Faculty Information
Online IDEA Student Assessments

How to Complete your Faculty Information Form (FIF)
You will receive automatically generated emails from studentassessments@everettcc.edu asking you to click on a link to complete your FIF.

Objectives
IMPORTANT - Your results report is largely based on your ratings of these learning objectives.

You may copy over the same ratings you submitted on a previous FIF, if you wish. Leave this blank if you do not want to copy anything.

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 that others, even though some attention may be given to them.

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

Contextual Questions
These question 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 317 alcampbell@everettcc.edu

You can also visit http://www.everettcc.edu/faculty_staff/ and select the “Student Assessments of Faculty” link to view additional 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>

A detailed discussion of the objectives can be found on EvCC’s website at [http://www.everettcc.edu/uploadedFiles/College_Administration/Instruction/Institutional_Research/SelectingObjectives.pdf](http://www.everettcc.edu/uploadedFiles/College_Administration/Instruction/Institutional_Research/SelectingObjectives.pdf)
Adding Your Own Questions

Up to 20 open-ended or multiple choice questions may be added.

Need help deciding what additional questions to ask?

IDEA Center’s Guide:
http://www.everettcc.edu/uploadedFiles/College_Administration/Instruction/Institutional_Research/AddQuestionDir.pdf

On campus help:
- Alec Campbell, Director of Institutional Research, 425-388-9392 or alcampbell@everettcc.edu

You may enter the questions yourself by clicking “Manage Additional Questions” on the FIF page. Or contact studentassessments@everettcc.edu for help adding the questions.

Survey Administration

You will receive e-mailed instructions plus your students’ survey link. This statement of purpose should accompany the link when it is posted for the students:

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.

The evaluation should only take about 15 minutes to complete. Please be aware that the evaluation is administered by the IDEA Center, and I do not see your individual responses. These survey are important, so please take a few minutes and complete it before the last day of class.

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.

Students will need their SIDs to access the survey in order to ensure that only individuals registered for the class are able to complete the evaluations. SIDs are not attached to any responses.

If students have trouble getting the link to work, here are a few things that have been found to clear up problems:
- Copy and paste the link into the browser address bar instead of just clicking on it.
- Restart the browser or computer
- If available, try a different browser or computer.

How do some EvCC online instructors get 90% of the class to respond?
- Present the evaluation in the same manner as an assignment.
- Talk about why the feedback is important.
- Follow up with reminder emails to the students (include the survey link in the reminder message)

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.