To: Karen Gergely
From: Brian White
Date: January 19, 2017
Re: IDEA Evaluation

Dear Karen,

Your IDEA evaluations from last semester indicate that you are doing an outstanding job in the classroom with student learning and course expectations; and for this you are to be commended. Congratulations on a job well done!

The scores in the higher and much higher ranges on the front cover, as well as the detail of scores noted on the back page of your IDEA summary indicate the level of statistical difference between your performances for each factor as compared to the national average. The national sample is comprised of thousands of questionnaires administered over multiple years. Since units (departments) at Graceland are small, comparisons within your unit may not be as meaningful as the larger comparisons among your discipline.

I appreciate the seriousness in which you take your teaching responsibilities to ensure effective student learning. Keep up the good work! Please contact me if you have questions or comments about your IDEA scores. Also, a reminder to keep your copy of each IDEA evaluation for your portfolio as you will need it in an upcoming SCOEPAT review.

Sincerely,

Brian White
Interim Vice President for Academic Affairs and Dean of Faculty

c: Division Chair/Dean

ARTS2310

I liked the group presentations and class discussions.

Course load was too much for an art class.

I wish I could have learned more about the art & less about the game we played.

I really enjoy you as a teacher and person.

I feel that there is a lot of potential for this class that I didn't receive.

I didn't learn much in this class.

I love Karen! She's the best!

ARTS3840

Karen is the best professor at GU. She is single handedly making my GU experience great.

Karen is unparalleled in her teaching, compassion and care for her students.

I love Karen!

I just wish this class was more structured.

ARTS2600

Karen is awesome.

Karen rocks!!

Should not be mandatory if students don't want to just be artists.

I feel like this would be a great online course. A lot of the times if not skyping there wasn't really a point to meet as a class.

I really liked this class, I learned a lot just too much reading and work that was unnecessary.

Valuable class but could have been just as valuable as an online class.

This should have been an online course. I learned more from Youtube & google than sitting in class.

Loved the skype sessions, really super helpful. Wasn't a fan of the reading. Liked the different ways that we learned how to do things, websites, skype, links, etc.

Least professional Professional Practices class ever.

There was too much observation and not enough workshopping to make me feel uncomfortable with my work.

Gurggs is amazeballs. She deserves a raise.

Very flexible & helpful.

GERGELY, K
Graceland University

Other 2310
TU 11:00
Spring 2018

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

Of the 31 students enrolled, 27 responded (87%). 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 underlined(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)	4.1	3.9
Overall Ratings		
B. Excellent Teacher	3.9	3.6
C. Excellent Course	3.6	3.3
D. Average of B & C	3.8	3.5
Summary Evaluation (Average of A & D) [1]	**3.9**	**3.7**

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

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

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)										
Similar Middle 40% (45–55)	54	50		46		45		46	50	46
Lower Next 20% (38–44)			42			40		41		
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:[2]

Discipline (IDEA Data)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Institution	48	48	43	41	39	39	41	40	45	44

No Disciplinary Comparisons Available

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

Stimulating Student Interest

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 30, 32	4.2	81%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	**All selected objectives**	**4.3**	**85%**	**Strength to retain**
15. Inspired students to set and achieve goals which really challenged them	**All selected objectives**	**4.2**	**78%**	**Strength to retain**
13. Introduced stimulating ideas about the subject	**21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32**	**4.5**	**88%**	**Strength to retain**

Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	**25, 26, 28, 29, 30, 31, 32**	**4.4**	**89%**	**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**	**4.5**	**89%**	**Strength to retain**
5. Formed "teams" or "discussion groups" to facilitate learning	**25**	**4.6**	**93%**	**Strength to retain**

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.4	78%	Retain current use or consider increasing
7. Explained the reasons for criticisms of students' academic performance	**23, 24, 26, 27, 28, 29, 31, 32**	**4.3**	**78%**	**Strength to retain**
1. Displayed a personal interest in students and their learning	**23, 24, 28, 32**	**4.7**	**96%**	**Strength to retain**
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e–mails, etc.)	**29**	**4.6**	**93%**	**Strength to retain**

Encouraging Student Involvement

11. Related course material to real life situations	23, 24, 30	4.1	78%	Retain current use or consider increasing
19. Gave projects, tests, or assignments that required original or creative thinking	**25, 26, 27, 28, 29, 31**	**4.5**	**89%**	**Strength to retain**
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	**25, 29**	**4.6**	**89%**	**Strength to retain**
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	**29**	**4.4**	**81%**	**Strength to retain**

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 24, 27, 30, 32	4.2	74%	Retain current use or consider increasing
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.3	81%	Retain current use or consider increasing
10. Explained course material clearly and concisely	**21, 22, 23, 24, 27**	**4.4**	**89%**	**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	4.4	89%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.3	85%	

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

Statistical Detail

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:
Since objectives were not identified, all were considered "Important."
Discipline code selected on FIF: 9900
Discipline code used for comparison: 9900
Discipline comparisons are not provided for 9900–other.

	Number Responding							
	1	2	3	4	5	Omit	Avg.	s.d.
1. Displayed a personal interest in students and their learning	0	0	1	7	19	0	4.7	0.6
2. Found ways to help students answer their own questions	0	0	6	4	17	0	4.4	0.8
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	3	9	15	0	4.4	0.7
4. Demonstrated the importance and significance of the subject matter	0	3	2	8	13	1	4.2	1.0
5. Formed "teams" or "discussion groups" to facilitate learning	0	1	1	7	18	0	4.6	0.8
6. Made it clear how each topic fit into the course	1	1	5	4	16	0	4.2	1.1
7. Explained the reasons for criticisms of students' academic...	0	1	5	6	15	0	4.3	0.9
8. Stimulated students to intellectual effort beyond that required by...	1	3	0	6	16	1	4.3	1.2
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	5	5	17	0	4.4	0.8
10. Explained course material clearly and concisely	1	0	2	9	15	0	4.4	0.9
11. Related course material to real life situations	1	1	4	10	11	0	4.1	1.0
12. Gave tests, projects, etc. that covered the most important points...	1	0	4	7	15	0	4.3	1.0
13. Introduced stimulating ideas about the subject	0	1	2	7	16	1	4.5	0.8
14. Involved students in "hands on" projects such as research, case...	0	0	3	6	18	0	4.6	0.7
15. Inspired students to set and achieve goals which really...	0	2	4	7	14	0	4.2	1.0
16. Asked students to share ideas and experiences with others...	0	1	2	6	18	0	4.5	0.8
17. Provided timely and frequent feedback on tests, reports,...	0	1	3	9	14	0	4.3	0.8
18. Asked students to help each other understand ideas or concepts	0	2	1	9	15	0	4.4	0.9
19. Gave projects, tests, or assignments that required original or...	0	0	3	8	16	0	4.5	0.7
20. Encouraged student–faculty interaction outside of class (office...	0	0	2	8	17	0	4.6	0.6

Key: 1 = Hardly Ever   2 = Occasionally   3 = Sometimes   4 = Frequently   5 = Almost Always

	1	2	3	4	5	Omit	Avg.	s.d.	Converted Avg.		Comparison Group Average		
									Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,...	1	3	3	5	15	0	4.1	1.2	52	50	4.0	NA	4.3
22. Learning fundamental principles, generalizations, or...	1	2	5	4	15	0	4.1	1.2	53	51	3.9	NA	4.3
23. Learning to *apply* course material (to improve thinking,...	2	1	5	4	15	0	4.1	1.3	52	46	4.0	NA	4.3
24. Developing specific skills, competencies, and points of...	3	1	5	3	15	0	4.0	1.4	48	44	4.0	NA	4.3
25. Acquiring skills in working with others as a member of...	1	0	4	5	17	0	4.4	1.0	57	52	3.9	NA	4.2
26. Developing creative capacities (writing, inventing,...	2	2	2	6	15	0	4.1	1.3	53	51	3.9	NA	4.2
27. Gaining a broader understanding and appreciation of...	3	1	4	4	15	0	4.0	1.4	54	49	3.7	NA	4.2
28. Developing skill in expressing myself orally or in writing	1	1	3	7	15	0	4.3	1.1	57	53	3.8	NA	4.1
29. Learning how to find and use resources for answering...	1	0	5	7	14	0	4.2	1.0	59	54	3.7	NA	4.2
30. Developing a clearer understanding of, and...	3	0	5	3	16	0	4.1	1.4	55	49	3.8	NA	4.2
31. Learning to *analyze* and *critically evaluate* ideas,...	3	0	3	8	13	0	4.0	1.3	53	48	3.8	NA	4.2
32. Acquiring an interest in learning more by asking my...	1	0	7	5	14	0	4.1	1.1	56	53	3.8	NA	4.2

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress   Bold = Selected as Important or Essential

	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
33. Amount of reading	4	3	7	9	4	0	3.2	1.3	50	NA	3.2	NA	3.3
34. Amount of work in other (non–reading) assignments	0	2	8	11	6	0	3.8	0.9	56	NA	3.4	NA	3.6
35. Difficulty of subject matter	1	6	11	7	2	0	3.1	1.0	45	NA	3.4	NA	3.5

Key: 1 = Much Less than Most   2 = Less than Most   3 = About Average   4 = More than Most   5 = Much More than Most
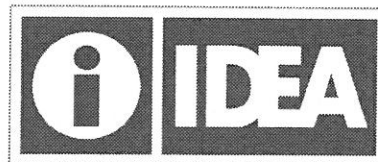
	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
36. I had a strong desire to take this course.	2	3	10	5	7	0	3.4	1.2	NA	NA	3.7	NA	3.9
37. I worked harder on this course than on most courses I have taken.	1	2	13	7	4	0	3.4	1.0	47	NA	3.6	NA	3.8
38. I really wanted to take a course from this instructor.	2	3	7	8	7	0	3.6	1.2	NA	NA	3.4	NA	3.8
39. I really wanted to take this course regardless of who taught it.	2	3	12	6	4	0	3.3	1.1	49	NA	3.3	NA	3.6
40. As a result of taking this course, I have more positive feelings...	3	3	8	8	5	0	3.3	1.2	41	34	3.9	NA	4.1
41. Overall, I rate this instructor an excellent teacher.	1	2	6	6	11	1	3.9	1.2	46	42	4.2	NA	4.3
42. Overall, I rate this course as excellent.	4	2	5	6	10	0	3.6	1.4	45	40	3.9	NA	4.2
43. As a rule, I put forth more effort than other students on...	0	1	7	9	9	1	4.0	0.9	62	NA	3.6	NA	3.9

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	1	26	5.0	NA
49.	0	0	0	0	1	26	5.0	NA
50.	0	0	0	0	1	26	5.0	NA
51.	0	0	0	0	1	26	5.0	NA
52.	0	0	0	0	1	26	5.0	NA
53.	0	0	0	0	1	26	5.0	NA
54.	0	0	0	0	1	26	5.0	NA
55.	0	0	0	0	1	26	5.0	NA
56.	0	0	0	0	1	26	5.0	NA
57.	0	0	0	0	1	26	5.0	NA

	1	2	3	4	5	Omit	Avg.	s.d.
58.						27		
59.						27		
60.						27		
61.						27		
62.						27		
63.						27		
64.						27		
65.						27		
66.						27		
67.						27		

GERGELY

Graceland University

Art (Painting, Drawing, Sculpture)   3840
MW 2:00
Spring 2018

IDEA Diagnostic Form Report

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

Of the 17 students enrolled, 17 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 underlined(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] **Three** objectives were selected as relevant (Important or Essential –see page 2)	4.6	4.4
Overall Ratings		
B. Excellent Teacher	4.5	4.3
C. Excellent Course	4.6	4.0
D. Average of B & C	4.6	4.2
Summary Evaluation (Average of A & D) [1]	4.6	4.3

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

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

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	62	58			61			58	60	
Similar Middle 40% (45–55)			55	51		52		52		55
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

	A. Progress		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Summary	
Discipline (IDEA Data)	60	57	53	50	56	50	55	50	58	54
Institution	58	57	54	52	57	53	56	53	57	55

IDEA Discipline used for comparison:
Art (Painting, Drawing, Sculpture)

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

Stimulating Student Interest

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
13. Introduced stimulating ideas about the subject	All selected objectives	4.4	76%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	**All selected objectives**	**4.6**	**88%**	**Strength to retain**
15. Inspired students to set and achieve goals which really challenged them	**All selected objectives**	**4.8**	**94%**	**Strength to retain**
4. Demonstrated the importance and significance of the subject matter	**24**	**4.6**	**94%**	**Strength to retain**

Fostering Student Collaboration

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	**26, 28**	**4.8**	**94%**	**Strength to retain**
18. Asked students to help each other understand ideas or concepts	**26, 28**	**4.9**	**94%**	**Strength to retain**
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.8	94%	

Establishing Rapport

2. Found ways to help students answer their own questions	**All selected objectives**	**4.6**	**94%**	**Strength to retain**
7. Explained the reasons for criticisms of students' academic performance	**All selected objectives**	**4.7**	**94%**	**Strength to retain**
1. Displayed a personal interest in students and their learning	**24, 28**	**4.8**	**94%**	**Strength to retain**
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e–mails, etc.)	Not relevant to objectives selected	4.5	82%	

Encouraging Student Involvement

11. Related course material to real life situations	24	4.4	82%	Retain current use or consider increasing
19. Gave projects, tests, or assignments that required original or creative thinking	**26, 28**	**4.7**	**88%**	**Strength to retain**
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.5	88%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.4	76%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	24	4.5	82%	Retain current use or consider increasing
10. Explained course material clearly and concisely	**24**	**4.5**	**88%**	**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	88%	
12. Gave tests, projects, etc. that covered the most important points of the course	Not relevant to objectives selected	4.1	65%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.7	94%	

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	15	0	4.8	0.5
2. Found ways to help students answer their own questions	0	0	1	5	11	0	4.6	0.6
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	2	3	12	0	4.6	0.7
4. Demonstrated the importance and significance of the subject matter	0	0	1	5	11	0	4.6	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	1	2	14	0	4.8	0.6
6. Made it clear how each topic fit into the course	0	0	3	2	12	0	4.5	0.8
7. Explained the reasons for criticisms of students' academic...	0	0	1	3	12	1	4.7	0.6
8. Stimulated students to intellectual effort beyond that required by...	0	0	2	3	12	0	4.6	0.7
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	2	4	11	0	4.5	0.7
10. Explained course material clearly and concisely	0	0	2	4	11	0	4.5	0.7
11. Related course material to real life situations	0	1	2	3	11	0	4.4	0.9
12. Gave tests, projects, etc. that covered the most important points...	0	1	5	2	9	0	4.1	1.1
13. Introduced stimulating ideas about the subject	0	0	4	2	11	0	4.4	0.9
14. Involved students in "hands on" projects such as research, case...	0	0	4	2	11	0	4.4	0.9
15. Inspired students to set and achieve goals which really...	0	0	1	1	15	0	4.8	0.5
16. Asked students to share ideas and experiences with others...	0	0	1	1	15	0	4.8	0.5
17. Provided timely and frequent feedback on tests, reports,...	0	0	1	3	13	0	4.7	0.6
18. Asked students to help each other understand ideas or concepts	0	0	1	0	16	0	4.9	0.5
19. Gave projects, tests, or assignments that required original or...	0	0	2	2	13	0	4.6	0.7
20. Encouraged student–faculty interaction outside of class (office...	0	0	3	2	12	0	4.5	0.8

Key: 1 = Hardly Ever   2 = Occasionally   3 = Sometimes   4 = Frequently   5 = Almost Always

	1	2	3	4	5	Omit	Avg.	s.d.	Converted Avg. Raw	Converted Avg. Adj.	Comparison Group Average IDEA	Comparison Group Average Discipline	Comparison Group Average Institution
21. Gaining factual knowledge (terminology, classifications,...	0	1	4	2	10	0	4.2	1.0	NA	NA	4.0	4.3	4.3
22. Learning fundamental principles, generalizations, or theories	0	0	5	1	11	0	4.4	0.9	NA	NA	3.9	4.2	4.3
23. Learning to *apply* course material (to improve thinking, problem...	0	1	1	3	12	0	4.5	0.9	NA	NA	4.0	4.2	4.3
24. Developing specific skills, competencies, and points of...	**0**	**0**	**1**	**1**	**15**	**0**	**4.8**	**0.5**	**65**	**57**	**4.0**	**4.3**	**4.3**
25. Acquiring skills in working with others as a member of a team	0	1	2	0	14	0	4.6	0.9	NA	NA	3.9	3.8	4.2
26. Developing creative capacities (writing, inventing,...	**0**	**0**	**2**	**2**	**13**	**0**	**4.6**	**0.7**	**61**	**57**	**3.9**	**4.4**	**4.2**
27. Gaining a broader understanding and appreciation of...	0	0	2	3	12	0	4.6	0.7	NA	NA	3.7	4.3	4.2
28. Developing skill in expressing myself orally or in writing	**0**	**0**	**2**	**4**	**11**	**0**	**4.5**	**0.7**	**61**	**60**	**3.8**	**3.8**	**4.1**
29. Learning how to find and use resources for answering questions...	0	1	2	2	12	0	4.5	0.9	NA	NA	3.7	3.9	4.2
30. Developing a clearer understanding of, and commitment to,...	1	0	2	1	13	0	4.5	1.1	NA	NA	3.8	3.9	4.2
31. Learning to *analyze* and *critically evaluate* ideas, arguments,...	0	0	2	1	14	0	4.7	0.7	NA	NA	3.8	4.0	4.2
32. Acquiring an interest in learning more by asking my own...	0	0	1	2	14	0	4.8	0.6	NA	NA	3.8	4.0	4.2

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress   Bold = Selected as Important or Essential

	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
33. Amount of reading	6	0	7	2	2	0	2.6	1.4	43	NA	3.2	2.4	3.3
34. Amount of work in other (non–reading) assignments	0	0	4	3	10	0	4.4	0.9	66	NA	3.4	3.7	3.6
35. Difficulty of subject matter	0	0	7	4	6	0	3.9	0.9	59	NA	3.4	3.3	3.5

Key: 1 = Much Less than Most   2 = Less than Most   3 = About Average   4 = More than Most   5 = Much More than Most

|	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
36. I had a strong desire to take this course.	0	0	1	0	16	0	4.9	0.5	NA	NA	3.7	4.0	3.9
37. I worked harder on this course than on most courses I have taken.	0	0	2	2	12	1	4.6	0.7	69	NA	3.6	3.8	3.8
38. I really wanted to take a course from this instructor.	3	0	1	1	12	0	4.1	1.6	NA	NA	3.4	3.7	3.8
39. I really wanted to take this course regardless of who taught it.	1	0	4	2	10	0	4.2	1.2	65	NA	3.3	3.6	3.6
40. As a result of taking this course, I have more positive feelings...	0	0	1	2	13	1	4.8	0.6	65	55	3.9	4.2	4.1
41. Overall, I rate this instructor an excellent teacher.	0	1	2	1	13	0	4.5	0.9	55	51	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	0	0	2	3	12	0	4.6	0.7	61	52	3.9	4.3	4.2
43. As a rule, I put forth more effort than other students on...	0	1	3	3	9	1	4.3	1.0	70	NA	3.6	3.9	3.9

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

No Additional Questions.

GERGELY, K
Graceland University

Art (Painting, Drawing, Sculpture)   1230
MW 12:00
Spring 2018
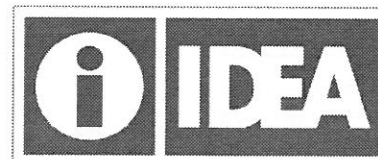
To learn more, see the Interpretive Guide: www.theideacenter.org/diagnosticguide.pdf

Of the 22 students enrolled, 16 responded (73%). 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 underlined(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] **Two** objectives were selected as relevant (Important or Essential –see page 2)	4.5	4.2
Overall Ratings		
B. Excellent Teacher	4.6	4.2
C. Excellent Course	4.4	4.0
D. Average of B & C	4.5	4.1
Summary Evaluation (Average of A & D) [1]	4.5	4.2

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

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

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	59		56		58		57		58	
Similar Middle 40% (45–55)		54		51		51		51		53
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Discipline (IDEA Data)	52	50	53	50	52	49	53	50	53	50
Institution	55	54	54	52	54	52	54	52	55	53

IDEA Discipline used for comparison:
Art (Painting, Drawing, Sculpture)

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

Stimulating Student Interest

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.4	81%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.7	94%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.6	94%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	24	4.6	94%	Strength to retain

Fostering Student Collaboration

16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26	4.6	88%	Strength to retain
18. Asked students to help each other understand ideas or concepts	26	4.4	88%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.6	94%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.7	94%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	All selected objectives	4.7	94%	Strength to retain
1. Displayed a personal interest in students and their learning	24	4.8	94%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e–mails, etc.)	Not relevant to objectives selected	4.4	81%	

Encouraging Student Involvement

11. Related course material to real life situations	24	4.4	88%	Strength to retain
19. Gave projects, tests, or assignments that required original or creative thinking	26	4.8	94%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.4	88%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.7	94%	

Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	24	4.5	88%	Strength to retain
10. Explained course material clearly and concisely	24	4.4	88%	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	94%	
12. Gave tests, projects, etc. that covered the most important points of the course	Not relevant to objectives selected	4.6	94%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.6	94%	

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

Statistical Detail

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.

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	1	2	13	0	4.8	0.6
2. Found ways to help students answer their own questions	0	0	1	3	12	0	4.7	0.6
3. Scheduled course work (class activities, tests, projects) in ways...	0	0	1	4	11	0	4.6	0.6
4. Demonstrated the importance and significance of the subject matter	0	0	1	4	11	0	4.6	0.6
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	1	5	10	0	4.6	0.6
6. Made it clear how each topic fit into the course	0	0	2	4	10	0	4.5	0.7
7. Explained the reasons for criticisms of students' academic...	0	0	1	3	12	0	4.7	0.6
8. Stimulated students to intellectual effort beyond that required by...	0	0	3	4	9	0	4.4	0.8
9. Encouraged students to use multiple resources (e.g. data banks,...	0	0	2	5	9	0	4.4	0.7
10. Explained course material clearly and concisely	0	0	2	5	9	0	4.4	0.7
11. Related course material to real life situations	0	0	2	5	9	0	4.4	0.7
12. Gave tests, projects, etc. that covered the most important points...	0	0	1	4	11	0	4.6	0.6
13. Introduced stimulating ideas about the subject	0	0	1	3	12	0	4.7	0.6
14. Involved students in "hands on" projects such as research, case...	0	0	1	3	12	0	4.7	0.6
15. Inspired students to set and achieve goals which really...	0	0	1	4	11	0	4.6	0.6
16. Asked students to share ideas and experiences with others...	0	0	2	3	11	0	4.6	0.7
17. Provided timely and frequent feedback on tests, reports,...	0	0	1	4	11	0	4.6	0.6
18. Asked students to help each other understand ideas or concepts	1	0	1	4	10	0	4.4	1.1
19. Gave projects, tests, or assignments that required original or...	0	0	1	2	13	0	4.8	0.6
20. Encouraged student–faculty interaction outside of class (office...	0	1	2	3	10	0	4.4	1.0

Key: 1 = Hardly Ever   2 = Occasionally   3 = Sometimes   4 = Frequently   5 = Almost Always

Notes:
Discipline code selected on FIF: 5007
Discipline code used for comparison: 5007

	1	2	3	4	5	Omit	Avg.	s.d.	Converted Avg. Raw	Converted Avg. Adj.	Comparison Group Average IDEA	Comparison Group Average Discipline	Comparison Group Average Institution
21. Gaining factual knowledge (terminology, classifications,...	0	0	3	8	5	0	4.1	0.7	NA	NA	4.0	4.3	4.3
22. Learning fundamental principles, generalizations, or theories	0	0	2	6	8	0	4.4	0.7	NA	NA	3.9	4.2	4.3
23. Learning to *apply* course material (to improve thinking, problem...	0	0	2	5	9	0	4.4	0.7	NA	NA	4.0	4.2	4.3
24. Developing specific skills, competencies, and points of...	0	0	1	7	8	0	4.4	0.6	58	52	4.0	4.3	4.3
25. Acquiring skills in working with others as a member of a team	0	1	1	6	8	0	4.3	0.9	NA	NA	3.9	3.8	4.2
26. Developing creative capacities (writing, inventing,...	0	0	2	4	10	0	4.5	0.7	59	55	3.9	4.4	4.2
27. Gaining a broader understanding and appreciation of...	0	0	1	6	9	0	4.5	0.6	NA	NA	3.7	4.3	4.2
28. Developing skill in expressing myself orally or in writing	1	0	2	6	7	0	4.1	1.1	NA	NA	3.8	3.8	4.1
29. Learning how to find and use resources for answering questions...	1	1	1	3	10	0	4.3	1.2	NA	NA	3.7	3.9	4.2
30. Developing a clearer understanding of, and commitment to,...	0	0	3	6	7	0	4.3	0.8	NA	NA	3.8	3.9	4.2
31. Learning to *analyze* and *critically evaluate* ideas, arguments,...	0	1	1	6	8	0	4.3	0.9	NA	NA	3.8	4.0	4.2
32. Acquiring an interest in learning more by asking my own...	0	1	2	4	9	0	4.3	0.9	NA	NA	3.8	4.0	4.2

Key: 1 = No apparent progress   2 = Slight progress   3 = Moderate progress   4 = Substantial progress   5 = Exceptional progress   Bold = Selected as Important or Essential

	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
33. Amount of reading	4	4	6	1	1	0	2.4	1.2	40	NA	3.2	2.4	3.3
34. Amount of work in other (non–reading) assignments	0	0	5	3	7	1	4.1	0.9	62	NA	3.4	3.7	3.6
35. Difficulty of subject matter	3	1	5	4	3	0	3.2	1.4	46	NA	3.4	3.3	3.5

Key: 1 = Much Less than Most   2 = Less than Most   3 = About Average   4 = More than Most   5 = Much More than Most

	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
36. I had a strong desire to take this course.	0	0	4	5	7	0	4.2	0.8	NA	NA	3.7	4.0	3.9
37. I worked harder on this course than on most courses I have taken.	1	1	5	4	5	0	3.7	1.2	52	NA	3.6	3.8	3.8
38. I really wanted to take a course from this instructor.	0	0	4	5	6	1	4.1	0.8	NA	NA	3.4	3.7	3.8
39. I really wanted to take this course regardless of who taught it.	1	0	5	6	4	0	3.8	1.1	58	NA	3.3	3.6	3.6
40. As a result of taking this course, I have more positive feelings...	0	0	3	5	8	0	4.3	0.8	57	50	3.9	4.2	4.1
41. Overall, I rate this instructor an excellent teacher.	0	0	2	3	11	0	4.6	0.7	56	51	4.2	4.4	4.3
42. Overall, I rate this course as excellent.	0	0	4	2	10	0	4.4	0.9	58	51	3.9	4.3	4.2
43. As a rule, I put forth more effort than other students on...	0	1	5	3	7	0	4.0	1.0	62	NA	3.6	3.9	3.9

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.		1	2	3	4	5	Omit	Avg.	s.d.
48.	0	0	0	1	0	15	4.0	NA	58.						16		
49.	0	0	0	1	0	15	4.0	NA	59.						16		
50.	0	0	0	1	0	15	4.0	NA	60.						16		
51.	0	0	0	1	0	15	4.0	NA	61.						16		
52.	0	0	0	1	0	15	4.0	NA	62.						16		
53.	0	0	0	1	0	15	4.0	NA	63.						16		
54.	0	0	0	1	0	15	4.0	NA	64.						16		
55.	0	0	0	1	0	15	4.0	NA	65.						16		
56.	0	0	0	1	0	15	4.0	NA	66.						16		
57.	0	0	0	1	0	15	4.0	NA	67.						16		

GERGELY, K
Graceland University

Other 2600
TU 2:00
Spring 2018

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

Of the 31 students enrolled, 25 responded (81%). 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 underlined (raw) and adjusted averages are reported. The latter makes classes more comparable by considering factors that influence student ratings, yet are beyond the instructor's control. Scores are adjusted to take into account student desire to take the course regardless of who taught it (item 39), student work habits (item 43), instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

Your Average Scores

	Your Average (5–point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] **Four** objectives were selected as relevant (Important or Essential –see page 2)	4.5	4.2
Overall Ratings		
B. Excellent Teacher	4.4	4.1
C. Excellent Course	3.9	3.3
D. Average of B & C	4.2	3.7
Summary Evaluation (Average of A & D) [1]	**4.4**	**4.0**

[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		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)										
Higher Next 20% (56–62)	60								56	
Similar Middle 40% (45–55)		54	54	49	49		52			50
Lower Next 20% (38–44)							40	45		
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

Discipline (IDEA Data)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Institution	55	53	52	50	45	40	49	45	52	49

No Disciplinary Comparisons Available

Improving Teaching Effectiveness

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

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

Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5–point scale)	Percent of Students Rating 4 or 5	Suggested Action
Stimulating Student Interest				
13. Introduced stimulating ideas about the subject	All selected objectives	4.4	84%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	**All selected objectives**	**4.3**	**80%**	**Strength to retain**
15. Inspired students to set and achieve goals which really challenged them	**All selected objectives**	**4.7**	**88%**	**Strength to retain**
4. Demonstrated the importance and significance of the subject matter	**23, 24**	**4.6**	**88%**	**Strength to retain**
Fostering Student Collaboration				
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	**26, 28**	**4.7**	**92%**	**Strength to retain**
18. Asked students to help each other understand ideas or concepts	**26, 28**	**4.6**	**92%**	**Strength to retain**
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	4.3	80%	
Establishing Rapport				
2. Found ways to help students answer their own questions	All selected objectives	4.4	84%	Retain current use or consider increasing
7. Explained the reasons for criticisms of students' academic performance	**All selected objectives**	**4.3**	**80%**	**Strength to retain**
1. Displayed a personal interest in students and their learning	**23, 24, 28**	**4.8**	**100%**	**Strength to retain**
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e–mails, etc.)	Not relevant to objectives selected	4.6	88%	
Encouraging Student Involvement				
11. Related course material to real life situations	**23, 24**	**4.8**	**100%**	**Strength to retain**
19. Gave projects, tests, or assignments that required original or creative thinking	**26, 28**	**4.7**	**96%**	**Strength to retain**
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	Not relevant to objectives selected	4.6	88%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	4.3	80%	
Structuring Classroom Experiences				
10. Explained course material clearly and concisely	23, 24	4.3	76%	Retain current use or consider increasing
6. Made it clear how each topic fit into the course	**23, 24**	**4.5**	**88%**	**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	4.4	84%	
12. Gave tests, projects, etc. that covered the most important points of the course	Not relevant to objectives selected	4.4	88%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.3	80%	

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	5	20	0	4.8	0.4
2. Found ways to help students answer their own questions	0	2	2	5	16	0	4.4	1.0
3. Scheduled course work (class activities, tests, projects) in ways...	0	3	1	3	18	0	4.4	1.0
4. Demonstrated the importance and significance of the subject matter	0	1	2	2	20	0	4.6	0.8
5. Formed "teams" or "discussion groups" to facilitate learning	1	1	3	4	16	0	4.3	1.1
6. Made it clear how each topic fit into the course	0	1	2	5	17	0	4.5	0.8
7. Explained the reasons for criticisms of students' academic...	2	1	2	3	17	0	4.3	1.3
8. Stimulated students to intellectual effort beyond that required by...	2	0	3	3	17	0	4.3	1.2
9. Encouraged students to use multiple resources (e.g. data banks,...	0	2	1	3	19	0	4.6	0.9
10. Explained course material clearly and concisely	1	1	4	3	16	0	4.3	1.1
11. Related course material to real life situations	0	0	0	4	21	0	4.8	0.4
12. Gave tests, projects, etc. that covered the most important points...	0	1	2	7	15	0	4.4	0.8
13. Introduced stimulating ideas about the subject	1	1	2	3	18	0	4.4	1.1
14. Involved students in "hands on" projects such as research, case...	1	2	2	3	17	0	4.3	1.2
15. Inspired students to set and achieve goals which really...	0	0	3	2	20	0	4.7	0.7
16. Asked students to share ideas and experiences with others...	0	1	1	3	20	0	4.7	0.7
17. Provided timely and frequent feedback on tests, reports,...	2	0	3	4	16	0	4.3	1.2
18. Asked students to help each other understand ideas or concepts	0	0	2	5	18	0	4.6	0.6
19. Gave projects, tests, or assignments that required original or...	0	0	1	5	19	0	4.7	0.5
20. Encouraged student–faculty interaction outside of class (office...	0	1	2	2	19	1	4.6	0.8

Key: 1 = Hardly Ever   2 = Occasionally   3 = Sometimes   4 = Frequently   5 = Almost Always

	1	2	3	4	5	Omit	Avg.	s.d.	Converted Avg. Raw	Converted Avg. Adj.	Comparison Group Average IDEA	Comparison Group Average Discipline	Comparison Group Average Institution
21. Gaining factual knowledge (terminology, classifications,...	0	0	3	5	17	0	4.6	0.7	NA	NA	4.0	NA	4.3
22. Learning fundamental principles, generalizations, or theories	2	1	3	4	15	0	4.2	1.3	NA	NA	3.9	NA	4.3
23. Learning to *apply* course material (to improve thinking,...	1	1	2	3	17	1	4.4	1.1	58	51	4.0	NA	4.3
24. Developing specific skills, competencies, and points of...	0	0	3	4	18	0	4.6	0.7	61	55	4.0	NA	4.3
25. Acquiring skills in working with others as a member of a team	3	3	1	4	14	0	3.9	1.5	NA	NA	3.9	NA	4.2
26. Developing creative capacities (writing, inventing,...	0	1	3	4	17	0	4.5	0.9	59	54	3.9	NA	4.2
27. Gaining a broader understanding and appreciation of...	1	3	2	5	14	0	4.1	1.2	NA	NA	3.7	NA	4.2
28. Developing skill in expressing myself orally or in writing	0	2	1	5	17	0	4.5	0.9	60	55	3.8	NA	4.1
29. Learning how to find and use resources for answering questions...	0	0	5	4	16	0	4.4	0.8	NA	NA	3.7	NA	4.2
30. Developing a clearer understanding of, and commitment to,...	0	1	4	4	16	0	4.4	0.9	NA	NA	3.8	NA	4.2
31. Learning to *analyze* and *critically evaluate* ideas, arguments,...	0	1	3	5	16	0	4.4	0.9	NA	NA	3.8	NA	4.2
32. Acquiring an interest in learning more by asking my own...	0	2	3	3	16	1	4.4	1.0	NA	NA	3.8	NA	4.2

Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate progress 4 = Substantial progress 5 = Exceptional progress   Bold = Selected as Important or Essential

	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
33. Amount of reading	0	3	4	6	12	0	4.1	1.1	62	NA	3.2	NA	3.3
34. Amount of work in other (non–reading) assignments	0	1	2	9	13	0	4.4	0.8	66	NA	3.4	NA	3.6
35. Difficulty of subject matter	2	2	8	7	6	0	3.5	1.2	52	NA	3.4	NA	3.5

Key: 1 = Much Less than Most   2 = Less than Most   3 = About Average   4 = More than Most   5 = Much More than Most

	1	2	3	4	5	Omit	Avg.	s.d.	Raw	Adj.	IDEA	Discipline	Institution
36. I had a strong desire to take this course.	2	2	6	4	11	0	3.8	1.3	NA	NA	3.7	NA	3.9
37. I worked harder on this course than on most courses I have taken.	0	2	6	4	13	0	4.1	1.1	60	NA	3.6	NA	3.8
38. I really wanted to take a course from this instructor.	3	0	6	2	14	0	4.0	1.4	NA	NA	3.4	NA	3.8
39. I really wanted to take this course regardless of who taught it.	3	3	4	5	10	0	3.6	1.4	56	NA	3.3	NA	3.6
40. As a result of taking this course, I have more positive feelings...	2	2	4	5	12	0	3.9	1.3	51	41	3.9	NA	4.1
41. Overall, I rate this instructor an excellent teacher.	0	2	2	4	17	0	4.4	1.0	54	49	4.2	NA	4.3
42. Overall, I rate this course as excellent.	2	3	3	5	12	0	3.9	1.4	49	40	3.9	NA	4.2
43. As a rule, I put forth more effort than other students on...	1	0	4	9	11	0	4.2	1.0	67	NA	3.6	NA	3.9

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

No Additional Questions.

The day in the life journals were so fun. Keep doing these. I love the laser cats too <3

YOU ROCK!!!!!!

Art journal was my favorite project.

I really liked the fear project we did; it was both interesting and fun.

She is a very good instructor and really cares for her students and their progress.

Gergely is one of my favorite humans. She always has a positive attitude towards us and learning. She is my favorite instructor and I can't wait to take more classes with her. Gergely is one of the best Art instructors I've ever had.

Loved our journal project most, than our fear ones.

My favorite class. I loved the fear project. <3

ARTS1210 Sec. 0

By far my favorite class.

Do more to show students where certain supplies are.

You're awesome! I did not like the fear projects however, I thought they were too restrictive.

I really feel like I've developed an understanding on how composition works and what makes art work. Interesting. Before I was reluctant to take this course but, I'm glad I did because I learned a lot.

Excellent projects, even better encouragement and classroom attitude.

ARTS2900F

Thanks Karen, you're doing great!!!

I had so much fun with you as mu professor. Can't wait for painting and art history. Thanks and Happy Holidays!

Before I took this class I really didn't like art. Thank you for being an amazing teacher and teaching me how great art can be and helping me figure out that I can actually do art. This class has been extremely fun and educational.

I love Karen! She is my favorite! She is so understanding and amazing!

Great teacher and class! ☺

She's awesome.

INTD1100

Excellent professor!

I really loved the class. Very happy to have Karen as my teacher.

This course was great! Karen did such an amazing job. I take many things from this class.

I really warmed up to the course after some time.

One of my favorite teachers ever! So energy filled.

I wish the class showed both liberal and conservative view points because everything was one sided and I am a liberal but I still want both viewpoints.

I think my teacher did a good job teaching a skill that is hard to be taught or explained.

Karen is my favorite professor. I think she is one of the main reasons I survived my freshman year.

I loved Karen Gergely! She was my absolute favorite teacher this semester. I wish I could have her every day! Everyone I talk to loves her too. So much energy and makes learning exciting.

Karen Gergely

IDEA Written Comments Fall 2016

ARTS2400

This class was great! It was fun, exciting and eye opening. Great job Karen! Maybe you could bring in different art forms like music and theater, that are controversial, to discuss as well?

Very fun and interactive, I learned a whole lot.

Awesome class! Gets you out of your comfort zone, such a fun way of learning.

This is one of the best art classes I have ever taken. You made it fun and enjoyable every day. (Not legible message about requiring a book instead of a 12 million $ shark.)

As someone that wasn't really into art, this class really opened by eyes to a bunch of amazing topics that I had no idea about. Gergely was an excellent teacher that sparked interest to cares about the students.

Great class!

I really enjoyed taking your class. I love how enthusiastic you are and how energetic and positive you are throughout the class, even though some people don't give you the attention you deserve. Keep teaching the way you do. It is a really special way to do it. It definitely makes you special and different from other professors. Thank you so much for your class. It was a great experience. *P.P. We need to play more ultimate Frisbee.

Loved this class! The instructor was great!!

Best teacher I've ever had here at GU. <3

You're doing great!

ARTS1210 Sec. 1

Karen is extremely honest, but in a very constructive and respectful way. She's always high in energy and ready to help students do their best.

Well done in using examples to help show me what she expects.

I think you're awesome. Thanks for caring about my success.

She is awesome!!! Want to take more courses with her.

Gergely is such an amazing human being. Taking this course really forced me to put myself out there. I had so much fun with every project. The way she teaches is creative and exciting. Her personality was something I thought made this class one of my absolute favorites... and I'm a senior. I always felt better when I would get feedback on my projects, too. Don't change anything, because it was all so great!
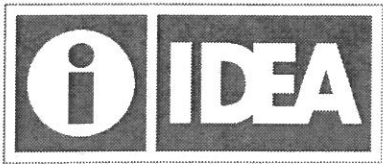
GERGELY, K
Graceland University

Art (Painting, Drawing, Sculpture) 2250
MW 200
Spring 2016

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

Of the 14 students enrolled, 13 responded (93%). 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 underlined(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] **Two** objectives were selected as relevant (Important or Essential –see page 2)	5.0	4.7
Overall Ratings		
B. Excellent Teacher	4.9	4.7
C. Excellent Course	4.9	4.5
D. Average of B & C	4.9	4.6
Summary Evaluation (Average of A & D) [1]	**5.0**	**4.7**

[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)	67	63			66		64		66	
Higher Next 20% (56–62)			61	58		60		59		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]

	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Discipline (IDEA Data)	66	63	60	59	63	59	62	59	64	61
Institution	64	64	61	60	64	61	63	61	64	63

IDEA Discipline used for comparison:
Art (Painting, Drawing, Sculpture)

GERGELY, K
Graceland University

Other 3990
TU 2:00
Spring 2016

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

IDEA

Of the 15 students enrolled, 13 responded (87%). 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 underlined (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] Three objectives were selected as relevant (Important or Essential –see page 2)	4.6	4.2
Overall Ratings		
B. Excellent Teacher	4.9	4.6
C. Excellent Course	4.6	4.2
D. Average of B & C	4.8	4.4
Summary Evaluation (Average of A & D) [1]	4.7	4.3

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

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

### Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	62		61	57	62		62	56	62	56
Similar Middle 40% (45–55)		55				54				
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

	A Raw	A Adj	B Raw	B Adj	C Raw	C Adj	D Raw	D Adj	Sum Raw	Sum Adj
Discipline (IDEA Data)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Institution	57	55	61	59	58	55	60	57	59	56

No Disciplinary Comparisons Available
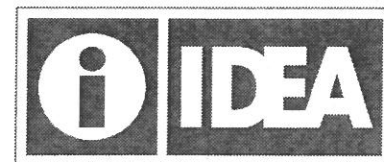
GERGELY, K
Graceland University

History 2310
11:00
Spring 2016

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

Of the 28 students enrolled, 24 responded (86%). 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.**

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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)	4.5	4.3
Overall Ratings		
B. Excellent Teacher	4.8	4.5
C. Excellent Course	4.5	4.2
D. Average of B & C	4.7	4.4
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						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	61	58	59		59		59		60	57
Similar Middle 40% (45–55)				55		54		55		
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

Discipline (IDEA Data)	61	58	58	54	57	51	58	53	60	56
Institution	57	57	58	57	55	55	57	56	57	57

IDEA Discipline used for comparison:
History

GERGELY, K
Graceland University

Art (Painting, Drawing, Sculpture)   1230
MW 12:00
Spring 2016
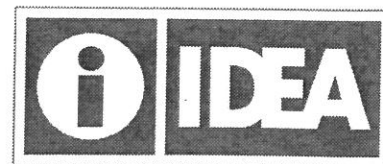
IDEA

IDEA Diagnostic Form Report

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

Of the 16 students enrolled, 10 responded (63%). 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 underlined(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] Ten objectives were selected as relevant (Important or Essential –see page 2)	4.6	4.4
Overall Ratings		
B. Excellent Teacher	4.6	4.3
C. Excellent Course	4.4	4.0
D. Average of B & C	4.5	4.2
Summary Evaluation (Average of A & D) [1]	4.6	4.3

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

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

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	**Adj.**	**Raw**	**Adj.**	**Raw**	**Adj.**	**Raw**	**Adj.**	**Raw**	**Adj.**
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	62	60	56		59		58		60	56
Similar Middle 40% (45–55)				52		52		52		
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

Discipline (IDEA Data)	61	62	53	51	54	50	54	51	58	57
Institution	57	59	54	53	55	52	55	53	56	56

IDEA Discipline used for comparison:
Art (Painting, Drawing, Sculpture)

GERGELY

Graceland University

Art (Painting, Drawing, Sculpture) 001210
MW 9:00
Fall 2016

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

IDEA Diagnostic Form Report

Of the 23 students enrolled, 15 responded (65%). 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 <u>unadjusted</u> (raw) and <u>adjusted</u> 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] — Three objectives were selected as relevant (Important or Essential –see page 2)	4.7	5.0
Overall Ratings		
B. Excellent Teacher	4.7	4.8
C. Excellent Course	4.5	4.9
D. Average of B & C	4.6	4.9
Summary Evaluation (Average of A & D) [1]	**4.7**	**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						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)	63	67				66		63		65
Higher Next 20% (56–62)	58			59	59	59		59	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)	59	69	55	60	54	66	55	63	57	66
Institution	59	68	56	61	55	68	56	65	58	67

IDEA Discipline used for comparison:
Art (Painting, Drawing, Sculpture)

GERGELY

Graceland University

Art (Painting, Drawing, Sculpture) 001210
MW 200
Fall 2016

IDEA Diagnostic Form Report

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

Of the 22 students enrolled, 18 responded (82%). 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**.

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Your Average Scores

	Your Average (5–point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] **Three** objectives were selected as relevant (Important or Essential –see page 2)	4.5	4.2
Overall Ratings		
B. Excellent Teacher	4.5	4.3
C. Excellent Course	4.2	3.8
D. Average of B & C	4.4	4.1
Summary Evaluation (Average of A & D) [1]	**4.5**	**4.2**

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

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

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	59	56							57	
Similar Middle 40% (45–55)			55	51	55	47	55	49		53
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

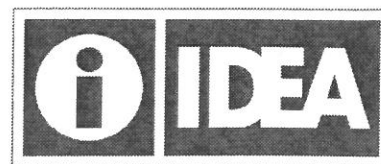|										
Discipline (IDEA Data)	53	53	52	50	49	45	51	48	52	51
Institution	55	56	53	52	51	47	52	50	54	53

IDEA Discipline used for comparison:
Art (Painting, Drawing, Sculpture)

GERGELY, K
Graceland University

Art (Painting, Drawing, Sculpture) 002900
TU 02:00
Fall 2016

IDEA — **i**

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

Of the 18 students enrolled, 13 responded (72%). 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 <u>unadjusted</u> (raw) and <u>adjusted</u> 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] **Two** objectives were selected as relevant (Important or Essential –see page 2)	4.4	4.1
Overall Ratings		
B. Excellent Teacher	4.6	4.4
C. Excellent Course	4.4	4.0
D. Average of B & C	4.5	4.2
Summary Evaluation (Average of A & D) [1]	**4.5**	**4.2**

[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				D. Average of B & C		Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course					
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	58		57		58		58		58	
Similar Middle 40% (45–55)		55		54		51		53		54
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

	A. Progress on Relevant Objectives		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Summary Evaluation	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Discipline (IDEA Data)	51	49	54	54	52	49	53	52	52	51
Institution	54	55	55	56	54	52	55	54	55	55

IDEA Discipline used for comparison:
Art (Painting, Drawing, Sculpture)

GERGELY, K
Graceland University

Liberal Arts & Sciences, General Studies & Humanities 001
TU 11:00
Fall 2016

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

Of the 17 students enrolled, 17 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.

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Both <u>unadjusted</u> (raw) and <u>adjusted</u> 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] Three objectives were selected as relevant (Important or Essential –see page 2)	4.1	4.0
Overall Ratings		
B. Excellent Teacher	4.6	4.4
C. Excellent Course	4.0	4.0
D. Average of B & C	4.3	4.2
Summary Evaluation (Average of A & D) [1]	4.2	4.1

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

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

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)			56							
Similar Middle 40% (45–55)	53	52		54	51	52	54	53	54	53
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

Discipline (IDEA Data)	49	50	55	54	51	52	53	53	51	52
Institution	47	50	55	55	47	53	51	54	49	52

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

GERGELY, K E
Graceland University

Fine and Applied Arts 2400
TU 900
Fall 2016

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

Of the 28 students enrolled, 21 responded (75%). 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.

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Your Average Scores

	Your Average (5–point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives[1] Three objectives were selected as relevant (Important or Essential –see page 2)	4.6	4.4
Overall Ratings		
B. Excellent Teacher	4.5	4.3
C. Excellent Course	4.4	4.1
D. Average of B & C	4.5	4.2
Summary Evaluation (Average of A & D)[1]	**4.6**	**4.3**

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

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

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	61	58			57		56		59	56
Similar Middle 40% (45–55)			54	52		53		53		
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your:[2]

Discipline (IDEA Data)	55	56	51	51	51	52	51	52	53	54
Institution	56	57	52	53	53	54	53	54	55	56

IDEA Discipline used for comparison:
Fine and Applied Arts

Karen Gergely

IDEA Written Comments Spring 2016

ARTS1230

You did great! I loved how much you helped each of us individually and truly cared about our worth.

Karen has wond3erful enthusiasm and is so very positive and encouraging. She engages students and interacts constantly. Her teaching style of working with students as they work with art projects is effective. She is an outstanding instructor. I would like mini technique sessions- 5/10 minutes at beginning of class to give me ideas for art assignments.

The class gave me drawing skills AI can use for my life. I saw the progress on the projects I drew from the beginning to the end.

I really enjoyed this class. It was a good stress relief and enjoyed the way Karen taught it.

Too many drawings at one time at the end of the semester, and not enough time to really do our end drawings.

The drawing was fun, I would like to draw more things from my own imagination than drawing onions and what not.

ARTS2250

Gergely is an amazing teacher and AI cannot wait to have more classes with her! I have never once wanted to skip one of her classes!

Super bubbly and easy to talk to! Gergely is so helpful inside and outside of the classroom and I think of her very highly as a professor!

OH GOD! YOU'RE DOIN' GREAT! I'M SO PROUD OF YOU!

Liked projects, would like to have more freedom on a couple more projects.

Wonderful caring and amazing teacher!

OH GOOD! YOU'RE DOING GREAT!

Ohhhhh gooooood ☺ you're doing great!

Best instructor I've ever had. Great class. Learned a lot.

ARTS2310

It all went great! OH, GOOD!!

Took risks as a teacher with this course, but everything worked out and was successful! Loved the salon project!

Loved the book club, outdoor activities and art in Paris! Maybe have some read chapters then teach them to the class. You are a great teacher! Thank you!

Karen is the best she does a great job and always puts her students first. I have really enjoyed taking her classes and I have learned so much. Karen thank you for all that you do.

Wonderful. Karen employed so many different and new methods to teach the subject matter. Fabulous course!

This class was awesome because of Gergely! She is so fun and makes class actually enjoyable to attend. We try new things and that's awesome and she generally cares about how well we do and if we understand what's going on.

I really enjoyed this course! The reading was okay. The risks payed off. Wouldn't change much!

Book club was fun. Maybe not require students to read some of the boring not as important pages/chapters.

Great job! You truly are a great teacher who cares about her work and her students.

I really liked how you gave feedback on all the assignments you gave in a timely manner. Also enjoyed the way you taught. It kept me entertained and intrigued me.

Basillica book club war phenomenal. #doublerainbow

I don't recommend using the book Basillica again. It was not a good book for people who know nothing about the subject matter prior to this class. Everything else was fun but that. We learned some of the stuff in there in class anyway.

Split the readings for the book club up into smaller sections so it is not as overwhelming. Loved recreating the Dome outside. Art in Paris was a fun way to learn.

Keep up the good work, Gergely. You always make me engaged and ready/excited to learn with the energy you bring to your teaching. You are awesome!

Karen is literally one of the best teachers I've had in a long time! Her energy and personality made coming to class so much better! She taught in ways that made you wanna do all the homework. I'm super happy that I had Karen and can't wait to take more classes from her in the future! YAY Karen!

ARTS3990

I feel comfortable talking in this class. What I have to say is always treated like it matters. Examples and resources are helpful, like the application packets. I'm not sure what else I need to know, but I'll let you know if I think of something after I hit the job market.

Keep doing group discussions.

Great class learned a lot. Thank you! Awesome teacher.

Loved the whole class! Skype was great!

Use of skype to virtually talk to "real" artists gave a huge insight. I was able to understand various career paths. This course guided me to define myself and how to achieve it. This professor is amazing! <3

The skype calls were good but if there was a more variety of artists that would be great. Painters, sculptures and drawers not just graphic design.

I feel better prepared, greater comfort, and more excited to work in the art field. Karen's teaching methods are varied, interesting, fun and best of all useful. I appreciated that she connected us with other artists and art professors in order to broaden our perspective on the art world.

Yay! I had fun! It's scary thinking about what I'm doing with my life!

GERGELY, K
Graceland University

Unknown Discipline Code 2300
TU 12:30
Fall 2015

IDEA Diagnostic Form Report

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

Of the 25 students enrolled, 23 responded (92%). 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 rate (less than 60%) (see www.theideacenter.org/AdminDecisions).

Summary Evaluation of Teaching Effectiveness

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Your Average Scores

	Your Average (5–point scale)	
	Raw	Adj.
A. Progress on Relevant Objectives [1] **Three** objectives were selected as relevant (Important or Essential –see page 2)	4.5	4.4
Overall Ratings		
B. Excellent Teacher	4.7	4.6
C. Excellent Course	4.3	4.2
D. Average of B & C	4.5	4.4
Summary Evaluation (Average of A & D) [1]	**4.5**	**4.4**

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

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

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	61	59	59	57	56	55	58	56	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]

	A. Progress on Relevant Objectives		B. Excellent Teacher		C. Excellent Course		D. Average of B & C		Summary Evaluation	
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Discipline (IDEA Data)	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Institution	56	58	58	59	52	56	55	58	56	58

No Disciplinary Comparisons Available

GERGELY, K
Graceland University

Art (Painting, Drawing, Sculpture)   1230
TU 9:00
Fall 2015

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

Of the 19 students enrolled, 10 responded (53%). 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 rate (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 <u>unadjusted</u> (raw) and <u>adjusted</u> 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] **Two** objectives were selected as relevant (Important or Essential –see page 2)	4.4	4.4
Overall Ratings		
B. Excellent Teacher	4.8	4.7
C. Excellent Course	4.5	4.4
D. Average of B & C	4.7	4.6
Summary Evaluation (Average of A & D) [1]	**4.6**	**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.
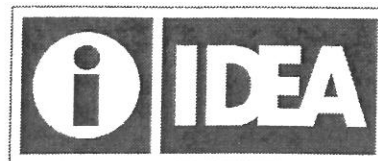
Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	58	57	60	58	60	58	60	58	59	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]

	A. Progress		B. Teacher		C. Course		D. B & C		Summary	
Discipline (IDEA Data)	53	56	58	58	55	57	57	58	55	57
Institution	54	58	59	59	56	59	58	59	56	59

IDEA Discipline used for comparison:
Art (Painting, Drawing, Sculpture)

GERGELY, K
Graceland University

Art (Painting, Drawing, Sculpture) 3200
TU 2:00
Fall 2015

IDEA

IDEA Diagnostic Form Report

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

Of the 15 students enrolled, 12 responded (80%). 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 rate (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 <u>unadjusted</u> (raw) and <u>adjusted</u> 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] **Two** objectives were selected as relevant (Important or Essential –see page 2)	4.5	4.3
Overall Ratings		
B. Excellent Teacher	4.5	4.3
C. Excellent Course	4.1	3.9
D. Average of B & C	4.3	4.1
Summary Evaluation (Average of A & D) [1]	4.4	4.2

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

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

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	58								56	
Similar Middle 40% (45–55)		56	55	52	53	49	54	51		54
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

Discipline (IDEA Data)	54	55	52	51	46	47	49	49	52	52
Institution	55	56	53	53	49	50	51	52	53	54

IDEA Discipline used for comparison:
Art (Painting, Drawing, Sculpture)

GERGELY, K
Graceland University

Art (Painting, Drawing, Sculpture) 1100
MW 2:00
Fall 2015

IDEA Diagnostic Form Report

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

Of the 19 students enrolled, 15 responded (79%). 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 rate (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 underlined(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] Three objectives were selected as relevant (Important or Essential –see page 2)	3.9	3.8
Overall Ratings		
B. Excellent Teacher	4.1	4.0
C. Excellent Course	4.1	4.1
D. Average of B & C	4.1	4.1
Summary Evaluation (Average of A & D) [1]	4.0	3.9

[1] If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

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

Your Converted Average When Compared to All Classes in the IDEA Database

Comparison Category	A. Progress on Relevant Objectives		Overall Ratings						Summary Evaluation (Average of A & D)	
			B. Excellent Teacher		C. Excellent Course		D. Average of B & C			
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)										
Similar Middle 40% (45–55)	49	47	49	47	53	53	51	50	50	49
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

Your Converted Average When Compared to Your: [2]

	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Discipline (IDEA Data)	40	44	45	45	47	51	46	48	43	46
Institution	44	47	47	47	49	54	48	51	46	49

IDEA Discipline used for comparison:
Art (Painting, Drawing, Sculpture)

Karen Gergely

IDEA Written Comments Fall 2015

ARTS1100

Although I initially didn't care for the fortune cookie project I think projects like that, however, where a theme is determined upon chance alone realty forces the students to work within a limited space yet enables them to proceed and solve problems more creatively. Maybe one often additional project akin to that she would be beneficial.

The syntax of the teachers not were difficult to understand

I really enjoyed Karen Gergely as a teacher. I felt valued as a student and was given the help I needed when I asked for it on a project.

AWESOME

She was awesome!! So much fun, made class a lot easier to stay up in! Great teacher

"O.K. You're awesome!"

I didn't enjoy the fortune cookie project, it just seemed boring and it was hard to wrap my head around the terms of levelance.

ARTS1230

Awesome class and teacher!

Karen rocks my socks!

You're a great teacher, I just don't like drawing.

I didn't like drawing onions for the whole first half of the semester! But, the rest of the class was great!

Gergely is amazing. She comes in excited to teach and draw every day and it really makes my experience worth while <3 Thank you for the respect and continued encouragement.

She is awesome

Definitely one of my favorite teachers. I really learned a lot from her!

ARTS3200

The instructor was so positive and supportive of students and their efforts. She displayed a great deal of enthusiasm for the class, her subjects, and the students. She had a wonderful way to draw students into the projects and inspire them to do their best work.

Great class, would like to learn more history about the print making process.

Karen is so positive and I love it! She made the class exciting to come to everyday. She is one of my most favorite teachers ever in my education life! I loved how we did an art market that we could share our art. The projects during the year were helpful, I wish we could of with screen printing though.

Karen is the best teacher at Graceland. Through taking her class I feel much more confident as a graduating senior.

Art market was cool

I really liked this class!!

I had an amazing experience with Karen, especially with it being her first semester here. I can't wait to take more classes with her because they are always so fun and I always look forward to going to her class. I can't wait to take another class with her.

ARTS2300

Easily one of the best/most fun teachers I've ever had and I learned a ton!

Honestly enjoyed all of the work in this class, great job Karen.

Podcast is not a good idea...

Thought you were great! Loved your class and felt that you actually cared about your students. Maybe put a little more direction on your assignments; sometimes found them vague and confusing. Also, loved the podcast assignment, but again, more direction would have been helpful and also, not for the final. Major stressor and did not like having my final taught to me by other students.

The podcast assignment should have been the final; not another test.

Good work Karen G, loved your class!

I really learned a lot from drawing lumpy baby and the partner projects after that when we compared culture, civilization, architecture, artifact art etc. I was more engaged and retained a lot.

I love Karen. She is fun and very energetic. I like the format of the tests and I liked the podcast assignment.

Karen is the best

I was able to learn things in this class that I wouldn't have been able to learn if it was taught by someone else.

This was my best course so far at Graceland in terms of cross disciplinary learning and using a variety of methods to meet all learning differences among students. I expected the course material to be boring, but prof. Gergely made it fun and memorable. I would love the opportunity to take another one of her courses.

I think the podcast assignment was a great addition to the course! I also liked going to the art gallery and applying what we had learned in class to an actual art exhibit. You also did a good job of making this course relevant by connecting ancient art styles to our modern world.

Karen you are awesome! I voted for you during your interview! I knew it would be great!

Karen is one of the best humans I have ever met. She makes learning fun and has opened my eyes to the world of art. I give her 100 star jumps. She also introduced me to my true love, the lumpy baby. Graceland University is a better institution because of Karen's passion for art, teaching, and impacting students' lives. Her assignments are unique and creative. Far better than any lecture. I know more about art history from this one course than 3 years previous combined.

I learned so much from taking this class. Karen is by far in my opinion is a top high quality professor that Graceland should be proud to have. Funding needs to be given to the art program and Karen should be out in charge. Traveling with her would be so much fun and students would learn so much because she has passion for art and everything she teaches. She hasn't been here long, but she is more involved in student life than some people who work in the student life office. She cares about the community here, naturally. Her positivity is something to look up to. I strive to be like her, as many students do. Her confidence is absolutely beautiful and she is fair with her grading and teaching. GU needs to give her more opportunities. She has earned it.