

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?

COMM 330 (2): Mass Comm Thry/Rsrch

Spring 2015

Sample Instructor

IDEA

16 Students Enrolled, 10 Students Responded, 62.5% Response Rate

Summative | Formative | Quantitative | Qualitative | Segment Comparison

Summary Evaluation of Teaching Effectiveness

View: Raw Averages | Compare to: IDEA Discipline

Category	Your Average	Converted Average Comparison
Summary	4	46
Progress on Relevant Objectives	4.1	49
Ratings of Summative Questions	3.8	43

Description of Course and Students

Summary Evaluation of Teaching Effectiveness

Overall Ratings

Progress on Relevant Objectives

Objective	Your Average	Your Average Comparison	Percent of Students Rating
E Learning fundamental principles, generalizations, or theories	4.4	50	0% 1 or 2, 20% 3, 80% 4 or 5
I Learning to apply course material (to improve thinking, problem solving, and decisions)	4.2	48	0% 1 or 2, 20% 3, 80% 4 or 5
I Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.2	48	0% 1 or 2, 20% 3, 80% 4 or 5
I Developing skill in expressing myself orally or in writing	3.8	41	20% 1 or 2, 20% 3, 60% 4 or 5

Established

Displayed

Your Average: 4.6

Students Rating: 0% 1 or 2, 100% 4 or 5

Found ways to help students answer their own questions

Your Average: 3.6

Students Rating: 0% 1 or 2, 40% 4 or 5

Explained the reasons for criticisms of students' academic performance

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

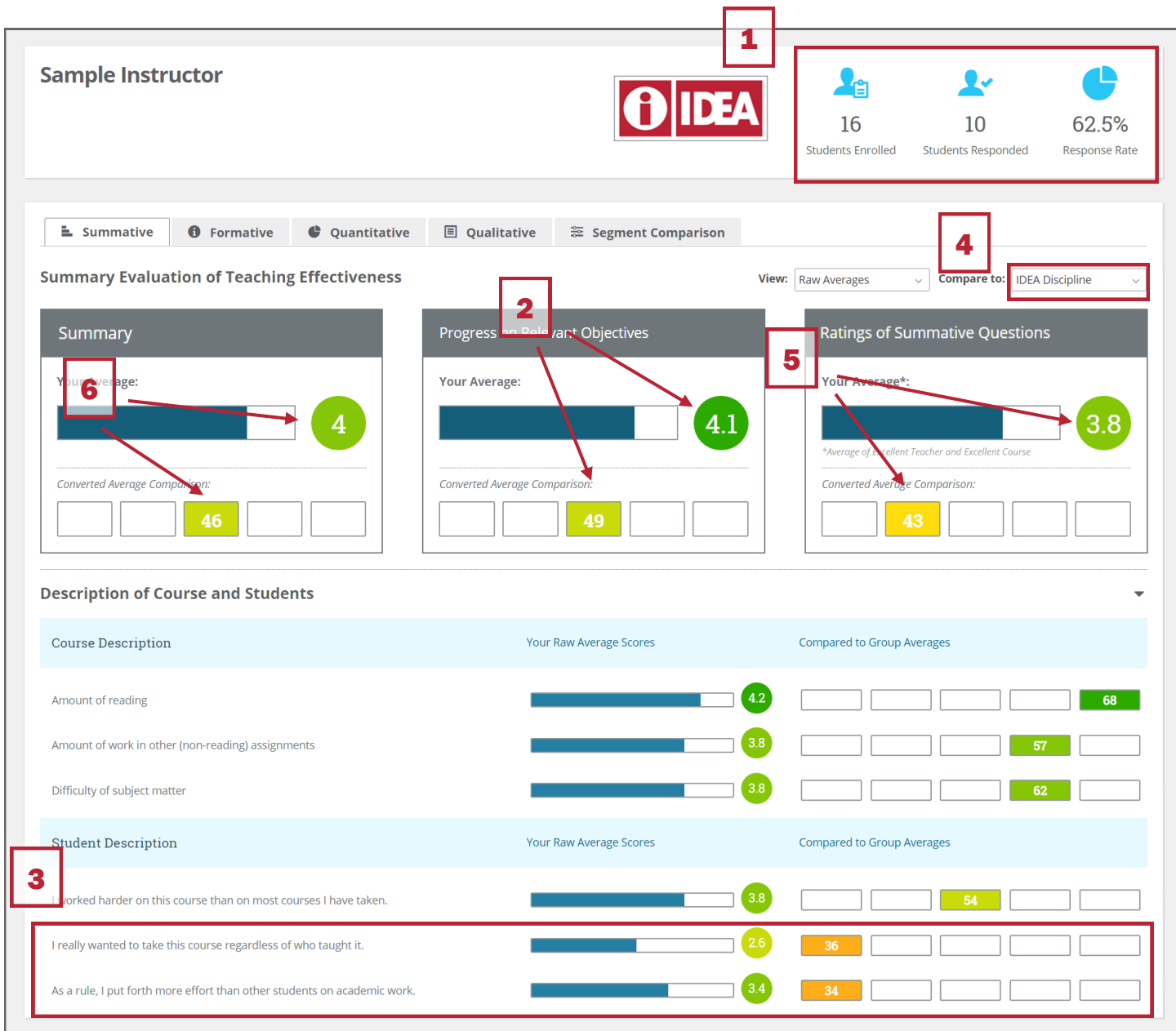
Progress on Relevant Objectives: Student Learning Details

- What did students learn?

Formative Page:

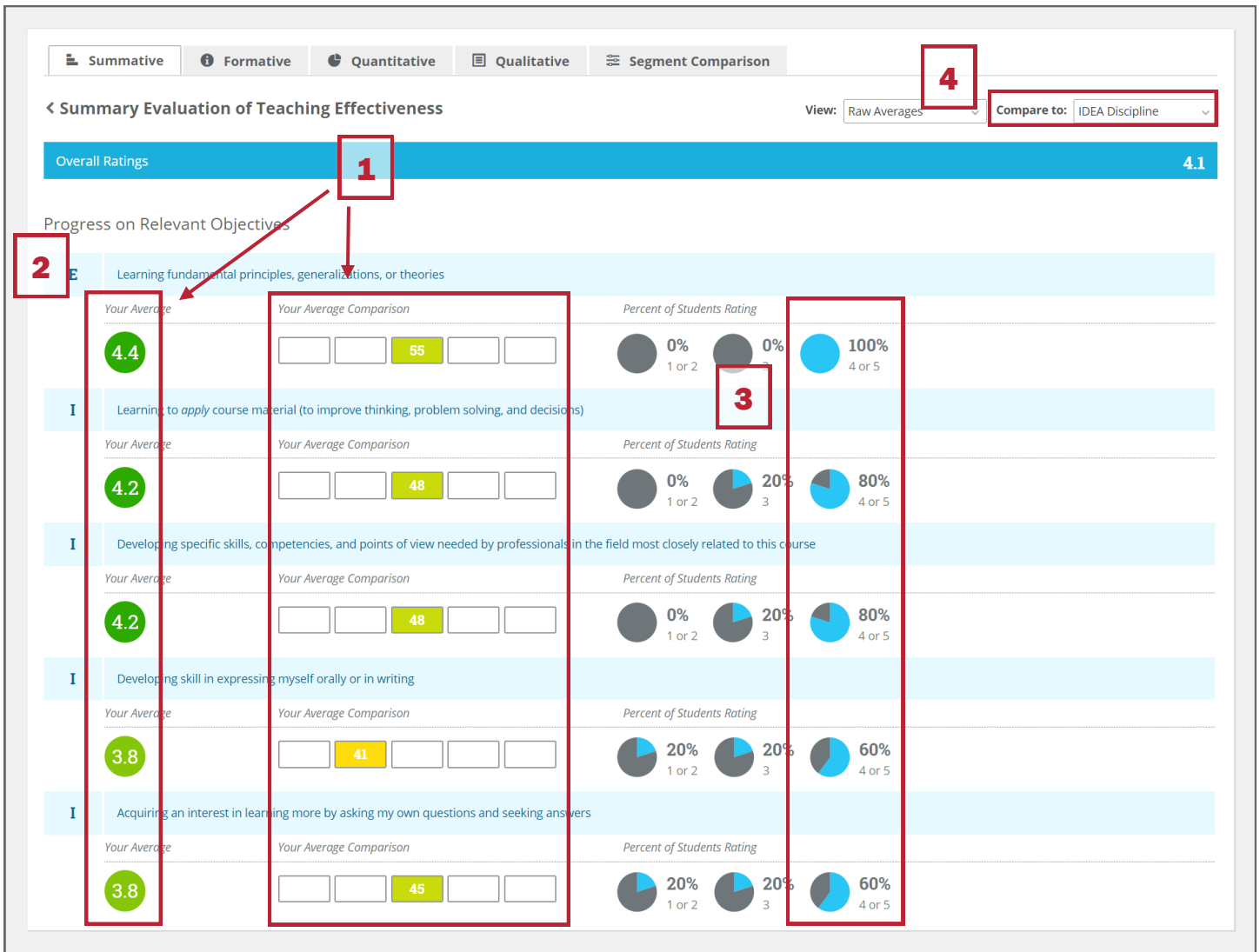
- What can I do differently?

Guiding Questions for Interpreting Reports: Summative View



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.

COMM 330 (2): Mass Comm Thry/Rsrch

Spring 2015

Sample Instructor

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10 Students Responded

62.5% Response Rate

Summative Formative Quantitative Qualitative Segment Comparison

View: Raw Averages Compare to: IDEA Discipline

3.8

Ratings of Summative Questions

Combined Averages of Summative Ratings

Your Average:

3.8

Converted Average Comparison:

43

1

Overall, I rate this instructor an excellent teacher.

Your Average:

4.2

Converted Average Comparison:

48

2

Overall, I rate this course as excellent.

Your Average:

3.4

Converted Average Comparison:

37

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)

The screenshot shows a web interface for interpreting reports. At the top, there are tabs for 'Summative', 'Formative', 'Quantitative', 'Qualitative', and 'Segment Comparison'. The main section is titled 'Teaching Methods and Styles' and is divided into several categories: 'Stimulating Student Interest', 'Fostering Student Collaboration', 'Establishing Rapport', and 'Encouraging Student Involvement'. Each category contains a list of teaching methods. For each method, there is a 'Suggested Action' column. The 'Establishing Rapport' section is expanded, showing details for the method 'Displayed a personal interest in students and their learning'. This section includes a 'Your Average' bar chart (4.6), a 'Students Rating' pie chart (100% for 4 or 5), and a 'Suggested Action' box with a 'POD IDEA Note'. Three red boxes with numbers 1, 2, and 3 are overlaid on the image. Box 1 points to the method name, box 2 points to the 'Your Average' bar chart, and box 3 points to the 'Suggested Action' box. The 'Encouraging Student Involvement' section is partially visible at the bottom.

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?
2. 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?