

## What is the IDEA student rating system?

- It is a standard course evaluation method used across Fairfield University – every course is evaluated by students, using an online administration process, at the end of the semester

## Why do we collect IDEA evaluations?

- To provide feedback to faculty, which can be used to improve instruction and student experiences in the future
- To provide faculty with an indicator of teaching effectiveness, which can be used when applying for promotion, tenure, or merit
- To provide students with an opportunity to share their opinions of a course/instructor anonymously
- To provide Deans and the Provost's Office with anonymous, aggregated information which can be used to evaluate programs

## How do IDEA evaluations work?

- Faculty will begin receiving communications about the IDEA evaluations early each semester, with details about the ways faculty need to engage with IDEA to ensure successful administration
- Faculty can access IDEA at <https://my.fairfield.edu> by selecting the “IDEA Options & Results” application
- Faculty are responsible for three steps of the IDEA administration process, which will be detailed in the **How-to Guide** on the next page:
  - Step 1: Select the type of form that students will receive (short form or long form)
  - Step 2: Select objectives in the Campus Labs dashboard (indicate which of the standard IDEA objectives is minor, important, essential)
  - Step 3: Distribute the IDEA evaluation link to your students (and preferably schedule time in class for students to complete the IDEA)
- Evaluation results are distributed to faculty a few weeks after the completion of the semester (after all grades have been entered) – results can be viewed in the Campus Labs dashboard where you set your course objectives
- IDEA evaluation results belong to the faculty member – that are not shared with anyone else without permission

## When are IDEA evaluations administered?

- For undergraduate courses: IDEA evaluations are typically available for a two-week period, ending on the final day of undergraduate courses
- For graduate courses: IDEA evaluations typically begin on the same day as the undergraduate administration window, but run until the final day of graduate courses (this usually adds about one-week of additional administration time)

## What does the IDEA evaluation look like?

- At the end of this document is a complete copy of the IDEA evaluation items
- The student experience is very similar to completing any other online survey (e.g., such as through Qualtrics or Forms) – they will see a series of items with radio-buttons to select their response, followed by the narrative items which will have open-ended text boxes

# Fairfield University IDEA Evaluation How-to Guide

## Step 1: Select the type of form that students will receive

1. Login to <https://my.fairfield.edu>
2. Search for “IDEA Options & Results (Self-service)”
3. Click on the option “Select IDEA/Campus Labs Evaluation Method”
4. Select the current semester from the dropdown list
5. Use the radio buttons to indicate your preference for each CRN/Course
  - a. Select form length: Long vs. Short
  - b. Indicate if FUSA results should be distributed to FUSA: Yes vs. No

Helpful information about making these selections:

- The following defaults are applied – if you don’t want to change these defaults, you do not need to do anything for Step 1
  - Tenured and Full Professors will default to the Short Form
  - Instructors, Assistant Professors, and Associate Professors will default to the Long Form
  - Adjunct Professors will default to the Short Form
- Undergraduate courses will default to the “Yes” response regarding if FUSA results should be distributed to FUSA

## Step 2: Select objectives in the Campus Labs dashboard

1. Login to <https://my.fairfield.edu>
2. Search for “IDEA Options & Results (Self-service)”
3. Select the options “View IDEA/Campus Labs Evaluation Results (courses completed after November 2018)” – this will open the Campus Labs dashboard (you can also reach it directly at <https://fairfield.campuslabs.com/faculty>)
4. Select the current semester from the dropdown list
5. From the menu bar at the upper part of the screen, select “OSF Manager”
6. For each course, indicate the weighting of each objective – i.e., how important that objective is to that *specific* course
  - a. You will indicate if the objective is an Essential part of the course, an Important part of the course, or a Minor part of the course – be sure to hit the “Save” button
  - b. These weightings are used in the calculation of your summary IDEA evaluation score

Helpful information about making these selections:

- If you do not customize the objectives, they will all be set to Important by default, which could result in a less valid/useful summary IDEA score
- In general, best practices suggest selecting a total of *no more than* 3-5 objectives that are Essential or Important
- You can make changes in the OSF Manager until the end of the evaluation window
- See this document for a visual walkthrough of the process:  
[https://faculty.fairfield.edu/cae/idea/howto\\_objectives.pdf](https://faculty.fairfield.edu/cae/idea/howto_objectives.pdf)

Adding your own questions to the IDEA form:

- Faculty may wish to add custom questions to collect specific end-of-semester student feedback – e.g., if you have experimented with a new pedagogical tool; made significant changes to the course content; tested out a new activity/assessment
- Custom questions can be either open-ended (i.e., text entry) or scale items (i.e., multiple choice)
- Custom questions must be added before the evaluation period begins (all students must receive the same IDEA form within each course)
- See this document for a visual walkthrough of the process:  
[https://faculty.fairfield.edu/cae/idea/howto\\_add\\_questions.pdf](https://faculty.fairfield.edu/cae/idea/howto_add_questions.pdf)

### Step 3: Distribute the IDEA evaluation link to your students

1. Login to <https://my.fairfield.edu>
2. Search for “IDEA Options & Results (Self-service)”
3. Select the options “View IDEA/Campus Labs Evaluation Results (courses completed after November 2018)” – this will open the Campus Labs dashboard (you can also reach it directly at <https://fairfield.campuslabs.com/faculty>)
4. Select the current semester from the dropdown list
5. Select a specific course and click on the button that says “View Evaluation Link” – copy the evaluation link to distribute to your students
6. Distribute the link to the students in your course – you can provide the link by:
  - a. Emailing the link to students
  - b. Posting the link in Blackboard, Quip, or other course page
  - c. Displaying the link at class, in a PowerPoint or written on the board
7. Students will be asked to login with their Student NetID and Password, then will be taken directly to the form for your course

Helpful information about distributing the IDEA evaluation link:

- To encourage student responding, it’s best to set aside time at class for students to complete the IDEA form – you can include this on your syllabus or announce it at the previous class session, so that they know to expect it
  - If you administer the IDEA form at class, please allow at least 10 minutes for the students to complete the form – faculty should NOT be present while students are working on the IDEA evaluation (please step out of the room)
  - It’s helpful to have a short speech about the IDEA evaluation, to provide students with context –talk about the ways student feedback is helpful for improving teaching and encourage them to spend time on the narrative (open-ended) portion of the IDEA form
- Students do have other ways to access the IDEA form, so it’s possible that students may submit their evaluation prior to the date you have set aside at class – try to find time in the earlier portion of the administration window if you want to ensure the majority of students complete the evaluation at the same time
- It’s OK to incentivize students to complete the IDEA evaluation – while faculty have no way of knowing which individual students have (or have not) completed the IDEA, you can offer things like cookies for the class if you hit a 95% completion rate... everyone loves cookies!
- Here is a video walkthrough of the distribution process:  
<https://express.adobe.com/video/zNMZz2P7PpcJz>

### **Further Questions or Need Support?**

- Visit the [Campus Labs Course Evaluation Help Center](#) or the [IDEA Research & Resources](#)
- For logistical issues such as selection of evaluation forms and dates, release of results, etc., contact the Office of the Registrar by emailing [registrar@fairfield.edu](mailto:registrar@fairfield.edu)
- For the pedagogical use and interpretation of IDEA results, contact the Center for Academic Excellence by emailing [cae@fairfield.edu](mailto:cae@fairfield.edu)

## **IDEA Evaluation Questions**

### **Included for all faculty (i.e., essential “short form”)**

**Thirteen possible learning objectives are listed, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not emphasized in this class) by using the following scale:**

- No apparent progress
- Slight progress; I made small gains on this objective
- Moderate progress; I made some gains on this objective
- Substantial progress; I made large gains on this objective
- Exceptional progress; I made outstanding gains on this objective

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing myself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

**For the following items, choose the option that best corresponds to your judgment, using the following scale:**

- Definitely false
- More false than true
- In between
- More true than false
- Definitely true

1. As a rule, I put forth more effort than other students on academic work.
2. I really wanted to take this course regardless of who taught it.
3. When this course began, I believed I could master its content.
4. My background prepared me well for this course's requirements.
5. Overall, I rate this instructor an excellent teacher.
6. Overall, I rate this course as excellent.

**Comments (open-ended response boxes):**

1. What aspects of the course contributed most to your learning?
2. Were there any aspects of the course that did not contribute to your learning? If yes, explain.
3. Comment on the strengths/weaknesses, if any, of the instructor as an effective teacher.
4. Would you suggest changing the course to help you learn more? If so, how?
5. Evaluate your own efforts during this course, including class attendance and participation, completion of assignments and readings on time.

## **IDEA Evaluation Questions**

### **Included for diagnostic feedback (i.e., “long form”)**

**Describe the frequency of your instructor's teaching procedures using the following scale:**

Hardly ever  
Occasionally  
Sometimes  
Frequently  
Almost always

**The Instructor:**

1. Found ways to help students answer their own questions
2. Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)
3. Encouraged students to reflect on and evaluate what they have learned
4. Demonstrated the importance and significance of the subject matter
5. Formed teams or groups to facilitate learning
6. Made it clear how each topic fit into the course
7. Provided meaningful feedback on students' academic performance
8. Stimulated students to intellectual effort beyond that required by most courses
9. Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding
10. Explained course material clearly and concisely
11. Related course material to real life situations
12. Created opportunities for students to apply course content outside the classroom
13. Introduced stimulating ideas about the subject
14. Involved students in hands-on projects such as research, case studies, or real life activities
15. Inspired students to set and achieve goals which really challenged them
16. Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
17. Asked students to help each other understand ideas or concepts
18. Gave projects, tests, or assignments that required original or creative thinking
19. Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)

**On the next two items, compare this course with others you have taken at this institution, using the following scale:**

Much less than most courses  
Less than most courses  
About average  
More than most courses  
Much more than most courses

1. Amount of coursework
2. Difficulty of subject matter