
CourseEval Faculty Handbook

April 2012

Course Evaluation Committee

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The Transition of End-of-Semester Course Evaluations to the Online Environment

For as long as most people can remember, Ann Arbor's Office of Evaluations and Examinations (E&E) has provided the paper-based, end-of-semester course surveys and support. This has been an important function, because student surveys are useful in improving course and teaching quality, and because they affect decisions about staffing and tenure.

At the University of Michigan-Flint, responsibility for faculty/course evaluations rests with academic units; responsibility for administrative support has been delegated to the Office of Extended Learning.

In August 2010, E&E notified our campus that it would discontinue processing paper-based evaluations for UM-Flint courses effective fall 2011. (The Ann Arbor campus transitioned to a paperless, online system in 2008.)

In September 2010, Provost Gerard Voland asked Associate Provost Vahid Lotfi to lead a task force to identify a single system that could meet all of the student/course evaluation needs of the UM-Flint campus. Each of the four academic units appointed a faculty representative; they were joined by a representative from Information Technology Services and two staff members from the Office of Extended Learning who had already been searching for a program to replace labor-intensive Blackboard surveys for online courses.

The task force researched various solutions and identified six software products for further review. The numerous features, capabilities and benefits of those programs were listed in a comparative matrix available to all faculty via Blackboard. Three programs were then selected for campus-wide demonstrations and input; CoursEval was selected by consensus of the task force and AAAC.

A pilot, replicating the paper surveys used by the respective departments, was scheduled for spring 2011 in preparation for the fall 2011 deadline, with the Office of Extended Learning managing the logistics.

Full implementation was scheduled for the fall 2011 semester for all courses, including online and mixed-mode.

CoursEval Features and Benefits

- CoursEval provides a streamlined process; all surveys are conducted and viewed online.
- It offers multiple question options, such as multiple-choice, Likert scale, ranking and narrative response question types.
- It provides timely, clear, easy-to-understand reports and color graphics.
- Tables and graphs clearly display comparative analysis between courses or departments.
- Any period can be evaluated, i.e. semester, module, rotation, internship, or placement.
- The response rate can be track while surveys are active.
- It is a complete system that includes communications. The group e-mail interface will automatically deliver reminders to those who have not completed their surveys, and the frequency of the reminders is customizable.
- The system is flexible. UM-Flint can define each survey administration period for a set of courses or unique administration period for a single course.
- Courses with multiple instructors can be surveyed using a single form.
- Survey data can easily be exported to csv, xls, or dbf file formats for specialized analysis or institutional research purposes.

Data Security: How secure are the data and anonymity of student responses? Because CoursEval is hosted on a UM-Flint server, the data is as secure as any other system on campus. CoursEval provides for LDAP user authentication, a common security mechanism already in use at UM-Flint.

It also offers several access levels (i.e. roles) to the system, based on the roles participants play in the evaluation activities. The user role is automatically discerned by the CoursEval system as individual users log in. Faculty have timely access to their own CoursEval reports, which enhances the planning, development, and revision of curricula and methods of instruction. Faculty will be able to access the reports one week after the semester deadline for posting grades, thus ensuring that all grades have been posted before results are released.

Academic chairs or deans have timely access to all reports for their respective units.

What can CoursEval do? CoursEval offers customizable reporting options that provide several views of the data configured by the software. Some of the more widely used views include:

- Individual faculty member
 - One's own instructional performance in a single course section
 - Overall course results
 - Comparison of one's own performance:
 - Over sections of the same course
 - Over sections of all courses he/she has taught
- Other faculty
 - Aggregated reports amassing data department-wide
- Academic Administrators (department chairs, deans)
 - Specific performance of all faculty members
 - Overall results for all course sections
 - Comparative analysis of an individual faculty member to all faculty members within the department.
- Executive staff (associate provost, provost, chancellor)
 - Aggregated data from all schools/departments.

Longitudinal analysis: CoursEval also provides a comparison of several of the results listed above over time from the individual faculty level to institution-wide level that is inclusive of faculty, departments, and schools.

Internship/rotation surveys: A pressing need in virtually all health profession programs is to evaluate the developing skill sets that students acquire during course experiences in the field. CoursEval contains a survey tool that allows students to evaluate the educational experience in the field to provide feedback to the program coordinator about his/her experience. The tool allows the supervisor or clinical director at a teaching site to assess the skill set and educational progress of individual students according to whatever rubric or standard the program chooses.

The Survey Process

Developing the surveys: It has always been the practice that academic units determine the questions to be asked, drawn from the master question library provided by the Ann Arbor Office of Evaluations and Examinations (E&E). Academic units may also create some of their own questions. The UM-Flint number of survey questions will be capped at 40, but departments may choose to have many fewer questions.

UM-Flint course surveys may have four tiers of questions, limited to a total of 40 questions.

1. University-wide: Four core questions will be included on all surveys. These have already been determined and approved by governing faculty, and are the same used previously in the paper versions.
2. College/School: Each school or college may have its own set of questions.
3. Department: Each academic department may develop its own set of questions to be included in the surveys for all of the department's courses.
4. Individual: After OEL has created the course surveys, faculty may access them and 1-2 questions from the list.

Academic units will provide the Office of Extended Learning (OEL) with their question decisions, and OEL will develop the survey files according to the unit specifications.

OEL has pre-loaded the CourseEval program with the entire survey question library provided by E&E, as well as individual question libraries already created by various UM-Flint academic units.

The timeline—setting the survey in motion:

Surveys will be deployed one week prior to the end of the semester and will end at 11:59 p.m. on the study day before the start of exams.

5. About six weeks into full semesters and at the beginning of seven-week semesters, OEL will e-mail faculty and staff requesting any survey changes to be submitted within a reasonable period (typically, two weeks), with the specific deadline provided.
6. Three weeks before surveys are deployed, OEL will create publicity via Blackboard announcements, posters in campus buildings, ads on campus plasma screens, and residence hall promotions.
7. One week before surveys are deployed, OEL will send an e-mail to faculty announcing the survey launch and end dates, along with tips for obtaining good response rates.
 - a. When surveys are deployed OEL will send a broadcast e-mail to students announcing the launch of the surveys, closing date, and login instructions.
8. During the survey period:
 - a. Students will login to the CourseEval portal using their UM-Flint username and LAN password. Once logged in, they will see a survey for each class in which they are enrolled. Students may pause a survey and return at a later time to complete it.
 - b. Upon submitting each completed survey, the link will be inactivated to ensure one submission per course/per student.
 - c. Automatic reminders will be sent every few days until the survey period ends.
 - d. Study Day: At the end of the Study Day, which is the day before final exams begin, OEL will inactivate all surveys.
9. One week after the Registrar's grades submission deadline, OEL will enable faculty and department administrator access to reports.

How students will view surveys

Students will be sent an e-mail with instructions to go to <https://CoursEval.umflint.edu> and enter their UM-Flint unqname and LAN password.

Students will have access at any time during the one-week survey period. They may pause a survey, save it, and complete it at a later time. As soon as they have submitted the completed survey, the link for that particular survey will be automatically disabled.

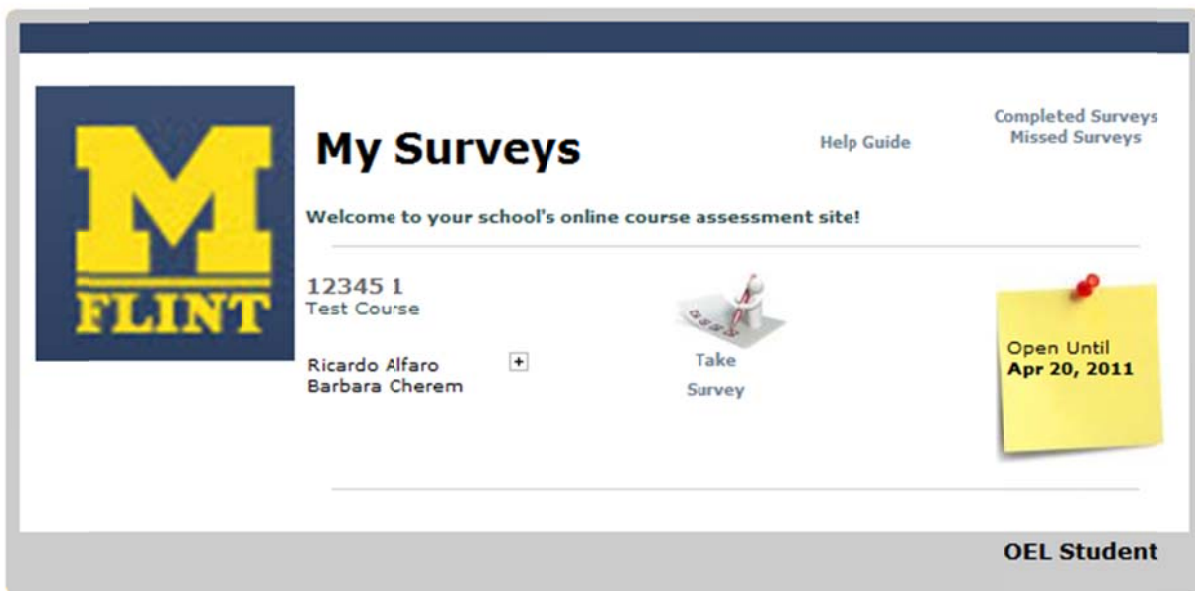
Survey question responses range from Strongly Disagree to Strongly Agree. Students also have an opportunity to type in comments.



The image shows the login page for the University of Michigan-Flint. At the top, there is a blue header with the 'M FLINT' logo and the text 'UNIVERSITY OF MICHIGAN-FLINT'. Below the header, the page is titled 'Log In' with the instruction 'Enter your user name and password to log into this site.' There are two input fields: 'User Name:' with the text 'debwhite' and 'Password:' with a masked password of ten dots. A 'Log In' button is located below the password field. At the bottom of the page, there is a link: 'Issues logging in? Please contact your campus help desk.'



This is a navigation bar for the mycourseeval system. On the left, it features the 'mycourseeval' logo and the text 'University of Michigan Flint'. On the right, there are navigation links: 'Surveys', 'Other', 'Log Out', and 'Home'.



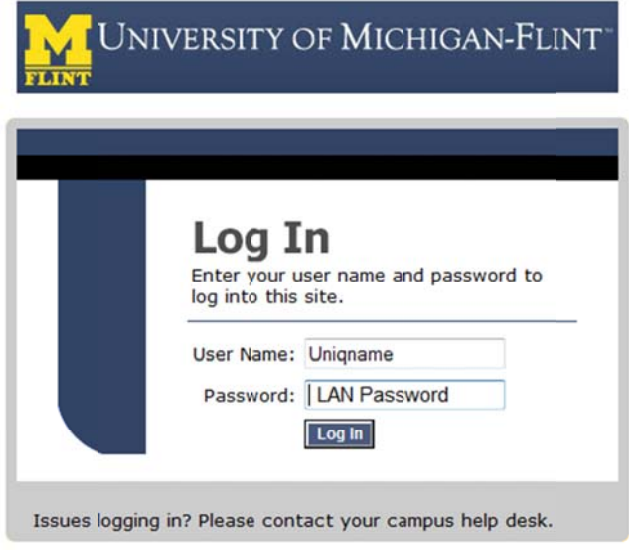

The image shows the 'My Surveys' dashboard. On the left is the 'M FLINT' logo. The main heading is 'My Surveys' with a 'Help Guide' link to the right. Below the heading is a welcome message: 'Welcome to your school's online course assessment site!'. The dashboard displays a course entry for '12345 1 Test Course' by 'Ricardo Alfaro' and 'Barbara Chereh'. There is a 'Take Survey' button with a small icon of a person at a computer. A yellow sticky note graphic on the right says 'Open Until Apr 20, 2011'. At the top right, there are links for 'Completed Surveys' and 'Missed Surveys'. The bottom right corner identifies the user as 'OEL Student'.

How faculty will view reports

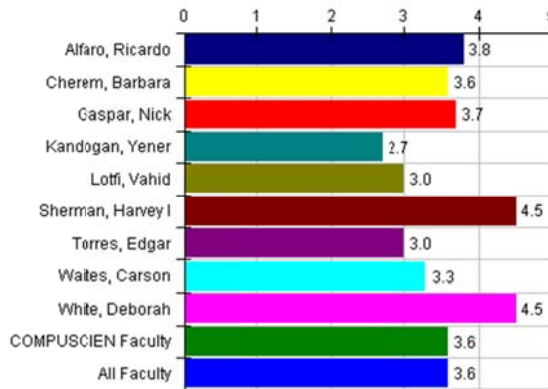
The CourseEval system has three basic ways to display reports that will be of interest to our faculty. Below you will find directions to accomplish this task. Please note that if you have a course that is taught by only one faculty member, then only that person will appear on the report.

Report 1

The first report is a top level report that shows the distribution of responses and student comments. This report is shown question by question, and included statistical analysis of each.

<p>1. In your web browser, navigate to the following site: https://courseval.umflint.edu/etw/ets/et.asp?nxappid=WCQ&nxmid=start&</p> <p>Login with the following credentials: User Name: Your Uniqname Password: Your LAN Password</p>	
<p>2. The “My Reports” page will load automatically, click on “View Report” next to the class you are interested in.</p> <p>There is a separate report for each instructor co-teaching with another, and for lab instructors.</p>	

Course:	12345 1 - Test Course	Department:	COMPU
Responsible Faculty:	Ricardo Alfaro; Barbara Cherem; Mr. Nick Gaspar; Yener Kandogan; Dr. Vahid Lotfi; Dr. Harvey Sherman; Edgar Torres; Mr. Carson Waites; Deborah White	Resp. Rec'vd / Expected:	6 / 11



3. This is a sample of the report that will be displayed in a new window. You will find student comments at the bottom of the page.

Course Evaluation	Faculty Results										--- Comparisc		
	Responses					Individual					COMPUSCIEN		
	[SD]	[D]	[U]	[A]	[SA]	Med.	Mode	S.D.	N	Mean	Mean	Pct	M
Q1. Overall, this was an excellent course.													
Alfaro, Ricardo	1	0	1	0	3	5	5	1.60	5	3.8	3.6	78	
Cherem, Barbara	1	0	0	3	1	4	4	1.36	5	3.6	3.6	56	
Gaspar, Nick	0	1	0	1	1	4	2,4,5	1.25	3	3.7	3.6	67	
Kandogan, Yener	1	0	1	1	0	3	1,3,4	1.25	3	2.7	3.6	12	
Lotfi, Vahid	1	0	0	0	1	3	1,5	2	2	3	3.6	23	
Sherman, Harvey I	0	0	0	1	1	4,5	4,5	.50	2	4.5	3.6	89	
Torres, Edgar	1	0	0	0	1	3	1,5	2	2	3	3.6	23	
Waites, Carson	1	0	0	1	1	4	1,4,5	1.70	3	3.3	3.6	45	
White, Deborah	0	0	0	1	1	4,5	4,5	.50	2	4.5	3.6	89	
Number of Individuals / Survey Responses used for Comparisons:											9 / 27		
Responses: [SD] Strongly Disagree=1 [D] Disagree=2 [U] Undecided=3 [A] Agree=4 [SA] Strongly													
Pct = Percentile Rank (Higher													

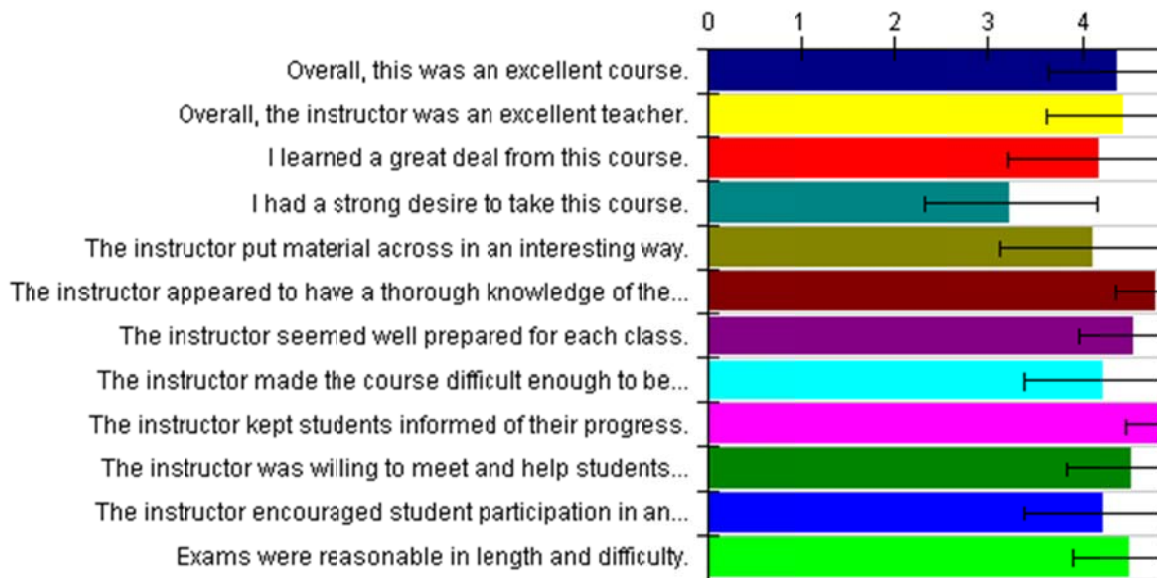
Report 2

Course Evaluation 1
SUMMER2010

University of Michigan
Flint

Course:	XX23	Department:	BUS
Responsible Faculty:	Jane Doe		

Category/Section: Course Questions/SOM EVAL 1



[E] Strongly Disagree=01 | [D] Disagree=02 | [C] Neither Agree nor Disagree=03 | [B] Agree=04 | [A] Strongly Agree=05

KEY	Questions	Statistics				Frequency					Response		
		Mean	Med.	Mode	S.D.	E	D	C	B	A	Rec.	N/A*	Exp.
■	Overall, this was an excellent course.	4.4	4.5	5	.76	-	1	-	8	9	18	0	39
■	Overall, the instructor was an excellent teacher.	4.4	5	5	.83	-	1	1	5	11	18	0	39
■	I learned a great deal from this course.	4.2	4	4	.96	1	-	1	9	7	18	0	39
■	I had a strong desire to take this course.	3.2	3	3	.92	-	4	8	4	2	18	0	39
■	The instructor put material across in an interesting way.	4.1	4.5	5	.99	-	1	5	3	9	18	0	39
■	The instructor appeared to have a thorough knowledge of the subject.	4.8	5	5	.42	-	-	-	4	14	18	0	39
■	The instructor seemed well prepared for each	4.6	5	5	.60	-	-	1	6	11	18	0	39

The instructor made the course difficult enough to be stimulating.	4.2	4	5	.85	-	1	2	7	8	18	0	39
The instructor kept students informed of their progress.	4.8	5	5	.37	-	-	-	3	15	18	0	39
The instructor was willing to meet and help students outside class.	4.5	5	5	.70	-	-	2	4	11	18	1	39
The instructor encouraged student participation in an equitable way.	4.2	4	5	.85	-	1	2	7	8	18	0	39
Exams were reasonable in length and difficulty.	4.5	5	5	.60	-	-	1	7	10	18	0	39

*N/A responses indicate that the participant felt they did not have the information or experience required to respond to a question.

Question:	Which aspects of this course did you like best?
Response Rate:	88.89% (16 of 18)

1	having an instruction with vast experience in the field rather than someone that only had studied it
2	Instructor seemed to be well-organized and prepared. She was flexible with deadlines.
3	Jane was a fine instructor. Her real world knowledge is more interesting than text book examples. I have enjoyed this class and would recommend him to future students.
4	Her practical experience made me feel confident that I was taught only relevant material. I liked the answer keys she supplied for her tests. It helped me learn from my mistakes and I also liked knowing where I stood in comparison with the rest of the class. I liked her grading scale and the fact that she posted grades quickly.
5	The professor's willingness to help with course work.
6	I liked the fact the professor taught the real world situations and what we had to know.
7	quiq and test were easy
8	It was great to have a professor who truly cared about what her students took away from the class. She was always available for help outside of class when needed. Overall, great course.
9	very informative and had a lot of knowledge.
10	Interaction with other classmates.
11	I enjoyed the math portions of the course, near the end. It was very similar to what I learned in another course which has been one of my favorite courses.
12	I really enjoyed hearing Professor Doe talk about her job experiences. The subject was also very interesting. I learned a lot. Thank you, UM and Professor Doe!
13	I really liked how there was a variety of work to earn our grade.
14	The course was clear and concise.
15	Exams were fair and the instructor was always available for help.
16	The instructor brings this information to us from a viewpoint of having worked with for years. That really helps, the

stories really help. She gives us every opportunity to do well. She's flexible and helpful. Anyone who did not do well in this class probably didn't show up or didn't listen. This was a wonderful course. The math of it was a mix of review from previous classes with intense thinking required. The problems she chose were very relevant to the lessons. I could go on, this was a wonderful class and added to my human capital for my future in business. This class tied together many of the preceding classes for a business major, it was great practice and a very good idea to take it in the short summer semester.

Question:	Which aspects of this course did you like least?
Response Rate:	83.33% (15 of 18)

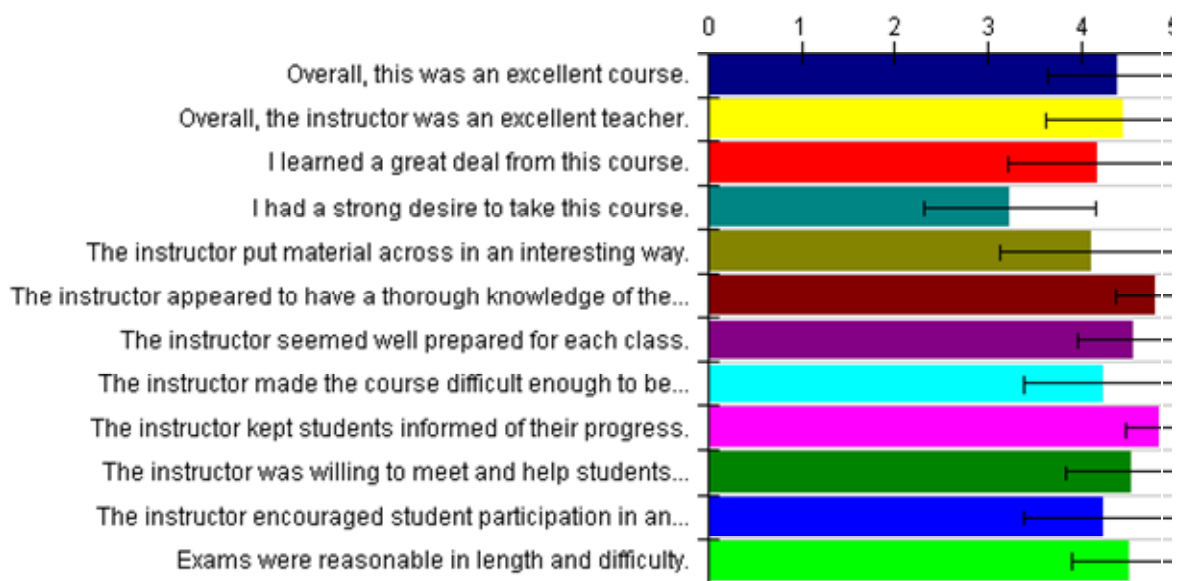
1	(my own fault) but taking it during the summer caused a lot of cramming for exams due to so much information being covered all at once
2	I don't think that the material presented in class on the PowerPoints coincided with the homework problems that were asked of us. Similarly, the exams mainly focused on the materials on the PowerPoints, so the homework almost seemed to come from a completely different course.
3	It seem like alot of the material was a repeat of the prerequisite class.
4	As with any summer term course there is alot of information to learn in a short period of time.
5	The dryness of the subject
6	The exams were rushed to get done on time.
7	hw was to hard and long compared to the exam
8	the entire class as a whole was fine. i enjoyed it.
9	No class participation, mostly lecturing. Most of the concepts in this class were general information that we had already covered in detail in other classes.
10	All was well => I felt that it was not too fast and not too slow, I never had the desire to sleep and I enjoyed my classmates.
11	I liked everything about this class more classes should be like this one. I have nothing bad to say.
13	nothing
14	None.
15	The student behavior. People made faces, and acted a bit like children who didn't want to be there. So the instructor adjusted and went through the lessons faster, assuming everyone must be so smart that's why they're not paying attention. Then the kicker, the students complain about not understanding something. Oh my, that is my least favorite part. She gave us every opportunity and some people wasted their time.

Report 3

Course Evaluation 1 SUMMER2010	University of Michigan Flint
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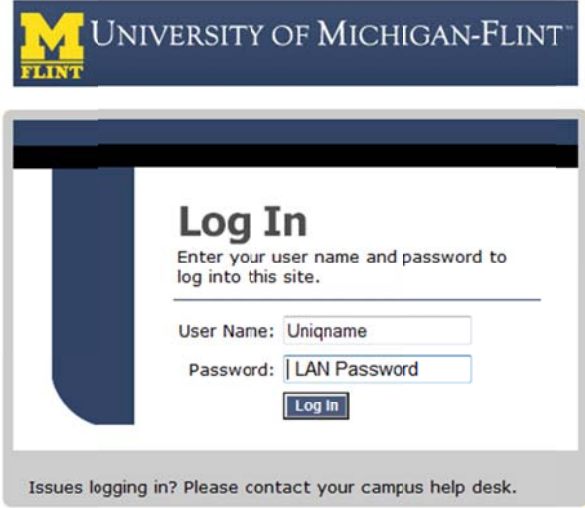

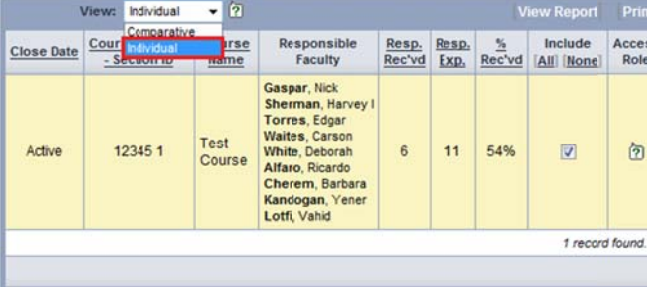
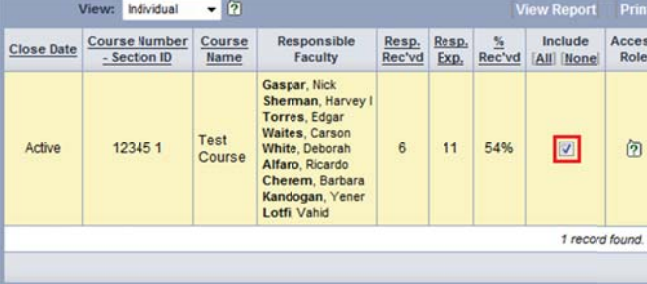
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Report 4

Next, faculty may view a report that will compare their course against other courses in their department and the university as a whole. This report will also include statistical analysis, and a graphical representation of the data.

<p>1. In your web browser, navigate to the following site: https://courseval.umflint.edu/etw/ets/et.asp?nxappid=WCQ&nxmlid=start&</p> <p>Login with the following credentials: User Name: Your Uniqname Password: Your LAN Password</p>																			
<p>2. In the Reports menu, select "Evaluation Reports."</p>																			
<p>3. In the View option, pull down the box and select "Individual."</p>	 <table border="1"> <thead> <tr> <th>Close Date</th> <th>Course Number - Section ID</th> <th>Course Name</th> <th>Responsible Faculty</th> <th>Resp. Rec'vd</th> <th>Resp. Exp.</th> <th>% Rec'vd</th> <th>Include [All] [None]</th> <th>Access Role</th> </tr> </thead> <tbody> <tr> <td>Active</td> <td>12345 1</td> <td>Test Course</td> <td>Gaspar, Nick Sherman, Harvey I Torres, Edgar Waites, Carson White, Deborah Alfaro, Ricardo Cherem, Barbara Kandogan, Yener Lotfi, Vahid</td> <td>6</td> <td>11</td> <td>54%</td> <td><input type="checkbox"/></td> <td><input style="border: 1px solid gray;" type="button" value="?"/></td> </tr> </tbody> </table> <p style="text-align: right;">1 record found.</p>	Close Date	Course Number - Section ID	Course Name	Responsible Faculty	Resp. Rec'vd	Resp. Exp.	% Rec'vd	Include [All] [None]	Access Role	Active	12345 1	Test Course	Gaspar, Nick Sherman, Harvey I Torres, Edgar Waites, Carson White, Deborah Alfaro, Ricardo Cherem, Barbara Kandogan, Yener Lotfi, Vahid	6	11	54%	<input type="checkbox"/>	<input style="border: 1px solid gray;" type="button" value="?"/>
Close Date	Course Number - Section ID	Course Name	Responsible Faculty	Resp. Rec'vd	Resp. Exp.	% Rec'vd	Include [All] [None]	Access Role											
Active	12345 1	Test Course	Gaspar, Nick Sherman, Harvey I Torres, Edgar Waites, Carson White, Deborah Alfaro, Ricardo Cherem, Barbara Kandogan, Yener Lotfi, Vahid	6	11	54%	<input type="checkbox"/>	<input style="border: 1px solid gray;" type="button" value="?"/>											
<p>4. If you have multiple sections, check the boxes under the "Include" heading to include the courses in which you are interested.</p>	 <table border="1"> <thead> <tr> <th>Close Date</th> <th>Course Number - Section ID</th> <th>Course Name</th> <th>Responsible Faculty</th> <th>Resp. Rec'vd</th> <th>Resp. Exp.</th> <th>% Rec'vd</th> <th>Include [All] [None]</th> <th>Access Role</th> </tr> </thead> <tbody> <tr> <td>Active</td> <td>12345 1</td> <td>Test Course</td> <td>Gaspar, Nick Sherman, Harvey I Torres, Edgar Waites, Carson White, Deborah Alfaro, Ricardo Cherem, Barbara Kandogan, Yener Lotfi, Vahid</td> <td>6</td> <td>11</td> <td>54%</td> <td><input checked="" type="checkbox"/></td> <td><input style="border: 1px solid gray;" type="button" value="?"/></td> </tr> </tbody> </table> <p style="text-align: right;">1 record found.</p>	Close Date	Course Number - Section ID	Course Name	Responsible Faculty	Resp. Rec'vd	Resp. Exp.	% Rec'vd	Include [All] [None]	Access Role	Active	12345 1	Test Course	Gaspar, Nick Sherman, Harvey I Torres, Edgar Waites, Carson White, Deborah Alfaro, Ricardo Cherem, Barbara Kandogan, Yener Lotfi, Vahid	6	11	54%	<input checked="" type="checkbox"/>	<input style="border: 1px solid gray;" type="button" value="?"/>
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- Finally, click the “View Report” link to have the system generate the report.

Close Date	Course Number - Section ID	Course Name	Responsible Faculty	Resp. Rec'vd	Resp. Exp.	% Rec'vd	Include (All) (None)	Access Role
Active	12345 1	Test Course	Gaspar, Nick Sherman, Harvey I Torres, Edgar Waites, Carson White, Deborah Alfaro, Ricardo Cherem, Barbara Kancogan, Yener Loffi, Vahid	6	11	54%	<input checked="" type="checkbox"/>	

1 record found.

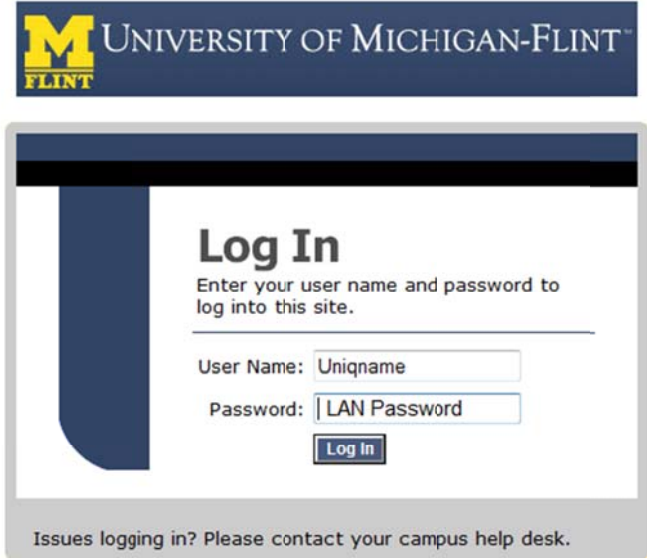
Report 3

The third report will show a detailed view of the completed survey results for a single faculty member that will not compare results to other courses. (This report might be good for printing for use in a portfolio.)

- In your web browser, navigate to the following site:
<https://courseval.umflint.edu/etw/ets/et.asp?nxappid=WCQ&nxmid=st&art&>

Login with the following credentials:

User Name: **Your Uniqname**
Password: **Your LAN Password**



The image shows the login page for the University of Michigan-Flint. At the top is the university logo and name. Below is a "Log In" heading with instructions to enter a username and password. There are two input fields: "User Name:" with the placeholder "Uniqname" and "Password:" with the placeholder "LAN Password". A "Log In" button is located below the password field. At the bottom, there is a link for help: "Issues logging in? Please contact your campus help desk."

- In the **Reports** menu, select “Detailed Results.”

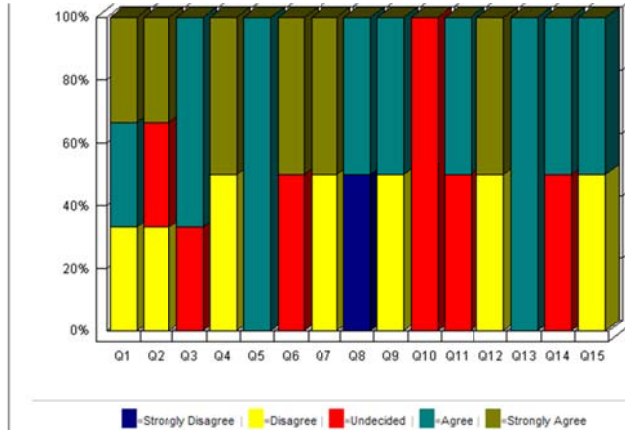


The image shows the "mycourseval" website interface. The top navigation bar includes "Surveys", "Reports", "Other", "Log Out", and "Home". The "Reports" menu is open, showing options for "Evaluation Reports", "Detailed Results" (highlighted with a red box), and "Home Page Reports". Below the navigation is a "My Reports" section with the university logo, the course identifier "12345 1 Test Course", and a "Help Guide" link. There is also a "My Course Questions" icon.

3. In the following table, select the “Detail Report” icon to the right, for the faculty member in which you are interested. If you are the only faculty member teaching the course then only your name will appear.

Course	Course Name	Department	Year	Assessed Individual	Res	Detail Report
12345 1	Test Course	Computer Science		Alfaro, Ricardo	6	
12345 1	Test Course	Computer Science		Cherem, Barbara	6	
12345 1	Test Course	Computer Science		Gaspar, Nick	6	
12345 1	Test Course	Computer Science		Kandogan, Yener	6	
12345 1	Test Course	Computer Science		Lotti, Vahid	6	
12345 1	Test Course	Computer Science		Sherman Harvey	6	
12345 1	Test Course	Computer Science		Torres, Edgar	6	
12345 1	Test Course	Computer Science		Walfes, Carson	6	
12345 1	Test Course	Computer Science		White, Deborah	6	

4. The following report will be generated in a new window. Student comments will be located at the bottom of the page.



#	Questions	Percentages					Frequency			Response			
		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	Rec	N/A	Exp.				
Q1	Overall, this was an excellent course.	-	33.3%	-	33.3%	33.3%	-	1	1	1	5	2	11
Q2	Overall, the instructor was an excellent teacher.	-	33.3%	33.3%	-	33.3%	-	1	1	1	5	2	11
Q3	I learned a great deal from this course.	-	-	33.3%	66.7%	-	-	1	2	-	5	2	11
Q4	I had a strong desire to take this course.	-	50%	-	-	50%	-	1	-	1	4	2	11
Q5	The instructor was enthusiastic about the subject matter.	-	-	-	100%	-	-	-	2	-	4	2	11
Q6	The instructor was well-prepared for each class.	-	-	50%	-	50%	-	1	-	1	4	2	11
Q7	The course requirements and grading criteria were clearly defined.	-	50%	-	-	50%	-	1	-	1	4	2	11
Q8	The instructor was open to contributions from all class members.	50%	-	-	50%	-	1	-	1	-	4	2	11
Q9	The instructor was accessible to students outside of class.	-	50%	-	50%	-	-	1	1	-	4	2	11
Q10	The instructor set high standards for students.	-	-	100%	-	-	-	-	2	-	4	2	11
Q11	Graded assignments were returned in a reasonable amount of time.	-	-	50%	50%	-	-	-	1	1	4	2	11
Q12	This course gave me opportunities to problem-solve and think critically.	-	50%	-	-	50%	-	1	-	1	4	2	11
Q13	An appropriate mix of teaching activities were used to achieve course goals.	-	-	-	100%	-	-	-	2	-	4	2	11
Q14	Assignments made students think.	-	-	50%	50%	-	-	-	1	1	4	2	11
Q15	Directions for assignments were clear and specific.	-	50%	-	50%	-	-	1	1	-	4	2	11

Appendix A: Students' Frequently Asked Questions

What is CoursEval?

CoursEval is a Web-based software program we have chosen for administering the course evaluations. There are no more paper-based evaluations; instead, all surveys are administered in a more secure, protected environment that allows you to anonymously evaluate all of your courses and instructors online. This system replaces all paper-based, end-of-semester evaluations as of the fall 2011 semester.

Are course evaluation results anonymous?

Yes! As a UM-Flint student, you will log into CoursEval using your unqname and LAN password. When your page loads, you'll see a link for each course survey available to you. Even though you log into CoursEval, your survey data is saved anonymously and instructors do not have access to survey results until a week into the next semester. Your responses are not associated with any data you submit, and all information sources will be disconnected from the evaluation results except for your actual survey input.

How do I log in to take the survey?

You will be sent an e-mail announcing that the survey period is active and instructing you to go to <https://CoursEval.umflint.edu>. Simply enter your UM-Flint unqname and LAN password.

Will my instructor see my comments before my grade is submitted?

No. All survey data collected is saved anonymously and no survey data is made available to instructors until one week after final grades are due to the Office of the Registrar.

I didn't receive an on-line survey, but others in my class did. Why?

If your class is using CoursEval, you will be emailed a link to the course survey. CoursEval uses your "@umflint.edu" e-mail address.

In order to receive e-mail from CoursEval, you must have a valid e-mail address. If you forward your e-mail to a non-UM-Flint account, we cannot guarantee e-mail delivery. We also do not have the ability to troubleshoot or evaluate why there are issues receiving e-mail to a non-UM-Flint e-mail account.

Contact

If you have questions or problems using CoursEval, please contact the Office of Extended Learning by sending an e-mail to olhelp@umflint.edu or calling (810) 237-6691.

Appendix B: Guidelines for Faculty—Improving Response Rates in Online Teaching Evaluations

This document is an adaptation of guidelines developed by the University of Michigan Office of Evaluations and Examinations (E&E) in Ann Arbor, which began administering teaching evaluations in electronic form in the 2008 fall term. The answers cover both online processes and strategies employed by instructors to increase response rates.

How does UM-Flint encourage students to complete online evaluations?

The CoursEval administrator will notify and remind students about online teaching evaluations in two ways:

- E-mail notices: Students will receive an e-mail reminder whenever an evaluation opens, and then will be reminded about open evaluations periodically until the evaluation closes. The evaluation period is seven days ending at the end of the Study Day.
- On-campus publicity: Appearing in advance of and during the submission period, publicity will include Blackboard announcements, posters in campus buildings, ads on campus plasma screens, and residence hall promotions.

How can teachers encourage students to complete online teaching evaluations?

Faculty are key to convincing students that course evaluations are an important student responsibility, especially at an institution like U-M-Flint that highly values student input and high-quality teaching. Tips for promoting student participation include:

- Tell students directly how much you value their feedback. Let them know how you have incorporated past feedback into your courses. Assure them that all ratings and comments are anonymous and that instructors do not see results until after final grades have been submitted.
- Tell students that evaluations are taken seriously not just by individual instructors, but also by departments, schools, and colleges. Evaluations are used for a variety of purposes, including promotions, annual reviews, and teaching awards, in addition to providing data for improvement of individual courses.
- Use the CoursEval tools to keep track of your specific class response rate on a day-to-day basis during the submission period. Let your students know what percentage of the class has responded and that your goal is to receive feedback from everyone.
- Show the CoursEval PowerPoint presentation to class before the start of the evaluation submission period (find this in the Blackboard Content Collection>>>Institution Content>>CoursEval.pptx).
- Allow students to bring laptops to class and provide class time for completion of online teaching evaluations. If laptop carts are available, bring one to class so that students can complete evaluations.
- Arrange to bring your class to a school, college, or campus computing site to complete evaluations during or immediately after class.
- Use Blackboard announcements or group e-mail reminders to encourage students to complete course evaluations.

For more information about promoting response rates, see the following reports:

- James Kulik. "Response Rates in Online Teaching Evaluation Systems." University of Michigan, 2009 (www.umich.edu/~eande/tg/ResponseRates.pdf).
- Trav Johnson. "Online Student Ratings: Will Students Respond?" Brigham Young University, 2002 (www.ir.armstrong.edu/onlinesurvey.pdf).