One platform. Countless insights.
Connect your data ecosystem, and know more.

- Improvement & Accountability
- Teaching & Learning
- Analytics & Insight
- Retention & Success
- Student Engagement

campuslabs®
Data Driven Innovation
New standard for student ratings of instruction that empower campuses to use their data to inform student retention, engagement, and learning trends.
IDEA

- Relevant learning objectives assessment
- Adjustments for extraneous influences
- Nationally normed Instruments
- Comparison data
- Adaptive feedback for instructors
- Fully online reporting
- Align with AAC&U VALUE Rubrics & National Accrediting Bodies
Multiple Evaluation Options

Diagnostic Evaluation

Learning Objectives

Teaching Methods

Learning Essentials

Teaching Essentials

Learning Objectives

Teaching Methods

The instructor...

Displayed a personal interest in you and your learning

Not at all  Completely

Found ways to help you answer your own questions

Not at all  Completely

Demonstrated the importance of the subject matter

Not at all  Completely

Made it clear how each topic fit into the course

Not at all  Completely
## Instructor-Selected Learning Objectives

**View Only - Learning Objectives**

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Minor</th>
<th>Important</th>
<th>Essential</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning to apply course material (to improve thinking, problem solving, and decisions)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquiring skills in working with others as a member of a team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing skill in expressing oneself orally or in writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning how to find, evaluate, and use resources to explore a topic in depth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developing ethical reasoning and/or ethical decision making</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning to analyze and critically evaluate ideas, arguments, and points of view</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning to apply knowledge and skills to benefit others or serve the public good</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning appropriate methods for collecting, analyzing, and interpreting numerical information</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Objectives Selection Form

#### Autofill Course Learning Objectives

**Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Locked</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>AC 490  Independent Study Accounting</td>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>E</td>
<td></td>
</tr>
<tr>
<td>ACC 6290  CPA Review</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 470  Auditing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 220  Financial Accounting I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 470  Advanced Accounting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 3520  Accounting Info Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ACC 311  Intermediate Accounting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Showing 1 to 10 of 4,413**

**Learning Objectives**

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 decision making
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 oneself 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
### Description of Course and Students

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Your Raw Average Scores</th>
<th>Compared to Group Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of coursework</td>
<td>3.4</td>
<td>51</td>
</tr>
<tr>
<td>As a rule, I put forth more effort than other students on academic work.</td>
<td>3.4</td>
<td>51</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Description</th>
<th>Your Raw Average Scores</th>
<th>Compared to Group Averages</th>
</tr>
</thead>
<tbody>
<tr>
<td>I really wanted to take this course regardless of who taught it.</td>
<td>4</td>
<td>54</td>
</tr>
<tr>
<td>Difficulty of subject matter</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>When this course began I believed I could master its content.</td>
<td>3.9</td>
<td>49</td>
</tr>
<tr>
<td>My background prepared me well for this course's requirements.</td>
<td>3.7</td>
<td>49</td>
</tr>
</tbody>
</table>
Intuitive Faculty Experience
Instructor Experience

Sample Instructor

Change Term

Fall 2016

Course Evaluations Summary Report

- IDEA Diagnostic Feedback 2016 - Pr...
  ACC 249 (1) ANT 346 (1) ACC 249 (2) ACC 249 (3) BIO 103...

- IDEA Learning Essentials 2016 - Pr...
  ACC 141 (1)

- IDEA Teaching Essentials 2016 - Pr...
  ACC 233 (1)

My Courses

ACC 249 (1)

Course Evaluations

- Completed
  On 3/2/2017 at 4:31 PM EST

- 88%
  Response Rate

- 8
  Enrolled Students

View Results

Roster: 8
View Course Roster
Objectives Selection Form
Real-Time Feedback Tool for Instructors

Instructor Feedback

Hear From Your Students

Use these best practices to gain immediate insights into the success of your teaching methods and material.

- **Encourage Participation**
  Your results are more representative with high response rates.

- **Set Aside Class Time**
  It helps to already have your students' attention.

- **Administer Often**
  Trends are more apparent with more data.

**Student Link**

Once a session is started below, have your students navigate to the following link:

https://demo.campuslabs.com/feedback

---

**Fall 2016**

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Last Session</th>
<th>Start</th>
<th>Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 141 (1)</td>
<td>Fall 2016</td>
<td>Feb 10, 2017 8:07 am</td>
<td><img src="#" alt="Start" /></td>
<td><img src="#" alt="Report" /></td>
</tr>
<tr>
<td>ACC 249 (1)</td>
<td>Fall 2016</td>
<td>Nov 28, 2016 9:48 am</td>
<td><img src="#" alt="Start" /></td>
<td><img src="#" alt="Report" /></td>
</tr>
<tr>
<td>ACC 249 (2)</td>
<td>Fall 2016</td>
<td>Feb 2, 2017 3:55 pm</td>
<td><img src="#" alt="Start" /></td>
<td><img src="#" alt="Report" /></td>
</tr>
<tr>
<td>ACC 249 (3)</td>
<td>Fall 2016</td>
<td>Dec 19, 2016</td>
<td><img src="#" alt="Start" /></td>
<td><img src="#" alt="Report" /></td>
</tr>
<tr>
<td>ACC 253 (1)</td>
<td>Fall 2016</td>
<td>Jan 30, 2017 12:31 pm</td>
<td><img src="#" alt="Start" /></td>
<td><img src="#" alt="Report" /></td>
</tr>
<tr>
<td>ANT 340 (1)</td>
<td>Fall 2016</td>
<td>Dec 19, 2016</td>
<td><img src="#" alt="Start" /></td>
<td><img src="#" alt="Report" /></td>
</tr>
<tr>
<td>BIO 103 (2)</td>
<td>Fall 2016</td>
<td>Jan 30, 2017</td>
<td><img src="#" alt="Start" /></td>
<td><img src="#" alt="Report" /></td>
</tr>
<tr>
<td>FIN 301 (1)</td>
<td>Fall 2016</td>
<td>Jan 30, 2017</td>
<td><img src="#" alt="Start" /></td>
<td><img src="#" alt="Report" /></td>
</tr>
</tbody>
</table>
Response Data

Session Detail for ACC 249 (1)

October 3 2016

87% MEDIUM CONFIDENCE

Students Responded: 7
Students Enrolled: 8
Session Started: October 3, 2016 10:17 am
Session Duration: 5 minutes

100% Understood the material covered today

Average Teaching Method Scores

- Displayed a personal interest in you and your learning: 74
- Found ways to help you answer your own questions: 81
- Demonstrated the importance of the subject matter: 88
- Made it clear how each topic fit into the course: 88
- Explained course material clearly and concisely: 88
- Introduced stimulating ideas about the subject: 86

Students

<table>
<thead>
<tr>
<th>Student</th>
<th>Displayed Personal Interest</th>
<th>Found Ways to Help</th>
<th>Demonstrated Importance</th>
<th>Made Clear How Topic Fit</th>
<th>Explained Course Material</th>
<th>Introduced Stimulating Ideas</th>
<th>Understood Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annemarie Rice</td>
<td>67</td>
<td>83</td>
<td>86</td>
<td>86</td>
<td>86</td>
<td>84</td>
<td>Yes</td>
</tr>
<tr>
<td>Ashley Reilly</td>
<td>64</td>
<td>68</td>
<td>62</td>
<td>87</td>
<td>88</td>
<td>86</td>
<td>Yes</td>
</tr>
</tbody>
</table>

7 Respondents
Response Data Over Time

Feedback Summary for ACC 249 (1)

Sessions
- October 3, 2016
- October 5, 2016
- October 7, 2016
- October 10, 2016
- October 12, 2016
- October 14, 2016
- October 17, 2016
- October 19, 2016

Results

- Understood the course material
- Displayed a personal interest in you and your learning
- Found ways to help you answer your own questions
- Demonstrated the importance of the subject matter
- Made it clear how each topic fit into the course

Students
- Ashley Reilly
- Annemieke Rice
- Jennifer Percival
- Joe Peters
- Jenna Ralicki
- Kayla Richardson
- Lauren Rainey
- Stephen Peterson
Detailed Reports for Comparison

Sample Instructor

IDEA

Students Enrolled: 24
Students Responded: 19
Response Rate: 87.5%

Summary Evaluation of Teaching Effectiveness

View: Adjusted Averages
Compare to: IDEA Database

Summary

Your Average: 3.7

Progress on Relevant Objectives

Your Average: 3.8

Converted Average Comparison: 46

Ratings of Summative Questions

Your Average*: 3.6

Converted Average Comparison: 39

Description of Course and Students
Detailed Student Learning Insight

Summary Evaluation of Teaching Effectiveness

Progress on Relevant Objectives

Learning to apply course material (to improve thinking, problem solving, and decisions)

Your Average: 3.6
Your Average Comparison: 46
Percent of Students Rating:
- 1 or 2: 14%
- 3: 43%
- 4 or 5: 43%

Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Your Average: 3.7
Your Average Comparison: 42
Percent of Students Rating:
- 1 or 2: 0%
- 3: 57%
- 4 or 5: 43%

Acquiring skills in working with others as a member of a team

Your Average: 4
Your Average Comparison: 52
Percent of Students Rating:
- 1 or 2: 0%
- 3: 29%
- 4 or 5: 71%

Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Your Average: 3.9
Your Average Comparison: 50
Percent of Students Rating:
- 1 or 2: 14%
- 3: 29%
- 4 or 5: 57%
# Adaptive Feedback for Instructors

## Teaching Methods and Styles

### Teaching Essentials

| Found ways to help students answer their own questions | Strength to retain |
| Demonstrated the importance and significance of the subject matter | Consider increasing use |

### Your Average

<table>
<thead>
<tr>
<th>Students Rating</th>
<th>1 or 2</th>
<th>4 or 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>57%</td>
<td>40%</td>
</tr>
</tbody>
</table>

### Suggested Action

- **Learning to apply** course material (to improve thinking, problem solving, and decisions)

  - [IDEA Note]

- **Retain current use or consider increasing**

- **NA to relevant objectives**

- **NA to relevant objectives**

- **Consider increasing use**
Notes on Instruction

- Background
- Helpful Hints
- Applications for Online Learning
- Assessment Issues
- References and Resources

Found ways to help students answer their own questions

Series Editors: Michael Throop, Youngstown State University; Derek Bruff, Vanderbilt University; Amy Gross, The IDEA Center
Author: Nancy McClure, Fairmont State University; Updated by Mindy M. Williams, Georgetown University

WHY THIS TEACHING METHOD MATTERS

Teachers who find ways to help students answer their own questions first help students to formulate good questions, and then guide students to answer these questions through inquiry and problem-solving. Active learning techniques can be employed in both forming and answering questions, thus fostering students' sense of curiosity and empowering them to engage in a process of discovery, rather than rote memorization or application of known formulas. Inquiry-based methods, such as case study approaches, debates, role-playing activities, and simulations promote active learning (1). Through these types of activities, students begin to assume responsibility for their learning by identifying issues, asking questions, seeking information, and developing creative solutions. According to constructivist theories of learning, students who are actively engaged in the discovery process are building their own understanding of the world through experience and reflection upon that experience.

Another conceptual approach to helping students answer their own questions is to apply the lens of research, which involves asking questions, investigating them, and contributing to moving knowledge forward. In some disciplines, such as the sciences, the concept and practice of doing research fit more naturally into coursework with activities such as labs and experiments. However, all disciplines employ techniques of investigation and interrogation, whether of a test, a cultural or historical period or event, or market fluctuations. Sharing your own research questions and investigative processes with students may excite and motivate them. Allowing students to see you struggle and work through the challenges of research may be uncomfortable for you at first, but it will provide them with a model of expert learning and knowledge creation in your field.

- Applying this Teaching Method in the Classroom
- Applying this Teaching Method Online
- Assessing this Teaching Method
## Results Over Multiple Terms

### Trends Analysis

<table>
<thead>
<tr>
<th>Question</th>
<th>Course Means Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall, I rate this instructor an excellent teacher.</td>
<td></td>
</tr>
<tr>
<td>The instructor gave projects, tests, and assignments that required original or creative thinking.</td>
<td></td>
</tr>
<tr>
<td>The instructor encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Summer 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The instructor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Results Over Multiple Terms

Trends Analysis

Overall, I rate this instructor an excellent teacher.

Overall Mean: 4.1

Course: Math 203
Course Mean: 2.8
Respondents: 4
Enrollment: 4
Course Section Count: 1
Summary Report

Semester

Fall 2015
Spring 2016
Summer 2016
Fall 2016
Spring 2017
# Summary Reports for Timely Feedback

## Quantitative

<table>
<thead>
<tr>
<th>Course Sections</th>
<th>Report Status</th>
<th>Enrolled Students</th>
<th>Responded Students</th>
<th>Response Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 249 (1): Payroll Accounting</td>
<td>Released</td>
<td>8</td>
<td>7</td>
<td>87.5%</td>
</tr>
<tr>
<td>ACC 249 (2): Payroll Accounting</td>
<td>Released</td>
<td>8</td>
<td>6</td>
<td>75%</td>
</tr>
<tr>
<td>ACC 249 (3): Payroll Accounting</td>
<td>Released</td>
<td>8</td>
<td>7</td>
<td>87.5%</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td></td>
<td>24</td>
<td>20</td>
<td>83.33%</td>
</tr>
</tbody>
</table>

## Qualitative

Describe the frequency of your instructor's teaching procedures.

### The Instructor:

<table>
<thead>
<tr>
<th>Hardly Ever</th>
<th>Occasionally</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Found ways to help students answer their own questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td><strong>B</strong></td>
</tr>
<tr>
<td><strong>C</strong></td>
</tr>
</tbody>
</table>
### View Individual Section Reports

Describe the frequency of your instructor's teaching procedures.

The Instructor:

<table>
<thead>
<tr>
<th>Summative</th>
<th>Formative</th>
<th>Quantitative</th>
<th>Qualitative</th>
<th>Segment Comparison</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Hardly Ever</th>
<th>Occasionally</th>
<th>Sometimes</th>
<th>Frequently</th>
<th>Almost Always</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Did Not Answer</th>
<th>Total Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Found ways to help students answer their own questions</td>
<td>0%</td>
<td>20%</td>
<td>20%</td>
<td>40%</td>
<td>20%</td>
<td>3.6</td>
<td>1.02</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)</td>
<td>0%</td>
<td>40%</td>
<td>20%</td>
<td>40%</td>
<td>0%</td>
<td>3</td>
<td>0.89</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Encouraged students to reflect on and evaluate what they have learned</td>
<td>0%</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
<td>0%</td>
<td>3</td>
<td>0.63</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Demonstrated the importance and significance of the subject matter</td>
<td>0%</td>
<td>20%</td>
<td>60%</td>
<td>20%</td>
<td>0%</td>
<td>3</td>
<td>0.63</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
View Qualitative Section Reports

ACC 249 (1): Payroll Accounting

Sample Instructor

8 Students Enrolled
7 Students Responded
87.5% Response Rate

- This semester was really rough, but the instructor made it easy to understand and helped me through both personal and academic problems. I would recommend this course to everyone.
- The professor really knew her stuff!
- I learned so much from this instructor. Thanks!
Describe the frequency of your instructor's teaching procedures.

The instructor:

- Found ways to help students answer their own questions
Dear Faculty Member,

Please login using the link below to view your reports and response rate.

If you have any questions please contact me at 555-555-5555 or example@university.edu. If you experience any technical difficulty with the Campus Labs system, please contact Jane Smith at 716-270-0000 or support@campuslabs.com.

Sincerely,

Dr. Mary Smith
Provost
Example Institution

You may view your reports at the following URL:

https://institution.campuslabs.com/faculty
Instructor Controlled Evaluations

Sample Instructor

Change Term
May-Summer Term 2017

My Courses

SYE 4100-TR1 (TR1)

Course Evaluations

Active
8 Days Remaining
Ends 5/26/2017 at 8:00 AM EST

Results
Available 6/1/2017 at 10:00 AM EST

0% Response Rate
13 Enrolled Students

Start Evaluation Now

View Course Roster
Students
Friendly Experience
Streamline the Student Experience
# User-Friendly Dashboard

## Your Evaluations

<table>
<thead>
<tr>
<th>Course Section</th>
<th>Instructor(s)</th>
<th>Due Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIN 302 (1)</strong></td>
<td>Debra Hunter</td>
<td>8/8/17 11:59 PM EST</td>
<td>Start</td>
</tr>
<tr>
<td>Financial Management II</td>
<td>Sample Instructor</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>BIO 103 (2)</strong></td>
<td>Sample Instructor</td>
<td>8/31/17 11:59 PM EST</td>
<td>Continue</td>
</tr>
<tr>
<td>Principles Of Biology I</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Upcoming Evaluations

<table>
<thead>
<tr>
<th>Course Section</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BIO 139 (3)</strong></td>
<td>4/24/17 12:00 AM EST</td>
</tr>
<tr>
<td>Human Anatomy &amp; Physiology II</td>
<td></td>
</tr>
</tbody>
</table>

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Easy-to-Navigate Survey Experience

Hometown University
BASIC MATHEMATICS

Overall Evaluation
Please indicate your level of agreement with the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Moderately Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Moderately Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would recommend this course to a friend</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My interest in this topic increased because of this course.</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course helped me read, write, and communicate ideas more effectively.</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I had a strong desire to take this course.</td>
<td></td>
<td>*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I would recommend this instructor to a friend:
- * Strongly Agree
- ○ Moderately Agree
- ○ Neither Agree nor Disagree
- ○ Moderately Disagree
- ○ Strongly Disagree
Efficient & Streamlined Administrator Tools
User-Friendly Tools

Home

Administrations Management

- Faculty Reports
- Question Mean Analysis
- Response Rates
- Unit Summary Report

Users
- Users
- Reporting Assignments
- User Roles

Setup
- Evaluations
- Autofill Objectives
- Mailing Templates

Institutional Data
- Courses
- Sections
- Course Section Attributes
- Imports
- Organizational Unit Levels
- Organizational Units
Customize Your Experience
Mirror Your Institutional Structure

Organizational Units

Update Organizational Units by selecting a unit to change the level. Each Organizational Unit is assigned a Level. Course Sections assigned to the Organizational Unit will be set that Organizational Unit for the designated Level. Assigned Levels of the parent Organizational Units will also be set to the Course Sections. These Levels determine how Course Section response data are grouped together for Reporting.

Demo University
- Academic Affairs
  - Business School
    - Accounting
    - Economics
    - Finance
  - Information Technology
    - Computer Systems
    - International Studies
    - Law
    - Management
    - Marketing
    - Office Administration
  - College of Arts and Sciences
Easy Set-up
Easy Administration Setup

Create Administration for Fall 2016

1. Select Course Sections
   Select Organizational Unit
   Organizational Unit: Demo University
   Select

   Select Parts of Term
   Part of Term: All Parts of Term

   Filter Course Sections
   - All Available Courses
   - By Attribute
     Select courses with one or more:
     - Developmental
     - Individually
     Select courses by searching for them and adding them to the administration by the course section identifier.

   Course Section Identifier: [input field]

   Add

   Selected Course Sections: 1 (View)

2. Select Details
   - Evaluation
     Select:
   - Administration Name

   Custom Questions
   - Include Custom Instructor Questions

3. Select Dates
   Schedule Administration
   - Start Date: 8:00 AM
   - End Date: 11:50 AM

   Schedule Reports
   - Instructor Reports: 8:00 AM
   - Administrator Reports: 8:00 AM

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# Configurable Roles

## User Roles

### Faculty Roles

<table>
<thead>
<tr>
<th>Default</th>
<th>Name</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Time Faculty</td>
<td>Edit</td>
</tr>
<tr>
<td></td>
<td>Part Time Faculty</td>
<td>Edit</td>
</tr>
<tr>
<td></td>
<td>Tenure Track Faculty</td>
<td>Edit</td>
</tr>
</tbody>
</table>

### Report Administrator Roles

<table>
<thead>
<tr>
<th>Role Name</th>
<th>Level</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee Member</td>
<td>Subject</td>
<td>Edit</td>
</tr>
<tr>
<td>Dean</td>
<td>College</td>
<td>Edit</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Department</td>
<td>Edit</td>
</tr>
<tr>
<td>Program Chair</td>
<td>Program</td>
<td>Edit</td>
</tr>
<tr>
<td>Provost</td>
<td>University</td>
<td>Edit</td>
</tr>
<tr>
<td>Tenure Committee Chair</td>
<td>University</td>
<td>Edit</td>
</tr>
</tbody>
</table>

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Implementation Phases

Discovery

Technical Implementation

Consultation & Customization

Launch & User Adoption
Questions?

Michael Weisman
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Thank You!

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