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 26 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.

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Reliability</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 or fewer*</td>
<td>Not very reliable</td>
</tr>
<tr>
<td>10 – 14</td>
<td>Marginally reliable</td>
</tr>
<tr>
<td>15 – 24</td>
<td>Fairly reliable</td>
</tr>
<tr>
<td>25 or more</td>
<td>Reliable</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>Percent of students</th>
<th>Representativeness</th>
</tr>
</thead>
<tbody>
<tr>
<td>50% or less</td>
<td>Inadequate to assure representativeness</td>
</tr>
<tr>
<td>50 – 60%</td>
<td>May not be representative</td>
</tr>
<tr>
<td>65 – 75%</td>
<td>Probably representative</td>
</tr>
<tr>
<td>75%+</td>
<td>Representative</td>
</tr>
</tbody>
</table>

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):

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"!

- Composed by Dr. Bill Abbott, IDEA trained, former chair and current member of the FDEC; Fairfield University, 2011
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:

<table>
<thead>
<tr>
<th>If, according to the raw score the instructor:</th>
<th>AND the adjusted score is:</th>
<th>Use:</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 &quot;meets expectations&quot;</td>
<td>Adj. higher</td>
<td>The adj. score</td>
</tr>
<tr>
<td>#2 does not &quot;meet expectations&quot;</td>
<td>Adj. higher</td>
<td>The adj. score</td>
</tr>
<tr>
<td>#3 does not &quot;meet expectations&quot;</td>
<td>Adj. lower</td>
<td>The adj. score</td>
</tr>
<tr>
<td>#4 &quot;meets expectations&quot;</td>
<td>Adj. lower</td>
<td>Raw score</td>
</tr>
</tbody>
</table>

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.
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%.
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?"

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.
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.

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.

IDEA Diagnostic Report, Page 3: “Improving Teaching Effectiveness”

"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

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”

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:

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](http://www.theideacenter.org/category/helpful-resources/support-student-ratings-instruction/interpreting-reports)