IDEA —the “Cliff Notes” Version for Completing the FIF (Faculty Information Form)

The IDEA course evaluation system is now managed through Campus Labs. It is a TTC requirement that ALL courses are rated using the IDEA every semester the course is taught. There are some courses that may be exceptions to this requirement. It is important you talk with your department chair and TTC Dean regarding potential exceptions.

- Approximately 1-2 weeks prior to the launch of the IDEA course evaluations to students, faculty will receive an email notification to complete the FIF. **DO NOT IGNORE THIS EMAIL!**
  - Faculty should complete the FIF **PRIOR TO** the launch of the student evaluations.
  - Faculty may not add additional open-ended questions once the survey is launched for students.
  - If the FIF is not completed, all 12 objectives will automatically be set as “important.”
  - Selecting learning objectives is the faculty member’s way of exercising his/her voice in the IDEA process.

- Click the link in the email. Log into Campus Labs to complete the FIF. Once logged in, you will see your courses listed. Click on the tab “Complete FIF” for the course for which you would like to complete the FIF. You will then see a list of 12 objectives and an additional list of pilot objectives. You need to select a combined total of 3-5 **NO MORE** “Important” and “Essential” objectives that most closely relate to this course. All of the other objectives should remain as “Minor.” “Minor” does not mean unimportant; it means these are not a key focus of the course. If you would like to add any additional open-ended questions, click on the tab provided on the course list screen. Add any additional questions. Note: The FIF may be edited up to the point at which the student survey is launched.

**HINTS for Choosing Important, Essential & Minor Objectives:**
- Select **NO MORE** than 3-5 Important or Essential objectives for a course.
- **Ask yourself:**
  - Is this a significant part of the course (not just a class or two)?
  - Do I do something specific to help the students accomplish this objective?
  - Does the student’s progress on this objective affect his or her grade?
- Student responses on essential objectives will be **double-weighted statistically**; student responses on important objectives will carry a **single weight**; student responses on minor objectives will not be factored statistically. Thus, it is very important objectives are carefully selected.
- For more info, go to: [http://www.emporia.edu/dotAsset/09a7bc09-0aa3-4044-84dd-88286d22312c.pdf](http://www.emporia.edu/dotAsset/09a7bc09-0aa3-4044-84dd-88286d22312c.pdf)

**Hints for Improving IDEA Responses/Response Rate: (This is NOT cheating!)
- Include the IDEA objectives on your course syllabus. **(This requires some pre-planning. If you are just selecting these objectives for the first time at the end of the semester, write them down! Then, the next time you teach the course, include them in the syllabus. Writing them down will also assist you in completing the FIF for the course the next time you teach it.)**
- At the time you distribute syllabus and just prior to the launch of the IDEA for students, **explain the chosen objectives to students** in a way that will help them rate their progress. You may even want to share with students the course activities that were done to address each objective and any assessments used to measure student progress.
- Indicate the importance of student completion and feedback of the IDEA and encourage them to be thoughtful and honest in their responses. Let them know others will be reviewing these evaluations and how they are tied to your progress as a faculty member.

More information on IDEA can be found using the following links:
- [http://www.emporia.edu/teach/IDEA/](http://www.emporia.edu/teach/IDEA/)
- [http://www.ideal.edu/](http://www.ideal.edu/)