M E M O R A N D U M

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Academic Senate

FROM: Student Ratings of Instruction Task Force
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Gyanesh Lama
for the Task Force

DATE: March 21, 2017

SUBJECT: Student Ratings of Instruction Task Force Recommendations

On November 17,2016, The Executive Committee of the Academic Senate appointed the Student Ratings of Instruction Task Force to research, solicit broad campus input, and provide recommendations regarding the instrument used to administer the student ratings of instruction stipulated in APM 322 Policy on Assessment of Teaching Effectiveness section II.B. Currently, APM 322 sections III.B and VIII identify the IDEA Center Short Form as the campus standard, and faculty may elect to use the Diagnostic Form or Online version.

The Task Force was charged to make recommendations on:

1.) The instrument and modalities to be used for student ratings of instruction from Fall2018 forward. The Task Force should consider local (campus) production of the instrument as well as vendors. The Task Force should recommend options for the instrument to administer student ratings of instruction, all of which must demonstrate full compliance with the letter and spirit of APM322, as well as any other relevant university policies.

2.) Advantages and disadvantages of paper versus online administration of student ratings with the different instruments.

This report includes the recommendations of the Task Force. Included is also a report on the findings from the IDEA online survey, which served as a basis for these recommendations.

    A. Student Ratings of Instruction Task Force Recommendations:

1. The Task Force recommends that the university continue the current paper based IDEA Student Ratings of Instruction for the coming academic year (AY 18/19) or until better alternative system is identified.

2. The findings of the IDEA online survey warrants further deliberation. The Task Force recommends that the findings of the IDEA online survey be forwarded to the appropriate senate committees for further actions. These actions may include, but are not limited to, the followings:

   a. The Senate Executive Committee, Faculty Liaison for Student Ratings of Instruction, and the Office of Institutional Effectiveness (OIE) conduct a feasibility study of developing student ratings of instruction in-house. The outcome of this study should provide clear direction on the following:

   b. That the university develop and implement in-house ratings in a timely manner, desirably one that is high quality and customizable to departments, and which meets the expectations of all faculty.

   Or, if that is not feasible,

   c. That the university issue an RFP for vendors to submit ratings proposals.

These recommendations are based on the findings from a university-wide faculty online survey on the IDEA Student Ratings of Instruction, and in the best judgement of the Task Force members, reflect the opinions of the broad campus community. The section that follows describes the purpose and the findings of the online survey:

B. Findings from the IDEA Online Survey:

In an effort to be inclusive of all voices in making recommendations, the Task Force developed an online survey to solicit input from broad campus community. The purpose of the survey was to:

1. Understand faculty experiences and opinion about adopting online version of IDEA Student Ratings of Instruction, including its advantages and disadvantages.

2. Understand faculty opinion about IDEA Student Ratings of Instruction as the university's rating instrument, and the alternative instruments.

After several deliberations, the Task Force judged that this was the best way to solicit input from broad campus community. The 10-question online survey was administered by the Academic Senate to all the faculty on the university faculty listserv. The online survey in Qualtrics is available on this link: https://fresnostate.co1.qualtrics.com/jfe1/preview/SV_br29dnJBl5ynFhX.

The survey was open for 10 days, from February 17 – 27, 2017. In total, 195 faculty responded to the survey. The following sections include summary findings and the detail responses of the participants.

B.1. Summary Findings

Of the 185 valid responses, little over 50% reported that they used IDEA student evaluations online. Of the 185 responses, slightly over 50% said they were dissatisfied with IDEA as a way of collecting student ratings; 44.8% said the university should not keep using the IDEA while 17.8% said the university should keep using the IDEA. Majority (60.2%) said the university should look into a different method to assess student ratings.

Two themes emerged from the qualitative data: a large group that was unhappy with IDEA (some VERY unhappy) and would like a tool that provides more qualitative information that helps with improving their teaching. There was another substantial group that seems okay with IDEA, they like the standardization and structure, but they seem to have a bit less expectations in receiving any information that is useful to them.

It seems that the faculty want an instrument that is high quality instrument, one that is customizable to departments, and which meets the expectations of all faculty, but they offered no concrete recommendations on how best to achieve this goal.

B.2. Findings in Detail

This section includes the data analyses in detail, including individual responses as is. The analysis is organized in the order in which the survey questions were asked.

Q1_Have you ever used the IDEA student evaluations online?

	Frequency	Valid Percent
Yes	93	50.3
No	92	49.7
Total	185	100
Missing	10	
Total	195	

Q2_What are some things you like about doing student surveys only online?

From the 73 qualitative comment the following themes emerged

- **Saving class time.** 42 mentions around: saving class time, benefit of having a choice to do it in class or not.

- **Easier administration.** 23 mentions around: easier admin, no need for proctor/volunteer, less work for staff, less chance for something to go wrong,
- **Easier collection and analysis.** 22 mentions around: Faster collection and analysis, Typed responses, less paperwork (hate storing bubble forms)
- **Easier for students**. 19 mentions around: easier for students, flexibility, can take more time, prefer typing, tend to write more comments online, typed is more anonymous), enables absent students
- **Image of University.** 3 mentioned that it emphasizes the image of the University as using technology.
- **Reporting.** 4 mentioned typed responses and compilation easier.
- **Nothing.** 7 explicitly mentioned that they like nothing.

it does not take class time.
1. Sound like our university uses modern technology. 2. easier to collect data since everything is online.
1) Currently, if a student who attends class all semester and misses the class in which the evaluations are administered, they are not able to provide their input (while a student who is rarely in class and happens to be there that day will be asked to complete the form). Online, everyone can do the survey. 2) It would not be necessary to find class time at the end of the semester to administer the surveys. 3) It saves paper.
1) There is no class time wasted for student evaluation. 2) This is no need to remember a deadline. 3) No student volunteer needed. 4) Students' comments are available in a file, and can be cut and pasted. 5) I would assume it is flexible for students.
Accessibility
Class time isn't required. Students an complete them on their own time (rather than waiting for every student to finish)
Convenience Doesn't take away precious time from already busy class time just before the finals
Convenience for students and faculty (also department).
convenience for students, don't have to use class time

Convinience.
Data is collected in an organized manner
Does not detract from class instructional time; also provides/allows for students to respond who otherwise may be absent on a day when a traditionally-administered IDEA survey is given
Does not detract from classroom instructional time; and more convenient for students (allows students who, if otherwise were absent from class on a day when an in-class student survey was administered, to complete it on-line. This factor is assumed to provide a higher rate of return of completed surveys (but statistics will validate this).
Does not require class time; does not require the hassle of having to get someone to administer the survey and then return it to the department office.
Doesn't take class time It's more secure
Doesn't take up class time
Doesn't take up class time.
Don't have to administer during class.
Ease of administration
ease of data analysis
Easier - no paperwork to forget or misplace.
Easier for students and the calculation will be faster.
Easier to administer, Confidential, Easier for students to type in comments compared to writing them out, Don't take as much class time to administer. Report is cleaner - I hate getting the bubble forms back and having to store them is annoying.
Flexibility
I do have success do it this way and I get most students to fill it out and it saves class time.
I do not like anything about doing student surveys online. It significantly decreases response rates and renders the data virtually meaningless.
I don't !
I don't have to give up class time. I don't have to arrange someone to collect and deliver the surveys to the office. I don't have to collect and sharpen a group of pencils.

I don't have to take time in class to do them, but have the option to do them in class or not. I don't have to ask a student to volunteer to do the surveys and then collect them and take to my department office. Students have a longer period of time to complete the surveys and can do them even if they missed the class in which surveys were distributed.
I don't lose class time, of which there's never enough! Also, it gives students flexibility in when and where they chose to give feedback.
I like online surveys because there aren't any papers to hand out and turn in. I think this would garner more results.
I like that all the comments that students write are included in one sheet so that when using these evaluations it is clear that ALL of the comments are being included, not just the favorable ones.
I like that I don't have to find someone to give the evaluations for me. I also like that the comments are typed, so that they are anonymous.
I like that it can be done online and does not use up class time. I just wish that the results would be delivered by email instead of having the secretary type the students' comments.
I like the convenience, since I don't have to have someone come to my class to proctor, and I don't have to use up class time.
I liked that it frees up some valuable class time at the end of the semester. I also did not have to beg a student to administer it and take the surveys back to my department, which is always a very long way away from my classroom.
I love that I don't have to have someone administer them. This cuts down on losing valuable class time. I also appreciate being able to pick the areas that are important to my class. I should be allowed to focus on the areas where I want to see if my students learned important aspects of the course. Prior to the IDEA evaluations, my department had a student evaluation form that consisted of 5 questions. There was no way to collect enough information to form an opinion on whether the student mastered the course or not. With the IDEA program, it's easier, convenient and supplies much more information for the instructor, department and the college.
I teach DISCOVERe courses, so I know all students have ready access to the internet. Atlhough I still have them complete the student ratings during class time, the thing I like most about online course evaluations is that all of their comments arrive on one piece of paper (rather than me receiving, and having to store, the stack of individual original ratings sheets).
If done outside class, class time is saved.

It allows me to teach my class without losing time for evaluation.
it does not take class time
It is convenient to do online survey.
It is easier supposedly.
It saves class time, and it also avoids problems created by requiring a student to pick up blank forms, and then return completed forms, to the department office.
It was convenient and did not take away from class time
It's convenient for faculty and students. Students can take it at their convenience. Students likely have more time to reflect on the course and their learning while they complete the survey rather than when the survey is administered face-to-face in the classroom. It does not take away from class time.
Keeps class continuity without interruption
Makes it quick and easy.
More students seem to respond with qualitative comments
No class interruption
No need to use valuable class time to administer the survey. No need to worry about student volunteers forgetting to pick up blank surveys or hand in completed surveys.
No time is required n class.
Not having to proctor the rating.
Not needing to coordinate having someone come to class to administer the ratings, not needing to set aside class time for the evaluations
Nothing
Nothing. I have done it once, will not do it again.
Our department has been using the online system for a long time. We used a survey tool to collect data prior to the IDEA being implemented on campus. The amount of staff time needed for online evals is minimal.
preserves classroom time. particularly late in the semester, when tossing away half a class period can be crucial.
quicker feedback. look modern or use latest tech.

Reduction in paperwork Avoiding need for scantrons and filling in bubbles
Saved class time
Saves a tiny bit of class time.
Saves class time.
Saves class time. Students can take their time to formulate comments.
Students are able to conduct the survey on their own time and think about providing good responses
Students can choose when they want to fill it out. Class time is not used for this task
Students can take their time to respond without using instructional time.
Students have a tendency to write comments more often when done online.
The survey is easy to use.
There is nothing I like about the IDEA surveys.

Q3_What concerns do you have about doing student surveys only online?

Major concerns were

- a fear of lower response rates for online,
- Representativeness of participants,
- having students take the survey that are not in the class anymore or attend few of the lectures
- Timing to soon or response window too long

Minor concerns

- Technical problems
- Students take less time, therefore it may produce a less thoughtful evaluation
- Student only access if they have a complaint
- The entire notion of students being qualified to make such judgements is asinine, and a cop-out.
- Concern that other faculty are unjustly concerned about low response rates and that results are not comparable to paper and pencil

I am a department chair, and in our department, the response rate is generally lower with online surveys.   I also wonder if the students who choose to take the online survey are representative of the class as a whole?
I have not seen the survey results and frankly, I am not clear on how they are been distributed.
Technical problems
Student response rate has been very low.
1. adjusted score is not clear enough. What exactly is it compared to? Even a course is compared with other equivalent course in other universities, but variation among universities are so huge (student body, easiness of grading, etc). Comparing to other universities and do adjustment is meaningless. 2. Even students hardly show up in class, they can take survey. This is unfair to instructor. 3. Some default questions are useless. Even we can customize questions, most people don't know how and will not bother to do it.

1. There is no information about how the scores of "your covered average when compared with all classes in the IDEA database" is computed. It is uncertain how adjusted scores are computed. As a scientist, it is not acceptable.   2. Ask students to evaluate a course by using "excellent teacher" and "excellent course" is not rational and scientific at all. A course should meet its learning objectives and goals set by the discipline (e.g., ACM curriculum, ABET, etc). It is not simply based on students' feedback. A major in a university is to train students ready for their career not to please them. If an instructor is so easy and give high grades, then of course instructor will get very high score. But what do students earn? 4-year useless degree that cannot help them find any job relevant to their major (assume if instructors just want to get high score to get later contract or tenure)? So questions in evaluation form should be tied up with learning objectives of each course and discipline. General questions to see how *popular* an instructor or a course is will only degrade the quality of a course and make the university ranking lower (because their students may not find a job after graduation). In short, questions from IDEA are too general, not discipline driven, unless there are scientific empirical studies prove me wrong that such questions can really tell how good a course is in terms of reflecting students success. YES, the key is that quality of a course/instructor should reflect student success in later courses or career rather than the popularity of an instructor or a course. 3. IDEA does not exclude students barely attend class (this is a common problem in this university. Students need sufficient units to get financial aid or something else. So they enroll in a course but barely attend. And they don't worry because they have second chance to overwrite their first score. It wastes resource and limits other junior students' opportunities to enroll in a course. I have several students waiting in the list but they just cannot enroll. Some just enrolls but no show after drop day). Anyway, back to the question. If these students attend less than 50% classes, then IDEA should lower the weights or does not allow them to take survey. For example, I have some complaints saying that I did not cover certain difficult topics in lectures but asked them in exams. But I did covered them during lectures. Apparently this kind of comments is from those who hardly attend. IDEA or any online survey should prohibit those low attendance students to give feedback or lower the weights of those kinds of feedback.

1. they don't do them-- I've had very few bother to do it. 2. they don't make comments, only click on rating questions. 3. the entire notion of students being qualified to make such judgements is asinine, and a cop-out.

1) Decreased? likelihood of students doing the surveys 2) The "attendance filter" of in-class surveys reduces the voice of students who are not engaged in the class. That is a good thing. I don't want feedback from students who don't come to class.

1) Student participation. The only time I used it, there was a low student participation.
1) Students who have not attended class will be able to complete the survey and may have little basis on which to be able to answer the questions. 2) There is little incentive for students to take the time to complete the survey. Low response rate could be a big problem. For online-only classes (in which I have online IDEA surveys) this is not as much a problem because students must go into Blackboard regularly to complete their assignments and IDEA gives them frequent reminders to take the survey.
At my prior university, only online student evaluations were used. Students were forced to complete the survey as a pop-up window before they could get to other course or university content. It seemed to be relatively effective; however, even with these "nudges," I'm not sure participation would equal paper-based evaluations.
Authenticity; If it is very well protected and only me enrolled students can access it, I am fine with it.
Availability to all students who are on the roster after the deadline, regardless of whether or not they actually completed the course in honest. I also have major reservations using the IDEA form for evaluating mathematics courses, as most of the questions are irrelevant, and the questions do not include basic stuff like was the course/instructor helpful, prepared, did office hours help, did you attend, etc.
Completion rate seems to be much lower online--I had less than half of students last semester complete the evaluation compared to almost all students when completing paper versions Rate of leaving comments may be lower and/or skewed to those who are dissatisfied if not completed in person/in class/by hand
Compliance and sample size.
Evaluations completed outside the classroom setting may differ in content and specificity (or other features) from those completed in class and close in time to the class being evaluated.
Generally I don't find the information received from the survey very helpful either in terms of the feedback or in terms of improving my instruction.
Having taught at other institutions with online evaluations, I have high concern for low response rates.
I am concerned that some students may not have a chance to participate.
I am concerned that students who are not actually attending lecture will comment on the course.

I am on the personnel committee and without a doubt when the evaluation is administered online the # of students responding is way too low -- sometimes too low to make the results valid. The responses seem to be much less thoughtful as well. I wholeheartedly disagree with having evaulations done online!
I am very, very concerned about doing student surveys online only. Having talked with colleagues at other institutions, moving from hardy copy to electronic surveys has rendered an extremely low response rate. This, of course, threatens the quality of the data, and gives both faculty and administrators alike a distorted view of how the courses went.
I didn't know this was an option previously. Perhaps the students would not do the surveys, if left to do it on their own time? Is there a high percentage of online responses?
I do not like anything about doing student surveys online. It significantly decreases response rates and renders the data virtually meaningless.
I don't have any concerns about it being done online - students all have cell phones and so they should be able to complete it online provided the form is in a user-friendly format for mobile users. My concern about it being done physically is that it wastes a ridiculous amount of paper.
I don't have any.
I only did them online one semester, and I didn't get a very high response rate. I asked students if they had been able to do it, and I was told that it didn't appear on their portal in an obvious way or place, and that they had a hard time finding it. I think this is problematic and that the process should be made easier for students. For example, they could receive reminders by email with a link that goes directly to the survey.
I suggest the committee reviewing the option of only online look at the literature on this matter: e.g. https://www.cluteinstitute.com/ojs/index.php/AJBE/article/view/392
I think there is an issue about how seriously they will take the survey. I think students in the classroom are more moderated by peer pressure.
I use the IDEA survey in face-to-face form.
I want them available all the way to the end of the course, through finals, to give students more time

I won't be doing them online anymore. While I filled out the pre-survey form faculty fill out online, it did not record, so my evaluations were lower because of this. I will stick to the in-person paper version of idea.
I wonder if the number of responses is the same (number of students completing the survey). I also wonder if online responses would be different from paper and pencil (e.g., are instructors rated more favorably when students rate at the same time in a group, compared to when rating by themselves online?).
I would be very interested in a random assignment control group study where half of each class was asked to take it on line, half the paper. We see different ratings but it is anecdotal.
It may encourage students to "colaborate" & maybe succumb to peer pressure rather than give honest feedback. Also moving a useless and nonsensical system online does nothing to fix its fundamental flaws. The whole thing is a waste of time that rewards slack teaching and punishes rigor & high stanfards in the classroom.
lack of instruction on how to correctly complete survey, lack of timeliness in completing surveys.
Lack of participation by students
Lack of responses.
Lack of student response
Low response rate.
Low student response rate.
lower percentage of students participating (see relevant scientific literature: participation drops by roughly 25%).
Lower rates of completion, to the point of being statistically meaningless (and yet used for RTP purposes). And, self-selecting completion also lowers reliability and meaningfulness of data.
Lower response rate than giving it in class.
Many students do not do the surveys on line so you have a much smaller sampling of students views on line than if you have them done in class
Many students opt out (too busy, forgot, don't care, etc.)
Much lower response rate, in my experience.

My main concern is that fewer students take the time to do them, and they tend to be the students with the most negative opinions.
My major concern is the timing of the IDEA survey at Fresno State. When the initial survey link is sent to students via Bb, we still have a third of the course material to cover. Even though I send a message to students, asking them to wait and take the survey at a later time, I am sure some students take the survey right away to "check it off of their to do list." I feel that if students take the survey too early in the semester, they are not able to reflect over their entire learning experience to assess how well their learning in the class met the course objectives.   I also wonder if there is a greater return rate on surveys when they are administered in class. Faculty have a bit more control over administering surveys on a day when we think attendance will be high. Plus, faculty have more control over the timing of when to administer the survey when it's done in a face-to-face setting (in terms of sequencing of course material). At other campuses, students are incentivized to complete the survey by giving them access to their final course grades sooner than students who do not complete the survey. I think it would be good to find a way to incentivize students to take the survey so we have a higher completion rate. A higher survey completion rate, would give a more accurate understanding of student learning outcomes.   It's probably a burden for some students, especially for students with poor internet connections. My main concern as a faculty member is the timing of when the link is sent out to students. My main concern with moving to an online method is potential burdens to students.
my only concern is with other faculty who haven't looked at the research about response rates and the types of responses (online vs paper): hint, there's no significant difference
My only concern would be who is doing the survey. How do we guard against none students doing the survey.
none
None
None, really.
None.
None. I think it is a good idea and I have wanted to do this for my classes but there was no help in doing this from either the IDEA center nor from our department staff. I had mentioned I wanted to do online evaluations and would like som ehelp but got none from either IDEA center nor from the department staff.

Not all students complete the evaluation.
Not all students will do it They skip the comment part
Not enough students bother to do them. This is a big concern if we go to all online ratings--it will be bad for probationary faculty.
Not enough students complete them.
Not enough students take part
Not sure about campus-wide statistics of return/completion rates of on-line versus on-site administering of IDEA student course evaluations. My experience, having used both, is that there is a slightly lower rate-of-return when using on-line. But whether this is significant, or could be overcome/increased by some means, is open for consideration.
Number of responses--only the disgruntled will bother to respond. (I am, for example, only responding to this survey because I am not a fan of the IDEA thing)
One concern is response rate, unless there is an incentive to complete it (e.g. students will only be able to see their grades after completing the survey/student eval), the response rate will be low. Another concern is the making sure that only students taking the class answer the survey. This can be solved by sending student-specific link to the survey (only one per student).
Only receiving surveys from students several students several standard deviations away from the norm -- either from extremely irate students, or students who only love the class.
Only that it will take the students less time, therefore it may produce a less thoughtful evaluation.
Peers have wondered whether fewer ratings will be completed and/or whether students are more likely to give negative feedback if the surveys are completed outside of the classroom setting and are completed electronically (i.e. are students likely to write more, or less, if they type (or text) in comments as opposed to writing on paper)?
Poor response rate--apparently very poor from my discussions with other faculty that tried doing the surveys online.
Privacy/anonymity. Rather, will students' privacy be protected in the same way that in-person surveys are?

Research shows that students are much more hostile in online surveys. Additionally, faculty of color are much more likely to be harshly and unfairly critiqued than white professors, and women of color experience these effects even more profoundly. This is troubling not only for tenure track folks, but for our part-time and full-time lecturers, where faculty of color are more strongly represented. These course evaluations are critical for moving out of lecturer positions and into tenure track positions.   Online surveys are also less likely to be completed than paper surveys. This can affect probationary faculty for whom response rates may help boost the validity of their course evaluation ratings. Students who fill out the survey have to be highly motivated to do so, and those students are often the ones with the complaints. I am NOT a fan of requiring that students fill out the survey or even awarding extra credit.

Response rate is lower; those who do respond tend to have more extreme views (either love it or hate it).

response rate is poor

Response rates will go down substantially and maybe even down to rates that are not statistically meaningful. Further, the respondents are self-selecting which also makes the data significantly less meaningful.

Security

Security of information ability of students to successfully complete evaluations in classrooms/studio without computers. Network is not always reliable in our building. This could delay or make it impossible to complete. Students do not always have a laptop, Ipad or phone with them. Concerned about security issues around using personal phones for this purpose?

Shifting student evals is always concerning in that it may cause difficulty for pretenure faculty.

Some of my colleagues are concerned about allowing students who stopped attending class to be able to evaluate an instructor without knowing the instructor well enough. Having both paper and online evaluations allow faculty to choose what is more appropriate for a certain class.

Some of the evaluation metrics are really vague and does not reflect the objective of course evaluation.

Some students will not do it

Some students won't take the online survey. But sometimes students are gone or sick during in class survey.

Sometime the response rate is worse than with in-class surveys.
Students are likely to access the student survey only if they have a complaint
Students do not compete the surveys.
students do not response in the same proportion as if one does it in-class
students do not use laptops in my classes, since they are studio courses. They will most likely have phones, but there are always one or two who do not.
Students having access too early in the semester. Poor response rates, higher level of response by dissatisfied students.
Students may not bother to do them if they aren't given a specific time to do it (as they are in class). That is my only concern.
Students may not respond --sample size may be too small to have any meaningful results
Students not submitting the surveys. It would be better to have a system in place that mandated students to complete the survey.
Students that are happy with the instructor tend to not fill out the surveys.
Students who do not regularly attend class, but are still enrolled in class, are able to complete a survey, which could skew the results.
Students who have never attended classes may be providing results without any experience.
Students will complete the survey.
Students will forget to do the online survey and there is less overall participation
Students will not bother to fill them out
Students will not complete the survey. The survey is already extremely flawed and this just makes it worse. An online survey may be useful, just not through IDEA center.
Students will not complete them or will rush through them without being thorough in their responses. I am ok with a survey online that is not done through the IDEA center.
Students will not participate and the sample will not represent the class population
Students won't complete the survey unless told to do so in class.

Students won't want to take them. Low response rates.
That is going online since the response rate is very low.
That it will be tricky or complicated and not straightforward in using the survey. That the students will not complete the survey or that it may not be secure.
That not all students will have access and therefore the results of the surveys will not be representative.
That only the squeakiest wheels will fill them out.
That they won't actually take them...getting my students to do anything that doesn't directly benefit them is a struggle. So I'm afraid only people who really hated the class would take the time to take the survey online. Also, technological problems would inevitably occur.
The engagement of students in completing the online surveys
The main concern is that students who are enrolled but who do not attend class regularly (or at all) are able to submit the student survey.
The number of students who respond is very low, so our dept does not recommend it for probationary faculty.
The rate of students who fill out the surveys is quite low - you tend to get only the happy and very angry students, which misses the point of collecting evaluative feedback. For untenured faculty, this is a big problem.
The response rate is always very low.
The response rate is extremely low - so low that the results aren't really meaningful.
The response rate is MUCH lower for these; the surveys are open for over a month; they may fill these out before they have completed the bulk of the course given that large window; the; students mix up the classes they are reviewing when they are all online; the minimal inconvenience of losing 10 minutes of class time is negligible in comparison to having to remind the students over and over (and show them where to find the survey, etc); for any instructors who do not use Blackboard frequently in class, the students are even less likely to fill out the surveys
The response rate will be extremely low.
The return rate is notoriously low for the online surveys. I prefer providing dedicated time for students to fill the surveys out in class.

the students will either not do them or if they do there you will a such a small sample number that they will not be predictive
The yield rate is far lower online. The only way to make this viable for probationary faculty or assoc profs (I'm full prof) is to link doing evals with being allowed access to your grades. Other universities block students from seeing their grades until they submit their online evalsâ€"it's a great idea and should be implemented here.
There is no way of knowing who is actually completing the survey.
They are not ideal for quality data. Students will view it as a voluntary activity and the results will be skewed because the forms will be filled out mostly by people that either love or hate the professor -- certainly not a representative sample of the classroom. I suggest making them mandatory in order to receive a grade. This would be the only sure way to build trustworthy data. At least administering them in the classroom you can make a valid argument that the sample is likely close to the population. With personnel decisions riding on these, we need careful deliberations on how these are delivered. There are significant biases that are introduced through delivery of surveys through an online delivery system.
Two major concerns: 1) With online evaluations, students have a long window to evaluate the class, which means they can do it before I have completed the required material in my courses to meet our learning objectives. Therefore, the results of those evaluations will not reflect what I did over the course of the full semester in the class, and will not provide me with feedback that is as accurate and meaningful. 2) Online evaluations have a reputation (from those colleagues who have tried them) of generating fewer responses. Often, only the most dissatisfied students complete them, instead of the full continuum of students that one finds in class on a typical day. This also renders the feedback less valuable for me if I want to close the loop and best meet the needs of all of my students to reach our course objectives.
Very low response rate
Very low response rate. Only students who either love or hate the course so much would do the online survey. That will create bias in course assessment.
We need the evidence that the data are comparable to in class and that doing these online give us the amount of data we need to evaluate tenure track faculty

When I administered them online, there was no way of knowing how many students completed them and there was no incentive for students to do them. I sent reminders to students to complete them, but I received a very low return rate of the surveys. So consequently, two classes could not be rated due to the low return rate. If it goes digital, then students should be prevented from receiving their grades or something in order to force them to do the survey.

When they are administered at a very early time in the semester, before students had a firm idea of their standing in the class. I would like mine administered on the last week of classes,and they were given to students much earlier than that, before students had a firm understanding of the course and their own learning outcomes. As I allow my students much flex in assignments, with revise and resubmit options, an earlier than end of class evaluation is not a true reflection of the course.

Who will proctor/lead students through this online assessment? A student? Given faculty workload issues, arranging for faculty to perform this for each other will only complicate the process? Who will troubleshoot tech issues students may encounter in accessing the online evaluation site? I did not know I needed a secondary degree in computer science in order to perform routine job tasks. Evaluations must be conducted in real time. Otherwise, only those students who are disgruntled will bother to participate, skewing results.

Why should students who don't attend class get to evaluate their professors?

Will students do them if they are not asked to in class? If they are required to do them, say, to receive final grades, would this impact their responses?

Will students participate?

Will they be done in class or out of class? If done out of class, what can be done to limit students gathering together to fill out the survey and being influenced by one member or the group?

Wondering if students will complete the rating on their own or in class. Wondering what type of methods will be used to encourage students to complete the evaluations if they do them on their own. Wondering if the complete them on their own, will they do them in groups where a dominate person could influence the group's responses.

Yoou do not know who is sitting at the other end of the computer.

Q4_How satisfied are you with using the IDEA as a way of collecting student ratings?

	Frequency	Valid Percent	Cumulative Percent
Extremely satisfied	10	6.2	
Moderately satisfied	44	27.2	
Slightly satisfied	11	6.8	
Satisfied			**40.2**
Neither satisfied nor dissatisfied	15	**9.3**	**9.3**
Extremely dissatisfied	34	21	
Moderately dissatisfied	24	14.8	
Slightly dissatisfied	24	14.8	
Dissatisfied			**50.6**
Total	162	100	
Missing	33		
Total	195		

Q5_What are some things you like about IDEA?

- It provides numerical data that is comparable between instructors and across semesters.
- Concise and direct
- standardized; Systematic, consistent.
- There are national norms. The comparisons are helpful.
- Easy to use; Fairly efficient, easy to administer and easy to follow.
- Some faculty find feedback useful
- Customizable to a certain degree
- 30/118 mention explicitly that they do not like anything about IDEA.

I am not sure I like anything... Comparison with other institutions of a way of assessing faculty teaching effectiveness is irrelevant as the level of instruction and the material and depth of the same level courses varies largely among various institutions. Also Fresno State puts a large weight on student evaluations in assessing teaching effectiveness in its tenure process.
I would like the questions to be more thoughtfully written and be more objective.
1) The form is easy to complete. 2) The instructor can choose the questions that are (more) relevant to their class. 3) The questions I choose should be easy for students to be able to answer. 4) Student ratings are generally good.
Ability to add custom questions
Absolutely nothing. It's garbage, and I was against it from when it was proposed. It makes absolutely no sense to me.
Accurately assesses meaningful critieria; compares/contrasts performance among the institution, and provides applicable feedback for improvement.
Administering it directly to the students and getting feedback. Higher response rate.
Almost nothing.
Basically nothing -- any other method of gathering the raw data would be equally good. The "adjusted scores" that IDEA provides are completely meaningless as far as I can tell.
Broad pool of users.
Comparison with similar courses and institutions.
Consistency
Custom design for each course/semester
Customization
Ease of administering the evaluations.
Ease of use / continuity from prior years
Ease of use.   Doesn't necessarily interrupt class.
Easy for students Ratings are provided on-line
Easy to use for the students. Easy to interpret the results.
Easy to use.

faculty can add questions to the evaluation faculty can see comparisons with national norms
Fairly straight forward for the students to fill out
generic standardized questions; ability to compare across the campus and other campuses
Getting handwritten feedback from the students
Good feedback.
I appreciate that IDEA compiles information pertaining to relevant learning outcomes, as well as overall instructor and course scores.
I can see student progress in areas that identified as foci of my class (such as critical thinking or communication). I can see how my class performs relative to national averages.
I do not like anything about it. This procedure was forced down on faculty from administration. This company keeps all the data to use for what ends? While objectives can be specified which is nice, evaluating the "ratings" are difficult and sorry they are not standard across colleges and departments within colleges
I don't really like anything about the IDEA student rating forms. They are no better or worse than all the other similar forms that are out there. The major down side to the IDEA center system is that it costs the university more money than when we used the in-house student rating forms. These were also bad but they were at least cheaper. IDEA center forms might be slightly better than these old in-house student rating forms, so then one needs to weight if the extra cost of the IDEA center forms is worth the (in my view) very slight advantage of IDEA vs. the old in-house forms.
I like being able to emphasize certain areas over others. I like having the surveys online.
I like being able to see if students are getting what I intended for the to get out of my classes, and I like the opportunity to see what else they feel they might be getting out of it that I perhaps had not intended. That is helpful feedback for me.
I like having the option to do online evaluations, and the ability to add my own questions.
I like its brevity. So far I've received above average ratings, so I have no reason or desire to go with a new, different system.
I like that it is easy to follow.
I like that it's standardized
I like that results are scaled to my learning goals and student interest/class style. I also like the long form for showing evidence of using certain teaching practices.

I like that the IDEA is benchmarked nationally, so I can see how I rank in a more meaninful way. There are also supplemental questions that can be added which can be used to infer how engaged the students were and how active they were in their own learning.
I like that the rubrics can be changed every year.
I like that there's a range of questions.
I think IDEA is a poor instrument to capture student impressions. I do not like it. I cannot think of a positive to continue to use it.
IDEA does not reflect the individual disciplines/ professions. The are too generic and not appropriate regrading the classes I teach.
IDEA offers comparative data (comparing a professor's scores to the institution, or to their field). IDEA reports student perceptions of what they have learned. If such perceptions are an accurate indicator of student learning (and administrators and company representatives assured me they were accurate when IDEA was first rolled out), that is a useful data point.
It gives us options to specify the rubrics for evaluation.
It is a uniform tool across campus and beyond.
It is concise and direct.
It is efficient and standardized.
It is ideal to have students provide feedback on teaching that is tailored to the class objectives as IDEA Faculty Information Form allows.   I like having in-class paper evaluations. Numerical and qualitative feedback are both useful. Students deserve to evaluate their classes, and, in my experience, they are fair in doing so using IDEA.
It provides numerical data that is comparable between instructors and across semesters.
It tried to consistently assess courses across campus.
It's a good way to get a snapshot of a teacher evaluation
It's consistent measure, so I am able to see changes in the students' feedback overtime. It provides a benchmark from which I can work to improve the classroom and students' experience in class. I do take time to look at the evaluations and read their feedback whenever is available.
It's easy to admnister.
It's fairly efficient and similar across departments.

It's measuring instruction.
It's simple
More education for faculty on the results - how to interpret them.
N/A
national norms
None
Not much.
Not much
Not much, there is not much light about the statistics that we get after completion. It's opaque, and I don't know how effective it is.
Not much.
Not much. It is pretty useless and easily manipulable to get good scores. Just check the ratings in student evaluations before and after IDEA was implemented. I do not like grade inflation, I do not like student evaluation inflation either.
nothing
Nothing
Nothing it is completely useless.
Nothing really. Students aren't qualified to critique faculty teaching.
Nothing, beyond the general notion of getting student feedback.
Nothing.
Nothing. But I don't hate it, either.
NOTHING. NOT ONE THING. You should know I regularly receive stellar evaluations -- so these comments are not coming from someone who gets low evals. I get very high ones -- but I really dont like the IDEA methods (see following question). We used to have an internal eval form that was geared to department goals and it told us what really helped us improve. IDEA does not.
Once you understand the form, it is easy to fill out the instructor portion.
One page form with comments allowed.

online saves class time
Opportunity for students to express their voices and offer constructive feedback to the professor, department and university as a whole.
Provides feedback in applicable and developmental terms, and comparative aspects across institutions.
Ratings are tailored to what the class covers by the faculty.
Ratings re compared with other similar institutions and classes.
Saving class time
see above
Selecting the objectives
Short andsimple for students
Some of the breakdowns are well organized
Student evaluation in class misses absent students and can skew results a little. If students can do them online, we may get everyone's responses.
Systematic, consistent. The comparisons are helpful.
That it is online
that it is student-focused and doesn't ask questions comparing this course or professor to others
That we can customize which questions are asked based on the the goals of the course; that it focuses primarily on student learning
The ability to administer surveys online.
The ability to customize it.
The ability to emphasize some learning outcomes over others.
the ability to evaluate both the class content and the instructor effectiveness
The additional question option lets me see a fairly fine grained look at what students think of my course.
The corresponding items of the instructor's self evaluation and the student responses. The written feedback has been beneficial for me personally.

The form is relatively straightforward for students to fill out.
The qualitative comments provide specific feedback.
The questions are not useful, and do not fit our discipline, and do not measure student evaluations of the courses well. This system does not work for our department, and we have said that many many times.
The questions are student focused and internal to the class, not comparative to other classes.
The survey is easy to use.
There is very little that I like about it. I do appreciate that administration is trying to get feedback from the students, but that's about it.
There isn't much I like about IDEA, in general
Umm... Online surveys are a lot more convenient than paper surveys. But that is true for any survey system.
unable to identify anything
We can compare ourselves to instructors across the institution.
We get our evals back in a timely manner. There are comparisons with other courses taught.
Weighted averages
When done online, I like the ease of use.

Q6_What are some concerns you have about IDEA?

Some faculty were pretty explicit that they felt the IDEA was useless and a waste of time and money. Dissatisfaction ranged from not knowing what results mean, to results not being useful, not specific enough and not qualitative enough. The duration between evaluations and professors' abilities to see results was too long. Also, it several faculty were not clear how scores come about, how adjustment works.

Many feel they do not receive useful qualitative data or suggestions. Criteria used do not accurately measure teaching effectiveness, or are not appropriate for the discipline.

- The ratings are very much meaningless. IDEA is a waste of time and money.

- Qualitative data is lacking, so how the heck do you improve a class with the current ratings?

- Does not offer enough data, Students don't write comments and I always thought they were the most useful

- Lack of transparency, don't know what the numbers are supposed to mean

- dislike framing of questions

- questions are way too vague and repetitive, and there are too many of them

- Their rep could not explain or give a clear answer as to how the data was processed. Every form that I have read for me or other faculty during peer review committee work shows lower numbers after processing the RAW figures. Something is wrong when a consistent pattern shows a downward trend in averages. Get rid of IDEA!!!

How are they effective? How are they used to assess to inform teaching?
It took some time to know what to request regarding weighted questions. Still not sure that this is the best way to configure questionaire.   Our department repeatedly asked for the data about how our classes were being compared with other programs along with information about these programs. Never received any data or clear answers.   When IDEA was introduced to our campus, I attended the workshop offered by the company to explain the system and data processing. Their rep could not explain or give a clear answer as to how the data was processed. Every form that I have read fo rme or other faculty during peer review committee work shows lower numbers after processing the RAW figures. Something is wrong when a consistent pattern shows a downward trend in averages. Get rid of IDEA!!!
The response rate is very low for online versions.
Your evaluation depends largely on the categories you select as important. Choose too many, and your ratings sink. It artificially compresses the kind of feedback we would like to get, and turns it into a popularity contest.

A lot of faculty teach the same classes semester after semester. Could forms from a past semester be used to quickly populate a new form? One could quickly peruse at the form and change it as seen fit. This would save a ton of time!
A one-time snap shot may not appropriately convey the effectiveness of a teacher over the course of a semester.
A significant concern I have with IDEA is one I have with all student evaluations---validity of the information reported/received.
Adjusted and raw numbers are less helpful than the numerical system in the old evaluations.
Adjustment of raw score based on "student description" responses is flawed. Question 15 penalizes new faculty and faculty teaching new courses.   In adjusting scores based on student descriptions responses to Question 13 ("As a rule, I put forth more effort than other students on my academic work") does not reflect the wealth of evidence showing that students, as a whole, will over-inflate their self-assessments as extra hard workers. It is not statistically possible for the majority of the class to put forth more effort than other students. Adjusting raw scores based on this is highly concerning. I am not pleased by IDEA's amendment of students' direct responses on teaching based on these problematic variables to create the composite score. Also, departments do not always allow faculty to update their Faculty Information Form. A more standardized practice would aid assessment validity and overall accuracy.
Although I score high on the ranking the instrument does not provide specific feedback.
Any student rating system is not perfect and only represents student perceptions not actual learning gains. There are several research studies that show the inherent bias of ratings, especially against minorities and women.
Cannot understand how it measures course satisfaction (adjusted scores), selection of different elements measure leaves the comparison to other tests questionable. No written comments to use to fix the problem that may be disclosed in the numerical score.
Classes are sometimes miscategorized---even when following their coding system.
Complicated to review and understand the data. I receive high marks then they are lowered by the test with no explanation. There are no written comments to add to the evaluation feedback--a low number should have comments so that the real issue is exposed so correction can take place.   The current documents have no value.

Concise and direct may leave the meaning of the categories up to interpretation I am not sure how to take the rating and create meaningful change in the course to address the ratings unless specific comments are provided by the students, which most do not provide.

Contains completely irrelevant questions. It tries to be a one-size fits all solution and ends up not serving anyone well

Criteria used doesn't accurately measure teaching effectiveness

Difficult to choose among the very broad course "outcomes" for evaluation. Not sure how these play out in weighting ratings. Relatively opaque system for comparing ratings across university and to "similar classes" nation wide. What is the sample size? Geography? Private/public? Not particularly helpful feedback for faculty improving courses. Difficult to apply the results.   Research shows student quantitative ratings are deeply affected by instructor gender, race -- so as a woman I am far more interested in concrete, specific assessment that helps me reshape course. But the weight is always on numbers -- the least accurate part of the assessment.   I would welcome online version on a course assessment (we only have paper option in my department). BUT, the concerns above stand regardless.

Difficulty in interpreting scoring results. One-size-fits all approach.

Does not effectively reflect and measure differences between F2F and online mediums, tending to favor F2F evaluation.

Dont receive useful qualitative data or suggestions

Faculty of color find themselves compromising their teaching and personhood in order to avoid bad evaluations. This current political climate makes faculty of color, and those teaching social justice issues, more vulnerable to student critique and hostility. IDEA surveys are more helpful for assessing students' grievances than our own teaching. While student surveys alone might not keep a faculty from earning tenure, they still affect faculty on psychological, emotional, and spiritual levels, and contribute to their own sense of belonging and sense of satisfaction at the university.

First, the mechanism for adding questions to the evaluations is somewhat tedious, and it is not as helpful as it could be if the questions appeared on the summary form. Second, I do not believe that students have a good understanding of what the items are meant to evaluate, even if they are native English speakers. In my opinion, the questions should be stated so that an average student can clearly see what s/he is being asked to assess.

Flexibility of questions

Generally I don't find the information received from the survey very helpful either in terms of the feedback or in terms of improving my instruction.

Having all the data aggregated in a single number, sometimes blurred the underlying information on someone's teaching performance. Since it counts heavily in retention, tenure and promotion, the IDEA number out weights other important data.
how to adjust score is unclear to most instructor.
I am not confident with the criteria that may not match what I teach, but what is included due to the instrument.
I am not sure if students clearly understand the different categories clearly - (I have seen some confusion about it).
I dislike the way some of the questions are framed, particularly if I feel they don't apply to the course I'm teaching.
I dislike the way they normalize the data.
I do not like IDEA at all. The previous campus survey was much better and cheaper, too.
I don't have the history regarding IDEA's selection, but I think it's useful to explore other options. What value does the IDEA provider offer that couldn't be gained through Qualtrics or other survey providers? I'm not sure that it measures the attitudes, behaviors and types of learning experiences that we actually want to promote. Also, it seems like there's a long time between evaluations and professors' abilities to see results.
I don't like the category options for what I consider important. Many are important, but perhaps I should select the top few, because these are then used to weight my student evals.
I don't like the fact that we have to pay an outside vendor to do the assessment and they are using the date for their own purposes. They should pay us for the date!
I don't think it accurately measures teaching effectiveness. Students who are dissatisfied with their own performance in a class who who dislike an instructor may give the instructor a terrible evaluation, while students who are satisfied with their performance or who like the instructor may give the instructor an excellent evaluation, but neither of these students is actually evaluating the instructor's teaching methods.
I don't think many of the rating categories don't apply to my discipline.
I don't understand it, so I don't see how students will. It's too expensive.

I feel it is overly complicated. Some faculty are apparently "playing the system" by choosing aspects they would like to emphasize and that will give them better ratings. Also, determining priorities for what is important in a class seems to me to be unhelpful. In my classes communication, writing, participation, etc. are ALL important--that is a top priority. So to prioritize some elements higher than others is not useful. It is also difficult to interpret the data one gets.

I felt it did take up instructional time. And the feedback from my department in terms of time has varied greatly. I also wasn't clear if I was to receive all of the written student comments, or a few typed out to me, or all of them. I have received a variety of all three. As a parent, I question if the administration does read them and possibly look into negative comments for a pattern across sections to see if a class is actually being taught in an effective manner.

I have been told that a survey that has all fives across the board has less weight than one that has a variety of scores. Is this also true of surveys that have all ones?

I have long had several concerns about IDEA. The first is the 'adjusted' score. I find it troubling that I could receive very high ratings from my students (say, a 4.9) and that what I see when I receive the print-out also shows an 'adjusted' rating that does not at all reflect student responses (say, a 4.4). I understand that IDEA does some data-crunching to come up with this adjusted score, but I find it incredibly disheartening and misleading that this additional score is present and easy to misconstrue as my being less effective of an instructor than I am. Colleagues of mine and I have discussed this extensively. They have indicated similar concerns. Also, the questions "Overall, I rate this instructor as excellent" and "Overall, I rate this course as excellent" has the response options: Definitely true, More true than false, In between, More false than true, and Definitely false. The questions themselves are leading, and the response options are strange. How can it be "in between" that I rate this course as excellent, for instance? Why not simply have a question that says, "I rate this course as: Excellent, Above average, Average, Fair, Poor?" This will still provide an average out of 5.0. As worded, these two questions (and in fact, questions 13-18 on the whole) are problematic. Finally, the qualitative response space has no prompt whatsoever, which may lead students to believe that this is unimportant. But of course, this is incredibly valuable for instructors.

I have not looked into how validated this tool is. But that is my problem, not IDEA's. I have no concerns and am happy to move online. Scientific studies found no change in student ratings when procedures switched from paper to online, but found lower participation and - on a positive note - more written-in feedback (more words per forms written in the write-in sections). Ask Emily Walter for the scientific reference for this study, if you are interested, she shared those findings with us at the Dept. of Biology.

I still don't know how the "raw" score is "adjusted".

I teach studio voice. I generally have between 8-15 students. Of the 12 that I have now, 10 of them get hour lessons. They enroll in one section of voice for each half hour lesson, except for graduate students who have one section for the whole hour. That means that I have two sections of lower division voice, two sections of upper division voice plus one section of graduate voice. Right now I have 6 students doing voice recitals. This generates 3 more sections. Although I am essentially teaching them the same way, there is a survey generated for each section, some of which have only 1 student enrolled. For each section I have to fill out the survey, which takes time, and then the results cannot be calculated anyway because there aren't enough responses. The whole process is a waste of time for this particular discipline.

I think IDEA is a poor instrument to capture student impressions. I do not like it. I cannot think of a positive to continue to use it. The range of questions is very limited. The short form basically asks students how they feel about a few select student goals. I have talked to students in online classes. They have said that many of the questions do not relate to completely online classes.   Some questions should offer a NA or none of the above choice and do not.

I think some of the required questions are pretty useless. And, again, most students don't participate in the online version.

I think that the fact that there is an adjusted score is unfair, especially since it's based on whether or not the student had wanted to take the class. Also, the questions are irrelevant. Who cares if they can explain what skills they developed in the class? What's more, they don't understand how they're being evaluated. If they like the professor, they give them a high score in every category, regardless of whether or not it's relevant to the class. My department's old evaluation form was logical and easy to understand, a description that in no way applies to IDEA. Ours had questions like: Is the instructor organized? Does he or she have clear expectations? I think students understand these types of questions and are able to evaluate the instructor in a logical and relevant manner.

I wish there were better ways of knowing what to do to improve our teaching. Let's say I get a 3.5 one semester--while I want that number higher, I don't necessarily know what things I can or should be doing. Also, IDEA itself doesn't really tell me what the students learned. In my experience, the more rigorous I make the class, the lower I'm ranked, giving an incentive to deliver "easier" content. If rigor and IDEA scores are inversely related, then I wonder about what the scores truly mean.

I'm not sure if this is a problem with IDEA per se, or just with other university policy changes that were made at the time we switched to IDEA, but in my opinion, the minimization of the importance of student comments has taken away useful data that departments used to use to evaluate and improve teaching. As a chair, I never look forward to the arrival of 3,000 IDEA forms each semester. The comments cannot be used by the department in 99.9999% of all cases*, but a lot of person-hours are wasted in this endeavor. *Although I have seen comments that, if true, surely indicate poor teaching or other serious problems, I have always been told that none of them rise to the level of "severe violation of university policy."

I'm not sure that there is any established validity to students reporting on learning outcomes this way.

Instructors can set what they think are "important" or "essential" attributes for their course which has the ability to "stack the deck" in favor of what they know their strengths and weaknesses are. If the IDEA surveys are to be used for summative purposes at all (the value of which is debatable), the attributes of a given course should be set by the department and used for every section of that course, every semester. Actually, I find that the quantitative data provided by the IDEA forms is not useful to me at all. All I care about are the qualitative data (student comments).

It does not really reflect the course effectiveness. Results are very vague to interpret. Feedback from students are not really helpful.

It does not tell me what I need to work on as an instructor. I always give a survey that I create so I can really tell what did and did not work for students in the course. It is of course anonymous

It does not work

it does not work for us; the raw vs. adjusted scores are misleading. The questions are poor and ineffective.

It doesn't really address engagement, content accessibility, or pedagogy. How are students evaluating our teaching without any references to teaching (i.e., pedagogy)?

It gives useless data. It is if no help in revising or improving teaching or a class.

It is cumbersome to fill out the forms in order to get the survey, the questions dont really apply to my discipline or the main things I am trying to teach in the class, the results are cumbersome to read and dont really give me the info I need to improve, students complain they dont really understand the questions (even when I explain it, the wording is awkward for them), the comparison with other institutions is rediculous bc we serve a unique population and cant be compared with music departments in other universities.... I could go on and on.

It seems like a one size fits all system that does not take into consideration the unique factors of the particular field.

It's complicated. Some students don't understand what the different response categories mean. I didn't understand the differences myself until I spent some focused time going over the description of each one. It is clear from the ratings I have gotten that some students misunderstand the intended meanings of the different categories. It is relatively complex for an activity students aren't going to spend much time learning, thinking about, and completing. Perhaps more explanation or examples could be developed to help them understand the system. If they are doing these ratings for each class for their whole college experience, it might be worth devoting some time in their first year to explain the system. That wouldn't catch transfer students, though. It feels odd to me that students rate all the categories, even the ones that aren't going to count. It feels a little dishonest. Should they know which ones count? I like to see their responses to all the categories, though. I don't think we need to change this, necessarily.   Having all the optional questions is confusing. Why are they there?   Any student rating system is going to be influenced by the particular personality match or mismatch between individual students and instructors. Is there scientific research on the validity, reliability, and accuracy of ratings tools like this? Numbers make things look like science, but that can be misleading. Do instructors of hard courses get lower ratings than instructors of easy courses? How about major courses vs GE courses?

It's just difficult to understand the ratings. My department generously allows me to use whichever rating is the highest, but it makes no sense to me. I also don't like having to think about and fill out the FIF form. Just another time-eating chore.

It's useless. The information is no help in improving teaching or a class. A waste of time.

Lack of feedback about comparative analyses and sources of data in those analyses across academic institutes

Lack of transparency.

Many statements DO NOT apply to the types of courses I teach.   I don't understand the weighting system and do not think it is useful or should be applied, especially as research shows there is gender and racial/ethnic bias in course evaluations.

Minor concerns in that no one introduced the form and exactly how to fill our.

Moving to fully online

My concern is that students are not qualified to critique faculty. It is important to accomodate student concerns, but having tenure decisions based in part on a score from student feedback diminishes the integrity of the university. It encourages many faculty to go easier on their grading so that less students will be upset and in turn, won't give poor ratings to that faculty member. Many students are getting to pass classes they shouldn't, simply because the IDEA forms are causing the faculty to appease the majority of students in their classes.
N/A
None
none - let's joint the 21st century and get rid of paper evaluations
None really
None.
Not as many students fill out the online version.
Not sure that I always understand how to interpret the results to improve the class unless the students state their specific concerns, suggestions, or kudos as well as the bubble information.
Only that perhaps a perceievd complexity of the use of it, by some students, may detract from their cooperation in completing/submitting it. But this is conjecture.
our academic area does NOT have an appropriate "comparison group" thus all comparisons are meaningless. we are forensic behavioral sciences yet get compared to criminology/criminal justice. not even close.
Our discipline is completely misrepresented and unknown. In this day and age it is a disgrace that the IDEA people are not more educated. No one knows what the rankings mean nor do they know how to interpret them. The ratings are very much meaningless. IDEA is a waste of time an money.

Overall, the specific questions are not that useful and faculty are likely to chose the questions on which they will get high ratings. The ones that are applicable to my field/courses are broad and don't tell me very much, but it is useful at least for getting students' overall impression of the course. Unfortunately, the surveys do not provide me with information that would be useful to evaluate the student responses because it does not ask about student effort or their own participation in the course. If, for example, a student were to indicate they learned very little in the course (for example on the knowledge or theory question), there is no way of me knowing if that is because of my teaching or the course or if it is because they rarely attended class and/or rarely read any of the assigned material. (IDEA's weighting does not address this issue). Without knowing this information, the results are not very useful. It assumes all students put in the same level of effort and it is ONLY the instructor that makes a difference in their learning.

Questions are so general, not directly related to the classes I teach

questions are too generic and don't reflect what I think are important in my course. Data is not helpful in helping me improve the teaching of my course

Ratings lower than when survey is delivered face-to-face.

Relevancy of some questions - student commitment to filling them out. Qualitative data is lacking, so how the heck do you improve a class with the current ratings?

Research shows that there is both gender and racial bias in student evaluations, with women and minorities consistently receiving lower scores. Also, students do not believe that faculty do not receive feedback or see the forms until after grades are posted; they are unaware of the process. This leads them to inflate their responses for fear of receiving a lower grade.

Security. The program should be hacker-proof to prevent erroneous results, or misuse or results.

see above

See above

see above. Also, the last question in this page... what trend? It seems like it is a misleading question, it assumes something that is not clearly presented

Some of the questions are oddly worded.

Some questions are hard to interpret for a student.

Spend too much money for the value we receive Too many questions Many questions don't actually specifically related to my class Very confusing for the faculty as well as students

Student ratings can be super easily be manipulated. If all instructors are evaluated for tenure is numerical scores, one can easily obtain 4.6-4.8 ratings by giving easy assignments, exams, etc, which can go against academic goals. Students should evaluate instructors in writing, not numerically.

Students don't always understand the categories in which instructors are evaluated.

Students often do not follow instructions or read the line items carefully, but instead mark numbers across all outcomes that reflect their general satisfaction with the course (thereby marking 5 for outcomes in which the course made no progress, etc.). Other relevant features of a course are not addressed on the form at all. I would like to be able to customize the form, for a given subject. I'm not convinced that comparing student to instructor perceptions of progress in outcomes is the only or most relevant way to assess a course.

Takes long to get the feedback.

That I will not have handwritten feedback from the students if there is no place for such comments.

That it is still confusing for students and faculty. Not always clear what the data means.

that many students don't read the instructions but just mark the same number down the entire column of learning outcomes. it seems not only do they mostly care about the general questions about the overall course and instructor, those too are the numbers than administrators care about in RTP. So why ask all those other questions? How often do they tell us anything meaningful even when students read them when they are often not accurate judges of their own improvement or skills in the learning outcomes anyhow.

That students actually complete them

The "adjusted" scores for courses that are required are ALWAYS lower than the raw scores because they use two items to assess this and it skews the data for those. The nationwide comparison is not very useful. They are expensive.

The adjusted score unfairly penalizes faculty who teach required courses as well those who teach advanced courses. Student motivation ("I really wanted to take this course regardless of who taught it" and "As a rule, I put forth more effort than other students on academic work") counts against us on our adjusted scores. For example, last semester my raw score for one advanced, required class was 5.0, but it was adjusted down to 4.3 based on the answers to the student motivation questions. That is a significant difference! Since hiring decisions are based in part on the IDEA scores, this is highly problematic.

The adjusted scores seem to be meaningless. Mine are always adjusted downward relative to my raw scores, so they are literally of no consequence (my personnel evaluations are based whichever -- raw or adjusted -- is higher, so the adjusted scores literally never play a role).

The adjustments are unclear...why do you adjust down? Criteria for student evaluation is unclear TO THE STUDENTS. I have seen students just mark all 5s or all 1s without reading the questions.

The current IDEA forms provide less actionable, useful data than the old Fresno State student ratings of instructions. Everything always seems to be washed away into the averages. Either stick with unweighted averages, weighted averages, or tighten up the form to provide more useful data to professors.

The faculty does not know the details about how the adjusted scores are calculated There is no way to find out if the student outcomes expected by the department and college/university are matched Effectiveness is questionable

the forms do not fit well with our classes in the DPT

The forms have kept us from receiving the right kind of information about how a class is taughtâ€"people game the FIF, and then the results look higher, even though the class is actually pretty mediocre, or worse, the person doesn't even come to class, but we never find out because the students so rarely use the comment section to let us know what's going on: did they get back their work on time and with feedback? Who's to say, because IDEA is more about things that matter to people in Education but not about what matters to academics: we care about the QUALITY of the material introduced, of the interaction with students, of the interaction between students, and of the creative and innovative thinking engendered inside and outside the classroomâ€"all of which leads to greater student learning. If the instructor games the FIF, the results are not really getting to the heart of the matter. When I learn that a colleague misses four weeks a semester to travel around but still gets a 4.7 on IDEA, I'm depressed because I know that the students didn't learn as much as they would have had the professor been there to do his job. IDEA, however, never captures the real questions that plague those of us trying to review professors' files. This system was put in place because someone signed a contract despite the grave misgivings of a lot of faculty, who did speak their minds at several fora. And we have never been told the true cost. Perhaps the campus can investigate a form of student evaluation that is fairly priced and gets to the heart of the classroom environment without asking so many dreary, poorly written questions. My brightest students, in fact, complained about how stupid the questions wereâ€"they were insulted by the process; now they simply do it because they feel they must, but they don't respect the process. Please find something less prolix and more reflective of our needs.

The IDEA forms ask mostly about student outcomes, not necessarily measures of professor quality.
The items listed in the assessment may not reflect how effective the knowledge is transferred in many courses. The adjustment it does to the instructor ratings may not genuinely reflect how effective the instructor is.
The questions are way too vague and repetitive, and there are too many of them. The length of the form means that students don't take the time to write comments in after the numerical part, and the written portion is the most valuable feedback, in my opinion. Also, there's a section for factual things the instructor did (formed teams of discussion groups, etc.), but very few questions about the instructor's actual performance (i.e., making course objectives clear, presented material clearly), so I always have to add in my own questions at the end, which makes it even longer.
The questions do not represent what students can reasonably assess. The questions are confusing to students. The questions are biased toward certain majors. The additional criteria is extremely biased against certain personalities, learning abilities, and socioeconomic experiences. This is criteria that is supposed to be out of the instructors control but is used to negatively adjust instructors overall scores.   The flawed and biased information is being used to rank the university agains other privileged universities.
The questions that are asked do not genuinely reflect what a student can reasonably be expected to assess. The questions as they are are confusing to students. The questions are biased toward certain degree paths. The "additional criteria" is extremely biased against certain learning types, personalities and socioeconomic experiences. The IDEA center exists to data-mine. Starting with a flawed survey, this misinformation is being collected and used to form additional flawed perceptions of campuses.
The questions that are posed do not offer enough data.
The raw and adjusted numbers are impossible to understand.
The students rarely read the actual questions such that many just pick the overall number they feel for the class or instructor and answer it to every question, likes 5s, or 2s, all the way down.
The way numbers are adjusted is a black box. I've seen the same numerical values for two different sections for exactly the same class adjust in opposite directions - one class adjusted up while the other adjusted down. That is just bizarre!
The way the questions are framed makes it easy for students to get confused.

The way they need to be filled out is confusing. If you make a mistake, the evaluation is worthless. The results are impossible to understand. I don't know what the numbers are supposed to mean. Students don't write comments and I always thought they were the most useful part of the old evaluation.
The wording of the questions is somewhat obscure, and I am concerned that students may not actually understand what the questions are actually asking.
Their misuse
There is no apparent connection between the area I select as important, and the student survey results. I have no training nor have been offered any documentation in regards to the efficacy of this system. The questions that the students asked are based upon their opinion of motivation and result, and may be subject to self reporting errors.
They do not really tell with any great accuracy anything useful about what the students have learned, how effective the instructor is, etc.
Too limiting in terms of the questions. Not the best measure of student learning outcomes and students' satisfaction with the course or professor. Used as a measure of teaching effectiveness, however many studies offer evidence that surveys such as IDEA are not a valid measure of teaching effectiveness. Too many variables (controversial course content, which students actually complete the survey, ease/difficulty of course, professor policy on late work, etc.) factor into to student responses not necessary student learning outcomes or faculty teaching effectiveness.
Too much "one size fits all." It doesn't measure what it purports to measure. Our department had an extremely effective student feedback tool that was replaced by one that is far more inferior.
Useless
We are asking those who do not know to rate the quality of those who are attempting to teach them. The entire premise of this exercise is absurd.
We need more ways to assess student learning beyond evaluation. There is documented evidence that women and people of color do poorly on student evaluations because of student bias towards them and the content they teach.
Weighting questions is annoying and counter-productive. Comparisons to "similar universities" is not clear/accurate. The high cost.
Total

Q7_Should the University keep using the current IDEA survey?

	Frequency	Valid Percent
No	73	44.8
May be	61	37.4
Yes	29	17.8
Total	163	100
Missing	32	
Total	**195**	

Q8_Should the University look into a different method to assess student ratings?

	Frequency	**Valid Percent**
Yes	97	60.2
May be	43	26.7
No	21	13
Total	161	100
Missing	34	
Total	**195**	

Q9_Do you have any recommendations for a different method to assess student ratings?

The faculty had a wealth of recommendations. 19 of 99 respondents suggested to develop our own survey in house, or for each department. 7 of 99 respondents suggested to go back to what they had before IDEA. Some suggested a committee to look into it. Then there were a number of general comments about using student evaluations, how to increase response rates and what

one should do to evaluate faculty. However, there weren't any concrete suggestions in regards to survey tools.

Here some selected quotes:

- Create our own, allow departments to create their own, go back to the old one
- Don't use student ratings for tenure relevant evaluations

Content

- Something that provides specific information to improve a class. Something as different from IDEA as we can find.
- Should focus on a student's perception of whether he or she is acquiring the knowledge and skills necessary. It should not focus on whether the student is happy or pleased. Some students are happy if they are given As and not required to work to acquire knowledge
- Rating should reflect learning objectives of discipline rather than generalized survey.

Use different methods

- use teaching portfolios that consist of metacognition assessments, qualitative peer evaluations, syllabi, assignments, graded activities, evidence of professional development, evidence of teaching innovation, etc. IDEA surveys are incapable of recognizing the innovation of teaching.
- Use Focus groups

Increase response rates

- Raffled off a nice gift (iPad) among students who completed the online evals. This was a big draw for students.
- Make grade release dependent upon completion of evaluation

A simpler questionnaire addressing the basic items of teaching effectiveness would be sufficient. Student comments are, for most part, the most useful part of student evaluations I typically use in addressing, correcting, or changing instructional strategies.

Look at what other university's instructor evaluations are like. They should should be given at the end of the semester teaching.

No

Add written comments.

Allow departments to administer their own, rather than having a centralized system. If departments need help constructing their own evaluative instruments, they should ask social scientists to help them. It's what we do.

Allow departments to create their own models.

Alter the current IDEA surveys. This on the Tenure track are not truly evaluated correctly from the IDEA data. It is not appropriate for some professions, It really needs to be altered and changed for individual departments.

At a minimum the process needs skip programming.

At my previous job, they always raffled off a nice gift (iPad) among students who completed the online evals. This was a big draw for students.

At the time that the IDEA surveys were considered, there was a competing survey administered by another university. Unfortunately, I do not recall the name of this survey tool nor of the university that administered it.

Bring the assessments back to being university run. Create questions that truly reflect our missions and culture at Fresno State. Keep our data to ourselves.

Can the student rating be tied with the release of their course grade, i.e. a student only can view their course grade after submitting the survey? This is to make sure all students will submit their input.

Comment part to be mandatory

Emphasis should be on what they LEARNED. If evaluations go online, there needs to be an incentive for students to complete them.

Evaluations developed by individual colleges, schools, or programs that can be used for program improvement rather than ranking professors
Focus groups.
go back to the department deciding how its people should be evaluated. We know more about our departments than an external company that has to satisfy people from the arts, sciences, humanities, etc at the same time
Go back to the old in-house rating forms. They were also bad but at least cheaper. For me the fact that the IDEA forms are slightly less bad compared to the old forms is not enough of a reason to spend the extra money.
Go back to the previous system if you cannot find anything better.
Go back to the simpler instrument previously used.
Go fully online with another company's eval system, and tie it to the students having access to their grades—without this, the probationary faculty will be in real trouble because of the statistically insignificant feedback they'll receive.
I am not familiar with any other options except for what we had done in the past (which is similar to my experiences at other universities).
I have not explored.
I highly recommend using teaching portfolios that consist of metacognition assessments, qualitative peer evaluations, syllabi, assignments, graded activities, evidence of professional development, evidence of teaching innovation, etc. IDEA surveys are incapable of recognizing the innovation of teaching.
I like the IDEA, but that's because it's the only thing I'm aware of. I know that there are other metrics for monitoring teaching effectiveness, so I'm open to trying things that the university felt could be better than the IDEA.
I liked the old method just fine.
I suspect they are all pretty useless unless the students sincerely care about them, which most don't seem to. I have concerns about the way the surveys might be used with probationary faculty--that is the area that needs real focus from any committee looking into new assessment methods.
I thought we were just fine doing what we used to do a number of years back before IDEA came onto the scene. I'm not a ratings expert, but I certainly would be open to a simpler system that gives useful feedback, even if it were not the old system, and something newer but it would need to be more well thought out.

I'd recommend something either in-house or based on something else that we're already paying for. Any money being paid to the people behind IDEA is being wasted, as far as I can tell -- I see no value added whatsoever.

If I recall, when Fresno State was first considering using a campus-wide tool to assess student learning, there were information sessions on two or three competing tools, one of which was the IDEA forms. Another such tool, which I thought was more useful, originated on a university campus, but I don't recall which one. If the campus keeps historical records of these searches, then perhaps the information could be located.

If ratings are to go online, then there needs to be a mechanism in place to still receive input from the vast majority of the class.

If the new system is not demonstrably better, there is no compelling reason to switch.

If the University committee deciding on the student rating system to use could write a brief explanation of the options they have looked at and the rationale for this choice, possibly with links to research about the systems they looked at, I would feel reassured that they have done their job and that I could trust their decision. As it is, I have no idea why they chose IDEA. Maybe the company just has a good salesman. Or maybe the things the committee values are different than the things I value. I'm not asking for a long report, but maybe a page (or two) of rationale with links to more information could be made available to the faculty.

In class assessment.

in my opinion IDEA has been an enormous waste of money. i would be happy enough to go back to what we were doing before IDEA.

Incorporate with LMS

Instead of Likert type scale, a rubric, like good professors use to evaluate stdent work.

Just need a more user-friendly version for online offerings.

Let departments/programs/areas devise their own internal eval forms. Maybe with some common questions. The bottom line from an administrative perspective is: 1. HOW MUCH DID YOU LEARN IN THIS CLASS (it really doesnt matter if the student "liked" the professor or not - that is secondary) 2. DID THE TEACHER DO ANYTHING INAPPROPRIATE, AND IF SO WHAT? Then let the departments go from there with info that will help that teacher improve....

Look for different options that gives us more visual interpretation of the survey.
Make it extremely basic. We don't have to ask them EVERY question that we can think up.   It should take no more than 5 minutes to complete.
Maybe evaluate some of the questions to update them? I think the online surveys would be a good idea, if there was a significant response rate .
More qualitative data
no
No
NO
No I don't.
no matter what method to choose, block those who barely attend lectures. be clear about how rate is computed. be fair to both students and instructors.
no matter which one admin chooses. Rating should reflect learning objectives of discipline rather than generalized survey. Lower the weight or completely prohibit students with lower attendance to take survey. (My major's attendance rate is not too high if I don't put attendance as mandatory and/or give penalty). Their feedbacks do not reflect reality at all.
No, I haven't done research.
No, I like this one.
No, sorry I haven't looked into it.
No, sorry.
no.
No.
No. But the department/college and university can form a committee that could look into all these aspects. Besides we have OIE. Take their help.
No. But then I tend to distract student ratings as a thing anyway
No. I have not looked into student rating survey methods.
No. We signed up for this. Let's give it a fair trial before we consider changing it.
None

None at this time
Not at this point - but whatever method is used should explain the scoring within (i.e., why does the adjusted score differ form the raw score)?
NOT ONLINE!
Not sure.
Our department had an internally generated survey which very specifically addressed our discipline. It was useful and used. We should go back to having departments decide.
Qualitative methods
Quit using student ratings as a criterion for promotion and tenure.
Recommendations, no. Try to find an assessment that addresses course content and difficulty and diminishes whether a student "likes" or "dislikes" a professor. Students do not have a knowledge of pedagogy.
School/college specific assessment instruments would be more appropriate.
See above.
Some simple questions might suffice: Does the instructor know her material? Was the instructor student-friendly? Was the class worthwhile?
Something less expensive and less wasteful. Students never complete the back of the page with their comments and in my view that is the best part of IDEA. I started doing my own with more relevant questions.
Something that is as different from the current system as possible. Something that gives useful data.
Something that provides specific information to improve a class. Something as different from IDEA as we can find.
SPOT, internal scantron/qualitative combination
Student ratings is an incredibly poor measure of faculty teaching. They are not qualified to critique effective teaching. Why not just get someone in off the street to critique the faculty while you are at it? I'm being sarcastic, just in case you get a notion to do that. Whoever decided on using the IDEA form to begin with needs their head checked.
The most beneficial information I get are from student written comments.

The previous method seemed fair enough, and seemed to work for all disciplines.

The survey should be created and managed in house. Questions should reflect experiences that students can gauge. Care should be taken in the questions to reflect the cultural and program diversity on campus.

There are two questions I, as an instructor, would find useful for feedback: 1) whether students felt respected by me in class 2) whether the work assigned for home, the work done in class, and the graded work connect and are meaningfully coherent

There is plenty of education measurement out there to use to come up with answers to these questions and plenty of information on valid and reliable measures of teaching.

Track actual educational outcomes by doing surveys of alumni after 3 years when they have had time to reflect upon the quality and efficacy of their educational experience in totality. I do this on an informal basis and have found that many of the students who were most critical and difficult appreciated their time in school much more after they realized that the very things they complained about the most were those that prepared them the best for real world career experiences. Many students' views as expressed on generic surveys have no real bearing on the actual quality of their education, but rather measure shallow opinions on percieved easiness & whether the instructor let them slide on things. The worst students seem to have the strongest opinions. The entire process has a chilling effect on tt faculty enforcing rigor and high standards in the class. We are coerced into teaching to the eval process instead of focusing on real quality. This can be extremely demoralizing & definitely does nothing to enhance teaching or learning.

Two things I care about most that few evals have ever asked: 1) does the student feel respected ? 2) is there a coherence between work done at home, work done in class, and work formally assessed?

Using outcomes rather than subjective measures. These would have to be controlled for based on student demographics, of couse, but here is a good piece on this practice (https://tomprof.stanford.edu/posting/1446). If nothing else, it could serve as a good starting point.

We can build our own internally and save money year after year!

We probably need to use surveys. It is helpful to use a standard survey for all Fresno State classes. It should focus on a student's perception of whether he or she is acquiring the knowledge and skills necessary. It should not focus on whether the student is happy or pleased. Some students are happy if they are given As and not required to work to acquire knowledge. We may need a different instrument for classes that are completely online. Before we move to all online student surveys the committee should review the research about how the results compare to face-to-face surveys.
We should consider an internally written survey using the existing faculty resources to build and deliver the survey. Are we not smart enough to do this ourselves?
What was wrong with the old system?
Whether you keep the IDEA format, I strongly recommend against using an online format for all courses.
Whichever type is chosen, I particularly like the ability of students to give anonymous feedback. I feel it is the best way to find out what is not working.
Why wouldn't we use qualtrics?
Yes, just use the previous old form, which worked just fine. It is also doable online.
Yes, on line during class time.

Q10_The trend is for all the surveys to go online. Are you okay with students completing a rating of instruction survey only online?

(Students can still complete the online survey during the class using a phone, tablet, laptop.)

	Frequency	Valid Percent
Yes	74	45.1
Maybe	49	29.9
No	41	25.0
Total	164	100.0
Missing	31	
Total	**195**	