

## FACULTY

The IDEA survey's chief indicator of teaching effectiveness is how well students rate their progress on the types of learning that faculty target. Since every course is different, faculty are asked to identify targeted learning goals for each course on a *Faculty Information Form*, or FIF. **It is essential that you complete an FIF for each of your courses, or your evaluation results may be skewed.**

**Note:** Your department may have already made some decisions about the relevance of learning objectives on the FIF. Check with your department chair if you have questions.

### Complete the Faculty Information Form (FIF)

1. Log into IDEA at <https://fdu.campuslabs.com/faculty/>. Use the same username and password that you use for FDU WebCampus and Webmail.
2. The My Courses By Term screen is displayed.
3. Click the "Faculty Information Form" button for the desired course. The Edit Learning Objectives screen is displayed.
4. Click the radio button next to each learning objective to identify the relevance of that objective to your course (M = Minor, I = Important, E= Essential). As a general rule, prioritize what you want students to learn by selecting no more than 3-5 objectives as either Important or Essential.

#### How do I decide whether an objective is Minor, Important, or Essential to my course?

Ask yourself these three questions about each of the 12 IDEA objectives:

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

If you answer "yes" to each of these questions regarding a particular objective, then you should rate that objective as either Essential or Important. Keep in mind that if you rate the objective as Minor/No Importance, you are *not* saying that the objective is unimportant. Instead, you are indicating that your course will not focus on that objective.

See <http://ideaedu.org/SelectingObjectives> for more advice on selecting objectives.

5. Click the "Update" button at the bottom of the screen after you have finished identifying the relevance of all objectives.

Repeat the steps above to complete the FIF for each of your courses.

#### How will the objectives I select affect the evaluation results?

IDEA places more weight on how well you are helping students make progress on the learning objectives that you identify as most relevant. It places less (or no) weight on things that are not relevant for your course (Minor objectives are weighed as "0," Important objectives are weighed as "1," and Essential objectives are weighed as "2"). *If you do not identify the relevance of the learning objectives, all objectives will default to Important (I), therefore skewing your results.*

#### Learning Objectives: What will students see?

Students will *not* see whether you have identified an objective as Minor, Important, or Essential. Here is what students will see:

*Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:*

- 1—No apparent progress
- 2—Slight progress; I made small gains on this objective
- 3—Moderate progress; I made some gains on this objective
- 4—Substantial progress; I made large gains on this objective
- 5—Exceptional progress; I made outstanding gains on this objective

#### What else will students be asked to evaluate?

In addition to evaluating progress on learning objectives, students will also be asked to evaluate **20 teaching methods**. The teaching methods relate to the IDEA learning objectives. Using a 1-5 scale (from "Hardly Ever" to "Almost Always"), students rate how frequently the teaching methods were utilized in class. The resulting report highlights the specific teaching methods that support the selected learning objectives.

## Add Custom Evaluation Questions (Optional)

IDEA has 43 questions, plus any custom questions you/your department add. IDEA allows up to 20 custom questions to be added. You may want to use the opportunity to ask questions that were not covered by any of the standard items and are pertinent to your course. Any questions that you add will appear at the end of the course evaluation form. The questions can be open-ended or multiple choice.

Additional questions can only be added **before the start date** of student surveys. Start dates for each course survey are indicated on the My Courses By Term screen.

1. Log into IDEA. The My Courses By Term screen is displayed.
2. Click the "Add Custom Questions" button for the desired course. The Question Set screen is displayed.
3. Click "New" to begin adding custom questions. A drop-down menu is displayed with links to add multiple choice or open-ended text questions.

To add multiple choice questions:

- Click "Single Select" under Multiple Choice. The Add Single Select pop-up window is displayed.
- Enter the question in the "Question Text" box.
- Enter the answers (one per line) in the "Answers" box.
- If desired, check the "Last answer is an Opt-Out" if you want to provide students with an opt-out (e.g., "N/A") answer.
- Click Ok.

To add open-ended text entry questions:

- On the "New" drop-down menu, click "Textbox" under Text Entry. The "Add Textbox" pop-up screen is displayed.
- Type your question in the "Question Text" box.
- Scroll down in the "Add Textbox" window to see additional options for Height (Rows) and Character Limit. To provide students with more space for a response to the question, increase the number of rows. To set a character minimum or maximum for student responses to the question, click the "Character Limit" checkbox and enter the desired min/max.

4. Click Ok.

Repeat to add additional custom questions.

## Edit Custom Evaluation Questions

1. Log into IDEA. The My Courses By Term screen is displayed.
2. Click the "Edit Custom Questions" button. The Question Set screen is displayed.
3. To edit a question, click on the edit icon next to it. Place cursor on multiple choice answers to re-order, edit, or delete. To re-order questions, change the order in the "Sequence" drop-down in the upper-right corner of any selected question. You can also click and drag on any question to move it.
4. To see additional editing options, double-click on any question. A pop-up screen with a "General" and "Reporting" tab is displayed.
  - "General" tab: Click the "Shuffle Answers" checkbox to have answers appear in random order; click the "Required" checkbox to de-select it (i.e., make the question optional).
  - "Reporting" tab: Click to "Show in Report" or change the text that displays on the report (leave blank if same).
5. Click Ok.

**A Note about Endeavor Questions in IDEA:** Non-tenured tenure-track faculty (hired prior to Fall 2014) will automatically have Endeavor's questions added at the end of their IDEA surveys. But any other faculty (e.g., Associate Professors going for promotion) who want to include Endeavor questions must manually add those questions through the "Add Custom Questions" process. All Endeavor questions added (whether manually or automatically) will count towards the 20 custom questions allowed in IDEA.

## Administer the Evaluation and Track Response Rates

During the last few weeks of the semester, students will receive notification (through FDU email) that the course evaluation is open. Students can fill out the course evaluation survey anywhere with an internet connection—on their laptop, tablet, or smartphone.

**It is strongly recommended that you provide students with time during class to complete the evaluation.** Having students complete the evaluation in class will help to increase the response rate.

1. Introduce the IDEA Evaluation survey and provide students with instructions.

Review the importance of the evaluation process and demonstrate the importance of responding thoughtfully. Discuss a specific objective that was not relevant to the course (i.e., of minor or no importance) and instruct students that if they rate this item “5” because they “liked” the instructor or the course, they are not completing the survey appropriately.

Similarly, point out a relevant (“important” or “essential”) objective and suggest that if students indicate making no progress on that objective because they “didn’t like” the instructor or the course, they are probably not completing the survey appropriately. This process emphasizes to students that the IDEA system is not assessing how much they “like” or “dislike” the instructor or the course, but encourages them to carefully read and discriminate between the items.

Emphasize to students that their feedback is meaningful and that the results of the evaluations will be used in future course planning as well as in decisions regarding faculty tenure and promotion.

2. If at all possible, **provide students with time in class to complete the course evaluation.** Students can complete surveys on their smartphones, iPads, or laptops. Students can also be brought to a computer lab to complete the surveys.
3. If it is not possible to provide students with class time to complete the survey, ensure that students know how to access and complete the survey online outside of class.
4. Monitor response rates after the survey opens. Evaluation status (in progress, scheduled to start, completed) is displayed under each course name.
5. Remind students on a regular basis to complete the evaluations (students will also receive automated reminder emails from the system).

Looking for more help?

Email [FDUIDEAHELP@gmail.com](mailto:FDUIDEAHELP@gmail.com) and/or see “Materials for Faculty” at [fduidea.wordpress.com](http://fduidea.wordpress.com)