How to Complete your Faculty Information Form (pencil only!)

Objectives

IMPORTANT - Your results report is largely based on your ratings of these learning objectives. It is recommended that you prioritize and select no more than 3 to 5 objectives as “Essential” and “Important.” These questions could help you narrow things down:

- Is this a significant part of the course?
- Do I do something specific to help the student accomplish this objective?
- Does the student’s progress on this objective affect his or her grade?

If you answer “Yes” to one or more of these questions, then that objective should probably be weighted “E” or “I”.

Rating the rest of the objectives as “Minor or No Importance” does not mean that such objectives are unimportant. It simply shows that some objectives are less important than others, even though some attention may be given to them.

(Descriptions of the objective are on the next page.)

Contextual Questions

These six questions (there are three more on the reverse side) help describe the context in which the course was taught. While the responses to these questions are not required by the IDEA Center to process your report, they do provide valuable background information and may be required by your Division.

Having trouble?

There are people who want to help!

Peg Balachowski – Math Department Faculty Member
425-388-9529   RAI 323   mbalachowski@everettcc.edu

Lori Wisdom-Whitley – Speech Department Faculty Member
425-388-9379   GWH 346   lwisdom@everettcc.edu

Alec Campbell – Director of Institutional Research
425-388-9392   GWH 316   alcampbell@everettcc.edu

You can also sign into EvCC’s Intranet (https://intranet.everettcc.edu/) and go to “Departments” then “Institutional Research” to view additional evaluation resources.
## More About the Learning Objectives

The objectives below have been organized into six groups. The number next to each objective (1-12) corresponds to the numbers used on the *Faculty Information Form.*

<table>
<thead>
<tr>
<th>Grouping</th>
<th>Learning Objective</th>
<th>What’s the focus?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Cognitive Background</td>
<td>1. Gaining factual knowledge (terminology, classifications, methods, trends)</td>
<td>building a knowledge base</td>
</tr>
<tr>
<td></td>
<td>2. Learning fundamental principles, generalizations, or theories</td>
<td>connecting facts, understanding relationships</td>
</tr>
<tr>
<td>Application of Learning</td>
<td>3. Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td>applying what you have learned in this class to clarify thinking or solve problems</td>
</tr>
<tr>
<td></td>
<td>4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td>developing skills, abilities, or attitudes of a beginning professional</td>
</tr>
<tr>
<td>Expressiveness</td>
<td>6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)</td>
<td>flexibility and divergence in thinking, elaboration of thoughts and insights, imagination, expressiveness of individuality</td>
</tr>
<tr>
<td></td>
<td>8. Developing skill in expressing oneself orally or in writing</td>
<td>effective oral and written communication</td>
</tr>
<tr>
<td>Intellectual Development</td>
<td>7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
<td>gaining and valuing a “Liberal Education”</td>
</tr>
<tr>
<td></td>
<td>10. Developing a clearer understanding of, and commitment to, personal values</td>
<td>developing a sound basis for making lifestyle decisions</td>
</tr>
<tr>
<td></td>
<td>11. Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td>higher level thinking skills (either within or outside of a disciplinary context)</td>
</tr>
<tr>
<td>Lifelong Learning</td>
<td>9. Learning how to find and use resources for answering questions or solving problems</td>
<td>functioning as an independent learner</td>
</tr>
<tr>
<td></td>
<td>12. Acquiring an interest in learning more by asking questions and seeking answers</td>
<td>developing attitudes and behaviors to support lifelong learning</td>
</tr>
<tr>
<td>Team Skills</td>
<td>5. Acquiring skills in working with others as a member of a team</td>
<td>learning to function effectively in multiple team roles</td>
</tr>
</tbody>
</table>

More detailed information about objectives can be found on EvCC’s Intranet [https://intranet.everettcc.edu/](https://intranet.everettcc.edu/)
Go to Departments -> Institutional Research -> Faculty Evaluations -> IDEA Center Papers
Adding Your Own Questions

- **Multiple-choice questions**

  The students may respond to up to 20 additional questions on the IDEA form itself. The text of the questions needs to be on a separate sheet or displayed on a white board, etc.

  The numbering of your questions should begin with 48.

  There is room for 5 response options. When writing out the response options, please use numbers (1) – (5), NOT letters. The responses on the students’ IDEA forms are numbered.

  Retain a copy of the questions and response options for yourself, but you do not need to turn a copy in with your forms. Your results report will simply show how many students selected response 1 for question 48, how many selected response 2, etc. You will need to refer to your copy of the questions to understand how the students responded.

- **Open-ended questions**

  If students write out answers to additional questions on separate sheets, those sheets may be turned in with the completed IDEA forms. The sheets will be held in the Institutional Research Office and returned to you with your results report.

Receiving Your Results

The IDEA Results Reports are distributed via campus mail after the quarter ends. If you need your report to be mailed to your home, notify studentassessments@everettcc.edu by the date grades are due.

If you want your results report soon after grades are due, please see that your completed forms are turned in to Institutional Research by the end of the 8th week of class.

**PROBATIONERS** – Your forms must be turned in by the end of the 8th week to insure your tenure committee receives your reports on-time.

Results for forms received by the Institutional Research Office after the 8th week will not be available until 4 or 5 weeks after the quarter ends.
General Instructions for Classroom Administration
Specific procedures vary by division

Step 1: Complete a Faculty Information Form for each class.

Step 2: The following instructions to the students should be read aloud:

The purpose of this survey is for you to provide feedback about your instructor and this course. Student responses are an important part of the overall College instructional evaluation process. Portions of the evaluation forms are reviewed by your instructor, the Division Dean, and/or members of faculty tenure review committees. Your opinions do make a difference. Fairness to both the individual and the College require honest and accurate answers.

Students sometimes wonder, "If the course was well taught and I learned a lot, should I rate every item high?" The answer is "No." The IDEA evaluation system focuses on what the instructor was trying to teach and on what you learned. As such, an instructor is not expected to do well on every item. In recognition of this, items not related to this course are not considered important. For example, in a lecture course, an instructor would not be expected to rate highly on an item that refers to formation of discussion groups as part of the instructional process.

Thank you for taking the time to help us improve instruction.

Step 3: Distribute the student response forms (and the comment sheets or sheets with additional questions, if any). Remind the students to use pencils. Surveys completed in ink will not be processed.

Step 4: Provide the students with the following general course information to fill in on the top of their forms:

- Institution
  (Everett CC)
- Instructor
  (Example: Sarah Jane Smith)
- Department and Course number
  (Example: BUS 100 C)
- Start Time and days the class meets
  (Example: MTWTh 10:00)

Step 5: To insure objectivity and uniformity, after the instructions have been given, it is strongly recommended that the instructor leave the room while the students complete the student response forms.

Have either a member of the class, a division assistant, or a colleague take responsibility for returning/sending the materials to the designated office (either your division office or Institutional Research).