

CENTER FOR THE ADVANCEMENT
OF TEACHING & LEARNING
(CATL)
215 Fairchild Hall
532-7828
Dr. Victoria Clegg, Director

IDEA STUDENT RATINGS SYSTEM

Directions for Use

Revised Fall 2009

For Use with IDEA Long Form (burgundy) or Short Form (red).

These pages contain information you will normally need to use IDEA in your classes. If you have further questions, please contact the CATL (2-7828) in 215 Fairchild Hall. These directions are divided into the following sections:

- I. Responsibilities of the Course Instructor
- II. Responsibilities of the Person Administering IDEA in Class
- III. Marking your *Faculty Information Form*

I. RESPONSIBILITIES OF THE COURSE INSTRUCTOR

1. A **Faculty Information Form (FIF) must be completed for each course section.** The correct coding is your responsibility. (See Section III. Marking your *Faculty Information Form*.) An FIF must be returned with the completed student survey forms to process an IDEA Report for you.
2. Proper administration of the IDEA in your class is also your responsibility. It is **essential that you leave the room while the students fill out the forms.** We suggest you either (1) appoint a student or a Teaching Assistant to take charge after you have given the instructions, or (2) appoint a student or a Teaching Assistant as the administrator. In either case, that person -- not you -- should deliver the completed student forms and FIF to the designated representative in your department office.
3. If you choose to ask additional questions, please refer to the handout, *Using Additional Questions*, which may be on file in your department. Or find it online (<http://www.ksu.edu/catl/ratings/idea/addque.pdf>).

II. RESPONSIBILITIES OF THE PERSON ADMINISTERING IDEA IN CLASS

TO ADMINISTER:

1. On the chalkboard, write the instructor's name, the course number (e.g. BIOL 345), and the time and days the class meets. Ask students to put that information in the appropriate blanks on the *burgundy* form or the *red* form.
2. Unless your department 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 university 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. Any additional comments you would like to make should be written in the space provided on the survey form.*

Note: IF the data will be used for personnel decisions, the students should also be told the following:

*As student raters, you should also know that the results of your ratings will be used as **part** of decisions related to promotion/tenure/salary increases.*

3. Remind students to use a **No. 2 pencil** and that the Survey form **MUST NOT be folded.**

4. Distribute one survey form to each student.
5. If the instructor has prepared additional questions on separate sheets, distribute those also. Tell students to answer the additional questions beginning with item #48 ("Extra Questions" section) on **side 2** of the **burgundy** form, or beginning with item #19 ("Extra Questions" section) on **side 1** of the **red** form.
6. When the students have finished marking their responses, gather all the completed forms. Straighten the forms so that the **corner-cuts** are aligned in the **upper right-hand corner**.

TO RETURN:

1. Deliver the completed survey forms (**do NOT fold**) to the designated representative in the department.
2. Return the extra survey forms, these directions, and any other materials to the instructor or to the designated representative in your department so that they may be used in other classes.
3. The designated representative will deliver the completed survey forms along with the *Faculty Information Form* completed by the instructor to the Center for the Advancement of Teaching and Learning in 215 Fairchild Hall.

III. MARKING YOUR *FACULTY INFORMATION FORM*

The *Faculty Information Form* provides input for your IDEA Report. Please read these instructions and follow them carefully. An incomplete FIF will delay the processing of your IDEA Report or cause errors. Use a **No. 2 PENCIL** and **completely blacken each circle**.

Name: *Only the first 11 letters* of your last name and your two initials will be printed. 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 blacken** the alphabetical character which corresponds to the letter you have written in the box above.

Objectives: Your weighting of these objectives is very important because it describes the uniqueness of your course by defining its purposes (what students are supposed to learn). Weight each of them as: **M = *Minor or No Importance***; **I = *Important***; or **E = *Essential*** by blackening the appropriate letter. 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*. As a general rule, if you choose three objectives, *only one* should be *Essential*; if you choose five, *only two* should be *Essential*. Your choices should *prioritize* what you want students to learn in your course.

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" then the objective probably should be weighted "E" or "I." The phrase *Minor or No Importance* recognizes that some of the twelve objectives will be considerably less important than others in most courses. An "M" should be selected for such objectives.

A Brief Description of IDEA Learning Objectives is provided on page 4 of these directions.
If you have further questions, contact Dr. Vicki Clegg (2-7828).

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

Discipline (Department) Code: From the table below use the four-digit modified CIP academic code for the department in which the course is taught. This code is used to help identify your course and, in some departments, may be helpful in developing a summary report. If you have questions, contact Dr. Vicki Clegg (2-7828).

***Department Codes (Modified CIP Codes)**

| | | |
|---|---|---|
| 5203 Accounting | 1311 Counseling | 0405 Interior Architecture |
| 1312 Adult Education | 5003 Dance | 1906 Interior Design |
| 2900 Aerospace Studies | 5124 Diagnostic Medicine & Pathobiology | 0904 Journalism & Mass Communications |
| 0101 Agricultural Economics | 1905 Dietetics | 1332 Kinesiology |
| 0204 Agronomy | 4506 Economics | 0406 Landscape Architecture |
| 0502 American Ethnic Studies | 1304 Educational Leadership | 5202 Management |
| 5124 Anatomy & Physiology | 1308 Educational Psychology | 5214 Marketing |
| 0202 Animal Sciences & Industry | 1410 Electrical Engineering | 2701 Mathematics |
| 4502 Anthropology | 1312 Elementary Education | 1419 Mechanical Engineering |
| 1909 Apparel | 1500 Engineering Technology, Salina | 2900 Military Science |
| 1404 Architectural Engineering & Construction Science | 2301 English | 1600 Modern Languages |
| 0402 Architecture | 0200 Entomology | 5009 Music |
| 5007 Art | 0404 Environmental Design | 1423 Nuclear Engineering |
| 9900 Arts, Science & Business, Salina | 1907 Family Studies & Human Services | 3801 Philosophy |
| 4901 Aviation, Salina | 5208 Finance | 4008 Physics |
| 2602 Biochemistry | 0305 Forestry | 2603 Plant Pathology |
| 1403 Biological & Agricultural Engineering | 4507 Geography | 4510 Political Science |
| 2601 Biology | 4006 Geology | 4200 Psychology |
| 1407 Chemical Engineering | 0203 Grain Science & Industry | 3103 Recreational Services |
| 4005 Chemistry | 4508 History | 0403 Regional & Community Planning |
| 1408 Civil Engineering | 0106 Horticulture | 1312 Secondary Education |
| 5124 Clinical Sciences | 5209 Hospitality Management | 4407 Social Work |
| 5205 Communications | 1905 Human Nutrition | 4511 Sociology |
| 1409 Computer Engineering | 1417 Industrial & Manufacturing Systems Engineering | 1310 Special Education |
| 1100 Computing & Information Sciences | 3000 Interdisciplinary Studies | 2310 Speech |
| 9900 Continuing Education, Manhattan Campus | | 2705 Statistics |
| 9900 Continuing Education, Salina Campus | | 1909 Textiles |
| | | 5005 Theatre |
| | | 0502 Women's Studies |
| | | 9900 Other (use when none of the above apply) |

* The names of some departments represent multiple areas of study. In such cases, the different areas may have been assigned different codes. Be sure to check the entire list.

Time Class Begins: Blacken completely the time the class begins. This information helps ensure that your report is labeled for the correct section.

Course Number: This number permits you to identify the class corresponding to your IDEA Report. Enter the three digit course number in the three columns furthest to the right of this field (e.g., the 645 from PHILO 645). Fill the remaining columns with zeros. Blacken completely the corresponding numbers in the bubbles below.

Number Enrolled: Blacken completely the three numbers corresponding to the number of students enrolled in your class (e.g., if 23 are enrolled, mark 023).

Local Codes: Leave this box blank.

Contextual Questions (Research Purposes): These six questions help describe the context in which the course was taught, and some require multiple responses. Future research will determine how IDEA Report interpretations 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., your report will be processed without your answering them), your responses will provide valuable background information. If you have any questions about these items, contact Dr. Vicki Clegg (2-7828).

BRIEF DESCRIPTION OF IDEA LEARNING 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. **The students’ reports of their progress on those objectives become the *primary* criterion to evaluate that course!**

For a more thorough discussion about selecting IDEA Objectives, please see the article, “Some Thoughts on Selecting IDEA Objectives” (<http://www.theideacenter.org/SelectingObjectives>). One important recommendation is to discuss the meaning of the relevant objectives with your students early in the semester so you and they have a common understanding.

The following summary organizes the objectives into three groups: A) Subject Matter Mastery; B) Development of General Skills; and C) Personal Development. The number used for each objective below corresponds to that used on the Faculty Information Form.

Subject Matter Mastery

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
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

Development of General Skills

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
5. Acquiring skills in working with others as a member of a team
Objective’s focus: learning to function effectively in multiple team roles
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
9. Learning how to find and use resources for answering questions or solving problems
Objective’s focus: functioning as an independent learner
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)

Personal 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
12. Acquiring an interest in learning more by asking questions and seeking answers
Objective’s focus: developing attitudes and behaviors to support life-long learning