Note: This reference guide is being updated to reflect changes in the IDEA system. Please note that the "Faculty Information Form" is now called the "Observation Selection Form." There are also now 13 objectives instead of 12.

This reference guide will help you learn how to:

- Complete the Faculty Information Form (FIF) for each course to be evaluated in IDEA
- Add custom evaluation questions (optional) and edit custom evaluation questions
- Administer the evaluation and track response rates
- View and interpret evaluation reports
- Print evaluation reports

Log into IDEA

Log into IDEA at https://fdu.campuslabs.com/faculty/. *Note: When your course IDEA site is ready, you will receive notice via email; that email will also include the link to log in.* Log in using the same username and password that you use for FDU WebCampus and Webmail.

Complete the Faculty Information Form (FIF)

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.

1. After you log into IDEA, the My Courses By Term screen is displayed. (*Figure 1*)

2. Click the "Faculty Information Form" button for the desired course.

3. The Edit Learning Objectives screen is displayed. (*Figure 2*)
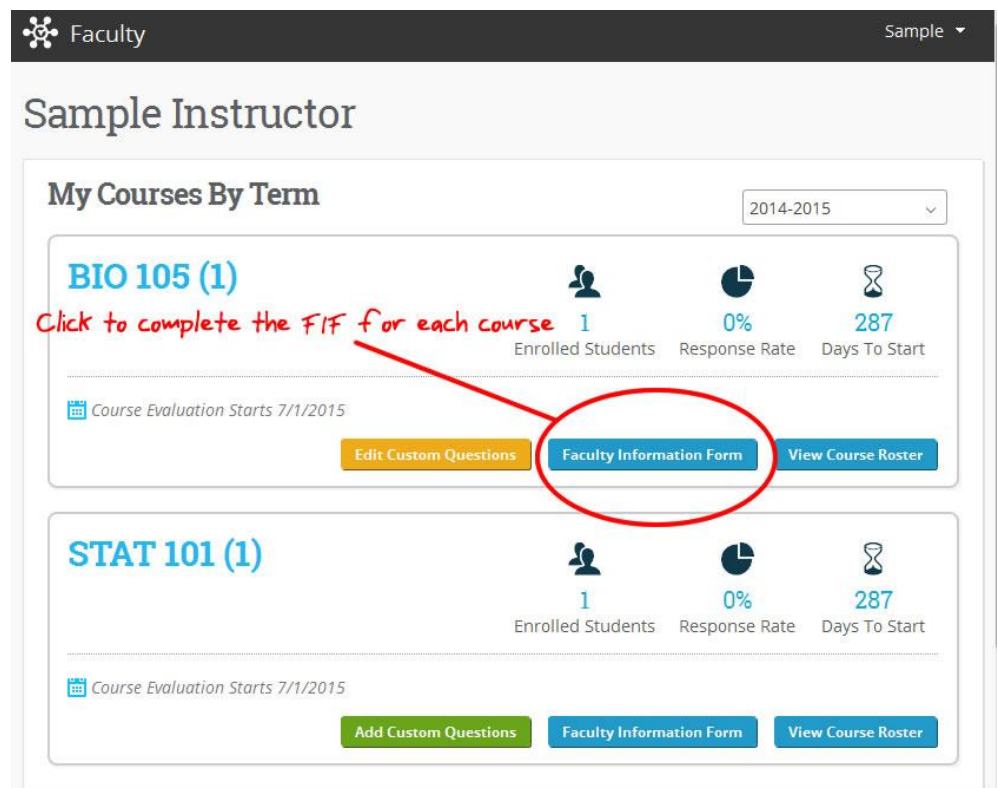

Figure 1

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 to 5 objectives as either **Important** or **Essential**.

5. Scroll down to finish identifying the relevance of all 12 learning objectives. Objectives that you identify as Important or Essential will be highlighted in green.

Figure 2

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.

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.*

6. When you have finished identifying the relevance of all objectives, click the "Update" button at the bottom of the screen

   A "Saved" message will be displayed at the top of the screen.

7. You will be returned to the My Courses by Term screen.

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

Figure 3

Learning Objectives: What will students see?

Students will not see whether you have identified an objective as Minor, Important, or Essential. They will see all 12 objectives and will be asked to rate their progress on those objectives on a scale of 1 to 5, as shown below:

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 teaching methods. The teaching methods relate to the IDEA learning objectives. Using a 1-5 scale, students rate how frequently the teaching methods are utilized in class. The resulting report highlights the specific teaching methods that support the selected learning objectives. The teaching methods scale is shown below.

Describe the frequency of your instructor's teaching procedures, using the following code:

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

Teaching Methods

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 that 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.)

Add Custom Evaluation Questions (Optional)

The IDEA system allows you to add up to 20 additional evaluation questions. 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. The questions can be open-ended or multiple choice.

Endeavor Note: 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.

1. Click the "Add Custom Questions" button for the desired course.

2. The Question Set screen is displayed. (*Figure 5*)

Figure 4

3. Click "New" to begin adding custom questions. (*Figure 5*)
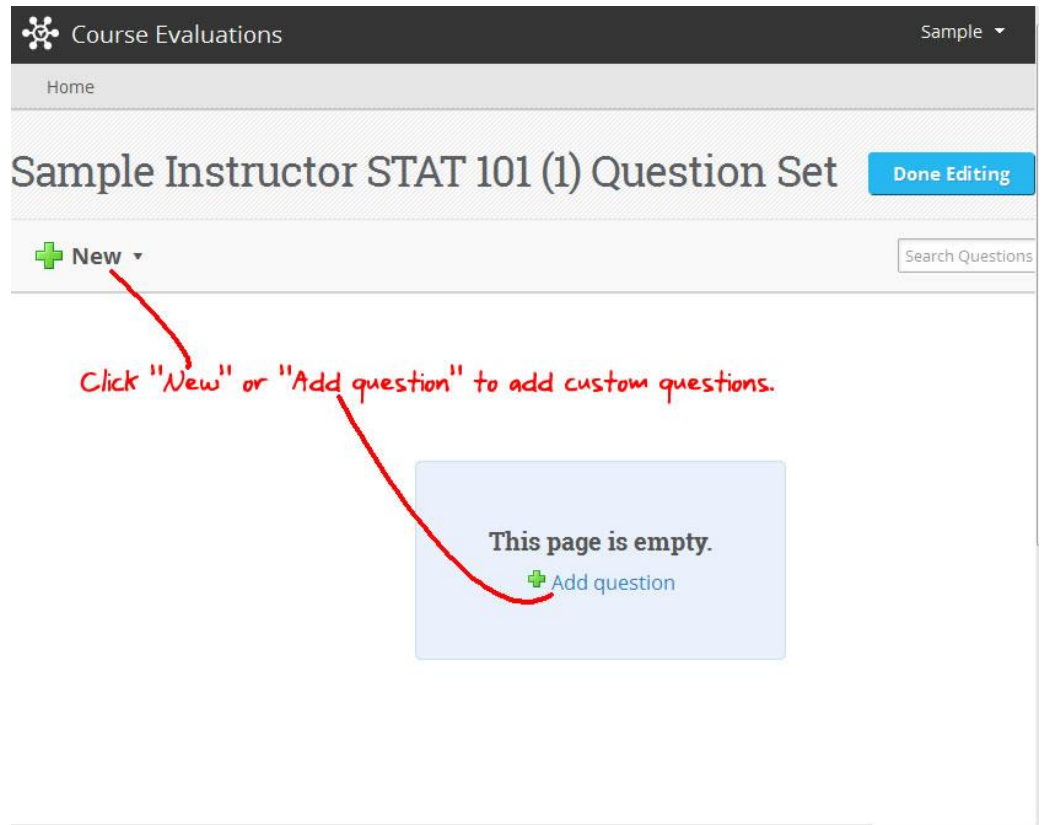
Figure 5

4. A drop-down menu is displayed with links to add multiple choice or open-ended text questions. (*Figure 6*)

5. **To add multiple choice questions**:

   a. Click "Single Select" under Multiple Choice.
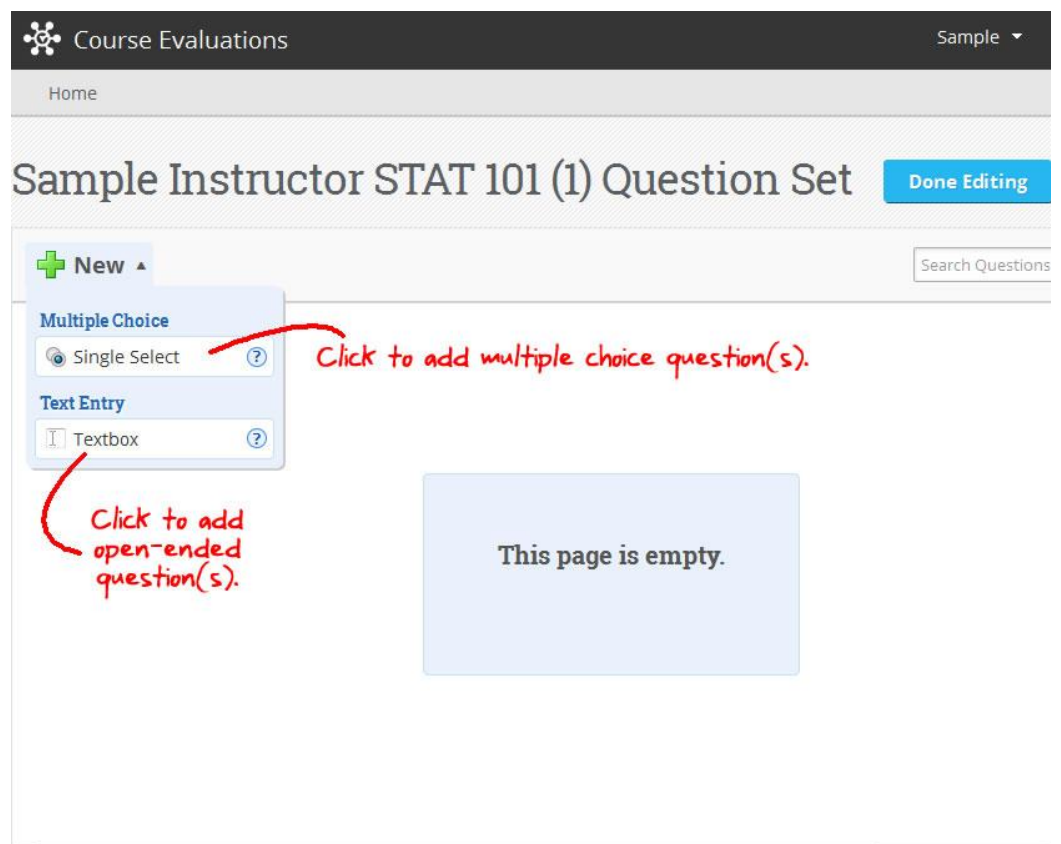
Figure 6

b. The Add Single Select pop-up window is displayed. (*Figure 7*)

c. Enter the question in the "Question Text" box.

d. Enter the answers (one per line) in the "Answers" box.

e. 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.

f. Click Ok.

Figure 7

6. **To add open-ended text entry questions**:

a. On the "New" drop-down menu, click "Textbox" under Text Entry.

b. The "Add Textbox" pop-up screen is displayed. (*Figure 8*)

c. Type your question in the "Question Text" box.

Figure 8

Note: The Textbox Validation defaults to "Text." If your question requires students to enter numbers, select "Number." If your question requires students to respond in another format (e.g., date, time of day, email, phone, state, zip), select "Specific," and then select the desired format.

d. Scroll down in the "Add Textbox" window to see additional options for Height (Rows) and Character Limit. (*Figure 9*)

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.
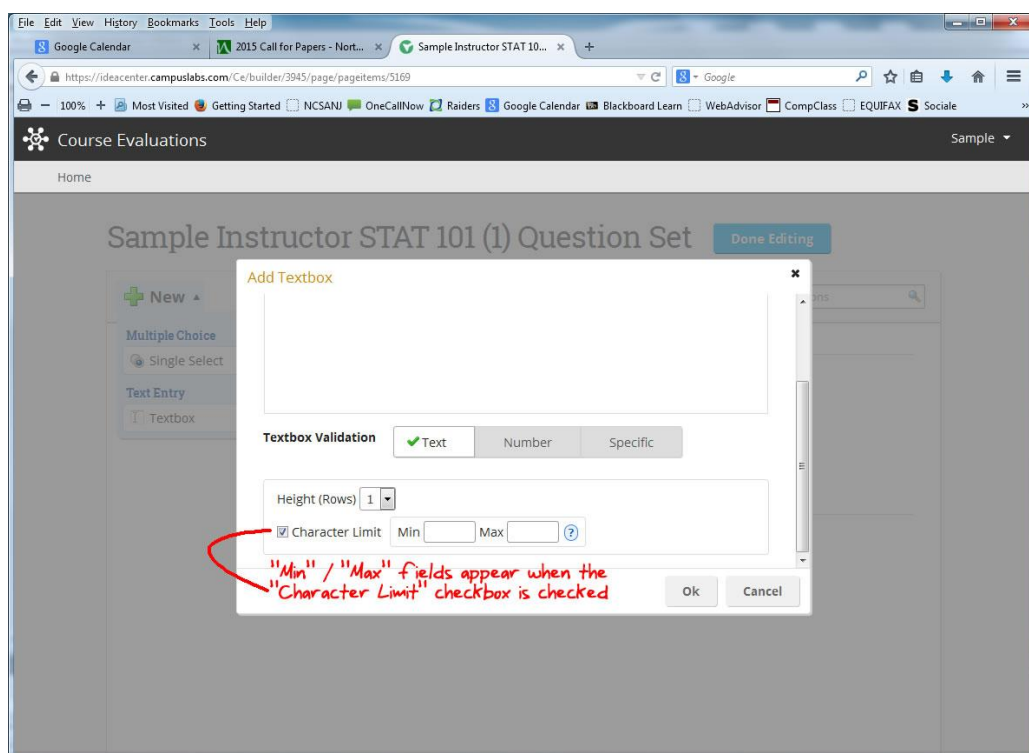
e. Click Ok.

Figure 9

7. Repeat steps 3-6 to add more questions. Maximum number of custom questions is 20.

Tip: You can easily copy any question by selecting it and then clicking the "duplicate" icon in the upper-right corner. This is helpful if you have multiple questions with the same basic format (e.g., multiple choice). After duplicating, you can edit to make each question unique.

How many total questions does the IDEA survey have?

The instrument has 43 questions, plus any custom questions you/your department add. IDEA allows up to 20 custom questions to be added.

Endeavor Note: Non-tenured tenure-track faculty (hired prior to Fall 2014) will automatically have Endeavor's questions added at the end of their IDEA surveys. Other faculty may manually add Endeavor questions (through the "Add Custom Questions" process) if they wish. All Endeavor questions added (whether manually or automatically) will count towards the 20 custom questions allowed in IDEA.

How do I edit or change custom questions?

See the following section on editing custom questions.

Edit Custom Evaluation Questions

The edit custom questions options allows you to add additional questions or edit, re-order, or delete existing custom questions.

1. Click the "Edit Custom Questions" button. (*Figure 10*)
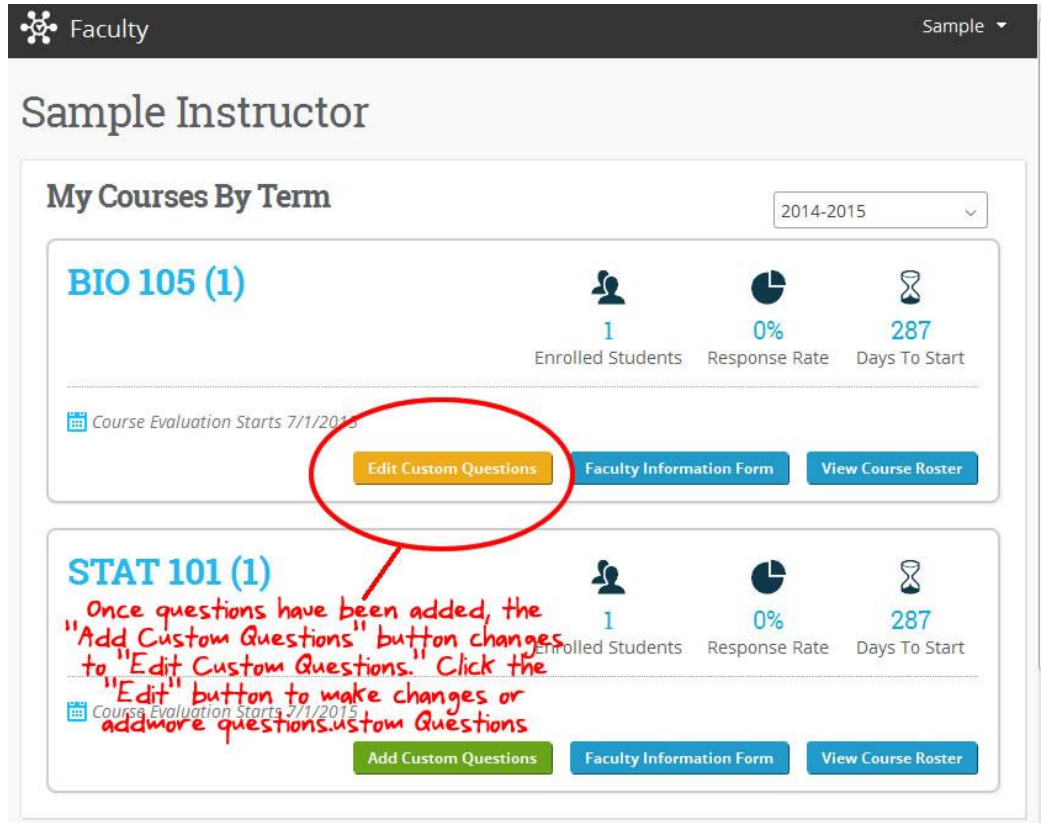
Figure 10

2. The Question Set screen is displayed. (*Figure 11*)

3. Click on any question to make changes.
   -Click on the edit icon next to any question to edit it.
   - Place cursor on multiple choice answers to re-order, edit, or delete.

4. Re-order questions by changing 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.
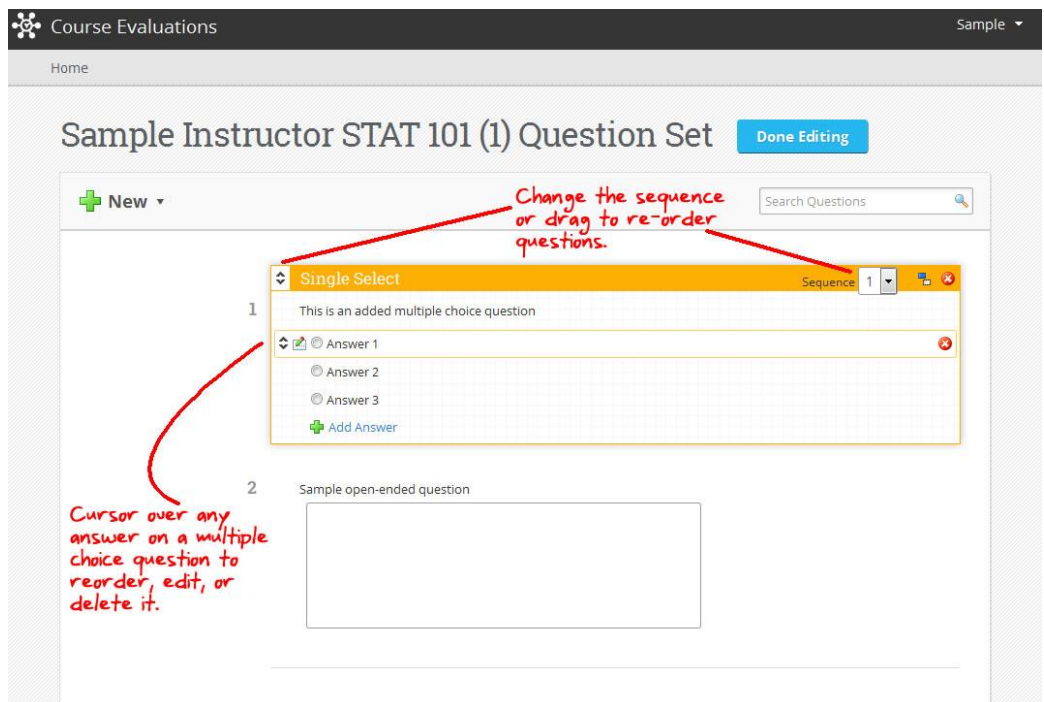
Figure 11

5. Double-click on any question to see additional editing options. A pop-up screen with a "General" and "Reporting" tab is displayed. (*Figure 12*)

    "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).
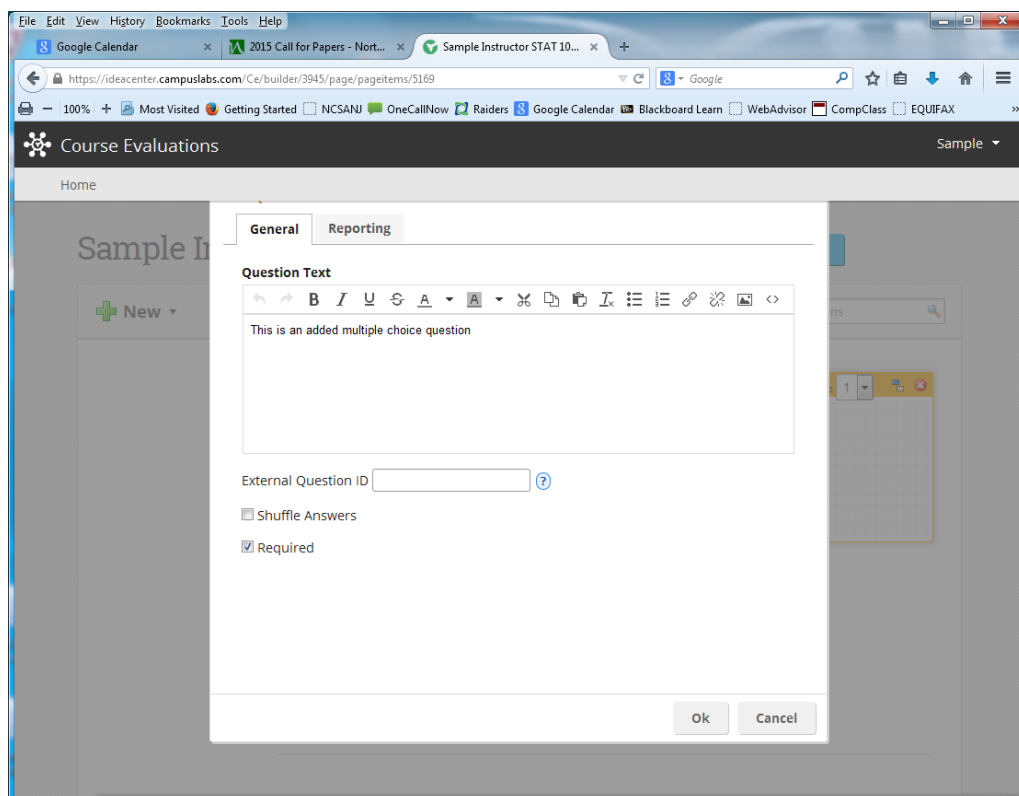
Figure 12

"Reporting" tab: Click to "Show in Report" or change the text that displays on the report (leave blank if same).

6. Make desired changes on both tabs.

7. Click Ok.
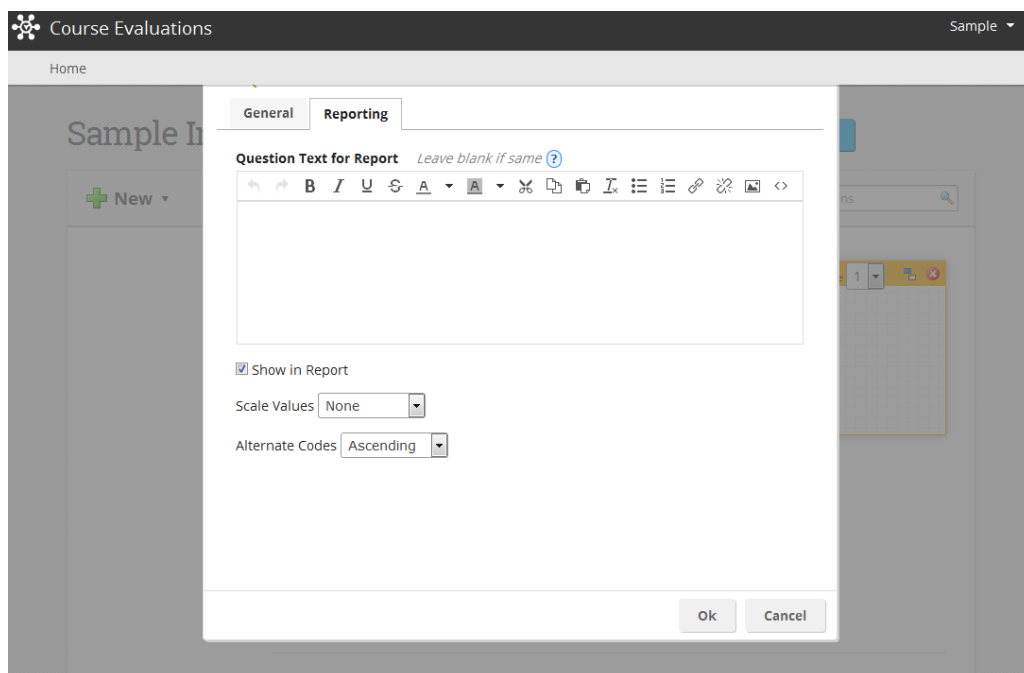
Figure 13

Administer the Evaluation and Track Response Rates

During the last few weeks of the semester, students will receive notification (through FDU email and WebCampus/Blackboard) that the course evaluation is open. The notification will include a link for students to click to log into IDEA.

Like faculty, students will use their FDU Webcampus/Email usernam and password to log into IDEA.

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 (e.g., provide students with instructions and then step out for 15 minutes to let students complete the survey on their smartphones, laptops, etc.). 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 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.

    When introducing the IDEA process, show students a sample Diagnostic Form Report so students get a chance to see the wealth of information the ratings will provide. When students can see the results, it motivates them to be more engaged in providing the data, and it underscores the anonymity of the data they enter. 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**. This will help to increase the response rate.

    -   Students can complete surveys on their smartphones, iPads, or laptops.

    -   Students can 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. If students are not able to complete the survey in class, it is especially important to monitor response rates (see below) and encourage students to complete the evaluation before the window closes.

4. Monitor response rates after the survey opens.

   Evaluation status (in progress, scheuled to start, completed) is displayed under each course name. (*Figure 14*)

5. Remind students on a regular basis to complete the evaluations (students will also receive automated reminder emails from the system).
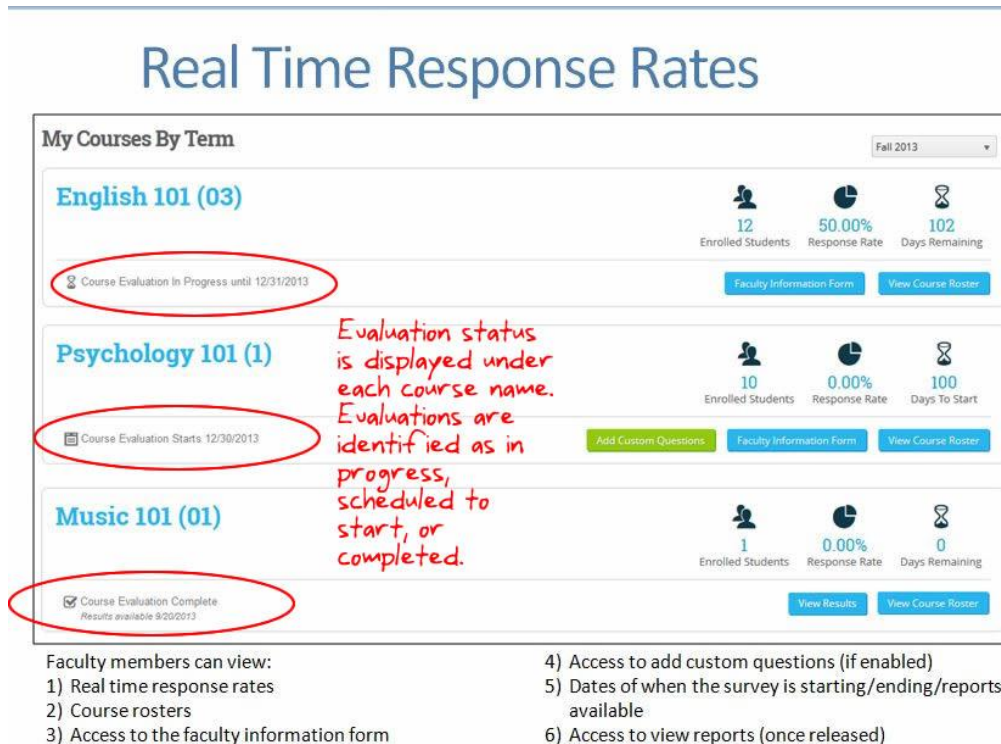
Figure 14

View and Interpret Evaluation Reports

Approximately 10 days after your course ends, and after final grades have been submitted, your evaluation report will be available online at IDEA.

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 15*).

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

    Evaluation reports will not be available, however, until approximately 10 days after the course ends and final grades have been submitted.

    When the evaluation report is available, you will see a "View Results" button in the course box. (*Figure 16*)
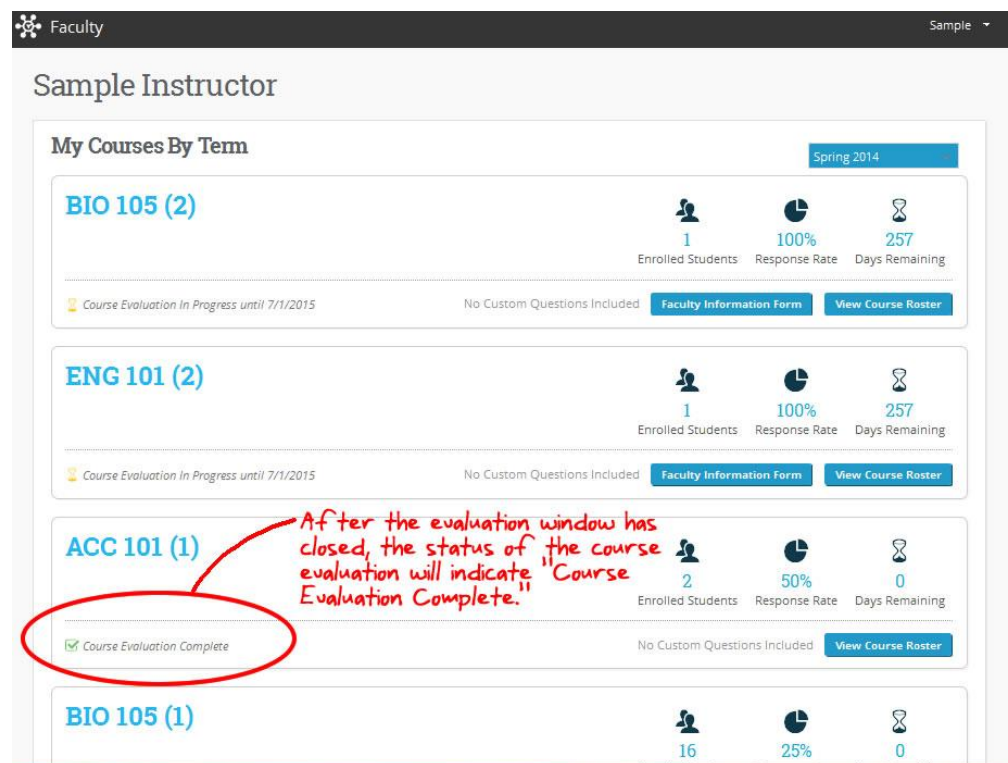
Figure 15

2. Click the "View Results" button. (*Figure 16*)
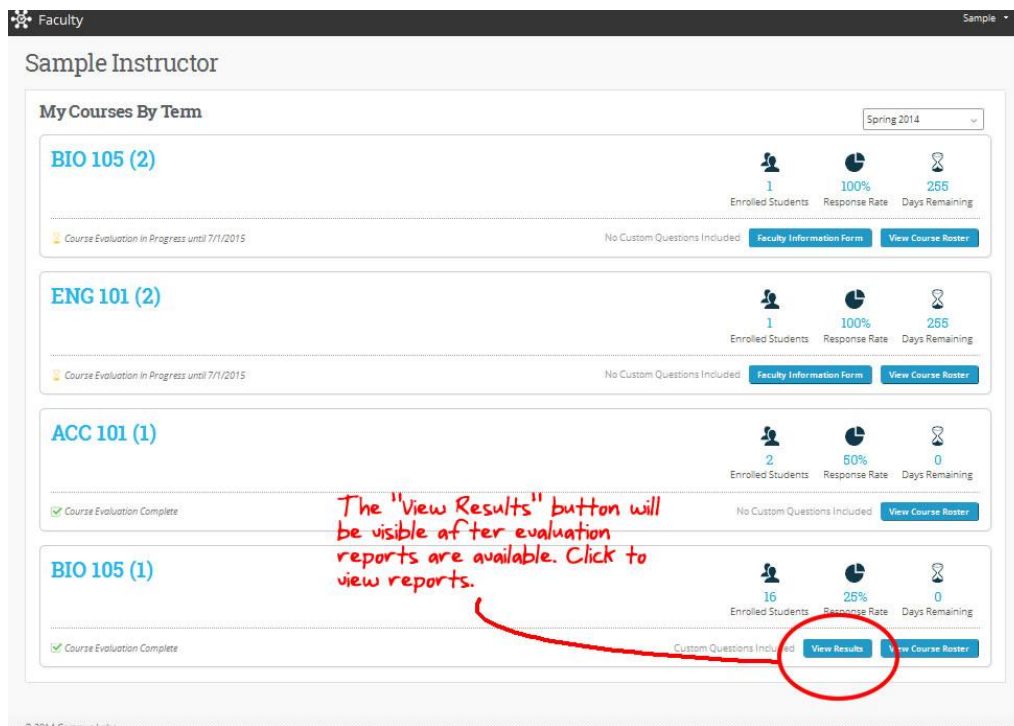
Figure 16

3. The evaluation results page is displayed. (*Figure 17*)

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

   The five report tabs are displayed: Summative, Formatative, 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.
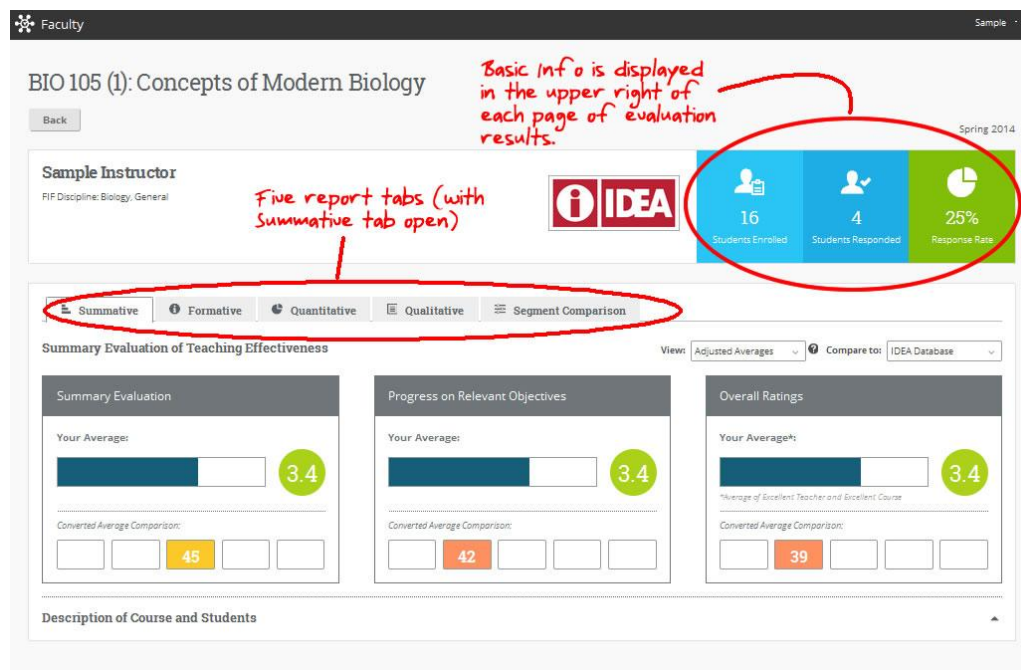
Figure 17

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 18*).

The **Summary Evaluation** box displays the average of the two measures used to evaluate teaching effectiveness: Progress on Relevant Objectives and Overall Ratings. (*Figure 18*)
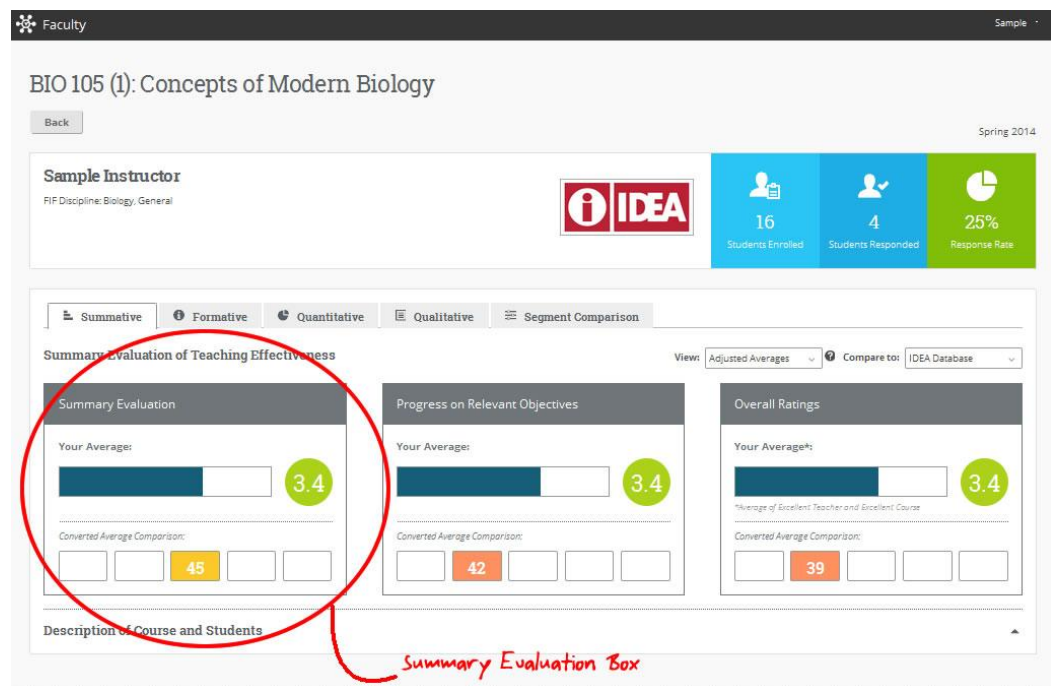
Figure 18

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 19*)

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 20*)
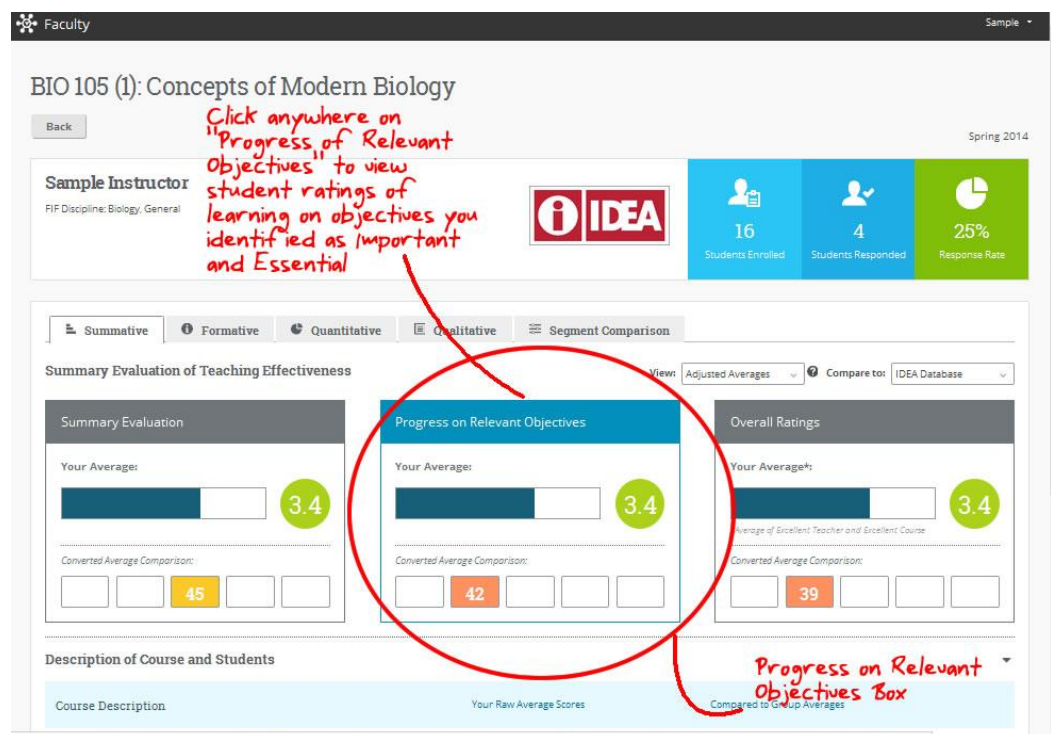
Figure 19

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 20*)

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 20

The **Overall Ratings** box displays the average student agreement with statements that the teacher and the course were excellent. (*Figure 21*)

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 22*)
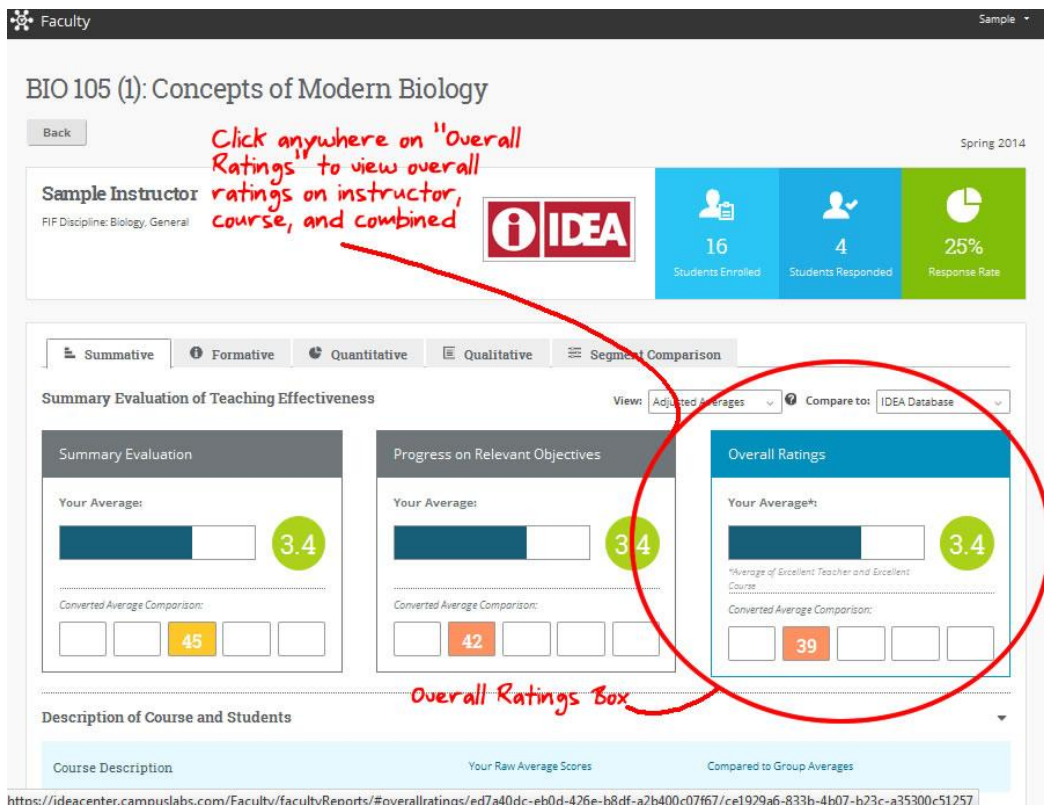
Figure 21

The Overall Ratings page displays scores on the following ratings: (*Figure 22*)

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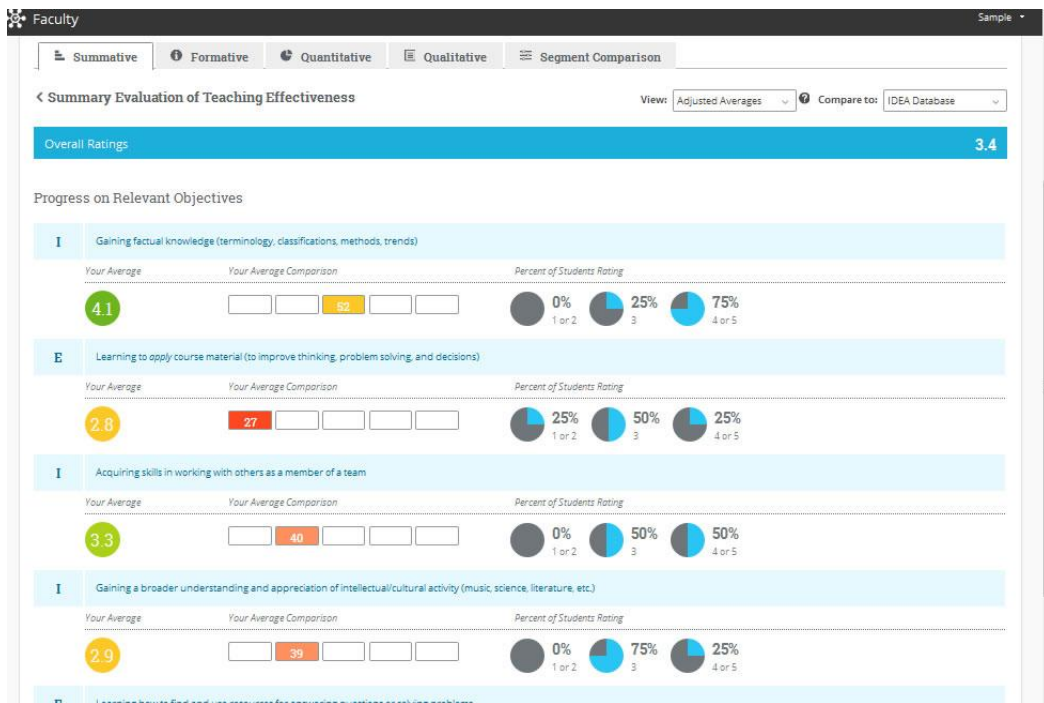- Overall, I rate this course as excellent.
- Overall ratings (an aggregate of the prior two ratings).

3. Click "< Summary Evaluation of Teaching Effectiveness" (or the Summative Tab) to return to the main Summative page.
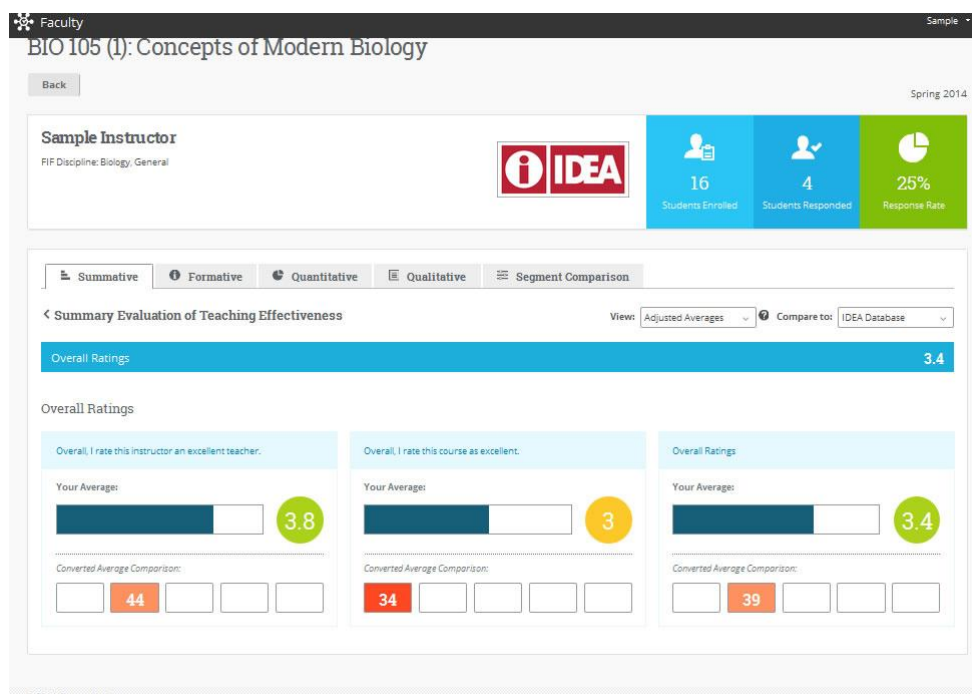
Figure 22

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 23*)
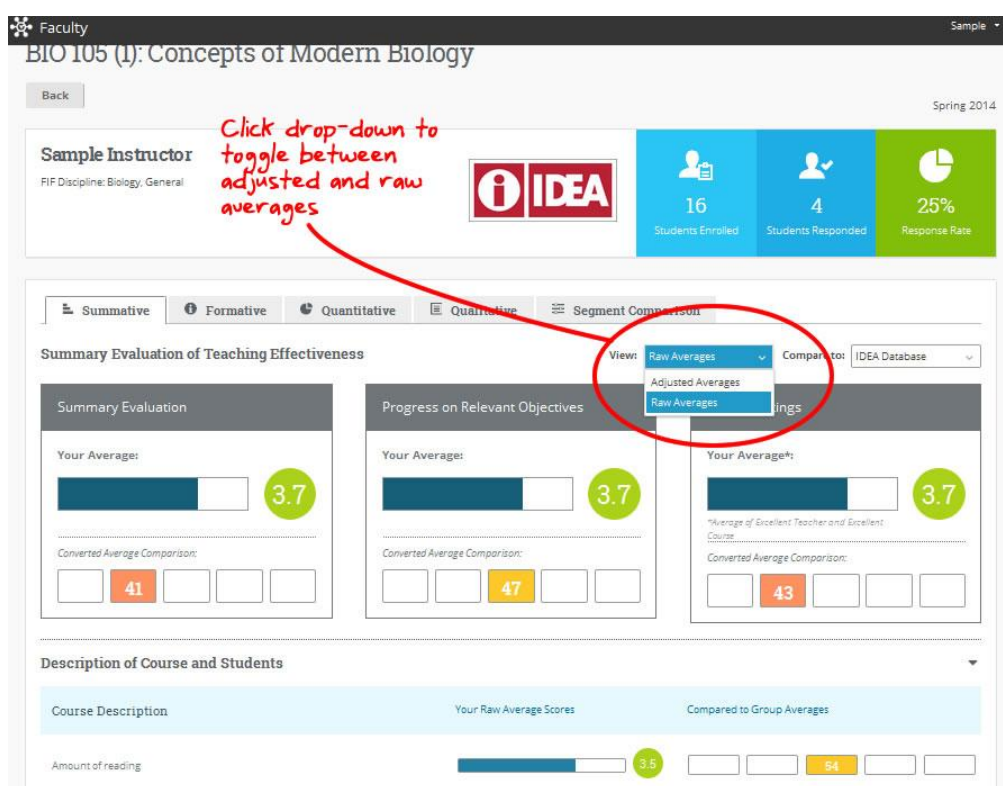
Figure 23

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 24*)

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 24*)
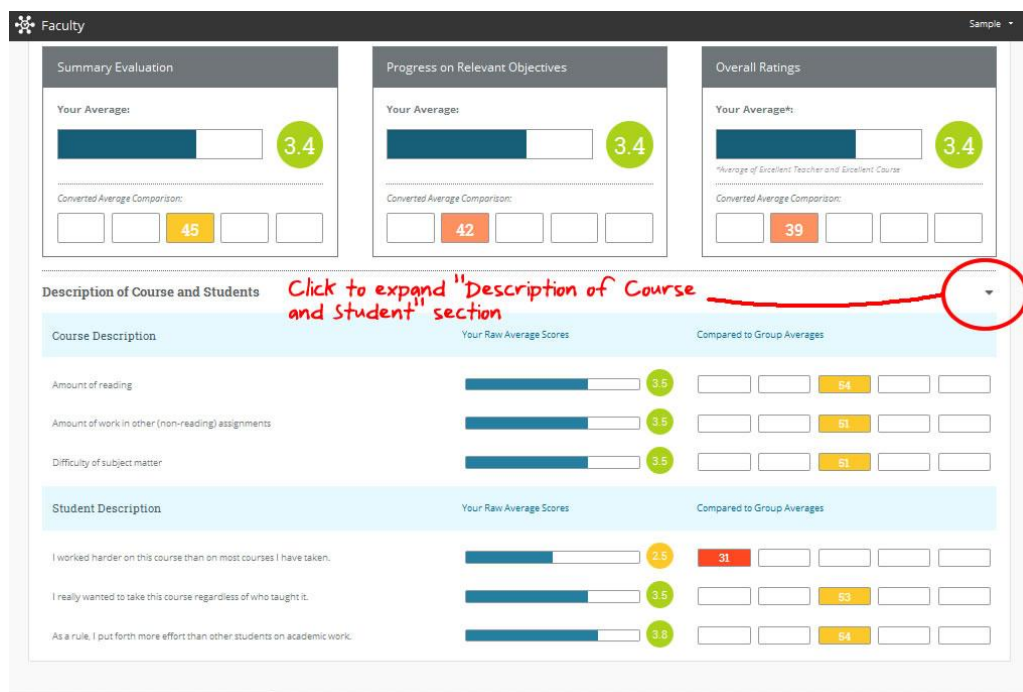
Figure 24

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 25*)

   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.
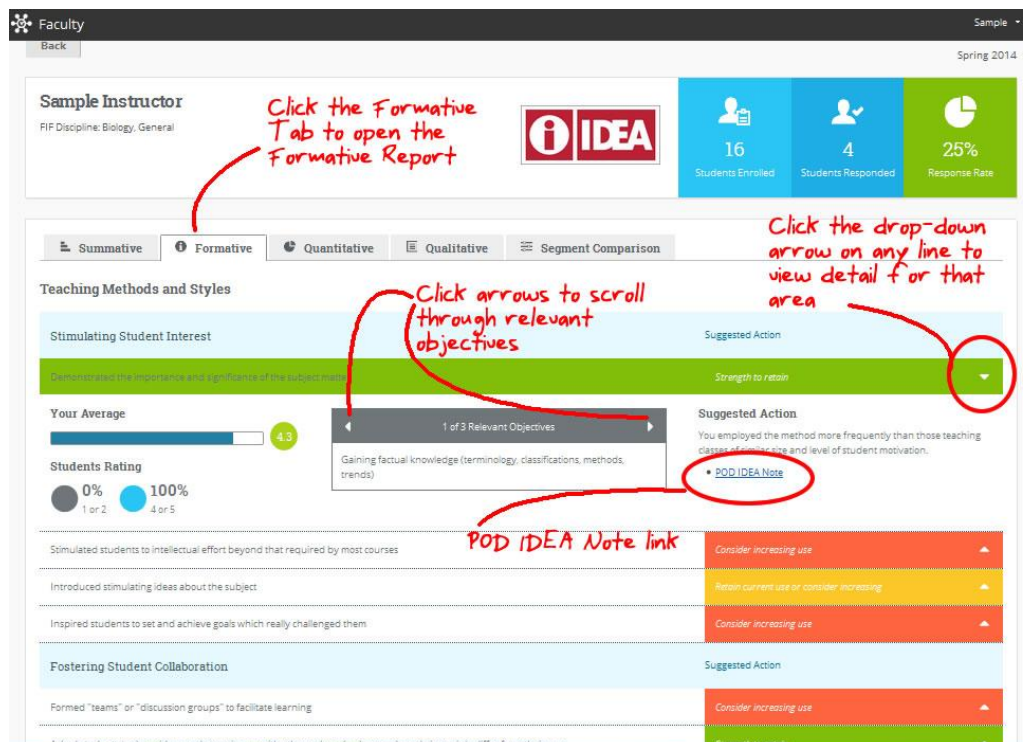
Figure 25

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 26*)
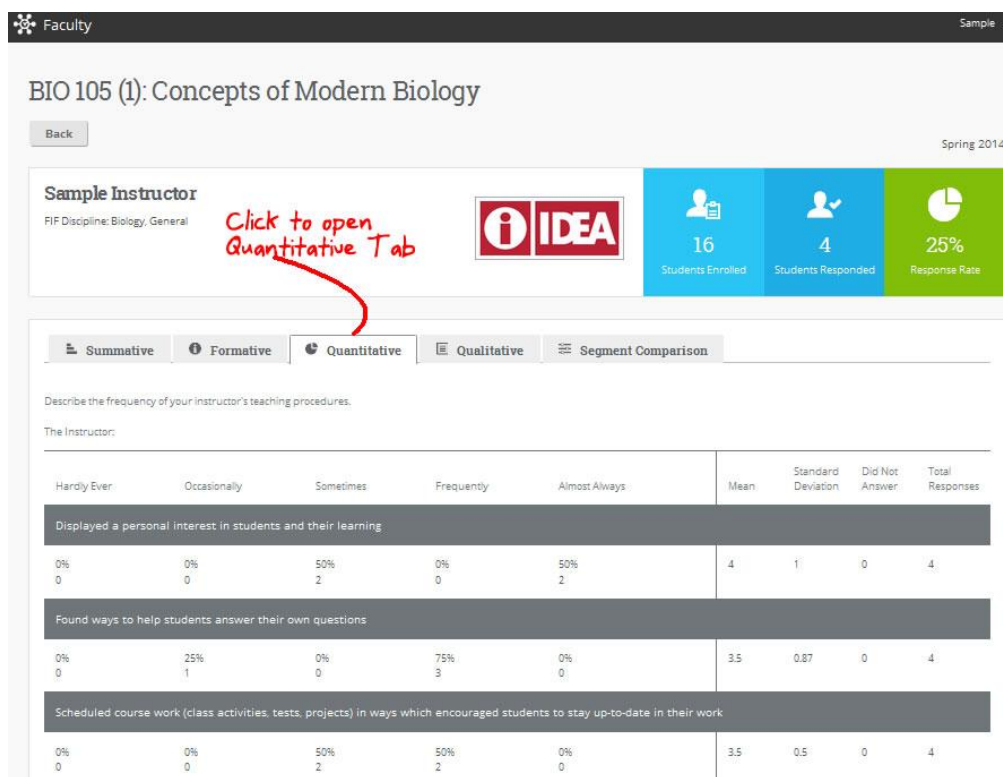

Figure 26

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 stya 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 students, or "real life" activies
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 aon 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 thiscourse
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 reources 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.

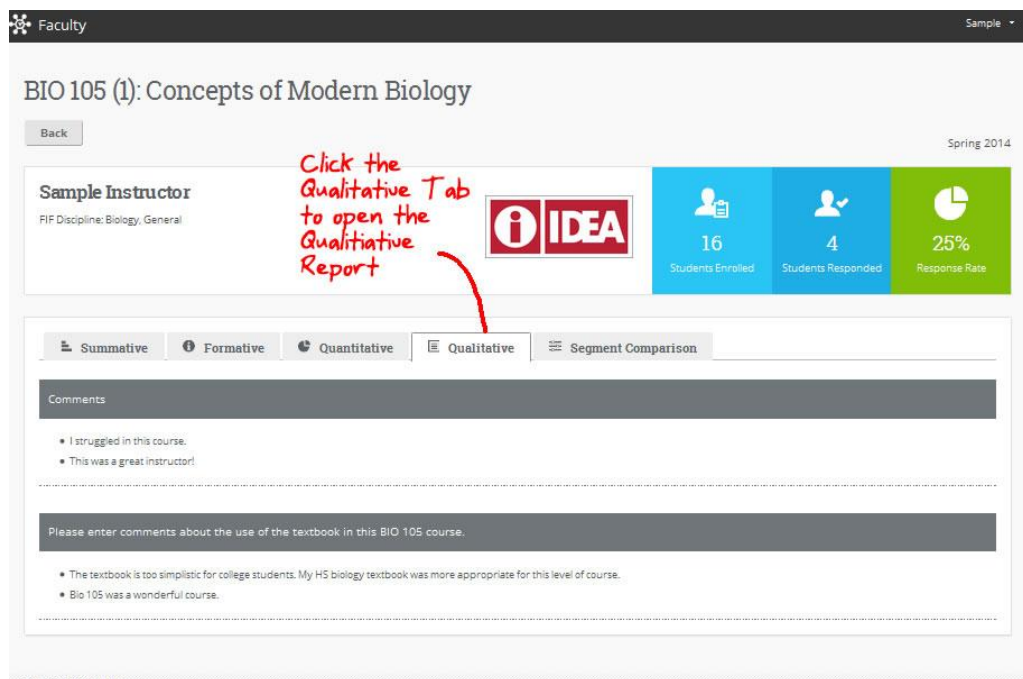1. Click the Qualitative Tab. Student comments are displayed. (*Figure 27*)

Figure 27

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 28*)

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
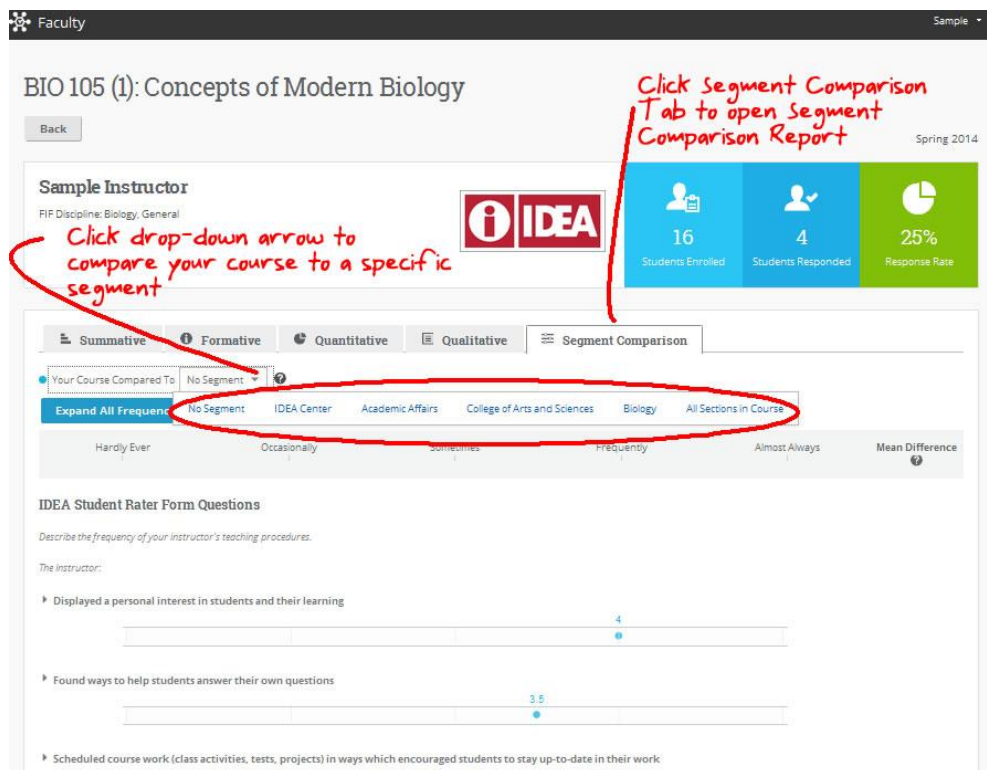   - Your discipline
   - All sections of your course

Figure 28

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.
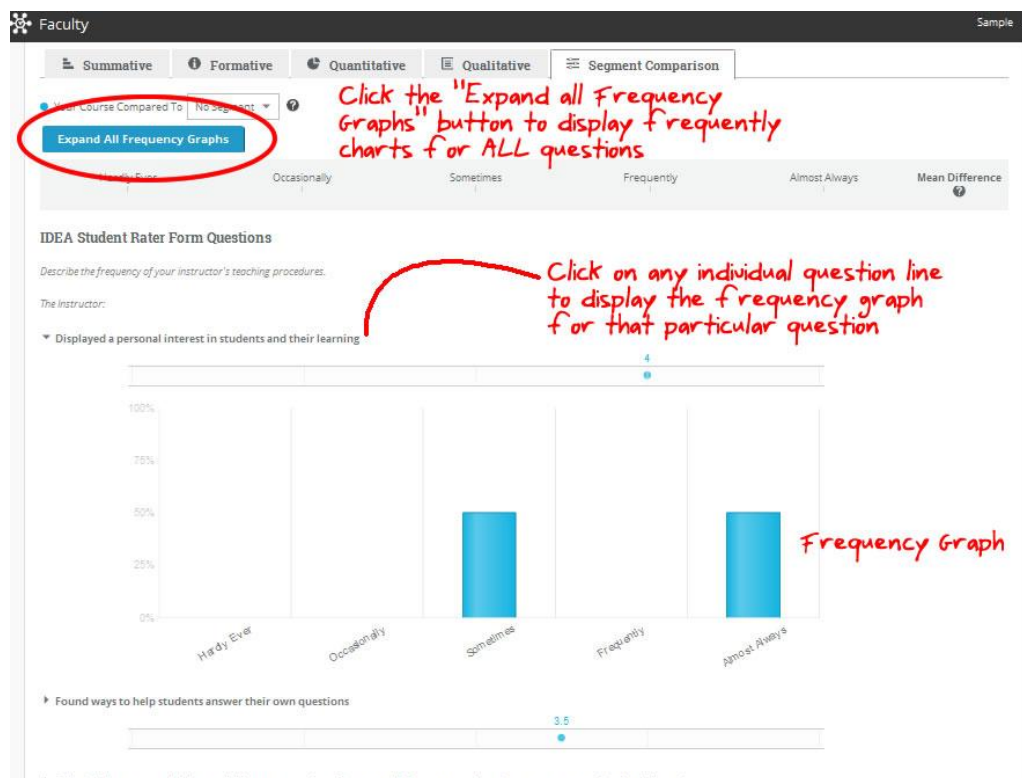

Figure 29

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

FIF and Learning Objectives

Faculty Information Form (PDF)

Learning Objectives and Teaching Methods
Some Thoughts on Selecting IDEA Objectives (PDF)

Integrating IDEA Objectives into a Course Syllabus (PDF)

Custom Questions

Using Additional Questions (PDF)

Using Additional Questions for Online Courses (PDF)

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)

Looking for more help?
Email FDUIDEAHELP@gmail.com and/or see "Materials for Students" at fduidea.wordpress.com