

## FACULTY

This reference guide will help you learn how to:

- [View and interpret evaluation reports](#)
- [Print evaluation reports](#)

## Log into IDEA

Log into IDEA at <https://fdu.campuslabs.com/faculty/>.



## View and Interpret Evaluation Reports

IDEA provides the following five reports based on evaluation data:

- Summative Report (gives you the big picture on how you did)
- Formative Report (helps you see what you can do differently)
- Quantitative Report
- Qualitative Report
- Segment Comparison Report

1. Log into IDEA. The My Courses By Term screen is displayed. (Figure 1).

After the evaluation window has closed, the status of the course evaluation will indicate "Course Evaluation Complete."

When the evaluation report is available, you will see a "View Results" button in the course box. (Figure 2)

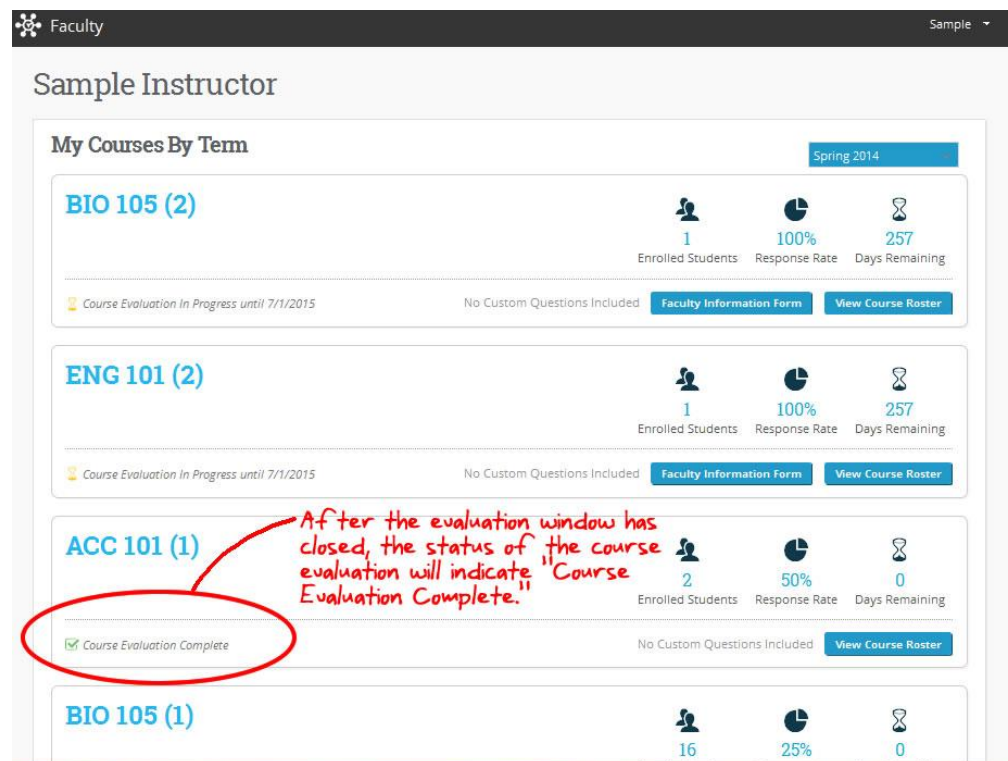


Figure 1

- Click the "View Results" button.  
(Figure 2)

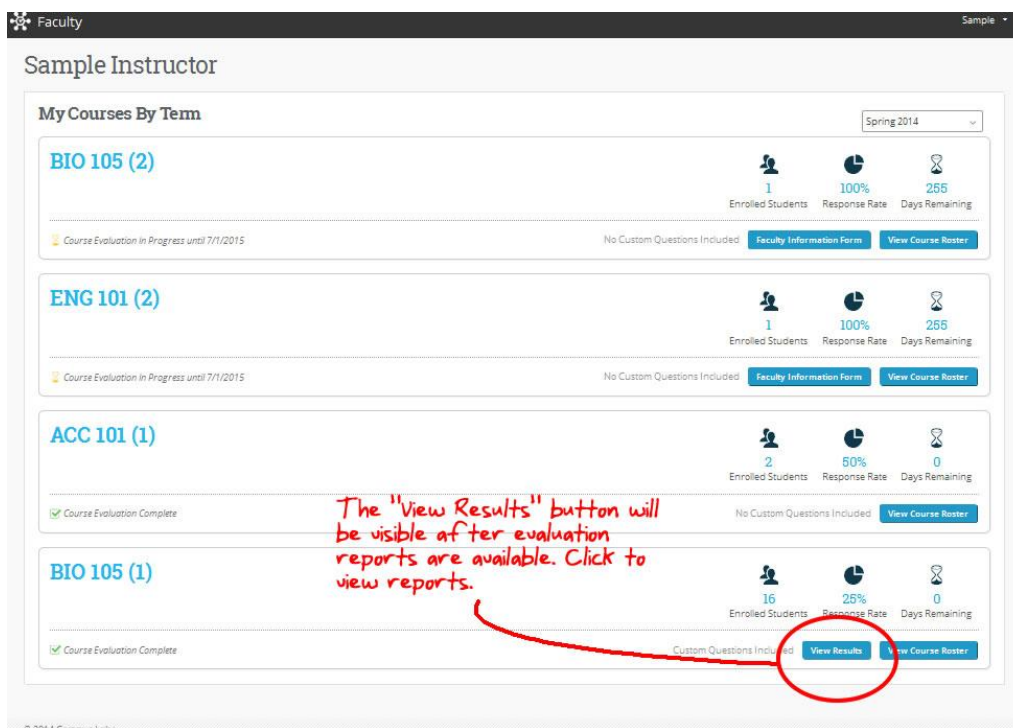


Figure 2

- The evaluation results page is displayed. (Figure 3)

Basic information (number of students enrolled, students responded, and response rate) is displayed in the upper right.

The five report tabs are displayed: Summative, Formative, Quantitative, Qualitative, and Segment Comparison.

The Summative tab is displayed first. See next section, "Summative Report," for how to interpret the data on the Summative tab.

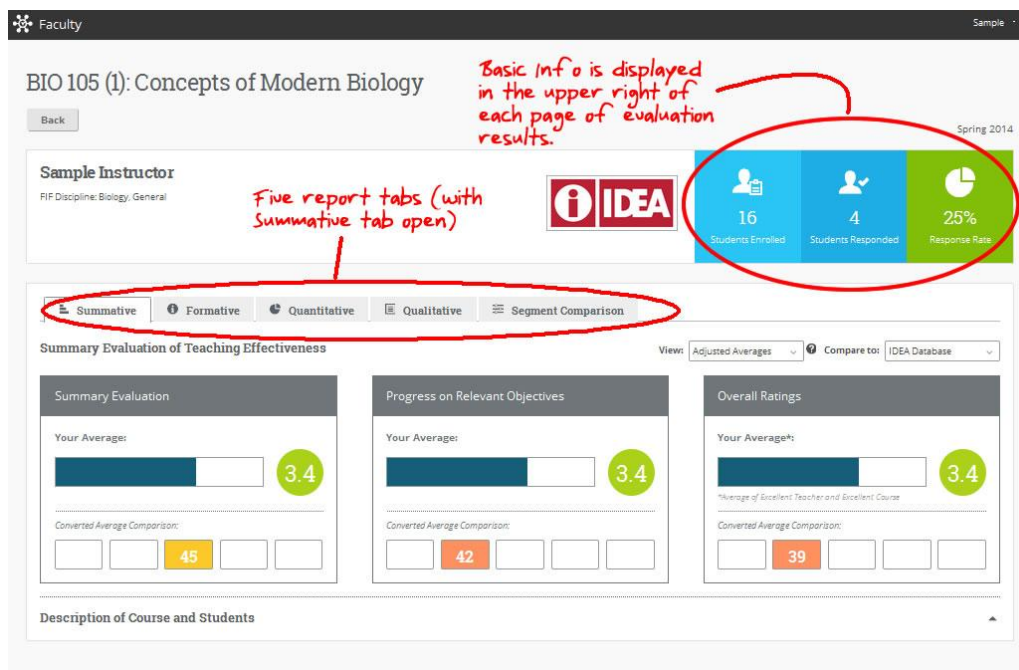


Figure 3

## Summative Report

The Summative Report provides a **summary** of student evaluation of teaching effectiveness. All scores on the Summative Report are based on the following five-point scale:

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

The top half of the Summative Tab displays three boxes with summary results (Figure 4).

The **Summary Evaluation** box displays the average of the two measures used to evaluate teaching effectiveness: Progress on Relevant Objectives and Overall Ratings. (Figure 4)

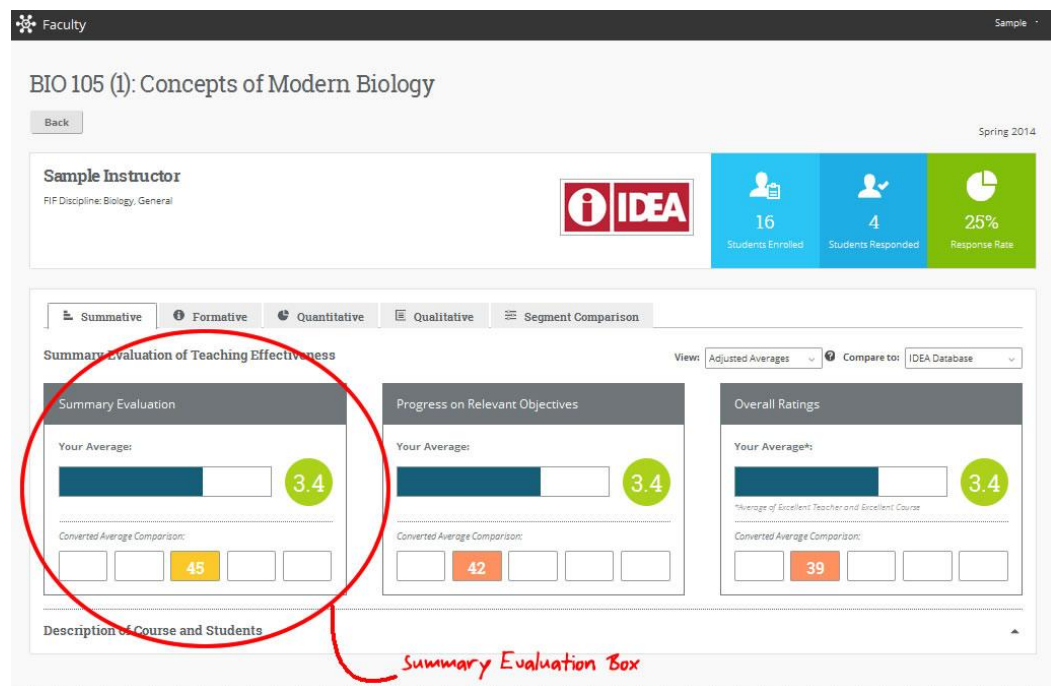


Figure 4

The **Progress on Relevant Objectives** box displays the weighted average of student ratings of progress on objectives you identified as "Important" or "Essential" (double weighted). (Figure 5)

1. Click anywhere on the "Progress of Relevant Objectives" box to open the detail page with scores for objectives.
2. The Progress on Relevant Objectives page is displayed. (Figure 6)

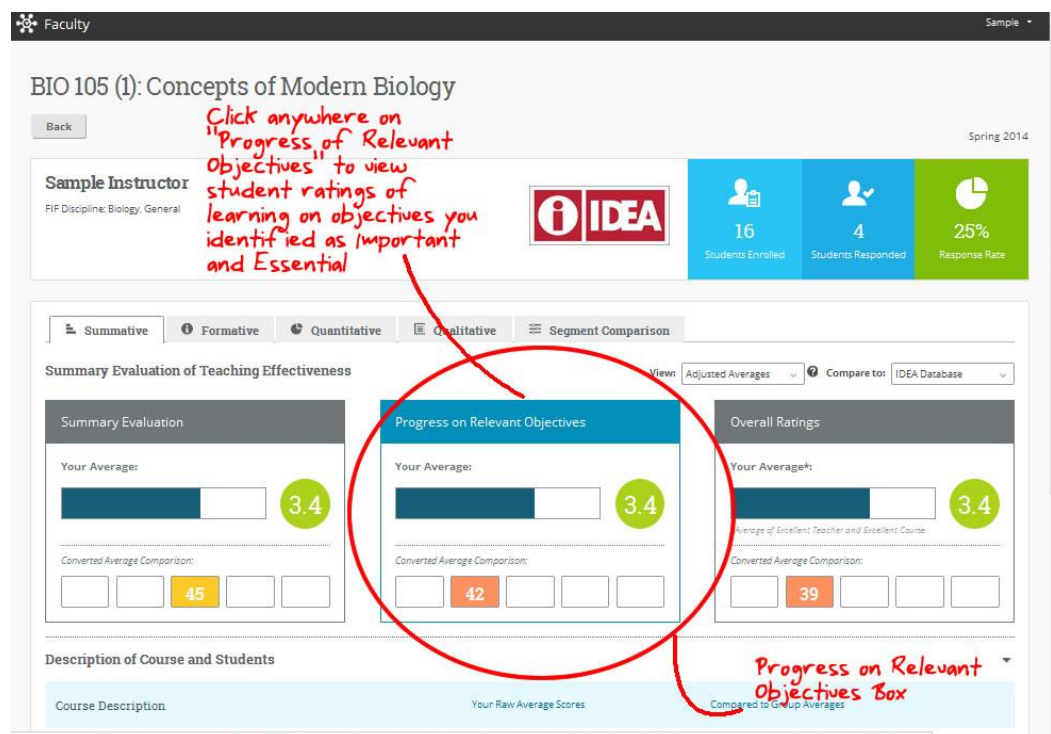


Figure 5

The **Progress on Relevant Objectives** *detail page* displays the individual ratings of student progress on each learning objective that you identified as "Important" and "Essential." (Figure 6)

For each objective, the following data is displayed:

- Your Average
- Your Average Comparison
- Percent of Student Ratings \*

3. Click "< Summary Evaluation of Teaching Effectiveness" (or the Summative Tab) to return to the main Summative page.

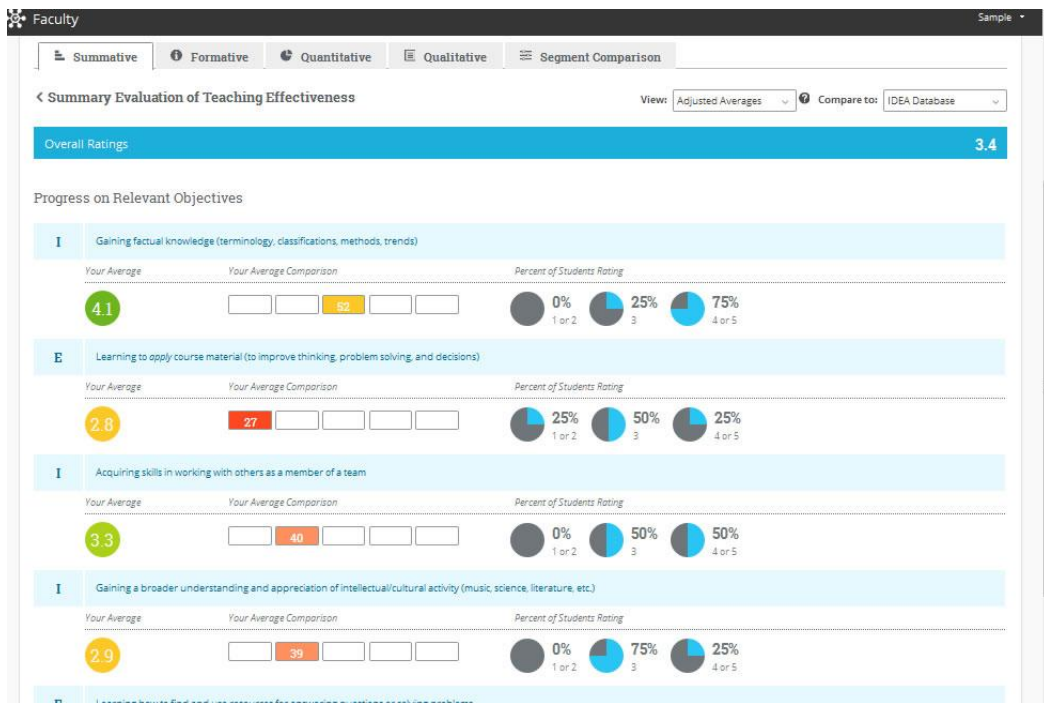


Figure 6

The **Overall Ratings** box displays the average student agreement with statements that the teacher and the course were excellent. (Figure 7)

1. Click anywhere on the "Overall Ratings" box to open the detail page with overall score ratings.
2. The Overall Ratings page is displayed. (Figure 8)

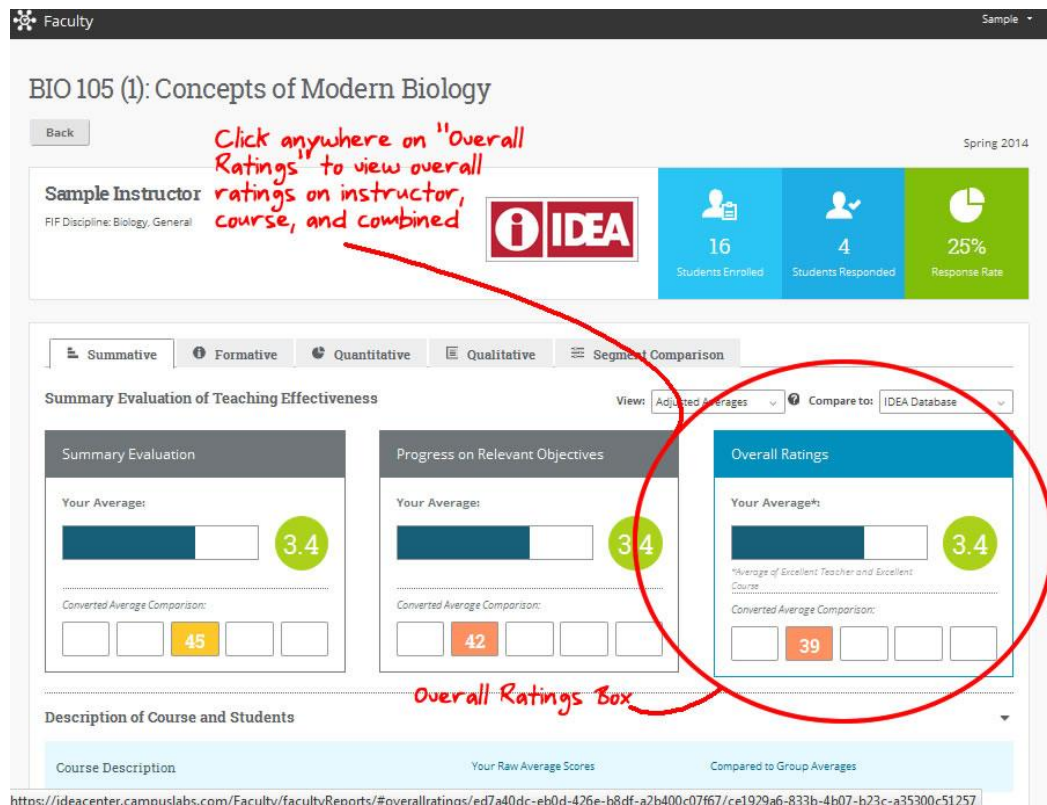


Figure 7



The Overall Ratings page displays scores on the following ratings: (Figure 8)

- Overall, I rate this instructor an excellent teacher.
- Overall, I rate this course as excellent.
- Overall ratings (an aggregate of the prior two ratings).

3. Click "< Summary Evaluation of Teaching Effectiveness" (or the Summative Tab) to return to the main Summative page.

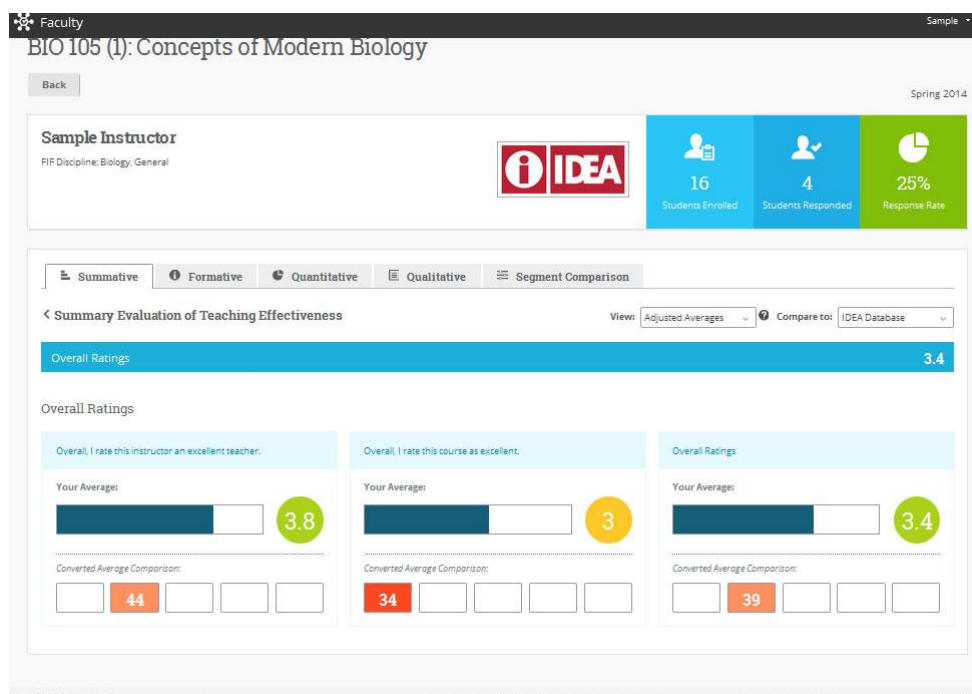


Figure 8

All areas of the Summative Report display **Adjusted Averages** by default.

To view Raw Averages:

1. Click the drop-down arrow in the "View" field on any Summative Report page.
2. Select "Raw Averages" from the drop-down list. (Figure 9)

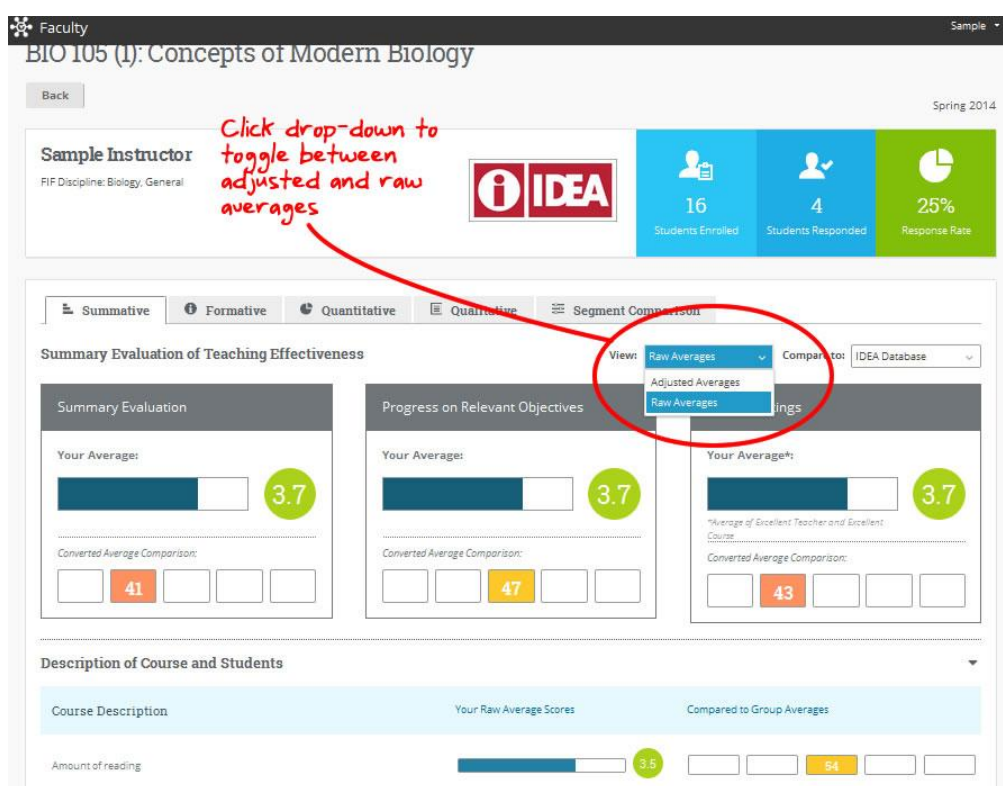


Figure 9

### What is the difference between Adjusted Average and Raw Average scores?

Both Adjusted Averages and Raw (unadjusted) Averages are reported. Adjusted Averages make 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, student work habits, instructor reported class size, and two multiple item measures (student effort not attributable to the instructor and course difficulty not attributable to the instructor).

The bottom half of the Summative Tab presents scores on questions relating to the **Description of Course and Students**.

1. Click the drop-down arrow next to "Description of Course and Students." (Figure 10)
2. The "Description of Course and Students" section of the page expands. Evaluation results are displayed on questions related to the level of academic challenge. (Figure 10)

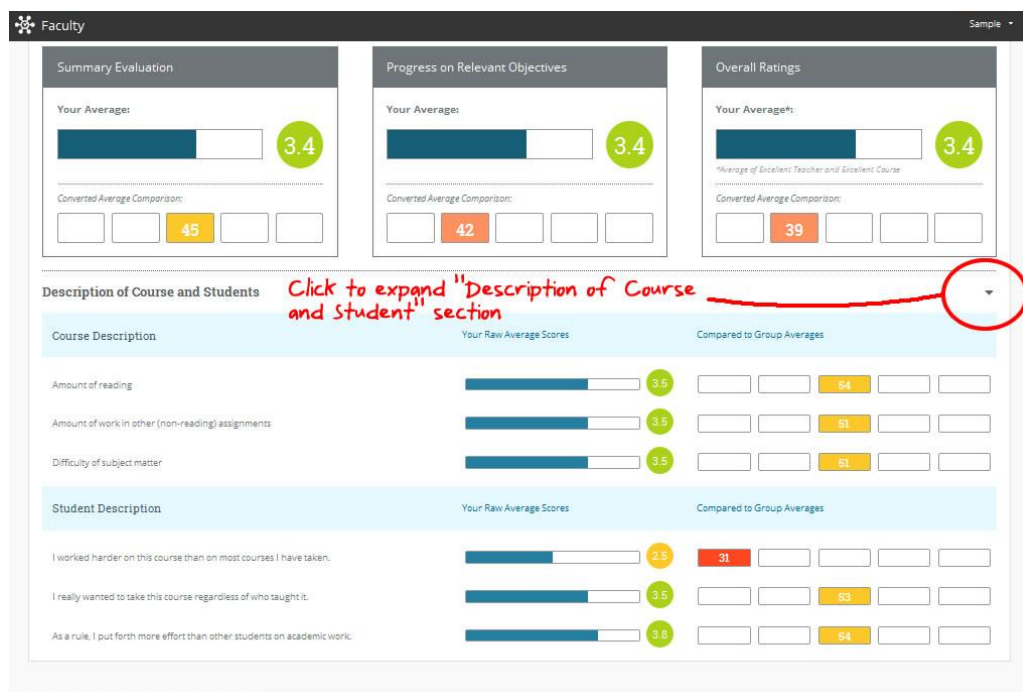


Figure 10

## Description of Course and Students

On the evaluation, students were asked to describe the course by rating three items related to level of academic challenge. Those results are shown in the expanded Description of Course and Students section.

### Course Description:

- Amount of reading
- Amount of work in other (non-reading) assignments
- Difficulty of subject matter

### Student Description:

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

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. The results in this section are key factors in developing **adjusted** ratings.

## Formative Report

The Formative Report provides instructors with an evaluation of **teaching methods and styles**, as well as **suggested actions** and resources for increasing teaching effectiveness.

1. Click the Formative Tab.  
Suggested actions are displayed for teaching methods and styles. (Figure 11)

### Teaching Methods and Styles:

- Stimulating Student Interest
- Fostering Student Collaboration
- Establishing Rapport
- Encouraging Student Involvement
- Structuring Classroom Experience

### Suggested actions:

- Strength to retain
- Retain current use or consider increasing
- Consider increasing use

2. Click on any line on the Formative Tab to view your average score, relevant objectives, and a description of the suggested action.
4. To see resources related to a particular teaching method or style, click the POD IDEA Note link.

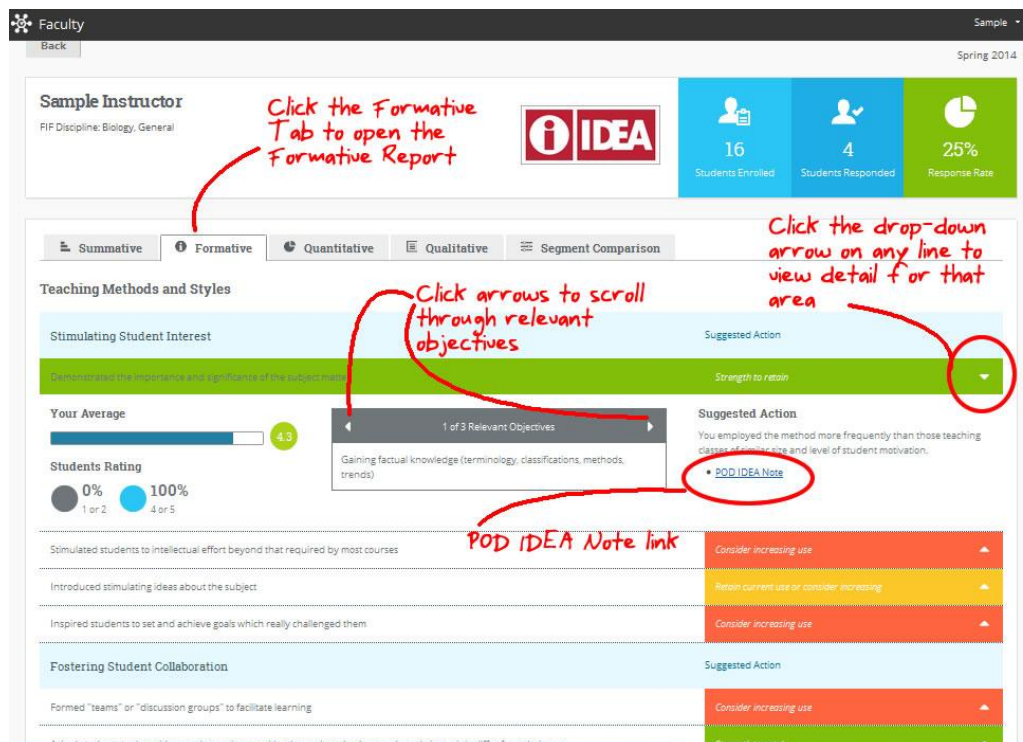


Figure 11

### Understanding Suggested Actions

If a teaching method/style is labeled this...	This is what it means...	And this is what you should do...
Strength to retain	Students rated this method/style as occurring very frequently	Continue to use this method/style
Retain current use or consider increasing	Students rated this method/style as occurring frequently	Continue to use this method/style, or explore ways to increase use of this method/style
Consider increasing use	Students rated this method/style as occurring less frequently	Explore ways to increase use of this method/style

### What is a POD IDEA Note?

POD stands for "Professional and Organizational Development." Each POD IDEA Note will provide you with background, helpful hints, applications for online learning, assessment issues, and references and resources related to a specific teaching methodology or style.

See [POD-IDEA Center Notes on Instruction](#) for specific ways to employ the different teaching methods/styles evaluated in IDEA.

## Quantitative Report

The Quantitative Report provides details of interest primarily to those who want to confirm Summative and Formative scores or who want to determine if responses to some items were distributed in an unusual manner. This report provides **statistical detail** for all evaluation questions.

1. Click the Quantitative Tab. Statistical detail is displayed for evaluation questions. (Figure 12)

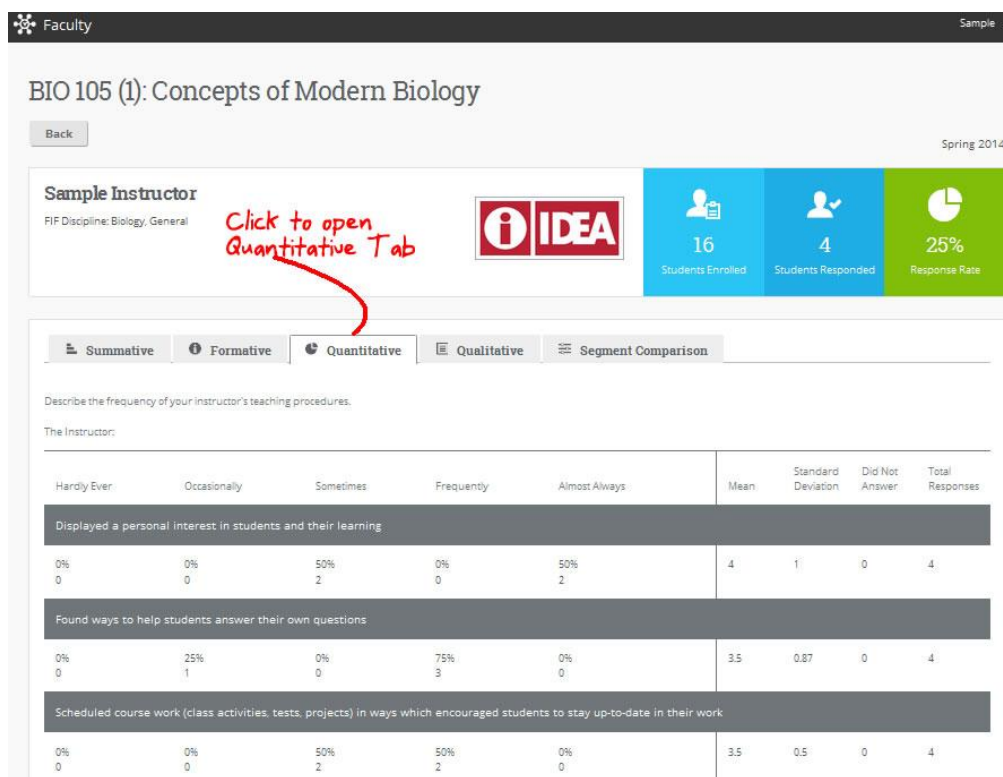


Figure 12

Statistical detail is provided on the Quantitative Report for the following student evaluation questions.

**Describe the frequency of your instructor's teaching procedures:** (Scale: *Hardly Ever, Occasionally, Sometimes, Frequently, Almost Always*)

1. Displayed a personal interest in students and their learning
2. Found ways to help students answer their own questions
3. Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
4. Demonstrated the importance and significance of the subject matter
5. Formed "teams" or "discussion groups" to facilitate learning
6. Made it clear how each topic fit into the course
7. Explained the reasons for criticisms of students' academic performance
8. Stimulated students to intellectual effort beyond that required by most courses
9. Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
10. Explained course material clearly and concisely
11. Related course material to real-life situations
12. Gave tests, projects, etc. that covered the most important points of the course
13. Introduced stimulating ideas about the subject
14. Involved students in "hands on" projects such as research, case studies, or "real life" activities
15. Inspired students to set and achieve goals which really challenged them
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
17. Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
18. Asked students to help each other understand ideas or concepts



19. Gave projects, tests, or assignments that required original or creative thinking
20. Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

**Progress On:** (Scale: *No Apparent Progress, Slight Progress, Moderate Progress, Substantial Progress, Exceptional Progress*)

21. Gaining factual knowledge (terminology, classifications, methods, trends)
22. Learning fundamental principles, generalizations, or theories
23. Learning to apply course material (to improve thinking, problem solving and decisions)
24. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
25. Acquiring skills in working with others as a member of a team
26. Developing creative capacities (writing; inventing; designing; performing in art, music, drama, etc.)
27. Gaining a broader understanding and appreciation of intellectual / cultural activity (music, science, literature, etc.)
28. Developing skill in expressing myself orally or in writing
29. Learning how to find and use resources for answering questions or solving problems
30. Developing a clearer understanding of, and commitment to, personal values
31. Learning to analyze and critically evaluate ideas, arguments, and points of view
32. Acquiring an interest in learning more by asking my own questions and seeking answers

**Comparison of course with other courses taken at this institution** (Scale: *Much Less than Most Courses, Less than Most Courses, About Average, More than Most Courses, Much More than Most Courses*)

The course:

33. Amount of reading
34. Amount of work in other (non-reading) assignments
35. Difficulty of subject matter

**Describe your attitudes and behavior in this course:** (Scale: *Definitely False, More False than True, In Between, More True than False, Definitely True*)

36. I had a strong desire to take this course
37. I worked harder on this course than on most courses I have taken
38. I really wanted to take a course from this instructor
39. I really wanted to take this course regardless of who taught it
40. As a result of taking this course, I have more positive feelings toward this field of study

**Choose the option that best corresponds to your judgment:** (Scale: *Definitely False, More False than True, In Between, More True than False, Definitely True*)

41. As a rule, I put forth more effort than other students on academic work.
42. The instructor used a variety of methods—not only tests—to evaluate student progress on course objectives.
43. The instructor expected students to take their share of responsibility for learning.
44. The instructor had high achievement standards in this class.
45. The instructor used educational technology (e.g., internet, e-mail, computer exercises, multi-media presentations, etc.) to promote learning.

**Describe your attitudes and behavior in this course:** (Scale: *Definitely False, More False than True, In Between, More True than False, Definitely True*)

46. Overall, I rate this instructor as an excellent teacher.
47. Overall, I rate this course as excellent.
48. I feel like I learned more in this   [name of course]   than I have in other   [discipline]   courses. (Scale: *Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree*)

## Qualitative Report

The Qualitative Report presents written responses students provided to open-ended questions.

1. Click the Qualitative Tab. Student comments are displayed. (Figure 13)

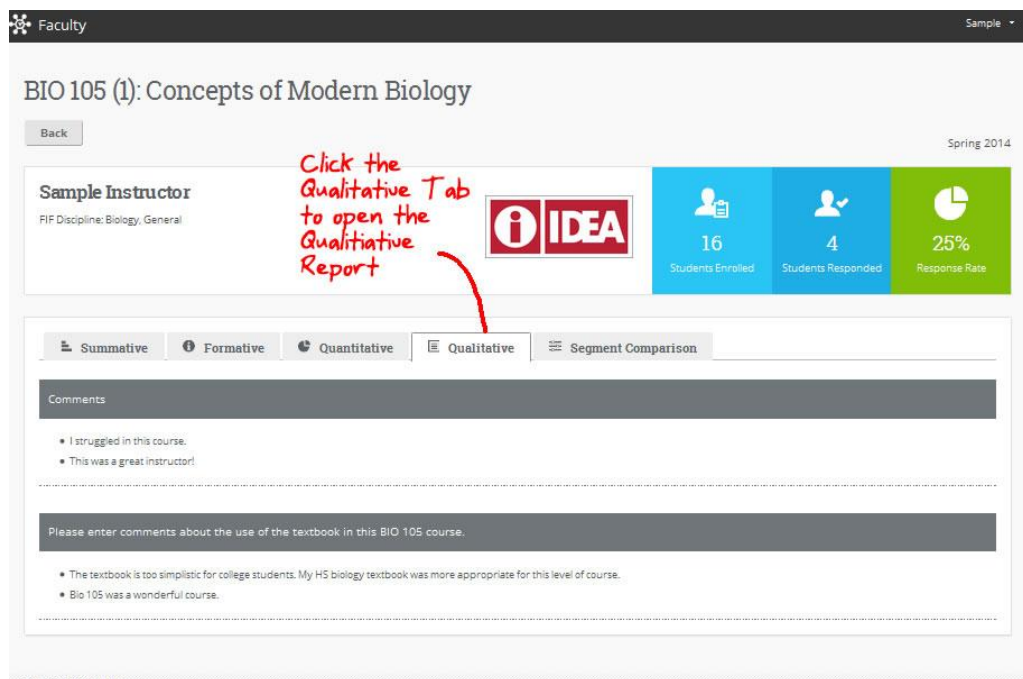


Figure 13

## Segment Comparison

The Segment Comparison Report provides comparison data on student responses to evaluation questions (see list of questions in the Quantitative Report section).

1. Click the Segment Comparison Tab. Comparison scores are displayed for all evaluation questions. (Figure 14)
2. Click the drop-down arrow in the "Your Course Compared To" field to compare your course to any of the following segments:
  - IDEA Center
  - Academic Affairs
  - Your college
  - Your discipline
  - All sections of your course

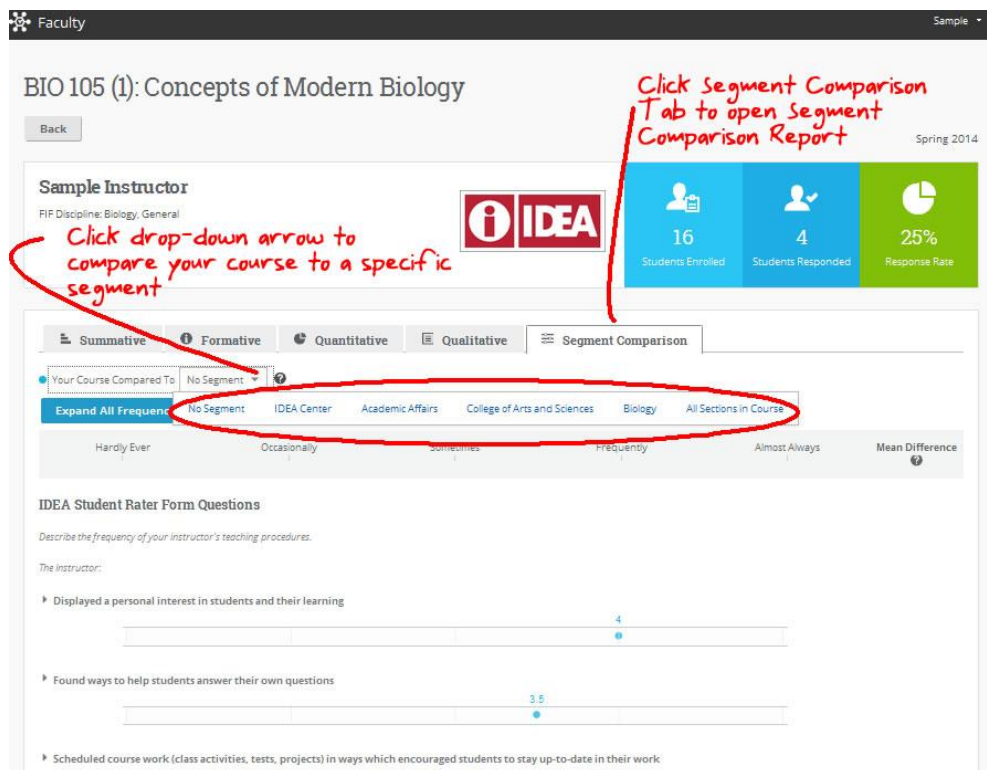


Figure 14

2. Click the "Expand all Frequency Graphs" button to view the frequency graphs for ALL questions,

OR

Click any individual question line to display the frequency graph for that particular question.  
(Figure 15)

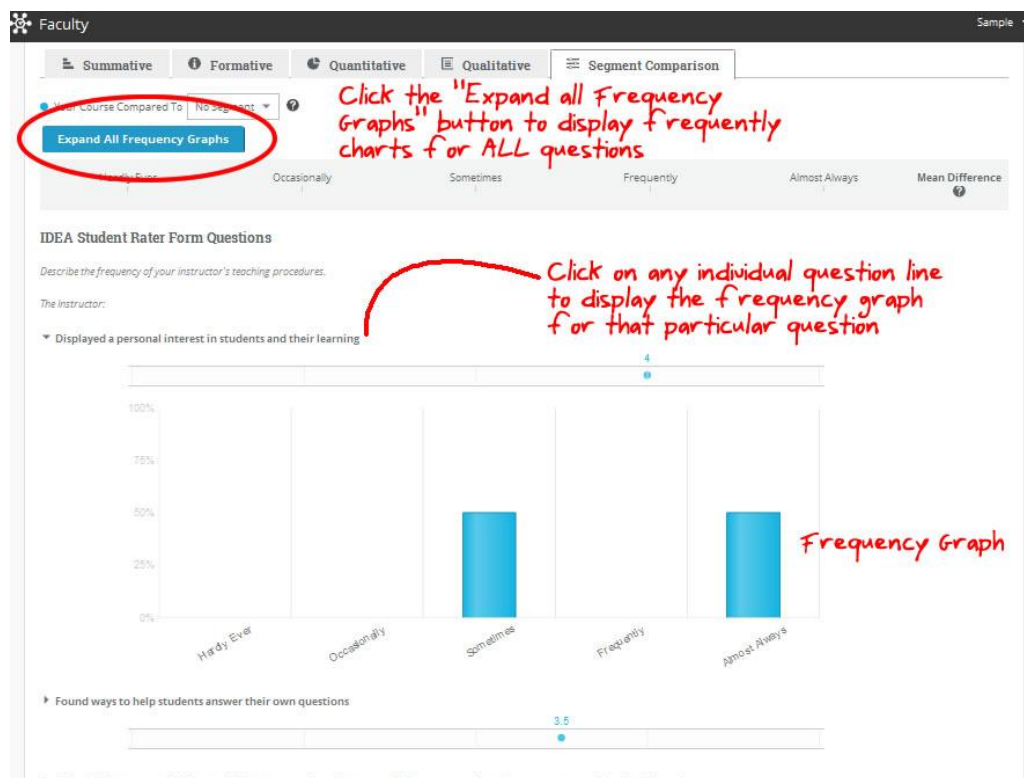


Figure 15

## Print Evaluation Reports

At this time, the only way to print the IDEA reports is to print through your web browser.

As noted in this guide, various sections of the results pages expand to display additional information. When you print a results page, the additional information will not print unless you have expanded the display. In other words, what you see on the page is what will print.

### Browser Tips for Saving the Results to a PDF:

- **Safari and Firefox:** There is a PDF option in the print dialog box.
- **Chrome:** There is the option to change the print destination from the printer to PDF. To do this, select "File", "Print", scroll down to "destination," click "change" (a) and select "save as PDF"
- **Internet Explorer:** There are several different approaches to saving the report as PDF. Most require setting up a PDF printer, which is a simple process. Any of the following options will work, just be sure to uncheck bloatware such as the Ask Toolbar during the setup process.
  - a. CutePDF Printer: <http://www.cutepdf.com/products/cutepdf/writer.asp>
  - b. Adobe PDF: <http://www.adobe.com/products/acrobat/print-to-pdf.html>
  - c. PDFCreator: <http://sourceforge.net/projects/pdfcreator/>

## **Additional Resources**

### ***Interpreting Results***

[Guiding Questions for Interpreting Individual Reports on IDEA-CL](#) (PDF)

[Interpretive Guide: IDEA Diagnostic Form Report](#) (PDF)

### ***Overall***

[Demo of IDEA Powered by Campus Labs](#) (YouTube video 25:41 min.)

[Glossary of IDEA Terms](#) (webpage)

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