MEMO

To: Provost Capuano, Faculty Senate, APRC, FRW and full university community

From: Drs. Cathy Kelley and Scott Behson, on behalf of the FDU/ IDEA Implementation
         Task Force

Date: February 2, 2015

This report summarizes the activities involved in the Fall 2014 rollout of the IDEA system. It also provides a summary of the data generated and feedback received from faculty and students. The initial rollout was extremely successful, as reflected in the resultant data. However a number of changes are proposed that will make the system stronger and should result in an even better experience for the community.

We are extremely grateful for the support given by the Provost, Deans and Directors/Chairs, and especially by the FDU faculty and students during the past semester.

This report has five sections:

- **Summary of Task Force Activities to Orient the FDU Community on IDEA**
- **An Analysis of Response Rates**
- **A Summary of FDU's Overall Results**
- **Lessons Learned, Response to Faculty Feedback, and Areas for Improvement**

Summary of Task Force Activities to Orient the FDU Community on IDEA

Workshops on IDEA

The task force members for each college created and ran workshops for faculty on filling out their Faculty Information Forms (learning objectives) and informing them of IDEA and its various features. In all, over 250 faculty attended these various workshops. Workshops were offered to all faculty members, including adjuncts. Some we held just before college-wide meetings; some were in lieu of college faculty meetings; some were delivered just to a specific department. Here is a partial listing:

- 2 were open for all Becton faculty
- 2 were open for all Silberman faculty
- 2 were open for all Petrocelli faculty
- 1 was held for University faculty one hour before the college-wide meeting
- 1 Becton faculty meeting was reserved just for IDEA orientation
- Workshops were run for the following departments, at their request: Writing Program (BC), School of Pharmacy, Biology (BC), Accounting, Management, Entrepreneurship & Marketing and School of Humanities (UC)

Further, IDEA Task force members made announcements and presentations at College Faculty Meetings for each college.

Webinars

Representatives from IDEA held two live webinars for faculty to introduce them to IDEA and walk them through the process of inputting their faculty information forms. Over 45 faculty attended these webinars, and 58 more accessed the archived webinars for viewing on their own.

Website

Behson created the website http://fduidea.wordpress.com which contains copious information and links for faculty, chairs and others to learn about IDEA and link to their faculty information forms. In all, the website received:

- 2,124 page visits during the Fall 2014 semester
- 451 clicks to the http://fdu.campuslabs.com/faculty website, where faculty could log in, fill out their information forms, and access their reports
- 253 clicks on various links to access information forms and other documents
- 58 clicks to the archived webinars
- 53 clicks to the IDEA website

Meetings

Various Task Force members, but especially Kelley and Behson, met with and/or held many conversations with many constituencies to discuss how IDEA affected them and to be sure we all shared a common understanding. Here is a partial list:

- Becton chairs/directors meeting
- University chairs/directors meeting
- School of Pharmacy
- Community College Partnership Program
- MFA in Creative Writing
- Vancouver Campus
- Several meetings with those involved with distributed programs through Petrocelli

Materials

The task force created many materials for faculty, chairs, students and others. Durso and Behson took the lead in creating most of these. The materials can be found at http://fduidea.wordpress.com

Communication to Students

For full-semester classes, all faculty were provided with information to introduce IDEA to students, including suggested language to describe it and to encourage their participation. They were given copies of an information sheet for students and were asked to be sure every student received one. Faculty were encouraged to set aside 10-15 minutes for the evaluations, consistent with past practice.

Students received automated emails from FDU Evaluation Manager when it was time for their surveys, and also an additional reminder. Provost Capuano also reminded the entire FDU community 4 times during the evaluation period for full semester-length courses. Finally, the Equinox student newspaper on the Metropolitan Campus ran a feature article on the transition to IDEA.

Communications to Faculty

In addition to the workshops, webinars and meetings listed above, faculty received automated emails from FDU Evaluation Manager when they could begin filling out their Faculty Information forms, when it was time for their students to fill out their surveys, and also an additional reminder. Behson and Kelley also sent various reminders, particularly for classes that ended early in the semester (as early as October 8th). Chairs and Deans were also very helpful in getting the word out.

Response rates

The following section summarizes response rates on the student surveys as well as the faculty information forms, and provides some observations about the data.

Faculty Information Form Response Rates

The first set of analyses concerns the response rates of faculty to the Faculty Information Form (FIF). The FIF asks faculty to rate the importance of a number of broadly framed learning objectives for their classes. These data are used by IDEA to weight scores on these objectives, such that faculty are not penalized for objectives that are not important for their classes. We also use FIF completion as a general marker for faculty engagement in the evaluation process.

As shown in Table 1, tenure-track faculty were very engaged in this process, as were faculty from the two New Jersey campuses and Vancouver. However, faculty at our offsite locations or teaching via distance learning were much less likely to fill out the FIF. This finding suggests that more work needs to be done to reach these faculty.

Table 1: FIF completion by rank, location

Faculty Rank	NJ campuses	Vancouver	Offsite	DL
Tenure-track (NT)	0.98	0.96	1.00	0.88
Tenured (TN)	0.85	n/a	0.13	0.57
Adjunct (NO)	0.78	1.00	0.67	0.94
Other (OT)	0.69	0.53	0.50	0.56
No rank provided	0.66	0.75	0.29	0.40
All ranks	0.77	0.74	0.48	0.64

Table 2 breaks FIF completion down across the four colleges and the School of Pharmacy. Overall completion rate was very high in all units except Petrocelli College, suggesting that more work needs to be done to reach Petrocelli faculty. However 100% of tenure-track faculty in Petrocelli completed the FIF. The most important difference between Petrocelli and the other units seems to be the response rate of tenured faculty.

Table 2: FIF completion by rank, college

Faculty Rank	Becton	Pharmacy	Petrocelli	Silberman	University	FDU
Tenure-track (NT)	1.00	0.83	1.00	0.98	0.99	0.98
Tenured (TN)	1.00	1.00	0.39	0.75	0.81	0.83
Adjunct (NO)	0.97	1.00	0.62	0.70	0.79	0.79
Other (OT)	0.84	0.40	0.26	0.56	0.72	0.66
No rank provided	0.71	0.50	0.44	0.86	0.72	0.66
All ranks	0.89	0.69	0.45	0.75	0.77	0.75

Effect of faculty engagement on student response rate

The next set of analyses explores how faculty engagement influences student response rate. Table 3 shows that across all administration windows, students were far more likely to complete their surveys in classes where the faculty member had completed the FIF (64% vs. 46%). The classes on a regular semester schedule also had much higher response rates, which is not surprising as the communication strategy had not been fully worked out earlier in the semester.

Table 3: FIF completion x Student Response Rate

Student response rate by FIF	FIF complete			FIF not complete			All FIF status		
Administration Window	Student Responses	Total Class Enrollments	Response Rate	Student Responses	Total Class Enrollments	Response Rate	Student Responses	Total Class Enrollments	Response Rate
All Early	690	1802	0.38	678	2846	0.24	1368	4648	0.29
Main Only	17850	27347	0.65	4636	8800	0.53	22486	36147	0.62
All administrations	18541	29149	0.64	5314	11646	0.46	23855	40795	0.58

Student response rates by college, location, and class level

The remaining analyses only make use of data from the regular semester classes. Echoing the results found for the FIF, Table 4 shows that student responses were very high on the New Jersey campuses and especially in Vancouver. However students in distance learning classes and especially those taking classes at offsite locations were much less likely to complete the surveys. Again this result points to a need for a better communication strategy for these categories of classes.

Table 4: Student Response Rate by Location x Class Level

Student Response Rate	NJ campuses			Offsite			Vancouver			Distance		
Class Level	Student Responses	Total class enrollments	response rate	Student Responses	Total class enrollments	response rate	Student Responses	Total class enrollments	response rate	Student Responses	Total class enrollments	response rate
Grad	4249	6276	0.68	76	377	0.20	923	1190	0.78	104	225	0.46
Undergrad	16025	25810	0.62	77	293	0.26	554	892	0.62	473	1045	0.45
Overall	20274	32086	0.63	153	670	0.23	1477	2082	0.71	577	1270	0.45

Table 5 (next page) shows that students had acceptably high response rates in all colleges except Petrocelli. However graduate student response rates in Petrocelli were in a similar range to the other colleges, suggesting that more outreach needs to be made to Petrocelli undergraduate programs.

Table 5 (part a): Student Response Rate by College x Class Level

Student Response Rate	Becton			Pharmacy			Petrocelli		
Class Level	Student Responses	Total class enrollments	response rate	Student Responses	Total class enrollments	response rate	Student Responses	Total class enrollments	response rate
Grad	347	474	.73	1339	1829	.73	1002	1585	0.63
Undergrad	6897	10289	0.67	n/a	n/a	n/a	1456	3184	0.46
Overall	7224	10763	.67	1339	1829	.73	2458	4769	0.52

Table 5 (part b) Student Response Rate by College x Class Level

Student Response Rate	Silberman			University			FDU		
Class Level	Student Responses	Total class enrollments	response rate	Student Responses	Total class enrollments	response rate	Student Responses	Total class enrollments	response rate
Grad	209	270	0.77	2454	3910	0.63	5351	8068	0.66
Undergrad	2084	3418	0.61	6698	11188	0.6	17135	28079	0.61
Overall	2293	3688	0.62	9152	15098	0.61	22486	36147	0.62

Table 6 explores the possible reasons for Petrocelli's low response rates. Since many offsite and DL classes originate in Petrocelli, one reason for Petrocelli's low response rates might be that the offsite and DL rates are bringing the overall average for the college down. However, this appears not to be the case. DL and offsite response rates are low across all colleges with these offerings, and Petrocelli's response rates are low across all locations and modalities.

Table 6 (part a – continued on next page): Student Reponse rate by College x Location

Student Response Rate	Becton			Pharmacy			Petrocelli		
location	Student responses	Total class enrollments	response rate	Student responses	Total class enrollments	Response rate	Student responses	Total class enrollments	response rate
NJ campuses	7224	10763	0.68	1339	1829	.73	1386	2788	0.50
Vancouver	0	0	n/a	n/a	n/a	n/a	289	532	0.54
Offsite	0	0	n/a	n/a	n/a	n/a	83	437	0.19
DL	6	13	0.46	n/a	n/a	n/a	156	445	0.35
All campuses	7224	10763	0.67	1339	1829	.73	2458	4769	0.52

Table 6 (part b) Student Reponse rate by College x Location

Student Response Rate	Silberman			University			FDU		
location	Student responses	Total class enrollments	response rate	Student responses	Total class enrollments	response rate	Student responses	Total class enrollments	response rate
NJ campuses	2054	3218	0.64	8257	13501	0.61	20274	32086	0.63
Vancouver	939	1327	0.71	7978	13081	0.61	9206	14940	0.62
Offsite	37	75	0.49	34	158	0.21	153	670	0.23
DL	20	38	0.53	394	774	0.51	577	1270	0.45
All campuses	2293	3688	0.62	9152	15098	0.61	22486	36147	0.62

Together the data demonstrate that faculty engagement in the evaluation seems to be associated with higher student engagement. Furthermore, we seem not to be reaching faculty in Petrocelli (all ranks except tenure track), those teaching via distance learning, and those at our offsite locations. Low FIF completion rates in these units are echoed by low student response rates.

Overall IDEA results

The following set of screen shots displays the "Unit Summary Report" for all FDU classes from the Fall 2014 semester. There is no clean way to export these from Campus Labs (the software on which the IDEA system is run), but Campus Labs indicates that they are working on a way to do this. In the meantime, the screenshots will provide the community with a sense of our results.

Overall the results show that FDU faculty members are similar to, but slightly better than the overall IDEA database in terms of student ratings. The results do not show any specific area where improvement is needed.

Faculty Selection of Relevant (Important and Essential) Objectives

Average number of objectives selected as Important or Essential	4.8

Learning Objectives	% of classes identifying Relevant Objectives

▼ Gaining factual knowledge (terminology, classifications, methods, trends) — **69%**

% of Classes Identifying Relevant Objectives

Your Group	69%
IDEA System	78%

▼ Learning fundamental principles, generalizations, or theories — **69%**

% of Classes Identifying Relevant Objectives

Your Group	69%
IDEA System	75%

▼ Learning to *apply* course material (to improve thinking, problem solving, and decisions) — **74%**

% of Classes Identifying Relevant Objectives

Your Group	74%
IDEA System	75%

▼ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course — **50%**

% of Classes Identifying Relevant Objectives

Your Group	50%
IDEA System	55%

▼ Acquiring skills in working with others as a member of a team — **28%**

% of Classes Identifying Relevant Objectives

Your Group	28%
IDEA System	32%

▼ Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)   **18%**

% of Classes Identifying Relevant Objectives

Your Group		18%
IDEA System		25%

▼ Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)   **22%**
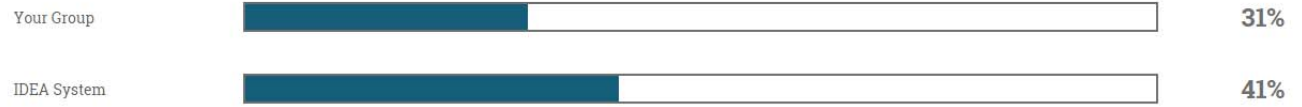
% of Classes Identifying Relevant Objectives

Your Group		22%
IDEA System		27%

▼ Developing skill in expressing myself orally or in writing   **41%**

% of Classes Identifying Relevant Objectives

Your Group		41%
IDEA System		47%

▼ Learning how to find and use resources for answering questions or solving problems   **36%**

% of Classes Identifying Relevant Objectives

Your Group		36%
IDEA System		41%
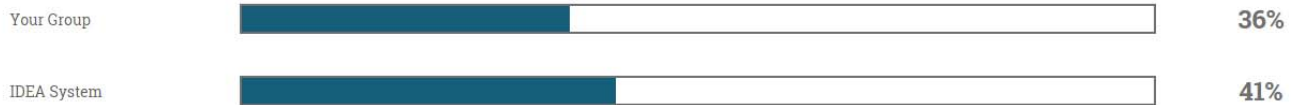
▼ Developing a clearer understanding of, and commitment to, personal values   **21%**

% of Classes Identifying Relevant Objectives

Your Group		21%
IDEA System		23%

▼ Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view   **40%**

% of Classes Identifying Relevant Objectives

Your Group		40%
IDEA System		49%
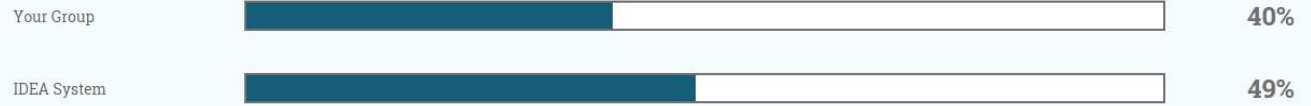
▼ Acquiring an interest in learning more by asking my own questions and seeking answers   **31%**

% of Classes Identifying Relevant Objectives

Your Group		31%
IDEA System		41%

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Student Ratings of Progress on Relevant (Important or Essential) Objectives

Relevant Objectives	# of Classes	Group Average	IDEA System Average
▼ Gaining factual knowledge (terminology, classifications, methods, trends)	1043	4.1	4

% of Classes where Raw Average was at least 3.5

Your Group		89%
IDEA System		85%

Relevant Objectives	# of Classes	Group Average	IDEA System Average
▼ Learning fundamental principles, generalizations, or theories	1042	4.1	3.9

% of Classes where Raw Average was at least 3.5

Your Group		89%
IDEA System		83%

Relevant Objectives	# of Classes	Group Average	IDEA System Average
▼ Learning to *apply* course material (to improve thinking, problem solving, and decisions)	1121	4.1	4

% of Classes where Raw Average was at least 3.5

Your Group		88%
IDEA System		84%

Relevant Objectives	# of Classes	Group Average	IDEA System Average
▼ Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	764	4.1	4

% of Classes where Raw Average was at least 3.5

Your Group		88%
IDEA System		85%

▼ Acquiring skills in working with others as a member of a team 437 4.1 3.9
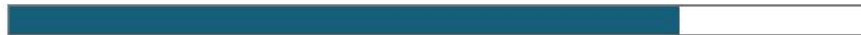
% of Classes where Raw Average was at least 3.5

Your Group 69%

IDEA System 78%

▼ Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.) 280 4.1 3.9

% of Classes where Raw Average was at least 3.5

Your Group 65%

IDEA System 74%

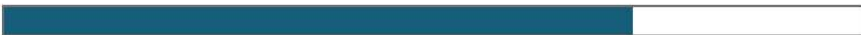▼ Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) 328 4 3.7

% of Classes where Raw Average was at least 3.5

Your Group 73%

IDEA System 64%

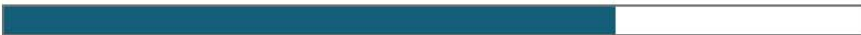▼ Developing skill in expressing myself orally or in writing 620 4 3.8

% of Classes where Raw Average was at least 3.5

Your Group 71%

IDEA System 70%

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▼ Learning how to find and use resources for answering questions or solving problems   **551**   **4.1**   **3.7**

% of Classes where Raw Average was at least 3.5

Your Group   81%

IDEA System   68%

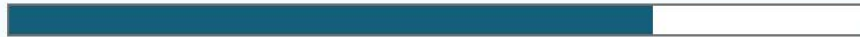▼ Developing a clearer understanding of, and commitment to, personal values   **314**   **4.1**   **3.8**
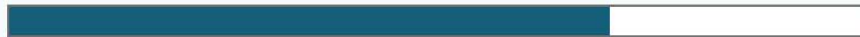
% of Classes where Raw Average was at least 3.5

Your Group   75%

IDEA System   70%

▼ Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view   **613**   **4.1**   **3.8**

% of Classes where Raw Average was at least 3.5

Your Group   81%

IDEA System   75%

▼ Acquiring an interest in learning more by asking my own questions and seeking answers   **476**   **4.1**   **3.8**

% of Classes where Raw Average was at least 3.5

Your Group   83%

IDEA System   72%

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Student Ratings of Overall Outcomes

Distribution of Converted Scores					Converted Scores
Expected Distributions	10%	20%	40%	20%	10%
▼ Progress on Relevant Objectives	7%	9%	40%	30%	14%

Average Scores	Your Group	IDEA System
Converted Score	53	51
5-point Score	4.1	3.8

▼ Excellence of Teacher	9%	10%	41%	28%	11%

Average Scores	Your Group	IDEA System
Converted Score	51	50
5-point Score	4.3	4.2

▼ Excellence of Course	8%	10%	37%	28%	15%

Average Scores	Your Group	IDEA System
Converted Score	53	50
5-point Score	4.1	3.9

▼ Summary Evaluation	6%	9%	39%	33%	12%

Average Scores	Your Group	IDEA System
Converted Score	53	50
5-point Score	4.2	3.9

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Student Self-Ratings

	Group Average	IDEA System Average

▼ Amount of reading — 3.3 | 3.2

% of Classes 4.0 or Above

Your Group — 17%   IDEA System — 15%

% of Classes Below 3.0

Your Group — 26%   IDEA System — 33%

▼ Amount of work in other (non-reading) assignments — 3.5 | 3.4

% of Classes 4.0 or Above

Your Group — 17%   IDEA System — 18%

% of Classes Below 3.0

Your Group — 12%   IDEA System — 21%

▼ Difficulty of subject matter — 3.4 | 3.4

% of Classes 4.0 or Above

Your Group — 17%   IDEA System — 18%

% of Classes Below 3.0

Your Group — 14%   IDEA System — 20%

Student Ratings of Course Characteristics

	Group Average	IDEA System Average

▼ I really wanted to take this course regardless of who taught it. — 3.5 | 3.3

% of Classes 4.0 or Above

Your Group — 20%   IDEA System — 13%

% of Classes Below 3.0

Your Group — 17%   IDEA System — 25%

▼ As a rule, I put forth more effort than other students on academic work. — 3.9 | 3.6

% of Classes 4.0 or Above

Your Group — 51%   IDEA System — 15%

% of Classes Below 3.0

Your Group — 1%   IDEA System — 1%

Teaching Methods and Styles

Stimulating Student Interest	# of Classes	Average	Focus of Improvement
Demonstrated the importance and significance of the subject matter	1493	4.4	Low Priority
Stimulated students to intellectual effort beyond that required by most courses	1512	4.1	Low Priority
Introduced stimulating ideas about the subject	1512	4.2	Low Priority
Inspired students to set and achieve goals which really challenged them	1515	4	Low Priority

Fostering Student Collaboration	# of Classes	Average	Focus of Improvement
Formed "teams" or "discussion groups" to facilitate learning	437	4.2	Low Priority
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	1071	4.1	Low Priority
Asked students to help each other understand ideas or concepts	1228	4	Low Priority

Establishing Rapport	# of Classes	Average	Focus of Improvement
Displayed a personal interest in students and their learning	1372	4.4	Low Priority
Found ways to help students answer their own questions	1515	4.2	Low Priority
Explained the reasons for criticisms of students' academic performance	1445	4.1	Low Priority
Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)	316	4.1	Low Priority

Encouraging Student Involvement	# of Classes	Average	Focus of Improvement
Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding	551	4.3	Low Priority
Related course material to real life situations	1199	4.3	Low Priority
Involved students in "hands on" projects such as research, case studies, or "real life" activities	789	4.2	Low Priority
Gave projects, tests, or assignments that required original or creative thinking	1163	4.2	Low Priority

Structuring Classroom Experiences	# of Classes	Average	Focus of Improvement
Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work	532	4.4	Low Priority
Made it clear how each topic fit into the course	1508	4.3	Low Priority
Explained course material clearly and concisely	1492	4.3	Low Priority
Gave tests, projects, etc. that covered the most important points of the course	1240	4.3	Low Priority
Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve	0	0	Low Priority

Note that the last item is described as "zero" because this item is not keyed to any learning objectives. The mean should thus be "N/A" rather than zero; we have reported this error to IDEA and Campus Labs.

Lessons Learned and Areas for Improvement

While the data in the previous section show that the FDU had a very successful first semester with IDEA, some areas still require improvement. We also noted some issues as we deployed the surveys, which are described here. This section also contains a compilation of faculty concerns that the IDEA Task Force has received.

For each area where improvement or clarification is needed, we have proposed actions based on these concerns.

Areas with low response rates

Overall response rates for on-campus, full-semester courses taught by full-time faculty were quite good for a first deployment. However, response rates varied considerably. The data above show that a special effort needs to be made this semester to encourage faculty and student participation in Petrocelli college, distance learning classes, and classes offered at our offsite locations.

According to IDEA, the best practices for increasing response rates include:

- Making it clear through multiple communications why the surveys are important and how you and other use the data to improve and make changes
- Including IDEA learning objectives on the syllabus and discussing them early in the class
- Setting aside 10-15 minutes of class time for students to fill out evaluations, reminding them the class session prior to bring a smartphone, tablet or laptop to class.
- Explaining the IDEA instrument, using material provided by the IDEA Task Force (these can be found at http://FDUIDEA.wordpress.com)

Other recommended actions:

- Reduce the number of "work-arounds" in which a student remains enrolled in a course instead of being set up with a co-op or independent study
- Remind students to check their official FDU webmail for the link to their surveys. Many students rarely email, and use gmail or other providers,

Obviously, nothing can guarantee that every student will fill out their surveys. Ethics, as well as the maintenance of student anonymity and confidentiality, prevent us from tracking student responses. However, we should do what we can as faculty. There are some things we can do and explore going forward, as described below.

Anticipated Improvements- We will be reaching out to those managing the groups with lower response rates to determine how best to reach these faculty, and also encourage the students at these locations to complete the course surveys.

While maintaining anonymity and confidentiality, perhaps we can set up some sort of randomized incentive system for students. For example, after students fill out their surveys, we can ask them to sign up for a raffle (of course, we cannot track whether they really filled them out, and must rely on the honor system) for something like a tablet, or gift cards at the bookstore, etc. Perhaps we can provide incentives for faculty, programs and departments with high response rates. We will include items on the faculty survey on this issue

Student anonymity and confidentiality concerns

The most common source of questions by students concerned anonymity. In addition, many faculty fielded questions from students who were unconvinced that IDEA surveys were in fact anonymous and confidential. This is natural, as students have to log into the IDEA/Campus Labs system using their Webmail ID and passwords. We consulted with IDEA/Campus Labs late in the semester and received recommended wording. However, it was too late in the semester to distribute this information to the full faculty. By the way, the wording is:

> *"Students do log into IDEA using their FDU webmail ID and password, but are doing so on IDEA's website, not FDU's. This is done solely to ensure students are linked to surveys for the classes in which they are enrolled. When IDEA returns the data to FDU, it is scrubbed of all identifying information and FDU only receives anonymous, aggregated data."*

Our initial mail-outs to students did not mention that the surveys are completely anonymous, which was an inadvertent omission.

Anticipated Improvements- This semester we need to properly communicate confidentiality information both directly to students and to faculty in official communications. We would like faculty suggestions for wording and communication strategy for students.

Class size restriction

To further protect anonymity, we did not survey any classes with five or fewer students enrolled. This is because Campus Labs (the technology provider for IDEA) will not calculate survey results if four or fewer students respond. Because it is possible to see which students have responded, it would be very easy to guess about students' individual responses when the response rate is low. However, neither students nor faculty fully

understood this limitation, and expressed concern when they did not see these classes on their lists.

Anticipated Improvements: The initial mailouts in Spring 2015 should be clearer about restriction on surveying small classes.

Why Wasn't My Class Included?/My Class Shouldn't Be Included

In keeping with past practice, we did not include for evaluation the following courses: Independent Studies (and classes that are essentially compilations of IS students), co-ops/internships, and courses with fewer than 5 students (out of a concern for student anonymity, as explained above). We did not properly communicate this to the faculty, leading to confusion.

In addition, during the evaluation window(s) we were occasionally told that certain classes should not have been included in the process.

Anticipated Improvements- We need to communicate more clearly which courses will not be included. Furthermore every semester we need an updated list of courses that should not be surveyed. Every department chair or school director must be prepared to provide this information.

Timing of the Evaluation Window

We tried to structure the evaluation windows for the students to complete their surveys as best as we could, using the following principles:

- Consistency with past practice- before final exams for full-semester classes, as close to the last day of class for shorter-term courses
- Giving students enough time and at least two class sessions for their evaluations- in this way, students can be reminded in person and faculty could reserve 10-15 minutes in class for students to fill out surveys
- Not starting so early that students do not have enough information before they complete surveys
- Ending the evaluation windows before grades are submitted

Our evaluation windows were largely well-received, but there were a few issues.

- For full-semester classes, the main issue was that the announcement to students to begin filling out their surveys coincided with Thanksgiving Break.
- There were issues with the timing of the survey windows for classes in time frames other than the full semester. In particular, those teaching 5 and 8 week classes

raised some concerns. However, there was little consensus on what faculty wanted to see.

- o Some wanted the evaluation window to extend beyond the last day of classes, stating this would give students more time to give a considered evaluation
- o Some wanted the evaluation window to end before the final class session, as that session was often a final exam and faculty feared that this nerve-wracking experience could sway results
- o Some wanted a far longer window that encompasses more than 2-3 weeks
- o Some wanted a narrower window, perhaps not even including a class session
- o Some courses were on the books for certain dates, but taught during other time frames, or only met in person sporadically and not during the evaluation window. This obviously poses problems, but require administrative and academic solutions that are beyond our purview.

In addition, a consistent concern, and one we share, is the clarity of communication about the evaluation windows for various classes. Some of this is inevitable, as there were more than 50 different days during the Fall semester in which classes ended. Because of the way Campus Labs manages survey administrations, custom-tailoring the administration windows to every class was not possible. We made some compromises to get the survey windows as close as possible to the end dates of each class while still maintaining the principles and past practices explained above, but these compromises were not easy to explain. This level of complication inevitably led to miscommunication and error.

Finally, part of the confusion on this issue was due to the fact that courses began being evaluated in early October, and we had not yet developed all of our communication and informational materials at that point. As a result, we were playing catch-up for the first few deployments.

Anticipated Improvements: This semester, we are simplifying the scheduling of surveys as follows.

- For all classes that run for the full semester on a normal schedule, the survey will end on the last full day of classes (May 9).
- For all other classes, the survey will end on the Wednesday or Saturday that falls on the same day as the class, or prior to the class. Classes that end on a Thursday or Friday will have surveys ending on the Wednesday before, while classes that end on Sunday, Monday, or Tuesday will have surveys ending on the Saturday before.
  - o We picked these two days of the week to more or less split the week into two pieces, and thus make it so that no survey ends more than three days before the end of the class.
- All surveys will be open for ten days prior to this end date.

In addition, we will include items about the timing of the evaluation windows as part of our Spring 2015 survey of faculty experience with IDEA.

Furthermore, there are conversations within the faculty and administration on trying to regularize scheduling across campuses and programs, with an eye towards reducing "work-arounds." We would be happy to partner with such efforts.

Finally, communications for the earlier classes should be much better this spring as the informational materials have all been developed.

Faculty deadlines for FIF, additional questions

Another concern related to timing is that faculty were typically told 1-2 weeks in advance before the student evaluation window would open. At this point, we asked faculty to fill out their faculty Information forms and add any extra questions to the surveys. Faculty could fill out FIFs until the end of the evaluation window, as the choice of learning objectives does not change the survey the students see. However, faculty could only add their own questions up until the evaluation window opened for the students, as this would change the survey mid-stream. We did a poor job in communicating this, and many faculty were unable to add the questions they wanted.

Anticipated Improvements- We will communicate this more explicitly from this point forward.

Visibility of additional questions / confidence check

A related concern dealt with the ability to check the additional questions. Junior faculty had Endeavor questions added to their surveys automatically. Further, some departments worked with us to get a set of additional items questions added to surveys. While these were indeed added, an individual faculty member had no visual confirmation of this until they received their results.

Even when no additional questions were added, faculty were unable to access a generic student survey to see what the survey would look like and look at each of the questions ahead of time. While we included some of this information in various communications and on the fduidea.wordpress.com website, it was still not easy for faculty to see what their students would see.

Anticipated Improvements- We have already described this problem to Campus Labs, and they have indicated that we are not the only campus with this concern. They are working on a technical solution so that faculty can preview their surveys, including all additional questions.

The Survey is Too Long

IDEA contains 47 items (over 60 for those with Endeavor added), and many faculty expressed concern about survey fatigue leading to lowered response rates and less valid responses. While we did not see evidence of survey fatigue during our three semesters of pilot testing, we agree this is a potential concern. Some programs that use team-teaching (as in Pharmacy) and some classes that are combined lab/lecture experiences have students fill out the survey for multiple instructors, making the surveys extremely long.

We are limited in what we can control regarding this issue, but we are in constant communication with IDEA and will forward these concerns and explore solutions.

Some potential ways to reduce the size of the surveys include:

- Using only the 7 Endeavor items that are used to calculate Rapport and Pedagogy scores, and not the other "classroom context" items as they are generally covered by Endeavor anyway (amount of reading, etc.).
- Students fill out responses on all 12 potential Learning Objectives and all 20 Teaching Behaviors, regardless of whether the Learning Objectives were selected as important/essential by the instructor or if the Teaching Behaviors relate to selected Learning Objectives. Is there a way to remove the less relevant items? Would it be advisable to do so?
- Reduce the number of classes evaluated by students. Most universities have students evaluate faculty far less frequently than we do. In fact, IDEA's recommendation is that junior faculty be evaluated in 6-9 classes in total during their tenure clock, and that senior faculty be evaluated in no more than 1-2 classes per year, focusing most commonly on newly developed classes or new preps for developmental purposes. At FDU, a typical tenure track faculty member has been evaluated in 36-48 classes, and tenured faculty are evaluated in 3-4 per year. This is obviously a decision that goes far beyond the purview of IDEA- which is only a new instrument. If the faculty wish to explore changes here, this would be a matter for the relevant Faculty Senate committees and would likely need to be a long-term effort in which the full faculty is consulted.

Anticipated Improvements- We can explore 1st bullet point by soliciting faculty input. Discuss the second with IDEA. The third goes beyond our purview. Further, we are working with IDEA on solutions for team-teaching and other program-specific problems with length.

Team-teaching issues

The School of Pharmacy employs team teaching for nearly all class sections, and other units employ team teaching for some classes. Since the instrument duplicates questions for each instructor, the student survey is extremely long for these courses.

Anticipated Improvements: We do not yet have a workable solution for the School of Pharmacy. However, we have engaged both IDEA and Campus Labs in this discussion, and will be speaking with Dean Avaltroni and Associate Dean Rivkin about some alternative strategies for Pharmacy. If we can devise something that works, we will also offer it to other units that sometimes employ team teaching.

Can we get a Spanish version of IDEA?

Anticipated Improvements: We will check with IDEA.

Student- Based Faculty Concerns

Faculty had several concerns about the integrity of the survey responses based on possible student behaviors. These include:

- <u>Students can fill out surveys outside of the classroom</u>. Are the students taking them seriously? Are they getting together and comparing notes? They are filling it out before I can orient them on the instrument or discuss how we actually met class learning objectives.
- <u>Students can fill out their surveys in class</u>. How can we ensure that faculty are not pressuring students or looking at their evaluations?
- <u>Students can go back and edit their responses once completed</u>. Some envisioned scenarios in which a student gives a favorable rating but then has a bad experience (e.g., gets a poor score on a paper) and then goes back and gives an unfavorable rating. While we suppose this is theoretically possible, it seems unlikely, and just as possible for positive revisions.

Anticipated Improvements- None. Student ability to fill these out on their own time is a positive feature that was a key point why we wanted to adopt an online system. This is especially true as we have students at outside locations, fully online courses, and students who often need additional time and technology accommodations.

Furthermore we all should leave the classroom if we are giving time in class for evaluations. The fact that students can go back and edit their responses during the survey window means that faculty pressure tactics can be fully circumvented.

Qualitative Data and Comments/Additional Questions

Many faculty were concerned that chairs/directors and Personnel Review committees will now have access to the open-ended feedback received from students. It has long been FDU practice that student comments through Endeavor went directly and only to faculty while the quantitative data also goes to the chair/director and personnel files for other appropriate bodies.

We worked with Campus Labs (the technology provider for IDEA) to ensure that no one receives the qualitative data except for the faculty member. Faculty receive this information as a pdf attached to the email that announced that their evaluation reports were available, and also through the qualitative tab on their web-based results. Chairs and Deans have access to web-based results EXCEPT for the qualitative data tab.

Anticipated Improvements- None. Again, we changed our instrument, but wanted to maintain consistency with past practice as much as possible. Any change to this or other policies is an academic decision owned by the faculty Senate.

Dropping of instructors after staff changes

We discovered that if a staffing change is made early in the semester, Campus Lab adds the new instructor but does not delete the original instructor. This causes the survey to be duplicated, which both doubles the number of questions that students need to answer, and requires students to answer questions about faculty members who did not participate in the class.

Anticipated Improvements: We are changing some of our process so that the surveys are not created until 10 days prior to the start of student surveys (i.e. 20 days prior to the survey end date). Any staff changes should have been made by this point, which will eliminate the problem.

Datatel / Colleague workarounds and impact on this process

Another significant source of error was the use of Colleague (which was formerly called Datatel) "workarounds" in which additional instructors are added to classes. Typically additional instructors are added in order to provide access to mid-term progress report submission and/or to the class Blackboard shell. Chairs frequently require this access in order to assist new adjuncts. Unfortunately the inclusion of extra instructors in Colleague causes the survey to be duplicated, which both doubles the number of questions that students need to answer, and requires students to answer questions about faculty members who did not participate in the class.

Anticipated Improvements: As mentioned above, we are changing some of our process so that the surveys are not created until 10 days prior to the start of student surveys (i.e. 20 days prior to the survey end date). We ask that all programs remove extraneous instructors as soon as they have submitted midterm progress reports. If programs remove extraneous instructors after the middle of the term the problem should be eliminated.

Why Can't a Student Log In/What About Dropped Students?

We had some occurrences in which students were thought to have been enrolled in a course, but were not according to FDU's Colleague system. In other cases, faculty were concerned that students who dropped the course may still be included on surveys.

In most cases, students are accurately added to and dropped from classes, to reflect the data in our Colleague system. The correct students should receive the survey. However we discovered that one kind of drop is not being processed. If a student drops out of the university completely, his or her record is removed from Colleague and a "drop" record is not passed in our data. Thus the student is not properly removed from the class.

Other cases in which drops may not be processed include if a student does not officially drop, but has stopped attending class.

Anticipated Improvements: Waiting to create the surveys until close to the end of the semester should solve this problem in most cases. However, if a student drops out of the university late in the semester, he or she may still be included in the survey communications. Unofficial drops and other Colleague (Datatel) errors cannot be fixed, but we can work with academic entities to ensure accuracy before deployment.

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Spring 2015 Activities and Changes

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Communication strategy

As described above, further outreach needs to be done for Petrocelli, DL, and offsite classes. For all other units, the focus will shift to improvement of communication as described in the prior section, and materials focused on interpretation and use of the data. Webinars and other activities oriented towards faculty have already been held or are planned. In addition, we need to develop interpretation sessions directed towards chairs, directors, and Deans.

Administration issues unique to spring

Historically, tenured faculty are exempt from course surveys in the spring semester. A process has been developed to allow tenured faculty to opt-in to the survey, but the tenured faculty need to know that they can do this. Help is requested from the Deans to communicate to tenured faculty that they may opt in.