

The IDEA Student Ratings of Instruction Group Summary Report

The IDEA Center
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Chemistry IDEA Group Summary Report

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Report includes classes from the following term(s): Dec. 1, 2001 to Aug. 31, 2003

Number of Classes Processed:	Number of Classes Included in Summary Report: ¹	Number of Student Responses Included:
Diagnostic Form: 1650	Diagnostic Form: 1576	Diagnostic Form: 30887
Short Form: 725	Short Form: 699	Short Form: 13763
Total: 2375	Total: 2275	Total: 44650

¹ Results for classes where faculty did not identify any objectives as being *Essential* or *Important* are excluded from Group Summary Reports.

Section I: Student Ratings of Overall Outcomes

Section I shows the number and percentage of classes with ratings in various ranges for the four "outcome" measures. This information summarizes the quality of instruction in this unit (as inferred from IDEA ratings).

Overall Outcome Measures:

- A.** Number of classes obtaining "Low," "Low Average," "Average," "High Average," and "High" ratings on four overall measures.
B. Average T Scores are provided for the Progress on Relevant Objective measure, while the average on the 5-point scale is provided for the other three summary measures. Scores for this report can be compared to the IDEA System.

A. Overall Outcome Measures - Total Number of Classes																
T Score Category	Progress-Relevant Objectives				Improved Student Attitude				Excellence of Teacher				Excellence of Course			
	Raw		Adjstd		Raw		Adjstd		Raw		Adjstd		Raw		Adjstd	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Low (lowest 10%, 37 or lower)	210	9	235	10	456	20	528	23	363	16	348	15	373	16	376	17
Low Average (next 20%, 38-44)	353	16	358	16	474	21	464	20	302	13	283	12	430	19	415	18
Average (middle 40%, 45-55)	996	44	1049	46	908	40	813	36	853	37	884	39	947	42	875	38
High Average (next 20%, 56-62)	547	24	482	21	329	14	314	14	666	29	608	27	425	19	446	20
High (highest 10%, 63 or higher)	169	7	151	7	108	5	156	7	91	4	152	7	100	4	163	7
B. Overall Outcome Measures - Averages																
	T Score		5-point Scale (1=low, 5=high)													
This Summary Report	50		50		3.6		3.6		4.1		4.1		3.8		3.8	
IDEA System ¹	51		51		3.9		3.9		4.2		4.2		3.9		3.9	

Adjstd: Scores on the Diagnostic Form have been adjusted for student desire to take the course regardless of who taught it, student work habits, instructor reported class size, student effort not attributable to the instructor, and course difficulty not attributable to the instructor. Short Form scores have been adjusted for student work habits, student desire to take the course regardless of who taught it, and instructor reported class size.

T Score: A statistically derived score which makes it easy to compare various measures. Unlike raw scores that have different averages and standard deviations (variabilities), T Scores all have an average of 50 and a standard deviation of 10. This means that 40% of all T Scores will be in the range of 45-55, while less than 2% will be below 30 or above 70.

- 1. Progress on Relevant (Essential and Important) Objectives.** Because student learning is the central purpose of teaching, and because instructors chose the objectives considered by this measure, it is probably the most vital measure of effectiveness. A double weight is given to student ratings of progress on objectives instructors chose as *Essential* and a single weight to those chosen as *Important*. Objectives identified as *Minor or No Importance* were ignored in developing this measure.
- 2. Improved Student Attitude.** The table shows students' responses to the item "As a result of taking this course, I have more positive feelings toward this field of study" (Diagnostic Form item #40, Short Form item #16). This rating is most meaningful for courses that are taken by many non-majors. Most teachers hope that such students will develop a respect and appreciation for the discipline even if they choose to take no additional courses in it.
- 3. Excellence of Teacher.** This shows the average response to "Overall, I rate this instructor an excellent teacher." Overall impressions of a teacher affect student attitudes, effort, and learning (Diagnostic Form item #41, Short Form item #17).
- 4. Excellence of Course.** This shows the average response to "Overall, I rate this course as excellent" (Diagnostic Form item #42, Short Form item #18). This rating is likely determined by a number of factors (e.g., teaching style, student satisfaction with course outcomes, and characteristics such as organization, selection of readings and/or other influences).

¹Normative information and the process for adjusting scores (Diagnostic Form only) were updated on December 1, 2001. Short Form adjustments were updated on October 1, 2002.

Section II: Faculty Selection of *Essential* and *Important* Course Objectives

The following provides information about the degree to which various learning objectives are emphasized in courses. Item numbers reflect those on the Faculty Information Form. The percentages (%) reflect how often each objective was selected for classes included in this summary report. Are the goals of the program being appropriately emphasized in course sections?

	Total Number of Course Sections and Percentage	
	N	%
1. Gaining factual knowledge (terminology, classifications, methods, trends)	2120	93
2. Learning fundamental principles, generalizations, or theories	2107	93
3. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	1865	82
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	1200	53
5. Acquiring skills in working with others as a member of a team	559	25
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	203	9
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	581	26
8. Developing skill in expressing myself orally or in writing	526	23
9. Learning how to find and use resources for answering questions or solving problems	780	34
10. Developing a clearer understanding of, and commitment to, personal values	180	8
11. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	645	28
12. Acquiring an interest in learning more by asking my own questions and seeking answers	824	36

Average number of objectives selected per class: 5.1

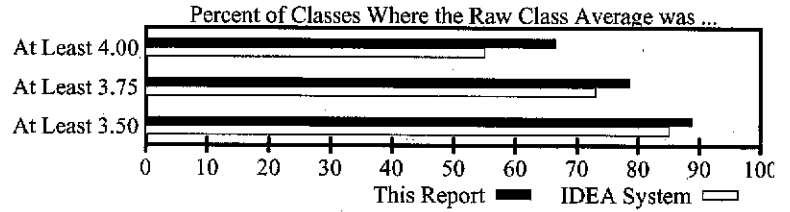
In general, it is recommended that 3-5 learning objectives be selected as *Important* or *Essential* for each class. To what degree are instructors focusing their learning objectives?

Section III: Student Ratings of Progress on Objectives Chosen as *Essential* or *Important*

Section III summarizes student ratings of progress in classes where a given objective was chosen as *Essential* or *Important* by the instructor. Results for this summary report are compared with those for the IDEA System. On which objectives do students report the most progress? The least? How do our results compare with those of the national database? Do we have apparent "strengths" and/or "weaknesses"? (Progress ratings were made on a 5-point scale; 1=low, 5=high.)

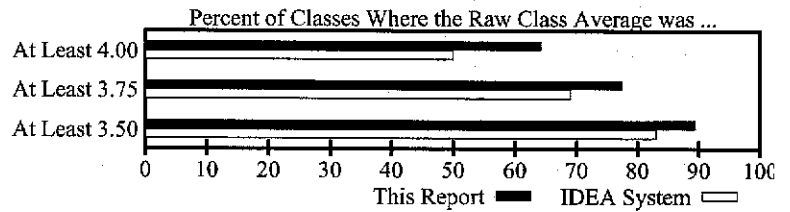
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	4.1	4.0	2120
IDEA System	4.0	4.0	32007



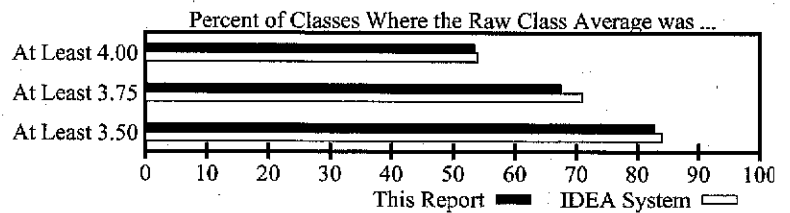
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	4.1	4.0	2107
IDEA System	3.9	3.9	30353



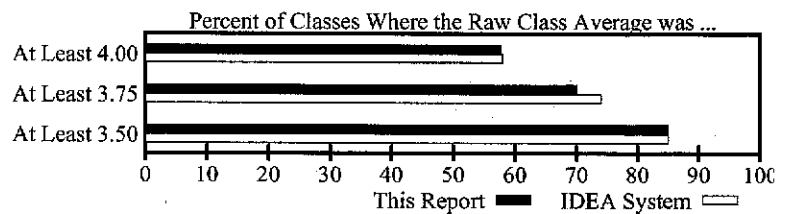
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.9	3.9	1865
IDEA System	4.0	4.0	30437



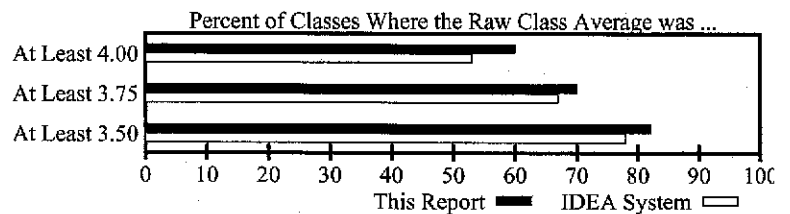
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	4.0	4.0	1200
IDEA System	4.0	4.0	21532



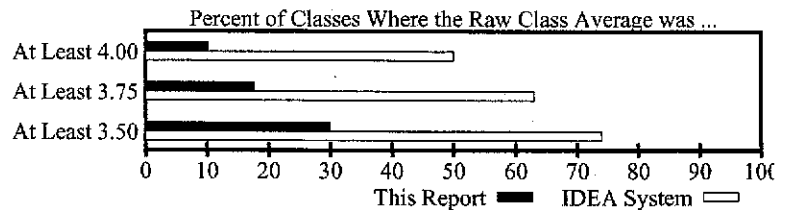
Objective 5: Acquiring skills in working with others as a member of a team

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	4.0	4.0	559
IDEA System	3.9	3.9	12125



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

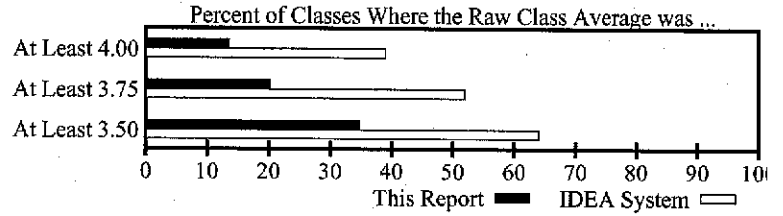
	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.0	3.0	203
IDEA System	3.9	3.9	9281



Section III: Student Ratings of Progress on Objectives Chosen as *Essential or Important* (Cont'd)

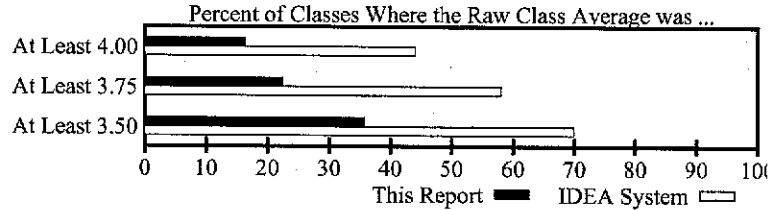
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.2	3.2	581
IDEA System	3.7	3.7	10307



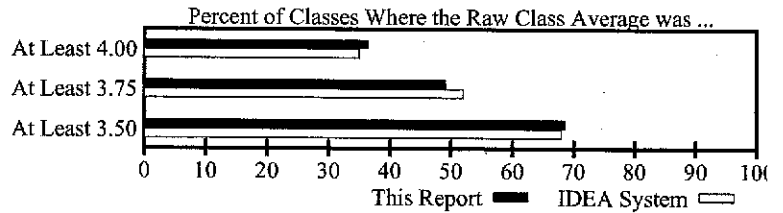
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.2	3.2	526
IDEA System	3.8	3.8	18213



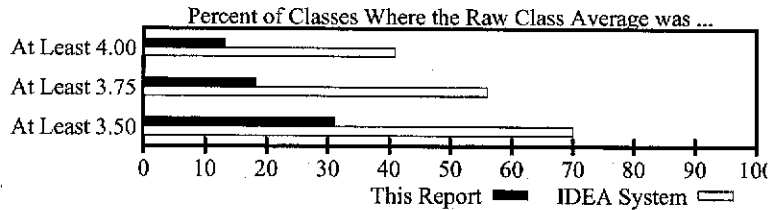
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.7	3.8	780
IDEA System	3.7	3.7	15676



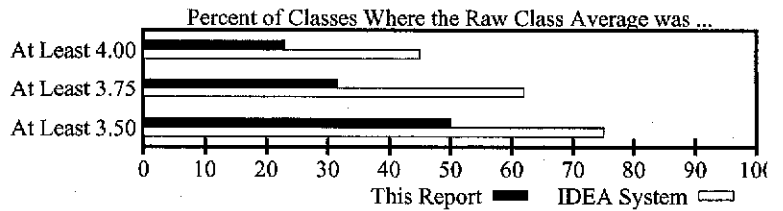
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.2	3.1	180
IDEA System	3.8	3.8	8719



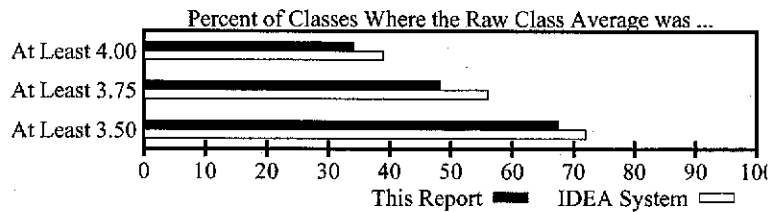
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.5	3.4	645
IDEA System	3.8	3.8	18935



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

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.7	3.7	824
IDEA System	3.8	3.8	15659



Section IV: Teaching Methods and Styles

This section summarizes the frequency with which specific teaching methods were rated as "frequently" or "infrequently" used (Diagnostic Form only). Data for a given class were included *only if the teaching method was relevant* (significantly related to progress on *Important* or *Essential* objectives). This information can help identify faculty development needs (infrequent teaching methods that a number of faculty may need to consider increasing use).

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	1573	4.2	0.5	
8. Stimulated students to intellectual effort beyond that required by most courses	1576	3.9	0.6	
13. Introduced stimulating ideas about the subject	1576	3.8	0.6	
15. Inspired students to set and achieve goals which really challenged them	1576	3.6	0.6	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	379	3.8	0.9	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	794	3.0	0.8	
18. Asked students to help each other understand ideas or concepts	937	3.7	0.7	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	1198	4.3	0.5	
2. Found ways to help students answer their own questions	1576	4.0	0.6	
7. Explained the reasons for criticisms of students' academic performance	1338	3.7	0.6	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	298	3.9	0.7	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	527	3.7	0.8	
11. Related course material to real life situations	1182	3.8	0.7	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	688	3.8	0.9	
19. Gave projects, tests, or assignments that required original or creative thinking	905	3.5	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	423	4.2	0.5	
6. Made it clear how each topic fit into the course	1575	4.0	0.6	
10. Explained course material clearly and concisely	1573	3.9	0.7	
12. Gave tests, projects, etc. that covered the most important points of the course	1526	4.2	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.

Section V: Student Self-ratings and Ratings of Course Characteristics

This section summarizes **A. Student Self-ratings** of their motivation, academic effort, and work habits; student ratings of **B. Course Characteristics** related to amount of reading, other work, and course difficulty; and **C. Experimental Items**. Information in Tables A and B may be compared to students' perceptions of classes in the entire IDEA System.

Item averages and information about the "Middle 50%" is provided for **Student Self-ratings and Course Characteristics**. You may compare individual class scores with the Middle 50% range for *This Report* or the *IDEA System*. Classes that exceed the upper number of the range are in the top quarter of classes. Conversely, classes whose average fall below the lower number in the range are in the bottom quarter.

The size of the "middle 50%" range allows you to infer how similar courses are for each item. The larger the range, the more dissimilar classes included in this report are with respect to the characteristic being measured.

A. Student Self-ratings*

Classes using the Short Form before October 7, 2002 were included in this report. Because of survey differences, Student Self-rating results cannot be reported in this Group Summary Report.

B. Student Ratings of Course Characteristics**

Diagnostic Form Item Number and Item	Average		Middle 50%
	This Report	IDEA System	
33. Amount of reading	This Report	3.2	2.8 - 3.7
	IDEA System	3.2	2.8 - 3.7
34. Amount of work in other (non-reading) assignments	This Report	3.7	3.3 - 4.1
	IDEA System	3.4	3.1 - 3.9
35. Difficulty of subject matter	This Report	4.0	3.6 - 4.5
	IDEA System	3.4	3.1 - 3.9

C. Experimental Items*

Diagnostic Form Item Number and Item	Average	Standard Deviation
44. The instructor used a variety of methods--not only tests--to evaluate student progress on course objectives.	3.6	0.7
45. The instructor expected students to take their share of responsibility for learning.	4.3	0.3
46. The instructor had high achievement standards in this class.	4.2	0.4
47. The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.	3.6	0.8

* 1=Definitely false 2=More false than true 3=In between 4=More true than false 5=Definitely true

** 1=Much less than most courses 2=Less than most courses 3>About average 4=More than most courses 5=Much more than most courses

NA indicates data were unavailable or inapplicable. This may indicate that no responses were available for a given item or that the number of valid responses for that item was less than 5. The Middle 50% is not calculated without at least 5 valid responses.

Section VI: Faculty Self-report of the Institutional Context

A. Primary and Secondary Instructional Approaches: Shows the relative frequency of various approaches to instruction. Since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. This information was reported by course instructors on the *Faculty Information Form*.

	Primary Approach		Secondary Approach	
	N	%	N	%
Lecture	1394	61	234	10
Discussion/recitation	96	4	340	15
Seminar	23	1	11	0
Skill/activity	8	0	96	4
Laboratory	511	22	680	30
Field Experience	0	0	8	0
Studio	1	0	3	0
Multi-Media	4	0	55	2
Practicum/clinic	0	0	1	0
Other/Not Indicated	238	10	847	37

B. Course Emphases: 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? This information was reported by course instructors on the *Faculty Information Form*.

	Number Rating Emphasis	Amount Required					
		None or little		Some		Much	
		N	%	N	%	N	%
Writing	2016	666	33	1028	51	322	16
Oral communication	2008	1091	54	801	40	116	6
Computer applications	2001	1008	50	880	44	113	6
Group work	2006	822	41	893	45	291	15
Mathematical/quantitative work	2016	231	11	671	33	1114	55
Critical thinking	2012	135	7	924	46	953	47
Creative/artistic/design	1998	1720	86	247	12	31	2

Section VI: The Institutional Context, Continued

C. "Circumstances" Impact on Learning: Shows how instructors regard various factors that may facilitate or impede student learning. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of teaching effectiveness were affected by these factors. This information was reported by course instructors on the *Faculty Information Form*.

	Number Rating Circumstance	Impact on Learning					
		Negative		Neither Positive nor Negative		Positive	
		N	%	N	%	N	%
Physical facilities/equipment	1838	340	19	703	38	795	43
Experience teaching the course	1712	48	3	186	11	1478	86
Changes in approach	1434	70	5	878	61	486	34
Desire to teach the course	1826	15	1	287	16	1524	83
Control over course management decisions	1790	90	5	457	26	1243	69
Student background	1756	573	33	639	36	544	31
Student enthusiasm	1777	416	23	630	35	731	41
Student effort to learn	1798	363	20	500	28	935	52
Technical/instructional support	1614	143	9	893	55	578	36

Classes Included in this Report

Report includes classes from the following class ID's:

Section VII: Additional Questions

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

Additional Questions

No additional questions requested.