Unit Summary Report

Role: Course Evaluation Administrator, Sam Houston State University   **Data Version:** IDEA 2016   **Term:** Fall 2017

Teaching Method Priorities

Where should you focus your unit's professional development?

Optimization of Relevant Learning

Are you targeting the right learning objectives?

Learning Environment and Context

Understanding your courses and students

Low Priority Methods and Styles

These teaching methods are either used frequently or are correlated with student achievement of learning objectives that were selected as relevant by less than one-third of course sections in this group.

Teaching Essentials	# of Sections	Average (1-5)
Found ways to help students answer their own questions	554	4.02
Demonstrated the importance and significance of the subject matter	2217	4.37
Made it clear how each topic fit into the course	2739	4.31
Explained course material clearly and concisely	2446	4.2
Introduced stimulating ideas about the subject	2717	4.18
Inspired students to set and achieve goals which really challenged them	2659	4.03
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	554	3.97

Reflective and Integrative Learning	# of Sections	Average (1-5)
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	1856	4.14
Encouraged students to reflect on and evaluate what they have learned	2796	4.3
Provided meaningful feedback on students' academic performance	1148	4.13
Stimulated students to intellectual effort beyond that required by most courses	2887	4.13
Related course material to real life situations	1920	4.32
Created opportunities for students to apply course content outside the classroom	2792	4.08

Collaborative Learning

	# of Sections	Average (1-5)
Formed teams or groups to facilitate learning	675	3.96
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	654	4.02
Asked students to help each other understand ideas or concepts	1518	4.04

Active Learning

	# of Sections	Average (1-5)
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	1148	4.18
Involved students in hands-on projects such as research, case studies, or real life activities	1691	4.05
Gave projects, tests, or assignments that required original or creative thinking	1448	4.21

Information in the USR is derived from the Diagnostic Feedback and Learning Essentials Course Reports

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Relevant Course Objectives

Average number of Objectives selected as Important or Essential in this unit: 4.8

Faculty Selection of Objectives	Sections Selecting Objective as Relevant	IDEA Courses Selecting Objective as Relevant
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	83%	85%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	22%	49%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	61%	79%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	51%	66%
Obj. 5: Acquiring skills in working with others as a member of a team	23%	50%
Obj. 6: Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	19%	42%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	20%	44%
Obj. 8: Developing skill in expressing oneself orally or in writing	33%	59%
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	23%	51%
Obj. 10: Developing ethical reasoning and/or ethical decision making	16%	44%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	31%	60%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	19%	47%
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	19%	43%

Student Ratings of Progress on Relevant Objectives

Relevant Objectives (Important or Essential)	# of Sections	Unit Average (1-5)	IDEA Average
Obj. 1 Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	2445	4.1	4.2
Obj. 2 Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	654	4	3.9
Obj. 3 Learning to apply course material (to improve thinking, problem solving, and decisions)	1811	4.1	4.1
Obj. 4 Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	1517	4.2	4.1
Obj. 5 Acquiring skills in working with others as a member of a team	675	3.9	3.9
Obj. 6 Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	559	4	3.8
Obj. 7 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	591	3.9	3.9
Obj. 8 Developing skill in expressing oneself orally or in writing	964	4	3.9
Obj. 9 Learning how to find, evaluate, and use resources to explore a topic in depth	672	4	4
Obj. 10 Developing ethical reasoning and/or ethical decision making	467	3.9	3.9
Obj. 11 Learning to analyze and critically evaluate ideas, arguments, and points of view	909	4	4
Obj. 12 Learning to apply knowledge and skills to benefit others or serve the public good	549	4	4
Obj. 13 Learning appropriate methods for collecting, analyzing, and interpreting numerical information	554	3.8	3.9

% of Classes where Raw Average was at least 3.5

Relevant Objectives	# of Sections	Unit	IDEA
Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	2445	89%	89%
Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	654	75%	78%
Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)	1811	88%	86%
Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	1517	87%	87%

Relevant Objectives	# of Sections	Unit	IDEA
Obj. 5: Acquiring skills in working with others as a member of a team	675	64%	73%
Obj. 6: Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	559	64%	70%
Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	591	71%	74%
Obj. 8: Developing skill in expressing oneself orally or in writing	964	70%	78%
Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth	672	81%	81%
Obj. 10: Developing ethical reasoning and/or ethical decision making	467	74%	76%
Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view	909	82%	82%
Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good	549	78%	80%
Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information	554	73%	73%

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Overall Outcomes

Converted Scores

Converted scores compare your ratings with those of all classes in the IDEA database. They express your ratings relative to a mean of 50 and a standard deviation of 10. So, a converted score of 50 is "average", a score of 63 is in the upper 10% of all classes, while a score of 37 is in the lowest 10%. Converted scores are not percentiles.

Overall Outcomes	Unit Score	IDEA Score
Progress on Relevant Objectives	52	49
Excellence of Teacher	50	50
Excellence of Course	51	51
Summary Evaluation	51	50

Distribution of Converted Scores

Overall Outcomes	Much Lower (37 or lower)	Lower (38-44)	Similar (45-55)	Higher (56-62)	Much Higher (63 or higher)
Expected Distributions	10%	20%	40%	20%	10%
Progress on Relevant Objectives	10%	11%	40%	28%	11%
Excellence of Teacher	13%	9%	41%	37%	0%
Excellence of Course	12%	11%	37%	28%	10%

Overall Outcomes	Much Lower (37 or lower)	Lower (38-44)	Similar (45-55)	Higher (56-62)	Much Higher (63 or higher)
Summary Evaluation	**10%**	**10%**	**39%**	**32%**	**8%**

5-Point Scale

Overall Outcomes	Unit Average	IDEA Average
Progress on Relevant Objectives	4.1	4.1
Excellence of Teacher	4.3	4.3
Excellence of Course	4.2	4.2
Summary Evaluation	4.2	4.2

Student Self-Ratings and Course Characteristics

Average Ratings

Course Characteristics	Unit Average	IDEA Average
Amount of coursework	3.4	3.4
Difficulty of subject matter	3.4	3.4

This section describes student characteristics (such as motivation, work habits and background preparation), all of which affect student learning. The tables gives averages for this Unit and the IDEA database. Although the information is largely descriptive it can be used to answer the following questions:

1. Based on the results, is there a need to make a special effort to improve student motivation and preparation?
2. Are the results consistent with expectations?
3. Does the percent of classes below 3.0 raise concerns? Does the percent of classes above 4.0 suggest strengths?

Student Self-Ratings		
As a rule, I put forth more effort than other students on academic work.	3.9	3.9
I really wanted to take this course regardless of who taught it.	3.7	3.8
When this course began I believed I could master its content.	4	4
My background prepared me well for this course's requirements.	3.8	3.8

% of Sections 4.0 or Above

Course Characteristics	Unit Average	IDEA Average
Amount of coursework	14%	16%
Difficulty of subject matter	17%	18%

Student Self-Ratings	Unit Average	IDEA Average
As a rule, I put forth more effort than other students on academic work.	44%	49%
I really wanted to take this course regardless of who taught it.	32%	42%
When this course began I believed I could master its content.	54%	56%
My background prepared me well for this course's requirements.	39%	45%

% of Sections 3.0 or Below

Course Characteristics	Unit Average	IDEA Average
Amount of coursework	20%	17%
Difficulty of subject matter	21%	18%

Student Self-Ratings	Unit Average	IDEA Average
As a rule, I put forth more effort than other students on academic work.	0%	1%
I really wanted to take this course regardless of who taught it.	9%	9%
When this course began I believed I could master its content.	2%	2%
My background prepared me well for this course's requirements.	7%	6%

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