



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

Of the 27 students enrolled, 13 responded (48%). 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)	4.5	4.3
Overall Ratings		
B. Excellent Teacher	4.7	4.5
C. Excellent Course	4.5	4.0
D. Average of B & C	4.6	4.3
Summary Evaluation (Average of A & D) ¹	4.6	4.3

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						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	61		59		59		59		60	
		56		55			53			55
Similar Middle 40% (45–55)					51					
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

	Discipline (IDEA Data)	Institution
Raw	56	57
Adj.	52	55
B. Excellent Teacher	57	57
C. Excellent Course	54	55
D. Average of B & C	55	56
Summary Evaluation (Average of A & D)	48	51
Raw	56	57
Adj.	51	53
Summary Evaluation (Average of A & D)	56	57
Raw	52	54
Adj.	54	54

IDEA Discipline used for comparison:
 Psychology

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	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.5	4.3	0%	92%
22. Learning fundamental principles, generalizations, or theories	Essential	4.5	4.2	0%	92%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.6	4.4	0%	92%
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 <i>analyze</i> and <i>critically evaluate</i> 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		4.5	4.3		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
61	56	56	52	57	55
Higher	Higher	Higher	Similar	Higher	Similar
61	56	55	51	56	54
Higher	Higher	Similar	Similar	Higher	Similar
62	57	59	55	58	56
Higher	Higher	Higher	Similar	Higher	Higher
61	56	56	52	57	55

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)

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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.

Course Description	Your Average (5-point scale)
33. Amount of reading	4.2
34. Amount of work in other (non-reading) assignments	3.8
35. Difficulty of subject matter	3.8

Student Description

37. I worked harder on this course than on most courses I have taken.	4.4
39. I really wanted to take this course regardless of who taught it.	4.1
43. As a rule, I put forth more effort than other students on academic work.	3.9

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
63	Much Higher	64	Much Higher	63	Much Higher
56	Higher	59	Higher	54	Similar
56	Higher	57	Higher	54	Similar

64	Much Higher	66	Much Higher	61	Higher
64	Much Higher	62	Higher	61	Higher
59	Higher	52	Similar	49	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	100%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.7	100%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.7	92%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.7	100%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.9	100%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	4.7	100%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.7	100%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.6	100%	Strength to retain
1. Displayed a personal interest in students and their learning	23	4.8	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23	4.5	92%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.6	92%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.8	92%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.4	92%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.4	85%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.8	100%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives	4.8	100%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.5	92%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.9	100%	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	4.8	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.7	100%	

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

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	3	10	0	4.8	0.4
2. Found ways to help students answer their own questions	0	0	0	5	8	0	4.6	0.5
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	0	3	10	0	4.8	0.4
4. Demonstrated the importance and significance of the subject matter	0	0	0	4	9	0	4.7	0.5
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	1	12	0	4.9	0.3
6. Made it clear how each topic fit into the course	0	0	0	3	10	0	4.8	0.4
7. Explained the reasons for criticisms of students' academic...	0	0	1	4	8	0	4.5	0.7
8. Stimulated students to intellectual effort beyond that required by...	0	0	0	4	9	0	4.7	0.5
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	1	6	6	0	4.4	0.7
10. Explained course material clearly and concisely	0	0	1	4	8	0	4.5	0.7
11. Related course material to real life situations	0	0	1	1	11	0	4.8	0.6
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	2	11	0	4.8	0.4
13. Introduced stimulating ideas about the subject	0	0	1	2	10	0	4.7	0.6
14. Involved students in "hands on" projects such as research, case...	0	0	2	4	7	0	4.4	0.8
15. Inspired students to set and achieve goals which really...	0	0	0	4	9	0	4.7	0.5
16. Asked students to share ideas and experiences with others...	0	0	0	4	9	0	4.7	0.5
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	4	9	0	4.7	0.5
18. Asked students to help each other understand ideas or concepts	0	0	0	4	9	0	4.7	0.5
19. Gave projects, tests, or assignments that required original or...	0	0	0	2	10	1	4.8	0.4
20. Encouraged student-faculty interaction outside of class (office...	0	0	1	3	9	0	4.6	0.7

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

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: 4200
Discipline code used for comparison: 4200

							Converted Avg.		Comparison Group Average				
	Raw	Adj.	IDEA	Discipline	Institution								
21. Gaining factual knowledge (terminology,...	0	0	1	4	8	0	4.5	0.7	61	56	4.0	4.3	4.2
22. Learning fundamental principles, generalizations, or...	0	0	1	5	7	0	4.5	0.7	61	56	3.9	4.3	4.2
23. Learning to apply course material (to improve thinking,...	0	0	1	3	9	0	4.6	0.7	62	57	4.0	4.3	4.2
24. Developing specific skills, competencies, and points of view...	0	0	2	3	8	0	4.5	0.8	NA	NA	4.0	4.3	4.2
25. Acquiring skills in working with others as a member of a team	0	0	0	3	10	0	4.8	0.4	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	0	0	2	3	8	0	4.5	0.8	NA	NA	3.9	3.8	4.0
27. Gaining a broader understanding and appreciation of...	1	0	3	1	8	0	4.2	1.3	NA	NA	3.7	3.8	3.9
28. Developing skill in expressing myself orally or in writing	0	0	3	1	9	0	4.5	0.9	NA	NA	3.8	3.9	3.9
29. Learning how to find and use resources for answering questions...	0	1	1	4	7	0	4.3	0.9	NA	NA	3.7	4.0	4.0
30. Developing a clearer understanding of, and commitment to,...	0	1	1	2	9	0	4.5	1.0	NA	NA	3.8	4.1	4.0
31. Learning to analyze and critically evaluate ideas, arguments,...	0	0	1	4	8	0	4.5	0.7	NA	NA	3.8	4.1	4.0
32. Acquiring an interest in learning more by asking my own...	0	0	2	2	9	0	4.5	0.8	NA	NA	3.8	4.1	4.0

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	0	0	2	6	4	1	4.2	0.7	63	NA	3.2	3.5	3.2
34. Amount of work in other (non-reading) assignments	0	0	6	3	3	1	3.8	0.9	56	NA	3.4	3.3	3.5
35. Difficulty of subject matter	0	0	6	3	3	1	3.8	0.9	56	NA	3.4	3.5	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.	0	0	4	1	6	2	4.2	1.0	NA	NA	3.7	3.9	3.8
37. I worked harder on this course than on most courses I have taken.	0	0	2	3	6	2	4.4	0.8	64	NA	3.6	3.7	3.8
38. I really wanted to take a course from this instructor.	0	0	9	0	2	2	3.4	0.8	NA	NA	3.4	3.6	3.6
39. I really wanted to take this course regardless of who taught it.	0	0	5	0	6	2	4.1	1.0	64	NA	3.3	3.5	3.5
40. As a result of taking this course, I have more positive feelings...	0	0	2	2	7	2	4.5	0.8	60	51	3.9	4.2	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	1	1	9	2	4.7	0.6	59	55	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	0	0	1	4	6	2	4.5	0.7	59	51	3.9	4.2	4.1
43. As a rule, I put forth more effort than other students on...	0	1	4	2	5	1	3.9	1.1	59	NA	3.6	3.9	4.0

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

No Additional Questions.

COURSE: PSY 200 **CRN:** 16336
INSTRUCTOR: Chen
CLASS DAYS: TR **CLASS TIME:** 3:30 – 4:45
SEMESTER: Fall **YEAR:** 2013

Please circle the most appropriate response to each question regarding this course.

1. Class met for every scheduled session.

1 (1)	2 (4)	3 (0)	4 (9)	5 (4)
Many	A Lot	Some	Few	No
Cancelled Classes				Cancelled Classes

2. Class was held for the entire period as scheduled.

1 (0)	2 (0)	3 (0)	4 (2)	5 (16)
Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always

3. Instructor was on time.

1 (0)	2 (0)	3 (0)	4 (0)	5 (18)
Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always

4. Instructor was prepared for each class.

1 (0)	2 (0)	3 (0)	4 (0)	5 (18)
Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always

5. Instructor covered all the topics in the textbook.

1 (0)	2 (0)	3 (0)	4 (3)	5 (15)
Few	Some	A Lot	Most	All
Topics Covered				Topics Covered

Please give your comments about the course and instructor. These comments will not be made available to the instructor until after grades are submitted; responses will be typed before being made available to instructors.

1. Course difficulty, testing, and grading. (Fair, appropriate to content, etc.)

- Appropriate.
- Fair grading, difficult tests.
- Test were very hard, grading was fair in my opinion.

- As long as you kept up with the readings and quizzes, you should've done just fine.
- The course was fair.
- All.
- He was a good professor.
- Appropriate.
- Excellent course construction.
- I thought everything was fair and open to discussion.
- Only thing I disliked was two quizzes. Learned a lot of things.
- The only thing I found hard was the midterm because it didn't make sense.
- The course was not easy, but the challenge was good.
- I think Michael was very fair and works well with his students to do their best.
- Course was too easy, too many quizzes, grading was good.

2. *Course content. (Coverage, topic, emphasis, etc.)*

- Covered every topic.
- Content in class was fairly hard due to the amount of content.
- All.
- He covered everything thoroughly and I understood.
- Covered everything in the book.
- I thought the highlighted topics were well noted while still going through the entire topic.
- Covered everything.
- It was ok.
- We covered all of the content, and we went over it enough so I grasped all of it.
- Great!

3. *Effectiveness of the instructor's communication of course material. (clarity, enthusiasm, interests, etc.)*

- I believe he was very effective.
- All.
- Very clear everyday.
- He was always clarity, enthusiastic, and interested.
- Everything was very clear.
- Very. Learned more by lecture than reading.
- He was cool, easy to communicate with, flexible.
- The instructor was great with being clear about the course material.
- Yes, but there were a few times I wish Michael had been a little more clear on a few topics.

4. *Please identify the professor's strengths.*

- Cared that we were learning the material.

- The professor does a good job teaching, writing the content, and connecting with students. Very fair outside of class and was very flexible with help.
- He did great.
- Teaching.
- Talking making class enjoyable.
- Knowledgeable, kind.
- Providing examples, clear notes, answered questions.
- Mini “experiments” to show us how things worked.
- He knew how to explain well.
- Communication, knowledge, effectiveness, keeping the class interesting.
- He loves what he teaches, works well with students and is understanding.

5. *Please identify the professor’s weaknesses.*

- Too much work.
- His weakness in my opinion is the difficulty on tests. There is a lot of content to be learned.
- Making us take two quizzes each class.
- He could be more clear and not rush so much at times.

6. *Suggested changes in content, procedures, etc.*

- Less questions/less confusing questions.
- Make the quizzes have slightly more time.
- I hate group work because I end up doing everything. I’d rather do it on my own and earn my own grade and not have to carry others.
- Not as many quizzes.
- An actual test after each few chapters instead of quizzes & then a midterm.
- More time on quizzes online, more like 20 minutes.

7. *Additional comments.*

- Had a good time in class, that’s why I never missed class.
- Overall great class/instructor.
- Excellent course!
- This was my favorite class, he was a great teacher!



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Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	58									56
Similar Middle 40% (45–55)		52	53	50	52	46	53	48		50
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

	Raw	Adj.								
Discipline (IDEA Data)	52	48	49	48	46	42	48	45	50	47
Institution	54	51	51	50	50	47	51	49	53	50

IDEA Discipline used for comparison:
 Psychology

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- 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				
13. Introduced stimulating ideas about the subject	All selected objectives	4.4	78%	Retain current use or consider increasing
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.6	100%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.4	91%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.4	91%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.8	100%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	4.0	82%	
18. Asked students to help each other understand ideas or concepts	Not relevant to objectives selected	4.2	87%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.4	91%	Strength to retain
1. Displayed a personal interest in students and their learning	23	4.6	96%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23	4.4	91%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.3	83%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.8	100%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.8	65%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.2	83%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.5	91%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	All selected objectives	4.6	91%	Strength to retain
10. Explained course material clearly and concisely	All selected objectives	4.5	91%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.7	96%	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	96%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.6	96%	

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

Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	1	7	15	0	4.6	0.6
2. Found ways to help students answer their own questions	0	1	1	10	11	0	4.3	0.8
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	1	6	16	0	4.7	0.6
4. Demonstrated the importance and significance of the subject matter	0	0	0	9	13	1	4.6	0.5
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	4	18	1	4.8	0.4
6. Made it clear how each topic fit into the course	0	0	2	5	16	0	4.6	0.7
7. Explained the reasons for criticisms of students' academic...	0	0	2	11	10	0	4.3	0.6
8. Stimulated students to intellectual effort beyond that required by...	0	0	2	10	11	0	4.4	0.7
9. Encouraged students to use multiple resources (e.g. data banks,...	1	2	5	7	8	0	3.8	1.2
10. Explained course material clearly and concisely	0	0	2	7	14	0	4.5	0.7
11. Related course material to real life situations	0	0	0	4	19	0	4.8	0.4
12. Gave tests, projects, etc. that covered the most important points...	0	0	1	4	18	0	4.7	0.5
13. Introduced stimulating ideas about the subject	0	0	5	5	13	0	4.3	0.8
14. Involved students in "hands on" projects such as research, case...	0	2	2	9	10	0	4.2	0.9
15. Inspired students to set and achieve goals which really...	0	0	2	10	11	0	4.4	0.7
16. Asked students to share ideas and experiences with others...	2	1	1	10	8	1	4.0	1.2
17. Provided timely and frequent feedback on tests, reports,...	0	1	0	6	16	0	4.6	0.7
18. Asked students to help each other understand ideas or concepts	0	1	2	12	8	0	4.2	0.8
19. Gave projects, tests, or assignments that required original or...	1	0	1	6	15	0	4.5	0.9
20. Encouraged student-faculty interaction outside of class (office...	1	0	3	6	13	0	4.3	1.0

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

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: 4200
Discipline code used for comparison: 4200

							Converted Avg.		Comparison Group Average				
							Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	3	9	11	0	4.3	0.7	57	51	4.0	4.3	4.2
22. Learning fundamental principles, generalizations, or...	0	0	2	11	10	0	4.3	0.6	58	52	3.9	4.3	4.2
23. Learning to apply course material (to improve thinking,...	0	0	3	6	13	1	4.5	0.7	59	54	4.0	4.3	4.2
24. Developing specific skills, competencies, and points of view...	0	0	7	5	10	1	4.1	0.9	NA	NA	4.0	4.3	4.2
25. Acquiring skills in working with others as a member of a team	0	0	1	11	11	0	4.4	0.6	NA	NA	3.9	4.0	4.1
26. Developing creative capacities (writing, inventing, designing,...	0	2	3	11	7	0	4.0	0.9	NA	NA	3.9	3.8	4.0
27. Gaining a broader understanding and appreciation of...	1	1	2	9	10	0	4.1	1.1	NA	NA	3.7	3.8	3.9
28. Developing skill in expressing myself orally or in writing	1	1	3	9	8	1	4.0	1.1	NA	NA	3.8	3.9	3.9
29. Learning how to find and use resources for answering questions...	2	0	3	9	8	1	4.0	1.2	NA	NA	3.7	4.0	4.0
30. Developing a clearer understanding of, and commitment to,...	0	1	3	9	9	1	4.2	0.9	NA	NA	3.8	4.1	4.0
31. Learning to analyze and critically evaluate ideas, arguments,...	0	0	1	9	12	1	4.5	0.6	NA	NA	3.8	4.1	4.0
32. Acquiring an interest in learning more by asking my own...	0	0	2	8	13	0	4.5	0.7	NA	NA	3.8	4.1	4.0

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	0	0	1	10	10	2	4.4	0.6	67	NA	3.2	3.5	3.2
34. Amount of work in other (non-reading) assignments	0	1	4	11	5	2	4.0	0.8	59	NA	3.4	3.3	3.5
35. Difficulty of subject matter	0	0	3	10	8	2	4.2	0.7	64	NA	3.4	3.5	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.	3	1	5	8	6	0	3.6	1.3	NA	NA	3.7	3.9	3.8
37. I worked harder on this course than on most courses I have taken.	0	0	3	10	10	0	4.3	0.7	63	NA	3.6	3.7	3.8
38. I really wanted to take a course from this instructor.	3	0	17	1	2	0	3.0	1.0	NA	NA	3.4	3.6	3.6
39. I really wanted to take this course regardless of who taught it.	2	0	6	8	7	0	3.8	1.2	58	NA	3.3	3.5	3.5
40. As a result of taking this course, I have more positive feelings...	1	2	5	8	6	1	3.7	1.1	48	39	3.9	4.2	4.0
41. Overall, I rate this instructor an excellent teacher.	0	1	2	8	12	0	4.3	0.8	53	50	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	1	0	3	12	7	0	4.0	0.9	52	46	3.9	4.2	4.1
43. As a rule, I put forth more effort than other students on...	0	1	5	8	9	0	4.1	0.9	65	NA	3.6	3.9	4.0

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

No Additional Questions.

COURSE: PSY 200 CRN: 12933
INSTRUCTOR: Hung-Tao Chen
CLASS DAYS: TR CLASS TIME: 2:00- 3:15
SEMESTER: Fall YEAR: 2013

Please give your comments about the course and instructor. These comments will not be made available to the instructor until after grades are submitted; responses will be typed before being made available to instructors.

1. Course difficulty, testing, and grading. (Fair, appropriate to content, etc.)

- There was a lot of info and a lot of quizzes
- The course material wasn't as bad as the tests themselves.
- Very harsh. The quizzes were worth a lot and very difficult, but fair if you read the content.
- Quizzes were difficult due to the time limit and involved critical thinking.
- Really hard when it comes to quizzes and it's really due to wording. Other than that it is fair.
- I thought this course was very difficult as most of the quiz questions were critical thinking questions.
- Online quizzes were rough at times, everything else was fine.
- Fair, overall the course was very helpful in structuring a good learning environment.
- At times it was difficult you just have to know the readings he assigns.
- I felt like this was a difficult course, it made you push yourself.
- Very fair. A lot of reading and quizzes take before every class.
- Very difficult if you have a hard time understanding material.
- Fair, challenging. Made sure that we really understand the concepts.
- I thought the grading was fair on all the quizzes and assignments.
- Always fair grading. He always evaluated the responses to see if any of his questions were confusing. I had to work hard, but I enjoyed the class and learned a lot.
- Fair but difficult.
- Difficulty was immense. Times quizzes as your main grade completely suck.
- All the tests had harder than normal questions and some were phrased difficultly.
- Good.
- Fair and covered the topic.
- The course was difficult, no matter how many hours I studied I never got a 100 on a quiz.
- He was a very helpful teacher.
- Moderately difficult. Studying definitely helps. Grading was fair and even generous at times. Was appropriate to content.

2. Course content. (Coverage, topic, emphasis, etc.)

- Covered most topics. Only time we didn't would be because we ran out of class time.
- He taught me all I know.
- Every page in the book- a little overkill for a 200 level course.
- Everything was covered and described well.
- Good.
- He did good going over everything.
- Not too bad here.
- We covered every page. I've never had a textbook cover to course until this class.
- The course Mr. Chen designed did a great job covering all the important topics and we made it through the entire book.
- Our instructor did a really good job covering all the topics.
- Interesting, but difficult at times.
- Wide coverage of many topics of the field.
- Course content was interesting. He was very interested in it and loved to teach this subject.
- I thought it covered everything it needed to.
- On point and he covered each topics very well.
- I feel that the instructor did a very good job on course content.
- We covered the entire book.
- Everything in our book was covered. No real emphasis on one thing. A good balance of everything.
- A lot of content.
- The instructor covered all topics that were required, but some of it was difficult to understand.
- The coverage was short, but very good.
- Went through a lot of info in a short amount of time.

3. *Effectiveness of the instructor's communication of course material. (clarity, enthusiasm, interests, etc.)*

- He knew what he was talking about.
- The instructor seemed very interested in the content and was sort of clear about the material.
- Good teacher. Very interested in the field. Very helpful.
- Clarity was slightly below average. Enthusiasm and interest was through the roof.
- Mr. Chen was very clear and a great instructor.
- It was great.
- Used very great learning techniques and made content enjoyable.
- He taught clear. I liked how he used examples to show what we were discussing.
- He was very clear and did a great job communicating with us.
- Pretty enthusiastic and always interested I our feedback; teaching method was effective.
- Overall good. I did not enjoy testing before lecture.
- Very good, makes sure everyone understood the concepts. Made the class very enjoyable.
- Mr. Chen was very effective in covering all course material.
- Mr. Chen was very thorough in explaining the material. He used several different methods to help students.
- Good.
- He was effective.
- Very enthusiastic.
- Good.
- He was very clear and interesting and made the class enjoyable.
- He just restated the book basically. Sometimes, felt like I didn't need t come to class, I had already learned it from the book.
- He taught well.
- He was clear, enthusiastic, and interested. Did experiments which were fun.
- Knew what he was talking about very well.

4. Please identify the professor's strengths.

- Knew what he was teaching. Good teaching methods.
- Very passionate about the subject. Easy to talk to. Very understanding.
- His positive energy. His ability to respond back to emails quickly.
- He is fun always very into what he is teaching. You can tell he enjoys what he's doing and it makes us enjoy it too.
- Explains subject well. Puts things into real life situations to make them easier to understand.
- Applying the material to everyday life.
- Taking interest in students.
- He was a very good speaker and conducted good lectures.
- Enthusiastic, concerned about each student's success, wanted to help us learn.
- Knowledge of content.
- Related to class, enthusiastic, taught in well organized manner.
- He is a good teacher.
- Good at teaching.
- Cared about the students and what we learn.
- His recap of the chapter was good but I didn't learn anything new in class that I hadn't read.
- He has big arms.
- Experiments, likeable, open.
- Using real life examples to teach.

5. Please identify the professor's weaknesses.

- Too much info. Quizzes were very hard.
- Time management perhaps.
- He has to work on effectiveness of course learning.
- His quizzes were overkill.
- Tests.
- None.
- He teaches his class very fast pace. Too many quizzes.
- None.
- Hardly any.
- Assigned a lot of quizzes/reading.

- Sometimes he made out online quizzes more difficult than need be.
- Explaining an answer.
- 2 quizzes were rough but doable.
- Test questions were unclear.
- Clarity on quizzes.
- Not exactly clear on content.
- None.

6. *Suggested changes in content, procedures, etc.*

- Keep the online quizzes, but make them after lecture. Or before and after.
- Use more examples.
- More times to take online quizzes.
- None.
- Longer test times and less critical thinking questions.
- Don't change anything.
- Maybe lessen the readings or quizzes. Make more time on quiz.
- No changes.
- Maybe not so many individual quizzes or give more time to take the quiz.
- Test after lectures.
- More class discussions!
- None.
- Do the individual tests after class, not before.
- More time on online quizzes.
- None.
- Less group quiz time.
- Longer time on the quizzes.

7. *Additional comments.*

- Hope your baby is doing well.
- Good, likeable teacher. I learned a lot.
- None.
- My favorite course this semester and the best teacher I've had.
- He was awesome and I could tell he cared about each and every one of his students.
- Thanks for being a great teacher and keep it up!
- He is a very good instructor.
- I loved having him as a teacher.