

## IDEA FAQs (by faculty and administrators)

### 1. How can I find out more about IDEA?

You can visit the IDEA website at <http://ideaedu.org/> for additional questions you may have or information about the IDEA organization and the products and services IDEA offers.

### 2. How do I access the IDEA system?

Depending on your role, you may access the system by clicking on the appropriate link below:

Administrators <https://gsbsuthscsa.campuslabs.com/ce/>

Faculty/Staff <https://gsbsuthscsa.campuslabs.com/faculty/>

Students <https://gsbsuthscsa.campuslabs.com/courseeval/>

Once you click on the appropriate link, log in using your UTHSCSA username and password.

### 3. I have received emails from this email address: [notification@ce.mail.campuslabs.com](mailto:notification@ce.mail.campuslabs.com). Is this from someone at UTHSCSA?

Yes, IDEA is powered through a platform called Campus Labs. Kathy Paradise, the Director for Academic Assessment and Compliance in the Graduate School of Biomedical Sciences (GSBS), will send out emails about IDEA surveys for the GSBS through the Campus Labs system. Campus Labs is a secure system.

### 4. How do I complete the Faculty Information Form (FIF)?

If you missed the training on how to complete the FIF, you can still view it through the URL below:

<http://theideacenter.adobeconnect.com/p4qjz0g4tgl/>

### 5. How do I access the FIF?

Once you log in using this link: <https://gsbsuthscsa.campuslabs.com/faculty/>, you will see a list of your courses. After clicking on the course, click on the Faculty Information Form button. Make your selections and click update to finish.

**6. I have looked at the objectives on the FIF and none of them seem to apply to my course. If this is the case, which objectives do I identify as “essential,” “important,” or of “minor or no importance?”**

Each of the programs in the GSBS must complete an annual assessment report. This report specifies the student learning outcomes (SLOs) for the program. While there may be slight differentiation in the SLOs for each of the programs, most include the following or some close form of the following outcomes:

The student will be able to apply fundamental concepts and principles (related to the subject matter).

The student will be able to conduct independent research.

The student will be able to critically evaluate scientific literature.

The student will be able to demonstrate effective written communication skills.

The student will be able to demonstrate effective verbal communication skills.

The student will be able to demonstrate professional and ethical behavior.

Each of these six SLOs can be aligned with at least one of the 12 learning objectives on the Learning Outcomes Form; some even make use of the same verbiage. Therefore, if the learning objectives students must master in your course are contributing to the overall program student learning outcomes, some of these objectives must be relevant. Your course may teach on all 12 of the objectives on the survey form, but the course instructor should identify the top three to five as being “essential” or “important.” The student then gets the opportunity to describe the amount of progress they made on each of the 12 learning objectives.

**7. Should students be informed of the objectives for a course? If so, when?**

It is best practice to inform students at the BEGINNING of every course, REGARDLESS OF THE TYPE OF COURSE of the course learning objectives (or what students are expected to master throughout the course). It is best practice to put this on the course syllabus. There is also educational value in connecting or aligning for students course content with course objectives and having discussions with students about the progress they feel they are making towards mastering the course objectives.

Click the following link for more information on how IDEA can be used for assessment of student learning and program reviews, as well as an example of how course objectives can be aligned to the list of 12 learning objectives on the survey:

<http://ideaedu.org/using-idea-for-multiple-assessment-functions/>

It should also be noted that IDEA has been piloting additional objectives that may appear on current surveys. If you need any assistance in identifying objectives on the FIF, you can review IDEA's FIF Completion Document using the following link:

<http://ideaedu.org/wp-content/uploads/2015/04/FIFHandout.pdf>.

You may also contact Kathy Paradise at (210)-567-3715.

**8. What relation, if any, is there between IDEA and SACS requirements?**

The use of IDEA's Student Ratings of Instruction provides support for compliance with several SACS requirements. You can review IDEA's paper for more information about this topic:

[http://ideaedu.org/wp-content/uploads/2014/11/SACS\\_Toolkit.pdf](http://ideaedu.org/wp-content/uploads/2014/11/SACS_Toolkit.pdf)

**9. What questions are students asked on the survey?**

There are actually two different surveys used depending on the course. They are the Diagnostic Feedback Form and the Learning Outcomes Form. The Learning Outcomes Form requires the student to respond to a section of items by describing the amount of progress they made on 12 objectives. This form also requires that the student give overall ratings of the course and the course instructor. The Diagnostic Feedback Form includes these elements as well as a section of items in which the student responds to the frequency of the instructor's teaching procedures. Both the Diagnostic Feedback Form and the Learning Outcomes Form can be viewed by clicking on the following links:

Diagnostic Feedback Form:

[http://ideaedu.org/wpcontent/uploads/2014/11/Student\\_Ratings\\_Diagnostic\\_Form.pdf](http://ideaedu.org/wpcontent/uploads/2014/11/Student_Ratings_Diagnostic_Form.pdf)

Learning Outcomes Form:

[http://ideaedu.org/wp-content/uploads/2014/11/Student-Ratings\\_ShortForm.pdf](http://ideaedu.org/wp-content/uploads/2014/11/Student-Ratings_ShortForm.pdf)

**10. Why are there two different survey forms?**

As mentioned above, both survey forms require students to respond to a section of items describing the amount of progress they made on 12 objectives. The Diagnostic Feedback survey form differs in that it is a tool that also assesses teaching effectiveness. For more information, and to view each of the survey forms, see the links in the answer to question #8.

## 11. How is the use of one survey form over another determined?

Prior to implementing the IDEA's Student Rating of Instruction System in the GSBS, some guidelines (subject to change) were set with regard to course evaluations. See the guidelines below:

### GSBS Guidelines for Course Evaluations

GSBS course types that will NOT be evaluated this semester include:

- Independent Study
- Seminar
- Colloquium
- Special Problems
- Supervised Teaching

All other courses will be evaluated.

The Diagnostic Feedback form will be used in courses with 2 or more students and fewer than 4 instructors providing instruction. The course director for these courses will designate objectives as "minor or no importance," "important," or "essential."

The Learning Objectives form will be used in courses with 4 or more instructors providing instruction and for the following types of courses:

- Dissertation
- Thesis
- Research
- Practicum
- Lab Rotations
- Clinical Rotations

The course director for the courses above will be considered the "instructor" for the course and will designate objectives as "minor or no importance," "important," or "essential."

Click on the following link for more information from IDEA's website on the Diagnostic Feedback and Learning Outcomes forms:

<http://ideaedu.org/services/student-ratings-of-instruction/>

## 12. How do I add additional survey questions?

Once you log in using this link: <https://gsbsuthscsa.campuslabs.com/faculty/>, you will see a list of your courses. After clicking on the course, click on the Additional Questions button. You will then be able to type in additional questions. It is best to add items at the same time you complete the Faculty Information Form for the course.

**13. For team-taught courses with more than one instructor, will students be able to make comments on each of the instructors teaching the course?**

There is a comments section on the IDEA survey in which students can write comments about anything, including the various instructors teaching a course. These comments will appear on the Qualitative Report of the survey results. Prior to surveys being launched to students, course directors have the ability to add additional questions on the survey if they choose to do so. Instructions for how to do this are available on the Faculty Information Training URL below: (see answer to question #11 above).

<http://theideacenter.adobeconnect.com/p4gjz0g4tgl/>

**14. How do students know that surveys are available for them to complete?**

Students will receive an email when the survey administration opens. In the email, there will be a link for the student to click to access their surveys. Once students click on the link, they will need to log in using their UTHSCSA username and password. They will then be able to complete their surveys.

**15. Will students be reminded to complete their surveys?**

Yes, students will receive an initial email informing them that the surveys are available to complete. The system will then send automatic emails to students reminding them to complete their surveys. Students will no longer receive reminders once they have completed their surveys.

**16. How will course directors know when the results of the surveys are ready for review?**

The release date for the results reports will be determined at the time that the survey administrations are created. An email will be sent to all course directors when results reports are accessible in Campus Labs.

**17. How do I access the recorded Report Interpretation Training?**

You can view the Report Interpretation Training using the URL below:

<http://theideacenter.adobeconnect.com/p10kch2nadd/>

**18. Only one student in my course responded to the survey. Will I still get results reports for my course(s)?**

There must be a minimum of three respondents to each course survey in order for the system to generate course reports. For courses in which there are only two students enrolled, both must respond to the survey in order for the system to generate a course report. To avoid not meeting these thresholds, encourage students in your course(s) every semester to respond to the surveys.

### **19. What can I do to increase course survey response rates for my course?**

The following are some strategies for increasing survey response rates:

- Designate a few minutes of class time once surveys launch to allow students to respond to their surveys from their laptops or mobile devices.
- At the beginning of the course, communicate to students that near the end of the course they will gain access to a survey and encourage them to respond.
- Explain to students the importance of their survey feedback.
- After surveys launch, provide verbal reminders during the survey administrations and encourage students to respond.
- After surveys launch, send students email reminders to respond.
- Include a statement about course surveys and their value in the course syllabi.
- If you are using a Learning Management System (Bb or CANVAS) in your course, post notices about IDEA and reminders to complete the course surveys.
- Remind students that surveys are completely confidential and provide useful feedback about student learning.