



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

Of the 16 students enrolled, 16 responded (100%). 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)	4.9	4.9
Overall Ratings		
B. Excellent Teacher	5.0	4.9
C. Excellent Course	4.7	4.7
D. Average of B & C	4.9	4.8
Summary Evaluation (Average of A & D) ¹	4.9	4.9

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	65	63		63	63	63		64	64
Higher Next 20% (56–62)				61				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)	64	68	62	63	59	63	61	63	63	66
Institution	63	67	61	62	59	64	60	63	62	65

IDEA Discipline used for comparison:
Graphic Communications

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)	Minor/None				
22. Learning fundamental principles, generalizations, or theories	Minor/None				
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.8	4.7	0%	100%
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	Important	4.9	4.9	0%	100%
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Essential	4.9	5.0	0%	100%
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		4.9	4.9		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
66 Much Higher	64 Much Higher	63 Much Higher	66 Much Higher	62 Higher	64 Much Higher
65 Much Higher	65 Much Higher	63 Much Higher	66 Much Higher	62 Higher	67 Much Higher
64 Much Higher	66 Much Higher	66 Much Higher	72 Much Higher	64 Much Higher	71 Much Higher
65	65	64	68	63	67

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)

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.

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	4.6
35. Difficulty of subject matter	4.0

Student Description

37. I worked harder on this course than on most courses I have taken.	4.1
39. I really wanted to take this course regardless of who taught it.	3.6
43. As a rule, I put forth more effort than other students on academic work.	3.9

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
41	Lower	48	Similar	43	Lower
71	Much Higher	65	Much Higher	68	Much Higher
60	Higher	59	Higher	60	Higher

60	Higher	54	Similar	56	Higher
54	Similar	48	Similar	48	Similar
58	Higher	48	Similar	49	Similar

Much Higher = Highest 10% of classes (63 or higher)
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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 \(www.theideacenter.org/diagnosticguide.pdf\)](http://www.theideacenter.org/diagnosticguide.pdf), [POD-IDEA Center Notes \(www.theideacenter.org/podidea\)](http://www.theideacenter.org/podidea), and [POD-IDEA Center Learning Notes \(www.theideacenter.org/podidea/PODNotesLearning.html\)](http://www.theideacenter.org/podidea/PODNotesLearning.html).

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	4.8	100%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.9	100%	Strength to retain
13. Introduced stimulating ideas about the subject	23, 26	4.7	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	23	4.7	94%	Strength to retain

Fostering Student Collaboration

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	25, 26	4.8	100%	Strength to retain
18. Asked students to help each other understand ideas or concepts	25, 26	4.8	100%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	4.9	100%	Strength to retain

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.9	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 26	4.6	88%	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	4.8	100%	

Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	25, 26	4.9	100%	Strength to retain
11. Related course material to real life situations	23	4.8	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25	4.8	100%	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	4.6	88%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	23	4.9	100%	Strength to retain
10. Explained course material clearly and concisely	23	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	4.9	100%	
12. Gave tests, projects, etc. that covered the most important points of the course	Not relevant to objectives selected	4.7	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.8	94%	

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	2	13	1	4.9	0.4
2. Found ways to help students answer their own questions	0	0	0	2	14	0	4.9	0.3
3. Scheduled course work (class activities, tests, projects) in...	0	0	0	1	15	0	4.9	0.2
4. Demonstrated the importance and significance of the...	0	0	1	3	12	0	4.7	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	2	14	0	4.9	0.3
6. Made it clear how each topic fit into the course	0	0	0	2	14	0	4.9	0.3
7. Explained the reasons for criticisms of students' academic...	0	0	2	2	12	0	4.6	0.7
8. Stimulated students to intellectual effort beyond that...	0	0	0	3	13	0	4.8	0.4
9. Encouraged students to use multiple resources (e.g. data...	0	0	2	2	12	0	4.6	0.7
10. Explained course material clearly and concisely	0	0	0	3	13	0	4.8	0.4
11. Related course material to real life situations	0	0	0	3	13	0	4.8	0.4
12. Gave tests, projects, etc. that covered the most important...	0	0	0	5	11	0	4.7	0.5
13. Introduced stimulating ideas about the subject	0	0	0	5	11	0	4.7	0.5
14. Involved students in "hands on" projects such as...	0	0	0	3	12	1	4.8	0.4
15. Inspired students to set and achieve goals which really...	0	0	0	1	15	0	4.9	0.2
16. Asked students to share ideas and experiences with...	0	0	0	3	13	0	4.8	0.4
17. Provided timely and frequent feedback on tests, reports,...	0	0	1	1	14	0	4.8	0.5
18. Asked students to help each other understand ideas or...	0	0	0	4	12	0	4.8	0.4
19. Gave projects, tests, or assignments that required original...	0	0	0	2	14	0	4.9	0.3
20. Encouraged student-faculty interaction outside of class...	0	0	0	4	12	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: 1003
Discipline code used for comparison: 1003

							Converted Avg.		Comparison Group Average				
	Raw	Adj.	IDEA	Discipline	Institution								
21. Gaining factual knowledge (terminology, classifications,...	0	1	0	5	10	0	4.5	0.8	NA	NA	4.0	4.3	4.2
22. Learning fundamental principles, generalizations, or...	0	0	3	6	7	0	4.3	0.8	NA	NA	3.9	4.3	4.2
23. Learning to apply course material (to improve thinking,...	0	0	0	3	13	0	4.8	0.4	66	64	4.0	4.3	4.2
24. Developing specific skills, competencies, and points of...	0	0	0	4	12	0	4.8	0.4	NA	NA	4.0	4.3	4.3
25. Acquiring skills in working with others as a member...	0	0	0	2	14	0	4.9	0.3	65	65	3.9	4.1	4.1
26. Developing creative capacities (writing, inventing,...	0	0	0	2	14	0	4.9	0.3	64	66	3.9	4.2	4.1
27. Gaining a broader understanding and appreciation of...	0	0	3	3	10	0	4.4	0.8	NA	NA	3.7	4.1	4.0
28. Developing skill in expressing myself orally or in writing	0	0	3	4	9	0	4.4	0.8	NA	NA	3.8	3.9	4.0
29. Learning how to find and use resources for answering...	0	0	0	4	12	0	4.8	0.4	NA	NA	3.7	4.0	4.0
30. Developing a clearer understanding of, and commitment...	0	0	1	4	11	0	4.6	0.6	NA	NA	3.8	NA	4.0
31. Learning to analyze and critically evaluate ideas,...	0	0	1	5	10	0	4.6	0.6	NA	NA	3.8	4.0	4.1
32. Acquiring an interest in learning more by asking my own...	0	0	1	4	11	0	4.6	0.6	NA	NA	3.8	4.1	4.2

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

33. Amount of reading	4	3	7	1	1	0	2.5	1.2	41	NA	3.2	2.6	3.0
34. Amount of work in other (non-reading) assignments	0	0	2	2	12	0	4.6	0.7	71	NA	3.4	4.0	3.8
35. Difficulty of subject matter	0	0	2	12	2	0	4.0	0.5	60	NA	3.4	3.6	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	0	2	5	9	0	4.4	0.7	NA	NA	3.7	4.1	3.9
37. I worked harder on this course than on most courses I...	0	1	3	5	7	0	4.1	1.0	60	NA	3.6	4.0	3.8
38. I really wanted to take a course from this instructor.	0	0	1	3	12	0	4.7	0.6	NA	NA	3.4	3.9	3.8
39. I really wanted to take this course regardless of who...	1	1	4	8	2	0	3.6	1.0	54	NA	3.3	3.7	3.7
40. As a result of taking this course, I have more positive...	0	0	2	1	13	0	4.7	0.7	64	65	3.9	4.2	4.1
41. Overall, I rate this instructor an excellent teacher.	0	0	0	0	16	0	5.0	0.0	63	61	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	0	0	0	5	11	0	4.7	0.5	63	63	3.9	4.3	4.2
43. As a rule, I put forth more effort than other students on...	0	2	3	6	5	0	3.9	1.0	58	NA	3.6	4.0	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.

FALL 2012 IDEA COMMENTS

Shannon Gilley

CA3470 C1 Special Topics for Computer Anim.

2p-4:50p M/W

Boom!

Shannon is an excellent instructor here at Ai. I always look forward to taking classes with him. With Shannon I always learn a lot.

Awesome class. It lets us explore and learn things/skills we normally don't have time to learn.

Insightful critique. Great team builder.

Taking the time to help students create a Gantt chart really aids with the workflow. This class would greatly benefit if there was a method for keeping track of feedback. Sometimes I feel as though feedback gets glazed or skipped over.