



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

There were **18** students enrolled in the course and **14** students responded. Your results are considered only **marginally reliable**. 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.

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 Six objectives were selected as relevant (Important or Essential –see page 2)	4.3	4.3
Overall Ratings		
B. Excellent Teacher	4.9	4.9
C. Excellent Course	4.6	4.7
D. Average of B & C	4.8	4.8
Summary Evaluation (Average of A & D) ¹	4.6	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)			61	62	62		62		59	60
	56	56								
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)	50	53	59	62	57	61	58	62	54	58
Institution	56	56	59	60	60	59	60	60	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	4.5	4.4	0%	100%
22. Learning fundamental principles, generalizations, or theories	Important	4.5	4.4	0%	93%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.1	4.1	14%	79%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.4	4.4	0%	86%
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.)	Important	3.9	4.0	7%	71%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	4.1	4.2	7%	79%
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		4.3	4.3		

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
60	58	55	55	58	56
Higher	Higher	Similar	Similar	Higher	Higher
61	60	56	57	61	59
Higher	Higher	Higher	Higher	Higher	Higher
53	52	49	52	52	51
Similar	Similar	Similar	Similar	Similar	Similar
56	56	51	55	56	56
Higher	Higher	Similar	Similar	Higher	Higher
50	52	42	46	49	52
Similar	Similar	Lower	Similar	Similar	Similar
56	57	44	49	56	57
Higher	Higher	Lower	Similar	Higher	Higher
56	56	50	53	56	56

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	2.1
34. Amount of work in other (non-reading) assignments	3.7
35. Difficulty of subject matter	3.9

Student Description

37. I worked harder on this course than on most courses I have taken.	4.1
39. I really wanted to take this course regardless of who taught it.	3.6
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	
35	Much Lower	40	Lower	39	Lower
55	Similar	54	Similar	57	Higher
58	Higher	56	Higher	57	Higher

60	Higher	58	Higher	62	Higher
56	Higher	51	Similar	56	Higher
55	Similar	47	Similar	55	Similar

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Improving Teaching Effectiveness

One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

- Review [page 2](#) to identify the objective(s) where improvements are most desirable.
- Use the first column to answer the question, "Which of the 20 teaching methods are most related to learning on these objective(s)?"
- Review the next two columns to answer the question, "How did students rate my use of these important methods?"
- Read the last column to answer the question, "What changes should I consider in my teaching methods?"
- Beyond specific methods, do the results suggest a general area (e.g., Stimulating Student Interest) where improvement efforts should be focused?

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** (www.theideacenter.org/diagnosticguide.pdf), **POD–IDEA Center Notes** (www.theideacenter.org/podidea), and **POD–IDEA Center Learning Notes** (www.theideacenter.org/podidea/PODNotesLearning.html).

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
13. Introduced stimulating ideas about the subject	All selected objectives	4.0	79%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.8	64%	Retain current use or consider increasing
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24	4.3	79%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.3	93%	Strength to retain

Fostering Student Collaboration

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26, 27	3.5	64%	Consider increasing use
18. Asked students to help each other understand ideas or concepts	26	4.2	79%	Retain current use or consider increasing
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	3.7	71%	

Establishing Rapport

7. Explained the reasons for criticisms of students' academic performance	23, 24, 26, 27	4.2	71%	Retain current use or consider increasing
2. Found ways to help students answer their own questions	All selected objectives	4.4	93%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24	4.7	100%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	3.8	71%	

Encouraging Student Involvement

11. Related course material to real life situations	23, 24	3.4	57%	Consider increasing use
19. Gave projects, tests, or assignments that required original or creative thinking	26, 27	4.4	79%	Retain current use or consider increasing
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	2.4	7%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	3.1	36%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 24, 27	4.6	93%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 27	4.6	93%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.9	100%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	Not relevant to objectives selected	4.9	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.5	86%	

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	4	10	0	4.7	0.5
2. Found ways to help students answer their own questions	0	0	1	6	7	0	4.4	0.6
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	0	2	12	0	4.9	0.4
4. Demonstrated the importance and significance of the subject matter	0	1	2	3	8	0	4.3	1.0
5. Formed "teams" or "discussion groups" to facilitate learning	1	1	2	7	3	0	3.7	1.1
6. Made it clear how each topic fit into the course	0	0	1	3	10	0	4.6	0.6
7. Explained the reasons for criticisms of students' academic...	1	1	2	0	10	0	4.2	1.4
8. Stimulated students to intellectual effort beyond that required by...	0	0	1	8	5	0	4.3	0.6
9. Encouraged students to use multiple resources (e.g. data banks,...	4	3	6	0	1	0	2.4	1.2
10. Explained course material clearly and concisely	0	0	1	4	9	0	4.6	0.6
11. Related course material to real life situations	1	3	2	5	3	0	3.4	1.3
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	2	12	0	4.9	0.4
13. Introduced stimulating ideas about the subject	0	2	1	6	5	0	4.0	1.0
14. Involved students in "hands on" projects such as research, case...	3	1	5	2	3	0	3.1	1.4
15. Inspired students to set and achieve goals which really...	1	1	3	4	5	0	3.8	1.3
16. Asked students to share ideas and experiences with others...	2	1	2	6	3	0	3.5	1.3
17. Provided timely and frequent feedback on tests, reports,...	0	1	1	2	10	0	4.5	0.9
18. Asked students to help each other understand ideas or concepts	0	0	3	5	6	0	4.2	0.8
19. Gave projects, tests, or assignments that required original or...	0	0	3	3	8	0	4.4	0.8
20. Encouraged student-faculty interaction outside of class (office...	1	1	2	6	4	0	3.8	1.2

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	7	7	0	4.5	0.5	60	58	4.0	4.3	4.1
22. Learning fundamental principles, generalizations, or...	0	0	1	5	8	0	4.5	0.7	61	60	3.9	4.2	3.9
23. Learning to <i>apply</i> course material (to improve thinking,...	1	1	1	3	8	0	4.1	1.3	53	52	4.0	4.2	4.0
24. Developing specific skills, competencies, and points of...	0	0	2	5	7	0	4.4	0.7	56	56	4.0	4.3	4.0
25. Acquiring skills in working with others as a member of a team	3	3	3	3	2	0	2.9	1.4	NA	NA	3.9	4.1	3.7
26. Developing creative capacities (writing, inventing,...	1	0	3	6	4	0	3.9	1.1	50	52	3.9	4.2	3.9
27. Gaining a broader understanding and appreciation of...	0	1	2	5	6	0	4.1	0.9	56	57	3.7	4.4	3.7
28. Developing skill in expressing myself orally or in writing	3	3	6	0	2	0	2.6	1.3	NA	NA	3.8	3.7	3.6
29. Learning how to find and use resources for answering questions...	4	2	5	3	0	0	2.5	1.2	NA	NA	3.7	3.9	3.5
30. Developing a clearer understanding of, and commitment to,...	4	3	2	1	4	0	2.9	1.7	NA	NA	3.8	3.9	3.7
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments,...	0	4	2	5	3	0	3.5	1.2	NA	NA	3.8	3.8	3.8
32. Acquiring an interest in learning more by asking my own...	0	2	3	6	3	0	3.7	1.0	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	5	3	6	0	0	0	2.1	0.9	35	NA	3.2	2.8	3.1
34. Amount of work in other (non-reading) assignments	0	0	6	6	2	0	3.7	0.7	55	NA	3.4	3.5	3.3
35. Difficulty of subject matter	0	0	5	6	3	0	3.9	0.8	58	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	2	2	6	4	0	3.9	1.0	NA	NA	3.7	4.0	3.7
37. I worked harder on this course than on most courses I have taken.	0	0	2	8	4	0	4.1	0.7	60	NA	3.6	3.6	3.4
38. I really wanted to take a course from this instructor.	1	1	6	4	2	0	3.4	1.1	NA	NA	3.4	3.9	3.7
39. I really wanted to take this course regardless of who taught it.	0	3	4	2	5	0	3.6	1.2	56	NA	3.3	3.6	3.3
40. As a result of taking this course, I have more positive feelings...	1	1	0	7	5	0	4.0	1.2	52	50	3.9	4.2	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	1	0	13	0	4.9	0.5	61	62	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	0	0	1	3	10	0	4.6	0.6	62	63	3.9	4.2	4.0
43. As a rule, I put forth more effort than other students on...	0	1	6	2	5	0	3.8	1.1	55	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 (18 students): 3.28
Course Grade Average (18 students): 3.13

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	I	P	NP	AU
6	2	3	2	2	0	1	1	0	0	0	1	0	0	0	0	0

EVALUATION RESULTS

Course Number & Title –MUS 111-01 – Music Theory I

2010-11 Academic Year – Fall Semester

Professor – Dahn, L.

Number of Students - 14

COMMENTS TYPED EXACTLY AS WRITTEN

1. To what extent has your experience in this course led you to understand and seek out meaningful ways to integrate your faith with the course material?

- The article about art as a creation made me think about some ways faith and music can go together more.
- It has not.
- This course is one step closer to my goal to become a professional musician, and it has helped me explore new ways in which to worship and glorify God through music.
- I have been most inspired by the articles we have read during this course. I actually explain these theories to people on a regular basis.
- This course has encouraged me to think about the role of music in worship and how I can use my gifts to worship God.
- I prayed to get through this course. Also, I became more aware of the fact that music is holy. It isn't about us, it's about Him.
- I have definitely been more challenged in this course than any other I have taken before. The course taught me working hard (not for yourself) can be a great way to serve God.
- To a small extent, we have had a couple discussions about art and faith that have been good in getting perspective on the role of music in my life.
- It has taught me how to express my spiritual beliefs and values through music.
- I learned how God created us to use His resources and create artwork to praise Him.
- This course has not led me to seek out meaningful ways to integrate faith with the material.
- Our discussions over the extra readings really made me think of how I use my gifts or why I was given them.
- Nothing to do w/faith.

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

- I think it's taught well, but sometimes it's hard to concentrate on music theory at 7:45 am.
- Not have the class at 7:45 am. I feel that it should be worth more credit hours, and why is lab work 0.00 hours?
- I enjoyed taking this course, and like the fact that we are allowed to revise our past homework. It helps me understand what I did wrong and how to fix it.
- Try to make things more entertaining by using creative ways of learning the material.
- I like how the course is set up. The assignments always complement the lectures nicely.
- I have none.
- I would definitely be wanting more hands-on understanding of the lessons and making sure everyone understands each concept before moving forward.
- Although I did not love coming to class at 7:45, I did enjoy this course. I appreciated the frequent worksheet assignments- they were extremely helpful.
- It is very challenging and stimulating. It also requires a lot of analization and critiquing of our own work.
- I've learned a lot. If I had trouble with something I knew I could get help to figure it out.
- I liked the course and thought it was well taught.
- Working all together is really helpful because it shows how others think, and it forces us to be accountable.
- He's great.

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

- Sometimes a concept could be broken down a little more for those who have no background in music theory.
- More at the board drills, and at the board drills while learning the new stuff not just after a hard assignment.
- He teaches and explains concepts well; sometimes it is hard to follow any notes he writes on the board thought, because he writes fast or does write out the entire idea.
- This professor is excellent. If I had to give one suggestion it would be liven up the classroom.
- Dr. Dahn is good at explaining and giving examples the class can understand. I feel he cares about the students and wants us to learn.
- Dr. Dahn is a great teacher. He has taught me so much I wouldn't change a thing.
- Dr. Dahn is great! However, making sure that we all as a class understand each idea before moving on is good. Going slower and into depth in lessons would help the material make more sense to us.
- He is very knowledgeable yet can explain the subject in an easy-to-follow method.
- He was a great prof. always caring about our questions and willing to help.
- He was very patient with our class when we weren't understanding a concept. He also showed personal interest in our learning and even our individual lives.
- Wonderful and caring teacher. He finds ways to explain so that everyone can understand. He's very understanding of our class loads and makes class especially fun when we're all really stressed.
- I liked Dr. Dahn and the way he taught he does a good job of explaining the material.
- Professor Dahn is a really great professor who goes out of his way to make sure you understand the material.
- He's great.



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11 students responded. Your responses are considered only **marginally reliable**. The number enrolled was **not provided correctly** on the Faculty Information Form. Therefore, a response rate cannot be calculated.

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Higher Next 20% (56–62)	61	60	61	62	62	61	62	62	62	61
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

	56	58	59	62	57	59	58	61	57	60
Discipline (IDEA Data)										
Institution	60	59	60	60	60	58	60	59	60	59

IDEA Discipline used for comparison:
 Music

Student Ratings of Learning on Relevant (Important and Essential) Objectives

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		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	4.4	4.2	0%	82%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.2	4.1	0%	82%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.6	4.6	0%	91%
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.)	Important	4.5	4.8	0%	82%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	4.5	4.6	0%	91%
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	4.5		

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.

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
67 Much Higher	64 Much Higher	63 Much Higher	62 Higher	65 Much Higher	61 Higher
59 Higher	55 Similar	53 Similar	52 Similar	58 Higher	55 Similar
54 Similar	51 Similar	50 Similar	51 Similar	53 Similar	51 Similar
61 Higher	61 Higher	57 Higher	60 Higher	61 Higher	61 Higher
60 Higher	63 Much Higher	56 Higher	60 Higher	59 Higher	62 Higher
60 Higher	62 Higher	52 Similar	57 Higher	61 Higher	61 Higher
61	60	56	58	60	59

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)

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	2.2
34. Amount of work in other (non-reading) assignments	3.7
35. Difficulty of subject matter	4.1

Student Description

37. I worked harder on this course than on most courses I have taken.	4.3
39. I really wanted to take this course regardless of who taught it.	3.8
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	
36	Much Lower	41	Lower	40	Lower
55	Similar	54	Similar	57	Higher
62	Higher	60	Higher	61	Higher

63	Much Higher	60	Higher	64	Much Higher
59	Higher	54	Similar	59	Higher
56	Higher	48	Similar	56	Higher

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				
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.5	91%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.4	91%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.4	91%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24	4.7	100%	Strength to retain

Fostering Student Collaboration

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26	4.0	73%	Retain current use or consider increasing
18. Asked students to help each other understand ideas or concepts	26	4.4	82%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.5	91%	

Establishing Rapport

7. Explained the reasons for criticisms of students' academic performance	24, 26, 27	4.1	82%	Retain current use or consider increasing
2. Found ways to help students answer their own questions	All selected objectives	4.4	100%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 26, 27	4.6	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	82%	

Encouraging Student Involvement

14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	26	3.6	45%	Consider increasing use
19. Gave projects, tests, or assignments that required original or creative thinking	26, 27	4.2	82%	Retain current use or consider increasing
11. Related course material to real life situations	23	4.2	73%	Retain current use or consider increasing
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.6	55%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 24, 27	4.8	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24	4.5	91%	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	4.6	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.5	91%	Strength to retain
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.7	45%	

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	4	7	0	4.6	0.5
2. Found ways to help students answer their own questions	0	0	0	7	4	0	4.4	0.5
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	0	4	6	1	4.6	0.5
4. Demonstrated the importance and significance of the subject matter	0	0	0	3	8	0	4.7	0.5
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	1	4	6	0	4.5	0.7
6. Made it clear how each topic fit into the course	0	0	0	2	9	0	4.8	0.4
7. Explained the reasons for criticisms of students' academic...	0	0	2	6	3	0	4.1	0.7
8. Stimulated students to intellectual effort beyond that required by...	0	0	1	4	6	0	4.5	0.7
9. Encouraged students to use multiple resources (e.g. data banks,...	0	3	2	2	4	0	3.6	1.3
10. Explained course material clearly and concisely	0	0	1	4	6	0	4.5	0.7
11. Related course material to real life situations	0	0	3	3	5	0	4.2	0.9
12. Gave tests, projects, etc. that covered the most important points...	0	0	1	4	6	0	4.5	0.7
13. Introduced stimulating ideas about the subject	0	0	1	5	5	0	4.4	0.7
14. Involved students in "hands on" projects such as research, case...	1	0	5	2	3	0	3.5	1.2
15. Inspired students to set and achieve goals which really...	0	0	1	5	5	0	4.4	0.7
16. Asked students to share ideas and experiences with others...	0	2	1	3	5	0	4.0	1.2
17. Provided timely and frequent feedback on tests, reports,...	0	1	5	1	4	0	3.7	1.1
18. Asked students to help each other understand ideas or concepts	0	0	2	3	6	0	4.4	0.8
19. Gave projects, tests, or assignments that required original or...	0	0	2	5	4	0	4.2	0.8
20. Encouraged student-faculty interaction outside of class (office...	0	0	2	3	6	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:

Class enrollment was not provided.
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	2	9	0	4.8	0.4	67	64	4.0	4.3	4.1
22. Learning fundamental principles, generalizations, or...	0	0	2	3	6	0	4.4	0.8	59	55	3.9	4.2	3.9
23. Learning to apply course material (to improve thinking,...	0	0	2	5	4	0	4.2	0.8	54	51	4.0	4.2	4.0
24. Developing specific skills, competencies, and points of...	0	0	1	2	8	0	4.6	0.7	61	61	4.0	4.3	4.0
25. Acquiring skills in working with others as a member of a team	0	0	4	3	4	0	4.0	0.9	NA	NA	3.9	4.1	3.7
26. Developing creative capacities (writing, inventing,...	0	0	2	1	8	0	4.5	0.8	60	63	3.9	4.2	3.9
27. Gaining a broader understanding and appreciation of...	0	0	1	4	6	0	4.5	0.7	60	62	3.7	4.4	3.7
28. Developing skill in expressing myself orally or in writing	0	3	1	4	3	0	3.6	1.2	NA	NA	3.8	3.7	3.6
29. Learning how to find and use resources for answering questions...	0	4	1	2	4	0	3.5	1.4	NA	NA	3.7	3.9	3.5
30. Developing a clearer understanding of, and commitment to,...	1	1	3	1	5	0	3.7	1.4	NA	NA	3.8	3.9	3.7
31. Learning to analyze and critically evaluate ideas, arguments,...	0	2	2	3	4	0	3.8	1.2	NA	NA	3.8	3.8	3.8
32. Acquiring an interest in learning more by asking my own...	0	2	1	3	5	0	4.0	1.2	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	8	1	1	0	0	2.2	0.8	36	NA	3.2	2.8	3.1
34. Amount of work in other (non-reading) assignments	0	0	4	6	1	0	3.7	0.6	55	NA	3.4	3.5	3.3
35. Difficulty of subject matter	0	0	2	6	3	0	4.1	0.7	62	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	1	0	4	6	0	4.4	0.9	NA	NA	3.7	4.0	3.7
37. I worked harder on this course than on most courses I have taken.	0	0	2	4	5	0	4.3	0.8	63	NA	3.6	3.6	3.4
38. I really wanted to take a course from this instructor.	0	1	1	3	6	0	4.3	1.0	NA	NA	3.4	3.9	3.7
39. I really wanted to take this course regardless of who taught it.	0	2	3	1	5	0	3.8	1.3	59	NA	3.3	3.6	3.3
40. As a result of taking this course, I have more positive feelings...	0	0	3	4	4	0	4.1	0.8	54	50	3.9	4.2	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	1	10	0	4.9	0.3	61	62	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	0	0	1	2	8	0	4.6	0.7	62	61	3.9	4.2	4.0
43. As a rule, I put forth more effort than other students on...	1	0	2	5	3	0	3.8	1.2	56	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 (12 students): 3.50
Course Grade Average (12 students): 3.57

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	I	P	NP	AU
4	5	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0

EVALUATION RESULTS

Course Number & Title – MUS 211-01 – Music Theory III

2010-11 Academic Year – Fall Semester

Professor – Dahn, L.

Number of Students - 11

COMMENTS TYPED EXACTLY AS WRITTEN

1. To what extent has your experience in this course led you to understand and seek out meaningful ways to integrate your faith with the course material?

- Dr. Dahn let us use our musical knowledge that God gave us.
- Difficult to do in a theory course, but integration of music and faith is a staple in the church.
- We read articles about how our Christian faith can be integrated into our music. Very interesting!!
- By learning what it means to have faith in our music and how to not be condescending in regard to my music standards.
- We studied the relationship between music and Christianity.
- We read about Christian artists and how a Christian artist should be.
- We read letters from Christian authors. We also discussed our faith in class, and we have a blog in which we often discuss God.
- Dr. Dahn gave out readings and asked us to discuss what art is as a Christian. We seek out answers and have a lot of meaningful discussion.
- Taught me to be patient and learn the steps.
- As I look back on my semester, I realize that I have grown so much in my theory knowledge but also in my faith.
- The blogging was good even though we didn't respond to very many of the posts in writing. I think we thought about our own faith with music more than any other class I've taken in the music department.

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

- It is very beneficial but difficult.
- Love it. Learned a lot.
- Awesome.
- It felt like the material moved really fast and it would be nice to review fundamental principles a little more often.
- Good teacher and support system.
- I'm gonna miss it! I love the people and the subject. It's great!
- It's the best class ever!
- I really learned a lot this semester. The different projects and assignments were intellectually challenging but made the class enjoyable. I always looked forward to coming to theory class!
- I think that theory went really well. There's a lot of different ways that we learned the theory and shared our knowledge of the material. Not only is the pedagogy of the class solid, but Dr. Dahn's knowledge helps make the material real life as well.

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

- He is so great. He works hard to help you with everything. He is so nice and caring.
- Keep up the good work.
- Rocking cool. Go Hannah Montana!!
- If you could slow down some of the units it would help a lot.
- Dr. Dahn is very nice and helpful.

- Love him! Really gonna miss having a class with him.
- Dr. Dahn is the best professor ever!!! We all love him to death.
- Related to students really well.
- Dr. Dahn was awesome! He made theory class fun every day and was patient with us when it took a little longer to understand something.
- Dr. Dahn is probably the best prof I've had here at Northwestern.



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

There were **12** students enrolled in the course and **12** students responded. Your results are considered only **marginally reliable**. The **100%** 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 Four objectives were selected as relevant (Important or Essential –see page 2)	4.4	4.6
Overall Ratings		
B. Excellent Teacher	4.9	5.0
C. Excellent Course	4.4	4.7
D. Average of B & C	4.7	4.9
Summary Evaluation (Average of A & D) ¹	4.6	4.8

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)				64					63		63
Higher Next 20% (56–62)	60	62	61		58	62	60		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	59	60	64	53	61	57	63	56	61
Institution	60	61	60	62	57	59	59	61	60	61

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)	Minor/None				
22. Learning fundamental principles, generalizations, or theories	Minor/None				
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	Essential	4.9	5.0	0%	100%
25. Acquiring skills in working with others as a member of a team	Important	3.9	4.0	8%	58%
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Essential	4.3	4.5	8%	75%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	4.3	4.4	0%	75%
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		4.4	4.6		

¹The 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 Group Averages					
IDEA Database		IDEA Discipline ¹		Your Institution ¹	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
67	70	63	69	67	68
Much Higher	Much Higher	Much Higher	Much Higher	Much Higher	Much Higher
50	50	46	51	54	55
Similar	Similar	Similar	Similar	Similar	Similar
57	60	52	56	56	59
Higher	Higher	Similar	Higher	Higher	Higher
59	60	49	54	59	59
Higher	Higher	Similar	Similar	Higher	Higher
60	62	54	59	60	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)

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	2.0
34. Amount of work in other (non-reading) assignments	3.1
35. Difficulty of subject matter	3.8

Student Description

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.	3.1
43. As a rule, I put forth more effort than other students on academic work.	4.2

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
34	Much Lower	39	Lower	38	Lower
44	Lower	44	Lower	46	Similar
57	Higher	56	Higher	57	Higher

55	Similar	53	Similar	57	Higher
46	Similar	41	Lower	47	Similar
67	Much Higher	58	Higher	67	Much Higher

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				
13. Introduced stimulating ideas about the subject	24, 26, 27	4.3	83%	Retain current use or consider increasing
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	24, 26, 27	4.4	83%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	24	4.6	92%	Strength to retain

Fostering Student Collaboration

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26	3.8	58%	Retain current use or consider increasing
18. Asked students to help each other understand ideas or concepts	25, 26	4.3	92%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	4.2	75%	Strength to retain

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.6	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	All selected objectives	4.8	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	4.8	100%	

Encouraging Student Involvement

14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 26	4.0	67%	Retain current use or consider increasing
19. Gave projects, tests, or assignments that required original or creative thinking	26, 27	4.3	83%	Retain current use or consider increasing
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	3.6	50%	
11. Related course material to real life situations	Not relevant to objectives selected	4.3	92%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	24, 25, 27	4.3	92%	Strength to retain
10. Explained course material clearly and concisely	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	Not relevant to objectives selected	4.3	83%	
12. Gave tests, projects, etc. that covered the most important points of the course	Not relevant to objectives selected	4.7	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.0	67%	

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	11	0	4.9	0.3
2. Found ways to help students answer their own questions	0	0	0	5	7	0	4.6	0.5
3. Scheduled course work (class activities, tests, projects) in ways...	0	1	1	4	6	0	4.3	1.0
4. Demonstrated the importance and significance of the subject matter	0	0	1	3	8	0	4.6	0.7
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	3	4	5	0	4.2	0.8
6. Made it clear how each topic fit into the course	0	1	0	5	6	0	4.3	0.9
7. Explained the reasons for criticisms of students' academic...	0	0	0	3	9	0	4.8	0.5
8. Stimulated students to intellectual effort beyond that required by...	0	0	2	3	7	0	4.4	0.8
9. Encouraged students to use multiple resources (e.g. data banks,...	1	2	3	1	5	0	3.6	1.4
10. Explained course material clearly and concisely	0	0	0	4	8	0	4.7	0.5
11. Related course material to real life situations	0	0	1	6	5	0	4.3	0.7
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	4	8	0	4.7	0.5
13. Introduced stimulating ideas about the subject	0	0	2	5	5	0	4.3	0.8
14. Involved students in "hands on" projects such as research, case...	0	2	2	2	6	0	4.0	1.2
15. Inspired students to set and achieve goals which really...	0	0	0	6	6	0	4.5	0.5
16. Asked students to share ideas and experiences with others...	1	0	4	3	4	0	3.8	1.2
17. Provided timely and frequent feedback on tests, reports,...	0	0	4	4	4	0	4.0	0.9
18. Asked students to help each other understand ideas or concepts	0	0	1	6	5	0	4.3	0.7
19. Gave projects, tests, or assignments that required original or...	0	0	2	4	6	0	4.3	0.8
20. Encouraged student-faculty interaction outside of class (office...	0	0	0	2	10	0	4.8	0.4

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, classifications,...	0	1	2	4	5	0	4.1	1.0	NA	NA	4.0	4.3	4.1
22. Learning fundamental principles, generalizations, or theories	0	0	3	4	5	0	4.2	0.8	NA	NA	3.9	4.2	3.9
23. Learning to <i>apply</i> course material (to improve thinking, problem...	0	0	1	5	6	0	4.4	0.7	NA	NA	4.0	4.2	4.0
24. Developing specific skills, competencies, and points of...	0	0	0	1	11	0	4.9	0.3	67	70	4.0	4.3	4.0
25. Acquiring skills in working with others as a member of...	0	1	4	2	5	0	3.9	1.1	50	50	3.9	4.1	3.7
26. Developing creative capacities (writing, inventing,...	0	1	2	1	8	0	4.3	1.1	57	60	3.9	4.2	3.9
27. Gaining a broader understanding and appreciation of...	0	0	3	2	7	0	4.3	0.9	59	60	3.7	4.4	3.7
28. Developing skill in expressing myself orally or in writing	1	2	3	3	3	0	3.4	1.3	NA	NA	3.8	3.7	3.6
29. Learning how to find and use resources for answering questions...	3	1	4	1	3	0	3.0	1.5	NA	NA	3.7	3.9	3.5
30. Developing a clearer understanding of, and commitment to,...	1	3	1	4	3	0	3.4	1.4	NA	NA	3.8	3.9	3.7
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments,...	1	2	3	1	5	0	3.6	1.4	NA	NA	3.8	3.8	3.8
32. Acquiring an interest in learning more by asking my own...	1	1	1	2	7	0	4.1	1.4	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	6	2	3	0	1	0	2.0	1.3	34	NA	3.2	2.8	3.1
34. Amount of work in other (non-reading) assignments	1	2	6	1	2	0	3.1	1.2	44	NA	3.4	3.5	3.3
35. Difficulty of subject matter	0	0	5	4	3	0	3.8	0.8	57	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	1	4	3	4	0	3.8	1.0	NA	NA	3.7	4.0	3.7
37. I worked harder on this course than on most courses I have taken.	0	1	3	5	3	0	3.8	0.9	55	NA	3.6	3.6	3.4
38. I really wanted to take a course from this instructor.	0	0	0	4	8	0	4.7	0.5	NA	NA	3.4	3.9	3.7
39. I really wanted to take this course regardless of who taught it.	1	1	8	0	2	0	3.1	1.1	46	NA	3.3	3.6	3.3
40. As a result of taking this course, I have more positive feelings...	0	0	2	5	5	0	4.3	0.8	56	60	3.9	4.2	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	0	1	11	0	4.9	0.3	61	64	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	0	0	2	3	7	0	4.4	0.8	58	62	3.9	4.2	4.0
43. As a rule, I put forth more effort than other students on...	1	0	0	6	5	0	4.2	1.1	67	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.

EVALUATION RESULTS

Course Number & Title – MUS 211L-01 – Music Theory III Lab

2010-11 Academic Year – Fall Semester

Professor – Dahn, L.

Number of Students - 12

COMMENTS TYPED EXACTLY AS WRITTEN

1. To what extent has your experience in this course led you to understand and seek out meaningful ways to integrate your faith with the course material?

- Ear training – can't really integrate faith that much.
- It was beneficial in what God is leading me to do.
- We discuss topics and found ways to appreciate music in a very special efficient way.
- There really aren't any ways to integrate faith into this class. It's a music lab where we learn our ears and voices – we integrated our faith more in theory class.
- None.
- We didn't really talk much about our faith in lab. We discussed that more in theory class.
- We sing religious songs with solfeige.
- Working hard on something I am not good at.
- N/A

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

- It pains me to say it...but Mse Gamut really helps the ear training...maybe work it back in...but as a lab exercise or something?
- I think there should be some other type of practice besides Magment? Getting hearings assignment earlier.
- I love lab! It's important to music majors, and it makes us improve.
- Spend more time teaching our ears to recognize the different aspects (chord, pitches, etc.) I feel like sometimes we work on something then leave it for a long time and I lose my progress.
- God through the exercises more slowly. I felt I did not learn as well in lab this semester and did not grasp the concepts as well as I have in the past semesters. I still learned a lot, but the material was much more difficult and is still not very clear.
- Focus earlier on harmonic dictations and intervals because I feel like I was kind of thrown into those. Keep going on MacGamut, it was helpful.
- I just have a hard time with this course, but I'm not really sure what would help. I did improve this year I think, but I definitely could still do better!
- I thought music theory lab was difficult but I had a lot of fun and I think I improved a lot my listening and dictating skills. I enjoyed the different activities we did to improve our skills.
- I think this course made my ears better even though it was very difficult and frustrating for me.
- I think by the time we get to Theory III Lab, people were not very serious about improving. I think more concrete assignments between classes would help everyone improve faster. I really don't feel that I had as much improvement this semester

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

- Doing great.
- He is great and honest and is always there to help us.
- We love Dr. Dahn! Best teacher for the best class.
- Dr. Dahn is an excellent professor. At times it seemed like we moved really quickly through concepts before the class really grasped it. But beside that, Dr. Dahn is great with his class and the way he teaches.
- Awesome teacher! A good balance between having fun with students and getting things done.
- Excellent!
- His Bomblastic!! He does an awesome job at caring for his students. Maybe be more strict because class can kind of get out of hand sometimes.
- He's my favorite prof! I really enjoy taking classes with him, and I am going to miss theory a lot!
- I appreciated his patience with us when it took longer to understand a concept or if we weren't singing well.
- Dr. Dahn's really helpful and understanding.

- Very good; relates well; patient.
- Dr. Dahn is understanding and I appreciate his ability to take Theory class seriously but also be willing to care about us as students enough to make the class function in our lives well, such as letting us take quizzes at other times or being willing to move back due dates and not assigning material on busy nights.