



New SRIS from Anthology formally Campus Labs



IS NOW
ANTHOLOGY

Major Changes from Old to New SRIS

OLD SRIS

- Could access FIF and Survey from PAWS
- Faculty Information form (FIF)
- Survey results accessed in PAWS
- Long and short surveys available
- Long form had 47 questions
- Short form had 12 questions
- Not available
- Not available
- Emails are not customizable

NEW SRIS

Can not access from PAWS

Objective Selection Form (OSF)

Survey results are inside the application

Diagnostic, Learning Essentials and Teaching essentials

Diagnostic has 40 questions

Learning has 18 questions

Teaching has 12 questions

Instant Feedback

Emails can be customized

Faculty Basics

- Faculty have access to their own personalized webpage that will display real time response rates, course evaluation reports, and course roster information.
- Faculty will log into <https://qcsu.campuslabs.com/faculty/>
- **Preparing your students**
- [How students access their evaluation\(s\)](#)
- [Improving Response Rates](#)
- **Getting and Interpreting my Reports**
- [Faculty Dashboard](#)
- [How to Access Your Reports](#)
- [Quantitative and Qualitative Results](#)
- [Segment Comparison](#)
- [IDEA Reports](#)
- [Faculty Reporting Guide \(video\)](#)
- **FAQs**
- **What if I am also a dean or department chair, how do I see my faculty's results?**
- If you are a dean or department chair, you may have access to faculty results as a "Report Administrator." For more information on Report Administrators, please click [here](#).
- **Why can't I view my results?**
- It is possible that your reports have not been released by your site administrator yet or your class did not meet the minimum threshold. For more information about thresholds please click [here](#).

Two Portals

- The system has two separate Web Portals.
- One for Faculty at:
<https://gcsu.campuslabs.com/faculty/>
- One for Students at:
<https://gcsu.campuslabs.com/courseeval/>

Faculty Portal



A set of four navigation icons: a left-pointing arrow, a right-pointing arrow, a circular arrow, and a house icon.

A small shield icon indicating a secure connection.

<https://gcsu.campuslabs.com/faculty/#/>

A white icon of a network node with a checkmark inside a circle.

Faculty

Home

Course Evaluation Questions

Feedback

OSF Manager

Trends Analysis

David Smith

My Courses

Student Portal



Your Evaluations

Current | 2

Submitted | 1

Course Section	Instructor(s)	Due Date	
ENGL 100 (1) Developmental Writing	Debra Hunter Nicole Hackbarth	4/28/18 11:59 PM EST	Start Evaluation
MTH 120 (2) Applied Mathematics	Sample Instructor	4/28/2018 11:59 PM EST	Continue Evaluation

Upcoming

Course Section	Start Date
BIO 139 (1) Human Anatomy & Physiology II	4/16/2018 12:00 AM EST

Closed

Course Section	Closed Date
BIO 103 (1) Principles of Biology I	4/14/2018 11:59 PM EST

SRIS will send email Notifications

Colleagues:

This is a reminder that the IDEA Student Ratings of Instruction survey is now open and available for students to complete through **July 1st 2020 for the June Session**. If you have already selected your Learning Objectives, thank you! If not, please do so as once the survey closes you will not be able to submit your Learning Objectives.

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 close date of **July 1st 2020**. 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.

Access your Learning Objectives form and response rates by using your institution credentials to log into the portal here: <https://gcsu.campuslabs.com/faculty/>

For strategies in selecting Learning Objectives follow this link: <https://courseevaluationsupport.campuslabs.com/hc/en-us/articles/206028657-How-to-complete-objective-selections>

information about the IDEA Student Ratings of Instruction system may be found at: <https://courseevaluationsupport.campuslabs.com/hc/en-us/sections/200583708-For-Faculty>

If you have any questions, please email: SRIS@gcsu.edu

For additional assistance contact:
Center for Teaching and Learning

CTL@gcsu.edu

(478) 445-2520

Ina Dillard Russell Library Room 375 M-F 8 am to 5 pm

SRIS email Notification for students

Dear David Smith,

Your feedback matters!

You are receiving this email because you have not yet completed your course evaluations survey for each of your courses this semester. The survey period closes on **July 1st 2020 for the June session**.

To access your surveys, please go to <https://gcsu.campuslabs.com/courseeval/> and sign in using your david.smith@gcsu.edu GCSU Unify credentials.

Every survey is confidential and 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. Once your surveys have been completed you will no longer receive reminder messages.

If you experience technical difficulties, please complete the following steps.

1. Delete your browsing history and your cache within your preferred browser
Close the browser
Reopen the browser

*For desktop browsers, to quickly open menus used to clear your cache, cookies, and history, ensure that the browser is open and selected, and press Ctrl+Shift+Delete (Windows) or Command+Shift+Delete (Mac).

If you do not want to delete your browsing history or your cache, please [open a New Private Browsing window](#) (in Firefox) or [open an Incognito window in Chrome](#)

2. Navigate to <https://gcsu.campuslabs.com/courseeval/>
3. Sign in with your campus username and password.
4. If your technical problems persist, please [contact Campus Labs Support](#).

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

Sincerely,
SRIS Administrator
SRIS@gcsu.edu

For additional assistance contact:

Center for Teaching and Learning

CTL@gcsu.edu

(478) 445-2520

Ina Dillard Russell Library Room 375 M-F 8 am to 5 pm

General Links

SRIS links, Note all links utilize SSO (Single Sign On) to access the system:

Faculty:	=> https://gcsu.campuslabs.com/faculty/
Deans, Chairs and Admins	=> https://gcsu.campuslabs.com/ce
Students	=> https://gcsu.campuslabs.com/courseeval/

Faculty tutorial:

<https://courseevaluationsupport.campuslabs.com/hc/en-us/articles/204024788-Reporting-Guide-for-Faculty>

Here is a tutorial for Deans, Chairs and Admins:

<https://courseevaluationsupport.campuslabs.com/hc/en-us/articles/204024798-Reporting-Guide-for-Deans-and-Chairs>

Below are some general links for reports and reporting tools from Campus Labs:

IDEA Reports

[How to Print Reports](#)

[IDEA Comparison Reports](#)

[IDEA Reporting Guide for Interpretation](#)

[Progress on Relevant Objectives](#)

[Summative and Formative Reports](#)

[Unit Summary Report Reporting Guide](#)

Reporting Tools

[How the Mean is Calculated](#)

[Instructor Course Reports](#)

[Instructor Summary Report for Administrators](#)

[Quantitative & Qualitative Results](#)

[Question Mean Analysis](#)

An institution-wide threshold feature is enabled by default on your course evaluations site to allow for restricting access to reports if a section does not meet three (3) or more responses - or - 100% response rate. The table across describes the requirements of the threshold in more detail.

Enrollment	Responses	Results available on Course & Summary Reports	Results available on the QMA	Results available in the raw data export	Results incorporated into the Unit Summary Report(USR)*	Results available in the Aggregate Data File(ADF)*
1 - 3 students	Less than 100% response rate	No	Yes	Yes	Yes	Yes
1 - 3 students	100% response rate	Yes				
More than 3 students	Less than 3 respondents	No				
More than 3 students	3 or more respondents	Yes				

GCSU utilizes the IDEA instruments

*This is a report for institutions using the IDEA instruments.

*The threshold is required for all campuses using IDEA evaluations.

How are my courses chosen for survey.
Answer: Your department Admin. is responsible for marking courses in Banner to be surveyed.

Can we change the threshold from 3 to make it more restrictive?

- At this time the only threshold available is 3 and cannot be changed.

The objective selection manager allows instructors to set all of their objectives from one screen, streamlining the Objective Selection Form (OSF) process. Instructors will also be able to compare objectives from a past course section with objectives they have set for a current course section.

Generally, instructors are notified via email by a site administrator that they should log into Course Evaluations and complete their OSFs for upcoming sections that are being evaluated. OSFs are available to be filled out up until the close date of an administration.

Course Evaluation QuestionsFeedbackOSF ManagerResponse SessionsRubricsTrends Analysis BETA NEW

Objectives Selection Form Manager

Compare a Section

Choose a section to use as comparison

Spring 2018

Choose Section	1	2	3	4	5	6	7	8	9	10	11	12	13
TH 1110 (B) College Algebra	I	M	M	M	M	M	M	M	M	M	M	I	
1210 (A) Calculus I	-	-	-	-	-	-	-	-	-	-	-	-	
2210 (D) Calculus III	M	M	I	M	M	M	M	M	M	M	M	E	

Fall 2017

Summer 2017

campus Labs

Selecting objectives

Instructors can log into <https://gcsu.campuslabs.com/faculty> and click on *OSF Manager* in the grey bar.

Instructors can then look for the row containing the course section they 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.

To the right of the section details, the instructor may click each grey button corresponding to the objective they would like to set a rating for. This will display the selection options.

The instructor 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.

This process can be continued for all objectives for each relevant course section.

< | Objectives Selection Form Manager

Compare a Section

Choose a section to use as comparison

▲ Spring 2018

Course Section	1	2	3	4	5	6	7	8	9	10	11	12	13
MTH 1110 (B) College Algebra	I	M	M	M	M	M	M	M	M	M	M	I	E
MTH 1210 (A) Calculus I	I	-	-	-	-	-	-	-	-	-	-	-	-
MTH 2210 (D) Calculus III						M	M	M	M	M	M	E	E

#1 Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

M

Minor

I

Important

E

Essential

What is Feedback?

Feedback is a tool that was created to allow Instructors to receive formative feedback from students throughout the semester. Instructors have the ability to start a Feedback session in which their students will answer **six questions** related to high impact teaching practices and a single question that gauges the student's overall perception of if they understood the material that was covered.

Feedback session results allow Instructors to identify trends in student perceptions of their instruction and make improvements as soon as the next class.



How were the Feedback questions chosen?



The questions were developed based on research and experience of our [IDEA](#) partners. Feedback questions are based on IDEA's Teaching Essential form which was designed to provide formative feedback about teaching methods highly correlated with instructor and course excellence.



How does an Instructor start a Feedback session?



Instructors can log into Course Evaluations and click on the "Feedback" button in the navigation menu.



Sample Instructor

Change Term

Fall 2016

Course Evaluations Summary Report



[Homegrown Evaluation](#)

[ACC 249 \(1\), ACC 249 \(2\), ANT 340 \(1\), ACC 253 \(1\), ACC 141 \(1\)...](#)

My Courses

ACC 249 (1), FIN 302 (1)

CROSS LISTED

Roster: 10

[View Course Roster](#)

Course Evaluations

ACC 249 (1)


Completed

[View Results](#)

63%

8

Once on the Feedback page, an Instructor can click on the "Start" button for the section they would like to start the Feedback session for. Sessions will be open for two hours after they have been started. An Instructor can stop a session early if they would like. After clicking on the "Start" button it will change to a "Stop" button that can be clicked anytime within the two hour time period.

 Faculty


SI Sample


Home Course Evaluation Questions Feedback BETA


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.

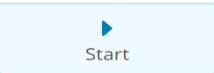
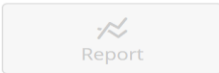
Student Link

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

<https://ideaedu.campuslabs.com/feedback>

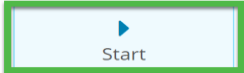
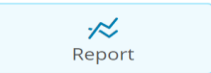
Fall 2016

FIN 301 (2)
fall 2016 session i::fin::301 - 2

 Start  Report

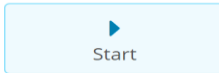
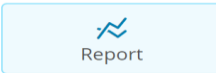
ACC 141 (1)
fall 2016 session i::acc::141 - 1

Last Session: Oct 25, 2017 3:43 pm

 Start  Report

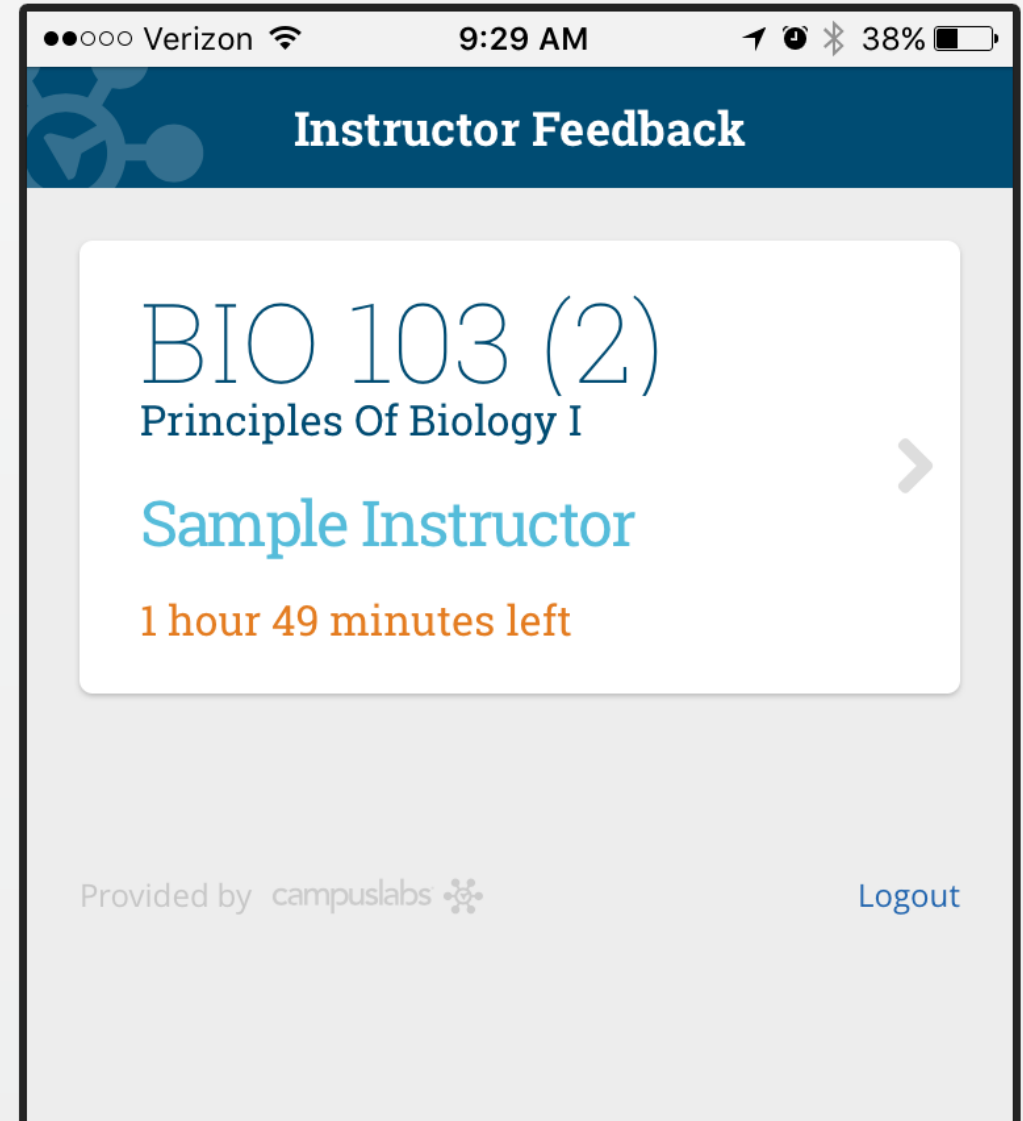
ACC 249 (1)
fall 2016::acc::249-1

Last Session: Oct 24, 2017 12:43 pm

 Start  Report

How do students take a Feedback session?

After an Instructor has started a session, they can provide the Student Link to the students in their section and student can log in from their smartphone tablet or computer. This link is displayed on the Feedback page. Students will have two hours or until the Instructor closes the session to complete it. The Student Link will be the same for all of the Feedback sessions that are administered at an Institution. When students log in, they will only see Feedback sessions associated with their enrollment.



Can Instructors add or edit Feedback questions?

Instructors cannot add or edit questions. [Feedback session questions](#) are standard and were designed in order to provide developmental resources of the content. Institutions who have the Campus Labs Baseline product may create their own questions for measuring learning rather than teaching, using the [Student Response System\(SRS\) tool](#).

Are the Feedback sessions anonymous?

Feedback results are not anonymous. Students and their responses are intentionally identified so that an Instructor can connect with their students to resolve any lingering questions and to reach out to students who responded that they did not understand the material.

Who can see the Feedback session results?

Only the Instructor of the section can see the results of a Feedback session they have conducted. CL Admins and Report Administrators will not be able to view the results unless the Instructor forwards the daily digest email report to external stakeholders or prints the web reports using the browser's print option.

ACC 249 (1)
Payroll Accounting**7 Respondents (88%)**
Medium Confidence**100%**Understood Today's
Material

HIGHEST

Demonstrated Importance **89**

LOWEST

Displayed Personal Interest **75**

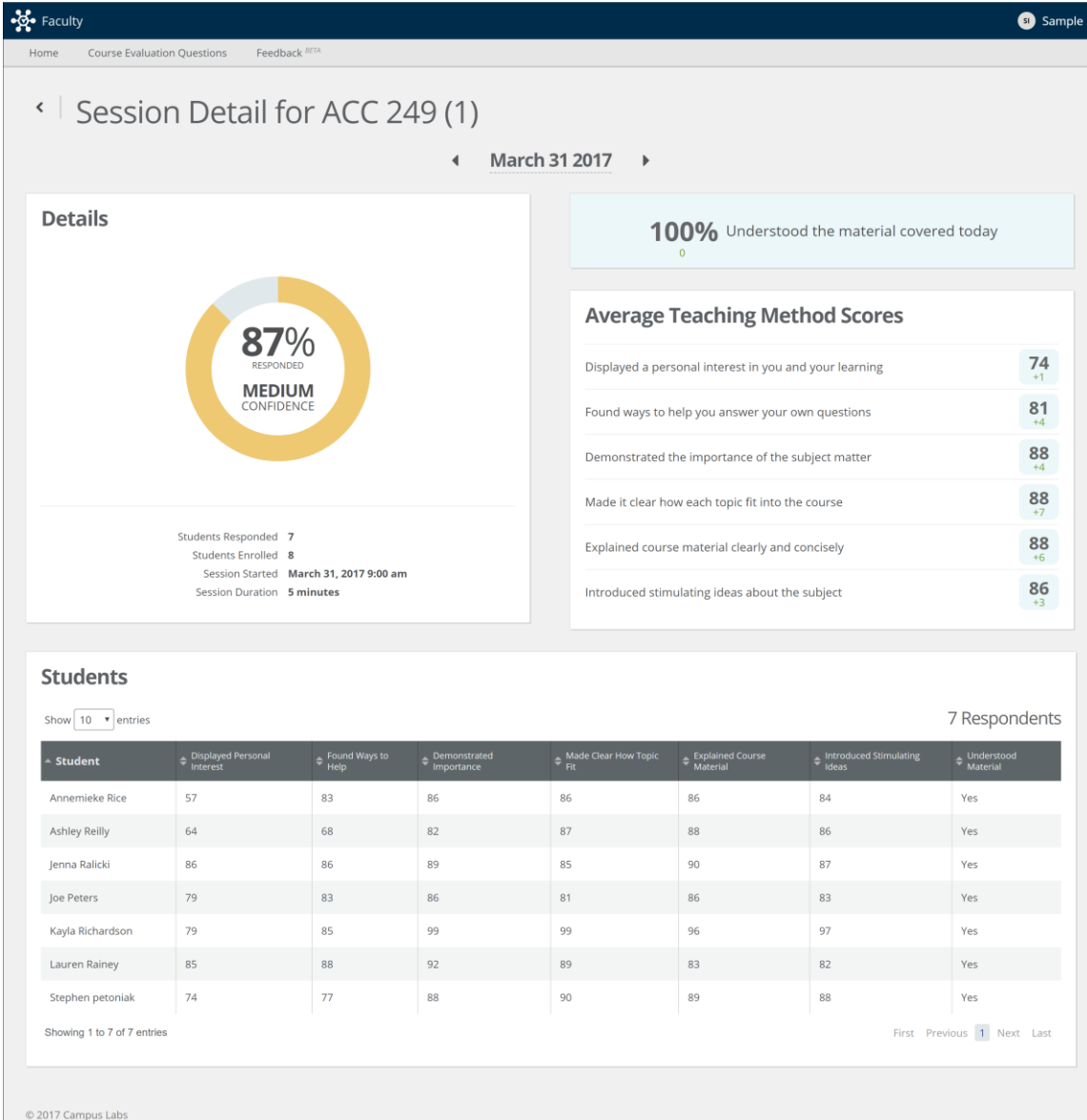
MOST CHANGED

Made Clear How Topic Fit **▲ 88**[View Session Details](#)

What results are available to the Instructor?

Email Digest

Once a Feedback session closes an email digest will be sent to the Instructor. The Instructor can click on "View Sessions Details" and they can log in and be directed to the full report.

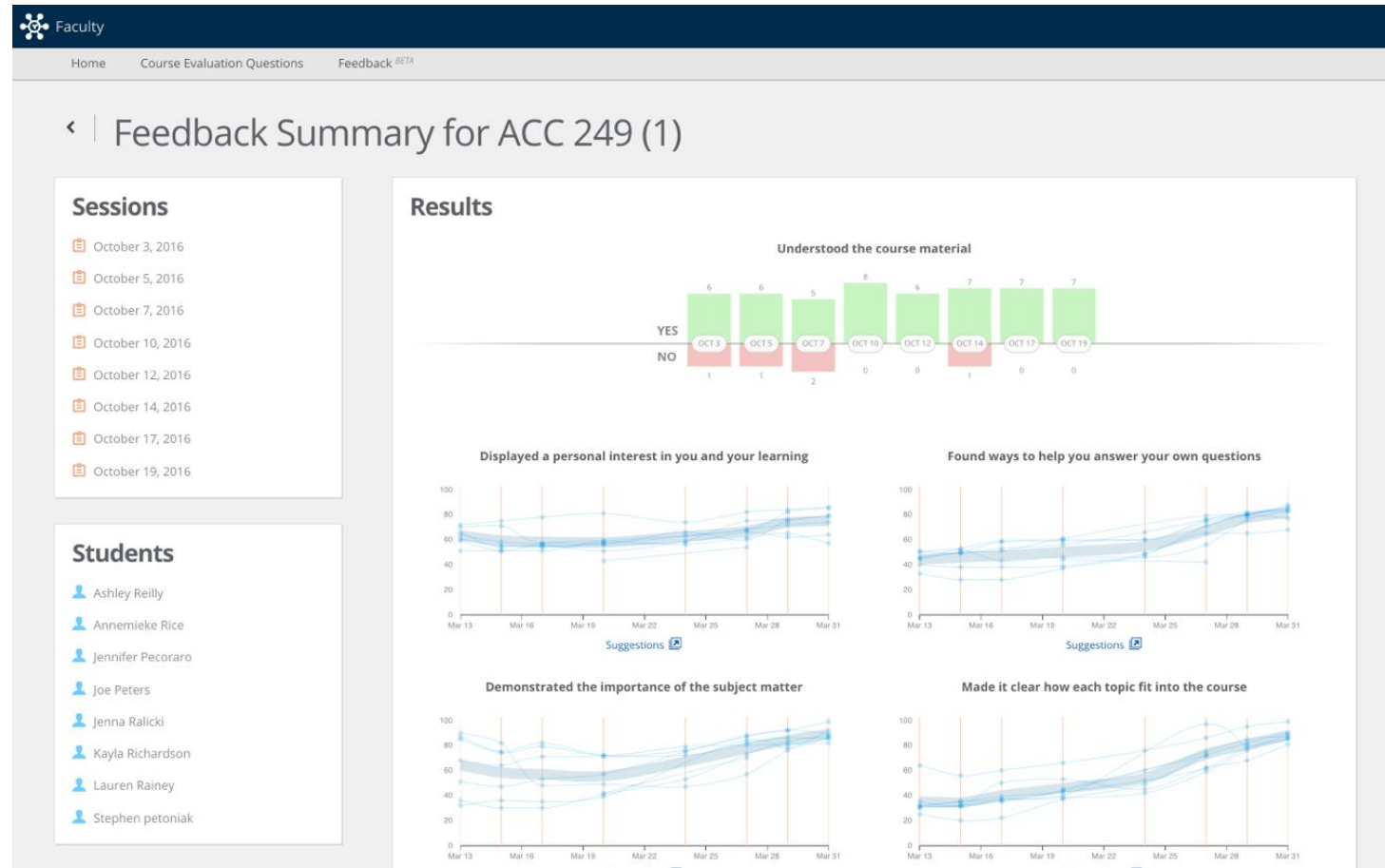


Session Details

The session details page gives the Instructor more detail about the results of the session including how results have changed from the last Feedback session as well as the students and their associated responses.

Summary Results

Statistical results are also available in a longitudinal view. From this view, Instructors can see how they are trending on each question over time. For each question, Instructors can click on "Suggestions" to be directed to resources that will help them improve on that teaching method.



- **Which Instructors should use Feedback?**
- The Feedback tool is recommended for any Instructor who directly engages with students. There are a few specific groups on campus that may be interested in learning about their teaching and who would most immediately benefit from using Feedback.
- **Adjuncts and New Professors**
New employees teaching new classes at a new campus can use all the help we can give them. Feedback provides specific information about students perception of teaching practices, as well as data that helps them know when they need to check in with students.
- **Faculty in Educational Departments/Colleges**
Who better to use data about teaching methods than the Education Faculty? It is an easy to use and the formative tool that can reinforce good teaching methodologies while the future teachers of the world are still students.
- **Faculty working on tenure portfolios**
Anyone on a tenure-track knows the words teaching, research, and service! Use Feedback reports for clear and useful evidence of good teaching for the tenure portfolio.
- **Faculty who want to learn something new about an old class**
Sometimes things just feel old and stale. Is it the content or could it be our teaching? Feedback can help any faculty member make informed decisions about changes they want to make to their courses.
- **Teachers teaching brand new courses or units**
New content or classroom activities? Don't let teaching methods get in the way of the curriculum. Using Feedback when you're trying something new can help you clearly determine what is going right and what could use some adjusting.
- **Scholarship of Teaching and Learning (SoTL)**
Feedback provides data that can be used for Scholarship of Teaching and Learning (SoTL) projects in any department.

Report administrators can view the results of individual courses per instructor.

The instructor course reports supply evaluation results for each course an instructor is assigned to, separately--this is unlike the [summary report](#), which displays a summary of all of the data associated with that instructor. Course reports provide results in a [quantitative, qualitative](#), and [segment comparison report](#) view.

To access these reports, go to **Reporting > Faculty Reports**.

Click on **Course Reports** next to the instructor for whom you would like to view the results.

The first page provided displays the response rates per course. Response rates are calculated by including both "Complete" and "In Progress" evaluations to provide an accurate representation of student participation. Click on the individual course to view the results.

< | Faculty Reports

Courses for Sample Instructor

ACC 141 (1)

Fundamentals Of Accounting I

✓ *Course Section Complete*

ACC 249 (1)

Payroll Accounting

✓ *Course Section Complete*

ACC 249 (2)

Payroll Accounting

✓ *Course Section Complete*

How Can I Maximize Response Rates?

Ideally, you want to obtain a response rate of 75% of students in each of your courses. For your results to be considered statistically significant, you want to obtain a minimum response rate of 65% of students in each of your courses. Since students are being asked to complete four (4) or five (5) surveys each semester, it can be difficult to get students to respond. Here are some tips that can help you improve your response rates.



Find out if your department offers incentives for student participation. If not, consider ways to incentivize student responses (i.e. one (1) or two (2) extra points on an assignment).



Send reminders to students that encourage their participation and informs them of the purpose and importance of the survey.



Allow students time in class to complete the survey where applicable.



Inform students how you plan to use the results.

What can I do to maximize the
“Excellent Teacher” rating?

Excellent question. The maximum
value obtainable for “Excellent
Teacher” is five (5). Here are some
things you can do to...

Build relationships at the
beginning of each course,
provide prompt and
meaningful feedback, and
offer students your support.

What can I do to maximize the
“Excellent Course” rating?

Another excellent question. The
maximum value obtainable for
“Excellent Course” is five (5). Here
are some things you can do to...

- Incorporate Active Learning strategies, Essential Skills & High Impact Practices into your course where applicable
- Identify and use the best teaching approaches for your students
- Create transformative learning environments by using relevant technology to engage learners
- Allow students time to reflect on their learning
- Create self-directed learning experiences

Active Learning Strategies: Quick Reference Guide

1. **Active Discussions** – creating authentic dialog through specific task assignments
2. **Brainstorming** - quickly generate potential solutions to a problem(s) as it relates to specific content
3. **Guided Notes** - provides an outline of the lectures with blanks inserted
4. **Just-in-Time Teaching** - students respond to questions before the start of class based on out-of-class reading or research
5. **Mnemonics** - a word created using the first letter of each word – Example, RICE for treating a sprain: Rest, Ice, Compress, Elevate.
6. **Role Play** - students assume learning characteristics to act out
7. **Fishbowl** - an outer circle of students sits around a smaller, inner circle of students. The students in the inner circle are challenged to engage in an in-depth discussion, while students in the outer circle observe & listen to the discussion then critique content, logic, & group interactions
8. **Group Work**- implies a group process to solve a real-world problem
9. **Send-a-Problem / Text Talk** - Text your partner a question to respond to or present to a group. Students then select & discuss what questions will be presented to the whole group to be answered.
10. **Jigsaw** - students work in small groups to develop knowledge about a topic and develop an effective way to teach it to others. Each member has role on a topic and then breaks out into groups to deliver the newly formed expertise to others.
11. **Think-Pair-Share** - Students are given time to think about a question before sharing ideas with a peer(s)
12. **Team-Based Learning** - students are grouped to complete an activity as a team
13. **Concept Maps** - drawing or diagrams illustrating connections to major concepts. For example, a concept positioned at the board center then students take turns coming to the board to draw their thoughts/experiences on the topic
14. **Journal Entry** - students record general content information, vocabulary, or summary statements while also recording personal reflections or reactions
15. **Minute Paper** - students respond to an instructor-posed question within a minute
16. **Muddiest Point** - students write an answer to the question “What did you least understand? This should occur at the end of a lecture, discussion, or immediately after a reading/math assignment or newly learned concept.
17. **Pause Procedure** - students get a short break during class to allow for notetaking, a brain break activity or reflection on material learned
18. **What is the Principle?** - Provides students with a few world problems and asks them to state or write the principle that best applies to each problem
19. **Likert-Line-Up** - students are presented with a question and then asked to show their opinion on a scale from 1 to 10 by standing in a row. This gives a visual representation of student perceptions
20. **Peer tutoring** - students teach their peers factual material
21. **Inquiry process** - presents questions that are outstanding on a concept
22. **Task Assignment** - Each person has a role (i.e., facilitator, moderator, reporter or recorder) in the group structure
23. **Gallery Walk** - students walk around the room giving feedback about a certain concept or student work sample
24. **Creating non-linguistic representations** - students develop a pictorial representation of a topic or concept
25. **Stations** - students are given multiple options from the above and allowed to select/rotate through the sessions in timed increments

How do I determine which objective is essential?




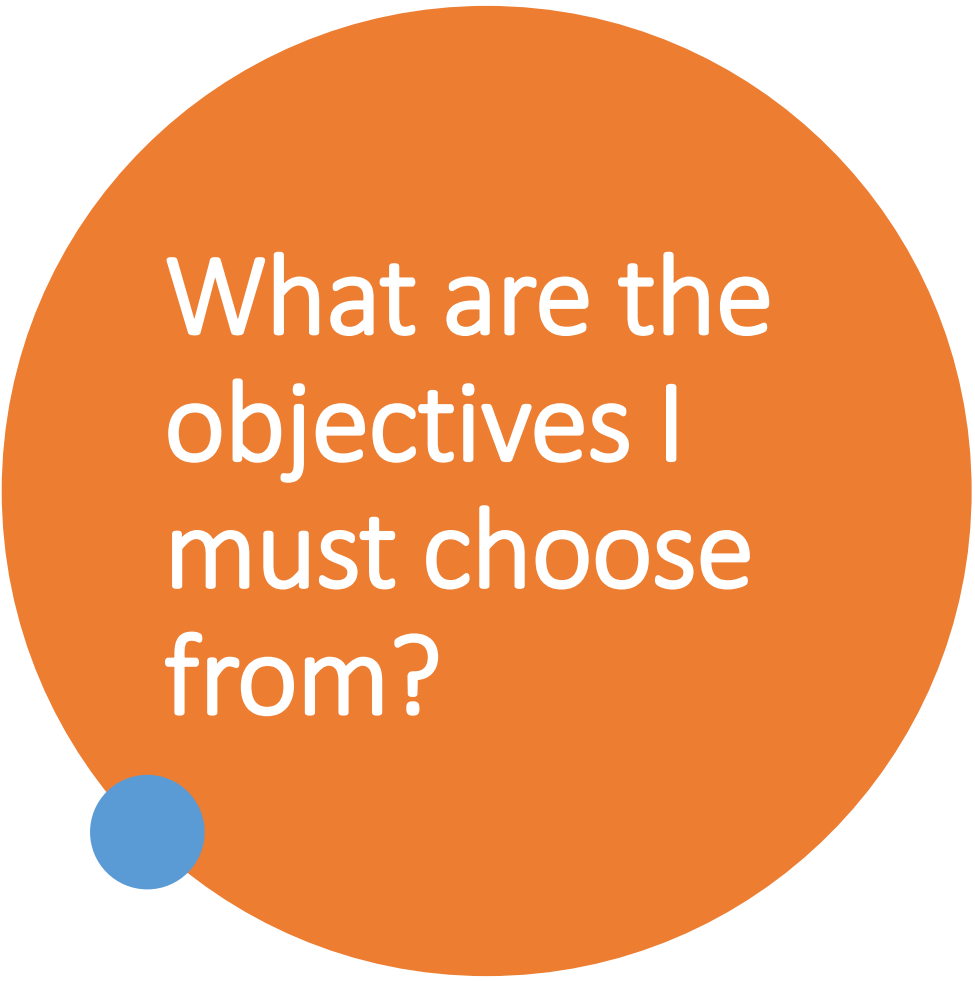
How do I determine which objective is important?





Minor Objectives

- Once you have determined which objectives are either essential or important, all other objectives will be marked minor.
 - Minor objectives are those that have the least impact on students in your course.
- 



What are the
objectives I
must choose
from?

Faculty Selection of Objectives

Obj. 1: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

Obj. 2: Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures

Obj. 3: Learning to apply course material (to improve thinking, problem solving, and decisions)

Obj. 4: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

Obj. 5: Acquiring skills in working with others as a member of a team

Obj. 6: Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)

Obj. 7: Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)

Obj. 8: Developing skill in expressing oneself orally or in writing

Obj. 9: Learning how to find, evaluate, and use resources to explore a topic in depth

Obj. 10: Developing ethical reasoning and/or ethical decision making

Obj. 11: Learning to analyze and critically evaluate ideas, arguments, and points of view

Obj. 12: Learning to apply knowledge and skills to benefit others or serve the public good

Obj. 13: Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Who do I contact with questions?

Contact SRIS@gcsu.edu for the following reasons:

- ✓ Difficulty logging in
- ✓ Incorrect roster
- ✓ Student inquires
- ✓ Finding past evaluations
- ✓ Adding courses for survey
- ✓ Technical errors with the survey
- ✓ Issues with cross-listed courses
- ✓ Missed survey deadlines
- ✓ Auto-generated emails

Contact CTL@gcsu.edu for the following reasons:

- ✓ Assistance interpreting results
- ✓ Assistance completing the Objective Selection Form (OSF)
- ✓ Assistance with incorporating improvement suggestions into your course
- ✓ Assistance using results to achieve course goals
- ✓ To receive a copy of the institutional SRIS Summary report



Questions – Please Contact Us

For Technical Assistance: David Smith, Enterprise Architect Specialist

Phone: 478-445-5801

E-mail: david.smith@gcsu.edu

For questions related to interpreting data or using your data to make course or program improvements:

Simeco Vinson, Instructional Designer Specialist

Phone: 478-445-1253

E-mail: simeco.vinson@gcsu.edu

For General Inquires: sris@gcsu.edu