



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

Of the 28 students enrolled, 17 responded (61%). 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 Three objectives were selected as relevant (Important or Essential –see page 2)	4.2	4.0
Overall Ratings		
B. Excellent Teacher	4.2	4.2
C. Excellent Course	4.1	4.1
D. Average of B & C	4.2	4.2
Summary Evaluation (Average of A & D) ¹	4.2	4.1

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)										
Higher Next 20% (56-62)	56									
Similar Middle 40% (45-55)		54			52	53			54	53
			50	50			51	52		
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

	Discipline (IDEA Data)	Institution
Raw	48	49
Adj.	45	52
B. Excellent Teacher	48	46
Adj.	47	50
C. Excellent Course	50	47
Adj.	50	56
D. Average of B & C	49	47
Adj.	49	53
Summary Evaluation (Average of A & D)	49	48
Adj.	47	53

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), 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)	Minor/None		
2. Learning fundamental principles, generalizations, or theories	Important	4.2	4.1	6%	88%
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	4.0	3.8	13%	81%
11. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.3	4.1	13%	88%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.2	4.0		

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.	4.1
15. I really wanted to take this course regardless of who taught it.	3.0

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adj.	Raw	Adj.	Raw	Adj.
55	53	47	46	46	50
Similar	Similar	Similar	Similar	Similar	Similar
54	51	46	43	48	51
Similar	Similar	Similar	Lower	Similar	Similar
57	55	49	46	51	53
Higher	Similar	Similar	Similar	Similar	Similar
56	54	48	45	49	52

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	
66	Much Higher	59	Higher	52	Similar
44	Lower	45	Similar	36	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	0	2	5	8	1	4.2	1.1	NA	NA	4.0	4.2
2. Learning fundamental principles, generalizations, or...	1	0	1	8	7	0	4.2	1.0	55	53	3.9	4.3	4.4
3. Learning to <i>apply</i> course material (to improve thinking, problem...	1	1	0	8	7	0	4.1	1.1	NA	NA	4.0	4.2	4.4
4. Developing specific skills, competencies, and points of view...	1	0	1	9	6	0	4.1	1.0	NA	NA	4.0	4.1	4.4
5. Acquiring skills in working with others as a member of a team	1	1	2	6	6	1	3.9	1.2	NA	NA	3.9	4.0	4.2
6. Developing creative capacities (writing, inventing, designing,...	2	3	2	3	6	1	3.5	1.5	NA	NA	3.9	3.9	4.2
7. Gaining a broader understanding and appreciation of...	3	2	1	4	6	1	3.5	1.6	NA	NA	3.7	4.0	4.1
8. Developing skill in expressing myself orally or in writing	0	1	3	7	5	1	4.0	0.9	NA	NA	3.8	4.0	4.1
9. Learning how to find and use resources for answering...	3	1	2	5	5	1	3.5	1.5	NA	NA	3.7	3.9	4.2
10. Developing a clearer understanding of, and...	1	1	1	7	6	1	4.0	1.2	54	51	3.8	4.2	4.1
11. Learning to analyze and critically evaluate ideas,...	1	1	0	5	9	1	4.3	1.2	57	55	3.8	4.3	4.2
12. Acquiring an interest in learning more by asking my own...	0	0	5	5	6	1	4.1	0.9	NA	NA	3.8	4.1	4.2

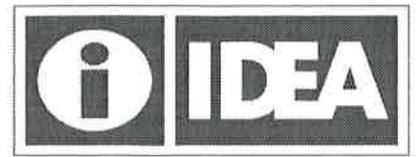
Key: 1=No apparent progress 2=Slight progress 3=Moderate progress 4=Substantial progress 5=Exceptional progress Bold=Selected as Important or Essential

13. As a rule, I put forth more effort than other students on...	0	0	4	6	6	1	4.1	0.8	66	NA	3.6	3.9	4.1
14. My background prepared me well for this course's requirements.	4	4	5	1	2	1	2.6	1.3	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	3	5	2	1	5	1	3.0	1.6	44	NA	3.3	3.2	3.8
16. As a result of taking this course, I have more positive feelings...	1	4	3	5	3	1	3.3	1.2	41	38	3.9	3.9	4.2
17. Overall, I rate this instructor an excellent teacher.	1	1	1	4	9	1	4.2	1.2	50	50	4.2	4.3	4.4
18. Overall, I rate this course as excellent.	1	0	2	7	6	1	4.1	1.1	52	53	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 201-50
Ethics
University of Indianapolis
11-26-2018 - 12-07-2018

List what you take to be some pros and cons of taking this course as a 3-hour night class instead of a more traditional 1.5-hour/twice a week day class.

- I don't like meeting only once a week because I feel as though I do not retain the information as well.
- This class was a lot to handle with a three hour straight session. It was a lot of material to cover and many times we tackled theories and subjects that were hard to talk and think about. I definitely think it would have been better as twice a week day classes.
- The professor brings interesting topics to discuss in class.
- This was a very long class. Definitely have to say quality over quantity. About half way through you lose the attention span of most of the students which makes everything afterwards a waste.
- Pros: Once a week. Con: very long.
- Pros: only meet once a week is nice, even if it is 3 hours at night. It gives me more time to get the assignments done which is great due to being busy with other classes. Cons: it can be long when there is a lot of listening versus interacting.
- I don't take anything from it because of it being 3 hours you tend to lose focus. Twice a week would be a lot better for this class.
- A pro is only having to come to campus once a week and that we are able to get a lesson done in one day
- the three hour hour night class made it hard to focus. I took the class as a three hour lecture, because it fit better in my schedule. I think breaking it up would increase attention and boost engagement, possibly even grades.
- Pros: One class a week
Cons: extremely difficult to concentrate for 3 consecutive hours of lecture with minimal break, truthfully
- N/A

Comments: Use the space provided in the text area below for your comments.

- The instructor is excellent.
- Awesome course. Awesome professor.
- Dr. Kenneth doesn't really explain how to do critiques. He has made comments about the critiques that I've done and worlds really hard on. Then, he will tell me I did it wrong after following the rubric. He's a great person, but not the greatest teacher at all. I believe he needs to learn how to explain things and tell people what he expects and wants from them on assignments.

Comments: Use the space provided in the text area below for your comments.

- I think that the papers are too much. Basically, the argument is covered in class and then we have to write about it again. At this level, all of the arguments that are able to be presented will be easily wrong because all of the arguments have been presented.
- N/A
- critiques are graded to strictly for people in philosophy and not a general course which is a requirement from the school. I believe it should be like in class where we can put our opinion.