

# Student Ratings of Instruction System

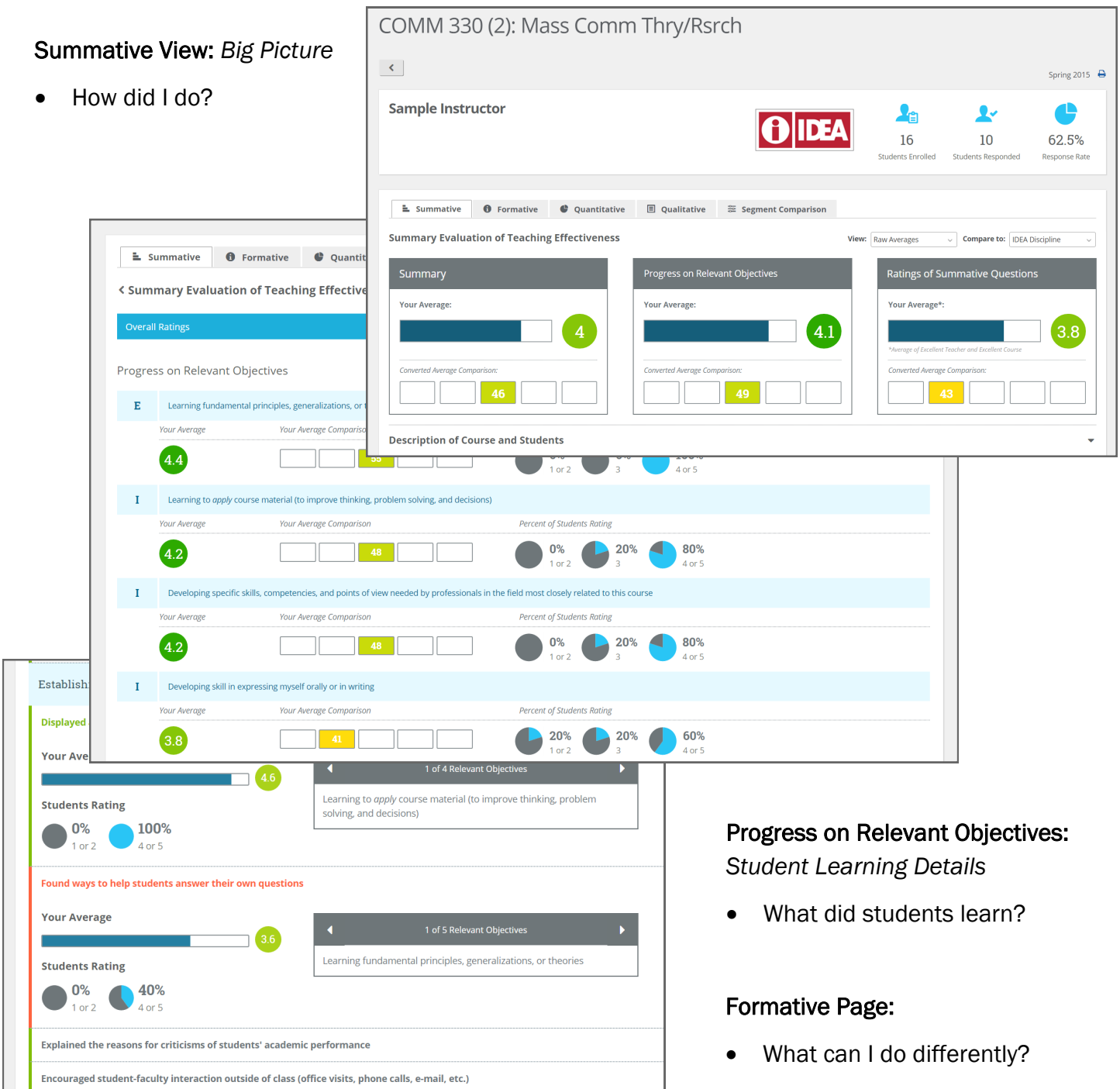
## Guiding Questions for Interpreting Reports



These guiding questions will help you interpret your IDEA Diagnostic Report. Below, you will find the broad questions each page is focused on. Pages two through six contain more in-depth questions for interpreting your results.

### Summative View: Big Picture

- How did I do?

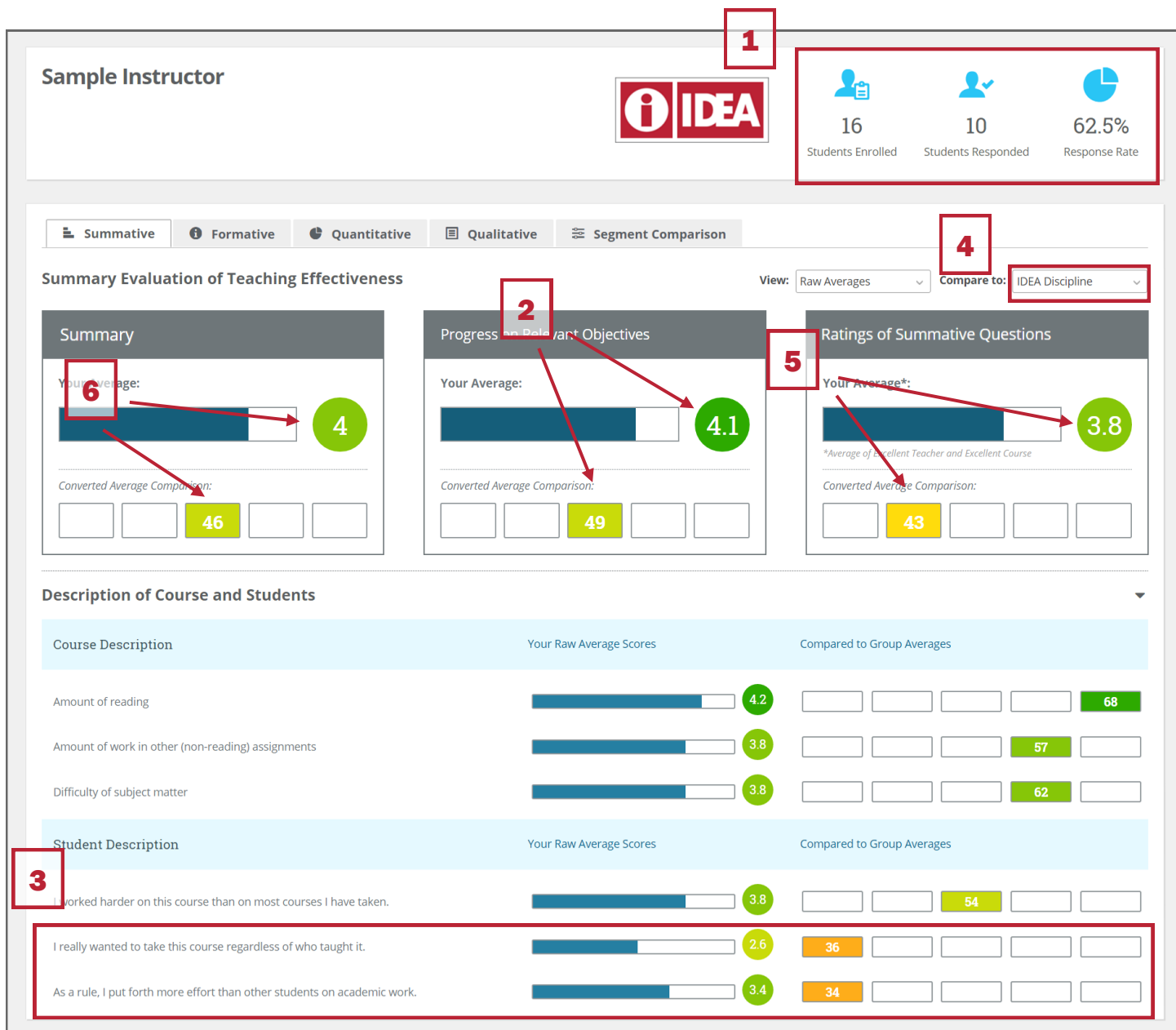


### Progress on Relevant Objectives: Student Learning Details

- What did students learn?

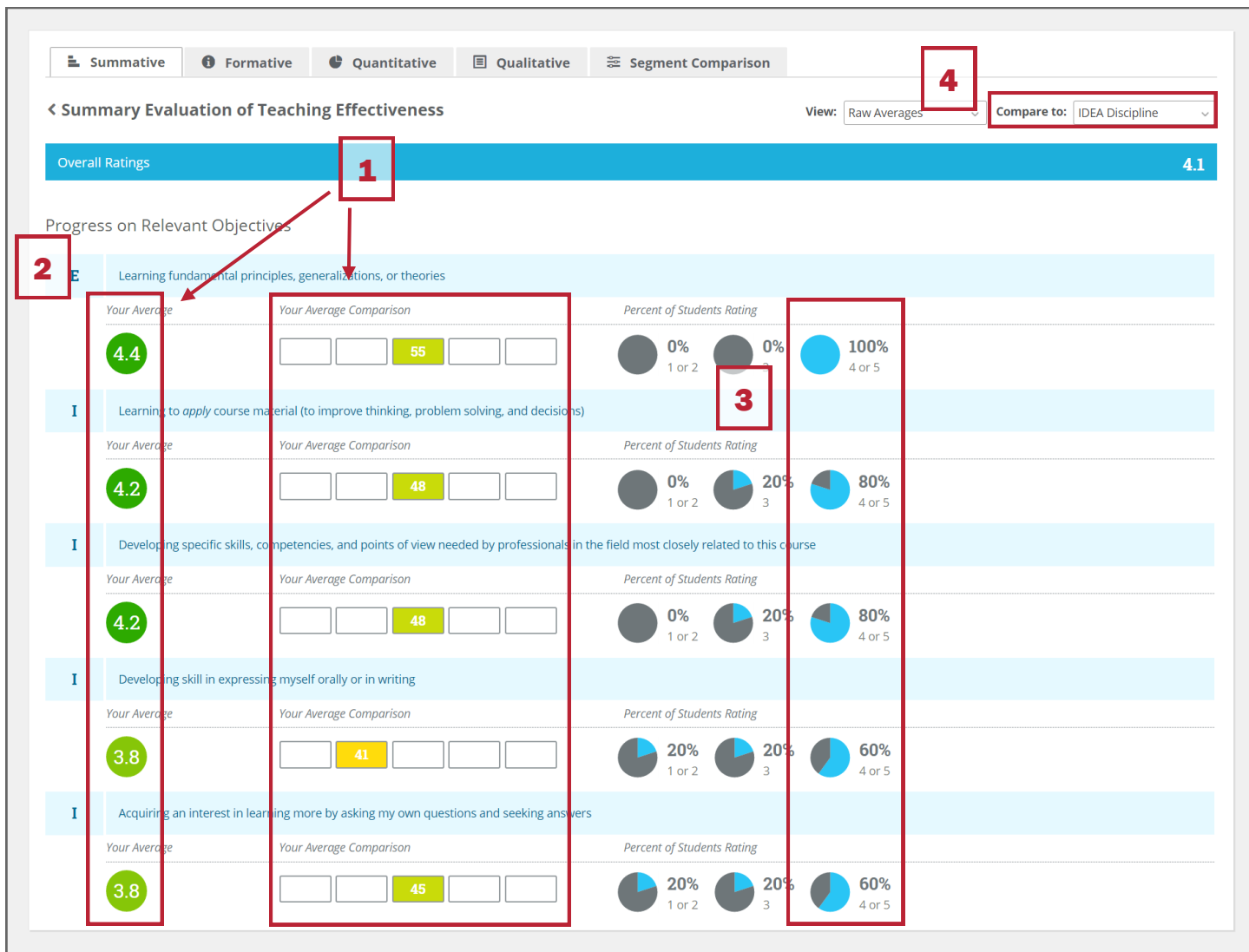
### Formative Page:

- What can I do differently?

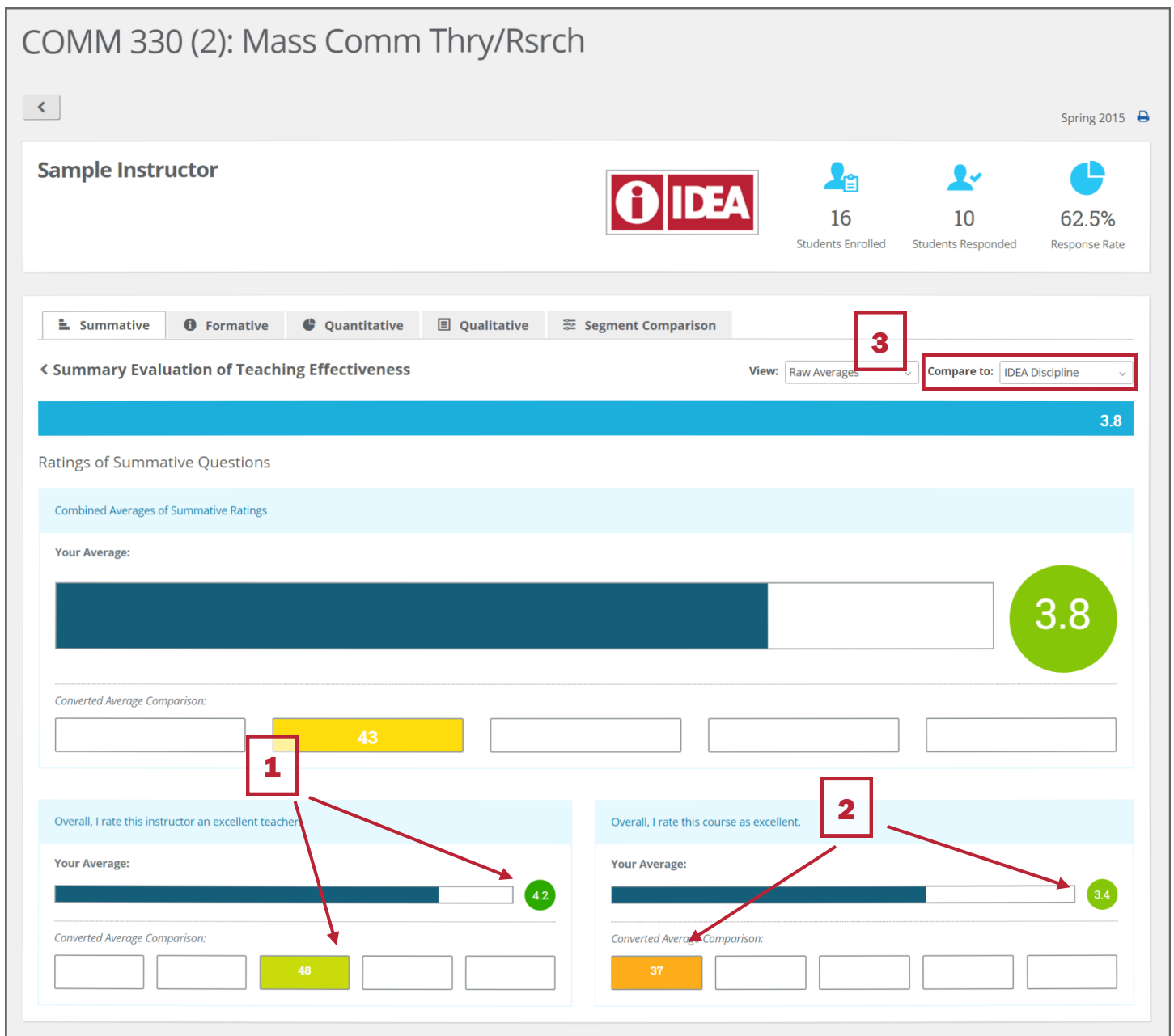


1. What percent of the class responded? (60% or higher response rate is desirable)
2. What was the average progress on relevant objectives? (those selected as Essential or Important)
3. Based on items for student motivation (I really wanted to take this class regardless of who taught it) and student work habits (As a rule, I put forth more effort than other students on academic work), what predictions would you make about adjusted scores? (Would they go up or down?)
4. How do the below scores compare to others? (IDEA database, discipline, & institution):
  - a. Progress on Relevant Objectives
  - b. Course description
  - c. Student description
5. What was the average score on the overall ratings (excellent teacher & excellent course)?
6. Would you say this course was effectively taught? Why/why not? (Summary of all ratings)

## Guiding Questions for Interpreting Reports: Student Progress on Relevant Objectives



1. What is the average progress on each of the selected objectives?
2. How many objectives were selected as essential or important?
3. What percent of students reported substantial or exceptional progress (4 or 5) on those objectives?
4. How do these results compare to group averages?
5. Identify which objectives need the most attention.



1. What was the average score on the Excellent Teacher item?
2. What was the average score on the Excellent Course item?
3. How do each of these scores compare to others?

## Guiding Questions for Interpreting Reports: Formative Page (expanded view)

Summative

Formative

Quantitative

Qualitative

Segment Comparison

Teaching Methods and Styles

Stimulating Student Interest

Suggested Action

Demonstrated the importance and significance of the subject matter

Strength to retain

▲

Stimulated students to intellectual effort beyond that required by most courses

Strength to retain

▲

Introduced stimulating ideas about the subject

Strength to retain

▲

Inspired students to set and achieve goals which really challenged them

Strength to retain

▲

Fostering Student Collaboration

Suggested Action

Formed "teams" or "discussion groups" to facilitate learning

▲

Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own

Strength to retain

▲

Asked students to help each other understand ideas or concepts

Strength to retain

▲

Establishing Rapport

Suggested Action

Displayed a personal interest in students and their learning

Strength to retain

▼

2

Your Average

4.6

Students Rating

0% 100%

1 or 2 4 or 5

1 of 4 Relevant Objectives

Learning to apply course material (to improve thinking, problem solving, and decisions)

Suggested Action

You employed the method more frequently than those teaching classes of similar size and level of student motivation.

• [POD IDEA Note](#)

Found ways to help students answer their own questions

Consider increasing use

▼

3

Your Average

3.6

Students Rating

0% 40%

1 or 2 4 or 5

1 of 5 Relevant Objectives

Learning fundamental principles, generalizations, or theories

Suggested Action

You employed the method less frequently than those teaching classes of similar size and level of student motivation.

• [POD IDEA Note](#)

Explained the reasons for criticisms of students' academic performance

Retain current use or consider increasing

▲

Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

▲

Encouraging Student Involvement

Suggested Action

This page shows details for each of the teaching methods associated with the objectives identified on the Faculty Information Form. Ask yourself:

- Which teaching method has the greatest number of relevant learning objectives?
- According to students, how frequently were these teaching methods employed by the instructor? (1=Hardly ever, 2=Occasionally, 4=Frequently, 5=Almost always)
- View the POD/IDEA note for a description of the teaching method, ways to employ the method, and additional references and resources about the teaching method and the learning objectives associated with the method.
- Based on the information in the POD-IDEA Notes, what is one change that might better student learning?