### 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. For resources on improving learning and teaching, please refer to the POD-IDEA Center Notes (<a href="www.theideacenter.org/podidea/PODNotesLearning.html">www.theideacenter.org/podidea/PODNotesLearning.html</a>), and POD-IDEA Center Learning Notes (<a href="www.theideacenter.org/podidea/PODNotesLearning.html">www.theideacenter.org/podidea/PODNotesLearning.html</a>).

	Importance Rating		verage it scale)		ent of s Rating
		Raw	Adj.	1 or 2	4 or 5
Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.0	3.8	0%	67%
Learning fundamental principles, generalizations, or theories	Important	4.0	3.8	11%	67%
Learning to apply course material (to improve thinking, problem solving, and decisions)	Essential	3.9	3.6	11%	78%
<ol> <li>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</li> </ol>	Essential	4.1	3.9	0%	78%
Acquiring skills in working with others as a member of a team	Important	3.3	3.0	33%	56%
<ol> <li>Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</li> </ol>	Important	4.2	4.0	0%	78%
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	3.8	3.5	11%	67%
Developing skill in expressing myself orally or in writing	Important	4.2	4.0	0%	78%
Learning how to find and use resources for answering questions or solving problems	Important	3.4	3.1	22%	44%
<ol> <li>Developing a clearer understanding of, and commitment to, personal values</li> </ol>	Minor/None				
<ol> <li>Learning to analyze and critically evaluate ideas, arguments, and points of view</li> </ol>	Essential	3.9	3.7	0%	56%
<ol> <li>Acquiring an interest in learning more by asking my own questions and seeking answers</li> </ol>	Important	3.8	3.5	22%	78%
Progress on Relevant Objectives		3.9	3.7		

<sup>1</sup> The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified of	n
May 1, 2006. Do not compare these results with reports generated prior to this date.	

IDEAD	Com		roup Aver		1
Raw		IDEA Di			stitution 1
50 Similar	Adj. 46 Similar	43 Lower	Adj. 44 Lower	45 Similar	Adj. 45 Similar
51	47	45	45	46	46
Similar	Similar	Similar	Similar	Similar	Similar
48	42	40	40	43	44
Similar	Lower	Lower	Lower	Lower	Lower
51	47	45	46	46	48
Similar	Similar	Similar	Similar	Similar	Similar
41 Lower	36 Much Lower	Much 38		36 Much Lower	36 Much Lower
55	51	50	49	51	52
Similar	Similar	Similar	Similar	Similar	Similar
51	47	44	43	46	45
Similar	Similar	Lower	Lower	Similar	Similar
56	53	56	55	53	53
Higher	Similar	Higher	Similar	Similar	Similar
45 Similar	39 Lower	39 Lower	37 Much Lower	39 Lower	38 Lower
51	47	47	47	46	46
Similar	Similar	Similar	Similar	Similar	Similar
50	44	44	43	43	42
Similar	Lower	Lower	Lower	Lower	Lower
50	46	44	44	45	45

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 = Next 20% (38–44)

Much Lower = Lowest 10% (37 or lower)

### **Description of Students**

The two items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Student Description	Your Average (5-point scale)
13. As a rule, I put forth more effort than other students on academic work.	4.0
15. I really wanted to take this course regardless of who taught it.	3.4

			rted Average to Group Ave				
IDEA Database		IDE	A Discipline	You	Your Institution		
62	Higher	50	Similar	51	Similar		
52	Similar	46	Similar	46	Similar		

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)

### Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1 and 2 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.

3 2 5 4 3 3	5 3 4 2 3 2	0 0 0 0 0	4.0 4.0 3.9 4.1	s.d. 0.9 1.1 0.9 0.8	50 51 48 51	Adj. 46 47 42	4.0 3.9 4.0	Discipline 4.3 4.2	Institution 4.3 4.2
3 2 5 4 3 3	4 2 3	0 0	4.0 3.9 4.1	1.1 0.9	51 48	47 42	3.9	4.3	4.3
2 5 4 3	2	0	3.9 4.1	0.9	48	42	3.9	5552	
5 4 3	3	0	3.9 4.1	0.9	48	42	3535	4.2	
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3	2	0 1		65, 30		47	4.0	4.3	4.3
3			3.3	1.4	41	36	3.9	4.1	4.2
	4	0	4.2	0.8	55	51	3.9	4.2	4.2
3	3	0	3.8	1.3	51	47	3.7	4.1	
3	4	0	4.2	0.8	56	53	5555		4.1
2	2	0		23.2	1273.70		3.8	3.9	4.1
-	1.00	0	3.4	1.1	45	39	3.7	4.0	4.1
2	3	0	3.8	1.1	NA	NA	3.8	4.0	4.1
2	3	0	3.9	0.9	51	47	3.8	4.0	4.1
5	2	0	3.8	1.1	50	44	3.8	3337	4.2
_		2	2 0	2 0 3.8	2 0 3.8 1.1	2 0 3.8 1.1 50	3 0 3.9 0.9 51 47 2 0 3.8 1.1 50 44	3 0 3.9 0.9 51 47 3.8 2 0 3.8 1.1 50 44 3.8	3 0 3.9 0.9 51 47 3.8 4.0 2 0 3.8 1.1 50 44 3.8 4.1

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Key: 1 = Definitely False 2 = More False than True 3 = In Be	tween	4 - N	lore Tr	ue tha	n False	-		ia - 1 - 7			F 400 400 F		4.2
To. Overall, I fate this course as excellent.	0	1	2	2	4	0	4.0	1.1	51	48	3.9	4.2	
18. Overall, I rate this course as excellent.	1 0	0	3	2	4	0	4.1	0.9	49	47	4.2	4.4	4.4
17. Overall, I rate this instructor an excellent teacher.	1 0	'	0	4	4	Ū	4.2	1.0	56	53	3.9	4.2	4.1
<ol><li>As a result of taking this course, I have more positive feelings</li></ol>	1 0	1	0	1	4	0	833509			1,000	D 7877	3.7	3.7
<ol><li>I really wanted to take this course regardless of who taught it.</li></ol>	1	1 1	2	3	2	0	3.4	13	52	NA	3.3		0.7
15. I really wanted to take the	.   0	0	3	2	4	0	4.1	0.9	NA	NA	NA	NA	NA
<ol> <li>My background prepared me well for this course's requirements</li> </ol>	0	0	4	1	4	0	4.0	1.0	62	NA	3.6	4.0	3.9
13. As a rule, I put forth more effort than other students on	0	0		- 2		-							

No Additional Questions.

#### Notes

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

Discipline code selected on FIF: 5004

Discipline code used for comparison: 5004



### **Faculty Information Form**

See Directions to Faculty: www.theideacenter.org/directions

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Institution: AKT	LASTITUTE	linte	y Park	_ Instruc
Course Number: G	Dao7 A	Corp	TD	_ Time a
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and Days Class Meets:

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Last Name (Up to 11 letters) Init.	cou obj we	urse. As a general ectives as either In ighs Essential obje	rule, prioritize wh nportant or Esser ctives "2," Import	identify the relevance of at you want students to tail. The weighting system and objectives "1," and to, I = Important, E = Es	learn by sele tem used to g Minor objective	ecting jenera	no ate	mor	e tha	an 3	-5	
Last Name (op to 11 letters)	(30		No importance	i, i = important, E = E	ssential)							
TIEFI		MIE										
	1.	128 320 SE		e (terminology, classific		ods, ti	enc	is)				
	2.	(7) (7) (7) (7)	(5)	nciples, generalizations								
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00000000000000		the field	most closely rela	ated to this course								
0000000000000	5.	O O Acquiring	g skills in working	g with others as a mem	ber of a team	E						
E	6.	O Develop	ing creative capa	cities (writing, inventing	g, designing, p	erfor	min	g in	art, r	nusi	ic,	
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HHHHHHHHHHHHH			literature, etc.)						Í	20		
	8.			ssing oneself orally or in	n writing							
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	11.	~ ~ ~		critically evaluate ideas						,		
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#### Contextual Questions (Research Purposes):

The IDEA Center will conduct research on these optional questions in order to improve the interpretation of student ratings.

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1	. Which of the following represents the <u>primary</u> approach to this course? (Mark only one)	If multiple approaches are used, which <u>one</u> represents the <u>secondary approach</u> ? (Mark only one)	Describe this course in terms of its requirements with respect to the features listed below. Use the following code to make your responses:     N = None (or little) required     S = Some required     M = Much required
	= Lecture	1 = Lecture	N S M
	② = Discussion/recitation	② = Discussion/recitation	
-	③ = Seminar	③ = Seminar	B. Oral communication
	(4) = Skill/activity	(4) = Skill/activity	C. Computer applications
	⑤ = Laboratory	5 = Laboratory	O D. Group work
	6 = Field Experience	6 = Field Experience	○
	7 = Studio	Studio	F. Critical thinking
_	8 = Multi-Media	8 = Multi-Media	G. Creative/artistic/design endeavor
	9 = Practicum/clinic	Practicum/clinic	○
-	(i) = Other	(i) = Other	
	- HIGOV.I		

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Continue on back page

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### **Contextual Questions Continued:**

4.	<ol> <li>Rate each of the circumstances lists code to respond:</li> </ol>	ed below, using the following
	P = Had a positive impact on learni I = Neither a positive nor a negativ N = Had a negative impact on learn ? = Can't judge	e impact
	PIN?	
	A. Physical facilities and/or	r equipment
	B. Your previous experience	ce in teaching this course
	OC. Substantial changes in	teaching approach, course
	assignments, content, e	etc.
	D. Your desire to teach thi	s course
		e management decisions
	(objectives, texts, exam	s, etc.)
		ration for taking
	the course	5
		siasm for the course
		to learn

Is this class:

9901 Developmental Math

- Please identify the principal type of student enrolling in this course (Mark only one)
  - (1) = First-year students/sophomores seeking to meet a "general education" or "distribution" requirement
  - = First-year students/sophomores seeking to develop background needed for their intended specialization
  - (3) = Upper level non-majors taking the course as a "general education" or "distribution" requirement
  - (a) = Upper level majors (in this or a related field of study) seeking competence or expertise in their academic/professional
  - (5) = Graduate or professional school students
  - 6 = Combination of two or more of the above types

	a.	Team taught?	Yes	○ No	
l	b.	Taught through distance learning?	○ Yes	No	

		and the same	TOTAL CONTRACTOR OF THE PROPERTY OF THE PROPER		
		cipline	Codes (Modified CIP Codes)		
0100	Agricultural Business and Production	9902	Developmental Reading	2700	Mathematics and Statistics
0200	Agricultural Sciences	9903	Developmental Writing	5009	Music (Performing, Composing, Theory)
0300	Conservation and Renewable Natural	9904	Developmental Natural Sciences	222762	22/20/20/20 CD
	Resources	4506	Economics	5116	Nursing
0400	Architecture and Related Programs	1300	Education	3100	Parks, Recreation, Leisure, and Fitness Studies
0500	Area Ethnic and Cultural Studies	1400	Engineering	0001	HEREN AND AND AND AND AND AND AND AND AND AN
5007	Art (Painting, Drawing, Sculpture)			3801	Philosophy
3201	Basic Skills	1500	Engineering-Related Technologies	4000	Physical Science (EXCEPT Physics and Chemistry)
2600	Biological Sciences/Life Sciences	9910	English as Second Language	4000	and a second control of the control of the second control of the second
5201	COC.	2301	English Language and Literature		Physics
ALI WATER STORY	Business, General	5000	Fine and Applied Arts (EXCEPT	4510	Political Science and Government
5202	Business Administration and Management		Art, Music, and Design and Applied Arts)	4200	Psychology
5203	Business - Accounting	1000		4400	Public Administration and Services
5208	Business - Finance	1600			(EXCEPT Social Work)
5212	Business Information and Data	3105	Health and Physical Education/Fitness	3900	
5214	Processing Services  Business - Marketing	5100	Health Professions and Related Sciences (EXCEPT Nursing)	4500	Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)
4005	Chemistry	5199	Health Professions and Related	4407	Social Work and Service
0900	Communications		Sciences (2-year program)	4511	Sociology
1100	Computer and Information Sciences	4508	History		4.57/
4301	Criminal Justice and Corrections	1900	Human Sciences/Family and	2310	Speech and Rhetorical Studies
1205	Culinary Arts and Related Services	2400	Consumer Sciences  Liberal Arts & Sciences, General		Vocational/Technical Programs (see Website: Department codes 4600-4900)
1103	Data Processing Technology (2-year program)	2200	Studies and Humanities General Legal Studies	9900	Other (to be used when none of the above codes apply)
5004	Design and Applied Arts		(Undergraduate)		above codes apply)

To see an expanded list of discipline codes go to: www.theideacenter.org/DisciplineCodes

2500 Library Science

### - SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



1113	stitutio	on:	IL	.TP	Instructor: Alkn	Teeri		
Co	ourse	Numb	er: 🦙	0007	Time and Days Class M		or medical	les
IM	PO	RTA	NT!	USE NO. 2 PENCIL ONLY	Proper Marks  • • • • • •	Improper Mark		
Tw	velve p	oossib	le learn	ng objectives are listed below, not all o	of which will be relevant in	n this class. Desci	ribe the	
am				ou made on each (even those not pursu	ued in this class) by using	the following sca	ile:	
				t progress ress; I made small gains on this object	ive.			
				rogress; I made some gains on this ob				
				progress; I made large gains on this of progress; I made outstanding gains of				
				494 CON 166 1980 1980	,			
-	ess or	_		Ociding to the land to the description of	1-26-1			
.1	2	3		<ul> <li>Gaining factual knowledge (terminology, c</li> <li>Learning fundamental principles, generalize</li> </ul>		)		
1	2	3		Learning to apply course material (to impr		and decisions)		
.①	2	3		Developing specific skills, competencies,			eld most closely	
				related to this course				
①	2	3		Acquiring skills in working with others as a				
1	2	3		Developing creative capacities (writing, in				
.①	2	3		Gaining a broader understanding and app  Developing skill in expressing myself orall		activity (music, scier	ice, literature, etc.)	
1	2	3		Learning how to find and use resources for		ing problems		
.①	2	3		Developing a clearer understanding of, an				
1	2	3	4	Learning to analyze and critically evaluate				
1	2	3	4	Acquiring an interest in learning more by	asking my own questions and	seeking answers		
F	or the	rema	ining q	estions, use the following code:				
		efinite alse	ely	2=More False 3=In Between Than True	een 4=More True Than False	5=Definit True	ely	
	87.6				Than I also	1140		_
.0	2	3	_	As a rule, I put forth more effort than other				
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(1)	2	3		I really wanted to take this course regards  As a result of taking this course, I have m		is field of study		
1	2	3		Overall, I rate this instructor an excellent the second seco		is field of study.		
.①	1000	3		Overall, I rate this course as excellent.				
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.0	XTRA		STIONS	van avitra guantiana, anauvar tham in th	a amaga daglamatad balau		).	
.0	XTRA			nas extra questions, answer them in th	e space designated below	(questions 19-38)		
.① .① .①	XTRA		tructor					
.① .① .①	EXTRA If yo	our ins	tructor	5 <b>24</b> . 1 2 3 4 5 5 <b>25</b> . 1 2 3 4 5	29. 1 2 3 4 30. 1 2 3 4	(questions 19-38) (5) 34. (1) (8) 35. (1)	<ul><li>2 3 4</li><li>2 3 4</li></ul>	
.0 .0	EXTRA If you	3 3 3	atructor	5 24. 1 2 3 4 5 5 25. 1 2 3 4 5 5 26. 1 2 3 4 5	29. 1 2 3 4 30. 1 2 3 4 31. 1 2 3 4	(5) <b>34.</b> (1) (5) <b>35.</b> (1) (6) <b>36.</b> (1)	2 3 4 2 3 4 2 3 4	(
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## - SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



Co	urse	Numb	er:	GI	7 Time and Days Class Meets: M+W 6-9	7:50 p
<u>IM</u>	PO	RTA	NT!		USE NO. 2 PENCIL ONLY  Proper Marks  O O O O O	
Tw	elve l	possib	le lear	ning	objectives are listed below, not all of which will be relevant in this class. Describe the	
am	iount	or pro	gress	you	nade on each (even those not pursued in this class) by using the following scale:	
			00171 at 10101		rogress	
					s; I made small gains on this objective. ress; I made some gains on this objective.	
					ogress; I made large gains on this objective.	
					ogress; I made outstanding gains on this objective.	
rogre	ess o	n:				
1	2	3	4	0	Gaining factual knowledge (terminology, classifications, methods, trends)	
1	2	3	4		Learning fundamental principles, generalizations, or theories	
1	2	3	0	(5)	Learning to apply course material (to improve thinking, problem solving, and decisions)	
1	2	3	4		Developing specific skills, competencies, and points of view needed by professionals in the field most of related to this course	closely
1	2	3	4	6	Acquiring skills in working with others as a member of a team	
1	2	3	4	0	Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	
		3	4		2010 oping ordanic department (whiting, avoiding, portonting in art, made, drama, cit.)	
(1)	(2)	(0)	(4)		Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literatu	ure, etc.)
-	2			0	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literatu Developing skill in expressing myself orally or in writing	ure, etc.)
1	@	3	4			ure, etc.)
1	2	3 3	4	0	Developing skill in expressing myself orally or in writing  Learning how to find and use resources for answering questions or solving problems  Developing a clearer understanding of, and commitment to, personal values	ure, etc.)
	2 2	3 3 3	4	0000	Developing skill in expressing myself orally or in writing  Learning how to find and use resources for answering questions or solving problems  Developing a clearer understanding of, and commitment to, personal values  Learning to analyze and critically evaluate ideas, arguments, and points of view	ure, etc.)
	2	3 3	4	0	Developing skill in expressing myself orally or in writing  Learning how to find and use resources for answering questions or solving problems  Developing a clearer understanding of, and commitment to, personal values	ure, etc.)
	@ @ @ @	3 3 3 3	4 4	5	Developing skill in expressing myself orally or in writing  Learning how to find and use resources for answering questions or solving problems  Developing a clearer understanding of, and commitment to, personal values  Learning to analyze and critically evaluate ideas, arguments, and points of view	ure, etc.)
	② ② ② ② ② 1=D	3 3 3 3 3	4 4 4 0	5	Developing skill in expressing myself orally or in writing  Learning how to find and use resources for answering questions or solving problems  Developing a clearer understanding of, and commitment to, personal values  Learning to analyze and critically evaluate ideas, arguments, and points of view  Acquiring an interest in learning more by asking my own questions and seeking answers  ions, use the following code:  2=More False  3=In Between  4=More True  5=Definitely	ure, etc.)
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## SHORT FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES



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.①	2	3	4		I really wante														
.1	2	3		(5)	As a result of								ard this	field of	study.				
.1	2	3	4		Overall, I rate	this in	nstructo	or an e	xcellent	teacher.									
.①	2	3	4		Overall, I rate	this c	ourse	as exc	ellent.										
E	XTRA	QUE	STION	IS															
100					s extra ques	tions,	answ	er the	m in th	ie space d	esign	ated b	elow	(questi	ons 19-38)				
.1	2	3	4	(5)	24. ①	2	3	4	(5)	29. 1	2	3	4	(5)	34. 1	2	3	4	(5)
.1	2	3	4	(5)	25. ①	2	3	4	(5)	30. ①	2	3	4	(5)	35. 1	2	3	4	(5)
.0	2	3	4	(5)	26. ①	2	3	4	(5)	31. ①	2	3	4	(5)	36. ①	2	3	4	(5)
.1	2	3	4	5	27. ①	2	3	4	(5)	32. ①	2	3	4	(5)	37. ①	2	3	4	(5)
	2		(4)		28. 1	2	(3)	4	(5)	33. 1	2	(3)	4	(5)	38. 1	2	(3)	4	(5)

### TIERI

### Illinois Institute of Art - Tinley Park

Design & Applied Arts 000207 MW 06:00 Fall 2013



IDEA Short Form Report

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

Of the 13 students enrolled, 9 responded (69%). 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.

<u>Converted Averages</u> 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 <u>unadjusted</u> (raw) and <u>adjusted</u> 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 work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

#### Your Average Scores

	Your A (5-point	
	Raw	Adj.
A. Progress on Relevant Objectives <sup>1</sup>		
Eleven objectives were selected as relevant (Important or Essential –see page 2)	3.9	3.7

Overall Ratings		
B. Excellent Teacher	4.1	4.0
C. Excellent Course	4.0	3.8
D. Average of B & C	4.1	3.9

Summary Evaluation	4.0	3.8
(Average of A & D)	4.0	0.0

<sup>&</sup>lt;sup>1</sup> If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

### Your Converted Average When Compared to All Classes in the IDEA Database

	A Dr.				Overall	Ratings	3		Sum	mary
Comparison Category	on Re	gress levant ctives	(A) 10 (A)	cellent cher		cellent urse	D. Av	erage & C	(Aver	ation age of (D)
	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)	50	46	49	47	51	48	50	48	50	47
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)		проделения						sound proposition of the state		

Your Converted Average When Compared to Your:2

Discipline (IDEA Data)	44	44	46	46	45	47	46	47	45	46
Institution	45	45	46	46	47	48	47	47	46	46

IDEA Discipline used for comparison:

Design & Applied Arts

<sup>&</sup>lt;sup>2</sup> 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.

# TIERI, R Illinois Institute of Art – Tinley Park



Design & Applied Arts 000228 MW 03:00 Fall 2014

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

Of the 19 students enrolled, 11 responded (58%). 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 <u>unadjusted</u> (raw) and <u>adjusted</u> 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 work habits (item 13), student desire to take the course regardless of who taught it (item 15), and instructor reported class size.

#### Your Average Scores

	Your A	
	Raw	Adj.
A. Progress on Relevant Objectives   Six objectives were selected as		
relevant (Important or Essential -see page 2)	4.3	3.9
Overall Ratings		
B. Excellent Teacher	4.3	4.0
C. Excellent Course	4.4	3.8
D. Average of B & C	4.4	3.9
Summary Evaluation (Average of A & D)	4.4	3.9

<sup>&</sup>lt;sup>1</sup> If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

### Your Converted Average When Compared to All Classes in the IDEA Database

	A. Progress on Relevant Objectives		Overall Ratings							Summary	
Comparison Category			B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Evaluation (Average of A & D)		
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	
Much Higher Highest 10% (63 or higher)											
Higher Next 20% (56–62)		de la marca dela marca de la marca dela marca de la marca de la marca de la marca dela marca de la marca de la marca de la marca de la marca dela marca de			57						
	55								55		
Similar Middle 40% (45–55)		50	51	47		48	54	48		49	
Lower Next 20% (38–44)		AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA							Facility and Homes		
Much Lower Lowest 10% (37 or lower)								nana mana mana mana mana mana mana mana			

Your Converted Average When Compared to Your:

Discipline (IDEA Data)	50	49	48	47	52	47	50	47	50	48
Institution	50	50	48	47	52	49	50	48	50	49

IDEA Discipline used for comparison:

<sup>&</sup>lt;sup>2</sup> 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.