



Directions to Faculty

IDEA Student Ratings of Instruction

This document is intended to direct the use of the *IDEA Student Ratings of Instruction* system in your classes. **Please retain these directions for future reference.** If you require more specific information in any area, please contact your On-Campus Coordinator of the *IDEA Student Ratings of Instruction* system. These directions are divided into the following sections:

- I. Marking Your *Faculty Information Form*
- II. A Brief Description of IDEA Objectives
- III. Using Additional Questions with the IDEA System
- IV. Instructions for Classroom Administration of the IDEA System

I. Marking Your *Faculty Information Form*

The *Faculty Information Form* describes your course and provides critical information needed to generate your report. Use a **No. 2 pencil** and the **proper marks** as illustrated on the *Faculty Information Form*. If the *Faculty Information Form* is not marked correctly, the processing of your course may be incomplete or inaccurate.

Last Name and Initials: Space is available for the first 11 letters of your last name and your two initials. Beginning with the first box at the top of the form, print each of the letters of your last name in a separate box. Print your initials in the last two boxes at the extreme right of the name section. Then, in the columns below each box, **completely darken** the circle, which corresponds to the letter you have written in the box above.

Objectives: Before selecting your objectives on the *Faculty Information Form*, please review the *Brief Description of IDEA Objectives* section on page 3 of this document. Your weighting of these objectives is very important because it describes the uniqueness of your course by defining its purposes and what students are supposed to learn. Weight each objective as: **M** = "Minor or No Importance"; **I** = "Important"; or **E** = "Essential" by blackening the appropriate letter.

It is important to remember that no course can be all things to all students. We recommend that you select no more than 3-5 objectives either as "Essential" or "Important," *prioritizing* what you want students to learn in your course. As a general rule, if you choose three objectives, *only one* should be "Essential"; if you choose five, *only two* should be "Essential." The weighting system used to generate summary results in the IDEA report (Progress on Relevant Objectives) weigh Essential objectives "2," Important objectives "1," and Minor objectives "0."

In selecting "Essential" or "Important" objectives, ask yourself three questions:

1. Is this a *significant* part of the course?
2. Do I do something *specific* to help the students accomplish *this* objective?
3. Does the student's progress on this objective affect his or her *grade*?

If you answer "Yes" to one or more of these questions, then that objective should probably be weighted "E" or "I" on the *Faculty Information Form*. The phrase "Minor or No Importance" recognizes that in most courses some of the twelve objectives will be considerably less important than others, even though some attention may be given to them. An "M" should be selected on the *Faculty Information Form* for such objectives. If you have questions, contact your IDEA On-Campus Coordinator.

Days: Blacken completely **each** day of the week the class meets.

Department/Discipline Code: An abbreviated list of department/discipline codes can be found on the back of the *Faculty Information Form* or on page 2 of this document. A more detailed list of codes can be supplied by your IDEA On-Campus Coordinator or by consulting our Web page (www.theideacenter.org/StudentRatings/deptcodes.html). This code is used to provide the disciplinary comparisons in the course report and helps identify your course. In some institutions, it may be helpful in developing a summary report for the department or discipline. Blacken completely the appropriate four-digit modified CIP academic code for the department/discipline that best represents your course.

Department/Discipline Codes (Modified CIP Codes)

0100	Agricultural Business and Production	5004	Design and Applied Arts	2500	Library Science
0200	Agricultural Sciences	9901	Developmental Math	2700	Mathematics and Statistics
0300	Conservation and Renewable Natural Resources	9902	Developmental Reading	5009	Music (Performing, Composing, Theory)
0400	Architecture and Related Programs	9903	Developmental Writing	5116	Nursing
0500	Area Ethnic and Cultural Studies	4506	Economics	3100	Parks, Recreation, Leisure, and Fitness Studies
5007	Art (Painting, Drawing, Sculpture)	1300	Education	3801	Philosophy
2600	Biological Sciences/Life Sciences	1400	Engineering	4000	Physical Sciences (EXCEPT Physics and Chemistry)
5201	Business, General	1500	Engineering-Related Technologies	4008	Physics
5202	Business Administration and Management	9910	English as Second Language	4510	Political Science and Government
5203	Business - Accounting	2301	English Language and Literatures	4200	Psychology
5208	Business - Finance	5000	Fine and Applied Arts (EXCEPT Art, Music, and Design and Applied Arts)	4400	Public Administration and Services (EXCEPT Social Work)
5212	Business Information and Data Processing Services	1600	Foreign Languages and Literature	3900	Religion and Theological Studies
5214	Business - Marketing	3105	Health and Physical Education/ Fitness	4500	Social Sciences (EXCEPT Economics, History, Political Science, and Sociology)
4005	Chemistry	5100	Health Professions and Related Sciences (EXCEPT Nursing)	4407	Social Work and Service
0900	Communications	5199	Health Professions and Related Sciences (2-year program)	4511	Sociology
1100	Computer and Information Sciences	4508	History	2310	Speech and Rhetorical Studies
4301	Criminal Justice and Corrections	1900	Human Sciences/Family and Consumer Sciences	Vocational/Technical Programs (See Website: Codes 4600-4900)	
1205	Culinary Arts and Related Services	2400	Liberal Arts and Sciences, General Studies and Humanities	9900	Other (to be used when none of the above codes apply)
1103	Data Processing Technology (2-year program)	2200	Law		

Additional Department/Discipline Codes: www.theideacenter.org/StudentRatings/deptcodes.html

Time Class Begins: Blacken completely the time the class begins. This information helps identify the class section.

Course Number: Blacken completely the course numbers. This number helps identify the class section. Typically, the last four digits of the course ID is used. For example, the numbers 0101 would be used for Art 101, Math 101, etc., with the departments distinguished by the previously selected department/discipline code.

Number Enrolled: Blacken completely the number of students enrolled in your class (e.g., if 9 are enrolled, mark 009; if 23 are enrolled, mark 023, etc). This information helps determine how representative your results are.

NOTE: A report cannot be generated with only 1 student completing the survey form. It is preferable to have at least 10 students complete the survey forms for minimal reliability.

Local Code: Please leave blank unless your IDEA On-Campus Coordinator gives other instructions.

Contextual Questions (Research Purposes): There are six questions in this section, some of which require multiple responses. These questions help describe the context in which the course was taught. Future research will determine how interpretations of your results should be altered by contextual considerations. As in the previous sections, please blacken the appropriate responses. While the responses to these items are not required (i.e., the report will be processed without your answering them), your responses will provide valuable background information. Some campuses may require the information to be completed for institutional purposes. If you have questions about these items consult your IDEA On-Campus Coordinator.

II. A Brief Description of IDEA Objectives

Because the IDEA system defines effective teaching in terms of progress on the objectives of the *particular* course, it is crucial that *very thoughtful consideration* be given to the selection of "Essential" and "Important" objectives on the *Faculty Information Form*. **Students' report of their progress on those objectives become the primary criteria to evaluate that course** and is reported as Progress on Relative Objectives, which combines the results of all objectives you selected as "Important" or "Essential." Because of how this summary measure is calculated, it is important to think carefully about the relative importance of the objectives you select. "Essential" objectives are double weighted. They count twice as much as "Important" objectives in these calculations.

For a more thorough discussion about selecting IDEA Objectives, please see the article on our Web page (www.theideacenter.org) entitled, "Some Thoughts on Selecting IDEA Objectives." It is recommended that the meaning of the objectives is discussed with your class early in the semester so a common understanding is reached.

This brief summary organizes the objectives into six groups: *Basic Cognitive Background*; *Application of Learning*; *Expressiveness*; *Intellectual Development*; *Lifelong Learning*; and *Team Skills*. The numbers used for each objective below (1-12) correspond to the numbers used on the *Faculty Information Form*. A detailed discussion of the objectives can be found on our home page (www.theideacenter.org).

Basic Cognitive Background

1. Gaining factual knowledge (terminology, classifications, methods, trends)
Objective's focus: building a knowledge base
2. Learning fundamental principles, generalizations, or theories
Objective's focus: connecting facts, understanding relationships

Application of Learning

3. Learning to *apply* course material (to improve thinking, problem solving, and decisions)
Objective's focus: applying what you have learned in this class to clarify thinking or solve problems
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
Objective's focus: developing skills, abilities, or attitudes of a beginning professional

Expressiveness

6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
Objective's focus: flexibility and divergence in thinking, elaboration of thoughts and insights, imagination, expressiveness of individuality
8. Developing skill in expressing oneself orally or in writing
Objective's focus: effective oral and written communication

Intellectual Development

7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
Objective's focus: gaining and valuing a "Liberal Education"
10. Developing a clearer understanding of, and commitment to, personal values
Objective's focus: developing a sound basis for making lifestyle decisions
11. Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
Objective's focus: higher level thinking skills (either within or outside of a disciplinary context)

Lifelong Learning

9. Learning how to find and use resources for answering questions or solving problems
Objective's focus: functioning as an independent learner
12. Acquiring an interest in learning more by asking questions and seeking answers
Objective's focus: developing attitudes and behaviors to support lifelong learning

Team Skills

5. Acquiring skills in working with others as a member of a team
Objective's focus: learning to function effectively in multiple team roles

III. Using Additional Questions with the IDEA System

One of the major criticisms of using a standard form for students' ratings of instruction and courses is that such questions may not be sensitive to some of the unique aspects of a course. The IDEA system offers you the opportunity to ask additional questions to assess particular aspects of your course. The following steps should be followed when preparing additional questions:

- Step 1:** Prepare and duplicate the additional questions on a separate sheet. Up to 20 additional questions may be asked on either the Diagnostic Form (**items 48 through 67**) or the Short Form, (**items 19 through 38**).
- Step 2:** You may use up to **five response options** for each question; these responses should be numbered (1), (2), (3), (4), (5) – NOT lettered. Examples of common questions and options are available from your IDEA On-Campus Coordinator or from our web page.
- Step 3:** Sheets with the additional questions should be distributed along with the student response forms at the time of administration. The IDEA Report will present the distribution of the students' responses, the average, and the standard deviation for each additional question. You may also ask questions which require a written response. These questions may be answered on the back of the student response forms, which will be returned to your institution following processing. However, if you want to give your students *more* space, provide them with a *separate* sheet of paper for their written comments. Do NOT send these separate sheets to the Center; they should be kept by your institution.

IV. Instructions for Classroom Administration of the IDEA System

The following steps outline the procedures for administering the IDEA system. The DIAGNOSTIC FORM is the **burgundy** opscan form with 47 items and the SHORT FORM is the **red** opscan form with 18 items.

- Step 1:** Complete a *Faculty Information Form* (blue) for **each** class.
- Step 2:** Distribute the student opscan forms (and the comment sheets or sheets with additional questions, if any). Remind the students to use a **No. 2 Pencil**. The survey administrator might consider having some extra No. 2 pencils available. Surveys completed in ink cannot be processed.
- Step 3:** Provide the students with the following general course information: (1) **Institution**; (2) **Instructor**; (3) **Course number**; (4) **Time and days class meets**. Direct the students to complete these sections on the front of their survey form.
- Step 4:** Unless your institution has its own standardized directions, the following instructions to the students should be read aloud:

*Your ratings will be most helpful to the instructor and to the institution if you answer thoughtfully and honestly. Students sometimes wonder, "If the course was well taught and I learned a lot, should I rate every item high?" The answer is "No." IDEA focuses on what the instructor was trying to teach and on what you learned. As such, an instructor is **not** expected to do well on every item. In recognition of this, items not related to this course are **not** counted in the final evaluation.*

Note: If the data will be used for **personnel decisions**, the following instructions to the students should be read aloud:

*As student raters, you should also know that the results of your ratings for this class will be included as part of the information used to make decisions about promotion/tenure/salary increases for this instructor. Fairness to both the individual and the institution require **accurate and honest** answers.*

- Step 5:** To insure objectivity and uniformity, after the instructions have been given, it is strongly recommended that the **instructor leave the room** while the students complete the student response forms. Have either a member of the class, a teaching assistant, or a colleague take responsibility for returning the materials to the designated office as soon as the students finish.