



Directions for Faculty

Online Administration of IDEA Student Ratings of Instruction

This document is intended to direct the use of the online delivery of the *IDEA Student Ratings of Instruction* system for your classes. **Please bookmark these directions for future reference.** If you require more specific information in any area, please contact your On-Campus Coordinator of the *IDEA Student Ratings of Instruction* system. These directions are divided into the following sections:

- I. Completing Your Faculty Information Form**
 - IDEA Objectives
 - Copying IDEA Objectives
 - Course Information
 - Contextual Questions
- II. Adding Additional Questions with the IDEA Online System**
- III. Additional Instructions for Online Administration of the IDEA System**

I. Completing Your Faculty Information Form

The *Faculty Information Form* describes your course and provides critical information needed to generate your report. If the *Faculty Information Form* is not completed correctly, the processing of your course may be incomplete or inaccurate.

You will receive an email from your institution for each course being surveyed. The email will provide a link to a welcome page that will include instructions and links for completing the Faculty Information Form and for adding Additional Questions (see **Section II** below) to the student survey. Reminder emails may be sent at the discretion of your campus until the form has been completed.

Professor Kelley,

Please click on the URL below to complete the Faculty Information Form (FIF) for an IDEA Student Ratings of Instruction survey that is being conducted in your _Sarah's Demo's 101 Demo Course Demonstration Course course.

In order for the survey to be processed, you must complete the FIF by 4/10/2010.

After you have completed the FIF and clicked the "Submit" button you will receive a "Thank You" confirmation screen. If you do not receive this confirmation your FIF was not saved. If you experience any technical difficulties please contact your IDEA Online On-Campus Coordinator at sarah@theideacenter.org.

Thank you for your time and thoughtful responses.

<https://theideasonline.org/idea/cs/survey?S=561106/5241901/F/F/1153452982>

If your system is unable to link to the website, please copy the underlined text and paste it into the location field of your web browser.

IDEA Objectives

		Course Number: 101 Demo Course	Course Title: Demonstration Course
		Instructor: Kelley, Grace	
		Schedule: 15:00 - 14:30 M, W, F	

Using the scale provided, identify the relevance of each of the twelve objectives to this course. Your weighting of the objectives is very important because it describes the uniqueness of your course by defining its purposes and what students are supposed to learn. As a general rule, we recommend that you select no more than 3-5 objectives either as "Essential" or "Important," prioritizing what you want students to learn. The weighting system used to generate summary results in the IDEA report weighs Essential objectives "2," Important objectives "1," and Minor objectives "0."

M = Minor or No Importance
I = Important
E = Essential

	M	I	E	
1.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Gaining factual knowledge (terminology, classifications, methods, trends)
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning fundamental principles, generalizations, or theories
3.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning to apply course material (to improve thinking, problem solving, and decisions)
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Acquiring skills in working with others as a member of a team
6.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)

M = Minor or No Importance
I = Important
E = Essential

	M	I	E	
7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc)
8.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Developing skill in expressing oneself orally or in writing
9.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning how to find and use resources for answering questions or solving problems

Using the scale provided, identify the relevance of each of the twelve objectives to the course. It is important to remember that no course can be all things to all students. We recommend that you select no more than 3-5 objectives either as "Essential" or "Important," *prioritizing* what you want students to learn in your course. As a general rule, if you choose three objectives, *only one* should be "Essential"; if you choose five, *only two* should be "Essential."

Select each objective as: **M = "Minor or No Importance"; I = "Important"; or E = "Essential."** In selecting "Essential" or "Important" objectives, ask yourself three questions:

1. Is this a *significant* part of the course?
2. Do I do something *specific* to help the students accomplish *this* objective?
3. Does the student's progress on this objective affect his or her *grade*?

If you answer "Yes" to one or more of these questions, then that objective should probably be weighted "E" or "I" on the *Faculty Information Form*. The phrase "Minor or No Importance" recognizes that in most courses some of the twelve objectives will be considerably less important than others, even though some attention may be given to them. An "M" should be selected on the *Faculty Information Form* for such objectives.

Because the IDEA system defines effective teaching in terms of progress (learning) on the objectives of the *particular* course, it is crucial that *very thoughtful consideration* be given to the selection of "Essential" and "Important" objectives on the *Faculty Information Form*. **Students' report of their progress on those objectives become the primary criteria to evaluate that course** and is reported as Progress on Relative Objectives (PRO), which combines the results of all objectives you selected as "Important" or "Essential." "Essential" objectives are double weighted. They count twice as much as "Important" objectives in the calculation of progress on relevant objectives. Minor objectives are not included in the PRO measure (weighted "0").

The following brief summary organizes the objectives into six groups. The numbers used for each objective (1-12) correspond to the numbers used on the *Faculty Information Form*. It is recommended that the meaning of the objectives is communicated to your class early in the semester so a common understanding is reached. For a more thorough discussion about selecting IDEA Objectives, please see, "Some Thoughts on Selecting IDEA Objectives" (<http://www.theideacenter.org/SelectingObjectives>).

Basic Cognitive Background

1. Gaining factual knowledge (terminology, classifications, methods, trends)
Objective's focus: building a knowledge base
2. Learning fundamental principles, generalizations, or theories
Objective's focus: connecting facts, understanding relationships

Application of Learning

3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)
Objective's focus: applying what was learned in the class to clarify thinking or to solve problems
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
Objective's focus: developing skills, abilities, or attitudes of a beginning professional

Expressiveness

6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
Objective's focus: flexibility and divergence in thinking, elaboration of thoughts and insights, imagination, expressiveness of individuality
8. Developing skill in expressing oneself orally or in writing
Objective's focus: effective oral and written communication

Intellectual Development

7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
Objective's focus: gaining and valuing a "Liberal Education"
10. Developing a clearer understanding of, and commitment to, personal values
Objective's focus: developing a sound basis for making lifestyle decisions
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
Objective's focus: higher level thinking skills (either within or outside of a disciplinary context)

Lifelong Learning

9. Learning how to find and use resources for answering questions or solving problems
Objective's focus: functioning as an independent learner
12. Acquiring an interest in learning more by asking questions and seeking answers
Objective's focus: developing attitudes and behaviors to support lifelong learning

Team Skills

5. Acquiring skills in working with others as a member of a team

Objective's focus: learning to function effectively in multiple team roles

Copying IDEA Objectives

Once objectives have been selected for a course in IDEA Online, you will have the ability to Copy Objectives into another FIF. To copy objectives, 1) select the appropriate course from the “Select a survey” drop down menu and 2) click the Copy Objectives button, which will auto-fill the 12 learning objectives. Please review the objectives and make necessary changes for the current course. Selected objectives will now be available for copying to another FIF from this class. **Note:** Contextual Questions are not copied and will need to be completed for each course.

IDEA ONLINE Course Number: 101 Demo Course Course Title: Demonstration Course
Instructor: Kelley, Grace
Schedule: 15:00 - 14:30 M, W, F

Faculty Information Form (FIF)

1. Copy responses to the 12 objectives from the following Faculty Information Forms. Select a FIF from the drop-down list, click the "Copy Objectives" button, complete the contextual questions, and submit the form.

2. From the drop-down list, click the "Copy Objectives" button.

Select a survey ...

- Select a survey ...
- Fall 09 English | 101 Demo Course | Demo Course | Kelley, Grace
- Fall 09 English | 235 English Comp | English Comp | Kelley, Grace

Copy Objectives

Course Information

Instructor Name, Days Class Meets, Time Class Begins, Course Number, Number Enrolled, and Local Code are completed by your On-Campus Coordinator. If changes are needed, please contact your On-Campus Coordinator.

Discipline Code: The Discipline Code may or may not be provided by your On-Campus Coordinator. This code is used to provide the disciplinary comparisons in the course report. In some institutions, it may be helpful in developing a summary report for the department or discipline. If a Discipline Code has already been selected for your course, please check with your On-Campus Coordinator before making any change. To select the appropriate four-digit modified CIP academic code for the discipline that best represents your course, click on the space or drop down arrow to review the full list of available codes. You can also click on the “browse all codes” link to search the list available on The IDEA Center’s website.

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Instructor: Kelley, Grace
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Faculty Information Form (FIF)

You can copy responses to the 12 objectives from the following Faculty Information Forms. Select a FIF from the drop-down list, click the "Copy Objectives" button, complete the contextual questions, and submit the form.

(Group | Course Number | Course Title | Instructor)

Select a survey ...

Copy Objectives

Please confirm or select the *Discipline Code* for this course.
This code is used to provide the disciplinary comparisons in the course report.

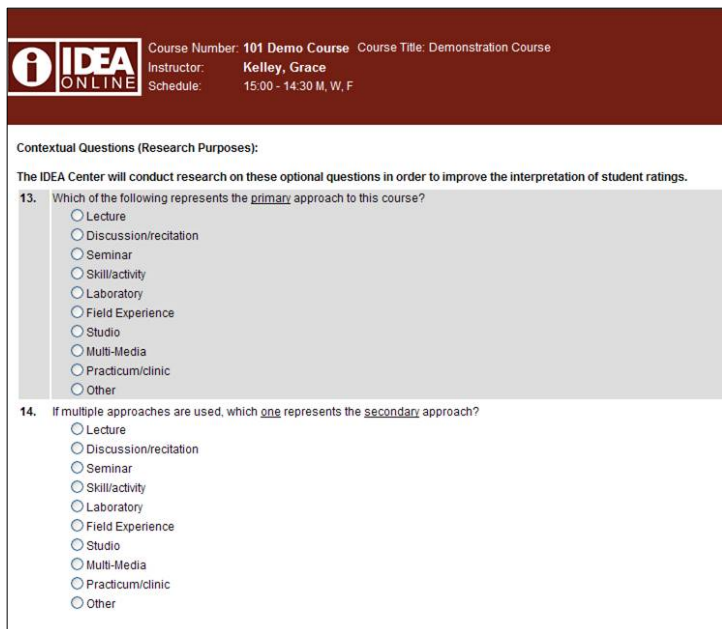
0000 None Selected

[Browse the full catalog of discipline codes.](#)

Contextual Questions (Research Purposes):

These questions help describe the context in which the course was taught. Future research will determine how interpretations of your results should be altered by contextual considerations. As in the previous sections, please select the appropriate responses. While the responses to these items are not required (i.e., the report will be processed without your answering them), your responses will provide valuable background information. If you have questions about these items consult your IDEA On-Campus Coordinator.

Contextual question, items 13 and 14, (primary and secondary approach to teaching) are defined as:



The screenshot shows the IDEA Online survey interface. At the top, it displays the course information: Course Number: 101 Demo Course, Course Title: Demonstration Course, Instructor: Kelley, Grace, and Schedule: 15:00 - 14:30 M, W, F. Below this, the section is titled "Contextual Questions (Research Purposes):". A note states: "The IDEA Center will conduct research on these optional questions in order to improve the interpretation of student ratings." Question 13 asks: "Which of the following represents the primary approach to this course?" with radio button options: Lecture, Discussion/recitation, Seminar, Skill/activity, Laboratory, Field Experience, Studio, Multi-Media, Practicum/clinic, and Other. Question 14 asks: "If multiple approaches are used, which one represents the secondary approach?" with the same radio button options.

Lecture: Providing information, explaining ideas or concepts, demonstrating techniques or procedures. Typically, this approach to teaching allows very little or no student interaction.

Discussion/Recitation: Inviting students to review and discuss material provided by the instructor. Typically, a regularly scheduled session to enhance material provided in another class meeting.

Seminar: A small group of advanced students who meet regularly with the instructor, typically addressing original research or intensive study.

Skill/Activity: Opportunity to develop specific skills through application. For example, physical education (golf, swimming, etc.); skills related to health professions (CPR, dental hygiene, etc); simulators; or computer skills.

Laboratory: Promoting learning through "hands on" experience in lab setting.

Field experience: Promoting learning through "hands on" or "real life" experiences outside of the classroom.

Studio: Opportunity to develop skills, talent, or expression through application. Typically involves creative work.

Multi-media: (Hybrid) The combined use of media and learning environments, such as lecture, CD-ROMs, and/or the Internet.

Practicum/Clinic: A course in a specialized field study designed to give students supervised, practical experience directly related to a profession.

II. Adding Additional Questions with the IDEA Online System

No single survey form can anticipate the needs of all instructors or learning environments. The IDEA system offers you the opportunity to ask additional questions to assess particular aspects of your course. The following steps should be taken when preparing additional questions:

Step 1: Prepare and save the additional questions for future reference. Up to 20 additional questions may be asked on either the Diagnostic Form (**items 48 through 67**) or the Short Form, (**items 19 through 38**). Fewer additional questions may be available if there are questions added by your institution. Questions can not be added once the student survey has started.

You may use up to **five response options** for each Likert scale question. You may also include open-ended questions requiring a longer response. Examples of common questions and options are available (www.theideacenter.org/AdditionalQuestions).

Step 2: Open the email regarding the Faculty Information Form and click on the link to the welcome page. Click on the “Add Additional Questions” link. If you need additional guidance, a brief tutorial is available at www.theideacenter.org/AdditionalQuestionsTutorial.

41. Overall, I rate this instructor an excellent teacher.	0	1	1	9	14	0	4.4	0.8	54	57	4.2	4.0	4.4
42. Overall, I rate this course as excellent.	1	1	4	11	8	0	4.0	1.0	51	57	3.9	3.7	4.2
43. As a rule, I put forth more effort than other students on...	0	1	6	11	7	0	4.0	0.8	60	NA	3.6	3.7	3.9

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.	1	2	3	4	5	Omit	Avg.	s.d.
48.	0	1	0	13	11	0	4.4	0.7	58.					25		
49.	0	2	1	14	8	0	4.1	0.8	59.					25		
50.	0	3	2	7	13	0	4.2	1.0	60.					25		
51.						25			61.					25		
52.						25			62.					25		
53.						25			63.					25		
54.						25			64.					25		
55.						25			65.					25		
56.						25			66.					25		
57.						25			67.					25		

January 14, 2008 2707

NOTE: The IDEA Report will present the distribution of the students' responses, the average, and the standard deviation for each additional question in the order they appear in the system. The text of the additional questions should be kept by you or your institution for reference upon receiving the course report.

III. Additional Instructions for Online Administration of the IDEA System

Encourage students to complete the survey. Achieving adequate response rates for online student ratings of instructions continues to be a challenge. A minimum response rate of 65% is desirable to have confidence that the results represent the general experience for students.

Depending on the intended use of IDEA on your campus, providing the following instructions to students may be helpful:

*Your ratings will be most helpful to the instructor and to the institution if you answer thoughtfully and honestly. Students sometimes wonder, "If the course was well taught and I learned a lot, should I rate every item high?" The answer is "No." IDEA focuses on what the instructor was trying to teach and on what you learned. As such, an instructor is **not** expected to do well on every item. In recognition of this, items not related to this course are **not** counted in the final evaluation.*

Note: If the data will be used for **personnel decisions**, the following instructions should be communicated to the students as well:

*As student raters, you should also know that the results of your ratings for this class will be included as part of the information used to make decisions about promotion/tenure/salary increases for this instructor. Fairness to both the individual and the institution require **accurate and honest** answers.*

Some additional things you can do to facilitate good response rates include:

- **Communication from Instructors to Students:** This is the single most important factor to facilitate good response rates. If instructors encourage student feedback, students will be more inclined to participate.
- **Class Time:** Emulating the “captive audience” nature of in-class paper ratings can be helpful when possible. This is most easily achieved on campuses where students have laptops. Also consider scheduling computer lab time or using part of a chat-room lecture/discussion period for survey completion.
- **Monitor Progress:** A Status Report may be emailed you from your institution’s On-Campus Coordinator. This report will provide you with the current response rates for each course and can be beneficial to you in encouraging students to complete the survey within the given time frame. If you do not receive this report, you might consider requesting it.