



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

Of the 31 students enrolled, 26 responded (84%). 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)	4.7	4.5
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	4.6	4.4

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
Much Higher Highest 10% (63 or higher)	64										
Higher Next 20% (56–62)		61								60	57
Similar Middle 40% (45–55)			55	53	55	52	55	53			
Lower Next 20% (38–44)											
Much Lower Lowest 10% (37 or lower)											

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	59	56	53	52	54	49	54	51	57	54
Institution	58	61	52	54	50	54	51	54	55	58

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	4.7	4.5	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	4.6	4.4	0%	92%
11. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.7	4.5	4%	92%
12. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.7	4.5		

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.
65 Much Higher	61 Higher	59 Higher	56 Higher	57 Higher	60 Higher
63 Much Higher	60 Higher	59 Higher	55 Similar	58 Higher	61 Higher
64 Much Higher	61 Higher	59 Higher	56 Higher	59 Higher	61 Higher
64	61	59	56	58	61

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.	4.1
15. I really wanted to take this course regardless of who taught it.	3.5

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
64	Much Higher	57	Higher	50	Similar
53	Similar	56	Higher	44	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,...	0	1	1	5	19	0	4.6	0.8	NA	NA	4.0	4.2	4.4
2. Learning fundamental principles, generalizations, or...	0	1	1	4	20	0	4.7	0.7	65	61	3.9	4.3	4.4
3. Learning to <i>apply</i> course material (to improve thinking, problem...	0	1	0	6	18	1	4.6	0.7	NA	NA	4.0	4.2	4.4
4. Developing specific skills, competencies, and points of view...	0	1	1	9	14	1	4.4	0.8	NA	NA	4.0	4.1	4.4
5. Acquiring skills in working with others as a member of a team	0	0	7	7	12	0	4.2	0.8	NA	NA	3.9	4.0	4.2
6. Developing creative capacities (writing, inventing, designing,...	0	2	4	6	13	1	4.2	1.0	NA	NA	3.9	3.9	4.2
7. Gaining a broader understanding and appreciation of...	0	1	6	7	11	1	4.1	0.9	NA	NA	3.7	4.0	4.1
8. Developing skill in expressing myself orally or in writing	0	2	0	5	17	2	4.5	0.9	NA	NA	3.8	4.0	4.1
9. Learning how to find and use resources for answering...	0	0	5	5	16	0	4.4	0.8	NA	NA	3.7	3.9	4.2
10. Developing a clearer understanding of, and...	0	0	2	7	17	0	4.6	0.6	63	60	3.8	4.2	4.1
11. Learning to analyze and critically evaluate ideas,...	0	1	1	4	20	0	4.7	0.7	64	61	3.8	4.3	4.2
12. Acquiring an interest in learning more by asking my own...	0	1	2	5	18	0	4.5	0.8	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	7	9	9	1	4.1	0.8	64	NA	3.6	3.9	4.1
14. My background prepared me well for this course's requirements.	2	4	12	3	5	0	3.2	1.2	NA	NA	NA	NA	NA
15. I really wanted to take this course regardless of who taught it.	2	2	9	7	6	0	3.5	1.2	53	NA	3.3	3.2	3.8
16. As a result of taking this course, I have more positive feelings...	1	1	4	5	15	0	4.2	1.1	56	53	3.9	3.9	4.2
17. Overall, I rate this instructor an excellent teacher.	0	0	3	7	16	0	4.5	0.7	55	53	4.2	4.3	4.4
18. Overall, I rate this course as excellent.	0	2	3	8	13	0	4.2	1.0	55	52	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:

Overall, Kenny was awesome.

He really cares about his students and wants us to succeed.

He shows a passion in teaching and philosophy that makes learning in his class fun and exciting.

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

This course was a retake for me after taking it over the summer at Ivy Tech, so thank you for giving me a chance to redeem myself!

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

Dr. Shields is a great
and easy going professor. He
wants his students to do well.

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

AWESOME CLASS
and an
even better
INSTRUCTOR!
Thanks
Kenny for
all you do!!

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments: Overall good course, only problem
I would like to see fixed is just
better discussion, tough subject to understand
So more understanding would be better

**DO NOT
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AREA**

Comments:

Professor did a good job of pushing the
Students to develop critical thinking
and allowed Students to express their opinions.
Overall, a good teacher and class to take.

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AREA**

Comments:

Thank you for being a wonderful teacher.
Before taking this class I had no idea what
it was going to be like.

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AREA**

Comments:

I really enjoyed this class. I didn't know how I would feel about this course, but Dr. Shields really made this enjoyable. I really feel like I learned a lot in this course and I highly recommend him.

**DO NOT
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IN THE
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AREA**

Comments:

Thought you were a great professor who really
loves to teach this topic to students. I enjoyed
this class way more than expected. Thanks for
a great semester - Tyler

**DO NOT
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IN THE
SHADED
AREA**

Comments:

This class was not my favorite subject, but Kenny made it enjoyable! He's awesome!

**DO NOT
WRITE
IN THE
SHADED
AREA**

Comments:

Great Guy , Good teacher ; loves what he does
and cares about his students

**DO NOT
WRITE
IN THE
SHADED
AREA**