

**TORBATI, M**  
**Fresno Pacific University**

Education 301 68  
 W600  
 Fall 2012

To learn more, see the Interpretive Guide: [www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)



IDEA Diagnostic Form Report

Art 301-LA 08

Of the 16 students enrolled, 14 responded (88%). 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](http://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 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.
A. Progress on Relevant Objectives <sup>1</sup> Twelve objectives were selected as relevant (Important or Essential – see page 2)	4.9	4.4
Overall Ratings		
B. Excellent Teacher	5.0	4.7
C. Excellent Course	5.0	4.7
D. Average of B & C	5.0	4.7
Summary Evaluation (Average of A & D) <sup>1</sup>	5.0	4.6

<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)	68		63		68		66		67	
Higher Next 20% (56-62)		59		57		62		60		60
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)	65	60	61	58	64	62	63	60	64	60
Institution	NA									

IDEA Discipline used for comparison:  
 Education

## **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](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

	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	4.9	4.6	0%	100%
22. Learning fundamental principles, generalizations, or theories	Important	4.9	4.6	0%	100%
23. Learning to apply course material (to improve thinking, problem solving, and decisions)	Important	4.9	4.4	0%	100%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	4.9	4.5	0%	100%
25. Acquiring skills in working with others as a member of a team	Important	4.9	4.3	0%	100%
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	4.8	4.1	0%	93%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	5.0	4.3	0%	100%
28. Developing skill in expressing myself orally or in writing	Important	4.9	4.3	0%	100%
29. Learning how to find and use resources for answering questions or solving problems	Important	4.9	4.4	0%	100%
30. Developing a clearer understanding of, and commitment to, personal values	Important	4.9	4.4	0%	100%
31. Learning to analyze and critically evaluate ideas, arguments, and points of view	Important	4.9	4.4	0%	100%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	4.9	4.4	0%	100%
<b>Progress on Relevant Objectives</b>		<b>4.9</b>	<b>4.4</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		Your Institution	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
67 Much Higher	61 Higher	63 Much Higher	59 Higher	NA	NA
70 Much Higher	64 Much Higher	65 Much Higher	61 Higher	NA	NA
68 Much Higher	59 Higher	63 Much Higher	58 Higher	NA	NA
67 Much Higher	59 Higher	63 Much Higher	58 Higher	NA	NA
66 Much Higher	56 Higher	65 Much Higher	59 Higher	NA	NA
63 Much Higher	54 Similar	63 Much Higher	57 Higher	NA	NA
68 Much Higher	59 Higher	67 Much Higher	62 Higher	NA	NA
67 Much Higher	58 Higher	67 Much Higher	60 Higher	NA	NA
71 Much Higher	61 Higher	67 Much Higher	60 Higher	NA	NA
68 Much Higher	60 Higher	66 Much Higher	60 Higher	NA	NA
68 Much Higher	60 Higher	66 Much Higher	60 Higher	NA	NA
70 Much Higher	62 Higher	65 Much Higher	60 Higher	NA	NA
<b>68</b>	<b>59</b>	<b>65</b>	<b>60</b>	<b>NA</b>	<b>NA</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		3.1
34. Amount of work in other (non-reading) assignments		3.5
35. Difficulty of subject matter		3.1

### Student Description

37. I worked harder on this course than on most courses I have taken.	3.9
39. I really wanted to take this course regardless of who taught it.	3.6
43. As a rule, I put forth more effort than other students on academic work.	4.6

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
48	Similar	47	Similar	NA	NA
51	Similar	48	Similar	NA	NA
44	Lower	46	Similar	NA	NA

56	Higher	54	Similar	NA
54	Similar	51	Similar	NA
80	Much Higher	69	Much Higher	NA

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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.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)), POD-IDEA Center Notes ([www.theideacenter.org/podidea](http://www.theideacenter.org/podidea)), and POD-IDEA Center Learning Notes ([www.theideacenter.org/podidea/PODNotesLearning.html](http://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
<b>Stimulating Student Interest</b>				
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	5.0	100%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	5.0	100%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 30, 32	5.0	100%	Strength to retain

### Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	4.9	100%	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	5.0	100%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	5.0	100%	Strength to retain

### Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.9	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 24, 26, 27, 28, 29, 31, 32	4.9	100%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 28, 32	4.9	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	4.9	100%	Strength to retain

### Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	25, 26, 27, 28, 29, 31	5.0	100%	Strength to retain
11. Related course material to real life situations	23, 24, 30	5.0	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 29	5.0	100%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	5.0	100%	Strength to retain

### Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 24, 27, 30, 32	4.9	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 27	5.0	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	5.0	100%	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	5.0	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	5.0	100%	

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

## Statistical Detail

	Number Responding							Avg.	s.d.
	1	2	3	4	5	Omit			
1. Displayed a personal interest in students and their learning	0	0	0	1	13	0	4.9	0.3	
2. Found ways to help students answer their own questions	0	0	0	2	12	0	4.9	0.4	
3. Scheduled course work (class activities, tests, projects) in...	0	0	0	0	14	0	5.0	0.0	
4. Demonstrated the importance and significance of the...	0	0	0	0	14	0	5.0	0.0	
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	0	14	0	5.0	0.0	
6. Made it clear how each topic fit into the course	0	0	0	1	13	0	4.9	0.3	
7. Explained the reasons for criticisms of students' academic...	0	0	0	1	13	0	4.9	0.3	
8. Stimulated students to intellectual effort beyond that...	0	0	0	1	13	0	4.9	0.3	
9. Encouraged students to use multiple resources (e.g. data...	0	0	0	0	14	0	5.0	0.0	
10. Explained course material clearly and concisely	0	0	0	0	14	0	5.0	0.0	
11. Related course material to real life situations	0	0	0	0	14	0	5.0	0.0	
12. Gave tests, projects, etc. that covered the most important...	0	0	0	0	14	0	5.0	0.0	
13. Introduced stimulating ideas about the subject	0	0	0	0	14	0	5.0	0.0	
14. Involved students in "hands on" projects such as...	0	0	0	0	14	0	5.0	0.0	
15. Inspired students to set and achieve goals which really...	0	0	0	0	14	0	5.0	0.0	
16. Asked students to share ideas and experiences with...	0	0	0	0	14	0	5.0	0.0	
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	0	14	0	5.0	0.0	
18. Asked students to help each other understand ideas or...	0	0	0	1	13	0	4.9	0.3	
19. Gave projects, tests, or assignments that required original...	0	0	0	0	14	0	5.0	0.0	
20. Encouraged student-faculty interaction outside of class...	0	0	0	1	13	0	4.9	0.3	

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

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:

Consider selecting fewer objectives as "Important" or "Essential."

Discipline code selected on FIF: 1300

Discipline code used for comparison: 1300

Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

								Converted Avg.	Comparison Group Average				
	Raw	Adj.	IDEA	Discipline	Institution								
21. Gaining factual knowledge (terminology,...)	0	0	0	2	12	0	4.9	0.4	67	61	4.0	4.3	NA
22. Learning fundamental principles, generalizations, or...	0	0	0	1	13	0	4.9	0.3	70	64	3.9	4.2	NA
23. Learning to apply course material (to improve thinking,...)	0	0	0	1	13	0	4.9	0.3	68	59	4.0	4.3	NA
24. Developing specific skills, competencies, and points of...	0	0	0	1	13	0	4.9	0.3	67	59	4.0	4.3	NA
25. Acquiring skills in working with others as a member...	0	0	0	1	13	0	4.9	0.3	66	56	3.9	4.2	NA
26. Developing creative capacities (writing, inventing,...)	0	0	1	1	12	0	4.8	0.6	63	54	3.9	4.1	NA
27. Gaining a broader understanding and appreciation of...	0	0	0	0	14	0	5.0	0.0	68	59	3.7	4.0	NA
28. Developing skill in expressing myself orally or in...	0	0	0	1	13	0	4.9	0.3	67	58	3.8	4.0	NA
29. Learning how to find and use resources for answering...	0	0	0	1	13	0	4.9	0.3	71	61	3.7	4.1	NA
30. Developing a clearer understanding of, and...	0	0	0	1	13	0	4.9	0.3	68	60	3.8	4.1	NA
31. Learning to analyze and critically evaluate ideas,...	0	0	0	1	13	0	4.9	0.3	68	60	3.8	4.1	NA
32. Acquiring an interest in learning more by asking my...	0	0	0	1	13	0	4.9	0.3	70	62	3.8	4.1	NA

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

33. Amount of reading	0	3	8	2	1	0	3.1	0.8	48	NA	3.2	3.3	NA
34. Amount of work in other (non-reading) assignments	0	0	9	2	2	1	3.5	0.8	51	NA	3.4	3.5	NA
35. Difficulty of subject matter	0	1	11	2	0	0	3.1	0.5	44	NA	3.4	3.2	NA

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

36. I had a strong desire to take this course.	0	0	3	4	7	0	4.3	0.8	NA	NA	3.7	3.9	NA
37. I worked harder on this course than on most courses I...	0	0	5	5	4	0	3.9	0.8	56	NA	3.6	3.7	NA
38. I really wanted to take a course from this instructor.	0	0	3	2	9	0	4.4	0.9	NA	NA	3.4	3.7	NA
39. I really wanted to take this course regardless of who...	0	2	6	2	4	0	3.6	1.1	54	NA	3.3	3.5	NA
40. As a result of taking this course, I have more positive...	0	0	1	2	11	0	4.7	0.6	64	56	3.9	4.2	NA
41. Overall, I rate this instructor an excellent teacher.	0	0	0	0	14	0	5.0	0.0	63	57	4.2	4.3	NA
42. Overall, I rate this course as excellent.	0	0	0	0	14	0	5.0	0.0	68	62	3.9	4.2	NA
43. As a rule, I put forth more effort than other students on...	0	0	2	2	10	0	4.6	0.8	80	NA	3.6	4.0	NA

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	13	1	5.0	0.0
49.	0	0	0	1	12	1	4.9	0.3
50.	0	0	0	2	11	1	4.8	0.4
51.	0	1	4	1	7	1	4.1	1.1
52.	0	0	1	2	10	1	4.7	0.6
53.					14			
54.					14			
55.					14			
56.					14			
57.					14			

	1	2	3	4	5	Omit	Avg.	s.d.
58.						14		
59.						14		
60.						14		
61.						14		
62.						14		
63.						14		
64.						14		
65.						14		
66.						14		
67.						14		

## Written Comments

**INSTRUCTOR:** **Maryam Torbati**

**COURSE:** **ART 301-LA 68**

**TERM:** **FALL 2012**

- Loved! Loved! Loved Mrs. Torbati!
- Best teacher ever!
- Mrs. Torbati is the best teacher on the world. Very educated, very kind and caring.
- SHE WAS AMAZING!
- Professor Torbati is a great instructor. I'm glad that I had the opportunity to take this course with her ☺
- Awesome instructor! Great asset to Fresno Pacific teaching staff. Mrs. Torbati brings such enthusiasm, energy, and knowledge. It inspires the students to reach new heights.
- It was great having Mrs. Torbati as our professor. She is awesome!
- Mrs. Torbati taught with such passion and joy. She made learning fun but we also learned a lot of information. I hope to be half the teacher she is in the future.
- I have never been so excited to come to class. I loved Mrs. Torbati as a teacher, and her open heart. She made me want to come to class. I could not wait to learn. I am very sad this class is over. I would love to take another taught by her.
- Great teacher!

Lang 311-LA71

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#### Your Average Scores

		Your Average (5-point scale)	
	Raw	Adj.	
A. Progress on Relevant Objectives <sup>1</sup> Twelve objectives were selected as relevant (Important or Essential - see page 2)	5.0	4.6	
Overall Ratings			
B. Excellent Teacher	4.9	4.5	
C. Excellent Course	4.9	4.4	
D. Average of B & C	4.9	4.5	
Summary Evaluation (Average of A & D) <sup>1</sup>	5.0	4.6	

#### 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)			
	Raw	Adj.	B. Excellent Teacher	C. Excellent Course	D. Average of B & C	Raw	Adj.	Raw	Adj.	
Much Higher Highest 10% (63 or higher)	69			66		64		67		
Higher Next 20% (56-62)		62	61			58		57		60
Similar Middle 40% (45-55)										
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

<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 Your:<sup>2</sup>

Discipline (IDEA Data)	67	62	59	56	62	58	61	57	64	60
Institution	NA									

IDEA Discipline used for comparison:  
 Education

## **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](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

	Importance Rating	Your Average (5-point scale)		Percent of Students Rating	
		Raw	Adj.	1 or 2	4 or 5
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22. Learning fundamental principles, generalizations, or theories	Important	5.0	4.6	0%	100%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	5.0	4.5	0%	100%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	5.0	4.5	0%	100%
25. Acquiring skills in working with others as a member of a team	Important	5.0	4.5	0%	100%
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	5.0	4.5	0%	100%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	5.0	4.4	0%	100%
28. Developing skill in expressing myself orally or in writing	Important	5.0	4.7	0%	100%
29. Learning how to find and use resources for answering questions or solving problems	Important	5.0	4.6	0%	100%
30. Developing a clearer understanding of, and commitment to, personal values	Important	5.0	4.6	0%	100%
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Important	5.0	4.6	0%	100%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	5.0	4.5	0%	100%
<b>Progress on Relevant Objectives</b>		<b>5.0</b>	<b>4.6</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.

## **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		3.4
34. Amount of work in other (non-reading) assignments		3.6
35. Difficulty of subject matter		3.5

## **Student Description**

37. I worked harder on this course than on most courses I have taken.	4.0
39. I really wanted to take this course regardless of who taught it.	4.0
43. As a rule, I put forth more effort than other students on academic work.	4.4

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
70 Much Higher	63 Much Higher	66 Much Higher	61 Higher	NA	NA
72 Much Higher	64 Much Higher	67 Much Higher	62 Higher	NA	NA
70 Much Higher	60 Higher	65 Much Higher	59 Higher	NA	NA
68 Much Higher	60 Higher	65 Much Higher	59 Higher	NA	NA
67 Much Higher	59 Higher	67 Much Higher	63 Much Higher	NA	NA
66 Much Higher	60 Higher	66 Much Higher	63 Much Higher	NA	NA
68 Much Higher	60 Higher	67 Much Higher	63 Much Higher	NA	NA
68 Much Higher	63 Much Higher	68 Much Higher	65 Much Higher	NA	NA
72 Much Higher	64 Much Higher	68 Much Higher	63 Much Higher	NA	NA
69 Much Higher	62 Higher	67 Much Higher	62 Higher	NA	NA
70 Much Higher	62 Higher	67 Much Higher	63 Much Higher	NA	NA
72 Much Higher	63 Much Higher	67 Much Higher	62 Higher	NA	NA
<b>6 9</b>	<b>6 2</b>	<b>6 7</b>	<b>6 2</b>	<b>NA</b>	<b>NA</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)

Your Converted Average When Compared to Group Averages					
IDEA Database		IDEA Discipline		Your Institution	
52	Similar	52	Similar	NA	
54	Similar	52	Similar	NA	
51	Similar	55	Similar	NA	

58 Higher	55 Similar	NA
62 Higher	60 Higher	NA
73 Much Higher	62 Higher	NA

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 ([www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)), POD-IDEA Center Notes ([www.theideacenter.org/podidea](http://www.theideacenter.org/podidea)), and POD-IDEA Center Learning Notes ([www.theideacenter.org/podidea/PODNotesLearning.html](http://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
<b>Stimulating Student Interest</b>				
8. Stimulated students to intellectual effort beyond that required by most courses	All selected objectives	5.0	100%	Strength to retain
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	5.0	100%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 30, 32	5.0	100%	Strength to retain

### Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	5.0	100%	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	5.0	100%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	5.0	100%	Strength to retain

### Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	5.0	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	23, 24, 26, 27, 28, 29, 31, 32	4.9	100%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 28, 32	5.0	100%	Strength to retain
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	5.0	100%	Strength to retain

### Encouraging Student Involvement

19. Gave projects, tests, or assignments that required original or creative thinking	25, 26, 27, 28, 29, 31	5.0	100%	Strength to retain
11. Related course material to real life situations	23, 24, 30	5.0	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 29	5.0	100%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	5.0	100%	Strength to retain

### Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 24, 27, 30, 32	5.0	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 27	5.0	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	5.0	100%	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	4.8	100%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	5.0	100%	

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

## Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	0	11	0	5.0	0.0
2. Found ways to help students answer their own questions	0	0	0	0	11	0	5.0	0.0
3. Scheduled course work (class activities, tests, projects) in...	0	0	0	2	9	0	4.8	0.4
4. Demonstrated the importance and significance of the...	0	0	0	0	11	0	5.0	0.0
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	0	11	0	5.0	0.0
6. Made it clear how each topic fit into the course	0	0	0	0	11	0	5.0	0.0
7. Explained the reasons for criticisms of students' academic...	0	0	0	1	10	0	4.9	0.3
8. Stimulated students to intellectual effort beyond that...	0	0	0	0	11	0	5.0	0.0
9. Encouraged students to use multiple resources (e.g. data...	0	0	0	0	11	0	5.0	0.0
10. Explained course material clearly and concisely	0	0	0	0	11	0	5.0	0.0
11. Related course material to real life situations	0	0	0	0	11	0	5.0	0.0
12. Gave tests, projects, etc. that covered the most important...	0	0	0	0	11	0	5.0	0.0
13. Introduced stimulating ideas about the subject	0	0	0	0	11	0	5.0	0.0
14. Involved students in "hands on" projects such as...	0	0	0	0	11	0	5.0	0.0
15. Inspired students to set and achieve goals which really...	0	0	0	0	11	0	5.0	0.0
16. Asked students to share ideas and experiences with...	0	0	0	0	11	0	5.0	0.0
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	0	11	0	5.0	0.0
18. Asked students to help each other understand ideas or...	0	0	0	0	11	0	5.0	0.0
19. Gave projects, tests, or assignments that required original...	0	0	0	0	11	0	5.0	0.0
20. Encouraged student-faculty interaction outside of class...	0	0	0	0	11	0	5.0	0.0

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

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:

Consider selecting fewer objectives as "Important" or "Essential."

Discipline code selected on FIF: 1300

Discipline code used for comparison: 1300

Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

	Number Responding						Avg.	Comparison Group Average		
	Raw	Adj.	IDEA	Discipline	Institution					
21. Gaining factual knowledge (terminology,...)	0	0	0	0	11	0	5.0	0.0	70	63
22. Learning fundamental principles, generalizations, or...	0	0	0	0	11	0	5.0	0.0	72	64
23. Learning to apply course material (to improve thinking,...)	0	0	0	0	11	0	5.0	0.0	70	60
24. Developing specific skills, competencies, and points of...	0	0	0	0	11	0	5.0	0.0	68	60
25. Acquiring skills in working with others as a member...	0	0	0	0	11	0	5.0	0.0	67	59
26. Developing creative capacities (writing, inventing,...)	0	0	0	0	11	0	5.0	0.0	66	60
27. Gaining a broader understanding and appreciation of...	0	0	0	0	11	0	5.0	0.0	68	60
28. Developing skill in expressing myself orally or in...	0	0	0	0	11	0	5.0	0.0	68	63
29. Learning how to find and use resources for answering...	0	0	0	0	11	0	5.0	0.0	72	64
30. Developing a clearer understanding of, and...	0	0	0	0	11	0	5.0	0.0	69	62
31. Learning to analyze and critically evaluate ideas,...	0	0	0	0	11	0	5.0	0.0	70	62
32. Acquiring an interest in learning more by asking my...	0	0	0	0	11	0	5.0	0.0	72	63

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

33. Amount of reading	0	0	8	2	1	0	3.4	0.7	52	NA	3.2	3.3	NA
34. Amount of work in other (non-reading) assignments	0	0	5	5	1	0	3.6	0.7	54	NA	3.4	3.5	NA
35. Difficulty of subject matter	0	0	7	3	1	0	3.5	0.7	51	NA	3.4	3.2	NA

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

36. I had a strong desire to take this course.	0	1	2	3	5	0	4.1	1.0	NA	NA	3.7	3.9	NA
37. I worked harder on this course than on most courses I...	0	0	4	3	4	0	4.0	0.9	58	NA	3.6	3.7	NA
38. I really wanted to take a course from this instructor.	0	0	3	3	5	0	4.2	0.9	NA	NA	3.4	3.7	NA
39. I really wanted to take this course regardless of who...	0	1	3	2	5	0	4.0	1.1	62	NA	3.3	3.5	NA
40. As a result of taking this course, I have more positive...	0	0	0	2	9	0	4.8	0.4	66	57	3.9	4.2	NA
41. Overall, I rate this instructor an excellent teacher.	0	0	0	1	10	0	4.9	0.3	61	56	4.2	4.3	NA
42. Overall, I rate this course as excellent.	0	0	0	1	10	0	4.9	0.3	66	58	3.9	4.2	NA
43. As a rule, I put forth more effort than other students on...	0	0	1	5	5	0	4.4	0.7	73	NA	3.6	4.0	NA

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.	49.	50.	51.	52.	53.	54.	55.	56.	57.
	0	0	0	0	11	0	5.0	0.0		
	0	0	0	0	11	0	5.0	0.0		
	0	0	0	0	11	0	5.0	0.0		
	0	0	0	0	11	0	5.0	0.0		
	0	0	0	0	1	10	5.0	NA		
	0	0	0	0	1	10	5.0	NA		
	0	0	0	0	1	10	5.0	NA		
	0	0	0	0	1	10	5.0	NA		
	0	0	0	0	1	10	5.0	NA		

1	2	3	4	5	Omit	Avg.	s.d.
58.					11		
59.					11		
60.					11		
61.					11		
62.					11		
63.					11		
64.					11		
65.					11		
66.					11		
67.					11		

## **Written Comments**

**INSTRUCTOR:** **Maryam Torbati**

**COURSE:** **LANG 311-LA 71**

**TERM:** **FALL 2012**

- This was a great class 😊
- I really enjoyed this class. This teacher was great.
- Great teacher! I've never felt more comfortable to share my thoughts in class before.
- Professor Torbati is an amazing teacher!

**TORBATI, MARYAM**  
**Fresno Pacific University**

LA 325-XVI20  
 Emotional Intelligence  
 Fall 2012



IDEA Diagnostic Form Report

To learn more, see the Interpretive Guide: [www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)

Of the 8 students enrolled, 4 responded (50%). 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](http://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 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.
A. Progress on Relevant Objectives <sup>1</sup> Twelve objectives were selected as relevant (Important or Essential – see page 2)	5.0	5.0
Overall Ratings		
B. Excellent Teacher	5.0	5.0
C. Excellent Course	5.0	5.0
D. Average of B & C	5.0	5.0
Summary Evaluation (Average of A & D) <sup>1</sup>	5.0	5.0

<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	Overall Ratings								Summary Evaluation (Average of A & D)	
	A. Progress on Relevant Objectives		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)	69	71	63	65	68	73	66	69	68	70
Higher Next 20% (56-62)										
Similar Middle 40% (45-55)										
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

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

Discipline (IDEA Data)	66	72	61	66	64	72	63	69	65	71
Institution	NA									

IDEA Discipline used for comparison:  
 Education

## **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](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

	<b>Importance Rating</b>	<b>Your Average (5-point scale)</b>		<b>Percent of Students Rating</b>	
		<b>Raw</b>	<b>Adj.</b>	<b>1 or 2</b>	<b>4 or 5</b>
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Important	5.0	5.0	0%	100%
22. Learning fundamental principles, generalizations, or theories	Important	5.0	5.0	0%	100%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Important	5.0	5.0	0%	100%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	5.0	5.0	0%	100%
25. Acquiring skills in working with others as a member of a team	Important	5.0	5.0	0%	100%
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	5.0	5.0	0%	100%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	5.0	5.0	0%	100%
28. Developing skill in expressing myself orally or in writing	Important	5.0	5.0	0%	100%
29. Learning how to find and use resources for answering questions or solving problems	Important	5.0	5.0	0%	100%
30. Developing a clearer understanding of, and commitment to, personal values	Important	4.8	5.0	0%	100%
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Important	5.0	5.0	0%	100%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	5.0	5.0	0%	100%
<b>Progress on Relevant Objectives</b>		<b>5.0</b>	<b>5.0</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.

<b>Your Converted Average When Compared to Group Averages</b>					
<b>IDEA Database</b>		<b>IDEA Discipline<sup>1</sup></b>		<b>Your Institution<sup>1</sup></b>	
<b>Raw</b>	<b>Adjusted</b>	<b>Raw</b>	<b>Adjusted</b>	<b>Raw</b>	<b>Adjusted</b>
70 Much Higher	73 Much Higher	66 Much Higher	72 Much Higher	NA	NA
72 Much Higher	75 Much Higher	67 Much Higher	72 Much Higher	NA	NA
70 Much Higher	73 Much Higher	65 Much Higher	72 Much Higher	NA	NA
68 Much Higher	72 Much Higher	65 Much Higher	72 Much Higher	NA	NA
67 Much Higher	69 Much Higher	67 Much Higher	74 Much Higher	NA	NA
66 Much Higher	65 Much Higher	66 Much Higher	70 Much Higher	NA	NA
68 Much Higher	69 Much Higher	67 Much Higher	73 Much Higher	NA	NA
68 Much Higher	68 Much Higher	68 Much Higher	71 Much Higher	NA	NA
72 Much Higher	74 Much Higher	68 Much Higher	73 Much Higher	NA	NA
65 Much Higher	69 Much Higher	62 Higher	70 Much Higher	NA	NA
70 Much Higher	70 Much Higher	67 Much Higher	71 Much Higher	NA	NA
72 Much Higher	74 Much Higher	67 Much Higher	72 Much Higher	NA	NA
<b>6.9</b>	<b>7.1</b>	<b>6.6</b>	<b>7.2</b>	<b>NA</b>	<b>NA</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.

		<b>Your Average (5-point scale)</b>
33. Amount of reading		3.5
34. Amount of work in other (non-reading) assignments		3.0
35. Difficulty of subject matter		3.5

### Student Description

37. I worked harder on this course than on most courses I have taken.	4.3
38. I really wanted to take this course regardless of who taught it.	3.0
43. As a rule, I put forth more effort than other students on academic work.	4.0

<b>Your Converted Average When Compared to Group Averages</b>		
<b>IDEA Database</b>	<b>IDEA Discipline<sup>1</sup></b>	<b>Your Institution<sup>1</sup></b>
<b>Raw</b>	<b>Adjusted</b>	<b>Raw</b>
54 Similar	54 Similar	NA
43 Lower	39 Lower	NA
51 Similar	56 Higher	NA

62 Higher	60 Higher	NA
44 Lower	38 Lower	NA
62 Higher	50 Similar	NA

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 ([www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)), POD-IDEA Center Notes ([www.theideacenter.org/podidea](http://www.theideacenter.org/podidea)), and POD-IDEA Center Learning Notes ([www.theideacenter.org/podidea/PODNotesLearning.html](http://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
<b>Stimulating Student Interest</b>				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	5.0	100%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 30, 32	5.0	100%	Strength to retain

### Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26, 28, 30, 31	4.8	100%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	5.0	100%	Strength to retain

### Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	4.8	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	24, 25, 26, 27, 28, 29, 31, 32	4.3	67%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 26, 27, 30, 32	5.0	100%	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

19. Gave projects, tests, or assignments that required original or creative thinking	26, 27, 28, 29, 31	5.0	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 26, 29	5.0	100%	Strength to retain
11. Related course material to real life situations	23, 30	5.0	100%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	5.0	100%	Strength to retain

### Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 24, 25, 27, 30, 32	5.0	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 32	5.0	100%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	21, 23	5.0	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	5.0	100%	Strength to retain
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	5.0	100%	

## Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	0	4	0	5.0	0.0
2. Found ways to help students answer their own questions	0	0	0	1	3	0	4.8	0.5
3. Scheduled course work (class activities, tests, projects) in...	0	0	0	0	4	0	5.0	0.0
4. Demonstrated the importance and significance of the...	0	0	0	0	4	0	5.0	0.0
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	0	4	0	5.0	0.0
6. Made it clear how each topic fit into the course	0	0	0	0	4	0	5.0	0.0
7. Explained the reasons for criticisms of students' academic...	0	0	1	0	2	1	4.3	1.2
8. Stimulated students to intellectual effort beyond that...	0	0	0	0	4	0	5.0	0.0
9. Encouraged students to use multiple resources (e.g. data...	0	0	0	0	4	0	5.0	0.0
10. Explained course material clearly and concisely	0	0	0	0	4	0	5.0	0.0
11. Related course material to real life situations	0	0	0	0	4	0	5.0	0.0
12. Gave tests, projects, etc. that covered the most important...	0	0	0	0	4	0	5.0	0.0
13. Introduced stimulating ideas about the subject	0	0	0	0	4	0	5.0	0.0
14. Involved students in "hands on" projects such as...	0	0	0	0	4	0	5.0	0.0
15. Inspired students to set and achieve goals which really...	0	0	0	0	4	0	5.0	0.0
16. Asked students to share ideas and experiences with...	0	0	0	1	3	0	4.8	0.5
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	0	4	0	5.0	0.0
18. Asked students to help each other understand ideas or...	0	0	0	0	4	0	5.0	0.0
19. Gave projects, tests, or assignments that required original...	0	0	0	0	4	0	5.0	0.0
20. Encouraged student-faculty interaction outside of class...	0	0	0	0	4	0	5.0	0.0

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

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: 1300

Discipline code used for comparison: 1300

Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

	Converted Avg.		Comparison Group Average			
	Raw	Adj.	IDEA	Discipline	Institution	
21. Gaining factual knowledge (terminology,...)	0	0	0	0	5.0	0.0
22. Learning fundamental principles, generalizations, or...	0	0	0	0	5.0	0.0
23. Learning to apply course material (to Improve thinking,...)	0	0	0	0	5.0	0.0
24. Developing specific skills, competencies, and points of...	0	0	0	0	5.0	0.0
25. Acquiring skills in working with others as a member...	0	0	0	0	5.0	0.0
26. Developing creative capacities (writing, inventing,...)	0	0	0	0	5.0	0.0
27. Gaining a broader understanding and appreciation of...	0	0	0	0	5.0	0.0
28. Developing skill in expressing myself orally or in...	0	0	0	0	5.0	0.0
29. Learning how to find and use resources for answering...	0	0	0	0	5.0	0.0
30. Developing a clearer understanding of, and...	0	0	0	1	3	0.5
31. Learning to analyze and critically evaluate ideas,...	0	0	0	0	4	0.0
32. Acquiring an interest in learning more by asking my...	0	0	0	0	4	0.0

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

33. Amount of reading	0	0	3	0	1	0	3.5	1.0	54	NA	3.2	3.3	NA
34. Amount of work in other (non-reading) assignments	0	0	4	0	0	0	3.0	0.0	43	NA	3.4	3.5	NA
35. Difficulty of subject matter	0	0	2	2	0	0	3.5	0.6	51	NA	3.4	3.2	NA

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

36. I had a strong desire to take this course.	0	0	0	0	4	0	5.0	0.0	NA	NA	3.7	3.9	NA
37. I worked harder on this course than on most courses I...	0	0	1	1	2	0	4.3	1.0	62	NA	3.6	3.7	NA
38. I really wanted to take a course from this instructor.	0	0	0	0	4	0	5.0	0.0	NA	NA	3.4	3.7	NA
39. I really wanted to take this course regardless of who...	1	0	1	0	1	1	3.0	2.0	44	NA	3.3	3.5	NA
40. As a result of taking this course, I have more positive...	0	0	0	0	4	0	5.0	0.0	69	75	3.9	4.2	NA
41. Overall, I rate this instructor an excellent teacher.	0	0	0	0	4	0	5.0	0.0	63	65	4.2	4.3	NA
42. Overall, I rate this course as excellent.	0	0	0	0	4	0	5.0	0.0	68	73	3.9	4.2	NA
43. As a rule, I put forth more effort than other students on...	0	0	1	1	1	1	4.0	1.0	62	NA	3.6	4.0	NA

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.	1	0	0	0	3	0	4.0	2.0
49.	0	1	0	0	3	0	4.3	1.5
50.	0	1	0	0	2	1	4.0	1.7
51.	0	1	0	0	3	0	4.3	1.5
52.	0	1	0	0	2	1	4.0	1.7
53.					4			
54.					4			
55.					4			
56.					4			
57.					4			

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

IDEA Student Ratings of Instruction

TORBATI, MARYAM  
LA 325-XVI20  
Emotional Intelligence  
Fresno Pacific University  
10-23-2012 - 10-30-2012



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

- This Class was Amazing. I have already applied what I have learned to my daily life and growth.

**TORBATI, MARYAM**  
**Fresno Pacific University**

LA 322-XVI20  
 Disc Learning Mind Brain Body  
 Fall 2012



IDEA Diagnostic Form Report

To learn more, see the Interpretive Guide: [www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)

Of the 10 students enrolled, 6 responded (60%). 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](http://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 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.
A. Progress on Relevant Objectives <sup>1</sup> Twelve objectives were selected as relevant (Important or Essential – see page 2)	4.5	4.0

Overall Ratings	Raw	Adj.
B. Excellent Teacher	4.5	4.1
C. Excellent Course	4.3	3.8
D. Average of B & C	4.4	3.9

Summary Evaluation (Average of A & D) <sup>1</sup>	Raw	Adj.
	4.5	4.0

<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		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)	61								59	
Similar Middle 40% (45-55)		53	55	50			48	49		51
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)	57	52	53	50	52	48	53	49	55	51
Institution	NA									

IDEA Discipline used for comparison:  
 Education

## 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](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

	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	4.5	4.4	0%	83%
22. Learning fundamental principles, generalizations, or theories	Important	4.5	4.4	0%	83%
23. Learning to apply course material (to improve thinking, problem solving, and decisions)	Important	4.7	4.3	0%	83%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Important	4.5	4.1	0%	83%
25. Acquiring skills in working with others as a member of a team	Important	4.5	3.9	0%	83%
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Important	4.3	3.4	17%	83%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Important	4.3	3.6	0%	67%
28. Developing skill in expressing myself orally or in writing	Important	4.3	3.3	17%	83%
29. Learning how to find and use resources for answering questions or solving problems	Important	4.5	4.0	0%	83%
30. Developing a clearer understanding of, and commitment to, personal values	Important	4.7	4.2	0%	100%
31. Learning to analyze and critically evaluate ideas, arguments, and points of view	Important	4.3	3.8	0%	67%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Important	4.8	4.5	0%	100%
<b>Progress on Relevant Objectives</b>		<b>4.5</b>	<b>4.0</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
60 Higher	58 Higher	55 Similar	57 Higher	NA	NA
61 Higher	60 Higher	56 Higher	57 Higher	NA	NA
63 Much Higher	55 Similar	58 Higher	54 Similar	NA	NA
59 Higher	52 Similar	54 Similar	51 Similar	NA	NA
59 Higher	50 Similar	57 Higher	52 Similar	NA	NA
57 Higher	43 Lower	55 Similar	44 Lower	NA	NA
59 Higher	49 Similar	56 Higher	50 Similar	NA	NA
58 Higher	43 Lower	56 Higher	44 Lower	NA	NA
63 Much Higher	54 Similar	58 Higher	53 Similar	NA	NA
64 Much Higher	57 Higher	61 Higher	56 Higher	NA	NA
58 Higher	49 Similar	54 Similar	49 Similar	NA	NA
68 Much Higher	62 Higher	64 Much Higher	60 Higher	NA	NA
<b>61</b>	<b>53</b>	<b>57</b>	<b>52</b>	<b>NA</b>	<b>NA</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	3.0
34. Amount of work in other (non-reading) assignments	2.8
35. Difficulty of subject matter	2.2

## Student Description

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.	3.5
43. As a rule, I put forth more effort than other students on academic work.	4.2

Your Converted Average When Compared to Group Averages			
IDEA Database		IDEA Discipline <sup>1</sup>	
Raw	Adjusted	Raw	Adjusted
47	Similar	46	Similar
40	Lower	36	Much Lower
28	Much Lower	26	Much 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)

<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.

## 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](http://www.theideacenter.org/diagnosticguide.pdf)), POD-IDEA Center Notes ([www.theideacenter.org/podidea](http://www.theideacenter.org/podidea)), and POD-IDEA Center Learning Notes ([www.theideacenter.org/podidea/PODNotesLearning.htm](http://www.theideacenter.org/podidea/PODNotesLearning.htm)).

### 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	5.0	100%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses		21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
13. Introduced stimulating ideas about the subject		21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter		21, 22, 23, 24, 30, 32	5.0	100%	Strength to retain

### Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26, 28, 30, 31	5.0	100%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	5.0	100%	Strength to retain

### Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	5.0	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	24, 25, 26, 27, 28, 29, 31, 32	4.3	83%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 26, 27, 30, 32	5.0	100%	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

19. Gave projects, tests, or assignments that required original or creative thinking	26, 27, 28, 29, 31	4.8	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 26, 29	5.0	100%	Strength to retain
11. Related course material to real life situations	23, 30	5.0	100%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	5.0	100%	Strength to retain

### Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 24, 25, 27, 30, 32	4.8	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 32	4.8	100%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	21, 23	5.0	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.8	100%	Strength to retain
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	5.0	100%	

## 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	0	6	0	5.0	0.0
2. Found ways to help students answer their own questions	0	0	0	0	6	0	5.0	0.0
3. Scheduled course work (class activities, tests, projects) in...	0	0	0	0	6	0	5.0	0.0
4. Demonstrated the importance and significance of the...	0	0	0	0	6	0	5.0	0.0
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	0	6	0	5.0	0.0
6. Made it clear how each topic fit into the course	0	0	0	1	5	0	4.8	0.4
7. Explained the reasons for criticisms of students' academic...	1	0	0	0	5	0	4.3	1.6
8. Stimulated students to intellectual effort beyond that...	0	0	0	0	6	0	5.0	0.0
9. Encouraged students to use multiple resources (e.g. data...	0	0	0	0	6	0	5.0	0.0
10. Explained course material clearly and concisely	0	0	0	1	5	0	4.8	0.4
11. Related course material to real life situations	0	0	0	0	6	0	5.0	0.0
12. Gave tests, projects, etc. that covered the most important...	0	0	0	1	5	0	4.8	0.4
13. Introduced stimulating ideas about the subject	0	0	0	0	6	0	5.0	0.0
14. Involved students in "hands on" projects such as...	0	0	0	0	6	0	5.0	0.0
15. Inspired students to set and achieve goals which really...	0	0	0	0	6	0	5.0	0.0
16. Asked students to share ideas and experiences with...	0	0	0	0	6	0	5.0	0.0
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	0	5	1	5.0	0.0
18. Asked students to help each other understand ideas or...	0	0	0	0	6	0	5.0	0.0
19. Gave projects, tests, or assignments that required original...	0	0	0	1	5	0	4.8	0.4
20. Encouraged student-faculty interaction outside of class...	0	0	0	0	6	0	5.0	0.0

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

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: 1300

Discipline code used for comparison: 1300

Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

	Converted Avg.								Comparison Group Average		
	Raw	Adj.	IDEA	Discipline	Institution						
21. Gaining factual knowledge (terminology,...)	0	0	1	1	4	0	4.5	0.8	60	58	4.0
22. Learning fundamental principles, generalizations, or...	0	0	1	1	4	0	4.5	0.8	61	60	3.9
23. Learning to apply course material (to improve thinking,...)	0	0	1	0	5	0	4.7	0.8	63	55	4.0
24. Developing specific skills, competencies, and points of...	0	0	1	1	4	0	4.5	0.8	59	52	4.0
25. Acquiring skills in working with others as a member...	0	0	1	1	4	0	4.5	0.8	59	50	3.9
26. Developing creative capacities (writing, inventing,...)	0	1	0	1	4	0	4.3	1.2	57	43	3.9
27. Gaining a broader understanding and appreciation of...	0	0	2	0	4	0	4.3	1.0	59	49	3.7
28. Developing skill in expressing myself orally or in...	0	1	0	1	4	0	4.3	1.2	58	43	3.8
29. Learning how to find and use resources for answering...	0	0	1	1	4	0	4.5	0.8	63	54	3.7
30. Developing a clearer understanding of, and...	0	0	0	2	4	0	4.7	0.5	64	57	3.8
31. Learning to analyze and critically evaluate ideas,...	0	0	2	0	4	0	4.3	1.0	58	49	3.8
32. Acquiring an interest in learning more by asking my...	0	0	0	1	5	0	4.8	0.4	68	62	4.1

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

33. Amount of reading	0	0	6	0	0	0	3.0	0.0	47	NA	3.2	3.3	NA
34. Amount of work in other (non-reading) assignments	0	1	5	0	0	0	2.8	0.4	40	NA	3.4	3.5	NA
35. Difficulty of subject matter	2	1	3	0	0	0	2.2	1.0	28	NA	3.4	3.2	NA

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

36. I had a strong desire to take this course.	0	0	2	1	3	0	4.2	1.0	NA	NA	3.7	3.9	NA
37. I worked harder on this course than on most courses I...	0	1	2	1	2	0	3.7	1.2	52	NA	3.6	3.7	NA
38. I really wanted to take a course from this instructor.	0	0	1	2	2	1	4.2	0.8	NA	NA	3.4	3.7	NA
39. I really wanted to take this course regardless of who...	0	0	3	3	0	0	3.5	0.5	53	NA	3.3	3.5	NA
40. As a result of taking this course, I have more positive...	0	0	1	1	4	0	4.5	0.8	61	52	3.9	4.2	NA
41. Overall, I rate this instructor an excellent teacher.	0	0	1	1	4	0	4.5	0.8	55	50	4.2	4.3	NA
42. Overall, I rate this course as excellent.	0	0	1	2	3	0	4.3	0.8	57	48	3.9	4.2	NA
43. As a rule, I put forth more effort than other students on...	0	0	2	1	3	0	4.2	1.0	67	NA	3.6	4.0	NA

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.	3	0	1	0	2	0	2.7	2.0
49.	1	2	1	0	2	0	3.0	1.7
50.	2	1	1	0	2	0	2.8	1.8
51.	3	0	1	0	2	0	2.7	2.0
52.	2	1	1	0	2	0	2.8	1.8
53.					6			
54.					6			
55.					6			
56.					6			
57.					6			

	1	2	3	4	5	Omit	Avg.	s.d.
58.						6		
59.						6		
60.						6		
61.						6		
62.						6		
63.						6		
64.						6		
65.						6		
66.						6		
67.						6		

TORBATI, MARYAM  
LA 322-XVI20  
Disc Learning Mind Brain Body  
Fresno Pacific University  
10-24-2012 -10-31-2012

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

- Dr. Torbati is a very inspirational wise woman.
- Dr.Torbatti is an amazing instructor! She made all of the materials pertinent to the course easy to understand. She has amazing people skills, an made evryone feel welcomed! She is a bleesing to the students and definitely to the university. I refer all of her courses to individuals, just as I was referred to take a class with Dr. Torbatti. I wish her blessings and I hope that in the future I will take many more classes with Dr.Torbatti! Thank you for your time.  
Blessings!

**TORBATI, MARYAM**  
**Fresno Pacific University**

LA 322-XNF20  
 Disc Learning Mind Brain Body  
 Fall 2012



IDEA Diagnostic Form Report

To learn more, see the Interpretive Guide: [www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)

Of the 7 students enrolled, 5 responded (71%). 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](http://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 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> Twelve objectives were selected as relevant (Important or Essential – see page 2)	4.9	5.0

Overall Ratings	5.0	5.0
B. Excellent Teacher	5.0	5.0
C. Excellent Course	5.0	5.0
D. Average of B & C	5.0	5.0
Summary Evaluation (Average of A & D) <sup>1</sup>	5.0	5.0

<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	Overall Ratings								Summary Evaluation (Average of A & D)	
	A. Progress on Relevant Objectives		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)	68	73	63	65	68	76	66	71	67	72
Higher Next 20% (56-62)										
Similar Middle 40% (45-55)										
Lower Next 20% (38-44)										
Much Lower Lowest 10% (37 or lower)										

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

Discipline (IDEA Data)	65	74	61	66	64	75	63	71	64	73
Institution	NA									

**IDEA Discipline used for comparison:**  
 Education

## **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](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

	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)	Essential	5.0	5.0	0%	100%
22. Learning fundamental principles, generalizations, or theories	Essential	4.8	5.0	0%	100%
23. Learning to apply course material (to improve thinking, problem solving, and decisions)	Essential	5.0	5.0	0%	100%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	5.0	5.0	0%	100%
25. Acquiring skills in working with others as a member of a team	Essential	4.8	5.0	0%	100%
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Essential	4.6	4.8	0%	80%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	5.0	5.0	0%	100%
28. Developing skill in expressing myself orally or in writing	Essential	4.8	5.0	0%	100%
29. Learning how to find and use resources for answering questions or solving problems	Essential	5.0	5.0	0%	100%
30. Developing a clearer understanding of, and commitment to, personal values	Essential	5.0	5.0	0%	100%
31. Learning to analyze and critically evaluate ideas, arguments, and points of view	Essential	4.8	4.9	0%	100%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Essential	5.0	5.0	0%	100%
<b>Progress on Relevant Objectives</b>		<b>4.9</b>	<b>5.0</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		Your Institution	
Raw	Adjusted	Raw	Adjusted	Raw	Adjusted
70 Much Higher	78 Much Higher	66 Much Higher	77 Much Higher	NA	NA
68 Much Higher	74 Much Higher	62 Much Higher	72 Much Higher	NA	NA
70 Much Higher	76 Much Higher	65 Much Higher	76 Much Higher	NA	NA
68 Much Higher	77 Much Higher	65 Much Higher	77 Much Higher	NA	NA
64 Much Higher	69 Much Higher	63 Much Higher	74 Much Higher	NA	NA
60 Higher	63 Much Higher	59 Higher	66 Much Higher	NA	NA
68 Much Higher	72 Much Higher	67 Much Higher	76 Much Higher	NA	NA
65 Much Higher	67 Much Higher	65 Much Higher	70 Much Higher	NA	NA
72 Much Higher	77 Much Higher	68 Much Higher	77 Much Higher	NA	NA
69 Much Higher	76 Much Higher	67 Much Higher	78 Much Higher	NA	NA
66 Much Higher	69 Much Higher	63 Much Higher	70 Much Higher	NA	NA
72 Much Higher	77 Much Higher	67 Much Higher	76 Much Higher	NA	NA
68	73	65	74	NA	NA

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.

		Your Average (5-point scale)
33. Amount of reading		3.0
34. Amount of work in other (non-reading) assignments		3.0
35. Difficulty of subject matter		3.2

Your Converted Average When Compared to Group Averages		
IDEA Database	IDEA Discipline	Your Institution
47	Similar	46
43	Lower	39
46	Similar	49

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.	3.0
43. As a rule, I put forth more effort than other students on academic work.	3.4

51	Similar	48	Similar	NA
44	Lower	38	Lower	NA
42	Lower	30	Much Lower	NA

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

Higher = Next 20% (56-62)      Similar = Middle 40% (45-55)

## 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](http://www.theideacenter.org/diagnosticguide.pdf)), POD-IDEA Center Notes ([www.theideacenter.org/podidea](http://www.theideacenter.org/podidea)), and POD-IDEA Center Learning Notes ([www.theideacenter.org/podidea/PODNotesLearning.html](http://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
<b>Stimulating Student Interest</b>				
15. Inspired students to set and achieve goals which really challenged them	All selected objectives	5.0	100%	Strength to retain
8. Stimulated students to intellectual effort beyond that required by most courses	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
13. Introduced stimulating ideas about the subject	21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
4. Demonstrated the importance and significance of the subject matter	21, 22, 23, 24, 30, 32	5.0	100%	Strength to retain

### Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	5.0	100%	Strength to retain
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	26, 28, 30, 31	5.0	100%	Strength to retain
5. Formed "teams" or "discussion groups" to facilitate learning	25	5.0	100%	Strength to retain

### Establishing Rapport

2. Found ways to help students answer their own questions	All selected objectives	5.0	100%	Strength to retain
7. Explained the reasons for criticisms of students' academic performance	24, 25, 26, 27, 28, 29, 31, 32	4.8	100%	Strength to retain
1. Displayed a personal interest in students and their learning	23, 24, 26, 27, 30, 32	5.0	100%	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

19. Gave projects, tests, or assignments that required original or creative thinking	26, 27, 28, 29, 31	5.0	100%	Strength to retain
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 26, 29	5.0	100%	Strength to retain
11. Related course material to real life situations	23, 30	5.0	100%	Strength to retain
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	4.8	100%	Strength to retain

### Structuring Classroom Experiences

6. Made it clear how each topic fit into the course	21, 22, 23, 24, 25, 27, 30, 32	5.0	100%	Strength to retain
10. Explained course material clearly and concisely	21, 22, 23, 24, 32	5.0	100%	Strength to retain
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	21, 23	5.0	100%	Strength to retain
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.6	100%	Strength to retain
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	5.0	100%	

## Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	0	0	0	0	5	0	5.0	0.0
2. Found ways to help students answer their own questions	0	0	0	0	5	0	5.0	0.0
3. Scheduled course work (class activities, tests, projects) in...	0	0	0	0	5	0	5.0	0.0
4. Demonstrated the importance and significance of the...	0	0	0	0	5	0	5.0	0.0
5. Formed "teams" or "discussion groups" to facilitate learning	0	0	0	0	5	0	5.0	0.0
6. Made it clear how each topic fit into the course	0	0	0	0	5	0	5.0	0.0
7. Explained the reasons for criticisms of students' academic...	0	0	0	1	4	0	4.8	0.4
8. Stimulated students to intellectual effort beyond that...	0	0	0	0	5	0	5.0	0.0
9. Encouraged students to use multiple resources (e.g. data...	0	0	0	1	4	0	4.8	0.4
10. Explained course material clearly and concisely	0	0	0	0	5	0	5.0	0.0
11. Related course material to real life situations	0	0	0	0	5	0	5.0	0.0
12. Gave tests, projects, etc. that covered the most important...	0	0	0	2	3	0	4.6	0.5
13. Introduced stimulating ideas about the subject	0	0	0	0	5	0	5.0	0.0
14. Involved students in "hands on" projects such as...	0	0	0	0	5	0	5.0	0.0
15. Inspired students to set and achieve goals which really...	0	0	0	0	5	0	5.0	0.0
16. Asked students to share ideas and experiences with...	0	0	0	0	5	0	5.0	0.0
17. Provided timely and frequent feedback on tests, reports,...	0	0	0	0	5	0	5.0	0.0
18. Asked students to help each other understand ideas or...	0	0	0	0	5	0	5.0	0.0
19. Gave projects, tests, or assignments that required original...	0	0	0	0	5	0	5.0	0.0
20. Encouraged student-faculty interaction outside of class...	0	0	0	0	5	0	5.0	0.0

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

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:

Consider selecting fewer objectives as "Important" or "Essential."

Discipline code selected on FIF: 1300

Discipline code used for comparison: 1300

Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

	Converted Avg.		Comparison Group Average										
	Raw	Adj.	IDEA	Discipline	Institution								
21. Gaining factual knowledge (terminology,...)	0	0	0	5	0	5.0	0.0	70	78	4.0	4.3	NA	
22. Learning fundamental principles, generalizations, or...	0	0	0	1	4	0	4.8	0.4	68	74	3.9	4.2	NA
23. Learning to apply course material (to improve thinking,...)	0	0	0	0	5	0	5.0	0.0	70	76	4.0	4.3	NA
24. Developing specific skills, competencies, and points of...	0	0	0	0	5	0	5.0	0.0	68	77	4.0	4.3	NA
25. Acquiring skills in working with others as a member...	0	0	0	1	4	0	4.8	0.4	64	69	3.9	4.2	NA
26. Developing creative capacities (writing, inventing,...)	0	0	1	0	4	0	4.6	0.9	60	63	3.9	4.1	NA
27. Gaining a broader understanding and appreciation of...	0	0	0	0	5	0	5.0	0.0	68	72	3.7	4.0	NA
28. Developing skill in expressing myself orally or in...	0	0	0	1	4	0	4.8	0.4	65	67	3.8	4.0	NA
29. Learning how to find and use resources for answering...	0	0	0	0	5	0	5.0	0.0	72	77	3.7	4.1	NA
30. Developing a clearer understanding of, and...	0	0	0	0	5	0	5.0	0.0	69	76	3.8	4.1	NA
31. Learning to analyze and critically evaluate ideas,...	0	0	0	1	4	0	4.8	0.4	66	69	3.8	4.1	NA
32. Acquiring an interest in learning more by asking my...	0	0	0	0	5	0	5.0	0.0	72	77	3.8	4.1	NA

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

33. Amount of reading	0	1	3	1	0	0	3.0	0.7	47	NA	3.2	3.3	NA
34. Amount of work in other (non-reading) assignments	0	1	3	1	0	0	3.0	0.7	43	NA	3.4	3.5	NA
35. Difficulty of subject matter	0	0	4	1	0	0	3.2	0.4	46	NA	3.4	3.2	NA

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

36. I had a strong desire to take this course.	0	0	0	1	4	0	4.8	0.4	NA	NA	3.7	3.9	NA
37. I worked harder on this course than on most courses I...	0	0	3	1	1	0	3.6	0.9	51	NA	3.6	3.7	NA
38. I really wanted to take a course from this instructor.	0	0	0	1	4	0	4.8	0.4	NA	NA	3.4	3.7	NA
39. I really wanted to take this course regardless of who...	0	2	2	0	1	0	3.0	1.2	44	NA	3.3	3.5	NA
40. As a result of taking this course, I have more positive...	0	0	0	1	4	0	4.8	0.4	66	75	3.9	4.2	NA
41. Overall, I rate this instructor an excellent teacher.	0	0	0	0	5	0	5.0	0.0	63	65	4.2	4.3	NA
42. Overall, I rate this course as excellent.	0	0	0	0	5	0	5.0	0.0	68	76	3.9	4.2	NA
43. As a rule, I put forth more effort than other students on...	0	0	3	2	0	0	3.4	0.5	42	NA	3.6	4.0	NA

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.	4	0	0	0	1	0	1.8	1.8
49.	4	0	0	0	1	0	1.8	1.8
50.	4	0	0	0	1	0	1.8	1.8
51.	3	0	1	0	1	0	2.2	1.8
52.	3	1	0	0	1	0	2.0	1.7
53.					5			
54.					5			
55.					5			
56.					5			
57.					5			

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

TORBATI, MARYAM

LA 322-XNF20

Disc Learning Mind Brain Body

Fresno Pacific University

10-25-2012 - 11-01-2012

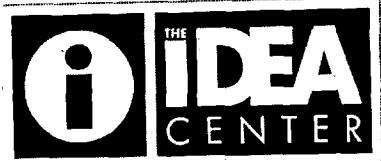
**Comments: Use the space provided in the text area below for your comments.**

- Mrs. Torbati is one of the best teacher's I've ever had. She brings compassion and encouragement to the classroom which is rare these days. She displays kindness and sincerity with her students. It's like taking a class from everyone's favorite grandmother or aunt. She is with you in your heart long after you leave the classroom. You remember what she taught because of her different and very unique teaching styles. The foams, different colors, creating art with assignments is how I and other students remember what she taught long after we leave the classroom. You need to find more teachers like her and cherish her unique style! I will never forget you Maryam! God Bless you! xoxo
- Dr. Torbati is a very excellant teach. I felt that I could contact her and share any concerns that I had and she expressed an honest concerns for my needs. She has such a different approach to teaching that it makes it fun to attend her class not a chore.
- Mrs. Torbatti is a great professor and she should teach more courses.
- Dr. Torbati is an asset to our University. Her teaching methods should be observed by all staff and faculty because she truly promotes a learning environment free of stress and she has a passion for teaching and helping students grow in their faith and helping them reach their educational goals. With such an emphasis recently to amount of study hours and higher standards I believe that students are receiving a education focused on standards instead of learning. I believe that this is a poor direction for the University and that Dr. Torbati should be recognized for her outstanding work and effective teaching style.
- I learned more from this class than most classes I have taken in all my years of college. I enjoyed learning the information and looked forward to my class every week. I wish I could take more classes from this teacher.

# TORBATI, MARYAM

## Fresno Pacific University

LA 325-XON20  
Emotional Intelligence  
Fall 2012



IDEA Diagnostic Form Report

To learn more, see the Interpretive Guide: [www.theideacenter.org/diagnosticguide.pdf](http://www.theideacenter.org/diagnosticguide.pdf)

Of the 32 students enrolled, 14 responded (44%). 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](http://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 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.	
A. Progress on Relevant Objectives <sup>1</sup>	4.0	3.8	
Twelve objectives were selected as relevant (Important or Essential – see page 2)			
Overall Ratings			
B. Excellent Teacher	3.9	3.7	
C. Excellent Course	4.2	4.0	
D. Average of B & C	4.1	3.9	
Summary Evaluation (Average of A & D) <sup>1</sup>	4.1	3.8	

<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	Overall Ratings								Summary Evaluation (Average of A & D)
	A. Progress on Relevant Objectives		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)	52	49	54	51	50	47	51	48	
Lower Next 20% (38–44)			42						
Much Lower Lowest 10% (37 or lower)									

### Your Converted Average When Compared to Your<sup>2</sup>

Discipline (IDEA Data)	47	48	43	42	49	51	46	47	47	48
Institution	NA									

IDEA Discipline used for comparison:  
Education

## 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](http://www.theideacenter.org/podidea/PODNotesLearning.html)).

	<b>Importance Rating</b>	<b>Your Average (5-point scale)</b>		<b>Percent of Students Rating</b>	
		<b>Raw</b>	<b>Adj.</b>	<b>1 or 2</b>	<b>4 or 5</b>
21. Gaining factual knowledge (terminology, classifications, methods, trends)	Essential	4.2	4.1	7%	71%
22. Learning fundamental principles, generalizations, or theories	Essential	4.3	4.2	7%	79%
23. Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	Essential	4.1	3.9	14%	79%
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	Essential	4.1	4.0	14%	79%
25. Acquiring skills in working with others as a member of a team	Essential	3.5	3.1	29%	57%
26. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)	Essential	3.9	3.8	21%	71%
27. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	Essential	3.9	3.6	21%	71%
28. Developing skill in expressing myself orally or in writing	Essential	4.1	3.9	14%	79%
29. Learning how to find and use resources for answering questions or solving problems	Essential	3.6	3.4	29%	64%
30. Developing a clearer understanding of, and commitment to, personal values	Essential	4.1	3.8	7%	71%
31. Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	Essential	4.0	3.8	14%	71%
32. Acquiring an interest in learning more by asking my own questions and seeking answers	Essential	4.0	3.9	14%	71%
<b>Progress on Relevant Objectives</b>		<b>4.0</b>	<b>3.8</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.

<b>Your Converted Average When Compared to Group Averages</b>					
<b>IDEA Database</b>		<b>IDEA Discipline</b>		<b>Your Institution</b>	
<b>Raw</b>	<b>Adjusted</b>	<b>Raw</b>	<b>Adjusted</b>	<b>Raw</b>	<b>Adjusted</b>
54 Similar	52 Similar	49 Similar	51 Similar	NA	NA
57 Higher	55 Similar	51 Similar	53 Similar	NA	NA
53 Similar	49 Similar	46 Similar	47 Similar	NA	NA
52 Similar	49 Similar	46 Similar	48 Similar	NA	NA
43 Lower	38 Lower	37 Much Lower	37 Much Lower	NA	NA
50 Similar	49 Similar	46 Similar	51 Similar	NA	NA
53 Similar	49 Similar	49 Similar	51 Similar	NA	NA
54 Similar	52 Similar	51 Similar	53 Similar	NA	NA
48 Similar	44 Lower	42 Lower	42 Lower	NA	NA
55 Similar	51 Similar	49 Similar	49 Similar	NA	NA
53 Similar	49 Similar	48 Similar	49 Similar	NA	NA
54 Similar	51 Similar	48 Similar	50 Similar	NA	NA
52	49	47	48	NA	NA

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.

<b>Course Description</b>	<b>Your Average (5-point scale)</b>	
	<b>33. Amount of reading</b>	<b>3.3</b>
<b>34. Amount of work in other (non-reading) assignments</b>		<b>3.1</b>
<b>35. Difficulty of subject matter</b>		<b>2.9</b>

## Student Description

<b>37. I worked harder on this course than on most courses I have taken.</b>	<b>2.9</b>
<b>39. I really wanted to take this course regardless of who taught it.</b>	<b>3.5</b>
<b>43. As a rule, I put forth more effort than other students on academic work.</b>	<b>3.8</b>

<b>Your Converted Average When Compared to Group Averages</b>			
<b>IDEA Database</b>		<b>IDEA Discipline</b>	<b>Your Institution</b>
<b>Raw</b>	<b>Adjusted</b>	<b>Raw</b>	<b>Adjusted</b>
51 Similar	51 Similar	51 Similar	NA
45 Similar	42 Lower	42 Lower	NA
42 Lower	43 Lower	43 Lower	NA

<b>39</b>	<b>Lower</b>	<b>35</b>	<b>Much Lower</b>	<b>NA</b>
<b>53</b>	<b>Similar</b>	<b>49</b>	<b>Similar</b>	<b>NA</b>
<b>55</b>	<b>Similar</b>	<b>43</b>	<b>Lower</b>	<b>NA</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)

## 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](http://www.theideacenter.org/diagnosticguide.pdf)), POD-IDEA Center Notes ([www.theideacenter.org/podidea](http://www.theideacenter.org/podidea)), and POD-IDEA Center Learning Notes ([www.theideacenter.org/podidea/PODNotesLearning.html](http://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
<b>Stimulating Student Interest</b>					
8. Stimulated students to intellectual effort beyond that required by most courses		All selected objectives	3.8	69%	Retain current use or consider increasing
15. Inspired students to set and achieve goals which really challenged them		All selected objectives	3.8	69%	Retain current use or consider increasing
13. Introduced stimulating ideas about the subject		21, 22, 23, 24, 26, 27, 28, 29, 30, 31, 32	4.2	77%	Retain current use or consider increasing
4. Demonstrated the importance and significance of the subject matter		21, 22, 23, 24, 30, 32	4.5	77%	Retain current use or consider increasing

### Fostering Student Collaboration

18. Asked students to help each other understand ideas or concepts	25, 26, 28, 29, 30, 31, 32	3.8	62%	Retain current use or consider increasing
5. Formed "teams" or "discussion groups" to facilitate learning	25	3.8	69%	Retain current use or consider increasing
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	25, 26, 27, 28, 30, 31	4.2	77%	Strength to retain

### Establishing Rapport

7. Explained the reasons for criticisms of students' academic performance	23, 24, 26, 27, 28, 29, 31, 32	3.3	54%	Consider increasing use
1. Displayed a personal interest in students and their learning	23, 24, 28, 32	3.9	69%	Consider increasing use
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mails, etc.)	29	3.6	62%	Consider increasing use
2. Found ways to help students answer their own questions	All selected objectives	4.0	67%	Retain current use or consider increasing

### Encouraging Student Involvement

9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	29	3.5	54%	Consider increasing use
11. Related course material to real life situations	23, 24, 30	4.5	85%	Retain current use or consider increasing
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities	25, 29	4.2	69%	Retain current use or consider increasing
19. Gave projects, tests, or assignments that required original or creative thinking	25, 26, 27, 28, 29, 31	4.3	77%	Strength to retain

### Structuring Classroom Experiences

10. Explained course material clearly and concisely	21, 22, 23, 24, 27	3.5	46%	Consider increasing use
6. Made it clear how each topic fit into the course	21, 22, 23, 24, 27, 30, 32	4.1	62%	Retain current use or consider increasing
12. Gave tests, projects, etc. that covered the most important points of the course	21, 22	4.2	85%	Retain current use or consider increasing
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	4.5	92%	
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	Not relevant to objectives selected	3.5	54%	

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

## Statistical Detail

	Number Responding						Avg.	s.d.
	1	2	3	4	5	Omit		
1. Displayed a personal interest in students and their learning	1	1	2	3	6	1	3.9	1.3
2. Found ways to help students answer their own questions	1	1	2	1	7	2	4.0	1.4
3. Scheduled course work (class activities, tests, projects) in...	0	0	1	5	7	1	4.5	0.7
4. Demonstrated the importance and significance of the...	0	0	3	1	9	1	4.5	0.9
5. Formed "teams" or "discussion groups" to facilitate learning	3	0	1	2	7	1	3.8	1.7
6. Made it clear how each topic fit into the course	0	1	4	1	7	1	4.1	1.1
7. Explained the reasons for criticisms of students' academic...	4	1	1	1	6	1	3.3	1.8
8. Stimulated students to intellectual effort beyond that...	3	1	0	1	8	1	3.8	1.8
9. Encouraged students to use multiple resources (e.g. data...	3	0	3	1	6	1	3.5	1.7
10. Explained course material clearly and concisely	2	2	3	0	6	1	3.5	1.6
11. Related course material to real life situations	0	0	2	2	9	1	4.5	0.8
12. Gave tests, projects, etc. that covered the most important...	2	0	0	3	8	1	4.2	1.5
13. Introduced stimulating ideas about the subject	1	0	2	3	7	1	4.2	1.2
14. Involved students in "hands on" projects such as...	1	0	3	1	8	1	4.2	1.3
15. Inspired students to set and achieve goals which really...	2	1	1	3	6	1	3.8	1.5
16. Asked students to share ideas and experiences with...	1	1	1	1	9	1	4.2	1.4
17. Provided timely and frequent feedback on tests, reports,...	3	1	2	1	6	1	3.5	1.7
18. Asked students to help each other understand ideas or...	2	0	3	2	6	1	3.8	1.5
19. Gave projects, tests, or assignments that required original...	0	1	2	2	8	1	4.3	1.0
20. Encouraged student-faculty interaction outside of class...	2	3	0	1	7	1	3.6	1.7

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

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:

Consider selecting fewer objectives as "Important" or "Essential."

Discipline code selected on FIF: 1300

Discipline code used for comparison: 1300

Institutional comparisons were not reported because fewer than 400 classes from your institution were in the IDEA database.

	Number Responding						Avg.	Comparison Group Average					
	Raw	Adj.	IDEA	Discipline	Institution								
21. Gaining factual knowledge (terminology,...)	0	1	3	2	8	0	4.2	1.1	54	52	4.0	4.3	NA
22. Learning fundamental principles, generalizations, or...	0	1	2	3	8	0	4.3	1.0	57	55	3.9	4.2	NA
23. Learning to apply course material (to improve thinking,...)	1	1	1	3	8	0	4.1	1.3	53	49	4.0	4.3	NA
24. Developing specific skills, competencies, and points of...	1	1	1	3	8	0	4.1	1.3	52	49	4.0	4.3	NA
25. Acquiring skills in working with others as a member...	3	1	2	2	6	0	3.5	1.7	43	38	3.9	4.2	NA
26. Developing creative capacities (writing, inventing,...)	2	1	1	3	7	0	3.9	1.5	50	49	3.9	4.1	NA
27. Gaining a broader understanding and appreciation of...	1	2	1	3	7	0	3.9	1.4	53	49	3.7	4.0	NA
28. Developing skill in expressing myself orally or in...	1	1	1	4	7	0	4.1	1.3	54	52	3.8	4.0	NA
29. Learning how to find and use resources for answering...	3	1	1	2	7	0	3.6	1.7	48	44	3.7	4.1	NA
30. Developing a clearer understanding of, and...	1	0	3	3	7	0	4.1	1.2	55	51	3.8	4.1	NA
31. Learning to analyze and critically evaluate ideas,...	2	0	2	2	8	0	4.0	1.5	53	49	3.8	4.1	NA
32. Acquiring an interest in learning more by asking my...	2	0	2	2	8	0	4.0	1.5	54	51	3.8	4.1	NA

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

33. Amount of reading	1	2	6	2	3	0	3.3	1.2	51	NA	3.2	3.3	NA
34. Amount of work in other (non-reading) assignments	2	1	6	3	2	0	3.1	1.2	45	NA	3.4	3.5	NA
35. Difficulty of subject matter	2	2	6	3	1	0	2.9	1.1	42	NA	3.4	3.2	NA

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

36. I had a strong desire to take this course.	0	1	3	2	8	0	4.2	1.1	NA	NA	3.7	3.9	NA
37. I worked harder on this course than on most courses I...	2	2	7	1	2	0	2.9	1.2	39	NA	3.6	3.7	NA
38. I really wanted to take a course from this instructor.	1	2	6	0	5	0	3.4	1.3	NA	NA	3.4	3.7	NA
39. I really wanted to take this course regardless of who...	1	3	4	0	6	0	3.5	1.5	53	NA	3.3	3.5	NA
40. As a result of taking this course, I have more positive...	2	1	2	1	8	0	3.9	1.6	50	45	3.9	4.2	NA
41. Overall, I rate this instructor an excellent teacher.	2	0	2	3	7	0	3.9	1.4	46	42	4.2	4.3	NA
42. Overall, I rate this course as excellent.	2	0	0	3	8	1	4.2	1.5	54	51	3.9	4.2	NA
43. As a rule, I put forth more effort than other students on...	1	1	3	4	5	0	3.8	1.3	55	NA	3.6	4.0	NA

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.	4	1	1	1	7	0	3.4	1.8
49.	2	1	2	2	7	0	3.8	1.5
50.	2	0	3	2	7	0	3.9	1.5
51.	3	3	0	1	7	0	3.4	1.8
52.	3	1	0	3	7	0	3.7	1.7
53.					14			
54.					14			
55.					14			
56.					14			
57.					14			

	1	2	3	4	5	Omit	Avg.	s.d.
58.						14		
59.						14		
60.						14		
61.						14		
62.						14		
63.						14		
64.						14		
65.						14		
66.						14		
67.						14		

TORBATI, MARYAM  
LA 325-XON20  
Emotional Intelligence  
Fresno Pacific University  
10-30-2012 -11-06-2012

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

- Overall, Maryam was a great teacher. I felt her initial email explaining our work was a little unclear. However, I was able to reach her via telephone and email. She was always helpful and explained everything clearly after the initial email. She also responded quickly to phone calls or emails. I found this class to be very interesting and learned a lot that I can apply to my life.
- The syllabus was hard to understand
- Great course and really taught me about myself and others. Great instructor who really values teaching her students and accepting them for who they are.
- Was a fun and interesting class!
- I loved taking this class by Instructor Torbati. I specifically wanted to take this course, because of how much she teaches us about ourselves. Most importantly she teaches us how to apply what we have learned about ourselves to our ourselves, our personal life, and our careers.