

IDEA Student Opinion Surveys SUMMARY

Prepared for the University Chairs Council Student Opinion Survey Work Group
Distributed to this work group on 28 Oct 2011

IDEA = Individual Development and Education Assessment

The IDEA Center's Mission is to serve colleges and universities committed to improving learning, teaching, and leadership performance.

Website: <http://www.theideacenter.org/node/5>

Please contact us if you have questions or would like additional information.

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On-line form to submit requests for information: <http://www.theideacenter.org/content/contact-us>

A Brief History of the IDEA Center

The IDEA Student Ratings System originated at Kansas State University during the 1968-69 school year. Its emphasis was unique, as it provided constructive feedback aimed at improving the quality of instruction and student learning. During the next seven years, the system was perfected and refined to assist in the improvement of instruction at Kansas State University. With help from the W. K. Kellogg Foundation, The IDEA Center was established in 1975 and the IDEA Student Ratings system was made available to other colleges and universities. Since that time, other systems have been added to assist institutions in the assessment and improvement of administrator performance. IDEA Feedback for Department Chairs, IDEA Feedback for Deans, and IDEA Feedback for Administrators serve to provide information to assist higher education leaders to become more effective.

A "free" pilot program (Website includes supporting materials for this "free" pilot program including an FAQ)

- Allows campuses to gain firsthand experience with the system to assess its fit with the campus culture and needs
- In order to facilitate faculty and administrator trust, we recommend piloting the IDEA instrument prior to adopting its use
- Survey 25 classes free using paper forms or IDEA Online. *An additional 275 classes can be included for a reduced fee.*
 - Survey materials include
 - i. 25 Faculty Information Forms, 25 Directions to Faculty, 500 forms
 - ii. Student Survey Forms (paper or online) needed to survey 25 classes (Diagnostic, Short, or a combination)
 - Processed Materials include
 - i. 2 copies of each class report
 - ii. A CD with a PDF copy of each class report
 - iii. A Group Summary Report including results from all classes in the pilot
 - iv. An Aggregate Data File in an Excel spreadsheet format

Delivery Method: Paper or On-line

- On-line implementation would be on the IDEA server but data entry and monitoring are done by someone at the institution
- Email-based with customizable reminders OR Url delivery System secured with an identifier (unique to the student)

Forms Available: Short Form (18 questions), Diagnostic Form (47 questions), Faculty Information Form (FIF).

- **Up to twenty additional questions** (Lickert or open-ended) can be added at institutional, department, individual at no expense
- Report summary: The "fee" includes two paper copies and a pdf file of the Diagnostic Form or Short Form summary
- Training is "free" if taken via webinar, but at least \$750 if you want the IDEA person physically present on campus.

Features

- Primarily focused on faculty development in the area of teaching; making instruction better
- IDEA Center offers support for
 - Best Practices for Getting Student Support
 - Best Practices for Getting Faculty Support
 - Documented Reliability and Validity (documented in a series of technical reports)
 - National Comparative Data: 3,000,000 forms annually (200,000 classes, 400 institutions) providing comparison information at the instructor, department, and institutional level.
 - Diagnostic Reports for Faculty to Identify Strengths and Guide Improvement Efforts
 - Adjusting survey data for up to five factors: student motivation, student work habits, class size, student effort not attributable to the instructor, course difficulty not attributable to the instructor
 - Training: Creating Local Campus Experts, Understanding Reports, Faculty, Department Chairs
 - Papers on each "Learning Outcome" and "Teaching Technique" on IDEA website as POD-IDEA Papers
 - POD = Professional and Organizational Development Network [<http://www.podnetwork.org/>] (faculty/CETL leaders)
 - IDEA Papers also develop various aspects of teaching, learning, and assessment.

Cost: There is a graduated fee structure on enrollment (14 to 30 cents per student enrolled) and use (\$4.50-\$7.00 per class)

- Fee structure is based on the number of students enrolled (having the opportunity to complete the survey) NOT the number that participate and actually complete the survey (In other words, if for a class of 25, 17 complete the survey, charged for 25 surveys)
- Using 300 faculty at 4 courses each and 25 per class as average size
(1200 classes) *(\$7 processing of reports/class) + (30000 students)*(\$0.14 per student) = \$8400 + \$4200 = **\$12,600 per semester**
- Ordinarily fees are semester by semester, although it is possible to *explore* a "contract" arrangement with The IDEA Center

IDEA/POD PAPERS

POD = Professional and Organizational Development Network [<http://www.podnetwork.org/>] (faculty/CETL leaders)

Teaching Techniques used in IDEA Student Opinion Surveys.....<http://www.theideacenter.org/node/64>

IDEA Item 1	"Displayed a personal interest in students and their learning," Virginia S. Lee
IDEA Item 2	"Found ways to help students answer their own questions," Nancy McClure
IDEA Item 3	"Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work," Michael Theall
IDEA Item 4	"Demonstrated the importance and significance of the subject matter," Nancy McClure
IDEA Item 5	"Formed 'teams' or 'discussion groups' to facilitate learning," Todd Zakrajsek
IDEA Item 6	"Made it clear how each topic fit into the course," Michael Theall
IDEA Item 7	"Explained the reasons for criticisms of students' academic performance," Barbara E. Walvoord
IDEA Item 8	"Stimulated students to intellectual effort beyond that required by most courses," Nancy McClure
IDEA Item 9	"Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding," Leora Baron
IDEA Item 10	"Explained course material clearly and concisely," Mary Deane Sorcinelli
IDEA Item 11	"Related course material to real life situations," Michael Theall
IDEA Item 12	"Gave tests, projects, etc. that covered the most important parts of the course," Barbara E. Walvoord
IDEA Item 13	"Introduced stimulating ideas about the subject," Michael Theall
IDEA Item 14	"Involved students in 'hands-on' projects such as research, case studies, or 'real life' activities," Virginia S. Lee
IDEA Item 15	"Inspired students to set and achieve goals which really challenged them," Todd Zakrajsek
IDEA Item 16	"Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own," Jeff King
IDEA Item 17	"Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve," Cynthia Desrochers
IDEA Item 18	"Asked students to help each other understand ideas or concepts," Jeff King
IDEA Item 19	"Gave projects, tests, or assignments that required original or creative thinking," Cynthia Desrochers
IDEA Item 20	"Encouraged student-faculty interaction outside of class," Allison Pingree

Learning Objectives used in IDEA Student Opinion Surveys.....<http://www.theideacenter.org/PODNotesLearning>

IDEA Objective 1	"Gaining factual knowledge (terminology, classifications, methods, trends)," Michael Theall
IDEA Objective 2	"Learning fundamental principles, generalizations, or theories," Walt Wager and Marilla Svinicki
IDEA Objective 3	"Learning to Apply Course Material (to improve thinking, problem solving, and decisions)," Todd Zakrajsek and Tamara Rosier
IDEA Objective 4	"Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course," Nancy McClure
IDEA Objective 5	"Acquiring skills in working with others as a member of a team," Donna M. Qualters
IDEA Objective 6	"Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)," Jennifer Franklin and Michael Theall
IDEA Objective 7	"Gaining a broader understanding and appreciation of intellectual/cultural activity," Pamela E. Barnett and Jodi Cressman
IDEA Objective 8	"Developing skill in expressing myself orally or in writing," Frances Johnson
IDEA Objective 9	"Learning how to find and use resources for answering questions or solving problems," Gail MacKay, Barbara Millis, and Rebecca Brent
IDEA Objective 10	"Developing a clearer understanding of, and commitment to, personal values," Victoria Bhavsar, Jeff King, and Karen Becker
IDEA Objective 11	"Learning to analyze and critically evaluate ideas, arguments, and points of view," Patricia Armstrong, Sonja Moyer, and Katherine Stanton
IDEA Objective 12	"Acquiring an interest in learning more by asking questions and seeking answers," Virginia S. Lee, Patricia Shaw, and Leone Snyder

POD/IDEA PAPERS for Faculty Development.....<http://www.theideacenter.org/category/helpful-resources/knowledge-base/idea-papers>

- IDEA Paper No. 49..... Effective Classroom Discussions, Cashin
- IDEA Paper No. 48..... Strategies to Improve Student Writing, Smit
- IDEA Paper No. 47..... Promoting Deep Learning, Millis
- IDEA Paper No. 46..... Effective Lecturing, Cashin
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- IDEA Paper No. 7..... A Guide to Clinical Performance Testing, Whitman
- IDEA Paper No. 4..... Classroom Observation Techniques, Acheson
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- IDEA Paper No. 1..... Motivating Students, Cashin

Getting Faculty Support - Best Practices (Copied from the IDEA Website)

Pilot

Beginning with a pilot (either with a smaller group of faculty or all faculty surveying just one class) builds some trust and confidence in the process, as faculty can have some experience with the process without the results being used for administrative decisions.

Flexibility

While faculty members are required to survey one major course and one general education course, they may choose which specific courses are surveyed.

Faculty Control

Faculty members are responsible for providing a holistic summary of IDEA results for their review materials. The evaluation process does not focus on the numbers but on the faculty member's interpretation of the results.

Faculty Decision

Three different instruments were piloted and the faculty voted to use IDEA campus wide. Faculty also determined the purpose and scope of its use.

Provide Guidance

New faculty members are evaluated in every course prior to applying for tenure. In the first semester, the Dean of Faculty Growth and Assessment will meet with new faculty to discuss the process of course evaluation and the IDEA form.

Recognize Strong Performance

A memorandum of commendation is sent from the Dean to all faculty members showing student learning (Progress on Relevant Objectives) at the 90th percentile or higher.

Communicate Results of Institutional Performance

Within a week after the forms are returned to instructors, the Dean provides an interpretation of the Institutional Group Summary Report, focusing on institutional norms for learning objectives, types of instruction emphasized, and observations on the aggregated student reports, identifying any concerns suggested by the data.

Provide Faculty Training Opportunities

The resident IDEA expert provides an IDEA overview at department meetings or at new faculty orientation meetings. Individual sessions are available as requested.

Provide Administrator Training

This facilitates buy-in as faculty members have confidence that those making decisions are doing so in an informed manner.

Ongoing Communication and Feedback

The Institutional Research director continually communicates with faculty and administrators about processes, policies, individual problems or questions and invites others to share information with their colleagues as appropriate. This improves internal processes and policies related to the use of IDEA. Some campuses use workshops, meetings, campus publications and listserves to communicate about proper administration of IDEA, internal deadlines, and role of the coordinating office.

Resident Expert

Having an individual or group of individuals who are available as "experts" in IDEA and faculty evaluation provide assistance to interpreting scores and directing individuals to additional sources of information related to teaching improvement.

Focus on Teaching Improvement

IDEA is used primarily to guide improvement efforts. Faculty members can include results in the review process at their own discretion.

Consistency

Use IDEA results consistently and as intended through documented policies.

Getting Student Support - Best Practices (Copied from the IDEA Website)

Communication

Use faculty representatives or IDEA Coordinators to visit student senate meetings, ask student leaders to visit school organizations, and sponsor school newspaper articles or advertisements that communicate to students the importance of the rating process and how their input is used.

Solicit Student Input

Established a themed display in the University Center that communicates the purpose and role of the IDEA coordinating office. Our slogan for students is "We count on your opinion." A guest book next to the display allows students to provide feedback.

Course Module

A section is included in the College Life Skills course that introduces first-time students to the IDEA system, its use, and the importance of thoughtful student responses.

Instructions to Students

Prior to the administration of the forms, review the importance of the process and demonstrate the importance of responding thoughtfully. Discuss a specific objective that was not relevant to the course (i.e., of minor or no importance) and instruct students that if they rate this item "5" because they "liked" the instructor or the course, they are not completing the survey appropriately. Similarly, point out a relevant ("important" or "essential") objective and suggest that if students indicate making no progress on that objective because they "didn't like" the instructor or the course, they are probably not completing the survey appropriately. This process emphasizes to students that the IDEA system is not assessing how much they "like" or "dislike" the instructor or the course, but encourages them to carefully read and discriminate between the items.

Demonstrating Results to Students

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

**IDEA Student Ratings of Instruction
Disciplines Provided with Comparisons
September 2011 – August 2012**

IDEA
Department/
Discipline
Code
Discipline
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100 Ag Business & Production	4000 Physical Sciences
200 Agricultural Sciences	4005 Chemistry
400 Architecture & Related Programs	4006 Geological & Related Sciences
500 Area, Ethnic & Cultural Studies	4008 Physics
800 Marketing Operations/Marketing & Distribution	4200 Psychology
801 Apparel & Accessories Marketing Operations	4300 Protective Services
900 Communication	4301 Criminal Justice/Corrections
904 Journalism & Mass Communications	4400 Public Administration & Services
1000 Communication Technologies	4407 Social Work
1002 Audiovisual Communication Technologies	4500 Social Science
1003 Graphic Communications	4502 Anthropology
1100 Computer & Information Sciences	4506 Economics
1107 Computer Science	4507 Geography
1108 Computer Software & Media Applications	4508 History
1205 Culinary Arts & Related Services	4510 Political Science & Government
1300 Education (except Physical Education and Vocational-Technical Education)	4511 Sociology
1303 Curriculum & Instruction	4700 Mechanics & Repairers
1310 Special Education	5000 Fine & Applied Arts
1311 Student Counseling & Personnel Services	5004 Design & Applied Arts
1312 General Teacher Education	5005 Dramatic/Theater Arts & Stagecraft
1313 Teacher Education, Specific Academic & Vocational Programs	5006 Film/Video & Photographic Arts
	5007 Art (Painting, Drawing, Sculpture)
	5009 Music
1332 Physical Education & Health Safety Education	5100 Health Professions and Related Sciences (except Nursing)
1400 Engineering	5107 Health & Medical Administrative Services
1500 Engineering-Related Technologies	5108 Health & Medical Assistants
1600 Foreign Languages & Literature	5109 Health & Medical Diagnostic & Treatment
1609 Romance Languages Literatures Services	
1900 Human/Family & Consumer Science	5116 Nursing
1905 Foods & Nutrition Studies	5120 Pharmacy
2200 Law 5123 Rehabilitation/Therapeutic Services	
2301 English Language & Literature	5199 Health Professions & Related Sciences
2304 English Composition (2-year program)	
2307 American Literature	5200 Business Management & Administrative
2310 Speech & Rhetorical Studies Services	
2311 English Technical & Business Writing	5201 Business, General
2400 Liberal Arts & Sciences	5202 Business Administration & Management
2600 Biological Science/Life Science	5203 Business - Accounting
2601 Biology, General	5208 Business - Finance
2606 Miscellaneous Biological Specializations	5210 Human Resources Management
2700 Mathematics & Statistics	5212 Business Information & Data Processing
2701 Mathematics Services	
3000 Multi/Interdisciplinary Studies	5213 Business Quantitative Methods &
3100 Park/Recreation/Leisure/Fitness Studies Management Science	
3105 Health & Physical Education/Fitness	5214 Business – Marketing
3801 Philosophy 9901 Developmental Math	
3900 Religion/Theological Studies	9902 Developmental Reading
3902 Bible/Biblical Studies	9903 Developmental Writing

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