GINN, V

Sam Houston State University

Economics 023194
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Local code: 00000008

IDEA Diagnostic Form Report

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

Of the 48 students enrolled, 34 responded (71%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

Converted Averages are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your *institution*. The *Interpretive Guide* offers some suggestions for using comparative results; **some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.**

Both unadjusted (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5–point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] **Three** objectives were selected as relevant (Important or Essential –see page 2)	4.6	4.8
Overall Ratings		
B. Excellent Teacher	4.6	4.8
C. Excellent Course	4.2	4.5
D. Average of B & C	4.4	4.7
Summary Evaluation (Average of A & D) [1]	**4.5**	**4.8** = 1632

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

[2] The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.

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

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings: B. Excellent Teacher		Overall Ratings: C. Excellent Course		Overall Ratings: D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)		65								63
Higher Next 20% (56–62)	62		56	59		60	56	60	59	
Similar Middle 40% (45–55)					55					
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:[2]

Discipline (IDEA Data)	62	65	58	60	57	60	58	60	60	63
Institution	59	63	55	59	53	58	54	59	57	61

IDEA Discipline used for comparison:
Economics

Student Ratings of Learning on Relevant (Important and Essential) Objectives

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results. Also, refer to the **POD–IDEA Center *Learning* Notes** (**www.theideacenter.org/podidea/PODNotesLearning.html**).

	Importance Rating	Your Average (5–point scale)		Percent of Students Rating		Your Converted Average When Compared to Group Averages					
						IDEA Database		IDEA Discipline[1]		Your Institution[1]	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Important	4.6	4.7	3%	94%	62 Higher	65 Much Higher	62 Higher	64 Much Higher	59 Higher	62 Higher
22. Learning fundamental principles, generalizations, or theories	Important	4.6	4.7	0%	88%	63 Much Higher	65 Much Higher	61 Higher	64 Much Higher	60 Higher	63 Much Higher
23. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	**Essential**	**4.6**	**4.8**	**3%**	**88%**	**61 Higher**	**65 Much Higher**	**62 Higher**	**65 Much Higher**	**59 Higher**	**64 Much Higher**
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None										
25. Acquiring skills in working with others as a member of a team	Minor/None										
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Minor/None										
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None										
28. Developing skill in expressing myself orally or in writing	Minor/None										
29. Learning how to find and use resources for answering questions or solving problems	Minor/None										
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None										
31. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Minor/None										
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None										
Progress on Relevant Objectives		**4.6**	**4.8**			**62**	**65**	**62**	**65**	**59**	**63**

[1] *The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on May 1, 2006. Do not compare these results with reports generated prior to this date.*

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
Similar = Middle 40% (45–55)
Lower = Next 20% (38–44)
Much Lower = Lowest 10% (37 or lower)

Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

	Your Average (5–point scale)	Your Converted Average When Compared to Group Averages					
		IDEA Database		IDEA Discipline		Your Institution	
Course Description							
33. Amount of reading	3.2	50	Similar	47	Similar	50	Similar
34. Amount of work in other (non–reading) assignments	3.4	50	Similar	53	Similar	47	Similar
35. Difficulty of subject matter	3.7	55	Similar	49	Similar	53	Similar
Student Description							
37. I worked harder on this course than on most courses I have taken.	4.1	60	Higher	63	Much Higher	58	Higher
39. I really wanted to take this course regardless of who taught it.	2.9	41	Lower	42	Lower	42	Lower
43. As a rule, I put forth more effort than other students on academic work.	4.0	62	Higher	59	Higher	53	Similar

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Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review page 2 to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. ***Retain current use or consider increasing*** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (**www.theideacenter.org/diagnosticguide.pdf**), **POD–IDEA Center Notes** (**www.theideacenter.org/podidea**), and **POD–IDEA Center *Learning* Notes** (**www.theideacenter.org/podidea/PODNotesLearning.html**).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
4. Demonstrated the importance and significance of the subject matter	**All selected objectives**	**4.7**	**97%**	**Strength to retain**
8. Stimulated students to intellectual effort beyond that required by most courses	**All selected objectives**	**4.5**	**85%**	**Strength to retain**
13. Introduced stimulating ideas about the subject	**All selected objectives**	**4.4**	**85%**	**Strength to retain**
15. Inspired students to set and achieve goals which really challenged them	**All selected objectives**	**4.0**	**71%**	**Strength to retain**
Fostering Student Collaboration				
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	2.1	21%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.6	59%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	3.5	52%	
Establishing Rapport				
2. Found ways to help students answer their own questions	**All selected objectives**	**4.5**	**88%**	**Strength to retain**
7. Explained the reasons for criticisms of students' academic performance	**23**	**4.2**	**76%**	**Strength to retain**
1. Displayed a personal interest in students and their learning	Not relevant to objectives selected	4.8	94%	
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e–mails, etc.)	Not relevant to objectives selected	4.5	85%	
Encouraging Student Involvement				
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.0	74%	
11. Related course material to real life situations	Not relevant to objectives selected	4.9	100%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	2.7	18%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	3.1	47%	
Structuring Classroom Experiences				
6. Made it clear how each topic fit into the course	**All selected objectives**	**4.7**	**94%**	**Strength to retain**
10. Explained course material clearly and concisely	**All selected objectives**	**4.6**	**91%**	**Strength to retain**
12. Gave tests, projects, etc. that covered the most important points of the course	**21, 22**	**4.5**	**88%**	**Strength to retain**
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up–to–date in their work	Not relevant to objectives selected	4.7	97%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.7	97%	

5–point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

The details on this page are of interest primarily to those who want to confirm scores reported on pages 1–3 or who want to determine if responses to some items were distributed in an unusual manner.

Converted Averages are reported only for relevant *learning objectives* (*Important or Essential* –*see* page 2) and other items for which comparisons were provided.

Notes:
Discipline code selected on FIF: 4506
Discipline code used for comparison: 4506

	Number Responding							
	1	2	3	4	5	Omit	Avg.	s.d.
1. Displayed a personal interest in students and their learning	0	1	1	3	29	0	4.8	0.7
2. Found ways to help students answer their own questions	0	1	3	8	22	0	4.5	0.8
3. Scheduled course work (class activities, tests, projects) in ways...	0	1	0	8	25	0	4.7	0.6
4. Demonstrated the importance and significance of the subject matter	0	0	1	7	26	0	4.7	0.5
5. Formed "teams" or "discussion groups" to facilitate learning	16	7	4	5	2	0	2.1	1.3
6. Made it clear how each topic fit into the course	0	0	2	6	26	0	4.7	0.6
7. Explained the reasons for criticisms of students' academic...	1	3	4	8	18	0	4.1	1.1
8. Stimulated students to intellectual effort beyond that required by...	0	1	4	6	23	0	4.5	0.8
9. Encouraged students to use multiple resources (e.g. data banks,...	1	3	5	11	14	0	4.0	1.1
10. Explained course material clearly and concisely	1	0	2	7	24	0	4.6	0.9
11. Related course material to real life situations	0	0	0	3	31	0	4.9	0.3
12. Gave tests, projects, etc. that covered the most important points...	1	2	1	5	25	0	4.5	1.0
13. Introduced stimulating ideas about the subject	0	2	3	7	22	0	4.4	0.9
14. Involved students in "hands on" projects such as research, case...	6	9	12	1	5	1	2.7	1.3
15. Inspired students to set and achieve goals which really...	0	3	7	10	14	0	4.0	1.0
16. Asked students to share ideas and experiences with others...	4	3	7	10	10	0	3.6	1.3
17. Provided timely and frequent feedback on tests, reports,...	0	1	0	7	26	0	4.7	0.6
18. Asked students to help each other understand ideas or concepts	4	3	9	8	9	1	3.5	1.3
19. Gave projects, tests, or assignments that required original or...	9	4	5	6	10	0	3.1	1.6
20. Encouraged student–faculty interaction outside of class (office...	0	1	4	6	23	0	4.5	0.8

Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

									Converted Avg.		Comparison Group Average		
									Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	**1**	**0**	**1**	**7**	**25**	**0**	**4.6**	**0.8**	**62**	**65**	**4.0**	**4.1**	**4.2**
22. Learning fundamental principles, generalizations, or...	**0**	**0**	**4**	**7**	**23**	**0**	**4.6**	**0.7**	**63**	**65**	**3.9**	**4.1**	**4.1**
23. Learning to *apply* course material (to improve thinking,...	**0**	**1**	**3**	**6**	**24**	**0**	**4.6**	**0.8**	**61**	**65**	**4.0**	**4.0**	**4.1**
24. Developing specific skills, competencies, and points of view...	0	2	4	8	20	0	4.4	0.9	NA	NA	4.0	3.9	4.2
25. Acquiring skills in working with others as a member of a team	11	5	9	5	4	0	2.6	1.4	NA	NA	3.9	3.7	4.0
26. Developing creative capacities (writing, inventing, designing,...	20	3	4	1	6	0	2.1	1.6	NA	NA	3.9	3.2	4.1
27. Gaining a broader understanding and appreciation of...	11	3	5	6	9	0	3.0	1.6	NA	NA	3.7	3.2	4.0
28. Developing skill in expressing myself orally or in writing	17	2	5	3	7	0	2.4	1.7	NA	NA	3.8	3.4	3.9
29. Learning how to find and use resources for answering questions...	1	2	6	10	15	0	4.1	1.1	NA	NA	3.7	3.7	3.9
30. Developing a clearer understanding of, and commitment to,...	4	2	5	9	14	0	3.8	1.4	NA	NA	3.8	3.6	3.9
31. Learning to *analyze* and *critically evaluate* ideas, arguments,...	2	2	4	6	20	0	4.2	1.2	NA	NA	3.8	3.8	3.9
32. Acquiring an interest in learning more by asking my own...	2	4	4	7	17	0	4.0	1.3	NA	NA	3.8	3.7	3.9

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress **Bold = Selected as Important or Essential**

33. Amount of reading	2	7	12	8	5	0	3.2	1.1	50	NA	3.2	3.3	3.2
34. Amount of work in other (non–reading) assignments	2	2	16	8	6	0	3.4	1.0	50	NA	3.4	3.3	3.6
35. Difficulty of subject matter	0	3	10	15	6	0	3.7	0.9	55	NA	3.4	3.8	3.5

Key: 1 = Much Less than Most 2 = Less than Most 3 = About Average 4 = More than Most 5 = Much More than Most

36. I had a strong desire to take this course.	4	4	8	7	11	0	3.5	1.4	NA	NA	3.7	3.4	3.6
37. I worked harder on this course than on most courses I have taken.	0	0	9	12	13	0	4.1	0.8	60	NA	3.6	3.6	3.7
38. I really wanted to take a course from this instructor.	3	2	11	5	13	0	3.7	1.3	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	9	4	8	9	4	0	2.9	1.4	41	NA	3.3	3.2	3.3
40. As a result of taking this course, I have more positive feelings...	1	2	3	11	17	0	4.2	1.0	56	61	3.9	3.7	4.0
41. Overall, I rate this instructor an excellent teacher.	1	1	2	3	27	0	4.6	1.0	56	59	4.2	4.1	4.3
42. Overall, I rate this course as excellent.	1	1	5	10	17	0	4.2	1.0	55	60	3.9	3.8	4.0
43. As a rule, I put forth more effort than other students on...	0	2	7	14	11	0	4.0	0.9	62	NA	3.6	3.8	3.9

Key: 1 = Definitely False 2 = More False than True 3 = In Between 4 = More True than False 5 = Definitely True

No Additional Questions.