



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

There were **12** students enrolled in the course and **10** students responded. Your results are considered only **marginally reliable**. The **83%** 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	4.6	4.5
C. Excellent Course	4.5	4.6
D. Average of B & C	4.6	4.6
Summary Evaluation (Average of A & D) ¹	4.4	4.4

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)										
Higher Next 20% (56–62)	56	56	57		60	61	59	58	58	57
Similar Middle 40% (45–55)				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	52	54	54	55	59	55	57	53	55
Institution	56	55	55	53	58	58	57	56	57	56

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	4.4	4.4	0%	100%
22. Learning fundamental principles, generalizations, or theories	Important	4.4	4.4	0%	100%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.2	4.1	0%	90%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.1	4.1	0%	80%
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	4.2	4.4	0%	80%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	4.3	4.3	0%	80%
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
58 Higher	58 Higher	53 Similar	55 Similar	56 Higher	55 Similar
59 Higher	59 Higher	54 Similar	56 Higher	59 Higher	58 Higher
54 Similar	52 Similar	50 Similar	52 Similar	54 Similar	52 Similar
51 Similar	50 Similar	46 Similar	49 Similar	52 Similar	51 Similar
55 Similar	57 Higher	49 Similar	52 Similar	54 Similar	57 Higher
58 Higher	58 Higher	48 Similar	50 Similar	59 Higher	58 Higher
56 Higher	56 Higher	50 Similar	52 Similar	56 Higher	55 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)

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	2.3
34. Amount of work in other (non-reading) assignments	4.2
35. Difficulty of subject matter	3.7

Student Description

37. I worked harder on this course than on most courses I have taken.	3.5
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.	3.5

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
38	Lower	43	Lower	41	Lower
63	Much Higher	61	Higher	65	Much Higher
55	Similar	54	Similar	55	Similar

49	Similar	48	Similar	51	Similar
55	Similar	50	Similar	56	Higher
45	Similar	39	Lower	47	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				
13. Introduced stimulating ideas about the subject	All selected objectives	4.1	80%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.0	80%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.2	90%	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

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26	3.4	60%	Consider increasing use
18. Asked students to help each other understand ideas or concepts	26	3.9	60%	Retain current use or consider increasing
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.3	90%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.5	100%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 26, 27	4.7	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	24, 26, 27	4.5	90%	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	90%	

Encouraging Student Involvement

11. Related course material to real life situations	23	3.9	70%	Consider increasing use
19. Gave projects, tests, or assignments that required original or creative thinking	26, 27	4.1	80%	Retain current use or consider increasing
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	26	3.9	70%	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	3.8	80%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 24, 27	4.5	90%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24	4.3	90%	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	4.7	90%	Strength to retain
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.9	80%	

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	3	7	0	4.7	0.5
2. Found ways to help students answer their own questions	0	0	0	5	5	0	4.5	0.5
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	0	3	7	0	4.7	0.5
4. Demonstrated the importance and significance of the subject matter	0	0	0	4	6	0	4.6	0.5
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	1	5	4	0	4.3	0.7
6. Made it clear how each topic fit into the course	0	0	1	3	6	0	4.5	0.7
7. Explained the reasons for criticisms of students' academic...	0	0	1	3	6	0	4.5	0.7
8. Stimulated students to intellectual effort beyond that required by...	0	1	0	5	4	0	4.2	0.9
9. Encouraged students to use multiple resources (e.g. data banks,...	1	0	1	6	2	0	3.8	1.1
10. Explained course material clearly and concisely	0	1	0	4	5	0	4.3	0.9
11. Related course material to real life situations	0	1	2	4	3	0	3.9	1.0
12. Gave tests, projects, etc. that covered the most important points...	0	0	1	1	8	0	4.7	0.7
13. Introduced stimulating ideas about the subject	0	0	2	5	3	0	4.1	0.7
14. Involved students in "hands on" projects such as research, case...	1	0	2	3	4	0	3.9	1.3
15. Inspired students to set and achieve goals which really...	1	0	1	4	4	0	4.0	1.2
16. Asked students to share ideas and experiences with others...	1	1	2	5	1	0	3.4	1.2
17. Provided timely and frequent feedback on tests, reports,...	1	1	0	4	4	0	3.9	1.4
18. Asked students to help each other understand ideas or concepts	0	0	4	3	3	0	3.9	0.9
19. Gave projects, tests, or assignments that required original or...	0	0	2	5	3	0	4.1	0.7
20. Encouraged student-faculty interaction outside of class (office...	0	1	0	3	6	0	4.4	1.0

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	6	4	0	4.4	0.5	58	58	4.0	4.3	4.1
22. Learning fundamental principles, generalizations, or...	0	0	0	6	4	0	4.4	0.5	59	59	3.9	4.2	3.9
23. Learning to <i>apply</i> course material (to improve thinking,...	0	0	1	6	3	0	4.2	0.6	54	52	4.0	4.2	4.0
24. Developing specific skills, competencies, and points of...	0	0	2	5	3	0	4.1	0.7	51	50	4.0	4.3	4.0
25. Acquiring skills in working with others as a member of a team	1	2	5	2	0	0	2.8	0.9	NA	NA	3.9	4.1	3.7
26. Developing creative capacities (writing, inventing,...	0	0	2	4	4	0	4.2	0.8	55	57	3.9	4.2	3.9
27. Gaining a broader understanding and appreciation of...	0	0	2	3	5	0	4.3	0.8	58	58	3.7	4.4	3.7
28. Developing skill in expressing myself orally or in writing	2	1	4	3	0	0	2.8	1.1	NA	NA	3.8	3.7	3.6
29. Learning how to find and use resources for answering questions...	1	2	1	5	1	0	3.3	1.3	NA	NA	3.7	3.9	3.5
30. Developing a clearer understanding of, and commitment to,...	2	1	6	1	0	0	2.6	1.0	NA	NA	3.8	3.9	3.7
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments,...	1	0	4	3	2	0	3.5	1.2	NA	NA	3.8	3.8	3.8
32. Acquiring an interest in learning more by asking my own...	1	0	6	3	0	0	3.1	0.9	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	3	2	4	1	0	0	2.3	1.1	38	NA	3.2	2.8	3.1
34. Amount of work in other (non-reading) assignments	0	0	2	4	4	0	4.2	0.8	63	NA	3.4	3.5	3.3
35. Difficulty of subject matter	1	0	3	3	3	0	3.7	1.3	55	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	3	0	4.1	0.7	NA	NA	3.7	4.0	3.7
37. I worked harder on this course than on most courses I have taken.	1	1	2	4	2	0	3.5	1.3	49	NA	3.6	3.6	3.4
38. I really wanted to take a course from this instructor.	0	0	2	4	4	0	4.2	0.8	NA	NA	3.4	3.9	3.7
39. I really wanted to take this course regardless of who taught it.	1	0	4	2	3	0	3.6	1.3	55	NA	3.3	3.6	3.3
40. As a result of taking this course, I have more positive feelings...	0	0	3	6	1	0	3.8	0.6	49	47	3.9	4.2	4.0
41. Overall, I rate this instructor an excellent teacher.	0	0	1	2	7	0	4.6	0.7	57	55	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	0	0	0	5	5	0	4.5	0.5	60	61	3.9	4.2	4.0
43. As a rule, I put forth more effort than other students on...	1	0	4	3	2	0	3.5	1.2	45	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.

MUS112 01 Dr. Luke Dahn Music Theory II

Average Prior cum. GPA – Course (12 students): 3.31

Course Grade Average (12 students): 2.97

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F	W	I	P	NP	AU
3	0	1	4	1	1	1	0	1	0	0	0	0	0	0	0	0

EVALUATION RESULTS

Course Number & Title – MUS112 Music Theory II

2010-11 Academic Year – Spring Semester

Professor –Luke Dahn

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?

- Now I think more about what it means to be a Christian musician.
- It didn't do a lot of faith integrating.
- This course has taught me to write music and hymns which I can use the skills in church or to write praise music.
- This course helped me through discussions to think about the role of faith in art and how I need to have the right perspective on my music.
- I've learned to trust that God will help me understand what I need to in the course. I've done some thinking about creating music and how we give credit to God.
- It has helped me understand how complex music is and how awesome God is for giving it to us.
- It hasn't, but that's okay. It doesn't need to.
- It has made me think about what I really want to do with my degree and how I can impact other students.
- We read about why we have to do music, glorifying God.

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

- I think the course is difficult, but not impossible if one puts their mind to it.
- Is a good class. Learned a lot. But like I said, he needs to be better at (?) it down sometimes because I get easily confused.
- I enjoyed the things I learned in this class because they are things I can use.
- Updates on grades could be better. Especially put our scores and grades online.
- I'm sure it's necessary to move fast to cover all of the material, but I felt overwhelmed at times with the amount of material covered.
- It's harder for quiet learners.
- Very interesting and fun to learn about.
- Sometimes he teaches so many things at the same time that my brain can't even take it.

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

- I think Dr. Dahn is a good teacher and is interested in our learning.
- He needs to work on staying on the same topic and maybe slowing down when it comes to new material. It left the class more confused some days.
- I enjoy the way Dr. Dahn teaches because he is clear and tries to make it understandable.
- Dr. Dahn is a great instructor, and he really cares about us.
- Great guy!
- Thanks for being a great teacher!
- He loves what he does and cares about us. He is a great professor.
- Dr. Dahn is a great professor that I respect highly!
- I love the donuts.