IDEA Student Ratings of Instruction

Group Summary Report

Institutional Summary
Northwestern College
Spring 2011

June 3, 2011

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Note: Throughout the report, results for the Group are compared to the Institution and to the IDEA database. Institutional norms are based on courses rated in the previous five years provided at least 400 classes were rated during that time. IDEA norms are based on courses rated in the 1998−1999, 1999−2000, and 2000−2001 academic years.

Description of Courses Included in This Report

Number of Classes Included	
Diagnostic Form	154
Short Form	0
Total	154
Number of Excluded Classes	5
Response Rate	
Classes below 65% Response Rate	0
Average Response Rate	99%
Class Size	
Average Class Size	18

Number of Classes: The confidence you can have in this report increases with the number of classes included. Classes were excluded if faculty members neglected to select Important and Essential objectives. If more than 10 percent of the eligible classes were excluded, the results may not be representative of the Group.

Response Rate: A 75% response rate is desirable; 65% is the minimum for dependable results.

The following provides information about the degree to which various learning objectives are emphasized in courses. The percent of classes for which each objective was chosen helps evaluate whether or not program objectives are addressed with appropriate frequency.

In general, it is recommended that 3–5 objectives be selected as Important or Essential for each class. When more than 5 objectives are chosen, effectiveness ratings tend to be adversely affected, perhaps because instructors are trying to accomplish too much.

The information in this section can be used to explore such questions as:

- Are the goals of the program being appropriately emphasized in course sections?
- Are the objectives emphasized consistent with this Group's mission?
- Are some of the Group's curricular goals under− or over−emphasized?
- Are the under−emphasized objectives addressed in another way?
- How does this Group's emphasis compare with the Institution and IDEA?
- On average, are faculty members selecting too many objectives?

	Percent of Classes Selecting Objective as Important or Essential		
	This Group (n=154)	Institution (n=563)	IDEA System (n=44,455)
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)	76%	84%	78%
Objective 2: Learning fundamental principles, generalizations, or theories	73%	76%	75%
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)	74%	83%	75%
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	66%	70%	55%
Objective 5: Acquiring skills in working with others as a member of a team	29%	38%	32%
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	31%	43%	25%
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	43%	46%	27%
Objective 8: Developing skill in expressing myself orally or in writing	53%	61%	47%
Objective 9: Learning how to find and use resources for answering questions or solving problems	49%	51%	41%
Objective 10: Developing a clearer understanding of, and commitment to, personal values	40%	39%	23%
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	62%	63%	49%
Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers	51%	58%	41%
Average Number of Objectives Selected As Important or Essential	6.5	7.1	5.7

The quality of instruction in this unit is shown as judged by the four overall outcomes. "A. Progress on Relevant Objectives" is a result of student ratings of their progress on objectives chosen by instructors. Ratings of individual items about the "B. Excellence of the Teacher" and "C. Excellence of Course" are shown next. "D. Summary Evaluation" averages these three after double weighting the measure of student learning (A). Results for both "raw" and "adjusted" scores are shown as they compare to the IDEA Database. Use results to summarize teaching effectiveness in the Group.

Part 1 shows the **percentage of classes** in each of the five performance categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to IDEA?

Part 2 provides the averages for the Group and for IDEA norms.

- Are the Group's averages higher or lower than IDEA?

Part 1: Distribution of Converted Scores Compared to the IDEA Database

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C)[1]	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	5%	5%	10%	9%	23%	14%	8%	8%
Higher (56−62)	20%	38%	23%	42%	31%	29%	27%	42%	25%
Similar (45−55)	40%	47%	56%	38%	46%	31%	42%	40%	54%
Lower (38−44)	20%	7%	12%	6%	9%	8%	9%	6%	10%
Much Lower (37 or lower)	10%	3%	3%	4%	5%	8%	9%	3%	3%

Part 2: Average Scores

Converted Score								
This Summary Report	54	51	54	53	54	53	54	52
IDEA System	51[2]	51[2]	50	50	50	50	50	51
5−point Scale								
This Summary Report	4.1	4.0	4.4	4.4	4.2	4.1	4.2	4.1
IDEA System	3.8	3.8	4.2	4.2	3.9	3.9	3.9	3.9

[1] Progress on Relevant Objectives is double weighted in the Summary Evaluation.
[2] The IDEA Average is slightly higher than 50 because Essential objectives are double weighted and students typically report greater learning on objectives that the instructor identified as Essential to the class.

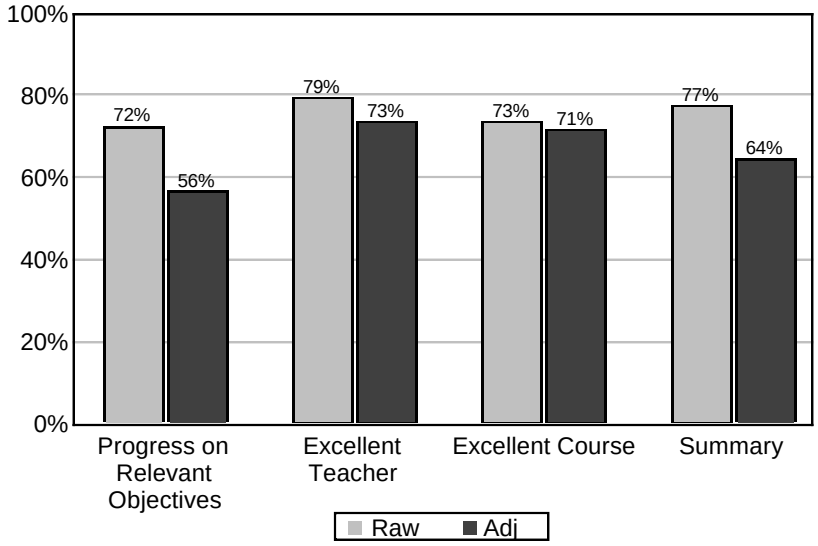
Use results to summarize teaching effectiveness in the Group. To the degree that the percentages of the Group's classes in the two highest categories exceeds 30% (Part 1), teaching effectiveness appears to be superior to that in the comparison group. Similarly, if the Group's converted average exceeds 55, and its average on the 5−point scale is 0.3 above that for the comparison group (Part 2), overall teaching effectiveness in the Group appears to be highly favorable.

Part 3 shows the percentage of classes with ratings **at or above the converted score** of the **IDEA databases**. Results are shown for both raw and adjusted scores. When this percentage exceeds 60%, the inference is that the Group's overall instructional effectiveness was unusually high.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the national results?

Part 3: Percent of Classes at or Above the IDEA Database Average



This section compares the quality of instruction in this Group to your entire Institution in the same way as it was compared to all classes in the IDEA database (Section II, page 3).

Part 1 shows the **percentage of classes** in each of five categories.

- Is the distribution of this Group's classes similar to the expected distribution when compared to the Institution?

Part 2 provides the **averages** for the Group and for Institutional norms.

- Are the Group's averages higher or lower than the Institution?
- Is the Institution (compared to IDEA) higher or lower than the IDEA system average? (See page 3 for IDEA System averages.)

Note: Institutional norms are based on courses rated in the previous five years.

Part 1: Distribution of Converted Scores Compared to This Institution

Converted Score Category	Expected Distribution	A. Progress on Relevant Objectives		B. Excellence of Teacher		C. Excellence of Course		D. Summary Evaluation (Average of A, B, C)[1]	
		Raw	Adjstd	Raw	Adjstd	Raw	Adjstd	Raw	Adjstd
Much Higher (63 or higher)	10%	5%	5%	0%	4%	9%	9%	4%	5%
Higher (56–62)	20%	28%	20%	38%	22%	30%	21%	33%	21%
Similar (45–55)	40%	49%	55%	44%	55%	36%	48%	44%	49%
Lower (38–44)	20%	14%	12%	9%	11%	16%	11%	13%	18%
Much Lower (37 or lower)	10%	4%	8%	9%	8%	9%	11%	6%	6%

Part 2: Average Scores

Converted Score								
This Summary Report	52	50	51	50	51	50	52	51
This Institution	50	50	50	50	50	50	50	50
This Institution (compared to IDEA)	53	52	53	52	53	53	53	52
5–point Scale								
This Summary Report	4.1	4.0	4.4	4.4	4.2	4.1	4.2	4.1
This Institution	4.1	4.0	4.4	4.3	4.1	4.1	4.2	4.1

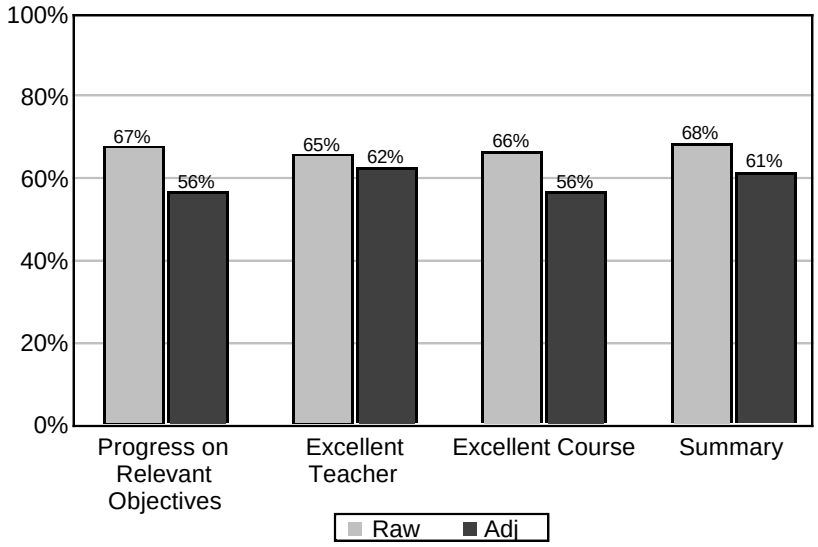
[1] Progress on Relevant Objectives is double weighted in the Summary Evaluation.

Part 3 shows the percentage of classes with ratings **at or above the converted score** of **This Institution**. Results are shown for both raw and adjusted scores.

Results in this section address the question:

- How does the quality of instruction for this Group compare to the Institution?

Part 3: Percent of Classes at or Above This Institution's Average



Tables in this section compare ratings of progress and "relevance" for the 12 objectives for this Group, with ratings for other classes at your institution and for all classes in the IDEA database. The tables on the left side of the page report averages (raw and adjusted) for the Group and the two comparison groups; they also display the number of classes for which the objective was selected as "relevant" (Important or Essential). For each of these groups, progress ratings are reported only for "relevant" classes.

By comparing progress ratings across the 12 learning objectives, you can determine if there are significant differences in how well various objectives were achieved. Since students rate their progress higher on some objectives than on others, conclusions may need to be modified by comparing the Group's results with those for the Institution and/or IDEA. Results in this section should help you determine if special attention should be given to improving learning on one or more objective(s). Results in the section are of special value to accrediting agencies and assessment programs.

Raw Average: Answers accreditation/assessment questions related to how well each objective was achieved; these are indicators of self−assessed learning.

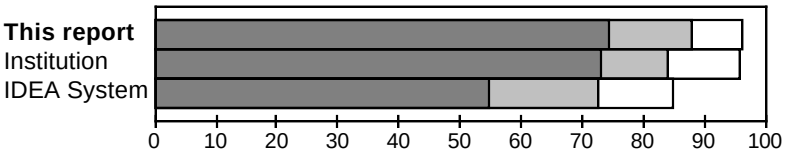
Adjusted Average: Useful primarily in comparing instructors or classes; they "level the playing field" by taking into account factors that affect learning other than instructional quality.

Bar Graphs: Useful in determining if "standards" or "expectations" have been met. For example, you may have established a target requiring that at least 50 percent of classes pursuing a given objective should achieve an average progress rating of at least 4.0. If this expectation was achieved, the darkest bar will exceed the 50% level. By comparing the Group's results with those for the IDEA database and the Institution, you can also make inferences about the rigor of the standards you have established for the Group.

Percent of classes where Raw Average was at least:
4.00 **3.75** **3.50**

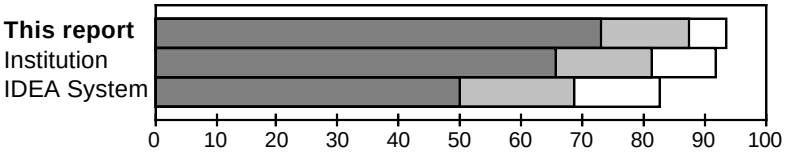
Objective 1: Gaining factual knowledge (terminology, classifications, methods, trends)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.1	117
Institution	4.2	4.1	471
IDEA System	4.0	4.0	31,991



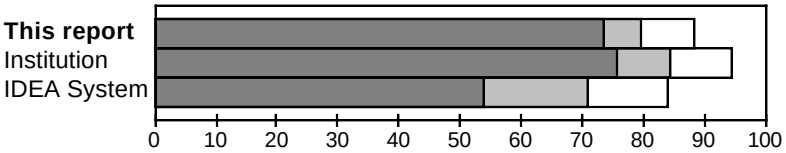
Objective 2: Learning fundamental principles, generalizations, or theories

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.0	112
Institution	4.1	4.0	430
IDEA System	3.9	3.9	30,398



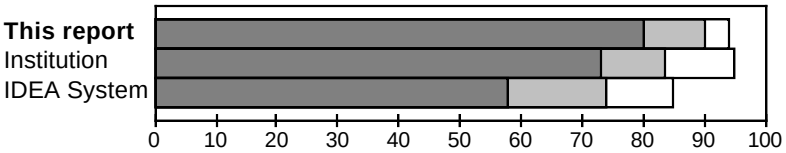
Objective 3: Learning to *apply* course material (to improve thinking, problem solving, and decisions)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.0	114
Institution	4.2	4.1	466
IDEA System	4.0	4.0	30,442



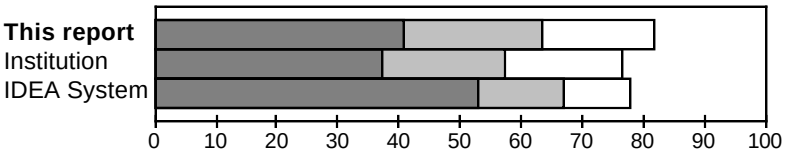
Objective 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.2	4.1	101
Institution	4.2	4.1	393
IDEA System	4.0	4.0	21,568



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

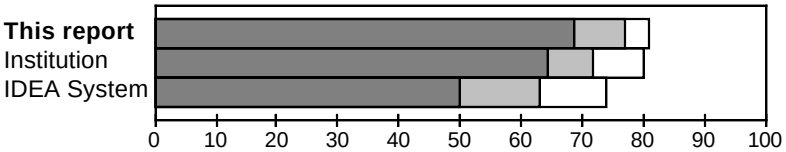
	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.6	44
Institution	3.8	3.6	214
IDEA System	3.9	3.9	12,088



Percent of classes where Raw Average was at least:
4.00 **3.75** **3.50**

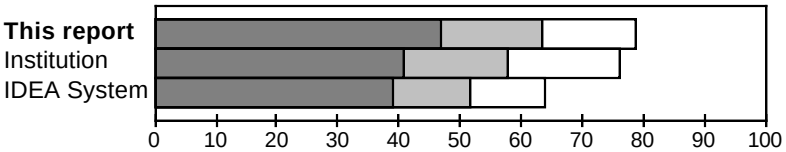
Objective 6: Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	3.9	48
Institution	4.0	3.9	240
IDEA System	3.9	3.9	9,290



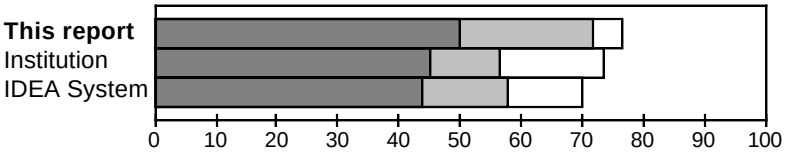
Objective 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.6	66
Institution	3.8	3.6	260
IDEA System	3.7	3.7	10,256



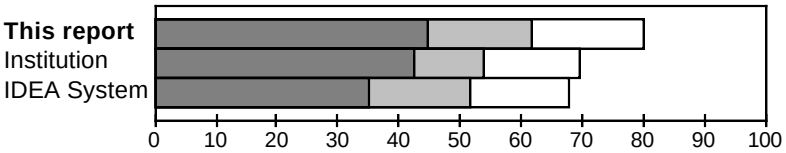
Objective 8: Developing skill in expressing myself orally or in writing

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.8	82
Institution	3.8	3.7	342
IDEA System	3.8	3.8	18,174



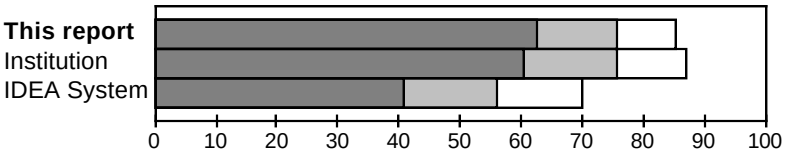
Objective 9: Learning how to find and use resources for answering questions or solving problems

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	3.9	3.7	76
Institution	3.8	3.7	286
IDEA System	3.7	3.7	15,656



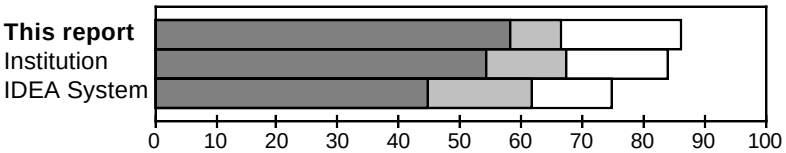
Objective 10: Developing a clearer understanding of, and commitment to, personal values

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.1	4.0	62
Institution	4.0	4.0	220
IDEA System	3.8	3.8	8,715



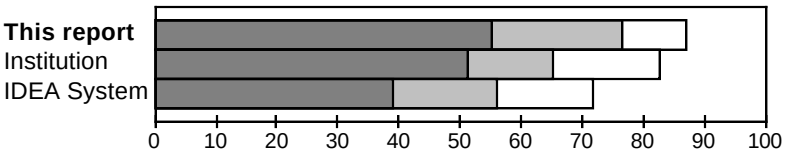
Objective 11: Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.9	96
Institution	4.0	3.9	356
IDEA System	3.8	3.8	18,909



Objective 12: Acquiring an interest in learning more by asking my own questions and seeking answers

	Raw Avg.	Adjstd. Avg.	# of Classes
This report	4.0	3.8	78
Institution	3.9	3.9	325
IDEA System	3.8	3.8	15,616



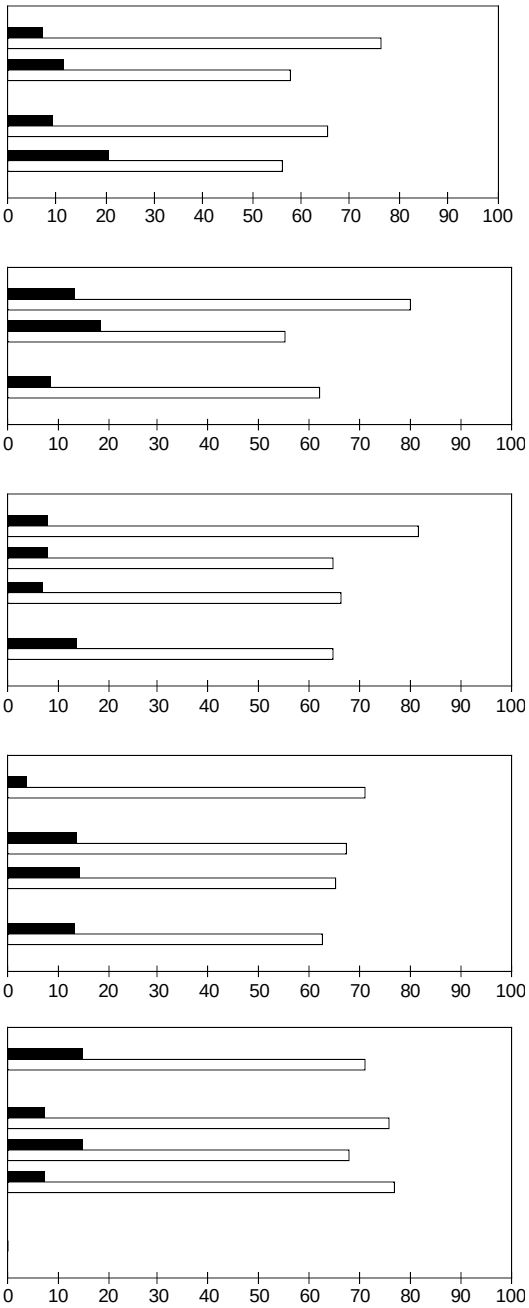
This section is intended to support teaching improvement efforts. The 20 teaching methods assessed in the IDEA system (grouped into five "approaches" to teaching) are listed. The number of classes for which a given method was related to relevant (Important or Essential) objectives is indicated in the second column, and the third and fourth columns show the average and standard deviation of ratings. The graph on the right hand side of the page contains the information most pertinent to instructional improvement.

It shows the percentage of classes where the method was employed relatively frequently (a positive finding) or relatively infrequently (a negative finding). It is suggested that teaching improvement efforts be focused on methods/approaches where the dark bar (infrequent use) is greater than 30%, especially if the method is important to objectives in many classes (column 2).

154 classes in this Group used the Diagnostic Form.

Teaching Methods and Styles	No. of Classes	Avg.	s.d.[1]
A. Stimulating Student Interest			
4. Demonstrated the importance and significance of the subject matter	154	4.6	0.3
8. Stimulated students to intellectual effort beyond that required by most courses	154	4.2	0.5
13. Introduced stimulating ideas about the subject	154	4.4	0.5
15. Inspired students to set and achieve goals which really challenged them	154	4.1	0.6
B. Fostering Student Collaboration			
5. Formed "teams" or "discussion groups" to facilitate learning	45	4.4	0.7
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	145	4.1	0.6
18. Asked students to help each other understand ideas or concepts	145	4.3	0.4
C. Establishing Rapport			
1. Displayed a personal interest in students and their learning	143	4.6	0.4
2. Found ways to help students answer their own questions	154	4.4	0.4
7. Explained the reasons for criticisms of students' academic performance	154	4.2	0.4
20. Encouraged student−faculty interaction outside of class (office visits, phone calls, e−mail, etc.)	43	4.2	0.5
D. Encouraging Student Involvement			
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	76	4.4	0.4
11. Related course material to real life situations	129	4.4	0.5
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	104	4.3	0.6
19. Gave projects, tests, or assignments that required original or creative thinking	147	4.3	0.5
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	59	4.4	0.5
6. Made it clear how each topic fit into the course	154	4.5	0.4
10. Explained course material clearly and concisely	154	4.3	0.5
12. Gave tests, projects, etc. that covered the most important points of the course	134	4.5	0.3
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	NA	NA

% of Classes Where Method was "Infrequently" (■) or "Frequently" (□) Used



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.

Part A describes student motivation, work habits, and academic effort, all of which affect student learning. The table gives averages for this Group, your Institution, and the IDEA database. It also shows the percentage of classes with averages below 3.0 and 4.0 or above. Although the information in this section is largely descriptive, it can be used to explore such important questions as:

- Is there a need to make a special effort to improve student motivation and conscientiousness?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within ± .3 of the Institution or the IDEA average, respectively.

A. Student Self−ratings

Diagnostic Form (Short Form) Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
36. I had a strong desire to take this course.	This report	3.8	18%	47%
	Institution	3.8	15%	46%
	IDEA System	3.7	16%	36%
37. I worked harder on this course than on most courses I have taken.	This report	3.7	10%	36%
	Institution	3.6	14%	33%
	IDEA System	3.6	13%	24%
38. I really wanted to take this course from this instructor.	This report	3.8	14%	38%
	Institution	3.7	14%	38%
	IDEA System	3.4	27%	22%
39. (15) I really wanted to take this course regardless of who taught it.	This report	3.4	19%	17%
	Institution	3.4	22%	17%
	IDEA System	3.3	25%	13%
43. (13) As a rule, I put forth more effort than other students on academic work.	This report	3.8	0%	33%
	Institution	3.7	2%	25%
	IDEA System	3.6	1%	15%

Part B provides information about course characteristics. Some of the questions addressed are:

- When compared to the IDEA and Institutional databases is the amount of reading, work other than reading, or difficulty for courses included in this summary report unusual?
- Are these results consistent with expectations?
- Does the percent of classes below 3.0 or 4.0 or above raise concerns or suggest strengths?

Averages for classes in this report are considered "similar" to the comparison group if they are within ± .3 of the Institution or the IDEA average, respectively.

B. Student Ratings of Course Characteristics

Diagnostic Form Item Number and Item		Average	% of Classes Below 3.0	% of Classes 4.0 or Above
33. Amount of reading	This report	3.3	28%	17%
	Institution	3.1	39%	13%
	IDEA System	3.2	33%	15%
34. Amount of work in other (non−reading) assignments	This report	3.6	16%	34%
	Institution	3.6	19%	31%
	IDEA System	3.4	21%	18%
35. Difficulty of subject matter	This report	3.5	14%	19%
	Institution	3.5	20%	18%
	IDEA System	3.4	20%	18%

Part C summarizes students' responses to *As a result of taking this course, I have more positive feelings toward this field of study.* This item is most meaningful for courses taken by many non−majors.

Some of the questions addressed are:

- Are students developing a respect and appreciation for the discipline?
- Is the average Converted Score above or below 50 (the average for the converted score distribution)?

C. Improved Student Attitude

40. (16) As a result of taking this course, I have more positive feelings toward this field of study.

	5−point Scale		Converted Score (Compared to IDEA)	
	Raw	Adjusted	Raw	Adjusted
This report	4.2	4.1	55	53
Institution	4.1	4.1		
IDEA System	3.9	3.9		

A. Primary and Secondary Instructional Approaches

This table shows the relative frequency of various approaches to instruction. The success of a given approach is dependent on the class objectives, but since students have different learning styles, it is generally desirable that they be exposed to a variety of approaches. Instructors reported this information on the *Faculty Information Form*.

Number Rating: 154

	Percent indicating instructional approach as:	
	Primary	**Secondary**
Lecture	55%	19%
Discussion/Recitation	11%	37%
Seminar	8%	4%
Skill/Activity	16%	12%
Laboratory	0%	5%
Field Experience	1%	3%
Studio	7%	1%
Multi−Media	1%	3%
Practicum/Clinic	0%	1%
Other/Not Indicated	1%	14%

B. Course Emphases

This section 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? Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating amount required was:		
		None or Little	**Some**	**Much**
Writing	152	15%	52%	33%
Oral communication	153	24%	52%	24%
Computer application	151	60%	29%	11%
Group work	151	31%	47%	22%
Mathematical/quantitative work	149	85%	9%	6%
Critical thinking	152	9%	50%	41%
Creative/artistic/design	150	63%	19%	19%
Reading	152	12%	45%	43%
Memorization	149	54%	40%	7%

C. "Circumstances" Impact on Learning

How instructors regard various factors that may facilitate or impede student learning is shown here. Until research establishes the implications of these ratings, administrators should make their own appraisal of whether or not ratings of student learning were affected by these factors. Instructors reported this information on the *Faculty Information Form*.

	Number Rating	Percent indicating impact on learning was:		
		Negative	**Neither Negative nor Positive**	**Positive**
Physical facilities/equipment	151	18%	38%	44%
Experience teaching course	145	1%	5%	94%
Changes in approach	132	2%	55%	42%
Desire to teach the course	152	1%	8%	91%
Control over course management decisions	150	0%	9%	91%
Student background	144	16%	39%	45%
Student enthusiasm	143	11%	24%	65%
Student effort to learn	144	10%	28%	62%
Technical/instructional support	127	7%	65%	28%

This section provides frequencies, average scores, and standard deviations for Additional Questions that were consistent across classes included in this summary report (if requested).

Question Number	Number Responding:						Average	Standard Deviation
	Omit	1	2	3	4	5		
1	313	25	13	80	337	2021	4.7	0.64
2	316	26	10	71	323	2043	4.8	0.63
3	2658	1	3	13	34	80	4.4	0.82
4	2730	0	4	10	18	27	4.2	0.94
5	2704	1	2	11	25	46	4.3	0.88
6	2625	0	6	21	42	95	4.4	0.85
7	2727	0	2	8	16	36	4.4	0.84
8	2650	0	3	11	39	86	4.5	0.74
9	2651	1	3	6	35	93	4.6	0.74
10	2653	0	5	14	30	87	4.5	0.82
11	2732	23	5	6	8	15	2.8	1.70
12	2732	27	0	6	9	15	2.7	1.76
13	2733	18	10	3	7	18	2.9	1.71
14	2788	1	0	0	0	0	1.0	NA
15	2788	1	0	0	0	0	1.0	NA
16	2788	1	0	0	0	0	1.0	NA
17	2788	1	0	0	0	0	1.0	NA
18	2789							
19	2789							
20	2789							

Classes Included in this Report:
Report includes classes with the following class IDs:
1018−1067, 1069−1087, 1089−1141, 1144−1175