical adjusted scores of 5.0 may have different adjusted T Scores.

** Normative information (T Scores) was updated on December 1, 2001. See page 1 for "A Few Words of Caution."

Section II. Student Ratings of Progress on Relevant Objectives

This graph shows student progress ratings on the objectives you chose as ***Essential*** (Part A) and those you chose as ***Important*** (Part B). To the degree that students make progress on the objectives you stress, your teaching has been effective.

Part A. Essential Objectives	T Score Unadj. / **Adj.**	2% of all classes	28% of all classes	40% of all classes (Avg. range)	28% of all classes	2% of all classes	Your Average * (5-Point Scale) Raw	Your Average * (5-Point Scale) Adjusted	IDEA Average
2. Principles and theories	57 **58**						4.3	4.3	3.9
6. Creative capacities	46 **44**						3.6	3.5	3.9
Part B. Important Objectives									
4. Professional skills, viewpoints	46 **46**						3.9	3.9	4.0

20 30 40 45 50 55 60 70 80

T Score--Comparison with the IDEA Database where the Objective was Selected as "Essential" or "Important" **

⊢×⊣ Unadjusted T Score ± one standard error of measurement
⊢◆⊣ Adjusted T Score ± one standard error of measurement: adjusted for student work habits (item #13); student desire to take the course regardless of who taught it (item #15); and instructor reported class size.

Similar to Section I, you may wish to assign ratings to categories. Simply assign T Scores to categories as follows: **Low** (lowest 10%)=T Score below 37; **Low Average** (next 20%)=T Score 37-44; **Average** (middle 40%)=T Score 45-55; **High Average** (next 20%)=T Score 56-63; and **High** (highest 10%)=T Score above 63.

These graphs are intended to help you identify a focus for improving your instructional effectiveness. If student progress ratings on ***Important*** or ***Essential*** objectives are disappointing, you are encouraged to discuss improvement strategies with your department head, the campus faculty development specialist, or a colleague. Such strategies could focus on matters such as teaching methods/styles, class activities and assignments, the text and other readings, assessment/feedback, and the need for course pre-requisites. You might also consider using the IDEA Long Form the next time you solicit student ratings, since it is designed to help identify specific teaching methods to use in improvement efforts.

Note: Students in your class also rated their progress on the objectives that you classified as being of ***Minor or No Importance.*** These ratings are considered irrelevant in judging your teaching effectiveness. However, a review of student ratings on these objectives, found in **Section IV** (Statistical Detail), may provide you with insights about some "unintended" or "additional" effects of your instruction.

* Statistically, adjustments can exceed 5.0 on the 5-point scale. If this occurs, "Your Average," reported in the table above, will be rounded to 5.0. However, the T Score reported will reflect the actual adjusted score, which may exceed 5.0. Therefore, identical adjusted scores of 5.0 may have different adjusted T Scores.

** Normative information (T Scores) was updated on December 1, 2001. See page 1 for "A Few Words of Caution."

Section III. Course Description/Context

This section describes several aspects of your course. This description summarizes information you supplied when you administered the IDEA form. Information on this page provides the context in which the class was taught, which should guide the interpretation of the ratings. The IDEA Center will conduct additional research on these data to determine more precisely how they can improve interpretation of the report.

Course Description:

Primary Instructional Type: *Skill/activity*
Secondary Instructional Type: *Other/Not Indicated*
Team Taught: *No*
Distance Learning: *No*
Principal Type of Student: *Upperclassmen, majors*

Instructor's Ratings of Special Circumstances:

Positive Impact on Learning: *Previous experience teaching course, Control over course management decisions*
Neither Positive nor Negative Impact: *Physical facilities and/or equipment, Changes in teaching approach, Desire to teach course , Adequacy of students' background/preparation, Student enthusiasm, Student effort, Technical/instructional support*
Negative Impact on Learning:

Instructor's Ratings of Course Requirements:

Much Required: *Creative/artistic/design endeavor*
Some Required: *Group work, Critical thinking*
None (or little) Required: *Writing, Oral communication, Computer applications, Mathematical/quantitative work*

Section IV. Statistical Detail: Item Frequencies, Averages, and Standard Deviations

Items 1-12: Progress on Objectives

Key: 1=Low 2=Low Average 3=Average 4=High Average 5=High

	1	2	3	4	5	Omit	Avg.	s.d.
1.	0	0	3	5	7	0	4.3	0.8
2.	**0**	**0**	**3**	**5**	**7**	**0**	**4.3**	**0.8**
3.	0	2	4	4	5	0	3.8	1.1
4.	**0**	**2**	**4**	**2**	**6**	**1**	**3.9**	**1.2**
5.	1	1	8	4	1	0	3.2	0.9
6.	**1**	**2**	**4**	**3**	**5**	**0**	**3.6**	**1.3**
7.	0	1	3	6	5	0	4.0	0.9
8.	1	2	6	3	3	0	3.3	1.2
9.	0	1	5	6	3	0	3.7	0.9
10.	1	1	4	4	5	0	3.7	1.2
11.	1	0	4	4	6	0	3.9	1.2
12.	0	1	5	4	5	0	3.9	1.0

Bold items were selected as ***Essential*** or ***Important***.

Items 13-18: Self-Ratings

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

	1	2	3	4	5	Omit	Avg.	s.d.
13.	1	2	2	3	7	0	3.9	1.4
14.	0	1	3	3	8	0	4.2	1.0
15.	4	2	4	1	4	0	2.9	1.6
16.	0	1	3	5	6	0	4.1	1.0
17.	0	0	3	2	10	0	4.5	0.8
18.	0	1	4	4	6	0	4.0	1.0