CoursEval Faculty and Student User Guide
Welcome to CoursEval

This manual walks faculty and students through the basic manus 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.
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1 Faculty/Student Portal

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

1.1 Surveys

1.1.1 Available Surveys

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

1.1.1.1 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.

To mark all questions in this section as Not Applicable, click here: 

1) The instructor explained material clearly.

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

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.

Once the progress is saved, the following message will appear.
1.1.2 Completed Surveys

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

<table>
<thead>
<tr>
<th>Survey Type</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Course Status</th>
<th>Responsible Faculty</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course and Teacher Survey</td>
<td>ENO 107 FLE</td>
<td>Introduction to Writing</td>
<td>J. Peters</td>
<td>04/17/2004 10:15 AM</td>
<td></td>
</tr>
<tr>
<td>Course and Teacher Survey</td>
<td>HIS 468 BHN</td>
<td>Modern Political Theory</td>
<td>Z. Yi</td>
<td>04/17/2004 10:34 AM</td>
<td></td>
</tr>
</tbody>
</table>

1.1.3 Incomplete Surveys

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

<table>
<thead>
<tr>
<th>Survey Type</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Course Status</th>
<th>Responsible Faculty</th>
<th>Date Closed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackboard Test Survey</td>
<td>ENO 160 EH</td>
<td>Upper American History</td>
<td>A. M. K</td>
<td>03/14/2004</td>
<td></td>
</tr>
<tr>
<td>Blackboard Test Survey</td>
<td>ENO 123 ETJ</td>
<td>Books Of The World</td>
<td>N. Hap</td>
<td>03/14/2004</td>
<td></td>
</tr>
</tbody>
</table>

1.2 Reports

1.2.1 Evaluation Reports

The Evaluation Reports screen displays the overall survey results information.

<table>
<thead>
<tr>
<th>Survey Type</th>
<th>Survey Year</th>
<th>Survey Period</th>
<th>Survey Status</th>
<th>Survey</th>
<th>Course and Teacher Survey</th>
<th>Matthews Facts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard</td>
<td>2003</td>
<td>Show All</td>
<td>Close</td>
<td>Close</td>
<td>Course and Teacher Survey</td>
<td>Matthews Facts</td>
</tr>
</tbody>
</table>

1.2.1.1 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.

1.2.1.1.1 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.

1.2.1.1.1 Comparison Report Sample
### Course and Teacher Survey

**Summer 2004**  
**AMS University College of Liberal Arts**

<table>
<thead>
<tr>
<th>Course</th>
<th>BIO 110 A - General Biology I</th>
<th>Department</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Director</td>
<td>Dr. Matthew Farts</td>
<td>Resp. Recvd / Expected</td>
<td>32 / 59</td>
</tr>
</tbody>
</table>

#### Results

![Bar chart showing survey responses for BIO 110 A]

**Graph Legend**
- BIO 110 A
- Biology Courses
- All Courses

---

### Course Survey Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>BIO 110 A</th>
<th>Comparisons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Q6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Course Survey Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>BIO 110 A</th>
<th>Biology</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>The syllabus helped me understand the goals and expectations of this</td>
<td>3.8 = 4.0</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>course</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The various elements of this course combined well in helping me learn</td>
<td>3.7 = 3.8</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>(for example, class assignments, tests, readings, laboratory assignments,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>email, course websites, and internet access)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The added classroom technology (for example, computers, videos, and</td>
<td>3.4 = 3.5</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>slides) helped me learn</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course improved my analytical thinking, creativity, technical</td>
<td>3.7 = 3.7</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>skills, or competence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would recommend this course to other students</td>
<td>3.6 = 3.7</td>
<td>=</td>
<td></td>
</tr>
<tr>
<td>My overall rating of this course is very good or excellent</td>
<td>3.6 = 3.7</td>
<td>=</td>
<td></td>
</tr>
</tbody>
</table>

#### Number of Courses / Survey Responses used for Comparisons

<table>
<thead>
<tr>
<th></th>
<th>112 / 1,706</th>
<th>631 / 8,157</th>
</tr>
</thead>
</table>

**Responses:** (SD) = Strongly Disagree; (D) = Disagree; (N) = Neutral; (A) = Agree; (SA) = Strongly Agree

*This course compared with others: (-) Much Lower, (-) Lower, (~) Similar, (+) Higher, (+) Much Higher

---

1.2.1.1.1.2 Individual Report Sample
# CoursEval Help

## Course and Teacher Survey

**AMS Demo University**

**College Sample**

<table>
<thead>
<tr>
<th>Course</th>
<th>Department</th>
<th>Resp. Rec'd / Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 110 A - General Biology I</td>
<td>Biology</td>
<td>32 / 59</td>
</tr>
<tr>
<td>Course Director</td>
<td></td>
<td>Matthew Faris</td>
</tr>
</tbody>
</table>

### Survey Results

<table>
<thead>
<tr>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Q5</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

### Course Survey Questions

**BIO 110 A**

<table>
<thead>
<tr>
<th>Response</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>[SD]</td>
<td>[D]</td>
</tr>
<tr>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

**Q2** The syllabus helped me understand the goals and expectations of this course.

**Q3** 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).

**Q4** The added classroom technology (for example, computers, videos, and slides) helped me learn.

**Q5** This course improved my analytical thinking, creativity, technical skills, or competence.

### Instructor Survey Questions

**Faris, Matthew J**

<table>
<thead>
<tr>
<th>Response</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>[SD]</td>
<td>[D]</td>
</tr>
<tr>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

**Q7** The instructor provided feedback (for example, exams, papers, and discussions) that was timely, fair, and constructive.

**Q8** The instructor seemed to enjoy teaching the subject and working with students.

**Q9** The instructor organized class time well.

**Q10** The instructor taught at a level that I was prepared for.

**Q11** I would recommend this instructor to other students.
1.2.1.1.2 Options

1.2.1.1.2.1 Numeric Results

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.

1.2.1.1.2.2 Graph Options

Select the Graph Options:

a. Show patterned bars on graphs.

b. Show data labels next to graph bars.

1.2.1.1.2.3 Select Data Table Columns

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 Variance - See Glossary Term Variance

e. Show Frequency Distribution
   i. Percentage
   ii. Count

f. Show Highs

g. Show Lows

1.2.1.1.2.4 Text Results

Select the Text Results setting:

a. Include Text Responses.

b. Do not include Text Responses.

1.2.1.1.2.5 Performance Comparisons

Select the Performance Comparisons:

a. Include performance comparison data.

b. Do not include performance comparison data.

Choose Comparisons:

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

1.2.1.2.6 Other Report Options

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).

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.

1.2.1.2.7 Custom Report Footer

Add 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.
1.2.1.1.2.8 Report Sample

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.
1.2.1.3 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

1.2.1.2 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.

1.2.2 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.
1.2.2.1 Detailed Report - Course Sample

<table>
<thead>
<tr>
<th>Course</th>
<th>Biology</th>
<th></th>
<th>Department</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td>OC</td>
<td>Dr. Matthew Fols</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Category/Section: Course Survey Questions/Course Questions

- The syllabus helped me understand the goals and... 4.5
- The various elements of this course combined well in helping me learn... 4.5
- The added classroom technology (for example, computer, video, and slides) helped me learn... 3.7
- This course improved my analytical thinking, creativity, technical skills, or competence... 4.4
- I would recommend this course to other students... 4.5
- My overall rating of this course is very good or excellent... 4.5

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1.2.2.2 Detailed Report - Faculty Sample

Course and Teacher Survey
Fall 2007

Course: BIC 110 A - General Biology I  
Department: Biology

Course Director: Matthew Fals  
Faculty: Fals, Matthew J

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

- The instructor provided feedback (for example, exams, papers, and discussions) that was timely, fair, and constructive.
- The instructor seemed to enjoy teaching the subject and working with students.
- The instructor organized class time well.
- The instructor taught at a level that I was prepared for.
- I would recommend this instructor to other students.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Statistics</th>
<th>Frequency</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The instructor provided feedback (for example, exams, papers, and discussions) that was timely, fair, and constructive.</td>
<td>4.8, 5.0, 5, .75</td>
<td>E: 1, D: 4, C: 27, B: 32, A: 59</td>
<td>32, 59</td>
</tr>
<tr>
<td>The instructor seemed to enjoy teaching the subject and working with students.</td>
<td>4.8, 5.0, 5, .71</td>
<td>E: 1, D: 13, C: 30, B: 32, A: 59</td>
<td>32, 59</td>
</tr>
<tr>
<td>The instructor organized class time well.</td>
<td>4.7, 5.0, 5, .76</td>
<td>E: 1, D: 5, C: 26, B: 32, A: 59</td>
<td>32, 59</td>
</tr>
<tr>
<td>The instructor taught at a level that I was prepared for.</td>
<td>4.7, 5.0, 5, .77</td>
<td>E: 1, D: 7, C: 24, B: 32, A: 59</td>
<td>32, 59</td>
</tr>
<tr>
<td>I would recommend this instructor to other students.</td>
<td>4.8, 5.0, 5, .73</td>
<td>E: 1, D: 2, C: 29, B: 32, A: 59</td>
<td>32, 59</td>
</tr>
</tbody>
</table>

Faculty: Fals, Matthew J

Question: Please comment on how effective the INSTRUCTOR was in teaching this course.

Response Rate: 59.06% (21 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.
1.2.3 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.

1.2.3.1 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Name</th>
<th>Year</th>
<th>Assessed Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSU 2001</td>
<td>Qatari</td>
<td>4</td>
<td>Sudip, Manisha</td>
</tr>
<tr>
<td>CSU 2002</td>
<td>Qatari</td>
<td>4</td>
<td>Sadiq, Punn</td>
</tr>
<tr>
<td>CSUY1740 A1</td>
<td>GEOP 1210</td>
<td>4</td>
<td>Bhaban, Chab</td>
</tr>
<tr>
<td>CSUY1740 A1</td>
<td>GEOP 1210</td>
<td>4</td>
<td>Bhaban, Saraje</td>
</tr>
</tbody>
</table>

2. The report will open.
Special Report Sample from AMS

**Course:** Test - Test 2-24-06  
**Period:** Fall 2006  
**Faculty:** Soledad Astueque

### 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 Soledad Astueque on 02/24/2006]
No content

### 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 lecturer's 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.

- [ ] [ ] [ ] [ ] [ ]

- [ ] [ ] [ ]

- [ ] [ ] [ ]

- [ ] [ ] [ ]

- [ ] [ ] [ ]

**Select the grade for a student**

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

1.2.3.2 View Report

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

1.3.1 Contact Site Administrator

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

![Send Message to Site Administrator](image)

This form allows you to send a message to the site administrator. Enter your message into the space below and click the "Send" button.

The Site Administrator will most likely respond to your message via email. If you prefer to be contacted at an email address other than ts9999@academicmanagement.com or by phone, you should specify more appropriate contact information in the message you submit.

1.3.2 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.
1.3.3 Change Password

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

![Change Password for Amy Bard](image)

1.3.4 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.

![Change Email Address](image)

1.4 Help
1.4.1 CoursEval Help

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

1.4.2 Local Help

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

1.4.3 About CoursEval

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

2 Reference Items

2.1 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.
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.

2.1.1 PDF Programs

Some commonly used PDF programs are:

2.2 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

3 Glossary

3.1 Academic Administrator

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

3.2 Cookie

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 you enter a Web site using cookies, you may be asked to fill out a form providing such information as your name and interests. This information is packaged into a cookie and sent to your Web browser which stores it for later use. The next time you go to the same Web site, your browser will send the cookie to the Web server. The server can use this information to present you with custom Web pages. So, for example, instead of seeing just a generic welcome page you might see a welcome page with your 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 your browser or other software to your hard drive. A cookie lets CoursEval recognize you when you come back to the CoursEval site. Most web browsers are set to accept cookies automatically, but users can change this setting.
3.3 Course Designation

Course Designations are used as a way to filter information at the survey and reporting levels of CoursEval. The Course Designation can be shared across schools. Course Designation can be any descriptor that the CoursEval Administrator needs. Examples of Course Designations are high level courses and low level courses or Basic Science and Clinical Science.

3.4 Course Type

Select the Course Type from the drop-down menu. Course Types are used as a way to filter information at the survey and reporting levels of CoursEval. The Course Type can be shared across schools. Course Type can be any descriptor that the CoursEval Administrator needs. Examples of Course Types are elective courses, required courses, or remedial courses.

3.5 CoursEval Administrator

A CoursEval Administrator manages a school's CoursEval database.

3.6 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.

3.7 Department Administrator

Formerly the Authorized Department Personnel. Staff person.

3.8 Mean

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

3.9 Median

The midpoint of a distribution, above which half of the scores occurred and below which half of the scores occurred.
3.10 Mode

The most frequently occurring score.

3.11 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.

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.

3.12 Primary Role

The Primary Role determines the kinds of roles that the CoursEval Administrator can assign to a person. If the Primary role is set to 'Student or Faculty' this person will appear in both the Student and Faculty lists.

3.13 Program

Programs are the degree programs that a university or school may offer. For example, undergraduate (B.A. or B.S.), professional (MD., DDS., DVM., or PharmD.), and post-graduate (M.A. or M.S.).

3.14 Quartile Rank

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.

3.15 Roles

User Roles are created by the CoursEval Administrator. The roles provide a way to classify and group users who will be participating in surveys or viewing survey
results.

3.16 **Search Function**

Retains settings when the user leaves the screen. The search term acts as a filter.

3.17 **Shared Catalog**

Can only be changed at the Institutional level by the Site Manager.

3.18 **Shared Group or Status**

A Shared Group or Status is a setting that is shared and active for all CoursEval databases that the school has set up.

3.19 **Site Manager**

A Site Manager manages the entire University's CoursEval database and has access to all school databases.

3.20 **Standard Deviation**

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

3.21 **Teaching Site**

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

3.22 **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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