IDEA for Faculty
ANALYSIS, ASSESSMENT, & ACCREDITATION

About our office and role

- Responsible for Institutional Research and Accreditation
- Gather and analyze data about university activities and outcomes and create actionable information
- Establish systems and measures that inform continuous improvement
- Provide information on USU students, faculty and the university community
TRAINING OUTLINE

Survey Process
  • Faculty Information Forms
  • Understanding Results
  • Typical Timeline

Boosting Response Rates
  • Why is it important?
  • What can I do?

IDEA Results- Reporting
  • Course and Instructor Scores
  • Reports for Faculty Reviews
UNDERSTANDING IDEA AND ITS ROLE

Summary of the IDEA instrument and its purpose

• IDEA is designed to gather student self-assessment of learning, perspectives on classroom activities, and sense of instructor engagement
• IDEA is a valid methodology to collect and understand student perspectives of the classroom experience
• IDEA is not the only way to understand instructor effectiveness in the classroom
• IDEA is not the only tool which should be used to evaluate instructors in the classroom
Welcome to IDEA Online's Faculty Information Form (FIF).

Please take a moment to complete the FIF for the following course at Utah State University:

Course Number: TEST1001  
Course Title: IDEA System and How it Works  
Course Instructor: Torrens, Michael  
Course Schedule: (not provided)  
Course Time: (not provided)

You may add questions to the student response forms for this class by clicking the Manage Additional Questions link below. You may also review additional questions added by the on-campus coordinator by clicking on the link. Once the student surveys begin, you will no longer be able to add questions.

The FIF will be available to complete until 9/9/2011. 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 needed, you may visit the FIF multiple times.

Manage Additional Questions | Complete Faculty Information Form (FIF)
## Faculty Information Form (FIF)

### Copy Previously Selected Course Objectives
There are currently no Faculty Information Form responses to copy.

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

- 0300 Conservation & Renewable Natural Resources

Browse the full catalog of discipline codes.

## Objectives

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, you are recommended that you select no more than 4 objectives, either as "Essential," "Important," or "Some value," what you want students to learn. The weighting system used to generate summary results in the IDEA report weights Essential objectives "2," Important objectives "1," and Minor objectives "0."

<table>
<thead>
<tr>
<th>M</th>
<th>I</th>
<th>E</th>
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</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material to improve thinking, problem solving, and decision-making
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intercultural activity (music, science, literature, etc.)
8. Developing self in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
10. Developing a clearer understanding of and commitment to personal values
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Acquiring an interest in learning more by asking questions and seeking answers
INTERPRETING IDEA RESULTS - SUMMARY

- IDEA scores are divided into Raw and Adj. values
- Raw scores are actual performance, Adj. accounts for classroom factors outside the instructor’s control
- Progress on Relevant Objective is determined by the objectives selected by the instructor
- Excellent Teacher and Excellent Course are independent questions on the form
- Results are matched to national comparison group averages (IDEA, discipline, etc.) and assigned a T-score
- Scores are statistically organized into performance tiers based on an analysis of standard deviation

### Your Average Scores

<table>
<thead>
<tr>
<th>A. Progress on Relevant Objectives ¹</th>
<th>Overall Ratings</th>
<th>Summary Evaluation (Average of A &amp; D) ¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raw 4.1 Adj. 4.8</td>
<td>B. Excellent Teacher 4.2 Adj. 4.4</td>
<td>C. Excellent Course 3.8 Adj. 4.2</td>
</tr>
<tr>
<td></td>
<td>D. Average of B &amp; C 4.0 Adj. 4.3</td>
<td></td>
</tr>
</tbody>
</table>

### Your Converted Average When Compared to All Classes in the IDEA Database

<table>
<thead>
<tr>
<th>Comparison Category</th>
<th>A. Progress on Relevant Objectives</th>
<th>B. Excellent Teacher</th>
<th>C. Excellent Course</th>
<th>D. Average of B &amp; C</th>
<th>Summary Evaluation (Average of A &amp; D)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Much Higher</td>
<td>Highest 10% (63 or higher)</td>
<td>64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Higher</td>
<td>Next 20% (56–62)</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Similar</td>
<td>Middle 40% (45–55)</td>
<td>54</td>
<td>54</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td>52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower</td>
<td>Next 20% (38–44)</td>
<td>54</td>
<td>50</td>
<td>48</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>52</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much Lower</td>
<td>Lowest 10% (37 or lower)</td>
<td>52</td>
<td>50</td>
<td>48</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td></td>
<td>52</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Your Converted Average When Compared to Your:

<table>
<thead>
<tr>
<th>Discipline (IDEA Data)</th>
<th>82</th>
<th>65</th>
<th>47</th>
<th>52</th>
<th>44</th>
<th>53</th>
<th>46</th>
<th>53</th>
<th>49</th>
<th>59</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution</td>
<td>51</td>
<td>64</td>
<td>47</td>
<td>54</td>
<td>42</td>
<td>56</td>
<td>45</td>
<td>55</td>
<td>48</td>
<td>60</td>
</tr>
</tbody>
</table>

IDEA Discipline used for comparison: Political Science & Government
INTERPRETING IDEA RESULTS - OBJECTIVES

- Only the objectives selected by the faculty member will be used to calculate the Progress on Objective Score
- Scores are compared to three different groups: IDEA national database, IDEA discipline database, and USU results
- The expectation is to be Similar or higher when comparing to the national database

<table>
<thead>
<tr>
<th>Importance Rating</th>
<th>Your Average (5-point scale)</th>
<th>Percent of Students Rating</th>
<th>Your Converted Average When Compared to Group Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Raw</td>
<td>Adj</td>
<td>1 or 2</td>
</tr>
<tr>
<td>1. Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>Minor/None</td>
<td>4.2</td>
<td>4.5</td>
</tr>
<tr>
<td>2. Learning fundamental principles, generalizations, or theories</td>
<td>Minor/None</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td>3. Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>Important</td>
<td>4.2</td>
<td>4.5</td>
</tr>
<tr>
<td>4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td>Minor/None</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td>5. Acquiring skills in working with others as a member of a team</td>
<td>Minor/None</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td>6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
<td>Minor/None</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td>7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
<td>Minor/None</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td>8. Developing skill in expressing myself orally or in writing</td>
<td>Essential</td>
<td>4.3</td>
<td>5.0</td>
</tr>
<tr>
<td>9. Learning how to find and use resources for answering questions or solving problems</td>
<td>Minor/None</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td>10. Developing a clearer understanding of, and commitment to, personal values</td>
<td>Minor/None</td>
<td>4.1</td>
<td>4.5</td>
</tr>
<tr>
<td>11. Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td>Essential</td>
<td>4.3</td>
<td>4.7</td>
</tr>
<tr>
<td>12. Acquiring an interest in learning more by asking my own questions and seeking answers</td>
<td>Minor/None</td>
<td>4.1</td>
<td>4.5</td>
</tr>
</tbody>
</table>

Progress on Relevant Objectives: 4.3 4.8
HOW AAA SELECTS A SCORE

Overview of the score selection process used in AAA visualizations located on our website

Diagram:

- **Are adjusted scores lower or higher than unadjusted scores?**
  - **Lower**
    - Do unadjusted (raw) scores meet or exceed expectations?
      - **Yes**
        - Use unadjusted (raw) scores
      - **No**
        - Use adjusted scores
  - **Higher**
    - Use adjusted scores

1For Progress on Objective
TIMELINE FOR THE IDEA SURVEY

Key dates for faculty to be aware of during the fall term for IDEA

• Student Surveys are typically available the last 3 weeks of classes in the semester (11/18 – 12/8 this fall)
• The Faculty Information Form is typically opened up at least a month before the student evaluations go live, and should be completed as soon as possible
• The FIF must be completed before the survey close date, or the IDEA SRI will default to 12 objectives, potentially negatively impacting the results
HOW TO IMPROVE YOUR RESULTS

We want you to succeed,

You have the ability to influence your IDEA results:

• Make sure you focus your courses on 3-5 objectives
• Clear communication about these course objectives to students, and regular integration into the flow of the course, will improve results
• Review the results and student feedback honestly, with the intent to improve the course
• Meet with your peers regularly to review IDEA results, both individually and as groups, and share concerns and best practices
IMPROVING RESPONSE RATES
Robust data sets are necessary for meaningful analysis, so we suggest at least a 65% respondent rate for each course.

- Include the IDEA process in the natural course flow by listing it in the syllabus.
- Include the IDEA process in the natural course flow by creating an assignment in CANVAS for completion of IDEA.
  - If you want help setting up the assignment in CANVAS in future semesters, please get in touch with our programmer, Adam Eidson (adam.eidson@usu.edu).
- Some faculty members informally survey their classes on course progress at the midterm.
- Some faculty offer individual or course-wide incentives to encourage students to participate.
ADDITIONAL RESOURCES

• Faculty FAQ resources: http://www.usu.edu/aaa/idea_faculty_faq.cfm
  - A collection of internal examples and IDEA materials which explain how to interpret your results, how to improve teaching for specific objectives, and an overview of the IDEA process

• Faculty FAQ videos: http://www.usu.edu/aaa/idea_videos.cfm
  - Recorded presentation by our department discussing how to integrate objectives into a syllabus, how to increase response rate, data interpretation, and other items of interest
INTEGRATING IDEA INTO YOUR NARRATIVE

Teaching results are an important part of Promotion and Tenure reviews.

Pie charts help a reviewer quickly understand the ratio of courses in each IDEA performance tier.

Providing the actual number of courses in each tier gives a reviewer an idea of your overall course load.

Adding a narrative component to help explain your results allows you to craft the story you want your results to tell.

Explanation:
As the charts above demonstrate, 91% of my classes are in the top 30% of courses in the IDEA database when looking at progress on learning objectives. And 61% of my courses are in the top 30% of all courses in the IDEA database when looking at the summary evaluation numbers.
Questions and/or Comments?