



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

There were **14** students enrolled in the course and **13** students responded. Your results are considered only **marginally reliable**. The **93%** response rate indicates that results are **representative** of the class as a whole.

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 Seven objectives were selected as relevant (Important or Essential –see page 2)	4.5	4.4
Overall Ratings		
B. Excellent Teacher	4.9	4.8
C. Excellent Course	4.7	4.6
D. Average of B & C	4.8	4.7
Summary Evaluation (Average of A & D) ¹	4.7	4.6

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)					63					
Higher Next 20% (56–62)	60	58	61	60	61		62	61	61	60
Similar Middle 40% (45–55)										
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	56	56	60	59	58	59	59	59	59	58	58
Institution	61	58	60	58	62	58	61	58	61	58	58

IDEA Discipline used for comparison:
 Music

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	4.8	4.7	0%	100%
22. Learning fundamental principles, generalizations, or theories	Important	4.6	4.5	0%	92%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.3	4.1	0%	92%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.4	4.2	0%	92%
25. Acquiring skills in working with others as a member of a team	Important	3.8	3.7	8%	69%
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	4.8	4.8	0%	100%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	4.7	4.6	0%	100%
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	4.4		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
66 Much Higher	64 Much Higher	62 Higher	62 Higher	65 Much Higher	62 Higher
64 Much Higher	62 Higher	59 Higher	60 Higher	64 Much Higher	61 Higher
56 Higher	52 Similar	53 Similar	52 Similar	56 Higher	52 Similar
56 Higher	53 Similar	52 Similar	52 Similar	58 Higher	54 Similar
49 Similar	46 Similar	45 Similar	46 Similar	53 Similar	51 Similar
64 Much Higher	63 Much Higher	63 Much Higher	61 Higher	64 Much Higher	63 Much Higher
64 Much Higher	62 Higher	58 Higher	57 Higher	65 Much Higher	62 Higher
60	58	56	56	61	58

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	2.3
34. Amount of work in other (non-reading) assignments	3.9
35. Difficulty of subject matter	3.5

Student Description

37. I worked harder on this course than on most courses I have taken.	3.9
39. I really wanted to take this course regardless of who taught it.	3.7
43. As a rule, I put forth more effort than other students on academic work.	3.8

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
38	Lower	43	Lower	42	Lower
58	Higher	57	Higher	61	Higher
51	Similar	50	Similar	51	Similar

56	Higher	55	Similar	58	Higher
56	Higher	52	Similar	58	Higher
57	Higher	49	Similar	58	Higher

Much Higher = Highest 10% of classes (63 or higher)
 Higher = Next 20% (56-62)
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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				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.5	100%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	21, 22, 23, 24, 26, 27	4.2	92%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 24, 26, 27	4.5	92%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24	4.6	100%	Strength to retain

Fostering Student Collaboration

5. Formed "teams" or "discussion groups" to facilitate learning	25	3.9	62%	Retain current use or consider increasing
18. Asked students to help each other understand ideas or concepts	25, 26	4.5	92%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26	4.3	92%	Strength to retain

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.5	85%	Retain current use or consider increasing
1. Displayed a personal interest in students and their learning	23, 24, 26, 27	4.9	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	24, 25, 26, 27	4.4	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	3.9	62%	Consider increasing use
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 26	4.2	77%	Retain current use or consider increasing
19. Gave projects, tests, or assignments that required original or creative thinking	26, 27	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	62%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 24, 25, 27	4.4	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24	4.7	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	21, 23	4.7	100%	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
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	2	11	0	4.8	0.4
2. Found ways to help students answer their own questions	0	0	2	3	8	0	4.5	0.8
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	0	4	9	0	4.7	0.5
4. Demonstrated the importance and significance of the subject matter	0	0	0	5	8	0	4.6	0.5
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	5	5	3	0	3.8	0.8
6. Made it clear how each topic fit into the course	0	0	0	8	5	0	4.4	0.5
7. Explained the reasons for criticisms of students' academic...	1	0	0	4	8	0	4.4	1.1
8. Stimulated students to intellectual effort beyond that required by...	0	0	1	8	4	0	4.2	0.6
9. Encouraged students to use multiple resources (e.g. data banks,...	0	1	4	5	3	0	3.8	0.9
10. Explained course material clearly and concisely	0	0	0	4	9	0	4.7	0.5
11. Related course material to real life situations	0	0	5	5	3	0	3.8	0.8
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	5	7	0	4.5	0.7
14. Involved students in "hands on" projects such as research, case...	0	2	1	2	8	0	4.2	1.2
15. Inspired students to set and achieve goals which really...	0	0	0	7	6	0	4.5	0.5
16. Asked students to share ideas and experiences with others...	0	1	0	6	6	0	4.3	0.9
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	1	5	7	0	4.5	0.7
19. Gave projects, tests, or assignments that required original or...	0	0	0	3	10	0	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: 5009
Discipline code used for comparison: 5009

							Converted Avg.		Comparison Group Average				
							Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	0	3	10	0	4.8	0.4	66	64	4.0	4.3	4.0
22. Learning fundamental principles, generalizations, or...	0	0	1	3	9	0	4.6	0.7	64	62	3.9	4.2	3.9
23. Learning to <i>apply</i> course material (to improve thinking,...	0	0	1	7	5	0	4.3	0.6	56	52	4.0	4.2	4.0
24. Developing specific skills, competencies, and points of...	0	0	1	6	6	0	4.4	0.7	56	53	4.0	4.3	4.0
25. Acquiring skills in working with others as a member of...	0	1	3	6	3	0	3.8	0.9	49	46	3.9	4.1	3.6
26. Developing creative capacities (writing, inventing,...	0	0	0	2	11	0	4.8	0.4	64	63	3.9	4.2	3.9
27. Gaining a broader understanding and appreciation of...	0	0	0	4	9	0	4.7	0.5	64	62	3.7	4.4	3.7
28. Developing skill in expressing myself orally or in writing	0	1	2	4	6	0	4.2	1.0	NA	NA	3.8	3.7	3.6
29. Learning how to find and use resources for answering questions...	1	0	7	2	3	0	3.5	1.1	NA	NA	3.7	3.8	3.4
30. Developing a clearer understanding of, and commitment to,...	1	0	4	4	4	0	3.8	1.2	NA	NA	3.8	3.9	3.7
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments,...	1	0	1	4	7	0	4.2	1.2	NA	NA	3.8	3.8	3.7
32. Acquiring an interest in learning more by asking my own...	0	0	2	6	5	0	4.2	0.7	NA	NA	3.8	3.9	3.6

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	1	7	5	0	0	0	2.3	0.6	38	NA	3.2	2.8	3.0
34. Amount of work in other (non-reading) assignments	0	0	4	6	3	0	3.9	0.8	58	NA	3.4	3.5	3.3
35. Difficulty of subject matter	0	2	4	6	1	0	3.5	0.9	51	NA	3.4	3.5	3.4

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	2	5	6	0	4.3	0.8	NA	NA	3.7	4.0	3.7
37. I worked harder on this course than on most courses I have taken.	0	0	3	8	2	0	3.9	0.6	56	NA	3.6	3.6	3.4
38. I really wanted to take a course from this instructor.	0	0	1	3	9	0	4.6	0.7	NA	NA	3.4	3.8	3.6
39. I really wanted to take this course regardless of who taught it.	0	2	4	3	4	0	3.7	1.1	56	NA	3.3	3.6	3.2
40. As a result of taking this course, I have more positive feelings...	0	1	1	7	4	0	4.1	0.9	54	48	3.9	4.2	3.9
41. Overall, I rate this instructor an excellent teacher.	0	0	0	1	12	0	4.9	0.3	61	60	4.2	4.4	4.2
42. Overall, I rate this course as excellent.	0	0	0	4	9	0	4.7	0.5	63	61	3.9	4.2	4.0
43. As a rule, I put forth more effort than other students on...	0	1	3	6	3	0	3.8	0.9	57	NA	3.6	3.9	3.6

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

No Additional Questions.

MUS 112 01 Dr. Luke Dahn Music Theory II

Average Prior cum. GPA - Course (14 students): 3.47

Course Grade Average (14 students): 3.52

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	I	P	NP	AU
7	1	1	4	0	1	0	0	0	0	0	0	0	0	0	0	0

EVALUATION RESULTS

2009-10 Academic Year – Spring Semester

COMMENTS TYPED EXACTLY AS WRITTEN**1. To what extent did the professor relate the Christian faith to this course and help you to do the same?**

- I enjoyed reading the letters to Christian artists followed by discussions and blog posts. Good opportunity to strengthen our beliefs and listen to others. I appreciated the respectful atmosphere.
- Discussions about letters written to Christian artists.
- Letters to Christian Artists discussions – interesting and I learned a lot about incorporating my faith into my music.
- Reading and discussing the letters was one of my favorite parts about this semester.
- Frequently.
- He integrated it all the time...using our talent for God's glory.
- In our discussions about the letters.
- Very much – especially in our letter discussions.
- We did have several discussions on what it means to be Christian artists.
- Talked about and led discussions on the role of music in Christian life.
- Dr. Dahn incorporated Christian artist articles and assignments and also Christian music to this course.
- Dr. Dahn had us read letters to Christian artists. I learned from those letters and reevaluated some of my views as an artist.
- We would read a set of articles on what it means to be a Christian artist and how that should affect the music we play. It brought up many good points I had never thought about before.

2. What comments or suggestions would you make concerning the course?

- The letters made a nice change of pace from going thru the book every day. I also enjoyed our creative writing/ drawing assignments.
- Challenging course – it adds to the knowledge that we already gained from Music Theory I last semester.
- Bomb awesome.
- I really enjoyed MT this semester. It's definitely challenging but I never felt like something was unattainable. Dr. Dahn does an amazing job of taking each step w/ the student.
- I enjoyed it.
- Great course.
- This is my favorite course. Dr. Dahn made it fun and clear.
- The end of the semester is much more intense than the beginning – perhaps space out the assignments.
- He is very good at making incoming students feel like they make progress.
- Hated the time slot for this class – this class requires a lot of concentration – tough to do right away in the morning.
- I so enjoyed it. The lab portion of this course was very beneficial to me – especially MacCramut. The tests were a great way to keep me up to date on my school work and remember previous concepts.
- Perhaps more study groups prior to tests.

3. What comments or suggestions would you make concerning the professor?

- Very understanding and available for questions.
- Appreciate his patience and approachability; he doesn't rush thru chapters and explanations of assignments.
- Great professor. He truly cares about the subject matter and it is evident in his teachings.
- Dr. Dahn does care about our success – it is a privilege to have him as a professor.
- He's great – very willing to help. I felt comfortable going to him when I needed help.
- Dr. Dahn is the best music teacher on the faculty. Very helpful and patient.
- Dr. Dahn is a wonderful professor. He never makes students feel dumb. He is always willing to help. His ways of teaching make everything so much better and easier to understand.
- He is an excellent professor and he really does his best to challenge his students and to help us understand.
- Excellent.
- He is super nice and very helpful.
- It is obvious to all that Dr. Dahn loves his students and wants them to learn. He goes out of his way to facilitate learning in his students and is committed to teaching them theory at a Godly angle.
- He is really a great instructor.



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

There were **9** students enrolled in the course and **7** students responded. Your results are considered **unreliable** because the number responding is so small. The **78%** response rate indicates that results are **representative** of the class as a whole.

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.

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Your Average Scores

	Your Average (5-point scale)	
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C. Excellent Course	4.7	5.0
D. Average of B & C	4.9	5.0
Summary Evaluation (Average of A & D) ¹	4.6	4.9

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)			63	67	63	73	63	70		66
Higher Next 20% (56–62)	57	61							60	
Similar Middle 40% (45–55)										
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	54	60	61	67	59	71	60	69	57	65
Institution	59	61	61	64	62	68	62	66	61	64

IDEA Discipline used for comparison:
 Music

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	4.6	4.6	0%	100%
22. Learning fundamental principles, generalizations, or theories	Important	4.4	4.5	0%	86%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Minor/None				
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	4.4	4.7	0%	100%
25. Acquiring skills in working with others as a member of a team	Important	3.3	3.5	29%	43%
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	4.3	4.8	0%	71%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	4.7	5.0	0%	86%
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	Important	4.0	4.2	14%	71%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Minor/None				
Progress on Relevant Objectives		4.3	4.6		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
61 Higher	63 Much Higher	57 Higher	61 Higher	61 Higher	61 Higher
60 Higher	61 Higher	55 Similar	58 Higher	60 Higher	60 Higher
57 Higher	63 Much Higher	53 Similar	61 Higher	58 Higher	62 Higher
40 Lower	43 Lower	37 Much Lower	44 Lower	45 Similar	49 Similar
56 Higher	63 Much Higher	51 Similar	60 Higher	56 Higher	63 Much Higher
64 Much Higher	70 Much Higher	59 Higher	69 Much Higher	66 Much Higher	70 Much Higher
53 Similar	55 Similar	54 Similar	59 Higher	54 Similar	56 Higher
57	61	54	60	59	61

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)

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

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	3.0
34. Amount of work in other (non-reading) assignments	3.6
35. Difficulty of subject matter	4.4

Student Description

37. I worked harder on this course than on most courses I have taken.	4.0
39. I really wanted to take this course regardless of who taught it.	3.0
43. As a rule, I put forth more effort than other students on academic work.	3.7

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
47	Similar	52	Similar	50	Similar
53	Similar	51	Similar	55	Similar
67	Much Higher	66	Much Higher	66	Much Higher

58	Higher	56	Higher	60	Higher
44	Lower	40	Lower	46	Similar
52	Similar	46	Similar	54	Similar

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)

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				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.7	100%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	21, 22, 24, 26, 27, 31	4.9	100%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 24, 26, 27, 31	4.7	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 24	4.6	100%	Strength to retain

Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	25, 26, 31	4.0	71%	Retain current use or consider increasing
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26, 31	4.0	71%	Retain current use or consider increasing
5. Formed "teams" or "discussion groups" to facilitate learning	25	4.3	100%	Strength to retain

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.4	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	24, 25, 26, 27, 31	4.7	100%	Strength to retain
1. Displayed a personal interest in students and their learning	24, 26, 27	4.9	100%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e–mails, etc.)	Not relevant to objectives selected	4.4	86%	

Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	26, 27, 31	4.9	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 26	4.3	86%	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	4.1	71%	
11. Related course material to real life situations	Not relevant to objectives selected	4.1	86%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 24, 25, 27	4.9	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 24	4.3	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.6	86%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up–to–date in their work	21	4.6	86%	Strength to retain
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.6	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	1	6	0	4.9	0.4
2. Found ways to help students answer their own questions	0	0	0	4	3	0	4.4	0.5
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	1	1	5	0	4.6	0.8
4. Demonstrated the importance and significance of the subject matter	0	0	0	3	4	0	4.6	0.5
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	5	2	0	4.3	0.5
6. Made it clear how each topic fit into the course	0	0	0	1	6	0	4.9	0.4
7. Explained the reasons for criticisms of students' academic...	0	0	0	2	5	0	4.7	0.5
8. Stimulated students to intellectual effort beyond that required by...	0	0	0	1	6	0	4.9	0.4
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	2	2	3	0	4.1	0.9
10. Explained course material clearly and concisely	0	0	0	5	2	0	4.3	0.5
11. Related course material to real life situations	0	0	1	4	2	0	4.1	0.7
12. Gave tests, projects, etc. that covered the most important points...	0	0	1	1	5	0	4.6	0.8
13. Introduced stimulating ideas about the subject	0	0	0	2	5	0	4.7	0.5
14. Involved students in "hands on" projects such as research, case...	0	0	1	3	3	0	4.3	0.8
15. Inspired students to set and achieve goals which really...	0	0	0	2	5	0	4.7	0.5
16. Asked students to share ideas and experiences with others...	0	1	1	2	3	0	4.0	1.2
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	3	4	0	4.6	0.5
18. Asked students to help each other understand ideas or concepts	0	1	1	2	3	0	4.0	1.2
19. Gave projects, tests, or assignments that required original or...	0	0	0	1	6	0	4.9	0.4
20. Encouraged student-faculty interaction outside of class (office...	0	0	1	2	4	0	4.4	0.8

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: 5009
Discipline code used for comparison: 5009

							Converted Avg.		Comparison Group Average				
	1	2	3	4	5	Omit	Raw	Adj.	IDEA	Discipline	Institution		
21. Gaining factual knowledge (terminology,...	0	0	0	3	4	0	4.6	0.5	61	63	4.0	4.3	4.0
22. Learning fundamental principles, generalizations, or...	0	0	1	2	4	0	4.4	0.8	60	61	3.9	4.2	3.9
23. Learning to <i>apply</i> course material (to improve thinking, problem...	0	0	0	5	2	0	4.3	0.5	NA	NA	4.0	4.2	4.0
24. Developing specific skills, competencies, and points of...	0	0	0	4	3	0	4.4	0.5	57	63	4.0	4.3	4.0
25. Acquiring skills in working with others as a member of...	0	2	2	2	1	0	3.3	1.1	40	43	3.9	4.1	3.6
26. Developing creative capacities (writing, inventing,...	0	0	2	1	4	0	4.3	1.0	56	63	3.9	4.2	3.9
27. Gaining a broader understanding and appreciation of...	0	0	1	0	6	0	4.7	0.8	64	70	3.7	4.4	3.7
28. Developing skill in expressing myself orally or in writing	0	1	3	2	1	0	3.4	1.0	NA	NA	3.8	3.7	3.6
29. Learning how to find and use resources for answering questions...	1	1	2	1	2	0	3.3	1.5	NA	NA	3.7	3.8	3.4
30. Developing a clearer understanding of, and commitment to,...	0	1	2	3	1	0	3.6	1.0	NA	NA	3.8	3.9	3.7
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas,...	0	1	1	2	3	0	4.0	1.2	53	55	3.8	3.8	3.7
32. Acquiring an interest in learning more by asking my own...	0	0	1	4	2	0	4.1	0.7	NA	NA	3.8	3.9	3.6

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	1	5	1	0	0	3.0	0.6	47	NA	3.2	2.8	3.0
34. Amount of work in other (non-reading) assignments	0	0	4	2	1	0	3.6	0.8	53	NA	3.4	3.5	3.3
35. Difficulty of subject matter	0	0	1	2	4	0	4.4	0.8	67	NA	3.4	3.5	3.4

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	0	3	4	0	4.6	0.5	NA	NA	3.7	4.0	3.7
37. I worked harder on this course than on most courses I have taken.	0	0	1	5	1	0	4.0	0.6	58	NA	3.6	3.6	3.4
38. I really wanted to take a course from this instructor.	0	0	0	1	6	0	4.9	0.4	NA	NA	3.4	3.8	3.6
39. I really wanted to take this course regardless of who taught it.	1	0	4	2	0	0	3.0	1.0	44	NA	3.3	3.6	3.2
40. As a result of taking this course, I have more positive feelings...	0	0	0	4	3	0	4.4	0.5	59	69	3.9	4.2	3.9
41. Overall, I rate this instructor an excellent teacher.	0	0	0	0	7	0	5.0	0.0	63	67	4.2	4.4	4.2
42. Overall, I rate this course as excellent.	0	0	0	2	5	0	4.7	0.5	63	73	3.9	4.2	4.0
43. As a rule, I put forth more effort than other students on...	0	1	2	2	2	0	3.7	1.1	52	NA	3.6	3.9	3.6

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

No Additional Questions.

Average Prior cum. GPA – Course (9 students): 3.24

Course Grade Average (9 students): 3.49

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	I	P	NP	AU
5	1	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0

EVALUATION RESULTS

Course Number & Title – MUS 212 Music Theory IV

2009-10 Academic Year – Spring Semester

Professor – Luke Dahn

Number of Students - 9

COMMENTS TYPED EXACTLY AS WRITTEN

1. To what extent did the professor relate the Christian faith to this course and help you to do the same?

- I am satisfied with the amount of faith incorporated.
- Many discussions
- Often had discussions on how a Christian musician should view music by composer's who were not Christian.
- Yep he did.
- He did an excellent job of relating faith to our topics.
- We had many great discussions on how our faith and the music that we were studying were together.
-

2. What comments or suggestions would you make concerning the course?

- Okay but 20th music seems very different than other music and more difficult.
- Keep it up – good course.
- Spend more time explaining difficult math stuff in music.
- Great course but we were always rushing thru the material.
- Taught very well. I like the take home tests and assignments that cover main points that are necessary to learn and know.
- Spend less time on prime f??? and all the math things and more time on all the weird minimalistic/hyperactive music and performance.
- I enjoyed the variety of music we listened to and all the examples.
-

3. What comments or suggestions would you make concerning the professor?

- Good professor; understands student problems and gives them nice and good things and very knowledgeable. Good prof.
- Excellent teacher. Very inspiring and helpful. He should have a bigger ego than he does – it would be even more inspirational.
- Invite us over for coffee. You are awesome.
- Dr. Dahn is extremely committed to his students and goes out of his way to ensure that we understand the concepts and ideas.
- Dr. Dahn is an expert in this field. I appreciated his knowledge on the subject. He is a very genuine person w/ high standards but very understanding mindset. I don't suggest any changes.
- Dr. Dahn you are wonderful.
- You do a fine job at answering all of our questions.
-