



Interpretive Guide for Learning Essentials

Learning Essentials answers four big questions

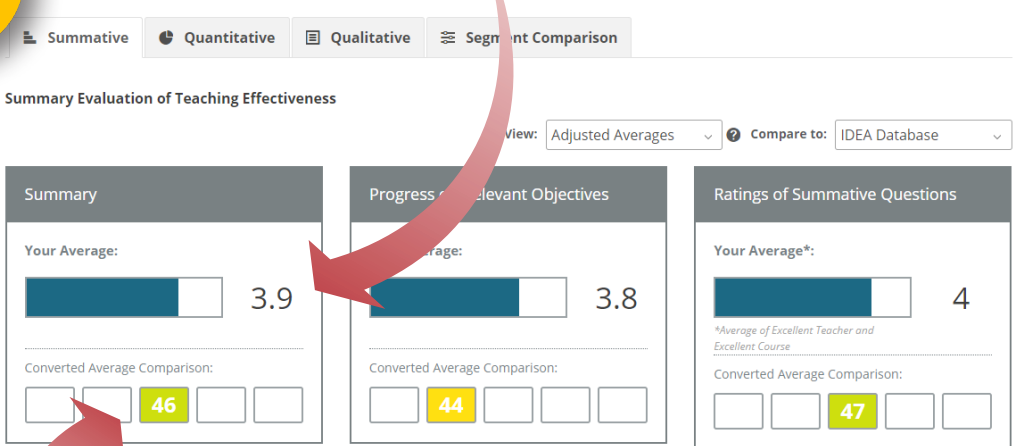
The Learning Essentials tool is designed to provide feedback about student perceptions of their progress on learning objectives chosen as Important or Essential in a course.

Overall, how effectively did students perceive this class to be taught?

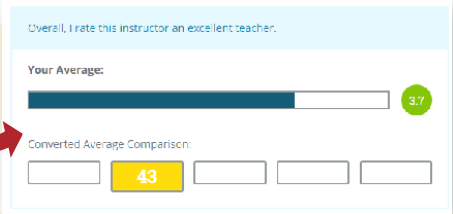
1

The **Summary Evaluation** provides a quick overview of how well students think the class was taught. It is an average of two items on a five point scale:

- Overall, I rate this instructor an excellent teacher
- Overall, I rate this course as excellent



You can also see the average for the individual items.



How do my ratings compare to other courses?

2

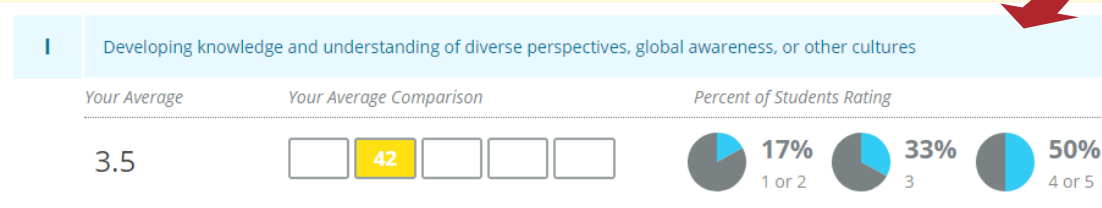
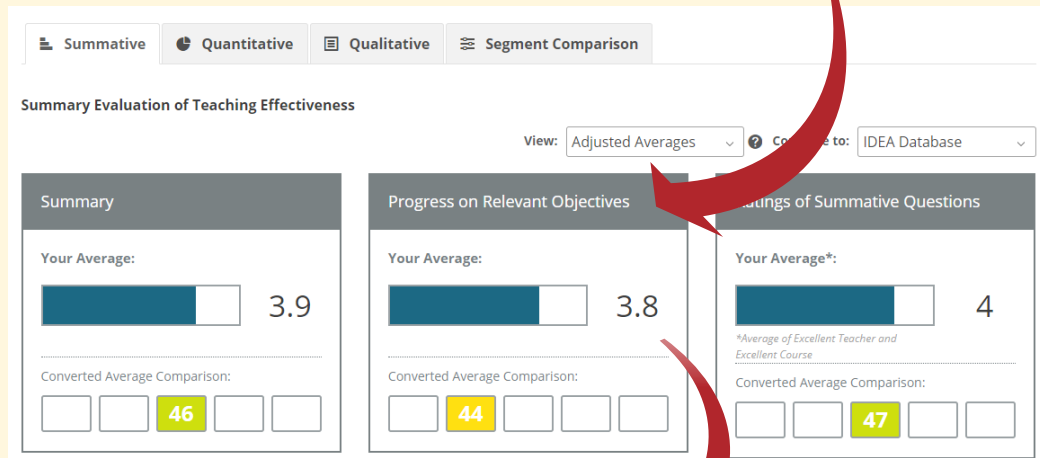
Converted scores make it easier to compare the overall excellence ratings to other classes by comparing the course to the overall mean of all courses in the IDEA database and telling you if your score is similar, lower, or higher. A score of 50 is "average," a score of 63 is in the upper 10% of all classes, while a rating of 37 is in the lowest 10%. Comparisons with your discipline and institutional units are available when there is a large enough sample size.



How well do students say they learned in this course?

3

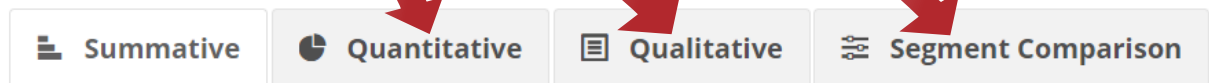
Students rate their progress on learning objectives chosen as Important or Essential in the course. On the first page, a summary measure of those learning objectives, **Progress on Relevant Objectives**, is provided.



Clicking on the box takes you to data for each individual learning outcome where you can consider student feedback on each.

Other information

- Compare each item to other units (when available)
- Open-ended comments
- Details for each item



Do some characteristics of the students and course have implications for instruction?

4

Faculty cannot control some things, like class size and how well-prepared or motivated students are before beginning a course. When these factors negatively affect your ratings, they are adjusted to account for these influences. Students who respond negatively to questions about work habits, background preparation, and their motivation tend to give less favorable ratings of the teacher and course.

When these factors negatively affect your ratings, your **Adjusted Averages** are raised somewhat to account for these influences. On your summative page, you can toggle between adjusted or “raw” averages, and you can compare your scores to other groups, such as your institution or department when there is a large enough sample size.

