The IDEA Report for **SAMPLE, AX**

Business 0230 (MTU 1:00), Fall 2001-2002

IDEA UNIVERSITY

Number Enrolled: 34
Number Responding: 29
85.3% Responding

Your results are considered reliable; re-rating by the same students would be unlikely to produce a report resulting in different conclusion. 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 6 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
4-5	III. Teaching Methods or Style Related to Student Ratings of Progress	Primarily to help develop a **strategy for improving teaching** methods (not intended for use in making personnel recommendations)
6	IV. Course Description/Context	Primarily to **assist in interpreting** the results by considering the context in which the course was taught
7-8	V. Statistical Detail	Primarily to provide details that 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 that have been statistically adjusted to take into account factors that affect ratings but are beyond the instructor's control: student desire to take the course regardless of who taught it (item #39); student work habits (item #43); instructor reported class size; student effort not attributable to the instructor (multiple items); and course difficulty not attributable to the instructor (multiple items).

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.

Similar Classes: On Page 4, ratings of specific teaching methods are compared with national averages for classes of "similar size and level of student motivation." Your ratings are compared with those from one of 20 groups defined by considering both class size (less than 15; 15-34; 35-49; 50 or more) and average student response to item *39-I really wanted to take this course regardless of who taught it* (under 2.62; 2.62-3.05; 3.06-3.63; 3.64-4.08; 4.09 or above).

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 and the process for adjusting scores were updated using classes rated during the 1998-99, 1999-2000, and 2000-2001 academic years. **Exercise caution when comparing T Scores and adjusted 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. 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 which need to be acknowledged before appropriate use can be made of them. Please read the *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 IV, page 6.** 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 Measures 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	47 / **51**						NA_1	NA_1	NA_1
2. Improved Student Attitude	47 / **51**						3.7	3.9	3.9
3. Overall Excellence of Teacher	56 / **60**						4.6	4.8	4.2
4. Overall Excellence of Course	50 / **55**						3.9	4.2	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 #43); student desire to take the course regardless of who taught it (item #39); instructor reported class size; student effort not attributable to the instructor (multiple items); and course difficulty not attributable to the instructor (multiple items).

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. This shows the average response of students to item 40, "As a result of taking this course, I have more positive feelings toward this field of study." This rating may be 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 41, "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 42, "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) and the process for adjusting scores were 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 emphasize, your teaching has been effective.

	T Score						Your Average * (5-Point Scale)		IDEA
Part A. Essential Objectives	Unadj. **Adj.**	2% of all classes	28% of all classes	40% of all classes (Avg. range)	28% of all classes	2% of all classes	Raw	Adjusted	Average
21. Factual knowledge	44 **47**						3.7	3.9	4.0
22. Principles and theories	45 **49**						3.7	3.9	3.9
Part B. Important Objectives									
23. Apply course material	52 **58**						4.1	4.4	4.0
31. Analysis and critical evaluation	51 **57**						3.9	4.2	3.8

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 #43); student desire to take the course regardless of who taught it (item #39); instructor reported class size; student effort not attributable to the instructor (multiple items); and course difficulty not attributable to the instructor (multiple items).

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.

It is recommended that priority attention be given to ***Essential*** objectives with progress ratings that are *below average.* The second priority might be directed to ***Important*** objectives for which progress ratings are *below average.* A third priority might be ***Essential*** or ***Important*** objectives for which progress ratings are in the *average* range. If all progress ratings are *above the average* range, it is suggested that your present methods of teaching are effective and changes in your teaching style or approaches do not appear to be needed in order to ensure that your teaching promotes student learning. If improvement is needed, strategies can be formulated by examining teaching methods or style associated with progress ratings on the objectives chosen for priority attention. These are identified in **Section III** (pages 4 and 5) of this report.

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 V** (Statistical Detail pages 7 and 8), 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) and the process for adjusting scores were updated on December 1, 2001. See page 1 for "A Few Words of Caution."

Section III. Teaching Methods or Style Related to Student Ratings of Progress

This section focuses on specific teaching methods. Results are given in three parts. **Part One** graphically compares ratings of your teaching methods with those of others who teach classes similar to this one in terms of size and level of student motivation (see page 1). **Part Two** identifies the teaching methods most closely related to attaining your ***Important*** and ***Essential*** objectives, providing a basis for developing improvement strategies. **Part Three** highlights potential areas to emphasize for improvement efforts and teaching strengths that should be retained.

Part One: The graphs below show methods that were *more frequently* used (your ratings were at least 0.3 above average for classes of similar size and level of student motivation) and those that were *less frequently* used (your ratings were at least 0.3 below the average of such classes). Not all teaching methods promote progress on every learning objective. The methods that are especially relevant to each of your ***Essential*** and ***Important*** objectives are identified in **Part Two** (page 5).

Teaching Methods and Style

A. Stimulating Student Interest (Mean of 4, 8, 13, 15)

4. Demonstrated the importance and significance of the subject matter
8. Stimulated students to intellectual effort beyond that required by most courses
13. Introduced stimulating ideas about the subject
15. Inspired students to set and achieve goals which really challenged them

B. Fostering Student Collaboration (Mean of 5, 16, 18)

5. Formed "teams" or "discussion groups" to facilitate learning
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
18. Asked students to help each other understand ideas or concepts

C. Establishing Rapport (Mean of 1, 2, 7, 20)

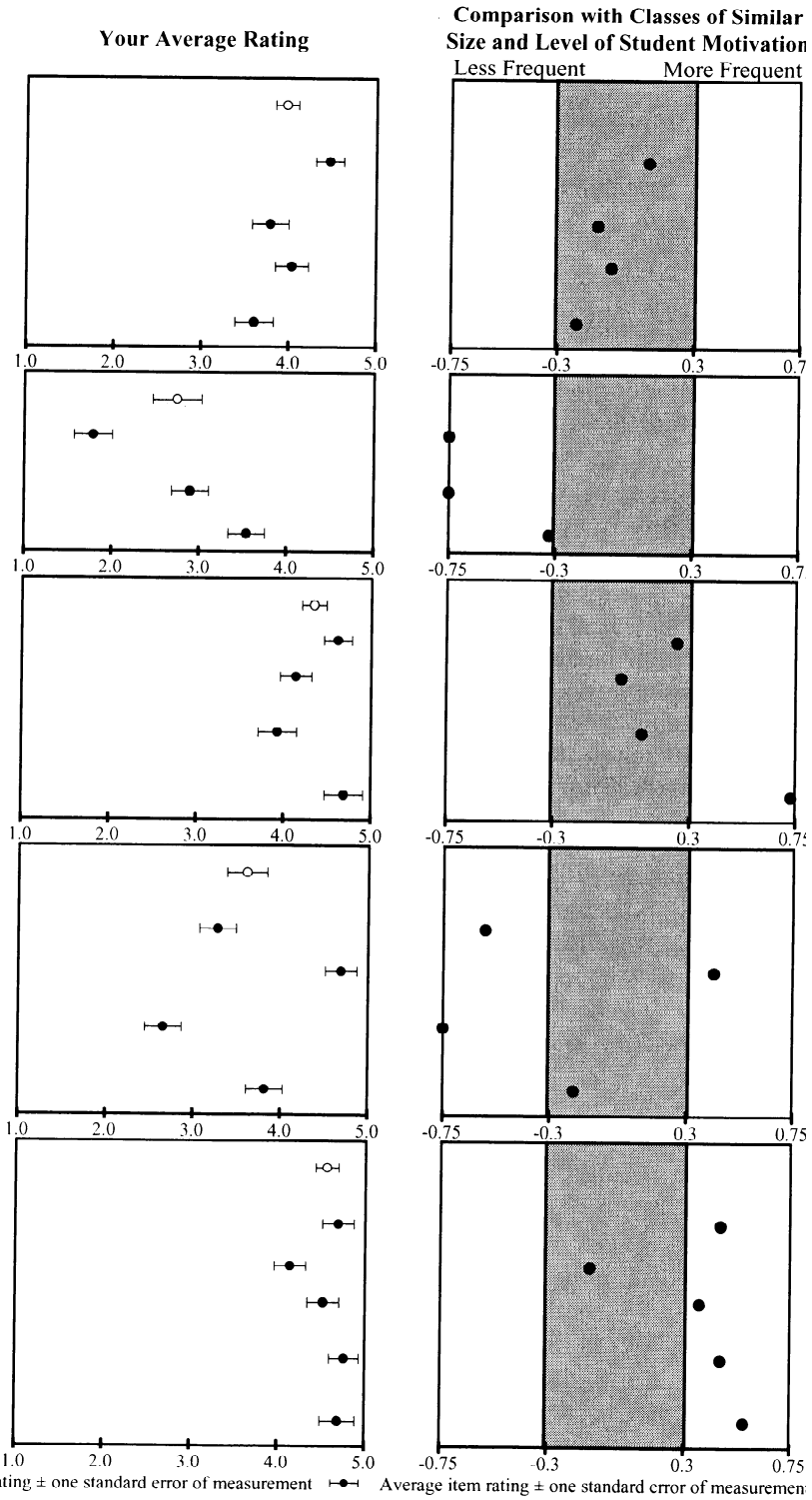
1. Displayed a personal interest in students and their learning
2. Found ways to help students answer their own questions
7. Explained the reasons for criticisms of students' academic performance
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

D. Encouraging Student Involvement (Mean of 9, 11, 14, 19)

9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
11. Related course material to real life situations
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities
19. Gave projects, tests, or assignments that required original or creative thinking

E. Structuring Classroom Experiences (Mean of 3, 6, 10, 12, 17)

3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
6. Made it clear how each topic fit into the course
10. Explained course material clearly and concisely
12. Gave tests, projects, etc. that covered the most important points of the course
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve



Section III. Teaching Methods or Style Related to Student Ratings of Progress (continued)

Part Two: Column 1 below again lists those objectives you listed as ***Essential*** or ***Important***. Column 2 lists those teaching methods which in combination are most closely related to progress ratings on your chosen objectives. Column 3 separates out those teaching methods that you used more or less frequently than those teaching classes similar size and motivation. (The numbers in Columns 2 and 3 refer to the teaching methods numbered 1-20 on the graphical presentations in **Part One, page 4**.)

Column 1 Chosen Objectives	Column 2 Most Relevant Teaching Methods *	Column 3 Relevant Methods to be Considered	
		Strengths to Retain	Consider Increasing Frequency
Essential Objectives			
21. Factual knowledge	2,4,6,8,10,12,13,15	10,12	
22. Principles and theories	2,4,6,8,10,12,13,15	10,12	
Important Objectives			
23. Apply course material	1,2,4,6,7,8,10,11,13,15	10,11	
31. Analysis and critical evaluation	2,7,8,13,15,16,18,19		16,18

Part Three: This section summarizes teaching methods to consider for improvement strategies and methods which are effective and should be retained.

Potential Areas to Consider Increasing Frequency of Use

Generally, improvement efforts are most successful if they focus on no more than three teaching strategies at a time. These results suggest that your improvement strategies might best be chosen from the following teaching methods:

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
18. Asked students to help each other understand ideas or concepts

Strengths to Retain

In doing so, you should take care to retain the methods which are currently effective, including:

10. Explained course material clearly and concisely
12. Gave tests, projects, etc. that covered the most important points of the course
11. Related course material to real life situations

* Underlined item numbers are highly correlated with the learning objective (.60 or above). Others are moderately correlated (.50-.59).
See The IDEA Center's homepage for more information (www.idea.ksu.edu).

Section IV. Course Description/Context

This section describes several aspects of your course. Some of the description summarizes information you supplied when you administered the IDEA form, and some of the information comes from student responses. 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.

Instructor Ratings

Course Description:

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

Special Circumstances:

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

Course Requirements:

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

Student Ratings

Course Description	Number of Students Responding:* 1	2	3	4	5	Average	T Score
33. Amount of reading	1	3	17	8	0	3.1	49
34. Amount of work in other (non-reading) assignments	1	1	12	14	0	3.4	49
35. Difficulty of subject matter	1	1	10	11	5	3.6	54

*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

Self-Ratings	Number of Students Responding:** 1	2	3	4	5	Average	T Score
37. I worked harder on this course than on most courses I have taken.	2	1	6	15	5	3.7	52
39. I really wanted to take this course regardless of who taught it.	4	2	12	9	2	3.1	46
43. As a rule, I put forth more effort than other students on academic work.	1	7	5	13	3	3.3	40

**1 = Definitely false 2 = More false than true 3 = In between 4 = More true than false 5 = Definitely true

Similar to Sections I and II, 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.

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

Items 1-20: Teaching Methods

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

	1	2	3	4	5	Omit	Avg.	s.d.
1.	0	0	1	9	19	0	4.6	0.6
2.	1	0	4	13	11	0	4.1	0.9
3.	0	0	1	7	21	0	4.7	0.5
4.	0	0	1	13	14	1	4.5	0.6
5.	17	2	9	1	0	0	1.8	1.0
6.	1	0	4	13	11	0	4.1	0.9
7.	1	1	5	14	8	0	3.9	1.0
8.	1	1	7	14	6	0	3.8	0.9
9.	2	6	9	6	6	0	3.3	1.2
10.	0	1	1	9	18	0	4.5	0.7
11.	0	0	2	5	22	0	4.7	0.6
12.	0	0	1	5	23	0	4.8	0.5
13.	1	1	5	11	11	0	4.0	1.0
14.	7	6	8	6	2	0	2.7	1.3
15.	1	4	7	9	7	1	3.6	1.1
16.	4	9	8	2	6	0	2.9	1.3
17.	0	0	0	9	20	0	4.7	0.5
18.	3	1	8	11	6	0	3.6	1.2
19.	2	1	4	14	7	1	3.8	1.1
20.	0	0	2	5	22	0	4.7	0.6

Items 21-32: 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.
21.	**1**	**1**	**9**	**12**	**6**	**0**	**3.7**	**1.0**
22.	**1**	**2**	**8**	**11**	**7**	**0**	**3.7**	**1.0**
23.	**0**	**0**	**8**	**11**	**10**	**0**	**4.1**	**0.8**
24.	1	1	13	5	9	0	3.7	1.1
25.	5	8	7	8	1	0	2.7	1.2
26.	7	7	9	5	1	0	2.5	1.2
27.	6	4	7	9	3	0	3.0	1.3
28.	3	9	5	11	1	0	2.9	1.1
29.	2	4	10	8	5	0	3.3	1.1
30.	1	6	10	9	3	0	3.2	1.0
31.	**0**	**1**	**9**	**10**	**9**	**0**	**3.9**	**0.9**
32.	1	5	10	4	9	0	3.5	1.2

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

Items 33-35: The Course

Key: 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

	1	2	3	4	5	Omit	Avg.	s.d.
33.	1	3	17	8	0	0	3.1	0.7
34.	1	1	12	14	0	1	3.4	0.7
35.	1	1	10	11	5	1	3.6	1.0

Items 44-47: Experimental

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.
44.	3	4	7	3	12	0	3.6	1.4
45.	0	1	1	10	17	0	4.5	0.7
46.	0	0	4	11	14	0	4.3	0.7
47.	1	6	5	4	13	0	3.8	1.3

Items 36-43: Self and Global Outcomes

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.
36.	2	4	6	13	4	0	3.4	1.1
37.	2	1	6	15	5	0	3.7	1.0
38.	4	4	13	6	2	0	2.9	1.1
39.	4	2	12	9	2	0	3.1	1.1
40.	1	2	9	11	6	0	3.7	1.0
41.	0	1	1	8	19	0	4.6	0.7
42.	1	1	7	11	9	0	3.9	1.0
43.	1	7	5	13	3	0	3.3	1.1

Section V. Statistical Detail: Continued

Items 48-66: Extra Questions

	1	2	3	4	5	Omit	Avg.	s.d.
48.	0	2	8	19	0	0	3.6	0.6
49.	1	0	2	18	8	0	4.1	0.8
50.	1	1	4	19	4	0	3.8	0.8
51.	0	0	2	15	12	0	4.3	0.6
52.	0	0	1	11	17	0	4.6	0.6
53.	0	1	4	10	14	0	4.3	0.8
54.	0	0	1	11	17	0	4.6	0.6
55.	0	1	2	17	8	1	4.1	0.7
56.	0	0	0	0	0	29	N/A	N/A
57.	0	0	0	0	0	29	N/A	N/A

	1	2	3	4	5	Omit	Avg.	s.d.
58.	0	0	0	0	0	29	N/A	N/A
59.	0	0	0	0	0	29	N/A	N/A
60.	0	0	0	0	0	29	N/A	N/A
61.	0	0	0	0	0	29	N/A	N/A
62.	0	0	0	0	0	29	N/A	N/A
63.	0	0	0	0	0	29	N/A	N/A
64.	0	0	0	0	0	29	N/A	N/A
65.	0	0	0	0	0	29	N/A	N/A
66.	0	0	0	0	0	29	N/A	N/A