



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

Of the 30 students enrolled, 26 responded (87%). 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)	4.5	4.4
Overall Ratings		
B. Excellent Teacher	4.5	4.4
C. Excellent Course	4.2	4.0
D. Average of B & C	4.4	4.2
Summary Evaluation (Average of A & D) ¹	4.5	4.3

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)	62								59	
Similar Middle 40% (45–55)			55	53	55	51	55	52		56
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

	56	54	53	51	54	48	54	50	55	52
Discipline (IDEA Data)										
Institution	56	59	52	54	50	53	51	54	54	57

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	4.4	4.2	4%	92%
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	4.5	4.3	0%	88%
11. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.6	4.5	0%	92%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.5	4.4		

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.
59 Higher	55 Similar	52 Similar	49 Similar	51 Similar	53 Similar
61 Higher	58 Higher	56 Higher	53 Similar	56 Higher	59 Higher
63 Much Higher	61 Higher	58 Higher	56 Higher	58 Higher	61 Higher
62	59	56	54	56	59

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.	3.9
15. I really wanted to take this course regardless of who taught it.	3.7

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
59	Higher	52	Similar	45	Similar
56	Higher	60	Higher	47	Similar

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	2	11	13	0	4.4	0.6	NA	NA	4.0	4.2	4.4
2. Learning fundamental principles, generalizations, or...	0	1	1	11	13	0	4.4	0.8	59	55	3.9	4.3	4.4
3. Learning to <i>apply</i> course material (to improve thinking, problem...	0	0	3	9	14	0	4.4	0.7	NA	NA	4.0	4.2	4.4
4. Developing specific skills, competencies, and points of view...	0	3	2	9	12	0	4.2	1.0	NA	NA	4.0	4.1	4.4
5. Acquiring skills in working with others as a member of a team	2	3	5	10	6	0	3.6	1.2	NA	NA	3.9	4.0	4.2
6. Developing creative capacities (writing, inventing, designing,...	0	4	1	15	6	0	3.9	1.0	NA	NA	3.9	3.9	4.2
7. Gaining a broader understanding and appreciation of...	0	3	3	12	8	0	4.0	1.0	NA	NA	3.7	4.0	4.1
8. Developing skill in expressing myself orally or in writing	0	1	5	11	9	0	4.1	0.8	NA	NA	3.8	4.0	4.1
9. Learning how to find and use resources for answering...	0	2	4	8	12	0	4.2	1.0	NA	NA	3.7	3.9	4.2
10. Developing a clearer understanding of, and...	0	0	3	8	15	0	4.5	0.7	61	58	3.8	4.2	4.1
11. Learning to analyze and critically evaluate ideas,...	0	0	2	6	18	0	4.6	0.6	63	61	3.8	4.3	4.2
12. Acquiring an interest in learning more by asking my own...	1	1	5	5	14	0	4.2	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...	1	0	7	10	8	0	3.9	1.0	59	NA	3.6	3.9	4.1
14. My background prepared me well for this course's requirements.	2	2	12	7	3	0	3.3	1.0	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	0	3	8	9	6	0	3.7	1.0	56	NA	3.3	3.2	3.8
16. As a result of taking this course, I have more positive feelings...	0	2	2	10	12	0	4.2	0.9	56	51	3.9	3.9	4.2
17. Overall, I rate this instructor an excellent teacher.	0	1	1	8	16	0	4.5	0.8	55	53	4.2	4.3	4.4
18. Overall, I rate this course as excellent.	0	2	0	14	10	0	4.2	0.8	55	51	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:

The content taught in this course is interesting, how its taught is also interesting. However, most of it is opinion based, so I dont understand how anything can be wrong,

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

Kenny is one of the most passionate instructors I've ever had. He puts 100% of his brain + heart into teaching and the only people that claim otherwise are just upset with the grade they received. If I could take this course again I would 110%. If you truly applied yourself and cared about what you were doing, you'd have gotten the grade you wanted.

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

Sometimes when student had things to say their comment got shot down and I think that may be why some people were afraid to talk. Overall you were nice + willing to work with students. I enjoyed the practical advice of the week. You're also very dedicated.

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

I really appreciated Kenny's effort in making sure all students understood the argument but also allowing us to speak our thoughts freely.

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

~~It~~ While Kenny is a good person, that doesn't translate to teaching. In his instruction, he is often biased, overbearing, and hypocritical. If a view is presented that is against how he believes or ~~seems~~ seems to, he tries to instantly apply it to the most extreme possible scenario to get students to go back on it. He does not allow nearly any time for response/rebuttal by students, and typically if a student does, he talks over them not letting them speak. Finally, he custom-cooks thought experiments so that his views are always the right one, and if a student does this, he has accused them of changing their stance to fit their narrative.

DO NOT

WRITE

IN THE

SHADED

AREA

Comments:

I enjoyed this class and learned a lot. Prof. Shields did a great job and would recommend taking course taught by him. He was very informative and went above & beyond in his teachings.

Thank You!

DO NOT

WRITE

IN THE

SHADED

AREA

Comments:

He gave me one more chance
to improve my mistake.
Thank you.

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

I really enjoyed learning from Dr Shields.
He was engaged with the topic & the students
and he was very passionate in the things he
was teaching that came through to the students.
He was very accommodating to the students who
needed it. I very much enjoyed this course.

**DO NOT
WRITE
IN THE
SHADED
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Comments:

I have really appreciated the
Compassion Professor Shields has for
his students. I will be able
to better apply what I have
learned to my field of study.

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

I feel he did a wonderful job teaching this Ethic's course. Keep up the great work.

**DO NOT
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SHADED
AREA**

Comments:

I think professor shields is a great person. I think explaining things better or more in detail would help. The slides need more detail in them, they are harder to follow if you don't catch what he is saying.

**DO NOT
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AREA**

Comments:

I loved this course and this teacher made me interested in this material! As a result of his teaching, I have decided to minor in this field of study!

**DO NOT
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IN THE
SHADED
AREA**

Comments: I really enjoyed being part of his class. He really cared about us and made sure we weren't falling behind.

**DO NOT
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IN THE
SHADED
AREA**

Comments:

Henry was awesome. The class can be rough when your ideas start getting challenged but that's the point of philosophy. I loved listening to arguments and participating in the discussion boards. It really opened up a new way of thinking for me.

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

Good Dude

**DO NOT
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IN THE
SHADED
AREA**

Comments: Dr. Shields,

You're one of the only teachers whose ever given me less than a 90%, on my final written paper. Because of you I've learned to see things in a different light. That being said I think you should actually review how to do the writing critiques in class. That way every student knows what you are looking for. And finally I recommend you do an actual review with practice questions for your midterm and final. I wish you all the best!

DO NOT

WRITE

IN THE

SHADED

AREA

Comments:

Enjoyed the CLASS and though Dr. Shields was a great instructor!

**DO NOT
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SHADED
AREA**