



To learn more, see the Interpretive Guide: [www.theideacenter.org/shortguide.pdf](http://www.theideacenter.org/shortguide.pdf)

Of the 29 students enrolled, 22 responded (76%). 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](http://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.
<b>A. Progress on Relevant Objectives</b> <sup>1</sup> Three objectives were selected as relevant (Important or Essential –see page 2)	4.2	4.1
<b>Overall Ratings</b>		
B. Excellent Teacher	3.8	3.8
C. Excellent Course	3.6	3.7
<b>D. Average of B &amp; C</b>	3.7	3.8
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	4.0	3.9

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

<sup>2</sup> 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.
<b>Much Higher</b> Highest 10% (63 or higher)									
<b>Higher</b> Next 20% (56–62)	56								
<b>Similar</b> Middle 40% (45–55)		55						51	51
<b>Lower</b> Next 20% (38–44)			44	45	45	46	45	46	
<b>Much Lower</b> Lowest 10% (37 or lower)									

**Your Converted Average When Compared to Your:**<sup>2</sup>

	Discipline (IDEA Data)	Institution
Raw	48	49
Adj.	48	54
B. Excellent Teacher	40	40
C. Excellent Course	41	44
D. Average of B & C	42	39
Summary Evaluation (Average of A & D)	42	48
Raw	41	40
Adj.	42	46
Raw	45	45
Adj.	45	50

IDEA Discipline used for comparison:  
 Philosophy

## 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](http://www.theideacenter.org/podidea)), and **POD-IDEA Center Learning Notes** ([www.theideacenter.org/podidea/PODNotesLearning.html](http://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)	Minor/None				
2. Learning fundamental principles, generalizations, or theories	Important	4.1	4.1	9%	82%
3. Learning to <i>apply</i> 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.)	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	Important	3.9	3.8	9%	59%
11. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.4	4.3	5%	82%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
<b>Progress on Relevant Objectives</b>		<b>4.2</b>	<b>4.1</b>		

<sup>1</sup>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.

## 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.	4.0
15. I really wanted to take this course regardless of who taught it.	2.8

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline <sup>1</sup>		Your Institution <sup>1</sup>	
Raw	Adj.	Raw	Adj.	Raw	Adj.
54	54	46	47	45	51
Similar	Similar	Similar	Similar	Similar	Similar
51	50	42	42	45	50
Similar	Similar	Lower	Lower	Similar	Similar
<b>59</b>	<b>58</b>	<b>52</b>	<b>51</b>	<b>53</b>	<b>57</b>
<b>Higher</b>	<b>Higher</b>	<b>Similar</b>	<b>Similar</b>	<b>Similar</b>	<b>Higher</b>
<b>56</b>	<b>55</b>	<b>48</b>	<b>48</b>	<b>49</b>	<b>54</b>

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)

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
62	Higher	55	Similar	48	Similar
41	Lower	41	Lower	32	Much 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, classifications,...	1	1	4	9	7	0	3.9	1.1	NA	NA	4.0	4.2
<b>2. Learning fundamental principles, generalizations, or...</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>8</b>	<b>10</b>	<b>0</b>	<b>4.1</b>	<b>1.1</b>	<b>54</b>	<b>54</b>	<b>3.9</b>	<b>4.3</b>	<b>4.4</b>
3. Learning to <i>apply</i> course material (to improve thinking, problem...	0	1	5	8	8	0	4.0	0.9	NA	NA	4.0	4.2	4.4
4. Developing specific skills, competencies, and points of view...	1	0	6	7	8	0	4.0	1.0	NA	NA	4.0	4.1	4.4
5. Acquiring skills in working with others as a member of a team	0	2	7	7	6	0	3.8	1.0	NA	NA	3.9	4.0	4.2
6. Developing creative capacities (writing, inventing, designing,...	2	5	5	5	5	0	3.3	1.3	NA	NA	3.9	3.9	4.2
7. Gaining a broader understanding and appreciation of...	2	5	3	7	5	0	3.4	1.3	NA	NA	3.7	4.0	4.1
8. Developing skill in expressing myself orally or in writing	1	3	4	8	6	0	3.7	1.2	NA	NA	3.8	4.0	4.1
9. Learning how to find and use resources for answering...	2	1	6	7	6	0	3.6	1.2	NA	NA	3.7	3.9	4.2
<b>10. Developing a clearer understanding of, and...</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>4</b>	<b>9</b>	<b>0</b>	<b>3.9</b>	<b>1.2</b>	<b>51</b>	<b>50</b>	<b>3.8</b>	<b>4.2</b>	<b>4.1</b>
<b>11. Learning to analyze and critically evaluate ideas,...</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>14</b>	<b>0</b>	<b>4.4</b>	<b>1.0</b>	<b>59</b>	<b>58</b>	<b>3.8</b>	<b>4.3</b>	<b>4.2</b>
12. Acquiring an interest in learning more by asking my own...	1	2	3	10	5	1	3.8	1.1	NA	NA	3.8	4.1	4.2

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	0	6	10	6	0	4.0	0.8	62	NA	3.6	3.9	4.1
14. My background prepared me well for this course's requirements.	2	7	6	4	3	0	3.0	1.2	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	4	7	3	5	3	0	2.8	1.4	41	NA	3.3	3.2	3.8
16. As a result of taking this course, I have more positive feelings...	3	3	4	6	6	0	3.4	1.4	43	43	3.9	3.9	4.2
17. Overall, I rate this instructor an excellent teacher.	1	1	6	6	7	1	3.8	1.1	44	45	4.2	4.3	4.4
18. Overall, I rate this course as excellent.	1	5	4	4	8	0	3.6	1.3	45	46	3.9	4.0	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
Discipline code selected on FIF: 3801 Discipline code used for comparison: 3801



Shields, Kenneth  
PHIL 201-02  
Ethics  
University of Indianapolis  
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**Comments: Use the space provided in the text area below for your comments.**

- none
- Since I did not have a background in philosophy, this class was very difficult for me. The professor went too quickly, and I was not able to understand each concept before moving on to the next. Also, we were only evaluated on 3 papers and 2 exams. It is anxiety provoking having the majority of the grade be on five grades.
- Being able to use electronics in class help me so with out them it made this course harder
- It is very appreciated and generous of Kenny to provide students with such charity to help alleviate some stresses that come with a new type of course and work. The class is harder than most i've taken before and I feel he tries his best to help students with the stress that comes with the course. Overall Kenny tries hard to make his class engaging and beneficial. If there were one thing I'd recommend he does in the future is he needs to be more specific to students and address assignments (critiques) earlier and more in depth.
- I dreaded this class as I've only heard negative things regarding philosophy classes at UIndy. Prof. Shields is really an excellent professor who works really hard to make sure his students understand the material, are engaged in class, and learn how to critique arguments to apply to our future careers.
- Great teacher and great guy. I really did enjoy coming to class
- I find you class to be a bit confusing. I also found that in the critiques, you don't always grade based off of what we talked about in class. I found that I would say something in class it would be correct, but when I would say it in cry critique that you would say it was wrong. I also think if you allow someone to rewrite, you should not put a penalty on it.