

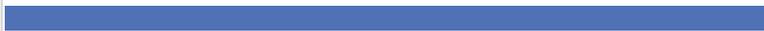
Report

Department Head

Please select the appropriate gender:

	Percent	Count	Percent
Male		13	68.4%
Female		6	31.6%
Total		19	100.0%

Please select the appropriate rank:

	Percent	Count	Percent
Full Professor		19	100.0%
Associate Professor		0	0.0%
Assistant Professor		0	0.0%
Lecturer		0	0.0%
Total		19	100.0%

According to your role statement, what is your area of excellence?

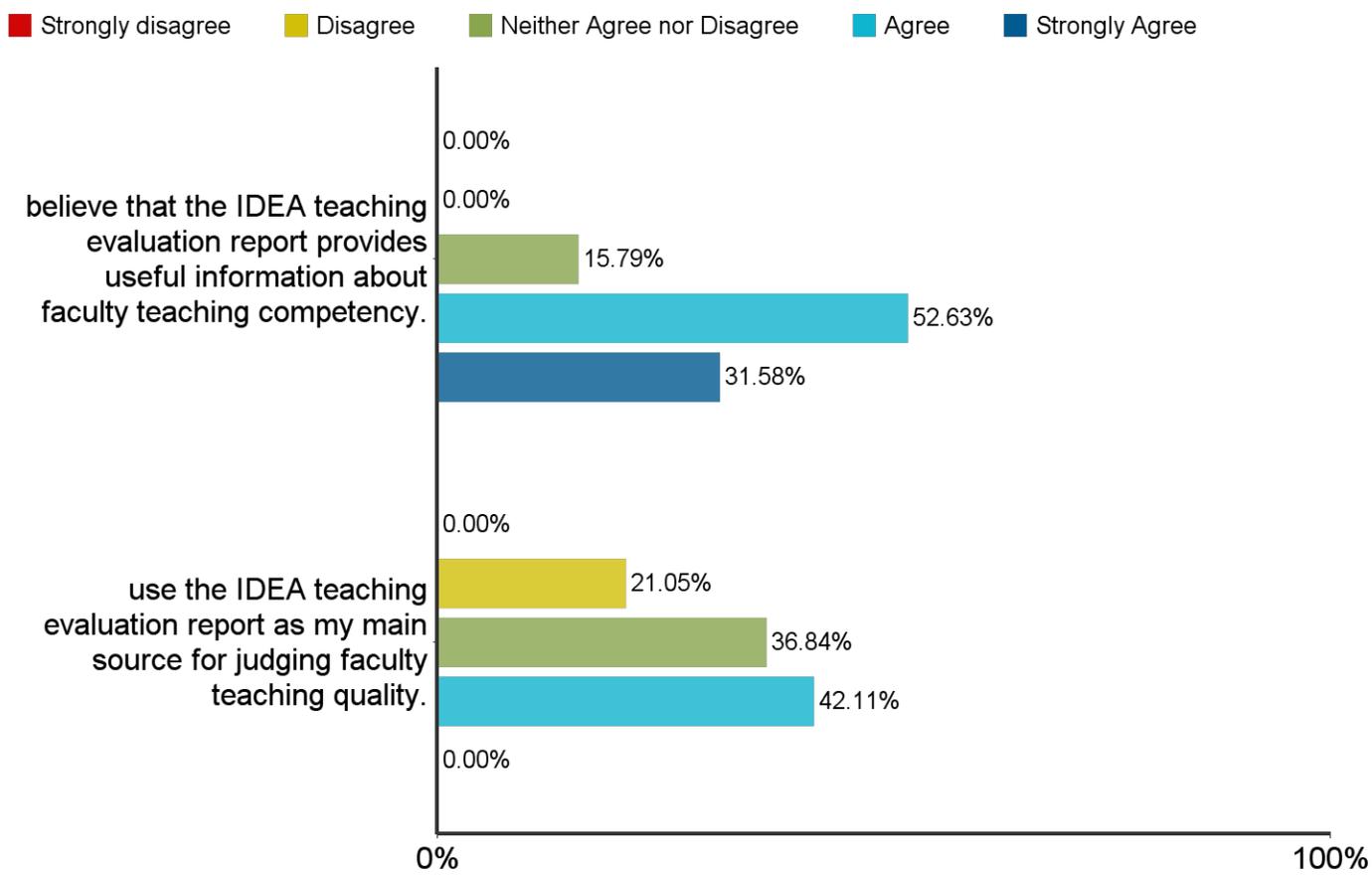
	Percent	Count	Percent
Research		7	38.9%
Teaching		4	22.2%
Service		6	33.3%
Extension		1	5.6%
Total		18	100.0%

Are you a department head?

	Percent	Count	Percent
Yes		19	100.0%
No		0	0.0%
Total		19	100.0%

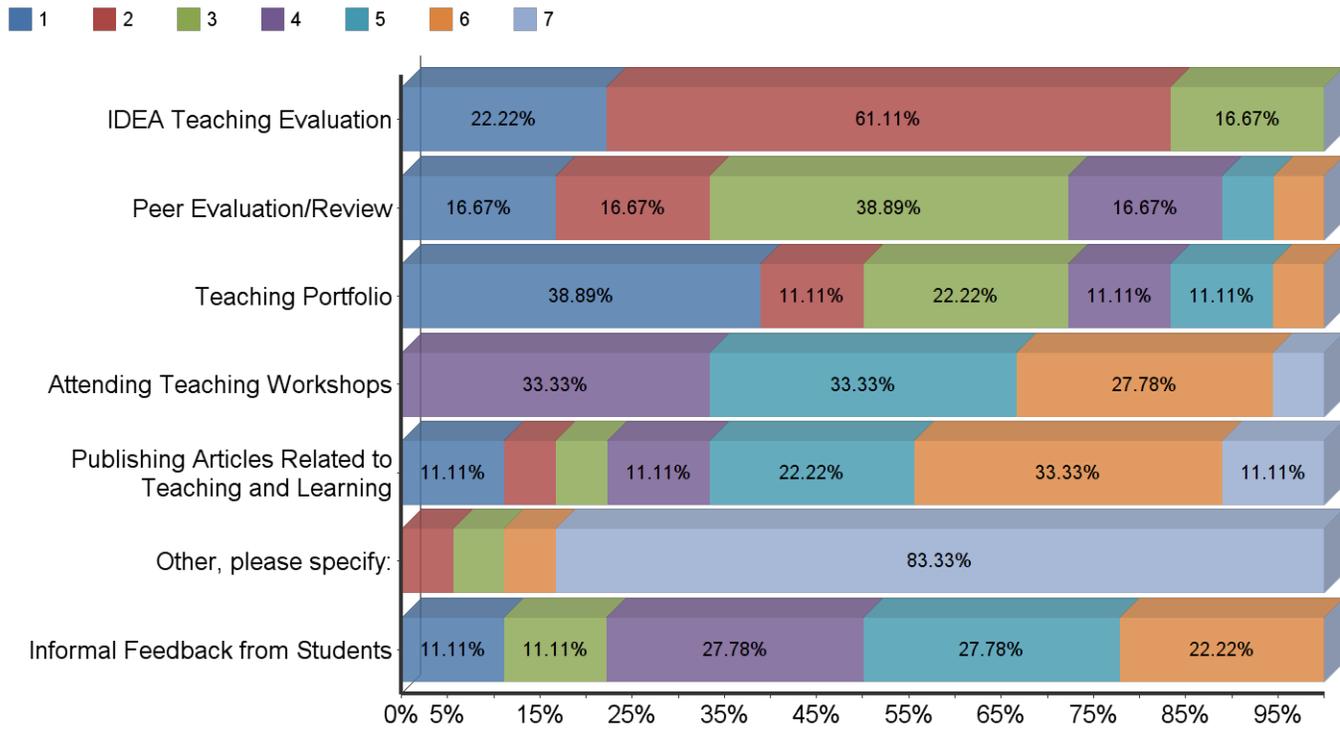
Responses for questions about
repondents' role as
Department Head

When reviewing the faculty IDEA teaching evaluation report, I...



Statistic	believe that the IDEA teaching evaluation report provides useful information about faculty teaching competency.	use the IDEA teaching evaluation report as my main source for judging faculty teaching quality.
Min Value	3	2
Max Value	5	4
Mean	4.16	3.21
Variance	0.47	0.62
Standard Deviation	0.69	0.79
Total Responses	19	19
Total Respondents	19	19

Among the various evaluation methods listed below, in evaluating faculty teaching competence, I would rank these as follows (1 = Most Essential to 7 = Least Essential):



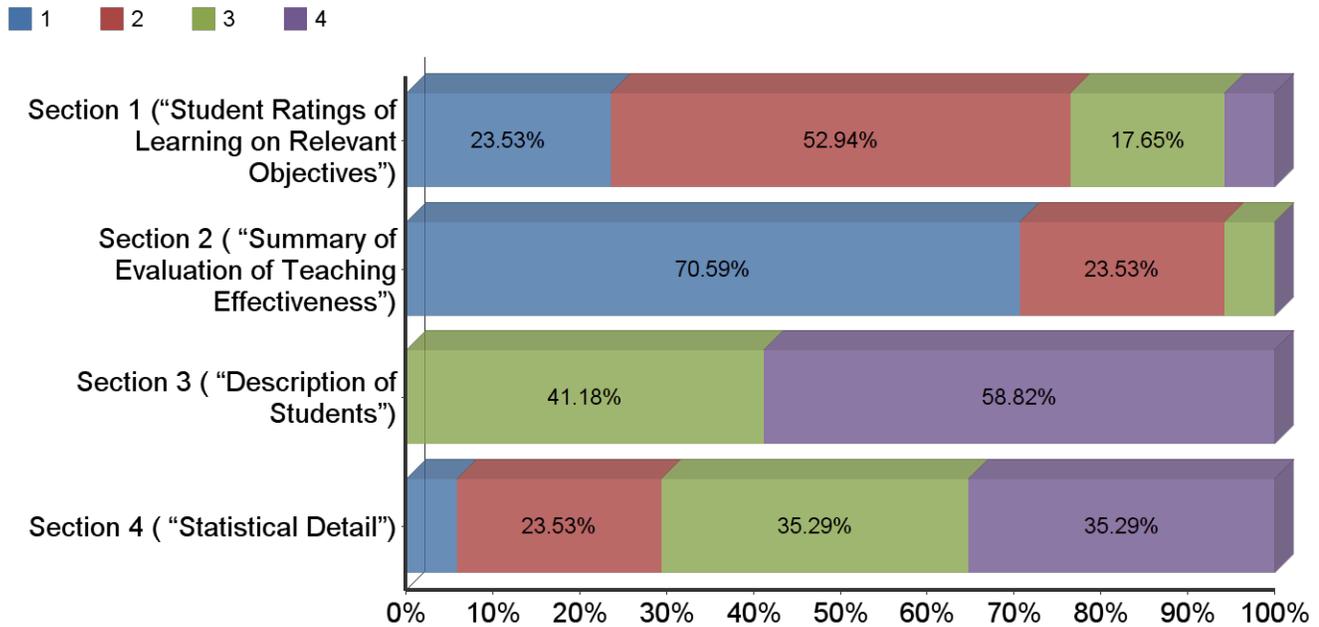
Statistic	IDEA Teaching Evaluation	Peer Evaluation/Review	Teaching Portfolio	Attending Teaching Workshops	Publishing Articles Related to Teaching and Learning	Other, please specify:	Informal Feedback from Students
Min Value	1	1	1	4	1	2	1
Max Value	3	6	6	7	7	7	6
Mean	1.94	2.94	2.61	5.06	4.72	6.44	4.28
Variance	0.41	1.82	2.72	0.88	3.51	2.14	2.33
Standard Deviation	0.64	1.35	1.65	0.94	1.87	1.46	1.53
Total Responses	18	18	18	18	18	18	18

Other, please specify:

Exit survey data on teaching

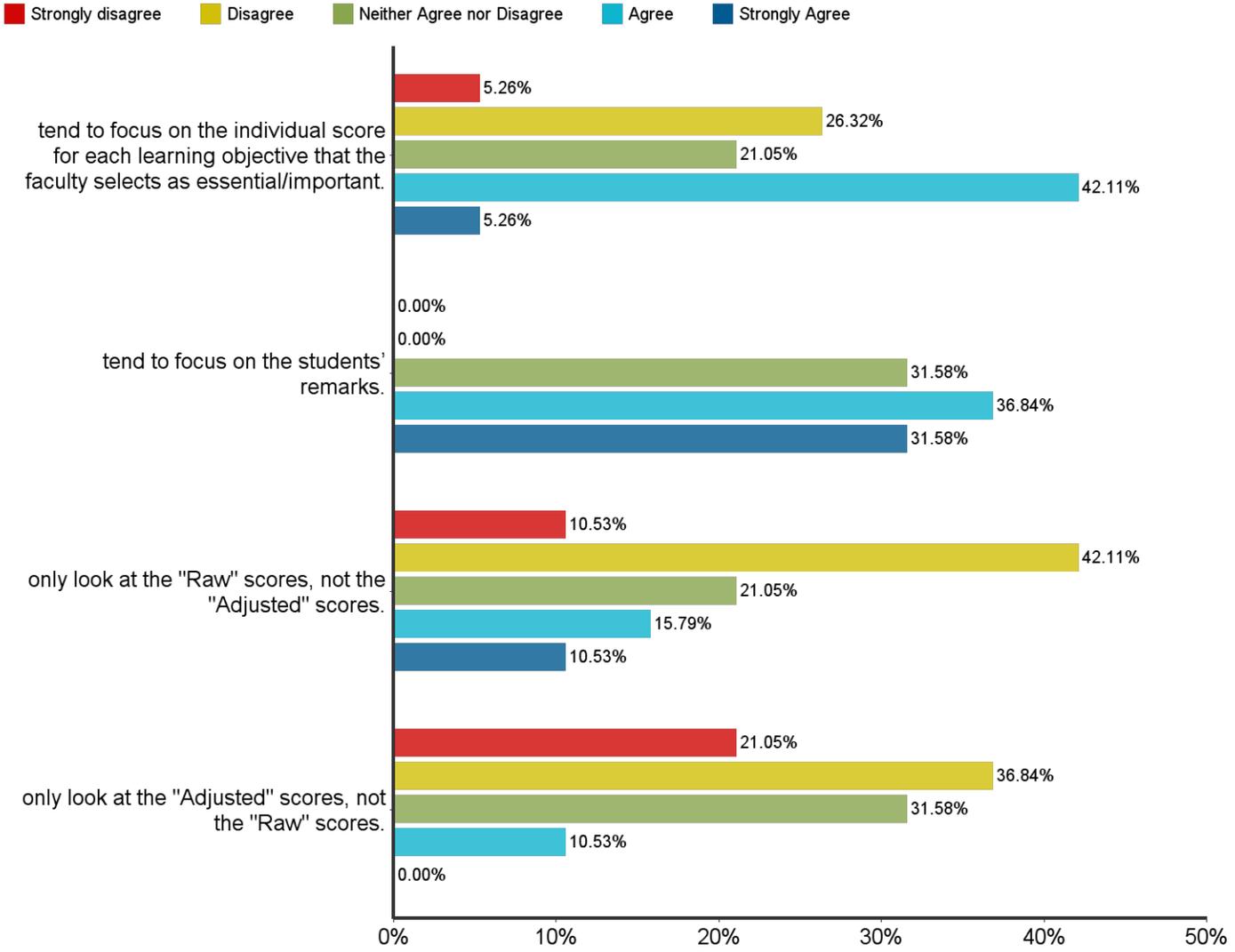
standardized course assessment tools

Rank the following according to your use when reviewing the faculty IDEA teaching evaluation report (1 = Most Essential to 4 = Least Essential):



Statistic	Section 1 ("Student Ratings of Learning on Relevant Objectives")	Section 2 ("Summary of Evaluation of Teaching Effectiveness")	Section 3 ("Description of Students")	Section 4 ("Statistical Detail")
Min Value	1	1	3	1
Max Value	4	3	4	4
Mean	2.06	1.35	3.59	3
Variance	0.68	0.37	0.26	0.88
Standard Deviation	0.83	0.61	0.51	0.94
Total Responses	17	17	17	17

When reviewing the faculty IDEA teaching evaluation report, I...

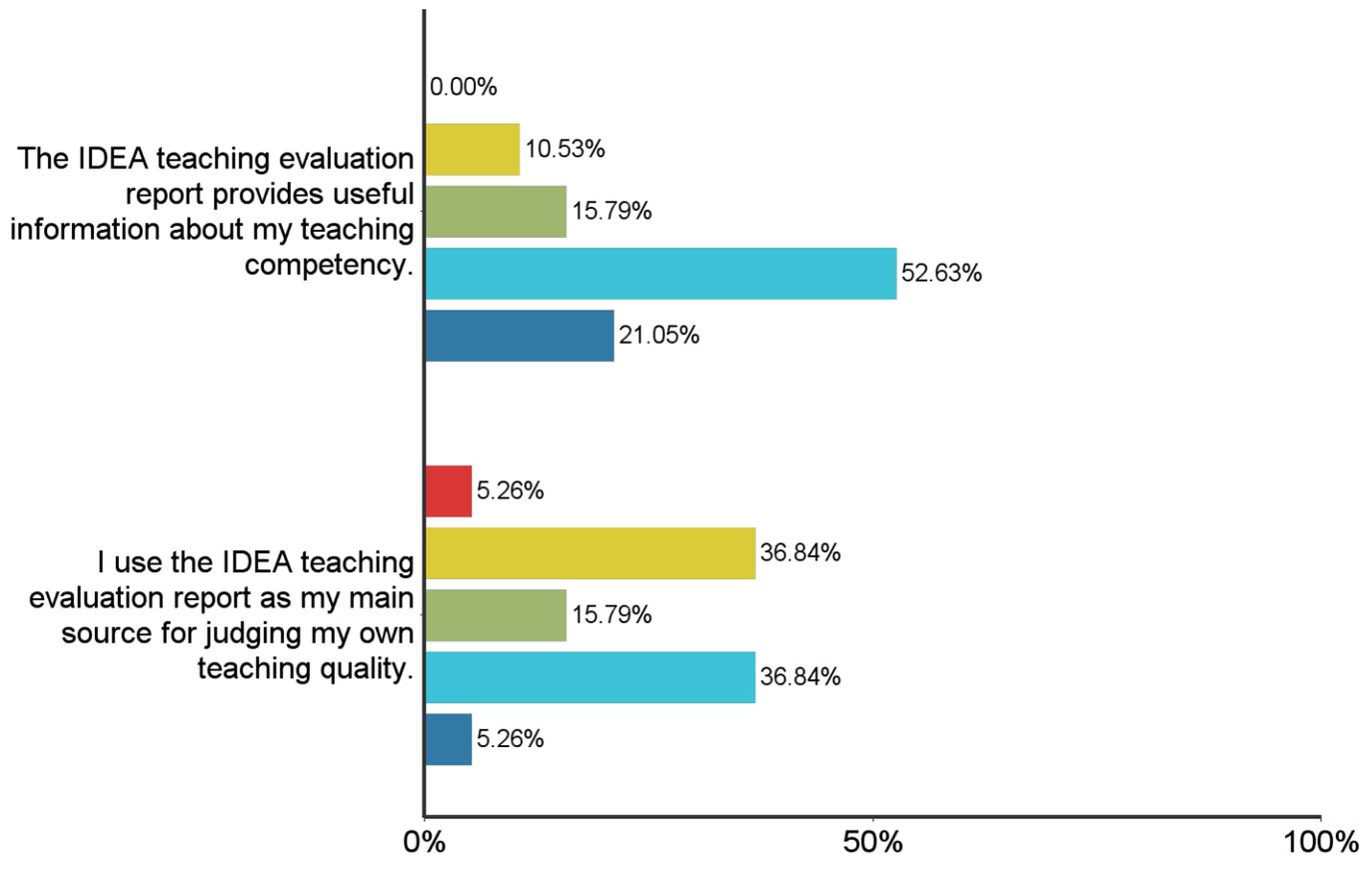


Statistic	tend to focus on the individual score for each learning objective that the faculty selects as essential/important.	tend to focus on the students' remarks.	only look at the "Raw" scores, not the "Adjusted" scores.	only look at the "Adjusted" scores, not the "Raw" scores.
Min Value	1	3	1	1
Max Value	5	5	5	4
Mean	3.16	4	2.74	2.32
Variance	1.14	0.67	1.43	0.89
Standard Deviation	1.07	0.82	1.19	0.95
Total Responses	19	19	19	19
Total Respondents	19	19	19	19

Responses for questions about
repondents' role as
Teaching Faculty

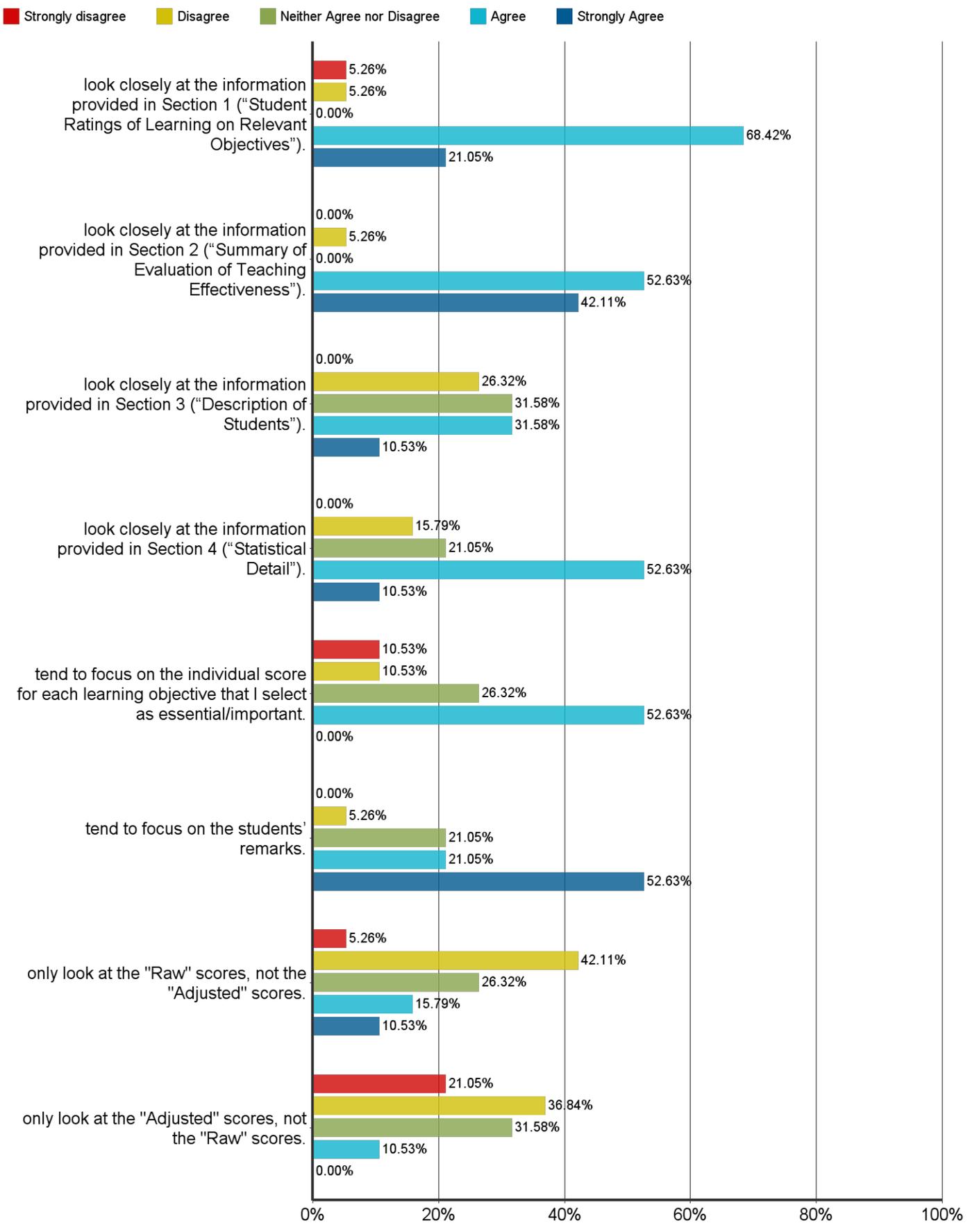
Please respond to the statement as accurately as possible.

Strongly disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

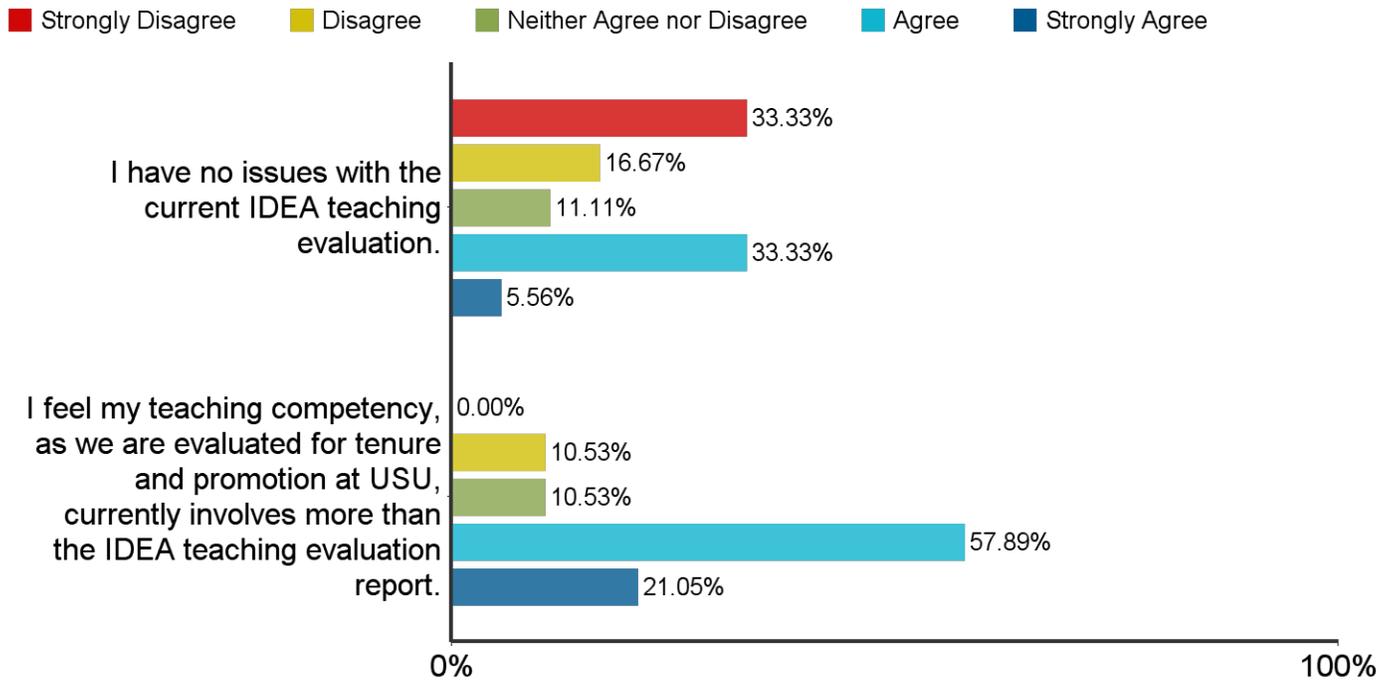


Statistic	The IDEA teaching evaluation report provides useful information about my teaching competency.	I use the IDEA teaching evaluation report as my main source for judging my own teaching quality.
Min Value	2	1
Max Value	5	5
Mean	3.84	3
Variance	0.81	1.22
Standard Deviation	0.9	1.11
Total Responses	19	19
Total Respondents	19	19

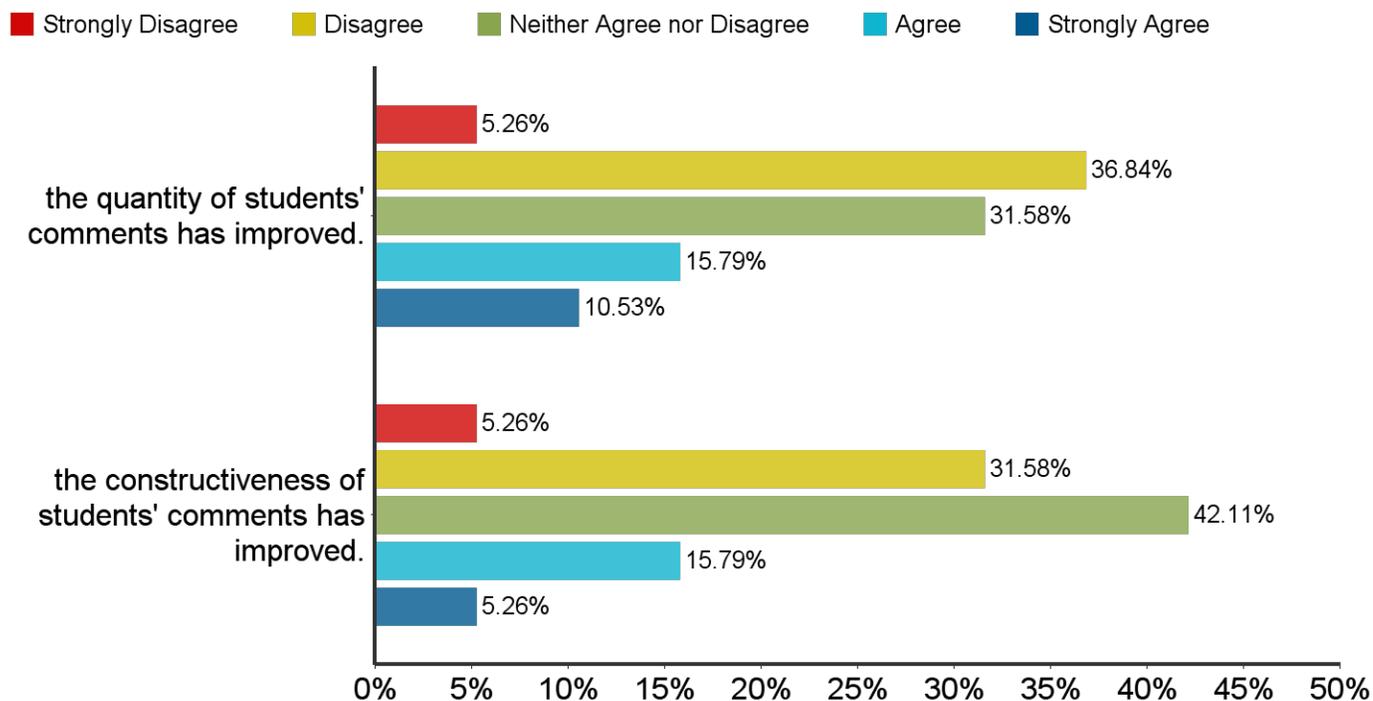
When reviewing my IDEA teaching evaluation report, I...



Please respond to the statements as accurately as possible.



Statistic	I have no issues with the current IDEA teaching evaluation.	I feel my teaching competency, as we are evaluated for tenure and promotion at USU, currently involves more than the IDEA teaching evaluation report.
Min Value	1	2
Max Value	5	5
Mean	2.61	3.89
Variance	2.02	0.77
Standard Deviation	1.42	0.88
Total Responses	18	19
Total Respondents	18	19



Statistic	the quantity of students' comments has improved.	the constructiveness of students' comments has improved.
Min Value	1	1
Max Value	5	5
Mean	2.89	2.84
Variance	1.21	0.92
Standard Deviation	1.1	0.96
Total Responses	19	19
Total Respondents	19	19

What input would you like to contribute to improve the utility of our IDEA teaching evaluation?

What input would you like to contribute to improve the utility of our IDEA teaching evaluation?

Longitudinal assessment of trends, visually approachable summaries, large warning when n= is insufficient.

I believe that the current system is greatly flawed in that completing the evaluations is voluntary. Much like when I am an airline passenger - I am much more likely to submit an evaluation or comment when my luggage is lost or my flight is delayed. When everything is going well, I tend not to submit comments to the airline. Similarly I believe that it is the unhappy students who tend to submit their IDEA course evaluations. In fact, I have had students tell me that they cannot wait to submit bad evaluations for Professor X because they did not like his or her course.

I think confidence intervals would be helpful in determining whether there's a significant difference between instructors or over time. Presumably these intervals would be larger with smaller classes, which would help interpretation of results in small vs. larger classes.

The IDEA response rates for our department's courses are generally very low. Last semester (Fall 2014), only 20% of our classes had a response rate greater than 65%, which I understand is the response rate necessary for the evaluations to have "statistical significance"--so we have been told by the AAA office at USU. These are extremely low response rates compared to the old manner in which course evaluations were conducted at USU. The IDEA evaluations are also conducted in a non-random manner. The responses to the evaluations are "self-selecting." For these reasons alone, I think the IDEA evaluations are a very poor tool for evaluating faculty. I have had nothing but complaints about the IDEA evaluations since I have become department head. I honestly do not think a single faculty member in our department has said anything positive about these evaluations and many have expressed a desire to go back to the "old system."

My experience at other universities has conclusively demonstrated to me that giving student evals in class improves response rates dramatically and gives an accurate, across-the-board evaluation. Online responses are self-sorting; students who are negatively (usually) or positively (rarely) motivated respond. This applies to the national sampling as well. The great middle is often/usually unrepresented. IDEA is impossibly flawed and would fail any kind of peer reviewed methodology in any kind of scientific or social scientific survey method/model. I realize that online is easier and cheaper, but the results are bogus and unusually and it is a shame that so much emphasis is put on them when it comes to T&P and Promotion. It is very, very sad, too.

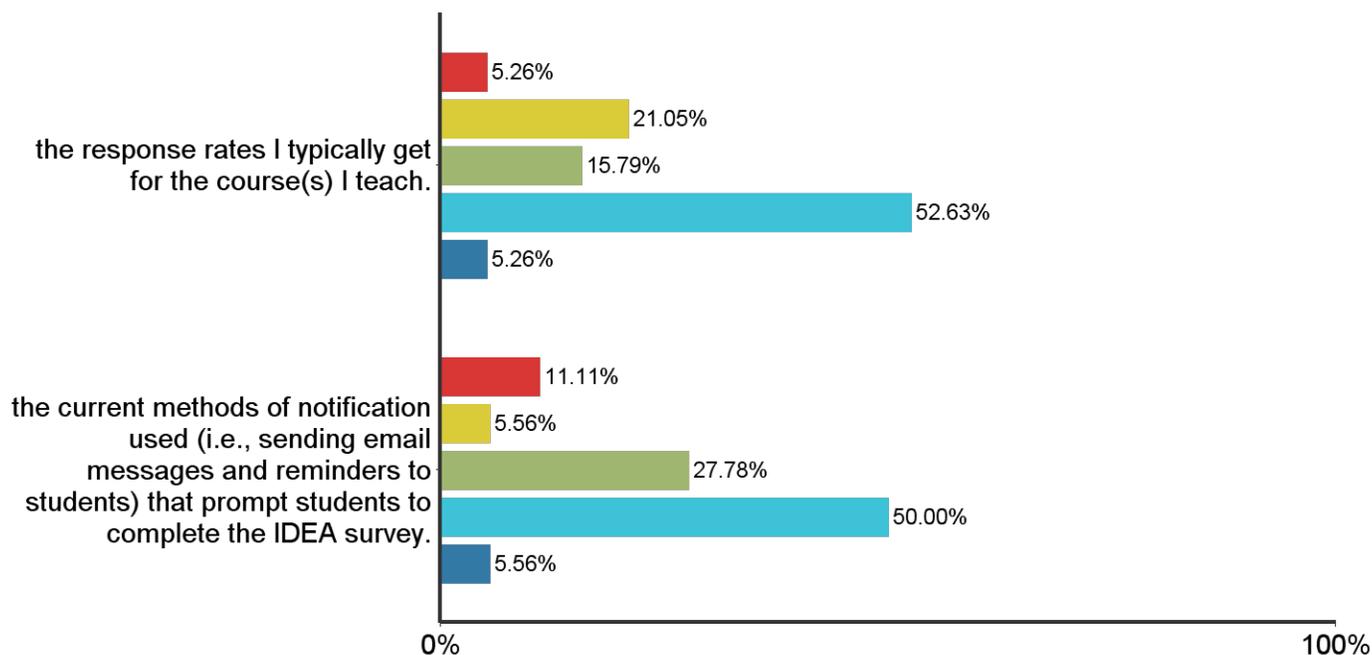
The IDEA system is much better than what we had. Clearly it is not the only thing that should be used to evaluate teaching effectiveness or excellence and I don't know of anyone who thinks it is the only thing we use. It's certainly only part of the P&T binder information for teaching documentation.

Its reporting is cumbersome - too many choices and explanations. Streamlining it would be helpful

The process intrudes on teaching more than it should. Basically, to get a good percentage return, professors have to offer students some incentive, which is usually food or extra credit. A good evaluation instrument should not have to intrude in professors' pedagogy like this in order to get a good return rate.

I am comfortable with...

■ Strongly disagree
 ■ Disagree
 ■ Neither Agree nor Disagree
 ■ Agree
 ■ Strongly Agree



Statistic	the response rates I typically get for the course(s) I teach.	the current methods of notification used (i.e., sending email messages and reminders to students) that prompt students to complete the IDEA survey.
Min Value	1	1
Max Value	5	5
Mean	3.32	3.33
Variance	1.12	1.18
Standard Deviation	1.06	1.08
Total Responses	19	18
Total Respondents	19	18

What other techniques do you typically use (if any) to increase/maintain your response rates in any given course?

What other techniques do you typically use (if any) to increase/maintain your response rates in any given course?

I give a trivial amount of extra credit to all, if the response rate reaches 75% for the class.

few bonus points; map in the syllabus the course learning outcomes vs important IDEA learning objectives

Have evaluations done in class.

Use class time to fill them out.

I don't use any such techniques. I believe the mere necessity to use such techniques--call them if you will "bribes"--to have students complete the IDEA surveys is itself an indication that the IDEA system does not work.

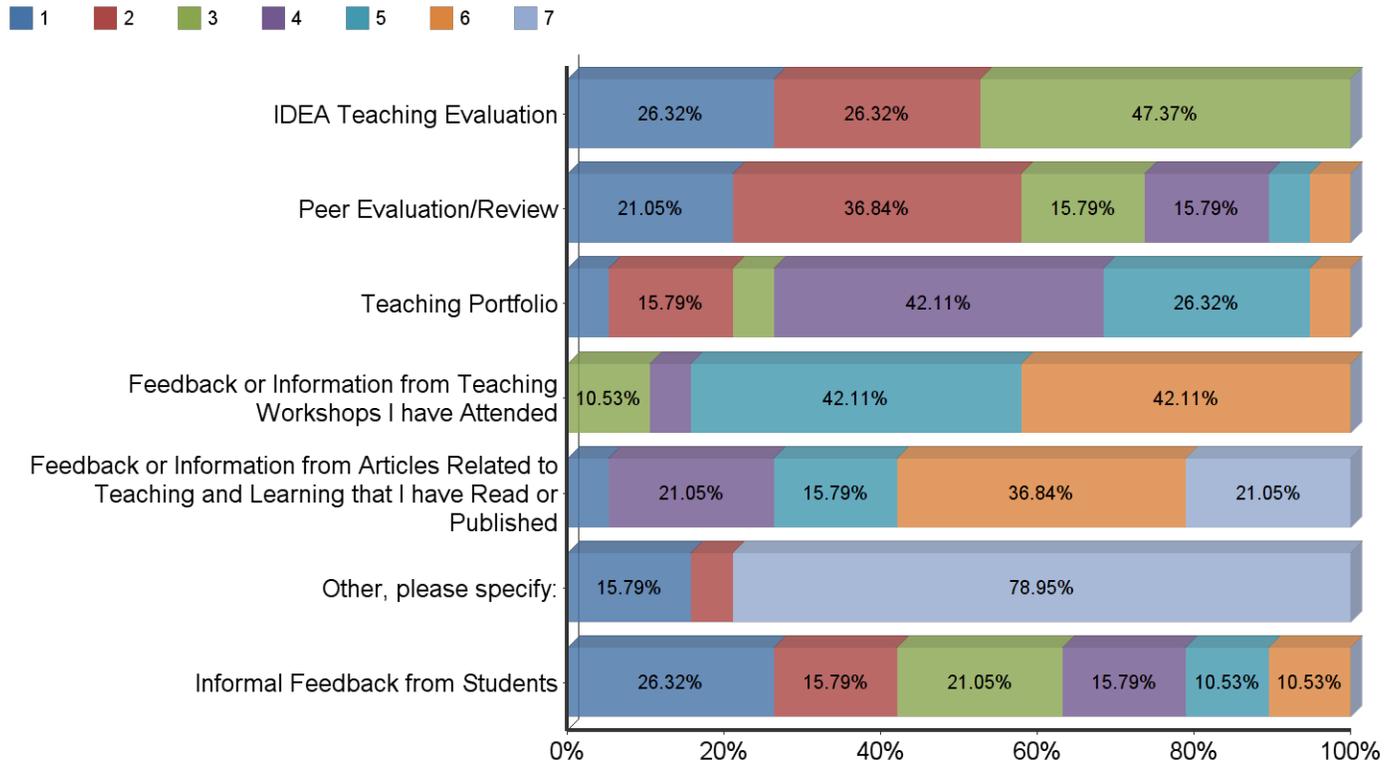
I've tried giving extra credit for the whole class if above 80% respond, but if we have to resort to gimmicks and goodies it means - uncontrovertibly - that the instrument is both ineffective and needs to be replaced.

An addition to the syllabus and reminders in class

Report levels during class time and indicate their importance to me.

Food.

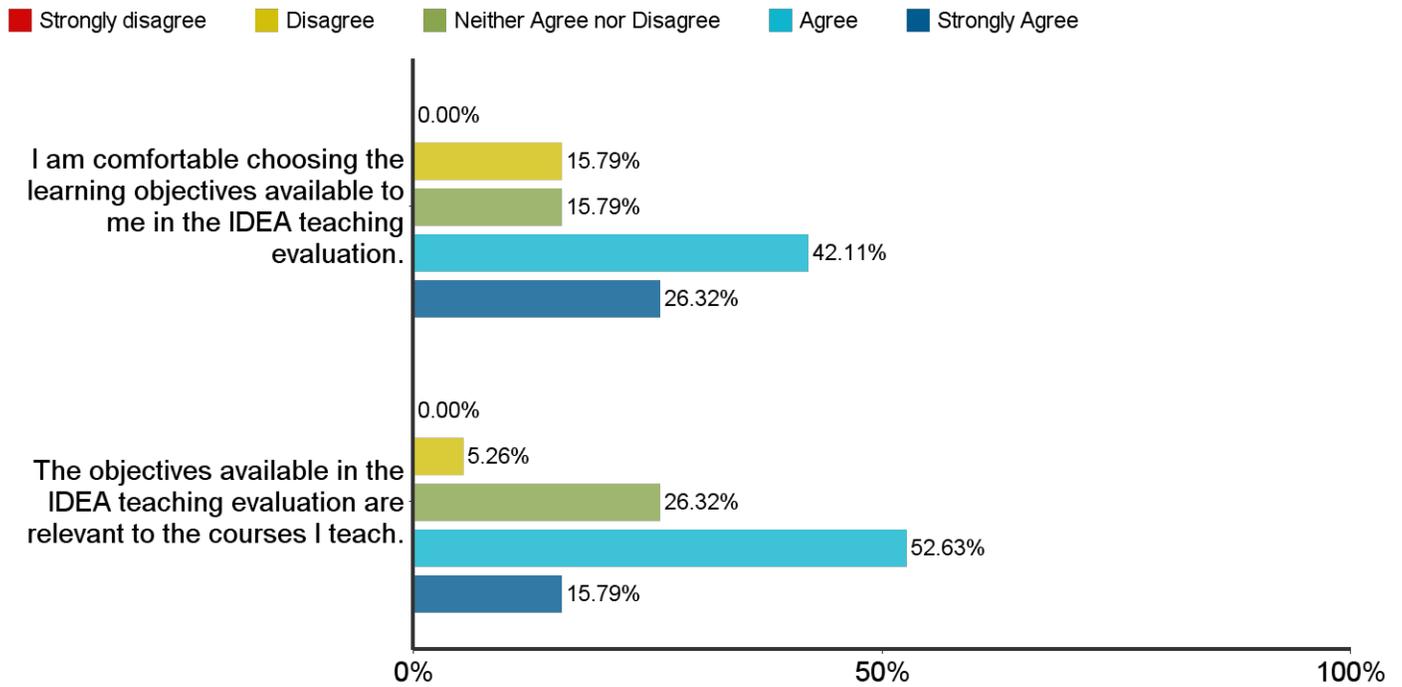
Among the various evaluation methods listed below, in evaluating my own teaching competency, I would rank these as follows (1 = Most Essential to 7 = Least Essential):



Statistic	IDEA Teaching Evaluation	Peer Evaluation/Review	Teaching Portfolio	Feedback or Information from Teaching Workshops I have Attended	Feedback or Information from Articles Related to Teaching and Learning that I have Read or Published	Other, please specify:	Informal Feedback from Students
Min Value	1	1	1	3	1	1	1
Max Value	3	6	6	6	7	7	6
Mean	2.21	2.63	3.84	5.16	5.37	5.79	3
Variance	0.73	2.02	1.7	0.92	2.25	5.84	2.89
Standard Deviation	0.85	1.42	1.3	0.96	1.5	2.42	1.7
Total Responses	19	19	19	19	19	19	19

Other, please specify:
Quality of the work produced
class assessment
Student comments
objective assessment tools

Please respond to the statements as accurately as possible.



Statistic	I am comfortable choosing the learning objectives available to me in the IDEA teaching evaluation.	The objectives available in the IDEA teaching evaluation are relevant to the courses I teach.
Min Value	2	2
Max Value	5	5
Mean	3.79	3.79
Variance	1.06	0.62
Standard Deviation	1.03	0.79
Total Responses	19	19
Total Respondents	19	19

How many IDEA learning objectives do you typically choose for your courses?

#	Answer	Bar	Response	%
1	1		0	0.00%
2	2		5	26.32%
3	3		10	52.63%
4	4		3	15.79%
5	More than 4		1	5.26%
	Total		19	100.00%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
2	5	3.00	0.67	0.82	19	19

How do you choose the learning objectives for your course?

How do you choose the learning objectives for your course?

I take time to map in the syllabus the course learning outcomes vs important IDEA learning objectives. That helps keep students and me on same page.

Based on what I teach. However, I have had students tell me that they find the learning objectives that they evaluate in IDEA to be a joke.

Align them with objectives on my syllabus

I limit it severely and think very carefully about what the class really focuses on.

Experience and my assessment of what students would want to evaluate.

They almost select themselves. For the types of courses we teach (science) items 1-4 are important.

Select those most relevant to my course.

A combination of the expectations for the course and my expectations for myself

Reflect on syllabus and previous course experiences

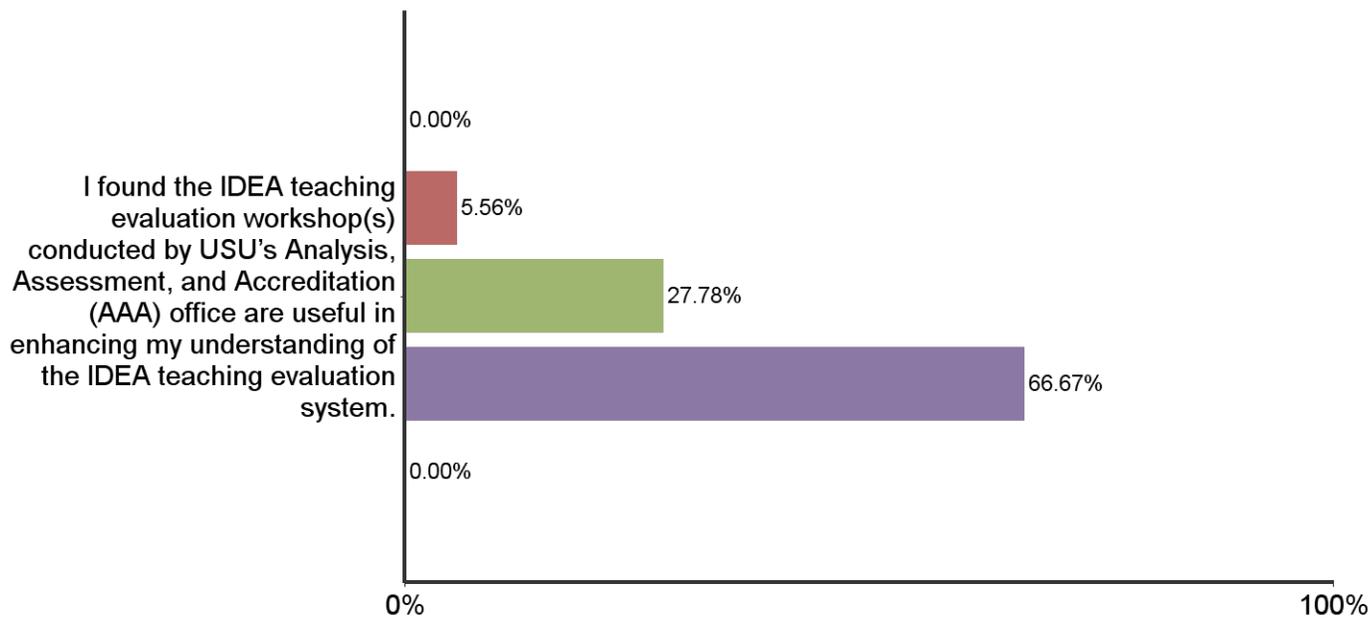
How many IDEA teaching evaluation workshops (or archived videos) have you attended (watched)?

Value		Percent	Count	Percent
1	0		1	5.3%
2	1 - 3		15	78.9%
3	4 or more		3	15.8%
-	Total		19	100.0%

Min Value	Max Value	Average Value	Variance	Standard Deviation	Total Responses	Total Respondents
1	3	2.11	0.21	0.46	19	19

Please respond to the following statement as accurately as possible.

Strongly disagree Disagree Neither Agree nor Disagree Agree Strongly Agree



Statistic	I found the IDEA teaching evaluation workshop(s) conducted by USU's Analysis, Assessment, and Accreditation (AAA) office are useful in enhancing my understanding of the IDEA teaching evaluation system.
Min Value	2
Max Value	4
Mean	3.61
Variance	0.37
Standard Deviation	0.61
Total Responses	18
Total Respondents	18