CoursEval Faculty and Student User Guide

Preface

General Information about CoursEval and this training guide

by Academic Management Systems

Welcome to CoursEval

This manual walks faculty and students through the basic menus of CoursEval. The goal of this manual is to provide Academic Management System clients with the information necessary to manage the system and to create reports.

Thank you for choosing CoursEval. We hope you enjoy this training manual and find that CoursEval meets your needs.

CoursEval Administrator User Guide

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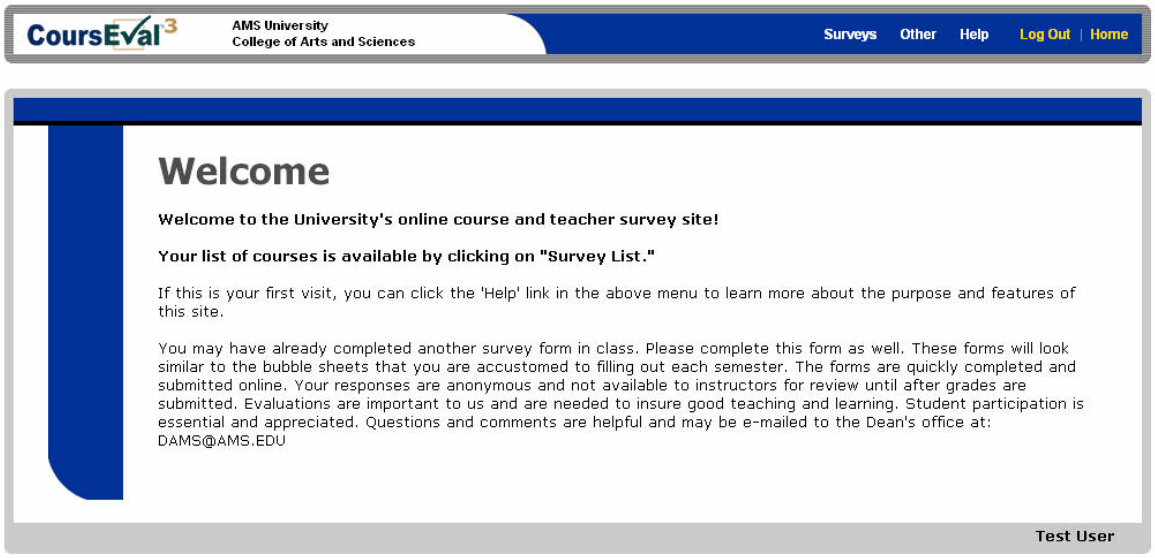
1 Faculty/Student Portal

The Faculty/Student Portal is used by participants to access surveys and results.



1.1 School Administrator View

The School Administrator View allows the Provost, Vice Presidents, Deans, or other individuals who need to view survey results for all courses at the school level. The report views are the same as a standard faculty member except that the School Administrator has access to all data within the school (all departments and courses) he/she is assigned to.

Below is an example of the Evaluation Report List from the School Administrators level:

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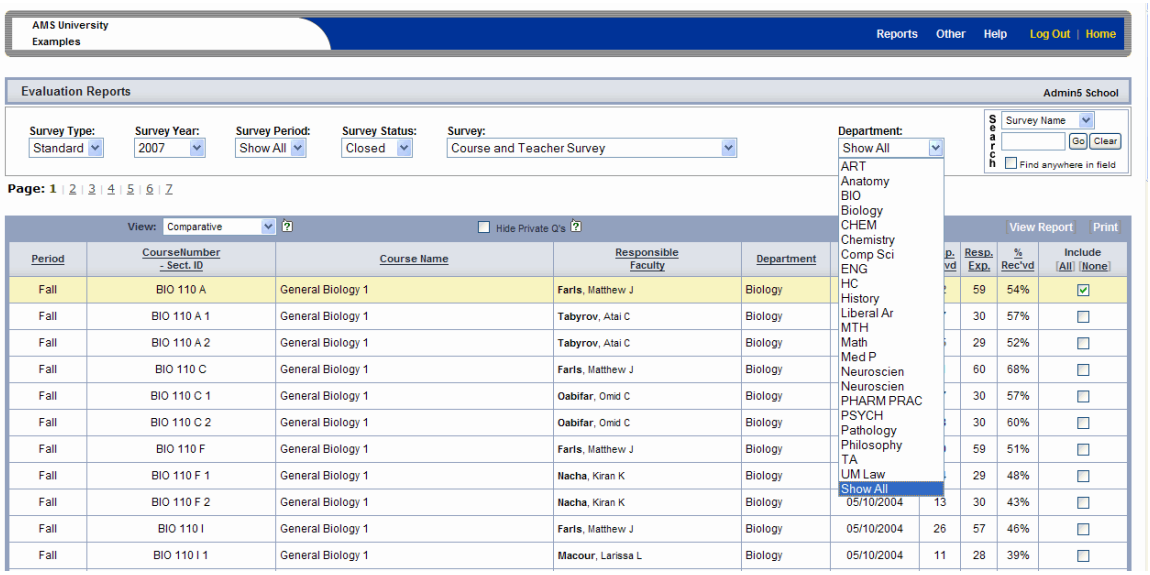
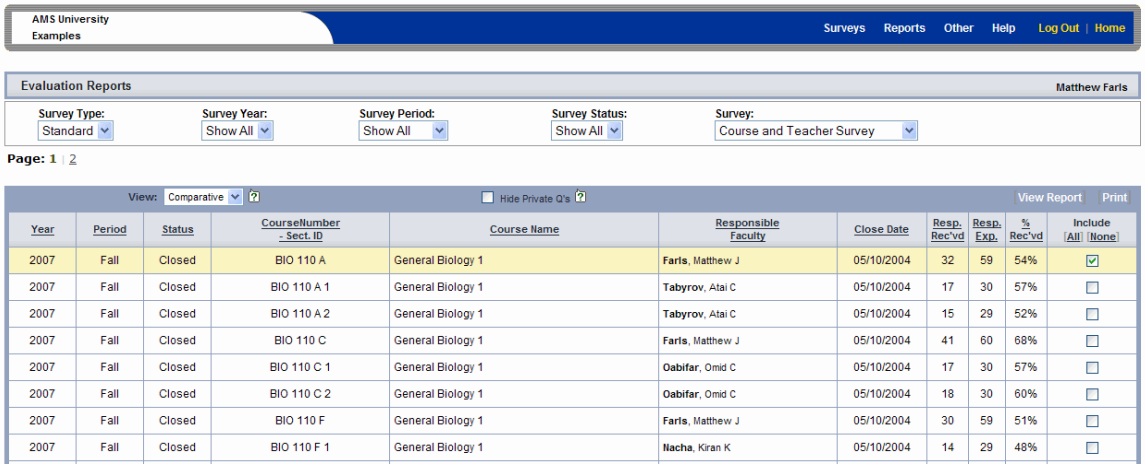


1.2 Department Administrator View

The Department Administrator View allows Chairs or other assigned individuals to view survey results for all courses in a department. The report views are the same as a standard faculty member except that the Department Administrator has access to all data within the department he/she is assigned to.

Below is an example of the Evaluation Report List from the Biology Department Administrators level:



1.3 Course Administrator View

The Course Administrator View allows course supervisors to view survey results for all sections of a course. The report views are the same as a standard faculty member except that the Course Administrator has access to all data for the courses

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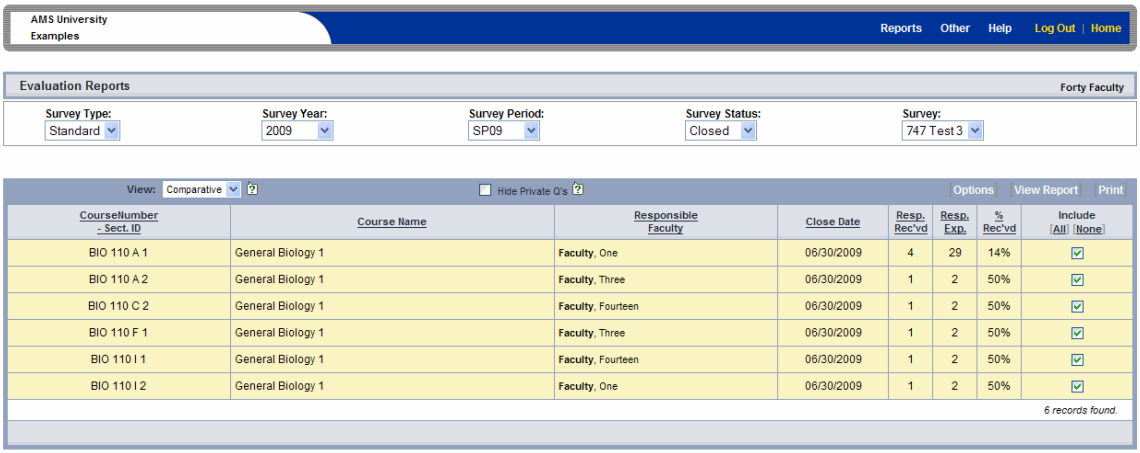
he/she is assigned to.

Below is an example of the Evaluation Report List from the Biology 110 Course Administrators level:

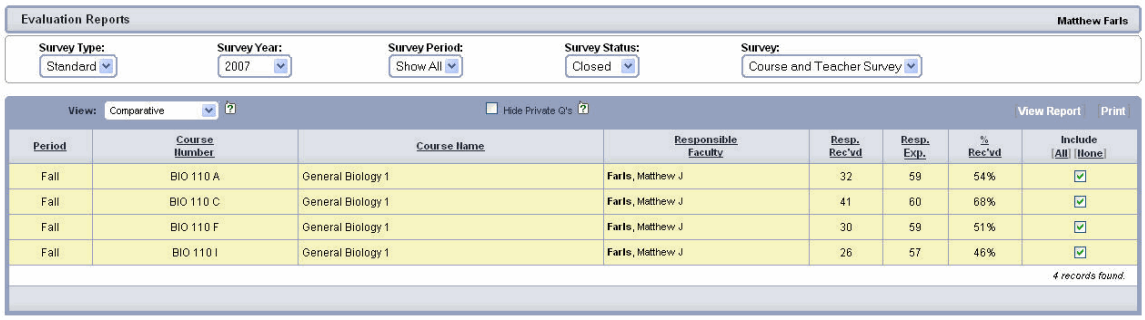


1.4 Faculty View

1.4.1 Reports

1.4.1.1 Evaluation Reports

The Evaluation Reports screen displays the overall survey results information.



1.4.1.1.1 Ability to Modify Reports

The ability to modify report layouts is managed by the CoursEval Administrator. If this functionality is turned on, the individual will be able to modify the layout of the report information.

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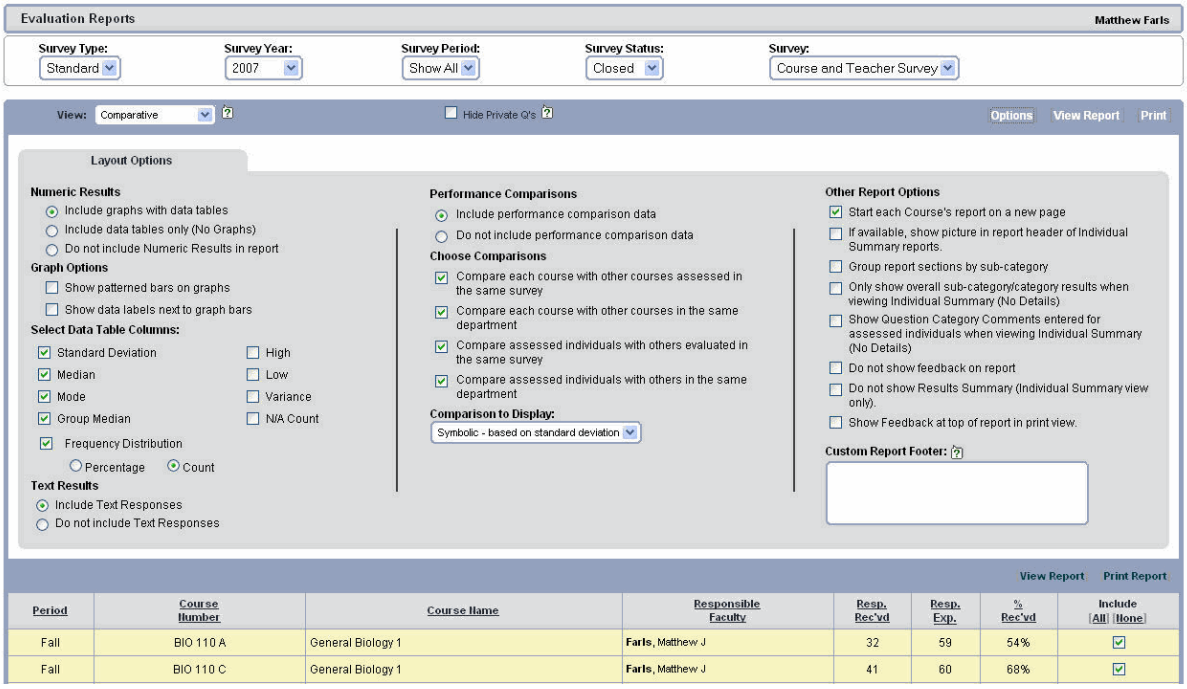

1.4.1.1.1.1 Report View

Choose the report view:

a. Comparative - A 'comparative' view of the course and faculty data.

b. Individual Summary - A summary by faculty member of the course and faculty data.

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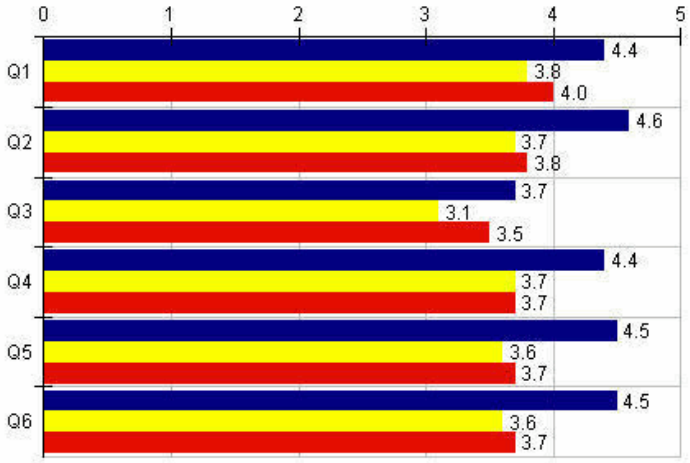
Course and Teacher Survey Summer 2004	AMS University College of Liberal Arts

Course:	BIO 110 A - General Biology 1	Department:	Biology
Course Director:	Dr. Matthew Farls	Resp. Rec'vd / Expected:	32 / 59



Course Survey Questions		BIO 110 A Responses [SD]	[D]	[N]	[A]	[SA]	Course Med.	Mode	S.D.	N	Mean	--- Comparisons --- Biology Mean	-=+ [1]	All Mean	-=+ [1]
Q1	The syllabus helped me understand the goals and expectations of this course.	2	0	1	8	21	5	5	1.03	32	**4.4**	**3.8**	=	**4.0**	=
Q2	The various elements of this course combined well in helping me learn (for example, class assignments, texts, readings, laboratory assignments, email, course website, and internet access).	1	0	1	8	21	5	5	.84	31	**4.6**	**3.7**	=	**3.8**	=
Q3	The added classroom technology (for example, computers, videos, and slides) helped me learn.	1	0	18	2	11	3	3	1.04	32	**3.7**	**3.1**	=	**3.5**	=
Q4	This course improved my analytical thinking, creativity, technical skills, or competence.	1	0	2	11	18	5	5	.86	32	**4.4**	**3.7**	=	**3.7**	=
Q5	I would recommend this course to other students.	1	0	3	6	22	5	5	.90	32	**4.5**	**3.6**	=	**3.7**	=
Q6	My overall rating of this course is very good or excellent.	1	0	3	5	23	5	5	.90	32	**4.5**	**3.6**	=	**3.7**	=
	Number of Courses / Survey Responses used for Comparisons:											112 / 1,706		631 / 9,157	

Responses: [SD] Strongly Disagree=1 | [D] Disagree=2 | [N] Neutral=3 | [A] Agree=4 | [SA] Strongly Agree=5

[1] This Course compared with others: [- -] Much Lower, [-] Lower, [=] Similar, [+] Higher, [+ +] Much Higher

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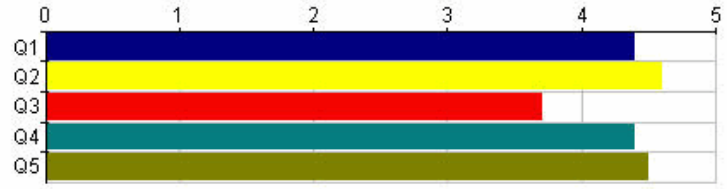
Course and Teacher Survey Fall 2007	AMS Demo University College Sample

Course:	BIO 110 A - General Biology 1	Department:	Biology
Course Director:	Matthew Farls	Resp. Rec'vd / Expected:	32 / 59



Survey Results
BIO 110 A

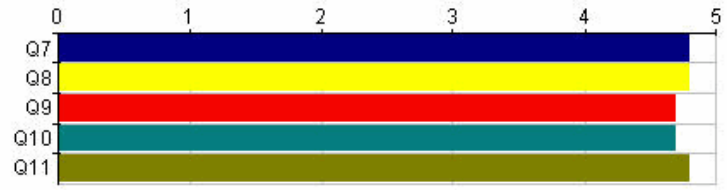
Course Survey Questions		BIO 110 A											
		Responses					Course						
		[SD]	[D]	[N]	[A]	[SA]	Med.	Grp. Med.	Mode	S.D.	N	Mean
Q1	The syllabus helped me understand the goals and expectations of this course.	2	0	1	8	21	5	4.7	5	1.03	32	**4.4**
Q2	The various elements of this course combined well in helping me learn (for example, class assignments, texts, readings, laboratory assignments, email, course website, and internet access).	1	0	1	8	21	5	4.8	5	.84	31	**4.6**
Q3	The added classroom technology (for example, computers, videos, and slides) helped me learn.	1	0	18	2	11	3	3.3	3	1.04	32	**3.7**
Q4	This course improved my analytical thinking, creativity, technical skills, or competence.	1	0	2	11	18	5	4.6	5	.86	32	**4.4**
Q5	I would recommend this course to other students.	1	0	3	6	22	5	4.8	5	.90	32	**4.5**

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5

Survey Results
BIO 110 A

Overall Summary		BIO 110 A										
		Responses					Course					
		[SD]	[D]	[N]	[A]	[SA]	Med.	Grp. Med.	Mode	S.D.	N	Mean
Q6	My overall rating of this course is very good or excellent.	1	0	3	5	23	5	4.8	5	.90	32	**4.5**

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5



Survey Results
Farls, Matthew J

Instructor Survey Questions		Farls, Matthew J										
		Responses					Individual					
		[SD]	[D]	[N]	[A]	[SA]	Med.	Grp. Med.	Mode	S.D.	N	Mean
Q7	The instructor provided feedback (for example, exams, papers, and discussions) that was timely, fair, and constructive.	1	0	0	4	27	5	4.9	5	.75	32	**4.8**
Q8	The instructor seemed to enjoy teaching the subject and working with students.	1	0	0	1	30	5	5.0	5	.71	32	**4.8**
Q9	The instructor organized class time well.	1	0	0	5	26	5	4.9	5	.76	32	**4.7**
Q10	The instructor taught at a level that I was prepared for.	1	0	0	7	24	5	4.8	5	.77	32	**4.7**
Q11	I would recommend this instructor to other students.	1	0	0	2	29	5	5.0	5	.73	32	**4.8**

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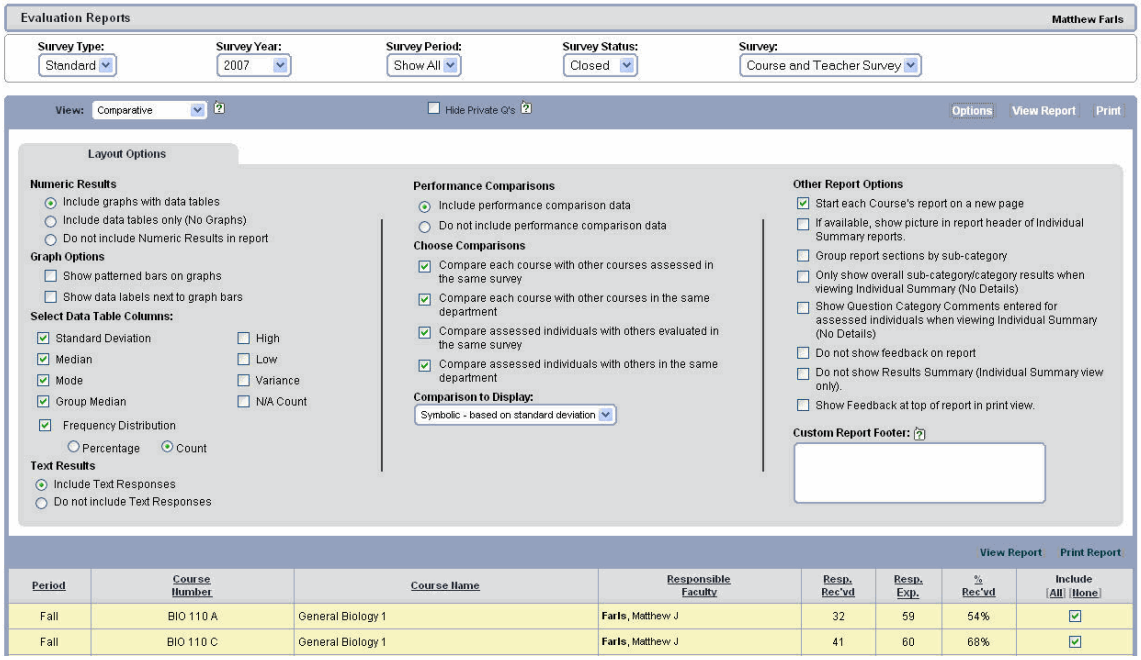
1.4.1.1.1.2 Options



Select the Numeric Results setting:

a. Include graphs with data tables.

b. Include data tables only (No Graphs).

c. Do not include Numeric Results in report.

Select the Graph Options:

a. Show patterned bars on graphs.

b. Show data labels next to graph bars.

Select the Data Table Options:

a. Show Standard Deviation - See Glossary Term Standard Deviation

b. Show Median - See Glossary Term Median

c. Show Mode - See Glossary Term Mode

d. Show Group Median - See Glossary Term Group Median . The group median column will be highlighted and the text will appear in bold when selected for

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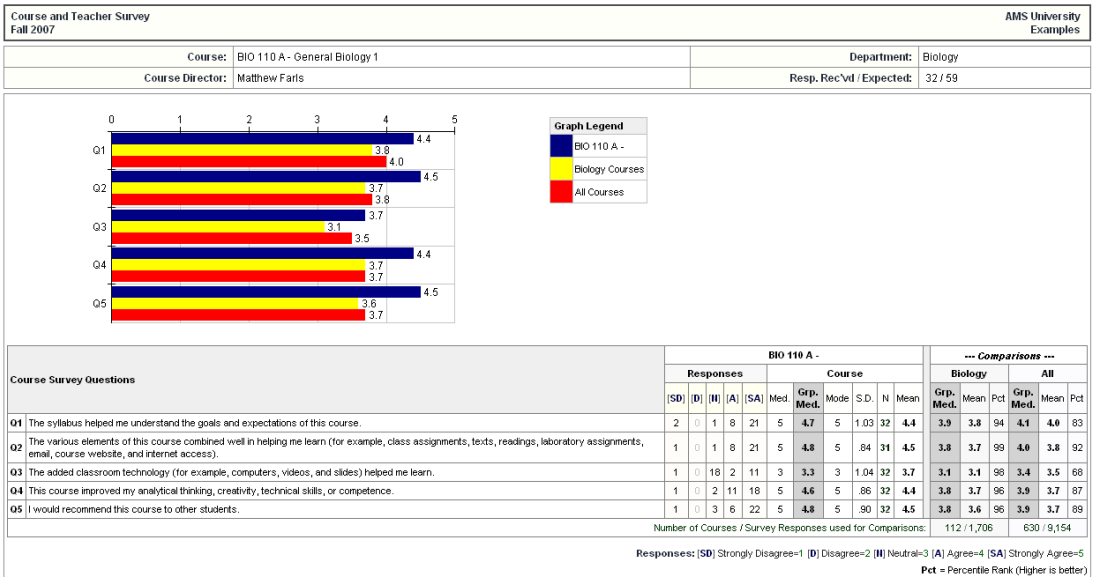
both the manager and faculty portals.



Course and Teacher Survey
Fall 2007

AMS University
Examples

Course:	BIO 110 A - General Biology 1	Department:	Biology
Course Director:	Matthew Faris	Resp. Rec'vd / Expected:	32 / 59

Course Survey Questions	BIO 110 A - Responses [SD]	[D]	[N]	[A]	[SA]	Med.	Course Grp. Med.	Mode	S.D.	N	Mean	--- Comparisons --- Biology Grp. Med.	Mean	Pct	All Grp. Med.	Mean	Pct
Q1 The syllabus helped me understand the goals and expectations of this course.	2	0	1	8	21	5	4.7	5	1.03	32	4.4	3.9	3.8	94	4.1	4.0	83
Q2 The various elements of this course combined well in helping me learn (for example, class assignments, texts, readings, laboratory assignments, email, course website, and internet access).	1	0	1	8	21	5	4.8	5	.84	31	4.5	3.8	3.7	99	4.0	3.8	92
Q3 The added classroom technology (for example, computers, videos, and slides) helped me learn.	1	0	18	2	11	3	3.3	3	1.04	32	3.7	3.1	3.1	98	3.4	3.5	68
Q4 This course improved my analytical thinking, creativity, technical skills, or competence.	1	0	2	11	18	5	4.6	5	.86	32	4.4	3.8	3.7	96	3.9	3.7	87
Q5 I would recommend this course to other students.	1	0	3	6	22	5	4.8	5	.90	32	4.5	3.8	3.6	96	3.9	3.7	89
Number of Courses / Survey Responses used for Comparisons:												112 / 1,706			630 / 9,154		

Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [N] Neutral=3 [A] Agree=4 [SA] Strongly Agree=5
Pct = Percentile Rank (Higher is better)

e. Standard Error - See Glossary Term Standard Error

e. Show Frequency Distribution
   i. Percentage
   ii. Count

f. Show Highs

g. Show Lows

h. Show Variance - See Glossary Term Variance

i. Show N/A Count - Adds the count of non-applicable responses for each question.

Select the Text Results setting:

a. Include Text Responses.

b. Do not include Text Responses.

Select the Performance Comparisons:

a. Include performance comparison data.

b. Do not include performance comparison data.

Choose Comparisons:

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a. Compare each course with other courses assessed in the same survey.

b. Compare each course with other courses in the same department.

c. Compare assessed individuals with others evaluated in the same survey.

d. Compare assessed individuals with others in the same department.

Select the Comparison to Display from the drop-down menu:

a. Percentile Rank - See Glossary Term Percentile Rank

b. Decile Rank - See Glossary Term Decile Rank

c. Quartile Rank - See Glossary Term Quartile Rank

d. Symbolic - based on percentile rank .

e. Symbolic - based on standard deviation - See Glossary Term Standard Deviation

Select Other Report Options:

a. Start each Course's Report on a new page.

b. If available, show picture in report header of Individual Summary reports.

c. Group report sections by sub-category.

d. Only show overall sub-category/category results when viewing Individual Summary (No Details).

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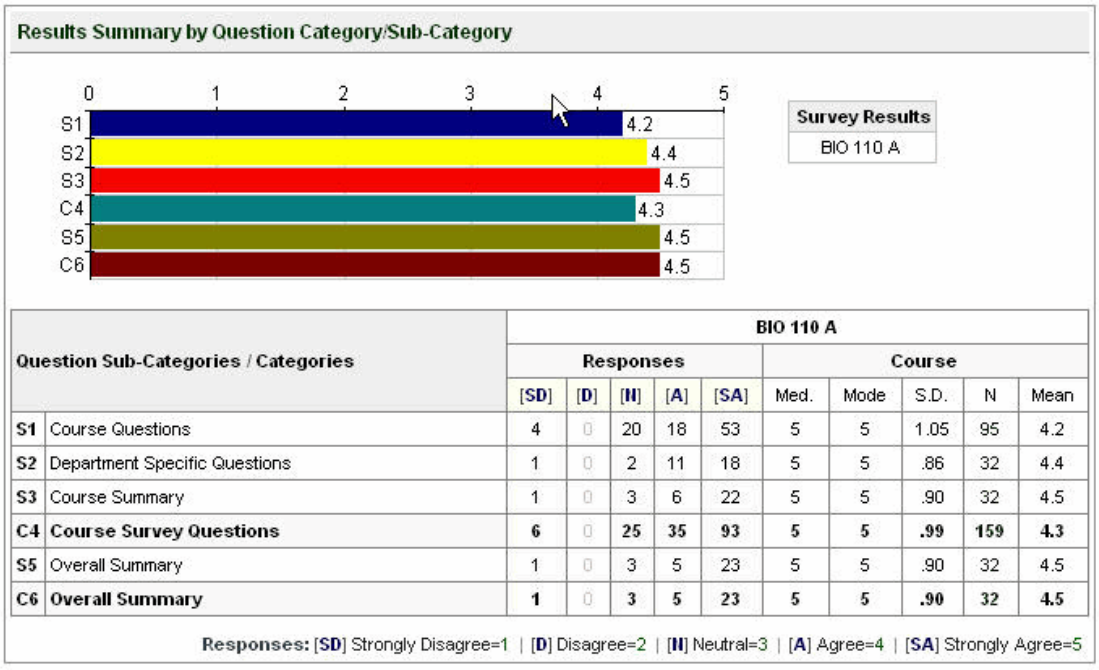


Results Summary by Question Category/Sub-Category

Question Sub-Categories / Categories		BIO 110 A									
		Responses					Course				
		[SD]	[D]	[N]	[A]	[SA]	Med.	Mode	S.D.	N	Mean
S1	Course Questions	4	0	20	18	53	5	5	1.05	95	4.2
S2	Department Specific Questions	1	0	2	11	18	5	5	.86	32	4.4
S3	Course Summary	1	0	3	6	22	5	5	.90	32	4.5
C4	**Course Survey Questions**	**6**	**0**	**25**	**35**	**93**	**5**	**5**	**.99**	**159**	**4.3**
S5	Overall Summary	1	0	3	5	23	5	5	.90	32	4.5
C6	**Overall Summary**	**1**	**0**	**3**	**5**	**23**	**5**	**5**	**.90**	**32**	**4.5**

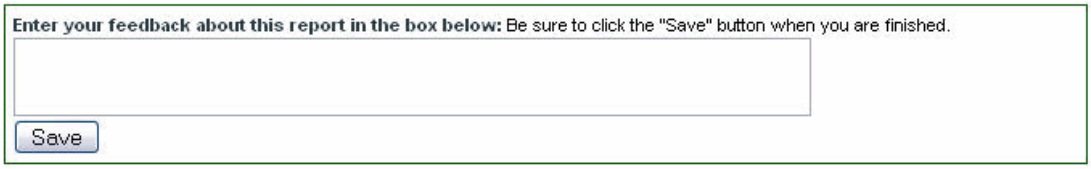
Responses: [SD] Strongly Disagree=1 | [D] Disagree=2 | [N] Neutral=3 | [A] Agree=4 | [SA] Strongly Agree=5

This report shows results by Categories (C) and Sub-Categories (S) by their category number.

e. Only show overall sub-category/category results when viewing Individual Summary (No Details)

f. Show Question Category Comments entered for assessed individuals when viewing Individual Summary (No Details)

g. Do not show feedback on report.



h. Show Feedback at top of report in print view.

Adds a Custom Report Footer to the report. This footer can include any special instructions about the data or any notes that the CoursEval Administrator would like to include.

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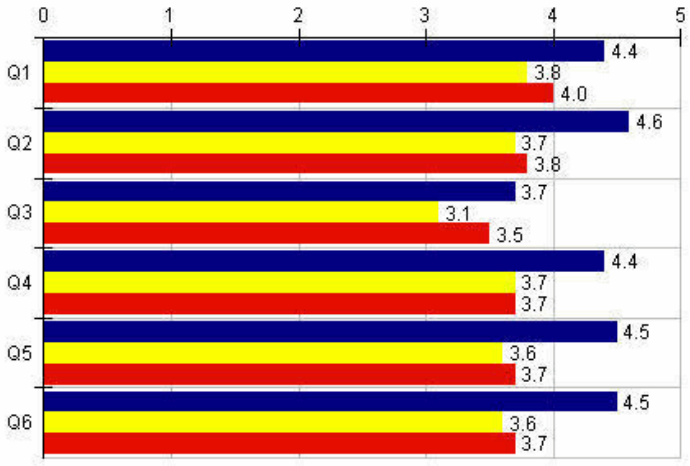
Course and Teacher Survey Summer 2004		AMS University College of Liberal Arts	
Course:	BIO 110 A - General Biology 1	**Department:**	Biology
Course Director:	Dr. Matthew Farls	**Resp. Rec'vd / Expected:**	32 / 59



Course Survey Questions		BIO 110 A										--- Comparisons ---			
		Responses					Course					Biology		All	
		[SD]	[D]	[N]	[A]	[SA]	Med.	Mode	S.D.	N	Mean	Mean	-=+ [1]	Mean	-=+ [1]
Q1	The syllabus helped me understand the goals and expectations of this course.	2	0	1	8	21	5	5	1.03	32	4.4	3.8	=	4.0	=
Q2	The various elements of this course combined well in helping me learn (for example, class assignments, texts, readings, laboratory assignments, email, course website, and internet access).	1	0	1	8	21	5	5	.84	31	4.6	3.7	=	3.8	=
Q3	The added classroom technology (for example, computers, videos, and slides) helped me learn.	1	0	18	2	11	3	3	1.04	32	3.7	3.1	=	3.5	=
Q4	This course improved my analytical thinking, creativity, technical skills, or competence.	1	0	2	11	18	5	5	.86	32	4.4	3.7	=	3.7	=
Q5	I would recommend this course to other students.	1	0	3	6	22	5	5	.90	32	4.5	3.6	=	3.7	=
Q6	My overall rating of this course is very good or excellent.	1	0	3	5	23	5	5	.90	32	4.5	3.6	=	3.7	=
	Number of Courses / Survey Responses used for Comparisons:											112 / 1,706		631 / 9,157	

Responses: [SD] Strongly Disagree=1 | [D] Disagree=2 | [N] Neutral=3 | [A] Agree=4 | [SA] Strongly Agree=5

[1] This Course compared with others: [- -] Much Lower, [-] Lower, [=] Similar, [+] Higher, [+ +] Much Higher

The graph shows the results for the course, compared to all courses in the same department on the survey, and then compared to all courses on the survey.

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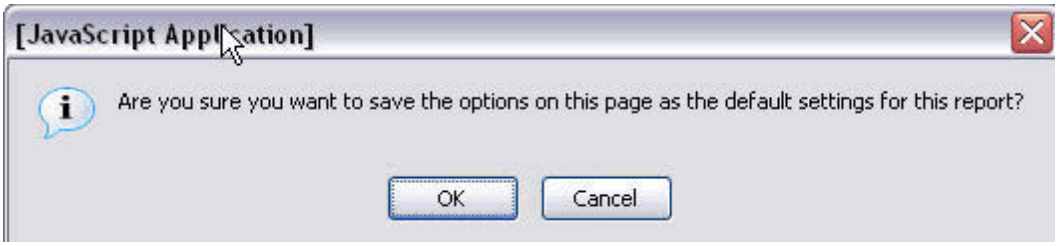
1.4.1.1.1.3 Screen Functions

1. 'Save Settings' saves the format created for future use.

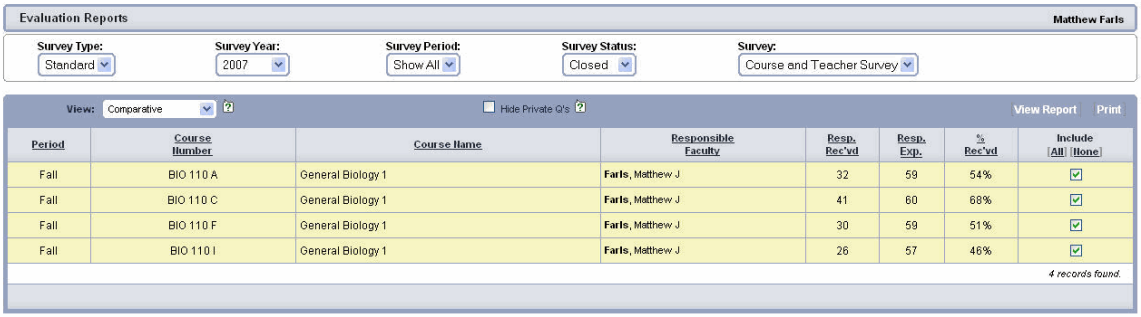


2. 'Preview' allows the CoursEval Administrator to view the report before printing it. The Settings can be changed before printing the Overview Report.

3. 'Print' allows the CoursEval Administrator to print the reports. It is also possible to Print reports to PDF. See Printing to PDF

1.4.1.1.2 No Ability to Modify Reports

The ability to modify report layouts is managed by the CoursEval Administrator. If this functionality is turned off, the individual will only be able to modify the comparative or individual summary view of the report information.



1.4.1.2 Detailed Reports

The Detailed Reports screen displays an individual's survey results information for a specific course in a specific time period.

This is a list of the individual reports that are available. The reports labeled 'Overall Results' give the individual assessed the course based question data. The reports labeled with the instructor's name give the individual assessed the faculty based question data.

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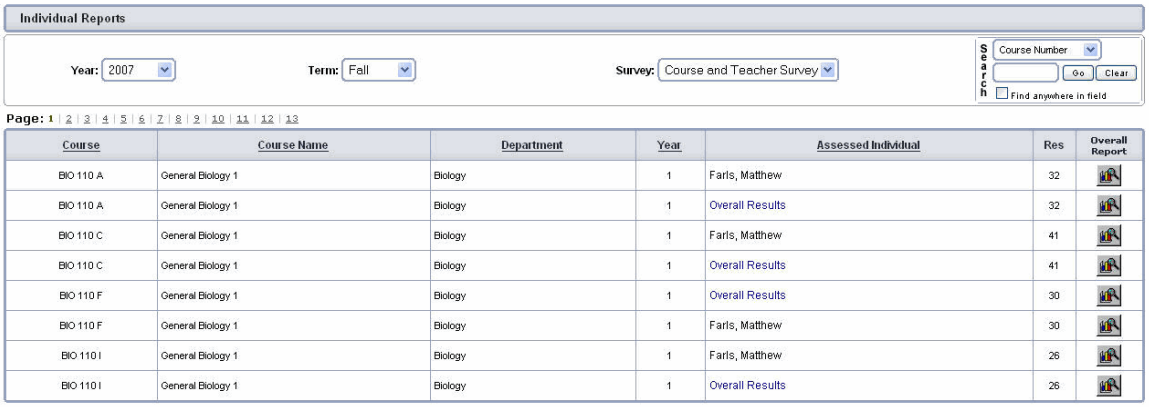
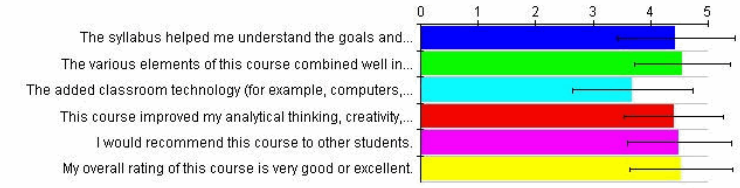


Course	Course Name	Department	Year	Assessed Individual	Res	Overall Report
BIO 110 A	General Biology 1	Biology	1	Farls, Matthew	32	
BIO 110 A	General Biology 1	Biology	1	Overall Results	32	
BIO 110 C	General Biology 1	Biology	1	Farls, Matthew	41	
BIO 110 C	General Biology 1	Biology	1	Overall Results	41	
BIO 110 F	General Biology 1	Biology	1	Overall Results	30	
BIO 110 F	General Biology 1	Biology	1	Farls, Matthew	30	
BIO 110 I	General Biology 1	Biology	1	Farls, Matthew	26	
BIO 110 I	General Biology 1	Biology	1	Overall Results	26	

1.4.1.2.1 Detailed Report - Course Sample

Course:	BIO 110 A - General Biology 1	Department:	Biology
CD:	Dr. Matthew Farls	Responses Received / Expected:	32 / 59

Category/Section: Course Survey Questions/Course Questions



[E] Strongly Disagree=1 | [D] Disagree=2 | [C] Neutral=3 | [B] Agree=4 | [A] Strongly Agree=5

KEY	Questions	Statistics				Frequency					Response	
		Mean	Med.	Mode	S.D.	A	B	C	D	E	Rec.	Exp.
	The syllabus helped me understand the goals and expectations of this course.	4.4	5.0	5	1.03	2	-	1	8	21	32	59
	The various elements of this course combined well in helping me learn (for example, class assignments, texts, readings, laboratory assignments, email, course website, and internet access).	4.5	5.0	5	.84	1	-	1	8	21	31	59
	The added classroom technology (for example, computers, videos, and slides) helped me learn.	3.7	3.0	3	1.04	1	-	18	2	11	32	59
	This course improved my analytical thinking, creativity, technical skills, or competence.	4.4	5.0	5	.86	1	-	2	11	18	32	59
	I would recommend this course to other students.	4.5	5.0	5	.90	1	-	3	6	22	32	59
	My overall rating of this course is very good or excellent.	4.5	5.0	5	.90	1	-	3	5	23	32	59

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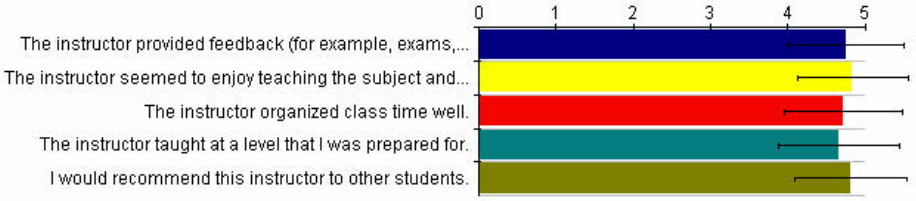
1.4.1.2.2 Detailed Report - Faculty Sample

Course and Teacher Survey Fall 2007	AMS Demo University College Sample

Course:	BIO 110 A - General Biology 1	Department:	Biology
Course Director:	Matthew Farls		
Faculty:	**Farls, Matthew J**		

Category / Section: Instructor Survey Questions / Instructor The following questions relate to the course instructor.



[E] Strongly Disagree=1 | [D] Disagree=2 | [C] Neutral=3 | [B] Agree=4 | [A] Strongly Agree=5

KEY	Questions	Statistics				Frequency					Response	
		Mean	Med.	Mode	S.D.	E	D	C	B	A	Rec.	Exp.
	The instructor provided feedback (for example, exams, papers, and discussions) that was timely, fair, and constructive.	4.8	5.0	5	.75	1	-	-	4	27	32	59
	The instructor seemed to enjoy teaching the subject and working with students.	4.8	5.0	5	.71	1	-	-	1	30	32	59
	The instructor organized class time well.	4.7	5.0	5	.76	1	-	-	5	26	32	59
	The instructor taught at a level that I was prepared for.	4.7	5.0	5	.77	1	-	-	7	24	32	59
	I would recommend this instructor to other students.	4.8	5.0	5	.73	1	-	-	2	29	32	59

Faculty:	**Farls, Matthew J**
Question:	**Please comment on how effective the INSTRUCTOR was in teaching this course.**
Response Rate:	**50.00%** (**16** of **32**)

1	Written comment of respondent will appear here.
2	Written comment of respondent will appear here.
3	Written comment of respondent will appear here.
4	Written comment of respondent will appear here.
5	Written comment of respondent will appear here.
6	Written comment of respondent will appear here.
7	Written comment of respondent will appear here.
8	Written comment of respondent will appear here.
9	Written comment of respondent will appear here.
10	Written comment of respondent will appear here.
11	Written comment of respondent will appear here.
12	Written comment of respondent will appear here.
13	Written comment of respondent will appear here.
14	Written comment of respondent will appear here.
15	Written comment of respondent will appear here.
16	Written comment of respondent will appear here.

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1.4.1.3 Director Report

The Director's Report provides Department Administrators with an overview report of results for participants. This report can be used for an overall assessment of results by a third party because it allows results to be reviewed and commented on by another person, mainly Department Administrators. This report and review can be used for grading, reviewing self assessments, reviewing peer assessments, and wherever a "second opinion" about performance is needed.

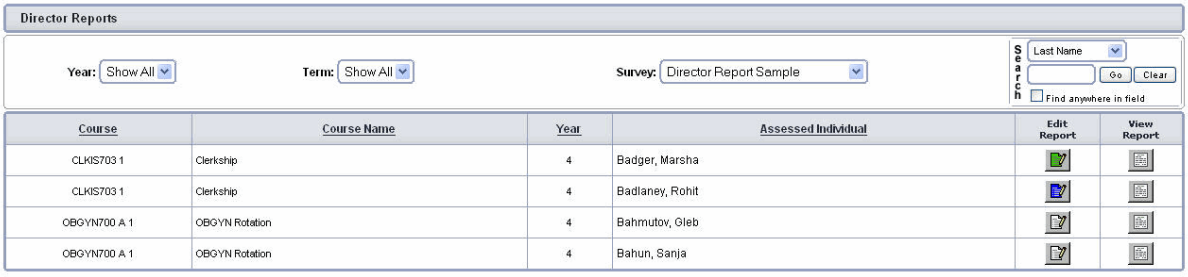
Note: A survey must be non-anonymous to create this report.

1.4.1.3.1 Edit Report

The Edit Report view gives the reviewer the ability to scan results about an assessed individual. If the reviewer disagrees with the results posted, he/she can override the answers given and save the changes to the report. Once the reviewer has overridden the report, the icon will turn green.

To Edit the Report

1. Click the 'Edit Report' icon for the correct assessed individual.



2. The report will open.

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CoursEval 3 | AMS University College of Liberal Arts | Admin. | Setup | Survey | Reports | Help | Database | Log Out | Home

Special Report Sample from AMS

Course:	Test - Test 2-24-06
Period:	Fall 2006
Faculty:	Sajid Aafaque

Heading for Feedback Responses

To hide all text on the report, delete all contents in the box above and enter only a single dash ('-').
To restore the original, unmodified responses, clear all text, save the report, and then open it again.

Heading for written survey responses

[Comments from Sajid Aafaque on 02/24/2006:]
No comment

To hide all text on the report, delete all contents in the box above and enter only a single dash ('-').
To restore the original, unmodified responses, clear all text, save the report, and then open it again.

Heading for Numeric Results Section

Sample - Lecture Classroom - Faculty

Characteristics of Instructor

1. **This instructor stimulates interest.**
   ○ Strongly Disagree ○ Disagree ○ Undecided ◉ Agree ○ Strongly Agree ○ Not Applicable
   View Response Data

2. **My overall evaluation of this lecturers teaching is "good".**
   ○ Strongly Disagree ○ Disagree ○ Undecided ◉ Agree ○ Strongly Agree ○ Not Applicable
   View Response Data

3. **This instructor explains clearly.**
   ○ Strongly Disagree ○ Disagree ○ Undecided ◉ Agree ○ Strongly Agree ○ Not Applicable
   View Response Data

Heading for Department Administrators Feedback Responses Section

Please grade the student based on the above evaluation. A
Select the grade for a student

Save Changes Cancel

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3. To view the results click 'View Response Data.' The response data that has been collected for the question will appear below the question.

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CoursEval 3 — AMS University, College of Liberal Arts

Admin. | Setup | Survey | Reports | Help | Database | Log Out | Home

Special Report Sample from AMS

Course:	Test - Test 2-24-06
Period:	Fall 2006
Faculty:	Sajid Aafaque

Heading for Feedback Responses

To hide all text on the report, delete all contents in the box above and enter only a single dash ('-').
To restore the original, unmodified responses, clear all text, save the report, and then open it again.

Heading for written survey responses

[Comments from Sajid Aafaque on 02/24/2006:]
No comment

To hide all text on the report, delete all contents in the box above and enter only a single dash ('-').
To restore the original, unmodified responses, clear all text, save the report, and then open it again.

Heading for Numeric Results Section

Sample - Lecture Classroom - Faculty

Characteristics of Instructor

1. **This instructor stimulates interest.**

○ Strongly Disagree ○ Disagree ○ Undecided ◉ Agree ○ Strongly Agree ○ Not Applicable

Hide Response Data

This instructor stimulates interest.						Avg. Score: 2.00	
Survey Participants	Participant Responses					Participant Scoring Averages[1]	
	[SD]	[D]	[U]	[A]	[SA]	This Quest.	All Q's
Sajid Aafaque		2				2.0	2.8

[SD] Strongly Disagree=1 [D] Disagree=2 [U] Undecided=3 [A] Agree=4 [SA] Strongly Agree=5
[1]Scoring averages indicate how each participant normally answered the current question and others on the survey.

2. **My overall evaluation of this lecturers teaching is "good".**

○ Strongly Disagree ○ Disagree ○ Undecided ◉ Agree ○ Strongly Agree ○ Not Applicable

View Response Data

3. **This instructor explains clearly.**

○ Strongly Disagree ○ Disagree ○ Undecided ◉ Agree ○ Strongly Agree ○ Not Applicable

View Response Data

Heading for Department Administrators Feedback Responses Section

Please grade the student based on the above evaluation. A

Select the grade for a student

Save Changes Cancel

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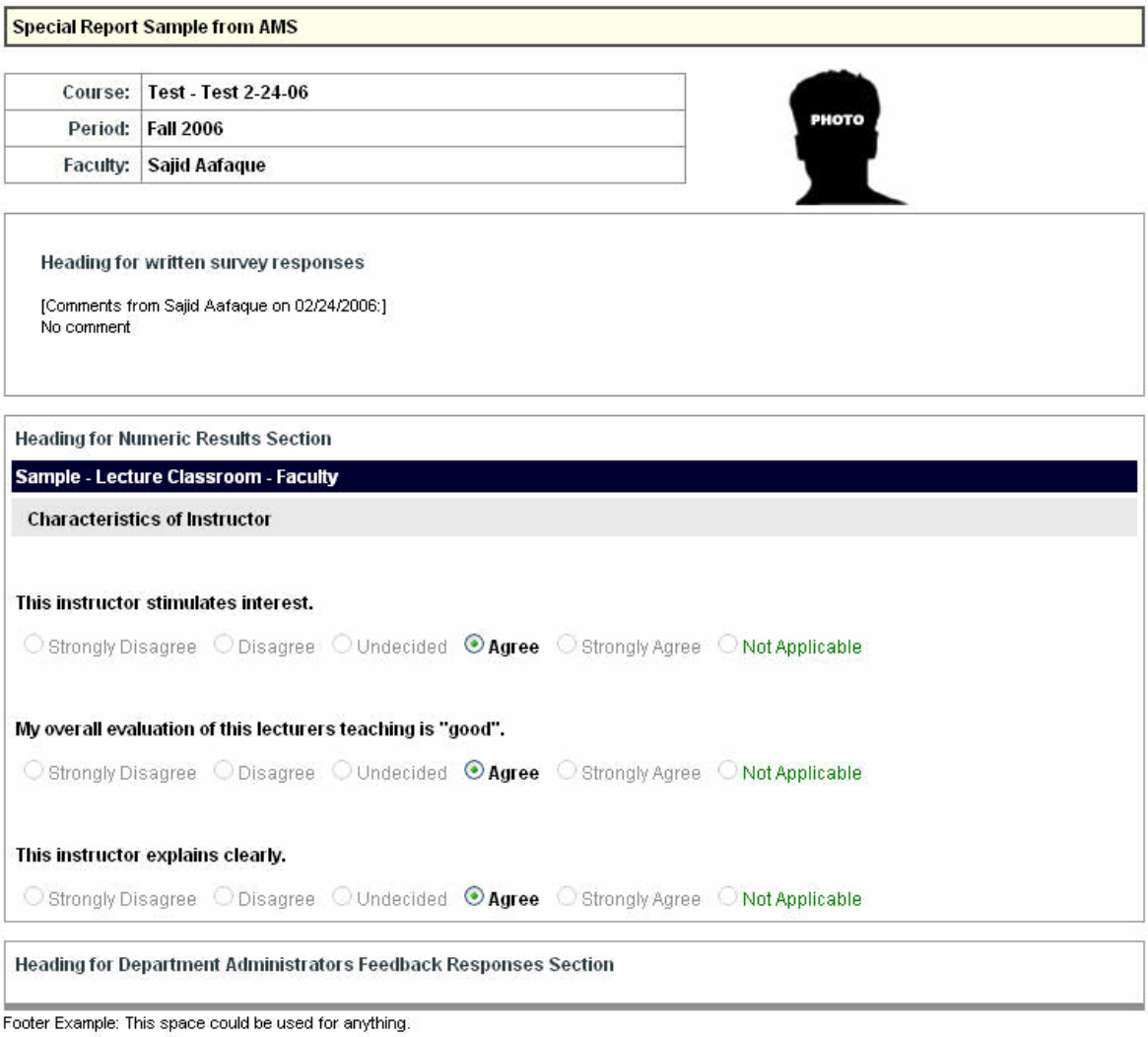
4. Review the results.
5. If the director agrees with the results, click 'Cancel' and the report will remain unchanged.
6. If the director disagrees with the results, click 'Save Changes' and the report will be updated to reflect the director's changes.

1.4.1.3.2 View Report

The View Report option creates a printable view of the final report.



1.4.2 Other

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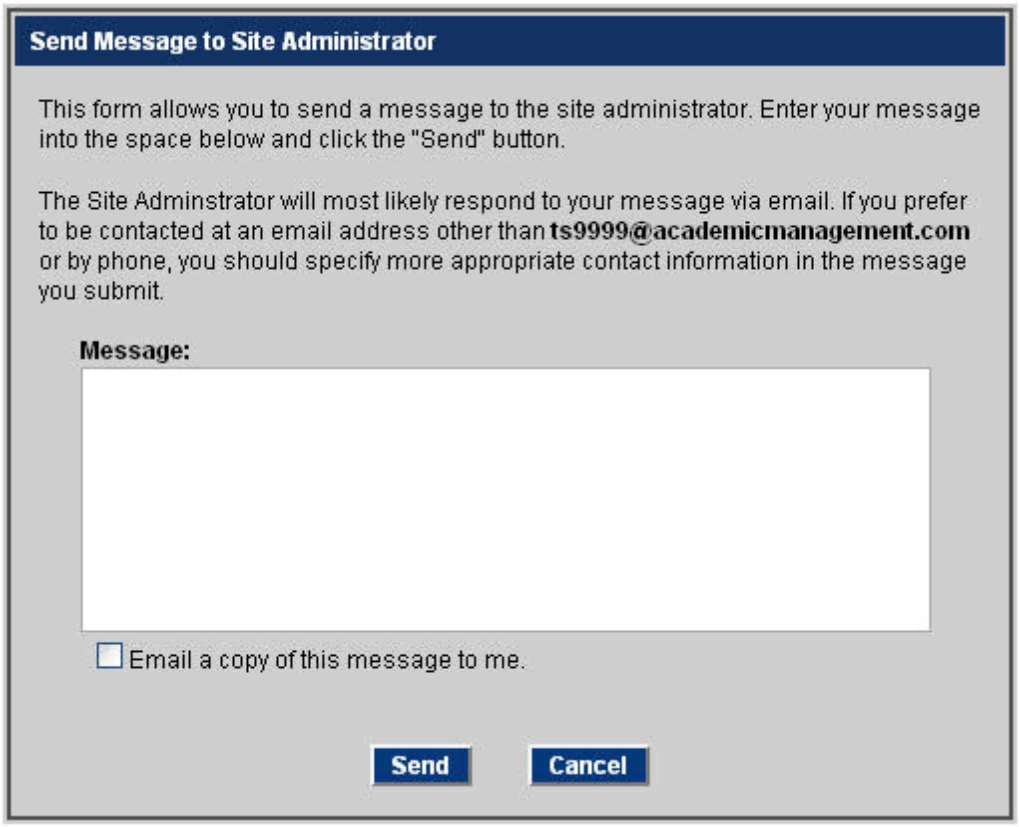
1.4.2.1 Contact Site Administrator

The Contact Site Administrator function allows the participant to contact the school's CoursEval Administrator via e-mail from any computer.



1.4.2.2 Bulletins

Bulletins are used to distribute general information to CoursEval users. This method of communication is not recommended for information that requires immediate attention. Individuals will not be notified when a bulletin is created, but will need to check for bulletins on the Welcome screen when they log in to the CoursEval Site.

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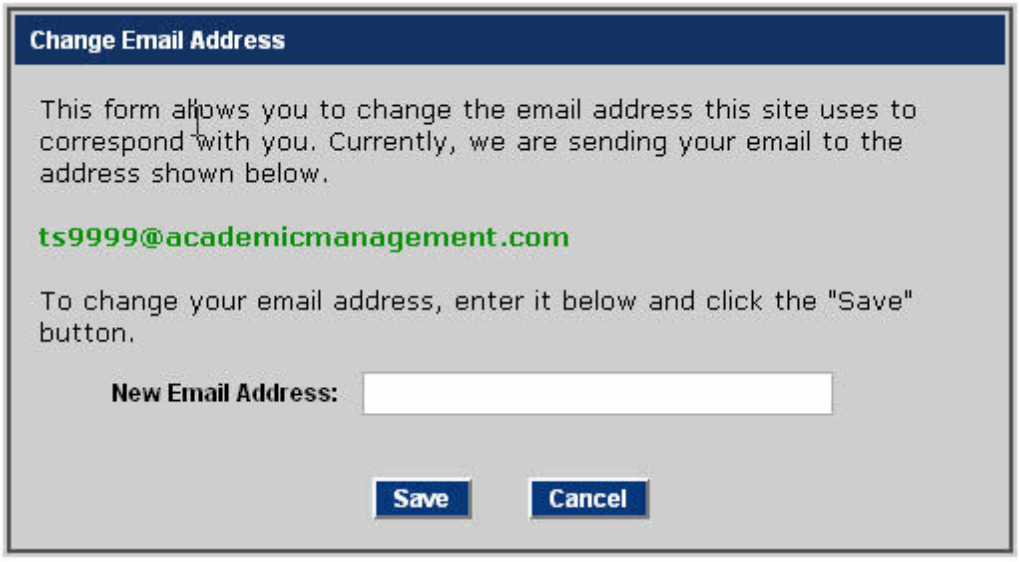
1.4.2.3 Change Password

This function is used by participants to change his/her password.

1.4.2.4 Change E-mail Address

This function is used by participants to change his/her e-mail address. The ability to allow users to change their e-mail address is managed by the CoursEval Administrator.



1.4.3 Help

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1.4.3.1 CoursEval Help

The CoursEval Help provides a general overview of the Participant portal.

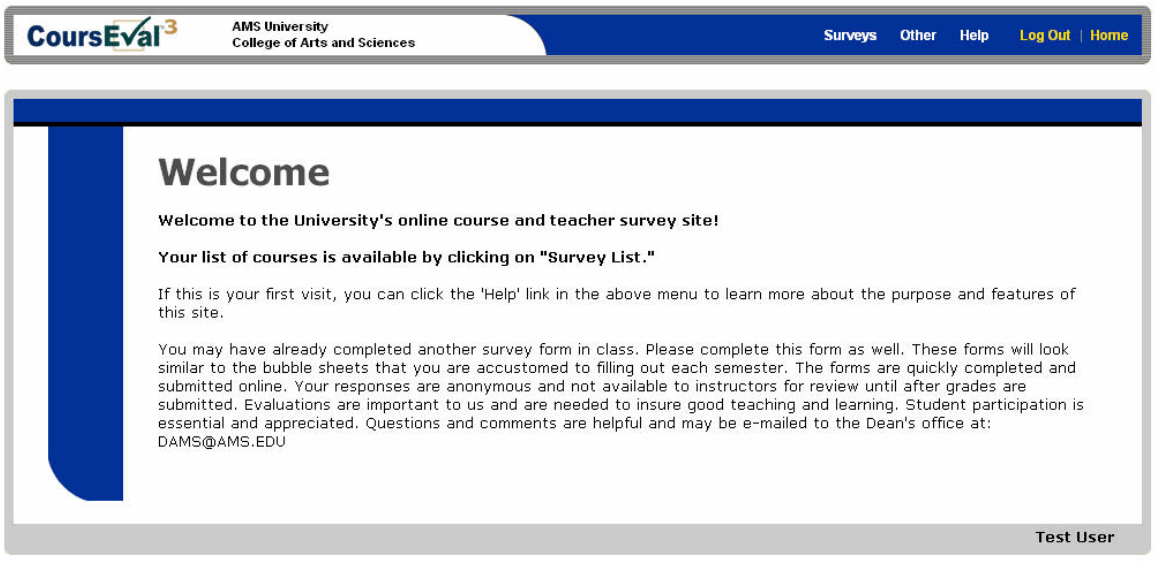
1.4.3.2 Local Help

The CoursEval Help provides a general overview of the Participant portal.

1.4.3.3 About CoursEval

About CoursEval displays the build number and general information about CoursEval.

1.5 Student View



1.5.1 Surveys

1.5.1.1 Available Surveys

The Available Surveys screen shows the participant the surveys that he/she has been assigned to that need to be completed.

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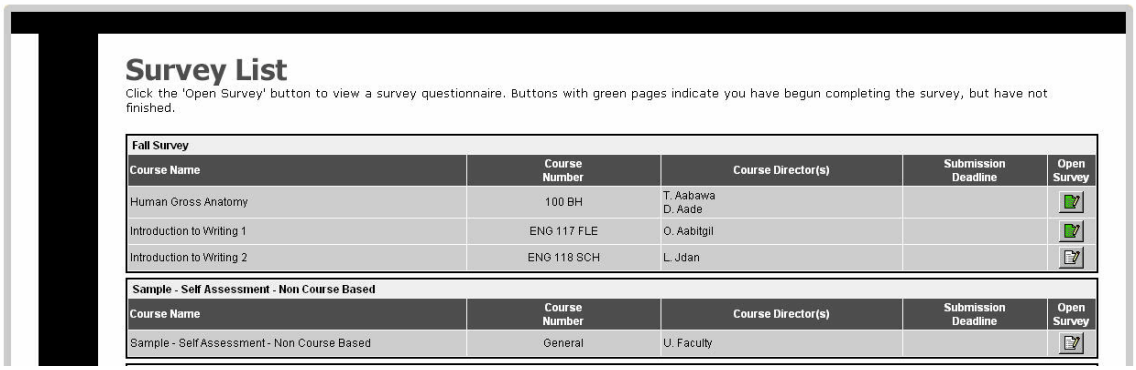
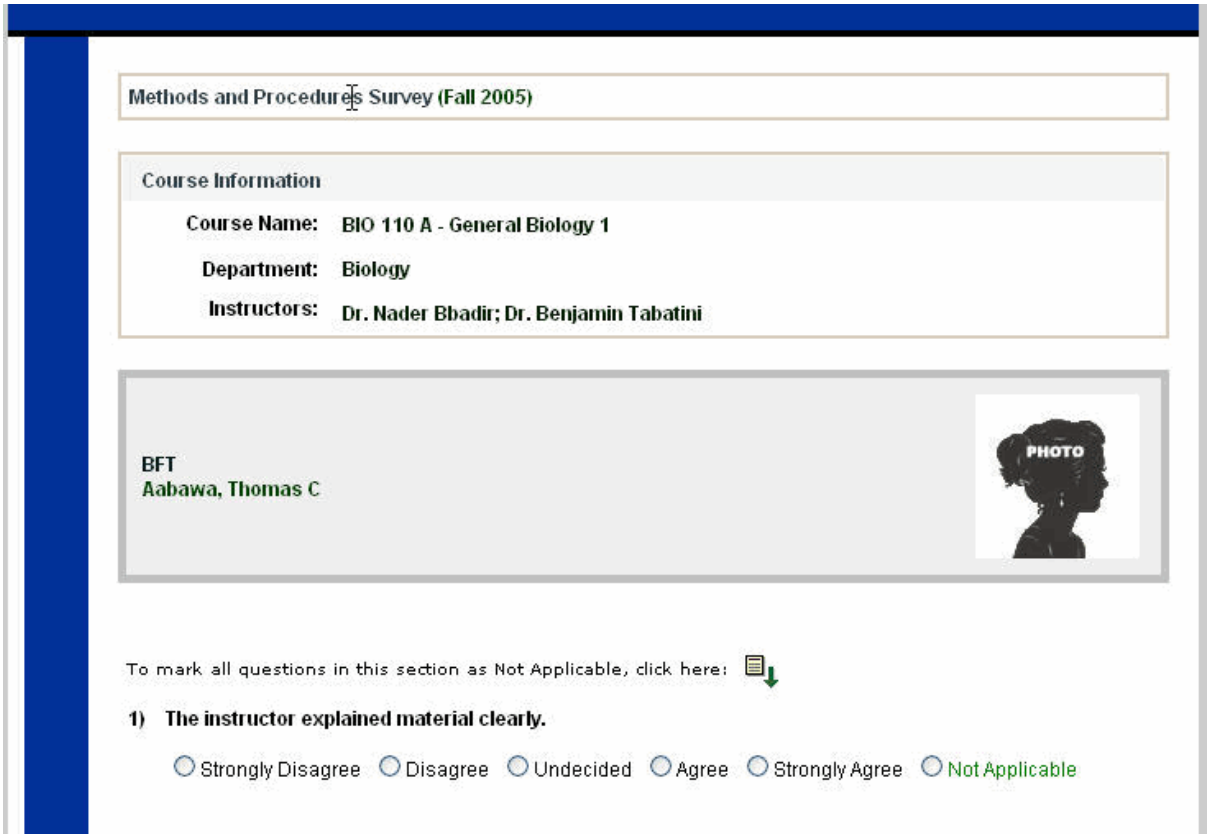


1.5.1.1.1 Taking a Survey

To take a survey, the participant clicks on the 'Open Survey' icon next to the survey's name. The survey will open and the participant can answer the questions.



If the participant wishes to save their survey and finish it later, he/she can click the 'Save Progress' button. This button will save the answers selected and allow the participant to come back to the survey at a later time.

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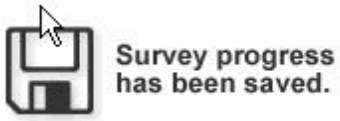
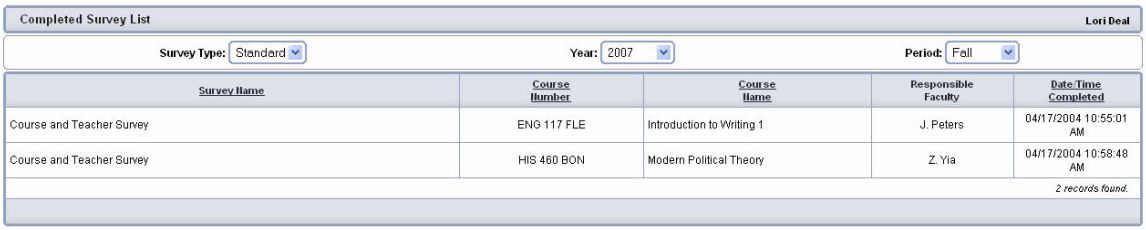
Once the progress is saved, the following message will appear.



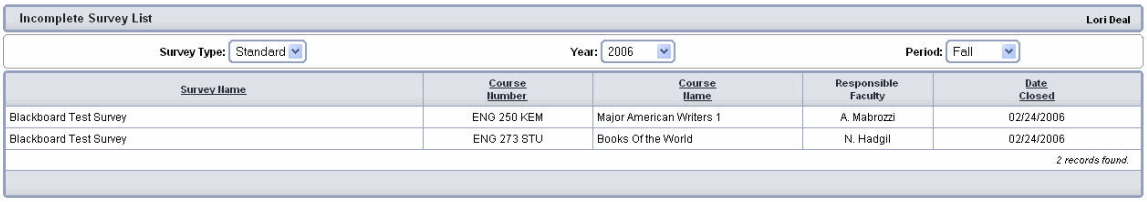
1.5.1.2 Completed Surveys

The Completed Surveys screen shows the participant the surveys that he/she has completed.



1.5.1.3 Incomplete Surveys

This option allows users to view past surveys that were available to the participant at one time but never completed.



1.5.2 Other

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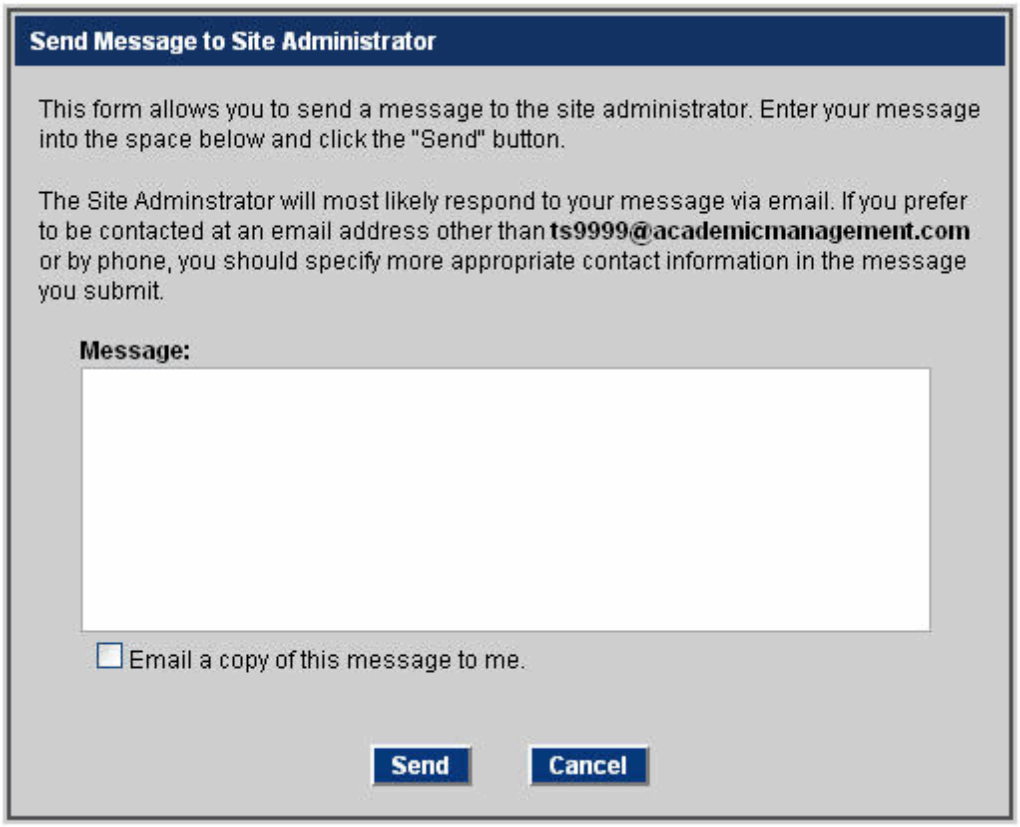

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Bulletins are used to distribute general information to CoursEval users. This method of communication is not recommended for information that requires immediate attention. Individuals will not be notified when a bulletin is created, but will need to check for bulletins on the Welcome screen when they log in to the CoursEval Site.

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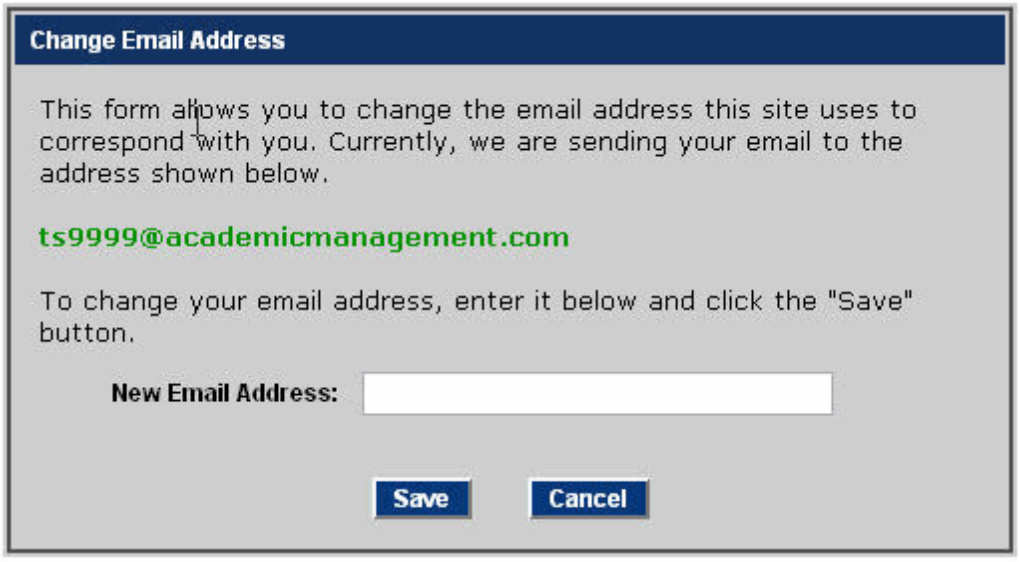

1.5.3 Help

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1.5.3.1 CoursEval Help

The CoursEval Help provides a general overview of the Participant portal.

1.5.3.2 Local Help

The CoursEval Help provides a general overview of the Participant portal.

1.5.3.3 About CoursEval

About CoursEval displays the build number and general information about CoursEval.

1.6 Resources on Evaluation

The following website and PDF file are good sources of information for planning the evaluation process.

University of Washington, Office of Educational Assessment

University of Washington Evaluation Planning Guide PDF

1.7 Printing to PDF

Note: To print to PDF, a user will need a PDF writer program.

1. Create the report to be printed.
2. Select the print icon at the top of the page.
3. The Windows File Print Dialog box will appear.
4. Select the printer named 'Adobe PDF' or whatever PDF program the institution is using from the drop-down menu.
5. Click 'OK.'
6. The Windows File Save As Dialog box will appear. Select the location to save the file to and type in a file name.
7. Click 'Save.' The PDF will be created and saved in the location specified and can be e-mailed as an attachment.

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1.7.1 PDF Programs

Some commonly used PDF programs are:

PDF 995 - http://www.pdf995.com

Adobe - http://www.adobe.com/products/acrobatstd/main.html

1.8 Glossary

1.8.1 Academic Administrator

The CoursEval Administrator is responsible for the maintenance and use of CoursEval at a school.

1.8.2 Cookie

A cookie is a message given to a Web browser by a Web server. The browser stores the message in a text file. The message is then sent back to the server each time the browser requests a page from the server.

The main purpose of cookies is to identify users and possibly prepare customized Web pages for them. When a user enters a Web site using cookies, he/she may be asked to fill out a form providing such information as his/her name and interests. This information is packaged into a cookie and sent to the users Web browser which stores it for later use. The next time he/she goes to the same Web site, the browser will send the cookie to the Web server. The server can use this information to present the user with custom Web pages. So, for example, instead of seeing just a generic welcome page the user might see a welcome page with his/her name on it.

The name cookie derives from UNIX objects called 'magic cookies.' These are tokens that are attached to a user or program and change depending on the areas entered by the user or program.

Cookies are small pieces of information that we may send through the browser or other software to the users hard drive. A cookie lets CoursEval recognize a user when he/she comes back to the CoursEval site. Most web browsers are set to accept cookies automatically, but users can change this setting.

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1.8.3 Course Administrator

A role, called Course Coordinator was added as a way to handle responsible faculty/course supervisors that are not being evaluated. This role acts like the responsible faculty role EXCEPT people in this role will not appear for selection in the Detailed Settings/Question Category Settings and survey questions will never be attached to them. People in this role will have view access to all results for all course sections that they supervise, similar to a Department Administrator.

1.8.4 CoursEval Administrator

A CoursEval Administrator manages a school's CoursEval database.

1.8.5 Decile Rank

A rating, usually of performance, on a scale of 1 to 10 where 1 is best, 10 is worst, and each number corresponds to an increment of 10 percentage points.

Any of nine points that divided a distribution of ranked scores into equal intervals where each interval contains one-tenth of the scores.

1.8.6 Department Administrator

Individuals who can view survey results for all courses in a department and perform other administrative actions.

1.8.7 Group Median

The Group Median function calculates the median response for a rating item. It makes the following assumptions.

- The rating item is measured on a 5-point Likert scale. For example, the scale might be "Excellent" to "Very Poor."
- The calling program has already counted how many students gave each of the 5 possible answers. That is, it has accumulated the item response frequencies.
- The calling program has passed 1 argument to this function, which is the array containing the 5 item response frequencies.
- rspfrq[0] = no. of students giving the answer worth 1 point ("Very Poor") rspfrq[4] = no. of students giving the answer worth 5 points ("Excellent")
- Any or all of the elements of rspfrq may be 0. That is, any of the possible responses may not have been picked at all.

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- The students who gave any particular answer are actually spread out evenly throughout an interval that extends from half a point below that answer to half a point above that answer. For example, suppose that 8 students gave the answer worth 4 points. The formula assumes that one of them might have been wavering between choosing the 4-point answer and the 5-point answer, but finally decided to pick the 4-point answer because it was the closest one available. The student really would have liked to give a response worth 4.5 points, but it wasn't available. Similarly, another student might have been wavering between the 4-point answer and the 3-point answer, and finally chose the 4-point answer because it was the closest one available. This person would have given a 3.5 response if he could have. Therefore the formula assumes that the 8 students who gave the 4-point answer are evenly spread throughout the range 3.5 to 4.5. It makes a similar assumption about all 5 answer categories.

- There is a problem with the definition of the median. It doesn't have a single unique value if there are empty categories in the item response frequencies. For example, suppose that in a very small class one student gives a response of "Very Poor," which is worth 1 point, and another student gives a response of "Excellent," which is worth 5 points, and that's all. Then the array of item response frequencies would be [1, 0, 0, 0, 1]. What should the median be? The median is the score with half the scores above it and half below it, so any number from 1.0001 to 4.9999 could be chosen. This function uses some rule-of-thumb procedures to try to generate sensible values in these cases, but in general it tends to give the instructor the benefit of the doubt and assign relatively high scores.

Written by Gary Wright, Instructional Data Processing, Division of Instructional Services, Purdue University, West Lafayette, IN. 1-17-01

1.8.8 Mean

The mean is the sum of scores divided by the number of scores (the average).

1.8.9 Median

The median is the midpoint of a distribution, above which half of the scores occurred and below which half of the scores occurred.

1.8.10 Mode

The mode is the most frequently occurring score.

1.8.11 Percentile Rank

The percentile rank of a score is the percentage of scores in its frequency distribution which are lower. For example, a test score which is greater than 90% of the scores of people taking the test is said to be at the 90th percentile.

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Percentile ranks are commonly used to clarify the interpretation of scores on standardized tests. If the distribution is normally distributed, the percentile rank can be inferred from the standard score.

1.8.12 Participating Faculty

Faculty involved with a course in a secondary capacity, such as an guest lecturer or preceptor.

1.8.13 Quartile Rank

Quartile Rank is a statistical term describing a division of observations into four defined intervals based upon the values of the data and how they compare to the entire set of observations.

Each quartile contains 25% of the total observations. Generally, the data is ordered from smallest to largest with those observations falling below 25% of all the data analyzed/allocated within the 1st quartile, observations falling between 25.1% and 50% and allocated in the 2nd quartile, then the observations falling between 51% and 75% allocated in the 3rd quartile, and finally the remaining observations allocated in the 4th quartile.

1.8.14 Responsible Faculty

Faculty who are primarily responsible for a course.

1.8.15 School Administrator

Provost, Vice Presidents, Deans, or other individuals who need to view survey results for all courses at the school level.

1.8.16 Standard Deviation

The standard deviation is the square root of the average squared deviation from the mean.

1.8.17 Standard Error, Margin of Error and 95% Confidence Interval

The standard error is used to give some sense as to the reliability of the mean (based on sample size and variability of the responses themselves). From the standard error one can calculate a 95% confidence interval for the mean (that is, the range of values that one say with 95% confidence that the mean could be were every possible student enrolled in the course). Technically, the confidence interval depends on a quantity called 't' which in turn depends on the sample size. For convenience, use 2 as the multiplier for the standard error. That is, the 95%

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confidence interval is ±2SE, the latter being called the “margin of error.”

$$\bar{X} = \frac{\sum fX}{N}$$

$$SD = \sqrt{\frac{\sum fX^2}{N} - \bar{X}^2}$$

$$SE = \frac{SD}{\sqrt{N-1}}$$

$$ME = 2 * SE$$

$$95\% CI : \bar{X} \pm 2 * SE$$

Here is an example:

Score	Frequency			
X	f	fX2		
5	3	75	Mean	2.892857
4	4	64	SD	1.08032
3	10	90	SE	0.204161
2	9	36	ME	0.408323
1	2	2	95% CI Upper bound	3.30118
			95% CI lower bound	2.484534
	28	267		

1.8.18 Teaching Assistant

Teaching Assistants spend time teaching, assist professors by leading quiz sections, staff laboratories, work in departmental study centers, etc.

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1.8.19 Teaching Site

A teaching site is anywhere a student can go for a learning experience outside of the classroom.

1.8.20 Variance

The variance is one of several indices of variability that statisticians use to characterize the dispersion among the measures in a given population. To calculate the variance of a given population, it is necessary to first calculate the mean of the scores, then measure the amount that each score deviates from the mean and then square that deviation (by multiplying it by itself). Numerically, the variance equals the average of several squared deviations from the mean.

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