TORBATI, M

Fresno Pacific University

Liberal Arts & Sciences, General Studies & Humanities
W 6:00
Spring 2013

Maryam Torbati
ART 301-LA 70
VIS

IDEA Diagnostic Form Report

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

Of the 22 students enrolled, 22 responded (100%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

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] Twelve objectives were selected as relevant (Important or Essential – see page 2)	5.0	4.4
Overall Ratings		
B. Excellent Teacher	4.9	4.4
C. Excellent Course	4.9	4.1
D. Average of B & C	4.9	4.3
Summary Evaluation (Average of A & D) [1]	**5.0**	**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: B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	68				65		63		66	
Higher Next 20% (56–62)		58	61							56
Similar Middle 40% (45–55)				54		53		54		
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

Discipline (IDEA Data)	68	58	60	54	65	54	63	54	66	56
Institution	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

IDEA Discipline used for comparison:
Liberal Arts & Sciences, General Studies & Humanities

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		Your Converted Average When Compared to Group Averages					
						IDEA Database		IDEA Discipline[1]		Your Institution[1]	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Important	5.0	4.5	0%	100%	69 Much Higher	60 Higher	69 Much Higher	58 Higher	NA	NA
22. Learning fundamental principles, generalizations, or theories	Important	5.0	4.5	0%	100%	71 Much Higher	62 Higher	69 Much Higher	60 Higher	NA	NA
23. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Important	5.0	4.3	0%	100%	69 Much Higher	57 Higher	67 Much Higher	56 Higher	NA	NA
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	5.0	4.3	0%	100%	67 Much Higher	56 Higher	68 Much Higher	57 Higher	NA	NA
25. Acquiring skills in working with others as a member of a team	Important	5.0	4.3	0%	100%	66 Much Higher	55 Similar	68 Much Higher	58 Higher	NA	NA
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	5.0	4.2	0%	100%	65 Much Higher	55 Similar	67 Much Higher	54 Similar	NA	NA
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	5.0	4.2	0%	100%	67 Much Higher	57 Higher	68 Much Higher	55 Similar	NA	NA
28. Developing skill in expressing myself orally or in writing	Important	5.0	4.4	0%	100%	67 Much Higher	58 Higher	68 Much Higher	59 Higher	NA	NA
29. Learning how to find and use resources for answering questions or solving problems	Important	5.0	4.4	0%	100%	71 Much Higher	61 Higher	70 Much Higher	60 Higher	NA	NA
30. Developing a clearer understanding of, and commitment to, personal values	Important	5.0	4.3	0%	100%	69 Much Higher	59 Higher	68 Much Higher	57 Higher	NA	NA
31. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Important	5.0	4.4	0%	100%	69 Much Higher	60 Higher	68 Much Higher	60 Higher	NA	NA
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	5.0	4.4	0%	100%	71 Much Higher	60 Higher	68 Much Higher	58 Higher	NA	NA
Progress on Relevant Objectives		**5.0**	**4.4**			**68**	**58**	**68**	**58**	**NA**	**NA**

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)	Your Converted Average When Compared to Group Averages					
		IDEA Database		IDEA Discipline		Your Institution	
33. Amount of reading	3.4	53	Similar	48	Similar	NA	
34. Amount of work in other (non-reading) assignments	4.1	62	Higher	64	Much Higher	NA	
35. Difficulty of subject matter	3.4	49	Similar	52	Similar	NA	
Student Description							
37. I worked harder on this course than on most courses I have taken.	4.6	68	Much Higher	72	Much Higher	NA	
39. I really wanted to take this course regardless of who taught it.	4.1	64	Much Higher	68	Much Higher	NA	
43. As a rule, I put forth more effort than other students on academic work.	4.6	80	Much Higher	73	Much Higher	NA	

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56-62) Similar = Middle 40% (45-55)
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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				
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	5.0	100%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	5.0	100%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 30, 32	5.0	100%	Strength to retain
Fostering Student Collaboration				
18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	25, 26, 27, 28, 30, 31	5.0	100%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	5.0	100%	Strength to retain
Establishing Rapport				
2. Found ways to help students answer their own questions	All selected objectives	5.0	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 24, 26, 27, 28, 29, 31, 32	5.0	100%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 28, 32	5.0	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	5.0	100%	Strength to retain
Encouraging Student Involvement				
19. Gave projects, tests, or assignments that required original or creative thinking	25, 26, 27, 28, 29, 31	5.0	100%	Strength to retain
11. Related course material to real life situations	23, 24, 30	5.0	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 29	5.0	100%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	5.0	100%	Strength to retain
Structuring Classroom Experiences				
6. Made it clear how each topic fit into the course	21, 22, 23, 24, 27, 30, 32	5.0	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 27	5.0	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	5.0	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	5.0	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	5.0	100%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding							
	1	2	3	4	5	Omit	Avg.	s.d.
1. Displayed a personal interest in students and their learning	0	0	0	1	21	0	5.0	0.2
2. Found ways to help students answer their own questions	0	0	0	1	21	0	5.0	0.2
3. Scheduled course work (class activities, tests, projects) in...	0	0	0	0	22	0	5.0	0.0
4. Demonstrated the importance and significance of the...	0	0	0	0	22	0	5.0	0.0
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	0	22	0	5.0	0.0
6. Made it clear how each topic fit into the course	0	0	0	0	22	0	5.0	0.0
7. Explained the reasons for criticisms of students' academic...	0	0	0	0	22	0	5.0	0.0
8. Stimulated students to intellectual effort beyond that...	0	0	0	0	22	0	5.0	0.0
9. Encouraged students to use multiple resources (e.g. data...	0	0	0	0	22	0	5.0	0.0
10. Explained course material clearly and concisely	0	0	0	0	22	0	5.0	0.0
11. Related course material to real life situations	0	0	0	0	22	0	5.0	0.0
12. Gave tests, projects, etc. that covered the most important...	0	0	0	0	22	0	5.0	0.0
13. Introduced stimulating ideas about the subject	0	0	0	0	22	0	5.0	0.0
14. Involved students in "hands on" projects such as...	0	0	0	0	22	0	5.0	0.0
15. Inspired students to set and achieve goals which really...	0	0	0	0	22	0	5.0	0.0
16. Asked students to share ideas and experiences with...	0	0	0	0	22	0	5.0	0.0
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	0	22	0	5.0	0.0
18. Asked students to help each other understand ideas or...	0	0	0	0	22	0	5.0	0.0
19. Gave projects, tests, or assignments that required original...	0	0	0	0	22	0	5.0	0.0
20. Encouraged student-faculty interaction outside of class...	0	0	0	0	22	0	5.0	0.0

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:
Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 2400
Discipline code used for comparison: 2400
Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	0	0	0	1	20	1	5.0	0.2	69	60	4.0	4.2	NA
22. Learning fundamental principles, generalizations, or...	0	0	0	1	20	1	5.0	0.2	71	62	3.9	4.1	NA
23. Learning to *apply* course material (to improve thinking,...	0	0	0	1	20	1	5.0	0.2	69	57	4.0	4.1	NA
24. Developing specific skills, competencies, and points of...	0	0	0	1	20	1	5.0	0.2	67	56	4.0	4.1	NA
25. Acquiring skills in working with others as a member...	0	0	0	1	21	0	5.0	0.2	66	55	3.9	4.0	NA
26. Developing creative capacities (writing, inventing,...	0	0	0	1	21	0	5.0	0.2	65	55	3.9	4.1	NA
27. Gaining a broader understanding and appreciation of...	0	0	0	1	21	0	5.0	0.2	67	57	3.7	4.1	NA
28. Developing skill in expressing myself orally or in...	0	0	0	1	21	0	5.0	0.2	67	58	3.8	4.0	NA
29. Learning how to find and use resources for answering...	0	0	0	1	21	0	5.0	0.2	71	61	3.7	4.0	NA
30. Developing a clearer understanding of, and...	0	0	0	1	21	0	5.0	0.2	69	59	3.8	4.1	NA
31. Learning to *analyze* and *critically evaluate* ideas,...	0	0	0	1	21	0	5.0	0.2	69	60	3.8	4.1	NA
32. Acquiring an interest in learning more by asking my...	0	0	0	1	21	0	5.0	0.2	71	60	3.8	4.0	NA

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	2	1	9	4	5	1	3.4	1.2	53	NA	3.2	3.6	NA
34. Amount of work in other (non-reading) assignments	0	0	8	3	10	1	4.1	0.9	62	NA	3.4	3.4	NA
35. Difficulty of subject matter	1	2	10	4	4	1	3.4	1.1	49	NA	3.4	3.3	NA

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	2	17	1	4.7	0.6	NA	NA	3.7	3.3	NA
37. I worked harder on this course than on most courses I...	0	0	3	3	15	1	4.6	0.7	68	NA	3.6	3.4	NA
38. I really wanted to take a course from this instructor.	0	0	2	1	18	1	4.8	0.6	NA	NA	3.4	3.4	NA
39. I really wanted to take this course regardless of who...	3	0	2	2	14	1	4.1	1.5	64	NA	3.3	3.1	NA
40. As a result of taking this course, I have more positive...	0	0	1	1	19	1	4.9	0.5	67	52	3.9	3.8	NA
41. Overall, I rate this instructor an excellent teacher.	0	0	1	1	19	1	4.9	0.5	61	54	4.2	4.3	NA
42. Overall, I rate this course as excellent.	0	0	1	1	19	1	4.9	0.5	65	53	3.9	3.9	NA
43. As a rule, I put forth more effort than other students on...	0	0	2	5	14	1	4.6	0.7	80	NA	3.6	3.8	NA

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

Additional Questions:

	1	2	3	4	5	Omit	Avg.	s.d.
48.	0	0	0	0	22	0	5.0	0.0
49.	0	0	0	1	21	0	5.0	0.2
50.	0	0	0	1	21	0	5.0	0.2
51.	1	0	0	1	20	0	4.8	0.9
52.	0	0	0	0	22	0	5.0	0.0
53.						22		
54.						22		
55.						22		
56.						22		
57.						22		

	1	2	3	4	5	Omit	Avg.	s.d.
58.						22		
59.						22		
60.						22		
61.						22		
62.						22		
63.						22		
64.						22		
65.						22		
66.						22		
67.						22		

Written Comments

INSTRUCTOR: **Maryam Torbati**

COURSE: **ART 301-LA 70**

TERM: **SPRING 2013**

- She was a very creative and artistic teacher. She cared for her students greatly.
- Mrs. Torbati was exellent teacher.
- Mrs. Torbati is awesome. She manage to push thru for us even with her heart condition
- Mrs. Torbati was an excellent instructor. I have learned so much & look forward to using what I have learned in my Future class room.
- She was amazing. Best class ever. Fun and full of learning.
- Wonderful, Knowledgeable, passionate instructor! Loved the course and the hands on activities!
- Very great instructor, made art a fun learning experience
- Amazing teacher!
- Great instructor! Loved Art 301 Mrs. Torbati always encouraged us to keep learning.
- By far one of the most inspiring instructors in our program this far. She worked with students when they had any questions and encouraged opinions. I wish we could have her again in future courses. I didn't know I was an artist. Thank you!

TORBATI, M

Fresno Pacific University

Liberal Arts & Sciences, General Studies & Humaniti
U 6:00
Spring 2013

Maryam Torbati
ART 301-LA 71
N. Fresno

IDEA Diagnostic Form Report

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

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Your Average Scores

	Your Average (5-point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] Twelve objectives were selected as relevant (Important or Essential – see page 2)	5.0	4.5
Overall Ratings		
B. Excellent Teacher	5.0	4.6
C. Excellent Course	5.0	4.6
D. Average of B & C	5.0	4.6
Summary Evaluation (Average of A & D) [1]	5.0	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)	69		63		68		66		68	
Higher Next 20% (56–62)		61		56		60		58		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)	69	61	63	56	67	60	65	58	67	60
Institution	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

IDEA Discipline used for comparison:
Liberal Arts & Sciences, General Studies & Humanities

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		Your Converted Average When Compared to Group Averages					
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21. Gaining factual knowledge (terminology, classifications, methods, trends)	Important	5.0	4.8	0%	100%	70 Much Higher	67 Much Higher	70 Much Higher	65 Much Higher	NA	NA
22. Learning fundamental principles, generalizations, or theories	Important	5.0	4.8	0%	100%	72 Much Higher	68 Much Higher	70 Much Higher	66 Much Higher	NA	NA
23. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Important	5.0	4.6	0%	100%	70 Much Higher	61 Higher	68 Much Higher	61 Higher	NA	NA
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	5.0	4.6	0%	100%	68 Much Higher	61 Higher	69 Much Higher	62 Higher	NA	NA
25. Acquiring skills in working with others as a member of a team	Important	5.0	4.5	0%	100%	67 Much Higher	59 Higher	69 Much Higher	62 Higher	NA	NA
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	4.9	4.2	0%	100%	65 Much Higher	55 Similar	66 Much Higher	54 Similar	NA	NA
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	5.0	4.3	0%	100%	68 Much Higher	59 Higher	69 Much Higher	57 Higher	NA	NA
28. Developing skill in expressing myself orally or in writing	Important	5.0	4.4	0%	100%	68 Much Higher	58 Higher	69 Much Higher	59 Higher	NA	NA
29. Learning how to find and use resources for answering questions or solving problems	Important	5.0	4.5	0%	100%	72 Much Higher	63 Much Higher	71 Much Higher	63 Much Higher	NA	NA
30. Developing a clearer understanding of, and commitment to, personal values	Important	5.0	4.5	0%	100%	69 Much Higher	61 Higher	69 Much Higher	60 Higher	NA	NA
31. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Important	5.0	4.5	0%	100%	70 Much Higher	61 Higher	69 Much Higher	62 Higher	NA	NA
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	5.0	4.5	0%	100%	72 Much Higher	63 Much Higher	69 Much Higher	61 Higher	NA	NA
Progress on Relevant Objectives		**5.0**	**4.5**			**69**	**61**	**69**	**61**	**NA**	**NA**

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)	Your Converted Average When Compared to Group Averages					
		IDEA Database		IDEA Discipline		Your Institution	
33. Amount of reading	3.4	53	Similar	48	Similar	NA	
34. Amount of work in other (non-reading) assignments	4.4	67	Much Higher	70	Much Higher	NA	
35. Difficulty of subject matter	3.2	46	Similar	48	Similar	NA	
Student Description							
37. I worked harder on this course than on most courses I have taken.	4.1	60	Higher	63	Much Higher	NA	
39. I really wanted to take this course regardless of who taught it.	3.9	60	Higher	64	Much Higher	NA	
43. As a rule, I put forth more effort than other students on academic work.	4.1	65	Much Higher	59	Higher	NA	

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	5.0	100%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 30, 32	5.0	100%	Strength to retain
Fostering Student Collaboration				
18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26, 28, 30, 31	5.0	100%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	5.0	100%	Strength to retain
Establishing Rapport				
2. Found ways to help students answer their own questions	All selected objectives	4.9	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	24, 25, 26, 27, 28, 29, 31, 32	5.0	100%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 26, 27, 30, 32	5.0	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	5.0	100%	
Encouraging Student Involvement				
19. Gave projects, tests, or assignments that required original or creative thinking	26, 27, 28, 29, 31	5.0	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 26, 29	5.0	100%	Strength to retain
11. Related course material to real life situations	23, 30	5.0	100%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	5.0	100%	Strength to retain
Structuring Classroom Experiences				
6. Made it clear how each topic fit into the course	21, 22, 23, 24, 25, 27, 30, 32	5.0	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 32	5.0	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	5.0	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	5.0	100%	Strength to retain
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.9	100%	

Statistical Detail

	Number Responding							
	1	2	3	4	5	Omit	Avg.	s.d.
1. Displayed a personal interest in students and their learning	0	0	0	0	10	0	5.0	0.0
2. Found ways to help students answer their own questions	0	0	0	1	9	0	4.9	0.3
3. Scheduled course work (class activities, tests, projects) in...	0	0	0	0	10	0	5.0	0.0
4. Demonstrated the importance and significance of the...	0	0	0	0	10	0	5.0	0.0
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	0	10	0	5.0	0.0
6. Made it clear how each topic fit into the course	0	0	0	0	10	0	5.0	0.0
7. Explained the reasons for criticisms of students' academic...	0	0	0	0	10	0	5.0	0.0
8. Stimulated students to intellectual effort beyond that...	0	0	0	0	10	0	5.0	0.0
9. Encouraged students to use multiple resources (e.g. data...	0	0	0	0	10	0	5.0	0.0
10. Explained course material clearly and concisely	0	0	0	0	10	0	5.0	0.0
11. Related course material to real life situations	0	0	0	0	10	0	5.0	0.0
12. Gave tests, projects, etc. that covered the most important...	0	0	0	0	10	0	5.0	0.0
13. Introduced stimulating ideas about the subject	0	0	0	0	10	0	5.0	0.0
14. Involved students in "hands on" projects such as...	0	0	0	0	10	0	5.0	0.0
15. Inspired students to set and achieve goals which really...	0	0	0	0	10	0	5.0	0.0
16. Asked students to share ideas and experiences with...	0	0	0	0	10	0	5.0	0.0
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	1	9	0	4.9	0.3
18. Asked students to help each other understand ideas or...	0	0	0	0	10	0	5.0	0.0
19. Gave projects, tests, or assignments that required original...	0	0	0	0	10	0	5.0	0.0
20. Encouraged student-faculty interaction outside of class...	0	0	0	0	10	0	5.0	0.0

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:

Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 2400
Discipline code used for comparison: 2400
Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	0	0	0	0	10	0	5.0	0.0	70	67	4.0	4.2	NA
22. Learning fundamental principles, generalizations, or...	0	0	0	0	10	0	5.0	0.0	72	68	3.9	4.1	NA
23. Learning to *apply* course material (to improve thinking,...	0	0	0	0	10	0	5.0	0.0	70	61	4.0	4.1	NA
24. Developing specific skills, competencies, and points of...	0	0	0	0	10	0	5.0	0.0	68	61	4.0	4.1	NA
25. Acquiring skills in working with others as a member...	0	0	0	0	10	0	5.0	0.0	67	59	3.9	4.0	NA
26. Developing creative capacities (writing, inventing,...	0	0	0	1	9	0	4.9	0.3	65	55	3.9	4.1	NA
27. Gaining a broader understanding and appreciation of...	0	0	0	0	10	0	5.0	0.0	68	59	3.7	4.1	NA
28. Developing skill in expressing myself orally or in...	0	0	0	0	10	0	5.0	0.0	68	58	3.8	4.0	NA
29. Learning how to find and use resources for answering...	0	0	0	0	10	0	5.0	0.0	72	63	3.7	4.0	NA
30. Developing a clearer understanding of, and...	0	0	0	0	10	0	5.0	0.0	69	61	3.8	4.1	NA
31. Learning to *analyze* and *critically evaluate* ideas,...	0	0	0	0	10	0	5.0	0.0	70	61	3.8	4.1	NA
32. Acquiring an interest in learning more by asking my...	0	0	0	0	9	1	5.0	0.0	72	63	3.8	4.0	NA

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	6	1	2	0	3.4	1.0	53	NA	3.2	3.6	NA
34. Amount of work in other (non-reading) assignments	0	0	1	4	5	0	4.4	0.7	67	NA	3.4	3.4	NA
35. Difficulty of subject matter	1	1	5	1	2	0	3.2	1.2	46	NA	3.4	3.3	NA

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	0	10	0	5.0	0.0	NA	NA	3.7	3.3	NA
37. I worked harder on this course than on most courses I...	0	0	2	5	3	0	4.1	0.7	60	NA	3.6	3.4	NA
38. I really wanted to take a course from this instructor.	0	0	0	0	10	0	5.0	0.0	NA	NA	3.4	3.4	NA
39. I really wanted to take this course regardless of who...	1	0	3	1	5	0	3.9	1.4	60	NA	3.3	3.1	NA
40. As a result of taking this course, I have more positive...	0	0	0	0	10	0	5.0	0.0	69	61	3.9	3.8	NA
41. Overall, I rate this instructor an excellent teacher.	0	0	0	0	10	0	5.0	0.0	63	56	4.2	4.3	NA
42. Overall, I rate this course as excellent.	0	0	0	0	10	0	5.0	0.0	68	60	3.9	3.9	NA
43. As a rule, I put forth more effort than other students on...	0	0	2	4	3	1	4.1	0.8	65	NA	3.6	3.8	NA

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

Additional Questions:

	1	2	3	4	5	Omit	Avg.	s.d.
48.	0	0	0	0	9	1	5.0	0.0
49.	0	0	0	1	8	1	4.9	0.3
50.	0	0	0	0	9	1	5.0	0.0
51.	0	0	0	0	9	1	5.0	0.0
52.	0	0	0	0	9	1	5.0	0.0
53.						10		
54.						10		
55.						10		
56.						10		
57.						10		

	1	2	3	4	5	Omit	Avg.	s.d.
58.						10		
59.						10		
60.						10		
61.						10		
62.						10		
63.						10		
64.						10		
65.						10		
66.						10		
67.						10		

Written Comments

INSTRUCTOR: **Maryam Torbati**

COURSE: **ART 301-LA 71**

TERM: **SPRING 2013**

- Dr. Torbati is an excellent teacher.
- This was a great course! I recommend this course with Dr. Torbati.
- Dr. Torbati is one of the best teachers I have ever had! I do not like that our program was changed to an online emphasis half way through, especially since we were given no notification. Moodle does not work very well, and is often incompatable with tablets.
- Mrs. Torbati was by far one of the BEST instructors I have ever had. She shared her knowledge in a way that stuck with me. I will carry on everything I've learned for a long a time.
- Really unhappy with moodle. I feel that the teachers are just as confused with it as we are. It made school very stressful. Dr. Torbati is a terrific teacher. She always makes us feel confident and encourages us to express ourselves. I want to be a teacher with her same methods & passion.
- I was not prepared for this class to be an in-class and on-line class. I work 2 Full Time jobs and plan my schedule according to my cohort calendar and work schedule. Please inform us of any changes to our schedule!

Torbati, Maryam

Fresno Pacific University

LA-322-XON10
Disc Learning Mind Brain Body
Spring 2013
Local code: 2206

IDEA Diagnostic Form Report

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

Of the 22 students enrolled, 10 responded (45%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

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] Twelve objectives were selected as relevant (Important or Essential –see page 2)	4.6	4.5
Overall Ratings		
B. Excellent Teacher	5.0	5.0
C. Excellent Course	4.8	4.9
D. Average of B & C	4.9	5.0
Summary Evaluation (Average of A & D) [1]	4.8	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)			63	64	65	66	64	65	63	63
Higher Next 20% (56–62)	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]

Discipline (IDEA Data)	60	61	63	65	64	66	64	66	62	64
Institution	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

IDEA Discipline used for comparison:
Liberal Arts & Sciences, General Studies & Humanities

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		Your Converted Average When Compared to Group Averages					
						IDEA Database		IDEA Discipline[1]		Your Institution[1]	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.5	4.6	0%	90%	60 Higher	61 Higher	58 Higher	60 Higher	NA	NA
22. Learning fundamental principles, generalizations, or theories	Essential	4.6	4.7	0%	90%	64 Much Higher	66 Much Higher	61 Higher	64 Much Higher	NA	NA
23. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Essential	4.6	4.6	0%	90%	62 Higher	62 Higher	60 Higher	62 Higher	NA	NA
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.6	4.7	0%	90%	61 Higher	62 Higher	61 Higher	63 Much Higher	NA	NA
25. Acquiring skills in working with others as a member of a team	Essential	4.6	4.5	0%	90%	61 Higher	59 Higher	61 Higher	62 Higher	NA	NA
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Essential	4.6	4.4	0%	90%	60 Higher	58 Higher	60 Higher	58 Higher	NA	NA
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	4.5	4.4	0%	90%	61 Higher	60 Higher	59 Higher	59 Higher	NA	NA
28. Developing skill in expressing myself orally or in writing	Essential	4.5	4.3	0%	90%	61 Higher	57 Higher	60 Higher	57 Higher	NA	NA
29. Learning how to find and use resources for answering questions or solving problems	Essential	4.6	4.6	0%	90%	65 Much Higher	65 Much Higher	63 Much Higher	65 Much Higher	NA	NA
30. Developing a clearer understanding of, and commitment to, personal values	Essential	4.5	4.5	0%	90%	61 Higher	62 Higher	59 Higher	61 Higher	NA	NA
31. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Essential	4.5	4.4	0%	90%	61 Higher	60 Higher	59 Higher	60 Higher	NA	NA
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Essential	4.6	4.6	0%	90%	64 Much Higher	65 Much Higher	62 Higher	63 Much Higher	NA	NA
Progress on Relevant Objectives		4.6	4.5			62	61	60	61	NA	NA

[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.

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)	Your Converted Average When Compared to Group Averages					
		IDEA Database		IDEA Discipline		Your Institution	
33. Amount of reading	3.2	50	Similar	45	Similar	NA	
34. Amount of work in other (non-reading) assignments	3.3	48	Similar	48	Similar	NA	
35. Difficulty of subject matter	3.1	44	Lower	47	Similar	NA	
Student Description							
37. I worked harder on this course than on most courses I have taken.	4.2	61	Higher	65	Much Higher	NA	
39. I really wanted to take this course regardless of who taught it.	3.1	46	Similar	51	Similar	NA	
43. As a rule, I put forth more effort than other students on academic work.	4.0	62	Higher	56	Higher	NA	

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	4.6	100%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.6	100%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	4.8	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 30, 32	4.9	100%	Strength to retain
Fostering Student Collaboration				
18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	4.5	90%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	25, 26, 27, 28, 30, 31	4.7	100%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	4.7	90%	Strength to retain
Establishing Rapport				
2. Found ways to help students answer their own questions	All selected objectives	4.8	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 24, 26, 27, 28, 29, 31, 32	4.3	70%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 28, 32	4.9	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	4.8	100%	Strength to retain
Encouraging Student Involvement				
19. Gave projects, tests, or assignments that required original or creative thinking	25, 26, 27, 28, 29, 31	4.7	100%	Strength to retain
11. Related course material to real life situations	23, 24, 30	4.8	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 29	4.7	100%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	4.5	90%	Strength to retain
Structuring Classroom Experiences				
6. Made it clear how each topic fit into the course	21, 22, 23, 24, 27, 30, 32	4.7	89%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 27	4.7	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	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	4.8	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.6	90%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

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

Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 2400
Discipline code used for comparison: 2400
Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

									Converted Avg.		Comparison Group Average		
									Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	0	0	1	3	6	0	4.5	0.7	60	61	4.0	4.2	NA
22. Learning fundamental principles, generalizations, or...	0	0	1	2	7	0	4.6	0.7	64	66	3.9	4.1	NA
23. Learning to *apply* course material (to improve thinking,...	0	0	1	2	7	0	4.6	0.7	62	62	4.0	4.1	NA
24. Developing specific skills, competencies, and points of...	0	0	1	2	7	0	4.6	0.7	61	62	4.0	4.1	NA
25. Acquiring skills in working with others as a member of...	0	0	1	2	7	0	4.6	0.7	61	59	3.9	4.0	NA
26. Developing creative capacities (writing, inventing,...	0	0	1	2	7	0	4.6	0.7	60	58	3.9	4.1	NA
27. Gaining a broader understanding and appreciation of...	0	0	1	3	6	0	4.5	0.7	61	60	3.7	4.1	NA
28. Developing skill in expressing myself orally or in writing	0	0	1	3	6	0	4.5	0.7	61	57	3.8	4.0	NA
29. Learning how to find and use resources for answering...	0	0	1	2	7	0	4.6	0.7	65	65	3.7	4.0	NA
30. Developing a clearer understanding of, and...	0	0	1	3	6	0	4.5	0.7	61	62	3.8	4.1	NA
31. Learning to *analyze* and *critically evaluate* ideas,...	0	0	1	3	6	0	4.5	0.7	61	60	3.8	4.1	NA
32. Acquiring an interest in learning more by asking my...	0	0	1	2	7	0	4.6	0.7	64	65	3.8	4.0	NA

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	0	8	2	0	0	3.2	0.4	50	NA	3.2	3.6	NA
34. Amount of work in other (non-reading) assignments	0	0	7	3	0	0	3.3	0.5	48	NA	3.4	3.4	NA
35. Difficulty of subject matter	0	0	9	1	0	0	3.1	0.3	44	NA	3.4	3.3	NA

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	1	7	0	4.5	0.8	NA	NA	3.7	3.3	NA
37. I worked harder on this course than on most courses I have taken.	0	0	4	0	6	0	4.2	1.0	61	NA	3.6	3.4	NA
38. I really wanted to take a course from this instructor.	0	0	1	1	8	0	4.7	0.7	NA	NA	3.4	3.4	NA
39. I really wanted to take this course regardless of who taught it.	2	1	4	0	3	0	3.1	1.5	46	NA	3.3	3.1	NA
40. As a result of taking this course, I have more positive feelings...	0	0	1	1	8	0	4.7	0.7	64	66	3.9	3.8	NA
41. Overall, I rate this instructor an excellent teacher.	0	0	0	0	10	0	5.0	0.0	63	64	4.2	4.3	NA
42. Overall, I rate this course as excellent.	0	0	1	0	9	0	4.8	0.6	65	66	3.9	3.9	NA
43. As a rule, I put forth more effort than other students on...	0	0	3	4	3	0	4.0	0.8	62	NA	3.6	3.8	NA

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

No Additional Questions.

IDEA Student Ratings of Instruction

Torbati, Maryam
LA-322-XON10
Disc Learning Mind Brain Body
Fresno Pacific University
03-18-2013 -04-08-2013
Local Code: 2206

Comments: Use the space provided in the text area below for your comments.

- Enjoyed this class.
- Great instructor!!
- I enjoyed this class very much.
- Mrs. Torbati is an exceptional instructor! Her teaching style makes you want to learn more about the subject. A deffinite asset to the university!!
- Dr. Torbati is a great asset to Fresno Pacific. A prime example of a loving, caring, instructor.
- Maryam Tobatti was a great teacher,she always responded to all of my emails,questions or concerns.

Torbati, Maryam

Fresno Pacific University

LA-322-XVI20
Disc Learning Mind Brain Body
Spring 2013
Local code: 2206

IDEA Diagnostic Form Report

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

Of the 6 students enrolled, 3 responded (50%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

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] Twelve objectives were selected as relevant (Important or Essential –see page 2)	5.0	5.0
Overall Ratings		
B. Excellent Teacher	5.0	5.0
C. Excellent Course	5.0	5.0
D. Average of B & C	5.0	5.0
Summary Evaluation (Average of A & D) [1]	5.0	5.0

[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: B. Excellent Teacher		Overall Ratings: C. Excellent Course		Overall Ratings: D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	69	69	63	63	68	74	66	69	68	69
Higher Next 20% (56–62)										
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)	69	70	63	64	67	73	65	69	67	70
Institution	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

IDEA Discipline used for comparison:
Liberal Arts & Sciences, General Studies & Humanities

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		Your Converted Average When Compared to Group Averages					
						IDEA Database		IDEA Discipline[1]		Your Institution[1]	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	5.0	5.0	0%	100%	70 Much Higher	76 Much Higher	70 Much Higher	76 Much Higher	NA	NA
22. Learning fundamental principles, generalizations, or theories	Essential	5.0	5.0	0%	100%	72 Much Higher	77 Much Higher	70 Much Higher	76 Much Higher	NA	NA
23. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Essential	5.0	5.0	0%	100%	70 Much Higher	72 Much Higher	68 Much Higher	71 Much Higher	NA	NA
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	5.0	5.0	0%	100%	68 Much Higher	72 Much Higher	69 Much Higher	74 Much Higher	NA	NA
25. Acquiring skills in working with others as a member of a team	Essential	5.0	4.9	0%	100%	67 Much Higher	66 Much Higher	69 Much Higher	70 Much Higher	NA	NA
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Essential	5.0	4.7	0%	100%	66 Much Higher	62 Higher	68 Much Higher	62 Higher	NA	NA
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	5.0	4.8	0%	100%	68 Much Higher	66 Much Higher	69 Much Higher	67 Much Higher	NA	NA
28. Developing skill in expressing myself orally or in writing	Essential	5.0	4.5	0%	100%	68 Much Higher	61 Higher	69 Much Higher	62 Higher	NA	NA
29. Learning how to find and use resources for answering questions or solving problems	Essential	5.0	4.9	0%	100%	72 Much Higher	70 Much Higher	71 Much Higher	70 Much Higher	NA	NA
30. Developing a clearer understanding of, and commitment to, personal values	Essential	5.0	5.0	0%	100%	69 Much Higher	70 Much Higher	69 Much Higher	71 Much Higher	NA	NA
31. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Essential	5.0	4.8	0%	100%	70 Much Higher	67 Much Higher	69 Much Higher	68 Much Higher	NA	NA
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Essential	5.0	5.0	0%	100%	72 Much Higher	73 Much Higher	69 Much Higher	71 Much Higher	NA	NA
Progress on Relevant Objectives		5.0	5.0			69	69	69	70	NA	NA

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)	Your Converted Average When Compared to Group Averages					
		IDEA Database		IDEA Discipline		Your Institution	
33. Amount of reading	3.3	52	Similar	47	Similar	NA	
34. Amount of work in other (non-reading) assignments	3.7	54	Similar	55	Similar	NA	
35. Difficulty of subject matter	3.0	43	Lower	45	Similar	NA	
Student Description							
37. I worked harder on this course than on most courses I have taken.	4.0	58	Higher	61	Higher	NA	
39. I really wanted to take this course regardless of who taught it.	2.7	38	Lower	43	Lower	NA	
43. As a rule, I put forth more effort than other students on academic work.	4.0	62	Higher	56	Higher	NA	

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	5.0	100%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	4.7	100%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 30, 32	5.0	100%	Strength to retain
Fostering Student Collaboration				
18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26, 28, 30, 31	5.0	100%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	5.0	100%	Strength to retain
Establishing Rapport				
2. Found ways to help students answer their own questions	All selected objectives	5.0	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	24, 25, 26, 27, 28, 29, 31, 32	5.0	100%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 26, 27, 30, 32	5.0	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	5.0	100%	
Encouraging Student Involvement				
19. Gave projects, tests, or assignments that required original or creative thinking	26, 27, 28, 29, 31	5.0	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 26, 29	5.0	100%	Strength to retain
11. Related course material to real life situations	23, 30	5.0	100%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	4.3	67%	Strength to retain
Structuring Classroom Experiences				
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	21, 23	4.3	67%	Retain current use or consider increasing
6. Made it clear how each topic fit into the course	21, 22, 23, 24, 25, 27, 30, 32	5.0	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 32	5.0	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	5.0	100%	Strength to retain
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.3	67%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding							
	1	2	3	4	5	Omit	Avg.	s.d.
1. Displayed a personal interest in students and their learning	0	0	0	0	3	0	5.0	0.0
2. Found ways to help students answer their own questions	0	0	0	0	3	0	5.0	0.0
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	1	0	2	0	4.3	1.2
4. Demonstrated the importance and significance of the subject matter	0	0	0	0	3	0	5.0	0.0
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	0	3	0	5.0	0.0
6. Made it clear how each topic fit into the course	0	0	0	0	3	0	5.0	0.0
7. Explained the reasons for criticisms of students' academic...	0	0	0	0	3	0	5.0	0.0
8. Stimulated students to intellectual effort beyond that required by...	0	0	0	1	2	0	4.7	0.6
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	1	0	2	0	4.3	1.2
10. Explained course material clearly and concisely	0	0	0	0	3	0	5.0	0.0
11. Related course material to real life situations	0	0	0	0	3	0	5.0	0.0
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	0	3	0	5.0	0.0
13. Introduced stimulating ideas about the subject	0	0	0	0	3	0	5.0	0.0
14. Involved students in "hands on" projects such as research, case...	0	0	0	0	3	0	5.0	0.0
15. Inspired students to set and achieve goals which really...	0	0	0	0	3	0	5.0	0.0
16. Asked students to share ideas and experiences with others...	0	0	0	0	3	0	5.0	0.0
17. Provided timely and frequent feedback on tests, reports,...	0	0	1	0	2	0	4.3	1.2
18. Asked students to help each other understand ideas or concepts	0	0	0	0	3	0	5.0	0.0
19. Gave projects, tests, or assignments that required original or...	0	0	0	0	3	0	5.0	0.0
20. Encouraged student–faculty interaction outside of class (office...	0	0	0	0	3	0	5.0	0.0

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:

Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 2400
Discipline code used for comparison: 2400
Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

									Converted Avg.		Comparison Group Average		
									Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	0	0	0	0	3	0	5.0	0.0	70	76	4.0	4.2	NA
22. Learning fundamental principles, generalizations, or...	0	0	0	0	3	0	5.0	0.0	72	77	3.9	4.1	NA
23. Learning to *apply* course material (to improve thinking,...	0	0	0	0	3	0	5.0	0.0	70	72	4.0	4.1	NA
24. Developing specific skills, competencies, and points of...	0	0	0	0	3	0	5.0	0.0	68	72	4.0	4.1	NA
25. Acquiring skills in working with others as a member of...	0	0	0	0	3	0	5.0	0.0	67	66	3.9	4.0	NA
26. Developing creative capacities (writing, inventing,...	0	0	0	0	3	0	5.0	0.0	66	62	3.9	4.1	NA
27. Gaining a broader understanding and appreciation of...	0	0	0	0	3	0	5.0	0.0	68	66	3.7	4.1	NA
28. Developing skill in expressing myself orally or in writing	0	0	0	0	3	0	5.0	0.0	68	61	3.8	4.0	NA
29. Learning how to find and use resources for answering...	0	0	0	0	3	0	5.0	0.0	72	70	3.7	4.0	NA
30. Developing a clearer understanding of, and...	0	0	0	0	3	0	5.0	0.0	69	70	3.8	4.1	NA
31. Learning to *analyze* and *critically evaluate* ideas,...	0	0	0	0	3	0	5.0	0.0	70	67	3.8	4.1	NA
32. Acquiring an interest in learning more by asking my...	0	0	0	0	3	0	5.0	0.0	72	73	3.8	4.0	NA

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	0	2	1	0	0	3.3	0.6	52	NA	3.2	3.6	NA
34. Amount of work in other (non–reading) assignments	0	0	1	2	0	0	3.7	0.6	54	NA	3.4	3.4	NA
35. Difficulty of subject matter	0	1	1	1	0	0	3.0	1.0	43	NA	3.4	3.3	NA

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	0	3	0	5.0	0.0	NA	NA	3.7	3.3	NA
37. I worked harder on this course than on most courses I have taken.	0	0	1	1	1	0	4.0	1.0	58	NA	3.6	3.4	NA
38. I really wanted to take a course from this instructor.	0	0	0	0	3	0	5.0	0.0	NA	NA	3.4	3.4	NA
39. I really wanted to take this course regardless of who taught it.	1	1	0	0	1	0	2.7	2.1	38	NA	3.3	3.1	NA
40. As a result of taking this course, I have more positive feelings...	0	0	0	0	3	0	5.0	0.0	69	76	3.9	3.8	NA
41. Overall, I rate this instructor an excellent teacher.	0	0	0	0	3	0	5.0	0.0	63	63	4.2	4.3	NA
42. Overall, I rate this course as excellent.	0	0	0	0	3	0	5.0	0.0	68	74	3.9	3.9	NA
43. As a rule, I put forth more effort than other students on...	0	0	0	3	0	0	4.0	0.0	62	NA	3.6	3.8	NA

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

No Additional Questions.

IDEA Student Ratings of Instruction

Torbati, Maryam
LA-322-XVI20
Disc Learning Mind Brain Body
Fresno Pacific University
04-25-2013 -05-08-2013
Local Code: 2206

Comments: Use the space provided in the text area below for your comments.

- I have taken another classwith Torbati. Both times I left remembering more then any other classes I had taken. She has an excellent teaching style unique to herself

- I adore Dr. Torbati and learn more from her style of teaching than from many other instructors. I enjoy the subjects she teaches so much that my long term plan is to follow in her footsteps. Her courses are stress-free learning at its finest and I learn so much, I even surprise myself :)! Thank you!

Torbati, Maryam

Fresno Pacific University

LA-325-XON20
Emotional Intelligence
Spring 2013
Local code: 2206

IDEA Diagnostic Form Report

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

Of the 26 students enrolled, 5 responded (19%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

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] Twelve objectives were selected as relevant (Important or Essential - see page 2)	4.4	4.1
Overall Ratings		
B. Excellent Teacher	4.8	4.6
C. Excellent Course	4.8	4.6
D. Average of B & C	4.8	4.6
Summary Evaluation (Average of A & D) [1]	**4.6**	**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: B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)					65		63			
Higher Next 20% (56-62)	58		60	56		61		59	61	57
Similar Middle 40% (45-55)		54								
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

Discipline (IDEA Data)	56	53	59	56	64	61	62	59	59	56
Institution	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

IDEA Discipline used for comparison:
Liberal Arts & Sciences, General Studies & Humanities

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		Your Converted Average When Compared to Group Averages					
						IDEA Database		IDEA Discipline[1]		Your Institution[1]	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
21 Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.2	4.0	0%	100%	54 Similar	51 Similar	51 Similar	48 Similar	NA	NA
22. Learning fundamental principles, generalizations, or theories	Essential	4.2	4.0	0%	100%	55 Similar	52 Similar	53 Similar	50 Similar	NA	NA
23. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Essential	4.4	4.1	0%	100%	58 Higher	52 Similar	56 Higher	52 Similar	NA	NA
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%	100%	57 Higher	52 Similar	57 Higher	54 Similar	NA	NA
25. Acquiring skills in working with others as a member of a team	Essential	4.4	4.0	0%	100%	57 Higher	52 Similar	58 Higher	54 Similar	NA	NA
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Essential	4.4	4.1	0%	100%	58 Higher	53 Similar	56 Higher	51 Similar	NA	NA
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	4.4	4.0	0%	100%	60 Higher	54 Similar	57 Higher	51 Similar	NA	NA
28. Developing skill in expressing myself orally or in writing	Essential	4.4	4.0	0%	100%	59 Higher	54 Similar	58 Higher	53 Similar	NA	NA
29. Learning how to find and use resources for answering questions or solving problems	Essential	4.4	4.1	0%	100%	62 Higher	57 Higher	59 Higher	56 Higher	NA	NA
30. Developing a clearer understanding of, and commitment to, personal values	Essential	4.4	4.1	0%	100%	60 Higher	55 Similar	57 Higher	53 Similar	NA	NA
31 Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Essential	4.4	4.1	0%	100%	59 Higher	55 Similar	57 Higher	54 Similar	NA	NA
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Essential	4.4	4.2	0%	100%	61 Higher	57 Higher	58 Higher	55 Similar	NA	NA
Progress on Relevant Objectives		4.4	4.1			58	54	56	53	NA	NA

[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.

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)	Your Converted Average When Compared to Group Averages					
		IDEA Database		IDEA Discipline		Your Institution	
33. Amount of reading	3.6	55	Similar	50	Similar	NA	
34. Amount of work in other (non-reading) assignments	3.8	56	Higher	58	Higher	NA	
35. Difficulty of subject matter	3.2	46	Similar	48	Similar	NA	
Student Description							
37 I worked harder on this course than on most courses I have taken.	4.0	58	Higher	61	Higher	NA	
39. I really wanted to take this course regardless of who taught it.	3.6	55	Similar	59	Higher	NA	
43. As a rule, I put forth more effort than other students on academic work.	4.0	62	Higher	56	Higher	NA	

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**	**4.6**	**100%**	**Strength to retain**
15. Inspired students to set and achieve goals which really challenged them	**All selected objectives**	**4.5**	**100%**	**Strength to retain**
13. Introduced stimulating ideas about the subject	**21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32**	**4.6**	**100%**	**Strength to retain**
4. Demonstrated the importance and significance of the subject matter	**21, 22, 23, 24, 30, 32**	**4.8**	**100%**	**Strength to retain**
Fostering Student Collaboration				
18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	4.0	80%	Retain current use or consider increasing
5. Formed "teams" or "discussion groups" to facilitate learning	25	3.4	60%	Retain current use or consider increasing
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	**25, 26, 27, 28, 30, 31**	**4.8**	**100%**	**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	**23, 24, 26, 27, 28, 29, 31, 32**	**4.2**	**80%**	**Strength to retain**
1. Displayed a personal interest in students and their learning	**23, 24, 28, 32**	**4.8**	**100%**	**Strength to retain**
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	**29**	**4.8**	**100%**	**Strength to retain**
Encouraging Student Involvement				
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 29	3.8	80%	Retain current use or consider increasing
19. Gave projects, tests, or assignments that required original or creative thinking	**25, 26, 27, 28, 29, 31**	**4.6**	**100%**	**Strength to retain**
11. Related course material to real life situations	**23, 24, 30**	**4.8**	**100%**	**Strength to retain**
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	**29**	**4.6**	**100%**	**Strength to retain**
Structuring Classroom Experiences				
6. Made it clear how each topic fit into the course	**21, 22, 23, 24, 27, 30, 32**	**4.8**	**100%**	**Strength to retain**
10. Explained course material clearly and concisely	**21, 22, 23, 24, 27**	**4.6**	**100%**	**Strength to retain**
12. Gave tests, projects, etc. that covered the most important points of the course	**21, 22**	**4.6**	**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	4.6	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.8	100%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding							
	1	2	3	4	5	Omit	Avg.	s.d.
1 Displayed a personal interest in students and their learning	0	0	0	1	4	0	4.8	0.4
2. Found ways to help students answer their own questions	0	0	0	2	3	0	4.6	0.5
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	0	2	3	0	4.6	0.5
4. Demonstrated the importance and significance of the subject matter	0	0	0	1	4	0	4.8	0.4
5. Formed "teams" or "discussion groups" to facilitate learning	1	0	1	2	1	0	3.4	1.5
6. Made it clear how each topic fit into the course	0	0	0	1	4	0	4.8	0.4
7 Explained the reasons for criticisms of students' academic...	0	0	1	2	2	0	4.2	0.8
8. Stimulated students to intellectual effort beyond that required by...	0	0	0	2	3	0	4.6	0.5
9. Encouraged students to use multiple resources (e.g. data banks, ..	0	0	0	2	3	0	4.6	0.5
10. Explained course material clearly and concisely	0	0	0	2	3	0	4.6	0.5
11. Related course material to real life situations	0	0	0	1	4	0	4.8	0.4
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	2	3	0	4.6	0.5
13. Introduced stimulating ideas about the subject	0	0	0	2	3	0	4.6	0.5
14 Involved students in "hands on" projects such as research, case. .	1	0	0	2	2	0	3.8	1.6
15. Inspired students to set and achieve goals which really...	0	0	0	2	2	1	4.5	0.6
16. Asked students to share ideas and experiences with others...	0	0	0	1	4	0	4.8	0.4
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	1	4	0	4.8	0.4
18. Asked students to help each other understand ideas or concepts	1	0	0	1	3	0	4.0	1.7
19 Gave projects, tests, or assignments that required original or...	0	0	0	2	3	0	4.6	0.5
20. Encouraged student-faculty interaction outside of class (office...	0	0	0	1	4	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:

Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 2400
Discipline code used for comparison: 2400
Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

									Converted Avg.		Comparison Group Average		
									Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	0	0	0	4	1	0	4.2	0.4	54	51	4.0	4.2	NA
22. Learning fundamental principles, generalizations, or...	0	0	0	4	1	0	4.2	0.4	55	52	3.9	4.1	NA
23. Learning to *apply* course material (to improve thinking,...	0	0	0	3	2	0	4.4	0.5	58	52	4.0	4.1	NA
24. Developing specific skills, competencies, and points of...	0	0	0	3	2	0	4.4	0.5	57	52	4.0	4.1	NA
25. Acquiring skills in working with others as a member of...	0	0	0	3	2	0	4.4	0.5	57	52	3.9	4.0	NA
26. Developing creative capacities (writing, inventing,...	0	0	0	3	2	0	4.4	0.5	58	53	3.9	4.1	NA
27. Gaining a broader understanding and appreciation of...	0	0	0	3	2	0	4.4	0.5	60	54	3.7	4.1	NA
28. Developing skill in expressing myself orally or in writing	0	0	0	3	2	0	4.4	0.5	59	54	3.8	4.0	NA
29. Learning how to find and use resources for answering...	0	0	0	3	2	0	4.4	0.5	62	57	3.7	4.0	NA
30. Developing a clearer understanding of, and...	0	0	0	3	2	0	4.4	0.5	60	55	3.8	4.1	NA
31. Learning to *analyze* and *critically evaluate* ideas,...	0	0	0	3	2	0	4.4	0.5	59	55	3.8	4.1	NA
32. Acquiring an interest in learning more by asking my...	0	0	0	3	2	0	4.4	0.5	61	57	3.8	4.0	NA

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	0	2	3	0	0	3.6	0.5	55	NA	3.2	3.6	NA
34 Amount of work in other (non-reading) assignments	0	0	2	2	1	0	3.8	0.8	56	NA	3.4	3.4	NA
35 Difficulty of subject matter	0	0	4	1	0	0	3.2	0.4	46	NA	3.4	3.3	NA

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	0	3	0	4.2	1.1	NA	NA	3.7	3.3	NA
37 I worked harder on this course than on most courses I have taken.	0	0	1	3	1	0	4.0	0.7	58	NA	3.6	3.4	NA
38. I really wanted to take a course from this instructor.	0	1	1	0	3	0	4.0	1.4	NA	NA	3.4	3.4	NA
39. I really wanted to take this course regardless of who taught it.	0	0	2	3	0	0	3.6	0.5	55	NA	3.3	3.1	NA
40. As a result of taking this course, I have more positive feelings...	0	0	0	3	2	0	4.4	0.5	59	53	3.9	3.8	NA
41. Overall, I rate this instructor an excellent teacher.	0	0	0	1	4	0	4.8	0.4	60	56	4.2	4.3	NA
42. Overall, I rate this course as excellent.	0	0	0	1	4	0	4.8	0.4	65	61	3.9	3.9	NA
43. As a rule, I put forth more effort than other students on...	0	0	1	3	1	0	4.0	0.7	62	NA	3.6	3.8	NA

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

No Additional Questions.

IDEA Student Ratings of Instruction

Torbati, Maryam
LA-325-XON20
Emotional Intelligence
Fresno Pacific University
04-30-2013 -05-13-2013
Local Code: 2206

Comments: Use the space provided in the text area below for your comments.

- I thought Maryam was a wonderful instructor.
- Ms. Torbati is an excellent and understanding teacher who made herself available to all of her students. She is very knowledgable in the subject which helped me with any questions I had regarding any assignments.

Torbati, Maryam

Fresno Pacific University

LA-325-XON40
Emotional Intelligence
Spring 2013
Local code: 2206

IDEA Diagnostic Form Report

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

Of the 30 students enrolled, 6 responded (20%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

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] **Twelve** objectives were selected as relevant (Important or Essential -see page 2)	4.4	4.4
Overall Ratings		
B. Excellent Teacher	4.7	4.6
C. Excellent Course	4.8	4.8
D. Average of B & C	4.8	4.7
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)					65	64				
Higher Next 20% (56-62)	60	59	58	56			62	60	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)	58	59	57	56	64	64	61	60	60	60
Institution	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

IDEA Discipline used for comparison:
Liberal Arts & Sciences, General Studies & Humanities

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		Your Converted Average When Compared to Group Averages					
						IDEA Database		IDEA Discipline[1]		Your Institution[1]	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.8	4.8	0%	100%	67 Much Higher	66 Much Higher	66 Much Higher	65 Much Higher	NA	NA
22. Learning fundamental principles, generalizations, or theories	Essential	4.8	4.8	0%	100%	68 Much Higher	68 Much Higher	66 Much Higher	66 Much Higher	NA	NA
23. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Essential	4.7	4.6	0%	100%	63 Much Higher	62 Higher	62 Higher	61 Higher	NA	NA
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.8	4.8	0%	100%	65 Much Higher	65 Much Higher	66 Much Higher	67 Much Higher	NA	NA
25. Acquiring skills in working with others as a member of a team	Essential	4.0	3.8	17%	67%	51 Similar	48 Similar	50 Similar	50 Similar	NA	NA
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Essential	4.2	4.2	17%	67%	54 Similar	54 Similar	52 Similar	53 Similar	NA	NA
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	4.3	4.2	17%	83%	59 Higher	57 Higher	55 Similar	55 Similar	NA	NA
28. Developing skill in expressing myself orally or in writing	Essential	4.3	4.4	0%	67%	58 Higher	59 Higher	56 Higher	59 Higher	NA	NA
29. Learning how to find and use resources for answering questions or solving problems	Essential	4.3	4.3	0%	67%	60 Higher	60 Higher	57 Higher	59 Higher	NA	NA
30. Developing a clearer understanding of, and commitment to, personal values	Essential	4.5	4.4	0%	83%	61 Higher	61 Higher	59 Higher	59 Higher	NA	NA
31. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Essential	4.3	4.2	0%	67%	58 Higher	57 Higher	56 Higher	56 Higher	NA	NA
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Essential	4.2	4.1	0%	60%	57 Higher	56 Higher	54 Similar	53 Similar	NA	NA
Progress on Relevant Objectives		4.4	4.4			60	59	58	59	NA	NA

[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.

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)	Your Converted Average When Compared to Group Averages					
		IDEA Database		IDEA Discipline		Your Institution	
33. Amount of reading	3.5	54	Similar	49	Similar	NA	
34. Amount of work in other (non–reading) assignments	3.5	51	Similar	52	Similar	NA	
35. Difficulty of subject matter	3.5	51	Similar	54	Similar	NA	
Student Description							
37. I worked harder on this course than on most courses I have taken.	4.0	58	Higher	61	Higher	NA	
39. I really wanted to take this course regardless of who taught it.	3.7	56	Higher	60	Higher	NA	
43. As a rule, I put forth more effort than other students on academic work.	3.8	56	Higher	51	Similar	NA	

Much Higher = Highest 10% of classes (63 or higher)
Higher = Next 20% (56–62)
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Lower = Next 20% (38–44)
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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				
8. Stimulated students to intellectual effort beyond that required by most courses	**All selected objectives**	**4.7**	**100%**	**Strength to retain**
15. Inspired students to set and achieve goals which really challenged them	**All selected objectives**	**4.5**	**83%**	**Strength to retain**
13. Introduced stimulating ideas about the subject	**21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32**	**4.8**	**100%**	**Strength to retain**
4. Demonstrated the importance and significance of the subject matter	**21, 22, 23, 24, 30, 32**	**4.8**	**100%**	**Strength to retain**
Fostering Student Collaboration				
18. Asked students to help each other understand ideas or concepts	**25, 26, 28, 29, 30, 31, 32**	**4.5**	**83%**	**Strength to retain**
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	**25, 26, 27, 28, 30, 31**	**5.0**	**100%**	**Strength to retain**
5. Formed "teams" or "discussion groups" to facilitate learning	**25**	**5.0**	**100%**	**Strength to retain**
Establishing Rapport				
2. Found ways to help students answer their own questions	All selected objectives	4.5	83%	Retain current use or consider increasing
7. Explained the reasons for criticisms of students' academic performance	23, 24, 26, 27, 28, 29, 31, 32	4.2	83%	Retain current use or consider increasing
1. Displayed a personal interest in students and their learning	23, 24, 28, 32	4.5	83%	Retain current use or consider increasing
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	**29**	**4.8**	**100%**	**Strength to retain**
Encouraging Student Involvement				
19. Gave projects, tests, or assignments that required original or creative thinking	**25, 26, 27, 28, 29, 31**	**4.5**	**83%**	**Strength to retain**
11. Related course material to real life situations	**23, 24, 30**	**4.8**	**100%**	**Strength to retain**
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	**25, 29**	**4.7**	**100%**	**Strength to retain**
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	**29**	**4.7**	**100%**	**Strength to retain**
Structuring Classroom Experiences				
10. Explained course material clearly and concisely	21, 22, 23, 24, 27	4.3	83%	Retain current use or consider increasing
6. Made it clear how each topic fit into the course	**21, 22, 23, 24, 27, 30, 32**	**4.7**	**83%**	**Strength to retain**
12. Gave tests, projects, etc. that covered the most important points of the course	**21, 22**	**5.0**	**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	4.7	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.8	67%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding							
	1	2	3	4	5	Omit	Avg.	s.d.
1. Displayed a personal interest in students and their learning	0	0	1	1	4	0	4.5	0.8
2. Found ways to help students answer their own questions	0	0	1	1	4	0	4.5	0.8
3. Scheduled course work (class activities, tests, projects) in ways..	0	0	0	2	4	0	4.7	0.5
4. Demonstrated the importance and significance of the subject matter	0	0	0	1	5	0	4.8	0.4
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	0	6	0	5.0	0.0
6. Made it clear how each topic fit into the course	0	0	1	0	5	0	4.7	0.8
7. Explained the reasons for criticisms of students' academic..	1	0	0	1	4	0	4.2	1.6
8. Stimulated students to intellectual effort beyond that required by .	0	0	0	2	4	0	4.7	0.5
9. Encouraged students to use multiple resources (e.g. data banks, .	0	0	0	2	4	0	4.7	0.5
10. Explained course material clearly and concisely	0	1	0	1	4	0	4.3	1.2
11 Related course material to real life situations	0	0	0	1	5	0	4.8	0.4
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	0	6	0	5.0	0.0
13 Introduced stimulating ideas about the subject	0	0	0	1	5	0	4.8	0.4
14. Involved students in "hands on" projects such as research, case .	0	0	0	2	4	0	4.7	0.5
15. Inspired students to set and achieve goals which really. .	0	0	1	1	4	0	4.5	0.8
16. Asked students to share ideas and experiences with others..	0	0	0	0	6	0	5.0	0.0
17. Provided timely and frequent feedback on tests, reports,. .	0	2	0	1	3	0	3.8	1.5
18. Asked students to help each other understand ideas or concepts	0	0	1	1	4	0	4.5	0.8
19 Gave projects, tests, or assignments that required original or ..	0	0	1	1	4	0	4.5	0.8
20 Encouraged student-faculty interaction outside of class (office..	0	0	0	1	5	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:

Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 2400
Discipline code used for comparison: 2400
Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

									Converted Avg.		Comparison Group Average		
									Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	0	0	0	1	5	0	4.8	0.4	67	66	4.0	4.2	NA
22. Learning fundamental principles, generalizations, or...	0	0	0	1	5	0	4.8	0.4	68	68	3.9	4.1	NA
23. Learning to *apply* course material (to improve thinking,...	0	0	0	2	4	0	4.7	0.5	63	62	4.0	4.1	NA
24. Developing specific skills, competencies, and points of...	0	0	0	1	5	0	4.8	0.4	65	65	4.0	4.1	NA
25. Acquiring skills in working with others as a member of...	1	0	1	0	4	0	4.0	1.7	51	48	3.9	4.0	NA
26. Developing creative capacities (writing, inventing,...	0	1	1	0	4	0	4.2	1.3	54	54	3.9	4.1	NA
27. Gaining a broader understanding and appreciation of...	0	1	0	1	4	0	4.3	1.2	59	57	3.7	4.1	NA
28. Developing skill in expressing myself orally or in writing	0	0	2	0	4	0	4.3	1.0	58	59	3.8	4.0	NA
29. Learning how to find and use resources for answering...	0	0	2	0	4	0	4.3	1.0	60	60	3.7	4.0	NA
30. Developing a clearer understanding of, and...	0	0	1	1	4	0	4.5	0.8	61	61	3.8	4.1	NA
31. Learning to *analyze* and *critically evaluate* ideas,...	0	0	2	0	4	0	4.3	1.0	58	57	3.8	4.1	NA
32. Acquiring an interest in learning more by asking my...	0	0	2	0	3	1	4.2	1.1	57	56	3.8	4.0	NA

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	2	2	1	0	3.5	1.0	54	NA	3.2	3.6	NA
34. Amount of work in other (non-reading) assignments	0	0	4	1	1	0	3.5	0.8	51	NA	3.4	3.4	NA
35. Difficulty of subject matter	0	0	4	1	1	0	3.5	0.8	51	NA	3.4	3.3	NA

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	3	0	4.5	0.5	NA	NA	3.7	3.3	NA
37. I worked harder on this course than on most courses I have taken.	0	0	2	2	2	0	4.0	0.9	58	NA	3.6	3.4	NA
38 I really wanted to take a course from this instructor	0	0	1	1	4	0	4.5	0.8	NA	NA	3.4	3.4	NA
39. I really wanted to take this course regardless of who taught it.	0	1	2	1	2	0	3.7	1.2	56	NA	3.3	3.1	NA
40. As a result of taking this course, I have more positive feelings...	0	0	0	1	5	0	4.8	0.4	66	65	3.9	3.8	NA
41. Overall, I rate this instructor an excellent teacher.	0	0	1	0	5	0	4.7	0.8	58	56	4.2	4.3	NA
42 Overall, I rate this course as excellent.	0	0	0	1	5	0	4.8	0.4	65	64	3.9	3.9	NA
43 As a rule, I put forth more effort than other students on...	0	1	1	2	2	0	3.8	1.2	56	NA	3.6	3.8	NA

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

No Additional Questions.

IDEA Student Ratings of Instruction

Torbati, Maryam
LA-325-XON40
Emotional Intelligence
Fresno Pacific University
07-30-2013 -08-09-2013
Local Code: 2206

Comments: Use the space provided in the text area below for your comments.

- Great Instructor...Will miss her!

- The class itself was GREAT, I learned so much! I totally, absolutely loved learning about emotional intelligence, something I had never learned about before, it was awesome! I learned so much about our brains and what happens inside of us when we are angry or sad or depressed. GREAT GREAT GREAT! Dr. Torbati was a professor who was very interested in her student's learning and well being. She sent us weekly emails that said "Good morning good and wonderful students!" or something to that effect. She was very kind and she really liked the subject. However, she was simply disorganized. The Moodle page was SO confusing. I had to spend time understanding what everything was, different links, etc. I also tried to upload my powerpoint presentations and Moodle said they were too big, so I emailed her and she told me to put them on Campus Cruiser. I had never uploaded assignments to Campus Cruiser before so I ended up calling her in my confusion. Conclusion: Class was GREAT, I learned alot from it, and Dr. Torbati was very interested in the subject and her student's well being; however, the Moodle and class in general was very confusing. Thank you.

Torbati, Maryam

Fresno Pacific University

LA-325-XVI30
Emotional Intelligence
Spring 2013
Local code: 2206

IDEA Diagnostic Form Report

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

Of the 21 students enrolled, 10 responded (48%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

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] Twelve objectives were selected as relevant (Important or Essential –see page 2)	4.5	4.3
Overall Ratings		
B. Excellent Teacher	4.8	4.6
C. Excellent Course	4.7	4.7
D. Average of B & C	4.8	4.7
Summary Evaluation (Average of A & D) [1]	**4.7**	**4.5**

[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: B. Excellent Teacher		Overall Ratings: C. Excellent Course		Overall Ratings: D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)					63	63				
Higher Next 20% (56–62)	61	57	60	56			62	60	62	59
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)	60	57	59	56	63	62	61	59	61	58
Institution	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

IDEA Discipline used for comparison:
Liberal Arts & Sciences, General Studies & Humanities

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		Your Converted Average When Compared to Group Averages					
						IDEA Database		IDEA Discipline[1]		Your Institution[1]	
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21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.5	4.4	0%	80%	60 Higher	58 Higher	58 Higher	56 Higher	NA	NA
22. Learning fundamental principles, generalizations, or theories	Essential	4.7	4.6	0%	90%	66 Much Higher	64 Much Higher	63 Much Higher	62 Higher	NA	NA
23. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Essential	4.6	4.4	0%	80%	62 Higher	58 Higher	60 Higher	57 Higher	NA	NA
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.5	4.4	0%	80%	59 Higher	56 Higher	59 Higher	57 Higher	NA	NA
25. Acquiring skills in working with others as a member of a team	Essential	4.3	4.0	0%	70%	56 Higher	50 Similar	56 Higher	53 Similar	NA	NA
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Essential	4.4	4.2	0%	80%	58 Higher	55 Similar	56 Higher	53 Similar	NA	NA
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	4.5	4.1	0%	90%	61 Higher	56 Higher	59 Higher	54 Similar	NA	NA
28. Developing skill in expressing myself orally or in writing	Essential	4.6	4.3	0%	80%	62 Higher	58 Higher	62 Higher	59 Higher	NA	NA
29. Learning how to find and use resources for answering questions or solving problems	Essential	4.3	4.0	10%	70%	60 Higher	54 Similar	57 Higher	53 Similar	NA	NA
30. Developing a clearer understanding of, and commitment to, personal values	Essential	4.7	4.5	0%	90%	65 Much Higher	61 Higher	63 Much Higher	59 Higher	NA	NA
31. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Essential	4.5	4.2	10%	80%	61 Higher	56 Higher	59 Higher	56 Higher	NA	NA
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Essential	4.6	4.4	0%	80%	64 Much Higher	61 Higher	62 Higher	59 Higher	NA	NA
Progress on Relevant Objectives		4.5	4.3			61	57	60	57	NA	NA

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Higher = Next 20% (56–62)
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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)	Your Converted Average When Compared to Group Averages					
		IDEA Database		IDEA Discipline		Your Institution	
33. Amount of reading	2.9	46	Similar	40	Lower	NA	
34. Amount of work in other (non-reading) assignments	3.1	45	Similar	43	Lower	NA	
35. Difficulty of subject matter	2.9	41	Lower	43	Lower	NA	
Student Description							
37. I worked harder on this course than on most courses I have taken.	3.2	43	Lower	46	Similar	NA	
39. I really wanted to take this course regardless of who taught it.	3.3	50	Similar	54	Similar	NA	
43. As a rule, I put forth more effort than other students on academic work.	4.0	62	Higher	56	Higher	NA	

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Higher = Next 20% (56–62)
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One way to improve teaching effectiveness is to make more use of the teaching methods closely related to learning on specific objectives.

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- 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	4.8	90%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.8	90%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	4.8	90%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 30, 32	4.5	90%	Strength to retain
Fostering Student Collaboration				
18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	4.7	90%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	25, 26, 27, 28, 30, 31	4.8	90%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	4.9	100%	Strength to retain
Establishing Rapport				
2. Found ways to help students answer their own questions	All selected objectives	4.9	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 24, 26, 27, 28, 29, 31, 32	4.8	90%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 28, 32	5.0	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	4.9	100%	Strength to retain
Encouraging Student Involvement				
19. Gave projects, tests, or assignments that required original or creative thinking	25, 26, 27, 28, 29, 31	4.7	90%	Strength to retain
11. Related course material to real life situations	23, 24, 30	4.9	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 29	4.7	90%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	4.7	90%	Strength to retain
Structuring Classroom Experiences				
6. Made it clear how each topic fit into the course	21, 22, 23, 24, 27, 30, 32	4.8	90%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 27	4.6	80%	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
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	4.8	90%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.8	90%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding							
	1	2	3	4	5	Omit	Avg.	s.d.
1. Displayed a personal interest in students and their learning	0	0	0	0	10	0	5.0	0.0
2. Found ways to help students answer their own questions	0	0	0	1	9	0	4.9	0.3
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	1	0	9	0	4.8	0.6
4. Demonstrated the importance and significance of the subject matter	1	0	0	1	8	0	4.5	1.3
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	1	9	0	4.9	0.3
6. Made it clear how each topic fit into the course	0	0	1	0	9	0	4.8	0.6
7. Explained the reasons for criticisms of students' academic...	0	0	1	0	9	0	4.8	0.6
8. Stimulated students to intellectual effort beyond that required by..	0	0	1	0	9	0	4.8	0.6
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	1	1	8	0	4.7	0.7
10. Explained course material clearly and concisely	0	0	2	0	8	0	4.6	0.8
11. Related course material to real life situations	0	0	0	1	9	0	4.9	0.3
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	1	0	9	0	4.8	0.6
14. Involved students in "hands on" projects such as research, case...	0	0	1	1	8	0	4.7	0.7
15. Inspired students to set and achieve goals which really...	0	0	1	0	9	0	4.8	0.6
16. Asked students to share ideas and experiences with others...	0	0	1	0	9	0	4.8	0.6
17. Provided timely and frequent feedback on tests, reports,...	0	0	1	0	9	0	4.8	0.6
18. Asked students to help each other understand ideas or concepts	0	0	1	1	8	0	4.7	0.7
19. Gave projects, tests, or assignments that required original or...	0	0	1	1	8	0	4.7	0.7
20. Encouraged student-faculty interaction outside of class (office...	0	0	0	1	9	0	4.9	0.3

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:

Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 2400
Discipline code used for comparison: 2400
Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

	Number Responding								Converted Avg.		Comparison Group Average		
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	0	0	2	1	7	0	4.5	0.8	60	58	4.0	4.2	NA
22. Learning fundamental principles, generalizations, or...	0	0	1	1	8	0	4.7	0.7	66	64	3.9	4.1	NA
23. Learning to *apply* course material (to improve thinking,...	0	0	2	0	8	0	4.6	0.8	62	58	4.0	4.1	NA
24. Developing specific skills, competencies, and points of...	0	0	2	1	7	0	4.5	0.8	59	56	4.0	4.1	NA
25. Acquiring skills in working with others as a member of...	0	0	3	1	6	0	4.3	0.9	56	50	3.9	4.0	NA
26. Developing creative capacities (writing, inventing,...	0	0	2	2	6	0	4.4	0.8	58	55	3.9	4.1	NA
27. Gaining a broader understanding and appreciation of...	0	0	1	3	6	0	4.5	0.7	61	56	3.7	4.1	NA
28. Developing skill in expressing myself orally or in writing	0	0	2	0	8	0	4.6	0.8	62	58	3.8	4.0	NA
29. Learning how to find and use resources for answering...	0	1	2	0	7	0	4.3	1.2	60	54	3.7	4.0	NA
30. Developing a clearer understanding of, and...	0	0	1	1	8	0	4.7	0.7	65	61	3.8	4.1	NA
31. Learning to *analyze* and *critically evaluate* ideas,...	0	1	1	0	8	0	4.5	1.1	61	56	3.8	4.1	NA
32. Acquiring an interest in learning more by asking my...	0	0	2	0	8	0	4.6	0.8	64	61	3.8	4.0	NA

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	1	6	2	0	0	2.9	0.9	46	NA	3.2	3.6	NA
34. Amount of work in other (non-reading) assignments	0	2	5	3	0	0	3.1	0.7	45	NA	3.4	3.4	NA
35. Difficulty of subject matter	0	2	7	1	0	0	2.9	0.6	41	NA	3.4	3.3	NA

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	1	7	0	4.5	0.8	NA	NA	3.7	3.3	NA
37. I worked harder on this course than on most courses I have taken.	0	3	3	3	1	0	3.2	1.0	43	NA	3.6	3.4	NA
38. I really wanted to take a course from this instructor.	0	0	1	1	7	1	4.7	0.7	NA	NA	3.4	3.4	NA
39. I really wanted to take this course regardless of who taught it.	3	0	1	1	4	1	3.3	1.9	50	NA	3.3	3.1	NA
40. As a result of taking this course, I have more positive feelings...	0	1	1	1	7	0	4.4	1.1	59	57	3.9	3.8	NA
41. Overall, I rate this instructor an excellent teacher.	0	0	1	0	9	0	4.8	0.6	60	56	4.2	4.3	NA
42. Overall, I rate this course as excellent.	0	1	0	0	9	0	4.7	0.9	63	63	3.9	3.9	NA
43. As a rule, I put forth more effort than other students on...	0	1	1	5	3	0	4.0	0.9	62	NA	3.6	3.8	NA

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

No Additional Questions.

IDEA Student Ratings of Instruction

Torbati, Maryam
LA-325-XVI30
Emotional Intelligence
Fresno Pacific University
06-11-2013 -06-25-2013
Local Code: 2206

Comments: Use the space provided in the text area below for your comments.

- I would have liked more current information regarding the subject. The text is more than 20 yrs old -as are the statistics. I was not able to find studies referenced in material to gain better understanding. Course did not follow syllabus. Instructor was very personable and encouraging and, I believe, had access to more recent and relevant info but did not include.

- Mrs. Torbati is the best teacher I have had at FPU. Getting near the end of my degree I have had a varity of teachers and classes, and this was one of the best classes I have had. I learned a lot, her class was not stressful, it was not overloaded on work but enough to learn the subject. Don't loose her-she is the best!

- Overall this course and teacher were a great pair. I enjoyed and learned so much. I will be very sad to see Mrs. Torbati leave.

- This course was very informative. Not just in my career in the future, but now and in personal life. I think this should be a mandatory class

- A great course overall. I really enjoyed it, as well as the instructor.

- I learned so much about myself in this class. I was made to feel comfortable with honestly evaluating myself, admitting my weaknesses/shortcomings, and empowered with the knowledge that I can change. Because of this class I have a more positive attitude toward myself and others. I learned new skills to communicate my opinion or perspective in a more meaningful way. I feel I have a better understanding of others and am able to have more empathy and see things from their point of view. This is a fabulous class and I wish that all of the upper management at my place of employment could take it. Dr. Torbati created a very welcoming and open learning environment.

- Life skills have been enhanced

- She was by far the best teacher I have ever had! She taught me skills to help improve me overall as a person. She made learning fun and interesting.

- This was by far the best class I have even taken. It was very interesting and I learned information that will help me throughout life. Mrs.Torbati is the best instructor I have ever had and I am so grateful I had her as a teacher.

Torbati, Maryam

Fresno Pacific University

LA-322-XON30
Disc Learning Mind Brain Body
Spring 2013
Local code: 2206

IDEA Diagnostic Form Report

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

Of the 22 students enrolled, 6 responded (27%). Feedback from individual classes is always useful to guide improvement efforts. Typically, multiple classes should be used for evaluation, using more classes when they are small (fewer than 10) or when they have low response rates (less than 60%) (see www.theideacenter.org/AdminDecisions).

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] **Twelve** objectives were selected as relevant (Important or Essential -see page 2)	4.6	4.2
Overall Ratings		
B. Excellent Teacher	5.0	4.8
C. Excellent Course	5.0	4.6
D. Average of B & C	5.0	4.7
Summary Evaluation (Average of A & D) [1]	**4.8**	**4.5**

[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: B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Summary Evaluation (Average of A & D)	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	64		63		68		66		65	
Higher Next 20% (56-62)		56		59		60		60		58
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)	62	55	63	60	67	60	65	60	64	58
Institution	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

IDEA Discipline used for comparison:
Liberal Arts & Sciences, General Studies & Humanities

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		Your Converted Average When Compared to Group Averages					
						IDEA Database		IDEA Discipline[1]		Your Institution[1]	
		Raw	Adj.	1 or 2	4 or 5	Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.8	4.5	0%	100%	67 Much Higher	60 Higher	66 Much Higher	58 Higher	NA	NA
22. Learning fundamental principles, generalizations, or theories	Essential	4.8	4.5	0%	100%	68 Much Higher	62 Higher	66 Much Higher	60 Higher	NA	NA
23. Learning to *apply* course material (to improve thinking, problem solving, and decisions)	Essential	5.0	4.6	0%	100%	70 Much Higher	62 Higher	68 Much Higher	62 Higher	NA	NA
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.8	4.4	0%	100%	65 Much Higher	57 Higher	66 Much Higher	58 Higher	NA	NA
25. Acquiring skills in working with others as a member of a team	Essential	4.8	4.3	0%	100%	64 Much Higher	56 Higher	65 Much Higher	59 Higher	NA	NA
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Essential	4.2	3.5	17%	83%	54 Similar	45 Similar	52 Similar	41 Lower	NA	NA
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	4.2	3.5	17%	83%	57 Higher	48 Similar	52 Similar	42 Lower	NA	NA
28. Developing skill in expressing myself orally or in writing	Essential	4.8	4.4	0%	100%	65 Much Higher	59 Higher	66 Much Higher	60 Higher	NA	NA
29. Learning how to find and use resources for answering questions or solving problems	Essential	4.2	3.7	17%	83%	58 Higher	49 Similar	54 Similar	47 Similar	NA	NA
30. Developing a clearer understanding of, and commitment to, personal values	Essential	4.3	3.9	17%	83%	59 Higher	52 Similar	55 Similar	48 Similar	NA	NA
31. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view	Essential	4.7	4.3	0%	100%	64 Much Higher	58 Higher	62 Higher	57 Higher	NA	NA
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Essential	5.0	4.6	0%	100%	72 Much Higher	65 Much Higher	69 Much Higher	63 Much Higher	NA	NA
Progress on Relevant Objectives		4.6	4.2			64	56	62	55	NA	NA

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)	Your Converted Average When Compared to Group Averages		
		IDEA Database	IDEA Discipline	Your Institution
33. Amount of reading	3.8	59 Higher	54 Similar	NA
34. Amount of work in other (non-reading) assignments	3.6	53 Similar	54 Similar	NA
35. Difficulty of subject matter	3.5	51 Similar	54 Similar	NA
Student Description				
37. I worked harder on this course than on most courses I have taken.	4.7	70 Much Higher	74 Much Higher	NA
39. I really wanted to take this course regardless of who taught it.	3.8	59 Higher	63 Much Higher	NA
43. As a rule, I put forth more effort than other students on academic work.	4.5	78 Much Higher	71 Much Higher	NA

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	5.0	100%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	5.0	100%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 30, 32	5.0	100%	Strength to retain
Fostering Student Collaboration				
18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	25, 26, 27, 28, 30, 31	5.0	100%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	5.0	100%	Strength to retain
Establishing Rapport				
2. Found ways to help students answer their own questions	All selected objectives	5.0	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 24, 26, 27, 28, 29, 31, 32	5.0	100%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 28, 32	5.0	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	5.0	100%	Strength to retain
Encouraging Student Involvement				
19. Gave projects, tests, or assignments that required original or creative thinking	25, 26, 27, 28, 29, 31	5.0	100%	Strength to retain
11. Related course material to real life situations	23, 24, 30	5.0	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 29	4.3	83%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	5.0	100%	Strength to retain
Structuring Classroom Experiences				
6. Made it clear how each topic fit into the course	21, 22, 23, 24, 27, 30, 32	5.0	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 27	5.0	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	5.0	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	5.0	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	5.0	100%	

5-point Scale: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Frequently 5 = Almost Always

Statistical Detail

	Number Responding							
	1	2	3	4	5	Omit	Avg.	s.d.
1. Displayed a personal interest in students and their learning	0	0	0	0	6	0	5.0	0.0
2. Found ways to help students answer their own questions	0	0	0	0	6	0	5.0	0.0
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	0	0	6	0	5.0	0.0
4. Demonstrated the importance and significance of the subject matter	0	0	0	0	6	0	5.0	0.0
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	0	6	0	5.0	0.0
6. Made it clear how each topic fit into the course	0	0	0	0	6	0	5.0	0.0
7. Explained the reasons for criticisms of students' academic...	0	0	0	0	6	0	5.0	0.0
8. Stimulated students to intellectual effort beyond that required by...	0	0	0	0	6	0	5.0	0.0
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	0	0	6	0	5.0	0.0
10. Explained course material clearly and concisely	0	0	0	0	6	0	5.0	0.0
11. Related course material to real life situations	0	0	0	0	6	0	5.0	0.0
12. Gave tests, projects, etc. that covered the most important points...	0	0	0	0	6	0	5.0	0.0
13. Introduced stimulating ideas about the subject	0	0	0	0	6	0	5.0	0.0
14. Involved students in "hands on" projects such as research, case...	1	0	0	0	5	0	4.3	1.6
15. Inspired students to set and achieve goals which really...	0	0	0	0	6	0	5.0	0.0
16. Asked students to share ideas and experiences with others...	0	0	0	0	6	0	5.0	0.0
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	0	6	0	5.0	0.0
18. Asked students to help each other understand ideas or concepts	0	0	0	0	6	0	5.0	0.0
19. Gave projects, tests, or assignments that required original or...	0	0	0	0	6	0	5.0	0.0
20. Encouraged student-faculty interaction outside of class (office...	0	0	0	0	6	0	5.0	0.0

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:

Consider selecting fewer objectives as "Important" or "Essential."
Discipline code selected on FIF: 2400
Discipline code used for comparison: 2400
Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

									Converted Avg.		Comparison Group Average		
									Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	0	0	0	1	5	0	4.8	0.4	67	60	4.0	4.2	NA
22. Learning fundamental principles, generalizations, or...	0	0	0	1	5	0	4.8	0.4	68	62	3.9	4.1	NA
23. Learning to *apply* course material (to improve thinking,...	0	0	0	0	6	0	5.0	0.0	70	62	4.0	4.1	NA
24. Developing specific skills, competencies, and points of...	0	0	0	1	5	0	4.8	0.4	65	57	4.0	4.1	NA
25. Acquiring skills in working with others as a member of...	0	0	0	1	5	0	4.8	0.4	64	56	3.9	4.0	NA
26. Developing creative capacities (writing, inventing,...	1	0	0	1	4	0	4.2	1.6	54	45	3.9	4.1	NA
27. Gaining a broader understanding and appreciation of...	1	0	0	1	4	0	4.2	1.6	57	48	3.7	4.1	NA
28. Developing skill in expressing myself orally or in writing	0	0	0	1	5	0	4.8	0.4	65	59	3.8	4.0	NA
29. Learning how to find and use resources for answering...	1	0	0	1	4	0	4.2	1.6	58	49	3.7	4.0	NA
30. Developing a clearer understanding of, and...	0	1	0	1	4	0	4.3	1.2	59	52	3.8	4.1	NA
31. Learning to *analyze* and *critically evaluate* ideas,...	0	0	0	2	4	0	4.7	0.5	64	58	3.8	4.1	NA
32. Acquiring an interest in learning more by asking my...	0	0	0	0	6	0	5.0	0.0	72	65	3.8	4.0	NA

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	0	3	1	2	0	3.8	1.0	59	NA	3.2	3.6	NA
34. Amount of work in other (non-reading) assignments	0	0	3	1	1	1	3.6	0.9	53	NA	3.4	3.4	NA
35. Difficulty of subject matter	1	0	2	1	2	0	3.5	1.5	51	NA	3.4	3.3	NA

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	2	4	0	4.7	0.5	NA	NA	3.7	3.3	NA
37. I worked harder on this course than on most courses I have taken.	0	0	1	0	5	0	4.7	0.8	70	NA	3.6	3.4	NA
38. I really wanted to take a course from this instructor.	0	0	0	1	5	0	4.8	0.4	NA	NA	3.4	3.4	NA
39. I really wanted to take this course regardless of who taught it.	1	1	0	0	4	0	3.8	1.8	59	NA	3.3	3.1	NA
40. As a result of taking this course, I have more positive feelings...	0	0	0	0	6	0	5.0	0.0	69	60	3.9	3.8	NA
41. Overall, I rate this instructor an excellent teacher.	0	0	0	0	6	0	5.0	0.0	63	59	4.2	4.3	NA
42. Overall, I rate this course as excellent.	0	0	0	0	6	0	5.0	0.0	68	60	3.9	3.9	NA
43. As a rule, I put forth more effort than other students on...	0	0	1	1	4	0	4.5	0.8	78	NA	3.6	3.8	NA

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

No Additional Questions.

IDEA Student Ratings of Instruction

Torbati, Maryam
LA-322-XON30
Disc Learning Mind Brain Body
Fresno Pacific University
06-17-2013 -07-02-2013
Local Code: 2206

Comments: Use the space provided in the text area below for your comments.

- Love Maryam -She loves what she teaches, she gets you involved and wants you to learn.
- I had the pleasure of taking a class with her in person. She inspired me to be a better person and motivated me to do well.
- The instructor was very helpful and understanding regarding a student's needs. She is a great instructor!
- Maryam is an excellent teacher! I now have a much better understanding of the brain and how it works. I will take what have learned from Maryam and apply it beyond the classroom.
- Information from the Instructor were clear to understand.