



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

Of the 51 students enrolled, 47 responded (92%). 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

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	4.3
Overall Ratings		
B. Excellent Teacher	4.9	4.9
C. Excellent Course	4.7	4.9
D. Average of B & C	4.8	4.9
Summary Evaluation (Average of A & D) ¹	4.7	4.6

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.		
Much Higher Highest 10% (63 or higher)					63	66	63	64		
Higher Next 20% (56–62)	60		62	62					62	61
Similar Middle 40% (45–55)										
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Discipline (IDEA Data)	58	57	63	63	65	68	64	66	61	62
Institution	56	55	60	62	60	65	60	64	58	60

IDEA Discipline used for comparison:
 Physics

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. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **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
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.6	4.4	2%	96%
22. Learning fundamental principles, generalizations, or theories	Essential	4.4	4.2	2%	94%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.4	4.3	2%	89%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.5	4.3		

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	Adjusted	Raw	Adjusted	Raw	Adjusted
62	59	60	59	58	57
Higher	Higher	Higher	Higher	Higher	Higher
60	56	57	56	55	54
Higher	Higher	Higher	Higher	Similar	Similar
59	56	58	57	54	55
Higher	Higher	Higher	Higher	Similar	Similar
60	57	58	57	56	55

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 Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.5
34. Amount of work in other (non-reading) assignments	3.6
35. Difficulty of subject matter	3.6

Student Description

37. I worked harder on this course than on most courses I have taken.	3.7
39. I really wanted to take this course regardless of who taught it.	3.1
43. As a rule, I put forth more effort than other students on academic work.	4.4

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
40	Lower	43	Lower	41	Lower
53	Similar	48	Similar	51	Similar
53	Similar	43	Lower	51	Similar

52	Similar	49	Similar	50	Similar
46	Similar	47	Similar	43	Lower
74	Much Higher	65	Much Higher	64	Much 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)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.8	60%	Retain current use or consider increasing
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.4	89%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.2	74%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.6	91%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	3.0	36%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.1	45%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	3.9	65%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.4	89%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23	4.3	85%	Strength to retain
1. Displayed a personal interest in students and their learning	Not relevant to objectives selected	4.8	98%	
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.3	83%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.6	98%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.8	66%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	3.7	62%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	3.7	61%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives	4.5	91%	Strength to retain
10. Explained course material clearly and concisely	21, 22	4.8	94%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.7	100%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.6	89%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.4	85%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	1	9	37	0	4.8	0.5
2. Found ways to help students answer their own questions	0	0	5	20	21	1	4.3	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	5	8	34	0	4.6	0.7
4. Demonstrated the importance and significance of the subject matter	0	1	4	17	25	0	4.4	0.7
5. Formed "teams" or "discussion groups" to facilitate learning	7	9	14	12	5	0	3.0	1.2
6. Made it clear how each topic fit into the course	0	0	4	18	25	0	4.4	0.7
7. Explained the reasons for criticisms of students' academic...	0	5	2	13	27	0	4.3	1.0
8. Stimulated students to intellectual effort beyond that required by...	0	4	8	12	23	0	4.1	1.0
9. Encouraged students to use multiple resources (e.g. data banks,...	1	5	10	16	15	0	3.8	1.1
10. Explained course material clearly and concisely	0	0	3	5	39	0	4.8	0.6
11. Related course material to real life situations	0	0	1	17	29	0	4.6	0.5
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	15	32	0	4.7	0.5
13. Introduced stimulating ideas about the subject	0	0	4	12	31	0	4.6	0.7
14. Involved students in "hands on" projects such as research, case...	2	7	9	13	16	0	3.7	1.2
15. Inspired students to set and achieve goals which really...	0	2	17	16	12	0	3.8	0.9
16. Asked students to share ideas and experiences with others...	10	4	12	14	7	0	3.1	1.4
17. Provided timely and frequent feedback on tests, reports,...	1	0	6	11	29	0	4.4	0.9
18. Asked students to help each other understand ideas or concepts	3	2	11	13	17	1	3.8	1.2
19. Gave projects, tests, or assignments that required original or...	4	5	9	12	16	1	3.7	1.3
20. Encouraged student-faculty interaction outside of class (office...	3	1	4	11	28	0	4.3	1.1

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008
Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
							Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	1	1	13	32	0	4.6	0.6	62	59	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	1	2	19	25	0	4.4	0.7	60	56	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	1	0	4	15	27	0	4.4	0.8	59	56	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	2	8	13	24	0	4.3	0.9	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	6	10	14	9	7	1	3.0	1.3	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	12	10	7	10	7	1	2.8	1.4	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	7	2	11	12	14	1	3.5	1.4	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	11	10	7	12	5	2	2.8	1.4	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	3	0	11	13	18	2	4.0	1.1	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	5	4	9	15	13	1	3.6	1.3	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	4	5	6	15	16	1	3.7	1.3	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	2	6	3	10	25	1	4.1	1.2	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	12	13	12	5	4	1	2.5	1.2	40	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	0	2	22	16	6	1	3.6	0.8	53	NA	3.4	3.7	3.5
35. Difficulty of subject matter	0	7	13	18	8	1	3.6	1.0	53	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	1	6	11	9	19	1	3.8	1.2	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	1	6	11	17	11	1	3.7	1.1	52	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	5	7	34	1	4.6	0.7	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	8	8	11	9	10	1	3.1	1.4	46	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	1	0	2	12	31	1	4.6	0.8	62	64	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	3	43	1	4.9	0.2	62	62	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	0	4	5	37	1	4.7	0.6	63	66	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	0	3	23	20	1	4.4	0.6	74	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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Of the 62 students enrolled, 52 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).

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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.**

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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	4.3
Overall Ratings		
B. Excellent Teacher	4.9	4.9
C. Excellent Course	4.8	5.0
D. Average of B & C	4.9	5.0
Summary Evaluation (Average of A & D) ¹	4.7	4.7

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)					64	68	63	65		
Higher Next 20% (56–62)	59	57	61	62					61	61
Similar Middle 40% (45–55)										
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Discipline (IDEA Data)	57	57	62	63	66	69	64	66	61	62
Institution	55	56	60	62	60	66	60	64	58	60

IDEA Discipline used for comparison:

Physics

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.3	87%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.2	83%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.4	90%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.9	69%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	3.2	35%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.2	46%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.1	77%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.3	88%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23	4.4	81%	Strength to retain
1. Displayed a personal interest in students and their learning	Not relevant to objectives selected	4.9	100%	
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.8	98%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.5	87%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.7	63%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	3.7	58%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	3.9	65%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives	4.4	96%	Strength to retain
10. Explained course material clearly and concisely	21, 22	4.7	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.7	98%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up–to–date in their work	Not relevant to objectives selected	4.6	92%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.8	96%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	7	45	0	4.9	0.3
2. Found ways to help students answer their own questions	0	0	6	26	20	0	4.3	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	4	14	34	0	4.6	0.6
4. Demonstrated the importance and significance of the subject matter	0	1	6	22	23	0	4.3	0.7
5. Formed "teams" or "discussion groups" to facilitate learning	2	7	25	13	5	0	3.2	0.9
6. Made it clear how each topic fit into the course	0	0	2	30	20	0	4.3	0.6
7. Explained the reasons for criticisms of students' academic...	0	1	9	10	32	0	4.4	0.8
8. Stimulated students to intellectual effort beyond that required by...	0	1	8	22	21	0	4.2	0.8
9. Encouraged students to use multiple resources (e.g. data banks,...	2	5	12	19	14	0	3.7	1.1
10. Explained course material clearly and concisely	0	0	0	14	38	0	4.7	0.4
11. Related course material to real life situations	0	0	7	12	33	0	4.5	0.7
12. Gave tests, projects, etc. that covered the most important points...	0	0	1	15	36	0	4.7	0.5
13. Introduced stimulating ideas about the subject	0	1	4	20	27	0	4.4	0.7
14. Involved students in "hands on" projects such as research, case...	1	8	13	15	15	0	3.7	1.1
15. Inspired students to set and achieve goals which really...	1	3	12	20	16	0	3.9	1.0
16. Asked students to share ideas and experiences with others...	7	8	13	17	7	0	3.2	1.2
17. Provided timely and frequent feedback on tests, reports,...	0	1	1	7	43	0	4.8	0.6
18. Asked students to help each other understand ideas or concepts	0	1	11	20	20	0	4.1	0.8
19. Gave projects, tests, or assignments that required original or...	1	4	13	15	19	0	3.9	1.1
20. Encouraged student-faculty interaction outside of class (office...	0	0	1	9	42	0	4.8	0.5

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008
Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
							Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	1	2	13	36	0	4.6	0.7	62	60	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	2	3	15	32	0	4.5	0.8	61	58	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	0	2	7	17	25	1	4.3	0.9	55	54	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	1	4	5	19	22	1	4.1	1.0	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	5	12	14	12	9	0	3.2	1.2	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	11	9	18	9	5	0	2.8	1.2	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	4	3	10	12	23	0	3.9	1.3	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	11	13	12	11	5	0	2.7	1.3	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	0	8	6	15	22	1	4.0	1.1	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	9	7	8	17	11	0	3.3	1.4	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	5	5	12	13	17	0	3.6	1.3	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	1	7	10	13	21	0	3.9	1.1	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	5	14	25	7	1	0	2.7	0.9	43	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	1	3	17	28	3	0	3.6	0.8	52	NA	3.4	3.7	3.5
35. Difficulty of subject matter	1	3	11	32	5	0	3.7	0.8	55	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	2	4	14	15	17	0	3.8	1.1	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	1	7	16	21	7	0	3.5	1.0	49	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	3	7	7	35	0	4.4	0.9	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	3	8	19	14	8	0	3.3	1.1	50	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	1	1	2	17	31	0	4.5	0.8	60	63	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	4	48	0	4.9	0.3	61	62	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	0	2	9	41	0	4.8	0.5	64	68	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	2	8	26	16	0	4.1	0.8	64	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

Of the 26 students enrolled, 23 responded (88%). 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

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)	4.3	4.2
Overall Ratings		
B. Excellent Teacher	4.8	4.8
C. Excellent Course	4.4	4.4
D. Average of B & C	4.6	4.6
Summary Evaluation (Average of A & D) ¹	4.4	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	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	57		60	60	58	58	59	59	58	57
Similar Middle 40% (45–55)		55								
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	55	52
Adj.	54	52
B. Excellent Teacher	61	59
C. Excellent Course	61	60
D. Average of B & C	60	54
Summary Evaluation (Average of A & D)	60	57
Raw	61	57
Adj.	61	59
Summary Evaluation (Average of A & D)	58	55
Raw	58	55
Adj.	58	56

IDEA Discipline used for comparison:

Physics

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. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **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
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.3	4.2	4%	87%
22. Learning fundamental principles, generalizations, or theories	Essential	4.3	4.1	4%	91%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.4	4.3	4%	83%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.3	4.2		

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	Adjusted	Raw	Adjusted	Raw	Adjusted
57	54	55	54	51	51
Higher	Similar	Similar	Similar	Similar	Similar
57	54	54	53	52	51
Higher	Similar	Similar	Similar	Similar	Similar
58	56	57	56	53	54
Higher	Higher	Higher	Higher	Similar	Similar
57	55	55	54	52	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 Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.2
34. Amount of work in other (non-reading) assignments	2.9
35. Difficulty of subject matter	3.3

Student Description

37. I worked harder on this course than on most courses I have taken.	3.3
39. I really wanted to take this course regardless of who taught it.	3.3
43. As a rule, I put forth more effort than other students on academic work.	4.1

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
36	Much Lower	38	Lower	37	Much Lower
41	Lower	37	Much Lower	39	Lower
48	Similar	38	Lower	46	Similar

46	Similar	43	Lower	44	Lower
50	Similar	52	Similar	47	Similar
65	Much Higher	55	Similar	55	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)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.4	83%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.0	57%	Retain current use or consider increasing
13. Introduced stimulating ideas about the subject	All selected objectives	4.4	78%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.9	61%	Retain current use or consider increasing

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.9	100%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.6	61%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.2	78%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.0	61%	Retain current use or consider increasing
7. Explained the reasons for criticisms of students' academic performance	23	3.6	52%	Retain current use or consider increasing
1. Displayed a personal interest in students and their learning	23	4.7	100%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.6	91%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.6	91%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.6	61%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.5	87%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	3.8	61%	

Structuring Classroom Experiences

12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	3.8	65%	Consider increasing use
6. Made it clear how each topic fit into the course	All selected objectives	4.3	87%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.6	96%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up–to–date in their work	Not relevant to objectives selected	4.5	91%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.0	61%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	6	17	0	4.7	0.4
2. Found ways to help students answer their own questions	0	2	7	2	12	0	4.0	1.1
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	2	8	12	1	4.5	0.7
4. Demonstrated the importance and significance of the subject matter	0	0	4	7	12	0	4.3	0.8
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	3	20	0	4.9	0.3
6. Made it clear how each topic fit into the course	0	1	2	9	11	0	4.3	0.8
7. Explained the reasons for criticisms of students' academic...	1	3	7	5	7	0	3.6	1.2
8. Stimulated students to intellectual effort beyond that required by...	0	0	10	4	9	0	4.0	0.9
9. Encouraged students to use multiple resources (e.g. data banks,...	2	2	5	9	5	0	3.6	1.2
10. Explained course material clearly and concisely	0	0	1	7	15	0	4.6	0.6
11. Related course material to real life situations	1	0	1	4	17	0	4.6	0.9
12. Gave tests, projects, etc. that covered the most important points...	1	1	6	8	7	0	3.8	1.1
13. Introduced stimulating ideas about the subject	0	0	5	5	13	0	4.3	0.8
14. Involved students in "hands on" projects such as research, case...	1	0	2	3	17	0	4.5	1.0
15. Inspired students to set and achieve goals which really...	1	0	8	6	8	0	3.9	1.1
16. Asked students to share ideas and experiences with others...	4	2	3	4	10	0	3.6	1.6
17. Provided timely and frequent feedback on tests, reports,...	0	3	6	3	11	0	4.0	1.1
18. Asked students to help each other understand ideas or concepts	1	1	3	5	13	0	4.2	1.1
19. Gave projects, tests, or assignments that required original or...	1	3	5	5	9	0	3.8	1.2
20. Encouraged student-faculty interaction outside of class (office...	0	1	1	4	17	0	4.6	0.8

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 or who want to determine if responses to some items were distributed in an unusual manner.

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Notes:

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Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
							Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	1	2	8	12	0	4.3	0.8	57	54	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	1	1	11	10	0	4.3	0.8	57	54	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	0	1	3	5	14	0	4.4	0.9	58	56	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	1	3	8	10	1	4.2	0.9	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	0	1	1	6	15	0	4.5	0.8	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	3	5	1	11	3	0	3.3	1.3	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	3	0	6	7	7	0	3.7	1.3	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	3	4	4	7	5	0	3.3	1.4	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	1	2	6	6	8	0	3.8	1.2	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	5	2	3	3	10	0	3.5	1.6	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	1	4	2	7	9	0	3.8	1.3	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	1	2	4	5	11	0	4.0	1.2	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	5	9	9	0	0	0	2.2	0.8	36	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	1	7	10	3	2	0	2.9	1.0	41	NA	3.4	3.7	3.5
35. Difficulty of subject matter	1	2	10	9	1	0	3.3	0.9	48	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	2	1	11	4	5	0	3.4	1.2	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	1	4	10	2	6	0	3.3	1.2	46	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	3	5	15	0	4.5	0.7	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	1	3	10	5	4	0	3.3	1.1	50	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	0	2	1	9	11	0	4.3	0.9	57	56	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	4	19	0	4.8	0.4	60	60	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	2	1	6	14	0	4.4	0.9	58	58	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	1	4	10	8	0	4.1	0.8	65	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Additional Questions:

	1	2	3	4	5	Omit	Avg.	s.d.
48.	0	0	0	0	1	22	5.0	NA
49.						23		
50.						23		
51.						23		
52.						23		
53.						23		
54.						23		
55.						23		
56.						23		
57.						23		

	1	2	3	4	5	Omit	Avg.	s.d.
58.						23		
59.						23		
60.						23		
61.						23		
62.						23		
63.						23		
64.						23		
65.						23		
66.						23		
67.						23		



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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	4.1
Overall Ratings		
B. Excellent Teacher	4.9	5.0
C. Excellent Course	4.7	5.0
D. Average of B & C	4.8	5.0
Summary Evaluation (Average of A & D) ¹	4.5	4.6

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)				63		68		66		
Higher Next 20% (56–62)			61		62		62		59	60
Similar Middle 40% (45–55)	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)	Institution
Raw	52	49
Adj.	53	50
B. Excellent Teacher	62	60
C. Excellent Course	64	63
D. Average of B & C	64	59
Summary Evaluation (Average of A & D)	69	66
Raw	63	60
Adj.	67	65
Summary Evaluation (Average of A & D)	58	55
Raw	60	58
Adj.	60	58

IDEA Discipline used for comparison:

Physics

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. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **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
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.1	4.0	0%	91%
22. Learning fundamental principles, generalizations, or theories	Essential	4.1	3.9	4%	83%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.4	4.4	4%	87%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.2	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	Adjusted	Raw	Adjusted	Raw	Adjusted
53	50	50	51	46	47
Similar	Similar	Similar	Similar	Similar	Similar
53	50	49	49	47	47
Similar	Similar	Similar	Similar	Similar	Similar
59	58	58	58	54	57
Higher	Higher	Higher	Higher	Similar	Higher
55	53	52	53	49	50

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 Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.4
34. Amount of work in other (non-reading) assignments	3.1
35. Difficulty of subject matter	3.4

Student Description

37. I worked harder on this course than on most courses I have taken.	3.4
39. I really wanted to take this course regardless of who taught it.	2.8
43. As a rule, I put forth more effort than other students on academic work.	4.3

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
39	Lower	42	Lower	40	Lower
44	Lower	40	Lower	43	Lower
49	Similar	39	Lower	48	Similar

47	Similar	43	Lower	45	Similar
41	Lower	42	Lower	38	Lower
70	Much Higher	61	Higher	61	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)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.0	78%	Retain current use or consider increasing
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.4	96%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.4	87%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.1	83%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	5.0	100%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.8	70%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.2	86%	

Establishing Rapport

7. Explained the reasons for criticisms of students' academic performance	23	3.7	61%	Retain current use or consider increasing
2. Found ways to help students answer their own questions	All selected objectives	4.4	87%	Strength to retain
1. Displayed a personal interest in students and their learning	23	4.8	100%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.4	87%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.7	96%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.0	65%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.7	91%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.3	83%	

Structuring Classroom Experiences

12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.2	78%	Retain current use or consider increasing
6. Made it clear how each topic fit into the course	All selected objectives	4.2	96%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.4	96%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up–to–date in their work	Not relevant to objectives selected	4.1	78%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.1	35%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	4	19	0	4.8	0.4
2. Found ways to help students answer their own questions	0	0	3	9	11	0	4.3	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	5	10	8	0	4.1	0.8
4. Demonstrated the importance and significance of the subject matter	0	0	1	12	10	0	4.4	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	1	22	0	5.0	0.2
6. Made it clear how each topic fit into the course	0	0	1	16	6	0	4.2	0.5
7. Explained the reasons for criticisms of students' academic...	0	2	7	10	4	0	3.7	0.9
8. Stimulated students to intellectual effort beyond that required by...	0	0	5	12	6	0	4.0	0.7
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	8	8	7	0	4.0	0.8
10. Explained course material clearly and concisely	0	0	1	12	10	0	4.4	0.6
11. Related course material to real life situations	0	0	1	6	16	0	4.7	0.6
12. Gave tests, projects, etc. that covered the most important points...	0	1	4	7	11	0	4.2	0.9
13. Introduced stimulating ideas about the subject	0	0	3	8	12	0	4.4	0.7
14. Involved students in "hands on" projects such as research, case...	0	0	2	4	17	0	4.7	0.6
15. Inspired students to set and achieve goals which really...	0	1	3	11	8	0	4.1	0.8
16. Asked students to share ideas and experiences with others...	0	2	5	11	5	0	3.8	0.9
17. Provided timely and frequent feedback on tests, reports,...	2	6	7	3	5	0	3.1	1.3
18. Asked students to help each other understand ideas or concepts	0	1	2	9	9	2	4.2	0.8
19. Gave projects, tests, or assignments that required original or...	0	0	4	9	10	0	4.3	0.8
20. Encouraged student-faculty interaction outside of class (office...	0	0	3	7	13	0	4.4	0.7

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008
Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	2	16	5	0	4.1	0.5	53	50	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	1	3	12	7	0	4.1	0.8	53	50	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	0	1	2	6	14	0	4.4	0.8	59	58	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	1	3	13	6	0	4.0	0.8	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	0	0	2	8	13	0	4.5	0.7	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	2	4	9	4	4	0	3.2	1.2	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	0	3	9	5	6	0	3.6	1.0	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	2	6	4	8	3	0	3.2	1.2	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	1	1	4	12	5	0	3.8	1.0	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	3	3	6	4	7	0	3.4	1.4	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	1	2	6	8	6	0	3.7	1.1	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	1	1	7	8	6	0	3.7	1.1	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	3	11	7	1	1	0	2.4	0.9	39	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	1	4	12	4	2	0	3.1	0.9	44	NA	3.4	3.7	3.5
35. Difficulty of subject matter	0	1	13	8	1	0	3.4	0.7	49	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	2	1	7	10	3	0	3.5	1.1	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	0	1	13	8	1	0	3.4	0.7	47	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	0	5	18	0	4.8	0.4	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	3	6	7	6	1	0	2.8	1.1	41	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	0	1	1	8	13	0	4.4	0.8	59	65	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	2	21	0	4.9	0.3	61	63	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	0	2	4	17	0	4.7	0.6	62	68	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	0	4	9	10	0	4.3	0.8	70	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

Of the 22 students enrolled, 21 responded (95%). 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

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	4.2
Overall Ratings		
B. Excellent Teacher	4.8	4.9
C. Excellent Course	4.0	4.2
D. Average of B & C	4.4	4.6
Summary Evaluation (Average of A & D) ¹	4.3	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	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)			60	61				58		
	56						56		56	56
Similar Middle 40% (45–55)		54			51	55				
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	53	54	61	62	54	57	58	60	56	57
Institution	50	51	58	61	47	54	53	58	52	55

IDEA Discipline used for comparison:
 Physics

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. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **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
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.1	4.0	5%	76%
22. Learning fundamental principles, generalizations, or theories	Essential	4.1	4.0	14%	76%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.5	4.5	0%	95%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.2	4.2		

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Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
53	50	50	50	46	47
Similar	Similar	Similar	Similar	Similar	Similar
54	51	50	50	48	48
Similar	Similar	Similar	Similar	Similar	Similar
60	60	59	61	56	59
Higher	Higher	Higher	Higher	Higher	Higher
56	54	53	54	50	51

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 Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.4
34. Amount of work in other (non-reading) assignments	3.2
35. Difficulty of subject matter	3.7

Student Description

37. I worked harder on this course than on most courses I have taken.	3.2
39. I really wanted to take this course regardless of who taught it.	2.9
43. As a rule, I put forth more effort than other students on academic work.	4.1

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
39	Lower	41	Lower	40	Lower
45	Similar	41	Lower	44	Lower
54	Similar	44	Lower	52	Similar

43	Lower	39	Lower	41	Lower
42	Lower	43	Lower	39	Lower
66	Much Higher	57	Higher	57	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)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.3	81%	Retain current use or consider increasing
13. Introduced stimulating ideas about the subject	All selected objectives	4.1	81%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.7	67%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.1	76%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.8	95%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.2	52%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.2	81%	

Establishing Rapport

7. Explained the reasons for criticisms of students' academic performance	23	3.5	67%	Retain current use or consider increasing
2. Found ways to help students answer their own questions	All selected objectives	4.6	90%	Strength to retain
1. Displayed a personal interest in students and their learning	23	4.6	90%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.3	86%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.4	86%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.2	86%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.9	100%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.1	81%	

Structuring Classroom Experiences

12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.0	81%	Retain current use or consider increasing
6. Made it clear how each topic fit into the course	All selected objectives	4.3	95%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.4	86%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.4	90%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.1	38%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	1	1	4	15	0	4.6	0.8
2. Found ways to help students answer their own questions	0	0	2	5	14	0	4.6	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	1	1	0	5	14	0	4.4	1.1
4. Demonstrated the importance and significance of the subject matter	1	0	3	4	13	0	4.3	1.1
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	1	3	17	0	4.8	0.5
6. Made it clear how each topic fit into the course	1	0	0	11	9	0	4.3	0.9
7. Explained the reasons for criticisms of students' academic...	3	1	3	10	4	0	3.5	1.3
8. Stimulated students to intellectual effort beyond that required by...	1	0	4	6	10	0	4.1	1.1
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	3	10	8	0	4.2	0.7
10. Explained course material clearly and concisely	1	0	2	4	14	0	4.4	1.0
11. Related course material to real life situations	0	0	3	7	11	0	4.4	0.7
12. Gave tests, projects, etc. that covered the most important points...	3	0	1	8	9	0	4.0	1.4
13. Introduced stimulating ideas about the subject	1	2	1	7	10	0	4.1	1.2
14. Involved students in "hands on" projects such as research, case...	0	0	0	3	18	0	4.9	0.4
15. Inspired students to set and achieve goals which really...	2	1	4	8	6	0	3.7	1.2
16. Asked students to share ideas and experiences with others...	5	2	3	6	5	0	3.2	1.5
17. Provided timely and frequent feedback on tests, reports,...	5	2	6	3	5	0	3.0	1.5
18. Asked students to help each other understand ideas or concepts	0	2	2	6	11	0	4.2	1.0
19. Gave projects, tests, or assignments that required original or...	1	1	2	8	9	0	4.1	1.1
20. Encouraged student-faculty interaction outside of class (office...	1	0	2	7	11	0	4.3	1.0

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008
Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	1	0	4	6	10	0	4.1	1.1	53	50	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	3	2	5	11	0	4.1	1.1	54	51	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	0	0	1	8	12	0	4.5	0.6	60	60	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	1	5	7	8	0	4.0	0.9	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	0	0	0	8	13	0	4.6	0.5	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	4	4	1	8	4	0	3.2	1.5	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	6	3	1	3	8	0	3.2	1.7	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	4	3	3	7	3	1	3.1	1.4	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	1	4	5	7	4	0	3.4	1.2	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	5	1	3	6	6	0	3.3	1.6	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	2	2	3	6	8	0	3.8	1.3	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	4	1	1	9	6	0	3.6	1.5	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	6	4	7	3	0	1	2.4	1.1	39	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	2	2	8	7	1	1	3.2	1.0	45	NA	3.4	3.7	3.5
35. Difficulty of subject matter	0	2	6	9	3	1	3.7	0.9	54	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	5	2	4	3	7	0	3.2	1.6	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	2	4	4	10	1	0	3.2	1.1	43	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	4	4	13	0	4.4	0.8	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	6	0	8	4	3	0	2.9	1.4	42	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	1	2	2	5	11	0	4.1	1.2	54	59	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	1	0	1	19	0	4.8	0.7	60	61	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	3	0	3	3	12	0	4.0	1.4	51	55	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	0	5	8	8	0	4.1	0.8	66	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

Of the 21 students enrolled, 20 responded (95%). 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

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	4.3
Overall Ratings		
B. Excellent Teacher	4.9	4.9
C. Excellent Course	4.5	4.7
D. Average of B & C	4.7	4.8
Summary Evaluation (Average of A & D) ¹	4.6	4.6

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)						63				
Higher Next 20% (56–62)	59		61	61	60		61	62	60	59
		56								
Similar Middle 40% (45–55)										
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	57	54
Adj.	56	53
B. Excellent Teacher	62	60
C. Excellent Course	62	61
D. Average of B & C	62	56
Summary Evaluation	65	62
Raw	62	58
Adj.	64	62
Raw	60	56
Adj.	60	58

IDEA Discipline used for comparison:

Physics

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.4	80%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.1	80%	Retain current use or consider increasing
13. Introduced stimulating ideas about the subject	All selected objectives	4.5	85%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.1	75%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.8	95%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.4	53%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.5	89%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.6	95%	Strength to retain
1. Displayed a personal interest in students and their learning	23	5.0	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23	4.2	75%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.7	90%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.5	95%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.1	75%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.9	100%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.5	90%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives	4.4	80%	Retain current use or consider increasing
10. Explained course material clearly and concisely	All selected objectives	4.6	95%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.2	85%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up–to–date in their work	Not relevant to objectives selected	4.5	95%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.4	53%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	1	19	0	5.0	0.2
2. Found ways to help students answer their own questions	0	0	1	7	12	0	4.6	0.6
3. Scheduled course work (class activities, tests, projects) in ways...	1	0	0	6	13	0	4.5	0.9
4. Demonstrated the importance and significance of the subject matter	0	0	4	4	12	0	4.4	0.8
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	1	2	17	0	4.8	0.5
6. Made it clear how each topic fit into the course	0	0	4	5	11	0	4.4	0.8
7. Explained the reasons for criticisms of students' academic...	1	0	4	4	11	0	4.2	1.1
8. Stimulated students to intellectual effort beyond that required by...	0	3	1	8	8	0	4.1	1.1
9. Encouraged students to use multiple resources (e.g. data banks,...	1	2	2	4	11	0	4.1	1.3
10. Explained course material clearly and concisely	0	0	1	7	12	0	4.6	0.6
11. Related course material to real life situations	0	0	1	9	10	0	4.5	0.6
12. Gave tests, projects, etc. that covered the most important points...	0	3	0	7	10	0	4.2	1.1
13. Introduced stimulating ideas about the subject	0	0	3	5	12	0	4.5	0.8
14. Involved students in "hands on" projects such as research, case...	0	0	0	3	17	0	4.9	0.4
15. Inspired students to set and achieve goals which really...	0	1	4	7	8	0	4.1	0.9
16. Asked students to share ideas and experiences with others...	3	3	3	3	7	1	3.4	1.5
17. Provided timely and frequent feedback on tests, reports,...	2	4	3	5	5	1	3.4	1.4
18. Asked students to help each other understand ideas or concepts	0	0	2	6	11	1	4.5	0.7
19. Gave projects, tests, or assignments that required original or...	0	1	1	6	12	0	4.5	0.8
20. Encouraged student-faculty interaction outside of class (office...	0	0	2	2	16	0	4.7	0.7

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008

Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
							Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	2	9	9	0	4.4	0.7	57	54	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	0	3	5	12	0	4.5	0.8	60	57	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	0	0	3	5	12	0	4.5	0.8	59	56	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	0	3	6	11	0	4.4	0.8	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	0	1	1	3	15	0	4.6	0.8	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	3	3	5	5	4	0	3.2	1.4	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	0	1	6	7	6	0	3.9	0.9	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	3	3	6	3	5	0	3.2	1.4	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	0	1	1	8	10	0	4.4	0.8	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	3	3	5	5	4	0	3.2	1.4	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	1	3	4	5	7	0	3.7	1.3	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	0	1	5	3	11	0	4.2	1.0	NA	NA	3.8	3.7	4.0

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress

Bold = Selected as Important or Essential

33. Amount of reading	7	5	4	3	1	0	2.3	1.3	38	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	2	6	6	2	4	0	3.0	1.3	43	NA	3.4	3.7	3.5
35. Difficulty of subject matter	1	2	7	8	2	0	3.4	1.0	50	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	2	1	4	7	6	0	3.7	1.3	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	2	4	7	4	3	0	3.1	1.2	42	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	3	2	15	0	4.6	0.8	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	2	6	5	4	3	0	3.0	1.3	44	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	0	0	4	3	13	0	4.5	0.8	60	64	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	2	18	0	4.9	0.3	61	61	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	1	1	5	13	0	4.5	0.8	60	63	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	0	4	6	9	1	4.3	0.8	70	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

Of the 51 students enrolled, 47 responded (92%). 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

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	4.3
Overall Ratings		
B. Excellent Teacher	4.9	4.9
C. Excellent Course	4.7	4.9
D. Average of B & C	4.8	4.9
Summary Evaluation (Average of A & D) ¹	4.7	4.6

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)					63	66	63	64		
Higher Next 20% (56–62)	60		62	62					62	61
Similar Middle 40% (45–55)		57								
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Discipline (IDEA Data)	58	57	63	63	65	68	64	66	61	62
Institution	56	55	60	62	60	65	60	64	58	60

IDEA Discipline used for comparison:

Physics

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.8	60%	Retain current use or consider increasing
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.4	89%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.2	74%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.6	91%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	3.0	36%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.1	45%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	3.9	65%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.4	89%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23	4.3	85%	Strength to retain
1. Displayed a personal interest in students and their learning	Not relevant to objectives selected	4.8	98%	
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.3	83%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.6	98%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.8	66%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	3.7	62%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	3.7	61%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives	4.5	91%	Strength to retain
10. Explained course material clearly and concisely	21, 22	4.8	94%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.7	100%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.6	89%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.4	85%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	1	9	37	0	4.8	0.5
2. Found ways to help students answer their own questions	0	0	5	20	21	1	4.3	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	5	8	34	0	4.6	0.7
4. Demonstrated the importance and significance of the subject matter	0	1	4	17	25	0	4.4	0.7
5. Formed "teams" or "discussion groups" to facilitate learning	7	9	14	12	5	0	3.0	1.2
6. Made it clear how each topic fit into the course	0	0	4	18	25	0	4.4	0.7
7. Explained the reasons for criticisms of students' academic...	0	5	2	13	27	0	4.3	1.0
8. Stimulated students to intellectual effort beyond that required by...	0	4	8	12	23	0	4.1	1.0
9. Encouraged students to use multiple resources (e.g. data banks,...	1	5	10	16	15	0	3.8	1.1
10. Explained course material clearly and concisely	0	0	3	5	39	0	4.8	0.6
11. Related course material to real life situations	0	0	1	17	29	0	4.6	0.5
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	15	32	0	4.7	0.5
13. Introduced stimulating ideas about the subject	0	0	4	12	31	0	4.6	0.7
14. Involved students in "hands on" projects such as research, case...	2	7	9	13	16	0	3.7	1.2
15. Inspired students to set and achieve goals which really...	0	2	17	16	12	0	3.8	0.9
16. Asked students to share ideas and experiences with others...	10	4	12	14	7	0	3.1	1.4
17. Provided timely and frequent feedback on tests, reports,...	1	0	6	11	29	0	4.4	0.9
18. Asked students to help each other understand ideas or concepts	3	2	11	13	17	1	3.8	1.2
19. Gave projects, tests, or assignments that required original or...	4	5	9	12	16	1	3.7	1.3
20. Encouraged student-faculty interaction outside of class (office...	3	1	4	11	28	0	4.3	1.1

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008
Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
							Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	1	1	13	32	0	4.6	0.6	62	59	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	1	2	19	25	0	4.4	0.7	60	56	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	1	0	4	15	27	0	4.4	0.8	59	56	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	2	8	13	24	0	4.3	0.9	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	6	10	14	9	7	1	3.0	1.3	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	12	10	7	10	7	1	2.8	1.4	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	7	2	11	12	14	1	3.5	1.4	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	11	10	7	12	5	2	2.8	1.4	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	3	0	11	13	18	2	4.0	1.1	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	5	4	9	15	13	1	3.6	1.3	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	4	5	6	15	16	1	3.7	1.3	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	2	6	3	10	25	1	4.1	1.2	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	12	13	12	5	4	1	2.5	1.2	40	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	0	2	22	16	6	1	3.6	0.8	53	NA	3.4	3.7	3.5
35. Difficulty of subject matter	0	7	13	18	8	1	3.6	1.0	53	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	1	6	11	9	19	1	3.8	1.2	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	1	6	11	17	11	1	3.7	1.1	52	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	5	7	34	1	4.6	0.7	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	8	8	11	9	10	1	3.1	1.4	46	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	1	0	2	12	31	1	4.6	0.8	62	64	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	3	43	1	4.9	0.2	62	62	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	0	4	5	37	1	4.7	0.6	63	66	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	0	3	23	20	1	4.4	0.6	74	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

Of the 62 students enrolled, 52 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

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	4.3
Overall Ratings		
B. Excellent Teacher	4.9	4.9
C. Excellent Course	4.8	5.0
D. Average of B & C	4.9	5.0
Summary Evaluation (Average of A & D) ¹	4.7	4.7

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)					64	68	63	65		
Higher Next 20% (56–62)	59	57	61	62					61	61
Similar Middle 40% (45–55)										
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Discipline (IDEA Data)	57	57	62	63	66	69	64	66	61	62
Institution	55	56	60	62	60	66	60	64	58	60

IDEA Discipline used for comparison:

Physics

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. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **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
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.6	4.5	2%	94%
22. Learning fundamental principles, generalizations, or theories	Essential	4.5	4.3	4%	90%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.3	4.2	4%	82%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.5	4.3		

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	Adjusted	Raw	Adjusted	Raw	Adjusted
62	60	60	60	58	58
Higher	Higher	Higher	Higher	Higher	Higher
61	58	57	57	56	56
Higher	Higher	Higher	Higher	Higher	Higher
55	54	55	55	51	53
Similar	Similar	Similar	Similar	Similar	Similar
59	57	57	57	55	56

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 Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.7
34. Amount of work in other (non-reading) assignments	3.6
35. Difficulty of subject matter	3.7

Student Description

37. I worked harder on this course than on most courses I have taken.	3.5
39. I really wanted to take this course regardless of who taught it.	3.3
43. As a rule, I put forth more effort than other students on academic work.	4.1

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
43	Lower	47	Similar	44	Lower
52	Similar	48	Similar	51	Similar
55	Similar	45	Similar	53	Similar

49	Similar	45	Similar	47	Similar
50	Similar	51	Similar	46	Similar
64	Much Higher	55	Similar	55	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)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.3	87%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.2	83%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.4	90%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.9	69%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	3.2	35%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.2	46%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.1	77%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.3	88%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23	4.4	81%	Strength to retain
1. Displayed a personal interest in students and their learning	Not relevant to objectives selected	4.9	100%	
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.8	98%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.5	87%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.7	63%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	3.7	58%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	3.9	65%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives	4.4	96%	Strength to retain
10. Explained course material clearly and concisely	21, 22	4.7	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.7	98%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up–to–date in their work	Not relevant to objectives selected	4.6	92%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.8	96%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	7	45	0	4.9	0.3
2. Found ways to help students answer their own questions	0	0	6	26	20	0	4.3	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	4	14	34	0	4.6	0.6
4. Demonstrated the importance and significance of the subject matter	0	1	6	22	23	0	4.3	0.7
5. Formed "teams" or "discussion groups" to facilitate learning	2	7	25	13	5	0	3.2	0.9
6. Made it clear how each topic fit into the course	0	0	2	30	20	0	4.3	0.6
7. Explained the reasons for criticisms of students' academic...	0	1	9	10	32	0	4.4	0.8
8. Stimulated students to intellectual effort beyond that required by...	0	1	8	22	21	0	4.2	0.8
9. Encouraged students to use multiple resources (e.g. data banks,...	2	5	12	19	14	0	3.7	1.1
10. Explained course material clearly and concisely	0	0	0	14	38	0	4.7	0.4
11. Related course material to real life situations	0	0	7	12	33	0	4.5	0.7
12. Gave tests, projects, etc. that covered the most important points...	0	0	1	15	36	0	4.7	0.5
13. Introduced stimulating ideas about the subject	0	1	4	20	27	0	4.4	0.7
14. Involved students in "hands on" projects such as research, case...	1	8	13	15	15	0	3.7	1.1
15. Inspired students to set and achieve goals which really...	1	3	12	20	16	0	3.9	1.0
16. Asked students to share ideas and experiences with others...	7	8	13	17	7	0	3.2	1.2
17. Provided timely and frequent feedback on tests, reports,...	0	1	1	7	43	0	4.8	0.6
18. Asked students to help each other understand ideas or concepts	0	1	11	20	20	0	4.1	0.8
19. Gave projects, tests, or assignments that required original or...	1	4	13	15	19	0	3.9	1.1
20. Encouraged student-faculty interaction outside of class (office...	0	0	1	9	42	0	4.8	0.5

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008
Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	1	2	13	36	0	4.6	0.7	62	60	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	2	3	15	32	0	4.5	0.8	61	58	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	0	2	7	17	25	1	4.3	0.9	55	54	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	1	4	5	19	22	1	4.1	1.0	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	5	12	14	12	9	0	3.2	1.2	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	11	9	18	9	5	0	2.8	1.2	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	4	3	10	12	23	0	3.9	1.3	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	11	13	12	11	5	0	2.7	1.3	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	0	8	6	15	22	1	4.0	1.1	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	9	7	8	17	11	0	3.3	1.4	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	5	5	12	13	17	0	3.6	1.3	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	1	7	10	13	21	0	3.9	1.1	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	5	14	25	7	1	0	2.7	0.9	43	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	1	3	17	28	3	0	3.6	0.8	52	NA	3.4	3.7	3.5
35. Difficulty of subject matter	1	3	11	32	5	0	3.7	0.8	55	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	2	4	14	15	17	0	3.8	1.1	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	1	7	16	21	7	0	3.5	1.0	49	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	3	7	7	35	0	4.4	0.9	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	3	8	19	14	8	0	3.3	1.1	50	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	1	1	2	17	31	0	4.5	0.8	60	63	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	4	48	0	4.9	0.3	61	62	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	0	2	9	41	0	4.8	0.5	64	68	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	2	8	26	16	0	4.1	0.8	64	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

Of the 26 students enrolled, 23 responded (88%). 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

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)	4.3	4.2
Overall Ratings		
B. Excellent Teacher	4.8	4.8
C. Excellent Course	4.4	4.4
D. Average of B & C	4.6	4.6
Summary Evaluation (Average of A & D) ¹	4.4	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	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	57		60	60	58	58	59	59	58	57
Similar Middle 40% (45–55)		55								
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	55	52
Adj.	54	52
B. Excellent Teacher	61	59
C. Excellent Course	61	60
D. Average of B & C	60	54
Summary Evaluation (Average of A & D)	60	57
Raw	61	57
Adj.	61	59
Raw	58	55
Adj.	58	56

IDEA Discipline used for comparison:

Physics

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. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **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
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.3	4.2	4%	87%
22. Learning fundamental principles, generalizations, or theories	Essential	4.3	4.1	4%	91%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.4	4.3	4%	83%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.3	4.2		

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	Adjusted	Raw	Adjusted	Raw	Adjusted
57	54	55	54	51	51
Higher	Similar	Similar	Similar	Similar	Similar
57	54	54	53	52	51
Higher	Similar	Similar	Similar	Similar	Similar
58	56	57	56	53	54
Higher	Higher	Higher	Higher	Similar	Similar
57	55	55	54	52	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 Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.2
34. Amount of work in other (non-reading) assignments	2.9
35. Difficulty of subject matter	3.3

Student Description

37. I worked harder on this course than on most courses I have taken.	3.3
39. I really wanted to take this course regardless of who taught it.	3.3
43. As a rule, I put forth more effort than other students on academic work.	4.1

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
36	Much Lower	38	Lower	37	Much Lower
41	Lower	37	Much Lower	39	Lower
48	Similar	38	Lower	46	Similar

46	Similar	43	Lower	44	Lower
50	Similar	52	Similar	47	Similar
65	Much Higher	55	Similar	55	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)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.4	83%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.0	57%	Retain current use or consider increasing
13. Introduced stimulating ideas about the subject	All selected objectives	4.4	78%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.9	61%	Retain current use or consider increasing

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.9	100%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.6	61%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.2	78%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.0	61%	Retain current use or consider increasing
7. Explained the reasons for criticisms of students' academic performance	23	3.6	52%	Retain current use or consider increasing
1. Displayed a personal interest in students and their learning	23	4.7	100%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.6	91%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.6	91%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.6	61%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.5	87%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	3.8	61%	

Structuring Classroom Experiences

12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	3.8	65%	Consider increasing use
6. Made it clear how each topic fit into the course	All selected objectives	4.3	87%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.6	96%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up–to–date in their work	Not relevant to objectives selected	4.5	91%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.0	61%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	6	17	0	4.7	0.4
2. Found ways to help students answer their own questions	0	2	7	2	12	0	4.0	1.1
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	2	8	12	1	4.5	0.7
4. Demonstrated the importance and significance of the subject matter	0	0	4	7	12	0	4.3	0.8
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	3	20	0	4.9	0.3
6. Made it clear how each topic fit into the course	0	1	2	9	11	0	4.3	0.8
7. Explained the reasons for criticisms of students' academic...	1	3	7	5	7	0	3.6	1.2
8. Stimulated students to intellectual effort beyond that required by...	0	0	10	4	9	0	4.0	0.9
9. Encouraged students to use multiple resources (e.g. data banks,...	2	2	5	9	5	0	3.6	1.2
10. Explained course material clearly and concisely	0	0	1	7	15	0	4.6	0.6
11. Related course material to real life situations	1	0	1	4	17	0	4.6	0.9
12. Gave tests, projects, etc. that covered the most important points...	1	1	6	8	7	0	3.8	1.1
13. Introduced stimulating ideas about the subject	0	0	5	5	13	0	4.3	0.8
14. Involved students in "hands on" projects such as research, case...	1	0	2	3	17	0	4.5	1.0
15. Inspired students to set and achieve goals which really...	1	0	8	6	8	0	3.9	1.1
16. Asked students to share ideas and experiences with others...	4	2	3	4	10	0	3.6	1.6
17. Provided timely and frequent feedback on tests, reports,...	0	3	6	3	11	0	4.0	1.1
18. Asked students to help each other understand ideas or concepts	1	1	3	5	13	0	4.2	1.1
19. Gave projects, tests, or assignments that required original or...	1	3	5	5	9	0	3.8	1.2
20. Encouraged student-faculty interaction outside of class (office...	0	1	1	4	17	0	4.6	0.8

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008
Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	1	2	8	12	0	4.3	0.8	57	54	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	1	1	11	10	0	4.3	0.8	57	54	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	0	1	3	5	14	0	4.4	0.9	58	56	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	1	3	8	10	1	4.2	0.9	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	0	1	1	6	15	0	4.5	0.8	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	3	5	1	11	3	0	3.3	1.3	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	3	0	6	7	7	0	3.7	1.3	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	3	4	4	7	5	0	3.3	1.4	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	1	2	6	6	8	0	3.8	1.2	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	5	2	3	3	10	0	3.5	1.6	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	1	4	2	7	9	0	3.8	1.3	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	1	2	4	5	11	0	4.0	1.2	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	5	9	9	0	0	0	2.2	0.8	36	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	1	7	10	3	2	0	2.9	1.0	41	NA	3.4	3.7	3.5
35. Difficulty of subject matter	1	2	10	9	1	0	3.3	0.9	48	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	2	1	11	4	5	0	3.4	1.2	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	1	4	10	2	6	0	3.3	1.2	46	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	3	5	15	0	4.5	0.7	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	1	3	10	5	4	0	3.3	1.1	50	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	0	2	1	9	11	0	4.3	0.9	57	56	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	4	19	0	4.8	0.4	60	60	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	2	1	6	14	0	4.4	0.9	58	58	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	1	4	10	8	0	4.1	0.8	65	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

Additional Questions:

	1	2	3	4	5	Omit	Avg.	s.d.
48.	0	0	0	0	1	22	5.0	NA
49.						23		
50.						23		
51.						23		
52.						23		
53.						23		
54.						23		
55.						23		
56.						23		
57.						23		

	1	2	3	4	5	Omit	Avg.	s.d.
58.						23		
59.						23		
60.						23		
61.						23		
62.						23		
63.						23		
64.						23		
65.						23		
66.						23		
67.						23		



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Of the 24 students enrolled, 23 responded (96%). 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).

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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.**

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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	4.1
Overall Ratings		
B. Excellent Teacher	4.9	5.0
C. Excellent Course	4.7	5.0
D. Average of B & C	4.8	5.0
Summary Evaluation (Average of A & D) ¹	4.5	4.6

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)				63		68		66		
Higher Next 20% (56–62)			61		62		62		59	60
Similar Middle 40% (45–55)	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)	Institution
Raw	52	49
Adj.	53	50
B. Excellent Teacher	62	60
C. Excellent Course	64	63
D. Average of B & C	64	59
Summary Evaluation (Average of A & D)	69	66
Raw	63	60
Adj.	67	65
Summary Evaluation (Average of A & D)	58	55
Raw	60	58
Adj.	60	58

IDEA Discipline used for comparison:

Physics

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. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **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
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.1	4.0	0%	91%
22. Learning fundamental principles, generalizations, or theories	Essential	4.1	3.9	4%	83%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.4	4.4	4%	87%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.2	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	Adjusted	Raw	Adjusted	Raw	Adjusted
53	50	50	51	46	47
Similar	Similar	Similar	Similar	Similar	Similar
53	50	49	49	47	47
Similar	Similar	Similar	Similar	Similar	Similar
59	58	58	58	54	57
Higher	Higher	Higher	Higher	Similar	Higher
55	53	52	53	49	50

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 Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.4
34. Amount of work in other (non-reading) assignments	3.1
35. Difficulty of subject matter	3.4

Student Description

37. I worked harder on this course than on most courses I have taken.	3.4
39. I really wanted to take this course regardless of who taught it.	2.8
43. As a rule, I put forth more effort than other students on academic work.	4.3

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
39	Lower	42	Lower	40	Lower
44	Lower	40	Lower	43	Lower
49	Similar	39	Lower	48	Similar

47	Similar	43	Lower	45	Similar
41	Lower	42	Lower	38	Lower
70	Much Higher	61	Higher	61	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)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.0	78%	Retain current use or consider increasing
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.4	96%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.4	87%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.1	83%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	5.0	100%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.8	70%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.2	86%	

Establishing Rapport

7. Explained the reasons for criticisms of students' academic performance	23	3.7	61%	Retain current use or consider increasing
2. Found ways to help students answer their own questions	All selected objectives	4.4	87%	Strength to retain
1. Displayed a personal interest in students and their learning	23	4.8	100%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.4	87%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.7	96%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.0	65%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.7	91%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.3	83%	

Structuring Classroom Experiences

12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.2	78%	Retain current use or consider increasing
6. Made it clear how each topic fit into the course	All selected objectives	4.2	96%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.4	96%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up–to–date in their work	Not relevant to objectives selected	4.1	78%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.1	35%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	4	19	0	4.8	0.4
2. Found ways to help students answer their own questions	0	0	3	9	11	0	4.3	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	5	10	8	0	4.1	0.8
4. Demonstrated the importance and significance of the subject matter	0	0	1	12	10	0	4.4	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	1	22	0	5.0	0.2
6. Made it clear how each topic fit into the course	0	0	1	16	6	0	4.2	0.5
7. Explained the reasons for criticisms of students' academic...	0	2	7	10	4	0	3.7	0.9
8. Stimulated students to intellectual effort beyond that required by...	0	0	5	12	6	0	4.0	0.7
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	8	8	7	0	4.0	0.8
10. Explained course material clearly and concisely	0	0	1	12	10	0	4.4	0.6
11. Related course material to real life situations	0	0	1	6	16	0	4.7	0.6
12. Gave tests, projects, etc. that covered the most important points...	0	1	4	7	11	0	4.2	0.9
13. Introduced stimulating ideas about the subject	0	0	3	8	12	0	4.4	0.7
14. Involved students in "hands on" projects such as research, case...	0	0	2	4	17	0	4.7	0.6
15. Inspired students to set and achieve goals which really...	0	1	3	11	8	0	4.1	0.8
16. Asked students to share ideas and experiences with others...	0	2	5	11	5	0	3.8	0.9
17. Provided timely and frequent feedback on tests, reports,...	2	6	7	3	5	0	3.1	1.3
18. Asked students to help each other understand ideas or concepts	0	1	2	9	9	2	4.2	0.8
19. Gave projects, tests, or assignments that required original or...	0	0	4	9	10	0	4.3	0.8
20. Encouraged student-faculty interaction outside of class (office...	0	0	3	7	13	0	4.4	0.7

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008
Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	2	16	5	0	4.1	0.5	53	50	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	1	3	12	7	0	4.1	0.8	53	50	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	0	1	2	6	14	0	4.4	0.8	59	58	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	1	3	13	6	0	4.0	0.8	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	0	0	2	8	13	0	4.5	0.7	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	2	4	9	4	4	0	3.2	1.2	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	0	3	9	5	6	0	3.6	1.0	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	2	6	4	8	3	0	3.2	1.2	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	1	1	4	12	5	0	3.8	1.0	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	3	3	6	4	7	0	3.4	1.4	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	1	2	6	8	6	0	3.7	1.1	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	1	1	7	8	6	0	3.7	1.1	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	3	11	7	1	1	0	2.4	0.9	39	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	1	4	12	4	2	0	3.1	0.9	44	NA	3.4	3.7	3.5
35. Difficulty of subject matter	0	1	13	8	1	0	3.4	0.7	49	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	2	1	7	10	3	0	3.5	1.1	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	0	1	13	8	1	0	3.4	0.7	47	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	0	5	18	0	4.8	0.4	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	3	6	7	6	1	0	2.8	1.1	41	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	0	1	1	8	13	0	4.4	0.8	59	65	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	2	21	0	4.9	0.3	61	63	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	0	2	4	17	0	4.7	0.6	62	68	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	0	4	9	10	0	4.3	0.8	70	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

Of the 22 students enrolled, 21 responded (95%). 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

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	4.2
Overall Ratings		
B. Excellent Teacher	4.8	4.9
C. Excellent Course	4.0	4.2
D. Average of B & C	4.4	4.6
Summary Evaluation (Average of A & D) ¹	4.3	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	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)			60	61				58		
	56						56		56	56
Similar Middle 40% (45–55)		54			51	55				
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	53	50
Adj.	54	51
B. Excellent Teacher	61	58
C. Excellent Course	62	61
D. Average of B & C	54	47
Summary Evaluation (Average of A & D)	57	54
Raw	58	53
Adj.	60	58
Summary Evaluation (Average of A & D)	56	52
Raw	57	55
Adj.	56	55

IDEA Discipline used for comparison:

Physics

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. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **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
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.1	4.0	5%	76%
22. Learning fundamental principles, generalizations, or theories	Essential	4.1	4.0	14%	76%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.5	4.5	0%	95%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.2	4.2		

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	Adjusted	Raw	Adjusted	Raw	Adjusted
53	50	50	50	46	47
Similar	Similar	Similar	Similar	Similar	Similar
54	51	50	50	48	48
Similar	Similar	Similar	Similar	Similar	Similar
60	60	59	61	56	59
Higher	Higher	Higher	Higher	Higher	Higher
56	54	53	54	50	51

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 Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.4
34. Amount of work in other (non-reading) assignments	3.2
35. Difficulty of subject matter	3.7

Student Description

37. I worked harder on this course than on most courses I have taken.	3.2
39. I really wanted to take this course regardless of who taught it.	2.9
43. As a rule, I put forth more effort than other students on academic work.	4.1

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
39	Lower	41	Lower	40	Lower
45	Similar	41	Lower	44	Lower
54	Similar	44	Lower	52	Similar

43	Lower	39	Lower	41	Lower
42	Lower	43	Lower	39	Lower
66	Much Higher	57	Higher	57	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)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.3	81%	Retain current use or consider increasing
13. Introduced stimulating ideas about the subject	All selected objectives	4.1	81%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.7	67%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.1	76%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.8	95%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.2	52%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.2	81%	

Establishing Rapport

7. Explained the reasons for criticisms of students' academic performance	23	3.5	67%	Retain current use or consider increasing
2. Found ways to help students answer their own questions	All selected objectives	4.6	90%	Strength to retain
1. Displayed a personal interest in students and their learning	23	4.6	90%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.3	86%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.4	86%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.2	86%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.9	100%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.1	81%	

Structuring Classroom Experiences

12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.0	81%	Retain current use or consider increasing
6. Made it clear how each topic fit into the course	All selected objectives	4.3	95%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.4	86%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.4	90%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.1	38%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	1	1	4	15	0	4.6	0.8
2. Found ways to help students answer their own questions	0	0	2	5	14	0	4.6	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	1	1	0	5	14	0	4.4	1.1
4. Demonstrated the importance and significance of the subject matter	1	0	3	4	13	0	4.3	1.1
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	1	3	17	0	4.8	0.5
6. Made it clear how each topic fit into the course	1	0	0	11	9	0	4.3	0.9
7. Explained the reasons for criticisms of students' academic...	3	1	3	10	4	0	3.5	1.3
8. Stimulated students to intellectual effort beyond that required by...	1	0	4	6	10	0	4.1	1.1
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	3	10	8	0	4.2	0.7
10. Explained course material clearly and concisely	1	0	2	4	14	0	4.4	1.0
11. Related course material to real life situations	0	0	3	7	11	0	4.4	0.7
12. Gave tests, projects, etc. that covered the most important points...	3	0	1	8	9	0	4.0	1.4
13. Introduced stimulating ideas about the subject	1	2	1	7	10	0	4.1	1.2
14. Involved students in "hands on" projects such as research, case...	0	0	0	3	18	0	4.9	0.4
15. Inspired students to set and achieve goals which really...	2	1	4	8	6	0	3.7	1.2
16. Asked students to share ideas and experiences with others...	5	2	3	6	5	0	3.2	1.5
17. Provided timely and frequent feedback on tests, reports,...	5	2	6	3	5	0	3.0	1.5
18. Asked students to help each other understand ideas or concepts	0	2	2	6	11	0	4.2	1.0
19. Gave projects, tests, or assignments that required original or...	1	1	2	8	9	0	4.1	1.1
20. Encouraged student-faculty interaction outside of class (office...	1	0	2	7	11	0	4.3	1.0

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008
Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	1	0	4	6	10	0	4.1	1.1	53	50	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	3	2	5	11	0	4.1	1.1	54	51	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	0	0	1	8	12	0	4.5	0.6	60	60	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	1	5	7	8	0	4.0	0.9	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	0	0	0	8	13	0	4.6	0.5	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	4	4	1	8	4	0	3.2	1.5	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	6	3	1	3	8	0	3.2	1.7	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	4	3	3	7	3	1	3.1	1.4	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	1	4	5	7	4	0	3.4	1.2	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	5	1	3	6	6	0	3.3	1.6	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	2	2	3	6	8	0	3.8	1.3	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	4	1	1	9	6	0	3.6	1.5	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	6	4	7	3	0	1	2.4	1.1	39	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	2	2	8	7	1	1	3.2	1.0	45	NA	3.4	3.7	3.5
35. Difficulty of subject matter	0	2	6	9	3	1	3.7	0.9	54	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	5	2	4	3	7	0	3.2	1.6	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	2	4	4	10	1	0	3.2	1.1	43	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	4	4	13	0	4.4	0.8	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	6	0	8	4	3	0	2.9	1.4	42	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	1	2	2	5	11	0	4.1	1.2	54	59	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	1	0	1	19	0	4.8	0.7	60	61	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	3	0	3	3	12	0	4.0	1.4	51	55	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	0	5	8	8	0	4.1	0.8	66	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

Of the 21 students enrolled, 20 responded (95%). 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

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	4.3
Overall Ratings		
B. Excellent Teacher	4.9	4.9
C. Excellent Course	4.5	4.7
D. Average of B & C	4.7	4.8
Summary Evaluation (Average of A & D) ¹	4.6	4.6

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)						63				
Higher Next 20% (56–62)	59		61	61	60		61	62	60	59
		56								
Similar Middle 40% (45–55)										
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	57	54
Adj.	56	53
B. Excellent Teacher	62	60
C. Excellent Course	62	61
D. Average of B & C	62	56
Summary Evaluation	65	62
Raw	62	58
Adj.	64	62
Raw	60	56
Adj.	60	58

IDEA Discipline used for comparison:

Physics

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.4	80%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.1	80%	Retain current use or consider increasing
13. Introduced stimulating ideas about the subject	All selected objectives	4.5	85%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.1	75%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.8	95%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.4	53%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.5	89%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.6	95%	Strength to retain
1. Displayed a personal interest in students and their learning	23	5.0	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23	4.2	75%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.7	90%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.5	95%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.1	75%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.9	100%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.5	90%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives	4.4	80%	Retain current use or consider increasing
10. Explained course material clearly and concisely	All selected objectives	4.6	95%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.2	85%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up–to–date in their work	Not relevant to objectives selected	4.5	95%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.4	53%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	1	19	0	5.0	0.2
2. Found ways to help students answer their own questions	0	0	1	7	12	0	4.6	0.6
3. Scheduled course work (class activities, tests, projects) in ways...	1	0	0	6	13	0	4.5	0.9
4. Demonstrated the importance and significance of the subject matter	0	0	4	4	12	0	4.4	0.8
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	1	2	17	0	4.8	0.5
6. Made it clear how each topic fit into the course	0	0	4	5	11	0	4.4	0.8
7. Explained the reasons for criticisms of students' academic...	1	0	4	4	11	0	4.2	1.1
8. Stimulated students to intellectual effort beyond that required by...	0	3	1	8	8	0	4.1	1.1
9. Encouraged students to use multiple resources (e.g. data banks,...	1	2	2	4	11	0	4.1	1.3
10. Explained course material clearly and concisely	0	0	1	7	12	0	4.6	0.6
11. Related course material to real life situations	0	0	1	9	10	0	4.5	0.6
12. Gave tests, projects, etc. that covered the most important points...	0	3	0	7	10	0	4.2	1.1
13. Introduced stimulating ideas about the subject	0	0	3	5	12	0	4.5	0.8
14. Involved students in "hands on" projects such as research, case...	0	0	0	3	17	0	4.9	0.4
15. Inspired students to set and achieve goals which really...	0	1	4	7	8	0	4.1	0.9
16. Asked students to share ideas and experiences with others...	3	3	3	3	7	1	3.4	1.5
17. Provided timely and frequent feedback on tests, reports,...	2	4	3	5	5	1	3.4	1.4
18. Asked students to help each other understand ideas or concepts	0	0	2	6	11	1	4.5	0.7
19. Gave projects, tests, or assignments that required original or...	0	1	1	6	12	0	4.5	0.8
20. Encouraged student-faculty interaction outside of class (office...	0	0	2	2	16	0	4.7	0.7

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008

Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
							Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	2	9	9	0	4.4	0.7	57	54	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	0	3	5	12	0	4.5	0.8	60	57	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	0	0	3	5	12	0	4.5	0.8	59	56	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	0	3	6	11	0	4.4	0.8	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	0	1	1	3	15	0	4.6	0.8	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	3	3	5	5	4	0	3.2	1.4	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	0	1	6	7	6	0	3.9	0.9	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	3	3	6	3	5	0	3.2	1.4	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	0	1	1	8	10	0	4.4	0.8	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	3	3	5	5	4	0	3.2	1.4	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	1	3	4	5	7	0	3.7	1.3	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	0	1	5	3	11	0	4.2	1.0	NA	NA	3.8	3.7	4.0

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress

Bold = Selected as Important or Essential

33. Amount of reading	7	5	4	3	1	0	2.3	1.3	38	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	2	6	6	2	4	0	3.0	1.3	43	NA	3.4	3.7	3.5
35. Difficulty of subject matter	1	2	7	8	2	0	3.4	1.0	50	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	2	1	4	7	6	0	3.7	1.3	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	2	4	7	4	3	0	3.1	1.2	42	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	3	2	15	0	4.6	0.8	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	2	6	5	4	3	0	3.0	1.3	44	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	0	0	4	3	13	0	4.5	0.8	60	64	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	2	18	0	4.9	0.3	61	61	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	1	1	5	13	0	4.5	0.8	60	63	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	0	4	6	9	1	4.3	0.8	70	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

Of the 44 students enrolled, 34 responded (77%). 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

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	5.0	5.0
C. Excellent Course	4.7	5.0
D. Average of B & C	4.9	5.0
Summary Evaluation (Average of A & D) ¹	4.7	4.8

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)				64	64	72		63	68		64
Higher Next 20% (56–62)	60	59	62							62	
Similar Middle 40% (45–55)											
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	56
Adj.	59	58
B. Excellent Teacher	63	61
C. Excellent Course	65	65
D. Average of B & C	66	60
Raw	73	70
Adj.	65	61
Raw	69	68
Adj.	62	59
Raw	64	63

IDEA Discipline used for comparison:

Physics

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. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **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
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.5	4.4	0%	94%
22. Learning fundamental principles, generalizations, or theories	Essential	4.5	4.4	3%	97%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.5	4.5	3%	94%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.5	4.4		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
60	58	58	58	55	56
Higher	Higher	Higher	Higher	Similar	Higher
62	60	58	59	57	58
Higher	Higher	Higher	Higher	Higher	Higher
59	60	58	60	55	59
Higher	Higher	Higher	Higher	Similar	Higher
60	59	58	59	56	58

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.

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 Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	2.2
34. Amount of work in other (non-reading) assignments	3.3
35. Difficulty of subject matter	3.7

Student Description

37. I worked harder on this course than on most courses I have taken.	3.5
39. I really wanted to take this course regardless of who taught it.	2.7
43. As a rule, I put forth more effort than other students on academic work.	4.4

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
36	Much Lower	38	Lower	37	Much Lower
47	Similar	43	Lower	46	Similar
54	Similar	45	Similar	53	Similar

49	Similar	46	Similar	47	Similar
39	Lower	40	Lower	36	Much Lower
74	Much Higher	65	Much Higher	64	Much 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)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.5	91%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.4	91%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.7	100%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.9	71%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	3.0	35%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	2.9	38%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	3.9	74%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.5	94%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23	4.7	97%	Strength to retain
1. Displayed a personal interest in students and their learning	Not relevant to objectives selected	4.9	100%	
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.6	91%	

Encouraging Student Involvement

9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.6	65%	
11. Related course material to real life situations	Not relevant to objectives selected	4.5	94%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	3.8	62%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	3.9	68%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives	4.5	85%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.7	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.8	100%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.3	82%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.5	91%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	5	29	0	4.9	0.4
2. Found ways to help students answer their own questions	0	1	1	13	19	0	4.5	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	0	1	5	11	17	0	4.3	0.8
4. Demonstrated the importance and significance of the subject matter	0	0	3	10	21	0	4.5	0.7
5. Formed "teams" or "discussion groups" to facilitate learning	3	8	11	10	2	0	3.0	1.1
6. Made it clear how each topic fit into the course	0	0	5	7	22	0	4.5	0.7
7. Explained the reasons for criticisms of students' academic...	0	0	1	10	23	0	4.6	0.5
8. Stimulated students to intellectual effort beyond that required by...	0	1	2	15	16	0	4.4	0.7
9. Encouraged students to use multiple resources (e.g. data banks,...	4	3	5	14	8	0	3.6	1.3
10. Explained course material clearly and concisely	0	0	0	11	23	0	4.7	0.5
11. Related course material to real life situations	0	0	2	13	19	0	4.5	0.6
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	7	27	0	4.8	0.4
13. Introduced stimulating ideas about the subject	0	0	0	9	25	0	4.7	0.4
14. Involved students in "hands on" projects such as research, case...	1	5	7	9	12	0	3.8	1.2
15. Inspired students to set and achieve goals which really...	1	3	6	11	13	0	3.9	1.1
16. Asked students to share ideas and experiences with others...	8	8	5	6	7	0	2.9	1.5
17. Provided timely and frequent feedback on tests, reports,...	0	1	2	9	22	0	4.5	0.7
18. Asked students to help each other understand ideas or concepts	1	2	6	16	9	0	3.9	1.0
19. Gave projects, tests, or assignments that required original or...	1	4	6	9	14	0	3.9	1.2
20. Encouraged student-faculty interaction outside of class (office...	0	1	2	7	24	0	4.6	0.7

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008
Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	2	13	19	0	4.5	0.6	60	58	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	1	0	13	20	0	4.5	0.7	62	60	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	1	0	1	12	20	0	4.5	0.8	59	60	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	1	3	11	19	0	4.4	0.8	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	8	9	6	5	6	0	2.8	1.4	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	9	5	7	7	6	0	2.9	1.5	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	1	3	10	8	12	0	3.8	1.1	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	8	7	1	13	5	0	3.0	1.5	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	3	4	5	8	14	0	3.8	1.3	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	7	5	3	9	10	0	3.3	1.5	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	3	1	8	7	15	0	3.9	1.3	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	0	3	5	11	15	0	4.1	1.0	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	8	14	10	2	0	0	2.2	0.9	36	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	0	3	20	10	1	0	3.3	0.7	47	NA	3.4	3.7	3.5
35. Difficulty of subject matter	0	1	11	20	2	0	3.7	0.6	54	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	0	1	10	9	14	0	4.1	0.9	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	2	1	12	15	4	0	3.5	1.0	49	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	1	3	30	0	4.9	0.4	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	8	5	13	4	4	0	2.7	1.3	39	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	0	0	1	10	23	0	4.6	0.5	63	72	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	1	33	0	5.0	0.2	62	64	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	1	0	6	27	0	4.7	0.6	64	72	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	0	1	19	14	0	4.4	0.6	74	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

Of the 41 students enrolled, 36 responded (88%). 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

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)	4.4	4.3
Overall Ratings		
B. Excellent Teacher	4.9	5.0
C. Excellent Course	4.6	4.8
D. Average of B & C	4.8	4.9
Summary Evaluation (Average of A & D) ¹	4.6	4.6

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)						65		64		
Higher Next 20% (56–62)	59		61	62	61		61		60	60
		56								
Similar Middle 40% (45–55)										
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	57	55
Adj.	56	54
B. Excellent Teacher	62	60
C. Excellent Course	63	62
D. Average of B & C	63	57
Summary Evaluation (Average of A & D)	66	64
Raw	63	59
Adj.	65	63
Raw	60	57
Adj.	61	59

IDEA Discipline used for comparison:

Physics

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.6	94%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.4	83%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.6	94%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.2	78%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	3.5	50%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.6	58%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.3	83%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.4	92%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23	4.6	97%	Strength to retain
1. Displayed a personal interest in students and their learning	Not relevant to objectives selected	4.8	97%	
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.7	97%	

Encouraging Student Involvement

9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.0	69%	
11. Related course material to real life situations	Not relevant to objectives selected	4.7	97%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	3.8	69%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.3	81%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives	4.5	94%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.6	97%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.7	97%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.3	92%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.6	92%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	1	5	30	0	4.8	0.5
2. Found ways to help students answer their own questions	0	0	3	16	17	0	4.4	0.6
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	3	19	14	0	4.3	0.6
4. Demonstrated the importance and significance of the subject matter	0	0	2	12	22	0	4.6	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	1	3	14	12	6	0	3.5	1.0
6. Made it clear how each topic fit into the course	0	0	2	15	19	0	4.5	0.6
7. Explained the reasons for criticisms of students' academic...	0	0	1	13	22	0	4.6	0.6
8. Stimulated students to intellectual effort beyond that required by...	0	0	6	11	19	0	4.4	0.8
9. Encouraged students to use multiple resources (e.g. data banks,...	0	2	9	11	14	0	4.0	0.9
10. Explained course material clearly and concisely	0	0	1	12	23	0	4.6	0.5
11. Related course material to real life situations	0	1	0	9	26	0	4.7	0.6
12. Gave tests, projects, etc. that covered the most important points...	0	0	1	9	26	0	4.7	0.5
13. Introduced stimulating ideas about the subject	0	0	2	10	24	0	4.6	0.6
14. Involved students in "hands on" projects such as research, case...	1	4	6	15	10	0	3.8	1.1
15. Inspired students to set and achieve goals which really...	0	3	5	10	18	0	4.2	1.0
16. Asked students to share ideas and experiences with others...	4	3	8	11	10	0	3.6	1.3
17. Provided timely and frequent feedback on tests, reports,...	0	1	2	8	25	0	4.6	0.7
18. Asked students to help each other understand ideas or concepts	0	1	5	14	16	0	4.3	0.8
19. Gave projects, tests, or assignments that required original or...	1	1	5	9	20	0	4.3	1.0
20. Encouraged student-faculty interaction outside of class (office...	0	0	1	10	25	0	4.7	0.5

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008
Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
	Raw	Adj.	IDEA	Discipline	Institution								
21. Gaining factual knowledge (terminology,...	0	0	1	15	20	0	4.5	0.6	61	57	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	0	5	14	17	0	4.3	0.7	58	53	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	0	0	4	11	21	0	4.5	0.7	59	58	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	1	9	9	17	0	4.2	0.9	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	3	6	6	9	12	0	3.6	1.3	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	5	6	8	9	8	0	3.3	1.4	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	1	4	7	6	18	0	4.0	1.2	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	6	6	10	6	8	0	3.1	1.4	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	0	3	9	12	12	0	3.9	1.0	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	2	6	5	11	12	0	3.7	1.3	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	1	4	7	7	17	0	4.0	1.2	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	0	1	7	11	17	0	4.2	0.9	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	6	14	9	5	2	0	2.5	1.1	41	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	1	1	17	14	3	0	3.5	0.8	51	NA	3.4	3.7	3.5
35. Difficulty of subject matter	0	1	11	18	6	0	3.8	0.7	57	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	1	0	6	12	17	0	4.2	0.9	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	0	0	17	13	6	0	3.7	0.7	52	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	0	3	33	0	4.9	0.3	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	5	7	11	7	6	0	3.1	1.3	45	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	1	0	1	13	21	0	4.5	0.8	60	64	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	3	33	0	4.9	0.3	61	62	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	1	0	0	11	24	0	4.6	0.8	61	65	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	0	5	14	17	0	4.3	0.7	72	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

Of the 24 students enrolled, 23 responded (96%). 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives ¹ Two objectives were selected as relevant (Important or Essential –see page 2)	4.4	4.0
Overall Ratings		
B. Excellent Teacher	4.8	4.8
C. Excellent Course	4.2	4.1
D. Average of B & C	4.5	4.4
Summary Evaluation (Average of A & D) ¹	4.5	4.2

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)	59		60	60			57	57	58		
Similar Middle 40% (45–55)		50			54	53				54	
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	56	53
Adj.	51	48
B. Excellent Teacher	61	59
C. Excellent Course	61	60
D. Average of B & C	57	50
Raw	55	52
Adj.	59	55
Summary Evaluation (Average of A & D)	58	54
Raw	58	56
Adj.	55	52

IDEA Discipline used for comparison:

Physics

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency.

Strength to retain means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	3.9	70%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.8	61%	Retain current use or consider increasing
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.5	96%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.4	91%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.7	91%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.2	35%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	3.8	61%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.4	83%	Retain current use or consider increasing
1. Displayed a personal interest in students and their learning	Not relevant to objectives selected	4.8	100%	
7. Explained the reasons for criticisms of students' academic performance	Not relevant to objectives selected	3.9	61%	
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e–mails, etc.)	Not relevant to objectives selected	4.6	91%	

Encouraging Student Involvement

9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.7	61%	
11. Related course material to real life situations	Not relevant to objectives selected	4.5	91%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.4	83%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	3.8	70%	

Structuring Classroom Experiences

12. Gave tests, projects, etc. that covered the most important points of the course	All selected objectives	3.8	74%	Consider increasing use
6. Made it clear how each topic fit into the course	All selected objectives	4.2	83%	Retain current use or consider increasing
10. Explained course material clearly and concisely	All selected objectives	4.3	78%	Retain current use or consider increasing
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up–to–date in their work	Not relevant to objectives selected	4.0	78%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.7	61%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	5	18	0	4.8	0.4
2. Found ways to help students answer their own questions	0	1	3	6	13	0	4.3	0.9
3. Scheduled course work (class activities, tests, projects) in ways...	0	1	4	13	5	0	4.0	0.8
4. Demonstrated the importance and significance of the subject matter	0	1	0	8	14	0	4.5	0.7
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	2	2	19	0	4.7	0.6
6. Made it clear how each topic fit into the course	0	1	3	9	10	0	4.2	0.9
7. Explained the reasons for criticisms of students' academic...	0	1	8	6	8	0	3.9	0.9
8. Stimulated students to intellectual effort beyond that required by...	0	2	5	10	6	0	3.9	0.9
9. Encouraged students to use multiple resources (e.g. data banks,...	1	1	7	9	5	0	3.7	1.0
10. Explained course material clearly and concisely	0	0	5	7	11	0	4.3	0.8
11. Related course material to real life situations	0	0	2	8	13	0	4.5	0.7
12. Gave tests, projects, etc. that covered the most important points...	2	1	3	11	6	0	3.8	1.2
13. Introduced stimulating ideas about the subject	0	0	2	9	12	0	4.4	0.7
14. Involved students in "hands on" projects such as research, case...	1	1	2	4	15	0	4.3	1.1
15. Inspired students to set and achieve goals which really...	0	4	5	6	8	0	3.8	1.1
16. Asked students to share ideas and experiences with others...	2	4	9	4	4	0	3.2	1.2
17. Provided timely and frequent feedback on tests, reports,...	1	2	6	7	7	0	3.7	1.1
18. Asked students to help each other understand ideas or concepts	0	2	7	8	6	0	3.8	1.0
19. Gave projects, tests, or assignments that required original or...	0	3	4	11	5	0	3.8	1.0
20. Encouraged student-faculty interaction outside of class (office...	0	0	2	5	16	0	4.6	0.7

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008
Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	3	6	14	0	4.5	0.7	60	52	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	0	5	7	11	0	4.3	0.8	57	48	3.9	4.1	4.2
23. Learning to <i>apply</i> course material (to improve thinking, problem...	0	0	4	8	10	1	4.3	0.8	NA	NA	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	2	4	8	9	0	4.0	1.0	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	0	0	2	9	12	0	4.4	0.7	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	4	3	5	7	4	0	3.2	1.4	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	0	4	7	5	7	0	3.7	1.1	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	5	0	8	6	4	0	3.2	1.4	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	1	2	4	9	7	0	3.8	1.1	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	2	4	4	7	6	0	3.5	1.3	NA	NA	3.8	3.4	4.1
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments,...	0	2	6	7	8	0	3.9	1.0	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	1	3	4	4	11	0	3.9	1.3	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	6	11	4	1	1	0	2.1	1.0	36	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	2	5	10	4	2	0	3.0	1.1	42	NA	3.4	3.7	3.5
35. Difficulty of subject matter	0	1	8	11	3	0	3.7	0.8	55	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	0	4	5	5	9	0	3.8	1.2	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	0	4	8	8	3	0	3.4	0.9	47	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	3	3	17	0	4.6	0.7	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	1	6	7	5	4	0	3.2	1.2	48	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	0	1	1	11	10	0	4.3	0.8	57	57	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	4	19	0	4.8	0.4	60	60	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	1	5	6	11	0	4.2	0.9	54	53	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	0	1	7	13	2	4.6	0.6	80	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

Of the 12 students enrolled, 10 responded (83%). 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

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)	4.3	4.2
Overall Ratings		
B. Excellent Teacher	5.0	5.0
C. Excellent Course	4.1	4.4
D. Average of B & C	4.6	4.8
Summary Evaluation (Average of A & D) ¹	4.4	4.5

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)			63	64						
Higher Next 20% (56–62)	56				57		58		61	58
Similar Middle 40% (45–55)		54			53					
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	54	54	64	65	55	59	60	62	57	58
Institution	51	52	62	64	49	56	56	60	54	56

IDEA Discipline used for comparison:
 Physics

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	3.7	70%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.9	70%	Retain current use or consider increasing
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.4	90%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.7	100%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.9	100%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	4.4	90%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.7	90%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.6	100%	Strength to retain
1. Displayed a personal interest in students and their learning	23	4.6	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	Not relevant to objectives selected	3.7	50%	
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.8	100%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.4	80%	Retain current use or consider increasing
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.9	70%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.6	90%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.2	80%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives	4.4	90%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.6	90%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	21, 23	4.6	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.6	90%	Strength to retain
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.1	80%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	4	6	0	4.6	0.5
2. Found ways to help students answer their own questions	0	0	0	4	6	0	4.6	0.5
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	0	4	6	0	4.6	0.5
4. Demonstrated the importance and significance of the subject matter	0	0	1	4	5	0	4.4	0.7
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	1	9	0	4.9	0.3
6. Made it clear how each topic fit into the course	0	0	1	4	5	0	4.4	0.7
7. Explained the reasons for criticisms of students' academic...	0	1	4	2	3	0	3.7	1.1
8. Stimulated students to intellectual effort beyond that required by...	0	0	3	7	0	0	3.7	0.5
9. Encouraged students to use multiple resources (e.g. data banks,...	0	1	2	4	3	0	3.9	1.0
10. Explained course material clearly and concisely	0	0	1	2	7	0	4.6	0.7
11. Related course material to real life situations	0	0	2	2	6	0	4.4	0.8
12. Gave tests, projects, etc. that covered the most important points...	0	0	1	2	7	0	4.6	0.7
13. Introduced stimulating ideas about the subject	0	0	0	3	7	0	4.7	0.5
14. Involved students in "hands on" projects such as research, case...	0	0	1	2	7	0	4.6	0.7
15. Inspired students to set and achieve goals which really...	0	0	3	5	2	0	3.9	0.7
16. Asked students to share ideas and experiences with others...	0	1	0	3	6	0	4.4	1.0
17. Provided timely and frequent feedback on tests, reports,...	0	1	1	4	4	0	4.1	1.0
18. Asked students to help each other understand ideas or concepts	0	0	1	1	8	0	4.7	0.7
19. Gave projects, tests, or assignments that required original or...	0	2	0	2	6	0	4.2	1.2
20. Encouraged student-faculty interaction outside of class (office...	0	0	0	2	8	0	4.8	0.4

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008

Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	0	5	5	0	4.5	0.5	60	59	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	0	2	3	5	0	4.3	0.8	57	54	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	0	0	1	7	2	0	4.1	0.6	52	49	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	0	1	4	5	0	4.4	0.7	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	0	0	1	2	7	0	4.6	0.7	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	0	1	4	5	0	0	3.4	0.7	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	1	1	0	6	2	0	3.7	1.3	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	0	2	2	3	3	0	3.7	1.2	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	0	0	0	6	4	0	4.4	0.5	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	0	1	2	5	2	0	3.8	0.9	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	0	1	1	3	5	0	4.2	1.0	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	0	0	0	7	3	0	4.3	0.5	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	2	4	4	0	0	0	2.2	0.8	37	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	0	3	5	2	0	0	2.9	0.7	41	NA	3.4	3.7	3.5
35. Difficulty of subject matter	0	0	7	3	0	0	3.3	0.5	48	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	1	0	4	3	2	0	3.5	1.2	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	1	1	6	2	0	0	2.9	0.9	38	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	0	1	9	0	4.9	0.3	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	2	2	3	3	0	0	2.7	1.2	39	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	1	0	0	4	5	0	4.2	1.2	56	61	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	0	10	0	5.0	0.0	63	64	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	1	0	0	5	4	0	4.1	1.2	53	57	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	0	1	5	4	0	4.3	0.7	71	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

Of the 24 students enrolled, 20 responded (83%). 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 desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

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)	4.1	4.0
Overall Ratings		
B. Excellent Teacher	4.7	4.8
C. Excellent Course	3.8	3.9
D. Average of B & C	4.3	4.4
Summary Evaluation (Average of A & D) ¹	4.2	4.2

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)											
Higher Next 20% (56–62)			58	60							
Similar Middle 40% (45–55)	52	51			48	50	53	55	53	53	
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	50	47
Adj.	51	48
B. Excellent Teacher	59	56
C. Excellent Course	61	60
D. Average of B & C	51	44
Summary Evaluation (Average of A & D)	52	48
Raw	55	50
Adj.	57	54
Summary Evaluation (Average of A & D)	53	49
Raw	54	51
Adj.	53	51

IDEA Discipline used for comparison:

Physics

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD-IDEA Center Notes** (www.theideacenter.org/podidea), and **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.6	50%	Consider increasing use
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.4	80%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	3.8	55%	Retain current use or consider increasing
13. Introduced stimulating ideas about the subject	All selected objectives	4.4	90%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.8	100%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.2	45%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.0	74%	

Establishing Rapport

7. Explained the reasons for criticisms of students' academic performance	23	3.8	70%	Retain current use or consider increasing
2. Found ways to help students answer their own questions	All selected objectives	4.4	90%	Strength to retain
1. Displayed a personal interest in students and their learning	23	4.9	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.6	95%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.3	90%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.0	80%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.5	85%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.2	79%	

Structuring Classroom Experiences

12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.1	80%	Retain current use or consider increasing
6. Made it clear how each topic fit into the course	All selected objectives	4.5	90%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.5	90%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.2	80%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.6	63%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	3	17	0	4.9	0.4
2. Found ways to help students answer their own questions	0	0	2	9	9	0	4.4	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	0	2	2	6	10	0	4.2	1.0
4. Demonstrated the importance and significance of the subject matter	0	0	4	4	12	0	4.4	0.8
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	4	16	0	4.8	0.4
6. Made it clear how each topic fit into the course	0	0	2	7	11	0	4.5	0.7
7. Explained the reasons for criticisms of students' academic...	1	3	2	7	7	0	3.8	1.2
8. Stimulated students to intellectual effort beyond that required by...	0	3	6	4	7	0	3.8	1.1
9. Encouraged students to use multiple resources (e.g. data banks,...	2	2	0	7	9	0	4.0	1.4
10. Explained course material clearly and concisely	0	0	2	6	12	0	4.5	0.7
11. Related course material to real life situations	0	0	2	10	8	0	4.3	0.7
12. Gave tests, projects, etc. that covered the most important points...	0	1	3	9	7	0	4.1	0.9
13. Introduced stimulating ideas about the subject	0	1	1	8	10	0	4.4	0.8
14. Involved students in "hands on" projects such as research, case...	0	0	3	4	13	0	4.5	0.8
15. Inspired students to set and achieve goals which really...	1	2	7	4	6	0	3.6	1.2
16. Asked students to share ideas and experiences with others...	2	5	4	5	4	0	3.2	1.3
17. Provided timely and frequent feedback on tests, reports,...	1	4	2	6	6	1	3.6	1.3
18. Asked students to help each other understand ideas or concepts	1	2	2	5	9	1	4.0	1.2
19. Gave projects, tests, or assignments that required original or...	1	0	3	5	10	1	4.2	1.1
20. Encouraged student-faculty interaction outside of class (office...	0	1	0	5	13	1	4.6	0.8

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008

Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
							Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	2	2	9	7	0	4.1	0.9	51	49	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	1	1	4	8	6	0	3.9	1.1	48	45	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	1	0	0	8	11	0	4.4	0.9	58	58	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	2	2	12	4	0	3.9	0.9	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	1	0	3	5	10	1	4.2	1.1	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	6	0	4	6	4	0	3.1	1.6	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	2	3	0	8	7	0	3.8	1.4	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	5	4	3	4	3	1	2.8	1.5	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	2	0	5	11	2	0	3.6	1.1	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	2	4	2	6	6	0	3.5	1.4	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	3	1	3	4	8	1	3.7	1.5	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	1	1	3	4	11	0	4.2	1.2	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	6	8	5	1	0	0	2.1	0.9	34	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	2	5	10	3	0	0	2.7	0.9	38	NA	3.4	3.7	3.5
35. Difficulty of subject matter	1	2	13	2	2	0	3.1	0.9	44	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	0	3	4	6	7	0	3.9	1.1	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	1	4	9	3	3	0	3.2	1.1	42	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	1	2	17	0	4.8	0.5	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	4	1	9	5	1	0	2.9	1.2	42	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	0	1	2	13	4	0	4.0	0.7	52	55	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	1	0	0	2	17	0	4.7	0.9	58	60	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	0	3	6	3	8	0	3.8	1.2	48	50	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	0	3	11	5	1	4.1	0.7	65	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.



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

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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.

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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.**

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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)	4.3	4.3
Overall Ratings		
B. Excellent Teacher	4.9	5.0
C. Excellent Course	3.7	3.9
D. Average of B & C	4.3	4.5
Summary Evaluation (Average of A & D) ¹	4.3	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	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)				63						
Higher Next 20% (56–62)		57	60					57		57
Similar Middle 40% (45–55)	55					50		53		54
					46					
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	53	50
Adj.	56	55
B. Excellent Teacher	61	59
C. Excellent Course	49	42
D. Average of B & C	52	49
Summary Evaluation (Average of A & D)	55	51
Raw	58	56
Adj.	54	51
Summary Evaluation (Average of A & D)	57	56

IDEA Discipline used for comparison:

Physics

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. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **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
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.3	4.3	0%	95%
22. Learning fundamental principles, generalizations, or theories	Essential	4.2	4.2	0%	80%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.3	4.4	5%	85%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.3	4.3		

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	Adjusted	Raw	Adjusted	Raw	Adjusted
55	57	53	57	49	54
Similar	Higher	Similar	Higher	Similar	Similar
54	55	51	54	48	53
Similar	Similar	Similar	Similar	Similar	Similar
56	58	55	58	52	57
Higher	Higher	Similar	Higher	Similar	Higher
55	57	53	56	50	55

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 Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	1.8
34. Amount of work in other (non-reading) assignments	2.7
35. Difficulty of subject matter	2.9

Student Description

37. I worked harder on this course than on most courses I have taken.	2.9
39. I really wanted to take this course regardless of who taught it.	2.7
43. As a rule, I put forth more effort than other students on academic work.	4.0

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
31	Much Lower	32	Much Lower	32	Much Lower
37	Much Lower	32	Much Lower	35	Much Lower
40	Lower	29	Much Lower	39	Lower

38	Lower	34	Much Lower	36	Much Lower
39	Lower	39	Lower	35	Much Lower
60	Higher	51	Similar	51	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)

Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD-IDEA Center Notes** (www.theideacenter.org/podidea), and **POD-IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.3	80%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	3.7	60%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.8	60%	Retain current use or consider increasing
13. Introduced stimulating ideas about the subject	All selected objectives	4.3	90%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.6	90%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.2	50%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	3.9	70%	

Establishing Rapport

7. Explained the reasons for criticisms of students' academic performance	23	3.4	60%	Consider increasing use
2. Found ways to help students answer their own questions	All selected objectives	4.2	90%	Strength to retain
1. Displayed a personal interest in students and their learning	23	4.8	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.9	100%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.2	75%	Retain current use or consider increasing
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.5	50%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.3	85%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.1	75%	

Structuring Classroom Experiences

12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	3.9	70%	Consider increasing use
6. Made it clear how each topic fit into the course	All selected objectives	4.2	90%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.1	85%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	3.6	50%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.0	40%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	4	16	0	4.8	0.4
2. Found ways to help students answer their own questions	0	0	2	13	5	0	4.2	0.6
3. Scheduled course work (class activities, tests, projects) in ways...	1	0	9	7	3	0	3.6	0.9
4. Demonstrated the importance and significance of the subject matter	0	0	4	6	10	0	4.3	0.8
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	2	4	14	0	4.6	0.7
6. Made it clear how each topic fit into the course	0	1	1	12	6	0	4.2	0.7
7. Explained the reasons for criticisms of students' academic...	2	2	4	10	2	0	3.4	1.1
8. Stimulated students to intellectual effort beyond that required by...	0	2	6	8	4	0	3.7	0.9
9. Encouraged students to use multiple resources (e.g. data banks,...	1	2	7	6	4	0	3.5	1.1
10. Explained course material clearly and concisely	0	1	2	11	6	0	4.1	0.8
11. Related course material to real life situations	0	1	4	5	10	0	4.2	1.0
12. Gave tests, projects, etc. that covered the most important points...	1	1	4	8	6	0	3.9	1.1
13. Introduced stimulating ideas about the subject	0	0	2	10	8	0	4.3	0.7
14. Involved students in "hands on" projects such as research, case...	0	1	2	7	10	0	4.3	0.9
15. Inspired students to set and achieve goals which really...	0	3	5	5	7	0	3.8	1.1
16. Asked students to share ideas and experiences with others...	3	2	5	8	2	0	3.2	1.2
17. Provided timely and frequent feedback on tests, reports,...	3	5	4	5	3	0	3.0	1.3
18. Asked students to help each other understand ideas or concepts	1	0	5	8	6	0	3.9	1.0
19. Gave projects, tests, or assignments that required original or...	1	1	3	6	9	0	4.1	1.1
20. Encouraged student-faculty interaction outside of class (office...	0	0	0	2	18	0	4.9	0.3

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1-3 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.

Notes:

Discipline code selected on FIF: 4008
Discipline code used for comparison: 4008

							Converted Avg.		Comparison Group Average				
							Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	1	13	6	0	4.3	0.6	55	57	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or...	0	0	4	9	7	0	4.2	0.7	54	55	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	0	1	2	7	10	0	4.3	0.9	56	58	4.0	4.0	4.2
24. Developing specific skills, competencies, and points of view...	0	1	3	9	7	0	4.1	0.9	NA	NA	4.0	3.9	4.3
25. Acquiring skills in working with others as a member of a team	1	1	3	6	9	0	4.1	1.1	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	3	5	6	5	1	0	2.8	1.2	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	3	1	4	8	4	0	3.5	1.3	NA	NA	3.7	3.5	4.0
28. Developing skill in expressing myself orally or in writing	3	2	8	4	3	0	3.1	1.3	NA	NA	3.8	3.4	4.0
29. Learning how to find and use resources for answering questions...	2	0	4	10	4	0	3.7	1.1	NA	NA	3.7	3.7	4.0
30. Developing a clearer understanding of, and commitment to,...	3	4	4	5	4	0	3.2	1.4	NA	NA	3.8	3.4	4.1
31. Learning to analyze and critically evaluate ideas, arguments,...	1	4	5	9	1	0	3.3	1.0	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my own...	1	1	7	5	6	0	3.7	1.1	NA	NA	3.8	3.7	4.0

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

33. Amount of reading	8	8	4	0	0	0	1.8	0.8	31	NA	3.2	2.9	3.1
34. Amount of work in other (non-reading) assignments	5	1	10	4	0	0	2.7	1.1	37	NA	3.4	3.7	3.5
35. Difficulty of subject matter	2	3	11	4	0	0	2.9	0.9	40	NA	3.4	4.0	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	2	1	6	7	4	0	3.5	1.2	NA	NA	3.7	3.4	3.8
37. I worked harder on this course than on most courses I have taken.	3	2	10	4	1	0	2.9	1.1	38	NA	3.6	3.7	3.7
38. I really wanted to take a course from this instructor.	0	0	0	2	18	0	4.9	0.3	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	5	5	3	5	2	0	2.7	1.4	39	NA	3.3	3.3	3.5
40. As a result of taking this course, I have more positive feelings...	0	1	4	8	7	0	4.1	0.9	53	59	3.9	3.6	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	3	17	0	4.9	0.4	60	63	4.2	4.1	4.4
42. Overall, I rate this course as excellent.	2	2	5	2	9	0	3.7	1.4	46	50	3.9	3.8	4.2
43. As a rule, I put forth more effort than other students on...	0	1	4	10	5	0	4.0	0.8	60	NA	3.6	3.9	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.