



UAB IDEA Course Evaluations Manual

Office of Institutional Effectiveness & Analysis
Fall 2025

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Assessment, Accreditation, & Academic Planning

UAB The University of Alabama at Birmingham

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Introduction

IDEA Course Evaluations are an essential tool for UAB's institutional growth and success. The data collected from these evaluations play a key role in measuring student learning outcomes, supporting UAB's accreditation with SACSCOC and ACHE, informing departmental decisions about promotion and tenure, guiding institutional and departmental strategic planning, and providing valuable feedback to improve courses and instruction.

Throughout this process, the IDEA team is here to support you and answer any questions you may have.

IDEA Team Contact Information:

IDEA Team Email idea@uab.edu

IDEA Roles and Responsibilities

1. IDEA Course Evaluation Site/Institutional Administrators (The IDEA Team)

- Set up evaluation schedule & post in BlazerNet
- Transfer courses (BlazerNet to IDEA Course evaluation system)
- Create Administrations (set up attributes, course transfers, enrollment, edit questions, correct courses/optional)
- Set up emails for students and instructors
- Support process from development to final course evaluation report
- Troubleshoot and correct any errors

2. IDEA Course Evaluation School Administrators

- Selects courses in BlazerNet
- Confirms courses in Administration after setup
- Edits/adds emails in administrations (optional)
- Monitors response rates
- Reviews report/aggregated data file (optional)

3. IDEA Course Evaluation Report Viewer (This person is typically a department chair. The IDEA Course Evaluation School Administrator for their area will notify the Site Administrator to give the department chair access to this information.)

- Has access to all reports (for their assigned department, program, or school) in the IDEA course evaluation system
- Will use the Administration Dashboard to access:
 - Faculty Reports
 - Response Rates
 - Question Mean Analysis
 - Unit Summary Report

4. Faculty

- Utilizes the faculty dashboard to access:
 - Course Evaluation Questions
 - Feedback
 - OSF Manager
 - Response Rates
 - Rubrics
 - Trends Analysis
 - Faculty Reports

Accessing IDEA Evaluations

Each IDEA user has their own dashboard and can access their dashboard a few different ways.

Administrator Dashboard Access: <https://uab.campuslabs.com/ce>

Faculty Dashboard Access: <https://uab.campuslabs.com/faculty>

- The faculty dashboard can also be accessed by logging into your BlazerNet, going to your faculty profile, and selecting IDEA from the menu on the right-hand side of the page.

<https://uab.edu/adminsys> will also bring up a menu of items that include IDEA Admin and IDEA Faculty links.

Student Dashboard Access: <https://uab.campuslabs.com/courseeval>

Users can also add IDEA to your my UAB apps by selecting manage apps.

IDEA Course Evaluation Roles & Responsibilities Timeline

1. The IDEA Team sets important deadlines based on the UAB Academic Calendar (<https://www.dpo.uab.edu/faculty/resources/idea-course-evaluations>).
2. The IDEA Team sends emails to IDEA Course Evaluation School Administrators with IDEA dates and other pertinent information.
3. IDEA Course Evaluation School Administrators make BlazerNet course selections.
4. UAB IT uploads courses selected to BlazerNet to Fileio.
5. The IDEA Team uploads all required files to IDEA Course Evaluation System.
6. The IDEA Team creates all administrations and emails in the IDEA system.
7. Faculty reports become available via personal dashboards.
8. The IDEA Team requests the university's aggregate data file from Anthology/IDEA.
9. The IDEA Team manually sorts and distributes aggregate data file to IDEA Course Evaluation School Administrators.
10. IDEA Course Evaluation School Administrators/Chairs/Faculty analyze IDEA reports and the aggregate data file and apply the data to:
 - a. Student Learning Outcomes
 - b. Accreditation
 - c. Promotion and Tenure
 - d. Strategic Planning
 - e. Course/Instruction Improvement
11. For a flow chart version of the IDEA Course Evaluation Process Roles & Responsibilities, see page 22.

IDEA Evaluation Example Schedule

Event	Full Term Session (14-Week)	May Session	10-Week Session	Summer A (7 -Week)	Summer B (7- Week)
Course Selection Opens (BlazerNet)	6/29/2020	5/16/2020	6/29/2020	5/27/2020	7/25/2020
Course Selection Closes (BlazerNet)	7/13/2020	5/23/2020	7/13/2020	6/3/2020	8/1/2020
Surveys Open	7/31/2020	5/28/2020	7/31/2020	6/17/2020	8/5/2020
Surveys Close	8/7/2020	6/4/2020	8/7/2020	6/24/2020	8/12/2020
Online Reports Available	8/21/2020	6/18/2020	8/21/2020	7/8/2020	8/26/2020

For each semester a new evaluation schedule is created. This schedule can be found through the UAB faculty resources page or using this link: <https://www.uab.edu/faculty/resources/idea-course-evaluations>.

A few weeks following the closing of the semester the IDEA team will also receive an aggregated data file from IDEA. One of our Analytics Engineers will split the file for each school, and we will share those files via BOX folders and send out a file notification email with each school's IDEA Course Evaluation School Administrator.

Please note, even once we receive the aggregated data file, completing this process can still take a few weeks, but the IDEA team is intent on sharing these files with IDEA Course Evaluation School Administrators as soon as the files are ready.

IDEA Reports

IDEA course evaluations generate several reports. These can all be found on the main dashboard:

- Unit Summary- based on the organizational unit; divided into Teaching Method Priorities, Optimization of Relevant Learning, and Learning Environment and Context; benchmarks against all other institutions who use IDEA
- Question Mean Analysis- provides the mean and standard deviation for each question in the course evaluation; can be calculated by the college and department
- Response Rates- use report filters of 100 threshold, current, and 20+
- Faculty- helps faculty members to review scores to identify potential strengths and weaknesses in instruction
 - We strongly advise that faculty save their reports rather than relying on the system to keep archives for them. As these systems evolve and are updated, system archives often only keep reports for so long.

Important notes about IDEA Reports:

- IDEA Course Evaluation has a 5-response threshold; therefore, if the course doesn't get at least 5 responses, no report will be generated.
- Individual school leadership typically decides how data will be used.
- The IDEA Team also sends out aggregated data files for the school.
- UAB Center for Teaching and Learning offers workshops on how to interpret IDEA reports.

BlazerNet Course Selection

In this step of the IDEA Course Evaluation process, IDEA Course Evaluation School Administrators will consult with School/College Leadership to determine which courses they want to evaluate and what form of evaluation they want to use.

*There are three types of evaluations to choose from Diagnostic, Learning Essentials, or Null.

- Diagnostic is a 40-question survey that provides both summative and formative feedback about student progress on relevant course objectives, instructor teaching methods, and overall impression of the instructor & course.
- Learning Essentials is an 18-question survey that provides summative feedback about average student progress on relevant learning objectives and overall impressions of the instructor and course.
- Null is for any class listed that will not be evaluated.

(*Examples of each evaluation form can be found in the appendix.)

In addition to selecting one of these evaluations, IDEA Course Evaluation School Administrators have the option to create additional questions. These additional questions **must** be added before evaluations open.

- Faculty level questions can be added by logging into IDEA Course Evaluations, going to evaluations on the main page, selecting on the form, and then selecting edit custom questions.
- Attribute level questions can be added by contacting the IDEA team. Attribute level questions are coded and can take up to a month to process into the system.

The difference between these two levels is that faculty level can be done every semester by the primary instructor while attribute level gives the administrator the opportunity to add questions once and then turn on and off each semester.

To access, BlazerNet Course Selection:

1. Log onto BlazerNet and enter.
2. Select “UAB Menu” at the top right-hand side of the screen.
3. Select “Your UAB List” from the options listed on the page. It should be at the very top.
4. Note, before you can go any farther, you may have to agree to the FERPA regulations on the right-hand side of the page.
5. From the drop-down menu titled “Your Web Pages,” select “IDEA” and select “Go.”
6. Select “IDEA On-Line Survey Selection” from the menu. That should take you to a page that looks like the image below.

UAB Websites
UAB Menu
BlazerNET
Exit

New IDEA On-Line Survey Selection

This page is established for the school/department representatives to select course sections, instructors and the survey type which will use the IDEA on-line: Student Ratings of Instruction.

1. Select the term.
2. Select part of term.
3. Select department(s).
4. Press Submit button.

***Note:** Sections can be viewed but not changed once the selection window closes.

Term : *
Select term

Part of Term: *
Select Part of Term

For windows: Hold down the control (ctrl) button to select multiple departments
For Mac: Hold down the command button to select multiple departments

Department : *
Select Department(s)

SUBMIT

7. At this point, you should select the term, part of term and departments you will be selecting courses for. Once you have done that, click submit, and it should look similar to the image below.

New IDEA On-Line Survey Selection

Term : 202150 - Fall Term 2021

Part of Term : 1 - Full Term

Department : ACSS

1. Set the "Evaluate Instructor" column to "Diagnostic" or "Learning Essentials" for each course and instructor you wish to be rated by students.
2. If you select a cross-listed course, all sections must be evaluated in order for the survey to run for those sections.

***Note:** If the course or instructor information is not correct, contact your school's curriculum office, as this information is based on records in Banner.

[← BACK to Survey Selection](#)
[← BACK to Main Menu](#)

The following errors were found. The information below cannot be saved or viewed until all of these errors are corrected.

- Updating Survey Selection Is Currently Unavailable.

[← BACK to Survey Selection](#)
[← BACK to Main Menu](#)

Dept	Subj-Crse-Sec	CRN	Crse Capacity	Enrl	Name	Title	Session	Cross Listing	Cross Listed CRN's	Evaluate Instructor
ACSS	UASC-105-6J	58383	20	20	Griffin, Jennifer	Keys to Academic Success	Full Term			Null
ACSS	UASC-101-1A	59130	25	14	Sutton, Trevor	Exploring UAB	Full Term			Null
ACSS	UASC-101-1B	59131	25	23	Adams, Tyna M.	Exploring UAB	Full Term			Null
ACSS	UASC-101-1C	59132	17	17	Green, Stacy L.	Exploring UAB	Full Term			Null
ACSS	UASC-101-1E	59134	25	25	Benjamin, Shawanda M.	Exploring UAB	Full Term			Null
ACSS	UASC-101-1F	59135	25	21	Grimes, James R.	Exploring UAB	Full Term			Null
ACSS	UASC-101-1M	59137	25	13	Isom, Christina D.	Exploring UAB	Full Term			Null

8. From here you will go to the row each course section is listed on and select the drop-down menu under “Evaluate Instructor.”
9. For each course, you will select what type of evaluation you have decided on for that course. You will have the following options: “diagnostic,” “learning essentials,” or “null.” You must select an option for each course listed. Again, for those that will not be evaluated, you should select the “null” option.
10. Submit your selections.

Please note, for **cross-listed courses**, they will be filed under the same administration in IDEA; as such, **both schools/departments must select the same evaluation type** for the course (diagnostic, learning essentials, or null).

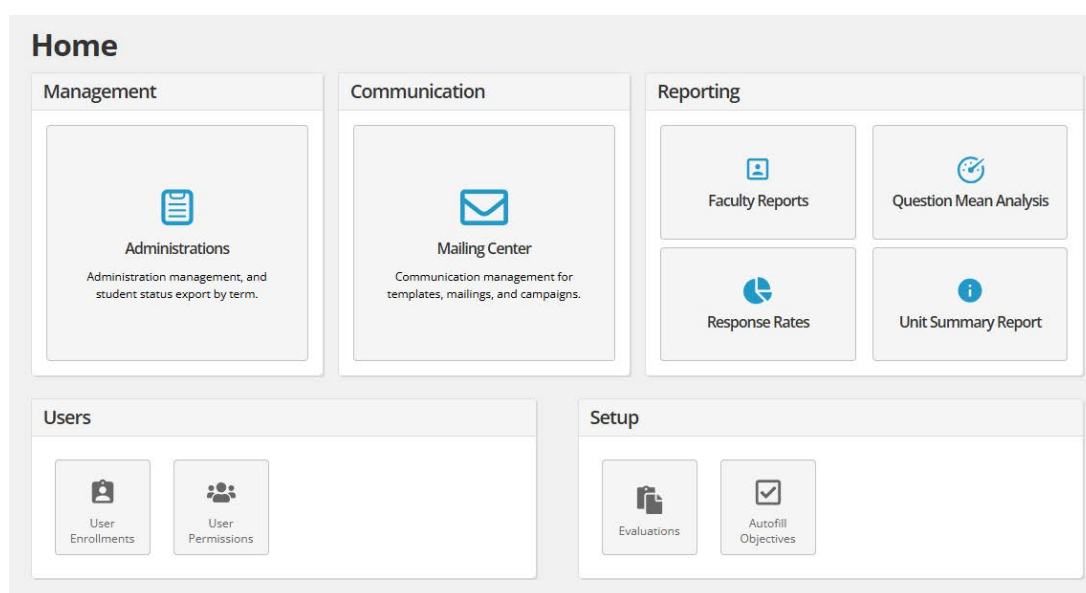
Administrations

Once you have made your course selections in BlazerNet and the course selection window has closed, the IDEA team will transfer the selection to the IDEA Course Evaluation system. At this point, administrations will be generated in the IDEA system.

IDEA Course Evaluation School Administrators will be notified via email when administrations are available and should go to the IDEA Evaluations page and view the administration to confirm the courses you selected in BlazerNet are the same courses in your Administration.

To access, your administrations:

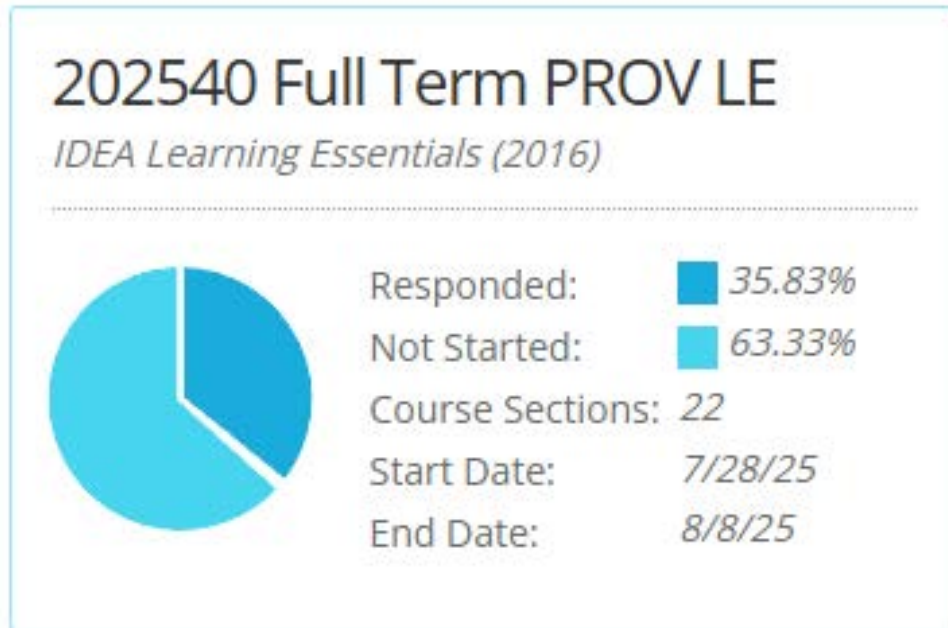
1. Log on to IDEA.
2. Select “Administrations” on the course home page.



IDEA Course Home Page

3. Select the Administration for the current semester.
 - Note, administrations' names are based on the term, school, & evaluation. For example, the image below has an administration named “202540 Full Term PROV LE.”
 - The first four numbers refer to the year.
 - The last two numbers refer to the semester (30 for spring, 40 for summer, and 50 for fall).
 - The next portion, in this case “Full Term” refers to the term or portion of the term being evaluated. Sometimes, you may see 1A for the first half of the term or 1B for the second half of the term.
 - The following portion, in this case “PROV,” refers to the school/department which would be Provost. If this were for College of Arts and Sciences it would say "CAS", etc.
 - The last portion refers to the type of evaluation either “LE” for learning essentials or “DIAG” for diagnostic.

- You can also see the response details and the survey start and end dates.
 - For example, in the image below, you can see that 35.83% of students have responded to their survey for this administration while 63.33% of students have not yet started and see that this survey started on 7/28/2025 and will close on 8/8/2025.



- Additionally, as shown in the image below, if you select an administration, it will provide the administration and response details in more specific detail.

Manage Administration

[Administrations](#) / Manage Administration

202540 Full Term PROV LE

July 28, 2025 - August 8, 2025

Instructor Questions: OFF
Evaluation: IDEA Learning Essentials (2016)
Term: Summer Term 2025
Permissions: PROVADMost Administrative

Completed

[Edit](#) [Delete](#)

Response Overview

Response Rate
36.67%

Not Started	Started	Completed	Total
76	1	43	120

* Response information may not be up to date.

4. Once you’ve selected the correct administration, you can scroll past the administration and response details to the “Course Sections.” As shown below, this will show you the course and its end date, enrollment, instructors, and response rate. If you would like to further examine a course, you should select “View Details” under the actions column for the corresponding course row.

Course Sections

2 Warnings

22 Total

Q Search

Status

Expand All

Jul 28, 2025 8:00AM CDT - Aug 8, 2025 11:59PM CDT

Complete

...

Instructor Report: Aug 25, 2025 8:00AM CDT

Administrator Report: Aug 25, 2025 8:00AM CDT

Identifier	Subject	Catalog	Section	Enrolled	Close Date	Instructors	Response	Actions
202540-10w::45196	UASC	101	QL	0	Aug 8, 2025 11:59PM CDT	N/A	0.00%	...
eli-031-sva-202540-1-11	ELI	031	SVA	7	Aug 8, 2025 11:59PM CDT		0.00%	...
eli-032-sva-202540-1-11	ELI	032	SVA	5	Aug 8, 2025 11:59PM CDT		0.00%	...
eli-033-sva-202540-1-11	ELI	033	SVA	7	Aug 8, 2025 11:59PM CDT		28.57%	...
eli-034-sva-202540-1-11	ELI	034	SVA	7	Aug 8, 2025 11:59PM CDT		0.00%	...
eli-041-sva-202540-1-11	ELI	041	SVA	5	Aug 8, 2025 11:59PM CDT		0.00%	...

Response

Actions

0.00%

...

0

View Details

Preview

6. As shown below, once you've selected "View Details" for a course, you can view the students enrolled in the course and who has responded, the instructor for the course, and details such as the course's identifier, organizational unit name, term name, and attributes. Note, you cannot see a student's response. You can only see if the student has or has not responded.

<
ELI 033 (SVA)

Using English Acctly Lvl 3

Students

Show 10 entries Search:

Name	Person Identifier	Has Responses	Actions
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]	✓	
[REDACTED]	[REDACTED]	✓	
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]		
[REDACTED]	[REDACTED]		

Showing 1 to 7 of 7 entries

Instructors

Show 10 entries Search:

Name	Role	Actions
[REDACTED]	Primary	Swap

Showing 1 to 1 of 1 entries

Details

Any students enrolled in this course section will automatically get any custom questions associated with attributes that are added.

Removing an attribute will remove any associated questions and responses that may have been collected for this course section.

Identifier
 eli-033-sva-202540-1-i1

Attributes
le

Org Unit Name
 English Language and Culture

Details

Any students enrolled in this course section will automatically get any custom questions associated with attributes that are added.

Removing an attribute will remove any associated questions and responses that may have been collected for this course section.

Identifier	Attributes
eli-033-sva-202540-1-i1	<div>le</div>
Org Unit Name	
English Language and Culture	
Term Name	
Full Term	

Setting Objectives & Using the OSF Manager

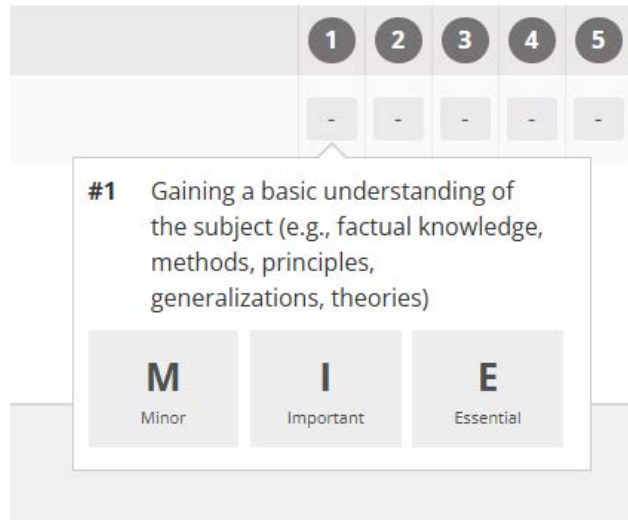
One of the tasks IDEA Course Evaluation School Administrators and faculty have is to set objectives using the Objective Selection Form (OSF) process.

The screenshot shows the 'Objective Selection Manager' interface. At the top, there is a navigation bar with the 'Faculty' logo and links to Home, Course Evaluation Questions, Feedback, OSF Manager, Response Sessions, Rubrics, and Trends Analysis. The main heading is 'Objective Selection Manager'. Below this, there is a section titled 'Compare a Section' with a dropdown menu to 'Choose a section to use as comparison'. A yellow banner message states: 'Objectives that do not have a rating set (denoted by a dash) will be defaulted to Minor at the close of the evaluation period.' Below the banner, there is a table for 'Fall Term 2025'. The table has columns for 'Course Section' and 13 numbered objective columns (1-13). The first row shows 'ANTH 100 (1E) City as Culture' with dashes in all 13 objective columns.

Course Section	1	2	3	4	5	6	7	8	9	10	11	12	13
ANTH 100 (1E) City as Culture	-	-	-	-	-	-	-	-	-	-	-	-	-

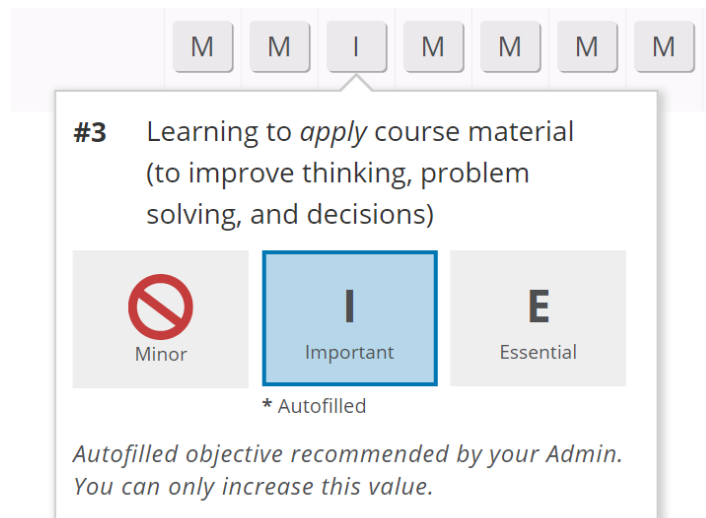
To set objectives using the OSF Manager:

1. Log into the IDEA system.
2. Select the “OSF Manager” at the top of the page.
3. Look for the row containing the course section you would like to set objectives for. All course sections where objectives need to be completed will be shown and are sorted by semester with the most recent semester showing at the top.
4. To the right of the section details, you may click each grey button corresponding to the objective you would like to set a rating for. This will display the selection options: minor, important, or essential.
5. You can read the objective description and then choose their rating. After a selection has been made, it will automatically be saved, and a save banner will be shown in green along the top of the screen. Clicking the grey button, a second time will close the selection window.
6. This process can be continued for all objectives for each relevant course section.



A few things to note:

- Administrators have the option to set and lock the objectives so the objectives are set and cannot be changed by the instructor. If the administrator has locked the objectives, an instructor will see the ratings for all the objectives and a *lock* symbol next to the course section.
- If objectives have been auto filled by an administrator, an instructor will see any objectives that have been set for them as already filled in. The instructor will be able to increase the value of an objective but will not be able to decrease its value.



- If no objectives have been selected by an administrator, the instructor will see a grey box with a dash (-). This indicates that a rating has not been set for that objective. Instructors can then select the appropriate objective rating for their course section.
- **Any objective left as a dash (-) will convert to “Important” when reports are generated.**

- Administrators can also monitor instructor completion of OSFs and send reminder mailings to instructors who have not completed their forms.
- Administrators will be able to view what objectives were chosen as relevant with each instructor's summative report.
- If an instructor has completed their OSF and their section has then been removed from an administration and placed in a new administration, the instructor's selections will be removed, and they will need to make these selections again.

IDEA Mailings

Throughout the course evaluation process, there are a variety of mailings the IDEA team will send out about important dates and reminders including:

- BlazerNet course selection opening - sent day of opening
- BlazerNet course selection reminder - sent mid week
- BlazerNet course selection closing - sent day of closing
- Administrations' creation completion announcement and request that each IDEA Course Evaluation School Administrator confirms the courses they selected in BlazerNet are the same courses in the Administration; includes reminders about objective setting and adding additional questions to course surveys
- Additional objective setting (OSF Manager) reminder
- Course evaluation opening and closing notifications to students and faculty
- Faculty report availability

Please see example mailings starting on Page 23.

While the IDEA team sets up student and instructor emails, IDEA Course Evaluation School Administrators can alter the emails or send additional emails through the IDEA system.

To do this:

1. Log on to your IDEA account
2. Select "Administrations."
3. Select the administration you want to send out a mailing for.
4. Scroll down to the "Associated Mailings" section."
5. Select the students' or instructors' tab
6. At this point, you may either select "schedule student/instructor mailing" to create a new mailing or go to the row the email you would like to edit and select the review button to edit that mailing.

Best Practices for Improving Student Response Rates

1. Have the evaluation become a **course requirement** by including it on the syllabus. To ensure students have an opportunity to complete the survey, you may escort them to a computer lab during class time or allow students to login to take their evaluations during your class time via their smart phone, iPad, or laptop.
2. Include a **statement** about the course evaluation process in your syllabus.

Ex: "At the end of the semester, you will be invited to participate in filling out a course evaluation for this class. The feedback received from these evaluations is extremely important to me as I continually work to improve my teaching methods and provide a strong classroom environment for my students. Additionally, these evaluations can be used for promotion and tenure purposes, and curriculum planning. If you have any questions on how your feedback is used, or what the course evaluations process entails, please feel free to ask." (Time-Tested Strategies for Raising Response Rates, an Anthology webinar presented on April 7, 2021)

3. Discuss the course evaluation process **throughout** the term not just during the evaluation cycle.
4. Confirm **anonymity** of the evaluations to students.

UAB values student feedback of instruction. Neither UAB Administration nor faculty have access to student level responses. However, UAB administration and faculty can view the following information:

- Faculty and Administrators know you are enrolled in a course.
- Faculty and Administrators know if you have dropped or withdrawn from the course.
- Administrators know if you have responded to a survey in a course.
 - Some departments will share with the instructor whether you have responded IF the faculty are rewarding individuals for responding.

5. Solicit **mid-term** feedback. "Instructors who performed a formative mid-semester evaluation as part of their class gained between 9% and 16% in response rates" (Chapman & Joines, 2017).

6. **Advertise** course evaluations in multiple ways: Canvas, Email, In-Person, Social Media, etc.

7. **Provide early access to grades** once evaluations are completed.

8. Provide students **class credit** based on the response rate threshold. For example, if 80% of the class completes their evaluations, all students get two extra points on their exam.

9. **Share evaluations results.** Students want to know how faculty and administrators are using the results of the evaluations, so they do not get the impression they are taking the evaluations for no purpose. A faculty member can share results with classes and explain what they may have changed to their course based on the student feedback.

10. Offer a **course** or **campus-wide incentive**. For example, for classes that reach a certain percentage of response rates, they get a pizza party, or if a student completes all their course evaluations for the term, they are automatically entered in drawing to win an iPad, a scholarship, or a laptop.

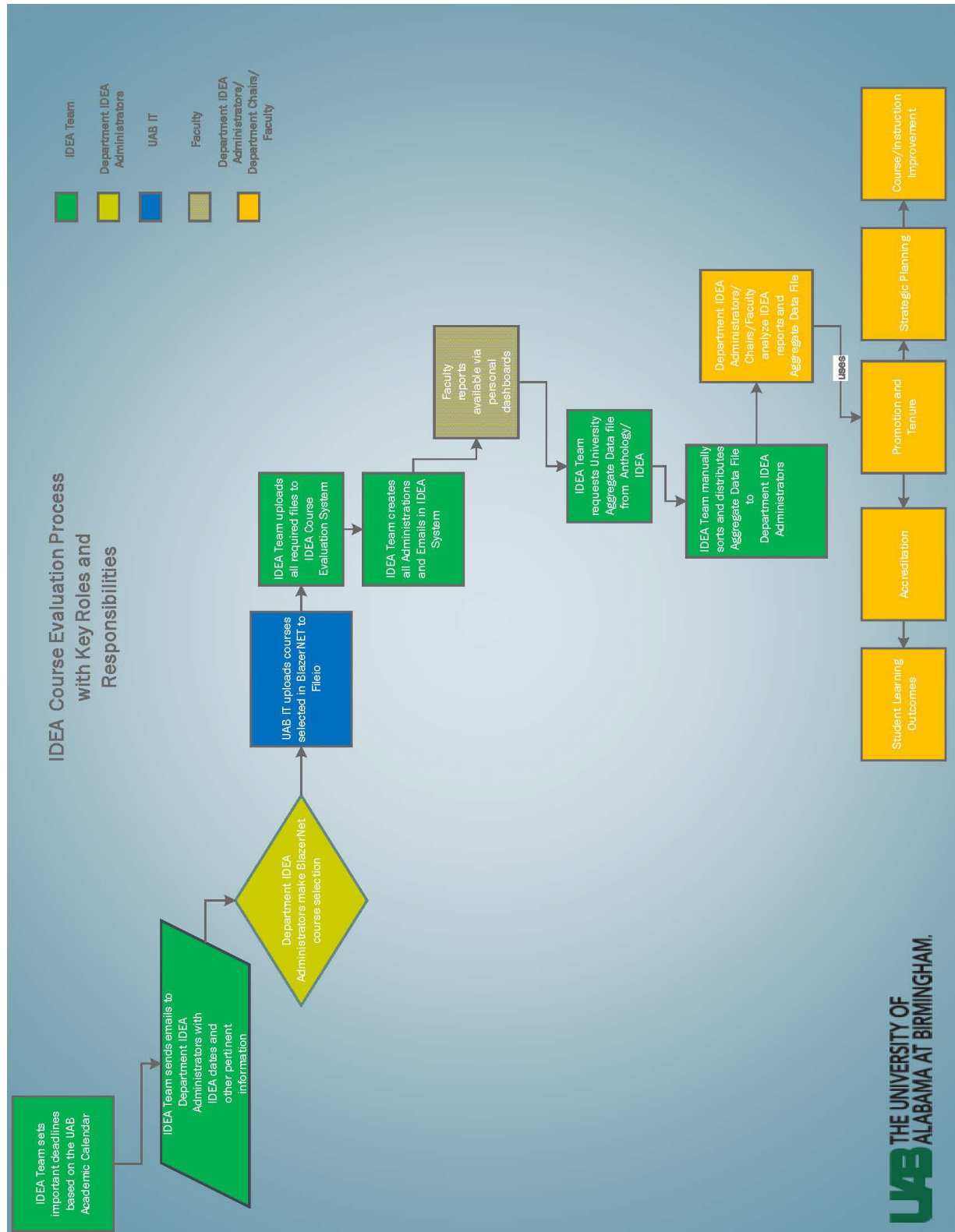
If possible, the following incentives could be provided to faculty:

1. Tangible incentive: food, gift certificates, etc.
2. Faculty with highest response rates are given priority in selecting which classes they want to teach
3. Light service load
4. Subscription to online database for research
5. One-year membership to a professional organization related to their field

These suggestions originate from Anthology's "Time-Tested Strategies for Raising Response Rates" webinar.

Source: "Strategies for Increasing Response Rates for Online End-of-Course Evaluations," Diane D. Chapman and Jeffrey A. Joines. *International Journal of Teaching and Learning in Higher Education*. 2017, Volume 29, Number 1, 47-60.

Appendix A: IDEA Course Evaluation Process with Key Roles and Responsibilities Flow Chart



Appendix B: Example Mailing Templates

See below examples of the different mailings sent out by the IDEA team.

Please note, these are only examples of previous emails that we have sent and may not reflect future mailings as our systems and processes continuously change and evolve to best suit the needs of your departments and UAB's institutional effectiveness.

Faculty: OSF Open

Dear _____,

It is time to complete your OSF. You can access your personal IDEA dashboard by using this link <http://www.uab.edu/course-evals>. Bookmark this page and each term you can log in at any time for completing your OSF, response rates, and reports.

Instructions for Selecting Learning Objectives (OSF)

The purpose of this form is to select learning objectives that are most Important or Essential for your course. It must be completed before surveys close on _____. If no objectives are selected, or the Learning Objectives form is not completed, the system defaults all 13 objectives to Important, which may unfavorably skew your results and have ramifications on the usefulness of the data.

If you have any questions, please email IDEA@uab.edu.

Faculty: OSF Reminder

Dear _____,

This is a reminder to please complete your OSF's as once the survey closes you will not be able to submit your Learning Objectives. You can access your personal dashboard to IDEA Course Evaluations here: <http://www.uab.edu/course-evals>.

Instructions for Selecting Learning Objectives

The purpose of this form is to select learning objectives that are most Important or Essential for your course. It must be completed before the survey closes on [date]. If no objectives are selected, or the Learning Objectives form is not completed, the system defaults all 13 objectives to Important, which may unfavorably skew your results and have major ramifications on the usefulness of the data.

If you have any questions, please email idea@uab.edu.

Faculty: OSF Closing

Dear _____,

Today is your last day to complete the OSF for your courses. You can access your personal dashboard anytime at <http://www.uab.edu/course-evals>. Bookmark the page for easy access in the future.

Instructions for Selecting Learning Objectives

The purpose of this form is to select learning objectives that are most Important or Essential for your course. It must be completed before the survey tonight at 11:59 PM. If no objectives are selected, or the Learning Objectives form is not completed, the system defaults all 13 objectives to Important, which may unfavorably skew your results and have major ramifications on the usefulness of the data.

If you have any questions, please email idea@uab.edu.

Faculty: Student Evaluations Open

Dear _____,

Student Evaluations of Instruction are now open for students to respond. Please encourage your students to complete their evaluations by the closing date of _____.

- Students now have their own dashboards with all courses to evaluate at <http://www.uab.edu/stu-evals>
- You can follow your response rates daily on your dashboard <http://www.uab.edu/course-evals>
- Students can complete their evaluations on any device that has an internet connection

If possible, allow time during your class to increase response rates

Email idea@uab.edu if you have any questions.

UAB IDEA Course Evaluation Team

Faculty: Student Evaluations Closing Soon

Greetings _____,

Student evaluations will be closing for the term on [date]. You can check your response rates on your dashboard (<http://www.uab.edu/course-evals>).

Students' dashboards are at <http://www.uab.edu/stu-evals>. Please encourage students to respond to the survey before the deadline.

The IDEA Course Evaluation Team

Students: Student Evaluations Open

Dear _____,

We value your feedback and invite you to complete the IDEA Course Evaluation survey for your courses this semester. Surveys will be open until _____.

Your surveys are accessible on your dashboard at this link: <http://www.uab.edu/stu-evals>. Please follow the link and sign into the system using your UAB ID and password.

Every survey is confidential. Your thoughtful responses regarding the instructional aspects of the course provide faculty with insights about effectiveness and gives insight into future improvements for the course and programs.

Your instructor may set aside time in class to complete the surveys. Any device with a wireless Internet connection (smart phone, iPad, tablet, laptop, etc.) can access the survey by using the instructions listed below. The system is set to automatically create reminders. Once your surveys have been completed you will no longer receive these reminder messages.

Thank you in advance for helping our faculty improve your learning environment!

Student: Student Evaluations Closing Soon

Dear _____,

Today is your last day to complete your evaluation of your course(s) and instructors. Please take a minute to do your evaluations.

Your private dashboard is here <http://www.uab.edu/stu-evals>. Bookmark this page and each term you can log in to view your courses and complete your evaluations.

UAB IDEA Course Evaluation Team

Faculty Reports Available

Dear Colleagues,

The final reports for your IDEA Course Evaluation surveys are now available for your review. You may access your report by clicking on this link and logging in with your institutional credentials, just as you did when filling out your OSF. This access link will remain the same over time, so please feel free to bookmark or save it in a convenient location for yourself for easy access in the future.

For questions regarding accessing the surveys please contact idea@uab.edu. For all other questions please contact your department chair.

Appendix C: Sample Student Surveys

See the following pages for sample Learning Essentials and sample Diagnostic surveys.



Learning Essentials ²⁰¹⁶ Instrument

Sample Student Survey

Progress On:

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

Please answer the following for Sample Instructor:

Describe progress on:

	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring skills in working with others as a member of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing skill in expressing myself orally or in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning how to find, evaluate, and use resources to explore a topic in depth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing ethical reasoning and/or ethical decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Learning Essentials ²⁰¹⁶ Instrument

Sample Student Survey

Progress On (*continued*):

Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to apply knowledge and skills to benefit others or serve the public good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following for Sample Instructor:

For the following items, choose the option that best corresponds to your judgement.

	Definitely False	More False than True	In Between	More True than False	Definitely True
As a rule, I put forth more effort than other students on academic work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really wanted to take this course regardless of who taught it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My background prepared me well for this course's requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I rate this instructor an excellent teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I rate this course as excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following for Sample Instructor:

Comments

End of Survey

Note: A custom question feature is also available and may be used to apply additional questions to individual surveys, across courses, program areas or institution-wide.

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Diagnostic Feedback ²⁰¹⁶ Instrument

Sample Student Survey

The Instructor:

Your thoughtful answers to these questions will provide helpful information to your instructor.

Please answer the following for Sample Instructor:

Describe the frequency of your instructor's teaching procedures.

The Instructor:

	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always
Found ways to help students answer their own questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged students to reflect on and evaluate what they have learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated the importance and significance of the subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formed teams or groups to facilitate learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Made it clear how each topic fit into the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided meaningful feedback on students' academic performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stimulated students to intellectual effort beyond that required by most courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged students to use multiple resources (e.g. Internet, library holdings, outside experts) to improve understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explained course material clearly and concisely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Related course material to real life situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Created opportunities for students to apply course content outside the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introduced stimulating ideas about the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involved students in hands-on projects such as research, case studies, or real life activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inspired students to set and achieve goals which really challenged them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Diagnostic Feedback ²⁰¹⁶ Instrument

Sample Student Survey

The Instructor (*continued*):

Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked students to help each other understand ideas or concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave projects, tests, or assignments that required original or creative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Progress On:

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

Please answer the following for Sample Instructor:

Describe your progress on:

	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acquiring skills in working with others as a member of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Diagnostic Feedback ²⁰¹⁶ Instrument

Sample Student Survey

Progress On (*continued*):

Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing skill in expressing myself orally or in writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning how to find, evaluate, and use resources to explore a topic in depth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing ethical reasoning and/or ethical decision making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning to apply knowledge and skills to benefit others or serve the public good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following for Sample Instructor:

On the next two items, compare this course with others you have taken at this institution.

The Course:

	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses
Amount of coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty of subject matter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Diagnostic Feedback ²⁰¹⁶ Instrument

Sample Student Survey

Please answer the following for Sample Instructor:

For the following items, choose the option that best corresponds to your judgement.

	Definitely False	More False than True	In Between	More True than False	Definitely True
As a rule, I put forth more effort than other students on academic work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I really wanted to take this course regardless of who taught it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When this course began I believed I could master its content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My background prepared me well for this course's requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I rate this instructor an excellent teacher.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, I rate this course as excellent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following for Sample Instructor:

Comments

- End of Survey -

Note: A custom question feature is also available and may be used to apply additional questions to individual surveys, across courses, program areas or institution-wide.

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