Braeger, Noah Utah State University

MATH 2270,Section: 504 Linear Algebra Spring 2019 Local code: 14042000



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

Of the 17 students enrolled, 13 responded (76%). 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.

<u>Converted Averages</u> 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 Averag (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	4.1	
Overall Ratings		-	
B. Excellent Teacher	4.9	4.7	
C. Excellent Course	4.5	4.0	
D. Average of B & C	4.7	4.4	
Summary Evaluation	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

		~~~~		Summary Evaluation (Average of A & D)						
Comparison Category	A. Frogresson RelevantObjectivesB. ExcellentC. ExcellentCourse		D. Av of B			erage & C				
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.
Much Higher Highest 10% (63 or higher)										
Higher Next 20% (56–62)	61		61	59	59		60		61	
								56		
<b>Similar</b> Middle 40% (45–55)		53				52				55
Lower Next 20% (38–44)										
Much Lower Lowest 10% (37 or lower)										

#### Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	58	52	61	59	61	53	61	56	60	54
Institution	55	53	60	61	54	54	57	58	56	56

**IDEA Discipline used for comparison:** Mathematics

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

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

	Importance Rating	Your A (5–poir	verage nt scale)	Perce Student	ent of s Rating
	5	Raw	Adj.	1 or 2	4 or 5
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.5	4.1	0%	92%
22. Learning fundamental principles, generalizations, or theories	Essential	4.6	4.2	0%	100%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	4.3	3.9	8%	92%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
<ol> <li>Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</li> </ol>	Minor/None				
<ol> <li>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</li> </ol>	Minor/None				
<ol> <li>Developing skill in expressing myself orally or in writing</li> </ol>	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
<ol> <li>Developing a clearer understanding of, and commitment to, personal values</li> </ol>	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	4.3	3.9	8%	85%
Progress on Relevant Objectives		4.5	4.1		

Your Converted Average When									
	Com	pared to G	roup Avera	ages					
IDEA D	atabase	IDEA DI	scipline	Your Ins	stitution				
Raw	Adjusted	Raw FO	Adjusted	Raw	Adjusted				
01	52	00	51	55 O'w iiw	52				
Higner	Similar	Higner	Similar	Similar	Similar				
64	56	60	54	58	55				
Much	Higher	Higher	Similar	Higher	Similar				
Higher	riigiiei	inghei	Sinna	inghei	Siinnai				
56	48	55	47	51	49				
Higher	Similar	Similar	Similar	Similar	Similar				
59	53	59	52	54	53				
Higher	Similar	Higher	Similar	Similar	Similar				
61	53	58	52	55	53				

= Highest 10% of classes (63 or higher) Much Higher Higher

= Next 20% (56-62)

Similar = Middle 40% (45-55) = Next 20% (38-44)

Lower = Lowest 10% (37 or lower) Much Lower

**Description of Course and Students** 

May 1, 2006. Do not compare these results with reports generated prior to this date.

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

Course Description	Your Average (5–point scale)
33. Amount of reading	2.5
34. Amount of work in other (non-reading) assignments	4.2
35. Difficulty of subject matter	4.2
Student Description	
37. I worked harder on this course than on most courses I have taken.	4.3
39. I really wanted to take this course regardless of who taught it.	4.2
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			Yo	ur Institution					
41	Lower	51	Similar	41	Lower				
64	Much Higher	62	Higher	63	Much Higher				
63	Much Higher	59	Higher	62	Higher				

63	Much Higher	62	Higher	60	Higher
65	Much Higher	68	Much Higher	53	Similar
64	Much Higher	58	Higher	54	Similar

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)

relationship with measures of academic achiev	CII
factors in developing adjusted ratings.	

¹ The process for computing Progress on Relevant Objectives for the Discipline and Institution was modified on

# 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** (<u>www.theideacenter.org/diagnosticguide.pdf</u>), POD–IDEA Center Notes (<u>www.theideacenter.org/podidea</u>), and POD–IDEA Center *Learning* Notes (<u>www.theideacenter.org/podidea</u>).

### **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	All selected objectives	4.5	85%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	4.2	77%	Retain current use or consider increasing
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	4.6	85%	Strength to retain
13. Introduced stimulating ideas about the subject	All selected objectives	4.8	92%	Strength to retain

#### **Fostering Student Collaboration**

18. Asked students to help each other understand ideas or concepts	32	4.4	77%	Retain current use or consider increasing
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	3.9	77%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.9	62%	

### **Establishing Rapport**

2. Found ways to help students answer their own questions	All selected objectives	4.9	100%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 32	5.0	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 32	4.7	92%	Strength to retain
20. Encouraged student–faculty interaction outside of class (office visits, phone calls, e–mails, etc.)	Not relevant to objectives selected	5.0	100%	

#### **Encouraging Student Involvement**

11. Related course material to real life situations	23	4.5	85%	Retain current use or consider increasing
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	92%	
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	Not relevant to objectives selected	3.8	50%	
19. Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives selected	4.4	85%	

#### **Structuring Classroom Experiences**

6. Made it clear how each topic fit into the course	All selected objectives	4.6	92%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23	5.0	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.5	92%	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	92%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	4.7	92%	

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

Statistical Detail		Num	ber R	espon	ding			
	1	2	3	4	5	Omit	Avg.	s.d.
1. Displayed a personal interest in students and their learning	0	0	0	0	13	0	5.0	0.0
2. Found ways to help students answer their own questions	0	0	0	1	12	0	4.9	0.3
3. Scheduled course work (class activities, tests, projects) in ways	1	0	0	1	11	0	4.6	1.1
4. Demonstrated the importance and significance of the subject matter	0	1	1	1	10	0	4.5	1.0
5. Formed "teams" or "discussion groups" to facilitate learning	2	1	0	4	6	0	3.8	1.5
6. Made it clear how each topic fit into the course	1	0	0	1	11	0	4.6	1.1
7. Explained the reasons for criticisms of students' academic	0	0	1	2	10	0	4.7	0.6
8. Stimulated students to intellectual effort beyond that required by	0	0	2	1	10	0	4.6	0.8
9. Encouraged students to use multiple resources (e.g. data banks,	0	0	1	3	9	0	4.6	0.7
10. Explained course material clearly and concisely	0	0	0	0	13	0	5.0	0.0
11. Related course material to real life situations	0	1	1	2	9	0	4.5	1.0
12. Gave tests, projects, etc. that covered the most important points	1	0	0	3	9	0	4.5	1.1
13. Introduced stimulating ideas about the subject	0	0	1	1	11	0	4.8	0.6
14. Involved students in "hands on" projects such as research, case	1	1	4	0	6	1	3.8	1.4
15. Inspired students to set and achieve goals which really	1	0	2	2	8	0	4.2	1.2
16. Asked students to share ideas and experiences with others	1	0	4	2	6	0	3.9	1.3
17. Provided timely and frequent feedback on tests, reports,	0	0	1	2	10	0	4.7	0.6
18. Asked students to help each other understand ideas or concepts	0	1	2	1	9	0	4.4	1.0
19. Gave projects, tests, or assignments that required original or	1	0	1	2	9	0	4.4	1.2
20. Encouraged student-faculty interaction outside of class (office	0	0	0	0	13	0	5.0	0.0
Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Free	quently	5 =	Almos	st Alwa	ys			

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: Discipline code selected on FIF: 2701 Discipline code used for comparison: 2701

									Conver	Converted Avg.		Comparison Group Average	
									Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,	0	0	1	4	8	0	4.5	0.7	61	52	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or	0	0	0	5	8	0	4.6	0.5	64	56	3.9	4.1	4.3
23. Learning to apply course material (to improve thinking,	0	1	0	6	6	0	4.3	0.9	56	48	4.0	4.1	4.3
24. Developing specific skills, competencies, and points of view	0	0	0	5	8	0	4.6	0.5	NA	NA	4.0	4.0	4.3
25. Acquiring skills in working with others as a member of a team	1	1	1	5	5	0	3.9	1.3	NA	NA	3.9	3.8	4.1
26. Developing creative capacities (writing, inventing, designing,	1	2	1	4	5	0	3.8	1.4	NA	NA	3.9	3.3	4.1
27. Gaining a broader understanding and appreciation of	1	2	0	3	7	0	4.0	1.4	NA	NA	3.7	3.3	4.1
28. Developing skill in expressing myself orally or in writing	0	2	3	3	5	0	3.8	1.1	NA	NA	3.8	3.3	4.1
29. Learning how to find and use resources for answering questions	0	1	1	3	8	0	4.4	1.0	NA	NA	3.7	3.9	4.1
30. Developing a clearer understanding of, and commitment to,	0	0	2	3	8	0	4.5	0.8	NA	NA	3.8	3.6	4.1
31. Learning to analyze and critically evaluate ideas, arguments,	1	1	0	4	7	0	4.2	1.3	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my	0	1	1	4	7	0	4.3	0.9	59	53	3.8	3.8	4.1
Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate prog	ress	4 = Sul	ostantia	al prog	ress 5	= Exc	eptional p	orogress	Bold :	= Selected	as Importan	t or Essential	
33. Amount of reading	4	2	4	2	1	0	2.5	1.3	41	NA	3.2	2.5	3.2
34. Amount of work in other (non-reading) assignments	0	0	1	8	4	0	4.2	0.6	64	NA	3.4	3.7	3.5
35. Difficulty of subject matter	0	0	2	7	4	0	4.2	0.7	63	NA	3.4	3.7	3.5
Key: 1 = Much Less than Most 2 = Less than Most 3 = About Ave	rage	4 = N	lore th	an Mos	st 5:	Much	More tha	n Most	1	I	1		1
36 Lhad a strong desire to take this course	1	0	2	4	6	0	41	12	NA	NA	37	34	4.0
37. I worked harder on this course than on most courses I have taken	0	0	2	5	6	0	43	0.8	63	ΝΔ	3.6	3.8	3.8
38. I really wanted to take a course from this instructor	1	1	4	3	4	0	3.6	13	ΝΔ	ΝΔ	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it	1	0	2	3	7	0	4.2	1.0	65	ΝΔ	33	3.2	4.0
40. As a result of taking this course. I have more positive feelings	2	0	2	3	6	0	3.8	1.2	50	38	3.0	3.6	4.0
41 Overall L rate this instructor an excellent teacher	0	0	0	1	12	0	4.9	0.3	61	59	42	42	4.4
42 Overall, I rate this course as excellent	1	0	0	3	9	0	4.5	11	59	52	39	3.8	4.3
43 As a rule 1 put forth more effort than other students on	0	0	2	8	3	0	4 1	0.6	64	NA	3.6	3.9	4.0
Key: $1 = Definitely False$ $2 = More False than True 3 - In Between$	n 1			han Fa		5 = Def	finitely Tr		1 04		0.0	0.0	1 1.0
ley. I = Definitely raise 2 = More raise than frue 3 = in between 4 = More frue than raise 3 = Definitely frue													

No Additional Questions.

# IDEA Student Ratings of Instruction

Braeger, Noah MATH 2270,Section: 504 Linear Algebra Utah State University 04–05–2019 –04–26–2019 Local Code: 14042000



# What aspects of the teaching or content of this course do you feel were especially good?

- I thought that using recitation time to go over the lecture and connect the main ideas to what was relevant in the recitation worksheets was really fantastic. It's important for that pivotal role to be performed correctly, and Noah Braeger exceeded my expectations.
- Very good at explaining
- Review of the notes from lecture was amazing. Set us up for recitation worksheets and homework.
- Gave examples and reiterated what we learned in class from the lectures

## What changes could be made to improve the teaching or the content of this course?

- Honestly, I would've preferred that we spent more time reviewing the previous lecture and discussing ideas that are introduced in the recitation worksheets rather than actually doing the worksheet. I usually didn't do any of the worksheet in the actual recitation; I spent the whole time thinking and reviewing what I had previously learned. I think it would be beneficial to spend more of the time reviewing rather than trying to put what we'd learned in the previous lecture into practice.
- Have him teach the lecture too
- Nothing
- More examples

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

- Thanks Noah, it was a pleasure being a student of yours this semester.
- Noah is a great recitation instructor. He is always reachable and is very helpful. Hire him again and give him a raise.

# Braeger, Noah Utah State University

MATH 2270,Section: 506 Linear Algebra Spring 2019 Local code: 14044000



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

Of the 28 students enrolled, 25 responded (89%). 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).

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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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	Raw	Adj.
A. Progress on Relevant Objectives ¹		
Four objectives were selected as		
relevant (Important or Essential –see page 2)	4.6	4.6
Overall Ratings		
B. Excellent Teacher	4.8	4.9
C. Excellent Course	4.5	4.5
D. Average of B & C	4.7	4.7
Summary Evaluation (Average of A & D) ¹	4.7	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

		~~~~	Overall Ratings							Summary		
Comparison Category	on Re Obje	on Relevant Objectives		B. Excellent Teacher		cellent urse	D. Av of B	D. Average of B & C		ation age of D)		
	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.	Raw	Adj.		
Much Higher Highest 10% (63 or higher)	64	63										
Higher Next 20% (56–62)			60	61	59	60	60	61	62	62		
Similar Middle 40% (45–55)												
Lower Next 20% (38–44)												
Much Lower Lowest 10% (37 or lower)												

Your Converted Average When Compared to Your:²

Discipline (IDEA Data)	62	62	60	60	61	61	61	61	62	62
Institution	59	63	58	63	54	62	56	63	58	63

IDEA Discipline used for comparison: Mathematics

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

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

	Importance Rating	Your A (5–poir	verage nt scale)	Perce Student	ent of s Rating
	J	Raw	Adj.	1 or 2	4 or 5
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22. Learning fundamental principles, generalizations, or theories	Essential	4.7	4.6	0%	91%
 Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions) 	Important	4.6	4.6	4%	91%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Minor/None				
25. Acquiring skills in working with others as a member of a team	Minor/None				
 Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) 	Minor/None				
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Minor/None				
28. Developing skill in expressing myself orally or in writing	Minor/None				
29. Learning how to find and use resources for answering questions or solving problems	Minor/None				
30. Developing a clearer understanding of, and commitment to, personal values	Minor/None				
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Minor/None				
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	4.2	4.2	4%	74%
Progress on Relevant Objectives		4.6	4.6		

	Your	Converted	Average V	Vhen				
	Com	pared to G	DEA Disciplino ¹ Vour Institution					
Raw		Raw	Adjusted	Raw				
67	65	64	64	Nuw	65			
Much	Much	Much	Much	62	Much			
Higher	Higher	Higher	Higher	Higher	Higher			
66	64	6.2	64	50	6.0			
Much	Much	02 Lighor	Uighor	J9 Liabor	02 Ligher			
Higher	Higher	підпег	nigher	підпеі	підпег			
00	63	64	00	67	63			
62 Highor	Much	01 Lighor	62 Highor	5/ Lighor	Much			
Higher	Higher	nighei	підпеі	nighei	Higher			
58	58	58	58	53	58			
Higher	Higher	Higher	Higher	Similar	Higher			
64	63	62	62	59	63			

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

 Much Higher
 = Highest 10% of classes (63 or higher)

 Higher
 = Next 20% (56–62)

 Similar
 = Middle 40% (45–55)

 Lower
 = Next 20% (38–44)

 Much Lower
 = Lowest 10% of 7 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	2.3
34. Amount of work in other (non-reading) assignments	3.7
35. Difficulty of subject matter	4.0

Student	Description
oracont	Decomption

37. I worked harder on this course than on most courses I have taken.	3.7
39. I really wanted to take this course regardless of who taught it.	3.7
43. As a rule, I put forth more effort than other students on academic work.	3.7

Your Converted Average When Compared to Group Averages										
IDE	A Database	IDE	A Discipline	Υοι	Institution					
37	Much Lower	46	Similar	37	Much Lower					
55	Similar	51	Similar	55	Similar					
59	Higher	55	Similar	59	Higher					

53	Similar	49	Similar	49	Similar
56	Higher	59	Higher	45	Similar
53	Similar	46	Similar	44	Lower

 Much Higher
 = Highest 10% of classes (63 or higher)

 Higher
 = Next 20% (56–62)

 Similar
 = Middle 40% (45–55)

 Lower
 = Next 20% (38–44)

 Much Lower
 = Lowest 10% (37 or lower)

Improving Teaching Effectiveness

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

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

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

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	4.3	79%	Retain current use or consider increasing
13. Introduced stimulating ideas about the subject	All selected objectives	4.2	71%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	3.9	63%	Retain current use or consider increasing
4. Demonstrated the importance and significance of the subject matter	All selected objectives	4.8	100%	Strength to retain

Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	32	4.2	79%	Retain current use or consider increasing
5. Formed "teams" or "discussion groups" to facilitate learning	Not relevant to objectives selected	3.5	50%	
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	Not relevant to objectives selected	3.5	54%	

Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.6	96%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 32	4.8	96%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 32	4.3	79%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	Not relevant to objectives selected	4.7	92%	

Encouraging Student Involvement

11. Related course material to real life situations	23	4.0	67%	Consider increasing use
9. Encouraged students to use multiple resources (e.g. data banks, library holdings,	Not relevant to objectives	13	75%	
outside experts) to improve understanding	selected	4.5	1370	
14. Involved students in "hands on" projects such as research, case studies, or "real	Not relevant to objectives	2.2	4294	
life" activities	selected	5.2	42 /0	
19 Gave projects, tests, or assignments that required original or creative thinking	Not relevant to objectives	4.0	65%	
	selected	4.0	00 %	

Structuring Classroom Experiences

12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	3.9	71%	Consider increasing use
6. Made it clear how each topic fit into the course	All selected objectives	4.6	92%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23	4.8	92%	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	83%	
 Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve 	Not relevant to objectives selected	4.7	92%	

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	3	21	0	4.8	0.5
2. Found ways to help students answer their own questions	0	0	1	7	16	1	4.6	0.6
3. Scheduled course work (class activities, tests, projects) in ways	1	1	2	3	17	1	4.4	1.1
4. Demonstrated the importance and significance of the subject matter	0	0	0	4	20	1	4.8	0.4
5. Formed "teams" or "discussion groups" to facilitate learning	4	2	6	3	9	1	3.5	1.5
6. Made it clear how each topic fit into the course	0	0	2	6	16	1	4.6	0.7
7. Explained the reasons for criticisms of students' academic	0	1	4	5	14	1	4.3	0.9
8. Stimulated students to intellectual effort beyond that required by	0	0	5	8	11	1	4.3	0.8
9. Encouraged students to use multiple resources (e.g. data banks,	0	1	5	5	13	1	4.3	0.9
10. Explained course material clearly and concisely	0	1	1	1	21	1	4.8	0.7
11. Related course material to real life situations	1	2	5	4	12	1	4.0	1.2
12. Gave tests, projects, etc. that covered the most important points	3	1	3	5	12	1	3.9	1.4
13. Introduced stimulating ideas about the subject	0	2	5	4	13	1	4.2	1.0
14. Involved students in "hands on" projects such as research, case	7	2	5	0	10	1	3.2	1.7
15. Inspired students to set and achieve goals which really	1	3	5	4	11	1	3.9	1.3
16. Asked students to share ideas and experiences with others	4	3	4	2	11	1	3.5	1.6
17. Provided timely and frequent feedback on tests, reports,	0	1	1	2	20	1	4.7	0.8
18. Asked students to help each other understand ideas or concepts	1	3	1	5	14	1	4.2	1.2
19. Gave projects, tests, or assignments that required original or	0	3	5	4	11	2	4.0	1.1
20. Encouraged student-faculty interaction outside of class (office	0	1	1	3	19	1	4.7	0.8
Key: 1 = Hardly Ever 2 = Occasionally 3 = Sometimes 4 = Free	quently	5 =	Almos	st Alwa	ys			

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: Discipline code selected on FIF: 2701 Discipline code used for comparison: 2701

									Converted Avg.		Comparison Group Average		
									Raw	Adj.	IDEA	Discipline	Institution
21. Gaining factual knowledge (terminology,	0	0	0	4	19	2	4.8	0.4	67	65	4.0	4.1	4.3
22. Learning fundamental principles, generalizations, or	0	0	2	3	18	2	4.7	0.6	66	64	3.9	4.1	4.3
23. Learning to apply course material (to improve thinking,	0	1	1	4	17	2	4.6	0.8	62	63	4.0	4.1	4.3
24. Developing specific skills, competencies, and points of view	0	2	1	5	15	2	4.4	0.9	NA	NA	4.0	4.0	4.3
25. Acquiring skills in working with others as a member of a team	5	3	4	1	10	2	3.3	1.7	NA	NA	3.9	3.8	4.1
26. Developing creative capacities (writing, inventing, designing,	4	3	5	0	11	2	3.5	1.6	NA	NA	3.9	3.3	4.1
27. Gaining a broader understanding and appreciation of	3	2	3	3	12	2	3.8	1.5	NA	NA	3.7	3.3	4.1
28. Developing skill in expressing myself orally or in writing	3	2	5	2	11	2	3.7	1.5	NA	NA	3.8	3.3	4.1
29. Learning how to find and use resources for answering questions	0	2	1	6	14	2	4.4	0.9	NA	NA	3.7	3.9	4.1
30. Developing a clearer understanding of, and commitment to,	4	3	4	1	11	2	3.5	1.6	NA	NA	3.8	3.6	4.1
31. Learning to analyze and critically evaluate ideas, arguments,	1	1	3	6	12	2	4.2	1.1	NA	NA	3.8	3.6	4.1
32. Acquiring an interest in learning more by asking my	0	1	5	5	12	2	4.2	1.0	58	58	3.8	3.8	4.1
Key: 1 = No apparent progress 2 = Slight progress 3 = Moderate prog	ress	4 = Sul	ostantia	al prog	ress 5	= Exc	eptional p	orogress	Bold :	= Selected	as Importan	t or Essential	
33. Amount of reading	5	7	11	0	0	2	2.3	0.8	37	NA	3.2	2.5	3.2
34. Amount of work in other (non-reading) assignments	0	0	10	9	4	2	3.7	0.8	55	NA	3.4	3.7	3.5
35. Difficulty of subject matter	0	0	5	14	4	2	4.0	0.6	59	NA	3.4	3.7	3.5
Key: 1 = Much Less than Most 2 = Less than Most 3 = About Ave	rage	4 = N	lore th	an Mos	st 5:	= Much	More tha	n Most	1	1		1	1
		,			,								
36. I had a strong desire to take this course.	3	2	5	5	8	2	3.6	1.4	NA	NA	3.7	3.4	4.0
37. I worked harder on this course than on most courses I have taken.	1	2	6	7	7	2	3.7	1.1	53	NA	3.6	3.8	3.8
38. I really wanted to take a course from this instructor.	4	0	12	2	5	2	3.2	1.3	NA	NA	3.4	3.4	3.6
39. I really wanted to take this course regardless of who taught it.	2	0	8	5	7	3	3.7	1.2	56	NA	3.3	3.2	4.0
40. As a result of taking this course, I have more positive feelings	1	1	2	9	10	2	4.1	1.1	54	54	3.9	3.6	4.2
41. Overall, I rate this instructor an excellent teacher.	0	0	0	4	19	2	4.8	0.4	60	61	4.2	4.2	4.4
42. Overall, I rate this course as excellent.	0	1	2	5	15	2	4.5	0.8	59	60	3.9	3.8	4.3
43. As a rule, I put forth more effort than other students on	1	2	6	7	7	2	3.7	1.1	53	NA	3.6	3.9	4.0
Key: 1 = Definitely False 2 = More False than True 3 = In Betwee	n 4	= More	True	than Fa	alse	5 = Dei	initely Tr	ue					

No Additional Questions.

IDEA Student Ratings of Instruction

Braeger, Noah MATH 2270,Section: 506 Linear Algebra Utah State University 04–05–2019 –04–26–2019 Local Code: 14044000



What aspects of the teaching or content of this course do you feel were especially good?

- Noah did a great job explaining the material, and answering questions. He was fair, and very willing to help us understand the material.
- Challenging materials was discussed and explained simply and effectively.
- Honestly, I hate to say it, but when people in the future ask me who my Linear Algebra professor was, I'll probably think of Noah before Professor Schultz. I already explained my main problem with class in my survey. Recitation is the reason that I have learned linear algebra this semester. Noah, both in recitation and in his office hours in the tutor lab have helped me immensely to understand the subject material. Again, I hate to say it, but Noah may be a better instructor than professor Schultz. He's excited about what he teaches and doesn't neglect the proofs but explains VERY clearly and concisely the material we actually need to know.
- Noah is the best recitation leader I've ever had. He cared about our learning, and immensely helped me understand the topics and succeed in the class.
- Recitation and office hours were a godsend, and really helped solidify concepts that I had difficulty understanding.
- This recitation leader made the classroom environment comfortable and taught the class better than the actual professor taught it. He made it easy to ask questions outside of class and responded in a timely matter.
- Noah was able to take a difficult concept and show us how to actually apply it. He is good at simplifying and explaining complicated ideas.
- I felt like no matter how lost I got in lecture, when I went to recitation we covered the topics more concisely and I felt like I knew what was happening in the class.
- Taught to use Maple, which I will probably use in the future.
- The review that was in direct follow up to the main lecture was really nice. As far as teaching, it was really great! If concepts were a little harder to grasp, they were put in easier terms. All of the relevant questions were answered well, and there was no hesitation to help a student individually figure something out. A few weeks into the course we started getting more time in recitation to actually do the worksheets, which was really helpful in being able to learn and apply things, with the ability to ask questions along the way.
- Explained everything very well; SUPER accessible; very helpful with questions; flexible and understanding without lowering standards/expectations
- Noah is awesome! He's really nice and helpful. You can tell he genuinely wants to help his students and that he wants us to understand the material. Noah was by far a better instructor that Michael –Noah made the material actually make sense.

What aspects of the teaching or content of this course do you feel were especially good?

- Noah is very devoted to helping us and encouraging us.
- Noah was very good in explaining the material learned in class and it increased our understanding .Has a great teaching style that keeps us all focused .Overall best TA I have ever had.
- Noah is fantastic at explaining how the complex theories that we learn in class are actually used and why they're important.
- Noah was able to put the lesson the long lessons into a small twenty minute recap that was easier to understand and I actually learned something.
- Noah was very good at explaining complicated ideas we proved in class.
- The instructor took the time and made the effort to learn the names of individual students. He was also very kind and helpful when questions were asked.
- Going through and summarizing key points was especially useful.
- I liked how he reviewed before we worked on the assignments.
- I thought the questions that the students had were adequately answered. Also the Recitation leader clearly knew the material and was more than willing to help any students with there questions. He was also very accommodating when minor inconveniences arose. He also replied promptly when contacted my email or canvas message.
- 69 dudes

What changes could be made to improve the teaching or the content of this course?

- I can't think of any.
- None.
- N/A
- N/A
- N/A
- Recording his recitations on panopto so that students can rewatch it or watch it if they missed. Because honestly if I learned anything well in this class it's because of his recitations, not because of Michael's lectures.
- Help us more on the worksheets. Walk us through it.
- N/A
- Not to complain about the squeaky board hahahha
- None.

What changes could be made to improve the teaching or the content of this course?

- Providing more example problems would be helpful.
- No comment
- no thanks

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

- Noah is awesome! 10/10 recitation leader, would recommend.
- Would not be able to pass the class without getting extra help from Noah outside the classroom.
- I have no complaints about recitation, the lecture aspect was very useful and being able to work on the worksheets in an environment where we could ask questions and get help was nice.
- Honestly I thought it was pretty great, and very effective to my learning. That is why I don't really have any input regarding improvement.
- The worksheets are so hard and Noah is too scared to give us the answer that he can?t even get us started most of the time. He?s a wonderful person and I really Did feel like he cared about my understanding.
- Fantastic teacher
- My favorite Noah quotes "Just like a horse in the desert" (Jan 30) "I hate when this stupid thing squeaks" (Feb 1) "that sounds like not any help" "I'm used to drying questions" "Just to make me sound smart" "Big ole not good explanation" "I do not know why that made me chuckle" (Feb 8) "again to sound cool that is" "I felt a vibration in the paper" (Feb 13th) "It's like the never ending word" "practically using the force to keep that thing floating" "I wouldn't be at this recitation unless I was doing stuff at three a.m." "Don't give me bored faces that freakin' cool, whatever" (Feb 15)
- None.
- Thanks Noah!
- The instructor overall did an amazing job in running the recitation
- ...