

The IDEA Student Ratings of Instruction Group Summary Report

The IDEA Center
www.idea.ksu.edu



Business, Finance IDEA Group Summary Report

Sections of the Report

<u>Page</u>	<u>Section</u>
2	I. Student Ratings of Overall Outcomes <i>Shows the number of classes with ratings in various ranges on four "outcome" measures along with your group's averages as compared to the IDEA System. This information summarizes the quality of instruction in this unit (as inferred from IDEA ratings).</i>
3	II. Faculty Selection of Essential and Important Course Objectives <i>Provides information about the degree to which various learning objectives are emphasized in courses.</i>
4	III. Student Ratings of Progress on Objectives Chosen as Essential or Important <i>Summarizes student ratings of progress in classes where a given objective was chosen as <u>Essential</u> or <u>Important</u> by the instructor. Compares this unit's results with the IDEA System.</i>
6	IV. Teaching Methods and Styles <i>Summarizes how frequently specific teaching methods were used as rated by students (Diagnostic Form only).</i>
7	V. Student Self-Ratings and Ratings of Course Characteristics <i>Summarizes student ratings for student and course characteristics and compares the results to the IDEA system. Also summarizes student ratings on Experimental Items.</i>
8	VI. Faculty Self-Report of the Institutional Context A. Primary and Secondary Instructional Approaches. <i>Shows the relative frequency of various approaches to instruction.</i> B. Course Emphases. <i>Shows the degree to which classes in this area expose students to various kinds of academic activities.</i> C. "Circumstances" Impact on Learning. <i>Shows how instructors regard various factors that may facilitate or impede student learning.</i>
10	VII. Additional Questions <i>Provides frequencies, averages, and standard deviations for additional questions that are common for this unit (if requested).</i>

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: 775	Diagnostic Form: 754	Diagnostic Form: 15496
Short Form: 542	Short Form: 527	Short Form: 13508
Total: 1317	Total: 1281	Total: 29004

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)	84	7	97	8	101	8	141	11	156	12	164	13	103	8	153	12
Low Average (next 20%, 38-44)	164	13	190	15	182	14	235	18	196	15	199	16	205	16	227	18
Average (middle 40%, 45-55)	594	46	596	47	575	45	574	45	581	45	597	47	570	44	546	43
High Average (next 20%, 56-62)	344	27	307	24	333	26	240	19	322	25	281	22	320	25	249	19
High (highest 10%, 63 or higher)	95	7	91	7	90	7	91	7	26	2	40	3	83	6	106	8
B. Overall Outcome Measures - Averages																
	T Score				5-point Scale (1=low, 5=high)											
This Summary Report ¹	51		51		3.9		3.8		4.1		4.1		3.9		3.9	
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)	1203	94
2. Learning fundamental principles, generalizations, or theories	1185	93
3. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	1184	92
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	859	67
5. Acquiring skills in working with others as a member of a team	314	25
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	102	8
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	100	8
8. Developing skill in expressing myself orally or in writing	352	27
9. Learning how to find and use resources for answering questions or solving problems	491	38
10. Developing a clearer understanding of, and commitment to, personal values	190	15
11. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	549	43
12. Acquiring an interest in learning more by asking my own questions and seeking answers	488	38

Average number of objectives selected per class: 5.5

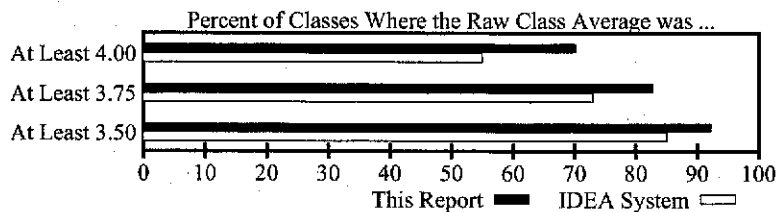
In general, it is recommended that 3-5 learning objectives be selected as *Important* or *Essential* for each class. To what degree are instructors focusing their learning objectives?

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.)

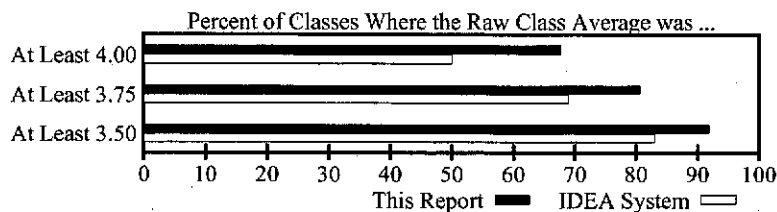
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	4.1	4.0	1203
IDEA System	4.0	4.0	32007



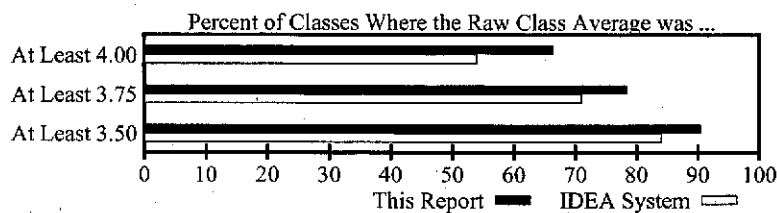
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	4.1	4.0	1185
IDEA System	3.9	3.9	30353



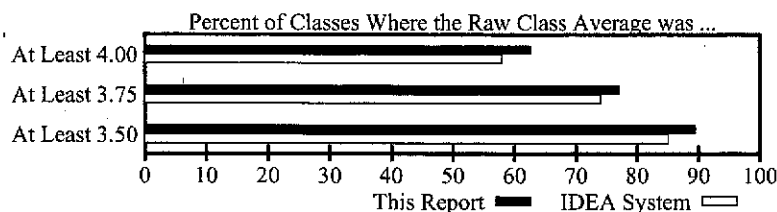
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	4.1	4.0	1184
IDEA System	4.0	4.0	30437



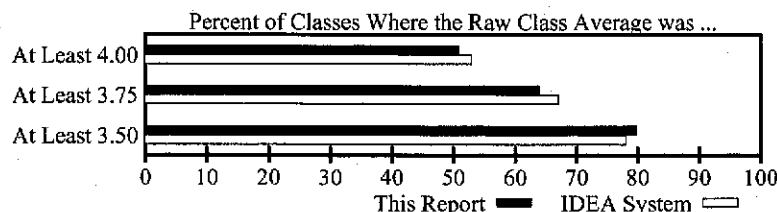
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	4.1	4.0	859
IDEA System	4.0	4.0	21532



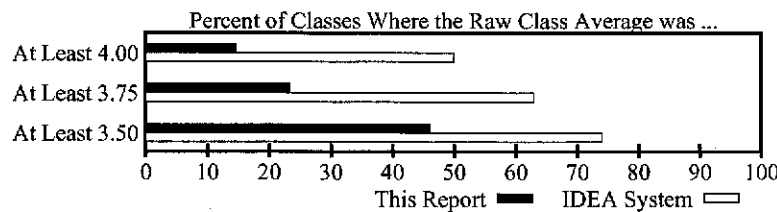
Objective 5: Acquiring skills in working with others as a member of a team

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.9	3.8	314
IDEA System	3.9	3.9	12125



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

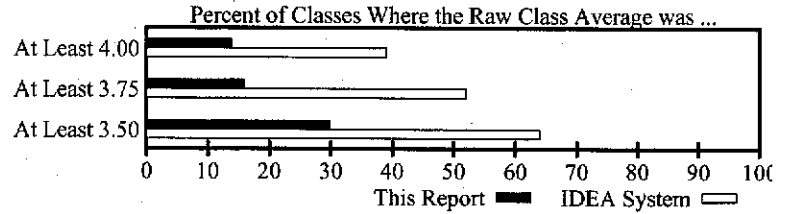
	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.3	3.2	102
IDEA System	3.9	3.9	9281



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

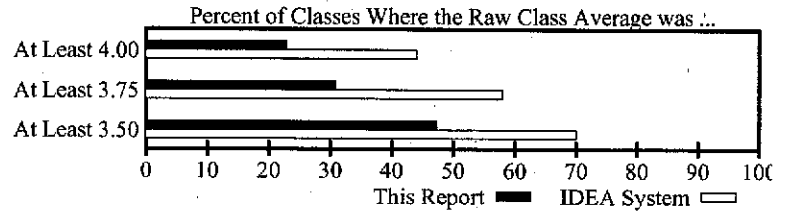
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.2	3.0	100
IDEA System	3.7	3.7	10307



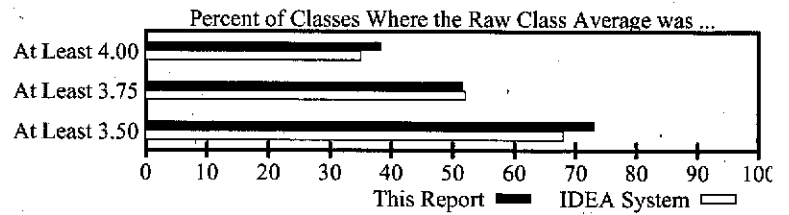
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.4	3.5	352
IDEA System	3.8	3.8	18213



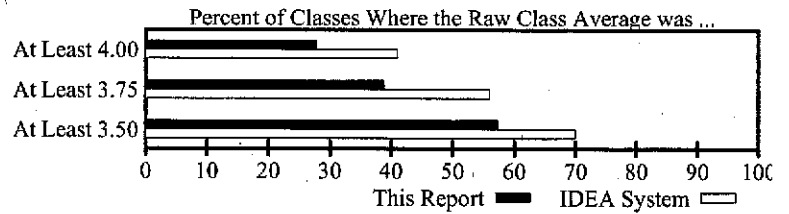
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.7	3.8	491
IDEA System	3.7	3.7	15676



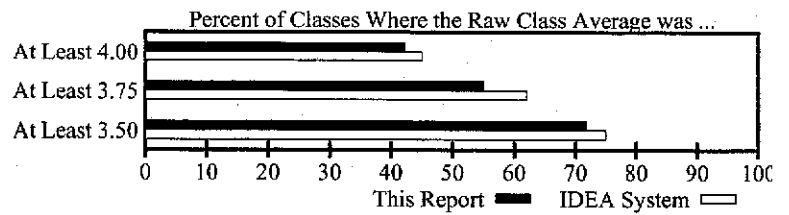
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.5	3.5	190
IDEA System	3.8	3.8	8719



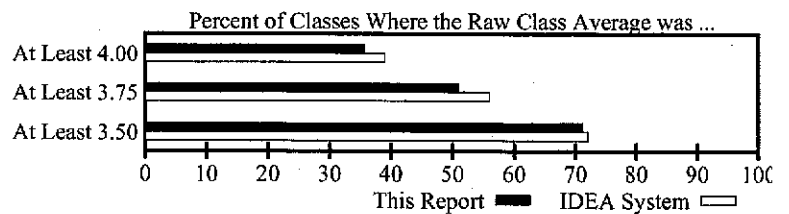
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This Summary Report	3.8	3.8	549
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	488
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	754	4.3	0.4	
8. Stimulated students to intellectual effort beyond that required by most courses	754	4.0	0.5	
13. Introduced stimulating ideas about the subject	754	4.0	0.5	
15. Inspired students to set and achieve goals which really challenged them	754	3.8	0.6	
B. Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	214	4.1	0.8	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	453	3.6	0.7	
18. Asked students to help each other understand ideas or concepts	511	3.7	0.6	
C. Establishing Rapport				
1. Displayed a personal interest in students and their learning	634	4.2	0.5	
2. Found ways to help students answer their own questions	754	4.1	0.5	
7. Explained the reasons for criticisms of students' academic performance	707	3.7	0.5	
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	240	3.9	0.6	
D. Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	319	3.9	0.6	
11. Related course material to real life situations	610	4.4	0.5	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	393	3.9	0.8	
19. Gave projects, tests, or assignments that required original or creative thinking	489	3.9	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	154	4.3	0.5	
6. Made it clear how each topic fit into the course	754	4.2	0.5	
10. Explained course material clearly and concisely	753	4.0	0.6	
12. Gave tests, projects, etc. that covered the most important points of the course	728	4.4	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.

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	3.4	3.1 - 3.8
	IDEA System	3.2	2.8 - 3.7
34. Amount of work in other (non-reading) assignments	This Report	3.6	3.2 - 3.9
	IDEA System	3.4	3.1 - 3.9
35. Difficulty of subject matter	This Report	3.9	3.5 - 4.2
	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.	3.7	0.6
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.	4.1	0.4
47. The instructor used educational technology (e.g., Internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.	3.8	0.7

* 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	931	73	103	8
Discussion/recitation	74	6	426	33
Seminar	35	3	23	2
Skill/activity	26	2	142	11
Laboratory	3	0	18	1
Field Experience	2	0	6	0
Studio	0	0	0	0
Multi-Media	3	0	22	2
Practicum/clinic	3	0	9	1
Other/Not Indicated	204	16	532	42

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	1066	332	31	596	56	138	13
Oral communication	1066	418	39	503	47	145	14
Computer applications	1060	355	34	565	53	140	13
Group work	1054	528	50	365	35	161	15
Mathematical/quantitative work	1071	94	9	338	32	639	60
Critical thinking	1071	91	9	492	46	488	46
Creative/artistic/design	1048	930	89	99	9	19	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	964	97	10	420	44	447	46
Experience teaching the course	934	20	2	114	12	800	86
Changes in approach	795	39	5	542	68	214	27
Desire to teach the course	991	5	1	171	17	815	82
Control over course management decisions	981	20	2	250	25	711	72
Student background	967	241	25	374	39	352	36
Student enthusiasm	951	115	12	333	35	503	53
Student effort to learn	945	122	13	286	30	537	57
Technical/instructional support	831	61	7	543	65	227	27

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.