

**WALKER**  
**AZUSA PACIFIC UNIVERSITY**

Political Science & Government 0160  
 TU 02:45  
 Spring 2005–2006  
 Local code: 0918



To learn more, see the Interpretive Guide: [www.idea.ksu.edu/diagnosticguide.pdf](http://www.idea.ksu.edu/diagnosticguide.pdf)

There were 26 students enrolled in the course and 21 students responded. Your results are considered fairly reliable. The 81% response rate indicates that results are representative of the class as a whole.

**Summary Evaluation of Teaching Effectiveness**

Teaching effectiveness is assessed in two ways: **A. Progress on Relevant Objectives**, a weighted average of student ratings of the progress they reported on objectives selected as "important" or "Essential" (double weighted) and **B. Overall Ratings**, the average student agreement with statements that the teacher and the course were excellent. The **SUMMARY EVALUATION** is the average of these two measures. Individual institutions may prefer to combine these measures in some other manner to arrive at a summary judgment.

**Converted Averages** are standardized scores that take into account the fact that the average ratings for items on the IDEA form are not equal; students report more progress on some objectives than on others. Converted scores all have the same average (50) and the same variability (a standard deviation of 10); about 40% of them will be between 45 and 55. Because measures are not perfectly reliable, it is best to regard the "true score" as lying within plus or minus 3 of the reported score.

For comparative purposes, use converted averages. Your converted averages are compared with those from all classes in the IDEA database. If enough classes are available, comparisons are also made with classes in the same broad *discipline* as this class and/or with all classes that used IDEA at your institution. The *Interpretive Guide* offers some suggestions for using comparative results; some institutions may prefer to establish their own "standards" based on raw or adjusted scores rather than on comparative standing.

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

**Your Average Scores**

	Your Average (5-point scale)	
	Raw	Adj.
<b>A. Progress on Relevant Objectives</b> <sup>1</sup> Eleven objectives were selected as relevant (Important or Essential –see page 2)	4.4	4.3
<b>Overall Ratings</b>		
B. Excellent Teacher	4.6	4.5
C. Excellent Course	4.4	4.3
D. Average of B & C	4.5	4.4
<b>Summary Evaluation (Average of A &amp; D)</b> <sup>1</sup>	4.5	4.4

<sup>1</sup> If you are comparing Progress on Relevant Objectives from one instructor to another, use the converted average.

<sup>2</sup> 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	58	56		57	57	57	56	58	57
Similar Middle 40% (45–55)										
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

**Your Converted Average When Compared to Your:**<sup>2</sup>

Discipline (IDEA Data)	61	58	56	54	58	55	57	55	59	57
Institution	54	55	53	55	53	55	53	55	54	55

IDEA Discipline used for comparison:  
 Political Science & Government

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

Average unadjusted (raw) and adjusted progress ratings are shown below for those objectives you identified as "Important" or "Essential." **Progress on Relevant Objectives** (also shown on page 1) is a weighted average of student ratings of the progress they reported on objectives selected as "Important" or "Essential" (double weighted). The percent of students rating each as "1" or "2" (either "no" or "slight" progress) and as "4" or "5" ("substantial" or "exceptional" progress) is also reported. These results should help you identify objectives where improvement efforts might best be focused. Page 3 contains suggestions about the types of changes you might consider to obtain more satisfactory results.

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Important	4.4	4.2	0%	86%
22. Learning fundamental principles, generalizations, or theories	Essential	4.6	4.4	0%	86%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.4	4.3	0%	86%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.3	4.2	10%	76%
25. Acquiring skills in working with others as a member of a team	Minor/None				
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	4.5	4.7	0%	90%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	4.1	4.1	14%	76%
28. Developing skill in expressing myself orally or in writing	Essential	4.5	4.8	5%	86%
29. Learning how to find and use resources for answering questions or solving problems	Important	3.9	3.8	19%	71%
30. Developing a clearer understanding of, and commitment to, personal values	Essential	4.2	4.2	14%	76%
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.6	4.6	0%	90%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Essential	4.3	4.2	10%	76%
<b>Progress on Relevant Objectives</b>		<b>4.4</b>	<b>4.3</b>		

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

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline <sup>1</sup>		Your Institution <sup>1</sup>	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
59 Higher	54 Similar	59 Higher	53 Similar	54 Similar	52 Similar
<b>64 Much Higher</b>	<b>60 Higher</b>	<b>64 Much Higher</b>	<b>59 Higher</b>	<b>59 Higher</b>	<b>57 Higher</b>
59 Higher	56 Higher	60 Higher	57 Higher	53 Similar	54 Similar
55 Similar	53 Similar	58 Higher	55 Similar	51 Similar	52 Similar
58 Higher	62 Higher	67 Much Higher	66 Much Higher	56 Higher	61 Higher
56 Higher	55 Similar	61 Higher	58 Higher	53 Similar	54 Similar
60 Higher	65 Much Higher	64 Much Higher	67 Much Higher	57 Higher	63 Much Higher
53 Similar	51 Similar	53 Similar	50 Similar	48 Similar	49 Similar
57 Higher	56 Higher	59 Higher	57 Higher	51 Similar	52 Similar
63 Much Higher	63 Much Higher	62 Higher	60 Higher	58 Higher	60 Higher
59 Higher	57 Higher	59 Higher	55 Similar	53 Similar	54 Similar
<b>59</b>	<b>58</b>	<b>61</b>	<b>58</b>	<b>54</b>	<b>55</b>

Much Higher = Highest 10% of classes (63 or higher)  
 Higher = Next 20% (56-62)  
 Similar = Middle 40% (45-55)  
 Lower = Next 20% (38-44)  
 Much Lower = Lowest 10% (37 or lower)

## Description of Course and Students

Students described the course by rating three items related to "level of academic challenge." Results cannot be interpreted as "good" or "bad"; in general, these ratings have a slight positive relationship with measures of academic achievement. The three items describing your students relate to their academic motivation and work habits and are key factors in developing adjusted ratings.

Course Description	Your Average (5-point scale)
33. Amount of reading	3.6
34. Amount of work in other (non-reading) assignments	2.9
35. Difficulty of subject matter	3.9

Student Description	Your Average (5-point scale)
37. I worked harder on this course than on most courses I have taken.	3.6
39. I really wanted to take this course regardless of who taught it.	3.5
43. As a rule, I put forth more effort than other students on academic work.	4.1

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
56	Higher	50	Similar	53	Similar
42	Lower	47	Similar	39	Lower
58	Higher	58	Higher	58	Higher

51	Similar	52	Similar	48	Similar
52	Similar	55	Similar	49	Similar
65	Much Higher	64	Much Higher	57	Higher

Much Higher = Highest 10% of classes (63 or higher)  
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## Improving Teaching Effectiveness

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

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

Suggested Actions are based on comparisons with ratings for classes of similar size and level of student motivation. **Consider increasing use** means you employed the method less frequently than those teaching similar classes. **Retain current use or consider increasing** means you employed the method with typical frequency. **Strength to retain** means you employed the method more frequently than those teaching similar classes. More detailed suggestions are in the **Interpretive Guide** ([www.idea.ksu.edu/diagnosticguide.pdf](http://www.idea.ksu.edu/diagnosticguide.pdf)) and in the **POD-IDEA Center Notes** ([www.idea.ksu.edu/podidea](http://www.idea.ksu.edu/podidea)).

### Teaching Methods and Styles

	Relevant to Objectives: (see page 2)	Your Average (5-point scale)	Percent of Students Rating 4 or 5	Suggested Action
<b>Stimulating Student Interest</b>				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.0	75%	Retain current use or consider increasing
<b>8. Stimulated students to intellectual effort beyond that required by most courses</b>	<b>All selected objectives</b>	<b>4.4</b>	<b>81%</b>	<b>Strength to retain</b>
13. Introduced stimulating ideas about the subject	All selected objectives	4.5	86%	Strength to retain
<b>4. Demonstrated the importance and significance of the subject matter</b>	<b>21, 22, 23, 24, 30, 32</b>	<b>4.5</b>	<b>95%</b>	<b>Strength to retain</b>

### Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	26, 28, 29, 30, 31, 32	4.1	71%	Retain current use or consider increasing
<b>16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own</b>	<b>26, 27, 28, 30, 31</b>	<b>4.3</b>	<b>90%</b>	<b>Strength to retain</b>
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	2.8	38%	

### Establishing Rapport

<b>2. Found ways to help students answer their own questions</b>	<b>All selected objectives</b>	<b>4.6</b>	<b>90%</b>	<b>Strength to retain</b>
<b>7. Explained the reasons for criticisms of students' academic performance</b>	<b>23, 24, 26, 27, 28, 29, 31, 32</b>	<b>4.7</b>	<b>95%</b>	<b>Strength to retain</b>
<b>1. Displayed a personal interest in students and their learning</b>	<b>23, 24, 28, 32</b>	<b>4.7</b>	<b>100%</b>	<b>Strength to retain</b>
<b>20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)</b>	<b>29</b>	<b>4.7</b>	<b>95%</b>	<b>Strength to retain</b>

### Encouraging Student Involvement

<b>14. Involved students in "hands on" projects such as research, case studies, or "real life" activities</b>	<b>29</b>	<b>3.5</b>	<b>57%</b>	<b>Consider increasing use</b>
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	3.8	71%	Retain current use or consider increasing
<b>19. Gave projects, tests, or assignments that required original or creative thinking</b>	<b>26, 27, 28, 29, 31</b>	<b>4.7</b>	<b>95%</b>	<b>Strength to retain</b>
<b>11. Related course material to real life situations</b>	<b>23, 24, 30</b>	<b>4.4</b>	<b>86%</b>	<b>Strength to retain</b>

### Structuring Classroom Experiences

10. Explained course material clearly and concisely	21, 22, 23, 24, 27	4.4	81%	Retain current use or consider increasing
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.3	76%	Retain current use or consider increasing
<b>6. Made it clear how each topic fit into the course</b>	<b>21, 22, 23, 24, 27, 30, 32</b>	<b>4.5</b>	<b>85%</b>	<b>Strength to retain</b>
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	4.1	81%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.6	86%	

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

Student Comments for POLI 160:

Comments: FANTASTIC TEACHER, I WILL TAKE ANY  
CLASS TAUGHT BY HIM IN THE FUTURE.

Comments: This class changed the way I  
look at the world. I am better  
for learning it.

Comments: I really enjoyed this class! He was definitely my favorite  
professor this semester. The class was extremely interesting  
and I loved the topics for the papers. I liked how your  
grade was based on only the three papers and there were no  
tests or quizzes. Give this man more classes! He is an  
awesome educator! Very helpful and dedicated to helping his  
students!

Comments: Not only is professor Walker a very strong teacher,  
He is very personable and feels like he is his students  
to learn the subject. He is an excellent instructor because  
his heart is in the right place.

Comments: Professor Walker is an outstanding professor who loves political philosophy and  
desires to instill in his students the desire to think! He is indispensable as a  
professor here at APU!

Comments: Thank you for your thoughts & helpfulness  
on the rough drafts. They gave a lot of insight.