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.

	Summative View: Big PictureHow did I do?	campusados ↔ Psychology 101 (1): Intro to Psychology Back Sally Garvin IT Discipline: Cammunity Psychology	Fal 2013 Fal 2013 Fal 2013 G Laters Fixeded United Singuradad Budense Fixeded United Singuradad Budense Fixeded United Singuradad Becore Bate
	campuskbs 🔆 Psychology 101 (1): Intro to Psychology Reck Sally Garvin RF Dacpline: Community Psychology F	Your Average: Your Average: Onverted Average Comparison S7	View: Tow Averages Compare to: DEADstabou Idevant Objectives Vour Average*: Vour Average*: Vour Average*: Vour Average*: Vour Average*: Vour Average*: Vour Average*: Vour Average*: Vour Average*: Vour Average*: Vour Average*: Vour Average*: Vour Average*: Vour Average*: Vour Average*: Vour Average*: Vour Average
cempusiebs ∛ Psychology 101 (1): In	5 70 I Learning fundamental principles, generalizations, or theories Your Average Your Average Comparison 4.3 58 I Learning to apply course material (to improve thinking, problem solving, and decisions)	View: Raw Averages Compare to: IDEA Database 4 ent of Students Rating 0% 0% 100% 1 or 5 ent of Students Rating 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 100% 100% 100% 100% 10% </td <td></td>	
Sally Garvin RF Despine: Community Psychology & Summative Permative Teaching Methods and Styles Stimulating Student Interest	Cashititive Cashititive Segment Comparison	Progress 66.67% Student L	on Relevant Objectives: .earning Details did students learn?
Demonstrated the importance and signif Somulated students to intellectual effort Your Average Students Rating 25% 0.50% 1 or 2	beyond that required by most courses Conscer Anonam 30 1 of 3 Relevant Objectives Suggested Action 31 Ganing facular throwledge terminology, classification, methods, rends To 0 In 6A loss volject Stergith to relevant		e Page: can I do differently?

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Psychology 101 (1): Intro to Psycho	logy 1	Fall 201
Sally Garvin FIF Discipline: Community Psychology	() IDEA	Left Left 6 4 Students Enrolled Students Responded
Summative Formative Quantitative	E Qualitative ≋ Segment Comparison	fiew: Raw Averages V Compare to IDEA Database V
Four Average:	Progress on Relevant Objectives Your Average: 4.6 Converted Average Comparison: 62	Overall Ratings Your Average ': *Average of Excent Teacher and Excellent Course Converted Average Concarison: 52
Description of Course and Students Course Description	Your Raw Average Scores	Compared to Group Averages
Amount of reading	4	61
Amount of work in other (non-reading) assignments Difficulty of subject matter	37	
Student Description	Your Raw Average Scores	Compared to Group Averages
I worked harder on this course than on most courses I have taken.	• • • • • • • • • • • • • • • • • • •	58
I really wanted to take this course regardless of who taught it.	33	
As a rule, I put forth more effort than other students on academic work.	43	72

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. How effectively was this class taught? (Summary of all ratings)

Guiding Questions for Interpreting Reports: Student Progress on Relevant Objectives

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(Sun	nmary Evaluation o	f Teaching Effectiveness		Vlew: Raw Averages	UDE Compare to:	EA Database
1 ª						
Progr	ess on Relevant Obj	ectives				
E		ledge (terminology, classifications, methods, trends)	3 Percent of Students Ratins			
E	Gaining factual know		Percent of Students Rating	100% 4 or 5		
E	our Average	Your Average Comparison	Percent of Students Rating			
Г	our Average	Your Average Comparison	Percent of Students Rating			
Г	pur Average	Your Average Comparison	Percent of Students Rating			

- 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.

Guiding Questions for Interpreting Reports: Overall Ratings (Excellent Teacher & Excellent Course)

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Back			Fall 2013
Sally Garvin FIF Discipline: Community Psychology	0	IDEA 6 4 Students Enrolled Students Responded	66.67% Response Rate
L Summative Formative Quantitative	■ Qualitative Segment Comparison	3 View: Raw Averages Compare to: IDEA	Database v
Overall Ratings	2		4.2
Overall, I rate this instruction of excellent teacher.	Overall, I rate this course as excellent.	Overall Ratings	
Your Average:	Your Average:	Your Average:	4.2
Converted Average Comparison	Converted Average Comparison.	Converted Average Comparison:	

- 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?

campuslabs 🥳 Psychology 101 (1): Intro to Psychology Back Fall 2013 Sally Garvin _____ Ľ 2. БЪ FIF Discipline: Community Psychology 66.67% Students Responde onse Rat **0** Formative Summative Cuantitative Qualitative 🚟 Segment Comparison **Teaching Methods and Styles** 1 Suggested Action Stimulating Student Interest Demonstrated the importance and significance of the subject matter Stimulated students to intellectual effort beyond that required by most courses -Introduced stimulating ideas about the subject Inspired students to set and achieve goals which really challenged them -Fostering Student Collaboration Suggested Action Establishing Rapport Suggested Action Displayed a personal interest in students and their learning Found ways to help students answer their own questions Encouraging Student Involvement Suggested Action Related course material to real life situations Structuring Classroom Experiences Suggested Action Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work Made it clear how each topic fit into the course Explained course material clearly and concisely Gave tests, projects, etc. that covered the most important points of the course

1. What suggested actions should the instructor consider?

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Psychology 101 (1): Intro to Psychology Back	Fall 2013
Sally Garvin FIF Discipline: Community Psychology	L L 6 4 Students Enrolled Students Responded
L Summative Formative	
Stimulating Student Interest	Suggested Action
Demonstrated the importance and significance of the source of massive ect matter Stimulated students to intellectual effort beyond that required by most courses	Strength to retain
Your Average 36 2 36 1 of 3 Relevant Objectives Caining factual knowledge (terminology, classifications, methods, trends) 25% 1 or 2	Suggested Action 3 You employed the method less requerity than those teaching classes of similar size and level of student motivation. • POD IDEA Note
35 Children to Rating 25% 50%	You employed the method less nequently than those teaching classes of similar size and level of student motivation.
2 thiden to Rating 25% 1 or 2 50% 4 or 5 36 4 1 of 3 Relevant Objectives ► Gaining factual knowledge (terminology, classifications, methods, trends) Gaining factual knowledge (terminology, classifications, methods, trends)	You employed the method less nequentry than those teaching classes of similar size and evel of student motivation. POD IDEA Note
36 1 of 3 Relevant Objectives 2 Gaining factual knowledge (terminology, classifications, methods, trends) 25% 50% 1 or 2 4 or 5	You employed the method less frequently than those teaching classes of similar size and evel of student motivation. POD IDEA Note Strength to retain
36 1 of 3 Relevant Objectives 2 Gaining factual knowledge (terminology, classifications, methods, trends) 25% 50% 1 or 2 4 or 5 Introduced stimulating ideas about the subject Inspired students to set and achieve goals which really challenged them	You employed the method less frequency than those teaching classes of similar size and evel of student motivation. POD IDEA Note Strength to retain Consider increasing use
36 1 of 3 Relevant Objectives 2 36 2 50% 1 or 3 Gaining factual knowledge (terminology, classifications, methods, trends) Introduced stimulating ideas about the subject Inspired students to set and achieve goals which really challenged them Fostering Student Collaboration	You employed the method less frequentity than those teaching classes of similar size and evel of student motivation. POD IDEA Note Strength to retain Consider increasing use 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. What are the relevant objectives (objectives you identified on the FIF) associated with the specified teaching methods?
- 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