

**IDEA USERS GROUP MEETING**  
**MAY 30, 2010**  
**SHERATON CHICAGO HOTEL AND TOWERS**  
**ROOM: ERIE**

**8:00-8:30**      **Check in and Registration**

**8:30-9:15**      **Using Aggregate IDEA Data Across the College: Assessing Teaching Goals, Tracking Faculty Progress, and Supporting Curricular Review**  
*Charles Phillips, Drake College of Pharmacy and Health Sciences*

This session highlights how IDEA Center aggregate data can be used beyond the individual teaching reports. The session will focus on three areas: Using aggregate college results to establish a college goal for teaching excellence and as a benchmark in meeting that goal; Using aggregate, multi-year data to track course outcomes, student performance, and teaching methods as compared to the College's mission, culture, and accreditation standards; Using an aggregate database for reporting individual faculty and course performance over time.

**9:15-10:00**      **Transitioning to IDEA Online Surveying—Paths to Follow and Pitfalls to Avoid**  
*Thomas Wangler, Benedictine University*

Online survey administration continues to be a topic of discussion for many campuses—especially with concerns about achieving adequate response rates. This session will describe a pilot group of 59 classes at Benedictine University that used IDEA Online in the fall of 2009. The classes involved in the online pilot achieved an average response rate of 85%. Strategies to achieve that response rate will be described along with a discussion of how faculty, staff, administrators, and students re-

**10:00-10:15**      **Break**

**10:15-10:55**      **Using IDEA Data to Understand the Relationship of Sophomore Retention to the Perceived (or Assumed) Quality or the Types of Classes that Students Take**  
*Rita Caso and Xiaohong Li, Sam Houston State University*

Along with other sources of information, IDEA can be used to examine questions important to individual campuses. This session will describe a specific study conducted at Sam Houston State University that explored the association between sophomore persistence and a student's exposure level to positively rated classes; exposure level to classes taught by tenure-track faculty; and/or exposure level to required courses. These variables are examined in conjunction with covariates representing constructs historically associated with university persistence (i.e., Entry At-Risk; 1st semester GPA; Campus Residence; Commitment to Major; Level of Financial Aid).

**10:55-11:25**      **Strategies for Using IDEA and Assessment of Student Learning**  
*Robert Stanley and Allyson Dickie, North Park University*

This presentation will demonstrate how North Park University implements the IDEA student ratings system as an integral part of its faculty development process for all courses. It will also focus on lessons learned and helpful strategies. Participants will learn how IDEA is coordinated with the Quality Matters rubric for overall quality assurance through the online course development cycle. Also, participants will learn how the faculty is guided through the process of specifying overarching IDEA student learning objectives at course outset and how they are encouraged to emphasize them throughout individual course learning modules.

**11:25-11:30**      **5-Minute Stretch**

**11:30-12:00**      **Using IDEA to Help Measure University-Wide Learning Goals**  
*Cory Clasemann and Colleen Sheehy, University of Indianapolis*

As part of their 2005 AQIP accreditation for the North Central Region—Higher Learning Commission, the University of Indianapolis adopted four university-wide learning goals that it believes to be applicable to all students who attend the university. Regardless of the major, the student as a knowledgeable, engaged learner is at the center of the university-wide learning goals: creativity, critical thinking, social responsibility, and performance. This presentation will demonstrate how they use results from IDEA as one measure of these learning goals.