



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

Of the 30 students enrolled, 29 responded (97%). 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)	4.6	4.1
Overall Ratings		
B. Excellent Teacher	4.6	4.2
C. Excellent Course	4.6	3.8
D. Average of B & C	4.6	4.0
Summary Evaluation (Average of A & D) ¹	4.6	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)	61				60		58		60	
Similar Middle 40% (45–55)		53		51		49		50		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	58	55
Adj.	48	52
B. Excellent Teacher	55	54
C. Excellent Course	49	51
D. Average of B & C	59	56
Raw	45	50
Adj.	57	55
D. Average of B & C	47	51
Raw	58	55
Adj.	48	52

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	Minor/None				
3. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.6	4.0	0%	93%
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	4.4	3.8	0%	86%
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	Minor/None				
11. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.6	4.3	0%	97%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.6	4.1		

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.

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adj.	Raw	Adj.	Raw	Adj.
61 Higher	50 Similar	58 Higher	47 Similar	54 Similar	50 Similar
57 Higher	46 Similar	57 Higher	46 Similar	51 Similar	46 Similar
63 Much Higher	57 Higher	58 Higher	50 Similar	58 Higher	56 Higher
61	53	58	48	55	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)

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.	4.3
15. I really wanted to take this course regardless of who taught it.	4.4

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
72	Much Higher	65	Much Higher	57	Higher
68	Much Higher	74	Much Higher	59	Higher

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,...	0	0	1	10	18	0	4.6	0.6	NA	NA	4.0	4.2	4.4
2. Learning fundamental principles, generalizations, or theories	0	0	1	7	21	0	4.7	0.5	NA	NA	3.9	4.3	4.4
3. Learning to apply course material (to improve thinking,...	0	0	2	9	18	0	4.6	0.6	61	50	4.0	4.2	4.4
4. Developing specific skills, competencies, and points...	0	0	4	9	16	0	4.4	0.7	57	46	4.0	4.1	4.4
5. Acquiring skills in working with others as a member of a team	1	2	4	12	10	0	4.0	1.1	NA	NA	3.9	4.0	4.2
6. Developing creative capacities (writing, inventing, designing,...	0	0	6	12	11	0	4.2	0.8	NA	NA	3.9	3.9	4.2
7. Gaining a broader understanding and appreciation of...	0	1	3	13	12	0	4.2	0.8	NA	NA	3.7	4.0	4.1
8. Developing skill in expressing myself orally or in writing	0	0	3	12	14	0	4.4	0.7	NA	NA	3.8	4.0	4.1
9. Learning how to find and use resources for answering...	0	0	4	10	15	0	4.4	0.7	NA	NA	3.7	3.9	4.2
10. Developing a clearer understanding of, and commitment to,...	0	1	4	7	17	0	4.4	0.9	NA	NA	3.8	4.2	4.1
11. Learning to analyze and critically evaluate ideas,...	0	0	1	9	19	0	4.6	0.6	63	57	3.8	4.3	4.2
12. Acquiring an interest in learning more by asking my own...	0	0	2	12	15	0	4.4	0.6	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	1	3	11	14	0	4.3	0.8	72	NA	3.6	3.9	4.1
14. My background prepared me well for this course's requirements.	0	3	8	7	11	0	3.9	1.0	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	0	1	3	9	15	1	4.4	0.8	68	NA	3.3	3.2	3.8
16. As a result of taking this course, I have more positive feelings...	0	2	4	8	15	0	4.2	1.0	56	41	3.9	3.9	4.2
17. Overall, I rate this instructor an excellent teacher.	0	1	1	7	20	0	4.6	0.7	56	51	4.2	4.3	4.4
18. Overall, I rate this course as excellent.	0	1	1	8	19	0	4.6	0.7	60	49	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

Comments: I feel I learned some helpful knowledge from this course. I had no prior background in anything medical, and have no real interest in the medical field, but I do ethics/philosophy. Good professor with great personality. Sometimes the course felt too opinionated.

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

You can tell professor shields
has a true passion for philos-
ophy. Thank you!

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

I like how you include personal examples.

Also, you helped me learn about my own views I didn't even know I had.

Thanks for keeping it interesting!

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

Kenny is awesome. He's a great protector, & you can tell how much he loves what he's doing.

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

I really enjoyed your class!

Keep making things fun and interactive.

**DO NOT
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AREA**

Comments:

Kenny is extremely passionate and knowledgeable. I thoroughly enjoyed learning philosophy this semester and made lots of gains in ability to critically think, write, and discuss. Kenny is awesome and I would take this class or another class by him.

**DO NOT
WRITE
IN THE
SHADED
AREA**