IDEA STUDENT RATINGS SYSTEM
Faculty Member Directions for Use

Revised Fall 2016

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 Teaching & Learning Center (2-7828) at 206 Anderson Hall. These directions are divided into the following sections:

   I.   Responsibilities of the Course Instructor
   II. 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. 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 The Teaching & Learning Center (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 The Teaching & Learning Center (2-7828).

*Department Codes (Modified CIP Codes)

5203 Accounting
1312 Adult Education
2900 Aerospace Studies
0101 Agricultural Economics
0204 Agronomy
0502 American Ethnic Studies
5124 Anatomy & Physiology
0202 Animal Sciences & Industry
4502 Anthropology
1909 Apparel
1404 Architectural Engineering & Construction Science
0402 Architecture
5007 Art
9900 Arts, Science & Business, Salina
4901 Aviation, Salina
2602 Biochemistry
1403 Biological & Agricultural Engineering
2601 Biology
1407 Chemical Engineering
4005 Chemistry
1408 Civil Engineering
5124 Clinical Sciences
2310 Communication Studies
5205 Communications
1409 Computer Engineering
1100 Computing & Information Sciences
1311 Counseling

1303 Curriculum & Instruction
5003 Dance
5124 Diagnostic Medicine & Pathobiology
1905 Dietetics
4506 Economics
1304 Educational Leadership
1308 Educational Psychology
1410 Electrical Engineering
1312 Elementary Education
1500 Engineering Technology, Salina
2301 English
0200 Entomology
0404 Environmental Design
1907 Family Studies & Human Services
5208 Finance
0203 Food Science Institute
0305 Forestry
4507 Geography
4006 Geology
3011 Gerontology
0203 Grain Science & Industry
4508 History
0106 Horticulture
5209 Hospitality Management
1905 Human Nutrition
1417 Industrial & Manufacturing Systems Engineering

0405 Interior Architecture
1906 Interior Design
0904 Journalism & Mass Communications
1332 Kinesiology
0406 Landscape Architecture
9900 Leadership Studies
5202 Management
5214 Marketing
2701 Mathematics
1419 Mechanical Engineering
2900 Military Science
1600 Modern Languages
5009 Music
1423 Nuclear Engineering
3801 Philosophy
4008 Physics
2603 Plant Pathology
4510 Political Science
4200 Psychology
3103 Recreational Services
0403 Regional & Community Planning
1312 Secondary Education
4407 Social Work
4511 Sociology
1310 Special Education
2705 Statistics
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 the Teaching & Learning Center (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