**What is the current process for course evaluations?**

Since Fall 2017 (and earlier for SPS), courses have been evaluated using online course evaluations accessed through Moodle. This summer we piloted our new course evaluation platform, EvaluationKIT. This is the platform we will use going forward. It is also accessed through Moodle, in much the same way.

**What can you tell us about the new system?**

Students and faculty will access it through Moodle, but this time from the Moodle home page rather than the course sites. It will generate automatic messages to students and instructors alerting them that evaluations are available and reminding students to complete them. This product, used by over 400 schools, is mobile-friendly, ADA compliant, highly customizable, and easy to use. The reports it generates are easy to read, and the system allows us to import supplemental questions to specific courses if we want to do so, for example to better evaluate a study abroad course or to assess program-level goals for a department or general education.

**Why did the College change how it used to evaluate courses in the first place?**

The prior system for traditional courses was heavily dependent on paper forms and manual scanning and reporting, and used antiquated technology that had stopped functioning and was no longer supported. We were solving an immediate need by going online to a system supported by our Moodle vendor, EThink.

**Why are the surveys now online?**

An online option is much more efficient, less labor-intensive, and much better for collecting and reporting data. Moodle as a vehicle is familiar, usable, and already available. Importantly, Moodle and the new EvaluationKIT survey are mobile-compatible and so offer both in-class and out-of-class access to the evaluation (as long as it is accessed via a web browser, not by a downloaded app).

**Was that Moodle survey intended to be the future of this process?**

No. It was a stop-gap from the beginning. We now are also aware that EThink will cease supporting course surveys in December 2018. However, it can continue to be the access vehicle for the new EvaluationKIT platform.

**What does the evaluation survey currently look like?**

The survey questions are still the same that the traditional program has had for years. It remains a series of questions using a point scale with some narrative questions at the end.
**What about the “Instructor Summary” item on the old survey?**
This function was not possible with the prior Moodle survey but has been reinstated in the current EvaluationKIT survey. It provides the “mean of means” for twelve questions marked as questions pertaining to the instructor.

**How does this affect SPS/ADP courses?**
SPS had been using an online evaluation even before the traditional college switched to the Moodle survey last year, although their content differed somewhat. SPS adopted the content of the survey used in traditional courses at that time.

**How will this online approach impact student participation?**
Since evaluations continue to be administered during class time, there has been little impact. Since there is ability to do them outside class as well, it can also capture those who could not attend. Some argue we should no longer do evaluations in class, now that they are available online, but so far the thinking has been that response rates would decline. In Fall 2017, the response rate was over 76% in lecture courses, and can be higher if faculty communicate their importance and value to students and allow appropriate class time for the survey. EvaluationKIT also has some communication features built in to help boost response rates.

**How will students access the evaluation survey?**
When they log into Moodle, a box will appear on the Moodle home page (not the individual course pages) asking whether they want to complete their available evaluations. Clicking “Go To Survey” will bring up the course evaluation to complete immediately. A reminder will continue to pop up until all of the student’s evaluations are completed. We are still experimenting with the pop-up reminders, which can also be a nuisance. *Note that some browser compatibility issues have cropped up – if a student cannot see the EvaluationKit links, they should try another browser (older versions of Chrome has been implicated especially).*

**What if I don’t use Moodle in my course?**
Every course has a Moodle site, whether it is “turned on” by the instructor or not. The Moodle coordinator will ensure that every site is turned on and visible.

**What if a student doesn’t have a “smart” device, either that day or at all?**
Almost every student has such a device, but in any case the student can use any College computer lab to complete the evaluation within the time window defined below. They should be reminded by faculty that they are expected to evaluate all of their courses.

**Whom do I contact if having trouble or want more information about using Moodle?**
Moodle support is transitioning from George Missonis to Dorothy Hoerr, who will officially take that over in January 2019. Either can help with Moodle-related issues and can involve others as needed if not a Moodle issue. (*gmissonis@albright.edu, dhoerr@albright.edu*)
Can we still ask optional questions that are determined by the instructor or department?
Yes, the form will still have 4 blank questions (#27–30) that can be supplied by the instructor. These need to be provided to students before they do the evaluation. Providing a handout, rather than writing on the board, will allow any student who cannot complete the evaluation in class to do so later. As always, any custom questions must be in the same format as the other quantitative questions (5-point scale of blank=N/A, 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree). The faculty may consider a process in which instructors give such questions independent of the web survey, since the current approach constrains when students may take the survey.

When will we do the evaluations?
There will be a window of time each term in which the evaluation process is open, and we can define a different window for traditional courses and SPS courses. Currently those windows are as follows:

<table>
<thead>
<tr>
<th>SEMESTER</th>
<th>EVALUATION WINDOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Undergrad and Graduate – Fall and Spring</td>
<td>Last 2 weeks of class</td>
</tr>
<tr>
<td>Traditional Undergrad and Graduate – Interim</td>
<td>Last 3 class days</td>
</tr>
<tr>
<td>Traditional Undergrad and Graduate – Summer</td>
<td>Last week of class</td>
</tr>
<tr>
<td>SPS Undergraduate*</td>
<td>1 week before to 1 week after course end date</td>
</tr>
</tbody>
</table>

* Note: any changes to SPS course end dates must be changed in PowerCampus.

The course evaluation link will be visible on the Moodle page during the entire window, so we encourage you to set a specific day within that window to do your evaluations and advise students not to access the survey until then. This is especially important if you plan to use optional questions, which students will need from you before doing the survey.

Why won’t faculty have full control over when the evaluation is visible and available to their students?
While we can set custom time windows if needed, it will not be a manageable process overall to set individual class choices. The evaluation will be live throughout whatever common time window is set for the semester.

Can a student do the survey more than once?
No, it can be submitted only once.

What about the instructions that we always give students in class prior to completing the evaluation? And weren’t those approved by the faculty?
Those instructions remain, adapted to fit the current survey environment in collaboration with the chair of PC. As before, it includes text to be read to students (or provided in online courses) before completing the evaluation survey. Those instructions are posted on the same web page as these FAQs, with a version for face-to-face classes and a version for online classes. A version of the instructions also appears now when students log in to the survey.
What about online courses?
As noted above, there is a version of the instructions to fit online courses as well.

When will results be available to faculty?
Faculty can access results approximately 2-3 weeks after grades are due for the course, depending on the due dates for different semesters.

Can the instructor see who has completed the survey during the evaluation window?
The response rate is accessible before the reporting window opens, but not which individuals submitted a survey.

How do faculty access the results?
A link to evaluation reports will appear on your Moodle home page; it will become active on the date that results become available. Clicking on the link will take you to the reports pages, where you can select the proper semester and course and use the “View” choice to select what kind of report you wish to see. A PDF will be generated that can be saved and/or printed. See the separate document “Accessing Course Evaluation Results on Moodle” in the Teaching & Learning section of the Faculty Resources web pages.

What will the results look like?
Faculty will be able to select these reports:
- a “short report,” with or without the narrative comments, which provides a breakdown of responses (1-5) for each question, and also the mean, median, and standard deviation for each question
- a “detailed report,” with or without narrative comments, which provides the information above in a less compressed form but also includes the “mean of means” for the 12 instructor-based questions and comparisons to departmental and college means
- a “response report,” which provides individual student surveys.

When/how will chairs see results?
Chairs can use the link from their Moodle home page to reach the reports menu. They will have the ability to select their instructors and courses and aggregate information.

Why aren’t we trying to change the content of the evaluation?
Doing so is a longer-term process, managed by Professional Council with the Provost. Changing the way we administer the survey was an urgent and major step in itself.

Should we continue to use student course evaluations in the first place?
There are many opinions on this question, but student course evaluations can be very valuable if designed and used well, and they will continue to be used at virtually all colleges. Students are the most important resource of information about our teaching and their learning, if they are asked the right questions. A robust discussion of survey content can lead to a better tool.