

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

Of the 19 students enrolled, 12 responded (63%). 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 Ten objectives were selected as relevant (Important or Essential –see page 2)	3.6	3.2
Overall Ratings		
B. Excellent Teacher	4.0	3.8
C. Excellent Course	3.4	3.2
D. Average of B & C	3.7	3.5
Summary Evaluation (Average of A & D) ¹	3.7	3.4

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)										
Similar Middle 40% (45–55)										
			47							
	45			44				45		45
Lower Next 20% (38–44)					42				41	
		38								40
Much Lower Lowest 10% (37 or lower)						37				

Your Converted Average When Compared to Your:²

	Discipline (IDEA Data)	Institution
Raw	40	42
Adj.	35	40
B. Excellent Teacher Raw	45	47
B. Excellent Teacher Adj.	43	47
C. Excellent Course Raw	43	40
C. Excellent Course Adj.	39	42
D. Average of B & C Raw	44	44
D. Average of B & C Adj.	41	45
Summary Evaluation Raw	42	43
Summary Evaluation Adj.	38	43

IDEA Discipline used for comparison:

Liberal Arts & Sciences, General Studies & Humanities

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)	Important	3.6	3.5	17%	67%
22. Learning fundamental principles, generalizations, or theories	Important	3.7	3.6	17%	67%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	3.8	3.4	8%	67%
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	3.3	2.8	25%	58%
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	3.5	3.0	17%	67%
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	Essential	3.6	2.9	17%	67%
29. Learning how to find and use resources for answering questions or solving problems	Essential	3.7	3.3	25%	67%
30. Developing a clearer understanding of, and commitment to, personal values	Essential	3.6	3.2	17%	67%
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	3.4	3.0	17%	58%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	3.3	3.0	25%	50%
Progress on Relevant Objectives		3.6	3.2		

¹The 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
41 Lower	40 Lower	37 Much Lower	35 Much Lower	40 Lower	43 Lower
44 Lower	42 Lower	41 Lower	40 Lower	42 Lower	44 Lower
45 Similar	39 Lower	43 Lower	39 Lower	43 Lower	43 Lower
41 Lower	33 Much Lower	38 Lower	32 Much Lower	40 Lower	38 Lower
45 Similar	37 Much Lower	39 Lower	31 Much Lower	43 Lower	41 Lower
47 Similar	37 Much Lower	41 Lower	33 Much Lower	43 Lower	37 Much Lower
49 Similar	42 Lower	44 Lower	38 Lower	43 Lower	41 Lower
47 Similar	41 Lower	40 Lower	36 Much Lower	42 Lower	41 Lower
43 Lower	36 Much Lower	37 Much Lower	31 Much Lower	40 Lower	37 Much Lower
42 Lower	35 Much Lower	37 Much Lower	32 Much Lower	38 Lower	37 Much Lower
45	38	40	35	42	40

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	4.5
34. Amount of work in other (non-reading) assignments	4.3
35. Difficulty of subject matter	3.4

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.	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	
68	Much Higher	63	Much Higher	65	Much Higher
64	Much Higher	67	Much Higher	61	Higher
50	Similar	53	Similar	49	Similar

59	Higher	63	Much Higher	53	Similar
43	Lower	47	Similar	40	Lower
64	Much Higher	58	Higher	51	Similar

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56-62)
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 Lower = Next 20% (38-44)
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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), **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	21, 22, 23, 30, 32	4.2	75%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.3	75%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.2	75%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 26, 28, 29, 30, 31, 32	4.4	92%	Strength to retain

Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	4.3	83%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	25, 26, 28, 30, 31	4.1	75%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	4.3	83%	Strength to retain

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.3	83%	Retain current use or consider increasing
7. Explained the reasons for criticisms of students' academic performance	23, 26, 28, 29, 31, 32	4.1	75%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 28, 32	4.4	92%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e–mails, etc.)	29	4.3	83%	Strength to retain

Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	25, 26, 28, 29, 31	4.5	92%	Strength to retain
11. Related course material to real life situations	23, 30	4.5	92%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 29	4.5	83%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	4.7	92%	Strength to retain

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 30, 32	4.3	75%	Retain current use or consider increasing
10. Explained course material clearly and concisely	21, 22, 23	4.3	83%	Retain current use or consider increasing
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.4	83%	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	4.5	83%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.5	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	1	0	0	3	8	0	4.4	1.2
2. Found ways to help students answer their own questions	1	0	1	3	7	0	4.3	1.2
3. Scheduled course work (class activities, tests, projects) in ways...	1	0	1	0	10	0	4.5	1.2
4. Demonstrated the importance and significance of the subject matter	1	1	1	1	8	0	4.2	1.4
5. Formed "teams" or "discussion groups" to facilitate learning	1	0	1	2	8	0	4.3	1.2
6. Made it clear how each topic fit into the course	1	0	2	0	9	0	4.3	1.3
7. Explained the reasons for criticisms of students' academic...	1	2	0	1	8	0	4.1	1.5
8. Stimulated students to intellectual effort beyond that required by...	1	1	1	0	9	0	4.3	1.4
9. Encouraged students to use multiple resources (e.g. data banks,...	1	0	0	0	11	0	4.7	1.2
10. Explained course material clearly and concisely	1	0	1	2	8	0	4.3	1.2
11. Related course material to real life situations	1	0	0	2	9	0	4.5	1.2
12. Gave tests, projects, etc. that covered the most important points...	1	0	1	1	9	0	4.4	1.2
13. Introduced stimulating ideas about the subject	1	0	0	3	8	0	4.4	1.2
14. Involved students in "hands on" projects such as research, case...	1	0	1	0	10	0	4.5	1.2
15. Inspired students to set and achieve goals which really...	1	0	2	2	7	0	4.2	1.3
16. Asked students to share ideas and experiences with others...	1	0	2	3	6	0	4.1	1.2
17. Provided timely and frequent feedback on tests, reports,...	1	0	0	2	9	0	4.5	1.2
18. Asked students to help each other understand ideas or concepts	1	0	1	3	7	0	4.3	1.2
19. Gave projects, tests, or assignments that required original or...	1	0	0	2	9	0	4.5	1.2
20. Encouraged student-faculty interaction outside of class (office...	1	0	1	3	7	0	4.3	1.2

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:

Consider selecting fewer objectives as "Important" or "Essential."

Discipline code selected on FIF: 2400

Discipline code used for comparison: 2400

							Converted Avg.		Comparison Group Average				
							Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	1	1	2	6	2	0	3.6	1.2	41	40	4.0	4.2	4.2
22. Learning fundamental principles, generalizations, or...	1	1	2	5	3	0	3.7	1.2	44	42	3.9	4.1	4.2
23. Learning to apply course material (to improve thinking,...	1	0	3	5	3	0	3.8	1.1	45	39	4.0	4.1	4.2
24. Developing specific skills, competencies, and points of view...	1	0	3	5	3	0	3.8	1.1	NA	NA	4.0	4.1	4.2
25. Acquiring skills in working with others as a member of...	2	1	2	5	2	0	3.3	1.4	41	33	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing,...	2	0	2	6	2	0	3.5	1.3	45	37	3.9	4.1	4.0
27. Gaining a broader understanding and appreciation of...	1	1	3	5	2	0	3.5	1.2	NA	NA	3.7	4.1	4.0
28. Developing skill in expressing myself orally or in writing	1	1	2	6	2	0	3.6	1.2	47	37	3.8	4.0	4.1
29. Learning how to find and use resources for answering...	1	2	1	4	4	0	3.7	1.4	49	42	3.7	4.0	4.1
30. Developing a clearer understanding of, and...	1	1	2	6	2	0	3.6	1.2	47	41	3.8	4.1	4.1
31. Learning to analyze and critically evaluate ideas,...	2	0	3	5	2	0	3.4	1.3	43	36	3.8	4.1	4.1
32. Acquiring an interest in learning more by asking my...	1	2	3	4	2	0	3.3	1.2	42	35	3.8	4.0	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	0	0	1	4	7	0	4.5	0.7	68	NA	3.2	3.6	3.6
34. Amount of work in other (non-reading) assignments	0	0	2	5	5	0	4.3	0.8	64	NA	3.4	3.4	3.6
35. Difficulty of subject matter	1	1	5	2	3	0	3.4	1.2	50	NA	3.4	3.3	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.	3	1	3	4	1	0	2.9	1.4	NA	NA	3.7	3.3	3.9
37. I worked harder on this course than on most courses I have taken.	0	0	1	9	2	0	4.1	0.5	59	NA	3.6	3.4	3.9
38. I really wanted to take a course from this instructor.	3	1	5	3	0	0	2.7	1.2	NA	NA	3.4	3.4	3.4
39. I really wanted to take this course regardless of who taught it.	3	0	5	3	1	0	2.9	1.3	43	NA	3.3	3.1	3.6
40. As a result of taking this course, I have more positive feelings...	2	2	3	4	1	0	3.0	1.3	36	28	3.9	3.8	4.1
41. Overall, I rate this instructor an excellent teacher.	1	0	2	4	5	0	4.0	1.2	47	44	4.2	4.3	4.3
42. Overall, I rate this course as excellent.	2	0	3	5	2	0	3.4	1.3	42	37	3.9	3.9	4.2
43. As a rule, I put forth more effort than other students on...	0	0	3	5	4	0	4.1	0.8	64	NA	3.6	3.8	4.1

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

No Additional Questions.

2014 Spring Junior Seminar

Comments: Use the space provided in the text area below for your comments.

- This professor is very confusing

- I liked Prof. Trotman and enjoyed her personality throughout this semester. With that said, the work load for this class was exorbitant. We read three books, had detailed quizzes, tests, papers, and revised a research paper throughout the semester. One day in a class she stated "It is very difficult to get an A in my class." Which is discouraging to students because you feel like you're putting forth effort and will not receive the grade you are working towards.
I have learned from this student not to make this statement in any class. I would not make it because as she correctly asserted, every student is working towards a high grade in any class so stating that it is difficult or impossible can affect their beliefs in succeeding in the class. Also, I made the statement as a weak plea to assert my authority in the class which failed miserably. I am grateful for this revelation.

- THE ONLY SECTION WE DID NOT COMPLETE WAS THE QUANTITATIVE REASONING SECTION. PROFESSOR TROTTMAMN IS AN EXCELLENT INSTRUCTOR WHO ACTUALLY CARES ABOUT HER STUDENTS BEING THEIR BEST AND BEYOND. THANK YOU PROFESSOR.

- Professor Trotman is not only passionate about the subject matter she is teaching, but also shows great interest in her students progress.

- I enjoyed taking this class with Prof. Trotman. She is very passionate in what she does and brings the joy back in learning because sometimes in can be very tedious.