

IDEA COURSE EVALUATIONS

TRANSITION TO ONLINE SURVEYS

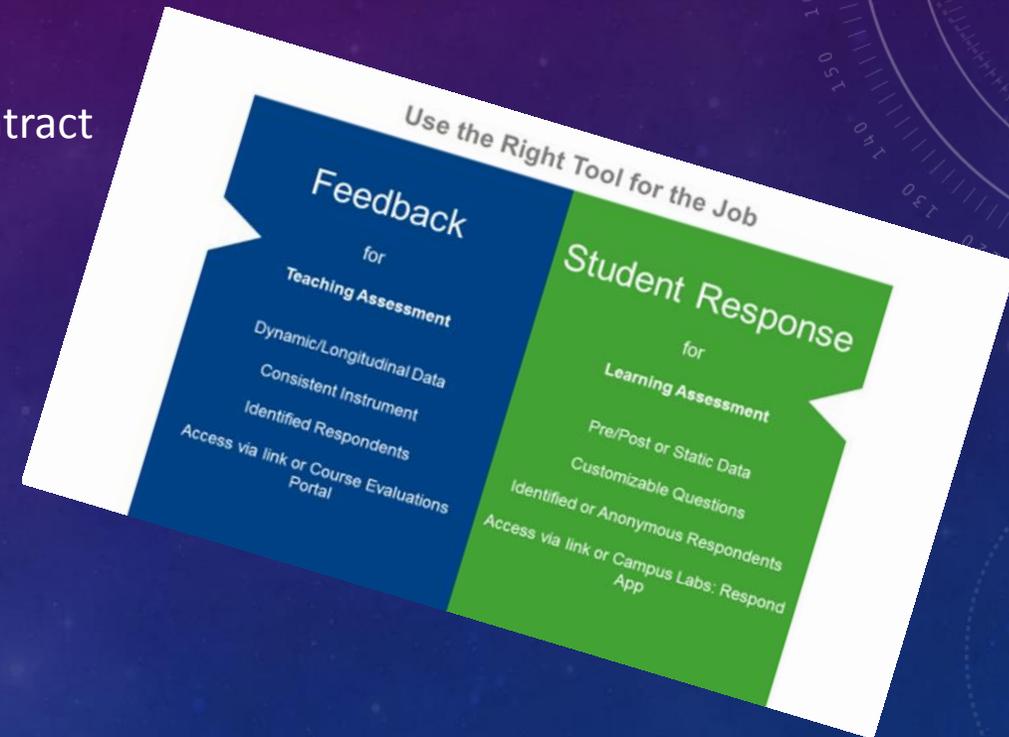


Tennessee
TECH

OVERVIEW FOR TODAY



- What, Why, How, When? Transition Process and Contract
- Overview and Upgraded Enhancements
- Training Schedule
- Assessment Process
- Response Rates
- Faculty Dashboard Overview by IDEA Consultant



TRANSITION PROCESS AND CONTRACT UPDATE

- **What?** In 2013, IDEA rolled out an updated and enhanced survey tool, and shifted to online evaluation of instruction powered by Campus Labs, a planning, data, and assessment program. Support for the paper version is discontinued.
- **Why?** Results from the IDEA Course Evaluations determine how to improve teaching, gauge student progress on relevant objectives chosen by the specific course instructor, and for faculty tenure and promotion evaluation. Due to this factor, a course evaluation tool must be interchangeable or compatible with the current used version of course evaluations used for tenure and promotion at TTU, and the updated survey and any result reports are consistent with past results and can be printed for Dossiers.
- **How?** In Fall 2016 and Spring 2017, investigative presentations were given to Deans' Council, SGA, and Faculty Senate and the program received positive input and feedback. In Summer and Fall 2017, various colleges and departments were visited for presentations.
- **When?** Contract was submitted by the Associate Provost and approved through the appropriate channels in Summer 2017. The current IDEA contract is effective July 1, 2017 – June 30, 2022.

WHAT REMAINS THE SAME AND WHAT HAS BEEN ENHANCED?

Consistent

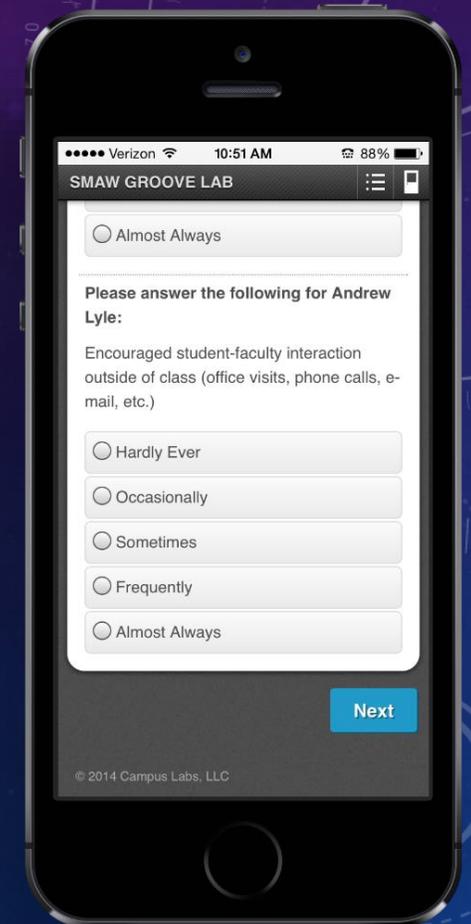
- Faculty Choose objectives
- Printed Reports for Dossiers
- Summative Numbers
- In class capture
- Tenured Faculty can decline access to share reports
- Tenured Faculty choose which two reports for Annual Evaluation

Enhanced Updates

- Tenured Faculty send in excluded courses
- All surveys are online (reducing waste)
- Faculty can utilize “Instant Feedback” and other features
- Faculty can monitor and improve response rates
- Students can use phones, pads, or tablets
- More efficient communication with students
- Faster access to interactive results
- Longitudinal report comparisons

UPGRADED ENHANCEMENTS

- **New items** that allow us to better align with accreditation and professional standards, including the AAC&U, regional accreditors, and other recognized learning organizations
- **Expansion of Learning Objectives** to include civic engagement, ethical decision-making, diverse perspectives, and quantitative literacy
- **Inclusion of service-learning and self-reflection** among the new Teaching Methods
- A more **concise and focused Diagnostic Feedback** instrument
- **More Instruments:** Teaching Essentials and Learning Essentials, have been aligned with the updated Diagnostic Form
- Capability to assess students **Before** Class, **During** Class, **End** of Class, and **After** Class



Learning Objectives Crosswalk Handout

Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures

Learning to Apply Course Material (to improve thinking, problem solving, and decisions)

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Acquiring skills in working with others as a member of a team

Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)

Gaining a broader understanding and appreciation of intellectual/cultural activity

Developing skill in expressing myself orally or in writing

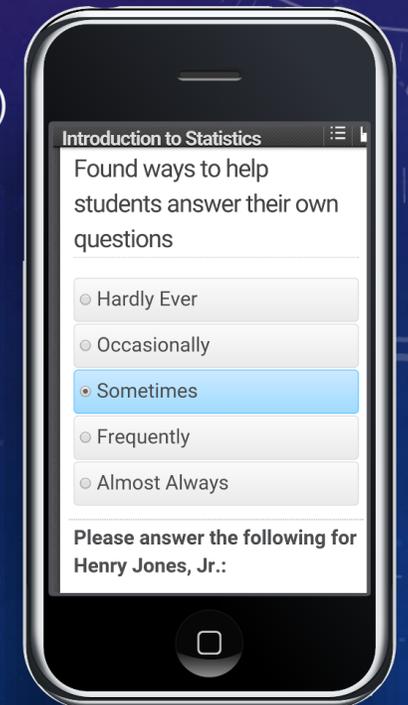
Learning how to find, evaluate, and use resources to explore a topic in depth

Developing ethical reasoning and/or ethical decision making

Learning to analyze and critically evaluate ideas, arguments, and points of view

Learning to apply knowledge and skills to benefit others or serve the public good

Learning appropriate methods for collecting, analyzing, and interpreting numerical information



FACULTY DASHBOARD TRAINING SCHEDULE

October (4 weeks of Training Dates)

- (Week 1) Administrator Reporting Training (4)
- (Week 2) Faculty Overview Training (3)
- (Week 3) Faculty Overview Training (3)
- (Week 4) Faculty Overview Training (3)

November

- Department Visits
- Faculty One-on-One Consulting

Student Rating of Instruction-
November 27 to December 8th



ASSESSMENT PROCESS

NOTE:

CURRENT POLICY FOR COURSE EVALUATIONS HAS NOT CHANGED.



- Beginning of semester-Interface with Banner to upload all courses, faculty, and students
- Begin Student Communication (VERY IMPORTANT)
- During semester- Update courses and student rosters at appropriate times
- During Semester- Collect “Course Exclusion Requests” from Tenured Faculty
- End of semester- Last two weeks of classes implement survey (not during finals week)
- Results available after close of grades (after deadline/exceptions)

TOP TEN WAYS TO BOOST STUDENT RESPONSE RATES

10. Talk to students about the Importance

9. Frequency of Email Reminders

8. Use University Technology Systems

7. Early Access to Grades

6. Marketing to Students

5. Faculty Monitor Response Rates

4. Deans/Chairs Monitor Response Rates

3. Campus Incentives

2. Share how results are used

1. ALLOW CLASS TIME-Remind Students to bring Electronic Device and have Administrative Associates proctor the survey in class



RESOURCES

- TN Tech University IDEA for Faculty- www.tntech.edu/assessment/idea
- IDEA Faculty “Getting Started”- <https://www.ideaedu.org/Resources-Events/Support-For-Current-Clients/IDEA-SRI-Powered-by-Campus-Labs#1033492-getting-started>
- IDEA Faculty Teaching and Learning- <https://www.ideaedu.org/Resources-Events/Teaching-Learning-Resources>
- Campus Labs “Using Course Evaluations” Technology Help- <https://courseevaluationssupport.campuslabs.com/hc/en-us/categories/200197458-Using-Course-Evaluation>
- Campus Labs “Best Practices for Course Evaluations”- <https://courseevaluationssupport.campuslabs.com/hc/en-us/categories/200197478-Best-Practices>