

# IDEA DIAGNOSTIC REPORT FORM GUIDE

The guide covers information and interpretation of each page of the 4-page IDEA diagnostic report.  
 Page 1: the “Big Picture”; Page 2: Student Ratings of Learning on Relevant Objectives;  
 Page 3: Improving Teaching Effectiveness; and Page 4: Statistical Detail

## IDEA Diagnostic Report, Page 1: the “Big Picture”

Note: this page is normally used for summative (decision) purposes.

### Reliability & Representativeness of Your Data (TOP of page 1, Gray Zone):

There were **30** students enrolled in the course and **25** students responded. Your results are considered **reliable**. The **83%** response rate indicates that results are **representative** of the class as a whole.

- The **number of students** responding determines the **reliability** of your data.

Number of students	Reliability
10 or fewer*	Not very reliable
10 – 14	Marginally reliable
15 – 24	Fairly reliable
25 or more	Reliable

\*If you teach only small classes of this size, use your Reports to try to see whether there is a theme emerging over multiple years.

- The **percentage of respondents** out of your total enrollment determines how **representative** your data are.

Percent of students	Representativeness
50% or less	Inadequate to assure representativeness
50 – 60%	May not be representative
65 – 75%	Probably representative
75%+	Representative

Note: Low response rates tend to lead to lower scores with hardcopy forms, but the reverse is true online.

### Your Average Scores (BOTTOM LEFT of page 1):

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives <sup>1</sup> Four objectives were selected as relevant (Important or Essential – see page 2)	4.2	4.2

The numbers in these boxes are **absolute**, not comparative. They show how well **you** did on a scale of 1 to 5.

#### A. Progress on Relevant Objectives

These scores are the averages of student answers to questions 21-32 on the *Student Survey Form*. They record how much progress the students believe they made on these 12 learning objectives.

**NOTE:** the 12 learning objectives listed in questions 21-32 of the *Student Survey Form* are exactly the same as the learning objectives 1-12 listed on the *Faculty Information Form* that you filled out. Thus, each of the 12 objectives will have more or less weight in determining the numbers in Box A, depending upon whether you selected them as "Essential", "Important", or "Minor/No Importance"!

Weighting System used to generate the IDEA report (calculations in Box A):

- "Essential" objectives: "2"
- "Important" objectives: "1"
- "Minor or No Importance" objectives: "0"

**Thus, marking your course goals on the orange-and-white Faculty Information Form is of extreme importance in determining the scores in Box A.** "Essential" should be just that: something your students HAVE to have; if they get nothing else out of the course, they must get this.

Note: you have two numbers in Box A: a **Raw** and an **Adjusted**.

- The **Raw score** is simply the average of the numbers that the students filled in as they answered questions 21-32.
- The **Adjusted score** (Adj.) factors in class size along with students' answers to questions 39 (*motivation*) and 43 (*work habits*). (Questions 8, 33, 34, 35 and 37 are also factored in but to a far lesser extent). These are factors over which the instructor has no control, and research has shown that they affect student answers to questions 21-32.

**Which ratings should be used: raw or adjusted?**

In deciding which ratings to use, it is important to consider whether the focus is on **student outcomes** or on **instructor contributions to those outcomes**. For the former, raw ratings are most relevant; for the latter, adjusted ratings are generally more appropriate.

The IDEA Center recommends that each institution determine its own criteria ("expectations") for teaching effectiveness. For instance, if the University, your school, or your department says that a Progress on Relevant Objectives score of at least 4.2 (a hypothetical figure) shows that the instructor is "meeting expectations," IDEA recommends the following for four possible scenarios:

	<i>If, according to the raw score the instructor:</i>	<i>AND the adjusted score is:</i>	<i>Use:</i>
#1	"meets expectations"	Adj. higher	The adj. score
#2	does not "meet expectations"	Adj. higher	The adj. score
#3	does not "meet expectations"	Adj. lower	The adj. score
#4	"meets expectations"	Adj. lower	Raw score

IDEA's logic on #3 is that, if the students are motivated and work hard but do not report the institution's required level of progress on relevant objectives, then it could be because of the influence of the instructor.

Overall Ratings		
B. Excellent Teacher	4.4	4.6
C. Excellent Course	4.0	4.3
D. Average of B & C	4.2	4.4

Summary Evaluation (Average of A & D) <sup>1</sup>	4.2	4.3
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**Box B: Overall Ratings: “Excellent Teacher”**

The numbers in this box are the averages of student answers to question 41 on the student form, with the adjusted score, again, taking into account student answers to questions 39 and 43, along with class size.

**Box C: Overall Ratings: “Excellent Course”**

The numbers in this box are the averages of student answers to question 42 on the student form, with the adjusted score, again, taking into account student answers to questions 39 and 43, along with class size.

**Box D: The average of B and C.**

**Summary Evaluation box:** Average of A and D. This means that **Box A is worth 50%, Box B is worth 25%, and Box C is worth 25%.**

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

*(BOTTOM RIGHT, large grid with gray zone in the middle)*

The numbers in these boxes are comparative, not absolute. The numbers you see are a T-score where the average is 50; they are NOT percentages. The average is taken from the thousands of classes in the IDEA database.

If, for example, the middle of the gray zone (which represents the average of 50) is above 4.0 on the absolute scale of 1 to 5, that is good by absolute standards, though only representing the average of 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% (83 or higher)										
Higher Next 20% (56-62)				57		57			57	57
Similar Middle 40% (45-55)	55	56	54		51			53	54	54
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

**Your Converted Average When Compared to Your Discipline and your Institution**

*(EXTREME BOTTOM RIGHT)*

**Your Converted Average When Compared to Your:<sup>2</sup>**

Discipline (IDEA Data)	56	57	56	58	55	59	56	59	56	58
Institution	50	52	52	57	47	55	50	56	50	54

These numbers refer to boxes A, B, C, D, and Summary Evaluation at the top of the large grid, and, like the numbers in that large grid, are T-scores in which 50 represents the average. Unlike those numbers, however, these numbers do not represent a comparison with the entire IDEA database, but only with the IDEA database's courses in your **own discipline** (upper level) and with **all** courses given at your **own institution** (lower level). The Discipline boxes represent your score relative to those of all the other instructors in your discipline who used IDEA nationally. As in the large box, these are comparative, not absolute, and 50 is average for your discipline.

# IDEA, Page 2: "Student Ratings of Learning on Relevant\* Objectives"

\*Important and Essential

## This is the breakdown of page 1. (TOP LEFT GRID)

"How did I do on the specific learning objectives that I listed? What did the students learn?"

	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	4.4	0%	92%
22. Learning fundamental principles, generalizations, or theories	Essential	4.4	4.4	0%	92%
23. Learning to apply course material (to improve thinking, problem solving, and decisions)	Essential	4.2	4.3	4%	88%
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	Important	3.2	3.2	29%	42%
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				
<b>Progress on Relevant Objectives</b>		<b>4.2</b>	<b>4.2</b>		

The numbers in this grid are a breakdown of the totals that you saw on page 1's bottom left Box A: "Progress on Relevant Objectives." (*Note:* the numbers at the bottom of this box on page 2 are the same as those in Box A on page 1).

The bold numbers in the last row of the grid are the result of multiplying all of the figures marked ESSENTIAL by 2 and all of the figures marked IMPORTANT by 1, adding up the total and dividing by the sum of the Essential and Important boxes (the divisor is 1 x each for Important and 2 x each for Essential; so if, for example, two were chosen as Essential, and one Important, the divisor would be 5).

Boxes marked "Minor/None" are blank because you did not mark them as objectives. (Some students may have indicated that they made progress in these areas; if so, the figures will appear on the Statistical Detail breakdown on page 4). As on page 1, you are given both Raw and Adjusted scores.

In the far-right columns of this top left grid, you are given the percentage of students at the low end (1's and 2's) and at the top end (4's and 5's); again, this is simply to give you a more detailed look at the figures you see on page 1.

## Your Converted Averages When Compared to Group Averages

(TOP RIGHT GRID)

- The two left-hand columns in this grid are a breakdown of the "Converted Averages When Compared to All Classes in the IDEA Database" (*Note:* the numbers at the bottom of these columns are the same as the numbers in Column A of the "Your Converted Averages" grid on page 1).
- The two center columns are a breakdown of the totals that you saw at the upper level of the very bottom grid on the right hand of p. 1: your converted averages when compared to your discipline. (Again, note that the totals are the same numbers).
- The two right-hand columns are a breakdown of the totals that you saw in the lower level of the very bottom grid on the right hand of p. 1.

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline <sup>1</sup>		Your Institution <sup>1</sup>	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
60	59	61	61	55	56
Higher	Higher	Higher	Higher	Similar	Higher
60	59	59	59	55	56
Higher	Higher	Higher	Higher	Similar	Higher
53	56	55	57	48	54
Similar	Higher	Similar	Higher	Similar	Similar
40	41	44	44	31	34
Lower	Lower	Lower	Lower	Much Lower	Much Lower
55	56	56	57	50	52

Course Description	Your Average (5-point scale)
33. Amount of reading	3.1
34. Amount of work in other (non-reading) assignments	3.5
35. Difficulty of subject matter	4.4
<b>Student Description</b>	
37. I worked harder on this course than on most courses I have taken.	3.8
39. I really wanted to take this course regardless of who taught it.	2.9
43. As a rule, I put forth more effort than other students on academic work.	4.0

**Description of Course and Students: absolute averages. (BOTTOM LEFT)**

These are the averages of students' answers to questions 33, 34, 35, 37, 39, and 43 of the Student Survey Form. They are absolute, not comparative, and they give you a look at how students view your course and

themselves in the context of your course. The last two questions in the lower box (39 and 43) help create the Adjusted scores on pages 1 and 2. The rest of the questions in this grid are primarily for your own reflection.

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
49	Similar	52	Similar	46	Similar
51	Similar	49	Similar	48	Similar
66	Much Higher	60	Higher	64	Much Higher

**Description of Course and Students: comparative averages (BOTTOM RIGHT)**

This grid compares the figures for these questions with the IDEA database, with your discipline, and with your institution.

53	Similar	54	Similar	50	Similar
43	Lower	45	Similar	41	Lower
60	Higher	57	Higher	53	Similar

**IDEA Diagnostic Report, Page 3: "Improving Teaching Effectiveness"**

*This page is entirely for formative purposes.  
"What should I keep doing? What should I do differently?"*

Page 3 gives the results of **questions 1-20** on the Student form. Each of these 20 questions involves a teaching method or style. These methods or styles are listed on the left-hand side of the grid, and have been rearranged into five general categories.

**Teaching Methods and Styles**

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
<b>Stimulating Student Interest</b>				
13. Introduced stimulating ideas about the subject	All selected objectives	4.0	76%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.6	52%	Retain current use or consider increasing
<b>8. Stimulated students to intellectual effort beyond that required by most courses</b>	All selected objectives	4.2	88%	<b>Strength to retain</b>
<b>4. Demonstrated the importance and significance of the subject matter</b>	21, 22, 23	4.5	96%	<b>Strength to retain</b>

Items in **boldface** refer to the teaching methods or styles that IDEA suggests (in the far right-hand column) that you should consider **increasing the use of**, or that are **strengths to retain**. Non-boldface items call for less decisive action: "Retain current use or continue increasing".

The "**Relevant to Objectives**" column tells you which of the particular objectives listed in questions 21-32 is promoted by the particular teaching method or style listed in the left-hand column. You will want to check which of these numbers in the center column refer to objectives that you marked as "Essential" or "Important" over on p. 2, and pay particular attention to the relevant suggestion in the far-right-hand column of p. 3.

Moving further right past the center column, the third and fourth columns ("Your Average" and "Percent of Student Rating 4 or 5") give you absolute data. The farthest-right column, however ("Suggested action"), is based upon comparative data because it is compared with the IDEA database. As the explanation at the top of this page indicates, "Consider increasing use" means that you employed this method less frequently than did instructors teaching similar courses; "Strength to retain" means that you employed this method more often than did other instructors, and "Retain current use or consider increasing" means that you were about average compared with the other instructors.

## IDEA Diagnostic Report, Page 4: "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	8	16	0	4.6	0.6
2. Found ways to help students answer their own questions	0	0	5	14	6	0	4.0	0.7
3. Scheduled course work (class activities, tests, projects) in ways...	1	0	3	9	12	0	4.2	1.0
4. Demonstrated the importance and significance of the subject matter	0	0	1	11	13	0	4.5	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	10	4	6	3	2	0	2.3	1.3
6. Made it clear how each topic fit into the course	0	0	2	14	9	0	4.3	0.6
7. Explained the reasons for criticisms of students' academic...	1	0	11	9	4	0	3.6	0.9
8. Stimulated students to intellectual effort beyond that required by...	0	0	3	13	9	0	4.2	0.7
9. Encouraged students to use multiple resources (e.g. data banks,...	6	7	11	1	0	0	2.3	0.9
10. Explained course material clearly and concisely	0	0	5	14	6	0	4.0	0.7
11. Related course material to real life situations	0	0	2	9	14	0	4.5	0.7
12. Gave tests, projects, etc. that covered the most important points...	0	0	2	7	16	0	4.6	0.7
13. Introduced stimulating ideas about the subject	0	0	6	14	5	0	4.0	0.7
14. Involved students in "hands on" projects such as research, case...	6	3	8	7	1	0	2.8	1.2
15. Inspired students to set and achieve goals which really...	1	1	10	8	5	0	3.6	1.0
16. Asked students to share ideas and experiences with others...	7	6	12	0	0	0	2.2	0.9
17. Provided timely and frequent feedback on tests, reports,...	0	0	4	3	18	0	4.6	0.8
18. Asked students to help each other understand ideas or concepts	1	4	9	9	2	0	3.3	1.0
19. Gave projects, tests, or assignments that required original or...	3	3	7	8	4	0	3.3	1.2
20. Encouraged student-faculty interaction outside of class (office...	0	2	9	9	5	0	3.7	0.9

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

This page gives you the most extensive breakdown of figures, and, as the IDEA Center states, these details "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." It would be of interest to you if students reported significant progress on goals that you did not mark as Essential or Important.

Additional Questions:	1	2	3	4	5	Omit	Avg.	s.d.
48.	0	1	0	13	11	0	4.4	0.7
49.	0	2	1	14	8	0	4.1	0.8
50.	0	3	2	7	13	0	4.2	1.0
51.						25		
52.						25		
53.						25		
54.						25		
55.						25		
56.						25		
57.						25		

FUSA question will be indicated in the bottom-left table on page 4, questions 48 – 52.

**Additional resource:**

- Interpreting Reports – IDEA Center resources available that provide guidance for interpreting the individual faculty reports, <http://www.theideacenter.org/category/helpful-resources/support-student-ratings-instruction/interpreting-reports>