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 indepth questions for interpreting your results.

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1 of 5 Relevant Objectives	Found ways	to help stud	lents answer their o	wn questions	Student Learning Details			
3.6 To 5 kelevanc Objectives	Your Avera	age			What did students learn?			
Students Bating Learning fundamental principles, generalizations, or theories	Student - P	ating						
	0%	40						
I or 2 4 or 5 Formative Page:	1 or 2	40	r 5		Formative Page:			
• What can I do differently?	Explained th	ie reasons fo	or criticisms of stude	ents' academic performance	What can I do differently?			
Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	Encouraged	student-fac	ulty interaction out	side of class (office visits, pl	hone calls, e-mail, etc.)			

Sample Instructor		Image: Constraint of the second se
Summary Evaluation of Teaching Effectiveness Summary Your6relage: 4	Qualitative Segment Comparison 2 gress on Data /art Objectives Average: 41. erted Average Comparison: 49	iew: Raw Averages Compare to: DEA Discipline
Course Description	Your Raw Average Scores	Compared to Group Averages
Amount of reading Amount of work in other (non-reading) assignments Difficulty of subject matter	42 38 38	
Student Description	Your Raw Average Scores	Compared to Group Averages
vorked harder on this course than on most courses I have taken.	3.8	54
I really wanted to take this course regardless of who taught it. As a rule, I put forth more effort than other students on academic work.	2.6	36 34

- 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

_				4	
Sun	imary Evaluatio	n of Teaching Effectiveness		View: Raw Averages Compare to: IDEA Disci	Jline
Overa	III Ratings	1			4
rogre	ess on Relevant O	bjectives			
Е	Learning fundament	tal principles, generalizations, or theories			
ا '	Your Average	Your Average Comparison	Percent of Students Rating		
	4.4	55	0%		
	•		1 or 2	4 or 5	
Ι	Learning to <i>apply</i> co	ourse material (to improve thinking, problem solving, and decisio	ns) 3		
	Your Average	Your Average Comparison	Percent of Students Rating		
	4.2		0% 1 or 2 20 %	8 80% 4 or 5	
I		skills, competencies, and points of view needed by professionals		ourse	
	Your Average	Your Average Comparison	Percent of Students Rating		
	4.2		0% 1 or 2 20 9	80% 4 or 5	
I	Develoring skill in e	expressing myself orally or in writing			
-	Your Average	Your Average Comparison	Percent of Students Rating		
			20%	\$ 60%	
	3.8		1 or 2 3	4 or 5	
I	Acquiring an interes	st in learning more by asking my own questions and seeking ans	vers		
	Your Avera ze	Your Average Comparison	Percent of Students Rating		
	3.8		20%	\$ 60%	

- 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.

COMM 330 (2): Mass Comm	n Thry/Rsro	ch			
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Sample Instructor			16 Students Enrolled	10 Students Responded	62.5% Response Rate
Summative Formative Quantitative Summary Evaluation of Teaching Effectiveness		Segment Comparison	View: Raw Averages	Compare to: IDEA	Discipline v
Ratings of Summative Questions					3.8
Your Average:					3.8
Converted Average Comparison:					
Overall, I rate this instructor an excellent teacher Your Average: Converted Average Comparison: 48		Overall, I rate this course Your Average: Converted Average 37			34

- 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)

L Summative D Formative Quantitation	ve 🗉 Qualitative 😂 Segment Comparison				
aching Methods and Styles					
timulating Student Interest		Suggested Action			
Demonstrated the importance and significance of the subject n	natter	Strength to retain			
timulated students to intellectual effort beyond that required	by most courses	Strength to retain			
ntroduced stimulating ideas about the subject		Strength to retain			
nspired students to set and achieve goals which really challen	ged them	Strength to retain			
ostering Student Collaboration		Suggested Action			
Formed "teams" or "discussion groups" to facilitate learning					
Asked students to share ideas and experiences with others who	ose backgrounds and viewpoints differ from their own	Strength to retain			
Asked students to help each other understand ideas or concept	'S	Strength to retain			
stablishing Rapport		Suggested Action			
Displayed a personal interest in students and their learning		Strength to retain			
	arning to <i>apply</i> course material (to improve thinking, problem living, 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			
3.6 Students Rating 0% 1 or 2 40% 4 or 5	I 1 of 5 Relevant Objectives	Suggested Action You employed the method Joss frequently than those teaching classes of similar size and level of student motivation. • POD IDEA Note			
Explained the reasons for criticisms of students' academic perf	ormance	Retain current use or consider increasing			
ncouraged 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:

- 1. 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)
- 3. 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.
- 4. Based on the information in the POD-IDEA Notes, what is one change that might better student learning?