



IDEA Student Ratings of Instruction

Group Summary Report

Department of Curriculum & Instruction
Jacksonville State University
Fall 2010

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Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	60
Short Form	0
Total	60
Number of Excluded Classes	26
Response Rate	
Classes below 65% Response Rate	34
Average Response Rate	59%
Class Size	
Average Class Size	18

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=60)	Institution (n=5,204)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	78%	87%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	58%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	78%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	65%	70%	55%
Objective 5: Acquiring skills in working with others as a member of a team	43%	36%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	35%	38%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	33%	42%	27%
Objective 8: Developing skill in expressing myself orally or in writing	48%	58%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	53%	62%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	40%	36%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	43%	61%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	37%	64%	41%
Average Number of Objectives Selected As Important or Essential	6.1	7.2	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	40%	7%	23%	2%	30%	8%	32%	5%
Higher (56–62)	20%	23%	32%	17%	28%	23%	22%	30%	23%
Similar (45–55)	40%	20%	33%	30%	33%	25%	33%	18%	43%
Lower (38–44)	20%	5%	8%	12%	15%	8%	13%	10%	7%
Much Lower (37 or lower)	10%	12%	20%	18%	22%	13%	23%	10%	22%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	56	49	51	47	54	46	54	48
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	4.2	3.9	4.2	4.0	4.2	3.7	4.2	3.9
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

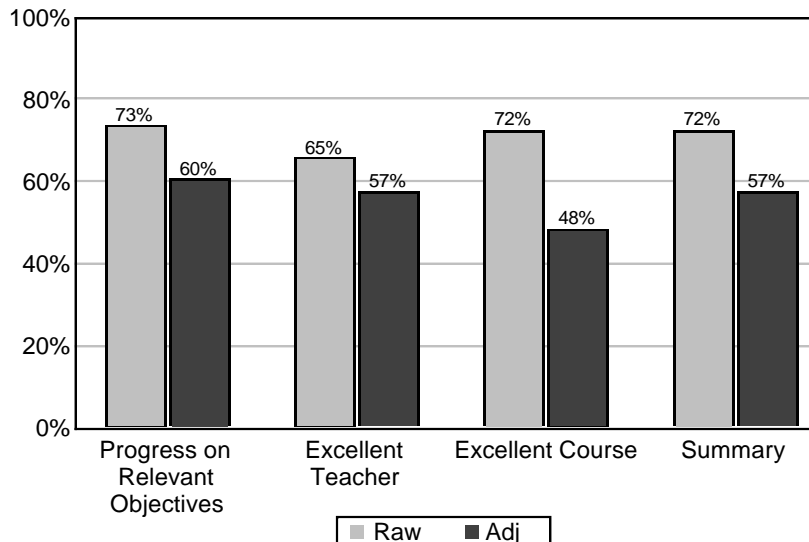
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	7%	3%	0%	3%	8%	8%	3%	3%
Higher (56–62)	20%	37%	33%	38%	27%	37%	22%	37%	25%
Similar (45–55)	40%	35%	35%	32%	37%	28%	37%	40%	45%
Lower (38–44)	20%	8%	10%	10%	13%	13%	10%	7%	10%
Much Lower (37 or lower)	10%	13%	18%	20%	20%	13%	23%	13%	17%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	51	49	49	48	51	47	51	48
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	51	49	53	50	54	50
This Summary Report	4.2	3.9	4.2	4.0	4.2	3.7	4.2	3.9
This Institution	4.2	4.0	4.3	4.1	4.1	3.9	4.2	4.0

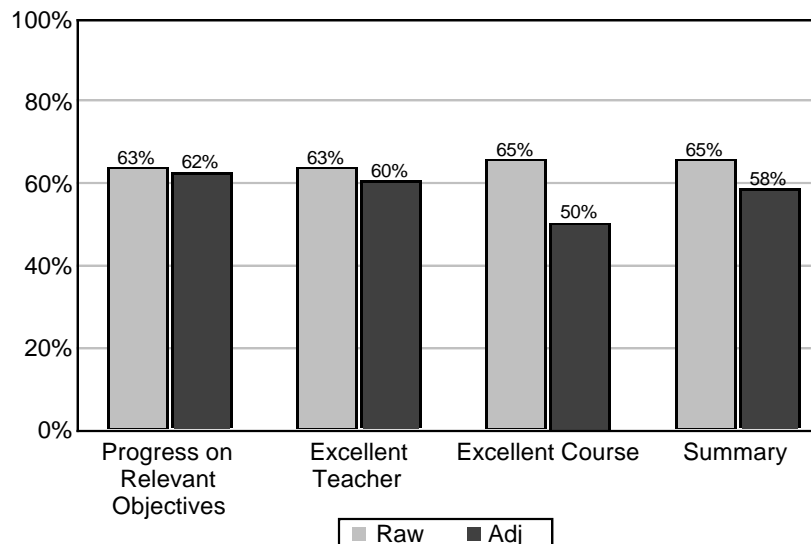
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

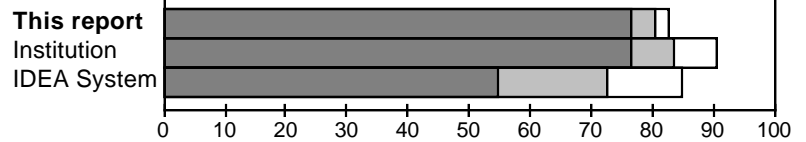
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

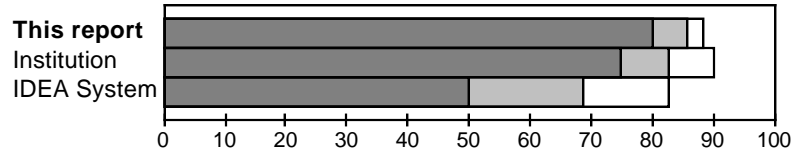
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	47
Institution	4.2	4.0	4,529
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



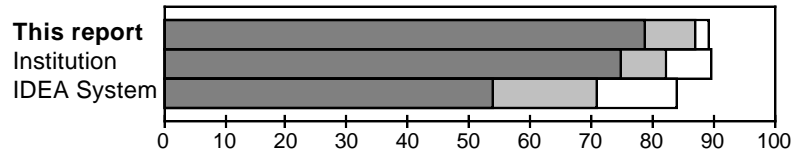
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	35
Institution	4.2	4.0	4,278
IDEA System	3.9	3.9	30,398



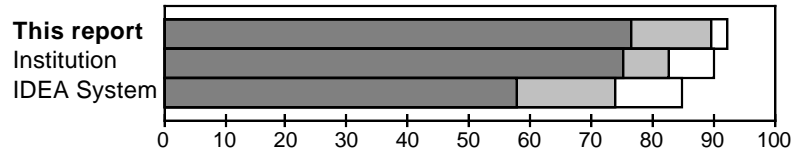
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	47
Institution	4.2	4.0	4,478
IDEA System	4.0	4.0	30,442



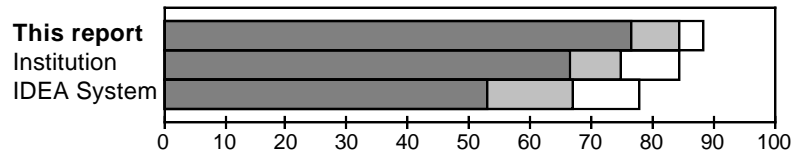
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	39
Institution	4.2	4.0	3,651
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

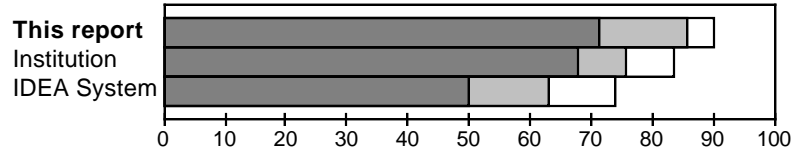
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	26
Institution	4.1	3.8	1,869
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 ■

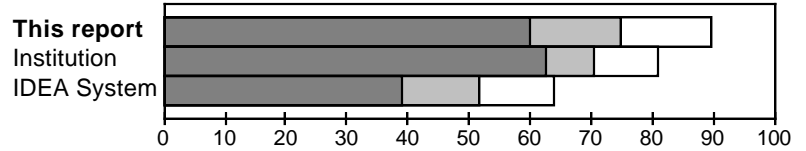
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	21
Institution	4.1	3.9	1,956
IDEA System	3.9	3.9	9,290



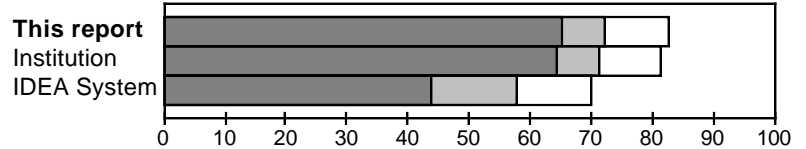
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	20
Institution	4.0	3.7	2,165
IDEA System	3.7	3.7	10,256



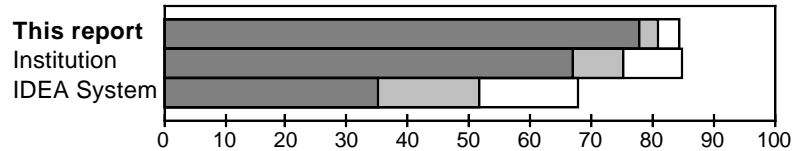
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.8	29
Institution	4.0	3.9	3,001
IDEA System	3.8	3.8	18,174



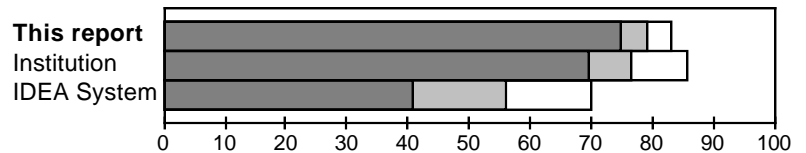
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	32
Institution	4.1	3.9	3,206
IDEA System	3.7	3.7	15,656



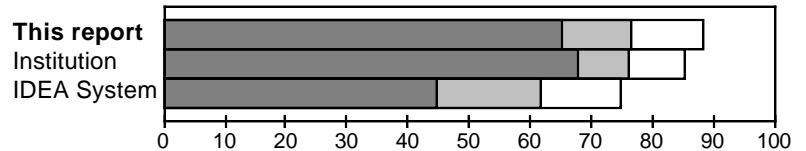
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	24
Institution	4.1	3.9	1,897
IDEA System	3.8	3.8	8,715



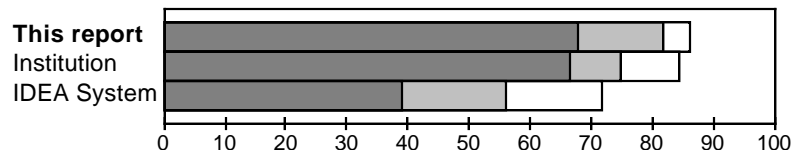
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	26
Institution	4.1	3.9	3,187
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	22
Institution	4.1	3.9	3,306
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

60 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	60	4.4	0.7	
8. Stimulated students to intellectual effort beyond that required by most courses	60	4.2	0.8	
13. Introduced stimulating ideas about the subject	60	4.3	0.8	
15. Inspired students to set and achieve goals which really challenged them	60	4.3	0.7	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	26	4.3	0.7	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	44	4.4	0.7	
18. Asked students to help each other understand ideas or concepts	47	4.4	0.6	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	53	4.5	0.6	
2. Found ways to help students answer their own questions	60	4.3	0.8	
7. Explained the reasons for criticisms of students' academic performance	54	4.3	0.8	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	20	4.5	0.5	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	32	4.4	0.7	
11. Related course material to real life situations	50	4.4	0.7	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	40	4.5	0.6	
19. Gave projects, tests, or assignments that required original or creative thinking	46	4.5	0.5	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	25	4.2	0.7	
6. Made it clear how each topic fit into the course	60	4.3	0.8	
10. Explained course material clearly and concisely	60	4.1	0.9	
12. Gave tests, projects, etc. that covered the most important points of the course	49	4.4	0.7	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.2	0%	68%
	Institution	3.9	10%	49%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	2%	62%
	Institution	3.9	5%	47%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.9	17%	53%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.8	5%	42%
	Institution	3.5	16%	29%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	2%	82%
	Institution	4.0	1%	61%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.5	12%	25%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.6	7%	22%
	Institution	3.6	11%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	7%	18%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.3	3.7	57	48
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	38%	13%
Discussion/Recitation	7%	30%
Seminar	13%	7%
Skill/Activity	17%	17%
Laboratory	0%	0%
Field Experience	0%	10%
Studio	0%	0%
Multi-Media	3%	0%
Practicum/Clinic	0%	2%
Other/Not Indicated	22%	22%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	52	4%	38%	58%
Oral communication	53	15%	62%	23%
Computer application	54	9%	67%	24%
Group work	53	30%	57%	13%
Mathematical/quantitative work	53	83%	15%	2%
Critical thinking	54	11%	54%	35%
Creative/artistic/design	54	37%	52%	11%
Reading	54	9%	35%	56%
Memorization	54	43%	52%	6%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	48	4%	54%	42%
Experience teaching course	49	4%	16%	80%
Changes in approach	46	4%	61%	35%
Desire to teach the course	54	0%	11%	89%
Control over course management decisions	52	4%	23%	73%
Student background	50	14%	18%	68%
Student enthusiasm	49	0%	16%	84%
Student effort to learn	48	10%	2%	88%
Technical/instructional support	48	0%	44%	56%

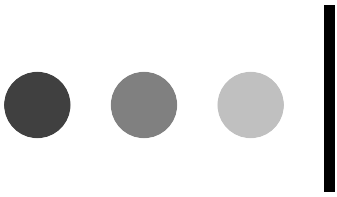
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

11786, 11788–11790, 11792, 11793, 11801, 11803–11805, 11807, 11808, 11813–11818, 11820–11822, 11827–11834, 11836–11840, 11842, 11843, 11846–11852, 11854–11862, 11864–11871



IDEA Student Ratings of Instruction

Group Summary Report

Department of Educational Resources
Jacksonville State University
Fall 2010

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1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
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Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	49
Short Form	0
Total	49
Number of Excluded Classes	23
Response Rate	
Classes below 65% Response Rate	37
Average Response Rate	49%
Class Size	
Average Class Size	11

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=49)	Institution (n=5,204)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	76%	87%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	80%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	94%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	86%	70%	55%
Objective 5: Acquiring skills in working with others as a member of a team	47%	36%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	59%	38%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	43%	42%	27%
Objective 8: Developing skill in expressing myself orally or in writing	82%	58%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	86%	62%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	49%	36%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	82%	61%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	69%	64%	41%
Average Number of Objectives Selected As Important or Essential	8.5	7.2	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	43%	16%	33%	8%	37%	16%	37%	10%
Higher (56–62)	20%	39%	22%	29%	27%	31%	20%	41%	24%
Similar (45–55)	40%	8%	45%	27%	45%	18%	41%	12%	49%
Lower (38–44)	20%	6%	10%	6%	14%	8%	10%	6%	8%
Much Lower (37 or lower)	10%	4%	6%	6%	6%	6%	12%	4%	8%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	59	52	55	51	57	51	58	52
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.4	4.0	4.5	4.2	4.4	4.0	4.4	4.1
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

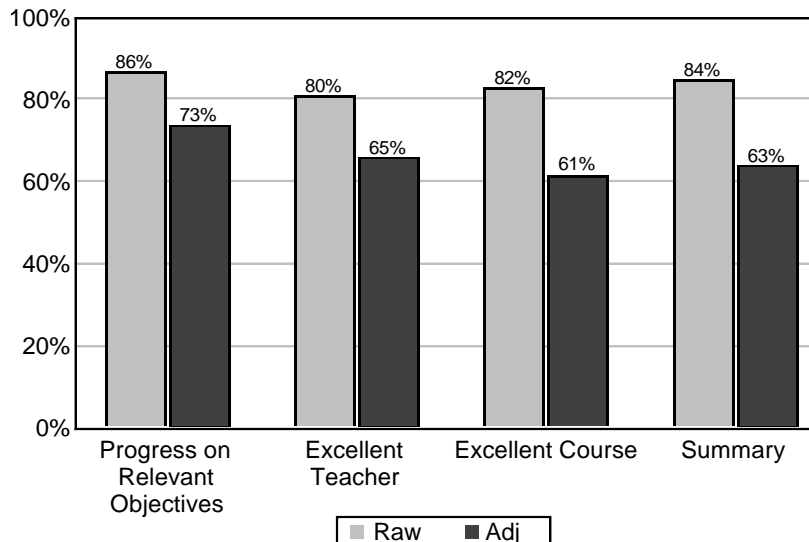
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	8%	14%	0%	10%	29%	16%	6%	10%
Higher (56–62)	20%	41%	20%	55%	27%	31%	20%	51%	24%
Similar (45–55)	40%	39%	49%	33%	45%	22%	43%	31%	49%
Lower (38–44)	20%	6%	10%	6%	12%	10%	8%	4%	12%
Much Lower (37 or lower)	10%	6%	6%	6%	6%	8%	12%	8%	4%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	54	52	53	52	53	51	54	52
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	51	49	53	50	54	50
5-point Scale	This Summary Report		This Institution		This Institution		This Institution	
This Summary Report	4.4	4.0	4.5	4.2	4.4	4.0	4.4	4.1
This Institution	4.2	4.0	4.3	4.1	4.1	3.9	4.2	4.0

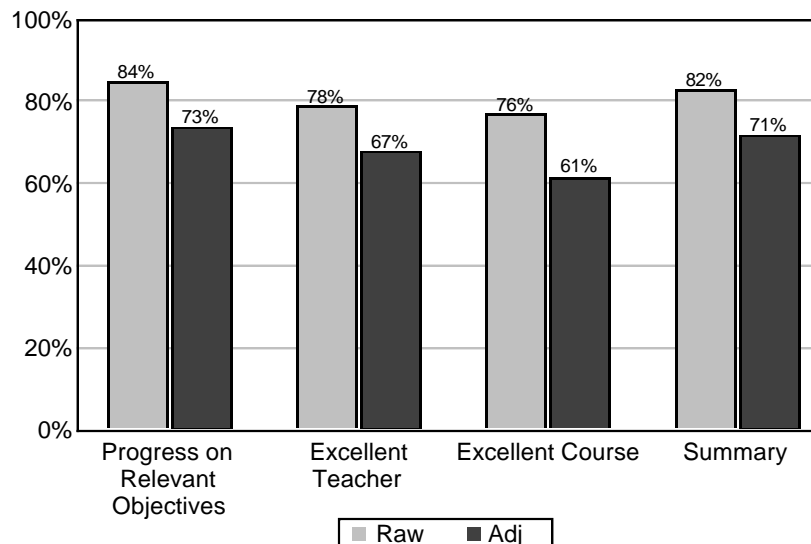
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

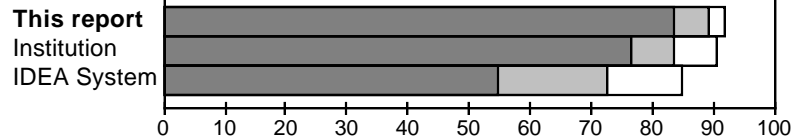
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

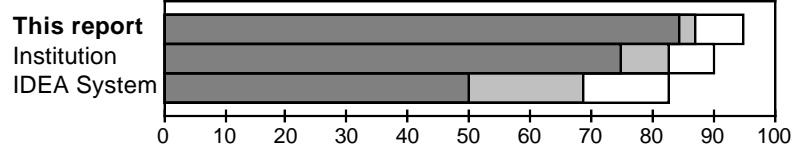
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.2	37
Institution	4.2	4.0	4,529
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



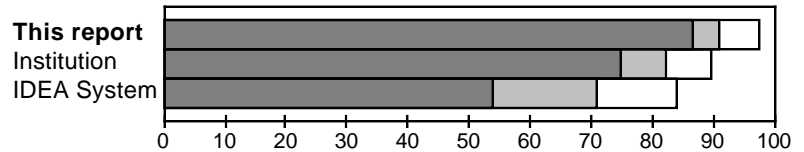
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	39
Institution	4.2	4.0	4,278
IDEA System	3.9	3.9	30,398



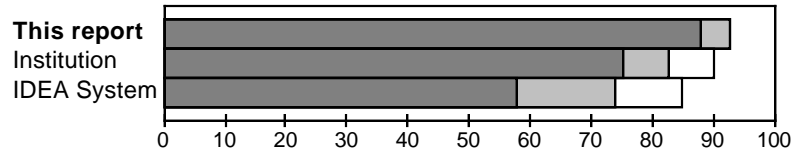
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	46
Institution	4.2	4.0	4,478
IDEA System	4.0	4.0	30,442



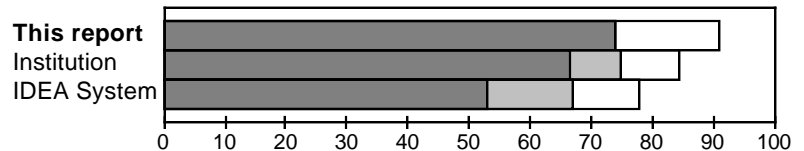
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.2	42
Institution	4.2	4.0	3,651
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

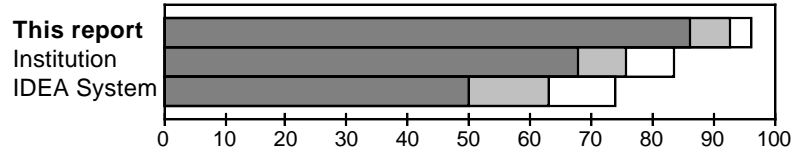
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.7	23
Institution	4.1	3.8	1,869
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

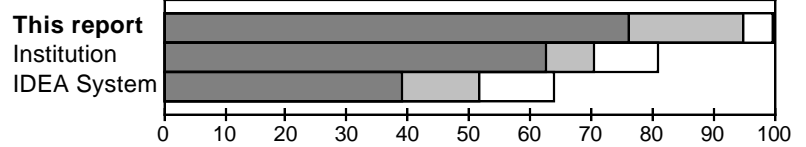
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.0	29
Institution	4.1	3.9	1,956
IDEA System	3.9	3.9	9,290



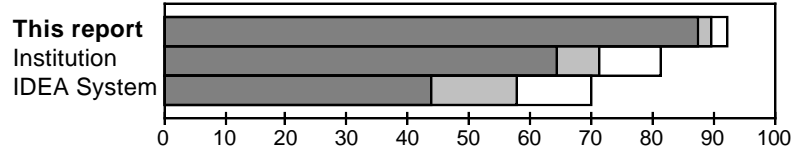
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	21
Institution	4.0	3.7	2,165
IDEA System	3.7	3.7	10,256



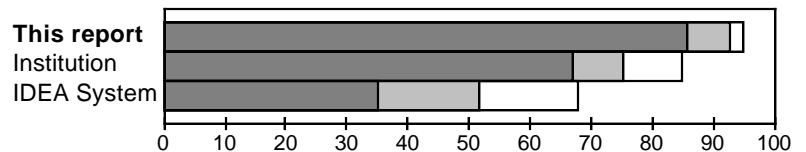
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	40
Institution	4.0	3.9	3,001
IDEA System	3.8	3.8	18,174



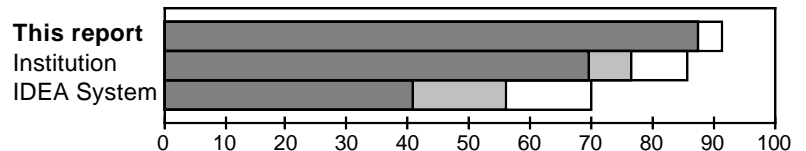
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	42
Institution	4.1	3.9	3,206
IDEA System	3.7	3.7	15,656



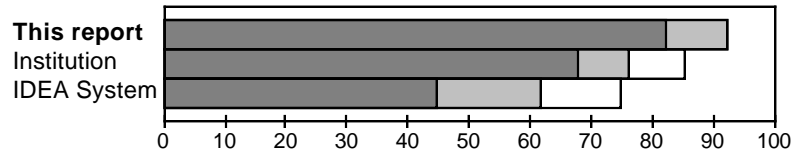
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	24
Institution	4.1	3.9	1,897
IDEA System	3.8	3.8	8,715



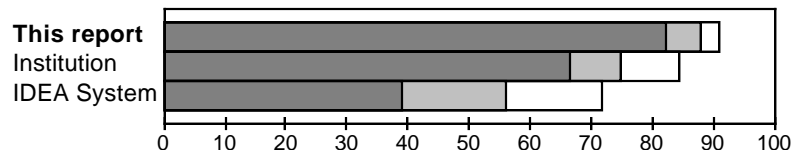
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	40
Institution	4.1	3.9	3,187
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	34
Institution	4.1	3.9	3,306
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

49 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	49	4.6	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	49	4.5	0.6	
13. Introduced stimulating ideas about the subject	49	4.5	0.6	
15. Inspired students to set and achieve goals which really challenged them	49	4.6	0.6	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	23	4.1	0.9	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	46	4.4	0.6	
18. Asked students to help each other understand ideas or concepts	49	4.2	0.8	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	49	4.5	0.6	
2. Found ways to help students answer their own questions	49	4.5	0.6	
7. Explained the reasons for criticisms of students' academic performance	49	4.4	0.7	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	12	3.9	1.0	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	42	4.6	0.5	
11. Related course material to real life situations	46	4.7	0.5	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	45	4.7	0.4	
19. Gave projects, tests, or assignments that required original or creative thinking	48	4.6	0.5	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	36	4.8	0.3	
6. Made it clear how each topic fit into the course	49	4.6	0.6	
10. Explained course material clearly and concisely	49	4.5	0.6	
12. Gave tests, projects, etc. that covered the most important points of the course	42	4.7	0.4	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.0	8%	61%
	Institution	3.9	10%	49%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	0%	49%
	Institution	3.9	5%	47%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.9	6%	53%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.7	12%	39%
	Institution	3.5	16%	29%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	0%	73%
	Institution	4.0	1%	61%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.5	8%	22%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.8	0%	41%
	Institution	3.6	11%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	8%	22%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.3	3.8	57	49
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 49		Percent indicating instructional approach as:	
			Primary	Secondary
Lecture			8%	14%
Discussion/Recitation			2%	8%
Seminar			20%	4%
Skill/Activity			8%	16%
Laboratory			2%	2%
Field Experience			6%	2%
Studio			0%	0%
Multi-Media			29%	6%
Practicum/Clinic			0%	0%
Other/Not Indicated			24%	47%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	41	2%	37%	61%
Oral communication	40	33%	48%	20%
Computer application	42	7%	40%	52%
Group work	41	46%	39%	15%
Mathematical/quantitative work	40	60%	38%	3%
Critical thinking	41	2%	20%	78%
Creative/artistic/design	41	59%	17%	24%
Reading	41	2%	34%	63%
Memorization	40	70%	30%	0%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	36	8%	53%	39%
Experience teaching course	42	0%	19%	81%
Changes in approach	40	5%	57%	38%
Desire to teach the course	41	0%	20%	80%
Control over course management decisions	42	0%	33%	67%
Student background	38	26%	47%	26%
Student enthusiasm	38	5%	39%	55%
Student effort to learn	37	8%	27%	65%
Technical/instructional support	35	3%	43%	54%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

11892–11897, 11900–11906, 11908–11910, 11913, 11915–11936, 11943, 11944, 11948, 11949, 11951, 11954, 11955, 11957–11959



IDEA Student Ratings of Instruction

Group Summary Report

Department of Family & Consumer Sciences
Jacksonville State University
Fall 2010

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
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5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
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10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	35
Short Form	0
Total	35
Number of Excluded Classes	6
Response Rate	
Classes below 65% Response Rate	31
Average Response Rate	44%
Class Size	
Average Class Size	21

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=35)	Institution (n=5,204)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	94%	87%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	97%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	94%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	86%	70%	55%
Objective 5: Acquiring skills in working with others as a member of a team	37%	36%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	49%	38%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	40%	42%	27%
Objective 8: Developing skill in expressing myself orally or in writing	71%	58%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	89%	62%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	54%	36%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	80%	61%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	83%	64%	41%
Average Number of Objectives Selected As Important or Essential	8.7	7.2	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	17%	0%	11%	0%	11%	0%	11%	0%
Higher (56–62)	20%	34%	23%	26%	17%	43%	3%	46%	11%
Similar (45–55)	40%	43%	54%	49%	54%	40%	66%	34%	66%
Lower (38–44)	20%	3%	14%	6%	11%	3%	20%	6%	17%
Much Lower (37 or lower)	10%	3%	9%	9%	17%	3%	11%	3%	6%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	55	49	52	48	55	47	55	49
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.2	3.9	4.3	4.0	4.2	3.7	4.3	3.9
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

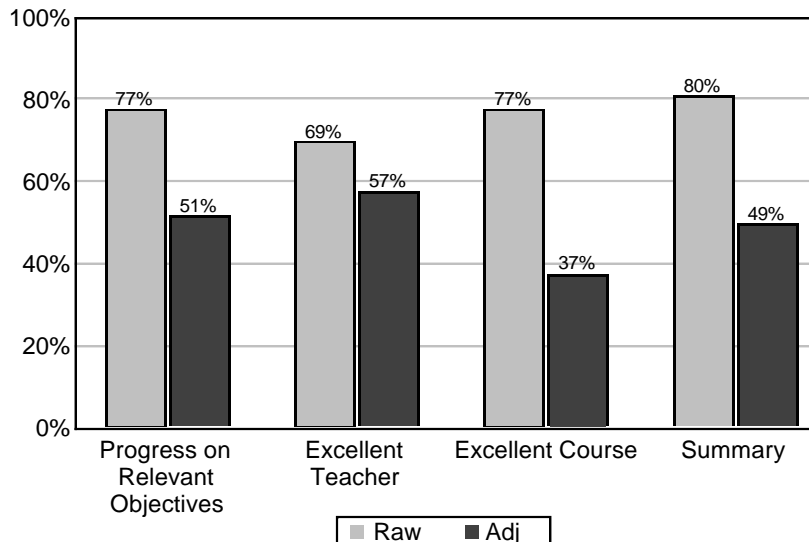
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹		
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	
Much Higher (63 or higher)	10%	0%	0%	0%	3%	3%	0%	0%	0%	0%
Higher (56–62)	20%	29%	11%	26%	14%	29%	3%	26%	11%	
Similar (45–55)	40%	54%	63%	54%	57%	57%	71%	60%	66%	
Lower (38–44)	20%	14%	20%	11%	14%	9%	23%	11%	20%	
Much Lower (37 or lower)	10%	3%	6%	9%	11%	3%	3%	3%	3%	

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale		This Summary Report		This Institution	
	51	49	51	49	52	47	51	49	4.2	3.9	4.3	3.9
	50	50	50	50	50	50	50	50	4.2	4.0	4.3	4.0
	55	51	51	49	53	50	54	50	4.1	3.9	4.2	4.0
	4.2	3.9	4.3	4.0	4.2	3.7	4.3	3.9	4.2	4.0	4.2	4.0
	4.2	4.0	4.3	4.1	4.1	3.9	4.2	4.0	4.1	3.9	4.2	4.0

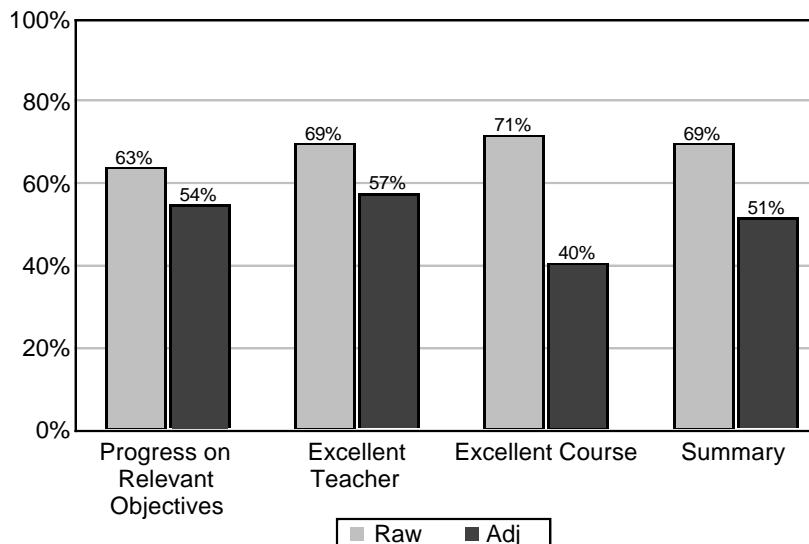
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

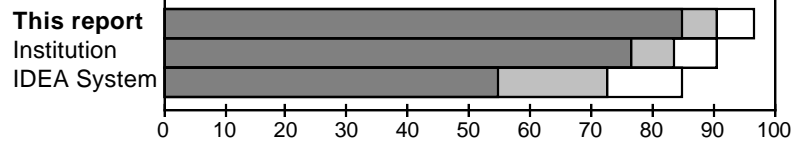
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

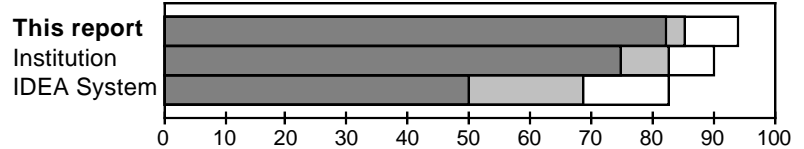
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	33
Institution	4.2	4.0	4,529
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



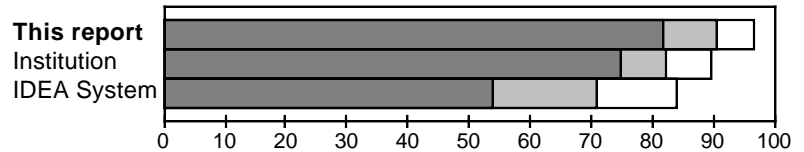
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	34
Institution	4.2	4.0	4,278
IDEA System	3.9	3.9	30,398



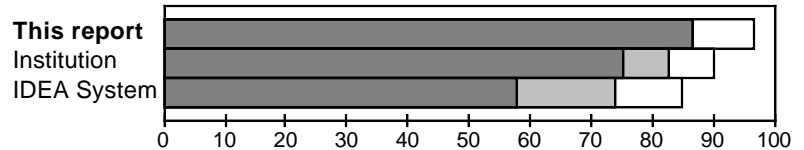
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	33
Institution	4.2	4.0	4,478
IDEA System	4.0	4.0	30,442



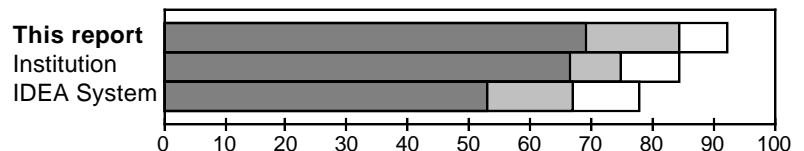
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	30
Institution	4.2	4.0	3,651
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

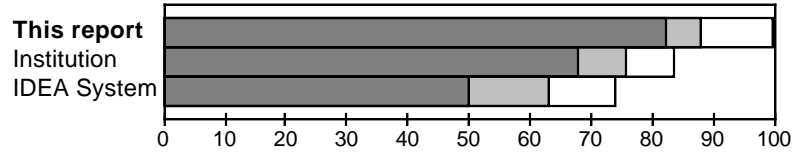
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	13
Institution	4.1	3.8	1,869
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

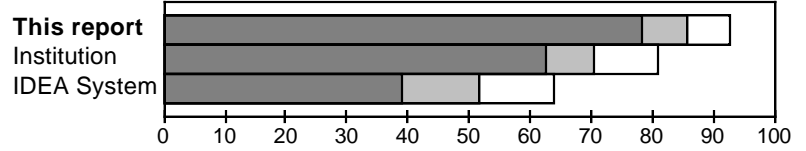
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	17
Institution	4.1	3.9	1,956
IDEA System	3.9	3.9	9,290



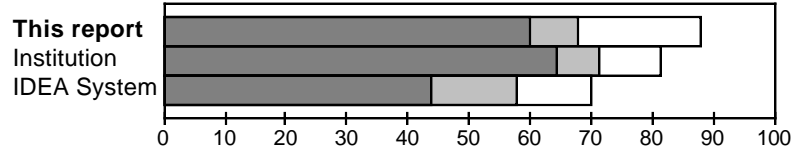
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	14
Institution	4.0	3.7	2,165
IDEA System	3.7	3.7	10,256



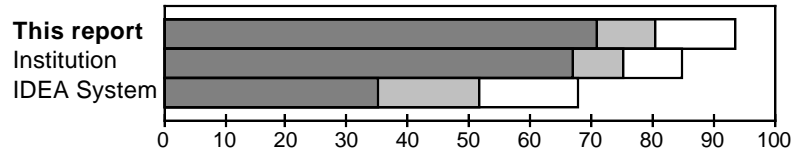
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.7	25
Institution	4.0	3.9	3,001
IDEA System	3.8	3.8	18,174



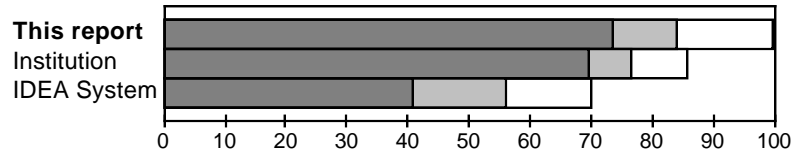
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.9	31
Institution	4.1	3.9	3,206
IDEA System	3.7	3.7	15,656



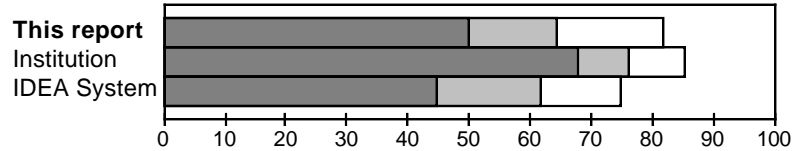
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	19
Institution	4.1	3.9	1,897
IDEA System	3.8	3.8	8,715



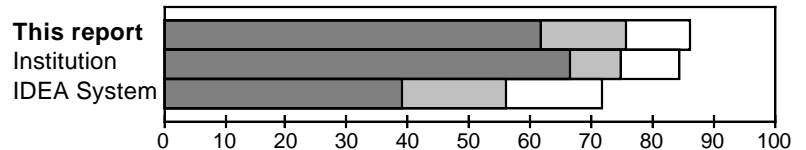
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.6	28
Institution	4.1	3.9	3,187
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.6	29
Institution	4.1	3.9	3,306
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

35 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	35	4.4	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	35	4.2	0.6	
13. Introduced stimulating ideas about the subject	35	4.3	0.5	
15. Inspired students to set and achieve goals which really challenged them	35	4.3	0.6	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	13	4.0	0.7	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	33	4.2	0.6	
18. Asked students to help each other understand ideas or concepts	35	4.0	0.6	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	35	4.4	0.7	
2. Found ways to help students answer their own questions	35	4.3	0.5	
7. Explained the reasons for criticisms of students' academic performance	35	4.3	0.6	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	19	4.2	0.6	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	31	4.3	0.6	
11. Related course material to real life situations	35	4.5	0.4	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	32	4.4	0.6	
19. Gave projects, tests, or assignments that required original or creative thinking	34	4.4	0.5	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	11	4.6	0.7	
6. Made it clear how each topic fit into the course	35	4.4	0.5	
10. Explained course material clearly and concisely	35	4.3	0.5	
12. Gave tests, projects, etc. that covered the most important points of the course	34	4.6	0.4	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.1	3%	69%
	Institution	3.9	10%	49%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	3%	66%
	Institution	3.9	5%	47%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.7	9%	43%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.9	3%	57%
	Institution	3.5	16%	29%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.1	0%	66%
	Institution	4.0	1%	61%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.6	6%	20%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.7	3%	23%
	Institution	3.6	11%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	9%	20%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.3	3.7	57	47
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 35		Percent indicating instructional approach as:	
			Primary	Secondary
Lecture			34%	9%
Discussion/Recitation			6%	11%
Seminar			0%	6%
Skill/Activity			9%	29%
Laboratory			3%	9%
Field Experience			9%	0%
Studio			0%	0%
Multi-Media			20%	3%
Practicum/Clinic			3%	3%
Other/Not Indicated			17%	31%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	34	12%	50%	38%
Oral communication	35	34%	49%	17%
Computer application	35	9%	43%	49%
Group work	35	80%	17%	3%
Mathematical/quantitative work	34	71%	21%	9%
Critical thinking	35	14%	40%	46%
Creative/artistic/design	35	51%	34%	14%
Reading	34	0%	35%	65%
Memorization	35	17%	63%	20%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	24	0%	13%	88%
Experience teaching course	30	3%	0%	97%
Changes in approach	28	4%	29%	68%
Desire to teach the course	31	0%	0%	100%
Control over course management decisions	34	0%	0%	100%
Student background	29	10%	31%	59%
Student enthusiasm	29	0%	24%	76%
Student effort to learn	32	3%	13%	84%
Technical/instructional support	32	0%	16%	84%

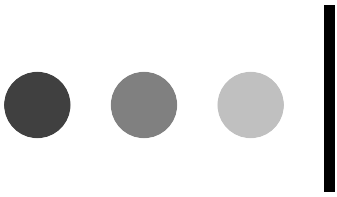
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

12154–12156, 12159–12161, 12163–12167, 12169–12176, 12178–12182, 12184–12194



IDEA Student Ratings of Instruction

Group Summary Report

Department of Health, Physical Education, and
Recreation
Jacksonville State University
Fall 2010

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	41
Short Form	0
Total	41
Number of Excluded Classes	38
Response Rate	
Classes below 65% Response Rate	33
Average Response Rate	47%
Class Size	
Average Class Size	22

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=41)	Institution (n=5,204)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	73%	87%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	56%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	73%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	51%	70%	55%
Objective 5: Acquiring skills in working with others as a member of a team	34%	36%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	24%	38%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	12%	42%	27%
Objective 8: Developing skill in expressing myself orally or in writing	37%	58%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	54%	62%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	41%	36%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	32%	61%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	39%	64%	41%
Average Number of Objectives Selected As Important or Essential	5.3	7.2	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	34%	0%	20%	0%	34%	0%	29%	0%
Higher (56–62)	20%	44%	24%	37%	15%	37%	15%	51%	12%
Similar (45–55)	40%	20%	61%	29%	71%	22%	66%	12%	78%
Lower (38–44)	20%	2%	15%	7%	7%	5%	15%	7%	5%
Much Lower (37 or lower)	10%	0%	0%	7%	7%	2%	5%	0%	5%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	60	52	55	50	58	49	58	51
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.5	4.0	4.5	4.2	4.4	3.9	4.5	4.1
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

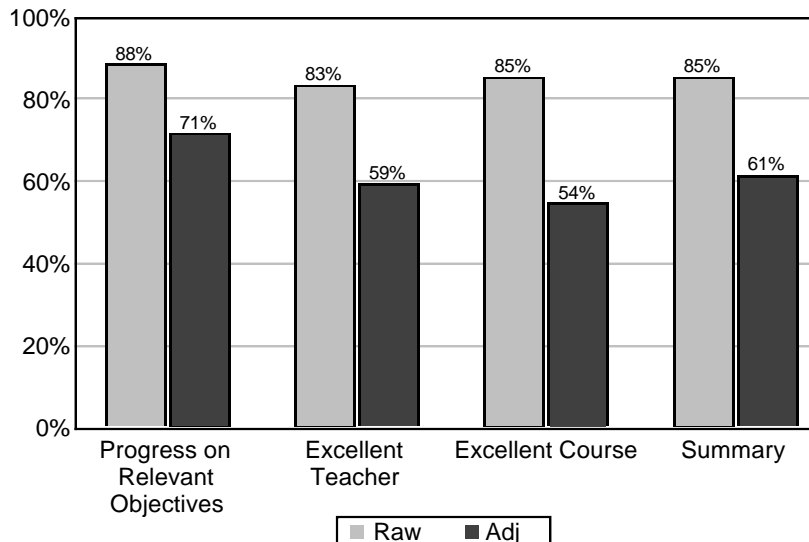
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	10%	0%	0%	0%	7%	0%	7%	0%
Higher (56–62)	20%	34%	17%	41%	29%	51%	15%	41%	12%
Similar (45–55)	40%	44%	71%	44%	59%	29%	71%	39%	78%
Lower (38–44)	20%	12%	12%	7%	5%	10%	10%	10%	10%
Much Lower (37 or lower)	10%	0%	0%	7%	7%	2%	5%	2%	0%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	55	51	53	51	54	50	54	51
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	51	49	53	50	54	50
5-point Scale	This Summary Report		This Institution		This Summary Report		This Institution	
	4.5	4.0	4.5	4.2	4.4	3.9	4.5	4.1
	4.2	4.0	4.3	4.1	4.1	3.9	4.2	4.0

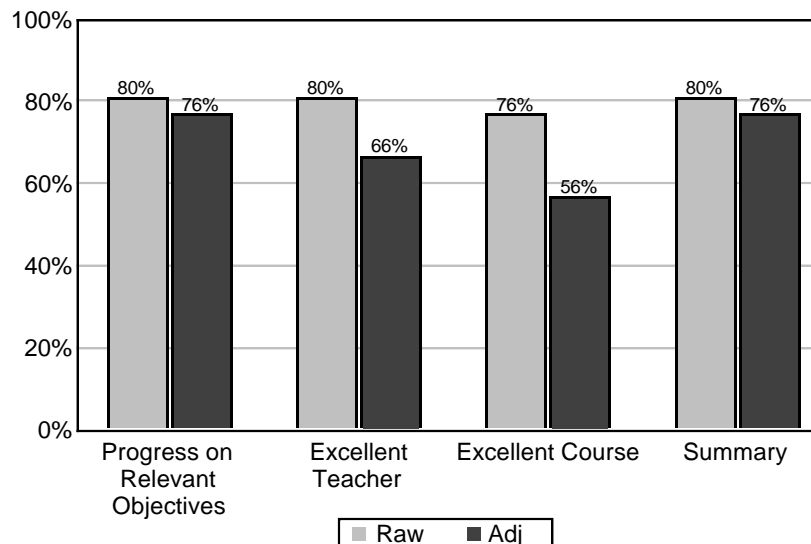
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

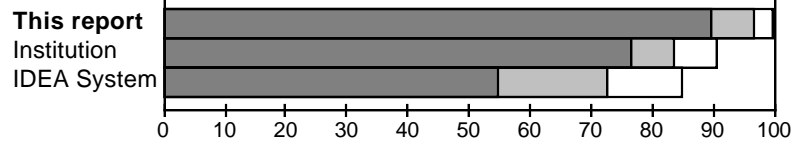
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

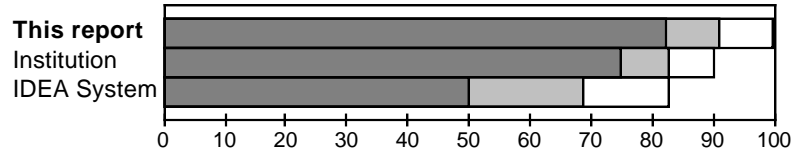
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.2	30
Institution	4.2	4.0	4,529
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



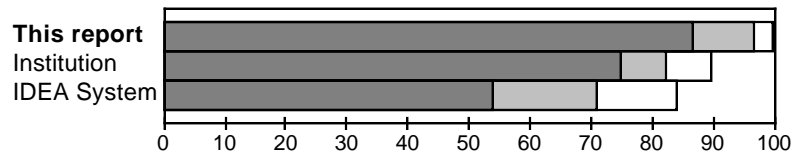
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	23
Institution	4.2	4.0	4,278
IDEA System	3.9	3.9	30,398



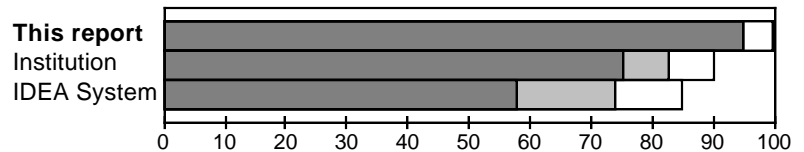
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	30
Institution	4.2	4.0	4,478
IDEA System	4.0	4.0	30,442



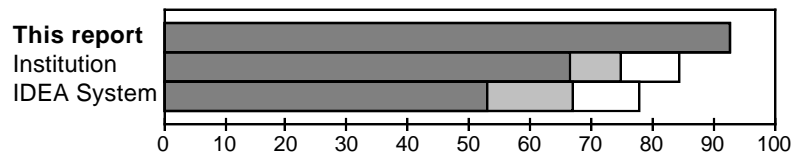
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.6	4.0	21
Institution	4.2	4.0	3,651
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

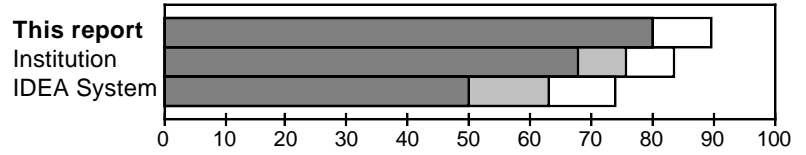
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	3.9	14
Institution	4.1	3.8	1,869
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

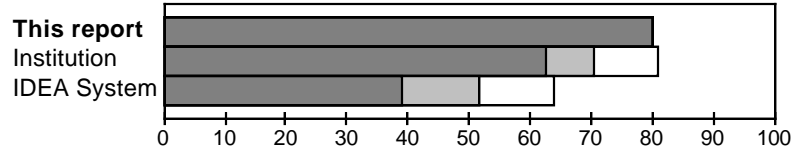
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.7	10
Institution	4.1	3.9	1,956
IDEA System	3.9	3.9	9,290



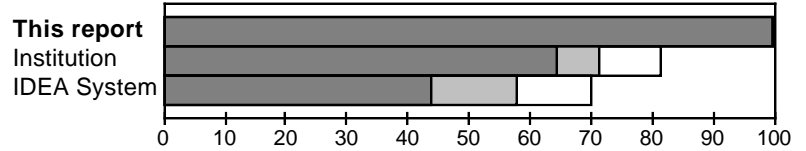
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.5	5
Institution	4.0	3.7	2,165
IDEA System	3.7	3.7	10,256



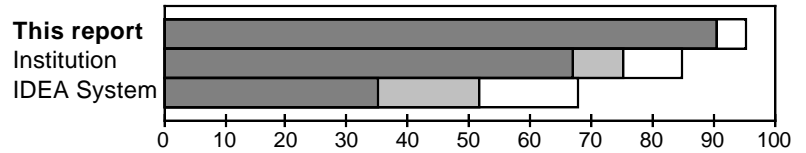
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.0	15
Institution	4.0	3.9	3,001
IDEA System	3.8	3.8	18,174



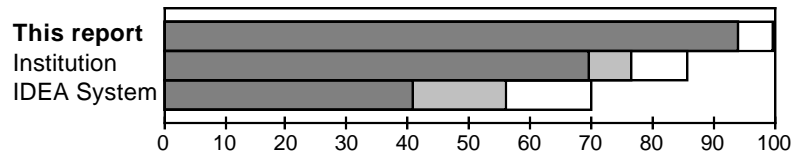
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	22
Institution	4.1	3.9	3,206
IDEA System	3.7	3.7	15,656



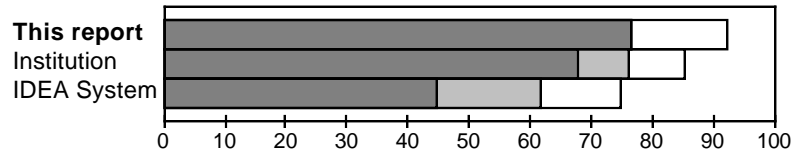
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	17
Institution	4.1	3.9	1,897
IDEA System	3.8	3.8	8,715



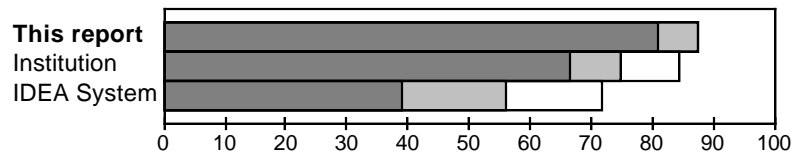
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	13
Institution	4.1	3.9	3,187
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	16
Institution	4.1	3.9	3,306
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

41 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	41	4.6	0.4	
8. Stimulated students to intellectual effort beyond that required by most courses	41	4.5	0.5	
13. Introduced stimulating ideas about the subject	41	4.5	0.4	
15. Inspired students to set and achieve goals which really challenged them	41	4.5	0.5	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	14	4.5	0.5	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	27	4.5	0.5	
18. Asked students to help each other understand ideas or concepts	30	4.4	0.5	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	35	4.6	0.5	
2. Found ways to help students answer their own questions	41	4.5	0.4	
7. Explained the reasons for criticisms of students' academic performance	36	4.5	0.4	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	19	4.7	0.2	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	22	4.5	0.5	
11. Related course material to real life situations	33	4.6	0.3	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25	4.5	0.5	
19. Gave projects, tests, or assignments that required original or creative thinking	26	4.6	0.4	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	6	4.5	0.6	
6. Made it clear how each topic fit into the course	41	4.6	0.4	
10. Explained course material clearly and concisely	41	4.6	0.4	
12. Gave tests, projects, etc. that covered the most important points of the course	36	4.5	0.3	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.2	2%	78%
	Institution	3.9	10%	49%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	0%	54%
	Institution	3.9	5%	47%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	4.1	5%	63%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.9	5%	54%
	Institution	3.5	16%	29%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.3	0%	85%
	Institution	4.0	1%	61%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.5	17%	17%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.7	12%	29%
	Institution	3.6	11%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	15%	15%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.3	3.7	58	47
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	20%	10%
Discussion/Recitation	0%	2%
Seminar	2%	2%
Skill/Activity	15%	5%
Laboratory	2%	5%
Field Experience	5%	5%
Studio	0%	0%
Multi-Media	5%	0%
Practicum/Clinic	2%	0%
Other/Not Indicated	49%	71%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	30	37%	33%	30%
Oral communication	30	50%	33%	17%
Computer application	30	17%	50%	33%
Group work	30	57%	33%	10%
Mathematical/quantitative work	30	77%	23%	0%
Critical thinking	30	27%	37%	37%
Creative/artistic/design	30	83%	13%	3%
Reading	29	28%	38%	34%
Memorization	30	33%	50%	17%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	23	9%	39%	52%
Experience teaching course	30	7%	3%	90%
Changes in approach	29	3%	86%	10%
Desire to teach the course	30	3%	47%	50%
Control over course management decisions	30	0%	10%	90%
Student background	28	39%	46%	14%
Student enthusiasm	23	17%	57%	26%
Student effort to learn	25	24%	48%	28%
Technical/instructional support	29	0%	59%	41%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

12251, 12257, 12259, 12263, 12265, 12267, 12269, 12278–12285, 12287–12290, 12296, 12297, 12299–12302, 12304–12309, 12311–12317, 12320, 12321, 12324



IDEA Student Ratings of Instruction

Group Summary Report

Department of Secondary Education
Jacksonville State University
Fall 2010

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	24
Short Form	0
Total	24
Number of Excluded Classes	6
Response Rate	
Classes below 65% Response Rate	12
Average Response Rate	68%
Class Size	
Average Class Size	15

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=24)	Institution (n=5,204)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	83%	87%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	67%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	96%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	100%	70%	55%
Objective 5: Acquiring skills in working with others as a member of a team	46%	36%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	54%	38%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	25%	42%	27%
Objective 8: Developing skill in expressing myself orally or in writing	71%	58%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	67%	62%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	42%	36%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	71%	61%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	67%	64%	41%
Average Number of Objectives Selected As Important or Essential	7.9	7.2	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	8%	0%	8%	0%	13%	0%	8%	0%
Higher (56–62)	20%	29%	25%	17%	8%	8%	8%	17%	13%
Similar (45–55)	40%	33%	25%	25%	29%	42%	21%	38%	21%
Lower (38–44)	20%	13%	17%	13%	21%	17%	17%	13%	33%
Much Lower (37 or lower)	10%	17%	33%	38%	42%	21%	54%	25%	33%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	This Summary Report		IDEA System		5-point Scale		This Summary Report		IDEA System			
This Summary Report	49	43	44	40	47	39	48	41	50	51		
IDEA System	51 ²	51 ²	50	50	50	50	50	51	50	51		
5-point Scale	This Summary Report		IDEA System		This Summary Report		IDEA System		This Summary Report		IDEA System	
This Summary Report	3.9	3.5	3.8	3.5	3.7	3.2	3.8	3.5	3.9	3.9	3.9	3.9
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

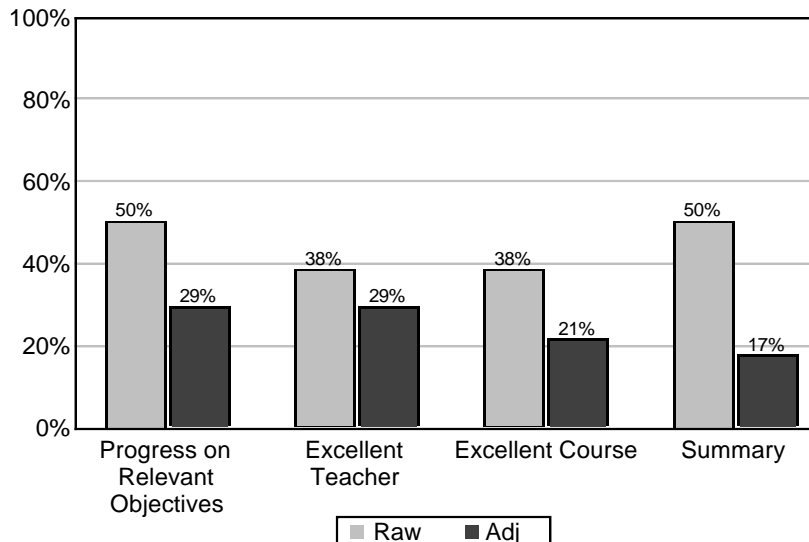
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	0%	0%	0%	0%	4%	0%	0%	0%
Higher (56–62)	20%	21%	8%	21%	13%	13%	8%	17%	8%
Similar (45–55)	40%	38%	42%	21%	25%	29%	21%	38%	29%
Lower (38–44)	20%	13%	25%	21%	21%	17%	25%	21%	29%
Much Lower (37 or lower)	10%	29%	25%	38%	42%	38%	46%	25%	33%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale		This Summary Report		This Institution	
	45	43	50	50	55	51	3.9	3.5	4.2	4.0	3.8	3.5
	43	41	50	50	49	50	3.5	3.2	4.0	3.9	3.5	4.0

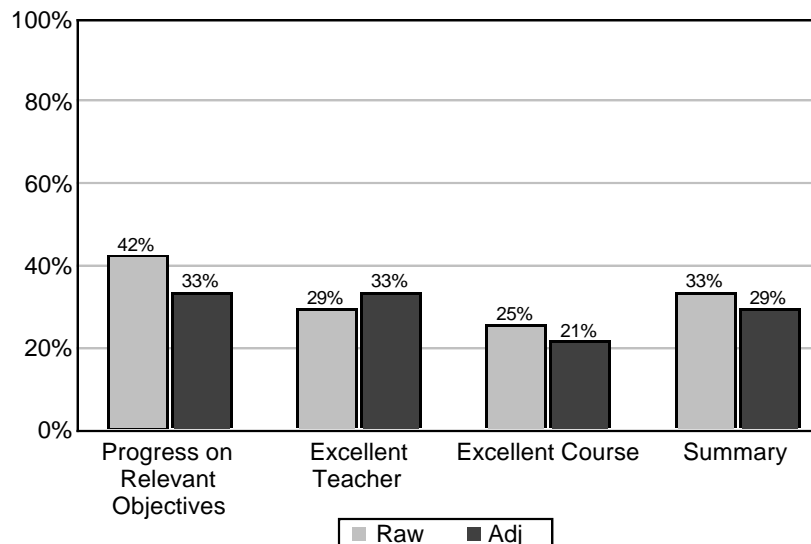
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

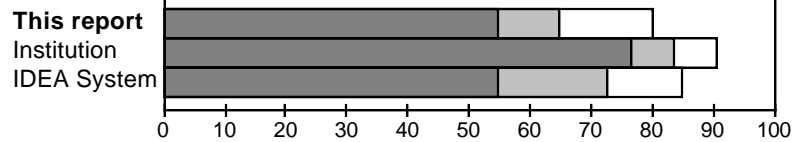
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

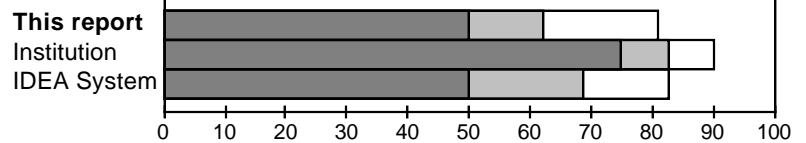
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.7	20
Institution	4.2	4.0	4,529
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00
 3.75
 3.50



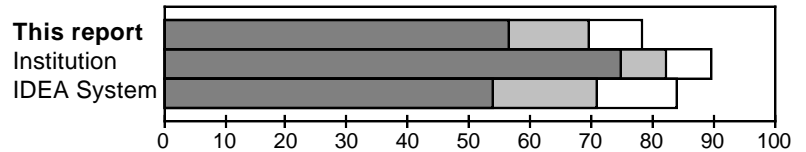
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.6	16
Institution	4.2	4.0	4,278
IDEA System	3.9	3.9	30,398



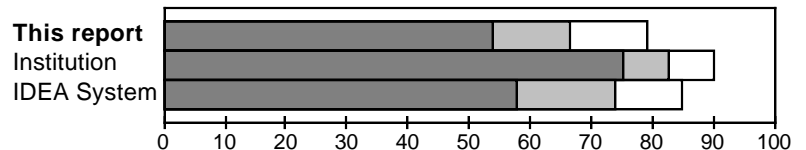
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.6	23
Institution	4.2	4.0	4,478
IDEA System	4.0	4.0	30,442



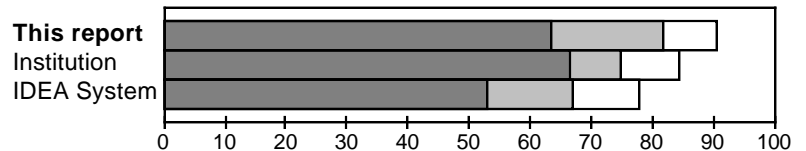
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.5	24
Institution	4.2	4.0	3,651
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

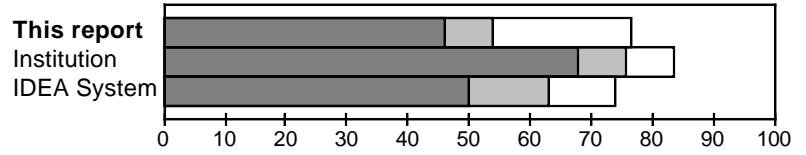
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.5	11
Institution	4.1	3.8	1,869
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

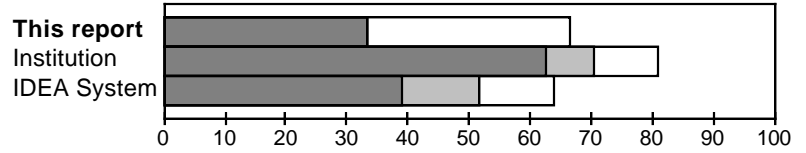
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.8	3.2	13
Institution	4.1	3.9	1,956
IDEA System	3.9	3.9	9,290



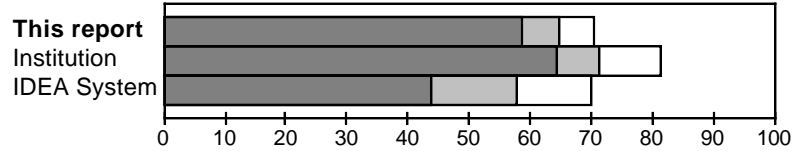
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.4	2.8	6
Institution	4.0	3.7	2,165
IDEA System	3.7	3.7	10,256



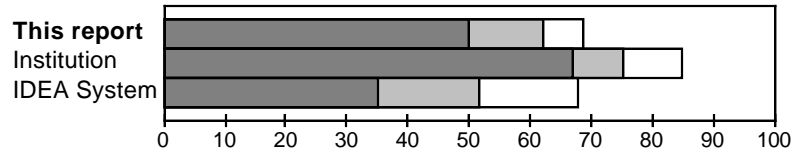
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.8	3.4	17
Institution	4.0	3.9	3,001
IDEA System	3.8	3.8	18,174



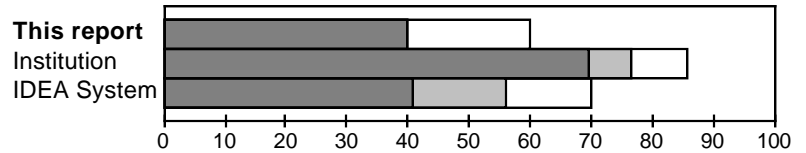
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.8	3.4	16
Institution	4.1	3.9	3,206
IDEA System	3.7	3.7	15,656



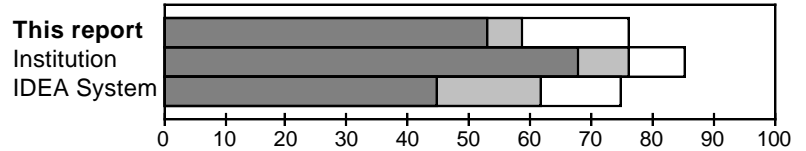
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.7	3.4	10
Institution	4.1	3.9	1,897
IDEA System	3.8	3.8	8,715



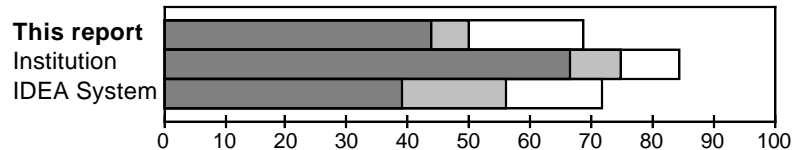
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.5	17
Institution	4.1	3.9	3,187
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.7	3.3	16
Institution	4.1	3.9	3,306
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

24 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	24	4.1	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	24	3.8	0.7	
13. Introduced stimulating ideas about the subject	24	3.9	0.7	
15. Inspired students to set and achieve goals which really challenged them	24	3.8	0.8	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	11	4.2	0.9	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	22	4.1	0.7	
18. Asked students to help each other understand ideas or concepts	24	3.9	0.7	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	24	4.1	0.6	
2. Found ways to help students answer their own questions	24	3.9	0.7	
7. Explained the reasons for criticisms of students' academic performance	24	3.8	0.7	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	7	4.1	0.6	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	16	4.0	0.7	
11. Related course material to real life situations	24	4.3	0.5	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	20	4.2	0.7	
19. Gave projects, tests, or assignments that required original or creative thinking	24	4.1	0.6	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	10	4.2	0.6	
6. Made it clear how each topic fit into the course	24	4.0	0.6	
10. Explained course material clearly and concisely	24	3.8	0.8	
12. Gave tests, projects, etc. that covered the most important points of the course	21	4.2	0.6	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	3.8	4%	38%
	Institution	3.9	10%	49%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.7	8%	33%
	Institution	3.9	5%	47%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.5	29%	38%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.5	4%	17%
	Institution	3.5	16%	29%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	0%	79%
	Institution	4.0	1%	61%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.2	25%	4%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.7	8%	29%
	Institution	3.6	11%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.2	17%	0%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	3.9	3.4	50	42
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	13%	17%
Discussion/Recitation	8%	13%
Seminar	25%	0%
Skill/Activity	17%	8%
Laboratory	0%	0%
Field Experience	4%	13%
Studio	0%	0%
Multi-Media	4%	0%
Practicum/Clinic	8%	8%
Other/Not Indicated	21%	42%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	20	0%	25%	75%
Oral communication	20	15%	40%	45%
Computer application	20	5%	55%	40%
Group work	20	40%	45%	15%
Mathematical/quantitative work	19	79%	16%	5%
Critical thinking	20	0%	35%	65%
Creative/artistic/design	20	60%	20%	20%
Reading	20	10%	45%	45%
Memorization	20	75%	25%	0%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	18	6%	78%	17%
Experience teaching course	18	6%	50%	44%
Changes in approach	18	11%	72%	17%
Desire to teach the course	20	5%	40%	55%
Control over course management decisions	20	10%	25%	65%
Student background	19	11%	47%	42%
Student enthusiasm	19	21%	26%	53%
Student effort to learn	18	6%	33%	61%
Technical/instructional support	17	6%	53%	41%

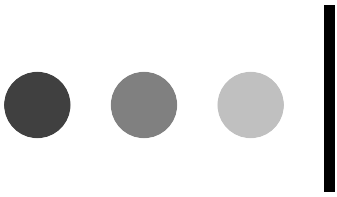
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

12914, 12916, 12919–12928, 12930–12941



IDEA Student Ratings of Instruction

Group Summary Report

Department of Curriculum and Instruction
Jacksonville State University
Spring 2011

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	49
Short Form	0
Total	49
Number of Excluded Classes	30
Response Rate	
Classes below 65% Response Rate	44
Average Response Rate	45%
Class Size	
Average Class Size	16

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=49)	Institution (n=5,204)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	67%	87%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	51%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	92%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	71%	70%	55%
Objective 5: Acquiring skills in working with others as a member of a team	35%	36%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	41%	38%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	33%	42%	27%
Objective 8: Developing skill in expressing myself orally or in writing	43%	58%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	49%	62%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	31%	36%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	33%	61%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	31%	64%	41%
Average Number of Objectives Selected As Important or Essential	5.8	7.2	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	37%	18%	20%	10%	27%	10%	31%	12%
Higher (56–62)	20%	14%	20%	27%	18%	24%	20%	22%	22%
Similar (45–55)	40%	33%	27%	22%	35%	27%	22%	31%	33%
Lower (38–44)	20%	4%	16%	16%	16%	12%	24%	4%	12%
Much Lower (37 or lower)	10%	12%	18%	14%	20%	10%	22%	12%	20%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	This Summary Report		IDEA System		5-point Scale		This Summary Report		IDEA System			
This Summary Report	55	49	51	47	54	47	54	49	50	51		
IDEA System	51 ²	51 ²	50	50	50	50	50	50	50	51		
5-point Scale	This Summary Report		IDEA System		This Summary Report		IDEA System		This Summary Report		IDEA System	
This Summary Report	4.2	3.9	4.2	4.0	4.1	3.7	4.2	3.9	4.2	3.9	4.2	3.9
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

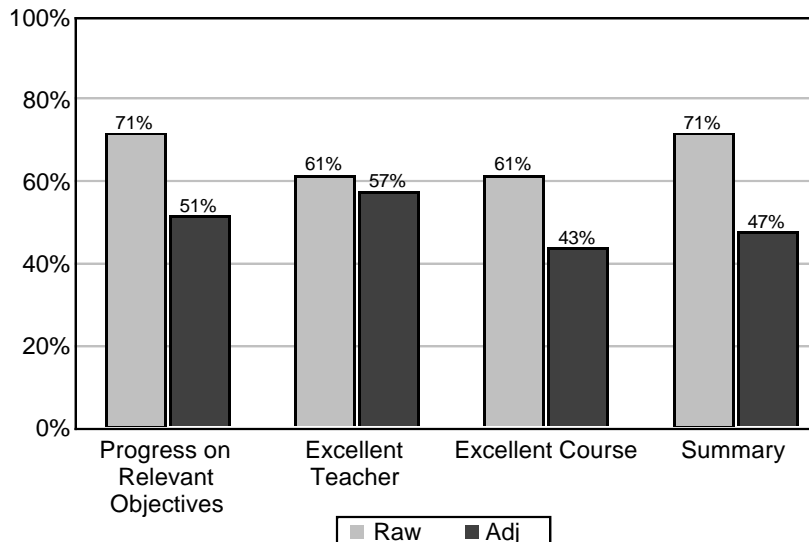
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	20%	14%	0%	12%	16%	10%	10%	10%
Higher (56–62)	20%	20%	24%	41%	20%	29%	20%	31%	27%
Similar (45–55)	40%	35%	33%	29%	35%	20%	31%	37%	35%
Lower (38–44)	20%	12%	12%	16%	14%	24%	20%	10%	10%
Much Lower (37 or lower)	10%	12%	16%	14%	18%	10%	18%	12%	18%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5–point Scale		This Summary Report		This Institution	
	51	49	49	48	50	48	50	48	50	49	50	50
	55	51	51	49	53	50	54	50				
	4.2	3.9	4.2	4.0	4.1	3.7	4.2	3.9	4.2	3.9	4.2	4.0
	4.2	4.0	4.3	4.1	4.1	3.9	4.2	4.0	4.2	4.0	4.2	4.0

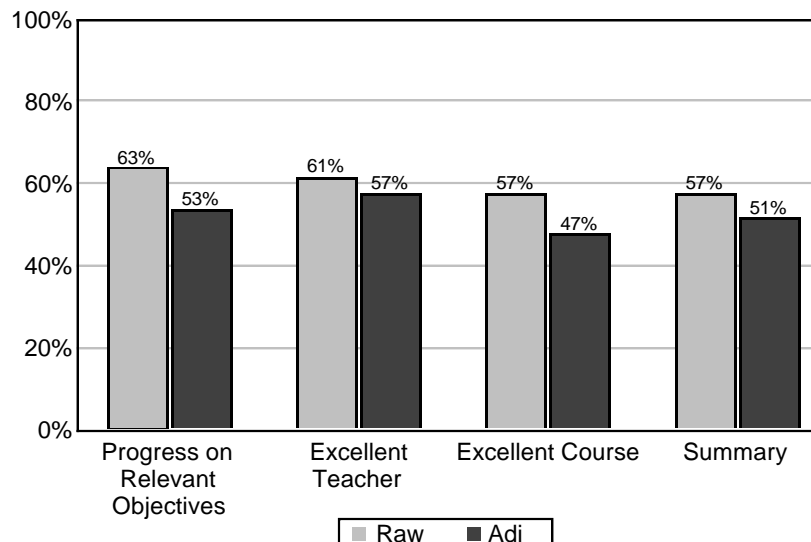
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

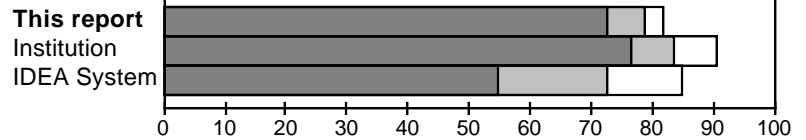
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

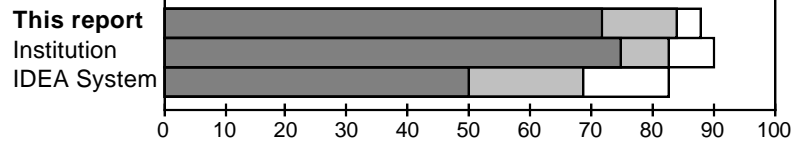
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.9	33
Institution	4.2	4.0	4,529
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



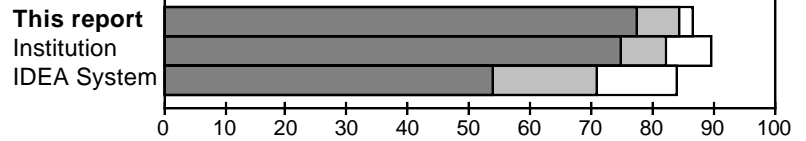
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	25
Institution	4.2	4.0	4,278
IDEA System	3.9	3.9	30,398



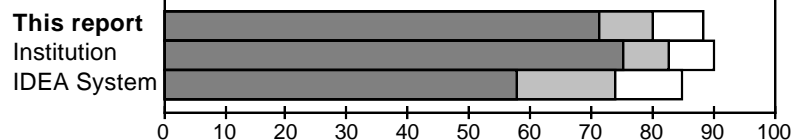
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	45
Institution	4.2	4.0	4,478
IDEA System	4.0	4.0	30,442



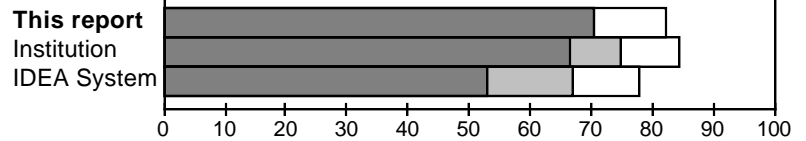
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	35
Institution	4.2	4.0	3,651
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

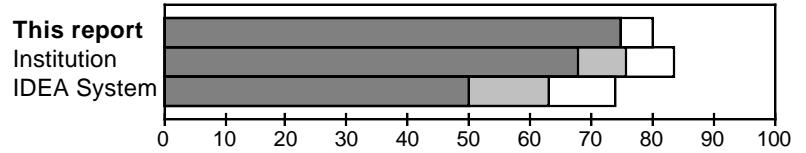
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	17
Institution	4.1	3.8	1,869
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

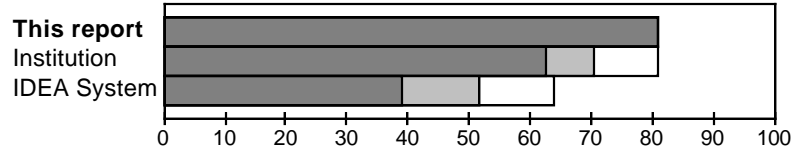
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.8	20
Institution	4.1	3.9	1,956
IDEA System	3.9	3.9	9,290



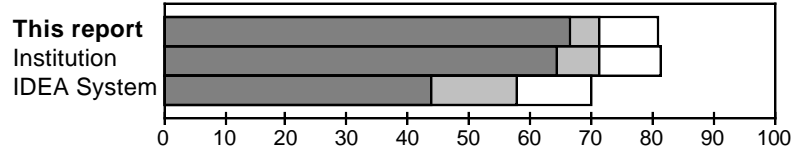
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.7	16
Institution	4.0	3.7	2,165
IDEA System	3.7	3.7	10,256



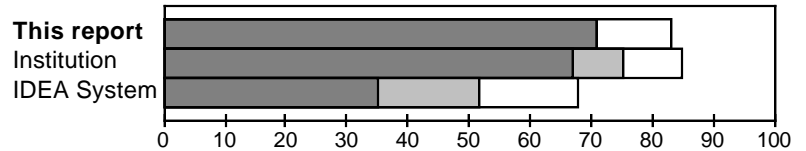
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.9	21
Institution	4.0	3.9	3,001
IDEA System	3.8	3.8	18,174



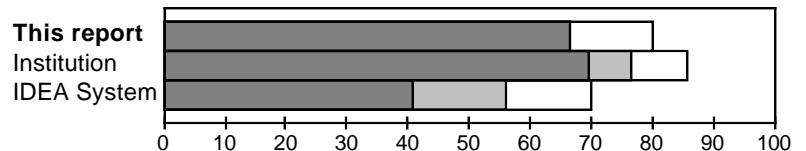
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.8	24
Institution	4.1	3.9	3,206
IDEA System	3.7	3.7	15,656



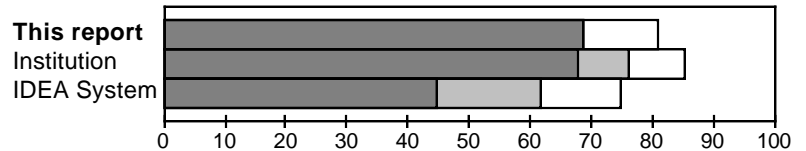
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.8	15
Institution	4.1	3.9	1,897
IDEA System	3.8	3.8	8,715



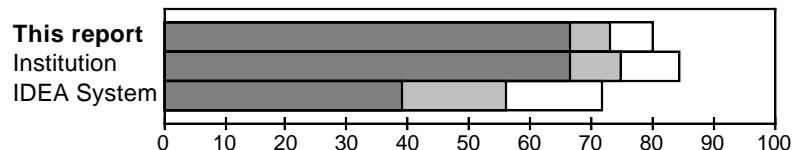
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.8	16
Institution	4.1	3.9	3,187
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.8	15
Institution	4.1	3.9	3,306
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

49 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	49	4.5	0.7	
8. Stimulated students to intellectual effort beyond that required by most courses	49	4.3	0.7	
13. Introduced stimulating ideas about the subject	49	4.3	0.8	
15. Inspired students to set and achieve goals which really challenged them	49	4.3	0.7	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	17	4.5	0.5	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	35	4.5	0.7	
18. Asked students to help each other understand ideas or concepts	33	4.3	0.8	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	49	4.4	0.8	
2. Found ways to help students answer their own questions	49	4.3	0.8	
7. Explained the reasons for criticisms of students' academic performance	48	4.3	0.8	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	13	4.3	1.0	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	24	4.4	0.8	
11. Related course material to real life situations	46	4.4	0.7	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	26	4.5	0.7	
19. Gave projects, tests, or assignments that required original or creative thinking	36	4.5	0.7	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	17	4.3	0.7	
6. Made it clear how each topic fit into the course	49	4.3	0.8	
10. Explained course material clearly and concisely	49	4.1	0.9	
12. Gave tests, projects, etc. that covered the most important points of the course	33	4.3	0.8	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.3	0%	82%
	Institution	3.9	10%	49%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	2%	53%
	Institution	3.9	5%	47%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.8	14%	47%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.7	12%	39%
	Institution	3.5	16%	29%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.1	2%	65%
	Institution	4.0	1%	61%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.4	24%	29%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.6	4%	24%
	Institution	3.6	11%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.4	10%	24%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.2	3.8	56	49
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 49		Percent indicating instructional approach as:	
			Primary	Secondary
Lecture			45%	16%
Discussion/Recitation			2%	27%
Seminar			6%	6%
Skill/Activity			10%	14%
Laboratory			0%	0%
Field Experience			8%	6%
Studio			0%	0%
Multi-Media			0%	2%
Practicum/Clinic			2%	2%
Other/Not Indicated			27%	27%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	42	0%	50%	50%
Oral communication	42	19%	50%	31%
Computer application	42	0%	62%	38%
Group work	42	33%	52%	14%
Mathematical/quantitative work	42	74%	24%	2%
Critical thinking	41	20%	44%	37%
Creative/artistic/design	42	45%	45%	10%
Reading	42	12%	45%	43%
Memorization	42	40%	50%	10%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	37	0%	43%	57%
Experience teaching course	38	0%	5%	95%
Changes in approach	38	3%	66%	32%
Desire to teach the course	42	0%	5%	95%
Control over course management decisions	39	0%	21%	79%
Student background	32	22%	28%	50%
Student enthusiasm	34	24%	32%	44%
Student effort to learn	31	29%	26%	45%
Technical/instructional support	36	3%	61%	36%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

13154, 13157, 13161, 13163, 13165, 13167–13170, 13174, 13176–13188, 13190–13197, 13199–13201, 13203–13207, 13210, 13211, 13216, 13221, 13223, 13226, 13227, 13229, 13231, 13232



IDEA Student Ratings of Instruction

Group Summary Report

Department of Educational Resources
Jacksonville State University
Spring 2011

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	37
Short Form	0
Total	37
Number of Excluded Classes	16
Response Rate	
Classes below 65% Response Rate	26
Average Response Rate	52%
Class Size	
Average Class Size	10

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=37)	Institution (n=5,204)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	73%	87%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	68%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	95%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	86%	70%	55%
Objective 5: Acquiring skills in working with others as a member of a team	54%	36%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	49%	38%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	27%	42%	27%
Objective 8: Developing skill in expressing myself orally or in writing	86%	58%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	86%	62%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	41%	36%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	78%	61%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	62%	64%	41%
Average Number of Objectives Selected As Important or Essential	8.1	7.2	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	41%	19%	38%	5%	27%	16%	32%	11%
Higher (56–62)	20%	30%	24%	16%	32%	32%	27%	32%	38%
Similar (45–55)	40%	27%	43%	35%	46%	27%	35%	27%	41%
Lower (38–44)	20%	0%	8%	8%	11%	5%	11%	3%	3%
Much Lower (37 or lower)	10%	3%	5%	3%	5%	5%	8%	3%	5%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	59	54	55	52	56	52	58	53
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.4	4.1	4.5	4.3	4.3	4.0	4.4	4.2
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

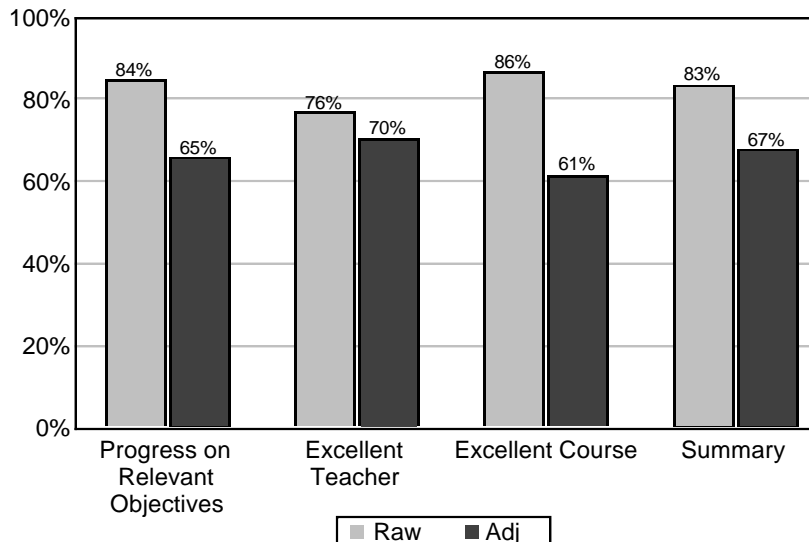
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	14%	14%	0%	5%	22%	14%	5%	5%
Higher (56–62)	20%	30%	27%	51%	46%	22%	30%	41%	43%
Similar (45–55)	40%	49%	46%	38%	35%	43%	35%	46%	41%
Lower (38–44)	20%	5%	11%	8%	8%	5%	14%	3%	5%
Much Lower (37 or lower)	10%	3%	3%	3%	5%	5%	5%	3%	3%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	54	53	54	53	52	52	54	53
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	51	49	53	50	54	50
5-point Scale	This Summary Report		This Institution		This Institution		This Institution	
This Summary Report	4.4	4.1	4.5	4.3	4.3	4.0	4.4	4.2
This Institution	4.2	4.0	4.3	4.1	4.1	3.9	4.2	4.0

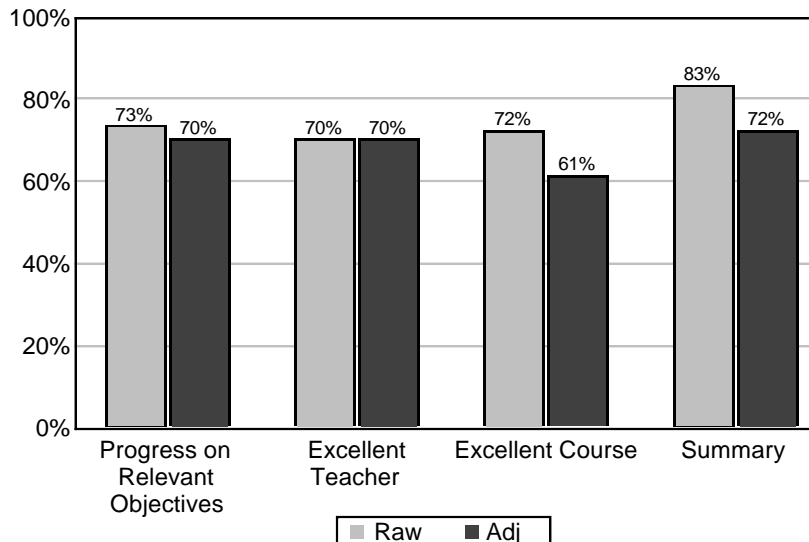
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

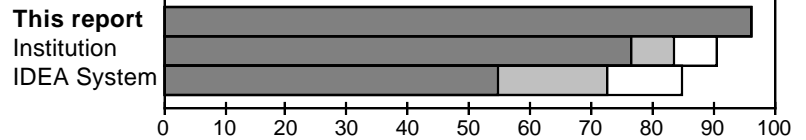
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

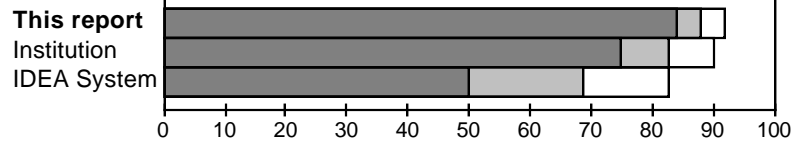
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.3	27
Institution	4.2	4.0	4,529
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00
 3.75
 3.50



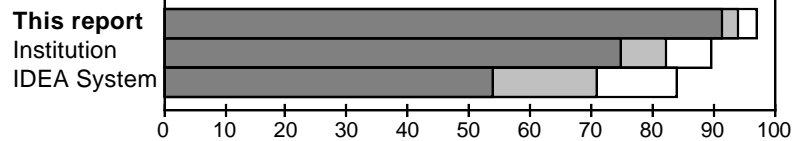
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.1	25
Institution	4.2	4.0	4,278
IDEA System	3.9	3.9	30,398



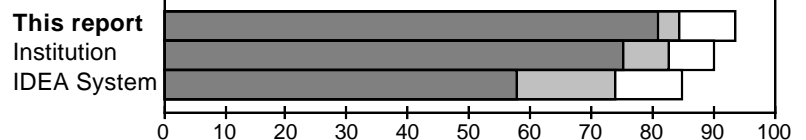
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	35
Institution	4.2	4.0	4,478
IDEA System	4.0	4.0	30,442



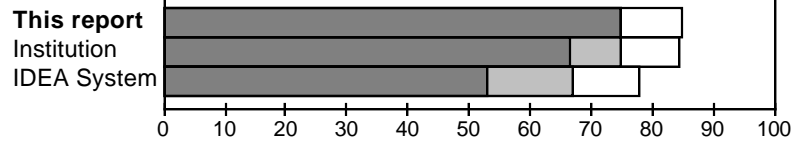
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	32
Institution	4.2	4.0	3,651
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

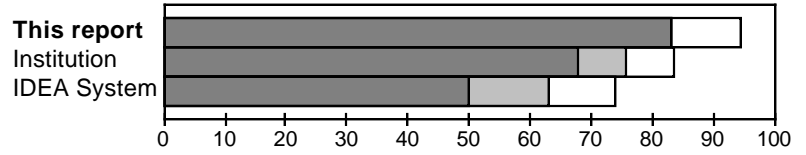
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	20
Institution	4.1	3.8	1,869
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

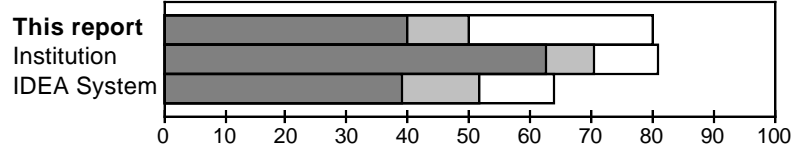
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	18
Institution	4.1	3.9	1,956
IDEA System	3.9	3.9	9,290



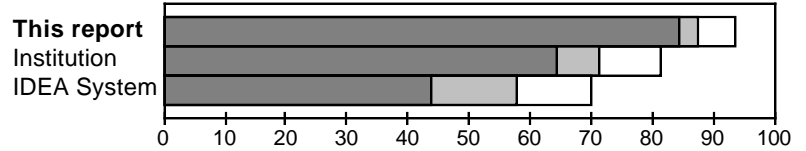
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.6	10
Institution	4.0	3.7	2,165
IDEA System	3.7	3.7	10,256



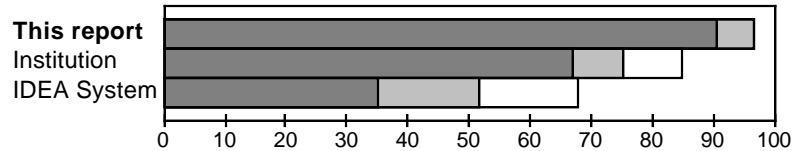
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	32
Institution	4.0	3.9	3,001
IDEA System	3.8	3.8	18,174



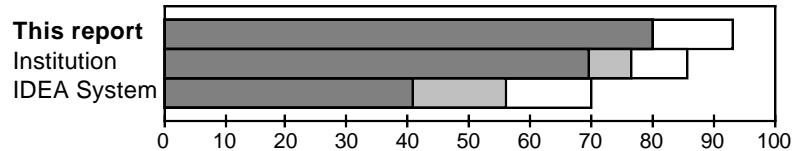
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.2	32
Institution	4.1	3.9	3,206
IDEA System	3.7	3.7	15,656



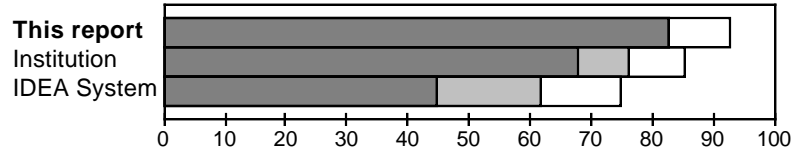
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	15
Institution	4.1	3.9	1,897
IDEA System	3.8	3.8	8,715



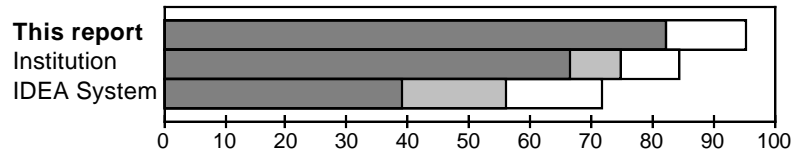
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	29
Institution	4.1	3.9	3,187
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	23
Institution	4.1	3.9	3,306
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

37 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	37	4.6	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	37	4.4	0.6	
13. Introduced stimulating ideas about the subject	37	4.5	0.6	
15. Inspired students to set and achieve goals which really challenged them	37	4.5	0.6	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	20	3.8	0.9	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	35	4.3	0.8	
18. Asked students to help each other understand ideas or concepts	36	4.2	0.8	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	37	4.6	0.5	
2. Found ways to help students answer their own questions	37	4.5	0.6	
7. Explained the reasons for criticisms of students' academic performance	37	4.4	0.6	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	10	4.0	0.8	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	32	4.6	0.5	
11. Related course material to real life situations	35	4.5	0.6	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	34	4.6	0.5	
19. Gave projects, tests, or assignments that required original or creative thinking	36	4.6	0.6	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	26	4.8	0.4	
6. Made it clear how each topic fit into the course	37	4.4	0.7	
10. Explained course material clearly and concisely	37	4.4	0.7	
12. Gave tests, projects, etc. that covered the most important points of the course	29	4.6	0.5	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	3.9	8%	57%
	Institution	3.9	10%	49%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	8%	54%
	Institution	3.9	5%	47%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.9	16%	59%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.4	24%	30%
	Institution	3.5	16%	29%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	0%	78%
	Institution	4.0	1%	61%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.5	11%	24%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.6	5%	32%
	Institution	3.6	11%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	11%	22%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.1	3.8	55	49
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	11%	22%
Discussion/Recitation	0%	8%
Seminar	14%	0%
Skill/Activity	22%	16%
Laboratory	5%	5%
Field Experience	11%	3%
Studio	0%	0%
Multi-Media	11%	14%
Practicum/Clinic	3%	0%
Other/Not Indicated	24%	32%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	32	0%	34%	66%
Oral communication	32	19%	50%	31%
Computer application	32	6%	38%	56%
Group work	31	45%	52%	3%
Mathematical/quantitative work	32	47%	44%	9%
Critical thinking	32	3%	22%	75%
Creative/artistic/design	32	47%	31%	22%
Reading	32	3%	34%	63%
Memorization	32	72%	16%	13%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	26	8%	62%	31%
Experience teaching course	31	0%	19%	81%
Changes in approach	30	3%	63%	33%
Desire to teach the course	32	0%	25%	75%
Control over course management decisions	31	0%	39%	61%
Student background	31	13%	61%	26%
Student enthusiasm	30	0%	57%	43%
Student effort to learn	28	0%	46%	54%
Technical/instructional support	28	4%	50%	46%

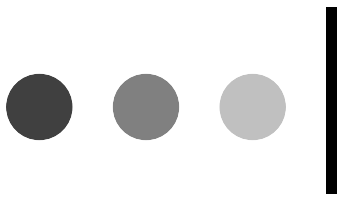
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

13248, 13250–13254, 13256–13260, 13262, 13263, 13265, 13267, 13269–13277, 13279–13287, 13290, 13292–13294



IDEA Student Ratings of Instruction

Group Summary Report

Department of Family & Consumer Sciences
Jacksonville State University
Spring 2011

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	36
Short Form	0
Total	36
Number of Excluded Classes	9
Response Rate	
Classes below 65% Response Rate	33
Average Response Rate	28%
Class Size	
Average Class Size	22

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=36)	Institution (n=5,204)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	94%	87%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	92%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	97%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	83%	70%	55%
Objective 5: Acquiring skills in working with others as a member of a team	56%	36%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	44%	38%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	39%	42%	27%
Objective 8: Developing skill in expressing myself orally or in writing	89%	58%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	83%	62%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	56%	36%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	64%	61%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	72%	64%	41%
Average Number of Objectives Selected As Important or Essential	8.7	7.2	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	19%	8%	33%	3%	25%	17%	28%	6%
Higher (56–62)	20%	31%	17%	17%	31%	39%	11%	28%	28%
Similar (45–55)	40%	44%	56%	36%	36%	25%	50%	39%	47%
Lower (38–44)	20%	3%	14%	8%	22%	6%	14%	3%	14%
Much Lower (37 or lower)	10%	3%	6%	6%	8%	6%	8%	3%	6%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	This Summary Report		IDEA System		5-point Scale		This Summary Report		IDEA System	
This Summary Report	57	51	54	50	56	50	56	51	50	51
IDEA System	51 ²	51 ²	50	50	50	50	50	50	50	51
5-point Scale	This Summary Report		IDEA System		This Summary Report		IDEA System		IDEA System	
This Summary Report	4.3	3.9	4.5	4.2	4.3	3.9	4.3	4.0	4.3	4.0
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

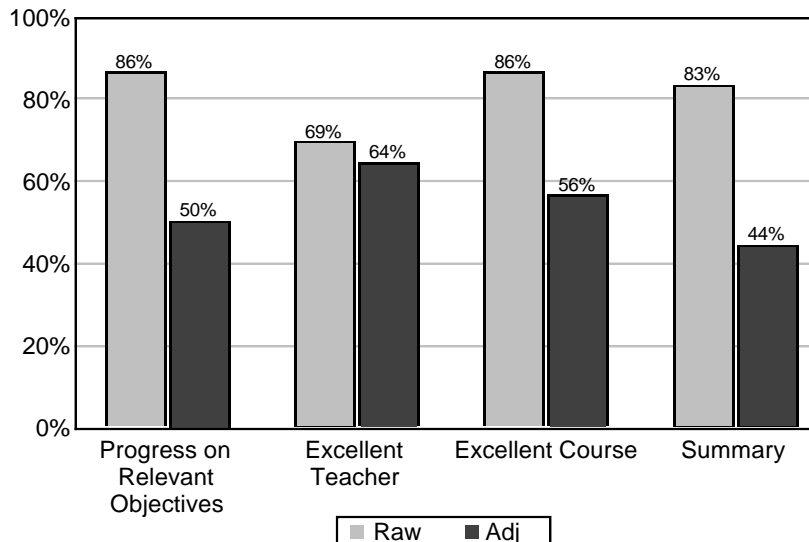
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	6%	6%	0%	8%	8%	17%	0%	6%
Higher (56–62)	20%	33%	19%	50%	33%	39%	11%	39%	28%
Similar (45–55)	40%	50%	56%	33%	28%	42%	50%	50%	47%
Lower (38–44)	20%	6%	17%	11%	22%	6%	14%	8%	14%
Much Lower (37 or lower)	10%	6%	3%	6%	8%	6%	8%	3%	6%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale		This Summary Report		This Institution	
This Summary Report	52	50	53	51	53	51	4.3	3.9	4.3	4.0	4.3	4.0
This Institution	50	50	50	50	50	50	4.2	4.0	4.1	3.9	4.2	4.0
This Institution (compared to IDEA)	55	51	51	49	53	50						
This Institution												

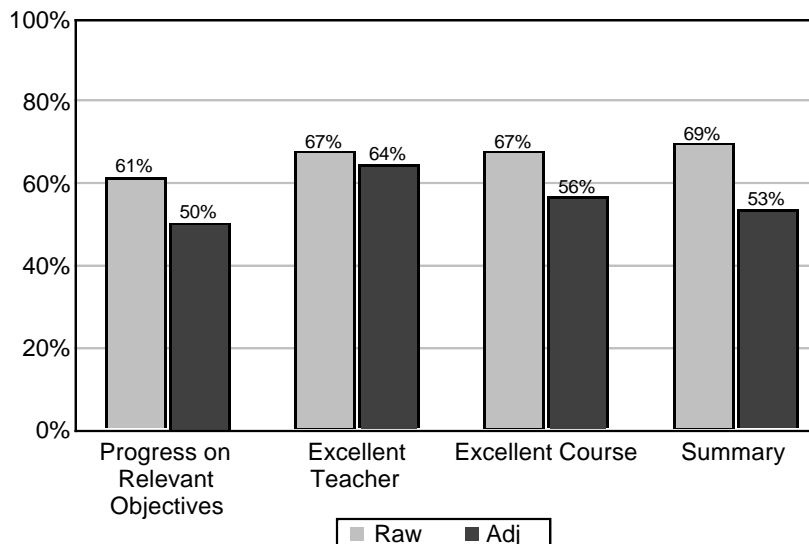
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

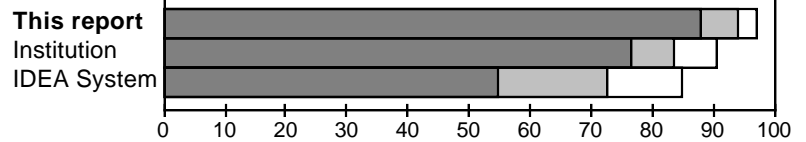
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

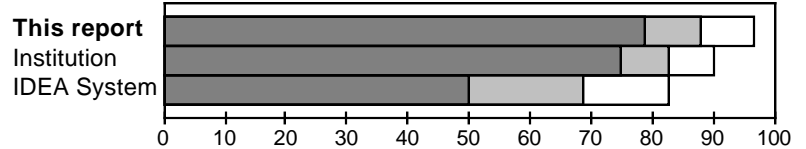
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.2	34
Institution	4.2	4.0	4,529
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



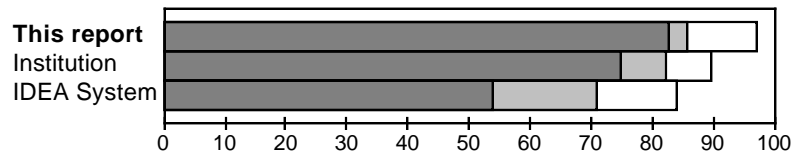
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	33
Institution	4.2	4.0	4,278
IDEA System	3.9	3.9	30,398



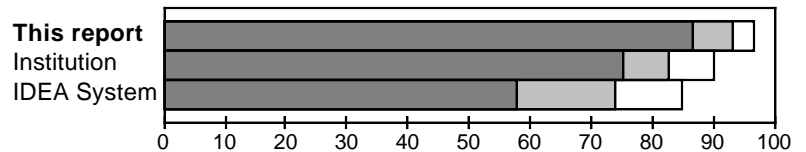
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	35
Institution	4.2	4.0	4,478
IDEA System	4.0	4.0	30,442



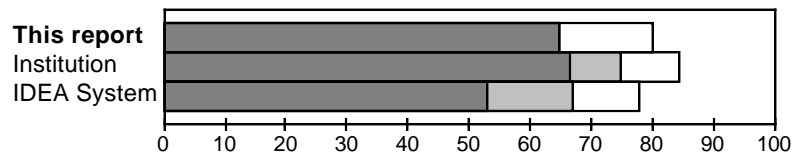
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	30
Institution	4.2	4.0	3,651
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

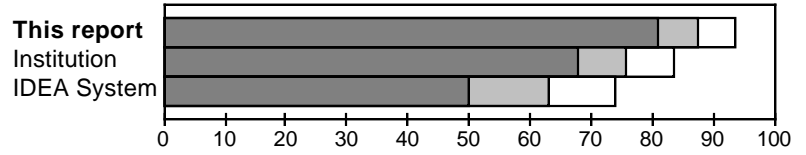
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.5	20
Institution	4.1	3.8	1,869
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 ■

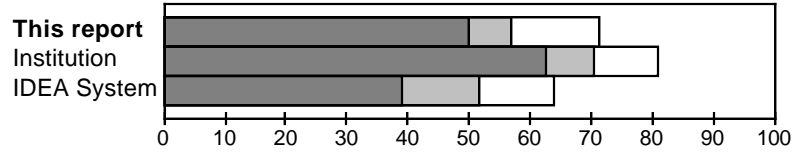
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	16
Institution	4.1	3.9	1,956
IDEA System	3.9	3.9	9,290



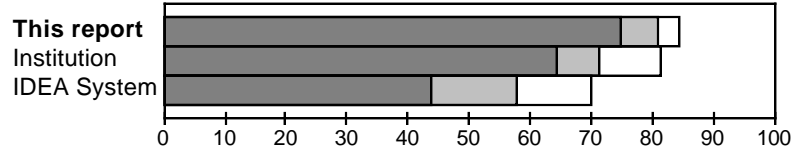
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.3	14
Institution	4.0	3.7	2,165
IDEA System	3.7	3.7	10,256



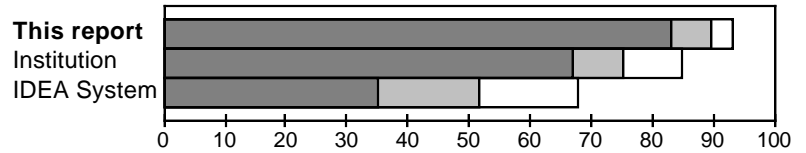
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.8	32
Institution	4.0	3.9	3,001
IDEA System	3.8	3.8	18,174



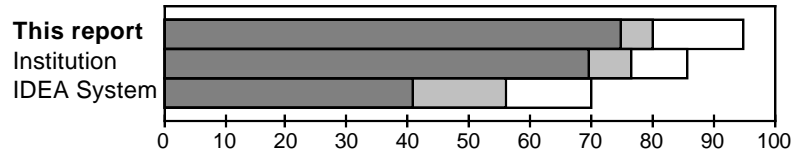
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	30
Institution	4.1	3.9	3,206
IDEA System	3.7	3.7	15,656



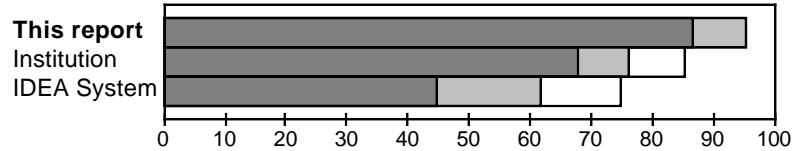
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.8	20
Institution	4.1	3.9	1,897
IDEA System	3.8	3.8	8,715



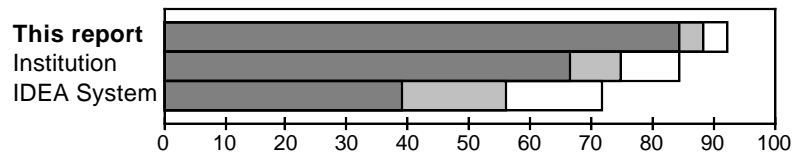
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	23
Institution	4.1	3.9	3,187
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	26
Institution	4.1	3.9	3,306
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

36 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	36	4.5	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	36	4.3	0.6	
13. Introduced stimulating ideas about the subject	36	4.4	0.6	
15. Inspired students to set and achieve goals which really challenged them	36	4.4	0.6	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	21	4.1	0.9	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	34	4.4	0.7	
18. Asked students to help each other understand ideas or concepts	36	4.3	0.7	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	35	4.4	0.5	
2. Found ways to help students answer their own questions	36	4.4	0.6	
7. Explained the reasons for criticisms of students' academic performance	36	4.3	0.6	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	19	4.2	0.7	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	30	4.4	0.6	
11. Related course material to real life situations	34	4.6	0.5	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	31	4.5	0.6	
19. Gave projects, tests, or assignments that required original or creative thinking	35	4.5	0.5	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	10	4.8	0.3	
6. Made it clear how each topic fit into the course	36	4.4	0.6	
10. Explained course material clearly and concisely	35	4.4	0.6	
12. Gave tests, projects, etc. that covered the most important points of the course	35	4.6	0.4	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	3.9	3%	61%
	Institution	3.9	10%	49%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.9	3%	58%
	Institution	3.9	5%	47%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.6	17%	39%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.7	8%	36%
	Institution	3.5	16%	29%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.1	6%	72%
	Institution	4.0	1%	61%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.7	11%	31%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.8	6%	42%
	Institution	3.6	11%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.4	14%	14%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.3	3.9	57	50
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 36		Percent indicating instructional approach as:	
			Primary	Secondary
Lecture			22%	11%
Discussion/Recitation			8%	11%
Seminar			3%	11%
Skill/Activity			11%	8%
Laboratory			0%	3%
Field Experience			3%	11%
Studio			0%	0%
Multi-Media			14%	11%
Practicum/Clinic			6%	0%
Other/Not Indicated			33%	33%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	35	3%	51%	46%
Oral communication	35	40%	34%	26%
Computer application	35	3%	46%	51%
Group work	33	58%	36%	6%
Mathematical/quantitative work	35	77%	20%	3%
Critical thinking	35	3%	43%	54%
Creative/artistic/design	34	59%	24%	18%
Reading	35	6%	17%	77%
Memorization	35	20%	54%	26%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	27	4%	22%	74%
Experience teaching course	35	0%	6%	94%
Changes in approach	33	0%	30%	70%
Desire to teach the course	35	0%	3%	97%
Control over course management decisions	35	0%	9%	91%
Student background	29	7%	21%	72%
Student enthusiasm	30	3%	13%	83%
Student effort to learn	30	3%	10%	87%
Technical/instructional support	31	3%	26%	71%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

13465-13467, 13471-13477, 13479-13488, 13490-13498, 13501-13507



IDEA Student Ratings of Instruction

Group Summary Report

Department of Health, PE and Recreation
Jacksonville State University
Spring 2011

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	51
Short Form	0
Total	51
Number of Excluded Classes	24
Response Rate	
Classes below 65% Response Rate	39
Average Response Rate	42%
Class Size	
Average Class Size	23

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=51)	Institution (n=5,204)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	75%	87%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	69%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	69%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	45%	70%	55%
Objective 5: Acquiring skills in working with others as a member of a team	24%	36%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	10%	38%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	16%	42%	27%
Objective 8: Developing skill in expressing myself orally or in writing	25%	58%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	31%	62%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	31%	36%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	29%	61%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	43%	64%	41%
Average Number of Objectives Selected As Important or Essential	4.7	7.2	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	39%	2%	16%	0%	33%	0%	33%	0%
Higher (56–62)	20%	39%	24%	41%	22%	39%	16%	39%	20%
Similar (45–55)	40%	18%	65%	35%	57%	22%	63%	25%	69%
Lower (38–44)	20%	2%	6%	6%	12%	4%	16%	0%	8%
Much Lower (37 or lower)	10%	2%	4%	2%	10%	2%	6%	2%	4%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	This Summary Report		IDEA System		5-point Scale		This Summary Report		IDEA System			
This Summary Report	59	51	55	49	58	47	58	50	50	51		
IDEA System	51 ²	51 ²	50	50	50	50	50	50	50	51		
5-point Scale	This Summary Report		IDEA System		This Summary Report		IDEA System		This Summary Report		IDEA System	
This Summary Report	4.4	4.0	4.5	4.1	4.4	3.7	4.5	4.0	4.5	4.0	4.0	4.0
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

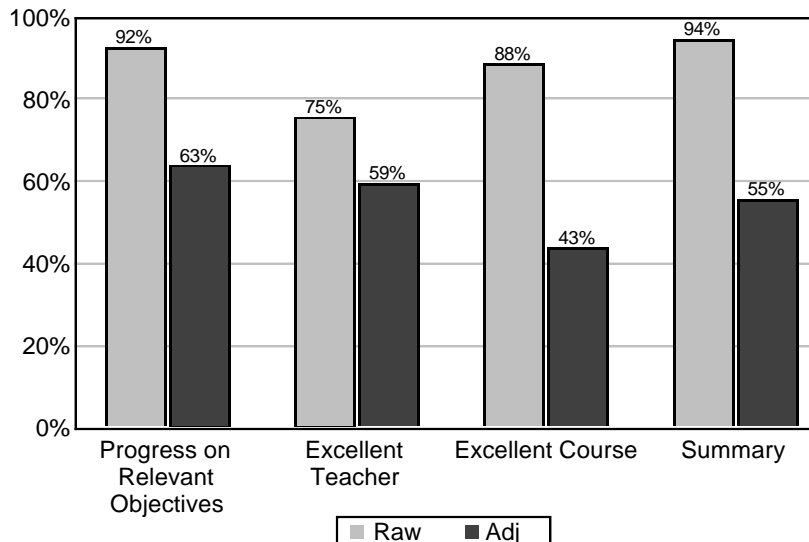
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	8%	0%	0%	0%	12%	0%	6%	0%
Higher (56–62)	20%	45%	16%	47%	29%	51%	16%	51%	16%
Similar (45–55)	40%	43%	76%	45%	51%	29%	67%	37%	75%
Lower (38–44)	20%	2%	4%	6%	14%	6%	12%	4%	6%
Much Lower (37 or lower)	10%	2%	4%	2%	6%	2%	6%	2%	4%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	54	51	53	50	54	48	54	50
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	51	49	53	50	54	50
5-point Scale	This Summary Report		This Institution		This Summary Report		This Institution	
	4.4	4.0	4.5	4.1	4.4	3.7	4.5	4.0
	4.2	4.0	4.3	4.1	4.1	3.9	4.2	4.0

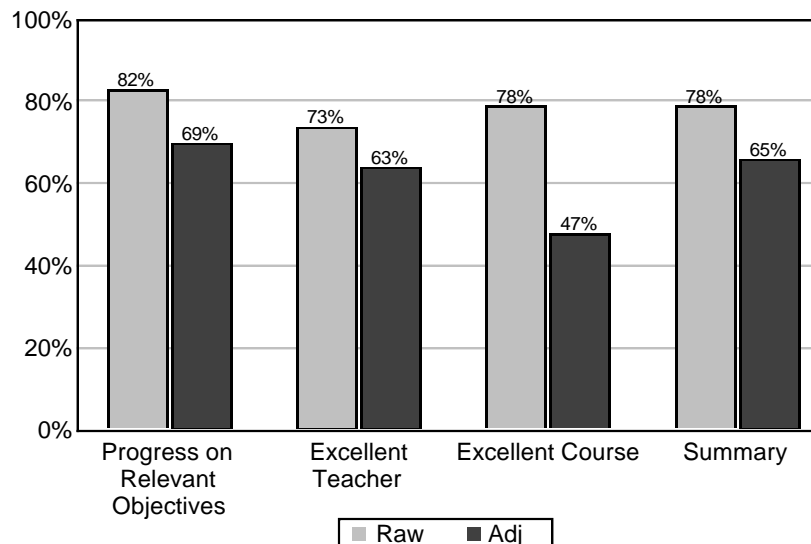
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

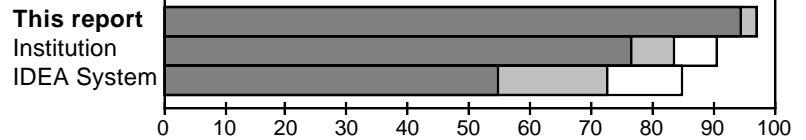
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

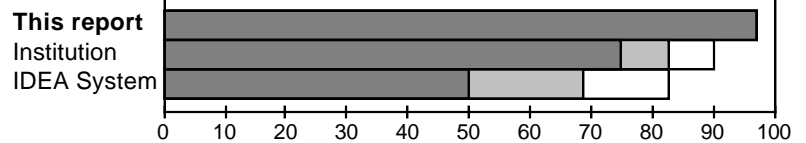
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	38
Institution	4.2	4.0	4,529
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



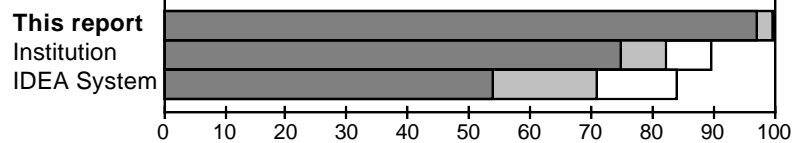
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	35
Institution	4.2	4.0	4,278
IDEA System	3.9	3.9	30,398



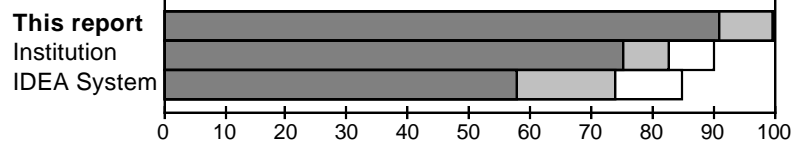
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.0	35
Institution	4.2	4.0	4,478
IDEA System	4.0	4.0	30,442



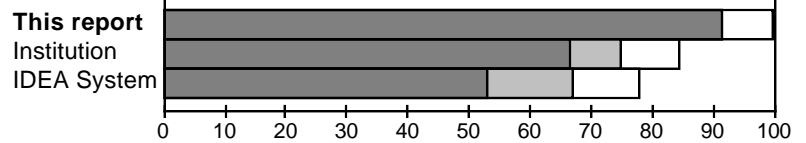
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	23
Institution	4.2	4.0	3,651
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

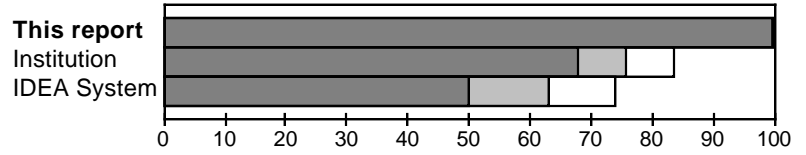
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	3.9	12
Institution	4.1	3.8	1,869
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

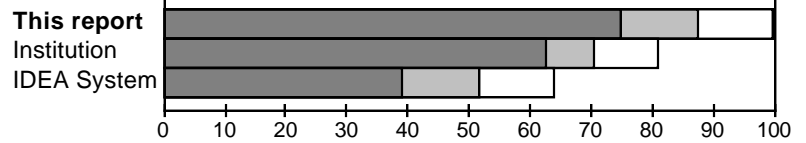
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.8	4.2	5
Institution	4.1	3.9	1,956
IDEA System	3.9	3.9	9,290



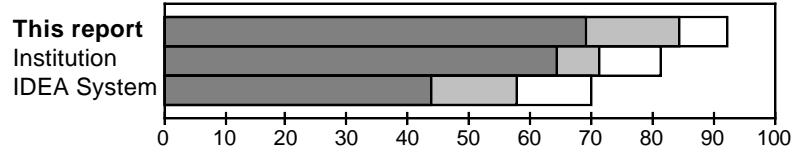
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.7	8
Institution	4.0	3.7	2,165
IDEA System	3.7	3.7	10,256



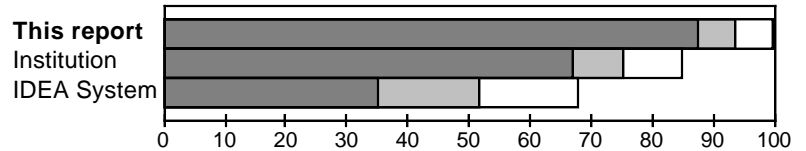
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	13
Institution	4.0	3.9	3,001
IDEA System	3.8	3.8	18,174



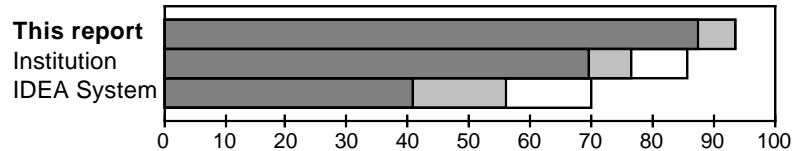
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	16
Institution	4.1	3.9	3,206
IDEA System	3.7	3.7	15,656



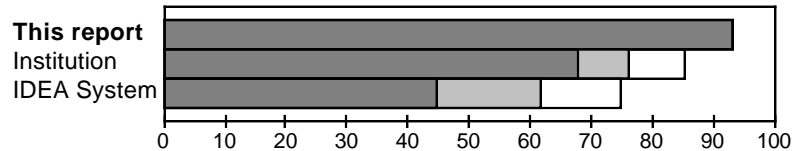
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.0	16
Institution	4.1	3.9	1,897
IDEA System	3.8	3.8	8,715



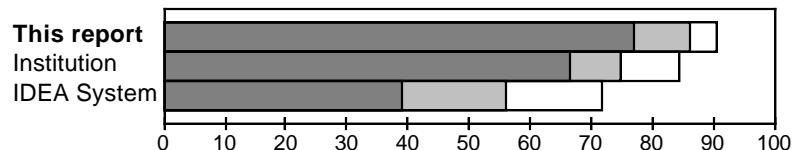
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	15
Institution	4.1	3.9	3,187
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	22
Institution	4.1	3.9	3,306
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

51 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	50	4.6	0.3	
8. Stimulated students to intellectual effort beyond that required by most courses	51	4.4	0.5	
13. Introduced stimulating ideas about the subject	51	4.5	0.5	
15. Inspired students to set and achieve goals which really challenged them	51	4.4	0.6	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	12	4.6	0.3	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	35	4.4	0.5	
18. Asked students to help each other understand ideas or concepts	41	4.5	0.5	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	42	4.6	0.4	
2. Found ways to help students answer their own questions	51	4.5	0.3	
7. Explained the reasons for criticisms of students' academic performance	45	4.4	0.4	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	12	4.4	0.3	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	16	4.5	0.3	
11. Related course material to real life situations	40	4.6	0.3	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	23	4.5	0.5	
19. Gave projects, tests, or assignments that required original or creative thinking	33	4.5	0.3	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	5	4.1	1.5	
6. Made it clear how each topic fit into the course	50	4.5	0.5	
10. Explained course material clearly and concisely	50	4.6	0.4	
12. Gave tests, projects, etc. that covered the most important points of the course	46	4.5	0.6	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.3	0%	82%
	Institution	3.9	10%	49%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	4%	59%
	Institution	3.9	5%	47%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	4.1	0%	61%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	4.2	0%	65%
	Institution	3.5	16%	29%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	0%	82%
	Institution	4.0	1%	61%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.2	31%	12%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.5	12%	24%
	Institution	3.6	11%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.3	25%	10%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.4	3.6	59	46
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	22%	10%
Discussion/Recitation	0%	4%
Seminar	4%	0%
Skill/Activity	22%	10%
Laboratory	2%	6%
Field Experience	8%	10%
Studio	0%	0%
Multi-Media	0%	6%
Practicum/Clinic	0%	0%
Other/Not Indicated	43%	55%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	44	36%	25%	39%
Oral communication	44	52%	34%	14%
Computer application	44	25%	48%	27%
Group work	43	47%	35%	19%
Mathematical/quantitative work	42	71%	26%	2%
Critical thinking	43	37%	35%	28%
Creative/artistic/design	44	70%	27%	2%
Reading	44	30%	43%	27%
Memorization	44	52%	32%	16%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	33	6%	61%	33%
Experience teaching course	43	5%	33%	63%
Changes in approach	41	0%	90%	10%
Desire to teach the course	44	0%	30%	70%
Control over course management decisions	44	0%	30%	70%
Student background	42	36%	50%	14%
Student enthusiasm	41	27%	34%	39%
Student effort to learn	43	28%	30%	42%
Technical/instructional support	37	0%	84%	16%

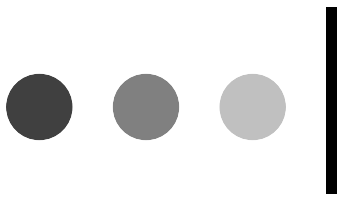
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

13559–13564, 13567, 13569–13575, 13580–13582, 13586, 13587, 13589–13593, 13595–13598, 13601, 13604, 13605, 13607–13609, 13611–13617, 13619–13626, 13628, 13633



IDEA Student Ratings of Instruction

Group Summary Report

Department of Secondary Education
Jacksonville State University
Spring 2011

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	27
Short Form	0
Total	27
Number of Excluded Classes	10
Response Rate	
Classes below 65% Response Rate	15
Average Response Rate	62%
Class Size	
Average Class Size	15

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=27)	Institution (n=5,204)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	67%	87%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	70%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	96%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	85%	70%	55%
Objective 5: Acquiring skills in working with others as a member of a team	48%	36%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	52%	38%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	22%	42%	27%
Objective 8: Developing skill in expressing myself orally or in writing	85%	58%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	85%	62%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	44%	36%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	74%	61%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	70%	64%	41%
Average Number of Objectives Selected As Important or Essential	8.0	7.2	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	33%	7%	15%	0%	15%	4%	19%	4%
Higher (56–62)	20%	30%	11%	30%	22%	30%	22%	37%	11%
Similar (45–55)	40%	26%	52%	33%	44%	33%	15%	26%	52%
Lower (38–44)	20%	4%	19%	11%	11%	11%	30%	11%	15%
Much Lower (37 or lower)	10%	7%	11%	11%	22%	11%	30%	7%	19%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	56	48	50	45	52	42	54	46
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.2	3.8	4.2	3.9	4.0	3.4	4.2	3.7
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

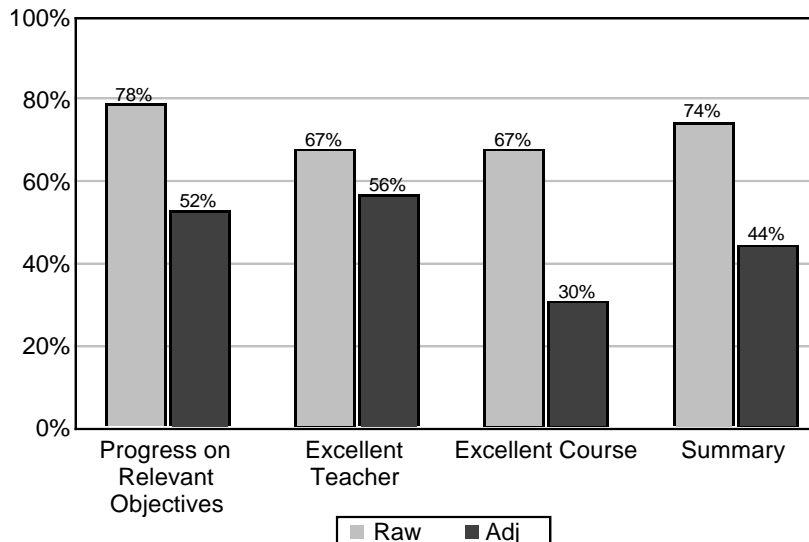
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	4%	4%	0%	4%	7%	4%	4%	4%
Higher (56–62)	20%	33%	11%	44%	19%	22%	19%	26%	11%
Similar (45–55)	40%	44%	59%	33%	44%	44%	26%	48%	52%
Lower (38–44)	20%	11%	15%	11%	11%	15%	30%	15%	19%
Much Lower (37 or lower)	10%	7%	11%	11%	22%	11%	22%	7%	15%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5–point Scale	
This Summary Report	51	48	49	46	48	43	50	47
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	51	49	53	50	54	50
This Summary Report	4.2	3.8	4.2	3.9	4.0	3.4	4.2	3.7
This Institution	4.2	4.0	4.3	4.1	4.1	3.9	4.2	4.0

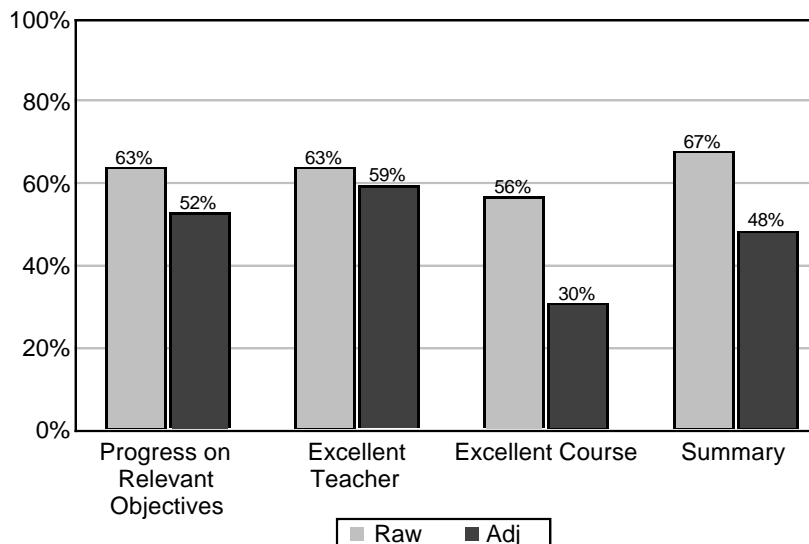
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

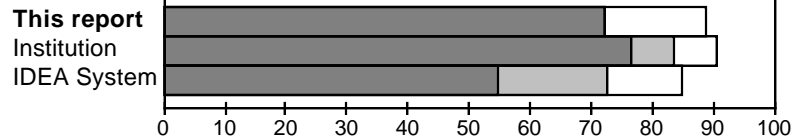
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

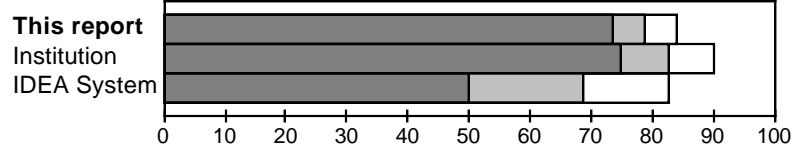
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	18
Institution	4.2	4.0	4,529
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



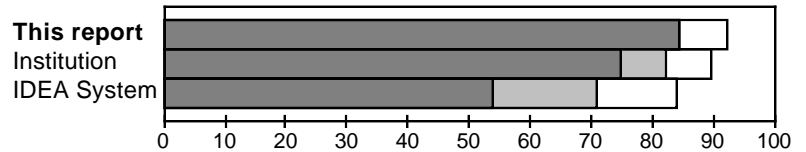
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	19
Institution	4.2	4.0	4,278
IDEA System	3.9	3.9	30,398



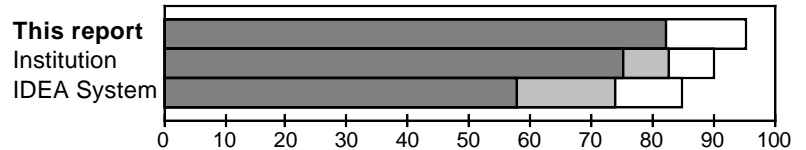
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	26
Institution	4.2	4.0	4,478
IDEA System	4.0	4.0	30,442



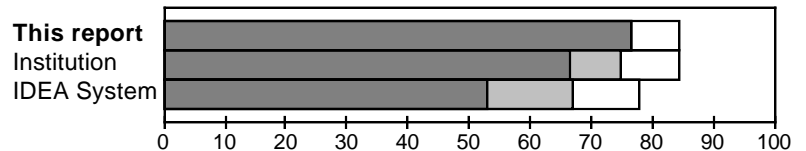
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	23
Institution	4.2	4.0	3,651
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

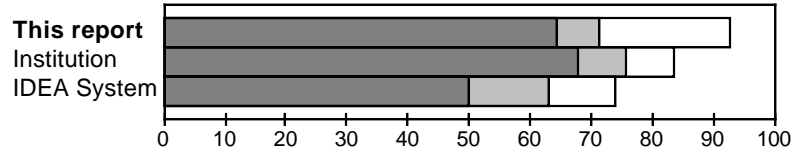
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.7	13
Institution	4.1	3.8	1,869
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 ■

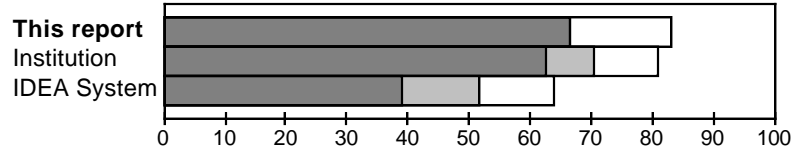
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.6	14
Institution	4.1	3.9	1,956
IDEA System	3.9	3.9	9,290



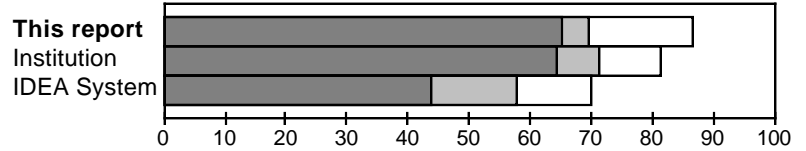
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.6	6
Institution	4.0	3.7	2,165
IDEA System	3.7	3.7	10,256



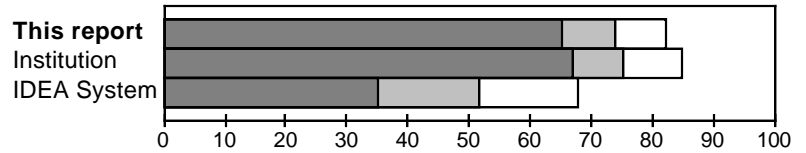
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.6	23
Institution	4.0	3.9	3,001
IDEA System	3.8	3.8	18,174



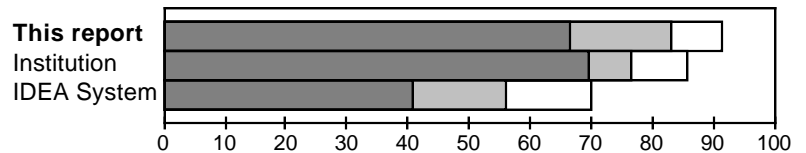
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.7	23
Institution	4.1	3.9	3,206
IDEA System	3.7	3.7	15,656



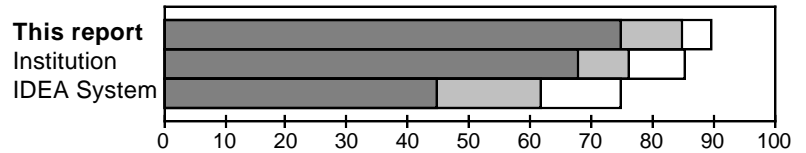
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	12
Institution	4.1	3.9	1,897
IDEA System	3.8	3.8	8,715



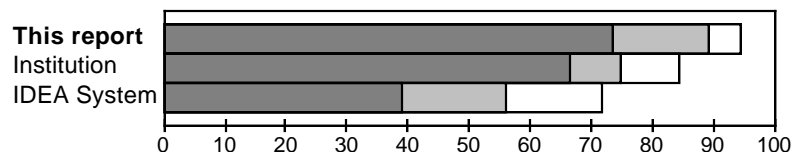
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	20
Institution	4.1	3.9	3,187
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	19
Institution	4.1	3.9	3,306
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

27 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	27	4.4	0.6	
8. Stimulated students to intellectual effort beyond that required by most courses	27	4.2	0.8	
13. Introduced stimulating ideas about the subject	27	4.2	0.7	
15. Inspired students to set and achieve goals which really challenged them	27	4.3	0.6	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	13	4.4	0.6	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26	4.4	0.6	
18. Asked students to help each other understand ideas or concepts	27	4.3	0.7	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	27	4.5	0.6	
2. Found ways to help students answer their own questions	27	4.3	0.6	
7. Explained the reasons for criticisms of students' academic performance	27	4.3	0.6	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	8	4.3	0.6	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	23	4.3	0.6	
11. Related course material to real life situations	26	4.4	0.6	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	24	4.3	0.6	
19. Gave projects, tests, or assignments that required original or creative thinking	27	4.3	0.6	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	16	4.5	0.5	
6. Made it clear how each topic fit into the course	27	4.3	0.7	
10. Explained course material clearly and concisely	27	4.2	0.8	
12. Gave tests, projects, etc. that covered the most important points of the course	21	4.2	0.7	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.0	4%	63%
	Institution	3.9	10%	49%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.8	11%	48%
	Institution	3.9	5%	47%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.6	7%	33%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.8	4%	26%
	Institution	3.5	16%	29%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	0%	78%
	Institution	4.0	1%	61%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.0	48%	4%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.7	11%	41%
	Institution	3.6	11%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.1	41%	7%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.2	3.5	55	45
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 27		Percent indicating instructional approach as:	
			Primary	Secondary
Lecture			11%	11%
Discussion/Recitation			15%	22%
Seminar			26%	4%
Skill/Activity			11%	26%
Laboratory			0%	0%
Field Experience			11%	4%
Studio			0%	0%
Multi-Media			0%	0%
Practicum/Clinic			15%	0%
Other/Not Indicated			11%	33%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	25	0%	36%	64%
Oral communication	24	13%	42%	46%
Computer application	25	16%	36%	48%
Group work	25	36%	56%	8%
Mathematical/quantitative work	24	83%	13%	4%
Critical thinking	25	0%	24%	76%
Creative/artistic/design	25	64%	8%	28%
Reading	25	20%	36%	44%
Memorization	25	96%	4%	0%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	21	19%	48%	33%
Experience teaching course	22	0%	14%	86%
Changes in approach	20	0%	70%	30%
Desire to teach the course	25	0%	4%	96%
Control over course management decisions	24	0%	13%	88%
Student background	22	9%	41%	50%
Student enthusiasm	25	0%	20%	80%
Student effort to learn	22	0%	9%	91%
Technical/instructional support	21	0%	62%	38%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

14144, 14148, 14151–14160, 14162–14167, 14169, 14171–14174, 14177–14180



IDEA Student Ratings of Instruction

Group Summary Report

Department of Curriculum & Instruction
Jacksonville State University
Fall 2011

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	52
Short Form	0
Total	52
Number of Excluded Classes	30
Response Rate	
Classes below 65% Response Rate	39
Average Response Rate	52%
Class Size	
Average Class Size	16

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=52)	Institution (n=7,054)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	77%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	65%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	92%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	85%	71%	55%
Objective 5: Acquiring skills in working with others as a member of a team	54%	37%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	52%	39%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	37%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	54%	59%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	63%	63%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	48%	38%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	63%	63%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	60%	65%	41%
Average Number of Objectives Selected As Important or Essential	7.5	7.3	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	33%	4%	27%	0%	31%	6%	35%	4%
Higher (56–62)	20%	29%	21%	21%	25%	25%	19%	21%	23%
Similar (45–55)	40%	21%	38%	27%	37%	21%	33%	27%	31%
Lower (38–44)	20%	8%	12%	8%	19%	6%	13%	4%	19%
Much Lower (37 or lower)	10%	10%	25%	17%	19%	17%	29%	13%	23%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	54	45	50	44	54	43	53	45
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.2	3.6	4.2	3.8	4.2	3.5	4.2	3.7
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

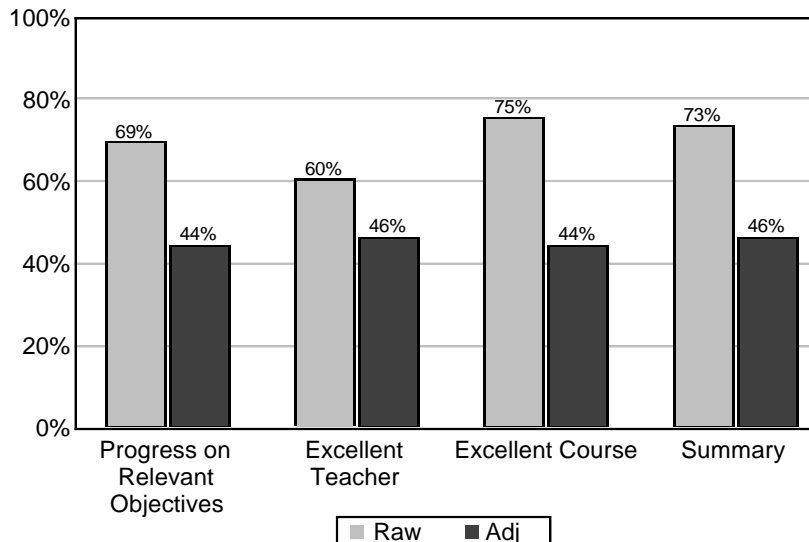
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	12%	0%	0%	0%	19%	4%	10%	0%
Higher (56–62)	20%	25%	21%	46%	31%	21%	19%	33%	25%
Similar (45–55)	40%	37%	42%	29%	31%	37%	38%	37%	37%
Lower (38–44)	20%	13%	13%	8%	19%	4%	15%	6%	17%
Much Lower (37 or lower)	10%	13%	23%	17%	19%	19%	23%	15%	21%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale		This Summary Report		This Institution		
50	46	49	46	50	45	50	46	4.2	3.6	4.2	3.8	4.2	3.7
50	50	50	50	50	50	50	50	4.2	3.9	4.1	4.1	4.2	4.0
55	51	51	49	54	49	54	50	4.2	3.6	4.2	3.8	4.2	3.7
55	51	51	49	54	49	54	50	4.2	3.6	4.2	3.8	4.2	3.7
55	51	51	49	54	49	54	50	4.2	3.6	4.2	3.8	4.2	3.7

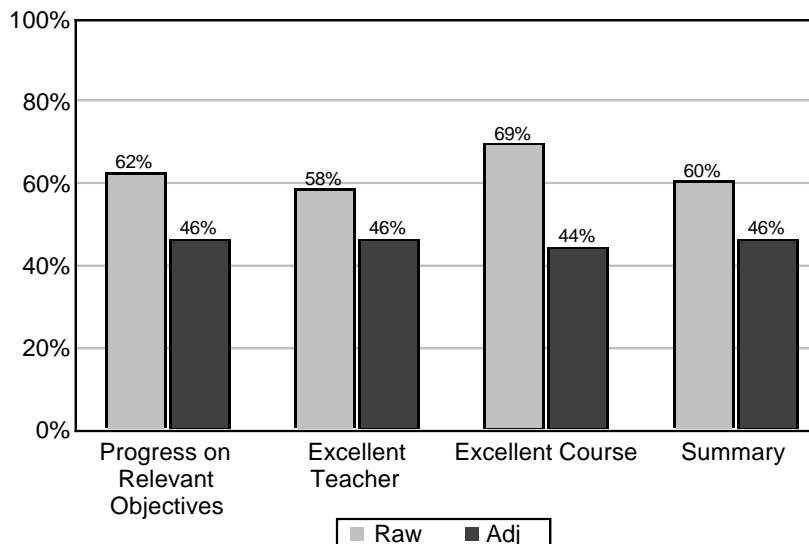
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

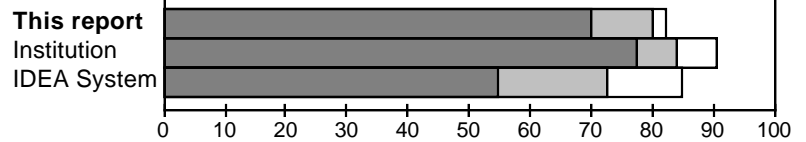
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

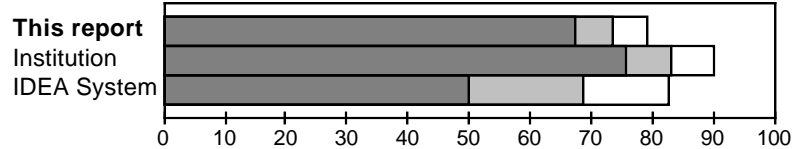
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.7	40
Institution	4.2	4.0	6,092
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



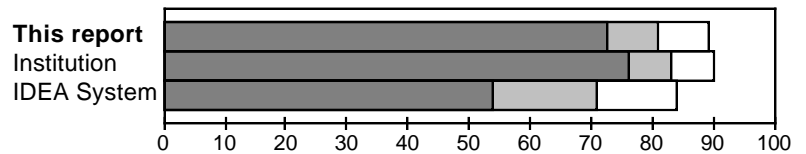
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.7	34
Institution	4.2	4.0	5,794
IDEA System	3.9	3.9	30,398



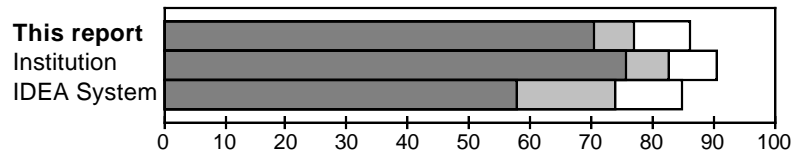
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	48
Institution	4.2	4.0	6,093
IDEA System	4.0	4.0	30,442



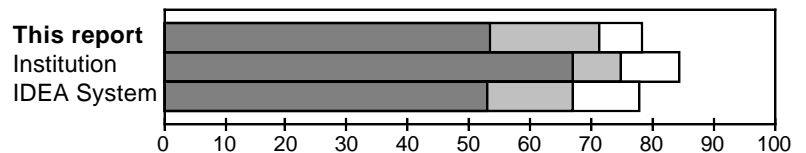
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.6	44
Institution	4.2	4.0	5,042
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

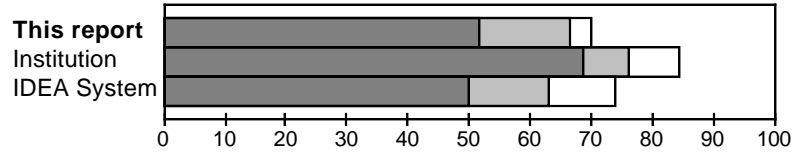
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.5	28
Institution	4.1	3.8	2,585
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

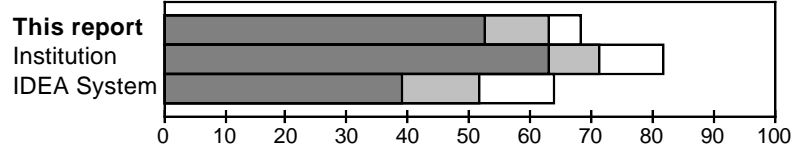
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.8	3.3	27
Institution	4.1	3.9	2,777
IDEA System	3.9	3.9	9,290



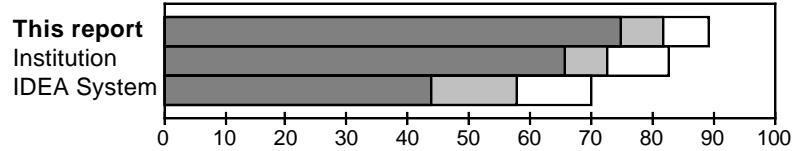
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.7	3.2	19
Institution	4.0	3.7	2,999
IDEA System	3.7	3.7	10,256



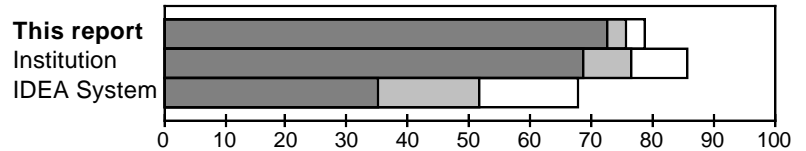
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	28
Institution	4.1	3.9	4,193
IDEA System	3.8	3.8	18,174



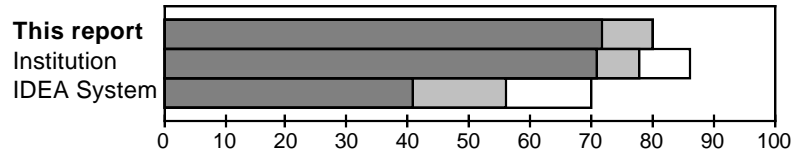
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.6	33
Institution	4.1	3.9	4,422
IDEA System	3.7	3.7	15,656



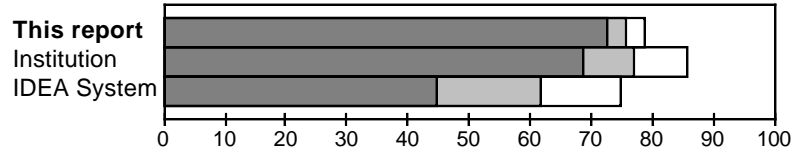
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.6	25
Institution	4.1	3.9	2,645
IDEA System	3.8	3.8	8,715



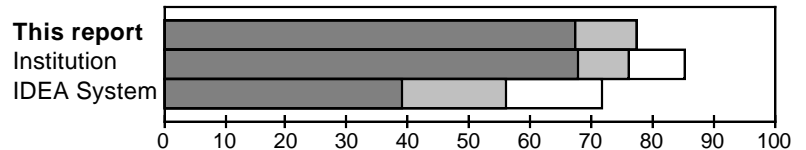
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.6	33
Institution	4.1	3.9	4,417
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.5	31
Institution	4.1	3.9	4,605
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

52 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	52	4.4	0.7	
8. Stimulated students to intellectual effort beyond that required by most courses	52	4.2	0.8	
13. Introduced stimulating ideas about the subject	52	4.2	0.9	
15. Inspired students to set and achieve goals which really challenged them	52	4.3	0.8	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	28	4.1	0.9	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	45	4.3	0.8	
18. Asked students to help each other understand ideas or concepts	47	4.3	0.8	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	52	4.4	0.7	
2. Found ways to help students answer their own questions	52	4.3	0.8	
7. Explained the reasons for criticisms of students' academic performance	52	4.2	0.8	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	20	4.4	0.8	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	33	4.3	0.8	
11. Related course material to real life situations	52	4.4	0.7	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	39	4.5	0.6	
19. Gave projects, tests, or assignments that required original or creative thinking	46	4.4	0.8	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	20	4.5	0.8	
6. Made it clear how each topic fit into the course	52	4.3	0.8	
10. Explained course material clearly and concisely	51	4.1	1.0	
12. Gave tests, projects, etc. that covered the most important points of the course	40	4.3	0.9	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.3	0%	81%
	Institution	3.9	9%	51%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	4%	54%
	Institution	3.9	5%	48%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.7	21%	48%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	4.0	2%	54%
	Institution	3.6	15%	30%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.3	0%	79%
	Institution	4.1	1%	64%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.4	27%	21%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.7	6%	31%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.4	17%	17%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.2	3.4	55	43
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	42%	2%
Discussion/Recitation	8%	38%
Seminar	12%	6%
Skill/Activity	6%	15%
Laboratory	0%	0%
Field Experience	6%	2%
Studio	0%	0%
Multi-Media	4%	12%
Practicum/Clinic	4%	0%
Other/Not Indicated	19%	25%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	50	2%	36%	62%
Oral communication	49	20%	51%	29%
Computer application	50	8%	46%	46%
Group work	50	34%	42%	24%
Mathematical/quantitative work	50	78%	14%	8%
Critical thinking	50	8%	36%	56%
Creative/artistic/design	50	34%	50%	16%
Reading	50	12%	28%	60%
Memorization	50	38%	44%	18%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	47	2%	55%	43%
Experience teaching course	46	0%	15%	85%
Changes in approach	46	0%	46%	54%
Desire to teach the course	50	0%	10%	90%
Control over course management decisions	50	2%	20%	78%
Student background	47	9%	43%	49%
Student enthusiasm	47	0%	28%	72%
Student effort to learn	47	0%	23%	77%
Technical/instructional support	47	4%	43%	53%

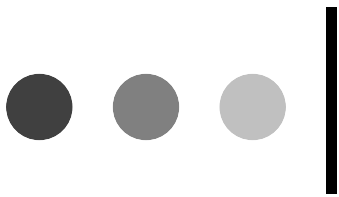
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

14597-14603, 14606, 14609, 14612, 14614-14619, 14621-14625, 14627-14631, 14633-14638, 14640, 14641, 14643-14645, 14647-14649, 14651-14653, 14655, 14657, 14662-14664, 14666, 14671, 14672, 14678



IDEA Student Ratings of Instruction

Group Summary Report

Department of Educational Resources
Jacksonville State University
Fall 2011

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	36
Short Form	0
Total	36
Number of Excluded Classes	10
Response Rate	
Classes below 65% Response Rate	25
Average Response Rate	55%
Class Size	
Average Class Size	11

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=36)	Institution (n=7,054)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	69%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	69%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	97%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	92%	71%	55%
Objective 5: Acquiring skills in working with others as a member of a team	53%	37%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	47%	39%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	31%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	81%	59%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	83%	63%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	53%	38%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	81%	63%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	83%	65%	41%
Average Number of Objectives Selected As Important or Essential	8.4	7.3	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	31%	8%	11%	6%	22%	11%	25%	8%
Higher (56–62)	20%	25%	19%	28%	11%	31%	6%	22%	19%
Similar (45–55)	40%	31%	39%	31%	44%	25%	44%	31%	36%
Lower (38–44)	20%	11%	14%	19%	19%	14%	11%	17%	17%
Much Lower (37 or lower)	10%	3%	19%	11%	19%	8%	28%	6%	19%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	56	48	51	47	53	46	54	48
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.2	3.8	4.2	4.0	4.1	3.7	4.2	3.8
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

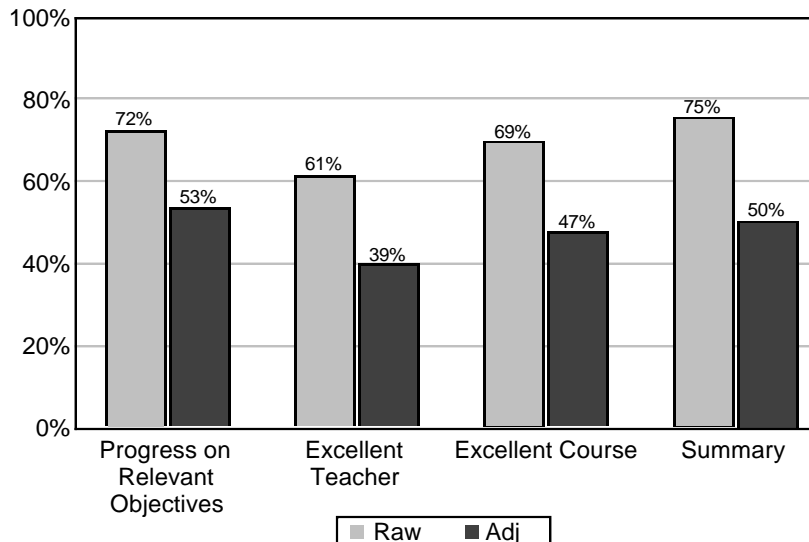
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	8%	6%	0%	8%	6%	8%	3%	6%
Higher (56–62)	20%	36%	19%	36%	14%	22%	8%	33%	22%
Similar (45–55)	40%	33%	44%	33%	39%	44%	50%	42%	39%
Lower (38–44)	20%	11%	14%	17%	25%	14%	14%	11%	17%
Much Lower (37 or lower)	10%	11%	17%	14%	14%	14%	19%	11%	17%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale		This Summary Report		This Institution	
	51	48	50	48	50	47	51	48	4.2	3.8	4.2	3.8
	50	50	50	50	50	50	50	50	4.2	3.9	4.2	4.0
	55	51	51	49	54	49	54	50	4.2	3.8	4.2	3.8
	4.2	3.8	4.2	4.0	4.1	3.7	4.2	3.8	4.2	3.9	4.2	4.0

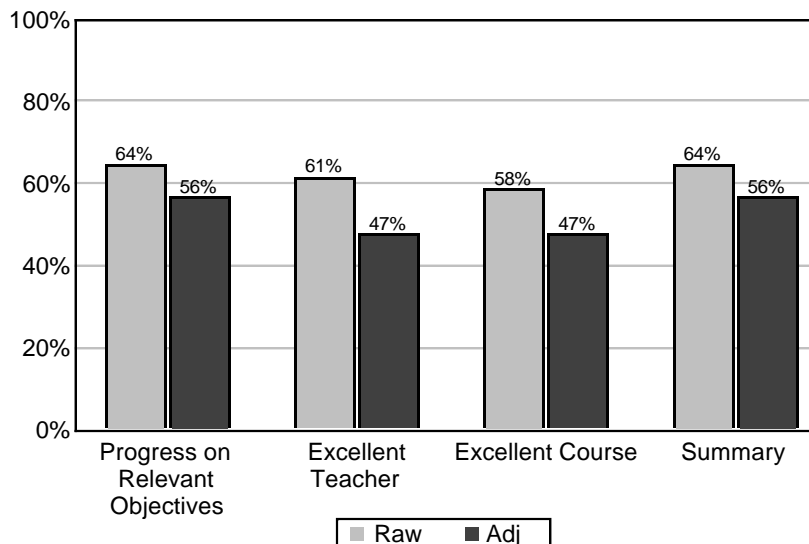
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

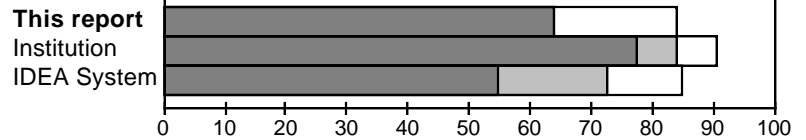
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

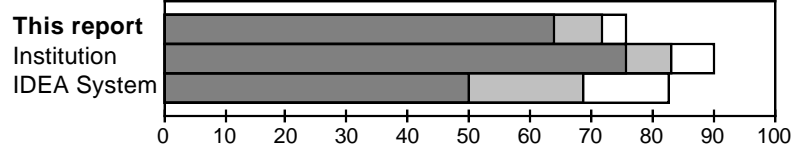
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.8	25
Institution	4.2	4.0	6,092
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



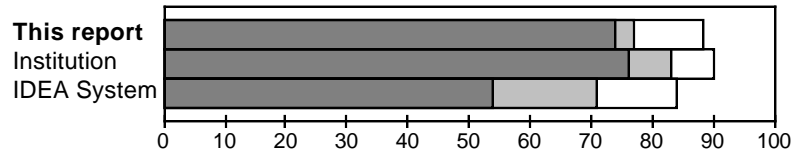
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.8	25
Institution	4.2	4.0	5,794
IDEA System	3.9	3.9	30,398



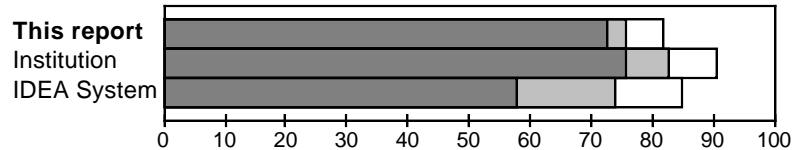
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	35
Institution	4.2	4.0	6,093
IDEA System	4.0	4.0	30,442



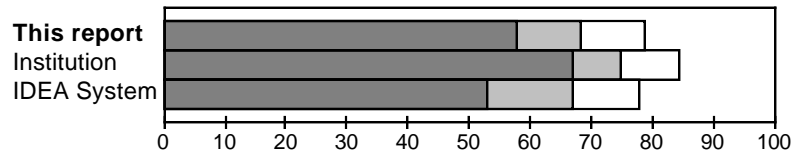
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	33
Institution	4.2	4.0	5,042
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

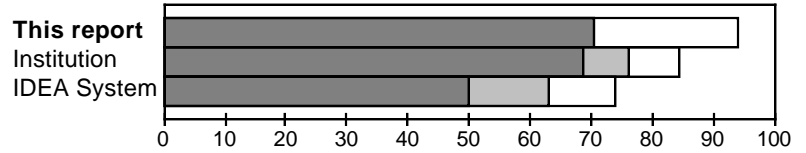
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.5	19
Institution	4.1	3.8	2,585
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 ■

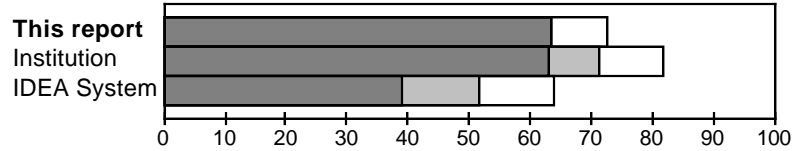
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.7	17
Institution	4.1	3.9	2,777
IDEA System	3.9	3.9	9,290



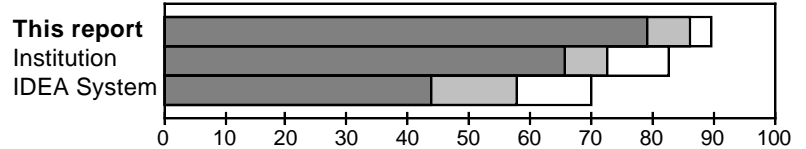
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	11
Institution	4.0	3.7	2,999
IDEA System	3.7	3.7	10,256



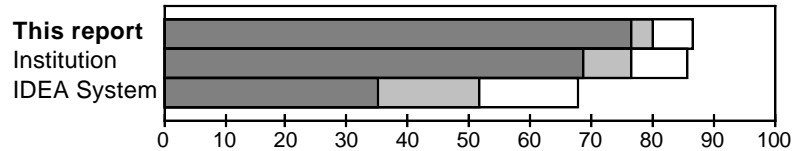
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	29
Institution	4.1	3.9	4,193
IDEA System	3.8	3.8	18,174



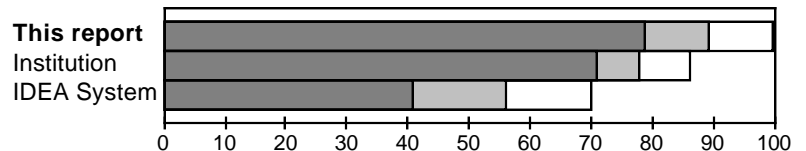
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	30
Institution	4.1	3.9	4,422
IDEA System	3.7	3.7	15,656



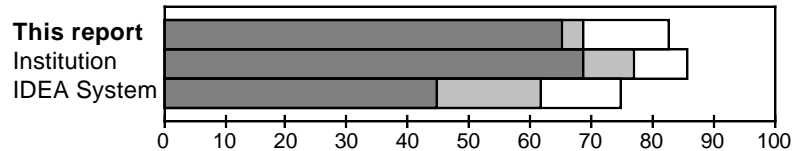
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	19
Institution	4.1	3.9	2,645
IDEA System	3.8	3.8	8,715



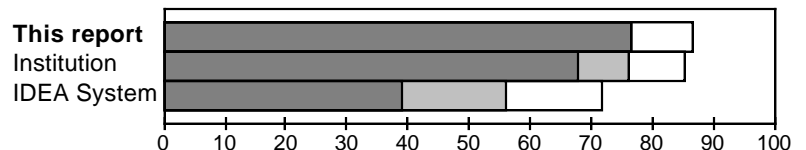
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.7	29
Institution	4.1	3.9	4,417
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	30
Institution	4.1	3.9	4,605
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

36 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	36	4.5	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	36	4.3	0.6	
13. Introduced stimulating ideas about the subject	36	4.3	0.7	
15. Inspired students to set and achieve goals which really challenged them	36	4.3	0.6	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	19	4.2	0.8	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	35	4.1	0.8	
18. Asked students to help each other understand ideas or concepts	35	4.0	0.9	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	36	4.5	0.5	
2. Found ways to help students answer their own questions	36	4.3	0.6	
7. Explained the reasons for criticisms of students' academic performance	36	4.4	0.6	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	5	3.9	0.9	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	30	4.5	0.4	
11. Related course material to real life situations	35	4.4	0.7	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	33	4.5	0.5	
19. Gave projects, tests, or assignments that required original or creative thinking	35	4.5	0.4	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	30	4.5	0.5	
6. Made it clear how each topic fit into the course	36	4.4	0.6	
10. Explained course material clearly and concisely	36	4.3	0.7	
12. Gave tests, projects, etc. that covered the most important points of the course	27	4.4	0.7	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.0	8%	61%
	Institution	3.9	9%	51%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	0%	56%
	Institution	3.9	5%	48%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.8	14%	39%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.6	14%	36%
	Institution	3.6	15%	30%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	0%	83%
	Institution	4.1	1%	64%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.7	0%	33%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.8	3%	36%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	8%	17%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.2	3.7	55	47
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 36		Percent indicating instructional approach as:	
			Primary	Secondary
Lecture			6%	14%
Discussion/Recitation			6%	11%
Seminar			17%	6%
Skill/Activity			22%	17%
Laboratory			3%	3%
Field Experience			6%	0%
Studio			0%	0%
Multi-Media			17%	22%
Practicum/Clinic			3%	0%
Other/Not Indicated			22%	28%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	33	0%	33%	67%
Oral communication	32	9%	78%	13%
Computer application	33	3%	39%	58%
Group work	33	52%	39%	9%
Mathematical/quantitative work	31	71%	23%	6%
Critical thinking	32	0%	22%	78%
Creative/artistic/design	32	34%	41%	25%
Reading	33	3%	21%	76%
Memorization	31	45%	48%	6%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	27	15%	33%	52%
Experience teaching course	26	0%	4%	96%
Changes in approach	28	4%	46%	50%
Desire to teach the course	30	0%	13%	87%
Control over course management decisions	30	0%	17%	83%
Student background	26	0%	58%	42%
Student enthusiasm	26	19%	12%	69%
Student effort to learn	28	18%	11%	71%
Technical/instructional support	29	0%	45%	55%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

14698–14708, 14710–14713, 14715, 14717, 14720–14723, 14725, 14727–14735, 14738, 14739, 14741–14743



IDEA Student Ratings of Instruction

Group Summary Report

Department of Family and Consumer Science
Jacksonville State University
Fall 2011

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	34
Short Form	0
Total	34
Number of Excluded Classes	7
Response Rate	
Classes below 65% Response Rate	34
Average Response Rate	30%
Class Size	
Average Class Size	22

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=34)	Institution (n=7,054)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	97%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	91%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	94%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	82%	71%	55%
Objective 5: Acquiring skills in working with others as a member of a team	38%	37%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	26%	39%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	18%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	62%	59%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	68%	63%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	44%	38%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	59%	63%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	68%	65%	41%
Average Number of Objectives Selected As Important or Essential	7.5	7.3	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	32%	9%	24%	0%	21%	3%	32%	3%
Higher (56–62)	20%	35%	26%	18%	18%	47%	29%	29%	26%
Similar (45–55)	40%	32%	50%	47%	53%	32%	38%	38%	53%
Lower (38–44)	20%	0%	12%	12%	26%	0%	21%	0%	15%
Much Lower (37 or lower)	10%	0%	3%	0%	3%	0%	9%	0%	3%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	60	52	54	49	58	50	58	51
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	4.4	4.0	4.4	4.1	4.4	3.9	4.4	4.0
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

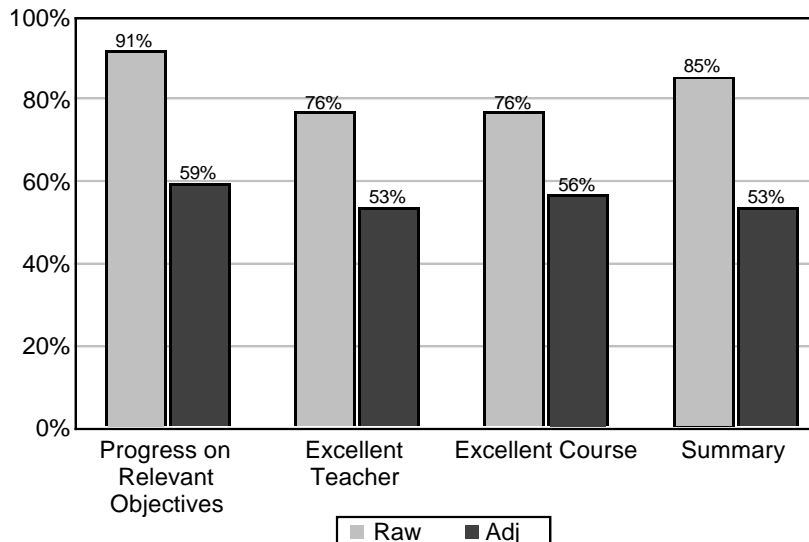
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	12%	3%	0%	3%	12%	3%	9%	3%
Higher (56–62)	20%	29%	29%	32%	26%	26%	29%	26%	26%
Similar (45–55)	40%	50%	50%	50%	44%	53%	41%	62%	56%
Lower (38–44)	20%	9%	15%	18%	26%	9%	24%	3%	12%
Much Lower (37 or lower)	10%	0%	3%	0%	0%	0%	3%	0%	3%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	54	52	53	50	54	50	54	51
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	51	49	54	49	54	50
This Summary Report	4.4	4.0	4.4	4.1	4.4	3.9	4.4	4.0
This Institution	4.2	3.9	4.3	4.1	4.1	3.9	4.2	4.0

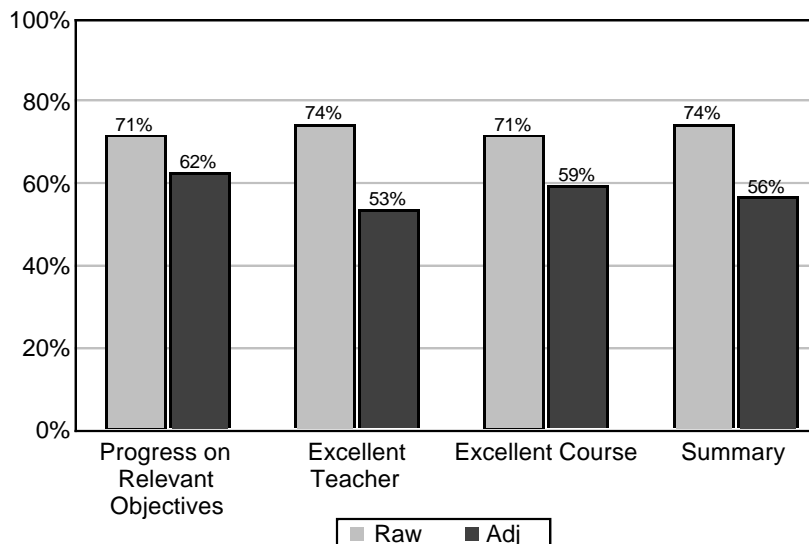
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

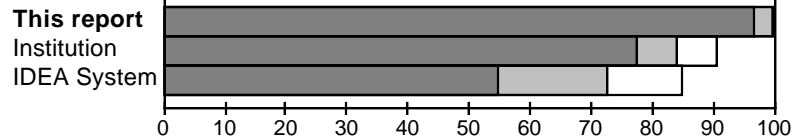
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

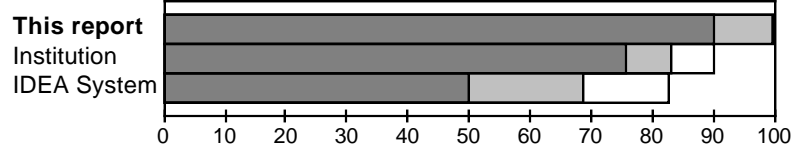
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.2	33
Institution	4.2	4.0	6,092
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



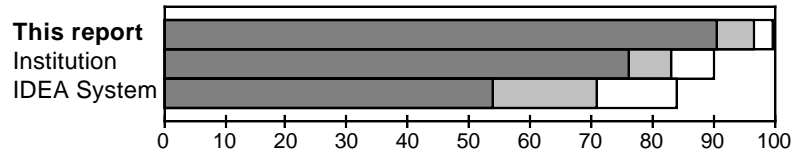
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	31
Institution	4.2	4.0	5,794
IDEA System	3.9	3.9	30,398



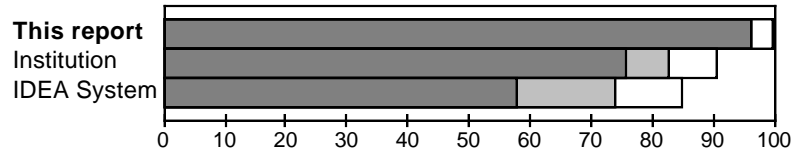
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	32
Institution	4.2	4.0	6,093
IDEA System	4.0	4.0	30,442



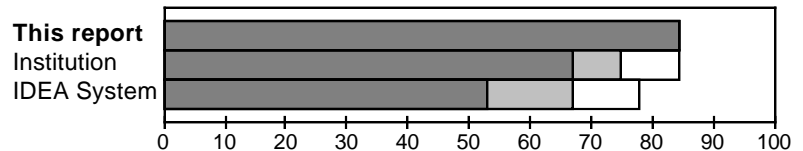
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.6	4.2	28
Institution	4.2	4.0	5,042
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

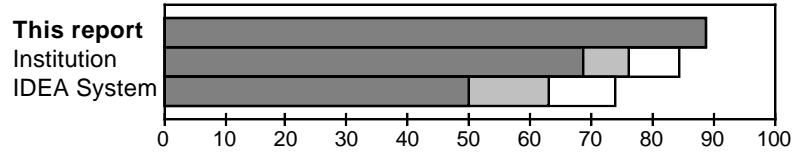
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.7	13
Institution	4.1	3.8	2,585
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 ■

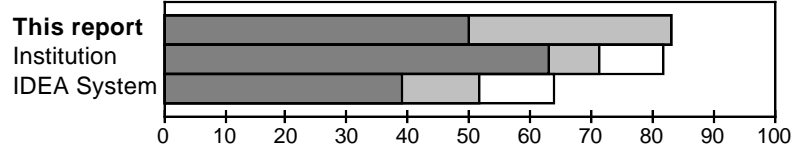
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	9
Institution	4.1	3.9	2,777
IDEA System	3.9	3.9	9,290



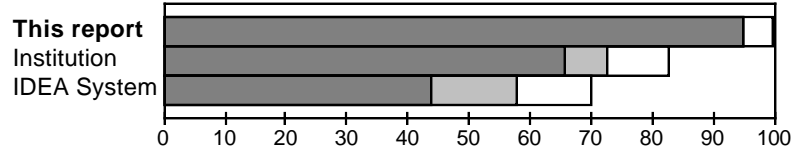
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.6	6
Institution	4.0	3.7	2,999
IDEA System	3.7	3.7	10,256



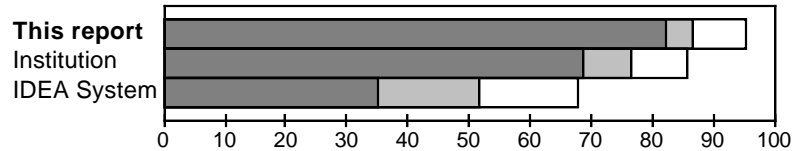
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	21
Institution	4.1	3.9	4,193
IDEA System	3.8	3.8	18,174



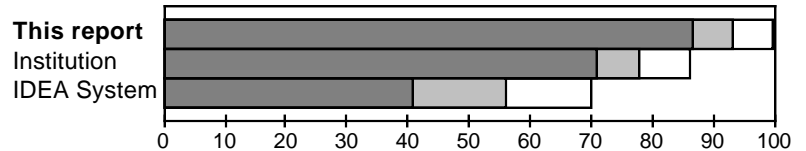
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	23
Institution	4.1	3.9	4,422
IDEA System	3.7	3.7	15,656



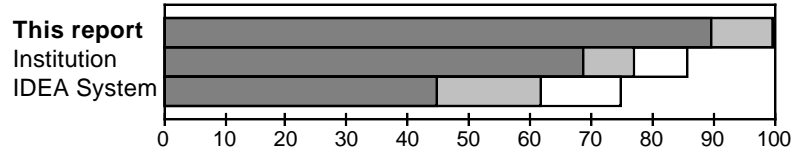
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	15
Institution	4.1	3.9	2,645
IDEA System	3.8	3.8	8,715



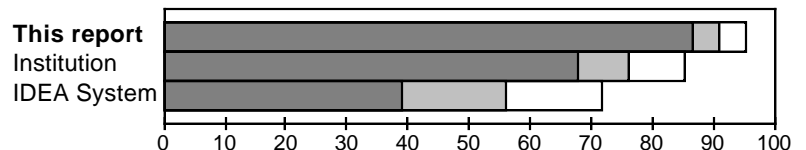
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	20
Institution	4.1	3.9	4,417
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	23
Institution	4.1	3.9	4,605
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

34 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	34	4.6	0.4	
8. Stimulated students to intellectual effort beyond that required by most courses	34	4.4	0.5	
13. Introduced stimulating ideas about the subject	34	4.5	0.4	
15. Inspired students to set and achieve goals which really challenged them	34	4.4	0.5	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	13	4.5	0.4	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	29	4.4	0.5	
18. Asked students to help each other understand ideas or concepts	34	4.3	0.6	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	33	4.6	0.4	
2. Found ways to help students answer their own questions	34	4.4	0.5	
7. Explained the reasons for criticisms of students' academic performance	34	4.3	0.5	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	13	4.4	0.6	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	23	4.4	0.5	
11. Related course material to real life situations	33	4.6	0.4	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	26	4.7	0.4	
19. Gave projects, tests, or assignments that required original or creative thinking	32	4.4	0.5	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	9	4.8	0.2	
6. Made it clear how each topic fit into the course	34	4.6	0.4	
10. Explained course material clearly and concisely	33	4.5	0.5	
12. Gave tests, projects, etc. that covered the most important points of the course	33	4.6	0.3	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.1	0%	62%
	Institution	3.9	9%	51%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.9	0%	41%
	Institution	3.9	5%	48%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.8	9%	41%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.8	0%	35%
	Institution	3.6	15%	30%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.3	0%	85%
	Institution	4.1	1%	64%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.5	12%	21%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.7	9%	38%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.3	24%	18%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.3	3.8	58	49
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	38%	6%
Discussion/Recitation	9%	12%
Seminar	6%	6%
Skill/Activity	6%	21%
Laboratory	3%	15%
Field Experience	3%	0%
Studio	0%	0%
Multi-Media	24%	12%
Practicum/Clinic	6%	0%
Other/Not Indicated	6%	29%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	33	9%	73%	18%
Oral communication	33	33%	42%	24%
Computer application	32	6%	63%	31%
Group work	33	61%	33%	6%
Mathematical/quantitative work	33	58%	30%	12%
Critical thinking	34	9%	50%	41%
Creative/artistic/design	32	69%	25%	6%
Reading	33	6%	27%	67%
Memorization	34	29%	38%	32%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	26	4%	31%	65%
Experience teaching course	32	0%	13%	88%
Changes in approach	29	0%	41%	59%
Desire to teach the course	32	0%	9%	91%
Control over course management decisions	34	0%	12%	88%
Student background	32	9%	34%	56%
Student enthusiasm	32	3%	28%	69%
Student effort to learn	30	3%	17%	80%
Technical/instructional support	33	6%	21%	73%

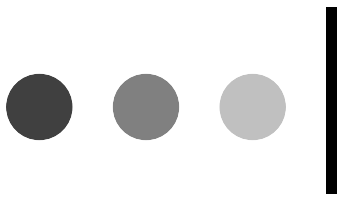
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

14934–14937, 14939–14950, 14952–14954, 14956–14962, 14964, 14966–14968, 14971–14974



IDEA Student Ratings of Instruction

Group Summary Report

Department of Health, P.E. & Recreation
Jacksonville State University
Fall 2011

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	46
Short Form	0
Total	46
Number of Excluded Classes	36
Response Rate	
Classes below 65% Response Rate	41
Average Response Rate	39%
Class Size	
Average Class Size	25

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=46)	Institution (n=7,054)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	80%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	76%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	80%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	72%	71%	55%
Objective 5: Acquiring skills in working with others as a member of a team	39%	37%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	26%	39%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	26%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	43%	59%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	48%	63%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	57%	38%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	37%	63%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	46%	65%	41%
Average Number of Objectives Selected As Important or Essential	6.3	7.3	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	39%	7%	26%	0%	30%	7%	30%	4%
Higher (56–62)	20%	35%	33%	41%	35%	46%	24%	48%	28%
Similar (45–55)	40%	20%	48%	30%	57%	22%	63%	20%	63%
Lower (38–44)	20%	7%	13%	2%	9%	0%	4%	2%	4%
Much Lower (37 or lower)	10%	0%	0%	0%	0%	2%	2%	0%	0%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation	
This Summary Report	59	53	57	53	59	52	59	53
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation	
This Summary Report	4.4	4.1	4.6	4.4	4.5	4.0	4.5	4.2
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

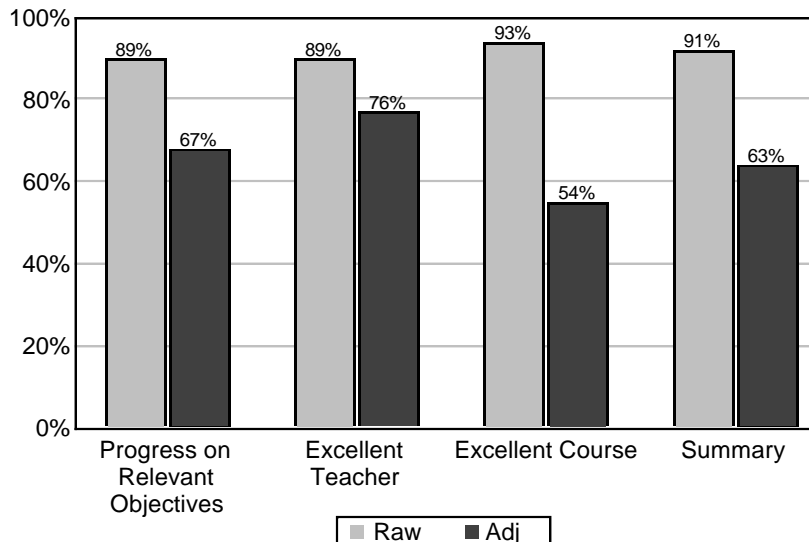
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	4%	4%	0%	7%	11%	4%	4%	4%
Higher (56–62)	20%	50%	33%	65%	39%	48%	26%	54%	28%
Similar (45–55)	40%	37%	52%	33%	48%	37%	65%	35%	65%
Lower (38–44)	20%	9%	11%	2%	7%	2%	2%	7%	2%
Much Lower (37 or lower)	10%	0%	0%	0%	0%	2%	2%	0%	0%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	54	52	56	54	55	52	55	53
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	51	49	54	49	54	50
5-point Scale	This Summary Report		This Institution		This Summary Report		This Institution	
	4.4	4.1	4.6	4.4	4.5	4.0	4.5	4.2
	4.2	3.9	4.3	4.1	4.1	3.9	4.2	4.0

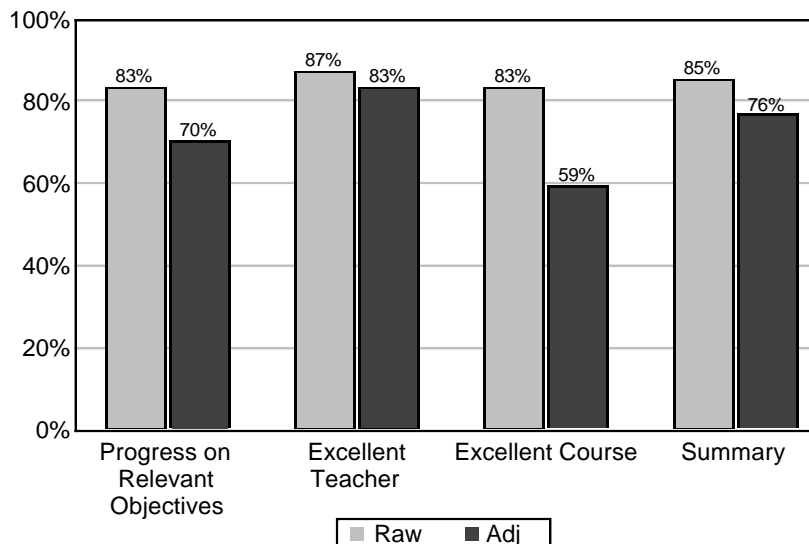
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

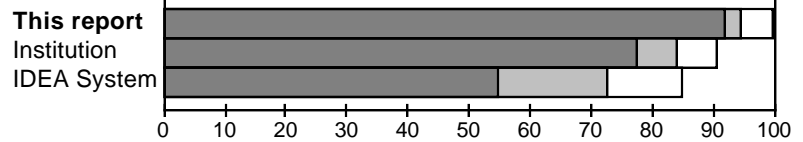
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

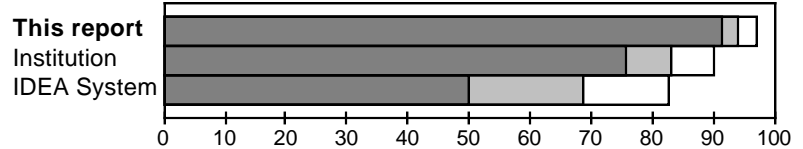
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.2	37
Institution	4.2	4.0	6,092
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



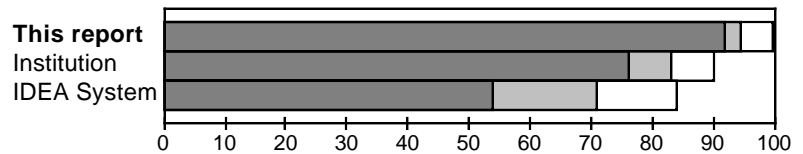
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.2	35
Institution	4.2	4.0	5,794
IDEA System	3.9	3.9	30,398



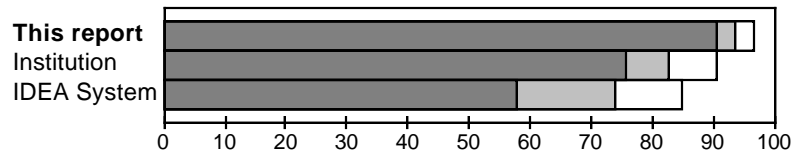
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	37
Institution	4.2	4.0	6,093
IDEA System	4.0	4.0	30,442



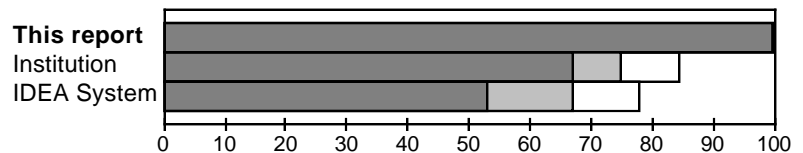
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	33
Institution	4.2	4.0	5,042
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

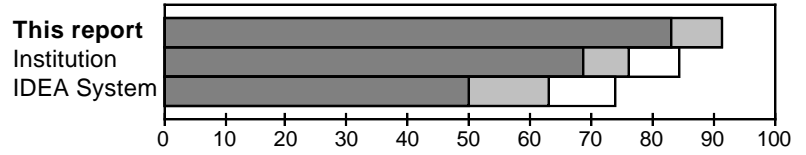
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	18
Institution	4.1	3.8	2,585
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

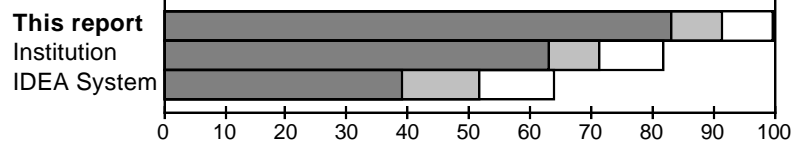
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	12
Institution	4.1	3.9	2,777
IDEA System	3.9	3.9	9,290



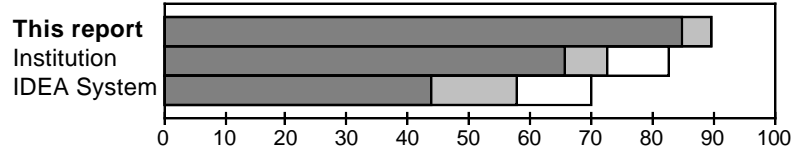
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	12
Institution	4.0	3.7	2,999
IDEA System	3.7	3.7	10,256



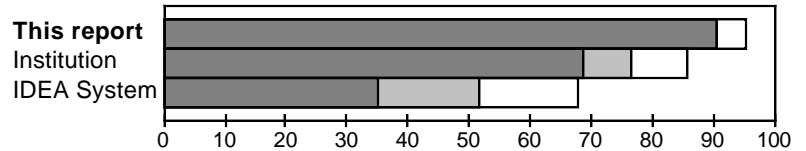
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	20
Institution	4.1	3.9	4,193
IDEA System	3.8	3.8	18,174



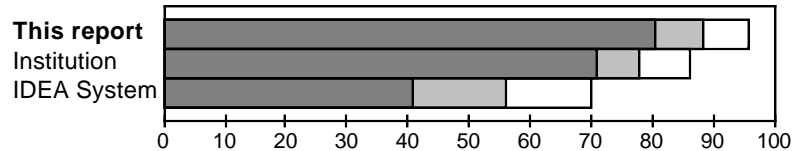
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	22
Institution	4.1	3.9	4,422
IDEA System	3.7	3.7	15,656



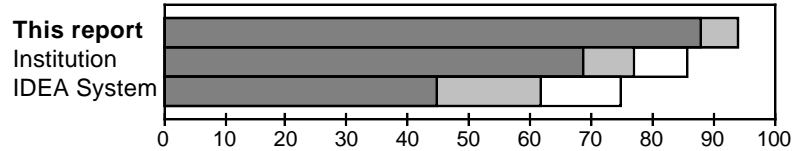
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	26
Institution	4.1	3.9	2,645
IDEA System	3.8	3.8	8,715



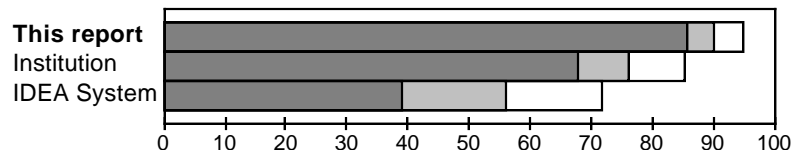
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.2	17
Institution	4.1	3.9	4,417
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	21
Institution	4.1	3.9	4,605
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

46 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	46	4.6	0.3	
8. Stimulated students to intellectual effort beyond that required by most courses	46	4.5	0.4	
13. Introduced stimulating ideas about the subject	46	4.6	0.4	
15. Inspired students to set and achieve goals which really challenged them	46	4.5	0.4	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	18	4.5	0.4	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	39	4.4	0.5	
18. Asked students to help each other understand ideas or concepts	41	4.4	0.5	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	43	4.7	0.4	
2. Found ways to help students answer their own questions	46	4.6	0.4	
7. Explained the reasons for criticisms of students' academic performance	45	4.5	0.4	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	18	4.5	0.5	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	22	4.5	0.4	
11. Related course material to real life situations	42	4.6	0.4	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	28	4.5	0.4	
19. Gave projects, tests, or assignments that required original or creative thinking	39	4.5	0.4	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	6	4.8	0.1	
6. Made it clear how each topic fit into the course	46	4.6	0.4	
10. Explained course material clearly and concisely	46	4.6	0.4	
12. Gave tests, projects, etc. that covered the most important points of the course	40	4.6	0.3	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.2	4%	76%
	Institution	3.9	9%	51%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.8	9%	37%
	Institution	3.9	5%	48%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	4.2	2%	72%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.9	0%	46%
	Institution	3.6	15%	30%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.1	2%	72%
	Institution	4.1	1%	64%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.1	33%	7%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.4	11%	4%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.2	30%	11%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.4	3.9	59	51
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	28%	13%
Discussion/Recitation	7%	0%
Seminar	15%	9%
Skill/Activity	9%	11%
Laboratory	2%	4%
Field Experience	2%	9%
Studio	0%	0%
Multi-Media	11%	11%
Practicum/Clinic	0%	7%
Other/Not Indicated	26%	37%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	38	21%	50%	29%
Oral communication	39	41%	38%	21%
Computer application	39	18%	33%	49%
Group work	39	41%	44%	15%
Mathematical/quantitative work	39	77%	23%	0%
Critical thinking	39	15%	44%	41%
Creative/artistic/design	39	59%	31%	10%
Reading	39	5%	56%	38%
Memorization	39	44%	49%	8%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	33	6%	76%	18%
Experience teaching course	34	3%	32%	65%
Changes in approach	36	6%	61%	33%
Desire to teach the course	37	0%	24%	76%
Control over course management decisions	36	3%	25%	72%
Student background	37	14%	59%	27%
Student enthusiasm	37	11%	51%	38%
Student effort to learn	35	17%	46%	37%
Technical/instructional support	33	6%	39%	55%

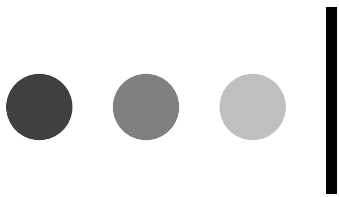
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

15025–15029, 15031, 15034, 15036, 15037, 15039, 15046, 15052, 15056–15061, 15063, 15064, 15067–15072, 15074, 15080, 15081, 15083–15085, 15087, 15090, 15094–15102, 15104–15106



IDEA Student Ratings of Instruction

Group Summary Report

Department of Secondary Education
Jacksonville State University
Fall 2011

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	24
Short Form	0
Total	24
Number of Excluded Classes	12
Response Rate	
Classes below 65% Response Rate	7
Average Response Rate	78%
Class Size	
Average Class Size	13

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=24)	Institution (n=7,054)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	96%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	100%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	92%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	92%	71%	55%
Objective 5: Acquiring skills in working with others as a member of a team	58%	37%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	42%	39%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	38%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	71%	59%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	88%	63%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	50%	38%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	79%	63%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	79%	65%	41%
Average Number of Objectives Selected As Important or Essential	8.8	7.3	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	25%	4%	17%	0%	21%	0%	25%	0%
Higher (56–62)	20%	33%	29%	38%	33%	25%	25%	33%	29%
Similar (45–55)	40%	33%	46%	29%	42%	38%	29%	33%	42%
Lower (38–44)	20%	4%	13%	8%	8%	13%	25%	4%	21%
Much Lower (37 or lower)	10%	4%	8%	8%	17%	4%	21%	4%	8%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	57	50	53	48	54	45	55	49
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	4.3	3.9	4.4	4.1	4.1	3.6	4.3	3.9
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

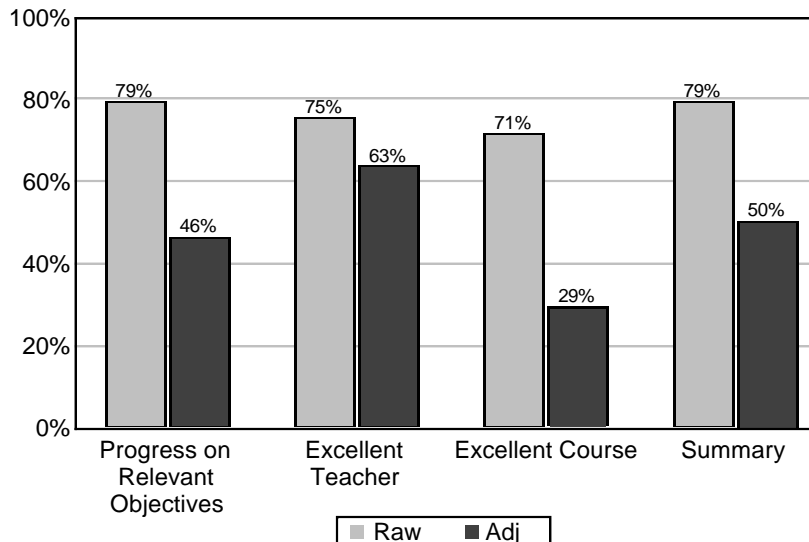
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	8%	0%	0%	0%	8%	0%	0%	0%
Higher (56–62)	20%	17%	25%	38%	38%	13%	25%	29%	29%
Similar (45–55)	40%	58%	54%	46%	38%	54%	46%	54%	46%
Lower (38–44)	20%	13%	13%	8%	8%	17%	13%	8%	17%
Much Lower (37 or lower)	10%	4%	8%	8%	17%	8%	17%	8%	8%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale		This Summary Report		This Institution	
	52	49	52	50	50	46	52	49	4.3	3.9	4.2	3.9
	50	50	50	50	50	50	50	50	4.4	4.1	4.3	4.1
	55	51	51	49	54	49	54	50	4.1	3.6	4.1	3.9
	4.3	3.9	4.4	4.1	4.1	3.6	4.3	3.9	4.2	4.0	4.2	4.0
	4.2	3.9	4.3	4.1	4.1	3.9	4.2	4.0				

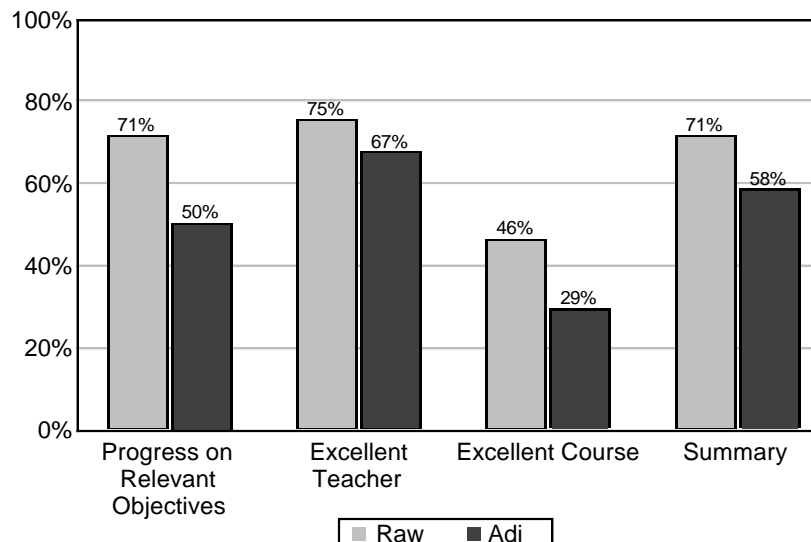
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

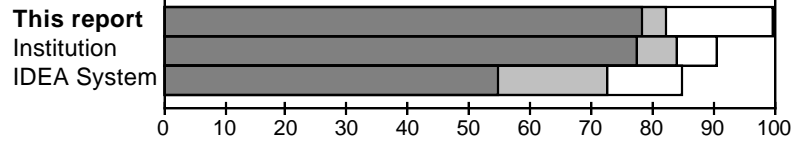
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

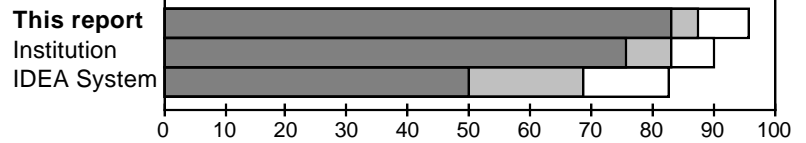
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	23
Institution	4.2	4.0	6,092
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



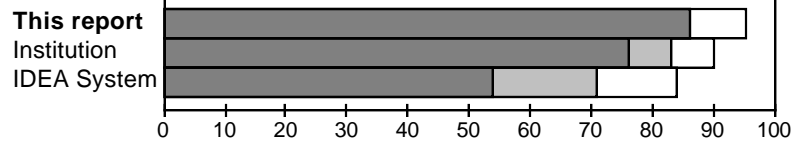
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	24
Institution	4.2	4.0	5,794
IDEA System	3.9	3.9	30,398



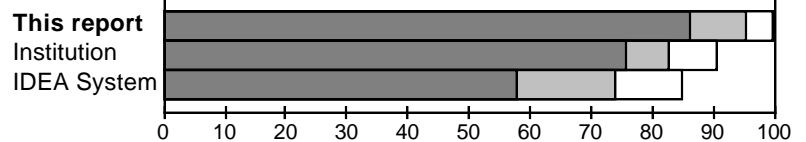
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	22
Institution	4.2	4.0	6,093
IDEA System	4.0	4.0	30,442



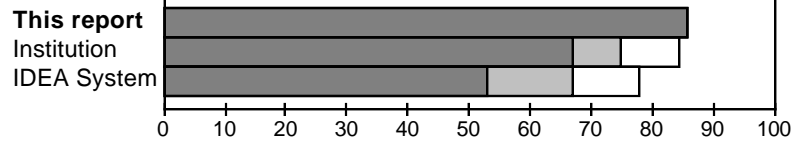
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	22
Institution	4.2	4.0	5,042
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

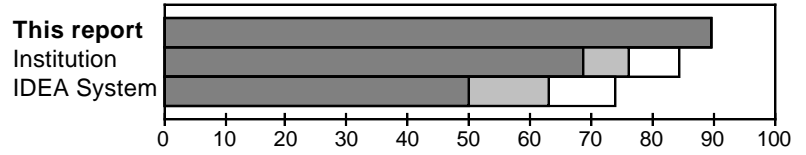
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	14
Institution	4.1	3.8	2,585
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

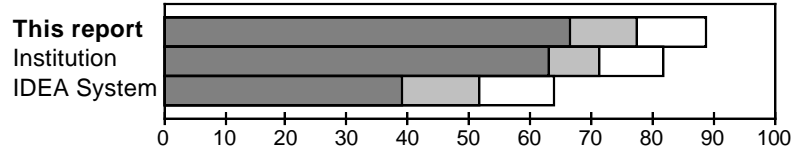
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.7	10
Institution	4.1	3.9	2,777
IDEA System	3.9	3.9	9,290



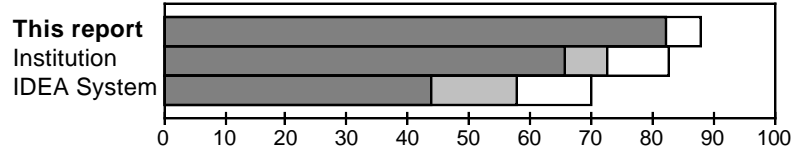
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	9
Institution	4.0	3.7	2,999
IDEA System	3.7	3.7	10,256



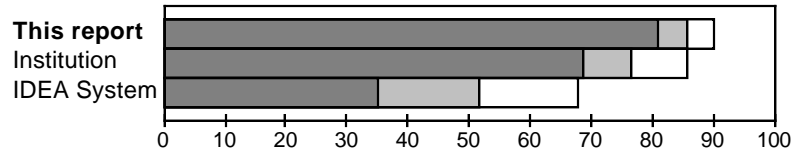
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	17
Institution	4.1	3.9	4,193
IDEA System	3.8	3.8	18,174



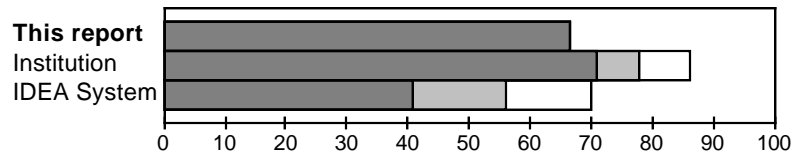
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	21
Institution	4.1	3.9	4,422
IDEA System	3.7	3.7	15,656



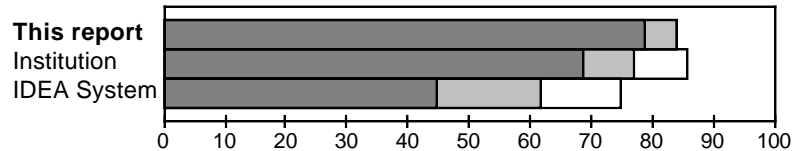
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.6	12
Institution	4.1	3.9	2,645
IDEA System	3.8	3.8	8,715



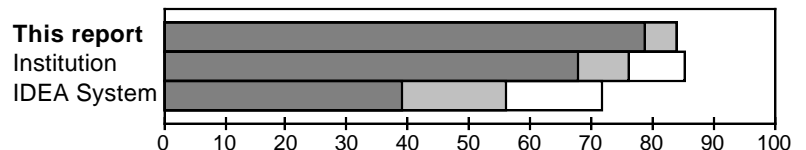
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	19
Institution	4.1	3.9	4,417
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	19
Institution	4.1	3.9	4,605
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

24 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	24	4.5	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	24	4.4	0.5	
13. Introduced stimulating ideas about the subject	24	4.4	0.5	
15. Inspired students to set and achieve goals which really challenged them	24	4.4	0.5	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	14	4.5	0.6	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	22	4.5	0.4	
18. Asked students to help each other understand ideas or concepts	24	4.4	0.6	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	24	4.6	0.4	
2. Found ways to help students answer their own questions	24	4.6	0.5	
7. Explained the reasons for criticisms of students' academic performance	24	4.5	0.4	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	7	4.6	0.4	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	21	4.5	0.5	
11. Related course material to real life situations	24	4.6	0.4	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	22	4.5	0.5	
19. Gave projects, tests, or assignments that required original or creative thinking	24	4.5	0.5	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	14	4.5	0.4	
6. Made it clear how each topic fit into the course	24	4.4	0.6	
10. Explained course material clearly and concisely	24	4.3	0.6	
12. Gave tests, projects, etc. that covered the most important points of the course	24	4.4	0.5	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	3.9	4%	46%
	Institution	3.9	9%	51%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.8	4%	42%
	Institution	3.9	5%	48%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.8	8%	50%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.7	8%	29%
	Institution	3.6	15%	30%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	0%	83%
	Institution	4.1	1%	64%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.2	25%	4%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.6	4%	13%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.2	33%	4%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.1	3.6	55	45
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 24	Percent indicating instructional approach as:	
		Primary	Secondary
Lecture		21%	8%
Discussion/Recitation		33%	33%
Seminar		21%	8%
Skill/Activity		17%	21%
Laboratory		0%	13%
Field Experience		4%	4%
Studio		0%	0%
Multi-Media		0%	4%
Practicum/Clinic		0%	0%
Other/Not Indicated		4%	8%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	24	0%	54%	46%
Oral communication	24	4%	21%	75%
Computer application	24	8%	54%	38%
Group work	23	30%	30%	39%
Mathematical/quantitative work	24	83%	8%	8%
Critical thinking	24	0%	8%	92%
Creative/artistic/design	24	50%	38%	13%
Reading	24	8%	33%	58%
Memorization	24	67%	33%	0%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	22	18%	50%	32%
Experience teaching course	20	10%	0%	90%
Changes in approach	20	10%	30%	60%
Desire to teach the course	23	0%	4%	96%
Control over course management decisions	23	9%	17%	74%
Student background	23	13%	26%	61%
Student enthusiasm	23	13%	9%	78%
Student effort to learn	23	13%	4%	83%
Technical/instructional support	22	27%	50%	23%

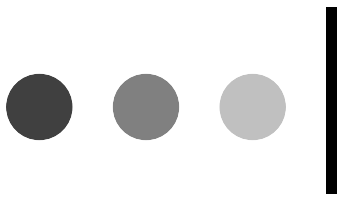
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

15715, 15719, 15721, 15722, 15726–15742, 15744, 15745, 15747



IDEA Student Ratings of Instruction

Group Summary Report

Department of Curriculum & Instruction
Jacksonville State University
Spring 2012

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	60
Short Form	0
Total	60
Number of Excluded Classes	20
Response Rate	
Classes below 65% Response Rate	56
Average Response Rate	48%
Class Size	
Average Class Size	17

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=60)	Institution (n=7,054)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	82%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	78%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	97%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	88%	71%	55%
Objective 5: Acquiring skills in working with others as a member of a team	65%	37%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	52%	39%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	42%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	63%	59%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	67%	63%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	55%	38%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	58%	63%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	57%	65%	41%
Average Number of Objectives Selected As Important or Essential	8.0	7.3	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	40%	7%	12%	2%	35%	10%	38%	5%
Higher (56–62)	20%	38%	27%	40%	17%	35%	12%	35%	17%
Similar (45–55)	40%	10%	48%	28%	58%	13%	48%	12%	55%
Lower (38–44)	20%	7%	8%	3%	3%	7%	13%	5%	10%
Much Lower (37 or lower)	10%	5%	10%	17%	20%	10%	17%	10%	13%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	58	50	51	47	56	48	56	49
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.4	3.9	4.3	4.0	4.3	3.8	4.4	3.9
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

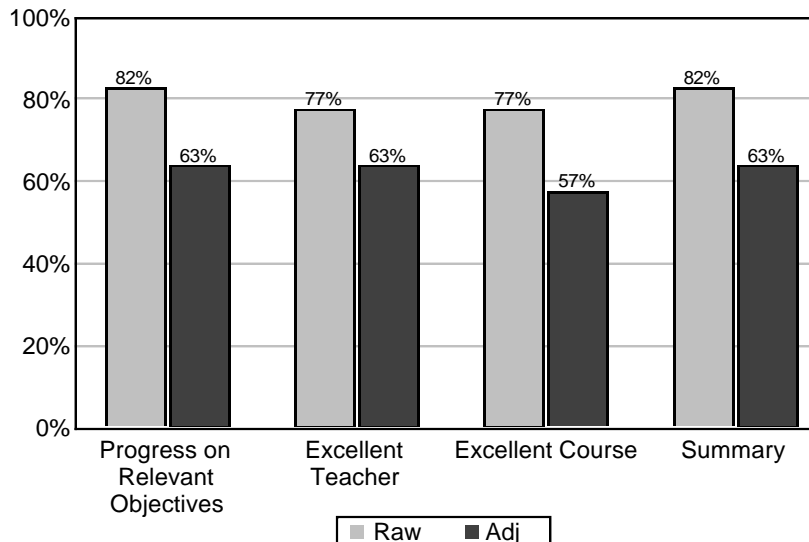
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	10%	3%	0%	2%	10%	7%	7%	5%
Higher (56–62)	20%	42%	25%	45%	23%	35%	15%	38%	17%
Similar (45–55)	40%	32%	55%	35%	53%	33%	50%	40%	57%
Lower (38–44)	20%	8%	7%	3%	2%	12%	12%	5%	10%
Much Lower (37 or lower)	10%	8%	10%	17%	20%	10%	17%	10%	12%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	53	50	50	48	52	49	52	50
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	51	49	54	49	54	50
This Summary Report	4.4	3.9	4.3	4.0	4.3	3.8	4.4	3.9
This Institution	4.2	3.9	4.3	4.1	4.1	3.9	4.2	4.0

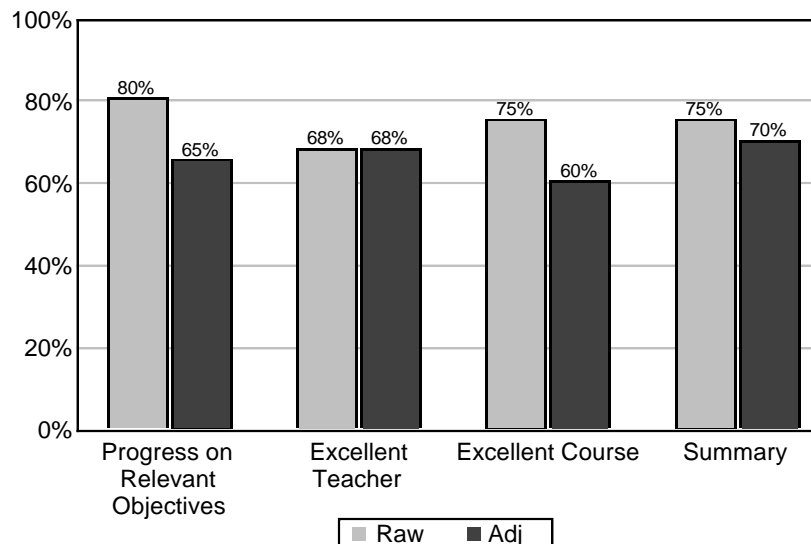
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

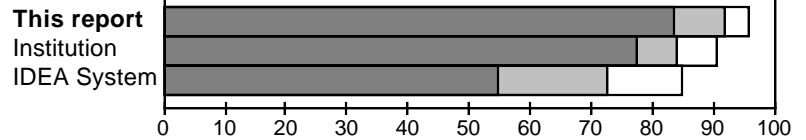
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

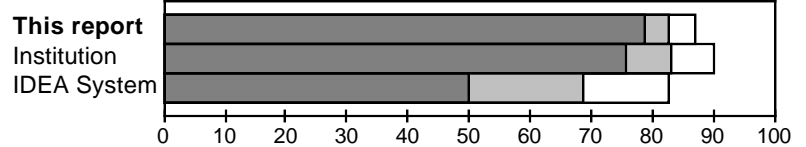
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	49
Institution	4.2	4.0	6,092
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



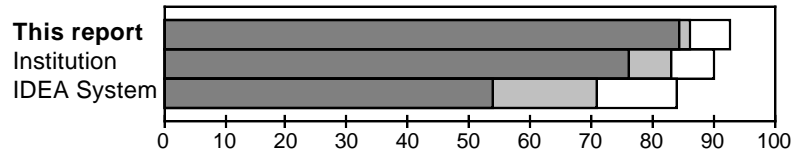
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	47
Institution	4.2	4.0	5,794
IDEA System	3.9	3.9	30,398



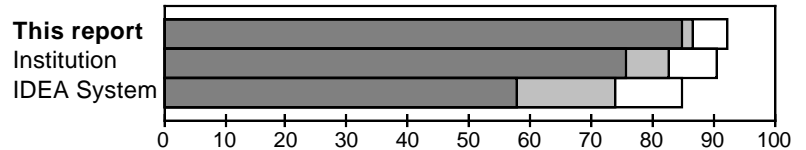
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	58
Institution	4.2	4.0	6,093
IDEA System	4.0	4.0	30,442



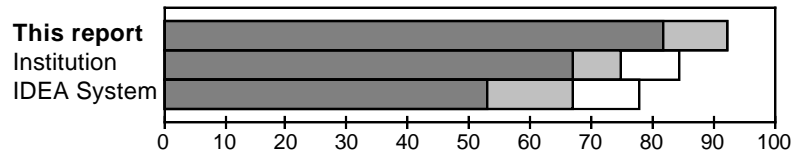
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	53
Institution	4.2	4.0	5,042
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

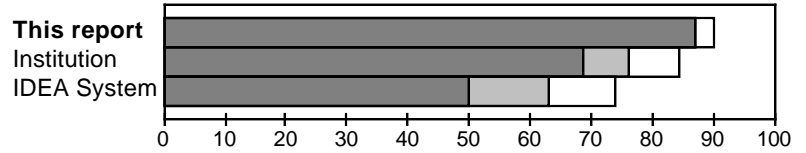
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	39
Institution	4.1	3.8	2,585
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

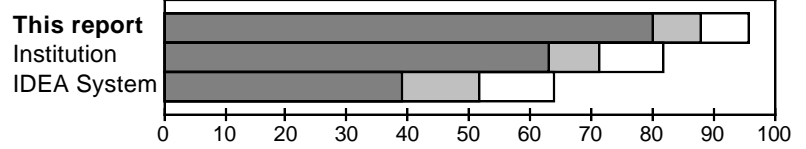
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	31
Institution	4.1	3.9	2,777
IDEA System	3.9	3.9	9,290



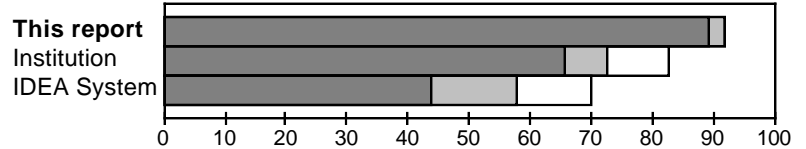
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.7	25
Institution	4.0	3.7	2,999
IDEA System	3.7	3.7	10,256



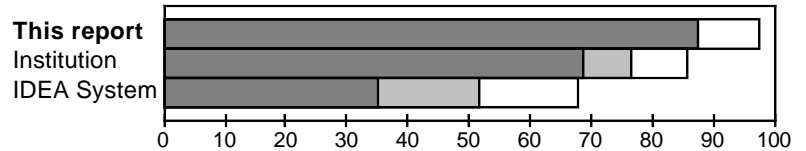
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	38
Institution	4.1	3.9	4,193
IDEA System	3.8	3.8	18,174



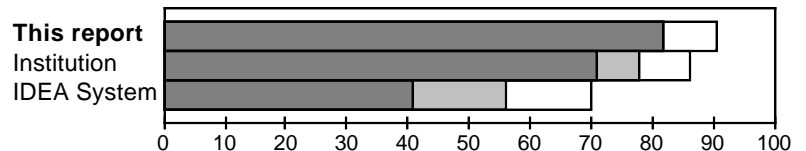
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	40
Institution	4.1	3.9	4,422
IDEA System	3.7	3.7	15,656



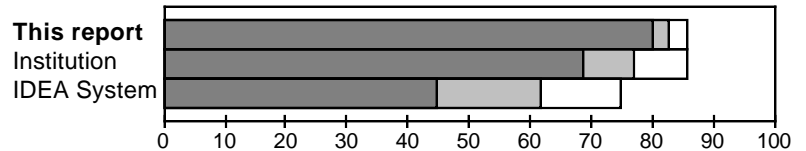
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	33
Institution	4.1	3.9	2,645
IDEA System	3.8	3.8	8,715



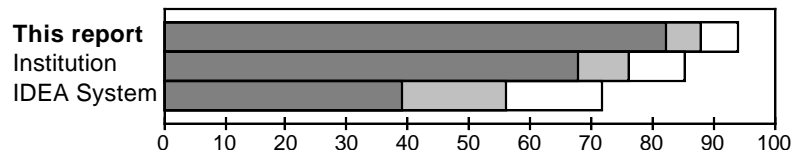
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	35
Institution	4.1	3.9	4,417
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	34
Institution	4.1	3.9	4,605
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

60 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	59	4.5	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	60	4.4	0.7	
13. Introduced stimulating ideas about the subject	60	4.4	0.7	
15. Inspired students to set and achieve goals which really challenged them	60	4.4	0.7	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	39	4.4	0.7	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	54	4.4	0.7	
18. Asked students to help each other understand ideas or concepts	57	4.4	0.7	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	59	4.5	0.7	
2. Found ways to help students answer their own questions	60	4.4	0.7	
7. Explained the reasons for criticisms of students' academic performance	59	4.3	0.7	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	23	4.6	0.6	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	40	4.6	0.4	
11. Related course material to real life situations	58	4.5	0.6	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	48	4.6	0.5	
19. Gave projects, tests, or assignments that required original or creative thinking	55	4.5	0.6	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	25	4.4	0.6	
6. Made it clear how each topic fit into the course	59	4.5	0.6	
10. Explained course material clearly and concisely	59	4.3	0.8	
12. Gave tests, projects, etc. that covered the most important points of the course	52	4.5	0.6	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.3	2%	78%
	Institution	3.9	9%	51%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	3%	60%
	Institution	3.9	5%	48%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.8	15%	55%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.8	10%	53%
	Institution	3.6	15%	30%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.3	0%	88%
	Institution	4.1	1%	64%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.5	12%	25%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.8	2%	35%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	7%	17%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.3	3.8	58	49
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	65%	3%
Discussion/Recitation	8%	30%
Seminar	7%	8%
Skill/Activity	2%	23%
Laboratory	0%	0%
Field Experience	2%	8%
Studio	0%	0%
Multi-Media	2%	7%
Practicum/Clinic	3%	8%
Other/Not Indicated	12%	12%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	59	2%	39%	59%
Oral communication	59	19%	39%	42%
Computer application	59	7%	58%	36%
Group work	58	17%	64%	19%
Mathematical/quantitative work	56	75%	23%	2%
Critical thinking	58	10%	48%	41%
Creative/artistic/design	57	21%	61%	18%
Reading	59	3%	25%	71%
Memorization	59	32%	46%	22%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	56	9%	38%	54%
Experience teaching course	53	2%	17%	81%
Changes in approach	52	10%	54%	37%
Desire to teach the course	58	0%	10%	90%
Control over course management decisions	58	0%	28%	72%
Student background	55	5%	42%	53%
Student enthusiasm	57	4%	30%	67%
Student effort to learn	55	2%	31%	67%
Technical/instructional support	54	7%	41%	52%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

15970–15981, 15983, 15986, 15989–16007, 16010, 16012, 16015, 16020–16040, 16042, 16043, 16049



IDEA Student Ratings of Instruction

Group Summary Report

Department of Educational Resources
Jacksonville State University
Spring 2012

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	37
Short Form	0
Total	37
Number of Excluded Classes	16
Response Rate	
Classes below 65% Response Rate	28
Average Response Rate	55%
Class Size	
Average Class Size	10

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=37)	Institution (n=7,054)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	70%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	76%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	95%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	86%	71%	55%
Objective 5: Acquiring skills in working with others as a member of a team	51%	37%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	62%	39%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	27%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	95%	59%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	84%	63%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	62%	38%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	84%	63%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	68%	65%	41%
Average Number of Objectives Selected As Important or Essential	8.6	7.3	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	32%	14%	27%	5%	19%	14%	27%	5%
Higher (56–62)	20%	27%	24%	24%	30%	43%	30%	32%	32%
Similar (45–55)	40%	30%	38%	30%	38%	19%	24%	30%	41%
Lower (38–44)	20%	3%	8%	11%	16%	11%	16%	3%	8%
Much Lower (37 or lower)	10%	8%	16%	8%	11%	8%	16%	8%	14%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	This Summary Report		IDEA System		5-point Scale		This Summary Report		IDEA System			
This Summary Report	57	51	52	49	55	50	56	51	50	51		
IDEA System	51 ²	51 ²	50	50	50	50	50	51	50	51		
5-point Scale	This Summary Report		IDEA System		This Summary Report		IDEA System		This Summary Report		IDEA System	
This Summary Report	4.3	3.9	4.3	4.1	4.2	3.9	4.3	4.0	3.9	3.9	3.9	3.9
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

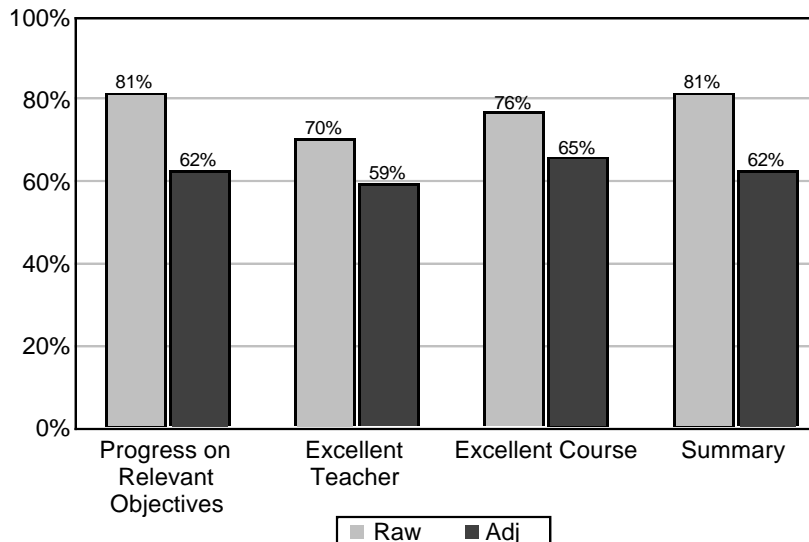
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	11%	11%	0%	5%	16%	11%	8%	5%
Higher (56–62)	20%	38%	27%	41%	35%	24%	32%	35%	32%
Similar (45–55)	40%	35%	38%	38%	32%	38%	24%	41%	41%
Lower (38–44)	20%	8%	11%	14%	19%	11%	19%	8%	11%
Much Lower (37 or lower)	10%	8%	14%	8%	8%	11%	14%	8%	11%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	52	51	51	50	51	50	52	51
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	51	49	54	49	54	50
This Summary Report	4.3	3.9	4.3	4.1	4.2	3.9	4.3	4.0
This Institution	4.2	3.9	4.3	4.1	4.1	3.9	4.2	4.0

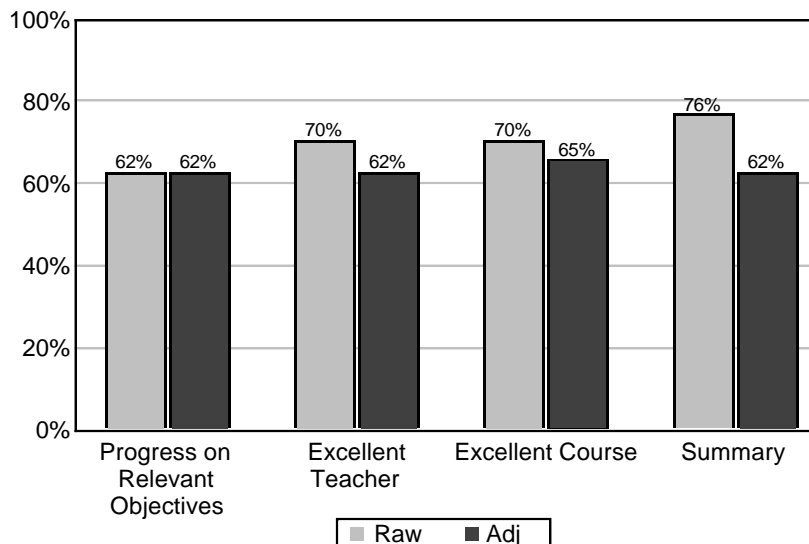
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

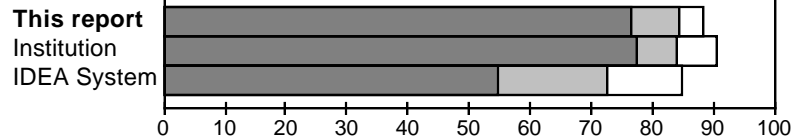
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

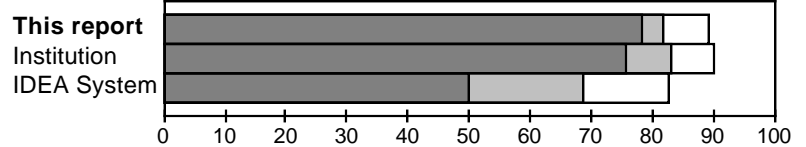
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	26
Institution	4.2	4.0	6,092
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



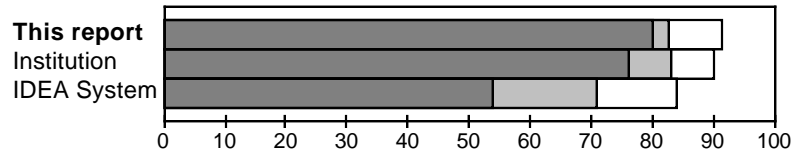
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	28
Institution	4.2	4.0	5,794
IDEA System	3.9	3.9	30,398



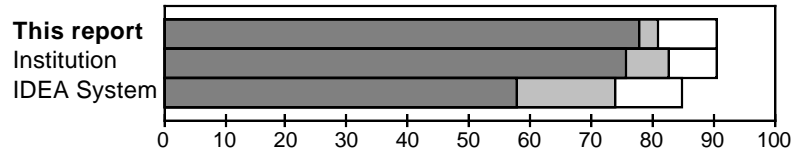
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	35
Institution	4.2	4.0	6,093
IDEA System	4.0	4.0	30,442



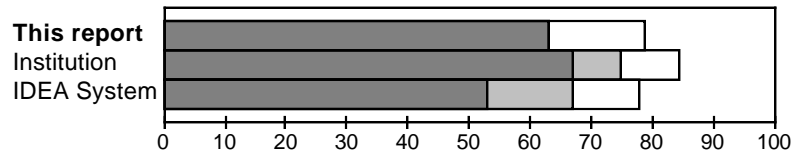
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	32
Institution	4.2	4.0	5,042
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

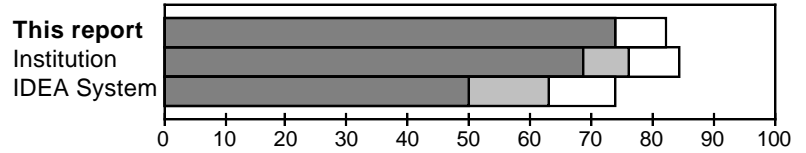
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.8	3.5	19
Institution	4.1	3.8	2,585
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 ■

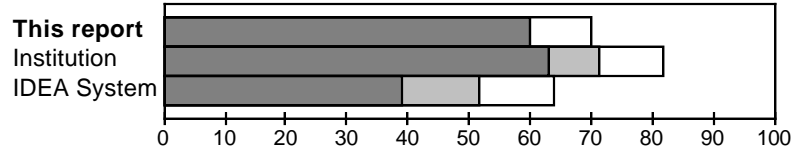
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.7	23
Institution	4.1	3.9	2,777
IDEA System	3.9	3.9	9,290



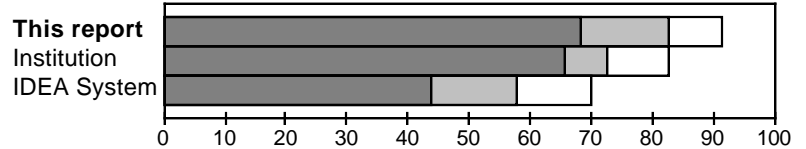
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.8	3.2	10
Institution	4.0	3.7	2,999
IDEA System	3.7	3.7	10,256



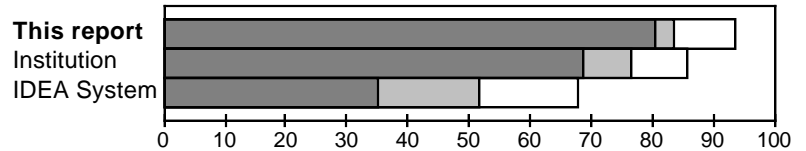
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	35
Institution	4.1	3.9	4,193
IDEA System	3.8	3.8	18,174



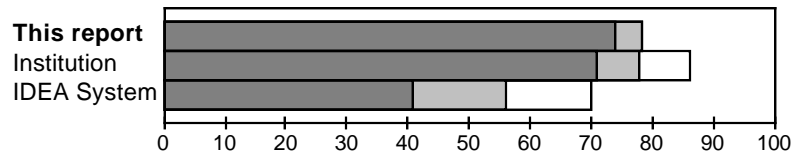
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	31
Institution	4.1	3.9	4,422
IDEA System	3.7	3.7	15,656



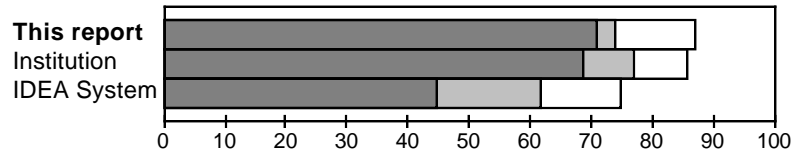
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.7	23
Institution	4.1	3.9	2,645
IDEA System	3.8	3.8	8,715



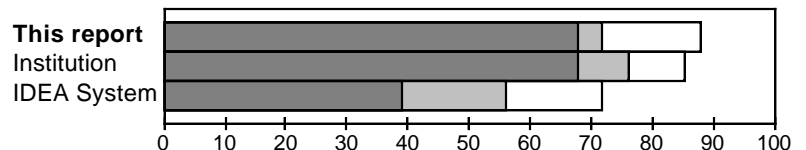
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.7	31
Institution	4.1	3.9	4,417
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	25
Institution	4.1	3.9	4,605
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

37 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	37	4.5	0.6	
8. Stimulated students to intellectual effort beyond that required by most courses	37	4.4	0.7	
13. Introduced stimulating ideas about the subject	37	4.4	0.7	
15. Inspired students to set and achieve goals which really challenged them	37	4.3	0.8	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	19	3.7	1.0	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	37	4.2	0.9	
18. Asked students to help each other understand ideas or concepts	37	3.9	0.9	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	37	4.5	0.6	
2. Found ways to help students answer their own questions	37	4.5	0.6	
7. Explained the reasons for criticisms of students' academic performance	37	4.4	0.6	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	4	4.0	0.1	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	31	4.6	0.5	
11. Related course material to real life situations	36	4.4	0.7	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	33	4.5	0.4	
19. Gave projects, tests, or assignments that required original or creative thinking	37	4.4	0.7	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	31	4.6	0.6	
6. Made it clear how each topic fit into the course	37	4.4	0.7	
10. Explained course material clearly and concisely	37	4.5	0.6	
12. Gave tests, projects, etc. that covered the most important points of the course	29	4.5	0.6	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	3.8	11%	51%
	Institution	3.9	9%	51%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.9	3%	51%
	Institution	3.9	5%	48%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.6	16%	49%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.6	8%	30%
	Institution	3.6	15%	30%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.1	0%	73%
	Institution	4.1	1%	64%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.5	16%	35%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.7	5%	43%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	11%	24%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.1	3.7	54	48
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	11%	8%
Discussion/Recitation	0%	5%
Seminar	8%	3%
Skill/Activity	14%	14%
Laboratory	3%	5%
Field Experience	8%	0%
Studio	0%	0%
Multi-Media	19%	22%
Practicum/Clinic	3%	3%
Other/Not Indicated	35%	41%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	31	0%	29%	71%
Oral communication	30	17%	77%	7%
Computer application	31	10%	19%	71%
Group work	31	58%	39%	3%
Mathematical/quantitative work	31	55%	35%	10%
Critical thinking	31	0%	29%	71%
Creative/artistic/design	31	48%	42%	10%
Reading	31	6%	16%	77%
Memorization	31	52%	39%	10%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	21	10%	29%	62%
Experience teaching course	30	0%	27%	73%
Changes in approach	30	0%	53%	47%
Desire to teach the course	31	0%	16%	84%
Control over course management decisions	31	0%	42%	58%
Student background	30	3%	63%	33%
Student enthusiasm	29	0%	48%	52%
Student effort to learn	30	0%	20%	80%
Technical/instructional support	31	3%	32%	65%

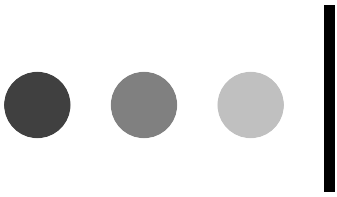
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

16071–16073, 16075, 16077, 16078, 16081–16087, 16089, 16090, 16093–16098, 16100–16110, 16115, 16117–16120



IDEA Student Ratings of Instruction

Group Summary Report

Department of Family & Consumer Sciences
Jacksonville State University
Spring 2012

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	36
Short Form	0
Total	36
Number of Excluded Classes	7
Response Rate	
Classes below 65% Response Rate	35
Average Response Rate	34%
Class Size	
Average Class Size	21

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=36)	Institution (n=7,054)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	97%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	94%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	100%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	100%	71%	55%
Objective 5: Acquiring skills in working with others as a member of a team	58%	37%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	53%	39%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	47%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	86%	59%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	83%	63%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	53%	38%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	78%	63%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	81%	65%	41%
Average Number of Objectives Selected As Important or Essential	9.3	7.3	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	42%	8%	22%	6%	39%	11%	36%	11%
Higher (56–62)	20%	28%	28%	25%	11%	28%	8%	33%	14%
Similar (45–55)	40%	28%	42%	36%	61%	28%	50%	28%	53%
Lower (38–44)	20%	3%	22%	14%	11%	3%	25%	0%	22%
Much Lower (37 or lower)	10%	0%	0%	3%	11%	3%	6%	3%	0%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	60	53	54	49	58	49	58	51
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	4.4	4.0	4.4	4.1	4.4	3.9	4.5	4.1
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

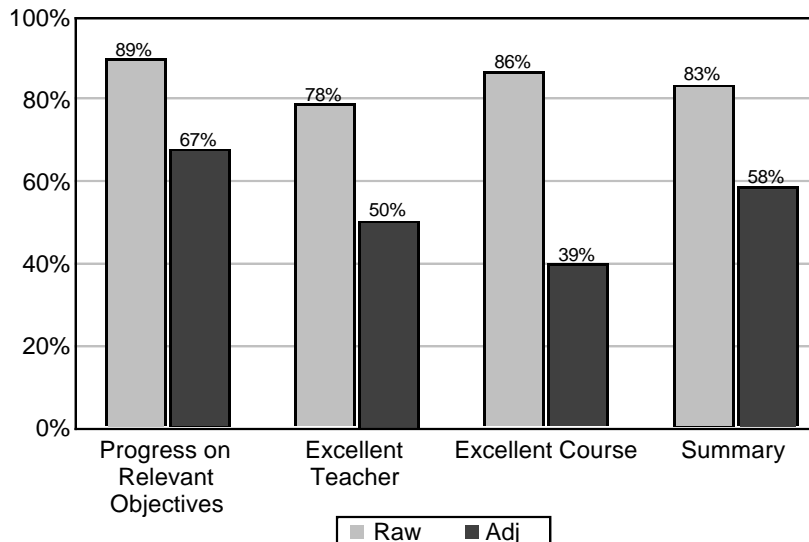
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	11%	6%	0%	6%	19%	11%	11%	11%
Higher (56–62)	20%	44%	28%	47%	14%	22%	8%	39%	11%
Similar (45–55)	40%	39%	47%	36%	61%	50%	58%	39%	58%
Lower (38–44)	20%	3%	19%	11%	11%	3%	19%	8%	19%
Much Lower (37 or lower)	10%	3%	0%	6%	8%	6%	3%	3%	0%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	54	52	52	50	54	50	54	51
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	51	49	54	49	54	50
5-point Scale	This Summary Report		This Institution		This Summary Report		This Institution	
	4.4	4.0	4.4	4.1	4.4	3.9	4.5	4.1
	4.2	3.9	4.3	4.1	4.1	3.9	4.2	4.0

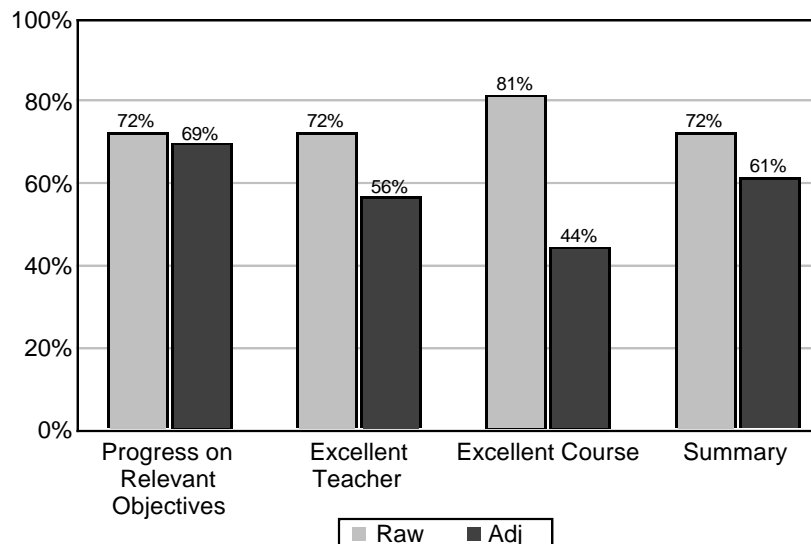
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

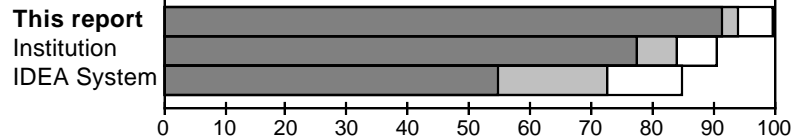
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

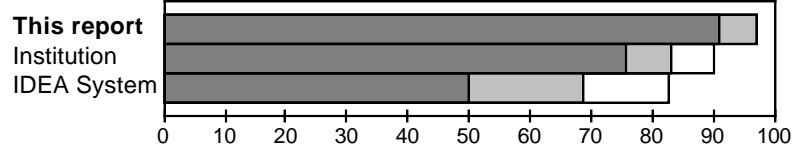
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.2	35
Institution	4.2	4.0	6,092
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00
 3.75
 3.50



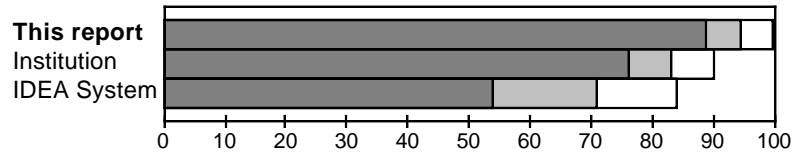
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.2	34
Institution	4.2	4.0	5,794
IDEA System	3.9	3.9	30,398



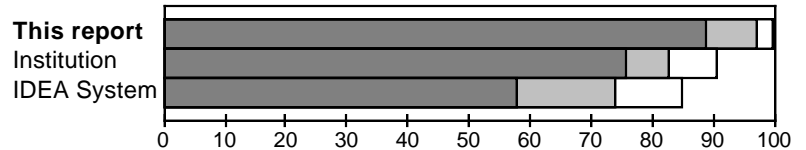
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	36
Institution	4.2	4.0	6,093
IDEA System	4.0	4.0	30,442



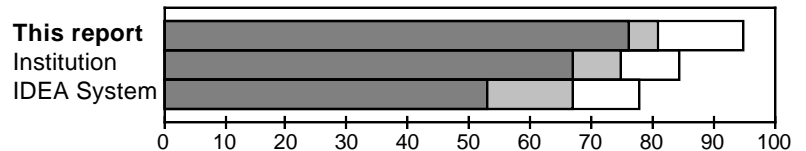
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	36
Institution	4.2	4.0	5,042
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

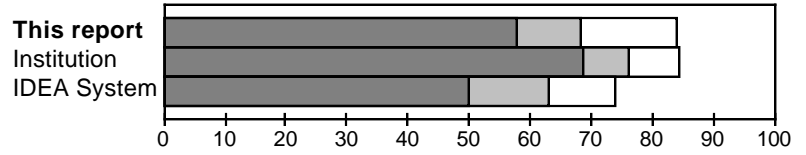
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	21
Institution	4.1	3.8	2,585
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 ■

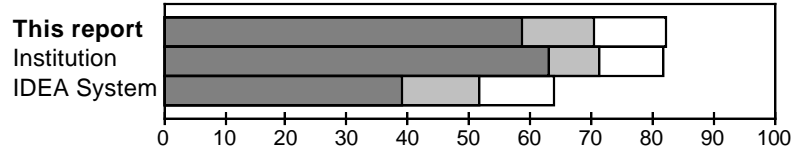
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.6	19
Institution	4.1	3.9	2,777
IDEA System	3.9	3.9	9,290



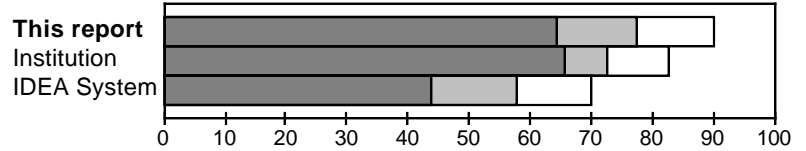
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.5	17
Institution	4.0	3.7	2,999
IDEA System	3.7	3.7	10,256



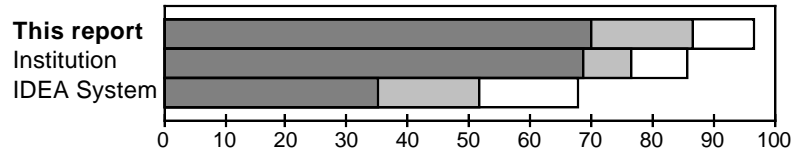
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	31
Institution	4.1	3.9	4,193
IDEA System	3.8	3.8	18,174



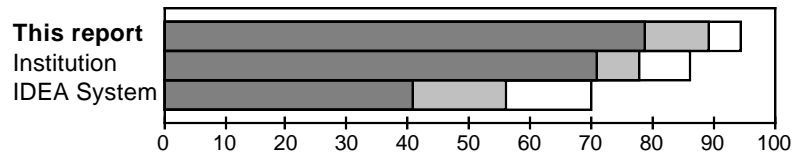
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	30
Institution	4.1	3.9	4,422
IDEA System	3.7	3.7	15,656



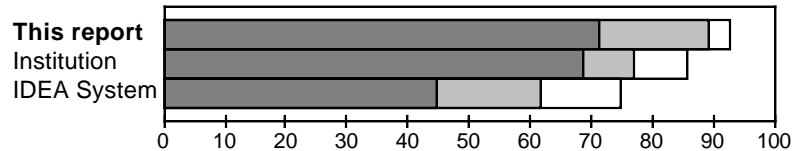
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	19
Institution	4.1	3.9	2,645
IDEA System	3.8	3.8	8,715



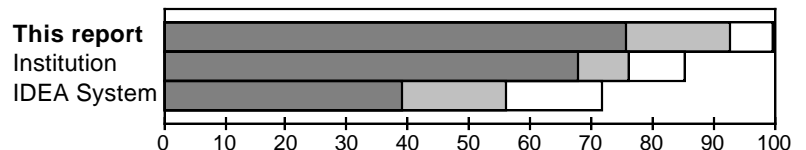
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	28
Institution	4.1	3.9	4,417
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	29
Institution	4.1	3.9	4,605
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

36 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	36	4.6	0.4	
8. Stimulated students to intellectual effort beyond that required by most courses	36	4.4	0.5	
13. Introduced stimulating ideas about the subject	36	4.5	0.5	
15. Inspired students to set and achieve goals which really challenged them	36	4.4	0.5	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	21	4.2	0.8	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	36	4.3	0.8	
18. Asked students to help each other understand ideas or concepts	36	4.2	0.9	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	35	4.5	0.5	
2. Found ways to help students answer their own questions	36	4.5	0.5	
7. Explained the reasons for criticisms of students' academic performance	36	4.4	0.6	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	22	4.2	0.6	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	30	4.4	0.6	
11. Related course material to real life situations	34	4.5	0.5	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	32	4.4	0.6	
19. Gave projects, tests, or assignments that required original or creative thinking	36	4.5	0.5	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	9	4.7	0.4	
6. Made it clear how each topic fit into the course	36	4.5	0.5	
10. Explained course material clearly and concisely	36	4.4	0.6	
12. Gave tests, projects, etc. that covered the most important points of the course	35	4.6	0.4	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.2	6%	78%
	Institution	3.9	9%	51%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	0%	50%
	Institution	3.9	5%	48%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.9	11%	44%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.9	6%	47%
	Institution	3.6	15%	30%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	3%	78%
	Institution	4.1	1%	64%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.6	14%	25%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.7	3%	31%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.4	17%	14%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.3	3.7	58	48
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	31%	3%
Discussion/Recitation	11%	11%
Seminar	8%	3%
Skill/Activity	3%	17%
Laboratory	6%	17%
Field Experience	6%	11%
Studio	0%	0%
Multi-Media	19%	6%
Practicum/Clinic	6%	0%
Other/Not Indicated	11%	33%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	36	6%	61%	33%
Oral communication	36	42%	39%	19%
Computer application	36	6%	50%	44%
Group work	36	53%	39%	8%
Mathematical/quantitative work	36	44%	50%	6%
Critical thinking	36	0%	39%	61%
Creative/artistic/design	36	47%	25%	28%
Reading	36	6%	25%	69%
Memorization	36	22%	47%	31%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	34	3%	44%	53%
Experience teaching course	34	0%	6%	94%
Changes in approach	33	0%	30%	70%
Desire to teach the course	36	0%	6%	94%
Control over course management decisions	34	0%	3%	97%
Student background	36	6%	25%	69%
Student enthusiasm	36	0%	28%	72%
Student effort to learn	35	0%	20%	80%
Technical/instructional support	33	0%	18%	82%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

16296, 16298–16304, 16306, 16307, 16309–16311, 16313–16323, 16326–16329, 16331–16338



IDEA Student Ratings of Instruction

Group Summary Report

Department of Health, Physical Education, and
Recreation
Jacksonville State University
Spring 2012

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	59
Short Form	0
Total	59
Number of Excluded Classes	23
Response Rate	
Classes below 65% Response Rate	54
Average Response Rate	41%
Class Size	
Average Class Size	21

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=59)	Institution (n=7,054)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	71%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	68%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	76%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	71%	71%	55%
Objective 5: Acquiring skills in working with others as a member of a team	31%	37%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	22%	39%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	24%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	39%	59%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	59%	63%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	58%	38%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	46%	63%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	58%	65%	41%
Average Number of Objectives Selected As Important or Essential	6.2	7.3	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	29%	0%	15%	2%	36%	7%	25%	0%
Higher (56–62)	20%	46%	27%	41%	17%	39%	15%	51%	24%
Similar (45–55)	40%	22%	61%	41%	66%	19%	51%	20%	66%
Lower (38–44)	20%	2%	8%	0%	12%	5%	22%	0%	7%
Much Lower (37 or lower)	10%	2%	3%	3%	3%	2%	5%	3%	3%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	59	52	55	50	59	50	58	51
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.4	4.0	4.5	4.2	4.5	3.9	4.5	4.1
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

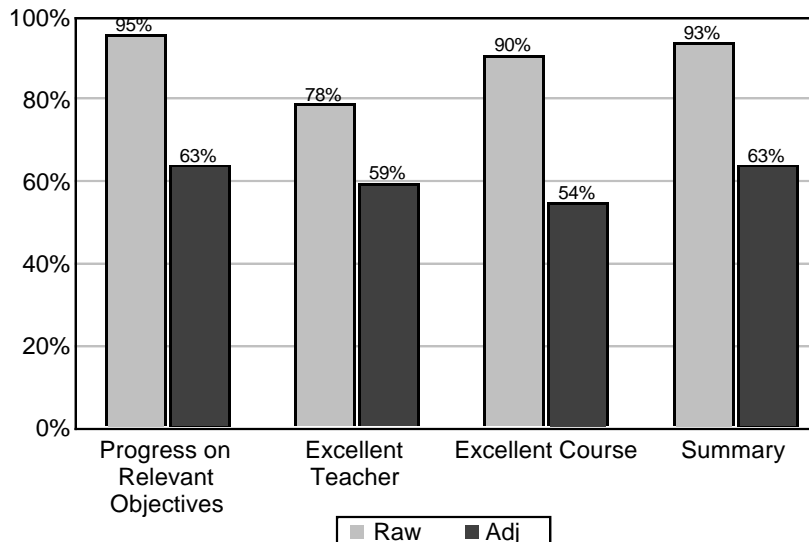
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	7%	0%	0%	2%	15%	5%	3%	0%
Higher (56–62)	20%	32%	25%	47%	19%	42%	17%	46%	20%
Similar (45–55)	40%	58%	68%	46%	68%	34%	61%	47%	73%
Lower (38–44)	20%	2%	3%	3%	8%	7%	14%	0%	3%
Much Lower (37 or lower)	10%	2%	3%	3%	3%	2%	3%	3%	3%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	54	51	53	51	55	51	54	51
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	51	49	54	49	54	50
This Summary Report	4.4	4.0	4.5	4.2	4.5	3.9	4.5	4.1
This Institution	4.2	3.9	4.3	4.1	4.1	3.9	4.2	4.0

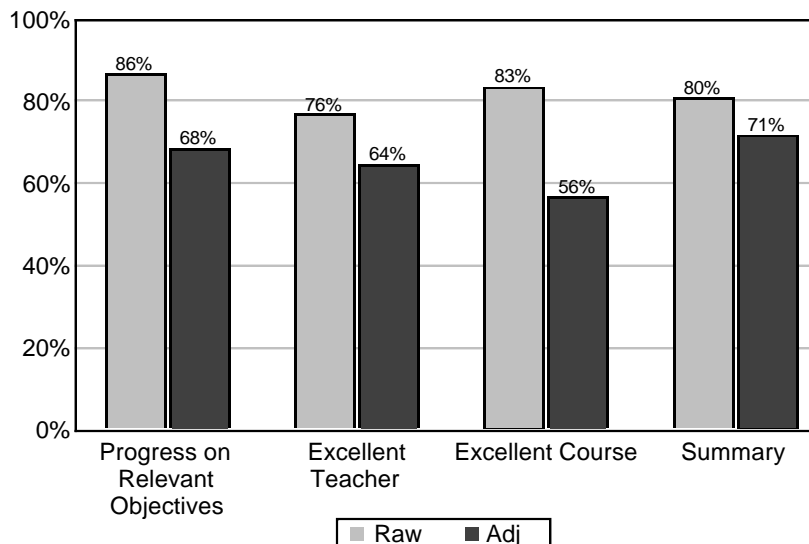
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

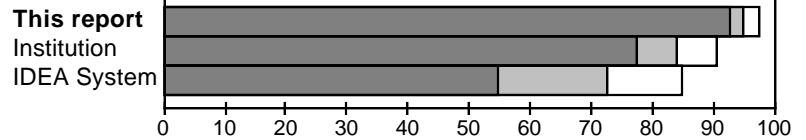
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

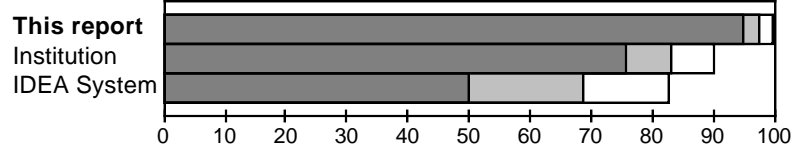
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	42
Institution	4.2	4.0	6,092
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



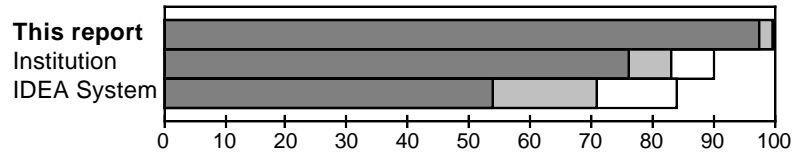
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	40
Institution	4.2	4.0	5,794
IDEA System	3.9	3.9	30,398



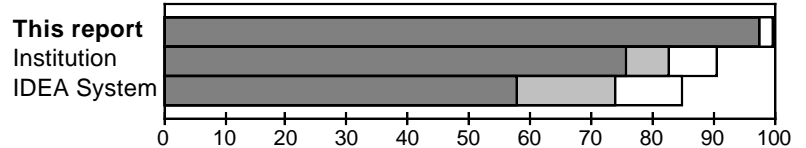
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.0	45
Institution	4.2	4.0	6,093
IDEA System	4.0	4.0	30,442



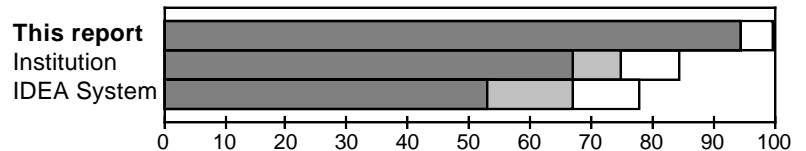
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	42
Institution	4.2	4.0	5,042
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

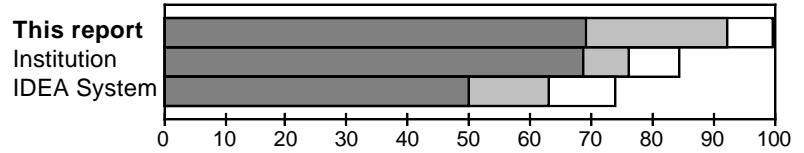
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	18
Institution	4.1	3.8	2,585
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

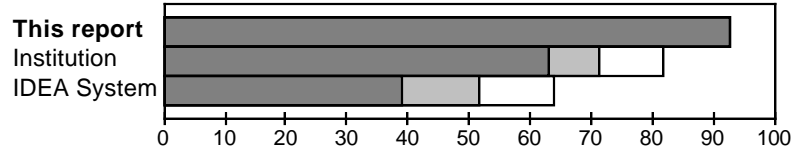
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	13
Institution	4.1	3.9	2,777
IDEA System	3.9	3.9	9,290



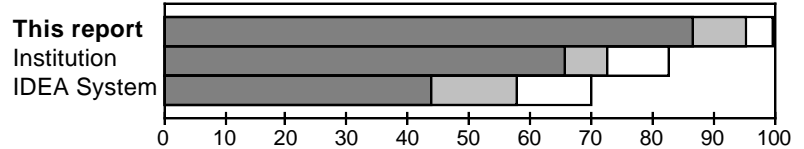
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	14
Institution	4.0	3.7	2,999
IDEA System	3.7	3.7	10,256



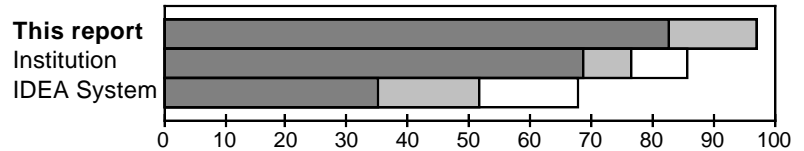
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	23
Institution	4.1	3.9	4,193
IDEA System	3.8	3.8	18,174



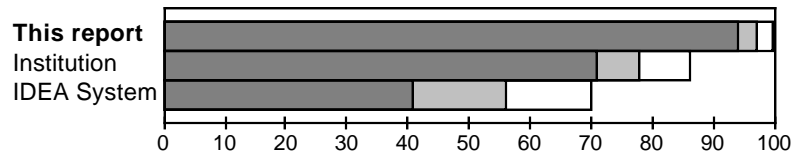
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	35
Institution	4.1	3.9	4,422
IDEA System	3.7	3.7	15,656



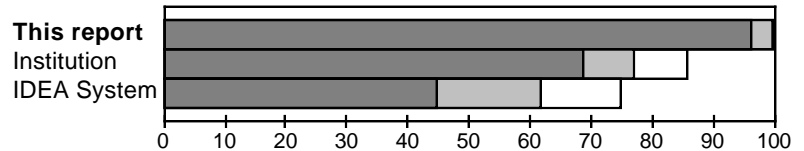
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	34
Institution	4.1	3.9	2,645
IDEA System	3.8	3.8	8,715



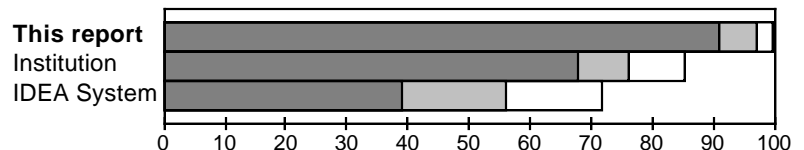
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.1	27
Institution	4.1	3.9	4,417
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	34
Institution	4.1	3.9	4,605
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

59 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	59	4.6	0.4	
8. Stimulated students to intellectual effort beyond that required by most courses	59	4.4	0.4	
13. Introduced stimulating ideas about the subject	59	4.5	0.4	
15. Inspired students to set and achieve goals which really challenged them	59	4.4	0.4	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	18	4.5	0.4	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	47	4.4	0.4	
18. Asked students to help each other understand ideas or concepts	51	4.3	0.5	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	55	4.5	0.4	
2. Found ways to help students answer their own questions	59	4.5	0.4	
7. Explained the reasons for criticisms of students' academic performance	55	4.4	0.4	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	26	4.3	0.5	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	35	4.4	0.4	
11. Related course material to real life situations	55	4.6	0.4	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	41	4.4	0.5	
19. Gave projects, tests, or assignments that required original or creative thinking	45	4.4	0.4	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	11	4.2	0.4	
6. Made it clear how each topic fit into the course	59	4.5	0.4	
10. Explained course material clearly and concisely	59	4.5	0.4	
12. Gave tests, projects, etc. that covered the most important points of the course	46	4.6	0.4	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.3	2%	85%
	Institution	3.9	9%	51%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	2%	49%
	Institution	3.9	5%	48%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	4.1	2%	66%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	4.0	3%	59%
	Institution	3.6	15%	30%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	0%	85%
	Institution	4.1	1%	64%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.3	22%	15%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.6	10%	25%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.3	27%	17%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.4	3.8	59	49
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Percent indicating instructional approach as:	
	Primary	Secondary
Lecture	22%	17%
Discussion/Recitation	5%	14%
Seminar	7%	2%
Skill/Activity	17%	5%
Laboratory	2%	7%
Field Experience	5%	7%
Studio	0%	0%
Multi-Media	5%	3%
Practicum/Clinic	5%	0%
Other/Not Indicated	32%	46%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	44	23%	43%	34%
Oral communication	43	42%	42%	16%
Computer application	43	28%	37%	35%
Group work	44	50%	41%	9%
Mathematical/quantitative work	42	64%	33%	2%
Critical thinking	44	20%	45%	34%
Creative/artistic/design	42	74%	19%	7%
Reading	43	19%	40%	42%
Memorization	42	40%	40%	19%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	32	6%	59%	34%
Experience teaching course	39	8%	28%	64%
Changes in approach	37	8%	59%	32%
Desire to teach the course	43	5%	21%	74%
Control over course management decisions	42	5%	26%	69%
Student background	39	26%	51%	23%
Student enthusiasm	42	24%	26%	50%
Student effort to learn	42	24%	29%	48%
Technical/instructional support	33	3%	67%	30%

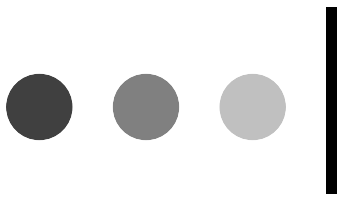
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

16388–16391, 16394–16397, 16399, 16402, 16404, 16408, 16413–16430, 16432, 16433, 16436–16438, 16441–16447, 16450, 16452, 16453, 16455–16463, 16465–16469



IDEA Student Ratings of Instruction

Group Summary Report

Department of Secondary Education
Jacksonville State University
Spring 2012

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes –Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes –Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	25
Short Form	0
Total	25
Number of Excluded Classes	8
Response Rate	
Classes below 65% Response Rate	7
Average Response Rate	78%
Class Size	
Average Class Size	12

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=25)	Institution (n=7,054)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	76%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	76%	82%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	92%	86%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	72%	71%	55%
Objective 5: Acquiring skills in working with others as a member of a team	36%	37%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	32%	39%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	24%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	48%	59%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	80%	63%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	36%	38%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	52%	63%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	52%	65%	41%
Average Number of Objectives Selected As Important or Essential	6.8	7.3	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes.

"A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	36%	12%	28%	4%	16%	12%	24%	16%
Higher (56–62)	20%	36%	20%	24%	32%	36%	12%	48%	12%
Similar (45–55)	40%	24%	56%	36%	44%	28%	36%	12%	48%
Lower (38–44)	20%	4%	4%	4%	12%	12%	20%	16%	16%
Much Lower (37 or lower)	10%	0%	8%	8%	8%	8%	20%	0%	8%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
This Summary Report	59	53	55	51	53	47	57	51
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.4	4.0	4.5	4.2	4.1	3.7	4.4	4.0
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

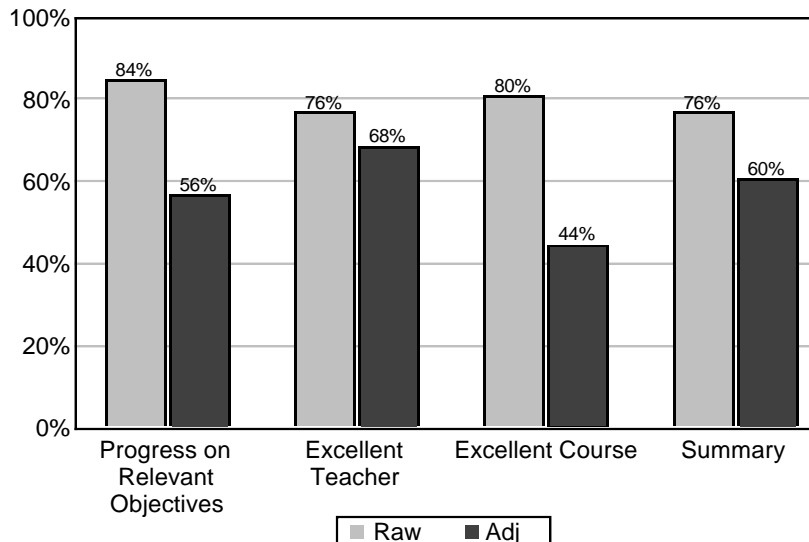
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	12%	12%	0%	4%	8%	12%	8%	8%
Higher (56–62)	20%	32%	20%	48%	44%	20%	12%	40%	20%
Similar (45–55)	40%	48%	56%	40%	32%	52%	44%	32%	48%
Lower (38–44)	20%	8%	8%	4%	12%	8%	16%	20%	16%
Much Lower (37 or lower)	10%	0%	4%	8%	8%	12%	16%	0%	8%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	54	52	53	52	50	48	53	51
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	51	49	54	49	54	50
This Summary Report	4.4	4.0	4.5	4.2	4.1	3.7	4.4	4.0
This Institution	4.2	3.9	4.3	4.1	4.1	3.9	4.2	4.0

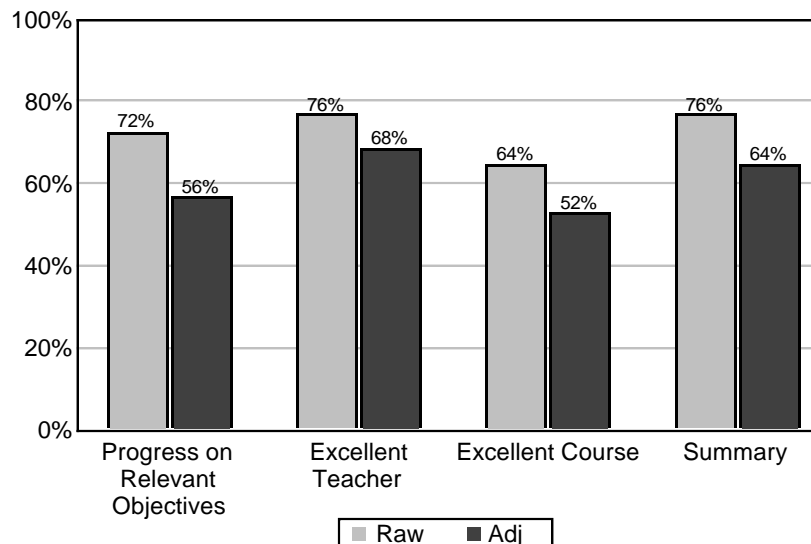
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

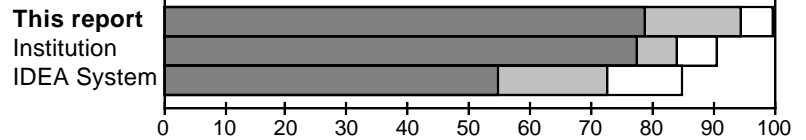
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

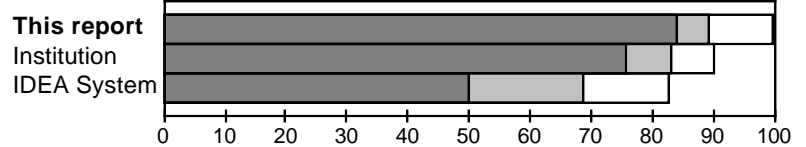
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.2	19
Institution	4.2	4.0	6,092
IDEA System	4.0	4.0	31,991

Percent of classes where Raw Average was at least:
 4.00 3.75 3.50



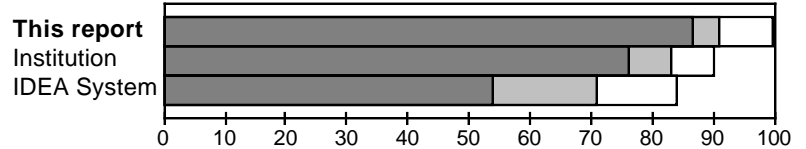
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.2	19
Institution	4.2	4.0	5,794
IDEA System	3.9	3.9	30,398



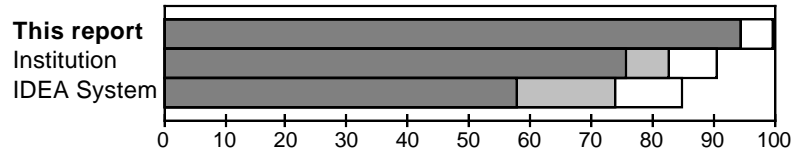
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	23
Institution	4.2	4.0	6,093
IDEA System	4.0	4.0	30,442



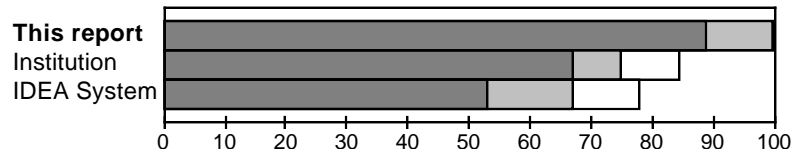
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.6	4.3	18
Institution	4.2	4.0	5,042
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

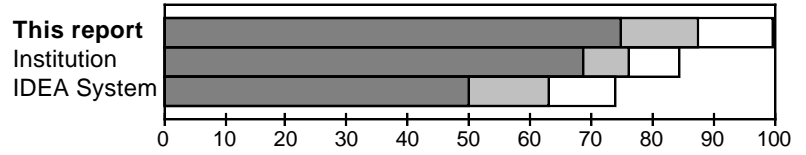
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	9
Institution	4.1	3.8	2,585
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 ■

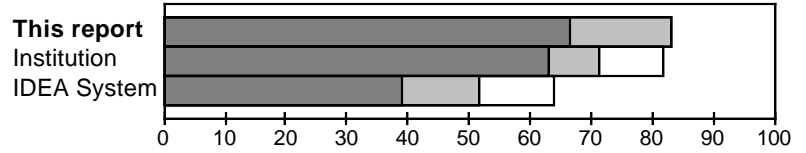
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.7	8
Institution	4.1	3.9	2,777
IDEA System	3.9	3.9	9,290



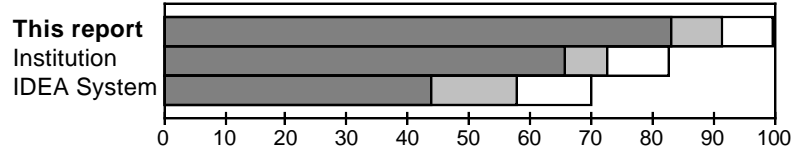
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.5	6
Institution	4.0	3.7	2,999
IDEA System	3.7	3.7	10,256



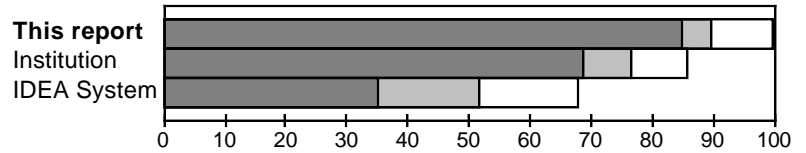
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	12
Institution	4.1	3.9	4,193
IDEA System	3.8	3.8	18,174



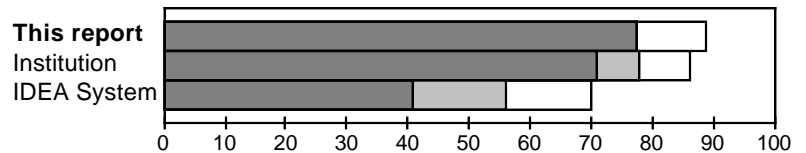
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	20
Institution	4.1	3.9	4,422
IDEA System	3.7	3.7	15,656



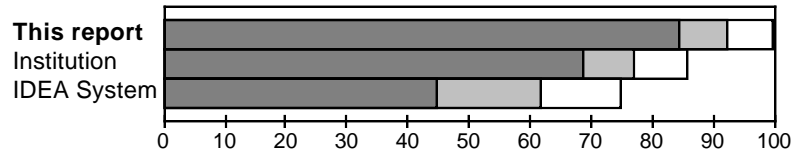
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	9
Institution	4.1	3.9	2,645
IDEA System	3.8	3.8	8,715



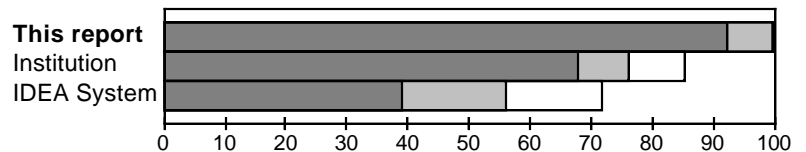
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	13
Institution	4.1	3.9	4,417
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.0	13
Institution	4.1	3.9	4,605
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

25 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	25	4.7	0.3	
8. Stimulated students to intellectual effort beyond that required by most courses	25	4.5	0.4	
13. Introduced stimulating ideas about the subject	25	4.6	0.3	
15. Inspired students to set and achieve goals which really challenged them	25	4.5	0.4	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	9	4.6	0.6	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	18	4.6	0.4	
18. Asked students to help each other understand ideas or concepts	23	4.6	0.5	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	25	4.7	0.4	
2. Found ways to help students answer their own questions	25	4.6	0.5	
7. Explained the reasons for criticisms of students' academic performance	25	4.5	0.4	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	5	4.6	0.5	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	20	4.6	0.4	
11. Related course material to real life situations	24	4.7	0.3	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	20	4.6	0.5	
19. Gave projects, tests, or assignments that required original or creative thinking	23	4.6	0.5	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	17	4.8	0.2	
6. Made it clear how each topic fit into the course	25	4.6	0.4	
10. Explained course material clearly and concisely	25	4.5	0.5	
12. Gave tests, projects, etc. that covered the most important points of the course	20	4.7	0.3	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.1	0%	68%
	Institution	3.9	9%	51%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.9	0%	64%
	Institution	3.9	5%	48%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	4.0	8%	68%
	Institution	3.7	15%	42%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.5	12%	24%
	Institution	3.6	15%	30%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	0%	92%
	Institution	4.1	1%	64%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.2	28%	16%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.7	0%	40%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.3	16%	4%
	Institution	3.6	12%	29%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.4	4.0	58	52
Institution	4.0	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 25		Percent indicating instructional approach as:	
			Primary	Secondary
Lecture			20%	16%
Discussion/Recitation			16%	16%
Seminar			20%	20%
Skill/Activity			24%	12%
Laboratory			0%	4%
Field Experience			16%	8%
Studio			0%	0%
Multi-Media			0%	0%
Practicum/Clinic			0%	4%
Other/Not Indicated			4%	20%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	25	0%	52%	48%
Oral communication	25	12%	52%	36%
Computer application	25	8%	56%	36%
Group work	25	36%	32%	32%
Mathematical/quantitative work	25	64%	28%	8%
Critical thinking	25	0%	20%	80%
Creative/artistic/design	25	68%	4%	28%
Reading	25	16%	36%	48%
Memorization	24	88%	4%	8%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	24	0%	50%	50%
Experience teaching course	24	0%	21%	79%
Changes in approach	24	0%	33%	67%
Desire to teach the course	25	0%	28%	72%
Control over course management decisions	25	0%	36%	64%
Student background	25	8%	52%	40%
Student enthusiasm	25	8%	44%	48%
Student effort to learn	25	8%	36%	56%
Technical/instructional support	23	13%	52%	35%

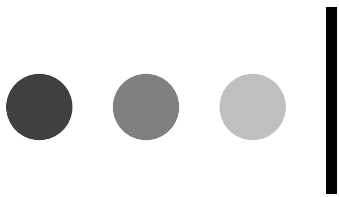
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

17010, 17011, 17014–17027, 17029, 17030, 17032–17034, 17037, 17039–17041



IDEA Student Ratings of Instruction

Group Summary Report

Department of Curriculum & Instruction
Jacksonville State University
Fall 2012

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes – Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes – Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self-ratings and Ratings of Course Characteristics
9	VII: Faculty Self-report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	70
Short Form	0
Total	70
Number of Excluded Classes	13
Response Rate	
Classes below 65% Response Rate	52
Average Response Rate	55%
Class Size	
Average Class Size	16

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=70)	Institution (n=9,237)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	76%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	69%	83%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	89%	87%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	69%	73%	55%
Objective 5: Acquiring skills in working with others as a member of a team	37%	38%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	26%	40%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	33%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	41%	60%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	51%	64%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	34%	39%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	46%	64%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	44%	67%	41%
Average Number of Objectives Selected As Important or Essential	6.1	7.4	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	47%	3%	27%	0%	37%	6%	44%	1%
Higher (56–62)	20%	29%	23%	37%	31%	30%	16%	24%	24%
Similar (45–55)	40%	11%	51%	19%	43%	24%	50%	20%	49%
Lower (38–44)	20%	6%	9%	9%	13%	3%	13%	4%	11%
Much Lower (37 or lower)	10%	7%	14%	9%	13%	6%	16%	7%	14%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score									
This Summary Report	58	49	54	48	58	47	58	49	
IDEA System	51 ²	51 ²	50	50	50	50	50	51	
5-point Scale									
This Summary Report	4.4	3.9	4.4	4.1	4.4	3.8	4.4	3.9	
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9	

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

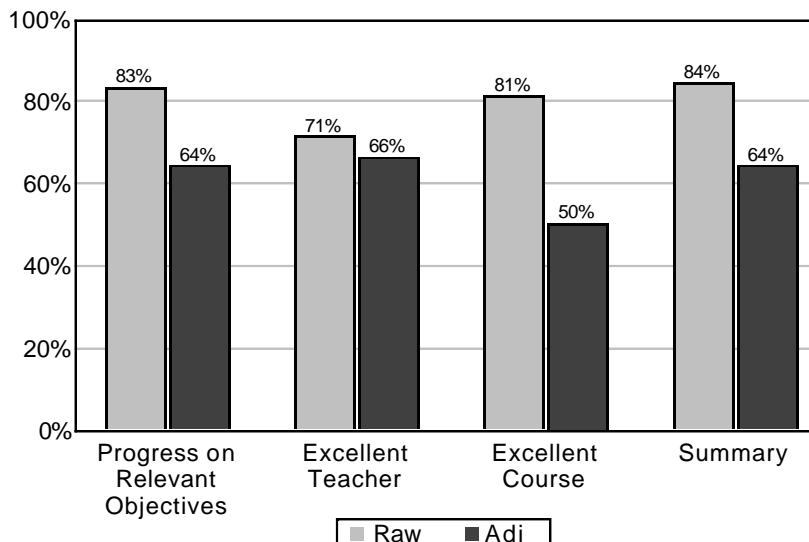
Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases.

Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	13%	1%	0%	1%	17%	3%	10%	1%
Higher (56-62)	20%	39%	19%	57%	30%	39%	19%	49%	23%
Similar (45-55)	40%	36%	60%	26%	46%	30%	56%	29%	56%
Lower (38-44)	20%	4%	9%	9%	10%	7%	9%	4%	9%
Much Lower (37 or lower)	10%	9%	11%	9%	13%	7%	14%	9%	11%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	53	49	52	49	54	48	53	49
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	52	49	54	49	54	50
This Summary Report	4.4	3.9	4.4	4.1	4.4	3.8	4.4	3.9
This Institution	4.2	3.9	4.3	4.1	4.2	3.9	4.2	4.0

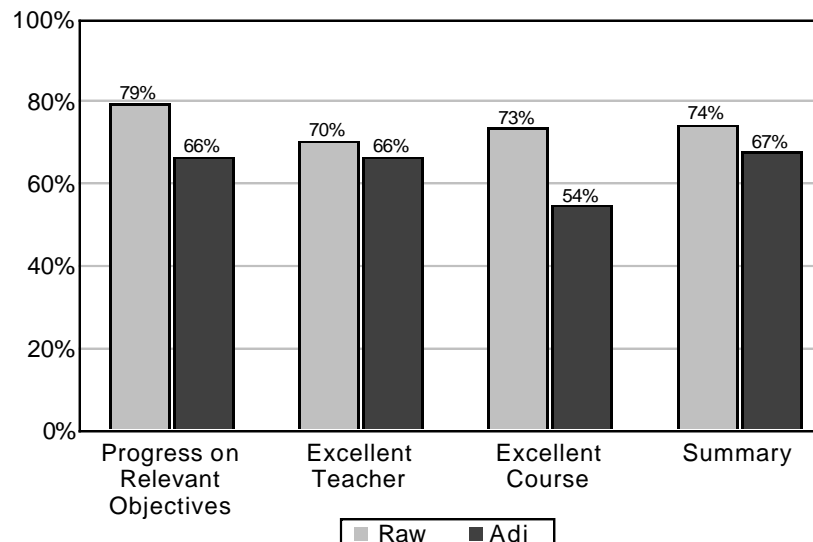
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

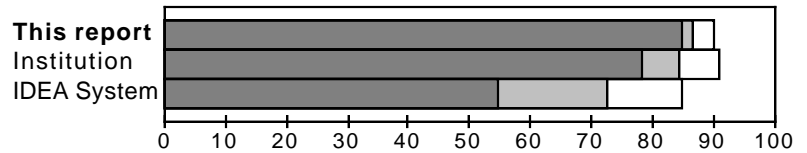
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Percent of classes where Raw Average was at least:
 4.00 (darkest bar) 3.75 (medium bar) 3.50 (lightest bar)

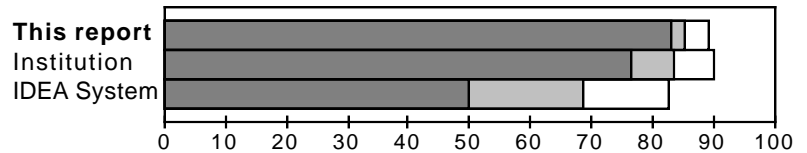
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	53
Institution	4.3	4.0	7,954
IDEA System	4.0	4.0	31,991



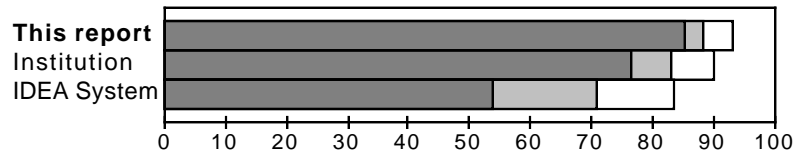
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	48
Institution	4.2	4.0	7,645
IDEA System	3.9	3.9	30,398



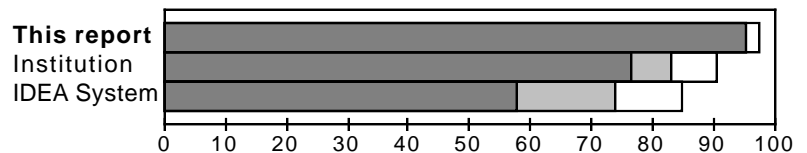
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	3.9	62
Institution	4.2	4.0	8,022
IDEA System	4.0	4.0	30,442



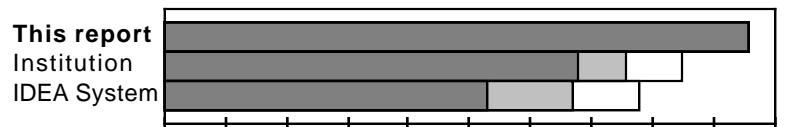
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.6	4.0	48
Institution	4.2	4.0	6,706
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

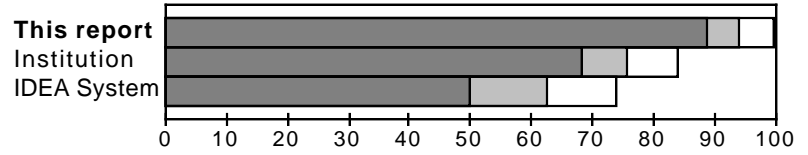
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	3.8	26
Institution	4.1	3.8	3,515
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

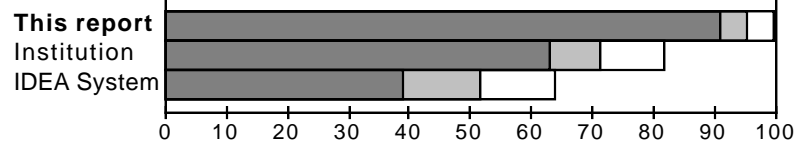
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	3.9	18
Institution	4.1	3.8	3,728
IDEA System	3.9	3.9	9,290



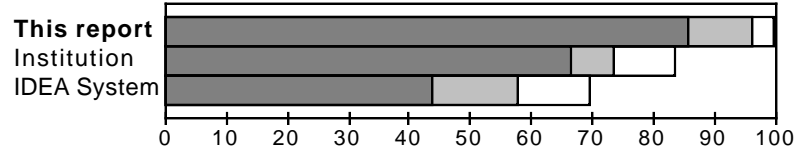
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	3.8	23
Institution	4.0	3.7	4,016
IDEA System	3.7	3.7	10,256



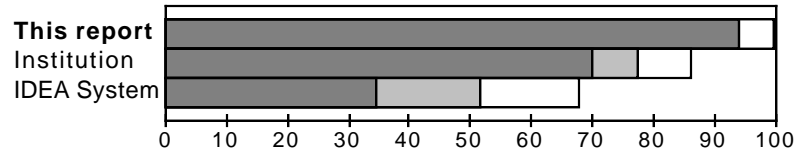
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.6	4.1	29
Institution	4.1	3.9	5,581
IDEA System	3.8	3.8	18,174



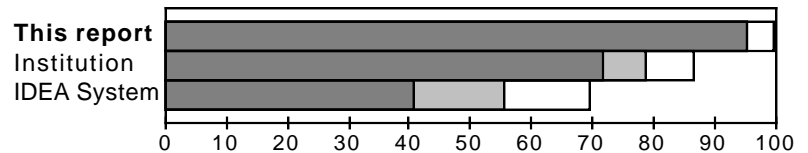
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.6	4.0	36
Institution	4.1	3.9	5,908
IDEA System	3.7	3.7	15,656



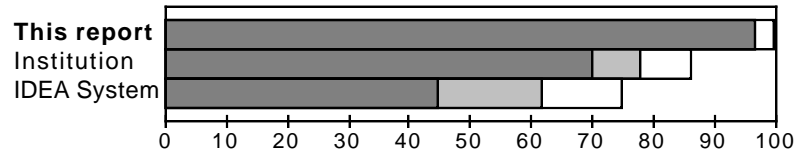
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.6	4.0	24
Institution	4.1	3.9	3,594
IDEA System	3.8	3.8	8,715



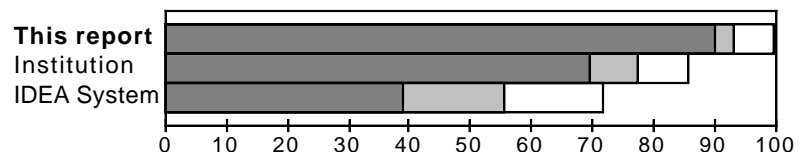
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.7	4.2	32
Institution	4.1	3.9	5,903
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.6	4.0	31
Institution	4.1	3.9	6,147
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

70 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	70	4.6	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	70	4.4	0.7	
13. Introduced stimulating ideas about the subject	70	4.5	0.6	
15. Inspired students to set and achieve goals which really challenged them	70	4.5	0.6	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	26	4.6	0.4	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	44	4.7	0.4	
18. Asked students to help each other understand ideas or concepts	54	4.6	0.4	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	67	4.6	0.6	
2. Found ways to help students answer their own questions	70	4.5	0.6	
7. Explained the reasons for criticisms of students' academic performance	65	4.5	0.6	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	20	4.7	0.4	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	36	4.7	0.3	
11. Related course material to real life situations	65	4.6	0.6	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	44	4.7	0.3	
19. Gave projects, tests, or assignments that required original or creative thinking	49	4.7	0.3	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	29	4.7	0.4	
6. Made it clear how each topic fit into the course	70	4.5	0.7	
10. Explained course material clearly and concisely	70	4.4	0.8	
12. Gave tests, projects, etc. that covered the most important points of the course	56	4.5	0.6	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ± 1 standard deviation of the group's average

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.4	0%	84%
	Institution	3.9	9%	52%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.1	3%	61%
	Institution	3.9	5%	49%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	4.0	6%	69%
	Institution	3.7	14%	43%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	4.0	3%	60%
	Institution	3.6	15%	31%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.4	0%	87%
	Institution	4.1	1%	66%
	IDEA System	3.6	1%	15%

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.3	21%	10%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.6	7%	23%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.3	16%	13%
	Institution	3.6	12%	28%
	IDEA System	3.4	20%	18%

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.4	3.7	59	47
Institution	4.1	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 70	Percent indicating instructional approach as:	
		Primary	Secondary
Lecture		49%	6%
Discussion/Recitation		6%	31%
Seminar		9%	10%
Skill/Activity		9%	13%
Laboratory		0%	7%
Field Experience		6%	7%
Studio		0%	0%
Multi-Media		1%	1%
Practicum/Clinic		3%	3%
Other/Not Indicated		19%	21%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	70	0%	44%	56%
Oral communication	69	33%	35%	32%
Computer application	70	11%	56%	33%
Group work	70	39%	34%	27%
Mathematical/quantitative work	70	77%	23%	0%
Critical thinking	70	10%	57%	33%
Creative/artistic/design	69	42%	52%	6%
Reading	70	11%	43%	46%
Memorization	70	53%	40%	7%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	55	7%	44%	49%
Experience teaching course	63	0%	11%	89%
Changes in approach	61	0%	61%	39%
Desire to teach the course	65	0%	9%	91%
Control over course management decisions	65	0%	23%	77%
Student background	60	13%	37%	50%
Student enthusiasm	63	5%	29%	67%
Student effort to learn	66	5%	27%	68%
Technical/instructional support	60	5%	48%	47%

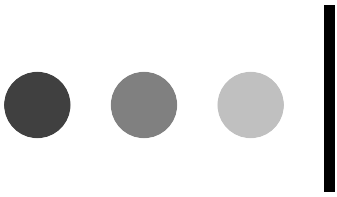
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

17439-17442, 17444, 17446-17450, 17452-17467, 17469, 17471-17482, 17484-17492, 17494-17500, 17503, 17505, 17506, 17508-17519



IDEA Student Ratings of Instruction

Group Summary Report

Department of Educational Resources
Jacksonville State University
Fall 2012

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes – Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes – Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self–ratings and Ratings of Course Characteristics
9	VII: Faculty Self–report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	28
Short Form	0
Total	28
Number of Excluded Classes	22
Response Rate	
Classes below 65% Response Rate	14
Average Response Rate	62%
Class Size	
Average Class Size	10

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=28)	Institution (n=9,237)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	75%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	89%	83%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	96%	87%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	93%	73%	55%
Objective 5: Acquiring skills in working with others as a member of a team	71%	38%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	79%	40%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	32%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	100%	60%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	96%	64%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	75%	39%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	96%	64%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	86%	67%	41%
Average Number of Objectives Selected As Important or Essential	9.9	7.4	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	25%	7%	14%	0%	18%	7%	25%	4%
Higher (56–62)	20%	43%	29%	43%	14%	46%	21%	39%	25%
Similar (45–55)	40%	21%	43%	29%	61%	21%	43%	25%	57%
Lower (38–44)	20%	11%	18%	14%	21%	14%	21%	11%	11%
Much Lower (37 or lower)	10%	0%	4%	0%	4%	0%	7%	0%	4%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	This Summary Report		IDEA System	
This Summary Report	58	50	55	49
IDEA System	51 ²	51 ²	50	50
5-point Scale	This Summary Report		IDEA System	
This Summary Report	4.3	3.9	4.5	4.2
IDEA System	3.8	3.8	4.2	4.2

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

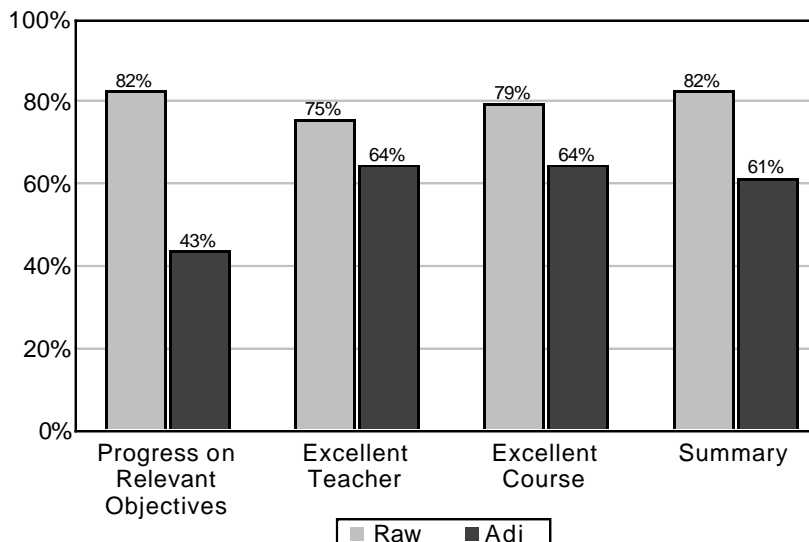
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	11%	4%	0%	0%	11%	7%	7%	4%
Higher (56-62)	20%	21%	21%	46%	21%	39%	11%	29%	25%
Similar (45-55)	40%	57%	54%	36%	57%	29%	61%	50%	57%
Lower (38-44)	20%	7%	18%	18%	18%	21%	14%	14%	11%
Much Lower (37 or lower)	10%	4%	4%	0%	4%	0%	7%	0%	4%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	53	50	53	50	53	50	53	50
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	52	49	54	49	54	50
This Summary Report	4.3	3.9	4.5	4.2	4.3	3.9	4.4	4.0
This Institution	4.2	3.9	4.3	4.1	4.2	3.9	4.2	4.0

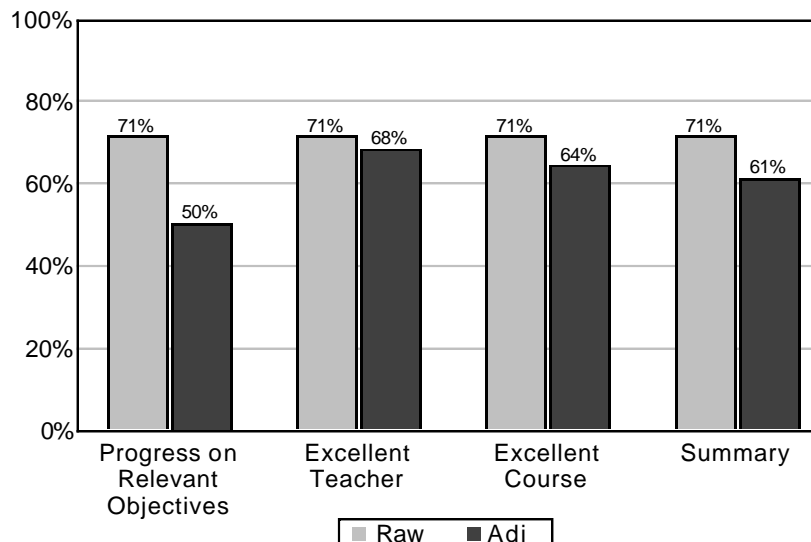
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

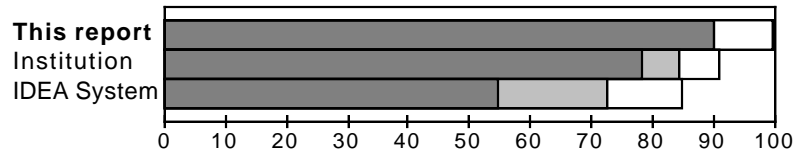
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Percent of classes where Raw Average was at least:
 4.00 (darkest bar) 3.75 (medium bar) 3.50 (lightest bar)

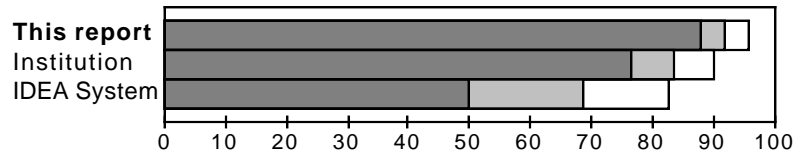
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	21
Institution	4.3	4.0	7,954
IDEA System	4.0	4.0	31,991



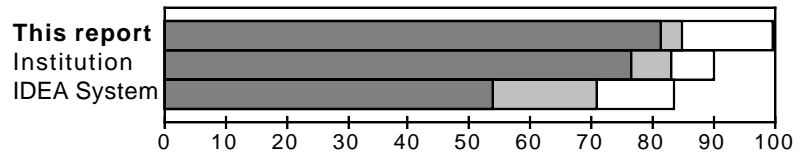
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	25
Institution	4.2	4.0	7,645
IDEA System	3.9	3.9	30,398



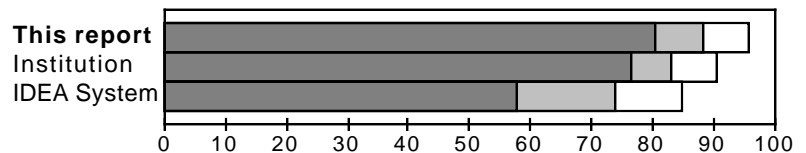
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	27
Institution	4.2	4.0	8,022
IDEA System	4.0	4.0	30,442



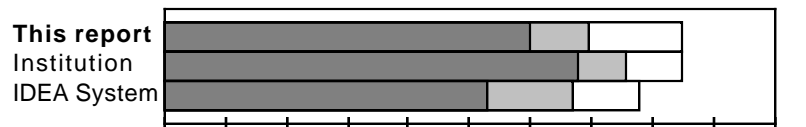
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	26
Institution	4.2	4.0	6,706
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

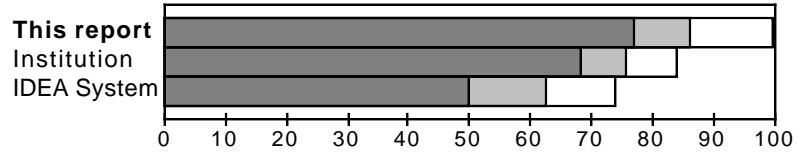
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.5	20
Institution	4.1	3.8	3,515
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

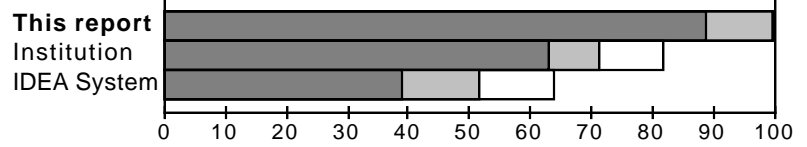
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	22
Institution	4.1	3.8	3,728
IDEA System	3.9	3.9	9,290



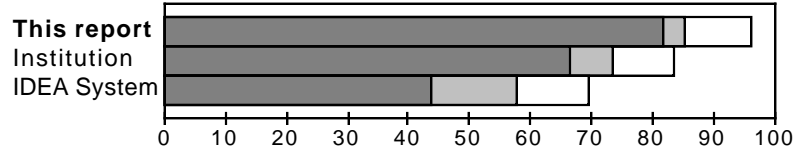
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.7	9
Institution	4.0	3.7	4,016
IDEA System	3.7	3.7	10,256



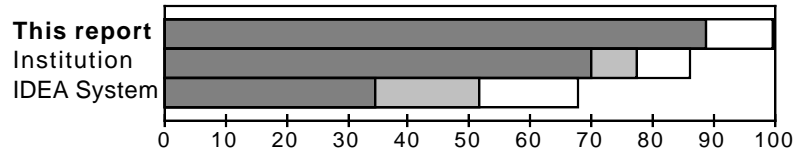
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	28
Institution	4.1	3.9	5,581
IDEA System	3.8	3.8	18,174



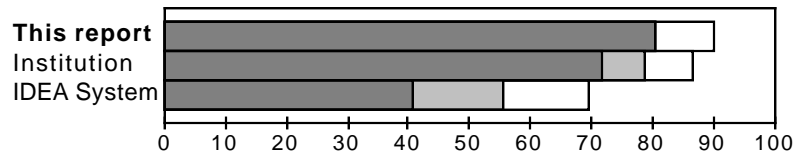
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	27
Institution	4.1	3.9	5,908
IDEA System	3.7	3.7	15,656



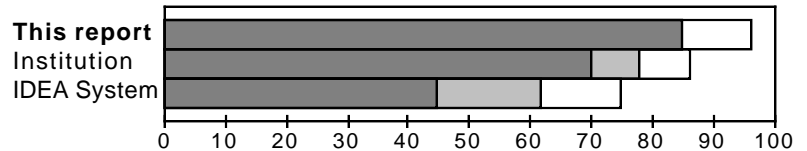
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	21
Institution	4.1	3.9	3,594
IDEA System	3.8	3.8	8,715



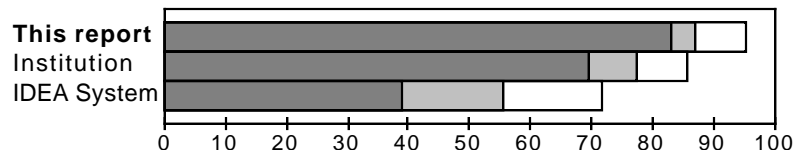
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	27
Institution	4.1	3.9	5,903
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	24
Institution	4.1	3.9	6,147
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

28 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	28	4.7	0.4	
8. Stimulated students to intellectual effort beyond that required by most courses	28	4.6	0.4	
13. Introduced stimulating ideas about the subject	28	4.6	0.3	
15. Inspired students to set and achieve goals which really challenged them	28	4.5	0.4	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	20	3.8	1.0	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	28	4.4	0.6	
18. Asked students to help each other understand ideas or concepts	28	4.2	0.7	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	27	4.8	0.3	
2. Found ways to help students answer their own questions	28	4.5	0.4	
7. Explained the reasons for criticisms of students' academic performance	28	4.6	0.3	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	5	4.4	0.2	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	27	4.7	0.4	
11. Related course material to real life situations	27	4.7	0.4	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	28	4.6	0.4	
19. Gave projects, tests, or assignments that required original or creative thinking	28	4.6	0.4	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	22	4.7	0.4	
6. Made it clear how each topic fit into the course	28	4.7	0.3	
10. Explained course material clearly and concisely	28	4.5	0.5	
12. Gave tests, projects, etc. that covered the most important points of the course	25	4.8	0.2	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ± 1 standard deviation of the group's average

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.0	7%	61%
	Institution	3.9	9%	52%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.8	7%	43%
	Institution	3.9	5%	49%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.9	7%	50%
	Institution	3.7	14%	43%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.8	0%	36%
	Institution	3.6	15%	31%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	0%	82%
	Institution	4.1	1%	66%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.6	7%	36%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.7	4%	39%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	11%	32%
	Institution	3.6	12%	28%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.2	3.7	56	47
Institution	4.1	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 28	Percent indicating instructional approach as:	
		Primary	Secondary
Lecture		7%	11%
Discussion/Recitation		4%	4%
Seminar		7%	4%
Skill/Activity		0%	29%
Laboratory		0%	4%
Field Experience		21%	4%
Studio		0%	0%
Multi-Media		29%	4%
Practicum/Clinic		0%	0%
Other/Not Indicated		32%	43%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	22	0%	18%	82%
Oral communication	22	5%	77%	18%
Computer application	22	18%	32%	50%
Group work	22	50%	45%	5%
Mathematical/quantitative work	20	75%	15%	10%
Critical thinking	22	0%	32%	68%
Creative/artistic/design	21	62%	24%	14%
Reading	22	0%	27%	73%
Memorization	22	45%	36%	18%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	13	0%	31%	69%
Experience teaching course	21	5%	10%	86%
Changes in approach	20	5%	70%	25%
Desire to teach the course	22	5%	9%	86%
Control over course management decisions	22	5%	27%	68%
Student background	22	5%	55%	41%
Student enthusiasm	22	5%	41%	55%
Student effort to learn	22	5%	5%	91%
Technical/instructional support	22	0%	41%	59%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

17543, 17545–17547, 17549, 17550, 17554, 17556, 17557, 17559–17562, 17564, 17567–17571, 17573, 17578–17582,
17585–17587



IDEA Student Ratings of Instruction

Group Summary Report

Department of Family & Consumer Sciences
Jacksonville State University
Fall 2012

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes – Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes – Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self-ratings and Ratings of Course Characteristics
9	VII: Faculty Self-report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	40
Short Form	0
Total	40
Number of Excluded Classes	4
Response Rate	
Classes below 65% Response Rate	36
Average Response Rate	37%
Class Size	
Average Class Size	21

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=40)	Institution (n=9,237)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	93%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	88%	83%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	100%	87%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	85%	73%	55%
Objective 5: Acquiring skills in working with others as a member of a team	50%	38%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	53%	40%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	35%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	73%	60%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	88%	64%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	50%	39%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	73%	64%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	83%	67%	41%
Average Number of Objectives Selected As Important or Essential	8.7	7.4	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	30%	5%	8%	0%	23%	5%	23%	3%
Higher (56–62)	20%	23%	18%	30%	13%	30%	5%	30%	10%
Similar (45–55)	40%	30%	45%	25%	45%	23%	43%	25%	53%
Lower (38–44)	20%	10%	20%	18%	18%	15%	28%	13%	20%
Much Lower (37 or lower)	10%	8%	13%	20%	25%	10%	20%	10%	15%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	55	48	49	44	53	45	53	46
This Summary Report	55	48	49	44	53	45	53	46
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale								
This Summary Report	4.2	3.8	4.1	3.8	4.1	3.6	4.2	3.8
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

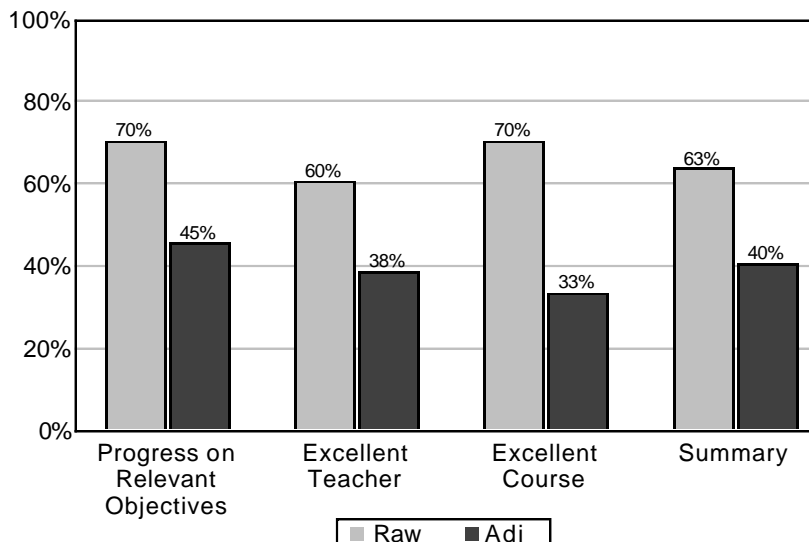
Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases.

Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group’s classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group’s averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	8%	3%	0%	0%	10%	3%	0%	3%
Higher (56–62)	20%	28%	15%	35%	15%	25%	8%	43%	10%
Similar (45–55)	40%	38%	50%	28%	48%	38%	48%	25%	57%
Lower (38–44)	20%	15%	20%	15%	15%	15%	25%	18%	18%
Much Lower (37 or lower)	10%	13%	13%	23%	23%	13%	18%	15%	13%

Part 2: Average Scores

Converted Score									
This Summary Report	49	47	47	45	50	46	49	47	
	This Institution	50	50	50	50	50	50	50	
This Institution (compared to IDEA)	55	51	52	49	54	49	54	50	
	5–point Scale								
This Summary Report	4.2	3.8	4.1	3.8	4.1	3.6	4.2	3.8	
This Institution	4.2	3.9	4.3	4.1	4.2	3.9	4.2	4.0	

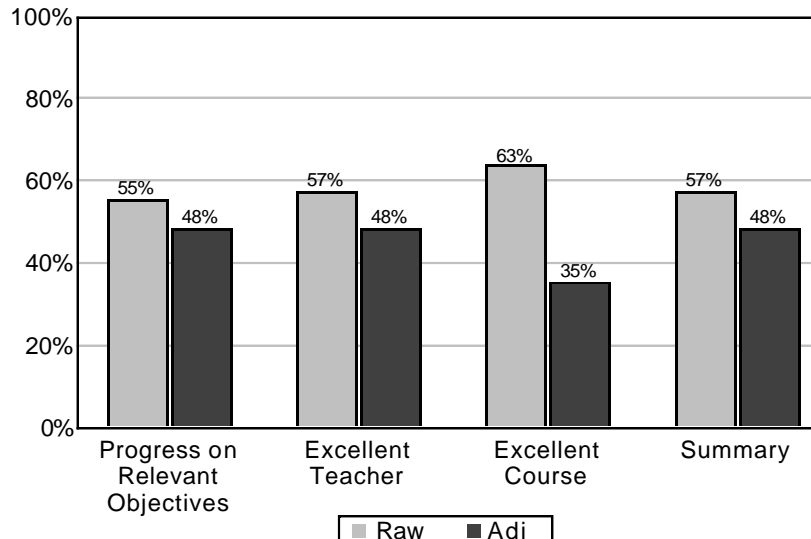
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution’s Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

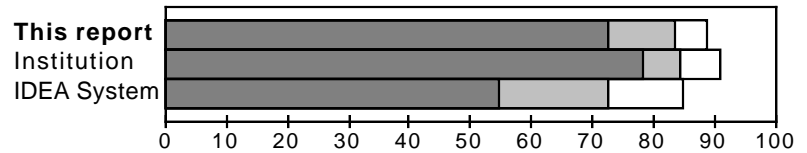
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Percent of classes where Raw Average was at least:
 4.00 (darkest bar) 3.75 (medium bar) 3.50 (lightest bar)

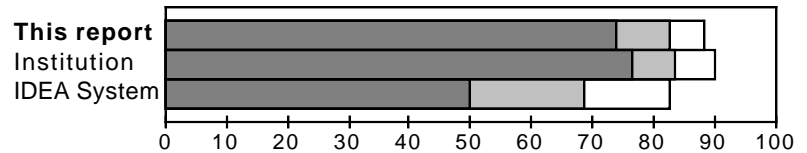
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	37
Institution	4.3	4.0	7,954
IDEA System	4.0	4.0	31,991



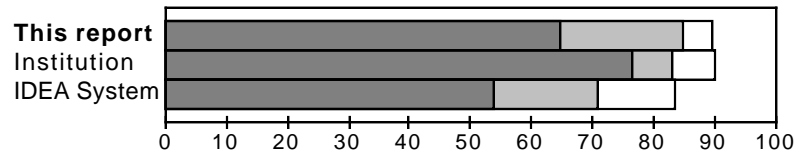
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	35
Institution	4.2	4.0	7,645
IDEA System	3.9	3.9	30,398



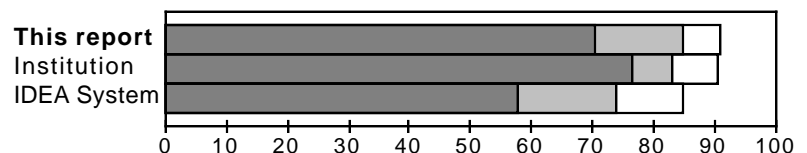
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	40
Institution	4.2	4.0	8,022
IDEA System	4.0	4.0	30,442



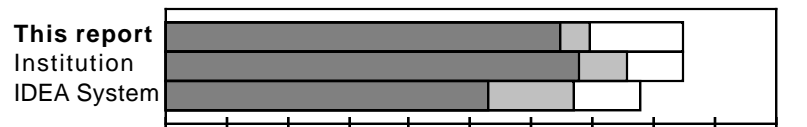
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	34
Institution	4.2	4.0	6,706
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

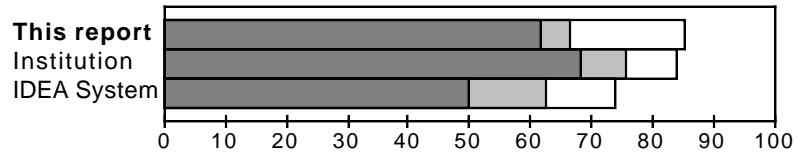
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	20
Institution	4.1	3.8	3,515
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 ■

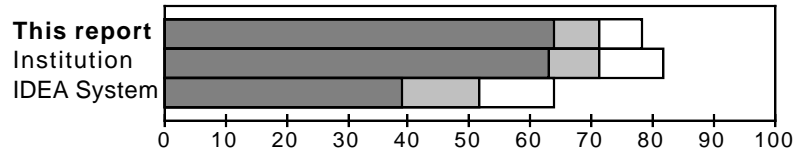
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.6	21
Institution	4.1	3.8	3,728
IDEA System	3.9	3.9	9,290



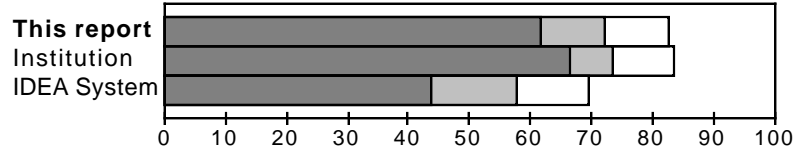
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.5	14
Institution	4.0	3.7	4,016
IDEA System	3.7	3.7	10,256



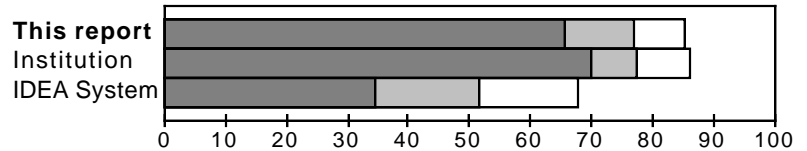
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.7	29
Institution	4.1	3.9	5,581
IDEA System	3.8	3.8	18,174



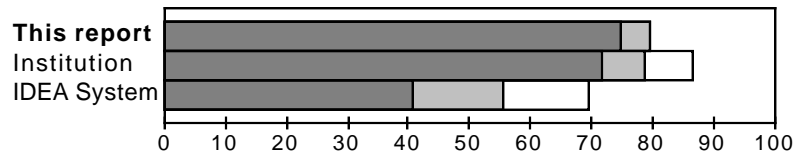
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.8	35
Institution	4.1	3.9	5,908
IDEA System	3.7	3.7	15,656



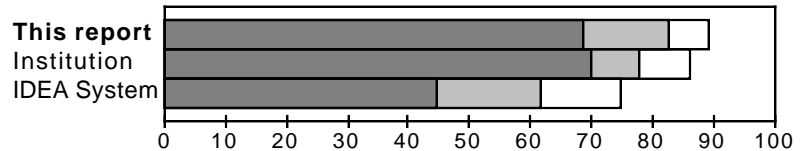
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.7	20
Institution	4.1	3.9	3,594
IDEA System	3.8	3.8	8,715



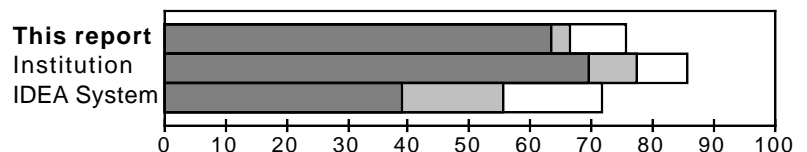
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.8	29
Institution	4.1	3.9	5,903
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.6	33
Institution	4.1	3.9	6,147
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

40 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	40	4.3	0.7	
8. Stimulated students to intellectual effort beyond that required by most courses	40	4.2	0.7	
13. Introduced stimulating ideas about the subject	40	4.1	0.8	
15. Inspired students to set and achieve goals which really challenged them	40	4.1	0.7	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	20	4.1	0.9	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	36	4.0	0.9	
18. Asked students to help each other understand ideas or concepts	40	3.9	0.8	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	39	4.2	0.7	
2. Found ways to help students answer their own questions	40	4.1	0.7	
7. Explained the reasons for criticisms of students' academic performance	40	4.2	0.6	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	30	4.3	0.6	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	35	4.3	0.6	
11. Related course material to real life situations	39	4.3	0.7	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	39	4.3	0.7	
19. Gave projects, tests, or assignments that required original or creative thinking	38	4.3	0.6	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	7	4.1	0.8	
6. Made it clear how each topic fit into the course	40	4.3	0.7	
10. Explained course material clearly and concisely	40	4.2	0.8	
12. Gave tests, projects, etc. that covered the most important points of the course	38	4.4	0.5	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ± 1 standard deviation of the group's average

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.0	10%	63%
	Institution	3.9	9%	52%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	0%	65%
	Institution	3.9	5%	49%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.7	13%	40%
	Institution	3.7	14%	43%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.8	13%	43%
	Institution	3.6	15%	31%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	0%	75%
	Institution	4.1	1%	66%
	IDEA System	3.6	1%	15%

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.7	8%	38%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.7	0%	30%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.4	13%	20%
	Institution	3.6	12%	28%
	IDEA System	3.4	20%	18%

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.1	3.5	54	44
Institution	4.1	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 40	Percent indicating instructional approach as:	
		Primary	Secondary
Lecture		35%	5%
Discussion/Recitation		5%	10%
Seminar		3%	0%
Skill/Activity		5%	25%
Laboratory		13%	5%
Field Experience		3%	8%
Studio		0%	0%
Multi-Media		10%	15%
Practicum/Clinic		5%	0%
Other/Not Indicated		23%	33%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	39	5%	54%	41%
Oral communication	39	44%	41%	15%
Computer application	39	13%	44%	44%
Group work	39	59%	33%	8%
Mathematical/quantitative work	39	62%	26%	13%
Critical thinking	39	0%	51%	49%
Creative/artistic/design	39	49%	23%	28%
Reading	38	5%	18%	76%
Memorization	39	18%	38%	44%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	32	9%	31%	59%
Experience teaching course	38	3%	3%	95%
Changes in approach	35	0%	54%	46%
Desire to teach the course	39	5%	8%	87%
Control over course management decisions	39	3%	18%	79%
Student background	35	14%	43%	43%
Student enthusiasm	32	6%	16%	78%
Student effort to learn	39	10%	8%	82%
Technical/instructional support	31	3%	35%	61%

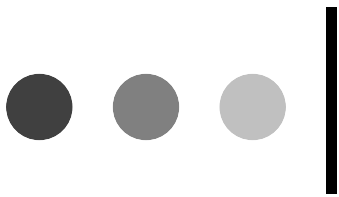
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

17770-17779, 17781, 17782, 17784-17803, 17805-17811, 17813



IDEA Student Ratings of Instruction

Group Summary Report

Department of Health & Physical Education
Jacksonville State University
Fall 2012

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes – Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes – Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self-ratings and Ratings of Course Characteristics
9	VII: Faculty Self-report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	55
Short Form	0
Total	55
Number of Excluded Classes	38
Response Rate	
Classes below 65% Response Rate	49
Average Response Rate	36%
Class Size	
Average Class Size	21

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=55)	Institution (n=9,237)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	78%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	71%	83%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	80%	87%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	65%	73%	55%
Objective 5: Acquiring skills in working with others as a member of a team	35%	38%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	24%	40%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	25%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	36%	60%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	49%	64%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	53%	39%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	24%	64%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	45%	67%	41%
Average Number of Objectives Selected As Important or Essential	5.9	7.4	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	33%	5%	27%	0%	38%	7%	38%	2%
Higher (56–62)	20%	38%	16%	36%	22%	25%	18%	29%	20%
Similar (45–55)	40%	20%	56%	20%	60%	25%	40%	24%	58%
Lower (38–44)	20%	5%	11%	11%	9%	7%	27%	7%	15%
Much Lower (37 or lower)	10%	4%	11%	5%	9%	4%	7%	2%	5%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	This Summary Report		IDEA System		5-point Scale		This Summary Report		IDEA System	
This Summary Report	58	50	55	50	58	49	58	50	58	50
IDEA System	51 ²	51 ²	50	50	50	50	50	51	50	51
This Summary Report	4.4	3.9	4.5	4.2	4.4	3.8	4.4	4.0	4.4	4.0
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

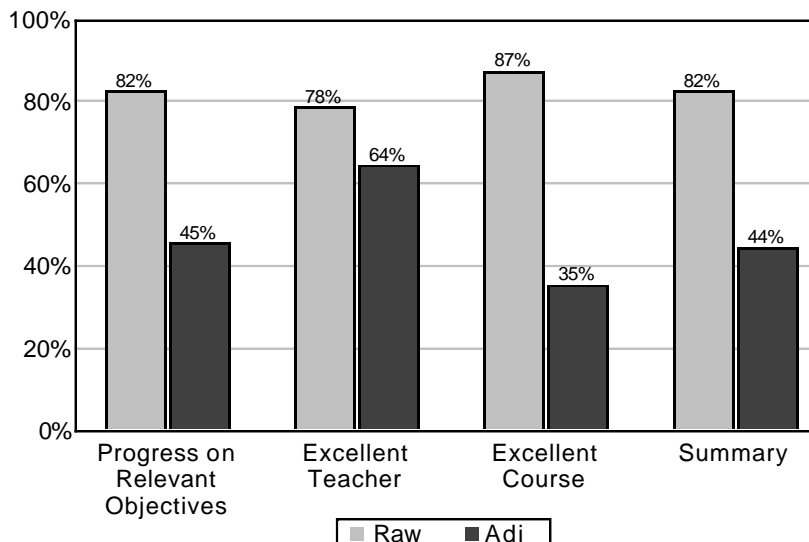
Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases.

Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	13%	2%	0%	0%	25%	5%	11%	2%
Higher (56-62)	20%	33%	20%	49%	24%	27%	20%	42%	16%
Similar (45-55)	40%	36%	56%	33%	58%	36%	47%	29%	64%
Lower (38-44)	20%	11%	13%	11%	11%	5%	22%	15%	15%
Much Lower (37 or lower)	10%	7%	9%	7%	7%	5%	5%	4%	4%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	53	49	53	51	54	49	54	50
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	52	49	54	49	54	50
This Summary Report	4.4	3.9	4.5	4.2	4.4	3.8	4.4	4.0
This Institution	4.2	3.9	4.3	4.1	4.2	3.9	4.2	4.0

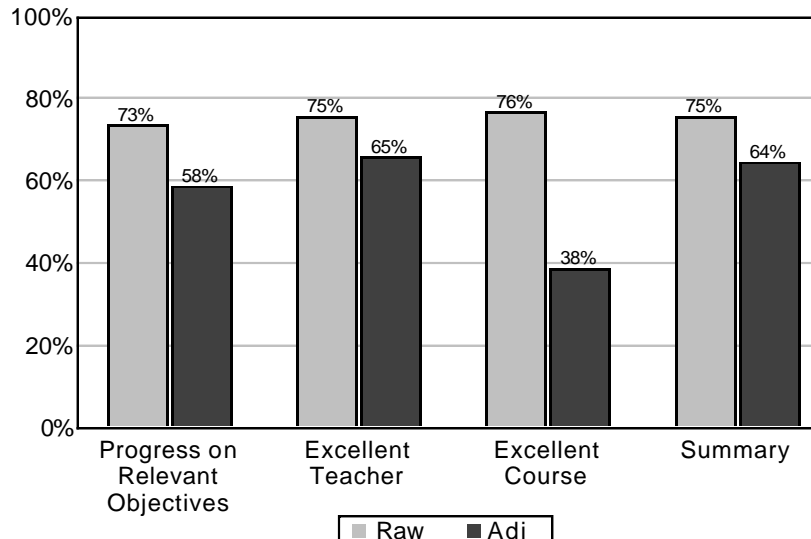
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

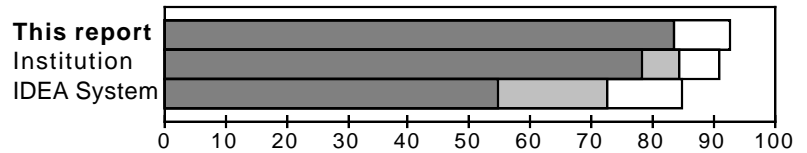
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Percent of classes where Raw Average was at least:
 4.00 (darkest bar) 3.75 (medium bar) 3.50 (lightest bar)

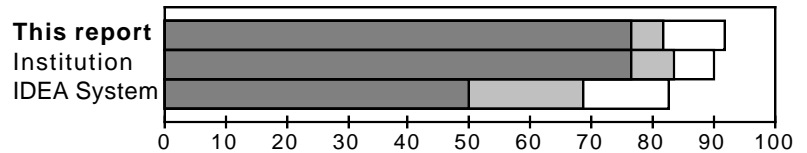
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	43
Institution	4.3	4.0	7,954
IDEA System	4.0	4.0	31,991



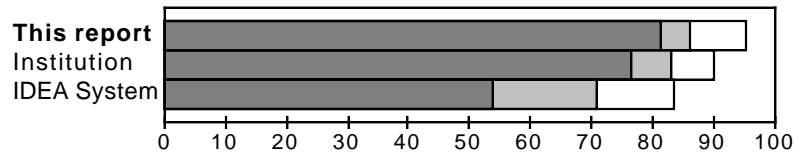
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	39
Institution	4.2	4.0	7,645
IDEA System	3.9	3.9	30,398



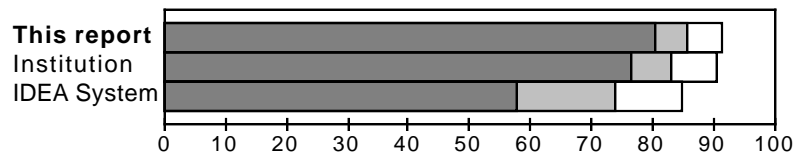
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	3.9	44
Institution	4.2	4.0	8,022
IDEA System	4.0	4.0	30,442



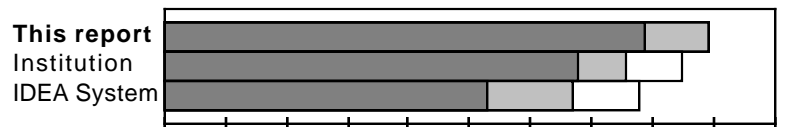
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	36
Institution	4.2	4.0	6,706
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

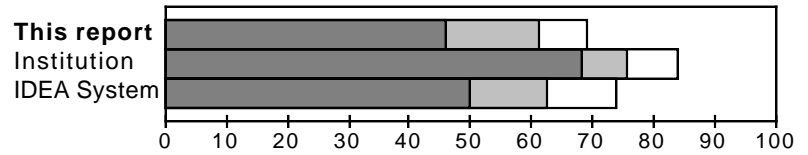
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	19
Institution	4.1	3.8	3,515
IDEA System	3.9	3.9	12,088



Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

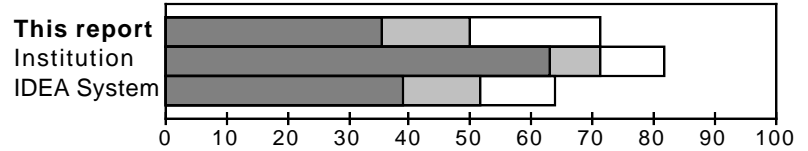
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.8	3.5	13
Institution	4.1	3.8	3,728
IDEA System	3.9	3.9	9,290

Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □



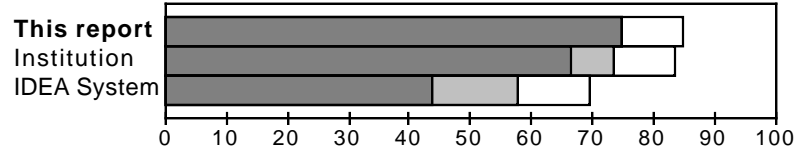
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.7	3.3	14
Institution	4.0	3.7	4,016
IDEA System	3.7	3.7	10,256



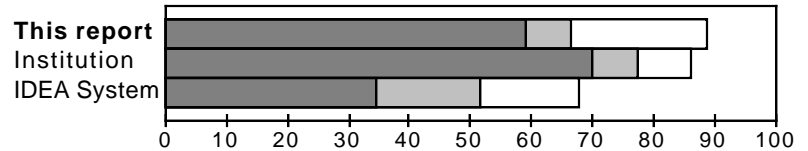
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.8	20
Institution	4.1	3.9	5,581
IDEA System	3.8	3.8	18,174



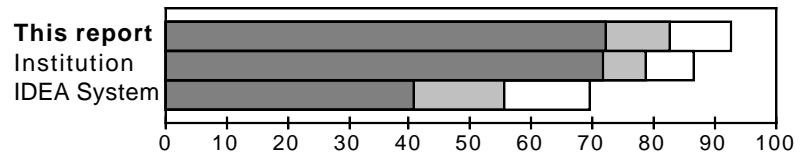
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.7	27
Institution	4.1	3.9	5,908
IDEA System	3.7	3.7	15,656



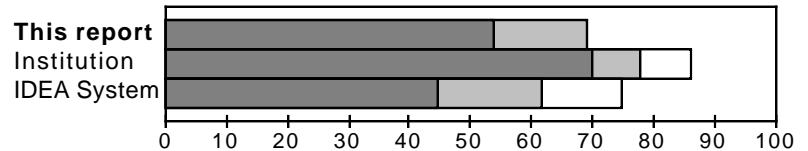
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	29
Institution	4.1	3.9	3,594
IDEA System	3.8	3.8	8,715



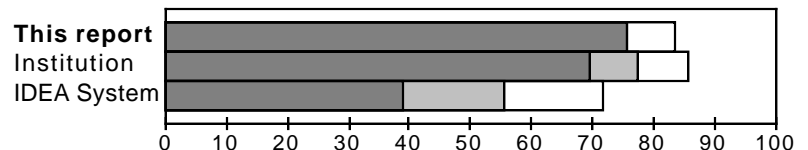
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.7	13
Institution	4.1	3.9	5,903
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	25
Institution	4.1	3.9	6,147
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

55 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	53	4.6	0.4	
8. Stimulated students to intellectual effort beyond that required by most courses	55	4.4	0.5	
13. Introduced stimulating ideas about the subject	55	4.5	0.5	
15. Inspired students to set and achieve goals which really challenged them	55	4.5	0.5	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	19	4.3	0.7	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	46	4.3	0.6	
18. Asked students to help each other understand ideas or concepts	48	4.3	0.6	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	52	4.5	0.5	
2. Found ways to help students answer their own questions	55	4.5	0.5	
7. Explained the reasons for criticisms of students' academic performance	54	4.4	0.5	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	23	4.2	0.5	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	27	4.3	0.5	
11. Related course material to real life situations	51	4.5	0.5	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	35	4.2	0.7	
19. Gave projects, tests, or assignments that required original or creative thinking	45	4.4	0.5	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	9	4.6	0.5	
6. Made it clear how each topic fit into the course	55	4.5	0.5	
10. Explained course material clearly and concisely	55	4.5	0.5	
12. Gave tests, projects, etc. that covered the most important points of the course	47	4.5	0.5	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ± 1 standard deviation of the group's average

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.2	4%	75%
	Institution	3.9	9%	52%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.1	4%	67%
	Institution	3.9	5%	49%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	4.0	5%	56%
	Institution	3.7	14%	43%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	4.0	2%	53%
	Institution	3.6	15%	31%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.3	0%	82%
	Institution	4.1	1%	66%
	IDEA System	3.6	1%	15%

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.2	25%	24%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.5	16%	29%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.4	22%	27%
	Institution	3.6	12%	28%
	IDEA System	3.4	20%	18%

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.3	3.6	58	46
Institution	4.1	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 55	Percent indicating instructional approach as:	
		Primary	Secondary
Lecture		27%	9%
Discussion/Recitation		0%	2%
Seminar		4%	5%
Skill/Activity		18%	13%
Laboratory		7%	5%
Field Experience		2%	16%
Studio		0%	0%
Multi-Media		13%	2%
Practicum/Clinic		11%	2%
Other/Not Indicated		18%	45%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	48	27%	56%	17%
Oral communication	48	38%	46%	17%
Computer application	48	42%	31%	27%
Group work	48	58%	27%	15%
Mathematical/quantitative work	48	73%	25%	2%
Critical thinking	48	23%	44%	33%
Creative/artistic/design	48	63%	29%	8%
Reading	48	27%	38%	35%
Memorization	47	36%	43%	21%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	42	0%	45%	55%
Experience teaching course	40	0%	35%	65%
Changes in approach	45	2%	58%	40%
Desire to teach the course	45	0%	18%	82%
Control over course management decisions	44	0%	36%	64%
Student background	45	13%	58%	29%
Student enthusiasm	44	2%	48%	50%
Student effort to learn	44	2%	52%	45%
Technical/instructional support	43	5%	60%	35%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

17866-17868, 17870-17872, 17875-17879, 17881-17883, 17885, 17886, 17889, 17891, 17895, 17903, 17904, 17906-17908, 17912, 17914-17918, 17920-17926, 17928, 17930-17932, 17935, 17937-17949



IDEA Student Ratings of Instruction

Group Summary Report

Department of Secondary Education
Jacksonville State University
Fall 2012

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes – Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes – Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self-ratings and Ratings of Course Characteristics
9	VII: Faculty Self-report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	26
Short Form	0
Total	26
Number of Excluded Classes	5
Response Rate	
Classes below 65% Response Rate	10
Average Response Rate	75%
Class Size	
Average Class Size	11

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=26)	Institution (n=9,237)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	62%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	58%	83%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	85%	87%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	85%	73%	55%
Objective 5: Acquiring skills in working with others as a member of a team	27%	38%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	15%	40%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	23%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	46%	60%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	50%	64%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	35%	39%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	35%	64%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	50%	67%	41%
Average Number of Objectives Selected As Important or Essential	5.7	7.4	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	31%	4%	31%	4%	31%	27%	27%	8%
Higher (56–62)	20%	50%	35%	27%	35%	27%	12%	38%	31%
Similar (45–55)	40%	15%	42%	31%	38%	31%	31%	27%	38%
Lower (38–44)	20%	4%	15%	8%	15%	12%	15%	8%	23%
Much Lower (37 or lower)	10%	0%	4%	4%	8%	0%	15%	0%	0%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	This Summary Report		IDEA System	
This Summary Report	59	53	55	51
IDEA System	51 ²	51 ²	50	50
5-point Scale	This Summary Report		IDEA System	
This Summary Report	4.4	4.1	4.5	4.3
IDEA System	3.8	3.8	4.2	4.2

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

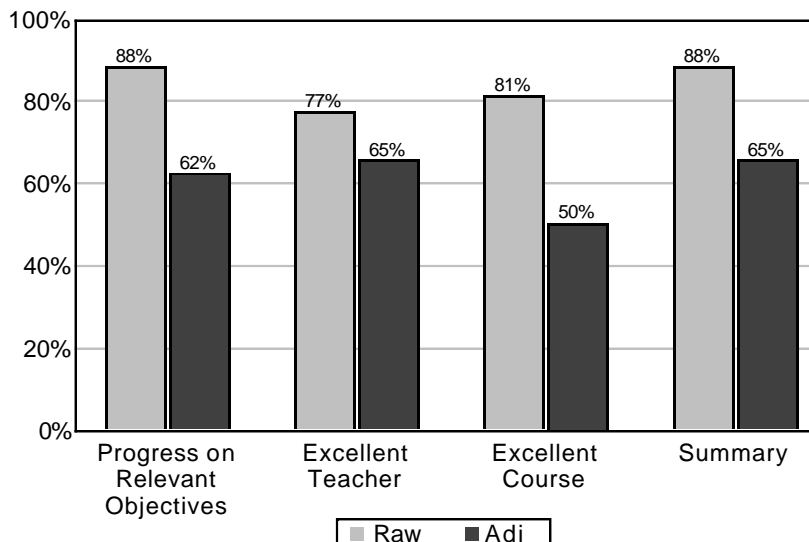
Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases.

Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	4%	4%	0%	8%	19%	15%	4%	4%
Higher (56-62)	20%	38%	35%	54%	38%	15%	23%	46%	35%
Similar (45-55)	40%	50%	46%	35%	31%	50%	38%	38%	38%
Lower (38-44)	20%	8%	15%	8%	19%	15%	15%	12%	23%
Much Lower (37 or lower)	10%	0%	0%	4%	4%	0%	8%	0%	0%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	54	52	53	52	53	51	54	52
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	52	49	54	49	54	50
This Summary Report	4.4	4.1	4.5	4.3	4.3	4.0	4.5	4.1
This Institution	4.2	3.9	4.3	4.1	4.2	3.9	4.2	4.0

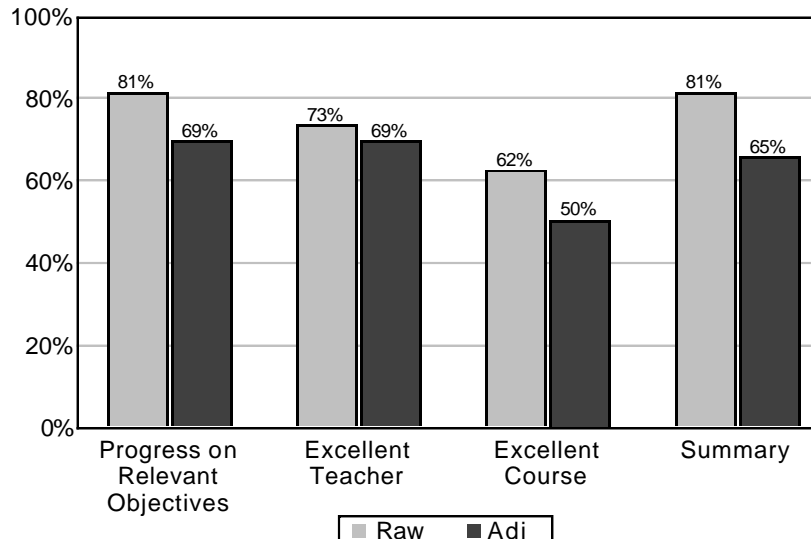
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

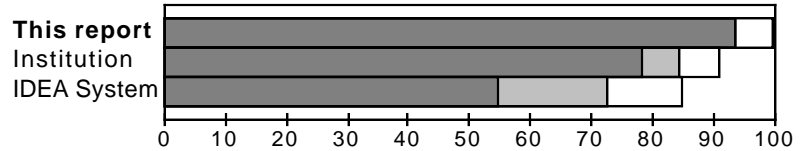
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Percent of classes where Raw Average was at least:
 4.00 (darkest bar) 3.75 (medium bar) 3.50 (lightest bar)

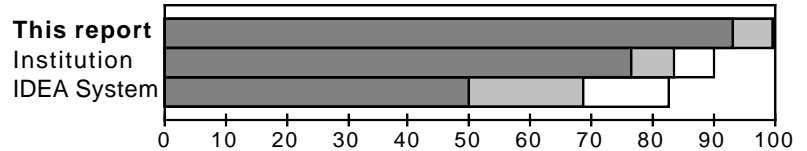
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	16
Institution	4.3	4.0	7,954
IDEA System	4.0	4.0	31,991



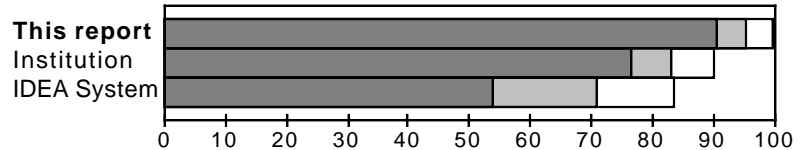
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.3	15
Institution	4.2	4.0	7,645
IDEA System	3.9	3.9	30,398



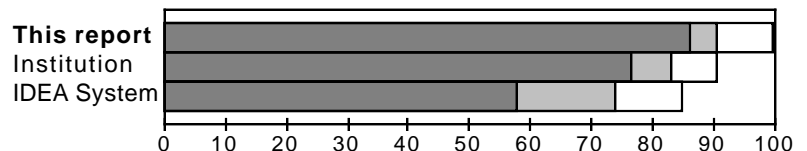
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	22
Institution	4.2	4.0	8,022
IDEA System	4.0	4.0	30,442



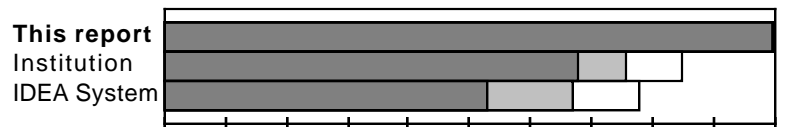
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	22
Institution	4.2	4.0	6,706
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

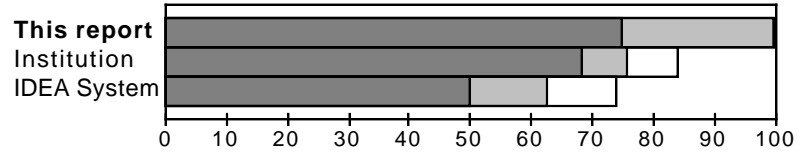
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	7
Institution	4.1	3.8	3,515
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

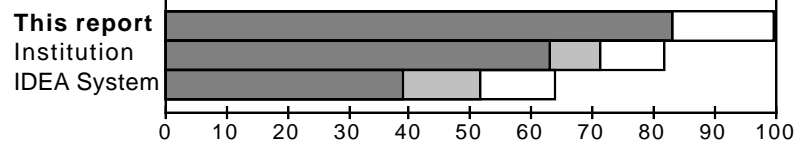
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.4	4
Institution	4.1	3.8	3,728
IDEA System	3.9	3.9	9,290



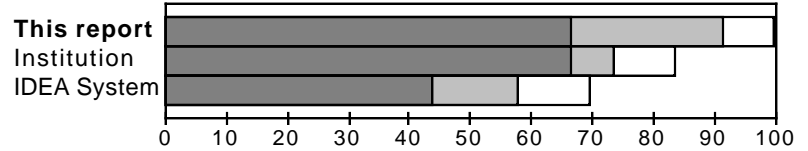
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.7	6
Institution	4.0	3.7	4,016
IDEA System	3.7	3.7	10,256



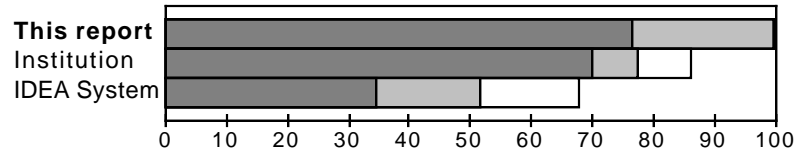
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	12
Institution	4.1	3.9	5,581
IDEA System	3.8	3.8	18,174



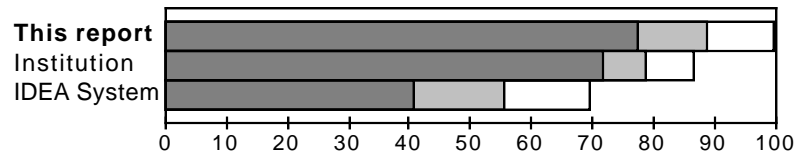
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.0	13
Institution	4.1	3.9	5,908
IDEA System	3.7	3.7	15,656



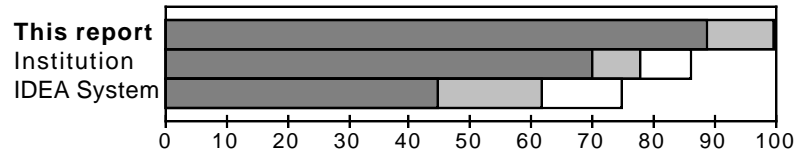
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	9
Institution	4.1	3.9	3,594
IDEA System	3.8	3.8	8,715



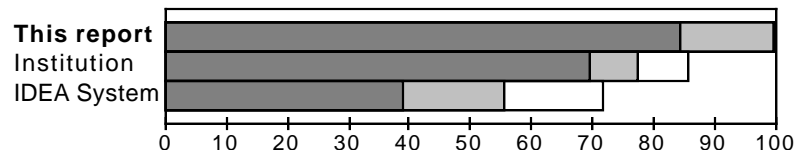
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	9
Institution	4.1	3.9	5,903
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	13
Institution	4.1	3.9	6,147
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

26 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	26	4.7	0.4	
8. Stimulated students to intellectual effort beyond that required by most courses	26	4.5	0.4	
13. Introduced stimulating ideas about the subject	26	4.6	0.4	
15. Inspired students to set and achieve goals which really challenged them	26	4.6	0.4	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	7	4.7	0.2	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	17	4.6	0.4	
18. Asked students to help each other understand ideas or concepts	20	4.5	0.5	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	26	4.6	0.4	
2. Found ways to help students answer their own questions	26	4.6	0.4	
7. Explained the reasons for criticisms of students' academic performance	25	4.6	0.4	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	4	4.5	0.2	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	13	4.7	0.3	
11. Related course material to real life situations	24	4.6	0.5	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	15	4.6	0.4	
19. Gave projects, tests, or assignments that required original or creative thinking	18	4.6	0.4	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	18	4.6	0.4	
6. Made it clear how each topic fit into the course	26	4.6	0.4	
10. Explained course material clearly and concisely	26	4.5	0.5	
12. Gave tests, projects, etc. that covered the most important points of the course	18	4.6	0.4	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ± 1 standard deviation of the group's average

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.0	0%	54%
	Institution	3.9	9%	52%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	0%	42%
	Institution	3.9	5%	49%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	4.0	4%	58%
	Institution	3.7	14%	43%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.5	12%	31%
	Institution	3.6	15%	31%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	0%	69%
	Institution	4.1	1%	66%
	IDEA System	3.6	1%	15%

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.4	15%	15%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.7	0%	27%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.3	12%	12%
	Institution	3.6	12%	28%
	IDEA System	3.4	20%	18%

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.4	4.0	58	52
Institution	4.1	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 26	Percent indicating instructional approach as:	
		Primary	Secondary
Lecture		19%	4%
Discussion/Recitation		35%	23%
Seminar		19%	4%
Skill/Activity		19%	31%
Laboratory		0%	0%
Field Experience		4%	19%
Studio		0%	0%
Multi-Media		0%	0%
Practicum/Clinic		0%	0%
Other/Not Indicated		4%	19%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	24	0%	50%	50%
Oral communication	25	16%	56%	28%
Computer application	25	4%	64%	32%
Group work	25	32%	36%	32%
Mathematical/quantitative work	25	96%	0%	4%
Critical thinking	23	4%	13%	83%
Creative/artistic/design	24	75%	21%	4%
Reading	26	12%	46%	42%
Memorization	25	92%	8%	0%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	26	19%	46%	35%
Experience teaching course	24	8%	29%	63%
Changes in approach	23	13%	74%	13%
Desire to teach the course	26	0%	31%	69%
Control over course management decisions	26	19%	38%	42%
Student background	25	32%	56%	12%
Student enthusiasm	26	12%	42%	46%
Student effort to learn	26	4%	31%	65%
Technical/instructional support	23	22%	48%	30%

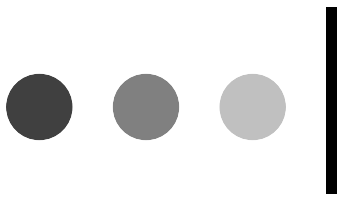
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

18541, 18544–18568



IDEA Student Ratings of Instruction

Group Summary Report

Department of Curriculum and Instruction
Jacksonville State University
Spring 2013

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes – Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes – Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self-ratings and Ratings of Course Characteristics
9	VII: Faculty Self-report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	48
Short Form	0
Total	48
Number of Excluded Classes	22
Response Rate	
Classes below 65% Response Rate	40
Average Response Rate	50%
Class Size	
Average Class Size	16

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=48)	Institution (n=9,237)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	77%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	69%	83%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	90%	87%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	75%	73%	55%
Objective 5: Acquiring skills in working with others as a member of a team	46%	38%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	44%	40%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	48%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	52%	60%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	63%	64%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	35%	39%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	54%	64%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	46%	67%	41%
Average Number of Objectives Selected As Important or Essential	7.0	7.4	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	46%	2%	23%	2%	42%	2%	40%	2%
Higher (56–62)	20%	31%	38%	35%	17%	21%	13%	29%	27%
Similar (45–55)	40%	10%	42%	19%	50%	23%	48%	17%	44%
Lower (38–44)	20%	8%	6%	10%	13%	6%	17%	8%	15%
Much Lower (37 or lower)	10%	4%	13%	13%	19%	8%	21%	6%	13%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score									
This Summary Report	59	50	53	47	57	46	57	49	
IDEA System	51 ²	51 ²	50	50	50	50	50	51	
5-point Scale									
This Summary Report	4.4	3.9	4.4	4.0	4.3	3.7	4.4	3.9	
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9	

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

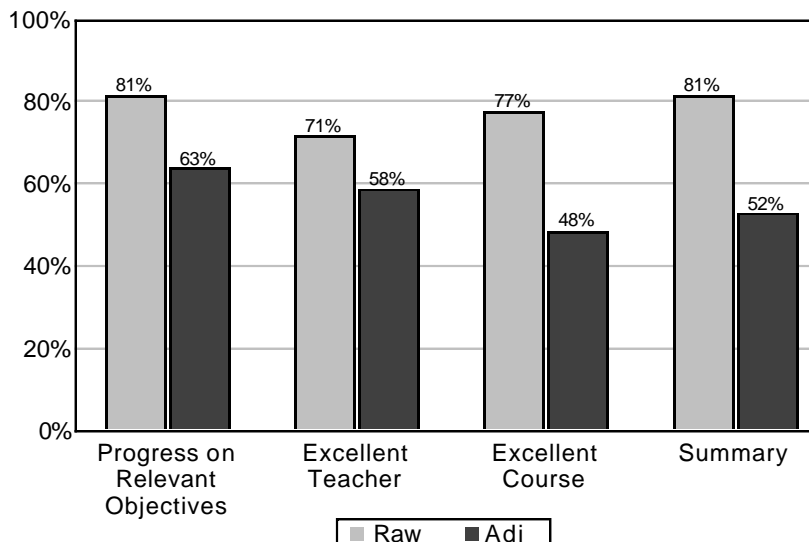
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	15%	0%	0%	2%	19%	2%	13%	2%
Higher (56–62)	20%	35%	35%	50%	19%	31%	10%	38%	19%
Similar (45–55)	40%	35%	46%	27%	52%	31%	60%	31%	60%
Lower (38–44)	20%	8%	6%	6%	8%	6%	10%	13%	8%
Much Lower (37 or lower)	10%	6%	13%	17%	19%	13%	17%	6%	10%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	53	50	51	48	52	47	53	49
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	52	49	54	49	54	50
This Summary Report	4.4	3.9	4.4	4.0	4.3	3.7	4.4	3.9
This Institution	4.2	3.9	4.3	4.1	4.2	3.9	4.2	4.0

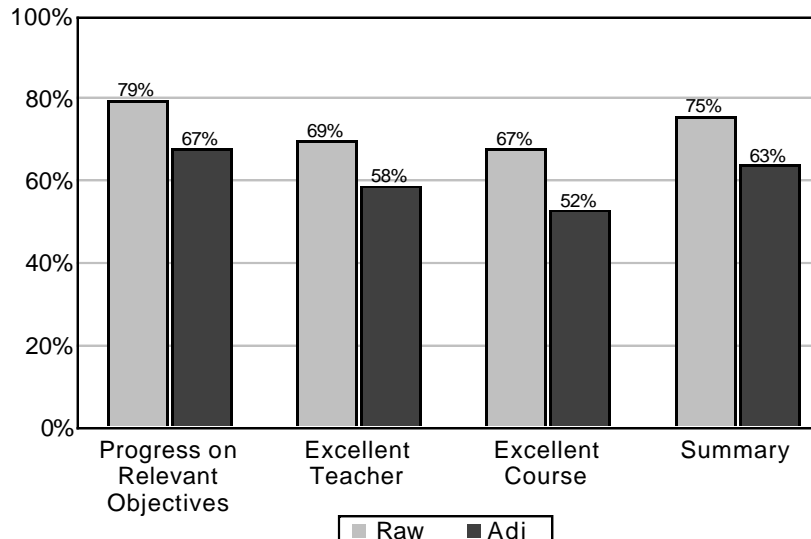
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

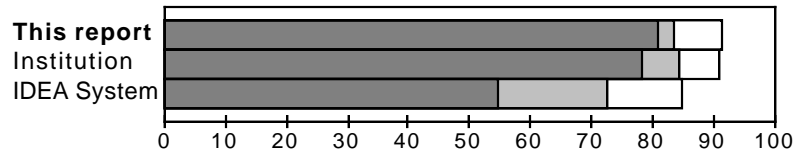
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Percent of classes where Raw Average was at least:
 4.00 (darkest bar) 3.75 (medium bar) 3.50 (lightest bar)

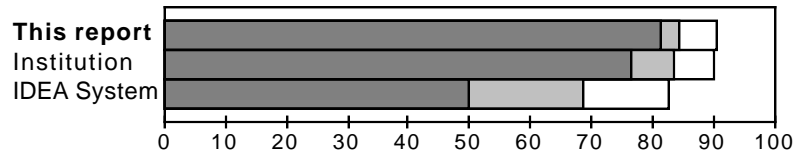
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	37
Institution	4.3	4.0	7,954
IDEA System	4.0	4.0	31,991



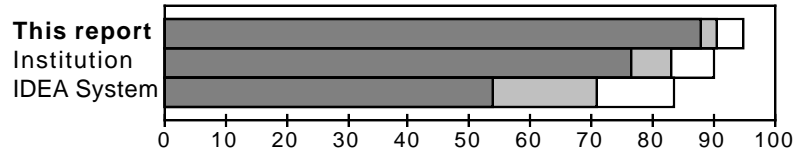
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	33
Institution	4.2	4.0	7,645
IDEA System	3.9	3.9	30,398



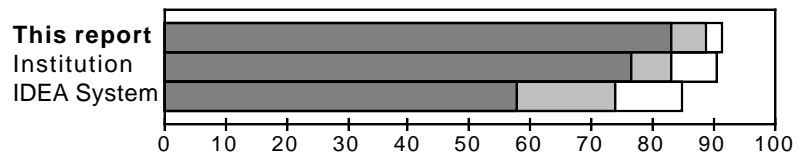
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.0	43
Institution	4.2	4.0	8,022
IDEA System	4.0	4.0	30,442



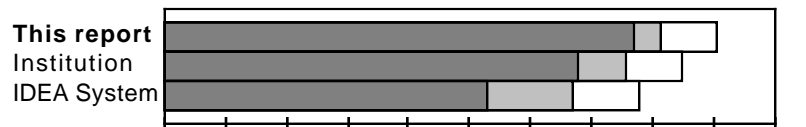
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	36
Institution	4.2	4.0	6,706
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

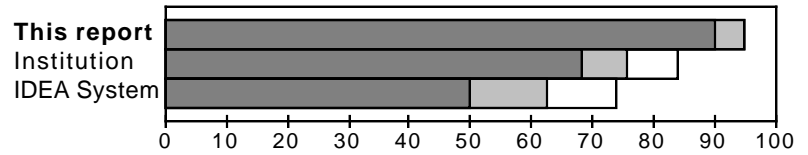
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	22
Institution	4.1	3.8	3,515
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

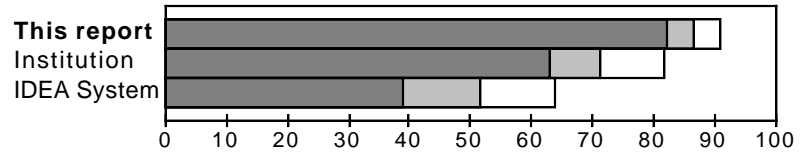
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.0	21
Institution	4.1	3.8	3,728
IDEA System	3.9	3.9	9,290



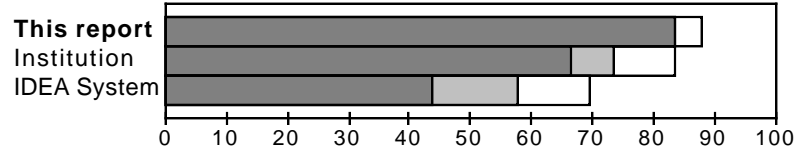
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.8	23
Institution	4.0	3.7	4,016
IDEA System	3.7	3.7	10,256



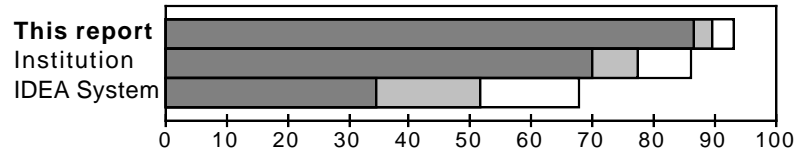
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.0	25
Institution	4.1	3.9	5,581
IDEA System	3.8	3.8	18,174



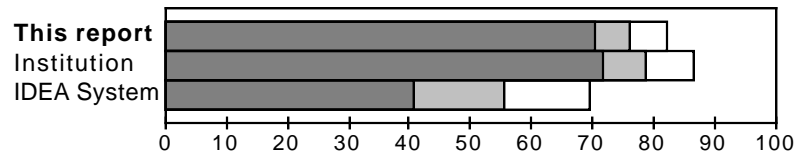
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	30
Institution	4.1	3.9	5,908
IDEA System	3.7	3.7	15,656



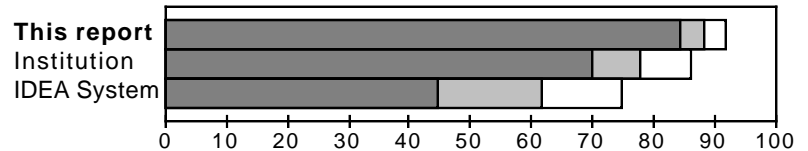
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	17
Institution	4.1	3.9	3,594
IDEA System	3.8	3.8	8,715



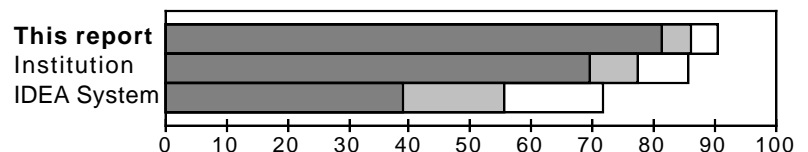
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	26
Institution	4.1	3.9	5,903
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	22
Institution	4.1	3.9	6,147
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

48 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	48	4.5	0.6	
8. Stimulated students to intellectual effort beyond that required by most courses	48	4.4	0.7	
13. Introduced stimulating ideas about the subject	48	4.4	0.7	
15. Inspired students to set and achieve goals which really challenged them	48	4.4	0.7	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	22	4.3	0.7	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	36	4.5	0.7	
18. Asked students to help each other understand ideas or concepts	39	4.4	0.7	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	47	4.5	0.6	
2. Found ways to help students answer their own questions	48	4.4	0.7	
7. Explained the reasons for criticisms of students' academic performance	46	4.4	0.7	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	18	4.4	0.7	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	30	4.5	0.6	
11. Related course material to real life situations	47	4.5	0.7	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	32	4.6	0.7	
19. Gave projects, tests, or assignments that required original or creative thinking	38	4.6	0.6	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	20	4.6	0.7	
6. Made it clear how each topic fit into the course	48	4.4	0.7	
10. Explained course material clearly and concisely	48	4.3	0.8	
12. Gave tests, projects, etc. that covered the most important points of the course	39	4.4	0.7	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ± 1 standard deviation of the group's average

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.3	2%	81%
	Institution	3.9	9%	52%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	2%	58%
	Institution	3.9	5%	49%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.8	13%	52%
	Institution	3.7	14%	43%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	4.0	6%	65%
	Institution	3.6	15%	31%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.3	0%	90%
	Institution	4.1	1%	66%
	IDEA System	3.6	1%	15%

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.3	25%	23%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.7	2%	31%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	15%	21%
	Institution	3.6	12%	28%
	IDEA System	3.4	20%	18%

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.3	3.6	57	45
Institution	4.1	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 48	Percent indicating instructional approach as:	
		Primary	Secondary
Lecture		27%	10%
Discussion/Recitation		19%	13%
Seminar		17%	2%
Skill/Activity		2%	29%
Laboratory		0%	4%
Field Experience		4%	8%
Studio		0%	0%
Multi-Media		4%	2%
Practicum/Clinic		4%	4%
Other/Not Indicated		23%	27%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	41	7%	37%	56%
Oral communication	39	10%	44%	46%
Computer application	41	5%	59%	37%
Group work	40	23%	48%	30%
Mathematical/quantitative work	40	80%	18%	3%
Critical thinking	41	2%	44%	54%
Creative/artistic/design	41	39%	49%	12%
Reading	41	12%	29%	59%
Memorization	41	41%	49%	10%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	38	8%	47%	45%
Experience teaching course	38	0%	8%	92%
Changes in approach	36	6%	47%	47%
Desire to teach the course	41	0%	2%	98%
Control over course management decisions	41	0%	20%	80%
Student background	41	5%	37%	59%
Student enthusiasm	41	2%	29%	68%
Student effort to learn	41	2%	17%	80%
Technical/instructional support	39	8%	38%	54%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

18835–18847, 18850–18852, 18854–18860, 18863–18872, 18875, 18876, 18878, 18880–18884, 18886, 18887, 18891, 18892, 18894, 18900, 18901



IDEA Student Ratings of Instruction

Group Summary Report

Department of Educational Resources
Jacksonville State University
Spring 2013

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes – Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes – Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self-ratings and Ratings of Course Characteristics
9	VII: Faculty Self-report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	32
Short Form	0
Total	32
Number of Excluded Classes	19
Response Rate	
Classes below 65% Response Rate	21
Average Response Rate	56%
Class Size	
Average Class Size	12

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=32)	Institution (n=9,237)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	69%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	78%	83%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	91%	87%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	88%	73%	55%
Objective 5: Acquiring skills in working with others as a member of a team	56%	38%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	59%	40%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	31%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	88%	60%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	84%	64%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	59%	39%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	91%	64%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	81%	67%	41%
Average Number of Objectives Selected As Important or Essential	8.8	7.4	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	38%	0%	25%	0%	16%	3%	25%	0%
Higher (56–62)	20%	28%	31%	25%	22%	31%	13%	44%	19%
Similar (45–55)	40%	28%	50%	38%	44%	31%	44%	22%	50%
Lower (38–44)	20%	3%	13%	9%	25%	16%	19%	6%	28%
Much Lower (37 or lower)	10%	3%	6%	3%	9%	6%	22%	3%	3%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	This Summary Report		IDEA System		5-point Scale		This Summary Report		IDEA System	
This Summary Report	57	50	53	48	54	44	56	49		
IDEA System	51 ²	51 ²	50	50	50	50	50	51		
This Summary Report	4.3	3.9	4.4	4.1	4.1	3.6	4.3	3.9		
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9		

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

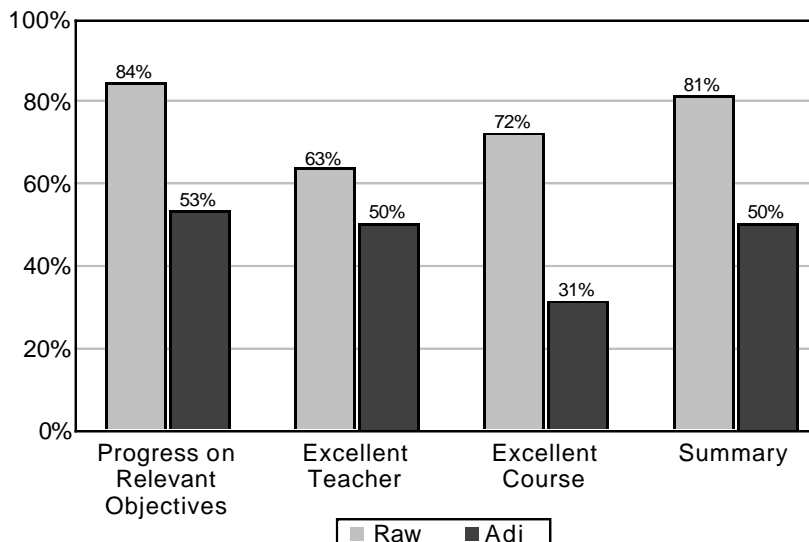
Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases.

Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	6%	0%	0%	0%	3%	3%	0%	0%
Higher (56–62)	20%	31%	22%	44%	31%	19%	9%	28%	19%
Similar (45–55)	40%	50%	59%	38%	38%	56%	53%	59%	53%
Lower (38–44)	20%	6%	13%	13%	22%	16%	13%	9%	25%
Much Lower (37 or lower)	10%	6%	6%	6%	9%	6%	22%	3%	3%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	52	50	51	49	50	46	52	49
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	52	49	54	49	54	50
This Summary Report	4.3	3.9	4.4	4.1	4.1	3.6	4.3	3.9
This Institution	4.2	3.9	4.3	4.1	4.2	3.9	4.2	4.0

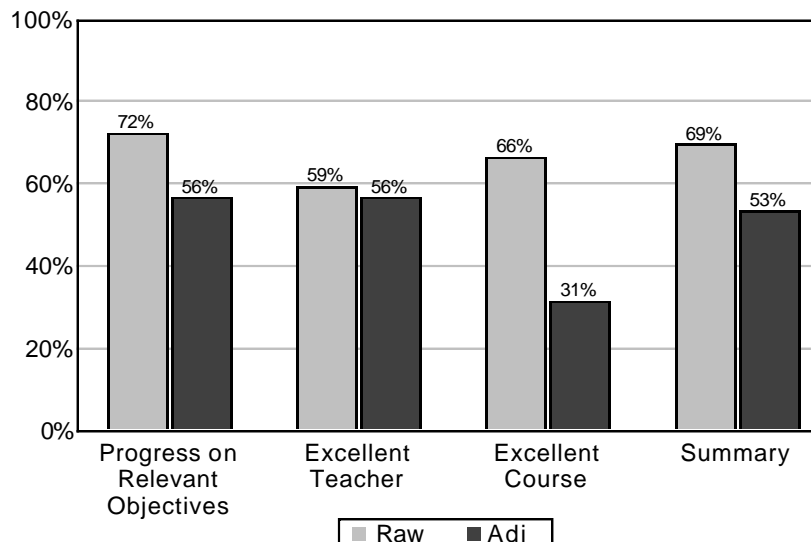
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

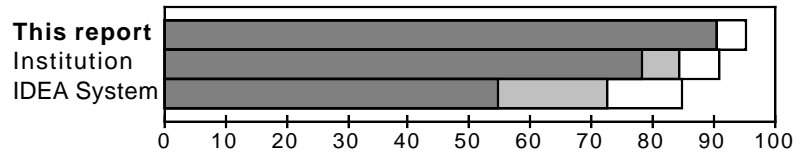
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Percent of classes where Raw Average was at least:
 4.00 (darkest bar) 3.75 (medium bar) 3.50 (lightest bar)

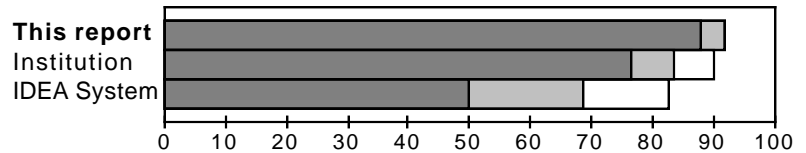
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	22
Institution	4.3	4.0	7,954
IDEA System	4.0	4.0	31,991



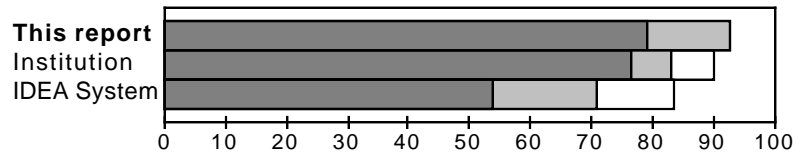
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	4.1	25
Institution	4.2	4.0	7,645
IDEA System	3.9	3.9	30,398



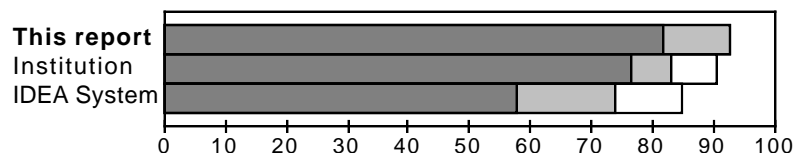
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	29
Institution	4.2	4.0	8,022
IDEA System	4.0	4.0	30,442



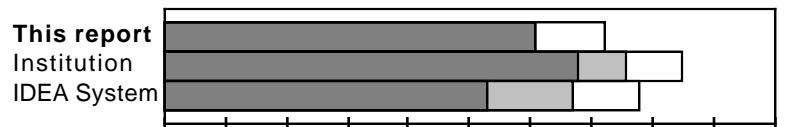
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	28
Institution	4.2	4.0	6,706
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

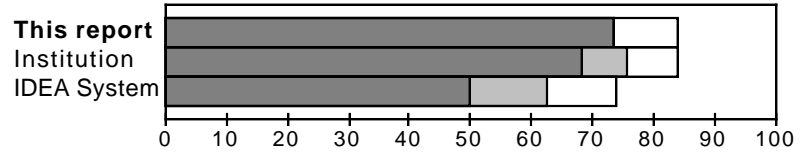
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.6	18
Institution	4.1	3.8	3,515
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

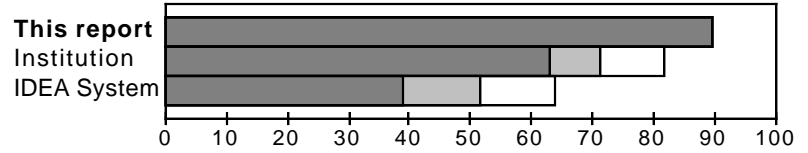
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.5	19
Institution	4.1	3.8	3,728
IDEA System	3.9	3.9	9,290



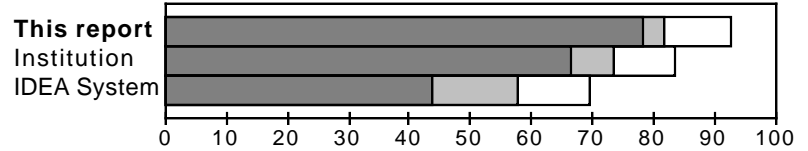
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.5	10
Institution	4.0	3.7	4,016
IDEA System	3.7	3.7	10,256



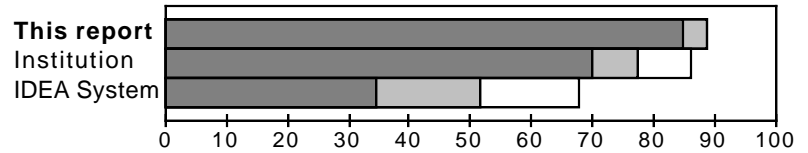
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	28
Institution	4.1	3.9	5,581
IDEA System	3.8	3.8	18,174



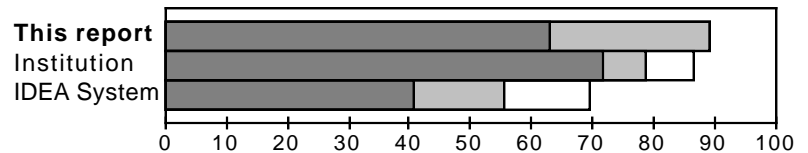
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	27
Institution	4.1	3.9	5,908
IDEA System	3.7	3.7	15,656



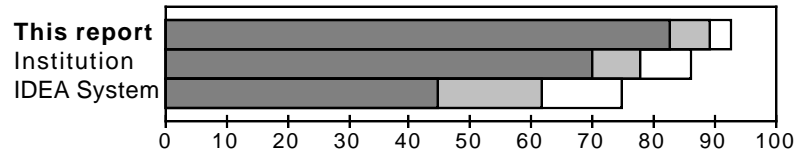
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.7	19
Institution	4.1	3.9	3,594
IDEA System	3.8	3.8	8,715



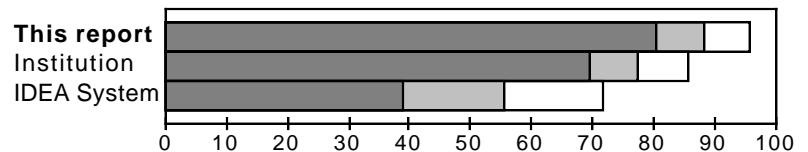
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	29
Institution	4.1	3.9	5,903
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.8	26
Institution	4.1	3.9	6,147
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

32 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	32	4.5	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	32	4.3	0.6	
13. Introduced stimulating ideas about the subject	32	4.3	0.5	
15. Inspired students to set and achieve goals which really challenged them	32	4.4	0.6	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	18	4.0	0.9	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	31	4.2	0.7	
18. Asked students to help each other understand ideas or concepts	32	4.1	0.7	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	31	4.5	0.6	
2. Found ways to help students answer their own questions	32	4.3	0.6	
7. Explained the reasons for criticisms of students' academic performance	32	4.2	0.7	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	10	4.2	0.6	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	27	4.5	0.6	
11. Related course material to real life situations	30	4.5	0.5	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	29	4.6	0.5	
19. Gave projects, tests, or assignments that required original or creative thinking	31	4.5	0.5	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	18	4.5	0.6	
6. Made it clear how each topic fit into the course	32	4.5	0.6	
10. Explained course material clearly and concisely	32	4.3	0.7	
12. Gave tests, projects, etc. that covered the most important points of the course	26	4.5	0.6	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	3.8	13%	56%
	Institution	3.9	9%	52%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.1	3%	69%
	Institution	3.9	5%	49%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.6	19%	44%
	Institution	3.7	14%	43%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.8	16%	53%
	Institution	3.6	15%	31%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.2	3%	75%
	Institution	4.1	1%	66%
	IDEA System	3.6	1%	15%

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.7	6%	31%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.9	0%	44%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	13%	19%
	Institution	3.6	12%	28%
	IDEA System	3.4	20%	18%

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.1	3.5	54	44
Institution	4.1	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 32	Percent indicating instructional approach as:	
		Primary	Secondary
Lecture		3%	19%
Discussion/Recitation		3%	13%
Seminar		0%	16%
Skill/Activity		13%	13%
Laboratory		0%	0%
Field Experience		22%	0%
Studio		0%	0%
Multi-Media		31%	9%
Practicum/Clinic		3%	0%
Other/Not Indicated		25%	31%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	32	0%	31%	69%
Oral communication	31	13%	68%	19%
Computer application	31	16%	29%	55%
Group work	32	69%	31%	0%
Mathematical/quantitative work	32	78%	16%	6%
Critical thinking	32	0%	25%	75%
Creative/artistic/design	31	55%	26%	19%
Reading	32	3%	28%	69%
Memorization	32	59%	41%	0%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	27	11%	44%	44%
Experience teaching course	28	0%	18%	82%
Changes in approach	30	0%	60%	40%
Desire to teach the course	32	0%	16%	84%
Control over course management decisions	31	0%	32%	68%
Student background	31	0%	61%	39%
Student enthusiasm	32	0%	38%	63%
Student effort to learn	32	0%	9%	91%
Technical/instructional support	30	0%	40%	60%

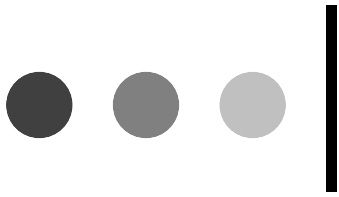
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

18924, 18925, 18927–18930, 18932, 18940–18950, 18952–18954, 18957–18962, 18965–18969



IDEA Student Ratings of Instruction

Group Summary Report

Department of Family & Consumer Sciences
Jacksonville State University
Spring 2013

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes – Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes – Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self-ratings and Ratings of Course Characteristics
9	VII: Faculty Self-report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	27
Short Form	0
Total	27
Number of Excluded Classes	24
Response Rate	
Classes below 65% Response Rate	25
Average Response Rate	34%
Class Size	
Average Class Size	16

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=27)	Institution (n=9,237)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	81%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	81%	83%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	93%	87%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	100%	73%	55%
Objective 5: Acquiring skills in working with others as a member of a team	63%	38%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	41%	40%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	19%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	78%	60%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	63%	64%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	26%	39%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	59%	64%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	59%	67%	41%
Average Number of Objectives Selected As Important or Essential	7.6	7.4	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	52%	15%	37%	7%	48%	15%	44%	7%
Higher (56–62)	20%	30%	22%	19%	26%	19%	19%	30%	30%
Similar (45–55)	40%	11%	52%	26%	41%	22%	41%	19%	52%
Lower (38–44)	20%	7%	7%	11%	15%	7%	15%	7%	7%
Much Lower (37 or lower)	10%	0%	4%	7%	11%	4%	11%	0%	4%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation	
This Summary Report	62	54	54	50	59	52	60	53
IDEA System	51 ²	51 ²	50	50	50	50	50	51
5-point Scale	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation	
This Summary Report	4.6	4.2	4.5	4.2	4.5	4.0	4.5	4.2
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

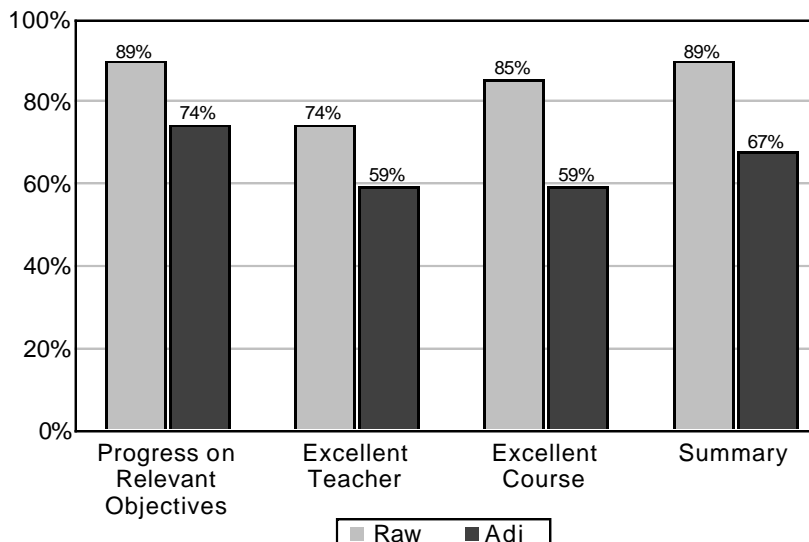
Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases.

Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	33%	11%	0%	7%	30%	15%	19%	7%
Higher (56–62)	20%	26%	22%	52%	26%	26%	19%	37%	30%
Similar (45–55)	40%	33%	56%	30%	41%	33%	48%	37%	52%
Lower (38–44)	20%	7%	7%	11%	15%	7%	15%	4%	7%
Much Lower (37 or lower)	10%	0%	4%	7%	11%	4%	4%	4%	4%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	56	54	53	51	55	52	55	53
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	52	49	54	49	54	50
This Summary Report	4.6	4.2	4.5	4.2	4.5	4.0	4.5	4.2
This Institution	4.2	3.9	4.3	4.1	4.2	3.9	4.2	4.0

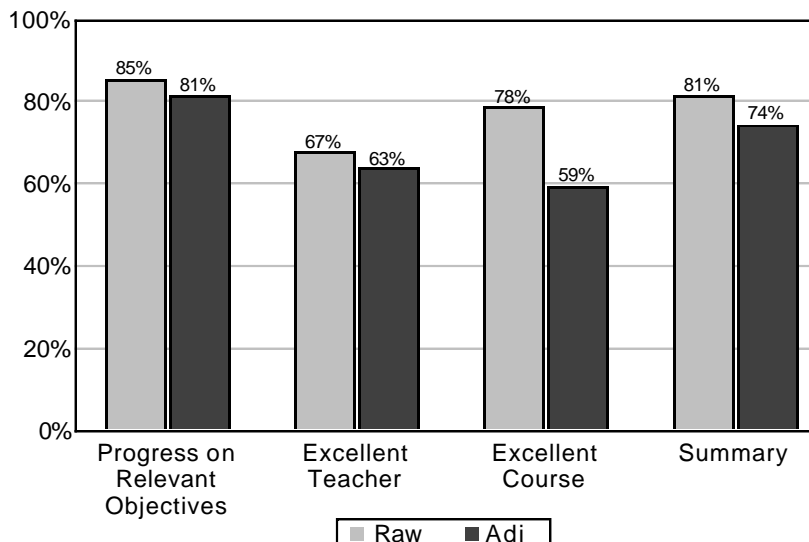
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

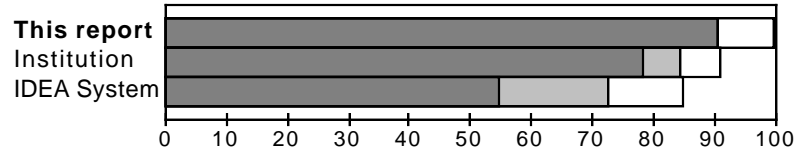
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Percent of classes where Raw Average was at least:
 4.00 (darkest bar) 3.75 (medium bar) 3.50 (lightest bar)

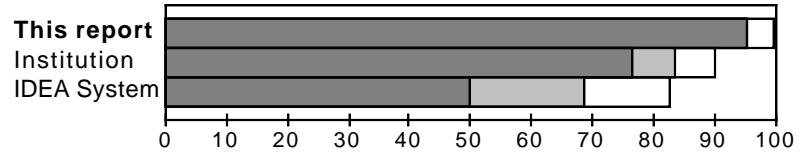
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.2	22
Institution	4.3	4.0	7,954
IDEA System	4.0	4.0	31,991



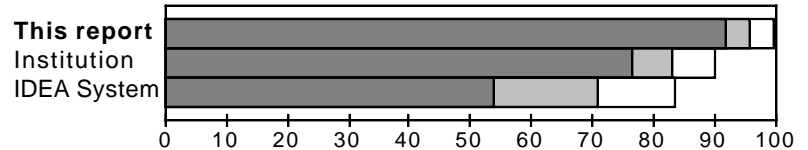
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.6	4.3	22
Institution	4.2	4.0	7,645
IDEA System	3.9	3.9	30,398



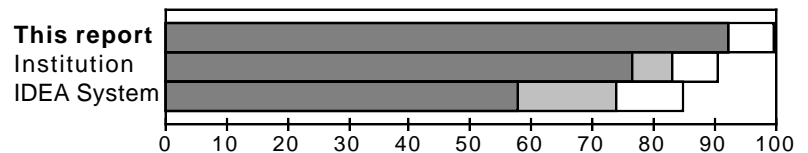
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.6	4.2	25
Institution	4.2	4.0	8,022
IDEA System	4.0	4.0	30,442



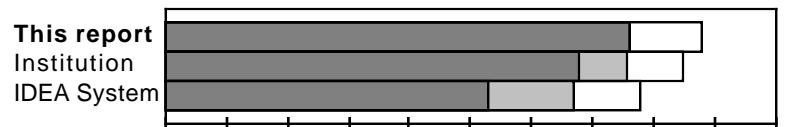
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.6	4.2	27
Institution	4.2	4.0	6,706
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

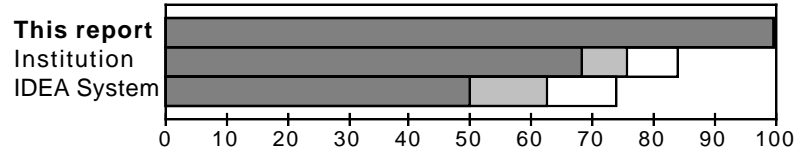
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	17
Institution	4.1	3.8	3,515
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 ■

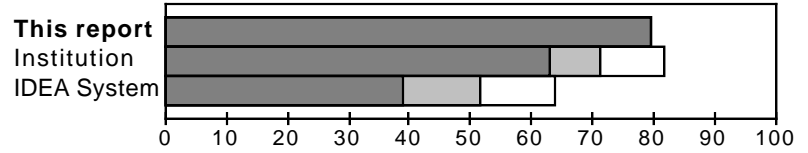
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.8	4.3	11
Institution	4.1	3.8	3,728
IDEA System	3.9	3.9	9,290



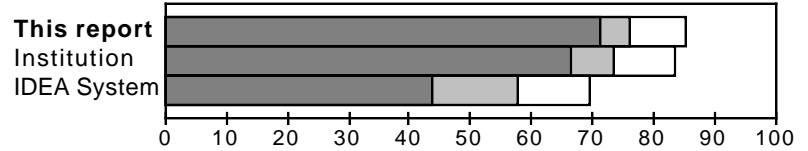
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.8	5
Institution	4.0	3.7	4,016
IDEA System	3.7	3.7	10,256



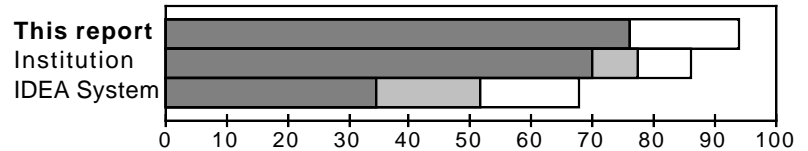
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.8	21
Institution	4.1	3.9	5,581
IDEA System	3.8	3.8	18,174



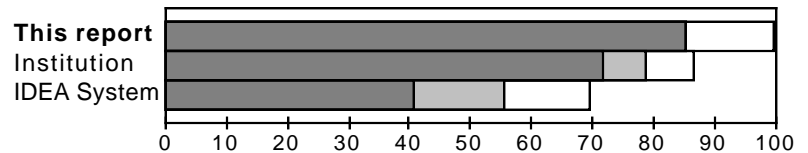
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	17
Institution	4.1	3.9	5,908
IDEA System	3.7	3.7	15,656



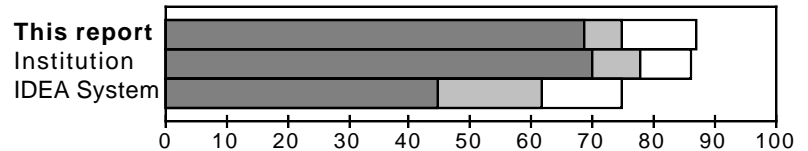
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.6	4.0	7
Institution	4.1	3.9	3,594
IDEA System	3.8	3.8	8,715



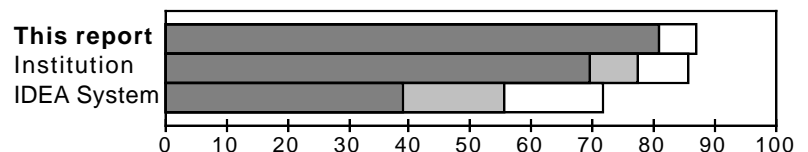
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	16
Institution	4.1	3.9	5,903
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.0	16
Institution	4.1	3.9	6,147
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

27 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	27	4.6	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	27	4.5	0.5	
13. Introduced stimulating ideas about the subject	27	4.6	0.4	
15. Inspired students to set and achieve goals which really challenged them	27	4.5	0.5	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	17	4.2	0.9	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	27	4.5	0.6	
18. Asked students to help each other understand ideas or concepts	27	4.5	0.6	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	27	4.5	0.6	
2. Found ways to help students answer their own questions	27	4.5	0.5	
7. Explained the reasons for criticisms of students' academic performance	27	4.5	0.6	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	10	4.5	0.4	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	17	4.5	0.6	
11. Related course material to real life situations	27	4.6	0.5	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	22	4.6	0.6	
19. Gave projects, tests, or assignments that required original or creative thinking	27	4.7	0.4	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	10	4.6	0.7	
6. Made it clear how each topic fit into the course	27	4.6	0.5	
10. Explained course material clearly and concisely	27	4.7	0.5	
12. Gave tests, projects, etc. that covered the most important points of the course	22	4.7	0.3	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.0	4%	59%
	Institution	3.9	9%	52%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.1	0%	70%
	Institution	3.9	5%	49%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.8	7%	56%
	Institution	3.7	14%	43%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.6	11%	37%
	Institution	3.6	15%	31%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.3	0%	93%
	Institution	4.1	1%	66%
	IDEA System	3.6	1%	15%

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.6	15%	41%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.8	0%	44%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.3	15%	11%
	Institution	3.6	12%	28%
	IDEA System	3.4	20%	18%

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.4	3.9	59	50
Institution	4.1	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 27	Percent indicating instructional approach as:	
		Primary	Secondary
Lecture		44%	0%
Discussion/Recitation		7%	15%
Seminar		11%	4%
Skill/Activity		0%	37%
Laboratory		15%	7%
Field Experience		4%	7%
Studio		0%	0%
Multi-Media		7%	7%
Practicum/Clinic		7%	0%
Other/Not Indicated		4%	22%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	26	12%	58%	31%
Oral communication	27	19%	37%	44%
Computer application	27	11%	67%	22%
Group work	26	42%	46%	12%
Mathematical/quantitative work	27	78%	15%	7%
Critical thinking	26	4%	46%	50%
Creative/artistic/design	27	33%	56%	11%
Reading	27	11%	48%	41%
Memorization	27	30%	56%	15%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	19	16%	26%	58%
Experience teaching course	25	0%	0%	100%
Changes in approach	22	0%	27%	73%
Desire to teach the course	27	0%	0%	100%
Control over course management decisions	27	0%	11%	89%
Student background	23	9%	35%	57%
Student enthusiasm	27	0%	4%	96%
Student effort to learn	26	0%	4%	96%
Technical/instructional support	26	8%	42%	50%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

19134–19139, 19142, 19150–19152, 19154, 19155, 19157, 19160–19166, 19170, 19174, 19175, 19177, 19179–19181



IDEA Student Ratings of Instruction

Group Summary Report

Department of Health, Physical Education, and
Recreation
Jacksonville State University
Spring 2013

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes – Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes – Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self-ratings and Ratings of Course Characteristics
9	VII: Faculty Self-report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	51
Short Form	0
Total	51
Number of Excluded Classes	32
Response Rate	
Classes below 65% Response Rate	45
Average Response Rate	38%
Class Size	
Average Class Size	21

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=51)	Institution (n=9,237)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	78%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	73%	83%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	69%	87%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	63%	73%	55%
Objective 5: Acquiring skills in working with others as a member of a team	41%	38%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	24%	40%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	31%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	43%	60%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	63%	64%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	75%	39%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	47%	64%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	76%	67%	41%
Average Number of Objectives Selected As Important or Essential	6.8	7.4	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	22%	0%	20%	2%	31%	6%	20%	2%
Higher (56–62)	20%	49%	20%	33%	12%	43%	16%	59%	16%
Similar (45–55)	40%	24%	57%	41%	69%	24%	57%	20%	69%
Lower (38–44)	20%	6%	16%	4%	16%	0%	16%	2%	10%
Much Lower (37 or lower)	10%	0%	8%	2%	2%	2%	6%	0%	4%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	This Summary Report		IDEA System		5-point Scale		This Summary Report		IDEA System	
This Summary Report	58	50	55	51	59	50	58	50		
IDEA System	51 ²	51 ²	50	50	50	50	50	51		
This Summary Report	4.3	3.9	4.5	4.2	4.5	3.9	4.4	4.0		
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9		

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

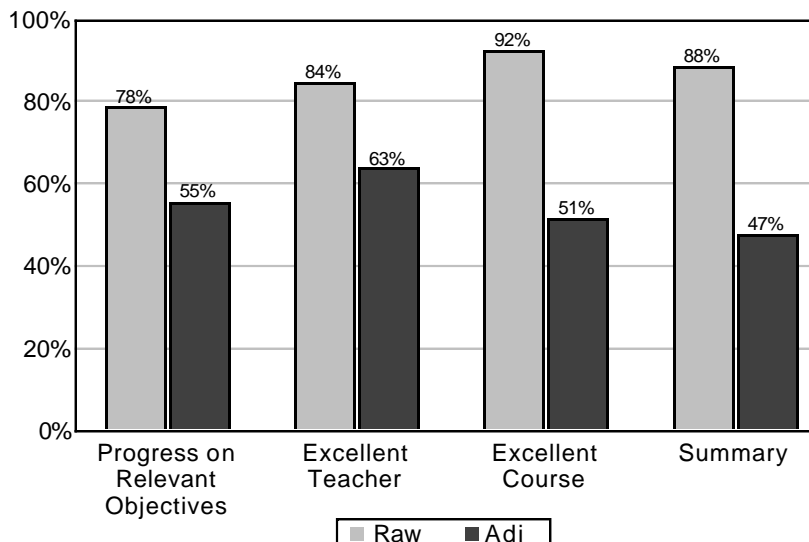
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	6%	0%	0%	4%	16%	2%	6%	0%
Higher (56–62)	20%	22%	14%	37%	20%	31%	18%	29%	16%
Similar (45–55)	40%	55%	63%	55%	65%	49%	69%	55%	73%
Lower (38–44)	20%	16%	18%	6%	10%	2%	8%	8%	8%
Much Lower (37 or lower)	10%	2%	6%	2%	2%	2%	4%	2%	4%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	52	49	53	52	55	50	53	50
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	52	49	54	49	54	50
5-point Scale	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	4.3	3.9	4.5	4.2	4.5	3.9	4.4	4.0
This Institution	4.2	3.9	4.3	4.1	4.2	3.9	4.2	4.0

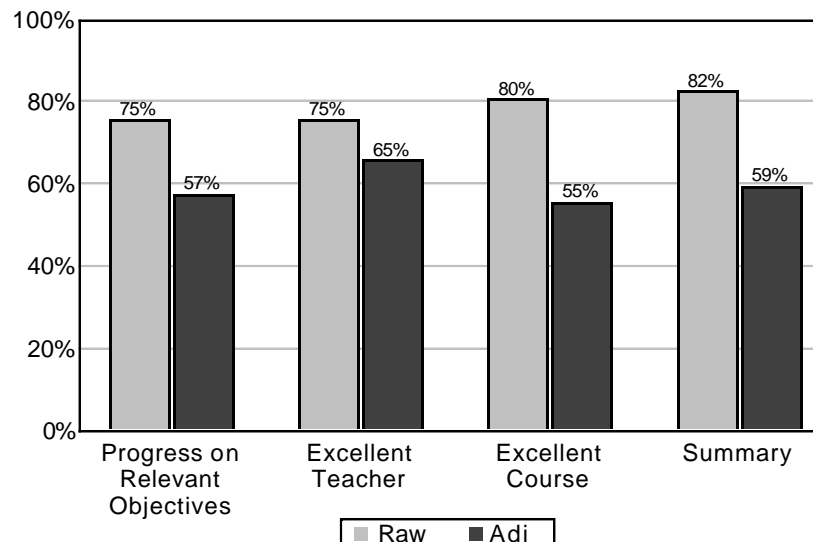
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

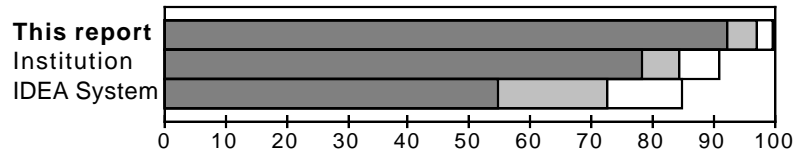
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Percent of classes where Raw Average was at least:
 4.00 (darkest bar) 3.75 (medium bar) 3.50 (lightest bar)

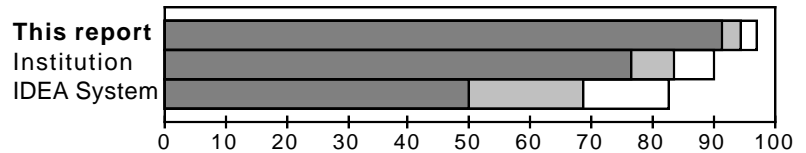
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.1	40
Institution	4.3	4.0	7,954
IDEA System	4.0	4.0	31,991



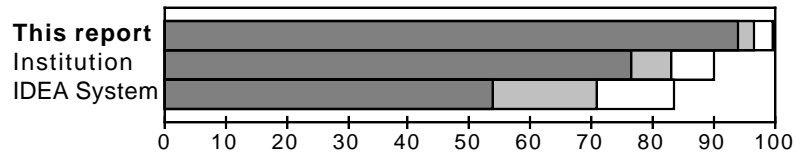
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	4.0	37
Institution	4.2	4.0	7,645
IDEA System	3.9	3.9	30,398



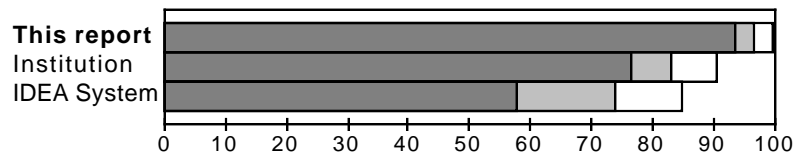
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.0	35
Institution	4.2	4.0	8,022
IDEA System	4.0	4.0	30,442



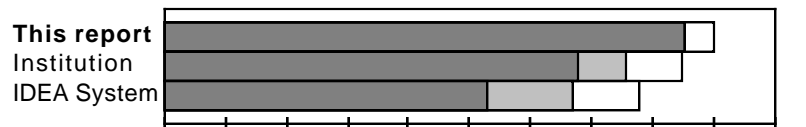
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.1	32
Institution	4.2	4.0	6,706
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

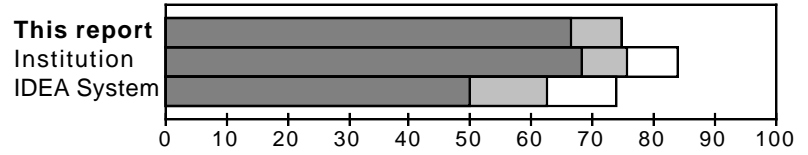
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.7	21
Institution	4.1	3.8	3,515
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

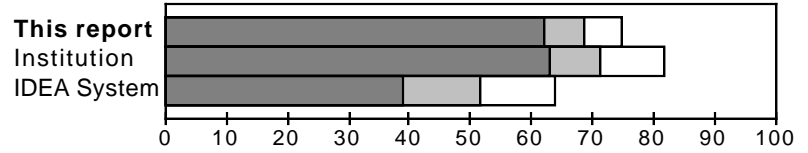
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.6	12
Institution	4.1	3.8	3,728
IDEA System	3.9	3.9	9,290



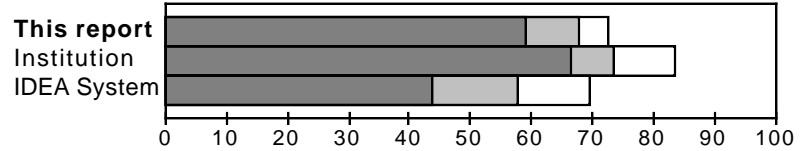
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.6	16
Institution	4.0	3.7	4,016
IDEA System	3.7	3.7	10,256



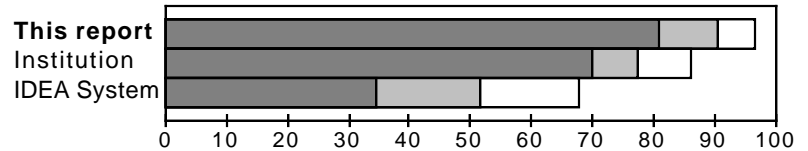
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.8	22
Institution	4.1	3.9	5,581
IDEA System	3.8	3.8	18,174



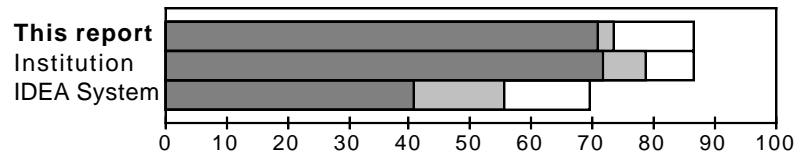
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	32
Institution	4.1	3.9	5,908
IDEA System	3.7	3.7	15,656



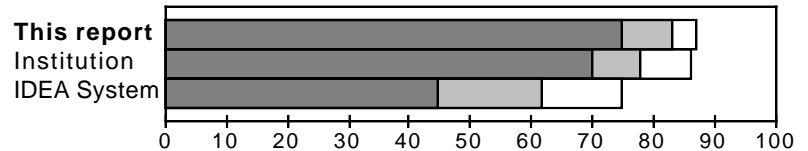
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	38
Institution	4.1	3.9	3,594
IDEA System	3.8	3.8	8,715



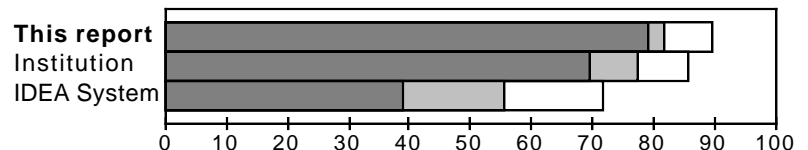
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.7	24
Institution	4.1	3.9	5,903
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.7	39
Institution	4.1	3.9	6,147
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

51 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	51	4.6	0.4	
8. Stimulated students to intellectual effort beyond that required by most courses	51	4.4	0.5	
13. Introduced stimulating ideas about the subject	51	4.4	0.4	
15. Inspired students to set and achieve goals which really challenged them	51	4.5	0.4	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	21	4.4	0.7	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	48	4.3	0.5	
18. Asked students to help each other understand ideas or concepts	49	4.2	0.6	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	49	4.5	0.4	
2. Found ways to help students answer their own questions	51	4.5	0.4	
7. Explained the reasons for criticisms of students' academic performance	50	4.4	0.4	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	24	4.4	0.4	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	32	4.5	0.4	
11. Related course material to real life situations	47	4.5	0.4	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	41	4.4	0.5	
19. Gave projects, tests, or assignments that required original or creative thinking	45	4.4	0.5	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	9	4.7	0.3	
6. Made it clear how each topic fit into the course	51	4.5	0.4	
10. Explained course material clearly and concisely	42	4.5	0.4	
12. Gave tests, projects, etc. that covered the most important points of the course	40	4.6	0.3	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ±1 standard deviation of the group's average

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.2	4%	73%
	Institution	3.9	9%	52%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.2	2%	63%
	Institution	3.9	5%	49%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	4.0	2%	53%
	Institution	3.7	14%	43%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.9	4%	51%
	Institution	3.6	15%	31%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.3	0%	80%
	Institution	4.1	1%	66%
	IDEA System	3.6	1%	15%

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.2	29%	16%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.5	14%	27%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.4	25%	22%
	Institution	3.6	12%	28%
	IDEA System	3.4	20%	18%

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.3	3.6	58	46
Institution	4.1	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 51		Percent indicating instructional approach as:	
			Primary	Secondary
Lecture			25%	14%
Discussion/Recitation			0%	0%
Seminar			6%	2%
Skill/Activity			6%	8%
Laboratory			6%	14%
Field Experience			4%	4%
Studio			0%	0%
Multi-Media			12%	8%
Practicum/Clinic			4%	4%
Other/Not Indicated			37%	47%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	43	26%	58%	16%
Oral communication	43	58%	33%	9%
Computer application	43	40%	30%	30%
Group work	43	56%	33%	12%
Mathematical/quantitative work	42	69%	29%	2%
Critical thinking	43	30%	42%	28%
Creative/artistic/design	42	64%	21%	14%
Reading	43	21%	33%	47%
Memorization	43	33%	30%	37%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	41	5%	54%	41%
Experience teaching course	37	0%	24%	76%
Changes in approach	37	5%	57%	38%
Desire to teach the course	43	0%	16%	84%
Control over course management decisions	41	0%	32%	68%
Student background	40	5%	78%	18%
Student enthusiasm	43	2%	42%	56%
Student effort to learn	43	0%	51%	49%
Technical/instructional support	38	3%	53%	45%

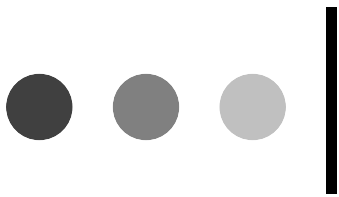
This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

19229-19232, 19235-19239, 19242-19245, 19247, 19248, 19250, 19251, 19253, 19254, 19259-19261, 19265,
19267-19272, 19274, 19277-19279, 19281-19285, 19288-19293, 19295, 19296, 19298, 19299, 19301, 19302, 19305



IDEA Student Ratings of Instruction

Group Summary Report

Department of Secondary Education
Jacksonville State University
Spring 2013

Page	Section
1	Description of Report
1	Description of Courses Included in This Report
2	I: Faculty Selection of Important and Essential Objectives
3	II: Student Ratings of Overall Outcomes – Comparison to IDEA Database
4	III: Student Ratings of Overall Outcomes – Comparison to This Institution
5–6	IV: Student Ratings of Progress on Objectives Chosen as Important or Essential
7	V: Teaching Methods and Styles
8	VI: Student Self-ratings and Ratings of Course Characteristics
9	VII: Faculty Self-report of the Institutional Context
10	VIII: Additional Questions

Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998–1999, 1999–2000, and 2000–2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	24
Short Form	0
Total	24
Number of Excluded Classes	7
Response Rate	
Classes below 65% Response Rate	14
Average Response Rate	60%
Class Size	
Average Class Size	12

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under- or over-emphasized?
- Are the under-emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=24)	Institution (n=9,237)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	75%	86%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	71%	83%	75%
Objective 3: Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	100%	87%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	71%	73%	55%
Objective 5: Acquiring skills in working with others as a member of a team	29%	38%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	17%	40%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	29%	43%	27%
Objective 8: Developing skill in expressing myself orally or in writing	42%	60%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	58%	64%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	25%	39%	23%
Objective 11: Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	29%	64%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	29%	67%	41%
Average Number of Objectives Selected As Important or Essential	5.8	7.4	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	29%	17%	33%	8%	21%	4%	21%	17%
Higher (56–62)	20%	42%	21%	29%	25%	33%	25%	46%	21%
Similar (45–55)	40%	17%	33%	25%	46%	29%	33%	21%	29%
Lower (38–44)	20%	8%	13%	4%	13%	8%	13%	4%	21%
Much Lower (37 or lower)	10%	4%	17%	8%	8%	8%	25%	8%	13%

Part 1 shows the percentage of classes in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 2: Average Scores

Converted Score	This Summary Report		IDEA System		5-point Scale		This Summary Report		IDEA System	
This Summary Report	57	50	55	51	54	46	56	50		
IDEA System	51 ²	51 ²	50	50	50	50	50	51		
This Summary Report	4.3	3.9	4.5	4.2	4.2	3.7	4.4	4.0		
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9		

¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

² The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5-point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

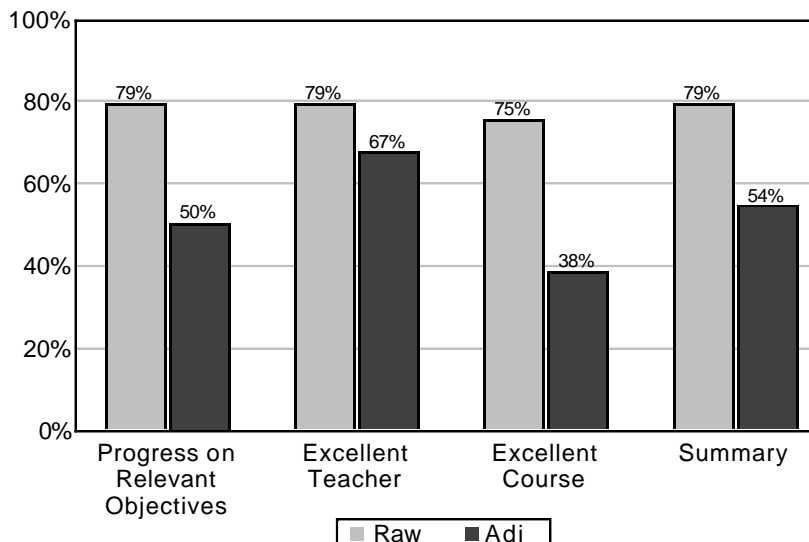
Part 3 shows the percentage of classes with ratings at or above the converted score of the IDEA databases.

Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



Part 1: Distribution of Converted Scores Compared to This Institution

This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C) ¹	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	13%	17%	0%	8%	13%	4%	8%	13%
Higher (56-62)	20%	29%	8%	58%	29%	25%	21%	38%	25%
Similar (45-55)	40%	38%	46%	29%	42%	38%	38%	38%	33%
Lower (38-44)	20%	13%	13%	4%	13%	13%	17%	8%	17%
Much Lower (37 or lower)	10%	8%	17%	8%	8%	13%	21%	8%	13%

Part 2: Average Scores

Converted Score	This Summary Report		This Institution		This Institution (compared to IDEA)		5-point Scale	
This Summary Report	52	50	53	52	51	47	52	50
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	55	51	52	49	54	49	54	50
This Summary Report	4.3	3.9	4.5	4.2	4.2	3.7	4.4	4.0
This Institution	4.2	3.9	4.3	4.1	4.2	3.9	4.2	4.0

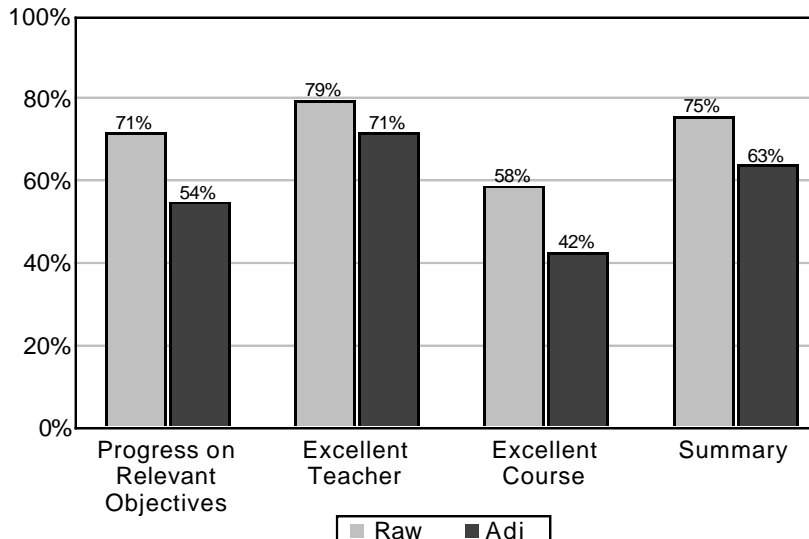
¹ Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3: Percent of Classes at or Above This Institution's Average

Part 3 shows the percentage of classes with ratings **at or above the converted score of This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self-assessed learning.

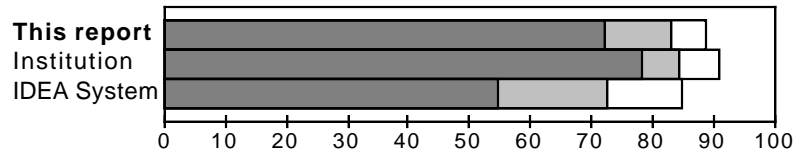
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Percent of classes where Raw Average was at least:
 4.00 (darkest bar) 3.75 (medium bar) 3.50 (lightest bar)

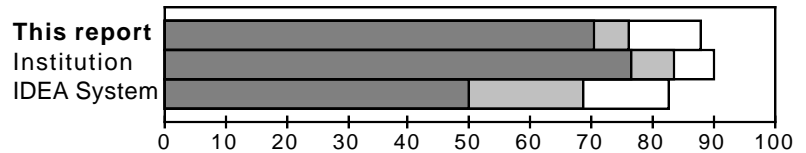
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.9	18
Institution	4.3	4.0	7,954
IDEA System	4.0	4.0	31,991



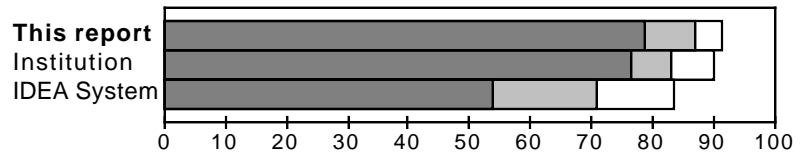
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	3.8	17
Institution	4.2	4.0	7,645
IDEA System	3.9	3.9	30,398



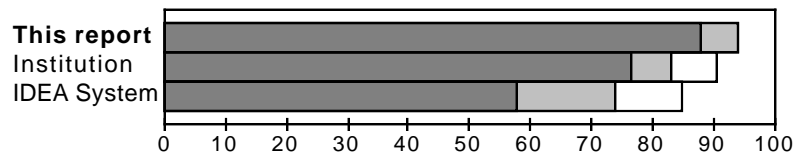
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	24
Institution	4.2	4.0	8,022
IDEA System	4.0	4.0	30,442



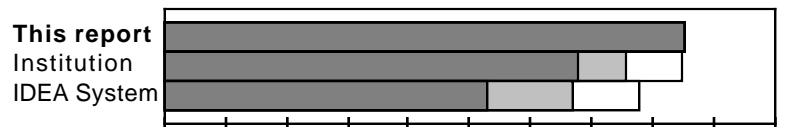
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.9	17
Institution	4.2	4.0	6,706
IDEA System	4.0	4.0	21,568



Objective 5: Acquiring skills in working with others as a member of a team

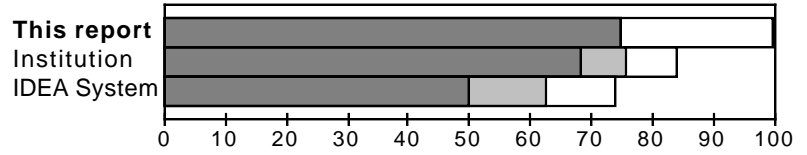
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.6	7
Institution	4.1	3.8	3,515
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
 4.00 ■ 3.75 ■ 3.50 □

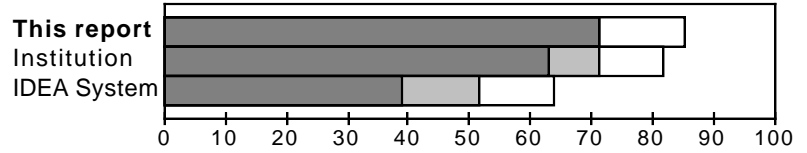
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.6	4
Institution	4.1	3.8	3,728
IDEA System	3.9	3.9	9,290



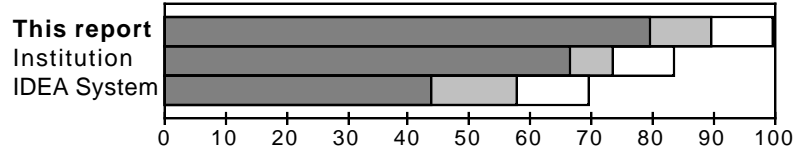
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.7	7
Institution	4.0	3.7	4,016
IDEA System	3.7	3.7	10,256



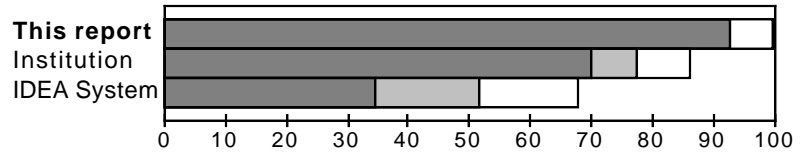
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.4	3.8	10
Institution	4.1	3.9	5,581
IDEA System	3.8	3.8	18,174



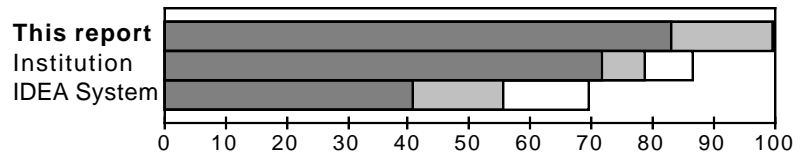
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.5	4.2	14
Institution	4.1	3.9	5,908
IDEA System	3.7	3.7	15,656



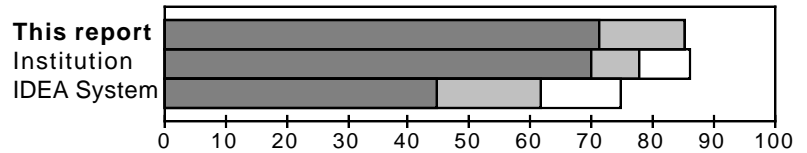
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.6	4.1	6
Institution	4.1	3.9	3,594
IDEA System	3.8	3.8	8,715



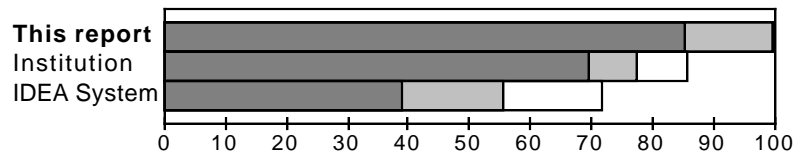
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.9	7
Institution	4.1	3.9	5,903
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.3	3.7	7
Institution	4.1	3.9	6,147
IDEA System	3.8	3.8	15,616



This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

24 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d. ¹	% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used
A. Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	24	4.6	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	24	4.5	0.6	
13. Introduced stimulating ideas about the subject	24	4.6	0.6	
15. Inspired students to set and achieve goals which really challenged them	24	4.5	0.6	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	7	4.6	0.5	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	14	4.5	0.5	
18. Asked students to help each other understand ideas or concepts	20	4.6	0.5	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	24	4.6	0.6	
2. Found ways to help students answer their own questions	24	4.6	0.6	
7. Explained the reasons for criticisms of students' academic performance	24	4.6	0.6	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	4	4.7	0.4	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	14	4.8	0.3	
11. Related course material to real life situations	24	4.7	0.5	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	16	4.7	0.4	
19. Gave projects, tests, or assignments that required original or creative thinking	19	4.7	0.3	
E. Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up to date in their work	15	4.5	0.7	
6. Made it clear how each topic fit into the course	24	4.6	0.6	
10. Explained course material clearly and concisely	24	4.4	0.8	
12. Gave tests, projects, etc. that covered the most important points of the course	19	4.5	0.4	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA	

Ratings were made on a 5-point scale (1=Hardly ever, 5=Almost always)

¹ Approximately two-thirds of class averages will be within ± 1 standard deviation of the group's average

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within $\pm .3$ of the Institution or the IDEA average, respectively.

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non-majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

A. Student Self-ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	4.1	0%	63%
	Institution	3.9	9%	52%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	4.0	0%	67%
	Institution	3.9	5%	49%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	4.0	8%	63%
	Institution	3.7	14%	43%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.7	4%	33%
	Institution	3.6	15%	31%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	4.3	0%	92%
	Institution	4.1	1%	66%
	IDEA System	3.6	1%	15%

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.3	17%	13%
	Institution	3.4	21%	25%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non-reading) assignments	This report	3.6	0%	33%
	Institution	3.6	10%	28%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.3	13%	13%
	Institution	3.6	12%	28%
	IDEA System	3.4	20%	18%

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5-point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.3	3.8	58	49
Institution	4.1	3.7		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

	Number Rating: 24	Percent indicating instructional approach as:	
		Primary	Secondary
Lecture		42%	13%
Discussion/Recitation		17%	4%
Seminar		13%	8%
Skill/Activity		21%	21%
Laboratory		0%	13%
Field Experience		0%	0%
Studio		0%	0%
Multi-Media		0%	8%
Practicum/Clinic		0%	8%
Other/Not Indicated		8%	25%

B. Course Emphases

This section shows the degree to which classes in this area expose students to various kinds of academic activities. Generally, proficiency is related to the amount of exposure. Are we giving students enough opportunity to develop the skills they need after graduation? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	Some	Much
Writing	24	0%	42%	58%
Oral communication	23	9%	57%	35%
Computer application	24	13%	63%	25%
Group work	24	25%	54%	21%
Mathematical/quantitative work	24	75%	21%	4%
Critical thinking	24	0%	21%	79%
Creative/artistic/design	24	58%	21%	21%
Reading	24	4%	50%	46%
Memorization	24	100%	0%	0%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	Neither Negative nor Positive	Positive
Physical facilities/equipment	23	4%	43%	52%
Experience teaching course	20	0%	15%	85%
Changes in approach	20	15%	60%	25%
Desire to teach the course	24	0%	13%	88%
Control over course management decisions	22	9%	18%	73%
Student background	24	29%	29%	42%
Student enthusiasm	24	4%	21%	75%
Student effort to learn	24	0%	17%	83%
Technical/instructional support	20	0%	70%	30%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

No additional questions requested.

Classes Included in this Report:

Report includes classes with the following class IDs:

19847, 19850–19854, 19856, 19859–19866, 19868–19876