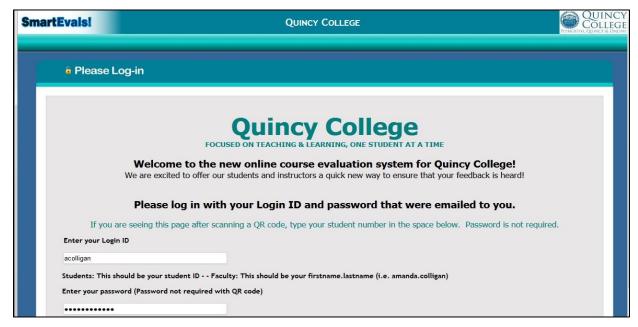# Welcome to SmartEvals

In an attempt to streamline the course evaluation process for all, Quincy College went fully online with course evaluations beginning in the Spring 2015 semester. Using SmartEvals, online course evaluations give students the opportunity to take course evaluations at any time, directly on whatever technology they have access to (laptops, smartphones, tablets, etc.). SmartEvals also gives faculty members the opportunity to get nearly immediate feedback on their performance. SmartEvals puts student evaluation data in YOUR hands as the instructor!

This guide is also available on the Quincy College Sharepoint Intranet under "Academics"
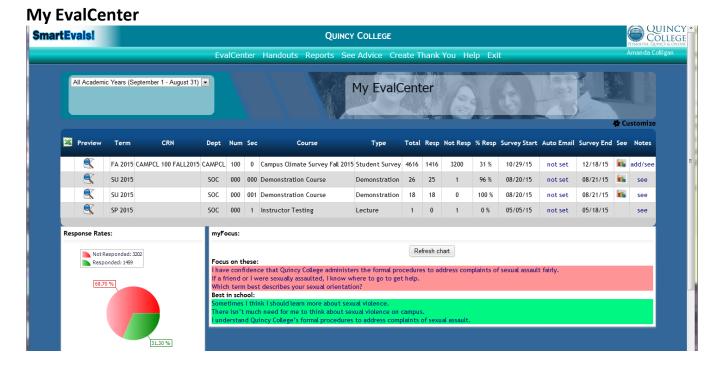
To start navigating:

LOG ON TO www.smartevals.com/quincy.

Your LOGIN ID will be your "first name.last name" (the first part of your email).

You PASSWORD, unless you have changed it, will be the single-user login: Quincy.

SITE NAVIGATION

My EvalCenter

My EvalCenter is "home base" for evaluation statistics and reports by semester. You will see each of your courses listed, as well as information on RESPONSE RATES, an option to EMAIL NON-RESPONDERS, and survey START and END DATES. As more responses come in and evaluations close, graphs/tables may appear as well. This gives you an almost immediate analysis of what your students have said.

For open evaluation sessions, you have the option to **Add Q's** to each individual class. You can add similar questions for all classes that you teach, all classes this semester, or you can customize questions for each individual course. You have the option of creating multiple choice questions with one or multiple answers, as well as open-ended questions.

For each of your courses, you also have the option to PREVIEW the course evaluation. **Click the link that looks like a magnifying glass under the "Preview" column.** You can see here what students will see when they log into the system.

You also have to option to PRINT OUT A QR CODE for your classes. **Click the QR Code link and print this document out. There is a unique QR code for each of your courses.** Students must download a free QR reader app in order to access information through the QR code.

Next to the number of Non-responders, you may see a link to (EMAIL) students at some points during survey administration. **Click on this hyperlink to help you edit and send out an email to non-responding students**. The hyperlink only appears during certain times, so as not to overwhelm or bombard students with emails.

% Resp	Survey Start	Auto Email	Survey End	See	Notes
31 %	10/29/15	not set	12/18/15		add/see
96 %	08/20/15	not set	08/21/15		see
100 %	08/20/15	not set	08/21/15		see

Once a course evaluation has ended and the report is available, you will be emailed the results. Your report will be in PDF format for each course.

You will also be able to view the results from several places on the SmartEvals system. You can see the Reports under the "**See**" column, by clicking on the . You may also access this data from the Reports tab. See below for details.

Reports

The REPORTS tab is where you can navigate through the data and manipulate reports on the division, department, instructor, or course levels. If this is your first time using SmartEvals, the Reports tab will be empty. When your evaluation period ends, there will be an overlap of time to allow administrators to view the data and complete any necessary reports. Less than a week after your evaluation period ends, reports will be available for you to see your results. You will be able to compare your evaluations across current classes, to past sections (when available online), as well as compare your average scores to your department's average results, and to your division's average results.

For more information on how to understand and manipulate your data, go to page 5 of this packet.

As a reminder, detailed course evaluation information is accessed by only the same individuals as paper evaluations – you as the instructor, your dean, the Senior Vice President of Academic Affairs, and the Office of Institutional Research & Assessment.

Password

You can change your password here to something you will remember and that should keep your account confidential. *Note: Each new evaluation period, passwords will be reset to "Quincy".*

Instructor Thank You

This is an excellent and readily-available tool to help you increase your response rates! Use this tool to create a personal, encouraging note and photo that your students will see after they complete their evaluation. This will let your students know that you care and that you read their feedback and are engaged in their evaluations. Perhaps consider uploading an interesting/funny/course-appropriate photo to encourage others to complete their evaluation and see it also!

Help

This help feature is pretty great! The Welcome announcement has links to an INSTRUCTOR TRAINING SITE, as well as links that bring you back to the Reports and Handouts tabs.

The Frequently Asked Question (FAQ) link will pop up with a search bar for you to type in your question or keyword. Multiple options will come up and hopefully help you to navigate your way around any issues.

The Help Videos are EXCELLENT and clearly walk you through much of the process of navigating and understanding course evaluation time.

INCREASING RESPONSE RATES

How can you ensure that your data is valid and reliable?
How can you ensure that you are getting the best feedback possible?
INCREASE YOUR RESPONSE RATES!

BE CREATIVE!
Use any of these ideas to help to encourage your students to complete their course evaluations in a way that works for you!

Real instructors did the following:

- Formative evaluation built into your courses means that summative evaluation is comfortable and natural

- Build an honest and trusting relationship with students throughout the term

- Emphasize importance of course evaluations in your practice
    - Give **specific examples from the past** – What did students say? What did you learn? What did you change? How has the course changed over time?

- Offer an incentive
    - If students complete the evaluation in class, extra credit or points on a final project may be given
    - Add a question or some kind of "code" to your thank you message for students to tell you they have completed the evaluation

- Printed reminders – QR codes in class or just login reminders

- Include information on the syllabus (going forward)

- Dedicate class time to completing evaluations
    - QR codes
    - Go to student computer lab

MAKING SENSE OF YOUR DATA

About a week after the evaluation period is complete, you will be able to view reports and have access to the evaluative data that your students have taken the time to complete. You will be emailed a formal pdf report for each individual course and you will be able to view these results online as well.

REPORTS

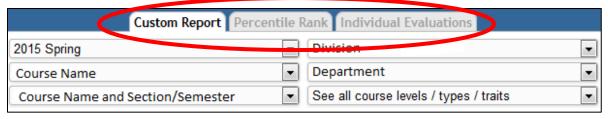|	Question Text	N	Top Two	My Avg	SD	SOC Avg	SOC SD	Div Avg	Div SD	Sch Avg	Sch SD	Str Agree	Agree	Neither	Disagree	Str Disagr	N/A
Grp	Section A - Course Organizatio		79%	3.97	1.08	4.47	0.85	4.51	0.81	4.50	0.95						
Grp	Section B - Communication		80%	4.05	0.98	4.44	0.88	4.46	0.88	4.43	1.01						
Grp	Section C - Faculty/Student In		76%	4.03	1.12	4.42	0.89	4.45	0.87	4.41	1.04						
Grp	Section D - Assignments, Exams		75%	3.98	1.1	4.36	0.94	4.40	0.91	4.39	1.03						
Grp	Section E - Instructional Meth		71%	3.97	1.11	4.34	0.94	4.37	0.92	4.34	1.14						
Grp	Section F - Student Engagement		63%	3.75	1.13	4.34	0.94	4.38	0.92	4.40	0.96						
1	◊ Expectations were clear	11	55%	3.64	1.57	4.43	0.94	4.50	0.85	4.45	0.90	45%	9%	27%	0%	18%	0%
2	◊ Classes held for allotted hours	24	88%	4.08	0.97	4.47	0.82	4.53	0.76	4.51	0.79	33%	54%	4%	4%	4%	0%
3	◊ Content covered was stated in syllabus	24	88%	4.08	0.88	4.42	0.84	4.50	0.81	4.48	0.83	29%	58%	8%	0%	4%	0%
4	◊ Instructor displayed knowledge	24	79%	4	1.1	4.53	0.82	4.60	0.73	4.58	0.76	38%	42%	8%	8%	4%	0%
5	◊ Summarized/emphasized important points	24	75%	3.88	1.12	4.45	0.86	4.53	0.81	4.48	0.88	29%	46%	17%	0%	8%	0%
6	◊ Presentations were clear/well organized	24	75%	4	1.06	4.45	0.88	4.46	0.89	4.39	0.96	38%	38%	17%	4%	4%	0%
7	◊ Instructor communicated clearly in Eng/other lang	24	75%	4.04	1	4.59	0.73	4.66	0.66	4.59	0.74	38%	38%	21%	0%	4%	0%
8	◊ Instructor used challenging questions/problems	24	83%	4.08	1.02	4.32	0.95	4.36	0.90	4.38	0.90	38%	46%	8%	4%	4%	0%
9	◊ Instructor inspired	23	87%	4.09	0.9	4.37	0.98	4.39	0.97	4.34	1.01	30%	57%	9%	0%	4%	0%
10	◊ Instructor was accessible	24	75%	3.96	1.16	4.37	0.89	4.39	0.90	4.35	0.95	38%	38%	17%	0%	8%	0%
11	◊ Instructor was helpful/responsive	24	78%	4.17	1.03	4.45	0.87	4.50	0.85	4.44	0.93	46%	29%	17%	0%	4%	4%
12	◊ Created learning environ. that encouraged	24	75%	3.96	1.2	4.50	0.83	4.54	0.81	4.44	0.92	42%	33%	8%	13%	4%	0%

When you click on the **Reports Link** from My EvalCenter or the **Reports Tab**, you'll be brought to the same screen, which appears above. You will be able to see direct comparisons of your classes to the department, the division, and the school. You have drop-down arrow buttons available so that you can select the term, division, department, course, and course section that you would like to explore. You can also explore all courses at once (within a given division).

There are three tabs through which you can explore the data: Custom Report, Percentile Rank, and Individual Evaluations.

Custom Report

Because you can now manipulate the output of the data, you will want to notice the text that is displayed in BLUE. These areas are part of what SmartEvals calls their "drill-down" technology – a way to explore the data

more fully. In order to explore the data further, click on one of these linked, blue percentages. This drill-down technology could help you answer questions regarding your students' feedback. Say, for example, you want to look to see if there are any similarities between students who indicated that they "strongly disagreed" that out of class assignments were effective. Click the linked, blue text and you will then filter the data by only those students who "strongly disagree" with that statement (similar to a cross-tabulation).

Question Text	N	RR	Str Agree	Agree	Neither	Disagree	Str Disagr	N/A
Out of class assignments were effective	45	85%	16%	40%	16%	9%	20%	0%

You'll then see your filtered criteria highlighted in yellow. From here, we can see that those students who strongly disagree that out of class assignments are effective tend to disagree that the classroom materials were effective in learning, and tend to disagree that they would recommend the course. In addition, 100% of these students disagree that assignments were returned in a timely manner. After this investigation, one could conclude that within this course (and perhaps others), assignments could not be effective without timely feedback from the instructor. These interesting findings can be used to inform and improve classroom practice. Students' comments can also be filtered in this same way.

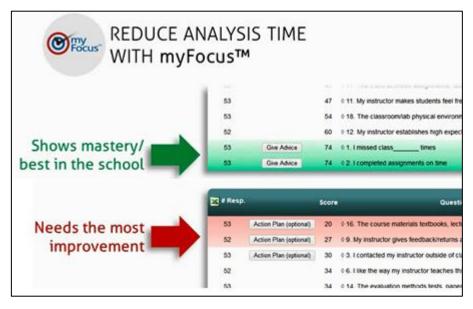| Question Text	N	RR	My Avg	Str Agree	Agree	Neither	Disagree	Str Disagr
Content covered was stated in syllabus	9	17%	3.7	33%	33%	11%	11%	11%
Info regarding grading was clear	9	17%	3.2	33%	22%	0%	22%	22%
Assignments returned timely	8	15%	1.2	0%	0%	0%	25%	75%
Work load was appropriate	9	17%	3.1	11%	44%	11%	11%	22%
Materials were effective in learning	9	17%	2.8	11%	22%	22%	22%	22%
Out of class assignments were effective	9	17%	1	(hidden)	(hidden)	(hidden)	(hidden)	20% (remove filter)
In-class assign were effective	8	15%	2.5	13%	0%	50%	0%	38%
Texts were effective	9	17%	3.6	33%	33%	0%	22%	11%
Course contrib to knowledge/skills/personal dev	9	17%	3.9	44%	33%	0%	11%	11%
Helped think indep. about subject	9	17%	4.1	44%	44%	0%	0%	11%
Studied/put effort into course	9	17%	4.3	67%	22%	0%	0%	11%
Was challenged by course	9	17%	4.1	56%	22%	11%	0%	11%
Would recommend course	9	17%	2.4	22%	11%	0%	22%	44%
Classes held for allotted hours	8	15%	3.2	13%	50%	13%	0%	25%

Percentile Rank

The Percentile Rank tab allows you to see very clearly how your evaluation scores rate compared to others at the school. In an easy-to-understand graphic representation, those scores in green are above average, meaning that your average scores that fall in the green are higher than 70-100% of other faculty members. Average scores are in the middle white area, and below average scores are shown in red.

Question Text	N	Above Average 100% - 70%			Average 69% - 30%			Below Average 29% - 1%	
Content covered was stated in syllabus	14	|-----	------	------	------	------	------ 4.4	------	-----|
Info regarding grading was clear	13	|-----	------	------	------	------	4.5 ------	-----|	
Assignments returned timely	14	|-----	4.8	-----|					
Work load was appropriate	14	|-----	------	------	------	------	4.4 ------	-----|	
Materials were effective in learning	14	|-----	------	------	4.6	------	-----|		
Out of class assignments were effective	14	|-----	------	------	------	4.5	------	-----|	
In-class assign were effective	14	|-----	------	------	------	4.5	------	-----|	
Texts were effective	14	|-----	------	------	------	------	------ 4.2	------	-----|

From this analysis, it is easy to see what scores you should focus on. You can manipulate these results for a course or overall by using the drop-down menus at the top of the page, and see where your strengths and weaknesses lay. These also correlate with how your results are shown in the **MyFocus** tool, which is explained more below.

Individual Reports

This tab gives you the opportunity to look at individual student evaluations. You will never be able to see which student wrote what, however, this may be useful if you would like to investigate how a student answered each of their questions. For example, if you have one student who gave very concrete feedback or mentioned a particular issue they had with the course, you may want to see what that student in particular thought of the different elements of the course. You can explore this in the Individual Reports tab and export this is a PDF if you wish.

My Focus

Over time, you will be able to view the specific areas (designated by evaluation question) in which you are performing exceedingly well. You will be able to clearly see skills that you have "mastered". If you are among the best in the school, you will also be given the option to "Give Advice" on your best practices and share this among other faculty members.
Your best practices may be accessed by other instructors in order to support constant improvement. These
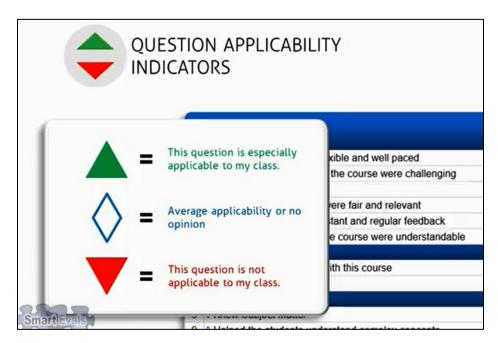
best practices are unique to instructors at Quincy College, and therefore the solutions are unique to our students, our courses, and our mission!

Action Plan for Improvement

SmartEvals Will also collect information over time on the areas in which you could show the greatest improvement. You can create an action plan and detail what you plan to do to address these issues. Over time, you will also be able to view the feedback from faculty members who have mastered these skills at Quincy College in order to aid in your professional development.

Question Design

Though Quincy College has consistently used specific course evaluation instruments, SmartEvals Gives QC the opportunity to get real-time and detailed feedback from instructors about these constructs. You could mark whether a question is especially applicable, normal, or not applicable to your specific course. You will be given the opportunity explain your rating with text as well. You can do this in the MyFocus analysis by clicking on the blue diamond shape (pictured to the left here. You can then add a note or mark whether a

question is especially applicable or not applicable to your class. This data can be gathered and analyzed by the office of Institutional Research in order to inform the best possible course evaluation questions.

QUESTIONS?

If you have any questions about the course evaluation process or about using the system, please contact **Amanda Colligan,** Senior Research Analyst, Institutional Research & Assessment. Phone: 617-984-1709, Email: acolligan@quincycollege.edu