# Report

Teaching Faculty

**Please select the appropriate gender:**

| | Percent | Count | Percent |
|---|---|---|---|
| Male | | 196 | 63.4% |
| Female | | 113 | 36.6% |
| Total | | 309 | 100.0% |

**Please select the appropriate rank:**

| | Percent | Count | Percent |
|---|---|---|---|
| Full Professor | | 100 | 32.5% |
| Associate Professor | | 82 | 26.6% |
| Assistant Professor | | 73 | 23.7% |
| Lecturer | | 53 | 17.2% |
| Total | | 308 | 100.0% |

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

| | Percent | Count | Percent |
|---|---|---|---|
| Research | | 148 | 48.5% |
| Teaching | | 143 | 46.9% |
| Service | | 7 | 2.3% |
| Extension | | 7 | 2.3% |
| Total | | 305 | 100.0% |

**Are you a department head?**

| | Percent | Count | Percent |
|---|---|---|---|
| Yes | | 19 | 6.1% |
| No | | 291 | 93.9% |
| Total | | 310 | 100.0% |

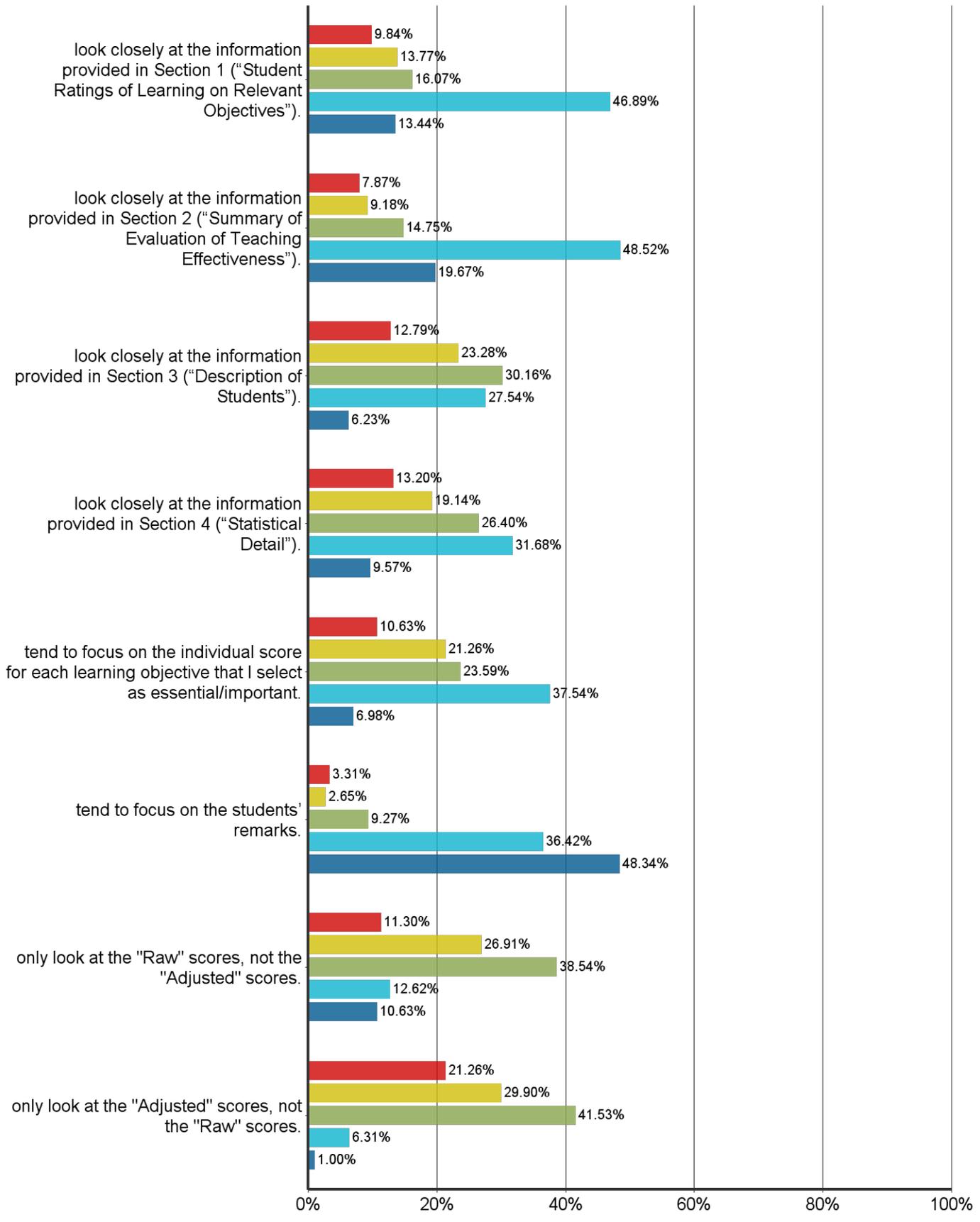**Please respond to the statement as accurately as possible.**

Legend: ■ Strongly disagree  ■ Disagree  ■ Neither Agree nor Disagree  ■ Agree  ■ Strongly Agree

The IDEA teaching evaluation report provides useful information about my teaching competency.
- 16.94%
- 27.69%
- 22.15%
- 28.34%
- 4.89%

I use the IDEA teaching evaluation report as my main source for judging my own teaching quality.
- 25.49%
- 33.99%
- 22.88%
- 14.71%
- 2.94%
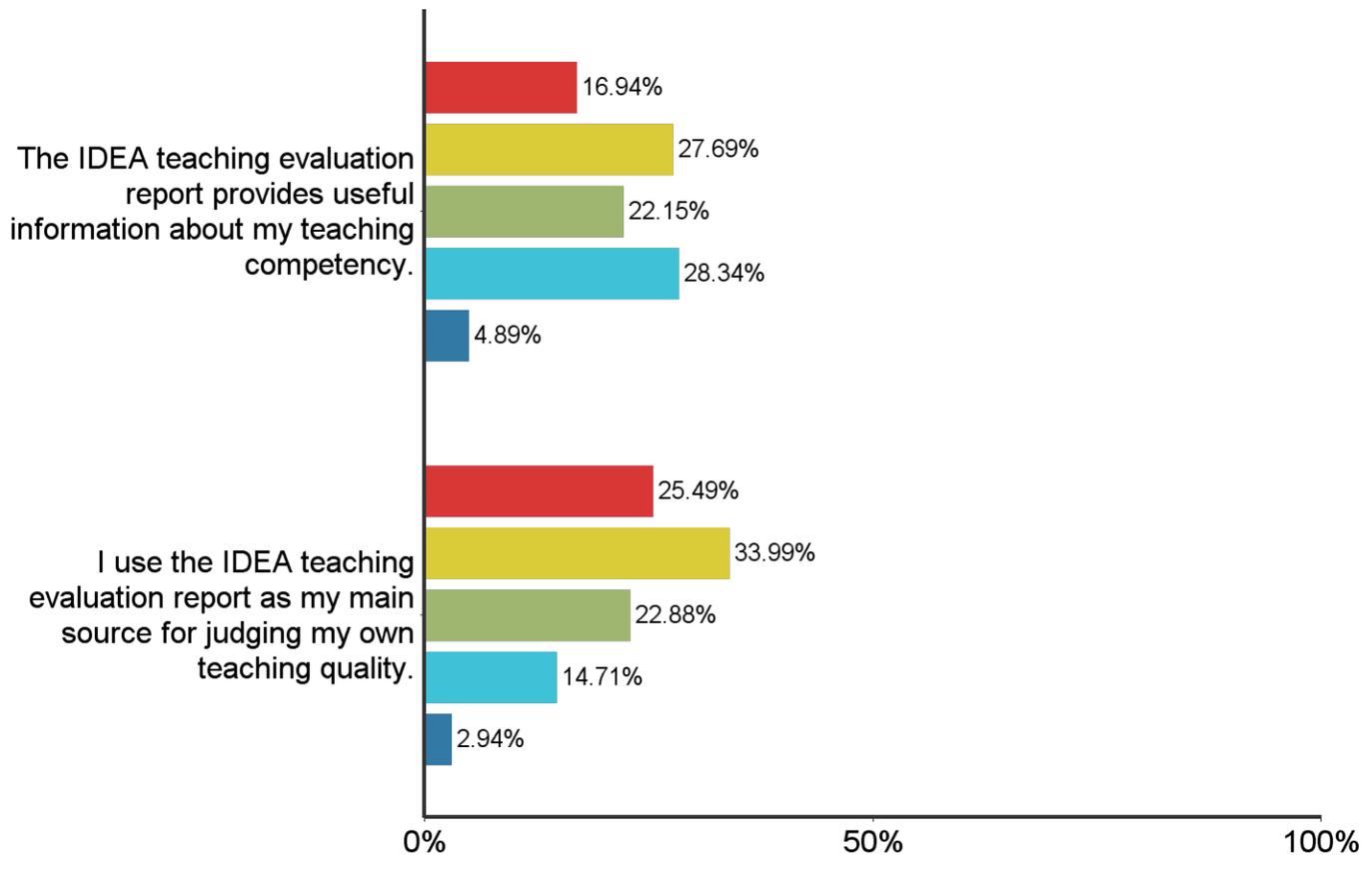
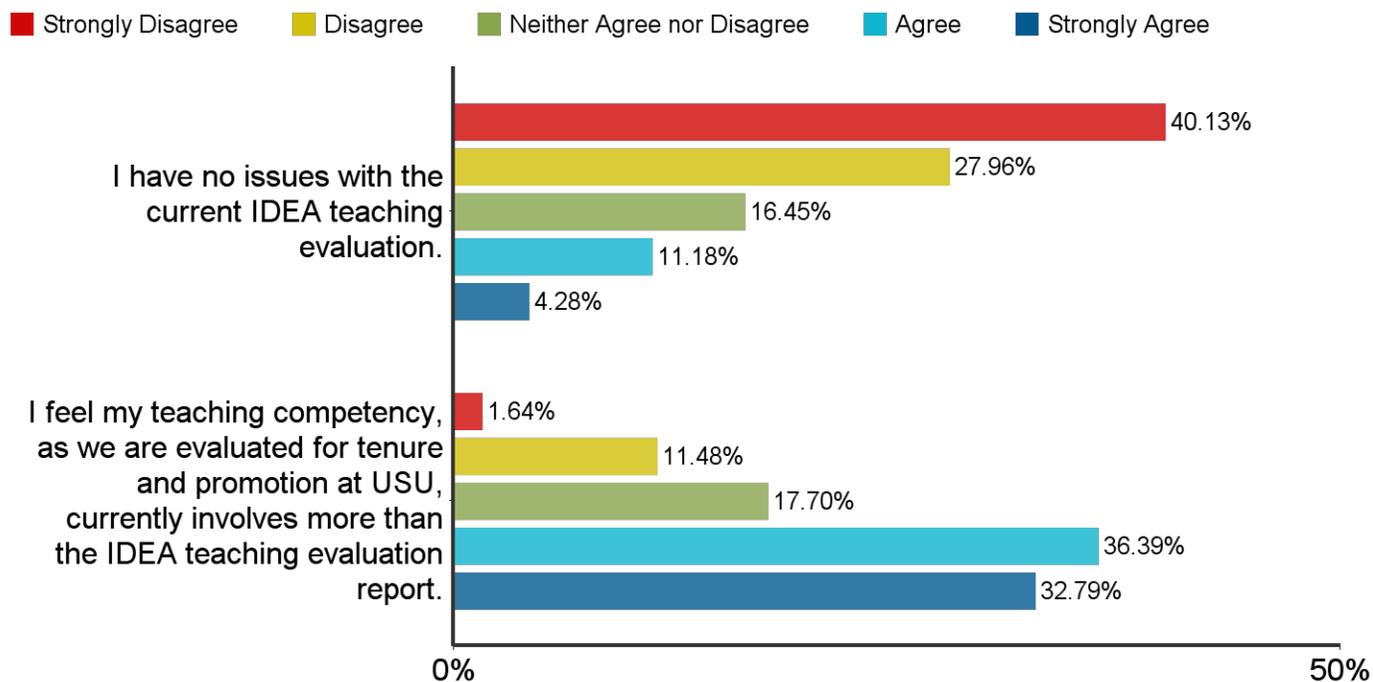| Statistic | The IDEA teaching evaluation report provides useful information about my teaching competency. | I use the IDEA teaching evaluation report as my main source for judging my own teaching quality. |
|---|---|---|
| Min Value | 1 | 1 |
| Max Value | 5 | 5 |
| Mean | 2.77 | 2.36 |
| Variance | 1.38 | 1.21 |
| Standard Deviation | 1.18 | 1.1 |
| Total Responses | 307 | 306 |
| Total Respondents | 307 | 306 |

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



Legend: Strongly disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree

**look closely at the information provided in Section 1 ("Student Ratings of Learning on Relevant Objectives").**
- Strongly disagree: 9.84%
- Disagree: 13.77%
- Neither Agree nor Disagree: 16.07%
- Agree: 46.89%
- Strongly Agree: 13.44%

**look closely at the information provided in Section 2 ("Summary of Evaluation of Teaching Effectiveness").**
- Strongly disagree: 7.87%
- Disagree: 9.18%
- Neither Agree nor Disagree: 14.75%
- Agree: 48.52%
- Strongly Agree: 19.67%

**look closely at the information provided in Section 3 ("Description of Students").**
- Strongly disagree: 12.79%
- Disagree: 23.28%
- Neither Agree nor Disagree: 30.16%
- Agree: 27.54%
- Strongly Agree: 6.23%

**look closely at the information provided in Section 4 ("Statistical Detail").**
- Strongly disagree: 13.20%
- Disagree: 19.14%
- Neither Agree nor Disagree: 26.40%
- Agree: 31.68%
- Strongly Agree: 9.57%

**tend to focus on the individual score for each learning objective that I select as essential/important.**
- Strongly disagree: 10.63%
- Disagree: 21.26%
- Neither Agree nor Disagree: 23.59%
- Agree: 37.54%
- Strongly Agree: 6.98%

**tend to focus on the students' remarks.**
- Strongly disagree: 3.31%
- Disagree: 2.65%
- Neither Agree nor Disagree: 9.27%
- Agree: 36.42%
- Strongly Agree: 48.34%

**only look at the "Raw" scores, not the "Adjusted" scores.**
- Strongly disagree: 11.30%
- Disagree: 26.91%
- Neither Agree nor Disagree: 38.54%
- Agree: 12.62%
- Strongly Agree: 10.63%

**only look at the "Adjusted" scores, not the "Raw" scores.**
- Strongly disagree: 21.26%
- Disagree: 29.90%
- Neither Agree nor Disagree: 41.53%
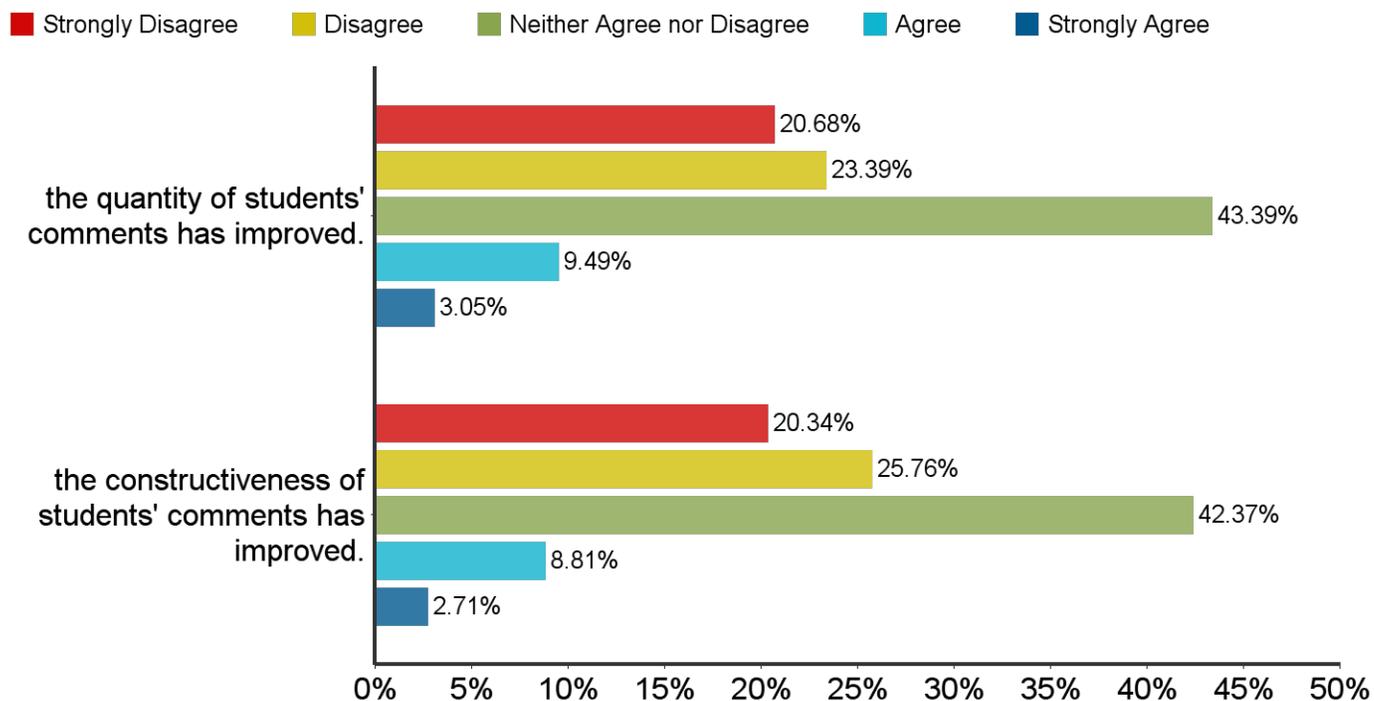- Agree: 6.31%
- Strongly Agree: 1.00%

| Statistic | look closely at the information provided in Section 1 ("Student Ratings of Learning on Relevant Objectives"). | look closely at the information provided in Section 2 ("Summary of Evaluation of Teaching Effectiveness"). | look closely at the information provided in Section 3 ("Description of Students"). | look closely at the information provided in Section 4 ("Statistical Detail"). | tend to focus on the individual score for each learning objective that I select 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 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Mean | 3.4 | 3.63 | 2.91 | 3.05 | 3.09 | 4.24 | 2.84 | 2.36 |
| Variance | 1.38 | 1.29 | 1.27 | 1.42 | 1.29 | 0.93 | 1.25 | 0.84 |
| Standard Deviation | 1.17 | 1.13 | 1.12 | 1.19 | 1.14 | 0.96 | 1.12 | 0.92 |
| Total Responses | 305 | 305 | 305 | 303 | 301 | 302 | 301 | 301 |
| Total Respondents | 305 | 305 | 305 | 303 | 301 | 302 | 301 | 301 |

**Please respond to the statements as accurately as possible.**

Legend: 
- Strongly Disagree
- Disagree
- Neither Agree nor Disagree
- Agree
- Strongly Agree

**I have no issues with the current IDEA teaching evaluation.**
- Strongly Disagree: 40.13%
- Disagree: 27.96%
- Neither Agree nor Disagree: 16.45%
- Agree: 11.18%
- Strongly Agree: 4.28%

**I feel my teaching competency, as we are evaluated for tenure and promotion at USU, currently involves more than the IDEA teaching evaluation report.**
- Strongly Disagree: 1.64%
- Disagree: 11.48%
- Neither Agree nor Disagree: 17.70%
- Agree: 36.39%
- Strongly Agree: 32.79%

| 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 | 1 |
| Max Value | 5 | 5 |
| Mean | 2.12 | 3.87 |
| Variance | 1.39 | 1.1 |
| Standard Deviation | 1.18 | 1.05 |
| Total Responses | 304 | 305 |
| Total Respondents | 304 | 305 |

**Relative to the old survey instrument, ...**

Legend:
- ■ Strongly Disagree
- ■ Disagree
- ■ Neither Agree nor Disagree
- ■ Agree
- ■ Strongly Agree

**the quantity of students' comments has improved.**
- 20.68%
- 23.39%
- 43.39%
- 9.49%
- 3.05%

**the constructiveness of students' comments has improved.**
- 20.34%
- 25.76%
- 42.37%
- 8.81%
- 2.71%

| Statistic | the quantity of students' comments has improved. | the constructiveness of students' comments has improved. |
|---|---|---|
| Min Value | 1 | 1 |
| Max Value | 5 | 5 |
| Mean | 2.51 | 2.48 |
| Variance | 1.04 | 1 |
| Standard Deviation | 1.02 | 1 |
| Total Responses | 295 | 295 |
| Total Respondents | 295 | 295 |

**What factors do you think contribute to students' perceptions and ratings on the IDEA evaluation? Rank the following (1 = Most Essential and 8 = Least Essential):**

Legend: 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8

| Category | Values |
|---|---|
| Class size | 9.22%, 18.43%, 17.75%, 19.11%, 20.14%, 12.63% |
| General versus core courses | 13.99%, 21.84%, 26.28%, 20.48% |
| Gender | 11.95%, 19.45%, 42.32%, 14.33% |
| Required versus elective courses | 16.04%, 22.18%, 21.16%, 13.31%, 12.29% |
| Time or venue of the class | 10.58%, 17.06%, 28.67%, 25.26% |
| How the students value (level of utility, importance, and interesting) the course | 42.32%, 20.14%, 11.95% |
| Grading policy | 17.41%, 18.43%, 15.70%, 9.90%, 10.58%, 13.65%, 11.95% |
| Other, please specify: | 13.31%, 76.79% |

| Statistic | Class size | General versus core courses | Gender | Required versus elective courses | Time or venue of the class | How the students value (level of utility, importance, and interesting) the course | Grading policy | Other, please specify: |
|---|---|---|---|---|---|---|---|---|
| Min Value | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Max Value | 7 | 7 | 8 | 8 | 8 | 8 | 8 | 8 |
| Mean | 3.71 | 3.75 | 6.23 | 3.86 | 5.45 | 2.59 | 3.78 | 6.62 |
| Variance | 2.62 | 2.15 | 2.35 | 2.88 | 2.65 | 3.69 | 4.54 | 7.07 |
| Standard Deviation | 1.62 | 1.47 | 1.53 | 1.7 | 1.63 | 1.92 | 2.13 | 2.66 |
| Total Responses | 293 | 293 | 293 | 293 | 293 | 293 | 293 | 293 |

**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? |
| --- |
| I have had students respond to my course evaluation, rating another professor and talking specifically about that indvidual, so the comments and score were not relevant to my teaching or evaluation. Sending students multiple e-mails for each course evaluation has been challenging for my students because they loose the e-mails or do not know the course they are specifically evaluating. The old system was better, but paper is best because I can tell the students to be in the class that day to evaluate the course and have someone supervise to answer their questions. |
| I think this is an effective tool that provides valuable information. I like information. In communicating with fellow faculty I get the impresssion some do not like information and feel threatened by it. |
| The discipline comparison is not meaningful, because there are no schools using this tool that are similar to USU. Mostly, there are smaller schools with fewer students in classes. This makes a big difference to the scores. |
| get rid of IDEA and go back to the old system |
| I would make sure that the course evaualtion, if continue to be 'online' shuold not be available to be done at 'anytime' of the semester or the day but during a portion of the class time where students are rested in a professinal setting (not at home at midnight frustrated about an assignment) so that the comments are reflective of the class and not those frustrations and that they may understand slightly better that even if they are 'anonimous' it does not mean that evals are a venting outlet where it is OK to say anything in any ways.... |
| Longitudinal assessment of trends, visually approachable summaries, large warning when n= is insufficient. |
| More student involvement at the beginning of the semester to help instructor focus on student needs. Give the student the option of listing what s/he feels is most important and then having them evaluate that. |
| I wish there was some level of objective data included. |
| The student evaluation of teaching feels more like a popularity contest rather than a measure of appropriate transfer of knowledge. I receive high marks from my students, but that does not necessarily correlate with teaching correct or appropriate information to the students. It would be hard to implement, but to actually assess transmittance of information, a standardized test specific to that subject would be needed. |
| Students should not have to complete objectives I have not marked as essential or important. It is a waste of their time and it upsets them. |
| I teach small classes (<15 students) therefore the IDEA scores are not valid. How is this going to change? We do not get the raw scores that we use to with the old evaluation method. We were able to drop the highest and lowest scores to get a true average before, I want the raw scores if used for classes <15 students. |
| I do not think the IDEA evaluation is effective. I find it very difficult to match IDEA objectives clearly to my coursee objectives, and I find the IDEA questions often are not a good match to the IDEA objectives. |

| Simplify |
| --- |
| the evaluation does nothing to measure higher levels of learning- whether the in class activities and assignments require students to analyze, evaluate, apply course principles, etc. rather than simply memorize. |
| Relate responses to grade earned. |
| Not sure it the system can be salvaged at this late date. I'm fairly certain the students agree with this assessment because I have to bribe them to fill the damned things out. Now how do I submit this? I appear to be stuck on this page. |
| You should not pool data from different student populations that are known to affect scores. While the claim is made that adjustments are made for delivery method (facte-to-face, IVC, or online) and "grade students expect to receive," the data from my own evaluations clearly shows these factors are not accounted for. The "grade students expect to receive" is supposedly accounted for by level of interest in the subject and elective vs. required components. However, these do not accurately replace the self-report of students' performance level. |
| See above. I do not think that the comparisons with other universities is valid, espeically in my field. This is reinforced to me when I read the 7 factors listed above. Not ONE of these 7 factors are the most important factors to me. My most important factors, as you can read above, are distance/on-campus classes (with distance students being far more critical) and teaching practicing professionals rather than preservice "newbies." Every semester, students challenge me on my knowledge, skill, and experience in the professional field of Rehabilitation Counseling. It's a hard sell. These IDEA evaluations are killing my motivation because I never receive open-ended comments. Students fill the boxes and nothing more. On the previous types of evaluation, there were always student comments and, while few were negative or neutral, most were good. I saved these comments and they really motivated me and sustained me. I don't get any more of these. |
| Get rid of it! Teachers should be able to put comments on student transcripts that they must live with just like us. Once they realize that they can be evaluated they will change how they critisize the teachers. |
| I would seek a better measure. |
| Abolish it: the idea of personnel decisions being made on the basis of student evaluations is a cancer at the heart of the institution. |
| I would like to see a section where the professors are able to provide comments to the student's comments. Sometimes, students have an immature or inaccurate perception of the course, professors' philosophy or methodology, and the activities provided during the semester. I feel that the inclusion of this step in the evaluation process would allow professors to contextualize, especially to the administration, some of the not well intentioned comments that students can make in this kind of blind assessment. This would not compromise the process and could provide a more complex narrative of the course experience. |
| While I understand why student feedback should be anonymous prior to issuing grades, I wonder if this process could be improved by eventually revealing respondents' identification. This could combat perceived "cyber-bullying" where anonymity allows anything to be said (whether meaningful or not) without consequences. I teach professionalism in my course and it's important that students learn how to provide constructive criticism that they still stand behind when their identities could be known. I'm not proposing that identities are known prior to issuing grades, but perhaps the following semester. |
| Adjusting scores down for any reason really irritates me. |

This question is a hard one for me to answer. Honestly, I find the process of student evaluation of teaching problematic just in general. It seems to me that IDEA and other similar evaluation systems don't really meaningfully assess student behavior, which is the thing that probably matters most when it comes to student learning. For example, if I were to do nothing else but assign reading material, the students who actually get through it would learn a ton. But, the problem is that many students don't do it, which certainly impacts what students take from the course.

Go back to the old system. It was bad, but not awful. The IDEA system can be rather easily manipulated.

The IDEA evaluation seems like a flawed method to me. The designers of the system even suggest that it is necessary to "play the system" and do things such as choose essential objectives based on what the students perceive to be important. The truth is that the students don't always know what is best for them, we are supposed to.... I think that student feedback is a wonderful evaluation tool, but this method seems to be more about setting up the evaluation to ask the right questions and score well than it is about getting a true feel for how effective the class/instructor were.

Have you considered doing teacher evaluations six weeks AFTER the completion of the term? This option was unrealistic in the old system, but now we can do it. I think it is a great idea. Here is my logic. During the term, students often respond to a bad test score or a poorly crafted assignment. (In the day when we controlled when to give teacher evaluations, we all knew to avoid the times after a test. Now, we can't control the timing.) After the course is finished, a student can be more objective about what they learned. After several weeks of my third semester class, I asked the students who they had for the second semester class and whether they felt prepared for my class. It was interesting that "do you feel prepared" was often unrelated to teacher evaluation scores (which are often personality ratings). Some teachers who routinely get wonderful evaluations were cited as not having prepared the students. Others, who are always crucified in teacher evaluations, were cited as having prepared the students well for the current class. The students often don't know what they should have learned until the next course. One student asked for a recommendation for instructor for the second semester class. I said, "XXX is very enthusiastic." She replied, "I've had enthusiastic. I want someone who can teach me the material."

The IDEA evaluation tries to do to much with adjustments, large numbers of questions, and recommending areas to improve. I think a few key questions and student comments would be just as useful. I don't think you get much benefit from the large number of questions and I don't think the adjustments give any meaningful information. The size just discourages students and the adjustments are just noise to professors.

Require all students to submit evaluations

I have found that my evaluations change pretty substantially when I change the category against which the course will be prepared. I teach an administrative course in Natural Resources, When I changed my evaluation group from something like Natural Resource Management to something more like Administration, the scores improved substantially. I don't really deal with Natural Resourser per se, but with administrative techniques. Perhaps a workshop on how choosing the correct or incorrect group for comparison can skew one's ratings would be helpful. "How to choose the correct comparison group for your course"

Build in an incentive for students to teach. Develop a student response rate that is consider valid.

Remove anonymity from student comments.

Make the comparison courses equivalent. 'Psychology' is far too broad; one cannot possibly compare evaluations between introductory courses (largely easy and largely popular) to technically advanced courses (largely difficult and often less popular because of the work involved). Also, as long as you are only assessing students' evaluations, you are only measuring two things: 1) how easy the course is (for undergraduates) and 2) how attractive/popular/charismatic the teacher is.

Quit sending it via email

As an example of affective assessment (measuring perceptions), the IDEA is only minimally informative for what actually happens in the classroom. I recommend that the committee read, and take to heart, "An Evaluation of Course Evaluations" by P. Stark and R. Freishtat (2014) for a helpful perspective.

The IDEA evaluations are statistically meaningless, practically useless, expensive, disingenuous, and misrepresent the feedback and opinions of those students who attend the course. None of the IDEA report is a valid tool for assessing teacher competency or effectiveness. It is embarrassing that our institution of higher learning can do no better than this flaccid online survey for evaluating faculty. The best way to improve the utility of our teaching evaluations would be to stop using the IDEA evaluations.

I believe our evaluations were more constructive in the former method. Students seems to think they are on a social media site, and many of the comments (good or bad) are not constructive. The only fair way to evaluate an instructor is through a third party, especially with the climate of anonymity in the current IDEA evaluation system.

The inherent bias of such evaluation systems based on such factors as the age, gender, and race of the instructor will always make them very blunt instruments, as numerous studies have demonstrated. Given this non-objectivity, I think it is extremely important that the illusion of "factuality" given by the numbers that result be very carefully framed and contextualized in the overall evaluative process. Frankly, I find the whole anonymous evalution system objectionable (and I get relatively good evaluations, so this is not a personal grudge); the students know who gives them a grade. Why are we never to know who has condemned or praised us? I understand that the anonymity protects them from "retribution" but what if it ended on the day they graduate or leave the institution?

I don't believe we should administer IDEA to every class every semester. Intermittent surveys (i.e.; every 3 yrs.) determined by the department head and teacher would be much more informative for all parties. Students experience teaching evaluation fatigue and in general don't give the evaluation sincere thought. IDEA is only administered at the end of the semester when teachers and students are busy and lack enthusiasm for the effort. I believe teachers seeking promotion should have surveys at the beginning, middle and end of semester. This would be more beneficial to their evaluation.

The complete anonymity of responses encourages what is akin to "cyber bullying" in evaluations, and we are encouraging it by continually prompting students (and even giving extra credit) to complete evaluations. Because they know no one can connect them to their comments, students feel free to make nasty and even personal comments that may or may not have anything at all to do with the class content but more to do with personal preferences. They seem to feel entitled to easy classes and grades, resenting rigor competitive grading, even though they really do not know what they need in the "real world." Our students are now adults and need to learn how to constructively disagree and "own" their opinions. If they knew someone (not necessarily the professor of the class, but someone, somewhere) could ultimately connect them to their comments, they would be more selective in their wording. In many cases(though definitely not all), a student will not have a professor more than once, so I'm not sure what the threat is—grades are long recorded before evaluations are turned back to professors.

I get very good raw scores but then the adjusted scores make it look like I'm not as successful. That's a real bummer psychologically.

We just had a faculty meeting where a list of schools actually using IDEA was distributed.I am embarrassed to see Utah State University included in that list of 3rd and 4th tier community colleges and glorified high schools. How in the world could anyone consider that group "peer institutions" for Utah State University? Didn't the people who chose IDEA bother to see who actually used it? I only see two other research 1 universities in that entire list of schools that uses IDEA (Oklahoma and Kansas State). So, apparently, from what I glenad3ed at faculty meeting, someone is worried about discrepancies between raw and adjusted scores relative to these "peer" institutions. Am I to understand that we aspire to be as good as "Colorado Mountain College", "Centenary College of Lousiana", "Cornerstone University", to name a random few of the "peer institutions"? There was absolutely nothing wrong with the in house evaluations we used for years. It was certainly cheaper and more cost effective than farming out to a for-profit company that applies some proprietary formula known only to them to tell us if we are good teachers. My recommendation is to go back to the 6 point scale form we used for years, adding it as a Canvas assignment for all USU courses. IDEA is a disaster and a joke.

Encourage language to be put in syllabi about IDEA evaluation in general, but also that the IDEA evaluation is a measure of the contractual agreement between student and teach to do their best to teach and learn, respectively. As it is, the IDEA evaluation is still percieved as a hoop-jumping exercise among my students and nothing that they have a stake in.

I feel like I need to take Statistics 101 to understand the results. I have no idea how to represent my teaching scores in my promotion binder. My "adjusted scores" are almost always adjusted downwards, which I don't understand or think fair.

Greater student participation. Required comments to justify scores.

There needs to a better explanation of the raw vs. adjusted score, how those he are calculated and how they should be interpreted.

I think it needs to be less student-centered and more centered on teaching philosophies, methods, pros and cons of using the teaching methods. comments sections for students should be focused more on specific items such as learning environment, peer interactions, view of course, rather than opinions about a professor

Moving it back to an in class physical evaluation form or requiring all students in the courses to provide feedback

It seems overly complex in delivery information that is useful to me. The student comments are where I go for information about the effectiveness of my teaching. Although I'm told by my DH that my scores are excellent, I'm interested in the words of the students.

I recently asked students what motivates them to complete the evals, and they basically said that extra credit in classes is the only thing that motivates them. They were clear that it's not that they don't want to effectively evaluate their instructors (especially when they especially like or dislike them), but they were also clear that they find the email reminders about the evals intrusive and irritating. Several students said they regularly mark them as spam. Honestly, I feel that the old system, where we used to dedicate class time to filling out the evals, guaranteed a MUCH better response rate.

Discard focus on a single number. Discard adjusted scores.

I think it is a great product as it is. Very useful.

Make it simpler - I have taught at many University and this is by far the worst evaluation tool I have ever seen, at least from an instructor's perspective. I want to see a score of 1-10 on my teaching and on each component of the course - i.e. lectures, discussions, quizzes, assignments. And I want comments and explicit suggestions for improving each component. I also don't want to be penalized for students not responding to the evaluation, as in an online class there is no way to make them take the time to fill it out - we can't assign in class time as a campus course does.

The evaluation is quite opaque and difficult to interpret.

The comparison to other institutions isn't terribly useful. I don't know what these institutions are. Are they two-year colleges? 4-year? With graduate programs? Also, is there evidence to suggest that we should trust students to evaluate their own progress towards course objectives?

Find some way to get students to evaluate teaching methods, rather than the teacher's personality, or dress, or the workload, or the layout of the classroom, or the tests, etc. Most comments detail complaints about the teacher or course, rather than the teaching methods. Even the positive comments detail the teacher's personality, rather than teaching methods.

In my opinion, the entire scheme is seriously flawed as a means of evaluating learning in my program (Intensive English). The wording of the "relevant objectives" is not particularly well-tailored to our domain. I very much doubt that students understand the items very well, especially the lowest level students in the program. There is so much ambiguity in mapping the objectives to my courses that even I have to scratch my head every time I try to do it.

DO NOT make completing an evaluation mandatory for getting grades. Leave the system the way it is.

Go back to the old evaluation procedure; drop IDEA.

The survey is confusing and cumbersome. I think it should be simplified.

I do not believe the IDEA evaluation forms are of any value at all. They compare apples and oranges in the best of circumstances and the notifications only entice students to complete the forms that have a negative attitude about the course or are sick of receiving multiple reminders to do something that the may not want to do. I have heard multiple complaints about the number and types of announcements given to students for these evaluations.

IDEA must find a way to look at what skills students actually gain from a class. Students may or may not LIKE a professor, but this is not important. Skill development, knowledge, and/or other competencies are the only important factors when evaluating a teacher. Personally, I strive to learn as much as I can about a topic and associated skills, and then try to help my students gain such skills.

Get rid of it for Distance Education online course evaluations- it is USELESS other than the student comment section due to being basically non-applicable to the online structure of education. About 90% of the objectives do not apply to my courses as they are taught or are not relevant. Allow the online teachers to contribute the questions upon which the scoring and survey should be based that would be helpful in evaluating exactly what we have done! Separate the Distance Education surveys as a group from all statistical comparisons with what is done on campus in face-to-face courses- it is like comparing apples to oranges!

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 the cannot wait to submit bad evaluations for Proffessor X because they did not like his or her course.

Throw out major outliers in the quantitative sections.

I teach small graduate level classes. Often the 'n' is small enough to render the idea stats invalid. The process needs to be useful regardless of class size.

Rating are impacted by the following as well: The gender and race of the professor and the gender and religion of the student. In some cases, I have had male LDS students HATE me the female professor in difficult subjects, but profess to LOVE my classes. This makes no sense and reveals sexism. The new IDEA system provides MUCH less constructive feedback from students and far fewer students respond in any way. We no longer find out specific things like "This material is too low a level for us PHD students", "I could not hear from the back of the class", "the textbook is too expensive"," I loved when we had small group discussions but disliked in class quizes". I used to use the written comments to improve my courses and that is no longer provided. The numerical scoring is not useful because a single super happy or super unhappy student can greatly alter the numerical results in the small classes that I teach, particularly now that only a fraction of the students bother to respond at all. IDEA buries us in numbers but does not convey much useable information becuase topics and uestions are much too abstract/ I hate the system and feel is it unfair to our junior faculty to have to labor under this unhelpful evaluation. I have mostly ignored IDEA and recently explored it at depth to discover it is even a worse system than I expected. By the way, my evaluations are generally pretty good and strong, except on rare occasion when that one disgruntled (male?) students decides to give me the lowest possible score on every question. I can't possibly be that bad, and this IDEA system provides no way to figuring out what the issue was that motivated a student to answer as they did. The old system provides much more useable information for improving our teaching and for getting a sense of the student's reaction to our teaching style. Students get pestered to fill out the IDEA survey. I imagine that they are annoyed by the time they respond.

It bothers me that students who never attend class except to take the exams can fill out the course evaluation and that I have to offer incentives to get enough student participation to make the evaluation somewhat relevant. Also, the subjects I teach are offered in a limited number of universities nationally, so I question how relevant the national comparisons are.

The descriptions often don't fit my music classes very well. I think the students' ability to judge the class objectives is sometimes very questionable.

Require student participation to receive a course grade?

It is a data point that should be considered. The best value is in the quality of negative comments. Most negative comments are complaints about rigor, but some negative comments are actually useful.

So many comments from students are simply statements of a concept of teacher affinity. It would be nice to tease this out as a separate concept, beyond learning concepts. For example: I would like to compare a group of students who expressed that they did not like me, to their responses on a concept, in comparison to a group who say they "liked" me. This is frequently tied to expected grade, so that may also be a good divider. Overall, the problem of being unable to sort the data by any response is a limitation to its meaning.

System lacks data analysis for those with smaller classes (under statistical minimums). Sysytem lacks adjustment for distance ed (self-directed learning - minimal instructor involvement). System lacks addressing TA's and they may be grouped into instructor evaluation. Dept Heads lack training in performance evaluation using IDEA and focus only on summary numbers. Sysytem lacks any statistical removal of top and bottom or outliers. One disgruntled student would severly impact means in a low enrollment course.

It's important to realize that "These evaluations are based on the logic that students must know best what helps them learn. So it's surprising to discover that students may be the worst people to ask about the quality of education." (http://theconversation.com/students-dont-know-whats-best-for-their-own-learning-33835)

The freedom provided from anonymous online submission creates mosters in this social media generation. Cander is one thing but some comments would never be said in other forums.

If you don't bribe them they won't do the evaluation and then it is biased so you can't get a good picture of what is really going on. I would like to see a midterm evaluation and then a final so I can compare results if I've made changes. By the time the final evaluations are back it is too late for those students.

Get the results quicker. What's the point of having it on computer if the results come slower than they did with paper evaluations?

Provide a better explaination of how the adjusted scores are obtained and who we are being compared to in order to generate the percentile from the distribution.

For the first few years when a faculty member/department head first starts using the IDEA instrument, the AAA office should provide an information sheet with each survey that (as concisely as possible) explains how the adjusted score is derived from raw score, so that the faculty member/DH doesn't need to take the initiative him/herself to obtain this explanation.

It is complex and ambigious at times. The instructions given to the studnets of what metrics map to what course objectives (or lack there of) and instructor selections are very imporant to the outcomes. It is therfore not uniform in application accross classes.

Try to account for student bias more in the evaluation by adding a section that asks the students for their expected grade in the class.

There needs to be some way to correlate the written responses with the numerical averages. With the paper forms, if a student gave low scores, it was possible to turn the paper over and see why. That doesn't happen with IDEA. Also, students who have stopped attending class can still complete the IDEA survey, even though they have no idea what's been happening in the course.

Please extend the response period to the very end of term. It seems essentially inaccurate to have students evaluate a course before the course (for many classes) is actually over.

Simplify; it's way too complex. Fill out during class (and don't get students to fill these out by offering "points" or other rewards). IDEA teaching evaluation replaced a much better system.

method for adjustment downgrades classes that are required where there is no choice of instructor

Require students to fill out the evaluation? Open the polls later in the semester when students have a better sense of their grade and are feeling less anxious? Since shifting to IDEA my teaching evaluations have tanked from at or above college averages to very much below. The only thing that has changed significantly is a compulsory class time change from MWF to MF to accommodate convocation hour. I teach the exact same content but have put many more of the in class discussions I used to hold on Fridays on Canvas to accommodate the new schedule. The students hate this new schedule and many (2/3?) do not attend on Fridays anyway so they are now missing half instead of one third of class time. Based on the comments I also suspect that the disgruntled students are mainly those filling out the survey. Since moving to IDEA almost all of the comments I received were critical even petty /borderline abusive or irrelevant (clearly written by someone who did not attend). This was not the case when we collected the evaluations in class. My teaching evaluations were excellent and the comments constructive and most very positive. Surely my teaching hasn't changed so much from one year to the next? Is this a factor of when the surveys are taken or who is taking them? Like I said attendance is a problem in this class but I tend to see this as a student choice issue so I don't require attendance. In conversations with students who actually attend they say they really enjoyed the class despite some finding it hard work. This for some reason is not being reflected in my IDEA comments. Does IDEA (online + feeling of anonymity similar to comments sections in online newspapers) encourage those with a grudge for whatever reason to rant? As I said attendance is an issue so it is likely the old approach did not pick up as many in this demographic. Or has the student population changed? Note, my class might be considered controversial by some and on a topic that sounds like it should be easy (again to some) but actually requires some thought and a willingness to do a few calculations. I am discouraged and not sure what to do about this. I have spoken to my DH who has advised a wait and see approach to see if things improve once the schedule goes back to normal next year once convocation is removed.

I think it should only be anonymous to the professor but not to the school. Too much anonymity leads to poor quality, and this would allow for filtering of students that were universally negative or for whom negative evaluations would be highly correlated with lower grades (and controlling for classes in which more or fewer students received low grades)

The subject disciplines used for comparison are very broad. For example, the physical education discipline includes everything from activity courses to pedagogy courses to exercise science courses. For teaching evaluation comparisons, it is unfair to lump together a softball activity course with a biomechanics or exercise physiology course, for example.

None of the numbers make sense. They often are at odds with the student comments.

I preferred how comments were handled on the previous evaluation system - all the comments for the same student were together and could be placed in some context with each other. You could also turn over the page and see how that student answered the scaled questions.

I'm new enough that I have never experienced the previous mode of evaluation.

get rid of it

The response rates for my courses are typically extremely low, for example 40%. The administration emphasizes these evaluations too heavily in assessments of our teaching effectiveness, considering the weaknesses in this evaluation method. A huge difficulty is the low response rates.

I think the evaluation should be developed longitudinally so some form of assessment of the instruction can be seen retrospectively after the student has matured to a point to almost graduate. I believe they will look back an appreciate some of the more rigourous courses after having seen how it facilitated their subsequent coursework and performance. I also believe that it should be manadory that student take the evaluation.

In my opinion, this tool is the worst tool that has been used since I started teaching at the University Level. Administrators don't understand its limitations. Student feedback is the least helpful that I have experienced. I would be delighted if we replaced the IDEA teaching evaluation.

A standardized method for presenting the results for promotion/tenure documentation with a standard interpretation that is clearly presented.

Simple solution, return to the old system.

Make it more understandable. Less data. There's too much data and not enough actual useful information on them.

It would be nice if the teaching evaluation could be compeletd automatically and not need to be initiated by myself each semster.

Use the evaluations that the University of Utah uses. It's much more effective and useful.

I think the score should be adjusted by class GPA, such that the IDEA scores are adjusted upwards for classes with a low GPA and IDEA scores are adjusted downwards for classes with a high GPA. I also think that the tenure and promotion decisions should consider multiple factors when evaluating teaching effectiveness and not overemphasize the IDEA score.

I think there needs to be some discussion about how to incorporate the students who are attending at broadcast sites and who have no TA in the room. It's important to recognize that "group think" plays a huge role in whether or not the students do well in the course, and whether or not the students are listening to instructions. When there is no monitoring of the students at a broadcast site, or even a TA monitoring the classroom, the students comments about the teacher, or WHATEVER they dislike can affect all students attending at that site. If the class is somewhat small as broadcast classes tend to be, that can affect the quality of the IDEA scores significantly. This is not evaluated nor considered on the current IDEA evaluation.

1. the survey has to be mandatory 2. there needs to be a weight average for the rankings to take in account the factors that influence the students perception (see above ranking)

On line self self selection of respondents makes it worthless. Allowing students to evaluate courses when they flunk one exam and stop attending class by the fifth week makes it worthless. Limiting teaching and learnuing to the IDEA "learning objectives" coruupts the entire process. If IDEA were administered in class it would solve some iof the problems.

I am not sure of the utility of collecting data for every class every semester particularly when students do not take it seriously, and little of the data collected is used. Sampling anyone? Student data is important but at the end of the day we collect too much of it for it to be useful not to mention the cost associated). Are we even asking the right questions, I am not sure that we are or that students are necessarily in a position to make objective assessments. We should not eliminate not student input but we need to more deliberate and thoughtful in terms of what we ask of them and why.

remove the adjusted scores

Encourage people to add their own questions more often if the IDEA questions are not capturing what they want to capture.

In general, I focus on the overall raw instructor and class score to gauge my effectiveness, along with feedback from colleagues. I do not use the adjusted scores. I don't know how much it costs to use IDEA, but I believe it is a huge waste of money.

Reduce the amount of questions students have to answer by combining questions or removing unnecessary questions.

The adjusted scores always down-weight the raw score for comparatively small classes, and so outstanding teachers with small classes can never score at the level they deserve.

Distance courses should be measured against distance courses. There is a great deal of difference in student connection to a course when they are sitting alone in a remote location viewing the course on a screen.

It's completely unfair to allow students who do not even attend class to fill out the evaluation, without some sort of flag. How can they rate my teaching if they don't even come to lecture? Everyone knows these are a joke, and no one understands the statistics, yet we dutifully report our scores. How can we compare to other schools in the IDEA database when most of them are not truly comparble research institutions? It seems you can game the system by answering those questions about how "circumstances" affect the outcomes. I now always put "? can't judge" for those questions.

Make the reports easier to understand. I will not give extra credit for students to take the evaluation simply because I not believe in extra credit. It is a poor teaching trick to offer extra credit and USU should not promote it.

From reading the students responses, I feel that students get mixed up on which course they are evaluating (since it is taken online and not during the actual class). Although labor instnsive, inperson during class was more accurate. With my larger classes, I have a Graduate TA; and I feel the students rate the course and teaching including their feelings about the TA. When conducted in person during class, instructions are more clear, and students can be remainded to evaluate the instructor not the TA.

Stop using numerical evaluations from students and focus on the comments, which are by far the most useful feedback for teachers. Administrators like numbers because they're quick. Administrators should take more time to watch us in action and evaluate us. They provide qualified feedback that I trust. Student feedback can be too easily swayed by emotion, and they do not have adquate training to sonsistently provide insightful comments that can really make a difference.

Just don't find the idea system useful

More elements of effective instruction: feedback (comments in addition to grades), response time (if student asks question on canvas how quickly professor responds), use of technology and digital media to enhance learning, questions to understand student preferred learning style. The survey is currently set up to determine effectiveness of things like lecture, discussions, when there are individual differences that make one approach better than another. Having data on individual differences in preferred mode of instruction could help improve instruction long term.

Students can't seem to understand the objectives they should be evaluating.

It would be helpful to connect the comments with the scores given by that student. Comments, without this connection, seem out of context. Increased participation by the students would also be helpful. I don't believe in extra credit so I don't offer that to my students---and it seems as though the two extremes are the only ones to evaluate me (love me or hate me). I also end up with students evaluating me that dropped my class at the beginning---it would be helpful if they were not allowed to evaluate a course they didn't attend. That seems ridiculous.

Make it required so that we get the 70% response rate. The only instructors that I know who are getting a high response rate are the ones that give points for it. I disagree with giving points to fill out the evaluation but I did it one semester and got a 100% response rate. When we were in the process of adopting IDEA, we talked about making the evaluations required (not releasing grades until the evaluation was done, etc.) but our legal counsel said we could not do it... but I know other universities that do it. I think it was just laziness to not go through the process to have it required and now we have an expensive process where many of us have a response rate that is not high enough to have useful evaluations.

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.

I have no confidence that the opinions expressed by students, regarding what they found useful and not useful, will be the same as their opinions when they've been in the work world for 3-5 years. I think they don't have good judgment regarding what they will need to know or not need to know in the workplace.

The IDEA was sold to us as basically giving us a professor's residual after controlling for many other factors like class size and course difficulty, but it is very easy to see that the IDEA scores are still correlated with the factors that we are supposed to be controlling for. Consequently, the IDEA estimates are worthless.

These evaluations are extremely difficult to understand and interpret; the graphs are confusing. The learning objectives are artificial and forced. Students prefer to do teacher evaualtions in class and I agree with them.

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 evalutions 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.

remove it; replace with a system that scientifically evaluates whether or not students LEARN, not whether or not they think a facultymember is nice, hot, or easy.

Everybody I know reports their highest scores (whether raw or adjusted) so faculty who teach large classes tend to score lower because not everyone uses adjusted values.

Scrap it. I vastly preferred handling evaluations on our own. Response is terrible and I have no legitimate way to improve it. If evaluation is performed in class, I get full participation. No idea why we are paying for this.

I think students who fill out such forms should have to be qualified themselves. I've seen many professors be just flat out insulted (anonymously) by students with very low levels of intelligence becuse of an attendance policy or because they felt like they were somehow qualified to discuss univerisity curriculum.

I think that in general the university should think about alternative ways to assess faculty teaching performance. Student evaluations are too heavily weighted, although they represent only one source of information. In my opinion, they are heavily biased, especially at the undergraduate level. That is, I can "improve" my evaluations very easily by making my course easier, more "fun", and more of an entertainment show. In my opinion, student evaluations measure mostly "customer satisfaction" rather than teaching or teacher quality.

Focus on written comments, qualitative data.

The language of the objectives just does not fit with what the instructors or students think they mean and what the evaluation creators think they mean. The AAA office encourages us to teach students how to translate the general objectives into what is happening in the course, but my impression is that the students completely forget about this and go on their intuitions of what the objective means.

The IDEA system is much better than what we had. Clearly it is not the only thing that should be used to evaluate teaching effecticness 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 informaiton for teaching documentation.

I love the IDEA system. It is much better than the old system. The numbers are sometimes hard to understand, but overall it's a useful tool.

I would like to return to the $11K in-house instrument that provided over 90% response rather that IDEA ($27K), which is simply a game to play by faculty who can manipulate the system to look better than they are.

More open ended questions

Go back to the old system. Have them fill out the evaluations during the class. Only students who are dissatisfied or willing to put in an extra effort reply. It is not an honest overview of every student.

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

I hope we don't pay a lot of money for it.

The IDEA evaluation system is a tool for management not for teachers. It has been useless to me and my students in terms of enhancing the teaching and learning environment.

Impossible to interpret the results.

Needs to be MUCH shorter. My response rate is consistently in the 40-50% For distance classes, the survey needs to be offered later in the semester. Sometimes my students are filling out the course evaluation in the first week of class. The surveys are offered so early to try to boost the response rate without any regard to the validity of the responses.

More information or guidance about the category into which we should be placing our courses. Should we be consistent from year to year? There should be a system in place so that laboratory instructor receive their own IDEA evaluations. Can there be a devoted time during class that students can complete the survey?

None.

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 think removing the anonymity of the survey is essential as students can use the evaluations as a vindictive tool to "get back" at teachers that they may have struggled with and have no recourse or accountability of their remarks, but where the teacher may have attempted to challenge and push the student or any other legitimate teaching rationale. Having ownership of the comments allow the teacher to qualify the response but also keep the student honest in their response.

TOTALLY DO AWAY WITH IT!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!! iT DOSE NOT MEASURE TEACHING!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

The process is too complex. The 10-15 questions on my input about the class is contrived. I really liked the general questions from students on what did they like about the class. what recommendations would they have for improving the class. what aspects of the class were most frustrating. I can add those questions now--but it takes a lot of time every semester to go over basically the same thing for every class.

Eliminate IDEA

Improve the connections between the IDEA categorical statments and the actual outcomes stated in syllabi, Gen Ed rubrics, and other things.

Information to show that faculty are improving in their teaching.

I do not think that this form gives us any useful information other than that given by the old form: ratings of quality of professor and quality of course. The "adjusted scores" produced by statisticians at some remote location are a complete waste of time. The only data you can get from a survey of this sort is student opinion so just ask for that in a straightforward way.

The feedback from the IDEA scores is utterly incomprehensible. I have no idea what the difference is between raw and adjusted scores. I don't know what the scale is: is it out of 5 or out of 6? I need to know three simple things: an overall measurement of how my students think I'm doing - a simple measurement like we give them for grades. Then I need to know how I'm doing in relation to my departmental colleagues. And last, I need to know how I stack up in relation to similar courses across the university or in my college.

Student response rate has. Dropped significantly over the old system.

eliminate the entire thing - it is totally useless. the only items that are meaningful are the the questions about "excellent teacher" and "excellent course" and the individual comments. the rest is a pile of manure.

It is very difficult to score highly on this assessment tool. The databases it compares our individual scores with seem irrelevant.

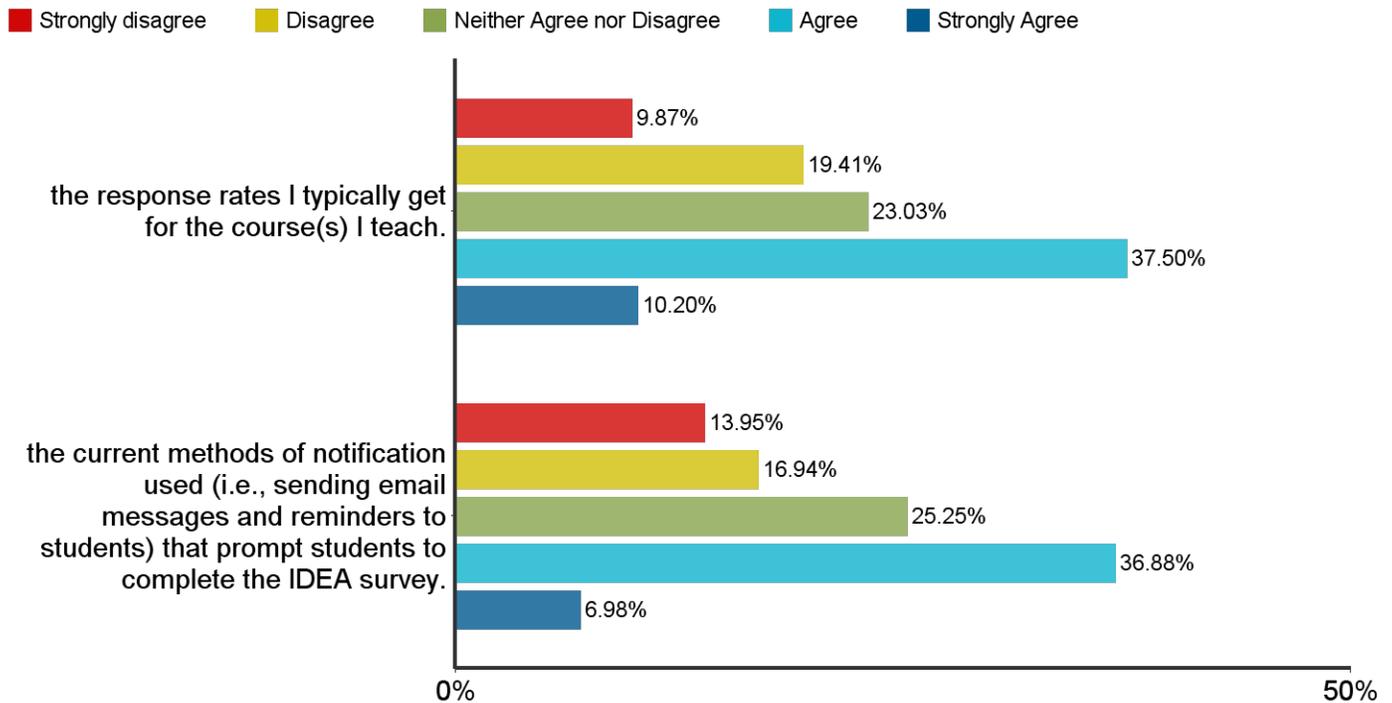I would get rid of the IDEA teaching evaluation.

Several recent studies have demonstrate a negative correlation between teaching effectiveness and student evaluations (i.e. students prefer classes where they gain less knowledge). In light of such studies, as well as other docmenting gender bias in student evaluations, I am rather skeptical of our use of IDEA teaching evaluations.

In general, because of the "adjusted" score, you feel negatively about the results. It doesn't encourage excellence, but makes everyone feel badly as they are "just average".

An incentive for the students to complete the evaluation (e.g., higher registration priority for the next semester).

I don't like Idea - I would prefer to go to the old method. IDEA is just confusing for professors and students.

**I am comfortable with...**

Legend: ■ Strongly disagree  ■ Disagree  ■ Neither Agree nor Disagree  ■ Agree  ■ Strongly Agree

**the response rates I typically get for the course(s) I teach.**
- Strongly disagree: 9.87%
- Disagree: 19.41%
- Neither Agree nor Disagree: 23.03%
- Agree: 37.50%
- Strongly Agree: 10.20%

**the current methods of notification used (i.e., sending email messages and reminders to students) that prompt students to complete the IDEA survey.**
- Strongly disagree: 13.95%
- Disagree: 16.94%
- Neither Agree nor Disagree: 25.25%
- Agree: 36.88%
- Strongly Agree: 6.98%

| 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 | 3.19 | 3.06 |
| Variance | 1.34 | 1.38 |
| Standard Deviation | 1.16 | 1.17 |
| Total Responses | 304 | 301 |
| Total Respondents | 304 | 301 |

**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 offer extra credit to get students to respond, and they still won't answer. I say if 80% or more of the course responds to the IDEA evaluation, I would offer 5 points toward everyone's overall grade. I don't always achieve the 80% or more response rate for my classes, and I have small class sizes of 5-35 students. |
| I have to bribe them with a trivial amount of extra credit points to get them to complete the survey. I ask them to please do it and explain why twice and then remind them at the beginning of lecture 3 more times in a row and typically got a 35% response. I then offer <1% final points for a response and got >65% within 48 hours. The result is that I receive more unfavorable marks than ever before but I got my response rate above 60%! Yeah! Is there a wonder why facutly may feel threatened/annoyed by this? |
| None, so far, but I may try to provide an incentive. |
| I remind them and give them time to fill out on the last day |
| offer extra credit, though it usually does not get full participation. |
| Award points for those who complete the survey |
| I give a trivial amount of extra credit to all, if the response rate reaches 75% for the class. |
| Rates of response seems to still remain for those students who tend to have negative feedback to give. I ask all students several times to make sure they fill out their course evals to show statistical relevance but it does not work that way. They should have to do it in class time as a class activity (with the TA) |
| An appeal to their professionalism |
| Give extra credit for completing the evaluation - I don't know how this can be enforced. |
| I usually offer class-wide extra credit if we achieve a threshold (that I don't disclose to students, but is generally 95%) |
| I use class time and give extra points. I get >90% response rate. |
| few bonus points; map in the syllabus the course learning outcomes vs important IDEA learning objectives |
| remind students in class regarding the importance of completing the review. |
| Extra points for completing the evaluation. Would also suggest pop-ups with links to the evaluation on the Canvas phone app and student portal. |
| Offer small additional credit |
| NONE, I should not have to use any techniques to get my classes evaluated |
| 85% of students should complete for extra credit |
| ask students to please fill out the evaluation |
| reminders in class |
| I remind students to provide input via the IDEA survey. |
| If the students don't want to respond to them, the fault lies neither with them nor the instructors, but rather with you. |
| I remind students 2-3 times to submit IDEA evals. I also ask for feedback from them during class, as midterm evaluations I create, and outside of class to communicate the fact that I care about their feedback on the course. |
| extra points |
| None. I do verbally encourage (my IDEA ratings) in one course last year was all in the higher rate, with one in the much higher and one in the similar range. In another course, my IDEA ratings were all in the much higher range and one in the higher range. So, these criticisms are not "sour grapes," because I do okay. I consider these evaluations to be voluntary and I, therefore, don't give any course credit if students complete the IDEA evaluations |
| I think the current process places an undue burden on faculty to increase their response rates. I teach a large lecture course with 60-70 students, and have reminded them every day in class for 3 weeks as well as several Canvas message reminders, yet I still have not achieved response rates greater than 80-85%. Via discussions with colleagues at other universities, I've heard that there are some creative ways to increase response rates at the university level. Examples include allowing students who complete their evaluations to view their final grades a few days early or allowing students who completed their evaluations during the previous semester to register for courses early. There needs to be some sort of university-wide incentive for students to complete these evaluations. |
| None. |
| connect learning objectives to course content at the beginning and at the end of the course |
| I intend to offer extra credit this semester but have not previously done anything but request students complete the evaluation. |
| I offer a couple of extra credit points to complete the survey. I stress that I'm not offering the points to submit a good evaluation; rather, I'm offering points for students to participate in the process and provide meaningful feedback. |
| I tell students I'll bring them some kind of treat if 80% or more of students fill out the evaluation. |

**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):**

*Drag and hold your mouse on any method, and drag it up and down to change its rank.*



| 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 | 1 | 1 | 1 | 1 |
| Max Value | 7 | 7 | 7 | 7 | 7 | 7 | 6 |
| Mean | 3.8 | 2.69 | 4.01 | 4.74 | 4.86 | 5.57 | 2.34 |
| Variance | 3.5 | 1.99 | 2.46 | 1.6 | 2.66 | 5.64 | 1.93 |
| Standard Deviation | 1.87 | 1.41 | 1.57 | 1.27 | 1.63 | 2.37 | 1.39 |
| Total Responses | 295 | 295 | 295 | 295 | 295 | 295 | 295 |

| Other, please specify: |
|---|
| talking with colleagues about my teaching |
| class assessment |
| My own assessment of what students have learned relative to what I think they should have learned, based on exams, homework assignments, in-class activities and conversations with students. Second would be the level of engagement and the quality of questions asked by students both in and out of class. Third is my ability to attract great students to work with me. I have scored very well on IDEA evaluations, but I'll be the first one to say that they are marginally insightful, at best. |
| Anonymous feedback from students gathered formally |
| My expertise in teaching, learning, and assessment. |
| student performance on term papers, projects and exams |
| Content of the course |
| Competencies needed for succes in the workplace- do my assignments help students improve these competencies? |
| My own experience from having taught a course and observed student responses |
| exams, quizzes, written assignments |
| Student success in successive courses |
| Formal self-administered evaluations from students during Weeks 5 and 15 of each semester |
| Student Success - placement, competency, etc. |
| mid semester feedback survey from students (I administer, not IDEA) |
| Outcomes rubrics |
| student performance, student attendance, personal impressions of successes in a course, and many other methods |
| Self Evaluation |
| Independent Formal Student Evaluations |
| On final exam, students discuss the good and bad points of the course. |
| Self reflection |
| Mid-term, I have my students take a survey (no names) concerning how could I improve the class and my teaching. |
| unofficial midterm evaluations from students that I conduct in my courses |
| My own formal course evaluations. |
| My own "Evidence-Based Feedback" Survey |

| Student Comments on Evaulations |
| --- |
| student academic performance |
| request feedback directly from students as I find the IDEA evaluation impossible to interpret and it doesn't really ask the questions I need answered to constantly improve my course, which I do. |
| personal interaction with students |
| The quality of the work my students submit over the course of the semester |
| My own reflections. |
| Students success measured by exams, homework, oral feedback |
| Quality of the work produced |
| Formal feedback from students: Survey Monkey surveys I conduct, student comments on IDEA forms. |
| Formal Other Student Evaluation |
| Student test results on standardized tests |
| Student Comments |
| student comments from IDEA |
| Feedback from student preformance in following classes |
| anything other than the destructive tools below (IDEA, teaching portfolio) |
| Formal feedback from students |
| my own evaluation |
| Mid semester student evaluation/feedback |
| Student Performance |
| formal summative feedback from students acquired systematically throughout the semester in my courses |
| Informed intuition |
| National-level normed exams |
| Self Evaluation |
| feedback from industry people and former students in industry |
| Evaluating student outcomes to course goals |

| |
|---|
| Returning Students or Students in the Market place |
| Evaluation of Student Performance |
| Observation of recordings of my own teaching. |
| My assessments |
| Student performance and engagement |
| Specific learning gains by students as determined by pre-semester and post-semester tests. |
| student exams |
| Student comments |

**Please respond to the statements as accurately as possible.**
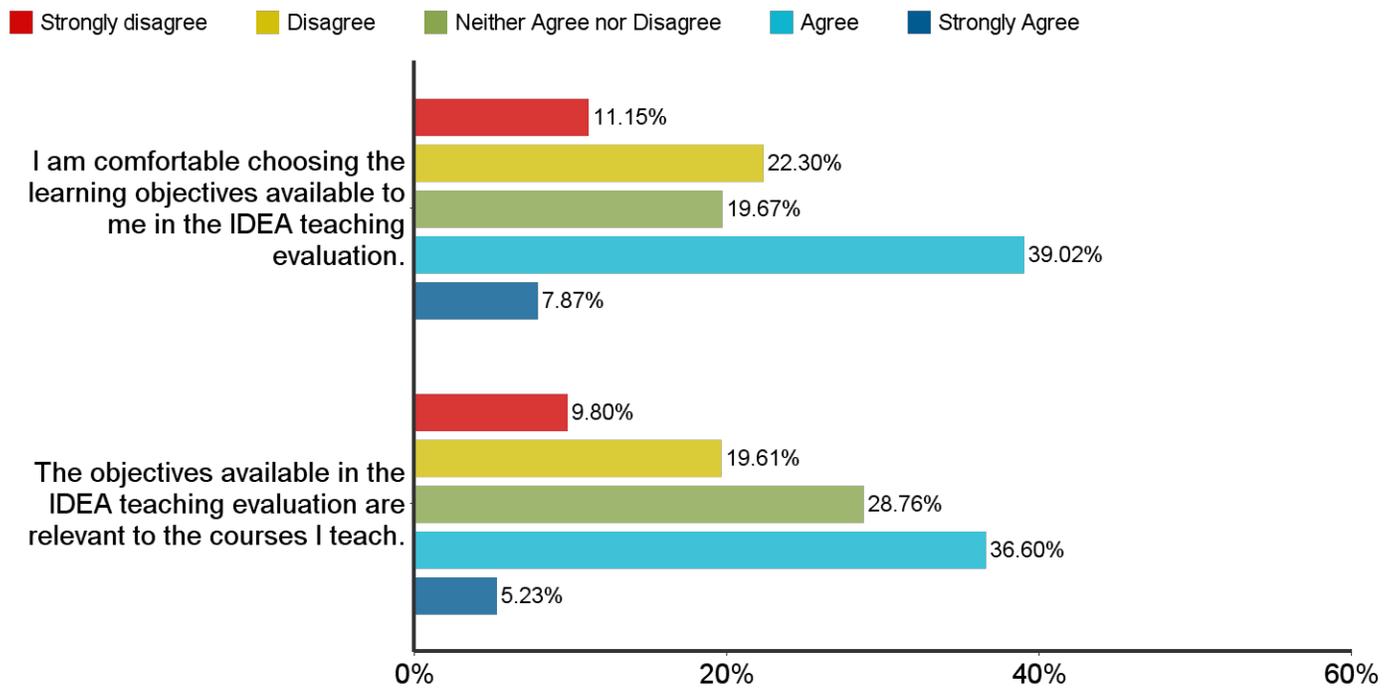


| Statistic | I am comfortable choosing the learning objectives available to me in the IDEA teaching evaluation. | The objectives available in the IDEA teaching evaluation are relevant to the courses I teach. |
| --- | --- | --- |
| Min Value | 1 | 1 |
| Max Value | 5 | 5 |
| Mean | 3.1 | 3.08 |
| Variance | 1.37 | 1.16 |
| Standard Deviation | 1.17 | 1.08 |
| Total Responses | 305 | 306 |
| Total Respondents | 305 | 306 |

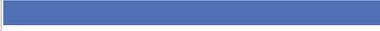**How many IDEA learning objectives do you typically choose for your courses?**

| # | Answer | Bar | Response | % |
|---|--------|-----|----------|---|
| 1 | 1 | | 4 | 1.32% |
| 2 | 2 | | 37 | 12.25% |
| 3 | 3 | | 192 | 63.58% |
| 4 | 4 | | 50 | 16.56% |
| 5 | More than 4 | | 19 | 6.29% |
| | Total | | 302 | 100.00% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 5 | 3.14 | 0.57 | 0.76 | 302 | 302 |

# How do you choose the learning objectives for your course?

| How do you choose the learning objectives for your course? |
| --- |
| I align the IDEA learning objectives with the learning objectives I want for each course and the units within those courses. |
| By what I think the most important themes of the course are. |
| i match it to our accreditation criteria |
| I choose the ones that best fit the course I am teaching. |
| default since the learning objectives do not apply to my area |
| I choose based on requirements of course for student learning, what I feel is important for students to learn as they prepare to join the work force, and my teaching strengths. |
| I used the chart provided by the IDEA system |
| Close reading and aligning with course objectives. |
| Mostly based on what I want the students to learn. |
| I review the list and determine which one most reflects my goals/objectives for the course |
| I look at the list and choose those that are relevant. |
| Those that pertain to a lab/science 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 my goals as a teacher. |
| By relevance |
| based on course standards |
| I read the IDEA information on choosing objectives every semester and for every class because I find them totally unintuitive and difficult to undestand or remember. Students' comments about filling out IDEA evaluations suggests they find the IDEA questions similarly difficult to understand relative to what is done in a course. |
| I choose the ones closest to what I hope my students will learn in the course. |
| I'm not sure how to answer this question in a few sentences. This question is too simplistic. I base my objectives on 3 decades of teaching experience. I consider not only the course content but I focus a lot on skills students SHOULD be developing in college but often are not (writing clearly, analyzing, evaluating, etc.) as well as the skills employers seek. |
| I compare the IDEA options with the stated course objectives and the topics and assignments. |
| I try to make them relevant to the course I'm actually teaching. |
| In science, "critical thinking" is always the number one objective. Generally, science can be content heavy, so "learning the facts and knowledge of the field" come second. However, I do emphasize to students that this objective is only so they can communicate the concepts effectively. The third objective is generally some kind of communication objective: written or oral (this supports objective 1-critical thinking as well). |
| Those that match my course delivery the best. |
| based on corse objectives which are set by department |
| I select the learning objectives that most closely describe the main objectives for the course. |
| One of the learning objectives I choose is "This course was helpful in preparing me to take the national certifying exam." These students will literally lose their jobs if they cannot pass the certifying exam and some of them receive a salary increase upon passing this exam. |
| Objectives are taken from the syllabus objectives where possible. |
| Most of the objectives are important, however the whole point of IDEA is to game the system and one way to game the program is choose, at random, 1 objective. -- Real useful. |
| Based on the outcomes that the University wants. |
| ability to explain main goals of course contents ability to describe course general goals in curriculum ability to narrow learning objectives on specific course content |
| Based on general principles and guidelines of my discipline and professional associations. Based on the specific necessity/skills for the course I am going to teach. |
| Not sure if the previous question is asking the number in general or only the essential objectives. For essential 1-2 but if include important then it is likely 4 or more. |
| My class is team taught. The course coordinator chooses the objectives with input from the instructors. The chosen objectives are based on the topics most covered in the course (given the options). |
| I look at the list of IDEA objectives, and I construct objectives for my course that match up with the IDEA objectives in a meaningful way. |

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

| Value | | Percent | Count | Percent |
|-------|------|---------|-------|---------|
| 1 | 0 | | 112 | 36.6% |
| 2 | 1 - 3 | | 173 | 56.5% |
| 3 | 4 or more | | 21 | 6.9% |
| - | Total | | 306 | 100.0% |

| Min Value | Max Value | Average Value | Variance | Standard Deviation | Total Responses | Total Respondents |
|-----------|-----------|---------------|----------|--------------------|-----------------|-------------------|
| 1 | 3 | 1.70 | 0.35 | 0.59 | 306 | 306 |

**Please respond to the following statement as accurately as possible.**
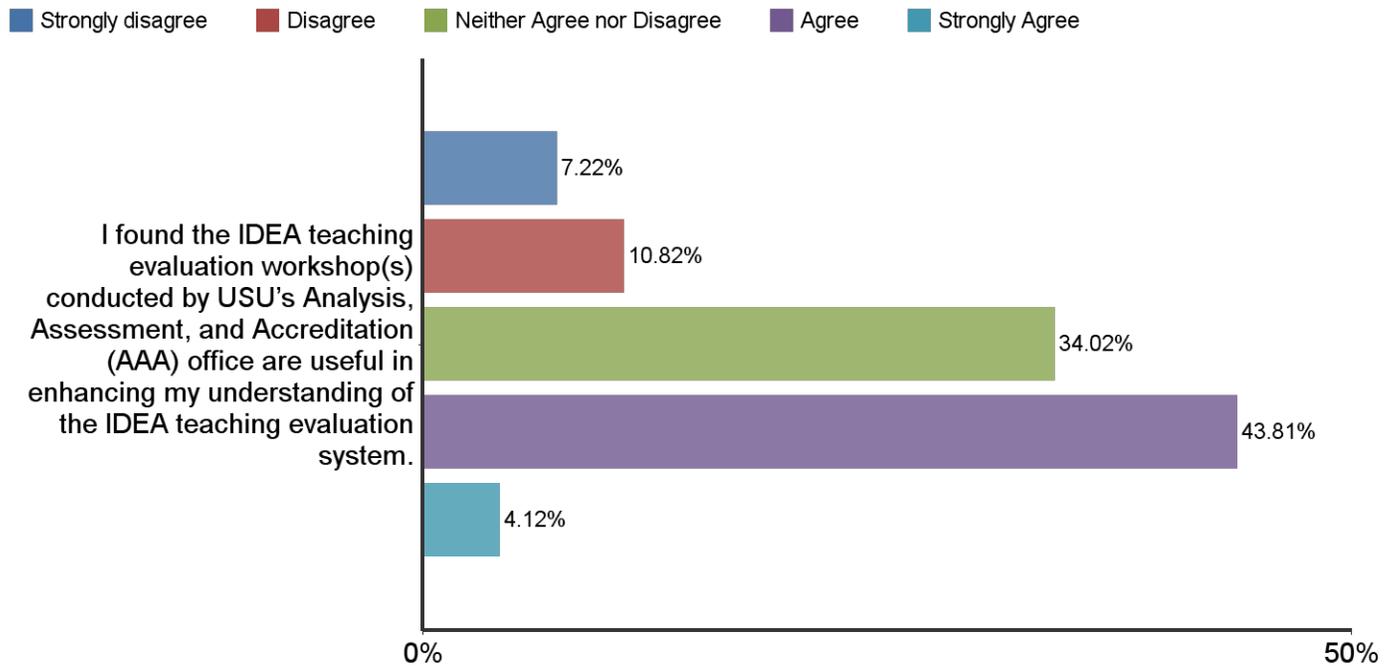


| Statistic | I found the IDEA teaching evaluation workshop(s) conducted by USU's Analysis, Assessment, and Accreditation (AAA) office are useful in enhancing my understanding of the IDEA teaching evaluation system. |
|---|---|
| Min Value | 1 |
| Max Value | 5 |
| Mean | 3.27 |
| Variance | 0.93 |
| Standard Deviation | 0.97 |
| Total Responses | 194 |
| Total Respondents | 194 |