

Guiding Questions for Interpreting Group Summary Reports

Page 1

1. How many classes were excluded? What does this mean? (Bottom of Page 1)
2. What was the average response rate of the courses? What might this tell you? (Bottom of Page 1)

Page 2

3. What was the average number of objectives selected as important or essential? (Bottom row of table on page 2) Does this average seem consistent with this group's purpose?
4. What percent of the classes selected each objective as important or essential? Are the objectives emphasized consistent with this group's purpose? How does this compare to the institution's percentages and the IDEA system's percentages? (Table on page 2)

Pages 3 and 4

5. What are the combined percentages of the two highest categories ["higher" and "much higher"] (Part 1 on pages 3 and 4)? Look for 30% or higher when comparing this group to the IDEA database (page 3) and to this institution (page 4).
6. Are the group's averages higher or lower than the IDEA Database? (Part 2 on page 3) Are the group's averages higher or lower when compared to this institution? (Part 2 on page 4)
7. What percent of classes are at or above the IDEA average scores? (Part 3 on page 3) What percent of classes are at or above this institution's average scores? (Part 3 on page 4)

Pages 5 and 6

8. Look at the top bar of all the bar graphs on pages 5-6. Do any of them indicate greater progress than others and would that be indicative of the group's purpose?
9. Are students making progress on the objectives the instructors selected most frequently as relevant (see pages 2 and 6)?
10. How does this group's average progress (pages 5-6) compare to the institution and the overall IDEA database?

Pages 7 and 8

11. Find the longest black bar for the greatest number of classes (right-hand column, page 7). What does this mean? What action step(s) might you suggest?
12. In Part A and B (page 8), how do the items of this group compare to this institution and IDEA?
13. Why might the average score to number 40 (Part C, page 8) be important to a department?

Page 9

14. Where did this information come from (page 9)?
15. How many courses are represented in A, B, and C (page 9)? Is this representative of the number of classes in the report? If not, how might this response rate be increased?
16. Overall, how well do you think this group performed?