These guiding questions will help you interpret your IDEA Diagnostic Report. Below, you will find the broad questions each page is focused on. Pages two through six contain more in-depth questions for interpreting your results.

**Summative View: Big Picture**
- How did I do?

**Progress on Relevant Objectives:**

**Student Learning Details**
- What did students learn?

**Formative Page:**
- What can I do differently?
1. What percent of the class responded? (60% or higher response rate is desirable)

2. What was the average progress on relevant objectives? (those selected as Essential or Important)

3. Based on items for student motivation (I really wanted to take this class regardless of who taught it) and student work habits (As a rule, I put forth more effort than other students on academic work), what predictions would you make about adjusted scores? (Would they go up or down?)

4. How do the below scores compare to others? (IDEA database, discipline, & institution):
   a. Progress on Relevant Objectives
   b. Course description
   c. Student description

5. What was the average score on the overall ratings (excellent teacher & excellent course)?

6. Would you say this course was effectively taught? Why/why not? (Summary of all ratings)
1. What is the average progress on each of the selected objectives?
2. How many objectives were selected as essential or important?
3. What percent of students reported substantial or exceptional progress (4 or 5) on those objectives?
4. How do these results compare to group averages?
5. Identify which objectives need the most attention.
Guiding Questions for Interpreting Reports: Overall Ratings (Excellent Teacher & Excellent Course)

1. What was the average score on the Excellent Teacher item?
2. What was the average score on the Excellent Course item?
3. How do each of these scores compare to others?
This page shows details for each of the teaching methods associated with the objectives identified on the Faculty Information Form. Ask yourself:

1. Which teaching method has the greatest number of relevant learning objectives?
2. According to students, how frequently were these teaching methods employed by the instructor? (1=Hardly ever, 2=Occasionally, 4=Frequently, 5=Almost always)
3. View the POD/IDEA note for a description of the teaching method, ways to employ the method, and additional references and resources about the teaching method and the learning objectives associated with the method.
4. Based on the information in the POD-IDEA Notes, what is one change that might better student learning?