

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?

Psychology 101 (1): Intro to Psychology

Sally Garvin
RIF Discipline: Community Psychology

6 Students Enrolled, 4 Students Responded, 66.67% Response Rate

Summary Evaluation of Teaching Effectiveness

Summary Evaluation: Your Average: 4.4

Progress on Relevant Objectives: Your Average: 4.6

Overall Ratings: Your Average*: 4.2

Description of Course and Students

Summary Evaluation of Teaching Effectiveness

Overall Ratings: 4.6

Progress on Relevant Objectives

Objective	Your Average	Your Average Comparison	Percent of Students Rating
E Gaining factual knowledge (terminology, classifications, methods, trends)	5	70	100% (4 or 5)
I Learning fundamental principles, generalizations, or theories	4.3	58	100% (4 or 5)
I Learning to apply course material (to improve thinking, problem solving, and decisions)	4	50	100% (4 or 5)

Progress on Relevant Objectives: *Student Learning Details*

- What did students learn?

Formative Page:

- What can I do differently?

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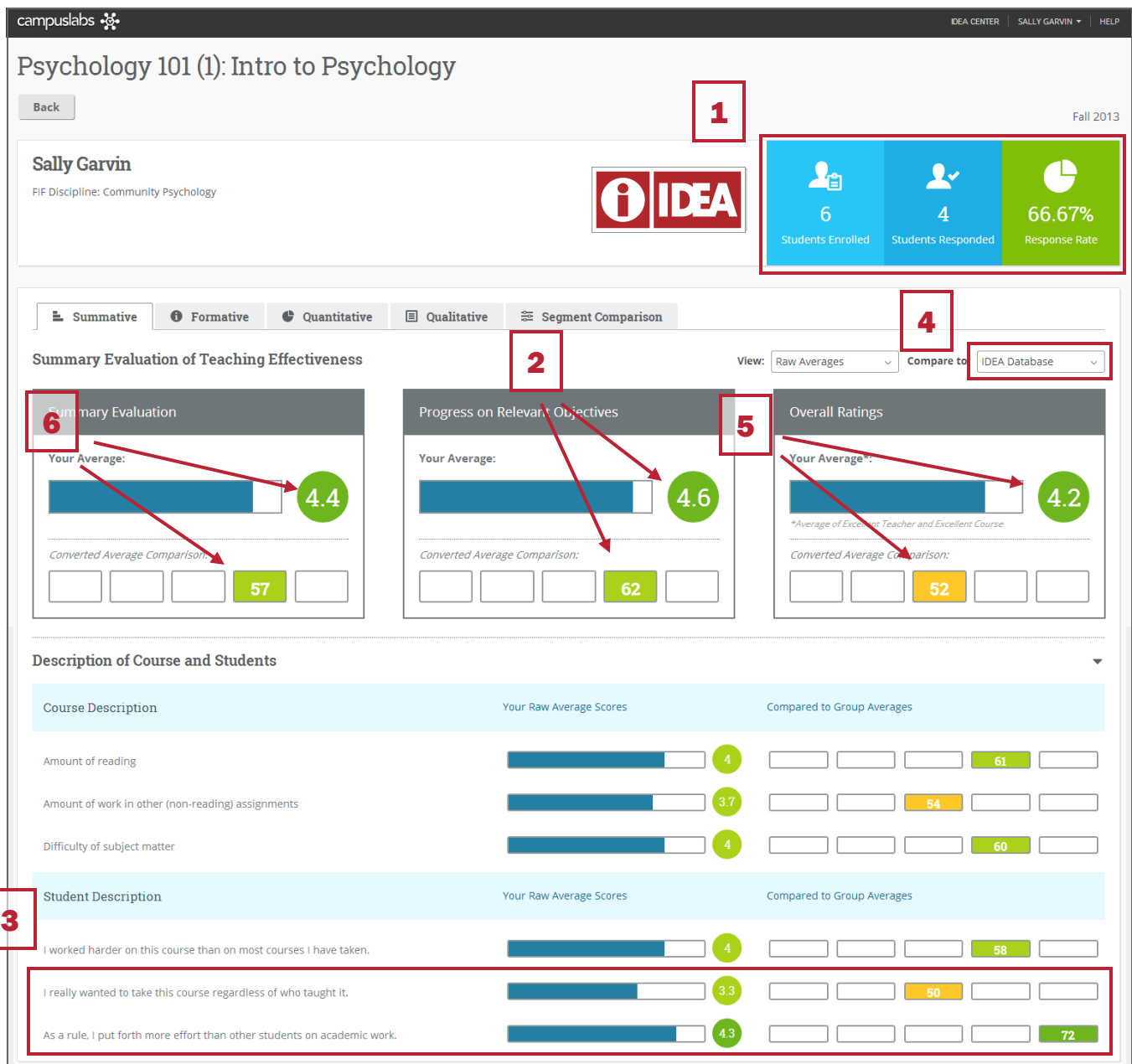
Teaching Methods and Styles

Stimulating Student Interest: Your Average: 3.5

Students Rating: 25% (1 or 2), 50% (4 or 5)

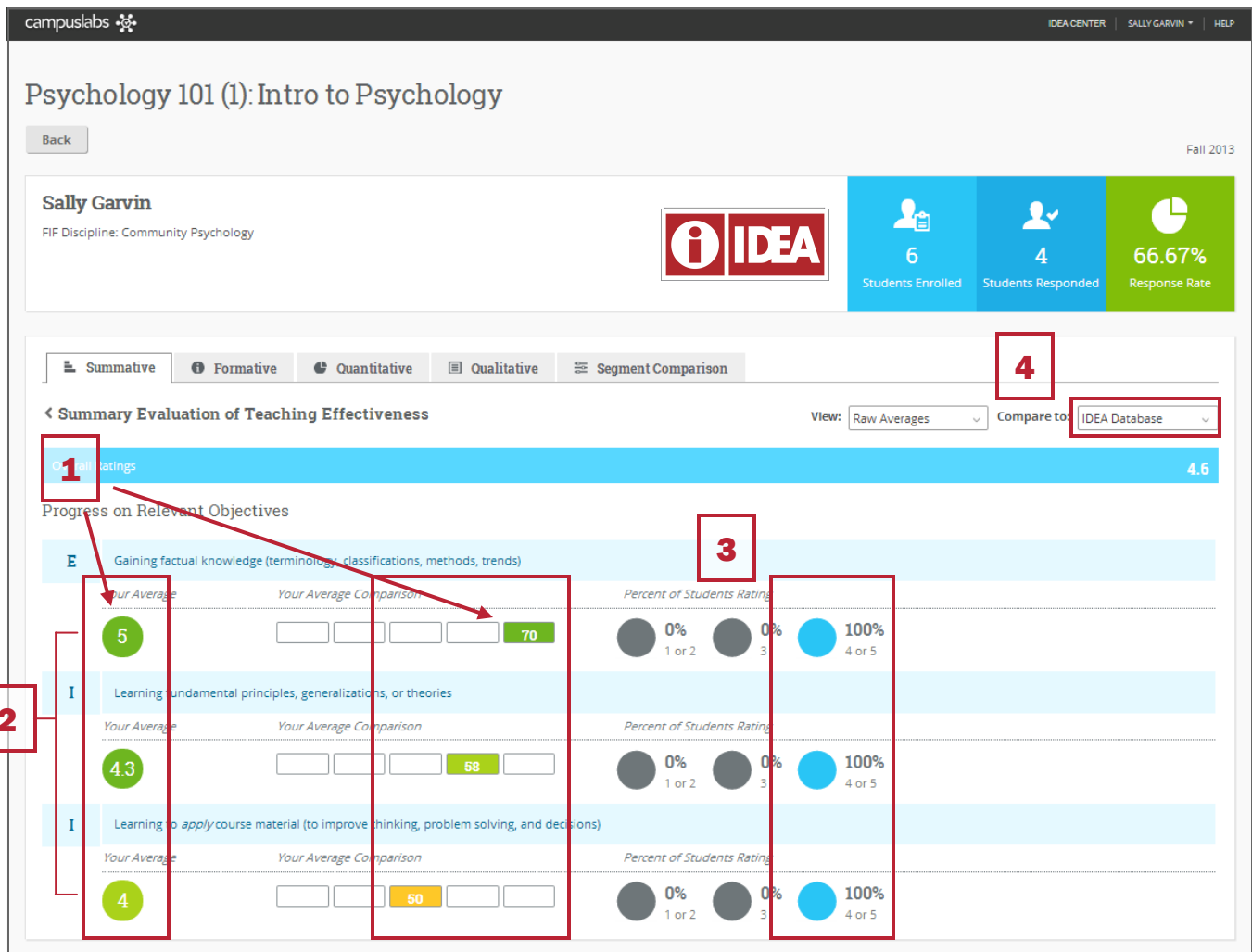
Suggested Action: You employed the method less frequently than those teaching classes of similar size and level of student motivation.

Guiding Questions for Interpreting Reports: Summative View

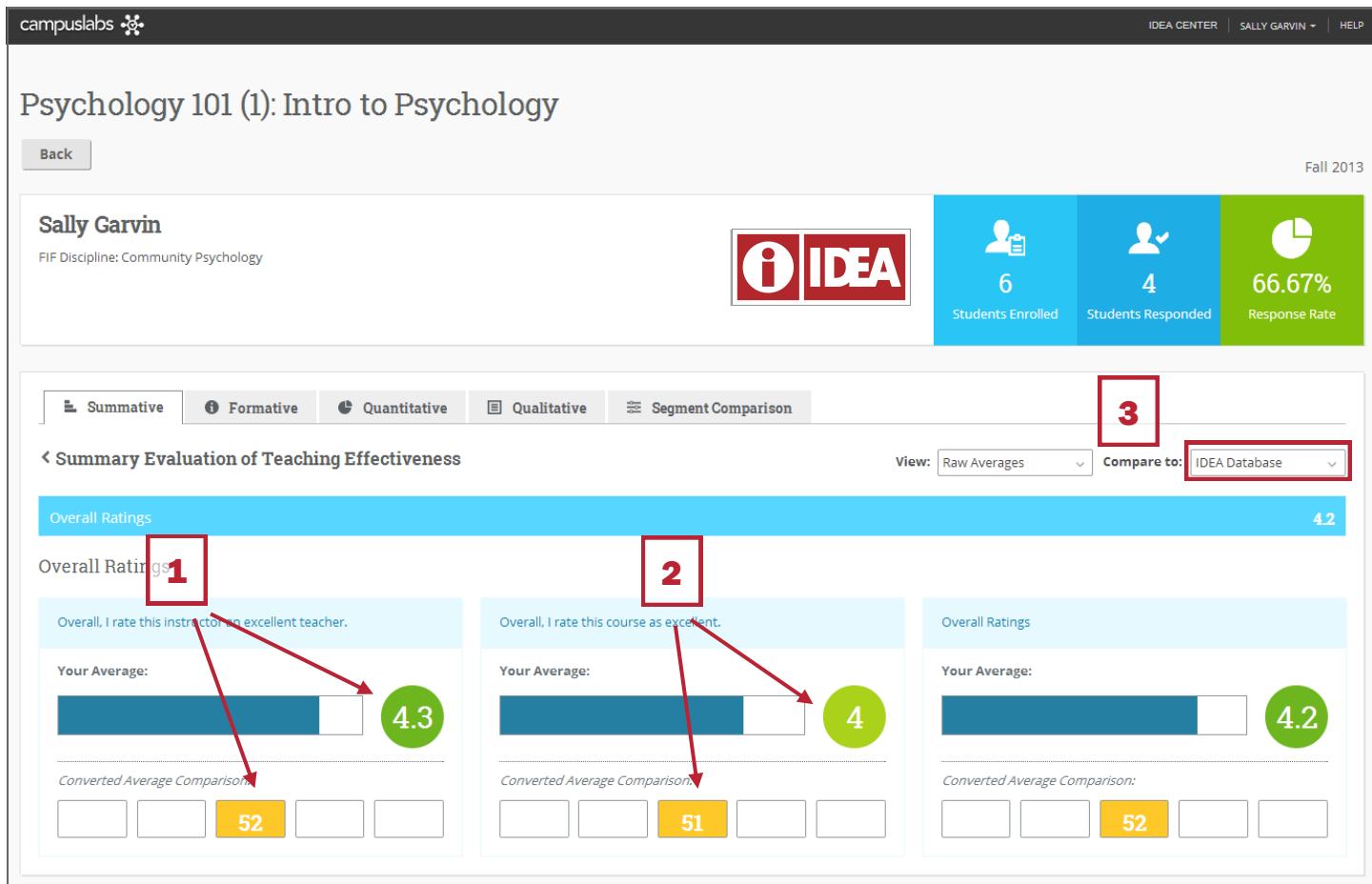


1. What percent of the class responded? (60% or higher response rate is desirable)
2. What was the average progress on relevant objectives? (those selected as Essential or Important)
3. Based on items for student motivation (I really wanted to take this class regardless of who taught it) and student 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. How effectively was this class taught? (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?


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Psychology 101 (1): Intro to Psychology


Back Fall 2013

Sally Garvin
FIF Discipline: Community Psychology




6
 Students Enrolled


4
 Students Responded


66.67%
 Response Rate

Summary |
 Formative |
 Quantitative |
 Qualitative |
 Segment Comparison

Teaching Methods and Styles

Teaching Method	Suggested Action
Stimulating Student Interest	
Demonstrated the importance and significance of the subject matter	Strength to retain ▲
Simulated students to intellectual effort beyond that required by most courses	Consider increasing use ▲
Introduced stimulating ideas about the subject	Strength to retain ▲
Inspired students to set and achieve goals which really challenged them	Consider increasing use ▲
Fostering Student Collaboration	
Establishing Rapport	
Displayed a personal interest in students and their learning	Strength to retain ▲
Found ways to help students answer their own questions	Retain current use or consider increasing ▲
Encouraging Student Involvement	
Related course material to real life situations	Strength to retain ▲
Structuring Classroom Experiences	
Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Retain current use or consider increasing ▲
Made it clear how each topic fit into the course	Consider increasing use ▲
Explained course material clearly and concisely	Retain current use or consider increasing ▲
Gave tests, projects, etc. that covered the most important points of the course	Retain current use or consider increasing ▲

1. What suggested actions should the instructor consider?

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

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Psychology 101 (1): Intro to Psychology

Back Fall 2013

Sally Garvin
FIF Discipline: Community Psychology

6 Students Enrolled **4** Students Responded **66.67%** Response Rate

Summative **Formative** Quantitative Qualitative Segment Comparison

Teaching Methods and Styles

Teaching Method	Suggested Action
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	Consider increasing use
Your Average 3.5 Students Rating: 25% (1 or 2), 50% (4 or 5)	Suggested Action You employed the method less frequently than those teaching classes of similar size and level of student motivation. • POD IDEA Note
Introduced stimulating ideas about the subject	Strength to retain
Inspired students to set and achieve goals which really challenged them	Consider increasing use
Fostering Student Collaboration	Suggested Action
Establishing Rapport	Suggested Action
Displayed a personal interest in students and their learning	Strength to retain
Found ways to help students answer their own questions	Retain current use or consider increasing

1 (highlighted in red box) - Stimulated students to intellectual effort beyond that required by most courses

2 (highlighted in red box) - Your Average (Students Rating)

3 (highlighted in red box) - Suggested Action (POD IDEA Note)

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