



UWI

ST. AUGUSTINE
CAMPUS

Student Evaluation of Courses and Lecturers (SECL) System

Centre for Excellence in Teaching and Learning

Acknowledgements

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Appendix 5 (a) & (b)



Photos of Prize Giving Ceremony for Students and Departments
(School of Veterinary Medicine) in Semester 1 & 2 2016/17

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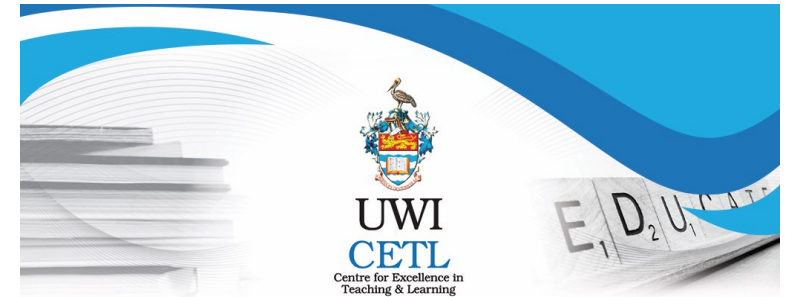
Foreword by the Campus Principal

Appendix 4

Teaching and learning is central to the strategic mission of the St. Augustine Campus of the University of The West Indies and is a distinguishing feature of our regional University. The new Student Evaluation of Courses and Lecturers (SECL) System is therefore a welcome initiative, as feedback from students to our lecturers on the course content, delivery effectiveness and learning experiences is essential in the process of quality enhancement in our classrooms. Responsiveness, consistency and timeliness of reporting and feedback are key indicators that will take our University and Campus forward.

I would therefore like to take this opportunity to encourage all staff and students to support this important process, in keeping with our Campus' commitment to quality and excellence, particularly in the area of teaching and learning. I would also like to commend the Director and staff of the Centre for Excellence in Teaching and Learning (CETL) for their dedicated efforts at ensuring that the UWI, St. Augustine Campus continues to not only meet quality assurance standards, but to surpass them through a process of continuous improvement of our teaching and learning.

Professor Clement Sankat
Pro Vice Chancellor and Campus Principal



Student Evaluation of Course and Lecturer

Dear Student,

The evaluation process has started. We would appreciate your feedback on your lecturer and course. Please take a moment now to login to your UWI email account, find the evaluation email, then copy and paste your username and password into the required fields and then click sign in and proceed to complete your evaluations. Each evaluation should take 10-15 minutes to complete.

Thank you for your co-operation.

UWI-CETL Team

Example of PowerPoint Presentation



Example of Online SECL Flyer

Foreword by the Deputy Principal

This booklet is a welcome tool in the arsenal of support mechanisms necessary for the improvement of teaching and learning at The University of the West Indies, St. Augustine Campus. It is of absolute importance as a guide to the process of evaluation of faculty by students, which is analysed and the results disseminated by the Centre for Excellence in Teaching and Learning.

The location of this process of analysis of student evaluation of faculty within the Centre for Excellence in Teaching and Learning highlights the value that the University places on teaching and learning. It also underscores its desire to ensure that members of faculty take every opportunity to improve their pedagogical techniques and that they do so taking into account the opinions, perceptions and experiences of the students that they teach.

Best practices among progressive tertiary educational institutions indicate that the narrow focus on publication for promotion and tenure is giving way to an expanded space for the inclusion of teaching as an important criterion of assessment for advancement. Student evaluation reports provide the foundation for further movement in this direction by the University of the West Indies, St. Augustine Campus. The importance of this booklet as a guide for faculty on how to use the reports to develop their skills and personal attributes for effective teaching cannot be overstated.

It is also an important companion document; a **must read** for all administrators involved in the implementation of student evaluations to ensure the integrity of the process.

I would like to thank the Director and staff of the CETL for its commitment to quality by ensuring that attention to procedure and by extension to quality of output is addressed through publications such as these.

Professor Rhoda Reddock
Deputy Principal

Student Evaluation of Courses and Lecturers (SECL) System

Appendix 3 (a)

Introduction

This booklet provides information and guidelines to all staff members of The UWI, St. Augustine about the Student Evaluation of Courses and Lecturers (SECL) system, which commenced in the 2010-2011 academic year. The evaluation process is implemented by the Centre for Excellence in Teaching and Learning (CETL) and is scheduled for each semester.

The purpose of the SECL system is to provide feedback to Lecturers and other relevant staff members on students' classroom and/or learning experiences and learning opportunities as can be garnered from their perceptions. Each Lecturer is individually evaluated and feedback reports are provided on the students' course experiences to him/her as well as the Head of Department (HOD) and the Dean of the Faculty.

The SECL system is a strategic tool for Lecturers who should use the feedback information to improve students' learning opportunities and address student matters in their teaching that impact student learning. It is anticipated that HODs, and in some cases, Deans will provide Lecturers with the requisite assistance and guidance to improve students' learning experiences.

Use of the SECL Reports

The SECL reports can be most effectively used for developmental purposes primarily aimed at helping Lecturers develop their teaching skills and personal attributes which impact teaching effectiveness. These include communication efficacy, student engagement, and creation of facilitating learning environments. Table 1 summarises actions that may be taken on receipt of the SECL reports, and indicates the attendant value and/or importance of taking these actions.

Following these suggestions will not only impact the quality of student learning experiences at the institution, but will also address steps in the quality assurance process that distinguishes The UWI as a higher education institution of best practice in teaching and learning.



The flyer features a background image of a smiling woman with curly hair wearing a green top, sitting at a desk and typing on a laptop. Overlaid on the top left of the image is the text "IT'S TIME!!" in large, bold, blue letters with a white outline, and "EVALUATE YOUR LECTURERS" in smaller white letters below it. Below the image, there is a teal banner with the text "COURSE EVALUATION TIPS" in white. Underneath the banner, there are seven tips arranged in two columns, each preceded by a teal checkmark icon. The tips are: "Be Specific", "Be Respectful", "Provide Clear Examples", "No Obscenities", "Offer Solutions & Alternatives", "Be Thoughtful", and "State the Good & the Bad". At the bottom of the flyer, there is a grey box with the text "REMEMBER, YOUR EVALUATIONS ARE ANONYMOUS. LECTURERS CANNOT TRACE RESPONSES TO STUDENTS AT ANYTIME!" in bold, black, uppercase letters.

IT'S TIME!!
EVALUATE YOUR LECTURERS

Check your UWI email & complete the CoursEval survey anywhere, anytime.

COURSE EVALUATION TIPS

- ✓ Be Specific
- ✓ Be Respectful
- ✓ Provide Clear Examples
- ✓ No Obscenities
- ✓ Offer Solutions & Alternatives
- ✓ Be Thoughtful
- ✓ State the Good & the Bad

REMEMBER, YOUR EVALUATIONS ARE ANONYMOUS.
LECTURERS CANNOT TRACE RESPONSES TO STUDENTS AT ANYTIME!

Example of Online SECL Flyer

Appendix 2(a)

1	the amount of programming	Q
2	how it was taught (or not taught) most of the material we were just expected to know "as masters students" and understand "at this level" confidence building was a null factor as belittling was more his style of teaching if you could not answer questions or could not do them in the style which he preferred	Q
3	The vagueness of some of the topics taught and then in exams (course work exams) you were expected to be very thorough.	Q
4	The course work tests are flawed. We are given too many questions to finish in too little time. The tests are more a test of memory than a test of understanding of the material, which is why so many people fail. The questions given are questions that you need time, to think about a solution but not enough time is given and so this leads to people trying to memorize some of the solutions, BUT there is no way one can memorize all the material.	Q
5	-	Q

Question: How do you think this course could be improved?		
Response Rate: 56.36% (4 of 11)		
1	should be more theoretical at this level since a lot of us are not going to be programming full time, but rather are at a higher level with staff to do this.	Q
2	have a course outline. I have done this course before and an outline is never presented. we cannot even get a heads up on what to go and read up on or (should it be a weak area) study more on before class. Feedback on assignments, actual assistance on how it could be better or why low marks were received not just, it failed the test data so yes, that's it. While this course tries to teach at so called "high level" learning involves actually understanding materials presented (note presented and not really taught) and getting feedback so one can improve on mistakes made. This does not happen in this course, you can fail not knowing exactly why, or more so, how to improve to increase your chance of passing next time. it is easy to fail again possibly even worse than before in this course, but feedback does nothing for this course because there is a low pass rate yet the same lecturer teaches it yr after yr in the same way and nothing is done for the students sake.	Q
3	Present the material in more depth.	
4	Go through more examples/solution in the level of depth we were expected to present the material.	Q
5	Give some hints when it was indicated that the student was having difficulty with a topic/assignment.	Q
6	-	Q

Question: How do you think tutorial course components can be improved?		
Response Rate: 27.27% (3 of 11)		
1	with actual practice questions by qualified individuals not a group of 5 junior students from the same class who seems to be bright enough to impress the lecturer so he says teach the rest of the class. not every person good at a topic is equipped to teach it to someone else!	Q
2	Have more organized presenters for the tutorials	
3	Give more specific examples when giving solutions	
4	Go through examples done during class time with emphasis on details	Q
5	-	Q

Question: How do you think laboratory work/practical activities course components can be improved?		
Response Rate: 18.18% (2 of 11)		
1	It could have HAD practical activities in the computer lab.	Q
2	-	Q

Question: Any other comments		
Response Rate: 18.18% (2 of 11)		
1	Overall a good courses for any Masters Computer Science Student, but could have encouraged the student to come up with his/her own way of producing solutions instead of the regimental style used.	Q
2	Actually take heed of some of the students' feedback in terms of changing the way the materials for this course is presented. Different minds think and work differently, as scientists, I'd think the heads know this, technology is ever changing, time to change some of the methods of teaching (including testing)	Q

Example of Online SECL Report

Table 1. Possible Ways of Using the Feedback Provided in the SECL System

Possible Actions	Importance
1. Lecturers note perceptions and concerns of their students.	Provides feedback on the students' class experiences. While students may take the opportunity to report negatively on lecturers, Ramsden (2003) and other higher education researchers show that most of the time students use the opportunity to provide an accurate picture of their experiences. Lecturers must take into consideration what the majority of students perceive.
2. Lecturers and Heads/Course Coordinators hold discussions relevant to student concerns.	This helps in identifying and articulating the experiences and/or problems that impacted students' perceptions. There is opportunity to distinguish problems outside the purview of the lecturer from those under his/her control. Corrective steps can be taken in either event.
3. Lecturers (with guidance, if necessary from HODs/Course Coordinators) set new and realistic goals for students and themselves	Often all problems cannot be addressed at once so setting goals will allow a system for prioritizing. In addition, this underscores the deliberate and systematic enterprise that is teaching. However, setting teaching goals is a skill and the input of the Heads of Departments will be critical in this regard.
4. Lecturers and HODs/Course Coordinators identify teaching skills gaps.	Opportunity to determine when lack of appropriate teaching skills is indicated e.g. how to teach large classes.
5. HODs/Lecturers make arrangements for relevant training.	Once the problems have been identified the HOD can arrange for or recommend appropriate training either individually or as a department. Lecturers can attend workshops or consult with the CETL or other relevant entity for assistance.
6. Lecturers subsequently modify/adjust selected teaching strategies/ways of engaging students.	The SECL system allows for changes in teaching the courses subsequently, e.g. the following semester. <i>(Lecturers also need to obtain feedback during the course to make adjustment to their teaching – this often requires some training).</i>
7. Compare subsequent student perceptions and performances.	This provides the lecturers with feedback on whether teaching and assessment strategies modified/employed worked, i.e. closes the feedback loop.

The SECL Process

The SECL process is initiated by the electronic submission of questionnaires to students for each course, which they complete to indicate their perceptions about their course experience and view of their course lecturer. The SECL process usually commences in the third week of the semester and engages the CETL staff well into the following semester. It involves obtaining lists of all courses being offered by each Department/Faculty, assigned Lecturers, numbers of students in each course and other relevant data. This information is obtained from the Departments and is considered extremely important. **If a Department supplies incorrect information, then this will reflect in the Lecturers reports and the courses they teach.**

SECL Online System

The SECL system online version utilizing software called CoursEval has fully replaced the traditional paper-based version in Academic Year 2016/17. The process is outlined on page 9. All criteria for the online process must also be met as outlined on page 10. All Deans, HODs, Teaching staff, Department administrators and registered students have an account where they can login and access their respective content each semester.

The CETL does the processing of all questionnaires and submits reports to the relevant Lecturer, his/her HOD and the Dean through the software, as agreed at the meeting of Extended Campus Management Committee held on 11th, September, 2011.

The steps involved in this process are itemised in the context of the semester timeline in the section titled *SECL Process Timeline* on page 16. Details of the SECL online process is outlined hereunder.

Appendix 2(b)

COMP 6401									
Section 2	Responses					Course			
	1D	2	3	4	5A	N	Med.	Mode	Std Dev
Q17 (where conducted) were adequate	0	2	1	4	3	10	4	4	1.08
Q18 (where conducted) helped me to understand the material covered in the course	1	0	2	4	3	10	4	4	1.17
Q19 (where conducted) were directly linked to lectures	0	0	2	5	3	10	4	4	.70
Q20 would have been useful for me in this course	0	1	3	2	3	9	4	3.5	1.03
Responses: (1D) 1-Strongly Disagree=1 (2) 2-Disagree=2 (3) 3-Neutral=3 (4) 4-Agree=4 (5A) 5-Strongly Agree=5									

COMP 6401									
Section 2	Responses					Course			
	1D	2	3	4	5A	N	Med.	Mode	Std Dev
Q21 helped me understand the material covered in the classroom sessions	0	0	3	2	1	6	3.5	3	.75
Q22 were clearly linked to the theoretical components of the course	0	0	3	2	1	6	3.5	3	.75
Q23 were supported by well produced manuals and/or clear instructions	0	1	3	0	1	5	3	3	.98
Q24 were supported by appropriate properly functioning equipment and/or appropriate specimens	0	0	2	1	1	4	3.5	3	.83
Q25 were supported by an adequate number of demonstrators	0	0	3	0	1	4	3	3	.87
Q26 reports were quickly marked	0	0	3	1	1	5	3	3	.80
Q27 feedback from marked reports was generally helpful	0	1	1	1	1	4	3.5	2.5/4.5	1.12
Responses: (1D) 1-Strongly Disagree=1 (2) 2-Disagree=2 (3) 3-Neutral=3 (4) 4-Agree=4 (5A) 5-Strongly Agree=5									

Section 1	Responses					Individual			
	1	2F	3	4G	5	N	Med.	Mode	Std Dev
Q28 the lecturer's performance was	0	2	3	1	5	11	4	5	1.19
Responses: (1) 1-Poor=1 (2F) 2-Fair=2 (3) 3-Good=3 (4G) 4-Very Good=4 (5) 5-Excellent=5									

Section 1	Responses					Individual			
	1D	2	3	4	5A	N	Med.	Mode	Std Dev
Q29 explained his/her expectations of students in the course	0	1	3	3	4	11	4	5	1
Q30 made the objectives of all sessions clear	0	2	1	3	5	11	4	5	1.13
Q31 outlined strategies for learning the course material	0	1	2	4	4	11	4	4.5	.95
Q32 clearly explained the assessment of the course	0	2	1	4	4	11	4	4.5	1.08
Q33 used activities that helped me engage with and understand course material	0	3	0	4	4	11	4	4.5	1.19
Q34 encouraged me to participate in class activities	0	0	3	8	0	11	4	4	.45
Q35 encouraged my interest in the course	0	2	2	5	2	11	4	4	.98
Q36 helped in developing my competence in the subject discipline	0	0	4	4	3	11	4	3/4	.79
Q37 helped in developing my intellectual self-confidence and knowledge	0	3	3	2	3	11	3	2.5/5	1.16
Q38 generally gave helpful responses to questions asked	0	1	3	3	4	11	4	5	1
Q39 was approachable outside of lectures/classroom sessions	0	0	1	5	4	11	4	4	.62
Q40 was open to differing points of view	0	0	6	2	3	11	3	3	.85
Q41 seemed confident and knowledgeable in the subject matter	0	0	0	2	9	11	5	5	.39
Responses: (1D) 1-Strongly Disagree=1 (2) 2-Disagree=2 (3) 3-Neutral=3 (4) 4-Agree=4 (5A) 5-Strongly Agree=5									

Question: What did you like BEST about this course?									
Response Rate: 36.36% (4 of 11)									
1 the variety of principles taught									
2 learning that algorithms and techniques of problem solving can be applied to a variety of problems									
3 it stretched you beyond your limits and forced you to critically analyze the material present and expected to understand.									
4 -									
Question: What did you like LEAST about this course?									
Response Rate: 45.45% (5 of 11)									

Example of Online SECL Report

Appendix 2(a)

Semester 1 2016-2017 Survey Semester 1 2016-2017										The University of the West Indies St. Augustine Campus	
Course: [REDACTED]					Department: [REDACTED]						
Responsible Faculty: [REDACTED]					Responses / Expected: 11 / 28 (39.29%)						
COMP 6401											
Demographic Questions		Responses				Course					
		M	F	N	Med.	Mode	Std Dev				
Q1 Sex		8	3	11	1	1	.45				
Responses: [M] M=1 [F] F=2											
COMP 6401											
Demographic Questions		Responses				Course					
		1	2	3	4	N	Med.	Mode	Std Dev		
Q2 Age		6	3	1	1	11	1	.56			
Responses: [1] 19-25-1 [2] 26-35-2 [3] 36-45-3 [4] 46 & over-4											
COMP 6401											
Demographic Questions		Responses				Course					
		I	II	III	IV	N	Med.	Mode	Std Dev		
Q3 Year		5	1	4	0	10	1.5	1	.54		
Responses: [I] I=1 [II] II=2 [III] III=3 [IV] IV=4											
COMP 6401											
Demographic Questions		Responses				Course					
		1	2	3	N	Med.	Mode	Std Dev			
Q4 Semester		11	0	0	11	1	1	0			
Responses: [1] 1=1 [2] 2=2 [3] 3=3											
COMP 6401											
Demographic Questions		Responses				Course					
		1TH	2H	3	4	N	Med.	Mode	Std Dev		
Q5 Please indicate your attendance at lectures/classes:		0	0	1	10	11	4	4	.29		
Responses: [1TH] 1-Less than half-1 [2H] 2-Approximately half-2 [3] 3-Most-3 [4] 4-All-4											
COMP 6401											
Section 2		Responses				Course					
		1	2F	3	4G	5	N	Med.	Mode	Std Dev	
Q6 the course/module was		0	3	2	3	3	11	4	2.45	1.16	
Responses: [1] 1-Poor=1 [2F] 2-Fair=2 [3] 3-Good=3 [4G] 4-Very Good=4 [5] 5-Excellent=5											
COMP 6401											
Section 2		Responses				Course					
		1D	2	3	4	5A	N	Med.	Mode	Std Dev	
Q7 material was presented in a manner I could easily follow		1	0	3	3	3	10	4	3.45	1.19	
Q8 material covered stimulated my intellectual development		0	0	4	5	2	11	4	4	.72	
Q9 textbooks and/or other relevant material were readily available in the library		0	1	5	3	0	9	3	3	.63	
Q10 textbooks and/or in-course texts were readily available in the bookstore		0	0	4	6	0	10	4	4	.49	
Q11 assignment instructions were clear		0	0	2	4	5	11	4	5	.75	
Q12 assignments and/or in-course tests were marked promptly		0	0	1	7	3	11	4	4	.57	
Q13 feedback on assignments and/or in-course tests was generally helpful		0	2	0	7	2	11	4	4	.94	
Q14 feedback on assignments and/or in-course tests were useful		0	2	1	6	2	11	4	4	.96	
Q15 (where applicable) online components were useful		0	0	2	4	2	8	4	4	.71	
Q16 (where used) online components helped improve my learning		0	0	2	4	2	8	4	4	.71	
Responses: [1D] 1-Strongly Disagree=1 [2] 2-Disagree=2 [3] 3-Neutral=3 [4] 4-Agree=4 [5A] 5-Strongly Agree=5											

Administrative Responsibilities of the Department

As with the paper-based SECL process, each Department is responsible for initially providing accurate departmental information early in the reporting cycle. The information required for EACH course is as follows.

- (1) Course Code
- (2) Course Title
- (3) Full Name of Lecturer (s)
- (4) No. of Students Enrolled Per Course
- (5) Head of Department
- (6) Dean

The information must be sent via email to the Research Team at the CETL at seclreports@sta.uwi.edu by the 3rd or 4th week of the relevant semester.

After this information is supplied, together with corresponding student listings obtained from Campus Information Technology Services (CITS), it is then exported to the CoursEval database software where individual accounts are created and updated for all users each semester. Users include all Teaching staff, Students, Principal, Deputy Principal, Deans, HODs and Department Administrators involved in the SECL process.

There are two components to the SECL questionnaire– a **quantitative** component the responses to which is based on a Likert scale, and a **qualitative** component which provides open-ended responses to the questions. Therefore, two types of reports are generated from the SECL process, one that relates to the quantitative section of the form and the other relevant to the qualitative section. The reports are as follows:

(1) **Quantitative** – Analysis of the rating scale questions in Section 1. This section utilizes the following Likert scale:

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree
- 6 Not applicable

(2) **Qualitative** – The students' responses to the open-ended component of the questionnaire are sent in total to the Lecturer, HOD and Dean. This very valuable component of student feedback provides deep insight into students' course experiences and should be treated as the invaluable tool that it is. Consideration of students' comments should underpin the discourse among Lecturer, HOD, and Dean.

A Condensed Analysis report is generated as a PDF file (Adobe Reader format). This report is accessed by the relevant Lecturer, HOD and Dean via the CoursEval software portal.

All courses and departments must aim to achieve a $\geq 35\%$ overall response rate. In order to achieve to the foregoing Departments must meet the following criteria.

Criteria for Using the Online SECL

- 1) Each Department must delegate an Administrator (AA) who will commit to the process or another staff member for example a Secretary or Clerical Assistant who can work in their absence and provide an accurate listing as stated on page 9
- 2) A student liaison/representative must be assigned for each course or year group. He/she must communicate with the Department Administrator regularly regarding the start and end time of the process as well as the response rates for each course. In turn, the liaison must update the students accordingly and encourage them to complete the online SECL before the end date whilst monitoring the response rates
- 3) The AA or student liaison must go to each class 10/15 minutes before or after and ask students to: login in to their UWI email account, search for the Online SECL notification email (follow instructions contained in the email) and complete the online SECL for their respective course (s). Lecturers must be consulted on a suitable day/time to execute this.

Section II

Please use PENCIL ONLY to answer the following questions

1. What did you like BEST about this course? _____

2. What did you like LEAST about this course? _____

3. How do you think this course could be improved? _____

(Answer this question if applicable)

4. How do you think the following course components could be improved?

• Laboratory work /practical activities: _____


• Tutorials: _____

5. Any other comments: _____

THANK YOU FOR YOUR TIME AND EFFORT!

Back page of student COURSE evaluation form for general purposes.

Appendix 1 (a)

COURSE EVALUATION QUESTIONNAIRE	
 <p>THE UNIVERSITY OF THE WEST INDIES ST. AUGUSTINE CAMPUS</p>	
<p>Sex: <input type="radio"/> M <input type="radio"/> F</p> <p>Age: 18-25 <input type="radio"/> 26-35 <input type="radio"/> 36-45 <input type="radio"/> 46 & over <input type="radio"/></p> <p>Year: I <input type="radio"/> II <input type="radio"/> III <input type="radio"/> IV <input type="radio"/></p> <p>Semester: I <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/></p> <p>Course: _____</p> <p>Please indicate your attendance at lectures/classes: <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 (1 - less than 1/2, 2 - approximately 1/2, 3 - most, 4 - all)</p>	
<p>DIRECTIONS: Please use a pencil to shade ONE answer for each question. Choose among the most appropriate: 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree, 5-Strongly Agree, 6- Not applicable</p>	
<p>Section I</p> <p>THE LECTURER...</p> <p>1. explained his/her expectations of students in the course 1 2 3 4 5 6</p> <p>2. made the objectives of all sessions clear 1 2 3 4 5 6</p> <p>3. outlined strategies for learning the course material 1 2 3 4 5 6</p> <p>4. clearly explained the assessment of the course 1 2 3 4 5 6</p> <p>5. used activities that helped me engage with and understand course material 1 2 3 4 5 6</p> <p>6. encouraged me to participate in class activities 1 2 3 4 5 6</p> <p>7. encouraged my interest in the course 1 2 3 4 5 6</p> <p>8. helped in developing my competence in the subject discipline 1 2 3 4 5 6</p> <p>9. helped in developing my intellectual self-confidence and knowledge 1 2 3 4 5 6</p> <p>10. generally gave helpful responses to questions asked 1 2 3 4 5 6</p> <p>11. was approachable outside of lectures/classroom sessions 1 2 3 4 5 6</p> <p>12. was open to differing points of view 1 2 3 4 5 6</p> <p>13. seemed confident and knowledgeable in the subject matter 1 2 3 4 5 6</p> <p>OVERALL (1-poor, 2-fair, 3-good, 4-very good, 5-excellent, 6-Not applicable)</p> <p>14. the lecturer's performance was 1 2 3 4 5 6</p> <p>THE COURSE...</p> <p>15. material was presented in a manner I could easily follow 1 2 3 4 5 6</p> <p>16. material covered stimulated my intellectual development 1 2 3 4 5 6</p> <p>17. textbooks and/or other relevant material were readily available in the library 1 2 3 4 5 6</p> <p>18. textbooks and/or in-course tests were readily available in the bookstore 1 2 3 4 5 6</p> <p>19. assignment instructions were clear 1 2 3 4 5 6</p> <p>20. assignments and/or in-course tests were marked promptly 1 2 3 4 5 6</p> <p>21. feedback on assignments and/or in-course tests was generally helpful 1 2 3 4 5 6</p> <p>22. feedback on assignments and/or in-course tests were useful 1 2 3 4 5 6</p> <p>23. (where applicable) online components were useful 1 2 3 4 5 6</p> <p>24. (where used) online components helped improve my learning 1 2 3 4 5 6</p> <p>OVERALL (1-poor, 2-fair, 3-good, 4-very good, 5-excellent, 6-Not applicable)</p> <p>25. the course/module was 1 2 3 4 5 6</p> <p>TUTORIALS...</p> <p>26. (where conducted) were adequate 1 2 3 4 5 6</p> <p>27. (where conducted) helped me to understand the material covered in the course 1 2 3 4 5 6</p> <p>28. (where conducted) were directly linked to lectures 1 2 3 4 5 6</p> <p>29. would have been useful for me in this course 1 2 3 4 5 6</p> <p>LABORATORY WORK/PRACTICAL ACTIVITIES...</p> <p>30. helped me understand the material covered in the classroom sessions 1 2 3 4 5 6</p> <p>31. were clearly linked to the theoretical components of the course 1 2 3 4 5 6</p> <p>32. were supported by well produced manuals and/or clear instructions 1 2 3 4 5 6</p> <p>33. were supported by appropriate properly functioning equipment and/or appropriate specimens 1 2 3 4 5 6</p> <p>34. were supported by an adequate number of demonstrators 1 2 3 4 5 6</p> <p>35. reports were quickly marked 1 2 3 4 5 6</p> <p>36. feedback from marked reports was generally helpful 1 2 3 4 5 6</p> <p style="text-align: right;">P.T.O.</p>	

Front page of student COURSE evaluation form for general purposes.

4) Each Department must be responsible for updating all lecturers on all SECL activity this includes, the method, start and end date of the SECL process for each Semester and lastly the response rates for each course. If a response rate is low for a course the Administrator must notify both the lecturer and student liaison accordingly

5) Although CETL sends reminders to the students to complete the online SECL, it is also the responsibility of the Department to ask Lecturers and student liaisons to remind the students to check their email addresses and complete the online questionnaire. All Lecturers must be supportive of the online SECL process

5) All Lecturers must embed a message into myeLearning asking students to check their UWI email account and complete the online questionnaire. together with flyers in Appendix 3.

6) The AA must add flyers provided by CETL (this serves as reminders for students to check their UWI email addresses) to the Department's notice board when requested.

Advantages of the Online SECL process

The first benefit of using the online system is the faster completion of the reports. The online SECL reports are available two weeks after examination results have been released, whereas the hard copy SECL reports are completed within six months. This gives teaching staff a chance to make relevant changes to their course design and delivery for the next Semester. Another major benefit of the online SECL process is that all HODs and teaching staff will have an account where all reports are stored and can be accessed at anytime. This will allow particularly HODs to examine perceptions of students' experiences across the Department in addition to their perceptions about individual courses.

Challenges of the Online SECL process

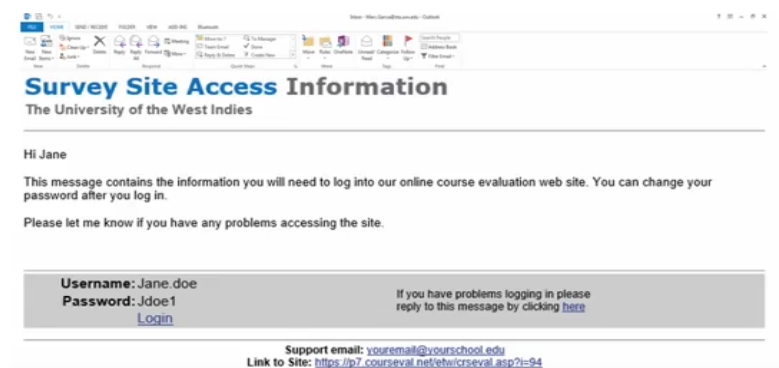
Achieving a high response rate is a major challenge for the Online SECL. Both the Department and CETL must work together to find ways to motivate and encourage students' to check their UWI email accounts and complete the online SECL questionnaire. Recommendations on how to increase response rates is outlined on page 19.

Navigating through the Online SECL Software

The online SECL process occurs once each Semester (twice a year). When the survey becomes live it will remain active for three to four weeks. Within that period a series of activities occur. These activities are illustrated next.

Firstly, before the survey becomes live all Lecturers will receive two emails. One email (See Figure 1) contains individual login details such as username and password. It is recommended that all account holders change their password upon first login.

Figure 1 Login Screenview Sample



Appendices

The second email contains course details with student listings (See Figure 2). Upon receipt of emails all Lecturers must verify the information provided and contact the CETL Research team at secreports@sta.uwi.edu should any problems arise.

Figure 2 Course Details Screenview Sample

Dear Jane Doe,

The Summer 2016 course evaluation survey will be open to students from 12:30pm today. Please review the list of courses and enrolled students below to ensure this information is correct.

Please contact me immediately if you notice any mistakes in your course list or the list of enrolled students. Thank you for your cooperation.

Sincerely,

Course Num - Sec	Course Name	Participant List	Survey Open	Survey Close
CHEM 1234	Intro to Chemistry II	BRIDGLALSINGH, STEPHANIE MARI DABIDEEN, JANKIE NIKKISH GOBIN, CHRISTOPHER TI GOPAUL, MARK EVANS JESSAMY, ADAN ANTHONY Mohammed, Karishma SOOKLAL, SHANTAL SIREKA SUBANCE, NADIA SEEMA DE	Jul 12 12:30 PM	Aug 11 12:00 AM
BIOL 1234	Intro to Biology III	DABIDEEN, JANKIE NIKKISH GOBIN, CHRISTOPHER TI SOOKNANAN, ALANA JESSIE	Jul 12 12:30 PM	Aug 11 12:00 AM

Support email: cetlresearch.assistant@sta.uwi.edu
Link to Site: <https://n7.courseval.net/seh/courseval.asp?i=94>
Access via mobile device or computer

FAQS

Which staff members are evaluated?

Full time and part time lecturers only.

Can a guest lecturer be evaluated?

No, a guest lecturer should not be evaluated.

If there is more than one lecturer per course or module, should they be individually or collectively evaluated?

Each lecturer should be individually evaluated per course or module.

Are Theses supervisors and Projects evaluated?

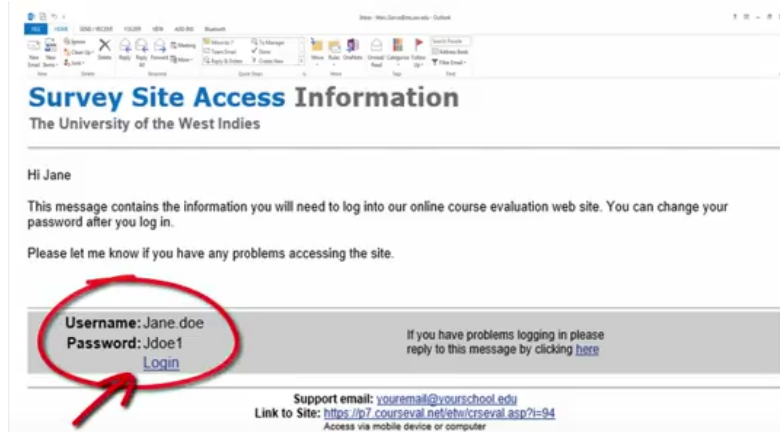
No, they are not only courses.

I am new to this process how do I access my CoursEval account if I have one?

Please contact any member of the CETL Research Team Ms. Kim Inniss or Mr. Marc Garcia via seclreports@sta.uwi.edu and your login details will be sent to you via email.

Next, click on the link circled in Figure 3 to access the site, this will open the CoursEval portal.

Figure 3 Highlighted Login details Screenview Sample



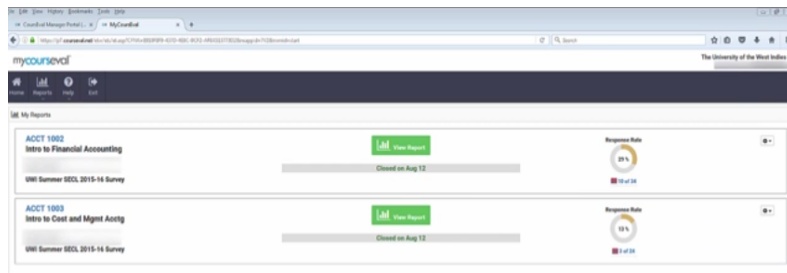
Then, copy and paste your username and password contained in Figure 1&3 and place into the required fields in Figure 4 and click sign in.

Figure 4 CoursEval Portal where username and password will be copied and pasted Screenview Sample



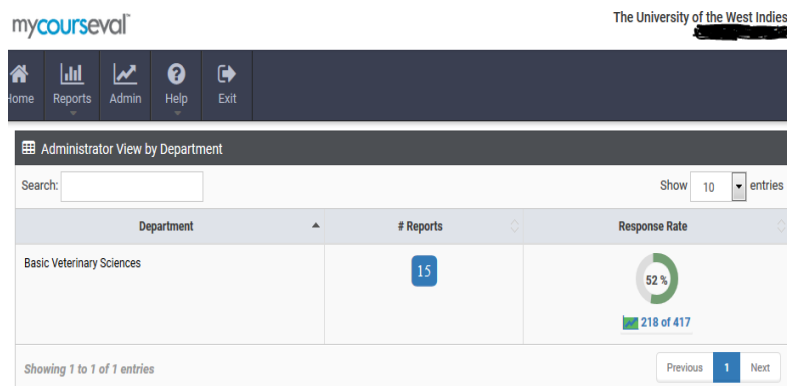
After logging in, all teaching staff will be able to view a list of each course taught and their corresponding response rates (when the survey is active).

Figure 5 CoursEval Portal course details and response rates Screenview



Both Administrators and HODs will be able to access response rates for all courses within their department (See Figure 6) whereas Lecturers will only be able to view response rates for their course (s) only (See Figure 5).

Figure 6 CoursEval Portal Administrator and HOD Screenview



For a video illustration on Navigating through the CoursEval software please refer to the following guide for logging in and viewing response rates <https://www.youtube.com/watch?v=qqv2UYIHCC0> and accessing reports <https://www.youtube.com/watch?v=KVt6n3lurQ>.

Reports

All online SECL reports are completed and accessible **two weeks** after examination results have been released. All departments must provide the relevant information listed below in week 3, so that the students' are able to complete the questionnaire before classes end for the semester.

Tips for increasing response rates for Departments

In addition to managing the SECL online process, the CETL research team also work together with Marketing and Communication to promote the process namely through advertising on social media platforms such as Facebook and Twitter; via email on *What's On*; creating flyers and videos (for all users). However, assistance from AAs, Lecturers, student liaisons are also needed to disseminate information and to further promote the process. Each course should aim to achieve a response rate of $\geq 35\%$. As mentioned previously obtaining this rate can be challenging and below are a few recommendations on how this can be achieved.

- Students tend to be more motivated to complete their evaluations once their voice is being heard and acted upon, therefore Lecturers must communicate the value of course evaluations with their students. Thus, it is important to highlight changes made to the course based on previous feedback and how useful it is for improving course design and delivery, this way students would know the impact of completing their online SECL and accept the process. Student liaisons must also communicate with their class-mates with regards to the start time, end time of the online SECL process and encourage them to complete their evaluations.
- Schedule 10-15 minutes before or after class for students to complete the evaluation using their phone, tablet, laptop or PC. Wi-Fi is needed. A student liaison/representative or AA should direct this exercise
- The Lecturer via the Department can reward students for completing their evaluations, this can be done by: giving tips for an upcoming exam if the response rates increase by a certain percentage etc. or to give an additional review session
- Promote course evaluations through; mylearning placing a slide or PowerPoint illustration ([Appendix 4](#)); playing a one minute video <https://www.youtube.com/watch?v=i550MQE7b0s> or <https://www.youtube.com/watch?v=1qgxeFfWiqs> during class time
- Prizes are awarded to one student per faculty (once they have completed all their evaluations) as well as to departments with the highest response rates.

Heads of Departments

- ✓ Ensure that the designated SECL Administrator has the correct email address for all Lecturers on file
- ✓ Ensure that each Lecturer liaise with the AA or student liaison to schedule 10 –15 minutes a week for each class to complete the online evaluation
- ✓ View instructional video on how to Navigate through the CoursEval software <https://www.youtube.com/watch?v=qqv2UYIHCC0> and <https://www.youtube.com/watch?v=-KVt6n3lurQ>
- ✓ Check your email, login to your account and change your password
- ✓ Ensure that all lecturers have verified the information listed such as course names, course codes and students' enrolment are correct
- ✓ Ensure that AAs have placed the advertisement provided by CETL on the notice board and/or added to department social media account (if any)
- ✓ While the survey is live ensure that Lecturers show PowerPoint slide/Flyer and they schedule time for the AA or student liaison to conduct the exercise within each Semester. Lecturers must alert students during class each week and encourage them to complete the survey explaining the usefulness of feedback
- ✓ Survey reports for each Lecturer and course will be available 2 weeks after examination results
- ✓ **Survey Reports must be saved electronically and in a central area such as the y: drive, easily accessible for future HODs.**

Students

- ✓ Ensure that you are registered for your course(s)
- ✓ Check UWI email account for login details, verify that the correct course information is provided and proceed to change the default password to a more memorable one.
- ✓ View video on how to use the CoursEval software <https://www.youtube.com/watch?v=i550MQE7b0s> or <https://www.youtube.com/watch?v=1qgxeFFWiqs>
- ✓ Login
- ✓ Complete survey during specified time
- ✓ Check for prizes after the survey is closed.

Accessing Reports

All Lecturers will be able to view their individual reports for each course evaluated. Each HOD will have access to each Lecturer's report within their department and lastly each Dean's will be able to access each lecturer's report for all departments within their faculty. All reports (in PDF format) will become available two weeks after examination results have been released. **Each HOD must save the reports electronically and in a central area such as the y: drive, so that future HODs would be able to access.** Please note that Department Administrators would not have access to reports due to confidentiality.

Figure 6 illustrates a CourseEval portal Screenshot for both AAs and HODs containing the Departments' name, number of reports or courses evaluated for a particular semester and the overall response rate for the department. Each department must achieve a $\geq 35\%$ overall response rate. In order to see a detailed list of each course being evaluated and the corresponding individual response rate, click on the number listed below **# Reports**. Figure 7 (the final step) is a detailed list of all courses and their respective response rate. All users will not be able to view report (s) while the survey is live and will be notified via email when the reports become accessible.

Figure 7 Individual course details and respective response rates.

Course Number	Course/Semester Name	Faculty	Deadline	Response Rate	Report	Print
ASBU 1005	Introduction to Microeconomics Semester 1 2019-2017	Harold Patterson-Andrews Jennifer Joseph	Open Unit Dec 14, 2016 11:59 PM	100% 17 of 17		
ASBU 1005	Introduction to Microeconomics 100 Semester 2019-16	Scott Mathias	Closed on Aug 10, 2016 12:01 AM	40% 7 of 17		
ASBU 1006	Macroeconomics Fund for Clean Agri 100 Semester 2019-16	Lorraine Ferguson-Wadsworth	Closed on Aug 10, 2016 12:01 AM	0% 0 of 17		
ASBU 2000	Agriculture in the Economy Semester 1 2019-2017	Farrel Hoston David Soperland	Open Unit Dec 14, 2016 11:59 PM	35% 6 of 17		
ASBU 2000	Agriculture in the Economy 100 Semester 2019-16	Valentine Ramphane	Closed on Aug 10, 2016 12:01 AM	100% 8 of 8		
ASBU 2002	Management and Economics of Agricultural Production and Mark Semester 1 2019-2017	Harold Patterson-Andrews Jennifer Joseph	Open Unit Dec 14, 2016 11:59 PM	14% 2 of 14		
ASBU 2002	Agribusiness and Agri Prod & Mktg 100 Semester 2019-16	Lorraine Ferguson-Wadsworth Valentine Ramphane	Closed on Aug 10, 2016 12:01 AM	44% 6 of 14		
ASBU 3001	Marketing and Price Analysis Semester 1 2019-2017	Jennifer Joseph Stephen McManus	Open Unit Dec 14, 2016 11:59 PM	7% 1 of 14		

In order to find a specific course or semester enter the required information in the search box in the top left hand side of the portal in Figure 6 or 7.

Online SECL Time-line schedule for Department Administrators

A suggested timeline to facilitate timely administration of the online SECL is found on Table 2. It is recommended that the timeline be accommodated by Departments.

Table 2 Schedule for Online SECL process

Week	Activity	Responsible Party
3	Email to Department administrator to request information: course title; course code; name of the lecturer; and number of students enrolled	CETL
6-7	All lecturers are sent two emails containing login details such as username, password and students listings (which must be confirmed). Any errors must be communicated right away to the CETL Research team via email. CETL Research team will correct errors before survey becomes live.	*Department CETL
9	Survey open for students to complete All Administrators must notify all lecturers, their HOD, students and student liaisons of this. Administrators must also review the Criteria for the Online SECL process on pages 10-11.	CETL *Department
	Reminder emails sent by lecturer/administrator to students to complete survey	*Departments CETL
11-12	Survey closes	CETL
>13	Email notification sent to Lecturers, HODs and Deans when reports are available for viewing. Prizes are awarded to one student per faculty as well as to the Department that has achieved the highest response rates.	CETL

* = Administrative Assistant/designated administrator

CETL's Responsibilities

The CETL, through a designated research team, is responsible for administering and managing the online SECL process. This is done by setting the online survey activation start and end date, requesting department information, creating the surveys and user accounts, providing software support to users, monitoring response rates, distributing reports and communicating with all users throughout the process ensuring an overall effective SECL system. Other users responsibilities are outlined on page 17 & 18.

Summary Check List & Guide for each Online SECL User during the process

Lecturers

- ✓ Ensure that your AA has the correct email address for you on file (particularly for part-time staff)
- ✓ Check your email from CETL and ensure that the information listed such as your course name, course code and students enrolment are correct
- ✓ View instructional video on how to navigate through the online evaluation software <https://www.youtube.com/watch?v=qqv2UYIHCC0>
- ✓ Display Flyer or PowerPoint slide to students during class each week while the survey is live Appendix 3 & 4
- ✓ Allow time in class for survey completion (liaise with your designated department administrator to schedule a 10-15 minute period)
- ✓ Survey reports will be available **two weeks** after examination results.

Administrators

- ✓ Upon request submit information on course code/course name/FULL lecturer name and email address to seclreports@sta.uwi.edu
- ✓ Post flyers (received from CETL) on department notice board/social media account (s) (if there is one) for students to view at the start of the evaluation process (9th week of semester)
- ✓ View instructional YouTube video on how to navigate through the CourseEval software on page 14.
- ✓ Check your email, log in to your account and change your password (if you have not done so already)
- ✓ After you have logged in you are to monitor the response rates for each Lecturer/course in your department. We ask that you liaise with each Lecturer and set aside 10 –15 minutes during class time to ask students to complete the survey using any electronic device such as laptop/pc/tablet/ phone (WI-FI is required).

Student Liaisons

- ✓ Communicate with the relevant department AA to schedule the evaluation exercise
- ✓ Communicate with students regarding the start and end time of the process. Ensure response rates are **≥ 35%** per course