



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

Of the 30 students enrolled, 28 responded (93%). 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)	4.6	4.5
<b>Overall Ratings</b>		
B. Excellent Teacher	4.8	4.7
C. Excellent Course	4.6	4.6
<b>D. Average of B &amp; C</b>	4.7	4.7
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	4.7	4.6

<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.	Raw	Adj.
<b>Much Higher</b> Highest 10% (63 or higher)	63									
<b>Higher</b> Next 20% (56–62)		61	59	58	62	61	61	60	62	61
<b>Similar</b> Middle 40% (45–55)										
<b>Lower</b> Next 20% (38–44)										
<b>Much Lower</b> Lowest 10% (37 or lower)										

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

	Raw	Adj.								
<b>Discipline (IDEA Data)</b>	59	56	59	58	61	58	60	58	60	57
<b>Institution</b>	58	61	57	60	57	64	57	62	58	62

**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	4.7	4.6	0%	96%
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	4.4	0%	93%
11. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.6	4.5	0%	93%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
<b>Progress on Relevant Objectives</b>		<b>4.6</b>	<b>4.5</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.

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.
65 Much Higher	63 Much Higher	60 Higher	58 Higher	57 Higher	61 Higher
62 Higher	60 Higher	58 Higher	55 Similar	57 Higher	61 Higher
<b>63 Much Higher</b>	<b>61 Higher</b>	<b>59 Higher</b>	<b>56 Higher</b>	<b>59 Higher</b>	<b>61 Higher</b>
<b>63</b>	<b>61</b>	<b>59</b>	<b>56</b>	<b>58</b>	<b>61</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)

## 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.	3.6

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
62	Higher	55	Similar	48	Similar
54	Similar	57	Higher	45	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	6	20	0	4.6	0.6	NA	NA	4.0	4.2	4.4
<b>2. Learning fundamental principles, generalizations, or...</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>7</b>	<b>20</b>	<b>0</b>	<b>4.7</b>	<b>0.5</b>	<b>65</b>	<b>63</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	0	3	7	18	0	4.5	0.7	NA	NA	4.0	4.2	4.4
4. Developing specific skills, competencies, and points of view...	0	0	3	6	18	1	4.6	0.7	NA	NA	4.0	4.1	4.4
5. Acquiring skills in working with others as a member of a team	0	2	4	11	11	0	4.1	0.9	NA	NA	3.9	4.0	4.2
6. Developing creative capacities (writing, inventing, designing,...	0	1	4	9	14	0	4.3	0.9	NA	NA	3.9	3.9	4.2
7. Gaining a broader understanding and appreciation of...	0	1	1	12	14	0	4.4	0.7	NA	NA	3.7	4.0	4.1
8. Developing skill in expressing myself orally or in writing	0	0	2	9	17	0	4.5	0.6	NA	NA	3.8	4.0	4.1
9. Learning how to find and use resources for answering...	0	0	3	7	18	0	4.5	0.7	NA	NA	3.7	3.9	4.2
<b>10. Developing a clearer understanding of, and...</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>9</b>	<b>17</b>	<b>0</b>	<b>4.5</b>	<b>0.6</b>	<b>62</b>	<b>60</b>	<b>3.8</b>	<b>4.2</b>	<b>4.1</b>
<b>11. Learning to analyze and critically evaluate ideas,...</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>20</b>	<b>0</b>	<b>4.6</b>	<b>0.6</b>	<b>63</b>	<b>61</b>	<b>3.8</b>	<b>4.3</b>	<b>4.2</b>
12. Acquiring an interest in learning more by asking my own...	0	0	3	9	16	0	4.5	0.7	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	10	8	10	0	4.0	0.9	62	NA	3.6	3.9	4.1
14. My background prepared me well for this course's requirements.	2	5	4	8	9	0	3.6	1.3	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	2	2	9	7	7	1	3.6	1.2	54	NA	3.3	3.2	3.8
16. As a result of taking this course, I have more positive feelings...	0	1	2	7	17	1	4.5	0.8	60	58	3.9	3.9	4.2
17. Overall, I rate this instructor an excellent teacher.	0	0	1	4	23	0	4.8	0.5	59	58	4.2	4.3	4.4
18. Overall, I rate this course as excellent.	0	0	2	6	20	0	4.6	0.6	62	61	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.

**Additional Questions:**

	1	2	3	4	5	Omit	Avg.	s.d.
19.						28		
20.						28		
21.						28		
22.						28		
23.						28		
24.						28		
25.						28		
26.						28		
27.						28		
28.						28		
29.						28		
30.						28		
31.						28		
32.						28		
33.						28		
34.						28		
35.						28		
36.						28		
37.						28		
38.	0	0	0	0	1	27	5.0	NA

Notes
Discipline code selected on FIF: 3801
Discipline code used for comparison: 3801

**Comments:**

Kenny is an absolutely amazing instructor. He was understanding, excited to teach, cares about his students, He wants to see us succeed and truly understand the material taught. This has been one of the most well-rounded classes I've taken in my four years at UIndy. I have a great respect for ethics now because of the course and Kenny's teachings. He balanced the class structure in a way that was helpful and encouraging for all types of learners. I'm excited to say that I actually apply things I've learned in class in the real world. Thanks, Kenny, for reflecting greatness in your work!

**DO NOT  
WRITE  
IN THE  
SHADED  
AREA**

**Comments:**

I thought Prof. Shields was a great Professor. He was very charismatic & able to keep the class interesting & engaging. I think Prof. Shields is very sincere and wants his students to gain a better understanding of philosophy/ethics, how to critically think, and challenging just going with the status quo. I have a much higher regard for this subject & have thoroughly enjoyed the course.

Thanks Kenny!

**DO NOT  
WRITE  
IN THE  
SHADED  
AREA**

**Comments:** This professor is great. He is welcoming and makes the environment feel comfortable. He makes class and the field of philosophy interesting.

**DO NOT  
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SHADED  
AREA**

**Comments:** Henry is one of the best professors I've ever had. I wish everyone personalized their courses the way he does. I felt so connected to him as not just a teacher but a human being & ally. At the beginning I struggled a bit then again near the middle but he's receptive and listens to me in ways I wish every professor did.

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AREA**

**Comments:**

If you need tables/chairs  
moved, let me know

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**DO NOT  
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AREA**

**Comments:**

Thank you for a fun  
Semester. You are a great  
professor.

**DO NOT  
WRITE  
IN THE  
SHADED  
AREA**

**Comments:**

Kenny is awesome!  
I learned a lot from  
him.

**DO NOT  
WRITE  
IN THE  
SHADED  
AREA**

**Comments:**

very passionate about teaching

**DO NOT  
WRITE  
IN THE  
SHADED  
AREA**

**Comments:**

This is a difficult class to teach  
& to take. Dr. Shields is an amazing  
professor & is very passionate about  
this class.

**DO NOT  
WRITE  
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SHADED  
AREA**

**Comments:**

You are the best teacher for the subject.

**DO NOT  
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SHADED  
AREA**